

## Teaching and Learning Enhancement Plan 2003 – 2007

### IMPLEMENTATION PLAN FOR 2006 - 07

#### 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 2005 - ACHIEVED	Deputy Vice-Chancellor (Academic)
	Graduate attributes for research students identified in 2004 - ACHIEVED	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 - ACHIEVED	Deputy Vice-Chancellor (Academic)
	Graduate attribute mapping for research programs completed by 2005 - ACHIEVED	Deputy Vice-Chancellor (Research)
	Graduate attribute mapping for postgraduate coursework programs completed by 2007	Deputy Vice-Chancellor (Academic)
3. Explore and promote teaching and assessment processes that will encourage development of graduate attributes	Research project in 2005 and situated staff development program on development of graduate attributes in 2006 - ONGOING	Deputy Vice-Chancellor (Academic); Director TEDI
	Develop capacity within the electronic course profile system to analyse attainment, ensure inclusion of graduate attributes in courses, sequences of study and programs	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 in 2004-05 and the results reported in 2006/2007	Deputy Vice-Chancellor (Academic); Director TEDI
	Provide situated staff development in Schools from 2005 onwards to facilitate dissemination of research findings and discussion of effective teaching practices - ONGOING	
5. Build opportunities for students to engage with the University's research environment	<ul style="list-style-type: none"> <li>• Develop a first year experience (FYE) program that supports student involvement with research from 2004</li> <li>• Complete FYE Project in 2006 and develop long-term strategies for enhancement of the first year student experience</li> <li>• Explore opportunities to enhance the quality of the learning experience for all students</li> <li>• Explore opportunities to enhance student engagement in the research environment and document current activities and explore options.</li> </ul>	Deputy Vice-Chancellor (Academic)  Director of TEDI

6. Encourage and reward staff whose teaching practice is excellent and is informed by disciplinary research or by educational research and scholarship	Continue to monitor the guidelines for assessment of teaching in continuing appointments and promotions processes in 2006, and revise as necessary	Academic Board
	Review guidelines for teaching awards in 2003 – ACHIEVED Monitor application of revised guidelines in 2006	Teaching & Learning Committee
	Prepare to revise guidelines in response to Carrick Awards for Australian University Teaching ONGOING	
	Explore options for internal teaching and learning grants	Deputy Vice-Chancellor (Academic) Director TEDI

## 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 - ACHIEVED	Director TEDI
	Develop guidelines for curriculum review of large, generalist degrees such as the BA and BSc (Ref HUPP 3.20.8, section 2.5) - ONGOING	Academic Board Deputy Vice-Chancellor (Academic)
	Develop mechanisms to ensure the effective implementation of BA and BSc review recommendations	Academic Board; Deputy Vice-Chancellor (Academic)
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 – ACHIEVED	Senior Deputy Vice-Chancellor
	Identify discipline areas where cross-Faculty/School rationalisation of program and course offerings should be undertaken	Senior Deputy Vice-Chancellor
	Monitor the application of the program approval process to ensure cross-Faculty consultation remains a key feature of the process.	Academic Board
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 – ACHIEVED and ONGOING	Director TEDI
	Emphasise curriculum design principles in formal induction programs – ACHIEVED and ONGOING	Director TEDI
	Sponsor networks to discuss new curriculum approaches – ACHIEVED and ONGOING	Faculties; Director TEDI
4. Identify information resources and other services necessary to support curriculum as an integral part of the design process	Ensure data is available to facilitate curriculum review and redevelopment – ACHIEVED and ONGOING	Deputy Vice-Chancellor (Academic); Director TEDI; Directors, Planning & Management Information
	Provide effective support to Schools and Faculties to interpret, analyse and respond to data re program and course quality.	
	Ensure appropriate identification of information resources and other services in program approval – ACHIEVED and ONGOING	Academic Board

## GOAL 2: Successful curriculum development and renewal (contd)

Strategies	Targets	Responsibility
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 – ACHIEVED	Deputy Vice-Chancellor (Academic); Deputy Vice-Chancellor (International & Development)
	Continue staff development program on internationalising the curriculum	Deputy Vice-Chancellor (International & Development) Director TEDI
	Develop and support effective exchange programs – ONGOING	Deputy Vice-Chancellor (International & 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 2007	Teaching & Learning Committee
	Provide support to Faculties and Schools in implementation of effective curriculum review from 2003 - ONGOING	Deputy Vice-Chancellor (Academic); Director 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 – ACHIEVED and ONGOING	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 - ONGOING	Deputy Vice-Chancellor (Academic); Director TEDI
	Identify sources of strategic funding to promote curriculum innovation in targeted areas.	Deputy Vice-Chancellor (Academic)
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	Continue to monitor the guidelines for assessment of teaching in continuing appointments and promotions processes in 2006, and revise as necessary	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; and integrate this program with first year experience programs - ONGOING	Director TEDI; Faculty Teaching & Learning Committees
2. Enhance small group peer interactions through traditional and innovative communication methods	Review implementation of PASS program in 2006/07 following completion of the First Year Experience Project	Teaching & Learning Committee
	Develop strategies to support independent and group study by students - ONGOING	Faculty Teaching & Learning Committees
	Review support for online/web-enhanced asynchronous communication in 2005; consider recommendations for revised strategies in 2006 for 2007 implementation	Information Technology Services Policy and Planning Committee (ITSP) through eLearning Sub Committee
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 - ACHIEVED	Deputy Vice-Chancellor (Academic)
	Identify new and effective mechanisms for promoting the adoption of flexible learning approaches in programs and sequences of study in 2006-07	Director TEDI
	Develop new standards for teaching and learning space - ACHIEVED	Deputy Vice-Chancellor (Academic) through Teaching & Learning Space Committee
	Encourage use of collaborative learning spaces by staff and students. Continue to develop high-quality flexible teaching and learning spaces that incorporate appropriate ICT tools. Identify best practice in the use of CTLC and associate ICT tools	Director, TEDI Collaborative Teaching and Learning Centres (CTLC) Management Working Group
4. Develop a University approach to support of web-based teaching and learning materials and interactions	Outline a clear eLearning strategy for the University by 2006	Deputy Vice-Chancellor (Academic) through eLearning Working Party
	Secure an institutional budget commitment to eLearning to allow effective implementation of the eLearning strategy from 2007	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	Develop and disseminate a program of regular papers on teaching and learning practice, supplemented by workshops and the staff development program - ONGOING	Deputy Vice-Chancellor (Academic); Director TEDI; Teaching and Learning Space Committee and CLTC Management Group

### GOAL 3: Flexible and engaging teaching practice (cont'd)

Strategies	Targets	Responsibility
6. Recognise teaching innovation through University teaching and learning awards	Review guidelines for teaching and learning awards (AESL) in 2005, taking into account guidelines for the Carrick Awards for Australian University Teaching – ACHIEVED	Teaching & Learning Committee Director, TEDI
	Prepare to revise guidelines in response to first round of Carrick Awards	
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 – reconsider in 2006 for 2007 implementation	Deputy Vice-Chancellor (Academic) Director, TEDI
	Support inclusion of findings and outcomes of peer review in appointments and promotions criteria - ACHIEVED	Academic Board through Appointments and Promotions Committee
8. Identify and circulate examples of high-quality assessment tasks and approaches	<ul style="list-style-type: none"> <li>• Institute a mechanism for developing examples of good practice – ACHIEVED</li> <li>• Promulgate these examples and practices in 2006.</li> </ul>	Teaching & Learning Committee via Assessment Sub-Committee and TEDI training

## GOAL 4: The supportive learning environment

Strategies	Targets	Responsibility
1. Provide students with skills and knowledge for independent learning	Assess graduate attributes through UQ Student Experience Survey (SES) - ACHIEVED	Deputy Vice-Chancellor (Academic); Faculties and Schools
	Review strategies to enhance the development of graduate attributes	Teaching and Learning Committee
	Develop capacity within the electronic course profile system to analyse attainment of graduate attributes in courses, sequences of study and programs	Deputy Vice-Chancellor (Academic);
	Complete FYE Project in 2006 and develop long-term strategies for enhancement of the first year student experience	Deputy Vice-Chancellor (Academic); Director, TEDI
	Explore opportunities to enhance the quality of the learning experience for all students	
2. Enhance learning support services to students, including peer mentoring programs	Continue to explore options for peer mentoring, including academic and non-academic orientations	Teaching & Learning Committee; Faculties and Schools; Director, TEDI
	Continue to explore options for learning community experiences, particularly for first-year students	Teaching & Learning Committee; Faculties and Schools
	Review the delivery of learning support programs provided by academic support service areas	Deputy Vice-Chancellor (Academic); University Librarian and Academic Registrar
	Monitor and review the effectiveness of learning support strategies implemented using ESC funds in 2005 and 2006	Executive Deans and Directors of Studies
	Develop mechanisms to encourage the provision of timely and effective formative assessment and feedback to students to foster successful learning	Teaching and Learning Committee via Assessment Subcommittee
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 2006	Deputy Vice-Chancellor (Academic) through Teaching & Learning Space Committee
	Refurbish or extend spaces to provide more formal and informal space for collaborative learning - ONGOING	Deputy Vice-Chancellor (Academic) through Teaching & Learning Space Committee; University Librarian
4. Encourage student and staff input into the design of learning spaces to maximise effective student and teacher use of such facilities	Evaluate use of new spaces - ONGOING	Teaching & Learning Space Committee CTLC Management Group

#### GOAL 4: The supportive learning environment (cont'd)

Strategies	Targets	Responsibility
5. Provide access to and training in use of information resources and information and communication technologies and networks which encourage formal and informal interactions	Continue to monitor and review the support and services provided to students through AskIT and UQ Connect	Director, Information Technology Services; University Librarian
	Continue to provide staff development to encourage the adoption and effective use of eLearning tools	Director, TEDI
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 services and support mechanisms - ONGOING	Director Equity Office; Academic Registrar; Director 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	Review the range of academic and pastoral support services provided to international students - ONGOING	Deputy Vice-Chancellor (International & Development); Academic Registrar; Faculties and Schools

## 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 Reportal indicators operational by 2003 - ACHIEVED	Director, Management Information; Deputy Vice-Chancellor (Academic)
	Support development of improved reports on teaching indicators – ACHIEVED AND ONGOING	Deputy Vice-Chancellor (Academic); Director TEDI; Directors, Planning & Management Information
	Develop informative reports derived from qualitative student feedback from the UQSES.	
2. Revise the teaching quality assurance process to incorporate reflection on a small standard set of teaching and learning indicators	Develop new policy and templates to support revised TQA – IN PROGRESS	Deputy Vice-Chancellor (Academic); Teaching and Learning Committee Directors, Planning & Management Information
	Review the effectiveness of the TQA process in light of the enhanced external support for learning and teaching excellence	Deputy Vice-Chancellor (Academic); Teaching and Learning Committee
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 - ACHIEVED	School of Education; Director TEDI
	Investigate guidelines for assessment of teaching in continuing appointments and promotions processes in 2006, and revise as necessary	Academic Board
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 – reconsider in 2006 for 2007 implementation	Deputy Vice-Chancellor (Academic)
	Support inclusion of findings and outcomes of peer review in appointments and promotions criteria	Academic Board through Appointments and Promotions Committee
5. Encourage staff to be actively engaged in researching and monitoring their educational practice and its impact on student learning	Provide staff development to facilitate dissemination of research findings and discussion of effective teaching practices - ONGOING	Director TEDI; All Staff through Heads of School
	Incorporate appropriate criteria in assessment of teaching in continuing appointments and promotions processes	Academic Board

## GOAL 5: The teaching and learning feedback loop (cont'd)

Strategies	Targets	Responsibility
6. Monitor students' perceptions of the quality of their assessment; develop remedial action for inadequate assessment practices	Administer UQSES on a biennial basis and administer iCEVAL regularly - ACHIEVED	Deputy Vice-Chancellor (Academic); Director TEDI; Faculties and Schools
	Implement quality assurance in and quality control of assessment process - ACHIEVED	Teaching & Learning Committee via Assessment Sub-committee; Faculties and Schools
	Continue to provide staff development that encourages assessment, including feedback practices that foster successful student learning	Director TEDI
	Develop mechanisms to encourage the provision of timely and effective formative assessment and feedback to students to foster successful learning	Teaching and Learning Committee via Assessment Subcommittee
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 - ACHIEVED	Teaching & Learning Committee via Assessment Sub-Committee; Faculties and Schools
	Develop mechanisms to encourage the provision of timely and effective formative assessment and feedback to students to foster successful learning	Teaching and Learning Committee via Assessment Subcommittee
	Ensure course profiles that meet the requirements of HUPP 3.20.9 are provided in all courses	Teaching & Learning Committee; Heads of Schools
	Encourage use of the facility within the electronic course profile system to analyse the provision of required assessment details in all courses	Deputy Vice-Chancellor (Academic)
8. Implement a quality assurance process for assessment	Implement a quality assurance process by 2003 – ACHIEVED Monitor and report on the effectiveness of the process during 2005/06 - ONGOING	Assessment Sub-Committee; Schools and Faculties
9. Seek student feedback on teaching and learning and related service provision through various instruments, including the UQ Student Experience Survey, and ensure that responses and outcomes are reported back to students and staff	Administer UQSES on a biennial basis and iCEVAL regularly and provide reports to students and staff about outcomes – ONGOING	Deputy Vice-Chancellor (Academic); Director TEDI; Faculties and Schools;

## 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 - ACHIEVED	Director TEDI
2. Implement staff development that supports integration of research in teaching and learning strategies	Review staff development program in 2005 and implement revised program in 2006/07	Director 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 in 2005 and implement revised program in 2006/07	Director TEDI
4. Provide staff development that is tailored to recognise the stage at which staff enter University employment and is flexible in its capacity to support the ongoing learning needs of staff throughout their teaching career	Expand situated staff development program - ONGOING	Director TEDI
5. Implement a system of teaching and learning mentoring	Devise strategy for mentoring - ACHIEVED	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	In 2006/07 outline requirements for refresher or professional development courses, to be implemented from 2007	Director TEDI; Teaching & Learning Committee
	Incorporate into annual performance appraisal discussion from 2006	Director Personnel Services; Faculties; Heads of School
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 - ONGOING	University Staff Development Committee; Director TEDI
8. Develop a network of peers across Schools and Faculties to support enhanced teaching and learning and related service provision	ONGOING	Director TEDI; Faculties and Schools
9. Make greater use of staff in discussing best practice among the University community, enhancing awareness of possibilities for innovation	<ul style="list-style-type: none"> <li>• Review 'showcase' days, their design and purpose - ONGOING</li> <li>• Enhance the profile of staff who win teaching awards and grants</li> <li>• Involve key staff in workshops, seminars and research projects on learning and teaching practices</li> </ul>	Deputy Vice-Chancellor (Academic); Director TEDI