



THE UNIVERSITY OF  
MELBOURNE

# Teaching and Learning Management Plan 2004



The University of  
**Melbourne**

## Our Cover

The first winners of the annual University of Melbourne Vice-Chancellor's Awards for Excellence in Teaching are from left, Associate Professor Ian Malkin, Ms Dawn Gleeson and Associate Professor Nilss Olekalns. The Awards were established in February 2003 to promote, recognise and reward excellence in teaching.

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*'The Teaching and Learning Management Plan provides, for the University as a whole, a plan to manage our teaching and learning policies, strategies, activities and processes.'*

*Professor Peter McPhee  
Deputy Vice-Chancellor (Academic)*



## Preface

This is the second edition of the University's Teaching and Learning Management Plan, which was first developed during 2002 as part of the University's annual planning cycle. It provides, for the University as a whole, a plan to manage our teaching and learning policies, strategies, activities and processes.

This plan has been updated following a strategic review of progress against the targets listed in the inaugural Management Plan and an analysis of both internal and external factors that are likely to affect the provision of teaching and learning within the University.

There is a level of uncertainty about the policy framework in which universities will operate from 2004 as debate continues about the higher education reform agenda proposed in May by the Commonwealth Minister for Education, Science and Training, Dr Brendan Nelson. This reform agenda, if passed by the Parliament, will present new challenges for the higher education sector and many of its proposals will impact upon the teaching and learning environment of the University. The issues have been taken into account in the strategies proposed in the following plan.

The scope of this Management Plan includes teaching and learning for undergraduate and postgraduate coursework students. Arrangements for the management of postgraduate research degree supervision are covered in the Research and Research Training Plan.

I would like to acknowledge the extensive assistance of Dr Pat McLean and Ms Lin Martin in the preparation of the 2004 Plan.

A handwritten signature in black ink that reads "Peter McPhee". The signature is written in a cursive, slightly slanted style.

Professor Peter McPhee  
Deputy Vice-Chancellor (Academic)

# Teaching and Learning Management Plan 2004

*Professor Rachel Webster (left) and Professor Peter McPhee (centre) with three of the Melbourne Postgraduate Scholarship recipients, (from second left) Science PhD student Megan Retallic from Botany, Medicine PhD student Dr Gregory Moore, from Medicine at St Vincent's and Geelong Hospitals, and Archaeology PhD student Elizabeth Whitton.*



# 1 Introduction to this Plan

## 1.1 Purpose of the Teaching and Learning Management Plan

The Teaching and Learning Management Plan provides a focused response to the University's current goals for teaching and learning in coursework programs by identifying strategies and initiatives:

- which benefit from a coordinated, University-wide approach; and
- where the intervention of an overall management plan is appropriate.

Postgraduate research supervision and quality assurance for teaching and learning for research higher degree students are covered in the Research and Research Training Plan.

The Teaching and Learning Management Plan therefore is a practical plan that will guide faculties, divisions and other organisational units with responsibility for promoting quality in teaching and learning in their work plans to ensure that the University achieves its key long-term strategic goals in quality teaching and learning, namely:

- to create and maintain superb learning environments for undergraduate and postgraduate students; and
- to strengthen the University of Melbourne as an institution of preference for outstanding students and staff from Australia and around the world.

The Plan aims to:

- focus attention on intended attributes of Melbourne graduates, giving high priority to ensuring their attainment;
- positively influence the perceptions of students and graduates of the benefits and value of their experiences during their time at the University;
- identify strategies and associated initiatives in teaching and learning management; and

- provide a comprehensive statement of the existing structures and processes underpinning the University's commitment to high quality teaching and learning.

In addition it describes the operating environment for teaching and learning in the University and the way the allocation of resources assists in driving improvements in the teaching and learning environment based on student feedback about their learning experiences.

It is the intention that the management of teaching and learning as described in this Plan will:

- foster the development of good practice in teaching and the sharing of information about these practices;
- set measures and outcomes which will enable the University to assess rigorously how well the teaching and learning objectives are being achieved; and
- encourage innovation in teaching, particularly in relation to the application of new technologies to the teaching environment.

The primary focus of this document is on higher education teaching and learning, although many of the strategies are equally applicable to the technical and further education sector. In particular, the governance structures discussed are relevant to higher education courses. The approval of TAFE courses and their quality assurance differ from the processes outlined. The Institute of Land and Food Resources has responsibility to the University's Academic Board for course approvals and their quality assurance, a process which is managed via a representative of the Board on the Institute's Faculty Committee. The Faculty involves the Institute's Board which, with the Dean, has responsibility for delivery of vocational courses.

## 1.2 The University's Strategic Framework

The vision informing the 'Melbourne Agenda' is of a world-class university, committed to its Australian stakeholders but international in character and focus; a university shaped by its western institutional heritage but at home intellectually and culturally in the East Asian hemisphere.

The University's Strategic Plan 2003 states that:

*The University of Melbourne is guided by a strategic agenda providing consistency of purpose and direction amid the myriad pressures of a changing operating environment. The vision driving this 'Melbourne Agenda' is clear and challenging. It is to make the University of Melbourne one of the finest universities in the world.*

The University of Melbourne has expressed a commitment to provide access to outstanding teachers, sophisticated learning environments and cutting-edge curricula which are culturally diverse and authentically international in orientation. In undertaking this commitment, the University recognises that, as a research-led university, it faces significant challenges as well as opportunities in continuing to provide a world-class teaching and learning environment during a time of major social and technological change. The University believes that excellence in teaching is informed by research at the forefront of each discipline and that the teaching and research nexus is critically important to the way academic staff develop and deliver teaching programs. The University of Melbourne continues to place major strategic emphasis on the quality of the overall 'Melbourne Experience' for students, but if the University is to capitalise on the added value of a face-to-face learning environment, and the clear benefits of linking undergraduate learning to a research culture, it must be aware of the changing

# Introduction to this Plan

pressures of student life such as increased demands from part-time work, and the needs of an increasingly diverse student population. There is an imperative for the University to become more responsive to demands for more flexible course structures and delivery options.

Students in campus-based universities will need to be as at home in online learning environments as their virtual university peers. New pedagogical approaches and academic support systems which take advantage of new technologies have the potential to enhance the campus experience through the development of rich online learning environments characterised by sophisticated simulation, access to the most advanced databases and interactive links to outstanding teaching.

The need to capitalise on the pedagogic potential of online learning is an important thread in the development of this Teaching and Learning Management Plan for the coming triennium. The strategies, actions and planned outcomes are directly related to the centrality of a campus-based education, which is enhanced and extended by the use of information and communication technologies, but which recognises the primary contribution of face-to-face teaching and interactions with fellow students and staff to the learning experience.

The University's Strategic Plan has nine key goals relating to its long-term strategic commitments. These are:

- Quality People
- Quality Research
- Quality Learning
- International Positioning
- Serving Wider Communities
- Quality Management
- Quality Infrastructure
- Resourcing Quality
- Equity and Access.

These strategic goals are inter-related and achievement of quality in teaching and learning is dependent on recruiting and maintaining the highest quality students and staff, the internationalisation agenda, the maintenance of the strong nexus between teaching and research, and providing fine physical and technical infrastructure to support the teaching and learning process. The excellence of the 'Melbourne Experience' for students is also related to the strength of the student-related academic and administrative support services managed by the faculties and the Academic Services Division of the Central Administration. While the Teaching and Learning Management Plan is focused on the key goal of Quality Learning it also relates to these other aspects of the 'Melbourne Experience' and some of the strategies and actions are closely associated with the achievement of goals in these other key strategic areas.

The University Strategic Plan Perspective 2003 contains a set of University performance targets for the period 2003 to 2007 for each of the major goals. The relevant targets for teaching and learning are:

## Quality Learning

Over the period 2003-2007:

- to maintain or improve student-staff ratios;
- to secure regular annual improvements in:
  - undergraduate student satisfaction with teaching and learning and support services;
  - research higher degree satisfaction with research supervision and facilities; and
  - graduate satisfaction with their educational experience at Melbourne as measured in the annual Course Experience Questionnaire (CEQ) and the Postgraduate Research Experience Questionnaire (PREQ) surveys.

## International Positioning

Over the period 2003-2007:

- to increase the percentage of international students enrolled in the University of Melbourne from 21% to 28%; and
- to contribute to the continuing effectiveness of the *Universitas 21* network, and to assist Universitas 21 Global to establish itself as a major international provider of online higher education.

## Quality Management

To achieve successive annual improvements between 2003 and 2007 in the evaluation of Central Administrative Services as measured in the Quality of University Management and Administration Survey.

This is relevant in respect of the academic and student support services provided by the administration as they relate to teaching and learning.

## Quality Infrastructure

- To secure demonstrable annual improvement in access by students to online courseware, learning environments and support services.

## Resourcing Quality

- To establish UniMelbourne Online as a provider of high quality online professional education and training by 2005.

## Equity and Access

Over the period 2003-2007:

- to increase by 50% the number of students from educationally, financially or socially disadvantaged backgrounds enrolling in undergraduate programs; and
- to double the number of Indigenous Australian students graduating from the University.

In addition to the Strategic Plan and the successive Operational Plans of the University, it is vital that this plan is linked to other University strategic plans which contribute to the achievement of high quality teaching and learning. These plans include the Information Technology Strategic Plan, the University's Equity and Indigenous Education strategies, and the Multimedia and Cultural Diversity Action Plans.

### 1.3 External Influences

In addition to the issues related to educational technologies and pedagogies identified above, other key external factors influencing the quality teaching and learning agenda include the increasing globalisation of higher education and the University's focus on becoming a provider of high quality education in the Asian region. The increasing diversification of the student population at the University presents additional responsibilities in relation to the internationalisation of the curriculum and the way teaching is undertaken.

In terms of public policy factors, the recently announced Commonwealth higher education reform agenda contains several initiatives which will have an impact on the teaching and support profile within the University. These reforms emphasise the importance of teaching and learning, particularly at the undergraduate level. There is also a greater recognition of the role of regional campuses and a focus on equity, in particular, the participation of students from rural and low socio-economic backgrounds and Indigenous students.

The Commonwealth reform agenda has four underpinning imperatives:

- sustainability;
- quality;
- equity; and
- diversity.

The Government expects students to develop knowledge and skills through their university experience which are relevant to their own needs but also to the needs of employers, professional associations and the labour market. This appears in the reform initiatives as a greater emphasis on fitting teaching profiles and the funding of higher education to labour force demand.

The equity agenda contained in the reform package involves increasing participation from groups that are currently under-represented in higher education. This fits well with the University's own equity and access goals in relation to equity and access. However there is explicit mention in the Government package of the need for additional academic support to be provided to these students, which recognises the structural disadvantage that they may have experienced in their earlier education and which ensures that they have every opportunity to complete their studies successfully at the higher level.

One of the initiatives to improve the quality of teaching and learning in the sector is the proposed establishment of a *National Institute for Learning and Teaching in Higher Education*. This Institute will have responsibility for allocation of some additional funds to support teaching and learning improvement in the sector and will take current institutional performance and feedback from students into account in the allocation of such resources.

Other proposals which impact on this plan include:

- the systematic provision of staff development opportunities for teaching staff;
- encouragement of business and industry collaboration in developing and delivering academic programs;

- an emphasis on international benchmarking relating to academic standards and assessment; and
- a renewed emphasis on graduate skills assessment.

While the 2003 Teaching and Learning Management Plan identified strategies and priorities which were aligned with many of these reform initiatives, these have been reviewed and updated in this edition to take account of the potential change to the operating environment likely to result from changes to the Government policy framework.

# 2 The University's Philosophy and Principles for Excellence in Teaching and Learning

## 2.1 The University's Philosophy of Teaching and Learning

The University of Melbourne believes that its academic programs and its teaching and learning environment should be based on the following philosophy:

**Access.** That all Australians aspiring to and capable of benefiting from a higher education should be able to access a place.

**Equity.** Australians should not be precluded from university because of their socio-economic circumstances or cultural background.

**Quality.** The University should offer education and training programs at international levels of quality.

### **International competitiveness.**

The University aims to be one of the top universities in the world and to be renowned for the quality of its research and teaching in the global higher education system.

## 2.2 Principles of Excellence in Research-led Teaching and Learning

The Academic Board has adopted a set of **Nine Principles Guiding Teaching and Learning** which enunciate how the University expects to maintain an environment for first-class higher education based on the above philosophy. The principles describe the standards and expectations the University has in relation to teaching and learning and are a blueprint for the kinds of experiences the University aims to provide to students and teachers across all disciplines and the diverse groups of the academic community.

The Teaching and Learning Management Plan is based on the core of shared values articulated in the Nine Principles Guiding

Teaching and Learning. These principles reflect research-based observations about the most effective teaching and learning environments and practices in a campus-based environment. The first four refer to the intellectual environment experienced by students. The remaining five are directed specifically at the teaching and learning processes:

1. An atmosphere of intellectual excitement.
2. An intensive research culture permeating all teaching and learning activities.
3. A vibrant and embracing social context.
4. An international and culturally diverse curriculum and learning community.
5. Explicit concern and support for individual development.
6. Clear academic expectations and standards.
7. Learning cycles of experimentation, feedback and assessment.
8. Premium quality learning resources and technologies.
9. An adaptive curriculum.

The second principle in particular expands on the importance of the teaching-research nexus to the University's teaching, and the benefits perceived for all students from studying in a research-intensive environment. Research-based teaching occurs when teaching is enriched by the teacher's own original research, so that not only does the content draw upon the teacher's research in that area, but students are also exposed to the teacher's research experiences and approaches.

The teaching-research nexus should also inculcate research values throughout the University, seeking to educate students to be intellectually independent. Effective research-based teaching develops high-order graduate attributes valuable to the individual, employers and the wider community. It also fosters intellectual curiosity and creativity

and ensures that Australia has available to it the next generation of students excited by, and dedicated to, research.

The publication of the Nine Principles has been distributed to all academic staff and is available online at: <http://cgi.unimelb.edu.au/abp/archive/2002/pdf/0203C07.pdf>

## 2.3 The Melbourne Graduate

Through their participation in this teaching and learning environment, the University expects its graduates to be educated and well-informed, and to be able to contribute effectively to their communities wherever in the world they choose to live and work. It expects Melbourne graduates – whether from Bachelors or higher degree programs – to have developed the following qualities and skills :

- a profound respect for truth and intellectual integrity, and for the ethics of scholarship;
- well developed cognitive, analytic and problem-solving skills;
- the capacity for independent critical thought, rational inquiry and self-directed learning;
- intellectual curiosity and creativity, including an understanding of the philosophical and methodological bases of research activity;
- an openness to new ideas and unconventional critiques of received wisdom;
- an extensive knowledge of a particular discipline or professional area, including relevant professional knowledge and skills, and an informed respect for the principles, disciplines, values and ethics of a chosen profession;
- the ability and self-confidence to comprehend complex concepts, to express them lucidly, whether orally or in writing, and to confront unfamiliar problems;

- an awareness of communications technologies, sound skills in the application of appropriate computer systems and software, and receptiveness to the expanding opportunities of the ‘information revolution’;
- an international awareness and openness to the world based on understanding and appreciation of social and cultural diversity and respect for individual human rights and dignity;
- the capacity for leadership, including a willingness to engage in constructive public discourse, to accept social and civic responsibilities and to speak out against prejudice, injustice and the abuse of power;
- an ability and confidence to participate effectively in collaborative learning as a team member, while respecting individual differences; and
- an ability to plan work and to use time effectively.

Specific attributes statements have been formulated for Melbourne graduates at each major level of study: Undergraduate, Postgraduate coursework, Masters research and Doctoral degrees. The full statements are provided in Appendix 1.



*AUTC Teaching Awards nominees (from left) Dr Dianne Chambers, Professor Alistair Moffat and Dr Christopher Marshall, who presented at the second Vice-Chancellor's Teaching Colloquium.*

# 3 The Management of Teaching and Learning

The following sections describe the way in which the University currently manages its teaching and learning to embed the philosophy and principles described in Section 2. They describe the governance structures, the structural arrangements for teaching and learning in the University, and the student profile which influences the approach currently taken and which needs to be taken in the future.

## 3.1 The Student Profile

This Plan has been developed in the context of a distinctive and changing student profile. The University is the destination of first choice for the majority of the most able students in Victoria and a growing number of outstanding students from interstate. Most students commence their undergraduate studies upon completion of secondary school; they are high achievers and have high expectations of themselves academically.

Students study at a diverse range of campuses and their patterns of activity vary considerably from one another. Students are encouraged to study interstate or abroad for part of their course, and a growing number of students come to Melbourne from overseas for short periods to study. More courses now provide opportunities for students to experience a range of learning strategies such as engaging in field work in a variety of settings, collaborative studies with students from international universities, and periods of time in the workplace.

The increase in the numbers of international students has significant implications for the management of teaching, and the target in the University's Strategic Plan indicates that over time the proportion of such students in the student population will continue to increase. There is considerable variation across the faculties in the numbers of international students and the proportion they represent of total student load, and

the potential for the impact of their presence on the learning experiences of all students varies accordingly.

Students enrol at Melbourne expecting a campus-based learning experience, enriched and supported by advanced digital technologies. They expect a considerable level of choice in subject offerings and flexibility in delivery. The proliferation of combined degrees at this university in response to student demand requires students to adapt to a range of teaching styles and learning environments. Students are also increasingly likely to have significant part-time work commitments in order to meet the costs of higher education.

The challenge for teaching and learning is to respond to emerging trends in student choices while preserving the academic standards and traditions on which the idea of the University is based.

## 3.2 Structural Arrangements for Teaching and Learning

Teaching and learning take place primarily within discipline-specific teaching departments, grouped into faculties. The teaching and learning functions of faculties and departments are supported by educational development and academic support units such as the Centre for the Study of Higher Education, language and study skills support units and other student support services focused on smoothing the transition of both local and international students to higher education. Academic Services and the Information Division provide a range of support and resources directly to students and through programs delivered through faculties and departments. The Student Associations are important agencies for the support and advocacy of student rights and welfare in academic matters.

### 3.2.1 Academic Governance Structures

This section identifies the key governing bodies which have a role in the management of the teaching and learning environment. The effectiveness of the management processes for teaching and learning depend on the relationships between the academic members of the Senior Executive of the University, the collegial academic committees and the faculties and departments, and the separation of the roles of policy advice and development, executive responsibility, coordination and control.

#### Senior Executive

The Senior Executive comprises the Vice-Chancellor, Deputy Vice-Chancellors, Vice-Principals and the President of the Academic Board. The members of Senior Executive have overall coordination responsibility for the areas of planning and budgeting, Academic Services, Financial Operations, Human Resource Management, Property and Buildings, Research, Information, Strategic Legal Advice and University Development.

#### Academic Board and Committees

The Academic Board is responsible to the University Council for:

- the supervision and development of all academic activities of the University, including the maintenance of high standards in teaching and research; and
- communication with the academic community through the faculties and departments.

The two major activities of the Academic Board in the management of teaching and learning are the development, implementation and review of policy and quality assurance processes.

The six major committees and their primary responsibilities with respect to teaching and learning are:

- *The Teaching and Learning Quality Assurance Committee (TALQAC)* which provides advice to the Academic Board, the Planning and Budget Committee and Council each year on the quality assessments achieved in respect of all award courses, and on the indicators most appropriate for this purpose.
- *The Academic Programs Committee (APC)* which reviews and makes recommendations on all proposals for new undergraduate, graduate and postgraduate courses and major course changes, and develops policy on appropriate levels and modes of teaching, learning and assessment in such courses.
- *The Selection Procedures Committee (SPC)* which makes recommendations to the Academic Board concerning principles and procedures for the selection of undergraduate and postgraduate coursework students into the University, including, for example, English language entry requirements.
- *The Research and Graduate Studies Committee (RAGS)* which advises the Academic Board on policy matters relating to research and graduate studies, and provides advice to the Planning and Budget Committee through its Research Sub-committee on any matter related to research and research training.
- *The Teaching and Learning (Multimedia and Educational Technologies) Committee (T&L(M&ET)C)* which advises the Academic Board on the most effective ways of expanding the use of technology in order to enhance the quality of teaching and learning.
- *The Libraries Committee* which recommends policies to the Academic Board with respect to the organisation

and development of information services, resources and strategies in support of teaching and research.

Other Academic Board committees play an important bridging role between the University and affiliated or associated institutions (the Melbourne Business School, the Victorian College of the Arts, the Melbourne College of Divinity, the Victorian College of Optometry and Melbourne University Private) and the Colleges and Halls of Residence.

#### Other Committees

Many University committees contribute to the management of the teaching and learning experience through their role in facilitating the central aims and functions of the University or as an element of support to targeted groups. The major committees which enable the University to achieve its teaching and learning goals are:

- *Planning and Budget Committee* which is the major policy and decision-making body for the funding of the activities of the University. It approves student load targets and financial revenue targets as well as the allocation of resources for teaching and the infrastructure necessary to provide an excellent teaching and learning environment.
- *Teaching Infrastructure Committee (TIC)*. The primary function of the committee is to ascertain and evaluate the needs and wishes of members of the University in teaching infrastructure matters, and to advise the University on resource allocation and management of teaching spaces.
- *International Students Consultative Committee* which acts as a forum for international students to raise academic and support issues.
- *Information Strategy Advisory Committee (ISAC)* which advises Planning and Budget Committee (PBC) on information

technology policy and infrastructure for the University and makes recommendations through to Academic Board as appropriate.

- *Quality Assurance and Accountability Committee* which is a standing committee dedicated to developing initiatives to improve the quality of all aspects of the University's operations, including teaching and learning.
- *Student Support Committee* which provides advice to the Academic Board and to Planning and Budget Committee as appropriate on policy matters relating to the services provided to students by the University or the University's student associations (MUSUI and UMPA).
- *Access and Equity Committee* which advises the Academic Board and Planning and Budget Committee as appropriate on student access and equity issues and monitors the performance of the University in this area.

### 3.2.2 Role of the Faculties

#### Scope of Faculty Teaching Activities

The University has 10 faculties and one institute located on the main Parkville campus but also at several other metropolitan and rural campuses. Teaching also takes place at several hospitals and discipline-specific outstations.

The faculties are:

Architecture, Building and Planning; Arts; Economics and Commerce; Engineering; Education; Institute of Land and Food Resources (ILFR); Law; Medicine, Dentistry and Health Sciences; Music; Science; and Veterinary Science.

The School of Graduate Studies (SGS) is responsible for administering all PhD candidatures as well as Masters by Research students in Science. All other postgraduate degrees, diplomas and certificates are promoted and managed by the relevant faculties.

# The Management of Teaching and Learning

The Melbourne Business School and Victorian College of the Arts are affiliated bodies responsible for their own teaching programs; however, their students are awarded University of Melbourne degrees. The Academic Board has a role in assuring the quality of the programs offered by these bodies through its standing committees.

Award courses are offered by the University at the following levels:

- apprenticeship/traineeship, certificate levels 1-4, diploma, advanced diploma (TAFE);
- undergraduate diploma, associate diploma, advanced diploma;
- bachelor and bachelor degrees with honours;
- graduate certificate, graduate diploma;
- postgraduate certificate, postgraduate diploma;
- masters preliminary, masters by coursework and research; and
- doctorates by Coursework and Research, PhDs, Higher Doctorates.

Responsibility for TAFE programs rests with the Board of ILFR. This Plan has a range of strategies and actions which are equally applicable to TAFE and higher education, but there are additional and special quality assurance mechanisms that are documented in the performance agreement the University has with the Office of Training and Tertiary Education.

## Faculty Management Structure

Faculties are headed by a Dean who operates under the governance of the Faculty Board. The Board is made up of Heads of Departments and elected faculty staff, including student and interfaculty staff representatives, and determines policy on recruitment, selection, budgetary issues, combined degrees and other academic matters.

The Faculty General Manager, through the Faculty Office, is responsible for administrative processes such as enrolment, student

records, course advice, and the delivery of programs in academic support.

Departments teach subjects within discipline areas. Whereas course design is relatively stable, there may be considerable variation in subjects offered by a department from year to year, depending on student demand and availability of appropriate teaching staff.

## 3.2.3 Academic Support Programs

The University provides a range of student support services which make important contributions to the successful outcomes of students in the teaching and learning process. The following provides broad details of the programs offered both centrally through Academic Services and Information Services Divisions as well as the faculty-specific programs.

### Faculty Support Programs

Faculties provide a range of academic support programs to students, including Students at Risk programs, access to academic staff outside of classroom hours, peer mentoring, and transition support such as 'Faculty 101' initiatives designed and delivered in conjunction with the University Transition Program (Arts, Science, Engineering, ILFR). A summary of teaching and learning initiatives in each faculty is provided in Appendix 2.

Most faculties also have dedicated support liaison staff whose role is to ensure that students within the faculty receive the particular kind of personal support they need, through referral to counselling, health, financial aid, disability liaison or other services. These staff are given training by the services provider in problems to look for, basic pastoral care, making of referrals and maintenance of confidentiality.

Unsatisfactory Progress Committees or equivalents are conducted by faculties once or twice per year after the assessment

period to review the academic progress and support needs of identified students.

## Centre for the Study of Higher Education (CSHE)

The CSHE is a Centre located in the Faculty of Education which undertakes research and consultancy on issues related to the improvement of teaching and learning in the University, conducts staff development programs for academic staff related to teaching, and coordinates the annual submissions for the Australian Universities Teaching Awards.

More details about the Centre's contributions to the University's teaching and learning programs are provided in Appendix 2.

## School of Graduate Studies

The School of Graduate Studies provides enrichment programs and facilities for all postgraduate students at the University of Melbourne.

Under the leadership of the Dean of Graduate Studies, the School supports and assists postgraduate teaching and learning, develops leadership and professional skills of postgraduates and fosters a broad range of graduate attributes which are aligned with the needs of government and industry, the changing demands of the labour market and the increasing range of graduate destinations.

The School aims to enhance the quality of postgraduate education through targeted academic support, and a range of workshops, seminars and skills development courses. The School of Graduate Studies occupies the Graduate Centre which provides dedicated computer laboratories, meeting and seminar spaces, and access to the services of the University of Melbourne Postgraduate Association for all postgraduate students.

### 3.3 Staffing Policies and Practices to Ensure High Quality Teaching and Learning

The University addresses its key objectives about the quality of its teaching staff and their development under the major Strategic Plan goal of Quality People. The University has developed a range of policies and practices which ensure the appointment and retention of high quality staff which are central to the enhancement of the teaching and learning environment. These initiatives are described below.

#### 3.3.1 Induction

The University offers a fully integrated Academic Staff Orientation and Induction to Teaching Program for commencing academic staff through the CSHE, which it encourages all new and recent academic staff appointments to attend. The induction program advises new staff on how to make an effective start to an academic career within the University with a particular focus on teaching. Advice and support to new staff are provided through a Teaching Skills Day and a Working Breakfast. Orientation occupies a two-day program providing key information and advice on teaching, research and graduate supervision.

#### 3.3.2 Academic Promotions Policy

Candidates for promotion must reach a satisfactory level of performance consistent with his or her level of appointment in each of the key criteria for promotion and show that they have the potential to maintain development as a member of academic staff. In order to be promoted the candidate must demonstrate a higher order performance against at least one of the key criteria. These are:

- contribution to teaching (experience and achievement in teaching);

- advancement of the discipline (achievement in research and/or scholarship and/or artistic or professional practice); and
- service to the University (contribution to institutional planning, governance and operations).

There are two steps in the decision-making process for promotion. The Committee must be satisfied that the candidate has reached a satisfactory level of performance in each of the three key criteria. In addition, to recommend promotion, the Committee must be satisfied that the candidate has demonstrated that excellence has been achieved and maintained in one of the three criteria.

Effective teaching is focused on learning outcomes for students and effective research student supervision. Promotion to Level D is possible on the criteria of teaching. At that level, sustained leadership in the dissemination of knowledge about effective teaching must also be demonstrated.

The CSHE conducts annual Academic Promotions Workshops which incorporate information, advice and support relating to the University's promotion policy. Material provided includes the *Code of Good Practice on Effective Undergraduate and Postgraduate Teaching and Learning in the University of Melbourne*, and *Preparing a Teaching Portfolio*. The workshop also discusses the University's Guidelines on Criteria for Promotion.

#### 3.3.3 Awards for Teaching Excellence

Many faculties offer internal annual awards for significant achievements in teaching.

During 2003 the University established and awarded a new set of Vice-Chancellor's awards for excellence in teaching. The awards are made annually in three discipline groups:

- Barbara Falk Award: Arts, Education, Law and Music;

- Edward Brown Award: Architecture, Engineering, Economics and Commerce, Business; and
- David White Award: Science, Health, Agriculture and Veterinary Science.

These awards are named after past academic staff who were particularly known for the quality of their teaching and their contribution to academic excellence at the University. Each year all faculties are invited to nominate staff for the awards, winners of which are then nominated by the University for the Australian Awards for University Teaching (AAUT). These are prestigious awards given annually by the Commonwealth Government to recognise and reward excellence in university teaching.

The CSHE acts as the AAUT contact at the University of Melbourne and oversees the nomination process. An internal committee finalises the nominations from the University for each award category and the CSHE assists in the preparation of applications and the collection of the student feedback required.

#### 3.3.4 Universitas 21 Fellowships

The purpose of the Universitas 21 Fellowships is to recognise outstanding teaching performance of academic staff who have demonstrated a capacity to inspire, extend and enthuse their students. Since 1997, 17 fellows have been appointed, with tangible benefits to themselves, their departments, and the universities in *Universitas 21*.

The Universitas 21 Fellowship Selection Committee awards up to three Universitas 21 Fellowships each year and makes a grant of up to \$10,000 to support each fellowship. The fellows are funded to spend up to two months engaged in teaching and/or professional development in at least three *Universitas 21* universities.

# The Management of Teaching and Learning

Deans, Heads of Departments and Heads of Budget Divisions identify and recommend members of the University staff who might be considered suitable recipients of these awards.

## 3.3.5 Support for Innovation in Teaching and Learning

The University recognises the significance of innovation in teaching and learning. This innovation and its encouragement are vital to the health and development of the University, particularly in response to social and educational change.

### T&L(M&ET)C – Teaching & Learning (Multimedia & Educational Technologies) Committee

T&L(M&ET)C assists faculties to enhance the quality of teaching and learning, and encourages innovative curriculum development, and new approaches to instruction and assessment using technology. T&L(M&ET)C advises the Vice-Principal (Information) on the allocation of funds to design and implement proposals related to these matters.

### Vice-Chancellor's Teaching Colloquium

The Vice-Chancellor's Teaching Colloquium, commenced in 2001, is an initiative to improve the 'Melbourne Experience' for students. The Colloquia are integrated with the national AAUT awards, featuring presentations by the University's nominees for these awards as well as sessions demonstrating best practice from teachers in all faculties.

### Multimedia and Educational Technology for Teaching and Learning Enhancement (METTLE)

METTLE is an annual university-wide forum and showcase event which addresses theoretical, philosophical and practical issues inherent in the use of information communications technology (ICT) to

enhance and transform teaching and learning. METTLE provides an overview of developments within the University, and generates enthusiasm for continuing or beginning to use creative educational technology in curricula.

## 3.4 Other Teaching and Learning Support Services

### 3.4.1 Support Services provided by the Academic Services Division

A range of support programs developed with the faculties enable pursuit of the philosophy of the primary importance of quality and access and equity in the University's teaching and learning programs. The effectiveness of these services is critical to the achievement of successful learning outcomes for students and there is regular review of these programs based on student and staff feedback.

The following programs are offered by the Academic Services Division. They contribute to students enjoying a high quality 'Melbourne Experience' at the University and assist in promoting academic excellence and achievement. Further details of the aims of each program are given in Appendix 3.

#### Melbourne Scholarships

The Melbourne Undergraduate Scholarship Program provides access to a world class university for the best students nationally and internationally and facilitates access for students from under-represented groups.

#### International Student Services

Of particular importance are the services provided to assist international students, who now represent about 25% of the University's total student load. International Student Support and Advisory Services provides a range of support activities specifically designed for international students to assist them with their transition

to study in the Australian higher education system. These services include pre-departure orientation, assistance with visa arrangements, personal and advisory services in relation to courses and accommodation on arrival and a referral point for international students to other services once enrolled.

#### Transition Program

The Transition Program is primarily designed to assist first-year undergraduate students to adjust to life at university but also now assists students with transition points at key stages of their careers. The program involves a central coordinating unit and is guided by a series of steering groups from the academic, schools, student and administrative and student support communities.

#### The Language and Learning Skills Unit (LLSU)

The Language and Learning Skills Unit (LLSU) was formed in July 2003 from a merger of the former Centre for Communications Skills and English as a Second Language (CCS & ESL) with the Learning Skills Unit. Using diagnostic information provided through the Diagnostic English Language Assessment test, the LLSU provides academic language and communication skills programs to international and local students. The LLSU also fosters independent learning for all students, focusing on the academic and professional skills necessary for continued learning in a knowledge-based society. The LLSU achieves this through credit subjects, concurrent support programs and by liaising with faculties to develop workshops, lectures and materials tailored to the specific requirements of assessment tasks, study skills in particular subjects or professional skills.

### Student Leadership, Internships and Enterprise Programs

As indicated in its statements of graduate attributes, the University considers that generic and professional skill development is an important outcome of University study. Consequently it has introduced initiatives to provide students with opportunities for 'real world' experience and training. These programs are provided within faculties and student services as academic credit subjects or non-credit workshop-based seminars and projects. Industry placements are a key component of such initiatives, which have attracted high levels of student demand. A number of these are facilitated through the Internships and Enterprise Programs unit within Careers and Employment.

The University's promotion of student leadership training occurs through a broad spectrum of programs available to students through faculties and departments, residential colleges, student services and student associations which encourage the development of teamwork, communication, independent judgement and other leadership qualities.

In particular the Student Ambassadors Leadership Program provides students with a more directed opportunity to discover and harness their leadership ability. The Program provides a training program which enables students to become more involved in their faculties, University promotions and liaison, and community service projects. Students attend training sessions throughout the year, and participate in at least 20 hours service to the University and 40 hours work in a voluntary organisation. Satisfactory completion is noted on the student's academic transcript.

Academic Support Services which progress the access and equity agenda of the University are as follows:

#### Disability Liaison Unit

The Disability Liaison Unit (DLU) provides assistance to people with a disability or ongoing medical condition, to enable them to participate fully in the University environment. A range of services is offered to prospective and enrolled students who wish to discuss their requirements within the confidential framework of the Unit.

The Unit is also involved in policy development and the education of staff, in relation to the University's obligations under current disability legislation. Monitoring of the University's goals and targets as they relate to disability occurs through the Disability Action Plan.

#### The Centre for Indigenous Education

The Centre for Indigenous Education (CIE) is responsible for the recruitment of and support of Indigenous students. It assists students with course selection, additional study and personal support, community networking, cross-cultural development, career counselling and referral to approved agencies when required. The CIE provides meeting rooms, study areas, computer equipment and a resource library for Indigenous students.

The CIE and its advisory committee are also the key agents for liaison between the Indigenous community and the University and is an important information service for those interested in Indigenous history and culture.

#### Equity and Diversity Planning Unit

The Equity and Diversity Planning Unit develops materials for staff and students which encourage greater cross-cultural understanding. Examples include guidelines for inclusive print and electronic publications, guidelines for ensuring events management

is inclusive of all students and development of a website on cultural diversity which provides resources for academic and administrative staff.

#### Melbourne Access Program (MAP)

MAP raises awareness of students and staff in selected under-represented secondary schools of the opportunities available at the University and also provides a skills based program which includes mentoring and study skills support.

Outreach programs such as MAP are an important component of the University's equity and access initiatives because of:

- the level of collaboration it encourages between schools and the University, and
- its focus on pre VCE students, actively addressing gaps in 'cultural capital'.

#### Targeted Access Program (TAP)

TAP aims to help those with the potential to succeed in a University course who may not have completed secondary school or may not have achieved the marks necessary to receive the offer of a place due to ongoing difficulties. Students qualify for TAP if they:

- have experienced ongoing difficult circumstances during their secondary schooling;
- are completing Year 12 at a secondary school under-represented in the tertiary sector;
- are living or studying in rural or isolated regions; or
- are women wanting to study in non-traditional areas.

# The Management of Teaching and Learning

## Other Support Services for Teaching and Learning

In addition the following range of support services assist students to achieve their academic goals and to participate fully in an enriched campus experience:

- Careers and Employment
- Health and Counselling
- Financial Aid
- Housing Assistance
- Childcare Services
- International Student Support Services
- Sports and Recreation
- Student Administration
- Chaplaincy.

### 3.4.2 Academic Support Services provided by the Information Division

In support of the University's teaching, learning, research and scholarly activities, the Information Division is responsible for the development and management of information systems, library and teaching materials, and multimedia resources, and the communications infrastructure. Some of its key services which directly support teaching and learning include:

#### The Department of Teaching, Learning and Research Support (TeLaRS)

TeLaRS works with academic departments and faculties to transform teaching and learning by the use of multimedia and related educational technologies through:

- support of attainment of graduate attributes through delivery of information literacy (including IT literacy) programs and resources;
- innovative courseware development;
- research and evaluation of the impact of ICT on teaching and learning practices;

- delivery of resources and programs for flexible and collaborative learning;
- provision of intellectual property advice on multimedia teaching and learning materials; and
- METTLE – the University's annual Multimedia and Educational Technology for Teaching and Learning Enhancement forum and showcase event.

#### Information Support for Teaching Spaces

The Division manages computing and audio-visual equipment in shared lecture theatres, tutorial/seminar rooms and collaborative learning spaces. The group provides briefings and documentation for teaching staff who use these electronic facilities.

#### Libraries

Excellence in teaching and learning must be backed by high quality infrastructure using the best of the physical facilities, and the services that the library can provide with the information resources that support the teaching and learning needs of staff and students in both print and multimedia formats. The library will provide strategies to extend access to information resources worldwide using appropriate technologies and services combined with the skills of information specialists. The extension of the online environment to students will ensure flexibility beyond the conventions of time and place.

### 3.4.3 The Role of the Residential Colleges

There are 13 residential colleges and halls of residence affiliated with the University of Melbourne. Together these colleges provide assistance to and support for slightly over 2,000 students. Some colleges also provide opportunities for non-residential members to participate in various activities.

Residential colleges support students in a variety of ways. Orientation and mentoring programs assist students to make the transition to university life and to manage the independence associated with tertiary study. Pastoral care and support is also provided. College tutorials complement University lectures and tutorials and provide students with the opportunity, often in a small group context, to consolidate their learning and to pursue discussion of key issues relevant to their studies. Membership of college communities also enables students to meet and learn from visiting scholars and community leaders, and to access specialist libraries. In addition, colleges may at times reward students' academic achievements through the award of scholarships and prizes.

The residential colleges are actively involved in matters of mutual concern to the University and the colleges. College Heads serve on a variety of University committees. The Joint Committee of the Academic Board and Heads of Colleges meets twice a year and is an important forum for the exchange of information and discussion about academic matters and policy development.

### 3.4.4 The Role of Student Associations

The University's two main student associations are Melbourne University Student Union Incorporated (MUSUI), which provides general services and representation for all students of the University, and the University of Melbourne Postgraduate Association (UMPA), which provides specific services and representation for postgraduate students. These two bodies have an important role in providing academic support programs and advocacy for students.

# 4 Evaluation, Monitoring and Review of Teaching and Learning

## 4.1 Accountability Structure

The University has a comprehensive and integrated accountability cycle encompassing planning, reporting and evaluation which ensures that the University is responsive to all its stakeholders, including its students, its staff, the graduates, employers of graduates, and many others ranging from the Federal Government to private benefactors.

Under the Accountability Cycle, the University regularly reviews the performance of its core teaching and learning program. The mechanisms for these reviews are varied and range from the processes associated with professional accreditation as well as with other external and internal programs. The evaluation cycle which forms part of the annual accountability review involves the regular review of time series of quantitative data and qualitative information mostly related to the feedback on quality of teaching and services provided by the key stakeholders of the University – its students, graduates and academic and administrative staff.

A full list of the quantitative and qualitative indicators used as part of this review is presented in Appendix 4. Many of the indicators are included as measures in the detailed Teaching and Learning Management Plan which is presented in Section 7.

## 4.2 Professional Accreditation Processes

A number of professional associations have a significant impact on standards and assessment practices through their accreditation processes. Several of the University's faculties which conduct professional degree programs are subject to their rigorous forms of external review and assessment. These include Medicine, Architecture, Engineering, Optometry and Veterinary Science, for example.



*Melbourne scholarship recipients, fourth-year Science/Engineering student Ms Maya Muthuswamy and honours-year Science student Mr Jonathan Bowden (Mathematics) were presented with Australian Mathematical Sciences Institute Scholarships by the Minister for State and Regional Development and Innovation, Mr John Brumby.*

# 5 Resourcing Teaching and Learning

## 5.1 The University Budget

University resources for coursework teaching are allocated to faculties using a formula funding model based on teaching load. Research training funds are distributed according to a mixture of research student load and the performance measures of completions, and research income performance, in a similar way to the Research Training Scheme allocations which are made to the University by the Commonwealth Government. The University also ensures the flow of resources to faculties providing teaching for fee-paying students by allocating income earned according to teaching load.

## 5.2 Budget Incentives

In addition to the base funding model described above, the University has specific budget incentives which are aimed at rewarding teaching excellence and improving the quality of teaching. For the 2004 budget these incentives include:

- faculties retaining 100% of the net fee income above agreed international and domestic fee targets;
- faculties receiving \$1,500 per EFTSU for fee-based enrolments in excess of 2003 outcomes in subjects offered outside of the normal two-semester framework;
- faculties being awarded a bonus of up to 1.5% of their budget allocation for coursework programs to recognise good teaching and learning performance. This performance is to be measured in terms of achievement of a ranking in the top 25% of the Overall Satisfaction Index in the Course Experience Questionnaire and where 96% of undergraduate respondents to the Quality of Teaching Student Feedback Questionnaire have rated undergraduate subjects offered at three or above in relation to the quality of teaching;

- withholding funding for undergraduate subjects with low enrolments (less than 16), thus concentrating resources in areas of greater student demand;
- reallocation of funds corresponding to 2% of HECS based coursework EFTSU based on enrolment outcomes of faculties compared with targets for Operating Grant load (the EFTSU levy);
- reallocation of funds corresponding to shortfalls in research higher degree load targets as at 31 August to those faculties which have exceeded their targets;
- a bonus of \$60,000 for large faculties and \$30,000 for small faculties which achieve a minimum of 10 or 1.5% of total funded student load as outgoing and incoming exchange students with *Universitas 21* institutions;
- additional funding to faculties who appoint eminent scholars to their staff (Nobel Prize winners or Laureate Professors);
- additional funding (\$30,000 for large and \$15,000 for small faculties) for success in achieving an increase of 15% above 2003 levels for TAP and Indigenous students in undergraduate courses; and
- additional funding for faculties and the administration for achieving a 5% reduction in annual and long service leave liabilities.

These incentives vary from year to year based on the then current strategic importance to the University, of faculty teaching and learning performance in particular respects, or to advance the internationalisation agenda in respect of teaching and learning.

## 5.3 Teaching and Learning Infrastructure

The University also specifically resources a number of capital and infrastructure initiatives to support teaching and learning. These include:

- contributions for the implementation of new methods for providing online teaching and learning;
- additional funding to the library book vote;
- capital allocations to ensure a high quality teaching and learning environment;
- increased high quality teaching spaces and facilities in the new buildings on University Square;
- refurbishment of teaching facilities; and
- allocating resources to improve Wide-Area-Networks and Local-Area-Networks at regional and metropolitan campuses of the University to support improved communications and transformation of teaching and learning through appropriate use of new technologies.

# 6 Progress Against the Targets Identified in the 2003 Teaching and Learning Management Plan

The strategies and objectives of the first Teaching and Learning Management Plan were framed within the Strategic Plan of the University and built on the contextual information provided about the teaching and learning environment at the University of Melbourne. There were 10 major strategies clustered in the following groups:

- internationalisation and cultural diversity in teaching and learning;
- promotion of the quality of educational practice;
- improvement of teaching quality through better management and staff development structures;
- transformation of pedagogy in a research-led university; and
- promoting and facilitating student and staff interactions which benefit the student learning process.

In accordance with the annual accountability cycle of the University, achievements have been compared with the expected

outcomes and targets specified in the 2003 Teaching and Learning Management Plan. Significant progress has been made for each of the strategic clusters in the first eight months since implementation of the Plan.

Overall, of the 39 actions planned, substantial progress had been made in 23 initiatives. The details of this progress for each action were documented in a report to the 2003 Planning and Budget Conference.

The major achievements reported included:

- the development of guidelines by the Academic Programs Committee for cultural inclusivity in the curriculum, teaching and learning and assessment;
- the implementation of a course review process by TALQAC and the conduct of the first review of the Commerce degree;
- conduct of the second Vice-Chancellor's teaching colloquium;
- work by TALQAC in evaluating the success of faculties in developing graduate attributes in their students;

- establishment of more rigorous and systematic identification of students at risk academically or with language difficulties;
- review of current online teaching initiatives by T&L(M&ET)C;
- commencement of a review of assessment by TALQAC;
- regular meetings held to discuss teaching and learning with the Academic Forum of Associate Deans (Academic);
- the establishment of the Vice-Chancellor's Teaching Awards scheme;
- completion and endorsement of a statement of student expectations and responsibilities; and
- rationalisation and strengthening of the arrangements for English language and study skills support and the adoption of more comprehensive approach to screening students for English language difficulties.

## 7 The Teaching and Learning Management Plan Priorities and Actions

The above progress made during 2003 in achieving planned outcomes is taken into account in the updating of strategies and actions in the following plan. Other factors based on the analysis of the environment described in Section 1 of this document also inform the 2004 plan.

This analysis shows that the clusters of strategies used in the 2003 plan are still relevant with the addition of the equity agenda which has received more prominence in both the proposed Government higher education reforms and in the University's most recent Strategic Plan. The first cluster has therefore been renamed internationalisation, equity and cultural diversity in teaching and learning.

The following plan for 2004 describes the major strategies in each of the five groups listed in Section 6 and includes anticipated outcomes, performance measures and details of the persons responsible for ensuring that the actions occur.

# Priorities and Actions for Teaching and Learning

Strategy	Actions planned	Performance measure	Expected outcome/target	Officer responsible
<b>Internationalisation, equity and cultural diversity in teaching and learning</b>				
<b>Strategy 1</b> Promote sensitivity to the diversity of the University community through teaching and learning.	Support faculty-level efforts to promote inclusivity in curricula, teaching, learning and assessment.	Number of subjects that have been reviewed in each faculty and: <ul style="list-style-type: none"> <li>• curriculum amended;</li> <li>• assessment changed; and</li> <li>• teaching approaches adapted;</li> </ul> to take into account diversity.  Qualitative evidence from faculties about number of subjects with culturally sensitive context and objectives.	Finalise and implement the guidelines developed in 2003 by APC.  At least 10% of subjects reviewed each year to 2006.	Director, CSHE
	Promote opportunities for students to learn languages other than their own with flexible course arrangements.	Number of undergraduate degree programs with elective language subjects.  Identification and removal of any structural and timetabling barriers to flexibility to study language as electives.  Number of student enrolments in language subjects by course and in concurrent diplomas in languages.  Review of language diplomas and rebadging as Associate Degrees consistent with the new Australian Qualifications Framework.	Increasing number compared with actual 2002 figures.  Receipt of the report in February 2004 and implementation of the report by the end of 2004.  Annual increase in the number of enrolments in these diplomas.  Review completed.	Deans  DVC (Academic)  Dean of Arts, Director of MIALS  DVC (Academic), Chair, APC

Strategy	Actions planned	Performance measure	Expected outcome/target	Officer responsible
<b>Internationalisation, equity and cultural diversity in teaching and learning</b>				
Strategy 1 continued Promote sensitivity to the diversity of the University community through teaching and learning.	Use Departmental Reviews and Course Reviews by TALQAC and the Equity and Diversity Planning Unit annual reporting to identify faculty responses to the needs of students from equity groups and international students.	Report to PBC on departmental reviews and to Academic Board on faculty responses.	Increasing positive faculty initiatives to address these issues.  Improved participation and retention of students from equity groups.	DVC (Academic)  VP and Academic Registrar
	Ensure Orientation and Welcome Back activities are inclusive and have staff support and encouragement, and that they encompass both academic and social activities to promote staff and student interaction.	Evidence of both academic and social events in O-week, etc.  Extent of staff involvement in student-organised activities in O-week.	Changed balance in activities for O-week in 2004 and 2005.	VP and Academic Registrar  Chair, O-week Advisory Committee
	Ensure housing support arrangements are inclusive and that allocations result in a good mix of students in each major housing location.	Distribution of international, rural and other local students in University-managed housing.	Better balance between local and international students groups in large accommodation facilities.	VP and Academic Registrar
	Review Targeted Access Program (TAP) and develop strategies to ensure that the program is admitting as many disadvantaged students as possible.	Performance by faculty against TAP targets.  More students admitted under equity groups consistent with Council performance targets.	Improvement in faculty performance in 2004 selection round.	Deans
	Examine new equity program options to promote greater participation by disadvantaged students, including the consideration of alternatives to the ENTER score as an indicator of potential to succeed.	Review completed and recommendations implemented.	End of 2004.	DVC (Academic), VP and Academic Registrar, President, Academic Board

# Priorities and Actions for Teaching and Learning

Strategy	Actions planned	Performance measure	Expected outcome/target	Officer responsible
<b>Promotion of the quality of educational practice</b>				
<b>Strategy 2</b> Embed the Nine Principles of Teaching and Learning in the educational practice of faculties, departments, individual academics and in the expectations of students.	Raise the profile of the Vice-Chancellor's Teaching Colloquium as a national and international forum to promote the transformation of teaching and learning in all its dimensions.	Number of participants at the Colloquium.  Participation by international speakers and visiting staff.	Increasing trend in participation in all faculties between 2004 and 2005.  Increasing international involvement.	Director, CSHE, President, Academic Board
	Ensure that induction and professional development programs, as well as appraisal confirmation and promotions procedures support the collegial commitment to the Nine Principles.	Redesign of the content of the induction and development programs to address this issue.  Feedback from participants on success of this approach.	Increase in emphasis on teaching in terms of the Nine Principles in staff development activities.  Staff present teaching portfolios for promotion framed in terms of their contributions to teaching in terms of Nine Principles.	DVC (Students and Staff)
	Use TALQAC course reviews to facilitate faculties' evaluation of the acquisition of generic skills and graduate attributes.	TALQAC indicators <ul style="list-style-type: none"> <li>• student and graduate perceptions of their acquisition of the attributes;</li> <li>• employer perceptions of graduate attributes;</li> <li>• questions of faculties as to how they assess the effectiveness of the transfer of skills and attributes.</li> </ul>	At least 75% agreement that attributes have been achieved in each course by students in Melbourne Graduate Survey (two years out).  Reports from each faculty implemented by 2004 as part of Operational Performance Review.	Chair, TALQAC

Strategy	Actions planned	Performance measure	Expected outcome/target	Officer responsible
<b>Promotion of the quality of educational practice</b>				
<b>Strategy 2</b> continued Embed the Nine Principles of Teaching and Learning in the educational practice of faculties, departments, individual academics and in the expectations of students.	Report on the impact of the Nine Principles using: <ul style="list-style-type: none"> <li>• student evaluation feedback;</li> <li>• faculty and departmental reviews; and</li> <li>• coherence and integrity of degree programs, including combined programs.</li> </ul>	Report finalised.	Completed in the 2004 evaluation cycle.	Chair, TALQAC
	Expand the range of international perspectives in the curriculum through the use of various initiatives including online learning and collaborative arrangements with international partners.	Percentage of courses by faculty which have input from international collaborative partnerships.	At least 30% between 2003 and 2005.	Deans
	Investigate the appropriateness and usefulness of a graduate skills assessment test in establishing the extent to which Graduate Attributes are achieved by students over their course of study, to be prepared for the introduction of Commonwealth Government reforms.	Decision on whether to use such a test universally or to encourage students to take the Commonwealth GSA test.	Decision made by mid 2004.	Director, CSHE, DVC (Academic)
<b>Strategy 3</b> Ensure that modes of assessment are making an effective contribution to the quality and standards of learning outcomes.	Use early assessments in first year as a way of identifying students at risk, whether for academic or language competency reasons.	Report on processes used by each faculty for identifying students at risk identified for each faculty and outcomes of that review.	Completed by 2004.  Lower numbers of students making unsatisfactory progress over the period 2002 to 2006.	Deans

# Priorities and Actions for Teaching and Learning

Strategy	Actions planned	Performance measure	Expected outcome/target	Officer responsible
<b>Promotion of the quality of educational practice</b>				
<b>Strategy 3</b> continued Ensure that modes of assessment are making an effective contribution to the quality and standards of learning outcomes.	Fully implement the 2003 report on diagnostic English language testing and support from the commencement of the 2004 academic year.	Numbers of students tested for language skills and outcomes.  Availability of formal language options as electives in all undergraduate programs.  Numbers of students referred to study skills support by faculty.	Improving trends in outcomes.  All faculties either have electives available or alternative supplementary English language options available.	President, Academic Board  VP and Academic Registrar
	Implement outcomes from 2003 University-wide review of assessment and grading practices and how these relate to the quality of student learning.	Recommendations agreed and changes in approaches to assessment achieved.  Policies on assessment agreed that will ensure that students and graduates are of international standards.	By end of 2004.	DVC (Academic), Deans
	Maximise the potential of online assessment for informative and timely feedback to students.	Establish as part of the pilot study for UniMelbourne Online.  Decision made on the nature of the Learning Management System software and commence implementation.	Decision made on nature and progress of UniMelbourne Online. Implementation commenced by end of 2004.	DVC (Academic)
	Share good practice about ways of linking assessment to generic skills and graduate attributes.	TALQAC report on findings from course reviews.	University approach to the measurement of achievement of graduate attributes by end 2004.	Chair, TALQAC, President, Academic Board

Strategy	Actions planned	Performance measure	Expected outcome/target	Officer responsible
<b>Improve teaching quality through better management and staff development structures</b>				
<b>Strategy 4</b> Create a leadership focus for the overall strategic development and management of teaching and learning, to unify and foster efforts in line with the University's goals.	Support the establishment of additional faculty-based teaching and learning development units where appropriate.	Deans to assess desirability of current structures.  Ensure that central support units for teaching and learning are responsive to faculty needs.	Report from Deans received and any recommendations implemented by the end of 2004.	DVC (Academic) Deans  VP and Academic Registrar
	Continue to use Forum of Associate Deans (Academic) to contribute to the strategic development of the management of teaching and learning.	Quarterly meetings held.	Report to Academic Board on these issues.	DVC (Academic) President, Academic Board
	Develop a set of key performance indicators (KPIs) for the quality of teaching and learning at the University in preparation for the future Commonwealth performance based funding arrangements.	Set of KPIs agreed by TALQAC.	End of 2004.	Chair, TALQAC President, Academic Board
<b>Strategy 5</b> Initiate a systematic approach to induction and training for university teaching and, where appropriate, opportunities for certification.	Introduce an optional award program consisting of the Foundation for University Teaching Workshops.	Structure of award agreed and APC approvals obtained.  Staff enrolments in new award program developed.	Completed by mid 2004.  Approved by Academic Board for introduction in 2004.  Number of enrolments achieved.	Director, CSHE
	Develop systematic links between the induction and training for University teaching and University confirmation and promotions policy.	Review and implementation of any changes to confirmation and promotions policies.	Approved by Staffing Committee by 2004.	DVC (Students and Staff), Director, CSHE

# Priorities and Actions for Teaching and Learning

Strategy	Actions planned	Performance measure	Expected outcome/target	Officer responsible
<b>Improve teaching quality through better management and staff development structures</b>				
<b>Strategy 6</b> Review policy concerning staff deployment, career paths and reward systems to align policies with the commitment to campus-based, research-led education defined in the Nine Principles of Teaching and Learning.	Complete a systematic investigation of current staffing practices (deployment, workload allocations) at faculty and departmental level to assess the nature and extent of department efforts to support the commitment of academics to excellence in teaching and learning.  Develop new guidelines as appropriate at the University-wide level.	Report on progress.	Report submitted in 2004.	DVC (Students and Staff)
	Receive nominations and award University Awards for Excellence in Teaching to complement Faculty Awards and the Australian University Teaching Committee Awards.	Second round of recipients announced.	By end of 2004.	DVC (Academic), Director, CSHE
<b>Transform pedagogy in a research-led university</b>				
<b>Strategy 7</b> Identify and maximise the benefits to students and academic staff derived from the research-teaching nexus.	Develop resources to assist academic staff in designing curricula to promote student awareness of research-based approaches to teaching and learning.	Student and graduate perceptions of the effectiveness of faculty teaching in this respect.	Improved perception ratings.	Deans, Heads of Departments
	Establish database and compile a report for use by the University in its quality documentation which demonstrates international best practice in research-led curriculum design and delivery.	Database established.  Report completed.	Start of 2004.  End of 2004.	Director, CSHE

Strategy	Actions planned	Performance measure	Expected outcome/target	Officer responsible
<b>Transform pedagogy in a research-led university</b>				
<b>Strategy 7</b> continued Identify and maximise the benefits to students and academic staff derived from the research-teaching nexus.	Devise initiatives aimed at maximising the benefits of the research-teaching nexus.	Documented changes in the professional development program to reflect this action.	Range and extent of initiatives in place by 2004.	Director, CSHE
<b>Strategy 8</b> Develop an international research agenda aimed at understanding new forms of student learning and engagement in campus-based environments integrating flexible delivery and advanced educational technology.	Implement the research agenda designed in 2003 to investigate the ways in which university learning is changing, and the strategic implications for the University.	Implementation achieved.	By end of 2004.	Director, CSHE
	Implement recommendations from T&L(M&ET)C report in 2003 which identified initiatives in educational ICT that should be developed across the University.	Recommendations finalised and implemented.	By end of 2004.	Deans, DVC (Academic)
<b>Strategy 9</b> Strengthen the impetus towards the transformation of teaching and learning through appropriate use of the new technologies.	Encourage integration of information literacy into the curriculum consistent with the IT plan for the development of learning management systems.	Student and graduate perceptions of effectiveness of integration in teaching quality surveys.	Establish meaningful baseline and ongoing targets.	Chair, T&L(M&ET)C, VP (Information)
	Report on ICT projects undertaken under the Melbourne/Monash protocol to capitalise on combined strengths and resources.	Report on outcomes achieved received by both universities.	Received by Protocol Group in 2004.	VP (Information)

# Priorities and Actions for Teaching and Learning

Strategy	Actions planned	Performance measure	Expected outcome/target	Officer responsible
<b>Transform pedagogy in a research-led university</b>				
<b>Strategy 9</b> continued Strengthen the impetus towards the transformation of teaching and learning through appropriate use of the new technologies.	Encourage staff to develop and students to use advanced interactive teaching and learning technologies.	Number of staff using advanced interactive technologies.  Student opinion on extent of use of such technologies.	Increasing numbers compared with 2001 baseline data.  Student satisfaction with use of technology in the teaching process.	Deans, Chair, T&L(M&ET)C, VP (Information)
	Implement through T&L(M&ET)C of an ongoing program for the systematic evaluation of the impact of new technologies on teaching and learning.	Evaluations undertaken.	From 2004 onwards.	Chair, T&L(M&ET)C, Director, CSHE, VP (Information)
	Monitor through the University Evaluation Cycle the allocation and usage of workstation spaces by faculties and the Information Division.	Distribution and numbers of workstation spaces by faculty and central area.	Fair and increasing allocation of resources across the University over time.	SVP, VP (Information)
	Conduct pilot of UniMelbourne Online with the aim of identifying the target student population for such a development.	Decisions made on the range of subjects and the levels of study to be offered through online delivery.	By end 2004.	DVC (Academic), VP (Information)
	Identify issues and principles relating to quality assurance of the teaching and learning offered through UniMelbourne Online.	Characteristics of high quality online education and a framework for quality assessments determined.	By end 2004.	Chair, TALQAC, President, Academic Board
	Finalise selection and commence implementation of the University's Learning Management System.	Product choice confirmed.  Plan for implementation agreed.	LMS system implementation commenced before end of 2004.	VP (Information), DVC (Academic)

Strategy	Actions planned	Performance measure	Expected outcome/target	Officer responsible
<b>Promoting and facilitating student and staff interactions which benefit the student learning process</b>				
<b>Strategy 10</b> Ensure that there is explicit concern and support for individual student development.	Provide opportunities for students to consult individually with teaching staff.	Percentage of undergraduate and postgraduate subjects with regular small group teaching (15 students or fewer).	Minimal percentages of students unlikely to have direct personal contact with teaching staff (i.e. high percentages of subjects with small group teaching).	Deans
	Provide feedback on assessment tailored to the needs of individual students.	Percentage of undergraduate and postgraduate subjects with in-term assessment with individual comments.  Establishment of information database on different approaches to providing feedback.	Maximum percentages (more than 80% of subjects by 2005).  Completed by 2004.	Deans
	Use early assessments in first year as a way of identifying students at risk, whether for academic or language competency reasons.	Percentage of first-year subjects with early assessment used to identify at-risk students.  Number of first-year students referred to language and study skills services.	Effective identification of students requiring targeted assistance. At least 80% of first-year subjects using early assessment.	Deans
	Ensure that there is an explicit statement for each faculty/course about students' responsibilities to contribute to their own learning.	Faculty statements in relation to particular courses.	Progressive implementation through to 2005.	Deans
	Ensure students are provided with clear statements about the level of commitment in terms of time and attendance needed for each course. If appropriate for the course also ensure that similar information is provided for the associated subjects in the course.	Number of courses providing such a statement.  Number of subjects with such a statement (if appropriate).	End of 2003.	Deans

# Appendices



*Four US students were awarded 2003 Fulbright Scholarships for postgraduate study at the University of Melbourne. Pictured here are three recipients from left (front) Ms Mytoan Nguyen, Mr Kevin Ellett and Ms Jennifer Marsh with Mr Mark Darby, Executive Director of the Australian-American Fulbright Commission and Professor Frank Larkins, Deputy Vice-Chancellor (Research).*

# Appendix 1

## Attributes of the Melbourne Graduate

The University of Melbourne is a research-intensive university that attaches the very highest priority to undergraduate education and seeks to stimulate, nurture and develop graduates of the finest international calibre.

The University expects its graduates to be educated and well-informed, able to contribute effectively to their communities wherever in the world they choose to live and work. It expects Melbourne graduates to have the following qualities and skills:

- profound respect for truth and intellectual integrity, and for the ethics of scholarship;
- highly developed cognitive, analytic and problem-solving skills;
- capacity for independent critical thought, rational inquiry and self-directed learning;
- intellectual curiosity and creativity, including understanding of the philosophical and methodological bases of research activity;
- openness to new ideas and unconventional critiques of received wisdom;
- extensive knowledge of a particular discipline or professional area, including relevant professional knowledge and skills, and informed respect for the principles, disciplines, values and ethics of a chosen profession;
- ability and self-confidence to comprehend complex concepts, to express them lucidly, whether orally or in writing, and to confront unfamiliar problems;
- awareness of advanced communications technologies and modalities, sound working skills in the application of computer systems and software, and receptiveness to the expanding opportunities of the 'information revolution';
- international awareness and openness to the world, based on understanding and appreciation of social and cultural diversity and respect for individual human rights and dignity;

- leadership capacity, including a willingness to engage in constructive public discourse, to accept social and civic responsibilities and to speak out against prejudice, injustice and the abuse of power;
- ability and confidence to participate effectively in collaborative learning as a team member, while respecting individual differences; and
- ability to plan work and to use time effectively.

### Attributes of the Postgraduate Coursework Graduate

University of Melbourne postgraduate coursework degrees seek to develop graduates who demonstrate a capacity for contemporary professional practice and/or specialist knowledge and theory. Postgraduate coursework degrees have multiple purposes. They are designed to provide students with the opportunity for advanced knowledge and understanding in a specialist area; to enhance professional knowledge and skills; and to engage with new and emerging fields of study.

The University expects its postgraduate coursework graduates to have the following qualities and skills:

- an advanced understanding of the changing knowledge base in the specialist area;
- an ability to evaluate and synthesise the research and professional literature in the discipline;
- advanced skills and techniques applicable to the discipline;
- well-developed problem-solving abilities in the discipline area, characterised by flexibility of approach;

- advanced competencies in areas of professional expertise and/or scholarship;
- a capacity to articulate their knowledge and understanding in oral and written presentations;
- an advanced understanding of the international context and sensitivities of the specialist area;
- an appreciation of the design, conduct and reporting of original research;
- a capacity to manage competing demands on time, including self-directed project work;
- a profound respect for truth and intellectual integrity, and for the ethics of scholarship;
- an appreciation of the ways in which advanced knowledge equips the student to offer leadership in the specialist area;
- the capacity to value and participate in projects which require teamwork;
- an understanding of the significance and value of their knowledge to the wider community (including business and industry);
- a capacity to engage where appropriate with issues in contemporary society; and
- where appropriate, advanced working skills in the application of computer systems and software and a receptiveness to the opportunities offered by new technologies.

# Appendix 1

## Attributes of the Melbourne Graduate

### Attributes of the Research Masters Graduate

Research Masters degrees at the University of Melbourne seek to develop graduates who have a capacity for defining and managing a research project characterised by originality and independence. Their training equips them for more sustained and original work at the doctoral level or for applied research positions in a wide variety of contexts.

The University expects its research masters graduates to have the following qualities and skills:

- an ability to initiate research projects and to formulate viable research questions;
- a demonstrated capacity to design, conduct and report independent and original research on a closely-defined project;
- an ability to manage time to maximise the quality of research;
- an understanding of the major contours of international research in the research area;
- a capacity for critical evaluation of relevant scholarly literature;
- well-developed and flexible problem-solving abilities appropriate to the discipline;
- the ability to analyse research data within a changing disciplinary environment;
- the capacity to communicate effectively the results of research and scholarship by oral and written communication;
- an understanding of and facility with scholarly conventions in the discipline area;
- a profound respect for truth and intellectual integrity, and for the ethics of research and scholarship;
- a capacity to cooperate with other researchers; and
- an ability to manage information effectively, including the application of computer systems and software where appropriate to the student's field of study.

### Attributes of the Doctoral Graduate

Doctoral degrees at the University of Melbourne seek to develop graduates who demonstrate academic leadership, increasing independence, creativity and innovation in their research work. In addition, professional doctoral studies provide advanced training designed to enhance professional knowledge in a specialist area, and encourage the acquisition of a wide range of advanced and transferable skills.

The University expects its doctoral graduates to have the following qualities and skills:

- an advanced ability to initiate research and to formulate viable research questions;
- a demonstrated capacity to design, conduct and report sustained and original research;
- the capacity to contextualise research within an international corpus of specialist knowledge;
- an advanced ability to evaluate and synthesise research-based and scholarly literature;
- an advanced understanding of key disciplinary and multi-disciplinary norms and perspectives relevant to the field;
- highly developed problem-solving abilities and flexibility of approach;
- the ability to analyse critically within and across a changing disciplinary environment;
- the capacity to disseminate the results of research and scholarship by oral and written communication to a variety of audiences;
- a capacity to cooperate with and respect the contributions of fellow researchers and scholars;
- a profound respect for truth and intellectual integrity, and for the ethics of research and scholarship;

- an advanced facility in the management of information, including the application of computer systems and software where appropriate to the student's field of study;
- an understanding of the relevance and value of their research to national and international communities of scholars and collaborators;
- an awareness where appropriate of issues related to intellectual property management and the commercialisation of innovation; and
- an ability to formulate applications to relevant agencies, such as funding bodies and ethics committees.

# Appendix 2

## Details of Academic Support Programs

### 1. Faculty Programs

The investment of resources by faculties and departments in the improvement of teaching and learning may be in the form of staff time and commitment, the institution of consultative and advisory bodies or the running of specific programs by academic or general staff.

The following is a summary of some of the initiatives within faculties which provide support for the improvement of teaching and learning. This summary is not exhaustive, but reflects a number of different approaches taken by faculties to addressing needs in this area.

It should be noted that the majority of formal programs in faculties focus on supporting student learning rather than on the quality of teaching. Many student learning initiatives, particularly in first year, have arisen as a result of the strong Transition Program involvement in faculties since its inception in 1998; most student learning initiatives listed are those cited in the Transition Audit conducted in late 2001. Generalist programs, such as Students at Risk programs which are run in most faculties, are not listed individually in this summary. Teaching quality improvement initiatives listed have been taken from the 2001 TALQAC faculty performance reviews.

#### Architecture, Building and Planning

- Faculty Teaching Working Party:
  - reviews results of surveys such as QOT and CEQ to establish where problems may be evident and to identify areas of excellence
  - instigated a series of teaching seminars which focused on good practices in the faculty
  - arranged for the development of a faculty tutors' guide and conducted a tutors' orientation program in Semester 1, 2002

- Transition Liaison Officer position
- Faculty Transition Working Group – targeted transition program (including mid-year transition)
- Foundation credit subject: Introduction to Architectural Studies

#### Arts

- Study Group programs in a number of departments
- In-house tutor induction program
- New staff mentors
- Transition Liaison Officer position
- Faculty Transition Working Group
- Faculty 101 program
- First-year study guides in a number of departments
- Departmental focus groups for students
- Departmental academic staff contact person for learning issues

#### Economics and Commerce

The faculty's Teaching and Learning Unit:

- leads and assists academic staff within the faculty in improving the teaching and learning process, including the use of multimedia, and evaluates the results of new methods of teaching;
- provides learning skills support to all the faculty's students;
- provides assistance in discipline-specific communication skills to international students and other students from non-English speaking backgrounds;
- monitors and evaluates appropriate forms of assessment;
- focuses on guidance for lecturers where results of student questionnaires indicate it is needed;
- establishes procedures for the training and monitoring of casual tutors;
- provides advice to Heads of Department and Associate Deans on any matter related to Teaching and Learning;

- attracts research grants, sponsorships, consultancies and joint ventures;
- publishes and promotes research in education in the disciplines of the faculty; and
- provides leadership and training to staff on cultural diversity issues.

Specific initiatives include:

- subject-specific study groups;
- workshops and information sessions on study skills and exam preparation;
- peer mentor scheme;
- academic mentoring scheme;
- tutor training;
- collaborative problem solving tutorials;
- early feedback guidelines;
- online tutors;
- online assessment;
- student skills booklet; and
- virtual tour of the faculty.

#### Education

- All teaching staff are qualified teachers
- Mentor program for new staff
- New staff induction program and active encouragement to take courses offered by CSHE
- Diverse learning environments offered, including online, intensive, weekend, and multimedia delivery
- Peer mentoring scheme for students
- Cultural diversity orientation for practicum supervisors

#### Engineering

- Study groups
- Communications workshops
- International, Diversity in Engineering and departmental mentoring schemes
- Transition Officer position
- Full-day 'Pitstop' tutors in Electrical Engineering
- First-year credit subject with foundation components

# Appendix 2

## Details of Academic Support Programs

- Planning towards first-year learning centre in IT departments for 2003
- Lunchtime departmental staff meetings to discuss teaching and learning
- Investigation of barriers to Engineering for Indigenous students

### Land and Food Resources

- Study groups
- Transition workshops held at Dookie
- Academic mentoring
- Vocational mentoring program
- Progressive assessment in many subjects, providing early feedback and identification of students at risk
- ILFR staff strongly represented at CSHE workshops on teaching and learning
- Excellence of Teaching award
- Vocational mentoring program involvement
- Global Environment and Food Systems subject involving five other universities worldwide and use of new technologies for collaborative learning

### Law

- Study groups
- Study Skills seminars
- Buddy Mentor Scheme for International Students
- At risk program for students from non-English speaking background
- Small group teaching policy
- Academic staff attendance of CSHE courses and Australian Law Teachers Workshops encouraged

### Medicine, Dentistry and Health Sciences

The Faculty Education Unit, Faculty IT Unit and Biomedical Multimedia Unit:

- take a leadership role in curriculum development within the Schools of the faculty;
- assist staff in the development of innovative teaching programs;

- promote further development of computer based, multimedia teaching within the faculty;
- evaluate current and developing teaching programs;
- assist the development of new methods of assessment; and
- provide staff development programs to assist the enhancement of teaching skills.

Specific initiatives include:

- extensive English-language testing for first-year intake;
- study groups;
- study skills and English language support;
- international Buddy System;
- peer and academic staff mentoring;
- tutor training and staff development in departments;
- problem-based learning and small group teaching;
- focus on feedback and early assessment;
- TopClass online student discussion groups; and
- over 60 interactive multimedia teaching modules.

### Music

- Peer mentoring scheme for first-year students
- Early identification of students at risk
- Use of multimedia web tutorials in non-practical subjects

### Science

- Science 101 study group workshops and program
- Peer mentoring
- International student mentoring in Information Systems
- Manager of Transition staff position
- Tutor training
- Professional Skills Program in Information Systems

- First-year learning centres in a number of departments
- Dean's Teaching Excellence Awards for outstanding academic staff

### Veterinary Science

- New staff members mentored by senior staff and encouraged to attend courses conducted by CSHE
- Students are formed into mentor groups, with two dedicated mentors for international students
- Year levels form coherent, well-networked groups
- Use of multimedia teaching and learning packages, with planning towards a comprehensive online curriculum
- Strong network of academic associates in the profession

## 2. Centre for the Study of Higher Education

The CSHE:

- conducts University-wide research on teaching and learning towards the production of policy documents such as *Nine Principles Guiding Teaching and Learning* and *Supervising Postgraduate Research*;
- delivers the Program for Excellence in Teaching and Learning (PETL), in which workshops are offered regularly to all the University's academics on a wide range of topics;
- provides expert research-based advice in areas such as the design and implementation of quality assurance policies and processes, improvement of the student experience, and the changing work roles for teaching and learning of academics;
- delivers induction programs for academics new to teaching, incorporating a two-day orientation program;

- delivers professional development in faculties as requested;
- offers diagnostic consultancy services to faculties on specific issues to improve teaching and learning;
- coordinates the Vice-Chancellor's Teaching Colloquium, an annual event designed to showcase the University's best teachers and best teaching practices, and to bring teachers from across the University together for discussion and consultation;
- supports the Cultural Diversity Program, where the Centre offers skilled assistance on aspects of the University's Cultural Diversity Policy relating to teaching and learning;
- coordinates the AUTC national teaching awards: the Centre supports applicants by assisting them in the preparation of their applications and by gathering material related to student evaluations of the applicants; and
- conducts funded national research and development programs and consultancies aimed at improving the quality of teaching and learning.

# Appendix 3

## Academic Support Services Provided by Administrative Divisions

### 1. Additional Information about Academic Services Programs

#### Transition Program

The Program aims to:

- increase students' satisfaction with the first year experience of their faculty and of the University of Melbourne;
- increase the awareness and understanding of Transition issues in the University community, the larger Australian and international contexts; and
- maintain and enhance relationships with the school sector to facilitate a more effective transition to university.

The Transition Program is made up of a number of working groups, representing different perspectives on transition issues. They are:

- the Academic Transition Working Group;
- the Student Advisory Panel;
- the Principals' Forum; and
- the Student Services Transition Group.

In addition to advice to faculties, the Transition Program develops and maintains a web resource with portals for prospective students, current students (with an undergraduate and a postgraduate portal) and print materials for students and staff (including templates for ongoing evaluation).

#### Language and Learning Skills Unit (LLSU)

The LLSU aims to maximise students' language and academic skills in effective study, academic writing and referencing, and critical thinking. It provides assistance in clarifying essay questions, tutorial and seminar presentations, and preparation for examinations. Delivery modes are

individual tutorials, web-based support and short courses. International students are provided with advice based on the results of a diagnostic language test (Diagnostic English Language Assessment) and offered follow-up support through credit subjects, short courses or concurrent support.

#### Melbourne Scholarships

The aim of the Melbourne Undergraduate Scholarship Program is to provide access to a world class university for the best students nationally and internationally and to facilitate access for students from under-represented groups.

The key components of the program are:

*Melbourne National Scholarships* – nationally recognised awards which are highly sought after by the top students from Victoria and interstate.

*Melbourne Rural Scholarships* – recognising the outstanding achievements of students who have not had access to metropolitan facilities during their secondary school years.

*Melbourne Access Scholarships* – aiming to provide an opportunity for academically able students from a range of designated equity groups to study at the University of Melbourne.

*Melbourne Faculty Scholarships* – promoting partnership with industry to provide excellent opportunities for high achieving students.

*Melbourne Abroad Scholarships* – helping students to take part of their studies at a university overseas.

*Undergraduate International Scholarships* – aimed at attracting outstanding students from around the world.

#### Disability Liaison Unit

The Disability Liaison Unit (DLU) provides services on disability related matters including:

- advice on admissions procedures;
- orientation and transition support;
- liaison with academic staff (when requested by a student);
- organisation of service providers, such as notetakers, sign language interpreters and personal readers; and
- alternative examination arrangements.

#### Melbourne Access Program (MAP)

MAP has two major aims:

- raise awareness of students and staff in selected under-represented schools of the opportunities available at the University; and
- intervention through providing a skills based program which includes mentoring and study skills support.

Two clear features of MAP which distinguish it from previous access programs are the level of collaboration it encourages between schools and university, and its focus on pre VCE students. MAP aims to support students from year 10, continuing through years 11 and 12. Liaison between selected schools and the University is an important aspect of MAP. The program is coordinated by a MAP liaison officer and selection of the MAP students is undertaken by the school and based on the following criteria:

- academic potential (as indicated by academic performance in years 7-9);
- commitment (or potential commitment) to further study as perceived by school staff; and
- students' preparedness to commit to all aspects of the MAP including the residential workshop.

## Targeted Access Program (TAP)

TAP aims to help those with the potential to succeed in a University course who may not have completed secondary school or may not have achieved the marks necessary to receive the offer of a place due to on-going difficulties. Students may qualify for TAP if they meet criteria which places them in one or more of the following categories:

- have experienced ongoing difficult circumstances during their secondary schooling such as:
  - a disability or long-term illness;
  - hardship caused by socio-economic circumstances;
  - difficult family circumstances; or
  - learning English while at secondary school;
- completing year 12 at a secondary school under-represented in the tertiary sector;
- living or studying in rural or isolated regions; and
- women wanting to study in non-traditional areas.

## 2. Additional Information about Support Services Provided by the Information Division

The Information Division delivers information to the University through the provision of the best available educational technologies, libraries, and communications systems. In support of the University's teaching, learning, research and scholarly activities, the Division is responsible for the development and management of information systems, library and teaching materials, and multimedia resources, and for the development and operation of the communications infrastructure.

The Division's current strategies for Information Communication Technologies include:

- integrating appropriate and/or innovative multimedia and educational technologies and pedagogies into the design of curricula;
- developing and sharing expertise and best practice between faculties;
- encouraging, supporting and rewarding teaching staff for excellence in enhancing teaching and learning through multimedia development;
- enhancing information literacy and IT skills in the use of appropriate technologies for teaching and learning;
- evaluating outcomes and ensuring quality in the strategic use of ICT in the academic program and on improving learning outcomes;
- providing the infrastructure, delivery systems and coordination needed to support multimedia in teaching and learning; and
- partnering with other institutions in the creative use of ICT in teaching and learning.

### Strategies for the Information Division

- To acquire and manage a collection of publications, archives and information resources which will support the teaching and learning needs of the University.
- To develop a coordinated approach to the integration of information literacy skills.
- To provide services which support the teaching and learning needs of the University at times and in places that best meet the needs of University customers.
- To provide physical and virtual environments that enhance the teaching and learning opportunities provided by the University.
- To develop and strengthen partnerships with other information providers.

# Appendix 4

## Performance Indicators Used to Measure the Quality of Teaching and Learning

### 1. Quantitative Indicators

- Year 1 to Year 2 retention trends for individual courses and Year 1 'discontinuation rates'.
- Student progression which looks at the aggregate pass rate of students.
- Subject Evaluation – since 1994, the University has had a requirement for students in 'taught' subjects to be surveyed in every semester on their perceptions of the quality of teaching. The *Quality of Teaching* questionnaire consists of a number of common questions covering not only the quality of teaching but also, use of multimedia and the internet and whether students consider these beneficial to their learning, as well as satisfaction with feedback to students on their progress from their teachers. Survey outcomes are reported back to individual members of staff and to the Academic Board and Council.
- Student satisfaction – feedback from students on satisfaction with their courses and related academic support is obtained through the *Quality of Teaching* survey and the surveys of students' perceptions of the quality of academic support services.
- Graduate satisfaction – in conjunction with the Graduate Careers Council of Australia, the University administers annual surveys to recent graduates through the *Course Experience Questionnaire* to obtain feedback on whether graduates were satisfied with their courses and course experiences. The University also conducts its own survey of graduates at about three years following completion of a course.
- Employment of graduates – data on the success of graduates in obtaining employment or continuing on to further study is obtained from participation in the national *Graduate Destinations Survey*. These surveys provide one of

the bodies of data used by TALQAC in its visits to faculties. The University also conducts a survey of the employers of its graduates to obtain feedback on their satisfaction with the qualities and qualifications of Melbourne graduates.

- Equity – the University monitors its student population to ensure that it achieves a richness of diversity, and to ensure that it provides opportunities for groups that tend to be disadvantaged or under-represented. The equity groups that accord with Federal Government requirements include: Indigenous Australians; persons from rural and isolates areas; persons from non-English speaking backgrounds; women in non-traditional areas of study; persons with disabilities; women in higher degrees; and persons with low socio-economic status. In addition, the University has programs designed to provide opportunities for applicants who are academically qualified but who may have encountered long-term disadvantages including not only those listed above but others as well.
- Student support in learning – the University's Evaluation Cycle measures student satisfaction with services through the Quality of Administrative and Support Services for Students survey, which is conducted biennially by the University Planning Office. This survey is sent to all students and covers faculty offices and Student Administration, library, computing, student support and services provided by student associations. A separate survey is conducted for students attending campuses other than Parkville. Key areas for attention are identified by the Senior Vice-Principal and referred to relevant services for action.
- International Student Services, in conjunction with the Centre for the Study of Higher Education, conduct

a biennial survey on the *International Student Experience* which uses both quantitative and qualitative data from current international students to highlight areas for improvement. The results of the survey are considered for action by the International Student Experience Review Working Group.

### 2. Qualitative measures

These indicators encourage 'good practices' which are highly likely to lead to positive outcomes from the University's teaching and learning programs.

- *Academic Departmental Reviews* will be undertaken from 2003 as part of a cycle to identify new challenges for departments and to assist in establishing improved processes and performance outcomes on a continuous basis in the context of the strategic plans of the University. The primary focus of the reviews, which are an initiative of the Quality Assurance and Accountability Committee, will be on the quality of teaching and research and the development of the department's contribution to meeting the goals and objectives of the University.
- *Course Reviews* for major undergraduate courses. TALQAC will undertake major course reviews in place of faculty reviews. While this will involve curriculum and assessment issues as key components, attention will also focus on self-assessment processes, the quality and practicalities of teaching methods and effectiveness of learning outcomes.

# Postera Crescam Laude

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## Publications which cover the University of Melbourne's goals, strategies, management and operations



Strategic Plan Perspective 2003



Ensuring Accountability 2002



Teaching and Learning Management Plan 2004



Operational Plan 2004



Annual Report 2002



Research and Research Training Plan 2004



Annual Budget 2004



Annual Review 2002



Melbourne Agenda

### Back Cover

*Second cohort Juris Doctor graduands from the University's Faculty of Law with Professor Ian Ramsay (left) and Professor Cheryl Saunders (right).*

## Further Information

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