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| **DISTRIBUTED LEADERSHIP ROLES** | **SCHOOL** | | | | **TOGETHER WITH** |
| **TASKS** | **Associate Dean T&L** | **Course Coordinator** | **Unit Coordinator** | **Academic Teaching Staff** | **Centre for Learning & Teaching (CLT) / Other** |
| **Establish threshold standards** |  |  |  |  |  |
| Identify and articulate entry and exit standards specific to the discipline. |  | **X** |  |  | Learning Advisors; Student Services; External Ref Groups |
| Ensure standards are consistent with CLO, ULO and AQF. | **X** | **X** |  |  | Learning Designers |
| Ensure course and unit information for staff and students includes communication skills standards. |  | **X** |  |  | Learning Designer; Learning Advisors |
| Advise commencing students of communication skills standards, policy and responsibilities for self-development. |  | **X** | **X** |  | Student Services |
| Identify units in which to conduct Communication Diagnostic Assessment; liaise with Learning Support Team to select discipline appropriate tasks. |  | **X** |  |  | Learning Advisors; PELA Team |
| Ensure all commencing students complete the Communication Diagnostic Assessment (PELA). | **X** |  | **X** |  | PELA Team |
| Use Communication Diagnostic Assessment results to identify at-risk students. |  | **X** |  |  | Learning Advisors; PELA Team |
| Direct at-risk students to appropriate School and University support. |  |  | **X** | **X** | Learning Advisors; PELA Team |
| **Identify milestones** |  |  |  |  |  |
| Set milestones and identify hurdle units (2nd year unit; capstone). | **X** | **X** |  |  |  |
| Determine consequences of not meeting milestones and ensure compliance. | **X** | **X** |  |  |  |
| Map ULOs and milestones across course to meet course learning communication skills outcomes. | **X** | **X** |  |  | Learning Designers |
| Ensure Staff are informed of communication skills standards and provide Professional Development. | **X** |  |  |  | Academic Developers; PELA Team |
| Ensure formative assessment of communication skills tasks precede hurdle assessments. |  |  | **X** | **X** | Learning Designers; Learning Advisors |
| Design summative assessment tasks that explicitly assess communication skills. |  |  | **X** |  | Learning Designers; Learning Advisors; PELA Team |
| Refer at-risk students to relevant support. |  |  |  | **X** | Learning Advisors |
| **Integrate teaching and learning practices** |  |  |  |  |  |
| Liaise to embed and integrate communication skills into the curriculum. |  |  | **X** | **X** | Learning Designers; Learning Advisors; Library |
| Collaborate with Learning Advisors to embed the teaching of communication skills into discipline units and with Learning Designers to integrate into unit plans. |  |  |  | **X** | Learning Advisors; Learning Designers; Library |
| Work with Learning Advisors to develop and provide annotated exemplars of student work for teaching purposes. |  |  |  | **X** | Learning Advisors |
| Budget for Professional Development to ensure that Staff are equipped to explicitly teach and assess communication skills across the course. | **X** |  |  |  |  |
| Ensure oral and written communication skills are addressed across course. |  | **X** |  |  | Learning Designers; Learning Advisors |
| Assess communication skills using explicit criteria, including use of the standard rubric. |  |  |  | **X** |  |
| Direct Staff and students to all available avenues of learning support. | **X** |  |  |  | Learning Support Team; Teaching Quality Team |
| Ensure access to learning support across modes of study. |  | **X** |  |  | Learning Support Manager; E-learning |
| Monitor at-risk student activity and take action to ensure that students take up learning support to address need. | **X** |  | **X** |  | Learning Advisors; PELA Team |
| **Moderate assessment** |  |  |  |  |  |
| Facilitate pre and post moderation of communication skills standards. |  | **X** | **X** | **X** | Learning Advisors |
| Facilitate annual external benchmarking of communication standards and relevant assessments. |  | **X** |  |  | Reference Groups; Learning Advisors |
| Create assessment bank and exemplars of student writing at a range of levels for moderation purposes and to demonstrate student attainment. |  |  |  |  | Learning Designers; Learning Advisors |
| **Consolidate evidence base** |  |  |  |  |  |
| Analyse student and staff feedback via UTEI and other relevant instruments. | **X** | **X** | **X** | **X** | Learning Advisors; PELA Team |
| Consider retention, success rates and suitability of unit design. |  | **X** | **X** |  | Learning Advisors |
| **Conduct quality improvement** |  |  |  |  |  |
| Review threshold standards and milestones at the end of each semester. | **X** |  |  |  | CLT, Student Services; Business Services |
| Convene regular course meetings to improve understanding of communication skills standards. | **X** | **X** |  |  | Student Services; Reference Groups |
| Seek student feedback on the appropriateness of communication skills development in course and unit. | **X** | **X** |  | **X** | Learning Support Team |