



Strategic Plan
for
Learning and Teaching
2016 – 2020

Contents	Page
1. Preamble	3
2. Vision	4
3. Principles	5
4. Strategic Pillars	6
5. Learning and Teaching Strategic Framework	7
6. Rolling Implementation Plan: 2016 and 2017 Actions	8

1. Preamble

The 2016-2020 Strategic Plan for Learning and Teaching sets out the University's strategic approach to the core business of education for the next five years. The Plan is built on three interwoven pillars; Excellence in Learning, Excellence in Teaching and Excellence in Curriculum. It builds on a strong tradition of high quality learning and teaching that has been recognised by our students and peers, and heralds the introduction of a renewed curriculum that will prepare our students for the challenges of the 21st century.

The Plan recognises and responds to the challenging international, national and local contexts in which we work. As the sole university in Tasmania, we rise to the challenge of providing a world class higher education for Tasmanians, whilst not shying away from our responsibilities to raise the educational participation and attainment of our state. We understand the importance of an educated and skilled Tasmanian population in enhancing economic, social and health outcomes of the State. This is reflected by focused attention on engagement with community, industry and government in the planning, delivery and review of our curriculum.

The Plan responds to the changed National Regulatory and Quality framework that is now in place through the Tertiary Education Quality and Standards Agency (TEQSA) and the Higher Education Standards Framework. This calls for clearly articulated and understood quality assurance processes and attention to monitoring data that informs our learning, teaching and curriculum. The importance of external referencing, benchmarking and peer review through our national networks will contribute to, and enhance, our practice. This work will enable us to be competitive for national and international students who are looking for a high quality, supported and contemporary higher education experience.

International trends and research continue to inform our planning processes and the programs we deliver. Bringing a world class education to Tasmanians requires us to pay due attention to internationalisation of the curriculum, the provision of student exchange opportunities and alignment of course curriculum with our research strengths and learnings from our engagement in world class research and scholarship.

Most importantly, our Plan is centred on our students. We believe that sustaining excellence in the student experience is paramount. We need to understand our students, and develop and deliver programs that meet students' academic needs and expectations and ensure access to appropriate support services for a diverse student cohort. Our mission to ensure that the University is not just open to talent, but open to ALL talent means we encourage the participation of students from a wider spectrum of backgrounds, including those Tasmanians who may not have considered higher education as an option for them. Our strong partnerships in research and policy domains will have significant and lasting effects on educational attainment in Tasmania and this Plan aims to facilitate this.

The Plan will act as a framework for Faculty plans, subsidiary plans and policies through which the principles, strategic pillars and associated objectives in learning, teaching and academic quality will be operationalised, but remain sufficiently flexible to effectively address the fluidity and competition increasingly characteristic of the higher education environment.

2. Vision

UTAS aims to unlock potential and transform the lives of individuals and the communities in which they live. We seek to ensure that UTAS graduates are equipped and inspired to shape and respond to the opportunities and challenges of the twenty-first century. Through the acquisition of subject and multidisciplinary knowledge and skills, UTAS graduates are equipped to participate as socially responsible citizens in local, national and global society. At the same time, graduates benefit from aspects of tertiary education and experience unique to UTAS.

We see measurable excellence in the student experience and of student learning as the overall goals that frame our approaches to Learning and Teaching. UTAS is accordingly dedicated to ensuring that teaching and the learning environment are of the highest quality, and are enriched by world class research and the fruits of our global and local partnerships. Our approaches promote innovation and use technology that enhances learning and teaching. Excellence at both a teaching and learning level is rewarded and celebrated, with excellence evidenced, in part, by continuing national recognition as a leader in learning and teaching and as a valued partner internationally.

In an increasingly competitive environment, UTAS aims to increase participation and attainment in tertiary education. UTAS embraces its role as a global educator and its unique responsibility in working with government and other stakeholders in raising the educational attainment of Tasmanians.

3. Principles

This strategy is based on the following principles:

1. Learning is the central concept that frames the purposes of teaching and assessment at UTAS
2. Learning is a student-centred and social concept. This recognises:
 - the importance of student engagement in their own learning
 - the value of two-way interactions between staff and students
 - the efficacy of experiential and participatory pedagogies
3. Learning and teaching at UTAS will support the educational aspirations of all sections of society and of students from around the world
4. Learning and teaching at UTAS is enriched and demonstrates currency through a research-informed curriculum and a focus on the scholarship of learning and teaching
5. UTAS is an organisation that learns from best practices, commits to continual improvement and where staff are supported to engage in communities of practice and empowered to promote innovation
6. Teaching is valued, recognised, rewarded and celebrated
7. Areas of excellence in learning and teaching are identified and supported in engaging others both nationally and internationally
8. Learning and teaching at UTAS forms part of a whole organisational commitment to enhancement of the student experience
9. Learning and teaching should constantly strive to enhance the quality of graduates and the achievement of academic standards
10. Our goals can only be delivered through partnerships with:
 - our students
 - our staff
 - employers, including major public and private organisations
 - accrediting and other statutory bodies
 - Federal and State Government
 - other universities, in Australia and overseas

4. Strategic Pillars

The principles upon which the Strategic Plan for Learning and Teaching 2016 – 2020 is based are further developed via three strategic pillars and associated key objectives.

Strategic Pillar	Key objectives for each strategic pillar
Strategic Pillar 1: Excellence in Learning	<ul style="list-style-type: none"> • Create a collaborative student learning culture • Ensure that the student voice is heard and incorporated into the learning experience • Provide student-centred learning infrastructure • Optimise the student learning experience for retention and success
Strategic Pillar 2: Excellence in Teaching	<ul style="list-style-type: none"> • Reconceptualise teaching as a collaborative process that includes peer learning and is underpinned by discipline-related research • Empower teachers to use evidence to inform teaching • Develop and support teachers in the use of innovative practices • Enhance teaching through the integration of research and professional development
Strategic Pillar 3: Excellence in Curriculum	<ul style="list-style-type: none"> • Deliver a renewed curriculum • Enable the business of learning and teaching to create innovative new products and business methods • Enact quality assurance through the approval, monitoring and review cycle • Engage with industry, employers and external stakeholders to enhance graduate outcomes • Develop a targeted suite of associate degrees and pathway programs

5. Learning and Teaching Strategic Framework

The Strategic Plan for Learning and Teaching 2016 - 2020 provides a framework through which the principles, strategic pillars and associated objectives in learning, teaching and academic quality will be operationalised. Associated strategy documentation and frameworks are listed below.

Associated Strategy	Relationship to Strategic Plan for Learning and Teaching
Faculty, Institute and Divisional Learning & Teaching and Annual Plans	Operational initiatives that facilitate the achievement of strategic goals
Technology Enhanced Learning and Teaching (TELT) Action Plan 2014-2018	Augment the Strategic Plan
Curriculum Renewal White Paper (DRAFT)	
Curriculum Principles for the University of Tasmania	
Enabling the Business of Learning and Teaching	
Graduate Quality Statement	
Teaching Performance Expectations Framework	
Retention and Success Strategy 2015-2017	
Good Assessment Guide	
Pre-Degree Framework	
Levy funded incentivisation and grant schemes	
Student Experience Strategy 2016-2020	Complements the Strategic Plan
High Achiever Strategy (DRAFT)	Subsidiary to the Student Experience Strategy
Schools Engagement Strategy (DRAFT)	Subsidiary to the Student Experience Strategy
Student Space Design Strategy (DRAFT)	Complements the Strategic Plan
International Strategy 2016-2020	Complements the Strategic Plan
Strategic Research Plan 2014-2018	Complements the Strategic Plan
Library Future Vision 2025	Complements the Strategic Plan
Community and Partnerships Strategic Plan 2016-2018	Complements the Strategic Plan
University policy framework	Operationalises aspects of the Strategic Plan

6. Rolling Implementation Plan: 2016 and 2017 Actions

Strategic Pillar 1: Excellence in Learning				
Key Objectives	Actions	Operational Indicators and Targets	Responsibility	Funding A: <\$10,000 B: \$10,000-\$100,000 C: >\$100,000
1.1 Create a collaborative student learning culture	<p>a) Promote and extend opportunities for peer-to-peer learning and mentoring across the curriculum.</p> <p>b) Adopt a cohort approach to the student body including implementation of student academies and the honours college.</p> <p>c) Proactively engage students in conversations about the curriculum and governance of courses through actively the seeking student voice/input.</p>	<p>Engagement with learning; based upon real-time data tracking and triggers at certain points in semester.</p> <p>Increase the % of students engaged in peer activities; improved GPA for students completing PASS, mentoring and peer programs.</p> <p>Student panels involved in course reviews; student feedback on curriculum.</p> <p>Student cohort targets developed and monitored.</p>	<p>Exec Director Student Experience</p> <p>Director, Academic Quality and TILT</p> <p>Deans and Directors of Institutes</p> <p>Assoc Deans (L&T)</p> <p>HoS</p>	C – operational and SSAF funding

Strategic Pillar 1: Excellence in Learning				
Key Objectives	Actions	Operational Indicators and Targets	Responsibility	Funding A: <\$10,000 B: \$10,000-\$100,000 C: >\$100,000
1.2 Ensure that the student voice is heard and incorporated into the learning experience	<p>a) Create a culture where student feedback is actively sought, valued, heard and incorporated into the student learning experience</p> <p>b) Re-envisage measures that look at overall student experience (including eVALUate); to enable and encourage multiple points of timely feedback throughout the study period through a seamless online portal.</p> <p>c) Clearly communicate the outcomes of student feedback to students, including how their feedback has led to unit / course changes or improvements.</p> <p>d) Increase student representation in university, faculty and course meetings.</p>	<p>We're Listening website feedback reviewed and benchmark targets are set for actioning response</p> <p>Think Tank established and improvement plans developed in response to the outcomes of the QILT suite of surveys.</p> <p>eVALUate processes are revised, reviewed for relevance, and embedded throughout the semester</p> <p>eVALUate response rates are reviewed and benchmark targets are set for response rates</p> <p>Recommendations implemented regarding timing and promotion of the QILT and other core UTAS surveys</p> <p>Improved survey outcomes (Response rate and survey results)</p> <p>Student experience and service quality metrics and evaluation instruments</p>	<p>Exec Director Student Experience</p> <p>Director, Academic Quality and TILT</p> <p>Deans and Directors of Institutes</p> <p>Assoc Deans (L&T)</p> <p>HoS</p> <p>Course and Unit Coordinators</p>	A – operational funding

Strategic Pillar 1: Excellence in Learning				
Key Objectives	Actions	Operational Indicators and Targets	Responsibility	Funding A: <\$10,000 B: \$10,000-\$100,000 C: >\$100,000
		<p>introduced and aligned with existing national instruments</p> <p>All unit outlines include updates on changes made to the unit in response to student feedback.</p>		
1.3 Provide student-centred learning infrastructure	<p>a) Ensure prioritisation of the student experience is included in capital investment and campus space planning initiatives.</p> <p>b) Ensure academic input into planning for and ongoing improvement of learning spaces.</p> <p>c) Provide and promote appropriate use of learning technologies.</p> <p>d) Provide high quality and equitable support for students for i) administrative and course advice and ii) academic and learning support regardless of mode of study.</p>	<p>Align with Draft Student Space Design Strategy measures</p> <p>Academic staff consultation in planning for new and refurbished spaces</p> <p>Renewed TELT Governance arrangements through user group and ULTC sub-committee</p> <p>Evidence of progress and systematic implementation of TELT White Paper Principles and Enablers</p>	<p>DVC S&E</p> <p>Exec Director CSD</p> <p>Exec Director Student Experience</p> <p>Director, Academic Quality and TILT</p> <p>Exec Director Student Operations</p> <p>University Librarian</p>	C – capital infrastructure and operational funding

Strategic Pillar 1: Excellence in Learning				
Key Objectives	Actions	Operational Indicators and Targets	Responsibility	Funding A: <\$10,000 B: \$10,000-\$100,000 C: >\$100,000
1.4 Optimise the student learning experience for retention and success	<p>a) Ensure unit and course design builds in opportunities for scaffolding students' learning.</p> <p>b) Provide resources to Faculties to support them to take advantage of the opportunities that technology and blended learning present for block delivery, immersion experiences and situated learning</p> <p>c) Ensure assessment is designed and supported by the use of analytics to facilitate timely intervention and support</p> <p>d) Ensure inclusive learning and teaching practices are embedded into practice</p>	<p>Number and % of units at BLM level 3 or above</p> <p>Targets for increasing number of Units using intensive mode, immersion experiences and situated learning</p> <p>Webpage resource views</p> <p>Number of peer reviews of units</p> <p>Improved retention and completion statistics</p>	<p>Assoc Deans (L&T)</p> <p>Course Coordinators</p> <p>Director, Academic Quality and TILT</p>	A – operational funds

Strategic Pillar 2: Excellence in Teaching				
Key Objectives	Actions	Operational Indicators and Targets	Responsibility	Funding A: <\$10,000 B: \$10,000-\$100,000 C: >\$100,000
2.1 Reconceptualise teaching as a collaborative process that includes peer learning and is underpinned by discipline-related research	<p>a) Ensure that teaching is informed by research active staff.</p> <p>b) Continue to introduce an institutional peer review strategy.</p> <p>c) Continue the Community of Practice Initiative to facilitate cooperation across traditional boundaries of the University in Learning and Teaching.</p> <p>d) Enhance the culture of learning and teaching at the University of Tasmania through dissemination of our best teachers' practice, and undertaking of mentoring and leadership roles.</p> <p>e) Continue to promote cross faculty collaboration and interdisciplinarity</p>	<p>Number of active researchers with teaching responsibilities</p> <p>Proportion of HDR students engaged in teaching.</p> <p>Institutional peer review strategy in place. Number of peer reviews occurring.</p> <p>Number of L&T publications/ conference attendance/papers</p> <p>Number engaged in CoPs</p> <p>Recognised through TPE attainment in PACD</p> <p>Number of examples of good practice and innovations in learning and teaching made available on web or shared through workshops/PD</p> <p>Proportion of research active staff per course.</p> <p>Number of units co-taught across faculties.</p>	<p>DVC (S&E)</p> <p>Director, Academic Quality and TILT</p> <p>Deans and Directors of Institutes</p> <p>Assoc Deans (L&T)</p>	C – operational and levy funding

Strategic Pillar 2: Excellence in Teaching				
Key Objectives	Actions	Operational Indicators and Targets	Responsibility	Funding A: <\$10,000 B: \$10,000-\$100,000 C: >\$100,000
2.2 Empower teachers to use evidence to inform teaching	<p>a) Continue to work with the Strategy and Planning Unit on the roll out of the Business Intelligence Strategy and subsequent updating and expansion of associated dashboards and analytics.</p> <p>b) Establish an evaluation strategy that contributes to the TPEs and includes a framework for validation, collection and analysis of data and guidelines for good practice.</p> <p>c) Utilise a variety of documents/data sources for setting expectations and monitoring qualitative and quantitative performance in learning and teaching at individual unit, course, Faculty and institutional levels.</p> <p>d) Recognise the institutional and community value of learning and teaching awards through increasing avenues of acknowledgement.</p> <p>e) Continue to build upon mechanisms established to address poor learning and teaching outcomes.</p>	<p>Dashboards developed and accessible</p> <p>TPEs</p> <ul style="list-style-type: none"> ▪ Completion of revised TPEs and rubrics ▪ % of staff who meet and exceed TPEs ▪ Areas of good practice and areas for improvement identified <p>Benchmarking and Survey results</p> <ul style="list-style-type: none"> ▪ QILT survey ▪ ISB survey ▪ eVALUate, ▪ Service Quality survey ▪ Student Experience survey ▪ Library Client survey <p>Institutional peer review strategy</p> <ul style="list-style-type: none"> ▪ Number of mentoring/peer review relationships established ▪ Improvement in evaluation measures for staff involved in peer review <p>Unit and course reviews, UTAS Academic, accreditation documents</p>	<p>Director, Academic Quality and TILT</p> <p>Exec Director Student Experience</p> <p>Deans and Directors of Institutes</p> <p>Assoc Deans (L&T)</p>	C – operational, levy and other project funding

Strategic Pillar 2: Excellence in Teaching				
Key Objectives	Actions	Operational Indicators and Targets	Responsibility	Funding A: <\$10,000 B: \$10,000-\$100,000 C: >\$100,000
	f) Support managers at all levels of the University to develop the skills needed to effectively manage teaching performance.	Increase in areas of good practice and decrease in areas for improvement as identified by performance monitoring data		
2.3 Develop and support teachers in the use of innovative practices	<p>a) Provide staff with examples of good practice and innovations in learning and teaching.</p> <p>b) Further develop an integrated grants scheme to support both individuals and groups who demonstrate quality grass roots ideas for innovation.</p> <p>c) Support staff to develop competence in and confidence with technology-enhanced learning and teaching, specifically the University's Learning Management System and its learning analytics capability.</p> <p>d) Support staff in planning and development of post-traditional offerings (eg Open courses, use of OER and commercial short courses).</p> <p>e) Ensure that classes are appropriately sized and staffed to support innovative teaching practice.</p>	<p>Number of examples made available on web or through PD. Integration of these into practice, identified through PACD process</p> <p>Grants scheme support available. Number of grants plus external funding sources leveraged</p> <p>Support for integration of learning analytics into units.</p> <p>Units utilizing learning analytics, attainment of 'level' on Blended Learning Framework 1-5.</p> <p>Improvements in student learning and retention</p> <p>Number of staff accessing Business Development MyLO site</p> <p>Number of expressions of interest for post-traditional offerings</p>	Director, Academic Quality and TILT	B – Teaching Development Grant funding

Strategic Pillar 2: Excellence in Teaching				
Key Objectives	Actions	Operational Indicators and Targets	Responsibility	Funding A: <\$10,000 B: \$10,000-\$100,000 C: >\$100,000
2.4 Enhance teaching through the integration of research and professional development	<p>a) Provide a suite of professional development opportunities for staff at all stages in their careers. New and experienced teaching staff will engage in peer support programs as mentee/mentor and all staff, including casual teaching staff, will be encouraged to pursue their own understanding of learning and teaching and diverse student cohorts in Higher Education through award and non-award workshops and programs.</p> <p>b) Provide and implement a framework for developing leadership in learning and teaching.</p> <p>c) Make opportunities available to UTAS staff for scholarship of learning and teaching and action research projects, including research higher degree study.</p>	<p>Suite of professional development opportunities and attendance at such workshops/programs.</p> <p>TPEs</p> <p>HEA Fellowships</p> <p>Leadership framework developed.</p> <p>Number of staff seeking promotion on the basis of L&T</p> <p>Grant/Award winners PhD student in SoTL</p>	<p>DVC S&E</p> <p>Director, Academic Quality and TILT</p> <p>Exec Director, HR</p> <p>Deans and Directors of Institutes</p>	C: operational and levy funding

Strategic Pillar 3: Excellence in Curriculum				
Key Objectives	Actions	Operational Indicators and Targets	Responsibility	Funding A: <\$10,000 B: \$10,000-\$100,000 C: >\$100,000
3.1 Deliver a renewed curriculum	a) Finalise development and approval and implement a curriculum strategy as articulated in the Curriculum Renewal White Paper and accompanying implementation plan, including: <ul style="list-style-type: none"> • Revisions to the academic year to provide more structure to summer and winter intensive opportunities, reduce study and formal assessment periods, and increase flexibility to align with mainland engagement opportunities • Introduction of an optional 4 year undergraduate degree structure with a new form of embedded honours, bachelor and associate degree pathways/exit points, alignment with research strengths and value-add features such as third party arrangements, student mobility/exchange and breadth • Improved industry engagement to meet the expectations of professional standards and accredited programmes and ensure work ready graduates 	In line with the Curriculum Renewal White Paper and associated business and implementation plans.	DVC S&E Deans and Directors of Institutes Assoc Deans (L&T) Director, Academic Quality and TILT Exec Director Student Experience Exec Director Student Operations	C – operational, levy and strategic funding

Strategic Pillar 3: Excellence in Curriculum				
Key Objectives	Actions	Operational Indicators and Targets	Responsibility	Funding A: <\$10,000 B: \$10,000-\$100,000 C: >\$100,000
	<ul style="list-style-type: none"> • Implementation of strategies to ensure authentic and experiential learning experiences are embedded in course structures • Implementation of a languages action plan • Review and refinement of the High Achiever Strategy including introduction of an Honours College • Introduction of student academies • Continued roll out of retention and success strategies • Revisions to policy and governance structures to support curriculum strategy objectives • Alignment of activity with broader Transformation and Teaching Consolidation projects <p>b) Undertake consultation and collaboration with the senior secondary sector to enhance alignment and opportunities for our curriculum to complement the renewed year 11/12 curriculum</p>			

Strategic Pillar 3: Excellence in Curriculum				
Key Objectives	Actions	Operational Indicators and Targets	Responsibility	Funding A: <\$10,000 B: \$10,000-\$100,000 C: >\$100,000
3.2 Enable the business of learning and teaching to create innovative new products and business methods	<p>a) Continue implementation of strategies contained within the Enabling the Business of Learning and Teaching strategy and work with faculties to identify opportunities</p> <p>b) Develop an agreed position on the future role of NTAPS (Non Traditional Award Programs)</p> <p>c) Pilot new external open registration system for post traditional offerings</p>	<p>Quality framework developed and 100% of proposals and approved offerings adhere to the framework</p> <p>Position on the future role of NTAPS agreed and supplementary strategy in place.</p> <p>New external open registration system for post traditional offerings piloted during 2016 and findings reported through the governance structure</p>	<p>DVC S&E</p> <p>Director, Academic Quality and TILT</p> <p>Deans and Directors of Institutes</p> <p>Assoc Deans (L&T)</p> <p>DVC R</p>	B – operational funds
3.3 Enact quality assurance through the approval, monitoring and review cycle	<p>a) Continue to implement a revised approach to the governance of academic quality assurance and align learning and teaching policy and practice with the Higher Education Standards Framework</p> <p>b) Introduce revised course development, accreditation and review policy that aligns with the Higher Education</p>	<p>New policy framework in place by January 2017</p> <p>Enacting monitoring and review calendar and reporting cycle established</p> <p>Third party arrangements recorded and review/reporting process in place by January 2017</p>	<p>DVC S&E</p> <p>Director, Academic Quality and TILT</p> <p>Deans and Directors of Institutes</p>	A – operational funding

Strategic Pillar 3: Excellence in Curriculum				
Key Objectives	Actions	Operational Indicators and Targets	Responsibility	Funding A: <\$10,000 B: \$10,000-\$100,000 C: >\$100,000
	<p>Standards Framework and curriculum strategy</p> <p>c) In line with Curriculum Renewal strategy, review policy and procedure to manage value-add activities such as third party arrangements and student exchange</p> <p>d) In line with Curriculum Renewal strategy and Transformation project, review articulation and credit transfer policy and RPL (including OERu/MOOC credit/RPL) arrangements</p> <p>e) Complete priority benchmarking projects with leading partners under the framework of the benchmarking strategy</p> <p>f) Monitor and act upon data for quality improvement, providing Faculties and Institutes with a consolidated and holistic picture of performance and feedback</p>	<p>Conduct benchmarking projects in line with Benchmarking strategy and priorities approved by AQSC</p> <p>BI routinely used for monitoring courses, triggers being picked up to enact reviews</p> <p>Processes and resources in place to assist with consolidation of low or no enrolment courses</p> <p>Agreed targets in place for course consolidation and discontinuation</p>	Assoc Deans (L&T)	

Strategic Pillar 3: Excellence in Curriculum				
Key Objectives	Actions	Operational Indicators and Targets	Responsibility	Funding A: <\$10,000 B: \$10,000-\$100,000 C: >\$100,000
	g) In line with priorities associated with teaching efficiency and consolidation i) introduce monitoring processes to identify low enrolment courses and to prioritise courses for teach out or amalgamation, and ii) ensure appropriate supporting processes and resources are in place to facilitate this			
3.4 Engage with industry, employers and external stakeholders to enhance graduate outcomes	<p>a) Revamp the role and governance of the Course Advisory Committees and associated engagement with employers around course development and review.</p> <p>b) Introduce the Valuing Industry Partnership Scheme (VIPS) to provide the framework to expand the number of work based opportunities for students. Ensure these opportunities are embedded in course structures where appropriate.</p> <p>c) Review and revise the institutional Work Integrated Learning (WIL) policy.</p>	<p>In line with the Curriculum Renewal White Paper implementation plan</p> <p>Achievement of VIPS rollout and engagement targets</p> <p>Increasing uptake of WIL by students</p> <p>New policy and supporting documents in place</p> <p>Consistent processes and systems for the management, promotion and reporting of WIL opportunities embedded</p>	<p>DVC S&E</p> <p>Exec Director Student Experience</p> <p>Deans and Directors of Institutes</p> <p>Assoc Deans (L&T)</p>	B – operational and strategic funding

Strategic Pillar 3: Excellence in Curriculum				
Key Objectives	Actions	Operational Indicators and Targets	Responsibility	Funding A: <\$10,000 B: \$10,000-\$100,000 C: >\$100,000
	d) Embed consistent processes and systems for the management, promotion and reporting of WIL opportunities			
3.5 Develop a targeted suite of associate degrees and pathway programs	<p>a) Re-vision of the pre degree and pathway framework to enable wider participation in University in alignment with strategic priorities</p> <p>b) In line with the Curriculum Renewal strategy and Transformation project, introduce an associate degree structure with scaffolded student supports and clear pathways to further study and/or employment.</p>	<ul style="list-style-type: none"> • Associate Degree framework approved • Associate Degrees in place and being monitored to optimise pathways to study and employment 	<p>DVC S&E</p> <p>PVC CP&RD</p> <p>ED Student Experience</p> <p>Director, Academic Quality and TILT</p> <p>Deans and Directors of Institutes</p> <p>Assoc Deans (L&T)</p>	C – operational and strategic funds