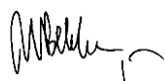


LEARNING AND TEACHING PROCEDURE

Procedure Name	Learning and Teaching Procedure
Procedure Number	A002
Approval Authority	Board of Directors
Responsible Officer	Dean and Principal
Operational Responsibility	Academic Manager
Purpose	<p>The procedure focuses on the core business of LCI Melbourne (LCIM) which is to provide innovative and professional design and arts education to support a positive learning environment that is stimulating and relevant.</p> <p>The LCIM student learning experience relies on positive teaching practices and support for student learning that are informed by knowledge, scholarship and professional experience. LCIM endeavours to provide excellence in teaching and learning and to assist students in acquiring the knowledge and expertise to secure engaging careers in creative disciplines.</p>
Scope	<p>This procedure applies to all learning and teaching undertaken in accredited higher education courses delivered by LCIM and impacts all LCI MELBOURNE students and Academic and Student Support staff.</p>
Procedure Statement	<p>In the implementation of these procedures the LCIM Academic team and Academic Board will monitor processes to ensure continuous improvement in learning and teaching as evidenced by:</p> <ul style="list-style-type: none"> • Student feedback for good teaching • Overall satisfaction feedback and • Student retention. • Academic results <p>The strategies in these procedures will be evident in the planning and processes for all higher education courses of study at LCIM.</p> <p>LCIM will continue to ensure it places its programs and pedagogical development appropriately within:</p> <ul style="list-style-type: none"> • the higher education context • industry expectations • the student expectations
Policy Strategies	<ol style="list-style-type: none"> 1. Pedagogical development and unit design. <p>In the design and development of units within the curriculum LCIM ensures and maintains the following procedures:</p>

	<ul style="list-style-type: none"> • courses are written by experienced academic staff with backgrounds in the creative industries in consultation with industry experts • Courses are aligned to the relevant AQF level by way of relevant program learning outcomes, unit learning outcomes and assessments • Final drafts are submitted to Academic Board for review and feedback and any major changes are tracked and consolidated into curriculum design. • The academic team will annually review all units to ensure aligned to unit learning outcomes and program learning outcomes <p>2. Delivery of teaching and the learning experience</p> <p>In the delivery of courses, LCIM requires that:</p> <ul style="list-style-type: none"> • the academic curriculum is mapped on an annual basis to provide for up to date, industry relevant subject matter and provide for progressive learning in each discipline • Unit outlines are mapped reviewed and moderated annually to monitor student workloads, consistency and alignment to program learning outcomes • All coordinators provide unit outlines for publishing with project outlines, assessment criteria and schedules at the commencement of each teaching period. <p>3. The Assessment of Students</p> <p>In the assessment of students, LCIM requires that:</p> <ul style="list-style-type: none"> • All assessments are mapped minimum once a trimester to ensure that the unit includes formative and summative feedback • Academic teams will map all unit assessments before the commencement of the study term to ensure student workloads are reasonable for the credit point weighting of the unit and percentage allocation of the assessment • Rubric frameworks with clear feedback per grade are created for all assessment tasks across all units every teaching period • Staff work collaboratively with the Academic Manager and Student supports staff to assess students who may require and where deemed necessary provide alternative assessment methodology to align to learning needs when deemed appropriate • The academic team review assessment practices be reviewed on an annual basis <p>4. Review of teaching practices are informed by:</p>
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	<ul style="list-style-type: none"> • Continuous improvement of contemporary teaching practice, relevant scholarship and knowledge about student learning • All academic staff will have embedded into their workplans and aligned performance reviews the expectation to engage in updated pedagogical methods and be informed by relevant scholarship • LCIM will provide a budget and time allocation for academic staff to engage in scholarship and professional development • All new staff are appropriately inducted to LCIM teaching, learning and assessment practices – responsibility for this procedure are the Academic Manager and Dean and Principal • Industry feedback is sought on teaching and learning practices through industry advisory groups, industry projects and consultation • The Academic Board regularly review the implementation of all policies and procedures aligned to learning and teaching upon rotation at meetings held each quarter • Each study period feedback is gathered across all units from students confidentially and collated to provide critique on teaching and content improvements. <p>5. Moderation</p> <p>LCIM will engage in continuous improvement practice and course quality assurance through moderation to ensure accuracy, consistency and fairness by:</p> <ul style="list-style-type: none"> • Moderation processes are established at Academic team meetings and coordinators are responsible for instigating minimum of one moderation activity per unit per study period. • Academic teams at LCIM will engage in a process of moderation by: <ul style="list-style-type: none"> ○ Academic peer review in classroom activities ○ External review of units through benchmarking processes, ○ Cross engagement and consultation of academic teams in the assessment process ○ Moderation of marking including random double marking and panel marking. 	
Definitions	Academic staff	Permanent and casual (sessional) employees engaged in Unit coordination, teaching and assessment.
	Teaching	The transfer of skills, knowledge and their application by academic staff to students
	Learning	The acquisition of skills, knowledge and their application.
	Moderation	An assurance process by which an assessment, unit outline and student workload is quality assessed for consistency and fairness by a neutral and qualified academic

	Institute	LCI Melbourne	
Relevant Legislation	<ul style="list-style-type: none">• Higher Education Standards Framework (Threshold Standards) 2015• 2016 Higher Education Support Act (2003)• Australia Qualifications Framework (AQF)• Education Services for Overseas Students Act 2000 (ESOS)• Commonwealth Register of International Courses for Overseas Students (CRICOS)		
Key Related Documents	Learning and Teaching Policy		
Date Approved	22 October 2019		
Date of Commencement	23 October 2019		
Date for Review	Q3 2022		
Documents superseded by this Procedure	Teaching and Learning Policy 2017		
Amendment History	New Procedure		
Signed and dated for LCI Melbourne		Prof Warren Bebbington	9 October 2019

INFORMATION FOR PUBLISHING ON POLICY REGISTER	
Policy/Procedure Category	Academic
Responsible Officer	Dean and Principal
Review Date	Q3 2019
Approved by	
Academic Board	
Change and Version Control	

Version	Authored by	Brief Description of the changes	Date Approved	Effective Date
1.0	Academic Dean	New policy – adapted from LCI Vancouver	02.12.2017	13.12.2017
1.0	Dean and Principal	New procedure		