




**Batchelor  
Institute**

**Teaching &  
Learning Plan  
2017 – 2021**





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## Introduction

Batchelor Institute of Indigenous Tertiary Education is a dual sector tertiary education provider that strives to address the education and training needs of Aboriginal and Torres Strait Island peoples. By adhering to a Both-ways teaching philosophy, Batchelor Institute provides culturally safe and sustainable education and training of highest quality that supports the aspirations of First Nation Australians, thus contributing to the cultural, social and economic development of Australia as a whole.

Batchelor Institute's primary constituency originates from the Northern Territory remote communities. However, Batchelor Institute has a long history in Higher Education (HE) and also attracts HE students from across Australia and internationally, particularly in the research area.

### Batchelor Institute Vision

“Batchelor Institute as Australia’s Leader in First Nations Tertiary Education and Research.”

This vision will be achieved by ensuring that Batchelor Institute’s training, teaching, research and the services that support those activities are driven by valuing the rights and aspirations of Aboriginal and Torres Strait Island peoples to fully participate in, and contribute to, high quality dual sector education and research. Batchelor Institute will work closely and collaboratively with industry partners and communities to ensure a responsive, flexible and culturally appropriate approach to all training and education.

Batchelor Institute ensures that all training, teaching, learning and research strategies as well as its programs and training courses are:

- Authentic
- Excellent
- Respectful
- Agile

## Both-ways Philosophy

When our students come to Batchelor Institute they bring with them their own knowledge, languages and culture. As they continue on their educational journey with Batchelor Institute they are building on their previous knowledge and skills, while also being exposed to a western epistemology, hence Batchelor students learn and train in a Both-ways environment.

Batchelor Institute defines Both-ways as:

*“A philosophy that brings together Indigenous Australian traditions of knowledge and western academic disciplinary positions and cultural context, and embraces values of respect, tolerance and diversity.” (Ober & Bat, 2007)*



(Ober, R & Bat, M 2007, 'Paper 1: Both-ways: the philosophy', Ngunjook: a journal of Australian Indigenous issues, no.31, p.77)

By adhering to a Both-ways teaching philosophy, Batchelor Institute provides culturally safe and sustainable education.



## Batchelor Institute Students

Batchelor Institute is a unique institution. As a specialist First Nations tertiary education provider we work to meet the diverse training and education needs and interests of Aboriginal and Torres Strait Island peoples, providing a place and space for learning and engagement across language groups and country. In this way, Batchelor Institute becomes a connecting point for students and research candidates, opening the door to new knowledges and qualifications, across Higher Education, Research and Vocational Education and Training.





## Where we are

The Institute has two main campuses within the Northern Territory, in Batchelor, 100 km south-west of Darwin, on the country of the Kungarakana and Warai Peoples, and the second in Alice Springs, on the country of the Arrernte Peoples. The Institute also has a number of community campuses and a range of programs across rural and remote Northern Territory.





# Teaching and Learning at Batchelor Institute

It is important that Batchelor Institute ensures that all of its students receive high quality education and training that is relevant to their personal and work requirements, and also provides a satisfying and stimulating learning experience that will encourage life-long learning. The training, teaching and learning provided by Batchelor Institute must engage and support the students in the development of appropriate responses to issues of cultural survival, maintenance, renewal and transformation within a national, social, cultural, political and economic context. These approaches will ensure that Batchelor Institute is the preferred place of study and training for Aboriginal and Torres Strait Island peoples.

Batchelor Institute plans to also increase opportunities for education and training to students from cultural backgrounds other than Aboriginal and Torres Strait Islands.

The student body of Batchelor Institute is a diverse one; students come from across the country, bringing with them their knowledge, language and culture, to share and learn, and through that experience, creating new knowledges together. The commitment and adherence to the Both-ways philosophy and recognising the right of Aboriginal and Torres Strait Island peoples to determine the nature of their engagement with various knowledge systems, including their own intellectual and social traditions and practices, has helped to reinforce their identity and the confidence to take ownership of their training and learning journey.

As a dual sector tertiary provider Batchelor Institute is committed to providing high quality training and learning opportunities across a wide range of disciplines and qualifications from Certificate I to Doctor of Philosophy (PhD). Batchelor's teaching and learning approach focuses on training, learning and research solutions that support the aspirations of Aboriginal and Torres Strait Island peoples to achieve their educational goals in a culturally safe and inclusive environment, informed by best practice, demand-driven training, education and research solutions.

## External Factors

The tertiary education sector of Australia and Batchelor Institute are both dealing with many challenges and external pressures. Like all tertiary education providers Batchelor Institute operates under:

- New funding frameworks.
- Constantly changing government legislation and policy frameworks.
- A competitive market environment.
- Greater government scrutiny and accountability requirements.
- Changes in society and student learning expectations.
- Constant development in information and communication technology.

In 2008, the Government initiated a Review of Higher Education to examine the future direction of the Higher Education sector (Bradley Review, 2008). The changes were primarily directed at the Higher Education sector, however, the outcomes of the current review of the VET sector will also need to be taken into account. As a dual sector provider Batchelor Institute will need to re-focus its business as the new directions are as valid for the VET and Higher Education sectors.

Following recommendations from the Behrendt Report (Behrendt et al. 2012,) Batchelor Institute is uniquely placed to improve educational outcomes for Aboriginal and Torres Strait Island peoples and reduce educational, social and economic disadvantages. As Aboriginal and Torres Strait Island peoples are still significantly underrepresented in the tertiary education sector Batchelor Institute is committed to 'grow its own academic staff' by recruiting, supporting and retaining Aboriginal and Torres Strait Islander staff and provide them with appropriate access to professional development to increase their capacity to teach, train and advise Aboriginal and Torres Strait Islander students and thus help remove barriers that are preventing Aboriginal and Torres Strait Islanders from achieving their full potential in all facets of society.

# Purpose of this Plan

Vocational training, higher education teaching and research at Batchelor Institute have critical roles to play in improving the socio-economic position of our Aboriginal and Torres Strait Islander students, their families and their communities.

This document puts forward a number of strategies for ensuring our students and staff have the skills and the capacity they need to drive change from within their communities and the Institute. Through high quality training, teaching and learning this plan will help prepare our students for leadership roles, so they are able to make decisions that will positively affect their own lives, that of their communities and set positive role models for the people around them.

The current plan builds on the achievements of the previous plan (Training, Teaching and Learning Plan 2012-2015) and will guide the Institute in general and its training and teaching staff specifically towards achieving the ambition of becoming a vibrant tertiary institution that is the national leader in Aboriginal and Torres Strait Islander education and training. The plan is a public document available to our students, partners and government agencies to highlight the strategic directions of Batchelor Institute with regards to training, teaching and learning.

The plan supports and actively endorses the further strengthening of Batchelor's research capacity in conjunction with a range of new research partnerships, and will also develop a stronger alignment between Higher Education teaching and VET training programs. While the goals and strategies outlined in the plan will help Batchelor Institute achieve a better learning experience for our students, an equally strong focus is on supporting and upskilling our staff in their professional development and in their capacity to deliver high quality training, teaching and learning.

## Objectives and Strategies

Batchelor Institute has been part of the Aboriginal and Torres Strait Islander training, education and research landscape since the late 1970s, and it is recognised for its expertise in remote delivery and collaborative partnerships with Aboriginal and Torres Strait Islander communities. Following on from the Bradley Review and Behrendt report the current training, teaching and learning plan incorporates specific objectives and strategies to increase the participation in the tertiary education

sector of groups from low socio-economic status, and will address specific needs for access and successful outcomes for Aboriginal and Torres Strait Island peoples. Accordingly the Institute has set the following objectives for the period of 2017 to 2021 to continue to serve its constituency and stay relevant in a continually changing competitive environment:

### 1. Provide a culturally safe training, teaching, learning and research environment for both students and staff

Central to achieving this objectives is our commitment to the Both-ways practices to drive change and understanding of training, teaching and learning in all facets of our organisation.

*"A philosophy that brings together Indigenous Australian traditions of knowledge and western academic disciplinary positions and cultural context, and embraces the values of respect, tolerance and diversity."* (Ober & Bat, 2007)

### 2. Focus on higher education, research and training that support the aspirations of Aboriginal and Torres Strait Island peoples and lead to employment

The second goal Batchelor Institute is to design and implement a suit of high quality higher education courses and training programs in collaboration with active partnerships, industry and professional organisations and communities. We will regularly and systematically review course delivery based upon a demand driven environment.

In addition Batchelor Institute will provide its staff with the training, support and infrastructure to excel, innovate and deliver training and education. Batchelor Institute will ensure that Aboriginal and Torres Strait Islander teaching and learning strategies will be applied across the curriculum, as well as focusing on including curriculum content that reflects Aboriginal and Torres Strait Islander knowledges and context.



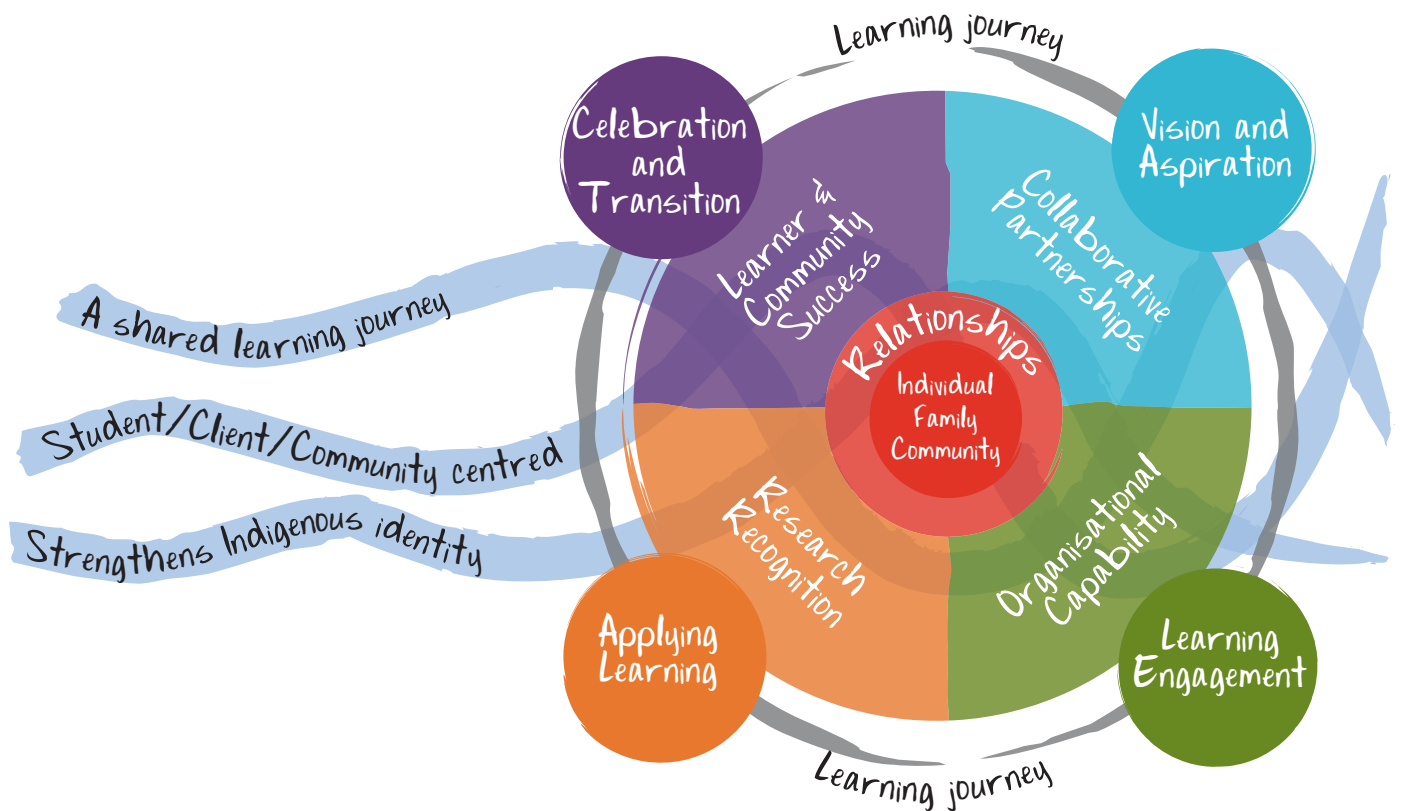
**3. Promote and commit to increasing innovative and flexible approaches to training, teaching and learning**

Batchelor Institute recognises the diversity of student learning needs and will therefore promote an increase of flexible learning strategies within training and education. Batchelor Institute will ensure that the needs of regional and remote students will be supported by use of virtual networks and technology based solutions to provide greater access for Aboriginal and Torres Strait Islander students to training and higher education.

**4. Increase access to Training and Higher Education, and retention and success of Aboriginal and Torres Strait Islander students**

Batchelor Institute is committed to playing a lead role in ensuring that Aboriginal and Torres Strait Island peoples are able to fully participate and excel in education and training opportunities. Batchelor Institute provides a

learning environment that leads to successful outcomes for the students. We develop strategies for training and learning practices that will guarantee access to, and successful participation in VET and Higher Education. Batchelor Institute offers enabling, numeracy and literacy courses for under-prepared students to be able to be ready to undertake advanced training programs and study in higher education. At the graduate level we offer an exciting and innovative Higher Degree by Research (HDR) program known as 'Indigenous Perspectives' at both Masters and Doctoral level. An increasingly strong and dynamic cohort of Aboriginal and Torres Strait Islander academics provides excellent role modelling and inspiration for all professional and non-professional people working in Indigenous spaces.



# GOAL 1

Provide a culturally safe training, teaching, learning and research environment for both students and staff.

Strategies	Performance Indicators	Responsibility
<ul style="list-style-type: none"> <li>Continue to develop and implement a practice framework for the Both-ways philosophy.</li> </ul>	<ul style="list-style-type: none"> <li>Action and Implementation plan.</li> <li>Practice framework &amp; guidelines.</li> </ul>	<ul style="list-style-type: none"> <li>Office of the Elder. Academic and Cultural Leadership</li> </ul>
<ul style="list-style-type: none"> <li>Increase the number of Aboriginal and Torres Strait Island Peoples in senior management and academic positions.</li> </ul>	<ul style="list-style-type: none"> <li>Appropriate Recruitment policy.</li> </ul>	<ul style="list-style-type: none"> <li>Director Human Resources</li> <li>Office of the Elder. Academic and Cultural Leadership</li> </ul>
<ul style="list-style-type: none"> <li>Provide cultural competence training to improve cultural understanding and awareness of staff, students and researchers to increase capacity to teach and advise Aboriginal and Torres Strait Islander students.</li> </ul>	<ul style="list-style-type: none"> <li>Availability of cross cultural teaching resources.</li> <li>Ongoing delivery of cross-cultural training that enables staff, students and researchers to develop effective cultural competencies.</li> </ul>	<ul style="list-style-type: none"> <li>Office of the Elder. Academic and Cultural Leadership</li> <li>Office of the Elder. Academic and Cultural Leadership</li> </ul>
<ul style="list-style-type: none"> <li>Provide Aboriginal and Torres Strait Islander staff with a range of professional development and training that will enable them to pursue worthwhile career pathways.</li> </ul>	<ul style="list-style-type: none"> <li>Develop Aboriginal and Torres Strait Islander workforce strategy.</li> <li>Aboriginal and Torres Strait Islander Recruitment Policy.</li> <li>Career Pathways Policy and guidelines for Aboriginal and Torres Strait Islander staff.</li> <li>Budget allocation for professional development and training.</li> </ul>	<ul style="list-style-type: none"> <li>Director Human Resources</li> <li>Director Human Resources</li> <li>Office of the Elder. Academic and Cultural Leadership</li> <li>CFO</li> </ul>
<ul style="list-style-type: none"> <li>Set appropriate training and teaching performance targets in performance planning, monitoring and reviewing.</li> </ul>	<ul style="list-style-type: none"> <li>Develop online/offline space for PD related resources and materials.</li> <li>Have Performance Development System in place.</li> <li>Performance Development and Probation policy and guidelines implemented.</li> </ul>	<ul style="list-style-type: none"> <li>Human Resource Professional Development</li> <li>Director, Human Resources</li> </ul>
<ul style="list-style-type: none"> <li>Develop Aboriginal and Torres Strait Islander training, teaching and learning strategies.</li> </ul>	<ul style="list-style-type: none"> <li>Staff training in cross cultural training and teaching.</li> </ul>	<ul style="list-style-type: none"> <li>Office of the Elder. Academic and Cultural Leadership</li> <li>Human Resource Professional Development</li> </ul>



## GOAL 2

Focus on higher education, research and training that support the aspirations of First Nation Peoples and lead to employment.

Strategies	Performance Indicators	Responsibility
<ul style="list-style-type: none"> <li>Design and implement high quality higher education courses and training programs in collaboration with industry, professional organisations and communities.</li> </ul>	<ul style="list-style-type: none"> <li>Increase number of Aboriginal and Torres Strait Islander students enrolling in appropriate Further Education Training and/or HE courses.</li> </ul>	<ul style="list-style-type: none"> <li>DCEO</li> <li>Executive Director Further Education</li> <li>Executive Director HE and Research</li> </ul>
<ul style="list-style-type: none"> <li>Systematically review course delivery.</li> </ul>	<ul style="list-style-type: none"> <li>Regular and planned reviews of scope delivery.</li> <li>Ongoing engagement and consultation with industry professions and regulatory bodies.</li> <li>Regular reviews of HE courses &amp; HDR programs.</li> </ul>	<ul style="list-style-type: none"> <li>Director, PMR</li> <li>Further Education Directors</li> <li>Director HE</li> <li>Executive Director HE and Research</li> </ul>
<ul style="list-style-type: none"> <li>Implement a peer evaluation of teaching and training process.</li> </ul>	<ul style="list-style-type: none"> <li>Develop a policy and guidelines for the peer evaluation of teaching and training process.</li> <li>Employ the peer review process for continuous improvement of staff capabilities.</li> <li>Make peer review of teaching and training mandatory for promotion.</li> </ul>	<ul style="list-style-type: none"> <li>Director Human Resources</li> <li>Deputy CEO</li> </ul>
<ul style="list-style-type: none"> <li>Offer a wide range of contemporary and relevant teaching and training courses that will prepare graduates to be work-ready or go on to further study.</li> </ul>	<ul style="list-style-type: none"> <li>Embed employability skills in all training and courses delivered.</li> <li>Ensure that close links exist between teaching/training and employment requirements.</li> <li>Creation of Batchelor Institute Alumni.</li> <li>Increase collaborative partnerships with professions, Industry, communities and universities.</li> </ul>	<ul style="list-style-type: none"> <li>Further Education Directors</li> <li>Further Education Directors</li> <li>CEO</li> <li>Office of the Elder, Academic and Cultural Leadership</li> <li>Executive Director Strategic &amp; Shared Services</li> <li>SMC</li> <li>Director Alliance Management</li> <li>Further Education Directors</li> <li>Head of School HE</li> </ul>



<ul style="list-style-type: none"> <li>• Offer a range of relevant teaching and training courses to students from different cultural backgrounds.</li> </ul>	<ul style="list-style-type: none"> <li>• Develop guidelines and enrolment processes for students from cultural backgrounds other than Aboriginal and Torres Strait Islands.</li> </ul>	<ul style="list-style-type: none"> <li>• Director Alliance Management</li> <li>• DCEO</li> </ul>
<ul style="list-style-type: none"> <li>• Include curriculum content that reflects Aboriginal and Torres Strait Islander knowledges and context.</li> </ul>	<ul style="list-style-type: none"> <li>• Develop graduate attributes reflecting Aboriginal and Torres Strait Islander knowledges competence.</li> <li>• Clear guidelines for course developers and teaching staff.</li> </ul>	<ul style="list-style-type: none"> <li>• Academic Board</li> <li>• Teaching &amp; Learning Committee</li> <li>• VET Leadership Committee</li> <li>• Office of the Elder. Academic and Cultural Leadership</li> </ul>
<ul style="list-style-type: none"> <li>• Build and extend alternative pathways into HE and promoting HE as a post-VET option.</li> </ul>	<ul style="list-style-type: none"> <li>• Have better credit transfer arrangements in place between the VET and HE sector.</li> <li>• Seamless pathways between VET programs and HE courses.</li> </ul>	<ul style="list-style-type: none"> <li>• All Directors</li> <li>• Teaching &amp; Learning Committee</li> <li>• VET Leadership Committee</li> </ul>
<ul style="list-style-type: none"> <li>• Deliver courses and training to identified individual, cultural, community and or industry needs.</li> </ul>	<ul style="list-style-type: none"> <li>• Increase numbers of students from remote areas accessing education and training programs.</li> </ul>	<ul style="list-style-type: none"> <li>• SMC</li> <li>• Executive Directors</li> <li>• Office of the Elder. Academic and Cultural Leadership</li> </ul>
<ul style="list-style-type: none"> <li>• Adopt a whole-of-Institute approach to Aboriginal and Torres Strait Islander student success.</li> </ul>	<ul style="list-style-type: none"> <li>• Dedicated student support services.</li> <li>• Dedicated academic support staff.</li> <li>• Develop website where potential students can access information on supports available.</li> </ul>	<ul style="list-style-type: none"> <li>• Student Services</li> <li>• Director Alliance Management</li> <li>• Office of the Elder. Academic and Cultural Leadership</li> </ul>
<ul style="list-style-type: none"> <li>• Actively contribute to the national Indigenous education and training agenda in order for Batchelor to be the leader in First Nations tertiary education, research and training.</li> </ul>	<ul style="list-style-type: none"> <li>• Increase level of participation in local, national and to some extent international Indigenous educational and training forums such as conferences, advisory forums, and government and reference bodies.</li> <li>• Hosting of seminars, conferences and other forums relevant to raising the profile of Indigenous education and training.</li> <li>• Increase profile in local and national media coverage.</li> </ul>	<ul style="list-style-type: none"> <li>• SMC</li> <li>• Executive Directors</li> <li>• Office of the Elder. Academic and Cultural Leadership</li> <li>• SMC</li> <li>• Executive Directors</li> <li>• Director Alliance Management</li> <li>• Director Alliance Management</li> </ul>
<ul style="list-style-type: none"> <li>• Develop and implement a Community Communication and Engagement Charter.</li> </ul>	<ul style="list-style-type: none"> <li>• Guidelines and principles of communication and engagement.</li> </ul>	<ul style="list-style-type: none"> <li>• Director Alliance Management</li> <li>• Office of the Elder. Academic and Cultural Leadership</li> </ul>



## GOAL 3

Promote and commit to increasing innovative and flexible approaches to training, teaching and learning.

Strategies	Performance Indicators	Responsibility
<ul style="list-style-type: none"> <li>• Deliver VET and Higher Education programs through a variety of delivery modes and in a variety of locations.</li> </ul>	<ul style="list-style-type: none"> <li>• Online learning framework and implementation strategy for Batchelor Institute.</li> </ul>	<ul style="list-style-type: none"> <li>• Director Alliance Management</li> </ul>
<ul style="list-style-type: none"> <li>• Support and train teaching and training staff in the use of new technologies and develop innovative ways to teach.</li> </ul>	<ul style="list-style-type: none"> <li>• Where appropriate training programs and courses include an online component.</li> </ul>	<ul style="list-style-type: none"> <li>• Director Alliance Management</li> </ul>
<ul style="list-style-type: none"> <li>• Widen access, increase choice, build up collaboration, provide more flexibility and encourage innovation in order to enhance the quality of the student learning experience.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify and pilot appropriate mobile learning options.</li> <li>• Promote innovative staff practice as it relates to flexible learning.</li> </ul>	<ul style="list-style-type: none"> <li>• Director Alliance Management</li> <li>• Director Alliance Management</li> <li>• Director Human Resources</li> </ul>

## GOAL 4

Increase access to Training, Higher Education and Research, and retention and success of Aboriginal and Torres Strait Islander students.

Strategies	Performance Indicators	Responsibility
<ul style="list-style-type: none"> <li>Increase access to post-secondary education, especially for students from low-socio-economic backgrounds by offering suitable academic enabling programs for first year students.</li> </ul>	<ul style="list-style-type: none"> <li>Have "Creating Career Choices" (Pre-PTS) available to students.</li> <li>Investigate alternative delivery options for PTS.</li> </ul>	<ul style="list-style-type: none"> <li>VET Leadership Committee</li> <li>Teaching &amp; Learning Committee</li> <li>Head of School HE</li> </ul>
<ul style="list-style-type: none"> <li>Increase access to Higher Degrees by Research for Aboriginal and Torres Strait Islander students.</li> </ul>	<ul style="list-style-type: none"> <li>Develop alternate pathways into HDR.</li> <li>Provide academic support to current staff and students to continue education into postgraduate studies.</li> </ul>	<ul style="list-style-type: none"> <li>Director of Graduate School</li> <li>Executive Director HE &amp; Research</li> </ul>
<ul style="list-style-type: none"> <li>Set up a tracking system for students to record Australian Core Skills Framework levels (to track, collate and summarise data).</li> </ul>	<ul style="list-style-type: none"> <li>Literacy and numeracy levels of students match course entry requirements.</li> <li>Database showing current ACSF levels of students enrolled.</li> <li>Checks show alignment of evidence with level of database.</li> </ul>	<ul style="list-style-type: none"> <li>All VET Directors</li> <li>Director Performance Monitoring &amp; Review</li> </ul>
<ul style="list-style-type: none"> <li>Provide professional development to all teaching staff, with specific emphasis on high quality teachers and teaching objectives, conducive to a successful student learning experience.</li> </ul>	<ul style="list-style-type: none"> <li>Develop Graduate Certificate in Teaching and Learning (Indigenous Knowledges) for all teaching staff.</li> </ul>	<ul style="list-style-type: none"> <li>Teaching &amp; Learning Committee</li> </ul>
<ul style="list-style-type: none"> <li>Provide a suite of literacy and numeracy training products or courses for students in need of assistance.</li> </ul>	<ul style="list-style-type: none"> <li>Support provision of tuition as necessary and appropriate including incorporating Both-ways strategies when practicable.</li> </ul>	<ul style="list-style-type: none"> <li>Director Alliance Management</li> <li>Further Education Directors</li> </ul>
<ul style="list-style-type: none"> <li>Better prepare students for tertiary training and education by clearly defining and stating the academic standards Bachelor Institute expects its students to attain.</li> </ul>	<ul style="list-style-type: none"> <li>Provide high quality academic advice to all potential students prior to enrolment.</li> <li>Set diagnostic tests for first year students to assess their suitability for qualifications.</li> <li>Develop clear study pathways for students that lead to better career choices.</li> <li>Through curriculum reviews define and promulgate academic standards expected from students.</li> </ul>	<ul style="list-style-type: none"> <li>Student Services</li> <li>Director Alliance Management</li> <li>Directors HE &amp; Further Education</li> </ul>



<ul style="list-style-type: none"> <li>• Provide academic, language and numeracy support to students on and off campus.</li> </ul>	<ul style="list-style-type: none"> <li>• Increase provision of ITAS tutoring.</li> <li>• Assessment evidence on file.</li> <li>• Feedback system for tutors and students in place.</li> <li>• Tracking of data.</li> </ul>	<ul style="list-style-type: none"> <li>• Student Services</li> <li>• Director Performance Monitoring and Review</li> </ul>
<ul style="list-style-type: none"> <li>• Provide numeracy and literacy professional development for teaching and training staff.</li> </ul>	<ul style="list-style-type: none"> <li>• Provide literacy/numeracy tutor support in remote areas.</li> <li>• Staff undertaking focussed training on specific literacy/numeracy topics to aid student course/unit completion.</li> <li>• Improved access to online literacy/numeracy training products.</li> </ul>	<ul style="list-style-type: none"> <li>• Director Alliance Management</li> <li>• Office of the Elder. Academic and Cultural Leadership</li> <li>• All VET Directors</li> <li>• Executive Director Strategic &amp; Shared Services</li> </ul>
<ul style="list-style-type: none"> <li>• Strengthen and support Foundation Skills for all students at Batchelor Institute.</li> </ul>	<ul style="list-style-type: none"> <li>• Review and fully implement Batchelor Institute Foundation Skills Strategy.</li> </ul>	<ul style="list-style-type: none"> <li>• Executive Director Further Education and Higher Education and Research</li> </ul>
<ul style="list-style-type: none"> <li>• Establish an effective early intervention program for students identified at risk.</li> </ul>	<ul style="list-style-type: none"> <li>• Use of assessment tasks in the first months of a student's learning journey.</li> </ul>	<ul style="list-style-type: none"> <li>• Teaching &amp; Learning Committee</li> <li>• Vet Leadership Committee</li> <li>• All Directors</li> </ul>
<ul style="list-style-type: none"> <li>• Ensure that all Batchelor Institute students graduate with an acceptable level of generic skills.</li> </ul>	<ul style="list-style-type: none"> <li>• Review Graduate Attributes.</li> <li>• Embed generic skills in learning outcomes in all programs.</li> </ul>	<ul style="list-style-type: none"> <li>• Teaching &amp; Learning Committee</li> <li>• Vet Leadership Committee</li> <li>• All Directors</li> <li>• Office of the Elder. Academic and Cultural Leadership</li> </ul>

## Reviewing Process

This plan was approved by Academic Board on 30/11/2016. The plan is subject to a regular process of review that includes reporting on progress made on the various strategies to the Academic Board and the Institute Council. A detailed Annual Progress Report on the Training, Teaching and Learning Plan to Academic Board ensures that the Institute keeps track on the implementation of the strategies and indicators, as well as having the option to review and revise the plan.



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