Academic Programs
Melbourne School of Psychological Sciences (MSPS)

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Key issues

- Psychological Sciences curriculum database
  - more precisely map our psychology curriculum
- MSPS Teaching & Learning Plan
  - multipronged strategy to increase CEQ scores
- Study Abroad Convenorship role
  - 'internationalisation'
  - APC representative for External Relations committee
- MSPS Teaching Awards 2012 recipients:
  - Dr Meredith McKague
  - Dr Paul Dudgeon

Key issues

- Structure of the 4th Year Thesis
    - thesis/4th year subject marking guidelines
- Electronic submission of undergraduate assignments (Turnitin)
- Approval of minor subject changes
    - MSPS APC (except Arts)
- Large growth in undergraduate enrolments
    - 10% increase for 2013

Curriculum Mapping

- Why bother?
  - Accurate knowledge of what we teach
    - Evaluate curriculum against benchmarks set by:
      - Australian Psychology Accreditation Council (APAC)
      - Australian Qualifications Framework (AQF)
      - Go8 University benchmarking
      - University strategic teaching and learning objectives
        » Graduate attributes
      - Faculty specific teaching and learning objectives
        » e.g. BSc graduate attributes
  - Easily accessed by all staff
    - Induction of new staff
    - Redevelopment of degree programs

Curriculum database portal: http://pscd.psych.unimelb.edu.au

Curriculum Mapping

- Shared ownership of the curriculum
  - Dynamic, ever-changing content
    - research-led teaching
  - Team teaching
    - greater integration within/across subjects for staff and students
  - Maps subject objectives and skills across
    - year levels, semesters, weeks
    - activities (lecture, tutorial, lab classes)
    - content domains (keywords search)

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Curriculum Mapping

- Critical review of teaching & learning program
  - Key questions for content domains:
    - Q1 Is there systematic building of knowledge and skills across year levels?
    - Q2 Is there an appropriate 'balance' of activities within a year level?
      - Q Is there redundancy of content?
      - Q Is there 'missing' content? (e.g., indigenous content)
    - Q3 Can we define core content in terms of shared keywords?
    - Possible domains include:
      - developmental, behavioural neuro, cognitive, personality & social, quantitative, clinical/clinical neuro

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Curriculum Mapping

- Functionality and reporting outputs
  - How do we map broad learning goals such as graduate attributes?
  - Do we need more tailored reporting outputs from the database?
  - Next steps from here?
    - e.g. working party, ongoing 'domain' meetings, etc

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MSPS Teaching & Learning Plan

- *Growing Esteem 4 Year University Plan (2011-14)*
  - Clear targets for T&L to be achieved by 2015
    - refining/consolidating the new curriculum through close monitoring of performance and outcomes
    - to ensure student satisfaction with courses, graduate study and employment outcomes, as well as the quality of teaching & learning

MSPS Teaching & Learning Plan

- Target 2.3:
  - achieve a mean of 4.0, by academic unit, in the new University measure of quality of learning and teaching based on the Subject Experience Survey (SES)

Average QOT/SES scores	2007	2008	2009	2010	2011
Undergraduate	3.8	3.9	3.9	4.0	4.0
Postgraduate	4.0	4.1	3.9	3.9	4.1

MSPS Teaching & Learning Plan

- Target 2.2:
  - achieve national ranking by Field of Education in national indicators of quality of teaching and learning, including Course Experience Questionnaire (CEQ), Overall Satisfaction, and CEQ Good Teaching scale
    - top five rank (undergraduate) by 2015
      » mean rank (2008-10): 27/37 for 'Overall Satisfaction'
        31/37 for 'Good Teaching'
    - top-ranked (graduate) by 2015
      » mean rank (2008-10): 19/33 for 'Overall Satisfaction'
        23/33 for 'Good Teaching'

MSPS Teaching & Learning Plan

- Target 2.6:
  - achieve national ranking by Field of Education in national indicators of graduate outcomes, including CEQ Generic Skills scale and Graduate Destination Survey (GDS) positive graduate outcomes (combined % in further study or full-time employment 4 months post graduation)
    - top five rank (undergraduate) by 2015
    - top-ranked (graduate) by 2015

MSPS Teaching & Learning Plan

- Why the discrepancy?
  - A multi-pronged approach to achieving targets
    - Strategy 1: Engagement of Empirica
      - Data on key drivers of CEQ, SES and GDS outcomes
    - Strategy 2
      - Increasing ongoing contact with Alumni
    - Strategy 3
      - Managing student expectations and career pathways
    - Strategy 4
      - Building graduate capacity