THE UNIVERSITY OF NOTRE DAME

AUSTRALIA

LEARNING AND TEACHING PLAN

2019–2022

INTRODUCTION

Since its foundation as Australia's first Catholic University, The University of Notre Dame Australia (UNDA) has embedded excellence in academic endeavours as one of its key priorities. Notre Dame provides an integrative and transformative educational experience which places a high value on scholarship.

The Mission of the University is clearly articulated in the Objects of the University

(a) the provision of university education within a context of Catholic faith and values; and

(b) the provision of an excellent standard of:

    (i) teaching, scholarship and research;

    (ii) training for the profession; and

    (iii) pastoral care for its students.

These Objects underpin the aims of the Learning and Teaching Plan – that is – to strive for excellence in all things 'learning and teaching'.

About this Plan

The Learning and Teaching Plan 2019-2022 affirms and develops the four strategic goals of the University's Strategic Plan 2018-2021 with a focus on 'Strategic Goal 2: Pursuing excellence in academic endeavours'. The Learning and Teaching Plan aligns with the Objects of the University, supports the University's commitment to meeting the requirements of the Higher Education Standards Framework (2015) and promotes engagement with developments and matters of importance in learning and teaching in the Australian and the international higher education context.

Underpinning the goal are three areas of focus:

1. Excellence in Learning
2. Excellence in Teaching
3. Excellence in Curriculum and Programs

Each focus lists a number of key objectives and is linked to the University Strategic Plan (see Table 1).

Table 1. Focus areas operationalised as a set of key objectives and linked to Strategic Plan

Focus Area	Key objectives for each focus area	Relationship to the University Strategic Plan 2018-2021
1 – Excellence in Learning		
1.1	Provide students with a distinctive experience in the Catholic Intellectual Tradition	1A, 1B, 1C
1.2	Revise the academic governance structure to clarify decision making processes on all academic matters to enhance the learning experiences and outcomes for students	4A
1.3	Engage students as partners in governance and decision making	3A
1.4	Provide all students with opportunities for engagement in service and professional learning	1A, 1B, 2A
1.5	Further develop strategies to enable students to build academic skills that enhance engagement and success	2B
1.6	Provide learning facilities and infrastructure that enhances student engagement and success	4B, 4C
2 – Excellence in Teaching		
2.1	Reconceptualise the way the professionalisation of teaching is framed	1B, 2A, 2B, 2C
2.2	Enhance teaching through evidenced-based practice	2A, 2C, 2D
2.3	Empower educators by engaging them in continuing professional learning	2A, 2C, 2D,
2.4	Establish a culture of collaboration and peer learning	2A, 2C, 2D
2.5	Develop and support educators in Technology Enhanced Learning and other innovative learning and teaching practices	4C
3 – Excellence in Quality Curriculum and Programs		
3.1	Enhance academic and institutional quality assurance structures and processes to provide effective academic oversight of program and course accreditation	4A
3.2	Strengthen institutional processes for continuing improvement of curriculum design and delivery	2B
3.3	Ensure stakeholder engagement in the development of programs	3B
3.4	Ensure undergraduate and postgraduate programs meet current and future societal and industry needs	2A, 2B, 2D, 4B

Excellence in Learning

The University strives to foster an appreciation of the Catholic Intellectual Tradition, providing an opportunity for each student to reflect on the relevance of this to their own studies and life. It also provides opportunities for students to participate in learning in the Christian spirit of service to others and the Social Teachings of the Church. Congruent with this is the distinctive culture of pastoral care and inclusive learning and teaching spaces and practices. The University also recognises the value of engaging students as partners and the need for formal, high performing academic governance structures. These objectives and strategies aim to enable students to not only reach their academic and social potential but to flourish during their time at Notre Dame.

	Key objectives	Actions	Measures for assessing progress	Accountability	Timeframe to completion	Relationship to HE Standards
1.1	Provide students with a distinctive experience in the Catholic Intellectual Tradition	Review and embed graduate attributes that reflect the Catholic Intellectual Tradition	Graduate attributes revised, approved and implemented	DVCA	2020	HES 1.4.2, HES 3.1.2 Criteria B1.2.4
		Assist Schools to make visible the Catholic Intellectual Tradition beyond the Core Curriculum	A resource that clearly explains what the Catholic Intellectual Tradition is, and its role in distinguishing Notre Dame from other universities	College of Philosophy & Theology	2020	HES 1.4.2, HES 3.1.2 Criteria B1.2.4
			Guidelines to inform academics about embedding the Catholic Intellectual Tradition in the curriculum	College of Philosophy & Theology	2020	
			Develop evaluation tools to measure students' appreciation of how the Catholic Intellectual Transition is embedded in the curriculum	QMO, College of Philosophy & Theology	2021	
1.2	Revise the academic governance structure to clarify decision making processes on all academic matters to enhance the learning experiences and outcomes for students	Revise and implement an institutional academic governance structure that oversees matters related to learning and teaching	Academic governance structures revised, approved and implemented	DVCA	2020	HES 6.3.1; 6.3.2
			Academic roles revised, approved and implemented e.g.: Associate Deans, Program and Course Coordinators	DVCA	2020	HES 6.3.1; 6.3.2

	Key objectives	Actions	Measures for assessing progress	Accountability	Timeframe to completion	Relationship to HE Standards
1.3	Engage students as partners in governance and decision making	Create and provide support for students to engage in governance and review processes	Students are represented on relevant University and School academic governance committees	DVCA & Deans; Student Board	2019	HES 5.3.5, HES 6.3.3
		Create a holistic framework for ongoing evaluation and improvement of the student experience	A quality review framework with associated policy and processes is in place for systematically analysing and addressing findings from student feedback obtained from multiple sources, including, but not limited to: › QILT – Student Experience and Graduate Satisfaction surveys › Course and teacher surveys › Focus groups › Library surveys	DVCA, Deans, QMO	2021	HES 5.3.5, 3.5.6
		Clearly communicate evaluation results back to students	Reports are provided to committees where students are partners	DVCA, QMO, Deans	2019	HES 5.3.5
			High level themes and results are communicated to the student body	DVCA	2020	HES 5.3.5
			Course improvements are systematically outlined in course outlines	Deans	2019	HES 5.3.5
		Develop and review learning and teaching policies and procedures to ensure that they are student focused	Policy and procedures are written in plain English, and are supportive of the student experience	DVCA; Student Board	2021	HES 6.3.3

	Key objectives	Actions	Measures for assessing progress	Accountability	Timeframe to completion	Relationship to HE Standards
1.4	Provide opportunities for student engagement in service and professional learning	Expand, promote and increase the range of opportunities for student engagement and participation in service learning activities	Number of students participating in a range of service learning activities (e.g. study abroad, leadership programs, social justice programs 'In the world, For the world', 'Beyond the Books')	DVCA, PVCI, Deans, National Director, Student Engagement & Support (SE&S)	2021	HES 5.4.1
			Number of external participating organisations			
			Feedback from students engaging in service learning			
		Expand, promote and increase the range of opportunities for student engagement and participation in Work Integrated Learning (WIL)	Number of programs with a compulsory WIL requirement	Deans	2021	HES 5.4.1
			Number of programs with students immersed in authentic workplace learning			
			Number of other forms of professional learning embedded in curriculum (e.g. industry workshops, guest speakers, mentorships, internships and externships)			
			Feedback from students and WIL supervisors			
		Enhance opportunities for students to grow as leaders	Student leadership framework is developed and implemented	DVCA, Deans, National Director (SE&S)	2020	
		Enhance opportunities for student award and recognition regarding their academic growth	National audit of current student awards, prizes and other forms of reward and recognition conducted	DVCA, Deans, National Director (SE&S)	2019	
			Policy and process for systematic reward and recognition of students' academic achievements is in place	DVCA, Deans, National Director (SE&S)	2020	

	Key objectives	Actions	Measures for assessing progress	Accountability	Timeframe to completion	Relationship to HE Standards
1.5	Further develop strategies to enable students to build academic skills that enhance engagement and success	Create a culture of ethical scholarship	Institutional Academic Integrity campaign created and implemented to educate students and staff about ethical scholarship	DVCA, Deans, Notre Dame Study Centre (NDSC)	2019	HES 5.2.3
			Academic Integrity Rubric is embedded in an identified course in all first year programs	Deans	2019	HES 5.2.3
			Strategies to uphold copyright regulations in learning and teaching materials in place	Library & Deans	2020	
		Create and implement a framework for embedding transition pedagogies into the first year of all undergraduate programs	A 'first year experience' framework is developed and implemented across all first year programs	DVCA	2020	HES 1.3.2, 1.3.3

	Key objectives	Actions	Measures for assessing progress	Accountability	Timeframe to completion	Relationship to HE Standards
1.6	Provide learning facilities and infrastructure that enhances student engagement and success	Ensure capital investment, campus planning and learning space design prioritises the student learning experience	A map outlining the core technologies that are fundamental to Notre Dame's capacity to deliver quality, contemporary programs is developed	PVCS&P, DVCA, ITO	2019	HES 2.1.1, 2.1.3
			A plan outlining when the (missing) core technologies will be implemented institutionally is developed	PVCS&P, DVCA, ITO,	2019	HES 2.1.1, 2.1.3
			The LTC is consulted annually at budget time regarding the need to develop and upgrade learning spaces	PVCS&P	Ongoing	HES 2.1.1
			Student satisfaction with their learning environment and learning resources (SES Learning Resources Scale, Student focus-groups) is improved	DVCA, PVCS&P	2021	HES 2.1.1, 2.1.3
		Provide appropriate learning technology infrastructure in all learning spaces (formal and informal)	Guidelines on minimum technology requirements for learning spaces developed, approved and implemented	DVCA, PVCS&P, ITO	2019	HES 2.1.1, 2.1.3
			Office of Strategy and Planning, Learning and Teaching Office and academic governance collaborates in planning learning spaces	PVCS&P, LTO, LTC	Ongoing	HES 2.1.1, 2.1.3
		Ensure academics contribute to the planning of learning spaces	Learning spaces are agile, flexible and student centred	DVCA, PVCS&P, ITO	2021	HES 2.1.1, 2.1.3
		Provide students with equitable access to high quality resources across all programs	Proposal for a lecture capture solution developed	DVCA, PVCS&P, ITO	2019	HES 2.1.1, 2.1.3
			Framework for institutional decision making about how to incorporate TEL in Schools is developed	DVCA, ITO	2019	HES 2.2.3, 3.3.1
			Guidelines on universal design are developed and approved	NDSC	2020	HES 2.1.1, 3.3.3
			Guidelines on inclusive learning and teaching practices are developed and approved	NDSC	2020	HES 2.1.1, 3.3.3
			Resources and Continuing Professional Learning that support academics to meet the needs of a diverse range of students are developed	LTO	2020	HES 2.1.1,

Excellence in Teaching

The University is committed to high-quality teaching and scholarship by nurturing a culture of excellence amongst its educators. It encourages life-long professional learning demonstrated as a continuum of academic growth and identifies, develops, and rewards and recognises academic staff aspiring to meet the University's object of excellence. Underpinning this is a culture that supports quality learning and teaching practice and engagement in continuous improvement. Essential to good practice, students will be provided with opportunities to transition successfully into and out of their studies, and experience technology enhanced learning that supplements face-to-face learning and teaching.

	Key objectives	Actions	Measures for assessing progress	Accountability	Timeframe to completion	Relationship to HE Standards
2.1	Reconceptu-alise the way the profes-sionalisation of teaching is framed	Embed The University of Notre Dame Australia Quality Learning and Teaching Framework (QLTF) into University policy, processes and practices where relevant	Guidelines including the use of the QLTF in academic staff duty statements, performance reviews and promotion policy and procedures are developed	DVCA, Office of Professional Standards w	2020	HES 3.2.2, 3.2.3 Criteria B1.2.5, B1.2.5
		Support senior academic leaders to implement the QLTF	Continuing Professional Learning for academic leaders to implement the QLTF is developed	LTO	2020	HES 3.2.2, 3.2.3 Criteria B1.2.5, B1.2.5
		Redevelop policies related to teaching and teaching performance	Teaching and teaching performance polices are reviewed and revised	DVCA	2020	HES 3.2.3 Criteria B1.2.5, B1.2.5
		Strengthen the professionalisation of academics (as educator scholars) using reward and recognition schemes such as learning and teaching fellowships and internal and external award and grant programs	Number of academics participating in the Notre Dame Learning and Teaching Office Educator Scholar Conference, and other relevant learning and teaching conferences	Deans, LTO	2021	HES 3.2.3 Criteria B1.2.5, B1.2.5
			Continuing Professional Learning for academics to develop learning and teaching fellowship portfolios is available	LTO	2021	HES 3.2.3 Criteria B1.2.5, B1.2.5
			Number of staff applying for professional learning and teaching fellowships	Deans, LTO	2021	HES 3.2.3 Criteria B1.2.5, B1.2.5
			Continuing Professional Learning for academics to develop learning and teaching award applications is available	LTO	2019	HES 3.2.3 Criteria B1.2.5, B1.2.5
			Number of staff applying for internal and external award and grant programs	Deans, LTO	2021	HES 3.2.3 Criteria B1.2.5, B1.2.5
			Continuing Professional Learning for academics to develop promotion applications available	LTO	2021	HES 3.2.3 Criteria B1.2.5, B1.2.5
			Number of staff applying for promotions	Deans, LTO	2021	HES 3.2.3 Criteria B1.2.5, B1.2.5
		Create an Academy of Educator Scholars within which recognised leaders of learning and teaching can connect r to advance the stature, quality, and innovation in learning and teaching at ND	An Academy of Educator Scholars is developed and launched	DVCA	2021	HES 3.2.3 Criteria B1.2.5, B1.2.5

	Key objectives	Actions	Measures for assessing progress	Accountability	Timeframe to completion	Relationship to HE Standards
2.1			Number of staff applying for Fellowship of Advanced HE UK or other higher education fellowships	DVCA	2021	HES 3.2.3 Criteria B1.2.5, B1.2.5
2.2	Enhance teaching through evidence-based practice	Provide support for staff to engage in the Scholarship of Teaching and Learning (SoTL)	Number of staff completing postgraduate programs in learning and teaching in higher education	LTO	2021	HES 3.2.3 Criteria B1.2.5, B1.2.5
			Number of attendees at Notre Dame Learning and Teaching Educator Scholar Conference	LTO	2021	HES 3.2.3 Criteria B1.2.5, B1.2.5
			Number of Schools/Areas involved in SoTL projects	LTO, Deans	2021	HES 3.2.3 Criteria B1.2.5, B1.2.5
			Evidence that School/Areas' Learning & Teaching Plans include strategies to enhance a culture of SoTL	LTO, Deans	2021	HES 3.2.3 Criteria B1.2.5, B1.2.5
			Number of applications for Seed Grant Funding for SoTL Projects	LTO	2021	HES 3.2.3 Criteria B1.2.5, B1.2.5
2.3	Empower educators by engaging them in continuing professional learning	Provide opportunities for academics to develop leadership capabilities	Professional learning opportunities that include mentoring and coaching for academics are explicitly identified in School Learning and Teaching Plans	Deans	2020	HES 3.2.2, 3.2.3
		Continue to create and evaluate opportunities for academic staff to participate in ongoing Continuing Professional Learning	Graduate Diploma and Masters of Learning and Teaching in Higher Education programs are developed	LTO	2020	HES 3.2.2, 3.2.3
			Staff induction processes include identification of a mentor	Deans	2020	HES 3.2.2, 3.2.3
			Number of academic staff engaged in accredited and unaccredited Continuing Professional Learning	Deans, LTO	2021	HES 3.2.3 Criteria B1.2.5, B1.2.5
			Examples of good practice and innovation in learning and teaching available on the LTO website	Deans, LTO	2019	HES 3.2.2, 3.2.3
			Professional learning opportunities promoting the principle that learning and teaching decisions should be underpinned by an evidence-based approach is explicitly identified in Schools' Learning and Teaching Plans	Deans	2020	HES 3.2.2, 3.2.3

	Key objectives	Actions	Measures for assessing progress	Accountability	Timeframe to completion	Relationship to HE Standards
2.3		Create and implement an institutional framework for engagement and support of sessional academics	Institutional framework for sessional academic staff is created and implemented	Deans, LTO, (other areas as relevant)	2020	HES 3.2.2, 3.2.3
			Number of sessional staff that participate in Continuing Professional Learning opportunities	LTO, Schools		HES 3.2.3 Criteria B1.2.5, B1.2.5
2.4	Establish a culture of collaboration and peer learning	Develop and implement an institutional framework for the practice of peer review, evaluation and external referencing	Peer review framework including policy, procedures, guidelines and resources is developed and implemented	DVCA, LTO	2019	HES 3.2.2, 3.2.3
			Peer review occurring across Schools and campuses	Deans	2020	HES 3.2.2, 3.2.3
		Develop opportunities for communities of practice to facilitate collaboration within and across Schools	Schools and cross-disciplinary communities of practice focused on enriching learning in place	Deans	2021	HES 3.2.2, 3.2.3
		Promote engagement with external learning and teaching networks	School/Areas' Learning and Teaching Plans explicitly identify staff engagement in external learning and teaching networks	Deans	2021	HES 3.2.2, 3.2.3
2.5	Develop and support educators in Technology Enhanced Learning (TEL) and other innovative learning and teaching practices	Support staff to develop confidence adopting a blended learning approach and in using TEL	An institutional definition of Blended Learning and TEL is developed	LTO, ITO	2019	HES 2.1.3, 3.3.1
			Learning and teaching resources that support TEL are created	ITO, LTO	2019	HES 3.2.2, 3.2.3, 3.3.3
			Academic staff confidence in using TEL is increased	LTO	2020	HES 2.1.3, 3.3.3
			Academic staff use of Blackboard increases	ITO, LTO	2019	HES 2.1.3, 3.3.3
			Academic staff use of different types of TEL increases	ITO, LTO	2020	HES 2.1.3, 3.3.3
		Support staff to develop innovative learning and teaching practices	Australasian Council on Open, Distance and E-Learning (ACODE) benchmarks improve	PVCS&P, DVCA, ITO	2021	HES 3.2.2, 3.2.3
			Funds available to support innovation	DVCA, PVCS&P	2021	HES 3.2.2, 3.2.3
			Number of applications for internal and external innovative learning and teaching awards increased	Deans	2021	HES 3.2.2, 3.2.3

Excellence in Quality Curriculum and Programs

The University provides educational offerings that equip students with a liberal arts foundation, theoretical knowledge and disciplinary expertise, as well as professional skills and attributes which will empower them to realise their potential and serve the greater community. The programs meet quality assurance indicators identified by regulatory and professional bodies arrived at through mechanisms such as good governance, benchmarking, external referencing and engagement in continuous improvement.

	Key objectives	Actions	Measures for assessing progress	Accountability	Timeframe to completion	Relationship to HE Standards
3.1	Enhance academic and institutional quality assurance structures and processes to provide effective academic oversight of program and course accreditation	Review and implement the academic institutional quality assurance structures and processes that oversee matters related to program and course accreditation	Academic institutional quality assurance structures and processes revised, approved and implemented	DVCA, QMO	2019	HES 6.3.1, 6.3.2 Criteria B1.2.9
		Convene a sub-committee of Academic Council whose remit is to monitor the institutional quality assurance for programs and courses including student experience	A sub-committee of Academic Council is constituted	DVCA	2019	HES 6.3.1, 6.3.2 Criteria B1.2.9
		Review existing policy and procedures for program accreditation	Revised policy, procedure in place	DVCA, QMO	2020	HES 6.3.1, 6.3.2 Criteria B1.2.9
		Review and revise policy, procedures and guidelines for course and program development and accreditation	Policy, procedure and guidelines are in place	DVCA, QMO	2020	HES 6.3.1, 6.3.2 Criteria B1.2.9
		Implement the revised Program Monitoring and Reporting Procedure	Revised Program Monitoring and Reporting Procedure in place	QMO, Deans	2020	Criteria B1.2.9
3.2	Strengthen institutional processes for continuing improvement of curriculum design and delivery	Enhance collection, analysis and dissemination of data relating to the quality of student experiences and outcomes	Annual cycle of program performance data reporting in place	QMO, Deans	2020	HES 6.3.1, 6.3.2 Criteria B1.2.9
			Program and course review include outline of how data has been used to drive change	QMO, Deans	2020	HES 6.3.1, 6.3.2 Criteria B1.2.9
			Changes based on feedback identified in course outlines	QMO, Deans	2020	HES 6.3.1, 6.3.2 Criteria B1.2.9
			Programs submitted to Program & Course Accreditation Committee (PCAC) articulate evidence-based rationale for learning and teaching decisions	DVCA, Deans	2020	HES 3.1-5

	Key objectives	Actions	Measures for assessing progress	Accountability	Timeframe to completion	Relationship to HE Standards
3.2		Promote and embed principles and practice across the assessment cycle that are student-centred, contemporary and evidence based	Assessment policy and procedures reviewed and implemented and guidelines regarding good practice developed and implemented	DVCA, LTO	2020	HES 1.4.2, 1.4.4, 3.2.3b. Criteria B1.2.9
			Academic Integrity breaches are captured, reported and evaluated for improvement in student support	Registrar, Deans	2020	HES 5.2.1, 5.2.2 Criteria B1.2.9
3.3	Ensure stakeholder engagement in the development of programs	Strengthen strategic relationships with industry and professions to support contemporary curriculum design	Submissions to PCAC identify stakeholder input in the review and development of programs	Deans	2020	HES 1.4.1, 1.4.2, 3.1.2, HES 5.1.3b Criteria B1.2.8
3.4	Ensure undergraduate and postgraduate programs meet current and future societal and industry needs	Provide flexible delivery options that meet the learning needs of undergraduate and postgraduate students	The number of undergraduate courses that have a flipped curriculum (whereby lectures are accessed via reliable digital sources) increased.	Deans	2021	HES 2.1.3, 3.3.3
			The number of online postgraduate courses increased	Deans	2021	HES 2.1.3, 3.3.3
			Postgraduate student enrolments increased	PVC Research, Deans	2021	HES 2.1.3, 3.3.3
			Double Masters Degrees are created and offered	DVCA, Deans	2021	HES 1.1-5, 2.1-.4, 3.1-3, 4.1-2, 5.1 & 5.3, 7.1-3
			University accredited micro-credentialing policy and model created	DVCA, Deans	2019	HES 1.1-5, 2.1-.4, 3.1-3, 5.1 & 5.3, 7.1-3
			Micro-credential options created and delivered	DVCA, Deans	2020	HES 1.1-5, 2.1-.4, 3.1-3, 5.1 & 5.3, 7.1-3
		Engage in strategic conversations with stakeholders that keep the University abreast of program opportunities	Submissions to PCAC identify stakeholder input in the review/development of programs	Deans	2021	HES 1.4.1, 1.4.2, 3.1.2, HES 5.1.3b Criteria B1.2.8

Guidance Notes

Strategies for implementing the 'objectives' are indicated in the Plan as relevant 'actions'. Measures for assessing progress are also detailed.

Oversight for meeting the key objectives has been assigned to relevant Executives, Offices and/or Schools and can be delegated accordingly.

The Plan is to be operationalised at two levels. The first level recognises the responsibility of institutional leaders and associated processes. The second level operates at the School and is the responsibility of the Dean and the Learning and Teaching Committee (or equivalent) in each School.

It is recognised that Schools are at different stages of enriching their learning and teaching practices, so while the Plan acts as a blueprint for planning, implementing, and evaluating good practice, the decision regarding specific performance targets, rest with that of the individual School.

Progress against the Plan will be reported annually through the University academic governance structures. Where actions are the responsibility of the School, reporting should similarly follow governance structures: School Learning and Teaching Committee (or equivalent), the University Learning and Teaching Committee, and subsequently monitored by Academic Council and the Deputy Vice Chancellor Academic.

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