



Australian National
Institute of Management
and Commerce

LEARNING, TEACHING
AND SCHOLARSHIP PLAN:

A STRATEGY FOR STUDENT SUCCESS

2022-2025



Address: Suite 1, Biomedical Building, 1 Central Ave, Eveleigh NSW 2015

Tel: + 61 2 9209 4888 | Fax: + 61 2 9209 4887 | E-mail: info@imc.edu.au | Web: www.imc.edu.au

Australian National Institute of Management and Commerce (IMC) Registered Higher Education Provider

TEQSA PRV12059 | CRICOS 02491D | Institute of Higher Education

Top Education Group Ltd ACN 098 139 176 trading as Australian National Institute of Management and Commerce (IMC)

CONTENT PAGE

LEARNING, TEACHING AND SCHOLARSHIP PLAN: A STRATEGY FOR STUDENT SUCCESS

Acknowledgment of Traditional Owners	3
Mission Statement	3
Core Attributes	4
The Aim	5
Key Principles	6
Objectives	7
Targets	8
Oversight	8
List of Acronyms	11
Objective 1	12
Objective 2	20
Objective 3	32
Objective 4	36
Objective 5	39
Closing Statement	43

LEARNING, TEACHING AND SCHOLARSHIP PLAN: A STRATEGY FOR STUDENT SUCCESS

ACKNOWLEDGEMENT OF TRADITIONAL OWNERS

Top Education Group Ltd trading as Top Education Institute and Australian Institute of Management and Commerce (collectively referred to as “the Institute”) acknowledges the traditional custodians of the land on which we are located today, pays respect to the Elders past and present and extends that respect to all indigenous peoples.

The Institute’s main campus at Eveleigh is deeply rooted in Aboriginal history and stands on the land of the Gadigal people of the Eora Nation. The Institute is committed to seeking a productive relationship with the community and collaboration with local Aboriginal centres to develop and promote education programs for the institute’s students and staff that will assist in understanding and supporting Aboriginal people and cultures.



MISSION STATEMENT

The Australian National Institute of Management and Commerce (IMC) is committed to providing its students with the very best higher education in the fields of business, technology and law that leads to immediate and fulfilling careers in the public and private, domestic and international sectors.

IMC’s motto of “Integrity, Capability, Curiosity and Responsibility” encapsulates our approach and commitment. We equip our students with comprehensive knowledge and skills to base high-level learning in specific disciplines. Students are encouraged to develop curiosity and superior analytical skills. In addition, IMC cultivates social responsibility and service to the global community.

At all times, IMC endeavours to build upon its heritage in learning, teaching and scholarship, adopting the best of the new to improve the present and future.

CORE ATTRIBUTES

The Institute has identified four core attributes in curriculum design and the learning outcomes of its graduates:

Integrity **Capability** **Curiosity** **Responsibility**

These core attributes, developed throughout each student's course of study, will serve graduates in their personal life and employment. They will encourage life-long learning by developing the following skills:

Integrity - moral and ethical standards, ability to manage career and personal development.

Capability - acquisition of disciplinary knowledge, problem solving, critical thinking, information literacy, teamwork, communication skills, and digital fluency.

Curiosity - commitment to life-long learning, inquiry-based approach for acquiring knowledge and developing deeper understanding.

Responsibility - professional engagement, cross-cultural competencies, global perspective, and contributions as leaders of social good in society.

The Institute's core attributes align with the requirements of Australia's professional accreditation bodies, the Tertiary Education Quality Standards Authority (TEQSA) and the Australian Qualifications Framework (AQF).

The Institute places the student life cycle and student learning experiences and success at the heart of teaching and learning pedagogies, practices and processes. We equip our students with comprehensive knowledge and the skills on which they can base advanced training in specific disciplines. Students are encouraged to develop intellectual thought and curiosity, embrace lifelong learning and prepare for work-ready roles. The Institute's courses meet the changing demands of professions, industries and communities.

By participating in professional work experience during their studies, students learn to apply their academic training as well as develop teamwork and leadership capabilities. Our curriculum, integrated classroom learning systems, interaction with practicing industry specialists and leaders, work placement opportunities and career guidance collectively help students develop an international perspective with an emphasis on the Asia-Pacific region.

The Institute was granted Self-Accrediting Authority by TEQSA for courses in the field of Management and Commerce at AQF levels 5-9. It has developed strategies to enable effective judgement of whether required standards are appropriately applied and met throughout the course development, approval, review and revisions processes. The Institute created an ambitious Curriculum Innovation Plan and the principles and processes underpinning curriculum development and delivery and student support services and facilities, including the Digital Learning Plan, are embraced in the Institute's aspirations to become a leading higher education provider in Business, Information Technology and Law.

Excellence in the delivery of higher education is the primary mission of the Australian National Institute of Management and Commerce. The Learning, Teaching and Scholarship Plan 2022-2025 presents the Institute's core strategy for achieving continued development of our high-quality learning environment for our students in business, technology and law.

Our staff and students each have vital roles to play in bringing our objectives for student success, deep learning, and technology-enhanced higher education to fruition. The Learning, Teaching and Scholarship Plan 2022-2025 builds upon our student-centred mission and our proud tradition of student support, skills development, and assisting students to reach their full potential.

The Plan commits the Institute to harnessing the power of technology-enhanced learning and teaching to improve and extend our blended learning initiatives. The Institute will support staff and students to expand their modes of engaging with discipline-specific knowledge and skills and develop high-quality personal capabilities, including a passion for lifelong learning. Our goal is to provide an outstanding education for all within our learning community and to prepare our graduates to succeed in the career of their choice.

CEO and President
Cathy Xu



THE AIM

This Learning, Teaching and Scholarship Plan: A Strategy for Student Success (LTSP) document, supports the Institute's Mission to prepare its students for success in their chosen careers and for further study consistent with the ethic of life-long learning.

Student success and retention are key academic and strategic issues for the Institute. Student admission, orientation, learning engagement, acquisition of core attributes and discipline knowledge, and successful completion of courses are all critical to the student experience. High quality student experiences are essential factors in assuring the Institute's reputation as a higher education provider.

The LTSP is a key instrument in achieving the Institute's Mission Statement and was developed through internal quality assurance and close attention in the Institute's Learning, Teaching and Schol-

arship Committee and Academic Board. The goals include high quality student learning experiences, students' success in their studies and students' ability to prepare for their careers. The aim, objectives and strategies presented in the LTSP, together with the Institute's Academic Policy and Quality Assurance Frameworks, inform the detailed implementation plan and internal performance targets. By integrating the Student Success Strategy with the Learning, Teaching and Scholarship Plan, the Institute promotes a whole of institution approach. It demonstrates a holistic framework for staff and students and for its collaborators and partners.

The LTSP is a key focus in the dialogue between the Institute's academic management and governance bodies. It sets teaching and learning objectives, and involves the reporting, monitoring and review of the strategic objectives and overall assessment of student performance.

KEY PRINCIPLES

Our goal: to ensure that IMC students receive an outstanding education which will support them in their careers and lives.

I have chaired IMC's Learning, Teaching and Scholarship Committee since 2019. This Committee has prioritised the issue of embedding high quality learning and teaching at the institute. Every meeting hears reports on developments in business and law and there is searching discussion on teaching and student feedback. The review into the Learning and Teaching Plan was initiated in 2021. A particular focus is action taken to engage student attention, encourage and support their learning. Examples of recent actions include measures to assist teaching staff and online study success workshops and other programs to support students. The Committee has focused on academic integrity and explored what must be done to ensure integrity in student assessment.

The spread of Coronavirus and its massive impact have seen a shift to online learning and the development of hybrid courses. The Committee is paying careful attention to experience with online learning. The Committee has heard from external and internal experts on what needs to be done to maximise the benefits flowing from investment in new approaches. IMC teaching and administrative staff have participated with enthusiasm in these discussions and good ideas have been shared. Examples include how best to support group work, how to make most effective use of case studies and how best to determine assessment.

Associate Professor Katherine Lindsay is IMC's Director of Learning and Teaching. She is working closely with teaching staff to assist them to adapt their teaching.

Chair LTSC
Emeritus Professor
Ed Davis
AM

Drawing upon the work of other Australian higher education providers and informed by the Institute's internal research, including curriculum reviews and student surveys, four interrelated principles have been identified to support the LTSP:

Principle 1

The Institute's core attributes – Integrity, Capability, Curiosity and Responsibility - are a sustained focus for curriculum, curriculum delivery and the student experience.

Principle 2

A whole of institution approach acknowledges the responsibility of the Institute's staff and students to teaching and learning quality and student retention and success.

Principle 3

A student life cycle approach is adopted to ensure there is a focus on student retention and success, and learning and teaching quality. This starts from the information and guidance the Institute provides students before they apply for admission, through to student admission and enrolment, orientation and progression through their studies to graduation. Students are encouraged and supported in their studies and in their engagement with their peers, staff and industry to enable them to prepare for their chosen careers and for further study consistent with an understanding of the importance of life-long learning.

Principle 4

Evidence-based decision-making, utilising data that is fit for purpose.



The challenges confronting Higher Education initiated by the pandemic require educators to focus on their mission and tasks. Planning is fundamental to achieving success in this period of disruption. The Learning, Teaching and Scholarship Plan for 2022 to 2025 demonstrates the Institute's commitment to continued high quality in education delivery, a focus on the student experience, and a willingness to grasp opportunities presented by new education technologies. The Institute's core values, and the values it expects graduates to achieve, of capability, integrity, curiosity, and responsibility, are embedded throughout the Plan. All facets of the Institute's mission as a leader in higher education are planned, then monitored over the triennium, and reviewed again prior to further planning. The 2022-2025 Plan is neither the first nor last – it is an ongoing process central to good governance, good management, and providing an excellent student experience.

Provost
Emeritus Professor
Peter Eddey

OBJECTIVES

The Institute will:

Objective 1

Develop, retain and support students to enable their preparedness for higher education study, and to succeed in their studies and achieve their full potential.

Objective 2

Commit to and facilitate high quality student learning in all its courses.

Objective 3

Promote lifelong learning, work critical skills and digital fluency.

Objective 4

Recognise and support a culture of teaching and learning excellence.

Objective 5

Monitor and evaluate teaching and learning performance.

These Objectives are used to establish the structure of the LTSP. Each objective is supported by implementation actions, expected outcomes, quality assurance measures, reporting progress or achievements, and accountability.



Excellence in higher education is at the heart of our work at IMC. The Institute has chosen five strategic objectives to guide our journey to excellence. We will support our students through their study lifecycle from recruitment to graduation, supporting each one to reach their full potential. The highest commitment to academic integrity is embedded in our courses, educational and administrative processes. We will accompany our students on their lifelong learning journey and contribute to their many skillsets and capabilities through technology-enhanced learning. We will maintain the best of the human interface which underpins all deep learning and support every member of our teaching and administrative staff to contribute to our achievement of educational excellence.

It is my privilege and pleasure to accept the challenge of realising the key objectives of our Learning, Teaching and Scholarship Plan 2022-2025 in partnership with my colleagues and students.

Director of Learning and Teaching
Ass. Professor
Katherine Lindsay

TARGETS

Internal targets for the LTSP have been established (period 2022-2025).

OVERSIGHT

The Academic Board is responsible for the oversight of academic quality and standards and reports to the Institute's Council. Academic Board reviews and approves the LTSP.

The Learning, Teaching and Scholarship Committee (LTSC) is a subcommittee of the Academic Board and is responsible for developing, implementing and overseeing the Institute's LTSP. LTSC reports to Academic Board which monitors implementation. The LTSC's membership includes external experts and is supported by a Management Committee, Student Experience Committee, and the LTSC Working group, such as the Progression and Attrition group.

The Student Experience Committee has subcommittees or units which support the Institute's student success and retention objectives: Marketing and Admission Unit; Orientation Project Unit; Learning Skills and Resources Support Unit; Facilities and Environment Unit; Student Representatives and Community Unit; Student Evaluation and Feedback Unit; Student Rights Protection Unit; Student Safety, Health and Wellbeing Unit; and Graduation Unit.



The Course Advisory Committee (CAC) is a sub-committee of the Academic Board. Its major responsibilities include: overseeing the processes of course accreditation, course development, course change and course review; ensuring, in cooperation with the LTSC, that each proposed course (and unit) engages with advanced knowledge and inquiry consistent with the expected learning outcomes and AQF level of study, is suitably benchmarked, and appropriate for students from diverse backgrounds, including those from under-represented groups; conduct of systematic, cyclical reviews of existing courses; and ensures regular interim monitoring of quality of teaching and supervision, student progress and overall delivery of courses and units; and takes into account professional accreditation requirements for all courses. The CAC works closely with the LTSC.



LIST OF ACRONYMS

AB	Academic Board
AESDC	Academic, Employment and Skills Development Coordinator
AIM	Academic Integrity Module
AIO	Academic Integrity Officer
AIP	Academic Integrity Panel
AO	Admission Officer
AOL	Assurance of Learning
AOM	Academic Operation Manager
AQF	Australian Qualifications Framework
CAC	Course Advisory Committee
CLO	Course Learning Outcome
CRICOS	Commonwealth Register of Institutions and Courses for Overseas Students
DLT	Director of Learning and Teaching
GA	Graduate Attribute
HRM	Human Resources Manager
LDC	Learning Design Consultant
LMS	Learning Management System
LO	Learning Outcome
LTSC	Learning, Teaching and Scholarship Committee
LTSP	Learning, Teaching and Scholarship Plan
MSE	Manager of Student Experience
QAD	Quality Assurance Director
SAA	Self Accrediting Authority
SAM	Senior Academic Manager
SASH	Student Antidiscrimination and Sexual Harassment
SEC	Student Experience Committee
SESO	Student Equity and Support Officer
SMSS	Senior Manager Student Services
TCSI	Tertiary Collection of Student Information
TEQSA	Tertiary Education Quality and Standards Agency
ULO	Unit Learning Outcome
UO	Unit Outline

To develop, retain and support students to enable their preparedness for higher education study, and to succeed in their studies and achieve their full potential.

1.1 Deliver outstanding first year student experiences and continuing academic support over the student life-cycle:

- Ensure compliance with the Institute's Student Selection and Admissions Policy and Procedure
- Assist student transition to the Institute's courses of study through quality information and orientation
- Promote outstanding first year student experiences and academic support as the foundation for students' success throughout their studies
- Ongoing IMC Mentor Program to facilitate first year students' adaptation to their new learning environment
- Promote and support early learner engagement
- Implement strategies to ensure early identification of students at risk

Item #	Strategic Implementation	Expected Outcomes	Quality Assurance Measures	Timeline for Reporting Achievements & Progress	Accountability
1.1.1	<ul style="list-style-type: none"> • Orientation program for domestic and international, new and continuing students • Establishing communication channels with students and monitoring frequency and effectiveness • In-class integration of programs with appreciation of both academic and life-style issues 	<ul style="list-style-type: none"> • Student learning expectations are established • Students understand academic programs' structure • Students introduced to on-campus life • Students understand non-academic support systems • Students efficiently enrolled and connected to all student support systems • Student support systems regularly monitored • Students are aware of relevant academic support resources 	<ul style="list-style-type: none"> • Feedback from students obtained during orientation • Number of students that attend or participate (online and in situ) • Student feedback on orientation program (via Moodle, email or verbal) • Student and faculty feedback on newsletters 	<ul style="list-style-type: none"> • Ongoing • Regular reports by Senior Manager Student Services (SMSS) to Learning, Teaching and Scholarship Committee (LTSC) and Academic Board (AB) 	<ul style="list-style-type: none"> • Senior Manager Student Services (SMSS) • Student Experience Committee (SEC)
1.1.2	<ul style="list-style-type: none"> • Review and maintain relevance of IMC Student Handbook annually • Frequent updates to the FAQs section of the institute's website to provide accurate and relevant 	<ul style="list-style-type: none"> • At orientation, students encouraged to access Handbook and other information flyers/booklet • Emails sent to students (with 	<ul style="list-style-type: none"> • Annual review of content by SMSS • Student feedback on IMC Student Handbook • Oversight from SEC 	<ul style="list-style-type: none"> • Ongoing • Regular reports by SMSS to LTSC 	<ul style="list-style-type: none"> • SMSS

	<ul style="list-style-type: none"> • support to students • Publication of IMC Student Handbook on web • Provide additional resources for international students 	<ul style="list-style-type: none"> • a link) reminding them of relevance and usefulness of IMC Student Handbook • Offer IMC International Students Survival Kit • Compliance with Academic Board academic requirements and related policies • Understanding of the higher education and specific professional discipline (e.g. law, accounting, management) requirements and academic culture 				
1.1.3	<ul style="list-style-type: none"> • Out-of-class English language support program • 1 on 1 consultations • On-line library guide - English language 		<ul style="list-style-type: none"> • Improve learning experience • Reduce attrition & increase progression rates • Greater classroom participation and engagement 	<ul style="list-style-type: none"> • Reports from Academic, Employment and Skills Development Coordinator (AESDC) • Ensure attrition and progression rate meets target and improves annually • Number of students participating • Performance of students participating • Policy document – "Student Progression, Exclusion and Graduation Policy" 	<ul style="list-style-type: none"> • Ongoing • Regular reports by Academic, Employment and Skills Development Coordinator (AESDC) to LTSC 	<ul style="list-style-type: none"> • Academic, Employment and Skills Development Coordinator (AESDC) • SEC • Librarian
1.1.4	<ul style="list-style-type: none"> • Duty Tutor available for selected units (accounting and finance) 		<ul style="list-style-type: none"> • Improve learning outcomes for all students • Assist students at risk • Support for different learning strategies • Reduce attrition & increase progression rates 	<ul style="list-style-type: none"> • Ensure attrition rate decreases, meets targets and improves annually • Ensure progression rate meets target and improves annually • Number of students accessing online tutor and 'Duty Tutor' • Performance of students accessing 'Duty Tutor' • Monitoring of grade distribution for students using duty tutor relative to all students 	<ul style="list-style-type: none"> • Ongoing • Reports by Senior Academic Manager (SAM) to Provost 	<ul style="list-style-type: none"> • LTSC • SAM
1.1.5	<ul style="list-style-type: none"> • 'At risk' early intervention program after the first 4 weeks of semester-focus on students not attending 		<ul style="list-style-type: none"> • Improve learning experience • Enable students to get "on track" more quickly 	<ul style="list-style-type: none"> • Number of students identified at risk by week 4 • Ensure attrition rate meets tar- 	<ul style="list-style-type: none"> • Ongoing • Reports by Student Equity and Support 	<ul style="list-style-type: none"> • SAM • SMSS

	classes, submitting assessments, or completing preliminary knowledge tests	<ul style="list-style-type: none"> Enhances the environment of pastoral student care Reduce attrition & increase progression rates 	<ul style="list-style-type: none"> get and improves annually Ensure progression rate meets target and improves annually Number of students interviewed by Student Support team Grade distribution of students identified 'at risk' and attending at risk support program Attrition and progression rates over time of students identified 'at risk' Policy document – "Student Progression, Exclusion and Graduation Policy" 	<ul style="list-style-type: none"> Officers (SESO) to SMSS 	
1.1.6	<ul style="list-style-type: none"> Study plan for students at risk or performing poorly in previous semester (including students transferring to IMC) 	<ul style="list-style-type: none"> Improve learning experience Interview and track students with high failure rates from studies at previous institutes / universities Enable students to get "on track" more quickly Enhances the environment of pastoral student care Reduce attrition & increase progression rates 	<ul style="list-style-type: none"> Grade distribution of students with study plan Attrition and progression rates over time of students with study plan Ensure attrition rate meets target and improves annually Ensure progression rate meets target and improves annually Policy document – "Student Progression, Exclusion and Graduation Policy" 	<ul style="list-style-type: none"> Ongoing Reports by AESDC to LTSC and Admission Officer 	<ul style="list-style-type: none"> SAM SMSS AESDC
1.17	<ul style="list-style-type: none"> Counselling service for at risk students with non-academic problems 	<ul style="list-style-type: none"> Assist students to resolve personal issues that restrict academic engagement Enhance pastoral care services Reduce attrition and increase retention 	<ul style="list-style-type: none"> Number of students requiring counselling Referrals to other professional bodies Data base of available counselling services 	<ul style="list-style-type: none"> Ongoing Yearly reports by SMSS to DLT 	<ul style="list-style-type: none"> SMSS
1.1.8	<ul style="list-style-type: none"> Adherence to Student Selection and Admission Policy 	<ul style="list-style-type: none"> Ensure the intake of quality students through adherence to the Student Selection and Admission Policy and admission criteria Ensure the implementation of the Admission Transparency Plan Monitoring of referred stu- 	<ul style="list-style-type: none"> Collection of data on ATARs or other alternative entry data of admitted students Review quality of marketing collaterals designed by agents regarding explanations of academic standards at IMC 	<ul style="list-style-type: none"> Ongoing Yearly reports by SAM to Director of Learning and Teaching (DLT) 	<ul style="list-style-type: none"> SAM Director of Learning and Teaching (DLT) Admission Staff Senior Marketing Staff

		<ul style="list-style-type: none"> students' performance and adjustment of recruitment agents' consulting and advisory practices in accordance with regulations Advise marketing team to inform agents and recruiters regarding expectations of admitted students 			
1.1.9	<ul style="list-style-type: none"> Prizes/scholarship for academic performance and for other outstanding educational outcomes such as leadership, success in extra-curricular activities and professional and community involvement 	<ul style="list-style-type: none"> Reward individual student performance Foster an environment of academic excellence 	<ul style="list-style-type: none"> Subsequent academic and professional achievement of scholarship and prize winners Number of students winning prizes Overall quality of individual prize winners 	<ul style="list-style-type: none"> Ongoing 	<ul style="list-style-type: none"> DLT SAM SMSS
1.1.10	<ul style="list-style-type: none"> In-class and ad-hoc workshops 	<ul style="list-style-type: none"> Improved academic skills in assignments writing, exam preparation, proper referencing, library usage and academic integrity Help strong students achieve excellence Assist students with skills development Address students at risk with intervention programs 	<ul style="list-style-type: none"> Number of students participating Performance of workshop participants Monitoring from SEC Monitoring by working group on 1st year progression and attrition Integration of workshop skills into units and unit assessment tasks Policy document – "Student Progression, Exclusion and Graduation Policy" 	<ul style="list-style-type: none"> Ongoing Regular Reports by AESDC to LTSC 	<ul style="list-style-type: none"> LTSC AESDC SMS
1.1.11	<ul style="list-style-type: none"> Skills development modules integrated into units and courses 	<ul style="list-style-type: none"> Improve critical thinking skills, skills related to group work, verbal and oral communication, case studies, reflective journals, presentations, essay & report writing 	<ul style="list-style-type: none"> Number of students participating Number of units of study implemented Number of skill modules developed Performance of students taking modules 	<ul style="list-style-type: none"> Ongoing Regular reports and yearly schedule by AESDC to SAM and LTSC 	<ul style="list-style-type: none"> AESDC SAM Chair LTSC Librarian
1.1.12	<ul style="list-style-type: none"> Monitor and promote early learner engagement 	<ul style="list-style-type: none"> Improve student engagement Improve student performance 	<ul style="list-style-type: none"> Students engaging in online learning through Moodle Student participation 	<ul style="list-style-type: none"> Ongoing Week 4 reporting of risk students to 	<ul style="list-style-type: none"> DLT SMSS SAM

			<ul style="list-style-type: none"> Student Services Submission of assessment items 		
1.1.13	<ul style="list-style-type: none"> Provision of electronic resources for undergraduate and graduate students 	<ul style="list-style-type: none"> Improve student engagement Improve student performance 	<ul style="list-style-type: none"> Number of readings, case studies and video lectures Student performance 	<ul style="list-style-type: none"> Ongoing Librarian 	<ul style="list-style-type: none"> DLT Librarian

1.2 Monitor, evaluate and improve student retention and progress to increase student satisfaction and exceed sector benchmarks

- Monitor students' course progressions and ensure early intervention and study plans for students at risk
- Monitor admission, progression and completion rates of specified student cohorts
- Utilise motivational programs to inspire and support students
- Ensure scaffolded learning is used to promote student success and progress
- Promote and support the development of work ready skills

Item #	Strategic Implementation	Expected Outcomes	Quality Assurance Measures	Timeline for Reporting Achievements & Progress	Accountability
1.2.1	<ul style="list-style-type: none"> Interventions to improve learning outcomes for students at risk, especially in first year Compulsory meeting with academic management for students at risk Study plan for students at risk or performing poorly in previous semester Meeting with Student Services team to identify any non-academic reasons for poor academic performance 	<ul style="list-style-type: none"> Early identification of students at risk Effective admin processes for early identification of students at risk Identify students who fail 50% or more of enrolled units, especially students in the first semester Help students to identify the reasons for poor academic performance Support and assisted planning for students at risk (including student well-being which can impact academic performance, COVID-19 support, free student counselling services) 	<ul style="list-style-type: none"> Historical trend in number of students at risk Data on attrition and progression and failure-pass rates for students identified 'at risk' Percentage of students who fail to make progress to justify continuing enrolment Statistics on at risk students Grade distribution of students identified 'at risk' and attending risk support program Attrition and progression rates over time of students identified 'at risk' 	<ul style="list-style-type: none"> Ongoing Reports by AESDC and SMSS to LTSC 	<ul style="list-style-type: none"> SAM SMSS AESDC DLT

1.2.2	<ul style="list-style-type: none"> Monitor admission, progression & completion rate of identified student cohorts 	<ul style="list-style-type: none"> Improved student learning experience More closely monitor and help students in need 	<ul style="list-style-type: none"> Historical trends in attrition, progression, completion rates External benchmark data against comparable institutions' attrition, progression, completion rates Identification of units with high failure, low progression rates The Institute historical data on attrition, retention and progression The Institute grades distributions for each unit of study 	<ul style="list-style-type: none"> Ongoing Reports by SAM, Provost and DLT regularly reporting on grade distribution to LTSC 	<ul style="list-style-type: none"> LTSC SAM SMSS DLT Provost
1.2.3	<ul style="list-style-type: none"> Maintain good levels of student progression and attrition rates Motivate high performing students with scholarships 	<ul style="list-style-type: none"> Improve student learning Improve attrition and progression rates, especially in first year units of study Improve grades for all students 	<ul style="list-style-type: none"> Improve historical trends in attrition, progression, and completion data Compare the Institute's attrition, progression, and completion data to comparable universities Scholarships currently in place 	<ul style="list-style-type: none"> Ongoing Reports by SAM to DLT and Provost and regular reports on grade distribution to LTSC 	<ul style="list-style-type: none"> DLT SAM SMSS
1.2.4	<ul style="list-style-type: none"> Monitoring of student progress regarding acquisition of work ready skills 	<ul style="list-style-type: none"> Adoption of hard and soft skills of graduate and post-graduate students Improved student employability Increased mobility of students across industries or sectors 	<ul style="list-style-type: none"> Workshop attendance and participation Monitoring of student performance in specific assessments or units Student job searching outcomes 	<ul style="list-style-type: none"> Regular reports by AESDC to LTSC 	<ul style="list-style-type: none"> AESDC
1.2.5	<ul style="list-style-type: none"> Scaffolding of learning is monitored to ensure assumed knowledge requirements are met before unit progression 	<ul style="list-style-type: none"> Appropriate scaffolding of learning and learning outcomes throughout course Improved pass rates Students are guided in achieving an appropriate sequencing of units 	<ul style="list-style-type: none"> Number of students with special consideration for their progression 	<ul style="list-style-type: none"> Ongoing Reports by Provost to CAC Reports by CAC to AB 	<ul style="list-style-type: none"> Provost CAC

1.3 Implement good practice principles for English language proficiency

- English language proficiency is regularly assessed and supported
- English language support offered as an online module and available for all units
- English language and academic literacy resources are available to support students throughout their studies
- Enhanced online electronic resources are available and support student learning needs and flexible learning requirements

Item #	Strategic Implementation	Expected Outcomes	Quality Assurance Measures	Timeline for Reporting Achievements & Progress	Accountability
1.3.1	<ul style="list-style-type: none"> • Assess English language proficiency and provide targeted support 	<ul style="list-style-type: none"> • Students' English language and academic literacy development needs diagnosed and addressed • Improved student engagement • Improved student learning outcomes • Identify students at risk 	<ul style="list-style-type: none"> • Students participating in English assessment and support • Report on English language support embedded in units of study • Data on 'at risk' students and students participating in English language support • Data on students 'at risk' and participating in English language support 	<ul style="list-style-type: none"> • Implemented and ongoing • Regular reports by AESDC to and LTSC 	<ul style="list-style-type: none"> • LTSC • AESDC
1.3.2	<ul style="list-style-type: none"> • English language and academic literacy resources to support students throughout their studies • Enhanced online electronic resources to support student learning needs and flexible learning requirements 	<ul style="list-style-type: none"> • Improved student learning outcomes • Reduce attrition & increase retention rates 	<ul style="list-style-type: none"> • Percentage of students participating in English support • Data on progression rates of students participating in English language support • Data on students 'at risk' and participating in English language support • LTSC regular review ensuring that unit outlines contain written assessments 	<ul style="list-style-type: none"> • Ongoing • Regular reports by AESDC to LTSC 	<ul style="list-style-type: none"> • LTSC • AESDC • SAM • Quality Assurance Director (QAD)
1.3.3	<ul style="list-style-type: none"> • Provide outside classroom opportunities for students to improve their English language abilities 	<ul style="list-style-type: none"> • Encourage and support English language and academic skills through educational events and student field trip (e.g. parliament house tours, court tour, "stress free" week, and other extracurricular social activity (e.g. Christmas 	<ul style="list-style-type: none"> • Number of students participating in out-of-class lectures, events and extracurricular social activities 	<ul style="list-style-type: none"> • Ongoing • Language and Culture Exchange Program introduced early 2018 and continuing after COVID-19 restrictive measures 	<ul style="list-style-type: none"> • SMSS • AESDC

		<ul style="list-style-type: none"> • in July, Halloween, Mid-Autumn Festival). • Enhance engagement by students, in and outside the classroom • Language & Culture Exchange Program (LCEP) 			
--	--	---	--	--	--

1.4 Provide high quality career advice and placement opportunities to students

- Support students by providing career advice and placement and internship opportunities to develop and enhance work-ready skills
- Promote the Institute's program to equip students with work ready skills

Item #	Strategic Implementation	Expected Outcomes	Quality Assurance Measures	Timeline for Reporting Achievements & Progress	Accountability
1.4.1	<ul style="list-style-type: none"> • Understand students career expectations/goals before they enrol into a course • Support students by providing career advice, work placement and work-ready skills. • Career Prep Workshops 	<ul style="list-style-type: none"> • Modify the career support and advice provided based on students' expectations and goals • Improved rate of post-study employment • Improved ability to communicate effectively in work interviews 	<ul style="list-style-type: none"> • Student graduate outcomes • Internship evaluations from PwC on students' performance • Proportion of students participating in the Career Prep Workshops • Monitoring of post-study employment (survey) 	<ul style="list-style-type: none"> • Ongoing monitoring • Data Team and Academic Operation Manager (AOM) reporting on workshop participation and post-study achievements to SAM and Tertiary Collection of Student Information (TCSI) 	<ul style="list-style-type: none"> • SAM • Academic Operation Manager (AOM)

Having a commitment to high quality student learning in all academic programs.

2.1 Highest standard of curriculum and curriculum renewal

- Regular reviews of academic programs to enhance curriculum design and delivery through the implementation of the Institute's curriculum design principles
- Develop new academic programs to meet current industry needs and plan for the future
- Industry and expert consultation and engagement in academic program development and review
- The provision of high-quality capstone experiences
- Placements and other forms of work experience to enhance students' preparedness for work and to enhance their applied skills and knowledge
- Curriculum innovation to ensure currency and relevance

Item #	Strategic Implementation	Expected Outcomes	Quality Assurance Measures	Timeline for Reporting Achievements & Progress	Accountability
2.1.1	<ul style="list-style-type: none"> • Regularly review of existing academic programs 	<ul style="list-style-type: none"> • Improved learning • Best-practice process of curriculum review • Provide focused student choice • Maintain professional relevance of degree programs 	<ul style="list-style-type: none"> • Benchmarking the Institute's academic programs against comparable institutions • Consultation with student body, including current and alumni students. • External input into review process • Meeting external standards of professional bodies such as Certified Practising Accountant Australia (CPAA) and Chartered Accountants Australia and New Zealand (CAANZ) and integrating them into curriculums • Provost and CAC oversight on the review of academic programs, including external input, benchmarking, accreditation standards • Student satisfaction surveys of units and academic programs (Graduate Survey) • Exit interviews with graduates 	<ul style="list-style-type: none"> • Ongoing • Course Advisory Committee (CAC) timetable of major and minor reviews • Regular reports by Provost to CAC • SMSS reporting to TEQSA (Student Satisfaction Survey and Graduate Survey) 	<ul style="list-style-type: none"> • CAC • Provost

			<ul style="list-style-type: none"> • Alumni surveys/feedback • Policy document – “Course Unit Review Policy and Procedure” 		
2.1.2	<ul style="list-style-type: none"> • Develop and implement new academic programs • Develop collaborative teaching cooperation, including capstone units with domestic and international partners 	<ul style="list-style-type: none"> • Academic programs that maximise professional relevance • Academic programs that promote graduate attributes that anticipate needs in the domain of the course offered 	<ul style="list-style-type: none"> • Benchmark the Institute's academic programs against comparable institutions and accrediting bodies (such as Association to Advance Collegiate Schools of Business (AACSB), European Quality Improvement System (EQUIS)) and statutory or professional bodies (Certified Practising Accountant Australia (CPA Australia)) • External input into degree development • Ensure compliance with Tertiary Education Quality and Standards Agency (TEQSA) requirements • CAC regular reports on the development of new academic programs to AB, including external input, benchmarking, accreditation standards and TEQSA requirements • Policy document –“Academic Programs and Course Development Policy” 	<ul style="list-style-type: none"> • Ongoing • Integrate industry expertise into curriculum design and improvement, and incorporate industry expert guest lectures • Reports by Provost to CAC 	<ul style="list-style-type: none"> • DLT • CAC • Provost
2.1.3	<ul style="list-style-type: none"> • Engage professional communities in development and teaching academic programs 	<ul style="list-style-type: none"> • Stakeholder involvement in L&T of professional academic programs • Introduce work integrated learning into academic programs • Input obtained from a variety of sources including assessors, advisors, and moderators 	<ul style="list-style-type: none"> • Developed capstone units with industry work- integrity component • Meet accreditation standards • Number of external stakeholders participating in degree review and development • Number of external professional staff teaching in degree 	<ul style="list-style-type: none"> • Ongoing • Reports by Provost to LTSC and CAC on curricula revisions 	<ul style="list-style-type: none"> • CAC • Provost • LTSC

			<ul style="list-style-type: none"> teaching CAC oversight on external input, accreditation standards and benchmarking Policy document – “Academic Course and Unit Development Policy” 		
2.1.4	<ul style="list-style-type: none"> Capstone units have options for ‘real business’ experiences Explore further opportunities for industry placements, internships, and other work-based experiences, including leading firms locally and internationally 	<ul style="list-style-type: none"> Provide students with opportunities for work experience both within Australia and internationally Stakeholder involvement in L&T of professional academic programs Integrate practical experience into academic programs 	<ul style="list-style-type: none"> Number capstone units in existing and new academic programs, including input from industry Number of students engaging in work experience or internships 	<ul style="list-style-type: none"> Ongoing Regular reports by Provost, DLT and QAD as part of unit and academic programs review on capstone units LTSC and CAC 	<ul style="list-style-type: none"> Provost DLT QAD CAC LTSC
2.1.5	<ul style="list-style-type: none"> Continued implementation of the 2019 Curriculum Innovation Plan Digitally Enabled Learning Plan November 2021 	<ul style="list-style-type: none"> Integrating technological change and advances in the curriculum to enhance engagement with the changing business world Provide students with opportunities for work experience both within Australia and internationally Stakeholder involvement in L&T of professional academic programs Integrate practical experience into academic programs 	<ul style="list-style-type: none"> Number of students engaging in work experience or internships Enhanced learner engagement Improved student graduate satisfaction and graduate outcome 	<ul style="list-style-type: none"> Ongoing Regular reports by Provost as part of unit and academic programs on capstone units AB, CAC and LTSC 	<ul style="list-style-type: none"> Provost DLT CAC LTSC AB

2.2 Constructive alignment, appropriate assessment and clear standards

- Implement the Institute’s Assessment Policy and Procedure (coursework)
- Constructive alignment evident in all courses and units
- Assessment reflects best-practice process as evidenced by benchmarking and scholarship
- Continue to implement the Assurance of Learning Framework that promotes student learning and learning engagement
- Clear and effective examination moderation according to the moderation policy
- Reviews of courses and units comply with the Institute’s policy and procedure
- Timely and informative feedback provided to students

Item #	Strategic Implementation	Expected Outcomes	Quality Assurance Measures	Timeline for Reporting Achievements & Progress	Accountability
2.2.1	<ul style="list-style-type: none"> Implement assessment principles and practices that align with the Institute’s Assessment Policy and Procedure (coursework) which incorporates key guiding principles 	<ul style="list-style-type: none"> Best-practice process to design formative and summative assessment, including criterion and standard based practices that help students in their learning Promoting high level cognitive skills and life-long learning in the assessment design Constructive alignment to ensure learning goals are measured by assessment tasks 	<ul style="list-style-type: none"> Formal monitoring of unit outlines for assessment tasks to ensure they are appropriate and align with Unit Learning Outcomes (ULOs) and Course Learning Outcomes (CLOs) Regular review of unit outlines to ensure they are regularly revised and link learning outcomes to assessment tasks Utilisation of the Institute’s Best Practice Guidelines to assist in proper design and assessment Regular unit and course surveys DLT reviews Graduate Survey (Exit Survey) Evaluation and review of units with student surveys assessments lower than minimum prescribed target Policy document – “Assessment Policy and Procedures” (section 4.1) Benchmarking Informed assessment practices 	<ul style="list-style-type: none"> Ongoing SEC reports to SMSS Yearly reports on reviews and unit outlines Unit outline template Regular reports by CAC, DLT, QAD to LTSC SMSS to TEQSA 	<ul style="list-style-type: none"> CAC DLT LTSC SMSS
2.2.2	<ul style="list-style-type: none"> Alignment between unit learning outcomes, and assessment tasks 	<ul style="list-style-type: none"> Validation of Course Learning Outcomes (CLOs), Unit Learning Outcomes (ULOs) and Institute’s Graduate Attributes (GA). Enabling students to attain CLOs, ULOs and GAs by assessment tasks Assists in ensuring the focus and relevance of assessment tasks 	<ul style="list-style-type: none"> Review of learning outcomes, Australian Qualifications Framework (AQF), graduate attributes and assessments Monitoring of unit outlines Utilisation of the Institute Best Practice Guidelines to assist in proper design and assessment Pre-filling of unit outlines to assist with alignment of assessment task to unit learning 	<ul style="list-style-type: none"> Ongoing Regular reports by CAC, DLT, QAD to LTSC 	<ul style="list-style-type: none"> DLT CAC AB QAD

			<ul style="list-style-type: none"> outcomes Regular review that unit outlines have been updated and link with ULOs to CLOs and assessment tasks. External referencing of learning outcomes against comparative institutions (TEQSA requirement) Examination of units with student surveys assessments lower than minimum prescribed target Policy document – “Assessment Policy and Procedures” Policy document – “Moderation Policy” 		
2.2.3	<ul style="list-style-type: none"> Continue to implement the Assurance of Learning (AOL) Framework 	<ul style="list-style-type: none"> Ensure that students are developing the skills and achieving learning outcomes that courses are designed to provide Development of "work-ready" graduates 	<ul style="list-style-type: none"> Completion of necessary elements of Assurance of Learning (AOL) framework All units within a course contribute to the overall achievement of CLOs and demonstration of GAs Demonstrate progression from introductory level units to final level units leading to the achievement of CLOs Provide clear evidence of when and where within courses CLOs are introduced, reinforced and mastered 	<ul style="list-style-type: none"> Ongoing review 	<ul style="list-style-type: none"> Chair of AB
2.2.4	<ul style="list-style-type: none"> Implement the Institute's marking rubrics 	<ul style="list-style-type: none"> Communication of clear assessment guidelines to students Implementation of assessment policy across all units 	<ul style="list-style-type: none"> Utilisation of standardised Institute's marking rubrics for major forms of assessment tasks – participation, essay, case study, research project, presentation (group and individual) 	<ul style="list-style-type: none"> Ongoing monitoring of unit outlines by DLT and QAD 	<ul style="list-style-type: none"> DLT QAD
2.2.5	<ul style="list-style-type: none"> Assurance of course learning outcomes 	<ul style="list-style-type: none"> Ensure students achieve learning outcomes of each course 	<ul style="list-style-type: none"> Mapping of course learning outcomes to specific assessment tasks to show where and which 	<ul style="list-style-type: none"> Ongoing Regular report by QAD and DLT to 	<ul style="list-style-type: none"> DLT QAD CAC

			unit(s) course LOs taught, reinforced and assessed	<ul style="list-style-type: none"> LTSC and CAC report to AB on learning outcomes, AQF, GAs, and assessments 	<ul style="list-style-type: none"> LTSC AB
2.2.6	<ul style="list-style-type: none"> Timely and focused feedback to students on learning and assessments 	<ul style="list-style-type: none"> Facilitate student understanding and development of key skills 	<ul style="list-style-type: none"> Monitoring of unit outlines to ensure feedback to students is provided in a timely manner Oversight of Student Experience Committee Evaluation and review of units with student assessment of feedback lower than minimum prescribed target Policy document – “Assessment Policy and Procedures” 	<ul style="list-style-type: none"> Ongoing Reports Reports by QAD and DLT to LTSC 	<ul style="list-style-type: none"> DLT LTSC
2.2.7	<ul style="list-style-type: none"> Clear and effective exam moderation 	<ul style="list-style-type: none"> Fair, consistent and transparent internal assessment for all exams 	<ul style="list-style-type: none"> Conduct external review of sample all final examination scripts where grade distribution appears unusual Regular reports on the moderation process Policy document – “Assessment Policy and Procedures” Policy document – “Moderation Policy and Procedure” 	<ul style="list-style-type: none"> Ongoing Reports by QAD to DLT and LTSC 	<ul style="list-style-type: none"> DLT QAD
2.2.8	<ul style="list-style-type: none"> Regular formal review of unit outlines 	<ul style="list-style-type: none"> Monitoring of unit outlines to ensure best-practice process in designing assessment practices and learning outcomes 	<ul style="list-style-type: none"> Regular reports on the internal and external moderation process Policy document – “Moderation Policy and Procedure” 	<ul style="list-style-type: none"> Ongoing Reports on regular cycle of unit outline reviews by QAD to DLT and LTSC 	<ul style="list-style-type: none"> DLT QAD LTSC

2.3 Curriculum with International Focus and Global Relevance

- Internationally focused programs, curriculum and assessment tasks
- Curriculum that explores social responsibility and cultural complexity within domestic and international contexts

Item #	Strategic Implementation	Expected Outcomes	Quality Assurance Measures	Timeline for Reporting Achievements & Progress	Accountability
2.3.1	<ul style="list-style-type: none"> • Internationally focused programs and curriculum, including assessment 	<ul style="list-style-type: none"> • Internationally focused degree programs • Specialist international units of study • Use of international cases and examples in all units where appropriate • Student understanding of Australia in the Asia-Pacific region • Student understanding of the dynamics of the Asia-Pacific region • International focus in new degree program development 	<ul style="list-style-type: none"> • Regular review of courses to ensure international focus • Regular update of unit outlines to ensure international focus • Regular monitoring that unit outlines are up- dated and include an international focus where appropriate 	<ul style="list-style-type: none"> • Ongoing • Reported by Provost to CAC as part of regular minor and major program reviews • Reports by CAC to AB 	<ul style="list-style-type: none"> • Provost • CAC
2.3.2	<ul style="list-style-type: none"> • Curriculum that explores social responsibility and cultural complexity within an international context 	<ul style="list-style-type: none"> • Develop students' ability to operate cross-culturally • Helps students understand issues around social responsibility, especially in an international context 	<ul style="list-style-type: none"> • Regular reviews of unit outlines to ensure cross-cultural and social responsibility content • Corporate Social Responsibility, Leadership and Business Ethics either stand-alone units and/or integrated across the degree program 	<ul style="list-style-type: none"> • Ongoing • Reported by Provost to CAC as part of regular minor and major program reviews • Reports by CAC to AB 	<ul style="list-style-type: none"> • Provost • CAC
2.3.3	<ul style="list-style-type: none"> • Provide opportunities for students to comprehend international business experiences 	<ul style="list-style-type: none"> • Develop students' ability to operate cross-culturally • Helps students' understanding of issues around social responsibility, especially in an international context 	<ul style="list-style-type: none"> • Australian and International businesses 	<ul style="list-style-type: none"> • Ongoing 	<ul style="list-style-type: none"> • Provost

2.4 Academic Integrity and Honesty

- Enhance staff and student awareness of academic integrity and honesty
- Monitor and engage in measures to prevent academic dishonesty and develop measures to promote academic integrity

Item #	Strategic Implementation	Expected Outcomes	Quality Assurance Measures	Timeline for Reporting Achievements & Progress	Accountability
2.4.1	<ul style="list-style-type: none"> • Enhance staff and student awareness of academic integrity and honesty 	<ul style="list-style-type: none"> • Emphasise the importance of academic integrity • Increase staff awareness of academic integrity and associated institutional processes • Encouraging ethical practice • Continue to inform staff about updates and changes to relevant policies and procedures regarding academic integrity and setting assessment tasks that reduce the risk of student plagiarism • Records of plagiarism on student file 	<ul style="list-style-type: none"> • Annual academic and professional staff inductions regarding Academic Integrity issues • Discussion of academic honesty and Academic Integrity Module (AIM) during orientation • Students must complete AIM by week 6 of 1st semester of enrolment or before submitting written assessments • Use of Turnitin • Teaching staff monitor student performance in class to compare with their performance in assessments to help deter and prevent ghost writing • Annual report on cases of academic plagiarism • Academic honesty emphasised in all unit outlines and the student handbook • Policy document – “Student Academic Integrity Policy” • Policy document – “Code of Conduct for Research” 	<ul style="list-style-type: none"> • Ongoing • Reports by AESDC to LTSC • Annual reports by Academic Integrity Officer (AIO) to Provost, LTSC and AB 	<ul style="list-style-type: none"> • Provost • Academic Integrity Panel (AIP) • Academic Integrity Officer (AIO)
2.4.2	<ul style="list-style-type: none"> • Monitoring and reduction of academic dishonesty (including plagiarism) 	<ul style="list-style-type: none"> • Enhanced student awareness of academic honesty • Enhanced staff awareness of academic dishonesty • Facilitation of ethical conduct • Reduction in academic dishonesty 	<ul style="list-style-type: none"> • Use of Turnitin • Teaching staff monitor student performance in class to compare with their performance in assessments to help deter and prevent contract cheating • Annual report on cases of aca- 	<ul style="list-style-type: none"> • Ongoing • Regular reports by AIO to Provost and LTSC 	<ul style="list-style-type: none"> • Provost • AIP • AIO

		<ul style="list-style-type: none"> Continuously inform staff about academic integrity and setting assessment tasks that are less likely to result in student plagiarism Record of plagiarism on student file 	<ul style="list-style-type: none"> Academic integrity emphasised in all unit outlines and the student handbook Policy document – “Student Academic Integrity Policy” Policy document – “Code of Conduct for Research” Identification of sector strategies to reduce academic dishonesty 		
--	--	--	---	--	--

2.5 Highest quality ICT/e-learning in on-campus and distance environment

- Implement the transitioning process to Digitally Enabled Learning via Cloud-based Delivery of Content
- Utilise digital resources to enhance student learning, e-learning and learner engagement
- Implement the Curriculum Innovation Plan and the Digital Learning Plan

Item #	Strategic Implementation	Expected Outcomes	Quality Assurance Measures	Timeline for Reporting Achievements & Progress	Accountability
2.5.1	<ul style="list-style-type: none"> Implement transition to Digitally Enabled Learning via Cloud-based delivery of content 	<ul style="list-style-type: none"> High quality e-learning resources for students created in-house (IMC pre-recorded topic introductions, designated readings and tasks, online webinars) and by publishing companies via subscription model (i.e. HST Collection) Allow interaction of students and teaching staff online in synchronous (via Zoom) and asynchronous mode (digital learning experience). Flexible & individual-directed learning supported with cloud-based delivery of content 	<ul style="list-style-type: none"> Reports by Provost, Senior IT manager, DLT and LDC 	<ul style="list-style-type: none"> Ongoing Learning Design Consultant (LDC) to Senior IT Manager, DLT and Provost Provost and DLT to LTSC and AB 	<ul style="list-style-type: none"> Provost DLT Senior IT Manager

2.5.2	<ul style="list-style-type: none"> Use of Learning Management Systems (i.e. Moodle), and other e-learning platforms (HSTalks) to enhance engaged student learning Skills Development Modules embedded to Moodle 	<ul style="list-style-type: none"> High quality e-learning resources and cloud-based delivery of content for students Allow interaction between students and staff online in synchronous (via Zoom) and asynchronous mode (digital learning experience) Flexible & individual-directed learning Inform and provide additional e-resources to students 	<ul style="list-style-type: none"> Information provided in unit outline template Regular review and monitoring of e-learning content delivered via Moodle Monitoring of reports regarding students' engagement (frequency of visits, views and interaction with e-learning content) Student feedback from using ICT/e-learning services and content Assessment of ICT/Learning Management System /Video Conferencing platforms Regular monitoring of unit outlines for e-learning material Regular review of e-learning content and resources Use student feedback on e-learning and resources to enhance units and courses 	<ul style="list-style-type: none"> Ongoing Regular reports by AESDC and Librarian to LTSC on skills development modules Reports by LDC Senior IT Manager Senior IT Manager reports to Provost and DLT Reports on e-learning outcomes in specific units DLT to LTSC 	<ul style="list-style-type: none"> AESDC Librarian DLT Provost Senior IT Manager
2.5.3	<ul style="list-style-type: none"> Provide adequate e-learning, study facilities and enhance organisational digitally enabled learning capabilities 	<ul style="list-style-type: none"> Provide licenses for cloud-based video conferencing service for staff and students (i.e. Zoom) Facilitate student access to computers on campus Provide quicker access to learning resources via institutional licensing Provide I.C.T. support and assistance to students 	<ul style="list-style-type: none"> Upgrade of licenses Appropriate number of computers per student On campus wi-fi access Course or research related software licenses Online Learning Management System - Moodle 	<ul style="list-style-type: none"> Ongoing Yearly reports by Senior IT Manager to DLT and Provost Reports by Provost to LTSC 	<ul style="list-style-type: none"> Senior IT Manager DLT Provost

2.6 Vibrant on-campus, off-campus and online social experience

- Students receive timely and accurate information about opportunities for orientation and wider engagement with their peers, staff and the wider community
- Encourage student engagement in learning outside the physical or virtual classrooms
- Create opportunities for creating and strengthening of social capital among student cohorts

Item #	Strategic Implementation	Expected Outcomes	Quality Assurance Measures	Timeline for Reporting Achievements & Progress	Accountability
2.6.1	<ul style="list-style-type: none"> Orientation material available on website Online Orientation Program On-campus Orientation Program Students notified of the Institute resources via LMS email, text messages and social media 	<ul style="list-style-type: none"> Inform students of opportunities for social interaction & acculturation to academic life Set student expectation to commit to scholarship and learning 	<ul style="list-style-type: none"> Regular review and monitoring of the Institute website 	<ul style="list-style-type: none"> Ongoing Orientation report and updates by SMSS to LTSC 	<ul style="list-style-type: none"> LTSC SMSS
2.6.2	<ul style="list-style-type: none"> Group work outside & inside physical or virtual classrooms 	<ul style="list-style-type: none"> Allow social interaction & acculturation to university life Enhanced social skills and classroom dynamics Simulation of workplace environment 	<ul style="list-style-type: none"> Ensuring courses contain appropriate number of units with group work Completion of Group Work Online Learning module by students 	<ul style="list-style-type: none"> Ongoing Reported by QAD and DLT as part of regular reviews of units and academic programs to CAC 	<ul style="list-style-type: none"> DLT CAC
2.6.3	<ul style="list-style-type: none"> Support student equity groups 	<ul style="list-style-type: none"> Allow social interaction & acculturation to university life Organize social activities and events to promote student's welfare and wellbeing Enhance English language ability Promote Student Mentor program and establish peer support network 	<ul style="list-style-type: none"> Number of social events and societies supported 	<ul style="list-style-type: none"> Ongoing Regular reports by Student Services to LTSC 	<ul style="list-style-type: none"> DLT Manager of Student Experience (MSE) AESDC LTSC
2.6.4	<ul style="list-style-type: none"> Strengthen social networks and enhance social capital leading to high levels of engagement among students and between students and academic and general staff 	<ul style="list-style-type: none"> Development of supportive learning climate and culture where students are nurtured and encouraged to develop their talents Students develop lifelong networks that they will take with them as they enter their professions 	<ul style="list-style-type: none"> Positive feedback from alumni Positive feedback on Graduate Surveys and interviews 	<ul style="list-style-type: none"> Ongoing Regular reports by MSE to SMSS SMSS reporting to LTSC 	<ul style="list-style-type: none"> SMSS LTSC

Item #	Strategic Implementation	Expected Outcomes	Quality Assurance Measures	Timeline for Reporting Achievements & Progress	Accountability
2.7.1	<ul style="list-style-type: none"> Ensure student wellbeing, security and safety by enacting policies (i.e. COVID-19 preventive measures) and providing information during Orientation, on website, unit modules on Moodle and Student Handbook Promote safe campus to all students and staff to prevent sexual harassment and sexual assault Prevent online bullying in virtual classrooms and chatrooms 	<ul style="list-style-type: none"> Safe environment for scholarly activity Improved knowledge of safety and security Raise students' awareness of safety issues and create reporting channels 	<ul style="list-style-type: none"> Regular up-date of safety information Regular up-date about prevention, vaccination, and other COVID-19 safety measures Policy document – "Facilities Policy and Procedure" Safe Campus campaign Review the Institute's Student Antidiscrimination and Sexual Harassment (SASH) policy Invite students as a focus group to provide comments on the SASH policy Regular staff training of SASH prevention 	<ul style="list-style-type: none"> Ongoing Regular reports by MSE to SMSS and SAM SMSS reports to LTSC 	<ul style="list-style-type: none"> SAM MSE SMSS Human Resources Manager (HRM) LTSC
2.7.2	<ul style="list-style-type: none"> Monitor class size, physical and online resources to promote student experience and engaged learning 	<ul style="list-style-type: none"> Appropriate class sizes, with target student-staff ratios achieved Quality physical and IT resources for students Professional video conferencing system licensing for staff and students 	<ul style="list-style-type: none"> Teaching staff-student and support staff-student ratios Academic Operations Manager (AOM) and Senior IT Manager evaluating facilities on physical and electronic resources 	<ul style="list-style-type: none"> Ongoing Senior Manager IT to DLT and LTSC Regular reports by Academic Operations Manager (AOM) and Senior IT Manager to SMSS, DLT and Provost 	<ul style="list-style-type: none"> AOM SMSS Senior IT Manager DLT Provost
2.7.3	<ul style="list-style-type: none"> Promote student mental health through mental health awareness campaign 	<ul style="list-style-type: none"> Raise student mental health awareness Equip students with relevant mental health knowledge and coping skills Create an inclusive and supportive environment for students 	<ul style="list-style-type: none"> Host regular mental health related activities, such as mental health training/workshop Enhance mental health awareness promotion among students and staff 	<ul style="list-style-type: none"> Ongoing Regular reports by MSE to SMSS and DLT 	<ul style="list-style-type: none"> MSE SMSS DLT

2.7 Quality learning experience—wellbeing, class size and safety

- Policies and student support, including orientation and information, promote student safety and wellbeing
- Class sizes and physical resources support engaged learning

To promote lifelong learning, work critical skills and digital fluency.

- 3.1 Work-ready skills**
- Implement best-practice approach in group and teamwork assessment, specifically focusing on online communication and virtual collaboration
 - Incorporate formative assessment that promotes scaffolded learning in all units
 - Ensure effective use of student feedback and inform students of how their feedback is utilised in enhancing curriculum and student learning
 - Ensure the Institute's core attributes are embedded in course curricula
 - Enhance academic, professional and digital skills among undergraduate and graduate students
 - Equip graduates with professional capabilities and digital fluency

Item #	Strategic Implementation	Expected Outcomes	Quality Assurance Measures	Timeline for Reporting Achievements & Progress	Accountability
3.1.1	<ul style="list-style-type: none"> • Group and teamwork best- practice approach 	<ul style="list-style-type: none"> • Students assist in learning of others • Student led activities, peer support and collaborative learning practice in e-learning • Greater student engagement and interaction via video conferencing platform 	<ul style="list-style-type: none"> • Monitor unit outlines to ensure group work is promoted as part of e-learning process • Guidance provided on group work in unit outline template, with clear instructions how to use virtual classrooms, meeting spaces and consultation rooms for group projects • Policy document – “Assessment Policy” 	<ul style="list-style-type: none"> • Ongoing • Reported as part of regular reviews of units and courses by QAD to Provost, CAC and LTSC 	<ul style="list-style-type: none"> • QAD • DLT • Provost • CAC
3.1.2	<ul style="list-style-type: none"> • Range of formative and summative assessment tasks to ensure variety of Course Learning Outcomes (CLOs) and GAs are achieved • Enable student knowledge self-testing • Ensure student feedback processes are effective 	<ul style="list-style-type: none"> • Promote inquiry-based learning • Support student-centred e-learning • Create enticing student centric online learning environments • Achieve Course Learning Outcomes (CLOs) and GAs 	<ul style="list-style-type: none"> • Monitor unit outlines to ensure an appropriate and targeted mix of assessment tasks specifically designed for digitally enabled learning • Monitor unit outlines to ensure appropriate level of student feedback is provided • Provision of the Institute Best Practice Guidelines targeting assessment tasks • Regular monitoring of unit outlines aligning LOs assessments and GAs in all courses 	<ul style="list-style-type: none"> • Ongoing • Reported as part of regular reviews of units and courses by Provost to CAC 	<ul style="list-style-type: none"> • QAD • DLT • Provost • CAC

			<ul style="list-style-type: none"> • Staff workshops on designing learning outcomes and assessment tasks, with specific focus on adjustments to virtual learning environment 		
3.1.3	<ul style="list-style-type: none"> • Introduce students to moral and ethical standards in their profession and industry sectors 	<ul style="list-style-type: none"> • Understand the standards of business and law professions • Develop an appreciation of the importance of ethics in a professional setting • Develop work-ready skills, digital fluency, and technocratic attitude relevant to respective professions and specific standards 	<ul style="list-style-type: none"> • Monitor unit outlines to ensure moral and ethical issues are addressed in relevant units • Corporate Social Responsibility, Leadership and Business Ethics either stand-alone units and/or integrated across the degree program 	<ul style="list-style-type: none"> • Ongoing • Reported as part of regular reviews of units and courses by Provost to CAC 	<ul style="list-style-type: none"> • QAD • DLT • Provost • CAC

- 3.2 Graduate attributes and lifelong learning**
- Constructive alignment in all units to ensure course learning outcomes and graduate attributes are achieved
 - All course design and curricula promote scholarly inquiry, life-long learning, digital and technological fluency
 - Capstone units reflect students' acquisition of knowledge, skills and capabilities aligned to the relevant discipline and professions

Item #	Strategic Implementation	Expected Outcomes	Quality Assurance Measures	Timeline for Reporting Achievements & Progress	Accountability
3.2.1	<ul style="list-style-type: none"> • Ensure generic attributes of graduates 	<ul style="list-style-type: none"> • All courses and units communicate and assess generic and discipline-specific attributes • Students demonstrate attributes in their academic and professional lives 	<ul style="list-style-type: none"> • Regular monitoring of unit outlines for learning outcomes and assessment tasks that facilitate the achievement of generic skills 	<ul style="list-style-type: none"> • Ongoing • Regular reports by CAC, DLT, QAD to LTSC on LOs, AQF, GAs, and assessments 	<ul style="list-style-type: none"> • QAD • DLT • CAC
3.2.2	<ul style="list-style-type: none"> • Promote lifelong learning and reflection in all courses 	<ul style="list-style-type: none"> • Develop students' research, critical thinking, analytical & communication skills • Develop students' capacity for self-directed learning, reflection & critical thinking • Integrate life and career planning as graduate attributes 	<ul style="list-style-type: none"> • Monitoring of unit outlines for learning outcomes and assessment • Regular monitoring that unit outlines contain attributes related to lifelong learning, critical thinking, communication skills and digital fluency in all appro- 	<ul style="list-style-type: none"> • Ongoing • Reports by SMSS on augmented student survey questions on graduate attributes to LTSC • Regular reports by QAD to Provost 	<ul style="list-style-type: none"> • QAD • DLT • SMSS • CAC

			<ul style="list-style-type: none"> • appropriate units • Assessment of PwC Student Career Development Program • Student surveys and assessment 	<ul style="list-style-type: none"> • and DLT • Provost reporting to CAC, LTSC on LOs, AQF, GAs, 	
3.2.3	<ul style="list-style-type: none"> • Capstone units 	<ul style="list-style-type: none"> • Provide professionally relevant, and integrative learning experiences 	<ul style="list-style-type: none"> • Regular review of curriculum • Regular monitoring unit outlines for capstone units 	<ul style="list-style-type: none"> • Ongoing • Regular reports by Provost to CAC as part of unit and degree review on capstone units • CAC reports to AB on capstone units in new degrees and review of existing degrees 	<ul style="list-style-type: none"> • QAD DLT • Provost • CAC

		<ul style="list-style-type: none"> • sources, virtual campus and online collaborative spaces • Acquisition of new work-ready skills and capabilities 			
3.3.3	<ul style="list-style-type: none"> • Conversion to Online Learning Environment and seamless transition between physical and virtual campuses 	<ul style="list-style-type: none"> • Enhancing Academic Digital and Blended Learning Capabilities • Fostering new approaches to content delivery, knowledge testing and assessments suitable for online learning environment 	<ul style="list-style-type: none"> • Monitor student engagement and progress via available data analytics • Monitor adoption of technology, innovative learning and teaching approaches and impact on student learning experience 	<ul style="list-style-type: none"> • Ongoing • LDC and Senior IT Manager report to DLT • Reporting by DLT to Provost and LTSC 	<ul style="list-style-type: none"> • DLT • Provost • Senior IT Manager
3.3.4	<ul style="list-style-type: none"> • Optimisation of program portfolios with curriculums adjusted to contemporary workspaces, designed to enhance employability of graduates 	<ul style="list-style-type: none"> • 21st century work relevant graduate skills (digital fluency and professional capabilities) • Local and international competitiveness - capacity to serve domestic and international students online, on campus and off campus 	<ul style="list-style-type: none"> • Implementation of the Curriculum Innovation Plan as reflected in revised curriculum • Maintaining attractiveness of offered courses to local and international students 	<ul style="list-style-type: none"> • Ongoing • Reports by DLT to Provost • Marketing team 	<ul style="list-style-type: none"> • DLT • Provost • Marketing Director

3.3 Technology Enhanced Learning

- Foster engaged student learning through the use of existing technology, adoption of new technologies, and a virtual learning environment consistent with the Curriculum Innovation Plan and the Digital Learning Plan
- Promote and support the development of critical skills (hard and soft), professional capabilities, digital and technological fluency in students and staff

Item #	Strategic Implementation	Expected Outcomes	Quality Assurance Measures	Timeline for Reporting Achievements & Progress	Accountability
3.3.1	<ul style="list-style-type: none"> • Foster engaged student e-learning through the use of technology, adoption of digital tools and the Curriculum Innovation Plan 	<ul style="list-style-type: none"> • Promote student e-learning through the use of alternative online learning and teaching methods, adaptive learning practices and blended learning approach 	<ul style="list-style-type: none"> • Successful transition to cloud-based delivery of learning and teaching content • Implementation of the Curriculum Innovation Plan as reflected in revised curriculum 	<ul style="list-style-type: none"> • On-going • Reports by LDC to Provost and DLT on implementation of the Curriculum Innovation Plan • Reports by Provost to LTSC 	<ul style="list-style-type: none"> • DLT • Provost
3.3.2	<ul style="list-style-type: none"> • Promote utilisation of online communication and collaboration tools, and digital fluency among students as crucial work-ready skills 	<ul style="list-style-type: none"> • Fostering digitally enabled learning and blended learning as a new educational standard • Enhancement of student engagement via cloud-based content delivery, digital re- 	<ul style="list-style-type: none"> • Monitoring of student progress and adoption of profession/industry specific skills 	<ul style="list-style-type: none"> • Ongoing • AESDC to Provost, DLT and LTSC • Senior IT Manger reporting to Provost and DLT 	<ul style="list-style-type: none"> • AESDC • DLT • Provost

To recognise and support a culture of teaching excellence.

4.1. Recognition of teaching achievements

- Promote a best-practice process and encourage staff through recognition of high-quality teaching performance
- Promote innovation by recognising staff achievements for teaching and learning initiatives, digital fluency and creativity

Item #	Strategic Implementation	Expected Outcomes	Quality Assurance Measures	Timeline for Reporting Achievements & Progress	Accountability
4.1.1	<ul style="list-style-type: none"> • Recognise high teaching performance for all academic staff 	<ul style="list-style-type: none"> • Encourage and disseminate best-practice teaching • Provide teaching role models and exemplars 	<ul style="list-style-type: none"> • Use of student surveys to identify high performing teachers • Formal acknowledgment of outstanding teaching performance for both individuals and groups by Provost certificates 	<ul style="list-style-type: none"> • Ongoing • Reports by DLT on staff Certificate of Teaching Excellence by Provost to LTSC 	<ul style="list-style-type: none"> • DLT • Provost
4.1.2	<ul style="list-style-type: none"> • Recognise staff innovation and utilisation of technology in challenging situations (COVID-19, emergencies, natural disasters, etc.), virtual learning environments and new teaching contexts (eg. short courses, internationalisation, collaborative programs) 	<ul style="list-style-type: none"> • Use technology to provide alternatives to classroom based teaching where appropriate • Adopt new technologies, where applicable, to replace repetitive tasks • Introduce technology to engage students through blended learning • Integrate technology to support e-learning environments • Provide seamless transitioning between physical and virtual campuses • Encourage and recognise innovation, adoption of new technologies and considered risk taking in teaching 	<ul style="list-style-type: none"> • Use of student surveys to identify high performing units • Track student online behaviour to identify which learning and teaching approaches or type of content yield better engagement (content viewing reports, online quizzes, achieved learning outcomes) • Use student feedback to identify and encourage innovators to share their experiences with academic and professional staff • Formal acknowledgment of outstanding teaching performance for both individuals and groups (certificate) 	<ul style="list-style-type: none"> • Ongoing • Reporting LDC to Senior IT Manager, DLT and Provost • Reports by Provost and DLT to LTSC and AB 	<ul style="list-style-type: none"> • DLT • Provost

4.2. Selection and promotion policies and practice emphasising teaching excellence, adoption of innovative learning and teaching approaches, utilisation of technology

- Ensure delivery of staff development programs and workshops to enhance institutional capabilities to deliver effective digital learning and teaching
- Create career pathways and enable staff to achieve career progression

Item #	Strategic Implementation	Expected Outcomes	Quality Assurance Measures	Timeline for Reporting Achievements & Progress	Accountability
4.2.1	<ul style="list-style-type: none"> • Design and delivery of professional digital development programs, academic and digital skills workshops and similar capacity building activities to enable professional digital fluency 	<ul style="list-style-type: none"> • Annual workshop for enhancement of Academic Digital Skills and Capabilities • Institutional induction sessions • Moodle and Zoom training sessions • Adoption of technology-based skills and capabilities as per professional and occupational standards 	<ul style="list-style-type: none"> • Attendance or completion rates • Integration of new technologies into curriculums assisting in enhancing student digitally enabled learning experience (Student Satisfaction Survey) 	<ul style="list-style-type: none"> • Ongoing • Reports by DLT and Provost to LTSC and AB 	<ul style="list-style-type: none"> • DLT • Provost • LTSC
4.2.2	<ul style="list-style-type: none"> • Ensure academic staff meet teaching requirements for promotion 	<ul style="list-style-type: none"> • Recognise teaching excellence • Help promote good teaching practice • Career path created for outstanding teachers 	<ul style="list-style-type: none"> • Number of external members on Promotions Committee • President, AB member of Promotion Panel • Policy document – “Academic Promotions Policy” 	<ul style="list-style-type: none"> • Ongoing • Reports by DLT and Provost to LTSC and AB 	<ul style="list-style-type: none"> • DLT • Provost • AB

4.3 Support and develop teaching performance of Academic Staff

- Support the professional development of academic staff
- Ensure all staff participate in induction programs
- Ensure staff are provided opportunities to improve teaching skills and knowledge and develop innovative teaching practices

Item #	Strategic Implementation	Expected Outcomes	Quality Assurance Measures	Timeline for Reporting Achievements & Progress	Accountability
4.3.1	<ul style="list-style-type: none"> • Professional teaching development for academic staff 	<ul style="list-style-type: none"> • Enrich staff online teaching experience • Enable and equip staff with new digital skills • Enhance student digitally 	<ul style="list-style-type: none"> • Number of staff undertaking professional teaching study, including internal and external development courses • Number of staff receiving finan- 	<ul style="list-style-type: none"> • Ongoing • Reports by DLT and Provost to LTSC 	<ul style="list-style-type: none"> • DLT • Provost

		<ul style="list-style-type: none"> enabled learning Promote understanding, skills & commitment in research informed teaching Teaching accreditation for staff 	<ul style="list-style-type: none"> cial support to improve their teaching and research-based teaching Provision of range of teaching resources to staff Regularity of L&T workshops Policy document – “Professional and Academic Staff Performance Review” Strategic partner of Advanced HE (UK) Continued collaboration with Advanced HE (UK) 		
4.3.2	<ul style="list-style-type: none"> Develop teaching and digital skills of sessional staff through induction program, training and L&T workshops 	<ul style="list-style-type: none"> Enrich staff online teaching experience Enable and equip staff with new digital skills Enhance student digitally enabled learning Promote understanding, skills & commitment in research-informed teaching Engender greater commitment and teamwork by sessional staff 	<ul style="list-style-type: none"> Number of sessional staff undertaking workshops Regularity of L&T workshops Monitoring of student satisfaction surveys of sessional staff Policy document – “Performance Development and Review Policy” 	<ul style="list-style-type: none"> Ongoing Reports by DLT to Provost and LTSC 	<ul style="list-style-type: none"> DLT HRM
4.3.3	<ul style="list-style-type: none"> Encourage and support professional involvement related to effective, innovative and online teaching 	<ul style="list-style-type: none"> Scholarship research and publications that both inform and promote the Institute commitment to teaching excellence Greater engagement and motivation of staff to achieve teaching excellence 	<ul style="list-style-type: none"> Number academic staff supported for conferences and professional development Institute to promote research on teaching and pedagogy Number of approvals for funding of teaching and scholarship related projects 	<ul style="list-style-type: none"> Ongoing Annual reports by DLT and Provost and LTSC 	<ul style="list-style-type: none"> DLT Provost

STRATEGIC OBJECTIVE 5:

To maintain effective management and evaluation of learning and teaching performance.

5.1 Quality Assurance

- Academic governance is monitored for its effectiveness, and the Academic Board and its Committees fulfil their terms of reference
- There is effective implementation of the Institute’s Quality Assurance Framework and Academic Policies and Procedures
- Implementation of delegations and associated policies and procedures are monitored
- Decision-making is evidence-based
- Teaching performance is monitored and evaluated

Item #	Strategic Implementation	Expected Outcomes	Quality Assurance Measures	Timeline for Reporting Achievements & Progress	Accountability
5.1.1	<ul style="list-style-type: none"> Interpret and act upon data on learning and teaching performance 	<ul style="list-style-type: none"> Effective planning & targeting of resource allocation to areas requiring improvement or development (i.e. cloud based delivery of content, digitally enabled learning) 	<ul style="list-style-type: none"> Analysis, interpretation and action based on student performance data Actions based on student survey data, such as Student Satisfaction Survey, Graduate Survey (course experience) Evaluation and review of units with student assessment of teaching lower than minimum prescribed target Report on allocation of resources to units of study with abnormal failure rates, including duty tutors, e-learning resources, English Language and Academic Skills support program Policy document – “Performance Development and Review Policy” 	<ul style="list-style-type: none"> Ongoing Regular reports by SMSS to DLT and Provost Regular reports DLT and Provost to LTSC 	<ul style="list-style-type: none"> DLT Provost
5.1.2	<ul style="list-style-type: none"> Effective academic oversight 	<ul style="list-style-type: none"> Facilitate planning Enable strategic responses to problems and challenges Meets relevant TEQSA criteria 	<ul style="list-style-type: none"> Evidence of planned and regular policy review Evidence of action in response to COVID-19 pandemic Performance analyses, espe- 	<ul style="list-style-type: none"> Ongoing Regular reports by DLT and Provost to LTSC and AB 	<ul style="list-style-type: none"> Provost DLT AB CAC LTSC

			cially in view of transition to online learning, teaching and cloud-based content delivery		
5.1.3	<ul style="list-style-type: none"> Assess performance of all academic staff annually 	<ul style="list-style-type: none"> Ensure high-quality teaching online and offline Encourage professional development and enrolment in research degrees Plan and target resource allocation to areas requiring improvement or development (i.e. cloud based delivery of content, digitally enabled learning) Provide mentoring to help improve performance Provide mentoring to help improve performance 	<ul style="list-style-type: none"> DLT monitoring of teaching performance Policy document— “Professional and Academic Staff Performance Review” Staff engagement in the professional development, upskilling or adoption of digital professional fluency 	<ul style="list-style-type: none"> Ongoing Regular reports by DLT to Provost 	<ul style="list-style-type: none"> Provost DLT
5.1.4	<ul style="list-style-type: none"> Sufficient teaching staff to student, and appropriate permanent and casual academic staff ratio 	<ul style="list-style-type: none"> Appropriate teaching staff and academic staff to provide mix of theory and commercial practice for students Enhance learning and teaching practice through effective mentoring from senior academics 	<ul style="list-style-type: none"> Ratio of academic staff on causal contract Ratio of teaching staff to student Senior Academic staff members 	<ul style="list-style-type: none"> Ongoing Reports by DLT to Provost 	<ul style="list-style-type: none"> Provost DLT
5.1.5	<ul style="list-style-type: none"> Regular planned reviews of existing degrees 	<ul style="list-style-type: none"> Improved learning Best practice and contemporary curriculum 	<ul style="list-style-type: none"> Benchmarking the Institute’s degrees against comparative institutions Thorough external input into review process Meeting external standards of professional bodies or statutory bodies 	<ul style="list-style-type: none"> CAC schedule of minor and major reviews Reporting CAC to AB and LTSC 	<ul style="list-style-type: none"> Provost CAC
5.1.6	<ul style="list-style-type: none"> Benchmark L&T outcomes with comparable institutions 	<ul style="list-style-type: none"> Improved student learning outcomes Continuous improved curriculum 	<ul style="list-style-type: none"> Student outcome data, benchmarking data, progression, pass-fail and other measure of L&T performance with equivalent data from comparable institutions 	<ul style="list-style-type: none"> Ongoing Regular benchmarking reports by SAM to Provost Reporting Provost to LTSC 	<ul style="list-style-type: none"> SAM Provost LTSC

			<ul style="list-style-type: none"> Benchmarking data policy document – “Course and Unit Review Policy” (4.7; 4.8) 		
5.1.7	<ul style="list-style-type: none"> Ensure student feedback is acted upon and resulting actions communicated to students 	<ul style="list-style-type: none"> Improve digitally enabled learning experience for students Greater student engagement 	<ul style="list-style-type: none"> Regular reviews of unit outlines to ensure that student feedback has been considered in changes made Implement various mechanisms to ensure regular student input to academics and academic feedback via SEC 	<ul style="list-style-type: none"> Ongoing Regular reports by SMSS to DLT Reports DLT to Provost and LTSC 	<ul style="list-style-type: none"> DLT SMSS Provost LTSC
5.1.8	<ul style="list-style-type: none"> Monitor TEQSA requirements for private providers, which impact L&T 	<ul style="list-style-type: none"> Meet robust, and best-practice approach in L&T Ensure compliance with regulatory changes 	<ul style="list-style-type: none"> Regular review of TEQSA requirements impacting on L&T 	<ul style="list-style-type: none"> Ongoing Reports by SAM to Provost 	<ul style="list-style-type: none"> SAM Provost
5.1.9	<ul style="list-style-type: none"> Maintain Self Accrediting Authority (SAA) with TEQSA 	<ul style="list-style-type: none"> Meet robust, and best-practice approach in L&T Best practice and contemporary curriculum 	<ul style="list-style-type: none"> Regular review of units Regular review of courses Updating of policies to ensure compliance with enhanced responsibilities under SAA 	<ul style="list-style-type: none"> Ongoing Reports by SAM, SMSS and DLT to Provost, LTSC and AB 	<ul style="list-style-type: none"> SAM DLT Provost LTSC AB

5.2 Provide best practice Learning and Teaching administrative processes

- There is effective implementation of the Institute’s Quality Assurance Framework and Academic Policies and Procedures

Item #	Strategic Implementation	Expected Outcomes	Quality Assurance Measures	Timeline for Reporting Achievements & Progress	Accountability
5.2.1	<ul style="list-style-type: none"> Regular planned reviews of L&T policies, procedures and practices 	<ul style="list-style-type: none"> Improve quality of digitally enabled learning and services to students Robust and comprehensive policies and procedures 	<ul style="list-style-type: none"> Benchmarking against comparative institutions Use of external experts Regular cycle of formal reports Implementation timetable for recommendations from reviews 	<ul style="list-style-type: none"> Ongoing Reports by DLT to SAM, Provost, LTSC, CAC and AB 	<ul style="list-style-type: none"> DLT SAM Provost LTSC CAC AB

5.3 Provide best practice infrastructure for digitally enabled learning

- Establish virtual learning environments that support learning and learner engagement with curricula, cloud-based content and supporting digital and physical resources
- Develop virtual learning environments that students value and utilise to support their studies
- Create learning environments that support e-learning and engagement by students with their peers and staff in online, on-campus and off-campus environments.

Item #	Strategic Implementation	Expected Outcomes	Quality Assurance Measures	Timeline for Reporting Achievements & Progress	Accountability
5.3.1	<ul style="list-style-type: none"> • Provide best practice library and e-library resources 	<ul style="list-style-type: none"> • High quality resources for digitally enabled learning 	<ul style="list-style-type: none"> • External and internal reviews of the library • Librarian reports 	<ul style="list-style-type: none"> • Ongoing • Librarian regularly reports to LTSC 	<ul style="list-style-type: none"> • DLT • Librarian
5.3.2	<ul style="list-style-type: none"> • Provide best practice eLearning environment 	<ul style="list-style-type: none"> • High quality resources for digitally enabled student learning 	<ul style="list-style-type: none"> • Senior IT Manager monitoring of cloud-based delivery of content • Librarian report 	<ul style="list-style-type: none"> • Ongoing • Senior IT Manager reporting to DLT and Provost • Librarian regularly reports to LTSC 	<ul style="list-style-type: none"> • DLT • Librarian
5.3.3	<ul style="list-style-type: none"> • Provide excellent e-learning, online teaching and digital resource infrastructure (including virtual classrooms, meeting rooms for group projects, physical study spaces and offices) 	<ul style="list-style-type: none"> • High quality of e-learning and online teaching • Flawless delivery of cloud-based content • Seamless transitioning between virtual and physical campuses or resources 	<ul style="list-style-type: none"> • Benchmarking against comparable programs offered by higher education providers • Regular reports on cloud-based infrastructure and Learning Management System 	<ul style="list-style-type: none"> • Ongoing • Annual reports by Senior IT Manager to SAM, DLT, Provost and LTSC 	<ul style="list-style-type: none"> • Senior IT Manager • DLT • Provost
5.3.4	<ul style="list-style-type: none"> • Provide excellent virtual and physical facilities such as virtual meeting rooms, licensing for video conferencing system, or physical open spaces, areas for collaboration and peer engagement 	<ul style="list-style-type: none"> • High quality virtual and physical amenities • Provide greater virtual and physical campus environments 	<ul style="list-style-type: none"> • Benchmarking against comparable institutions or programs locally and internationally • Regular reports on amenities 	<ul style="list-style-type: none"> • Ongoing • Annual reports Senior IT Manager to DLT, SAM and Provost • Reports DLT to LTSC 	<ul style="list-style-type: none"> • Senior IT Manager • DLT

CLOSING STATEMENT

LTSC PLAN 2022-2025

The Learning, Teaching and Scholarship Plan 2022-2025 draws on the Teaching, Learning and Student Success: Strategy and Implementation Plan 2019-2021. This latter plan was created during the era of teaching in lecture rooms, where the physical presence of learning facilitators and students was required. While the use of technology was widely adopted, it did not represent an essential part of learning. The Australian National Institute of Management and Commerce (IMC or Institute) has made strategic changes in adopting a blended learning and teaching model. This has been influenced by the impact of the global pandemic and by contemporary trends in education. The 2022-2025 plan demonstrates that IMC is committed to transform learning and teaching across the institution.

The global pandemic COVID-19 caused massive disruption such as the closure of international and state borders, isolation policies, travel bans, local restrictions of population movement, compulsory proof of vaccination, and the mandatory use of face masks in public spaces. All impacted the higher education sector in Australia and globally. The emergence of Massive Online Open Courses in 2008 led to a new trend in this industry; online became a recognised and popular method of learning from 2012 onwards, leading many educational providers to experiment with different formats. The availability of online content saw transitioning from a traditional classroom-based educational model introduced in the late 19th century to a contemporary technology-enabled educational model suited for the 21st century. The global pandemic of the early 2020s accelerated the shift to online learning and teaching.

Due to the pandemic, the Australian regulatory body – the Tertiary Education Quality and Standard Agency (TEQSA) – introduced significant policy changes allowing educators to transition to the online delivery of educational content. This has enabled education providers in Australia to offer online offshore courses to facilitate the retention of enrolled students, enable study by international students who could not enter the country, and target additional cohorts.

The flexibility and convenience of studying online in a blended mode have allowed IMC to attract new student cohorts to postgraduate studies, such as professionals, mature-age students, full-time employees or those that would like to continue with their education without changing their place of residence or while maintaining their life style (i.e. business operators, family business owners and successors, financial investors, professional managers, entry-level employees with career aspirations, mid-level managers and similar). The Institute's undergraduate courses continue to attract students to Business and Law degrees. IMC is investing in designing and offering new degrees in IT. This will allow students to select and combine knowledge and skills across disciplines, creating a unique mix that will make them competitive in future job markets, both locally and internationally.

As the COVID-19 restrictions are easing, being gradually removed from early 2022, IMC has already implemented a significant transition to blended learning and teaching. The Institute has invested in technology to improve students' learning experience and provide a valuable platform for online learning and teaching. The Learning, Teaching and Scholarship Plan 2022-2025 has addressed the key issues and presented an overview of specified strategic objectives and pathways for how IMC's goals can be achieved over the next three years. The plan will be reviewed at the end of this period.

LTSC Member
Dr Barbara Gligorijevic



imc.edu.au

DISCLAIMER

IMC owns the rights to all intellectual property contained in this document. The information and statements presented in this document are specifically created for IMC. Every effort was made to provide accurate facts, lines of reporting and implementation strategies. They should be used as general guidelines rather than solutions. IMC makes no representations or guarantee that this document is fit for any purpose other than for IMC's own operations. The matters set out in this document are not applicable to other institutions and should not be copied under any circumstances whether in part or in full without obtaining the prior written approval of IMC, which may be withheld in IMC's sole discretion for any reason it sees fit. IMC is not responsible or liable in any manner for any part of the content being used from this document or applied in a context other than its original purpose. IMC reserves its rights in relation to any breach of any intellectual property laws including, but not limited to, any copyright or trademark laws.

Learning, Teaching and Scholarship Committee

CONTENT

Dr Barbara Gligorijevic
(barbara.gligorijevic@imc.edu.au)

DESIGN

Helena Feng
(helena.feng@top.edu.au)