



# APIC Learning and Teaching Plan

## 2023 – 2025

### Introduction

The purpose of the Learning and Teaching Plan is to provide Asia Pacific International College (APIC) with a blueprint for continuous improvement in learning and teaching. It enables the College to achieve successful learning outcomes for students, support staff, and will further enhance APIC as a distinctive, progressive and transformational institution.

The Learning and Teaching Plan takes into consideration current and foreseeable challenges and opportunities, including:

- APIC's expansion into new markets and meeting the demand for new learning pathways,
- the need to flexibly meet student needs,
- the ongoing move to blended, online learning development, and
- the evolving risks to academic integrity, such as contract cheating and artificial intelligence.

### Guiding Principles and Frameworks

The Learning and Teaching Plan reflects APIC's vision, mission, values and graduate attributes and aligns with the goals and priorities of the APIC Strategic Plan 2023-2025, namely:

- Enhanced student experience
- Reputation for quality
- Measured growth
- Harmonisation of ECA's private higher education colleges

The Learning and Teaching Plan also draws on the following key documents:

- The ECA Assessment Framework
- The ECA Digital Delivery Framework
- The ECA Approach to Academic Integrity

### Alignment with the Higher Education Standards

Central to high quality learning and teaching is the national [Higher Education Standards Framework \(Threshold Standards\) 2021](#), which are monitored by the Tertiary Education Quality and Standards Agency (TEQSA). The Learning and Teaching Plan provides direction to ensure that APIC meets or exceeds the standards, particularly the standards relating to learning outcomes and assessment, course design, staffing, learning resources and educational support, and monitoring, review and improvement.

## Goals

To support the Strategic Plan, and to realise the vision and graduate attributes, there are three overarching learning and teaching goals:

1. Create an exemplary learning and teaching environment
2. Engage students through high-quality curricula and course design
3. Enhance staff capabilities to support excellence in learning and teaching

### Goal 1: Create an exemplary learning and teaching environment

#### Strategies (What will we do?)

1. Create collaborative, on-campus experiential learning opportunities complemented by quality digital resources and platforms.
2. Implement a welcoming induction and systematic, integrated support for first-year students to engage, learn and persevere.
3. Create inclusive and engaging physical and virtual learning to foster collaborative, connected learning.
4. Provide high quality resources and services to support learning and skill development.
5. Implement quality assurance processes for learning and teaching that are systematic and effective.

#### Evidence (How will we know?)

- Using embedded quality assurance processes (e.g. robust unit reviews before releasing units to students; regular review of library resources)
- Facilitating external review for a proportion of courses and units
- Achievement against quality indicators and benchmarking standards
- Student ratings on the Student Experience Survey (SES) and the Quality Indicators for Learning and Teaching (QILT)
- Demonstrable collaborations between teaching staff and academic support teams

### Goal 2: Engage students through high-quality curricula and course design

#### Strategies (What will we do?)

1. Ensure all courses are informed by industry and professional standards and include opportunities for students to directly engage with industry professionals and authentic current evidence and research.
2. Create learning opportunities for students that optimise students' access and flexibility to meet their needs.
3. Ensure curriculum is underpinned by sound pedagogical practice so that it engages students with authentic and diverse educational experiences.

4. Regularly update units and courses to ensure they are current, relevant, and informed by the latest research and best practice in learning and teaching.
5. Strengthen the assessment design to:
  - facilitate academic integrity, critical inquiry, reflection and information literacy,
  - ensure constructive alignment with learning outcomes, and
  - ensure assessment is fair and authentic and students receive timely feedback.
6. Regularly evaluate the quality of teaching, including benchmarking to national standards.

### **Evidence (How will we know?)**

- Student satisfaction at the unit level (via the unit evaluation questionnaire)
- Academic achievement and pass rate
- Retention rate
- Diversity of synchronous and asynchronous learning opportunities
- Opportunities for students to engage in industry and research
- Opportunities for interdisciplinary programs across ECA Higher Education
- Professional accreditation
- Reduction in academic integrity breaches
- Assessment benchmarking

## **Goal 3: Enhance staff capabilities to support excellence in learning and teaching**

### **Strategies (What will we do?)**

1. Embed continuous staff professional development and capability enhancement through planning, performance review, career development, promotion and recognition.
2. Provide professional development opportunities aligned to learning and teaching priorities.
3. Offer on-going support for both learning and teaching and discipline-relevant development.
4. Showcase best teaching practice and higher education research and provide opportunities for staff to share good practice.
5. Encourage and support staff to adopt innovative, engaging and evidence-based pedagogical practices.

### **Evidence (How will we know?)**

- Engagement in professional development activities
- Engagement in/contributions to the scholarship of learning and teaching
- Collaborations between teaching staff and academic support teams
- Contributions to institutional teaching culture
- Implementation of evidence-based pedagogical practices
- Student satisfaction at the unit level (via unit evaluation surveys)
- Facilitated reflection practice (e.g. performance review)

## Reporting

Annual reporting against this plan will be presented to the APIC Learning and Teaching Committee, APIC Academic Board and Executive Management Committee.

## Version Control

|                       |  |
|-----------------------|--|
| <b>Document ID</b>    | <b>APIC Learning and Teaching Plan 2023 - 2025</b> |
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|----------------|---------------------------|---|--------------------|
| 1.0            | Original Document         | Learning and Teaching Committee:<br>3 April 2023<br><br>Academic Board: 14 April 2023 | 14 April 2025      |

# Appendix

## 1. Attrition 2017 – 2022

The following data is from the APIC Student Outcomes Data Report 2017-2022.

### 1.1 Overall student attrition

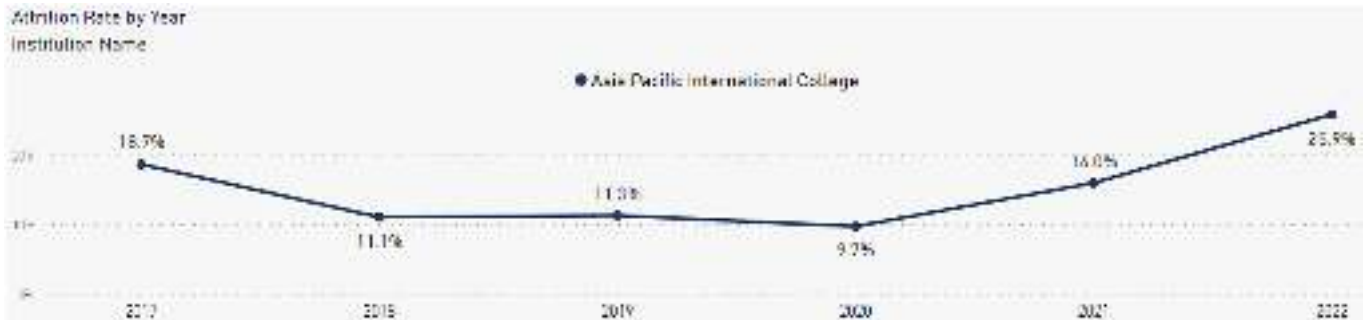


Figure 1. Student attrition 2017 – 2022

### 1.2 New vs continuing attrition

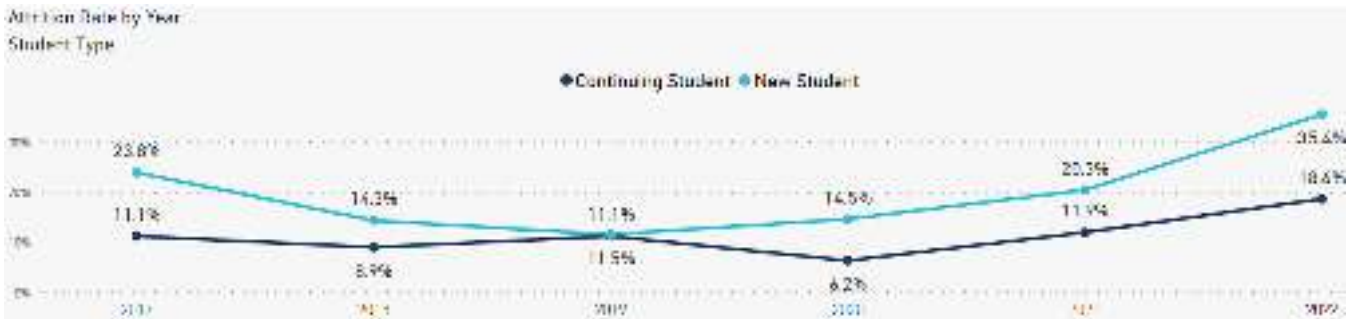


Figure 2. New vs continuing student attrition 2017 – 2022

### 1.3 Undergraduate versus postgraduate attrition



Figure 3.1 Undergraduate vs postgraduate student attrition 2017 – 2022

## 2. Progression 2017 – 2022

The following data is from the APIC Student Outcomes Data Report 2017-2022.

### 2.1 Overall student progression

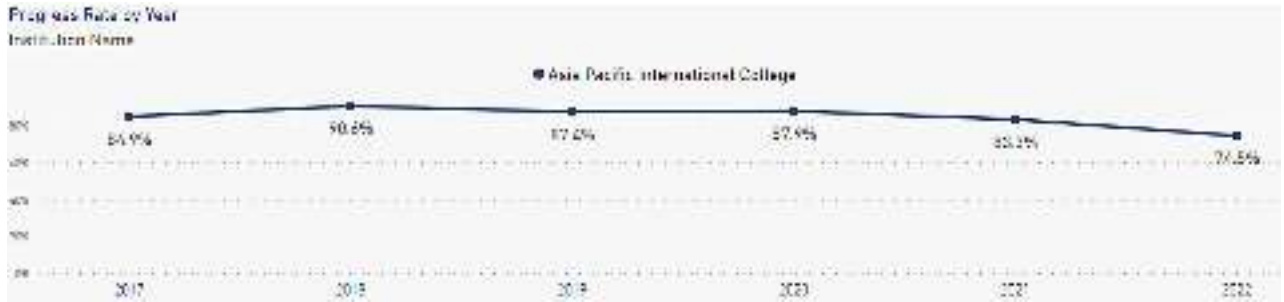


Figure 2 Student progression 2017 – 2022

### 2.2 New vs continuing progression

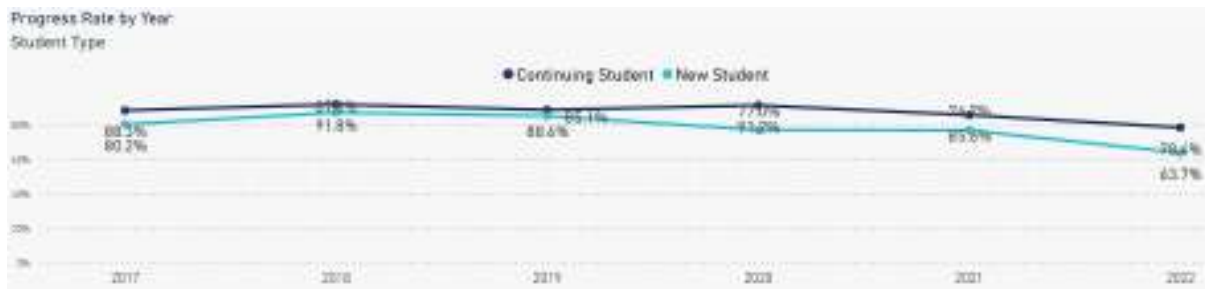


Figure 5. New vs continuing student progression 2017 – 2022

### 2.3 Undergraduate versus postgraduate progression

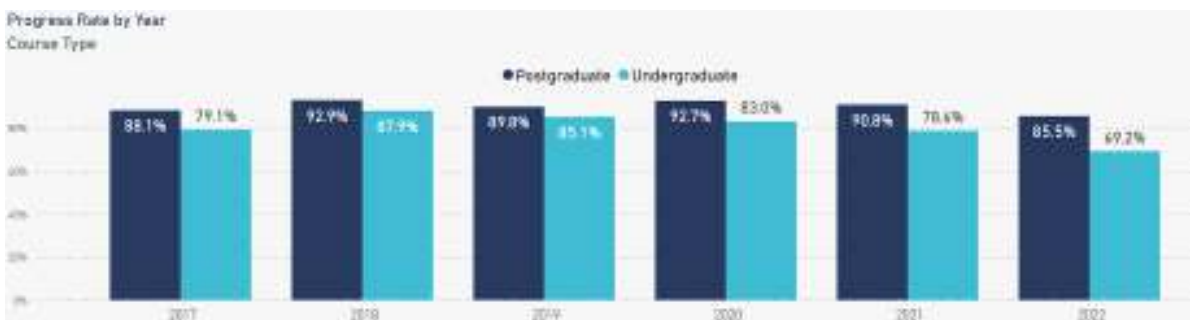


Figure 6. Undergraduate vs postgraduate student progression 2017 – 2022

### 3. Pass rates 2022

The following data is from the APIC Student Performance Report: February 2023.

\*The Adjusted Pass Rate does not include AF, RP, WF or WNP grades

| Study level    | Trimester 2 2022 |                     | Trimester 3 2022 |                     |
|----------------|------------------|---------------------|------------------|---------------------|
|                | Rate             | Adjusted Pass Rate* | Rate             | Adjusted Pass Rate* |
| Undergraduate  | 73.2%            | 83.6%               | 63.3%            | 77.7%               |
| Postgraduate   | 83.4%            | 85.6%               | 78.6%            | 86.5%               |
| <b>Overall</b> | <b>75.6%</b>     | <b>84.7%</b>        | <b>67.6%</b>     | <b>80.3%</b>        |

*Table 1. Trimester 2 vs 3 2022 pass rates and adjusted pass rates by level of study*

### 4. Academic Integrity Breaches 2022

The following data is from the APIC Academic Misconduct Report: February 2023.

| Type of Breach                   | T1 2022   |             | T2 2022   |             | T3 2022   |             | 2022 Total |             |
|----------------------------------|-----------|-------------|-----------|-------------|-----------|-------------|------------|-------------|
|                                  | N         | %           | N         | %           | N         | %           | N          | %           |
| Cheating in exam, tests, quizzes | 1         | 1.1%        | 3         | 11.1%       | 1         | 2.1%        | 5          | 3.0%        |
| Collusion                        | 17        | 19.1%       | 5         | 18.5%       | 3         | 6.3%        | 25         | 15.2%       |
| Contract cheating                | 5         | 5.6%        | 0         | 0.0%        | 5         | 10.4%       | 10         | 6.1%        |
| Plagiarism                       | 66        | 74.2%       | 19        | 70.4%       | 39        | 81.3%       | 124        | 75.6%       |
| <b>Total</b>                     | <b>89</b> | <b>100%</b> | <b>27</b> | <b>100%</b> | <b>48</b> | <b>100%</b> | <b>164</b> | <b>100%</b> |