Introduction

The Learning & Teaching Strategic Plan guides the activities of Faculties, Faculty Education Committees and relevant Professional Units and is central to the achievement of the University Strategic Goals 1 and 3:

- Excellence and innovation in teaching practice and programs
- A University experience that gives all students the opportunity and skills to develop, grow and learn.

It also provides a major platform for imparting the Attributes that we aim to develop in all our students and which distinguish them as UOW graduates.

Our specific aim over the next planning cycle is to enhance the quality and distinctive character of UOW learning and teaching, through innovation and active engagement with students, staff and the community.

The priorities that drive it are three-fold:

- To offer a learning and teaching environment distinguished by the support and empowerment of students and staff.
- To give students an enthusiasm for knowledge and learning and equip them to contribute to society and meet future employment challenges.
- To offer high quality educational programs that meet disciplinary standards and connect with community needs.

The Plan will be reviewed regularly to monitor its success in managing change and in meeting the University’s Goals.
The External Environment – Snapshot 2004

The Commonwealth Higher Education Support Act 2003 provides funding to support teaching and learning and specifically a National Institute for Learning and Teaching. It also introduces major changes in the higher education environment in Australia.

The next three years are expected to be characterised by government, community and student demands for:

- A continuing, strong demonstration of quality processes and outcomes in learning and teaching, particularly in a deregulated student fee environment
- Increased accountability for the planning and delivery of courses
- Testing, reporting and recognition of excellent performance in learning and teaching
- Benchmarking against international standards.


The University’s commitment to quality will be assessed by the audits conducted by the Australian Universities Quality Agency (AUQA). We will be expected to know and comply with the following codes and guidelines:

The National Protocols for Higher Education Approval Processes
(http://www.dest.gov.au/sectors/higher_education/policy_issues_reviews/key_issues/MCEETYAS/).

The AVCC guidelines - “Universities and their Students - Principles for the Provision of Education by Australian Universities”

The AVCC Code of Practice for the Provision of Education to International Students
(http://www.avcc.edu.au/content.asp?page=/policies_programs/international/cofpractice.htm)

Challenges, 2004-2007

The University has a strong record of achievement in student-centred learning and in preparing students for the challenges of future study and workplace environments. Over the life of this Plan, we will build on our strengths to manage a learning and teaching environment which is expected to feature:

- A renewed emphasis on strategic planning in learning and teaching.
- An enhanced focus on quality processes, including communication and review.
- Enhanced accountability for course planning.
- Continuous improvements and innovation in teaching performance, rewarded by recognition internally and by support for national award and funding nominations.
- Pressure on the number of student places at UOW in a competitive environment.
- Pressure on UAI cut-offs to rise and thus influence the student mix and require reassessment of appropriate learning and teaching techniques.
- Ongoing internal policy changes aimed at enhancing quality, equity and consistency, similar to the policy reform launched in 2002 by the review of assessment procedures.
- A substantial increase in the international student component of the student body/EFTSU (as proposed in the Internationalisation Strategic Plan) producing demands for specific learning and teaching planning and adjustments.

These challenges are addressed in the Plan’s objectives and strategies.
To enhance the quality and distinctive character of UOW learning and teaching, through innovation and active engagement with students, staff and the community.

### UOW Goals
- Excellence and innovation in teaching practice and programs
- A University experience that gives all students the opportunity and skills to develop, grow and learn.

<table>
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<tr>
<th>Objectives</th>
<th>Strategies</th>
<th>Performance Indicators (revised 2005)</th>
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| 1. Cultivate within our students the Attributes of a Wollongong Graduate | 1.1 Develop skills to support the attainment of the attributes by incorporating them in course structures.  
1.2 Internationalise the curriculum through tailored offerings and overseas placements. | • UOW student participation in overseas study opportunities  
• Completion of International Strand/Minor  
• Course Experience Questionnaire (Generic Skills and Graduate Qualities/Outcomes)  
• Information Literacy Participation  
• Subject Evaluation Survey outcomes |
| 2. Support student learning | 2.1 Help students learn how to learn through support, development and training.  
2.2 Cater for diversity within student learning through equity initiatives. | • Student satisfaction  
• Commencing and total student success and attrition (including equity groups) |
| 3. Offer quality teaching programs | 3.1 Design and review subjects to ensure their relevance to learner needs and to meet expected standards within the discipline and course.  
3.2 Design and review courses that meet the needs of the changing employment marketplace and industry standards.  
3.3 Articulate and monitor academic standards through benchmarking.  
3.4 Develop, document and implement quality assurance practices at all UOW teaching locations, including off-shore and other external Australian sites.  
3.5 Enhance learning opportunities through the development of educational programs harnessing flexible learning initiatives  
3.6 Define the teaching-research nexus at UOW to support teaching’s role in developing student research skills, and give teaching performance a higher status for promotion.  
3.7 Maintain appropriate resources, technology and other infrastructure to support quality teaching by monitoring change and demand and by flexible, proactive policy and planning | • Graduate employment rates  
• Further study after graduation  
• Outcomes of Course Experience Questionnaire (CEQ) and Subject Evaluation Survey  
• Comparable student performance across all UOW teaching locations  
• Integration of on-line learning aspects in subjects  
• Student satisfaction with teaching resources |
| 4 Support quality teaching and professionalism | 4.1 Encourage innovative approaches to teaching, including support for and recognition of best practice.  
4.2 Support continuous professional and skill development in teaching for both permanent and casual staff.  
4.3 Undertake teaching evaluations based on student feedback, self and peer appraisal | • Participation in or completion of Unit 1 of “Introduction to Tertiary Teaching” Program  
• Staff participation in teaching-related development  
• Outstanding Teaching Award applicants and recipients  
• Applicants for and recipients of external teaching awards |
Implementing the Plan

The Plan’s objectives and are pursued in accord with the University’s Values and Guiding Principles and they are also realised through the operation and improvement of the following Codes of Practice and Codes of Conduct:

- Code of Practice – Students
- Code of Practice – Teaching and Assessment
- Code of Practice – Practical Placements
- Code of Practice – Honours
- Code of Practice – Supervision
- Code of Conduct – Library
- Course Rules

Examples of the activities and resources that will deployed in implementing the Plan’s strategies are provided in Appendix 1. The University Education Committee (UEC) is responsible for monitoring the performance of the Learning and Teaching Strategic Plan. Its support structures are illustrated in the diagram below. Together these units implement, review and improve the Plan. Faculty Education Committees are especially responsible for advising the Dean on quality assurance and improvement issues. They guide and communicate the implementation of activities.

### UEC and the University Committee Structure

![Diagram of University Committee Structure]

- Library, Student Services, Learning Development, Centre for Educational Development & Interactive Resources (CEDIR), Aboriginal Education Centre, Information Technology Services, Academic Registrar’s Division

Communicating the Plan

The Plan’s success depends on how well it has been communicated across the University community. The communication method will comply with the University Communication Strategy and its effects will be reviewed annually by the Quality Assurance Sub-Committee of the UEC.
**Performance Monitoring**

**Action Plans:** Specific action plans to support the Plan’s Objectives will be developed annually by the University Education Committee (UEC), the Faculties and the Professional Units.

**Performance Indicators:** The University employs a range of broad performance indicators (including those identified in the University Strategic Plan) to assess progress towards the objectives. Specific indicators measuring progress against individual activities will be identified in Faculty and other related Plans. In addition, the Student Equity & Support Plan identifies specific objectives, strategies and performance outcomes to support students from identified equity groups.

**Review & Reporting Schedule**

The Learning & Teaching Plan operates under the Annual Review and Reporting schedule in Appendix 2 of the University Strategic Plan. At the end of each three-year planning cycle, the UEC will undertake a full review of the current Plan and develop a Plan for the next three-year cycle. The UEC will report to Senate, via the Vice-Chancellor’s Strategic Plan Working Party, on progress against Objectives and present the next Learning and Teaching Strategic Plan. The Working Party will note any issues of alignment with the University’s Strategic Plan as part of the three-year review of the institutional Plan and the University’s planning structure.
Appendix 1: Examples of Activities and Resources Supporting Learning and Teaching Objectives

Examples of activities and resources to support the achievement of the overarching learning and teaching objectives and strategies are set out below.

(Note: The large headings correspond to each objective, with the next level of headings referring to broad strategies. Examples of how these strategies are being implemented then follow (activities are meant as examples only and are not to be considered an exhaustive list)).

Objective 1: Fostering the Attributes of a Wollongong Graduate within our students

1.1 Develop skills to support the attainment of attributes

- Tertiary Literacies Program
- Information Literacies Introductory Program
- Skill development workshops
- Student Portfolio Project

1.2 Internationalise the curriculum

- International Studies Minor
- Student Exchange Program
- Overseas placements
- Incorporation of international perspectives and examples

Objective 2: Supporting Student Learning

2.1 Help students learn how to learn

- Library workshops, tutorials, guides, handbooks
- Information Technology Services workshops, assistance, Resource and Service Centres
- Learning Development Centre workshops, programs and interactive website
- Integrating skills instruction into curricula
- Student equity programs and initiatives
- Disability Services programs and initiatives
- Aboriginal Education Centre resources, facilities, personal assistance, special initiatives
- Peer Assisted Study Sessions (PASS) Program

2.2 Cater for diversity within student learning

- Student Equity Plan
- Aboriginal Education Strategy
Objective 3: Designing and offering quality teaching programs

3.1 Design and review subjects to ensure their relevance to learner needs and to meet expected standards within the discipline and course

- Guidelines for new subject and course proposals
- Forms and checklists for subject approval, preparation and development
- Subject Audit Committee
- Service agreements with the Centre for Educational Development and Interactive Resources (CEDIR)
- Subject Developer’s Kit
- Learning design support from CEDIR
- Learning Development Centre collaboration with faculties
- Library support and resources (e.g. books, journals, database searching)
- External Course Appraisal Committees

3.2 Design and review courses to meet the needs of the changing employment marketplace and industry standards

- Industry accreditation boards
- Faculty visiting committees
- External Course Appraisal Committees

3.3 Articulate and monitor academic standards through benchmarking

- Benchmarking across faculties and with other universities conducted via subject & course review processes.
- Faculty benchmarking for accreditation
- OCTAL awards

3.4 Develop and document quality assurance practices at all UoW teaching locations, including off-shore and other external Australian sites

- Various policies such as: Policy for Managing Co-operative Teaching Ventures
- Draft Guidelines for the roles and responsibilities of subject co-ordinators and tutors at UoW Education Centres
- Student feedback through Subject On-line Surveys

3.5 Enhance learning opportunities through the development of educational programs harnessing flexible learning initiatives

- Educational Strategies Development Fund
- Education and resource development

3.6 Supporting the teaching – research nexus

- Peer Review Program
- Workshops on how to publish
- Subjects/programs to develop research experience of undergraduate students
- Research Centre for Interactive Learning Environments

3.7 Maintain appropriate resources, technology and other infrastructure to support a quality teaching environment

- Activities of Teaching Facilities Sub-committee
- “IT Directions” Report

Objective 4: Supporting quality teaching and professionalism
4.1 Encourage innovative approaches to teaching

- Introduction to Tertiary Teaching course (ITT)
- Educational Strategic Development Fund
- Teaching and learning newsletter: “UniTeaching UOW”
- Journal of University Teaching and Learning Practice (JUTLP)

4.2 Support continuous professional development in teaching for both permanent and casual staff.

- Guide for New Academic Staff
- Introduction to Teaching
- Introduction to Tertiary Teaching course (ITT)
- Academic Staff Development Committee
- Academic staff development workshops
- Staff exchange opportunities
- Collaborative teaching across institutions
- Development and conference leave
- Induction program for casual academic staff
- Internal teaching awards such as the Vice-Chancellor’s Award for Outstanding Contribution to Teaching and Learning (OCTAL)

4.3 Undertake teaching evaluations based on student feedback, self and peer appraisal

- Teacher and subject surveys
- Student satisfaction
- Performance appraisals