1. **Section:** Information Services, Teaching and Infrastructure Services

2. **Funds Allocated:** $100,000

3. **Proposed Project:** Central Teaching Facilities Refurbishment

4. **Summary of Outcomes**

   Please provide a brief summary (no more than half a page) of project outcomes with the aim of disseminating good practice. These summaries will be put on the web and specifically referred to the AUQA audit team.

   **Project Summary:**

   Partial funding towards a major refurbishment of the Woolnough and Weatherburn lecture theatres.

   The Woolnough (Geology) and Weatherburn (Mathematics) lecture theatres were refurbished over the 2007/8 vacation period.

   Refurbishments included:
   - improving the visual appearance of central teaching lecture theatres including floors, walls, ceilings, furniture, lighting,
   - improving the interiors rating to an acceptable level,
   - presenting to current and prospective students and the wider community quality lecture theatres consistent with the expectations of “world class” facilities,
   - providing interior fitting consistent with the audio visual standards implemented in recent years.

5. **Executive Director/Head of Section Statement**

   The Executive Director/Head of Section is asked to provide a comment on the overall impact on the student learning experience within the section which has been achieved by use of the LTPF funds.

   The refurbishment has resulted in a substantial improvement to the two venues and accordingly the quality of the student learning experience.

Please note that a budget acquittal, in line with expenditure plans, is the responsibility of the Section Head, and need not be included in this report. Please submit the final report to Ms Sally Jackson, Education Policy Services (M456A), no later than **Wednesday 15th April, 2009**. The reports will then be disseminated by the DVC (E), including to the University’s Teaching and Learning Committee.
1. **Section:** Guild of Undergraduates

2. **Funds Allocated:** $32,895

3. **Proposed Project:** Student Volunteer Management Project

4. **Summary of Outcomes**

   Please provide a brief summary (no more than half a page) of project outcomes with the aim of disseminating good practice. These summaries will be put on the web and specifically referred to the AUQA audit team.

   **Project Summary:**

   Improve the UWA student experience through the implementation of a volunteering registration, recognition and accreditation program in accordance with the National Standards for Involving Volunteers in Not for Profit Organisations.

   **Key Project Milestones include:**
   - Sep 07 to Dec 08 Project Officer appointed, undertook study & research (Initial research started 2004)
   - 19 Dec 08 Guild MD received final Volunteering Options Paper
   - 29 Jan 09 Guild MD met with Volunteering WA (VWA) Jan 09 to explore joint venture “Community Volunteering Hub” at the Guild – believed to be the first campus community volunteer centre in Australia
   - Feb 09 MD receives proposal for JV with VWA
   - Mar 09 examination of other models
   - Apr 09 Guild Personnel Board agrees to formalise JV proposal with VWA
   - Apr 09 Advice to UWA on outcomes
   - Apr 09/May 09 Guild Council to consider establishing volunteering centre

   **Key points**
   - Student involvement – this aspect presents as a very exciting opportunity for VWA
   - Guild will establish volunteer centre in the Guild Village area
   - Short to medium term accommodation has been identified to house Centre
   - Long term accommodation will be facilitated in Guild Facility Master Plan (to be considered at Apr 09 Guild Council) and via the redevelopment of Cameron Hall Project
   - Project will be a JV with VWA to facilitate a fast tracked implementation
   - Existing volunteer opportunities to be formalised
   - Negotiations with VWA have effectively been completed
   - Aim is to establish volunteering centre by Jul Aug 09 – progressive delivery of programs

5. **Executive Director/ Head of Section Statement**

   Please provide a comment on the overall impact on the student learning experience which has been achieved by use of the LTPF funds.

   LTPF funds were used to meet project officer costs as initially agreed. With the expected establishment of the Volunteer Centre in mid 09 we will see a major increase in the range of volunteering opportunities available to UWA students with three major outcomes benefitting UWA – increased student engagement, greater community service/engagement and reinforcing the value of life long UWA connection via external partners. A range of programmes have been identified ranging from:
   - formalising existing Guild volunteer programs (UCFK, PROSH, Guild appointments) – reducing risk exposure improving student benefit
   - offering new programs to students (some opportunities being examined now include English language mentoring, leadership program, first aid, environmental projects, aged care, linking onto established off campus schemes – FESA etc)
   - The Guild (and hence UWA) will engage a broader range of students, International Students in particular
   - A safe alcohol free environment to facilitate student interaction in the refurbished Cameron Hall Guild Volunteering Centre can assist UWA Schools/Faculties and Projects (i.e. TAP) accessing volunteers, both students and community groups and partnerships with similar external programs
Please note that a budget acquittal, in line with expenditure plans, is the responsibility of the Executive Director/Section Head and need not be included in this report. Please submit the final report to Ms Sally Jackson, Education Policy Services (M456A), no later than **Wednesday 15\textsuperscript{th} April, 2009**. The reports will then be disseminated by the DVC (E), including to the University’s Teaching and Learning Committee.
1. **Section:** Trinity Residential College

2. **Funds Allocated:** $7,500

3. **Proposed Project:** Student Leadership Development Programme

4. **Summary of Outcomes**

   Please provide a brief summary (no more than half a page) of project outcomes with the aim of disseminating good practice. These summaries will be put on the web and specifically referred to the AUQA audit team.

   **Project Summary:**

   Develop a flexible and integrated Student Leadership Development Programme that supports the aims of the College

   The Trinity Leadership Development Program was designed to build on and complement the existing work being done to support the development of leadership skills of residents. In particular, the program was designed to provide opportunities for residents to develop specific skills prior to nominating for a formal leadership role within the College and to encourage the current leadership team to take an active role in development and selection of the future leadership group.

   The broad objectives of the program were to:

   - Introduce residents to different models and styles of leadership
   - Prepare residents to undertake a strengths-based approach to building community within the College
   - Facilitate an understanding of group dynamics and group development
   - Challenge residents to develop through practical application the following skills: Effective communication, Group Facilitation, Dispute Resolution and Project Management

   The program was designed to ensure that residents of the College who had expressed an interest in developing their own leadership capabilities had the opportunity to do so in an active learning environment.
5. Executive Director/ Head of Section Statement

Please provide a comment on the overall impact on the student learning experience which has been achieved by use of the LTPF funds.

In each of 2007 and 2008 over 10% of residents participated in the program. The program was delivered by CUSP consulting with support from College staff.

In general, the residents who participated reported that involvement in the program helped to create an awareness and understanding that effective leadership involved much more than they had thought. On completing the program, most felt sufficiently confident that they could meet the expectations relating to leadership within the College.

When it came to the specific skills practised in the modules, participants reported that it was important to spend time working on the development of these skills as it enabled them to have a better understanding of leadership. The structure of the modules helped to create the space to practise the skills that they were learning, which increased confidence in how they would handle specific situations that may arise in formal leadership roles. In particular, participants commented positively on:

- The practical, activity based nature of the program
- Sufficient theory to provide substance to the program
- The opportunity to work with their peers
- The comfortable and supportive environment
- The opportunity to practise skills in scenarios that related to the actual environment

Please note that a budget acquittal, in line with expenditure plans, is the responsibility of the Executive Director/ Head of Section and need not be included in this report. Please submit the final report to Ms Sally Jackson, Education Policy Services (M456A), no later than Wednesday 15th April, 2009. The reports will then be disseminated by the DVC (E), including to the University's Teaching and Learning Committee.
1. **Section:** Currie Hall

2. **Funds Allocated:** $7,500

3. **Proposed Project:** Leadership Program

4. **Summary of Outcomes**

   **Project Summary:**

   *Implement a Leadership Program for senior students living at Currie Hall to enhance their UWA learning experience.*

   During 2008, 33 students participated in a Leadership Program at Currie Hall. All of the participating students were 3rd or above UWA students. The 33 participants consisted of the following nationalities:
   - 27% Australian
   - 45% Singaporean
   - 12% Malaysian
   - 15% other nationalities consisting of one participant from each of the following countries; China, South Africa, Canada, and Saudi Arabia.

   The programme successfully achieved its desired outcomes including:
   - Broadening the learning experience of Currie Hall senior students by developing leadership skills including communication, teamwork, conflict resolution and time management skills.
   - Developing a mentoring system with the leadership participants as mentors for first year Currie Hall students
   - Connecting Currie Hall students more closely with the broader community through active projects developed and implemented by the participants
   - Developing cross cultural learning and interaction by participants being a culturally diverse group.

   Participants in the program reported involvement in the programme created an awareness and understanding that leadership involves much more than they initially acknowledged. All but four of the initial 33 participants stayed engaged with the program from start to finish with positive anecdotal feedback throughout the year. The key themes that emerged from the student comments about what they learned in regards to leadership included:
   - Notions that leadership comes in many forms and the person who is the leader is not always the loudest, most charismatic etc.
   - Leaders need to be able to keep an eye on the big picture.
   - There are different forms of leadership, different leadership styles and types of leaders.
   - Everyone has the ability to lead, but much of leadership is about practice and skill development.

   In the longer term, there was an expectation that students who participate in the program will:
   - Continue to serve as mentors for newer students to the College
   - Take responsibility for the development of a community service / community engagement programme in conjunction with College staff

   Feedback received regarding learning’s by students in relation to leadership skills included:
   - Listening, active listening and asking questions are all critical aspects of effective communication and that not all communication is verbal.
   - Listen to understand, not to respond / when engaged in conversation, don’t wait to speak, actually listen.
Your own communication skills must be flexible for different situations.
- Take a step back to see group dynamic and remain objective.
- Separate the issues from the people – depersonalize.
- There are different stages of group / team development and who you choose in your team is important.
- The best group facilitator is not always the most over leader / strongest personality.
- Conflict is often about misunderstanding / miscommunication.
- It is often important to consider someone else's frame of reference when seeking to understand their perspective.

Personal reflection and general feedback was also gathered to assist in the design for future leadership programmes at Currie Hall. Some of this feedback included:
- Encouraging people to put their hands up and pick those who haven't participated more.
- Longer sessions for more room for discussion.
- A little less theory during the evening sessions and more active practice.
- Reward people for being HONEST – not just saying what they think you want to hear.
- Relate tasks a bit more to what we were supposed to learn.
- Possibly more brainstorming by us.

Feedback from the personal reflection clearly demonstrated that the real value of a leadership development program in this context is the personal growth, development and self-realisation which can occur through the process.

5. Executive Director/ Head of Section Statement

Please provide a comment on the overall impact on the student learning experience which has been achieved by use of the LTPF funds.

Whilst the major aim of the leadership program was to develop strong value based leadership skills for an identifiable group of potential leaders, the program provided other significant outcomes. Not the least of these outcomes was the significant integration between international and Australian students.

Initially, many of the international students were committed to the leadership program to 'add value' to their academic studies. It should be recognised that the program was the stimulus for the participants to come together and this was critical in attracting a diverse group of participants. At no stage in the initial formation was mention made regarding cultural integration of the students. The regularity of the group coming together within a defined framework throughout the year ensured that regular, meaningful and social interactions occurred.

The first iteration of the Currie Hall Student Leadership Program has provided many insights into the way forward for an effective mentoring and leadership program. Over the coming year there is an opportunity to continue to evolve that model to ensure that the young women and men of Currie Hall are engaged in real leadership opportunities that focus on improving their own capabilities while also creating an enhanced support structure for the College community and providing real connection and opportunity to serve the wider community.

During 2008 the students who were participating in the programme became distinctively more active and engaged within Currie Hall. Furthermore, the majority of participants who have returned to Currie Hall in 2009 now hold formal leadership positions within the Currie Hall collegiate structure.

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Learning and Teaching Performance Fund – 2007 Central Allocations

FINAL REPORT
This template is available on the web at

1. Section: St Thomas More College

2. Funds Allocated: $7,500

3. Proposed Project: Computerised Catalogue of Library Holdings

4. Summary of Outcomes

Please provide a brief summary (no more than half a page) of project outcomes with the aim of disseminating good practice. These summaries will be put on the web and specifically referred to the AUQA audit team.

Project Summary:

Purchase of two computers and work stations necessary to commence the project and allow the offset of increased staff costs.

Computers and work stations have been purchased and installed, as per the initial proposal. The first machine has been employed by our librarian to populate the database, while the second has allowed residents to access said database.

Database population is an on-going project, funded independently by the College.

5. Executive Director/ Head of Section Statement

Please provide a comment on the overall impact on the student learning experience which has been achieved by use of the LTPF funds.

The database, even in its current, incomplete form, has greatly improved the access of residents and non-residents alike, and in the process has aided both research and study. Students are now better able to ascertain which of the library’s holdings might suit their purpose, and to locate those holdings in a timely manner. It is eventually intended that this facility be made available to residents in their own rooms via a computer connection, and to outside users such as the University Library for research purposes.

Please note that a budget acquittal, in line with expenditure plans, is the responsibility of the Executive Director/ Head of Section and need not be included in this report. Please submit the final report to Ms Sally Jackson, Education Policy Services (M456A), no later than Wednesday 15th April, 2009. The reports will then be disseminated by the DVC (E), including to the University’s Teaching and Learning Committee.
1. **Section:** Trinity – joint with UWA Residential Colleges and Hall

2. **Funds Allocated:** $17,605

3. **Proposed Project:** Joint Submission: UWA Residential Colleges and Hall

4. **Summary of Outcomes**

   Please provide a brief summary (no more than half a page) of project outcomes with the aim of disseminating good practice. These summaries will be put on the web and specifically referred to the AUQA audit team.

   **Project Summary:**

   Research and substantiate the student learning experiences associated with residence at the University’s residential Colleges and Hall and to investigate various existing models of affiliation that exist between non-residential students and university colleges, and how a model may be implemented at UWA.

**Aspect 1: Survey of current residents**

The following summarises views regarding the benefits of college residence as indicated by the sample of residents surveyed across the five colleges:

**Indicators of a positive overall student learning experience as a result of living in college:**

1. Ability to think critically: 20% (students indicated they expected this outcome to be the result of their formal studies on campus)
2. Ability to listen to others: 60%
3. A more open-minded approach: 65%
4. Preparedness to change personal opinion: 45%
5. A greater understanding of multiculturalism: 47%
6. Formation of strong friendships: 98.8%
7. Willingness to embrace new experiences (e.g. community service/living overseas): 60%
8. Positive academic influence: 82.4%
9. Desire to undertake postgraduate study: 50.6%

**Aspect 2: Models of Affiliation for consideration**

**National:**

1. ANU - "Learning Communities
   Project or theme based programs run as partnerships between colleges and faculties, with seed funding made available through the university, while colleges contribute in-kind support.
2. Monash University - Monash Passport Program (MPP)
   Leadership development program open to resident and non-resident students which is based around seminars by distinguished Australian leaders, especially alumni of the University. Has a residential component.

**International:**

1. Durham University, United Kingdom
   Every student at the University belongs to a college. Each college is a small community providing a wide range of activities and facilities for study, sports, the arts, socialising, relaxation and welfare.
2. Princeton University, United States of America
   All students live in college for at least two years, but continue to retain membership should they move out after the minimum period.
5. Executive Director/ Head of Section Statement

The Executive Director/ Head of Section is asked to provide a comment on the overall impact on the student learning experience which has been achieved by use of the LTPF funds.

From the survey, 97.6% of respondents indicated that residence in college significantly enhanced their university experience. With regard to a non-resident affiliation program:

**Perceived benefits were:**
1. Extra curricula programs (leadership, professional development, music)
2. Tutorial programs
3. Social programs (dinners, guest speakers)

**Perceived risks were:**
1. Diminishing community strength experienced by residential members
2. Increased demand and maintenance on facilities
3. Security

From the research conducted, the best immediate fit between the UWA colleges and an existing model of non-resident affiliation is the ANU “Learning Communities” project. The UWA colleges already offer a number of cultural, community, leadership and academic programs that could be made available to non-resident students if support was available from the University. With reference to the ANU model, this support might include:
1. Collaboration with Faculties
2. Seed funding
3. Promotion (website, announcements, print media)

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1. **Section**: St Catherine’s College

2. **Funds Allocated**: $7,500

3. **Proposed Project**: Visiting Artists Program

4. **Summary of Outcomes**

   Please provide a brief summary (no more than half a page) of project outcomes with the aim of disseminating good practice. These summaries will be put on the web and specifically referred to the AUQA audit team.

   **Project Summary**:

   The aim of the program was to give students a chance to explore their creative abilities and to expose them to the many forms artistic expression takes. It introduced students to professional artists working in a range of media and allowed a creative exchange between the two. It aimed to stimulate student participation in artistic processes in order to build appreciation for the value of arts in daily life and develop a wider appreciation of the arts. The program also explored the potential for the College to host activities for both residential and non-residential students, providing students living off campus the opportunities to participate in, and enjoy the benefits of living in a college community.

   Run over ten weeks, the Visiting Artists Program included a weekly art workshop held for the residents of the College and non-residential members of the wider University. It concluded with an exhibition of work by participating artists and students.

5. **Executive Director/ Head of Section Statement**

   Please provide a comment on the overall impact on the student learning experience which has been achieved by use of the LTPF funds.

   Over 80 students attended workshops within the course and participated in book binding, contemporary embroidery, wire sculpture, silk screening, pastels, water-colour, still life, life drawing, pottery and mosaics. The program attracted artists from a diverse range of practices and backgrounds, including Claire Bailey (sculpture), Loretta (Textiles), Rachel Zimmerman (Design), Lucy Lee (Book Binding) and Jen Buchanan (multi media).

   Students reported a heightened appreciation of the relevance of art in daily life, the history behind the art forms they explored, a mindfulness of the resources available for creative design and the positive impact of creative recycling. Students also appreciated the opportunity to meet people from a range of backgrounds, to widen friendship circles and to meet local artists.

   The course proved successful in attracting students from outside the College and future courses will continue to include an open invitation to non-residential students.

   It was the intention that the course should include an artist in residence and funds for this purpose have been set aside. The artist selected was an Indigenous artist working in the Kimberley, but due to unexpected circumstance she has had to delay her participation in the program. However, it is hoped that this element of the course will run in second semester 2009.
1. **Section:** University Library, Graduate Research School, LLRS Unit – Student Services

2. **Funds Allocated:** $78,500

3. **Proposed Project:** Postgraduate Online Scholarly Literacy

4. **Summary of Outcomes**

   Please provide a brief summary (no more than half a page) of project outcomes with the aim of disseminating good practice. These summaries will be put on the web and specifically referred to the AUQA audit team.

   **Project Summary:**

   This project is designed to deliver online scholarly literacy learning material to UWA postgraduate students. The material covers a range of topics: managing information, writing literature reviews, writing research proposals, evaluating information, communicating research, information sources, keeping up-to-date, publishing, thesis writing using Word, searching techniques. It will be delivered in a self-paced online format, allowing students to access the information at a time and place that is convenient to them. The individual learning objects have been designed to be reusable in a number of different online contexts. They will be available from the Graduate Research School’s web pages and will also be able to be inserted into WebCT courses.

   A series of web pages have been designed and are being developed to provide a method of communication that enables UWA postgraduate students to take advantage of the full range of training and learning opportunities available to them. The web pages, called ‘The Research Journey’, provide details of face to face and online training and learning opportunities for UWA postgraduate students.

5. **Executive Director/ Head of Section Statement**

   Please provide a comment on the overall impact on the student learning experience within the section which has been achieved by use of the LTPF funds.

   The Project is not yet complete. A beta version of the online learning materials is currently being reviewed by a User Advisory Group. The storyboards for five of the learning materials are finalised and all learning materials are expected to be completed in June 2009.

   The design and structure for the web pages has been developed and is currently being populated with content. The User Advisory Group will then undertake testing and it is expected that the web pages will be available to postgraduate students by the end of April 2009.

   Initial feedback received from a launch to new postgraduate students has been very positive. A number of students and supervisors commented that they will find the learning materials and web pages very useful for postgraduate research.

   An evaluation plan has been developed and is being implemented. The evaluation includes: development of learning materials and communication plan based on published research and results of a user needs survey of UWA postgraduate students; acceptance by a User Advisory Group comprised of postgraduate students, research staff and supervisors; measurement of usage statistics for learning materials and web pages; measurement of uptake in WebCT courses; user feedback from established surveys of postgraduates (OSCAR and the Annual Research Report).
A notable feature of this project has been the collaborative nature of the work, involving three separate parts of the University as well as a representative of postgraduate students and external consultants. This has been a strength in providing a number of different perspectives while also providing an insight into the benefits and pitfalls of such collaborative enterprises.

Please note that a budget acquittal, in line with expenditure plans, is the responsibility of the Executive Director/ Head of Section, and need not be included in this report. Please submit the final report to Ms Sally Jackson, Education Policy Services (M456A), no later than **Wednesday 15th April, 2009**. The reports will then be disseminated by the DVC (E), including to the University’s Teaching and Learning Committee.
Learning and Teaching Performance Fund – 2007 Central Allocations

FINAL REPORT

This template is available on the web at http://www.teachingandlearning.uwa.edu.au/page/125055

1. Section: Centre for the Advancement of Teaching and Learning

2. Funds Allocated: $61,486

3. Proposed Project: Enhancing Community Project

4. Summary of Outcomes

Please provide a brief summary (no more than half a page) of project outcomes with the aim of disseminating good practice. These summaries will be put on the web and specifically referred to the AUQA audit team.

Project Summary:

This project examined the culture of the wider UWA community in order to gain a better understanding of ways in which it might be enhanced to improve the holistic student experience of university and, by association, the quality of the student learning experience.

The primary outcome of this project was an enriched understanding of the dynamics and dimensions of the factors that influence student engagement beyond the classroom. This understanding has been translated into a set of principles aimed at enhancing community. These principles may in turn inform recommendations (currently being developed for dissemination and discussion across the university) to increase the sense of belonging and engagement amongst undergraduate students at UWA.

Principles for engaging students and enhancing community beyond the classroom

Enhancing community requires intervention strategies that:

1. build and promote positive social and academic interactions between staff and students beyond the classroom at the school, faculty and university level.

2. recognise and accommodate the diversity of the student cohort.

3. provide learning opportunities beyond the classroom that are collaborative and well supported.

4. make available shared space for staff-student and student-student interaction.

5. promote the critically informed use of technology.
5. Executive Director/ Head of Section Statement

Please provide a comment on the overall impact on the student learning experience within the section which has been achieved by use of the LTPF funds.

This project involved significant consultation and an in depth examination of the student experience outside of formal classroom interactions. There have been a number of occasions to report the findings to the university and wider Australian higher education community.

A detailed report is being finalised and will be made available on the CATL website. This will underpin a shorter report for tabling at the Teaching and Learning Committee. The principles identified from this work will inform the work of the Teaching and Learning Committee and the subcommittees of this Committee including the E–learning and Future Pedagogies Standing Committees.

The outcomes of the project will be included into the programs offered by CATL including the Foundations of Teaching Program. The findings will be used to inform the program for Teaching and Learning Month, particularly with respect to the activities which bring teachers and students together outside the classroom. Interested stakeholders such as Student Services, Student Guild, UniSport and the Residential Colleges will also be provided, for their consideration, an outline of the findings and suggested strategies to enhance community.

Please note that a budget acquittal, in line with expenditure plans, is the responsibility of the Executive Director/ Head of Section, and need not be included in this report. Please submit the final report to Ms Sally Jackson, Education Policy Services (M456A), no later than Wednesday 15th April, 2009. The reports will then be disseminated by the DVC (E), including to the University’s Teaching and Learning Committee.
1. **Section:** Postgraduate Student’s Association

2. **Funds Allocated:** $14,300

3. **Proposed Project:** Coursework Postgraduate Student Induction

4. **Summary of Outcomes**

   Please provide a brief summary (no more than half a page) of project outcomes with the aim of disseminating good practice. These summaries will be put on the web and specifically referred to the AUQA audit team.

   **Project Summary:**

   Highlight the issue of Postgraduate Coursework student orientation and the need for an induction and associated handbook for these students which could be provided by the Postgraduate Students’ Association, in conjunction with Student Services.

   The UWA Operational Priorities Plan 2006-2008 states a strategic objective of the University is to **improve the quality of the student learning experience**. The foundation of the student learning experience is the initial contact the student has with the University and the welcome they receive. Currently the 2,114 UWA postgraduate coursework (PGCW) students are welcomed to the University through individual faculty, school or centre orientation or induction programs. The quality of this orientation experience for first year PGCW students is therefore very varied depending on the number and emphasis placed on PGCW students by the faculty, school and/or centre. Some areas of the University, such as in the Graduate School of Management, are dedicated to the provision of a quality student learning experience for their PGCW student cohort, with dedicated staff and resources for these students. Other PGCW students receive virtually no support however, and must rely upon their own measures to adjust to campus and university life. The learning experience of these students can be very negative as they are not informed of the resources and services available to them in a timely or efficient manner. The discrepancy between PGCW students is inequitable but understandable given the small number of enrolments in some courses and stretched resources.

   A Welcome event in semester 1 and 2 of 2008 and revision of the Postgraduate Almanac for new PGCW students was organised by the Postgraduate Students’ Association. Assistance was gratefully received from Student Services and the Graduate Research School.

5. **Executive Director/Head of Section Statement**

   Please provide a comment on the overall impact on the student learning experience which has been achieved by use of the LTPF funds.

   The work of the PSA and Student Services in providing the PGCW Welcome has assisted many new students with their transition to postgraduate coursework studies at UWA, setting the path for a positive UWA student experience.

   Bronwyn Crowe being appointed as Coursework Postgraduate Student Welcome Officer in December 2007. In preparation for the Coursework Postgraduate Student Welcome Bronwyn worked with the Graduate Research School to revise the Postgraduate Almanac to provide more information tailored towards coursework postgraduate students. Bronwyn, together with the Student Services and the PSA Committee organised a Welcome for Semester 1 on Tuesday 26 February and Semester 2 on August 4 2008 at the Southern Banquet Hall of the University Club.

   Approximately 120 students attended the Semester 1 Welcome and 40 in Semester 2. Students were
provided with a copy of the Postgraduate Almanac, a program and quiz/survey for the event. The presentations were by Daniel Bond, President of the PSA, Judy Skene, Manager Student Support Services, and Jane Long, Pro Vice-Chancellor (Teaching and Learning). Stalls were from Student Support Services, Library, International Centre, ITS, Parking, Guild, PSA and UWA Sports. Students were able to enter a competition for one of three $100 generous cash prizes from Student Support Services. The quiz was designed to encourage engagement with the stall holders and fellow students. The reverse of the quiz sheet was a survey on the event. The feedback we received was very positive. Both the PSA and Student Support Services presentations were considered to be useful or very useful by 97% of the Semester 1 respondents and 95% of second Semester 2 respondents, with the remainder having no opinion. The Program, Almanac and stalls were also found to be useful or very useful by approximately 95% of respondents in both semesters. The most popular stalls were the Library, Student Services and the International Centre. Noticeably all stalls were visited by at least 50% of respondents, except for the CATL stall which was only present in Semester 2. Feedback in Semester 1 indicated that students would appreciate meeting academics or staff from their own discipline but it was difficult to motivate Faculty staff to attend. A high proportion of new postgraduate coursework students attended the Welcome. The survey feedback as well as unsolicited feedback received indicated the event was very positive for UWA coursework postgraduate students. The event provided information about the services UWA and its associates offer, enabled students to meet each other as well as most importantly highlighting the welcoming and friendly UWA community. The Postgraduate Coursework Student Welcome definitely assisted UWA to achieve its objective of to improve the quality of the student learning experience during 2008.

Please note that a budget acquittal, in line with expenditure plans, is the responsibility of the Executive Director/Section Head, and need not be included in this report. Please submit the final report to Ms Sally Jackson, Education Policy Services (M456A), no later than Wednesday 15th April, 2009. The reports will then be disseminated by the DVC (E), including to the University’s Teaching and Learning Committee.
1. **Section**: UWA Extension

2. **Funds Allocated**: $3,900

3. **Proposed Project**: Increased student participation in UWA Extension programs

4. **Summary of Outcomes**

   Please provide a brief summary (no more than half a page) of project outcomes with the aim of disseminating good practice. These summaries will be put on the web and specifically referred to the AUQA audit team.

   **Project Summary**:

   Enhance the contribution that UWA Extension makes to the University community and to encourage the broadest involvement in its programs through the implementation of a pilot student participation program.

   UWA Extension delivers a diverse program of events & short courses to the wider community audience. In order to engage the student body & improve the student learning experience, UWA Extension provided tickets to high profile visiting speakers to students via the Guild & Colleges of Residence.

5. **Executive Director/ Head of Section Statement**

   Please provide a comment on the overall impact on the student learning experience which has been achieved by use of the LTPF funds.

   There was an immediate take up of the offer of participation from the students. Given that this pilot project was to test the interest level, it was successful in that it attracted the participation of students. Since this grant was awarded, there has been a change of Director and senior staff. The grant funds were successfully acquitted and we look forward to further opportunities to engage current students.

Please note that a budget acquittal, in line with expenditure plans, is the responsibility of the Executive Director/ Head of Section and need not be included in this report. Please submit the final report to Ms Sally Jackson, Education Policy Services (M456A), no later than **Wednesday 15th April, 2009**. The reports will then be disseminated by the DVC (E), including to the University’s Teaching and Learning Committee.
Learning and Teaching Performance Fund – 2007 Central Allocations

FINAL REPORT
This template is available on the web at

1. Section: Registrar’s Office, Student Services, UWA Centre for English Language Teaching
2. Funds Allocated: $72,380
3. Proposed Project: Credit-bearing English Language Units for English Language Exchange and Study Abroad Program.

4. Summary of Outcomes

Frameworks, including detailed learning outcomes, have been developed for two six-point credit-bearing English language units provisionally called English Language and Academic Communication 1101 (ELAC 1101) and English Language and Academic Communication 1102 (ELAC 1102). These units have been designed for students from non-English speaking backgrounds who have achieved at least an overall IELTS 6.0 score or equivalent. The units aim to support the University’s international language exchange agreements and its Educational Principles, particularly the principle that students “[be] encouraged and facilitated to develop the ability and desire … to communicate in English clearly, concisely and logically”. The units will have the added advantage of helping the University meet good practice principles for English language competence for international students currently under development by the Australian Universities Quality Agency.

Language competencies based on IELTS band descriptors and the Common European Framework of Reference for Languages (CEFR) have been established. The competencies identified and selected have themselves been supplemented by outcomes informed by a practical and theoretical understanding of the characteristics and needs of international students entering Australian universities as well as from the University’s policy documentation.

**English Language and Academic Communication 1101 (ELAC1101)**

In this unit, students learn to produce cohesive and coherent essays, assignments and presentations; they develop critical thinking skills and interpret complex written and spoken academic texts. Students also acquire strategies to become autonomous learners, including language learners; explore the role of culture in academic settings; and use electronic technologies to enhance language learning and communication. The unit is offered in blended learning mode.

**English Language and Academic Communication 1102 (ELAC1102)**

Through the execution of a collaborative research project, produce cohesive, coherent research essays, reports, and presentations on topics of negotiated academic interest. They also develop language skills and intercultural understanding through interactive activities and collaborative study. In addition, they explore the ways in which linguistic, visual and non-verbal modes of communication combine to create meaning, including multimodal ways of enhancing research and academic communication.

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2 A public version of IELTS descriptors for writing and speaking can be found by following the links at the bottom of [http://www.ielts.org/teachers_and_researchers/score_processing_and_reporting.aspx](http://www.ielts.org/teachers_and_researchers/score_processing_and_reporting.aspx)
3 The Council of Europe has a website with a link to a detailed document explaining this framework: [http://www.coe.int/T/DG4/Linguistic/CADRE_EN.asp](http://www.coe.int/T/DG4/Linguistic/CADRE_EN.asp)

4 ‘Multimodal’ refers to different ways of making and interpreting meaning. These can be independent or combined into multimodal texts, which can incorporate linguistic, cultural, visual, audio, gestural and/or spatial meanings.
Comprehensive documentation, which has been highly commended, supporting proposals for new units has been given to the Faculty of Arts, Humanities and Social Sciences for its consideration and use.

Project Summary:

- To develop all components for two six-point credit-bearing English language units,
- To base the units on CELT's Academic English and Study Skills Bridging Course,
- To provide the basis for representation to relevant UWA Boards and Committees for approval of the credit-bearing units.

5. Executive Director/ Head of Section Statement

Please provide a comment on the overall impact on the student learning experience which has been achieved by use of the LTPF funds.

The adoption of the two credit-bearing English language units by the University will support its relations with key international partners by providing additional courses that can be taken by language exchange and study abroad students at IELTS 6.0, or equivalent. Not only will the University be better able to be an equal partner in language exchange programmes it will provide incoming students with courses that will both develop language competence and support learning in other units taken. The knowledge and skills acquired in the English language units will help students improve their language proficiency, gain skills to be autonomous learners and develop the confidence to take an active role in the University life.

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Learning and Teaching Performance Fund – 2007 Central Allocations

FINAL REPORT
This template is available on the web at http://www.teachingandlearning.uwa.edu.au/page/125055

1. **Section:** Registrar’s Office, Student Services, Learning, Language and Research Skills Team

2. **Funds Allocated:** $50,225

3. **Proposed Project:** Developing online, Faculty-specific writing modules delivered via WebCT for UWA first-year students

4. **Summary of Outcomes**

   Please provide a brief summary (no more than half a page) of project outcomes with the aim of disseminating good practice. These summaries will be put on the web and specifically referred to the AUQA audit team.

   **Project Summary:**

   Develop on-line, Faculty-specific modules that aim to enhance student writing. The materials will be designed in WebCT for first year students in their first semester and be developed by staff from Learning, Language and Research Skills team (Student Services) in collaboration with teaching staff and students. The online modules will be made available as a recommended resource for students via their first year classes.

   The outcomes to date are as follows. Consultations with staff in the eight faculties involved have taken place and there is overall agreement that the modules will provide a useful addition to materials already available. Staff have also provided essay questions, marking criteria and student essays (with the requisite permission) which have been annotated and used in the modules.

   Student consultations have been arranged and/or carried out in five faculties (Arts, ALVA, Business, Education and Law). Further feedback from students once the modules have been uploaded will be sought and is regarded as a vital aspect in the development of the modules.

   Feedback from staff indicated that it would be advantageous for the modules to be available to students in all years of their study. Thus, by late 2008, it became clear that WebCT would not be the best method of delivery. Investigation of the Learning Management System, Moodle, took place but as it is not supported by UWA, it was ruled out. After consultation with CATL and the Web Office it was decided that My Source would be the best option to deliver the modules. Arrangements are being made with the Web Office to put this decision into effect.

   The next steps include development of templates for the modules by the Web Office, uploading of the modules, followed by student trials. The modules will then be updated taking into account feedback from students and faculty staff. Procedures to enable the tracking of student use of the modules will be developed by the Web Office.

   The expected completion date is early 2010. However this is somewhat dependent on the timetable of the Web Office’s migration of the Student Services web pages.

5. **Executive Director/ Head of Section Statement**

   Please provide a comment on the overall impact on the student learning experience which has been achieved by use of the LTPF funds.

   Once the on-line Faculty-specific writing modules are complete, students in all faculties will have access to online resources designed to improve their academic writing. Students will have an improved understanding of what their faculties require of them in terms of their writing skills. Staff, because of their engagement in the process, will have greater awareness of the learning skills support they and the students can access. It is anticipated that because of the students’ greater clarity about discipline specific writing expectations, they will experience greater satisfaction with their studies.
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1. **Section:** Registrar’s Office, Student Services, UWA Centre for English Language Teaching

2. **Funds Allocated:** $38,709

3. **Proposed Project:** Development of an Integrated Postgraduate Research Bridging Course

4. **Summary of Outcomes**

A blended learning framework has been developed for “a targeted introductory academic skills programme to be offered to all incoming postgraduate research students and required for students who, in the opinion of the Dean of the Postgraduate Research School, could benefit from such a programme.” The framework is the first stage in the design of a course that integrates language and academic skills development with the requirements of the first six months of postgraduate research candidature. Participants benefit from the coordinated input of language and academic skills advisers who will work closely with supervisors to ensure that learning and support is focussed and relevant for postgraduate research. The framework provides a methodological approach to design and delivery as well as broad outcomes; it proposes a syllabus and skills-based learning objectives and recommends aligned tasks and activities. The proposed programme has been provisionally called an ‘Integrated Postgraduate Research Bridging Course.’

In this Bridging Course, language and academic skills advisers will support supervisors in guiding students through the process of developing a research proposal and an accompanying presentation. They will develop functional and discipline-specific language and the academic and research skills that will enable them to undertake and complete their research studies. Once the Bridging Course has been finalised, the broad outcomes proposed for students will be to:

- satisfy the requirements for the first six months of candidature, including the writing of a research proposal
- have the necessary academic (study, discipline and literature research), language and cultural skills to undertake, complete and write up a research project
- be aware of the cultural conventions and expectations that inform postgraduate research and relationships with supervisors and colleagues at UWA
- participate actively in and contribute to the general UWA and discipline research community
- be able to use a wide range of reading and writing skills necessary for furthering and documenting own research
- use a range of study strategies conducive to effective tertiary study
- speak clearly, coherently and confidently about own and allied research
- understand and respond to questions and critical advice about own research
- take part in the broader University community

This project is not complete. Its second component, the development of a tool to assess academic and English language skills and awareness of Australian tertiary conventions. It is proposed to apply this tool to all incoming postgraduate research students. In this way, entry into the programme is based on educational need rather than nationality and first language background.

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ii. To develop a Postgraduate Research Bridging Course relevant to proposed disciplinary studies and to promote academic and English language skills and awareness of the Australian tertiary context.

5. Executive Director/ Head of Section Statement

Please provide a comment on the overall impact on the student learning experience which has been achieved by use of the LTPF funds.

Once the Integrated Postgraduate Research Bridging Course is complete, participants will develop an awareness of the Australian academic culture and essential language and academic skills in the meaningful context of their own research projects. In addition, students will benefit from two clear and concrete outcomes. They will be guided through the processes of refining a research project and writing a proposal for submission to the Faculty. At the same time, they will acquire the skills and confidence to give and participate in seminar presentations. The existence of an assessment tool will allow the University to comply with its equity practices by having a universally applicable means of identifying incoming students who would benefit from the Integrated Postgraduate Research Bridging Course.

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