

Learning and Teaching Enhancement Plan 2011-2015

The University of Sydney, Business School

Introduction

Our Learning and Teaching Enhancement Plan is a comprehensive strategy to ensure that we provide outstanding programs and teaching by addressing what we teach, how we teach and how we will evaluate and further advance our taught curricula.

Our programs are being renewed and reviewed ensuring that assurance of learning is demonstrated. Quality is managed in an environment of systematic and regular review down to the unit of study level.

The University of Sydney Business School is a professional organisation and as such, it is our responsibility to ensure that relevant professional development in Learning and Teaching is provided for all staff with teaching responsibilities. This plan also establishes an expectation that all staff with teaching responsibilities will engage and contribute to some form of professional development in learning and teaching each year.

Finally whilst research is publicly discussed by peers, teaching is often considered a private activity. This plan introduces greater transparency in relation to curriculum design, teaching and student learning outcomes. The consequence is both greater opportunities to identify and share effective practice in Business education, but also to improve accountability, review and development processes where necessary.

Responsibility for implementation of the University of Sydney Learning and Teaching Enhancement Plan 2011-2013 and achievement of its priority goals lies with the Associate Dean Learning and Teaching , Associate Dean Undergraduate, Associate Dean Postgraduate with support from the Learning and Teaching Unit, Chairs of Disciplines, Learning and Teaching Committee, Student Representative Committee and our students.

Associate Professor Michele Scoufis
Associate Dean Learning and Teaching
Director Learning and Teaching Unit

Priority Goals

Enhancing Programs

Goal 1: Initiate a program of curriculum renewal

Goal 2: Promote opportunities for our students to develop professionally and socially relevant capabilities

Goal 3: Increase experiential learning within the curricula using technology enhanced Learning and Teaching where appropriate

Goal 4: Enhanced transition and first year experience

Goal 5: Implement the Deewr Good Practice Principles for English language proficiency for international and local students

Goal 6: Develop, support, recognise & disseminate high quality teaching

Goal 1: Initiate a program of curriculum renewal

Objective	Initiative	Indicator	Progress	Responsibility
<p>Provide high quality Business programs that are regularly reviewed to ensure quality of curriculum and relevance to Higher Education, the workplace; society and internationally</p>	<ul style="list-style-type: none"> Reviewing and revising curriculum to strike a balance between breadth and depth of business knowledge in order to maximising professional relevance and anticipation of employer and graduate needs in the business domain. 	<ul style="list-style-type: none"> Graduate survey, employer interviews 	Commenced 2011	ADE (PG & UG) Program Directors Support: Director (L&T)
	<ul style="list-style-type: none"> Use internal and external peer review processes of direct measures of program level student learning outcomes, (eg. QVS) to inform both quality assurance of program standards and quality enhancement of programs 	<ul style="list-style-type: none"> Evidence of achievement of Assurance of Learning in all programs offered through Business. 	Commenced 2011	ADE (PG & UG) Program Directors Support: Director (L&T)
	<ul style="list-style-type: none"> Provide Associate Deans Undergraduate and Postgraduate, other Program Directors, and Learning & Teaching Committee with timely program quality data including benchmarking to inform annual and three yearly program review and reporting process. 	<ul style="list-style-type: none"> Consultation with ADEs and provision of timely and valued program quality data. 	Commenced 2011	Assoc Dean / Director L&T
	<ul style="list-style-type: none"> Structure curricula both horizontally and vertically to support student progression from first to final year in relation to program learning goal achievement (incorporating graduate attributes) with student learning activities and assessment designed to 	<ul style="list-style-type: none"> Mechanisms in place to achieve both vertical and horizontal integration, assessment and relevant program learning outcome. 	Commence 2012	ADE (PG &UG), Program Directors and Director (L&T), Assoc Dean L&T

	<p>support this process.</p> <ul style="list-style-type: none"> • Ensure compliance with government requirements (e.g. AQF & Teqsa); extensive consultation with students, industry, Advisory Board, alumni and all stakeholders to advise on updating and appropriateness of curriculum design. • Implement the Principles of Assessment @ Sydney within our taught curricula • Promote cross-disciplinary dialogue in program revisions / development • Review curricula to facilitate the incorporation of multicultural and international perspectives to education, and appreciation of diversity including the incorporation of indigenous perspectives where appropriate 	<ul style="list-style-type: none"> • Feedback from stakeholders incorporated into curriculum renewal • Embedded within Unit of study cyclical review. Sharing of current effective practices • Evidence of the provision of increased cross disciplinary integrative learning experiences e.g. in capstone units • Sharing of current effective practices and evidence of provision of increased incorporation of international and culturally diverse perspectives in the curriculum, learning activities, learning and teaching resources and assessment through cyclical review of units 	<p>Commence 2012</p> <p>Commence 2012</p> <p>Commence 2012</p>	<p>ADE (PG & UG) & Program Directors Support: Director (L&T) / Assoc Dean L&T</p> <p>ADEs (PG &UG) Course coordinators, Unit Coordinators, ADE/Director L&T</p> <p>ADEs (PG &UG) Course coordinators, Unit Coordinators, ADE/Director L&T</p> <p>ADE/Director L&T</p>
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	<ul style="list-style-type: none"> • Embed intercultural capability development into our programs and strategies for teaching. 	<ul style="list-style-type: none"> • Intercultural competence embedded in specified units and through activities, learning & teaching resources & assessment 	Commence 2012	ADE/Director L&T
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Goal 2: Promote opportunities for our students to develop professionally and socially relevant capabilities

Objective	Initiative	Indicator	Progress	Responsibility
<p>Extend our students' engagement in work integrated learning (as a form of community engaged learning & teaching)</p>	<ul style="list-style-type: none"> • Student engagement in work – integrated learning opportunities in industry and business within the taught curricula • Development of capstone units to provide professionally relevant, integrative experiences • Increase opportunities for international internships and study abroad • Increase engagement of alumni and industry / professional representatives in the classroom experience • Provide students with experiential learning and community engagement activities to assist them to participate fully both locally and globally. • Increase the use of authentic professionally relevant assessment tasks within our programs this taking a whole of program approach to curriculum based work integrated learning 	<ul style="list-style-type: none"> • Pilot work placements for elite BCom and MCom students • Drive assurance of learning through relevant curriculum, capstone units • Capstone units piloted and evaluated 2012 • Increase in number of students involved in international exchange 		<p>Support: ADE/Director</p> <p>Support: ADE/Director</p> <p>SIO</p> <p>ADEs (PG & UG) Program Directors Unit coordinators, ADE (L&T) Director L&T</p> <p>ADEs (PG & UG) Program Directors Unit coordinators, ADE (L&T) Director L&</p>

Goal 3: Increase experiential learning within the curricula using Technology Enhanced Learning and Teaching (TEL) where appropriate

Objective	Initiative	Indicator	Progress	Responsibility
<p>Increase the use of technology enhanced Learning and Teaching to foster engaged student learning</p>	<ul style="list-style-type: none"> • Identify and disseminate through the new Business School Learning and Teaching network, technology enhanced learning strategies that are associated with more effective and engaged student learning • Train and support staff in redesigning courses to leverage Technology Enhanced Learning and Teaching initiatives • Disseminate innovative assessment and feedback practices amongst Business colleagues through multiple channels, eg. Learning and Teaching Committee, Learning and Teaching unit, Learning and Teaching Website, teaching Matters, Business School Learning and Teaching Network members etc. 	<ul style="list-style-type: none"> • Budget and resources allocated to researching, evaluating and benchmarking technology enhanced strategies with recognised centres of excellence in TELT • Initiatives are embedded into core training schedule and the development of support resources and services • Dissemination of effective TELT demonstrated through increased evidence of technology enhanced learning and teaching 	<p>Planned for 2012</p> <p>Planned for 2012</p> <p>Planned for 2012</p>	<p>L&T eLearning team/ manager, L&T Committee</p> <p>L&T eLearning team / manager</p> <p>L&T eLearning team / manager, L&T Committee</p>

Goal 4: Enhanced transition and first year experience

Objective	Initiative	Indicator	Progress	Responsibility
<p>The first year experience for both our students and staff</p>	<ul style="list-style-type: none"> Expand the first year undergraduate governance group to inform a whole curricula approach to our students' transition and first year experience and to support the development of a sustainable community of practice 	<ul style="list-style-type: none"> Frequency of meetings of first year governance committee & evidence from minutes re increased integration in an intentional first year experience. 	Commence 2012	Director FY UG Program, Director BPU
	<ul style="list-style-type: none"> Integrate the work of SIO, the Deans Unit and program groups in working together to achieve a high quality transition and first year experience for our undergraduate and postgraduate students 	<ul style="list-style-type: none"> New student experience survey provides evidence of improvement in our students transition & first year experience 	Commence 2012	FY UG & PG governance group, SIO, Associate Dean (L&T)
	<ul style="list-style-type: none"> Strengthen the quality of learning and our students' experience through the PASS program and student peer mentoring programs. 	<ul style="list-style-type: none"> Continue to resource & support the PASS & student peer mentoring programs & PASS evaluated in terms of increased retention & reduced attrition 	Ongoing	PASS & Peer mentoring Program Directors
	<ul style="list-style-type: none"> Foster digital literacy through online learning induction and training that support the first year experience need to familiarise students with the LMS and associated learning technologies 	<ul style="list-style-type: none"> Training is conducted at planned sessions in coordination with Orientation Committee 	Ongoing	L&T eLearning manager
	<ul style="list-style-type: none"> Reduce attrition & increase retention rates 	<ul style="list-style-type: none"> Introduce an "at risk" program in UG Business to identify & support first year students struggling within the first 5 weeks of semester 	Commence 2012	Director, FY UG Program Director, central Student Support Services

Goal 5: Implement the Deewr Good Practice Principles for English language proficiency for international and local students

Objective	Initiative	Indicator	Progress	Responsibility
<p>Development of English language proficiency is integrated with curriculum design, assessment practices, course delivery and support through a variety of methods</p>	<ul style="list-style-type: none"> • Students’ English language and academic literacy development needs diagnosed on entry into the BCom and MCom and addressed, with ongoing opportunities for self-assessment • Resourcing for English language and academic literacy needs is provided to meet students’ needs throughout their studies • International students encouraged and supported to enhance their English language and academic skills through both embedded literacy and extra-curricular social activities, eg. Clubs and societies • Staff supported in using teaching strategies such as the use of exemplars, scaffolding, and effective feedback, that support learning by students who have English as an additional language • Online language proficiency resources are made available via the student portal on the LMS 	<ul style="list-style-type: none"> • Diagnosis & appropriate provision of support for improved Academic illiteracies with evaluation of impact & evidence of improvement by the end of first year. • Resource allocated • Specific curriculum support provided in addition to Business clubs & societies • Workshops & resources provided • Research, development and acquisition of resources is factored into budget and time resourcing • Resource availability is communicated to students by relevant parties 	<p>Planned for 2011</p>	<p>ADE (UG & PG) Director BPU</p> <p>Dean</p> <p>SIO, ADE (UG & PG)</p> <p>ADE L&T/Director L&T</p> <p>L&T eLearning team/manager</p>

Goal 6: Develop, support, recognise & disseminate high quality teaching

Objective	Initiative	Indicator	Progress	Responsibility
<p>Enhance teaching practice and unit level quality through a systematic process of identifying areas requiring improvement and areas where we can build upon and share our strengths</p> <p>Provide relevant targeted, valued and timely professional development in teaching in Business education</p>	<ul style="list-style-type: none"> • Introduce a systematic cyclic review and enhancement process of taught units drawing upon student and other stakeholder satisfaction data, curriculum artefacts (such as UoS outlines and assessment design) and peer review processes to ensure alignment between learning outcomes, learning activities and assessment tasks and areas where improvement or recognition is appropriate. Provide support for units with dissatisfaction rates of 20% or above. • Reflect improvements made in unit documentation for communication with students and teaching teams. • Learning and Teaching unit to introduce mechanisms to recognise and encourage dissemination and adaptation of effective curriculum design across the School and within disciplines. • Introduce the Business School Learning and Teaching network. Members will be drawn from those who demonstrate evidence of outstanding teaching effectiveness in a particular field, discipline or more generally. 	<ul style="list-style-type: none"> • Pilot in semester 1 & 2 2012 & fully introduced 2013 • Reduced number of units with dissatisfaction rates of 20% or above from 16 units in 2011 • Incorporated into all unit of study outlines • New positions in the L&T unit with specific responsibility for facilitating the dissemination and adaptation of effective curriculum & teaching practices • Introduction & evidence of increased staff engagement in enhancing learning & teaching through professional development initiatives provided by members of the Business School Learning & 	<p>Commence 2012</p> <p>Ongoing</p>	<p>ADE/Director L&T</p> <p>Unit coordinators</p> <p>ADE/Director L&T</p> <p>ADE L&T/Director L&T</p>

	<p>Members will be supported by the Learning and Teaching unit and rewarded for providing professional development support for colleagues.</p> <ul style="list-style-type: none"> Identify and provide multiple forums and opportunities for professional development that cross disciplines, programs and levels of study, both formal and informal, individual and group, discipline specific and generic, to enhance the quality of teaching and student learning across Business School programs. Require through PM&D, probation and promotion, all staff with teaching responsibilities to provide evidence of effective teaching and to engage in relevant professional development chosen from a variety of options. Implement systematic sustained tutor and unit co-ordinator support in learning and teaching project Encourage and increase the exchange of effective and innovative Business education practices through the Business Network in Learning and 	<p>Teaching network and Learning & Teaching unit.</p> <ul style="list-style-type: none"> Teaching needs identified workshops & initiatives implemented across a range of areas & evaluated for effectiveness Design professional development online forums, learning modules and other media/resources made available to staff via the web and the LMS Introduction & implementation of incentives to engage in ongoing professional development in learning & teaching amongst all staff with teaching responsibilities Continued technology enhanced teaching modules in Tutor Development Program Continued Program with high satisfaction rates Continuation & ongoing evaluation & improvement of TDP Evaluation of the impact of the Business Network in L&T 	<p>Planned for 2012</p> <p>Planned 2012</p> <p>Commenced 2009</p>	<p>L&T eLearning team/manager, Director (L&T)</p> <p>ADE L&T</p> <p>Dean</p> <p>ADE L&T/Director L&T, L&T eLearning team/management, Tutor, development and leader</p> <p>ADE L&T/Director L&T</p>
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<p>Recognise, reward and disseminate outstanding teaching practice in the Business School</p>	<p>Teaching the ABDC group and the Learning and Teaching Unit to support discipline / program specific initiatives to enhance Learning and Teaching</p> <ul style="list-style-type: none"> • Revision of recruitment policies to require applicants to teaching positions to provide evidence of effective teaching • Recognise and disseminate outstanding teaching through the cyclic review of units, awards, for learning practices through the Business Learning and Teaching Network and Learning and Teaching Unit and rewards for teaching excellence • Learning and Teaching Unit and the Network in Learning and Teaching to facilitate the annual Forum of Business Education • Encourage suitable staff to apply for “teaching focused” positions in the School 	<ul style="list-style-type: none"> • Revised recruitment policy & practice • Increased dissemination through multiple modes of outstanding learning & teaching practices • In collaboration with stakeholders, design, implement & evaluate annual Forum of Business Education • Provide individual support & encouragement for staff wishing to apply for “teaching focused positions” • Provision of satisfaction with relevant support provided 	<p>Commenced 2012</p> <p>Continued 2012</p> <p>2012 annually there after</p> <p>Commenced 2010</p>	<p>Dean & FEC</p> <p>ADE & Director L&T</p> <p>ADE & Director L&T</p> <p>ADE & Director L&T</p>
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