

EMBEDDING AN INDIGENOUS GRADUATE ATTRIBUTE

FINAL REPORT

prepared by

Badanami Centre for Indigenous
Education

University of Western Sydney

for the
Commonwealth of Australia
Department of Education, Employment and
Workplace Relations

and for
Indigenous Higher Education Advisory Committee
and
National Indigenous Higher Education Network

under the condition of a
Diversity and Structural Adjustment Fund Grant
Higher Education Support Act 2003
Determination under subparagraph 41-25(b)(i)



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UWS Acknowledges the Traditional Owners of Greater Western Sydney

As a matter of Indigenous cultural protocol and out of recognition that its campuses occupy their traditional lands, UWS acknowledges the Darug, Gundungurra and Tharawal peoples and thanks them for their support of its work in Greater Western Sydney.

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SYNOPSIS

Project description

The Project *Embedding an Indigenous Graduate Attribute* will develop and implement a learning and teaching framework to enable University of Western Sydney (UWS) graduates appreciate the culture of Indigenous Australia and gain skills for working productively with Indigenous communities. The new Indigenous Graduate Attribute will become a mandatory component of all courses. The Project's learning outcomes include communication, social, cultural, leadership and partnership skills, which will assist graduates working and interacting with Indigenous Australians. Flow-on benefits from the Project include recognition of Indigenous knowledge in teaching and research programs and improved support and outcomes for the University's Indigenous students from staff and other students.

In late 2008, the University of Western Sydney (UWS) was allocated \$900,000 by the Department of Education, Employment and Workplace Relations from the Diversity and Structural Adjustment Fund for the project *Embedding an Indigenous Graduate Attribute* (2009-2011).

This document is the Final Report (hereafter, The Report) of the project, whose primary aim was to develop and implement a learning and teaching framework to enable UWS graduates appreciate the cultures of Indigenous Australia and gain skills for working productively with Indigenous Australians.

The report draws on a number of documents including:

- UWS Policy & Strategic Plans
- IGA Discussion Paper 2008
- IGA Advisory Paper 2009
- IGA Progress Reports
- IGA College Working Party Reports
- Minutes of the Board of Trustees Indigenous Advisory Council meetings
- Minutes of Education, Assessment & Progression Committee meetings
- Minutes of Academic Senate Education Committee meetings
- Student Feedback Survey Reports
- IGA Academic Survey Responses
- School Review Reports



The report documents:

- why an Indigenous Graduate Attribute (IGA) was developed at UWS (Section 2);
- how the outcomes support the project as described at the outset (Section 3);
- how the project met its performance indicators (Section 4);
- how the outcomes have helped to address the need for the project as initially conceived (Section 5).

The report also provides information on Lessons Learned (Section 6). Concluding Remarks and a response to the Universities Australia Indigenous Cultural Competency Framework 2011 appear in Section 7. Recommendations can be found in Section 8. A financial report appears in Section 9.

Prior to the initiation of the project few UWS courses contained Indigenous content and only a small number of graduates were able to gain an understanding of Indigenous experiences and cultures. The project has enabled more than 9000 students to learn about Indigenous Australia and is ongoing.

The lessons learned from the project will help to overcome some of the challenges that will, no doubt, be faced by universities nation-wide as they come to implement the Indigenous Cultural Competency Framework, which has been developed simultaneously with the current project outlined in this report.



ACKNOWLEDGEMENTS

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Academic members of Schools who have implemented the IGA, particularly Professor John Loxton

The Director and the staff members of the Office of Strategy & Quality, UWS, who assisted with the IGA Academic Staff survey

Academic members of Schools and Badanami who responded to the IGA survey 2011

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ACRONYMS

| | |
|--------|---|
| ATSIEP | Aboriginal and Torres Strait Islander Education Policy |
| AUQA | Australian University Quality Agency |
| DSAF | Diversity and Structural Adjustment Fund DEEWR |
| EAC | External Advisory Committee IASM |
| EAPC | Education Assessment and Progression Committee UWS |
| IAC | Indigenous Advisory Council UWS |
| IASM | Indigenous Australian Studies Major |
| IEP | Indigenous Education Policy UWS |
| IES | Indigenous Education Strategy UWS |
| IGA | Indigenous Graduate Attribute UWS |
| IGACWP | Indigenous Graduate Attribute College Working Party UWS |
| IHEAC | Indigenous Higher Education Advisory Council |
| LTAP | Learning and Teaching Action Plan UWS |
| SMIC | School of Medicine Indigenous Committee UWS |



SECTION 1

Introduction

In 2008 the University of Western Sydney (UWS) developed a specific Graduate Attribute focussed on “*Knowledge of Indigenous Australia*”. In order to develop and implement a learning and teaching framework for the new compulsory Indigenous Graduate Attribute (IGA), the University applied successfully in late 2008 for a seeding grant to the Commonwealth of Australia’s Diversity and Structural Adjustment Fund (DSAF). This initiative (hereafter referred to as ‘The Project’) aims to enable UWS graduates appreciate the cultures of Indigenous Australia and gain the skills necessary for working productively with Indigenous communities.

This Final Report begins with background information which provides a *context* for the development of the IGA at UWS. The context - which demonstrates the identified need for the IGA when the project was conceived - is the focus of Section 2 of the report. The focus of Section 3 is a description of the project and a demonstration of how the outcomes support the project. Section 4 is devoted to the relationship between activities and outcomes and how the performance indicators have been met. Section 5 returns to the identified need for the project and discusses how the outcomes have helped to address the need for improved relationships between Indigenous and non-Indigenous Australians - brought about by increased Indigenous cultural competency of UWS graduates. Some of the valuable lessons learned that might prove beneficial for other institutions that follow a similar path are contained in Section 6. Concluding remarks and a response to the Universities Australia Indigenous Cultural Competency Framework (2011) can be found in Section 7. Recommendations appear in Section 8. Finally, an audited financial statement of the project funds for the reporting period January 2009-December 2011 can be found in Section 9.



SECTION 2

Setting the Scene

2.1 Why develop an Indigenous Graduate Attribute?

The rationale for the introduction of an Indigenous Graduate Attribute (IGA) at the University of Western Sydney (UWS) can be attributed to a number of factors: the demography of Western Sydney; the Indigenous Higher Education Advisory Council's Strategic Plan 2006-2008; the National Aboriginal and Torres Strait Islander Education Policy; the Australian University Quality Agency (AUQA) audit of UWS in 2006 and; UWS's commitment to Indigenous education and its Indigenous Education Policy (IEP) endorsed in 2008.

The demography of Greater Western Sydney is unique within NSW, in that of the 148,178 people living in NSW who identify as Aboriginal or Torres Strait Islander,¹ 28,065 live in Western and South Western Sydney.² This figure represents nearly 20% of the total NSW Indigenous population – that is, the highest number of Aboriginal people living in any Regional Coordination Management Group region in NSW.³ The University of Western Sydney campuses span the traditional territories of three peoples (the Darug, Gundungurra and Tharawal). There is, therefore, a need for the provision of quality services, both educational, and other, to the Indigenous population of Western Sydney, as elsewhere. The IGA with its aim of increasing the Indigenous cultural competency of all UWS graduates seeks to meet this need.

¹ Source: Population distribution of Aboriginal and Torres Strait Islander Australians, 2006 ABS Cat. No. 4705.0 cited in http://www.daa.nsw.gov.au/publications/2ways_indicators_pdf/Chapter_Three_240408.pdf accessed November 4, 2011.

² Source: ABS Demography Unit Canberra, Unpublished data. This is a preliminary estimate based on the 2006 Census, cited in http://www.daa.nsw.gov.au/publications/2ways_indicators_pdf/Chapter_Three_240408.pdf accessed November 4, 2011.

³ Source: ABS Demography Unit Canberra, estimate from unpublished data as at 30 June 2006 based on the 2006 census cited in http://www.daa.nsw.gov.au/publications/2ways_indicators_pdf/Chapter_Three_240408.pdf accessed November 4, 2011.

In terms of the proportion of Indigenous v non-Indigenous people living in the Greater Western Sydney Region, the figures are 1.5% v 98.5%, respectively, due to the fact that the region has a population of approximately 1.9 million people (in 2006), while the Indigenous population figure is approx. 28,065 (1.5% of the total population of the region), making it the second lowest concentration among the regions, behind Coastal Sydney with 0.6%.



The need to provide “all Australian students with an understanding of and respect for Aboriginal and Torres Strait Islander traditional and contemporary cultures” constitutes Goal 21 of the Aboriginal and Torres Strait Islander Education Policy (ATSIEP) of the Australian Government Department of Education, Science and Training.

In 2006, Priority 5 of the Indigenous Higher Education Advisory Council’s strategic plan (IHEAC 2006-2008) highlighted the need for universities to:

Enhance the prominence and status on campus of Indigenous culture, knowledge and studies.⁴

In January 2007, the Australian University Quality Agency (AUQA) audit of UWS reported at Recommendation 5 that:

UWS develop appropriate systems to implement the Indigenous education commitment, including redeveloping the resource plan and giving consideration to adding a graduate attribute.⁵

In July 2007, as part of the University’s commitment to the introduction of the Indigenous Graduate Attribute, the Vice-Chancellor appointed Associate Professor Berice Anning to the position of Associate Director (Academic) within Badanami Centre for Indigenous Education, in order to “assist in the introduction of the IGA and to take a lead role in the development of Indigenous content across the University”.⁶

In February 2008, the UWS Board of Trustees approved the UWS Indigenous Education Policy (IEP). Within the terms of this policy, Indigenous education is defined in two ways:

⁴ McDaniel, Michael, “The UWS Indigenous Graduate Attribute - Progress Report, 28 October, 2009”.

⁵ Australian Universities Quality Agency (AUQA). *Report of an Audit of University of Western Sydney*, January 2007, 34.

⁶ McDaniel, Michael, Berice Anning, Stuart Campbell and Geoff Scott. “Introduction of a UWS Indigenous Graduate Attribute: A discussion paper”. Final amended paper from 5 May 2008 meeting of Education Committee of Academic Senate, 2. Revised May 2008.



Indigenous education - refers not only to the creation of equitable opportunities and outcomes for Indigenous Australians, but [also to] the opportunity and therefore process by which all Australians can gain knowledge about Indigenous Australia⁷

One of the principles outlined under Section 3 of the IEP, is that:

UWS acknowledges that due to past educational practices many non-Indigenous Australians know very little about Indigenous Australia. In recognition of this and in seeking to encourage an inclusive Australian identity as well as raise the standard of professional service delivery to Indigenous Australians, UWS is committed to the inclusion of Indigenous content within its courses. Similarly, UWS is committed to the development of Indigenous cultural competency amongst its staff.⁸

With this commitment at the highest policy level of the University, prompted by Indigenous policy at a national level, along with the demonstrable need for improved service delivery due to the demography of Greater Western Sydney, the work required to develop and implement an Indigenous Graduate Attribute proceeded.

2.2 Developing an Indigenous Graduate Attribute: Preliminary work 2007-2008

As part of the process of developing an IGA, Badanami Centre for Indigenous Education undertook benchmarking exercises consisting of internal and external audits of Indigenous education in higher education institutions. Firstly, in 2007, an internal audit of UWS Indigenous studies/content was conducted by the then Dean, Indigenous Education. This internal audit of Indigenous studies found that while there was a significant number of inactive units across the University and particularly within the College of Arts, very few units were active and most of these were offered only to Indigenous students through two Aboriginal Rural Education Programs (AREP). At the time of the audit, only two Indigenous studies units were offered outside of the AREP courses, one of these being a core unit within the Bachelor of Tourism Management offered by the School of Social Sciences and the other an Indigenous Education elective offered by the School of Education.⁹ This does not exclude the possibility that more Indigenous content was available to students than was visible from

⁷ UWS Indigenous Education Policy Section 2.pt.6.b. <http://policies.uws.edu.au/view.current.php?id=00229>

⁸ IEP Section 3 pt 12.

⁹ Anning, Berice. "Embedding an Indigenous Graduate Attribute into University Western Sydney's (UWS) Courses." Paper presented at the *Indigenous Studies Indigenous Knowledge Conference* 2009,1.



the audit, but the findings seemed to indicate that only some academics had made considerable efforts to include Indigenous content within their teaching; there was, therefore, room for a more systematic approach.

As part of the internal audit, some UWS academics were interviewed to ascertain Indigenous related activities within the university.¹⁰ This audit enabled staff to give “voice to their frustrations about their lack of skills” in the area of how to embed Indigenous content in units and courses. It also found that sometimes when Indigenous content was embedded within units the content was “not necessarily negotiated with Indigenous academics”.¹¹

An external audit of 36 universities was then conducted by the Associate Director (Academic), Badanami, in order to identify Australian universities which made reference to Indigenous peoples within their Graduate Attributes. Eleven were chosen on the basis of their reputation and commitment to Indigenous education including:

1. James Cook University
2. University of South Australia
3. Griffith University
4. Charles Darwin University
5. Curtin University of Newcastle
6. Charles Sturt University
7. Southern Cross University
8. Deakin University
9. University of Melbourne
10. Edith Cowan University
11. Curtin University of Technology

This benchmarking exercise indicated that while a number of universities included reference to Indigenous people within their Graduate Attributes - usually within attributes relating to diversity - none had a specific Indigenous Graduate Attribute.¹²

¹⁰ For more detail about the 2007 audit see McDaniel and Widin, *Audit of UWS Indigenous Related Activities April-July 2007*.

¹¹ Ibid.4.

¹² McDaniel et al., “Introduction of a UWS Indigenous Graduate Attribute: A discussion paper”. Prepared by: Professor Michael McDaniel, Dean, Indigenous Education, Director, Badanami Centre for Indigenous Education; Associate Professor Berice Anning, Associate Director (Academic), Badanami Centre for Indigenous Education, and Developed in consultation with senior UWS staff: Professor Stuart Campbell, Pro Vice Chancellor, (Learning and Teaching) & Professor Geoff Scott, Pro Vice Chancellor Quality, Provost, Penrith. April 2008.



What the above exercises showed, therefore, was the need for: a specific IGA; a systematic approach to its implementation; collaboration with Indigenous academics, and; information for non-Indigenous academics about how to go about implementation.

These findings were incorporated into “Introduction of a UWS Indigenous Graduate Attribute: A discussion paper”, along with the wording and rationale for an IGA. The paper was presented to the Academic Senate Education Committee on 5 May 2008 for endorsement, where it was resolved:

to endorse the rationale and principles for an Indigenous graduate attribute, and the wording for the attribute, and to recommend these to Academic Senate for approval.¹³

The discussion paper was submitted to the 20 June meeting of Academic Senate, where it was resolved:

That Senate approve the rationale and principles for an Indigenous graduate attribute, and the wording for the attribute which includes a knowledge domain that demonstrates knowledge of Indigenous Australia through cultural competency and professional capacity and generic skills and descriptors as detailed in the paper prepared by the Dean – Indigenous Education.¹⁴

The approval is evidence of **commitment** at the highest level of the university to introduce the IGA. The concept of commitment will be discussed further in Section 4 as it is a crucial element of the Learning and Teaching Framework developed during the life of the project.

In order that the IGA be implemented, funding was obtained from the Diversity and Structural Adjustment Fund of the Commonwealth of Australia Department of Education, Employment and Workplace Relations (DEEWR). The \$900,000 seeding funds obtained covered the duration of the project for the period January 2009 – December 2011.

¹³ UWS Academic Senate Education Committee May 5, 2008 unconfirmed minutes of meeting.

¹⁴ Resolution to approve UWS IGA outlined at Item 3.7 in Minutes of Academic Senate meeting 20 June 2008. (Minutes of 20 June meeting appear as agenda item 1.5 of 22 August 2008 meeting).



2.3 The IGA Discussion Paper

In June/July 2008, the Discussion Paper on introducing the IGA across the university was disseminated to Schools for comment via the university discussion board. The paper set out various options relating to:

- models of delivery
- placement of Indigenous content within degree programs
- assessment of generic knowledge and skills
- ownership of units
- staffing and payment arrangements.

At the outset it was envisaged that a range of Indigenous Graduate Attribute units for each of the three UWS Colleges: College of Arts; College of Health & Science; College of Law & Business, would be developed, each with generic Indigenous content embedded.

In terms of the content to be embedded within units, it was felt that students would need:

- both a common amount of Indigenous information (contextual), as well as;
- more professionally focussed content.

It was envisaged that contextual Indigenous content might incorporate the following information:

- Indigenous Identities
- Indigenous value systems
- Indigenous social and environmental relationships
- Australian Indigenous and non-Indigenous histories – significant events in Australia’s Indigenous history
- Contemporary socio-politico-economic circumstances and theories of social disadvantages
- Indigenous Australians’ contribution to Australian identity and cultural achievement.¹⁵

Delivery models

The three ways to embed IGA knowledge and skills within a program of study are as follows:

¹⁵ McDaniel et al., “Introduction of a UWS Indigenous Graduate Attribute: A discussion paper.” Final amended paper from 5 May 2008 meeting of Education Committee of Academic Senate for discussion by College and School academics, 4.



- Develop a core unit that all students undertake within a given degree program
- Embed Indigenous content within existing units within a given degree program
- Develop an elective unit with Indigenous content embedded.

It should be noted that the models are not mutually exclusive. The positive and negative aspects of each model are outlined in Table 1 below.

Table 1 Options for embedding IGA within a degree program: positive and negative aspects of each.

| Model | Positive aspects | Negative aspects |
|--|--|---|
| Core Unit within a degree program | All students exposed to Indigenous content | Unit might not be relevant to the specific degree program |
| Embedded content within existing units | Students exposed to Indigenous knowledge throughout the degree program | All students might not be exposed to units with embedded content depending on whether they are compulsory units |
| Elective Unit | The Indigenous content is very focused | Not all students can choose to take the unit, for example, if they do not have an 'open' elective Not all students can choose the unit due to timetabling clashes or that it is only offered on a different campus |

It was envisaged in 2008 that whichever model was decided upon, student's would need to experience at least the equivalent of one core IGA unit over the course of their program of study; that this would need to be directly assessable, and; that students would be exposed to Indigenous content beginning in either year one or early in year two of their degree program. Bringing this to life was easier said than done. See section 6 for more detail about the challenges and lessons learned. One example of a potential challenge is the placement of a core Indigenous unit.



Options for placement of Indigenous core units into course curricula

As the Discussion Paper noted, the introduction of Indigenous core units into the Colleges/Schools course structures requires careful consideration. At least three options are possible:

Option 1: Replace a first year core unit currently offered by Colleges/Schools with the Indigenous Core Unit.

Option 2: Replace a first year elective unit currently offered by Colleges/Schools with the Indigenous Core Unit.

Option 3: Replace a core Indigenous unit currently offered by Colleges/Schools with the Indigenous Core Unit into which the IGA knowledge and skills have been embedded and are assessable.¹⁶

Who owns the unit/s - who will teach it/them - who will pay?

As well as making decisions about which model of embedding the IGA to use and where to place it within the curriculum, decisions also need to be made about who will own the unit, who will teach and assess it, and who will pay for staffing.

The three options outlined in 2008 with regard to ownership and teaching of a core unit are as follows:

Option 1: Schools / Colleges own their own unit/s and employ Indigenous staff in order to contribute to teaching.

The Discussion Paper noted that if this option was followed, “Indigenous staff should not be confined only to Indigenous content but also to their areas of expertise”.¹⁷ The purpose of this point is so as not to confine or constrain Indigenous academics into teaching only Indigenous content.

Option 2: Schools / Colleges own their units but pay Indigenous academics employed by Badanami Centre for Indigenous Education to teach the Indigenous content.

¹⁶ Ibid. 6.

¹⁷ Ibid. 4.



This option would require that the Badanami Centre employ a large enough pool of Indigenous academics to teach all Indigenous content across the university. It would also see Badanami acting as a “teaching provider” rather than an “owner” of units and the cost of Badanami maintaining a pool of academic staff would need to be underwritten by the University.¹⁸

Option 3: The Badanami Centre develop and own its own units and receive funding as appropriate.

Option three requires that Badanami employ a team of suitably qualified Indigenous academics to teach in partnership with School staff (Indigenous or non-Indigenous) and funding would be shared as appropriate.¹⁹

The financial implications to be considered in the development of either core units or embedded content within the curricula, which reflect dual input and delivery from both the Indigenous [Badanami] Centre and the individual Colleges, are as follows:

Option 1: Colleges receive finances and re-distribute to Badanami Centre for Indigenous Education accordingly

Option 2: Badanami Centre for Indigenous Education receives the finances and re-distributes to the Colleges accordingly

Option 3: The finances are split evenly between Badanami Centre for Indigenous Education and the Colleges. Any additional work and expenses incurred by Badanami Centre for Indigenous Education would be funded by the individual Colleges or Schools.²⁰

The issue of funding for the implementation of an IGA is a crucial one and will be discussed further in Section 6.8.

Whichever of the above options are chosen, the question of assessment remains a constant.

¹⁸ Ibid. 4.

¹⁹ Ibid. 4.

²⁰ Ibid. 6-7.



Assessment

The Discussion Paper highlighted the four skills-sets that require assessment:

- Indigenous knowledge
- Communication
- Social and cultural
- Leadership and Partnership

Thus, criteria tightly linked to these elements need to be developed either throughout the core Indigenous unit (if there is one) or within other units in which the IGA skills and knowledge are embedded.²¹

In July 2008, the “Discussion Paper” was posted on the University DDS Board for comment. It received responses from three staff members. Below is a list of the issues put forward:

- One issue relates to the challenges associated with placement of a core unit.
- Another issue relates to the relevance or otherwise of an Indigenous core unit and how this would reduce time for discipline-specific knowledge within the degree program.
- Another issue was how the effect of this reduction in time spent on discipline-specific knowledge might impact negatively in terms of employment prospects for students and by implication impact on UWS’s reputation.
- Another issue relates to the perceived relevance of learning about Indigenous knowledge for International students and how they might not choose UWS if they had to pay for units that were not perceived to be relevant to their area of study. One idea put forward was that the Badanami Centre for Indigenous Education own and teach an Indigenous unit which students from across the university could take as an elective.
- Another issue relates to why it was that the Indigenous graduate attribute was the only one for which a core unit was required, whereas the other graduate attributes did not require a unit. The argument was put forward that, if the other graduate attributes also each had a core unit, then almost a quarter of the degree program would be taken up with graduate attribute units.

²¹ Ibid. 5.



- Another argument put forward was that, while knowledge of Indigenous Australia might be relevant for social science and history students, for example, it was not relevant for other students, for example, mathematics, computer science or electrical engineering students.
- One respondent had a quite different response from the issues raised above, noting that the IGA discussion paper was a “great development”.

The number of responses (3) to the Discussion Paper received in 2008 can be compared with the number of responses to the IGA survey for academic staff (132) conducted in December 2011. This demonstrates the increase in the number of staff prompted to contribute to a discussion about the implementation of the IGA between mid-2008 and end-2011.



2.4 Defining terms

This section aims to clarify:

- what is meant by UWS Indigenous Graduate Attribute?
- what is meant by Indigenous Studies?
- what is meant by Indigenous education?

The UWS Academic Senate-endorsed wording of the *Indigenous Graduate Attribute: Knowledge of Indigenous Australia* can be found in Table 2 below. The wording of the IGA, which formed part of the 2008 Discussion Paper, was endorsed by members of the UWS Indigenous Advisory Council in September 2009.

Table 2 The UWS Indigenous Graduate Attribute

| Graduate Attribute: Knowledge Domain | Generic Skills | Descriptor: A UWS Graduate will: |
|--|----------------------------|--|
| “Indigenous Australian Knowledge” – demonstrate knowledge of Indigenous Australia through cultural competency and professional capacity | Knowledge Base | <ul style="list-style-type: none"> • <i>appreciate the culture, experiences and achievements of Indigenous Australians, thereby encouraging an Australian identity inclusive of Indigenous Australians</i> |
| | Communication | <ul style="list-style-type: none"> • <i>communicate ethically and effectively within Indigenous Australian contexts</i> |
| | Social and Cultural | <ul style="list-style-type: none"> • <i>understand and engage effectively with the culturally and socially diverse world in which they live and will work.</i> |
| | Leadership and Partnership | <ul style="list-style-type: none"> • <i>understand the circumstances and needs of Indigenous Australians, thereby encouraging responsibility in raising the standard of professional service delivery to Indigenous Australians;</i> • <i>possess a capacity to engage and partner with Indigenous Australians</i> |



As evidenced above, the descriptor of what a graduate will be able to achieve is purposefully broad, in order that each discipline or profession can devise material that is relevant to their group. However, the four elements listed under the generic skills column are a constant and form the parameters of the attribute, which is intended to:

- encourage an inclusive Australian identity
- enable graduates to develop cultural competency and professional capacity, which, in turn, will improve service delivery to Indigenous Australians
- enable graduates to engage and partner with Indigenous Australians.

Indigenous Studies

For the purpose of this project, Indigenous Studies is:

... the study of any topic directly related to Indigenous Australians. Indigenous studies differs from other fields of study in that it draws on two quite different traditions. One of these is “Indigenous Knowledge”. This is knowledge gained through one, or a combination of two ways. One of these is “Traditional knowledge”. This is knowledge which is based in cultural tradition and passed down according to varying cultural determinants. The other source of Indigenous Knowledge is the contemporary life experience of Indigenous people.

The second tradition which Indigenous studies draws upon is a Western epistemological approach based upon evidence and critique. Access to this form of knowledge is institutionally determined.²²

Indigenous studies, therefore, can include: traditional Indigenous knowledge; contemporary Indigenous experiences; and scholarly critique of what has been written about Indigenous peoples, cultures and histories.

²² McDaniel et al., “Introduction of a UWS Indigenous Graduate Attribute: A discussion paper”. Final amended paper from 5 May 2008 meeting of Education Committee of Academic Senate for discussion by College and School academics, 2. Revised May 2008.



Indigenous education

Indigenous education, for the purpose of this project, is meant primarily to refer to the education of all UWS students, both Indigenous and non-Indigenous. It is not meant to refer exclusively to the education of Indigenous students. This distinction is evident in the UWS Indigenous Education Policy, mentioned earlier, where it notes that:

Indigenous education - refers not only to the creation of equitable opportunities and outcomes for Indigenous Australians, but [also to] the opportunity and therefore process by which all Australians can gain knowledge about Indigenous Australia ...²³

It is important to stress the distinction because when Indigenous education is referred to, often it is with the first meaning in mind - education of Indigenous students. However given that the identified need for the project is to educate all UWS students so that they are able to graduate with the capacity to provide improved services to Indigenous Australians, it is clearly not the education of only Indigenous students that is in focus. This is not to say that UWS Indigenous students are excluded from the benefits of the implementation of the IGA. Indigenous students, like their non-Indigenous counterparts, can benefit from learning more about the history and culture of Australia and the impact that this has had on the lives of Indigenous peoples. But it is important to stress that recruitment and retention of Indigenous students is not the focus of the current project, with the exception that one of the flow-on benefits of the project is to create an environment at UWS where Indigenous students feel more welcome, included, supported and thereby achieve improved outcomes. This can come about by the incorporation of Indigenous content within courses and research programs, which in turn will help to develop increased understanding of Indigenous knowledge by academic staff.

²³ UWS Indigenous Education Policy Section 2.pt.6.b. <http://policies.uws.edu.au/view.current.php?id=00229>



SECTION 3

How the outcomes support the program description

Project Description

The Project *Embedding an Indigenous Graduate Attribute* will develop and implement a learning and teaching framework to enable University of Western Sydney (UWS) graduates appreciate the culture of Indigenous Australia and gain skills for working productively with Indigenous communities.

The new Indigenous Graduate Attribute will become a mandatory component of all courses.

The Project's learning outcomes include communication, social, cultural, leadership and partnership skills, which will assist graduates working and interacting with Indigenous Australians.

Flow-on benefits from the Project include recognition of Indigenous knowledge in teaching and research programs and improved support and outcomes for the University's Indigenous students from staff and other students.

In order to increase the Indigenous cultural competency and professional capacity of all UWS graduates, the expected outcomes of the project as described at the outset were:

- That a new IGA would become a mandatory component of all UWS courses
- That a learning and teaching framework to support outcomes would be developed, with the inclusion of delivery options and varied assessment methods that cater for large numbers of students enrolled in core IGA units to be developed (Activity/Outcome/Performance Indicator No. 4)
- That the framework would be implemented
- That learning outcomes for graduates would include communication, social, cultural, leadership and partnership skills to assist them to work and interact with Indigenous Australians.



All of these outcomes have been achieved to a greater or lesser degree. This section summarises the major achievements. Section 4 provides more detail including discussion of areas that were found to be challenging.

3.1 Making the IGA a mandatory component of all UWS courses

Following approval of the UWS Indigenous Education Policy (IEP) by the UWS Board of Trustees in February 2008, wording of the new IGA took place. The wording was approved at the 20 June meeting of Academic Senate, as noted in Section 2. The wording of the IGA also can be found in Section 2.

In 2009, the IGA element of the Indigenous Education Policy became part of the Learning and Teaching Strategic Plan of the university (pt. 3.1). Table 3 below outlines the relationship between the IGA and other elements of the IEP.

Table 3 Extract from UWS Learning and Teaching Action Plan (2009-2011)

| STRATEGIC INITIATIVES AND IMPROVEMENT ACTIONS |
|---|
| Implement a comprehensive Indigenous education strategy, by |
| 3.1 Implementing the UWS Indigenous Graduate Attribute through developing Indigenous related content and units within UWS courses |
| 3.2 Developing modes of study and support structures that attract and retain Indigenous students |
| 3.3 Expanding access for Indigenous people to UWS courses with enabling and bridging pathways that improve overall performance |
| 3.4 Maximising employment for Indigenous students by engaged learning with partners in business, community organisations and training organisations |
| 3.5 Further developing the Indigenous international partnerships to build Indigenous knowledge for academic and research capacity |
| 3.6 Building the cultural competency of UWS staff to improve their professional capacity |



3.2 Developing a Learning & Teaching Framework

In 2010, an initial framework to support teaching and learning in relation to the IGA implementation process was developed. As noted in “Progress Report 2” submitted to DEEWR at the end of 2010, at that stage the framework was “evolving and influenced by the continuing feedback from key stakeholders in the university and informed by the implementation of the Indigenous Graduate Attribute across the university”. The 2010 version of the Learning and Teaching Framework can be found at Appendix 1.

In 2011 the framework was revised. There are three main differences between the evolving framework (2010) and the current one: a) the incorporation of Human Resources as an identified theme within the later framework, whereas it was not in the earlier version; b) the joining of Pedagogy and Guiding Principles in the later framework, whereas in the earlier version these were two separate themes; and c) the incorporation of the words Governance and Quality into the ‘Structure’ theme in the current version, whereas, the type of structures were not mentioned in the previous Framework.

The current amended framework, still subject to re-evaluation, includes the following elements:

- Commitment
- Governance and quality structures
- Human Resources
- Collaboration
- Pedagogy and Guiding Principles
- IGA implementation
- Review

All of these elements assist in making the IGA a mandatory component of UWS courses. More detail about the Learning & Teaching Framework can be found in Section 4.4.



3.3 Implementation of the IGA

Throughout the period of the project (2009-2011) a number of units have been developed and delivered that specifically address the IGA skills-set. These are listed in Tables 4 & 5 below.

Table 4 Indigenous Graduate Attribute units approved and offered at UWS 2009-2011

| No of unit | Name of unit | Year | Comment | Student Feedback Unit (SFU) survey | | School |
|------------|---|-------------|--|------------------------------------|---------------------|---|
| | | | | No of students enrolled | No of SFU responses | |
| 400756 | Family Health Care: Issues and Australian Indigenous People | 2009 | CORE unit (offered since 2008 in second year of Bachelor of Nursing Degree), reviewed and evaluated end 2009 | 874 | 696/874 | School of Nursing |
| 300631 | Indigenous Landscapes | 2009 Spring | | 16 | 14/16 | School of Natural Science |
| 200006 | Introduction to Law | 2009 Autumn | | 534 | 257/534 | School of Law |
| 200006 | Introduction to Law | 2009 Spring | | 244 | 145/244 | School of Law |
| 200010 | Criminal Law | 2009 Autumn | | 568 | 386/568 | School of Law |
| 400756 | Family Health Care: Issues and Australian Indigenous People | 2010 | | 837 | 590/837 | School of Nursing |
| 300632 | Living in Country | 2010 Autumn | | 10 | 9/10 | School of Natural Science |
| 400866 | Culture, Diversity and Health | 2010 Autumn | CORE unit for all Bachelor of Health | 244 | n/a | School of Biomedical & Health Sciences in |



| | | | | | | |
|--------|---|-------------|---|-----|---------|---|
| | | | Science degree programs | | | collaboration with Badanami |
| 101577 | Classrooms without Borders | 2010 Autumn | 8 hour component of Indigenous content within Master of Education (Primary) | 582 | 229/582 | School of Education in collaboration with Badanami |
| 101577 | Classrooms without Borders | 2010 Spring | | 195 | 152/195 | School of Education |
| 200006 | Introduction to Law | 2010 Autumn | | 660 | 346/660 | School of Law |
| 200006 | Introduction to Law | 2010 Spring | | 240 | 115/240 | School of Law |
| 200010 | Criminal Law | 2010 Spring | | 865 | 412/865 | School of Law |
| 200540 | Globalisation & Australia | 2010 Spring | Contains 10% Indigenous content. As of 2012 will contain 30%. | 130 | 81/130 | School of Economics and Finance |
| 400756 | Family Health Care: Issues and Australian Indigenous People | 2011 Autumn | A new CORE unit is to be delivered beg. 2014 | 892 | 669/892 | School of Nursing |
| 400866 | Culture, Diversity and Health | 2011 Autumn | A CORE unit for the 9 Bachelor of Health Science degree programs | 875 | 598/875 | School of Biomedical & Health Sciences in collaboration with Badanami |
| 101577 | Classrooms without Borders | 2011 Autumn | | 360 | 311/360 | School of Education |
| 101577 | Classrooms without Borders | 2011 Spring | | 274 | 197/274 | School of Education |
| 200006 | Introduction to Law | 2011 Autumn | | 740 | 332/740 | School of Law |
| 200006 | Introduction to | 2011 | | 301 | 128/301 | School of |



| | | | | | | |
|---|---|-------------|---|--|---------|--|
| | Law | Spring | | | | Law |
| 200010 | Criminal Law | 2011 Spring | | 675 ◀ | 425/675 | School of Law |
| 200540 | Globalisation & Australia | 2011 Spring | Contains 10% Indigenous content. As of 2012 will contain 30%. | 137 | 56/137 | School of Economics and Finance |
| 101750 ▲ | Contextualising Indigenous Australia | 2011 Autumn | | 51 | 31/51 | Badanami Centre for Indigenous Education |
| 101751 ▲ | Contextualising Indigenous Australia | 2011 Spring | | 11 | 9/11 | Badanami Centre for Indigenous Education |
| 101753 ▲ | Revaluing Indigenous Economics | 2011 Spring | | 37 | 15/37 | Badanami Centre for Indigenous Education |
| 101754 ▲ | Corroborees to Curtain Raisers | 2011 Spring | | 40 | 21/40 | Badanami Centre for Indigenous Education |
| 101751 ▲ | Contextualising Indigenous Australia | 2012 Summer | Summer School | 67 | 50/67 | Badanami Centre for Indigenous Education |
| Total student number enrolled in specific units | | | | 8919 | | |
| 400861 400862 400810 400811 400977 | Foundations of Medicine 1 Foundations of Medicine 2 Integrated clinical rotations 1 Integrated clinical rotations 2 Integrated clinical rotations | | | Approx. 400 students enrolled in MBBS degree program between 2009-2011 | | School of Medicine |



| | | | | | | |
|--|---|--|--|------|--|--|
| | 3 | | | | | |
| Overall total | | | | 9319 | | |
| <p>NB. This is a living document and might not include all units with Indigenous content embedded. All units marked ▲ are part of the Indigenous Australian Studies Major. All figures marked ◀ are not included in total student numbers as these students have already been counted for attendance in an IGA unit in a previous year. n/a = not available</p> | | | | | | |

Table 5 IASM IGA Units approved by College of Arts Education, Assessment & Progression Committee

| |
|--|
| <p>Units comprising the Indigenous Australian Studies Major developed by Badanami Centre for Indigenous Education</p> |
| <p>Contextualising Indigenous Australia (level1) (CORE UNIT) Revaluing Indigenous Economics (level 1) From Corroborees to Curtain Raisers (level1)</p> <p>Pigments of the Imagination (level2) The making of the ‘Aborigines’ (level 2) From Ochre to Acrylics to New Technologies (level 2) Bridging the Gap: Re-engaging Indigenous Learners (level 2)</p> <p>Learning through Indigenous Australian Community Service (level 3) Or Rethinking Research with Indigenous Australians: Independent study project (level 3)</p> |

In addition to the units listed in Tables 4 and 5 above, a number of other units have embedded Indigenous content to varying degrees:

Offered by School of Law

- 200757.1 Equity and trusts
- 200015 Criminal procedure and evidence

Offered by School of Biomedical Health & Science

- 400870 Population, health & society



Offered by the School of Nursing & Midwifery

| | |
|--------------------------------|---|
| 400760 | Family health care: child and adolescent nursing |
| 400756 | Family health care: health issues and Australian Indigenous people |
| 400854 | Family health care: health issues and Australian Indigenous people (advanced) |
| 401001 | Primary health care in action |
| 401000 | Professional practice experience 1 |
| 401003 | Professional communication |
| 401008 | Professional practice experience 3 |
| 401010 | Health variations 1 |
| 401019 | Health variations 5 |
| 401016 | Professional practice experience 5 |
| 401002 | Bioscience 1 |
| 401005 | Human relationships & life transition |
| 401021 | Being a professional nurse or midwife |
| 401030 | Midwifery knowledge 1 |
| 401032 | Midwifery knowledge 2 |
| 401034 | Midwifery knowledge 3 |
| 401036 | Complex care 1 |
| 401039 | Complex care 2 |
| 401040 | Collaborative care |
| 401043 | Midwifery practice – models of care |
| 401033, 401035, 401038, 401042 | Midwifery practice experience 1- 4 |

As evidenced above, the School of Nursing & Midwifery made a considerable effort to scaffold Indigenous knowledge and the learning of appropriate skills across their curriculum. Recently a new core unit which specifically addresses Indigenous content has been approved to begin in 2014: 401009 “Health in a culturally diverse community”.

For further details about IGA unit development conducted by the Schools please see Section 4.5 and Appendices 2-6.

In summary, much work has been done to implement the IGA since 2007 when the first UWS audit found only 2 units with significant Indigenous content, as noted in Section 2.2.



- Table 6 below maintains a focus on the main outcomes of the Project as described in the Schedule to Conditions of Grant, and notes how they have helped to facilitate the process of implementation.

Table 6 Relationship between project description and outcomes

| Outcome | Support for the Project |
|---|---|
| Initial consultations with Indigenous communities, professional groups and academic staff to discuss development of course and unit material for all UWS courses. | Consultation with Indigenous communities, professional groups and academic staff has been essential in order to ensure that all stakeholders develop a shared vision of the needs of the project. |
| Establish consultative mechanisms and broad level of support from within UWS to develop core Indigenous units and content. | Consultative mechanisms and broad level support within UWS to develop core Indigenous units and content has been essential for a number of reasons: to provide clarity about the process; to avoid duplication; to prevent an ad hoc approach to implementation of the IGA. |
| Establish consultative mechanisms and broad level of support from Indigenous communities and professional groups about appropriate Indigenous knowledge to be developed within courses. | Consultative mechanisms and broad level support from Indigenous communities and professional groups has been essential so that Indigenous perspectives have been honoured, valued and incorporated into the courses/units. |
| Establish governance protocols and guidelines on adherence to protocols for the development of the Indigenous content within the UWS curriculum. | <p>Governance protocols were important because without them and without guidelines on how to adhere to them, the curriculum developed within the bounds of the project risked being developed without Indigenous input or consultation.</p> <p>The main outcome that relates to governance protocols is an Advisory Paper presented to Education Committee of Academic Senate in November 2009 for discussion and noting.</p> |
| Framework established and inclusive of delivery options and varied assessment that caters to large numbers of students enrolled in the core Indigenous Graduate Attribute units. | The Teaching & Learning framework to support IGA implementation has been established and is in the process of refinement. It is an important part of the process as it provides guidance on what needs to be considered for successful development and implementation of IGA knowledge and skills - both for |



| | |
|---|---|
| | UWS and for any other institution that seeks to go down the same path. |
| Establish a curriculum development team to review the pilot phase and produce and develop Indigenous content for courses and units. | The project envisaged that it would be useful to start by taking small steps – i.e., a pilot phase – and then a review process before proceeding to wider implementation of the IGA. In reality, the process has been nowhere near as neat nor linear. Different schools have attempted to embed IGA skills and knowledge in different ways during the period of the grant. |
| Develop course and unit content for second tranche of units. | For information about the units offered in 2009 and 2010 please see Table 4. |
| Develop core Indigenous units and a major that is owned and delivered by Badanami Centre staff. | <p>The project always envisaged more than one option for implementing the IGA. One such option was for Badanami to develop and own its own units comprising an Indigenous Australian Studies Major (IASM) See Table 5 (p. 32) for details of the units offered, including one core unit “Contextualising Indigenous Australia”.</p> <p>The core unit is available to any UWS student who has an OPEN ELECTIVE within their degree program.</p> <p>For students with an OPEN MAJOR within their degree program, they can elect to study 8 of the 9 units available within the Indigenous Australian Studies Major.</p> <p>Alternatively, four units can be studied as a SUB-MAJOR.</p> <p>The initial 9 units comprising the IASM were approved by Academic Senate EAPC at the 8 December 2009 meeting.</p> <p>One additional unit of the IAS Major was approved on 9 March 2010.</p> <p>This additional unit and four of the initial IAS Major units were approved in June 2011 as part of the Bachelor of Community and Social Development degree program (offered only to Indigenous students in Block Mode).</p> <p>The 9 IAS Major units were approved in June 2011 as an elective Major in 6 Bachelor of Arts degree programs.</p> |
| Approval of these through UWS academic governance structures. | |
| Prepare lecture notes, deliver | The units developed and offered during the life of the |



| | |
|--|--|
| content in units to UWS students. | IGA project are listed in Table 4. |
| Develop a database for collection of materials and curriculum developed. Input data into the database for provision to UWS academic staff. | The data-base is being developed to provide a resource for academics who are developing IGA units of study in the future. |
| Prepare and conduct a survey of staff and students involved in the teaching and learning of Indigenous content. | An academic staff survey, conducted in November/December 2011, and Student Unit Feedback surveys of IGA units, have been analysed to provide information about what worked and what needs improvement in the future when implementing the IGA. |
| Final Report for UWS evaluation and refinement of the Indigenous Attribute and for external promotion of the project and its lessons. | The final completion date of the project was originally January 2012. An extension of 3 months was approved by DEEWR. The report in final draft form was circulated to UWS executives in early March and final amendments were made in April. |
| Final Report in accordance with clause 4 and 7 | Project completed April 2012. |

Please see Section 4 for more detail about the outcomes of the project.

Expected flow-on benefits of the project

At the outset these were identified as being that:

- Indigenous knowledge would be recognised in UWS teaching
- Indigenous knowledge would be recognised in UWS research programs
- Indigenous students at UWS would receive improved support
- Indigenous students at UWS would achieve improved outcomes.

The development and delivery of the units outlined earlier in this section is evidence that Indigenous knowledge is recognised in some UWS teaching programs; although, as the IGA academic staff survey indicates (see Section 4.9), there is room for far more staff to become involved in the process. More work also needs to be done to say that Indigenous knowledge is recognised in UWS research programs. With respect to the question of improved support for Indigenous students and whether Indigenous students are achieving improved outcomes as a result of the IGA implementation, Section 5 takes up these issues.



SECTION 4

Activities and Outcomes: Meeting Performance Indicators

This section of the report outlines the relationship between the activities and outcomes of the project, and discusses how the performance indicators have been met. Or in the language of the Schedule to Conditions of Grant, how ‘the outcomes of the Project have met the Activities (including the performance indicators)’.²⁴ It should be noted that while all of the performance indicators have been met, all of the due dates have not been met. In some cases there have been slight delays, while in others outcomes have been achieved ahead of the due date. This reflects the dynamic and complex processes involved in *Embedding an Indigenous Graduate Attribute* within all courses of a university.

At the time of implementing the IGA (2009-2011), there were approximately 103 active undergraduate degree programs offered by 17 schools under the umbrella of three UWS Colleges: College of Arts; College of Business and Law; College of Health and Science.²⁵ Badanami Centre for Indigenous Education was recognised as a “quasi-school”²⁶ which stood, and still stands, outside of the 3 College structure. This status has negative implications for the running of academic programs by the Badanami Centre for Indigenous Education, details of which are developed in Section 6.9.

²⁴ Schedule to Conditions of Grant, “Embedding an Indigenous Graduate Attribute”, Diversity and Structural Adjustment Fund, DEEWR, 2008, 3.

²⁵ Since the beginning of 2012 the current UWS structure comprises 9 Schools. For the purpose of this report, however, the old structure will be discussed, which comprised 17 Schools, as it was the old structure that was in place during the IGA implementation process between 2009-2011. NB. Number of all UWS courses (as of 30 March 2012) = 272. Obtained from http://www.uws.edu.au/about/schools_research_institutes

²⁶ Minutes of Board of Trustees Indigenous Advisory Council meeting 10 June 2009.



4.1 Staff appointments

| Activity 1 | Output / Outcome | Due Date | Performance Indicator |
|--|---|-----------|--|
| Employ a project manager and part-time academic or learning developer. | Initial consultations with Indigenous communities, professional groups and academic staff in developing course and unit material for all UWS courses. | 1/04/2009 | Identified and engaged appropriate staff or consultants. |

In order to embed the generic skills and knowledge associated with the IGA within all of the degree programs necessarily requires considerable human resources, both Indigenous and non-Indigenous, not to mention considerable skill. Without the appointment of Indigenous academics to drive the implementation of the IGA, it would not have been possible to achieve the desired outcomes.

- The Badanami Centre for Indigenous Education appointed an experienced Indigenous Academic Coordinator (Level D) in July 2009, and two Indigenous Academics with Curriculum Development experience (Level B), one appointed in July, the other in November 2009. These three appointments constitute the IGA Team, who worked under the supervision of the Associate Director (Academic).
- The due date of the performance indicator (1 April 2009) outlined in the Schedule of Grant for this activity was not met due to a slight delay in making appointments.
- Following the appointment of Indigenous academics, **initial consultations** with the following groups took place in order to identify Indigenous content to be embedded within units and courses:²⁷
 - UWS Indigenous Advisory Council (IAC), which has the majority of its membership filled by Indigenous community members and representatives of organisations or professions. Council were consulted and provided advice on the development of appropriate

²⁷ This section draws on “Diversity and Structural Adjustment Fund: UWS embedding an Indigenous Graduate Attribute, 1 January 2009 to 30 September 2009 Progress Report”.



Indigenous content across the relevant disciplines. In 2009, the Indigenous Advisory Council was chaired by Professor Michael McDaniel, Dean of Indigenous Education and Director, Badanami Centre for Indigenous Education. The IAC is a standing council of the University, providing advice on Indigenous education matters to the Vice-Chancellor and the Board of Trustees. The Council membership includes one Indigenous alumnus of UWS, one Board of Trustees member and up to ten Indigenous community members. Half of the community member positions were allocated to regional and local Aboriginal Education Consultative Group in Greater Western Sydney. The IAC meets approximately four times per year.²⁸

- NSW Department of Education and Training – South West and West regions – West; local Indigenous groups and communities; NSW Land Council, and; individual Indigenous professionals, all of whom provided advice to UWS on the development of curriculum, inclusive of Indigenous content.
- Academics across the 3 UWS Colleges in order to discuss the development of IGA College Working Parties.

There was additional need for academic staff later in the project due to the increased workload of existing IGA staff brought about by the resignation of the Dean, Indigenous Education in early 2010. The Associate Director (Academic) took on all of the roles of the Dean and later became the Dean of Indigenous Education and the Director of the Badanami Centre for Indigenous Education, whilst maintaining the substantive role of Associate Director (Academic).

The duties of additional staff will be discussed in Sections 4.5 - 4.9.

²⁸ The terms of reference and membership of this committee are available at: http://www.uws.edu.au/about_uws/uws/governance/board_of_trustees/board_meetings/board_meetings_2008/27_february_2008#4



4.2 Collaboration and consultation

Collaboration and consultation were vital elements of this project. Through consultation with staff in UWS colleges and schools it has been possible to establish mechanisms and broad level of support within UWS to develop units with Indigenous knowledge embedded.

| Activity 2 | Output / Outcome | Due Date | Performance Indicator |
|--|--|-----------|--|
| 2.1 Consultation with staff in UWS Colleges and Schools and relevant Committees. | Establish consultative mechanisms and broad level of support from within UWS to develop core Indigenous units and content. | 1/07/2009 | Letters of support; effective communication and collaboration in developing core Indigenous content. |
| 2.2 Consultation with Indigenous communities and professional groups on the appropriate Indigenous knowledge to be included in course content and its relevance to target disciplines. | Establish consultative mechanisms and broad level of support in developing appropriate Indigenous knowledge into courses. | | Letters of support; relevant areas of Indigenous knowledge identified and prepared for target courses and units. |

2.1 The main consultative mechanism established during the latter half of 2009 within Colleges/Schools was consultation by Badanami staff leading to the development of IGA College working parties.

- The IGA College Working Parties (IGACWP).

Consultation with academics within UWS Schools in order to form IGA College Working Parties (IGACWP) began in April 2008. The IGACWPs consisted of academics from Badanami and from relevant disciplines. The role of the Working Parties was to:



- provide advice on the inclusion of the IGA into proposed new courses or course variations
- assist with relevant curriculum development at the unit level through membership on the College's academic committees, such as the Education, Assessment & Progression Committees (EAPCs)
- develop Indigenous core content and embed it into UWS courses.

The establishment of IGACWPs was not consistent across the three Colleges of the University. Within the College of Health & Science, the School of Nursing and the School of Medicine used pre-existing structures rather than the working party process. The School of Nursing had already taken efforts to embed Indigenous content into some of its units by 2009. The School of Medicine also developed its own mechanisms to embed Indigenous content across its degree program. As a result, the College of Health & Science working party consisted of members from the Schools of Science, Computing, Engineering & Mathematics.

The following activities by members of the Badanami IGA team were instrumental in facilitating the implementation of the IGA at UWS between 2008 and end 2009.

The Associate Director (Academic):

- Consulted and maintained dialogue and involvement with College committees and/or specific IGA working parties, beginning in April 2008
- Advised members of the UWS College's Education, Assessment and Progression Committees (EAPCs) on course / curriculum development that should include the IGA
- Monitored IGA implementation at the School / unit level through the EAPC meetings
- Advised academics within the School of Law on the development of Indigenous content / inclusion of relevant Indigenous resources into the Law degrees
- Communicated with staff in the Schools of Psychology 2008/2009 – Indigenous embedded content was included in the School of Psychology's Graduate Diploma course and was approved by the College of Arts EAPC
- Participated as a member of the:
 - External Advisory Committee for the development of the Bachelor of Natural Sciences (Nature Conservation) from 2008-2009



- School of Nursing's review committee for the core Indigenous Health unit
- School of Medicine's Indigenous Committee (SMIC) providing input into the curriculum and monitoring IGA development/implementation across courses

The IGA Academic Team, under the supervision of the Associate Director (Academic):

- Met with individual Schools to assist in the development of Indigenous content
 - Established
 - consultative IGA working party committees for the College of Arts Schools, which include: Psychology; Education; Communication & Media; Social Sciences (Policing / Community Welfare; Tourism; Social Work)
 - an IGA working party committee for the Schools of Science, Computing, Engineering & Mathematics
 - Participated
 - as members of the advisory committee to input Indigenous content/review of Bachelor of Natural Sciences (Nature Conservation). Ongoing support was provided to the School during 2009 by Badanami staff to deliver/lecture on specific Indigenous content
 - as members of the College of Business IGA working party - Unit 200571 Management Dynamics and Unit 200540 Globalisation & Australia were targeted for inclusion of Indigenous content
 - Evaluated unit offerings in a Block Mode program for Indigenous students
 - Consulted with School of Education to develop Indigenous content into UWS Education curriculum
 - Monitored IGA implementation at the School / unit level through the EAPC meetings.
- The performance indicators for Activity 2.1 were “letters of support” and “effective communication and collaboration in developing core Indigenous content” within UWS schools. Without this it would not have been possible to achieve the outcomes outlined above. The due date of this performance indicator (1 July 2009) was not met due to a slight delay in the appointment of the three IGA team members, but all of the activities outlined occurred before the end of 2009.



Another significant activity undertaken by the IGA team during this period was development of nine units that comprise the Indigenous Australian Studies Major (IASM). These units were approved at the December 2009 meeting of the EAPC. Section 4.6 provides detail about the development of the IASM units.

2.2 The main consultative mechanism established for the development of Indigenous content for the IAS Major was the Badanami External Advisory Committee (EAC).²⁹ The EAC was formed through the

- The Board of Trustees Indigenous Advisory Council (IAC)

Formal support for the implementation of the IGA was endorsed by the Board of Trustees IAC on 8 September 2009.³⁰ Activity that assisted in gaining support consisted of an Advisory Paper on IGA implementation that was circulated to members of the IAC in July 2009 for endorsement.³¹ Further detail about the Advisory paper can be found at Section 4.3.

Through the IAC, an External Advisory Committee was established in September 2009 to discuss relevant Indigenous content to be included in units that would comprise an Indigenous Australian Studies Major. The EAC met three times between 25 September and 26 October 2009 to discuss the structure and content of the proposed units.

- The performance indicators (1/7/2009) for Activity 2.2 of the Schedule of Conditions of Grant were “relevant areas of Indigenous knowledge identified and prepared for target courses and units” and “letter of support” regarding these. The letter of support came in the form of endorsement of relevant content by the IAC and the EAC for the 9 units of the IASM. It should be noted that the development of the IASM units during

²⁹ The names of the External Advisory Committee can be found on page 6.

³⁰ See “The UWS Indigenous Graduate Attribute” Report, Prepared by McDaniel, M. Dated 28 October 2009, presented to the meeting of the Board of Trustees Indigenous Advisory Council on 4 November 2009, 3. Item 3.2.

³¹ See Agenda papers Item 3.2 IAC meeting 12 August 2009, “Advisory Paper on the Implementation of the UWS Indigenous Graduate Attribute”, dated 6 July 2009. Prepared by McDaniel, M.. and Berice Anning. Endorsed by Professor Stuart Campbell, Pro Vice Chancellor (Learning and Teaching) and Professor Geoff Scott Pro Vice Chancellor (Quality).



the latter half of 2009 occurred before the due date (1 March 2011) as outlined in the Schedule for this particular activity (see Section 4.6 below).

Please see Section 4.4 for further details about the collaborative model that is one of the vital pillars of the Learning and Teaching Framework developed.

4.3 Governance protocols and adherence guidelines

| Activity 3 | Output / Outcome | Due Date | Performance Indicator |
|--|--|-----------|--|
| Establish Indigenous governance protocols to inform consultation, collaboration and development of curriculum and develop pilot units. | Establish governance protocols and guidelines on adherence to protocols for the development of the Indigenous content within the UWS curriculum. | 1/07/2009 | Governance structures accepted and adhered to for the development of the initial tranche of units; initial tranche of units submitted for UWS approval for offering in 2010. |

As noted under Section 4.2, an “Advisory Paper on the Implementation of the UWS Indigenous Graduate Attribute” was circulated to members of the Board of Trustees Indigenous Advisory Council in July 2009 and endorsed on 8 September that year. A slightly altered version of the Advisory Paper was then tabled for ‘discussion and noting’ at the UWS Education Committee Academic Senate meeting on 9 November 2009.³²

- The Advisory Paper is the main document that outlined governance protocols and adherence guidelines.

³² “Graduate Attributes/E-Portfolios - Advisory Paper on the Implementation of the UWS Indigenous Graduate Attribute”. McDaniel, M, 28 October 2009. (Hereafter referred to as the “Advisory Paper” 2009). This is a slightly altered version of the Advisory Paper than those previously mentioned.



The Advisory Paper provided specific advice to UWS academics on areas related to IGA implementation including:

1. The purpose of the IGA
2. Implementation strategies
3. Roles of Badanami staff
4. Expectations of Colleges/Schools
5. Assessing implementation
6. Governance procedures.³³

4.3.1 The purpose of the IGA

Emphasising the rationale/need for the project: *Embedding an Indigenous Graduate Attribute*, the Advisory Paper opened by highlighting that the IGA aimed:

- To raise the level of professional service delivery to Indigenous Australians
- To encourage the development of a National Identity inclusive of Indigenous Australians.³⁴

4.3.2 Strategies

The across-university implementation of the IGA required a range of strategies. The Advisory Paper considered 4 strategies:

1. Development of an Indigenous Studies major. At the time of writing the paper it was anticipated that the major would comprise a series of units developed and delivered by Badanami and located within a College of Arts course or other UWS courses. This option would be open to students who had open electives enabling them to choose units or sets of units to complete their degrees. It was also envisaged that other Indigenous units across the University might also count towards a student's completion of an Indigenous Studies Major.
2. Development of College/School-owned Indigenous units which were professionally focussed.

³³ Ibid.

³⁴ Ibid.



3. Development of Indigenous content to be scaffolded across units other than identified dedicated Indigenous units. Colleges/Schools were asked to identify areas in which Indigenous content could be scaffolded. This could involve a combination of guest lectures, case studies, reference material, field-visits, assignments, or learning through community service.
4. Engagement with Indigenous cultural and social events, as well as acts of Indigenous cultural recognition, to further implementation of the IGA across the University.³⁵

4.3.3 Roles of the Dean and Associate Director (Academic), Badanami

The Advisory Paper noted that oversight of the implementation process was the role of the Dean, Indigenous Education, whereas the practical consultation and collaboration with Schools/Colleges was the role of the Associate Director. As the Associate Director wrote in a conference paper in 2009,³⁶ under the heading “Consultative protocols inclusive of Indigenous People”, the Badanami Centre academic IGA team would work in partnership/collaboration with Colleges and Schools to:

- identify opportunities for the inclusion of Indigenous content into courses and units
- assist where possible in the development of curriculum
- identify or develop appropriate resources and networks with Indigenous professionals, organisations and communities
- encourage Colleges and Schools to consider the staffing and teaching implications, as well as the possibility of broader Indigenous community and Indigenous professional participation.

4.3.4 Expectations of Colleges/Schools

As well as highlighting the need for consultation and collaboration with Badanami staff in the development of IGA-related content, the Advisory Paper noted the need for identification of **special status programs of study**, defined as:

³⁵ Ibid.

³⁶ Anning, B. “Embedding an Indigenous Graduate Attribute into University Western Sydney’s (UWS) Courses”. Paper presented at the Indigenous Studies Indigenous Knowledge Conference 2009, 8.



- Highly relevant schools and their courses.
 - These were defined as courses aiming “to graduate students into professions which do/or could have a significant impact on the wellbeing of Indigenous Australians”. Such courses include Nursing, Health & Sciences, Humanities, Law, Media, Medicine, Policing, Psychology, Social Science, Tourism, Welfare, Business, Environment & Natural Sciences, Education – all were expected to introduce an Indigenous core unit or equivalent amount of Indigenous content scaffolded across the degree program. It was envisaged that core units could be field of practice specific units owned by the relevant College/School or, alternatively, could be the core unit of the Australian Indigenous Studies Major developed by Badanami Centre academic team.³⁷

Also noted for consideration are:

- All UWS Schools and courses – in which it is expected that, regardless of the above reasoning, schools will consider developing either:
 - Indigenous specific core units and/or
 - Indigenous specific electives and/or
 - Inclusion of Indigenous content within existing core units, which are not specifically Indigenous and/or
 - Indigenous content embedded and scaffolded into curriculum across the course.³⁸

Another expectation of schools was that they consider:

- Staffing arrangements for teaching IGA content, as it was important to recognise that:

while Badanami staff may on the basis of prior agreement, contribute to the teaching of the IGA (staff availability and qualifications permitting), Badanami is not responsible for the teaching of Indigenous units and content within Schools. *Teaching within Schools is primarily a School responsibility.*³⁹

³⁷ “Advisory Paper”, 2009.

³⁸ Ibid

³⁹ Ibid. Emphasis added.



This expectation on the surface sounds reasonable. In reality however it proved to be problematic as many non-Indigenous academic staff do not feel equipped to teach Indigenous content, let alone develop units, as will be discussed in Section 4.9.

One further expectation was that Schools would consult with Badanami regarding approval of new courses/units or variations of existing ones that aim to embed Indigenous content. In 2009 it was envisaged that such units would come to the Dean, Indigenous Education, for sign-off and/or comment, as well as to Badanami's Associate Director (Academic), who Chaired Badanami's Academic Committee. It was the role of this Committee to advise the Dean regarding his/her response.⁴⁰

The need to develop such a consultative protocol regarding maintenance of quality stemmed from findings during the period 2007-8, at which time development of Indigenous content within units was funded by UWS Learning and Teaching Activity Projects (LTAP). At that time it was found that:

While the LTAP initiatives required Indigenous consultation, Badanami Centre observed Indigenous content being developed outside of the LTAP process and therefore, not subject to Indigenous consultation or any quality control.⁴¹

The expectation that there would be Indigenous consultation with regard to development and implementation of the IGA in order to maintain quality was not communicated directly in the Advisory Paper, although it had been noted in an earlier Discussion Paper in 2008.⁴² Nevertheless, maintaining quality through Indigenous consultation was implied in the Advisory Paper at pts. 7, 8, and 21 under the following heading.

⁴⁰ Anning, B. "Embedding an Indigenous Graduate Attribute into University Western Sydney's (UWS) Courses". Paper presented at the Indigenous Studies Indigenous Knowledge Conference 2009, 8-9. See also Anning, B. 2010.

⁴¹ Ibid, 2.

⁴² McDaniel et al., "Introduction of a UWS Indigenous Graduate Attribute: A discussion paper". Final amended paper from 5 May 2008 meeting of Education Committee Academic Senate for discussion by College and School academics. Revised May 2008.



4.3.5 Assessing implementation

The Advisory Paper provided a list of 21 questions that Schools could ask when assessing how well the IGA has been implemented. These are listed below:

1. Who within the School has responsibility for the implementation of the Indigenous Graduate Attribute and to what degree has staff been made aware of its required inclusion?
2. Is the School able to provide a document mapping the extent of implementation to-date of the IGA or alternatively a timeline for the implementation of the IGA? This document should not simply list Indigenous content but map it against the Generic Skills as listed in the IGA.
3. Is the IGA assessable in each of the School's courses? If not, how will this be addressed?
4. Does the content meet the requirements of external professional associations/bodies?
5. What, if any courses, would the School consider to be highly relevant to the wellbeing of Indigenous Australians and how is this special status to be reflected in these courses? For example, what if any of these courses have Indigenous core units and if not, is there a plan to introduce one?
6. Has the College/School benchmarked Indigenous content against other Australian universities with similar courses? If not, is there an intention to?
7. Regarding the University's commitment to Indigenous consultation, as set out in the UWS Indigenous Education Policy, to what degree has the Dean, Indigenous Education (or nominee) been consulted?
8. To what degree have Indigenous staff within the College/School, Indigenous community members, Indigenous organisations and/or professionals been consulted in the development of curriculum and to what degree has their endorsement been sought?
9. Has the College/School appointed any Indigenous Adjuncts who would be able to contribute to the development of curriculum as well as network the School into the body of Indigenous professionals?
10. Does the College/School have any Indigenous engagement initiatives which might feed into the IGA?
11. To what degree is Indigenous related research taking place within the College/School, and to what extent is this contributing to the development or currency of Indigenous content?
12. To what extent has the College/School included international Indigenous case studies and comparative Indigenous material?



13. Is the Indigenous content delivered in a sequential and logical manner within the course?
14. To what extent are Indigenous developed texts and resources used, and are these materials current, relevant and non-stereotypical?
15. Do all materials relating to Indigenous content comply with culturally appropriate and currently acceptable terminology?
16. Regarding delivery, how will the College/School ensure that students are exposed to Indigenous voices within the course? For example, has the School engaged Indigenous academics in the teaching of Indigenous content? How many Indigenous academic staff are employed within the School and who may be able to contribute to the teaching? If there are no Indigenous staff, does the School intend to recruit Indigenous academics?
17. In situations where non-Indigenous staff have been given a responsibility for the delivery of Indigenous content, to what degree are they qualified, how has qualification been determined and has their teaching role been discussed and endorsed by either Indigenous academics within the School or by Badanami?
18. Has staff and student emotional safety been considered in the inclusion of Indigenous content?
19. Apart from addressing, what at times may be quite disturbing or discomforting information, has the curriculum been developed in such a way as to leave participants hopeful and empowered to contribute to change?
20. Is the material presented in an engaging and dynamic way?
21. Regarding quality assurance, what if any ongoing evaluation by Badanami, Indigenous academics, Indigenous professionals or bodies been considered?⁴³

Table 7 below lists the assessment criteria in principle form, along with thematic categorisation.

⁴³ Advisory Paper, 2009.



Table 7 Assessing IGA implementation⁴⁴

| Theme | Example of theme | Principle |
|-------------------------|--|--|
| Commitment | Policy level | That the university commitment to Indigenous consultation is incorporated into the university's Indigenous Education Policy. |
| IGA awareness | Within high-level committees | That all relevant committees are aware of the IGA and seek to promote its inclusion within curricula. |
| | Within schools or research centres or institutes | That someone has responsibility within schools for ensuring that all their academic staff is aware of the IGA skills and knowledge. |
| Indigenous Consultation | | That the Dean, Indigenous Education (or nominee) is consulted about Indigenous content embedded within units/courses, or, that Indigenous staff within the College/School, Indigenous community members, Indigenous organisations and/or professionals have been consulted in the development of curriculum. |
| Human Resourcing | Indigenous | <p>That the College/School appoint or consider the appointment of Indigenous Adjuncts who could contribute to the development of curriculum as well as network the School into the body of Indigenous professionals.</p> <p>That regarding delivery to students, the College/School consider engaging Indigenous academics to teach Indigenous content, in order to ensure that students are exposed to Indigenous voices within the course.</p> |
| | Non-Indigenous | <p>That there is a university-wide approach to building capacity of non-Indigenous academic staff in the area of how to embed Indigenous content within the curricula and how to teach and assess it.</p> <p>That in situations where non-Indigenous staff has been given a responsibility for the delivery of Indigenous content, the following questions are considered: to what degree are they qualified? how has qualification been determined? has their teaching role been discussed and endorsed by either Indigenous academics within the School or by the Indigenous centre of the university?</p> |

⁴⁴ Table 7 is compiled from the assessment list contained in the "Advisory Paper" 2009.



| | | |
|---------------------------|---|--|
| Curriculum development | IGA inclusion within curricula | That someone has responsibility within schools for ensuring that IGA skills and knowledge are included within all degree programs. |
| | IGA mapping within the degree program | That the school maps the IGA skills and knowledge against the rest of the course content, to show exactly where it will be covered throughout the 3-4 years of the degree. Alternatively, that the school develop a timeline for mapping. |
| | IGA compatibility with external professional associations or bodies | That the content meets the requirements of external professional associations or bodies. |
| | Relevant Indigenous content | That Indigenous developed texts and resources are used, and that these materials are current, relevant and non-stereotypical. That all materials relating to Indigenous content comply with culturally appropriate and currently acceptable terminology. |
| | Inclusion of International Indigenous knowledge as content | That the College/School include international Indigenous case studies and comparative Indigenous material. |
| | Inclusion of Indigenous events as content | That the College/School encourage Indigenous engagement initiatives which might feed into the IGA skills and knowledge. |
| | IGA assessment | That IGA skills and knowledge are assessable within each degree program. |
| Implementation approaches | Special status degree programs | That Schools consider degree programs which are highly relevant to the wellbeing of Indigenous Australians and view these as having special status and in need of having a core Indigenous unit. For example, Medicine, Nursing, Law, Social Work, Psychology, Policing. |
| | Non-special status degree programs | That Schools either develop a core Indigenous unit, or, embed Indigenous content within units across their degree programs, or, utilise the Indigenous Studies Major Core unit, if it is available for students within their school. |



| | | |
|--------------------|--|--|
| Research | Within units | That Indigenous related research is encouraged within the College or School, as this can contribute to the development or currency of Indigenous content. |
| Quality management | IGA benchmarking | That College/School benchmarks Indigenous content against other Australian universities with similar courses. |
| | Emotional safety of staff and students | That staff and student emotional safety is considered when Indigenous content is included within the curriculum and taught in the classroom. |
| | Maintaining hope | That the curriculum is developed in such a way as to leave participants hopeful and empowered to contribute to change, despite needing to address what, at times, may be quite disturbing or discomfoting information. |
| | School review | That school review processes include IGA implementation and that recommendations for improvement are acted upon. |
| | Indigenous review | That evaluation of the IGA implementation process is ongoing and includes consultation with the indigenous centre, Indigenous academics, Indigenous professionals or bodies. |

The last element of advice provided to Colleges and Schools by the Advisory Paper relates to:

4.3.6 Governance

- The Course and Unit Approval Policy
- The UWS School Review Process
- The UWS Performance Management and Planning Policy
- The Standing Committees of Academic Senate
- The UWS Board of Trustees Indigenous Advisory Council.⁴⁵

Dealing with each item in reverse order:

The UWS Board of Trustees Indigenous Advisory Council

For detail about the IAC please see Section 4.1.

⁴⁵ Advisory Paper, 2009.



The Standing Committees of Academic Senate

These committees include: Badanami Academic Committee; School Academic Committees; Academic Governance Committees for School Advisory Committees; College Education, Assessment & Progression Committees; Education Committee; Academic Programs College Advisory Committees; and Academic Senate.

The UWS Performance Management and Planning Policy

This policy relates to the performance and review of individual staff. Academics' performance in teaching and learning is monitored for quality through the mechanism of the Student Feedback Unit surveys and Student Feedback Tutor surveys. These documents inform a review of the individual's performance and provide a mechanism to evaluate curriculum development and teaching practice.

The UWS School Review Process

Monitoring of IGA implementation via the mechanism of School Reviews will be taken up in Sections 4.4.7.

The Course and Unit Approval Policy

Section 2 pt 13 of this policy defines:

Graduate attributes: the characteristics each UWS graduate should have developed by the time they have completed their course.⁴⁶

The UWS governance and quality structures for course and unit approvals include the:

- Course External Advisory Committees (EAC)
- School Advisory Committees (SAC)

⁴⁶ UWS Award courses and units approval policy
<http://policies.uws.edu.au/view.current.php?id=00117>



- College Education, Assessment and Progression Committees (EAPC)
- Academic Planning and Course Approvals Committee (APCAC)
- Academic Senate.

Approval for a new course warrants the establishment of an External Advisory Committee (EAC). The role of the EAC is to approve the content of a course. The School Academic Committee (SAC) then develops the course within the context of the course and unit templates and then approves the content. The new course/unit proposal is then presented to the College EAPC for endorsement. A report from the EAPC is then presented to the Academic Programs College Advisory Committee, from where approval is given and then reported to Academic Senate for final approval. The Board of Trustees receives a report from Academic Senate.

The UWS Course Variation/Approval Form includes a section related to all UWS Graduate Attributes and the EAPC requests information from the SACs on implementation of the Indigenous Graduate Attribute.

Badanami staff are members of the College Education, Assessment and Progression Committees (EAPC) and Academic Senate.

- One of the performance indicators relating to Activity 3 outlined in the Schedule was “acceptance and adherence to governance structures” (due date 1 July 2009).

All of the above structures were accepted throughout the project. However adherence to the protocols for unit development was not a simple matter.

As noted at the beginning of Section 4.3, the Advisory Paper which contained notice of the governance structures, outlined above, including the protocols for adherence to them in terms of unit development, was presented to Academic Senate Education Committee at the 9 November 2009 meeting for discussion and noting. It would be comforting to say that all of the protocols were wholeheartedly accepted at this time, but this was not the case.



Following the November meeting, the Advisory Paper was circulated to the College Education, Assessment and Progression Committees (EAPCs) in December 2009 for discussion.⁴⁷ Many responses resulted between December 2009 and May 2010. While some schools accepted the advice, others noted that the protocols would be difficult to implement.⁴⁸ The responses were referred back to the Education Committee on 1 February⁴⁹ and 8 March⁵⁰ 2010. At the 8 March meeting it was “agreed to defer the item [graduate attributes], and the referrals from college committees to the Education Committee, to the next meeting”.⁵¹ The item was deferred again at the next meeting on 12 April 2010. The item was again on the agenda at the 10 May 2010 meeting of Education Committee, where it was noted that:

There was a brief discussion on whether to conclude consideration of the Graduate attributes, or to embark on a comprehensive review of them. The general view was whilst it had been useful to focus on Graduate Attributes some years ago as a way of defining course outputs, it was doubtful whether there was a need for a review at the present time. The Committee **agreed** not to pursue this issue further.

Rather it was considered to be more beneficial to give further consideration to the advice provided about curriculum design process, and how this could be embedded in existing resources.⁵²

This eventuality is disappointing, but it is perhaps not surprising when the following is taken into account.

Five months earlier, at the 9 November 2009 meeting of Academic Senate Education Committee, when the Advisory Paper initially had been tabled for discussion, the Chair of the meeting noted that:

...generally, despite extensive work and published research, some under the auspices of the Australian Learning and Teaching Council, the development of generic Graduate Attributes for universities rather faltered. There appeared to be greater

⁴⁷ See Item 1.5 pt. 4.7 7 June meeting of Education Committee. This refers to the Minutes of the 10 May 2010 meeting, where the matter of graduate attributes was still being discussed.

⁴⁸ The responses included: unfamiliarity with being provided with an “overly prescriptive” assessment criteria and how this seemed to be at odds with other parts of the advisory paper that said “there is no single across university model for adoption and implementation”; difficulty in terms of at least one school having no staff capacity to implement the IGA; difficulty in knowing how to assess whether students have attained the IGA; difficulty with the wording of the IGA and a request for the wording to be reviewed.

⁴⁹ See Item 4.13.1 at 1 February 2010 meeting Education Committee.

⁵⁰ See Item 4.10 at 8 March 2010 meeting Education Committee.

⁵¹ See Minutes of 8 March 2010 meeting, Item 1.5 of 12 April 2010 meeting Education Committee Academic Senate.

⁵² See 7 June 2010 meeting of Education Committee Academic Senate Item 1.5 pt. 4.7. This refers to the Minutes of the 10 May 2010.



interest in contextualised attributes and learning outcomes, and ensuring they were delivered.⁵³

The above comments are significant and have important implications for successful implementation of an Indigenous Graduate Attribute in the future by any university. The significance is that graduate attributes seem to have a propensity to go in and out of favour. This suggests that vigilance and continual review of progress is required if the IGA is the vehicle through which improved professional service delivery to Indigenous Australians is to be achieved.

It is recommended that if the IGA is the vehicle through which improved professional service delivery to Indigenous Australians is to be achieved, then vigilance and continual review of progress is required.

Notwithstanding the above comments, it should be noted that the discussion about the IGA at the level of Academic Senate between November 2009 and May 2010 informed a broader discussion about *all* graduate attributes of the university. Therefore the above comments need to be read within this context. One of the issues discussed at Academic Senate Education Committee at this time was that implementation of graduate attributes occurs at the course level rather than at the unit level. Hence, if there is a need to demonstrate attainment of the attributes at the unit level, this cannot be achieved unless the descriptors of the attributes are assessed at the unit level. As it stands, the attributes are required to be mapped only at the course level. While this mapping identifies a unit that includes the attribute, it does not detail specific descriptors, nor assess them at the unit level.

It is recommended that if the attainment of the generic skills and knowledge of the IGA is to be assessed, they need to be addressed specifically in unit assessment tasks directly related to identified learning outcomes.

⁵³ See pt. 4.4 unconfirmed minutes of 9 November 2009 meeting Education Committee Academic Senate. These minutes were confirmed at the 14 December 2009 meeting.



It might be assumed from the above comments that any discussion about the graduate attributes ceased at this time. This is not the case however as the following note was made on the Action Sheet of the 7 September 2010 meeting of the College of Arts EAPC:

INDIGENOUS GRADUATE ATTRIBUTES (IGA) – All course and Unit sets brought forward in the future should address this important element irrespective of the type of change being proposed. The College of Arts Working Party will be reviewing current approved course/unit sets and will recommend how to operationalise this in the future.⁵⁴

- Another performance indicator of Activity 3 is the development of pilot units and their approval via UWS governance structures (due date 1 July 2009). Please see Table 4 for details about the IGA units delivered in 2009.

4.4 IGA Learning and Teaching Framework

| Activity 4 | Output / Outcome | Due Date | Performance Indicator |
|---|--|-----------|--------------------------------------|
| Prepare the Indigenous Graduate Attribute framework to support teaching and learning outcomes and successfully embed Indigenous content into courses. | Framework established and inclusive of delivery options and varied assessment that caters to large numbers of students enrolled in the core Indigenous Graduate Attribute units. | 1/03/2010 | Framework developed and established. |

As noted in Section 3, an IGA Learning and Teaching Framework was initially developed in 2010 to support teaching and learning outcomes and successfully embed Indigenous content into courses. As reported in ‘Progress Report 2’ in September that year, the purpose of the framework is to *inform, enable* and *enhance* teaching and learning practice at UWS.⁵⁵

⁵⁴ Action Sheet College of Arts EAPC meeting 7 September 2010.

⁵⁵ Diversity and Structural Adjustment Fund: “UWS Embedding an Indigenous Graduate Attribute, 1 October 2009 to 30 September 2010 Progress Report 2”.



Since 2010 the IGA Framework has evolved. The current framework appears below as Table 8. There are three main differences between the evolving framework (2010) and the current one (2011): Human Resources has been incorporated as an identified theme within the current framework, whereas it was not in the earlier version; Pedagogy and Guiding Principles have been joined in the current framework, whereas in the earlier version these were two separate themes; Governance and Quality have been incorporated into the ‘Structure’ theme in the current version, in order to specify the type of structures required in the IGA Learning and Teaching Framework.



Table 8 UWS Indigenous Graduate Attribute Framework to successfully embed Indigenous content in curricula and to support teaching and learning outcomes

| | Theme | Action | Accountability | Team |
|---|---------------------------------|--|--|---|
| 1 | Commitment | Embed the Indigenous Graduate Attribute within UWS Policies and UWS Strategic Plans | UWS Executive and Senior staff Key UWS committees | Committee members Senior Academic Managers Dean, Indigenous Education |
| | | Endorsement of the Indigenous Graduate Attribute by UWS Academic Senate and Board of Trustees | | |
| 2 | Governance & Quality structures | Identify relevant Academic Governance Committees and include Badanami Centre staff as members of these UWS academic committees | Academic Senate UWS Senior Academic staff Chairs of Academic Governance Committees for School Advisory Committees College Education, Assessment & Progression Committees Academic Programs College Advisory Committees | Badanami Centre's Indigenous Graduate Attribute team UWS academics |
| | | Include the levels of achievement of the Indigenous Graduate Attribute in all School Reviews | | School Review Committees |
| 3 | Human Resources | Recruit Indigenous academics with capacity to develop curricula and to act as consultants for schools that are developing Indigenous content | UWS Executive and Senior staff Deans, UWS Schools | Senior Academic Managers Deans, UWS Schools |



| | | | | |
|---|-------------------------------|--|---|---|
| | | Build capacity of non-Indigenous academics within schools, to enable them to effectively develop curricula and teach and assess IGA skills and knowledge | Dean, Indigenous Education | Dean, Indigenous Education Director, Indigenous Employment |
| 4 | Collaboration | <p>Schools to consult with Indigenous (Badanami) Centre academic staff:</p> <p>to identify courses and units where Indigenous content can be developed</p> <p>to discuss teaching and learning strategies that identify Indigenous content, resources, delivery modes and models, assessment, and review, including student feedback mechanisms</p> | <p>Chairs of College Indigenous Graduate Attribute Working Parties</p> <p>Chairs of Academic Governance Committees for School Advisory Committees</p> <p>College Education, Assessment & Progression Committees</p> <p>Academic Programs College Advisory Committees</p> <p>Academic Senate</p> | <p>Heads of Schools</p> <p>Heads of Programs</p> <p>Associate Deans Academic</p> <p>Unit Coordinators</p> <p>Badanami Centre's Indigenous Graduate Attribute team</p> |
| 5 | Pedagogy & Guiding Principles | <p>Develop teaching and learning strategies that identify Indigenous content, resources, delivery modes and models, assessment and reviews, including student feedback. Table 9 for strategies</p> <p>Identify principles relevant to teaching and learning that will develop cultural competency and professional capacity. See Table 10 for guiding principles</p> | <p>Chairs of College Indigenous Graduate Attribute Working Parties</p> <p>Chairs of Academic Governance Committees for School Advisory Committees</p> <p>College Education, Assessment & Progression Committees</p> <p>Academic Programs College Advisory Committees</p> <p>Academic Senate</p> <p>Dean, Indigenous Education</p> | <p>Heads of School</p> <p>Heads of Program</p> <p>Associate Deans Academic</p> <p>Unit Coordinators</p> <p>Badanami Centre's Indigenous Graduate Attribute team</p> <p>Students</p> |



| | | | | |
|---|--------------------|--|---|---|
| 6 | IGA Implementation | <p>Establish College Indigenous Graduate Attribute Working Parties to audit / assess level and number of Indigenous specific units and Indigenous content</p> <p>Develop and approve units that achieve the Indigenous Graduate Attribute</p> | <p>Chairs of College Indigenous Graduate Attribute Working Parties</p> <p>Dean, Indigenous Education</p> <p>PVC-Learning and Teaching</p> | <p>Heads of Schools</p> <p>Heads of Programs</p> <p>Associate Deans Academic</p> <p>Unit Coordinators</p> <p>Badanami Centre's Indigenous Graduate Attribute team</p> <p>Students</p> |
| 7 | IGA Review | <p>Review Indigenous Graduate Attribute achievement in Terms of Reference for School and Course / Unit reviews</p> <p>Assess / evaluate all Schools' Indigenous content, resources, delivery modes, assessment, & student satisfaction of Indigenous content</p> | <p>Chairs of College IGA Working Parties</p> <p>Chairs of Academic Governance Committees for School Advisory Committees</p> <p>College Education, Assessment & Progression Committees</p> <p>Academic Programs College Advisory Committees</p> <p>Academic Senate</p> <p>Dean, Indigenous Education</p> <p>Chairs of School Review Committees</p> | <p>Heads of Schools</p> <p>Heads of Programs</p> <p>Associate Deans Academic</p> <p>Unit Coordinators</p> <p>Badanami Centre's Indigenous Graduate Attribute team</p> <p>Students</p> |

Below, a brief summary can be found of the elements that comprise the UWS Learning and Teaching Framework.



4.4.1 Commitment

High level policy commitment by UWS for the Indigenous Graduate Attribute is evidenced through:

- adoption of the graduate attribute by the Board of Trustees in 2008
- commitment to the inclusion of Indigenous content within its courses and to the development of Indigenous cultural competency amongst its staff written into the UWS Indigenous Education Policy (see Section 6.2 for information about improving non-Indigenous staff capacity).
- inclusion of the development of the Indigenous Graduate Attribute in the Badanami Centre for Indigenous Education Strategic Plan (2008-2010) and the Learning and Teaching Strategic Plan (2009-2011).

4.4.2 Governance and quality structures

The importance of governance within the framework has been emphasised in Section 4.3.

4.4.3 Human Resources

Human resources, both Indigenous and non-Indigenous is probably the most fundamental element of the Learning and Teaching Framework; without staff with capacity to develop units, teach content, and assess it within the terms of the IGA, the remaining elements count for little. It is therefore imperative that effort goes into recruitment of Indigenous academics with capacity to: develop curricula; act as consultants for schools that are developing Indigenous content; teach some of the content and; establish partnerships with their UWS colleagues and with Indigenous people in community organisations. It is also imperative that the capacity of non-Indigenous academics within schools is built, to enable them to effectively develop curricula and teach and assess IGA skills and knowledge. Please see Section 6 for further comment on this vital area.

4.4.4 Collaborative Process

The approach to the implementation of the Indigenous Graduate Attribute has been deliberately collaborative and incremental to ensure that it is feasible and positively supported and implemented by UWS academics.



The overall aim of the collaborative model is to enable the creation of a network of like-minded students and academic staff around similar goals. In this instance, the goal is demonstrating knowledge of Indigenous Australia through cultural competency and professional capacity. It is anticipated that this domain of knowledge will create the common ground for the UWS community members who will in turn create the social fabric of learning and teaching for students and other academics.

The collaborative model:

- emphasises UWS as a community that builds capacity and practice through sharing and capturing knowledge generated by:
 - UWS academics in each College and School
 - UWS College (a private entity of UWS)
 - Divisional staff, including Vice-Chancellors unit executive staff; Badanami Centre staff
 - Indigenous community members of Greater Western Sydney
 - Students
- incorporates cooperation and consultation with Indigenous and non-Indigenous stakeholders
- requires conceptualisation by both staff and students of community practice and the establishment of relationships and networks
- requires that Indigenous voices are engaged and included in the development and the teaching of Indigenous content
- requires involving Indigenous academics and members of the Indigenous community and organisations
- promotes student engagement with Indigenous communities to equip them with the skills they need to meet the ever-evolving cross cultural challenges ahead and to be able to transfer knowledge to their professional practice.

In summary, the collaborative model can assist in enhancing students' cultural competence, thereby enabling them to be more successful in improving professional service delivery to Indigenous Australians.



4.4.5 Pedagogy & Guiding Principles

The Indigenous Graduate Attribute framework is underpinned by key pedagogical principles that inform teaching and curriculum development. It also includes strategies as outlined in Table 9 below:

Table 9 Strategies to support learning and teaching of IGA

| |
|--|
| ENABLE Colleges and Schools to develop discipline specific Indigenous content for their degree programs. |
| ENCOURAGE students to question and challenge the beliefs and practices that dominate their critical consciousness with a view to enhancing it. |
| ENSURE structures exist to embed personal learning into community practice. |

The guiding principles that underpin learning and teaching strategies can be found in Table 10 below. These principles are informed by, and have been added to, those outlined by Ellen Grote.⁵⁶

Table 10 Pedagogic Principles to support IGA Implementation

| | Principle |
|---|--|
| 1 | That Foundational content in core/first year units include significant factors and influences on the lives of Indigenous peoples and communities; and that further scaffolding of Indigenous content occurs across the degree. |
| 2 | That students are provided with a teaching approach grounded in critical theory, if possible, where students are encouraged to critically reflect on what they already know and how they have come to understand Indigenous Australia. |
| 3 | That students are provided with opportunities to critique the roles of their respective professions and the level of effect it has on the lives of Indigenous people. |
| 4 | That students are provided with access, if possible, to Indigenous services and events so that students have opportunities to engage with Indigenous people. |
| 5 | That learning spaces foster positive experiences for all participants. That students not only gain knowledge and skills in learning of Indigenous Australia but also gain hope in knowing they can make a difference in bridging gaps of inequity. |

⁵⁶ Grote, E. (2008). *Principles and practices of cultural competency: A review of the literature*. Report to the Indigenous Higher Education Advisory Council. Canberra, Australia, 21-23. The principles outlined in Table 10 appear in Anning, B. 'Embedding an Indigenous Graduate Attribute into University Western Sydney's (UWS) Courses'. Paper presented at the Indigenous Studies Indigenous Knowledge Conference 2009.



| | |
|----|--|
| 6 | That Indigenous related case studies and problem-based learning is used in the curriculum, in order to develop critical thinking; creative skills; improve problem-solving skills; increase motivation; and assist students to learn by transferring knowledge to new situations. |
| 7 | That varied methodologies and teaching strategies are used to allow for different student learning styles, including: lectures and tutorials; use of drama and puppetry; e-learning and online learning; films and other media; cultural field visits, attending cultural events and tours of museums and art galleries. |
| 8 | That varied assessment tasks are set including: reflective and critical analysis activities; case studies; portfolios and journals; problem-based learning; reflective journals; online assessment. |
| 9 | That class activities or assessment activities include: reflection and self-awareness tasks, in order to assist students to self-assess their own cultural values and attitudes in conjunction with their experiences as non-Indigenous or privileged compared with Indigenous people in Australian society. |
| 10 | That support is provided to Indigenous and non-Indigenous staff and guest lecturers involved in teaching. |
| 11 | That Indigenous and non-Indigenous team teaching is considered for integrated Indigenous content with specific discipline-based content. |
| 12 | That collaboration with other academics and divisions in the University and across the higher education sector can greatly increase the knowledge base/acquisition of Indigenous Australian knowledge and access a much wider range of learning resources. |

4.4.6 Implementation

The initial mechanism for implementing the Indigenous Graduate Attribute was through College Indigenous Graduate Attribute Working Parties.

This approach was adopted to ensure that the development of content within units offered to address the Indigenous Graduate Attribute was relevant to the needs of each course and/or discipline. Badanami Centre staff worked hard to ensure that a wide cross-section of disciplinary requirements were fully considered when advising UWS academics on developing Indigenous content across the Colleges/Schools.

Each College Working Party undertook an audit or assessment of the existing content within units, in order to meet the requirements of the Indigenous Graduate Attribute.



The approach has not been dictated to the College or School and has resulted in a range of outcomes described in Section 3 of this report, including:

- New units which form part of the core or compulsory program
- New elective units
- New content, assessments and /or student clinical placements
- Delivery to large numbers of students and to smaller groups of students
- Varied assessment approaches

Outside of the working party framework, the School of Nursing and Midwifery and the School of Medicine have undertaken a comprehensive process, whereby Indigenous content has been mapped throughout their courses. Please see Appendices 2 and 3 for details about the work conducted by these schools.

4.4.7 Review

The main way in which the implementation of the Indigenous Graduate Attribute is assessed/reviewed is through the UWS cyclical School Review process. Within the preamble of the Terms of Reference of the School Review process, it notes that:

All UWS school reviews also focus specifically on the extent to which the school is meeting the University's objectives for Indigenous education.⁵⁷

Efforts made by the school to implement the IGA are discussed under the heading: "Learning & Teaching – The student experience", which is explained as:

The extent to which the School's learning and teaching strategy and performance reflect a student-centred approach, and meet the University's objectives for the student experience.⁵⁸

Once the School has reviewed its operations, a review panel writes a report.

Within the Panel Review Reports, efforts made by the school related to the IGA implementation process are discussed under the heading 'Priority student cohorts'.

⁵⁷ "Appendix B: Terms of Reference document, appended to the Review of the School of Nursing and Midwifery UWS Cyclical Review Program 2010."

⁵⁸ Ibid.



This placement is understandable from the perspective of the Indigenous Education Strategy outlined in the Learning and Teaching Action Plan (2009-2011) below at 3.1-3.6, which shows that the IGA is but one of the strategies to implement a comprehensive Indigenous Education Strategy (IES). It should be remembered however that the main group of students targeted by the IGA are non-Indigenous students – it is about improving their capacity to provide improved professional service delivery to Indigenous peoples. Therefore, it is recommended that the school review process, itself, be reviewed in order to find a more appropriate placement for discussion about the IGA. Perhaps a separate heading for discussion about the school’s efforts to implement the IGA might be useful, as this particular strategy of the IES is not targeted at a ‘priority student cohort’ of Indigenous students, unlike other strategies in the Learning and Teaching Action Plan (e.g. 3.2-3.5).

Extract from UWS Learning and Teaching Action Plan (2009-2011)

| STRATEGIC INITIATIVES AND IMPROVEMENT ACTIONS |
|---|
| Implement a comprehensive Indigenous education strategy, by |
| 3.1 Implementing the UWS Indigenous Graduate Attribute through developing Indigenous related content and units within UWS courses |
| 3.2 Developing modes of study and support structures that attract and retain Indigenous students |
| 3.3 Expanding access for Indigenous people to UWS courses with enabling and bridging pathways that improve overall performance |
| 3.4 Maximising employment for Indigenous students by engaged learning with partners in business, community organisations and training organisations |
| 3.5 Further developing the Indigenous international partnerships to build Indigenous knowledge for academic and research capacity |
| 3.6 Building the cultural competency of UWS staff to improve their professional capacity |

In summary, consideration of the elements of the IGA Learning and Teaching Framework can help to support the development of Indigenous knowledge and skills that all Australian graduates need in order to provide relevant professional services for Indigenous Australians. The framework can be used as the basis for all work-based Indigenous cultural competency



frameworks. It is anticipated that this framework will be recognised as an exemplar of collaboration in education.

4.5 Second tranche of IGA units

| Activity 5 | Output/Outcome | Due Date | Performance Indicator |
|---|--|-----------|---|
| Develop second tranche of course and unit content/materials, developing appropriate delivery and assessment criteria. | Establish a curriculum development team to review the pilot phase and produce and develop Indigenous content for courses and units. Develop course and unit content. | 1/07/2010 | Curriculum developed and approved through academic governance structures. |

By mid-2010, the Badanami IGA team had continued working with academics across UWS on the college working parties and providing advice on the development of Indigenous content for courses and units.

Throughout 2010, a number of courses were mapped and reported on to the Badanami Centre team and relevant EAPC committees. Please see Appendices 4-6 for College Working Party Reports.

- The performance indicator for this activity was “curriculum developed and approved through academic governance structures”.

Please refer to Table 4 in Section 3.

- In 2010, an additional academic staff member (non-Indigenous) with experience in curriculum development, writing of on-line material, and research was contracted by Badanami to work with the IGA Coordinator and support the IGA team members.



This staff member:

- Worked in collaboration with the IGA coordinator to develop the core unit within the Indigenous Australian Studies Major (see Section 4.6)
- Worked in collaboration with the unit's coordinator within the School of Biomedical Health & Science to review the unit *Culture, Diversity and Health* for delivery in 2011.

During 2011, this staff member:

- Worked in collaboration with the IGA Coordinator and the Office of Quality and Strategy to develop an academic staff survey questionnaire
 - Coordinated the distribution of the survey to academic staff
 - Analysed the qualitative results of the survey
 - Wrote the report of survey findings (see Section 4.9 & Appendix 7)
 - Wrote this report for the Peak Indigenous Bodies and for DEEWR with the Dean, Indigenous Education and the IGA Project Coordinator (Section 4.10).
- In 2011, two additional academic staff members (non-Indigenous) with experience in teaching cultural competence were contracted to lecture and tutor in the unit *Culture, Diversity and Health*.

One of these staff members:

- Developed three Literacy modules based on Indigenous content, specifically for Indigenous students for undergraduate admission (16 weeks of activities)
- Developed a first year undergraduate unit: *Practical literacy – communication skills*.

The other staff member:

- Collaborated with UWS library staff to compile a new database of Indigenous resources and wrote a draft report to meet Activity 8 in the Schedule to Conditions of Grant (see Section 4.8).



4.6 Indigenous Australian Studies Major (IASM)

| Activity 6 | Output / Outcome | Due Date | Performance Indicator |
|--|---|-----------|--|
| Badanami Centre to develop its own core units and an Indigenous Studies major. | Develop core Indigenous units and a major that is owned and delivered by Badanami Centre staff. Approval of these through UWS academic governance structures. | 1/03/2011 | Core units and an Indigenous major developed and approved. |

The Indigenous Australian Studies Major was one of the key strategies in implementing the IGA across the university. A report from the IGA Project Coordinator, who had carriage of the development of the IASM units, can be found below.⁵⁹

Indigenous Australian Studies (IAS) Major/Sub-Major(s)

The content that formed the base of the nine (9) units of study of the IAS Major/Sub-Major(s) was considered by the UWS External Advisory Committee, which was a committee formed through the Indigenous Advisory Council (see Section 4.1 of the report).

The IAS Major (M1041) nine (9) units are:

- 101751 Contextualising Indigenous Australia
- 101752 ‘Pigments of the Imagination’
- 101753 Revaluing Indigenous Economics
- 101754 From Corroborees to Curtain Raisers
- 101755 From Ochre to Acrylics to New Technologies
- 101756 Bridging the Gap: Re-engaging Indigenous Australian Learners
- 101757 ‘The Making of the Aborigines’
- 101758 Learning through Indigenous Australian Community Service
- 101759 Rethinking Research with Indigenous Australians: Independent Study Project

The IAS Sub-Majors are:

- SM 1049 Indigenous Australian Studies Sub-Major*
- 101751 Contextualising Indigenous Australia
 - 101752 ‘Pigments of the Imagination’

⁵⁹ Dr Wendy Holland – Project Coordinator for IGA Implementation, Badanami Centre for Indigenous Education.



101756 Bridging the Gap: Re-engaging Indigenous Australian Learners
101757 'The Making of the Aborigines' *or*
101758 Learning through Indigenous Australian Community Service *and/or*
101759 Rethinking Research with Indigenous Australians: Independent Study Project

SM 1050 Indigenous Economics Sub-Major

101751 Contextualising Indigenous Australia
101753 Revaluing Indigenous Economics
101757 'The Making of the Aborigines'
101758 Learning through Indigenous Australian Community Service *or*
101759 Rethinking Research with Indigenous Australians: Independent Study Project

SM1051 Indigenous Australian Creative Expressions Sub-Major

101751 Contextualising Indigenous Australia
101754 From Corroborees to Curtain Raisers
101755 From Ochre to Acrylics to New Technologies
101758 Learning through Indigenous Australian Community Service *or*
101759 Rethinking Research with Indigenous Australians: Independent Study Project

Approval process

The nine IAS Major units were approved by the College of Arts Education, Assessment and Progression Committee (EAPC) on 8 December 2009 and endorsed at Academic Senate in January 2010.

An additional elective unit: "Who do you think you are?" was approved as part of the IAS Major on 9 March 2010, for Indigenous students in the Bachelor of Community and Social Development (BCSD).

Five of the IAS Major units were approved for incorporation into the BCSD degree program in March 2010.

The nine IAS Major units were approved as part of the following degree programs in June 2011: Bachelor of Arts; Bachelor of Arts (Pathway to Teaching Primary); Bachelor of Arts (Pathway to Teaching Secondary); Bachelor of Arts (Dean's Scholars); Bachelor of Arts/Law; Bachelor of Arts/Business & Commerce.

Availability

The core unit *101751 Contextualising Indigenous Australia* is available to any UWS student who has an OPEN elective within their degree program. For students with an OPEN Major within their degree program, they can elect to study eight of the nine units available. Alternatively, four units can be studied as a Sub-Major. The core unit must be successfully completed by students before progression to any of the other IAS Major units.



Delivery of the IAS Major units

101751 Contextualising Indigenous Australia was developed as a face-to-face unit of study with supplementary online learning content using software developed by CADRE. The online component of the unit was funded by the university outside of the DEEWR funding. It was envisaged that *101751 Contextualising Indigenous Australia* would be piloted in Spring 2010; however, this was not possible due to low student enrolments, due to lack of visibility of the unit in UWS's systems.

Autumn 2011

101751 Contextualising Indigenous Australia was delivered on two campuses in fulltime mode to students enrolled in various degree programs.

101751 Contextualising Indigenous Australia was also delivered on one campus in Block mode to Indigenous students enrolled in the Bachelor of Community and Social Development (BCSD) degree program.

A total of 51 students enrolled.

Spring 2011

101751 Contextualising Indigenous Australia was delivered on four Saturday's on one campus as a strategy to attract more students. Eleven fulltime students enrolled.

101753 Revaluing Indigenous Economics was delivered on one campus in fulltime mode.

101753 Revaluing Indigenous Economics was delivered on one campus to Indigenous students enrolled in the BCSD.

A total of 21 students were enrolled.

101754 From Corroborees to Curtain Raisers delivered on one campus to fulltime students.

101754 From Corroborees to Curtain Raisers delivered on one campus to Indigenous students enrolled in the BCSD Block program.

A total of 21 students were enrolled.

Section 6.9 discusses the reasons for low student numbers due to lack of visibility of the IAS Major units within the universities computer system.



Summer School 2012

As an additional strategy to attract more students (67), *101751 Contextualising Indigenous Australia* was delivered as a Summer School on one campus during January/February 2012. The student cohort for the Summer School comprised students from 24 different Bachelor degree programs:

- Applied Science (Occupational Therapy)
- Applied Science (Sport & Exercise Science)
- Arts
- Arts (Pathway to Primary Teaching)
- Arts (Pathway to Secondary Teaching)
- Business & Commerce
- Business (Information Systems)
- Business/Law
- Early Childhood Studies
- Engineering
- Financial Advising
- Health Science
- Health Science (PDHPE)
- Information & Communication Technology
- Law
- Medical Science
- Nursing
- Policing
- Psychology
- Science
- Science (Pathway to Secondary Teaching)
- Science (Forensic Science)
- Social Science
- Tourism Management

The increased number of enrolments in this case was due to Summer School being advertised outside of the regular university timetabling arrangement and therefore more visible to students.



Below can be found a chart showing the Indigenous Australian Studies Major CORE UNIT offered in different delivery modes: fulltime, block, intensive & summer school.

| No. of unit | Name of unit | Year & semester | Comment | Student Feedback Unit (SFU) survey | | School |
|--------------|--------------------------------------|-----------------|---|------------------------------------|---------------------|--|
| | | | | No of students enrolled | No of SFU responses | |
| 101751 | Contextualising Indigenous Australia | 2011 Autumn | Delivered to 31 students studying in f/t mode | 51 | 31/51 | Badanami Centre for Indigenous Education |
| 101751 | Contextualising Indigenous Australia | 2011 Autumn | Delivered to 20 Indigenous students studying in block mode | | | |
| 101751 | Contextualising Indigenous Australia | 2011 Spring | Delivered to f/t students in intensive mode on 4 Saturdays over the semester | 11 | 9/11 | Badanami |
| 101751 | Contextualising Indigenous Australia | 2012 Summer | Delivered in Summer School mode in Jan/ Feb, 3 days/week for 5 weeks | 67 | 50/67 | Badanami |
| Total | | | | 129 | | |

For qualitative student feedback on the unit please see Appendix 8.



The chart below tabulates the teaching responsibilities of the IGA Team⁶⁰ for the delivery of the IASM units in 2011.

| IASM Unit | Date of delivery | Delivery Mode | Student cohort | Degree Program/s |
|---|----------------------------|-----------------------------------|---|------------------|
| 101751 Contextualising Indigenous Australia | Autumn 2011 | Face to face | Non-Indigenous & Indigenous Fulltime students | Mixed |
| 101751 Contextualising Indigenous Australia | Autumn 2011 | Face to face Block | Indigenous Fulltime students | BSCD |
| 101762 'Who do you think you are?' | Autumn 2011 | Face to face Block | Indigenous Fulltime students | BCSD |
| 101751 Contextualising Indigenous Australia | Spring 2011 | Face to face Intensive weekend | Non-Indigenous & Indigenous Fulltime students | Mixed |
| 101753 Revaluating Indigenous Economics | Spring 2011 | Face to face | Non-Indigenous & Indigenous Fulltime students | Mixed |
| 101753 Revaluating Indigenous Economics | Spring 2011 | Face to face Block | Indigenous Fulltime students | BCSD |
| 101754 From Corroborees to Curtain Raisers | Spring 2011 | Face to face | Non-Indigenous & Indigenous Fulltime students | Mixed |
| 101754 From Corroborees to Curtain Raisers | Spring 2011 | Face to face Block | Indigenous Fulltime students | BCSD |
| 101751 Contextualising Indigenous Australia | Summer School 2011-2012 | Face to face Summer School | Non-Indigenous & Indigenous Fulltime students | Mixed |

⁶⁰ The IGA Team comprised Dr Wendy Holland, Rea Saunders and Paul Newman. *Revaluating Indigenous Economics* was delivered by Paul Newman and developed in collaboration with Dr Wendy Holland and Dr Chris Wilson. *From Corroborees to Curtain Raisers* was delivered by Rea Saunders and developed in collaboration with Dr Wendy Holland. *Contextualising Indigenous Australia* was delivered by the IGA Team and developed by Dr Wendy Holland in collaboration with Dr Chris Wilson.



4.7 Full implementation of IGA units

| Activity 7 | Output / Outcome | Due Date | Performance Indicator |
|--|---|-----------|---|
| Implement delivery of the Indigenous Graduate Attribute to all UWS students. | Prepare lecture notes deliver content in units to UWS students. | 1/10/2011 | Core units of courses developed around the Indigenous Graduate Attribute with Indigenous content and incorporated in all courses. |

Please see Table 4 for list of IGA core units and units with embedded Indigenous content.



4.8 Indigenous learning database

| Activity 8 | Output / Outcome | Due Date | Performance Indicator |
|---|--|-----------|---|
| Prepare database of developed materials and methodologies used during the implementation of the Indigenous content. | Develop a database for collection of materials and curriculum developed. Input data into the database for provision to UWS academic staff. | 1/10/2011 | Database established with input of learning and teaching materials. |

Background

The purpose of the database is to assist academics in their development of Indigenous content within UWS courses and units to meet the requirements of the Indigenous Graduate Attribute across all UWS schools.

The work required to develop the database began in 2011 when a Cultural Researcher was contracted to identify existing Indigenous resources within UWS library databases before creating a new collection of materials to meet IGA learning and teaching needs and future curriculum development. The reason for identifying existing resources was to ensure that no duplication of resources occurred.

Currently, UWS Library has a large database of Indigenous resources available, which are primarily in print and e-resource format. For example, using a keyword search “Indigenous”, 452096 results are obtained from the whole library holdings.⁶¹ Indigenous electronic resources can be accessed by clicking on the e-resources header on the homepage of the library, which takes the viewer to a number of subject guides, including “Indigenous Studies”.⁶² By clicking on “Indigenous studies” the viewer is taken to Indigenous electronic resources.⁶³ These resources are available to all UWS staff and students as well as members of the public who come into the library. Remote electronic access to full-text resources is not available for non-UWS external readers due to licence restrictions, however a list of titles may be viewed.

⁶¹ <http://library.uws.edu.au/>

⁶² <http://library.uws.edu.au/nResources.php>

⁶³ http://subjectguides.library.uws.edu.au/indigenous_studies



In the development of the **new** database for the IGA project it was important that academics could readily access material that included diverse perspectives on historical and contemporary issues that impact Indigenous peoples and culture; in particular, materials that include Indigenous voices and authorship.

Methodology

The main mechanism used to develop the new database was collaboration with library staff who have expert knowledge in identifying appropriate items from the collection. From July 2011 to April 2012 a number of meetings occurred between the UWS Associate Librarian (currently, Interim University Librarian) technical library staff, and staff from the Badanami Centre for Indigenous Education. The ongoing liaison during this period was vital in identifying gaps in the collections and establishing the best approach for integrating the new resources to ensure easy access for UWS academics. Easy access for academics was one of the main considerations taken into account during the collaboration.

Access

To maximize the use of the new resources and to promote ease of access for UWS academics, the list of new resources is being categorized to roughly correlate with the recently re-structured schools within UWS. The resources in each category will be made into reading lists. The reading lists provide access to selected, relevant resources from, in this instance, the Indigenous Learning Database. The reading lists will be available to academics through the vUWS system⁶⁴ via either one new unit site with the title: “Learning about Indigenous Australia”, or possibly via a number of new unit sites with titles such as:

“Learning about Indigenous Australia: Medicine & Nursing”

“Learning about Indigenous Australia: Mathematics & Computing”

⁶⁴ “At UWS the e-learning environment is known as Virtual UWS, or vUWS (pronounced “views”). All units use a vUWS site, complementing face-to-face learning activities and incorporating a range of digital resources, communication spaces, assessment tools, learning resources, and online learning activities.” (Teaching @UWS document, Teaching Development Centre, UWS).



- “Learning about Indigenous Australia: Social Science and Psychology”
- “Learning about Indigenous Australia: Environment & Health”
- “Learning about Indigenous Australia: Science”
- “Learning about Indigenous Australia: Humanities and Communication Arts”
- “Learning about Indigenous Australia: Business”
- “Learning about Indigenous Australia: IT & Technology”
- “Learning about Indigenous Australia: Education”
- “Learning about Indigenous: Law”

Additional sub-categories such as Policy (national/regional & local), Spirituality and Leadership Profiles (Indigenous and non-Indigenous who have shown leadership on Aboriginal issues) have also been incorporated into these main categories.

The above reading list titles are provisional and subject to change. One of the benefits of the reading list system is that each list will be easy to update.

The unit/s for academics will be developed as would any vUWS site for students and it/they will be owned by Badanami. The unit/s will contain a reading list and possibly previous learning guides relevant for the schools’ degree offerings.

Ideally, there will be only one new unit - “Learning about Indigenous Australia” - with all of the above reading lists attached. This will enable all academics to access the same reading lists and see that there will be relevant material available that other schools are using. This has been an important consideration because the aim is to promote the opportunity for cross-disciplinary learning and teaching and provide academics with an appreciation of the interrelationship of topics and material.

When the new unit “Learning about Indigenous Australia” is developed and the reading list/s uploaded, it will be possible for all UWS staff to access it. All that will be necessary is for the university to inform all academic staff (via the academic staff list) of the units’ availability, the unit number and unit title. Staff will be given student level access, while Badanami staff and library staff will have higher level access in order to update the reading lists.



A User Guide for the new site for staff will also be provided, which will also include information for academics on how to best utilize the existing resources within UWS holdings, highlighting different pathways to identify Indigenous resources. This user guide is still to be written once the technical detail is clear.

Challenges

The main challenge is related to provision of access of the new site for external readers. The learning materials and on-line sites available to academics and staff are not normally accessible to external readers. In light of the Indigenous Cultural Competency Framework, Universities Australia might like to consider a Memorandum of Understanding (MOU) in order that academics across the sector could access the new UWS unit. Similarly, in the future other universities might have or might develop Indigenous resources and databases that could be shared.

Summary of Outcomes

As a result of this Activity a number of outcomes have been achieved. It has been identified that the UWS library has over a long period been committed to incorporating Indigenous resources within its holdings. New IGA support material has also been identified and categorized to roughly reflect the new UWS school structure.

Some of this new material has already been incorporated into a unit developed and delivered by academic staff at the Badanami Indigenous Education Centre: “Revaluing Indigenous Economics”. Material from the new database is also being considered for a new unit on contemporary Indigenous film by academic staff within the School of Arts and Languages.

Another outcome has been the strengthened relationship between library staff and Badanami Centre staff due to the collaborative mechanism of meetings held between July 2011 - April 2012.



Transfer of the reading lists to the library will occur in the near future so that the lists can be incorporated into the new vUWS unit site entitled: “Learning about Indigenous Australia”.

It is anticipated that the new unit for UWS academic staff will be linked to the Teaching Development Unit’s “Foundations in Teaching Course”, which provides knowledge about teaching and learning for new academic staff, including how to implement the Indigenous Graduate Attribute.

The new unit will also be able to be linked to a course in the process of development by the Teaching Development Unit which will provide opportunities for current academics to learn more about the Indigenous Graduate Attribute.



4.9 Evaluation of the project

| Activity 9 | Output / Outcome | Due Date | Performance Indicator |
|---|---|-----------|------------------------------------|
| Evaluate the project inputs, outputs and outcomes and assess student satisfaction and attainment by graduates of the skills and knowledge of the Indigenous Graduate Attribute. | Prepare and conduct a survey of staff and students involved in the teaching and learning of Indigenous content. | 1/01/2012 | Staff survey responses SFUs |

Two main ways of evaluating the process of IGA implementation have been used:

- Academic Staff Survey
- Student Feedback Surveys

In November/December 2011 a survey instrument was developed and distributed to 1300 UWS academic staff. The survey sought to gauge:

- IGA awareness
- Awareness of the process of implementation of the IGA by their school
- Perceived capacity to effectively teach the IGA knowledge and generic skills
- Insight of where the process of implementation went well and how it could be improved.

The report of survey findings are attached at Appendix 7. In general, the survey responses indicate that despite many challenges experienced in implementing the IGA, there is much good will and suggestions on how to improve. The survey identified: a need for the purpose of the IGA to be better communicated to staff across the university; a great need for staff capacity building in order to be able to develop, teach, and assess IGA units/content; a need for more staff to become involved in the implementation process.

Appendix 8 attached includes a Traffic-Light Analysis of Student Feedback Survey (SFU) data, along with the qualitative data provided by students for the IASM units developed and delivered by Badanami IGA team. Appendix 9 is a Traffic-Light Analysis of Student Feedback Survey (SFU) data for some of the IGA embedded units implemented within Schools and Badanami. In the analyses, green equals items that are scoring well; orange equals items that require consideration and; red equals items that require urgent attention. It



should be noted that Appendix 9 includes more units with IGA content embedded than does Table 4. Due to time constraints it was not possible to include all units in Table 4.



4.10 Dissemination of the Final Report to Peak Indigenous Bodies

| Activity 10 | Output / Outcome | Due Date | Performance Indicator |
|---|---|------------|--|
| Compile the Final Report on the Project and disseminate it through Indigenous peak higher education bodies. | Final Report for UWS evaluation and refinement of the Indigenous Attribute and for external promotion of the project and its lessons. | 31/12/2011 | Final report completed. Report provided to the National Indigenous Higher Education Network (NIHEN) and members of the Australian Government Indigenous Higher Education Advisory Council (IHEAC). |

This is the Final Report to be presented to the National Aboriginal and Torres Strait Islander Higher Education Consortium (NATSIHEC), formally (NIHEN), and members of the Australian Government Indigenous Higher Education Advisory Council (IHEAC) in May and June 2012.

4.11 Final Report

| Activity 11 | Output / Outcome | Due Date | Performance Indicator |
|---------------------------|---|---|----------------------------------|
| Final Report for Project. | Final Report in accordance with clause 4 and 7. | 27/01/2012 Extension granted until 30/4/2012 | Report submitted by the due date |

This is the Final Report for submission to DEEWR on 30 April 2012.



SECTION 5

How outcomes have helped to address the identified need for the project

As discussed in Section 2, the need for the project *Embedding an Indigenous Graduate Attribute* stems from recognition of the need for improved service provision for Indigenous Australians.

The main outcomes of the project include:

- Development of an IGA with expected graduate outcomes of an understanding and appreciation of the impact of colonialism on the lives and communities of Indigenous peoples; of increased skills in communicating with Indigenous people; of leadership skills in order to champion the cause of Indigenous people within institutions and systems of the future.
- Endorsement of the IGA by the Board of Trustees and incorporation of the IGA within UWS Learning and Teaching Strategies and School Review Processes, to ensure commitment of the university and governance and quality structures are in place.
- Development of a Learning & Teaching Framework to support the embedding of IGA knowledge within courses and units, including the following elements:
 - Commitment
 - Governance and quality structures
 - Human Resources
 - Collaboration
 - Pedagogy and Guiding Principles
 - IGA implementation
 - Review
- Creation of College working parties
- Review of current courses
- Development of new units or scaffolded incorporation of IGA skills and knowledge
- Approval of IGA units at the level of College EAPC meetings



- Delivery of units with embedded IGA knowledge and skills and assessment of learning outcomes related to the IGA descriptors.
- Review of implementation via
 - Student Feedback Surveys
 - Academic Staff Survey
 - School Review Reports outlining IGA implementation efforts.

While the focus of IGA implementation has been on all courses, the main emphasis has been on highly relevant schools and their courses. That is, those defined as courses aiming “to graduate students into professions which do/or could have a significant impact on the wellbeing of Indigenous Australians”. Such courses include Nursing, Health & Science, Humanities, Law, Media, Medicine, Policing, Psychology, Social sciences, Tourism, Welfare, Business, Environment & Natural Sciences, and Education. As mentioned in Section 4.3.4, which discussed the 2009 Advisory Paper, these schools were “expected to introduce an Indigenous core unit or equivalent amount of Indigenous content scaffolded across the degree program”.⁶⁵

As mentioned in Section 3, many units incorporating Indigenous knowledge and perspectives have been delivered to students within the period of the grant (2009-2011), many of which have been delivered to large cohorts of students. In total, more than 9000 students coming from a number of degree programs have been enrolled in IGA units. Prior to the project, there were few Indigenous units being taught outside of the programs specific for Indigenous students. Now students from the majority of Schools all have a better understanding of Indigenous experiences. Hopefully this will mean that these students upon graduation will be able to provide services to Indigenous peoples and communities that is appropriate and respectful and which demonstrates understanding. Through this, a more inclusive identity of Australia can develop; one inclusive of Indigenous Australians.

It is not possible to say, at this stage, whether this vision will eventuate. Further research is needed in order to evaluate all students’ perceptions of their changed understanding about

⁶⁵ Advisory Paper, 2009.



Indigenous knowledge and whether they think they have developed a capacity to engage and partner with Indigenous peoples. In order to evaluate student perceptions of their increasing Indigenous cultural competence, it might be possible to consider including a specific item in the course entry and exit surveys.

It is recommended that the Office of Strategy and Quality and the Learning and Teaching Development Unit be invited to consider including a specific item in the course entry and exit surveys.

Further research is also needed to evaluate the perceptions of Indigenous Australians, who are at present adversely impacted upon by ineffective service delivery that they often receive. The first stage of such research would need to include a survey of the current perceptions of Indigenous people. If this is agreed to by Indigenous people, themselves, the study could be limited to Indigenous peoples in the GWS region, given that this is where the largest Indigenous population in NSW resides and given the location of UWS and its commitment to ensuring improved service delivery.

It is recommended that the university considers a research study to evaluate the perceptions of Indigenous peoples in the GWS region about professional service delivery by UWS graduates both before and after implementation of the IGA.

Flow-on benefits of the project include:

- Increased Indigenous knowledge by academic staff
- Improved Indigenous student support
- Improved Indigenous student outcomes

While there is no doubt that academic staff capacity to implement the IGA has increased, there is room for further effort to improve the capacity of academic staff, as evidenced by respondent suggestions provided by the staff survey conducted in November/December 2011. This will require time and financial resources.

Without further research and analysis, it is difficult to say how well Indigenous students feel supported as a flow-on benefit of the project, as it is to say whether Indigenous student



outcomes have improved. However, while the IGA is about providing access to Indigenous Knowledge for all students and not just Indigenous students, the flow-on benefits to Indigenous students since 2011 is that 5 units from the Indigenous Australian Studies Major have been approved for Indigenous students studying the Bachelor of Community and Social Development degree program. This might contribute to retaining Indigenous students as they are studying units that have significant Indigenous content. Anecdotally, some of these students have noted that, even though they are Indigenous, they have learned a lot about Indigenous cultures and histories and about policies and practices of governments which have adversely impacted the lives of themselves and their communities. Having the IASM units embedded within the BCSD program might well contribute, therefore, to retaining Indigenous students, not only because of the significant Indigenous content of the units, but also because there are Indigenous academics within the IGA team who are teaching the units, which helps to create a teaching environment inclusive of expert Indigenous voices.

Further research and comparison with Indigenous students' evaluations conducted in previous years would be useful to qualify these flow-on benefits. One way to achieve this would be to invite current and past Indigenous UWS students to be part of a study which would firstly, document their degree program and then gather their perceptions of not only the amount of Indigenous content that was delivered within the degree but also how they feel about the content in terms of it being appropriate and relevant from an Indigenous perspective.

It is recommended that the university considers a research project to evaluate the perceptions of current and past Indigenous students in relation to the amount of Indigenous content that was delivered within their degree and how they feel about the content in terms of it being appropriate and relevant from an Indigenous perspective.



SECTION 6

Lessons learned

Throughout the project *Embedding an Indigenous Graduate Attribute* there have been a number of lessons learned. Below a brief account of each is outlined.

6.2 Building Indigenous cultural competency of non-Indigenous academic staff

The necessity of building the cultural competency of academic staff was first noted in February 2008 when the UWS Board of Trustees endorsed the UWS Indigenous Education Policy (UWS IEP). As noted at the beginning of this report, one of the principles of the IEP (Section 3, pt.12) states that:

UWS acknowledges that due to past educational practices many non-Indigenous Australians know very little about Indigenous Australia. In recognition of this and in seeking to encourage an inclusive Australian identity as well as raise the standard of professional service delivery to Indigenous Australians, UWS is committed to the inclusion of Indigenous content within its courses. **Similarly, UWS is committed to the development of Indigenous cultural competency amongst its staff.**⁶⁶

In order to build capacity of academic staff it was known that work was required for both existing and new staff. As noted in the first Progress Report submitted to DEEWR in October 2009, “preliminary discussions had taken place between Badanami staff and the Director of the Professional Development Unit regarding the development and delivery of an Indigenous Graduate Attribute Competency course”. It was envisaged at this time that the workshops would commence in early 2010 and be run over 3 days, with the aim being to familiarise staff with the Indigenous Graduate Attribute, its rationale, expectations, broader Indigenous

⁶⁶ quoted in “UWS Indigenous Graduate Attribute – Progress Report, 28 October 2009” Prepared by Professor Michael McDaniel, Dean, Indigenous Education, Director, Badanami Centre for Indigenous Education, 28 October 2009, emphasis added.



contextual information as well as some strategies for delivery.⁶⁷ (see Appendix 10 for more detail about the 3-day workshop). For a number of reasons this workshop did not occur.

The implications of the staff IGA workshops not going ahead became evident within the academic staff survey responses in December 2011, where many respondents indicated that they required educational sessions/workshop/meetings in order to be able to develop Indigenous content within their curricula. This does not mean that some staff were unable to do this. Many were. But there is a definite need to develop academic staff capacity while simultaneously implementing an IGA or cultural competency framework within a tertiary institution.

With regard to new staff, capacity to implement the IGA can be built through the Teaching Development Unit where, in this instance, all new academics are required to complete learning modules. Information about the Indigenous Graduate Attribute has been included in these modules since 2010.

The Indigenous Graduate Attribute (IGA) is introduced to new academic staff at UWS through attendance at the University's Foundations of University Learning and Teaching Program in the morning session on Day One. The Foundations of University Learning and Teaching Program is a mandatory teaching development program for new academic staff appointed at levels A, B and C, where the appointment is for 12 months or longer. The program is taught by staff of the Teaching Development Unit with collaboration from school-based academics. Since Foundations was first taught in July 2007, 93 new academic staff have completed the program and a further 51 are currently enrolled.

The morning session on Day One sets the context for the program and highlights key aspects of the teaching and learning environment at UWS. Priority is given to discussing the IGA and its importance to teaching, learning and curriculum at UWS. One or two examples of how the IGA has been embedded into curriculum are considered.

⁶⁷ The UWS Indigenous Graduate Attribute – Progress Report, See also “Advisory Paper on the Implementation of the UWS Indigenous Graduate Attribute”. McDaniel, M, 28 October 2009. First tabled at the Board of Trustees UWS Indigenous Advisory Council meeting 4 November 2009, Item 3.2.



The Teaching Development Unit is currently working towards developing a full Graduate Certificate in Higher Education. One of the units planned for this Graduate Certificate will focus on curriculum design and assessment and will provide an opportunity for staff to plan the integration of the IGA into a relevant unit.⁶⁸

6.3 The issue of relevance for Core IGA units and large mixed student cohorts

Culture, Diversity and Health

This unit introduces skills for understanding and engaging effectively with the culturally and socially diverse world in which we live and work. Indigenous Australia is a major theme and students will gain an appreciation of the achievements and needs of Indigenous Australians. The unit examines cultural awareness more broadly and puts these issues in the context of health professionals working in multi-cultural settings and handling culturally different health philosophies and practices. Cultural diversity is increasingly recognised as a major issue in the delivery of health care and a major determinant of Indigenous health.

The unit is a core unit for the following courses:

Bachelor of Health Science

Bachelor of Health Science/Master of Podiatric Medicine

Bachelor of Health Science (Honours)/Master of Podiatric Medicine

Bachelor of Health Science/Master of Physiotherapy

Bachelor of Health Science (Honours)/Master of Physiotherapy

Bachelor of Health Science (Sport and Exercise Science)

Bachelor of Health Science/Master of Occupational Therapy

Bachelor of Health Science/Master of Traditional Chinese Medicine

Bachelor of Health Science (Personal Development, Health and Physical Education)

⁶⁸ Associate Professor Janne Malfroy, Director, Teaching Development Unit, University of Western Sydney, Building BXa Werrington South, Locked Bag 1797, Penrith NSW 2751. October 2011.



Once the unit had been developed and delivered as a pilot to 244 students in 2010, it was reviewed/revised and again offered in 2011 to 875 students. One of the challenges of offering a core unit to a very large student cohort is how to make the unit relevant to all students. The following comments made by 18 students under the heading “needs improvement” in the SFU, reflect the issue of relevance:

Relevance of some lectures.

Relevance to Physiotherapy.

Needs more physio relevance. Could be combined with similar subjects. Example; population health and society. Overall a waste of time.

More relevance towards the health science PDHPE field.

Relevance besides getting people to accept multiculturalism. Too onesided.

Relevance to the course of health science PDHPE. Physical education teaching practices.

This unit shouldn't be [for] physical development, health and physical education.

I don't see the relevance, this subject is a headache.

The relevance in relation to our course! It is relevant but most should already understand that we can't or should not discriminate.

This unit could easily be covered in one 2 hour lecture. Cultural competence is important, but a whole semester of repetition isn't probably the best way.

Many guest lecturers was not beneficial, their content did not correlate, saw no relevance.

More relevance to courses, not so broad.

Relevance to a number of courses needs improving. A lot of the content is common sense or has been covered in previous subjects. Content was quite repetitive.

This should not be a compulsory unit. Only people who are genuinely interested in this subject should take it.

I feel this subject was a waste of my time where I could've been studying more relevant topics such as physiology and so forth.

The assignments were a waste of time and were irrelevant.

You wasted 30 plus hours to tell me treat everyone as individuals.

Get rid of it! Waste of 12 weeks. Why would I need this. Its over-exaggerated.

The comments not only reflect a lack of perceived relevance for some students in relation to the discipline they are studying but also a lack of understanding about how complex is the



notion of cultural competency. In this sense, it is the duty of the educator to demonstrate the relevance. However, when there are mixed tutorial classes this is not easy. It could be argued that it would be preferable to have single discipline tutorials as a way of overcoming this problem. However, the purpose of mixed tutorials is so that students from different health professions get an understanding of where each is coming from. In this way, it is argued, the health workforce will be able to work together in a coordinated way for the benefit of the patient/client. This is but one of the dilemmas of trying to teach a very large cohort of mixed students an IGA core unit.

6.4 The issue of relevance of the IGA for some academic staff

There were occasions within the life of the project where academics within schools found it difficult to see the relevance of Indigenous knowledge to their discipline (see Section 2.3 for responses to 2008 Discussion Paper and Section 4.3.6 f/n 48 for responses to 2009 Advisory Paper).

6.5 The issue of loss of a person of influence associated with an IGA Unit

Another lesson learned is that just because an IGA unit is developed and offered one year, this does not guarantee ongoing delivery of the unit in subsequent years. This occurred within one school due to an influential staff member needing to take leave for an extended period, which meant that another coordinator needed to be found. In another instance, a unit was developed and delivered one year but the following year the coordinator was not available. Another coordinator was found for the second delivery of the unit. However, this staff member left the university and another coordinator needed to be found for the third offering. Such inconsistency in staffing of an IGA unit can lead to a potential loss of quality, particularly because it is difficult to find staff with the requisite knowledge and skills to teach Indigenous studies.



6.6 The issue of loss of an IGA Unit due to a school review process

Another reason for an IGA unit becoming lost, once developed, is due to it being a part of a degree program that becomes a casualty of a school review process. This was a salutary lesson considering that much work had gone into the development of 2 units within one school. It is fortunate that the person of influence within the school who had initially been instrumental in the development of the unit collaborated with the Badanami Centre for Indigenous Education and arrangements were subsequently made for transfer of the unit to the Badanami Centre.

6.7 The issue of placement of the graduate attributes: unit versus course level

UWS graduate attributes (including the Indigenous graduate attribute) are mapped at the course rather than the unit level. This point was made at the 9 November 2009 meeting of the Education Committee Academic Senate, where it was noted that:

Coverage of the Graduate Attributes, including the Indigenous Graduate attributes, was related to the course, rather than the unit outcomes.⁶⁹

This is a significant point in relation to implementation of the IGA because if the generic skills-set, which is outlined in the wording of the IGA knowledge domain document, is not required to be assessed at the unit level, how is the graduates' level of attainment meant to be assessed?

This is a most significant lesson learned from the project. Therefore, to ensure that the student has acquired the requisite IGA knowledge and skills it is essential that they are mapped at the unit level where learning outcomes are clearly identified and assessment tasks are set for students that help to demonstrate that the IGA has been acquired.

6.8 Funding implications for implementation of IGA units

As highlighted in Section 2 under the header 'IGA Discussion Paper', initial discussions were held about possible funding models for the implementation of a core IGA unit. Briefly, a unit can be developed and owned by a school; a unit can be developed and owned by the

⁶⁹ Minutes of Education Committee Academic Senate meeting 9 November 2009, Item 4.4.



Indigenous Centre; a unit can be developed jointly by a school and the Indigenous Centre but owned by the school.

As also discussed in 2008, who teaches the unit and who pays for the teaching of a unit was also placed on the agenda for consideration.

Below can be found a report from the Dean, Indigenous Education, Badanami Centre, that details some of the lessons learned regarding funding arrangements.

1. Currently, the funding arrangement of the university is such that each school is paid based on each equivalent fulltime student load (EFTSL). This means that if a unit is, for example, developed and owned by a school and yet the school requires some academics employed by the Indigenous Centre to co-teach the unit, the question of appropriate resourcing becomes paramount for both parties. Hypothetically, if the division of work for the delivery of the unit is 50/50, then the income generated from the unit should be distributed 50/50 between the school and the Indigenous Centre, based on the EFTSL. If arrangements are not negotiated that are suitable for both parties, the issue of collaboration is impacted and the level of collaboration that the Indigenous Centre has across the university would not continue.

Another example worthy of consideration is when the unit is developed and owned by the Indigenous Centre but is on offer as part of a schools elective, minor or major offering.

In this instance the issue becomes who will teach the unit and who will pay. If the Indigenous Centre's academics teach the unit, then appropriate arrangements for payment by the school to the Indigenous Centre becomes the central issue. Currently, the Indigenous Centre would receive the normal EFTSL because they own the unit. However, when the numbers of students enrolled in the unit is small, this leads to very small remuneration, even though the same amount of preparation and teaching time has to be expended by the academic throughout the semester.

The implication of having only a small amount of students enrolled, as in the example above,



is that the Indigenous Centre would not receive enough income to sustain itself.

It is therefore imperative that the financial arrangements associated with IGA core or elective unit/s are carefully considered at the outset, as noted in the 2008 Discussion Paper.

It is recommended that Badanami Centre is resourced under an EFTSL funding model for the continued development and/or co-development and/or delivery and/or co-delivery of Indigenous content.

2. Structurally, the university employs a Pro-Vice Chancellor (Education) and three Associate Pro Vice-Chancellors (Education) in order to improve the overall learning and teaching outcomes of the university. The Learning and Teaching framework that has been developed throughout the life of the current project will need to be implemented and evaluated. Financial resources will be crucial for this task. Previously, the university has committed resources through the Learning and Teaching Action Project (LTAP) funding model for the development of Indigenous content within courses and units.

It is recommended that the university considers providing internal funds consistent with the LTAP model to Schools and Badanami Centre in order to implement and evaluate the Learning and Teaching IGA Framework.⁷⁰

6.9 Structural and workload issues for the Badanami Centre for Indigenous Education

The report below highlights some of the challenges met by the IGA Project Coordinator during the period of the project.

⁷⁰ Associate Professor Berice Anning, Dean, Indigenous Education, Badanami Centre for Indigenous Education.



The implementation of the IGA by UWS was undertaken in ‘unchartered territory’ in that no other university had endeavoured to ‘roll out’ such an ambitious systemic project. The following report needs to be read within this context.

The main lessons learned relating to implementation of the IGA are structural. From these others issues flow:

- invisibility of IAS Major/Sub-Major units within the system
- workload of the IGA Team

Structural issues

Badanami’s academic capacity has been limited due to it operating outside of the systems that support academic Schools e.g. Badanami is not connected to the platform web, which allows academics to input, for example, student marks and grades. This issue was discussed at the College of Arts EAPC meeting on 8 February 2011, where it was noted that:

once again Badanami were disadvantaged by not having access to the results grader in pWeb. ... it was hoped that the Autumn 2011 results would be completed using pWeb (item 3.1.1).

In July 2011, the following was noted at the EAPC meeting:

the Badanami Centre for Indigenous Education must download each unit’s class list via Callista and submit the results via the csv file, as Badanami units are not listed on the platform web results grader (Item 3.6.6).

This situation as of the time of writing this report has not been resolved. The effect of this lack of structural support creates additional administrative workloads and frustrations for Badanami academics.

- **Invisibility**

Another challenge is that the IAS Major units, which are owned and offered by Badanami, are not visible to current students from any degree program across UWS who might be looking for either one Indigenous unit or an IAS Major or Sub-Major. The IAS Major units are timetabled under the ‘Badanami Centre’ and are not able to be ‘cross-listed’ under any of the



Schools' offerings. This has resulted, to date, in low student enrolments in the IAS Major/Sub-Major(s) units (see Section 4.6), which means low income for Badanami. This in turn diminishes Badanami's capacity to continue operating as an academic School, i.e. without recurrent funding.

As also noted in Section 4.6, it was challenging to attract adequate students for the IASM units due to them not being visible for students. One the reasons for invisibility of the IAS Major/Sub-Major(s) units is the marginalisation of the Badanami Centre for Indigenous Education as an academic centre within the academic structure of UWS. In part this is due to historical factors whereby Indigenous Centres were initially set up to provide Indigenous Student Support. It was from this starting point that they have attempted to develop into academic schools.

As noted in Section 4, in 2008 Badanami had the status of a quasi school. In February 2011, it was proposed that Badanami become a "formal 'School' within the College of Arts for governance purposes" (Minutes of Meeting 8th February 2011, College of Arts EAPC). At the time of writing this report, this matter relating to the academic structure of Badanami has not been resolved.

- **Workload of the IGA Team**

- IASM promotion**

As a result of the invisibility of IAS Major/Sub-Major(s) units within the system, Badanami contracted the services of UWS Marketing and embarked on a major promotional campaign. The IGA Team collaborated with Marketing to produce the IAS Major/IGA website <http://studyias.com> and Homepage Banner. The website and the accompanying banner which headed the website homepage were completed and went live in late 2010. However, the website banner was only operational for a short time and subsequently the website was archived. The result was that the website produced at Badanami's great effort and expense was no longer useful because it was inaccessible to students and staff. The promotional material for the IAS website was then transferred to Badanami Centre's website, which did



not serve the purpose for which it was intended – that is, to promote the IAS units to students **across** the university. A flyer was then produced and has been distributed widely throughout the university. The flyer is attached at Appendix 11.

In an additional effort to promote the IAS Major effort, the IGA Team participated in all UWS Open Day and Course Decision Day forums. The IGA Team Coordinator also participated in a number of forums e.g. College EAPC and Heads of Programs meetings and addressed several large student cohorts to promote the IASM in an effort to create greater awareness of the IASM units.

Despite the IGA Team's every effort to promote the IASM within the university, student enrolments have been consistently low over the past year, except for Summer School, due to Summer School being advertised outside of the regular university timetabling arrangement and therefore more visible to students.

The positioning of Badanami on the margins has a major impact on the workload of the IGA academic team.

As well as developing, delivering and promoting the IAS Major units, the IGA Team also developed and/or delivered other units, as well as collaborating with Colleges/Schools as part of the IGA working parties.

College IGA Working Parties

The IGA Team became members of the College of Business IGA Working Party, which met between July and December 2009. This forum brought together a number of key academics to discuss and determine how they would embed Indigenous content to meet the needs of the IGA. It also provided a model for the development of Working Parties for the other two Colleges.

In January 2010, the IGA Team Coordinator met with a School of Economics and Finance



senior academic to discuss embedding Indigenous content in the core unit 200540 *Globalisation and Australia*. In November 2011, the School increased the proportion of Indigenous content from fifteen to thirty percent in the unit. This was approved at the College of Business EAPC in November 2011 to be offered in Spring 2012.

In November 2010, the IGA Team Coordinator facilitated the first meeting of the College of Health & Science - Science, Technology, Engineering & Mathematics (STEM) IGA Working Party. This was an important meeting because it highlighted to the IGA Team Coordinator the need for academic staff development on how to include Indigenous content/perspectives across curriculum.

In late 2011, at the invitation of the School of Computing & Mathematics (SoCM) Head, the Badanami IGA Team Coordinator and a non-Indigenous academic participated in a one (1) day staff forum. SoCM staff were provided with an overview of the IGA and how Indigenous perspectives might be embedded within the curricula. While some staff were enthusiastic about implementing the IGA, others struggled to understand the relevance of the IGA to SoCM. It was evident from discussions that further support would be beneficial.

The IGA Team Coordinator recommended to the College of Arts that they establish an IGA Working Party. This particular Working Party met twice in the first half of 2011. Unfortunately, Badanami IGA Team Coordinator was unable to attend the meetings due to other work commitments. The Dean, Badanami Centre, attended the meetings held.

Development and/or delivery of units

101577 Classrooms Without Borders

From late 2009 to April 2010, following an approach by the School of Education, the IGA Team developed 8 hours of Indigenous online content for this unit. The IGA Team was challenged by the request from the School for the development of online content as it required additional learning by the Team. This involved one team member undertaking training on the technical aspects of managing online material and another team member working on content development online. To support this additional work Badanami contracted a non-Indigenous



academic who had experience in online content development. Since mid-Autumn Semester 2010, the School of Education has had carriage of the unit.

400866 Culture, Diversity & Health

In early February 2010, the School of Biomedical Health & Science developed this core unit as a strategy to implement the IGA. The IGA Team collaborated with the School to pilot the unit on one campus in Autumn 2010. This collaboration involved co-teaching between School staff and Badanami staff. Between December 2010 and February 2011 the School Unit Coordinator and the Badanami non-Indigenous academic revised the unit in collaboration with the IGA Project Coordinator. In Autumn 2011, the unit was co-delivered by the School and Badanami staff on 2 campuses to 865 fulltime students.

The logistics of teaching such a large student cohort proved rewarding, yet, at the same time, challenging and many lessons were learned (see Section 6.3 & 6.5).

101878 Indigenous Landscapes

This unit was originally developed as a core unit for students enrolled in the Conservation Management degree program as a strategy to implement the IGA. In preparing to teach it in Autumn 2011, the School of Natural Science experienced difficulty contracting an academic to deliver the unit and IGA Team took responsibility for delivery of the unit on one campus that semester. In December 2011 it was approved to be added to Badanami's IAS Major pool of units. Since then it has been delivered by the IGA Team.

Units taught within the Bachelor of Community and Social Development (BCSD) Degree Program

In 2011, the IGA Team developed and delivered 4 units in the BCSD program. In Autumn, the Team delivered 101751 *Contextualising Indigenous Australia* and 101762 *'Who do you think you are?'*, and in Spring, 101753 *Revaluing Indigenous Economics* and 101754 *From Corroborees to Curtain Raisers*.



While 101751, 101753 and 101754 had already been developed for fulltime students, additional work was required to make them relevant for BCSD students as both the delivery mode and the audience differed from the units' original development - intended predominantly for a non-Indigenous student audience studying in fulltime mode.

The chart below indicates the teaching workload of the IGA Team in 2011.

| IASM Unit | Date of delivery | Delivery Mode | Student cohort | Degree Program |
|---|-------------------------|--------------------------------|---|-----------------------|
| 101751 Contextualising Indigenous Australia | Autumn 2011 | Face to face | Non-Indigenous & Indigenous Fulltime students | Mixed |
| 101751 Contextualising Indigenous Australia | Autumn 2011 | Face to face Block | Indigenous Fulltime students | BCSD |
| 101762 'Who do you think you are?' | Autumn 2011 | Face to face Block | Indigenous Fulltime students | BCSD |
| 400866 Culture, Diversity and Health | Autumn 2011 | Face to face | Non-Indigenous Fulltime students | Mixed |
| 101878 Indigenous Landscapes | Autumn 2011 | Face to face | Non-Indigenous Fulltime students | Mixed |
| 101751 Contextualising Indigenous Australia | Spring 2011 | Face to face Intensive weekend | Non-Indigenous & Indigenous Fulltime students | Mixed |
| 101753 Revaluating Indigenous Economics | Spring 2011 | Face to face | Non-Indigenous & Indigenous Fulltime students | Mixed |
| 101753 Revaluating Indigenous Economics | Spring 2011 | Face to face Block | Indigenous Fulltime students | BCSD |
| 101754 From Corroborees to Curtain Raisers | Spring 2011 | Face to face | Non-Indigenous & Indigenous Fulltime students | Mixed |
| 101754 From Corroborees to Curtain Raisers | Spring 2011 | Face to face Block | Indigenous Fulltime students | BCSD |



| | | | | |
|--|----------------------------|-------------------------------------|---|-------|
| 101751 Contextualising Indigenous Australia | Summer School 2011-2012 | Face to face Summer School | Non-Indigenous & Indigenous Fulltime students | Mixed |
|--|----------------------------|-------------------------------------|---|-------|

In summary, the structural issues associated with both the positioning of Badanami outside of the university's school structure and Badanami being unsupported by the normal school computer and technology systems, created many challenges for the IGA Team and led to dispersal of energies and increased workloads.⁷¹

The comment made within the report above regarding the positioning of Badanami on the margins of the university's academic structure is an important one. Badanami Centre's status as a 'quasi' school means it is not positioned within the academic structures of the university. This has led to the invisibility of the IAS Major and IAS promotional website. The resourcing of the development of the website was to provide increased awareness of the IGA/IAS Major to university students at the time of choosing either their electives/majors/sub-majors/units.

It is recommended that the university considers the position of Badanami Centre within its academic structure by providing it with the legitimate academic status of a school.

6.10 Resourcing Indigenous Academics

A vital part of the Learning and Teaching Framework is human resources, particularly, the need for Indigenous and non-Indigenous academics with capacity to develop and deliver Indigenous curricula. The issue of building capacity of non-Indigenous academics is referred to in Section 6.2. Here, the issues discussed relate to increasing the number and mentoring of Indigenous academics.

Across the sector there are few Indigenous academics employed. This creates a significant potential problem *viv a vis* the implementation of the IGA or the Indigenous Cultural

⁷¹ Dr Wendy Holland – Coordinator for the IGA Implementation Project, Badanami Centre for Indigenous Education.



Competency initiative. To increase the number of Indigenous academics, there is a need to employ early-career academics and provide the resources to mentor and develop their academic capacity. For this to be effective there is a need to sustain current experienced Indigenous academics and employ more higher level Indigenous academic staff.

It is recommended that the university consider how it will financially resource the continuation of Indigenous academics both within Badanami and the Schools to continue to implement the IGA and fulfil the commitment of the university to implement the Indigenous cultural competency initiative.

Within the context of the IGA Team and the implementation of the IGA across the university, the 3 Indigenous academics had complex and repetitive workloads, teaching both within and without Badanami Centre, teaching Indigenous only student cohorts, mixed cohorts, and non-Indigenous student cohorts. As noted in Section 6.9, *Contextualising Indigenous Australia*, the core unit of the IAS Major, needed to be repeated twice each semester with an additional offering in the 2011-2012 Summer-School due to structural problems and the inability for schools to cross-list units from other schools including from Badanami. This repetition was required because the core unit is a pre-requisite for other units in the IAS Major, therefore the numbers of students needed to be sufficient to continue with the remaining units of the major or minor. Needing to repeat the same content many times can have a negative impact on staff morale, particularly when the content involves discussion of what is sometimes confronting information. Such repetition can also have implications for the emotional safety of staff, a point that needs careful consideration, as mentioned in Table 7 under the heading “Quality Management”. Hence it is vital that adequate numbers of Indigenous academics are available to be recruited and/or mentored in order to share the load.⁷²

⁷² See Appendix 2 regarding an example of challenges related to recruitment of Indigenous academics.



SECTION 7

Concluding remarks⁷³

Professor Michael McDaniel's strategic leadership at UWS as the previous Dean, Indigenous Education and Director, Badanami Centre from 2006 to late 2008 was instrumental in re-establishing Indigenous education at UWS, thus laying the foundation to achieve the substantive outcomes to date.⁷⁴

As noted in Section 2, Associate Professor Berice Anning was employed to develop and implement the IGA at UWS in 2007. An external audit of thirty-six Australian universities conducted through a broad desktop analysis was undertaken by Anning and identified institutions with inclusive Indigenous content in either courses, programs, units or learning and teaching plans. As noted earlier, eleven universities were initially chosen. However, when a review of the 2007 external audit was undertaken in 2009, the number of universities chosen because of their inclusion of Indigenous content reduced to nine.⁷⁵ This audit informed the development of the IGA. From 2009 to the present, the development of an IGA into UWS courses has been led by Associate Professor Berice Anning, Dean, Indigenous Education and Director, Badanami Centre for Indigenous Education.

The \$900,000 funding for the project *Embedding an Indigenous Graduate Attribute*, obtained from the Commonwealth Department of Education, Employment and Workplace Relations through the Diversity and Structural Adjustment Fund Grant, has ensured UWS's sustained commitment for Badanami Centre to lead the project.

The funds allowed Badanami Centre to resource the coordination and implementation of the stated activities of the overall Project which in turn assisted UWS academics to develop Indigenous content.

⁷³ This Section comprises concluding remarks by Associate Professor Berice Anning, Dean, Badanami Centre for Indigenous Education, UWS.

⁷⁴ Anning, Berice. "Embedding an Indigenous Graduate Attribute into University Western Sydney's (UWS) Courses" *Australian Journal of Indigenous Education*. 39 Supplement, 2010, 40-52.

⁷⁵ *Ibid.* 41.



The across university approach to develop and implement the IGA enabled the emergence of a consultative and collaborative framework, which was instrumental for Badanami Centre and Indigenous staff to engage within UWS. This engagement was: at the governance and policy levels of UWS; with UWS academic committees; and within the College/School structures. A collaborative model, as noted by Anning,⁷⁶ is successful in building the capacity of the university to achieve the development and implementation of an IGA. Consultation is a key action and strategy within the collaborative model. As can be seen from the timeline of the Project, even before the funding was received, consultation that included negotiation, cooperation and networking took time – 2007 to 2012 and it is ongoing. Badanami staff have sat and listened; given and received advice; and responded to ideas, whilst at the same time influencing the Project activities to achieve the stated outcomes. The instrumental role of Badanami Centre and Indigenous staff in the Project has also been important to maintain the focus of embedding an Indigenous Graduate Attribute in UWS courses.

The IGA is now everyone's business at UWS as the IGA has been endorsed as one of five UWS graduate attributes developed to enable UWS graduates attain the knowledge and skills as proposed for each attribute. Importantly, it was noted at UWS meetings related to the IGA that Badanami Centre, or Indigenous Centres/entities in general, are important contributors to consulting and collaborating across the university structures. However, the Indigenous entities should not be seen to be the sole owners of the commitment to embed an Indigenous Graduate Attribute; develop Indigenous content; teach Indigenous units and content.

The Indigenous Graduate Attribute Project provides UWS with a foundational Teaching and Learning Framework to support teaching and learning strategies for student outcomes where Indigenous perspectives are developed and embedded into curricula. It also enables UWS staff and students to develop professional skills and knowledge to become more culturally competent.

It was recognised, before the Project funding was received, that a 'one model fits all' approach would not be successful. That is, one core Indigenous unit included in every UWS course was not feasible. This was also evident from the student and staff survey results that

⁷⁶ Anning, Berice. "Project one: Phase two. Developing and incorporating Indigenous graduate attributes in academic and research programs at the University of Western Sydney". Unpublished report to Badanami Centre, University of Western Sydney. 2007, 43.



noted the importance of ‘relevance’ of Indigenous content to a discipline, as noted in Sections 6.3 & 6.4. The considerations of the varied options for developing IGA content was an important strategy during the early consultations and led to the development of IGA content at the discipline level within Schools.

The IAS Major units which were approved for offering in June 2011 into the six Bachelor of Arts courses are at present only electives. Yet even though the IASM / units are electives within these courses, students were unable to choose them due to the invisibility of Badanami Centre within the College / School structure. The structural invisibility of Badanami units was an identified key reason given by students as to why they were not aware of the units or even that they had the option to enrol in the IAS Major or an IAS unit. This was discussed at Section 6.9. Thus, within the pending Review of Indigenous Education at UWS during 2012, consideration of the positioning of Badanami Centre as an academic unit within the formal academic structure will be necessary.

The IGA team were responsible for: developing, implementing and promoting the IAS Major units; consulting with UWS/College/School staff; along with co-development and co-delivery of specific School IGA units. This work enabled Badanami Centre to establish a financial model for the continued resourcing of salaries and on-costs of academic staff after the Project ceases. This arrangement should continue. This will enable the continuation of the embedding of an Indigenous Graduate Attribute into UWS courses.

The continuation of the activities of the Project is increasingly important with the endorsement of the “Best Practice Framework for Indigenous Cultural Competency in Higher Education” by members of Universities Australia (UA) on 8 November 2011 at Plenary and Board Meetings.⁷⁷ UWS is a member of UA with the Vice Chancellor as its representative member. UA members noted that the recommendations in the “Framework” were not prescriptive to universities and that the intention is for respective universities to adopt/amend the recommendations to fit individual environments, foci and the differing styles of operation. UA members agreed at the 8 November 2011 meeting to develop responses to the Principles

⁷⁷ Universities Australia, *Bulletin* 2011, “Key Decisions of the Universities Australia Plenary and Board Meetings, Plenary Meeting: Tuesday 8 November 2011 hosted by La Trobe University”.



and Recommendations of the “Framework”⁷⁸ and to sponsor a forum to review the implementation of the Framework. UWS has been invited to participate in the forum which will occur on 9 May 2012.

7.1 The UWS Badanami Centre response to the Guiding Principles of the Indigenous Cultural Competency Framework in Australian Universities.

In late 2011, the Dean, Badanami Centre was asked by UWS to respond to the Guiding Principles of Indigenous Cultural Competency Framework (ICCF). The five guiding principles outlined in the Framework document relate to the following themes:

- University Governance
- Teaching and Learning
- Indigenous Research
- Human Resources
- Community Engagement

To varying degrees, the Principles are being practised in all Australian universities, having been developed in universities over a long period of time.⁷⁹ The thirty-two recommendations incorporated across the five guiding principles are also occurring to some degree in each university.

This has/is mainly happening through the Indigenous Centres/Units which have key Indigenous leadership and senior management positions, particularly where universities have created these positions. However, all five principles and 32 recommendations are not incorporated in their entirety into any one university’s structures that would evidence a high degree of acceptance and support by executives, senior managers, academic and other staff. This can be seen to have led to a less cohesive/inconsistent development and implementation of embedding Indigenous cultural competency into a university’s structures.⁸⁰ The main issue, as perceived by Indigenous leaders and staff in universities, is that the process is ‘ad hoc’ and only when major evaluations/audits/ government policy and guidelines with tied funding grants, direct a university to develop an area of Indigenous education, only then, does

⁷⁸ Universities Australia, *Guiding Principles for the Development of Indigenous Cultural Competency in Australian Universities*, 2011.

⁷⁹ Ibid. 2.

⁸⁰ Ibid. 3.



Indigenous Education get a guernsey and some momentum is gained at the governance and management levels.

For overall consistency in achieving the guiding principles and subsequent recommendations, however, the following points are noted. These points are informed by working in the Indigenous higher education sector for more than a decade.

First, in line with the Guiding Principles of the ICC Framework, each university's Vice-Chancellor (VC) would have to provide greater endorsement of Indigenous education in their university to ensure that implementation and actioning of the recommendations occur. Even when implementation is delegated to the varied levels of management at the corporate; strategic; academic, research, governance or professional level, the VC would need to maintain vigilance to the university's commitment, as evidence of the overall importance of Indigenous education. Hence, commitment is required at the highest level.

Second, it is essential that funding tied to policy and guidelines is aligned to the implementation of the ICC Framework and its guiding principles. This will be the key to the overall success, consistency and cohesiveness of the management and academic structures within each University. Without adequate resourcing, the guiding principles and recommendations will not be achieved.

Only with resourcing will the ultimate aim of embedding an Indigenous Cultural Competency Framework be achieved, within a shorter timeframe, and with a critical mass of institutions committed to the outcomes.

Third, while the ICC Framework project has developed five thematic guiding principles, a guide to developing, implementing, evaluating and redesigning Indigenous education in each of the five areas is also required. University staff should be enabled, not only to understand the importance of the Best Practice Framework, but also to know *how to* develop actions that can be implemented on the ground and at the student and staff level. Otherwise a strong implementation plan will not be developed.

For those individual universities already developing their own Indigenous Graduate Framework/ Cultural Competency Framework, along with guiding principles, it is expected that lessons learned about good practice can be shared.



Non-Indigenous academics will find this particularly helpful as one of the issues reported in this Final IGA Report for DEEWR is the importance of building capacity of non-Indigenous academics to enable them to effectively develop curricula, deliver and assess IGA skills and knowledge.

It is important to recognise that the ICC Best Practice Framework is not a new paradigm shift that brings new concepts to the table to be discussed and implemented. Rather, it should be recognised that there have been attempts and gains made in this area by a number of universities, although not consistently. Hence, a consistent, planned and resourced approach is required. It is also important that the monitoring and evaluation of the implementation of the ICC Framework is an essential reporting aspect of each university.

Finally, the Indigenous Cultural Competency Framework and Guiding Principles are important from a theoretical point of view. However, university staff, particularly academics, want to know what to do to develop and implement these principles and recommendations into their areas of operation, particularly in the teaching and learning area. This UWS Final Report on *Embedding an Indigenous Graduate Attribute* provides invaluable information to the higher education sector on the implementation of the activities of the Project and the outcomes achieved, along with lessons learned and key recommendations. These will assist UA members to look at UWS's best practices in implementing: Indigenous education; governance and decision-making; an Indigenous graduate attribute framework; a teaching and learning framework for developing and implementing an IGA; Indigenous staff appointments; and community engagement.

The development of the Indigenous education policy and the embedding of an IGA into UWS courses has been a whole of university approach since 2008. Because of this, UWS is able to provide training on the actual 'doing' of the processes involved in implementing the Indigenous Education Policy/Strategy and the IGA, in order to achieve the outcomes and milestones of strategic and operational plans.

The UWS IGA Learning and Teaching Framework, developed as part of the DEEWR funding, includes seven elements which can be mapped onto the five principles of the ICC Framework to varying degrees. The Table below maps UWS IGA implementation against



the Five Guiding Principles of the *Universities Australia* (UA) Best Practice Framework for Indigenous Cultural Competency.

Table 11 Mapping UWS IGA implementation against the Five Guiding Principles and Recommendations of the UA Best Practice Framework for Indigenous Cultural Competency

| | Recommendations for: 1. Governance and Management – Indigenous involvement | UWS Action that meets Recommendation/s | UWS Date of Implementation |
|---|---|--|---|
| 1 | Embed the Guiding Principles of the National Best Practice Framework for Indigenous Cultural Competency in Australian Universities | Developed an Indigenous Education Policy and Indigenous Education Strategy Actioned the Indigenous Education Strategy through the UWS Learning and Teaching Action Plan (2009-2001) | 2008 2009 – 2011 |
| 2 | Make Indigenous appointments at Senior Executive, Director and Managerial levels to lead Indigenous education | Established senior management positions and recruited Indigenous staff: Dean, Indigenous Education / Director, Badanami Centre Associate Director (Academic) Associate Director (Administration & Student Services) Director, Indigenous Employment Manager, Indigenous Outreach Elder-in-Residence | 2006 – 2008 - all positions remain current |
| 3 | Provide for Indigenous representation on university governing bodies, including Council, Academic Senate, Faculty Board(s) and Committees | Indigenous Advisory Council, reports to the Board of Trustees; Dean, IE has membership on: Academic Senate and the majority of its standing Committees of; Senior Quality Committee; UWS Senior Management Committee; Indigenous Advisory Council; Indigenous Employment and Engagement Board | 2008 – 2009 |
| 4 | Establish protocols and procedures for seeking | Re-established the Indigenous Advisory Council and | 2007 – |



| | | | |
|---------------------------------|--|--|--|
| | Indigenous representation on university governing bodies, Boards and Committees | Indigenous Employment and Engagement Board | 2008 – |
| 5 | Create a framework for regular and robust reporting of Indigenous staff and student outcomes | <p>To be actioned at whole of UWS level – reporting is undertaken by the Indigenous Centre and senior managers with regards to their portfolios and respective areas of supervision</p> <p>Annual Indigenous Education Statement evidences the programs and services for Indigenous staff and student outcomes</p> <p>Office of Quality and Strategy report on Indigenous outcomes</p> | <p>Ongoing with establishment of senior Indigenous management positions.</p> <p>Ongoing as per DEEWR funding requirements</p> <p>Ongoing as per funding requirements</p> |
| 6 | Include Indigenous student and staff outcomes in the Key Performance Indicators of University organisational units and senior staff | <p>Indigenous Students’ KPIs for senior staff</p> <p>Indigenous Staff KPIs still to be actioned at Unit and School level</p> | <p>2009 –</p> <p>Ongoing –</p> |
| 7 | Create Strategies and Plans to address and enable the university’s Indigenous Education Strategy, and Mission Statements and Corporate documents which are inclusive of Indigenous Australian peoples and cultures | <p>Integration of Indigenous Education in some UWS Strategies and Plans: Learning and Teaching Action Plan (2009-2011)</p> <p>Indigenous Education Policy (IEP)</p> <p>Badanami Centre Strategic Plan</p> <p>UWS Mission Statement</p> <p>UWS Reconciliation Statement</p> | <p>From 2007 – 2011</p> <p>2009 – 2011</p> <p>2008 –</p> <p>2008 –</p> <p>2008 –</p> <p>2007 –</p> |
| Recommendations for: | | | |
| 2. Teaching and Learning | | | |
| 1 | Include Indigenous knowledges and perspectives in all curricula to provide students with the knowledge, skills and understandings which form the foundations of Indigenous cultural competency | <p>UWS in collaboration with Badanami Centre has been developing Indigenous content into core units of courses</p> <p>Development of the Indigenous Graduate Attribute assists and informs academics to develop Indigenous content; learning outcomes and assessment</p> <p>Indigenous perspectives are integrated across/in courses and disciplines</p> | <p>2007 –</p> <p>2008</p> <p>2007 –</p> |



| | | | |
|---|---|---|---|
| 2 | Embed Indigenous cultural competency as a formal Graduate Attribute or Quality | UWS Badanami Centre developed the Indigenous Graduate Attribute (IGA) – through the IGA Project UWS academics mapped courses: to identify where Indigenous content can be developed / integrated in units, and to inform the development of Indigenous core units at the course level | Endorsed in 2008 2009 – 2011 and ongoing as reported in this, the Final IGA Report |
| 3 | Incorporate Indigenous Australian knowledges and perspectives into programs according to a culturally competent pedagogical framework | <p>Teaching and Learning Framework to implement the IGA was established/underpinned by 12 key pedagogical principles to inform teaching and curricula; includes strategies to support learning and teaching</p> <p>UWS Student Feedback on IGA Units undertaken</p> <p>This IGA Report evidences courses and units across disciplines that have developed Indigenous content into the curricula to achieve the IGA</p> <p>Badanami Centre developed the IAS Major units as a key strategy as per the IGA implementation process</p> | <p>Developed in 2010 – reviewed in 2011</p> <p>2009 to 2011</p> <p>2008 – 2011</p> <p>2009 approved 2010 – development of content and delivery of units</p> |
| 4 | Train teaching staff in Indigenous pedagogy for teaching Indigenous Studies and students effectively, including developing appropriate content and learning resources, teaching strategies and assessment methods | <p>Advising staff on development and implementation of Indigenous pedagogy/curriculum in teaching and learning – this has occurred through the period 2007- current time</p> <p>IGA is currently included in UWS Foundations of University Learning and Teaching Program (3-4 hours)</p> <p>UWS is working on developing a Certificate in Higher Education with one unit focussed on curricula design and assessment to assist staff to plan and develop IGA content into a unit</p> | <p>2007 –</p> <p>2011 –</p> <p>2011 –</p> |



| | | | |
|--|--|---|--|
| 5 | Create reporting mechanisms and standards which provide quality assurance and accountability of Indigenous Studies curricula | <p>Occurring at College EAPC levels, when new courses are developed/varied and are seeking approval, all forms must identify on them if they achieve the IGA at the course/unit levels</p> <p>An annual review process occurs which will assist with identifying a School's Accountability – through evaluating the IGA Framework, a recommendation is for the Indigenous Graduate Attribute to be specifically included in the Terms of References for the School/Course Reviews</p> | <p>2009 –</p> <p>2011 – recommendation in IGA Report</p> |
| Recommendations for: 3. Indigenous Research | | | |
| 1 | Create an adequately funded Indigenous Research Strategy to build Indigenous research capacity | Collaborative Indigenous Research Strategy developed and presented to Academic Senate Research Committee – Funding of Strategy still to be actioned | 2009 – |
| 2 | Appoint an Indigenous senior executive or Professorial level position to lead and coordinate Indigenous research | Recommended Still to be actioned | 2008 2011 |
| 3 | Identify Indigenous issues as key research themes within the university | To be actioned as part of / when the Research Strategy is resourced | |
| 4 | Create mechanisms, guidelines and protocols to ensure that Indigenous research and research with Indigenous participants is culturally safe and methodologically sound | Dependent on implementation of the Collaborative Indigenous Research Strategy | |
| Recommendations for: 4. Human Resources | | | |
| 1 | Develop an Indigenous Employment Strategy which contains Key Performance Indicators and strategies and programs to target the recruitment and appointment of Indigenous staff across the university to achieve parity, | Established within each UWS Staff Agreement 2009-2012 | 2009 – |



| | | | |
|---|--|--|---|
| | both in number and level of classification | | |
| 2 | Appoint an Indigenous Employment Coordinator to lead and coordinate Indigenous employment | Director, Indigenous Employment and Engagement appointed | 2008 – |
| 3 | Identify programs that target recruitment of Indigenous staff across all levels and classifications | Focus is on indigenising the Indigenous Centre but not at whole of university level Discussions occur regarding training and mentoring Indigenous academics but still to be resourced and implemented | 2009 – 2008 – |
| 4 | Establish programs for the career development of Indigenous staff | Some programs beginning to be developed for professional staff | 2009 – |
| 5 | Develop processes to encourage promising Indigenous students and staff into research training | Occurring in a few areas of UWS but is not consistent for all disciplines or for Badanami Centre It is difficult to achieve greater research training for Badanami academic staff when Indigenous staff numbers are small and the release of staff, particularly academic, to complete postgraduate qualifications impacts the operations of Indigenous units where extra resources are not available to employ extra staff | Centres for Educational Research and Cultural Research Centre Badanami Centre for Indigenous Education |
| 6 | Develop induction processes which include Indigenous cultural competency training for all new staff | Discussions occurring between Badanami Centre and Teaching Development Unit for academics and it is noted, the IGA is currently included in the UWS Foundations of University Learning and Teaching Program (3-4 hours) Progress towards the development of a cultural awareness program for all UWS staff | 2009 – 2010 – 2011 – |
| 7 | Provide professional development opportunities for university staff in advanced Indigenous cultural competency | Refer pt. 6 above Refer to Rec. 2 pt. 4 above Co-teaching with Indigenous staff Opportunity is included in the Staff Agreements for staff training | 2010 – 2011 2009 – 2012 UWS Staff Agreements |



| | | | |
|--------------------------------|---|--|----------------------------------|
| 8 | Train senior management to support and work effectively with Indigenous staff and trainees | Some evidence of training/mentoring supervisory staff of Indigenous trainees at the general staff level | 2009 – |
| 9 | Create Indigenous staff awards which celebrate and reward the achievements and contributions of Indigenous academic and general staff | Occurs to some degree – eg. the VC Indigenous Staff Scholarship | Ongoing |
| Recommendations for: | | | |
| 5. Community Engagement | | | |
| 1 | Create a Reconciliation Statement and/or a Reconciliation Action Plan which reflects the university's Indigenous Education Strategy and commitment to meaningful engagement with local Indigenous communities and organisations | Reconciliation Statement developed as is the Indigenous Education Policy | 2007 – 2008 |
| 2 | Establish mechanisms, cultural protocols and codes of conduct to guide the University in its engagement with Indigenous peoples and communities | Not consistent across the university – mainly established within the Badanami Centre for Indigenous Education | |
| 3 | Create formal structures, such as an Indigenous Advisory Committee, to obtain the views of local Indigenous communities on an on-going and regular basis | UWS has established the Indigenous Advisory Council (IAC) and the Indigenous Employment and Engagement Board | 2007 – ongoing 2008 – ongoing |
| 4 | Establish procedures and protocols to ensure the inclusion of Indigenous Elders and community members in formal and ceremonial university occasions | Established protocols / Acknowledgement and Welcome to Country; Elders functions; Elder-in-Residence position in Badanami Centre; Elders on Campus | 2006 – 2007 |
| 5 | Create campus environments which are culturally welcoming and inclusive of Indigenous cultures, such as prominent displays of Indigenous art and language and the | Occurs at different times around significant events / times of year eg: Reconciliation Week; NAIDOC; Art displays; Flags on poles on each UWS campus | 2006 – ongoing |



| | | | |
|---|--|---|------------------------------|
| | establishment of on-campus community events | | |
| 6 | Display an “Acknowledgement of Country” in a prominent location on major university documents and marketing materials and university websites | <p>Displayed on UWS website and in marketing materials</p> <p>Verbalised Welcomes to Country or Acknowledgements of Country at significant events by Elders or senior staff in opening events</p> | <p>2006 –</p> <p>Ongoing</p> |
| 7 | Create a centralised university website for information and Indigenous activities undertaken by the university that is easily accessible, well presented and regularly updated | <p>Badanami Centre website established and maintained</p> <p>Website for Indigenous Employment developed</p> | <p>2007 –</p> <p>2009 –</p> |

Badanami Centre acknowledges UWS’s commitment to achieving the stated goals and principles of its Indigenous Education Policy; to the continued development of the IGA into UWS courses through endorsement of the ICCF; to embedding Indigenous Education into UWS courses through the Strategic Learning and Teaching Plan; to the employment of key Indigenous senior managers and academics; and to the provision of an adequate resource base to achieve stated outcomes.

The continuation of UWS’s commitment to the IGA implementation and to an ICC Framework will ensure UWS achieves not only the embedding of an IGA into all UWS courses, but also the UA Recommendations under the five Guiding Principles of the ICC Framework.

It is recommended that the Academic Senate Education Committee take the findings of this Report and the recommendations to develop an action plan and implementation timeline to continue implementing the IGA in conjunction with the Guiding Principles for the Development of Indigenous Cultural Competency in Australian Universities.



SECTION 8

Recommendations

- **Relating to IGA Academic Survey Findings**

It is recommended that an awareness campaign be conducted to improve overall levels of awareness of the IGA across the university Q1.

It is recommended that the level of employment category be analysed in greater depth Q1b.

It is recommended that the survey be taken again for the next three years to evaluate whether the number of academic staff aware of the IGA increases as it needs to, if implementation is to be successful Q2.

It is recommended that mechanisms are put in place in order that the remainder of staff become aware of and understand the importance and relevance of the IGA Q4.

It is recommended that all schools ensure that knowledge about the approach taken by the school is disseminated and discussed within school fora at regular intervals Q5.

It is recommended that better dissemination of information about the school's processes for implementation and assessment of the IGA is required Q7.

It is recommended that greater attention is given to ensuring that **all** academic staff are aware of the IGA knowledge and skills and exactly how they are embedded within units and how they are being assessed Q8b.

It is recommended that the data is reconstructed in order to provide a better picture of where each school is placed with regard to its implementation responsibilities, and where the most support is required Q8b2.

It is recommended that a mechanism is put in place at the school level to bring together those interested in the process of implementation Q8c.

It is recommended that a mechanism be found so that all academic staff directly involved in implementing the IGA can communicate with each other across different schools, in order to share experiences, information and techniques Q8c.

It is recommended that resources are obtained for staff development in order to increase teacher confidence levels Q9.



It is recommended that information about the IGA needs to be disseminated more widely and more often than it is at present in order to increase the number of people involved in the process Q9a.

It is recommended that mechanisms are found in order to make the Graduate Attributes more visible at the unit level Q9a.

It is recommended that more effort be put into staff development Q10.

It is recommended that financial resources are obtained to increase teaching confidence related to IGA implementation Q10.

It is recommended that mechanisms be put in place for discussion within schools about the approach taken to implement the IGA Q11.

It is recommended that mechanisms be put in place to continuously monitor the effectiveness of the approach Q11.

It is recommended that further research on the survey dataset take place to identify the three respondents who perceive implementation of the IGA to be very effective. It might then be possible to understand why effectiveness has been enhanced in these cases Q11.

It is recommended that the dataset be re-constructed in order to find out what modes of delivery worked best in which contexts Q12.

- **Relating to IGA Review process**

It is recommended that the school review process, itself, is reviewed to consider whether a more appropriate placement for discussion about the IGA can be found. Currently, it is discussed within the context of 'Priority student cohorts'. It is difficult to see how such placement can ensure detailed discussion about IGA implementation efforts which are meant to address mainly non-Indigenous students (Section 4.4.7).

- **Relating to overall report**

It is recommended that the university consider provision of adequate financial resourcing to schools and to the Indigenous centre to embed Indigenous content within the curricula.

It is recommended that Badanami Centre is resourced under an EFTSL funding model for the continued development and/or co-development and/or delivery and/or co-delivery of Indigenous content.



It is recommended that the university considers providing internal funds consistent with the LTAP model to Schools and Badanami Centre in order to implement and evaluate the Learning and Teaching IGA Framework.

It is recommended that the university ensure provision of financial resourcing to employ Indigenous and non-Indigenous academics and administrative staff to support the teaching and administrative needs for future IGA implementation.

It is recommended that the university supports and mentors early career Indigenous academic staff through adequate financial resourcing.

It is recommended that the university consider how it will financially resource the continuation of Indigenous academics both within Badanami and the Schools to continue to implement the IGA and fulfil the commitment of the university to implement the Indigenous cultural competency initiative.

It is recommended that the university consider provision of financial resources to provide academic staff with workshops/educational sessions where Indigenous knowledge and skills can be acquired, along with options for implementing the IGA.

It is recommended that the university consider provision of adequate financial resources to schools to ensure that workloads of academic staff incorporate attendance at workshops/educational sessions where Indigenous knowledge and skills can be acquired, along with options for implementing the IGA.

It is recommended that all new units incorporate IGA generic skills within the development stage.

It is recommended that Student Feedback Unit surveys consider adding a direct question about the IGA.

It is recommended that Student Course Entry and Exit surveys consider adding a question about the IGA (Section 5).

It is recommended that the university considers a research project to evaluate the perceptions of current and past Indigenous students in relation to the amount of Indigenous content that was delivered within their degree program and how they feel about the content in terms of it being appropriate and relevant from an Indigenous perspective.

It is recommended that the university considers a research study to evaluate the perceptions of Indigenous peoples in the GWS region about professional service delivery by UWS graduates both before and after implementation of the IGA.



It is recommended that if the attainment of the generic skills and knowledge of the IGA are to be assessed, they need to be addressed specifically in unit assessment tasks directly related to learning outcomes (Section 4.3.6).

It is recommended that if the IGA is the vehicle through which improved professional service delivery to Indigenous Australians is to be achieved, then vigilance and continual review of progress is required (Section 4.3.6)

It is recommended that the university considers the position of Badanami Centre within its academic structure by providing it with the legitimate academic status of a school.

It is recommended that the UWS Academic Senate Education Committee take the findings of this Report and the recommendations to develop an action plan and implementation timeline to continue implementing the IGA in conjunction with the Guiding Principles for the Development of Indigenous Cultural Competency in Australian Universities.



SECTION 9

Financial statement

A financial statement acknowledging the funds expended during the course of the Project *Embedding an Indigenous Graduate Attribute* (2009-2011), can be found below.



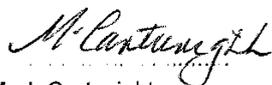
Statement of Income and Expenditure for the period 2009 to 30/04/2012

Project: **Embedding an Indigenous Graduate Attribute**

Prepared by University of Western Sydney

| | \$ | \$ | \$ | \$ | \$ |
|---|---------|---------|---------|--------|---------|
| INCOME | 2009 | 2010 | 2011 | 2012 | Total |
| Budget | 305,000 | 245,000 | 350,000 | | 900,000 |
| FUNDING | | | | | |
| DSAF Funds provided | 305,000 | 245,000 | 350,000 | - | 900,000 |
| Balance from prior year | | 168,861 | 182,248 | 38,233 | |
| Funds available | 305,000 | 413,861 | 532,248 | 38,233 | |
| Expenditure - Academic salaries and oncosts | 136,139 | 231,613 | 494,015 | 38,233 | 900,000 |
| Balance of funds | 168,861 | 182,248 | 38,233 | - | |

The above Statement of Income and Expenditure is true and fair. The funding has been expended for the **Embedding an Indigenous Graduate Attribute** project in accordance with the Conditions of Grant under the Diversity and Structural Adjustment Fund prepared by the Department of Education and Workplace Relations



Date: 5/6/12

Mark Cartwright
 Director Audit & Risk Assessment
 (Person responsible for Internal Audit)



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**A Report prepared by Badanami Centre for Indigenous Education
for the
Department of Education, Employment and Workplace Relations
in relation to
Embedding an Indigenous Graduate Attribute**





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