Education
Strategy

ACU
AUSTRALIAN CATHOLIC UNIVERSITY
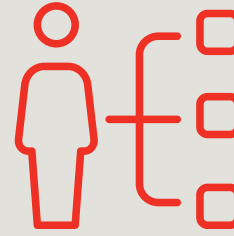
Target audience
of the Education Strategy

The ACU Education Strategy is for all staff of the University whether directly or indirectly involved in learning and teaching.

Aim
## of the Education Strategy

The ACU Education Strategy guides the student learning journey by ensuring excellent educational experiences that meet the needs of all students. The strategy will guide students on their pathways to University, optimise their opportunities for engagement and success during their time at University, and prepare them for future careers with an ability to demonstrate empathy towards others and contribute to the common good.
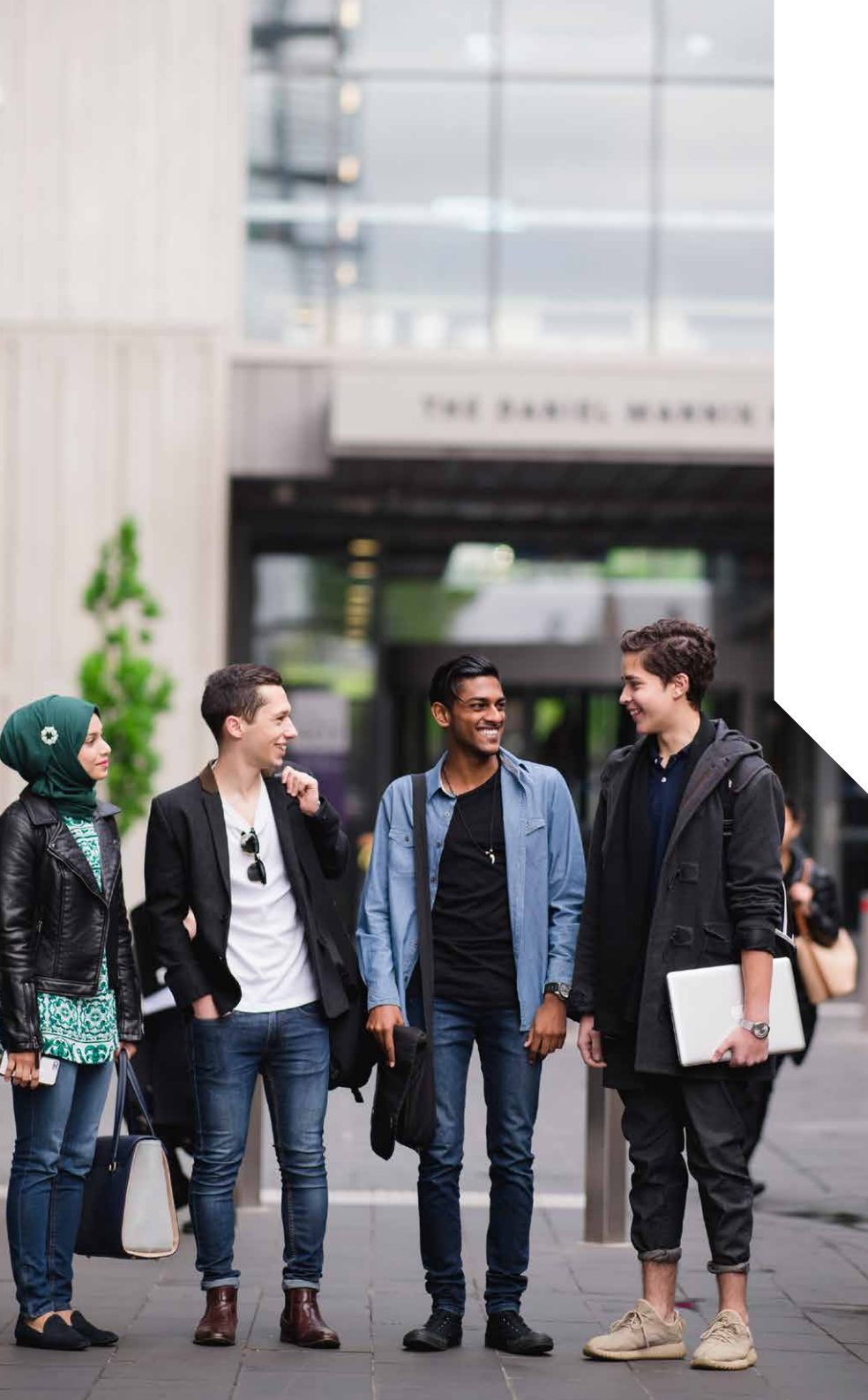
Vision

Staff and students at ACU are on transformative interconnected journeys. Our work is centred on students, and staff are also growing and learning as they educate students.

Our vision is for a shared journey, where each participant enhances and enriches the knowledge and experience of others. We work to build ethical communities both internally within the University and externally with our industry partners. Our industry partners inform the educational experience of our students, while our commitment to scholarly inquiry informs innovative practice in industry. Inherent in all our focus areas and central to our role as a leading Australian Catholic university is our Mission, our acknowledgment of diverse world views and our commitment to Aboriginal and Torres Strait Islander Peoples' success.
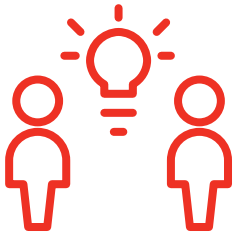
Objectives

Design and deliver a diverse portfolio of courses and programs, aligned with student needs and focussed on preparing students for a bright future

Deliver an engaging, technology-enriched and immersive student experience

Widen participation, outcomes and deeply embed Aboriginal and Torres Strait Islander perspectives into our curriculum

Deliver a high quality, student centric approach that ensures every student has the opportunity and support they need to succeed and graduate at ACU

Equip all our graduates to be knowledgeable, skilled and ethical, sensitive to injustice and motivated to work toward the common good and dignity of all people
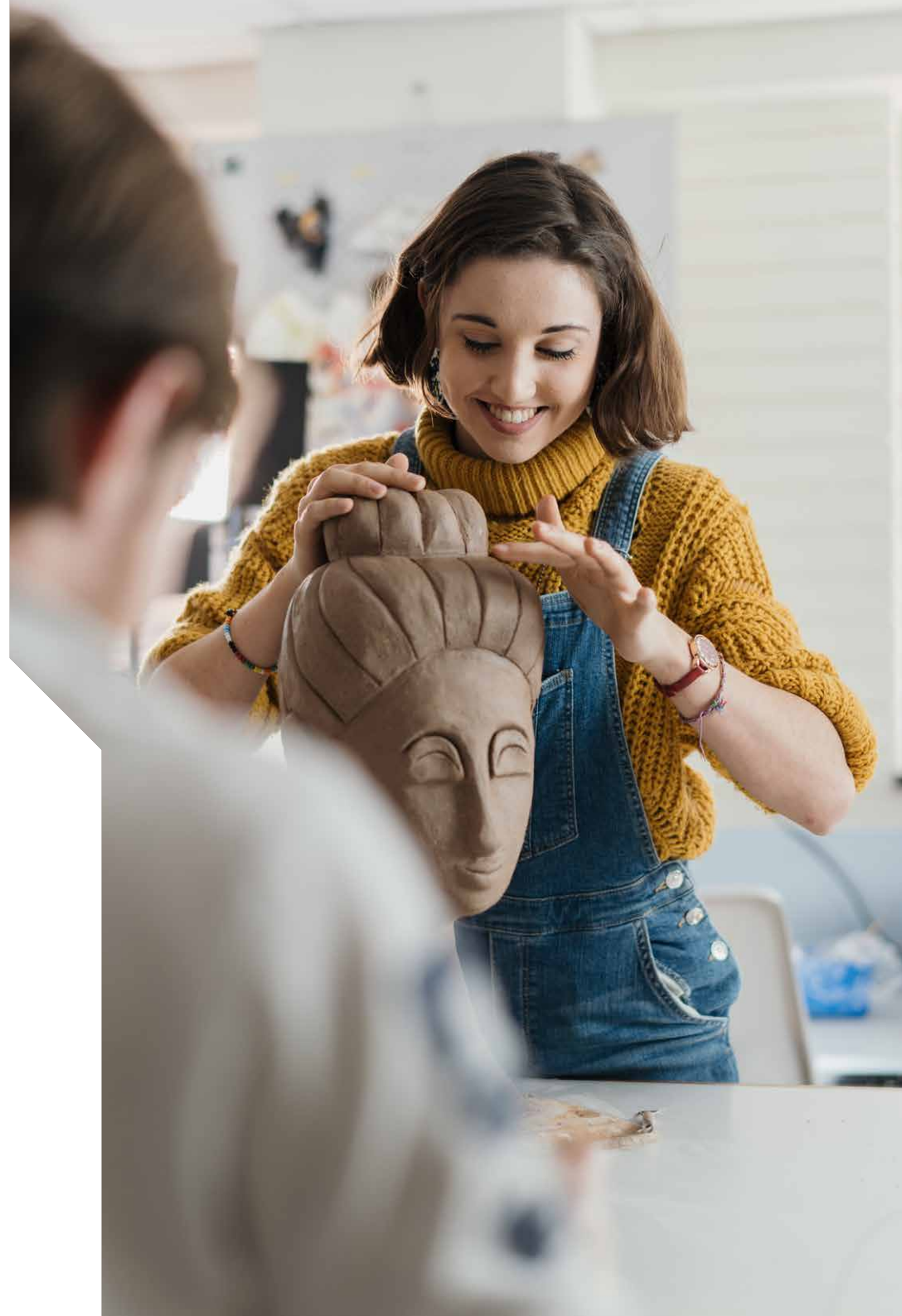
Pillars
of Education
Strategy

Pillar 1:
Student learning experience is central to success

Student experience is central to everything we do. We are inclusive and provide appropriate structures and opportunities that allow students to engage fully with our education offerings in order to achieve their ambitions.

We commit to:

- supporting diverse cohorts of students to transition to higher education through tailored pathways with multiple entry, participation and exit avenues

- broadening access and participation by offering flexible learning options to enhance student choice

- providing a personalised learning journey that is enhanced by holistic student support

- providing innovative and contemporary learning environments that enhance student engagement and success

- exploring technology affordances to refine opportunities for students while maintaining personalisation of messaging

- providing feedback that is individualised, informative and encourages students to reflect on their learning

- facilitating transition to a range of future employment prospects by providing students with opportunities to develop essential skills that enhance their competitiveness, employability and understanding of local and global citizenship

Indicators

Quality of education experience (QILT Student Experience Survey, undergraduate and postgraduate students)

Attrition, retention and success rates

Equity student access and participation

Graduates in employment (QILT Graduate Outcomes Survey for undergraduate students)

Proportion of students who undertake Community Engagement and/or Work Integrated Learning as part of their studies

Links to ACU Strategic Plan 2020 – 2023: KPI 2.2, 2.5

Pillar 2:
Engaging and enriching curricula create opportunities for success

Curriculum forms the primary mechanism through which students experience the University and the mechanism for assuring learning and achievement. Curriculum is the externally observable component of our education offering and must be visible and relevant to our industry and community partners, as well as our regulator and accrediting bodies.

We commit to:

- delivering distinctive, innovative, student-centred curricula that reflect our unique Mission and values

- establishing a course incubator that provides a mechanism for rapid course approval and testing of innovative approaches in course delivery

- utilising appropriate adult learning principles and transition pedagogy to develop discipline competence and to facilitate a commitment to lifelong professional and personal development

- partnering with students, industry and community to co-develop curricula which are fit for purpose and prepare students for a range of future employment opportunities

- embedding Aboriginal and Torres Strait Islander Knowings in curricula to prepare students to work interculturally with respect and competence

- embedding global perspectives in curricula to prepare students to work interculturally with respect and competence

- fostering opportunities for transdisciplinary, interdisciplinary and cross-disciplinary approaches to enable students to make a difference

- developing discipline competence and extending this through work integrated learning experiences

- providing opportunities in key areas including innovation, entrepreneurship and digital capability to develop skills and capabilities that are career and future focussed

Indicators

Proportion of curricula with Aboriginal and Torres Strait Islander Knowings and perspectives embedded

Proportion of curricula with global perspectives embedded

Number of transdisciplinary, interdisciplinary and cross-disciplinary opportunities available to students

Proportion of disciplines with Industry Advisory Groups

Links to ACU Strategic Plan 2020 – 2023: KPI 2.1, 2.4, 2.5, 2.8

Pillar 3:
Evidence-based teaching directly contributes to the student learning experience

Excellent curricula are informed by disciplinary research, scholarship of learning and teaching and utilise evidence-based teaching and assessment practices. We use external standards and frameworks (e.g. Higher Education Standards Framework, Advance HE Professional Standards Framework) to benchmark and evaluate our practice and to guide further enhancements.

We commit to:

- implementing evidence-based, quality teaching practices with a particular focus on active learning and engaging learning experiences

- assessing with authentic tasks that are aligned to practice and skills in the real world

- enriching our teaching and assessment practices with appropriate use of technology

- building staff capabilities in teaching and assessment practices including technology enhancement and digital literacy

- providing a responsive digital learning ecosystem that includes appropriate tools

- supporting student choice and engagement through the provision of physical and digital learning environments that facilitate a variety of delivery modes

- ensuring physical and digital learning environments are student-centred, safe, inclusive and culturally respectful

Indicators

Quality of education experience (QILT Student Experience Survey, undergraduate and postgraduate students)

Quality of unit administration and of teaching (SELT)

Proportion of teaching staff participating in professional learning related to evidence-based teaching and to digital enhancement of teaching

Links to ACU Strategic Plan 2020 – 2023: KPI 2.2, 2.5, 6.7

Pillar 4:
Staff professional learning supports scholarly teaching and scholarship of learning and teaching

A scholarly approach to learning and teaching supports the first, second and third pillars. This pillar recognises the importance of the expertise of our staff and their commitment to maintaining currency in their field/discipline.

We commit to:

- ensuring that teaching staff have current knowledge of their disciplines through continuing scholarship, engagement with industry, research and/or currency of practice

- ensuring that our curriculum is enriched by contemporary knowledge, is informed by research and embodies active learning

- exploring and evaluating innovative approaches in andragogy, flexible teaching approaches, curricula, policies, technologies and learning spaces

- fostering an institutional culture that promotes research-informed learning and teaching

- supporting continuing, fixed-term and sessional academic and professional staff with teaching or teaching-related responsibilities through consultancy, training and professional learning

- creating professional learning communities to explore and support evidence-based learning and teaching

- valuing, recognising and rewarding staff for their contribution to the learning experience of our students

- valuing, recognising and rewarding staff for their achievements in disseminating best practice, knowledge and innovation in quality learning and teaching

Indicators

Proportion of teaching staff participating in professional learning programs

Number of applications for internal teaching grants, citations and awards

Number of applications for external teaching citations and awards

Number of Advance Higher Education fellows

Number of Scholarship of Teaching and Learning publications

Links to ACU Strategic Plan 2020 – 2023: KPI 2.5, 4.1, 4.3, 4.5, 4.6

EDUCATION STRATEGY

ADELAIDE

BALLARAT

BLACKTOWN

BRISBANE

CANBERRA

MELBOURNE

NORTH SYDNEY

STRATHFIELD

ROME

CRICOS registered provider: 00004G

ACU is committed to sustainability. This guide is printed on paper sourced from PEFC-certified, sustainably managed forests.

Disclaimer (September 2020): Information correct at time of printing. The University reserves the right to amend, cancel or otherwise modify the content without notice.

ACU
AUSTRALIAN CATHOLIC UNIVERSITY