

Annual Review

2014/2015



Dean's Message



As UWCollege moves into the second half of 2015, it is fitting to reflect on the year that has passed and our aspirations and directions for the year ahead. Term One 2015 started with a 'bang' with record enrolments and our operations extending to five locations – Blacktown, Westmead, Kingswood, Bankstown and Lithgow.

This growth and diversity certainly brings with it a series of challenges.

As we grow in student number, staff number, and location number we need to be mindful of the importance of maintaining the positive cultural elements that we have established over a number of years and at all times remain respectful of our own protocols and ensure acceptable courtesies remain in place.

We have become a diverse 'eco-system' that requires thoughtfulness, consideration and, at times, a great deal of patience and understanding with and of each other.

The College offers students a pathway opportunity - whether through our Academic Pathways offerings, our English Language options or our RTO initiatives - that we know students are grateful for and we are proud to be able to deliver. Our role in the larger University is unique and we remain vigilant and focused on that responsibility.

As you read about the achievements/outcomes of the previous year please remember that it is all about the people. Teachers, administrators, support staff and students combine to achieve things that could not be accomplished without a strong sense of co-operation and support.

We have this in abundance.

Professor Greg Whateley

Dean

UWS Enterprises Board



In November 2014 the UWS College Board was renamed **UWS Enterprises Board** to coincide with the change of entity name to UWS Enterprises Pty Limited. The Directors are a combination of UWS Senior Executives and independent external Directors with relevant expertise. The Directors support the strategic intent and the governance at UWS College.

In addition, November 2014 saw the retirement of the Dean and CEO of UWS College, **Dr Kerry Hudson**. The Board (with the support of the Vice Chancellor, UWS) appointed **Professor Greg Whateley** as Dean and he sits on the Board in an observer capacity. The appointment of **Wendy Barker** as Company Secretary took place in November 2014. It was followed in 2015 by the appointment of a second Company Secretary, **Ian Londish**.

In January 2015, the retirement of **Rhonda Hawkins**, Deputy Vice-Chancellor of the University of Western Sydney, brought a change in Chair of the Board – and **Mr Peter Graham** was appointed Chair of UWS Enterprises and accepted this role with enthusiasm. Mr Graham is the inaugural independent Director to Chair the UWS Enterprises Board.

Directors

The UWS Enterprises Board reviews membership in response to various changes within the 2014-2015 periods. This review allows continuing focus on academic excellence, diversification of business and growth.

Chair	Mr Peter Graham	Independent
Non-executive Director	Professor Denise Kirkpatrick	Deputy Vice-Chancellor & Vice-President (Academic)
Non-executive Director	Mr Angelo Kourtis	Vice President (People and Advancement)
Non-executive Director	Associate Professor Craig Ellis	Associate Pro Vice-Chancellor (Education-Business & Law)
Non-executive Director	Ms Mara Moustafine	Independent
Non-executive Director	Mr Ramy Aziz	Independent
Non-executive Director	Ms Jackie Kelly	Independent

In addition to the two Board Sub-Committees: Audit and Academic - the College has a number of operational committees that support the Board's strategic interest:

The **UWS College English and RTO Committee** is responsible for course and policy approvals and the liaison with external accrediting bodies;

The **UWS College Risk and Quality Assurance Committee** is responsible for the recommendations regarding the UWS College risk profile and risk mitigation and evidence-based approach to quality assurance;

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

The **UWS College Student Experience Committee** is responsible for the development of initiatives to enhance the student experience at UWS College.

Wendy Barker (Senior Executive Officer)

Achievements, Challenges and Change in 2014

2014/2015 was an outstanding year for the College. The phenomenal growth experienced by the College in recent years is continuing. This growth highlights the significant achievements of the College as well as presenting real challenges which provide the College leadership team with significant strategic issues with which to grapple. These achievements and challenges both result in, and represent a response to, change occurring at all levels of the College and the wider University.

The focus then of this review document is on the key changes the College has faced as well as the key achievements and key challenges occurring throughout 2014 and first half of 2015.

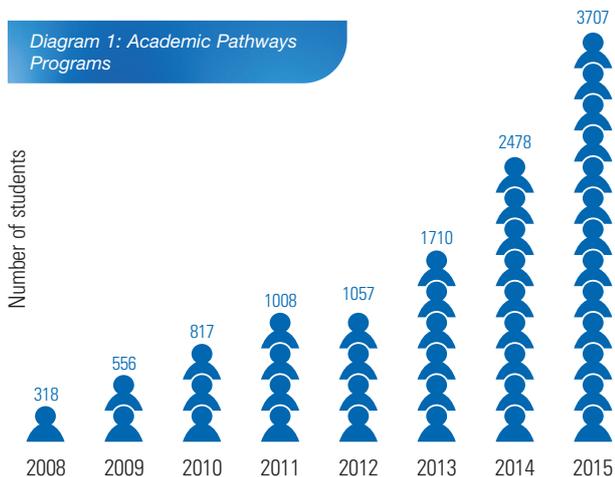
Key Achievements

Student Growth

The student numbers across the College continued to grow throughout 2014 and the start of the 2015 academic year. Diagram 1 represents the growth in student numbers in the Academic Pathways Programs from 2008 until Term one 2015. Following significant growth from 2013 to 2014, a slight increase was expected in student numbers for the 2015 academic year. As reflected the 2015 student enrolment of 3700 represents a phenomenal (unanticipated) growth rate.

In addition, the English Programs based at Westmead reached a record number of students over the year (2014) with over one thousand students attending programs. The peak ten-week program from April to July 2014 had five hundred and twenty students which is the highest ever number of students in a ten week period in our history.

In 2014, the IELTS Centre posted very strong growth with annual candidature increasing by 26% on 2013 numbers. Restructuring of the unit at the end of 2014 allows this growth to continue with the year-to-date growth through to February 2015 reaching 32%.



Extended Diplomas

Throughout 2014, the Academic Pathways Program staff worked on the introduction of the extended Diploma. This, in effect, meant the rewriting of all programs. The extended diploma allows the move to open access and ensures a real link between what was the Foundation Program and the Diploma Program. The implementation of fourteen extended Diplomas in 2015 is an incredible achievement and the result of very hard work by all staff in the Academic Pathways Programs area.

Facilities

The opening of a new campus at Kingswood provides the College with its second campus to be co-located on UWS grounds. The Kingswood building was funded from the Diversity and Structural Adjustment Fund as is the new buildings at Bankstown and Blacktown. Both Kingswood and Bankstown provide a strong link to the wider university and allow for an even stronger alignment between the University and the College.

The College continues to develop the facilities on all campuses throughout 2014. The completion of the buildings at Blacktown and Bankstown in late 2013 has seen these facilities put to full use in 2014. Given the increase in student enrolments in 2015, these facilities are now reaching capacity. A new administration Centre on the Blacktown campus was completed in May 2015. The College continues to work with the UWS facilities and capital works team in planning for our future needs.

Short Courses

In July 2014, the University asked the College to deliver short courses in academic literacy to its commencing students across all campuses. An initial target of eighty students was set for the small mid-year intake in July. This number actually reached 300. The start of the academic year for 2015 saw over 1000 students attend academic literacy short courses. This includes 200 who enrolled in an online version of the course. The College will continue to expand this program and look at ways of further supporting the need the university has in this area.

Key Changes

- The retirement of **Dr Kerry Hudson** as Dean and CEO of the College represents an important milestone in the life of the College. Dr Hudson has made an outstanding contribution to the growth and direction of the College during her time as Dean and CEO. This change of leadership sees **Professor Greg Whateley**, who was the Deputy Dean 2011-2014, take on the role of Dean, allowing for a consistency of direction and leadership.
- Significant change also occurred with the retirement of **Rhonda Hawkins** as the Chair of the College Board and Deputy Vice Chancellor of UWS. In addition, a number of long serving staff have also retired or moved on from the College. These staff changes allow the College to acknowledge the enormous contribution made by these staff as well as look at the current structure thereby introducing new positions and bringing in new, experienced Senior Managers into the organisation.
- The introduction of the four-term diploma is a significant change to the academic programs in the College. As outlined in the academic report, this required an enormous amount of work by the academic staff. The four-term diploma allows for a widening of access to the academic programs. A number of initiatives support this open-access approach in 2015.
- As the 2015 academic year began the strategic alignment of the College to the University meant looking in more depth at how the College will build its international links and partnerships in 2015 and beyond. In addition, there is a strong focus on building partnerships with other educational providers in terms of increasing the reach of the College, both regionally and internationally.



Key Challenges

- Due to the continuing and sustained growth of the College, there have been a number of pressing challenges throughout 2014, which will continue in 2015. Firstly, there is a real need to look at the College facilities with a view to continued growth. The support of the University Facilities and Capital Works team is invaluable in this area. The fact that the new buildings completed in 2013 and opened in 2014 are already at capacity suggests there is a need to develop a long-term strategy to support increasing numbers in 2016 and beyond.
- The need to increase staff numbers at relatively short notice has been a challenge. The staffing strategy developed by the HR team is a mitigating factor in responding to this situation. This continues to be an important strategy moving forward. There is a constant need to support the growth with quality staff at all levels of the organisation. The Organisational Development team is continuing to develop leadership development programs, mentoring and coaching opportunities, as well as succession-planning strategies.
- The development of online and blended courses continues to be a challenge to which the College is responding. Completed work in teacher professional development and the development of iBooks is significant, however, there is ongoing work in 2015 regarding the development of online programs. This requires a financial commitment as well as the development of online support models.
- The ongoing symbiotic relationship between the University and the College continues to set the strategic direction of the College. The need to build networks across the University and to respond to the strategic objectives of the University underpins much of the College activity in 2015.

Alan Moran (Deputy Dean)

The Academic Pathways Program Achievements

The critical challenge for the Academic Pathways Program has been the sustained growth in terms of student numbers, course offerings and campuses, while maintaining the excellence in delivery that has made UWSCollege students so successful. Evidence suggests that College students do at least as well, if not better, than students who have gained direct entry to UWS with a low entrance rank.

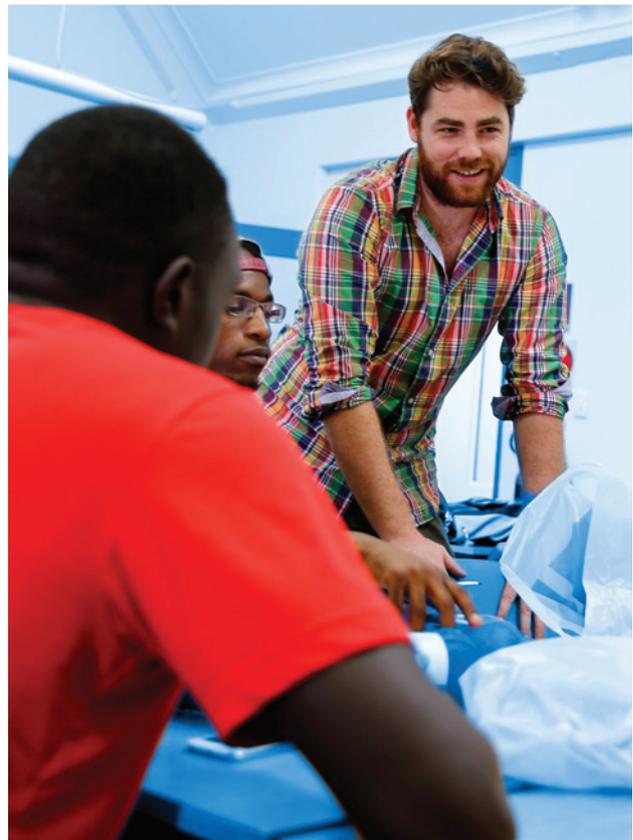
Led by **Leanne Yard** (Director, Academic Pathways Program) the focus of the Academic Pathways Program in 2014 and into 2015 has seen the development of new courses whilst further developing the College Academic Support model that serves the needs of the students.

Courses

In early 2014, curriculum teams had been focussing on developing Diploma level programs in four new discipline areas for introduction in 2015 - Communication; Design; Islamic Studies; and Criminal and Community Justice.

In mid - 2014, the curriculum focus expanded to include the development of 14 Extended Diplomas. The Extended Diploma concept is new for the College, both in terms of length of the course as well as being the first course designed with Open Access students in mind. Curriculum Managers and Co-ordinators worked from "Concept" to "Delivery" within 7 months. The exercise provided a valuable opportunity for curriculum experts to review what was currently being done and making whole-of-course modifications to better support potential students.

A small project team had also worked to develop the College's first on-line course, the Associate Degree in Engineering. The Associate Degree commenced in January 2015 with an intake of students from across New South Wales, including a cohort of Road Designers in Training from the NSW Roads and Maritime Services organisation. A 2015 priority is to seek accreditation for this course from Engineers Australia.



Whilst much of the focus has been on the development of new courses, the Academic Pathways Program has continued to deliver quality courses and maintained a culture of continuous improvement.

Academic Support

The size and impact of the Academic Support area within the Academic Pathways Program has grown significantly over the past 15 months under the leadership of **Dr Marc Brennan** (Associate Director, Academic Support).

With the growth in student numbers the surge in appointing First Year Experience Co-ordinators and Program Delivery Co-ordinators has followed.

The First Year Experience Co-ordinators are the main source of support for students outside of the classroom. They provide a point of contact for students seeking academic advice, student assistance, and course advice and can also assist students in locating support for other more specific issues. The First Year Experience Co-ordinators are an integral part of the College Intervention Policy.

The role of the First Year Experience Co-ordinator was expanded in 2015 with the opening of the Extended Diploma to Open Access students. To better assist students in their studies as early as possible, all Extended Diploma students completed a Readiness Assessment. The First Year Experience Co-ordinators then met with students



whose Readiness Assessment results were a concern to provide strategies to be as successful in their studies as they could be.

The Academic Support Team was integral in refining the Academic Progress Report process to ensure that all students received better feedback in a more timely manner, again, providing students with support and improvement strategies as early in their studies as possible.



Key Objectives for 2015

The key objectives for 2015 include:

- preparing for further growth;
- developing courses in new discipline areas;
- continued development of blended learning strategies, with an emphasis on whole courses;
- expanding student support initiatives, both face to face and in the on-line environment;
- further linking Readiness Assessment results to student support mechanisms within the College;
- developing a responsive transition process for students both into the College and onto UWS;
- successfully implementing the Extended Diploma courses;
- further developing of the Associate Degree in Engineering course
- seeking Engineers Australia accreditation for the Associate Degree in Engineering course;
- building industry partnerships;
- expanding benchmarking opportunities;
- streamlining administration processes with a view to more fully utilising available technology.

Leanne Yard (Director, Academic Pathways Program)

English Programs Achievements in 2014 and into

Overall for 2014, student numbers increased dramatically to over 1,000 students in total and 820 commencing students. This was around 17,500 student weeks. Our main source countries for the English programs remain the Middle East, Vietnam, China and India. However, Japanese and Korean numbers are showing increases. The peak 10 week course from April to July had 520 students which is the highest ever number of English students for a 10 week period at UWSCollege.

Successful English Pathway Students for UWS

The year 2014 saw a continuation of English students moving through to UWS and UWSCollege academic programs. Numbers going on to UWS degree programs increased dramatically in 2014 so that 732 students in total successfully completed their English requirements and went on to further studies at UWS; 52% postgraduate, 30% undergraduate and 18% to UWSC Diploma and Foundation Studies. This equates to an approximate annual revenue to UWS of \$14 million in international student fees.

UWSC English student numbers entering UWS/UWSC tertiary courses

YEAR	UWSC Dip/FS	Under-graduate	Post-graduate	Total
2014	130	217	385	732

UWSC English Program has a strong commitment to professional development of its staff. 2014 saw a blended learning project undertaken and two teachers released to drive the implementation of blended learning within the curriculum. This was highly successful and saw many teachers taking up the use of technology devices within



their teaching and students being highly motivated to produce work using these techniques.

There is also a strong commitment in the English Program to student support and intervention programs for students at risk. This resulted in over 90% of all students passing to their next course of study in 2014 and of those students receiving intervention and support, 75% progressed to their next level of study.

In addition to continuous improvement of current courses, new courses are constantly being researched and developed to diversify offerings and to cater for different market needs. For example, the newly developed Master of Teaching Direct Entry English Program (MTDEEP) in 2014 is the outcome of a request by the UWS School of Education for an advanced direct entry English course leading to the UWS Master of Teaching. This course has now been accredited by TEQSA and will be running in 2015 onwards.

The UWSC English Program works closely with the UWS Study Abroad team to deliver English plus University programs to students of UWS partner universities from overseas. Such universities include Daito Bunka University and Tokyo Keisai University in Tokyo, Kinki University in Osaka, Chikushi Jogakuen University in Fukuoka and Dongguk University in Korea.

The English program also offers tuition scholarships each year for refugees whose English is not yet sufficient for study at a tertiary level but who wish to continue their tertiary studies at UWS. This program commenced in 2012 with 4 refugees, 3 refugees in 2013 and 2014 saw 3 refugee students progressing through to EAP 5 and hopefully on to UWS.

Study Tours

Study tours expanded in 2014 with growth in numbers for several groups. They continue to be an important part of the English Programs. Major study tour partners in 2014 were Kinki University, Osaka, Japan College of Foreign



Languages, Tokyo, Osaka College of Foreign Languages, Dongguk University, Seoul, Southern Taiwan University of Science and Technology and the Ministry of Social Affairs, Saudi Arabia.

National ELT Accreditation Scheme (NEAS)

In 2014, the English Programs was provided with English Language Centre Quality Endorsed Status from NEAS. After conducting surveys and focus group interviews with students and staff, NEAS concluded that the English Program is running a quality operation in the areas of:

- Teaching, learning and assessment;
- The student experience;
- Resources and facilities;
- Administration, management and staffing;
- Promotion and recruitment.

Benchmarking

UWSC English Program took part in the University English Centres of Australia (UECA) benchmarking survey in 2014 and were pleased to note that the College came out with average to above average results in most areas. 23 University English language centres took part in the survey.



Traffic Lights Surveys

English students complete an internal exit survey called traffic lights survey. Student survey results in 2014 gave a consistent response of predominant “green” lights suggesting an excellent quality outcome overall. This has been maintained whilst the number of students has grown to the highest levels to date. Growth is identified by TEQSA as a potential risk in terms of being able to maintain quality, so this result is evidence of continued high standards.

IELTS

The IELTS test centre had an excellent growth year in 2014. It ran above capacity with over 14,000 candidates sitting for the IELTS test at the Centre. It is fully compliant with the rigorous IELTS regulations and received the rating of an “elite centre” when externally audited at the end of 2013.

In 2014 an online application and payment system was introduced, streamlining the application process and assisting in the growth of the centre.

Australia - Top 3 Centres Volume growth on August last year

1	University of Western Sydney
2	IDP IELTS Perth
3	Perth-PIBT

Australia - Top 3 Centres Actuals vs Provisionals

1	University of Western Sydney
2	QUT International College
3	Sydney UTS/IDP IELTS Perth

IELTS Dashboard data August 2014.

Margaret Miller (Director, English Programs)

Professional and Community Programs Achievements 2014 and into 2015

Professional and Community Programs (PCP) provides flexible learning options for professionals, businesses and individuals requiring professional development and qualifications relating to the Vocational Education and Training (VET) sector. During 2015, the unit is known as the UWSC RTO (Registered Training Organisation) to better reflect its connections to the VET qualifications it supports.

This year the RTO provides qualifications in Financial Services (Personal Trust Administration) as well as CDP for property professionals. The RTO 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.

In addition, the RTO successfully delivers the TAE40110 Cert IV in Training and Assessment to UWSC staff, complemented by the online delivery of the new language, literacy and numeracy unit (TAELLN411).

The government tender for the delivery of HSC preparation for low SES high schools in Greater Western Sydney was delivered to over 2000 students in July and September 2014.

The unit successfully develops a funded Higher Education Participation and Partnerships Program (HEPPP) to provide a First Aid to Medicine program, delivered to Aboriginal and Torres Strait Islander Year 11 students, who are interested in pursuing careers in any of the Health Sciences, Nursing or Medicine.



Recent Initiatives

The TESOL program is under conversion to an online program for broader delivery.

The First Aid to Medicine program continues its success for Aboriginal and Torres Strait Islander Year 11 students, who have interest in the health sciences.

Training solutions for external clients continues to grow across a broad spectrum of learning outcomes.

Updated internal systems allow for the newly required Unique Student Identifier (USI) for broader use of TRIM and Sharepoint; and for updates to all policies and procedures to comply with 2015 national standards.

The mapping of UWSC College Foundation Studies programs against accredited VET courses provides useful insight into the alignment of the two education sectors. The project has the potential to provide pathways for students who do not achieve a result that provides access to university. The restructure of Foundation and Diploma programs provides opportunity for further input to this project.

Alan Moran (Deputy Dean)



UWSCollege International Achievements 2014 and into 2015

SAMAJ Foundation Studies: Kenya

The agreement with SAMAJ Australian College commenced in 2008. Under the agreement, UWSCollege provides SAMAJ with its most recently taught Foundation Studies program so they can teach it to their students. SAMAJ runs up to three sessions per year starting in January, May, and September. Students are eligible for the program on achieving acceptable O level results and passes in the UWSCollege English Entry test.

UWSCollege prepares and provides SAMAJ with the unit learning materials, assessment tasks and items, and provides academic advice through remote teacher liaison. SAMAJ teachers mark the assessment tasks that are then sample evaluated under the quality assurance process UWSCollege runs. UWSCollege Liaison teachers mark the final examinations. Identified issues in the early days of the partnership were the need to upgrade internet facilities; all students enrolling into the program now receive a laptop as part of their enrolment package.

Michael Richardson (Manager, Academic Administration)

ISLES Police Department: Maldives

In February 2015, UWSCollege has a new third batch of students for the Bachelor of Social Science, Security and Law Enforcement Maldives Police Service ISLES (Institute for Security and Law Enforcement Studies). The program has some one hundred and sixty students enrolled overall. The students come from a range of agencies including Policing, Customs, Immigration, Defence and the private sector.

Maldives Police Commissioner - **Abdul Riaz** – (retired), initiated the project. This program arose as a consequence of a revolutionary change of government where subsequent audits conducted by the United Nations and Amnesty International highlighted the need for better training and education for Maldives Police (who are unarmed) regarding the Rule of Law, Human Rights and various freedoms associated with liberal democratic nation states.

Professor Michael Kennedy (Manager, International Affairs)

Eurasia University: Xi'an, China

Eurasia and UWSCollege currently has a teacher exchange program that began in 2014. **Jackson Howard** from UWSC spent four weeks at Eurasia University in September 2014 and lecturers Yuting Gao and Jinghan Su spent four weeks exchange at UWSC in January/February this year.

Kindai (Kinki) University: Osaka, Japan

Kindai University has been UWS/UWSC partners for twelve years. A group of students comes every year for either one semester English only, or two semesters of English plus UWS Study Abroad. In March 2015 eleven students arrived at UWSC – six for English only and five or English plus

Study Abroad. In February 2015, Kindai University also hosted our first Broadening Horizons group of nine UWSC students and two staff members.

Matsuyama Shinonome University: Matsuyama, Japan

Matsuyama Shinonome University and Junior College have agreements with UWSC.

A small number of their university students come for four weeks every year in their student break in February/March.



UWSCollege International Achievements 2013 and into 2014

Chikushi Jogakuen University: Fukuoka, Japan

Chikushi Jogakuen University has an agreement with UWS since 2009. Their students come to study English or English + Study Abroad, depending on their level of English.

They send a few students every year for forty weeks of English + Study Abroad.

They also host two Australian students through UWS Study Abroad in July for four weeks every year on an international program with students from around the world. The program is free including accommodation.



Kansai University: Osaka, Japan

A current agreement is being signed and prepared this year with UWS-I.

Discussions are underway regarding English + Study Abroad and short term English programs.

Japan College of Foreign Languages: Tokyo, Japan

JCFL is a long-term partner of over ten years. A large group of students comes for five weeks study every November/December to study three weeks of English and then two weeks flight attendant training at the Qantas Centre for Excellence training facility.

Osaka College of Foreign Languages: Osaka, Japan

OCFL is a long-term partner of eight years. A group of students comes every August to study two weeks of

English and one week of flight attendant training at the Qantas Centre for Excellence.

Dongguk University: Seoul, Korea

Dongguk has an agreement with UWS and send students every year for forty weeks of English. Numbers vary every year.

They sent a study tour in 2014 that needs to be followed up for 2015.

Incheon University: Seoul, Korea

Incheon University is a new university partner with UWS.

In January 2015, the university sent a study tour of nineteen students for four weeks. This will be followed up for evaluation and building the relationship. Further activities are to be negotiated.

Southern Taiwan University of Science and Technology: Taiwan

STUST have an agreement with UWS-I and set up a four-week program with UWS School of Education for the professors from STUST. They do three weeks of English and TESOL strategies and one week of bilingual teaching strategies with the School of Education and **Dr Michael Singh**.

Margaret Miller (Director, English Programs)



UWSCollege Corporate Achievements 2013 and into 2014



Finance and Infrastructure

Headed up by **Ms Bernadette Or**, the Finance and Resources group looks after the management of financial and physical resources at the College. This portfolio includes financial reporting, preparation of budgets and forecasts, provision of ICT and Audio Visual support services to students and staff, project management of capital works and delivery of ongoing maintenance and upgrade of facilities over multiple campuses (five at the beginning of 2014). In the first quarter of 2015, the portfolio expanded to include the maintenance and development of the Staff Intranet and future directions of Microsoft SharePoint.

The finance unit was restructured in 2014 in response to the changes in the business imperatives of the College. Two separate yet connected functions were established – Financial Operations and Planning and Decision Support. The former is accountable for financial reporting, financial processes and systems, internal control and the provision of support during the internal and external audit cycles. The latter is accountable for budget and forecast preparations, business analysis and evaluations. Both teams work closely to ensure the management of financial resources at the College are open, efficient and accountable.

Between 2009 and 2014, UWSCollege contributed a total of \$27.8m to UWS as payments for use of premises, provision of business systems and services, and royalty for the use of course materials in the Academic Programs.

As a separate legal entity, UWSCollege is audited annually by the Audit Office of NSW and continues to receive unqualified audit opinions. In 2015, there will be an Internal Audit to be conducted by the UWS's Office of Audit and Risk Assessment.

The Audit Committee provides a Board oversight of financial

management at the College and is supported by the Finance unit. The committee is made up of two independent board directors and a representative from UWS.

ICT Support Services

The unit delivers technical services to support students and staff across the campuses. The significant reliance on UWS' ICT infrastructure and systems continues in 2014 and the unit works closely with their counterparts to ensure quality service standards are met. One major activity of this nature in 2014 was the unit's participation in the UWS Tender Panel, which was established for the selection of a vendor for the procurement of new computer equipment. A successful vendor will be announced by UWS in 2015 and the College unit will be actively participating in the roll out.

During 2014, upgraded Audio Visual equipment ensured compliance with the necessary standards. The unit also continues to work diligently to ensure reasonable ratios of computer equipment to students across the teaching facilities. By the beginning of 2015, Term One, the team of nine looks after over nine hundred computers, with over five hundred and sixty in student accessible areas.

Facilities Services

On a day-to-day basis, the unit looks after all maintenance and upgrade of premises on the campuses. In 2014, classrooms, student amenities, and recreational areas were created and upgraded and a number of staff were relocated – a result of the effort to continuously ensure quality facilities are provided to students and all staff when business needs arise.

At a project level, the unit works closely with the UWS Capital Works unit to design and build new teaching facilities to meet demand. In 2014, two new teaching facilities were formally opened for business at Bankstown (Building 17) and Lithgow in Term One, expanding the College footprint to the south of Sydney and regional NSW.

By May 2015, a new building at Blacktown (U11) will be the new home for the College's Corporate Office, which is currently housed in Westmead.

In response to the significant (44%) growth in the Academic Program experienced in Term One of 2015, with the help from UWS Capital Works Office, the ICT and Facilities teams created a minor miracle in building and delivering fourteen new spaces ready for teaching in Term One.

Key initiatives in 2015

The key initiatives for 2015 include:

Finance

- Development of a management dashboard
- Establishment of robust costing principles to support business diversifications
- Improvement of financial systems, processes and policies to gain efficiency and effectiveness
- Strengthening of internal control to support a multi-site operation model
- Formulation of return of investment to support Capital Works decision making

ICT

- Rollout of new equipment provisioning with new vendor
- Establishment and Negotiation of a new Service Level Agreement with UWS IT to align business needs and operational changes
- Provision of support to the Lecture Recording Project
- Active support for Blended Learning Initiatives

Facilities

- Completion of U11, Nirimba
- Rebuilding of U8, Nirimba
- Regular review of capacity to ensure teaching spaces are aligned with demand and growth
- Identification of appropriate locations for English and IELTS

Staff Intranet and Systems

- Review of the future directions of the Staff Intranet and Sharepoint
- Identification and scoping of the interdependencies of information management systems
- Innovation Fund
- Identification and support innovative initiatives to support the College's strategic goal.

Bernadette Or (Director, Infrastructure and Resources)

The Registrar's Office

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

Staffing

Growth, expansion and planned leave provide an opportunity to promote or provide acting opportunities for a number of staff within the College Registrars Team. These opportunities continue to build the internal skills and capabilities needed to take the College into a period of continued growth.

In October 2014, the College Registrar's team attended a professional development day. The day, which had been designed based on feedback from the staff included information, training and development sessions as well as a round table discussion in which staff participated in the planning and the future direction of the team. As a result, a number of improvement projects were identified. These projects are aligned with UWS and UWSCollege goals and include communication, customer service and staff training. Various staff will manage the projects across the College Registrar's team and all staff has opportunity to be part of a Project Team. It is envisaged that these projects will further enhance the project management skills of the team and tap into the expert knowledge that our frontline staff have in how best to support the Colleges students. The feedback from staff on the professional day was very positive.

The position of Deputy Registrar was given to **Conrad Webb** in early 2015, This newly created position focuses on the student experience and will concentrate on providing services to meet the specific needs of our students.

In February 2015, the College Registrars' Office continues to scale up its operations opening a new Student Centre at Kingwood. The opening is well planned and implemented. Having opened three centres in the previous year, the team is well placed to manage continuing expansion with a scalable organisational structure.

Statistical Reporting

The College Registrar's team continues to provide statistical information to the wider UWSCollege community to assist with evidence based decision-making. Some of this information and analysis is presented in a number of international forums by senior staff of the College including New Zealand, United Arab Emirates, Japan and, later in 2015, the UK. The success of the model is attracting



interest and is anticipated to lead to future collaborations and research opportunities to support pathways students.

Converting Offers into Enrolments

UWSCollege participated in the early UAC offer round in 2015. The process is well planned and contributes to the strong enrolment numbers in Term One. The College Registrar's team worked tirelessly using techniques and strategies learnt in previous years and with additional resourcing and support to convert student offers to enrolments. Attempts were made to contact all successful applicants by telephone as well as offering information and assistance. The calls provided an opportunity to explain the benefits of the College and how pathways program work. Successful applicants were then invited to come on to campus where they were given personalised support to enrol or other assistance, as required. Over eight hundred students took up the offer to receive assistance in person prior to Orientation



week. Many more students were offered assistance to enrol over the telephone. The conversion strategy increased the take-up ratio and is a significant contributor to the strong student numbers in Term One, 2015.

Key Objectives for 2015

The key objectives for 2015 include:

- Improve timetabling through implementing a system solution and remain active on the UWS timetable upgrade project (2015);
- develop customer service standards for staff and students;
- improve mechanisms for student feedback;
- continue to monitor and improve processes for tracking student progression at UWS;
- implement recommendations from benchmarking activities with Wollongong University;
- continue to document processes and procedures, where necessary in line with the processes and procedures of UWS;
- continue to upskill staff by providing training, opportunities and support;
- continue to work with academic pathways program to retain "at risk" students;
- strengthen dialogue and relationship with key UWSCollege and UWS stakeholders to facilitate a holistic and streamlined approach to student management.

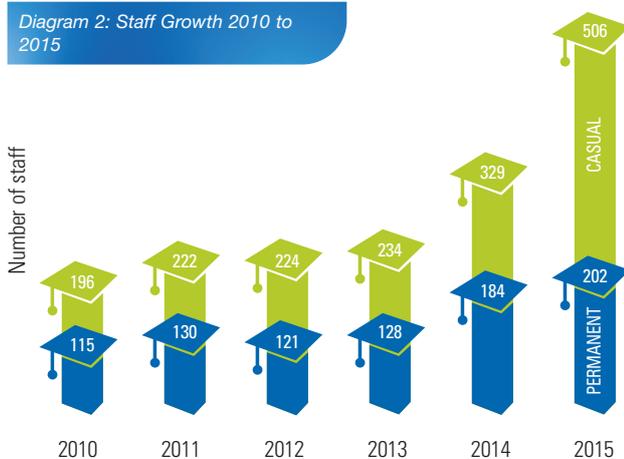
Susan Channells (College Registrar)

People and Culture

The People and Culture unit at the College, led by **Danielle Wilcock**, is responsible for providing high quality support and services across the College in the areas of organisational development, human resources, change management, professional development, employee relations, industrial relations, legislation and compliance, workplace health and safety and payroll.

Achievements

Diagram 2: Staff Growth 2010 to 2015



Staffing Growth

Staff numbers have grown significantly since 2009, with the majority of growth occurring between 2012 and 2015 when staff numbers grew more than 100%. This rapid and significant growth is due to the success enjoyed by the College and is a function of increased student numbers and the growth of the IELTS testing Centre.

Change Management

In response to the growth over the last twelve months, several organisational structural changes have been necessary to better enable and support the execution of our business strategy. The Academic Pathways administration division, Lithgow campus, Finance, Marketing and Engagement teams all experienced significant organisational change across the year.

Building Leadership Capacity and Capability

As part of our commitment to developing our leadership capability, the College introduced an internal mentoring program in late 2013. This wonderful initiative has been highly rewarding for both the mentors and the mentees.

Members of the College's leadership team assumed the roles of mentors and the mentees were drawn from all units across the business.

This mentoring program is complimented by additional professional development activities including external mentoring and coaching for leadership team members, leadership forums and CEO luncheons.

Staffing and Workforce Planning

We have successfully developed and implemented staffing metrics that align our staffing numbers to projected Academic Pathways offerings/cohorts and this in turn informs the finance budget. Through careful monitoring of student enrolments throughout the student recruitment campaign, we are able to modify the focus of our staffing recruitment activity. Workforce planning capability is continuing to mature and is becoming an integral component of the College's overall planning.

For the College to respond in a timely manner to significant unprecedented increase in student numbers, recruitment efforts for both longer term and casual academic positions in the College commences in September of the year prior with a considerable amount of forward planning. In addition to Academic Pathways and English programs, we have also adopted staffing accountability to support both our international and local initiatives including, but not limited to, Samaj, the First Aid to Medicine program for indigenous students, Skills Max.

Danielle Wilcock
(Director, People and Culture)



Profile, Engagement and Partnerships

The Profile, Engagement and Partnership team led by the Director, **Julie McAlpin** achieved outstanding recruitment outcomes because of an intensive events and marketing campaign closely aligned to the UWS Early Offer initiative. Commencing student numbers in 2013 and 2014 exceeded expectations and were achieved with the support of **Tamara Pruze-Mills**, the College's Marketing Manager and her team who collectively attended over 164 events throughout 2014.

Event Number in 2014		Average no of staff in attendance
High school visits	65	2
UWS Recruitment or Engagement events	25	4
UWSCollege Lithgow events	30	3
Careers Advisor events	4	2
Careers Expo events	12	3
UWSCollege events	24	4
HSC Preparation events	4	2
Total	164	

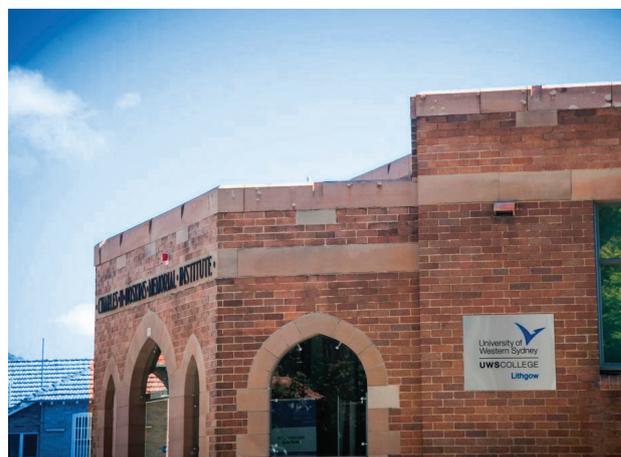
Information and Content Management

During 2013/14 the business unit was also responsible for developing the College's digital materials, preparing and publishing student materials, and introducing SharePoint, the staff intranet. Under the direction of **Ben Fletcher**, Manager Information and Content, the team updated and published over two hundred and fifty items.



New Campuses and Building Openings

The 2013/14 marketing and engagement events focused around the formal openings of the College's three new buildings.



The Lithgow Campus was opened by The Hon. John Cobb MP, Member for Calare who joined the University's Vice Chancellor, Chancellor and the College's CEO Dr Kerry Hudson, and celebrated with members of the local community and Lithgow City Council. This event followed a public open day in early February that attracted over five hundred visitors. Eighty students commenced their studies with the College in February 2014, exceeding all expectations. The College also launched its bi-monthly cultural enrichment evening lecture series attracting over two hundred participants who attended four events.

The opening of the new teaching and learning facilities, on the Blacktown campus, which is situated within the Nirimba Education Precinct kick-started the College's 2014 community

engagement events. This involved the community, precinct partners and friends of the Royal Australian Navy and HMAS Nirimba. The College extended its presence and hosted the inaugural Professional Development Breakfast Series with the support of precinct partners delivering two events that attracted just over eighty participants.

The Federal Education Minister Christopher Pyne, joined the University's Chancellor,



Vice Chancellor and senior members of the University and College Executive, for the opening the first UWS and UWSCollege co-located facilities at the Bankstown campus. Students and staff enjoyed the benefits of sharing facilities and student activities throughout the year. Community members and the public were welcomed to the new College facilities with the introduction of campus tours of the new collaborative teaching and learning space.

International Focus

Throughout 2013-2014 the College provided sales support to the UWS international regional managers and extended promotional and marketing activities across the globe including Japan, Korea, India, Nepal and the Middle East. Student recruitment efforts in 2014 focused on China and improving relationships with key UWS international agents in Beijing, Shanghai, Chongqing and Chengdu.

Onshore activities included participation in the annual UWS International Agents' Week that included campus and accommodation inspections, tours, discussions with current students and information exchanges across Bankstown, Blacktown and Westmead campuses.

Other Key Highlights

- commencing students exceed recruitment numbers in 2013 and 2014;
- attending over one hundred and sixty events in 2014;
- commencing engagement activities with TAFE staff in Lithgow, Bathurst and Orange;
- joining forces with UWS marketing and recruitment staff to support the university's "Pathways to success Program" and Widening Participation programs including PATHE, HEPPP projects;
- producing bilingual audio visual student testimonials.

Challenges

- diversifying the student population and grow the number of non-current school leavers (NCSL) and International students;
- continuing to shift towards digital communications and content marketing;
- raising the College's profile and increase partnerships on and off-shore;
- implementing a new College website and extend its social media presence.

Julie McAlpin

(Director, Profile, Engagement and Partnerships)

UWSCollege **Priorities** for 2015



In 2015, we will focus on six major imperatives supported by the Chancellor, Vice Chancellor and UWSCollege Board. These pillars include:

- **Growth and Diversity**
- **Profiling and Engagement**
- Regional and National profile through the establishment of **Learning Centres**;
- **Partnering** with a range of providers including private and TAFE to deliver franchised product;
- Developing **international outreach** options harnessing existing University friendships and partnerships;
- Expanding **bLearning** (mixed mode) and **eLearning** options (online) in the delivery of product – essentially anywhere and at any time (a Virtual UWSCollege/eUWSCollege model).

Professor Greg Whateley (Dean)



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158 Hawkesbury Road
Westmead NSW 2145
Australia

UWSCollege Nirimba Campus

Eastern Road
Quakers Hill NSW 2763
Australia

UWSCollege Lithgow Campus

Charles Hoskins Memorial Institute
154 Mort Street
(corner of Mort and Bridge Street)
Lithgow NSW 2790
Australia

UWSCollege Bankstown Campus

UWS Bankstown Campus, Building 17
2 Bullecourt Avenue
(Corner of Horsley Road and Bullecourt Avenue)
Milperra NSW 2214
Australia

UWSCollege Kingswood Campus

UWS Kingswood Campus, Building W
Corner of O'Connell Street and Second Avenue
Kingswood NSW 2747
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