

# Annual Review

2013/2014





As **UWS**College strides into 2014, it is fitting to reflect on the year that has passed and our aspirations for the future. Term One 2014 has started with three new College buildings opened for business and a record number of commencing students for the seventh year in a row. The indicators suggest that **UWS**College moves from strength to strength.

The growth does bring challenges. For instance, forty five per cent of the teaching staff members in Academic Programs are new to the College. Existing staff therefore, must be vigilant in sharing the **UWS**College culture. It's important that all new staff gain an understanding, early on, of how we do things around here. We are a student focussed organisation and as the Vice Chancellor, **Professor Barney Glover** has repeated at the Official Openings of the new buildings, **UWS**College gives students 'a break'. This colloquialism does not refer to the College as a holiday! It offers a pathway. It provides an opportunity, when perhaps all other opportunities are lost. Through the combined hard work of the teaching staff and students and all who make that relationship possible, students not only survive and get to University, but in fact they are given the potential to thrive.

This Review is intended to highlight the achievements of the past year. It is important to celebrate what has been achieved. Further, the Review documents the initiatives and objectives of the College as we progress through 2014 and look towards 2015.

I invite you to pause and reflect as I have.

**Dr Kerry Hudson**

*Dean and CEO*



The **UWSCollege** Board has overseen the continued development and growth of **UWSCollege**. This Board, comprised of members of the UWS Executive and external representatives, governs the College. **Rhonda Hawkins**, a Deputy Vice-Chancellor of the University of Western Sydney, chairs the Board. **Dr Kerry Hudson** is the Dean and CEO and executive member of the Board. There is a clear governance and accountability structure.

## Directors

**UWSCollege** reviewed the Board membership in 2013 to reflect the recent restructure within UWS and provide a continuing focus on academic excellence, business consolidation and growth.

### Other Directors are:

Non-executive Director	Professor Kerri-Lee Krause	Interim Deputy Vice-Chancellor (Education)
Non-executive Director	Associate Professor Craig Ellis	Associate Pro Vice-Chancellor (Education)
Non-executive Director	Mr Angelo Kourtis	Pro Vice-Chancellor (Students and International)
Non-executive Director	Mr Peter Graham	External
Non-executive Director	Ms Mara Moustafine	External
Non-executive Director	Mr Ramy Aziz	External
Dean and Chief Executive Officer Company Secretary	Dr Kerry Hudson	Director, Education Partnerships, UWS & Dean and CEO, <b>UWSCollege</b>

Besides the two Board Sub-Committees - Audit and Academic - the College has a number of operational committees that support the Board's strategic decision making.

**The UWSCollege English, Professional and Community Programs Committee:** responsible for course and policy approvals and the liaison with external accrediting bodies;

**The UWSCollege Risk Committee:** responsible for the discussion and recommendations regarding the **UWSCollege** risk profile and risk mitigation;

**The UWSCollege Quality Committee:** responsible for the documentation of the evidence based approach to quality assurance in the College;

**The UWSCollege Blended Learning Committee:** responsible for the development and resourcing of the **UWSCollege** Blended Learning Strategy;

**The UWSCollege Workplace Health and Safety Committees:** responsible for the tabling of workplace health and safety issues across the four campuses, in line with state legislation;

**The UWSCollege Information and Security Management Committee:** responsible for ensuring that **UWSCollege** data and information is accurate and secure; and

**The UWSCollege Student Experience Committee:** responsible for the development of initiatives to enhance the student experience at **UWSCollege**.

These committees support the governance structures of **UWSCollege** and are formed with representatives from each business unit of **UWSCollege** and relevant experts from UWS.

# Achievements across UWSCollege in 2013

During 2013 and in the early part of 2014, UWSCollege achieved some noteworthy milestones.

## College Growth

Student numbers in the Academic Pathways Program and the English Programs hit hitherto unprecedented highs in 2013, only to be surpassed by growth in 2014.

Diagram 1 demonstrates the growth in student numbers enrolled (and reported on) in the Academic Pathways Program, from 2008 to Term One, 2014.

2008 was the first year that UWS awarded Commonwealth Government Supported (CGS) places to domestic UWSCollege students. The College had been primarily catering for international students. In that year there were two diploma programs (Business and IT) as well as five streams for full fee paying Foundation Studies students.

In 2009, Engineering and Science Diploma programs were added to the offerings and UWSCollege Academic Pathways relocated to the Nirimba Precinct. 2012 saw the delivery of Academic Pathways Programs return to the Westmead campus, initiating a multi campus model for these programs.

In 2014, the 2500 commencing students are located on four campuses, Nirimba, Westmead, Bankstown and Lithgow. They are enrolled in as many as ten different Diploma courses with CGS places for local students and in six streams of University Foundation Studies courses in three different modes of study, where domestic student's fees are covered by enabling funding. International students make up less than ten per cent of the total enrolment.

This spectacular growth reflects the combined vision of the Senior Management Team and the efforts of all the staff at UWSCollege. It has been made possible through:

- ongoing funding for CGS places coming from UWS;
- inventive marketing campaigns developed in cooperation with UWS;
- gaining Federal Government support through the Diversity and Structural Adjustment Fund for the new buildings on three campuses;
- critical contact with potential students to convert offers to enrolments;
- continued recruitment of a diverse range of teaching staff;
- excellence in teaching and learning which has established the UWSCollege reputation for quality education.

During this period, the English Programs suffered a drop in student enrolments particularly in 2011, when English Programs across Australia were impacted upon by changes to visa requirements, the value of the Australian dollar and the international reputation of studying in Australia. However, this slump has been dramatically overcome with new enrolments in the English Programs being at their highest level ever recorded.

Diagram 2 demonstrates the growth in student numbers enrolled UWSCollege English Language Programs, 2008 - 2014.

## Quality

During 2013, the UWSCollege IELTS test centre underwent a detailed audit from IELTS UK. The findings from the audit were that UWSCollege IELTS is a Centre of Excellence. The Audit team made some minor recommendations for continuous improvement. An internal audit was conducted in late 2013 to assess implementation of recommendations and efficiencies. The Centre is still running at capacity with each session fully booked.

Diagram 1

### UWSCollege Student Load Data

This diagram demonstrates the growth in student numbers enrolled (and reported on) in the Academic Pathways Program, from 2008 to Term One, 2014.



Diagram 2

**UWSC English Language Students Enrolments 2008-2014**

This diagram demonstrates the growth in student numbers enrolled **UWSC** College English Language Programs, 2008 - 2014

The English Programs have had their programs fully accredited by the Tertiary Education Quality Standards Agency (TEQSA). The English Program continues to enjoy very green student feedback on the courses on offer and has scored above average ratings in a global English student survey called the English Barometer.

Academic Pathway Programs continue to have mixed feedback on units and a commitment to quality improvement. Two courses on offer, Diploma in Science and the Diploma in Social Science, recorded *green* or strongly agree in all units for their course wide feedback.

**UWSC** College tabled the first set of assessment reports at the UWS Assessment Committee in June 2013 and will continue to report after each term. The assessment reports give an overview of the results from each unit of study offered at **UWSC** College on a term by term basis. Units which have *trigger* outcomes, for instance, a high fail rate or a high rate of absent fails are accompanied with an explanation of the improvements to be initiated to address the issues that have led to those results. The responses and initiatives from the **Teaching and Learning Team** were well received and provide evidence of the **UWSC** College commitment to continuous improvement.

The UWS Vice Chancellors Awards have a designated category for **UWSC** College. The ceremony in November 2013 recognised Mr Glenn Ferguson with the **UWSC** College Excellence Award for his commitment to students through the timely delivery of additional classrooms at short notice as student numbers rose at the start of Term One 2013. Also recognised with a Highly Commended award were the group of Academic Pathways Program First Year Experience Coordinators. This small group of committed teachers are the *go to* persons for students and are responsible for ensuring that students at risk are counselled and provided with strategies for success.

The UWS awards ceremony includes a special award for the *Spirit of UWS*. This was awarded to the **UWSC** College Dean and CEO, **Dr Kerry Hudson**, for her outstanding contribution to both UWS and **UWSC** College.



## What's New?

### Campuses

**UWSC** College has now moved to a multi-campus delivery model. With continued operations on the Nirimba Education Precinct and the Westmead Precinct, Term One 2014, sees for the first time, collocation of a **UWSC** College suite of offerings on a UWS Campus. This innovation on the Bankstown campus brings new challenges and opportunities as students are able to enjoy many of the benefits of being on a larger UWS site.

The UWS Outreach Campus at Lithgow has had its first cohort of students enrolled, after many years of planning and community consultation. Another first for **UWSC** College, this regional campus is providing a much sought after resource for the people of this area.

### Buildings

The success of UWS and **UWSC** College in attaining grants from the Diversity and Structural Adjustment Fund has led to the successful completion of two new buildings and major refurbishment. The Nirimba home campus for **UWSC** College has a new teaching building featuring a four hundred student capacity lecture theatre, classrooms, blended learning spaces and a small lecture theatre. This is a five green star rating building which is characterised by wide open spaces and natural light. The Naval History of the Precinct was acknowledged in both the Official Opening and the art works featured in the building.

The new **UWSC** College presence on the Bankstown Campus is made possible through the completion of the biggest building on that campus! A three story building filled with natural light encompassing lecture theatres, classrooms, blended learning spaces and computer laboratories, the building has the potential to house science laboratories if the need should arise. Teaching staff and the Marketing and Business Development team are also

## Achievements across UWSCollege in 2013 (continued)



*Building U10, Nirimba Education Precinct*

and the professional development days. In addition, the College supported the development of ebooks for use on ipads for some Foundation Studies units and some Diploma Program units. This project, now rolled out to students, was highly resource intensive and staff worked tirelessly to meet the requisite time lines.

### **Leadership Framework**

The Leadership Framework, while still in development, is designed to support the College by developing staff

members to be strategically ready to step up into more senior roles as the College grows. This strategy will enable career progression and succession planning opportunities. The Framework has a multifaceted approach with mentoring both internal and external, CEO lunches with guest speakers, gap analysis to identify development needs and a professional development strategy to meet those needs.

The complete refurbishment of the Hoskins Building in Lithgow has left the interior of the building unrecognisable. While the original purpose of the building was education, over the years the building had fallen into disrepair. It now features a lecture theatre, classrooms, a science laboratory and a reading room for students to access the UWS online library. Specialised teaching and administrative staff have small but effective office spaces. To accommodate visiting staff, the campus boasts a self contained living quarter.

### **Blended Learning – Ipads**

UWSCollege students benefitted from the UWS strategy of providing an ipad to all commencing students in 2013 and 2014. This created an incentive for teaching staff to develop blended learning strategies to complement traditional teaching practices. Teaching staff initiatives have been highlighted at staff forums



*Students happily receiving their iPads*



UWSCollege Lithgow campus

Students welcomed at UWSCollege Lithgow campus

implemented for the Program Delivery and First Year Experience Coordinators with expressions of interest being called for during Term Three for the potential student numbers in Term One.

**Access Equity Workshop**

On October 4, 2013, **UWSCollege** hosted an Access and Equity Workshop to explore the issues associated with the widening participation agenda and the quality of outcomes associated with what have been described as *non-traditional students*. The workshop started with an online interface with **Sharon Thomas Parrot** from the DeVry Advantage Academy. This private University offers high school students an opportunity to commence University (College) degree programs while they are still completing high school. Their *new majority* students are from diverse and low SES backgrounds and are likely to be the first in family to attend university. Indicative results suggest that 85% of these students are going on to complete their degrees. **Professor John**



**Storan** from the University of East London and the Director of Continuum, the Centre for Widening Participation, spoke of his personal journey into Higher Education and the challenges facing the diverse UEL student population. According to **Professor Storan** the widening participation agenda has three important components: Policy, Practice and Research. In his summary, he reflected on some practices that **UWSCollege** is already committed to: attendance calculation; extended time to complete; managing expectations and building aspiration. Papers from **Professor**

**Seamus Fagan** from the University of Newcastle about their work with low SES students and the Deputy Vice-Chancellor of UWS **Rhonda Hawkins** highlighted some of the achievements in the Australian sector. Highlights of the day came from the voice of two students whose pathways into and through higher education were quite inspirational.



Hon Christopher Pyne MP, Leader of the House, Minister for Education at the opening of the UWSCollege building on the Bankstown campus with Aunty Mae Robinson (aboriginal elder on campus) with other aboriginal elders

# The Academic Pathways Program Achievements in 2013 and into 2014

Keeping pace with a rapidly growing organisation has been the critical challenge for the Academic Pathways Program. As noted by the UWS Vice Chancellor, **Professor Barney Glover**, UWS College Academic Programs give students a *break*. That break or opportunity is no holiday, rather it is a compact entered into by students and the College where through hard work from the students and guided support by the College, students can meet the necessary requirements to enter either first year or second year of an undergraduate bachelor's degree program at UWS.

Evidence suggests that UWS College students do at least as well, if not better, than students who have gained direct entry to UWS. Looking at students who have gained direct entry to UWS with a comparatively low ATAR, UWS College students are consistently outperforming their UWS counterparts in percentage progression rates.

## Staff

Led by **Leanne Yard** (Director of Academic Pathways) the leadership has been restructured in 2014 to reflect the needs of a multi campus delivery model. The Associate Directors, appointed in January 2014, take responsibility for Curriculum (**Dr Kay Carroll**) and Student Support (**Dr Marc Brennan**). The two teams that support the Associate Directors have responsibility for program and unit design and program delivery and student support, respectively. This structure enables the Academic Pathways Program to support the staff across the four campuses and maintain the values and practices that make UWS College teaching and learning unique in the sector.

## The Programs

The Diploma program offerings in 2013 continued to expand. *The Diploma in Arts* was expected to attract a cohort of twenty students on both Westmead and Nirimba Precincts. Enrolment in fact exceeded one hundred students across the two sites. *The Diploma in Social Science (Policing)* also exceeded student demand expectations and attracted close to one hundred students across the two campuses. No new programs have been introduced in Term One 2014. To accommodate the capping placed on sub degrees many students in 2013 were transferred into to *first year degree programs offered by UWS College*. Students who successfully completed the first year program were awarded Diplomas as an exit qualification. 2013 saw the implementation of the University Foundation Studies Review, which had been undertaken in 2012. This involved the creation of a new stream for engineering students who had previously been offered the Science stream. In addition, many units were renewed or remodelled and some new units have been created. The full implementation of the recommendations continued with the commencing students of 2014.

Course Learning Outcomes have been developed for all courses at UWS College where the Level Seven (bachelor degree) outcomes have been developed at UWS. This has been a collaborative exercise involving Heads of Program and their staff.

These course level learning outcomes should provide a set of objectives for teaching staff in all the Academic Programs.

## Program Expansion

The Academic Pathways Program will have two new courses commencing mid-year in 2014. *The Diploma in Criminal and Community Justice* will be offered on a part time basis to Corrections Officers looking to professionalise and to full time students who are not yet in the industry. Similarly the *Associate Degree in Engineering* is scheduled for part time delivery in quarters to technical staff members of the Roads and Maritime Service (RMS). The first offerings will be made to students who have commenced their studies at another institution and who will be transferring to the UWS College course. UWS College has submitted accreditation documentation to Engineers Australia for the new course.

In 2015, the program expansion is set to continue with a proposed *Diploma in Communication*, a *Diploma in Design* and a *Diploma in Islamic Studies* all currently in the approvals process. Approval is being sought from three UWS Schools for a variation the Arts and Business and Commerce Diploma programs to enable students to study a core Law unit, gain a minimum of a credit grade and be guaranteed a pathway into Law programs at UWS. Further, investigations are underway to determine if there is a demand and create curriculum for a *Diploma in Protection or Security Services*.

## Key Objectives for 2014

The key objectives for 2014 include -

- continued development of blended learning strategies and the creation of ebooks;
- development of articulated pathways for students into law programs at UWS;
- approval and development of Diploma programs in Communication, Design and Islamic Studies;
- creation of project teams to focus on the quality of teaching and learning, assessment, links between student feedback and student results and new initiatives in curriculum delivery;
- develop and implement a transition strategy in some final term units to better prepare students for independent learning;
- implementation of the educational administration review;
- benchmarking to continue with UOW College and to be explored with Swinburne University;
- continuation of professional development for all teaching staff as well as internal professional development for teachers new to the College;
- design of on line units for non recent school leavers and establish curriculum for the First Step program; and
- develop and implement a four term diploma offering for each discipline.

# English Program Achievements

## 2013 and into 2014

**UWS**College has a well-balanced reputation as a quality provider of English Language programs for international students wishing to proceed to further academic study at the University of Western Sydney or other tertiary institutions. The English Program provides flexible learning options for international students. Course offerings in English include General English; English for Academic Purposes (EAP); Test Preparation and related services (IELTS); various corporate and industry-based study tours; and Cultural Studies and English Language Immersion. Students can also access the purpose built IELTS Test Centre on campus.

The English Program delivered students into a range of UWS and **UWS**College programs in 2013. Students entered programs at undergraduate, postgraduate and research levels at UWS and into Foundations Studies and Diplomas at **UWS**College. Of the 698 students who completed the various Academic English direct entry programs to UWS and UWSC in 2012, 365 students continued on to UWS/UWSC as pathway students. 75% of these continued on to study at UWS in postgraduate (64%) and undergraduate (36%) degree courses, 25% entered the **UWS**College Academic Program which also leads on to UWS (15% in Foundation Studies and 10% in Diploma programs). 13% were studying English only. These 365 students equate to revenue of approximately \$7½ million for UWS.

Student numbers continued to grow in the English Program in 2013 and the projected data for 2014 indicates that the growth will continue. The main source countries for the English Program are the Middle East, Vietnam, and China. However, Japanese, Korean, Indian and Nepalese numbers are all showing increases.

### Staff

Key English executive staff members include the Director, **Margaret Miller**, Head of Program Curriculum, **Janice**

**Hayes**, and Head of Program English, **Marianne Chaffe**.

Growth has placed pressure on staffing and facilities that has been managed with a successful program reshuffling. In the past English classes were offered in a predominantly *morning* session, with classes completed by 2pm. The new influx of students has resulted in an *afternoon shift* being implemented to *supplement* the morning session. Staff members have accommodated the change and the students have slowly adapted to the changed timetable. Students now typically have a break in the day and this, whilst initially deemed to be frustrating has resulted in students engaging socially and connecting for study sessions.

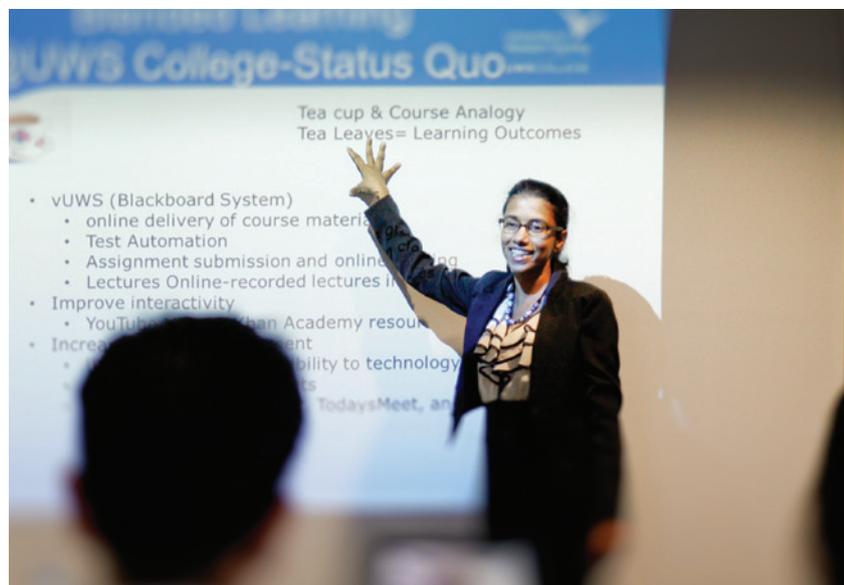
Towards the end of 2013, in consideration of the growth in the English Program, and the departure of **Ms Christine Cordingley**, the Manager of PCP, earlier in the year, the management of the Professional and Community Programs (PCP) was separated from the management of the English Program. **Margaret Miller** remains the Director of the English Program and **Alan Moran**, the Senior Project Manager has been appointed to head PCP. Both retain their reporting relationship to the Deputy Dean, **Dr Greg Whateley**.

### Quality

Students continue to provide very positive feedback on their experiences at **UWS**College. The exception being around the question of timetabling, once the afternoon shift was introduced and student's timetables changed. Otherwise the English Programs enjoyed a predominantly green traffic light scenario suggesting an excellent quality outcome overall.

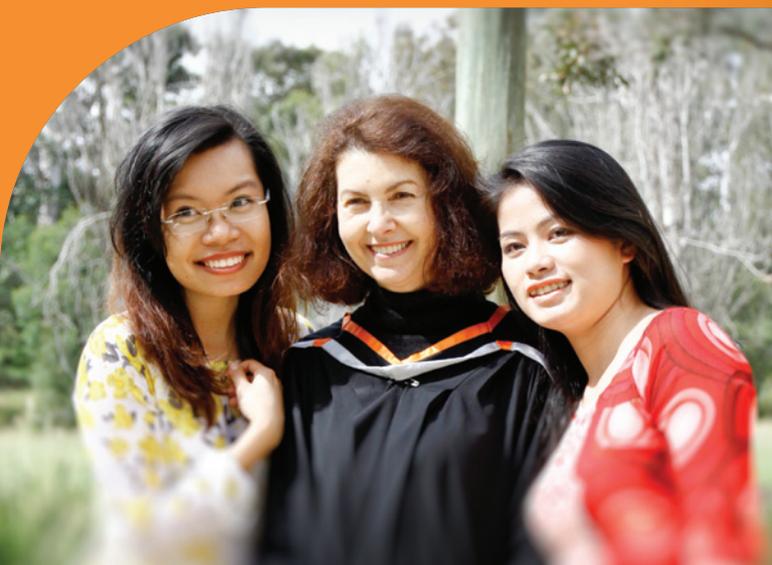
In 2013, the **UWS**College English Program participated in the Australian English Language Barometer survey, endorsed by English Australia. The **UWS**College programs scored an overall percentage ranking of 86.7% which was ahead of the Australian average of 84.7% and the average global ranking of 83.7%. Two hundred and fifty seven **UWS**College students participated. A total of forty-nine Australian English Colleges took part in the survey with a total number of 10,654 student participants.

Study tours in 2013 also expanded. The long-term groups such as the two Qantas training groups from Japan continued to access their programs, as well as the other long-term partners in Japan. The Southern Taiwan University of Science and Technology (STUST) signed a four year agreement with UWS for delivery of a four week program. The students will start at



*Buddhima DeSilva demonstrating Blended Learning Initiatives at UWSC*

# English Program Achievements 2013 and into 2014 (continued)



*Catherine Economos with students at an English Program graduation*

**UWSC**College for three weeks of intensive English followed by one week of teacher training delivered by UWS School of Education. Two groups from STUST participated in study tours during 2013 – one in July and the other in August. Dongguk University, Korea, also organised a four week study tour for their students to commence in 2014. Staff from a Thai University also visited UWSC with the prospect of future study tours.

## New Initiatives

The English Program entered into an arrangement Saudi Arabian Government's Ministry of Social Welfare to offer 50 weeks of intensive English with social welfare terminologies to a range of employees who would be relocated in Australia for the experience. Fifteen students arrived in November 2013 and have had a pleasing start to their studies.

The English Program conducted professional development activities for teaching staff at **UWSC**College and UWS. This provided the Language Literacy and Numeracy strategies unit of the Training and Assessment (TAA) Certificate IV. The aim of the program was to give academic staff the skills they require to enable them to better cater for the literacy needs of all students, particularly NESB and ESL students. It is likely that these programs will continue in 2014.

Initial meetings and approval was given for the development of the high level Master of Teaching Direct Entry English Program (MTDEEP) in 2014 for delivery from 2015.

## Benchmarking

In 2013 a comprehensive benchmarking project was undertaken by the English program with the University of Tasmania English Language Centre (UTASELC) and Union Institute of Language@ James Cook University (UIL@JCU). The focus of the activity was assessment standards and a final report was submitted to the **UWSC**College Board and Quality Committee in February 2014. Further, in 2014 The UWSC English Program will embark on a benchmarking project in collaboration with University English Centres Australia (UECA).

## Expansion

The English Program tenancy at the Westmead Precinct remains scheduled for termination at the end of 2015. The English Program is therefore looking to expand on to other campuses and explore other alternatives. In 2014, the English Program will be making the necessary plans to commence operations on the Bankstown Campus in 2015. This process involves the accreditation of the program in Bankstown by TEQSA and the approval of the spaces allocated in the **UWSC**College building by NEAS. It is expected that EAP 4 and EAP 5 will be offered to international students who are planning to undertake their university studies on the Bankstown Campus.

## Staff Professional Development

In 2013, regular internal professional development sessions were held at the end of each course. Several teachers also attended a PD fest Saturday at UTS run by UECA and also the English Australia conference in September. Staff members were provided with PD for the enthusiastic implementation of the new curriculum in 2013 which focuses heavily on technology enabled learning.

## Collaboration with UWS

**UWSC**College English Program staff members have again assisted UWS by delivering the practicum component for their TESOL students. This involves University students undertaking observations, serviced learning and practicums with the English teaching staff at Westmead. This provides a very positive experience for the students and teachers and is another element in the UWS and **UWSC**College reciprocal service provision.

UWSC has been involved with meetings and discussions regarding English Language Standards and skills development of students studying at UWS. This will continue into 2014.

## Key Objectives for 2014

The key objectives for 2014 include -

- maintain continuous renewal of curriculum and syllabus materials;
- extend blended learning and online capacities;
- participate in UECA benchmarking exercise;
- ensure English Program and IELTS compliance with regulatory authorities;
- collaborate with UWS staff regarding literacy support for staff and students;
- plan for the establishment of the English Program courses at the **UWSC**College Bankstown facility.

## PCP Achievements 2013 and into 2014

Professional and Community Programs (PCP) provides flexible learning options for professionals, businesses and individuals requiring professional development or qualifications related to the Vocational Education and Training (VET) sector.

Within the PCP and RTO area, there is the provision of qualifications in Financial Services (Personal Trust Administration) and Property Services. The Finance Industry Group is currently reviewing these courses and **UWSCollege** will be evaluating their ongoing role in the delivery of this credential. PCP also offers components of the Certificate IV of Spoken and Written English (CSWE) contextualised by Adult Migrant English Services (AMES) for its program delivered to migrant professionals seeking employment in their chosen field. The Professional and Community Programs may have started 2013 quietly but it seems that 2014 will be a much bigger year. Under the new leadership of **Alan Moran** a number of large new projects are looming.

### Recent Initiatives

The successful government tender for the delivery of HSC preparation for low SES high schools in Greater Western Sydney in September, 2014.

A decision to apply for government-funded Productivity Place Programs (PPP) has been successful and enabled **UWSCollege** to achieve status as a government approved provider.

The PCP group is leading the development of a Higher Education Participation and Partnerships Program (HEPPP). This project received funding for the provision of a *First Aid*

*to Medicine* four day learning program, targeted to Aboriginal and Torres Strait Islander, Year 11 students, who are interested in pursuing careers in any of the Health Sciences, Nursing or Medicine.

The Recognition and Transition Project (RTP) is designed to map **UWSCollege** Foundation Studies programs against accredited VET courses in order to gain Recognition of Prior Learning (RPL) for students who do not achieve a result that provides access to university. This large project is designed to ensure that students who are not able to achieve at the level required for university, may be able to achieve a TAFE qualification with little if any additional study.

The Academy at UWS has requested the **UWSCollege** PCP group explore the possibility of providing a Certificate III in Volunteering. This would need to be added to the scope of the RTO and is currently under consideration.

### Key Objectives for 2014

The key objectives for 2014 include -

- build a clear strategy for PCP;
- full integration of all VET operating systems within the **UWSCollege** and UWS frameworks;
- progress the Recognition and Transition Project;
- focus on the industry needs of the property and financial certificate and diploma courses and integration with UWS courses;
- consolidation of the syllabus topics offered in 2013 within the established HSC preparatory series for students in Greater Western Sydney.



Students at orientation activities

# UWSCollege International Achievements 2013 and into 2014



## SCLP Samaj Australian Studies

The Foundation Studies Programs at SCLP Samaj continued under the leadership of Principal Gill and the stewardship of **Lizy Sabu**. The largest cohort of students finished in May 2013 and work has been undertaken to ensure that the Foundation Studies credential is now accepted for articulation and entry purposes in a variety of Australian and international universities.

UWSC staff visited SCLP Samaj in February and May 2013 to provide professional development and to investigate the potential of offering a Diploma in Business and Commerce with SCLP Samaj. The school is currently negotiating with the Kenyan Ministry of Education for accreditation of this credential.

A Quality Assurance Checklist was developed and supplied to SCLP Samaj for an internal audit of their programs in line with the Higher Education Threshold Standards. SCLP Samaj has been supplied with a Traffic Light Report based on the Student Feedback on Unit (SFU) and Student feedback on Teacher (SFT) data gathered in 2012 and 2013. The Program Manager will report back to **UWSCollege** on

the outcomes for improvement as a result of analysing the report with individual teachers.

## Institute of Law Enforcement and Security (ISLES) in the Maldives

The UWS and **UWSCollege** collaboration for the development and delivery of the Bachelor of Science in Law Enforcement and Security continued during 2013 and into 2014. A new intake of students has started the program in 2014 and the 2013 intake has continued into their second year. A range of UWSC, UWS and policing personnel have travelled to the Maldives to deliver the units in the course in an intense delivery format.

The ISLES award qualification is to be transitioned to ISLES for their own delivery as they progress with the professionalising of their employees.

## Broadening Horizons

The **UWSCollege** Board approved the Broadening Horizons Scholarship in May 2011. During 2013 a protocol and an application form have been developed. The purpose of the scholarship is to provide students with experiences and opportunities that extend the limits of their world; to engage them in international or culturally different activities and to provide them with cultural capital that will advantage them in their university studies and career development.

It is planned to open the application process during Term 2 and to take the first successful 8 – 10 students to Japan in 2015.



*Members of the SCLP Board, with visiting staff from UWSCollege and the Samaj Program Manager, Lizy Sabu.*



Dr Kerry Hudson with Mr Fernando, an agent for **UWSC**College in Sri Lanka, Mr Damith Wijeratne and Ms Leanne Yard, during the International Agents' visit to **UWSC**College.

*Model: Increasing Participation in Higher Education* was well received and demonstrated the effectiveness of the College in providing successful pathways to university for otherwise disadvantaged students. Representatives for the 2014 FACE Conference are the Senior Projects

## Staff Scholarships to the University of East London

The UEL scholarship provides a professional development opportunity for a member of the Academic Program teaching staff to undertake research at **UWSC**College's institutional partner the University of East London (UEL).

The UEL scholarship winner for 2013 was **Dr Sofia Eriksson**. She is the First Year Experience Coordinator – Arts at the Westmead Precinct. We congratulate Sofia on gaining this scholarship which was awarded by a committee of her peers.

**Owen Lowe**, last year's recipient reported that the purpose of the UWSC scholarship to UEL was to observe, contribute to and report upon the strategies in place at UEL which encourage greater engagement of both students and teachers in the learning process. Three aspects of student/staff engagement emerged from his six week enquiry:

- Facilitation of a Skills Advocates Program (peer mentoring)
- Vodcasting as a strategy for addressing common areas of academic weakness
- Participation in an international Collaborative Observations Platform

To that end, **Owen** and **Ray Sirisatien** have developed five pilot vodcasts on the various sections of *Writing a Business Report* ready for release and comment, with others under production.

For **Owen** and **Sofia**, the research scholarship was very rewarding, both professionally and personally.

## Forum for Access and Continuing Education (FACE)

**UWSC**College was proud to select the Director of Teaching and Learning of the Academic Pathways Program and the College Registrar to present the College at this prestigious conference in July 2013. Their paper, *The **UWSC**College*

Manager and the Manager of Mathematics.

In 2013, **UWSC**College embarked on a mission to enhance the marketing activities of the UWS International Office (UWSI), by encouraging **UWSC**College staff members to travel offshore with UWSI Regional Managers. After deliberation of timings and the best potential markets for the College the following staff visited the following countries to spread the **UWSC**College message.

Ben Kelley	Nepal
Felicity Orme	Sri Lanka and China
Margaret Miller	Thailand, Cambodia & Vietnam
Leanne Yard	The Middle East
Dr Kerry Hudson	China and Singapore
Felicity Orme	China
Marianne Chaffe	Japan

This is expected to continue in 2014 with the new UWS Vice Chancellor being very supportive of the growth of **UWSC**College in the International market.



Dr Sophia Eriksson meeting HRH Princess Anne during her UEL Scholarship

# UWSCollege Corporate Achievements

## 2013 and into 2014

### Finance and Infrastructure

The Finance and Infrastructure Group are responsible for the financial management of the College. As well producing all the financial reporting, this group has contributed to the management of the new building program in collaboration with the UWS Capital Works. **UWSCollege** staff members were heavily involved in the urgent repurposing of several rooms as classrooms for the start of the 2013 academic year. Further, their efforts ensured that all the new building projects on the Nirimba Precinct, the Bankstown Campus and at Lithgow were ready for day one term one in 2014.

After six years as the Senior Manager Finance and Infrastructure at **UWSCollege** **Ms Eva Ing** was enticed to another senior role with a community organisation. The Management Accountant, **Mr Zach Ball** acted in this role over the very busy period from December to April when a permanent replacement was sourced. **Ms Bernadette Or** has been appointed as the Senior Manager and will take up a position on the Executive Senior Management Team.

Between 2009 and 2013, **UWSCollege** contributed a total of \$13.4m to UWS.

From 2014 onwards, three percent of all revenues earned will be retained by **UWSCollege** with the balance to be contributed to UWS. This contribution represents payment fees for services, space utilisation and royalty payments. For 2013, the total payment was in excess of \$6.8m and the projected contribution for 2014 is expected to be in excess of that figure. In addition, **UWSCollege** provides students to UWS. These students from the **UWSCollege** English and Academic Pathway Programs, would not be commencing their studies at UWS if the pathway was not provided by **UWSCollege**. These contributions to UWS reflect the cooperative nature of the relationship between the two organisations and the provision of services offered to **UWSCollege** students by UWS.

The increase in payments to UWS represents continuous growth as well as the overall financial success of the

College. Accumulated reserves retained by **UWSCollege** are used for any capital expenditure essential for business growth and expansion.

**UWSCollege** is audited annually by the Audit Office of NSW and has achieved high standards of financial record keeping especially for the 2013, 2012 and 2011 financial years. Management points have been largely in the low range of risk to the organisation, and have been satisfactorily resolved in the subsequent year.

**UWSCollege** produces monthly financial reports and a 36-month forecast on a quarterly basis that is reviewed by the Chair of the Audit Committee as well as the Board.

During 2013, the College continued to benefit from the teaching allocation reports. These collaborative reports define the program costs for each separate course and provide essential data for budgets and projections.

### Key Objectives for 2014

The key objectives for 2014 include -

- the full implementation of agreed financial KPIs including -
  - refinement of course annual reports
  - standardised marginal costing reports
  - explore financial benchmarking with an appropriate partner
  - the review and circulation of costings from the Strategic Costing Project
- the introduction of trend analysis reporting including
  - phasing of salaries
  - forecast improvements
- an improvement in the financial literacy of all senior managers, by redeveloping and delivering financial training
- planned improvement of cost centre reporting.
- implementation of financial reporting by campus



*Mr Zach Ball and Ms Julie McAlpin at the opening of the new building at Nirimba*

Members of the Registrar's Office team



## The Registrar's Office

The College Registrar's team, led by **Ms Susan Channels**, provides administrative and support services to students and staff of the College. Student Centres located on each campus provide students with assistance with student administration matters such as admission, enrolment, counselling, student advising, disability support and cultural and sporting activities. The College Registrar's team also provides support to the broader **UWSC** College community through timetabling, data analysis and student related compliance.

### The Timetable

During 2013 a timetable project involving staff from the Registrars' Office, the Academic Pathways Program and a Consulting Project Manager, worked to improve the delivery and production of the timetable. With the growth in student numbers, more courses on offer and the characteristics of the College resulting in students accepting offers from the late rounds, this has been a substantial project. Initially it was planned that the College would move to the UWS timetabling system. However, due to an upgrade in that software, it was decided to continue to operate Timetabler, but to offer students the ability to allocate their own timetables through Allocate plus. Term 1, 2014 was the big test of this system and in the week before classes began, nearly two thousand students had selected their timetables. This was a huge improvement from previous years.

### Staffing

The Registrars' Office has had to scale up its operations to offer its services over four campuses. While there have been two Student Centres since 2009, gearing up to having this service available to students with trained staff in two more locations, one out of Sydney (Lithgow) has been a well-planned process.

### Statistical Reporting

The Registrar's Office has been working on standardized reporting around retention. Reports will be generated after census date each term. Retention can then be looked at on a term by term basis and/or an annual basis, across all of the academic programs and/or course by course. This is invaluable information and congratulations to the team on their work in this area. Overall the average retention rate for three term students at **UWSC** College within the Academic Programs in 2012 was **83%**. Average retention rates, which also includes those students who were retained from Term 1 to Term 2, in two term programs was **85.5%**. This is higher than the UWS rate of retention for 2012 and in

keeping with sector standards. Other reports which are to be scheduled for regular reporting are progression rates at UWS and retention rates from **UWSC** College to UWS.

### Turning offers into enrolments

In the peak periods before the start of each term, the Student Services team works tirelessly to convert student offers to enrolments this entails telephoning students, explaining the benefits of enrolling at **UWSC** College and then taking the students through the steps to accept the offer and enrol in their course. This is time consuming work which requires a degree of sensitivity to the needs of the students.

### Key Objectives for 2014

The key objectives for 2014 include -

- integrate the timetable with existing processes and systems;
- remain active on the UWS timetable upgrade project (2015);
- automate student attendance collection – rolls;
- develop an annual schedule of student activities based on student feedback;
- review facilities and activities in view of mature age student strategy;
- support Indigenous student recruitment activities;
- review student reporting framework;
- implement new processes for tracking student progression at UWS;
- implement recommendations from benchmarking activities;
- continue to document processes and procedures, where necessary in line with the processes and procedures of UWS;
- upskill staff in the Student Centres by providing training and support;
- work with academic pathways program the to retain "at risk" students;

## Organisational Development

The Organisational Development team, led by **Ms Danielle Wilcock**, endured some major changes during 2013, but has been able to regroup and provide extensive support to the College. With an emphasis of Recruitment and Selection, the OD team has been able to continue to provide services in relation to payroll, position definition, performance management, succession planning, leadership strategy, organisational change and professional development.

### Recruitment and Selection

Part of the strategy to support the Academic Program in this period of growth with uncertainty of student numbers was to recruit heavily for the establishment of eligibility lists during Term Three for the start of Term One.

### Enterprise Agreement

A new Enterprise Agreement was finalised and certified in November 2013. This agreement accommodates the multi campus strategy and the flexibilities required to resource four campuses in 2014. Challenges of the bargaining process included start up negotiating with one new party to the agreement and overlapping concerns with UWS.

### Professional Development

UWS College continued to provide professional development opportunities to staff in a variety of contexts. These include:

- supporting staff for relevant further study
- discipline specific conferences
- internal training for all staff, eg using the online leave system or legislative requirements

- internal training for specific needs, eg Student Centre staff training on new products
- enabling and pathways specific conferences
- international experiences for marketing and working with offshore partners.

### Key Objectives for 2014

The key objectives for 2014 include -

- review and improve induction processes and the onboarding strategy
- continue to implement and enhance the leadership framework
- respond to the issues raised in the 2013 staff survey and review the staff survey tool for 2014
- refine the staffing plan and budgeting matrix to improve the matrix for *staff: student numbers* and resultant planning
- Continue to monitor the validity of the metric tool
- develop a mechanism for *locking in* the sessional staff who are the preferred teachers
- support the implementation of professional development strategies to support new and early career teaching staff
- online payroll and timesheet implementation
- benchmarking HR practices with other Pathway providers.

*Staff attending one of the Academic Program Professional Development days*



## Marketing and Business Development (MBD)

The Marketing and Business Development team led by **Ms Julie McAlpin**, achieved tremendous growth in student numbers as highlighted earlier in this report. This accomplishment has been attained through the development of a multi-faceted approach which incorporates: school visits; school counsellor forums; industry forums and community events. In addition, open days and information evenings have been designed to invite interested students and their families on to a **UWSC** College campus to demonstrate what it is that the College has to offer.

In addition, the unit continued to provide editorial and content support to the College's teaching and learning staff through the development of the College's ibooks. Unit staff also worked closely with the College's departments to develop the College's staff intranet – SharePoint.

Event	Number in 2013	Average no of staff in attendance
High school visits	85	2
UWS Recruitment or Engagement events	12	4
<b>UWSC</b> College Lithgow events	19	3
Careers Advisor events	2	2
Careers Expo events	10	3
<b>UWSC</b> College events	54	4
HSC Preparation events	4	2
<b>Total</b>	<b>186</b>	

The UWS Outreach Campus at Lithgow has started with nearly 80 students in Term One. The realisation of the strategic planning for Lithgow has been tied closely with a significant focus on community engagement and liaison with local council, industry and education providers. Open Days and information evenings have attracted wide interest in the town. This has been complemented with the introduction of a series of guest lectures which started with a *History of Western Music* in April, 2014.

### International recruitment

As well as supporting **UWSC** College staff members who travelled with UWSI, the MBD team worked closely with UWSI and contributed effectively to the programs arranged for visiting agents. In December in particular, the UWSI travelling roadshow for agents was co-hosted by **UWSC** College with events at the Nirimba and Westmead Precincts, to great acclaim.

### Digital Media

During 2013 attention was focused on the digital delivery of marketing collateral. The **UWSC** College website has been



Staff and former student speakers at the new Bankstown building with visiting students from the Auburn Diversity Group

reviewed and navigation through the site and its accuracy has been improved. In addition, the introduction of a new enrolment microsite facilitated services to students during orientation.

During 2013 a project was commenced for introduction of Sharepoint. This web application framework and platform will host the College intranet. The previous intranet platform is being phased out and all the relevant and appropriate data is being migrated to the new site.

The Information and Content team played a major role in the delivery of ten ibooks for the Academic Pathways Program for 2014. This involved editing and manipulation of the live data to comply with the **UWSC** College styled guide, as well as considerable efforts to ensure that all copyright issues were effectively resolved.

For International marketing activities, the use of ipads with access to the UWS on line handbook and the **UWSC** College website provides accurate and timely information in a format readily appreciated by the potential student market.

### Key Objectives for 2014

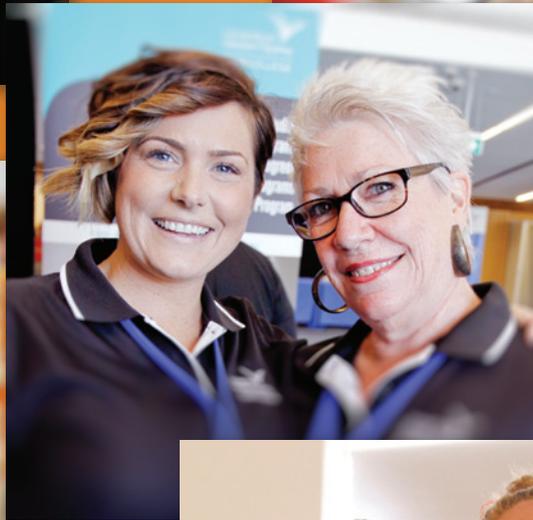
The key objectives for 2014 include -

- continue to enhance the social and digital media strategy
- ongoing support for the development of ibooks and ebooks
- complete the Sharepoint project
- continue to develop a transnational marketing strategy and support UWS international student recruitment activities
- further refine the College's suite of social media marketing tools
- review the College's website and mobile applications, and
- work closely with the Student Services Centre and raise awareness of student activities aimed to bolster the on campus student experience



**UWSCollege** has grown in line with the most optimistic projections. This is a major achievement. As highlighted by the recently revised TEQSA Risk Assessment Framework this level of growth may pose a risk to the College. In moving forward in 2014, **UWSCollege** must be mindful of this and do all it can to mitigate any risks. The College must strive to continue to deliver the quality programs with the same level of embedded support that has been on offer when the student enrolments were a half or even a quarter of what they are today. With that as a centrepiece, the major priorities for 2014 are to:

- ensure that all the commencing students of 2014 benefit from their experience at **UWSCollege**
- develop systems and processes to further enhance the student experience
- extend the College wide Blended Learning Strategy
- obtain the necessary approvals, curriculum development and staffing to be able to offer the planned new programs in late 2014 and 2015
- prepare for the delivery of programs in the new **UWSCollege** building on the Kingswood Campus and the new executive offices on the Nirimba Precinct
- continue to improve the multi campus delivery model for Academic Pathway Programs and implement a multi campus delivery model for the English Programs
- prepare for the re-development of the Westmead Precinct
- fully implement the Leadership Framework to enable career paths and broaden succession planning



### **UWSCollege Westmead Campus**

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Westmead NSW 2145  
Australia

Postal **UWSCollege Westmead Campus**  
PO Box 406  
Westmead NSW 2145  
Australia

### **English Language Programs**

Phone +61 2 9852 4488  
Fax +61 2 9685 9700  
Email [studyenglish@uws.edu.au](mailto:studyenglish@uws.edu.au)  
or [pathwaystouni@uws.edu.au](mailto:pathwaystouni@uws.edu.au)

### **Professional & Community Programs**

Freecall 1800 222 423  
Phone +61 2 9685 9713  
Fax +61 2 9685 9715  
Email [pcp@uws.edu.au](mailto:pcp@uws.edu.au)

### **UWSCollege Nirimba Campus**

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### **Academic Pathway Programs**

Phone +61 2 9852 4488  
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