



# LEARNING & TEACHING PLAN 2012-2014

Approved by Academic Board 30 March 2012

## INTRODUCTION

Charles Darwin University fulfils a unique role in Australian tertiary education. As the major tertiary education institution in Northern Australia, the University is expected to support local and regional workforce, personal, social, industry and government aspirations across a wide range of disciplines. However, the University also attracts students beyond its geographical locale, and so must ensure a wider relevance throughout Australia and abroad – particularly into South East Asia.

The students CDU serves come from a wide range of situations, from urban to remote, full time to part time working students, school leavers to mature age, technology rich to technology-disadvantaged, from Indigenous, non-Indigenous and international backgrounds. They demand education and training of the highest quality that is readily accessible, culturally-sensitive, relevant and with which they can engage flexibly. The University needs to effectively leverage its strengths as a multi-sector institution providing education and training in multiple locations and via a range of modalities and technologies. Central to this is an emphasis on understanding students' diverse learning needs, and engaging in professional approaches to teaching at the highest standard.

This *Learning and Teaching Plan* sets out specific objectives, actions and responsibilities for activities to be undertaken in fulfilment of the *CDU Strategic Plan 2010-2014*. In most cases, the Objectives and Actions will require their own project plans providing more detailed measures.

This Plan should be read in conjunction with the University's *Research and Research Training Plan*, *OPVC Indigenous Leadership Plan*, Faculty plans and divisional support plans. It also seeks to ensure that the University will fully comply with the requirements of the Tertiary Education Quality and Standards Agency (TEQSA) and the Australian Skills Quality Authority (ASQA).

## REPORTING AND REVIEW

Reports of progress against this *Learning and Teaching Plan* will be prepared by the Pro Vice-Chancellor Academic and submitted to the last meeting of Academic Board each year. The plan will undergo its first review in late 2012. Once the learning and teaching performance indicators discussed in Objective 1.1 are developed they will be used to set more specific measures throughout this Plan.

**SUMMARY**

<b>1. Enhancing the Quality of Learning &amp; Teaching</b>	<ul style="list-style-type: none"> <li>1.1 To develop and implement CDU learning and teaching policies, standards and KPI.</li> <li>1.2 To identify, through research and benchmarking, and to promote best practices in teaching.</li> <li>1.3 To enhance academic planning and profile management.</li> <li>1.4 To revise the HE Quality Management System (including CARP).</li> <li>1.5 To revise the VET Quality Management System (including managing Scope of Registration).</li> <li>1.6 To optimise and maximise use of learning &amp; teaching survey data.</li> <li>1.7 To further advance CDU as a culturally safe and inclusive university for Indigenous students.</li> <li>1.8 To ensure compliance with TEQSA threshold standards and regulations</li> </ul>
<b>2. Enhancing the Student Experience</b>	<ul style="list-style-type: none"> <li>2.1 To improve students' on-campus experience (with a focus on the academic dimensions).</li> <li>2.2 To create and implement best practice teaching space designs.</li> <li>2.3 To improve students' on-line experience.</li> <li>2.4 To ensure all students have appropriate English language competency to undertake their courses.</li> <li>2.5 To improve student retention rates, access and outcomes, particularly for students from an LSES background.</li> <li>2.6 To increase opportunities for VET students to articulate into HE courses.</li> <li>2.7 To strengthen student uptake of Graduate Attributes through Work Integrated Learning opportunities and ePortfolios.</li> </ul>
<b>3. Strengthening the Teaching-Research Nexus</b>	<ul style="list-style-type: none"> <li>3.1 To ensure teaching is informed by research and scholarship in at least three broad fields of study.</li> <li>3.2 To provide pathways for students into research courses.</li> </ul>
<b>4. Improving Learnline</b>	<ul style="list-style-type: none"> <li>4.1 To develop an inclusive approach to Learnline management to achieve a shared understanding of, and commitment to, Learnline.</li> <li>4.2 To ensure staff are equipped and qualified to operate Learnline.</li> <li>4.3 To increase Learnline capacity to facilitate enhanced learner engagement.</li> <li>4.4 To increase Learnline opportunities for VET delivery.</li> <li>4.5 To increase Learnline sites and site availability.</li> <li>4.6 To increase public confidence in Learnline.</li> <li>4.7 To maintain a stable and effective learning technology environment.</li> <li>4.8 To expand CDU's capacity to produce or acquire high quality digital learning resources.</li> </ul>
<b>5. Learning and Expanding through Educational Collaborations.</b>	<ul style="list-style-type: none"> <li>5.1 To expand CDU offerings and grow enrolments through partnerships with other educational providers nationally and internationally.</li> <li>5.2 To expand CDU offerings and grow enrolments through franchising CDU courses.</li> <li>5.3 To engage in a dynamic and collaborative relationship with NTPFES for the purposes of providing credentialed professional development opportunities for the tri-service and associated markets.</li> <li>5.4 To, in collaboration with Indigenous stakeholders, develop and implement a framework for the mutual recognition of higher education between two cultures.</li> <li>5.5 To ensure appropriate risk management and quality assurance of educational collaborations.</li> <li>5.6 To review the relationship between CDU and OUA.</li> </ul>

**2012-2014 OBJECTIVES****Table 1. Enhancing the Quality of Learning & Teaching**

#	Objective	Actions	Timing	Executive Responsibility	Result	
1.1	To develop and implement CDU learning and teaching policies, standards and KPI.	(a) Establish teaching standards for probation, promotion and professional development purposes.	End 2012	PVCA	<ul style="list-style-type: none"> <li>• A L&amp;T dashboard for governance and planning purposes.</li> <li>• Improved results in SELTS, MyCEQ, CEQ and ISB scores.</li> </ul>	
		(b) Develop a suite of nationally and internationally benchmarked learning and teaching performance indicators, drawing upon internal best practices, advice from professional bodies (such as ACODE, ASCILITE, CADAD, HERDSA, AAIR) and integrated with Strategic Plan reporting and Commonwealth Government reporting requirements.	Mid 2012	PVCA		
		(c) Design and disseminate a suite of best practice learning and teaching principles and practices (such as authentic learning, active learning, problem-based learning, outcomes-based assessment) for a range of modalities and learning technologies.	End 2012	PVCA		
		(d) Develop a comprehensive and integrated framework of learning & teaching policies.	Mid 2012	CAB PVCA		• Clarity for academic decision-making.
		(e) Close all major policy gaps with regards to learning and teaching at CDU.	End 2013	CAB PVCA		• Academic risks managed.
		(f) Review and revise the University's assessment and moderation policies and processes.	End 2012	CAB PVCA		
		(g) Monitor Schools' interpretations of EA workload guidelines and share strategies for teaching workload management.	End 2012	PVCSP		• Strategies for teaching workload management formalised.
1.2	To identify, through research and benchmarking, and to promote best practices in teaching.	(a) Provide professional development opportunities in accordance with research-informed and internationally recognised teaching standards, principles and indicators.	Ongoing	PVCA	<ul style="list-style-type: none"> <li>• Increased participation in PD courses.</li> <li>• Increased staff satisfaction with PD courses.</li> </ul>	
		(b) Re-establish annual Learning & Teaching Week to showcase and celebrate best practices.	End 2012	PVCA		

#	Objective	Actions	Timing	Executive Responsibility	Result
		(c) Revitalise the Graduate Certificate in Teaching & Learning (Higher Education)	2012	PVCA PVCLEBA	<ul style="list-style-type: none"> <li>• Increase GCTL(HE) enrolments.</li> </ul>
		(d) Introduce a Diploma-level qualification for VET training.	Mid 2012	PVCVET	<ul style="list-style-type: none"> <li>• Commence and grow DipVET (or similar) enrolments.</li> </ul>
		(e) Increase number of citation, award applications and DIISRTE OLT grants, and draw upon the expertise of citations and award winners to promote best teaching practices.	Ongoing	PVCA	<ul style="list-style-type: none"> <li>• Increase number of external award and grant applications and success rates.</li> </ul>
		(f) Strengthen the value and status of good teaching by revitalising internal awards for excellence in teaching.	2013	PVCA Dir SSP	<ul style="list-style-type: none"> <li>• Increase number of applicants for internal awards.</li> </ul>
1.3	To enhance Academic Planning and Profile management and associate staffing requirements.	(a) Review the HE Academic Profile to ensure a high quality, relevant and financially viable suite of offerings aligned to Commonwealth funding arrangements, with Admission standards that are commensurate with appropriate sector benchmarks.	Mid 2012	DVC	<ul style="list-style-type: none"> <li>• A relevant, high quality and financially viable suite of courses.</li> <li>• Admission criteria rated as Low risk by TEQSA.</li> </ul>
		(b) Ensure that the University's course offerings meet the current needs to industries and employers by strengthening mechanisms for seeking stakeholder input, such as Course Advisory Groups (CAGs) or similar mechanism.	All Degree Courses have active CAGs by 2013	PVCHSE PVCVET PVCLEBA PVCIL	<ul style="list-style-type: none"> <li>• Increase in Employer satisfaction with CDU courses and graduates.</li> </ul>
		(c) Ensure that the University is responsive to the impact of its HE courses via graduates in the workplace through Employer surveys (VET already has an Employer Survey).	By end 2013	PVCA PVCSP	
		(d) Establish a working party to explore expanding Summer Semester opportunities for students, including consideration of challenges, benchmark practices and alternative growth strategies.	2012	PVCA	<ul style="list-style-type: none"> <li>• Growth in summer semester enrolments.</li> </ul>
		(e) Establish a planning and review process for current and potential HE offerings at the Alice Springs Campus.	2012	DVC	<ul style="list-style-type: none"> <li>• Growth in Alice Springs HE enrolments.</li> </ul>

#	Objective	Actions	Timing	Executive Responsibility	Result
		(f) Review the academic staffing profile and develop appropriate recruitment and staff development strategies to ensure sufficient numbers of senior staff per field of education, adequate staff to student ratios in fields of education; and qualifications at least one AQF level above that of the highest course in which they teach.	2012	DVC PVCSP EDCS	<ul style="list-style-type: none"> <li>Students benefit from appropriate staffing profile.</li> <li>CDU rated as Low risk in these areas by TEQSA.</li> </ul>
1.4	To ensure the HE Quality Management System (including CARP) effectively supports learning and teaching.	(a) Establish new unit and course accreditation and review policy and process, emphasising professional approaches to teaching and complying with TEQSA's Provider Course Accreditation Standards.	New CARP process in place for the start of the R&P stage for 2014 offerings.	PVCA	<ul style="list-style-type: none"> <li>Accreditation conducted in a timely manner.</li> <li>Accreditation and review regarded by academic staff as the primary academic quality assurance and continuous improvement processes.</li> <li>All courses compliant with TEQSA Threshold Standards (incl. AQF).</li> <li>All HE course materials managed in a single repository.</li> </ul>
		(b) Establish Annual Course Reports, including appropriate trends and benchmarks.	End 2012	PVCA PVCSP	
		(c) Establish Annual Peer Unit Reviews.	End 2012	PVCA PVCSP	
		(d) Design and implement new electronic management system for HE QMS.	2013	PVCA PVCSP	
1.5	To ensure the VET Quality Management System (including managing Scope of Registration) effectively supports learning and training.	(a) Revise new CARP-type process for VET, emphasising professional approaches to training and ensuring compliance with ASQA Standards and integrating VET QA with the University's Academic Governance processes;	End 2012	PVCVET PVCA CAB	<ul style="list-style-type: none"> <li>Changes to Scope of Registration managed in a timely and efficient manner.</li> <li>Address relevant VET audit issues.</li> <li>All VET course materials managed through a single repository.</li> </ul>
		(b) Design and implement new electronic management system for VET QMS.	2013	PVCA	
1.6	To optimise and maximise use of learning	(a) Establish LTC oversight of surveys to ensure optimal academic engagement with the survey information.	March 2012	PVCA	<ul style="list-style-type: none"> <li>Improved utilisation of</li> </ul>

#	Objective	Actions	Timing	Executive Responsibility	Result
	& teaching survey data.	(b) Review SELTS (Unit and Teaching) to improve relevance, efficiency and quality of reporting.	In time for Semester 2, 2012 deployment.	PVCA	teaching evaluation surveys. <ul style="list-style-type: none"> <li>• Decrease in <i>ad hoc</i> surveys and associated risks.</li> <li>• Increased survey response rates.</li> </ul>
		(c) Introduce University Experience Survey (UES) as required by the Commonwealth Government.	As directed by DIISRTE	PVCSP PVCA	
		(d) Explore utilisation of social media for the collection of evaluative information from students.	Report in 2013	PVCSP PVCA	
		(e) Revitalise response reporting to increase usefulness.	2012	PVCSP PVCA	
1.7	To further advance CDU as a culturally safe and inclusive university for Indigenous students.	(a) Develop an Indigenous Learning & Teaching Quality Framework.	2013	PVCIL PVCA	<ul style="list-style-type: none"> <li>• Increase retention and success of Indigenous students.</li> </ul>
1.8	To ensure compliance with TEQSA threshold standards and regulations.	(b) Provide training for academic staff on the new TEQSA course standards (i.e. based on AQF) and review current courses for compliance and for new opportunities that the standards enable.	Mid 2012	PVCA CAB	<ul style="list-style-type: none"> <li>• CDU assessed as low risk (of not complying with Threshold Standards) by TEQSA.</li> <li>• Full compliance with AQF demonstrable by the end of 2014.</li> </ul>
		(c) Establish CDU policy on levels of study.	End 2012	PVCA	
		(d) Integrate threshold standards into CARP processes and academic policies.	2012	PVCA	
		(e) Conduct internal review of progress against AUQA 2011 Audit Report.	August 2012	PVCA	
		(f) Conduct an assessment against TEQSA Regulatory Risk Framework to determine potential risk issues for CDU.	By end 2012	PVCA	
		(g) Conduct an overall compliance assessment against TEQSA threshold standards.			

**Table 2. Enhancing the Student Experience**

#	Objective	Actions	Timing	Executive Responsibility	Outcomes
2.1	To improve students' on-campus experience (with a focus on the academic dimensions).	(a) Undertake an analysis of student views regarding the on-campus experience (e.g. satisfaction with classrooms; face to face teaching; campus-based activities; accommodation & catering) to identify key issues and opportunities for improvement.	2012	PVCA	<ul style="list-style-type: none"> <li>Improvements in the relevant items on standard indicators (SELTS, MyCEQ, CEQ, FYE, AUSSE, ISB and Learner Questionnaire).</li> <li>Improved positioning in public ranking schemes.</li> </ul>
		(b) Ensure that teaching practices take into consideration the needs of learners engaging with the unit via a range of modalities and technologies.	Ongoing	PVCA	
		(c) Provide increased opportunities for potential students to participate in activities on CDU campuses.	Ongoing	PVCVET PVCLEBA PVCEHSE PVCA EDCS Dir. MACE	
2.2	To create and implement best practice teaching space designs.	(a) Create standardised flexible teaching space designs prioritising small flat, large flat and tiered rooms. Designs to accommodate flexible modalities of learner engagement.	March 2012	PVCA	<ul style="list-style-type: none"> <li>Improved internal and online student satisfaction with teaching spaces (using relevant items on standard surveys).</li> <li>Provision of informed guidelines on utilisation of different technologies for teaching purposes.</li> </ul>
		(b) Implement designs throughout centrally managed teaching spaces (e.g. Red 6).	2012	EDFAS	
		(c) Develop mechanisms for collaboratively researching and testing new hardware technologies and operating systems (e.g. notebooks, tablets, clickers) to determine optimal utilisation for teaching purposes.	2012-3	PVCA	
2.3	To improve students' on-line academic learning experience.	(a) Establish rules and guidelines for ensuring online learning resources are of appropriate quality, size, format and accessibility.	End 2012	PVCA	<ul style="list-style-type: none"> <li>Reduction in number of student complaints about accessibility and quality of Learnline sites and learning content.</li> </ul>



		(b) Improve Learnline site quality control criteria through LSG, and devolve checking responsibility to Schools, with OLT maintaining an audit role.	2012-3	PVCA	<ul style="list-style-type: none"> <li>Learnline unit standard production timelines met by Schools: 90% by 2013; 95% by 2014.</li> </ul>
		(c) Acquire and utilise Bb Analytics to develop a better understanding of the patterns and efficacy of student utilisation of Learnline.	2014	PVCA	<ul style="list-style-type: none"> <li>New information available to assist with improvements to curriculum design.</li> </ul>
2.4	To ensure all students have appropriate English language competency to undertake their courses.	(a) Ensure appropriate English language competency criteria, and associated testing or evidentiary processes, are in place for all cohorts of students.	2013	PVCA	<ul style="list-style-type: none"> <li>All students meet established English language criteria.</li> </ul>
2.5	To improve student retention rates, access and outcomes, particularly for students from an LSES background.	(a) Conduct research to better understand the patterns and reasons for student attrition (complete and partial) and retention, with a view to improving the quality, accessibility and relevance of the learning experience for students generally and for students from an LSES background in particular.	2012	PVCSP PVCA	<ul style="list-style-type: none"> <li>Increase overall student retention by 5% per annum for three years.</li> <li>Achieve Compact LSES participation targets of 13.89% in 2012; 14.29% in 2013; and 14.89% in 2014.</li> </ul>
		(b) Develop and implement unit delivery strategies that respond to the needs identified from research on retention and attrition.	2012	PVCA PVCLEBA PVCEHSE	
		(c) Develop and implement student support services that respond to the needs identified from research on retention.	Ongoing	EDCS	
2.6	To increase opportunities for VET students to articulate into HE courses.	(a) Develop specific articulation pathways from VET to HE and vice-versa.	2012	PVCA	<ul style="list-style-type: none"> <li>Increased numbers of VET students articulating into HE courses.</li> </ul>
		(b) Develop collaborative VET-HE courses.	First dual qualification by 2013.	PVCVET PVCLEBA PVCEHSE	
2.7	To strengthen student uptake of Graduate Attributes through Work Integrated Learning opportunities and ePortfolios.	(a) Integrate various WIL processes under a single WIL framework.	2012	PVCA	<ul style="list-style-type: none"> <li>Measurable achievement of various Graduate Attributes.</li> <li>Improved employer satisfaction ratings.</li> <li>Improved graduate</li> </ul>
		(b) Develop web portals in partnership with IRU and Chamber of Commerce.	2012	PVCA	
		(c) Develop WIL Special Unit electives, particularly for use in courses that do not have formally established placements/practicum components.	2012	PVCA	



	(d) Develop Non-credit WIL opportunities, particularly with a focus on community engagement, service and leadership.	2013	PVCA	satisfaction ratings. • Increased Graduate employment.
	(e) Develop policy and guidelines for the use of ePortfolios in CDU courses as a means of facilitating greater student ownership of, and investment in, the totality of their learning activities and experiences.	2013	PVCA	

**Table 3. Strengthening the Teaching-Research Nexus**

#	Objective	Actions	Timing	Executive Responsibility	Outcomes
3.1	To ensure teaching is informed by research and scholarship in at least three broad fields of study (ASCED).	(a) Using teaching research grants and internal teaching seminars, strengthen and build clear understandings for learning based on various types of research evidence: notions of inquiry; how disciplinary knowledges inform professional contexts; and particularly the importance of place-based research within local and global contexts.	First grants awarded in 2013	PVCA	<ul style="list-style-type: none"> <li>• Improved student satisfaction with curriculum and teaching.</li> <li>• Improved staff satisfaction with the academic environment.</li> <li>• Compliance with TEQSA’s Provider Category standards</li> </ul>
		(b) Demonstrate, through the revised CARP process, how curriculum design and content is sustainably informed by research undertaken by CDU staff.	2013	PVCA	
		(c) Promote the scholarship and research of learning and teaching practices as a core component of academic work through professional development opportunities, promotion criteria and workload allocation models.	2013	PVCEHSE PVCLEBA PVCIL PVCA	
3.2	To provide pathways for students into research courses.	(a) Promote research skills within all undergraduate courses.	2013	PVCEHSE PVCLEBA PVCIL	<ul style="list-style-type: none"> <li>• All Bachelor courses include formal research training.</li> <li>• Increase in HDR enrolments.</li> </ul>
		(b) Provide articulation arrangements from VET and undergraduate courses into to higher degree by research opportunities.	2014	PVCEHSE PVCLEBA PVCIL PVCVET	

**Table 4. Improving Learnline**

#	Objective	Actions	Timing	Executive Responsibility	Outcomes
4.1	To develop an inclusive approach to Learnline management to achieve a shared understanding of, and commitment to, Learnline.	(a) Establish Learnline Steering Group comprising representation from Learnline users, providers and support.	Start 2012	PVCA	<ul style="list-style-type: none"> <li>Improved staff satisfaction with Learnline.</li> <li>Risks (to students and CDU) of non-compliant learning technologies effectively managed.</li> </ul>
		(b) Develop suite of Learnline strategic and operational policies, commencing with a statement on minimum access requirements that clarifies the position of Learnline with respect to CDU's various student cohorts and modalities.	2012	PVCA	
		(c) Establish criteria and develop a process that comprehensively assesses learning technologies for formal implementation; and audit in-use learning technologies for compliance with established criteria.	End 2012	PVCA	
4.2	To ensure staff are confident and competent to operate Learnline.	(a) Establish a dedicated Learnline Training Facility.	End 2012	PVCA	<ul style="list-style-type: none"> <li>First PD and testing activities occurring by end 2012.</li> <li>100% academic staff to be Learnline certified by end 2014 (80% by end 2013)</li> <li>All academic staff using Collaborate to be certified by end 2013.</li> <li>Enhanced ability to report compliance with qualification targets.</li> <li>Improved staff and student satisfaction with Learnline Support.</li> </ul>
		(b) Promote in-house certified training for Learnline to ensure students receive a professional teaching experience.	2012	PVCA	
		(c) Introduce in-house certified training for Collaborate to ensure students receive a professional teaching experience.	2012	PVCA	
		(d) Establish a capacity to record and monitor staff uptake and maintenance of teaching qualifications and professional development.	2012	EDCS	
		(e) Provide <i>in situ</i> training and support for academic staff regarding Learnline site development and utilisation, taking into consideration staff member's teaching mode requirements, IT contexts and teaching environments.	Commencing in 2012; then ongoing	PVCA	

#	Objective	Actions	Timing	Executive Responsibility	Outcomes
		(f) Conduct dedicated awareness-raising and training sessions for VET staff about Learnline possibilities for VET delivery, incorporating best practices from the Australian Flexible Learning Framework.	Commencing in 2012; then ongoing	PVCA	<ul style="list-style-type: none"> <li>Increased utilisation of Learnline by VET staff.</li> </ul>
4.3	To increase Learnline capacity to facilitate enhanced learner engagement.	(a) Transfer from Wimba to Collaborate as the online classroom technology in order to achieve greater stability and functionality.	S1, 2012	PVCA	<ul style="list-style-type: none"> <li>Improved staff and student satisfaction with Learnline.</li> </ul>
		(b) Implement Learnline Mobile to provide engagement options tailored to students' choices of personal technology.	2012	PVCA	<ul style="list-style-type: none"> <li>&gt;50% HE and VET students accessing Learnline Mobile by end 2013</li> </ul>
		(c) Review text matching system (currently SafeAssign) and associated policies and guidelines to ensure that assignment submission processing is timely, and text-matching reports are value-adding are appropriately interpreted by staff and students.	End 2013	PVCA	<ul style="list-style-type: none"> <li>Improved staff satisfaction with Learnline.</li> <li>Improve assignment submission processing speed.</li> </ul>
4.4	To increase Learnline sites and site availability.	(a) Finalise the development of Stage 1 Learnline Templates (including unit outline, contacts and content) for HE and VET. Stage 1 templates are required for all HE units and VET courses irrespective of their mode of delivery.	Mid 2012	PVCA	<ul style="list-style-type: none"> <li>Improved consistency between accreditation/ registration documents and Learnline resources</li> <li>Improved accessibility for students to educational and training offerings</li> </ul>
		(b) Finalise the development of Stage 2 "Fleximode" Templates (including learning activities, collaboration tools, other assessment items, and range of engagement methods) for HE and VET. Stage 2 templates are required for all HE units and VET courses that are "Learnline reliant".	End 2013	PVCA	
		(c) Ensure all HE units and VET courses have a Learnline Stage 1 template complete and online.	End 2013	PVCLEBA PVCEHSE PVCIL PVCVET	

#	Objective	Actions	Timing	Executive Responsibility	Outcomes
		(d) Achieve completion of 80% HE unit Stage 2 templates progressively over 3 year period.	2012-2014	PVCLEBA PVCEHSE PVCIL	
		(e) Achieve completion of 50% VET unit Stage 2 templates progressively over 3 year period.	2012-2014	PVCVET	
4.5	To increase public confidence in Learnline.	(a) Conduct a feasibility study into making Stage 1 Learnline unit sites (and the Stage 1 components of Stage 2 sites), or copies thereof, permanently available to the public.	July 2012	PVCA	<ul style="list-style-type: none"> <li>Greater public transparency of educational and training offerings.</li> </ul>
		(b) Develop Open Learnline Skills Development Unit (a not-for-credit, generic skills Learnline unit that is open to the public).	SS 2012	PVCA	<ul style="list-style-type: none"> <li>Improved student Learnline capabilities prior to formal enrolment.</li> </ul>
		(c) Deploy Learnline in Schools (Kormilda and Centralian Colleges).	2012-2014	PVCA	
4.6	To maintain a stable and effective learning technology environment.	(a) Maintain positive relationship with Managed Hosting, underpinned by a detailed Contract and Communications Protocol.	Ongoing	PVCA	<ul style="list-style-type: none"> <li>Increase in student and staff satisfaction with Learnline.</li> </ul>
		(b) Develop a Business Continuity Plan for Learnline, ensuring minimum disruption to learning & teaching in the event of disruption to Learnline technologies.	End 2012	PVCA	<ul style="list-style-type: none"> <li>&lt;0.1% unscheduled Learnline downtime.</li> <li>&lt;5% unscheduled Collaborate class disruptions in 2012; &lt;3% in 2013; &lt;1% in 2014.</li> <li>Risks to Learnline effectively managed.</li> </ul>
4.7	To expand CDU's capacity to produce or	(a) Launch the modified access grid and green screen facility (Orange 6.2).	March 2012	PVCA	<ul style="list-style-type: none"> <li>Increased student</li> </ul>

#	Objective	Actions	Timing	Executive Responsibility	Outcomes
	acquire and deploy high quality digital learning resources.	(b) Establish and staff with creative and expert people a high end innovative learning resources production studio, funded from the SAF grant. (Attract commercial markets for surplus resource production capacity.)	End 2012	PVCA	satisfaction with quality of learning resources (using relevant items on standard surveys). <ul style="list-style-type: none"> <li>10% HE units include new rich media resources by 2013; with subsequent growth targets to be set.</li> </ul>
		(c) Implement a rich media management system, including business rules, data storage and management, to ensure effective access by students to learning content.	2013	EDCS	<ul style="list-style-type: none"> <li>Improved online delivery for students.</li> <li>More efficient data management.</li> </ul>
		(d) Develop measures for determining extent of importing and exporting of learning resources.	End 2012	PVCA	<ul style="list-style-type: none"> <li>Import and export of Innovative learning resources is balanced by 2014.</li> </ul>
		(e) Establish policies and processes for acquiring, managing and providing OER content for accredited offerings.	End 2012	PVCA	

Table 5. Learning and Expanding Educational Activities through Collaborations

#	Objective	Actions	Timing	Executive Responsibility	Outcomes
5.1	Expand CDU offerings and grow enrolments through partnerships with other educational providers nationally and internationally.	(a) Develop collaborative courses with Flinders University and enter into innovative models for cross-institutional access to units.	Ongoing	DVC	<ul style="list-style-type: none"> <li>Increase in number of students utilising collaborative courses.</li> </ul>
		(b) Develop collaborative courses with Australian National University and enter into innovative models for cross-institutional access to units.	Ongoing	DVC	
5.2	Expand CDU offerings	(a) Commence delivery via MEGA in Sydney.	Semester 2, 2012	PVCLEBA	<ul style="list-style-type: none"> <li>Increase in number of</li> </ul>

#	Objective	Actions	Timing	Executive Responsibility	Outcomes
	and grow enrolments through franchising CDU courses.	(b) Explore additional franchise possibilities onshore and in other countries.	Ongoing	DVC	<ul style="list-style-type: none"> <li>students enrolled in franchise courses.</li> <li>Improved quality of student experience in franchise courses.</li> </ul>
5.3	Engage in a dynamic and collaborative relationship with NTPFES for the purposes of providing credentialed professional development opportunities for the tri-service and associated markets.	(a) Sign MoU to commence negotiations.	Feb 2012	PVCA	<ul style="list-style-type: none"> <li>Increase in number of NTPFES staff enrolled in CDU courses.</li> <li>Attract non-NTPFES students to the courses.</li> <li>Increased NTPFES stakeholder satisfaction.</li> </ul>
		(b) Sign Agreement confirming establishment of a joint institute.	End 2012	PVCA	
		(c) Establish joint institute and appoint inaugural Director.	Early 2013	PVCA	
		(d) Develop a new suite of VET and HE courses primarily for the Triservices but also with a view to wider markets, by: reviewing current NTPFES VET courses; benchmarking comparator courses; undertaking a needs analysis (including stakeholder consultations); and taking maximum advantage of existing CDU and NTPFES expertise.	First Associate Degree enrolments 2013; First Degree enrolments 2014	PVCA	
		(e) Explore graduate study options.	Start 2013	PVCA	
5.4	In collaboration with Indigenous stakeholders, develop and implement a framework for the mutual recognition of higher education between two cultures.	(a) Develop genuinely cross-cultural model/s for formal recognition of student learning.	First iteration of Bicultural Higher Education Recognition Framework by end 2012	PVCIL PVCA	<ul style="list-style-type: none"> <li>Expanded capacity to enter into genuine dual-culture course arrangements.</li> <li>Increased student enrolments in MIKMR</li> </ul>
		(b) Establish formal Agreement between CDU and the Mawul Rom Association	June 2012	PVCIL PVCA	
		(c) Explore adaptation and adoption as appropriate of Batchelor Institute of Indigenous Tertiary Education's Both-Ways learning principles.	Report by 2013	PVCIL PVCA	
5.5	Ensure appropriate risk management and quality	(a) Establish an Education Partnerships Oversight Committee.	March 2012	PVCA	<ul style="list-style-type: none"> <li>All current and potential educational</li> </ul>
		(b) Establish and implement Framework for Collaborations.	March 2012	PVCA	

#	Objective	Actions	Timing	Executive Responsibility	Outcomes
	assurance of educational collaborations.	(c) Audit all institutional academic collaborations against the Framework.	End 2012	PVCA	collaborations are effectively risk managed and quality assured using a developed framework.
5.6	Review the relationship between CDU and OUA.	(a) Review the relationship with OUA, especially in the context of CDU's relationships with Flinders University and ANU and OUA's emerging strategic direction.	Mid 2012	PVCA	<ul style="list-style-type: none"> <li>Greater balance between importing and exporting units between CDU and OUA.</li> </ul>
		(b) Develop policy regarding the use of OUA units in specialisations.	Mid 2012	PVCA	
		(c) Decrease the reliance on OUA for enabling course offerings.	General	PVCLEBA PVCEHSE	
		(d) Where appropriate, transfer units from OUA to institutional partnership arrangements.	By end 2012	PVCLEBA PVCEHSE	

## Glossary

The following list provides full terms and definitions for acronyms and terms used in this Plan. Where appropriate, URLs are provided linking to further information. For more definitions please refer to the University Glossary (<https://apps.cdu.edu.au/glossary/>).

AAIR .....Australasian Association of Institutional Research (<http://www.aair.org.au/>)

ACIKE .....Australian Centre for indigenous Knowledges and Education (<http://www.cdu.edu.au/acike>)

ACILITE.....Australasian Society for Computers in Learning in Tertiary Education (<http://www.ascilite.org.au/>)

ACODE .....Australasian Council on Open and Distance Education (<http://www.acode.edu.au/>)

AFLF .....Australian Flexible Learning Framework (<http://www.flexiblelearning.net.au/>)

AGS .....Australian Graduate Survey (which includes CEQ and GDS)

AQF .....Australian Qualifications Framework (<http://www.aqf.edu.au/>)

ASCED .....Australian Standard Classification of Education

(<http://www.abs.gov.au/ausstats/abs@.nsf/0/D68A94314A3C62CBCA256AAF001FCA4F?opendocument>)



- ASQA .....Australian Skills Quality Authority (<http://www.asqa.gov.au/>)
- Bb .....Blackboard
- BCP.....Business Continuity Plan
- BIITE.....Batchelor Institute of Tertiary Education (<http://www.batchelor.edu.au/>)
- CADAD.....Council of Australian Directors of Academic Development (<http://www.cadad.edu.au/>)
- CARP.....Course Accreditation and Reaccreditation (CDU's internal process for accrediting and reaccrediting courses and units).
- CDU.....Charles Darwin University (<http://www.cdu.edu.au/>)
- CEQ.....Course Experience Questionnaire
- CLA.....Collegiate Learning Assessment (an assessment tool proposed by DIISRTE)
- DIISRTE.....Department of Industry, Innovation, Science, Research and Tertiary Education (<http://www.innovation.gov.au/>)
- EPOC.....Educational Partnerships Oversight Committee (a standing committee of VCAG)
- Fleximode.....A comprehensive approach to providing education using a combination of methods that is appropriate for the engagement needs of different students.
- FYE.....First Year Experience
- GCTL(HE).....Graduate Certificate in Teaching and Learning (Higher Education), a graduate qualification offered by CDU.
- GDS.....Graduate Destination Survey
- HE.....Higher Education
- HERDSA .....Higher Education Research and Development Society of Australasia (<http://www.herdsa.org.au/>)
- ISB.....International Student Barometer™ (<http://www.i-graduate.org/services/international-student-barometer-and-student-barometer/>)
- Learnline.....Learnline is a collective term that refers to CDU's centrally supported system of flexible learning & teaching. It includes learning and teaching technologies, resources, practices, support services and their operational policies and procedures (note that learning & teaching policies generally are the responsibility of Academic Board via the LTC).
- LSES.....Lower Socio-economic Status
- LSG.....Learnline Steering Group
- LTC.....Learning and Teaching Committee (a standing committee of Academic Board)
- MEGA .....Macquarie Education Group Australia (<http://new.mega.edu.au/>)
- MIKMR .....Masters of Indigenous Knowledges (Mawul Rom)
- MoU.....Memorandum of Understanding
- MyCEQ.....CDU's version of the CEQ, conducted with current students rather than graduates.

NTPFES.....Northern Territory Police, Fire and Emergency Services (<http://www.pfes.nt.gov.au/>)  
OER .....Open Educational Resources  
OLT .....Office of Learning and Teaching  
OUA .....Open Universities Australia (<http://www.open.edu.au/>)  
QMS .....Quality Management System  
SELTS .....Student Evaluation of Learning and Teaching Survey  
SLA.....Service Level Agreement  
TEQSA .....Tertiary Education Quality and Standards Agency (<http://www.teqsa.gov.au/>)  
UES.....University Experience Survey (a survey proposed by DIISRTE)  
VCAG.....Vice-Chancellor’s Advisory Group  
VET .....Vocational Education and Training  
WIL.....Work-Integrated Learning