RECOMMENDATION
The Deputy Vice-Chancellor (Academic Services) & CIO recommends that

1. Academic Board provide formal comment and endorse the Educational Experience Plan as it progresses to implementation planning.

EXECUTIVE SUMMARY
The Educational Experience Plan (EEP) and relevant supporting documents is presented to Academic Board for consideration in accordance with the general standards of academic governance. The EEP is designed to assist the University to progress from strategic commitment to action in areas that improve the educational experience, particularly in terms of learning and teaching and the delivery of learning support services. The Plan is intended to help USQ refine its commitments, prioritise investments, and build capacity to enable teachers, students, and professionals. The DVC (Academic Services) & CIO, serving as sponsor of the Plan and custodian of the EEP development process, requests formal feedback on the document and its general principles as articulated in:

- the principal strategic elements of the plan:
  1. Learning and teaching at USQ is characterised by increased levels of flexibility and accessibility, enhancing opportunities for learner access, engagement and learner defined success.
  2. USQ will measure and increase its capacity to support student acquisition and demonstration of knowledge and skill in diverse ways.
  3. All teaching will include pedagogical elements that promote learning that bridges theoretical knowledge with practice and life experience.
  4. All USQ graduates will demonstrate knowledge and behaviours associated with an educated individual including a specific focus on cultural competence in an Australian context.
  5. All learners are supported through personalised support services regardless of their background, location or stage in life.

- the identified capacity gaps requiring investment:
  1. Develop capacity enhancing functions that support the improvement of the
educational experience through learning and teaching measurement, analysis, and reporting.

2. Continuously improve USQ capacity to effectively and efficiently develop, manage, and deliver support and services.

3. Develop improved capacity and processes that align creativity with innovation, improved delivery, and outcomes, by supporting productive experimentation.

4. Develop improved digital and information fluency as it relates to all aspects of the educational experience.

5. Develop a base-line learning and teaching model, principles and base threshold standards to inform and improve practice.

and the implementation process for consideration, formal noting and inclusion in the record.

Furthermore, the DVC (Academic Services) & CIO seeks a summary statement of endorsement for the Educational Experience Plan, under the assumption that we will engage in open and transparent processes throughout its implementation and continuing development.

RATIONALE

This matter is presented for consideration to the Academic Board in accordance with the general standards of academic governance. Under the advice of the Vice-Chancellor, Jan Thomas and the Vice-Chancellor’s Committee, Academic Board is requested to provide careful consideration, discussion, formal feedback, and endorsement of the Educational Experience Plan.

The Educational Experience Plan sits beside major functional plans of the University including the Research Plan, refers to the USQ Strategic Plan, and is intended to inform the next round of University strategic planning. There are numerous topics in the Educational Experience Plan that will be of interest to the peak academic governance body at the University. In addition, individual items are under consideration by Education Committee including the Blended Learning and Threshold Standards model.

ISSUES

Background

The Educational Experience Plan (EEP) is designed to assist the University to move from strategic commitment to action in areas that improve the educational experience, particularly in terms of learning and teaching and the delivery of learning support services. The Plan is intended to help USQ refine its commitments, prioritise investments, and build capacity to enable teachers, students and professionals.

Although the need for a learning and teaching plan has been discussed since January 2014, the Educational Experience planning process was officially launched in July 2014. Since then, it has gone through three University-wide rounds of open consultation, which has produced a formal detailed plan that is being vetted through appropriate academic governance and managerial processes. In early 2015 we will engage in a formal implementation planning process that will result in a system of collaboratively (cross-divisional) developed proposals for operational tactics supporting our educational experience strategies and objectives.

The EEP has a layered structure, referring to the University Strategic Plan and other relevant functional plans. The top layer is described as ‘Objectives’, of which there are two categories:

a) objectives for our educational experience, and
b) objectives to fill gaps in current capacity that will otherwise limit our ability to execute on the USQ Strategy and EEP educational objectives.

The second layer includes a system of strategies that provide direction for each objective. Finally, the third and most operational layer includes ‘tactics’, which represent specific activities, projects and initiatives that enable and deliver strategies. The Objectives, Strategies, and central ideas are conveniently available through a ‘light-weight’ interactive at the following link: http://collaboratorium.net.au/wordpress/the-collaboratorium/EEP/.

The detailed treatment of each area and example tactics are available at the Consultation site, which can be accessed at the following link: https://open.usq.edu.au/course/view.php?id=202

The Plan is designed to move from general and conceptual to specific and operational. At the general-level the plan is aspirational reflecting broad, but serious topics, to which the University is committed. At the operational level, the plan becomes ‘real’ and reflects the ways that we actually progress our commitments and build necessary capacity.

Consultation for the EEP has been broad and open. All members of the community have been welcome to contribute through open forums, email to the DVC's Office, private correspondence to a University email address, written feedback on paper, and through the arrangement of private and group meetings for discussion. The conversation in the forums has been robust and has resulted in numerous modifications to the base document reflecting input from members of each of the University divisions.

The Educational Experience Plan, including the implementation planning phase designed for early 2015, is intended to progress concept into action. It is recognised that the Educational Experience Plan represents a suite of objectives that is cross-divisional, as are the capacities we need to develop in order to bring our commitments into reliable practice. The Educational Experience planning consultation process was designed to elicit open input from the University community and promote co-development. The document itself will come under continuing review, embracing new considerations in response to our environment and shifting commitments and needs. Endorsement of the EEP is an endorsement to move forward to implementation planning. Unlike some other plans, which can be led principally in one division, the EEP needs to be led and implemented across divisions. The cross-divisional nature means that there will be an additional review and ‘reality check’ as we render objectives into tactics that represent operational commitments, addressing questions about how we should progress objectives and which strategies to pursue.

Benefits

1. The Educational Experience Plan provides a conceptual framework leading to meaningful action.
2. The Educational Experience Plan provides capacity to improve the University’s principal activities, of learning, teaching, instruction and the services that support learner and teacher success.

Risks

1. The elements in the Educational Experience Plan become overly ideological and are reduced to dogma.
2. The use of the Educational Experience Plan becomes internally referential and conceptually guided exclusively by the University Strategic plan, losing meaningful connection with the acts of teaching, learning and providing meaningful services that enhance the experiences of learners and teachers.

Risk assessment will be most effectively assessed at the implementation level, but it is important to recognise that the Educational Experience Plan at a strategic level provides the foundation to mitigate the following recognised University risks¹:

¹ DRAFT University Material Risk Heat Map as at 13 Nov 2014 available from Director (Audit & Risk).
• 1 – For the majority of students failure to recognise student expectations and to deliver on the student experience
• 2 – Risk of failing to maintain overall teaching quality and standards
• 19 - Risk that other universities move ahead of USQ in online education market share.

RESOURCE IMPLICATIONS

The resource implications, if any, will be better understood as we conduct implementation planning and identify tactics with operational impact. Some of the strategies as presented in the Educational Experience planning document are already being pursued, while others are embedded in the logic of the ICT Investment Portfolio and attendant projects. Resourcing may also be a matter of applying more attention to or aligning the activities with funding available within the University proper.

CONSULTATION

Consultation for the EEP has been broad and open. All members of the community have been welcome to contribute through:

• open forums
• the emailing of private correspondence to a University email address
• written feedback on paper
• the arrangement of private and group meetings for discussion.

The conversation in the forums has been robust and has resulted in numerous modifications to the base document reflecting input from members of each of the University division’s (refer Attachment 4 Consultation Overview - Educational Experience Plan).

ATTACHMENTS

• Attachment 1 – DRAFT USQ Educational Experience Plan
• Attachment 2 – EEP Discussion and Consultation Supporting Document
• Attachment 3 – Educational Experience Plan Implementation Process
• Attachment 4 – Consultation Overview - Educational Experience Plan

Web-Based Resources:

• Educational Experience Plan Executive Summary
• Educational Experience Plan Consultation Site

RESPONSIBLE OFFICER

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USQ Educational Experience Plan
An overview
The Educational Experience Plan is designed to be aspirational, to point to what we are becoming, communicating important commitments, sparking the imagination, and leading the USQ community to important and practical investments in our educational experience.

**TABLE OF CONTENTS**

This plan consists of five Principal Strategic Elements which are supported by a suite of major strategic initiatives that are university-wide and cross-divisional to build capacity to enable strategy.

**Principal Strategic Elements**

The following strategic elements form and inform USQ’s approach to learning and teaching, our pedagogical models, our priorities, and our service and support models.

1. Learning and teaching at USQ is characterised by increased levels of flexibility and accessibility, enhancing opportunities for learner access, engagement, and learner defined success.
2. USQ will measure and increase its capacity to support student acquisition and demonstration of knowledge and skill in diverse ways.
3. All teaching will include pedagogical elements that promote learning that bridges theoretical knowledge with practice and life experience.
4. All USQ graduates will demonstrate knowledge and behaviours associated with an educated individual including a specific focus on cultural competence in an Australian context.
5. All learners are supported through personalised support services regardless of their background, location or stage in life.

**Building capacity to enable strategy**

A number of core and fundamental capacities have been identified to enable strategy. They directly support the elements of the Educational Experience Plan previously and are absolutely aligned with the principles and commitments outlined in the USQ Strategic Plan.

1. Develop capacity enhancing functions that support the improvement of the educational experience through learning and teaching measurement, analysis, and reporting.
2. Continuously improve USQ capacity to effectively and efficiently develop, manage, and deliver support and services.
3. Develop improved capacity and processes that align creativity with innovation, improved delivery, and outcomes, by supporting productive experimentation.
4. Develop improved digital and information fluency as it relates to all aspects of the educational experience.
5. Develop a base line learning and teaching model, principles, and base threshold standards to inform and improve practice.
Principal Strategic Elements

1. Learning and teaching at USQ is characterised by increased levels of flexibility and accessibility, enhancing opportunities for learner access, engagement, and learner defined success.

Detail
All courses and educational services are designed to optimise learning opportunities through flexibility and personalisation enabled by online communication, digital media, and appropriate use of technology. This is true regardless of the nature of the learning environment. Delivery will be technology enhanced, mobile, personal, and media enabled.
USQ will invest in and practice design principles that account for and promote development of services, technologies, and procedures that enhance flexibility from the perspective of learners and teachers.
USQ will develop a clear contextual understanding of ‘Personalised Learning’, teasing out the differences between personal learning and personalised learning services.
USQ will adopt organisational artefacts such as policies, procedures, guidelines, and practices that assume openness as a core principle of education.

Strategies
1. Build on current, recreate, and create new pedagogical and service models supported by technology and infrastructure that are designed to blend digital and physical space and place, reduce barriers through online first, and reinforce high impact use of campuses and other physical spaces.
2. Design and implement systems, processes, and support to provide flexible pathways meant to recognise and turn the individual nature of each learner into an enabler for success.
3. Develop an understanding of the relationships between personal learning and personalised learning services to enhance capacity for personalised learning.
4. Develop a culture (artefacts, patterns, norms, and behaviours) conducive to open and agile practice and open educational practice.

See Section 6.1 in the Educational Experience Plan supporting document

See Section 6.2 in the Educational Experience Plan supporting document

2. USQ will measure and increase its capacity to support students in the acquisition and demonstration of knowledge and skill in diverse ways.

Detail
USQ will develop enhanced capacity to engage in knowledge development and assessment to support independent and self-directed learning opportunities and experiential learning.
USQ will continuously develop capacity to support the success of independent and self-directed students and appropriate assessment for awarding credit and qualifications. USQ will create expectations and conditions for learners to distinguish themselves as self-directed, critical, and confident learners.

Strategies
1. Develop personalised services, structures, and tools to support efficient prior learning assessment.
2. Develop policies, procedures, and practices that build awareness of and reduce the unnecessary distinctions between formal and informal learning.
3. Develop criteria and investment strategies that preferentially treat the use and modelling of technology and information in learning in ways that are relevant to activities outside the University.
4. Develop curricular principles, models, support, and practice that lead to personal and integrated learning.

DIGITAL AND INFORMATION FLUENCY

It is becoming increasingly difficult to talk about learning and teaching without talking about information and communication technology, information services, and digital media. Our ability to turn the opportunities presented through adaptable technologies and digital renovation requires an understanding of the liberating and fluid nature of creation and adaption in digital life, which is built on attaining digital and information fluencies in our learners, teachers, and professional staff that is reinforced by a culture of practice.
All teaching will include pedagogical elements that promote learning that bridges theoretical knowledge with practice and life experience.

Detail
Experiential learning is a given for many of our students and should be supported through curriculum, course design, and USQ student and employer support. In addition, USQ has a strong focus on employability and as such a university we have an obligation to connect our teaching directly with practice and with broader intellectual development. We will ensure that courses are designed, developed, and assessed on these criteria.

Strategies
1. Develop the expectation and actively promote the development of educational programming that requires a professional or voluntary internship in addition to that demanded through professional compliance.
2. Formally support and connect educational practice and life experience with University outreach and related research.
3. Develop dialogue leading to specifications and academic community standards for curricular principles, models, support, and practice that lead to bridging theoretical knowledge, practice, and life experience.

See Section 6.3 in the Educational Experience Plan supporting document

All USQ graduates will demonstrate knowledge and behaviours associated with an educated individual including a specific focus on cultural competence in an Australian context.

Detail
In order to ensure that the general Graduate Attributes are demonstrated as behaviours in our graduates, the University needs to articulate the attributes in behavioural terms that can be integrated into the curriculum as part of program accreditation and re-accreditation, treated as learning outcomes, taught, and assessed.

Preparing the student to behave as a professional and as an educated person strikes at how we strategically design our programs, learning experiences, set expectations, and enculturate our academic community in our thinking about the university education, our graduates, and latent expectations of our critical stakeholders.

Strategies
1. The USQ community will formalise and exhibit understanding of the general Graduate Attributes.
2. Build an academic culture (artefacts, patterns, norms, and behaviours), that embeds the general Graduate Attributes in a context of a contemporary liberal education.
3. Develop a model that relates fundamental arts and habits that support the demonstration of USQ’s general Graduate Attributes.
4. Actively and openly experiment with pedagogical approaches for developing and articulating the general attributes across the curriculum.
5. Develop a USQ distinguishing approach to the digital humanities and more broadly digital scholarship.
6. Build an active dialogue and culture (artefacts, patterns, norms, and behaviours) that frames aspects of the general Graduate Attributes in terms of the unique Australian context of Aboriginal and Torres Strait Islanders culture and reality.

See Section 6.4 in the Educational Experience Plan supporting document

THE EDUCATED INDIVIDUAL
A university education should be transformational and a university education from USQ should blend technical competence, with professional identity, in graduates who exhibit the arts, habits, and perspectives of a generally educated person. We recognise that as a scholarly community we are enabling ways of being that help each learner expand their potential as thinkers and actors in a complex society, in addition to simply developing competency in their chosen profession or discipline.
All learners are supported through personalised support services regardless of their background, location or stage in life.

Detail
Our evolving understanding of how USQ will define, interpret, and contextualise the notion of personalised learning, is leading to the identification of the need to support personal learning and the contributions that personalised learning services play in learner success.

Strategies
1. Identify, deploy, and use a variety of technologies that support and catalyse personal learning and support the delivery of personalised learning services.
2. Develop appropriate support to design and acknowledge educational experiences that promote personal learning opportunities.
3. Embed access to personalised learning services into the curriculum.

PERSONALISED LEARNING
We recognise that personalised learning is a combination of educational commitments to pedagogies of personal learning that are supported by delivery of personalised learning services. The topics range from taking full advantage of virtual and physical environments, alternative ways of creating and assessing knowledge, bridging theory and practice in personally meaningful ways, and methodically reducing barriers to learning and teaching.
Building capacity to enable strategy

1. Develop capacity enhancing functions that support the improvement of the educational experience through learning and teaching measurement, analysis, and reporting.

**Detail**
There is a need to fill a current capacity gap with a function that supports data management, analysis, and reporting. This capacity development effort is closely aligned to ‘digital and information fluency’ and needs to support enterprise interests, regular reporting, and ad-hoc investigation indicative of open and agile design, development, and discovery processes.

**Strategies**
1. Using a dynamic team model, build capacity to access data necessary for analysis and presentation specifically to improve learning and teaching, support experimentation, and reliably make ad hoc queries and deliver regular reports for scholarship.
2. Create a data and information architecture that ensures capacity is available to decision makers, across the university.
3. Building on the momentum of the ICT capacity development plan, ensure that the “data analytics” component is aligned with the capacity development efforts identified in the Educational Experience Plan.

See Section 8.1 in the Educational Experience Plan supporting document

2. Continuously improve USQ capacity to effectively and efficiently develop, manage, and deliver support and services.

**Detail**
There is the need to provide effective services and to create a culture (artefacts, patterns, norms, and behaviours) that continuously reduces the costs and barriers to success.

**Strategies**
1. Develop a service governance structure and a set of open and agile methods for scoping, designing, developing, delivering, and incrementally improving and deprecating services.
2. Committing to the use of content, technology systems, and processes that are easily modified and interoperable.
3. Developing a culture of collaboration, and the absence of dogmatic adherence to particular ideologies and organisational arrangements.
4. Developing a culture that reduces the barriers to “digital renovation” and the attendant use, reuse, and creation of derivative works.
5. Rethinking our service delivery structures by resourcing system and service “custodians” who support and advocate for a healthy service and user community.

See Section 8.2 in the Educational Experience Plan supporting document

**ONGOING AND CONTINUOUS IMPROVEMENTS TO LEARNING AND TEACHING**
Simpler said than done, continuous improvement requires investment in information and data access and analysis delivered to where it can be used. It also requires a tolerance for experimentation and demonstration of ideas that improve our practice, processes that provide discipline to our experimentation, ways of transitioning knowledge into capacity, and the design and delivery of support and services that focus on teaching and teachers and their relationships with learning and learners.
3. Develop improved capacity and processes that align creativity with innovation, improved delivery, and outcomes, by supporting productive experimentation.

**Detail**
USQ needs to develop methods that account for the unique nature of ideas, grows them liberally as appropriate, and ensure that the University’s resources, delivery standards, and expectations are considered and enforced. Part of successful innovation is understanding that many ideas will not be pursued for a variety of reasons.

**Strategies**
1. Resourcing and developing support, training, and practice in agile approaches to bringing ideas into practice.
2. Providing direct support, training, and coaching, while experimenting with a program of alternative capacity development and idea generation.
3. Develop, resource, and support a model that supports the demonstration of ideas in the form of projects designed to incrementally test ideas, and based on results, resource and develop accordingly through an agile development process.

See Section 8.3 in the Educational Experience Plan supporting document

4. Develop improved digital and information fluency as it relates to all aspects of the educational experience.

**Detail**
Each member of the USQ community ought to be able to make informed decisions about their adoption and use of technologies, data, information, and knowledge to reduce barriers, enable creativity, and improve practice in support of the educational experience.

**Strategies**
1. Resourcing a non-traditional inter-divisional professional development and practice program.
2. Providing opportunities for individuals to create value through processes that require varying levels of digital and information fluency.
3. Embedding characteristics associated with digital and information fluency into our staff recruiting processes and expectations.
4. Embedding language and learning outcomes associated with improved digital and information fluencies in courses.
5. Interpreting general Graduate Attributes with an eye toward digital and information fluency.
6. Committing to open and agile design and the attendant benefits of reuse, creation of derivative works, open licensing, and open standards.

See Section 8.4 in the Educational Experience Plan supporting document

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**REDDUCING BARRIERS TO STUDY**
We can get more done, be more effective, and happier when the costs and barriers to improvement are reduced. Development of open and agile culture and adoption and support of open and agile practice is key to sustained effectiveness.
Develop a base-line learning and teaching model, principles, and base threshold standards to inform and improve practice.

**Detail**

The model will serve as a touchstone, providing the basic capacity to measure against something meaningful, both internally through our expectations and cycles of improvement, as well as externally through benchmarking with colleagues and comparators. The model needs to be easily interpreted and flexible enough to accommodate the differences between disciplines, inter-disciplinary areas, and the creativity each teacher and learner brings to his or her courses and other learning activities. The model needs to be closely connected to capacity to measure ‘quality’ and be open to the influences of creativity and innovation.

**Strategies**

1. Develop culture and capacity to support learning and teaching improvements.
   a. Develop a base-line learning and teaching model, along with principles, and threshold standards, for open consultation as well as consultation through University governance for development, critique, refinement, and endorsement.
   b. Develop a professional development framework and model, along with principles for open consultation as well as consultation through University governance for development, critique, refinement, and endorsement.
   c. Develop educational technology and support governance, design, development, and delivery frameworks, models, and operation indicators for ongoing open consultation, development, critique, refinement, and endorsement.
   d. Build on existing and develop appropriate further performance indicators for learning and teaching outcomes, professional development, educational technology, and services.

The combination of robust quality assurance, to support the continuous improvement of support functions, coupled with methods of introducing new ideas with agility and effective delivery will help ensure that we make good on our strategic objectives even in an uncertain environment.

Although the Educational Experience Plan has been ‘frozen’ at this point, it will continue to be open for ongoing consultation and update as needed or desired. It is a Plan owned by the community, in which the community will also have a shared responsibility for its content, relevance and success.
Academic Services Division

Please email InformASD@usq.edu.au to request a copy of The Educational Experience Plan Discussion and Consultation Supporting document.
Educational Experience Plan

Discussion and Consultation Supporting Document

1 December 2014 – Version 1 *

* It is important to note the date and version of this document as it is subject to modification. We will actively and continually ask questions of ourselves, learn from what we are doing, and what we see happening around us. The document will be updated as appropriate to reflect our most current thinking. All versions of the document will be archived and made easily and openly accessible.
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7.5 **Commitment/Objective:** All learners are supported through personalised support services regardless of their background, location or stage in life.

8. **Building Capacity to Enable the Strategy**

8.1 **Capacity/Objective:** Develop capacity enhancing functions that support the improvement of the educational experience through learning and teaching measurement, analysis, and reporting.

8.2 **Capacity/Objective:** Continuously improve USQ capacity to effectively and efficiently develop, manage, and deliver support and services.

8.3 **Capacity/Objectives:** Develop improved capacity and processes that align creativity with innovation, improved delivery, and outcomes, by supporting productive experimentation.

8.4 **Capacity/Objectives:** Develop improved digital and information fluency as it relates to all aspects of the educational experience.

8.5 **Capacity/Objective:** Develop a base-line learning and teaching model, principles, and base threshold standards to inform and improve practice.

9. **Capacity Development**

9.1 Develop capacity enhancing functions that support the improvement of the educational experience through learning and teaching measurement, analysis, and reporting.

9.2 Continuously improve USQ capacity to effectively and efficiently develop, manage, and deliver support and services.

9.3 Develop improved capacity and processes that align creativity with innovation, improved delivery, and outcomes, by supporting productive experimentation.

9.4 Develop improved digital and information fluency as it relates to all aspects of the educational experience.

9.5 Develop a base-line learning and teaching model, principles, and base threshold standards to inform and improve practice.

**Definitions and resources**

10. **Definitions and context**

10.1 Personalised Learning

10.2 Blended Learning

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12. Consultation and Implementation Planning

13. Implementation Planning
Rationale

1. Overview

At the very core of our institutional promises sits the notion of scholarship. Our commitment to engage in scholarship, and as a community, to embrace the pursuit of truth by methodically identifying and answering questions and resolving contradictions, is the thread that runs through USQ's strategy. Within that strategy:

*We promise to partner with learners in the pursuit of their study objectives regardless of their background, location or stage in life.*

and

*We promise to enable USQ to fulfil its potential by ensuring it is a robust, productive and innovative enterprise.*

Both of these promises point to treating learning and teaching as a scholarly activity, and as we do with other forms of scholarship, investing in its development, continued growth and improvement. Both of these statements also speak to a relationship between teachers and learners, both of whom have responsibilities to themselves, and each other to engage in the learning partnership and process.

With these commitments, an Educational Experience Plan is intended to bridge and align our USQ Strategic Plan 2013-2015 with effective investment and practice. Beyond this, it is also intended to inform future strategic plans. In our Strategic Plan we promise to partner with learners in the pursuit of their study objectives regardless of their background, location or stage of life. We turn to the notion of Personalised Learning as a way to enable personal learning. We assert that over 2013-2015 and through our next round of strategic planning we will pursue our 2022 Vision for Personalised Learning through a) accessibility and responsiveness, b) support for student success, and c) outcomes, impacts, and ongoing engagement.

To make these promises actionable, we need to translate them and articulate them in a document supporting tactics. This Educational Experience Plan is such a document and is part of an iterative process. The development of the Educational Experience Plan is not a ‘one-time’ activity or an activity done in isolation from the USQ annual planning process. The Educational Experience Plan identifies focussed initiatives and takes advantage of the University’s annual planning and investment processes to ensure co-ordination of implementation and development activity across Divisions.

Our educational experience will be characterised by open access to information with a supported personalised approach to learning and success. We will harness emerging technologies to enable collaborative teaching and personal learning that is promoted and articulated in practice and planning through our commitment to:

- accessibility
- flexibility
- openness
- personal learning
personalised learning service. Along these lines, USQ must first pursue its calling by supporting the scholarship of learning and teaching. Without doing so, our promise of flexible learning is little more than an utterance that will lead to technological sleight of hand in an attempt to compensate for the value only engaged scholarly teachers can provide. Secondly, without such a calling, an engaged, robust, productive, and innovative enterprise is nothing more than a home for administrators and bureaucrats, well-meaning and efficient, but lacking educative purpose. USQ has enjoyed a history as a teaching-intensive university. The teaching mission at USQ must remain paramount, serving as the dominant identity within the University. That being said, there is a widely-held perception that our leadership in distance education has slipped away. Meanwhile, USQ has invested in developing capacity and identifying ‘Focused Research’, which is a critical part of the University’s strategic plan. The investment has resulted in structures that focus effort in Institutes and Centres bringing together scholars in ways that support:

- rationalisation of limited resources
- professional development, mentorship, and training to support development of human capacity
- incentivising productive and aligned behaviours
- community building based on collegial and peer identity.

Like the focused research strategy, which relies on the scholarship of original discovery, USQ has also identified a strategic focus for leadership in teaching, part of which we have referred to as ‘Personalised Learning’. To this date, an operational consensus within the USQ community about the nature of personalised learning has not been achieved, but through this planning process we are working toward one1. Before the University is in a position to make financial investments beyond those already made, we need to make the intellectual investment of understanding and planning for a redefined notion of learning and teaching leadership that includes the notion of personalisation.

Although there are both similarities and differences between USQ's Focused Research agenda and personalised learning agenda, there is much to be learned from the way we are building research capacity from the ground up. It is essential that like focused research, USQ invests in teaching scholarship. This plan for learning and teaching scholarship represents an approach that parallels our institutional commitment to the scholarship of discovery (Focused Research), promoting investment, incentives, and development through a university-wide effort.

2. USQ’s situation

The University of Southern Queensland is a comprehensive university offering a broad range of academic programming at the undergraduate and graduate levels with a long and proud legacy of creativity and innovation in teaching practice and educational programming. For decades USQ's learning and teaching mission was clear and distinctive in the market. Distance education, including online learning, was considered a rather non-traditional niche activity on a sector-wide level, but was USQ's focus, and with excellent practice, earned USQ a global leadership position.

During the past five to eight years, many colleges, universities, and companies have adopted distance, hybrid, blended, and online learning as part of their portfolio of offerings. Education

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1 Please refer to the following link for discussion about ‘Personalised Learning and Personal Learning’: https://open.usq.edu.au/mod/forum/discuss.php?d=4667#p11277
services companies like Open Universities Australia, Pearson, Academic Professionals, and 2U have reduced barriers and accelerated program capacity in traditional universities. Meanwhile, dozens of major foundations such as Gates, Lumina, Carnegie, Sloan, Mozilla and Hewlett have launched hundreds of projects that are designed to intentionally disrupt traditional university structures, educational models, and relationships to better meet the changing educational needs of student populations and societies more broadly. Educational entrepreneurs such as Michael Saylor, David Wiley, Salman Khan, Philipp Schmidt, Wayne Mackintosh, Peter Smith, Daphne Koller and Andrew Ng, have fundamentally changed the trajectory of non-traditional education and accelerated its progress to the point where many very traditional universities have become flag-bearers, catalysts, and participants in a wide range of educational innovation.

It is in this environment that the USQ community finds itself. We look to our left and right and no longer see familiar faces refining traditional models, but instead we see elite universities exploring ‘our space’, former non-players taking leadership that once was ours, and a multi-billion dollar venture capital industry investing in disruption - disruption of our learning and teaching model. We may also be experiencing an education policy regime in Australia that will court such disruption and promote its own – intentionally and unintentionally.

The University of Southern Queensland has a long-standing reputation and institutional identity in preparing work-ready graduates valued by employers for their skills, knowledge, and abilities. This Educational Experience Plan must not only recognise the importance of contributing to the integrity of the professions through each of our graduates, but also integrate in meaningful ways general attributes ensuring that each of our graduates have had the opportunity to become reflective and critical learners and practitioners.

3. The Plan

The Plan that follows is designed to build organisational capacity by providing an architecture that promotes a culture of creativity and funnels resources to promising ideas that need development and merit investment. The Plan includes a platform for collaboration that starts with shared governance and a community ethic. The initiatives, both proposed and underway provide clear connections between strategy, culture, professional development, support and improvement. The Plan builds on all of the good work being done at USQ, and relies on participation from every corner of our professional community. The success of this Plan is predicated on the assumption that our distinct qualities include our willingness to improve fundamental competencies in teaching, reduce barriers and costs to nurture unpopular but valuable ideas, transition creativity into innovation, and to be intellectually honest with ourselves while collaboratively embracing the big ideas that mean something. In very many ways, this Plan is calling on USQ to continue and accelerate building on its commitment to teaching excellence.

But, first things first, this Plan is now an idea, requiring consultation, refinement, and engagement. The specifics are subject to debate and modification; and while the Academic Services Division is charged with facilitating its creation, its objectives, participation and leadership must be found throughout the University. The USQ Strategic Plan touches on the notions of learning and teaching scholarship and broader notions of educational experience.

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2 It merits noting that USQ was leading in this area when it launched NextEd and InDelta during the early 2000s. There may be something (good and bad) to learn from their execution and the impetus and cultural bias to lead in this area.
Taken together, these topics are impacted by all divisions of the University. Although operationally the most critically connected divisions are the Academic Division, Academic Services and Students & Communities, it is difficult imagining a university, unlike a polytechnic or training centre, that does not promote the growth of knowledge through the scholarship of learning and teaching, teaching practice, integration, and original discovery.

This Plan currently includes five strategic commitments and five core capacity gaps. Section 6 introduces the strategic commitment ideas whose adoption would potentially change the trajectory of USQ:

1. Learning and teaching at USQ is characterised by flexibility and accessibility, enhancing opportunities for learner access, engagement, and learner defined success (Section 6.1).
2. Students are supported to acquire and demonstrate knowledge and skill in diverse ways (Section 6.2).
3. All teaching will promote learning that bridges theoretical knowledge with practice and life experience (Section 6.3).
4. All USQ graduates will demonstrate knowledge and behaviours associated with an educated individual including a specific focus on cultural competence in an Australian context (Section 6.4).
5. All learners are supported through personalised support services regardless of their background, location or stage in life (Section 6.5).

Together these commitments form and inform our approach to learning and teaching, our pedagogical models, our priorities, and our service and support models. Based on the discussion that has occurred and feedback provided during the past two rounds of consultation a number of ‘strategies’ have been identified to focus efforts in support of commitments. The idea is that the strategies are broad enough to accommodate multiple approaches and individual initiatives. Example supporting initiatives and tactics are included for each of these strategic commitments at Sections 7.1 – 7.5 respectively.

These ideas and definitions still need unpacking to ensure that they

- support our programs,
- do not diminish their quality,
- better meet professional accreditation obligations, and
- even more creatively promote quality and success.

Although none of the commitments listed above are truly outside of USQ’s current consideration or alien to current practice, their execution will require strategic vision and operational commitment to sustain them.

Once again, based on the discussion that has occurred and feedback provided during the past three rounds of consultation, a number of core and fundamental capacities have been identified that need to be further developed if USQ is going to succeed in its educational experience commitments. The identified capacity gaps have been expressed as the need to:

1. Develop learning and teaching measurement, analysis, and reporting functions (Section 8.1).
2. Develop capacity to effectively and efficiently develop, manage, and deliver support and services (Section 8.2).
3. Develop capacity and processes that align creativity with innovation and delivery and support productive experimentation (Section 8.3).
4. Develop improved digital and information fluency as it relates to all aspects of the educational experience (Section 8.4).
5. Develop a base-line learning and teaching model, principles, and base threshold standards to inform practice (Section 8.5).

Each of the prioritised capacity gaps are treated in Section 8, along with anticipated actions for discussion and modification. Actionable initiatives will be developed during the implementation-planning phase following this third round (Iron) of consultation, however example supporting initiatives and tactics are outlined against each of the above capacity gaps in Sections 9.1 – 9.5 respectively. Section 10 details definitions for key terms referenced in this Plan.

Scope and Objectives

4. Scope

The Educational Experience Plan includes all University activities, initiatives, and plans that impact the academic educational experience of USQ students.

5. Objectives

This document is now part of a series of documents that chronicle the changes made during successive rounds of consultation. Originally intended as a starting point to inspire discussion about learning and teaching at USQ, it has now taken on the intellectual capital of those who have contributed. The objective of the process is to create an Educational Experience Plan whose documentation is intended to:

- Guide the continuous improvement of outcomes for students through excellence in learning, teaching, curriculum and support.
- Create a collectively understood and embraced set of values and conceptual touchstones that contribute to the University’s reputation and financial health by continuously enhancing the quality of learning and teaching.
- Interpret what it means at USQ to partner with students in the pursuit of their study objectives regardless of their background, location or stage in life.
- Identify current gaps in USQ capacity and recommend ways of filling those gaps.
- Describe the qualities of learning and teaching at USQ and indicators that might be used to inform internal decision-making and self-directed improvement.
- Begin, collaboratively to scope learning and teaching initiatives that will assist USQ to move forward as one university.
- List a number of operational activities, projects, and efforts to both illustrate how the strategy looks in operation and to provide some transparency in our thinking and investments.
- Align teaching practice and scholarship with targeted support and valuing of teaching professionals.

Detail

6. Principle strategic elements

The USQ Educational Experience Plan is intended to translate University strategic objectives into functional commitments and strategies. The ‘principal strategic elements’ outlined in this section are intended to serve as vectors for implementation. They represent the direction and
priority of effort to transition from our current state to one the University finds more desirable. They do not represent all of our activities, and are not absolute, but they do represent commitments through which we articulate strategies and associated initiatives and activities.

It is important to keep on returning to the fact that the first principle of the Educational Experience Plan is to meet a singular objective.

The USQ community will continuously improve its learners’ educational experience through teaching and support that open and deliver opportunities for personal learning success.

6.1 **Commitment/Objective:** Learning and teaching at USQ is characterised by increased levels of flexibility and accessibility, enhancing opportunities for learner access, engagement, and learner defined success.

**Description**

**Blending Digital and Physical**

All courses and educational services are designed to optimise learning opportunities through flexibility and personalisation enabled by online communication, digital media, and appropriate use of technology. This is true regardless of the nature of the learning environment. Delivery will be technology enhanced, mobile, personal, and media enabled.

On a fundamental level, USQ ought to be positioned as a blended education and online-first university in which its students, teachers and other members of its community enjoy all of the advantages of an online university and the advantages of having significant physical campuses and other physical assets. Physical teaching space and in-person interaction ought to be reserved for activities in which physical presence is essential to meet pedagogical and programmatic goals and enhance learner success. The value derived from their use should be sufficiently high to justify the costs associated with physical assets and the access limitations they impose on learners studying at a distance as well as those whose life styles make physical meeting a barrier to study. Such learners may be home bound, highly mobile, or working adults unable to take time away from their work site. The costs and benefits of place need to be construed holistically.

**Flexible Pathways**

USQ will investigate and develop ways to introduce and support flexibility and simplicity into the student learning journey. Although flexibility does not always lead to an improved experience, enhancing flexibility while also maintaining simplicity as core design and deployment principles may provide remarkable possibilities. USQ will invest in and practice design principles that account for and promote development of services, technologies, and procedures that enhance flexibility from the perspective of learners and teachers. These design principles should also provide simple and reliable implementations indicative of outcomes based on agile design and development methodologies.
Personal Learning and Personalised Learning Services

USQ will develop a clear contextual understanding of ‘Personalised Learning’, teasing out the differences between personal learning and personalised learning services. The notion of personal learning will serve as a touchstone for learning and teaching models, support services, selection of technologies, approaches to assessment of knowledge, curricular intent, and other decisions that impact the educational experience.

Openness

USQ will adopt organisational artefacts such as policies, procedures, guidelines, and practices that assume openness as a core principle of education. It will become our default position, with the burden of rationalisation required for closed or proprietary practice. Whenever possible (legal, ethical, affordable) open education practice including the use and promotion of open assets, technologies, standards, file formats, textbooks, open access journals, research, data, and educational experiences will be valued and acknowledged. The use of open educational resources, participation in those communities, and general practice ought to enhance flexibility, catalyse the growth of knowledge, reduce overhead costs, and reduce the overall price of education to learners.

Making this commitment real will require significant focus in rethinking, for example, the expectations of:

- program and curriculum design and implementation
- methods, nature and purposes of formative and summative assessment
- learning design and implementation
- access to learning content and design examples among the USQ academic community
- capacity in media production, use and awareness
- educational technology
- communication as applied to learning and teaching including, persistence, synchronicity, anonymity (identity), and social media
- professional development, training, communities of learning and practice.

Goals

Reduce barriers to study.

- Access to instructional materials.
- Access relative to time and place of study.
- Economic/financial access.
- Enhance access through applications of openness (OER, OA Research, FOSS, Open File Formats, Open Text Books).
- Introduce learning technologies that are easy to use, reliable, and support personalisation.
- Introduce technologies and study options that support principles of universal design.

Support personal learning.

- Develop guidance to support learning, teaching, and support models to enable personal learning.
- Develop guidance for use of technologies to enable personal learning.
• Develop support to enhance the value generated through digital culture, information, and ICT (digital and information fluency).
• Better understand and support learner defined success.

Strategies
1. Build on current, recreate, and create new pedagogical and service models supported by technology and infrastructure that are designed to blend digital and physical space and place, reduce barriers through online first, and reinforce high impact use of campuses and other physical spaces.
2. Design and implement systems, processes, and support to provide flexible pathways meant to recognise and turn the individual nature of each learner into an enabler for success.
3. Develop an understanding of the relationships between personal learning and personalised learning services to enhance capacity for personalised learning.
4. Develop a culture (artefacts, patterns, norms, and behaviours) conducive to open and agile practice and open educational practice.

6.2 Commitment/Objective: USQ will measure and increase its capacity to support student acquisition and demonstration of knowledge and skill in diverse ways.

Description
Multiple Pathways to Knowledge Acquisition & Recognition
USQ will actively support a variety of learning and assessment models. We are deeply committed to providing students multiple means of attaining educational success. In addition to cohort-based educational experiences, USQ will develop enhanced capacity to engage in knowledge development and assessment to support independent and self-directed learning opportunities and experiential learning. The intent of this is broadening and simplifying the pathways to credentials, so students can be directed toward study in which they are engaging in meaningful intellectual development, knowledge growth, and the development of skills, capabilities or attributes.

Personal Learning Opportunities
The University conceived of as a place that promotes and supports the growth of knowledge and enrichment of life, must be deeply invested in personal learning and development as well as professional training and development. Optimally, the two should be intimately connected. Depending on the interests and maturity of the student, study can be determined along a continuum from entirely University constructed to entirely student constructed. A USQ education will provide those learners whose life’s ambitions includes independent, self-directed, reflective, and critical learning, the opportunity to develop the arts and habits to do so throughout their lives.

Currently, USQ’s principal control bias is with the University. Although this may be informed by external accreditation requirements, opportunities ought to be explored within our context, using accreditation and other compliance factors as opportunities
to be progressive educational practitioners. USQ will continuously develop capacity to support the success of independent and self-directed students and appropriate assessment for awarding credit and qualifications. We will create expectations and conditions for our learners to distinguish themselves as self-directed, critical, and confident learners. This will force us to develop a variety of economic models, perhaps making content freely available, and artfully crafting support roles and systems supportive of the independent learner as a fee for service. These capacities will complement USQ’s traditional approaches and provide opportunities for all students to become confident self-directed, critical, and reflective students. Making this commitment real will require significant focus in rethinking the expectations of:

- knowledge and attribute assessment and recognition
- activities, content and other learning materials for self-study and augmented study
- learning support for self-study and augmented study
- educational technology and learning analytics
- student support and information systems
- what it is to be a lifelong learner and how USQ will support those aspirations
- professional development, training, communities of learning and practice.

Goals

**Improve Retention & Satisfaction**

- Decrease time to graduation
- Make learning as relevant as possible
- Make knowledge assessment as relevant, meaningful, accurate, and flexible as possible

**Recognise and Support Personal Learning**

- Recognise formal and informal learning
- Prepare learners for a life of enlightenment and self-discovery
- Responsibly integrate personal learning with accreditation and funder compliance.

Strategies

1. Develop personalised services, structures, and tools to support efficient prior learning assessment.
2. Develop policies, procedures, and practices that build awareness of and reduce the unnecessary distinctions between formal and informal learning.
3. Develop criteria and investment strategies that preferentially treat the use and modelling of technology and information in learning in ways that are relevant to activities outside the University.
4. Develop curricular principles, models, support, and practice that lead to personal and integrated learning.
6.3 **Commitment/Objective**: All teaching will include pedagogical elements that promote learning that bridges theoretical knowledge with practice and life experience.

**Description**

USQ is in a privileged position in which a significant majority of our students are currently employed and many of our school leavers have well-defined employment aspirations. Even if they are in career transition, they are practitioners in some role of responsibility and this is one of the inherent distinctive features we possess. Experiential learning is a given for many of our students and should be supported through curriculum, course design, and USQ student and employer support. In addition, USQ has a strong focus on employability and as such a university we have an obligation to connect our teaching directly with practice and with broader intellectual development. We will ensure that courses are designed, developed, and assessed on these criteria.

To the extent that many of our students come to us with a raft of professional and life experiences and focused professional or life goals in which education is an important part of their achievement, we are well positioned to thoughtfully and methodically connect theory and practice. We must do so consistently through our claims about the uniqueness of our educational experience, construction of our programs, design and development of courses and investment in enabling infrastructure. Of particular importance is information, communications, technology and media capacity, as is training and development that enables us all to develop pedagogical approaches and services that effectively connect education and practice. Making this commitment real will require significant focus in rethinking the expectations of:

- relationships with employer and employment partners (governments, corporations, volunteer organisations, NGOs, other education providers, USQ, etc.)
- activities, content and other learning materials for self-study and augmented study
- learning and teaching support for work integrated learning, internships, work simulations, citizen science and citizen civics, remote access laboratories, and other means of enabling practical experiences
- knowledge and attribute assessment and recognition
- the potential of lifelong learning for personal fulfilment and continued engagement with USQ as a learning partner.

**Goals**

**Improve Retention & Satisfaction**

- Connect theoretical knowledge development with lived experience
- Make learning as relevant as possible
- Enable learners to experience the value of USQ education immediately and practically

**Recognise and Support Personal Learning**

- Provide opportunities to integrate formal and informal learning
- Prepare learners to interpret theory in a practical context
Enhance Employability

- Continually develop traditional and novel ways of connecting with employers to enhance positive impressions of USQ and USQ students
- Improve learners’ self-confidence to perform on the job and through other forms of social participation

Strategies

1. Develop the expectation and actively promote the development of educational programming that requires a professional or voluntary internship in addition to that demanded through professional compliance.
2. Formally support and connect educational practice and life experience with University outreach and related research.
3. Develop dialogue leading to specifications and academic community standards for curricular principles, models, support, and practice that lead to bridging theoretical knowledge, practice, and life experience.

6.4 Commitment/Objective: All USQ graduates will demonstrate knowledge and behaviours associated with an educated individual including a specific focus on cultural competence in an Australian context.

Description

We recognise that it is important for all of our students who have been granted credit or a qualification to be able to demonstrate competencies in the skills or attributes and knowledge that define a practitioner in a particular discipline or profession. This is a critical quality of an educated professional. It is what a vast majority of our students expect, our government funders expect, and broader society expects and as such, it is in part what we expect of ourselves. And, as Bart Giamatti, former president of Yale suggests, a university should never want less, but ought to aspire to more.

Beyond the skills and techniques of a professional are the other developmental characteristics that we expect from an individual who has been educated at a university, which are perhaps the arts and habits of an educated person. In Australia, some of this is captured in the notion of ‘General Graduate Attributes’, which in essence are intended to ensure that university graduates can contribute as free women and men to a democratic society and engage in national and local discussions and practices with civility, respect, and dignity. In the Australian context, this also includes a national commitment to educating graduates so that they possess the professional knowledge’s and practices associated with Indigenous Cultural Competency. Graduate Attributes also point to the ability of all university educated Australians to be critical and reflective contributors to the national economy through employment, leadership, and innovation.

Graduate Attributes include the skills, knowledge and abilities beyond disciplinary content knowledge that the University community agrees its students should develop and be able to demonstrate upon graduation. The University expects that every USQ graduate (from an undergraduate program) should, upon graduation, exhibit the following attributes:

1. Written and oral communication
2. Critical, analytical and reflective thinking
3. Problem-solving, creativity and innovation
4. Information literacy
5. Learning and working autonomously
6. Learning and working collaboratively
7. Ethical, open and inclusive engagement with communities, cultures and professions and environments

- Engage ethically as learners and as future professionals.
- Demonstrate the capacity for professional cultural competency, including in terms of Aboriginal and Torres Strait Islander contexts and perspectives.
- Demonstrate the implications of global and cultural issues for their discipline/professional practice.
- Show critical awareness of sustainability as an issue for their discipline or profession.

As with any sophisticated and nuanced system of attitudes, aptitudes, and behaviours, demonstration of general Graduate Attributes will require building a foundation from which to develop. In addition, like technical and disciplinary attributes, in order to ensure that the general Graduate Attributes are demonstrated as behaviours in our graduates, the University needs to articulate the attributes in behavioural terms that can be integrated into the curriculum as part of program accreditation and re-accreditation, treated as learning outcomes, taught, and assessed.

Preparing the student to behave as a professional and as an educated person strikes at how we strategically design our programs, learning experiences, set expectations, and enculturate our academic community in our thinking about the university education, our graduates, and latent expectations of our critical stakeholders. Making this commitment real will require significant focus in rethinking the expectations of:

- what it means as a USQ graduate to be an educated person
- how we interpret Graduate Attributes and embed them in courses and programs
- how Graduate Attributes are measured and mapped into the curriculum
- what we do at the ground-level to make this happen
- the nature of curriculum, learning, and assessment design to capture technical skill, professional competency, critical and reflective reasoning and practice, with demonstrable behaviours.

Goals

Prepare USQ learners to reason critically, practice reflectively, and live humanely.

- Prepare learners to thrive in a pluralistic and integrated society
- Prepare learners to thrive in a dynamic and complex world under conditions of ambiguity
- Enhance employability, citizenship and quality of life

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3 These are taken from the draft policy. The current attributes can be found at http://policy.usq.edu.au/documents.php?id=13420PL
• Develop a living academic culture (artefacts, patterns, norms, and behaviours) that values a liberal education in order to sustain performance on the general Graduate Attributes.

**Strategies**

1. The USQ community will formalise and exhibit understanding of the general Graduate Attributes.

2. Build an academic culture (artefacts, patterns, norms, and behaviours), that embeds the general Graduate Attributes in a context of a contemporary liberal education.

3. Develop a model that relates fundamental arts and habits that support the demonstration of USQ’s general Graduate Attributes.

4. Actively and openly experiment with pedagogical approaches for developing and articulating the general attributes across the curriculum.

5. Develop a USQ distinguishing approach to the digital humanities and more broadly digital scholarship.

6. Build an active dialogue and culture (artefacts, patterns, norms, and behaviours) that frames aspects of the general Graduate Attributes in terms of the unique Australian context of Aboriginal and Torres Strait Islanders culture and reality.

6.5 **Commitment/Objective:** All learners are supported through personalised support services regardless of their background, location or stage in life.

**Description**

Our evolving understanding of how USQ will define, interpret, and contextualise the notion of personalised learning, is leading to the identification of the need to support personal learning and the contributions that personalised learning services play in learner success.

USQ’s Draft Student Success Action Plan 2014-2015 complements the objectives of the Educational Experience Plan. As one of the key drivers for USQ to achieve continued student success in delivering fulfilling experiences throughout the Student Learning Journey, is the need to work together in achieving an integrated and proactive approach to educational experience defined broadly. The Student Success Action Plan objectives and strategies overlap, integrate, and mutually support those in the Educational Experience Plan, and ought to be cross-referenced, collaboratively interpreted, prioritised, and practiced.

**Goals**

**Enable authentic personal learning through personalised learning services.**

- Support personal learning to enhance learner success and satisfaction.

**Provide appropriate quality and levels of professional development and support to students, teachers, and professionals to enable personal learning.**
• Support a culture of responsive and relevant professional development.

Strategies
1. Identify, deploy, and use a variety of technologies that support and catalyse personal learning and support the delivery of personalised learning services.
2. Develop appropriate support to design and acknowledge educational experiences that promote personal learning opportunities.
3. Embed access to personalised learning services into the curriculum.

7. Supporting Initiatives/Tactics

In this section a number of indicative initiatives or tactics are listed that are associated with the five commitments/objectives. The tactics listed in this section are intended to be approaches that can be operationalised by the appropriate groups. Although a particular tactic may be associated with a specific strategy, it will likely impact more than one strategy. Many of the items listed below build on current activities and initiatives that have previously been discussed and are extensions of the Educational Experience Plan and operational plans. There are many operational and procedural initiatives that are not included in this list.

Priorities for supporting the Educational Experience Plan are the development of capacity in:

7.1 Commitment/Objective: Learning and teaching at USQ is characterised by increased levels of flexibility and accessibility, enhancing opportunities for learner access, engagement, and learner defined success.

We will:
1. Develop a discussion paper and proposal outlining how mandatory use of physical presence for learning purposes will be reviewed, considered, and managed relative to other options across a range of criteria.
2. Increase the value of learning and teaching materials and environments by:
   a. Actively promoting and providing support to apply good web-based design and presentation principles.
   b. Actively reduce barriers and promote sharing of materials and teaching practice among the USQ community.
   c. Appropriately resource and support the design and development of learning materials and for simplicity, discoverability, reuse, and appropriate production value.
   d. Appropriately resource and support the identification, design, integration and use of learning environments for simplicity, adaptability, interoperability, and ease of use to reduce the barriers and costs of learning and teaching.
   e. Improving the user experience by investigating and pursuing alternative approaches to enhance accessibility to courses and course materials through approaches like those advocated through the FLUID project providing enhanced access, flexible delivery, and personalised service through improved user experience.
   f. Appropriately invest in classroom-based technologies to reduce dependence on physical presence.
g. Invest in USQ Remote Access Laboratories (RAL) and simulations, while developing a network of universities committed to inter-institutional sharing of such resources.

3. Identify qualities associated with authentic and effective professional growth support. As USQ will be principally online, development and support will be designed to promote quality online learning, teaching and programming.

4. Invest in the basic measurement and analysis capacity to ensure that our course/program design, delivery, and teaching can be informed by scholarship.

5. Adopt open technology standards like those offered through the IMS Global Learning Consortium (international education technology standards organisation) and open Application Program Interfaces (APIs) for dependable delivery, discovery, and access. Open technology and information structures will be used to promote interoperability and data exchange supporting flexibility and openness. We will include them as a principal procurement criterion and a condition before the technology can be adopted into production for support and funding for licencing, service, and maintenance.

6. Lead development of tools and networks that deliver high-quality, low-cost, discoverable open access research and data for educational purposes benefiting students, teachers, and publishing researchers at USQ.

7. Whenever feasible, expand e-access to library resources beyond students and staff through a variety of efforts including the Learning Object Repository, enhancing access and flexibility.

8. Circulate a green paper on Openness for consultation and development into a white paper, for incorporation into University operations. Proposals will be developed for:
   a. Preferential treatment of open textbooks with the intent of adoption, integration into policy and procedures.
   b. Development of learning opportunities to improve general understanding of open licencing (ie. Creative commons), open business models, participation and contributions to open projects and communities, reuse, digital renovation, and other practical features of open educational practice.
   c. The use and reuse of open learning objects as much as possible, for example those offered through the Free/Libre/Open Works (FLOW) project, Open Courseware Consortium, OERu or through the Directory of Open Access Journals to increase access, flexibility, and content quality.

9. Focus our accessibility via web, social media and traditional communication routes between prospective and existing students on clear information and on short response times, supporting both personalised service and learning opportunities.

7.2 **Commitment/Objective:** USQ will measure and increase its capacity to support student acquisition and demonstration of knowledge and skill in diverse ways.

We will:

1. Investigate how alternative learning assessment meets USQ's goals.
2. Identify services that scaffold independent learning and structure it in meaningful ways.
3. Identify models under which a USQ student can acquire certification through non-traditional learning paths.
4. Identify learning and teaching approaches that explicitly rely on connecting formal and informal learning.
5. Identify technologies and services that reduce the barriers to demonstrating informally developed knowledge.

6. Identify qualities associated with authentic and effective professional growth support. As alternative learning, blending formal and information learning is not traditional, support must be provided.

7. Identify and promote superior resources supporting informal and self-directed learning.

8. Adopt agile methodologies to easily integrate learning and communication tools into the learning environment.

9. Develop an ‘observatory’ function to better anticipate educational applications in evolving technologies and social structures.

10. Develop teaching and design methods to:
   a. Purposefully embed elements of self-discovery (knowledge development through reflective and critical practice) in the formal curriculum and extra-curricular programming.
   b. Purposefully embed connections between formal and informal learning into the formal curriculum and extra-curricular programming.
   c. Purposefully embed the value of self-determination through independent learning, self-expression, and civic and professional participation in the formal curriculum and extra-curricular programming.
   d. Develop learning, teaching, and assessment for prior and personal learning.

11. Develop a base-line learning and teaching model that supports development, is modular, extensible, and contains threshold standards (not implementations).

7.3 **Commitment/Objective:** All teaching will include pedagogical elements that promote learning that bridges theoretical knowledge with practice and life experience.

We will:

1. Investigate and report on current examples in which learners’ work, life, and volunteer activities are integrated into a course.

2. Identify excellent examples of bridging activities in programs and courses for broader discussion, identification of underlying principles, and integration into professional development activities.

3. Explicitly recognise teaching practice and scholarship that effectively bridges theoretical knowledge with practice and life experience in the promotion and tenure process and other forms of professional recognition.

7.4 **Commitment/Objective:** All USQ graduates will demonstrate knowledge and behaviours associated with an educated individual including a specific focus on cultural competence in an Australian context.

We will:

1. Explicitly map employability, citizenship and Graduate Attribute statements, with behaviours that are desired and distinguish a USQ graduate as an educated person.

2. Develop procedures, provide support, and otherwise nurture culture (artefacts, patterns, norms, and behaviours) of professional development aimed at ensuring that we are meeting the spirit and functional obligations associated with the general Graduate Attributes that we identify.
3. Explicitly recognise teaching practice and scholarship that supports the demonstration of knowledge and behaviours associated with an educated individual, at least as expressed in USQ general Graduate Attributes, in the promotion and tenure process and other forms of professional recognition.

7.5 **Commitment/Objective:** All learners are supported through personalised support services regardless of their background, location or stage in life.

We will:

1. Explicitly recognise teaching practice and scholarship that supports the demonstration of knowledge and behaviours associated with an educated individual, at least as expressed in USQ general Graduate Attributes, in the promotion and tenure process and other forms of professional recognition.

8. Building Capacity to Enable the Strategy

The Educational Experience Plan will be supported by a suite of major strategic initiatives that are university-wide and cross-divisional. They directly support the elements of the Educational Experience Plan outlined above and are absolutely aligned with the principles and commitments outlined in the USQ Strategic Plan.

All of our activities will contribute to:

- reducing barriers to study
- enhancing learning and teaching quality
- enabling student success.

We will do so through our commitment to provide:

- personal learning
- personalised service
- access
- flexibility
- openness
- quality programming.

As strategies by their very nature are somewhat predictive and subject to many factors outside of our control, it is essential that we develop enabling capacity that applies to all of our activities, commitments, and broad strategic initiatives. Priorities for supporting the Educational Experience Plan are the development of capacity in:

1. learning and teaching quality measurement and reporting function
2. effective and efficient development, management, and delivery of relevant services
3. effectively supporting processes that align creativity with innovation and delivery
4. effective improvement in digital and information fluency as it relates to all aspects of the educational experience
5. growing a learning and teaching improvement culture (artefacts, patterns, norms, and behaviours), including a base-line learning and teaching model, principles, and base threshold standards.

The description, goals and possible strategies for developing each of these capacities are outlined below.
8.1 **Capacity/Objective:** Develop capacity enhancing functions that support the improvement of the educational experience through learning and teaching measurement, analysis, and reporting\(^4\).

**Description**

If USQ wants to function as a data enabled organisation there is a need to fill a current capacity gap with a function that supports data management, analysis, and reporting. The approach may be a hybrid of centralised and distributed capacity development that will require collaboration across many different parts of USQ. This capacity development effort is closely aligned to ‘digital and information fluency’ as presented below, and needs to support enterprise interests, regular reporting, and ad-hoc investigation indicative of open and agile design, development, and discovery processes.

**Goals**

*Effectively support continuous improvement processes.*
- Iteratively improve the nature of quality indicators.
- Iteratively improve outcomes of indicators.
- Iteratively improve various aspects of the educational experience.
- Reduce barriers to agile and open design and development.
- Demonstrated ability to reliably measure educational experience indicators.
- Ability to reliably measure outcomes of interventions and initiatives.
- Ability to provide data management, consulting, and analysis services to support strategic and operational decisions relating to academic quality assessment, enhancement, and continuous improvement.

*Improve quality of internal and external reporting.*
- Reducing the barriers and costs associated with compliance reporting.
- Reduce the barriers and costs associated with preparing proposals and other formal reports and requests.

**Strategies**

1. Using a dynamic team model, build capacity to access data necessary for analysis and presentation specifically to improve learning and teaching, support experimentation, and reliably make ad hoc queries and deliver regular reports for scholarship.
2. Create a data and information architecture that ensures capacity is available to decision makers, across the university.
3. Building on the momentum of the ICT capacity development plan, ensure that the ‘data analytics’ component is aligned with the capacity development efforts identified in the Educational Experience Plan.

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8.2 **Capacity/Objective:** Continuously improve USQ capacity to effectively and efficiently develop, manage, and deliver support and services.

**Description**

The success of USQ is tied to the performance of each member of the community. The most effective way to improve the educational experience is through the

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\(^4\) A number of individuals have been working on capacity development (workflows, models, policy and procedures) to support the learning and teaching quality function. In many ways the discussion has been about developing capacity that might sit in a traditional Institutional Research Office.
provision of exceptional teaching and support services. For teachers to perform there is the need to provide effective services and to create a culture (artefacts, patterns, norms, and behaviours) that continuously reduces the costs and barriers to success. These costs are not only financial. They may be measured by time on (and off) task, frustration, effort, impact on morale, and opportunity cost. This capacity development area is extended significantly in Section 8.5, which focuses specifically on learning and teaching.

Goals
Consistently design and develop services that effectively reduce barriers to academics, students, and professional staff to enhance the educational experience. This would include demonstrated ability to:

- collaboratively set service performance standards and consistently deliver to them.
- engage in a robust continuous improvement process in a dynamic setting.
- gracefully exit service offerings in accordance with University needs.
- move value potential generated in a variety of projects into operational value in business as usual.
- effectively provide enhanced support to academic staff in developing high quality program and course curricula, learning resources and experiences.

Strategies
1. Develop a service governance structure and a set of open and agile methods for scoping, designing, developing, delivering, and incrementally improving and deprecating services.
2. Committing to the use of content, technology systems, and processes that are easily modified and interoperable.
3. Developing a culture of collaboration, and the absence of dogmatic adherence to particular ideologies and organisational arrangements.
4. Developing a culture that reduces the barriers to ‘digital renovation’ and the attendant use, reuse, and creation of derivative works.
5. Rethinking our service delivery structures by resourcing system and service ‘custodians’ who support and advocate for a healthy service and user community.

8.3 **Capacity/Objectives:** Develop improved capacity and processes that align creativity with innovation, improved delivery, and outcomes, by supporting productive experimentation.⁵

Description
The ability to be able to bring creative ideas into practice as innovation is critical to the success of any knowledge-enabled organisation. The challenge facing virtually every university, including USQ, is how to allow a large scope of play at the start of the idea funnel, and then investing incrementally as the idea is reliably introduced into the university. The economic cost associated with pursuing every idea is more than any organisation can digest, while letting every idea grow with the expectation that it will be supported in perpetuity is also unrealistic. Some ideas require support

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⁵ This is important capacity because many of the ‘strategic initiatives’ will require a cycle for introducing, testing, and implementing ideas in areas with inherent risk and investment impact.
in practice, while others do not. Innovations differentially impact other parts of the organisation, creating different levels of administrative overhead and need for coordination.

Different innovations also provide different encumbrances and value. In short, ideas, like the individuals and groups who generate them, are unique and need to be nurtured in accordance with their unique natures. USQ needs to develop methods that account for the unique nature of ideas, grows them liberally as appropriate, and ensure that the University’s resources, delivery standards, and expectations are considered and enforced. Part of successful innovation is understanding that many ideas will not be pursued for a variety of reasons.

Goals
Bring more creativity and innovation into practice, taking full advantage of the intellectual strengths of the USQ team, and ultimately improving the educational experience. This would include demonstrated ability to:

- take advantage of ideas by testing them at a ‘demonstration’ level and responsibly assess the idea’s value.
- responsibly transition an idea from demonstration, to pilot, to trial, and eventually into production at the correct support practice levels, ensuring alignment with university needs and appropriate levels of resourcing.

Strategies
1. Resourcing and developing support, training, and practice in agile approaches to bringing ideas into practice.
2. Providing direct support, training, and coaching, while experimenting with a program of alternative capacity development and idea generation.
3. Develop, resource, and support a model that supports the demonstration of ideas in the form of projects designed to incrementally test ideas, and based on results, resource and develop accordingly through an agile development process.

8.4 **Capacity/Objectives:** Develop improved digital and information fluency as it relates to all aspects of the educational experience.

Description
Data, information, knowledge, and the technologies and relationships that enable educational practice have become an unavoidable part of university life, community, and success. USQ’s strategic commitments and all of the commitments and capacity development needs rely on improving digital and information fluencies within our community. This is not only a matter of competition, it is a matter of being able to engage in scholarly communities and serving learners who frequently engage us with substantial personal capacity and identity in digital culture (artefacts, patterns, norms, and behaviours).

Goals
Each member of the USQ community ought to be able to make informed decisions about their adoption and use of technologies, data, information, and knowledge to reduce barriers, enable creativity, and improve practice in support of the educational experience. The goal of capacity building in this area would be demonstrated:
• ability to engage in digital renovation (reuse, modification, creation of derivative works) of educational artefacts such as learning content, presentation, and educational technologies.
• ability to effectively use digital media, information aggregation, discovery, affiliation, and other appropriate services.
• currency in distributed collaboration, personal presentation, peer authoring, and other appropriate education tools ability to help students improve their thoughtful use of digital assets and participate in digital culture (artefacts, patterns, norms, and behaviours).
• ability to participate in collaborative promotion of knowledge growth within a digital culture.

Strategies
1. Resourcing a non-traditional inter-divisional professional development and practice program.
2. Providing opportunities for individuals to create value through processes that require varying levels of digital and information fluency.
3. Embedding characteristics associated with digital and information fluency into our staff recruiting processes and expectations.
4. Embedding language and learning outcomes associated with improved digital and information fluencies in courses.
5. Interpreting general Graduate Attributes with an eye toward digital and information fluency.
6. Committing to open and agile design and the attendant benefits of reuse, creation of derivate works, open licencing, and open standards.

8.5 Capacity/Objective: Develop a base-line learning and teaching model, principles, and base threshold standards to inform and improve practice.

Description
A learning and teaching model is by necessity a dynamic thing, informed by practice and scholarship in the context of institutional commitments and values. The model will serve as a touchstone, providing the basic capacity to measure against something meaningful, both internally through our expectations and cycles of improvement, as well as externally through benchmarking with colleagues and comparators. The model needs to be easily interpreted and flexible enough to accommodate the differences between disciplines, inter-disciplinary areas, and the creativity each teacher and learner brings to his or her courses and other learning activities. The model needs to be closely connected to capacity to measure ‘quality’ and be open to the influences of creativity and innovation as articulated in this Plan.

The model, used as a guide and means to raise important questions and conversation will, along with threshold standards, principles, means of professional development, and effective technologies, support the scholar’s calling for continuous improvement in the art of teaching and growth of their academic and professional discipline through university education. Although an appropriate learning and teaching model is an effectual cornerstone, there must also exist a group of attendant supporting strategies.
Goals
Improve our capacity to continuously improve learning and teaching as a critical part of the educational experience and defining identity of USQ.

- Demonstrated ability to incrementally develop teaching and learning scholarship.
- Demonstrated approach to aligning short-term performance indicators to institutional learning and teaching KPIs as in the Institutional Performance Portfolio.
- Demonstrated means of fomenting conversation about the multiple ways USQ is able to meet its educational commitments and individual teaching objectives.
- Demonstrated ability to engage in authentic and effective professional development culture.
- Demonstrated ability to design, develop, deliver, and support effective educational technologies and processes enabling the desired educational experience.

Strategies
1. Develop culture and capacity to support learning and teaching improvements.
   
   a. Develop a base-line learning and teaching model, along with principles, and threshold standards, for open consultation as well as consultation through University governance for development, critique, refinement, and endorsement.
   
   b. Develop a professional development framework and model, along with principles for open consultation as well as consultation through University governance for development, critique, refinement, and endorsement.
   
   c. Develop educational technology and support governance, design, development, and delivery frameworks, models, and operation indicators for ongoing open consultation, development, critique, refinement, and endorsement.
   
   d. Build on existing and develop appropriate further performance indicators for learning and teaching outcomes, professional development, educational technology, and services.

The combination of robust quality assurance, to support the continuous improvement of support functions, coupled with methods of introducing new ideas with agility and effective delivery will help ensure that we make good on our strategic objectives even in an uncertain environment.

9. Capacity Development

In this section the five areas identified that require capacity development described in Section 8 are presented with anticipated activities that promote their realisation. Each activity is aligned with at least one of the capacity areas necessary to enable the strategy commitments. Many of the items listed below build on current activities and initiatives that have previously been discussed and are extensions of the Educational Experience Plan and operational plans. There are many operational and procedural capacity development initiatives that are not included in this list. Many basic improvements are necessary to build a foundation for sustained change.
9.1 **Develop capacity enhancing functions that support the improvement of the educational experience through learning and teaching measurement, analysis, and reporting.**

We will:

1. Establish a learning and teaching community of scholarship to provide input into threshold standards.
2. Establish a base-line learning and teaching model, with principles in part as a means to engage in continuous improvement.

9.2 **Continuously improve USQ capacity to effectively and efficiently develop, manage, and deliver support and services.**

We will:

1. Adopt agile design and development processes and techniques.
2. Establish a community of open and agile practitioners.
3. Develop systems that make better use of operational data to guide quality service delivery.
4. Establish design principles and methods that put the client at the centre of decision-making.
5. Establish robust communication systems and protocols.
6. Improve excellent self-help capacity and community support.

9.3 **Develop improved capacity and processes that align creativity with innovation, improved delivery, and outcomes, by supporting productive experimentation.**

We will:

1. Establish methodologies that frame creative experimentation in terms of low-risk and supported activities (short duration, clear rationale, no significant dependencies eg ‘hackathon’ and un-conference events modified to apply to a variety of learning and teaching areas (course design, scholarship frameworks, educational technology, teacher’s space)).
2. Establish methodologies that align risk with compliance requirements (reducing costs to innovation).
3. Establish a culture accepting of low-risk creativity and innovation.

9.4 **Develop improved digital and information fluency as it relates to all aspects of the educational experience.**

We will:

1. Develop hands-on low-barrier continuing professional development opportunities like ‘23-Things’, collaborative professional development for digital fluency and social media.
2. Actively identify and develop opportunities and incentives for all members of the USQ community to practice and develop information, media, ICT, communication and collaboration, digital scholarship, learning skills and career and identity management fluency.
9.5 Develop a base-line learning and teaching model, principles, and base threshold standards to inform and improve practice.

We will:
1. Develop a base-line model for consultation.
2. Scope services and support to make it happen.
3. Map goals and indicators with institutional learning and teaching KPIs and actively support ‘academic demonstrators’ for incremental experimentation.

Definitions and resources

10. Definitions and context

10.1 Personalised Learning

Personalised learning refers to two related but distinct topics. The first being personal learning and the second being personalised learning services. Personal learning refers to the aspects of the learner’s educational experience that builds self-awareness, self-efficacy, and the abilities to learn and practice critically and reflectively. Personal learning extends beyond recognition that learning is an inherently personal activity, to the idea that the learner needs to be about to engage in a personal and life-long learning journey, effectively and confidently engaging in independent and self-directed learning in a complex and social world. Personalised learning services are ways that the University supports personal learning through support and enablement.

10.2 Blended Learning

Blended learning is a general concept in which the learning experience is viewed as a network of characteristics associated with learning and teaching approaches, environments, constraints, modalities, technology application and other qualities that relate to each other, exist on continua, and are dynamic. In a blended learning environment polar positions are rejected as the dominant assumed position, replaced instead with the notion that the overall educational experience is improved, and many learning outcomes are best achieved in an environment in which key variables can be set and adjusted on a continuum.

10.3 Flexibility

Flexibility is the degree of variance and responsiveness the educational experience at USQ can and will accommodate. In effect, flexibility is a measure of robustness in the USQ blended learning model and implementation.

10.4 Openness / Open Educational Practice

Openness is the general measure of barriers and costs associated with exchanging, modifying, and using data, information and knowledge. Reduction of barriers and
costs and increased openness is intended to increase the value, impact and usefulness of authored works, providing additional opportunities for creativity and innovation. The digitalisation of cultural works and enhanced distribution through freely available communication systems have made licencing a primary constraint to openness. Authored works that qualify as open are frequently defined by meeting the standard of free cultural works, which include:

1. the **freedom to use** the work and enjoy the benefits of using it
2. the **freedom to study** the work and to apply knowledge acquired from it
3. the **freedom to make and redistribute copies**, in whole or in part, of the information or expression
4. the **freedom to make changes and improvements**, and to distribute derivative works

These freedoms have greatly influenced the structuring of open licences. They are embedded in the Creative Commons licencing system, which allows authors to set specific rights reservations. Open educational practice (OEP) is the application of openness in education. Examples of OEP include:

- Open Education Resources (OER)
- Open Access publishing
- Free and Open Source Software
- open policy
- open textbooks
- open data
- open technology standards
- open metadata
- open file formats
- open research, and
- open educational models.

More broadly, openness has been framed in terms of values, principles, and techniques that characterise the degree of capacity an organisation has for openness. Openness as a feature of organisational culture has been associated with the ability to effectively engage in agile design and development. It is important to note that OEP and free cultural works more generally do not prohibit commercial activity.

11. **Related & Referenced Documents**

- [USQ Social Justice Strategic Plan 2014-2015](#)
- [USQ Indigenous Cultural Competency Framework](#)
- [USQ Proposed Blended Learning Model (long version)](#)
- [USQ Proposed Blended Learning Model (short version)](#)

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6 [Openness Index](https://wiki.jasig.org/display/2398/Openness+Index)
Consultation and Implementation Planning

12. Consultation and Implementation Planning

As maintained throughout development of the Educational Experience Plan, the consultation process will be ongoing. We will continue to use a combination of forums, small group meetings, working groups, and technology supported discussion and access to documents.

We will:

- take advantage of a web-based consultation site at the following link
  - maintain an archive of legacy documents on this consultation site
  - support searching within the site
  - provide the opportunity for threaded discussion on topics on the consultation site
  - share information about events, updates and other useful topics.

The original ‘Straw’, ‘Bronze’ and ‘Iron’ versions of the Plan will continue to be available on the Educational Experience Plan Consultation Site.

The ‘Iron’ Consultation document has been transitioned into this document to form the Educational Experience Plan – Discussion and Consultation Supporting Document. Detail from this document will be abstracted into The Formal Educational Experience Plan (EEP). The Educational Experience Plan Executive Summary site will also remain available.

13. Implementation Planning

The Implementation Planning Phase will be a process that includes analysis of current tactics and activities that are already directly supporting Educational Experience Plan strategies and objectives. We will also engage in the development of new tactics and activity planning which will be conducted as part of the budgeting and planning process, taking advantage of strategic funding and planning opportunities at the University level. Consultation will be built into these processes at standards set by USQ that are consistent with our commitments to improve communication and behave as one university.

During the Implementation Planning Phase a wide range of opportunities for feedback will continue to be provided. All feedback will be given the opportunity for community discussion, due consideration, and where appropriate will inform considerations and outcomes.

It is important to note the date and version of this document as it is subject to modification. We will actively and continually ask questions of ourselves, learn from what we are doing, and what we see happening around us. The document will be updated as appropriate to reflect our most current thinking. All versions of the document will be archived and made easily and openly accessible.

• Institutional Learning and Teaching KPIs
Educational Experience Plan  
Implementation Planning

Background

The Educational Experience Plan (EEP) consultation process has reached the end of its third iteration (Iron) on Friday, November 7. The process has been robust and has resulted in a coherent document. The general structure of the document includes:

1. **Objectives**: 5 Educational Experience Commitments and 5 Capacity Gap Development Areas.
2. **Strategies**: 1 to 5 approaches to reaching each of our Objectives.
3. **Tactics**: Operational activities, initiatives, and projects designed to contribute to achieving our strategies.

Our next step is to engage in an implementation planning process. As mentioned early in the EEP process, the Plan will ultimately be implemented through University, budgeting, planning, and management processes and integrated into business as usual appropriately.

Description/Schedule

The implementation planning process will result in a suite of proposed tactics designed to deliver on the strategies identified under the five (5) Principal Strategic Elements/Educational Commitments (refer to the ‘Overview’ section on this site which details Section 6 from the Iron Educational Experience Plan) and the five (5) Capacity Gaps (refer to the ‘Overview’ section on this site which details Section 8 from the Iron Educational Experience Consultation document) identified in the EEP. We are now planning the process.

1 **Implementation Planning Forum**  
   **Indicative Timeline**: TBA - Late January/Early February 2015

The implementation planning will commence with an Implementation Planning Forum facilitated by Tony Wheeler (Imagine Consulting Group International). Staff from all Divisions will be invited to participate. It is critical that appropriate individuals from across the University have voice in this part of the process.

Working with inter-divisional groups, we will set the expectations for collaborative work with the identification, production, and prioritisation of EEP tactics supporting key strategies. The Forum will be designed to create the capacity for authoring groups to be formed and work together to deliver elements of strategy implementation activities.

Our intent is to invite all members of the community who have actively engaged in the consultation process, elected members of Academic Board, and perhaps a few key stakeholders. We also intend to ask invitees who accept the invitation to invite a colleague to participate as well.
Second Forum if Necessary
Indicative Timeline: February/March 2015

We recognise that timing is a real challenge for us and it may be difficult to get the necessary people around the table on a specific date. We will reserve the opportunity to reengage again later in 2015. This option may be employed to bring more people into the process, or to continue the momentum for those already engaged.

Current State Report

We will compile a list of activities and effort currently underway or planned for initiation in 2015 that function as tactics supporting identified EEP strategies. This will likely be coordinated through the EEP Strategic Working Group.

2 Authoring Groups:
Indicative Timeline: To be confirmed – February/March

Authoring groups developed through the Forums will draft a report including considerations and proposals for EEP Tactics. Although the report may include a list of tactics, the authoring groups will produce a small number, between three (3) and five (5), short proposals describing the highest priority EEP Tactics.

The authoring groups will form around one of the five (5) EEP Commitments and five (5) Capacity Gaps. They will be inter-divisional and will have access to a ‘support-team’ of key experts throughout the University who understand business operations, policies and procedures allowing for the development of viable proposals.

Tactic Proposal Peer Review
Indicative Timeline: To be confirmed March – Review Activities Commence

The reports will be consolidated into a system of recommendations and made available for open peer review for iterative modification by the Authoring Groups.

3 Production of Priority Tactics Proposal
Indicative Timeline – To be confirmed

Early April: Tactics Proposals Delivered
April: Proposals Edited and Compiled
April/May: Recommendation from VCC
May: Available for guiding 2015 activities
May: Available to inform 2016 budgeting and planning

After the round of review, a full proposal will be developed and submitted to VCC for review, discussion and when appropriate endorsement.

Endorsement will be a commitment by the University executive to operationally plan, budget and prioritise the EEP Tactics, in effect creating a working plan to start implementation of the EEP.
Schedule Summary – To be confirmed

<table>
<thead>
<tr>
<th>Indicative Timeline</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Late January/early February 2015</td>
<td>Cross Divisional Implementation Planning Forum</td>
</tr>
<tr>
<td>Early February 2015</td>
<td>Second Forum if required</td>
</tr>
<tr>
<td>February 2015</td>
<td>Authoring Group launches</td>
</tr>
<tr>
<td>February – March 2015</td>
<td>Authoring Groups</td>
</tr>
<tr>
<td>Early April 2015</td>
<td>Tactics Proposals delivered</td>
</tr>
<tr>
<td>April 2015</td>
<td>Tactics Proposals edited and compiled</td>
</tr>
<tr>
<td>April/May 2015</td>
<td>Submit to VCC Recommendation received from VCC</td>
</tr>
<tr>
<td>May 2015</td>
<td>Endorsed Tactic Proposals made available to guide 2015 Activities and inform 2016 Budgeting and Planning</td>
</tr>
</tbody>
</table>

**Deliverables**

The principal deliverable will be a University (cross-divisional) system of tactics described in brief proposal format to facilitate deployment across the University. In effect, it will represent an actionable, operational, and measurable roadmap for priority investment, effort, and activity supporting the Educational Experience Plan. The proposals will be aligned with the objectives and strategies that have been collaboratively developed in the EEP, which are also aligned with our current University Strategic Plan and will help inform the next strategic document as well.

The Educational Experience Plan, the EEP Tactical Implementation Plan, and the Current State document, will together provide the assets needed to action the plan in 2015, 2016 and set the direction through to 2018.

- **2015 – Building on Aligned Tactics:** As we have already engaged in planning and budgeting for 2015, we will consciously identify those budgeted and planned activities that align with EEP Strategies, support them, contextualise them within the EEP framework, augment them with discretionary investments throughout 2015, and track them appropriately.

- **2015 – Integration into University Strategic Planning:** As the next round of University Strategic Planning will progress in 2015, we will have the opportunity to integrate the EEP into that process and documentation as well, providing guidance and a trajectory for at least the next three (3) years.

- **2016 – Integration into Operating Budgets:** The process outlined above and the resulting deliverables will be developed, reviewed, ratified, and endorsed in time for consideration during early budget and planning processes for 2016 in April 2015. This should provide the lead time to ensure that we have a whole-University understanding of direction and the relationships between our various plans, strategies, and the constellation of tactics we are promoting.
Consultation Overview
Educational Experience Plan

Consultation and Implementation Planning

The consultation process has been designed to promote University-wide discussion leading to an Educational Experience Plan supported by an Implementation Plan. These Plans are designed to reflect important topics associated with USQ’s commitment to our educational experience. Through our commitment to open and transparent approaches we supported iterative development of the plan. The process involved:

- Consultation amongst Vice-Chancellor’s Committee members
- Release of discussion documents (‘straw, bronze and iron documents’) on the collaboration site, presentations at relevant meetings and the availability of the DVC (AS) & CIO to present, facilitate and discuss documents throughout the process
- Open discussion in a variety of forums
- Formal community feedback through comment and discussion through the consultation site, through email, and other means.

Written feedback from individuals and groups could be provided in a few different forums. The principal forums included:

1. Comment on the Consultation site. (UConnect username and password required)
2. Electronic public discussion on the Consultation site.
3. Email submissions through the Consultation site or directly via InformASD@usq.edu.au
4. Hard-copy submissions to the Deputy Vice-Chancellor (Academic Services) & CIO Office 535 (Room Y310).

It should be noted that method 3 and 4 were not made publicly available for sharing and discussion. This may have reduced the transparency, value and impact of the feedback. All submissions that were marked as confidential using methods 3 and 4 described above were treated as confidential.

The consultation process was iterated through increasingly formal documents identified using USQ terminology at critical points (ie Straw, Bronze and Iron documents).

After a number of iterations during which the Plan was refined, a document was formally set after three (3) rounds of formal consultation. The resulting document is the Educational Experience Plan. A consultation round was then opened which focussed on ‘implementation planning’.

A wide range of opportunities for feedback was provided throughout the process. All feedback was given the opportunity for community discussion, due consideration, and where appropriate informed considerations and outcomes.
Consultation Summary:

1) **Strategic Working Group was formed (Consultation with executive leadership)** May – July 2014  
   a) Original drafting of base-consultation document for discussion.  
   b) Discussion of consultation approach

2) **Introduction to broad community (First Round/Straw)** 28 July – 15 August 2014

3) **Refining Emergent Topics through discussion of Focused Themes (Second Round/Bronze)** 9 Sept to 26 Sept 2014  
   a) A number of discussions were facilitated by members of the USQ community on topics that emerged during the first round of consultation.

4) **Review and Interpretation (Critical Review of Focused Themes and Refinement of Language) (Third Round/Iron)** 17 Oct to 7 Nov 2014  
   a) Introduction of Web-Based Executive Summary Document 3 November 2014  
   b) Resulting in the formal EEP detailed consultation document (about 30 pages)  


6) **Activities following formal consultation:**  
   a) Preparation of Detailed Consultation Document (open for comment and continuing review). 1-8 December 2014  
   b) Preparation of a “Conversation Backlog” (topics for further discussion and consideration) 1-8 December 2014  
   c) Preparation of draft Education Experience Plan Document (the 10 page document) December 2014  
   d) Broader vetting of EEP, consultation documents, and consultation process.  
   e) Submission to Academic Board for formal feedback and endorsement.

As maintained throughout development of the Educational Experience Plan, the consultation process will be ongoing. We will continue to use a combination of forums, small group meetings, working groups, and technology supported discussion and access to documents.

We will:

- maintain an archive of legacy documents on this consultation site  
- support searching within the site  
- provide the opportunity for threaded discussion on topics on the consultation site  
- share information about events, updates and other useful topics.
## Discussion Forum Summary

### Straw Round 28 July - 15 August
- 151 staff accessed the site at least once
- 8 emails received at InformASD or K Udas address (1 x group School of Health, Nursing and Midwifery)

### Bronze Round * 9-26 Sept
- 2183 IP addresses viewed or added to the consultation site at least once but often more than once between 9 Sept – 16 Oct.
- 13 emails received at InformASD or K Udas address (1xgroup LTS)

### Iron Round* 17 Oct – 7 Nov
- 1253 IP addresses viewed or added to the consultation site at least once but often more than once between 17 Oct – 21 Nov.
- 9 emails received at InformASD or K Udas address (1xgroup LTS)

Total number of individuals who posted to the discussion forum (20) or emailed (30 - including 3 emails from groups) = 50

*Bronze and Iron Round consultation site was moved to OpenDesk from StaffDesk (straw round). Logs for this site indicate IP addresses that have accessed the site rather than unique users.

### Implementation Forum Summary Implementation Process Planning

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<tr>
<th>Implementation Process Planning</th>
<th>133 unique IP addresses viewed or added to the consultation site at least once.</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>26 unique IP addresses accessed the Implementation Plan page.</td>
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<tr>
<td></td>
<td>3 emails received at InformASD</td>
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## Consultation via Meetings Straw Round:

<table>
<thead>
<tr>
<th>Date</th>
<th>Type/Method</th>
<th>Audience</th>
<th>TRIM Ref</th>
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<tr>
<td>19/05/14</td>
<td>Paper for Education Committee Meeting 29 May 2014</td>
<td>Education Committee - Educational Experience/Learning and Teaching Plan – discussion starter</td>
<td>14/32335C</td>
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<td>16/07/14</td>
<td>Email Draft Educational Experience</td>
<td>LTS Academic Staff, Alison Hunter, Scott Sorley, Michael Sankey,</td>
<td>14/30196C</td>
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<tr>
<td>16/07/14</td>
<td>Plan – ‘screen’ before wider circulation</td>
<td>Kirryn Austin</td>
<td>14/30197C</td>
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<td>16/07/14</td>
<td>VCC</td>
<td>Students and Communities Executive Team</td>
<td>14/30195C</td>
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<td>16/07/14</td>
<td>University Services - Dave Povey, John Pearson, Jane Farmer, Steve</td>
<td>Peter O'Reilly, Peter Albion, Peter Terry</td>
<td>14/30192C</td>
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<td>Ivey</td>
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<tr>
<td>21/07/14</td>
<td>Divisional Learning &amp; Teaching Committee – Initial Draft Educational</td>
<td>Divisional Learning and Teaching Committee - Members include Alexander Kist (HES), Charlotte</td>
<td>n/a</td>
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<tr>
<td></td>
<td>Experience Plan (14/23237C) tabled by Prof Udas for information/initial</td>
<td>Brownlow (HES), Diane Wilson (BELA), Henriette van Rensburg (BELA), Jane Summers (BELA),</td>
<td></td>
</tr>
<tr>
<td></td>
<td>‘screen’ by members (Action from Education Committee 29 May 14)</td>
<td>Jennifer Kelly (HES), Karen Noble (BELA), Kate Judith (OAC), Linda Galligan (HES), Lindy-Anne</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Abawi (BELA), Lynda Crowley-Cyr (BELA), Mark Valley (BELA), Melissa Johnson Morgan (BELA),</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Peter Gibbings, Rebecca Te'o (BELA), Robyn Smyth, Sara Hammer and Vasanthadevi Aravinthan (HES).</td>
<td></td>
</tr>
<tr>
<td>28/07/14</td>
<td>Email to All Staff #University Communications &amp; USQConnections. Consultation</td>
<td>All Staff</td>
<td>14/36030C</td>
</tr>
<tr>
<td></td>
<td>Deadline 15 August 2014.</td>
<td></td>
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</tr>
<tr>
<td>29/07/14</td>
<td>Email to Student Representatives on USQ Committees.</td>
<td>Student Representatives on USQ Committees. <a href="http://www.usq.edu.au/current-students/life/representation/representatives">http://www.usq.edu.au/current-students/life/representation/representatives</a></td>
<td>14/36357C</td>
</tr>
<tr>
<td>5/08/14</td>
<td>Academic Board Meeting</td>
<td>Item on Agenda - Prof Udas</td>
<td>14/38427C</td>
</tr>
<tr>
<td>5/08/14</td>
<td>Education Committee Working Party – Blended Learning</td>
<td>Prof Udas Highlighted Educ Experience Plan to members</td>
<td>n/a</td>
</tr>
<tr>
<td>6/08/14</td>
<td>School of Health, Nursing and Midwifery, Learning and Teaching Forum</td>
<td>Prof Udas invited to speak to members about the Educ Exp Plan</td>
<td>14/38592</td>
</tr>
<tr>
<td>7/08/14</td>
<td>School of Agricultural, Computational and Environmental Sciences Forum</td>
<td>Prof Udas Highlighted Educ Experience Plan to members</td>
<td>n/a</td>
</tr>
<tr>
<td>12/08/14</td>
<td>Student Engagement Advisory Committee (SEAC)</td>
<td>Prof Udas invited to speak to members about the Educ Exp Plan Invites include: Carl Rallings,</td>
<td>n/a</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Jill Lawrence, Samantha Miles, Naomi Lutvey, Luke Parker, Christie White, Sharon Schasser, Peter</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Munster, Peter Terry, Lyn Brodie, Dale Sneddon, David Bull, Justin McGovern.</td>
<td></td>
</tr>
<tr>
<td>Date</td>
<td>Type/Method</td>
<td>Audience</td>
<td>TRIM Ref</td>
</tr>
<tr>
<td>------------</td>
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</tr>
<tr>
<td>4/09/2014</td>
<td>Divisional Student Mgt Committee</td>
<td>Prof Udas invited to speak to members about the Educ Exp Plan Members include: A/Prof Lyn Brodie, A/Prof Jill Lawrence, Mr Carl Rallings, Ms Robyn Pigozzo, Dr Claire Beattie, Ms Pauline Collins, Dr David Lai, Dr Steven Goh, Dr Charlotte Brownlow, A/Prof Cheryl Perrin, Dr Karen Spence, Dr Eric Ng, Mr Mark Oliver, Ms Suzy Maloney, Ms Elham Zaki, Mr Dheeraj Varma Nadimpalli, Mrs Katrina Bidgood, Ms Suzanne Smith, Mrs Janelle Hartwig, Mrs Camilla Stinson, Mrs Jennifer McDonnell (Secretary)</td>
<td>n/a</td>
</tr>
</tbody>
</table>

Consultation via Meetings Bronze Round:

<table>
<thead>
<tr>
<th>Draft (Bronze) Educational Experience Plan 09 Sept 2014 (Educ Exp Plan Bronze Consultation 080914.pdf)</th>
<th>14/44849C</th>
</tr>
</thead>
<tbody>
<tr>
<td>09/09/2014 Email to All Staff #University Communications &amp; USQConnections. Consultation Deadline 26 September 2014.</td>
<td>14/44867C</td>
</tr>
<tr>
<td>All Staff and Student representatives on USQ Committees</td>
<td>14/44867C</td>
</tr>
<tr>
<td>11/09/2014 Education Committee</td>
<td>n/a</td>
</tr>
<tr>
<td>Prof Udas to provided update re Educ Experience Plan to members</td>
<td>n/a</td>
</tr>
<tr>
<td>12/09/2014 Mark Oliver</td>
<td>n/a</td>
</tr>
<tr>
<td>One on One meeting between Mark Oliver and Prof Udas to discuss Educ Experience Plan</td>
<td>n/a</td>
</tr>
<tr>
<td>23/09/2014 Academic Board</td>
<td>n/a</td>
</tr>
<tr>
<td>Prof Udas to provided update re Educ Experience Plan to members</td>
<td>n/a</td>
</tr>
<tr>
<td>25/09/2014 Discussion Forum entry and USQConnections</td>
<td>14/46904C</td>
</tr>
<tr>
<td>Reminder – closing date for consultation is 26 September.</td>
<td>14/46904C</td>
</tr>
<tr>
<td>Date</td>
<td>Event Description</td>
</tr>
<tr>
<td>------------</td>
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<tr>
<td>17/10/2014</td>
<td>Email to All Staff #University Communications. Consultation Deadline Friday, 7 November 2014.</td>
</tr>
<tr>
<td>6/11/2014</td>
<td>K Udas to VCC members (TRIM Ref 14/52465C)</td>
</tr>
<tr>
<td>11/11/2014</td>
<td>Academic Board Meeting</td>
</tr>
<tr>
<td>11/11/2014</td>
<td>Student Engagement Advisory Committee</td>
</tr>
<tr>
<td>13/11/2014</td>
<td>‘Fireside’ chats with ASD Executive</td>
</tr>
<tr>
<td>19/11/2014</td>
<td>HES Faculty Forum</td>
</tr>
<tr>
<td>19/11/2014</td>
<td>Vice-Chancellors Committee</td>
</tr>
<tr>
<td>27/11/2014</td>
<td>BELA Faculty Forum</td>
</tr>
<tr>
<td>1/12/2014; 2/12/2014 (x2)</td>
<td>‘Fireside’ chats with ASD Executive</td>
</tr>
</tbody>
</table>

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**Consultation via Meetings Iron Round:**

**Draft Educational Experience Plan 17 October 2014 (Iron) [EEP Iron_Final_20141017.pdf]**

**14/49756C**