SCHOOL LEARNING AND TEACHING PLANS 2006

SCHOOL OF ACCOUNTING

Development of School Learning and Teaching Plan
A Teaching and Learning Plan for the School of Accounting for 2006-2009 is being developed in consultation with academic staff. It is expected to be finalised during Session 2 2006. The latest version is attached.

Goal 1  Identification of Graduate attributes
We are in the process of identifying and mapping our overall course objectives for the Content of Professional Accounting Education Programs required by IFAC, for both undergraduate accounting majors, and postgraduates completing the Masters of Professional Accounting. This is outlined further in Appendix 1.

Strategies to achieve the goal:
• Finalise the Curriculum Mapping process to identify attributes and assessment tasks to be developed in each of the courses in the undergraduate and postgraduate program
• Identify all required knowledge areas, and map where possible to current subjects. For any knowledge area that doesn’t map to current subjects, consider remedial action required
• Identify the required generic skills and map where possible to current subjects. For any generic skills insufficiently developed from mapping to current subjects, consider remedial action required
• Revise the UNSW School of Accounting web site to include the graduate attributes, the courses and assessment tasks used to develop the attributes and to provide current and future students with an awareness of the full program structure
• Evaluate the efficiency and effectiveness of the assessment tasks through the course evaluation process and through feedback from other stakeholders over future years.

Goal 2  Curriculum mapping
Last year a key area was identified and mapped by the School of Accounting. This was Communication Skills in the large first year accounting courses ACCT1501 and ACCT1511. These initial mapping exercises have provided examples for other courses. From this the attributes are capable of being mapped throughout the curriculum. Appendix 2 contains a detailed breakdown of how generic skills, identified above, are currently achieved in various subjects

Strategies to achieve the goal:
• Review the Curriculum Mapping and Graduate Attributes and identify the changes to assessment tasks and the current assessment tasks taking into account stakeholder feedback
• Incorporate the results of the Curriculum Mapping and Graduate Attributes into the course outlines for S1 and S2 2007
• Evaluate the above mapping exercise as to an efficient and effective achievement of graduate attributes
• Communicate the outcomes to and seek feedback from the Accounting profession Accreditation Panel at the Panel visit in 2006
• Incorporate feedback into the Curriculum Mapping and Graduate Attributes review process at the end of 2007.

Goal 3 Achieving Continuing Professional Accreditation
The School of Accounting is reviewed by two outside bodies (CPA Australia and The Institute of Chartered Accountants) every 5 years. The School is currently in the process of a review and attached is the 2006 Accreditation of Tertiary Courses in Accounting review (see Appendix 2).

Strategies to achieve the goal:
• Provide all accounting staff with an awareness of the accreditation requirements and encourage them to actively contribute to the successful accreditation of the visit in S2 2006
• Develop our course offerings in the Master of Financial Analysis
• Review the undergraduate and postgraduate accounting programs in 2006
• Undertake mapping exercise in accordance with goals 1 and 2 above

Goal 4 Strategic review of teaching efficiencies and effectiveness across School of Accounting
The School will undertaking a strategic review of teaching efficiencies and effectiveness, in trying to determine what we can do as well for less resources, or what we can do better for an equivalent level of resources

Strategies to achieve the goal:
• Set up a working party of key staff outside the professoriate to identify and advise the Head of School Advisory Committee on areas of teaching efficiency and effectiveness.
• Evaluate the greater use of technology, especially WebCT Vista, to aid efficiency

Goal 5 Review the core periphery staffing model currently used in the School of Accounting
As outlined below the School of Accounting currently uses a core-periphery distinction as an organising principle which involves establishing a core of academic staff and ‘outsource’ (utilising the other 10-20% of allocated staff position) to periphery staff. With the difficulty of recruiting staff, we need to revisit this core periphery staffing principle to ensure that we gain maximum benefit.

Strategies to achieve the goal:
• Review the effectiveness of the core periphery staffing model
• For key periphery staff, ensure that we are adequately servicing their needs. Identify what we need to do in order to capitalize on this model.