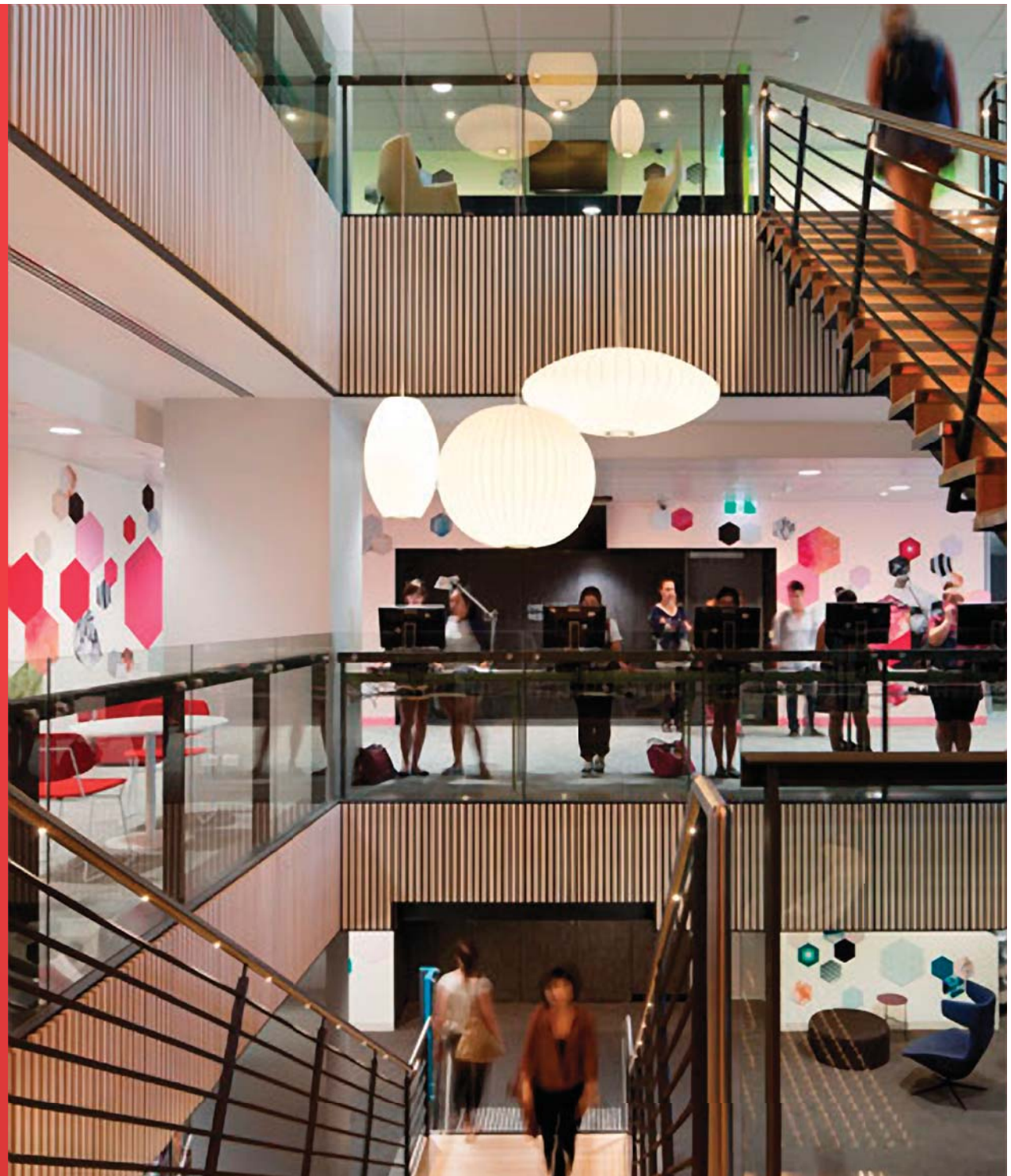


Learning and Teaching Framework 2014 - 2017

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Six hallmarks of learning and teaching at ACU provide the framework for implementation of Learning for Life to transform the future direction of learning and teaching at the University.

The hallmarks are:

- Distinctive ACU graduates
- Excellent teaching practices
- Excellent learning experiences
- International, culturally diverse and equitable education
- Research-informed teaching
- Value and reward great teaching

The hallmarks support goals to be implemented over the next four years across ACU to ensure our reputation for excellence in learning and teaching.

In 2013 workshops were held across all campuses and over 150 staff from faculties and directorates participated in the development of the Learning and Teaching Framework. Consultations were then held with a number of key ACU groups on the development of Learning for Life which will be an enabling plan for the ACU Strategic Plan 2015-2020. Learning for Life will be reviewed annually.

GUARANTEE THE DISTINCTIVENESS OF THE ACU GRADUATE

Ensure that ACU's graduate attributes are embedded in the curriculum, with course design evidencing the teaching and assessment of academic and information literacy and numeracy, as well as graduate attributes - for example with the introduction of cornerstone and capstone units, including an exit point diagnostic for graduate attributes.

MEASURING SUCCESS

Success will be determined when 75% of all ACU graduates are within the top quartile of academic and information literacy, and 50% of all students are within the top quartile of academic numeracy in the capstone diagnostic determined for the course.

RESPONSIBILITY AND TIMELINE

Provost, DVCSLT and Executive Deans by 2016 for first year units; 2017 for second year units; 2018 for third year units; and, 2019 for fourth year units.

Increase opportunities for experience-based learning, informed by industry and professions, and designed to meet work force needs, to give students the opportunity to participate in real world work experience in all undergraduate courses. Examples include clinical and teacher placements, internships, volunteering, practicums and simulations.

MEASURING SUCCESS

Success will be determined when 70% of all ACU students have the opportunity for an experience-based learning opportunity as part of the undergraduate curriculum.

RESPONSIBILITY AND TIMELINE

Provost, DVCSLT and Executive Deans by 2017.

Design and deliver curriculum through the lens of the Catholic Intellectual Tradition, ensuring our graduates are known for having excellent discipline-based knowledge, are highly skilled in their chosen fields, ethical in their behaviour, have a developed critical habit of mind, an appreciation of the sacred nature of life and a commitment to serving the common good.

MEASURING SUCCESS

Success will be measured by evidence from the Faculties of the embedded nature of these elements of the curriculum. Evidence of the effectiveness and impact of the core curriculum and community engagement will be measured via the University Experience Survey, Course Evaluation Questionnaire, Graduate Destination Survey (the last two being part of the Australian Graduate Survey), and any other relevant data that measures the learning experience and employability of our graduates in the work place.

RESPONSIBILITY AND TIMELINE

Provost, DVCSLT and Executive Deans by 2017.

Offer courses and majors that ensure ACU graduates are highly employable in a global 21st Century environment.

MEASURING SUCCESS

Success will be measured by courses and majors that respond to employment trends and student numbers in these. Evidence of the effectiveness and impact of such courses and majors will be sourced via survey data, chiefly the Graduate Destination Survey (part of the Australian Graduate Survey).

RESPONSIBILITY AND TIMELINE

Provost, DVCSLT and Executive Deans - ongoing.

"CULTIVATE IN STUDENTS CRITICAL AND INDEPENDENT THOUGHT AND THE CAPACITY FOR LEARNING THROUGHOUT LIFE."

HIGHER EDUCATION STANDARDS FRAMEWORK (THRESHOLD STANDARDS) 2011

2

ACHIEVE EXCELLENT TEACHING PRACTICES

Ensure all ACU curriculum is constructively aligned and appropriately expressed. This will be achieved as outlined in the following three points.

1

Develop and implement Assessment Project Phase 2 as a means of ensuring the alignment of assessment in the curriculum.

MEASURING SUCCESS

Success will be measured by the implementation of the project and evidence from the Faculties on the alignment of assessment to intended learning outcomes.

RESPONSIBILITY AND TIMELINE

DVCSLT by 2014 (project implementation) and Executive Deans by 2016 (Faculty compliance).

3

Review and revise all courses for constructive alignment and revise curriculum where necessary in the absence of such alignment. This will require an audit to ensure that teaching and learning activities and assessments are aligned to intended learning outcomes in each course and unit.

MEASURING SUCCESS

Success will be measured by evidence from the Faculties on the completion of compliance that shows constructive alignment of all courses offered by respective Faculties.

RESPONSIBILITY AND TIMELINE

DVCSLT and Executive Deans by 2016 for first year units; 2017 for second year units; 2018 for third year units, and 2019 for fourth year units.

2

Develop a set of constructive alignment and assessment criteria review tools where teaching and learning activities and assessment are aligned to intended learning outcomes in each course and unit.

MEASURING SUCCESS

Success will be measured by the development and dissemination of this toolbox to Faculties.

RESPONSIBILITY AND TIMELINE

DVCSLT by 2014.



CONT...

Ensure that all ACU curriculum is international, equitable and supports cultural diversity, with the design of courses evidencing teaching and assessment of a curriculum that is internationalised, equitable, and culturally diverse.

MEASURING SUCCESS

Success will be measured by evidence from the Faculties on delivery of curriculum that is international and culturally diverse in its content, and is quality assured and accessible to all students.

RESPONSIBILITY AND TIMELINE

DVCSLT and Executive Deans by 2016 for first year units, 2017 for second year units, 2018 for third year units and 2019 for fourth year units.

“PROTECT ACADEMIC INTEGRITY ... THROUGH EFFECTIVE POLICIES AND MEASURES TO ENSURE THE INTEGRITY OF STUDENT ASSESSMENT.”

HIGHER EDUCATION STANDARDS
FRAMEWORK (THRESHOLD
STANDARDS) 2011

Provide fit-for-purpose physical and virtual teaching and learning spaces. Develop, approve and implement the ACU Minimum Teaching and Learning in the Physical and Virtual Space Standards document, based on the Learning and Teaching Framework and with a 20 year horizon. The Standards will address how ACU teaching and learning spaces will help facilitate the move towards blended learning, the need for informal learning spaces, external and remote access, off campus sites (physical and virtual), satellite centres and more.

MEASURING SUCCESS

Success will be measured by the production and implementation of the document's requirements across all campuses, through annual increases in fit-for-purpose spaces with evidence of student satisfaction of ACU teaching and learning spaces via relevant internal and external survey data.

RESPONSIBILITY AND TIMELINE

Provost, COO, DVCSLT in consultation with Executive Deans - develop and approve document 2014 - annual increases in the number of fit-for-purpose teaching and learning spaces to be measured from 2015 onwards.

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DELIVER EXCELLENT STUDENT LEARNING EXPERIENCES

Provide choice in learning by having blended learning options for all students, with courses designed to be delivered physically and virtually on all campuses.

MEASURING SUCCESS

Success will be measured when all courses having 60% of their Units developed to be capable of physical and virtual delivery by 2016, 70% in 2017 and 80% in 2018.

RESPONSIBILITY AND TIMELINE

Provost, DVCSLT, LTC and Executive Deans by 2016, 2017 and 2018.

“THE TEACHER WAS VERY PASSIONATE, UNDERSTOOD THE UNIT REQUIREMENTS AND SUPPORTED OUR LEARNING VERY WELL.”

CORE CURRICULUM STUDENT 2013



CONT...

Increase the uptake and usage of educational technologies to allow students to learn in different environments.

This will be achieved as outlined in the following four points.

1

Develop, approve and implement the ACU Learning Management System Minimum Standards document and ensure that every ACU Unit has a LEO site that conforms to the ACU Learning Management System Minimum Standards.

MEASURING SUCCESS

Success will be measured by the production, implementation and reporting on the document's requirements across all courses.

RESPONSIBILITY AND TIMELINE

Provost, COO, DVCSLT and Executive Deans by 2015.

2

Devise and deliver processes to ensure consistent, rigorous and whole-of-University implementation of educational technology measured by the timely delivery of the technologies and staff satisfaction with educational technology platforms.

MEASURING SUCCESS

Success will be measured through student survey (both internal and external) and staff survey (internal) data relating to the provision of educational technologies both from learning and teaching perspectives.

RESPONSIBILITY AND TIMELINE

Provost, COO, DVCSLT and Executive Deans - develop and approve document by end 2014 – implementation completed by 2017.

3

Increase the uptake and usage of LEO:

- a. Measure current usage and existing infrastructure
- b. Map irregularities between current access and service reliability
- c. Develop and deliver a LEO Products and Services Support Map
 - i. Devise and implement ACU-wide product and service support processes
- d. Devise and deliver mechanisms to showcase educational technology good practice linked to the product and services support processes
- e. Mandate the use of lecture capture (meaning formal lecture digital capture or podcast digital capture) with an opt-out provision for specific units of study.
 - i. Fix underlying lecture capture technology infrastructure in teaching spaces and other recording sites (such as personal computers in academic offices)
 - ii. Conduct Student Experience of Technology Survey

MEASURING SUCCESS

Success will be measured by the increased uptake of the use of educational technologies within LEO.

RESPONSIBILITY AND TIMELINE

DVCSLT – ongoing.

4

Square metres of wireless and powered informal learning spaces to cover the entire footprint of each campus.

MEASURING SUCCESS

Success will be measured by successful coverage of the entire footprint of each campus with minimal drop-out.

RESPONSIBILITY AND TIMELINE

COO and DVCSLT by 2017.

CONT...

Improve student success and retention rates by improving the effectiveness of orientation, and improving both the transition and first year experience, to ensure greater success in later university life.

MEASURING SUCCESS

Success will be measured by an improvement in success and retention rates.

RESPONSIBILITY AND TIMELINE

DVCSLT and Executive Deans – ongoing.

Improve academic and information literacy and numeracy, by providing foundational academic preparation and academic support for students who need assistance.

MEASURING SUCCESS

Success will be measured by the further development and reach of academic support and an increase in student success rates.

RESPONSIBILITY AND TIMELINE

DVCSLT and Executive Deans – ongoing.

Improve the seamless administrative experience for students, with user-friendly enrolment, timetabling, information technology and library systems.

MEASURING SUCCESS

Success will be measured by improvements in student surveys that relate to university services.

RESPONSIBILITY AND TIMELINE

COO and DVCSLT – ongoing.

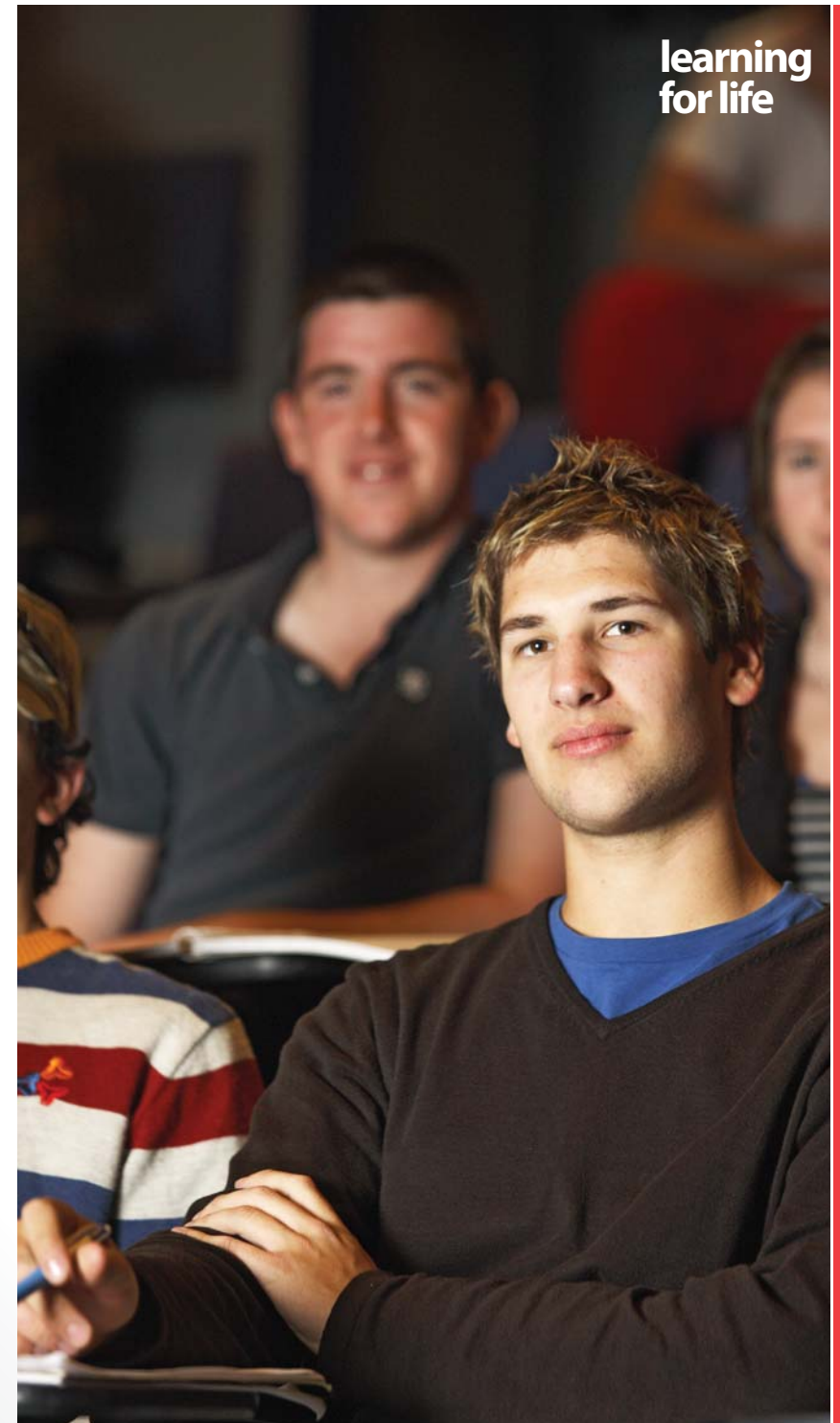
Respond to student feedback in a timely and reflective way, collecting and analysing student feedback on units and teaching to benchmark, strive for continuous improvement and to provide an institutional response.

MEASURING SUCCESS

Success will be measured by the provision of such feedback and improvements in student satisfaction surveys.

RESPONSIBILITY AND TIMELINE

Provost, COO, DVCSLT and Executive Deans – ongoing.





PROMOTE THE INTERNATIONALISATION AND CULTURAL DIVERSITY OF OUR COURSES AND EQUITABLE ACCESS FOR ALL

Increase the number of scholarships and internships for low SES students, by building more professional relationships with industry, professions and Catholic stakeholders, to further support students.

MEASURING SUCCESS

Success will be measured by means of the recorded relationships with industry, professions and Catholic stakeholders, and a 10% increase in the number of scholarships accepted by students from low SES backgrounds.

RESPONSIBILITY AND TIMELINE

Provost, DVCSLT, Director International Office and Executive Deans by 2016.

Increase international partnerships and study abroad experiences.

MEASURING SUCCESS

Success will be measured when by 2017 15% of all ACU undergraduate domestic students will have had an international experience.

RESPONSIBILITY AND TIMELINE

Provost, DVCSLT, Director International Office and Executive Deans by 2016.

Deliver equitable learning and teaching for all students, developing pedagogically sound, efficient and accessible learning and teaching for all students.

MEASURING SUCCESS

Success will be measured with evidence from the Faculties on equitable access to learning and teaching for all students, including access for students with disabilities, across all campuses (including off campus sites) and in remote areas.

RESPONSIBILITY AND TIMELINE

DVCSLT and Executive Deans – ongoing.

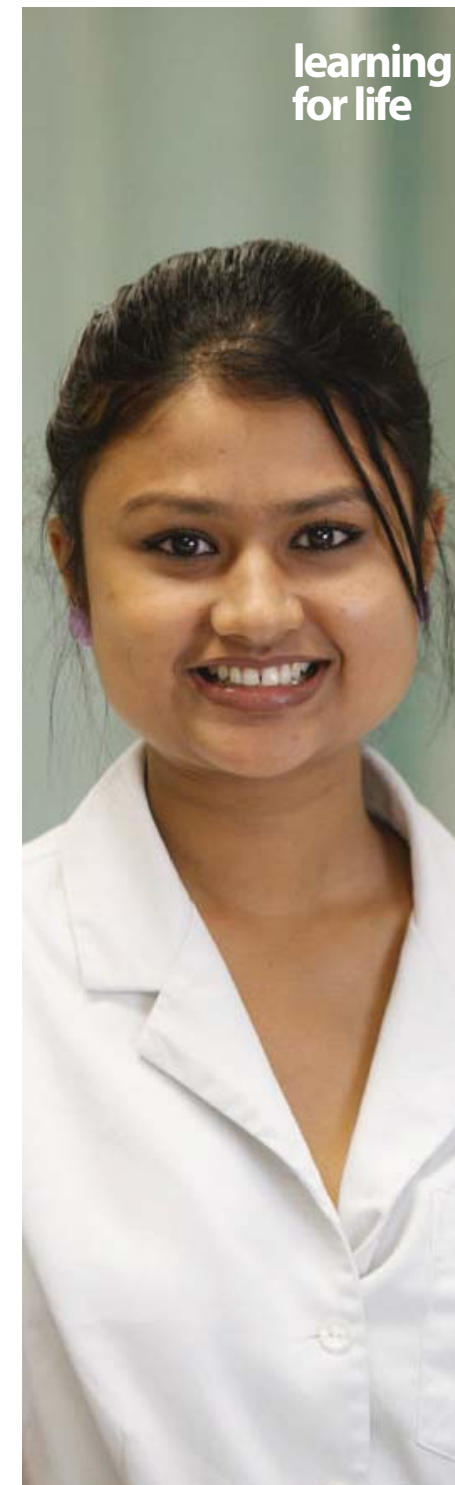
Increase participation by Aboriginal and Torres Strait Islander students and staff, by continuing to work with and develop relationships with Aboriginal and Torres Strait Islander communities, to increase student participation, staff recruitment and mentors.

MEASURING SUCCESS

Success will be measured with enrolment, success and graduation rates of Aboriginal and Torres Strait Islander students in accordance with the Behrendt Report recommendation of population parity, and by an increase in the number of Aboriginal and Torres Strait Islander staff.

RESPONSIBILITY AND TIMELINE

DVCSLT by 2016.



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CONT...

Increase articulation rates of students from schools, TAFEs and RTOs, by developing strong and productive relationships with schools, TAFE Colleges and registered training organisations so that potential students are well informed of how ACU can play a part in their futures.

MEASURING SUCCESS

Success will be measured by increases in the enrolment of students from ACU feeder schools, TAFE Colleges and registered training organisations.

RESPONSIBILITY AND TIMELINE

Provost (Academic Partnerships) and DVCSLT by 2016.

"GREAT TEACHING PRACTICES, HIGHLY KNOWLEDGEABLE, ENTHUSIASTIC AND APPROACHABLE."

SET COMMENT 2013

Encourage high achievers

(measured by an ATAR of 80 and above) to enrol at ACU, by developing discipline-based "high achievers" courses to ensure they engage with ACU, and realise their full potential.

MEASURING SUCCESS

Success will be measured with the establishment of a High Achievers course, and an increase of 10% in high achieving students enrolling at ACU.

RESPONSIBILITY AND TIMELINE

Provost, DVCSLT and Executive Deans by 2017.

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DELIVER RESEARCH INFORMED LEARNING AND TEACHING

Enrich the learning environment through best practice research-led teaching, with embedded research-informed curriculum.

MEASURING SUCCESS

Success will be measured with evidence, produced by the Faculties, of research-informed curriculum and internal and external student survey data.

RESPONSIBILITY AND TIMELINE

DVCSLT, DVCR and Executive Deans – ongoing.

Involve outstanding researchers in learning and teaching, and evidence the impact of outstanding research staff in the delivery of the curriculum and supervision of research students.

MEASURING SUCCESS

Success will be measured with evidence of the number of outstanding research staff directly involved in the delivery of the curriculum and supervision of research students as well as internal and external student survey data.

RESPONSIBILITY AND TIMELINE

DVCSLT, DVCR and Executive Deans – ongoing.



6

GOALS

CONTINUE TO BUILD A UNIVERSITY CULTURE WHICH VALUES AND REWARDS HIGH QUALITY TEACHING

Professionally develop our teachers and their scholarship in learning and teaching, with the development and implementation of a teacher professional development continuum program, that includes the establishment of a profile for a Higher Education Teacher at ACU and establish a Scholarship of Teaching Index to guide staff achievements and rewards for excellence in teaching and scholarship.

MEASURING SUCCESS

Success will be measured by improvements in SEU, SET and UES outcomes and an increase in the number of staff completing the Graduate Certificate of Higher Education.

RESPONSIBILITY AND TIMELINE

Provost, COO, DVCSLT and Executive Deans by 2014.

Provide a career path for teachers at ACU, with a robust and genuine scholarly teaching career path implemented across all faculties, and linked to academic promotions policies and procedures at ACU.

MEASURING SUCCESS

Success will be measured when the promotions policies and procedures are in place, and the number of staff who have achieved promotion based on a scholarly teaching career path has increased.

RESPONSIBILITY AND TIMELINE

Provost, COO, DVCSLT and Executive Deans by 2016.

Promote the scholarship of teaching, with an increase in quality outputs in the scholarship of teaching, measured by success in ACU and Office for Learning and Teaching grant applications.

MEASURING SUCCESS

Success will be measured by an increase in the research outputs rated as being in the scholarship of teaching.

RESPONSIBILITY AND TIMELINE

DVCSLT, DVCR and Executive Deans by 2016.

Celebrate the achievements of our teachers. Coordinate, disseminate and provide rewards for outstanding teaching practitioners and celebrate their success both internally and externally.

MEASURING SUCCESS

Success will be measured by the provision, better coordination and dissemination of rewards for ACU's outstanding teachers.

RESPONSIBILITY AND TIMELINE

DVCSLT and Executive Deans – ongoing.

To find out more about **Learning for Life**, the Australian Catholic University Learning and Teaching Framework 2014-2017, please contact Professor Kevin Ashford-Rowe, Director Learning and Teaching Centre by email at Kevin.Ashford-Rowe@acu.edu.au or Professor David Spencer, Academic Director, by email at David.Spencer@acu.edu.au

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