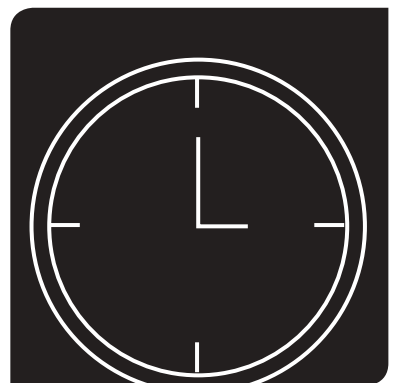
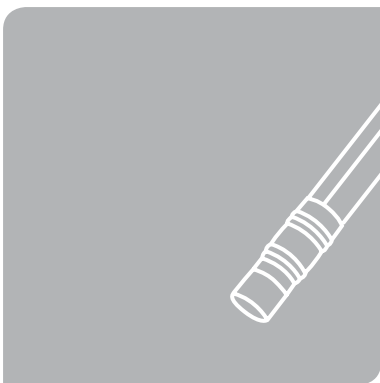
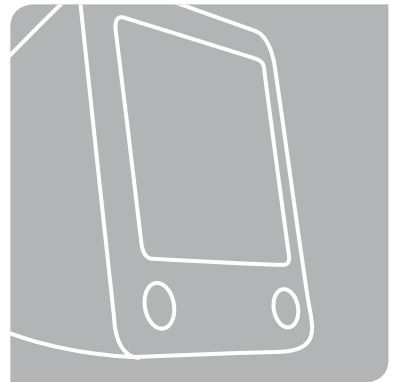
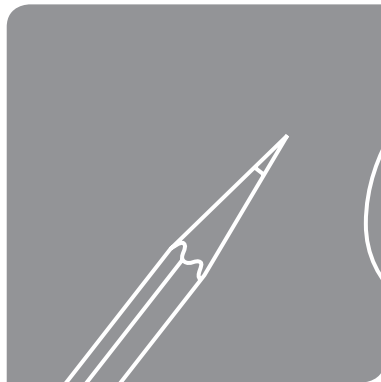


Teaching and Learning Enhancement Plan 2003 – 2007

# Implementation Plan for 2004





# goal 1 Research-based teaching and learning

Strategies	Targets	Responsibility
1 Identify sets of graduate attributes that describe graduate outcomes for postgraduate coursework and research students	Graduate attributes for postgraduate coursework students identified in 2004	Deputy Vice-Chancellor (Academic)
	Graduate attributes for research students identified in 2004	Deputy Vice-Chancellor (Research)
2 Embed graduate attributes in teaching and assessment processes of undergraduate, honours and postgraduate coursework and research programs	Graduate attribute mapping for undergraduate and honours courses completed by 2004	Deputy Vice-Chancellor (Academic)
	Graduate attribute mapping for postgraduate coursework programs completed by 2007	Deputy Vice-Chancellor (Academic)
	Graduate attribute mapping for research programs completed by mid-2005	Deputy Vice-Chancellor (Research)
3 Explore and promote teaching and assessment processes that will encourage development of graduate attributes	Research project and situated staff development program on development of graduate attributes in 2004	Deputy Vice-Chancellor (Academic)
4 Undertake and disseminate research into teaching and learning practices to ensure that the most effective teaching practice is encouraged	Research to be supported as part of teaching quality program – ongoing from 2003	Deputy Vice-Chancellor (Academic)
5 Build opportunities for students to engage with the University's research environment	Develop a first year experience program that supports student involvement with research from 2004	Deputy Vice-Chancellor (Academic)
6 Encourage and reward staff whose teaching practice is excellent and is informed by disciplinary research or by educational research and scholarship	Review guidelines for assessment of teaching in continuing appointments and promotions processes in 2005	Academic Board
	Review guidelines for teaching awards in 2003	Teaching and Learning Committee

# goal 2 Successful curriculum development and renewal

Strategies	Targets	Responsibility
1 Encourage a "whole of program" approach to curriculum design through the program development and approval process	Develop resources to support a program focus in curriculum design in 2004 – 2005	TEDI
2 Promote cross-Faculty and cross-School linkages for the development of programs	Develop key objectives for academic planning that give priority in new developments to cross-Faculty and cross-School initiatives by 2004	Senior Deputy Vice-Chancellor
3 Provide professional development opportunities for further learning about effective curriculum design, including involvement of staff in professional learning communities to explore innovative curriculum approaches	Develop resources to support staff development programs	TEDI
	Emphasis in formal induction on curriculum design principles	TEDI
	Sponsor networks to discuss new curriculum approaches	Faculties; TEDI
4 Identify information resources and other services necessary to support curriculum as an integral part of the design process	Ensure appropriate identification of information resources and other services in program approval	Academic Programs Policy Committee
5 Provide support for an internationalised curriculum through learning experiences which integrate cross-cultural dimensions into the teaching, research and service functions of the University	Define the University's targets for internationalisation of the curriculum	Deputy Vice-Chancellor (Academic); Deputy Vice-Chancellor (International and Development)
	Continue staff development program on internationalising curriculum	TEDI; Deputy Vice-Chancellor (International and Development)
	Develop and support effective exchange programs	Deputy Vice-Chancellor (International and Development)
6 Through the curriculum review process, undertake annual, triennial and septennial assessments of programs that address the extent to which programs develop appropriate graduate attributes, ensure an international perspective, incorporate developments in research and lead professional practice	Review outcomes of curriculum review process to gauge extent of attention to key objectives in 2005	Teaching & Learning Committee
	Provide support to Faculties and Schools in implementation of effective curriculum review from 2003	TEDI
7 Involve industry and professional associations in development and review of curriculum	Review composition and input of industry and professional associations in curriculum development and review through Faculty Boards	Executive Deans
8 Provide support for innovative program design and re-design and for curriculum review	Develop resources to support program focus and examples of innovation in curriculum design	TEDI
9 Support the use of "curriculum design" as a category of evidence of high quality and/or innovative teaching practice in continuing appointment and promotion processes	Review guidelines for assessment of teaching in continuing appointment and promotion processes in 2005	Academic Board



# goal 3 Flexible and engaging teaching practice

Strategies	Targets	Responsibility
1 Develop strategies derived from the AUTC-sponsored Teaching Large Classes project that facilitate more effective learning experiences for students	Implement a program drawing on the large classes project from 2004	TEDI; Faculty Teaching & Learning Committees
2 Enhance small group peer interactions through traditional and innovative communication methods	Review implementation of PASS program in 2004	Teaching & Learning Committee
	Develop strategies to support independent and group study by students	Teaching & Learning Committee
	Review support for online/web-enhanced asynchronous communication in 2005	Information Technology Services Policy and Planning Committee (ITSP)
3 Provide a strong program of support for flexible learning approaches in programs and sequences of study through infrastructure, information service provision and curriculum development	Regular funding program targeted to flexible learning and web-enhanced development from 2003	Deputy Vice-Chancellor (Academic)
	Develop new standards for teaching and learning space	Deputy Vice-Chancellor (Academic)
4 Develop a University approach to support of web-based teaching and learning materials and interactions	Outline a clear e-learning strategy for the University by 2005	Deputy Vice-Chancellor (Academic)
5 Disseminate research findings on teaching and learning practice to assist academic staff in evaluating and implementing new teaching and learning approaches and flexible learning strategies	A program of regular papers disseminated on teaching and learning practice supplemented by workshops, using Teaching and Education News (TEN) and staff development program	Deputy Vice-Chancellor (Academic); TEDI
6 Recognise teaching innovation through University teaching and learning awards	Review guidelines for teaching and learning awards in 2003	Teaching & Learning Committee
7 Support the use of peer-reviewed teaching and learning materials as evidence of innovative, high-quality teaching practice	Implement peer review of teaching materials project	Deputy Vice-Chancellor (Academic); TEDI
	Support inclusion of findings and outcomes of peer review in appointments and promotions criteria	Appointments & Promotions Committee
8 Identify and circulate examples of high-quality assessment tasks and approaches	Institute a mechanism for developing examples of good practice	Assessment Sub-Committee



# goal 4 The supportive learning environment

	Targets	Responsibility
1 Provide students with skills and knowledge for independent learning	Assess graduate attributes through Student Experience Survey (SES)	Faculties
2 Enhance learning support services to students, including peer mentoring programs	Review peer mentoring programs and assess areas for change or improvement	Faculties
	Explore options for peer mentoring, including academic and non-academic orientations	Faculties
3 Provide collaborative learning spaces intended for multiple uses that incorporate formal and informal requirements and can be accessed by students outside scheduled classes for group and independent study	Develop new standards for teaching and learning space by 2004	Deputy Vice-Chancellor (Academic); e-Learning Working Party
	Refurbish or extend spaces to provide more formal and informal space for collaborative learning	Teaching & Learning Space Committee; Library
4 Encourage student and staff input into the design of learning spaces to maximise effective student and teacher use of such facilities		Teaching & Learning Space Committee
5 Provide access to and training in use of information resources and information and communication technologies and networks which encourage formal and informal interactions	Review support provided to students through AskIT	Information Technology Services; Library
6 Ensure services are configured to deal with diverse student needs, including those of indigenous or non-English speaking background and those with disabilities	Review of services	Equity Office; Student Support Services; Aboriginal and Torres Strait Islander Studies Unit
7 Ensure that international students enjoy high-quality academic and non-academic experiences and enhanced interactions with domestic students		Deputy Vice-Chancellor (International & Development); Faculties

# goal 5 The teaching and learning feedback loop

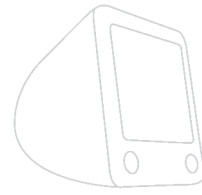
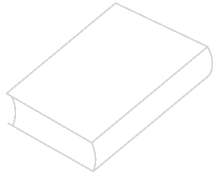
Strategies	Targets	Responsibility
1 Develop indicators and benchmarks for use in curriculum review and other quality assurance processes that articulate the qualities of effective teaching	Ensure <i>Reportal</i> indicators operational by 2003	Deputy Vice-Chancellor (Academic); Management Information Section
	Support development of improved reports on teaching indicators	Deputy Vice-Chancellor (Academic)
2 Revise the teaching quality assurance process to incorporate reflection on a small standard set of teaching and learning indicators	New policy and templates to support revised TQA	Deputy Vice-Chancellor (Academic)
3 Investigate guidelines for teaching which <ul style="list-style-type: none"> <li>■ articulate standards of good practice for appraisal and related purposes</li> <li>■ provide evidence of excellence of practice for continuing appointment and promotion processes and awards</li> <li>■ can be used to inform continuing professional development programs</li> </ul>	Review mandatory induction program on teaching and learning	School of Education; TEDI
	Investigate guidelines for teaching	Deputy Vice-Chancellor (Academic); Teaching & Learning Committee
4 Undertake a process of peer review of teaching, including peer review of teaching and learning materials, to inform understandings about quality teaching and learning	Implement peer review of teaching materials project	Deputy Vice-Chancellor (Academic); TEDI
	Support inclusion of findings and outcomes of peer review in appointments and promotions criteria	Appointments & Promotions Committee
5 Encourage staff to be actively engaged in researching and monitoring their educational practice and its impact on student learning		All Staff
6 Monitor students' perceptions of the quality of their assessment; develop remedial action for inadequate assessment practices	Administer SES on a biennial basis and administer iCEVAL regularly	TEDI
7 Provide high quality feedback to students on all assessment and clear communication about program and course expectations and requirements	Implement quality assurance in assessment process	Assessment Sub-Committee; Faculties; Schools
8 Implement a quality assurance process for assessment		Assessment Sub-Committee; Faculties; Schools
9 Seek student feedback on teaching and learning and related service provision through various instruments, including the Student Experience Survey, and ensure that responses and outcomes are reported back to students and staff	Administer SES on a biennial basis and iCEVAL regularly and provide reports to students and staff about outcomes	Deputy Vice-Chancellor (Academic); TEDI



# goal 6 Staff development



Strategies	Targets	Responsibility
1 Provide mandatory induction programs for all new teaching and learning staff	Develop implementation plan that takes into account prior experience and training	TEDI
2 Implement staff development that supports integration of research in teaching and learning strategies	Review staff development program	TEDI
3 Provide professional development opportunities for staff in innovative curriculum design and the development of assessment tasks linked to course and program goals	Review staff development program	TEDI
4 Provide staff development that is flexible and tailored to recognise the stage at which staff enter University employment	Expand situated staff development program	TEDI
5 Implement a system of teaching and learning mentoring	Devise strategy for mentoring	Deputy Vice-Chancellor (Academic)
6 Require attendance at a professional development or refresher course on teaching and learning at least once every two years to ensure teaching and learning practice is current and informed by UQ policies	Outline requirements for refresher or professional development courses	TEDI
	Incorporate into annual performance appraisal discussion	Personnel Services; Faculties
7 Enhance awareness of and access to services to support teaching and learning innovation, with greater emphasis on staff development being undertaken within the School or program context	Review communications of staff development	University Staff Development Committee
8 Develop a network of peers across Schools and Faculties to support enhanced teaching and learning and related service provision		TEDI; Faculties
9 Make greater use of staff in discussing best practice among the University community, enhancing awareness of possibilities for innovation	Review 'showcase' days, their design and purpose	TEDI



[www.uq.edu.au/teaching\\_learning/download/TLEP2003-2007ImplementationPlan.pdf](http://www.uq.edu.au/teaching_learning/download/TLEP2003-2007ImplementationPlan.pdf)

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