

Continuous Improvement in Teaching and Learning Policy

Purpose The purpose of this document is to set out the College’s policy for trailing and implementing advances in teaching and learning across Australian award programs, including systems and policies designed for students.

Applicability This policy applies to the Teaching, Learning and Design Directorate, the Group Course Committee, Academic Secretariat, the Academic Board, Program Directors, Student Reference Group and College academics.

Principles The following principles apply:

- a) Collaborative engagement – input is gathered from all academic levels and stakeholders;
- b) Evidence informed practice – all initiatives must be underpinned by relevant benchmarking and/or scholarship;
- c) Transparency and accountability – decisions are documented and traceable through the governance chain;
- d) Continuous improvement – ongoing evaluation ensures practices remain effective and current; and
- e) Coordinated innovation – all initiatives and pilots must be endorsed by the Academic Secretariat and approved by the Group Course Committee to ensure strategic alignment and prevent duplication.

Project initiation process A pilot project for the purpose of continuous improvement in teaching and learning, including systems and policies designed for students (Pilot Project), may only be initiated through the following forums:

- a) Lecturer meetings
 - Lecturers share emerging practices, innovations and student feedback at regular lecturer meetings;
 - A lecturer proposal for a Pilot Project is documented and submitted to Program Directors; and
 - The Program Director may submit a proposal for a Pilot Project to the Academic Secretariat for feedback or referral to the Group Course Committee

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Examples: trailing a new teaching method during a workshop, trailing a new form of feedback, trailing use of Canvas analytics to make informed decisions about teaching and learning practice, etc.

b) Teaching, Learning and Design Directorate meetings

- The Teaching, Learning and Design Directorate monitors development in pedagogy, assessment, student evaluations, curriculum designs and learning technologies;
- A Teaching, Learning and Design Directorate staff proposal for a Pilot Project is documented and submitted to the Director of the Teaching, Learning and Directorate; and
- The Director of the Teaching, Learning and Directorate may submit a proposal for a Pilot Project to the Academic Secretariat for feedback or referral to the Group Course Committee.

Examples: trailing new software for improved teaching practices, trailing AI generated feedback, etc.

c) Academic Secretariat meetings

- Academic Secretariat meetings are team meetings of Academic Secretariat staff where strategic updates and ideas are shared; and
- Academic Secretariat staff may submit a proposal for a Pilot Project to the Academic Secretariat for feedback or referral to the Group Course Committee.

Examples: development of lecturer training modules, student library refresher modules, etc.

d) Executive Director meetings

- Executive Director meetings are team meetings of Executive Directors of the PLT Program across jurisdictions where strategic updates and ideas are shared, as well as student progression matters and program content changes; and
- An Executive Director may submit a proposal for a Pilot Project to the Academic Secretariat for feedback or referral to the Group Course Committee.

Examples: monitoring academic conduct, contemporising nomenclature, monitoring at risk students, etc.

e) Postgraduate Program meetings

- Postgraduate Program meetings are meetings of the Head of Postgraduate Programs, the Director of Academic Quality and the

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Manager of Program Operations and Delivery where strategic updates and ideas are shared, as well as student progression matters and program content changes; and

- The Head of Postgraduate Programs may submit a proposal for a Pilot Project to the Academic Secretariat for feedback or referral to the Group Course Committee.

Examples: monitoring recognition of prior learning, reviewing assessment frameworks, etc.

f) Student Reference Group meetings

- The Student Reference Group provides structured feedback on student learning experiences, academic policy and student diversity and equity matters;
- Themes emerging from the Student Reference Group are documented by the Academic Secretary and brought to the attention of Executive Directors, Postgraduate Programs or the Academic Secretariat as may be relevant;
- In response to feedback from the Student Reference Group, Executive Directors, Postgraduate Programs or Academic Secretariat staff may submit a proposal for a Pilot Project to the Academic Secretariat for initial feedback or referral to the Group Course Committee.

Examples: review of student code of conduct, student complaints handling, etc.

g) Other forums

- Other forums, such as working groups, that are established within the College from time to time, also share ideas and learnings regarding advancements in teaching and learning;
- The leader of a forum (such as the project leader or chair) may submit a proposal for a Pilot Project to the Academic Secretariat for feedback or referral to the Group Course Committee.

Proposal and approval of a pilot project

Pilot Project proposals must include:

- Who the Pilot Project proposer is;
 - What other staff are to be involved in the Pilot Project;
 - Clear objectives and teaching or learning outcomes;
 - Supporting evidence from:
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- Scholarly literature
- Benchmarking
- Internal data

e) A defined scope;

f) A risk analysis;

g) An evaluation and feedback plan; and

h) Any budget implications.

After submission of a Pilot Project proposal to the Academic Secretariat, the Academic Secretariat may then refer the Pilot Project proposal to the Group Course Committee for feedback, referral to the Executive Committee or endorsement.

Pilot Projects that may impact on business strategy or priorities, or are out of budget, are to be referred by the Group Course Committee to the Executive Committee for approval.

Implementation and monitoring

The Teaching, Learning and Design Directorate are to implement Pilot Projects endorsed by the Group Course Committee or approved by the Executive Committee, and monitor progress and address emerging risks.

Evaluation

An evaluation report is submitted by the Teaching, Learning and Design Directorate to the Academic Secretariat at the conclusion of the Pilot Project.

Evaluation reports should include:

- Qualitative and quantitative data (eg student outcomes, engagement and satisfaction);
- Staff reflections;
- Staff training required for any rollout; and
- Review of the project's alignment with scholarly literature and benchmarking.

Post-pilot recommendations

Based on the evaluation report of the Pilot Project, the Academic Secretariat may recommend:

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- a) Specific business unit or College-wide adoption or scaling;
- b) Refinement and re-piloting; or
- c) Discontinuation of the initiative.

An Academic Secretariat recommendation for business unit or College-wide adoption or scaling of a Pilot Project is referred to the Group Course Committee for approval.

Rollout and integration

If the Group Course Committee approves specific business unit or College-wide adoption or scaling of a Pilot Project, rollout must commence as soon as practicable in accordance with the Group Course Committee’s resolution(s).

The Director of the Teaching, Learning and Design Directorate is to submit a report on rollout and integration into teaching and learning practices and/or systems and policies designed for students, to the Academic Board at its next meeting.

Related policies

Academic Board Charter

Note:

If there is a related Procedure that your Policy relates to please insert the name of the procedure within the document as a [“hyperlink”](#).

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