



LEARNING AND TEACHING

The University's strategic goal for students is:

To provide equitable and increased opportunity for students to engage in undergraduate and graduate studies, which emphasise knowledge, critical, reflective and creative thinking, ethics, lifelong learning and an entrepreneurial outlook on employment.

The objectives

- Implement a Learning and Teaching Management Plan.
- Concentrate on a gradually increasing, but focused range of academic specialisations with strong regional connections and of international significance supported by government and private funding.
- Pursue the case for growth of Commonwealth funded places consistent with regional growth and historical disadvantage.
- Develop alliances with local education providers to diversify the range of experiences of, and pathways to, university education.
- Cooperate with governments and education providers to increase the range of fee-paying short programs.
- Continue to emphasise the significance of a student-focussed supportive environment of human scale.
- Implement a strategy for the introduction and development of Aboriginal and Torres Strait Islander initiatives.
- Monitor student application rates, reasons for attrition, success at degree level, and graduate employment rates in order to improve institutional responsiveness.
- Pursue strong connections with international universities of similar scale or with similar interests.

The University of the Sunshine Coast has been developed with an emphasis on human scale. Students enjoy a quality and innovative learning experience in a supportive and high-tech learning environment.



- Increase the numbers of overseas fee-paying students to be recruited, either on- or off-shore, at undergraduate and postgraduate levels.
- Support the English Language Centre to aid development to its full potential.
- Increase the opportunities for students to interchange and study at other universities, especially internationally.

The achievements

Learning and teaching plan

The Learning and Teaching Management Plan (2002–2004) was approved by Council in 2002. The Plan is derived from the Strategic Plan and examines:

- graduate attributes,
- students,
- quality assurance and improvement,
- student learning support,
- flexible on-line learning and teaching, and
- program articulation and student pathways.

Elements of the Learning and Teaching Management Plan were advanced in 2002:

- The University conducted a graduate attributes forum, drafted a set of graduate attributes and commenced consultation.
- Systems for gathering student feedback on teaching and courses were trialled, and work commenced on developing relevant policies.
- The University purchased an IT platform to support on-line learning and teaching.
- A draft learning and teaching quality framework was created as the basis for the development of a Performance Portfolio for internal and external auditing purposes.
- A teaching recognition and reward framework was developed.
- A systematic approach to staff development for lecturers was developed, with a program of monthly, informal lunchtime discussions developed and a Learning and Teaching Forum held each semester.
- The University and Cooloola Sunshine Institute of TAFE developed several articulation agreements.

Academic growth

The University's academic profile continued to be constrained to ensure the appropriate levels of resources could be provided to students and staff. Diversity is set to increase as the University establishes its postgraduate portfolio. In the interim, the immediate regional need is for initial degree programs in professional areas. The University continued to respond to these demands in 2002 by negotiating partnerships with other universities to jointly deliver their existing programs. Such a partnership was established in 2002 with Central Queensland University to offer a Bachelor of Health (Nursing) in 2003.

Program developments in 2002 included:

- The Faculty of Arts and Social Sciences established a Master of Creative Arts and Doctor of Creative Arts for commencement in Semester Two, 2002. The research higher degrees have a focus on the study areas of advanced work in computer-based art and design.
- The Faculty of Science replaced the Bachelor of Science (Microbial Ecology) with the Bachelor of Science (Microbiology and Biotechnology).
- The Faculty of Business reaccredited the Bachelor of Business (Marketing), Bachelor of Business (International Business), Bachelor of Business (Management), and Bachelor of Business (Honours).
- The Faculty of Business's Graduate Certificate and Graduate Diploma in Accounting were also accredited.
- The Faculty of Business commenced the University's first Mandarin course in March. The 13 week introductory Chinese language course taught colloquial Mandarin and Chinese cultural and business practices.
- The Faculty of Business expanded its offerings to Chinese students, with the accreditation of the Master of Public Administration, Graduate Diploma in Public Administration and Graduate Certificate in Public Administration.
- Ten new programs were registered on the Commonwealth Register of Institutions and Courses for Overseas Students (CRICOS) as part of the annual re-registration process.

Nursing program established

The University combined with Central Queensland University (CQU) in 2002 to provide a Bachelor of Health (Nursing) to students on the Sunshine Coast in Semester One, 2003. The degree is a cooperative venture between the two institutions, where one-third of the degree will be taught by the University of the Sunshine Coast, and the remaining two-thirds taught via flexible delivery through CQU. Agreements for clinical placements in the second

Student intake

1,496 commencing students were enrolled in Semester One, 2002, meeting the enrolment target and providing a 12 percent buffer to cover attrition until the census date. International award, Study Abroad and Exchange student enrolments increased from 122 in 2001, to 245 in 2002.



year of the degree were struck with hospitals and health facilities in the Sunshine Coast region. Students will complete practical work in the nursing laboratories at Cooloola Sunshine Institute of TAFE in Nambour. The initial intake is limited to 25 EFTSU (Equivalent Full-Time Student Units). Approval from Queensland Nursing Council is scheduled for January 2003.

Joint University TAFE programs

The University and Cooloola Sunshine Institute of TAFE signed an agreement in February to provide four new combined award programs in the areas of tourism and hospitality, sport and recreation. The combined awards being offered to students from Semester One, 2003 are:

- Diploma of Hospitality (Management) with Honours / Bachelor of Business
- Diploma of Tourism (Meeting and Events) with Honours / Bachelor of Business (Tourism)
- Diploma of Tourism (Operations Management) with Honours / Bachelor of Business (Tourism)
- Diploma of Sport and Recreation with Honours / Bachelor of Science (Sport and Exercise Science)

The arrangement with CSIT fits with the University's aim of working collaboratively with education providers in the region.

Student support

The University's Student Affairs department fulfilled several key performance outcomes in 2002:

- Improved work-flow practices resulted in better on-time administration completion rates and processing of files.
- Coordination of the Student Services Satisfaction Survey showed a high level of student satisfaction across all support services.
- A statistical analysis of student retention rates was completed.
- A review of the Student Guild constitution, conducted jointly with the Student Guild, was completed for referendum in 2003.
- Revised discrimination and harassment and equal opportunity policies were put in place for implementation in 2003.
- A service agreement was developed with the Faculty of Business Graduate Studies section, resulting in increased accessibility and responsiveness to students and staff.
- A Planning Officer was appointed in 2002 with University-wide planning and statistical responsibilities.

Other student support initiatives and developments included:

- Orientation Week support programs, with over 600 participants in the workshops. The Academic Skills, Module E and Academic Writing and Study Skills workshops attracted over 800 students throughout the year.

- A 'Return to Study' program, developed and offered for mature-aged students and those returning to formal study after a long absence.
- A 'Restart' program, developed for students at academic risk, and Faculty-based workshops, covering learning styles, group work, literature reviews and writing proposals. These workshops attracted over 400 students.
- The Maths Enabling Program, attracting over 170 participants throughout the year. The program is offered to first-year Business and Arts and Social Sciences students studying Applied Research Methods and Economics for Business. Since the enabling course commenced, there have been noticeably higher success rates and lower attrition rates. A similar Chemistry Enabling Program was attended by almost 150 students.
- Classes on conversational skills, oral presentations and editing basics, offered to international students of non-English speaking backgrounds. The six-week pilot program involved six international students.
- On-line links, developed for the MBA on-line programs directing students to Academic Skills Services support and resources.
- The 2003–2005 Disability Action Plan, and an audit of University-wide access needs of vision-impaired persons, completed and recommendations implemented.
- A transition from paper-based enrolment to on-line enrolment for all students in January 2002, using Student On-Line Access and Registration (SOLAR).

Liberated Learning project

The Liberated Learning Project (LLP) involves the use of sophisticated speech recognition software to assist students with disabilities in university lecture theatres and tutorials to have access to verbatim lecture notes. The project has been developed in conjunction with St Mary's University in Nova Scotia, Canada. Software testing continued in 2002, along with the pilot program of the software's use in five programs across the University's three faculties, as well as at Murdoch University and Central TAFE in Western Australia. It is anticipated that in 2003 LLP will be implemented across six Australian universities.

Indigenous support

Commonwealth Indigenous Support funding increased from \$49,000 in 2001 to \$57,000 in 2002. Since 2001 a variety of programs have been designed and implemented to increase Aborigine and Torres Strait Islander enrolments at the University. Indigenous student numbers grew at the University in 2002 to around 30 students, with numbers expected to increase further in 2003. Aboriginal and Torres Strait Islander initiatives of the University include an Indigenous Room and the Indigenous Alternative Entry Program. Plans progressed in 2002 to expand alternative entry mechanisms, direct articulation with Cooloola

Headstart program

The University teamed with five local high schools to trial the Headstart program – a program designed to enable high school students to undertake one course at the University while completing high school. The program's main aim is to assist students' transition from high school to university. Five information sessions were held around the region to introduce high school students, their parents, and high school guidance officers to Headstart. Twenty-five students enrolled in Headstart in 2002, studying 31 courses.



Sunshine Institute of TAFE (CSIT), an Indigenous University website, and an Indigenous studies course. An Indigenous Advisory Committee was formed in 2002 to provide the Vice-Chancellor with guidance on Indigenous matters.

Five star rating again

The University received five stars for educational experience in the Good Universities Guide 2003, released in July. Awarded five stars for graduate rating three years running, the University of the Sunshine Coast again rated higher than other Queensland universities.

Innovative learning experiences

Internships, industry research projects and practical experience are strong emphases of the University's degrees. Students from all three faculties undertook a large variety of 'real-world' activities in 2002:

- E-commerce students devised websites and web strategies for 27 Sunshine Coast businesses.
- Export Management students compiled export readiness and export potential reports for 15 local companies.
- Market Research projects were conducted for companies including Castlemaine Perkins and Halse Lodge Guest House.
- Tourism practicums were performed by students for around 20 organisations, including Queensland Rugby Union and Tourism Queensland.
- Four Community Work students departed for internships in India, the Philippines and Chile in November.
- A Faculty of Business student was selected for the inaugural eight-week Italian internship at multinational dairy company Parmalat in Brisbane.
- Two Business students studying Public Relations courses interned for three-weeks at Brisbane City Council's city business division late in 2001 and early in 2002.
- The Faculty of Arts and Social Sciences further developed the Seven Local News internships in 2002. Seven students interned in the newsrooms in 2002.
- Communication students worked on a tourism award submission for Virgin Blue Airlines, a video production and promotional campaign for Sunshine Coast Airport, co-ordination of University gallery openings and a performance on campus by the Australian String Quartet.
- In the Faculty of Science, five students undertook work experience at Kingfisher Bay Resort and Village on Fraser Island.
- Three Honours projects and an undergraduate project were run in conjunction with the Queensland Forestry Research Institute at Gympie.
- Four students conducted an industry project on avocados post-harvest at Queensland Horticulture Institute, Maroochy Research Station.

- Seven third-year environmental science students conducted projects for the Macadamia Industry at Beerwah and Gympie.
- Ten Communication students created a 24-page colour newspaper, *The Sunshine Coast Review*, which was published and distributed in the Sunshine Coast Sunday in March.
- A Communication student's feature article, written in conjunction with a lecturer and published in *The Courier-Mail*, received commendation.

Industry placements for international Study Abroad students commenced in 2002, with the appointment of a director of international internships. Local organisation Community Solutions administered the five internships undertaken in 2002 at organisations including Maroochy Shire Council and Underwater World. By the end of 2002, 17 internship applications had been lodged by international students for the 2003 academic year.

Education partners in the region

In order to further develop innovative learning experiences for students, the University entered into partnerships with:

- Kingfisher Bay Resort and Village – for the establishment of the Fraser Island Research and Education Centre.
- Agricultural Research Technologies at Forest Glen – for scientific research and collaboration.
- Cooee Biosciences at Kunda Park – for scientific research and collaboration.
- Australian Institute of Professional Counsellors (AIPC) – for an articulation agreement for AIPC Diploma of Professional Counselling graduates.
- Queensland Health, Caloundra City Council, Environmental Protection Agency, and North Coast Neurology – for scientific activities.
- Sunshine Coast Division of General Practice – for practice-based medical research.

Fraser Island Research and Education Centre

A partnership was struck between the University and Kingfisher Bay Resort and Village in 2002 to provide access to tourism, education, and scientific research on Fraser Island. The Fraser Island Research and Education Centre at Kingfisher Bay Resort, is the only such research facility to be established on World Heritage-listed Fraser Island. The Centre will support marine and terrestrial research in the Great Sandy Straits region, which includes Fraser Island, Hervey Bay and the Cooloola Coast. It will enable undergraduate and postgraduate students from the University of the Sunshine Coast and other universities to access a unique study environment focussed on the understanding and management of fragile coastal ecosystems. The facility attracted substantial interest from scientists and researchers in Asia and North America in 2002.

Vice-Chancellor's Medal – Teacher

Dr Karen Brooks, senior lecturer in Australian, Cultural and Communication Studies, was awarded the Vice-Chancellor's Medal for Outstanding University Teacher in 2002, for her innovative and enthusiastic teaching style and dedication to student learning.



The results of research carried out at the Fraser Island Research and Education Centre will be made available to organisations and agencies like the Environmental Protection Authority. Parks and Wildlife rangers on the island will be included in the research process and informed of findings.

During the latter half of 2002, the Fraser Island Research and Education Centre was utilised by nine research teams, studying:

- Boronia conversation and genetics
- Humicrete (sandrock) formation
- Banksia reproduction
- Environmental interpretation
- Ground Parrot dispersal and population genetics

Two undergraduate field trips on landscape processes and environmental health were conducted at the Centre, as were two Ranger training programs organised by Kingfisher Bay Resort and Village. One group of University work experience students also visited the Centre in 2002.

Beerwah Field Study Centre

The University acquired the lease of the Beerwah Field Study Centre from the Marine Conservation Society during 2002. The objective of the Centre is to provide an environmental research and teaching facility that focuses on the interaction between natural and managed environments.

International partners and relationships

Late in 2002 the University consolidated international marketing functions in a new cost centre called International Relations (IR). Professor Roger King, former Vice-Chancellor of the United Kingdom's Lincoln University and founding director of the UK's Institute of Learning and Teaching in Higher Education worked with staff in October to establish a project on internationalising the University's curriculum.

The University continued its three-pronged strategy to access fee-paying students:

- English language programs and associated study tours, with a continuing focus on Japan and East Asia but gradual expansion into European markets.
- Specific links with overseas institutions, especially in North America and northern Europe, for Study Abroad and full degree programs.
- International and on-shore fee-paying postgraduate programs including the on-line MBA into China and the Master of Management degree for Fiji National Training Council, in association with collaborating institutions.

International linkages in 2002 included:

- Memorandum of Understanding with the SEGi Group of Colleges (comprised of the Systematic and PRIME colleges) in Malaysia – to deliver the on-line MBA and MFP. The program commenced in late 2002, with numbers exceeding 100 expected in 2003.
- Collaborative research and teaching discussions with the Chinese University and Baptist University of Hong Kong.
- A work agreement was signed between the University and St Mary's University in Nova Scotia for the second stage of the Liberated Learning Project.
- The Faculty of Science hosted a visit from the Director of Research, Institut de Recherche Noumea, to conduct collaborative research with Sunshine Coast academic Dr Thomas Schlacher on the ecology of deep-sea Pacific seamounts.
- Dr Thomas Schlacher had a visiting professorship to collaborate on the ecology of sandy shores at the University of Vigo, Spain.
- Dr Brendan Burkett was the keynote presenter at the European Union Sport Science Conference in Sweden in April. His presentation was titled "Biomechanical developments in Paralympic sport".

Student exchanges

Bachelor of Arts student Linda Woodcock was the first recipient of the University's exchange to Università degli Studi di Urbino (University of Urbino). Mrs Woodcock departed in September for a four-month exchange in central Italy studying teaching, American pop culture and literature subjects.

Students Phil McSweeney and Joe Stuart commenced a 10-month study exchange in Japan in September, at Himeji Dokkyo University and Nagoya University of Foreign Studies, respectively. The students' exchanges were funded by the Japanese institutions and government to the amount of A\$1,200 per month for 10 months, plus airfare and travel costs. Eight University of the Sunshine Coast students were undertaking scholarships in Japan in the latter half of 2002: four students attending Nagoya University of Foreign Studies, two at Himeji Dokkyo University, and two at Kobe University.

Two students from the Faculty of Business participated in the South Carolina Exchange Program in Semester Two, 2002. The exchange program provides \$2,000 per student towards travel costs. Two students from the College of Charleston and Coastal Carolina University will attend the University of the Sunshine Coast in 2003.

Universities link through sport

An agreement was struck between the University and Die Deutsche Sportshochschule Koeln (DSHK), The German Sports University in Cologne in September. The agreement aims to promote academic co-operation, including student and staff exchange, between the two institutions. DSHK is Europe's largest sports teaching and research university. The University's Deputy Vice-Chancellor and Dean of Science visited DSHK to sign the institutional agreement with DSHK's Rector, and develop academic collaboration between the institutions. Dr Brendan Burkett, a Faculty of Science lecturer, will coordinate the University's involvement with Cologne further in 2003.



Uniplanet

The University expanded its operations as an international news desk for Uniplanet in 2002. Uniplanet is an international on-line student magazine based in five countries. Uniplanet's base is the State University of New York (SUNY), Cortland, which received a US\$380,000 Foundation for the Improvement of Post Secondary Education (FIPSE) grant from the American government. The grant funded an expansion of the website within Cortland and internationally. Two SUNY Uniplanet team members based themselves at the University of the Sunshine Coast's campus in 2002 to develop the University's Uniplanet webpages in conjunction with staff and students.

Links with Chile

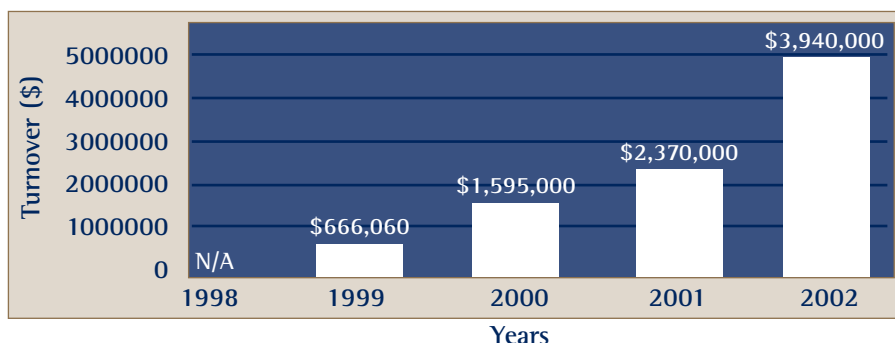
Professor Robert Elliot, Dean of the Faculty of Arts and Social Sciences, attended a biocultural conference and workshop in Chile in 2002. The conference was organised by Fundacion Omora, a Memorandum of Understanding (MOU) partner of the University. The conference and workshop were associated with Fundacion Omora's efforts to establish a world biosphere reserve in the Cape Horn area. The reserve would become an eco-tourism destination and include an education and research facility. The University's involvement with the proposal for the reserve is expected to bring research and teaching opportunities to the University. The MOU with Fundacion Omora enabled Community Work students to complete an internship in Puerto Williams late in 2002.

English Language Centre

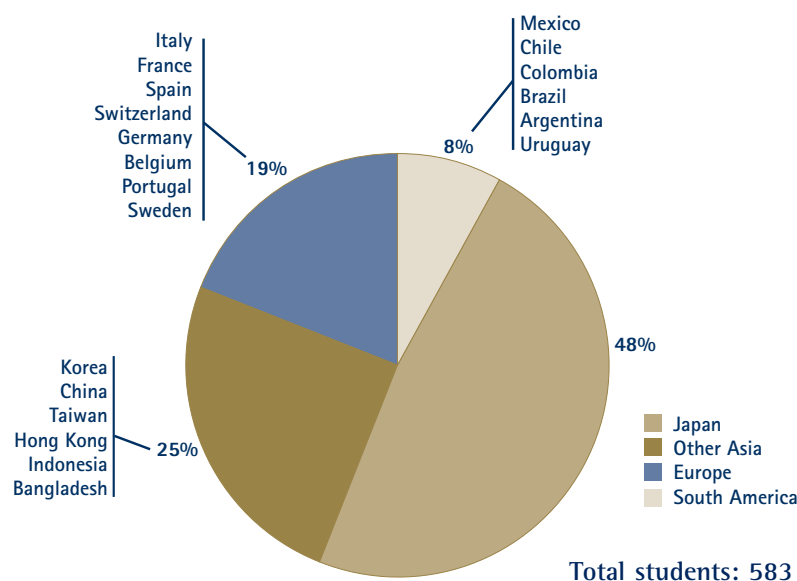
The English Language Centre (ELC) again experienced strong growth in 2002, with turnover increasing from \$2.37m in 2001, to \$3.94m in 2002. Numbers of students (both in short term programs and ELICOS programs) at ELC more than doubled: from 1,003 in 2001 to 1,885 in 2002. Students from 25 different countries enrolled at the Centre, including for the first time students from Bangladesh, Chile, Mexico and Portugal. Marketing efforts in 2002 particularly targeted France, Spain, Italy, Brazil, Argentina, Uruguay, Colombia and Korea, with good indications for strong intakes from these countries.

Thirty-five study tour groups from Japan came to the ELC, with nine from Hong Kong and two from China. Courses offered in 2002 included: general English at five levels, academic English, IELTS preparation and Cambridge preparation. Registered Homestay families grew from 423 in 2001 to 583 in 2002. All Study Tour students and 85 percent of ELICOS students stayed in Homestay.

ELC annual turnover



ELICOS Students 2002 (by students)



The future

Learning and teaching plans for 2003 include:

- Implement continuous improvement practices in all operational areas.
- Implement needs analysis and evaluation tools designed to increase understanding of the diverse needs and characteristics of current and potential students.
- Obtain Council approval for new core course in Innovation, Creativity and Entrepreneurship.
- Initiate the further development of the University's Student Information System to maximise functionality and 'self-service' facilities for all user groups.
- Advance a case for the allocation of additional student load in the areas of nursing and secondary education.



- Develop credit transfer pathways with CSIT and other TAFE institutions.
- Source and develop funding programs aimed at equity category students.
- Plan for further new majors and/or minors, and undertake reaccreditation of existing programs.
- Expand the range of links with industry.
- Initiate research collaborations and collaborations on teaching development with international partner universities.
- Fraser Island Research and Education Centre: develop and implement an international strategy for collaboration and networking with a variety of research stations; encourage increased inter-university collaborative research; develop and market short professional courses in conjunction with Kingfisher Bay Resort and Village.
- Beerwah Field Study Centre: to complete the refurbishment, including IT resources; officially open the facility; encourage community access and use of the facility; establish a document library and herbarium resource on site; initiate a marketing strategy for school and environmental group use of the facility.

International Relations' plans for 2003 include:

- Increase Study Abroad enrolments, and expand significantly into Germany, France and Scandinavia, and complete the required strategic relationships with universities in the USA.
- Achieve at least a semester average of 80 international fee-paying students enrolled in on-campus degree programs and significantly increase the flow of students from the English Language Centre into university degree programs.
- Make substantial progress in developing the required strategic relationships with universities in Germany, France, Scandinavia, Korea and South America.
- Increase by 50 percent the number of outbound exchange students.
- Develop a strong relationship with IDP offices in priority markets.
- Consolidate and develop agent networks in priority markets.
- Centralise international enquiry and enrolment processes across the University and the English Language Centre.

The English Language Centre's plans for 2003 include:

- Coordinate the teaching facility in the Noosa Shire, offering ELICOS and study tour programs.
- Develop and deliver programs that utilise the University's Brisbane Centre.