

Teaching and Learning Policy

1. Background

Effective teaching and engaging learning at Gateway Business College (GBC) is fundamental to GBC achieving its academic and strategic objectives. GBC is committed to continually improving its approach to teaching and learning across all levels of the higher education operation.

2. Purpose

This policy outlines the fundamental obligations of GBC, its academic staff and obligations to students in maintaining appropriate standards throughout all aspects of course design, delivery, and monitoring.

This policy should be read and understood in conjunction with:

- *Academic Governance Policy*
- *Academic Freedom Policy*
- *Academic Integrity Policy*
- *Critical Enquiry Policy*
- *Course Development and Approval Policy*
- *Course Review and Continual Improvement Policy*
- *Assessment Policy*
- *Student Evaluation of Teaching Policy*
- *Professional Development Policy*
- *Higher Education Workforce Policy*
- *Students at Risk and Unsatisfactory Progress Policy*
- *Work-Integrated Learning Policy*
- *Current GBC Higher Education Workforce Plan*

3. Scope

All staff involved in academic teaching and teaching support at GBC.

4. Definitions

Academic Board: the board responsible for academic governance at GBC. The Academic Board reports and advises the Corporate Governance Board on academic activity. This board oversees academic activities such as teaching, learning, scholarship, research, course approval, student outcomes, academic standards and academic policy.

Academic staff: staff engaged in higher education teaching, learning and research as employees of GBC.

Corporate Governance Board: the formally constituted governing body accountable for the governance of GBC as a higher education operation.

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Course Coordinator: a senior academic staff member responsible for the management, coordination and delivery of a course at GBC. A Course Coordinator is expected to hold a PhD, and is responsible for supervising academic staff teaching within a course of study, developing course design and content, reviewing course design and content, teaching into a course of study, remaining research active and contributing to the improvement of academic standards.

Dean: the most senior member of academic staff at GBC, who is the principal point of contact between the Corporate Governance Board, the Academic Board, and academic staff.

Graduate Attributes: the capabilities and characteristics that GBC students are expected to develop throughout their program of study and demonstrate on graduation.

Higher Education Workforce Plan: A document that outlines GBC's needs and priorities of its higher education workforce, in order to meet the strategic goals of GBC over a 5-year period.

Information technology (IT) services: The systems (especially computers and telecommunications) for storing, retrieving, and exchanging information. Education IT services include online learning management systems, e-libraries, student cards, printers.

Library services: The collection of offline and online resources of data and learning material available through the GBC library service for the use of staff and students.

Sessional employees: Academic staff who are not on a permanent or continuing contract.

Student: A person currently enrolled in study in a GBC course.

Subject: a unit of study within a course in which a student enrolls.

Subject Coordinator: a teaching and learning staff member responsible for the coordination and delivery of a subject at GBC. A Subject Coordinator is responsible for developing subject content, teaching and learning materials, lecturing and tutoring, remaining research active and contributing to the improvement of strong student outcomes and academic standards.

Teaching and Learning Plan: a 5-year planning document that identifies the strategic objectives and activities that inform teaching and learning practice and course delivery at GBC.

5. Principles

5.1 Responsibilities and delegations

Under delegated authority from the GBC Corporate Governance Board, the Academic Board is responsible for:

- Ensuring all individual subjects delivered are adequately supported in terms of the necessary physical, financial, technical and human resources
- Using its approved *Teaching and Learning Plan* so to effectively guide academic staff in teaching practice to achieve the academic objectives of GBC
- Responding to student feedback about the quality of teaching in all coursework delivered
- Providing effective student support services and adequate resources to academic staff and students and ensure the fair and equitable access to services and resources
- Recognising and rewarding excellence in teaching and teaching support
- Delivering high quality education accessible to students from various backgrounds and with various learning needs
- Providing professional development for academic staff to promote continual improvement of teaching skills and abilities
- Encouraging academic staff members in their participation in activities related to their fields of study, including a dedication to research and scholarship.

5.2 Teaching and Learning at Diversity

Teaching and Learning at GBC is shaped by the diverse learning needs of students and must be informed by a detailed experiential knowledge of current pedagogical best practice in a higher education environment.

GBC is committed to ensuring equitable access to higher education and will develop a teaching and learning environment and practices that cater to students from groups who are under-represented in the student population, and to students who face extenuating circumstances that may affect their learning. This may include students who:

- have a disability or long-term illness
- experience difficult family circumstances
- have been unduly affected by socio-economic circumstances
- completed secondary school in a regional or isolated area

identify as Aboriginal or Torres Strait Islander.

GBC recognises that the academic success of students in these groups is often indicative of the overall quality of course delivery, the teaching and learning environment, and student support services. Making diversity and equity a priority in teaching and learning improves the experience for all students. Thus, monitoring the progression, participation, and completion of these groups is essential to continual review and improvement cycles at GBC.

5.3 Facilitating Learning and Student Transition

All staff members are responsible for encouraging positive student experiences by recognising student needs.

All teaching and learning activities designed by staff must be intellectually challenging, advanced, and encourage critical awareness and lifelong learning.

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Through the development of a current *Teaching and Learning Plan*, alongside rigorous review of all proposed curriculum by Academic Board, teaching and learning activities at GBC must be developed and approved that will support student transition, including:

- Assessing the needs and preparedness of individual student cohorts beyond graduation
- Undertaking early assessment of student learning needs and academic progress that allows the identification of additional support needs
- The ability of GBC teaching staff to provide informed and timely advice to students about referral to additional support.

5.4 Appropriate Staffing

The staffing complement required to deliver GBC's teaching and learning objectives must be sufficient to support specific higher education student cohorts.

Any new course to be delivered at GBC must have in place a full complement of appropriately qualified staff, including academic and support staff. A minimum of once every five years a new *Higher Education Workforce Plan* must be written that will describe current staffing resources and plan for future needs, taking new teaching and learning needs in particular into account. See also *Course Development and Approval Policy*.

All academic teaching staff recruited must be appropriately qualified and supported to engage in ongoing scholarship in their teaching discipline and the scholarship of teaching and learning. (See also *Higher Education Workforce Policy* and *Professional Development Policy*).

Staff will be given regular and appropriate feedback on their teaching and supported to improve their teaching practice. See also *Academic Staff Supervision and Performance Review Policy*.

Academic teaching staff must be available to students for individual consultation throughout the teaching semester.

5.5 Responsibilities of Academic Governance in Teaching and Learning

The Academic Board has ultimate oversight and responsibility for the quality of teaching and learning. See also *Academic Board Terms of Reference* and *Academic Governance Policy*.

5.6 Teaching and Learning Committee

Three core committees are responsible for academic management at GBC, all of whom advise and report to Academic Board.

The Teaching and Learning Committee at GBC is responsible for the management of teaching and learning across GBC, and providing advice to Academic Board about the implementation of policies that impact teaching and learning. The Committee will also advise the Academic Board on matters of strategies and plans, and are responsible for monitoring and managing quality improvement for teaching and learning activities. The Teaching and Learning Committee will take a leading role in the development of the new *Teaching and Learning Plan*.

Please see also *Teaching and Learning Committee Terms of Reference* for a detailed description of committee membership and responsibilities.

5.7 The Teaching and Learning Plan

In line with the priorities set out in the current GBC *Strategic Plan*, a new *Teaching and Learning Plan* is to be developed every three years that sets out the academic priorities, key performance indicators, and strategies to achieve GBC's teaching and learning objectives over the forecast period. The plan must reflect the GBC academic objectives overall, and take the views of key academic stakeholders into account.

5.8 Academic Student Support

All higher education students enrolled at GBC have the right to expect the same level of support, regardless of student status, course of study, study load, or location of study.

GBC will provide a diverse range of support structures in order to ensure that both students and academic staff have access to the assets and support they require to perform exceptionally. See also *Academic Language and Learning Support Policy*.

6. Procedures

6.1 Course Design

The content of teaching and learning activities of every course of study offered at GBC must demonstrate a sufficient engagement with advanced knowledge and inquiry consistent with the level of study and expected learning outcomes. Additionally, courses must be built on relevant conceptual frameworks and integrate up-to-date and emerging knowledge in the relevant fields.

All courses approved for delivery at GBC must demonstrate a relationship between teaching and delivery activities and intended learning outcomes. Teaching activities must be appropriately scaffolded and demonstrate they reflect appropriately the increasing complexity and sophistication of learning outcomes that students must demonstrate before graduation.

All courses developed for accreditation and enrolment at GBC must be designed to reflect GBC's published Graduate Attributes for all higher education students.

Courses must be designed to ensure that all students have equal opportunities to succeed, regardless of study mode or location.

All courses offered by GBC must have specifications that include:

- The qualification to be awarded on completion
- Course structure
- Course duration
- Modes of delivery including any work-integrated learning components
- Entry requirements
- Entry and exit pathways, including articulation arrangements
- Expected learning outcomes
- Assessment strategies
- Estimated student workload
- Hurdle requirements for successful course completion
- The proportion and nature of research and research-related study
- Record of accreditation by relevant professional bodies if accreditation is required for graduates to practice in the industry after their studies.

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This specification will be developed as per the *Course Development and Approval Policy* and reviewed as per the *Course Review and Continual Improvement Policy*.

6.2 Responsibilities of Academic Teaching Staff

Effective teaching and learning at GBC is shaped by the diverse learning needs of students and knowledge of current pedagogical best practice. All academic teaching staff must:

- At the beginning of each course or subject provide clearly outlined learning objectives and outcomes for students
- Design learning activities and assessments that support objectives and learning goals and develop GBC's Graduate Attributes for all higher education students
- Foster an environment in which students can freely engage in critical inquiry
- Clearly articulate expectations of students' involvement in their own learning, including attendance to course assessment due dates
- Assist students with strategies to improve their academic performance by utilising formal and informal feedback
- Utilise online, face-to-face, peer, group, and self-review methods
- Offer consultation periods at a rate of 4 hours per week and be available during those times for students
- Be available for additional consultation periods based upon student demand or numbers
- Provide additional consultation time prior to examination and assessment periods
- Support students in their efforts to follow-up on feedback
- Update student grades at a minimum of once every three weeks and at the end of each assessment
- Undertake regular professional development and participate actively in the performance review and planning processes, formally and informally to improve teaching practice
- Communicate with Course Coordinator and Higher Education Coordinator regularly to review student evaluations of the subject or course
- Follow assessment and moderation policies and protocols
- Immediately report any academic misconduct of a student during an assessment
- Report annually on teaching metrics and outcomes, including student feedback, assessment data, take up and completion rates, and planned improvements in delivery or content for the forthcoming period.
- Familiarise themselves and adhere to all academic policies in place at GBC.

6.3 Quality and continual improvement of teaching

GBC must recruit academic teaching staff who are qualified a minimum of one AQF level above the course being taught.

Once recruited, the following approaches will apply so that staff receive feedback and are supported to improve teaching practice.

- Student feedback on teaching is collected at the end of every subject delivered (see *Student Evaluation of Teaching Policy*)
- Student feedback is given to staff when all subject assessment has been completed
- Staff are required to attend a Performance Development Meeting annually (see *Staff Supervision and Performance Review Policy*)
- The meeting will focus on improvements that have been made to teaching activities throughout the year and identify further improvements that can be made

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- The staff member and their supervisor will identify opportunities for improving teaching practice based on student feedback
- Where staff have identified improvements that can be made to teaching practice, supervisors will where relevant recommend teaching staff undergo professional development (see *Professional Development Policy*)
- Staff will additionally be encouraged to participate in monthly seminars and twice-annual planning days in which staff will exchange recent innovations in courses and subjects delivered, and share approaches to improve their teaching practice

6.4 Provision of Academic Support Structures

The monitoring of academic support structure at GBC is the responsibility of the Teaching and Learning Committee. These support structures include:

- Suitably qualified and experienced academic staff with a supporting function will be available for students with academic learning differences.
- Academic teaching staff are engaging student learning differences, able to identify additional support needs of specific student cohorts, and can tailor their teaching effectively.
- Having appropriate intervention strategies where students are at risk of unsatisfactory progress (see *Students at Risk Policy* and *Unsatisfactory Progress and Progress Policy*.)
- The provision of supporting material and resources for both staff, including the ability to sensitively and effectively refer students to support services.
- The adequate planning and monitoring of any work-integrated learning activities (see *Work-Integrated Learning Policy*)
- Ensuring that students have access to academic non-academic support services at all points throughout their course (see *Academic Language and Learning Support Policy* and *Student Welfare Policy*).

All teaching programs should additionally be supported by effective course administration. Course Coordinators have a responsibility to liaise and work effectively with Student Administration teams. Responsibilities including assistance with timetabling, enrolments, production of course materials, maintaining and administering student assessment, deferrals, and course completions.

The adequacy of academic support structures will be reflected in major course reviews submitted to the Academic Board once every five years. See also *Course Review and Continual Improvement Policy*.

6.5 Teaching and Learning Committee

The Teaching and Learning Committee is responsible for monitoring all aspects of teaching and learning standards at GBC and providing advice to Academic Board.

The Teaching and Learning Committee lead the development of the Teaching and Learning Plan in conjunction with the Dean and other relevant academic management committees.

The specific reporting mechanisms and frequency of reporting can be found in the *Teaching and Learning Committee Terms of Reference*.

6.6 The Teaching and Learning Plan

The Teaching and Learning Plan outlines the academic objectives, key performance indicators, and strategies to achieve the GBC teaching and learning objectives over the forecast period.

The Teaching and Learning Plan must address:

- Strategies to assist students in the transition to studying at GBC
- How teaching and learning activities will be developed to correspond with and enable the demonstration of learning outcomes
- How teaching and learning must integrate advanced and emerging concepts in the given field of study and the scholarship of teaching and learning
- Whether staffing is meeting the needs of students (for specifics, refer to the *Higher Education Workforce Policy* and *Higher Education Workforce Plan*)
- Staff qualifications and engagement in ongoing disciplinary scholarship and scholarship of teaching and learning
- Accessibility of teaching staff to students
- Feedback on teaching quality and support to improve (refer to the *Professional Development Policy*)
- Work-integrated learning quality assurance (refer to the *Work Integrated Learning Policy*)
- How activities of the Academic Board are monitored and reported.

6.7 Development of the Teaching and Learning Plan

It is expected that all courses of study offered at GBC are monitored and reported on annually, with a major course review to accompany re-accreditation once every five years.

Coordinating the development of the Teaching and Learning Plan is largely the responsibility of the Teaching and Learning Committee, chaired by the Dean.

The new Teaching and Learning Plan must go through the following stages of development:

- The Dean will consult with senior management and take advice from the Corporate Governance Board about intentions for future course offerings at GBC
- The Dean will then review the most recent annual reports from Course Coordinators, and will develop a draft Teaching and Learning plan.
- The draft Teaching and Learning Plan will be circulated to all academic staff for feedback. Senior staff and Course Coordinators will be required to provide feedback on the draft GBC Teaching and Learning Plan. Junior and/or sessional staff will be encouraged, but not required, to provide input into the draft Teaching and Learning Plan
- The Dean will redevelop the draft Teaching and Learning Plan and submit to the Academic Board for full review and feedback no less than fifteen working days in advance of the next Academic Board meeting.
- The Academic Board may approve the new Teaching and Learning plan with or without amendments.
- If necessary, the Dean will make amendments to the Teaching and Learning Plan, and submit the Plan to executive management for review and feedback.
- If executive management wishes to make adjustments to the Teaching and Learning Plan, these must be submitted as advice to Academic Board, who may approve or decline to approve the changes.
- Final approval of the Teaching and Learning Plan resides with Academic Board.

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- The Academic Board must then provide a report to the Corporate Governance Board regarding the quality of teaching, learning, and research at GBC.
- When approved, the new Teaching and Learning Plan will be published and considered official.
- The Teaching and Learning Plan must be reviewed annually, and a new Teaching and Learning Plan must be re-developed a minimum of once every three years.

7. Review

This policy will be reviewed by the Academic Board every three years, or more frequently should the Board deem it necessary.

Document History			
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Related Documents	Academic Governance Policy Academic Freedom Policy Academic Integrity Policy Critical Enquiry Policy Course Development and Approval Policy Course Review and Continual Improvement Policy Assessment Policy Student Evaluation of Teaching Policy Professional Development Policy Higher Education Workforce Policy Students at Risk and Unsatisfactory Progress Policy Student Evaluation of Teaching Survey Work-Integrated Learning Policy Current GBC Higher Education Workforce Plan		
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1.	5. Principles; information updated for clarification and consistency		