



Australian National
Institute of Management
and Commerce

Learning & Teaching Strategic Plan 2027–2030

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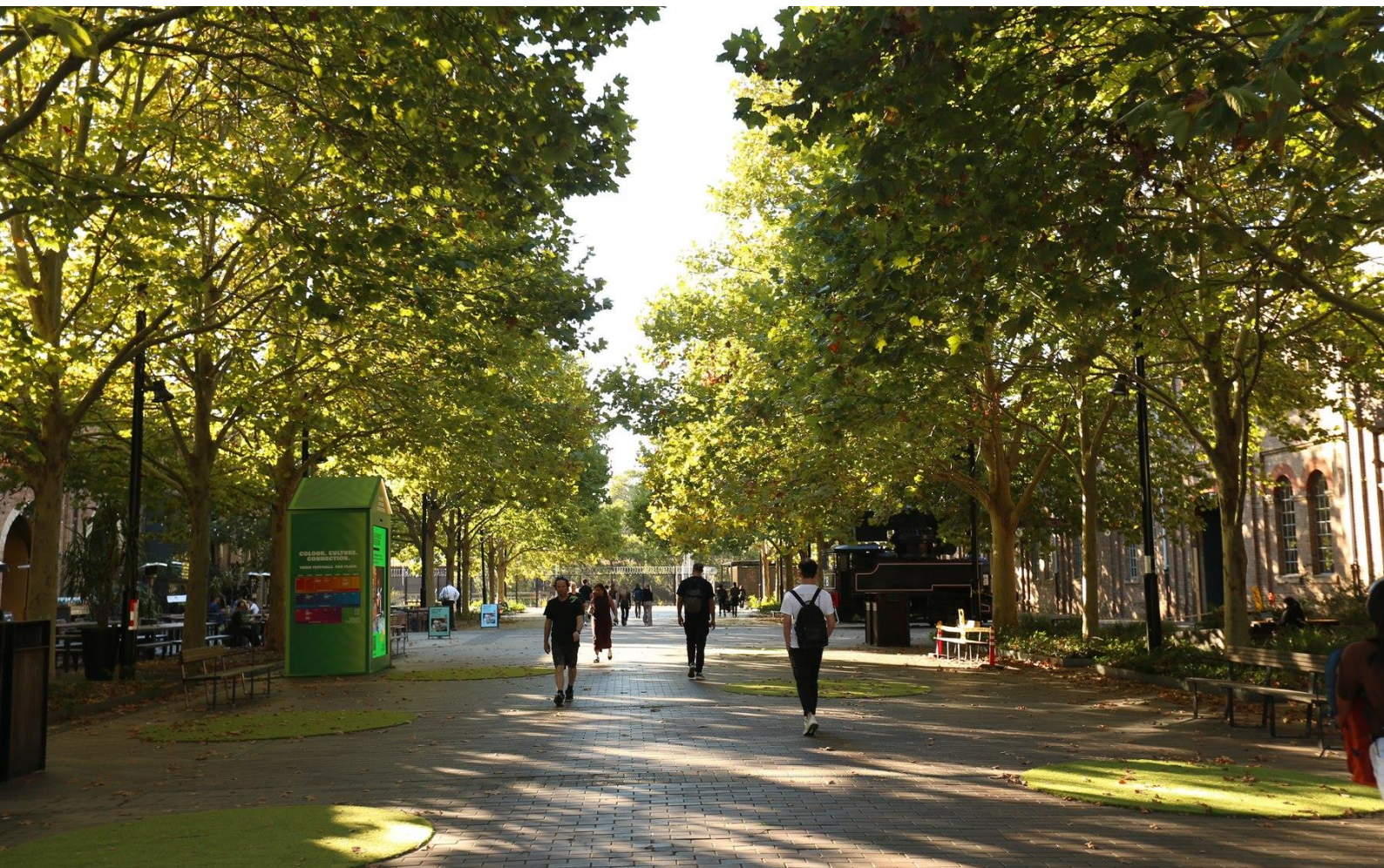
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Our Ambition & Purpose



Our Ambition

Over 2027–2030, IMC's ambition is to strengthen the quality, consistency and contemporary relevance of learning and teaching so that students are supported to succeed and graduate with disciplinary knowledge, professional capability, integrity and confidence to work in an AI-enabled world. This will be achieved through capable and supported teachers, industry-informed courses, credible assessment and assurance of learning, and systematic monitoring and improvement that support responsible growth and progress towards University College status.

Purpose and Approach

The Learning and Teaching Strategic Plan 2027–2030 establishes IMC's direction and priorities for learning and teaching. It is grounded in the IMC Strategic Plan 2024–2028, IMC's current institutional context and its future direction. It translates institutional ambition into strategic objectives that provide the basis for operational planning, resourcing, oversight and accountability. Implementation of this Plan will support IMC's continuing compliance with the Higher Education Standards Framework and its progress towards University College status.

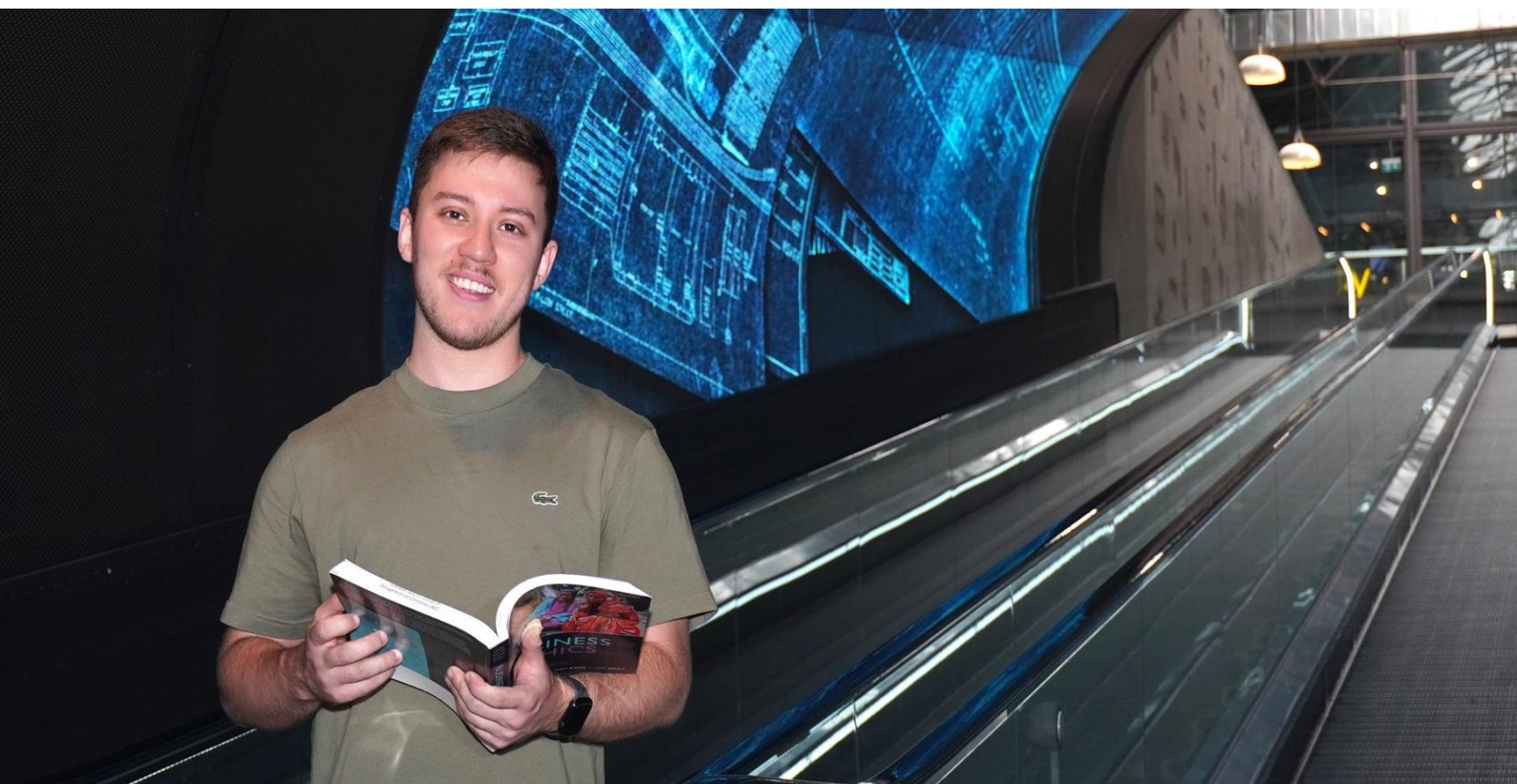
A separate Learning and Teaching Operational Plan 2027–2030 will translate each strategic objective into actions, responsibilities, timelines, resource requirements and measures of success. Measurable targets will be established after relevant baselines and data sources have been confirmed. The Operational Plan will be developed following approval of this Plan and reviewed annually.

Structure of the Plan

Drawing from the strategic priorities established in the IMC Strategic Plan 2024–2028, this Plan is organised into three connected domains: Our Courses, Our Teachers and Our Students. Together, these domains encompass the learning and teaching capabilities IMC will strengthen to improve student outcomes, support its evolving course portfolio and student markets, and contribute to its broader institutional ambitions. A final section establishes arrangements for implementation, accountability, annual reporting and evaluation, followed by tables mapping the Plan's strategic objectives in each domain to the relevant priorities of the IMC Strategic Plan 2024–2028.

IMC's main campus, South Eveleigh, Sydney





DOMAIN 01

Our Courses

To provide high-quality, contemporary and industry-relevant courses and units that support student success, assure achievement of learning outcomes and prepare graduates for professional practice in an AI-enabled world.

Alignment with the IMC Strategic Plan

The quality of IMC's courses is central to its educational mission, growth ambitions and progress towards University College status. This domain advances the Our Courses pillar of the IMC Strategic Plan 2024–2028, particularly its priorities to modernise the course portfolio, prepare for expansion into new disciplines and markets, strengthen industry partnerships and work-integrated learning, develop digital and AI capability, and implement whole-of-portfolio academic quality assurance.

As IMC considers new disciplines, student markets and delivery modes, growth must be supported by appropriate educational capability, academic standards and systematic quality assurance. Course and unit monitoring should drive meaningful improvement in curriculum, assessment and student learning.

Strategic Objectives

IMC will:

C1

Progressively improve the quality of course and unit design, digital learning environments, learning resources and delivery through a planned whole-of-institution approach.

C2

Strengthen consistency in unit design, delivery and student learning experience across campuses and delivery modes.

C3

Strengthen quality assurance and improvement by ensuring approved course and unit review processes are consistently implemented, with resulting actions completed and documented.

C4

Ensure curriculum, teaching activities and assessment align with course and unit learning outcomes and provide credible assurance of student achievement.

C5

Strengthen assessment and award integrity through implementation of a contemporary, coherent policy framework.

C6

Integrate responsible and discipline-appropriate uses of AI into curriculum, teaching and assessment.

C7

Strengthen employer, industry and professional engagement in course development and delivery, including appropriate opportunities for work-integrated learning.

C8

Ensure the learning and teaching implications of expansion into new disciplines, student markets and delivery modes are identified and addressed in institutional planning and decision-making.



What progress will look like

- ✓ Quality assurance evidence demonstrates progressive improvement in course and unit design, digital learning environments, learning resources and delivery.
- ✓ Periodic audits demonstrate greater consistency with approved standards for unit structure, learning resources, assessment information and Moodle presentation across campuses and delivery modes.
- ✓ Required course and unit reviews are completed, resulting actions are tracked to completion, and evidence is retained and reported.
- ✓ Curriculum and assessment mapping demonstrates that learning outcomes are intentionally developed and credibly assessed.
- ✓ Assessment and integrity policies are implemented consistently, evaluated and improved in response to evidence.
- ✓ Course and unit documentation demonstrates increasing integration of responsible and discipline-appropriate AI use.
- ✓ Employer, industry and professional engagement informs course delivery and creates appropriate work-integrated learning opportunities.
- ✓ Learning and teaching capability and resource requirements are considered in decisions about new disciplines, student markets and delivery modes.



DOMAIN 02

Our Teachers

To build and sustain a capable and engaged teaching workforce that provides consistently high-quality, contemporary and professionally relevant learning.

Alignment with the IMC Strategic Plan

This domain advances the Our Staff pillar of the IMC Strategic Plan 2024–2028 and its goal: ‘To attract and retain diverse, highly skilled, engaging, and dedicated staff who are experts in technology-enabled teaching and blended learning pedagogies and real-world application.’

Achieving this goal requires a sustainable academic workforce with sufficient continuing capacity to provide course leadership, continuity and institutional engagement. Teaching staff must be supported by clear

expectations, effective induction, practical professional learning and employment arrangements that enable participation in required development. These capabilities will become increasingly important as IMC adopts new technologies and expands into new disciplines, student markets and delivery modes.

Strategic Objectives

IMC will:

T1	Progressively strengthen the sustainability of its academic workforce, including sufficient continuing academic capacity to support course leadership, quality and growth.
T2	Strengthen recruitment and retention of teaching staff with appropriate disciplinary, professional, pedagogical and digital capabilities.
T3	Establish clear and consistent minimum expectations for teaching quality, student engagement, assessment practice and continuing professional development.
T4	Foster a supportive, collegial and inclusive teaching culture that encourages collaboration, shared practice and staff wellbeing.
T5	Ensure employment and workload arrangements support staff participation in required professional development and broader academic responsibilities.
T6	Build staff capability in Moodle, digital teaching, assessment design and responsible use of AI.
T7	Strengthen induction, support, feedback and recognition to improve teaching practice and staff engagement.
T8	Support teaching staff to engage with relevant scholarship and use scholarly evidence to inform and improve teaching practice.



What progress will look like

- ✓ Workforce planning and staffing data demonstrate progressively stronger continuing academic capacity aligned with disciplinary, course leadership and growth needs.
- ✓ Recruitment, selection and retention evidence demonstrates appropriate consideration of disciplinary, professional, pedagogical and digital capability.
- ✓ Minimum expectations for teaching quality, student engagement, assessment and continuing professional development are documented, communicated and consistently applied.
- ✓ Staff feedback and participation evidence indicates increased collaboration, shared practice and connection across disciplines and campuses.
- ✓ Employment and workload arrangements enable participation in required professional development and broader academic responsibilities.
- ✓ Evidence from professional learning, unit quality assurance and teaching feedback demonstrates improvement in Moodle use, digital teaching, assessment design and responsible use of AI.
- ✓ Teaching staff receive consistent induction, support and constructive feedback, and effective teaching and educational improvement are recognised.
- ✓ Relevant scholarship is increasingly evident in course and unit design, professional learning and teaching practice.



DOMAIN 03

Our Students

To improve student learning, engagement, retention, and graduate success through responsive learning experiences, meaningful student participation, and timely, evidence-informed support.

Alignment with the IMC Strategic Plan

This domain advances the Our Students pillar of the IMC Strategic Plan 2024–2028 and its goal of ensuring that IMC's diverse students have a high-quality learning experience and become capable, responsible and employment-ready graduates.

Achieving this goal requires a whole-of-student-lifecycle approach that supports successful transition, engagement, progression, and completion. It also requires effective collaboration between teaching staff, academic leaders and student-support services, informed by timely evidence about student participation, experience, and outcomes.

Strategic Objectives

IMC will:

S1

Improve student retention, completion and graduate success through coordinated, evidence-informed action.

S2

Strengthen student engagement, belonging and participation in learning across campuses and student cohorts.

S3

Improve opportunities for students to provide timely and meaningful feedback on their learning experience and demonstrate how IMC responds.

S4

Develop institutional capacity to identify students at risk of disengagement or non-progression and coordinate timely support.

S5

Strengthen students' academic, digital and AI capabilities to support successful and increasingly independent learning.



What progress will look like

- ✓ Student data demonstrate improvement in retention, completion and graduate success.
- ✓ Student feedback and participation data indicates stronger engagement, belonging and connection with learning communities.
- ✓ Students participate in a broader range of feedback opportunities, generating more timely, meaningful and actionable feedback, with IMC's responses communicated.
- ✓ Institutional evidence demonstrates earlier identification of students at risk, timely connection with appropriate support and monitoring of intervention outcomes.
- ✓ Curriculum and assessment evidence demonstrates that students progressively develop the academic, digital and AI capabilities required for successful study and professional practice.

Implementation, Accountability and Review



This Learning & Teaching Strategic Plan will be supported by a separate Learning and Teaching Operational Plan. The Operational Plan will translate each strategic objective into actions, responsibilities, timelines, resource requirements and measures of success. It will identify the source and frequency of evidence used to assess progress.

The Operational Plan will be reviewed and updated annually. Proposed changes must remain consistent with the Strategic Plan; material changes to strategic objectives will require Academic Board approval.

Responsibilities

- **Academic Board** approves the Strategic Plan, exercises strategic oversight and receives annual progress reports and the final report.
- **Learning and Teaching Committee** monitors implementation, reviews progress and recommends priorities or adjustments to Academic Board.
- **Other governance committees** contribute oversight within their respective responsibilities, including course quality, scholarship and academic integrity.
- **Director of Learning and Teaching** coordinates implementation of the Operational Plan in collaboration with the Deputy President, the Deans and the Director of Research and Scholarship, and maintains implementation records and prepares progress reports.
- **Identified action owners** are responsible for implementing assigned actions and providing evidence of progress and outcomes.

Reporting

An annual progress report will identify:

- actions completed, underway, delayed or not commenced;
- available evidence of progress against strategic objectives;
- outcomes achieved;
- barriers, dependencies and resource constraints;
- proposed changes to priorities, actions or timelines.

Final Report

A final report will be completed in 2030 and reported to Academic Board. It will assess achievements, outstanding work and lessons for the next Learning and Teaching Strategic Plan.

Records

The approved Strategic Plan, Operational Plan, annual reports, reviews and supporting evidence will be retained in a designated institutional repository with clear version control and appropriate access.

Alignment with IMC Strategic Plan 2024–2028

The tables below map each strategic objective of this Plan to the relevant priorities of the IMC Strategic Plan 2024–2028 (IMCSP).

Our Courses

LTSP strategic objective	Relevant IMC Strategic Plan priorities
C1. Progressively improve the quality of course and unit design, digital learning environments, learning resources and delivery through a planned whole-of-institution approach.	Modernise existing programs; develop courses for the Digital and Data Age; implement whole-of-portfolio academic quality assurance.
C2. Strengthen consistency in unit design, delivery and student learning experience across campuses and delivery modes.	Ensure consistent academic quality and integrity across all programs; support campus expansion and flexible delivery.
C3. Strengthen quality assurance and improvement by ensuring approved course and unit review processes are consistently implemented, with resulting actions completed and documented.	Implement whole-of-portfolio academic QA processes; implement course-review cycles and continuous improvement.
C4. Ensure curriculum, teaching activities and assessment align with course and unit learning outcomes and provide credible assurance of student achievement.	Ensure consistent academic quality and integrity; develop capable and employment-ready graduates.
C5. Strengthen assessment and award integrity through implementation of a contemporary, coherent policy framework.	Maintain academic quality and integrity; support re-registration, self-accrediting authority and University College ambitions.
C6. Integrate responsible and discipline-appropriate uses of AI into curriculum, teaching and assessment.	Develop courses for the Digital and Data Age; ensure students are skilled in the operation of AI.
C7. Strengthen employer, industry and professional engagement in course development and delivery, including appropriate opportunities for work-integrated learning.	Develop industry partnerships; expand WIL; involve industry specialists in course delivery and oversight.
C8. Ensure the learning and teaching implications of expansion into new disciplines, student markets and delivery modes are identified and addressed in institutional planning and decision-making.	Introduce courses for new target markets and adjacent disciplines; develop online provision for domestic students; ensure expansion is supported by appropriate staffing and pedagogical capability.

Our Teachers

LTSP strategic objective	Relevant IMC Strategic Plan priority or contribution
T1. Progressively strengthen the sustainability of its academic workforce, including sufficient continuing academic capacity to support course leadership, quality and growth.	Directly supports the goal of attracting and retaining highly skilled staff and the planned workforce and workload reforms.
T2. Strengthen recruitment and retention of teaching staff with appropriate disciplinary, professional, pedagogical and digital capabilities.	Directly aligns with attracting and retaining staff with real-world expertise and capability in technology-enabled teaching and blended learning.
T3. Establish clear and consistent minimum expectations for teaching quality, student engagement, assessment practice and continuing professional development.	Enables the IMCSP priorities concerning staff accountability, performance and teaching capability.
T4. Foster a supportive, collegial and inclusive teaching culture that encourages collaboration, shared practice and staff wellbeing.	Directly aligns with building a supportive and collegial workplace that balances accountability and wellbeing.
T5. Ensure employment and workload arrangements support staff participation in required professional development and broader academic responsibilities.	Directly supports the proposed teaching–research–engagement workload model and investment in staff capability.
T6. Build staff capability in Moodle, digital teaching, assessment design and responsible use of AI.	Directly supports the goal of developing expertise in technology-enabled teaching and blended learning and enables the Digital and Data Age course agenda.
T7. Strengthen induction, support, feedback and recognition to improve teaching practice and staff engagement.	Enables the IMCSP priorities concerning staff retention, organisational culture, performance and professional development.
T8. Support teaching staff to engage with relevant scholarship and use scholarly evidence to inform and improve teaching practice.	Directly supports systematic institutional support for scholarship and the expectation that scholarly activity informs teaching.

Our Students

LTSP strategic objective	Relevant IMC Strategic Plan priority or contribution
S1. Improve student retention, completion and graduate success through coordinated, evidence-informed action.	Directly aligns with the IMCSP priority to track, monitor and improve student retention and graduate outcomes. Completion is consistent with its whole-of-student-lifecycle approach but is not identified as a separate IMCSP target.
S2. Strengthen student engagement, belonging and participation in learning across campuses and student cohorts.	Directly supports the priorities to build a high-quality student experience, enhance student wellbeing and monitor student engagement.
S3. Improve opportunities for students to provide timely and meaningful feedback on their learning experience and demonstrate how IMC responds.	No direct IMCSP equivalent. It supports the Student Experience and Wellbeing Project's commitment to review and improve the student experience using evidence.
S4. Develop institutional capacity to identify students at risk of disengagement or non-progression and coordinate timely support.	Supports the IMCSP commitments to monitor engagement and retention, identify areas requiring improvement, develop intervention strategies and improve student-support services. The IMCSP does not specify an early-warning system.
S5. Strengthen students' academic, digital and AI capabilities to support successful and increasingly independent learning.	Supports the IMCSP goal of developing capable, lifelong and employment-ready graduates. Digital and AI capability also aligns with the Our Courses priority to prepare graduates for the Digital and Data Age and ensure students are skilled in the operation of AI.



INTEGRITY · CAPABILITY · CURIOSITY · RESPONSIBILITY