

CASE STUDY: TEACHING QUALITY

***The issue:** Through the project, a number of strategies were identified at various institutions to ensure that teaching quality is ensured across the programs. Some of these are institutional strategies; some are Faculty or program specific*

Sessional teaching

The **University of Wollongong** has developed a code of practice for casual staff which prompts for examples of best practice. These are shared through an induction program and issues workshops for new and old sessionally employed staff. Sessional staff are also expected to attend compulsory meetings, for which they are paid to attend. These strategies are attempts to develop a happy casual workforce to retain good staff. This appears to be working. When a meeting of casual staff is called, all turn up and engage in the meeting. The workshops attract good attendance. Casual staff are able to engage with the Dean which allows for communication of issues

Review and renewal processes

There were a number of curriculum review documents that were offered for inspection by the project team. Some standout features were identified through this process:

- The process for the renewal of the new curriculum implemented at **University of Technology, Sydney** in 2008 was managed as an Action Research project, managed by a project leader and project manager. It identified four interconnected challenges - enhancing pedagogical practices; exploring collaborative spaces; identifying “common core”; and addressing convergence - which were overseen by a leader and a working group. The project was designed to encourage engagement from Faculty staff who also had the opportunity to participate in at least one of the working groups.
- The depth and breadth of information collected across a wide range of sources means that **University of Queensland** review process provides a detailed picture of the structure, content and quality of the BA, in relation to the needs of the students and external stakeholders, and by reference to national and international standards; the quality of the BA in relation to perceptions of peers in the Australian and international scholarly communities; the destinations and graduate outcomes for those who complete the BA; the quality of students entering the BA and the place and form of Honours within the BA at the University

Disclaimer: The information described above emerged from interviews, discussions and observation of publicly available materials during the BA Scoping Project which commenced in March 2007 and concluded in August 2008. As a result, the practices described in this case study may not reflect current practices or institutional policy. They are a reflection of the understanding at the time the scoping project was in progress.



Support for this publication has been provided by the Australian Learning and Teaching Council Ltd, an initiative of the Australian Government Department of Education, Employment and Workplace Relations.

The views expressed in this publication do not necessarily reflect the views of the Australian Learning and Teaching Council.



The BA Scoping project was developed under the auspice of The Australasian Council of Deans of Arts, Social Sciences and Humanities (DASSH)