University of
Western Sydney
Bringing knowledge to life

UWS AUQA Performance Portfolio
February 2011

Contents

Preface

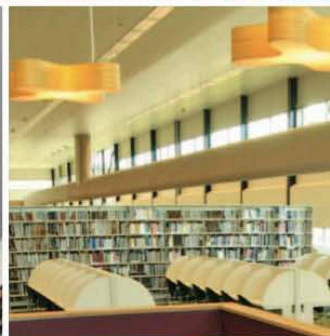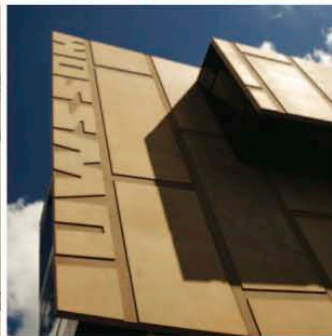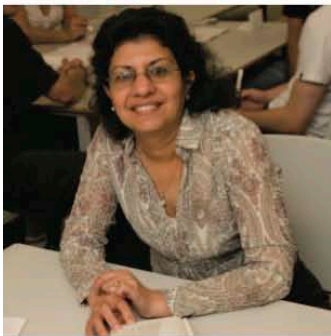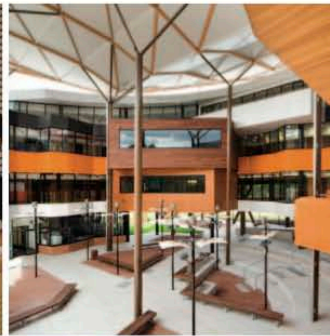The University of Western Sydney (UWS) has both the legislative charter and a commitment to serving the Greater West of Sydney (GWS) – a region of opportunity, challenge and aspiration, but one with a history of social and educational disadvantage. And, while the University's focus is on both exemplary teaching across a comprehensive set of disciplines and world-class research in targeted areas, its future is closely linked to the future of GWS.

With the future of the region relying on increasing the educational opportunities and outcomes for its residents, the University's commitment is to place students at the heart of its mission, to provide both opportunity and excellence in higher education and, through this, to make a demonstrable difference to the lives and prospects of the people and communities it serves. In 2006 the Australian Universities Quality Agency described UWS as a "university of the people".

The University's development has seen it emerge from more than a decade of change and restructure with an improved profile and reputation in the sector. These developments have made it possible to formulate and implement a coherent all-of-University strategic plan, the *Making the Difference Strategy, 2010-15*.

Substantial growth for UWS as the Region's population grows is a given, and, as such, the implications and impact of growth are key considerations in institutional planning and quality assurance.

UWS has selected the following two themes for its Cycle 2 AUQA audit:

- academic standards and assessment;
- first year transition and retention;

These themes have been chosen because higher education assessment and standards are now being given a central focus within and beyond Australia, with much work still to be undertaken not only by UWS but by all Australian universities; and because UWS has not yet reached the national average for retention, despite an upward trajectory.

The University has put in place the strategies, programs, policies, systems, monitoring and reporting it believes are necessary to achieve its mission and commitment to its region. The University welcomes the AUQA audit as an opportunity to review its strategic planning, intentions for growth and the extent and quality of outcomes against its plans and targets.

Janice Reid
Vice-Chancellor

Chapter 1.   UWS Context and Strategic Direction

1.1 UWS profile and strategic directions

1.1.1 Profile and trend data on KPIs since the Cycle 1 audit

UWS is a large multi-campus university situated in the Greater Western Sydney (GWS) region, home to almost two million people and one of the most culturally diverse in Australia. Its economy is the third largest in the nation, second only to the CBDs of Melbourne and central Sydney.

Around half UWS students are the first in their families to attend university. Access, opportunity and retention have always been at the heart of the University's mission and values and UWS has long been at the forefront of policy innovations aimed at attracting talented students from diverse social, cultural and educational backgrounds. The University's approach has drawn national attention in light of the current Federal government's policy focus on widening university participation.

Since the UWS AUQA Cycle 1 audit in 2006, sustained effort on a number of fronts has yielded positive results, including an increase in the number of school leavers nominating UWS as their first preference for study, a near-doubling of the number of undergraduates who go on to postgraduate study, and an increase of more than 20 per cent in students' overall satisfaction on the Course Experience Questionnaire. Table 1.1.1. provides trend data and a profile of the University.

1.1.1 UWS Profile 2005 and 2010

Students - EFTSL		
Course Level	**2005**	**2010 (p)**
Undergraduates	20,612	22,867
Masters by Coursework	1,860	3,052
Post Graduate Certificates and Diplomas	655	374
Higher Degrees by Research	533	595
Enabling, Non Award and Other	377	302
Total	**24,037**	**27,189**
Field of Education by Course		
Building, Engineering and Information Technology	2,589	2,183
Creative Arts	1,996	1,937
Education	2,251	2,018
Health	3,071	4,299
Management and Commerce	6,676	7,130
Natural and Physical Sciences, Agriculture and Environmental Studies	2,056	2,278
Society and Culture	5,082	7,131
Other, incl. Non Award	317	213
Total	**24,037**	**27,189**

(p) Preliminary data

Campus		
Bankstown - 23 ha	4,383	5,042
Campbelltown - 158 ha	3,445	4,424
Hawkesbury - 1,373 ha	1,716	1,731
Parramatta - 27 ha	5,164	9,073
Penrith - 192 ha	5,580	6,735
Other (incl. Blacktown in 2005)	2,846	118
Off-shore	904	67
Total	**24,037**	**27,189**
Domestic Students (Place of Permanent Residence)		
Greater Western Sydney	14,139	17,895
Other	6,541	6,569
Total	**20,680**	**24,464**
International Students		
On Shore	2,424	2,653
Off Shore	933	72
Total	**3,357**	**2,724**
Diversity	**2005**	**2010 (p)**
Domestic Students - number of different countries of birth	171	158
International Students - number of different countries of birth	125	92
Number of Low SES Students (Postcode measure)	5,888	7,302
Participation Rate of Low SES Students (Postcode measure)	21.1%	22.7%
Number of Indigenous Students	235	349
Student Outcomes		
CEQ - Explicit Satisfaction	**2005**	**2010 (p)**
Clear Goals & Standards	45.2%	62.9%
Generic Skills	61.5%	82.2%
Good Teaching	44.1%	70.1%
Overall Satisfaction	62.0%	84.4%
Student Feedback on Units (SFU) - Explicit Satisfaction	**2005**	**2009**
Assessment Items	59.8%	67.3%
Generic Skills	65.0%	72.4%
Overall Experience	69.5%	75.7%
Retention	**2005-06**	**2009-10 (p)**
Commencing Bachelor Student Retention	79.0%	80.6%
Student Demand .		
No. 1st Preferences - Total	**2005**	**2010**
Current School Leavers	5,113	5,549
Non Current School Leavers	5,456	5,426
Total	**10,569**	**10,975**
1st - 3rd Preferences - Total		
Current School Leavers	16,722	18,006
Non Current School Leavers	14,373	13,451
Total	**31,095**	**31,457**
1st Preferences - Greater Western Sydney		
Current School Leavers	3,557	4,180
Non Current School Leavers	3,946	4,238
Total	**7,503**	**8,418**
1st - 3rd Preferences - Greater Western Sydney		
Current School Leavers	11,090	12,478
Non Current School Leavers	10,099	9,626
Total	**21,189**	**22,104**

(p) Preliminary data

(p) Preliminary data. GCA notes a change in CEQ methodology in 2010

(p) Preliminary data

Research	2005	2009*
Research income per FTE $	13706	20639
Publications per FTE no.	1.12	1.50
Staff FTE (excl. casuals)	**2005**	**2010**
Academic	1,230	1,202
Non Academic	1,313	1,433
Total	**2,543**	**2,635**
Finances (million $)	**2005**	**2009**
Total Assets	851	1,208
Consolidated Operating Revenue	355	535

* Latest data available

1.1.2 The University's strategic direction

By 2015 UWS aims to be:

"A modern and vibrant metropolitan university:

- known at home and abroad for its engagement with the economic and social development of its Region;
- with an international reputation for excellence in its chosen fields of research; and
- providing national leadership in student access and success."[1]

The University's *Making the Difference Strategy and Plan*, 2010-15: (*MTD 2010-2015*)[2] identifies key strategic directions which focus on:
- creating a superior and engaged learning experience;
- developing focused, relevant and world class research;
- building organisational and financial strength.

The five current priorities for which the University has set key performance indicators for the period 2010 - 15 at the institutional and College level are:
- widening participation;
- student retention;
- research outcomes;
- international students;
- postgraduate students.

The *MTD 2010-15* strategy is presented using an online portal which shows the relationship between the University-wide plan and strategic action at different levels of the University, including the College strategic plans for 2010-12[3].

The first two of the five KPIs that underpin the MTD strategy (widening participation and optimising retention), along with the University's mission, vision, beliefs and objectives, relate directly to the endorsed UWS cycle 2 audit improvement themes.

The University continues to use an aligned set of enabling plans to guide its core activities. These include university-wide learning and teaching, research, and regional and community engagement plans[4].

1.1.3 Alignment of Planning and Resourcing

Diagram 1.1.3a outlines the UWS planning, reporting, and resourcing model. The model presented to AUQA in our Cycle 1 Portfolio (p 7) has been subject to regular refinement. The result is more explicit alignment between strategy and budgeting[5].

Diagram 1.1.3a
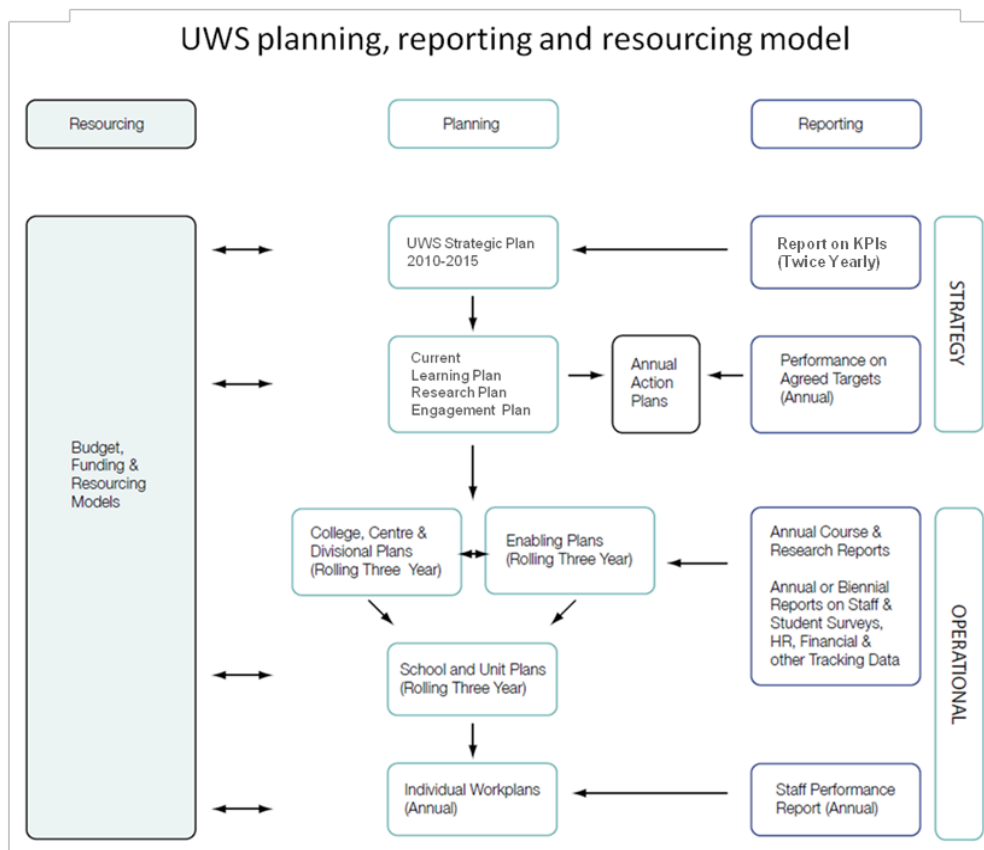
The University's annual budget has had a specific allocation for strategic initiatives identified through the planning process since 2007. In 2011, there is an allocation of $86.7m for these initiatives. This comprises $22.2m for learning and teaching activities, many of which relate directly the University's Cycle 2 audit themes, $48.8m for research developments, $3.7m for student support and engagement activities, and $12.9m for initiatives relating to professional staff, commercial activities, and land purchases.

Starting in 2011 the financial cycle for the UWS Operational Budget process shifts from an annual to a rolling three year horizon to better support the University's strategic priorities. For further details see the UWS Budget Papers 2011-13, p 38[6].

In addition, $18.5million has been allocated over the period 2011-13 for programs to support students from low SES backgrounds. This reflects the anticipated funding from DEEWR specifically for such initiatives.

The UWS Planning, Reporting and Review Cycle is outlined in Appendix One.

1.1.4 Strategy and standards informed by research

Decisions about how best to address the University's strategic development and improvement priorities are informed by research and targeted benchmarking[7].

Reference points used in the Learning and Teaching area include quantitative and qualitative research on student engagement[8]; ALTC project outcomes[9]; successful approaches in other multi-campus universities[10]; and participation in international benchmarking networks[11].

1.2 UWS quality management system and enhancements since Cycle 1

1.2.1 The UWS Plan-Implement-Review-Improve (PIRI) Framework

Quality Assurance and improvement continues to be embedded in the University's ongoing strategic and operational planning processes (as outlined in the UWS Cycle 1 Portfolio, p 5). The University seeks to ensure that its learning and teaching, research, and engagement activities are supported consistently and effectively by key enabling services such as the library, student services and administration, information technology, and teaching development.

To this end UWS continues to use the PIRI cycle endorsed in its first audit. The PIRI model mirrors the Approach – Deployment – Review – Improve (ADRI) framework supported by AUQA.

As Diagram 1.2.1a shows, the focus areas of the PIRI cycle at the University level are:
- direction setting and alignment of resourcing processes;
- the core activities of learning, research and engagement;
- enabling systems and infrastructure.

The PIRI cycle aims to ensure that these areas are synchronised and reinforce each other.

Diagram 1.2.1a
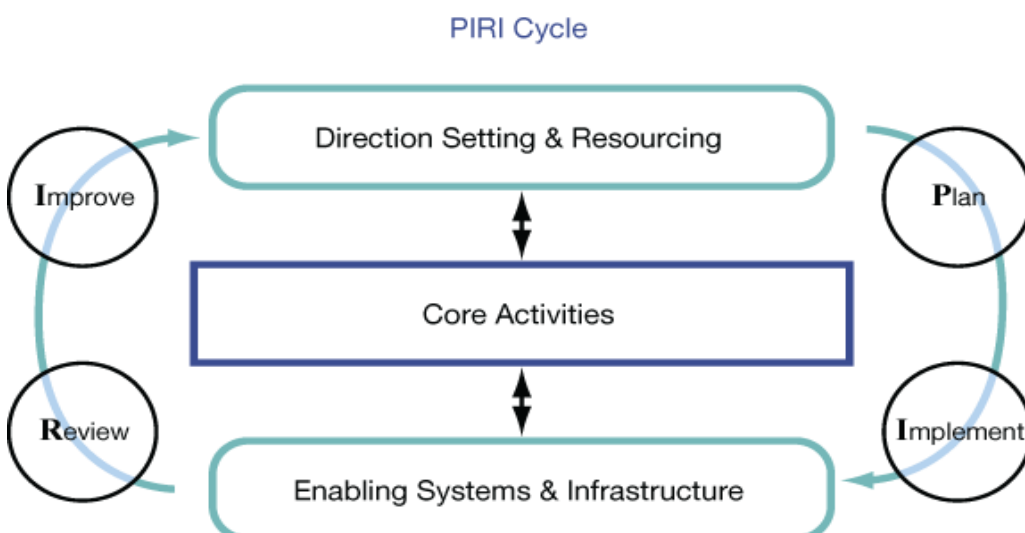
Underpinning the PIRI approach is the commitment to ensure that what is done is relevant, clear, owned, feasible, action-oriented, evidence-based, outcomes-oriented, has clear accountabilities and is continuously monitored and improved.

Over the past five years the University has led a range of projects to identify what steps are critical to ensuring that desired changes are implemented consistently, effectively and sustainably[12]. The key findings from this research are being applied using the PIRI framework. For UWS, it is the combination of a relevant and feasible strategy, aligned resourcing and targeted implementation support which leads to successful outcomes and impact.

1.2.2 Enhancements to the UWS Planning and Review System

As noted in Section 1.1.2, since its first audit, the University has introduced an online approach to developing, sharing and monitoring its strategic directions, using a process of 'steered engagement'[13]. In this approach key overall directions are set by the University while the Colleges and Divisions develop implementation plans which action these in ways that best fit local circumstances and the field(s) of education concerned. Plans are accessible and nested within the single web portal *Strategy and Planning* on the UWS home page.

The University has also sharpened its cyclical School Reviews methodology to better match the AUQA self-assessment and audit approach. It is also giving more specific focus in these reviews to the quality and alignment of School and College strategy. The outcomes from School Reviews, along with tracking data on Learning and Teaching, Research and Engagement and other UWS activities, are used to identify institution-wide thematic reviews. The Reviews Policy and Guidelines and the most recent School Review Reports give details[14].

The various forms of embedded analysis and review identified in the Cycle 1 Portfolio continue to be used. These include the use of Annual Course Reports (ACRs) since 2005 which bring together a wide range of data at the University, College, School and Unit level from the UWS Tracking and Improvement System for Learning and Teaching (Section 1.2.3) and are linked into a process of improvement in the following year.

1.2.3 The UWS Tracking and Improvement System for Learning and Teaching (TILT)

The University produces three-year trend data, benchmarked whenever possible, on student preferences, participation, load, retention, progression, completions, further study, and employment, along with feedback data from a range of UWS surveys. Data are produced, when appropriate, at the University, College, School, course and unit (subject) level.

The key student surveys in the 'nested' survey system[15] are:

- The total experience
    - o UWS Student Satisfaction Survey (SSS – delivered to a sample of currently enrolled students at all levels every 2nd year); and
    - o The UWS Commencing Students Survey (CSS – completed each year by students after their first 4 weeks of study at UWS).

[12] *Learning Leaders in times of Change*
http://www.acer.edu.au/documents/UWSACER_CarrickLeadershipReport.pdf

[13] *Turnaround leadership for higher education.* Ch 4
http://www.uws.edu.au/__data/assets/pdf_file/0008/170765/TLHE_chapter_4.pdf

[14] UWS Reviews Policy
http://policies.uws.edu.au/view.current.php?id=00188
2010 Review Reports
http://www.uws.edu.au/opq/planning_and_quality/planning_and_review
UWS External & Internal Reviews since the Cycle 1 audit as outlined in Appendix 3

[15] See 'TILT'
http://www.uws.edu.au/tilt
and 'Surveys' on the OPQ site
http://www.uws.edu.au/opq/planning_and_quality/surveys

- The course
  - GCA's course experience questionnaire (CEQ); and
  - GCA's Graduate Destinations Survey (GDS)
    (both completed at the end of each course of study).

- The Unit of Study
  The UWS Student Feedback on Units Survey (SFU – completed by all UWS students near the end of delivery of each unit).

- Teaching
  The UWS Student Feedback on Teaching survey
  (SFT – completed at the request of the teachers concerned).

Each of these surveys also generates extensive qualitative data on 'Best Aspect' (BA) and 'Needs Improvement' (NI) comments. These are sorted by the *CEQuery* software into five domains – Outcomes; Staff; Course Design; Assessment; and Support – and then into 26 sub-domains (see SM1.2.3) [16]. The results indicate not only what is most important to our students but also the extent to which aspects of the UWS student experience are attracting the highest and lowest probability of a best aspect comment. The results are used to validate survey items, confirm improvement priorities and identify solutions.

Targeted surveys are also used. These include the UWS First Year Exit Survey, the UWS Employer Survey, and cohort feedback surveys such as the UWS Indigenous Students Survey, and the UWS International Students Survey. UWS also participates in the national Australian Survey of Student Engagement (AUSSE) and runs parallel surveys for research students (the UWS Research Student Satisfaction Survey – RSSS and the Post-graduate Experience Survey – PREQ).

Particular focus is given to items on these surveys that attract *importance* ratings of more than 4.2/5. The University has set a *performance* standard of 3.8/5 (70% explicit satisfaction). The performance standard of 3.8/5 has been set because it indicates that more students are marking agree or strongly agree on the five point Likert scale used than are marking neutral, disagree or strongly disagree. Areas that have both a high importance rating and fall below the performance standard of 3.8/5 are earmarked for improvement action. Particular attention is given to those areas with a performance rating of less than 3.5/5.

Over-surveying is avoided by using representative samples and running some surveys every two or three years.

The UWS approach has been recognised nationally and internationally[17]. For full details and all reports since 2005 see TILT on the OPQ website[18].

1.2.4 Governance, management and resourcing

The University seeks to ensure that its governance and management structures and systems remain complementary and aligned with its key strategic objectives and core mission. The current UWS Governance structure is presented in Diagram 1.2.5a.

[16] *CEQuery* Domains and Subdomains. The current UWS database contains almost 500,000 comments http://www.graduatecareers.com.au/ResearchandStatistics/CEQuery/index.htm

[17] TILT is on the AUQA good practice database at: http://www.auqa.edu.au/gp/search/detail.php?gp_id=2935. Recent requests for advice and benchmarking on TILT include those from the University of New England, QUT, Curtin, Charles Darwin University and Griffith University; and institutions in Canada, South Africa and Oman.

[18] TILT at UWS http://www.uws.edu.au/opq/planning_and_quality/tracking_and_improving_performance

Diagram 1.2.5a
UWS Governance Structure
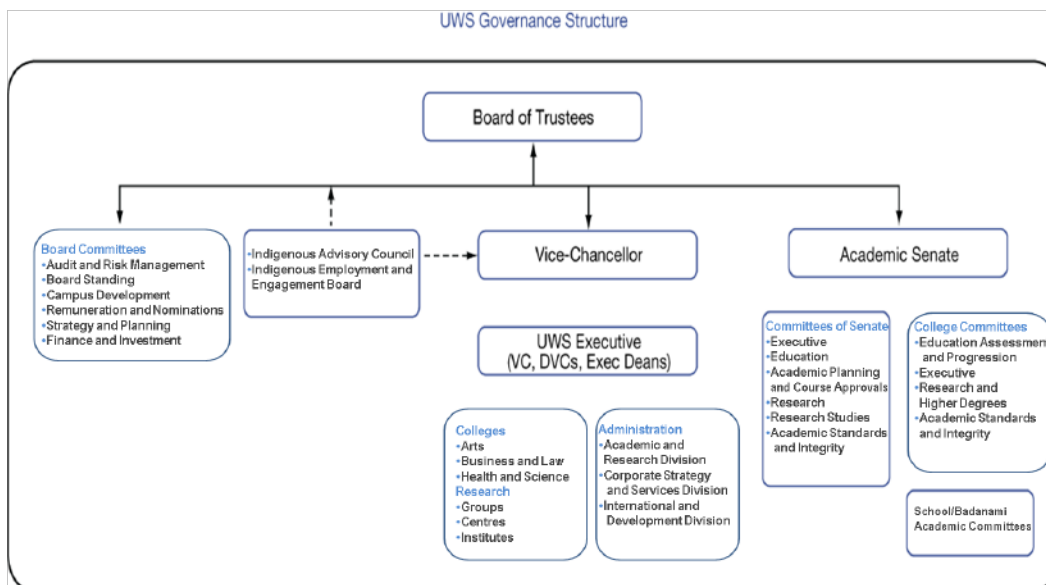
This is underpinned by the UWS Management structure which is presented in Diagram 1.2.5b

Diagram 1.2.5b
UWS Management Structure
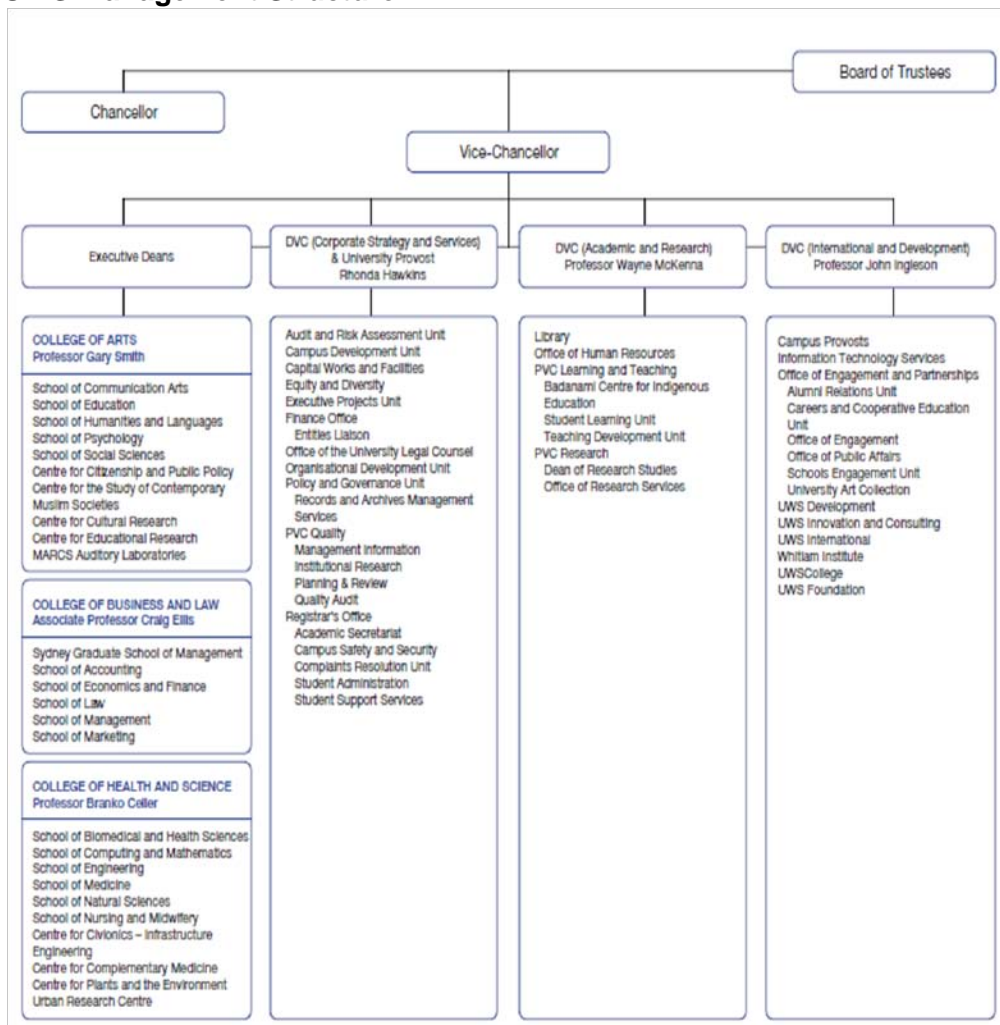
Table 1.2.5c shows how the UWS Governance and Management structures and roles work together.

The UWSCollege has a governance and management system which mirrors that used by UWS. Details are available in Sections 1.4 and 1.5 of the UWSC 2010 Quality Performance Portfolio[19].

Table 1.2.5c

Key managers, executive responsibilities and related governance groups

Function	Responsibility	Executive Oversight	Governance Oversight
Academic Strategy and Quality	Executive Deans PVC (Research) PVC (Quality) PVC (Learning & Teaching) Chair Academic Senate	DVC (A & R) DVC (CSS) DVC (I & D) Strategy & Quality Committee	Strategy & Planning Committee Academic Senate
Financial and Budget Strategy	Executive Deans Heads of Division – DVCs Director, Finance	DVC (CSS) Capital & Finance Committee	Finance & Investment Committee (F&IC)
Resource Management	Executive Deans Heads of Division – DVCs Director, Finance Director, Capital Works Director, Campus Development	Capital & Finance Committee CFO	Finance & Investment Committee (F&IC)
Management of Controlled Entities	Entity Boards/CEO Director, Finance	DVC (CSS)	Entity Board F&IC
Management Information	Office of Planning and Quality	DVC (CSS) Strategy & Quality Committee	Strategy & Planning Committee
Managing Risk and Crisis Management	Director, Audit and Risk Executive	DVC (CSS) Executive	Audit & Risk Management Committee
Communications and Media Management	Executive Director (Engagement and Partnerships)	DVC (I & D) Executive	Board of Trustees
Engagement	Executive Director (Engagement and Partnerships)	DVC (I & D) Executive	Board of Trustees
Staff Involvement and Communication	Office of Vice-Chancellor Manager, Internal Communications Executive Director (Engagement and Partnerships) Executive Deans DVCs	Executive Deans	Board of Trustees
Student Involvement and Communication	Office of Vice-Chancellor Manager, Internal Communications Executive Director (Engagement and Partnerships Executive Deans DVCs Registrar	Executive	Board of Trustees
Query and Complaints Management	Manager Complaints Unit Executive Deans Registrar	Executive	Board of Trustees
Policy Development, Compliance and Review	Director, Policy and Governance Policy 'owners' Chair, Academic Senate PVC (Learning & Teaching) PVC (Research)	Executive	Education Committee Academic Senate Research Committee Board of Trustees
Training and Orientation of Staff and Committee Members	Director, Organisational Development Unit Director, Human Resources Director, Policy and Governance Director, Teaching Development Unit Director, Office of Research Chair, Academic Senate	Executive	Academic Senate

1.3 Progress in addressing UWS Cycle 1 AUQA Audit outcomes

The University submitted its final report on the actions taken to address its Cycle 1 audit affirmations and recommendations to AUQA on 26th March 2010. This report is being regularly updated[20].

Many of the outcomes are directly relevant to the UWS cycle 2 themes. Specifically, the affirmations and recommendations concerning:

- the UWS review of assessment practices (Affirmation 3);
- the use of WebCT (now *vUWS)* in all programs (Affirmation 4);
- defining the desired distinguishing characteristics of the UWS student experience (Recommendation 2);
- ensuring that all HDR students have appropriate facilities and support regardless of campus location (Recommendation 4);
- implementation of the UWS Indigenous education commitment (Recommendation 5);
- monitoring student satisfaction with student administration services, access to core enrolment-related services and further improvements to client service (Affirmation 9).

1.4 The University's Cycle 2 Audit themes

The University has agreed two themes with AUQA for its Cycle 2 Audit[21]. These are:

- Academic standards and assessment;
- Commencing student transition and retention[22].

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Using the AUQA audit as an external lever to promote sustained internal change

The self-assessment phase of each AUQA audit is used to encourage staff, students and other stakeholders to focus collectively on a small number of agreed priorities for improvement.

A wide range of engagement strategies has been used to ensure the self-assessment in this portfolio is accurate.

They include a series of campus forums, the UWS Annual Quality Forum attended by staff from all levels of the University, ongoing school and college based meetings and workshops, the inclusion of quality issues and the AUQA audit as a standard item on all key governance committee agendas, and the use of a local network of UWS AUQA contacts to gather local evidence for the portfolio and to test and justify the claims made in it.

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UWS commissioned an external review of its progress in addressing its Cycle 2 improvement themes in September 2010. This was chaired by Emeritus Professor Vi McLean and included panellists expert in the themes and whose universities were involved with UWS in ongoing partnerships around them – Professor Kerri-Lee Krause from Griffith University and A/Professor Martin Carroll from Charles Darwin University.

[20] SM01.08, UWS Cycle 1 Outcomes Report, http://www.uws.edu.au/__data/assets/pdf_file/0007/129391/B_AUQA_Cycle_1_Final_Action_Report_9Apr10_Final_Web.pdf SM01.09, UWS Cycle 1 updates (link) http://staff.uws.edu.au/download.php?file_id=23971&filename=Cycle_1_Update_on_Final_Report_v11_1_Feb.pdf&mimetype=application/pdf

[21] The focus in the portfolio is on undergraduate programs. However, details on parallel initiatives are available at the postgraduate level

[22] Definitions of key terms

1. *Transition*: the set of experiences a student has between deciding to enrol at UWS and the completion of their first year of study.

2. *Retention*: The enrolment at UWS in the following year of a student enrolled in the previous year. This is measured by the percentage of students returning the following year, excluding those who have completed their course.

3. *Academic standard*: 'an agreed specification … used as a rule, guideline or definition of a level of performance or achievement' (AUQA Quality Manual v 7 pg 93).
 * In student assessment standards are statements of the level of performance on specified criteria in assessment tasks.
 * In evaluating course design, support and delivery 'standard' refers to an agreed level of performance. For example, the UWS

UWSCollege, the UWS pathways entity, undertook its own quality audit early in 2010. This endorsed its overall quality management system and its alignment with the UWS approach[23].

performance standard for student feedback is 3.8/5.

4. *Assessment*: the measurement of student learning. In student assessment

[23] UWSCollege quality performance portfolio 2010.http://staff.uws.edu.au/download.php?file_id=23950&filename=UWSC_Performance_Portfolio_FINAL.pdf&mimetype=application/pdf

Chapter 2.   Theme One: Academic Standards and Assessment

2.1 Chapter overview and context

2.1.1 The audit theme and its importance to UWS

UWS has a longstanding commitment to assuring and improving academic standards for learning, teaching, student support and the quality and consistency of assessment[24].

In *MTD 2010-15* and the mission of the University this commitment is seen in the emphasis on excellence with opportunity. This chapter outlines the University's strategy and practices to achieve excellence. Chapter 3 focuses on opportunity.

In the current operating context of Australian higher education[25], the following are seen by the University to be strategically important:

- validation of the learning outcome standards for its full range of courses;
- ensuring its revised assessment policy and associated assessment guide[26] are being consistently and effectively implemented across UWS;
- ensuring its empirically verified standards for course design, support and delivery are being consistently and effectively addressed;
- undertaking targeted benchmarking to confirm and improve its standards and practice.

UWS has sought to develop a clear and integrated picture of what assuring academic standards for learning and teaching entails in this new context, and of where assessment fits into it (Section 2.2). The University notes that, at the time of writing, a common national framework that allows staff and students to understand and reflect on their university's approach to assuring academic standards is not yet available, despite the attention currently being given to measuring and assuring academic standards across the sector.

UWS is playing an active leadership role in assuring academic standards. For example, in 2010 the University initiated a national pilot to benchmark and moderate the standards of assessment inputs and grading in comparable final year units of study across six universities. This pilot has now been funded by ALTC for scale-up across 8 universities in 2011 under the joint leadership of Griffith University and UWS. As part of this initiative UWS and Griffith University are organising a national higher education summit on Academic Standards jointly sponsored by TEQSA and ALTC to be held in July 2011.

2.1.2 Overall UWS objectives, KPIs and targets for assessment and standards

The Learning and Teaching section of *MTD 2010-15* identifies the importance of achieving high standards in academic learning outcomes, design standards, support and delivery and outlines specific actions to achieve these, including: developing staff capacity, embedding engaged learning in all programs, and

[24] For example in its Cycle 1 portfolio (p19) http://staff.uws.edu.au/staff/adminorg/corpserv/opq/portfolio UWS strategic goals included achieving excellence in learning and teaching, providing a high quality student experience and delivering professionally oriented and flexible academic programs.

[25] Relevant developments include the TEQSA focus on academic standards & outcomes for learning & teaching; the new Compacts process; introduction of a demand driven funding model and international initiatives including AHELO http://www.oecd.org/document/22/0,3343,en_2649_35961291_40624662_1_1_1,00.html and the European Tuning Project http://tuning.unideusto.org/tuningeu/

[26] UWS Assessment Policy http://www.uws.edu.au/assessment_policy UWS Assessment Guide http://tdu.uws.edu.au/qilt/downloads/Assessment_Guide.pdf

approaches to ICT-enabled learning that are discipline-specific.
The UWS Learning and Teaching Plan 2009-11[27] provides operational details on how these objectives are being addressed. The initiatives in the Plan that relate to academic standards and assessment include targeted benchmarking; enhanced approaches to staff performance management and to student feedback; quality management for eLearning; introducing new models of staff employment and reward; integrating teaching, research and governance; establishing communities of practice and scholarship for learning and teaching; and institutional research to monitor impact.

Within the UWS "steered engagement" model discussed in Chapter 1, College, School and Divisional Plans identify feasible and locally appropriate actions to implement the Plan.

2.1.3 Overview of current performance

Performance for each component of the UWS academic standards and assessment system is discussed in Sections 2.3 to 2.7. The graphs below give an overview of performance on a selection of high-level student outcome measures including: overall satisfaction on the Course Experience Questionnaire (CEQ) and parallel internal surveys; graduate employability and further study; and employer satisfaction with our graduates. Graph 2.1.3a shows benchmarked trends in overall satisfaction on the Course Experience Questionnaire (CEQ) from 2006 to 2010. It shows that explicit overall satisfaction among UWS students has improved by almost 25% over this period[28].

Graph 2.1.3a Benchmarked trends in Explicit Overall Satisfaction on the CEQ 2006-10
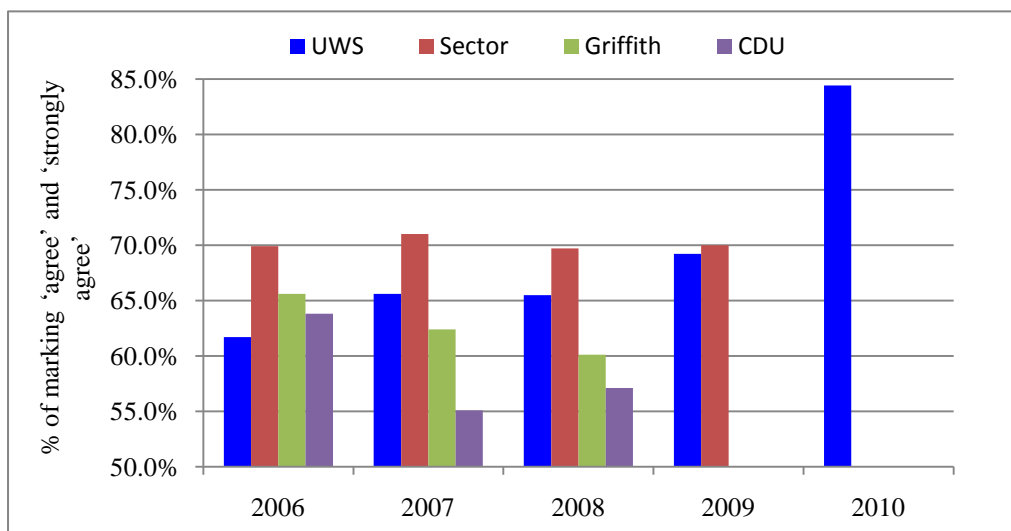
Graph 2.1.3b shows that this pattern is reflected in internal UWS surveys. Please note that, whereas the data in Table 2.1.3a refers to explicit satisfaction, the data in Table 2.1.3b refers to the mean rating for each survey.

Graph 2.1.3b Overall Satisfaction Trends on UWS Student Feedback Surveys

Mean Ratings on a 5-point Scale (1 – low to 5 – high)

Mean ratings on a 5-point scale (1 – low to 5 – high)

CEQ – Course Experience Questionnaire
SFU – Student Feedback on Units
SSS – Student Satisfaction Survey
ISSS – Indigenous Student Satisfaction Survey
RSSS – Research Students Satisfaction Survey
CSS – Commencing Student Support Survey
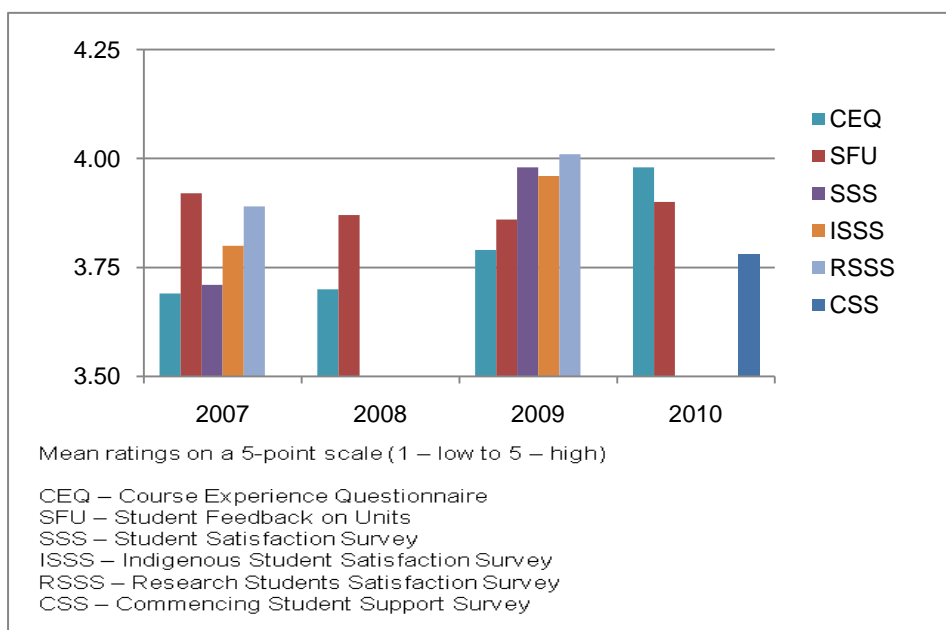
UWS graduates are generally employed at a rate equivalent to the sector average, and employer perceptions of UWS graduate quality are consistent with those for graduates from other universities. The percentage of UWS undergraduates who go on to post-graduate study almost doubled over the period 2006-9. Graph 2.1.3c summarises the overall trends in employability and further study for each UWS College since the last AUQA audit. Graph 2.1.3d presents the trends on the same measure benchmarked against the sector and two UWS partners.

Graph 2.1.3c Graduate employability & further study trends x College
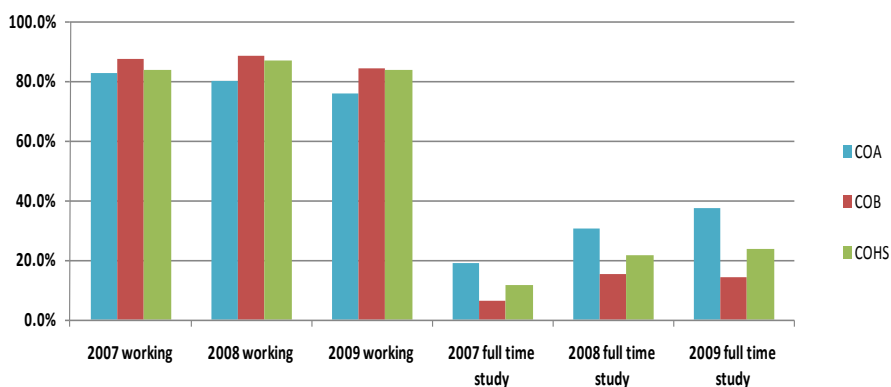
Graph 2.1.3d: Benchmarked employability and further study trends 2007 - 2009
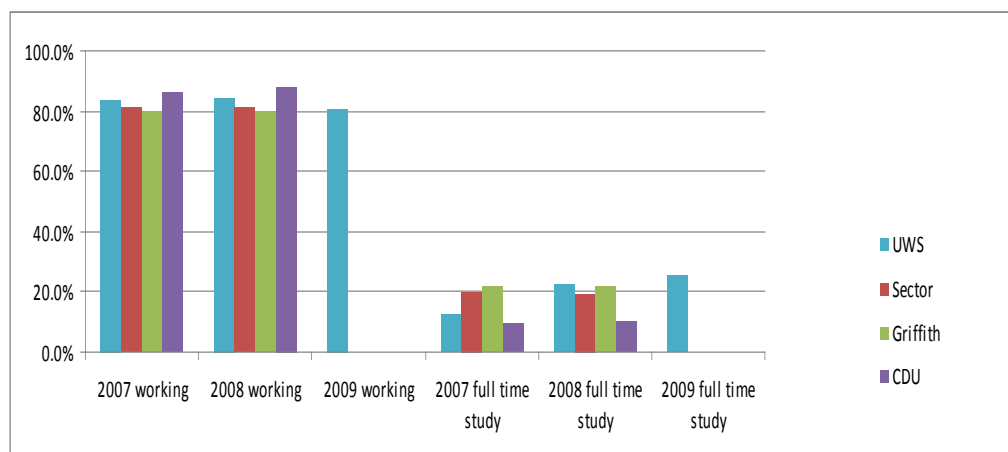
UWS Employer Survey respondents rate the quality of the UWS graduates they employ against those from other universities. Graph 2.1.3e indicates that UWS graduates are seen to be of comparable quality, with the ratio of better to poorer ratings being approximately 2.5:1.

Graph 2.1.3e: Employer satisfaction with UWS Graduates
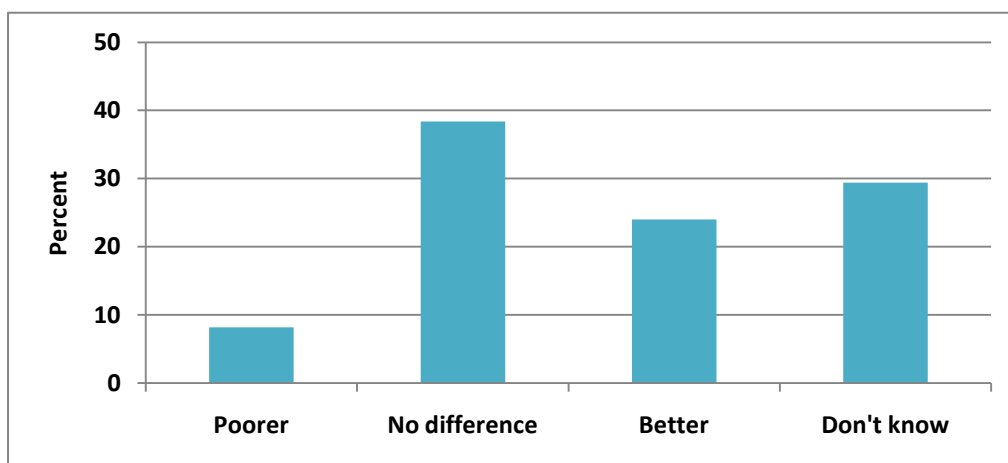
At a more granular level, the University has established a monitoring matrix which allows performance on academic standards and assessment to be represented together for the purposes of comparison and cross-referencing. The matrix for Chapter 2 is contained in The 2010 *UWS Performance Report for Academic Standards and Assessment* [29]. The matrix identifies and shows the links between UWS KPIs, indicators and performance standards for the area. The key source of performance data is TILT (Section 1.2.3).

The University's cyclical review processes examine the effectiveness of the standards framework at School and Unit level. The UWS Annual course reports give detailed comparative data from the College down to the course and study unit level to enable a more embedded, situated and specific approach to tracking and improvement[30].

[29] SM02.01 UWS performance matrix & report for academic standards & assessment, http://staff.uws.edu.au/download.php?file_id=23969&filename=SM02_01_Perf_Matrix_Report_Ch_2.pdf&mimetype=application/pdf

[30] UWS Annual Course Reports & TILT data. College responses & actions for 2011.
SM02.02 COA http://staff.uws.edu.au/download.php?file_id=23973&filename=SM02.02_College_of_Arts_ACR_TILT_data_and_response.pdf&mimetype=application/pdf
SM02.03 COBL http://staff.uws.edu.au/download.php?file_id=23974&filename=SM02.03_College_of_Business_ACR_TILT_data_and_response.pdf&mimetype=application/pdf
SM02.04 COHS http://staff.uws.edu.au/download.php?file_id=23975&filename=SM02.04_College_of_Health_science_ACR_TILT_data_and_response.pdf&mimetype=application/pdf

2.1.4 Structure of the chapter

Section 2.2 outlines the UWS academic standards and quality management framework for learning, teaching and assessment. Subsequent sections cover each component of the framework identified in Diagram 2.2, as well as the performance and improvement priorities for that component:

> Section 2.3: UWS Academic Learning Standards
>
> Section 2.4: UWS Assessment Standards
>
> Section 2.5: UWS Course Design Standards
>
> Section 2.6: UWS Student Support Standards
>
> Section 2.7: UWS Course Delivery Standards
>
> Section 2.8: Governance
>
> Section 2.9: Summary

2.2 The UWS Academic Standards and Assessment Framework

The UWS Academic Standards Framework is a model around which policy, governance, and management are marshalled in the design, delivery, and ongoing tracking and improvement of UWS student learning, support and outcomes.

2.2.1 Alignment with key reference points

The UWS framework for this area (Diagram 2.2) has been developed using the following external reference points:

- the UWS commissioned report to the Bradley Review on the area[31].
- the findings from the national analysis of 280,000 qualitative comments on the CEQ in the DEEWR-funded *Accessing the Student Voice* project[32], and the subsequent *CEQuery* analysis of an additional 300,000 comments at UWS.
- summary documents from AUQA and ALTC on Learning and Teaching Standards and Assessment[33].
- recent national and international conference outcomes[34]
- published research on parallel initiatives in other universities[35].

The framework also addresses the key areas of academic risk identified by UWS[36].

[31] University student engagement & satisfaction http://www.uws.edu.au/__data/assets/pdf_file/0007/64087/Research_-_Scott_-_pdf.pdf

[32] Accessing the student voice http://www.dest.gov.au/sectors/higher_education/publications_resources/profiles/access_student_voice.htm

[33] This includes the findings of the LTAS, teaching standards and graduate employability projects.

[34] For example, the 2010 national forum on excellence in L&T, the UNESCO-Microsoft HE Leaders forum 2010

[35] Coates 2010 (p 7) http://www.uws.edu.au/__data/assets/pdf_file/0004/169168/Coates_HEMP_2010_2.2.2.pdf

[36] UWS Academic Risk Assessment Plan for 2010 http://staff.uws.edu.au/download.php?file_id=23953&filename=2010_Audit_Risk_Assessment_Work_Plan.pdf&mimetype=application/pdf

2.2.2 Overview of the framework

The framework has two components. The top half identifies **what** UWS gives focus to in seeking to assure academic standards for learning, teaching and assessment. The lower half represents **how** the University goes about ensuring these standards are applied, tracked and improved consistently and effectively. It is the careful and consistent attention to both areas that is seen by UWS to provide for effective academic quality management and assurance.

The UWS framework has four interlocking domains, each with its own set of standards:
> (1) Course design
> (2) Learning support
> (3) Delivery
> (4) Learning outcomes and assessment (impact)

Whereas domains one and two are concerned with assuring the quality and standards of *inputs*, domains three and four are more focused on the quality of *outcomes*. UWS sees that the key test of Learning and Teaching quality and standards resides in the fourth domain (achieving a demonstrably positive impact on the capabilities of our graduates).

Because of this, giving focus to validated course-level learning outcomes (4), using a suite of external and institutional reference-points, is a key first step in course development. The University seeks to design engaging courses (1) against these learning outcomes so as to progressively build student achievement whilst ensuring that there is aligned support (2) and consistent delivery (3). In doing this, UWS aims to ensure that design, support and delivery decisions are not only relevant, but also aligned, mutually reinforcing, outcomes-focused and evidence-based.

The University recognises that what matters to students is the combined and consistent quality of all four domains (i.e. the total university experience), and that it is the extent to which standards in all four areas are effectively and consistently addressed that determines the quality of graduates.   When new programs are designed using the framework, concurrent attention is given to all four standards areas. For example, if a course design includes interactive, online learning then the capacity of the UWS ICT support systems and infrastructure to deliver this effectively must be confirmed before the course is approved. Similarly, if the course requires staff with a particular profile, their availability to deliver the course must be confirmed before the course is approved.

Ensuring that the framework is applied consistently and effectively is a major improvement challenge not only for multi-campus universities like UWS but across the sector.

Diagram 2.2: UWS Academic Standards and Assessment Framework for Learning and Teaching
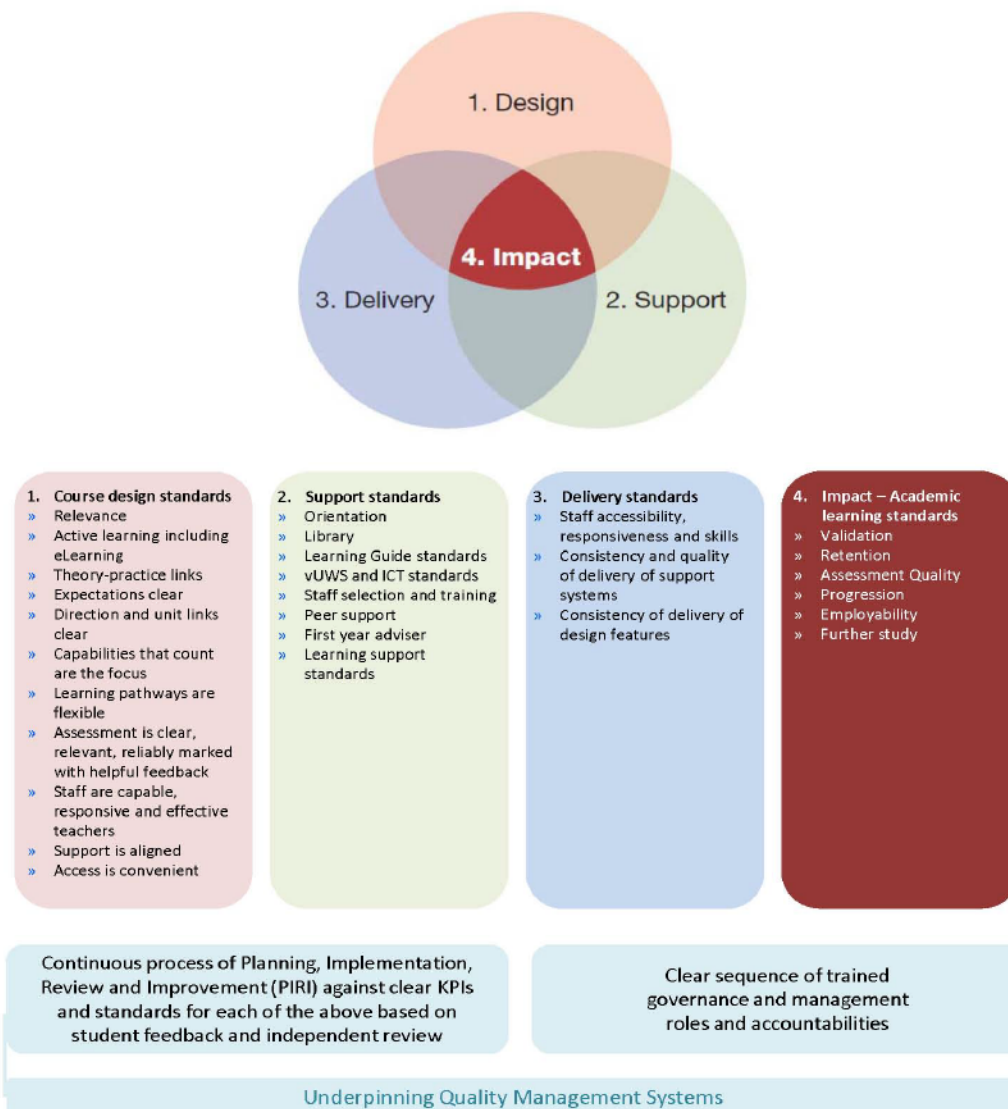
The design, support, delivery and impact standards that make up the framework are built on the strategies known to engage, support and retain students in productive learning (Section 2.2.1). The lower section of the framework sets out the key enablers for ensuring that implementation is consistent and effective, and is effectively tracked and improved. This is based on the Plan, Implement, Review and Improve (PIRI) framework outlined in Section 1.2.1. A critical element of the PIRI approach is clear accountability, training and support for governance groups and managers. Current initiatives for clarifying roles and enhancing governance are discussed in Section 2.8

The current review of science degrees at UWS[37] provides one example of how this framework is being applied.

Ensuring that the UWS academic standards framework is consistently and effectively implemented

The overall governance and management structure for UWS was outlined in Chapter 1. The UWS Academic Senate's role is to monitor and assure academic standards. Its Education Committee manages risk, informs strategy, reviews policy and ensures that areas falling below UWS standards, as tracked in the University's Annual Course Reports, are being addressed promptly and appropriately[38].

To complement these governance arrangements, each domain of the UWS Standards framework is supported by a comprehensive policy suite[39].

2.3   UWS academic learning standards

The *Impact* domain of the UWS L&T Standards Framework has two components. Ensuring that:
1. The learning outcomes given focus in each course are relevant and validated (Section 2.3).
2. How these are being assessed is valid and the assessment process is transparent, criterion-based, reliable and provides timely and constructive feedback (Section 2.4).

The UWS standards framework requires input standards to be developed in the context of their contribution to the achievement of a validated and relevant set of course-level learning outcomes. The validation and assurance of learning standards and outcomes aims to take into account not only the University's graduate attributes but a range disciplinary and professional reference points.

2.3.1 Strategy, policy and practice

The University has a core set of five graduate attributes, including the Indigenous Graduate Attribute[40]. All new courses or revisions to existing courses must address these attributes in their design and assessment, whilst ensuring that their overall focus is consistent with the UWS mission. At the same time, the University seeks to confirm that each course's learning outcomes are tested for their relevance against a set of external reference points.

The most recent set of course approvals illustrates how this policy is being implemented[41].

Four improvement priorities for this area have been identified for action over 2010-11.

1. Ensure that all staff understand and can effectively implement the Standards Framework in Diagram 2.2, and are clear on their particular role in delivering it.

2. Develop and test a more robust quality assurance system to ensure that course-level learning standards are valid[42], clear, feasible (achievable) and are being appropriately measured in assessment. This process takes into account a range of course mapping methodologies, including that

[38] More detail on how the University assures the consistent and effective application of the four interlocked standards' domains is provided http://www.uws.edu.au/__data/assets/pdf_file/0017/170081/Policy,_Accountablility_-and-_Governance_Framework.pdf

[39] UWS academic quality assurance policies. http://staff.uws.edu.au/download.php?file_id=23954&filename=Academic_Standards_Assessnent_Policy_Framework.pdf&mimetype=application/pdf

[40] UWS Graduate Attributes, http://www.uws.edu.au/graduate_attributes

[41] SM02.02 SM02.03 SM02.04

[42] i.e. that they are specifically relevant to the discipline or profession concerned and consistent with the University's graduate attributes

used at Curtin University. The process of validation involves course teams taking the stated learning outcomes for existing courses or the proposed learning outcomes for new ones, and testing them against the available range of internal and external reference points.

Reference Points being used to validate UWS course-level learning outcomes

An appropriate mix of the following reference points is used:

o   the ALTC discipline standards;
o   the UK subject benchmarks and the outcomes of the European Tuning Project and OECD's AHELO project;
o   external professional accreditation standards (when applicable);
o   data on learning outcomes in the UWS Annual Course Reports;
o   the results of School Reviews, especially recommendations concerning future positioning in the discipline or profession concerned;
o   the stated learning outcomes for courses of the same name in other universities that are attracting high ratings on the CEQ;
o   the UWS graduate attributes;
o   the results of studies of successful early graduates in the area concerned;
o   the results of the UWS Employer Survey; and
o   input from External Course Advisory Committees.

The UWS New Course or Major variation template[43] requires that attention is given to this mapping process at the course level.

Assessment mapping is also undertaken in the core units that make up each program. This seeks to ensure that assessment activities build on each other from year one to year three; that they validly measure course level learning outcomes; and that grading is at the agreed UWS standard. The 2010 UWS Quality Forum (Section 2.7.1) gave specific attention to this issue.

3.   Complete the national peer moderated benchmarking pilot initiated by UWS on the standards and quality of assessment inputs and grading in a common set of third year subjects across five universities[44]. (This project was completed in December 2010[45] and has been funded for scale-up by ALTC in 2011-12 as a complement to its discipline and teaching standards projects[46]).

4.   Document and consolidate the range of quality management systems put in place over the past five years into a UWS Quality Manual. This will set out the responsibilities for the area and be informed by the outcomes of the three priorities listed above.

2.3.2 Current performance

A range of measures is used to track the University's performance in terms of the quality and standard of learning outcomes.

As an overall indicator, on the CEQ's Generic Skills Scale, UWS performance has improved from 61.5% explicit satisfaction in 2005 to 82% in 2010.

SM02.01[47] - section 2.3.2 brings together performance data on students' self-

[43] UWS new course or major variation template http://policies.uws.edu.au/view.associated.php?id=00117

[44] UWS Standards Pilot: plan of action 2010 http://www.uws.edu.au/__data/assets/pdf_file/0008/170756/Standards_moderation_pilot_plan-42.pdf

[45] Midyear *(standards pilot midyear report)* *http://www.uws.edu.au/__data/assets/pdf_file/0011/170759/standards_pilot_midyear_report-43.pdf* and Final Reports on the 2010 UWS Standards pilot http://www.uws.edu.au/__data/assets/pdf_file/0003/170751/moderation_project_final_report_-_42.pdf.

[46] Sector wide model for assuring final year subject & program achievement standards through inter-university moderation http://www.uws.edu.au/__data/assets/pdf_file/0009/170757/standards_moderation_project_-_ALTC-43.pdf

[47] SM02.01 UWS performance matrix & report for academic standards & assessment section 2.3.2, http://staff.uws.edu.au/download.php?file_id=23969&filename=SM02_01_Perf_Matrix_Report_Ch_2.pdf&mimetype=application/pdf

reported learning outcomes; progress rates; employability and further study outcomes; and employer satisfaction with graduates.

A triangulated analysis of students' self-reported outcomes data indicates that, whilst there is variation between UWS Schools and fields of education, performance in terms of key cognitive, personal and interpersonal capabilities is generally near or above the UWS minimum standard of 3.8/5 (70% explicit satisfaction). Performance on the CEQ Generic Skills Scale, aligns with sector levels of performance. The key areas for University-level improvement include the ability to handle the unexpected and a capacity to manage change effectively.

Progress rates for commencing students and students across all years of study have generally been increasing and are higher in the Colleges of Arts and Health and Science than in the College of Business and Law. UWS is generally performing equal to the sector on employability across different fields of education, and UWS graduates are seen by our employers to be of similar or better quality to graduates from other universities.

The UWS Annual Course Reports for 2010 give more detail and show the patterns of variation on these measures between Colleges, Schools, courses and units of study. Action plans in response to these reports show how any shortfalls in performance are being addressed in 2011[48].

2.3.3 Key improvement actions and targets 2010-12

The following actions address the improvement objectives identified in Section 2.3.1.

1. The University has, through its Strategy and Quality Committee, developed a strategy to engage academic staff with the UWS Academic Standards Framework[49]. This strategy requires Associate Deans and the network of Associate Heads of School (Learning and Teaching)[50] to work directly with staff.

    The University is giving attention to the framework in its Foundations of Learning and Teaching program, its new staff orientation program, its sessional preparation programs, and at Heads of Program Network (HOPNet) meetings. Ensuring it effectively applied is a key accountability for Associate Heads of School (Learning and Teaching).

2. Starting in 2010, the University has been mapping and testing course-level learning outcomes for all its current learning programs against the relevant external and internal reference points identified in Section 2.3.2. It started by giving focus to the six largest UWS courses. These account for some 60% of its undergraduate enrolments[51].

    The aim is to have this process completed for every UWS course by June 2011. At the time of submitting the portfolio this project was on target. As part of this process the many ways in which the UWS Indigenous Graduate Attribute is being addressed are being identified and disseminated.

    External accreditation requirements, when applicable, provide an additional set of reference points for validating the relevance of course learning outcome standards[52].

3. In the national assessment benchmarking pilot, a cross-university comparison and evaluation of assessment inputs, learning standards and marking has

been completed for:
    Accounting
    Mathematics
    History
    Journalism/media studies

In 2011-12 the outcomes from the ALTC-funded scale up of the 2010 pilot will be used as an additional reference point to assure the standards and comparability of UWS learning outcomes and their assessment in the fields of education are addressed[53].

4. The quality manual is in production.

2.4 UWS assessment standards

Section 2.3 addressed the first dimension of the *Impact* domain in the UWS Academic L&T Standards Framework - ensuring the learning outcomes for each course are relevant and validated. In Section 2.4 the focus shifts to the second dimension: assuring the standards and quality of the processes used to assess them.

2.4.1 Strategy, policy and practice

National and institutional research confirms that assessment is a key driver of student learning[54]. Well constructed assessment, focused on explicit grading criteria, with prompt and constructive feedback on performance, provides a valuable opportunity for one-to-one learning between lecturer and student.

Assuring the consistent quality of UWS assessment standards, feedback and marking was a key goal identified in the University's Cycle 1 audit portfolio (pg 31). With AUQA's affirmation of UWS' intent in this area, a complete review of the University's Assessment Policy and Guidelines was completed in 2009[55], after extensive input from within UWS and benchmarking with universities like Griffith and QUT. Details of this were forwarded to AUQA as part of the University's final report on its Cycle 1 audit outcomes[56].

With the policy and guidelines in place, the key challenge is to ensure that they are being effectively and consistently implemented. The policy commits the University to the use of criterion-referenced assessment practices. For UWS, as with much of the sector, this represents a significant change in culture for many staff who are accustomed to more norm-referenced assessment practices.

A range of programs and support groups assist in developing staff understanding and capability in the area of assessment. These include the programs run by the UWS Teaching Development and Student Learning Units, ongoing professional development as part of the UWS staff performance review and development system, and the support provided at the local level by Associate Heads of School (Learning and Teaching) and Heads of Program.

The strategy for tracking performance against the effectiveness measures and KPIs for implementation of the UWS assessment standards is identified in Section 2.1.2 of the 2010 performance report for the area[57].

[53] This work is being triangulated against the emerging outcomes of the ALTC discipline standards project and referenced against the relevant subject benchmark standards in the U.K. http://www.uws.edu.au/__data/assets/pdf_file/0009/170757/standards_moderation_project_-_ALTC-43.pdf

[54] Accessing the student voice http://www.dest.gov.au/NR/rdonlyres/9196224F-FEEA-4CF8-AEC7-4DB4AFFD41E5/10605/HEIPCEQueryFinalv21stFeb06.pdf
Student engagement & satisfaction in HE; UWS pressure points on retention http://www.uws.edu.au/__data/assets/pdf_file/0009/78669/UWS_pressure_points_on_retention.pdf

[55]UWS Assessment Policy http://www.uws.edu.au/assessment_policy UWS Assessment Guide http://tdu.uws.edu.au/qilt/downloads/Assessment_Guide.pdf

[56] SM01.08 Actions taken to address the outcomes of the UWS Cycle 1 AUQA audit 26th March 2010, SM01.08 (Affirmation 3, pg10) http://www.uws.edu.au/__data/assets/pdf_file/0007/129391/B_AUQA_Cycle_1_Final_Action_Report_9Apr10_Final_Web.pdf

[57] SM02.01 UWS performance matrix & report for academic standards & assessment, section 2.1.2, http://staff.uws.edu.au/download.php?file_id=23969&filename=SM02_01_Perf_Matrix_Report_Ch_2.pdf&mimetype=application/pdf

2.4.2 Current performance

On the CEQ's Clear Goals and Standards Scale, UWS undergraduate performance has improved from 45.2% explicit satisfaction in 2005 to 62.9% in 2010, still some 7% short of the UWS good practice standard of 70% explicit satisfaction[58]. This rate of improvement is reflected in all of the key items that make up the Assessment Quality Scales on the University's internal TILT surveys.

An analysis of the data on Assessment Quality in SM02.01 – Section 2.4.2[58] indicates that areas such as clarity and relevance of assessment are approaching the UWS standard of 3.8/5 across all Colleges, whereas ensuring equivalence in assessment load across units and timely and constructive feedback, in common with the sector, require further improvement. Many courses and units of study are, however, attracting ratings above 3.8/5 and these are being used to identify improvement solutions for courses and units where the ratings for the same item are below 3.5/5.

More fine-grained data and trends on the relevant TILT measures at the College, School, course and unit levels are available in the 2010 UWS Annual Course Reports for each College.

2.4.3 Key improvement actions and targets 2010-12

To ensure all staff, including staff new to the University and sessional staff, are educated on UWS criterion-referenced assessment practices a number of specific strategies are being implemented.

UWS Assessment-focused learning guides
One strategy uses the introduction of assessment-focused learning guides into every unit of study. To inform the development of learning guides, a set of learning guide standards[59] and exemplars have been prepared[60]. These enable staff to learn about criterion-referenced assessment in the context of the units they teach and assess, with just-in-time guidance and unit-specific, annotated examples to show how the allocation of different grades works. At the same time, the University has engaged staff and student focus groups in reviewing existing learning guides against the UWS standards, with a view to enhancement where the guide falls short.

In 2009, an initial evaluation of 159 UWS learning guides was completed[61]. During 2010, a full stock-take review of all learning guides has been undertaken, with a timeline of December, 2011 for completing any improvements. At the Quality Forum in 2010, 140 staff compared high-rating guides from a range of courses that were compliant with the UWS learning guide standards. Focus was given to the quality of assessment tasks, the way in which they were 'scaffolded' over the period of a course and to ways of assessing course-level outcomes, including the use of capstone units and portfolios. The process is now being replicated across UWS as part of the Learning Guide Review and Enhancement initiative, under the leadership of each School's A/HOS (Learning and Teaching) and the Colleges' A/Deans (Learning and Teaching). It is also being included as part of the UWS Quality Manual referred to in Section 2.3.1.

Introductory sessions on each unit's learning guide, assessment, and support systems were set down for implementation in all commencing units of study in semester 1 2011, as a response to the feedback from the 4,357 respondents to

[58] SM02.01 UWS performance matrix & report for academic standards & assessment, section 2.4.2, http://staff.uws.edu.au/download.php?file_id=23969&filename=SM02_01_Perf_Matrix_Report_Ch_2.pdf&mimetype=application/pdf

[59] UWS Learning Guide Standards http://www.uws.edu.au/learning_teaching/learning_and_teaching/sample_learning_guides

[60] Exemplar: UWS Marketing Learning Guide http://staff.uws.edu.au/download.php?file_id=23840&filename=EXEMPLAR__200084_Consumer_Behaviour.pdf&mimetype=application/pdf

[61] 2009 Review of UWS Learning Guides http://staff.uws.edu.au/download.php?file_id=23841&filename=Summary_LGstudy_Nov2010_v2.pdf&mimetype=application/pdf

the 2010 Commencing Student Survey[62]. Having to teach about these issues helps ensure that staff are clear on how assessment operates in each unit.

Sharpening the role of the School Academic Committee (SAC) in Assuring UWS Assessment Standards

SAC training for the period 2010-12 focuses on how to ensure that each School follows the UWS Assessment Policy, assures effective moderation of grades and implements a criterion-based approach to assessment. Results of the national assessment benchmarking project will be used to inform this process.

Measuring Course Level Outcomes using Capstone Units in the College of Business and Law

Every student in the UWS Bachelor of Business & Commerce undertakes a capstone unit in their final year of study[63]. This focuses on a real world issue in business, involves engaged learning, and requires students to apply learning from the range of units studied during their program. The UWS approach will be benchmarked against the findings of the national assessment quality benchmarking project.

Trial of ReMarks software
This software[64] enables detailed and prompt ICT-enabled feedback on assessment. The University is currently undertaking a pilot evaluation of this software in twelve units of study.

2.5   UWS course design standards
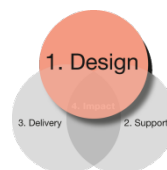
The UWS course design standards are intended to produce programs that enable students to successfully achieve the learning outcomes validated using the processes outlined in Sections 2.3 and 2.4.

2.5.1 Strategy, policy and practice

In formulating the course design standards listed in Diagram 2.2 the University has taken into account the findings from a wide range of key reference points[65].

The policy for ensuring the consistent application of course design standards is the UWS Award courses and units approval policy[66].This policy and its associated guidelines cover curriculum design, structure and nomenclature of awards along with course and unit approval processes and accountabilities.

Sections 20 & 48 of the policy state:

   "(*20) UWS courses must:*
   a. *align with the UWS strategic and academic profile plans;*
   b. *recognise the variety of educational backgrounds of students and provide educational opportunities that support transition and the acquisition of skills necessary for the student's successful participation in the course;*
   c. *support the achievement of UWS Graduate Attributes;*
   d. *provide opportunities for community-engaged or work-integrated learning and international experiences; and provide quality outcomes for students.*

   "(48) The Unit Proposal outlines how the unit contributes to any course or unit set in

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Sidebar notes:

[62] Introductory session guide for staff
http://www.uws.edu.au/__data/assets/pdf_file/0012/171300/1st_Year_Briefing_letter_HoS_1_2_2011.pdf

http://www.uws.edu.au/__data/assets/pdf_file/0016/171304/lst_Year_Briefing_Letter_to_all_Academic_staff_.pdf

[63] List of BBC capstone units.
http://www.uws.edu.au/__data/assets/pdf_file/0011/169994/BBc_-_Capstone_Units.pdf
The other methods being used to measure course level outcomes include assessment of clinical placements; practicums; engagement projects; and responses to problem-based case studies.

[64] ReMarks,
http://www.remarkspdf.com/

[65] These include:
(a) the UWS report to the Bradley Review
http://www.uws.edu.au/__data/assets/pdf_file/0007/64087/Research_-_Scott_-_pdf.pdf
(b) the course design domain of the *Accessing the Student Voice* study
http://www.dest.gov.au/sectors/higher_education/publications_resources/profiles/access_student_voice.htm
(c) the course design items rating highest on importance in UWS TILT surveys
http://www.uws.edu.au/tilt

[66] UWS Award courses and units approval policy
http://policies.uws.edu.au/view.current.php?id=00117

which it is offered, the learning outcomes for the unit, assessment requirements, its relationship to other units, the resources required to deliver the unit, as well as when and how it is to be taught. Unit developers must provide all the information required in the template or system as the information will generate the Unit Outline and feed to other systems supporting the scheduling of the unit and student enrolment."

Addressing the UWS Indigenous Graduate Attribute

Consistent with its mission and strategic plan, UWS is one of the first universities in Australia to introduce an Indigenous Australian graduate attribute. This is being addressed in both existing and new courses.

Units have been developed in fields of study as varied as Nursing, Law, Nature Conservation, Psychology and Education. Sub-majors are available in Tourism Management, Natural Sciences, and Computing.

In 2011, the University has introduced an Indigenous Australian Studies major[67]. The program has been designed to help all students develop a much broader, more authentic and insightful perception of Indigenous Australian cultures, histories and identities.

2.5.2 Current performance

On the CEQ's Overall Course Satisfaction scale UWS undergraduate performance has improved from 62% explicit satisfaction in 2006 to 84.4% in 2010, some 14% above the UWS good practice standard of 70% explicit satisfaction. This rate of improvement is reflected in all of the key items that make up the Course Quality scales on the University's internal TILT surveys.

The analysis in Section 2.5.2 of the current performance report for the area[68] shows significant improvement over the period 2006-9 on every item in the UWS Student Satisfaction Survey's Course design scale, in a number of cases by more than 0.3/5, with the majority of items approaching or exceeding the UWS good practice standard of 3.8/5. Provision of more flexible timetabling has been identified for further improvement attention.

The UWS Course design scale in the UWS Student Feedback on Units survey identifies considerable variability. The exact pattern can be seen in the Annual Course reports for 2010 and the College Action Plans for 2011[69]. The UWS Commencing Students Survey 2010, the importance ratings on the UWS Student Satisfaction Survey and *CEQuery* qualitative analyses confirm the validity and significance to our students of the design standards summarised in the Diagram 2.2. The UWS Course Design Scales in the SSS and SFU are based on these findings.

The latest stocktake of engaged learning at UWS, undertaken in December 2010[70], confirms that every UWS course involves some form of engaged learning experience.

[67] UWS Indigenous studies major
http://www.uws.edu.au/indigenous_edu/education/indigenous_australian_studies_major

[68] SM02.01 UWS performance matrix & report for academic standards & assessment, section 2.5.2,
http://staff.uws.edu.au/download.php?file_id=23969&filename=SM02_01_Perf_Matrix_Report_Ch_2.pdf&mimetype=application/pdf

[69] SM02.02 SM02.03 SM02.04

[70] UWS Engaged Learning Stocktake 2010
http://www.uws.edu.au/__data/assets/pdf_file/0018/171315/engaged_learning_stocktack.pdf

2.5.3 Key improvement actions and targets 2009-12

Specific improvements 2009-12 include confirming explicitly how unit content and assessment link and build on each other over the period of a course. Relevant exemplars of course designs that have attracted the highest student satisfaction ratings and levels of demand and retention are being provided to each course team.

The University is currently reviewing the nature, quality and extent of its deployment of engaged learning as one component of the distinctive UWS experience.

It has also initiated a process of ensuring that issues of social, economic or environmental sustainability are being given attention in its courses. In 2010 UWS was commissioned by the Australian Government with the ALTC to undertake a national stocktake of sustainability in the curriculum and to produce a webportal on the findings[71]. The outcomes are being used to inform UWS developments in the area. In 2010 each College had at least one major or submajor in sustainability and UWS currently offers more than 200 units of study on the area[72].

The University is actively benchmarking its ICT strategy. Developments in 2010 included: a commissioned UWS review of eLearning at the University of Melbourne; joint research with Macquarie University and UTS on the student experience of technology; and the approval of the UWS strategic framework for ICT-enabled Learning[73].

Engaged Learning at UWS

A key element of the UWS course design standards listed in Diagram 2.2 involves providing consistent theory-practice links. The University aims to have every UWS student experience at least one form of engaged learning during their course.

The learning strategies involve using the community and workplace as both a site and source for learning and include: site visits, practicum and clinical practice placements, community service electives, co-operative education programs, the use of real-world case studies and simulations, participation in commissioned community assistance projects, UWS student mentoring programs in schools and the use of the campus and community as a living laboratory for investigating sustainability issues. Scholarships for overseas study and service are also available.

Student involvement in the UWS-hosted TV station – TVS[74] is one example of how UWS is using engagement in real-world projects as a basis for learning. Angle TV and Histrionics[75] are two student-produced TVS programs.

A range of engaged learning pathway programs are in place or under development[76].

The UWS Tracking and Improvement system for Community Engagement (TICE)[77] monitors the area and provides case studies.

Examples of the ways in which UWS is using its campus as a living laboratory include its Riverfarm initiative, the Werrington South Project and the use of social media by its Communication Arts students to promote the outcomes of the UWS-hosted National Powershift conference to the 250,000 members of the world's Youth Climate Coalitions in 2009.

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2.6 UWS student support standards
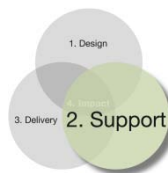
Students' engagement in productive learning is shaped by their total university experience, of which targeted, efficient and responsive support is a key component.

2.6.1 Strategy, policy and practice

The relevant objectives in *MTD 2010-15* build on those identified in the Cycle 1 UWS AUQA audit portfolio (p 25). Chapter 3 will detail the support provided to commencing students, whereas in this section the overall UWS student support system's objectives, strategies and performance are outlined.

The combination of services identified at UWS as playing a key role in optimising UWS student engagement in productive learning and retention include:
- Student administration and enrolment services;
- Library services;
- Enquiry and complaint handling;
- Staff responsiveness and capability;
- Student Learning Support;
- The UWS virtual learning system *vUWS*;[78]
- Campus facilities;
- Student support services;
- Student association services;
- Accommodation and residential student services.

Such provision is common to most universities and a consolidated overview of the UWS approach to each is provided in SM 2.6.1[79]. Assuring the capability of staff to deliver these services is discussed in Section 2.7. Student services are tracked on both their perceived importance and current performance in the UWS Student Satisfaction Survey and, for performance, in the UWS Student Feedback on Units survey. Support services with importance ratings of more than 4.2/5 are given particular attention.

Staff perceptions of the same support services are canvassed in the biennial staff services survey and the results are compared with student ratings.

2.6.2 Current performance

As noted in Section 2.5, on the CEQ's Overall Course Satisfaction Scale, UWS undergraduate ratings of their overall UWS experience have improved from 62% explicit satisfaction in 2006 to 84.4% in 2010. This improvement is reflected in all of the items that make up the Student Support scales on the University's internal surveys.

[78] vUWS
http://www.uws.edu.au/currentstudents/current_students/using_uws_online_systems/e-learning/about_vuws

[79] Overview of student support services at UWS
http://www.uws.edu.au/__data/assets/pdf_file/0018/170055/Overview_of_Student_Support_Services.pdf

A detailed analysis of the 2010 trend data on student support [80] shows that the performance on services attracting high importance ratings on the UWS Student Satisfaction Survey and *CEQuery* has improved over the past five years, in many cases by more than 0.3/5 (which is significant at the 5% level).

Of the support areas which rank highest on importance to our students, the UWS Library is one of the best performing in the country on the CAUL client satisfaction survey[81] and is on the AUQA good practice database.[82.] Performance on the learning access scale, along with most of the items in the learning support scale is above the 3.8/5 good practice standard. High performing areas include *vUWS* – the University's virtual learning environment - and Learning and Study Skills Assistance.

2.6.3 Key improvement objectives 2009-12

Further improvement of student administration services was affirmed as a priority in the University's Cycle 1 audit and, as a consequence, has been the focus of a wide range of improvement actions over the past four years. Achievements were discussed in detail in the UWS Cycle 1 follow up Report submitted to AUQA in March 2010[83]. This improvement focus is ongoing.

Particular emphasis has been given over the past three years to benchmarking student administration, student support and campus service programs with Griffith University which, like UWS, faces the challenge of providing high quality and equivalent services in a multi-campus environment. UWS-Griffith benchmarking projects since 2007 have included:

- approaches to developing a one stop shop for student enrolment;
- item validation on student feedback surveys;
- measurement of the uptake of the enterprise-wide learning management systems in both institutions;
- approaches to ICT-enabled learning.

The effectiveness of these projects is reflected in the improvements in student feedback on the areas concerned. For further details see the Report on UWS-Griffith Benchmarking Projects 2007-8[84].

Areas earmarked for further improvement attention over the coming year include careers and employment services, Indigenous tutorial assistance, the quality and consistency of UWS learning guides, and staff attention to understanding student difficulties.

Enhancing ICT-enabled learning at UWS

The Teaching Development Unit has benchmarked the UWS approach against that taken at Griffith University and a UWS review of ICT-enabled learning at the University of Melbourne in 2010.

Significant system upgrades have taken place since the Cycle 1 UWS audit. The *vUWS* system has been fully implemented using Blackboard Campus Edition 8. In addition, a comprehensive staff support site and quality standards system have been put in place; further targeted benchmarking has been undertaken with multi-campus institutions that have a similar mission both nationally and internationally; specific improvement funding has been allocated by the University; an eLearning

Quality Framework has been implemented; and a sharper governance and oversight system has been put in place.

These initiatives have generated the following improvements in performance:

- 100% of UWS units of study now have a *vUWS* site (up from 93% in 2008), with 4,000 unique logins daily;
- explicit user satisfaction on the UWS Student Satisfaction Survey has risen from 4.06/5 in 2007 to 4.16/5 in 2010 (the fourth highest rating of the 83 items surveyed and above the UWS good practice standard of 3.8/5);
- staff usage has risen from 956 in 2005 to 2000 in 2010.

External benchmarking has confirmed that the UWS approach is both highly developed and relevant. In terms of IT infrastructure UWS rates well in the CAUDIT benchmarking program[85].

2.7 UWS Course delivery and staff standards

The University recognises that, to produce high quality graduates, its validated curriculum, assessment and support systems must be delivered consistently and effectively by both academic and professional staff.

2.7.1 Strategy, policy and practice

One aim of UWS *MTD 2010-15* is to enhance both full time and sessional staff capacity for high quality teaching. This objective aligns with one of the six core UWS beliefs - the importance of valuing staff - and is reflected in the specific objective to "Attract, retain, recognise, reward and develop high quality staff".

Key objectives in terms of assuring consistent quality in the delivery of academic programs and student support include:

- a comprehensive focus on the preparation of new sessional staff;
- provision of materials and strategies on effective teaching through the UWS Quality in Learning and Teaching site (QILT) [86]; and
- a focus on good practice in areas relating to the development of learning guides, delivery of eLearning; and assessment.

The UWS approach and strategy for assuring the standard of both academic and professional staff in recruitment and selection is outlined in the UWS Recruitment and Selection Policy [87].

The University recognises that, over the next 10-15 years, a significant proportion of staff will retire. Given a highly competitive market and the University's staff age profile, the UWS Board of Trustees, in June 2007, approved the Our People 2015

[85] CAUDIT Benchmarking results for UWS IT 2010 http://www.uws.edu.au/__data/assets/pdf_file/0007/169189/CAUDIT_Benchmarking_Report_Dec_2010.pdf

[86] QILT http://tdu.uws.edu.au/qilt/

[87] UWS Recruitment and Selection Policy http://policies.uws.edu.au/view.current.php?id=00195 This policy, *inter alia*, requires all new staff to complete the UWS Online Orientation Program and attend UWS Orientation sessions. A Recruitment and Selection Toolkit linked to the UWS eRecruit system is used to assure consistent implementation of the Policy

Project [88]. The University was successful in gaining $2.927 million under the Federal Government's Workplace Productivity Program (WPP) in 2008 to enable implementation of this staffing strategy. In December 2009, UWS received a further WPP grant of $595,000 to map the academic career life cycle. The strategy's key goals are to:

- align the UWS staffing profile with its core activities and strategic developments;
- develop reward, recognition and retention schemes to retain high performing staff;
- encourage and promote a culture of leadership, civility, service, quality and performance which is consistent across UWS.

The University has a well-developed Indigenous Recruitment Strategy. The UWS Director of Indigenous Employment and Engagement has responsibility for strategy, policy and implementation across the University. She also coordinates transition support for all new Indigenous staff.

The UWS annual performance management and enhancement system[89] includes, for academic staff, discussion of their results on the UWS Feedback on Teaching Survey.

The QILT site[90] provides details of the teaching and learning assistance given to staff. To support its objective of providing systematic training for sessional staff, the University has put in place a system which provides three hours of teaching development for all new sessional staff at the start of each semester[91], supplemented by self-teaching guides and online resources. Workshops are run by the Teaching Development Unit on planning and conducting sessional staff induction at the School level.

Since 2005 the Annual UWS Quality Forum has been bringing together academic staff, including Heads of Program, with senior College and Divisional Staff and the UWS Executive to take stock of progress in addressing quality improvement priorities, share effective practice, meet people from different areas and agree on the next round of improvement action. In 2010 the focus was on academic standards and assessment. In 2011 it is on commencing student transition and retention, especially equity group support.

2.7.2 Current performance

On the CEQ's Good Teaching Scale UWS undergraduate ratings have improved from 45.4%% explicit satisfaction in 2006 to reach the University's good practice standard of 70% in 2010. This rate of improvement is reflected in all of the key items that make up the Course Delivery scales on the University's internal surveys.

Analysis of the 2010 trend data on course delivery and staff standards[92]indicates that student satisfaction with the delivery of units on the SFU is consistently above the UWS good practice standard of 3.8/5 in all three Colleges. Similarly, performance on the good teacher item in the UWS Student Satisfaction Survey has grown from 3.49/5 in 2006 to 3.72/5 in 2009. The University is dealing with performance variability between the Colleges through more structured community-of-practice arrangements. This strategy is being implemented not only for Heads of Program via HOPnet but for College and School Managers, Heads of School and Associate Heads of School.

In 2010 UWS was one of only two Universities to receive the maximum ten ALTC Citations for Outstanding Contributions to Student Learning. It was also the

recipient of two ALTC Awards for University teaching.

In December 2010 UWS was recognised by the Australian Human Resources Institute for its HR achievements in diversity and cross-cultural management by being awarded the 2010 *Fons Trompenaars* Award for its Indigenous Employment and Engagement Program[93].

2.7.3 Key improvement actions 2010-12

The UWS Learning and Teaching Plan 2009-11 outlines the six strategic improvement initiatives being used to develop staff capacity for high quality teaching:

1. Ensure that academic staff are skilled in learning and teaching approaches and practices in order to improve student outcomes.
2. Provide staff, where appropriate, with just-in-time teaching improvement assistance.
3. Develop new models of employment to attract and retain sessional staff and increase their effectiveness and connectedness.
4. Increase participation in awards for teaching excellence and integrate award outcomes into recruitment and promotion processes.
5. Adopt an academic culture that integrates teaching, research and governance.
6. Encourage communities of practice to increase scholarship in learning and teaching.

The September 2010 review of the University's progress in addressing its AUQA Cycle 2 improvement themes indicated that additional targeted training was necessary for School Academic Committees. This has been undertaken. The University has also decided to ensure that a specific A/HOS (L&T) role is implemented in each School to give local guidance and support to staff[94]. The role focuses on areas such as: assisting staff in applying the UWS course design standards, addressing Annual Course Report data and enhancing teaching and assessment practices. The A/HOS (L&T) also coordinates School-based academic induction and supports the effective use of the UWS self-teaching toolkits and learning guides.

The UWS Heads of Program Network (HOPNet), which attracted a commendation in the UWS Cycle 1 AUQA audit, continues to operate under the leadership of the PVC (L&T). It is being used as a model to set up a similar support network for the A/HOS (L&T) group. A key improvement action in 2009 was the joint project with Griffith University (funded by ALTC), aimed at enhancing the role of the Head of Program in a multi-campus university[95].

UWS is currently exploring the benefit of appointing teaching-only staff[96].

The following are scheduled for action over the next two years as part of the objective to ensure consistent and effective delivery of UWS learning programs and services:
- achieving 100% staff participation in the sessional staff training programs[97];
- giving greater focus to creating 'permanent' sessional staff roles;
- monitoring staff ratings of support services on the UWS staff services survey when this is next delivered in 2011;
- increasing the explicit satisfaction ratings on the CEQ's Good Teaching Scale; and

[93] 2010 *Fons Trompenaars* Award http://www.uws.edu.au/auws/arounduws_home_page/latest_news/uws_wins_national_hr_award

[94] Such a role has existed in some but not all Schools for a number of years. Benchmarking with QUT, which has a similar role, has been used to give a sharper focus to the role and training

[95] UWS-Griffith ALTC HOPNet project http://www.uws.edu.au/__data/assets/pdf_file/0010/170749/ALTC_Hopnet_project-93.pdf

[96] For example the UWS School of Nursing, Midwifery and Health appointed 7 teaching-only academics on a 3 year contract in 2010.

[97] For example, all new sessional staff in the College of Business and Law are paid to attend a three hour College induction to teaching and learning. The mean satisfaction rating for the program in February 2010 was 4.1/5 and in the July 2010 4.4/5.

- sustaining the high level of performance by UWS in the ALTC's citations for outstanding contributions to university student learning.

2.8 Clarifying roles and enhancing governance

2.8.1 Review of staff roles

In 2010 the University reviewed all roles relevant to implementing the UWS Academic Standards Framework for Learning, Teaching and Assessment. Each role was compared to similar ones at other universities, including Griffith and QUT.

Particular attention was given to assuring the fitness of purpose and complementarity of roles for the A/Dean (L&T), Head of School, A/Head of School (L&T), and the Head of Program.
The UWS role review report presents the results[98].

[98] UWS role review 2010

http://www.uws.edu.au/__data/assets/pdf_file/0018/171306/UWS_Learning_-and-_Teaching_roles_accountabilities.pdf

http://www.uws.edu.au/__data/assets/pdf_file/0019/171307/UWSCollege_proposed_managment_framework_2012.pdf

2.8.2 Enhancing governance

Each School Academic Committee receives specific training on their role. This includes assuring the effective implementation of the standards in Diagram 2.2. Particular emphasis is being given to the SAC role in ensuring that the UWS Assessment Policy and Guidelines are being consistently and effectively applied. The A/HOS (L&T) is a member of each SAC.

As noted in section 2.3.1, the University is developing a good practice Quality Manual for Assuring Academic Standards for Learning, Teaching and Assessment. This documents and shows the links between the wide range of initiatives taken in this area over the past five years. This manual will be used, *inter alia*, to support a more consistent approach across the University and will be a key resource for SAC operations and for each A/HOS (L&T).

2.9 Summary & priorities for further improvement

UWS academic learning standards (Section 2.3.3)

Focus	Accountability	Timeframe	Milestones & KPI(s)
Engage all staff, especially sessional staff with the Academic Standards Framework and their role in it using the strategies outlined in Section 2.2	PVC (L&T), Director TDU, Director ODU	30 June 2011	High levels of staff awareness and clarity of their role
Complete and apply the key findings of the national ALTC-funded benchmarking project on academic learning and assessment standards	PVC (Q), PVC (L&T), Chair of Academic Senate with Education committee of Senate	December 2011	Application of findings to policy change
Complete the mapping and validation of existing course learning outcomes using the methodology outlined in Section 2.3.1;	PVC (L&T) and Chair of Academic Senate with	September 2011	External reviews, starting with

and ensure that the same approach is used for all new courses	Education committee of Senate		School Reviews confirms this has occurred

Assessment standards (Section 2.4.3)

Focus	Accountability	Timeframe	Milestones & KPI(s)
Ensure that the review and enhancement of all UWS assessment-focused learning guides against the UWS standards is completed on schedule	PVC (L&T) with A/Deans and AHOSs (L&T)	December 2011	Ratings of 3.8/5 for all relevant feedback items
Check that first classes focus on these guides, especially how assessment works, are being consistently and effectively delivered	A/Deans with AHOSs (L&T), Heads of Program and Unit Coordinators	March 2011	3.8/5 on relevant CSS items
Complete training of School Academic committees on their role in assuring that the UWS Assessment Policy and Guidelines are being consistently and effectively delivered.	Chair of Academic Senate and Director ODU	April 2011	Report from Chair of Academic Senate

Course design standards (Section 2.5.3)

Focus	Accountability	Timeframe	Milestones & KPI(s)
Confirm that unit content and assessment are being effectively integrated and scaffolded to achieve validated course outcomes	Education committee of Senate	30 June 2011	Positive external review of a random selection of course documents
Consolidate, expand and promote sustainability in the curriculum at UWS	Education committee of Senate	Ongoing	Submajors to be available in all courses by 2012
Confirm and promote the use of at least one engaged learning experience in each UWS course	Education committee of Senate	March 2011	Number of engaged learning experiences
Implement and review the enhanced ICT-enabled learning strategy	PVC (L&T) Unit with A/Deans & AHOSs (L&T)	December 2011	Further improvements in student feedback on the relevant items in TILT

Student support standards (Section 2.6.3)

Focus	Accountability	Timeframe	Milestones & KPI(s)
Further improve performance in all areas of student support attracting ratings less than 3.8/5, with particular focus on areas attracting performance ratings of less than 3.5/5 and importance ratings of more than 4.2/5	PVC (L&T) & PVC (Q) with relevant area heads	Ongoing	A rating of 3.8/5 or greater for every service rated
Give particular focus to continued improvement of the wide range of initiatives commenced in the area of student administration over the past five years.	Education committee of Senate and Registrar	Ongoing	A rating of 3.8/5 or greater for every service rated

Delivery & staff standards (Section 2.7.3)

Focus	Accountability	Timeframe	Milestones & KPI(s)
Implement the key strategies as outlined in the Our People 2015 strategy for a. recruiting and retaining staff b. creating new models of employment and support for sessional staff, including the creation of a 'permanent sessional' role c. The sharpening of key new roles like AHoS and provision of support for an AHoS network building on the proven UWS HOPNet strategy	DVC (CSS) and Director SPO with Directors of HR, ODU, Deans, Heads of School, Directors and AHOSs	December 2011	Staff recruitment & retention targets achieved New models for sessional staff employment achieved Role review completed & implemented
In terms of teaching delivery: a. implement the provisions of the new EB concerning the use of feedback on teaching data as a key focus for the annual performance review of all teaching staff and equivalent data for professional staff b. increase further satisfaction on the CEQ's good teaching scale to exceed the UWS good practice target of 70% explicit satisfaction c. sustain the high level of performance on the ALTC citations for outstanding contributions to student learning	DVC (CSS), Director of OHR with AHOSs (L&T) A/Deans (L&T) with AHOSs (L&T) PVC (L&T) & Director TDU	December 2011	Completed performance plans Achievement of a rating of 3.8/5 (70% explicit satisfaction) on the relevant TILT items Be in the top five Australian universities on this measure
Achieve 100% staff participation in sessional staff training programs	HOS and AHOSs (L&T)	December 2011	Target confirmed
Complete and ensure the effective use of the UWS quality manual as a key resource to support all staff in delivering the UWS Academic Standards Framework for Learning, Teaching and Assessment.	PVC (Q) and Director OPQ with PVC (L&T), A/Deans, Heads of School & Directors TDU and ODU	April 2011	High levels of staff awareness, satisfaction and use

Chapter 3.   Theme Two: Commencing Student Transition and Retention

3.1 Chapter overview and context

3.1.1 The audit theme and its importance to UWS

The UWS, Act, Mission and *MTD 2010-15* embody a commitment to widening participation and optimising the access, retention and success of talented students from Greater Western Sydney and beyond, especially those under-represented in higher education. These include: students from low socio-economic (LSES) backgrounds, those who are the first in their families to go to university, Indigenous students, VET students, refugees, and those who would like to return to tertiary study later in life.

Whereas Chapter 2 focuses on how UWS is seeking to ensure the 'excellence' (quality and standards) of its provision, this Chapter focuses on 'access', 'opportunity' and retention which are at the heart of the University's values, mission and history. The University's long-standing commitment to opportunity and student success was noted as one of the four key strategic objectives in its Cycle 1 Portfolio (pg 19).

This theme is of critical significance to the University over the next five years because of both UWS-specific and sector-wide factors.

UWS factors:
1. Despite being on a significant upward trajectory, UWS is not yet at the sector mean for commencing bachelor level retention (3.3% increase from 77.3% in 2004-5 to 80.6% in 2009-10, compared with a sector mean of 84% in 2008-9); and it did not achieve its targeted increase on this measure in 2010.
2. Although 70% of UWS domestic students are already from Greater Western Sydney, the University aims to optimise its student participation and success rates from the region, especially for Indigenous and LSES students.
3. Already 50% of the students coming to UWS are the first in their families to attend university. The University believes that, for these students, a degree profoundly improves their life opportunities as well as contributing to the social and economic capital of both the region and Australia.

Sector-wide factors:
1. The University's focus on access and retention aligns with the current Government's objectives for higher education.
2. The importance to student retention and success of aspiration building, targeted transition assistance and assuring quality for the overall first year experience is repeatedly identified in the research[99].
3. The work of the DEEWR Indicators Group in 2010 suggests that UWS

and the sector can anticipate a sharper focus on retention and first year satisfaction in both the Compacts process and as one of the key reporting elements in the foreshadowed *My University* website[100].

4. Finally, the focus on pathways in the Government's agenda means that universities like UWS – not dual sector but highly engaged with the VET sector and providing its own pathway to university via UWSCollege - can be models for ways to attract and retain students entering university from outside the conventional high school route.

3.1.2 Overall UWS objectives, KPIs and targets relevant to this theme

Given this context, UWS is giving prime importance to:
*   establishing a high quality, integrated and seamless approach to aspiration building;
*   targeted preparation for university;
*   convenient contact;
*   smooth transition into the University via 'just-in-time and just-for-me' support; and
*   ongoing assistance during the first year of studies.

As noted in Chapter One, UWS has set increased access and retention for LSES, Indigenous and other under-represented groups in higher education as two of the its five KPIs over the coming five years. The University knows that, if it can enable students to complete their first year of university study, their chances of staying on to complete their degree are significantly improved. As noted, the University's objective is to exceed the national average on this measure.

Building pathways to attract diverse students, improving retention and optimising the first year experience are specified objectives in *MTD 2010-15*[101], in the current UWS Learning and Teaching Plan and its College, School, Divisional and Unit enabling plans.

Each College is required to spend 2% of its budget on Learning and Teaching initiatives, many of which, along with funded Divisional priorities directly address the UWS retention and first year transition agendas[102]. The University has also established an integrated pathways entity – UWSCollege.

For the twenty percent of UWS students who enter via a pathways program, "first" year is often the second year of a degree and the UWS ALTC-funded project on VET transition[103] is helping the University understand the specific support such students need in order for us to retain them.

Action on this linked set of plans and strategies is being bolstered by the selection of First Year Transition and Retention as an AUQA theme. The audit is proving to be a helpful tool for continuing the current momentum, shaping the improvement focus and further motivating positive change across UWS.

The UWS Learning and Teaching Plan 2009-11[104] shows how its access, retention and first year experience objectives are being addressed, as follows:

[100] The new 'student demand-driven' approach to funding will make retention increasingly important. Equally, TEQSA will be giving close attention to the interface between quality, standards and retention as part of its remit.

[101] SM01.01, MTD 2010-15, http://www.uws.edu.au/about_uws/uws/mission_goals_strategic_plan/uws_making_the_difference_strategy

[102] Alignment of Learning & Teaching Strategy to Budget http://staff.uws.edu.au/download.php?file_id=23972&filename=AUQA_Strategy_Budget_Alignment_Jan_11_2.pdf&mimetype=application/pdf

[103] UWS-ALTC VET transition project http://www.altc.edu.au/project-enhancing-student-experience-vocational-to-higher-education-uws-2009

[104] SM01.06 UWS Learning and Teaching Plan 2009-11 http://www.uws.edu.au/__data/assets/pdf_file/0004/59053/Strategic_Plan_for_LT_2009-11_LR_v.2.pdf

Build pathways that attract talented students from diverse backgrounds, including international students, by:

- expanding the capacity of UWS College and increasing the number of pathways into UWS programs;
- further developing our suite of advanced undergraduate, honours and postgraduate coursework programs;
- developing innovative links with the VET sector to maximise access to UWS programs, and the employment outcomes for our graduates;
- further developing innovative international partnerships to ensure the targeted recruitment of high quality international students; and
- raising the profile of UWS by expanding productive links with the high schools in Western Sydney.

Create a first year experience that optimises retention and success, by:

- establishing an integrated system of first year coordination and advising;
- increasing the use of peer assistance;
- exposing first year students to our best teachers;
- building academic writing and study skills support into core units;
- building mathematics support into relevant programs for students who need assistance;
- implementing the learning and teaching aspects of the Disability Action Plan; and
- establishing transition strategies for students entering via VET and UWS College pathways.

The operating principles that underpin the UWS transition and retention strategy are that:

- the experience is not purely linear - that some experiences unfold together and that what happens at one phase affects another;
- evaluating what happens in a later phase can identify improvements in the way earlier ones are handled;
- learning is a profoundly social experience and that a supportive 'peer group' and responsive staff count;
- students want a clear explanation up front about how the university works and, especially, what is expected in assessment; and that they like guidance which is 'just-in-time and just-for-me';
- support for basic skill areas like mathematics and academic literacy works best if it is situated in the course and assessment tasks the student is undertaking;
- from the outset students are making judgements according to the quality checkpoints in diagram 2.2[105] and, if these are not met, students are more likely to discontinue their studies;
- transition is a process not an event and it proceeds at different rates for different students.

[105] Chapter 2, Diagram 2.2: course design standards

3.1.3 Overview of current performance

UWS is performing well in attracting students, especially those from Greater Western Sydney and Government-specified equity groups. Retention has improved considerably over the past five years but the target of being placed in the top one third of Australian universities by 2015 has not yet been reached. The monitoring matrix used to track performance on the University's aspiration-building, transition and first-year retention objectives is provided in the 2010 *UWS Performance Report on transition and retention*[106]. Detailed tracking data on each of the measures in the matrix at the University, College and School level are also provided in that Report, with finer detail in the UWS Annual Course Reports[107].

3.1.4 Structure of the chapter

In Section 3.2 the UWS quality management framework for the area is outlined. Subsequent sections address each component of the framework as follows:

Section 3.3: Building aspirations and preparation for university
Section 3.4: Transition
Section 3.5: First year retention strategies
Section 3.6   Assuring staff quality and capability to deliver the first-year retention agenda
Section 3.7   Retention and progression into the next year of study

Each Section follows the same format as that used in Chapter 2.
Section 3.9 gives a summary of the Chapter and specifies the next round of improvement priorities for the area.

3.2 UWS quality management framework for commencing student transition and retention

3.2.1 Overview of the framework

Diagram 3.2 outlines the UWS quality management framework for student transition and retention.

This framework, an earlier version of which was presented in the University's Cycle 1 Portfolio (p 24), reflects the key stages in the experience of a UWS student from considering coming to university (1), through initial contact, enrolment and transition (2-4), then their first year of study (5-6), with the objective of successful progression into the next (7). The framework covers not only students enrolled into first-year programs but those, including UWS College students, who enter year 2 of their undergraduate programs via advanced standing. It applies equally to commencing post-graduate course-work and research students.

Although the framework implies a series of discrete steps, in its actual implementation there is considerable interaction between and across the different phases; and the various activities do not unfold in a linear fashion. For example, commencing student experiences such as (2), (3) and (4) occur together rather than in sequence, as do ongoing first year experiences such as (5) and (6). Similarly, the University's aspiration-building programs in schools,

[106] SM03.01 UWS Performance matrix & report for commencing student aspiration – building,transition & retention. Section 3.1.2
http://staff.uws.edu.au/download.php?file_id=23970&filename=SM03_01_Perf_Matrix_Report_CH3.pdf&mimetype=application/pdf

[107] SM02.02
SM02.03
SM02.04

UWSCollege and VET (1) often give direct attention to key university transition issues (4). Also, what happens at a later stage often identifies issues that can best be dealt with at an earlier one (hence the bi-directional flow indicated by the blue and orange lines). It is for these reasons that the various components have been clustered.

Diagram 3.2
UWS Quality Management framework for commencing student transition and retention
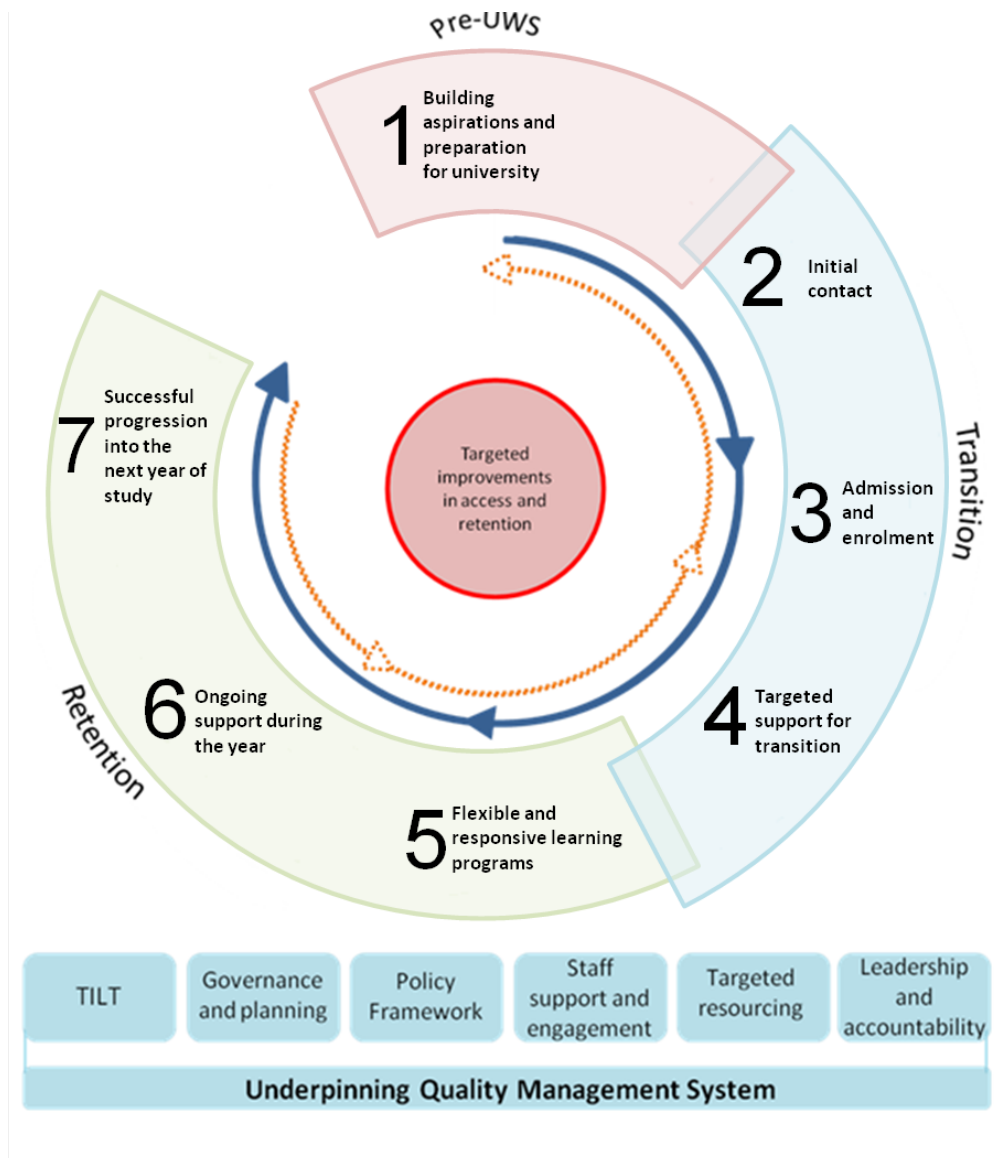
The components in the top section of the framework identify ***what*** UWS focuses on to optimise the quality of first-year student transition and retention. The components at the base identify ***how*** the University seeks to assure consistency and quality in the framework's implementation.

3.2.2 Alignment with key reference points

The framework and the standards for each component have been considerably sharpened over the past five years in the light of specific tracking data, research, and external benchmarking. Many of the standards are closely linked to those identified in Chapter 2, but have a commencing student focus.

Key external reference points and research used include Sally Kift's work[108] at QUT and as an ALTC Fellow; research by the Centre for Higher Education[109]; the research on the first year experience reviewed in the report commissioned by the Bradley Review[110]; partnerships with VET and GWS schools; local and overseas benchmarking[111]; UWS institutional research[112]; and reference to the UWS Academic Risk Assessment Plan[113].

In addition, relevant policies are regularly checked for alignment with key external reference points. The outcomes of this benchmarking were provided in the UWS Report to AUQA on its Self-Assessment against the National Protocols in late March 2010[114].

3.2.3 Governance, management and resourcing

The University has developed specific governance and management accountabilities for this area; the PVC Learning and Teaching has overall management accountability of first year experience, while the university's strategic initiatives are given oversight by the UWS First Year Experience Expert Advisory Group (FYEAG) which reports to Senate's Education Committee[115]. Two other Expert Advisory Groups are developing consolidated UWS-wide strategies for English and Mathematics, key skill areas that affect UWS student retention[116].

During 2010 the FYEAG narrowed its focus to: (a) developing a protocol for briefing first-year classes, (b) establishing key first-year at-risk factors, (c) undertaking a stocktake of first-year interventions in Schools and (d) ensuring that the best teachers are used in first-year classes. Through 'steered engagement' (Section 1.2.2) agreement on the nature and implementation of the four FYE components has been reached with each of the Schools, Colleges and Divisions.

The forward workplan of the FYEAG includes:

- o Defining the role of the First Year Advisor/Coordinator.
- o Applying key indicators of students at risk.
- o Disseminating the results of the stocktake of successful first-year interventions in UWS Schools.
- o Developing a FYE good practice website for staff.

Colleges are establishing local groups equivalent to the FYEAG.

In allocating 2% of their funds to implementing key Learning and Teaching priorities in *MTD 2010-15*, Colleges are giving particular focus to enhancing the first-year student experience. The College plans for 2011 show in detail how this is being undertaken.[117]

In July 2010 the University received an allocation of $2.6m from the initial HEPPP equity program. This funding is also being used to support action on

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[108] QUT's First Year Experience Project
http://eprints.qut.edu.au/14401/

[109] CHE: The first-year experience in Australian Universities
http://www.cshe.unimelb.edu.au/pdfs/FYE Report05KLK.pdf

[110] university student engagement and satisfaction(Section F)
http://www.uws.edu.au/__data/assets/pdf_file/0007/64087/Research_-_Scott_-_pdf.pdf

[111] e.g. with Australian multicampus universities, the Canadian Quality Network & the South African HE system

[112] UWS Pressure points on retention
http://www.uws.edu.au/__data/assets/pdf_file/0009/78669/UWS_pressure_points_on_retention.pdf

[113] UWS Academic Risk Assessment Plan
http://staff.uws.edu.au/download.php?file_id=23953&filename=2010_Audit_Risk_Assessment_Work_Plan.pdf&mimetype=application/pdf

[114] *SM03.02 UWS Self Assessment against the national protocols.* March 2010.
http://www.uws.edu.au/__data/assets/pdf_file/0006/129390/UWS_review_Nat_Protocols_to_AUQA_Final_9Apr10_Web.pdf

[115] Terms of Reference FYEAG
http://www.uws.edu.au/__data/assets/pdf_file/0015/171303/FYEAG_ToR.pdf

[116] Terms of Reference UWS English Advisory Group,
http://staff.uws.edu.au/download.php?file_id=23750&filename=Academic__English_Literacies.pdf&mimetype=application/pdf
UWS Mathematics Advisory Group
http://staff.uws.edu.au/download.php?file_id=23749&filename=A_UWSwide_Mathematics_Strategy.pdf&mimetype=application/pdf

[117] SM02.02
      SM02.03
      SM02.04

the UWS First Year Transition and Retention agenda[118].

3.2.4 Quality tracking and improvement for this area

Section 1.2.2 gives an overview of the overall UWS Tracking and Improvement System for Learning and Teaching (TILT). The Matrix in SM03.01 – Section 3.1.2[119] shows how relevant data drawn from the TILT system are being used to track the implementation and impact of UWS aspiration building, transition and retention objectives. The Annual Course Reports and Improvement Plans from Colleges and Divisions show how the results are being addressed down to the course and unit level[120].

Further details and tracking reports for the last seven years are available from the TILT site[121]. These include detailed reports on the findings over time from the UWS First Year Exit Survey and the UWS Commencing Students Survey, along with reports for particular target groups.

Throughout this Chapter when specific targets and performance results are reported they will be drawn from the TILT data and the integrated, annual diagnostic reports based on it.

3.3 Building aspirations & preparation for university

3.3.1 Specific objectives, targets & KPIs for this area

The University's aspiration-building, pathways and preparation objectives are detailed in Section 3.1.2. The strategies that follow outline how each objective is being addressed.

3.3.2 Strategies in place to achieve these objectives

GWS schools engagement strategy

UWS is one of the first universities in Australia to have a schools engagement strategic plan[122]. UWS initiatives[123] include:

- o   targeted aspiration-building programs;
- o   a development program for GWS teachers;
- o   Indigenous mentoring;
- o   Refugee Action support programs in schools;
- o   UWS student volunteer programs in schools;
- o   participation in the GWS Science, Technology, Engineering & Maths (STEM) Alliance[124].

The University is part of an extensive GWS School Careers Advisers Network[125].

Engagement and support programs for aspiring students from non-traditional university backgrounds

Distinctive components of this strategy include:
- o   Keeping aside dedicated places for Indigenous Students in the UWS

[118] UWS HEPPP equity agenda 2011.
http://www.deewr.gov.au/HigherEducation/Programs/Equity/Pages/HEPPPProgram.aspx

[119] SM03.01 UWS Performance matrix & report for commencing student aspiration – building,transition & retention, section 3.1.2
http://staff.uws.edu.au/download.php?file_id=23970&filename=SM03_01_Perf_Matrix_Report_CH3.pdf&mimetype=application/pdf

[120] SM02.02
SM02.03
SM02.04

[121] UWS Tracking & Improvement System for Learning & Teaching
http://www.uws.edu.au/tilt

[122] UWS Schools Engagement Strategic Plan
http://www.uws.edu.au/__data/assets/pdf_file/0019/15166/Schools_Strategic_Plan.pdf

[123] For more detail see the UWS Schools Engagement fact-sheets
http://www.uws.edu.au/community/in_the_community/for_schools

[124] UWS Budget Papers Nov 2010 Mtg p 17
http://www.uws.edu.au/about_uws/uws/governance/board_of_trustees/board_meetings/board_of_trustees_meetings/24_november_2010#4

[125] UWS Careers Advisers
http://www.uws.edu.au/informationforcareersadvisers/welcome

Medical Degree.
- o The University's Fast Forward program[126].

Fast Forward

UWS is working with 42 GWS schools to build the aspirations of their LSES students who have academic and/or leadership potential but are thinking of leaving school early or would not necessarily see post-school study as an option.

Students join the program in term 1 of year 9, after being selected by their schools in term 4 of year 8. They are introduced to the program with their family at an on-campus awards ceremony. In years 9-12 students take part in experiential learning activities relevant to their needs and stages of development. Students who go on to enrol at UWS are assisted in their transition to university and have the opportunity to be role models to subsequent Fast Forward participants. The number of schools involved has grown from 5 in 2004 to 42 in 2010.

- o The UWS Aspire Future leaders program which gives opportunities to talented young people from GWS[127].
- o The provision of four online preparation programs[128].

Expectations' management and preparation guides for other specific groups of students

This includes targeted preparation guides and expectation management for:
- o UWS international students.
- o Postgraduate students.
- o Mature-aged students and those who are the first in their families to attend university written by successful students from the same background.
- o Students in the UWS Residences.

Aspiration-building scholarships and access for under-represented groups in higher education

These include:
- o The UWS Triple advantage program[129].
- o UWS scholarships for the most outstanding Year 11 student[130] in a wide range of participating GWS high schools.
- o Seven types of scholarships for Indigenous Australians[131].
- o Nine types of scholarship for non-current school leavers, including the UWS TAFE Pathways Scholarship[132].
- o Twenty one types of scholarship for current school leavers including the Vice-Chancellors leadership Scholarship[133].

[126] Fast Forward
http://www.uws.edu.au/__data/assets/pdf_file/0008/138509/SEN1452_FastForward_5_LR.pdf

[127] Aspire future leaders program
http://www.uws.edu.au/informationforcareersadvisers/welcome/why_recommend_uws/aspire_future_leaders_program

[128]

1. Getting ready to study
http://www.uws.edu.au/__data/assets/pdf_file/0006/160890/Studying_at_UWS_A_Guide_2011.pdf
2. Returning to study
http://future.uws.edu.au/returning-to-study
3. Finding out about student life
http://future.uws.edu.au/studentlife
This site includes videos of current students
4. Getting prepared
http://www.uws.edu.au/currentstudents/current_students/starting_out/step_8_prepare
[129] This program provides early offers, subject bonus points and regional bonus points for students from GWS.
http://www.uws.edu.au/informationforcareersadvisers/welcome/why_recommend_uws/triple_advantage
[130] Most outstanding Year 11 student scholarships
http://www.uws.edu.au/informationforcareersadvisers/welcome/why_recommend_uws/most_outstanding_year_11
[131] Indigenous Opportunities at UWS,
http://www.uws.edu.au/indigenous_edu/education/scholarships#1
[132] UWS TAFE Pathways Scholarship,
http://www.uws.edu.au/informationabout/scholarships_home/all_uws_scholarships/tafe_pathways_scholarship
[133] Vice-Chancellor's Leadership Scholarships,
http://www.uws.edu.au/informationabout/scholarships_home/all_uws_scholarships/vice-chancellors_leadership_scholarship

UWSCollege

UWSCollege

UWSCollege (UWSC)[134] was established in 2006. It is a wholly-owned entity of the University and has RTO status. It is designed as a pathways institution for UWS, catering for both domestic and international students. It collaborates with the UWS International Office in attracting and ensuring international students are prepared for success at UWS.

For many of its domestic students UWSC provides intensive transition support, particularly for those who are unsure of how to tackle tertiary study or who may have received a low ATAR.

The College offers English language programs, as well as academic pathways to UWS through Foundation Studies and a variety of Diploma courses, which are the equivalent of the first-year of a degree, but are supplemented by extra tuition and support[135].

Packaged programs are offered to international students who can receive entry to a UWS course, conditional on completion of a UWSC program[136].

The College has a well-developed quality management system which aligns with that used by UWS[137]. Particular focus is given to assuring equivalent assessment standards between UWSCollege courses and those for which advanced standing is given in UWS[138].

UWS VET pathways strategy [139]

The University has implemented an integrated set of strategies, informed by its ALTC VET transition study, to ensure that VET student transition is effective.

The UWS Online VET Pathways Portal[140]

The University does not give blanket advanced entry into second year. Instead, students are awarded a combination of core and elective credit that allows specific first year foundation units which support transition to university to be studied. An online credit processing system allows pathways' students to claim their credit using an e-forms portal. This performs the necessary validations before automatically updating the student's record with the credit they are eligible for. The website also displays all current pathways and allows students to access detailed information about what degree their VET qualification can lead to, including the exact credit they will receive.

At the same time the University is working with TAFE to enable VET students to undertake UWS transition subjects as they complete their TAFE studies.

[134] UWSCollege Home page, http://www.uwscollege.edu.au/

[135] UWSC: Your Path to University http://nextstepuwsc.com.au/courses.html

[136] UWSC: International Students pathways programs http://www.uws.edu.au/__data/assets/pdf_file/0020/104591/2011_International_Brochure_for_Web_081010.pdf

[137] UWSCollege 2010 Quality Portfolio http://staff.uws.edu.au/download.php?file_id=23950&filename=UWSC_Performance_Portfolio_FINAL.pdf&mimetype=application/pdf

[138] For details see: UWS Budget Papers Nov 2010 p 22 http://www.uws.edu.au/budget_2011-2013

[139] *UWS VET Pathways strategy* http://www.uws.edu.au/vet/uws_pathways

[140] UWS VET Pathways webpage http://www.uws.edu.au/vet/uws_pathways

See also 'Confirm your UWS VET Pathways credit' http://www.uws.edu.au/vet/uws_pathways/confirm_your_pathways_credit

Integrated VET-UWS Pathways Programs

Integrated UWS-TAFE pathway programs are now underway in all three UWS Colleges. For example:

- Between the TAFE Networking Diploma and the UWS B ICT program[141].
- In the transition seminars in early childhood studies delivered in TAFE before students join the UWS Early Childhood degree[142].
- In the DEEWR-funded UWSCollege partnership with the College of Business and Law and Service Skills Australia to pilot a program linking the VETAB Certificate III and IV program to the UWS Business Degree with traineeships in the retail industry[143].

UWS Indigenous outreach and aspiration building

In 2008 the UWS Office of Public Affairs established an Indigenous Outreach Unit. Aspiration-building strategies being implemented to encourage Indigenous students to enrol at UWS include personal contact in VET Colleges and Schools, using Indigenous community networks and media, working directly with mature aged Indigenous people interested in further study, running transition programs with rural Indigenous students boarding at Catholic schools in Sydney, hosting a range of on-campus experiences for Indigenous school students, and running cultural events on campus - including commemorative events such as Reconciliation Week, Sorry Day, and the annual Yarramundi Indigenous lecture.

The Office of Engagement and Partnerships has also put in place an Indigenous School Student Mentoring Program.

International students expectations' management and support

UWS has established a clear set of standards for managing the expectations of international students before they arrive. The UWS International Pre-departure site gives details[144].

3.3.3 Current performance

Performance against targets

Analysis of the data in the 2010 performance report on the UWS aspiration building and preparation strategies[145] and other sources indicates that UWS is well placed to be a leader in this area:

- the UWS-GWS Schools Engagement Program is performing well in terms of participant feedback and involvement - with some 400 schools currently working with UWS, 11,000 school students directly engaged in our aspiration and enrichment activities and 1,000 teachers participating in professional development activities.
- the proportion of students involved in *Fast Forward* who have been retained to year 11 is now 100%, with 84% going on to some form of tertiary study and the remainder to full-time employment.
- Increases in participation rates for Indigenous, LSES, mature-aged, VET and first-in-family students are on target, with demand and the proportion of UWS first preferences growing since the last AUQA audit.
- UWSCollege students are performing as well or better than UWS

[141] TAFE-UWS Bachelor of ICT enhanced pathways program, http://future.uws.edu.au/ug/eng_info_tech/bachelor_of_information_and_communications_technology_ict2

[142] VET-UWS Academic Preparation Seminar, http://www.uws.edu.au/vet/uws_pathways/vet_academic_preparation_seminar (early childhood education)

[143] UWSCollege-UWS BBC Retail Management program http://future.uws.edu.au/undergraduate-courses/business/bachelor_of_business_and_commerce/retail_management

[144] UWS International Students Pre-departure site This gives guidance on airport reception, studying at UWS, Living in Sydney, cost of living, transport, accommodation, and visa regulations. http://www.uws.edu.au/international/pre-departure

[145] SM03.01 UWS Performance matrix & report for commencing student aspiration – building,transition & retention, section 3.3.3 http://staff.uws.edu.au/download.php?file_id=23970&filename=SM03_01_Perf_Matrix_Report_CH3.pdf&mimetype=application/pdf

students overall[146] and the UWSC pathways program has experienced 135% growth since 2008.

- The participation rate of VET students is on-target. VET students' progress rate is lower than the UWS cohort overall and warrants improvement attention.
- Participation rates for international onshore students are just below target in two of the three UWS Colleges. This is seen as being a comparatively good result in the current national and international context.
- Growth rates in participation for postgraduate coursework and HDR students are on-target.

Performance on key improvement priorities for aspiration building and linkages between UWSC and UWS

The FYEAG is setting up a website to provide an overview of all UWS aspiration-building strategies

UWSCollege has appointed a Director, Academic Quality, with responsibility for setting up regular two way relationships between UWSC staff and their equivalents in UWS.

UWSCollege produced a quality self-assessment portfolio[147] for review in 2010. This received positive feedback externally by Professor Mark Tennant, an experienced AUQA auditor, and from the RTO re-accreditation panel. The soundness of the College's approach was confirmed in an internal audit chaired by the PVC (Quality).

3.3.4 Priorities for further improvement

- Increase jointly designed and delivered UWS-VET programs;
- Develop and promote a more integrated and widely understood picture of UWS aspiration-building programs by mid-2011;
- Establish more consistent links between UWSCollege staff and those teaching equivalent units in UWS;
- Monitor the implementation of the UWSCollege Quality Management System;
- Continue to scale up key programs such as *Fast Forward* and expand the Indigenous school mentoring program into more primary schools.

3.4 **Initial contact and transition**

3.4.1 Specific objectives, targets and KPIs for this area

As noted in Section 3.1.2 the University recognises that students' experiences unfold interactively rather than in a linear fashion. This is the case during the period between students deciding to apply to UWS, contacting the University, enrolling and then attending their first classes.

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[146] UWSCollege student performance at UWS
http://staff.uws.edu.au/download.php?file_id=23976&filename=UWSCollege_Student_Course_Success_Rates.pdf&mimetype=application/pdf

[147] UWSCollege 2010 Quality Portfolio
http://staff.uws.edu.au/download.php?file_id=23950&filename=UWSC_Performance_Portfolio_FINAL.pdf&mimetype=application/pdf

Initial contact

The University aims to use the personal networks built through its aspiration-building and pathways programs to encourage students to convert an interest in higher education study into an application and then an enrolment.

Personal contact, including contact from experienced UWS peers, is seen as being very important in helping potential students from groups under-represented in higher education feel confident to enrol. The performance of the UWS Contact Service Centre, which is staffed by senior UWS students from a wide range of backgrounds, provides one indicator of this strategy's effectiveness.

Admission and enrolment

UWS institutional research and external benchmarking indicate that the process of admission is itself an important factor. If potential students find this process quick, convenient and effective and if their queries are answered promptly and effectively, they are more likely to commence their studies with a positive disposition. An important performance indicator in this regard is achieving student feedback ratings on the UWS admission process from students that are above the University's performance standard of 3.8/5.

Support during transition

The UWS transition objectives are outlined in Section 3.1.2. As noted, the UWS Learning and Teaching Plan[148] focuses on creating a first-year experience that optimises retention and success. This starts before students come to the University (section 3.3), is assisted by responsive initial contact and smooth enrolment and then reinforced if students' first weeks at university are supported, focused and productive. Whereas this section looks at these initial experiences, Section 3.5 looks at the strategies UWS is using during the rest of our students' first year at the University.

3.4.2 Strategies in place to achieve these objectives

Initial student contact

In addition to the personal contact strategies used in the UWS aspiration-building programs (Section 3.3) the UWS Contact Service Centre[149] plays a key role when students make their initial contact with the University.

The UWS Contact Service Centre (CSC)

The CSC is a 25 seat call centre which employs current UWS students from diverse backgrounds to service course information enquiries from prospective students via phone, email and the web.

It services more than 120,000 phone calls and 16,000 emails per year and produces daily mail-outs of course information packages of approximately 12,000 per year. All staff are trained and participate in an annual staff development conference. Their contact with students is continuously monitored and enhanced.

UWS International provides similar services to prospective international students. For example, it hosts an FAQ site addressing the logistical and living issues covered in its pre-departure briefings[150]. Further details of the full range of UWS International student support services are outlined on its student support site[151].

Enrolment & Admission

The *UWS Starting Out*[152] website takes students step by step through their enrolment at UWS using online tutorials. This site is part of the UWS *Current Students*[153] 'one-stop-shop' website.

The UWS Admissions Policy[154] outlines the processes used to assure the quality of all students admitted to the University. Consistent with its commitment to providing access whilst assuring student quality and success, UWS offers a range of alternative pathways for entry, each with targeted transition support.

Of particular relevance are the Badanami Alternative Entry Program[155], the tertiary preparation courses and foundation and diploma courses offered by UWSCollege[156] and entry via the Special Tertiary Admissions Test (STAT). UWSCollege and Badanami are working on developing enabling programs for Indigenous students with funding from the Diversity and Structural Adjustment Fund.

As noted in its 2010 self-assessment against the national protocols UWS[157] is compliant with all requirements concerning the admission and safeguarding of international students coming to study in Australia.

Orientation and bridging programs

The University has developed a wide range of orientation and bridging programs.

These include:

- High rating bridging programs provided by the UWS Student Learning Unit like:
  - The ALTC award-winning UniStep program which helps more than 700 students each year develop their academic literacy, mathematics and statistical skills using readings on environmental sustainability as a focus[158].
  - AcPrep – four short programs run in late February and again in July which coach prospective students on study skills and academic writing and introduce them to academic culture[158].
- The UWS Orientation Program[159], which runs over several days at the start of semester, and integrates with the University's transition strategies. UWS sees orientation, bridging, transition and ongoing support during first year as a being a continuous, integrated process rather than as an event.
- A range of informal gatherings which are used to enable students to form relationships with fellow students, identify peer mentors, ask questions and meet staff.

[150] UWS International student FAQs
http://www.uws.edu.au/international/current_student_support

[151] UWS International
http://www.uws.edu.au/international

[152] UWS Starting Out Website,
http://www.uws.edu.au/currentstudents/current_students/starting_out

[153] UWS Current Students.,
http://www.uws.edu.au/currentstudents/current_students
This website covers starting out, university life, managing your study, getting help, UWS systems and graduating

[154] The UWS Admissions Policy,
http://policies.uws.edu.au/view.current.php?id=00007#min4

[155] Badanami Alternative Entry Program ,
http://www.uws.edu.au/indigenous_edu/education/access/pathways

[156] Academic English for Tertiary Studies,
http://www.uws.edu.au/uwscollege/courses/international/english_programs/english_for_tertiary_studies

[157] SM03.02: UWS Self-assessment against the national protocols, March 2010
http://www.uws.edu.au/__data/assets/pdf_file/0006/129390/UWS_review_Nat_Protocols_to_AUQA_Final_9Apr10_Web.pdf

[158] UniStep & Ac Prep Program Brochure,
http://www.uws.edu.au/__data/assets/pdf_file/0005/165065/SLU2365_Get_Prepared_Flyer_4_LR_ALL.pdf

[159] UWS Orientation Programs,
http://www.uws.edu.au/international/important_dates/orientation_program

The Law Orientation Program

The Law Orientation Program[160] includes a range of orientation sessions and a camp which acts as a springboard for peer mentoring throughout first year. Many of the activities are run in collaboration with the UWS Law Students Association.

During the camp new students are encouraged to find a suitable 'law buddy', a senior student mentor who helps them navigate their first year of study at UWS. Focused activities are provided for specific groups such as mature age students.

In 2011 UWS introduced its VET Academic Preparation Seminar program[161]. This has been developed in response to the findings from its ALTC VET transition study and feedback from students entering from VET into the UWS Bachelor of Education (birth-five years).

Online transition support

There are three key 'one-stop' websites that address the total student experience during transition. The UWS:

o *University Life* website[162] covers the broader services provided by UWS.
o *Managing your study* site[163] covers the processes affecting students' enrolment and progression.
o *Getting Help* website[164] covers learning assistance and personal support services.

Transition support for Indigenous students

Badanami Centre for Indigenous Education[165] provides personal, cultural and academic support to every UWS Indigenous student. It conducts a specially tailored orientation program and then follows up all students during the year.

Transition support for international students

UWS International Office runs orientation programs[166] for all international students and, in partnership with Colleges, provides support during the year. All advice aligns with the requirements of the ESOS Act and guidelines in the National Code[167].

An International AcPrep program is provided for new international students[168].

The Colleges run local transition support programs for international students. These include: custom tailored 'getting started' packages; early interviews between international students and their head of program; an open door policy for *ad hoc* queries; increased access times to StudentCentral; alignment of services to international students; running cultural events; fostering social networking; providing peer support; welcome emails and phone calls; free diagnosis and workshops on academic skills; and CDRoms on studying at UWS.

UWSCollege's international transition program has many of the above elements and also incorporates curriculum modifications like the use of

[160]Law Orientation Program http://www.uwslsa.com.au/orientation-2010

[161]UWS VET Academic Preparation Seminar, http://www.uws.edu.au/vet/uws_pathways/vet_academic_preparation_seminar

[162] UWS University Life. This site covers services as varied as childcare, chaplaincy, market days, social events accommodation, careers, bookshops and cooperative education. http://www.uws.edu.au/currentstudents/current_students/university_life

[163]Managing your study. This site is supported by StudentCentral offices on each campus and a hotline http://www.uws.edu.au/currentstudents/current_students/managing_your_study

[164]Getting Help. This site covers learning assistance and a wide range of personal support services ranging from disability services to managing money http://www.uws.edu.au/currentstudents/current_students/getting_help

[165]Badanami support for Indigenous students. http://www.uws.edu.au/indigenous_edu/education/support

[166] UWS International student orientation program This covers studying at UWS as an international student, student advisers, engaging with Campus Life, working in Australia, academic performance, and health cover. http://www.uws.edu.au/international/important_dates/orientation_program

[167] National code, http://www.aei.gov.au/AEI/ESOS/NationalCodeOfPractice2007/default.htm

[168] International AcPrep. This covers Australian academic culture, how tutorials work, managing stress, time management, assessment at UWS, assignment preparation, academic writing and the UWS plagiarism policy. http://www.uws.edu.au/currentstudents/current_students/getting_help/bridging_programs2/bridging_program_schedule#AcPrep

specialist ESL teachers and support classes, along with proactive identification and supplementary study plans for international students deemed to be 'at risk'.

UWS International's student transition and retention strategies have been benchmarked against the Hanover research on best practice internationally[169].

Transition support for research students

UWS employs strategies to ensure a high quality transition experience for its research students. These strategies include an early candidature plan which identifies skills needs within the first weeks of joining UWS; a formal testing of each candidate's research plan; online participation for all students in *Postgraduate essentials* [170]. Services include personal moderation of performance by staff; and provision of workshops in conjunction with the UWS Student Learning Unit on areas ranging from preparing for a literature review to using NVivo. An ALTC-awarded thesis writing circle program is also offered.

First year advisers and coordinators

UWS has developed a network of first-year advisers and coordinators over the past three years, using benchmarking with universities such as QUT and Griffith University to shape and support the role. These people help students navigate enrolment and choose a suitable study plan in the early weeks of their study, as well as acting as a point of contact in each program for ongoing queries and trouble-shooting.

Self-managed learning and support guides

As noted in Chapter 2, assessment-focused learning guides which allow students to 'learn in their own time' have been introduced into every unit of study offered by UWS. When given specific attention in a briefing session at the outset of each unit of study they are proving to be a productive and efficient way to manage students' expectations about unit assessment tasks and grading, to identify the learning resources and methods that underpin them, and to alert them to the many forms of transition support that are available.

Academic literacy and mathematics initiatives

These major programs commence during transition but unfold during the year (see Section 3.5.2).

Peer Support during transition

The University's peer support systems, many of which start at the transition phase, are sustained throughout students' first and subsequent years of study. (Section 3.5.2).

[169] Hanover Webinar 11 Nov 2010
http://www.uws.edu.au/__data/assets/pdf_file/0019/170740/HR_Webinar_Int_RR_PP.pdf

[170] Postgrduate essentials
http://www.uws.edu.au/__data/assets/pdf_file/0007/123001/Postgraduate_Essentials_FAQ_-and-_Starter_Kit_2010.pdf

Assisting the transition of mature-aged students into UWS

An example of a distinctive UWS peer support program targeted to assist transition is the UWS Mature Aged Student Support System – MAS[171]. MAS strategies include a dedicated website, 'starting out workshop', a mature students' drop-in group, online meetings, a guide to UWS for new mature age students written by successful UWS mature-aged students, the MAS eBuddy online mentor program, an IT Skills Café, the use of experienced mature aged students as Orientation Assistants, provision of videos of mature aged students discussing their UWS experience, and on-arrival provision of a UWS mature-aged students guide to university life. A research project on the transition needs of mature aged students is ongoing.

[171] UWS Mature Aged Student Support
http://www.uws.edu.au/currentstudents/current_students/getting_help/mature_age_students

The UWS Student Success Transition Program

In August 2010 UWS trialled a Student Success Transition Program modelled on that found to be effective at QUT. All mid-year commencing students were contacted by letter and encouraged to use the assistance of trained student "Ask Us" contacts in the Library during the first three weeks of session and offered access to an eBuddies network and cafe Buddies network. They were all contacted by phone to discuss how they were coping and to answer any initial questions or concerns. On the basis of a very positive evaluation[172]and the enhancements identified in the pilot, this program is now being scaled up in 2011.

[172] Evaluation Report for UWS Student Success Transition Program 2010
http://www.uws.edu.au/__data/assets/pdf_file/0010/170767/Transition_Student_Success_2010_Report_Final.pdf

Transition support for students with a disability

Students with a disability have the option of registering with the UWS Disability Service to receive services and support. This includes, where appropriate, the development of an Academic Integration Plan (AIP) to record the adjustments needed to address the effects of their disabilities[173]. This AIP is then distributed to relevant areas of the University for implementation. The number of students with AIPs increased by 43% from 2009 to 2010.

[173] UWS Disability Service
http://www.uws.edu.au/currentstudents/current_students/getting_help/disability_service

Assisting commencing students to use the UWS Library and its ICT-enabled learning systems

The UWS Library offers a wide range of high rating transition and support programs that start when students first enrol and carry on throughout their first year of studies[174]. These include library orientation programs; *Jumpstart*; *Information basics*; *Successful searching*; *InfoCentral*, the single point of access for library queries; the UWS Online Librarian and specific programs on Turnitin Plagiarism software and *Postgraduate Essentials*.

[174] UWS Library: Training and Support
http://library.uws.edu.au/training.php?arg=1&p=ug

Tutorial Central gives details of the range of UWS Library online tutorials
http://library.uws.edu.au/tc/index.php

Learning how to search online
The UWS Library's First year undergraduate 'successful searching online' tutorial and assessment is designed for commencing undergraduate students and provides an introduction to the research techniques and tools necessary to find and manage information effectively. The assessment is available to all students enrolled in a wide range of commencing units of study for completion within the first six weeks of semester.

Getting started in using other UWS ICT systems

Online and personal support is available for students unsure of how to use the online student administrative system – My Student Record (MySR).

The e-Learning support site provides early assistance to students on how to use the UWS online learning system *vUWS*. This support includes not only online tutorials and answers to frequently asked questions but online and personal help[175].

3.4.3 Current performance against targets

Initial contact and enrolment

SM03.01 – Section 3.4.3(a)[176] brings together data on performance against target on this area.

Analysis of these data indicates that the UWS Contact Service Centre is performing effectively. In 2010 it was rated first in the country out of 179 call centres on the National Customer Benchmarking Survey and won the national ATEM Award for the Best Telephone Service in Australia's Universities. In 2009 it was the recipient of a Vice-Chancellor's Excellence Award.

In 2010 4,357 students responded to the UWS Commencing Students Survey on the speed and accuracy with which UWS Student Administration answered queries. Respondents from all student groups rated this indicator above good practice standard of 3.8/5, except for international students where the mean rating (3.72/5) is approaching this standard. The continued need to make enrolment faster and more convenient has been identified, especially for commencing Indigenous students. As noted in the UWS Cycle 1 outcomes' report to AUQA, the satisfaction ratings for student administration have been steadily increasing on all items since 2006[177].

Transition

SM03.01 – Section 3.4.3 (b)[178] brings together data on performance against target for this area.

Analysis of these data indicates that the ratings on the 2010 Commencing Students Survey are approaching or above the UWS good practice standard of 3.8/5 for the quality of information received about studying at UWS, and the helpfulness of the University's orientation and bridging programs.

These findings align with results on the Proactive Assistance Scale and the First Year Transition and Retention Scale on the UWS Student Satisfaction Survey.

Further improvement attention is planned for the provision of advice on the right combination and sequence of study units to select and, as already noted, the speed and convenience of enrolment. The data show some variation between groups.

In terms of new student engagement with Library support for transition:
- 2,846 students attended 270 Library tours in semester one 2010, up from 2,728 attendees on 254 tours in 2009;

- 4,707 clients attended 252 Information Literacy classes;
- 112 research students participated in 15 sessions run by the Research Librarian.

Current status of key transition improvement projects

The MAS support program has been the subject of good practice case studies presented at national and international conferences. It continues to attract high satisfaction ratings on its feedback surveys and in student interviews. The following is a typical comment:

> *"I am coping well. (MAS) .. has been very useful to me in settling in with my studies. ... The IT skills were very useful especially getting started on vUWS.... I will definitely recommend it to my peers."*
> 11/08/2010

Targeted online orientation programs which supplement face-to-face transition programs for specific groups are being rolled out in February 2011. This includes the Peer Guide for First in Family Students.

On the basis of the performance of programs such as this the University is investing significantly in the scale up of its suite of peer-support programs in 2011.

3.4.4 Priorities for further improvement

Initial contact

- More active promotion of the UWS Contact Service Centre.

Enrolment & admission

- Further enhance performance ratings on all aspects of enrolment and admission to reach the UWS good practice target of 3.8/5.

Transition

- Each School's AHOS (L&T) will:
  - Ensure that a session at the outset of every first-year unit will explain how to use its Learning Guide, vUWS site, online library links, first-year coordinator, support services and what is being done in response to the SFU and CSS results from the last time the unit was delivered.
  - Work with local staff to implement a more systematic and efficient approach to identifying and supporting students at risk within the first six weeks of their enrolment. This will be achieved by having unit coordinators and other face-to-face teaching staff monitor a number of known 'at risk' indicators – for example, failure to register their email, poor class attendance, poor performance on an early assessment exercise.
  - Apply and evaluate the findings from the ALTC-funded UWS study of the VET student's transition experience.

- Scale up the UWS Student Success Transition Program.

3.5 First year retention strategies

3.5.1 Specific objectives, targets and KPIs for this area

First year learning programs that engage and retain students

The UWS Course Design standards listed in Diagram 2.2 and the processes used to implement them (Section 2.5) are intended to provide students with engaging and productive learning experiences from the outset. Although the same factors that engage and retain students in learning programs apply across all levels of study, the University is moving to ensure that a specific set of learning activities known to foster successful first-year transition and retention are incorporated into all of its commencing learning experiences.

As noted, the University is seeking to ensure that in every commencing unit of study there is targeted discussion of how its assessment, learning and support components work. The unit learning guide is a key enabling tool for this focus. In addition, as the present UWS Learning and Teaching Plan indicates[179], the University is currently building:

- academic writing and study skills support into core units.
- mathematics support into relevant programs for students who need assistance.

Building learning experiences like this into the curriculum aligns with the first year curriculum quality frameworks adopted by similar multi-campus universities[180].

The University uses a subsort of first-year student responses on the UWS Student Satisfaction Survey to track performance. To do this it has developed three first year learning experience scales. The UWS:
- flexible access and active learning scale;
- responsive first-year teacher scale; and
- responsive learning times and locations scale.

Trend data on the items that make up each scale are given in SM03.01 The required performance level on each scale item is 3.8/5.

Ongoing student support in first year

The student support strategies in this section focus on aspects of the UWS student support system that optimise the retention of students in their first year of study. These work in conjunction with what happens in the classroom and the overall support systems that apply to all students at all levels of study at UWS, as outlined in Section 2.6 of Chapter 2.

Also, as diagram 3.2 indicates, the University recognises that the support given to students before they come to UWS (Section 3.3), what is provided during transition (Section 3.4) along with the support provided during the rest of first year all need to build on each other. Particular attention is given to providing the most relevant support to students from various equity groups and who are the first in their family to attend university.

The University's focus aligns with its institutional research, the report prepared

for the Bradley Review[181], the findings from the National *Accessing the Student Voice* Project[182] and the outcomes of its benchmarking with other universities[183].

The University uses a subsort of first-year student responses on the UWS Student Satisfaction Survey to track performance in this area. To do this it has developed two first year student assistance scales. The:

- Responsive administration scale
- Responsive support systems scale

3.5.2 Strategies in place to achieve these objectives

First year learning programs

In addition to seeking to address the course design standards in Diagram 2.2, UWS aims to include as part of the first-year curriculum:

- An initial class for each unit of study which briefs commencing students on how each unit of study and the surrounding support and resource systems for it work[184].
- Multiple delivery and timetabling modes.
- An integrated range of UWS self-managed learning systems including its Assessment Focused Learning Guides[185], *vUWS* and electronic access to Library resources.
- Embedded Academic Literacy and Mathematics in relevant programs.
- Some form of engaged learning.
- An introduction to UWS research in their area of study [186].
- An introduction to using vUWS and UWS in UWSC courses; and a mandatory Tertiary Study Skills session each week for the first 13 weeks of study.
- An introduction to using vUWS and, in UWSC courses, a mandatory Tertiary Study Skills session each week for the first 13 weeks of study.

First year student support

Each of the following are first-year specific versions of the support services identified in Chapter 2. Many form part of a process that commences before students come to UWS and as they make their transition into university study.

First year coordinators and advisers

These roles operate from the moment of student enrolment, during transition and then throughout the first year of study.

[181] University student satisfaction and engagement Section F
http://www.uws.edu.au/__data/assets/pdf_file/0007/64087/Research_-_Scott_-_pdf.pdf

[182] Accessing the student voice
http://www.dest.gov.au/sectors/higher_education/publications_resources/profiles/access_student_voice.htm

[183] For example, the UWS approach aligns with that being used at Griffith University. Both approaches give focus to accurate program advice, ongoing connections to disciplinary cultures, and preparation for transition into the next year of study.

[184] Details of the focus are given in Section 3.4.4

[185] Section 2.4.

[186] For example, UWS has produced 12 short videographies to introduce commencing students to UWS research for viewing online, on TVS and in class.
http://www.youtube.com/user/UniWesternSydney?feature=mhum#p/c/343C3EEA3B947A89/0/t60vmJ9LPvo

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First year coordinators and advisers at UWS

UWS aims to have staff in every School who act as first-year advisors. A position description has been produced for the role, based on successful implementation in the UWS School of Law[187]. The specific role of the First Year Advisor is to provide advice on course design, tailor interventions to assist "at risk" students, organise orientation activities, and prepare targeted resources. Some aspects of first-year support are provided by general staff. For example, the College of Health and Science has a First Year Student Contact Officers' system, where general staff assist academic colleagues by providing non-academic assistance in the peak activity weeks at the beginning of semester

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Ongoing first-year support provided by the UWS Library

This builds on the Library's transition support identified in Section 3.4.

The Library Search Box[188] recognises students' changed information seeking behaviours and offers Google-style searching of UWS Library print and electronic collections.

The Library's InfoCentral[189] provides a single point of contact for all incoming telephone, virtual reference or email enquiries.

The Jumpstart guide to the Library website[190] introduces students to Library services and resources and to assignment writing and referencing.

Face-to-face support during the year is, as noted earlier, supplemented by 'just-in-time' online tutorials[191]. These focus on such topics as Successful Searching; Business Information Basics; College Information Basics and Introduction to Business Law.

Targeted assistance from specific UWS support units

First year support services are provided by key units including Badanami and the International Office, along with local support staff working with students. The Student Learning Support Unit services available to first-year students include Study and Life Skills Workshops.

Peer support and mentoring

A key program is the UWS Peer Assisted Study Sessions (PASS) scheme.

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PASS

This program is based on the Supplemental Instruction program that started in the US in 1973 and now operates in over 1500 higher education institutions in 29 countries. In 2010 approximately 2,000 UWS students attended PASS sessions students each semester. During PASS sessions students work on a common unit of study with a trained

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[187] School of Law First Year Coordinator Position Description http://www.uws.edu.au/__data/assets/pdf_file/0013/171301/First_Year_Coordinator_PD_School_of_Law.pdf

[188] Library Search Box, http://www.uws.edu.au/economics_finance/sef/partnerships/lucy

[189] InfoCentral, http://library.uws.edu.au/infoContacts.php

[190] Jumpstart @ the UWS Library, http://library.uws.edu.au/news.php?id=543
In 2010 Jumpstart was accessed 1,688 times.

[191] Tutorial Central, http://library.uws.edu.au/tc/index.php

senior student facilitator who has studied the unit previously. PASS is open to all UWS students who want to improve their understanding of course material and academic performance.

PASS has a presence on each *vUWS* site and facilitators attend classes in the first few weeks to promote the program. Given its success in recent years, PASS provision is to be significantly expanded from 2011 with a substantial increase in strategic initiatives' funding.

For more details and videos of students discussing their experiences with the scheme see the PASS site[192].

Other forms of peer support include the:
- use of senior students from the same background as a peer buddy for new students, a good example of which is the Law Peer Buddies Scheme;
- Mature-aged Students (MAS) program[193];
- Lucy mentoring program by business professionals for young; undergraduate women in business, finance, accounting and law[194];
- UWS Golden Key Honour Society peer support program[195].

Academic literacy and mathematics support

UWS has put in place specific policies and strategies for these foundation areas.

The UWS Academic Literacy strategy[196] builds on a comprehensive assessment of English proficiency commissioned by the UWS Executive in late 2008. The strategy entails extending the University's embedded literacy program, providing 'safety nets' for students who are not able to take full advantage of embedded literacy assistance, and boosting the capacity of staff to incorporate literacy perspectives into their teaching and assessment. An audit of Academic Literacy academic activities was completed in 2010[197].

The UWS Mathematics strategy[198] seeks to strengthen support for students with inadequate mathematics, implement interventions to strengthen mathematics in the curriculum, and set up linkages with the school and VET sectors to improve pre-university mathematics outcomes. A Mathematics Education Support Hub, headed by a senior academic, has been established to implement the strategy.

Both of these programs received additional strategic initiatives funding for 2011.

Identifying & assisting students at risk of failure

This commences from the first day of study at UWS and continues throughout first year. As noted earlier, the range of indicators monitored include students' failure to activate their UWS Email account; poor performance on or failure to submit their first assignment; failure to attend key events; and self-reported difficulties. A range of strategies are used to assist students once identified. These include withdrawal classes for intensive support at UWSC; contact by their Head of Program or first-year coordinator/adviser; arrangement for peer mentoring; and referral to the PASS program or other targeted forms of support.

[192] PASS http://www.uws.edu.au/currentstudents/current_students/getting_help/study_and_life_skills_workshops/pass_-_peer_assisted_study_sessions

[193] Section 3.4.2

[194] Lucy Mentoring, http://www.uws.edu.au/economics_finance/sef/partnerships/lucy

[195] Golden Key, http://www.uws-goldenkey.org/n.php?id=12

[196] UWS Academic Literacy strategy, http://staff.uws.edu.au/download.php?file_id=23750&filename=academic_english_literacies.pdf&mimetype=application/pdf

[197] Report on UWS Academic literacies audit, Education committee, November 2010. http://www.uws.edu.au/__data/assets/pdf_file/0017/171305/Report_on_UWS_Academic_Literacies_audit.pdf

[198] UWS Mathematics strategy, http://staff.uws.edu.au/download.php?file_id=23749&filename=A_UWSwide_Mathematics_Strategy.pdf&mimetype=application/pdf

Managing complaints

The UWS online complaints handling system (CHS) manages complaints from students, staff and the public about UWS operations and decisions. The system, which is described on the AUQA good practice database[199], has case management capabilities and generates information on recurring problems that are taken up with the area(s) concerned to prevent their reoccurrence.

ICT and online learning support

A range of online assistance systems are provided for students using ICT at UWS, *vUWS* and the online library. A highly rated example is the UWS Library's *Online Librarian* system which provides "just-in-time and just-for-me" help to students.

3.5.3 Current performance

Performance on the UWS first year learning experience scales

Trend data showing UWS performance on its three First Year Learning Experience Scales is given in the 2010 Performance Report on the area[200].

The commencing student results on the flexible access and active learning scale in the SSS show that all items are performing above the UWS performance standard of 3.8/5. Of particular note is the significant improvement on item 7: "My course enables me to electronically access essential information and content if I miss a class"; and on item 17: "My course has class sizes which allow me to participate fully in all my units".

Performance on items in the responsive first-year teacher scale is improving but is still below the good practice performance standard of 3.8/5. Of particular note is the need to further improve performance on item 11: "My course has a majority of staff who regularly consult students about the course's quality" which has shown significant improvement since the last survey but is still below the 3.8/5 performance standard.

Performance on the responsive learning times and locations scale for commencing students shows improvement but both items are still attracting performance ratings below 3.8/5.

The 2010 audit of flexible timetabling indicates that 21% of classes are currently being offered in a non-standard mode.[201]. A trimester project is now underway.

The 2010 review of engaged learning in the curriculum shows that all UWS courses include at least one engaged learning experience[202]. Experiences range from the use of field trips, community service electives, case-based learning derived from real-world experience, to a variety of effective ways to use the workplace as a site or source for learning and engaging students in 'real-world' simulations.

Current status of key improvement projects

As noted in Chapter 2, a benchmarked Students' Experience of Technology Survey has been completed, with specific implications for first-year student support and a strategic framework for ICT-enabled learning has been finalised.

[199] UWS online complaints handling system
http://www.auqa.edu.au/gp/search/detail.php?gp_id=2943

[200] SM03.01 UWS Performance matrix & report for commencing student aspiration – building,transition & retention, section 3.5.3
http://staff.uws.edu.au/download.php?file_id=23970&filename=SM03_01_Perf_Matrix_Report_CH3.pdf&mimetype=application/pdf

[201] Stocktake of delivery modes at UWS
http://www.uws.edu.au/__data/assets/pdf_file/0014/171302/flexible_timetabling.pdf

[202] 2010 Review of Engaged Learning in the curriculum. Examples of engaged learning in first-year courses include work experience in the Community and Social Development program; community research in the Indigenous Landscapeprogram; use of GWS cases in Medicine, and Industrial experience in Applied Science
http://www.uws.edu.au/__data/assets/pdf_file/0018/171315/engaged_learning_stocktack.pdf

Lesson plans for a first-year briefing class on how each unit works have been completed in each School and Associate Heads of School (Learning & Teaching) are working with the relevant staff to implement it.

Performance on the UWS first year student assistance scales

Trend data showing UWS performance on its two First Year Student Assistance Scales is given in the Performance Report for the area[203].

The results on the Responsive Administration Scale align with those for the same area in the UWS Commencing Students Survey. They show that the satisfaction ratings for all aspects of student administration are improving, with item 37: "Online systems such as MySR and online forms have made student administration easier" now above the UWS good performance standard of 3.8/5. The other areas (enrolling and re-enrolling is quick and convenient; application procedures are straightforward; and problems with administration are easily resolved), although not yet at the 3.8/5 standard, are moving upwards. Of particular note is the improvement on item 41: "Problems with administrative matters are easily resolved" which has moved from a mean performance rating of 3.2/5 in 2006-7 to 3.59 in 2009-10.

The results on the Responsive Support Systems Scale show that four of the six items that make up this scale have seen significant improvements over the past three years. Areas being followed up include the services of Badanami and the Learning and Study skills unit. Both of these areas are, however, still performing satisfactorily on these items.

Overall satisfaction from commencing students across all cohorts has increased significantly over the past five years. This is in alignment with the rise of 25% in explicit satisfaction from UWS graduates on the CEQ's overall satisfaction item over the past five years.

In terms of Library support system usage:
- During 2009 over 1.8 million searches were undertaken through the Library Search Box. To the end of July 2010, some 1,080,738 hits were recorded;
- 16,610 queries were responded to via *InfoCentral* during 1st semester 2010 - an increase of 51% from same period in 2009, reflecting the implementation of new, more user-friendly software.

Performance of PASS

PASS participation has grown from 214 students in Autumn 2007 to 2300 in Spring 2010 and the program now operates on all campuses. The 2010 PASS evaluation report[204] gives detailed qualitative and quantitative performance information on the impact of the scheme on student performance and efficacy.

The following student feedback comments and performance results from across the three UWS Colleges are typical.

> "The sessions really helped give me direction and confidence because they were so interactive, and even if I said something off track it wasn't ridiculed. It also helped me to know what to study".

> "You can relax as it is student orientated and you don't have to feel stressed because a teacher is not in the room. PASS sessions have a warm/welcoming environment and a sense of support to them".

PASS results - 101184 Psychology: Human Behaviour - Autumn 2010

Average mark %

All Students	Attended none	Attended < 4	Attended ≥ 4
54.54	53.06	57.04	70.44

Attendance

Results - 200488 Corporate Financial Managment - Autumn 2010

Average mark %

All Students	Attended none	Attended < 4	Attended ≥4
49.71	49.09	51.38	56.67

Attendance

Results - Mathematics for Engineers 1 - Autumn 2010

Average mark %

All Students	Attended none	Attended < 4	Attended ≥ 4
44.75	44.51	48.38	50.00

Attendance

3.5.4 Priorities for improvement

First year learning programs

Improvement priorities currently being addressed include:
- undertaking an eLearning audit benchmarked against the methodology and findings from the parallel eLearning Review undertaken by UWS for the University of Melbourne in 2010;
- exposing our students to our best teachers in First Year and evaluating the use of the research videographies in first year classes;
- scaling up the use of engaged learning experiences in first year classes.

Student support in first year

The improvement priorities for this area include:
- achieving consistent use of the revised set of assessment-focused learning guides;

- scaling up the full range of proven approaches to peer support;
- ensuring that there is high quality support for all first-year units with large enrolments;
- building further academic and mathematics skills into all relevant courses and evaluating their impact;
- encouraging all students eligible for a disability support plan are encouraged to self-identify.

3.6 Assuring staff quality and capability to deliver the UWS first year retention agenda

3.6.1 Specific objectives, targets & KPI's for this area

A key objective in *MTD 2010-15* is to develop staff capacity for high quality teaching. The following are the University's specific objectives in relation to first-year transition and retention:

1. Assist staff to deliver the first year briefing classes outlined in Section 3.4.4.
2. Provide specific support for sessional staff teaching in programs with commencing students.
3. Ensure our students experience our best teachers in first year.
4. Review and develop valid and complementary roles and support systems for the UWS Associate Head of School (L&T) and UWS First Year Coordinators and Advisers.
5. Run a dedicated, ongoing training and development program for these roles in partnership with the College's A/Deans (L&T), the PVC (L&T) and the Directors of the units that provide first-year student support.

This aligns with the strategies being adopted at Griffith University[205].

3.6.2 Strategies and policies in place to achieve these objectives

In addition to the policies and strategies outlined in Section 2.7 the following targeted improvement strategies are being implemented:

o The UWS Foundations of University Learning and Teaching (FULT) program[206] and the UWS New Staff Mentoring Programs now give focus to the UWS transition and support standards.
o The University is targeting its staff development scholarships and study tours on this area. Examples include the funding of 31 staff to attend the national first-year experience workshop in Tasmania in 2008.
o Good practice in sessional staff orientation and development programs is being identified and disseminated.
o Provision of an online self-teaching tool kit to help staff develop effective learning guides[207].
o Specific support for Indigenous academic and professional staff.
o A University-wide review to consolidate, sharpen support and ensure the complementary of the roles of Associate Head of School (L&T), first-year adviser and coordinator. This review is targeted for completion and implementation by June 2011.
o Testing the viability of establishing the role of UWS Pathways and Transition Coordinator.

[205] The Griffith strategies also include academic and professional staff partnerships, specialised induction and whole of school approaches

[206] UWS Foundations of Learning and Teaching Program http://www.uws.edu.au/__data/assets/pdf_file/0020/170750/FULT_Foundations_program_summary.pdf This includes an introduction to Blended Learning, including eLearning, and to the concept of learning guides. The online staff module: "Getting started with vUWS" and the UWS basic standards for vUWS site provide further support.

[207] Exemplar: UWS Marketing Learning Guide http://staff.uws.edu.au/download.php?file_id=23840&filename=EXEMPLAR__200084_Consumer_Behaviour.pdf&mimetype=application/pdf

3.6.3 Current performance

Feedback on the Responsive First Year Teachers' Scale[208] indicates that performance on item 11: "My course has a majority of staff who regularly consult students about the course's quality" is still well below the UWS performance standard at 3.22/5 (but up significantly from 2.93/5 in 2006-7).

UWS has increased its focus on providing sessional staff with support that is easily accessed, flexible, situated and 'just-in-time, just-for-me'. More systematic gathering of participation rates and feedback data for these initiatives is now being put in place.

Participation and satisfaction ratings from commencing teachers on the FULT program is high[209].

The role review for first-year coordinators/advisers is underway and training workshops for the AHOS (L&T) group are ongoing.

The First Year Experience Expert Group is now working with the A/Deans and the AHOSs (L&T) to identify exactly how to get the best UWS teachers before first-year classes. The videographies initiative is set down for implementation and evaluation in 2011.

3.6.4 Priorities for further improvement

These align with the parallel improvement priorities for staff support and quality identified in Section 2.7.3. Of particular importance is to ensure that staff consult students about their course's quality in a more ongoing way.

3.7 Successful retention & progression into the next year of studies

Current performance against targets

The 2010 Performance report for this area[210] brings together data on performance against target for first-year retention and progression. It shows the relative performance of UWS in retaining students across a wide range of equity groups; along with commencing student retention by College; and retention trends on the basis of admission. Trend data and the results of benchmarking against the sector and UWS partner universities are included whenever feasible.

The progression data in the report shows performance rates by College and student group.

Analysis of these data provides the following information:

1. Bachelor level commencing student retention
   a. LSES and Indigenous student retention are rising and well ahead of the sector average.
   b. International, NESB and female student retention are even and relatively high.
   c. Overall retention is rising but remains below the sector average

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[208] SM03.01 UWS Performance matrix & report for commencing student aspiration – building, transition & retention, Section 3.6.3 http://staff.uws.edu.au/download.php?file_id=23970&filename=SM03_01_Perf_Matrix_Report_CH3.pdf&mimetype=application/pdf

[209] In 2010 all of the 72 eligible new academic staff attended FULT with a mean overall satisfaction rating of 4.3/5

[210] SM03.01 UWS Performance matrix & report for commencing student aspiration – building, transition & retention, Section 3.7 http://staff.uws.edu.au/download.php?file_id=23970&filename=SM03_01_Perf_Matrix_Report_CH3.pdf&mimetype=application/pdf

and the UWS target.
   d. There is some variation between Colleges.
   e. There has been a small drop in VET student retention which warrants monitoring.
   f. Retention for mature aged students is lower and relatively stable, thereby justifying the increased support now being targeted towards this group.

2. Progression
   a. The progress rate for commencing students and students overall is increasing and is above 82%.
   b. There is some variation between Colleges on this measure with the current progress in the College of Arts being particularly high at 89.3%.
   c. There has been a significant increase in the progress rates for Badanami students.
   d. The progress rates for LSES, female, mature aged students is high and stable.
   e. VET student progression rates require monitoring.

3.8 Summary & priorities for further improvement

Building aspirations & preparation for University (Section 3.3.4)

Focus	Accountability	Timeframe	Milestones & KPI(s)
Scale up the number of jointly designed and delivered UWS-VET pathways programs	Manager VET Transition, PVC (L&T) and A/Deans	December 2011	Two programs per College planned
Continue the managed expansion of UWSCollege's pathways programs	DVC (I & D) , Director UWSC APCAC	December 2011	See the targets in the UWSC plan
Establish more consistent two-way links between UWSC and UWS staff teaching the same units	Academic Dirctor UWSCollege & relevant UWS AHOSs (l&T)	30th June 2011	Positive feedback from staff in both locatoins
Scale up programs like Fast Forward and Indigenous school mentoring programs with a particular focus on GWS primary schools.	PVC (L&T) with Executive Director Engagement and Partnerships and relevant Unit Directors	December 2011	Double the number involved

Initial contact and transition (Section 3.4.4)

Initial contact and admission

Focus	Accountability	Timeframe	Milestones & KPI(s)
More actively promote the work of the UWS Contact Service Centre and confirm complementarity between its role and that of the UWS Admissions Team	Manager UWS CSC and Academic Registrar with AHOSs (L&T)	30th June 2011	Greater awareness in the next staff services

Focus	Accountability	Timeframe	Milestones & KPI(s)
			survey
Achieve the UWS performance standard of 3.8/5 for all initial contact and admission services provided by the University.	PVC (Q) with relevant Directors and their Supervisors	Ongoing	Achieve targets by Dec 2012

Targeted support for transition

Focus	Accountability	Timeframe	Milestones & KPI(s)
Ensure that a briefing session with the focus identified in Section 3.4.4 is delivered effectively in every commencing unit of study	AHOS (L&T) with Unit Coordinators, and HOP	March 2011	All sessions delivered Autumn Semester 2011
Make the identification of students at risk during the first 6 weeks of study more systematic and focused on the agreed indicators	AHOS (L&T) with Unit Coordinators, & HOP	April 2011	Decreased early drop out rates and achievement of 2011 retention targets
Implement the findings of the UWS-ALTC VET transition study	Manager VET transition with AHOS (L&T)	December 2011	Positive VET student feedback
Scale up the student success transition program piloted in August 2010, applying findings from the evaluation study on its trial.	Director Student Support Services	April 2011	Positive student feedback

First year retention strategies (Section 3.6.4)

First year learning programs

Focus	Accountability	Timeframe	Milestones & KPI(s)
Undertake an audit of ICT-enabled learning using the framework applied by UWS in its review of eLearning at the University of Melbourne in 2010	PVC (L&T) & Directors Planning and Review and TDU with A/Deans, and AHOSs,	30th June 2011	Completion by June and action on the results spring semester 2011
Train all staff on how to deliver the 'learn how to learn' class outlined in Section 3.4.4 consistently and effectively	AHOSs (L&T) with Heads of Program and Unit	March 2011	Classes successfully delivered
Give more concerted attention to ensuring students are taught by the best UWS teachers in first year and implement new approaches including the use of videographies of our best researchers	AHOS (L&T)\n\nFirst Year Experience Expert Advisory Group	March 2011	Improved teacher ratings from 1st years on the relevant items in the SSS
Identify opportunities for students to undertake an engaged learning experience in the early stages of their course.	PVC (L&T) with A/Deans (L&T), Heads of School and AHOSs (l&T)	March 2011	Endorsement of the review report by the Education Committee of Senate

Student support in first year

Focus	Accountability	Timeframe	Milestones & KPI(s)
Put in place trained and well-supported first year coordinators and promote their role to all students from the outset	PVC (L&T) with A/Deans, HOSs and AHOSs (L&T)	March 2011	First year coordinators in place & known by students
Scale up proven forms of peer support, including PASS and the use of successful senior students as mentors for students from the same background	PVC (L&T), Education Committee of Senate and PASS coordinator	30th June 2011	Improved retention and assessment performance by participants
Ensure appropriate support in all first year units with large enrolments	Deans, HOSs and AHOSs (l&T)	March 2011	Ratings of 3.8/5 on the SFU
Scale up the UWS embedded mathematics and academic literacy strategies	PVC (L&T) with relevant key committees	December 2011	Available in all relevant units of study
Continue to encourage all students with a disability or chronic health condition who require an Academic Integration Plan (AIP) to self-identify.	Director UWS Disability Services	March 2011	Continued increases in self-identification rates

Assuring staff quality and capability to deliver the first year retention agenda (Section 3.6.4)

Focus	Accountability	Timeframe	Milestones & KPI(s)
Sharpen, finalise and implement a coherent support system for First year coordinators/advisers in every UWS School under the leadership of the AHoS	PVC (L&T), HOSs, Director HRU, Director ODU with AHOSs (L&T)	March 2011	Positive student feedback on the availability and assistance of these staff
Complete, promote and ensure the effective use of the UWS First Year Experience website to cover every component of the UWS quality management framework for the area	PVC (L&T) First Year Experience Expert Advisory Group	30th June 2011	High levels of staff awareness and satisfaction with the site
Evaluate and enhance the full range of support programs used to support staff, including the use of FULT and local school-based strategies to alert staff to good practice in first year retention	PVC (L&T), Education Committee of Senate, relevant dirctors and AHOSs (l&T)	30th June 2011	High levels of participation and satisfaction.

Appendices

Appendix 1

UWS planning, reporting and review cycle

UWS Planning, Reporting and Review Cycle

Time of Year	Step	Person(s) and/or groups accountable
October–November	Administration of student feedback on units and teaching surveys	Office of Planning and Quality(OPQ) (in conjunction with other relevant units)
	Provision of Performance Report(s) on relevant Plans to accountable person(s)	OPQ
November–January	Self-review undertaken and submitted to OPQ – including operational plans for the coming year	Led by accountable person (e.g. Executive Dean); supported by OPQ
	Consideration of self-reviews and college Operational Plans for the coming year	Academic Senate (for program and research reports) then (for all reports) Strategy and Quality Committee. The SQC then makes recommendations to the Executive or Vice-Chancellor who, in turn, reports to the Board of Trustees
	Revision and Renewal of College Operational Plans as necessary	
February	College and Divisional Operational Planning and Action Conferences held	Executive Dean/Heads of Division
	Review of enabling plans	Strategy and Quality Committee
	Revision & renewal of enabling plans as necessary	
February (then May, August, November)	Review of UWS Risk Management Framework & performance	Executive reporting to the Audit and Risk Management Committee of the Board
March/April	Completion and Certification of Annual Financial Accoutns	Director, Finance Via Audit and Risk Management Committee to Board of Trustees
April	Administration of Graduate Destination Survey & CEQ along with PREQ	OPQ
	Annual Individual Performance Review of key executives using, in part, performance outcomes on the plans and review recommendations for which they are responsible	Supervisor of each executive with recommendations on bonus
	Institutional Strategy review and development at Senior Management Conference	SQC Executive
	UWS Annual Report approved and delivered to Government	Vice-Chancellor and Board of Trustees
May–June	Administration of student feedback on units and teaching surveys	OPQ
June	Approval of student load for the following year (all categories of students)	Load Planning Committee and then Executive
	Equity Report	DVC(CSS) and Director Equity and Diversity
	Capital Asset Management Plan	Director, Finance and Director CWF

Time of Year	Step	Person(s) and/or groups accountable
June	Indigenous Education Report	DVC (A&R) and Director Badanami
	Student load planning report	DVC(CSS) and OPQ
	Research and Research Training report	DVC (D&I) and Director ORS
	Financial Report to DEEWR	Director Finance
May–July	Forward planning and links to budget formation process	OPQ (for coordination) & the Executive
July	Review of performance on the University's strategic and high level plans	Board of Trustees
	DEEWR IPP	
	Income and support data for the UFM finalised; College & Divisional Plans provided to Director finance in draft form	Director Finance, Strategy and Resources Committee of the Board
August	Negotiations of CGS load with DEEWR as part of UWS Funding Agreement.	DVC(A&R) and PVC(Q)
September	UWS verified data on GDS, CEQ and PREQ sent to Graduate Careers Australia	PVC(Q) and OPQ
September	Senior Management and Operational Planning Conference	Vice-Chancellor assisted by OPQ
October	UWS Budget for the following year finalised and endorsed by Board of Trustees	Director Finance, Strategy and Resources Committee of the Board
	Administration of Graduate Destination Survey & CEQ along with PREQ	OPQ
	AUQA audit (every five years)	PVC(Q) and UWS Planning and Quality Committee
November	Review of Current Workplan for individual academic and administrative staff (excluding senior staff whose review is	AHOS, Head of School or Director
	Formulation of following year's individual workplan	
	Results of Annual Course Reports provided	PVC(Q) and OPQ
	Action Plans on Course Reports endorsed	UWS Executive

A range of other surveys are used. For details, see the UWS TILT (URL) site.

Code
Data Gathering
Reporting
Review
Planning
Budgeting

Appendix 2

Overview of UWS Benchmarking Projects since the Cycle 1 AUQA Audit

University/ Organisation	Project Topic/Focus	Key Impact	Action on the Results	Status
Course Design, Tracking & Assessment				
Australian Government	UWS, with ALTC, was commissioned by DEEWR to undertake a national stocktake of sustainability in the curriculum of Australian Higher Education	The Report was completed in December 2010 and a national portal for the findings was made available to the sector. UWS is using the portal to identify options for development in this important area for the University	UWS is establishing a series of sub-majors on sustainability & investigating ways to use the campus as a living laboratory to explore sustainability issues	Project completed Dec 10. UWS action ongoing
Curtin, Edith Cowan, Charles Darwin, James Cook, South Australia, Charles Sturt, Deakin, and Melbourne	*Indigenous Graduate Attribute* UWS Badanami Centre for Indigenous Education benchmarked approaches and planned developments in the Indigenous programs, courses, units and graduate attributes with these universities.	The Education Committee of Academic Senate endorsed the proposal in May 2008. Implementation has been part of the development of units and sub-majors in Indigenous Education and the implementation of the UWS Indigenous Graduate Attribute.	A paper on the development of a UWS Indigenous Graduate Attribute and its implementation was presented to the Education Committee of Academic Senate in May 2008	Results presented in 2007 – 2008 and acted upon from 2009
UNE	Cognos reports Elearning UNE's DEHub, EIF funded	Staged development, dashboard system, architecture of the data warehouse, reports, governance. Identified Elearning gap is the absence of a coherent research framework and the need to use students to identify and test uses.	UWS provided details of its Complaints Management System to UNE and shared Load Management System operations	August – December 2009
Victoria University & Edith Cowan University	The objective was to analyse and compare a large 1st year (accounting) unit at each institution with the aim of: i) Identifying best practice as a basis of providing opportunities for improvement at each University; ii) confirming that appropriate standards are being applied by each university	The project revealed several common problems faced by the three Universities in the staffing of the unit and student mix, yet significant differences in the physical delivery and assessment of the unit	The UWS COBL is also in the closing stages of a financial benchmarking project with Victoria University, the final report on which yet to be released.	2010-2011

University/ Organisation	Project Topic/Focus	Key Impact	Action on the Results	Status
Victoria University & Grifith Uni	Learning Outcomes & Assessment – Unit Introduction to Business Law			2010-2011
College of Law PLT course (GDLP)	Unit Accounts & Trusts reviewed on a bi-lateral basis	Improvement in assessment practices	Changes to the Assessment	2010-2011
Griffith University	Marketing Principles Review	Request sent January 2011 for participation	Geoff Scott to meet with David Low to review guidelines.	TBA
Deakin University	Marketing Principles Review	Request sent January 2011 for participation		TBA
Griffith, La Trobe, Charles Darwin, Macquarie, University of Melbourne, QUT	*External moderation of assessment Inputs, Standards and marking* UWS led a national pilot project on academic standards moderation in partnership with six universities in 2010. The project focused on testing the validity and reliability of assessment regimes through peer review and moderation.	Project completed in December 2010 with a range of findings concerning comparability of units and implications for improvements in assessment clarification with students and processes for ensuring validity and reliability of grading.		2010: ongoing
Griffith, QUT, Macquarie, ANU, Melbourne, CDU, La Trobe	UWS is part of a consortium awarded an ALTC Strategic Priority project grant for 2011-12 to develop a sector-wide model for assuring final year subject and program achievement standards through inter-university moderation. This will involve selected common final year subjects in the eight Fields of Education used in the ALTC Discipline Standards project resulting in a benchmarking of final year subject-level outcomes across the sector and across disciplines. The project will also pilot approaches for moderating program-level achievement standards,	Anticipated project outcomes and impact: Guidelines for reviewing subject-level assessment quality and practices in the context of program-level outcomes and standards; Evaluation of user views on the utility, feasibility and validity of the project's inter-institutional moderation model in assuring quality in different fields of education.	Commencing phase	November 2010 – November 2012

University/ Organisation	Project Topic/Focus	Key Impact	Action on the Results	Status
	based on work with program leaders responsible for capstone courses in selected universities.			
Australian Medical Schools Assessment Consortium (AMSAC)	*Comparing performance among schools of Medicine* 1. All 7 Schools put fifty common MCQ questions in the examination paper at the end of "preclinical training" (Yr 2 at UWS). 2. Online progress testing (developed and maintained by McMaster University.			2009 – Ongoing
Sydney, Melbourne, Adelaide, Monash, Wollongong, UQ, UTS, UNSW, ANU.	*Honours thesis* Benchmarked for common practice in awarding Honours grades in undergraduate engineering courses in 9 universities so as to make the Honours calculation course consistent across the sector.	As a result of the benchmarking exercise and course variations the Honours calculation for the Bachelor of Engineering course is: • consistent with the common practice of the sector; • a major part of the College of Health and Science Honours Award Level Guide of the UWS Honours in Bachelor Awards Policy.	Honours course variation for the Bachelor of Engineering was endorsed by the Education, Assessment and Progression Committee of the College of Health and Science in March 2008.	November 2007
		Student Contact & Administration		
Customer Service Benchmarking Australia – tertiary sector and other sectors	*Customer service* Contact Service Centre works with this company to benchmark services. http://www.csba.com.au/	July to September 2010 Report ranked the Contact Service Centre as 1st of 179 companies. That is, UWS is the top call centre among all tertiary institutions and all sectors surveyed, including banks, telcos, airlines, government agencies, etc.	None necessary	Every quarter Ongoing
Griffith University	*Online enrolment* Approaches to developing a 'one stop shop' online enrolment, student centres and customer service as developed on the Gold coast Campus.	UWS changed student administration practices to include on-line student self-service and enhanced services to students by student centres.	Actions implemented with increase in student ratings on the relevant services	2006 – 2007
		Academic Governance		

University/ Organisation	Project Topic/Focus	Key Impact	Action on the Results	Status
Griffith University	*Academic Governance* Productive role and approaches of Academic Committees and Senate. Structural aspects of academic governance arrangements.	Governance structure and role that reflects needs for quality assurance and quality improvement of academic activities including strategic academic program planning and policy. Workable, innovative and effective approaches to academic honesty, scholarship and plagiarism prevention.	Expanded range of evidence used for decisions in academic governance matters.	Completed
		Student Feedback, Transition & Support		
Griffith University	*Student Evaluations* Examination of GU and UWS processes and instruments for collecting and using student evaluation of courses/units and teaching.	Exploring the viability of joint use of the UWS Student Satisfaction Survey and Exit Survey, with a focus on developing at Griffith a more nested and coordinated approach to student surveying.	Review of teaching and course evaluations.	Completed
Griffith University	*Orientation and Transition* Engaged in benchmarking Orientation and Transition approaches and activities, specifically during the first semester and in particular the exploration of a virtual Orientation.	Continuous improvement to Orientation/Transition processes and development of creative, needs-based strategies.	Work commenced on Online Orientation	Completed
19 Australian Universities	*Transition* The UWS Student Learning Unit transition team was a recipient of an AALL grant that enabled the benchmarking of Australian university academic literacy and maths transition programs. In addition, academic staff from four universities were interviewed to provide in-depth understanding of particular programs.	Identification of effective practices in the area for adaptation and use at UWS. Large seminar of the results was held in 2007.	Further enhancement of UniStep and UWS has subsequently assisted a range of universities to set up similar initiatives.	Completed
Charles Darwin University	*Retention and the Indigenous student experience* A series of key action projects were generated concerning Indigenous education and retention.	Actions areas include: enhancing course design to support transition into tertiary studies; optimising the quality of course delivery; development of integrated support and administrative services; the introduction of joint tracking and improvement systems and attention to shaping a change capable culture to underpin implementation of the initiatives.		Early 2008

University/ Organisation	Project Topic/Focus	Key Impact	Action on the Results	Status
Griffith – University English Language Institute (GELI)	*UWSCollege* a) Student support services processes. b) Student support intervention strategies within teaching and learning	To identify effective practices in both areas that will lead to better quality processes and improved intervention strategies for student learning support.	Expected improvement on quality for student support services. The findings will be implemented over both the short-term and long-term at both institutions.	2010 – 2011
National	*Continuous improvement in Library Services.* Library's quality and improvement agenda, and serves as an important strategy in ensuring fulfilment of our vision of being an innovative, contemporary library, integral to the scholarly endeavours of the UWS community. This work has subsequently evolved and expanded, with quality processes and client perceptions playing a critical role in a wider quality agenda intended to assist the organisation to adapt and respond to change and to further enhance organisational endeavour and outcomes.	All operational areas use benchmarking data to evaluate processes and enhance service delivery. Improvements are most easily quantifiable in technical service areas: technical service staffing numbers have reduced by 25% since 2001, with a corresponding 29% increase in material expenditure and a 44% increase in items added to the collection.	As an outcome of process reengineering, turnaround time from point of order to item availability has been reduced by 70%.	
	ELearning & ICT			
Griffith University	*vUWS (Learning Management System)* A snapshot of the level and quality of usage of the learning management system (LMS) at both Universities – 10% sample of the courses/units on the learning management systems over one semester in 2008. See the UWS-Griffith eLearning Benchmark report	The framework and process used in this project have provided tools for further and regular reviews and reports. Regular usage reports within each institution help schools plan their future enhancement of the learning environment.	Results used by Information Services (Flexible Learning and Access Services) at Griffith and the Teaching Development Unit at UWS to identify opportunities for further development and improvement.	2008 – 2009
CAUDIT & EDUCAUSE	UWS participates in the CAUDIT benchmarking surveys which cover IT • Support for Staff and Students • Data Network Service • Educational Technology Services in Teaching Spaces	UWS performs well on these measures and uses comparative data available to CAUDIT members from the US universities that complete a similar survey with EDUCAUSE. UWS led the green IT initiative in CAUDIT.	Lower performing areas are used to identify higher performing solutions in other universities.	Ongoing

University/ Organisation	Project Topic/Focus	Key Impact	Action on the Results	Status
Research				
25 Australian Universities	*KCA research metrics survey* Data has been provided by KCA members, including the CSIRO and 23 of the 25 KCA member universities. Data is also included from the Defence Science and Technology Organisation (DSTO) and the University of Technology, Sydney who are not members of KCA.	The objective of this report was to obtain a consistent time series of metrics for major research performers over the period 2000 to 2007 by collecting data for 2005, 2006 and 2007. Metrics have been collected for this Report using the same definitions as applied in 2003 and 2004.	Used to enhance UWS strategies in the area	2007 Completed
University of Wollongong	Human NHMJ and Animal Ethics Administrative Processing	Since the formation of the UWS Medical School the number of Ethics applications are substantially increasing each year. This project enabled UWS to compare with another university processes with high volume of applications.	The Report is currently being finalised and will be considered in terms of current resourcing to support Ethics processes at UWS.	To be finalised in early 2011
Community Engagement & Sustainability				
Community Engagement	Development and launch of a national tracking and improvement system for Community Engagement (TICE)	Launched at AUCEA Conference 2010 as a basis for benchmarking..	CQU is working with UWS on a development project	Ongoing
US Association for the Advancement of Sustainability in Higher Education	Use of the AASHE database and benchmarks to finalise the UWS Sustainability Strategy.	This covers social, economic and environmental sustainability and links teaching, research and campus activities around the triple bottom line.	A range of community engagement projects have resulted including an internationally benchmarked Riverkeepers Project in the Hawkesbury-Nepean	Ongoing
Staff Quality & Development				
QUT with 38 Australian & 10 Overseas Universities	UWS is a participant Australasian Universities HR benchmarking project. It involves benchmarking on performance, practices and HR competencies	This project has been used to inform the UWS Our People 2015 project	Results were presented to the national HR benchmarking Conference	

University/ Organisation	Project Topic/Focus	Key Impact	Action on the Results	Status
				15 Oct 2009
National Learning Leaders in Times of Change Research	This project involved comparing perceptions of experienced leaders of learning from head of program to DVC on the most important capabilities, effectiveness indicators and forms of leadership support. It was funded by ALTC and the report *Learning Leaders in Times of Change* is available online	The results have been used to inform the Position Descriptions and support systems for key learning leaders at UWS	Results have been discussed with A/Deans, Heads of School and Heads of Program in a series of UWS workshops. Benchmarking workshops have been held elsewhere.	Ongoing
Canadian Network of Universities & Leadership Development	UWS is an external member of the Canadian Quality Network of Universities. Benchmarking has been undertaken on the Learning Leaders Results and specific development links have been made for the Dean of Indigenous Studies with his equivalents in Canadian Universities	Sharpening of the policy framework for Indigenous Education; ongoing relationships with Canadian Universities around leadership for sustainability and IT-enabled learning	UWS Indigenous Education Policy in place and targeted study tours to Canadian Universities for the Dean of Indigenous Studies and Director of TDU completed	Ongoing
UniSA, Curtin ALTC Project	UWS was a participant in an ALTC-funded research project on Academic Leadership Development. The project was designed to build the capacity of Academic Developers to design and implement programs to develop academic leadership in their universities. 91 Academic Developers from 28 Australian universities including UWS participated in the workshops.	A pilot program with Heads of Programs was held in 2009-2010. All participants in the program undertook a leadership action learning project related to improving the quality of Learning and Teaching in their Schools	Elements of the program (along with the results of the National Learning Leaders in Times of Change Research (above) are incorporated in the UWS Inspire Leadership Program for Academic and Professional Staff in leadership and management roles at UWS	Ongoing
Bond University, Charles Darwin Uni, CQU, University of Wollongong, UniSA, UTS, UWS, Victoria University, DEEWR	Workplace Productivity Program grants were awarded by DEEWR in 2008 for 3 years to 14 Australian universities, including UWS, to achieve reform in a variety of HR-related initiatives. UWS implemented initiatives idenitfied in the Our People 2015 staffing strategy and convened a national conference "HR Good Practice Conference: Building sustainable HR practice in Higher Education through collaboration and innovation" in December 2010 to showcase HR good practice in the higher education sector and outcomes and achievements in productivity and efficiency in relation to HR reform.	8 universities showcased outcomes from HR reform initiatives and practices implemented in their universities	Further collaboration on specific HR projects related to the UWS Our People 2015 Staffing Strategy	Ongoing

University/ Organisation	Project Topic/Focus	Key Impact	Action on the Results	Status
UWS, Australian Human Resources Institute (AHRI)	The Australian Human Resources Institute (AHRI) recognises achievements in HR practice in a number of specialist categories. Each year organisations compete nationally and must evidence benchmarking in HR best practice	In 2009 UWS was recognised by AHRI for its achievements in two categories – Human Capital Management and Diversity Management. These initiatives were critical elements of the University's Our People 2015 Staffing Strategy. In 2010 UWS was awarded the Fons Trompenaars Award for its Indigenous Employment and Engagement Program. This award recognises people management initiatives and strategies in the management of a diverse or multicultural workplace. Over the past three years UWS has launched successful partnerships and programs for Indigenous Australians such as business administration traineeships and the Indigenous Uni to Work Program	Further implementation of the Our People 2015 Staffing Strategy and action plans In line with UWS' commitment to providing higher education pathways for Indigenous students, UWS is committed to developing, implementing and supporting initiatives that: * encourage employment and professional development of Indigenous Australians, and * promote awareness of Indigenous Australian culture within the workplace	Ongoing
		International		
All Australian Universities	The benchmark study undertaken by the Australian Universities International Forum covers all areas of international operations – admissions, recruiting, costs of international activities, commissions, recruitment channels, support services	Understanding of UWS' position in key performance areas related to all other University international portfolios	Informs operational decision by UWSInternational Used to analyse our position and activities cf the sector	Annual

Appendix 3

UWS External & Internal Reviews/Audits since Cycle 1 AUQA Audit

Review/ Audit Type	Theme/Focus	Outstanding Recommendations/ Issues	Monitoring & Reporting	Status
External Reviews/Compliance				
Internal review of all aspects of ESOS compliance	To provide documentary basis for the UWS Vice-Chancellor's annual declaration of conformity with ESOS. The declaration is required by the State administrator of ESOS legislation (NSW DET External Relations Policy department)	All aspects (policies and processes) reviewed to ensure that the declaration of conformity is based on fact.	ESOS Officer monitors compliance across the University, reporting to the UWS ESOS Advisory Group	Annual declaration, ongoing review
Internal UWS Audit and Risk review of ESOS compliance monitoring processes in 2009	Review requested by the UWS Policy & Governance unit, seeking expert review of internal ESOS compliance monitoring and reporting activities and of the self-audit document used for the documentary support of the annual declaration of conformity (above)	Establishment of the UWS ESOS Advisory Group – senior decision makers, chaired by the Director, policy and Governance. Internal self-audit document's continued use was endorsed.	ESOS Advisory Group is the forum for discussions & decisions relating to ESOS compliance matters – UWS & UWSCollege. The Group meets 3 to 4 times a year.	Recommendations adopted, Advisory Group is established and running
External review of the Information Technology Unit Chaired by Kim Yeadon, a member of the Board of Trustees	Review of the Information Technology organisational unit was a recommendation of the 2005 Divisional Review Group recommendations.	All 35 recommendations have been addressed.	Management operational plan in response to recommendations.	2006 Complete
External audit of the cost of ICT across UWS	Identification of the cost of ICT infrastructure, resources, support and application across teaching, research and administrative functions.	Nil	Nil	July 2010 Ongoing
Third Research Landscape Review	The review considered what UWS research would look like over the next decade in the context of the intensity, national and international recognition and competitiveness of University's research performance in several Centres and Groups. It considered what recognised research concentrations to extend and resource within the research architecture based on performance and strategic need.	The research architecture was extended to include research institutes. The Research Framework 2009-13 was also an outcome, which identifies 5 goals with their strategies and performance indicators.	Annual reporting to the Board of Trustees	2008-2009 Complete. Hawkesbury Institute for the Environment has been established
Internal Reviews				
Under the UWS Reviews Policy and Guidelines, all Schools & Administrative Units are reviewed as part of	The TOR for School and Unit Reviews are framed around examining current effectiveness and future positioning in the context of the UWS *Making the Difference 2010-15* Strategy.	Emerging/recurrent themes for attention from School Reviews include the following:	School and Unit Review recommendations are monitored via progress against Action Plans in each	

Review/ Audit Type	Theme/Focus	Outstanding Recommendations/ Issues	Monitoring & Reporting	Status
a five year Review Schedule. **School Reviews** Schools of: Communication Arts School of Engineering School of Marketing School of Nursing & Midwifery School of Management		• variability in intensity and quality of FYE strategies/programs • variability in strategies for addressing area of poor student feedback, especially assessment • evidence of over-assessment, and/or lack of cross-unit/course assessment design • tensions between excellence and opportunity concepts in design of very large core units • potential opportunity for greater use of *UWS College* for students at-risk of failure • need for greater focus on recruitment of Indigenous students • extent of reliance on casual staff a risk area in some cases	case.	(Completed) 2010 2010 2010 2010 2010
Unit Reviews 2010 UWS International Human Resources				May 2011 2010
Review of academic governance arrangements and policies	Constitutional adjustments to achieve better contribution of academic governance committees to definition of University's strategic priorities and a more effective alignment of the committees and their terms of reference with the functions of colleges and schools.	Changes to Academic Governance Policy, Academic Senate Standing Committees Policy and key, relevant academic policies, in order to: • provide more business oriented College committee • create a new tier of School Academic Committees • create a new, strategically focused Academic Planning and Courses Approvals Committee. Academic Senate coordinates all of the above.	Ongoing by Academic Senate, and, via Chair of Academic Senate's reporting, by Board of Trustees – reflected, for example, in a number of Board approved refinements in April, 2009.	October 2008 –Approved by the Board of Trustees April 2009 amended by the Board

Review/ Audit Type	Theme/Focus	Outstanding Recommendations/ Issues	Monitoring & Reporting	Status
School Administration Coordinators' Review	Growth of UWS and its focus on ensuring its strategic imperatives were met it was recognized that a significant support is required for Heads of School to manage School operations As such, pre 2008 School Administration Coordinators were HEW 7. An in-depth review of requirements of senior administration/manager positions in each School was undertaken.	School Managers were appointed for all Schools in 2008-2009 with a coordinated induction and ongoing support system.	School Managers report to the Head of School. The School Managers' Forum meet quarterly as they do with the Registrar's Office.	2008 Complete
School Administration Review	This review mapped current administration practices in Schools including the types and levels of administration support provided to academics and students in Schools, Colleges and Divisions. The review also mapped the relationships between Schools and Divisions.	Recommendation of the most appropriate model/s for seamless service delivery for students - in order to continue to improve the student experience – and to academic staff.	In November 2010 the University's Executive endorsed all recommendations. A project manager will support the implementation, follow-up and review of the recommendations throughout 2011.	2010
Internal Audits, Investigations and Certifications	Internal Audits 1. Student Services - Use of University Assets 2. ICAC Uni of Newcastle Plagiarism Incident - Outcomes 3. UWS Leases 4. PAYG Compliance Audit 5. Voyager System – UWS Library 6. International Student Research Debt 7. Audit of Reconciliations 8. Audit of Cash Holdings 9. Audit of Electronic Funds Transfers Investigations 10. Blacktown Campus Cashier 11. CADRE Related Entity 12. Bankstown Gymnasium 13. Kingswood Security Management Issues 14. Corporate Credit Card Expenditure 15. Bullying & Harassment Allegation	Nil	Progress with implementation of recommendations is monitored by the Audit & Risk Assessment Unit until complete. Progress with this work is also reported to the Audit & Risk Management Committee on a quarterly basis.	2006 Complete
Internal Audits, Investigations and Certifications *cont.*	Internal Audits 1. Administrative Audit – Records & Archive Mgmt Services 2. Administrative Audit – Professional Development Unit 3. Administrative Audit – Capital Works & Development 4. Administrative Audit – Information Technology 5. Administrative Audit – Student Support Services 6. Examination papers placed on UWS Library website	Nil	As above	2007 Complete

Review/ Audit Type	Theme/Focus	Outstanding Recommendations/ Issues	Monitoring & Reporting	Status
	7. Application Upgrade Controls 8. Invoicing Production Controls 9. Academic Credentials - Advanced Standing 10. Higher Degree Research Matter 11. Commercial Activities Register 12. Probity Advice – Westmead Site 13. Internal Controls Assessment – All UWS Related Entities 14. Cash Audits - Observatory & Parking Machines 15. Security Services Contract 16. Controls Over Confidential Memorandum 17. GROWES Research Financial Certifications 18. Disability Support Program 19. United States FFELP Program Investigations 20. Review of Award (PHD) 21. Overseas Travel Investigation 22. Corporate Credit Card Usage 23. Unauthorised Access to Offices of Senior Staff 24. Anonymous Allegation – UWS Conf. & Resid. Colleges 25. Stolen Fuel Cards 26. Threatening Emails 27. Threatening Behaviour of Student 28. Sexual Harassment Matter 29. UWS Library Fraud – External Contractors 30. Residential Colleges Sexual Assault Allegation 31. Bullying & Harassment Allegation - Bankstown			
Internal Audits, Investigations and Certifications *cont.*	Internal Audits 1. Cashiers (Hawkesbury) 2. Audit of Reconciliations 3. QA of Corruption Prevention Initiatives 4. Administrative Audit - International 5. Administrative Audit - College of Business 6. Administrative Audit - College of Arts 7. School Of Engineering - Expenditure Audit 8. Audit of Backup & Recovery 9. IT Vulnerability Scan (Joint with ITD) Certifications	One recommendation from "8. Audit of Backup & Recovery" outstanding – relates to the need to test Disaster Recovery Plans – this matter is receiving very close oversight and is being closely monitored by the Audit & Risk Management Committee.	As above	2008 One item only outstanding.

Review/ Audit Type	Theme/Focus	Outstanding Recommendations/ Issues	Monitoring & Reporting	Status
	10. Disability Support Program 11. ITAS/ AFB certification 12. School Of Medicine - Certification Investigations 13. UWS Email Policy Matter 14. Theft of Cash - Hawkesbury Cashier 15. St Vincent de Paul Matter 16. Forged Transcript - University of Windsor 17. Anonymous Letter – Payments to Senior Staff 18. Companies Associated With Staff 19. Credit Card Fraud 20. Forged transcript - SCU 21. ACSR Research Matter 22. Forged UWS Transcript - Uni of Sydney 23. Hawkesbury Initiation Rites 24. Payroll Fraud 25. Timesheets & Leave (CWF) 26. School Of Engineering - Discrimination Matter 27. Fuel Usage - Parramatta Security Vehicle 28. Payments to Security Staff by Contractor 29. ITD - Bullying Behaviour			
Internal Audits, Investigations and Certifications *cont*.	Internal Audits 1. PNG Aqua Culture Research Acquittal 2. Administrative Audit – College of Health & Science 3. Student Name Changes 4. Receipting Systems 5. UWSSA Financial Statements 6. Capital Works Expenditure - CAATS 7. Administrative Audit – Legal Counsel 8. Alesco Access Controls 9. Administrative Audit – School of Accounting 10. Cash Audit – Finance & Observatory 11. Pandemic Team - Debrief & Self Assessment 12. Administrative Audit – SOCA 13. Review of Reconciliations 14. Administrative Audit – Office of Development Certifications 15. ITAS/ AFB Funding 16. Aust Higher Ed Graduation Stmt Certification 17. Regional Disability Grant	365 recommendations made of which 50 remain in-progress, these items are receiving close attention to ensure they are complete by year-end.	As above	2009 Substantially complete.

Review/ Audit Type	Theme/Focus	Outstanding Recommendations/ Issues	Monitoring & Reporting	Status
Internal Audits, Investigations and Certifications *cont*.	Investigations 18. School of Nursing – Graduate Entry Program 19. School of Nursing – Protected Disclosure 20. Jindabyne Field Trip 21. Publications Review 22. Payments To Staff For Venue/ Events Supervision 23. Conference & Resid. Colleges Fraud 24. Anonymous Complaint – Office of Development 25. Corporate Credit Card – School of Bio. Hlth Sc. 26. Confidential Complaint - C&RC 27. Potential Breach of Confid. Tender Info. 28. Recruitment of English Teachers for China 29. Psychologists Reg Board Research Grant 30. Third Party Quotations 31. Consulting Firm – Potential Conflict of Interest 32. ITS Pool Vehicle Mgmt Review – Parramatta 33. Investigation - Office of Engagement 34. Investigation - School of Natural Sciences 35. Staff/ Student Conflict – SONS Internal Audits 1. Administrative Audit - School of Natural Sciences 2. Administrative Audit - Learning & Teaching 3. Audit of ESOS Compliance 4. Administrative Audit - Equity & Diversity 5. Impact of GFC 6. Administrative Audit – School of Social Sciences 7. Administrative Audit – Campus Development 8. Name Changes Certifications 9. Higher Educ Disability Support Program 10. Nursing Development Hubs 11. National Disability Co-ord Officer Program 12. Water Saving Fund 13. IT Centrelink Project 14. Campbelltown Hospital/ UWS AARnet 15. ITAS/ AREP Audit 16. Campbelltown Campus Wellness 17. Health & Fitness Hawkesbury 18. DSAF Certification – Nirimba (outsource)	114 recommendations made to-date of which 54 remain in-progress/ outstanding. Recommendations are quite detailed and can run into many pages but can be made immediately available on request.	As above	2010 – Progress is being monitored.

Review/ Audit Type	Theme/Focus	Outstanding Recommendations/ Issues	Monitoring & Reporting	Status
	Investigations 19. Recruitment & Timesheet Issues 20. UWSSA - Staff Redundancies 21. Trekking Course 22. Bullying & Harassment - Hive Student Union 23. OPA - Credit Card Fraud 24. Social Justice & Soc. Change Research Centre 25. Prelim - Protected Disc - COB & School of Mktg 26. Indigenous Student Concerns - SOM 27. False Invoice 28. Misuse of IT Resources – Incid. 1 (pornography) 29. Misuse of IT Resources – Incid. 2 (pornography)			
Professional/Third Party Accreditation of courses		**(Accreditation status is on going/life of course except where indicated – Column 5)_**		
Aust Acupuncture & Chinese Medicine Assoc Ltd	4565 Bachelor of Applied Science (Traditional Chinese Medicine) 4660 Bachelor of Health Science/Master of Traditional Chinese Medicine	Nil	Quarterly reporting Ongoing monitoring	Dec 2015
Aust. & NZ Art Therapy Association	4595 Master of Art Therapy		Quarterly reporting Ongoing monitoring	Dec 2010
Aust. & NZ Podiatrists Accreditation Council	4661 Bachelor of Health Science/Master of Podiatric Medicine 4665 Master of Podiatric Medicine		Quarterly reporting Ongoing monitoring	Dec 2011 Dec 2011
Aust. Assoc for Exercise & Sports Science	4558 Bachelor of Applied Science (Sport and Exercise Science) 4658 Bachelor of Health Science (Sport and Exercise Science)		Quarterly reporting Ongoing monitoring	Jan 2012
Aust Assoc of Occupational Therapists	4663 Bachelor of Health Science/Master of Occupational Therapy		Quarterly reporting Ongoing monitoring	Dec 2010
Aust Assoc of Social Workers	1666 Bachelor of Social Work 4598 Bachelor of Social Work 4599 Bachelor of Social Work (Honours)		Quarterly reporting Ongoing monitoring	Dec 2014 Dec 2014 Dec 2014
Aust Biotechnology Association			Quarterly reporting Ongoing monitoring	
Aust Building Codes Board			Quarterly reporting Ongoing monitoring	
Aust College of Health Service Executives	4545 Bachelor of Health Science 4547 Bachelor of Health Science (Health Services Management) 4602 Master of Aged Care Management		Quarterly reporting Ongoing monitoring	

Review/ Audit Type	Theme/Focus	Outstanding Recommendations/ Issues	Monitoring & Reporting	Status
Aust College of Health Service Management	4545 Bachelor of Health Science 4574 Master of Health Services Management 4575 Graduate Diploma in Health Services Management 4651 Master of Health Science 4652 Graduate Diploma in Health Science 4656 Bachelor of Health Science		Quarterly reporting Ongoing monitoring	Dec 2013 Dec 2013 Dec 2013
Aust Computer Society	3506 Bachelor of Computer Science 2549 Bachelor of Business Administration (Accounting and Information Systems) 2720 Bachelor of Mathematics and Information Technology 3506 Bachelor of Computer Science 3507 Bachelor of Computing 3510 Bachelor of Technology (Information Technology Support) 3511 Graduate Diploma in Computing and IT 3543 Master of Computing 3612 Master of Information Technology Management 3633 Bachelor of Computing 3655 Bachelor of Information and Communications Technology/Bachelor of Business and Commerce		Quarterly reporting Ongoing monitoring	Dec 2012 Dec 2013
Aust Graphic Design Assoc	1571 Bachelor of Design (Visual Communication)		Quarterly reporting Ongoing monitoring	
Aust Health Promotion Assoc NSW			Quarterly reporting Ongoing monitoring	
Aust Human Resources Institute	2550 Bachelor of Business (Human Resource Management and Industrial Relations) 2601 Master of Commerce (Human Resource Management and Industrial Relations)		Quarterly reporting Ongoing monitoring	Aug 2013
Aust Institute of Agricultural Science	3592 Bachelor of Animal Science 3631 Bachelor of Agriculture		Quarterly reporting Ongoing monitoring	
Aust Institute of Bankers	2509 Bachelor of Business (Financial Mathematics)		Quarterly reporting Ongoing monitoring	
Aust Institute of Banking & Finance	10004 Bachelor of Applied Finance		Quarterly reporting Ongoing monitoring	
Aust Institute of Biology	3590 Bachelor of Science (Gene Science) 3591 Bachelor of Animal Science 3640 Bachelor of Science - Pathway to Teaching (Secondary)		Quarterly reporting Ongoing monitoring	
Aust Institute of Building Surveyors			Quarterly reporting Ongoing monitoring	
Aust Institute of Community & Welfare Workers	1665 Bachelor of Community Welfare 4522 Bachelor of Community Welfare		Quarterly reporting Ongoing monitoring	May 2012 Dec 2012

Review/ Audit Type	Theme/Focus	Outstanding Recommendations/ Issues	Monitoring & Reporting	Status
	4523 Bachelor of Community Welfare (Family and Community) 4635 Bachelor of Community Welfare (Family and Community) (AREP/METRO)			Dec 2012
Aust Institute of Environmental Health	3569 Bachelor of Applied Science (Environmental Health) 3637 Bachelor of Natural Science		Quarterly reporting Ongoing monitoring	Aug 2014
Aust Institute of Export			Quarterly reporting Ongoing monitoring	
Aust Institute of Horticulture			Quarterly reporting Ongoing monitoring	
Aust Institute of Food Science	401A Bachelor of Applied Science (Food Technology)		Quarterly reporting Ongoing monitoring	
Aust Institute of Occupational Hygiene			Quarterly reporting Ongoing monitoring	
Aust Institute of Physics	3591 Bachelor of Science (Nanotechnology)		Quarterly reporting Ongoing monitoring	
Aust Institute of Professional Communicators	1524 Bachelor of Communication (Public Relations) 1614 Bachelor of Communication Studies (exit only)		Quarterly reporting Ongoing monitoring	Dec 2014 Dec 2014
Aust Institute of Quantity Surveyors	2607 Bachelor of Construction Management		Quarterly reporting Ongoing monitoring	June 2011
Aust Market & Social Research Society			Quarterly reporting Ongoing monitoring	
Aust Marketing Institute	2503 Bachelor of Business (Marketing) 2698 Master of Business (Marketing)		Quarterly reporting Ongoing monitoring	
Aust Mathematical Society Inc	2509 Bachelor of Business (Financial Mathematics)		Quarterly reporting Ongoing monitoring	
Aust Medical Council	4641 Bachelor of Medicine, Bachelor of Surgery 4647 Bachelor of Medical Research 4671 Bachelor of Medicine, Bachelor of Surgery/Bachelor of Arts 4641 Bachelor of Medicine, Bachelor of Surgery		Quarterly reporting Ongoing monitoring	Dec 2013 Dec 2013
Aust Music Therapy Association Inc	1592 Master of Creative Music Therapy 1650 Master of Creative Music Therapy		Quarterly reporting Ongoing monitoring	March 2014 March 2014
Aust Natural Therapists Association	4565 Bachelor of Applied Science (Traditional Chinese Medicine)		Quarterly reporting Ongoing monitoring	
Aust Nursing & Midwifery Council	4642 Bachelor of Nursing		Quarterly reporting Ongoing monitoring	Jan 2013
Aust Osteopathic Assoc	4580 Master of Osteopathy		Quarterly reporting Ongoing	

Review/ Audit Type	Theme/Focus	Outstanding Recommendations/ Issues	Monitoring & Reporting	Status
NSW			monitoring	
Aust Physiotherapy Council	4662 Bachelor of Health Science/Master of Physiotherapy		Quarterly reporting Ongoing monitoring	Dec 2014
Aust Property Institute	2570 Bachelor of Business (Property Economics) 2725 Master of Commerce (Property Investment and Development) 2712 Bachelor of Business (Property) 301P Bachelor of Commerce (Property Economics)		Quarterly reporting Ongoing monitoring	Nov 2014
Aust Psychological Society	1500 Bachelor of Psychology 1502 Diploma of Psychology 1533 Bachelor of Arts (Psychology) 1545 Master of Psychology (Educational and Developmental) 1546 Master of Psychology (Clinical Psychology) 1547 Master of Psychology (Forensic Psychology) 1630 Graduate Diploma of Psychological Studies 4503 Bachelor of Social Science 4511 Bachelor of Social Science (Psychology)		Quarterly reporting Ongoing monitoring	March 2011 March 2011 Sept 2010 March 2011 Dec 2011 March 2013
Aust Psychologists Accreditation Council)	1604 Bachelor of Arts 1630 Graduate Diploma of Psychological Studies		Quarterly reporting Ongoing monitoring	March 2013
Australian Securities and Investments Commission	2727 Bachelor of Financial Advising 2739 Bachelor of Business and Commerce		Quarterly reporting Ongoing monitoring	
Australian Society for Animal Production	3592 Bachelor of Animal Science 3631 Bachelor of Agriculture		Quarterly reporting Ongoing monitoring	
Australian Society for Biochemistry and Molecular Biology	3590 Bachelor of Science (Gene Science)		Quarterly reporting Ongoing monitoring	
Australian Society for Medical Research			Quarterly reporting Ongoing monitoring	
Aust Society of Horticultural Science	103A Bachelor of Horticultural Science		Quarterly reporting Ongoing monitoring	
Aust Society for Microbiology	3586 Bachelor of Environmental Science		Quarterly reporting Ongoing monitoring	
Aust Traditional Chinese Medicine Association	4565 Bachelor of Applied Science (Traditional Chinese Medicine)		Quarterly reporting Ongoing monitoring	
Aust Traditional Medicine Society)	4597 Bachelor of Applied Science (Naturopathic Studies) 4640 Graduate Diploma in Naturopathy		Quarterly reporting Ongoing monitoring	March 2011 March 2011
			Quarterly reporting Ongoing monitoring	

Review/ Audit Type	Theme/Focus	Outstanding Recommendations/ Issues	Monitoring & Reporting	Status
Certified Practicing Accountants Aust	2507 Bachelor of Business (Accounting) 2549 Bachelor of Business Administration (Accounting and Information Systems) 2689 Master of Professional Accounting 2691 Master of Accountancy 2727 Bachelor of Financial Advising 2739 Bachelor of Business and Commerce 2741 Bachelor of Business and Commerce (Advanced Business Leadership) 2742 Master of Vocational Accounting 2746 Master of Professional Accounting (Advanced) 0H160 Bachelor of Commerce (Accounting) 1266X Master of Professional Accounting 302A Bachelor of Commerce (Accounting)		Quarterly reporting Ongoing monitoring	Aug 2012 Aug 2011
Counselling & Psychotherapy Assoc of Aust			Quarterly reporting Ongoing monitoring	
Dairy Industry Assoc of Aust	401A Bachelor of Applied Science (Food Technology)		Quarterly reporting Ongoing monitoring	
Design Institute of Australia	1571 Bachelor of Design (Visual Communication) 3502 Bachelor of Design and Technology 3503 Bachelor of Industrial Design		Quarterly reporting Ongoing monitoring	
Diversional Therapy Assoc of Aust National Council	4634 Bachelor of Health Science (Therapeutic Recreation)		Quarterly reporting Ongoing monitoring	
Diversional Therapy Assoc of NSW	4545 Bachelor of Health Science		Quarterly reporting Ongoing monitoring	
Engineers Australia	3501 Bachelor of Engineering (Electrical) 3545 Bachelor of Engineering (Computer) 3549 Bachelor of Engineering (Civil) 3553 Master of Computing (Software Engineering) 3554 Master of Computing (Networking) 3564 Master of Information Technology (Web Engineering & Design) 3565 Master of Information Technology (E-Business) 3578 Bachelor of Engineering (Robotics and Mechatronics) 3621 Bachelor of Engineering 3636 Bachelor of Engineering (Advanced)		Quarterly reporting Ongoing monitoring	
Environment Institute of Australia	3586 Bachelor of Environmental Science		Quarterly reporting Ongoing monitoring	
Environment Protection	3570 Bachelor of Applied Science (Environmental		Quarterly reporting Ongoing	Life of course

Review/ Audit Type	Theme/Focus	Outstanding Recommendations/ Issues	Monitoring & Reporting	Status
Authority	Management)		monitoring	
Environmental Health Aust	3637Bachelor of Natural Science		Quarterly reporting Ongoing monitoring	Aug 2014
Finance & Treasury Association			Quarterly reporting Ongoing monitoring	
Financial Planning Assoc	2727 Bachelor of Financial Advising 2739 Bachelor of Business and Commerce		Quarterly reporting Ongoing monitoring	
Financial Services Institute of Aust	2504 Bachelor of Economics 2505 Bachelor of Business (Applied Finance) 2506 Bachelor of Business (Economics and Finance) 2739 Bachelor of Business and Commerce		Quarterly reporting Ongoing monitoring	
Fire Protection Assoc Aust			Quarterly reporting Ongoing monitoring	
Health Promotion Assoc of NSW	4545 Bachelor of Health Science		Quarterly reporting Ongoing monitoring	
Institute of Chartered Accountants in Aust	2507 Bachelor of Business (Accounting) 2549 Bachelor of Business Administration (Accounting and Information Systems) 2689 Master of Professional Accounting 2691Master of Accountancy 2727 Bachelor of Financial Advising 2739 Bachelor of Business and Commerce 2742 Master of Vocational Accounting 2746 Master of Professional Accounting (Advanced) 0H160 Bachelor of Commerce (Accounting) 1266X Master of Professional Accounting		Quarterly reporting Ongoing monitoring	
International Advertising Assoc	1613 Bachelor of Communication		Quarterly reporting Ongoing monitoring	Dec 2010
			Quarterly reporting Ongoing monitoring	
Legal Profession Admission Board	2501 Bachelor of Laws (Graduate Entry) 2502 Bachelor of Laws (Non graduate entry) 2510 Master of Legal Practice 2517 Bachelor of Business (Accounting)/Bachelor of Laws 2518 Bachelor of Business (Economics & Finance)/Bachelor of Laws 2519 Bachelor of Business (Financial Mathematics)/Bachelor of Laws 2520 Bachelor of Business (Human Resource Management and Industrial Relations)/Bachelor of Laws		Quarterly reporting Ongoing monitoring	

Review/ Audit Type	Theme/Focus	Outstanding Recommendations/ Issues	Monitoring & Reporting	Status
	2521 Bachelor of Business (Information Systems)/Bachelor of Laws 2522 Bachelor of Business (Management)/Bachelor of Laws 2523 Bachelor of Business (Marketing)/Bachelor of Laws 2526 Bachelor of Economics/Bachelor of Laws 2531 Bachelor of Science (Biological Science)/Bachelor of Laws 2537 Bachelor of Arts/Bachelor of Laws 2538 Bachelor of Social Science/Bachelor of Laws 2559 Bachelor of Business (Applied Finance)/Bachelor of Laws 2723 Bachelor of Communication Studies/Bachelor of Laws 2740 Bachelor of Business and Commerce/Bachelor of Laws 10183 Bachelor of Management/Bachelor of Laws 9068X Bachelor of Arts/Bachelor of Laws			
Market Research Society of Australia	2503 Bachelor of Business (Marketing)		Quarterly reporting Ongoing monitoring	
Media Federation of Australia	1613 Bachelor of Communication		Quarterly reporting Ongoing monitoring	Sept 2010
National Accreditation Authority for Translators and Interpreters	OA74 Graduate Diploma (Interpreting and Translation) 1519 Bachelor of Arts (Interpreting and Translation) 1603 Graduate Diploma in Interpreting and Translation 1637 Graduate Diploma in Interpreting 1638 Graduate Diploma in Translation 1639 Master of Interpreting and Translation		Quarterly reporting Ongoing monitoring	Dec 2011 Dec 2011 Dec 2011 Dec 2011
National Herbalists Association of Aust	4597 Bachelor of Applied Science (Naturopathic Studies) 4640 Graduate Diploma in Naturopathy		Quarterly reporting Ongoing monitoring	March 2011 March 2011
National Institute of Accountants	2689 Master of Professional Accounting 2691 Master of Accountancy 2746 Master of Professional Accounting (Advanced) 2691 Master of Accountancy 2742 Master of Vocational Accounting 2746 Master of Professional Accounting (Advanced)		Quarterly reporting Ongoing monitoring	Aug 2012 Aug 2012
NSW Association of Chinese Medicine	4565 Bachelor of Applied Science (Traditional Chinese Medicine)		Quarterly reporting Ongoing monitoring	
NSW Department of Agriculture	103A Bachelor of Horticultural Science		Quarterly reporting Ongoing monitoring	

Review/ Audit Type	Theme/Focus	Outstanding Recommendations/ Issues	Monitoring & Reporting	Status
NSW Department of Community Services			Quarterly reporting Ongoing monitoring	
NSW Department of Education & Training	1513 Master of Teaching (Special Education) 1514 Bachelor of Education (Secondary Technology) 4549 Bachelor of Health Science (Personal Development, Health and Physical Education)		Quarterly reporting Ongoing monitoring	
NSW Department of Fair Trading	2570 Bachelor of Business (Property Economics)		Quarterly reporting Ongoing monitoring	
NSW Institute of Teachers	1598 Bachelor of Education (Primary) - AREP mode 1605 Master of Teaching (Primary) Advanced 1606 Master of Teaching (Secondary) Advanced 1608 Master of Teaching (Primary) 1609 Master of Teaching (Secondary) 1663 Master of Teaching (Primary) 1670 Bachelor of Education (Birth - 5 Years) 1672 Master of Teaching (Birth - 5 years) (exit only) 1673 Master of Teaching (Birth - 12 years) 1680 Master of Education (Leadership) 1683 Master of Education (Social Ecology) 1684 Graduate Certificate in Education (Social Ecology) 1691 Master of Teaching (Birth - 5 Years/Birth - 12 Years) 4659 Bachelor of Health Science (Personal Development, Health and Physical Education)		Quarterly reporting Ongoing monitoring	Dec 2010 Jan 2010 Jan 2010 Dec 2010 Dec 2010 Dec 2014 Dec 2015 Dec 2010 Dec 2010 Dec 2010
NSW Nurses Association	4539 Master of Nursing (Mental Health - Nurse Practitioner) 4540 Master of Nursing		Quarterly reporting Ongoing monitoring	
NSW Osteopaths' Registration Board	4580 Master of Osteopathy		Quarterly reporting Ongoing monitoring	
NSW Police Force	1662 Bachelor of Policing 4555 Bachelor of Policing		Quarterly reporting Ongoing monitoring	
NSW Rural Fire Service			Quarterly reporting Ongoing monitoring	
Nurses and Midwives Board of NSW	4504 Bachelor of Nursing 4505 Graduate Diploma in Midwifery 4539 Master of Nursing (Mental Health - Nurse Practitioner) 4540 Master of Nursing 4633 Bachelor of Nursing - Graduate Entry 4642 Bachelor of Nursing 4643 Bachelor of Nursing - Graduate Entry		Quarterly reporting Ongoing monitoring	Jan 2013 Dec 2013 Jan 2013

Review/ Audit Type	Theme/Focus	Outstanding Recommendations/ Issues	Monitoring & Reporting	Status
	4648 Bachelor of Nursing (Advanced) 4673 Master of Mental Health Nursing (Nurse Practitioner)			Dec 2013 Jan 2013 Dec 2015
Occupation Therapy Aust	4520 Bachelor of Applied Science (Occupational Therapy) 4521 Bachelor of Applied Science (Honours) Occupational Therapy		Quarterly reporting Ongoing monitoring	Dec 2010 Dec 2013
Planning Institute of Aust	1678 Bachelor of Social Science (pathway to Master of Urban Management and Planning)		Quarterly reporting Ongoing monitoring	Dec 2013
Psychology Board of Aust	1501 Graduate Diploma of Psychology 1502 Postgraduate Diploma of Psychology 1502 Postgraduate Diploma of Psychology 1504 Bachelor of Arts (Honours) Psychology 1533 Bachelor of Arts (Psychology) 1545 Master of Psychology (Educational and Developmental) 1546 Master of Psychology (Clinical Psychology) 1547 Master of Psychology (Forensic Psychology) 1555 Master of Analytical Psychology 1604 Bachelor of Arts 1630 Graduate Diploma of Psychological Studies		Quarterly reporting Ongoing monitoring	Mar 2011 Mar 2011 Mar 2011 Dec 2011 Sep 2010
Public Relations Institute of Aust	1524 Bachelor of Communication (Public Relations) 1614 Bachelor of Communication Studies (exit only)		Quarterly reporting Ongoing monitoring	Dec 2014 Dec 2009 Dec 2014
Royal Aust Chemical Institute	3519 Bachelor of Science (Chemistry) 3577 Bachelor of Medical Science 3586 Bachelor of Environmental Science 3591Bachelor of Science (Nanotechnology) 3632 Bachelor of Biomolecular Science 3638 Bachelor of Science - Pathway to Teaching (Secondary) 3640 Bachelor of Science		Quarterly reporting Ongoing monitoring	Dec 2010 Dec 2010 Dec 2010
Royal Zoological Society			Quarterly reporting Ongoing monitoring	
Safety Institute of Aust			Quarterly reporting Ongoing monitoring	
Statistical Society of Aust Inc	2509 Bachelor of Business (Financial Mathematics)		Quarterly reporting Ongoing monitoring	

Review/ Audit Type	Theme/Focus	Outstanding Recommendations/ Issues	Monitoring & Reporting	Status
Tax Agents Board	2727 Bachelor of Financial Advising 2739 Bachelor of Business and Commerce		Quarterly reporting Ongoing monitoring	Dec 2009
World Federation of O.T.s Occupational Therapists	4520 Bachelor of Applied Science (Occupational Therapy)		Quarterly reporting Ongoing monitoring	Dec 2010

Appendix 4

Nomenclature and abbreviations

AcPrep	Academic Preparation
ACR's	Annual Course Reports
A/Deans	Associate Deans
A/Deans (L&T)	Associate Deans (Learning & Teaching)
ADRI	Approach-Deployment-Review-Improve
AHELO	Assessment of Higher Education Learning Outcomes
A/HOS	Associate Head of School
AIP	Academic Integration Plan
ALTC	Australian Learning and Teaching Council
A/HOS	Associate Head of School (Learning and Teaching)
ATAR	Australian Tertiary Admission Rank
ATEM	Association for Tertiary Education Management
AUQA	Australian Universities Quality Agency
AUSSE	Australian Survey of Student Engagement
BA	Best Aspect
Capstone unit	A unit of study at the end of a course that integrates learning
CAUDIT	Council of Australian University Directors of Information Technology
CAUL	Council of Australian University Librarians
CDU	Charles Darwin University
CEQ	Course Experience Questionnaire
CEQuery	Tool which analyses students comments on the CEQ and similar surveys
CFO	Chief Financial Officer
CHE	Centre for Higher Education
CHS	Complaints Handling System
COA	College of Arts
COBL	College of Business and Law (formerly COB – College of Business)
COHS	College of Health Sciences
Course	A sequence of units of study or unit sets normally leading to an award
CSC	Contact Service Centre
CSS	Commencing Student Survey
DEEWR	Department of Education, Employment and Workplace Relations
DVC (A&R)	Deputy Vice-Chancellor (Academic & Research)
DVC (CSS)	Deputy Vice-Chancellor (Corporate Services & Strategy)
DVC (I&D)	Deputy Vice-Chancellor (International & Development)
EPO	Executive Projects Office
ESL	English as a Second Language
ESOS	Education Services for Overseas Students (Act)
F&IC	Finance & Investment Committee
FAQ	Frequently Asked Questions
Foundation Studies	A program of study which prepares students for study in a university environment.
FULT	Foundations of University Learning and Teaching
FYE	First Year Experience
FYEAG	First Year Experience Advisory Group
GCA	Graduate Careers Australia
GDS	Graduate Destination Survey
GWS	Greater Western Sydney

HE	Higher Education
HEPPP	Higher Education Participation and Partnerships Program
HDR	Higher Degree Research
HOP	Head of Program
HoPNET	Heads of Program Network
HR	Human Resources
ICT	Information and Communications Technology
IMHE	Institutional Management in Higher Education
IPP	Institution Performance Portfolio
ISSS	Indigenous Student Satisfaction Survey
IT	Information Technology
Key Program	A unit set that establishes the area of concentration within an undergraduate course.
KPIs	Key Performance Indicators
L & T	Learning and Teaching
LSES	Lower Socio-Economic Status
LTAS	Learning and Teaching Academic Standards
MAS	Mature Aged Student Support Scheme
MTD	Making the Difference Strategy, 2010-2015
MySR	MyStudent Record
NESB	Non-English Speaking Background
NI	Needs Improvement
NVivo	Qualitative data analysis software tool
ODU	Organisational Development Unit
OECD	Organisation for Economic Cooperation and Development
OHR	Office of Human Resources
OPQ	Office of Planning & Quality
PASS	Peer Assisted Study Sessions
PIRI	Plan, Implement, Review, Improve
PREQ	Postgraduate Research Experience Questionnaire
PVC (L&T)	Pro Vice-Chancellor (Learning & Teaching)
PVC (Q)	Pro Vice-Chancellor (Quality)
QILT	Quality in Learning and Teaching
QUT	Queensland University of Technology
RSSS	Research Student Satisfaction Survey
RTO	Registered Training Organisation
SAC	School Academic Committee
SES	Socio-Economic Status
SFT	Student Feedback on Teaching
SFU	Student Feedback on Unit
SM	Supporting Material
SSS	Student Satisfaction Survey
STAT	Special Tertiary Admissions Test
TAFE	Technical and Further Education
TDU	Teaching & Development Unit
TEQSA	Tertiary Education Quality Standards Agency
TICE	Tracking and Improvement of Community Engagement
TILT	Tracking Improvement in Learning & Teaching
UNESCO	United Nations Scientific Education and Cultural Organisation
Unit	A unit of study (subject), usually of one semesters' duration.
UniStep	Bridging programs that development academic literacy and mathematics skills

Unit Set	A group of units that make up a key program, major, sub-major or specialisation within a course.
UTS	University of Technology Sydney
UWSC	UWS College – a wholly owned entity of UWS.
Validation	
VC	Vice-Chancellor
VET	Vocational Education and Training
VETAB	Vocational Education and Training Accreditation Board
vUWS	Virtual UWS Learning Management System – the UWs online learning environment (pronounced 'views').
WebCT	Learning Management System Software
WPP	Workplace Productivity Program

Supporting Materials Appendix 5

SM01.01	Making the Difference Strategy and Plan, 2010-2015 (MTD 2010-2015**)**
SM01.02	College of Arts Strategic Plan 2010-2012
SM01.03	College of Business Strategic Plan 2009-2013
SM01.04	College of Health & Science Strategic Plan 2010-2012
SM01.05	Engagement Strategy 2010-2013
SM01.06	Learning and Teaching Plan 2009-2011
SM01.07	Research Framework 2009-2013
SM01.08	Final Report to the Australian Universities Quality Agency on actions taken to address the outcomes of the University's Cycle 1 Audit
SM01.09	Actions taken on the UWS Cycle 1 Audit outcomes Updated April 2010 – January 2011
SM02.01	UWS performance matrix & report for academic standards & assessment
SM02.02	College Of Arts Annual Course Reports, TILT data and responses
SM02.03	College Of Business & Law Annual Course Reports, TILT data and responses
SM02.04	College Of Health & Science Annual Course Reports, TILT data and responses
SM03.01	Performance matrix & report for commencing student aspiration-building, transition & retention
SM03.02	AUQA Cycle2: UWS self-assessment against the National Protocols