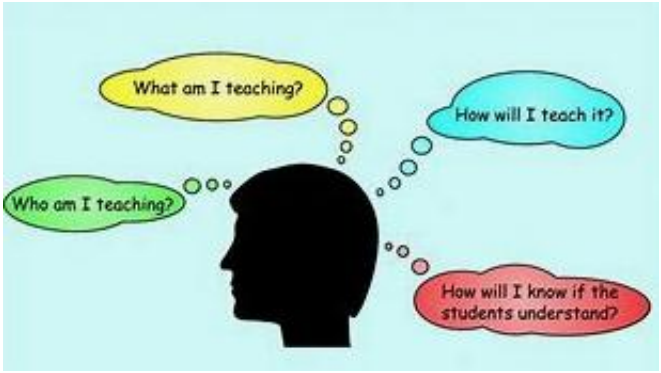
Developing a Learning and Teaching Plan

Greg Whateley

Christine Plumejeau

May 2025



An essential activity for all HEPs is the development of a learning and teaching plan. The process needs to be well thought through, current and consistent with both the provider's strategic plan and the student support framework. It is mostly about working towards a top end student experience. There are a number of key elements to consider in the process.

Graduate Attributes

A good place to start is the articulation of the graduate attributes that underline all aspects of learning and teaching. An example might include –

Disciplinary knowledge and skills
Global citizenship and perspective
Communication skills
Critical thinking and problem solving
Information and digital literacy
Self-management and development
Teamwork and collaboration

Establishing Priorities

With these attributes in mind the next step is to establish foci/priorities that will guide the process. A set of examples might include –

The practice and scholarship of learning and teaching
Student participation and support
Industry involvement
Flexibility and responsiveness

Actions speak louder than words

With these parameters in place a set of actions would follow. These actions need to be current, informed and appropriate to the institution. A set of examples may assist –

Priority 1 - *The practice and scholarship of learning and teaching*

- Provide a learning process and environment that support interaction
- Ensure class time supports problem solving
- Utilise Blended learning experiences
- Provide clear and accurate information
- Embed reflective practices
- Encourage enquiry based and experiential learning models
- Attract and retain quality staff
- Develop a coherent institution-wide scholarship agenda
- Provide a quality induction process
- Enable peer observation and feedback
- Establish a teaching excellence award program
- Provide teaching and learning grants

Priority 2 - Student participation and support

- Encourage student access and participation
- Identify students at risk in a timely manner
- Provide appropriate intervention
- Use data to monitor performance

Priority 3 - Industry involvement

- Action an informed Course Advisory Committee
- Access industry experts
- Focus on real world contexts
- Provide Industry experience and career development

Priority 4 - Flexibility and responsiveness

- Encourage experimentation and innovation
- Involve students in the design of courses
- Formally review units on an ongoing basis
- Encourage online resource use
- Diversify offerings

The three-pronged approach – attributes/priorities/actions - is a good starting point. A carefully considered learning and teaching plan can not only guide the organization – particularly during a growth phases - but can also provide the necessary support framework for both staff and students to succeed.

Emeritus Professor Greg Whateley is the Chief Executive Officer and Executive Dean at AGE and Deputy Chief Executive at AAHE

Christine Plumejeau is the Quality and Assurance Manager at AAHE.