PEER ASSISTED TEACHING SCHEME (PATS)
Teachers Helping Teachers
Building Quality in Higher Education Courses
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A Framework for Setting Goals

Through careful consideration and reflection on goal setting practice, academics may achieve better results. A clearly-outlined goal setting framework, aimed specifically at improving various aspects of teaching, may assist academics in this area. Use the questions below as a guide when formulating goals and strategies.

Decision Points and Options	Considerations
Is your goal clearly stated?	If your answer is no, reconsider how to state your goal.
Is your goal a single, simple goal or is it broad, multiple goals in one sentence?	If you have listed multiple goals in one sentence, consider how to split them.
Is it a long-term goal that can be split into shorter term, staged objectives?	If your goal can be split into shorter term, staged objectives, consider how to split them.
Identify the educational focus area (see over-leaf) that most closely aligns with your goal.	If your goal does not directly align with any of these focus areas, consider the focus you would give it. Consider a subcategory for the theme from the list of Course Quality Attributes (Carbone et al. 2013)
How will achieving your goal benefit students?	Consider what the benefits to students will be and how to measure these benefits.
Is your goal specific?	If your answer is no, consider how you might reformulate the goal to be a simple, single item to be achieved. Or, consider splitting the goal into a series of simple sub-goals.
Is your goal measurable?	If your answer is no, consider how you will gauge when your goal has been reached or how far along the journey you are at any time. Can your goal be split into staged objectives – step 1, step 2, etc.?
Is your goal attainable?	If your answer is no, consider reformulating your goal so that it is possible to achieve by making it smaller, simpler, or less reliant on external on organisational factors.
Is your goal long-term or short-term?	If your goal is long-term, consider how achievable it is during a single semester. If your goal is not achievable within a single semester, consider how far towards that goal you want to be at the end of semester and reformulate your immediate goal to reflect that.
Rate the difficulty of achieving your goal from 1 to 10 (10 = very difficult).	If your goal is too difficult, reconsider how you might achieve this objective through a series of related or hierarchical goals.
What types of goals have you listed and what results are you hoping for?	Consider whether your goal is focussed on improving your mastery or on achieving performance results (i.e. a specific outcome).
Are your strategies clearly stated?	If your answer is no, consider how each strategy can be expressed as one or more simple "verb" or "action" statements.
Do your suggested strategies align with the goal?	If your answer is no, reconsider what your main focus is, and develop new goals or strategies that align.
List the threats to successfully achieving your goals.	List contingency plans if those threats are realised

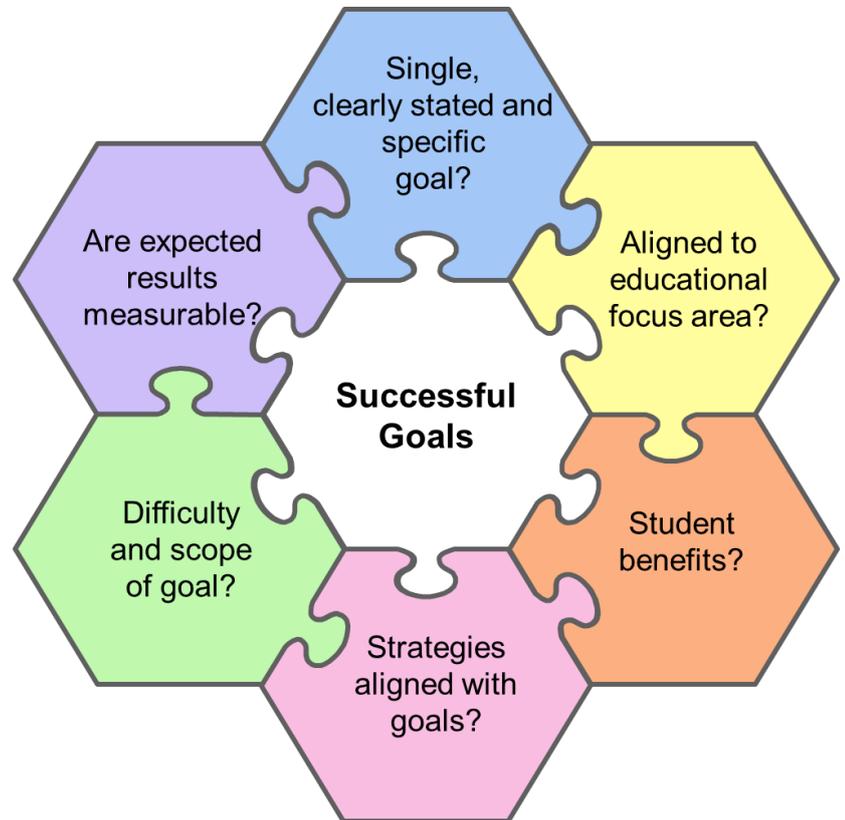# PEER ASSISTED TEACHING SCHEME (PATS)
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An analysis of academics' goals reveals that academics may benefit from a more structured and guided approach to setting goals in their academic and professional development. The PATS process provides an opportunity for academics to reflect on the goals they would like to achieve in their teaching and to formulate strategies to achieve these goals.

Educational Focus Areas

These educational focus areas are based on analysis of the goals set by academics participating in a multi-institutional trial of PATS across five universities Australia-wide.

Teaching focussed goals	Are centred on enhancing the academic's own performance as a teacher, their skills or mastery abilities.
Course focussed goals	Mainly address the choice of topics: making these relevant to students; improving the structure and organisation of the course; as well as the delivery method.
Assessment focussed goals	Cover three themes: the design and specification of the assessment task, the creation of a clear and fair assessment rubric, and the provision of quality feedback to students.
Activity focussed goals	Encompass in-class activities to promote student engagement, creating more collaborative activities and team work exercises.
Administrative focussed goals	Centre on administrative aspects of teaching rather than pedagogy, such as ensuring that students could download the relevant materials, access the readings, and providing email alerts.
Resource focussed goals	Address the currency and relevance of resources supplied to students.
Student focussed goals	Are aimed at changing students' behaviour, their engagement with, and participation in, a course.