



# 2020 Learning, Teaching and Student Success Plan (Focused)

**1. ENHANCING TEACHING QUALITY**

**2. ENHANCING STUDENT SUCCESS AND THE STUDENT EXPERIENCE**

**3. ENHANCING CURRICULUM AND THE LEARNING ENVIRONMENT**

**4. ENHANCING EMPLOYMENT READINESS**

Version 5.1

20 July 2020

# 2020 Learning, Teaching and Student Success (Focused) – V5.1 – 20.7.2020

## 1 ENHANCING TEACHING QUALITY

### 1.1 Employ and support quality teachers

No.	Objective	Strategies	Targets/Outcomes	Responsibility	Timeline
1.1.3	Ensure all commencing teaching staff (Level A-C) have an appropriate teaching qualification within three years of commencement of employment	<p>(a) All commencing HE staff without equivalent tertiary teaching qualifications complete <i>Graduate Certificate of Education (Tertiary Teaching)</i> within three years of commencement</p> <p>(b) All commencing TAFE teachers complete the <i>DipVET</i> within three years of commencement</p>	<p>(a) <b>HE:</b> Increase enrolments compared to 2019</p> <p><b>Progress:</b> CLIPP: Winter Semester 2020 has n=87 staff actively studying, and n=31 on leave of studies.</p> <p>Summer Semester 2020 – Target n=80 active</p> <p>(b) <b>TAFE:</b> Report the numbers of staff involved in Professional Development (PD)</p>	<p>Manager, Academic Enhancement Team (AET) (CLIPP)</p> <p>Director, TAFE, Learning and Teaching Quality (L&amp;TQ)</p>	<p>June 2020 Jan 2021</p> <p>December 2020</p>

### 1.2 Support staff to continuously develop skills in BOLD delivery of courses

No.	Objective	Strategies	Targets/Outcomes	Responsibility	Timeline
1.2.2	Support staff to continuously develop skills in the design, development and delivery of courses in face-to-face, flexible and online modes of delivery and in	(a) Increase provision of online learning and teaching (L&T) Professional Development (PD) opportunities for teaching staff	<p>(a) <b>HE:</b> Increase provision of offerings and attendance compared 2019 offerings</p> <p><b>Progress:</b> CLIPP: PD Offerings</p> <ul style="list-style-type: none"> <li>Targeted webinars n=4 per month</li> <li>Continued roll-out of online, self-paced</li> </ul>	<p>Managers, CLIPP Executive Officer, CLIPP</p> <p>Associate Librarian, Client Services</p>	<p>June 2020 January 2021</p> <p>June 2020 January 2021</p>

	supporting student success.		<p>professional learning modules n=4 per month</p> <p>Library</p> <ul style="list-style-type: none"> <li>• Delivery of two PD sessions for staff</li> </ul>		
		(b) Increase opportunity for sharing BOLD L&T practices at school and university level including peer review	(b) Create school and university-wide opportunities for sharing best practices and highlighting influence of innovative practice	ADTQs CLIPP Director	December 2020

### 1.3 Encourage staff to engage with the scholarship of learning and teaching, disseminating effective practice to bring about positive change

No.	Objective	Strategies	Targets/Outcomes	Responsibility	Timeline
1.3.1	Provide opportunities for staff to partake in scholarship of learning and teaching practice.	<p>(a) Establishment of <i>Research into Scholarship of Learning and Teaching (SoLT) Program</i> and associated workshops and implementation in conjunction with schools/divisions.</p> <p>(b) Increase uptake of institutional and national award submissions from 2019</p>	<p>(a) Release Professional Learning Modules (PLM) to support SoLT</p> <p><b>Progress:</b> CLIPP:</p> <ul style="list-style-type: none"> <li>• Virtual symposium – Staff showcasing SoLT studies</li> <li>• Professional Learning Modules released n=6</li> </ul> <p>Library</p> <ul style="list-style-type: none"> <li>• Delivery of two PD sessions for staff</li> </ul> <p>(b) Meet CLIPP and Schools submission targets:</p> <ul style="list-style-type: none"> <li>• Successful AAUT submissions (6 citations; 2 Teaching Excellence)</li> <li>• Successful submission to the AFR (n=1)</li> </ul>	<p>Manager, AET (CLIPP)</p> <p>Associate Librarian, Client Services</p> <p>Manager, AET(CLIPP)</p> <p>Academic staff nominees</p>	<p>July 2020 November 2020 August 2020</p> <p>September 2020 December 2020</p>

			<ul style="list-style-type: none"> <li>• Successful submission VC awards (n=15)</li> </ul>		
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**1.4 Use Peer Enhancement and Communities of Practice to cultivate excellence and innovation**

No.	Objective	Strategies	Targets/Outcomes	Responsibility	Timeline
1.4.2	Ensure all teaching staff undertake peer enhancement of learning and teaching practice	<p>(a) Develop a model for peer enhancement for the TAFE sector.</p> <p>(b) Release Professional Learning Modules (PLM) that are focused on peer enhancement</p> <p>(c) Explore current peer enhancement documentation and review to ensure relevance in ad online environments</p>	<p>(a) Develop a DRAFT model for peer enhancement with the aim to pilot in 2021</p> <p>(b) CLIPP to release at least 2 PLM relevant to peer enhancement</p> <p>(c) Locate, publish and disseminate new peer enhancement practices for stakeholders with varied options across the university</p>	<p>Director, TAFE L&amp;TQ Manager, AET (CLIPP)</p> <p>Manager, AET (CLIPP)</p> <p>AB, Chair Director, CLIPP ADTQs</p>	<p>November 2020</p> <p>August 2020</p> <p>December 2020</p>

## 2. ENHANCING STUDENT SUCCESS AND THE STUDENT EXPERIENCE

### **2.1 Use quality data to improve attrition and student success**

No.	Objective	Strategies	Targets/Outcomes	Responsibility	Timeline
2.1.2	Continue to utilise reliable and valid attrition, retention and success data, and develop predictive analytics to identify students at risk of non-completion.	<p>(a) Provide timely analysis and reporting on attrition, retention &amp; success for HE and VET.</p> <p>(b) Improve collection and storage of student withdrawal and leave data.</p> <p>(c) Implement predictive modelling analysis and reporting including forecasting models and at-risk models</p>	<p>(a) Complete the Student Retention and Success Dashboard ready for rollout</p> <p>(b) Provide varied training options for academic staff to access the dashboard</p> <p>(c) Demonstrate how the dashboard data has been used to support a student retention and success initiative in Semester 2, 2020</p>	<p>Director, Information Technology Services (ITS)</p> <p>Manager, Planning Analytics and Reporting</p> <p>ADTQs Deputy Deans</p>	<p>Aug 2020</p> <p>December 2020</p> <p>November 2020</p>

## 3. ENHANCING CURRICULUM AND THE LEARNING ENVIRONMENT

### **3.4 Assessment**

No.	Objective	Strategies	Targets/Outcomes	Responsibility	Timeline
3.4.1	Develop assessments that are varied, authentic, relevant, valid, fair and flexible.	<p>(a) Review assessment practices in line with the BOLD Learning and Teaching (L&amp;T) Practices</p> <p>(b) Improve awareness and assessment planning associated with academic integrity</p> <p>(c) Demonstrated VET innovative assessment practice</p>	<p>(a) Undertake a course benchmarking process with the BOLD L&amp;T practices of courses linked to NEW short courses</p> <p>(b) Deliver professional development to all schools specific to academic integrity with a highlight on contract cheating</p> <p>(c) Report of VET Validation and Moderation schedules</p>	<p>ADTQs Learning Designers Course Coordinators Learning Skills Advisers</p> <p>CLIPP Managers, Learning Skills Advisers, Learning Designers</p> <p>Director, TAFE LTQ</p>	<p>At least once in Sem 2</p> <p>Dec 2020</p> <p>Dec 2020</p> <p>December 2020</p>

		<p><b>(d)</b> Dissemination of best practices in assessment and student learning across schools and the university</p> <p><b>(e)</b> Undertake a mapping of assessment types, weighting and timing across all programs as part of the program review process</p>	<p><b>(d)</b> Explore authentic and contemporary assessment practices and share these across schools using a variety of models</p> <p><b>(e)</b> Develop assessment maps based on fdl input during March –May and provide excel mapping to ADTQ for further dissemination to Program Coordinators to inform future assessment decisions</p>	<p>ADTQs</p> <p>CLIPP Admin to provide to ADTQ</p>	<p>December 2020</p> <p>June 2020 - <b>Completed</b></p>
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No.	Objective	Strategies	Targets/Outcomes	Responsibility	Timeline
3.4.2	Undertake moderation of assessment and external benchmarking of assessment as per university policy.	<p><b>(a)</b> Implement moderation of assessment process as per the Assessment procedure</p> <p><b>(b)</b> Review VET moderation of assessment practices</p> <p><b>(c)</b> Explore grade external benchmarking project with CSU</p> <p><b>(d)</b> Increase awareness of grade benchmarking across all schools</p>	<p><b>(a)</b> CLIPP to lead the implementation process</p> <p><b>HE - Progress</b> CLIPP/ITS/CUP - Pilot in SEM 2 for full roll-out in 2021</p> <ul style="list-style-type: none"> <li>• Development of online tools for documentation and reporting of each stage of the moderation process</li> <li>• Enhance Moderation of Assessment Resource to include support information within appendices</li> <li>• Professional Learning Modules to support the process n=2</li> <li>• Targeted School PD</li> </ul> <p><b>(b)</b> VET - Reporting of VET Validation and Moderation schedules</p> <p><b>(c)</b> Undertake and disseminate external benchmarking activity</p> <p><b>(d)</b> Distribution university and school benchmarking program</p>	<p>Manager, AET (CLIPP) Director, ITS Director, CUP</p> <p>Director, TAFE, (L&amp;TQ)</p> <p>PVC (TQ&amp;I) Director, ITS</p> <p>Team Leader, Data and Infrastructure (ITS)</p>	<p>Stage 1 – June/July Stage 2 – August/September Stage 3 – October/November July</p> <p>July &amp; August</p> <p>Aug</p> <p>November 2020</p> <p>August 2020</p>

#### 4. ENHANCING EMPLOYMENT READINESS

##### **4.2 Clear articulation of workplace and employability knowledge, skills and their application within Curriculum and Assessment**

No.	Objective	Strategies	Targets/Outcomes	Responsibility	Timeline
4.2.1	Undertake a mapping of employment readiness and WIL activities across HE, TAFE and HDR programs to ensure programs are designed to develop work readiness	<p>(a) Embed foundation skills (including core skills for work), employability skills and WIL mapping requirement into Program Review process.</p> <p>(Note: This information is captured in existing VET documents)</p>	<p>(a) Review and amend the Higher Education Program Review Self-Assessment Checklist to include reference to the following:</p> <p><i>“How are employability skills developed and assessed in the program? Map hours and courses where WIL has a significant impact on the student experience and learning”</i></p> <p>(b) Report the number of Program Reviews reporting foundation skills, employability skills and WIL mapping</p>	<p>HECC, Chair</p> <p>HECC, Chair</p>	<p>October 2020</p> <p>December 2020</p>

##### **4.3 Ensure students have access to opportunities to develop employability skills in the curriculum**

No.	Objective	Strategies	Targets/Outcomes	Responsibility	Timeline
4.3.1	Increase opportunities for students to access WIL at all levels and within all subjects/Programs including work placements	<p>(a) Identify online WIL opportunities for the future engagement across a variety of disciplines</p> <p>(b) Identify best practice case studies how WIL opportunities have been adapted to remote learning experiences</p>	<p>(a) Develop a mapping document for wider dissemination that demonstrates frequency and type of WIL occurring in each school</p> <p>(b) Two case studies from each school to be developed (1 page each) highlighting adaptable WIL opportunities and share these with students and academic staff to encourage diverse practice</p>	<p>General Manager, ASSD and/or WIL Office nominee</p> <p>ADTQs CLIPP Admin</p>	<p>December 2020</p> <p>December 2020</p>
4.3.3	Integrate career development learning activities and resources into programs across the university	Evidence of career development learning activities and resources in all programs	Identify the number of programs and/or courses that have embedded career development opportunities or related activities (no. of programs and/or courses?)	Manager, Careers (Student Experience)	December 2020

**Legend:**

- ADTQ = Associate Dean, Teaching Quality
- ASSD = Academic Services and Support Directorate
- CLIPP = Centre for Learning, Innovation and Professional Practice
- ITS = Information, Technology Services
- L&T= Learning and Teaching
- LSA = Learning Skills Advisers
- L&TQ = Learning and Teaching Quality
- PD = Professional Development
- WIL = Work Integrated Learning

**Notes:**

- Discussed at LTC Meeting 1 – Early member preference
- Some discussion at LTC Meeting 2 – Confirming general areas and encourage members to contribute
- Confirmed focused plan at LTC Meeting 3 - 25.6.2020
- Shared on the LTC TEAMS site – 29.6.2020
- Updated 7.7.2020 – Now in the process of wider dissemination and informing all key stakeholders
- Updated with LSA additional information – 20.7.2020

**End of document**