



# TEACHING AND LEARNING PLAN 2021-2024

IIBIT AHE PTY LTD  
trading as

GLOBAL HIGHER EDUCATION (GHE)

## Why a Plan for Teaching & Learning?

With the constant change in higher education, providers seek new ways to engage students in the campus-based learning experience. With the global pandemic of 2020 this environment has become even more challenging and 'Plans' are difficult to formulate and to implement within a shifting reality of practice. As a new provider it is important that GHE has some broad-based goals but also exhibits the ability to share and develop new ways of doing, reflect on practice and evolve the learning environment incrementally. The GHE pedagogical approach to course and unit design is embedded in the Course Design and Procedure Policies and is reflected in the current curriculum development work. The ultimate aim of this Plan, with input from GHE staff and students, is to embed new ways of thinking and learning in GHE courses to enable graduates to make an impact in rapidly evolving future work environments and in the communities where they live.

## Guiding Vision and Principles

This Teaching and Learning Plan 2021-2024 is founded on and shaped by the Vision and Mission from the GHE Strategic Plan 2020-2023.

*GHE Vision:* GHE will strive to become a globally recognised education institute providing contemporary, evidence based higher education that encourages a collegial approach to education, involving students, staff and professional bodies working together to transform individual lives in pursuit of personal and professional development.

*GHE Mission:* To deliver flexible and high-quality Higher Education award courses, designed to promote self-fulfilment of students and staff; leading to high engaged learning experiences and the application of knowledge directed towards the development of career-ready graduates.

There are three cornerstone principles of this Plan shaped by GHE's educational values.

*Student Centred:* As the world changes, the need to remain focused on the evolving needs and aspirations of our students is vital so that GHE remains relevant to their needs. GHE will provide our students with an engaging and challenging set of learning activities which are driven by a focus on quality. While this Plan is being developed ahead of students joining GHE, it should be noted that future versions of this Plan will draw on student input utilising student experience and engagement surveys, course and lecturer surveys, the Student Representative Committee, and learning analytics as GHE develops its capability.

*Scholarship Driven:* To give our students the best possible experience GHE will invest in induction and CPD for teaching and professional staff which will enable teachers to build more coherence and relevance in our units and courses, providing students with clarity, context and an aspirational framework for their studies. Underpinning this the GHE systems and processes will create efficient ways for providing and administering support for student learning.

*Market Relevant:* To enable GHE to develop career-ready graduates our courses must engage with industry and be informed by workplace practice. Our Business Advisory Panel helps to inform and shape curriculum changes and thus maintain relevance to the emerging market needs. Our staff often have a part-time business so the relevance and currency to practice is highly valued by GHE and our students who greatly benefit from the insights offered. While GHE plans for a face-to-face delivery mode enhanced by technology we also have to be able to adapt to a fully online delivery if the context of the pandemic remains severe into the near future.

## **Teaching and Learning Priorities**

The cornerstone principles are supported by the following priorities:

- Learner Engagement
- Learning Opportunities

### **Learner Engagement**

Implementation of the GHE Learning and Teaching Plan will undertake the following.

- Pre-arrival engagement through the Early Engagement Program/Getting Started Questionnaire and ongoing via the Student Success Network.
- Active engagement of students during learning activities including co-creation and facilitated by the block teaching model (2 units in parallel twice in a 16-week semester).
- Encouraging students to become independent learners.
- Creating an intellectually stimulating environment with interaction between staff, students, professional staff and external bodies, guest speakers, networking.
- Enabling a vibrant engagement environment within GHE with appropriate space for student formal and informal learning.
- Identification of students at risk of disengaging from their studies and providing appropriate support for these students.
- Utilising the 3 'C' Model of student support.

The intention is to achieve the following 'Positive Outcomes'.

- Enhanced sense of belonging to GHE.
- Increased student success.
- Increased student retention.
- High student satisfaction.
- Good business network/employer feedback.

### **Learning Opportunities**

Implementation of the GHE Learning and Teaching Plan will undertake the following.

- Creation and maintenance of appropriate facilities for formal and informal learning including a well-resourced library.
- Use of an effective LMS with a Resource Hub to support blended learning.
- Effective teaching practice underpinned by CPD and an award recognition program.

- Maintenance of a curriculum which is relevant to market needs.
- Assurance of authentic assessment.
- Enhanced feedback to support on-going student learning (diagnostic, formative and summative).
- A program of academic skills to support student (including English Language support where required).

The intention is to achieve the following 'Positive Outcomes'.

- High usage of the library and independent learning spaces.
- A 'sticky campus'.
- High attendance at classes.
- Good staff morale with recognition and award programs.
- Effective use of technology supported learning (LMS and Resource Hub).
- Assessment incorporating authentic real-world engagement.
- High levels of positive student feedback.

### **Alignment with the GHE Strategic Plan 2020-2023**

The priorities and enabling activities of the Learning and Teaching Plan support and align with Aim 3 and Aim 4 of the GHE Strategic Plan 2020-2023.

Aim 3 is to provide contemporary, evidence-based higher education targeting current and emerging workforce needs.

GHE will: Ensure that we continuously develop and improve the curriculum of courses and devise new units/courses that reflect the changing nature and contexts of local and global workplaces, to meet student demand, the needs of employers and professional bodies.

Objectives:

- Develop flexible, responsive and contemporary higher education courses informed by national and international best practice and research.
- Embed within the governance policies and procedures principles and processes that support the scholarship of teaching and learning.
- Implement best practice approaches to engage and consult with academia and business in the development, delivery and evaluation of higher education courses.
- Embed periodic benchmarking practice into the evaluation of higher education courses.

Indicators:

- Engagement with accreditation and professional bodies, where relevant, to add value to the degree awards with professional recognition.
- Creation of a funded Continuing Professional Development Plan for Academic and Professional Staff to support and enhance practice.
- Through the creation of a Business Advisory Panel, GHE will seek external advice and input to the evolution of its curriculum in light of market needs.
- Periodic internal and external review of units/course written into Policy and Procedure.

Aim 4, from the Strategic Plan, is to provide a quality student experience.

GHE will: Ensure that our students feel part of a community of learners in which they receive support and guidance from all GHE staff, as they respond to the needs of demographic and cultural subgroups and draw upon their professional expertise for the benefit of all students.

Objectives:

- Higher education courses designed to equip graduates with skills, capabilities and attributes for their future work.
- Stimulating and innovative teaching and assessment, supported by technology and delivered within a context of scholarship.
- Develop a model of student engagement and support that is reflective of student needs across the student life-cycle.
- Ensure student participation in the evaluation of courses and associated decision making.

Indicators:

- Blended learning resources (LMS/Resource Hub) to support student success.
- Regular unit and course reviews to assure an excellent student learning experience that supports student success.
- Student support model developed.
- Formal and informal student feedback mechanisms activated where the student voice is heard.

## **Progress against Plan**

The Enabling Activities in this Plan, along with the Indicators from Aim 3 and Aim 4 in GHE Strategic Plan, will be monitored on an annual basis and, over time, qualitative and quantitative trend data will be available to inform future planning. This report will go to the Academic Board and to the Board of Directors. The CEO and the senior management team will devise a set of headings to be reported against (based on this Plan) and use the report outcomes to inform action during the course of the academic year.

Consultation with future colleagues is required on the report structure but likely indicative reporting areas would include the following.

- Student satisfaction with pre-arrival engagement.
- Course and unit performance as evidenced through annual quality cycle.
- Student satisfaction with quality of learning experience at unit level including curricula and assessment.
- Student satisfaction with quality of learning experience at course level.
- Student ratings on the quality of their course experience, including good teaching and generic skills ratings, eternal engagement.
- Staff and student feedback on learning facilities and technology infrastructure.
- Business and employer network feedback.
- Evidence of course quality improvement using internal benchmarking metrics.
- Number and quality of outputs from scholarship of teaching.

- Number of CPD sessions held and level of attendance.
- Commencing student retention rates.
- Continuing student retention, attrition and success rates, impact of student support services.
- Evidence of student satisfaction using internal benchmarking metrics.
- Periodic external benchmarking of units/courses.
- Student outcomes on graduation.
- Staff turn-over.

### **Visual Summary**

A visual summary of the components of the GHE Teaching and Learning Plan 2021-2024 is presented below.

## GHE VISION

To deliver flexible and high-quality degree courses, designed to promote self-fulfilment of students and staff; leading to high engaged learning experiences and the application of knowledge directed towards the development of career-ready graduates.

## ENABLING ACTIVITIES

Through the Early Engagement Program/Getting Started Questionnaire and ongoing via the Student Success Network.

Active engagement of students during learning activities including co-creation and facilitated by the block teaching model.

Encouraging student to become independent learners.

Creating an intellectually stimulating environment with interaction between staff, students, professional staff and external bodies, and guest speakers.

Enabling a vibrant engagement environment within GHE with appropriate space for students.

Identification of students at risk of disengaging from their studies and providing appropriate support for these students.

Utilising the 3 'C' Model of student support.

Creation and maintenance of appropriate facilities for formal and informal learning including a well-resourced library.

Use of an effective LMS and Resource Hub to support blended learning.

Effective teaching practice underpinned by CPD and an award recognition program.

Maintenance of a curriculum which is relevant to market needs.

Assurance of authentic assessment.

Enhanced feedback to support ongoing student learning (formative and summative).

A program of academic skills to support student (including English Language where required).

## PRIORITIES

**Learner Engagement**

**Learning Opportunities**

## CORNERSTONE PRINCIPLES

**Student Centred**

**Scholarship Driven**

**Market Relevant**