



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

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.

supportive environment of human scale.

- 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.
- Increase the numbers of overseas fee-paying students to be recruited, either on- or offshore, 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

Elements of the Learning and Teaching Management Plan that were advanced in 2003 included:

- The University Council adopted the statement of graduate attributes and undergraduate Course Outlines redrafted in terms of the graduate attributes.
- A new program and course accreditation system was adopted by the University Council and is being implemented.
- A trial quality assurance audit was conducted that advanced the development of academic policies, procedures, information systems and evaluation processes.
- A new system of gathering and responding to student feedback on teaching was introduced.
- The provision of student learning support was reviewed and new arrangements are being implemented.

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- Program articulation and student pathway arrangements with Sunshine-Cooloolo Institute of TAFE were strengthened and new arrangements developed.
- The provision of learning and teaching staff development opportunities was significantly increased.
- A new Teaching Research and Development Grants scheme was introduced.
- The University purchased and began implementing an E-learning system (Blackboard).

Academic growth and development

- A new Core Course entitled Innovation, Creativity and Entrepreneurship was adopted and is being implemented.
- The University combined with Central Queensland University (CQU) to launch a Bachelor of Health (Nursing) to students on the Sunshine Coast in Semester 1, 2003. The degree is a cooperative venture between the two institutions and hospitals and health facilities in the Sunshine Coast region will accept students for clinical placements in the second year of the program.
- The Faculty of Arts and Social Sciences revised and re-accredited the Bachelor of Arts (Design and Marketing) and renamed it as Bachelor of Arts (Design and Communication).
- The Bachelor of Arts (Environment and Heritage) and the Bachelor of Arts (Communication) programs were re-accredited.
- A new Graduate Certificate in Public Relations was introduced and accredited in response to regional demand for qualified professionals in the rapidly growing public relations and information sectors.
- The Faculty of Science conducted a major revision of all its degree programs in 2003. The programs have been restructured with

compulsory elements identified and major and minor combinations clearly defined. Adjustments to course names, codes and prerequisites were introduced. The changes have been designed to facilitate student choice and mobility in and between degree programs.

- Accreditation of the new Bachelor of Information and Communications Technology was completed in advance of its introduction in Semester 1, 2004.
- The Faculty of Business re-accredited the Bachelor of Business (Information Systems) in order to reflect changes to information systems courses proposed in the new Bachelor of Information and Communications Technology.
- Revisions were made to the Master of Management and subsidiary courses (Graduate Certificate and Graduate Diploma of Management) offered in Fiji to reduce the research component in line with a review of the program conducted by Professor Serge Mukhi of the University of Technology in Sydney.
- Re-accreditation of the Bachelor of Business (Tourism) as part of the regular accreditation cycle.
- The Federal Government announced that 30 new funded nursing places – the largest award to any location in a national distribution of 210 extra places – would be made available at the University's Sippy Downs campus. The extra 30 places will gradually increase to 82 places after four years.

Student support

The University's Student Affairs department fulfilled several key performance outcomes in 2003:

- A service agreement was developed with each of the Faculty Administration offices, aimed at improved customer services for students and staff.
- A Risk Management Plan including a Service Agreement was developed with Information Technology Services for the mid-year Admission/

Enrolment Period and further refined for the major admission/ enrolment period 2003/2004.

- Student Administration developed processes for notifying Administrative Resource Implications as part of the revised accreditation process for new programs. It ensures that the administrative impact of new programs is appropriately assessed so that advice is provided by Cost Centres on their ability to deliver the desired services, to be considered by University committees prior to program approval.
- Student Administration and Facilities jointly developed the 2004 timetable and class schedule and are jointly providing ongoing support for timetable changes.
- The majority of students are now able to access information relating to their courses of enrolment and financial status using Student OnLine Access and Registration (SOLAR).
- 2003 saw the implementation of class level enrolment via SOLAR which allows students to enrol and select tutorials and lectures online.
- The report from Trial Quality Audit team commended Student Services on the delivery of its services and programs.
- The University and Maroochy Shire Council delivered an all-Faculty "Career Essentials" career skills workshop, covering professional development, and personal development and business simulation exercises.
- Funding from Queensland Government for the Drinkmart Program was again secured in 2003 and Student Services worked with the Student Guild to implement the guidelines.
- The Careerhub online career and employment software project was completed, with over 1,000 registrations in the first two months.
- A Disability Online Resource for Academics was completed and received positive feedback from Academic staff who use it as a

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resource when asked to make reasonable adjustment for students with a disability.

- A 'Guided Notes' Pilot Program was implemented whereby Academic staff can maximise the learning outcomes of students with disabilities.
- 'Student Tracker' statistical software was designed to report on student and other client usage across all areas of Student Services.
- The Student Services Satisfaction Survey was further refined and sent to all students to measure service efficiency and effectiveness.
- The Graduate Destination Survey data was refined to provide trend data over four years for use by Student Services, Faculties, Teaching and Learning and management in assessing graduate outcomes, and for quality audit purposes.
- A new Student Disability Policy was adopted by the University community arising from the review of the Disability Action Plan.
- A project commenced identifying the language and learning support needs of resident NESB students, tracking the progress of students enrolled in enabling programs, and further developing support services for students at risk of failure.
- Discrimination and Harassment Support Officers were trained and posters and leaflets distributed to students raising their awareness of the policy and procedure.

Indigenous support

- Commonwealth Indigenous Support funding increased from \$57,000 in 2002 to \$67,000 in 2003.
- Student numbers increased from approximately 28 (with an additional 3 students on Leave of Absence) in 2002 to approximately 38 (with an additional 11 on Leave of Absence) in 2003 due to the focussed effort of the Indigenous Services area and the development of an Indigenous alternative entry process.

Five star rating again

The University received five stars – for the fourth year in a row – from its graduates for their educational experience in the *Good Universities Guide 2004* released in July.

- Beginning and advanced level cross-cultural training was conducted by a consultant for University staff and Aboriginal Tutorial Assistance Scheme tutors.
- An Indigenous Employment Strategy was developed and implemented.
- An Indigenous studies cross-disciplinary course entitled *Indigenous Australia* was developed in 2003 and will be offered as an elective in Semester 2, 2004.
- The University hosted NAIDOC Day celebrations for the first time.
- An Indigenous Services Officer was employed to complement the position of Indigenous Services coordinator with a primary focus of coordinating the ATAS program.
- A University of the Sunshine Coast Ambassadors Program was implemented with Indigenous students from the University being allocated to regional high schools to provide ongoing contact and encourage Indigenous students to enrol in higher education.

Innovative learning experiences

All first year students will complete a new core course in innovation, creativity and entrepreneurship. Innovation will be examined from many different angles and not just from the business perspective. The Royal Flying Doctor Service, for instance, will be presented as a great example of innovation in social

services. Staff from all three faculties and the Innovation Centre will teach the course that will form a foundation for the further development of each student's lifelong learning strategies and competencies.

In order to further develop innovative learning experiences for students, the University has continued its partnerships with:

- Kingfisher Bay Resort and Village – for the establishment of the Fraser Island Research and Education (FIRE) Centre.
- 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.



Nursing education returns to coast after ten years.
Nursing students Charlie Rea and Megan Perrier.

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Internships, industry research projects and practical experience feature strongly in degree programs offered by the University's three faculties.

Faculty of Arts and Social Sciences Communication Studies students undertook internships with:

- › Design Solutions – Advertising and Marketing
- › Maroochy Shire Council
- › Channel 7 Sunshine Coast
- › Noosa News
- › Gympie Times
- › Inside Indonesia Magazine
- › The Weekender
- › Caboolture News
- › Townsville Bulletin
- › Chris Cummins MLA
- › Sound Images

Social and Community Studies students completed placements with:

- › Rural Futures Network
- › Noosa Youth Service
- › Caloundra City Council's Youth Services Unit
- › St Vincent's Community Services Ozcare
- › Maroochy Neighbourhood Centre
- › Glasshouse Mountains Country Community Group Inc
- › Sunshine Coast Regional Housing Authority
- › Community Development Unit
- › Indigenous Health Unit
- › Caloundra Community Centre (Multicultural and Community Development Solutions)
- › Bloomhill Cancer Help
- › Nambour Good Beginnings
- › Integrated Family and Youth Services
- › Paraplegic and Quadriplegic Association of Queensland
- › Gram Vikas
- › The Salvation Army

Placements and internships were also allocated to students at:

- › Bribie Island Retirement Village
- › Chancellor Park State School
- › Suncoast Fitness
- › Radio Mix FM

- › Nambour Civic Centre
- › Underwater World
- › Sunshine Coast Animal Refuge
- › Mooloolaba Backpackers
- › Queensland Cancer Fund
- › ABC Television
- › Hyatt Regency Coolum
- › The Edge Public Relations
- › Redcliffe Neighbourhood Centre

Students in the Faculty of Business completed internships and industry projects with a wide range of companies and organisations including:

- › Noosa Council
- › Queensland's Department of State Development
- › University of the Sunshine Coast Students Guild
- › AMV
- › Infoworx
- › Typefi
- › Caloundra City Council
- › Juniper

Faculty of Science students undertook internships and participated in research projects with:

- › Agency for Food and Fibre Science, Forestry Research
- › Cedar Hill Flowers and Foliage
- › Mater Medical Research Institute
- › Department of Primary Industries Nambour
- › Kingfisher Bay Resort and Village, Fraser Island
- › Queensland Institute of Medical Research
- › Caloundra/Maroochy Water Supply Board
- › Queensland Health Scientific Services
- › Royal Brisbane Hospital
- › Electron Microscope Facility, QUT
- › Maroochy Shire Council
- › Caloundra City Council
- › Australian National Herbarium
- › Alan Fletcher Research Station

International students were assigned internships to:

- › North Coast Women's Health
- › Queensland Department of Families

- › Novotel Twin Waters Resort
- › Quad Park Corporation
- › AFL Queensland
- › Community Solutions
- › Sippy Downs Animal Refuge
- › Australia Zoo
- › Buderim Hospital Physiotherapy
- › Sunshine Coast Daily
- › Tourism Sunshine Coast
- › Caloundra City Council
- › United Sports Marketing

International partners and relationships

The University continued to establish specific links with overseas institutions, especially in North America and northern Europe, for Study Abroad and full degree programs. The University encourages outbound exchange through an International Exchange Program that gives students the opportunity to travel and study in Asia, Europe, North America or Scandinavia.

Partnerships and exchange agreements have been formalised with the following institutions:

Country	Institution
Argentina	Universidad Blas Pascal
Canada	University of Northern British Columbia
Chile	Universidad Catolica de Valparaiso
	Universidad de Concepcion
	Universidad del Pacifico
China	Fujian Normal University
	Wuyi University
Finland	University of Kuopio
	University of Lapland
	University of Vaasa
France	INSEEC Business School
Germany	Deutsche Sportshochschule Koeln
	Fachhochschule Fulda
	Deutsche Sportshochschule Koeln
Italy	University of Urbino

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Japan	Himeji Dokkyo University Hokkaido Bunkyo University Kobe College Kyoto Career College of Foreign Languages Kyoto Institute of Technology and Science Nagoya University of Foreign Studies
Korea	Ajou University Jeonju Technical College Sookmyung Women's University Sungkyunkwan University
Norway	Høgskolen Stord / Haugesund
Sweden	Halmstad University Karlstad University
UK	University of Lincoln
Uruguay	ORT University
USA	Baldwin Wallace College College of Charleston Francis Marion University Louisiana State University Minnesota State University – Moorhead New Mexico State University North Carolina State University North Dakota State University Salve Regina University St. Norbert College State University of New York (SUNY) Cortland University of Idaho University of North Dakota University of Tulsa University of Wyoming Virginia Tech Washington State University

English Language Centre

Student enrolments at the University's English Language Centre (ELC) were negatively impacted by the outbreak of SARS (Severe Acute Respiratory Syndrome) in Asia during the first half of 2003 and general concerns about international travel security.

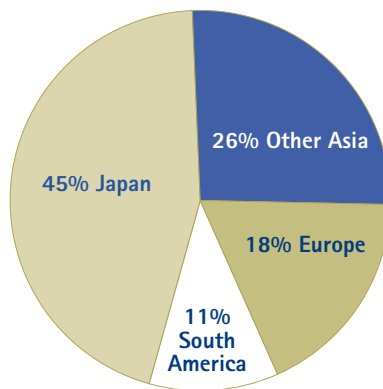
Turnover for the year fell by almost \$500,000 to \$3.45million and the number of students, both in short term programs and English Language Intensive Courses for Overseas Students (ELICOS) programs, at the ELC fell by 20 percent to 1,506 from 1,885 in 2003.

Students from 25 countries enrolled at the Centre during 2003 including for the first time students from the Czech Republic, Mongolia and Slovenia.

Japan remained the principal source of study tour groups although the number fell from 35 in 2002 to 26 in 2003. Five groups from Hong Kong and three groups from Korea also used the Centre. Student numbers fell from 1,302 to 706.

TURNOVER 2000 – 2003

- 2000 – \$1.595 million
- 2001 – \$2.37 million
- 2002 – \$3.94 million
- 2003 – \$3.45 million



ELICOS Enrolments 2003

- Japan**
- Other Asia**
 - China
 - Mongolia
 - Hong Kong
 - Thailand
 - Korea
 - Taiwan
 - Malaysia
- Europe**
 - Czech Republic
 - Netherlands
 - Switzerland
 - Sweden
 - Austria
 - France
 - Poland
 - Germany
 - Italy
 - Spain
 - Russia
- South America**
 - Argentina
 - Columbia
 - Brazil



The future

University-wide Learning and Teaching

- Map all undergraduate programs, including majors and minors, against a set of recognised graduate attributes.
- Develop new academic policies and procedures relating to evaluation and assessment.
- Conduct a second trial quality assurance audit to further refine the University's quality system.
- Review and implement the academic promotions policy.
- Introduce a new system for gathering and responding to student feedback on courses.
- Publish and implement a comprehensive learning and teaching staff development plan, including a new workshop program for new and early career teachers.
- Play a lead role in an academic staff development benchmarking study in conjunction with the University of Queensland and other Brisbane universities.
- Implement new arrangements for enhanced provision of student learning support.
- Rolled out Blackboard to more students in more programs and courses.
- Develop a student charter.
- Expand the nursing program and make preparations for the introduction of teacher education in 2005.
- Link the new core course, *Innovation, Creativity and Entrepreneurship*, via projects to the Innovation Centre.
- Offer the Master of Business Administration as an on-campus and online program; previously only offered as an online program.
- Conduct further community needs analyses to clarify demand for new disciplines in the University.



A world of opportunities – American Study Abroad intern Daniel van Vranken with Australia Zoo's Giant Galapagos Land Tortoise, Harriet, the oldest of her kind in the world.

- Plan and implement new strategies aimed at further strengthening the nexus between teaching and research in the University.

International Relations

- Rebuild Study Abroad enrolments after the negative impact of war, terrorism and SARS, working towards a target of at least 130 per semester. Emphasis to be placed on increasing enrolments from Germany, France and Scandinavia.
- Achieve a semester average of at least 125 international fee-paying students enrolled in on-campus degree programs.
- Complete the required strategic relationships with universities in the USA and continue to 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.

- Centralise inquiry, admissions and clients services functions in one area to service the needs of the English Language Centre, Study Abroad, and on-campus degree programs.
- Increase the flow of students from the ELC into university degree programs.

The English Language Centre

- Rebuild the study tour programs that were adversely affected by SARS in 2003.
- Develop significant study tour business from China and Korea based on leads established in 2003.
- Achieve significant increases in student weeks from Colombia, Latin America, Korea and Europe.
- Develop and deliver programs that utilise the University's Brisbane Centre.
- Differentiate the Noosa Study Centre from the main campus, with the former focusing on conversational English and the latter more on academic English.
- Improve the IT and resource material base in the ELC.