

TEACHING AND LEARNING FRAMEWORK

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Policy Category	Academic		
Governing Authority	Teaching and Learning Committee		
Responsible Officer	Head of School		
Related Documents	AIHE Council Terms of Reference Academic Board Terms of Reference AIHE Policy Framework AIHE Quality Assurance Framework AIHE Risk Management Plan AIHE Strategic Plan and Operational Plan Freedom of Academic Inquiry Policy (and related Procedure) Course and Subject Development, Approval, Review and Withdrawal Policy (and related Procedure) External Referencing Policy (and related Procedure) Higher Education Standards Framework (Threshold Standards) 2021 (TEQSA Act 2011) Australian Qualifications Framework		

* Unless otherwise indicated, this Policy will still apply beyond the review date.

Document Control

Version #	Date	Key changes
1.0	20/02/2018	Approved by Academic Board
1.1	31/08/2021	Inclusion of online learning references, reference to revised Higher Education Standards Framework (Threshold Standards) 2021 and minor changes to clauses 4.2ii, 4.5ii, 4.5v and 4.6.2.
1.2	05/12/2023	Minor text edition in 4.6.1 and 4.6.2 to be in line with the clause 4.6
1.3	24/02/2026	Significant reworking to reduce overlap and duplication between the Framework and the Teaching and Learning Plan. Framework now focuses on principles, and Plan on implementation.

PURPOSE

1. The Teaching and Learning Framework articulates Adelaide Institute of Higher Education's (AIHE) institutional approach to teaching and learning. It sets out the principles and expectations that guide the design, delivery, assessment, and continuous improvement of AIHE's higher education courses.
2. The Framework provides a stable reference point for academic decision-making and quality assurance and operates alongside AIHE's policies, plans, and procedures.

SCOPE

3. This Framework applies to all academic staff, academic leaders, and governance bodies involved in teaching, learning, assessment, and academic oversight at AIHE.

TEACHING AND LEARNING PHILOSOPHY

4. AIHE is committed to providing high-quality, student-centred higher education that supports students to achieve meaningful learning outcomes and to apply their learning in professional, organisational, and societal contexts.
5. Teaching and learning at AIHE is understood as an ongoing, iterative, and relational process, co-constructed by students and staff. Effective learning outcomes arise from the interaction between purposeful teaching practices, a supportive learning environment, and students' active engagement and responsibility for learning.
6. AIHE values inclusive, respectful, and intellectually challenging learning environments that recognise the diversity of students' backgrounds, experiences, and aspirations.

PRINCIPLES OF COURSE AND CURRICULUM DESIGN

7. All courses and subjects are designed and delivered in accordance with the following principles:
 - Course and subject learning outcomes are clearly articulated, coherent, and aligned with the Australian Qualifications Framework (AQF).
 - Constructive alignment is maintained between learning outcomes, teaching activities, and assessment.
 - Curriculum design is informed by contemporary discipline knowledge, professional practice, and higher education scholarship.
 - Courses develop graduates who can apply knowledge and skills in professional, organisational, and global contexts.
 - Course design supports progression to further learning, professional development, and, where applicable, advanced or postgraduate study.

STUDENT LEARNING, ENGAGEMENT AND PROGRESSION

8. AIHE is committed to supporting student learning and progression through purposeful teaching practices and accessible academic support.
9. AIHE expects that teaching and learning approaches:
 - foster active engagement and participation
 - provide timely and meaningful feedback to support learning

- recognise and respond to the diversity of the student cohort, and
- support students to develop independent learning capabilities appropriate to their level of study.

TEACHING QUALITY AND SCHOLARLY PRACTICE

10. High-quality teaching and research is central to AIHE's academic mission.

11. AIHE expects that academic staff:

- maintain discipline currency and, where appropriate, professional engagement
- apply sound pedagogical and adult learning principles appropriate to the student cohort and mode of delivery
- engage in reflective and scholarly approaches to teaching and research
- use feedback and evidence to inform ongoing improvement of teaching and research practice, and
- participate in professional development relevant to their teaching and research responsibilities.

12. AIHE affirms the principles of academic freedom and freedom of intellectual inquiry in learning, teaching, and scholarship.

13. AIHE recognises that emerging technologies, including generative artificial intelligence (GenAI), are influencing teaching, learning, and assessment practices in higher education. AIHE expects that academic staff engage with such technologies in a reflective, ethical, and scholarly manner, informed by disciplinary standards, pedagogical good practice, and institutional policies, and that teaching practices continue to support academic standards and meaningful student learning.

ASSESSMENT AND ACADEMIC STANDARDS

14. Assessment at AIHE is designed to support learning and to assure academic standards.

15. AIHE expects that assessment:

- is aligned with learning outcomes and AQF level requirements
- is valid, reliable, fair, and transparent
- includes appropriate formative and summative components
- provides students with opportunities to receive and apply feedback
- is designed and conducted in ways that maintain academic integrity and ensure valid demonstration of learning in evolving digital and technological contexts, and
- is conducted in accordance with AIHE's Assessment Policy and associated procedures.

LEARNING RESOURCES AND EDUCATIONAL SUPPORT

16. AIHE is committed to providing learning resources and educational support that are appropriate to the courses offered, modes of delivery, and student cohort.
17. AIHE expects that learning resources:
 - support achievement of learning outcomes
 - are accessible and inclusive
 - are reviewed regularly to ensure currency and effectiveness, and
 - are supported by appropriately qualified academic and professional staff.

QUALITY ASSURANCE AND CONTINUOUS IMPROVEMENT

18. AIHE maintains a systematic approach to assuring and improving the quality of teaching and learning.
19. Teaching and learning quality is supported through:
 - regular review of courses and subjects
 - consideration of student and stakeholder feedback
 - analysis of student performance and progression data, and
 - benchmarking against comparable higher education provision, where appropriate.
20. Findings from these processes inform continuous improvement activities and future planning.

GOVERNANCE AND OVERSIGHT

21. Academic Board has oversight of academic quality and standards, including teaching and learning outcomes.
22. The Academic Board and its sub-committees oversee the implementation of this Framework through AIHE's academic governance, quality assurance arrangements, and associated policies and plans.

REVIEW OF THE FRAMEWORK

23. This Framework is reviewed periodically to ensure it remains aligned with regulatory requirements, institutional objectives, and good practice in higher education teaching and learning.