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

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

2. Students are supported to acquire and demonstrate knowledge and skill in diverse ways.

3. Teaching promotes learning that bridges theoretical knowledge with practice and life experience.

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

5. Learners are supported through personalised support services regardless of their background, location or stage in life.

6. Practice at USQ is characterised by digital and information fluency as it relates to all aspects of the educational experience.

ENHANCING CAPACITY TO ENABLE THE STRATEGY

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

2. Enhance capacity for learning and teaching measurement, analysis, and reporting functions.

3. Enhance capacity to effectively and efficiently develop, manage, and deliver support and services.

4. Enhance capacity and processes that align creativity with innovation and delivery and support productive experimentation.
Learning and teaching at USQ is to be characterised by 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

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**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.
Students are supported to acquire and demonstrate 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.

See Section 6.2 in the Educational Experience Plan supporting document
Teaching promotes 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.
USQ graduates 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 general 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.

**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.
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.

See Section 6.5 in the Educational Experience Plan supporting document

**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.
Practice at USQ is characterised by 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 6.6 in the Educational Experience Plan supporting document.
Develop a base-line learning and teaching model, principles, and base threshold standards to inform practice.

**Detail**

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.

**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.
Enhance capacity for learning and teaching measurement, analysis, and reporting functions.

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.

See Section 7.2 in the Educational Experience Plan supporting document

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.
Enhance 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.

**Reducing 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.
Enhance capacity and processes that align creativity with innovation and delivery and support productive experimentation.\(^5\)

**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 7.4 in the Educational Experience Plan supporting document

\(^5\) 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.

**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.
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.
Academic Services Division

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

www.usq.edu.au