



The University of Sydney

University of Sydney Teaching and Learning Plan 2004-2006

Revised: 4 November 2003

Faculties are asked to note that the strategies and targets in the plan are University-wide and do not commit individual faculties to particular outcomes.

KO1 Attract and support the progress of high-achieving students from diverse backgrounds

S1 Improve the first year experience through implementing faculty transition plans

- T1 All faculty transition plans to be in place by 6/04
- T2 All faculty transition plans implemented 2004-2005
- T3 Reports on progress to be complete and approved by Teaching and Learning Committee by 12/05
- T4 Improvements in SCEQ results for first year undergraduate students by minimum of 5 percentage points by 12/05

S2 Enhance opportunities for high-achieving students

- T1 Increase the number of students enrolled in advanced degree courses by 10% by 6/05
- T2 Specifically monitor from 1/04 the experience of high-achieving students through the Academic Board reviews and other QA processes such as SCEQ results

S3 Attract and support more students from equity target groups

- T1 By 12/05, increase by 10% the number of high-achieving students from groups of schools currently underrepresented in the University's profile
- T2 By 12/05, increase by 10% the number of indigenous students enrolled in the University and continue to provide the level of academic support currently offered to indigenous students

KO2 Ensure Sydney students enjoy an outstanding experience as part of a community of learners

S1 Establish governance structures and infrastructure support for ICT in teaching and learning and integrate the Quality Assurance of ICT into existing academic mechanisms

- T1 By 12/04, revise Academic Board policy on the Management and Evaluation of Coursework Teaching to incorporate Quality Assurance of ICT in teaching and learning
- T2 By 12/05, ensure that all faculty teaching and learning plans incorporate goals for the use of ICT in teaching and learning which are consistent with the University's Quality Assurance policy for the use of ICT in teaching and learning
- T3 Implement the goals of the University's ICT in Teaching and Learning Strategic Plan by 12/04 and review progress towards its targets by 12/05

- S2 *Improve the international experience for all University of Sydney students*
- T1 Increase the number of students involved in exchange programs by 20% by 12/06
 - T2 Improve opportunities for offshore experiences through study abroad so that 10% of local students have spent time in overseas universities by 12/06
 - T3 Establish a pilot program in each faculty during 2004 in which students study in culturally diverse groups to develop international perspectives (report on outcomes by 6/05)
 - T4 Include specific items to evaluate the international student experience in existing SCEQ and SREQ instruments, from 1/04
- S3 *Strengthen the on-campus social and educational experience for all Sydney students*
- T1 Improvement in SCEQ 'Learning Community' results by 5 percentage points by 12/05
 - T2 Establish a process for monitoring students' perceptions of safety and security on campus by 6/04 and adopt any required enhancements to infrastructure
 - T3 Review the existing provision of student services and IT support through the Administrative Services Review process and implement recommendations by 12/04
- S4 *Develop and implement a revised graduate attributes policy consistent with an internationally-focused, research-led teaching environment*
- T1 Approval by Academic Board of the revised graduate attributes policy by 6/04
 - T2 Begin implementation of policy through the existing faculty-based working group from 6/04
- S5 *Investigate the advantages of a core curriculum for junior undergraduates to address issues of coherence, student and staff workloads, and the development of generic attributes*
- T1 Academic Board to establish working party to address these issues by 1/04
 - T2 Report recommendations and implementation plan to be approved by 6/04

KO3 Realise the benefits of a research-intensive teaching and learning environment

- S1 *Audit the outcomes of the research-teaching nexus and raise student and staff awareness of its advantages*
- T1 Complete the current trial of performance indicators for research-led teaching and report on the University-wide extent of the research-teaching nexus by 6/04
 - T2 Develop an operational plan for raising awareness and enhancing research-led teaching by 12/04; pilot the plan in 2005 and report by 12/05
 - T3 Improvements in SCEQ results related to research-led teaching by minimum of 5 percentage points by 12/06
- S2 *Further develop and more widely distribute inquiry-based approaches to teaching and learning*
- T1 Review the extent and effectiveness of inquiry-based, research-led teaching approaches through a modified SCEQ; report results to faculties and the Academic Board by 6/04

- T2 Expand good practice in inquiry-based teaching and learning through the research-led teaching working group at faculty level including website development and focus group discussions with students, by 12/04
- S3 *Consolidate existing evidence-based teaching practices*
 - T1 Review the incentives provided through the scholarship index scheme and modify it appropriately, by 6/05 (see also KO5, S4)
 - T2 Improve the mechanisms for reporting changes to faculty CEQ/SCEQ/PREQ results (including open comments) by 12/04
 - T3 From 12/04, all units of study and new degree courses to include a statement of the research-based rationale for the teaching and assessment practices proposed
 - T4 A new policy on grade descriptors for student assessments, derived from research evidence, to be approved by Academic Board by 12/04

KO4 Recognise, support and reward teaching excellence

- S1 *Increase the scope of faculty and University teaching awards and enhance staff awareness of the schemes*
 - T1 Implement the recommendations of the review of University teaching excellence awards by 6/04
 - T2 From 12/04, all faculties to offer awards for teaching excellence aligned with University and AUTC criteria
- S2 *Examine the outcomes of the Teaching Improvement Fund and implement appropriate changes to strengthen the system (see also KO5, S4)*
 - T1 Review staff perceptions and impact on student learning outcomes of the TIF by 12/04
 - T2 Identify barriers to the effective deployment of SI funds in faculties and revise the policy as appropriate by 12.04
- S3 *Develop programs to enhance academic leadership for teaching and learning*
 - T1 First year experience working group and ITL to construct and pilot a program for unit of study and year coordinators based on research evidence of subject coordination for effective university teaching, by 12/04; implement across all faculties during 2005
 - T2 Ensure that the proposed inquiry-based program for heads of schools as academic managers (for implementation in 2004-5) includes a key focus on teaching and learning
- S4 *Provide university-wide support for casual staff to enable them to deliver a high quality learning experience for students*
 - T1 Extend the pilot programs in the faculties of Science and Engineering to all faculties, by 12/05
 - T2 Monitor the effectiveness of these programs through Phase 2 Academic Board reviews

KO5 Consolidate leadership among research-intensive universities in the management and evaluation of teaching and learning

- S1 *Further develop benchmarking of teaching and learning outcomes and processes*
 - T1 Each faculty to have in place benchmarking agreements with appropriate research universities, including at least one overseas university, by 12/05
 - T2 Expand existing university-level agreements for QA in teaching and learning to include at least three additional universities in North America and Asia, by 12/04

- S2 Enhance the system of teaching performance indicators and associated resource allocation mechanisms*
- T1 Extend the system to postgraduate coursework and research higher degrees by 12/05
 - T2 Review the existing set of TPIs for undergraduate coursework related to performance funding and make appropriate enhancements and additions to the methodology by 12/04
- S3 Inspect and improve current instruments and procedures for student evaluation of teaching, courses, units and experiences of the learning environment to maintain best practice*
- T1 Review and improve the existing UoS evaluation system and ensure its adoption in every faculty, by 12/04
 - T2 Review and improve the existing teaching evaluation, SCEQ and SREQ instruments, by 6/05
 - T3 Convene a working group to examine ways of more effectively reporting on results and following up faculty and services actions to improve (to report by 12/04)
- S4 Conduct a review of the effectiveness of current procedures for managing and reviewing educational quality*
- T1 Audit the outcomes and processes of the Academic Board reviews of faculties against international standards, using external and internal reviewers, by 6/05
 - T2 Audit the outcomes and processes of the management systems for teaching quality (including TPIs, TIF, SI, academic development and support) against international standards, using external and internal reviewers, by 6/05