

CQUniversity Learning and Teaching Strategy: FutureNow

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Acknowledgement to Australia's First Nations Peoples

CQUniversity recognises and acknowledges the important role First Nations peoples make to our communities, and values Australian Indigenous knowledge systems as an integral part of our teachings.

Introduction

Digital technologies, and in particular the transformative emergence of artificial intelligence, is rapidly transforming economies and dramatically changing the ways in which we live, work, and learn.

As a dual-sector regional university with a national footprint, CQUniversity proudly contributes to the socio-cultural sustainability and economic prosperity of local industries and communities across the nation. Through our strong dual-sector training and education programs and impactful applied research, we deliver resilient, engaged, and work-ready graduates to meet constantly evolving workforce needs. In an era increasingly shaped by new technologies and adaptive learning approaches, we must remain constantly attuned, responsive, and innovative in our learning and teaching and professional support practices to optimise the learner experience and graduate outcomes. Our future-orientated graduates must successfully embrace the increasingly technologically infused future of everyday life and work while also engaging in critical thinking, ethical decision-making, and socio-cultural responsibility.

As a university learning community, our commitment to delivering quality training and education is driven by the following imperatives:

IMPERATIVE #1



Designing and delivering responsive, engaging, and industry current curricula and timely professional support services to foster learner belonging, connection, and success outcomes anytime and anywhere, ensuring that all learners, regardless of their geographic location or socio-cultural background, feel valued, included, and empowered in their educational journey.

This imperative includes aligning with our *Stretch Reconciliation Action Plan (RAP) 2025-2028* and delivering targeted support for diverse cohorts through initiatives such as the Retention Equity Program, reinforcing our commitment to equity, inclusion, and reconciliation.

IMPERATIVE #2



Ensuring assurance of learning and award integrity while empowering learners, educators, and staff to embrace flexible, GenAI-enhanced environments, advancing ethical and human-centric values in a rapidly evolving digital era.

IMPERATIVE #3



Engaging and partnering with our learners, industries and communities to harness data and assistive technologies, using insights proactively and responsibly to inform decisions that support lifelong learning and strong graduate outcomes.

The *CQUniversity Learning and Teaching Strategy: FutureNow* recognises the importance of embracing a future-focused, human-centred, technology-enhanced approach to enabling life-long education and the skilling, upskilling, and reskilling of learners across our diverse cohort populations.

Delivering quality training and education that is responsive and adapts curricula to meet the needs of a changing world enables our graduates, from across our spectrum of disciplinary study and research inquiry, to be well equipped to engage deeply with their communities, ably contribute solutions to complex professional, community, and industry challenges, and openly pursue new opportunities and efficiencies.

We Change Lives

The *CQUniversity Learning and Teaching Strategy: FutureNow* aligns closely with the *CQUniversity Strategic Plan 2024–2028* by operationalising the University's purpose to provide world-class, inclusive education, training, and research opportunities. *CQUniversity Learning and Teaching Strategy: FutureNow* supports the strategic pillars of **People**, **Planet**, and **Partnerships** by fostering innovative, flexible, and accessible learning experiences that empower students and staff. It reflects the University's commitment to lifelong learning, digital transformation, and societal impact, and contributes directly to strategic priorities such as augmented online delivery, student experience lifecycle, and future-shaping research. Through *CQUniversity Learning and Teaching Strategy: FutureNow*, CQUniversity advances its vision to be Australia's most accessible and supportive university, ensuring its learning and teaching practices remain agile, inclusive, and fit for purpose in a rapidly evolving educational landscape.

The *CQUniversity Learning and Teaching Strategy: FutureNow* has been purposefully designed to align with CQUniversity's core strategic documents, including:



**Strategic Plan 2024-2028:
We Change Lives**



**Disability-Informed Action Plan
2025-2028 Transforming
Together: Disability Inclusion**



**Mindwaves 2.0: Mental Health
and Wellbeing Plan 2024-2028**



**Stretch Reconciliation Action
Plan (RAP) 2025-2028**



Sustainability Framework



GenAI Roadmap



Future Ready Education

The characteristics of more future ready learning approaches and work environments are encapsulated in Education 5.0 and Industry 5.0. These emergent learning and workforce environments require that learning design is flexibly adaptive and personalised to foster learner success outcomes anytime and anywhere, ensuring that all learners, regardless of their location or background across the vast Aboriginal lands of this nation, offshore, or international contexts, feel valued, included, and empowered in their educational journey.

EDUCATION 5.0 AND INDUSTRY 5.0

The following information outlines the key emphases and shifts that define Education 5.0 and Industry 5.0.

EDUCATION 5.0



PARADIGM SHIFT

Education 5.0 represents a paradigm shift in the field of education. It seeks to harness the power of hyper assistive applications and technologies and personalised adaptive learning to create an education system that meets the needs of learners studying individually and in groups through active and authentic learning, problem solving, and discovery.

EMPHASIS SHIFT FROM 4.0 TO 5.0

While Education 4.0 is focused on the advances enabled through technology enhanced learning, Education 5.0 emphasises an even more distinctive learner-centred focus, with technology acting as an enabler of personalised and collaborative learning experiences.

LEARNING APPROACH SHIFT

New learning approaches deployed by Education 5.0 also place a strong emphasis on active and authentic 'real world' learning approaches that enable future thinking, acknowledging the criticality of ethical and responsible use of new technologies and the importance of developing skills, such as critical thinking, metacognition, problem solving, and social-emotional learning.

INDUSTRY 5.0



PARADIGM SHIFT

Industry 5.0 represents a paradigm shift in response to the evolving world of work. It seeks to integrate human creativity and critical thinking with advanced technologies such as artificial intelligence, and cyber-physical systems to foster sustainable, resilient, and human-centric industrial ecosystems. This approach prioritises collaboration between humans and machines, aiming to enhance productivity while supporting wellbeing, inclusivity, and environmental responsibility.

EMPHASIS SHIFT FROM 4.0 TO 5.0

Whereas Industry 4.0 describes the digitalisation of industries, data-driven decision making and technological advancement, Industry 5.0 emphasises a more human-centric approach and anticipates collaboration between humans and machines.

LEARNING APPROACH SHIFT

New learning approaches in Industry 5.0 focus towards problematising and solution-finding to build more resilient, socially responsible, and sustainable models of work.

CQUNIVERSITY LEARNING AND TEACHING STRATEGY: FUTURENOW

The *CQUniversity Learning and Teaching Strategy: FutureNow* aligns with the *CQUniversity Strategic Plan 2024-2028* and reflects a progressive, learner-centred approach coupled with the human-centric, technology-enhanced principles of Education 5.0 and Industry 5.0. It affirms CQUniversity as a learning organisation and living laboratory wherein transformative approaches are co-constructed, informed, and iteratively reviewed, revised and enhanced by collaborative effort and engagement across university entities. While the Tertiary Education Division is the key driver of the Strategy, it is important to acknowledge the requirement for cross-divisional collaboration and contribution across the University to support and enable learner engagement and success. The responsive work required to enable the implementation of this strategy is contingent upon the professional service contributions of all University divisions and business units.

CQUniversity Learning and Teaching Strategy: FutureNow is also informed by other strategic frameworks under facilitation across the University and integrates the deliverables accorded to the Tertiary Education Division. Given CQUniversity's recognition as one of Australia's most accessible universities, particularly for learners from disadvantaged, mature age, Indigenous, and first-in-family backgrounds, the strong commitment to supporting students and the recognition that retention equity is 'everyone's business' remains a strategic driver and essential premise upon which this strategy is based.

This emphasis requires focused impetus and the sustained collaborative effort of all colleagues and divisions across the university community.

CQUniversity Learning and Teaching Strategy: FutureNow is intended as a living document with an annual reporting cycle and review of priorities and targeted activities aligned to the Tertiary Education Divisional plan. The Strategy will be formally revised on a five-yearly cycle in alignment with the *CQUniversity Strategic Plan 2024-2028*.

PRIORITIES, TARGETS, AND ACTIONS

CQUniversity Learning and Teaching Strategy: FutureNow provides strategic direction and developmental priorities, targets, and actions for CQUniversity across our learning and teaching endeavour. It seeks to further innovate and enhance our educational delivery and the capabilities of our educators to facilitate active learner engagement with the knowledge, skills, resilience, creative, and ethical mindsets needed to navigate the evolving technological contexts of tertiary education and enabling them to productively contribute to digitally enabled professions and industries in the immediate and longer-term future.

This strategy is strongly framed around enabling learner retention and success, and the professional development of critically reflective educators within our contemporary dual-sector tertiary education context. The priorities, targets, and actions are learner-centric, underpinned by a focus on building learner agency through:



Social Learning



Personalised Adaptive Learning

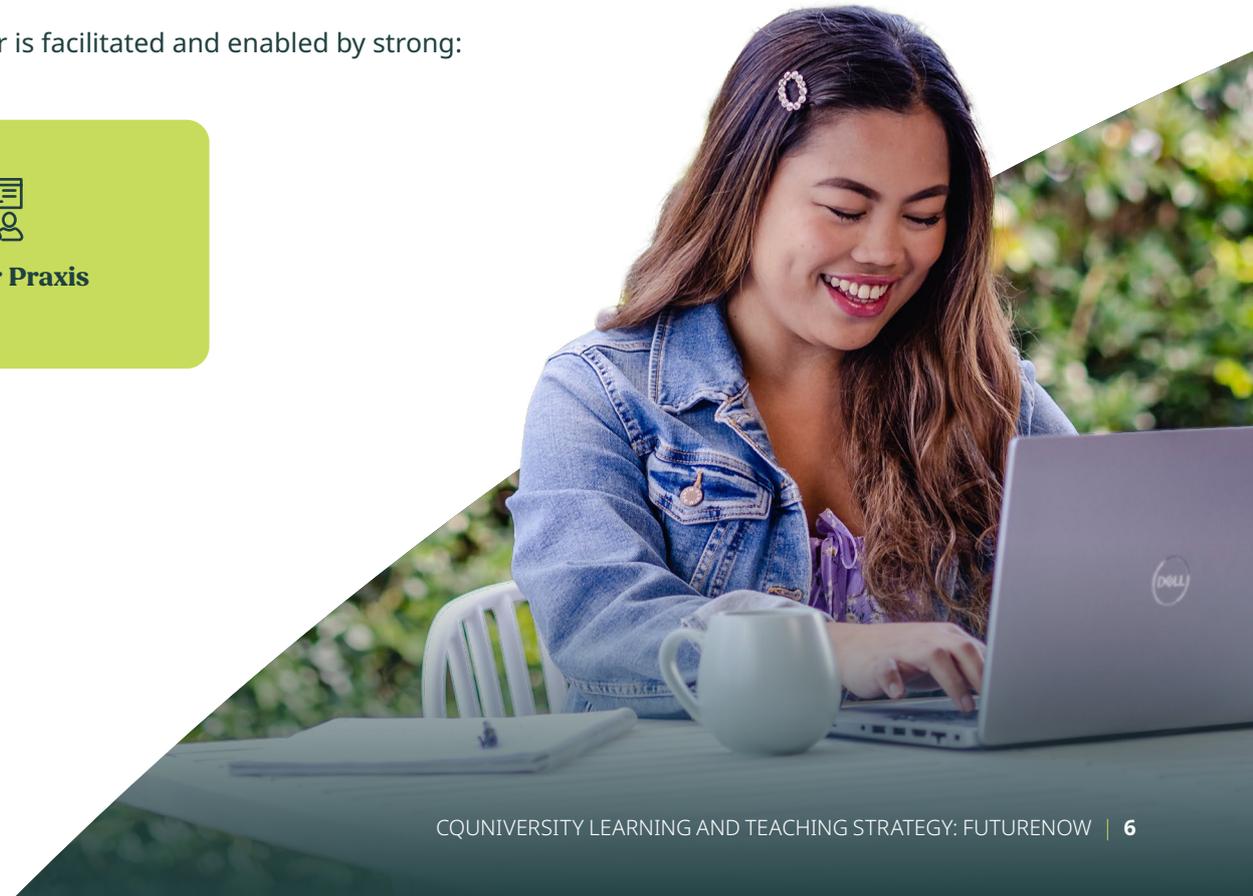


Authentic Learning

Each learning pillar is facilitated and enabled by strong:



Educator Praxis



Social Learning



Active, collaborative approaches in tertiary education emphasise **social learning** and the importance of social interaction in learning from and with each other as an enabler in supporting the understanding of new concepts and skills acquisition. This co-construction of knowledge through learner interaction and teamwork is facilitated through approaches that include, but are not limited to, group projects and collaborative assignments, peer-assisted learning, online discussion forums, and case-based learning supported by digital platforms for virtual collaboration. Social learning enables personal growth and development of employability skills such as communication and teamwork. It enhances critical thinking and deeper understanding of content through interactive engagement and supports professional readiness.

Social learning theory (Bandura, 1977) contends that a significant amount of learning occurs through observation, including the ability to boost and motivate a learner's self-efficacy in observing peers succeed. Sociocultural theory (Vygotsky, 1978) contends that learning is inherently a sociocultural process, that includes identifying the space between what a learner can do on their own and what they can achieve with the help of others (zone of proximal development [ZPD]), the notion of a more knowledgeable other (MKO) (Vygotsky, 1978), and scaffolding (Bruner, 1960).

Constructivism (Piaget, 1952) suggests that learners actively construct or co-construct their knowledge and understanding through collaborative meaning-making and ideally in real-world, authentic contexts enabling situated learning (Lave & Wenger, 1991), rather than by passively receiving information.

Social learning within the Education 5.0 and Industry 5.0 landscape is networked, technology-enhanced, and deeply collaborative, reflecting connectivism (Siemens, 2004) and social-constructivism (Vygotsky, 1978). These pedagogies emphasise that knowledge is co-constructed through interaction, dialogue, and engagement with digital tools and human networks.



SOCIAL LEARNING – PRIORITY, TARGETS, AND ACTIONS

Priority: Strengthen student belonging, peer connection, and inclusive engagement through social learning approaches and interactive environments.

Targets	Actions	Success Measures	Timeline	Responsibility
<p>Strengthen the transition to tertiary education experience.</p>	<p>Review, refresh, and implement an integrated Tertiary Education Division and Student Success pre-arrival, orientation, and school/ course induction program inclusive of professional support services insights with consideration of personal and cohort-specific needs i.e., school-leaver, working professional, First Nations, International.</p>	<p>Improved student satisfaction survey results compared to the previous year, as measured by Quality Indicators for Learning and Teaching Student Experience Survey and internal feedback tools.</p> <p>Transitioning learners report increased familiarity with support systems and stronger connections to their school, college, course, and professional support mechanisms, showing improvement from the previous year's baseline.</p> <p>Progress towards achieving $\geq 74\%$ satisfaction* in Enrolment Processes and Support (Quality Indicators for Learning and Teaching Student Experience Survey), with year-on-year improvement tracked.</p> <p>Progress towards achieving $\geq 66\%$ satisfaction* in Induction or Orientation Activities (Quality Indicators for Learning and Teaching Student Experience Survey), with year-on-year improvement tracked.</p> <p>Improved orientation registration-to-attendance ratio (measured using Interact), compared to the previous years' baseline.</p> <p>Increased views on YouTube orientation videos year-on-year, indicating greater engagement with onboarding content.</p>	<p>Medium Term (2027)</p>	<p>Learning and Teaching Futures</p> <p>Students Directorate</p> <p>Global Brand and Marketing</p> <p>Schools</p>

*Aspirational, subject to annual benchmarking

SOCIAL LEARNING – PRIORITY, TARGETS, AND ACTIONS

Targets	Actions	Success Measures	Timeline	Responsibility
		<p>Increased number of MyCQU onboarding articles read by new students compared to the previous year, tracked via analytics.</p> <p>Improved student confidence levels after engaging with orientation materials, measured through post-orientation surveys and compared to previous year's results.</p>		
	<p>Embed First Term/Year transition pedagogies and integrate early formative assessments to support learner success.</p>	<p>Improved student satisfaction compared to the previous year.</p> <p>Improved student retention compared to the previous year.</p> <p>Improved student satisfaction survey results, including qualitative feedback from previous year.</p> <p>User engagement metrics from digital platforms (e.g., Moodle logs).</p>	<p>Medium Term (2027)</p>	<p>Learning and Teaching Futures</p> <p>Education, Strategy and Quality</p> <p>Schools</p> <p>Students Directorate</p>
	<p>Contribute to the operationalising of the Student Service SPOT and Advising Model enabling efficient and effective integration of Tertiary Education Division and Student Success Division support services for learners.</p>	<p>Improved student satisfaction and retention rates compared to the previous year.</p> <p>Progress towards achieving $\geq 71\%$ satisfaction* in Study or Learning Support Services (Quality Indicators for Learning and Teaching Student Experience Survey), with annual tracking to monitor movement towards this aspirational target.</p> <p>Increase the percentage of students with academic referrals who engage with support services, compared to the previous year's baseline, using referral and engagement tracking data.</p>	<p>Short Term (2026)</p>	<p>Schools</p> <p>Learning and Teaching Futures</p> <p>Students Directorate</p>

*Aspirational, subject to annual benchmarking

SOCIAL LEARNING – PRIORITY, TARGETS, AND ACTIONS

Targets	Actions	Success Measures	Timeline	Responsibility
		<p>Progress towards effective integration of Tertiary Education Division and Student Success Division support services through the operationalisation of the Student Services SPOT and advising model, measured by:</p> <ul style="list-style-type: none"> › Improved coordination and referral pathways between Tertiary Education Division and Student Success Division teams. › Reduction in duplicated support efforts between Tertiary Education Division and Student Success Division. 		
<p>Promote culturally inclusive and equitable First Nations’ ways of knowing and learning.</p>	<p>Contribute to Stretch Reconciliation Action Plan and First Nations Curriculum Framework 2025 deliverables and embed First Nations cultural competency training to grow awareness of Aboriginal and Torres Strait Islander cultures, histories, and contemporary realities.</p>	<p>Year-on-year increase in staff completion rates of First Nations cultural competency micro-credentials, benchmarked against previous year participation data.</p> <p>Increased inclusion of First Nations perspectives in course content and learning outcomes.</p>	<p>Short Term (2026)</p>	<p>Schools, in collaboration with Indigenous Engagement Division:</p> <ul style="list-style-type: none"> › Learning and Teaching Futures
<p>Augment peer-to-peer connection through online and physical learning communities.</p>	<p>Establish safe, welcoming and inclusive environments, and technology-enhanced learning communities by integrating learner matching systems and geospatial mapping to connect students i.e., Regional University Study Hubs, Suburban University Study Hubs and other community venues and support peer-to-peer engagement and diverse knowledge-sharing.</p>	<p>Establishment of online community sessions.</p> <p>Improved learner engagement and participation rates in Regional University Study Hub, Suburban University Study Hub, and other community centre meetups.</p> <p>Improved student satisfaction survey results, including both quantitative scores and qualitative feedback from the revised Student Unit and Teaching Evaluations, with year-on-year comparison to identify trends and areas for enhancement.</p>	<p>Medium Term (2027)</p>	<p>Schools</p> <p>Regional University Study Hubs</p> <p>Suburban University Study Hubs</p>

SOCIAL LEARNING – PRIORITY, TARGETS, AND ACTIONS

Targets	Actions	Success Measures	Timeline	Responsibility
	Establish technology-enhanced learning environments that include virtual interactive cohort spaces to support collaboration, peer engagement, and flexible learning through AI-powered tools and digital platforms.	Establishment and usage of virtual tools and physical cohort spaces.	Long Term (2028)	Schools Learning and Teaching Futures Digital Services
Establish technology-enhanced and industry-aligned learning environments, including trade-specific workshops equipped with industry-standard tools, simulators, and emerging technologies to support hands-on, practical training alongside digital and collaborative learning.	Design and embed social learning approaches into unit/course curricula, i.e., problem and project-based learning, design system thinking, interactive online forums, peer tutoring, flipped learning, industry mentorships and project briefs, case studies, simulations, and technology integration.	<p>Year-on-year increase in the number of units and courses implementing social learning approaches.</p> <p>Improved participation rates in industry projects and digital case studies, with annual tracking to monitor growth and engagement across disciplines.</p> <p>Progress towards achieving $\geq 65\%$ satisfaction* in Teaching Staff Actively Engaged Students (Quality Indicators for Learning and Teaching Student Experience Survey), with year-on-year improvement monitored and strategies adjusted based on feedback.</p> <p>Improved student satisfaction survey results, including both quantitative scores and qualitative feedback from the revised Student Unit and Teaching Evaluations, compared to the previous year's baseline.</p> <p>User engagement metrics from digital platforms (e.g., Moodle logs).</p>	Medium Term (2027)	Schools Learning and Teaching Futures Digital Services

*Aspirational, subject to annual benchmarking

Personalised Adaptive Learning



At the forefront of the transformation occurring in tertiary education is **personalised adaptive learning** which fundamentally shifts delivery from a traditional one-size-fits-all and passive learning approach to a dynamic learner-centric approach, one that leverages educational technology and personalises the content, pace, and support to the needs and abilities of each learner. This approach engages data insights to create an active, responsive learning environment that enables greater self-awareness and learner agency over the pace and path of their educational journey. Educators also shift from being didactic instructors to learning architects and facilitators, designing learning experiences that foster critical thinking, metacognition, creativity, and lifelong learning. Educators serve as mentors and guides informed by adaptive systems that provide detailed analytics on learner performance. Learning support systems and professional support services are specifically designed to provide targeted feedback and just-in-time support. Flipped learning enables educators to focus on higher-order and meta-cognitive activities such as leading interactive study groups and peer-to-peer sessions, facilitating complex problem solving and one-on-one mentorship.

The theoretical foundations of personalised adaptive learning draw from constructivist learning theory (Piaget, 1952; Bruner, 1960), particularly social constructivism and cognitivism, which emphasise the importance of learners' active engagement, reflection, and the social context in which learning occurs through to recent advancements in AI-powered adaptive learning systems. Additionally, inclusive pedagogy and culturally responsive teaching principles guide the development of adaptive learning environments that support the diverse needs of all learners.



PERSONALISED ADAPTIVE LEARNING – PRIORITY, TARGETS, AND ACTIONS

Priority: Enhance learner agency through personalised, technology-enabled pathways that adapt to individual needs and ensure award integrity in the GenAI era.

Targets	Actions	Success Measures	Timeline	Responsibility
Implement online and blended learning experiences that are responsive to diverse learner needs.	<p>Confirm delivery modalities per unit/course and establish consistent standards and guidelines on delivery approaches and how learning expectations across delivery modalities.</p>	<p>Consistent unit/course modalities and delivery expectations.</p> <p>Improved Student Unit and Teaching Evaluations and MyExperience survey results, benchmarked against previous year data.</p> <p>Progress towards achieving $\geq 77\%$ overall unit satisfaction* for online delivery (measured via Student Unit and Teaching Evaluations).</p> <p>Progress towards achieving $\geq 81\%$ overall unit satisfaction* for on-campus delivery (measured via Student Unit and Teaching Evaluations).</p>	Short Term (2026)	<p>Schools</p> <p>Education, Strategy and Quality</p>
	<p>Facilitate the development and deployment of interactive, multimodal course content including text, video, podcasts, microlearning, and simulations tailored to varied learner preferences.</p> <p>Design educational media as pedagogical tools, not passive recordings, ensuring alignment between content and form.</p> <p>Build educator capability in digital and media literacy to support the creation of high-quality, purposeful learning media.</p>	<p>Year-on-year improvement in student satisfaction.</p> <p>Increase in views and engagement with multimodal course content (e.g., video, podcasts, interactive media), benchmarked against previous year analytics.</p> <p>Improved Student Unit and Teaching Evaluations and MyExperience survey results, including both quantitative scores and qualitative feedback, compared to prior year benchmarks.</p> <p>Progress towards achieving $\geq 79\%$ satisfaction* with the online learning platform (Quality Indicators for Learning and Teaching Student Experience Survey).</p> <p>Year-on-year improvement in satisfaction with digital learning.</p>	Short Term (2026)	<p>Schools</p> <p>Learning and Teaching Futures</p>

*Aspirational, subject to annual benchmarking

PERSONALISED ADAPTIVE LEARNING – PRIORITY, TARGETS, AND ACTIONS

Targets	Actions	Success Measures	Timeline	Responsibility
<p>Embed Universal Design for Learning principles across all curriculum design and learning experiences to promote accessibility, equity, and inclusion for all learners.</p>	<p>Build educator capability in applying Universal Design for Learning principles through professional development in inclusive pedagogy and curriculum design.</p>	<p>Increase in the number of units audited for Universal Design for Learning compliance, with baseline established from the previous academic year.</p>	<p>Short Term (2026)</p>	<p>Schools Learning and Teaching Futures Wellbeing Directorate</p>
	<p>Audit a sample of existing learning materials and environments to identify barriers and redesign them using Universal Design for Learning guidelines.</p> <p>Integrate Universal Design for Learning principles into digital learning platforms and resources to ensure accessibility and flexibility in online and blended delivery.</p>	<p>Improvement in the percentage of learning materials compatible with assistive technologies, benchmarked against prior year data and aligned with accessibility standards.</p> <p>Increase in accessibility compliance scores for Moodle content.</p>		
<p>Engage personalised adaptive course design to address risks and opportunities of next-gen technologies to assure authentic learning and award integrity.</p>	<p>Iteratively review and refine unit assessments to appropriately and critically address the risks and opportunities of next-gen technology, i.e., GenAI.</p>	<p>Increase in the percentage of unit reviews and redesigns completed, benchmarked against the previous year’s completion rate.</p> <p>Reduction in academic integrity incidents related to GenAI (tracked via Educational Quality and Integrity Division reports).</p>	<p>Short Term (2026)</p>	<p>Schools Educational Quality and Integrity</p>
	<p>Progressively review and adopt programmatic course redesign to 1) purposefully integrate next-gen technologies, i.e, GenAI skills application, while 2) embedding authentic assessments at critical junctures to ensure course award integrity.</p>	<p>Increase in the percentage of units reviewed and redesigned, benchmarked against the previous year’s completion rate.</p> <p>Reduction in academic integrity incidents related to GenAI (tracked via Educational Quality and Integrity Division reports).</p>	<p>Short Term (2026)</p>	<p>Schools Educational Quality and Integrity Learning and Teaching Futures</p>

PERSONALISED ADAPTIVE LEARNING – PRIORITY, TARGETS, AND ACTIONS

Targets	Actions	Success Measures	Timeline	Responsibility
<p>Integrate AI-applications and data-informed analytics to support flexible and responsive learning pathways.</p>	<p>Implement real-time analytics and feedback loops, including AI-driven dashboards, to support learners in tracking their own progress and self-regulating their learning.</p>	<p>Positive qualitative feedback from students on the usefulness of progress tracking and self-regulation tools, gathered through MyExperience and targeted pulse surveys.</p> <p>Improved academic outcomes and retention for students using real-time analytics tools.</p>	<p>Medium Term (2027)</p>	<p>Schools VET and Business Development Educational Quality and Integrity Learning and Teaching Futures Digital Services Directorate</p>
	<p>Scaffold feedback loops, including AI-driven dashboards, and support to ensure that learners/educators receive timely feedback on assessments and unit/course survey outcomes and enhancement actions.</p>	<p>Enhanced compliance with assessment feedback turnaround procedures.</p> <p>Improved student satisfaction with feedback, aiming for $\geq 77\%$ satisfaction* in the Useful Feedback item (Student Unit and Teaching Evaluations).</p>	<p>Short Term (2026)</p>	<p>Schools Educational Quality and Integrity</p>
<p>Provide seamless and flexible pathways across VET and HE to support lifelong learning and harmonised tertiary education, including non-linear progression options and recognition of diverse learner pathways.</p>	<p>Enhance visibility and communication of articulation agreements and flexible progression options across VET and HE.</p> <p>Establish feedback loops from students and staff to continuously improve articulation processes and identify opportunities for harmonisation and non-linear pathways.</p>	<p>Increase in articulations across VET and HE and uptake of flexible progression options.</p> <p>Positive feedback from students on the clarity and accessibility of articulation and harmonised pathways.</p> <p>Evidence of improved awareness and engagement with non-linear progression opportunities through surveys and analytics.</p>	<p>Short Term (2026)</p>	<p>Schools VET and Business Development Global Brand and Marketing Students Directorate</p>

*Aspirational, subject to annual benchmarking

PERSONALISED ADAPTIVE LEARNING – PRIORITY, TARGETS, AND ACTIONS

Targets	Actions	Success Measures	Timeline	Responsibility
Innovate and deliver new VET, HE, and VET-HE products that support lifelong learning and meet national VET reform principles and CQUniversity standards.	Develop and implement harmonised VET, HE, and VET-HE products that address industry and professional market needs, including transnational education and lifelong learning opportunities.	New and revised VET learning content is compliant with the Jobs and Skills Councils' new VET Qualifications Reform. Evidence that new products address industry and professional market needs and demonstrate positive return on investment.	Short Term (2026)	Schools VET and Business Development Learning and Teaching Futures Global Brand and Marketing Educational Quality and Integrity Directorate International Directorate
Implement a micro-credentials strategy.	Implement a micro-credentials strategy with clear approvals and marketing pathways to support professional development, workforce solutions, and career advancement.	Micro-credential strategy approved and implemented. Micro-credentials are screened to ensure return on investment prior to approval and development.	Short Term (2026)	Schools Learning and Teaching Futures Global Brand and Marketing VET Business and Development

*Aspirational, subject to annual benchmarking

Authentic Learning



The tertiary implementation framework for **authentic learning** is underpinned by constructivist learning (Piaget, 1952), specifically situated learning theory (Lave & Wenger, 1991), inquiry-based learning (IBL), project-based learning (PBL) (Dewey, 1916), and experiential and applied learning. These approaches emphasise learning through active problem-solving, reflection, and direct engagement in real-world environments addressing real-world professional challenges. By engaging learners directly with professional mentors, networks, and associations early and in relevant tasks that mirror the complexities of professional life, they develop the cognitive and practical skills needed for success in dynamic, interdisciplinary environments. Authentic learning experiences bridge theoretical knowledge with real-world applications and authentic tasks and assessment, ensuring learners are equipped with transferable skills, critical thinking abilities, and the confidence to excel in their future careers.



AUTHENTIC LEARNING – PRIORITY, TARGETS, AND ACTIONS

Priority: Embed Industry 5.0 principles to support learners to engage authentically with sustainable, ethical, and socially responsible workforce futures.

Targets	Actions	Success Measures	Timeline	Responsibility
<p>Promote teamwork, project-based learning design thinking, and workforce capability-relevant assessments.</p>	<p>Design authentic assessments that integrate real-world case studies, project-based learning (PBL), and work-integrated learning (WIL) to foster teamwork, creativity, communication, and critical thinking.</p>	<p>Increased student satisfaction scores for Learnt from Assessments and Overall Unit Satisfaction (target: $\geq 80\%$ positive feedback).</p> <p>Increased number of assessments that are teamwork, project-based learning, design thinking, and workforce capability relevant.</p>	<p>Medium Term (2027)</p>	<p>Schools Learning and Teaching Futures</p>
<p>Enhance industry and alumni engagement.</p> <p>Strengthen career readiness and graduate employability.</p>	<p>Establish 'Discipline Connect' events and alumni storytelling sessions to facilitate collaboration between learners, industry professionals, and alumni.</p>	<p>Number of industry professionals participating in Discipline Connect events (target: ≥ 20 per event).</p> <p>Attendance rates at industry-student collaboration sessions. Note: participation rates to be benchmarked and tailored to discipline norms and workforce integration opportunities.</p> <p>Contribution towards university world rankings improvements.</p> <p>Progress towards achieving $\geq 70\%$ graduates felt very well or well prepared (Quality Indicators for Learning and Teaching Graduate Outcomes Survey). Note: benchmarked against sector averages.</p> <p>Improvement in graduate employment rates and job relevance in disciplines with active industry/alumni collaboration.</p>	<p>Medium Term (2027)</p>	<p>Schools Alumni Relations and Advancement</p>

AUTHENTIC LEARNING – PRIORITY, TARGETS, AND ACTIONS

Targets	Actions	Success Measures	Timeline	Responsibility
Strengthen employer engagement, verification, and management of VET participation and completions.	Undertake VET Completions Project to ensure employer verification rates, missing participation, and outstanding results are efficiently managed and improved.	Completions and efficiencies increased across subsidy schemes.	Short Term (2026)	In collaboration with industry partners: <ul style="list-style-type: none"> › VET and Business Development › Student Directorate › Schools
Embed sustainability as a graduate capability and workforce competency.	Foster learner understanding, analysis, and abilities to address sustainability impacts in their professional and personal lives across environmental, economic, and social dimensions.	By 2027, at least 30% of units will incorporate sustainability-focused assessments, with implementation tailored to reflect the accreditation standards and curriculum requirements of each discipline. Contribution towards university world rankings improvements.	Medium Term (2027)	Schools Facilities Management Directorate
	Embed CQUniversity Sustainability Framework principles into learning structures, delivery approaches, and supporting materials, and incorporate sustainability as a graduate capability.	Annual progress is reported against the Sustainability Framework. Graduate capabilities are strengthened through curriculum enhancements and assessment design.	Medium Term (2027)	Schools Facilities Management Directorate
Integrate emerging technologies and ethical decision-making. Develop ethical and future-focused mindsets.	Develop assessments that leverage AI and other emerging technologies, emphasising ethical considerations, prompt engineering, and critical evaluation.	Reduction in academic integrity cases related to AI misuse (target: ≤5% of cases). Number of learners completing stackable certifications in digital skills (target: ≥100 annually by 2027).	Medium Term (2027)	Schools Educational Quality and Integrity Learning and Teaching Futures Digital Services Directorate
Strengthen Work-Integrated Learning (WIL) and capstone experiences.	Enhance WIL opportunities and develop capstone projects that address real-world industry and community challenges, supported by industry partnerships and mentorship programs.	Number of capstone projects with industry partners (target: ≥25 annually by 2028).	Long Term (2028)	Schools Learning and Teaching Futures

AUTHENTIC LEARNING – PRIORITY, TARGETS, AND ACTIONS

Targets	Actions	Success Measures	Timeline	Responsibility
<p>Align assessments with graduate attributes.</p>	<p>Create mapping documents to align assessments with graduate attributes and engage industry professionals to ensure curriculum relevance to workforce needs.</p>	<p>Completion of mapping documents for all courses (target: 100% by 2027). Evidence of industry consultation that directly informs curriculum design.</p>	<p>Medium Term (2027)</p>	<p>Schools</p>



In an era of rapid technological advancements, shifting learner expectations, and evolving industry demands, educators must embrace teaching as a dynamic practice rather than a static role. The evolving digital landscape, and evolving assistive technologies such as GenAI, means the educator is no longer only a content expert, but also a **learning architect**. As a learning architect, the educator must engage their subject content knowledge, pedagogical content knowledge, and technological skills to design transformative, engaging, and future-focused learning experiences. Educator praxis is informed by a range of educational theorists who emphasise critical thinking and reflection (Dewey, 1916; Schön, 1991; Brookfield, 2017), social justice (Friere, 1970; hooks, 1994) and the integration of theory with practice (Lave & Wenger, 1991).

A critical aspect of this transformation is ensuring that educators have a well-defined and scaffolded professional development path and personal framework that shapes their approach to educational delivery and professional development.

At CQUniversity, educators engage in a scaffolded and developmental framework of **Scholarly Practice**, **Scholarly Praxis**, and **Scholarly Research** (Scholarship of Learning and Teaching), which serves as an educator's professional practice compass that is informed by theoretical underpinnings, guiding their approach to curriculum design, assessment, student engagement, and innovation. It is an articulation of beliefs, values, and reflective practices that shape their delivery strategies and interactions with learners. Educators are professionally developed and equipped through systematic inquiry and critically reflective action learning cycles to refine their teaching and assessment practices. They are supported to enhance their digital and data literacy skills to better receive, interpret, and provide real-time feedback to learners.



EDUCATOR PRAXIS – PRIORITY, TARGETS, AND ACTIONS

Priority: Build educator profiles and support educators to engage with Education 5.0 to enhance learner engagement and success.

Targets	Actions	Success Measures	Timeline	Responsibility
<p>Review and refresh Academic and Educator Profiles and promotions criteria.</p>	<p>Review and establish clear institutional guidelines for academic and educator profiles and promotions criteria for teaching, inclusive of scholarship, research, and industry engagement.</p>	<p>Academic and educator profiles and promotions criteria are revised, approved, and implemented.</p> <p>Educator feedback on the use of profiles and criteria to support educator awards, recognition, and promotion.</p>	<p>Short Term (2026)</p>	<p>Schools</p> <p>Learning and Teaching Futures</p>
<p>Build educator capability in scholarly and professional practice by supporting engagement with applied research, maintaining vocational currency, and integrating industry-informed approaches into learning and teaching.</p>	<p>Foster educators to engage in systematic inquiry, critically reflective practice, and industry-informed action learning cycles to refine teaching and assessment.</p> <p>Support and enable dissemination of scholarly and applied research outcomes, including innovations in vocational practice and curriculum design.</p> <p>Define and develop structured pathways to promote, recognise, and reward contributions to scholarly and professional practice, including vocational currency and applied research.</p>	<p>Number and impact of scholarly and applied research outputs (including publications, industry reports, and practice-based innovations) produced by educators, benchmarked by discipline.</p> <p>Number of teaching and learning presentations delivered at internal forums and professional events.</p> <p>Number of external presentations and contributions to industry or applied research forums.</p> <p>Number and value of grants, awards, and funding received for scholarly and applied teaching and learning projects.</p> <p>Number of educators maintaining a scholarly/professional portfolio, including activities such as reflective teaching portfolios, peer observation and feedback, communities of practice, team-based development, industry engagement, applied pedagogy, and collaborative curriculum design.</p>	<p>Short Term (2026)</p>	<p>Schools</p> <p>Learning and Teaching Futures</p> <p>Educational Quality and Integrity Directorate</p>

EDUCATOR PRAXIS – PRIORITY, TARGETS, AND ACTIONS

Targets	Actions	Success Measures	Timeline	Responsibility
		Percentage of educators maintaining vocational currency as recorded in TPMS (Teacher Profile Management System).		
Establish educator professional development that is multimodal, scaffolded, and personalised to meet individual needs.	Build knowledge of and develop educators to apply Education 5.0 practices.	<p>Educator feedback.</p> <p>Number of educators applying Education 5.0 principles in their teaching practice.</p>	Short Term (2026)	<p>Learning and Teaching Futures</p> <p>Schools</p>
	<p>Facilitate professional development programs and just-in-time self-paced learning that equip educators with skills in emerging technologies, AI applications, and digital transformation, inclusive of GenAI and data literacy.</p> <p>Facilitate professional development for VET educators, trainers and assessors to understand the intent, structure, and application of the new unit templates and guides as part of Jobs and Skills Councils' qualifications reform implementation.</p> <p>Align group professional development activities with Education 5.0 principles, focusing on authentic, problem-based learning and adaptive teaching strategies.</p> <p>Facilitate targeted professional development to build educator capability in designing and delivering high-impact learning experiences for face-to-face cohorts.</p>	<p>Educator feedback on professional development.</p> <p>Educator participation rates in professional development programs focused on emerging technologies, AI applications (including GenAI), digital transformation, and data literacy.</p> <p>Number of VET educators, trainers, and assessors participating in targeted professional development on the new unit templates and guides aligned with Jobs and Skills Councils' qualification reform.</p> <p>Number of educators completing self-paced or just-in-time learning modules related to emerging technologies and digital transformation.</p> <p>Number of professional development activities aligned with Education 5.0 principles, including authentic, problem-based learning and adaptive teaching strategies.</p>	Short Term (2026)	<p>Learning and Teaching Futures</p> <p>Schools</p>

EDUCATOR PRAXIS – PRIORITY, TARGETS, AND ACTIONS

Targets	Actions	Success Measures	Timeline	Responsibility
	Establish a GenAI-specific resource portal to enable adaptive learning and personalised educator upskilling aligned to the GenAI Roadmap deliverables.	<p>Participation rate in professional development activities.</p> <p>Resource usage statistics.</p> <p>Educator feedback on usefulness and applicability of resources.</p> <p>Evidence of practice change.</p> <p>Increase in the number of educators completing AI automation literacy training.</p>	Short Term (2026)	<p>Learning and Teaching Futures</p> <p>Schools</p> <p>Research Division</p> <p>Digital Services Directorate</p>
	Facilitate Educator Learning Lab sandbox initiatives, including a digital learning library to support piloting of AI applications, EdTech products and services, including data analytics and hybrid learning environments, to build innovation culture and peer-to-peer learning.	Increase in adoption of data analytics platforms and hybrid learning strategies post-sandbox participation.	Short Term (2026)	<p>Learning and Teaching Futures</p> <p>Research Division</p> <p>Digital Services Directorate</p> <p>Schools</p>
Strengthen industry engagement and professional contributions to the discipline, field, and community.	Promote engagement with professional and industry networks and mutually beneficial collaborations to advance program deliverables and strengthen professional networks and graduate outcomes.	<p>Number of active collaborations with industry and professional networks, scaled by discipline.</p> <p>Student participation in industry-linked learning experiences, scaled by discipline.</p> <p>Feedback from industry partners on collaboration effectiveness.</p> <p>Feedback from producing graduates that are work ready.</p>	Long Term (2028)	Schools
Establish scaffolded leadership role development and career portfolio.	Implement peer mentoring and review programmes across VET and HE to support educator knowledge and skills development and progression.	Number and impact of publications, journals, chapters, books, creative, and curatorial work.	Medium Term (2027)	<p>Schools</p> <p>Learning and Teaching Futures</p> <p>VET and Business Development</p>

EDUCATOR PRACTIS – PRIORITY, TARGETS, AND ACTIONS

Targets	Actions	Success Measures	Timeline	Responsibility
		<p>Number of educators maintaining a scholarly portfolio, with each portfolio including a selection of activities, such as:</p> <ul style="list-style-type: none"> › reflective teaching portfolios › peer observation and feedback › Communities of Practice › team-based development › industry engagement. 		
	<p>Refresh the Educator Guide series to provide clear role guidelines and expectations.</p>	<p>Completion of Educator Guides and related resources.</p> <p>Educator feedback on clarity, usefulness, and applicability of the refreshed Educator Guides in supporting role understanding and expectations.</p>	<p>Short Term (2026)</p>	<p>Learning and Teaching Futures Schools</p>
<p>Strengthen theoretical knowledge and professional practices to support student retention, wellbeing, and success.</p>	<p>Facilitate awareness of theoretical underpinnings and promote educator practices and professional development appropriate to VET and HE, including first term/year experience, transition pedagogies, and threshold concepts in the discipline/profession where practicable.</p>	<p>VET Educators accurately record their Industry and Training and Assessment currency on TPMS (Teacher Profile Management System), in line with compliance requirements.</p> <p>Increase number of industry partners and technologists actively involved in course co-design initiatives.</p> <p>Number of academic staff participating in co-design activities or workshops.</p> <p>Number of new or revised units incorporating industry-authored or co-developed content.</p> <p>Increase percentage of courses/units with embedded real-world projects, tools, or case studies contributed by industry.</p>	<p>Medium Term (2027)</p>	<p>Learning and Teaching Futures VET and Business Development Schools</p>

EDUCATOR PRAXIS – PRIORITY, TARGETS, AND ACTIONS

Targets	Actions	Success Measures	Timeline	Responsibility
Strengthen existing and create new Communities of Practice and integrate peer mentoring and collaborative learning to strengthen professional development.	Establish a VET Educator Community of Practice. Establish mentorship and peer-learning networks for VET educators to share best practices in competency-based training and assessment.	Engagement in Communities of Practice. Engagement in peer-learning networks.	Short Term (2026)	Schools Learning and Teaching Futures VET and Business Development
	Establish dedicated resources for Educators teaching into First Year units.	Creation of resources for Educators teaching into First Year units.	Short Term (2026)	Learning and Teaching Futures Schools
	Implement a VET Educator Development Program, focusing on: <ul style="list-style-type: none"> › digital pedagogy and technology-enhanced learning › industry engagement and workplace simulation › inclusive teaching practices for diverse learners. 	Participation rates in VET Educator Development Program.	Short Term (2026)	Schools Learning and Teaching Futures
Promote Tertiary Educator Professional Standards frameworks.	Further promote and grow mentorships and application numbers across fellowship profiles for the Advance HE/LIFT Fellowship Scheme.	Number of LIFT program applications submitted annually.	Short Term (2026)	Schools Learning and Teaching Futures
	Develop and implement the VET Educator Capability Framework to guide educator capability development and ensure alignment with sector standards. Encourage participation in professional recognition programs (e.g., VET-specific fellowships or micro-credentials in adult learning and assessment).	Number of educators completing capability development programs. Participation rates in VET educator mentoring networks.	Medium Term (2027)	Schools & VET and Business Development Learning and Teaching Futures People and Culture



Conclusion

In enabling a future-focused approach to tertiary education, the *CQUniversity Learning and Teaching Strategy: FutureNow* outlines a critically transformative path. This path is shaped through collective action and iterative cycles of planning, action, reflection, and review. It ensures that CQUniversity's learning and teaching practices, dual sector educators, professional support services, and infrastructure remain current, relevant, and fit for purpose into the foreseeable future.

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Appendix

GLOSSARY

Term	Definition
Andragogy	The theory, methods, and application for adult learning. Andragogy focuses on self-directed, experience, and problem-based learning.
Authentic Learning	<p>The implementation framework for authentic learning is underpinned by constructivist pedagogy, specifically inquiry-based learning (IBL), project-based learning, experiential, and applied learning. These pedagogies emphasise learning through active problem-solving, reflection, and direct engagement with real-world challenges. By engaging learners in relevant activities that mirror the complexities of professional life, they develop the cognitive and practical skills needed for success in dynamic, interdisciplinary environments.</p> <p>The Authentic Learning Implementation Framework (Mims, 2003) cultivates authentic learning experiences that bridge theoretical knowledge with real-world applications, ensuring learners are equipped with transferable skills, critical thinking abilities, and the confidence to excel in their future careers.</p>
Belonging Education	Aligned with experiential and inquiry-based pedagogy and culturally responsive heutagogy. An approach to ensure a systematic and scalable implementation of strategies that cultivate a sense of belonging at both vocational and higher education levels. It integrates community-building, peer mentorship, and inclusive initiatives to create an environment where all learners and college/school staff feel valued and connected. This strategy ensures learning environments are inclusive of diverse identities and experiences, reinforcing a sense of belonging for all learners.
Collaboration	<p>In an increasingly interconnected world, the ability to work effectively with others—across disciplines, industries, and cultures—is paramount for both learners and educators. This strategy aims to foster greater integration among learners, staff, and external partners, creating a learning ecosystem where knowledge, skills, and resources are shared seamlessly.</p> <p>By building on the principles of interdisciplinary learning, peer-driven learning (paragogy), and industry partnerships, this strategy emphasises collaboration as a core element of the educational experience. It draws on collaborative learning theory and the social constructivist approach, where learning is seen as a communal process that involves not only learners but also college/school staff, external organisations, and communities. This approach promotes the co-creation of knowledge, collective problem-solving, and the development of real-world competencies.</p>
CQUniversity learner personas	Student profiles created to assist staff to understand the diverse learners that study at CQUniversity.
Creativity	<p>In today's rapidly changing environment, learners must possess technical expertise and the ability to think creatively and apply innovative solutions to complex challenges. Creativity and innovation are at the heart of personal and professional growth in the contemporary world. This strategy recognises that creativity is not confined to the arts; it spans disciplines, enabling learners to approach problems in new ways, adapt to change, and lead in innovation. The University will equip learners with the skills necessary to excel in an increasingly dynamic world by integrating creativity across the curriculum, providing artistic outlets, and encouraging cutting-edge technologies.</p> <p>The strategy aims to cultivate an environment where creative thinking, design thinking, critical thinking, and problem-solving are valued and actively integrated into the learning process.</p> <p>Underpinned by constructivist learning theory, this strategy supports student-centred learning, where creativity is encouraged through hands-on experiences, project-based tasks, and real-world problem-solving. The inclusion of design thinking as a pedagogical approach further emphasises the need for empathy, ideation, experimentation, and iterative problem-solving, ensuring that learners develop creative and critical thinking skills to tackle complex issues.</p>

GLOSSARY

Term	Definition
Educator Praxis	<p>In an era of rapid technological advancements, shifting learner expectations, and evolving industry demands, educators must embrace teaching as a dynamic practice rather than a static role. The evolving digital landscape, and evolving assistive technologies such as GenAI, means the educator is no longer only a content expert, but also a <i>learning architect</i>. As a learning architect, the educator must engage their subject content knowledge, pedagogical content knowledge, and technological skills to design transformative, engaging, and future-focused learning experiences. This strategy outlines a structured approach to educator development, ensuring college/school staff are empowered, adaptable, and driven by a philosophy of continuous learning.</p> <p>A critical aspect of this transformation is ensuring that educators have a well-defined teaching philosophy—a personal framework that shapes their approach to teaching, learning, and student engagement.</p> <p>A teaching philosophy serves as an educator’s professional practice compass that is informed by theoretical underpinnings, guiding their approach to curriculum design, assessment, student engagement, and pedagogical innovation. It is an articulation of beliefs, values, and practices that shape teaching strategies and interactions with learners.</p> <p>Educators need a teaching philosophy to:</p> <ol style="list-style-type: none"> 1. Clarify teaching identity – a well-defined philosophy helps educators articulate their role and purpose in shaping student learning. 2. Inform instructional practices – it ensures that teaching methods align with personal values, institutional goals, and evolving educational trends. 3. Support continuous improvement – a teaching philosophy is not static; it evolves with experience, reflection, and professional development. 4. Enhance learning – by fostering a learner-centred approach, educators can create more meaningful, engaging, and inclusive learning environments that support the development of learner agency and self-regulation in an era of personalised and ubiquitous learning. 5. Encourage reflexivity and adaptability – in a rapidly changing educational landscape, educators must continuously evaluate and refine their approach to remain relevant and effective.
Geospatial Mapping	<p>A map created to visually display the location of learners studying at CQUniversity.</p>
Heutagogy	<p>This approach integrates structured educational methods, self-directed learning principles, and experiential, inquiry-based strategies that empower learners to take accountability for their learning, developing the critical skill of learning how to learn—essential for the 21st century.</p>
Pedagogy	<p>Pedagogy is the art and science of teaching and learning. It involves understanding how people learn and applying evidence-based, systematically studied methods to design, deliver, and evaluate learning experiences.</p>
Personalised Adaptive Learning	<p>The pedagogy underpinning this strategy is constructivist learning theory, particularly social constructivism and cognitivism, which emphasise the importance of learners' active engagement, reflection, and the social context in which learning occurs. Additionally, inclusive pedagogy and culturally responsive teaching principles will guide the development of adaptive learning environments that support the diverse needs of all learners.</p>
Personalised Learning	<p>Tailoring educational experiences to meet the diverse needs, interests, and learning styles of learners, enabling them to take ownership of their educational journey is the focus of personalised learning. By leveraging AI-driven adaptive learning technologies, this strategy seeks to empower learners to learn at their own pace, with real-time support and feedback, while also fostering a sense of autonomy and responsibility in their learning process. The overarching goal is to provide a more inclusive, equitable, and culturally responsive learning environment that accommodates the varied needs of all learners.</p>

GLOSSARY

Term	Definition
	<p>The strategy aligns with student-centred learning, focusing on providing flexibility and choice in how learners learn, what they learn, and when they learn. By integrating AI-driven platforms, formative learning, and adaptive assessments, the University aims to ensure that all learners can reach their full potential, supported by technologies that promote personalised learning and progress tracking.</p>
<p>Social Learning</p>	<p>Social learning within the Education 5.0 and Industry 5.0 landscape is networked, technology-enhanced, and deeply collaborative, reflecting connectivism (Siemens, 2005) and social-constructivism (Vygotsky, 1978). These pedagogies emphasise that knowledge is co-constructed through interaction, dialogue, and engagement with digital tools and human networks.</p>
<p>Stackable Certification</p>	<p>A series of credentials that can be accumulated to form a qualification, such as a series of micro-credentials forming a certificate.</p>
<p>Student Wellbeing</p>	<p>Student wellbeing is a cornerstone of learning success and personal development. In a rapidly changing educational landscape, where learning pressures, mental health concerns, and the challenges of contemporary life often intersect, it is crucial to create a supportive environment where learners can thrive both personally and educationally. Student Wellbeing services at CQUniversity that complement educational delivery and support mechanisms, such as the SPOT Advising Model, are designed to prioritise the mental, physical, and social wellbeing of all learners, ensuring that their holistic needs are addressed in a thoughtful and intentional way.</p> <p>Underpinned by a human-centred approach, this strategy focuses on fostering a culture of care through proactive mental health support, resilience training, and community-building initiatives. It is grounded in best practices drawn from positive education, social emotional learning (SEL), and humanistic learning theory, all of which emphasise emotional intelligence, self-awareness, and the development of personal strengths. By creating a safe and supportive educational environment, learners are assisted to navigate the rigours of their studies and build resilience to face life challenges more broadly.</p>