



UNIVERSITY LEARNING AND TEACHING PLAN 2007-2009

August 2006

Operational Targets

Teaching and Program Load - by Funding Type and Program Level								
	Proj FY*		Targets					
	2006 EFTSL	% inc on 05 act	2007 EFTSL	% inc on 06 proj	2008 EFTSL	% inc on 07 targ	2009 EFTSL	% inc on 08 targ
COMMONWEALTH SUPPORTED PLACES								
Undergraduate	9235	-1.8%	9828	6.4%	10227	4.1%	10441	2.1%
Postgraduate Coursework	142	-19.4%	254	78.8%	301	18.4%	319	6.1%
Higher Degree by Research	1086	4.2%	1125	3.6%	1160	3.2%	1217	4.9%
Total	10463	-1.5%	11207	7.1%	11688	4.3%	11976	2.5%
FEE-PAYING LOAD								
AUSTRALIAN								
Undergraduate	152	18.2%	172	13.2%	197	14.5%	214	9.1%
Postgraduate Coursework	705	-4.2%	773	9.6%	833	7.8%	887	6.5%
Non-Award	18	-7.2%	17	-2.6%	18	5.2%	19	4.9%
Total	874	-1.0%	962	10.0%	1048	8.9%	1121	7.0%
INTERNATIONAL (ON-SHORE)								
Undergraduate	2210	11.6%	2359	6.7%	2497	5.9%	2621	5.0%
Postgraduate Coursework	889	32.6%	1061	19.4%	1187	11.8%	1287	8.5%
Higher Degree by Research	208	-1.9%	267	28.6%	302	13.0%	342	13.4%
Non-Award (excl Bradford)	79	-8.3%	125	57.0%	150	19.9%	174	16.7%
Total	3386	14.8%	3812	12.6%	4135	8.5%	4424	7.0%
INTERNATIONAL (OFF-SHORE)								
Undergraduate	58	12.8%	71	23.7%	88	23.5%	104	18.4%
Postgraduate Coursework	281	-11.1%	269	-4.5%	282	4.9%	311	10.2%
Total	339	-7.8%	340	0.3%	370	8.8%	415	12.1%
NON-FUNDED LOAD								
Higher Degree by Research	34	132.9%	4	-89.7%	1	-74.3%	0	-66.7%
TOTAL LOAD	15096	1.7%	16324	8.1%	17241	5.6%	17936	4.0%

* 2006 Student Load sourced from the Data Warehouse (as at 6/11/06); excludes Bradford load; excludes 19 EFTSL of unsubstantiated load

Key Performance Objectives for Learning and Teaching

Student Demand

1. Meet all Operational Plan targets for University Student Load.
2. Increase the University's first preference applications from school leavers in South Australia.
3. Maintain the University's leading position in attracting the top 10% of school leavers applying for admission to our programs.
4. Expand the pathways into the University to attract additional students.

Student Experience

5. Increase the overall satisfaction rates of students, as measured by the Course Experience Questionnaire.
6. Increase the level of satisfaction experienced by students, as measured by aggregated Student Evaluations of Learning and Teaching, and the level of staff participation in SELTs.
7. Improve the University's outcomes in the Learning and Teaching Performance Fund and ensure the University is successful in winning grants and awards from the Carrick Institute.

Student Progression

8. Maintain the University's leading position in the retention rate of its students.
9. Increase the student progression rate.

Student Outcomes

10. Increase the proportion of graduates in full-time employment (who are available for employment), as measured by the Graduate Destination Survey.

Equity and Student Diversity

11. Increase the participation rate of equity groups.
12. Increase the success rate of equity groups.

University Learning and Teaching Plan

Statement of Strategic Direction

The University Learning and Teaching Plan is informed by the revised Strategic Plan and the outcomes of the Planning Forum held in June 2006 where growth, quality and service enhancement, and efficiency were identified as key drivers in meeting the challenges that the University will face in the coming years.

Growth in student numbers is essential if the University is to sustain its breadth of disciplines and research strengths, and the strong interaction of research and learning that shapes the distinctive character and quality of the student experience at the University of Adelaide.

The University will also need to plan for greater diversification of the student body. Demographic projections would suggest that there is considerable risk in relying on our traditional student body of domestic South Australian school leavers. In this context, the University will need to position itself to attract more adult applicants, part-time students, lifelong learners, and international students. This will involve changes to fundamental aspects of our education activities: to the design of our academic programs; to the hours and locations and modes of delivery of teaching; to the structure of the academic year; and to the way we manage our marketing and recruitment. Possible growth in the proportion of offshore and online students will require significant rethinking of student support mechanisms.

In a time when global boundaries are rapidly disappearing and graduates with global competencies are keenly sought, the internationalisation of the University is a vital element in planning for the future. The internationalisation of the curriculum, faculty and the student body will create opportunities for all students to develop an understanding of their culture within a global and comparative context, and to appreciate and accept cultural diversity,

A high-quality educational experience for our students will also depend upon confidence in our academic staff that excellence and innovation in teaching are valued and rewarded. By adopting a more strategic approach, we will embed the value the institution places on a professional approach to teaching into our human resource practices – appointment, professional development, promotion, and career review.

The University Learning and Teaching Plan is intended to amplify the strategies listed under the Strategic Plan themes and provide a framework for planning, management and quality assurance activities in learning and teaching matters across the University, including:

- faculty initiatives in learning and teaching;
- internationalisation;
- academic and other support for students in their learning;
- staff development policies and initiatives to support and reward quality improvement in teaching;
- indigenous education;
- information technology and services in the learning and teaching environment;
- maintenance and improvement of teaching spaces and facilities; and
- library resources and services in support of learning and teaching.

From an external perspective, two of the main drivers for change within the University of Adelaide are the Australian Universities Quality Agency (AUQA) and Commonwealth Government higher education policy.

In March 2003 AUQA delivered its first audit report on the University, praising the quality of our staff and students. The report contained a number of recommendations for change in the quality assurance processes for learning and teaching. These recommendations have been incorporated into the Plan's sub-strategies, relating primarily to processes of program review, performance measurement, monitoring and evaluation, student support, staff development and the expansion of benchmarking activities. The implementation of actions arising from these recommendations will build upon the positive changes of the past few years and will leave the University well prepared for its next audit scheduled for 2008.

The University is also working to maintain a high-quality educational experience for our students, and a rewarding environment for our staff, within the context of changes to the higher education system. Over the life of this Learning and Teaching Plan, there will be a significant shift away from the publicly funded paradigm that has operated in recent decades in the direction of greater student contributions to the financing of higher education institutions. As part of our commitment to support our students and staff, this Plan includes ways in which we can position ourselves as to maximise the benefits that accrue from the Learning and Teaching Performance Fund, the Carrick Institute of Learning and Teaching in Higher Education, and other changes to the higher education system.

Improvements to efficiency in providing support and quality academic programs to students will have the double benefit of enhancing the student experience and contributing to the financial sustainability of the University. The use of new technology in managing administrative processes and in providing alternative modes of delivery, the rationalisation of courses and programs, and the reduction in the duplication of courses across Faculties will allow the University to better use its resources in an efficient and effective manner.

Goal

The University Learning and Teaching Plan supports the Strategic Plan themes of Growth with Excellence and Student Focus. Therefore, its primary goals are:

- to provide a distinctive learning experience of high quality for our students, and to produce graduates whose knowledge and attributes enable them to have significant impact within their communities. This will be facilitated through managed growth of the University's student profile to achieve financial sustainability; and
- to ensure that the University of Adelaide is regarded as the University of first choice for students, through excellent program offerings, innovative delivery and high quality supervision of research, and the provision of quality student administration and support services.

Implementation Strategies

1. **Appoint a Pro-Vice Chancellor (Learning and Quality) to assist the Deputy Vice Chancellor (Academic) in providing leadership and development of learning, teaching and quality.**

- 1.1 Develop initiatives to improve the quality of teaching and the student learning experience.

- 1.2 Improve retention rates to at least align with the GO8 average.
 - 1.3 Position the University for the next AUQA audit scheduled for 2008 and develop strategies and policies for implementing its findings.
 - 1.4 Monitor key performance indicators around learning and teaching, and develop mechanisms to address areas of concern.
 - 1.5 Review learning and teaching policies and audit the effectiveness of their implementation.
- 2. Establish, maintain and monitor regular and effective processes of evaluation and review to ensure that curricula, course materials and teaching practices are accessible to all students, relevant and informed by appropriate research, professional practice and student, graduate and employer feedback.**
- 2.1 Articulate Program Graduate Attributes and incorporate into program and course documents and student learning activities.
 - 2.2 Regularly review the University's academic programs, courses and assessment methods.
 - 2.3 Ensure students have opportunities to provide input into the evaluation and review of curricula, teaching practices and assessment.
 - 2.4 Systematically use student evaluation mechanisms (such as SELTs, CEQ and GDS survey results) to inform learning and teaching improvements.
 - 2.5 Develop and implement a new internal survey instrument to assess program experience.
 - 2.7 Encourage an improved response rate to the Australian Graduate Survey in order to better assess student perceptions of the quality of their education at the University of Adelaide.
 - 2.8 Benchmark to measure performance and outcomes in learning and teaching.
 - 2.9 Introduce a regular peer review of teaching programs. Monitor and develop the teaching skills of new academic staff.
 - 2.10 Provide avenues for employer feedback in the development and review of curricula
- 3. Implement an effective postgraduate coursework student growth plan.**
- 3.1 Develop new postgraduate coursework programs that meet market needs for conversion programs, vocational pathways at the end of generalist degrees, professional accreditation and continuing professional development, short courses, and modular cross-faculty Masters programs.
- 4. Conduct a study of the feasibility of establishing a teaching and research presence in the People's Republic of China.**
- 4.1 Investigate collaborative opportunities in China including staff and student exchange, jointly-badged degrees, and the shared teaching of short courses.
 - 4.2 Consider establishing a China Office to manage recruitment activities and joint programs, and to facilitate collaborative research and commercialisation opportunities.
- 5. Establish processes and budget mechanisms to enhance teaching skills through professional development for new and continuing academic staff; to recognise and reward School, group and individual practices that foster excellence in learning and teaching; and to encourage initiatives that will improve learning outcomes for students.**

- 5.1 Encourage participation in professional development programs that improve staff satisfaction and performance, and student learning.
 - 5.2 Recognise excellence in learning and teaching, both through an expanded internal award system, and through external awards such as the Carrick Institute citations and national teaching awards.
 - 5.3 Increase the number of staff with a teaching qualification (eg Graduate Certificate in Education (Higher Education) and Graduate Certificate in Online Learning (Higher Education), or training relevant to teaching in their discipline.
 - 5.4 Promote excellence in learning and teaching by disseminating information about best practice and encouraging participation in seminars, workshops and publications related to learning and teaching.
 - 5.5 Fund initiatives in the learning and teaching area designed to improve teaching quality and student experience.
- 6. Increase the accessibility and flexibility of our educational programs by establishing simple and coherent degree structures; providing flexible study pathways; developing further our capabilities in online delivery and support; and pursuing opportunities for the collaborative or co-operative delivery of programs and courses, within Australia or overseas.**
- 6.1 Improve accessibility by offering alternative modes of course delivery, including summer school, intensive teaching, after hours classes, and distance education.
 - 6.2 Implement a consistent 'student workload per unit of study' model.
 - 6.3 Consider standardising the number of units per course, where appropriate, to provide more opportunities for cross-disciplinary and cross-Faculty study pathways.
 - 6.4 Review and rationalise programs and minimise the duplication of courses.
 - 6.5 Review double/combined degrees and consider whether a three year plus two year model would better serve the needs of joint degree students.
 - 6.6 Increase articulation, resource sharing and block credit arrangements with the VET sector.
 - 6.7 Investigate alternative entry methods such as foundation courses, bridging programs and adjustments to entry sub-quotas.
 - 6.8 Pursue collaborative teaching opportunities with Australian and international partners including jointly badged degrees.
 - 6.9 Increase the use of MyUni and associated technologies for quality learning and teaching outcomes.
 - 6.10 Assess possible applications of the Bologna Process and the 'Melbourne Model' to learning and teaching at the University
- 7. Identify opportunities and pursue growth targets in appropriate disciplines, programs and student cohorts, recognising the importance of utilising alternative revenue streams, particularly through increasing non-government sources of funding.**
- 7.1 Consider Commonwealth supported load transfers from undergraduate to postgraduate programs in order to achieve the maximum load allowed under the DEST funding agreement.
 - 7.2 Bid for additional Commonwealth Supported Places for 2008.
 - 7.3 Review program prerequisites to facilitate student entry into the program.

8. **Become recognised as a centre of excellence for Aboriginal and Torres Strait Islander students and education, based on principles of equity, inclusiveness, and respect for Indigenous knowledge.**
 - 8.1 Develop partnerships with schools, communities and training organisations to provide more pathways for Aboriginal and Torres Strait Islander students and increase participation rates in our programs.
 - 8.2 Provide appropriate support and pastoral care for Aboriginal and Torres Strait Islander students to maximise their opportunity for academic success.
 - 8.3 Explore opportunities offered by the Australian Government under its recently announced program *Improving Indigenous Outcomes and Enhancing Indigenous Culture and Knowledge in Australian Higher Education*.
9. **Develop an international focus to the content and attitudes of the education we offer our students, by identifying and implementing best practice examples of internationalisation of curriculum and delivery; by increasing opportunities for students from diverse backgrounds to research and study at universities overseas; and by actively valuing the cultural diversity of our student profile.**
 - 9.1 Manage existing international agreements to maximise the potential benefits of the agreements and investigate new twinning and articulation arrangements.
 - 9.2 Invest resources in international student recruitment strategies based on comprehensive market intelligence analysis of student demand in specific countries.
 - 9.3 Develop targeted programs that provide vocational pathways in areas of high demand in the home countries of international students.
 - 9.4 Develop pathways for international students that meet the educational prerequisites for permanent residency.
 - 9.5 Attract high quality international students by maximising enrolments of students supported by merit based scholarships.
 - 9.6 Increase study abroad enrolments and consider offering winter semester courses.
 - 9.7 Encourage our students to have an international experience and to study another language.
 - 9.8 Include an international dimension in curricula to promote the appreciation and tolerance of cultural diversity.
 - 9.9 Provide opportunities for on-campus cross-cultural activities to enhance the integration between domestic and international students.
10. **Enhance community perceptions of the quality of our teaching and programs by actively promoting the educational achievements of our students, staff and graduates; by emphasizing the distinctive, research-led quality of the learning experiences we offer; and by effective engagement with national bodies concerned with learning and teaching.**
 - 10.1 Relate the further development of graduate attributes to teaching methodologies across the University.
 - 10.2 Improve the performance of the University in the Commonwealth Learning and Teaching Performance Fund.
 - 10.3 Promote the achievements of staff, students and graduates through the public media and University communication channels.
 - 10.4 participate in promotional events and showcase the research that supports the quality of the student learning experience at the University of Adelaide.

10.5 Further develop effective links with the Carrick Institute of Learning and Teaching in Higher Education.

11. Ensure that students are effectively and well supported during their first year at university, by implementing a comprehensive transition and evaluation program.

11.1 Ensure that all new students are effectively inducted into tertiary study.

11.2 Monitor student progress during their first year and develop intervention programs for students at risk.

11.3 Ensure that students have access to resources they need to undertake their studies, including library materials and study space, state-of-the-art teaching suites and other facilities.

11.4 Provide adequate course and program advice and counselling to first year students.

11.5 Ensure that off-shore students have sufficient first year transition support, including English language support.