Academic Programs
Melbourne School of Psychological Sciences (MSPS)

Sarah Wilson
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/4\textsuperscript{th} 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)

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

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<th>Average QOT/SES scores</th>
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<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
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<td>3.9</td>
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</tbody>
</table>
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