

# MIT Learning and Teaching Plan 2024 – 2027

## 1. Introduction

Melbourne Institute of Technology (MIT) is committed to its academic excellence, underpinned by a rigorous, high-quality curriculum and a student-centric pedagogical approach. As the world of education navigates the challenges posed by the pandemic, MIT stands firm in its commitment to adapt, innovate, and excel. This plan outlines our main objectives and strategies to achieve academic excellence through teaching and learning activities and to enhance the student experience.

## 2. Vision

To be a leading institution in bridging academic rigour with real-world applications, ensuring our students are adeptly prepared to meet contemporary challenges and shape the future, whilst fostering a culture of research and scholarship that informs and elevates our teaching practices in alignment with the Higher Education Standards Framework. Our vision is broken down into the following specific, measurable goals:

- Enhance interdisciplinary curriculum integration through innovative course development.
- Provide a learning and teaching environment that leads to excellent student outcomes as measured by traditional student outcomes indicators.
- Embrace the use of the latest development in digital technologies to enhance Learning, Teaching and Assessment Excellence.
- Boost graduate employment and student satisfaction with graduate employment outcomes (as measured by the QILT graduate outcomes survey (GOS)) through strengthened industry partnerships, seminars and other activities.
- Promote research and scholarship underpinning learning and teaching, in line with the Higher Education Standards Framework 2021.
- Attain full Self-Accrediting Authority and then University College status by meeting regulator benchmarks.

## 3. Objectives

- 3.1. **Interdisciplinary Curriculum Enhancement & Innovative Course Development:**  
Systematically integrate specific disciplines (e.g., marketing with IT) together into our curriculum, whilst designing and introducing an innovative inter-disciplinary course that exemplifies critical thinking application in real-world scenarios. This objective aims to provide students with a holistic educational experience, bridging the gap between different academic disciplines.
- 3.2. **Monitoring student performance and feedback**, to enable excellent student outcomes:  
MIT needs to ensure that its students learn in an engaging and compelling teaching environment, leading to excellent student outcomes – low attrition rate, high

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progression rate, high completion rate, high student satisfaction on all aspects of the QILT student experience survey (SES). We will continue to monitor student performance and student feedback to ensure that our approaches are delivering excellent outcomes. (This objective might be viewed as a simple statement of “Business as Usual” but is included to ensure that these critical issues receive careful attention in an on-going manner.)

- 3.3. **Learning, Teaching and Assessment Excellence in the Digital World:** MIT needs to enable enhanced Student Engagement & Performance through achieving pedagogical excellence and embracing the use of digital technologies, including generative artificial intelligence tools and tools for collaborative learning. With the rise of digital technologies, it is imperative to integrate them into our teaching methodologies and support their use by students to cater to the most digitally literate students, whilst also ensuring equitable access to technology for all students. We will embrace innovative approaches to assessment to certify student achievement and ensure academic integrity.
- 3.4. **Graduate Employment:** This ensures our students are job-ready upon graduation. By enhancing graduate employment by strengthening industry partnerships, ensuring courses are informed by the integration of the latest developments and industry trends, and including, where feasible, increased Work- Integrate-Learning (WIL) activities including internships, we will ensure our students are job-ready upon graduation.
- 3.5. **Scholarship and Research:** Cultivate a culture of scholarship and research guided by our learning and teaching commitments that aligns with the Higher Education Standards Framework 2021, informing our teaching methodologies, and engaging both staff and students. Scholarship and research not only enhance the institution's reputation but also ensures that our teaching methods are current. (Whilst details of all scholarship and research objectives are detailed in MIT's Research and Scholarship Plan, this plan focuses on specific aspects that engage with learning and teaching.)
- 3.6. **Full self-accrediting Authority and then University College Status:** MIT will progress towards University College status by meeting regulatory requirements and demonstrating academic and administrative excellence underpinned by deeper learning and scholarship. Achieving this status by the end of 2027 will place MIT among the top-tier independent educational institutions in Australia.

## 4. Background

MIT's historical benchmarks, such as delineated in [QILT data 2019], highlight our past achievements and set the direction for our future aspirations. In the post-pandemic era, MIT's focus is on enhancing the synergy between high-quality curricula and graduate employment outcomes across all its courses. By integrating national and global educational trends with best practices, we aim to offer a superior academic experience.

This plan draws its foundation from multiple sources, including:

- The MIT Strategic Plan 2023-2027

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- Pertinent policies and strategic documents related to Learning and Teaching
- Data on student satisfaction relevant to Learning and Teaching functions, and student performance data such as attrition, progression and completion rates.

At its core, this plan adheres to the Higher Education Standards Framework 2021 and embodies industry-leading practices.

## 5. Challenges

Among the challenges faced post-Covid are the transition back from virtual to in-person learning environments, student engagement in the context of expanded student work rights, faculty adaptation to shifting modalities, and the changing job market, which is becoming increasingly competitive, with employers seeking to employ graduates with a more diverse range of skills and experience than in the past.

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Note: In this Action Plan, Key Performance Indicators are either of a quantitative nature (where the target is achievement of a particular numerical value), or “Boolean” – ending in a question mark – noting a yes or no answer. In the latter case, the target is achieved if the question that is asked has been answered in the affirmative.

For a number of KPIs, these are not specified in detail here, but are referred to as being set in external annual target documents prepared following each year’s report on student outcomes or QILT survey documents. Whilst aspirational targets can be set, the reality is that sensible targets are set with respect to current performance and relative performance compared to similar institutions, or those who set benchmarks we aspire to reach.

Thus, student performance targets are set each year by the Executive Dean / Heads of School, and agreed by Academic Board, whilst Student Experience targets are set by the Executive Dean / Heads of School and agreed by the Student Experience Committee. In this Plan we refer to annual targets, which should be regarded as an appendix to this Plan, and we note that baseline targets will be set in 2024 based on outcomes in 2023.

## 6. Enhance Interdisciplinary Integration through Innovative Course Development

Strategy: Foster collaboration across academic disciplines (including across schools) to create interdisciplinary curriculum ideas and develop those into innovative contemporary courses and/or majors within existing courses, including with options for specialisation.

ACTION	KPI	TARGET	RESPONSIBLE LEAD	TIMELINE FOR INITIAL ACTION	FUTURE ACTIONS
1.1 Form an Interdisciplinary Curriculum Committee (ICC)	1.1.1 Number of committee meetings held in 2024	2, with quarterly meetings	ED	First meeting in Q3, 2024	Maintain the ICC, with quarterly meetings
1.2 Conduct regular surveys	1.2.1 Number of	At least one survey		First survey for each in	Continue surveys

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ACTION	KPI	TARGET	RESPONSIBLE LEAD	TIMELINE FOR INITIAL ACTION	FUTURE ACTIONS
of students and staff to identify gaps in the curriculum	surveys undertaken	of students and one of staff each year	Heads of School	Q2, 2024	annually
	1.2.2 Response rate to surveys	Staff: 66% Students: 40%			Revise target response rate each year
1.3 Collaborate across schools for content alignment	1.3.1 Number of disciplines involved in discussion	At least 1 from each school	Chair, ICC	Identified by end of Q3, 2024	Continue to explore possible inter-disciplinary collaborations
	1.3.2 Disciplines for integration into multidisciplinary course identified	At least 2 disciplines identified, covering both schools			Review each year
1.4 Create new courses that reflect inter-disciplinary knowledge	1.4.1 Number of interdisciplinary majors / course(s) identified	At least 2 majors/ courses proposed	Chair, ICC Heads of School	Concept Proposal prepared and submitted to Academic Board by end of Q1, 2025	Progression of majors/courses towards accreditation.
1.5 Consistently review and improve the relevance of all courses by incorporating industry	1.5.1 Industry trend analysis incorporated into all course / unit	YES	Course Coordinators	Q1, 2025 (first annual course reviews)	Courses reviewed according to schedule.

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ACTION	KPI	TARGET	RESPONSIBLE LEAD	TIMELINE FOR INITIAL ACTION	FUTURE ACTIONS
trends	reviews, including annual course “health check” reviews				

### 7. Focus on monitoring performance to enable excellent student outcomes

Strategy: Monitor student outcomes on an annual basis – attrition, progression, completion and student experience survey (SES) outcomes, with a view to improving outcomes and enhancing excellence in learning and teaching and conduct annual “health check” reviews of all courses to enable identification of course performance issues.

ACTION	KPI	TARGET	RESPONSIBLE LEAD	TIMELINE FOR INITIAL ACTION	FUTURE ACTIONS
2.1 Monitor, in detail, attrition, progression and completion rates in all MIT courses on an annual basis	2.1.1 Overall, and course by course attrition rates	As specified in the annual targets agreed by schools and Academic Board	ED, Heads of School	Baseline set in 2024	Q3 in every year
	2.1.2 Overall, and course by course progression rates				
	2.1.3 Overall, and course by course completion rates				

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ACTION	KPI	TARGET	RESPONSIBLE LEAD	TIMELINE FOR INITIAL ACTION	FUTURE ACTIONS
2.2 Monitor, in detail, all QILT SES outcomes for MIT courses on an annual basis	2.2.1 Overall, and course by course ratings on quality of entire educational experience	As specified in annual targets agreed by schools and Student Experience Committee	ED, Heads of School	Baseline set in 2024	Q2 in every year
	2.2.2 Overall, and course by course ratings on teaching quality				
	2.2.3 Overall, and course by course ratings on learner engagement				
	2.2.4 Overall, and course by course ratings on learning resources				
	2.2.5 Overall, and course by course ratings on student support				
	2.2.6 Overall, and course by course ratings on skills development				
2.3 Monitor, in detail, all QILT GOS outcomes for MIT courses on an annual basis	2.3.1 Overall labour force participation rates	As specified in annual targets agreed by schools and Student	ED, Heads of School	Baseline set in 2024	Q2 in every year

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ACTION	KPI	TARGET	RESPONSIBLE LEAD	TIMELINE FOR INITIAL ACTION	FUTURE ACTIONS
		Experience Committee			
2.4 Introduce an annual "health check" review of each course, to focus on overall course performance and highlight commendations, recommendations, and improvements	2.4.1 Annual course review Terms of Reference developed (YES/NO)	YES	Chair, Academic Board	Q4, 2024	TOR reviewed after first year's operation.
	2.4.2 Reviews conducted for each course at the end of 2024 (YES/NO)	YES	Chair, Academic Board Course Coordinators	Q1, 2025	Continue with reviews for each course

### 8. Embrace the use of the latest development in Digital Technologies, including GenAI, to

#### Enhance Learning, Teaching and Assessment Excellence.

Strategy: Seamlessly integrate digital learning tools and advanced technologies, including generative AI, with conventional face-to-face teaching to create a dynamic, engaging, and effective learning environment, embracing state-of-the-art developments in both on-line and face-to-face pedagogy.

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Endeavour to ensure equitable access to such tools for all students. Engage with the latest tools that utilise generative artificial intelligence (GenAI) and tools that promote collaborative learning and develop approaches to authentic assessment that provide high confidence in academic integrity.

ACTION	KPI	TARGET	RESPONSIBLE LEAD	TIMELINE FOR INITIAL ACTION	FUTURE ACTIONS
<b>3.1 Introduce a Professional Development Program on Digital and Gen AI Teaching Strategies for Academic Staff</b>	3.1.1 Program developed (YES/NO)	YES	ED / HOS/Chair, SEC	Q3, 2024	Update the program, as required
	3.1.2 Program offered (YES/NO)	YES		Q1, 2025	Program offered bi- annually (T1 & T2)
	3.1.3a Academic staff completion rate, (if online)	100% of employed staff			Target at least 80% completion rate
	3.1.3b Academic staff completion rate, (if face-to-face)	50% of employed casual staff			Target at least 80% completion rate
	3.1.4 Quality of program as assessed by participants	At least 75% of respondents rate course as "Excellent" or "Very Good"			Target at least 90% high ratings rate
<b>3.2 Implement Generative AI Integration Workshops for Academic Staff</b>	3.2.1 Number of workshops conducted for academic staff	SoB: at least 4 workshops per year (3 in 2024)	ED & HOS	Q2, 2024	Workshops continue to be offered, at least quarterly

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ACTION	KPI	TARGET	RESPONSIBLE LEAD	TIMELINE FOR INITIAL ACTION	FUTURE ACTIONS
		SITE: at least 4 workshops per year (3 in 2024)			
	3.2.2 Academic staff adoption rate of AI tools	At least 33% of academic staff adopting the use of AI tools in the first year of the introduction of the workshops	CCs	Q4, 2024	Set increasing targets each year for adoption, accepting that some discipline areas will support this more than others.
	3.2.3 Volume of Improved Learning Resources	Exhibited quantity of appropriate Learning Resources for students developed and integrated into appropriate units.	CCs	Q4, 2024	Revise learning resources each year, as appropriate.
	3.2.4 Quality of Learning Resources as measured by QILT score on "Learning Resources"	Refer to target 2.2.4		Baseline set in 2024	Target for QILT should be set each year for the following year.
3.3 Facilitate Peer-Sharing Sessions for Best	3.3.1 Number of sessions held	3 sessions in 2024	ED	Q2, 2024	3 sessions each year on on-going basis

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ACTION	KPI	TARGET	RESPONSIBLE LEAD	TIMELINE FOR INITIAL ACTION	FUTURE ACTIONS
Practices in Digital and AI Tools	3.3.2 Session participation rate	80% attendance rate			Maintain 80% participation
	3.3.3 Teaching Quality as measured by QILT rate on "Teaching Quality"	Refer to target 2.2.2		Baseline set 2024	Target for QILT should be set each year for the following year.
	3.3.4 Number of academic staff with a formal qualification in Learning and Teaching.	20% in 2024		Q4, 2024	Targets to increase year on year. Aspiration is for increase by 10% each year, but targets need to be revised each year in the light of experience.
3.4 Mentorship program on digital and AI tool integration	3.4.1 Number of mentors-mentee pairs	2 pairs in 2024 10 pairs by the end of the year of this plan (2027)	ED, Heads of School, Chair, PD Committee	Q3, 2024	Continue program, adding at least 2 pairs each year
	3.4.2 Successful integration of digital technology projects to improve student experience ( <i>through academic staff being Gen AI current</i> )	Number of projects integrated by each year of the plan: 2-5 projects in each course.	CCs	Q4, 2024	Continue projects, adding at least 4 projects each year, subject to student enrolments

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ACTION	KPI	TARGET	RESPONSIBLE LEAD	TIMELINE FOR INITIAL ACTION	FUTURE ACTIONS
3.5 Implement changes based on student feedback on AI Enhanced Learning	3.5.1 Student satisfaction rate as measured by relevant QILT rates (especially "Teaching Quality", "Student Satisfaction", "Quality of Learning Resources")	Refer especially to targets 2.2.2, 2.2.4, 2.2.6	ED Heads of School	Baseline set in 2024	Target for QILT should be set each year for the following year.
	3.4.3 Teaching Quality as measured by QILT rate on "Teaching Quality"	Refer to target 2.2.2			Target for QILT should be set each year for the following year

### 9. Graduate Employment.

Strategy: Enhance graduate employment opportunities, and strengthen industry partnerships, ensuring courses are thoroughly informed by the latest developments in industry practice, including, where feasible, increased Work-Integrated Learning (WIL) activities, including internships. This will ensure students are job-ready upon graduation, as confirmed by increased graduate employment rates and industry satisfaction with our courses.

ACTION	KPI	TARGET	RESPONSIBLE LEAD	TIMELINE FOR INITIAL ACTION	FUTURE ACTIONS
4.1 Strengthen industry partnerships	4.1.1 Number of active industry partnerships formed	Form 6 new industry partnerships with a focus on student internship opportunities	Heads of School & Career Development Centre	Q3, 2024 (2 partnerships)	Continue to seek additional partnerships

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ACTION	KPI	TARGET	RESPONSIBLE LEAD	TIMELINE FOR INITIAL ACTION	FUTURE ACTIONS
	4.1.2 QILT Graduate Outcomes Survey related to employment rates	Refer to target 2.3.1	ED Heads of School Centre	Baseline set in 2024	Q2 in every year
4.2 Integrate industry projects into the curriculum.	4.2.1 Number of units per course where industry projects are integrated	2 units per course	Heads of School	Q1, 2025 (for first instance)	Continue to seek growth in number of units with industry projects
	4.2.2 Learner Engagement Outcomes in QILT survey	See KPI 2.2.3	ED, Heads of School	Baseline set in 2024	Q2 in every year
	4.2.3 Graduate Employability Outcomes in QILT GOS	See KPI 2.3.1	ED, Heads of School	Baseline set in 2024	Q2 in every year
4.3 Introduce industry guest lectures	4.3.1 Frequency and variety of industry guest lectures	2 lectures/year, every course	Course Coordinators & Discipline Leaders		
	4.3.2 Learner Engagement Outcomes in QILT survey	See KPI 2.2.3	ED, Heads of School	Baseline set in 2024	Q2 in every year

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ACTION	KPI	TARGET	RESPONSIBLE LEAD	TIMELINE FOR INITIAL ACTION	FUTURE ACTIONS
<b>4.4 Integrate internship programs (for all courses)</b>	4.4.1 Number of courses with internship options (excluding engineering and research degree courses)	By the end of 2027, at least 3 courses with internship options	Heads of School & Career Development Centre	At least 1 course in 2024	At least one additional course with an internship option each year.
	4.4.2 Number of internship placements per year per course	OGer 5-10 internships/year/per course with internship options	Head of School & Career Development Centre	Q4, 2024 & ongoing	Target applies to each additional course with internship options
	4.4.3 Labour force participation rates	Refer to KPI 2.3.1	Heads of School & Career Development Centre	Baseline set in 2024	Target for QILT should be set each year for the following year.
	4.4.4 Where appropriate, introduction of the use of case studies in assessment	Course-specific percentage of units per course to contain case studies in assessment	School Committees	Q4, 2024	Target set by schools each year based on prior achievement, to be approved by Learning & Teaching Committee
<b>4.5 Enhance students' soft skills through offering of soft- skills</b>	4.5.1 Number of workshops offered each year	At least 4 workshops per year	Heads of School, Career Development Centre, and Centre of	Q4, 2024	Continue program, and revise targets each year based on previous year's

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ACTION	KPI	TARGET	RESPONSIBLE LEAD	TIMELINE FOR INITIAL ACTION	FUTURE ACTIONS
development workshops			Learning		actuals.
	4.5.2 Percentage of students completing a workshop	25% of enrolled students attending workshops		Q1, 2025	35% in 2025 40% in 2026 50% in 2027
4.6 Update Course Units relevant to employability	4.6.1 Units updated to incorporate industry feedback?	YES	Heads of School CCs & UCs	Q1, 2025	This is an on-going commitment
		Each unit assessed on a schedule in parallel With external moderation (once every 3 years)			
	4.6.2 Learning Resources updated to incorporate industry feedback?	YES As per 4.6.1	Heads of School Unit Coordinators	Q1, 2025	This is an on-going commitment

### 10. Scholarship and Research

Strategy: Cultivate a culture of scholarship and research that aligns with the Higher Education Standards Framework 2021, guided principally by our learning and teaching commitments (including in research higher degrees), with research informing our teaching methodologies and curriculum, and engaging both staff and students.

Note: Scholarship and Research at MIT is guided by the Research and Scholarship Plan. However, we include this section in the Learning and

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Teaching Plan because we are committed to developing research activity explicitly linked to supporting our research higher degrees. For more detail about MIT research and scholarship, please consult the Research and Scholarship Plan.

ACTION	KPI	TARGET	RESPONSIBLE LEAD	TIMELINE FOR INITIAL ACTION	FUTURE ACTIONS
5.1 Organise research at MIT in alignment with the research masters degrees in Business and ICT	5.1.1 Number of research "clusters" established that are directly supportive of the research masters degrees	At least 2 clusters in each school.	Research Director, Executive Dean, Heads of School – shared responsibilities for all actions in Section 5.	Q3, 2024	Cluster performance reviewed annually, with addition of clusters as required to support on-going development of research higher degrees.
5.2 Encourage and support staff- student scholarship and research collaborations	5.2.1 Number of new academic staff / student scholarship and research collaborations established per year.	Establish 2-5 new collaborations annually		Q4, 2024	Action is on-going but with actual targets set each year.
5.3 Enhance the opportunities for MIT students to engage in research and scholarly activity in all courses	5.3.1 Number of courses that specifically include opportunities for students to engage in research	At least one undergraduate course and one postgraduate course in each school that includes an explicit opportunity for student research	Research Director, Executive Dean, Heads of School	Q3, 2025	On-going expansion of these opportunities, with KPI Targets set each year.

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ACTION	KPI	TARGET	RESPONSIBLE LEAD	TIMELINE FOR INITIAL ACTION	FUTURE ACTIONS
	5.3.2 Number of students (outside the research masters degrees) that engage in research as part of their studies	At least 5 students in each designated course engaging in a research-oriented project.		Q4, 2025	
5.4 Organise conferences, seminars and workshops at MIT to enhance the opportunities for MIT staff and students to network within the research community, and to disseminate the outcomes of their research.	5.4.1 Number of seminars and conferences held at MIT	At least 4 seminars per year organised.		Quarterly Seminars	On-going, with targets reconsidered each year.
	5.4.2 Academic staff attendance rate	Average 80% academic staff attendance rate at events related to their research interests.			
	5.4.3 Student attendance rate	According to student interest			
5.5 Collaborate internationally	5.3.1 Number of collaborations established in areas linked to MIT's research higher degrees	Form 1-3 new collaborations per year		Q4, 2024	On-going, but with targets refreshed as appropriate following review of previous year's activities.

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ACTION	KPI	TARGET	RESPONSIBLE LEAD	TIMELINE FOR INITIAL ACTION	FUTURE ACTIONS
5.6 Organise a Conference @ MIT that is of direct interest to research higher degree students	5.4.1 National or international conference held	Conference held		By Q4, 2027	

### 11. Self-Accrediting Authority and University College Status.

Strategy: Progress towards full Self-Accrediting Authority and then achieve University College status by meeting regulatory requirements and demonstrating academic and administrative excellence underpinned by deeper learning and scholarship.

ACTION	KPI	TARGET	RESPONSIBLE LEAD	TIMELINE FOR INITIAL ACTION	FUTURE ACTIONS
6.1 Appoint Quality Assurance Team, and conduct internal reviews to cover relevant Threshold Standards areas (HESF 2021)	6.1.1 QA Team Appointed	QA Team appointed	GGM	Q2, 2024	
	6.1.2 Review Conducted	Review Conducted	QA Team	Q3, 2024	
	6.1.3 Percentage of areas covered	100% coverage rate of internal reviews	QA Team	Q3, 2024	
6.2 Develop, implement,	6.2.1 System developed	System developed	ED,	Q4, 2024	Continued operation

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ACTION	KPI	TARGET	RESPONSIBLE LEAD	TIMELINE FOR INITIAL ACTION	FUTURE ACTIONS
and operate a system for continuously measuring teaching quality, student engagement and QA processes.			Heads of School		of the developed system.
	6.2.2 QILT survey outcomes for teaching quality; student engagement and graduate employment	As per Action 2.2, outcomes meet the targets set in the Student Engagement Plan		See Action 2.2	See Action 2.2
6.3 Identify and implement strategies to meet specific benchmarks related to learning and teaching and student experience	6.3.1 Suitable benchmark KPIs judged necessary for University College Status (focusing on those mentioned in Section 2 of this plan).	Meet or exceed all targets set annually as per Section 2 of this Plan, but ultimately to achieve hard targets set by the responsible lead.	Senior Management Team	Q4, 2026 for reaching the ultimate targets.	Maintain KPIs (if reached by 2026) or continue to move towards targets not yet achieved.
6.4 Ensure good communication within the Institute regarding progress towards SAA and UC status	6.4.1 Number of Institute-wide communications per annum regarding progress	At least 2 updates per year	Senior Management Team	Q4, 2024	Target is for each year
6.5 Engage with student body in relation to SAA and UC applications	6.5.1 Student body formally engaged in SAA and UC processes	At least one meeting per year to engage with student body	Senior Management Team	Q4, 2024	

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ACTION	KPI	TARGET	RESPONSIBLE LEAD	TIMELINE FOR INITIAL ACTION	FUTURE ACTIONS
6.6 Achieve SAA status for all courses offered by MIT	6.6.1 SAA status achieved for all courses	SAA status achieved.	Senior Management Team	Q4, 2026	
6.7 Achieve UC status	6.7.1 UC status achieved	UC status achieved	Senior Management Team	Q4, 2027	

**Warning: uncontrolled once printed**

Recommended by the Learning and Teaching Committee

Approved by the Academic Board:

Endorsed by the Board of Directors:

Plan Shelf life:

07/05/2024

02/06/2024

14/06/2024

2024-2027

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