

Learning and teaching

Goal: to provide an increasingly comprehensive range of programs that position students for success in the global economy and which are aligned to the University's priorities

Increase the number of disciplines and programs, including postgraduate coursework programs

Additional government-funded places

In 2006 the Federal Government awarded the University 235 new funded places—the sixth largest allocation for any campus in Australia. Awarded on a competitive basis, the places will add about \$3 million to the University's 2007 budget and pipeline out to 643 places by 2010. The allocation allows for the introduction of new teaching areas such as nursing, nutrition and dietetics, education and social work.

Continued growth is a key factor for the University in achieving economies of scale in administration and support services, and in facilitating staff recruitment to boost research and engagement outputs.

The University recognises the collaborative work of its staff in completing the very substantial background activities behind the University's successful bid for funded places, and recognises that without the efforts of all staff in exceeding current student load targets, it is likely USC would not have received any new funded places in 2006.

New government-funded places

Discipline	New funded places
Nursing	100
Mental Health Nursing (undergraduate and postgraduate)	30
Nutrition and Dietetics*	20
ICT Education	25
Software Engineering	10
Early Childhood Education*	30
Social Work	20

**A further 19 places were allocated for Nutrition and Dietetics and Early Childhood Education following the initial round.*

New programs

The following programs were delivered for the first time in 2006:

- Bachelor of Animal, Plant and Marine Biotechnology
- Bachelor of Animal, Plant and Marine Biotechnology (Honours)
- Bachelor of Arts (Creative Writing)
- Bachelor of Coastal Studies
- Bachelor of Communication (Public Relations)
- Bachelor of Food Science and Nutrition
- Bachelor of Human Services
- Bachelor of Journalism
- Bachelor of Nursing Science
- Bachelor of Nursing Science (Graduate Entry)
- Bachelor of Social Science (Counselling)
- Bachelor of Social Science (Honours)
- Bachelor of Sport and Industry
- Bachelor of Sport and Technology
- Graduate Certificate in Health Promotion
- Graduate Certificate in Inclusive Education
- Graduate Certificate in Nursing (General Practice)
- Graduate Certificate in Professional Learning
- Graduate Diploma in Education
- Graduate Diploma in Health Promotion
- Master of Communication
- Master of Health Promotion

The following new programs were accredited during 2006:

- Bachelor of Business (Property and Asset Management)
- Bachelor of Coastal Studies (Honours)
- Bachelor of Education (Early Childhood)/ Bachelor of Human Services
- Bachelor of Justice and Legal Studies
- Bachelor of Nutrition and Dietetics
- Bachelor of Science (Environment and Health)
- Bachelor of Social Work
- Bachelor of Software Engineering
- Graduate Certificate in Communication
- Graduate Certificate in Creative Writing for Youth
- Graduate Certificate in Early Phase of Learning
- Graduate Certificate in Journalism
- Graduate Certificate in Mathematics Education
- Graduate Certificate in Science Education (Chemistry)
- Graduate Certificate in Science Education (Physics)
- Graduate Certificate in Vocational Education and Training
- Graduate Diploma in Climate Change Adaptation
- Graduate Diploma in Communication
- Graduate Diploma in Environmental Change Management
- Graduate Diploma in Integrated Coastal Zone Management
- Graduate Diploma in Journalism
- Graduate Diploma in Public Relations
- Master of Climate Change Adaptation
- Master of Environmental Change Management
- Master of Integrated Coastal Zone Management
- Master of Midwifery
- Master of Professional Accounting
- Master of Professional Learning

Enhance and promote the unique core courses

Core course developments

The University offers three core courses—Communication and Thought; Innovation, Creativity and Entrepreneurship; and Environment, Technology and Sustainability—so that all students can learn the skills required to position themselves for success in a global economy.

In 2005 Environment, Technology and Sustainability was developed and accredited as a direct outcome of two reviews, and offered for the first time in Semester 1 2006. Learning and Teaching Management Committee members advised the Deputy Vice-Chancellor about core course policy and strategy, through the First Year Reference Group, and management of the respective core courses was devolved to the faculties.

Other key decisions about the future of core courses included:

- encouragement for some sessional staff appointments to become part-time ongoing positions, and for experienced lecturers to teach in core courses
- confirmation of the priority given to core courses in developing e-learning across the University
- recognition of the role of support areas in the delivery of core courses
- introduction of annual reporting about core courses to the Learning and Teaching Management Committee
- regular meetings of the core course teams with the Deputy Vice-Chancellor

In June 2006, the Deputy Vice-Chancellor hosted a meeting of the core course teaching teams, along with staff from the Office of Learning and Teaching. Course coordinators then met with the Deputy Vice-Chancellor in second semester. These meetings will continue on a semester basis.



• The Australian of the Year for 2006, Professor Ian Frazer, addressed students in the core course *Innovation, Creativity and Entrepreneurship*. Speaking on 'The Exploration of Possibilities for Better Decisions', he drew on his personal experiences in developing and bringing to market the world's first viable cancer vaccine, Gardasil.

Inter-disciplinary and inter-faculty initiatives

Tertiary Preparation and International Foundation Pathways

In 2006, the University's three faculties worked together to develop and offer two new pathways to degree study at USC.

Aligned with the University priority of providing tertiary education to more people in the region, the Tertiary Preparation Pathway (TPP) offers a further entry option for domestic students unable to gain admission to degree programs via QTAC without first acquiring additional qualifications. This realises a need evidenced by the fact that 52 percent of USC bachelor degree students in 2007 were the first members of their families to attend university.

The TPP also caters for international students seeking to meet academic entry criteria, while the International Foundation Pathway (IFP) is designed for international students who need to meet English language entry requirements.

Successful completion of the TPP or IFP guarantees entry to most USC degree programs. The pathways also enable prospective students to experience university life before committing to degree study. The TPP was launched in second semester 2006 and IFP will be offered from first semester 2007.

Combined programs

Combined programs give students a chance to gain skills in two complementary areas, broadening career opportunities and enabling completion of two degrees in less time than if the programs were studied separately.

The following combined programs were delivered for the first time in 2006:

- Bachelor of Arts/Bachelor of Business (Design and Marketing)
- Bachelor of Arts/Bachelor of Business (Indonesian and International Business)
- Bachelor of Arts/Bachelor of Business (Japanese and International Business)
- Bachelor of Arts/Bachelor of Business (Marketing Communication)
- Bachelor of Arts/Bachelor of Health (Human Services and Health Promotion)
- Bachelor of Arts/Bachelor of Science (Planning and Environmental Science)
- Bachelor of Arts/Bachelor of Science (Science Communication)
- Bachelor of Arts/Bachelor of Business (Psychology and Human Resource Management)
- Bachelor of Arts/Bachelor of Science (Psychology and Exercise Science)

Learning and teaching

Enhance the quality of student transition on entering and exiting University programs

Transition to University

Inaugural Vice-Chancellor's Learning and Teaching Colloquium

The Vice-Chancellor's Learning and Teaching Colloquium, held for the first time in May 2006, affirmed the University's commitment to excellence in learning and teaching while showcasing best practice within the University of the Sunshine Coast.

The keynote speaker at the Colloquium, which had the theme 'Transition and enhancing the first year experience', was Dr Kerri-Lee Krause, a senior lecturer in higher education at the Centre for the Study of Higher Education, University of Melbourne. Dr Krause presented 'Transition to and through the first year: strategies to enhance the student experience'. She is regarded highly for her research into such areas as the first-year experience; the changing undergraduate student experience; practical and policy implications of the increasing integration of information and communications technology in learning and teaching; the effects of disciplinary cultures on approaches to teaching and learning; and strategies for enhancing assessment.

The Colloquium also involved panel discussions, sessions and workshops. It emerged from the University's First Year Experience Project (see below) and was attended by a broad cross-section of University staff, including those teaching first-year courses. The second Vice-Chancellor's Learning and Teaching Colloquium will be held in May 2007.

First Year Experience project

In 2004 the University embarked on the First Year Experience (FYE) project. The project, which aimed to improve student outcomes by easing transition and enhancing the first year experience, was completed in 2006 and its initiatives embedded in University processes. Activities encompass both learning and teaching and student life, and include:

- new professional development activities for teaching and support staff
- a significant re-shaping of first-year student Orientation
- new publications to support transition

Bridging the Gap forum

In 2006, Teaching and Research Services staff began planning for a Bridging the Gap forum, to be held in the first half of 2007. The aims are to overcome the divide between secondary and higher education,

and reaffirm links between the University and local schools. Initiatives include exploring the similarities and differences in student life and assessment practices between the two education sectors. The forum was identified as an important follow-up to the Vice-Chancellors' Learning and Teaching Colloquium.

Enabling courses

Enabling courses help new undergraduate students improve their skill bases prior to commencing studies. The courses are available free-of-charge to undergraduate students each semester in the areas of chemistry, general mathematics, mathematics for physics, statistics and biology.

Orientation

A total of more than 2,000 new students attended Orientation on the University campus in February and July 2006. Orientation includes a range of transition programs such as information technology tutorials, Library tutorials, and note-taking and program information sessions. Students also have opportunities to meet USC staff and learn more about the campus, student services and facilities before classes begin.

Specialised Orientation programs were also held for students enrolled at the USC Noosa Centre (page 35) and for new international students.

Transition from University

careerconnection

University initiatives continued to enhance career and employment planning and resources and services for students in their final years of University. An Internships Officer was appointed in May 2006 to implement and coordinate Work Integrated Learning (page 27), and all internships, careers and graduate employment services were integrated under the banner 'careerconnection'.

In 2006, careerconnection staff:

- conducted employer information sessions for all students in partnership with the Department of Foreign Affairs and Trade, CPA Australia, the Institute of Chartered Accountants, Education Queensland, the Australian Defence Force, the Commonwealth Bank and many others



- Headstart student Natahlia Buitendyk says the benefits of getting a head start at university are many.
- "Headstart has helped my understanding of what it really means to study, be organised and get enough sleep!" Natahlia says.
- "Before I started Headstart, I didn't want to go to university. But now I see the advantages of higher education and want to do more study."

- conducted appointments involving Careers and Graduate Employment Officers and more than 700 students
- added about 630 new jobs and 730 new students to the CareerHub system
- conducted multiple job search and career planning workshops on campus (average attendance was 10 students per workshop, and topics included Resume Writing, Skills for Interviewing, Career Planning and Self-Assessment, and Exploring the Hidden Job Market)
- won funding under Queensland's Smart State University Internships Program (page 18)
- organised and prepared the Employability Skills pilot program for Faculty of Business students
- held 'drop-in' careers appointments at the Sippy Downs campus and the USC Noosa Centre (page 35) for students and community members
- held a 'Your Degree—What Next?' event on campus, attended by about 250 students
- organised and hosted the National Association of Graduate Careers Advisory Services (NAGCAS) conference on campus (page 38)
- delivered career exploration seminars during Orientation each semester and to school students as part of the Business Educators' Association of Queensland (BEAQ) Learning Day
- assisted almost 100 prospective students via Keep PACE (page 35)
- developed and finalised a three-year Strategic Plan identifying key priorities—these included establishing careers programs in the curriculum, delivering the Industry Skills Program in partnership with Work Integrated Learning (WIL) and developing a Graduate Transition Program

Develop additional pathways for students inter-sectorally

TAFE collaboration

Dual awards represent the main inter-sectoral pathway between TAFE and USC. This mechanism has been in place since 2003, and involves study for a University of the Sunshine Coast degree in conjunction with a TAFE diploma.

The following dual awards were delivered for the first time in 2006:



- USC graduate Lorin Willson has made a splash in her new role as the Marketing Coordinator at UnderWater World, a position she gained after undertaking an internship at the tourist attraction as part of her studies.
- "My degree provided an understanding of the industry and assisted in developing, enhancing and refining my skills ready for the workforce," the Diploma of Events Management/Bachelor of Business (Tourism) graduate says.

- Diploma of Photoimaging/Bachelor of Arts
- Diploma of Visual Arts-Fine Arts/Bachelor of Arts

The following dual awards were established in 2006:

- Diploma of Laboratory Technology (Biological and Environmental Testing)/Bachelor of Coastal Studies
- Diploma of Conservation and Land Management/Bachelor of Coastal Studies
- Diploma of Laboratory Technology (Biotechnology/Pathology)/Bachelor of Science (Biomedical Science)
- Diploma of Laboratory Technology/Bachelor of Food Science and Nutrition

In October and December 2006, senior staff from the University and the Sunshine Coast Institute of TAFE (SCT) met to discuss future collaborations between the two institutions. Topics included opportunities in areas such as shared services; e-learning; articulation, credit and recognition of prior learning; and marketplace development.

High school collaboration

The University's Headstart program is an important link with local high schools, and provides a pathway to tertiary study for students in Years 11 and 12. A Headstart student who successfully completes two courses at USC as part of the program, and obtains a senior certificate from his or her school, earns guaranteed entry to most USC degrees regardless of Overall Position (OP).

If the courses completed at University relate to the degree studied at USC, the student also receives academic credit for the study.

A total of 106 students completed the Headstart Program in 2006, and the University held a special Headstart celebration in June for Headstart students, their parents, and staff and principals from local schools.

Borrowing privileges

For the first time in 2006, the USC Library offered borrowing privileges to Year 11 and 12 students from local secondary schools.

Increase learner centredness and flexible delivery including e-learning

E-learning

The University recognises flexible delivery as an increasingly important element of program delivery, particularly in relation to teaching quality, improved access to programs within and beyond the region, and facilitation of cooperative endeavours with other institutions. In 2005 the University developed governance groups and an interim e-learning (online learning) strategy as key steps towards increasing flexible delivery across all faculties and achieving a blended learning environment.

Learning and teaching

In 2006, the budget for e-learning increased to accelerate these developments. Information Technology Services also began introductory and advanced staff development and training sessions for teaching and research staff from all faculties in the Blackboard Learning Management System. This prepared the way for increased online learning and teaching, and enhanced staff-student communications.

The University boosted its e-learning functionality by acquiring numerous software packages including Respondus, Course Genie, and the Campus Pack suite of tools for wikis, blogs and journals.

Intensive teaching periods

Flexible delivery in 2006 included intensive teaching periods in summer and winter semesters.

The following courses were delivered in a summer semester, which began on 27 November 2006 and continued through to 9 February 2007:

- Faculty of Arts and Social Sciences—18 courses (12 undergraduate, 6 postgraduate)
- Faculty of Business—11 undergraduate courses
- Faculty of Science, Health and Education—12 courses (6 undergraduate, 6 postgraduate)

In a winter semester, from 5 June to 14 July 2006, the following courses were delivered:

- Faculty of Arts and Social Sciences—6 courses (5 undergraduate, 1 postgraduate)
- Faculty of Science, Health and Education 2 undergraduate courses

Study in Noosa

An expanded range of courses on offer at the USC Noosa Centre, which relocated from Sunshine Beach to Noosa Junction in 2006, boosted flexibility for students (page 35).

Learning Spaces: the Next Horizon

Given the University's growth trajectory, innovative design and use of learning spaces is increasingly important. A forum and series of meetings were held in November 2006 under the 'Learning Spaces: the Next Horizon' banner. The initiative aimed to

allow discussion about optimum use of facilities and resources in order to meet student needs, the identification of space requirements, and the development of a plan for designing better learning spaces in future.

The forum was attended by almost 50 staff members, who gathered to listen to keynote speakers Dr Peter Jamieson, from Melbourne University, and Ms Jo Dane, of Monash University. Meetings of University support and facilities departments were held over two days, and all were attended by representatives from Capital Programs and Operations and Teaching and Research Services.

Following these events, the Office of Learning and Teaching and Capital Programs and Operations prepared a report for consideration by the Vice-Chancellor and Deputy Vice-Chancellor. The report summarised the forum and meetings and listed recommendations. These will be explored in 2007 with a view to implementing change throughout the year.

Interactive learning and teaching

In late 2006, the University acquired the technology to support interactive learning and teaching, particularly in medium to large classroom environments. New 'keypad clickers' enable students to register their answers to quiz questions and polls in real-time. The clickers will be used in lectures and tutorials from first semester 2007.

Implement the graduate attributes

Measuring the impact of graduate attributes

In 2004 the University identified attributes that all students should attain by graduation. In 2005, for the first time, all USC undergraduate programs and courses explicitly addressed the way in which students would achieve this set of attributes. The University is now concerned with measuring the impact of graduate attributes.

Work in other universities indicates that the best way to measure the impact of graduate attributes is through longitudinal studies

involving graduates and employers some years after graduation. The University seeks to embed a graduate attributes feedback system into alumni processes, but has not yet commenced this work.

By the end of 2006, the University had two broad approaches to measurement. Following Council's 2005 adoption of the Program Review and Course Evaluation Policy, the University began conducting Program Reviews. The first of these involved the Bachelor of Business and the Bachelor of Arts. Student Feedback on Courses (with specific items related to graduate attributes and learning outcomes) was also introduced in 2006 after a successful pilot. These processes facilitate assessment of the impact of graduate attributes on learning and teaching and course development.

In 2006, University Council determined that graduate attributes would be reviewed in 2007. This review will be coordinated by the Office of Learning and Teaching.

Deliver discipline-based knowledge to position students for their future careers and as a basis for lifelong learning

Knowledge delivery

Delivering discipline-based knowledge means to teach each student the relevant and current content, skills and concepts of his or her area of study, to ensure they develop knowledge with a career or lifelong-learning orientation. The University's focus on Work Integrated Learning (WIL) across its three faculties assists in the delivery of discipline-based knowledge, allowing students to learn current, applied knowledge and skills in their chosen field.

The recruitment and appointment of adjunct professors, many of them industry professionals, also enhances knowledge delivery, allowing experts in the field direct teaching contact with students. In 2006, the University appointed 29 adjunct professors for a total of 61 at the end of December 2006 (43 in the Faculty of Science, Health and Education; 12 in the Faculty of Arts and Social Sciences; five in the Faculty of Business; and one in the Chancellery).

Ensure that teaching is characterised by a high level of interaction between staff and students

Human scale

The University is committed to 'human scale', a term used to indicate that all possible efforts will be made to keep student and staff interactions to a scale that encourages meaningful experiences.

In 2006, as part of the Learning and Teaching Futures process (page 29), the notion of human scale was discussed by staff and affirmed as an important characteristic of the University of the Sunshine Coast's profile. Further analysis will take place as Learning and Teaching Futures unfolds in 2007.

The Learning Spaces: the Next Horizon event and subsequent report (page 26) also emphasised the importance of human scale in learning space design at USC.

Staff to student ratio

The most recent data, published by the Australian Vice-Chancellors' Committee (AVCC) in 2005, indicated that the University of the Sunshine Coast had a ratio of 23.3 students per academic staff member in 2004.

Provide enhanced opportunities for work-related experience whilst studying

Work Integrated Learning

In 2005 and 2006, the University conducted a major project on Work Integrated Learning (WIL). The project report strongly reaffirmed the importance of WIL to the University, and developed a schema to describe the different types of WIL that are included in programs and courses. These range from Industry Interaction (such as guest lecturers and field trips) and Industry Component (such as applied research project or production workshop) to Industry Placement (such as a practicum or internship).

In 2006, an Internships Officer was appointed to the Careers and Employment Services team to facilitate student internship services and associated programs across the campus, build industry partnerships, and work closely with faculties, employers, the government and students.

The University has become an active member of the Australian Collaborative Education Network (ACEN), and in particular the Queensland network, thereby strengthening the University's commitment to WIL.

The benefits of work-related experience were highlighted in 2006 when two USC journalism students were named as finalists for the award of Most Outstanding Journalism Student from a Regional Campus at the 2006 Queensland Media Awards. One of the two USC students, Hannah Klose, won the award for her work with Seven Local News on the Sunshine Coast.

In 2006, it was suggested that Work Integrated Learning be combined with the University's GO (Global Opportunities)

Program (page 40). This would enable students completing part of their USC degree overseas to experience workplace learning in a foreign country. The issues and ramifications associated with combining WIL with the GO Program were under discussion by both the Internships Officer and the GO Program Coordinator in late 2006, with the aim of recommending a WIL GO Program for approval in 2007.

Advance the Teaching-Research Nexus to ensure that teaching is informed by research

Survey

Through the Learning and Teaching Futures process (page 29), the Teaching-Research Nexus was reaffirmed as a University priority. Plans for development in 2007 include a survey and case studies on the nexus 'in action' across a range of discipline areas. The survey was to take place in 2006, but was delayed due to overlap with other reviews and surveys.



• "It's just such a great honour that two of the three finalists are from the University of the Sunshine Coast... it really acknowledges the quality of the courses and teaching at USC."
• — 2006 Queensland Media Awards Most Outstanding Journalism Student from a Regional Campus Award winner Hannah Klose (left), with finalist and fellow USC student Renae Henry.

Learning and teaching

Key performance indicators

■ Graduate satisfaction with educational experience as measured through the Course Experience Questionnaire (CEQ)

Of the 646 University of the Sunshine Coast coursework graduates surveyed in the 2006 Australian Graduate Survey, 425 (65.8 percent) provided Course Experience Questionnaire (CEQ) data.

On the Overall Satisfaction ratings, 74.2 percent of respondents were 'very satisfied' with their program overall. Many students felt that the University's employment of 'industry experts' as tutors and lecturers provided a valuable learning experience, allowing students to engage in learning that had tangible links to the workplace, rather than purely theoretical. Others identified the depth of knowledge and passion of teaching staff at USC as an advantage.

■ Positive and constructive student feedback on courses and student feedback on teaching

In 2006, more than 95 academic staff and 70 sessional tutors used the Student Feedback on Teaching (SFT) instrument to evaluate their teaching, enabling them to reflect on methods of improving their teaching performance. The University requires that the SFT instrument be used by Teaching and Research staff at least once per year.

Following University Council approval of the Program Review and Course Evaluation Policy, the first cycle of Student Feedback on Courses (SFC) occurred in Semester 2, 2006, with more than 30 courses—and the University's three core courses—undertaking student feedback on course design and planning.

SFC data is aggregated by Field of Education to meet Department of Education, Science and Training (DEST) requirements, however the aggregated data for 2006 is not yet available.

■ Increased utilisation of inter-sectoral pathways

The University took enrolments in five dual award programs in 2005, and six programs in 2006. Two new dual award programs were offered for the first time in 2006, and one dual award program was discontinued.

In late 2006, USC and the Sunshine Coast Institute of TAFE established mechanisms to review current offerings and to arrange focus groups with current students to identify issues that have resulted in low enrolment numbers and high attrition. The University anticipates that better models for the design of dual awards will emerge in 2007, and that these will rectify the current trend.

■ Increased range and uptake of transition programs for students entering and exiting University programs

Transition to University

Tertiary Preparation Pathway

The Tertiary Preparation Pathway (page 23) provides an alternate entry to University for students who do not meet the Year 12 QTAC university entry requirements. TPP was launched in second semester 2006 with 66 enrolments. About three-quarters of these students are now enrolled in undergraduate programs at USC and it is understood that others have applied for places at other Queensland universities.

More than half of the 120 TPP applications received for first semester 2007 resulted in enrolments, and this number is expected to reach at least 80 by the time that semester begins.

Feedback from TPP students (obtained via the University's Student Feedback on Teaching and Student Feedback on Courses activities) has been overwhelmingly positive. Students have been very pleased with the quality of teaching they have received, the course material available and the opportunity to enter undergraduate programs.

Orientation

An Orientation Survey is administered to assess the value of the Orientation program to students, including the value of the various transition programs. Almost 100 percent (99.5 percent) of students surveyed in first semester 2006 rated the Orientation experience as 'positive'.

In response to the question 'After Orientation do you now feel ready to study at USC?' 28 percent of respondents indicated they felt 'very prepared', while 60.9 percent said they felt 'prepared'.

When asked 'Would you advise a friend to make attending Orientation a priority?', 95 percent of respondents agreed.

Headstart

The Headstart program (page 25) was established in 2003 with 40 participants. The program has grown to accommodate 77 students in 2006; and between 2003 and 2006, 221 students from 21 schools in the Sunshine Coast region completed one or more courses in the program.

Of these students, 60 percent were female, and 40 percent were male, while 41 percent were the first in their family to undertake university study. Continuing on to degree study at USC is popular, with 40 percent of Headstart students enrolling in degree programs. Headstart students perform exceptionally well with 10 percent receiving a grade of High Distinction, 20 percent a Distinction, 24 percent a Credit, 32 percent a Pass, and 14 percent a Fail grade.

Enabling courses

A total of 434 students enrolled in one or more enabling courses in 2006.

Transition from University

Outward transition programs have, to date, focused on assisting graduates to identify career paths and develop job search skills. The Careers and Employment Service (careerconnection) has participated in the Keep PACE (page 35) program since 2004, providing free career counselling appointments and workshops for community members and prospective students. The aim is to provide a community service while helping prospective students to make informed decisions regarding their courses and, hopefully, improve the retention and success of first-year students. In 2006, careers staff met approximately 110 community members for free career counselling.

■ Take up of e-learning strategies by course coordinators

Take-up of e-learning strategies by academic staff continued in 2006 with 302 staff registered as Course Coordinators or Leaders in the Blackboard Learning Management System.

■ Proportion of students undertaking regional, national and international work related experience

There is not yet a University-wide mechanism for collecting this data.

In 2006, the Internships Officer and the University's Strategic Information and Analysis Unit collaborated to develop a system for capturing accurate, University-wide data on the take-up of Work Integrated Learning (page 27) opportunities by students. This work will continue in 2007.

Data on industry partners is currently maintained at faculty level and not aggregated as University-wide data.

■ Proportion of courses in which the Teaching-Research Nexus is clearly evident

Data for this indicator has not yet been gathered. Survey and case studies are planned for 2007.

Learning and Teaching Futures

Learning and Teaching Futures describes the University-wide strategic process of identifying and describing the distinctive approach to learning and teaching at USC. It involves three components: Flagship Programs; Institutional Learning and Teaching Strengths; and the Scholarship of Teaching.

Flagship Programs entail the identification and enhancement of discipline areas in which the University wishes to be particularly exemplary. These areas are identified using a consultative, criteria-based method.

Institutional Learning and Teaching Strengths are the qualities of learning and teaching for which USC will be distinguishable. As with Flagship Programs, these strengths are identified using a consultative, criteria-based method.

Scholarship of Teaching underpins the University's teaching philosophy. It entails discipline currency, learning and teaching currency, innovative practice and involvement in practitioner research.

Learning and Teaching Futures was launched at a Planning Day in October 2006. Faculty and service area staff discussed the three central aspects of the project and heard keynote addresses from Emeritus Professor Millicent Poole and Professor Richard Johnstone. All University staff were invited to a subsequent forum hosted by the Deputy Vice-Chancellor in November.