

IMPLEMENTATION EXAMPLES: COMMUNICATION GUIDELINES

| FOR ACADEMIC TEACHING STAFF | |
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| <p>Guideline 1</p> <p>Entry level diagnosis and monitoring</p> | <p>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).</p> |
| <p>Guideline 2</p> <p>Development opportunities for students</p> | <p>Unit of study outline contains links to relevant resources to support communication development:</p> <ul style="list-style-type: none"> – The Learning Centre http://sydney.edu.au/stuserv/learning_centre/index.shtml – Business Programs Unit http://sydney.edu.au/business/learning/about_learning_and_teaching – The Writing Hub http://sydney.edu.au/arts/teaching_learning/writing_hub/ – The Centre for English Teaching http://sydney.edu.au/cet/ – Careers Centre http://sydney.edu.au/careers/ |
| <p>Guideline 3, 4</p> <p>Communication development within curricula and course delivery</p> | <ol style="list-style-type: none"> 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 | |
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| <p>Guidelines 1, 4, 5, 6</p> <p>Curriculum design</p> <p>Career/professional communication</p> <p>Staffing and resourcing</p> <p>Monitoring for improvement and comparison</p> | <ol style="list-style-type: none"> 1 Review of communication development occurs as part of the discipline's focus on strategic priorities (e.g. entry requirements, professional accreditation, AQF¹, curriculum renewal, TEQSA²). 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/>

<http://www.itl.usyd.edu.au/projects/academicliteracies.htm>

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

² The Tertiary Education Quality and Standards Agency (TEQSA) <http://www.teqsa.gov.au/sites/default/files/EnglishLanguageProficiencyQATerms.pdf>



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