ACADEMIC POLICY - LEARNING AND TEACHING

1. Policy Statement	The learning and teaching policy assures the high quality of teaching and learning processes and outcomes at all campuses, which promotes the importance of good teaching based on scholarship, and of effective learning as a self-directed lifelong quest for skills, knowledge and wisdom.
2. Purpose	To provide for high quality learning and teaching processes and outcomes in all courses at SAE. The learning and teaching policy supports a four- stage process for effective teaching, namely: 1. the design and development of the curriculum; 2. the delivery of programs; 3. the assessment of students; and 4. the further improvement of learning and teaching experiences for students.
3. Scope	In the implementation of this policy, the Academic Board will monitor processes to ensure continuous improvement in learning and teaching as evidenced by: student feedback for good teaching, relevant skills, and overall satisfaction; through peer review; and in student retention. The strategies in this policy will be evident in the planning, procedures and learning and teaching processes for all courses of study at SAE.
4. Associated Policies and Procedures	This policy should be read in conjunction with the following policies and procedures; • Academic Quality Insurance and Improvement Policy
5. Associated Documents	This policy should be read in conjunction with the following documentation; • Learning Teaching and Curriculum Plan
6. Policy	**6.1 The Design and Development of Curriculum** In the design and development of curriculum, SAE expects that its courses and programs: a) reflect an ongoing commitment to scholarship and pedagogy, and good teaching should be informed by relevant and recent research and knowledge; b) provide opportunities for self-directed learning and free enquiry for students; c) are designed to take account of equitable workloads, student support for learning, student assessment, marking practices, assessment of competency or grade distribution, and formative feedback on progress; d) ensure that students receive parity in terms of planned learning resources provision; e) are developed with unit coordinators having responsibility for the alignment of unit objectives with assessment tasks and the associated teaching and learning activities (HE courses); f) conform to all quality-related requirements, rules, policies and processes developed by or through the Academic Board; g) meet the learning needs of a diverse student profile; and h) meet requirements as outlined in the relevant industry training packages (VET courses). **6.2 The Delivery of Programs** In the delivery of programs, SAE requires that: a) students who are correctly enrolled receive study materials, assessment tasks and assessment criteria within published timeframes; b) systems are in place to ensure the development and delivery of study materials that are high quality and delivered on time; c) courses and units are consistently well taught; d) consideration is given to the diverse range of backgrounds and learning needs of students;

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e) students receive parity in terms of learning resources provision and guidance to support their learning;

f) academic staff cooperate to ensure that students in any unit of study are engaged and enjoy their learning and teaching experiences, particularly in relation to the moderation of assessment.

g) staff plan for and accommodate the progression of student work from introductory tasks and knowledge to competency and proficiency with discipline specific skills and academic writing over the course of an award. Particular attention will be given to the first year of study, when students should be inducted to the field of knowledge, academic conventions, and technical capability, and should be given sustained support, guidance and opportunities for formative improvement through assessment regimes.

6.3 The Assessment of Students

In the assessment of students, SAE requires that:

a) both formative and summative types of assessment are used in the process of learning;

b) For HE programs: both criterion-referenced assessment, which focuses on each student's achievements in relation to specified criteria, and norm-based assessment, where the achievement of a particular student is compared to the achievements of other students in a cohort, may be used to address the evaluation of student learning outcomes relating to professional and practical skills, critical thinking and cognitive ability, and relevant knowledge recall;

c) For VET programs: competency based assessment is utilised in the evaluation of student learning outcomes relating to professional and practical skills, critical thinking and cognitive ability, and relevant knowledge recall, in accordance with set performance criteria;

d) at the time of announcement of assessment tasks, students are provided with a clear description of the standards of performance and marking criteria;

e) special provision is made to provide opportunities for formative assessment and guidance to students on assessment tasks in their first year of study;

f) the conduct of student assessment is transparent and fair, and follows approved assessment standards for all assessment tasks which are provided to students;

g) units and courses employ systems and structures that where appropriate permit some choice in student learning and assessment;

h) unit coordinators shall have responsibility for appraising the quality of student assessment, for ensuring appropriateness, fairness and constructive alignment of assessment tasks, and for ensuring that assessment practices conform to all assessment and quality assurance policies of the Academic Advisory Board;

i) assessment practices are reviewed on an annual basis;

j) formative feedback is provided to students on completed assessment tasks which addresses how performance might be improved in the unit of study.

6.4 The Further Improvement of Learning and Teaching Experiences for Students

The Academic Board considers that the student learning experience depends on good teaching and effective student learning support, and sound curricula that have their basis in knowledge, scholarship and professional experience. Teaching, learning support and the curriculum must therefore be well informed and subject to continuous reflection, evaluation and review. To achieve this continuous improvement, SAE requires that:

a) teaching, units, unit materials and courses are routinely and reliably evaluated with a view to formative improvement;

b) student feedback and satisfaction data are regularly collected and reported, contribute to continuous improvement in teaching, learning and the curriculum, and information on improvements made is provided back to students;

c) opportunities for the improvement of teaching practice, relevant scholarship, and knowledge about student learning be made available to teaching staff;

d) academic staff maintain and develop their professional skills in teaching and the facilitation of learning, in student assessment practices, and in course and unit review procedures;

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	e) wherever possible academic staff be given opportunities to pursue relevant research in relation to pedagogy and the improvement of their teaching practices; f) student support systems, including academic skills development and formative guidance on progress associated with assessment tasks be regularly reviewed; g) newly appointed academic staff be provided with an induction program on teaching and assessment practices unless equivalence can be demonstrated; h) the professional development needs of individual teaching staff should be discussed as part of annual formal Appraisal and Development processes; i) the Academic Advisory Board shall regularly review the implementation of all policies relating to Learning and Teaching, and Assessment; j) academic staff maintain and develop their skills in the utilisation of educational technologies and electronic communication systems in support of student learning; k) feedback from relevant stakeholders, including students, employers and professional practitioners, as well as national benchmarks be taken into account in course and unit reviews.
7. Records	13 July 2007 policy implemented (approved Academic Board) 10 September 2009 policy amendment (approved by the chair, Academic Board) 10 September 2010 policy approved (by Academic Board) 28 February 2011 policy approved (by CEO & Managing Director) 1 July 2013 Policy to be reviewed

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