

LEARNING AND TEACHING PLAN 2009 – 2011

The Learning and Teaching Plan 2009-2011 underpins the continuing evolution of Australian Catholic University (ACU) as a university committed to providing its students and staff with a rich and supportive learning and teaching environment, and with professionally and personally relevant educational programs that are imbued with a strong values component.

ACU is also committed to the full integration of its learning and teaching, research and community engagement activities, in pursuit of the objectives of the *Strategic Plan 2009-2011*. Hence the Learning and Teaching Plan should be read in conjunction with:

- the Strategic Plan 2009-2011 (link to be provided when developed)
- the Research Plan (link to be provided when developed)
- the Community Engagement Plan (link to be provided when developed)

as well as the various policies and other documents listed below:

- [Policy on Quality Teaching and Learning](#)
- [Policy on Quality Flexible Teaching and Learning](#)
- [Procedures for Quality Flexible Teaching and Learning](#)
- [Framework for Online Pedagogical Development: Principles and Guidelines](#)
- [Assessment Policy and Procedures](#)
- [Policy on Evaluation of Teaching and Learning](#)
- [Policy and Procedures on Access to and Support for the Learning Management System](#)
- [Student Unit Evaluations](#)
- [Policy on Academic Programs offered across Australian Catholic University](#)
- [Policy on Professional Learning for Academic Staff](#)
- [Academic Probation Policies](#)
- [ACU Graduate Attributes](#)
- [Induction for Sessional Staff](#)

ACU recognises that a fulfilling student experience is dependent not only on their teachers' knowledge and passion for teaching, but on all staff of the University supporting students' academic, social, cultural and spiritual aspirations. Thus, this Learning and Teaching Plan is relevant to all ACU staff.

Based on internal and external data, ACU has identified three Target Areas for its 2009-2011 Learning and Teaching Plan, with major strategies for achieving these targets areas. Progress against these Target Areas will be reviewed annually, and reported to Academic Board by the University Learning and Teaching Committee. Key Performance Indicators are elaborated further below.

Target Area 1:

To improve the quality of learning and teaching across all programs of the University, with particular attention to:

- i induction and ongoing professional learning for sessional staff;
- ii induction and ongoing professional learning for all new academic staff appointed with less than 2 years' experience in teaching in higher education;

- iii the needs of international students and professional learning for their teaching and support staff;
- iv development of support and training systems for supervisors of HDR students;
- v further development of the integration and assessment of the University's Graduate Attributes and generic skills in all programs;
- vi effective and efficient feedback mechanisms to students;
- vii an increase in research in and scholarship of Higher Education learning and teaching; and
- viii further refinement of quality pedagogical approaches in flexible learning and teaching resources, particularly in web-enhanced units and courses.

Target Area 2:

To enhance assessment and evaluation processes and outcomes:

- i by improving the range of appropriate assessment tasks within units and programs;
- ii through increasing staff understanding of moderation, assessment and evaluation processes and outcomes;
- iii through benchmarking at unit and course levels across campuses; and
- iv through greater staff understanding in the interpretation of and response to evaluation instrument data.

Target Area 3:

To enhance the ACU student experience, with particular attention to:

- i the First Year Experience;
- ii providing greater flexibility for students in choices of how, when, where and what they study and how they are assessed;
- iii embedding Community Engagement and Work-Integrated Learning activities in programs, to improve graduates' work-readiness; and
- iv ensuring that ACU's Identity and Mission imbue all learning activities of the University.

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KEY: Black text represents KPIs for the coming 12 months.

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Green bold text represents targets to be achieved within/by the end of the 2009-2011 Plan.

TARGETED AREA NO.1:

To improve the quality of learning and teaching across all programs of the University, with particular attention to:

Objectives	Strategies for 2009-2011	Responsibility	Key Performance Indicators and Timeline
1.i induction and ongoing professional learning opportunities for sessional staff;	a) Production of an Induction and Orientation Program, including an online module and print material for sessional staff.	Coordinated by LTC	1) Program comprising face-to-face workshops and print resources is available by the beginning of Semester 1, 2009 and the online module is developed by the end of 2009 (with annual review of the package completed by end of Semester 2 annually, for implementation at the start of the following academic year). 2) Faculty sessional staff surveys report all sessional staff had induction and orientation opportunities by 2011. 3) A face-to-face program is conducted each semester.
	b) Further promotion of ongoing professional development opportunities for sessional staff.	HoS with LTC	1) Tracking systems are established to enable LTC to record sessional staff participation in professional development sessions. 2) All sessional staff are explicitly invited to professional development opportunities. 3) By 2010 at least 15% of attendees at professional development events are sessional staff.

TARGETED AREA NO.1:

To improve the quality of learning and teaching across all programs of the University, with particular attention to:

Objectives	Strategies for 2009-2011	Responsibility	Key Performance Indicators and Timeline
			4) Involvement in LTEP is a condition of employment for all sessional staff by the end of their second semester of employment.
	c) Provision of supplementary funding for payment of sessional staff to attend induction and orientation sessions as determined by the HoS and Faculty.	Deans for funding LTC for tracking system	1) Funding is provided for sessional staff to attend required professional development sessions.
	d) Development of a program for sessional staff education by DIM.	DIM	1) Program is developed, implemented and evaluated. 2) Evaluation shows increased knowledge of ACU's Identity and Mission and their application.

TARGETED AREA NO.1:

To improve the quality of learning and teaching across all programs of the University, with particular attention to:

Objectives	Strategies for 2009-2011	Responsibility	Key Performance Indicators and Timeline
1.ii induction and ongoing professional learning for new academic staff appointed with less than 2 years' experience in teaching in higher education;	a) Production of the Orientation and Induction Program for all new staff.	Coordinated by LTC	1) Program is available by the beginning of Semester 1, 2009 with the online module to be developed by the end of 2009. 2) Higher levels of satisfaction with teaching quality are recorded in student evaluation data by 2011.
	b) Development of a Foundations Program articulating into GCHE for all academic staff with less than 2 years' experience in higher education teaching.	LTC	1) Program is developed, implemented and evaluated by the end of 2009.
	c) Mandating completion of the Foundations Program as a probationary requirement for all academic staff with less than 2 years' higher education teaching experience.	LTC	1) 70% of new academic staff with less than 2 years' teaching experience complete the program by 2011.

To improve the quality of learning and teaching across all programs of the University, with particular attention to:

Objectives	Strategies for 2009-2011	Responsibility	Key Performance Indicators and Timeline
1.iii the needs of international and first year students and professional learning for their teaching and support staff;	a) Development of an ACU-tailored resource on the needs and learning preferences of international students.	LTC, IED and EDU	1) Professional development focussing on international students is incorporated in orientation, induction and staff training by Semester 1, 2009. 2) The resource is developed by the end of 2009 and evaluated and refined for Semester 1, 2010.
	b) Introduction of specific questions on L&T experience into the International Student Survey and First Year Survey.	IED, FYE Coordinator and AD (T,L&I)	1) PVC (S, L&T) reports to ULTC on international and First Year student-specific questions by mid-2009. 2) Feedback from international and First Year students reflects increased satisfaction with L&T over the period 2009-2011.
	c) Professional development opportunities are provided in multicultural issues in L&T in acknowledgement of the diverse student cohort.	LTC, IED and PVC (S,L&T)	1) 60% of all staff attend a multicultural workshop by 2011. 2) Multicultural issues, including for NESB students, are part of cross-cultural learning workshops held on each campus by the end of 2010.

TARGETED AREA NO.1:

To improve the quality of learning and teaching across all programs of the University, with particular attention to:

Objectives	Strategies for 2009-2011	Responsibility	Key Performance Indicators and Timeline
1.iv development of support and training systems for supervisors of HDR students;	a) Establishment of a training and registration system for HDR supervisors.	LTC, AD (R) and , PVC (R)	1) Register of all HDR supervisors who have undertaken professional development in supervision is established by the end of 2009.
	b) Introduction of a student evaluation instrument of HDR supervisors by the end of 2010.	LTC, AD (R), Research Services and PVC (R)	1) Evaluation results are reported in 2011.
	c) Development of a resource for supervisors (inexperienced and experienced) on effective HDR supervision.	LTC, AD (R), Research Services and PVC (R)	1) Resource is prepared, trialled and evaluated by the end of 2009, and includes workshops and an online module.
	d) Development of guidelines for Principal Supervisors mentoring new supervisors.	LTC, AD (R) and University Research Committee	1) Production, dissemination and implementation of guidelines for new HDR supervisors by the end of 2009.
	e) Allocation of a Principal Supervisor to mentor every new HDR supervisor.	HoS, AD (R) and Research Services	1) All new supervisors are mentored as part of their training as supervisors and details are reported in the Register of Supervisors held by Research Services.

To improve the quality of learning and teaching across all programs of the University, with particular attention to:

Objectives	Strategies for 2009-2011	Responsibility	Key Performance Indicators and Timeline
1.v further development of the integration and assessment of the University's Graduate Attributes and generic skills in all programs;	a) Development of an explicit set of postgraduate level attributes and generic skills.	LTC and Academic Board	1) Postgraduate attributes and generic skills are developed by the end of 2009 and disseminated via Academic Board digest, AD (T,L&I) and the LTC website.
	b) Identification of examples of good practice at disciplinary level and their dissemination.	LTC	1) Examples from all relevant disciplines are available by the end of 2009 and disseminated via AD (T, L&I) and LTC website.
	c) Evaluation of success of the new Unit Outline template (which integrates the Graduate Attributes in Learning Outcomes) by sampling Unit Outlines at end 2009, to identify Learning Outcomes and assessment tasks which demonstrate the integration of the Graduate Attributes in units.	LTC and AD (T,L&I)	1) Evaluation is reported to ULTC.
	d) The Graduate Attributes and generic skills are specified within the Learning Outcomes for each unit at the time of course development and review and mapped across the whole course.	Academic Board, course development and review committees and AD (T,L&I)	1) The <i>Policy on Course Approval, Amendment and Review</i> is revised to require mapping of all component units' Graduate Attributes and generic skills by Semester 2, 2009. 2) Improvement in perceptions of ACU's students is evidenced in CEQ and other evaluation data in relation to the Graduate Attributes and generic skills.

TARGETED AREA NO.1:

To improve the quality of learning and teaching across all programs of the University, with particular attention to:

Objectives	Strategies for 2009-2011	Responsibility	Key Performance Indicators and Timeline
	e) Incorporation of references to the Graduate Attributes and generic skills into Student Services programs.	ASU, CDS, CS and EDU	1) Relevant Student Services workshops are available by the end of 2009. 2) Improvement in perceptions of ACU's students is evidenced in CEQ and other evaluation data in relation to the Graduate Attributes and generic skills.
1.vi effective and efficient feedback mechanisms to students;	a) Sampling of Semester 1, 2009 Unit Outlines to identify whether student feedback has been incorporated by LIC and to ascertain the quality of LIC responses.	AD (T,L&I)	1) Evidence of feedback to student evaluations is reported to UTLC in Semester 2, 2009.
	b) Development of best practice exemplars for feedback and their dissemination to staff.	LTC and AD (T,L&I)	1) CEQ data on feedback (Good Teaching Scale) are improved to sector average or better and are reported on LTC website.
	c) Encouragement of effective feedback methods.	HoS, LTC and AD (T,L&I)	1) Sampling of unit outlines by HoS at the time of performance review evidences attention to feedback.

To improve the quality of learning and teaching across all programs of the University, with particular attention to:

Objectives	Strategies for 2009-2011	Responsibility	Key Performance Indicators and Timeline
1.vii an increase in research in and scholarship of Higher Education learning and teaching;	a) Development of a databank, drawing upon ACU's various data collections, of projects and publications etc. in the scholarship of L&T.	Research Services	1) Baseline report for 2008 data is provided to ULTC by the end of 2009. 2) 20% increase in L&T research and scholarship outputs occurs over 2009-2011.
	b) Targeting ACU/ALTC grant recipients, other teaching grant winners and GCHE graduates re publication.	LTC, HoS and AD (T,L&I)	1) At least 50% of ACU/ALTC teaching grant recipients and graduates of the GCHE submit publishable papers each year.
	c) Annual seminar program of research in and scholarship of L&T in Higher Education .	AD (T,L&I) and LTC	1) Seminars are held and staff participation increases annually.
1.viii further refinement of quality pedagogical approaches in flexible learning and teaching resources, particularly web-enhanced units and courses;	a) Development of a quality assurance process for web-enhanced units, and then implementation and evaluation of the process.	DFLT and eLearning Coordinators	1) DFLT reports to ULTC on success of process by the end of 2009. 2) All eLearning Coordinators report compliance with quality assurance processes by 2010.
	b) Refinement of L&T online resources to support student learning.	ASU, CDS, CS, EDU, eLearning Coordinators and DFLT	1) Modified online resources are available by the end of 2009.

TARGET AREA 2:

To enhance assessment and evaluation processes and outcomes:

Objectives	Strategies for 2009-2011	Responsibility	Key Performance Indicators and Timeline
2.i by improving the range of appropriate assessment tasks within units and programs;	a) Identification of good practice in a range of assessment tasks from ALTC projects, and dissemination through the LTC newsletter and website.	LTC and ALTC Project Officer	1) Good practice examples are identified and disseminated.
	b) Sampling of Unit Outlines to identify the range of assessment tasks.	School Assessment Review Committees	1) Reports are provided to the Faculty L&T Committees.
	c) Assessment workshop annually in each School.	HoS and AD (T,L&I)	1) Workshops are held for each School and attendance numbers, including sessional staff, are reported to Faculty L&T Committees.
2.ii through increasing staff understanding of moderation, assessment and evaluation processes and outcomes;	a) Workshops on the principles and practices of moderation.	LTC, AD (T,L&I) and CIC	1) Data from Faculty-based moderation workshops are reported to the Reference Group on Professional Learning for Academic Staff (or equivalent) for purposes of continuous improvement in moderation practices. 2) Workshops are evaluated, and School Assessment Review Committees and student surveys report fewer problems with inconsistent marking and grading standards by the end of 2009. 3) CIC report regular moderation to the Faculty L&T Committee for each course.

TARGET AREA 2:

To enhance assessment and evaluation processes and outcomes:

Objectives	Strategies for 2009-2011	Responsibility	Key Performance Indicators and Timeline
2.iii through benchmarking at unit and course levels across campuses;	a) Development of a simple benchmarking protocol for staff use.	LTC, Deans and PVC (A)	1) Simple benchmarking protocol is produced by mid-2009.
	b) Implementation of protocol.	CIC	1) At least 2 units in each undergraduate degree are benchmarked by the end of 2009 and annually thereafter. 2) Data from benchmarking of units are incorporated into the 5-yearly course review cycle.
	c) Benchmarking of courses externally.	Deans	1) At least two programs in each Faculty are benchmarked by the end of 2009 and data are incorporated into the 5-yearly course review cycle.
	d) Development and implementation of a mid-course evaluation instrument.	LTC, Evaluation Committee and AD (T,L&I)	1) The instrument is trialled by the end of 2009.

TARGET AREA 2:

To enhance assessment and evaluation processes and outcomes:

Objectives	Strategies for 2009-2011	Responsibility	Key Performance Indicators and Timeline
2.iv through greater staff understanding in the interpretation of and response to evaluation instrument data;	a) Development of a workshop program on evaluation data, their interpretation and response to student feedback.	LTC	1) High attendance rates are recorded at evaluation workshops in 2009. 2) Evaluation data reveal a higher rate of student satisfaction in relation to feedback, and an increased level of satisfaction with regard to 'appropriate assessment'.
	b) Development of a podcast/resource based on the evaluation workshop program.	LTC	1) Evaluation data reveal a higher rate of student satisfaction in relation to feedback, and an increased level of satisfaction with regard to 'appropriate assessment'.
	c) Provision of timely L&T data to inform internal reporting processes and in a form that is easy to read and interpret.	OPSM and AD (T,L&I)	1) Annual data are available for timely development of Faculty L&T Plans.

TARGET AREA 3:

To enhance the ACU student experience, with particular attention to:

Objectives	Strategies for 2009-2011	Responsibility	Key Performance Indicators and Timeline
3.i the First Year Experience;	a) Development of a workshop, 'First Class, First Year', for all staff involved in First Year programs.	LTC, FYE Coordinator and ASU	1) First Year Survey results demonstrate increased satisfaction in relation to the L&T experience. 2) Australian Survey of Student Engagement (AUSSE) data demonstrate higher satisfaction by First Year students in relation to a supportive learning environment.
	b) Development of single sheet 'Tips for First Class, First Year'.	LTC, FYE Coordinator and ASU	1) First Year Survey results demonstrate higher satisfaction in relation to the L&T experience.
	c) Incorporation of First Year L&T strategies in induction and orientation workshops and the Foundation Program.	LTC, FYE Coordinator and ASU	1) First Year Survey results demonstrate higher satisfaction in relation to the L&T experience.
	d) Conduct of student orientation activities throughout First Year, including integration of assignment preparation and academic integrity issues.	FYE Coordinator, ASU, CS, EDU, Campus Ministry and Student Associations	1) First Year Survey results demonstrate higher satisfaction in relation to the L&T experience.

TARGET AREA 3:

To enhance the ACU student experience, with particular attention to:

Objectives	Strategies for 2009-2011	Responsibility	Key Performance Indicators and Timeline
	e) Monitoring of assessments and timing/weighting of assessments in First Year units by CIC.	CIC, CC, HoS and First Year LIC	1) CIC report appropriate timing/weighting of assessment tasks in First Year course maps. 2) Student evaluation data on 'appropriate assessment' improve over 2009-2011.
3.ii providing greater flexibility for students in choices of how, when, where and what they study and how they are assessed;	a) Identification of good practice examples of flexibility in L&T and dissemination through LTC newsletter and website resources.	DFLT and all teaching staff	1) LTEP and other evaluation instruments demonstrate increased satisfaction with flexibility of course/program by 2009 students at all year levels as reported by the Evaluation Coordinator to ULTC.
	b) Web-enablement of all units using functions that promote greater flexibility and communication.	HoS, LIC, AD (T,L&I) and eLearning Coordinators	1) 100% of coursework units are web-enabled with appropriate functionalities by the end of 2010.
3.iii embedding Community Engagement and Work-Integrated Learning activities in programs, to improve graduates' work-readiness;	a) Identification of good ACU practice in Community Engagement activities in teaching and building short vignettes for the LTC and IACE websites.	LTC and IACE	1) By the end of 2009, at least five examples of the Teaching-Community Engagement nexus are identified across all Faculties. 2) By the end of 2011, at least 20 examples of the Teaching-Community Engagement nexus are identified across all Faculties.

TARGET AREA 3:

To enhance the ACU student experience, with particular attention to:

Objectives	Strategies for 2009-2011	Responsibility	Key Performance Indicators and Timeline
	b) Modification of the <i>Policy on Course Approval, Amendment and Review</i> to embed Community Engagement into undergraduate coursework programs.	Academic Board and course development and review committees	1) All undergraduate coursework programs of at least two years' duration express explicitly how Community Engagement is embedded, and course development and reviews stipulate how Community Engagement is integrated into courses.
	c) Identification of good ACU and external examples of WIL and development of short vignettes and links for the LTC website.	LTC	1) By the end of 2009, at least 10 examples of Work-Integrated Learning are identified across all Faculties. 2) GDS and AUSSE data from the 2010 graduating cohort show 20% improvement in work skills fields. 3) 2010 graduating cohort maintains or improves CEQ rating for WIL.
	d) Careers Advisers support School level WIL workshop/programs.	CDS and HoS	1) Support workshops/programs are available by the end of 2009. 2) 2010 graduating cohort maintains or improves AUSSE rating for WIL.
3.iv ensuring that ACU's Identity and Mission imbue all learning activities of the University;	a) Inclusion in the student LTEP instrument of a core question on ACU's Identity and Mission.	DIM, LTC and Evaluation Committee	1) Once baseline data are established, students maintain a high level of knowledge of ACU's Identity and Mission.

TARGET AREA 3:

To enhance the ACU student experience, with particular attention to:

Objectives	Strategies for 2009-2011	Responsibility	Key Performance Indicators and Timeline
	b) Consideration of the results of this question by DIM and further development of DIM's staff education program.	LTC, Evaluation Committee and DIM	1) Reports are provided. 2) DIM incorporates findings into future programs.

Key to Abbreviations:

[Nomenclature and responsibilities of designated positions may change with the implementation of the University restructure currently underway.]

Academic Skills Unit	ASU	Graduate Destination Survey	GDS
Associate Deans (Teaching, Learning and International)	AD (T,L&I)	Heads of School	HoS
Associate Deans (Research, Research Training and Partnerships)	AD (R)	Higher Degree by Research	HDR
Australian Learning and Teaching Council	ALTC	Institute for Advancing Community Engagement	IACE
Careers Development Service	CDS	International Education Directorate	IED
Counselling Service	CS	Learning and Teaching Centre	LTC
Course Coordinators	CC	Learning and Teaching	L&T
Course Evaluation Questionnaire	CEQ	Learning and Teaching Evaluation Program	LTEP
Course Implementation Committees	CIC	Lecturers-in-Charge	LIC
Director of Flexible Learning and Teaching	DFLT	Office of Planning and Strategic Management	OPSM
Directorate of Identity and Mission	DIM	Pro-Vice-Chancellor (Academic)	PVC(A)
Equity and Disability Unit	EDU	Pro-Vice-Chancellor (Research)	PVC(R)
First Year Experience	FYE	Pro-Vice-Chancellor (Students, Learning and Teaching)	PVC (S,L&T)
Graduate Certificate in Higher Education	GCHE	University Learning and Teaching Committee	ULTC
		Work-Integrated Learning	WIL