THE UNIVERSITY OF
MELBOURNE

POSTERA CRESCAM LAUDE

**Teaching and Learning
Management Plan**

The University
of Melbourne

2005

Contents

Our Cover

Professor Peter McPhee, Deputy Vice-Chancellor (Academic), left, with University post-graduate scholarship recipients (from left) Mr Allan Motyer, Ms Rebekah Scott, Dr Peter Finnin, Ms Rosa Salzberg, Ms Jennifer Makin, Dr Robert Boyle, Ms Amanda Forbes, Mr Kyle Weise, and Mr Will Moase.

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.

Professor Peter McPhee, Deputy Vice-Chancellor (Academic)

Preface

This is the third edition of the University's *Teaching and Learning Management Plan,* which was first developed in 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 Management Plan has been updated following a strategic review of progress against the targets listed in the 2003 and 2004 editions of the 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.

In 2005 of some of the higher education reforms initiated by the Commonwealth Minister for Education, Science and Training, Dr Brendan Nelson, will be introduced. The *Higher Education Support Act,* passed by Parliament in late 2003, will have a significant bearing on the University's student support profile from 2005. This new legislation presents new challenges for the higher education sector and many of its provisions will impact upon the teaching and learning environment of the University. Particularly important among the reforms is the new Learning and Teaching Performance Fund. The University's response to these provisions has been integrated into 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 Gioconda Di Lorenzo, Paul Duffy, Mary Emison, Lin Martin, Craig McInnis, Pat McLean, Julia McQuillan, Linda O'Brien, Field Rickards and Loane Skene in the preparation of the 2005 Management Plan.

Professor Peter McPhee
Deputy Vice-Chancellor (Academic)

1. Introduction

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.

1.1 The University's long-term goals and challenges in teaching and learning

This annual *Teaching and Learning Management Plan* details the University's current goals for teaching and learning in coursework programs. Most importantly, however, it should be understood as a stepping-stone towards the achievement of our longer-term goals:

- to create and maintain excellent learning environments and learning communities for undergraduate and postgraduate students;

- to ensure that students are receiving academic programs of high international quality, informed by the latest research and by the values of research;

- to foster the development of attributes among our graduates characterised by a well-informed, international and critical perspective; and

- as a corollary, to strengthen the University of Melbourne as an institution of preference for outstanding students from Australia and around the world.

Underpinning these goals is an educational philosophy elaborated in a key document adopted in 2003 by the Academic Board, *Nine Principles Guiding Teaching and Learning*. These principles are a blueprint for the kinds of experiences the University aims to provide to students across all disciplines.

Our aim is to create and maintain an educational environment in which these principles can best be realised. The *Management Plan* identifies strategies and initiatives which can benefit from a coordinated, University-wide approach in order to make the University recognised as an institution noted for the excellence of its teaching and learning. Our institutional goal is to be among the highest-ranked universities on the *Course Experience Questionnaire*.

We recognise that the University faces significant challenges in fully realising its longer-term goals in teaching and learning. In particular, we need:

- to ensure that all courses are regularly evaluated as being in the top cohort of scores on the *Course Experience Questionnaire*;

- the further development of curriculum and teaching relevant to a diverse student population;

- to provide further staff development programs which emphasise an understanding of the diversity of cultures represented at the University of Melbourne;

- to improve the participation and retention of students from equity groups; and

- to establish the *Nine Principles Guiding Teaching and Learning* and the *Sixteen Indicators of Effective Assessment in Higher Education* (listed in Appendix 2) in educational practice.

The 2005 *Teaching and Learning Management Plan* has been developed with these longer-term goals and challenges in mind.

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

The *Management 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.

Above left: The University of Melbourne honoured nine outstanding academics in health, education, science, and economics and commerce with awards for excellence in teaching and support services. Recipients included (from left) Associate Professor Carol Johnston, Associate Professor Jane Gunn, Dr Louise Kornman, Dr Kathryn Robertson, Dr Robert Kemm, Dr Lea Waters, and Dr Kay Margetts.

1. Introduction

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 Management 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 Faculty 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 Faculty Committee.

1.3 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 Perspective 2004* 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 the '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 fine 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 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.

The University strategic outlook recognises the need for an increased emphasis on the 'digital revolution' and on mainstreaming 'the virtual' to ensure the survival of strong campus-based universities in this changing environment. It is believed that campus-based universities, such as the University of Melbourne, can thrive by creating pedagogical richness through the new teaching and learning technologies and modalities.

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 year and beyond. 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 strategic outlook recognises the need for an increased emphasis on the 'digital revolution' and on mainstreaming 'the virtual' to ensure the survival of strong campus-based universities in this changing environment.

The following institution-wide goals are designed to direct and inform strategic and operational planning at all levels of the University:

1. Quality people
2. Quality research
3. Quality learning.
4. International positioning
5. Serving wider communities
6. Quality management
7. Quality infrastructure
8. Resourcing quality
9. Equity and access

These strategic goals are interrelated. The achievement of quality in teaching and learning is, for instance, 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, scholarly 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.

The *University Strategic Plan Perspective 2004* contains a set of University performance targets for the period 2004 to 2007 for each of its major goals. The relevant targets for teaching and learning are:

Quality learning

By 2007:

- to maintain or improve student-staff ratios; and
- 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

By 2007:

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

Quality management

By 2007:

- to achieve successive annual improvements in the evaluation of Central Administrative Services as measured in the *Quality of University Management and Administration* (QUMA) survey.

Quality infrastructure

By 2007:

- to increase net usable space for teaching, research and student services and activities at a rate in advance of enrolment and research growth; and
- to secure demonstrable annual improvement in access by students to online courseware, learning environments and support services.

Resourcing quality

By 2007:

- to establish the University as a provider of high quality online professional education and training.

Equity and access

By 2007:

- to increase by 50 per cent the number of students from educationally, financially or socially disadvantaged backgrounds enrolling in undergraduate programs;
- to double the number of Indigenous Australian students graduating from the University; and
- to increase significantly the percentage of women at all levels of academic and general staff employment where women are currently under-represented.

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

1. Introduction

1.4 External influences

Globalisation and internationalisation

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.

Responding to such challenges, Melbourne has made internationalisation its paramount priority. The University is expanding its links with first-rank international universities to facilitate benchmarking. While it has extended its traditional Victorian recruitment base into national constituencies, it is also giving high priority to creating and serving international student constituencies. To this end, the University has established 'Melbourne Asia', an umbrella entity intended to coordinate the activities of various University bodies with a focus on or interest in Asia, including the Melbourne Institute of Asian Languages and Societies, and Asialink, a non-academic department of the University which promotes public understanding of the countries of Asia and of Australia's role in the region.

In 2004, the Dean of Education in association with Asialink prepared a detailed report on matters relating to approaches to teaching and learning in Asia for consideration in the design and delivery of the University's academic programs. This report, entitled *Students from Asia: Issues in Learning and Teaching*, makes nine key recommendations which have since been endorsed by the Academic Board. The recommendations are addressed in the targets for the 2005 *Teaching and Learning Management Plan*. Ultimately, they are intended to promote culturally-sensitive and student-centred practices of good teaching which ensure an optimal teaching and learning environment for both Australian and overseas students of the University.

Through *Universitas 21*, the University of Melbourne has also become more closely engaged in international partnerships and joint ventures concerned with global opportunities. One of the University's priorities – as part of its commitment to the continuing effectiveness of the *Universitas 21* network – is to offer its students an enhanced learning experience through global learning networks. In 2005 the University of Melbourne, in conjunction with a number of other member institutions of *Universitas 21*, will participate in developing an undergraduate award, offering a curriculum that focuses on contemporary global issues and draws on the capacity of international universities. The *Universitas 21* Mobility Project, in conjunction with the new OS-HELP loans, offers an important opportunity to increase significantly the number of students who make a period of study abroad part of their 'Melbourne experience'.

The Office for Environmental Programs, which coordinates postgraduate coursework programs in environmental studies, has a key role in promoting awareness of the international dimensions of sustainable living futures through its Graduate Environmental Program, and by maintaining links with the community through seminars and joint initiatives.

The Nelson Reforms

In terms of public policy factors, the *Higher Education Support Act 2003* – the legislative outcome of the Federal Government's higher education review known as the 'Nelson Reforms' - contains several initiatives which will change the teaching and learning profile within the University from 2005. This reform package emphasises 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, particularly with regard to the participation of students from rural and low socio-economic backgrounds and Indigenous students, who are currently under-represented in higher education. Overall, the *Higher Education Support Act* has four underpinning imperatives:

- sustainability – financial viability, increasing capacity to generate non-Government funds and to address labour market needs.

- quality – introducing performance-based funding to recognise quality in teaching and learning, and external audit requirements.

- equity – increasing participation and improving outcomes for students from disadvantaged backgrounds.

- diversity – through targeted performance-based incentives, encouraging greater differentiation between universities.

The Government expects students to develop knowledge and skills though their university experience which are relevant to their own needs and to the needs of employers, professional associations and the labour market.

In 2005, the *Teaching and Learning Management Plan* reflects the University's comprehensive re-appraisal of approaches to the management of teaching and learning in order to address the administrative requirements set out in the Nelson Reforms and to maintain its continued commitment to quality learning and access and equity for all students. In response to these reforms, the University of Melbourne has developed four key initiatives aimed at sustaining quality teaching and learning and expanding equity-based entry opportunities:

- 'Access Melbourne';

- new scholarships;

- more flexible admissions; and

- Commonwealth supported and fee-paying places.

These initiatives are in keeping with the new Act's underlying principles. They fit well with the University's goals in relation to equity and access, and form part of the strategic targets set out in this Management Plan. Details are available at: http://www.unimelb.edu.au/highereducationreforms/

1.5 External incentives to improve teaching and learning

The *Higher Education Support Act* places a renewed emphasis on the quality of teaching and learning, demonstrated in three program initiatives supported by the reforms:

- National Institute for Learning and Teaching in Higher Education

  The Institute will have responsibility for allocation of additional funds to support teaching and learning improvement in the sector. It will take institutional performance and feedback from students into account in the allocation of such resources.

- Learning and Teaching Performance Fund

  This Fund has been established to reward those institutions that 'best demonstrate excellence in learning and teaching', and will be offered to eligible institutions on the basis of guidelines and funding allocations approved by the Minister.

- The Australian Awards for University Teaching

  These teaching awards will be greatly increased in number to over 200 in order to heighten the status of teaching.

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 – 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

In 2003 the Academic Board adopted a set of *Nine Principles Guiding Teaching and Learning*, which articulates how the University will maintain an environment for first-class higher education based on the above philosophy. Developed by the University's Centre for the Study of Higher Education (CSHE), 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.

The *Teaching and Learning Management Plan* is based on the core of shared values articulated in the *Nine Principles*. 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 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 *Nine Principles* have been distributed to all academic staff and are available online. The website for the *Nine Principles* is listed in Appendix 4.

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 Bachelor 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, cultural and linguistic 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.

The University also expects its graduates to be proficient in the management of information. The Academic Board has endorsed the *Australian and New Zealand Information Literacy Framework*: *Principles, Standards and Practice*, which recognises that 'The key characteristic of the post industrial 21st century is that it is information abundant and intensive. Information literacy is thus required because of the ongoing proliferation of information resources and the variable methods of access.'

Academic staff, supported by information specialists in the Information Division, strive to create learning environments in which our students:

- determine the extent of information needed to meet an intellectual challenge;

- access information efficiently;

- critically evaluate information and its sources;

- classify, store, manipulate and redraft information collected or generated; and

- use information effectively to learn, create new knowledge, solve problems and make decisions.

2.4 Principles of good assessment practice

Strategy 3 of the *Teaching and Learning Management Plan* is to 'ensure that modes of assessment are making an effective contribution to the quality and standards of learning outcomes'. In 2002 the University's Teaching and Learning Quality Assurance Committee (TALQAC) established the Working Group on

Assessment, charged with the responsibility of conducting a review of assessment and grading practices at University, faculty, and departmental level. The working group released a report of its findings in 2004, recommending that the University should develop guiding principles to encourage the improvement of assessment policy and practice.

The principles, *Sixteen Indicators of Effective Assessment in Higher Education* highlight the University's belief that assessment should be treated by staff and students as an integral component of the entire teaching and learning process. They aim to ensure that there is a clear link between expected learning outcomes and the knowledge and skills which are taught and assessed; and that assessment tasks are designed to examine relevant generic skills as well as subject-specific knowledge. The principles also underline the importance of diagnostic feedback and grades in explaining assessment to students.

2.5 University policy on academic honesty and plagiarism

The University believes that excellence in teaching and learning are fostered by an intellectual environment where academic integrity is highly valued and rigorously upheld. Its Policy on Academic Honesty and Plagiarism is based on two elements:

1. That education and awareness-raising are fundamental in advancing academic integrity.

   The University's Policy on Academic Honesty and Plagiarism is widely accessible to staff and students on its main website. It contains advice to students on how to avoid inadvertent plagiarism, as well as policy information. Academic staff are urged to raise awareness about academic integrity in their lectures or classes.

2. The University's philosophy and principles for excellence in teaching and learning

2. That the University does not tolerate cheating by students in any form.

Work submitted for assessment purposes must be the independent work of the student concerned (or, where joint work is permitted, of the students concerned).

This position reflects the rules made by University Council under Regulation 12.2.10 (provided for under Statute 12.2.0) and Statute 13.1, which prescribe the conduct and discipline of students in relation to both supervised and unsupervised components of assessment.

To reinforce its policy, the Information Division is piloting Turnitin, software that informs students of the requirements of academic honesty, as well as detecting and deterring plagiarism.

The website for the Policy on Academic Honesty and Plagiarism is listed in Appendix 4.

2.6 University policy on Intellectual Property

In general, students own the Intellectual Property they create in the course of their studies. Students who assist with the development of Intellectual Property must be advised in writing of the intended ownership of the Intellectual Property if a third party agreement governs ownership. It is essential that students give informed consent to any signing over of rights they might otherwise expect.

The University's Intellectual Property Policy recognises the moral and economic rights of academic staff employed in research and teaching, including the rights of creators of online teaching and learning programs. The policy provides, in general, for ownership of any form of Intellectual Property to be vested in the creating academic member of staff.

The policy is contained in University Statute 14.1. Essentially, unless Intellectual Property ownership is governed in some way by a third party agreement, the creator is assigned ownership automatically, under the new statute. The University retains rights to the use of the property for the purposes of its usual teaching and research activities, as currently is the case with, for example, course notes which are the property of the academic who wrote them.

The University's Intellectual Property Policy recognises the moral and economic rights of academic staff employed in research and teaching, including the rights of creators of online teaching and learning programs.

3. The management of teaching and learning

The following governance and structural arrangements for teaching and learning are designed to ensure that the University can effectively manage its teaching and learning activities to embed the philosophy and principles described in Section 2.

3.1 The student profile

This Management 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. 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. 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, student associations 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 also provide a range of support and resources directly to students and through faculties and departments.

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 members of the Senior Executive of the University, the collegial academic committees, and the faculties and departments;

- the separation of the roles of policy advice and development, and executive responsibility; and

- responsive student feedback.

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 policy, academic services, financial operations, human resource management, property and buildings, research, information, strategic legal advice and University development.

The Academic Board and its 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 major activities of the Academic Board in the management of teaching and learning are the approval of academic programs; the development, implementation and review of policy; and quality assurance processes.

3. The management of teaching and learning

There are six major Academic Board committees whose 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 (PBC) and Council each year on the quality assessments achieved in respect of all award courses, on the indicators most appropriate for this purpose, and on the processes for ensuring quality in selected courses;

- 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 Research Training Committee (RRTC) which advises the Academic Board and PBC on policy matters relating to research and graduate studies.

- 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; and

- 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. The Australia and New Zealand School of Government (ANZSOG) Committee advises the Academic Board on all matters of policy relating to courses delivered in collaboration with ANZSOG. The Indigenous Studies Sub-Committee encourages and monitors the development of Indigenous studies subjects across the University.

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:

- the Planning and Budget Committee (PBC), which is the major policy and decision-making body for resourcing 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;

- the Teaching Infrastructure Committee, the primary function of which is to ascertain and evaluate the needs and wishes of members of the University in teaching infrastructure matters, and to advise PBC on resource allocation and management of teaching spaces;

- the International Students Consultative Committee, which acts as a forum for international students to raise academic and support issues;

- the Information Strategy Committee, which advises PBC on information technology policy and infrastructure for the University and makes recommendations through to the Academic Board as appropriate;

- the 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;

- the Student Support Committee, which provides advice to the Academic Board and to PBC as appropriate on policy matters relating to the services provided to students by the University or the University's student associations; and

- the Access and Equity Committee, which advises the Academic Board and PBC 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 eleven faculties located on the main Parkville campus and at other metropolitan and rural campuses. Teaching also takes place at several hospitals and discipline-specific outstations. The faculties are Architecture, Building

The Centre for the Study of Higher Education is at the core of teaching and learning quality development, providing many of the conceptual 'tools' and guiding principles used nationally and internationally for the improvement of higher education.

and Planning; Arts; Economics and Commerce; Engineering; Education; the 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 the Master of Environment, offered by the Office for Environmental Programs, and the Masters by Research in Science. All other postgraduate degrees, diplomas and certificates are promoted and managed by the relevant faculties.

The Melbourne Business School and the Victorian College of the Arts are affiliated bodies responsible for their own teaching programs. Their students, however, 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. In addition to the range of strategies and actions detailed in this Management Plan which are equally applicable to TAFE and higher education, TAFE programs are also subject to 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 inter-faculty 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 centrally through Academic Services and the Information Division, as well as 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 3.

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, the making of referrals and the 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 an international leader in higher education policy research and educational development. As a leading policy research centre, the CSHE is at the core of teaching and learning quality development, providing many of the conceptual 'tools' and guiding principles used nationally and internationally for the improvement of higher education. Within the University, the CSHE provides research-based advice and support to academic departments and individuals in

3. The management of teaching and learning

the development and evaluation of strategies to improve the quality of teaching and learning.

The Centre provides a wide range of whole-of-University activities aimed at improving the quality of teaching and learning. The CSHE:

- designs and delivers induction and quality teaching programs for academics new to University teaching, incorporating a two-day orientation program;

- designs and conducts the new Graduate Certificate in University Teaching award for University of Melbourne academic and teaching staff;

- conducts University-wide research on teaching and learning towards the production of policy documents such as the *Nine Principles Guiding Teaching and Learning and Supervising Postgraduate Research*;

- designs and conducts 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 of academics;

- provides workshop programs and expert advice to the School of Graduate Studies programs for academic staff;

- works with faculties to develop specialised professional development and teaching support for academic and teaching staff;

- 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;

- leads and administers the University of Melbourne Teaching Awards and the Support and Service Award;

- coordinates nominations for the Australian Awards for University Teaching, supporting applicants by assisting them in the preparation of their applications and by gathering material related to student evaluations of the applicants;

- conducts funded national and international research and development programs and consultancies aimed at improving the quality of teaching and learning;

- provides workshops and consultancies for universities both in Australia and overseas;

- prepares and presents briefing lectures on University teaching for delegations of international senior administrators, government officials and academics; and

- facilitates faculty and department strategic planning retreats and symposia on teaching and learning.

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 the 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. Staff from the Information Division play a key role in delivering information, IT skills, and lab-based classes and workshops for postgraduates and supervisors.

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.

3.2.4 Role of the Information Division

The Information Division plays a key role in the provision of quality infrastructure under the University's *Strategic Plan*. A key purpose of the Information Division is to foster quality teaching, learning, research and administration through information and its underpinning technologies.

The Division manages and supports the use of relevant information by the University community. Its staff members

act as catalysts at various stages and in different situations and contexts including face-to-face interactions between teaching staff, their students and the sources of information. The Information Division monitors and evaluates emerging trends, technology and best practices and promotes those which can be adopted usefully in support of the University's teaching, learning, research and scholarly activities.

The Division's work is integral to the fostering of good educational practice, in the sharing of information, and in the application of information and communications technologies to teaching and learning. Staff deliver information to the University through the provision of the best available educational technologies, physical and virtual libraries, and communications systems.

Tailored technological solutions are provided for specific groups and projects within the wider context of the development and management of information systems, library and teaching materials, multimedia resources, and the communications infrastructure. The Information Division brings together a wide range of essential information through a variety of websites and forums, ranging from METTLEWeb and the METTLE annual showcase to on-line guides for library users. The Division develops and strengthens partnerships with other information providers and institutions to extend the creative use of information and communications technology (ICT) in teaching and learning.

Some of the key strategies of the Information Division for enhancing teaching and learning include:

- supporting the integration of appropriate and innovative information and communications technologies, along with appropriate pedagogical designs, into teaching and learning;

- professional development of academics in the use of ICT in teaching and learning;

- information literacy and ICT skills development for undergraduate and postgraduate students;

- contribution to other professional development programs such as PETL (Program for Excellence in Teaching and Learning) organised by CSHE;

- investigating under which pedagogical circumstances multimedia and related educational technologies best work for teaching and learning;

- evaluating outcomes and ensuring quality in the strategic use of ICT in the academic program and on improving learning outcomes;

- acquiring and managing collections of publications, archives and information resources which support the teaching and learning needs of the University;

- implementing the enterprise learning management system for developing and maintaining a rich, easy-to-use online learning environment which provides content, learning objects, collaborative learning tools and assessment tools; and

- collaborating and benchmarking with other institutions to improve practice.

Information Division staff work with faculties and departments to transform teaching and learning practices with the use of multimedia and related educational technologies and appropriate pedagogical practices in a wide variety of ways.

E-learning (Use of information and communications technology)

E-learning refers to all educational activity via the Internet, a local area network, or a stand-alone computer. It can be carried out by individuals (online or offline) and by groups (synchronously or asynchronously), and usually, but not always, outside the traditional classroom.

The University understands that its diverse groups of students will need greater flexibility to accommodate different approaches to learning, learning styles, expectations and lifestyles. It also recognises that students will be required, as graduates, to operate in a world where information and communications technologies are pervasive, and because of that, it is critical that their education is delivered in an environment where access to quality e-learning is the norm.

The University has already invested significantly in the use of information and communications technology in teaching and learning, and is committed to strengthening the impetus towards the transformation of teaching and learning through appropriate use of new technologies. The Information Division plays a pivotal role in improving the quality of the teaching and learning experience through the development of e-learning policies, through high quality services, and systems and infrastructure to ensure a rich, learning environment for all students, both on and off campus.

The Information Division manages computing and audiovisual equipment in shared lecture theatres, tutorial/seminar rooms and collaborative learning spaces. It provides briefings and documentation for teaching staff who use these electronic

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facilities. These partnership roles support the provision of the infrastructure, delivery systems and coordination needed to use multimedia in teaching and learning.

Physical and virtual libraries

The library services (both physical and virtual) of the Information Division are developed and maintained for and on behalf of the teaching and learning needs of the University. Library and information delivery services are integrated within the Information Division to ensure that excellence in teaching and learning is backed by high quality infrastructure using the best of the physical and communications facilities.

Developments within e-learning are paralleled by an on-going demand for print, multimedia and non-book library materials and services. The physical libraries add value to the teaching and learning experiences by providing housing, organisation and access to a diverse range of general and specialised materials. Acquisitions and collection management plans ensure an appropriate collection of publications, archives and information resources, are available to support the teaching and learning needs of the University.

3.3 Staffing policies and practices to ensure high quality teaching and learning

The University addresses its key objectives relating to 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 an 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. Orientation occupies a two-day program providing key information and advice on teaching, research and graduate supervision.

3.3.2 Graduate Certificate in University Teaching

The Graduate Certificate in University Teaching (The Melbourne Certificate) is offered by the CSHE to staff with teaching responsibilities within the University. This part-time Certificate endeavours to enhance student learning by providing university professionals with systematic preparation for research-based teaching. The course involves a combination of theoretical seminars and reflective practice, and relies on close links with departments – through department-based mentors and department heads – to develop individual teaching expertise.

Completion of the Certificate is considered a significant indicator of commitment to excellence in teaching. It is facilitated by staff from the CSHE with international reputations in teaching and learning, and from 2006 will be open to external participants with teaching responsibilities in a university.

3.3.3 Academic promotions policy

Candidates for promotion are assessed against the following three key criteria:

- 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. A candidate must reach a satisfactory level of performance in each of the three key criteria and show that they have the potential to maintain development. In addition, the candidate must demonstrate that excellence has been achieved and maintained in one of the three criteria.

Assessment of whether teaching is effective focuses on learning outcomes for students and effective research student supervision. Promotion to Level D, Associate Professor, is possible on the criteria of teaching provided that the candidate can demonstrate that exceptional distinction has been achieved and maintained and that a satisfactory level of performance has been reached in advancement of the discipline and service to the University. At that level, sustained leadership in the dissemination of knowledge about effective teaching must also be demonstrated.

Human Resources and the CSHE conduct 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 Academic Promotion.

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.

3.3.4 Awards for teaching excellence

Many faculties offer internal, annual prizes for significant achievements in teaching. Each year faculties are also invited to nominate staff for several University-wide awards offered in recognition of exceptional teaching and of service to teaching and learning.

University of Melbourne Awards for Excellence in Teaching

In 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.

The 2004 recipients of these awards were Dr Kay Margetts (Barbara Falk Award), Dr Lea Waters (Edward Brown Award), and Dr Stephen Gallagher and Dr Robert Kemm (joint winners of the David White Award).

Applicants awarded commendations were Dr Andrew Brown-May (Arts), Dr Alison Inglis (Arts), Dr Julie White (Education), Associate Professor Janice Langan-Fox (Psychology), and Associate Professor Harald Sondergaard (Engineering).

University of Melbourne Norman Curry Award for Innovation and Excellence in the Support of and Service to Teaching and Learning

This Award acknowledges innovation and excellence in the support of and service to teaching and learning. The Award is open to both individuals and teams providing projects or services relating to teaching and learning in a centre, a department, a faculty or an institute within the University.

The 2004 joint recipients of this award were Associate Professor Jane Gunn and her team, School of Medicine, for the Sensitive Examination Technique Program; and Associate Professor Carol Johnston, Faculty of Economics and Commerce, for the Teaching and Learning Unit.

Ms Alison Wray (Science) was awarded a commendation for the Science 101 Transition Program.

The Australian Awards for University Teaching

Winners of the above awards may be 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. In 2003 Ms Dawn Gleeson, Senior Lecturer in the Department of Genetics, was honoured with an AAUT award for her outstanding contribution to teaching and enthusiasm for promoting student learning at the University of Melbourne.

The CSHE acts as the AAUT contact at the University 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.

3.3.5 *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.

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.

3.3.6 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.

The Courseware Design and Development Program

The Information Division, via its Courseware Design and Development Program, enables academics to participate in a program that integrates a major curriculum development project along

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with professional development. Courseware Development Services (CDS) in the Department of Teaching, Learning and Research Support works with selected academics to develop exemplar curriculum projects aimed at transforming teaching and learning through the application of multimedia and educational technologies.

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, an annual event that commenced in 2001, is an initiative to improve the 'Melbourne Experience' for students. The Colloquium is integrated with the University Teaching Awards and the national AAUT awards, and features presentations by the University's nominees as well as sessions demonstrating best practice from teachers in all faculties. The Colloquium includes the Vice-Chancellor's Teaching and Learning Keynote Lecture. Participation by international speakers and visitors enriches the event.

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 ICT to enhance and transform teaching and learning. METTLE provides an overview of developments within the University, and generates enthusiasm for the use of 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 have been developed with the faculties in recognition of the primary importance of quality, 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:

Melbourne scholarships

The Melbourne Undergraduate Scholarships Program provides opportunities and support for students from Victoria, interstate and overseas. In addition to recognising the outstanding academic achievement of many of the best national and international students, from 2005 each year up to 200 Melbourne Access Scholarships will enable more students from a broad range of disadvantaged backgrounds to study at Melbourne. A minimum of ten scholarships will be awarded to Indigenous Australians.

The website for the Melbourne Undergraduate Scholarships Program is listed in Appendix 4.

The Melbourne Abroad Unit provides support to students interested in studying overseas for credit towards their University of Melbourne degree. Melbourne Abroad Scholarships are available to Exchange and Study Abroad students. Other scholarships can also be held in conjunction with the Melbourne Abroad Scholarships.

International Student Services

International Student Services and Advisory Services provide a range of support activities specifically designed to meet the needs of international students and their accompanying dependants.

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 other key stages of their careers. All faculties have transition programs which work closely with those delivered centrally (see the Academic Services Division website address listed in Appendix 4).

The Language and Learning Skills Unit (LLSU)

The Language and Learning Skills Unit (LLSU) fosters independent learning for all students, focusing on the academic and professional skills necessary for continued learning in a knowledge-based society. The LLSU provides academic language and communication skills programs to international and local students. Using diagnostic information provided through the Diagnostic English Language Assessment (DELA), the LLSU is also responsible for liaising with faculties to ensure students receive appropriate follow up language support.

Student leadership and generic vocational programs

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. The Student Ambassadors Leadership Program (SALP) offers up to 160 students annually the opportunity to complete 80 hours of volunteer work in their faculties, in University promotions and liaison, and in community service projects.

In addition to independent judgment and leadership qualities, the University considers generic and professional skill development to be 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 collaboratively within faculties and student services as academic credit subjects or non-credit workshop-based seminars and projects. The Internships and Enterprise Programs Unit within the Careers and Employment Unit facilitates these initiatives.

Two of the key initiatives are:

• Accredited 'transition out' subjects

This program involves subjects that are taught jointly between the Careers and Employment Unit and relevant faculties, providing practical vocational training for undergraduate students. Students complete a minimum of 40 hours in a government department, private enterprise, or community organisation, and attend 36 hours of lectures and tutorials, covering consultancy or business management, project management, and communication skills.

• Industry Consultants – Student Workplace Program

This program offers experiential learning placements for students from all faculties. These placements are voluntary work experience opportunities for students to undertake at any time during their studies, and involve between 40 and 80 hours of voluntary work per semester. The work undertaken must be of a professional nature, adding to the students' skills base.

There are many other opportunities for vocational training/industry experience offered through the Careers and Employment Unit, such as:

• *Run your Own Consultancy* – Business workshop for postgraduate students;

• *Career Mentor Connection* – A career mentoring program which matches students with mentors in the workforce;

• *Students in Free Enterprise (SIFE)* – This organisation provides students with the opportunity to develop leadership, teamwork and communications skills through responsible enterprise.

• *Young Achievement Australia (YAA)* – YAA is a national, non-profit organisation, which facilitates business programs between industry and students at tertiary levels; and

• *KickStart your Career* – Seminars designed to introduce students within faculties to the labour market and to provide practical advice on how to compete in the employment market.

Academic Support Services which advance the access and equity agenda of the University are the:

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 in educating staff about 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.

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 the key agents for liaison between the Indigenous community and the University. The Centre is an important information service for those interested in Indigenous history and culture. It also publicises events for the Indigenous Studies Network, a web-based register of academic staff and doctoral students undertaking projects in Indigenous studies, which was established in 2004.

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Equity, Language & Learning Programs

Equity, Language & Learning Programs (ELLP) is responsible for the University's Equity Plan and for the annual equity and diversity audit reported through the Access and Equity Committee. It develops materials for staff and students which encourage greater cross-cultural understanding.

Melbourne Access Program (MAP) Schools Program

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

Access Melbourne

Access Melbourne is the University's combined special entry and access scholarship scheme available to students who have experienced disadvantage. From 2005, 20 percent (approximately 1000) of the University's new undergraduate HECS places each year will be offered to students who have applied through Access Melbourne. Up to 200 of these students will be awarded a Melbourne Access Scholarship

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; and
- Chaplaincy.

3.4.2 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 over 2,000 students.

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.

3.4.3 Student representation

From 1 January 2004 the operation of general student services was assumed by MU Student Union Ltd (MUSUL). This company is owned and controlled by the University of Melbourne and has seven directors made up of three University appointments, three student representatives and an external chair appointed by the University.

MUSUL was established to advance the education of students by providing amenities, services and facilities for the benefit of students. Revenue is raised through the Amenities and Services Fee and the company's commercial services. An advisory committee of students, the Melbourne University Student Amenities and Services Committee (MUSASC), makes recommendations to the Directors and further represents the interests of students. MUSUL's area of responsibility also includes the Melbourne University Overseas Student Service (MUOSS).

In 2004 an elected body of students has been active in designing the framework for a new Student Union. The University of Melbourne Postgraduate Association (UMPA) continues to provide specific services and representation for postgraduate students. Student associations have an important role in providing academic support programs and advocacy for students. Students are represented on major committees of the University, as well as on Council and the Academic Board.

4. Evaluation, monitoring and review of teaching & learning

4.1 Accountability structure

The University has a comprehensive and integrated accountability cycle encompassing planning, reporting and evaluation which ensures that it is responsive to all its stakeholders, including students, staff, 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 quantitative data and qualitative information mostly related to the feedback on quality of teaching and services provided by students, graduates, and academic and administrative staff.

4.2 Performance indicators of quality in teaching and learning

Quantitative indicators

There are a number of sources of quantitative data available on higher education at the national level, including the Graduate Careers Council of Australia annual *Graduate Destinations Survey* and *Course Experience Questionnaire*.

The University uses the following broad range of quantitative indicators of quality in teaching and learning as part of its annual accountability processes:

Student indicators

- Student progress rate – The University monitors student progress rates through the aggregate pass rate of students.

- Student completion and retention rates – First year retention rates are monitored, as are completion rates within minimum time plus one year for single undergraduate degrees.

- Student access, equity and demand – 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 isolated 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 access programs and scholarships designed to provide opportunities for applicants who are academically qualified but who may have encountered long-term disadvantages.

- Student satisfaction and 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, through the *Quality of Teaching Survey*. Survey outcomes are reported back to individual members of staff and to the Academic Board and Council.

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 about three years following completion of a course.

- Graduate skills and destinations – 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*, also administered in conjunction with the Graduate Careers Council. 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.

- International students – international students are surveyed every three years about the *International Student Experience* which uses both quantitative and qualitative data from current international students to highlight areas for improvement.

Staff indicators

The CSHE administers and conducts the Graduate Certificate in University Teaching ('The Melbourne Certificate') and a series of teaching and learning workshops and seminars known as the Program for Excellence in Teaching and Learning (PETL). These programs, which also involve the contribution of staff from the Information Division, offer teaching staff the opportunity to develop a variety of skills associated with high quality

4. Evaluation, monitoring and review of teaching & learning

teaching and learning. Both are highly valued by the University as significant indicators of staff commitment to excellence in teaching. The Certificate will be emphasised in staff confirmation, performance development and promotion procedures.

Faculties offer internal, annual prizes for significant achievements in teaching, and each year are invited to nominate staff for several university-wide awards offered in recognition of exceptional teaching, including the University of Melbourne Awards for Excellence in Teaching.

Student services indicators

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 are referred to relevant services for action.

Qualitative indicators

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

• Academic department audits

Audits have been undertaken since 2003 as part of a cycle to identify best practice and areas for improvement within 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.

• Academic department self-assessments

As part of their operational planning, departments review their performance in order to identify areas of good practice and areas needing improvement, both of which include teaching and learning matters.

• Course reviews

TALQAC undertakes course reviews for major undergraduate courses and postgraduate coursework programs each year. While this involves processes for development and implementation of curriculum and assessment as key components, attention also focuses on self-assessment processes, the quality and practicalities of teaching methods and effectiveness of learning outcomes.

Many of these indicators are included as measures in the Priorities and Actions presented in Section 7.

4.3 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, Physiotherapy, Optometry and Veterinary Science.

5. Resourcing teaching and learning

5.1 The University Budget

The University's annual cycle of planning and budgeting involves the development of an operating budget for the following year which allocates resources in a manner that supports the achievement of priorities and targets identified through the planning process, including teaching and learning targets.

University resources for coursework teaching are allocated to faculties using a formula funding model based on teaching load. 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 for teaching and learning

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 learning and teaching. For 2005 the University has devised budget incentives in the following key areas:

- **Whole of year flexible teaching arrangements**

  The income received from undergraduate fee-paying student enrolments in subjects outside the normal, two-semester framework will be distributed – after allocation of any capital, infrastructure fund and Amenities and Services Fee components – on 85 per cent Faculty/15 per cent Centre basis.

- **Quality of teaching and learning**

  Faculties will receive a bonus of up to 1.5 per cent of their budget allocation for coursework programs to recognise good teaching and learning performance.

- **Access Melbourne**

  Faculties will receive bonus payments where Access Melbourne enrolments amount to or exceed 20 percent of a faculty's HECS-liable undergraduate intake quota.

- **Asian studies subjects**

  Faculties will receive a bonus for subjects approved by the President of the Academic Board, as having a designated 'Asian studies' focus.

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 invests in infrastructure initiatives to support teaching and learning. These include:

- contributions for the implementation of new ways of providing online teaching and learning;

- additional funding to the library resources acquisitions and access budget;

- the Learning Environment Renewal Program, a series of major physical and multimedia upgrades of shared teaching spaces;

- the Learning Environment Innovation Program, a series of projects that will deliver a greater degree of seamless standardisation within the multimedia installations in shared teaching spaces; 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 & 2004 Teaching and Learning Management Plans

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 ten 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 and 2004 *Teaching and Learning Management Plans*. Significant progress has been made for each of the strategic clusters. Overall, of the actions planned, substantial progress had been made in many initiatives. Some of the University's major achievements over this two-year period are:

Strategy 1 *Promote sensitivity to the diversity of the University community through teaching and learning*

- the adoption by the Academic Board of the report *Students from Asia*: *Issues in Learning and Teaching*;

- the implementation of a course review process by TALQAC;

- work by TALQAC in evaluating the success of faculties in developing graduate attributes in their students;

- a review of the Targeted Access Program and the introduction of Access Melbourne to replace it; and

- a review of alternatives to the ENTER score, and the implementation of new equity program options to promote greater participation by disadvantaged students.

Strategy 2 *Embed the* Nine Principles of Teaching and Learning *in educational practice of faculties, departments, individual academics and in the expectations of students*

- the establishment of the Vice-Chancellor's teaching colloquia and raised profile of the colloquia.

Strategy 3 *Ensure that modes of assessment are making an effective contribution to the quality and standards of learning outcomes*

- a university-wide review of assessment by TALQAC; and

- rationalisation and strengthening of the arrangements for English language and study skills support and the adoption of a more comprehensive approach to screening students for English language difficulties.

Strategy 4 *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*

- regular meetings established to discuss teaching and learning with the Academic Policy Forum of Associate Deans (Academic).

Strategy 5 *Initiate a systematic approach to induction and training for university teaching and, where appropriate, opportunities for certification*

- the establishment of the Vice-Chancellor's Teaching Awards scheme;

- greater emphasis on the *Nine Principles of Teaching and Learning* in induction, promotion and professional development programs for University teaching staff; and

- the development of and increased enrolments in the optional Graduate Certificate in University Teaching and the PETL teaching workshops, designed to enhance the skills of University teaching staff and promote teaching excellence (approvals obtained by APC and Academic Board).

Strategy 6 *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

- completion of an 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.

- Inclusion of a framework in the new Enterprise Agreement for the planning, allocation and management of staff workload for both general and academic staff.

Strategy 8 Develop an international research agenda aimed at understanding new forms of student learning and engagement in an e-learning environment which is used to inform the development of the University's e-learning environment

- consideration of T&L(M&ET) Committee report in 2003 which identified initiatives in educational ICT that should be developed across the University;

- receipt of T&L(MET) Committee report on online assessment; and

- adoption and implementation of revised approach to e-learning by PBC in 2004.

Strategy 9 Improve the quality of the teaching and learning experience by providing a rich, immersive learning environment for all students, both on and off campus, using new technologies

- a major review of the allocation and usage of workstation spaces by faculties and the Information Division; and

- a review of current online teaching initiatives by T&L(M&ET) Committee.

Strategy 10 Ensure that there is explicit concern and support for individual student development

- faculty statements of student expectations and responsibilities for contributing to their own learning; and

- the establishment of more rigorous and systematic identification of first-year students at risk academically or with language difficulties.

7. 2005 Teaching and Learning Management Plan priorities and actions

The above progress made in 2003-2004 in achieving planned outcomes is taken into account in the updating of strategies and actions in the following Management Plan. Other factors based on the analysis of the environment described in Section 1 of this document also inform the 2005 Plan.

This analysis shows that the clusters of strategies used in the 2003 and 2004 Plans are still largely relevant. An equity agenda, which has received more prominence in both the higher education reforms and in the University's most recent *Strategic Plan* has been added.

The University's priorities and actions have been updated in 2005 to include

nine, rather than ten, major strategies. The following Management Plan for 2005 describes these 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.

In 2005 the University will continue to build on its achievements in teaching and learning through a number of new initiatives designed to realise its vision as a first rank, internationally recognised university.

In particular, faculties with lower than average scores on *Quality of Teaching*

Surveys and *Course Experience Questionnaires* have been given major responsibilities to improve student perceptions of the quality of their educational experience. All faculties have key targets in the areas of cultural diversity, Access Melbourne, student mobility, and e-learning.

Targets set for 2005, such as the implementation of the *Students from Asia* report, and the University's commitment to joint programs with its *U21* partners, will continue to ensure the University of Melbourne's place as a truly 'international' institution.

Priorities and Actions for Teaching and Learning 2005

ACTIONS PLANNED	PERFORMANCE MEASURE	EXPECTED OUTCOME / TARGET 2005	PROGRESS 2003–04 & OFFICER RESPONSIBLE
INTERNATIONALISATION, EQUITY AND CULTURAL DIVERSITY IN TEACHING AND LEARNING			
Strategy 1 Promote sensitivity to the diversity of the University community through teaching and learning			
1.1 Support faculty-level efforts to promote inclusivity in curricula, teaching, learning and assessment.	Number of subjects that have been reviewed in each faculty with curriculum amended, assessment changed, and teaching approaches adapted 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 per cent of subjects reviewed each year to 2006.	Adoption by Academic Board of report *Students from Asia: Issues in Learning and Teaching.* Meetings held with all faculties on related issues. **Deans** **Chairs, TALQAC and APC**
1.2 Promote and support faculty-level efforts to develop culturally-sensitive and student-centred principles of good teaching which ensure an optimal learning environment for both Australian-born and overseas-born students.	Implement the nine recommendations set out in the Report: *Students from Asia: Issues in Learning and Teaching* approved by the Academic Board in 2004.	By the end of 2005, audit of current teaching and learning policy and processes to ensure that this report is acted upon; and audit of faculty responses to this issue, identifying best practice via the annual Cultural Diversity Audit, through the Access and Equity Committee. Staff development programs, tools and incentives which emphasise an understanding of the diversity of cultures represented at the University; and the integration of pedagogy relevant to student populations.	**Deans** **Chair, Access and Equity Committee** **Director, CSHE** **V-P (Human Resources)**
1.3 Increase the number of student enrolments in subjects with a designated 'Asia focus'.	Increased enrolments by 100 EFTSU in 'Asia focus' subjects offered by MIALS, the School of Languages, and other departments.	By the end of 2005.	**DVC (Academic)** **Dean of Arts**
1.4 Promote greater access and learning opportunities for students with disabilities.	Improved participation and retention of students with disabilities.	Report to Access and Equity Committee and the Academic Board on progress in implementing the 2004–07 Disability Action Plan.	**V-P and Academic Registrar** **President, Academic Board**
1.5 Use departmental audits 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 audits and to Academic Board on faculty responses. Development of a communications strategy about the outcomes of reviews for faculties, staff and students highlighting best practice identified via the annual Cultural Diversity Audit and trends of the University's overseas student population.	Improvements in faculty initiatives to address these issues Report to faculties on equity and diversity data.	Reports to PBC on departmental audits and to the Academic Board on faculty responses show increase in faculty initiatives to address these issues. Improved participation and retention rates of equity students reported to faculties through the Access and Equity Committee's Equity and Diversity Audit. Detailed statistics are listed in the Audit. **DVC (Academic)** **President, Academic Board** **V-P and Academic Registrar**

ACTIONS PLANNED	PERFORMANCE MEASURE	EXPECTED OUTCOME / TARGET 2005	PROGRESS 2003–04 & OFFICER RESPONSIBLE
INTERNATIONALISATION, EQUITY AND CULTURAL DIVERSITY IN TEACHING AND LEARNING			
Strategy 1 Promote sensitivity to the diversity of the University community through teaching and learning			
1.6 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.	Evidence of academic and social events in O-week and of staff involvement in student-organised activities. **V-P and Academic Registrar Chair O-week Advisory Committee**
1.7 Review Careers and Employment facilitated work placements to ensure diversity needs are met.	Review completed.	Recommendations implemented by the end of 2005.	**V-P and Academic Registrar**
1.8 Monitor the introduction of Access Melbourne and develop strategies to ensure that the program is admitting as many disadvantaged students as possible.	Performance by faculties against Access Melbourne targets, the number of students admitted through Access Melbourne and the number of scholarships allocated under Access Melbourne.	Improvement in faculty performance in 2005 selection round. More students admitted under equity groups consistent with the *2005 Operational Plan.* Allocation of equity scholarships outlined in Access Melbourne. Faculties to report at Operational Performance Reviews on monitoring and support services for Access Melbourne Students.	**Deans V-P and Academic Registrar**
PROMOTION OF THE QUALITY OF EDUCATIONAL PRACTICE			
Strategy 2 Embed the *Nine Principles of Teaching and Learning* in educational practice of faculties, departments, individual academics and in the expectations of students.			
2.1 Maintain the high 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 understanding of national and international educational context.	Success of 2003 Colloquium – numbers and presence of international keynote speaker. **Director, CSHE President, Academic Board**
2.2 Promote the METTLE Forum as the University's annual event for showcasing the use of ICT and LMS in teaching and learning.	Number of participants at the Forum and number of innovative projects showcased.	Increased participation from faculties and departments. Growing interest in innovative use of technology enhanced teaching and learning.	**V-P (Information) Chair, T&L(M&ET) President, Academic Board**
2.3 Use TALQAC course reviews to facilitate faculties' evaluation of the acquisition of generic skills and graduate attributes.	TALQAC indicators: • student and graduate perceptions of their acquisition of the attributes; • employer perceptions; and • questions of faculties as to how they assess the effectiveness of the transfer of skills and attributes.	All faculties to report on measures taken to assess the development of graduate attributes.	In 2003 and 2004, successful rounds of course reviews have partly addressed these issues. **Chair, TALQAC President, Academic Board Deans**

Priorities and Actions for Teaching and Learning 2005

ACTIONS PLANNED	PERFORMANCE MEASURE	EXPECTED OUTCOME / TARGET 2005	PROGRESS 2003–04 & OFFICER RESPONSIBLE
PROMOTION OF THE QUALITY OF EDUCATIONAL PRACTICE			
Strategy 2 Embed the *Nine Principles of Teaching and Learning* in educational practice of faculties, departments, individual academics and in the expectations of students.			
2.4 Ensure that faculties assess the international standing of their honours or later/final year undergraduate courses.	Faculties to have completed at least one formal benchmarking project.	By the end of 2005.	**DVC (Academic)** **Deans**
Strategy 3 Ensure that modes of assessment are making an effective contribution to the quality and standards of learning outcomes.			
3.1 Establish the *Sixteen Indicators of Effective Assessment in Higher Education* in educational practice of faculties, departments, and in the expectations of academic staff and students.	Development of checklists for assessment practices developed by the CSHE for distribution to faculties and departments to assist efforts to improve assessment along the lines of the *Sixteen Indicators*.	Development of faculty initiatives to address these principles.	Policy passed by Academic Board in 2004. **President, Academic Board** **Director, CSHE** **Deans**
3.2 Monitor early diagnosis of English language difficulties and follow up language support program.	The number of students tested for language skills and outcomes, and the number of students referred to study skills support.	Improving trends in outcomes demonstrated in a report by the end of 2005.	**V-P and Academic Registrar**
3.3 Promote academic honesty policy and implement and monitor the effectiveness of plagiarism detection software.	The effectiveness of pilot testing in particular faculties.	Report to Academic Board on the implementation in 2004–05 of software.	**V-P (Information)** **DVC (Academic)**
Strategy 4 Develop and monitor approaches to improving the quality of the 'Melbourne Experience', in line with University goals.			
4.1 Secure improvement in student perceptions of the quality of teaching, the acquisition of generic skills and overall satisfaction with their University experience as reported in the QoT Survey and the CEQs.	Faculties to achieve a mean score of 3.9 or higher for Question 2 ('This subject was well taught') in the QoT Survey or coursework programs conducted in Semester 2, 2005; and improved outcomes as reported in the CEQs.	Faculties to report improved outcomes in 2006 Operational Performance Reviews.	**DVC (Academic)** **Deans**
4.2 Secure excellent outcomes from Commonwealth Learning and Teaching Performance Fund.	Demonstrate that Melbourne is well placed on all core indicators of performance.	Report on progress to Academic Board and Council by the end of 2005.	**DVC (Academic)**
4.3 Increase the number of students participating in formal student exchanges or related mobility programs with overseas *Universitas 21* partner institutions.	Increase in the numbers of outgoing and incoming exchange students.	All faculties to report increased numbers of exchange students over 2004.	**Deans** **V-P and Academic Registrar**
4.4 Introduce and implement undergraduate multi-institutional award, the *U21* Certificate/Diploma in Global Studies.	*U21* Certificate/Diploma in Global Studies to be offered in conjunction with two other *Universitas 21* institutions.	Academic Board approval early in 2005.	**DVC (Academic)**

ACTIONS PLANNED	PERFORMANCE MEASURE	EXPECTED OUTCOME / TARGET 2005	PROGRESS 2003–04 & OFFICER RESPONSIBLE
PROMOTION OF THE QUALITY OF EDUCATIONAL PRACTICE			
Strategy 4 Develop and monitor approaches to improving the quality of the 'Melbourne Experience', in line with University goals.			
4.5 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 per cent of all undergraduate courses by 2005.	Audit of subjects and modules completed as part of Unversity online projects. **DVC (Academic) Chair, T&L(M&ET) Deans**
4.6 Introduce faculty-specific strategies for international benchmarking of the quality of undergraduate programs.	Number of courses with periodic benchmarking of quality.	Faculties to report to 2005 Operational Performance Reviews on measures in place to benchmark internationally.	**Deans**
IMPROVE TEACHING QUALITY THROUGH BETTER MANAGEMENT AND STAFF DEVELOPMENT STRUCTURES			
Strategy 5 Initiate a systematic approach to induction and training for University teaching and, where appropriate, opportunities for certification.			
5.1 Monitor enrolments in CSHE and the Information Division's staff development programs for effective University teaching, including the PETL teaching workshops, faculty-based programs and the Graduate Certificate in University Teaching.	All newly-appointed staff with continuing teaching responsibilities to have undertaken an appropriate CSHE induction program. At least 60 members of academic staff to have undertaken or be enrolled in the Graduate Certificate in University Teaching. Completed proposal examining CSHE teaching induction options for sessional staff and staff on fixed term contracts.	Report to Academic Board by the end of 2005.	**Director, CSHE Deans**
5.2 Develop systematic links between the induction and professional development programs for University teaching and University confirmation and promotions policy.	Introduce the Graduate Certificate in University Teaching as an option for consideration in staff confirmation, performance development and promotion procedures. Use *Nine Principles Guiding Teaching and Learning* as a guide for applicants and heads of departments for confirmation and promotion. Require applicants to demonstrate awareness of the University's teaching and learning philosophy.	Increase in emphasis on teaching in terms of the *Nine Principles* in staff development activities. Staff to present teaching portfolios for promotion describing their contributions to teaching in terms of *Nine Principles*. End of 2005.	Review of any changes to confirmations and promotions policies completed. The guidelines for probation and confirmation being updated to make reference to the *Teaching and Learning Management Plan* and the *Nine Principles* as a guide for staff and heads of departments in the preparation of confirmation cases. **V-P (Human Resources) Director, CSHE**

Priorities and Actions for Teaching and Learning 2005

ACTIONS PLANNED	PERFORMANCE MEASURE	EXPECTED OUTCOME / TARGET 2005	PROGRESS 2003–04 & OFFICER RESPONSIBLE
IMPROVE TEACHING QUALITY THROUGH BETTER MANAGEMENT AND STAFF DEVELOPMENT STRUCTURES			
Strategy 6 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.			
6.1 Monitor current staffing practices at faculty and departmental level to assess department support for the commitment to excellence in teaching and learning.	Department reports on progress during annual audits.	Reference in audit reports to be completed mid-2005.	Departmental Audits completed May 2003 & 2004. Audits reported via PBC to Council. **Senior Vice Principal, V-P (Human Resources)**
6.2 Shortlist two nominations or the Australian Awards for University Teaching.	Nominations announced.	By end of 2005	**Director, CSHE** **DVC (Academic)**
TRANSFORM PEDAGOGY IN A RESEARCH-LED UNIVERSITY			
Strategy 7 Identify and maximise the benefits to students and academic staff derived from the research-teaching nexus.			
7.1 Develop resources to assist academic staff in designing curricula to promote student awareness of research-based approaches to teaching and learning.	Course materials which explicitly address this dimension of teaching and learning.	Increasing identification of this dimension in course review documents.	TALQAC course reviews have focussed on this. **Chair, TALQAC** **President, Academic Board**
7.2 Establish database and compile report for use by the University in its quality documentation showing international best practice in research-led curriculum design and delivery. Devise initiatives to maximise benefits of research-teaching nexus.	Database established and report completed. Documented changes in the professional development program to reflect this action.	Database established by the beginning of 2004, and report completed by the end of 2004. Range and extent of initiatives in place in 2005.	CSHE is investigating ways of disseminating information about optimising the benefits of research-lead teaching. **Director, CSHE**
Strategy 8 Promote a rich, immersive learning environment for all students, both on and off campus, using new technologies.			
8.1 Implement the research agenda designed in 2003 to investigate the ways in which university learning is changing, and the strategic implications for the University.	Progress on the pursuit of this strategy to be presented by CSHE in a consolidated paper identifying further research agendas.	Paper due by the end of 2004 for consideration and implementation in 2005.	In progress. **Director, CSHE**
8.2 Provide all undergraduate students with the opportunity to gain the knowledge and competencies available through online learning.	Number of staff using advanced interactive technologies. Student opinion on extent of use of such technologies.	Increasing numbers compared with 2001 baseline data. Increase in student satisfaction with use of technology in the teaching process.	The adoption by PBC and the Academic Board of a new strategy on e-learning will further this activity. **Deans** **V-P (Information)**
8.3 Implement through T&L(M&ET) Committee an ongoing program for the systematic evaluation of the impact of ICT and the online LMS on teaching and learning.	The selection of a number of teaching and learning projects from faculties with a view to examining in-depth, the impacts of ICT and the online LMS on teaching and learning outcomes.	Project under way from 2004 onwards.	**V-P (Information)** **Chair, T&L(M&ET)C**

ACTIONS PLANNED	PERFORMANCE MEASURE	EXPECTED OUTCOME / TARGET 2005	PROGRESS 2003–04 & OFFICER RESPONSIBLE
TRANSFORM PEDAGOGY IN A RESEARCH-LED UNIVERSITY			
Strategy 8 Promote a rich, immersive learning environment for all students, both on and off campus, using new technologies.			
8.4 T&L(M&ET) Committee to develop best practice document which covers both development and 'best practice delivery' for online subjects.	Presentation of document for Academic Board.	Document completed by June 2005 with review completed by the end of 2005.	**Chair, T&L(M&ET)C President, Academic Board**
8.5 Faculties to report on progress in enriching the student experience through the use of e-learning delivery alternatives in undergraduate curriculum.	Number of subjects available wholly or in part online.	Increase reported in 2005 Operational Performance Reviews in numbers of subjects available wholly or partly online compared with 2003.	**Deans**
8.6 Implement the University's LMS as the environment for developing and maintaining a rich easy-to-use online learning environment that supports content delivery, learning objects, collaborative learning and assessment.	Plan for implementation agreed and commenced.	LMS system implementation completed for 2006; regular reports in 2005.	Product choice agreed and planning for implementation commenced in 2004. **V-P (Information) DVC (Academic)**
PROMOTING AND FACILITATING STUDENT AND STAFF INTERACTIONS WHICH BENEFIT THE STUDENT LEARNING PROCESS			
Strategy 9 Ensure that there is explicit concern and support for individual student development.			
9.1 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).	Lower percentages of students unlikely to have direct personal contact with teaching staff (i.e. high percentages of subjects with some small group teaching). Report in OPRs in 2005.	In progress. All faculties are examining ways in which to improve staff accessibility and feedback on assessment. **DVC (Academic) Deans**
9.2 Provide feedback on assessment tailored to the needs of individual students.	Percentage of undergraduate and postgraduate subjects with in-term assessment and individual comments. Database on different feedback approaches established.	More than 80 per cent of subjects by 2005.	**Deans**
9.3 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.	All courses to provide such statements by 2005.	Ongoing. Faculties have been asked to formulate appropriate statements by 2005. **Deans President, Academic Board**

Priorities and Actions for Teaching and Learning 2005

ACTIONS PLANNED	PERFORMANCE MEASURE	EXPECTED OUTCOME / TARGET 2005	PROGRESS 2003–04 & OFFICER RESPONSIBLE
PROMOTING AND FACILITATING STUDENT AND STAFF INTERACTIONS WHICH BENEFIT THE STUDENT LEARNING PROCESS			
Strategy 9 Ensure that there is explicit concern and support for individual student development.			
9.4 Under the auspices of the Student Support Committee, the Academic Transition Working Group to report to the Academic Board on the effectiveness of transition initiatives.	Faculty reports on effectiveness and staff awareness of transition initiatives.	Report from the Student Support Committee to Academic Board by the end of 2005.	**V-P and Academic Registrar President, Academic Board**
9.5 Ensure that faculties maintain or improve staff-student ratios.	Ratios to be equal to or lower than 2003 student-staff ratios in each faculty.	End of 2005.	**DVC (Academic) Deans**

Appendices
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 communication 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, cultural and linguistic 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

Appendix 1

- where appropriate, advanced working skills in the application of computer systems and software and a receptiveness to the opportunities offered by new technologies.

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

Sixteen Indicators of Effective Assessment in Higher Education

The University believes that while faculties, schools and departments should adopt diverse approaches to the assessment of student learning, a set of broader, guiding principles are also necessary to encourage the improvement of assessment policy and practice:

1. Assessment is treated by staff and students as an integral component of the entire teaching and learning process.

2. The multiple roles of assessments are recognised. The powerful motivating effect of assessment requirements on students is understood and assessment tasks are designed to foster valued study habits.

3. There is a faculty/departmental policy that guides assessment practices. Subject assessment is integrated into an overall plan for course assessment.

4. There is a clear alignment between expected learning outcomes, what is taught and learnt, and the knowledge and skills assessed.

5. Assessment tasks assess the capacity to analyse and synthesise new information and concepts rather than simply recall information which has been presented.

6. A variety of assessment methods is employed so that the limitations of particular methods are minimised.

7. Assessment tasks are designed to assess relevant generic skills as well as subject-specific knowledge and skills.

8. There is a steady progression in the complexity and demands of assessment requirements in the later years of courses.

9. There is a provision for student choice in assessment tasks and weighting at certain times.

10. Student and staff workloads are considered in the scheduling and design of assessment tasks.

11. Excessive assessment is avoided. Assessment tasks are designed to sample student learning.

12. Assessment tasks are weighted to balance the developmental ('formative') and judgmental ('summative') roles of assessment. Early low-stakes, low-weight assessment is used to provide students with feedback.

13. Grades are calculated and reported on the basis of clearly articulated learning outcomes and criteria for levels of achievement.

14. Students receive explanatory and diagnostic feedback as well as grades.

15. Assessment tasks are checked to ensure there are no inherent biases that may disadvantage particular student groups.

16. Plagiarism is minimised through careful task design, explicit education and appropriate monitoring of academic honesty.

James, R. McInnis, C. and Devlin, M. (2002) Assessing Learning in Australian Universities. See Australian Universities Teaching Committee website: http://www.cshe.unimelb.edu.au/assessinglearning/

Appendix 3

Faculty academic support 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.

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 from faculties since its inception in 1998.

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 focus on good practices in the faculty; and
  - 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

Staff programs:

- Annual Faculty of Arts Teaching Awards, and Award Winners' Teaching Seminar;
- Dean's Office reviews QoT survey results, identifies and provides feedback on high-performing and low-performing subjects and coordinators;
- Academic Programs reviews and responds to CEQ survey results;
- Semester One and mid-year New Tutor Induction Programs;
- New staff mentors; and
- Faculty IT & Multimedia Committee supports development of multimedia teaching innovations, organises training for staff, and provides incentives for research and publication in teaching and learning technologies.

Student programs:

- Transition Liaison Officer position;
- Faculty Transition Working Group;
- Arts Study Skills Seminars;
- Arts Study Skills Seminars for Study Abroad and Exchange Students;
- Arts Transition Program (101) in English, History and Politics;
- Training in small group facilitation for Transition Program mentors (3/4 year Arts students);
- Faculty commitment to small tutorial size in first year subjects;

- Faculty commitment to early assessment feedback as best practice;
- Arts section of Handbook specifies student learning responsibilities and time commitment;
- Generic skills provided in course guides;
- Departments produce first year study guides;
- Some departments run lecturing and tutoring skills symposia;
- All first year students receive publication Getting Your Head Around the BA; and
- International student liaison officers in each department.

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:

- Transition to Commerce (T2C) non-credit subject;

- subject-specific study groups;

- workshops and information sessions on study skills and exam preparation;

- first year peer mentor scheme;

- postgraduate peers mentor scheme;

- tutor training;

- collaborative problem solving tutorials;

- guidelines on assessment, academic honesty, group work, teaching portfolios;

- online tutors;

- online feedback and assessment;

- audio streaming of lectures;

- the first year lobby website;

- student skills booklets for undergraduates and help sheets for postgraduates;

- virtual tour of the faculty;

- the Peer Assisted Study Support (PASS) scheme;

- the Commerce Research and Learning Skills (CRALS) non credit subject;

- the Postgraduate Enrichment Program (PEP); and

- individual student consultations.

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

- Undergraduate student website for transition

- Learning skills tutorial support for commencing undergraduate students

- Postgraduate induction program

- Cultural diversity orientation for practicum supervisors and students

- Early identification of students at risk in academic and practicum subjects

Engineering

- Study groups

- Communications workshops

- Faculty and Department Mentoring Schemes – both student/student mentoring and student/engineering practitioner mentoring

- Mandatory Transition Program (called Making Connections) including study skills assessment for all first year students and followed up by Learning Skills – a series of four workshops for students identified as 'at risk'

- Implementation of Teaching Circles for peer advice and support for lecturing staff and Dean's awards for teaching excellence

- 'Pitstop' tutors in Electrical Engineering and Civil and Environmental Engineering

- First year learning centre in IT departments

- Assistant Dean (Undergraduate Studies) position

- Transition Officer position

- Departmental and Faculty student focus groups for discussion of teaching and learning issues

- Transition program for entry to the workforce – Kick-start your Career

- Action taken to overcome the barriers to Engineering for Indigenous students

Institute of Land and Food Resources

- 'Land on Your Feet' transition program and study groups

- Induction and orientation programs at each campus, especially those with residences

- Academic mentoring

- Strengthened encouragement for students to participate in DELA testing and follow up with skills development

- Vocational mentoring program (part of Career Mentor Connection 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

- Kickstart your Career program

- Three academic Staff Awards for Excellence in Teaching, Outreach and Research and one for General staff

- Annual school meetings which focus on teaching and learning issues

Appendix 3

- New collaborative learning spaces are being built at five campuses to be ready in Semester Two, 2004

- Additional computer laboratories have been created at McMillan (Leongatha campus) and at Parkville (one for postgraduates and an additional lab for undergraduates)

- Global Environment and Food Systems subject involving five other universities worldwide and use of new technologies for collaborative learning

- Online master of Agribusiness course uses an online collaborative learning approach

Law

- The appointment of Director of Language and Learning to assist undergraduate, graduate and RHD students from non-English speaking backgrounds

- The appointment of Director of Teaching to facilitate discussion and sharing of information in the Faculty about teaching and learning (increased number of Faculty seminars on various aspects of teaching and learning)

- The inclusion of RHD students in the Faculty's weekly research seminars

- In-house RHD supervisor training workshops

- Graduate Program Orientation and Research Methodology seminars

- Skills Integration into LLB Curriculum- Identifying ways to integrate and enhance learning of skills across the program, to date including information literacy (LIST & ALIS), teamwork skills and statutory interpretation

- LRC Workshops for RHD Students on EndNote bibliographic software

- Faculty Feedback Initiative-an increased effort by Faculty staff through extensive consultation to improve the frequency and quality of feedback to students

- Current proposal to establish an online discussion group for RHD students, hosted by a Senior Lecturer and the Associate Dean (Research)

- Student contacts for TPL students (first year compulsory subject)

- Advisory Boards for specialist graduate areas

- Study groups

- Study skills seminars

- Buddy Mentor Scheme for International Students

- Small group teaching policy

- Academic staff attendance at CSHE courses

Medicine, Dentistry and Health Sciences

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

- 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 sixty 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

- Transition and Student Support Officer:
  – liaises with the central Transition Program team;
  – ensures minimum transition benchmarks are met;
  – develops and institutes new transition and student support objectives; and
  – ensures a coordinated approach is taken in the delivery of all support programs.

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 CSHE courses

- Students 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

Appendix 4

WEB LINKS RELEVANT TO TEACHING AND LEARNING	
Teaching and Learning Website - Deputy Vice-Chancellor (Academic)	http://www.unimelb.edu.au/dvc-academic/index.html.
Academic Board	http://www.unimelb.edu.au/abp/
• Academic Board Standing Committees	http://www.unimelb.edu.au/unisec/acadboard/index.html
• Academic Programs Committee	http://www.unimelb.edu.au/abp/apc/
• Selection Procedures Committee	http://www.unimelb.edu.au/abp/spc/
• Teaching & Learning (Multimedia & Educational Technologies) Committee	http://talmet.unimelb.edu.au/
• Teaching and Learning Quality Assurance Committee	http://www.unimelb.edu.au/abp/talqac/
Academic Honesty and Plagiarism Policy	http://www.services.unimelb.edu.au/plagiarism/policy.html
Academic Promotions Policy	http://www.hr.unimelb.edu.au/academic-promotions/
Intellectual Property Policy	http://www.unimelb.edu.au/admindiv/IPPolicy/ http://www.unimelb.edu.au/ExecServ/Statutes/s141.htm
Academic Services Division	http://www.services.unimelb.edu.au/acadreg/index.html
• Equity, Language and Learning Programs	http://www.services.unimelb.edu.au/ellp/index.html
– Equity and Diversity Planning Unit	http://www.services.unimelb.edu.au/ellp/programs/equity.html
– Language and Learning Skills Unit	http://www.services.unimelb.edu.au/ellp/programs/llsu.html
– Access and Equity Committee	http://www.services.unimelb.edu.au/ellp/policy/aec.html
• Centre for Indigenous Education	http://www.services.unimelb.edu.au/cie/
– Indigenous Education Strategy	http://www.services.unimelb.edu.au/cie/aboutus/ies.html
• Student Ambassador Leadership Program	http://www.services.unimelb.edu.au/leadership/index.html
Accountability	http://www.unimelb.edu.au/publications/accountability/
The Australian Universities Quality Agency (AUQA)	http://www.auqa.edu.au/
The Australian Awards for University Teaching	http://www.autc.gov.au/aw/aw.htm
Centre for the Study of Higher Education	http://www.cshe.unimelb.edu.au/
Cultural Diversity Policy	http://www.unimelb.edu.au/diversity/CDpolicy.html
• Cultural Diversity in Teaching and Learning	http://www.unimelb.edu.au/diversity/CD_T&Lguidelines.html
Deans and Heads	http://www.unimelb.edu.au/staff/deansheads.html
Disability Action Plan 2004-2007	http://www.services.unimelb.edu.au/disability/laws/unipolicies/ PDFDAP.pdf
Heads Development and Support Program	http://ar2288m.personnel.unimelb.edu.au:8080/heads/index.html
Evaluation Cycle	http://www.unimelb.edu.au/UPO/ecycle/ECycle.html
Information Division	http://www.infodiv.unimelb.edu.au/
• METTLEweb – a Guide to Teaching & Learning with Technology at the University	http://mettleweb.unimelb.edu.au/
• GPRweb – Database of Educational Research Publications at the University	http://osx.meu.unimelb.edu.au/GPRweb/
• METTLE News – Information Relevant to the Use of ICT in Teaching and Learning	METTLE Mailing List: http://mettleweb.unimelb.edu.au/current/.
• TeLaRS Lunchtime Seminars on ICT in teaching & learning	http://mettleweb.unimelb.edu.au/seminars/
Melbourne Undergraduate Scholarships Program	http://www.services.unimelb.edu.au/scholarships/ugrad/
Nine Principles Guiding Teaching and Learning in the University of Melbourne	http://www.cshe.unimelb.edu.au/pdfs/9principles.pdf
Senior Executive	http://www.unimelb.edu.au/about/seniorexec/
Universitas 21	http://www.universitas21.com/
• Universitas 21 Fellowships and Scholarship	http://www.unimelb.edu.au/unisec/U21/
University of Melbourne Governance	http://www.unimelb.edu.au/about/governance/index.html
University of Melbourne Teaching Awards	http://www.cshe.unimelb.edu.au/2004Awards.html

The following suite of publications covers the University of Melbourne's goals, strategies, management and operations.

The 'Melbourne Agenda'

Strategic Plan Perspective

Operational Plan

Ensuring Accountability

Annual Report

Annual Review

Annual Budget

Teaching and Learning Management Plan

Research and Research Training Plan

Towards Environmental Sustainability

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