# Guidelines for Implementing the Learning and Teaching Principles

## 1. Governing policy

These guidelines are related to the implementation of the learning and teaching principles outlined in the *Learning and Teaching Policy.*

## 2. Scope

The guidelines apply to all staff and students.

## 3. Guidelines for implementing the Learning and Teaching Principles

Learning and teaching at the Institution is underpinned by a set of principles which are embedded into all our courses. These guidelines are to support the implementation of these principles into new and revised subjects and courses.

### *Principles, their elements and suggestions for implementation*

| 1. Learning at ICMS is **industry-focused**, with courses developing contemporary knowledge and skills needed for professional success. | |
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| **Elements** | **Examples and possibilities** |
| 1.1 Innovation for courses is ensured through relationships with industry and scholarship activities. | For course designs  industry experts are consulted on advice for development and review. Industry placement partners provide feedback which informs continuous course improvement. |
| 1.2 All subjects have a combination of industry focussed and current content; modern ways of learning and teaching and the development of 21$^{st}$ Century graduate skills such as digital literacy. | Subject designs ensure a balance of knowledge and skills development. Activities are designed to be inclusive, engaging, , challenging and fun, for example group projects, site visits, competitions. Digital activities can reward success with badges to contribute to portfolios. Regular subject review ensures relevance and authenticity of activities. |
| 1.3 Each student  has access to a portfolio to gather evidence of learning and reflection, starting from day one. | A core subject across courses includes the establishment of a portfolio with assessment tasks building toward graduation. Reflective tasks and participation in extra-curricular activities capture students' development of knowledge and skills. |

| 2. Learning at ICMS is **global,** with courses exploring international perspectives. ||
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| **Elements** | **Examples and possibilities** |
| 2.1 Intercultural experiences start on day one of O-Week, acknowledging, valuing and incorporating the diversity of students and their experiences. | Orientation programs are designed to welcome students and promote connections from day one whether from a domestic or international background.<br>Campus activities foster cross-cultural friendships and feeling of community. |
| 2.2 Specific subjects have activities to build intercultural and ethical awareness as well as the understanding for sustainability topics. | Icebreaker activities in class encourage students to get to know one another.<br>Activities incorporate global perspectives and examples from different cultures.<br>Case studies from different countries are included in the curriculum.<br>Field trips and activities familiarise students with local and different national environments, ways of thinking and customs.<br>Guest speakers with varied international experience present to students.<br>Students can discuss concepts with partners or in groups to compare their cultural perspectives.<br>Role play activities require students to take on different cultural perspectives.<br>Questioning techniques such as *think pair share* allow students to safely discuss ideas, compare ideas with others and prepare a response.<br>Topics are explored from sustainability or ethical perspectives, such as the effect on business modes. |
| 2.3 Graduate capabilities such as leadership and communication skills are honed and documented throughout courses. | Reflective tasks guide students to describe their developing skills.<br>A common reflection process is incorporated across courses.<br>Tasks are designed to introduce, develop and assess graduate capabilities across courses.<br>Real life simulations are incorporated across subjects and in assessment tasks. |
| 3. Learning at ICMS is **connected,** with courses fostering links between students, staff, our industry partners and the community. ||
| **Elements** | **Examples and possibilities** |
| 3.1 Engagement activities to build connections between knowledge, skills and peers are part of lesson designs in at least 30% of every hour. | Students reflect in pairs on links between current and past topics.<br>Tasks such as quizzes or glossaries build confidence in discipline terms and key concepts.<br>Transmission of information is reduced to allow time for application and practice.<br>New subjects will include facilitator guides to document the teacher talk ratio. |

| | Relevance of knowledge and skills is explained to foster engagement. |
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| 3.2 Connections between discipline knowledge and professional skills are made explicit in every lesson. | Students reflect on how the key concepts relate to their work or life experiences. Industry placement reflections are structured to connect classroom and workplace experiences. |
| 3.3 Default layout in classrooms is tables clusters not rows, encouraging collaborative learning among students. | Classroom layout is set to promote collaborative and active learning. |

| 4. Learning at ICMS is **empowering**, with clarity and transparency so everyone knows what success looks like. | |
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| **Elements** | **Examples and possibilities** |
| 4.1 Every student's learning journey is supported by the professional mentor approach and excellence for students and staff is acknowledged through scholarships and awards. | Orientation includes explanation of support services. Online resources are available to support academic skill development and integrity. Criteria for scholarships and awards are transparent and available for access by all students and staff. |
| 4.2 Policies and procedures are clear, easily accessible and transparent. | A central repository contains all policies, procedures and guidelines. Policies are developed to align with principles of clarity and transparency and reviewed regularly to ensure currency. |
| 4.3 All assessment tasks have clear instructions, standards-based grading rubrics, templates and models. | Subject development and delivery templates include minimum standards for assessment design and delivery. All tasks in new or redeveloped subjects have a standards-based rubric to guide student work and teacher feedback. |
| 4.4  Students are encouraged to reach out to their lecturers for help with their subjects and assessments. | Lecturers are available for one hour per week, per subject, for consultations with students on academic matters. Students are encouraged to contact teaching staff outside scheduled consultation times, where appropriate, either in person, by Zoom or email. Additional study skills and numeracy support available through the Student Success Centre. |

# Approved Learning and Teaching Committee 21 September 2022