



Education Strategic Plan 2025-2030

Ngala kwop biddi.
Building a brighter future, together.

Acknowledgement of Country

We acknowledge that Murdoch University is situated on the lands of the Whadjuk and Binjareb Noongar people. We pay our respect to their enduring and dynamic culture and the leadership of Noongar Elders past and present. The boodjar (country) on which Murdoch University is located has, for thousands of years, been a place of learning. We at Murdoch University are proud to continue this long tradition.



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Introduction

Murdoch University began its journey on these lands in 1974, continuing the long Noongar history of being a place of learning. While emerging technologies have had a massive impact on the nature of teaching and learning, the fundamental importance of engagement, connection, and relevance remain. The global pandemic highlighted the need to adapt quickly to provide alternative learning environments that relied heavily on online delivery and resources. While the pandemic's impact on day-to-day activities has largely dissipated, long-term impacts of the pandemic remain. In response, Education at Murdoch University now provides flexible teaching and learning options where appropriate, while also recognising the true values of a rich on-campus learning experience for our students.

In the midst of our recovery from the pandemic, emerging digital technologies are now the new “disruptors” not only to how we teach and learn but also to what we teach and learn. Artificial Intelligence (AI), such as Generative Language Models (Gen AI), Robotics and Machine Learning (ML) will fundamentally change much of what we do in a university. The awarding to the 2024 Nobel Prize in Physics to Professors Geoffrey Hinton and John Hopfield for their work on Artificial Intelligence and the 2024 Nobel Prize in Chemistry to Professor David Baker and John Jumper and Briton Demis Hassabis from Google for their use of AI to map protein structure and design new proteins highlight the rapid and profound impact of AI. The impacts of AI on teaching and learning will be equally transformative. Murdoch University is committed to helping our students graduate with the

knowledge, competencies and skills necessary to succeed in the changing world in which we live. They will be able to ethically and responsibly use these emerging digital technologies to enhance their contributions to the workforce, the community and our society.

The Education Strategic Plan defines our approach for achieving the core activity of Education within the Murdoch University Strategy 2023-2030, Building a Brighter Future, Together (Ngala Kwop Bididi). It intersects with and complements other University Plans, core activities, strategic themes, and enablers. In particular, the three themes of the Strategic Plan are embedded into the Education Strategic Plan 2025 to 2030. Sustainability, First Nations, and Equity, Diversity, and Inclusion are fundamental to instilling the importance of Social Justice and our collective efforts to “Building a Brighter Future Together.” Our graduates will be well prepared to make positive contributions regardless of the pathways they choose to achieve this Brighter future.

I would like to thank our students, staff, and community for their wisdom and guidance in helping to create Murdoch University’s Education Strategic Plan 2025 – 2030.

Professor Don A. Klinger

*Deputy Vice Chancellor, Education
Murdoch University*



Our Shared **Purpose**

To change lives and society for the better through accessible education and research, contributing to the solution of societal and environmental challenges and providing an inclusive caring community in which everyone can realise their potential.

Our Educational **Values**

Murdoch University has always been a university that provides an opportunity to all people to attain a quality education. The University Strategy 2023–2030 lists **Authenticity, Integrity, Respect, Inclusivity, and Openness** as our core values.

As part of the Strategic Plan for Education we have added **Curiosity, Innovation, and Social Conscience** as additional values that guide our educational pursuits. **Curiosity** is a key driver to engaging students' learning within a university. Further, education that is both contemporary and **innovative**, can lead to graduates who possess a strong **social conscience**.



Our Vision

Education at Murdoch University values inclusion, curiosity, innovation, integrity, and making a positive social impact. Our education is high quality and contemporary for all, benefiting from the expertise of our partners.

We will be a leading university in sustainability; diverse, inclusive and accessible learning and teaching; and embracing Indigenous Knowledges across the curriculum.

Our graduates will be keenly sought by employers and will be known for having adaptability, fresh perspectives, practical skills and a social conscience.





Sustainability

Be a leading university in education, teaching and translational research in sustainability and sustainable practices.

Equity, Diversity and Inclusion

Build a welcoming, diverse and inclusive community.

First Nations

Become the University of Choice for First Nations peoples.

Our Strategy

To achieve our purpose and our vision, in this Strategy we set out three Strategic Themes that will flow through everything we do, and that, taken together, characterise the distinctiveness and identity of Murdoch University.

We identify three Core Activities that are fundamental to achieving our purpose and can be traced back to the Murdoch University Act. For each strategic theme and each core activity we identify an overarching objective. Realising these six objectives will in turn allow us to realise our vision. We also set out three enablers that underpin the achievement of these objectives.

Sustainability

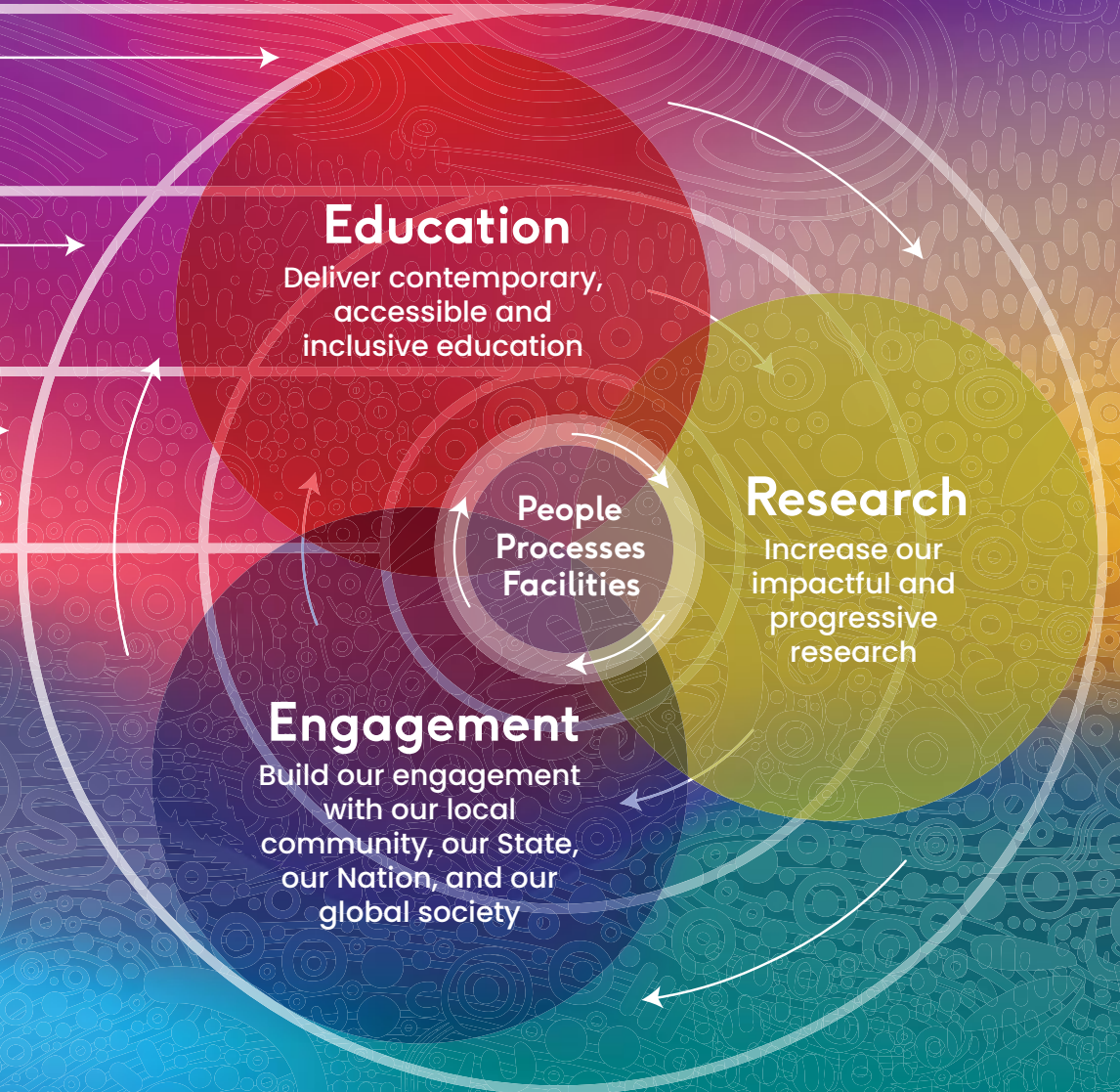
Be a leading university in education, teaching, and translational research in sustainability

Equity, diversity and inclusion

Build a welcoming, diverse and inclusive community

First Nations

Become the University of Choice for First Nations peoples



Education at Murdoch University

Objective:

Deliver contemporary, accessible and inclusive education, with a high quality and engaging student experience, producing graduates who are adaptable and have fresh perspectives and a social conscience.

Goals:

Our vision and educational values combine to form a strong identity and purpose for Murdoch University, its staff and students. Throughout, the development and delivery of our courses align with the Higher Education Standards Framework (HESF) and the Tertiary Education Quality and Standards Agency (TEQSA) within Australia and other relevant Standards in our International campuses. The following goals guide our efforts to realise the Education Strategy.

Core Goals

1. Deliver innovative and future-facing units and courses that address critical social, scientific, technological issues, with attention to cultural, political, economic, sustainability, and professional implications and influences.
2. Create and provide inclusive and accessible educational units and courses that enable success for diverse student cohorts.
3. Endow graduates with a strong commitment to academic, professional, and personal ethics, trustworthiness, integrity and responsibility.
4. Inspire students to develop their social conscience, embracing equity, diversity and inclusion; global Indigenous Knowledges; and sustainability.
5. Produce graduates with analytical, research, professional and practical skills along with the ability to adapt and respond to societal and technological shifts.

Enabler Goals

6. Build staff capacity to enhance their teaching knowledge and capabilities, and ensure that education is informed by evidence, research, and scholarship.
7. Leverage the expertise of community partners and stakeholders in delivering education.
8. Provide education within environments and facilities that support effective teaching and learning, and foster learning innovation.

Actions:

1.

Deliver innovative and future-facing programs that address critical social, scientific, technological issues, with attention to cultural, political, economic, sustainability, and professional implications and influences

At Murdoch University, we offer contemporary, accessible and inclusive education, with a high quality and engaging student experience, producing graduates who are adaptable and have fresh perspectives and a social conscience. We use our educational offerings to inspire students' creativity, innovation and curiosity with a goal to contribute to a sustainable and socially responsible future.

Actions

1. Undertake purposeful course design and review to address contemporary learning and teaching practice, assessment transformation, strategic themes and emerging technology.
2. Ensure education is responsive to contemporary and emerging opportunities, and considers future implications of the content, skills, and educational outcomes we expect students to acquire.
3. Consult with employers and community partners to ensure courses are developing the critical skills and competencies graduates will require to positively contribute to their professions and communities.
4. Develop and critically refine a coherent and sustainable program of microcredentials, short courses, and master classes aligned with the University's strategic themes to address student, community and workforce needs.
5. Refine and enhance the portfolio of units and courses offered on the University campuses, online, and with partners (e.g., Open Universities Australia (OUA), regional and suburban Hubs).
6. Promote the development of academic literacy and numeracy in student learning and experience.

2.

Create and provide inclusive and accessible educational programs that enable success for diverse student cohorts.

Murdoch University has always provided opportunities for a diverse student cohort and our staff has a reputation for going above and beyond to support the learning and academic progress of our students. Our student cohort spans local, regional and offshore campuses and learning hubs as well as online, requiring a suite of support services to promote student success and satisfaction. We enable success for diverse student cohorts by providing opportunities and support services that promote student success and satisfaction.

Actions

1. Sustain the portfolio of contemporary enabling programs to provide opportunities for students from all backgrounds, while also ensuring successful transition into and through undergraduate programs.
2. Ensure our learning and teaching promotes equity, diversity and inclusion.
3. Incorporate the principles of Universal Design for Learning (UDL) in teaching and assessment activities.
4. Design course offerings that are “fit for purpose,” including timetabling and delivery options that cater to students’ commitments (e.g., work, family, community).
5. Prioritise the psychological and physical safety and wellbeing of students and staff to ensure that students are equipped to learn and staff are equipped to teach.
6. Deliver education and conduct assessments in safe and supportive learning environments, including on campus, online, on field work, or during industry placements, enabling students to demonstrate their learning and achievement.
7. Promote the use of tools and associated processes to monitor all student cohorts and enact targeted interventions where appropriate.
8. Foster a culture that welcomes feedback and ‘closes the loop’ to enhance the student experience.
9. Deliver and evaluate targeted programs using Government funding to realise cohort participation and attainment.
10. Deliver targeted programs to promote transition from undergraduate to postgraduate courses.

Actions:

3.

Endow graduates with a strong commitment to academic, professional, and personal ethics, trustworthiness, integrity and responsibility

Student experience is enhanced through fostering a culture in which quality learning is highly valued and meaningfully contributes to future career development and community engagement.

Actions

1. Embed student, community, industry, and professional requirements, needs, and interests into educational activities across Murdoch Campuses and courses.
2. Mitigate risk by investing in systems and staff development to address emerging concerns to academic and professional integrity.
3. Work with students, staff and technology solutions to further efforts to ensure academic integrity of our education and foster a sustainable institution-wide commitment.
4. Provide students with the skills to effectively and appropriately use emerging technologies (e.g., AI) to enhance and support their learning.
5. Create greater cohesion between the support services available to our students, including between academic staff and support services (e.g., First Year Advisors).
6. Celebrate and reward students' achievement and commitment to Murdoch's values and strategic themes.

4.

Inspire students to develop their social conscience, embracing equity, diversity and inclusion; global Indigenous Knowledges; and sustainability

Murdoch University seeks to be recognised as the university of choice for people who care, who value inclusion, curiosity and innovation, and who desire to make a positive social impact. We promote informed criticality with the intent of enhancing our students' abilities to contribute to their community.

Actions

1. Activate and adapt Discovery Units to meet the educational and strategic goals of Murdoch University, and the needs of our students as they complete their education and prepare for their future.
2. Embed foundational intercultural communication competence (ICC) skills into course materials and syllabi and co-design a suite of offerings with a focus on Indigenous Knowledges.
3. In collaboration with the School of Indigenous Knowledges, develop a roadmap to effectively integrate Indigenous perspectives, knowledge systems, and ways of learning within the curriculum to create a culturally responsive learning environment.
4. Embed sustainability issues into curriculum to enhance students' "earth literacy".
5. Demonstrate the value of embracing Equity, Diversity and Inclusion in teaching, learning and in the broader community.
6. Build the reputation of Murdoch University in terms of graduating students who possess a strong social conscience and incorporate emerging technologies to enhance their professional and community contributions.



Actions:

5.

Produce graduates with analytical, research, professional, and practical skills and capabilities along with the ability to adapt and respond to societal and technological shifts

Education plays a vital role in equipping graduates with the ability to adapt to changing environments and challenges. It fosters self-efficacy, critical thinking and problem-solving skills, enabling individuals to approach complex issues with flexibility and creativity. By providing practical, hands-on experience and real-world applications, together with employability learning opportunities, we prepare students not only for the theoretical aspects of their field but also for the dynamic nature of today's and tomorrow's workforce.

Actions

1. Increase work integrated learning and the opportunities for students to have valuable industry and community partner experiences.
2. Bring industry and community partners to campus to promote career pathways and opportunities.
3. Embed digital literacy and emerging technologies (GenAI) as a learning expectation (where appropriate) in recognition of its increasing value in society.
4. Enhance embedded employability learning opportunities relevant to specific disciplines to prepare graduates for their careers and enable them to adapt to evolving environments and challenges, while promoting critical thinking and problem-solving skills.
5. Develop students' capabilities to use and adapt a broad range of communication methods and perspectives to enhance their future professional and social impact and agency for change.

6.

Ensure education is informed by evidence, research, and scholarship and build staff capacity to enhance their teaching knowledge and capabilities

Scholarship and research enable us to continuously improve education quality, relevance and delivery.

Actions

1. Implement teaching strategies and curriculum design based on current evidence and educational research.
2. Foster a culture of creativity, innovation and excellence in education.
3. Build the learning and teaching capabilities of staff through delivery of research/evidence informed and scholarly professional development (e.g., Advance HE; Internal Professional Development).
4. Encourage participation in educational research and scholarship.
5. Encourage and provide opportunities for staff to enhance their teaching in the context of their discipline, through continued scholarship or research informed practices.
6. Regularly review and update content and practices to reflect current and emerging research and scholarship.
7. Recognise and celebrate high quality teaching.
8. Increase staff participation in teaching award applications.
9. Use data and feedback to drive continuous improvement in teaching and learning.
10. Refine the Comprehensive Course Review (CCR) process to ensure it supports ongoing efforts to deliver high quality courses that reflect current demands and needs.



Actions:

7.

Leverage the expertise of partners in delivering education

Education delivery is increasingly dependent on collaboration with industry partners and third-party suppliers. Industry partners integrate critical real-world experience into education, while third-party providers bring specialist expertise, technologies and scale to delivery. Students continually seek connections between what they are learning in their university courses, and their future pursuits. Work integrated learning (WIL) has long been shown to be a valuable method to build these connections.

Actions

1. Judiciously select industry partners for development and delivery of Microcredentials, short courses, and master classes.
2. Collaborate with high school and TAFE partners to develop programs and pathways that fit the current and future demands of students and employers.
3. Build and maintain network of Work Integrated Learning industry partners to enable increased opportunities for students.
4. Maintain collaborative relationships with existing and new technology partners supporting education delivery.
5. Work to build international partnerships focused on rich teaching and learning experiences for all students across campuses.
6. Engage with Regional University Study Hubs and Suburban University Study Hubs to enable student participation in higher education and provide students with flexibility in their place of learning.
7. Collaborate with Open Universities Australia (OUA) to increase online learning opportunities.
8. Build educational partnerships with state, national and international universities to the mutual benefit of staff and students.

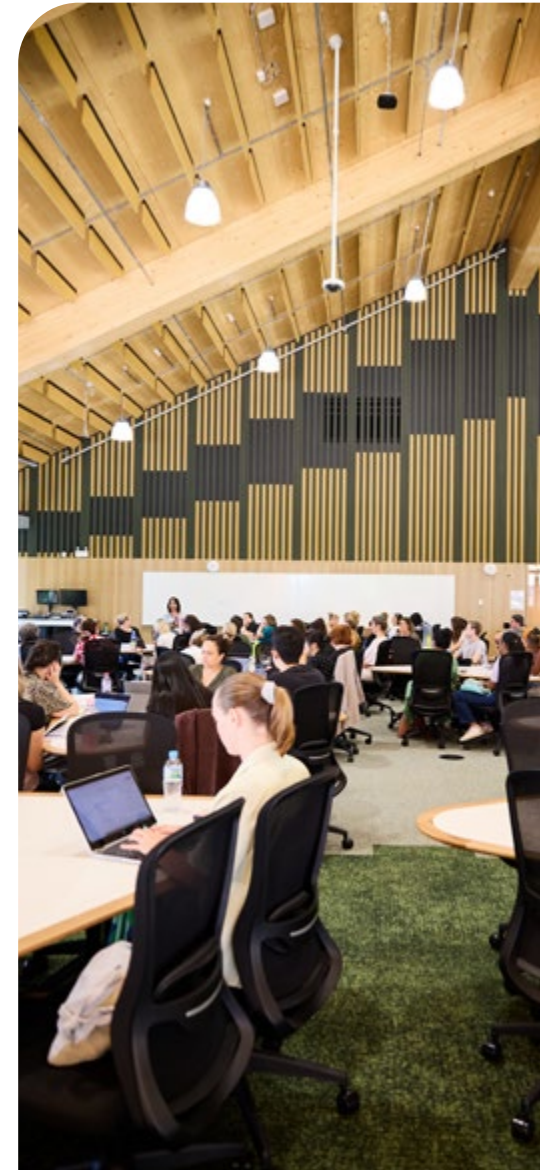
8.

Provide education within environments and facilities that support effective teaching and learning and foster learning innovation

Learning environments and facilities are important enablers for innovation in learning and teaching. The appropriate use of Face to Face, Online and Mixed modes maximises the teaching and learning experiences for staff and students and leads to high levels of student engagement and success.

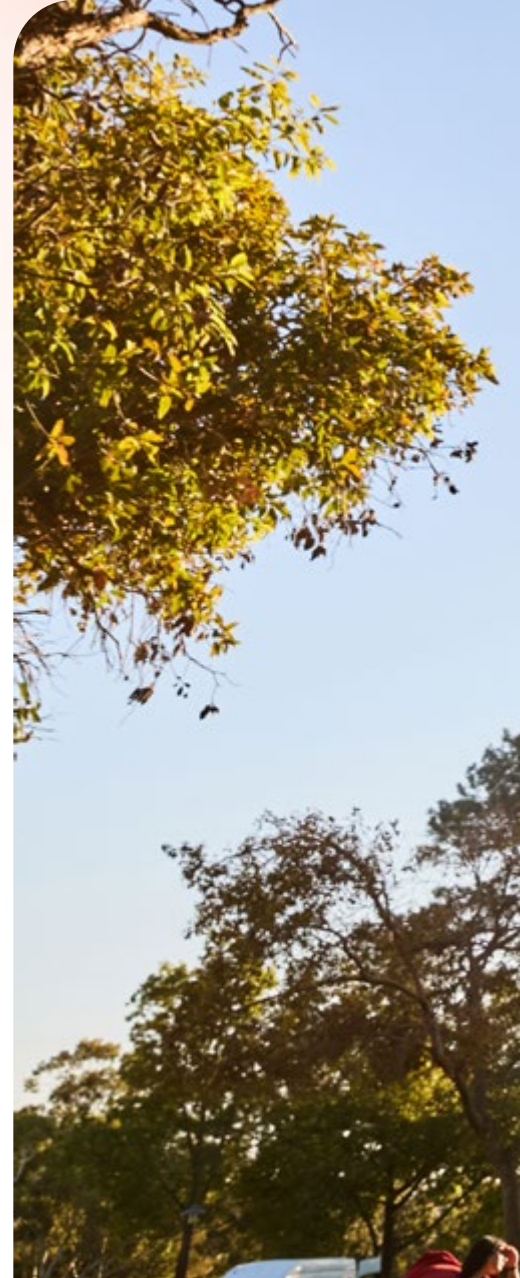
Actions

1. Uplift and innovate our physical learning and teaching environment and support services at our Murdoch campus through the Campus Development Plan.
2. Support initiatives that will further activate the teaching and learning opportunities at the Mandurah and Rockingham campuses.
3. Create learning and teaching environments at our transnational locations that enhance teaching and learning experiences.
4. Maximise the opportunities afforded by the learning and teaching environment available in Boola Katitjin.
5. Promote the campus-based experience while also accommodating hybrid and flexible study options.
6. Experiment with next-generation digital platforms and technologies (e.g., GenAI), learning analytics and immersive technologies, while also integrating other critical technologies as they emerge.
7. Increase capacity and availability for invigilated digital exams, including the use of 'bring your own device'.



Critical Trends and Drivers

This section provides additional detail on important trends and university priorities that require engagement with education to meet the University's strategic plan.





1. Teaching and Learning Using Emerging Digital Technologies

Emerging digital technologies such as artificial intelligence (e.g., Generative AI, Agentic AI) are transforming Murdoch University's future. As we interact with various systems, processes, and data; it's crucial that we use these digital technologies in an ethical and responsible manner. Our goal is to ensure that emerging digital technologies such as AI align with the University's strategy and vision, driving innovation while maintaining our commitment to integrity and excellence.

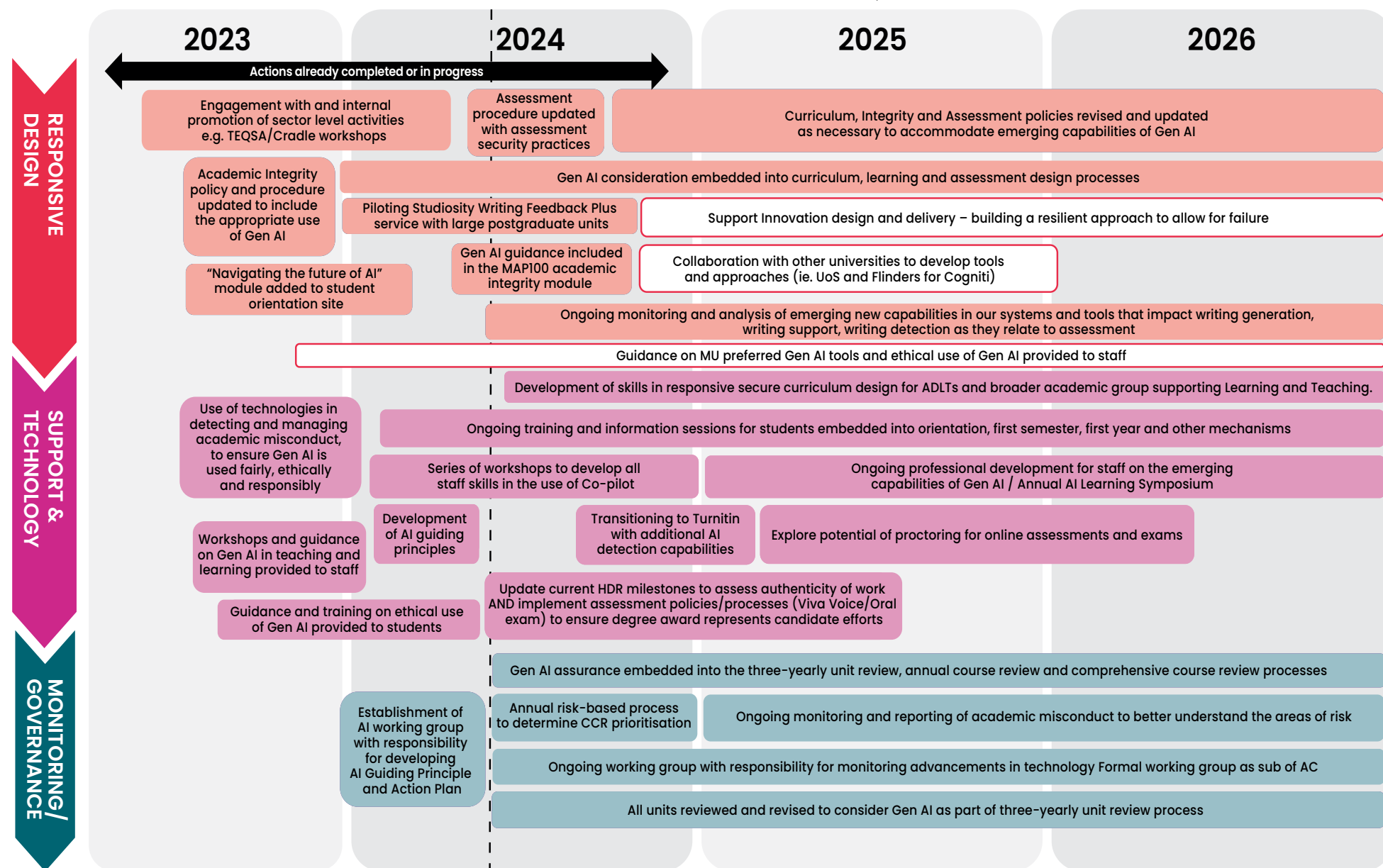
We have a responsibility to enable our students to develop the competence and confidence to use these digital technologies to the benefit of their future careers and contributions to their communities. To achieve this, we will focus on developing educators and researchers' abilities to embed emerging digital technologies into their teaching and work with students. The initial focus of the Education Strategy to use emerging digital technologies is closely aligned with the TEQSA requirements with respect to the impact and use of GenAI in terms of teaching, learning and assessment (as outlined in the GenAI Action Plan). This necessarily includes the ability to use emerging digital technologies such as GenAI as well as a broader understanding of the ethics, limitations, biases, and implications of the use of these digital technologies across Murdoch University.

Actions

1. Provide learning opportunities for staff and students to incorporate emerging digital technologies within the context of teaching and learning at Murdoch University.
2. Acknowledge and promote teaching and learning practices that successfully embed emerging digital technologies to enhance students' learning.
3. Implement the GenAI Action Plan and monitor its progress, adapting the plan as required in response to digital technological changes and needs.
4. Implement procedures and practices and provide resources to provide greater equity in terms of students' use of emerging digital technologies.
5. Connect emerging digital technology practices across Murdoch University to enhance broader implementation and use.

GenAI Action Plan

◆ Regular reports provided to governance committees



2. Pathways

The Australian Universities Accord (2024) provides a vision for a significant increase in participation in higher education over the coming decades, driven largely by Australia's current and future skills needs.

By 2050, it is estimated that 82% of jobs across the entire workforce will require a tertiary education. To meet this level of labour market need, 90% of 25 to 34-year-olds in the workforce will require a tertiary qualification. (Australian Universities Accord, 2024, p68)

This will require greater diversification in the options for tertiary education, as well as an increased focus on enabling and supporting diverse learner cohorts to participate and success in tertiary education.

Murdoch University has always had a focus on alternative pathways and supporting diverse learner cohorts, so is well placed to experience growth over the timeframe of the Education Strategic Plan. Our University Preparation Pathways area supports a range of programs with a focus on supporting students who do not meet the ATAR entry requirements for our undergraduate courses. The team are leaders in teaching, scholarship and research in the enabling space within the context of the diverse backgrounds and equity groups represented by our students.

We are committed to professional development and diversification by enhancing our enabling offerings and research capabilities. Our overarching goal is to ensure equitable access to higher education and use feedback from the sector, students and stakeholders. This is done by driving and staying ahead in evolving enabling research and pedagogy. We will continue to expand our methods and maximise access to workshops and/ resources to enhance students' academic skills, thereby preparing them for undergraduate studies.

Actions

1. Support students who do not meet the ATAR entry requirements (or equivalent) for undergraduate studies, ensuring they build the necessary skills to transition smoothly into university studies and life.
2. Enhance enabling offerings and research capabilities to ensure equitable access to higher education, using feedback from the sector, students and stakeholders.
3. Continue to provide and expand research informed enabling opportunities to specific cohorts of students (e.g., K-Track, Regional Centres).
4. Develop and implement comprehensive wellbeing education, tailored for students in enabling programs to create a safe, inclusive and supporting learning environment.
5. Continuously advance enabling research and pedagogy to support our increasingly diverse learner cohorts.

3. Microcredentials and Other Alternative Learning Opportunities

The term "microcredential" gained traction through the 2010s, particularly as online learning platforms like Coursera, edX and FutureLearn emerged and started offering shorter, skill-based courses. However, the concept itself has roots in earlier "badging" systems used to certify specific skills or competencies, which evolved with advancements in digital learning. The rise of microcredentials is closely linked to the increasing demand for flexible, short-term, and job-focused education that responds quickly to workforce skill needs.

The Australian Government Department of Education has placed an emphasis on microcredentials in recent years, with the release of the National Microcredentials Framework (2021) and the launch of funding to Higher Education Providers to support microcredential courses and Commonwealth supported student places in 2023 and 2024. Murdoch University designed and delivered a government-funded microcredential – Strategic Decarbonisation Management – in 2024.

The Australian Universities Accord (2024) emphasises the need for continued focus and government funding to support the growth of a comprehensive system of modular, stackable and transferable qualifications (microcredentials) across the sector.

As microcredentials are still a relatively new approach, Higher Education Providers are grappling with establishing successful approaches and delivery models. As we build on our early experiences with microcredentials, we will need to develop our maturity through focussing on the domains of quality, resourcing, infrastructure, policy and process, standards, and strategy.

To support the Universities Accord and expand our contemporary learning aligned to industry partnerships we are prioritising our operation to facilitate the above.

Actions

1. Disseminate emerging microcredential and short course opportunities to our Campuses, Schools, and Research Centres.
2. Develop microcredentials and short courses across various University departments. Facilitate knowledge sharing by organizing forums or establishing a community where Schools can exchange ideas and enhance efficiency.
3. Consult with Industry and Community Partners to provide microcredentials and short courses that develop and strengthen critical skills and competencies required to maintain or enhance professional or community contributions.
4. Support the creation of processes and reporting mechanisms that enable the implementation of microcredentials and short courses, ensuring alignment with University policies.

4. The Education Research Nexus

There is a critical nexus between research and teaching. First, students' completing courses and programs of study benefit from being exposed to relevant research in the field, the most up to date issues in the field, and instructors' abilities to highlight the contributions of research to the field lead to greater student engagement and interest. Given the strategic themes of Murdoch University, relevant research across the University's strategic themes is particularly of importance to highlight and connect. Second, fundamental shifts in technology, which are occurring at a rapid pace, coupled with changes to the disciplines require a renewed focus on learning within these disciplines. This creates opportunities for research and scholarship related to the disciplines themselves. What are the attributes, competencies, knowledge and skills graduates required within what are often rapidly changing disciplines and what are the most effective ways to help students obtain these outcomes?

Actions

1. Create opportunities for undergraduate and postgraduate students to learn from and engage with leading researchers at Murdoch University.
2. Provide seed funding to conduct research related to teaching and learning, especially as it relates to the University themes and emerging digital technologies.
3. Recognise and celebrate high quality scholarship and research related to teaching and learning.
4. Work with the DVCRI to enhance research activities related to teaching and learning, with a focus on providing avenues for wider academic and professional dissemination.

5. Education and Engagement

Murdoch University delivers education in multiple locations in Western Australia and transnationally, providing opportunities for future engagement regionally, nationally, and internationally in terms of teaching and learning. The DVCGE, the TNE Team and the International Team are vital partners in enhancing global engagement with respect to teaching and learning across contexts. Collaborations between Education and Global Engagement can help create new partnerships and collaborations with industry and the global education sector.

Actions

1. Work with regional and suburban study hubs in Western Australia to offer units and courses that provide viable teaching and learning opportunities in these locations.
2. Foster relationships between study hubs and/or regional centres with the relevant Schools at Murdoch University to expand unit and course offerings in these regions.
3. Work with the DVCGE, the TNE Team, the International Team, and the Schools to not only expand current teaching and learning programs but also to create new programs that meet current and expanding regional, national, and international needs.

6. Education and our Strategic Themes

A unique aspect of Murdoch University and a core strength is our commitment to our Strategic Themes, Sustainability, First Nations, and Equity Diversity and Inclusion. Each of these Strategic Themes is guided by its own Sub Strategy. The integration of Murdoch University's Strategic Themes with the Education strategy not only reinforces our commitment to creating a more inclusive and sustainable academic environment but also ensures that our educational offerings are relevant and impactful across local, regional, and global communities, while addressing critical societal challenges. Our goal is to Inspire students to develop their social conscience, embracing equity, diversity and inclusion; Indigenous Knowledges; and sustainability

Actions

1. Create new opportunities for students and staff to enhance their knowledge and skills as related to the Strategic Themes.
2. Work with the PVCs for each of the Strategic Themes and ADLTs to embed the themes into unit and course offerings.
3. Use Universal Design for Learning methods to provide learning and assessment supports that allow students to successfully meet learning outcomes.
4. Increase staff and students access to Indigenous perspectives and ways of knowing, with the intent to increase cultural competence and understanding and integrate this competence into future endeavours.



Measuring **Our Success**



Course and other quality reviews are key tools to measure our progress in relation to education. The following measures and outputs will help us monitor our progress towards our education vision over the course of the Education Strategic Sub-Plan timeframe.

- Student Experience Survey (SES)
- Evaluation of teaching and other educational events and activities at Murdoch on students' value orientation with respect to our strategic themes.
- Unit and Teaching Surveys
- Student cohort participation, retention, progression and completion
- OUA participation
- Microcredential participation
- WIL Industry Surveys
- Benchmarking activities
- Advance HE Fellowships (Associate Fellows, Fellows, Senior Fellows)
- Staff Employee Engagement Survey
- Evaluate Impact of special projects to identify learning challenges and enhance future student success
- Research outputs

Appendix 1

Office of the Deputy Vice Chancellor Education

The Deputy Vice Chancellor Education (DVCE) is responsible for leading Education initiatives at Murdoch University that are aligned with the University Strategy and the three Strategic Themes.

The DVCE chairs the Education Committee, a management committee that oversees Education activities at Murdoch University, with a focus on the alignment of these activities with the University Strategy and the goals of the Education Strategic Plan. The DVCE provides direction for Education priorities within the University and works with the College Pro Vice Chancellors PVCs and Heads of Schools to support and implement quality programs of study and courses across campuses and modes.

The DVCE is directly responsible for the following areas:

Office of Learning, Teaching and Technology

The Office of Learning, Teaching and Technology has a focus on learning and teaching innovation, scholarship of learning and teaching, teaching targeted units, and high-quality learning and teaching support meeting the needs of teachers and students. It comprises teaching and supporting teams in the areas of exams, learning design and technologies, professional learning and employability, career spine, support for student learning, and work integrated learning.

University Preparation Pathways

University Preparation Pathways provides alternative routes into undergraduate studies. These include high school programs like TLC Learning for Tomorrow and FlexiTrack High, the near miss ATAR program OnTrack Sprint, and post-school programs such as OnTrack Flex and Dubai Foundation. Murdoch University also offers a K-Track program through Kulbardi, under the leadership of the Pro Vice Chancellor First Nations. These initiatives help students from diverse backgrounds develop essential academic skills to transition smoothly into university life.

Business Support and Microcredentials

The Business Support team coordinates Microcredentials and short courses, ensuring alignment with industry standards and our strategic themes. The team also manage various university projects, including government-funded program, to enhance educational outcomes and foster industry partnerships. Additionally, the team oversees business operations, budget and finance management to ensure fiscal responsibility and optimal resource allocation.

Office of the Deputy Vice Chancellor Education

Deputy Vice Chancellor Education (DVCE)

Responsibilities:

- Leading Education initiatives aligned with the University Strategy and three Strategic Themes
- Chairing the Education Committee focusing on the alignment of activities with the University Strategy and goals of the Education Strategic Plan
- Providing direction for Education priorities, working with the College Pro Vice Chancellors and Heads of Schools to support and implement quality programs of study and courses across campuses modes

Office of Learning, Teaching and Technology

Focus:

- Learning and teaching innovation
- Scholarship of learning and teaching
- Teaching targeted units
- High-quality learning and teaching support

Teams:

- Exams
- Learning design and technologies
- Professional learning and employability
- Career spine
- Support for student learning
- Work integrated learning

University Preparation Pathways

Programs and Initiatives:

- TLC Learning for Tomorrow
- FlexiTrack High
- On Track Sprint
- OnTrack Flex
- Dubai Foundation
- K-Track program (through Kulbardi, under the leadership of the Pro Vice Chancellor First Nations)

Focus:

- Alternative routes into undergraduate studies
- Support for students from diverse backgrounds
- Developing essential academic skills

Business Support and Microcredentials

Focus:

- Coordinating Microcredentials and short courses
- Ensuring alignment with industry standards and strategic themes
- Managing various university projects
- Enhancing educational outcomes and fostering industry partnerships
- Overseeing business operations, budget, and finance management

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