Teaching and Learning Policy (Higher Education)

1. PURPOSE

To define the characteristics and guiding principles that inform the teaching and delivery of Holmesglen's higher education courses to support learning and educational experiences.

2. SCOPE

Applies to all Higher Education courses, academic employees, and learners at Holmesglen.

3. POLICY STATEMENT

Holmesglen's higher education teaching and learning delivery and courses are designed to reflect the demands of the labour market and equip learners with the knowledge, skills and attributes to enable them to make a valuable contribution to the workforce and the broader community. Our teaching and learning approach is founded on the principles of valuing diversity, inclusion, cultural safety, respect and accessibility. It fosters critical thinking, problem-solving, creativity and teamwork.

4. PRINCIPLES

High quality academic standards

4.1. Holmesglen is committed to learner engagement and success, and to continually improving its teaching and learning practices to provide quality outcomes for learners and to be recognised for its high academic standards.

4.2. Academic employees are supported to be active in scholarship that informs their teaching and knowledge of contemporary developments in their course discipline or field. Holmesglen academic employees have skills in contemporary teaching and learning and are provided ongoing professional development.

4.3. Holmesglen invests in and maintains well-resourced educational facilities and provides value-added services to help learners fulfill their career and personal aspirations.

Course delivery

4.4. Holmesglen course design and delivery ensures content and learning activities engage with advanced knowledge and enquiry in the relevant discipline or field, are industry focused and that teaching and learning activities are structured in a way that supports learners to achieve expected learning outcomes.

4.5. The teaching delivery in all subjects and courses is responsive to the needs of our learners and reflect the rich diversity of learner backgrounds and their individual pathways into higher education.

4.6. Course delivery supports learners to understand academic integrity requirements and responsibilities and mitigates risks to academic integrity through delivery practices.

4.7. Course delivery considers and incorporates industry developments in the use of artificial intelligence and other emerging technologies.

4.8. Underpinning Holmesglen's higher education courses is the concept of free intellectual inquiry where academic employees encourage learners to challenge established knowledge and thinking in a respectful professional manner.

Assessment

4.9. Assessment tasks assure achievement of all specified learning outcomes and grades awarded reflect levels of attainment.

4.10. Assessment is varied, distributed and weighted across the duration of the study period in order to support a scaffolded approach to knowledge and skills acquisition.

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4.11. Assessment design and delivery supports learners to understand academic integrity requirements and responsibilities and mitigates risks to academic integrity, including risks posed by artificial intelligence.

4.12. Assessment is consistent with Holmesglen's commitment to diversity, equity and inclusion.

Participation

4.13. Learners share a responsibility for the quality of the learning experience including their interaction with fellow learners. This responsibility requires:

   a) engagement in the course, both on and off the campus

   b) openness to collaborating with other learners during the learning process

   c) active participation in class discussions and debate, and respect for the viewpoints of others

   d) the development of the capacity for reflection, open-mindedness and ability to consider new ideas.

4.14. Learners are encouraged to attend and participate fully in scheduled learning activities.

4.15. Less than 50% attendance or participation for two consecutive weeks without notification will result in the learner being identified as 'at risk' and intervention strategies implemented.

Course review

4.16. All Holmesglen courses are reviewed to ensure course currency, appropriateness of delivery strategies and effectiveness of assessments.

4.17. Quality assurance processes are monitored by a formal governance structure that includes representation by both internal and external stakeholders.

Learner academic conduct

4.18. Holmesglen establishes an appropriate academic learning environment through collaborative efforts of both academic employees and learners. Through interaction and encouragement, academic employees affirm how a learner's preparedness, conduct and contribution impact on the quality and effectiveness of the learning experience.

4.19. Holmesglen promotes academic integrity by ensuring that learners observe academic obligations particularly with respect to authorship of ideas and content. It is a learner's responsibility to uphold these obligations in relation to their study at Holmesglen and throughout their working lives.

4.20. Learners are made aware of Holmesglen's policies on academic integrity and academic misconduct.

Learner support mechanisms

4.21. Academic employees must make themselves available for learners seeking assistance and support to achieve course and subject learning outcomes and to advance their knowledge, skills and understanding.

4.22. Learners are encouraged to seek assistance from academic employees and support services as required or recommended.

4.23. Learners are provided with regular and ongoing constructive feedback on their academic progress to assist their achievement of the course and subject learning outcomes.

4.24. Learners 'at risk' are identified through early intervention processes and regular monitoring of their participation and academic progress, and intervention strategies are put in place to provide support.

4.25. Learners are provided with opportunities to provide feedback, views and opinions to academic and other relevant employees, regarding the learning experience. This enables Holmesglen to

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effectively improve teaching, assessment, support and administrative processes to maximise learning opportunities for all learners.

4.26.   Learners are supported to develop knowledge and skills to enable them to become life-long learners in their chosen field or future workforce context.

4.27.   All learners are made aware of Holmesglen's Complaints Policy (Learners) and Appeals Policy (Learners) and associated procedures.

4.28.   All learner complaints and appeals are treated impartially, fairly and equitably without victimisation or discrimination.

5.   ACCOUNTABILITIES

Action	Accountability
- Ensure that all higher education courses delivered within their Faculties meet both an appropriate academic and professional standard. - Monitor teaching and learning. - Make recommendations on scholarship and professional development initiatives within the Faculty. - Ensure courses are periodically reviewed.	Dean
- Oversee the development, review and delivery of higher education courses and the maintenance of high standards of teaching and learning. - Establish academic performance standards. - Ensure that all academic policies and procedures are monitored to facilitate consistent standards and continuous improvement in higher education courses. - Receive and act on advice from the Teaching and Learning Committee and other sources within and external to the Institute.	Council of Education and Applied Research
Provide strategic planning and leadership in relation to teaching and learning in higher education courses.	Teaching and Learning Committee
Consider and officiate on appeals made under the Appeals Policy (Learners).	Learner Appeals Committee
- Plan and deliver courses to maximise learner engagement and learning while accommodating individual learning needs. - Maintain awareness of current developments in their own and related disciplines and incorporate this knowledge into teaching and assessment. - Provide timely and constructive feedback to enhance the learning experience of learners. - Identify and provide early intervention for learners who are at risk in terms of their academic progress. - Undertake scholarly activity and professional development. - Be available to provide academic assistance to learners. - Deliver courses to ensure that learners achieve professional competencies, and course and subject learning outcomes as prescribed in the curriculum. - Create an inclusive and supportive learning environment for the delivery of higher education courses.	Academic Employees

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Action	Accountability
▪ Observe all quality assurance processes including course delivery requirements, assessment, moderation, evaluation and review. ▪ Ensure that learners are aware of their responsibilities in relation to their participation in higher education courses at Holmesglen.	

6.   DEFINITIONS

Term	Meaning
Academic employees	All employees employed to lead, teach or provide academic support to higher education learners.
Academic integrity	Academic integrity involves using, generating and communicating information in an ethical, honest and responsible manner. Academic integrity involves honesty, responsibility and the maintenance of academic standards. Honesty in this context means that all work results from an individual's own efforts and that credit is given to other peoples' ideas, including ideas generated by artificial intelligence. Maintaining academic integrity involves: a) creating and expressing one's own ideas in work b) acknowledging all sources of information c) completing assessments and research independently or acknowledging collaboration d) accurately reporting results when conducting research or in clinical or laboratory work e) honesty during examinations f) making assessment decisions in a fair manner and in accordance with the relevant marking guide, information provided to learners and other assessment protocols.
Academic misconduct	Conduct by which a learner or employee seeks to gain for themselves or another person an unfair or unjustified advantage including cheating, contract cheating, collusion, plagiarism, copyright infringement, falsification of information, bribery and unacknowledged use of generative artificial intelligence. Other forms of academic misconduct include:

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Term	Meaning
	a) claiming authorship of another's work in teaching materials, learning resources, applied research or assessment
	b) claiming authorship of work generated by artificial intelligence
	c) helping or attempting to help a learner to cheat including:
	i. doing work for a learner
	ii. designing or producing a project for a learner
	iii. providing answers for an exam, test, quiz or assignment including by electronic device
	iv. providing a learner with an advance copy of a test, quiz, examination or assignment
	v. leaving relevant materials behind at the examination, quiz or test site
	d) altering the outcome of results or influencing others to do so
	e) not accurately implementing assessment marking guides or relevant assessment policies and procedures
	f) acting dishonestly or improperly in assessment tasks or when assessing learner work
	g) falsification of or distorting data
	h) attending classes or examinations on behalf of someone else or asking someone to attend a class or take an examination instead of the enrolled learner, and
	i) interfering with the work of others, such as sabotaging laboratory experiments, research or digital files, providing misleading information, or disrupting teaching and learning activities.
Learners at risk	Learners who are identified as being at risk of not satisfactorily achieving the learning and assessment outcomes for a subject, unit or course within the enrolment period.
	Disengagement from study risk indicators may include but are not limited to:
	▪ non-submission of assessments
	▪ failure to successfully complete subject/unit/ assessment requirements
	▪ insufficient participation and attendance requirements and/or unsatisfactory progression, relevant to the educational sector and standards
	▪ previous failure to complete subjects/units
	▪ noticeable difference in the learner's current achievement in comparison with past performance
	▪ allegation of academic misconduct including cheating and plagiarism.
Scholarship	In the context of the Higher Education Standards Framework (Threshold Standards) 2021, 'scholarship' refers to those activities concerned with gaining new or improved understanding, or appreciation and insights into a field of knowledge, or engaging with and keeping up to date with advances in the field.
	Engagement in scholarship can be considered across a provider or at the level of individual activity.
	A key component relevant to higher education is that scholarship:

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Term	Meaning
	▪ advances knowledge or professional practice in a field, or ▪ transmits advances through contemporary approaches to teaching and learning, or research and training.
Scholarly activity	Encompasses a range of different forms of scholarship such as: ▪ peer reviewed scholarly output / publication / communication ▪ scholarly review, original research or teaching practice that contributes to course development ▪ synthesising and communicating advances in evidence-based practice ▪ teaching practice engaging the latest ideas, debates and issues ▪ contributions to relevant professional bodies or communities of practice ▪ active and ongoing involvement in relevant editorial roles or peer review ▪ undertaking higher level qualifications that lead to scholarly activity ▪ undertaking advanced specialised practice or scholarly secondments.
Support Services	Encompasses a range of services including the following: a) learning skills support b) personal counselling and welfare support c) financial and housing support d) library services e) disability support f) careers counselling.

7. CONTEXT AND/OR REFERENCED DOCUMENTS

Internal

Academic Integrity Policy (Higher Education)

Admissions and Enrolment Policy

Assessment and Moderation Policy (Higher Education)

Appeals Policy (Learners)

Council of Education and Applied Research Terms of Reference

Course Advisory Committee Terms of Reference (Higher Education)

Courses Committee Terms of Reference

Course Development Reference Panel Terms of Reference (Higher Education)

Course Development and Review Policy (Higher Education)

Complaints Policy (Learners)

Overseas Learners Policy

Support and Wellbeing Policy (Learners)

Teaching and Learning Committee Terms of Reference

External

Higher Education Standards Framework (Threshold Standards) 2021

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Higher Education Support Act 2003

Education Services for Overseas Students Act 2000 (Cth).

National Code of Practice for Providers of Education and Training to Overseas Students 2018

8. REVIEW

8.1 This policy must be reviewed no later than three years from the date of approval.

8.2 The policy will remain in force until such time as it has been reviewed and re-approved or rescinded. The policy may be withdrawn or amended as part of continuous improvement prior to the scheduled review date.

9. VERSION HISTORY

Version Number	Date	Summary of changes
1	May 2024	Transposed the previous Higher Education Rule for Teaching and Learning and updated to reflect higher education policy development and Higher Education Standards Framework (Threshold Standards) 2021.

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