



Learning and Teaching Plan

2026 – 2028

Prepared by Associate Professor Michelle Cavaleri, Dean (Academic)

Approved by the Academic Board on 28 November 2025

Introduction

The Learning and Teaching Plan 2026 – 2028 provides the Higher Education Leadership Institute (HELI) with a blueprint for continuous improvement in learning and teaching. Its purpose is to enhance student learning outcomes, strengthen staff capability, and further establish HELI as a distinctive, progressive and transformational institution.

The Plan aligns with the [Higher Education Standards Framework \(Threshold Standards\) 2021](#) and ensures that HELI continues to meet or exceed these standards. It also builds upon the Learning and Teaching Plan 2023–2025 and aligns directly with the Strategic Plan 2024-2028 priorities of enhanced student experience, quality reputation, and measured growth. In addition, the Plan reflects HELI’s vision, mission, values and graduate attributes, ensuring coherence with institutional identity and academic direction.

The Plan addresses current and emerging challenges and opportunities, including:

- HELI’s expansion into new markets,
- the need to respond flexibly to diverse student needs, and
- the emerging risks to academic integrity in a rapidly evolving digital educational landscape.

Progress against this Plan will be reported bi-annually to the Academic Board and Learning and Teaching Committee.

Goals Framework for Learning and Teaching 2026 - 2028

The Learning and Teaching Plan 2026 - 2028 sets out four interconnected goals that shape the Institute’s approach to delivering quality education, supporting student success, and fostering academic and scholarly excellence. Each goal is accompanied by measurable objectives and priority actions, along with defined measures of success and the leaders responsible for implementation. While responsibilities are distributed across key academic leaders, overall oversight of the Plan rests with the Dean (Academic).



Goal 1: Create an exemplary student experience



Goal 2: Engage students through transformative curriculum design and delivery



Goal 3: Ensure quality assessment and academic integrity



Goal 4: Strengthen staff capability to advance teaching excellence and innovation



Goal 1: Create an exemplary student experience

Objective	Actions	Measures of Success	Implementation Lead(s)
1.1 Deliver a high-quality, student-centred learning experience	Deliver comprehensive onboarding for new academic staff, including teaching expectations, policies, systems, and student-centred pedagogy	100% of new academic staff complete onboarding before their first teaching session	• Course Coordinators • Academic Operations and Faculty Manager • Director of DDID
	Analyse student feedback from Unit Evaluation Questionnaire (UEQ) and QILT surveys to inform continuous improvement, with scores <70% subject to review and improvement actions	≥85% of students report satisfaction with teaching and learning (≥50% response rate for UEQs; ≥40% response rate for QILT SES)	• Dean (Academic) • Deputy Dean (Programs) • Academic Project Manager
	Monitor teaching quality, recognise high-performing staff, and provide targeted support where improvement is needed	Staff with high satisfaction ratings are acknowledged each trimester, and teaching quality issues are addressed	• Dean (Academic) • Deputy Dean (Programs)
1.2 Maintain strong student progression, retention, and completion rates	Enhance early identification and outreach strategies to support students at risk of disengagement or non-progression	≥70% of contacted students re-engage with study ≤15% attrition rate and ≥90% progression rate	• Dean (Academic) • Deputy Dean (Programs) • Course Coordinators
	Enhance and promote Library and Learning Support services and resources to strengthen student awareness, engagement, and use	Increase in Library and Learning support class visits and consultations year-on-year	• Course Coordinators • Director of L&T Support • Director of Library Services
1.3 Foster a strong academic community and sense of belonging	Deliver a comprehensive Orientation program that supports both academic transition and social connection	≥85% of attendees report feeling prepared and welcomed in post-Orientation survey (≥60% attendance rate)	• Course Coordinators • Director of L&T Support • Director of Library Services • Director of DDID
	Host student-focused events throughout the year to promote academic integration and engagement	Minimum of one academic-focused student event per trimester	• Director of L&T Support • Director of Library Services
	Establish channels for student feedback and representation	Student representatives appointed to relevant governance committees and working groups, and regular student feedback forums established	• Dean (Academic)
	Recognise and celebrate student academic achievement	At least five student success stories published on social media channels annually	• Dean (Academic) • Academic Project Manager



Goal 2: Engage students through transformative curriculum design and delivery

Objective	Actions	Measures of Success	Lead
2.1 Implement robust curriculum quality assurance processes	Conduct scheduled internal and external reviews of courses, units, and assessments, implementing recommendations and tracking improvements	At least one review actioned annually for each course in line with the review schedule, with outcomes recorded and tracked	• Dean (Academic) • Deputy Dean (Programs) • Course Coordinators
	Develop and implement a desktop benchmarking framework to compare course structure, learning outcomes, and admissions requirements with comparable institutions (one international)	Benchmarking framework established and course benchmarking completed every two years with at least four comparable institutions per course	• Dean (Academic) • Deputy Dean (Programs) • Course Coordinators
	Produce an Annual Course Report for each course summarising outcomes, feedback, and improvement actions	Annual Course Report completed for all courses, presented to the Course Advisory Committee, and shared with academic staff	• Dean (Academic) • Deputy Dean (Programs) • Course Coordinators
2.2 Maintain constructive alignment between learning outcomes, assessments, and activities	Review learning outcomes and curriculum mapping to ensure currency, AQF alignment, and constructive alignment between learning outcomes and assessment tasks	CLOs, ULOs, and units are reviewed on a rolling basis, mapping is completed, and changes are verified and reported to the Course Advisory Committee	• Dean (Academic) • Deputy Dean (Programs) • Course Coordinators
	Review and update units to reflect learning outcomes, contemporary disciplinary knowledge and pedagogical best practice, including active learning strategies	All units closely reviewed on a maximum 3-year cycle	• Deputy Dean (Programs) • Course Coordinators • Unit Coordinators • Director of DDID
2.3 Strengthen industry engagement and job-readiness	Embed authentic learning activities, assessments, and industry projects that enable students to apply learning to real-world contexts, including discipline-relevant applications of AI	All units include at least one industry-informed elements, where appropriate	• Deputy Dean (Programs) • Course Coordinators • Director of DDID
	Integrate opportunities for students to engage directly with industry professionals through guest lectures and workshops	Minimum of one guest speaker or industry engagement opportunity per course per trimester	• Deputy Dean (Programs) • Course Coordinators
	Pursue and maintain professional accreditation for applicable courses to ensure external validation of quality and relevance	Professional accreditation achieved or maintained for all eligible courses	• Deputy Dean (Programs) • Course Coordinators



Goal 3: Ensure quality assessment and academic integrity

Objective	Actions	Measures of Success	Lead
3.1 Implement valid and authentic assessments	Develop and maintain a repository of exemplar assessments for staff reference and sharing of good practice	Repository of exemplar assessments developed by December 2026 with a minimum of two new exemplars added per course annually	• Dean (Academic) • Director of L&T Support • Director of DDID
	Establish a robust validation process for new and significantly revised assessments to ensure validity, authenticity, academic integrity, and alignment with learning outcomes	All new and significantly revised assessments are peer reviewed using an approved validation framework prior to implementation	• Dean (Academic) • Deputy Dean (Programs) • Course Coordinators
3.2 Ensure fair, consistent, and developmental assessment practices	Identify units for external assessment moderation each trimester, including units with high fail rates (>15%) and high merit rates (>50%).	At least one unit per course undergoes external moderation each trimester, with a minimum of three student samples moderated per unit	• Deputy Dean (Programs) • Course Coordinators • Unit Coordinators
	Deliver professional development for academic staff on effective feedback practices that support student learning	At least 80% of academic staff complete professional development on effective feedback practices, with improvement in student satisfaction scores related to feedback in UEQs	• Dean (Academic) • Director of L&T Support
3.3 Promote a culture of academic integrity, ethical practice, and responsible use of digital and AI tools	Regularly review the Academic Integrity Policy, associated procedures, and resources to ensure alignment with sector standards and emerging developments in Gen AI	Academic Integrity Policy reviewed biennially and procedures and guidance reviewed annually	• Dean (Academic) • Director of L&T Support • Academic Integrity Officer
	Embed education on ethical and responsible use of into the curriculum	All students complete Academic Integrity Module by week 3, with a year-on-year reduction of reported academic integrity breaches related to AI misuse	• Course Coordinators • Unit Coordinators • Director of L&T Support • Academic Integrity Officer
	Deliver professional development for academic staff on assessment design, academic integrity, and GenAI to strengthen integrity practices and reduce misconduct risks	At least 80% of staff attend integrity-related professional development sessions annually	• Dean (Academic) • Director of L&T Support • Academic Integrity Officer • Director of DDID



Goal 4: Strengthen staff capability to advance teaching excellence and innovation

Objective	Actions	Measures of Success	Lead
4.1 Promote a scholarly culture of teaching and learning	Provide regular opportunities for staff to share good practice and showcase innovation in learning and teaching	Minimum of five Academic Matters webinars delivered per year	• Dean (Academic) • Director of L&T Support
	Update the Teaching Excellence Award Policy/Guidelines to recognise innovation and impact in teaching	Teaching Excellence Award Policy/Guidelines updated and approved by Academic Board, with one award round annually	• Dean (Academic) • Deputy Dean (Programs) • Academic Project Manager
	Embed recognition of teaching excellence and scholarship of learning and teaching contributions into performance review processes	100% of academic staff performance reviews include documented evaluation of teaching practice and opportunities identified for development	• Dean (Academic) • Deputy Dean (Programs)
	Develop and implement a formal peer review of teaching process that promotes reflection, collaboration, and continuous quality enhancement	Peer review of teaching process implemented from 2026, with all continuing academic staff (full-time and part-time) completing at least one peer review cycle per 3-year period	• Dean (Academic) • Deputy Dean (Programs)
4.2 Build staff capability through professional development	Develop and maintain an annual professional development calendar aligned with Learning and Teaching Plan goals and staff-identified needs	Annual PD calendar published and promoted, with a minimum of two internal professional development events per trimester and average attendance of at least 15 participants per session	• Dean (Academic) • Director of L&T Support
	Provide financial or time-based support for academic staff to engage in professional development and scholarly initiatives	Sessional staff remunerated for a minimum of three internal professional development sessions per year, and minimum of three continuing academic staff per year supported with funding or time release for scholarly initiatives	• Dean (Academic) • Deputy Dean (Programs)
	Implement quality assurance processes for sessional staff including support and evaluation	Sessional staff performance monitored and reviewed, with feedback session conducted annually to discuss areas of strengths and improvement	• Dean (Academic) • Deputy Dean (Programs) • Academic Operations and Faculty Manager

Version Control

Document ID	HELI Learning and Teaching Plan 2026 – 2028
Category	Academic
Document Owner	Dean (Academic)
Approved By	Academic Board

Version	Summary of changes	Approval date	Review Date
1.0	Original Document	Learning and Teaching Committee: 23 October 2025 Academic Board: 28 November 2025	28 November 2027