IMPLEMENTATION EXAMPLES: COMMUNICATION GUIDELINES

FOR ACADEMIC TEACHING STAFF

Guideline 1
Entry level diagnosis and monitoring

An early low stakes discipline based communication diagnostic assessment is undertaken in core units of study at key transitions points (e.g. articulation point from TAFE/VET, first year UG and PG course work, HDR preparation).

Guideline 2
Development opportunities for students

Unit of study outline contains links to relevant resources to support communication development:

- The Learning Centre
- Business Programs Unit
  http://sydney.edu.au/business/learning/about_learning_and_teaching
- The Writing Hub
- The Centre for English Teaching
  http://sydney.edu.au/cet/
- Careers Centre
  http://sydney.edu.au/careers/

Guideline 3, 4
Communication development within curricula and course delivery

1. Program and unit learning outcomes include communication outcomes.
2. Marking standards include communication criteria relevant to the assessment task.
3. An early low stakes assessment feeds into a larger assessment task.
4. Peer review is used as a learning activity, supported by well defined assessment criteria (including communication criteria) and models of completed good student assessment tasks.
5. A glossary of key terms/concepts relevant to the unit of study is introduced early as a learning activity.
6. Partnerships with language and learning academics are formed in order to develop resources embedded within the curriculum and linked with assessment tasks.

FOR UNIVERSITY, FACULTY, DEPARTMENT, SCHOOL LEADERS

Guidelines 1, 4, 5, 6
Curriculum design
Career/professional communication
Staffing and resourcing
Monitoring for improvement and comparison

1. Review of communication development occurs as part of the discipline’s focus on strategic priorities (e.g. entry requirements, professional accreditation, AQF, curriculum renewal, TEQSA).
2. Curriculum mapping (for professional accreditation, AQF, graduate attributes, discipline teaching and learning standards etc.) identifies strategic units of study for integrated communication development across degree programs.
3. Faculty staff are supported and rewarded for their work in developing students’ communication capacities.
4. Staffing levels of academic language and learning academics are monitored and maintained at an adequate level to facilitate implementation of the principles.

FOR FURTHER EXAMPLES
http://degreesofproficiency.aall.org.au/

1 Australian Qualifications Framework (AQF) http://www.aqf.edu.au/