

# Learning and Teaching Plan 2021 - 2023



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## VERSION CONTROL

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# A: Positioning

## 1. Context

The Asia Pacific International College (APIC) has been delivering higher education courses since 2007. Commencing with postgraduate project management qualifications, the College has expanded its offerings to related fields of business and business information systems and has plans for further expansion into other applied disciplines that prepare students for the workplace. APIC has a stated goal of providing transformational learning experiences for students which are student-centred and where learning and teaching is collaborative, active, reflective and applied.

It is essential that APIC students graduate with the discipline-specific and generic attributes, skills and knowledge needed to work in their chosen career, and that articulation pathways and continuing professional development opportunities are available so that the College can support graduates throughout their careers, whether to increase their expertise within a professional discipline or to expand their skills and knowledge to new fields.

This plan rests on the three APIC Strategic Aims outlined in the APIC Strategic Plan 2020 – 2022 approved by the Governing Board in October 2020. viz:

- Enhanced student experience
- Reputation for quality; and
- Commercial growth

While it is clear that the majority of focus of this plan will be on the student experience, it is expected that enhancement of our reputation for quality and commercial growth will follow. Having said that, a number of initiatives included in in this plan are directed clearly at the commercial growth opportunities that have been identified and may emerge.

## 2. Foundation Principles

The following principles and practices inform the design, development and delivery of the APIC curriculum, and underpin the APIC Learning and Teaching Plan:

- Alignment with APIC Values and Graduate Attributes;
- Key overarching themes of ethical practice, sustainability, evidence-based decision making, and real world application;
- Curriculum design guided by:
  - Alignment and Coherence: units are constructed to reflect the aims and objectives of the course in a way that is logically consistent and learning outcomes, assessment and graduate attributes;

- Sequencing, continuity and integration: learning experiences are designed to introduce content areas in units presented early and build on these with more complex, integrated material presented in later units. Major curriculum themes are visible throughout the curriculum as the student progresses through the course (vertical organisation) and integrated across units at the same level, reinforcing key principles through application (horizontal organisation);
- Learner-centred, active learning characterised by inquiry, reflection, and collaboration with academic staff as partners / facilitators of student learning.
- Student study pathways are designed to provide a balance between flexibility and progression; and
- Ensuring equivalence of opportunity for all students, regardless of location and or mode of delivery.

### **3. Alignment with the Higher Education Standards**

The Australian Higher Education Standards provide a framework to guide this components of this plan and the implementation of learning and teaching initiatives across APIC. The plan also provides a framework for planning, implementing and evaluating continuous improvement in learning and teaching at APIC to ensure that the College meets or exceeds the Standards, in particular the standards relating to Learning Outcomes and Assessment, Course Design, Staffing, Learning Resources and Educational Support and Monitoring, Review and Improvement

## B: Action Orientation

Each of the strategic objectives set out in the Strategic Plan and their measures are below. In each case the supporting initiatives and areas of focus which form the action orientation heart of this plan are indicated.

### Strategic Objective 1

#### Enhanced student experience

The centrality of the student experience is beyond question in contemporary higher education institutions. While the student experience can be defined and constructed around numerous factors, it is preferable to view this theme through the lens of a student life cycle approach.

Outcomes to indicate success against this aim are:

- Decrease in formal grievances
- Diversity of student choice in curriculum delivery
- QILT industry benchmarks exceeded
- Improved response time to student applications and enquiries
- Growth in alumni engagement
- Improved UEQ outcomes

#### Deployment through the Learning & Teaching Plan

Goals		Strategies
1	Distinctive graduates and the Signature Learning Experience	<ul style="list-style-type: none"> <li>▪ Enhance practical business, technical and soft skills in courses and co-curricular activities</li> <li>▪ Imbed work experience and internships into courses</li> </ul>
2	Knowledgeable graduates	<ul style="list-style-type: none"> <li>▪ Engage guest lectures from industry and professional bodies</li> <li>▪ Facilitate student participation with professional bodies through integration with professional communities</li> </ul>
3	Engaged graduates	<ul style="list-style-type: none"> <li>▪ Introduce student badges in courses to recognise knowledge, challenge and service</li> <li>▪ Incorporate micro credentialing in courses</li> <li>▪ Create and encourage for-credit extra curricular activities</li> </ul>

#### Outcome focused measures

- Diversity of student choice in curriculum delivery
- QILT industry benchmarks exceeded
- Growth in alumni engagement

- Improved UEQ outcomes

### Process focused measures

- Decrease in formal grievances
- Improved response time to student applications and enquiries

## Strategic Objective 2

### Reputation for Quality

Within the academic function of the College (both governance and operations)

APIC will work towards positioning itself to obtain self-accreditation. This outcome encompasses all college operations, but gives particular focus to: contemporary curriculum; benchmarked quality assurance processes; fit for purpose governance; scholarship; and, stakeholder reputation.

Outcomes to indicate success against this aim are:

- Reduction in TEQSA risk measures rated as high risk
- Improved length of course accreditation outcomes
- No conditions placed on courses course accreditations
- Enhanced rates of retention, progression and completions
- Academic outcomes superior to those of benchmarking partners
- Professional body endorsement for relevant courses
- No residual concerns noted by TEQSA
- Employment of professorial academic staff

### Deployment through the Learning & Teaching Plan

Goals		Strategies
1	A valued and shared culture of best-practice in learning and teaching	<ul style="list-style-type: none"> <li>▪ Expand feedback processes on effective teaching techniques to staff</li> <li>▪ Expand peer observation and feedback of teaching</li> </ul>
2	Supported academic staff	<ul style="list-style-type: none"> <li>▪ Appoint mentors for newly appointed academic staff</li> <li>▪ Provide an induction program for new academic teaching staff</li> <li>▪ Support academic staff to plan and meet Continuing Professional Development requirements</li> </ul>
3	Supported students	<ul style="list-style-type: none"> <li>▪ Enhance student orientation and support processes</li> </ul>

		<ul style="list-style-type: none"> <li>▪ Replicate the Academic Integrity Module approach for other key academic skills</li> <li>▪ Provide extra curricular skills options (Excel etc) for students</li> </ul>
4	Apply contemporary learning and teaching technologies and techniques	<ul style="list-style-type: none"> <li>▪ Expand the blended learning skills and applications and appropriate deployment of technology</li> <li>▪ Upgrade staff and students digital learning skills</li> </ul>
5	Drive quality and rigour of assessment practices	<ul style="list-style-type: none"> <li>▪ Focus staff on unit/course assessment effectiveness</li> <li>▪ Engage with national assessment benchmarking</li> <li>▪ Innovate with assessment tasks that are authentic, meaningful and emphasise practicality</li> </ul>

### Outcome focused measures

- Reduction in TEQSA risk measures rated as high risk
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## Strategic Objective 3

### Commercial Growth

It is desirable for any for-profit institution to pursue commercial growth. Growth is anticipated to occur through several mechanisms including, but not exclusive to, the following: diversity of delivery modes; course expansion; campus expansion; partnerships; and market diversification Outcomes to indicate success against this aim are:

- Courses offered in diversified delivery modes
- Increase in diversity of and number of international and domestic student
- Increase in domestic student numbers
- Introduction of short courses and micro credentials
- Decrease in costs per EFTSL

## Deployment through the Learning & Teaching Plan

Goals		Strategies
1	Drive to becoming a Self Accrediting Authority	<ul style="list-style-type: none"> <li>▪ Drive towards new courses accredited by TEQSA for maximum time and without conditions</li> <li>▪ Staff units by appropriately qualified and experienced academics</li> </ul>
2	Courses offered via appropriate and/or multiple delivery modes	<ul style="list-style-type: none"> <li>▪ Update unit content and delivery techniques after each delivery cycle</li> <li>▪ Enhance unit delivery options</li> <li>▪ Enhance or expand student access to a range of online information resources or databases</li> </ul>
3	Support quality, growth and expansion	<ul style="list-style-type: none"> <li>▪ Extended discipline areas identified for development</li> <li>▪ Engage with additional student markets (geographic and discipline)</li> </ul>

### Outcome focused measures

- Increase in diversity of and number of international and domestic student
- Decrease in costs per EFTSL

### Process focused measures

- Courses offered in diversified delivery modes
- Increase in domestic student numbers
- Introduction of short courses and micro credentials

## C: Reporting

This plan is focused on learning & teaching strategies and their relationship to the APIC Strategic Plan. It is not intended as an action list against each objective but rather a set of strategic initiatives or point of focus.

Consistent with the approach of the Corporate Reporting Framework approved by the Board of Directors, periodic reporting against this plan will focus on the measures indicated under each of the strategic objectives rather than reporting the completion of specific actions and/or tasks.