



Learning and Teaching Plan 2023 to 2030

Document Information

Purpose	A high-level strategic plan to drive learning, teaching and assessment at UNE in personally impactful ways, aligned to the Future Fit strategic goals.
Governance	ExT: Endorse and Approve. Teaching and Learning Committee: Endorse and Curate.
Review Cycle	Annual: ExT; Annual: TLC
Audience	All internal stakeholders (staff and students); future students; external regulatory bodies (e.g., TEQSA); other universities; compulsory education sector; any externally interested parties (e.g., industry and governmental organisations).
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Acknowledgement of Country

The University of New England respects and acknowledges that its people, courses and facilities are built on land, and surrounded by a sense of belonging, both ancient and contemporary, of the world's oldest living culture. In doing so,

UNE values and respects Indigenous knowledge systems as a vital part of the knowledge capital of Australia. We recognise the strength, resilience and capacity of the Aboriginal community and pay our respects to the Elders past, present and future.

Foreword

Welcome to the Learning and Teaching Plan 2023 to 2030. This plan is purposefully ambitious and defines a learning and teaching experience that is connected, informed, flexible and adaptive. It celebrates the role that the University of New England's educational offer plays in:

- Supporting individual students' personal learning journeys and our lifelong commitment to supporting career success.
- Developing staff who are committed, and engaged and whose scholarly and research activities are at the forefront of their fields.
- Generating positive impacts on local communities through our place-based education and research presence across the region.

- Providing a world class education through sector-leading digital-first delivery and hyflex, distance and on-campus study.

The Learning and Teaching Plan provides a blueprint for success within the broader UNE strategic framework and its commitment to unparalleled flexibility and accessibility for learners.

Professor Simon Evans
Deputy Vice-Chancellor
University of New England

1. Overview

The University of New England is committed to providing a holistic educational experience that builds and supports learner success across the full student lifecycle. It is deeply sensitive to what each individual brings to the learning journey and crafts a space that brings together individual needs and social connectedness to realise meaningful and transformative outcomes.

This plan is aligned to the UNE Future Fit* strategy. It drives and supports the three key strategic goals:

1. Personalised Learning Journeys
2. Empowering Communities
3. Building Resilience

The plan covers four activity domains:

- > the student experience;
- > a connected curriculum;
- > place-based education and partnerships;
- > scholarship, recognition and reward.

* une.edu.au/strategic-plan/home

2. Our Educational Principles

The Learning and Teaching Plan unpacks the principles-based approach that the University of New England has adopted in its commitment to support students on their academic journey.

It recognises the critical role that UNE academic staff play in this enterprise. It highlights the

benefits of an agile, digital-first approach to educational design, delivery and innovation.

Access, success and progression are key drivers for this plan and the nine principles articulated below underpin how UNE engages with students throughout their life and evolving careers.



UNE values a distinctive student experience that supports individual progression and success

Students are supported through flexible learning opportunities that value their prior knowledge, skills and life experiences; recognise their achievements throughout their learning journey; and enable them to be UNE students for life.



UNE is a leader in place-based education

Learning and teaching experiences are designed and delivered using a team-centric approach, informed by place and research, built in accordance with the principles of experiential learning and guided by a universal design for learning approach.



UNE collaborates with partners

Our curriculum is co-created, founded on community engagement and an openness to internal and external partnerships.



UNE is engaged with a digitally connected world

Digital tools, systems and practices are embedded in everything we do to ensure the delivery of digital-first higher education with impact and enable flexible and customised student participation in learning.



UNE drives achievement through authentic, progressive and fair assessment

An innovative, institutional assessment framework supports staff to draw upon their disciplinary knowledge, skills and expertise to deliver different modes of assessment for an outstanding student experience.



UNE provides learning that is informed by evidence and supported by quality processes

We use data and learning analytics to make rapid and effective interventions in our teaching, learning and support activities to improve student learning and experience.



UNE fosters lifelong learning

Students' learning experiences enable the transfer of knowledge, skills, attitudes and values across disciplinary boundaries within and beyond the University, and throughout life.



UNE has a culture of recognition and continuous improvement

A university culture that is committed to continuous improvement in our practices and values, and recognises, promotes and rewards high-quality teaching and the scholarship of teaching and learning.



UNE values and provides learning informed by indigenous knowledges

Our Indigenous Education Strategy informs our curriculum development and delivery.

3. Our graduates

UNE graduates are highly skilled life long learners, able to contribute positively to their communities, transfer their skills and knowledge to meet emerging challenges. They are ready to thrive and shape the workforce of the future. The UNE Graduate is:

- literate across multiple domains of expertise that join disciplinary knowledge with a range of transferable skills;
- a self-determined life-long learner with problem solving, critical and reflective thinking skills at their core;
- resilient and able to overcome obstacles to success;
- questioning and curious with a positive appetite for opportunity and challenge; and
- contributing and sensitive to community, global citizenship and the benefits of shared endeavour in an ever-changing world.

4. The four quadrants of the UNE Learning and Teaching Plan



1. Student Experience

UNE's student experience allows graduates to translate their skills, knowledge and values across a wide range of contexts and prepare them as leaders in a future where physical and digital worlds are intertwined. UNE offers a diverse contemporary experience with choice in place, pace and mode of study, sensitive to the learner and their personal context.



3. Place-based Education and Partnerships

UNE's placed-based local to global education engages students with flexible and personalised learning that is structured around their working lives and is designed to enhance student participation and success. UNE partners to deliver short courses and stackable credentials that articulate into formal qualifications. The UNE approach encourages participation in a transformative educational experience, through co-designed educational partnerships that connect individual practice, knowledge and skills with industry and society.

A learning and teaching experience that is:

Connected
Informed
Flexible
Adaptive



2. A Connected Curriculum

UNE's curriculum brings the best of teaching and research into a single space. Intentional scaffolding supports self-determined learning and ensures all UNE students learn to critically understand and help solve the complex issues facing our world. As a continually evolving digitally-enabled and student-centred learning experience, the UNE curriculum empowers students to succeed in the diversity of changing future careers.



4. Scholarship, Recognition and Reward

UNE acknowledges the vital relationship between teaching, learning and academic development. Enhancing staff capability forms a key part of the successful implementation of the UNE Learning and Teaching Plan. UNE's commitment to educational quality in all forms is reflected in the significant emphasis placed on the valuing, recognition and reward of excellence in the scholarship of teaching and learning.

5. Delivering success

5.1. The Student Experience

5.1.1. Learner centred flexibility	<ul style="list-style-type: none">• Students can customise the pace and mode of study within discipline and accreditation requirements.• UNE engages with our students throughout their lifelong learning journey to meet their changing needs.
5.1.2. Digital excellence	<ul style="list-style-type: none">• Students experience a world-leading curriculum, with a digitally focused learning experience, and engaging and interactive learning and teaching.• World-class technologies create seamless learning and teaching ecosystem.• Students experience engaging, real world experiential learning in multiple modalities.
5.1.3. Authentic assessment and feedback	<ul style="list-style-type: none">• Students experience assessment that encourages learning, deepens understanding and fits around the learner.• Assessment is authentic, relevant, flexible, timely and includes constructive feedback.• Digital assessment is the primary modality - providing assurance and control for students wherever they may be located.• Students engage in peer review and evaluation to ensure shared ownership of learning.
5.1.4. Self-determined learning	<ul style="list-style-type: none">• Students make decisions about their learning, and feel empowered through growing self-efficacy, motivation, flexibility, and self-awareness.• Students develop learning capabilities through reflection and peer learning relationships.
5.1.5. Students as Partners	<ul style="list-style-type: none">• Dialogue between students and staff creates a culture of collaboration, co-design and participation, leading to a true partnership approach in the areas of learning design, evaluation, strategy and governance.

5.2. A Connected Curriculum

5.2.1. An adaptive curriculum that acknowledges the teaching-research nexus	<ul style="list-style-type: none">• Students experience a distinctive educational offering that supports and encourages them to explore differing disciplinary narratives and pathways.• Students access and apply the latest thinking, research and learning resources.
5.2.2. Indigenous knowledges are embedded in our curriculum	<ul style="list-style-type: none">• UNE's curriculum celebrates, highlights and draws on Australia's Indigenous peoples' heritages and contemporary cultures.

5.2.3. Active learning pedagogies	<ul style="list-style-type: none"> • UNE prioritises and supports the development of innovative, inclusive and pedagogically diverse on-campus and online educational practices that encourage students to be active participants in their own learning journeys.
5.2.4. Coherent and consistent	<ul style="list-style-type: none"> • Streamlined, coherent and consistent course structures provide easy to navigate pathways for students. • Common vertical units join student cohorts across study years to provide a rich, supported, peer assisted learning journey.
5.2.5. Learning Analytics inform and empower students and staff	<ul style="list-style-type: none"> • Students can locate and understand where they are on their learning journey. • Staff use data and analytics to enhance teaching. • Data dashboards help staff to identify challenges and manage student progression, with meaningful interventions that increase student success and progression.
5.2.6. Hybrid learning and teaching	<ul style="list-style-type: none"> • Our Future Learning Spaces and hybrid delivery model provide for an equitable educational experience that merges the boundary between virtual and physical teaching experiences. • Approaches to learning and teaching combine digital technologies with place-based education for maximum learning impact.
5.2.7. Critical thinking and design-based approaches	<ul style="list-style-type: none"> • Staff adopt a systematic critical thinking approach that encourages students to challenge and refine problems in iterative ways to reach innovative solutions. • Staff develop and support learners to make problem solving decisions through research, prototyping, and testing of skills.

5.3. Place-based Education and Partnerships

5.3.1. Leveraging the power of community and place	<ul style="list-style-type: none"> • UNE provides experiential education that personalises learning through connecting local contexts to local, national and global challenges. • UNE's learning and teaching models are learner centred and inquiry-based where the community becomes the classroom.
5.3.2. Twenty-first century skills	<ul style="list-style-type: none"> • Students gain real-world skills enhanced through experiential learning, combining theoretical knowledge with work integrated learning. • Entrepreneurial and enterprise capabilities are central themes within a range of curricula.
5.3.3. Currency of employability and workplace skills	<ul style="list-style-type: none"> • Students have opportunities to maintain the currency of their skills through a rich micro-credentialing ecosystem. • Course offerings are adaptable and rapidly respond to changing external trends in employability and the demands of industry.

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| 5.3.4. Partner of choice | <ul style="list-style-type: none">• UNE engages with communities, and links with industry, local and national government to create opportunities for growth and common enterprise in innovation and research.• UNE enriches its curriculum and culture through industry and local, national and international collaborations. |
| 5.3.5. Digital placemaking | <ul style="list-style-type: none">• UNE's hybrid campus provides an inspiring, connected, welcoming and safe hub that brings students, academic staff and partners together in a vibrant and compelling social learning space. |
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5.4. Scholarship, Reward and Recognition

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| 5.4.1. Inclusive Scholarly Environment | <ul style="list-style-type: none">• UNE has a clearly defined Academic Development and Scholarship Framework that promotes a dynamic, synergistic program of inquiry into teaching and learning and their outcomes, and their dissemination to a wider audience.• UNE supports staff in applying (inter)disciplinary expertise in course design and digitally enabled pedagogic practice, to provide authentic and scaffolded learning activities and assessment. |
| 5.4.2. Co-creation | <ul style="list-style-type: none">• Staff collaborate with students, professions and employers, to shape outstanding courses and educational experiences in a modern and vibrant community of learning.• Staff align scholarly activity with processes of course and unit design; review and continuous improvement; and programs for academic development.• Staff proactively and dialogically include student voices, and embed international, regional, intercultural and Indigenous perspectives and ways of knowing in the curriculum. |
| 5.4.3. Reflective practitioners | <ul style="list-style-type: none">• UNE promotes inquiry into ideas and problems and encourages development of creative solutions and practical ways of enhancing learning and teaching.• Staff and students are provided the space, time and tools to reflect on practice.• UNE enhances individual and collective understanding of the needs, aspirations, prior knowledge and experiences of our diverse cohorts such that we know 'who' our students are. |
| 5.4.4. Recognition and reward | <ul style="list-style-type: none">• Students and staff benefit from opportunities to network through communities of interest, disseminate ideas and knowledge, and generate evidence of performance for recognition and reward.• Staff excellence is recognised through education awards at local to national level.• Staff can access professional frameworks for accreditation and academic promotion pathways. |
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6. Looking ahead

UNE will be proud to be known for its commitment to student progression and success, staff well-being, and a shared academic enterprise that is transformative of place-based and global community contexts.



UNE Students will:

- Be recognised agents in transforming communities and workplaces.
- Be confident in transferring their skills across differing contexts.
- Remain lifelong learners and take advantage of the opportunities to enhance skills.



UNE Staff will:

- Be engaged in a dialogical relationship with the development of excellence in teaching and learning.
- Be innovative and confident designers of curricula.
- Be recognised and rewarded for their commitment to enhancing the profile of UNE as a world recognised educational force.



UNE Partners will:

- Value the quality, inclusivity, certainty and agility of UNE as a partner.
- Bring diversity and richness to UNE educational offerings.
- Support UNE in implementing positive change.

Learning and Teaching Framework

The following associated UNE strategies and plans should be read in conjunction with the UNE Learning and Teaching Plan 2023-2030:

- Future Fit UNE Strategy
 - Campus Renewal Strategy (in development)
 - Retention and Engagement Plan
 - UNE Assessment Framework
 - UNE Teaching and Learning Policy Suite
 - UNE Course Design Framework
 - Indigenous Education Strategy (in development)
 - UNE Graduate Attributes
- External reference points include:
- Higher Education Standards Framework
 - TEQSA Guidelines

7. Glossary

Assessment	Assessment is a key driver of the educational process and for students it is not simply the pathway to progression and completion but a significant determinant of what, when and how they Learn. At UNE, 'Assessment for Learning' is an approach that focuses on opportunities to develop students' ability to evaluate themselves, to make judgments about their own performance and improve upon their Learning outcomes. This approach forefronts the use of authentic assessment methods and guides the development of student skills through formative assessment and feedback with summative assessment used sparingly.
Authentic assessment	Authentic assessment focuses on students using and applying knowledge and skills in real life settings. While sometimes used interchangeably with alternative assessment, at UNE, authentic assessment will be the preferred term. Authentic assessments are advantageous to Learning as they can provide students with greater opportunities to demonstrate higher order and critical thinking skills.
Formative assessment	The variety of methods used to gather and interpret information about student Learning as Learning is taking place. This information can then be used by both educators and students to monitor current Learning and to adapt and adopt strategies to meet student Learning needs (AERO, 2021).
Summative assessment	Traditional assessment practices view summative assessment as being typically delivered at the end of Learning (e.g., end of a topic, content module or trimester) It is also known as assessment of Learning. At UNE, summative assessment will be reconceptualised as a formative tool through the provision of well designed, fit-for-purpose assessment tasks that will allow students to take feedback on their summative tasks and use this as feedforward for future tasks and Learning.
Digital-first	A strategic commitment to integrate digital tools, technologies and methodologies into all aspects of Teaching and Learning design, delivery and support to enhance student success and the student experience. The Digital-first commitment applies to on-campus, hyflex, place-based, and online modes of delivery.
Experiential learning	Experiential learning is an educational model that encourages students to cooperate and Learn from one another through direct experiences associated with real world problems (Kolb & Kolb, 2009). Experiential Learning can be used to support a personalised approach to Learning in a variety of campus-based, project-based, work-integrated and community contexts (Bartle, 2015).
Feedback	The variety of methods that allows students to make sense of information and use it to enhance their work or Learning strategies (Carless & Boud, 2018). Feedback is more than simply informing students of their strengths, weaknesses, and how to improve, but rather focuses on the student's role in sense-making and using feedback to improve their future work and performance (Carless & Boud, 2018).
Hybrid and Hyflex Learning	In hybrid mode students have online Learning opportunities and attend in-person synchronous classes. In hyflex mode students have the flexibility to attend sessions online or in-person, with both synchronous and asynchronous modes available (Gil et al., 2022).
Learning Analytics	Learning Analytics is the measurement, collection, analysis and reporting of data about Learners and their contexts, for purposes of understanding and optimising Learning and the environments in which it occurs (Siemens & Baker, 2012).

Peer Review and Peer Evaluation	Reciprocal processes whereby students produce feedback reviews on the work of peers and receive feedback reviews from peers on their own work (Nicol, et al., 2014). From a formative perspective, peer review and peer evaluation assist students in the sense-making processes that characterise feedback and can be used to improve future work and performance.
Place-based Education	At UNE, place-based education is a model designed to engage students through flexible and personalised learning that is structured around their working lives and puts local communities at the centre. It offers choice in place, pace and mode to complement and enhance self-determination, building stronger support for Indigenous and other disadvantaged groups.
Reflective practitioner	Someone with the ability to reflect on one's actions to take a critical stance or attitude towards one's own practice, through engagement in a process of continuous adaptation and learning (Schon, 1983). The reflective practitioner seeks to integrate previously learned information with the present experience to achieve future results. The process of reflection has two aspects: reflection in action - reflecting on behaviours as they occur, and reflection on action - reflecting on behaviours after the event (Schon, 1983).
Reflexive practice	Finding and using strategies to question one's own attitudes, thought processes, values, assumptions, prejudices, and habitual actions, to strive to understand our complex roles in relation to others. Through reflexive practice we recognise that we are active in shaping our surroundings and begin critically to take circumstances and relationships into consideration rather than merely reacting to them. By doing so, we help review and revise ethical ways of being and relating (Cunliffe 2009).
Scholarship of teaching and learning (SOTL)	The scholarship of teaching and learning represents a dynamic and synergistic program of inquiry into teaching, learning, assessment and their outcomes. As a core activity, SoTL can sustain excellence in teaching and advance student learning across diverse fields of education.

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