UNIVERSITY EDUCATION COMMITTEE
AGENDA – WEDNESDAY, 4 NOVEMBER 2009

Agenda of the 04/2009 meeting of the University Education Committee to be held at 9.30am on Wednesday, 4 November 2009 in 20.5.

PART A - OFFICIAL BUSINESS

*A1 Apologies and Leave of Absence

*A2 Arrangement of Agenda

A2.1 Starring of Items

*A3 Business Arising from the Minutes

*A4 Confirmation of Minutes ATTACHMENT p 7

Draft Resolution:

that the minutes of the previous meeting held on 19 August 2009 be confirmed and signed as a true record

*A5 Chair’s Report

PART B - COMMITTEE BUSINESS

B1 Student Support for Learning Subcommittee ATTACHMENT p 17

Draft Resolution:

that the University Education Committee receives the Student Support for Learning Subcommittee draft minutes of 7 October 2009, as attached to the agenda paper.

Draft Resolution:

that the University Education Committee receives the Student Support for Learning Subcommittee draft minutes of 9 September 2009, as attached to the agenda paper.

Draft Resolution:

that the University Education Committee receives the Student Support for Learning Subcommittee Workplan 2009, as attached to the agenda paper.
B2 Education Policy Review Subcommittee  
ATTACHMENT p 33

Draft Resolution:

that the University Education Committee receives the Education Policy Review Subcommittee draft minutes of 26 August 2009, as attached to the agenda paper.

Draft Resolution:

that the University Education Committee receives the Education Policy Review Subcommittee Workplan 2009, as attached to the agenda paper.

B3 Quality Assurance Subcommittee  
ATTACHMENT p 43

Draft Resolution:

that the University Education Committee receives the Quality Assurance Subcommittee draft minutes of 9 September 2009, as attached to the agenda paper.

Draft Resolution:

that the University Education Committee receives the Quality Assurance Subcommittee minutes of 29 July 2009, as attached to the agenda paper.

Draft Resolution:

that the University Education Committee receives the Quality Assurance Subcommittee Workplan 2009, as attached to the agenda paper.

B4 e-Learning and Teaching Subcommittee  
ATTACHMENT p 59

Draft Resolution:

that the University Education Committee receives the e-Learning and Teaching Subcommittee draft minutes of 18 September 2009, as attached to the agenda paper.

Draft Resolution:

that the University Education Committee receives the e-Learning and Teaching Subcommittee minutes of 22 July 2009, as attached to the agenda paper.

Draft Resolution:

that the University Education Committee receives the e-Learning and Teaching Subcommittee Workplan 2009, as attached to the agenda paper.

B5 Excellence, Diversity & Innovation in Teaching Subcommittee  
ATTACHMENT p 75

Draft Resolution:

that the University Education Committee receives the Excellence, Diversity & Innovation in Teaching Subcommittee draft minutes of 12 August 2009, as attached to the agenda paper.

Draft Resolution:

that the University Education Committee receives the Excellence, Diversity & Innovation in Teaching Subcommittee Workplan 2009, as attached to the agenda paper.
B6  Teaching Facilities Subcommittee  ATTACHMENT p 87

Draft Resolution:

that the University Education Committee receives the Teaching Facilities Subcommittee minutes of 9 September 2009, as attached to the agenda paper.

B7  Internationalisation in Learning and Teaching Subcommittee  ATTACHMENT p 97

Draft Resolution:

that the University Education Committee receives the Internationalisation in Learning and Teaching Subcommittee minutes of 22 September 2009, as attached to the agenda paper.

Draft Resolution:

that the University Education Committee receives the Internationalisation in Learning and Teaching Subcommittee minutes of 28 July 2009, as attached to the agenda paper.

Draft Resolution:

that the University Education Committee receives the Internationalisation in Learning and Teaching Subcommittee Workplan 2009, as attached to the agenda paper.

PART C – GENERAL BUSINESS

*C1  Academic Transition Support Benchmarking Project  ATTACHMENT p 113

Draft Resolution:

that the University Education Committee:
(i) receives the “Report on the Trial Benchmarking Project on Academic Transition Support between UOW and UTAS” and the establishment of the First Year Experience Working Group; and
(ii) refers the report to Academic Senate for information.

*C2  Responsibilities, Rights and Respect (RRR) Online  PRESENTATION & ATTACHMENT p 115

Draft Resolution:

that the University Education Committee:
(i) notes the presentation on Responsibilities, Rights and Respect (RRR) Online, and
(ii) approves the requirement that this be compulsory for all incoming undergraduate students as set out in the agenda paper.

C3  Draft Code of Practice – Student Professional Experience  ATTACHMENT p 117

Draft Resolution:

that the University Education Committee:
(i) endorses the draft Code of Practice – Student Professional Experience to replace the Code of Practice – Practical Placements; and
(ii) forwards the draft Code of Practice – Student Professional Experience to Academic Senate for endorsement.
C4 Minor Studies Proposal

Draft Resolution:

that the University Education Committee:
(i) endorses the proposal to open minor studies to all undergraduate students enrolled in courses with structures that can accommodate minor studies, noting that restrictions may apply to particular courses;
(ii) endorses the proposed inclusion of a Schedule of Minor Studies in the General Course Rules, and
(ii) recommends the proposal and Schedule to Academic Senate for endorsement.

C5 Good Practice Guidelines: Learning and Teaching Teams

Draft Resolution:

that the University Education Committee approves the Good Practice Guidelines - Leading Teaching Teams and accompanying Implementation and Communication Plan, as attached in the agenda papers.

*C6 Preparations for AUQA Audit March 2011

Draft Resolution:

that the University Education Committee notes the preparations underway for the AUQA Audit scheduled for March 2011.

C7 Teaching Environmental Sustainability – Opportunities within UOW Education Offerings

Draft Resolution:

that the University Education Committee:
(i) notes the report on Environmental Sustainability – Opportunities within UOW Education Offerings, and
(ii) allocates the proposed actions to its relevant committees for evaluation and recommendations regarding future action by UOW Faculties on each of the identified options.

C8 Policy in Regards to Extra Costs for Subjects

Draft Resolution:

that the University Education Committee:
(i) notes the issues raised in regards to extra costs for subjects and government regulations on incidental fees; and
(ii) refers this matter to the Education Policy Review Subcommittee for consideration.

*C9 UEC Committee Evaluation

C10 Other Business

C11 UEC Workplan 2009

ATTACHMENT p 159

C12 Proposed Meeting Dates for 2010

UEC meetings will be held in the Council Room from 9.30-11.30 am on the proposed dates:
- Wednesday, 17 February
- Wednesday, 8 September
- Wednesday, 28 April
- Wednesday, 13 October (if required)
- Wednesday, 30 June
- Wednesday 17 November

University Education Committee Agenda 4 November 2009
PART A

OFFICIAL BUSINESS

ATTACHED IS THE ITEM
LISTED ON THE AGENDA SHEET

Paola Ciccarelli
Executive Officer, University Education Committee
CONFIRMATION OF MINUTES

AGENDA ITEM A4

The unratified minutes of the 19 August 2009 meeting of the University Education Committee are attached.

Draft Resolution

that the minutes of the previous meeting held on 19 August 2009 be confirmed and signed as a true record.

ATTACHMENT

Minutes of 19 August 2009 University Education Committee meeting

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<th>Drafted by:</th>
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<tr>
<td>Executive Officer, UEC</td>
<td>UEC Chair’s Coordinating Committee</td>
<td>Chair, UEC</td>
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PART B

COMMITTEE BUSINESS

ATTACHED ARE THE ITEMS LISTED ON THE AGENDA SHEET
Minutes of the 03/2009 meeting of the University Education Committee held at 9.30am on Wednesday, 19 August 2009 in Building 20.5.

PRESENT:

- Prof Rob Castle (Chair)
- A/Prof Rebecca Albury
- A/Prof Ian Brown
- A/Prof Paul Carr
- Ms Robbie Collins
- Ms Lorraine Denny
- Ms Kim Draisma
- Prof David Griffiths
- A/Prof Ann Hodgkinson
- Ms Megan Huisman
- Ms Margie Jantti
- A/Prof Di Kelly
- Ms Yvonne Kerr
- Dr Gerry Lefoe
- Dr Pauline Lysaght

IN ATTENDANCE:

- Ms Sarah Lambert
- Ms Felicity McGregor
- Mr Dominic Riordan
- Ms Catriona Taylor (Executive Officer)

APOLOGIES:

- Dr Kate Bowles
- Dr Nicholas Gill
- Prof Tim McCarthy

Prior to the commencement of official business, the Chair welcomed new members Mr Megan Huisman (Acting Academic Registrar), Dr Mark Rix (URC representative), Dr Tony Simoes da Silva (Arts FEC Chair) and Dr Annette Worthy (Senior Academic Member of Academic Senate) to the Committee.

PART A - OFFICIAL BUSINESS

*A1 Apologies and Leave of Absence

Apologies were received from Dr Kate Bowles, Dr Nick Gill and Prof Tim McCarthy.

Prof Sandra Wills and A/Prof Damien Considine are on Leave of Absence.

*A2 Arrangement of Agenda

2.1 Starring of Items

The following items were starred for discussion:
A motion was passed for the adoption of the unstarred items.

*A3 Business Arising from the Minutes

A member requested an update on the student internet quota issue listed as Item C1 in the May UEC agenda. Mr Joe McIver advised the Committee that a new network being installed should relieve the pressure on the quota. The new network will allow students who have exceeded their monthly quota for the month to continue to download internet content at a slower speed. At the end of the month the usual high-speed connections would be restored. There may also be an off-peak period between 8.00pm and 8.00am during which the quota will not be applied and downloads will be unlimited, but this has implications for the computer labs availability and staffing.

*A4 Confirmation of Minutes

RESOLVED 2009/44:
that the minutes of the previous meeting held on 20 May 2009 be confirmed and signed as a true record.

*A5 Chair’s Report

The Chair reported as follows:

CEQ
The University had outstanding results in the latest Course Experience Questionnaire (CEQ). The results were the best UOW has ever received and confirm the rising trend noted in the Student Experience Questionnaire (SEQ) results. Staff should be congratulated for their role in the University’s achievement.

University Compacts
Meetings have been held across the states this month to discuss the development of the framework for compacts between the Commonwealth Government and universities. UOW recently received a request from the Government to set out its strategic priorities for the next three years. There will be challenges for the University in setting our equity and access targets, required by the compacts process, as UOW already meets these targets, making it likely that they will be raised.

Teaching Space
Negotiations with Deans are underway at the moment to find additional teaching space for 2010, particularly between the hours 8.30-5.30 on Mondays to Fridays. While teaching space for next year remains tight, the Vice-Chancellor has signed off on the construction of a new teaching building in the carpark-facing courtyard of Building 19, with completion expected by 2011. The new building, to be known as Building 24, will have eight or nine tutorial and small lecture rooms with varied capacities between 30 and 70 people. Building 19 will house the new language laboratories.
Benchmarking Projects
While the Tertiary Education Quality and Standards Agency (TEQSA) will absorb the Australian Universities Quality Agency (AUQA), the second cycle of quality audits will still be completed. A date and the likely themes for UOW’s audit are yet to be confirmed. In preparation for the audit and to develop experience in benchmarking, the University has embarked on a number of benchmarking projects. These include a project with the University of Tasmania to look at academic transition, which might result in a submission to the Education Investment Fund later this year. A self-assessment, which identified gap areas that need to be addressed, such as the identification of students “at risk”, has already been done and performance indicators have been identified. This should be useful in analysing and addressing the University’s attrition rate, which increased last year, by identifying and assisting students at risk of failure. UOW is also involved in a three-way benchmarking project with the University of Tasmania and Deakin University on good practice in assessment. Reports on both projects will be presented to UEC’s November meeting.

PART B – COMMITTEE BUSINESS

B1 Student Support for Learning Subcommittee (SSLS)

RESOLVED 2009/45: that the University Education Committee receive the Student Support for Learning Subcommittee draft minutes of 1 July 2009, as attached to the agenda paper.

RESOLVED 2009/46: that the University Education Committee receive the Student Support for Learning Subcommittee Workplan 2009, as attached to the agenda paper.

B2 Education Policy Review Subcommittee (EPRS)

RESOLVED 2009/47: that the University Education Committee receive the Education Policy Review Subcommittee draft minutes of 24 June 2009, as attached to the agenda paper.

RESOLVED 2009/48: that the University Education Committee receive the Education Policy Review Subcommittee Workplan 2009, as attached to the agenda paper

B3 Quality Assurance Subcommittee (QAS)

RESOLVED 2009/49: that the University Education Committee receive the Quality Assurance Subcommittee Workplan 2009, as attached to the agenda paper.

B4 eLearning and Teaching Subcommittee (eLTS)

RESOLVED 2009/50: that the University Education Committee receive the e-Learning and Teaching Subcommittee minutes of 27 May 2009, as attached to the agenda paper.

B5 Excellence, Diversity & Innovation in Teaching Subcommittee (EDITS)

RESOLVED 2009/51 that the University Education Committee receive the Excellence, Diversity & Innovation in Teaching Subcommittee draft minutes of 17 June 2009 attached to the agenda paper.
RESOLVED 2009/52

that the University Education Committee receive the Excellence, Diversity & Innovation in Teaching Subcommittee Workplan 2009, as attached to the agenda paper.

B6 Teaching Facilities Subcommittee (TFS)

RESOLVED 2009/53:
that the University Education Committee receive the Teaching Facilities Subcommittee minutes of 3 June 2009, as attached to the agenda paper.

B7 Internationalisation in Learning and Teaching Subcommittee (ILTS)

RESOLVED 2009/54:
that the University Education Committee receive the Internationalisation in Learning and Teaching Subcommittee draft minutes of 12 May 2009, as attached to the agenda paper.

RESOLVED 2009/55:
that the University Education Committee receive the Internationalisation in Learning and Teaching Subcommittee Workplan 2009, as attached to the agenda paper.

B7 Library Consultative Committee (LCC)

RESOLVED 2009/56:
that the University Education Committee receive the Library Consultative Committee draft minutes of 22 May 2009, as attached to the agenda paper.

PART C – GENERAL BUSINESS

*C1 PC/PR and Supplementary Assessments Proposals

The Committee agreed that the proposal to discontinue PC and PR grades (while retaining the TF grade) should be recommended to Academic Senate. However, the Committee agreed to split the resolution and reframe the second part on the offering of supplementary assessments as consensus had not yet been achieved on this proposal. It was agreed that the supplementary assessments proposal should be referred back to EPRS for further work on a set of guidelines that Units or Faculties could use to determine which students should be offered supplementary assessments, with the draft guidelines to be considered by UEC at its November meeting.

RESOLVED 2009/57:
that the University Education Committee recommends to Academic Senate the proposal to abolish the grades of PC and PR, effective from 2011.

RESOLVED 2009/58:
That the University Education Committee refers the proposal on supplementary assessments back to the Education Policy Review Subcommittee for the development of draft guidelines for use by Units and Faculties in determining which students should be offered supplementary assessments, with the draft guidelines to be submitted to the November meeting of UEC.

*C2 Tutorial Enrolment Systems

Sarah Lambert, Deputy Chair of the eLearning and Teaching Subcommittee (eLTS), spoke to the report, advising the Committee that the review of tutorial enrolment systems
across UOW had focussed specifically on the concerns raised at the Student Representative Forum, and the recommendations in the report, which were endorsed by eLTS, reflect this. The Chair noted that Recommendation 1 will impact on the Code of Practice – Teaching and Assessment, while Recommendation 2 is an administrative one for the Faculties.

**RESOLVED 2009/59:**

*that the University Education Committee notes the Tutorial Enrolment Systems at UOW report prepared by the eLearning and Teaching Subcommittee and endorses the report’s recommendations.*

*C3 Review of UOW Teaching and Learning Policies and their Appropriateness to eTeaching and eLearning*

Sarah Lambert spoke to this item, informing the Committee that a substantial review of the University’s teaching and learning policies had been conducted, resulting in the series of recommendations for referral to the responsible areas or committees for action when the identified policies are up for review. A member advised the Committee that EPRS had convened a working group to consider the impact of email on student consultation hours. The Chair requested that the recommendations be incorporated into the work plans of subcommittees as appropriate, and the resolution was revised to reflect this. Concerns were raised about workload issues and online teaching, and the Chair advised that this needed to be dealt with at the Faculty level.

**RESOLVED 2009/60:**

*that the University Education Committee refers the Review of UOW Teaching and Learning Policies and their Appropriateness to eTeaching and eLearning report to the following groups and committees:*

- Education Policy Review Sub-Committee;
- Quality Assurance Sub-Committee;
- Excellence, Diversity and Innovation in Teaching Subcommittee
- Course Approval Management Group;
- Policy and Governance Unit;
- Academic Registrar’s Division;
- Academic Services Division

*so that relevant matters as identified in the Report can be added to their work plans for consideration when each of the specified policies is next under review.*

*C4 Recent Library Initiatives to Support Teaching and Learning*

The Chair informed the Committee that presentations by different units of the University on how they support teaching and learning will become a regular feature of UEC meetings. Margie Jantti presented the report on Library initiatives that support teaching and learning, giving a brief overview of how each initiative assists students and library users with varied levels of knowledge and experience to use the information resources in the Library successfully. Ms Jantti’s presentation also covered recent electronic initiatives that have expanded the Library’s collection, such as the availability of eBooks and the greater use of digitisation.

**RESOLVED 2009/61:**

*that the University Education Committee note presentation and report on Recent Library Initiatives to Support Teaching and Learning.*
*C5 Other Business

Dr Margaret Wallace advised members that the 4th Asia-Pacific Conference on Educational Integrity (4APCEI) will be held at UOW from 28 to 30 September. Keynote speakers include filmmaker Anna Broinowski, and the program includes a debate, a conjoint activity between the Conference and the Focus on Teaching Symposium at 4.00pm on 30 September.

C6 Next Meeting

The next meeting is scheduled to be held on Wednesday, 4 November 2009 at 9.30am in Building 20, Room 5.

The meeting closed at 11:00am.

Signed as a true record:

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Chairperson
/ /
The draft minutes of the 7 October 2009 meeting of the Student Support for Learning Subcommittee are attached.

The draft minutes of the 9 September 2009 meeting of the Student Support for Learning Subcommittee are attached.

The Student Support for Learning Subcommittee Workplan 2009 is attached.

Draft Resolution:

that the University Education Committee receives the Student Support for Learning Subcommittee draft minutes of 7 October 2009, as attached to the agenda paper.

Draft Resolution:

that the University Education Committee receives the Student Support for Learning Subcommittee draft minutes of 9 September 2009, as attached to the agenda paper.

Draft Resolution:

that the University Education Committee receives the Student Support for Learning Subcommittee Workplan 2009, as attached to the agenda paper.

ATTACHMENTS
Draft minutes of the 7 October 2009 Student Support for Learning Subcommittee meeting
Draft minutes of the 9 September 2009 Student Support for Learning Subcommittee meeting
Student Support for Learning Subcommittee Workplan 2009

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STUDENT SUPPORT FOR LEARNING SUB-COMMITTEE OF UNIVERSITY EDUCATION COMMITTEE

Minutes of meeting 5/09 of the Student Support for Learning Sub-Committee (SSLS) held at 10.00am on Wednesday 7 October in Student Services Meeting Room 11.203.

PRESENT: Yvonne Kerr (Chair), Stephen Brown, Greg Hampton, Pauline Lysaght, Petria McGoldrick, Peter Nickolas, Lucia Tome, Rodney Vickers

IN ATTENDANCE: Marion Allen (Executive Officer)
Jan Sullivan (Senior Officer, Quality, Strategic Planning & Quality Office)

PART A – PRELIMINARY BUSINESS

A1 Welcome, Apologies and Leave of Absence
Apologies were received from Jo Braithwaite, Paul Carr, Kim Draisma, Judith Marychurch, Ron Perrin, Sally Rogan, Martin Smith, David Vance and Nadia Verrrucci. Late apologies were received from Deanne Condon-Paoloni and Margaret Wallace.

The Chair introduced Jan Sullivan and welcomed her to the meeting.

*A2 Arrangement of the Agenda and Starring of Items
The agenda was amended as follows:-

*C1 Benchmarking Report-UTAS
*C2 AUSSE Survey
*A3 Confirmation of Minutes of Meeting 9/9/09
*A4 Business Arising from the Minutes
PART D1 SSLS Workplan 2009-Working Group Progress Reports
*D1.1 UOW 4th Asia Pacific Conference on Educational Integrity
PART F Other Business

*A3 Confirmation of Minutes of Meeting 9/9/09
As the meeting was not quorate, the draft minutes of the previous meeting could not be confirmed as a true record.

*A4 Business Arising from the Minutes
A41 Orientation Presentation-Follow-up
Following the September meeting, Natalie Correia contacted members via email to confirm the main discussion points and to advise that a summary of her report would be passed to Glen Meznaric (Event Co-ordinator) to address the matters raised; to date there has been no response.

*PART B – CHAIR’S REPORT
The Chair reminded members that Faculty/Unit/Student Association Activity Reports for 2009 are due by mid-October; the reports will be collated and presented to the UEC Co-ordinating Committee planning meeting in early November. A template to assist with completing the reports has been circulated.
The Chair noted a possible clash between Faculty Assessment Committee meetings and the next SSLS meeting scheduled for 25 November. A new SSLS meeting date will be circulated.

PART C –GENERAL BUSINESS

*C1 Academic Transition Support- Benchmarking Project UOW/UTAS Draft Report
Ms Sullivan presented a summary of the trial benchmarking project on Academic Transition Support between the University of Wollongong and the University of Tasmania. The project came about as a result of the first AUQA report which identified benchmarking as an issue for attention; the second AUQA cycle expects evidence of setting, maintaining and reviewing academic standards and outcomes. The University of Tasmania was chosen because of its similarities to UOW, for example, it is the sole provider of higher education for the region, similar in size and regional and Faculty structure. The project scope was first year undergraduate students, on-shore, domestic and international students.

The aims of the project were:
- To develop knowledge and experience in the benchmarking process
- To compare processes and identify good practice in academic transition
- To identify areas for improvement in this area.

Common action areas for UOW included:
- first year student policy
- definition of the role and value of first-year co-ordinators
- development and implementation of a first year transition framework
- development of administrative processes for at-risk students
- provision of professional development on first year transition
- comparison of Library programs
- comparison of International services

Key Findings and outcomes:
- UOW is comparable in performance with UTAS—there are many examples of good practice at UOW including PASS, ILIP, ‘Get Started at UOW’ program, Learning Development’s curriculum integrated program and Faculty of Law’s first year integrated program.
- UOW is comparable in performance with UTAS according to student feedback in the 2008 AUSSE survey.
- UOW provides a range of services to support first year students but more can be done to provide integrated and intentional first year transition programs and curriculum design.
- Many of the ten action areas link with work already being undertaken at UOW.
- Both participants have an increased understanding of benchmarking.
- The issue of lack of evidence for evaluation and quality improvement purposes needs to be addressed; both institutions were limited in this area.
- Both institutions are challenged in supporting students who enter via non-traditional pathways.
- Resource allocation (particularly staffing) needs review from a strategic viewpoint to ensure students are supported in their transition into and through university.
- Improved support and induction for teaching staff.
- Review number and allocation of SSAs (SEDLOs)
Ms Sullivan advised that a First Year Experience Working Group will be established to oversee the implementation of the ‘Improving First Year Transition Support’ Action Plan.

The final benchmarking report will go to UEC; how to disseminate the report to the broader University community will be determined.

Ms Sullivan circulated an Executive Summary and discussion followed around the key findings and outcomes identified for UOW:-

- Sub-Deans of Arts, Education, Informatics and Engineering reported on the status of their first year experience programs. Dr Brown suggested it may be useful for Faculties to know what kinds of things they should be doing in this area. It was suggested that a learning and teaching forum focusing on the first-year experience would be of value to Faculties and Professional Units.
- Associate Professor Hampton asked if any Faculties are building-in ‘skill development’ in their first year subjects. Ms Sullivan advised that UTAS has a Student Transition and Retention Taskforce working in this area and that UOW has expressed an interest in having something similar. The Chair and Dr Lysaght will be attending the UTAS First Year Teaching Forum on 27 October to gather more information about what first year co-ordinators are doing in terms of equity, how students engage with their subjects and what programs they run during enrolment and orientation.
- Associate Professor Hampton advised that Jennifer Heath, Planning Reporting Officer, Student Support & Peer Learning, is currently working on identifying at-risk students.
- Ms McGoldrick advised that Disabilities Services have begun a trial peer mentoring program. Students registered with the Service are working with and supporting first year students who are studying the same course.
- Ms Tome reported that the Library is revamping ILIP using the online program as well as a targeted approach and working with subject co-ordinators to embed in subjects where appropriate.

The Chair thanked Ms Sullivan for her comprehensive presentation.

*C2 AUSSE Survey

The Chair circulated a table showing the comparison of 2008 AUSSE survey results for UOW and UTAS. She explained that the AUSSE survey was originally developed in the US and had been modified for use in Australian universities; twenty seven Australian universities participated in the AUSSE survey. From the sixty questions around student engagement, the Benchmarking Team had selected eighteen questions focused on academic transition; responses on the learning experience are of most interest.

The UOW response rate was 245 students compared to 474 UTAS students. Among the most significant experiences UOW students nominated in their responses:

- Support for social engagement
- Campus events
- Computer access, and
- Study groups, learning communities

The survey has been conducted again and results will be released at the end of this year.
PART D – SSLS WORKPLAN 2009

*D1 Working Groups-Progress Reports
Due to workload commitments, there were no further progress reports presented at this time.

D1.1 UOW 4th Asia Pacific Conference on Educational Integrity
Pauline Lysaght gave a brief report on her conference presentation. Dr Lysaght advised that there had been a positive response from the conference participants. The program sessions offered opportunities to actively engage in debate and to present a variety of interesting views.

Petria McGoldrick commented that the pre-conference workshop--Academic integrity and inclusivity: What works to improve educational integrity practices in accommodating students with disabilities?-- was a valuable experience. A number of scenarios were developed for discussion. Ms McGoldrick recognises that RAs can be seen as tools for change and an inclusive approach to teaching.

PART E – UEC BUSINESS
There was no business under this item.

PART F – OTHER BUSINESS

F1 Student Computer Lab - Weekend Opening Hours
Associate Professor Vickers mentioned that the Exams Unit had been in contact to ask if a scheduled Saturday exam time, for a student with an RA, could be altered because the Computer Lab does not open until 10 am on weekends. Members agreed that this is unsatisfactory and the lab should be open as normal during the exam period.

This issue will be referred to the Exams Section, ARD for action.

PART G – NEXT MEETING
The November meeting date will be rescheduled and a new time advised shortly.

The meeting closed at 11.10am.

Signed as a true record

Yvonne Kerr
(Chair)
### UOW Strategic Goal 1: Excellence and innovation in learning and teaching

**Objective 1:** Graduates equipped to contribute to society and the workplace

**Objective 2:** An active, collaborative and flexible learning experience for students

**Objective 3:** High quality teaching

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<tr>
<th>Key UOW Strategies</th>
<th>Planned Actions</th>
<th>Committee Performance Outcome</th>
<th>Responsibility</th>
<th>Deadline</th>
<th>Progress and evaluation of outcomes</th>
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<td>Continue to give priority to developing the capacity of students for independent research and enquiry</td>
<td>Survey Faculty course co-ordinators to ascertain (i) strategies that have been implemented to develop research skills in first year subjects and (ii) how Faculties are developing the role of a researcher in their degrees.</td>
<td>Collate feedback and report to SLSS</td>
<td>Working Group Paul Carr (Chair) Stephen Brown Pauline Lysaght Judith Marychurch * SSLS members and co-opted members</td>
<td>July</td>
<td>July-W/G has surveyed first year subject co-ordinators to ascertain what strategies have been implemented to develop research skills in first-year subjects. Once responses are collated, the group will run a series of focus groups to determine how faculties are developing the role of a researcher in their degree. The focus groups will consist of the FEC Chair, Associate Dean of Research, Honours co-ordinator and others as appropriate. September-survey data in process of being compiled. Six major points from the data will be selected and a series of focus groups will be held in the next month.</td>
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<td>Work with CEDIR to investigate how the Research Teaching Nexus project relates to first year student (L-R-T Nexus: Focus on research awareness, access and appreciation for students).</td>
<td>Showcase good practice examples</td>
<td>Sandra Wills and Yvonne Kerr</td>
<td>October</td>
<td>Preliminary meeting held in August. Decision to hold item over until 2010.</td>
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1 Goal 1 of the UOW Strategic Plan 2008-10
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<td><strong>Embed the outcomes of the Academic Integrity Project within learning and teaching processes</strong></td>
<td>Conduct a survey of FEC Chairs to obtain information about what Faculties are doing to: (i) embed academic integrity outcomes into their courses and (ii) educate students about academic integrity issues. Working Group will prepare a checklist as well as series of open-ended questions.</td>
<td>Collate feedback and prepare report for SSLS and UEC</td>
<td>Pauline Lysaght (Chair) David Vance Lucia Tome Kim Draisma</td>
<td>July</td>
<td>July-W/G plans to address two key questions, viz.: 1. How have faculties embedded academic integrity outcomes into their courses? 2. How are students being educated about issues of academic integrity? The group plans to survey three different groups: (i) FEC chairs to ascertain what the changes are and how they have been undertaken; (ii) FIC Chairs-focusing on processes and outcomes, changes to practice; (iii) PIOs-focusing on processes and outcomes, changes to teaching practice, number of cases &amp; workloads. Following the survey, there will be focus group interviews with PIOs to gather more information about cases and to identify good practice.</td>
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<td></td>
<td>October</td>
<td>A survey has been conducted and focus group interviews held with PIOs. Focus group interviews with Chairs of FECs and FICs are planned for next month; an exploration of broader issues related to student and staff experiences of academic honesty and academic misconduct will be pursued. Pauline Lysaght, Yvonne Kerr, Lucia tome will present paper at Academic Integrity Conference 28-30 September.</td>
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<td>November</td>
<td>The Working Group on Academic Integrity has submitted an abstract for a paper for the September Conference; this paper has been accepted.</td>
</tr>
<tr>
<td>Key UOW Strategies</td>
<td>Planned Actions</td>
<td>Committee Performance Outcome</td>
<td>Responsibility</td>
<td>Deadline</td>
<td>Progress and evaluation of outcomes</td>
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<tr>
<td>Provide and promote appropriate learning support for student groups and individuals</td>
<td>Monitor the self-assessment of Learning Development support in Faculties and Learning Resource Centre.</td>
<td>Progress reports from the Manager of Learning Development</td>
<td>Kim Draisma</td>
<td>July</td>
<td>July: Kim Draisma presented an Interim Report - Learning Development Self-Assessment of Service Provision. The report concentrates on one key aspect of Learning Development: teaching and teaching-related activities through the provision of a range of services.</td>
</tr>
<tr>
<td></td>
<td>Review data from ACER AUSSE survey and identify what learning support strategies may be required.</td>
<td>Report on findings to SSLS and UEC</td>
<td>Yvonne Kerr</td>
<td>October</td>
<td>UOW/UTAS students were surveyed; there were eighteen questions focusing around student engagement; 345 UOW students responded. Key areas for follow-up included: Support for socio-economic engagement, Campus events, Computer access, Study groups, learning communities.</td>
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<tr>
<td></td>
<td>Continue to showcase Faculty/Unit projects and strategies designed to support student learning, including equity target groups. This could include new resources, internships and workplace learning programs, mentor programs, PASS activities, disability support programs, Indigenous tutoring programs, graduate qualities, etc.</td>
<td>Biannual reports to SSLS (highlight support for equity groups)</td>
<td>Committee members and invited speakers</td>
<td>July</td>
<td>July: Martin Smith reported on the findings and deliverables from the National Association of Graduate Careers Advisory Services (NAGCAS) project to investigate Career Development Learning (CDL) services and Strategies that contribute to and enhance the outcomes of work integrated learning in university programs.</td>
</tr>
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<td></td>
<td>Monitor first year transition activities. Showcase Faculty/Unit projects/activities that promote student engagement in learning.</td>
<td>Presentation and Report on Student Transition Trial Benchmarking Project with UTas</td>
<td>Strategic Planning Unit</td>
<td>October</td>
<td>Presentation by Jan Sullivan (Strategic Planning &amp; Quality Office) on trial benchmarking project aims, action areas, key findings and outcomes. The Chair and Dr Lysaght will attend the first year planning forum at UTAS in October and report back to the Committee.</td>
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<td></td>
<td>Develop a communication strategy to share information about supporting student learning with the wider university community</td>
<td>Presentation and report</td>
<td>Margaret Wallace</td>
<td>T.B.A</td>
<td>Preliminary discussion held.</td>
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<tr>
<td></td>
<td>Review trend data on course progress and student retention.</td>
<td>Presentation to SSLS and report to UEC on Course progress data and trends</td>
<td>Working Group: Jo Braithwaite, Greg Hampton, Yvonne Kerr, David Vance in consultation with Sub Deans</td>
<td>April</td>
<td>Presentation of Course Progress Report for Autumn Session 2009</td>
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<td></td>
<td>Gather information available on why students drop out of their course. Investigate processes for an exit strategy for students and identify whether there are opportunities for good practice in addressing student needs, including ‘at-risk’ students.</td>
<td>Collate information and report to SSLS</td>
<td>Working Group: Donna Moffitt (Chair), Jo Braithwaite, Deanne Condon-Paoloni, David Vance</td>
<td>November</td>
<td>Meetings held in April and August to explore strategies. Work will continue in 2010.</td>
</tr>
<tr>
<td>Key UOW Strategies</td>
<td>Planned Actions</td>
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<tr>
<td>Other matters referred to SSLS from UEC, other sub committees or raised by committee members</td>
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</table>

**and/or**

**CONTINUOUS IMPROVEMENT ACTION:** (As identified by subcommittee, e.g. reviewing terms of reference, scheduled review of policy etc. These actions do not necessarily link to the Strategic Plan but are still necessary as part of the effective functioning of the committee)

<table>
<thead>
<tr>
<th>Planned Actions</th>
<th>Committee Performance Outcome</th>
<th>Responsibility</th>
<th>Deadline</th>
<th>Progress and evaluation of outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Induct new committee members</td>
<td>Fully inducted members who are aware of the purpose of the committee and their role on the committee</td>
<td>Chair, new members</td>
<td>March</td>
<td>Two new committee members attended an induction meeting 30/3/09</td>
</tr>
<tr>
<td>Review Terms of Reference</td>
<td>Current and Relevant Terms of Reference</td>
<td>Committee Members</td>
<td>April</td>
<td>TORS reviewed and amended 1/4/09</td>
</tr>
<tr>
<td>Self-evaluation</td>
<td>Members satisfied with role and function of Committee</td>
<td>Committee Members</td>
<td>November</td>
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</table>
STUDENT SUPPORT FOR LEARNING SUB-COMMITTEE OF UNIVERSITY EDUCATION COMMITTEE

Minutes of meeting 4/09 of the Student Support for Learning Sub-Committee (SSLS) held at 10.00am on Wednesday 9 September in Student Services Meeting Room 11.203.

PRESENT: Yvonne Kerr (Chair), Jo Braithwaite, Stephen Brown, Paul Carr, Deanne Condon-Paoloni, Kim Draisma, Pauline Lysaght, Judith Marychurch, Petria McGoldrick, Peter Nickolas, Ron Perrin, Sally Rogan, Martin Smith, Lucia Tome, David Vance, Rodney Vickers, Margaret Wallace

IN ATTENDANCE: Marion Allen (Executive Officer) Natalie Correia (Acting Event Co-ordinator)

PART A – PRELIMINARY BUSINESS

A1 Welcome, Apologies and Leave of Absence
An apology was received from Maureen Bell; Ms Bell has recently retired after a long career at the University.

On behalf of committee members, the Chair acknowledged Ms Bell’s invaluable contributions both to the committee and to the University, especially in the area of teaching support.

*A2 Arrangement of the Agenda and Starring of Items
The agenda was amended as follows:-

  *A3 Confirmation of Minutes of Meeting 1/7/09
  *C2 Orientation 2009 Review & Outcomes
  *A4 Business Arising from the Minutes
  PART B Chair’s Report
  “C1 “Welcome to UOW” (Informatics First Year Student Trial)
  PART D SSLS Workplan 2009-Working Group Progress Reports
  PART F Other Business

*A3 Confirmation of Minutes of Meeting 1/7/09
It was resolved:

Resolved 4/09
that the minutes of meeting 1 July 2009 be confirmed as a true record.

*A4 Business Arising from the Minutes

A4.1 Reasonable Adjustments (RA) – Identifying students on SMP-Working Group Report (Petria McGoldrick, Donna Moffitt (apology), Rodney Vickers and Yvonne Kerr)
Petria McGoldrick reported on a meeting of the Reasonable Adjustments (RA) Working Group held on 27 August; the group was formed in response to a suggestion that RAs be flagged on SMP.
The working group acknowledged that having the RA process run parallel to Academic Consideration would be a more efficient and manageable procedure. Signalling RAs on the class list would provide a permanent record of RAs for each subject, facilitate direct dialogue between the DLO and the subject co-ordinator regarding an RA and also improve the response timeframe.

It was agreed that a staged approach would be the best way to proceed. As a first step, the group will develop a proposal to flag RAs on class lists and submit to Student Systems as a priority; there will be no access to documentation at this point. The issues of access, privacy and confidentiality must be fully addressed before proceeding with the next stage, that is to develop a proposal to put RA documentation online.

Action: Working with Senior Manager, Business Solutions, to develop proposal to flag RAs on class lists.

*PART B – CHAIR’S REPORT*

The Chair reported the following:

- There are no further details available to date about the 2011 TEQSA audit. One theme being discussed is “the learning experience”.
- Nominations for the OCTAL awards have recently been called for. The Chair stated that there are members of this committee who have made valuable contributions to support teaching and student learning. Nominations can be lodged online at: [http://octal.uow.edu.au](http://octal.uow.edu.au)
- SSLS Faculty and Unit member reports on student learning strategies and activities for 2009 are due by mid-October. The reports will form part of the SSLS annual report to the UEC.

PART C – GENERAL BUSINESS

*C1 “Welcome to UOW” (Informatics First Year Student Trial)*

Jo Braithwaite reported on a pilot trial conducted by Student Central with first-year Informatics students in the seventh week of session. Ms Braithwaite advised that both undergraduate and postgraduate students were telephoned over a five-day period to ask how they were going and whether there were any particular areas where they needed assistance. Some students chose to come in for a personal interview. The survey was informal and questions were tailored according to the students’ responses. The survey was conducted as part of a broader retention strategy and was an attempt to identify where support is needed; it may extend to all Faculties in the future.

Two hundred and sixty one students were surveyed, representing forty-two percent of Informatics faculty first year students. The following information was collated:

- Fifty-seven percent of respondents were first in family.
- Sixty percent of students responded that their experiences exceeded their expectations of university. Among the pluses identified were meeting new people and the flexible delivery style of teaching.
- Most students appreciated the personal contact.
- The ratio of responses was closely matched-male to female and domestic to international.
Nine percent advised that they were struggling with the course; of these, three percent admitted they were on the brink of leaving. Reasons included no social connections, significant language barriers or problems with the course content.

There was a low awareness of student support services. Thirty-nine percent could not name any support services; twenty-two percent knew there were services available but could not name one.

Thirty-one students were referred to support services, including Student Support Officers (SSOs) and the PASS program;

The Faculty Executive Officer and SSOs were notified that students had been referred. Ms Braithwaite was unsure whether students followed up on referrals.

Twenty-seven percent responded that their expectations were not met. They cited language barriers, wanted more conversation classes, support services and organised social activities...

The students will be contacted again to follow-up on what happened to them this session.

The Committee discussed the results of the survey:-

- Members were very concerned that students were not aware of the support services available and discussed how this information can be better communicated.
- One suggestion was that Student Services staff be more involved in orientation, however the issue is how much information to provide without "overloading" the student. Some information may be out of context at this time.
- It was agreed that the transition period and first semester is the critical time for students.
- Ms Rogan commented that the difficulties students experienced with course content may be partly explained by looking at the student’s UAI. For example, most of the students who failed CSCI 114 (Procedural Programming) had also failed the Math subject they were attempting and had very poor results overall. They also had very low UAI's. Ms Rogan advised that she is waiting on further information to check if the students were admitted on their UAI or came in through other pathways.
- It is important to monitor students’ progress during the session and not just at the end. Students who are struggling need to be identified early so that intervention strategies can be applied. Creative Arts, for example, has an effective strategy in place where if a student is identified as not engaging with the subject, is doing poorly or not attending, they are contacted and advised to talk with the subject co-ordinator or the Sub-Dean.

Members requested a copy of the final report. Ms Braithwaite advised that the draft report is currently with Chris Grange for approval and will be made available in due course.

The Chair thanked Ms Braithwaite for her comprehensive report.

*C2 Orientation 2009 Review & Outcomes

Natalie Correia presented an overview of the outcomes of the 2009 Orientation programs on behalf of Glen Meznaric, Events Co-ordinator. Ms Correia reported that the aims of the program were to excite students about UOW, to provide a socially-focused and seamless transition to UOW and to differentiate the UOW student experience. The program delivered a new communication strategy called Get Started @ UOW, a new enrolment experience, a new international student arrival festival, new Faculty orientation events, an Orientation host program and a new Orientation festival.
A survey of participating students was conducted; of the 4,000 students who responded, 74% replied that they enjoyed the atmosphere and meeting people. Among the suggestions for improvement were: smaller groups, a shorter daily program, a more streamlined registration process to reduce queues and a review of O-Hosts’ recruitment and training.

Members requested a copy of the student feedback survey and asked why staff feedback was not requested; Ms Correia will follow this up with Mr Meznaric and provide a response. Members also asked Ms Correia to follow-up on whether attendance records were kept at the Faculty information sessions and if there was feedback available on the programs offered.

Members provided the following feedback and suggestions:
- It was agreed that, while O-Week is an opportunity for students to meet new people and participate in social activities, there needs to be a balance between the social and the academic side of University life.
- Members thought that the separate Faculty-specific information sessions were a good initiative.
- It was noted that while Faculties received funding to participate in the program, Academic Services Division units did not. Ms Correia agreed to follow-up on whether these units will receive funding in 2010.
- Members asked whether the program will be offered on the Education Centres in 2010. Ms Correia will follow-up and advise.
- Members agreed that students enrolling in mid-year have specific challenges and discussed how the program could be made more relevant for them. Academic Services Division units, including Learning Development and Student Services could be more involved.
- It was suggested that, if students could have their student ID cards scanned; this may improve registration queues at O-Week.
- The timing of enrolment and orientation activities can be an issue for academic staff in terms of workloads and resources.

The Chair thanked Mr Correia for her presentation. Ms Correia will pass on feedback to Mr Meznaric and respond to the committee’s requests for additional information.

PART D –SSLS WORKPLAN 2009

*D1 Working Groups-Progress Reports

D1.1 Developing the Capacity of Students for Independent Research and Enquiry- Paul Carr (Chair), Stephen Brown, Pauline Lysaght, Judith Marychurch
Associate Professor Carr reported that the data from the survey conducted with first year subject co-ordinators is still being compiled. The group plans to extract six major points from the responses obtained on the strategies that have been implemented to develop first year subjects. Once the relevant Faculty contacts are identified, it is planned to hold focus groups over the next month or so.

D1.2 Embed the Outcomes of the Academic Integrity Project within Learning and Teaching Processes-Pauline Lysaght (Chair), David Vance, Lucia Tome, Kim Draisma
Dr Lysaght reported that the Working Group has completed a survey and held a series of focus group interviews with Primary Investigation Officers (PIOs); a summary of the responses was circulated with the agenda. Dr Lysaght advised that, from the
responses obtained, it will be possible to build up a bank of good practice procedures. Focus groups interviews with Chairs of FECs and FICs are planned for next month. The group plans to explore the broader issues related to student and staff experiences of academic misconduct.

An abstract has been accepted for a paper in the Fourth Asia Pacific Conference on Education Integrity to be held at UOW from 28-30 September. Dr Wallace commended the workshops scheduled for Monday 28 September to members; the morning program will provide an opportunity to share strategies on academic integrity; the afternoon session will focus on the needs of international students and the needs of students with disabilities.

The Chair noted that the conference is a significant coup for the University and asked that members commend the conference to Faculty staff.

**D1.3 Student Retention Group-Donna Moffitt, Jo Braithwaite, Deanne Condon-Paoloni, David Vance**

Ms Braithwaite reported on a meeting of the Student Retention Working Group held on 27 August. Discussion focused on:-
- developing a new exit strategy to replace the previous “withdrawal survey”. The previous survey was not available online.
- current “red flags” in place to identify students “at risk” and what potential system upgrades can be put in place to detect students who have not engaged with their course; an obvious indicator is if a student has ceased to use SOLS.
- what can be done to stop a student from leaving the University? It is very important to find out why students are leaving; students should not be leaving the University without contacting someone before they make a final decision.
- first-year students are often vulnerable; they may find the University experience daunting, particularly the large class sizes, and require more academic support.

The Chair advised that student attrition will be a significant focus for the University.

**PART E –UEC BUSINESS**

There was no business under this item.

**PART F – OTHER BUSINESS**

There was no business under this item.

**PART G – NEXT MEETING**

The next meeting will be held on Wednesday 7 October in Student Services Meeting Room 11.203.

The Chair reminded members that individual Unit/Faculty reports, outlining strategies/activities in place to promote student learning, are due in mid-October.

The meeting closed at 11.35am.

Signed as a true record

........................................
Yvonne Kerr
(Chair)
The draft minutes of the 26 August 2009 meeting of the Education Policy Review Subcommittee are attached.

The Education Policy Review Subcommittee Workplan 2009 is attached.

Draft Resolution:

that the University Education Committee receives the Education Policy Review Subcommittee draft minutes of 26 August 2009, as attached to the agenda paper.

Draft Resolution:

that the University Education Committee receives the Education Policy Review Subcommittee Workplan 2009, as attached to the agenda paper.

ATTACHMENTS

Draft minutes of the 26 August 2009 Education Policy Review Subcommittee meeting
Education Policy Review Subcommittee Workplan 2009

<table>
<thead>
<tr>
<th>Drafted by:</th>
<th>Reviewed by:</th>
<th>Approved by:</th>
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<tbody>
<tr>
<td>Executive Officer, UEC</td>
<td>UEC Chairs’ Coordinating Committee</td>
<td>Chair, UEC</td>
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</table>
Minutes of the 4/2009 meeting of the Education Policy Review Subcommittee held at 10:00am on Wednesday 26 August 2009 in Building 8, Room 114.

PRESENT:  A/Prof Ian Porter (Chair)  
Dr Pauline Lysaght  
Ms Donna Moffitt  
Mr Dominic Riordan  
A/Prof David Vance  
A/Prof Graham Williams  
A/Prof Heather Yeatman  
A/Prof Michael Zanko

IN ATTENDANCE:  Ms Catriona Taylor (Executive Officer)  
Ms Leonie Kirchmajer (Course Management Coordinator, ARD)

APOLOGIES:  Ms Yvonne Kerr

UNABLE TO ATTEND:  Prof Rob Castle  
Mr James Tier

PART A - OFFICIAL BUSINESS

A1 Welcomes, Apologies and Leave of Absence

Apologies were received from Ms Yvonne Kerr.

A2 Business Arising from the Minutes

A member queried whether any action had been taken on the problem with the SMP academic consideration interface identified by the Faculty of Engineering and reported at the last meeting under Item A4. A number of solutions to the problem were suggested by members, including replacing an existing option with ‘this item will be referred to the Unit Assessment Committee’ or changing the ‘refer to Head of School’ option to ‘refer to Unit Assessment Committee’. Donna Moffitt will refer the matter to Student Systems and provide information to the next EPRS meeting on the options available in the system and what each option means.

A3 Confirmation of Minutes

RESOLVED (2009/14)
that the minutes of the previous meeting held on 24 June 2009 be confirmed and signed as a true record.

A4 Chair’s Report

The Chair reported that at its meeting last week, the University Education Committee decided to deal separately with the issues of PC/PR discontinuation and supplementary assessments. While UEC supported the proposal to abolish the grades PC and PR from 2011, the proposal to offer supplementary assessments was referred back to EPRS to
develop guidelines for Units and Faculties to use in deciding which students should be offered supplementary assessments. Draft guidelines will be prepared for the October meeting of EPRS and referred to UEC’s November meeting.

PART B – GENERAL BUSINESS

B1 Audit of Academic Advice – Policy Implications

Dominic Riordan advised the Committee that the working group set up at the last meeting had met and discussed a policy approach to the issue of academic advice. The first step will be to look at types of academic advice – such as general and widely available advice and more complex, specific advice - and how such advice should be available to students. A draft document containing a framework and guidelines will be considered by the working group when it next meets. As part of the AUQA audit preparations, the Deputy Vice-Chancellor (Academic) has been looking at a strategic project on academic advice which would result in better resources, such as good practice guidelines and tools and initiatives to help UOW deliver on those guidelines. Fran Walder in ARD has prepared the project proposal.

B2 Academic – Student Consultation Times

The Chair advised members that the discussion paper attached to the agenda would be discussed by FEC Chairs at their meeting, but any feedback from EPRS members is welcome. The Committee noted that in some Faculties the workload model sets consultation hours, and in the Faculty of Commerce students could also make appointments outside these hours. It was suggested that a more flexible model would allow academic staff to do other work during consultation hours if students didn’t attend, and that this could be offset by dealing with emails and phone calls at other times. The Chair cautioned that changing the current requirements should not allow for avoidance of face-to-face consultation. A member said he found face-to-face consultations important as nuances unavailable in email contact were often picked up. Another member liked the models that ensured students were given more reasonable expectations of when they would receive an answer to an email so that they didn’t expect an immediate response. A member suggested that it needs to be stipulated that consultation hours must be set at suitable times within lecture hours, that is, between 8.30am and 8.30pm.

B3 Review of Code of Practice – Practical Placements

RESOLVED (2009/15)
that the Education Policy Review Subcommittee:

i) notes and endorses the provisions of the draft Code of Practice – Student Professional Experience to replace the existing Code of Practice - Practical Placements, and

ii) notes the draft code will be the subject to further consultation with Faculty Education Committee Chairs and the University Community, and then submitted to the University Education Committee for endorsement at its November 2009 meeting.

B4 Draft Standard on Courses

The Committee discussed whether the clauses on cross counting of subjects should apply universally. It was pointed out that under the Standard, the Delegated Authority can approve a variation the requirements in clause 6.7. The Committee agreed that clause 6. 8 on page 33 should be deleted.

RESOLVED (2009/16)
that the Education Policy Review Subcommittee:
i) notes and endorses the provisions of the draft Standard on Courses;

ii) notes the Standard will result in the deletion of the existing Double Degree Guidelines, the titles and abbreviations set out in section 12 of the General Course Rules, and in the inclusion of new entry provisions for double degree programs in the Admissions and Advanced Standing Policy;

iii) notes that the Standard will require the creation of new delegations in the Delegations of Authority Policy; and

iv) notes the draft code will be subject to further consultation with Faculty Education Committee Chairs and the University Community and then submitted to the University Education Committee for endorsement at its November 2009 meeting.

B5 Code of Practice - Students

Dominic Riordan advised the Committee that the Policy and Governance Unit had held discussions with the Dean of Students and the Deputy Vice-Chancellor (Academic) on replacing the Code of Practice – Students with a Student Charter, which would allow the University to be clearer about the expectations it has of its students. One member expressed reservations about the use of ‘charter’. However, during the development of the draft Charter in 2004 it was found that the term is used quite widely in Australian universities to name documents that set out students’ rights and responsibilities. The Chair suggested that detailed information for students on how to achieve the University’s expectations would be useful. The Committee agreed to set up a working group comprising the following members to continue with the review of the Code of Practice – Students and the further development of the Student Charter: Pauline Lysaght (Chair), David Vance, Donna Moffitt and Lauren Ross (Policy and Governance Unit). It was also suggested that Siobhan Christian, the Student Advocacy Officer should be coopted, and that the Dean of Students be involved in some capacity also.

PART C – WORKPLAN AND OTHER BUSINESS

C1 EPRS 2009 Workplan

The Chair asked if any action had been taken on the Exams Review. The Executive Officer will contact Di Kelly, Chair of the review working party, to find a suitable time to convene a meeting. Dominic Riordan advised that David McDonald in the Policy and Governance Unit is working on a revision of the Acknowledgement Practice and Plagiarism Policy with a view to having a revised policy ready by the end of the year. The aim is to make the policy more consistent with Academic Integrity.

C2 Other Business

C3 Next Meeting

The next meeting is scheduled to be held at 10:00am on Wednesday 21 October 2009 in Building 8, Room 114.

The meeting closed at 11.35am.

Signed as a true record:

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Chairperson

/ /
University Education Committee

EDUCATION POLICY REVIEW SUBCOMMITTEE

WORKPLAN

YEAR: 2009

UOW Strategic Goal 1: Excellence and innovation in learning and teaching

Objective 3: QUALITY PROGRAMS RELEVANT TO THE EVOLVING NEEDS OF STUDENTS AND THE COMMUNITY

<table>
<thead>
<tr>
<th>Key UOW Strategies</th>
<th>Project</th>
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<th>Responsibility</th>
<th>Deadline</th>
<th>Progress and evaluation outcomes</th>
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<tbody>
<tr>
<td>Further enhance assessment practice</td>
<td>1A: PC / PR Grades</td>
<td>Review the propriety of PC/PR grades • Propose model for discontinuation of PC / PR Grades • Revise General Course Rules references to PC / PR Grades accordingly • Consult with stakeholders • Address system and administrative implications • Implement and communicate changes to PC / PR Grades</td>
<td>General Course Rule Changes</td>
<td>Ian Porter Pauline Lysaght Rob Castle Donna Moffitt Yvonne Kerr David Vance Michael Zanko</td>
<td>Proposal to March 2009 EPRS meeting Consultation and committee approval early–mid 2009 Implementation and Communication in 2010</td>
<td>040309: Proposal (Briefing Paper, Statistics, FAQs, Process Map) submitted to EPRS. Revised proposal (including specific policy revisions) to be submitted to April meeting. 240609: 260809: PC/PR Grades forwarded to UEC for endorsement. PC/PR Grades forwarded to October Academic Senate meeting for approval. Deferred to February 2010 Academic Senate. Draft Supplementary Assessment Guidelines for EPRS consideration</td>
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</tbody>
</table>

| Further enhance assessment practice | 1B: Supplementary Assessments | Develop policy and procedure for introduction and management of Supplementary Assessments (for students in 45% - 49% range) • Propose model for introduction of SAs • Develop SA policy / guidelines • Consult with stakeholders • Address system and administrative implications • Implement and communicate SA policy/guidelines | Draft policy / guidelines | | | 040309: Proposal (Briefing Paper, Statistics, FAQs, Process Map) submitted to EPRS. Revised proposal (including specific policy revisions) to be submitted to April meeting. 240609: 260809: PC/PR Grades forwarded to UEC for endorsement. PC/PR Grades forwarded to October Academic Senate meeting for approval. Deferred to February 2010 Academic Senate. Draft Supplementary Assessment Guidelines for EPRS consideration |

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1 Goal 1 of the UOW Strategic Plan 2008-10
|------------------------------------|-------------------------------|----------------------------------------------------------------------------------------------------------------|--------------|-------------------------------------------------|------|----------------------------------|-------------------------------------------------|
|                                    | 3: Standard on Courses Policy on Non-Degree certifications and conditions under which credit may be granted; Guidelines for naming and abbreviations of awards, course structures; and jointly-badged testamurs | • Develop Standard on Courses policy document  
• Consult with stakeholders  
• Address curriculum design implications  
• Implement and communicate Standard on Courses | Draft Policy | Leonie Kirchmajer, Dominic Riordan | Draft policy document to August 2009 EPRS meeting  
Consultation and approval mid-late 2009  
Implementation and Communication in 2010 | 040309: Verbal progress report provided to EPRS. Draft Policy to be submitted to April meeting.  
290409: Draft policy considered by EPRS, Comments to UK by 31 May.  
240609: More feedback on draft policy requested. Awaiting TPU comments.  
260809: Standard on Courses approved. Item closed. |
|                                    | 4: Code of Practice-Practice Placements Review Review of Code of Practice - Practical Placements, focus on representing recent initiatives to embed work experience within our courses. | • Propose model for revised Code of Practice that will appropriately address current practical placement activities  
• Implement and communicate amended Code of Practice – Practical Placements | Revised Code of Practice | Pauline Lysaght representatives from each faculty Martin Smith, Neil Webster | Revised Code of Practice to March 2009 EPRS meeting  
Consultation and approval early–mid 2009  
Implementation and Communication in 2010 | 040309: Draft revised Code submitted to EPRS, Comments sought from members. Final draft Code to be submitted to April meeting.  
290409: Revised draft Code considered by EPRS, Agreed to hold over to June meeting for continued discussion.  
240609: Deferred till August meeting following further consultation.  
260809: Code of Practice approved. Item closed. |
<table>
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<tr>
<th>Further enhance assessment practice</th>
<th>5: Minor Studies</th>
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<tr>
<td></td>
<td><strong>Propose model for opening minor studies to all Bachelor degrees, including operation aspects of model</strong></td>
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<td><strong>Introduce provisions for minor studies in General Course Rules</strong></td>
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<td></td>
<td><strong>Implement and communicate minor studies model</strong></td>
</tr>
<tr>
<td></td>
<td>General Course Rule Changes</td>
</tr>
<tr>
<td></td>
<td>David Vance, Heather Yeatman, Leonie Kirchmajer</td>
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<tr>
<td></td>
<td>Proposed model to March 2009 EPRS meeting</td>
</tr>
<tr>
<td></td>
<td>Consultation with Sub-Deans and FEC Chairs March - April 2009</td>
</tr>
<tr>
<td></td>
<td>Committee approval mid-late 2009</td>
</tr>
<tr>
<td></td>
<td>Implementation and Communication in 2010</td>
</tr>
</tbody>
</table>

**Further enhance assessment practice**

**6: Academic-Student Consultation Times**

Review Section 5.4(e), of COP-TA (relating to staff availability for student consultation), identify issues and develop appropriate policy amendments.

- Propose principles and models for academic-student consultation
- Draft proposal to August EPRS following consultation with FECs

**Code of Practice – Teaching and Assessment**

- Di Kelly (Chair), Pauline Lysaght, Yvonne Kerr
- FEC Chairs to be co-opted

**Draft proposal to August EPRS**

- 21 October EPRS for endorsement
- UEC: 4 November
- Academic Senate: 18 November
- Implementation and communication for 2010

**Further enhance assessment practice**

**7: Audit of Academic Advice Policy Implications**

Identify policy implications and develop appropriate policy provisions based on recommendations of the Audit of Academic Advice Report.

- Paper to 240609 EPRS on UOW references to Academic Advice
- Working Group established

**TBA**

- Dominic Riordan (Chair), David Vance, Graham Williams, James Tier (student member)

**TBA**

- 290409: Item added to Workplan. Item to be included in June agenda.
- 240609: Working group to meet early spring session
- 260809: Proposal forwarded to FEC Chairs for feedback and comment.
8. Code of Conduct - Students

- Place work done previously on new Student Charter on EPRS August agenda

| Code of Conduct – Students reviewed | TBA | TBA – Priority 1 | 240609: Item added to Workplan |

9. Acknowledgement Practice/Plagiarism

- TBA

| TBA | TBA | TBA | 260809: SMPGU advised drafting of revised policy underway |

**and/or**

**CONTINUOUS IMPROVEMENT ACTION:** (As identified by subcommittee, e.g. reviewing terms of reference, scheduled review of policy etc. These actions do not necessarily link to the Strategic Plan but are still necessary as part of the effective functioning of the committee)

<table>
<thead>
<tr>
<th>Planned Actions</th>
<th>Committee Performance Outcome</th>
<th>Responsibility</th>
<th>Deadline</th>
<th>Progress and evaluation of outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Induction of New Members</td>
<td>Fully inducted members who are aware of the purpose of the committee and their role on the committee.</td>
<td>Chair, Executive Officer and new members</td>
<td>Ongoing</td>
<td>New members given committee induction kit and offered induction meeting.</td>
</tr>
</tbody>
</table>
The draft minutes of the 9 September 2009 meeting of the Quality Assurance Subcommittee are attached.

The minutes of 29 July 2009 meeting of the Quality Assurance Subcommittee are attached.

The Quality Assurance Subcommittee Workplan 2009 is attached.

---

**Draft Resolution:**

*that the University Education Committee receives the Quality Assurance Subcommittee draft minutes of 9 September 2009, as attached to the agenda paper.*

---

**Draft Resolution:**

*that the University Education Committee receives the Quality Assurance Subcommittee minutes of 29 July 2009, as attached to the agenda paper.*

---

**Draft Resolution:**

*that the University Education Committee receives the Quality Assurance Subcommittee Workplan 2009, as attached to the agenda paper.*

---

**ATTACHMENTS**

Draft minutes of the 9 September 2009 Quality Assurance Subcommittee meeting
Minutes of the 29 July 2009 Quality Assurance Subcommittee meeting
Quality Assurance Subcommittee Workplan 2009

<table>
<thead>
<tr>
<th>Drafted by:</th>
<th>Reviewed by:</th>
<th>Approved by:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Executive Officer, UEC</td>
<td>UEC Chairs’ Coordinating Committee</td>
<td>Chair, UEC</td>
</tr>
</tbody>
</table>
Minutes of the 03/2009 meeting of the Quality Assurance Subcommittee held at 9:30am on Wednesday, 9 September 2009 in Building 36.304.

**PRESENT:**
- Prof David Griffiths (Chair)
- Ms Angela Brown
- Mr Roy Brown
- Prof Rob Castle
- Ms Margie Jantti
- Dr Gerry Lefoe
- Ms Alisa Percy
- Mr Dominic Riordan
- Dr Christian Ritz
- A/Prof Trevor Spedding
- Mr Aden Steinke
- Ms Jan Sullivan
- A/Prof David Vance
- Dr Margaret Wallace

**IN ATTENDANCE:**
- Ms Julia Payne, Executive Officer

**APOLOGIES:**
- Dr Kate Bowles

**PART A - OFFICIAL BUSINESS**

*A1 Apologies and Leave of Absence*

Apologies were received from Dr Kate Bowles.

*A2 Confirmation of Minutes*

**RESOLVED 2009/11:**

*That the minutes of the previous Quality Assurance Subcommitte meeting held on 29 July 2009 be confirmed and signed as a true record.*

*A3 Business Arising from the Minutes*

The Chair reported that all Action’s Arising from the previous meeting on 29 July had been followed up on, including:

**B1 Subject Outline Audit**

The Audit of Subject outlines has been forwarded to EPRS for consideration and a further audit of a similar nature added to the QAS Workplan for 2010.
**B2 Leading Teaching Teams Guidelines**

Ms Alisa Percy is developing an Implementation and Communication Plan to accompany the Guidelines. The Guidelines will be sent to the November meeting of the University Education Committee.

**B3 Update on AUQA Audit preparations**

The AUQA Audit Status Report prepared by Jan Sullivan was circulated to members.

**B4 Update on Benchmarking projects**

The Good Practice in Assessment brief prepared by Jan Sullivan was circulated to members.

* **A5 Chair’s Report**

The Chair, Prof David Griffiths noted that a newsletter outlining recent quality-related matters across UOW had been circulated by Prof Castle recently.

Prof Griffiths also noted that the date of the next meeting of the Quality Assurance Subcommittee has moved from 14 October to 11 November 2009. At this meeting a Committee self-evaluation will be conducted. The Committee agreed that the preferred method of evaluation would be a discussion on relevant issues, rather than a survey.

**PART B – GENERAL BUSINESS**

* **B1 Sessional Teachers Survey**

Dr Gerry Lefoe reported that the QAS Audit Working Party recently met to develop plans for the audit to assess sessional teacher’s awareness of their responsibilities for the integration of Graduate Qualities.

The Working Group has agreed to use an online survey (Survey Monkey) as the primary tool for gathering this information from sessional teachers. The Survey will be conducted in the second half of Spring session 2009. This project will establish a benchmark upon which to base future audits of a similar nature.

Dr Lefoe noted that she has requested a status from ITS on the development of an all sessional staff email circulation list, however has not heard back from them. Prof Castle noted that effective communication with sessional teachers is a critical issue, and that he is supportive of Dr Lefoe and Prof Griffiths efforts to move this item forward.

QAS members were asked to forward any comments regarding the survey to Dr Lefoe as soon as possible, and agreed to act as testers of the survey once it is entered into Survey Monkey format.

RESOLVED 2009/12:

*That the Quality Assurance Subcommittee endorse the proposed Survey of UOW Sessional Teachers to assess their awareness of their responsibilities for the integration of Graduate Qualities, as outlined in the agenda papers.*

**Actions Arising**

QAS members to provide any comments regarding the draft Session Teachers Survey to Dr Gerry Lefoe as soon as possible.
Action Arising: Ms Julia Payne to circulate the draft survey to QAS members once in Survey Monkey format for testing.

*B2 Update on AUQA Audit Preparations

Prof Castle noted we are still awaiting confirmation of the date of our next AUQA visit. Given this, the UOW is progressing with AUQA preparations under the assumption that it will be audited in March 2010. Prof Castle noted that the various lead up activities required for the Audit, such as selecting themes and panel visits, are likely to be compressed given this situation.

Prof Castle also noted that he is interested in inviting a representative of the Australian Learning and Council (ALTC) to speak to an appropriate UOW Committee about National Standards. The Committee agreed that the University Education Committee is most likely the most suitable committee, and that any relevant non-UEC member staff could be invited to attend the meeting.

Ms Jan Sullivan provided an update on recent developments regarding UOW’s next AUQA audit and circulated a Status Report summarising relevant issues. She noted that UOW is likely to be required to submit its key theme areas in December 2009.

She noted that UOW’s four key theme areas are:
- international activities
- UOW learning experience
- equity, diversity and management
- student experience.

Ms Sullivan also noted that the AUQA report from the recent Macquarie University audit had recently been released and spoke briefly about some of the major audit findings, including that the University had been criticised for being slow to implement recommendations from its first AUQA audit. She also circulated a summary of key feedback provided to audit reports released for four other universities which have been released since June 2009.

B3 Update on Benchmarking Projects

Ms Jan Sullivan reported that the initial benchmarking project with the University of Tasmania is progressing well and is expected to be completed in October.

UOW is in the process of establishing a benchmarking project with Deakin University. A draft project plan and Memorandum of Understanding have been prepared. Formal signing by each institution is expected to take place in early 2010.

Rebecca Albury is undertaking a benchmarking project with the University of Tasmania and the University of Connecticut. The project will have an international focus in areas of humanities. This project is still being conceptualised.
PART C – WORKPLAN AND OTHER BUSINESS

*C1 QAS Workplan 2009

    Prof Griffiths requested that leaders of each project on the QAS Workplan provide him with a written or verbal update of progress against their item before the next meeting in November.

    Mr Dominic Riordan noted that the redraft of the Code of Practice – Practical Placements (renamed the Code of Practice - Student Professional Experience) is currently open for comment. It is likely this will be implemented as of Spring session 2010.

    Ms Margie Jantti reported that the QAS Benchmarking Group has a teleconference with representatives of the University of Tasmania this week to develop their a project about graduation qualities. She will report back to QAS as the project progresses.

*C3 Next Meeting

    The next meeting is scheduled to be held at 9.30am on Wednesday, 11 November in Room 36.303.

    The meeting closed at 10.15am.

Signed as a true record:

--------------------------------------------------

Chairperson

/   /
Minutes of the 02/2009 meeting of the Quality Assurance Subcommittee held at 11:00am on Wednesday, 29 July 2009 in Building 36.305.

PRESENT:
- Prof David Griffiths (Chair)
- Ms Angela Brown
- Prof Rob Castle
- Ms Margie Jantti
- Dr Gerry Lefoe
- Ms Alisa Percy
- Mr Dominic Riordan
- Dr Christian Ritz
- A/Prof Trevor Spedding
- Mr Aden Steinke
- Ms Jan Sullivan
- A/Prof David Vance
- Dr Margaret Wallace

IN ATTENDANCE:
- Ms Julia Payne, Executive Officer

APOLOGIES:
- Dr Kate Bowles
- Mr Roy Brown

Prior to the commencement of official business, the new Chair, Professor David Griffiths introduced himself to the Committee and welcomed Dr Margaret Wallace as the new Deputy Chair and Ms Julia Payne as the new Executive Officer.

Thanks were extended to Prof Rob Castle for undertaking the role of Acting Chair of QAS during the first half of 2009.

PART A - OFFICIAL BUSINESS

*A1 Apologies and Leave of Absence

Apologies were received from Dr Kate Bowles and Mr Roy Brown.

*A2 Business Arising from the Minutes

Leading Teaching Teams Guidelines were deferred for discussion at agenda item B2.

*A4 Confirmation of Minutes

RESOLVED 2009/05:

That the minutes of the previous Quality Assurance Subcommittee meeting held on 11 March 2009 be confirmed and signed as a true record.
A5 Chair’s Report
Prof David Griffiths noted that, as it was his first meeting as Chair, he had nothing to report.

PART B – GENERAL BUSINESS

B1 Report on the Audit of Subject Outlines

Dr Gerry Lefoe spoke to the Report on the Audit of Subject Outlines, which assessed the inclusion of relevant graduate qualities with a clear statement of alignment, content, assessment and delivery and feedback statements.

The Report provides various recommendations aimed at increasing the level of compliance with requirements of the Subject Outline Checklist (Schedule 1 of the Code of Practice Teaching and Assessment), particularly details of Graduate Qualities addressed in a subject and, recent improvements to subjects.

It was noted that, whilst the Code of Practice Teaching and Assessment requires Subject Outlines be approved by Heads of Unit/Schools before being circulated to students, some faculties have stricter approval processes, such as the requirement for all subject outlines to be approved by the Faculty Education Committee before release to students. It was acknowledged that this process would be too onerous for most faculties.

Prof Castle noted that the Australian Universities Quality Agency (AUQA) is likely to examine how UOW’s demonstrates commitment to continuous improvement, making the feedback loop an important issue to follow up on.

It was agreed that another audit exploring these issues be conducted in first session 2010, and that the report be provided to the Education Policy Review Subcommittee for consideration of its recommendations when reviewing COPTA.

RESOLVED 2009/06:

That the Quality Assurance Subcommittee approve the report on the Audit of Subject Outlines to assess the inclusion of relevant Graduate Qualities and Feedback Statements, as set out in the agenda paper and forward to the Education Policy Review Subcommittee for consideration of its recommendations when reviewing the Code of Practice Teaching and Assessment.

RESOLVED 2009/07:

That a second Audit of Subject Outlines to assess the inclusion of relevant Graduate Qualities and Feedback statements be undertaken by the Quality Assurance Subcommittee in Autumn session 2010.

Actions Arising: Ms Julia Payne to amend the Report on the Audit of Subject Outlines as per discussions of the Quality Assurance Subcommittee and forward to the Education Policy Review Subcommittee for consideration.

Action Arising: Ms Julia Payne to note that a further audit of this nature be undertaken in Autumn 2010 to the QAS workplan.

Action Arising: Julia Payne to arrange meeting of audit working party to discuss other audits on workplan.
**B2 Leading Teaching Teams Guidelines**

Ms Alisa Percy spoke to the Leading Teaching Teams Guidelines which were included in the agenda papers. She noted that the Guidelines have been developed by the Leading Teaching Teams Project Team following the collection and analysis of qualitative data on current good practice. She noted that there are lots of examples of good practice in this area at UOW.

Feedback regarding the draft Guidelines has been received by Forum participants in early 2009. Concern was expressed about the lack of support for Subject Coordinator’s fulfilling Leading Teaching Teams duties, such as recognition of the workload this involves. Concern was also expressed about how these Guidelines could be effectively implemented and monitored.

The Committee acknowledged the concerns expressed by forum participants. It was noted UOW’s Learning and Teaching Good Practice website would be a good place for the Guidelines once approved, however it was noted this website is in need of an update. It was also suggested that a CEDIR workshop on this issue would assist, although it was agreed that this would be unlikely to reach the large number of staff which the Guidelines apply to.

It was also suggested that consideration be given for the Guidelines to be added to Module 3 of the University Learning and Teaching course in order to reach a wider audience of relevant staff, and that appropriate recognition be given by PODS for staff who undertake a workshop about the Guidelines.

It was agreed that some formatting changes be made, and an Implementation and Communication Plan be developed to accompany the Guidelines before they are sent to the University Education Committee.

**RESOLVED 2009/08:**

**That the Quality Assurance Subcommittee forward the Good Practice Guidelines – Leading Teaching Teams to the University Education Committee for discussion and endorsement.**

**Action Arising:** Ms Alisa Percy to develop an Implementation and Communication Plan to accompany the Leading Teaching Teams Guidelines. Ms Julia Payne to liaise with Alisa Percy to amend the formatting of the Leading Teaching Teams Guidelines.

**B3 Update on AUQA Audit Preparations**

Ms Jan Sullivan provided an update on recent developments regarding UOW’s next AUQA audit and circulated a Status Report summarising relevant issues. She noted that UOW has been told it may be asked to nominate themes in early 2010, rather than late 2009 as originally anticipated, and that the date of UOW’s audit will be after February 2011.

Ms Sullivan reported that UOW and AUQA will need to agree on the scope of themes for the audit. The UOW AUQA Steering Committee have identified four key areas which are likely to be explored by AUQA, and will be scoping these areas over coming months.
RESOLVED 2009/09:
That the Quality Assurance Subcommittee note the AUQA Audit Status Report as distributed at the meeting.

Action Arising: Ms Julia Payne to circulate the AUQA Audit Status Report to QAS members electronically following the meeting.

B4 Update on Benchmarking Projects

Ms Jan Sullivan reported that a recent audit found that benchmarking has increased at UOW, however there is still a need to increase actions taken to improve upon benchmarking findings. Development of benchmarking framework is the next step, along with the development of a method for documentation of benchmarking outcomes.

Mr Aden Steinke noted that there is particular concern for survey fatigue by UOW students at present. This is of particular concern for the Course Experience Questionnaire.

The QAS Benchmarking Working Group will meet on 12 August and report to Rob on outcomes of the meeting.

Ms Sullivan also noted that the trial Benchmarking project with the University of Tasmania has recently been broadened. UOW, UTas and Deakin University are currently exploring the possibility of a three way benchmarking project on assessment. This project will be scoped over coming months and an update will be provided at the next meeting of QAS.

RESOLVED 2009/10:
That the Quality Assurance Subcommittee note the progress report on University of Wollongong benchmarking projects as outlined in the agenda papers.

Action Arising: Ms Julia Payne to circulate Good Practice in Assessment – benchmarking opportunity brief to QAS members electronically following the meeting.

PART C – WORKPLAN AND OTHER BUSINESS

*C1 QAS Workplan 2009

Professor Rob Castle noted that the AUQA agenda is likely drive the QAS workplan and impact on the frequency of meetings in coming months. Information will be communicated to QAS as it comes to hand.

*C2 Other Business

The Chair, Professor David Griffiths, noted that there have been various recent media reports on the number of plagiarism detected in thesis submissions and that such matters always were potentially an issue for UOW.

Professor Griffiths also noted that UOW is hosting the 4th Asia Pacific Conference on Academic Integrity, which will be held in late September. Committee members were invited to submit relevant papers for the Conference, and reminded that early bird registrations close Friday 31 July.

Professor Castle noted the Turnitin Guidelines are due to be reviewed.
C3  **Next Meeting**
The next meeting is scheduled to be held at 9.30am on Wednesday 9 September in Room 36.304.

The meeting closed at 12.00pm.

Signed as a true record:

----------------------------------
Chairperson
/ /
UOW Strategic Goal 1: *Excellence and innovation in learning and teaching*

**OBJECTIVE 1: Graduates equipped to contribute to society and the workplace**

**Relevant Performance Monitoring Framework (PMF) Indicator/s and Target/s:**

<table>
<thead>
<tr>
<th>indicator/s</th>
<th>target/s</th>
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</thead>
</table>
| 3. Graduates readiness for employment | a. Proportion of students obtaining employment above the national average for all disciplines  
b. Mechanism for measuring employer perception established by end 2009  
c. Increased student participation in work-based learning |
| 4. Integration of Graduate Qualities into curriculum | a. Graduate Qualities cited in all new courses and subjects by February 2009  
b. For each faculty, 75% positive feedback to Graduate Qualities questions in CEQ and SEQ |

**Key UOW Strategies**

<table>
<thead>
<tr>
<th>Project</th>
<th>Planned Actions</th>
<th>Committee Performance Outcome</th>
<th>Responsibility</th>
<th>Deadline</th>
<th>Progress and evaluation of outcomes</th>
</tr>
</thead>
</table>
| Evaluate the incremental integration of the Graduate Qualities into the curriculum | Conduct audits of subject outlines to assess the inclusion of:  
- relevant Graduate Qualities with clear statements of alignment, content, assessment and delivery.  
- feedback statements (ie responding to student feedback via evaluations)  
Conduct an audit to assess sessional teacher’s awareness of their responsibilities for the integration of Graduate Qualities | Relevant Graduate Qualities listed and clearly explained in subject outlines.  
Relevant feedback statements included in subject outlines. | G Lefoe  
A Brown  
A Percy  
C Ritz  
D Vance  
J Payne | 2009 | Audit of Subject Outlines conducted and report prepared. Report recommendations provided to EPRS for consideration when reviewing Code of Practice Teaching and Assessment. A second audit of similar nature to be conducted in Autumn 2010. |
| Evaluate the incremental integration of the Graduate Qualities into the curriculum | Conduct audits of subject outlines to assess the inclusion of:  
- relevant Graduate Qualities with clear statements of alignment, content, assessment and delivery.  
- feedback statements (ie responding to student feedback via evaluations)  
Conduct an audit to assess sessional teacher’s awareness of their responsibilities for the integration of Graduate Qualities | Relevant Graduate Qualities listed and clearly explained in subject outlines.  
Relevant feedback statements included in subject outlines. | G Lefoe  
A Brown  
A Percy  
C Ritz  
D Vance  
J Payne | 2009 | Audit of Subject Outlines conducted and report prepared. Report recommendations provided to EPRS for consideration when reviewing Code of Practice Teaching and Assessment. A second audit of similar nature to be conducted in Autumn 2010. |
| Conduct audits of subject outlines to assess the inclusion of:  
- relevant Graduate Qualities with clear statements of alignment, content, assessment and delivery.  
- feedback statements (ie responding to student feedback via evaluations)  
Conduct an audit to assess sessional teacher’s awareness of their responsibilities for the integration of Graduate Qualities | Conduct an audit to assess sessional teacher’s awareness of their responsibilities for the integration of Graduate Qualities | Integration of the Graduate Qualities into learning activities | G Lefoe  
A Brown  
A Percy  
C Ritz  
D Vance  
J Payne | 2009 | Survey of sessional teachers currently being undertaken. Report based on survey findings will be provided to QAS in early 2010. |

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1 Goal 1 of the UOW Strategic Plan 2008-10
<table>
<thead>
<tr>
<th>Key UOW Strategies</th>
<th>Project</th>
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</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Conduct audits of curriculum review to check for mapping of Graduate Qualities across the program</td>
<td>Graduate qualities integrated within the curriculum</td>
<td>Hold off until 2010</td>
<td>Hold off until Subject Evaluation Survey next review.</td>
<td></td>
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<td></td>
<td></td>
<td>Contribute to the ongoing review of the Subject Survey</td>
<td>Assessment dimensions related to the Graduate Qualities are reflected in course and subject evaluations</td>
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</tbody>
</table>
OBJECTIVE 3: **Quality Programs relevant to the evolving needs of students and the community**

Relevant Performance Monitoring Framework (PMF) Indicator/s and Target/s:

<table>
<thead>
<tr>
<th>Indicator/s</th>
<th>Target/s</th>
</tr>
</thead>
</table>
| 1. Quality and Impact of teaching programs | a. Increased level of activity in benchmarking academic standards  
c. Sustained achievement in teaching program awards and grants (including Carrick and Learning & Teaching Performance funding) |

<table>
<thead>
<tr>
<th>Key UOW Strategies</th>
<th>Project</th>
<th>Planned Actions</th>
<th>Committee Performance Outcome</th>
<th>Responsibility</th>
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</tr>
</thead>
</table>
| Employ external benchmarking to monitor academic standards | Establish benchmarking partnerships with reputable institutions for the comparison of learning and teaching policies and practices against external reference points | Provide advice and guidance to faculties and units | One theme explored in 2009  
Informed approaches to benchmarking | J Sullivan  
B James  
M Jantti  
D Vance | | Trial Benchmarking Project on Academic Transition Support launched between UTas and UOW in March 2009.  
Developing trial Benchmarking Project with Deakin University on Academic Board/Senate role in monitoring and facilitating quality improvement in assessment policy and practice. Further discussion with Deakin planned for early July. |
| Monitor and improve practices to ensure the quality of course delivery and outcomes across teaching locations, including UOW Dubai and other offshore sites | Monitor the equivalence of academic standards for the delivery of UOW curriculum across locations, onshore and offshore (in consultation with the Transnational Programs Unit) | Review Learning and Teaching policies within faculties and at university level to check for relevant procedures and guidelines for teaching across locations  
Review findings from audits conducted by the Transnational Programs Unit | Policy revision | K Bowles  
M Jantti  
C Ritz  
A Steinke | 2009 | |
<table>
<thead>
<tr>
<th>Key UOW Strategies</th>
<th>Project</th>
<th>Planned Actions</th>
<th>Committee Performance Outcome</th>
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</thead>
<tbody>
<tr>
<td>Improve the quality, relevance and recognition of programs through networks of professional and community relationships*</td>
<td>Contribute to the development of quality assurance mechanisms for professional experience programs.</td>
<td>Contribute to the development of feedback/evaluation mechanisms with work place partners and students to assess relevance and quality of professional experience in conjunction with the review of the Code of Practice - Practical Placements.</td>
<td>Contribute to the development of evaluation criteria Planned and systematic approach to feedback and evaluation of student and employer/host satisfaction with professional experience</td>
<td>D Riordan R Brown</td>
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</tbody>
</table>

*Linked to Strategic Project 1b: Development of a UOW Policy and Coordination Framework for Work - Integrated Learning and Placement Programs

and/or

CONTINUOUS IMPROVEMENT ACTION

<table>
<thead>
<tr>
<th>Planned Actions</th>
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</thead>
<tbody>
<tr>
<td>Appoint New Chair</td>
<td>Chair Appointed</td>
<td>DVC Academic</td>
<td></td>
<td>Professor David Griffiths commenced as Chair in July 2009.</td>
</tr>
<tr>
<td>Induct New Members</td>
<td>Members Inducted</td>
<td>Executive Officer/Chair</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Self evaluation</td>
<td>Evaluation Conducted</td>
<td>QAS/D Riordan</td>
<td></td>
<td>To be conducted at 11 November 2009 meeting.</td>
</tr>
</tbody>
</table>
The draft minutes of the 18 September 2009 meeting of the e-Learning and Teaching Subcommittee are attached.

The minutes of the 22 July 2009 meeting of the e-Learning and Teaching Subcommittee are attached.

The e-Learning and Teaching Subcommittee Workplan 2009 is attached.

Draft Resolution:

that the University Education Committee receives the e-Learning and Teaching Subcommittee draft minutes of 18 September 2009, as attached to the agenda paper.

Draft Resolution:

that the University Education Committee receives the e-Learning and Teaching Subcommittee minutes of 22 July 2009, as attached to the agenda paper.

Draft Resolution:

that the University Education Committee receives the e-Learning and Teaching Subcommittee Workplan 2009, as attached to the agenda paper.

ATTACHMENTS

Draft minutes of the 18 September 2009 eLearning and Teaching Subcommittee meeting
Minutes of the 22 July 2009 eLearning and Teaching Subcommittee meeting
eLearning and Teaching Subcommittee Workplan 2009

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<td>UEC Chairs’ Coordinating Committee</td>
<td>Chair, UEC</td>
</tr>
</tbody>
</table>
Minutes of the 2009/04 meeting of the eLearning and Teaching Subcommittee held at 2:30pm on Friday the 18th of September, 2009 at the Wollongong Campus in 36.303.

PRESENT:
Dr Kate Bowles (Chair)
Mr AJ Adams
A/Prof Sue Bennett
Ms Linda Corrin
Mr Trevor Gollan
Ms Sarah Lambert (Deputy Chair)
Ms Judith Marychurch
Mrs Liljana Nikolic
Mr Ray Stace
A/Prof Rodney Vickers
Dr Karen Walton

IN ATTENDANCE:
Ms Abbie Watson (Executive Officer)
Ms Crystal McLaughlin

APOLOGIES:
Ms Robbie Collins
Dr Payyazhi Jayashree
Ms Jen Lyons
Mr Ian McCall
Dr Grace McCarthy
Dr Marji Puotinen
Ms Emily Purser
Dr Christian Ritz
Dr Greg Schiemer
Ms Reetu Verma

Prior to the commencement of official business the Chair welcomed a new member, Ms Linda Corrin, Educational Technology Manager – Graduate School of Medicine (GSM). Ms Corrin will be replacing Ms Liljana Nikolic, representing the GSM on the eLearning and teaching Subcommittee. The Chair thanked Ms Nikolic for valuable contribution to the subcommittee in 2009.

PART A - OFFICIAL BUSINESS

*A1 Apologies and Leave of Absence

Apologies were received from Ms Robbie Collins, Dr Payyazhi Jayashree, Ms Jen Lyons, Mr Ian McCall, Dr Grace McCarthy, Dr Marji Puotinen, Dr Christian Ritz, Dr Greg Schiemer and Dr Reetu Verma.

*A2 Arrangement of Agenda

2.1 Starring of Items
The following items were starred for discussion:

A1 Apologies and Leave of Absence
A2 Arrangement of Agenda
A3 Business Arising from the Minutes
A4 Confirmation of Minutes
A5 Chair’s Report
B2 Working Party Reports
C1.1 Report on production impacts on elearning

2.2 Rearrangement of Agenda Items

The Chair asked that the subcommittee discuss an amendment to the eLTS 2009 Workplan, in relation to deadlines for performance outcomes, under item B2 Working Party Reports.

*A3 Business Arising from the Minutes

Ms Liljana Nikolic presented a written clarification to the student online enrolment systems discussion at the July 22\textsuperscript{nd} eLTS meeting, commenting that tutorial enrolments and preferences were handled in house by the Graduate School of Medicine.

*A4 Confirmation of Minutes

RESOLVED 2009/09:

that the minutes of the previous meeting, held on 22\textsuperscript{nd} of July, 2009 be confirmed as a true and accurate record.

*A5 Chair’s Report

The Tutorial Enrolment Systems report was noted by UEC on the 19\textsuperscript{th} of August. The report proceeded to the Student Representative Forum on the 18\textsuperscript{th} of September where the report and improvement recommendations were noted.

The Web Management Policy, currently under review, makes reference to the single Learning Management System (LMS) as the appropriate location for all teaching related issues. This may raise some issues for users of other LMS and externally hosted environments. The subcommittee discussed related issues including:

- definitions of teaching related materials
- risk assessment of access to external/internal web materials
- how to manage external/internal web based collaborations
- student access to both public and private web resources

It was agreed that this issue would be discussed by the working party reporting on externally hosted systems (Assoc. Prof Sue Bennett).

PART B - COMMITTEE BUSINESS

B1 Faculty Matters

*B2 Working Party Reports

All Working Parties have made progress on the preparation of reports or guidelines, however some additional time is required for completion. If the committee can review draft reports at the November meeting then final documents can be sent to UEC in March 2010.

RESOLVED 2009/10:

that the eLearning and Teaching Subcommittee Workplan for 2009 be amended to extend the performance outcome deadlines for the Good Practice for Active and Collaborative eLearning Working Party and the Appropriate Use of Externally Hosted Websites Working Party.
B2.1 Good practice for active and collaborative elearning

B2.2 Curriculum strategies to support elearning skills development

B2.3 eLearning and internationalisation

B2.4 Appropriate use of externally hosted websites

B2.5 Improving communication for eteaching and elearning

Ms Sarah Lambert reported that an ‘online matters’ newsletter had been launched in July and will be issued again in November. The email based communications strategy being considered has been put on hold, as there may be other ways of communicating about elearning in a new UOW online learning environment. Communication strategies would be considered during the IT Innovation Project investigations. Ms Lambert will continue to provide frameworks for communication strategies to eLTS for comment and feedback.

B2.6 Teaching and learning policies for elearning

*B3 Managing Innovation and Change in eLearning

Ms Sarah Lambert (Senior Manager - Innovation Project, ITS) updated the subcommittee on the progress of the IT Innovation Project in determining the business and teaching requirements of a new learning Management System (LMS) for UOW. The subcommittee was provided with a hard copy of a university wide email [https://intranet.uow.edu.au/portal/messaging/display.php?id=2769](https://intranet.uow.edu.au/portal/messaging/display.php?id=2769) that summarised the approach to the IT Innovation Project, with reference to five key points that have been identified in the initial project scope.

1. Liaise with Faculties and Units and document which software tools are being used.

2. Develop an IT Innovation Framework within which these tools can be categorised, the business needs documented and assessed and matched with those currently under trial or already in wider use at UOW.

3. Use the IT Innovation Framework to determine strategic areas that require further focus and attention in relation to innovation, such as:
   - business needs still requiring solutions
   - missed opportunities to scale up innovation successes
   - duplication of tools/wasted resources
   - use of obsolete or unsupported tools

4. Deploy an Innovation Environment to install and host new technologies.

5. Based on the evaluation of existing tools, and the collated strategic requirements of key stakeholders from across the University, a recommendation will be provided as to the future of UOW’s eLearning environment.

Ms Lambert reported that avenues for feedback from the faculties will include talking to Faculty Education Committee Chairs and Research Committees and noted that ITS were soon to develop an email or web based feedback form for access by UOW Staff. The feedback form would encompass; tools that are perceived to be needed; current problems that are being experienced; and any other improvements and requirements. This information would be used to identify trends by looking at gaps in current systems and resources, and assist in the seeking of solutions to both ‘big targets’ (LMS) as well as more ‘niche’ innovation targets (specialist tools). The Project Team will also identify ‘innovators’ in the use and development of elearning tools and initiate a discourse.
Ms Lambert commented that the project team would be developing an approach to managing innovation lifecycles, and clarified that the project is seeking to address the needs of both Teaching and Learning and Research equally.

Ms Lambert reported that the project team have developed a platform for innovations so that projects and tools can be developed and tested, for example WordPress blogging software http://wordpress.com/ has been installed.

In answer to a question about a revised timeframe for the project outcomes, Ms Lambert noted that it may be possible to have a new online learning environment in 2011, depending on testing and evaluation. Other progressive outcomes will include:

- A report on the test cases being trialled - due March 2010;
- Two learning environments are planned to be available during October/November for initial investigation with higher level testing to commence in November; and
- Feedback to be collected and collated between November 2009 and February 2010.

Ms Lambert noted that all test cases were progressing and the project team aimed to distribute a list of known issues with the pilot learning environments for the next phase of user testing.

**PART C - GENERAL BUSINESS**

*C1 Other Business*

*C1.1 Report on production impacts on elearning*

Mr Trevor Gollan, Production Services Manager from Information Technology Services (ITS), provided a report for the period 22 July 2009 to 18 September 2009, to show potential impacts for elearning presented by recent unscheduled incidents of the university’s IT systems.

Mr Gollan reported that the formerly manual restart of the university eLearning platform Vista Black Board is now an automated restart carried out every Sunday morning. The subcommittee were also asked to note that an upgrade of Vista to replace the current version has been progressing, with production cutover (change to new version) planned for late November 2009. User acceptance testing is being carried out in the eTeaching Systems unit Headed by Ms Gloria Wood.

Mr Ray Stace (Head, Centre for Academic Systems and Resources) commented that Vista front-end (user interface) stability issues could be attributed to some incompatibility between the more recently released internet browser versions (on the university’s managed desktop systems) and the existing Vista platform version.

*C1.2 Student payment for online resources*

A concern was raised, following feedback from the Learning Design Unit, about students being asked to use online resources where they are required to pay for electronic ‘keys’ for access. The subcommittee discussed the issue with reference to the Higher Education Act 2003. The subcommittee discussed the need for the University to provide an easily accessible summary of the requirements of the HE Act 2003 for staff using online components of traditionally published materials.

The subcommittee agreed that this issue should be considered further by eLTS. Ms Sarah Lambert agreed to meet with Ms Jen Lyons (Library) to discuss the issue.

*C2 Next Meeting*

The next meeting is to be held on Wednesday 11th of November, 2009 at 9:30am in 36.303.

The meeting closed at 1545.
Minutes of the 2009/03 meeting of the eLearning and Teaching Subcommittee held at 3pm on Wednesday the 22nd of July, 2009 at the Wollongong Campus in 36.303.

PRESENT:  
Dr Kate Bowles (Chair)  
Mr Trevor Gollan  
Ms Sarah Lambert (Deputy Chair)  
Ms Jen Lyons  
Mr Ian McCall (replacing Ms Judith Marychurch)  
Mrs Liljana Nikolic  
Dr Christian Ritz  
Mr Ray Stace  
A/Prof Rodney Vickers

IN ATTENDANCE:  
Ms Abbie Watson (Executive Officer)

APOLOGIES:  
A/Prof Sue Bennett  
Ms Robbie Collins  
Dr Payyazhi Jayashree  
Dr Grace McCarthy  
Ms Judith Marychurch  
Dr Marji Puotinen  
Ms Emily Purser  
Dr Greg Schiemer  
Dr Reetu Verma  
Dr Karen Walton

PART A - OFFICIAL BUSINESS

*A1 Apologies and Leave of Absence

Apologies were received from A/Prof Sue Bennett, Ms Robbie Collins, Dr Payyazhi Jayashree, Dr Grace McCarthy, Dr Marji Puotinen, Ms Emily Purser, Dr Greg Schiemer, Dr Reetu Verma, Dr Karen Walton. Ms Judith Marychurch was replaced by Mr Ian McCall for this meeting.

*A2 Arrangement of Agenda

2.1 Starring of Items

The following items were starred for discussion:

A1 Apologies and Leave of Absence  
A2 Arrangement of Agenda  
A3 Business Arising from the Minutes  
A4 Confirmation of Minutes
B2.6 Teaching and Learning Policies for elearning
B3 Managing Innovation and Change in eLearning
C1.1 Student online enrolment systems
C2 Next Meeting

2.2 Rearrangement of Agenda Items

The Chair requested that the subcommittee first consider item C1.1 – Student online enrolment systems, followed by items B2.6 – Teaching and Learning Policies for elearning and B3 – Managing Innovation and Change in eLearning.

*A3 Business Arising from the Minutes

With reference to the minutes of the 02/2009 eLTS meeting:

Ms Sarah Lambert (Senior Manager - Innovation Project, ITS) noted that the subcommittee discussion of “some students may have access to broadband internet services at home to supplement their student quota, however this is not the case for all students” could be an inaccurate representation of student broadband access as recent investigations have suggested that most UOW students now have access to broadband internet services.

Additionally, Ms Lambert commented that subject co-ordinators as well students need to be aware of the process for applying for an internet quota increase.

*A4 Confirmation of Minutes

RESOLVED 2009/06:

that the minutes of the previous meeting, held on 27th of May, 2009 be confirmed as a true and accurate record.

A5 Chair’s Report

Nothing to report.

PART B - COMMITTEE BUSINESS

B1 Faculty Matters

B2 Working Party Reports

B2.1 Good practice for active and collaborative elearning

B2.2 Curriculum strategies to support elearning skills development

B2.3 eLearning and internationalisation

B2.4 Appropriate use of externally hosted websites

B2.5 Improving communication for eTeaching and eLearning

Ms Sarah Lambert reported that an elearning newsletter was developed, following the eLearning Futures Forum, to encompass a range of UOW relevant ‘e’ topics. Content is currently being reviewed with the next edition to be released in August 2009, to coincide with next eLearning Futures Forum.
A report by Ms Gloria Wood (Manager - eTeaching Systems), on the recent upgrades to the university elearning system, was noted by the subcommittee. Mr Ray Stace (Head, Centre for Academic Systems and Resources) added that we will be upgrading to Blackboard Vista 8.03 in late November 2009.

*B2.6 Teaching and learning policies for elearning*

The Teaching and Learning Policies for eLearning Working Party have delivered a report for consideration by the subcommittee. The Chair acknowledged the thoroughness and quality of the report and thanked the working party members for their time and efforts.

Dr Christian Ritz (Faculty of Informatics) discussed the review process which examined more than eleven policies, procedures and codes of practice with relevance to elearning and eteaching at UOW. The working party selected the following nine policies for review with reference to their appropriateness to elearning and eteaching:

- Teaching and Assessment Policy
- Code of Practice – Teaching and Assessment
- Good Practice – Assessment
- Curriculum Review Procedures
- Subject Preparation, Approval and Development
- Graduate Qualities Policy
- Tertiary Literacies Policy
- Good Practice – case studies
- Disability Policy – students
- UOW Web Management Policy

Dr Ritz summarised some of the areas highlighted in the review, including the need for existing policies and support documents to refer to:

- orientation to elearning for new students
- good practice guidelines for elearning and eteaching
- best practice / good practice examples for eteaching
- elearning accessibility for students with a disability
- guidelines for online assessment
- teacher response times in elearning environment
- the location of course materials online
- the use of resources such as YouTube

The chair noted that the report included 14 key recommendations and asked the working party to provide a summary or table of these recommendations, which refers them to the relevant policy custodians and groups.

The subcommittee suggested that another recommendation be added to the existing recommendations for the Subject Approval Guidelines document, with reference to elearning for multi-location teaching.

The subcommittee thanked the working party members for their significant contribution and resolved to send the report to UEC pending the recommended amendments.

**RESOLVED 2009/07:**

*that the Review of UOW Teaching and Learning Policies and their Appropriateness to eTeaching and eLearning be sent to the University Education Committee.*
Ms Sarah Lambert (Senior Manager - Innovation Project, ITS) delivered a presentation to the subcommittee outlining the purpose and scope of the Learning Management System (LMS) Review, as a timely response to the upcoming end of the university’s Blackboard Vista application licence in March 2010.

A report summarising the scope and suggested timeline for the testing phase of the review was noted by the subcommittee.

Ms Lambert presented a vision for a university collaborative online environment whose key features include:
- Making external (outside of UOW) participation possible
- Allowing 'guest' access to the university internet
- Including asynchronous (such as blogs and forums) and synchronous (such as chat) features
- The ability to publish information in the university’s public domain

Ms Lambert reported that two Learning Management Systems, Moodle and Blackboard Vista 9, are to be evaluated in the LMS Review using existing course content models. Feedback will be sought from the university community via Faculty Education Committees, the eLearning and Teaching Subcommittee and UOW internal email.

The subcommittee was asked to consider, if the main uses of elearning are content delivery, discussion forums and quizzes, what else might an LMS need? Ms Lambert requested an eLearning and Teaching Subcommittee working party be formed to provide feedback on the review strategy being employed, the LMS pilots and the teaching and learning needs of a new LMS. The provision of a report on the pros and cons of the two pilot environments was also suggested.

The subcommittee agreed that, rather than a working party, the members would pass on information about the LMS Review to their Faculties and invite feedback from staff. Additionally, staff wishing to provide feedback on the LMS Review pilots were welcome to do so via attendance at eLTS.

One issue raised by the subcommittee was the short time frame for the pilot/testing phase of the LMS Review, which may not give university staff enough time to view the pilot systems and provide feedback. Mr Ray Stace (Head, Centre for Academic Systems and Resources) reported that while the previous expectation was that Blackboard was going to drop Full Support licences from October 2010, they have now extended Full Support licences to January 2013. This means that there is less urgency required to decide on an LMS before the expiry of UOW’s current Blackboard licence in March 2010. In relation to the transition from Blackboard Vista to Blackboard Learn 9 being seen as a substantial migration, Blackboard has advised that the process has now been engineered to be an upgrade, not a migration. [Source: www.rayhblog.com]

Ms Lambert agreed that this new information about Blackboard Vista 9 may allow for a longer pilot/testing timeframe in the LMS Review.

The subcommittee thanked Ms Lambert for her presentation.
PART C - GENERAL BUSINESS

C1 Other Business

*C1.1 Student online enrolment systems

The eLearning and Teaching subcommittee was asked by the University Education Committee to consider the problems experienced by students who may have the need to use more than one tutorial enrolment system at UOW. The eLTS Chair noted that eLTS were only asked to comment on potential problems arising from having multiple systems and not on the enrolment systems themselves. A small working party of Dr Kate Bowles (Chair) and Dr Reetu Verma (Faculty of Commerce) have considered the issues, in consultation with UOW staff and students, and made recommendations which are included in a report.

The subcommittee noted the Tutorial Enrolment Systems at UOW report tabled at the meeting.

Problems with using the two main systems concurrently – the SMP Online Tutorial System and the Tutorial Preference System (TPS – used for Faculty of Commerce subjects) were identified as:

1. Students who are familiar with one system but not the other may feel disadvantaged when accessing the unfamiliar system.

2. The timing of the enrolment periods for both systems. The SMP system provides instant confirmation, yet the TPS remains open for longer with students uncertain about whether their preferences have been allocated until the end of the week preceding session commencement. This means students are having to make SMP enrolment choices before knowing the outcome of their TPS choices.

The Chair also commented that there may only be the perception that there is a problem with having two systems, which may be founded on previous difficulties such as a system crash in 2004, occasions where the SMP system is slow at peak times and when large subject enrolments are being processed.

The subcommittee considered the report and recommended it be forwarded to UEC for noting.

RESOLVED 2009/08:

that the Tutorial Enrolment Systems at UOW report be sent to the University Education Committee for noting.

C1.2 Report on production impacts on elearning

Mr Trevor Gollan, Production Services Manager from Information Technology Services (ITS), provided a report on the potential impacts for elearning presented by recent unscheduled incidents of the university’s IT systems.

Mr Gollan also noted that the ongoing instability of the Blackboard Vista system has been problematic. In order to pre-empt recurrent outages ITS have begun restarting Blackboard Vista every second Sunday at 6am. This has helped with the unscheduled outages however the fault with Blackboard Vista remains unknown.
C2  Next Meeting

The next meeting is to be held on Wednesday 16\textsuperscript{th} of September, 2009 at 9:30am in 36.303.

The meeting closed at 1640.
# University Education Committee  
eLearning and Teaching Subcommittee  

**UOW Strategic Goal 1:** Excellence and innovation in learning and teaching

### Relevant Performance Monitoring Framework (PMF) Indicator/s and Target/s:

<table>
<thead>
<tr>
<th>Indicator/s</th>
<th>Target/s</th>
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<tbody>
<tr>
<td>Quality and impact of teaching programs</td>
<td>Measures of effective teaching innovation and good practice by 2010</td>
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</table>

**Objective 2:** An active, collaborative and flexible learning experience for students

### Key UOW Strategies  
eLearning Strategies

<table>
<thead>
<tr>
<th>Planned Actions</th>
<th>Committee Performance Outcome</th>
<th>Responsibility</th>
<th>Deadline</th>
<th>Progress and evaluation of outcomes</th>
</tr>
</thead>
</table>
| (There may be more than one action for each strategy)                           | (What do you intend to achieve? Refer to UOW PMF indicator/target where appropriate) | Ms Sarah Lambert  
Mr AJ Adams  
Ms Judith Marychurch  

November 2009 for UEC in March 2010 |
Provide and promote appropriate learning support for student groups and individuals
Provide and promote appropriate support for students to develop the technical and interpersonal skills to become effective eLearners

| Provide and promote appropriate learning support for student groups and individuals | Make recommendations for appropriate curriculum strategies to support students in developing eLearning skills | Recommendations forwarded to UEC | Ms Emily Purser Ms Robbie Collins Ms Jen Lyons | March 2010 |

### Objective 4: An international focus in learning and teaching

<table>
<thead>
<tr>
<th>Key UOW Strategies</th>
<th>Planned Actions</th>
<th>Committee Performance Outcome</th>
<th>Responsibility</th>
<th>Deadline</th>
<th>Progress and evaluation of outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Promote opportunities, within degree courses and through online delivery, for the acquisition of foreign language skills and cultural awareness</td>
<td>Working with ILTS advise on of eLearning to internationalise learning and teaching including the acquisition of foreign language skills and cultural awareness</td>
<td>Report to UEC</td>
<td>Dr Greg Schiemer Dr Kate Bowles</td>
<td>March 2010</td>
<td></td>
</tr>
<tr>
<td>Support staff in identifying and developing resources for online delivery that assist the acquisition of foreign language skills and cultural awareness</td>
<td>Working with ILTS advise on of eLearning to internationalise learning and teaching including the acquisition of foreign language skills and cultural awareness</td>
<td>Report to UEC</td>
<td>Dr Greg Schiemer Dr Kate Bowles</td>
<td>March 2010</td>
<td></td>
</tr>
<tr>
<td>Promote international learning experiences for students, including through Study Abroad and electronic communication</td>
<td>Use eLearning with targeted international partners to complement participation in Study Abroad programs</td>
<td>Report to UEC</td>
<td>Dr Greg Schiemer Dr Kate Bowles</td>
<td>March 2010</td>
<td></td>
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</tbody>
</table>
### Objective 5: High quality teaching

<table>
<thead>
<tr>
<th>Key UOW Strategies</th>
<th>Planned Actions</th>
<th>Committee Performance Outcome</th>
<th>Responsibility</th>
<th>Deadline</th>
<th>Progress and evaluation of outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Promote innovation in teaching and learning which is based on sound education research</td>
<td>Develop guidelines on appropriate use of externally hosted websites, tools and social networking environments for teaching and learning, including across locations</td>
<td>Guidelines developed and forwarded to UEC</td>
<td>Dr. Sue Bennett, A/Prof Rodney Vickers, Mr. Trevor Gollan, Dr. Chris Moore, Dr. Marji Puotinen</td>
<td>November 2009 for UEC in March 2010</td>
<td>Working party have made progress on the development of guidelines.</td>
</tr>
<tr>
<td>Promote the development and dissemination of best practices in learning and teaching</td>
<td>Make recommendations for improving communication across UOW eTeaching and eLearning user community</td>
<td>Recommendations forwarded to UEC</td>
<td>Ms. Sarah Lambert</td>
<td>July 2009 for UEC August 2009</td>
<td>A draft eLearning Matters newsletter was developed. However communication strategies are now being considered as a part of the IT Innovation Project (headed by Ms. Sarah Lambert) Ms. Lambert will continue to provide frameworks for communication strategies to eLTS for comment and feedback.</td>
</tr>
<tr>
<td></td>
<td>Review and provide advice on UOW teaching and learning policies in terms of their appropriateness to eTeaching and eLearning</td>
<td>Recommendations forwarded to UEC</td>
<td>Dr. Christian Ritz, Ms. Emily Purser, Mrs. Karen Walton, Dr. Grace McCarthy</td>
<td>July 2009 for UEC August 2009</td>
<td>Completed. Report delivered to UEC 19/08/2009 and committee resolved to forward to relevant policy owners and groups.</td>
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University Education Committee
eLearning and Teaching Subcommittee Workplan – 2009

- 3 -
CONTINUOUS IMPROVEMENT ACTION: (As identified by subcommittee, e.g. reviewing terms of reference, inducting new members, committee self evaluation. These actions do not necessarily link to the Strategic Plan but are still necessary as part of the effective functioning of the committee)

<table>
<thead>
<tr>
<th>Planned Actions</th>
<th>Committee Performance Outcome</th>
<th>Responsibility</th>
<th>Deadline</th>
<th>Progress and evaluation of outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recruitment and induction of new members</td>
<td>Vacant positions filled in accordance with revised Terms of Reference, and inductions completed</td>
<td>Chair and Executive Officer</td>
<td>Continuous</td>
<td>New student representative induction complete Feb 2009. New members from GSM and Health Sciences induction complete March 2009.</td>
</tr>
<tr>
<td>Committee self evaluation</td>
<td>Committee self evaluation complete</td>
<td>Chair and Executive Officer</td>
<td>October 2009</td>
<td></td>
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</table>
EXCELLENCE, DIVERSITY & INNOVATION IN TEACHING SUBCOMMITTEE
AGENDA ITEM B5

The draft minutes of 12 August 2009 meeting of the Excellence, Diversity & Innovation in Teaching Subcommittee are attached.

The Excellence, Diversity & Innovation in Teaching Subcommittee Workplan 2009 is attached.

Draft Resolution:
that the University Education Committee receives the Excellence, Diversity & Innovation in Teaching Subcommittee draft minutes of 12 August 2009, as attached to the agenda paper.

Draft Resolution:
that the University Education Committee receives the Excellence, Diversity & Innovation in Teaching Subcommittee Workplan 2009, as attached to the agenda paper.

ATTACHMENTS
Draft minutes of the 12 August 2009 Excellence, Diversity & Innovation in Teaching Subcommittee meeting
Excellence, Diversity & Innovation in Teaching Subcommittee Workplan 2009

<table>
<thead>
<tr>
<th>Drafted by:</th>
<th>Reviewed by:</th>
<th>Approved by:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Executive Officer, UEC</td>
<td>UEC Chairs’ Coordinating Committee</td>
<td>Chair, UEC</td>
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</tbody>
</table>
Report of the meeting of the Excellence Diversity & Innovation in Teaching Subcommittee held at 10.00am on Wednesday 12 August 2009 in Building 36.303.

PRESENT:  A/Prof Rebecca Albury (Chair)  Dr Peter McLean  
Dr Christine Brown  Mr Marcus O’Donnell  
Ms Yvonne Kerr  Dr James Wallman  
A/Prof Anne Porter  Dr Holly Tootell

IN ATTENDANCE:  Ms Jo Failes, Executive Officer

APOLOGIES:  A/Prof Janette Curtis, Prof Patrick Crookes, Ms Judith Marychurch

PART A - OFFICIAL BUSINESS

A1 Welcome and apologies  
Apologies: Apologies were received from A/Prof Janette Curtis, Prof Patrick Crookes, and Ms Judith Marychurch.

New members: The Chair welcomed new committee member Ms Jo Failes, Grants and Awards Officer for the Academic Development Unit. Jo will work in the capacity of Executive Officer for the EDITS subcommittee.

A2 Business arising from the minutes  
All included in the main agenda items.

A3 Confirmation of the minutes  
Resolution: That the minutes of the previous Excellence Diversity and Innovation in Teaching Subcommittee meeting (June 17) are confirmed and signed as a true and accurate record.

Moved: Anne Porter; Second: Peter McLean.

A4 Chair’s report  
The Chair advised that Peter McLean was awarded an ALTC Citation – congratulations Peter – and attended the ceremony in Canberra last week (see Focus on Teaching update).

The Chair advised the committee that the ALTC Citation process has changed from last year. The ten applications were ranked in order from 1 to 10, however the ranking was not followed, hence it was not the bottom three people who missed out on a citation.
The Chair suggested that we think about who at UOW would be good candidates for a citation. The following suggestions were made:

- General staff members who are supporting student learning
- Laboratory and practical support staff
- Library staff
- Learning development staff
- Disability staff

**Action:** To encourage the move away from the known, to the unknown, quiet achievers, we could nominate these categories for an OCTAL Award.

The Chair raised discussion of ALTC deadlines in that they are going to be harder to manage for 2010. For example, the ALTC Teaching/Program Awards applications were due in the same week as when all PEI Coordinators were at the HERDSA conference in Darwin.

**Action:** Christine Brown to speak with Peter Hutchings from ALTC, to request that their conference timetable does not conflict with due dates for ALTC awards and grants in 2010.

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**PART B – GENERAL BUSINESS**

**B1 EDITS Workplan**

Rebecca has started working on a rough plan about a discussion paper. Jo Failes will come around and discuss individually with everyone, rather than emailing, to get ideas and suggestions.

Point 5 (learning and teaching good practice) involves collecting a few good practice examples for the website; three examples is a good goal for developing and either we can provide one or ask a colleague. Anne Melano has a best practice template.

**Action:** Jo Failes to chase up discussion paper ideas, as well as the best practice template.

**B2 ESDF 2010**

A number of issues were raised regarding the ESDF process for 2010:

- Deadlines – dates were determined for “process open” (11 September 2009) and “applications due” (16 November 2009).

- Guidelines and Application Form – Judith Marychurch and James Wallman have worked on the guidelines to determine changes which need to be made. James provided a handout with the suggested changes. Among the suggested changes were that the guidelines should be structured better and clearer in relation to the application questions. We need to specify what is an outcome and what is a deliverable, as disciplines interpret these differently. It was also suggested that the guidelines need a ‘definitions’ section. As there is such a strong alignment with national ALTC grants, it is imperative that we use the same language.

- A further suggestion made was that ESDF applications should align with UOW’s strategic plan. Applicants should contact their faculty for the plan when preparing their application.
• Dissemination – people are operating as Silo’s. It is important that as many people as possible know about ESDF so we should make faculties aware and encourage communication in the faculty.

• Suggestion - is there room on the website for an expression of an intention to submit, for example “yes, I am interested in applying for an ESDF grant”?

• Suggestions for focus areas for the bigger ESDF projects – engagement of students, diversity of students. Furthermore, cross-disciplinary work would allow a door to open for a bigger grant, but the question is how are you going to grow your team? A suggestion is that one ESDF workshop could be focused on developing your team.

• ESDF Reporting – a few issues were raised concerning the lack of an ESDF reporting scheme. We do not have any outcomes from the last few years. Thus, a reporting pro-forma will need to be developed. Further, who does the report go to? Who follows up? The form will need to be a statement of outcomes, budget acquittals and include some form of reflective component. Two suggestions were made regarding ESDF reporting: that the ESDF report be inserted into the EDITS Workplan and the reporting be set up as an e-Learning site.

  Action: A suggestion to help overcome silo issue is that we can coordinate a group within your discipline area and if there are overlaps, we can then target them for support and follow up.

  Action: Jo Failes will make the changes to the application form and guidelines as suggested by Judith and James. A working party will be formed, comprising Christine Brown, Jo Failes, Holly Tootell and Marcus O’Donnell to make final changes to the guidelines and application form.

  Action: Rebecca Albury and Jo Failes to develop an ESDF Reporting proforma. This item is also to be tabled at the next EDITS meeting.

B3  OCTAL 2010
The OCTAL application form and guidelines were discussed and noted that they are in the final tweaking stages and will be available via http://octal.uow.edu.au. Nominations will be online again this year, as this process proved to work well for the 2009 OCTAL round. Online nominations will open on 24th August. The due date for OCTAL applications will be January 11, 2010. The OCTAL panel meeting date will be in February 2010 (the exact date will be determined at the next EDITS meeting).

B4  Discussion Paper on Evidence, Evaluation, Student Feedback
This item was discussed in B1, EDITS Workplan.
‘Focus on Teaching’ Promoting Excellence Initiative

Christine Brown provided an update to the committee on the project’s progress, including the website and the “Focus on Teaching” Symposium organisation (see PEI Update handout for further information):

- Christine was asked if the Symposium is for UOW staff only. She advised no, that we are happy for other institutions to participate.

- The Symposium will be an opportunity for dissemination and practice sharing.

- Christine asked if EDITS committee members volunteer their time and be involved in the Symposium, whether as a presenter or as an attendee.

- A draft program and expression of interest form was handed out to the committee. Christine explained that the program will run as 2, 3, or 4 parallel activities.

- Christine raised the point that she is required to be at a PEI Meeting in Adelaide, two days before the Symposium. It is critical that she be there, as evaluation of PEI projects at Australia-wide universities occurs at PEI meetings.

PART C – OTHER BUSINESS

C1 Other business

There was no other business. The meeting closed at 11:40 am.

C2 Next meeting

The date of the next EDITS meeting is Wednesday, October 14, 2009 at 10am in Room 36:303.

Signed as a true record:

----------------------------------
Chairperson
/ /
### Objective 5: HIGH QUALITY TEACHING

**Relevant Performance Monitoring Framework (PMF) Indicator/s and Target/s:**

<table>
<thead>
<tr>
<th>Indicator/s</th>
<th>Target/s</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quality and impact of teaching programs</td>
<td>Sustained achievement in teaching program awards and grants (including ALTC and Teaching &amp; Learning Performance Fund or other central funding opportunities)</td>
</tr>
<tr>
<td></td>
<td>Measures of effective teaching innovation and good practice developed by 2010</td>
</tr>
</tbody>
</table>

### Key UOW Strategies

<table>
<thead>
<tr>
<th>Project</th>
<th>Planned Actions</th>
<th>Committee Performance Outcome</th>
<th>Responsibility</th>
<th>Deadlines</th>
<th>Progress and evaluation of outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Recognition and rewards for learning and teaching – OCTAL AWARDS</td>
<td>▪ Continue to improve OCTAL Awards scheme</td>
<td>▪ Call for OCTAL 2010 nominations</td>
<td>DVC (A)</td>
<td>Nominations open - TBA</td>
<td>Report on numbers</td>
</tr>
<tr>
<td></td>
<td>▪ Review alignment with UOW awards with national awards</td>
<td>▪ Provide support for OCTAL 2010 nominees to guide their preparation of applications</td>
<td>EDITS Chair</td>
<td>Nomination deadline - TBA</td>
<td>Report on information sessions and consultations</td>
</tr>
<tr>
<td></td>
<td>▪ Coordinate the OCTAL Awards scheme</td>
<td>▪ Judging of 2010 OCTAL awards and notification to winners</td>
<td>EDITS Executive Officer</td>
<td>Nominee acceptance forms due – TBA</td>
<td>Review of guidelines</td>
</tr>
<tr>
<td></td>
<td>▪ Considering modifying the nomination period (eg at the end of each teaching session/)</td>
<td>▪ Consider 2010 OCTAL nominees for ALTC</td>
<td>EDITS Committee</td>
<td></td>
<td>Changes to documentation and processes.</td>
</tr>
</tbody>
</table>

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1 Goal 1 of the UOW Strategic Plan 2008-10
<table>
<thead>
<tr>
<th>Key UOW Strategies</th>
<th>Project</th>
<th>Planned Actions</th>
<th>Committee Performance Outcome</th>
<th>Responsibility</th>
<th>Deadlines</th>
<th>Progress and evaluation of outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2. Recognition and rewards for learning and teaching – ALTC AWARDS</td>
<td>Review, improve, articulate, and communicate UOW’s ALTC Awards support and development processes</td>
<td>Communications on the support process (website, information to potential nominees)</td>
<td>DVC (A)</td>
<td>Nominations for Awards For Teaching Excellence – due 10 July 2009.</td>
<td>Report on numbers</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Support applicants conceptualise and plan their award applications, focussing on discussions around evidence of teaching practice</td>
<td>Provide support to potential applicants to guide their preparation of applications</td>
<td>EDITS Chair</td>
<td>Nominations for Awards For Programs That Enhance Learning – due 10 July 2009.</td>
<td>Report on information sessions and consultations</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Identify and support potential competitive applicants/teams as early as possible and target support via mentors</td>
<td>Candidates identified throughout academic year, recommendations made to DVC (A&amp;I), and nominees supported</td>
<td>EDITS Executive Officer</td>
<td>Nominations for Outstanding Contributions to Student Learning - due 1 May 2009.</td>
<td>Changes to documentation and processes.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Continue centralised coordination of applicant support</td>
<td>Centralised support under the leadership of Teaching Innovation Coordinator, who is supported by the T&amp;L Grants and Awards Officer</td>
<td>EDITS Committee</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Identify a range of ways to engage mentors who will provide feedback to applicants and encourage ongoing engagement with the award process</td>
<td>EDITs to identify potential mentors and mentor activities</td>
<td></td>
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<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Publicise success of recipients</td>
<td>Public recognition of success</td>
<td></td>
<td></td>
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</tr>
<tr>
<td></td>
<td></td>
<td>semester or possibly continuous within a 12 month period) to ensure access and equity, particularly for casual staff.</td>
<td>awards</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Consideration of this will include numbers and uptake and how we deal with this</td>
<td>Review and update OCTAL guidelines, forms and nomination process</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>University Education Committee</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Excellence, Diversity and Innovation in Teaching Subcommittee Workplan –2009</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Key UOW Strategies</td>
<td>Project</td>
<td>Planned Actions</td>
<td>Committee Performance Outcome</td>
<td>Responsibility</td>
<td>Deadlines</td>
<td>Progress and evaluation of outcomes</td>
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</tr>
</tbody>
</table>
| **Promote innovation in teaching and learning which is based on sound educational research** | 3. Learning and Teaching Grants - Educational Strategies Development Fund (ESDF) | ▪ Continue to refine and make recommendations to improve the ESDF scheme, including ongoing revision of guidelines and form to respond to issues as they arise.  
▪ Ongoing revision of guidelines and form to respond to issues as they arise. | ▪ Determine and publicise 2010 successful applicants  
▪ Update 2010 ESDF guidelines and forms on website, in consultation with Research Services Office.  
▪ Call for ESDF applications for 2010  
▪ Provide guidance to ESDF applicants to prepare 2010 applications  
▪ Notify 2010 successful applicants | DVC(A)  
EDITS Chair  
EDITS Executive Officer  
EDITS Committee | ESDF 2009 Assessment panel meeting - TBA  
ESDF 2009 - Application deadline – TBA  
ESDF 2009 Assessment panel meeting – TBA | Report on numbers  
Report on information sessions and consultations  
Review of guidelines  
Changes to documentation and processes. |
| **ESDF 2009 Recipients:** | | | | | | |
| ▪ Dr Yang-Wai Chow, Informatics: A multi-user virtual environment for collaborative learning.  
▪ Dr Byron Keating, Informatics: Three-tier model for integrating enterprise system software within the IS curriculum.  
▪ Dr Glennys O’Brien, Science: Mapping science subject and courses for multiple purposes via an active interview process.  
▪ Dr George Takacs, Engineering: Adding value to BSce Physics Labs to help build confident, knowledgeable teachers.  
▪ Ms Gayl Vidgen, Batemans Bay Education Centre: Investigating flexible professional development strategies for sessional teaching staff at satellite campuses.  
▪ Dr Stan Warren, Education: Raising the standard! Establishing learning networks to improve language experiences for students across faculties.  
▪ A/Prof Heather Yeatman, Health & Behavioural Sciences: Re-development of graduate teaching in public health nutrition. |
<table>
<thead>
<tr>
<th>Key UOW Strategies</th>
<th>Project</th>
<th>Planned Actions</th>
<th>Committee Performance Outcome</th>
<th>Responsibility</th>
<th>Deadlines</th>
<th>Progress and evaluation of outcomes</th>
</tr>
</thead>
</table>
| Recognise achievement that results from innovation, inspiration and commitment in learning and teaching practice | 4. Recognition and rewards for learning and teaching – ALTC GRANTS | ▪ Review, improve, articulate, and communicate UOW’s ALTC grant application processes and grant recipient support processes  
▪ Continue centralised coordination of applicant support provided by the CEDIR T&L Grants and Awards Officer, and the RSO T&L Grants Officer  
▪ Publicise success of recipients | ▪ Communications on the support process (website, information to potential nominees)  
▪ Provide support to potential applicants to guide their preparation of applications  
▪ Centralised support  
▪ Public recognition of success | DVC (A)  
EDITS Chair  
EDITS Executive Officer  
EDITS Committee | Leadership Grant applications due: 19 March 09  
Priority Project applications due: 8 April 09  
Competitive Grant applications due: Nov 09 (date to be confirmed by ALTC) | Report on numbers  
Report on information sessions  
Changes to documentation and processes. |
| Promote the development and dissemination of best practice in learning and teaching | 5. Learning and Teaching Good Practice | ▪ Collect and publicise ideas about, and documentation of, good practice in teaching and learning activities, including on Focus on Teaching website  
▪ Formalise process and publicise key role of EDITS in maintaining a good practice database  
▪ Have a presence at the Focus on Teaching Symposium  
▪ Develop a plan to engage faculties | ▪ Devise a process for reviewing and approving documentation of good practice teaching and learning activities  
▪ EDITS members take active role in Focus on Teaching Symposium through presentation, chairing and other activities | EDITS committee | Various as appropriate, eg. Focus on Teaching Symposium, Plan by end of 2009 | EDITS committee engaged in review of Nexus Project good practice examples with Nexus Project Manager (Anne Melano)  
Report on formalisation process  
The plan to engage faculties in OCTAL and ESDF promotion and support |
<table>
<thead>
<tr>
<th>6. Professional evaluation and feedback</th>
<th>Develop a discussion paper with recommendations at three levels: individual academic; unit including supervisor; institutional including Deans and Senior Executive.</th>
<th>Discussion paper</th>
<th>Chair and executive officer</th>
<th>First regular meeting 2010</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Collect best practice examples for web site and practice sharing activities</td>
<td>3 examples from different faculties</td>
<td>Committee members</td>
<td>Added to Focus on Teaching site as ready</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>7. National Agenda</th>
<th>Maintain watching brief on developments and maximise UOW access to recognition and funding opportunities</th>
<th>Contributions to Promoting Excellence Initiative (PEI) through UOW's PEI project 'Focus on Teaching'</th>
<th>EDITS Chair</th>
<th>Timeframe: July 2008 - June 2010</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Maintain watching brief on the recommendations and outcomes of the Review of Australian Higher Education (the 'Bradley Review')</td>
<td>Establish a pattern of member reports on ALTC-related events and activities</td>
<td>EDITS Executive Officer</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Extending knowledge of ALTC within Committee to support sustainability of Promoting Excellence Initiative using regular reporting</td>
<td>Establishing pattern of member reports on ALTC-related events and activities</td>
<td>PEI Manager</td>
<td></td>
</tr>
</tbody>
</table>
## Continuous Improvement Action:

<table>
<thead>
<tr>
<th>Planned Actions for 2009</th>
<th>Committee Performance Outcome</th>
<th>Responsibility</th>
<th>Deadline</th>
<th>Progress and evaluation of outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Planning - development, dissemination and reporting against Workplan.</td>
<td>Basic plan involving key projects drawn from terms of reference</td>
<td>EDITS Chair&lt;br&gt;EDITS Executive Officer</td>
<td>Apr 09</td>
<td></td>
</tr>
<tr>
<td>Develop an induction process for EDITS members, integrated with existing UOW committee member induction processes</td>
<td>Induction process developed and all new member inducted</td>
<td>EDITS Chair&lt;br&gt;EDITS Executive Officer</td>
<td>Dec 09</td>
<td></td>
</tr>
<tr>
<td>Continue to review methods to support the transition of staff between OCTAL and ALTC Awards</td>
<td>Formalised process for identifying candidates and supporting application development</td>
<td>Teaching Innovation Coordinator (ALTC-funded Promoting Excellence Initiative Project Manager)&lt;br&gt;EDITS Executive Officer (T&amp;L Grants and Awards Officer)</td>
<td>Ongoing</td>
<td>Identification of broader context (eg, career planning, promotion/probation process) in development of formalised process.</td>
</tr>
<tr>
<td>Review and enhance methods to support grant applicants and recipients.</td>
<td>Improved processes for supporting grant applicants and recipients.</td>
<td>CEDIR T&amp;L Grants and Awards Officer, and RSO Research Services Officer</td>
<td>Dec 09</td>
<td></td>
</tr>
</tbody>
</table>

### Links to UOW Strategic Plan

<table>
<thead>
<tr>
<th>Goal 1</th>
<th>Excellence and Innovation in Learning and Teaching</th>
</tr>
</thead>
<tbody>
<tr>
<td>Objective 5</td>
<td>High Quality Teaching</td>
</tr>
<tr>
<td>Strategy 3</td>
<td>Recognise achievement that results from innovation, inspiration and commitment in learning and teaching practice</td>
</tr>
<tr>
<td>Strategy 4</td>
<td>Promote innovation in teaching and learning which is based on sound educational research</td>
</tr>
<tr>
<td>Strategy 5</td>
<td>Promote the development and dissemination of best practices in learning and teaching</td>
</tr>
</tbody>
</table>

### Abbreviations

- **ALTC**: Australian Learning and Teaching Council
- **CAAUT**: Carrick Awards for Australian University Teaching—NOW ALTC
- **CEDIR**: Centre for Educational Development and Interactive Resources
- **EDITS**: Excellence, Diversity and Innovation in Teaching Subcommittee of UEC
- **ESDF**: Educational Strategies Development Fund
- **OCTAL**: Outstanding Contribution to Teaching and Learning (Vice Chancellor’s Teaching Award)
- **PEI**: Promoting Excellence Initiative
- **T&L**: Teaching and Learning
- **UEC**: University Education Committee
TEACHING FACILITIES SUBCOMMITTEE

AGENDA ITEM B6

The minutes of 9 September 2009 meeting of the Teaching Facilities Subcommittee are attached.

Draft Resolution:

that the University Education Committee receives the Teaching Facilities Subcommittee minutes of 9 September 2009, as attached to the agenda paper.

ATTACHMENT

Minutes of the 9 September 2009 Teaching Facilities Subcommittee meeting

<table>
<thead>
<tr>
<th>Drafted by:</th>
<th>Reviewed by:</th>
<th>Approved by:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Executive Officer, UEC</td>
<td>UEC Chairs' Coordinating Committee</td>
<td>Chair, UEC</td>
</tr>
</tbody>
</table>
Minutes of the 2009/3 meeting of the Teaching Facilities Subcommittee of UEC held at 12:30 pm on Wednesday, 9 September 2009 in the 20.109J.

PRESENT:
Professor Timothy McCarthy (Chair) – Faculty of Engineering
Ms Margaret Bond – Faculty of Law
A/Professor Richard Caladine - LIFT
Dr Karen Daly – Faculty of Arts
Ms Petria McGoldrick – Disability Services
Ms Anne Snowball – UOW Education Centres
Mr Ronald Perrin – Faculty of Commerce
Mr David Ryan – Central Timetabling, ARD
Mr Mark Scott – Space Utilisation, B&G
Ms Elizabeth White – Library
Dr Geoff Kelly – Graduate School of Business
Dr Judy Mullan – Graduate School of Medicine
Mrs Sue Liersch – Faculty of Health & Behavioural Sciences
Mrs Viola Naulty – Wollongong College Australia
Ms Cathy Nicastri - ITS
A/Professor Stephen Ralph – Faculty of Science
Mr John Rickleman – Audiovisual Services, LIFT

IN ATTENDANCE: Mrs Tina Booth (Executive Officer)

APOLOGIES: Dr Mark Nelson – Faculty of Informatics
Ms Robbie Collins – Shoalhaven Campus
Mr Tony Johnson – Buildings and Grounds

UNABLE TO ATTEND: Mr Brendan Cook – Student Representative
Dr Houston Dunleavy – Faculty of Creative Arts
Dr Julie Kiggins Faculty of Education

PART A - PRELIMINARY BUSINESS

A1 Welcome and Apologies
The Chair welcomed Sue Liersch to our meeting as the representative from the Faculty of Health & Behavioural Sciences.

A2 Confirmation of the Minutes
RESOLVED (2009/3)
That the minutes of the previous meeting held on 3 June 2009 be confirmed and signed as a true record.

A3 Starring of Items
All items were starred for discussion.
PART B – BUSINESS ARISING FROM THE MINUTES

B1 Chair’s Report

"Much of what I have to report is covered under other agenda items. The main news is that the university will be constructing a new teaching building, Building 24. Details of this are included in agenda item C4 which will be spoken to by A/Prof Caladine and Mark Scott of Buildings and Grounds."

B2 Action Plan

Updates to the action plan were noted.

ACTION 11/09: Executive Officer to ask Mark Nelson if action item 09/03 is still relevant.

ACTION 12/09: Mark Scott and Richard Caladine to conduct an audit in all buildings across campus on signage and put together a proposal. Focusing on interconnecting buildings: 23, 25, 1, 2, 4, 6, 8, 41a, 41b and 41c.

It was noted all future buildings and new signs as requested by faculties will have the new format attributed to them as per the refurbishment in building 40.

ACTION 13/09: Mark Scott to provide Executive Officer with information on the timing of digital signage being introduced around campus for distribution to TFS members or inclusion on next Agenda depending on when received.

ACTION 14/09: Executive Officer to distribute Digital Signage information to TFS members or include on November Agenda, dependant on when information received from Mark Scott.

PART C – GENERAL BUSINESS

C1 Reports/Issues from Faculties – Difficulties with Block Booking Teaching Venues - Faculty of Health & Behavioural Sciences – Sue Liersh

Members were advised the Faculty of Health & Behavioural Sciences is currently spending $1700 per day over the last 2 weeks on external venues for the teaching of their subjects requiring block bookings due to the inability of timetabling to accommodate their needs. Sue noted the following:

- Faculty has never been able to obtain a booking in 67:208 for use during these workshops.
- Faculty will have 38 subjects with all day workshops next session requiring block bookings.
- Workshops contain up to 20 students in each room with up to 3 or 4 rooms required at the same time for stand up activities etc with the teachers going from room to room.
- Faculty knows 1 to 2 years in advance of the dates block booking rooms are required. All during weeks 3 or 4 before students go out on placement.
- Quality of block booking rooms available on campus an issue with 19.1064 not a suitable block booking room due to the layout, windows, security etc.

David Ryan from Timetabling noted the following in relation to block bookings:

- Over 35 block bookings in the system for health subjects this session.
- main problem everyone wants the block bookings at exactly the same time during session.
- allocated rooms are hardly used for the rest of session.
• no additional block booking rooms will become available to timetabling until possibly 2011.
• Faculties not requesting block bookings at the time they are requesting session bookings
• Suggested faculties look at when they are scheduling block booking requirements to consider the possibility of spreading out over the session.

It was noted the trend seems to be moving towards workshop teaching and the need for block booking rooms will increase over the next few years.

It was also noted the school should not have to pay for external rooms because the University cannot provide suitable teaching spaces. If the trend is moving towards workshop style teaching it would be worthwhile to investigate further.

Tim McCarthy suggested putting together a working party of TFS members to look into the refurbishment and security issues of currently allocated block booking rooms. The following members volunteered to be on the new working party: Tim McCarthy, Richard Caladine, David Ryan, Sue Liersch.

**ACTION 15/09:** All faculty representatives on TFS to go back to their faculty and see if they will be moving towards the trend of workshop teaching over the next few years and report this back at the November meeting.

**ACTION 16/09:** Executive Officer to put Block Bookings Report back from Faculties onto the November meeting agenda.

**ACTION 17/09:** Sue Liersch to report back to Tim McCarthy of the issues with 19.1064 to take forward by TFS for refurbishment.

**ACTION 18/09:** Tim McCarthy to organise the first meeting of the Block Booking Working Party.

**ACTION 19/09:** Executive Officer to liaise with Tim McCarthy regarding putting the refurbishment of 19.1064 onto the November Agenda.

### C2 Reports from Service Groups

#### 2.1 LIFT (Learning Innovation, Facilities and Technologies)

It was noted since the writing of the attached report a number of installations had changed.

Richard did ask members to advise staff within their faculties to note there will be limited staffing within LIFT during November, December and January with advanced warning required for LIFT staff assistance in supplying equipment etc to ensure the service can be provided.

**ACTION 20/09:** Cathy Nicastri to follow up on and report back to Tim McCarthy on the download quota for students on the new network.

#### 2.2 Information Technology Services

Update of the Wireless environment has been installed in the Library. Feedback from staff and students has been very positive.

The 2 pilot groups for the new network upgrade, Buildings and Grounds and the Faculty of Law will be migrating in the next week or so. Upon completion of the pilot a schedule will be put in place for the role out of the new network to the rest of campus over the next 12 months.

**ACTION 20/09:** Cathy Nicastri to follow up on and report back to Tim McCarthy on the download quota for students on the new network.

#### 2.3 ARD/Central Timetabling Unit

Report tabled at meeting.

Autumn Session 2010 preliminary requirements due from faculties in the next 2 weeks.
2.4 Buildings and Grounds
Hope Theatre tenders have been received. Tony is currently negotiating with 2 of the lower tenders submitted. Work to begin in September and due for completion in 2010.

2.5 Library
There was no report under this item.

C3 Air Condition/heating issues in the new exam venue – Student Representative
There was no student representative present at this meeting.
ACTION 21/09: Executive Officer of TFS to follow up with WUSA and Janel Elrick and request any feedback from students on air conditioning/temperature issues with the new exam venue for reporting back to TFS at November meeting.

C4 Building 24 – Richard Caladine
Mark Scott distributed plans for each floor of Building 24. DA to go to Wollongong council next week with plans for work to begin in December 2009 and completed by February 2011. Petria asked about disabled access to this new building and the bridges.
Richard Caladine noted he was currently negotiating with the architects on a number of matters relating to this new building.
ACTION 22/09: Mark Scott to get back to Petria regarding disabled access to the bridge area in building 24.
ACTION 23/09: Tony Johnson to contact Petria regarding disability access to all levels of the new building 24 in relation to floor levels etc.

C5 Videoconference eduStream Integration – Richard Caladine
The current supplier of the software that sits behind the eduStream system charges a $15,000 maintenance fee per year, however they have been bought out by a US company and UOW have been advised that in 2011 this maintenance fee will rise to $150,000 per year. Lectopia will not be supported from 2011 and we will need to move to a new system even if we stay with the same supplier.
Richard recommends UOW combine Videoconference and eduStream on the same system, maintained by LIFT and to research what other systems are available to UOW for around the same pricing structure.
ACTION 24/09: Richard Caladine to write up a full report on Videoconference and eduStream integration and present to the November TFS meeting.

C6 Network Solution Project
Richard Caladine, Anne Snowball and the Faculty of Education have been working on this project which will be piloted with the Dip Ed taught between Wollongong, Shoalhaven, Bega and Batemans Bay. The project will showcase new videoconference technology, interactive whiteboards that are networked. Someone can write on a whiteboard here at Wollongong and it will be seen on all other whiteboards at other campuses in this class.

LIFT is currently working on voice tracking system for video conference. The project involves construction and redevelopment at Batemans Bay. Anne has scheduled a meeting on Thursday 10 September with council to discuss making this a joint venture with Batemans Bay TAFE.

PART D – OTHER BUSINESS

D1 Other Business
There was no other business recorded under this item.

D2 Next Meeting
The next meeting is scheduled to be held at 12:30 pm on Wednesday, 25 November 2009 in 36.304.

The meeting closed at 2:00 pm.
<table>
<thead>
<tr>
<th>No</th>
<th>Date</th>
<th>Issue for action</th>
<th>Responsibility</th>
<th>Status update</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>24/09</td>
<td>09/09/09</td>
<td>Richard Caladine to write up a full report on Video Conference and eduStream integration and present to the November TFS meeting.</td>
<td>Richard Caladine</td>
<td>New</td>
<td>N</td>
</tr>
<tr>
<td>23/09</td>
<td>09/09/09</td>
<td>Tony Johnson to contact Petria regarding disability access to all levels of the new building 24 in relation to floor levels etc.</td>
<td>Tony Johnson</td>
<td>New</td>
<td>N</td>
</tr>
<tr>
<td>22/09</td>
<td>09/09/09</td>
<td>Mark Scott to get back to Petria regarding disabled access to the bridge area in building 24.</td>
<td>Mark Scott</td>
<td>New</td>
<td>N</td>
</tr>
<tr>
<td>21/09</td>
<td>09/09/09</td>
<td>Executive Officer to follow up with WUSA and Janel Elrick and request any feedback from students on air conditioning/temperature issues with the new exam venue for reporting back at the TFS November meeting.</td>
<td>Tina Booth</td>
<td>New</td>
<td>N</td>
</tr>
<tr>
<td>20/09</td>
<td>09/09/09</td>
<td>Cathy Nicastrì to follow up on and report back to Tim McCarthy on the download quota for students on the new network.</td>
<td>Cathy Nicastrì</td>
<td>New</td>
<td>N</td>
</tr>
<tr>
<td>19/09</td>
<td>09/09/09</td>
<td>Executive Officer to liaise with Tim McCarthy regarding putting the refurbishment of 19.1064 onto the November Agenda.</td>
<td>Tina Booth</td>
<td>New</td>
<td>N</td>
</tr>
<tr>
<td>18/09</td>
<td>09/09/09</td>
<td>Tim MCarthy to organise the first meeting of the Block Booking Working Party.</td>
<td>Tim M McCarthy</td>
<td>New</td>
<td>N</td>
</tr>
<tr>
<td>17/09</td>
<td>09/09/09</td>
<td>Sue Liersch to report back to Tim McCarthy of the issues with 19.1064 to take forward by TFS for refurbishment.</td>
<td>Sue Liersch, Tim McCarthy</td>
<td>New</td>
<td>N</td>
</tr>
<tr>
<td>16/09</td>
<td>09/09/09</td>
<td>Executive Officer to put Block Bookings Report back from Faculties on the November meeting Agenda.</td>
<td>Tina Booth</td>
<td>New</td>
<td>N</td>
</tr>
<tr>
<td>15/09</td>
<td>09/09/09</td>
<td>All faculty representatives on TFS to go back to their faculty and see if they will be moving towards the trend of workshop teaching over the next few years and report this back at the November meeting.</td>
<td>All Members</td>
<td>New</td>
<td>N</td>
</tr>
<tr>
<td>14/09</td>
<td>09/09/09</td>
<td>Executive Officer to distribute Digital Signage information to TFS members or include on November Agenda, dependant on when information received from Mark Scott.</td>
<td>Tina Booth</td>
<td>New</td>
<td>N</td>
</tr>
<tr>
<td>13/09</td>
<td>09/09/09</td>
<td>Mark Scott to provide Executive Officer with information on the timing of digital signage being introduced around campus for distribution to TFS members or inclusion on next Agenda depending on when received.</td>
<td>Mark Scott</td>
<td>New</td>
<td>N</td>
</tr>
<tr>
<td>12/09</td>
<td>09/09/09</td>
<td>Mark Scott and Richard Caladine to conduct an audit in all buildings across campus on signage and put together a proposal. Focusing on interconnecting buildings: 23, 23, 1, 2, 4, 6, 8, 41b and 41c.</td>
<td>Mark Scott, Richard Caladine</td>
<td>New</td>
<td>N</td>
</tr>
<tr>
<td>No</td>
<td>Date</td>
<td>Issue for action</td>
<td>Responsibility</td>
<td>Status update</td>
<td>Code</td>
</tr>
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<td>-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>------------------------</td>
<td>---------------</td>
<td>------</td>
</tr>
<tr>
<td>11/09</td>
<td>09/09/09</td>
<td>TFS Executive Officer to contact Mark Nelson to confirm if action item 09/03 is still relevant.</td>
<td>Tina Booth</td>
<td>New</td>
<td>N</td>
</tr>
<tr>
<td>10/09</td>
<td>03/06/09</td>
<td>Contact ITS to discuss the feasibility of using Network Time in CTA's as an alternative to clocks</td>
<td>Chair</td>
<td>Pending</td>
<td>P</td>
</tr>
<tr>
<td>09/03</td>
<td>11/03/09</td>
<td>Organise a meeting to discuss the Faculty of Informatics room booking system issues further.</td>
<td>Mark Nelson</td>
<td>Pending</td>
<td>P</td>
</tr>
<tr>
<td>08/19</td>
<td>26/11/08</td>
<td>Report back to the 1st 2009 TFS meeting on the numbering system put in place by Tom Hunt.</td>
<td>Tony Johnson</td>
<td>Pending</td>
<td>P</td>
</tr>
<tr>
<td>08/18</td>
<td>26/11/08</td>
<td>Advise Richard Caladine or TFS Exec Officer of any additional items they would like added to the TFS Project Planning Priorities list for 2009</td>
<td>All members</td>
<td>Pending</td>
<td>P</td>
</tr>
<tr>
<td>08/13</td>
<td>20/08/08</td>
<td>Write a case for Video Cameras in Common Teaching Areas, canvas opinions from across campus including the NTEU.</td>
<td>Ric Caladine</td>
<td>Ongoing</td>
<td>O</td>
</tr>
<tr>
<td>09/02</td>
<td>11/03/09</td>
<td>Advise the TFS Executive Officer of any action item updates relating directly to them.</td>
<td>All Members</td>
<td>Ongoing</td>
<td>O</td>
</tr>
<tr>
<td>08/07</td>
<td>30/07/08</td>
<td>Upon approval from Prof Rob Castle all TFS Representatives are to advise their faculty of the agreed sign template for consistency across campus, for all common teaching spaces.</td>
<td>All TFS Members</td>
<td>Ongoing</td>
<td>O</td>
</tr>
<tr>
<td>08/06</td>
<td>30/07/08</td>
<td>Write a proposal for the new signs for all common teaching spaces in conjunction with Mark Scott and submit to Rob Castle for approval and funding.</td>
<td>Ric Caladine</td>
<td>Ongoing</td>
<td>O</td>
</tr>
</tbody>
</table>
The draft minutes of 22 September 2009 meeting of the Internationalisation in Learning and Teaching Subcommittee are attached.

The minutes of 28 July 2009 meeting of the Internationalisation in Learning and Teaching Subcommittee are attached.

The Internationalisation in Learning and Teaching Subcommittee Workplan 2009 is attached.

**Draft Resolution:**

*that the University Education Committee receives the Internationalisation in Learning and Teaching Subcommittee draft minutes of 22 September 2009, as attached to the agenda paper.*

**Draft Resolution:**

*that the University Education Committee receives the Internationalisation in Learning and Teaching Subcommittee minutes of 28 July 2009, as attached to the agenda paper.*

**Draft Resolution:**

*that the University Education Committee receives the Internationalisation in Learning and Teaching Subcommittee Workplan 2009, as attached to the agenda paper.*
Minutes of the 4/2009 meeting of the Internationalisation in Learning and Teaching Subcommittee held at 1.00pm on Tuesday, 22 September 2009 in room, 36.304.

PRESENT:  
A/Prof Gary Noble (Chair)  
Dr Maureen Bell  
Prof Rob Castle  
Dr Karen Daly  
Dr Greg Hampton  
Mrs Megan Huisman  
Ms Lotte Latukefu  
Mr Dominic Riordan  
Ms Trish Tindall  
Dr Brian Yecies

IN ATTENDANCE:  
Ms Sally Rogan, Head, Student Support and Peer Learning Unit  
Ms Amber Yan, current student and PASS Leader  
Ms Julia Payne, Executive Officer

APOLOGIES:  
A/Prof Paul Carr  
Dr Ken Cruickshank  
A/Prof David Vance  
Ms Natalie Wall

PART A - OFFICIAL BUSINESS

Prior to the commencement of official business the Chair welcomed Ms Sally Rogan, Head of the Student Support and Peer Learning Unit and, Ms Amber Yan, current student and PASS Leader.

A1 Apologies and Leave of Absence

Apologies were received from A/Prof Paul Carr, Dr Ken Cruickshank, A/Prof David Vance and Ms Natalie Wall.

A/Prof Golshah Naghdy is on study leave for the remainder of 2009.

A2 Business Arising from the Minutes

There was no business arising from the minutes of the previous meeting.

A3 Confirmation of Minutes

RESOLVED 2009/6

that the minutes of the previous Internationalisation in Learning and Teaching Subcommittee meeting held on 28 July 2009 be confirmed and signed as a true record.
A4 Chair’s Report

The Chair reported that he met with Prof Rob Castle, Deputy Vice-Chancellor (Academic) recently to discuss matters relating to various ILTS projects.

It was agreed that a grant focusing on internationalisation of learning and teaching, which were to be administered as a separate Grant Scheme by ILTS, will now be run through the 2010 round of Education Strategies Development Fund (ESDF). A member of the ITLS Grant working party which has developed the draft grant guidelines will be asked to work with Ass/Prof Rebecca Albury to assist with the grant process.

It is anticipated that the grant will be able to be administered as a stand alone grant by ILTS in future years.

Prof Castle also indicated the need for more information, including examples of good practice, in order to support the project (include funding) proposal for the development of Good Practice Guidelines and support materials, developed by the Groupwork working party.

A possible work item for ILTS in 2010 is to examine the academic and cultural transition of international students into university. This matter will be discussed further at the November ILTS meeting.

The Chair also circulated an information flyer about an upcoming colloquium at the University of Sydney focusing on Internationalising Learning and Teaching in Academic Settings.

PART B – GENERAL BUSINESS

B1 PASS Program

Ms Sally Rogan, Head, Student Support and Peer Learning Unit and Ms Amber Yan, a PASS Leader, spoke to the Committee about the PASS Program, focusing on the involvement of international students.

Amber, an international student and current PASS leader was recently awarded a 2009 National PASS Leader Award. Amber spoke about her experiences as a leader, noting that she felt international students felt encouraged to have a fellow international student as a PASS leader. She noted the strong academic and social benefits that involvement in the PASS program provides, and recommended that these benefits be promoted by faculties to international students to encourage their involvement in the program.

Sally noted that UOW has trialled promoting the benefits of the PASS program to international students via the development of brochures written in Mandarin in Spring session 2010. The impact of this will be assessed at the end of the year.

She noted that the main barriers for international student becoming PASS leaders are their language skills, however she also noted that some international students also have strong tendencies to ‘teach’ rather than engage students, which does not make them suitable for PASS leadership roles.

Sally spoke about the extensive training and support provided to PASS leaders, and the average length of time leaders remain in their position. There are generally three to five
international students acting in PASS leader roles from a total for 50 to 60 total leaders across UOW.

Prof Castle acknowledged how successful the PASS program has been to date, and that its increasing success is placing a strain of resources and funding. This strain is caused by a continually increasing number of students participating in the program across an ever increasing number of subjects for which assistance is being provided.

Sally requested that she would welcome suggestions from faculties or individuals of any strategies to promote development of english language skills to assist them become PASS leaders.

Sally noted the availability of Student Support and Peer Learning Unit to assist in any projects being undertaken by ILTS, such as the provision of good practice examples of teaching involving international students.

**B2 Working Party updates**

A representative from each Working Group provided an update on their Groups’ progress.

**B1.1 Project: Develop an alternative to the existing international studies minor**

A/Prof Gary Noble reported that this Working Party is continuing to progress development of a point based model for the proposed Global Citizenship Certificate. It has developed a list of activities which may contribute towards the attainment of such Certificate, and is in the process of allocating appropriate points for each. The Committee will provide further information at the November ILTS meeting.

**B1.2 Project: Increase student participation in the study of foreign languages**

Dr Karen Daly noted that she is currently the only member of this working party, as other members have been unable to participate recently. She met with Prof Kerry Dunne, Director of the Language Centre in the Faculty of Arts recently to examine patterns of enrolment and attrition in first year language subjects at UOW, and circulated a paper to members summarising keys findings from the data.

Dr Daly noted that the information was very useful, and it was intended to examine similar data more extensively, for example, second and third year enrolments in language subjects.

She noted that it was common for Australian university students to drop out of language studies after their first year for various reasons, including timetabling issues, to focus on their major, finding that the language subjects are too time consuming.

She noted that the initiatives of the new Language Centre, such as the introduction of intensive language courses will aim to increase the number of students undertaking language studies and assist overcome some of the existing barriers impacting on enrolments in language studies.

The committee noted the valuable information this Working Party has found to date and agreed that the collection of further information in this area would be of value in order to address issues.
B1.3 Project: Facilitate internationalisation of the curriculum in the classroom and; Establish dedicated teaching and research grant scheme in the area of internationalisation of the curriculum

As noted in the Chair’s report, this grant will be offered through the ESDF grant process for 2010, however it is anticipated ILTS will be able to offer a stand along grant in the area of internationalisation in learning and teaching in future years.

B1.4 Project: Develop staff guidelines and awareness of cultural issues surrounding group work tasks

As noted in the Chair’s report, it has been agreed that more information, such as examples of good practice of groupwork for the achievement of international perspectives, is required to support the funding proposal put forward for consideration by the Deputy Vice-Chancellor (Academic).

The potential to utilise PASS material to assist this project was noted.

B1.5 Project: Increase international student involvement in student support services

It was noted that the information provided by Sally and Amber at today’s meeting about international student involvement in the PASS program was relevant to this working party project.

PART C – WORKPLAN and OTHER BUSINESS

C1 Committee Workplan

The Committee agreed to focus on developing the 2010 work plan at its November meeting. This includes reviewing current projects and working group membership, as well as considering new projects for 2010, such as international student transition (as noted in the Chairs Report).

C3 Next Meeting

The next meeting is scheduled to be held on Tuesday, 11 November at 11.00am in the Faculty of Commerce meeting room 40A.G81.

The meeting closed at 2.15pm.

Signed as a true record:

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Chairperson
/ /
Minutes of the 3/2009 meeting of the Internationalisation in Learning and Teaching Subcommittee held at 11.00am on Tuesday, 28 July 2009 in room, 36.304.

PRESENT: A/Prof Gary Noble (Chair)  
Dr Maureen Bell  
A/Prof Paul Carr  
Prof Rob Castle  
Dr Karen Daly  
Dr Greg Hampton  
Mr Dominic Riordan  
Ms Trish Tindall

IN ATTENDANCE: Prof Kerry Dunne, Director, Language Centre, Faculty of Arts  
Ms Julia Payne, Executive Officer

APOLOGIES: Dr Ken Cruickshank  
Ms Lotte Latukefu  
A/Prof David Vance  
Ms Natalie Wall  
Dr Brian Yecies

PART A - OFFICIAL BUSINESS

Prior to the commencement of official business the Chair welcomed Professor Kerry Dunne, Director of the Language Centre in the Faculty of Arts.

*A1 Apologies and Leave of Absence
Apologies were received from Dr Ken Cruickshank, Ms Lotte Latukefu, A/Prof David Vance, Ms Natalie Wall and Dr Brian Yecies.

A/Prof Golshah Naghdy is on study leave for the remainder of 2009.

*A2 Business Arising from the Minutes
The Chair reported on the following outcomes following the 12 May meeting:

B1.4 Ms Sally Rogan will attend the September ILTS meeting to give an overview of students involved in the PASS program.

B2 The Good Practice Principles for English Language Proficiency for International Students in Australian Universities were circulated to ILTS members for information.

*A3 Confirmation of Minutes

RESOLVED 2009/5

that the minutes of the previous Internationalisation in Learning and Teaching Subcommittee meeting held on 12 May 2009 be confirmed and signed as a true record.
*A4 Chair’s Report

The Chair reported that he and Ms Julia Payne met with the Professor Rob Castle, Deputy Vice-Chancellor (Academic) to discuss matters relating to the Committee.

At this meeting, Professor Castle provided in principle support and confirmation of availability of funds for the proposed grant scheme in the area of ‘Internationalisation of the Curriculum’, subject to the development of suitable Guidelines. Professor Castle also noted his views about the proposed Global Citizenship Certificate, which have been noted by the relevant Working Party and shall be reported at agenda item B2.

PART B – GENERAL BUSINESS

*B1 Language Centre

Professor Kerry Dunne, Director of the new Language Centre in the Faculty of Arts, provided an overview of the future direction of the new Language Centre.

Professor Dunne noted that a Vision Statement for the Language Centre is currently being finalised and outlined the following plans for the Centre:

- Expand the range of language offerings at UOW to include: Mandarin (both character and non-character options), Indonesian, Arabic and Korean.
- It is intended that language services will be extended externally to the community on the south coast and southern tablelands.
- Introduction of a Certificate in Languages (24 credit points) and the Diploma of Languages (24 credit points), to be available from 2010. This will allow student to undertake language studies concurrently with their main degree. It was noted such models are already available at other institutions.
- The Centre also wishes to promote the value of student exchange and spending time overseas. Prof Dunne noted there are opportunity’s for students to gain valuable professional experience overseas with a second language.
- The Language Centre will refine the existing major in English Language and Linguistics, for which there are two streams already available- one for international students and the other for speakers with an English Language background.
- Plans are also being developed to introduce general interest courses for community members (e.g., Italian for travellers), summer short courses, targeted languages for selected areas (e.g., Japanese for business), and in-service programs for teachers.

It is anticipated that implementation of these activities will assist meet the Federal governments agenda to increase the number of students who speak a second language.

Prof Dunne noted that she is progressively meeting with Deans to discuss these matters. Market research will be undertaken to explore the demand for the proposed services and courses.

The Chair noted the synergies between the activities of the Language Centre in meeting some of the objectives of the Internationalisation in Learning and Teaching Subcommittee, particularly increasing student participation in the study of foreign languages, and requested that the Committee be kept updated on the Language Centre’s activities.
**B2 Working Party updates**
A representative from each Working Group provided an update on their Groups’ progress.

**B1.1 Project: Develop an alternative to the existing international studies minor**

A/Prof Gary Noble reported that this Working Party is looking to develop a point based model for the proposed Global Citizenship Certificate. The Group has identified the following three students groups who are likely to be interested in undertaking this certificate: domestic students (particularly those interested in student abroad and student exchange), international students (particularly those who stay in Australia over summer and would have more time to undertake activities associated with the Certificate) and, international exchange students at UOW.

A/Prof Noble noted that the Working Party is currently trying to identify activities which would be suitable for this scheme and, assigning appropriate ‘points’ to each activity. These issues will be further explored and reported at the September ILTS meeting.

The group is also exploring the possibility of a Statement of Attainment for students who exit the Global Experience Certificate scheme prior to completion.

**B1.2 Project: Increase student participation in the study of foreign languages**

Dr Karen Daly noted that this Working Group has not met since the May ITLS meeting due to conflicting workloads of Group members, however the group has organised to meet in August with Prof Kerry Dunne.

Dr Daly also noted that the Working Party will examine feedback obtained from a student survey exploring barriers to undertake language studies. Further, Dr Daly reported that enrolment number in first year French and Spanish has increased in 2009, although reasons for this are unknown.

**B1.3 Project: Facilitate internationalisation of the curriculum in the classroom and; Establish dedicated teaching and research grant scheme in the area of internationalisation of the curriculum**

Dr Greg Hampton spoke to the preliminary guidelines for a dedicated teaching and learning research grant scheme in the area of internationalisation of the curriculum, which were circulated by Dr Brian Yecies on 26 July.

The preliminary guidelines suggested that the allocated $20,000 for the new grant scheme be divided evenly between 2 successful separate applications. The guidelines recommend that proposals which explore dynamic pathways for facilitating interdisciplinary group and collaborative work - either between domestic and international students, colleagues or industry partners – be given priority over other project proposals. Successful projects will require to be completed within 6-9 months and the submission of a report and participation in a symposium that showcases their findings.

The Committee was supportive of the proposed Guidelines. Professor Castle noted that applications should be required to state how information will be disseminated and how people will benefit from the project. He agreed that a short time frame and requirements to participate in the symposium at the completion of the project should assist to make this grant scheme successful.
Dr Maureen Bell questioned the use of the term ‘pedagogical’ in one of the definitions of internationalisation which has been suggested by the Working Party. It was recommended that the term may be replaced by ‘learning and teaching’ to simplify the definition. Prof Castle suggested that reference to a national perspective be added to the definition.

**B1.4 Project: Develop staff guidelines and awareness of cultural issues surrounding group work tasks**

Dr Maureen Bell circulated a progress report summarising this Working Group’s recent activities. Dr Bell noted that the Group is aiming to develop good practice guidelines and support materials for the achievement of international perspectives through group work. FEC Chairs have been informed of this project, good practice examples of group work involving international and domestic students is being collected, and a Research Assistant has undertaking a literature search of group work tasks in higher education with international students.

The group is aiming to deliver paper-based and online Good Practice Guidelines with support materials in the form of DVD clips and commentary by the end of 2009. A quote for the production of this DVD and paper-based resource has been prepared. Prof Castle agreed to speak with Prof Chicharo, Pro Vice-Chancellor (International) about this proposal and will provide feedback to the Chair on outcomes of these discussions.

**B1.5 Project: Increase international student involvement in student support services**

Dr Greg Hampton noted that this Working Party has no updates at this stage.

As suggested at the May ILTS meeting, Ms Sally Rogan will attend the September ILTS meeting to give an overview of students involved in the PASS program.

**PART C – WORKPLAN and OTHER BUSINESS**

*C1 Committee Workplan*

The Chair noted that the September meeting will mark one year since ILTS commenced. Working Party members were reminded to send updates of their groups activities as appropriate to Ms Julia Payne so that the Workplan can be updated.

*C2 Other Business*

It was noted that this was Dr Maureen Bell’s last ITLS meeting. The Committee extended thanks to Dr Bell for her contribution to the Committee.
C3  Next Meeting

The next meeting is scheduled to be held on Tuesday 15 September at 11.00am in room 36.304, however given teaching commitments of several Committee members at the scheduled meeting time, it was agreed to try and move the time for the next meeting.

Action Arising: Ms Julia Payne to arrange an alternate meeting time for the 15 September meeting.

The meeting closed at 12.15pm.

Signed as a true record:

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Chairperson

/ /
University Education Committee
ILT SUBCOMMITTEE WORKPLAN YEAR: 2009

UOW Strategic Goal 1: Excellence and innovation in learning and teaching

OBJECTIVE 4: An international focus in learning and teaching

Relevant Performance Monitoring Framework (PMF) Indicator/s and Target/s:

<table>
<thead>
<tr>
<th>Indicator/s</th>
<th>Target/s</th>
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</thead>
<tbody>
<tr>
<td>3. Student engagement with an international experience</td>
<td>a. Benchmark baselines for uptake of and satisfaction with “outbound” international program experience, established by November 2008</td>
</tr>
</tbody>
</table>

Key UOW Strategies

| Integrate international perspectives and content into the curriculum. | Develop an alternative to the existing ‘international studies minor’. |
| | Increase student participation in the study of foreign languages. |
| Facilitate internationalisation of the curriculum in the classroom. | Examine potential for a non-award certificate such as a ‘Global Experience Award’ that incorporates recognition of study abroad, study tours and other global experiences. |
| | Examine existing barriers to language studies. |

<table>
<thead>
<tr>
<th>Planned Actions</th>
<th>Committee Performance Outcome</th>
<th>Responsibility</th>
<th>Deadline</th>
<th>Progress and evaluation of outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Examine potential for a non-award certificate such as a ‘Global Experience Award’ that incorporates recognition of study abroad, study tours and other global experiences.</td>
<td>Non Award Certificate</td>
<td>Gary Noble&lt;br&gt;Trish Tindall&lt;br&gt;Paul Carr&lt;br&gt;Greg Hampton</td>
<td></td>
<td>It has developed a list of activities which may contribute towards the attainment of such Certificate, and is in the process of allocating appropriate points for each.</td>
</tr>
<tr>
<td>Examine existing barriers to language studies.</td>
<td>Definition/framework of internationalisation</td>
<td>Karen Daly&lt;br&gt;Natalie Wall</td>
<td></td>
<td>Examining patterns of enrolment and attrition in first year language subjects at UOW, and circulated a paper to members summarising keys findings from the data.</td>
</tr>
<tr>
<td>Define “internationalisation” of the curriculum</td>
<td>Definition/framework of internationalisation</td>
<td>Golshah Nagdhy&lt;br&gt;Lotte Latukefu&lt;br&gt;Greg Hampton&lt;br&gt;Brian Yecies&lt;br&gt;Natalie Wall</td>
<td></td>
<td>Definitions of internationalisation explored. Current (2010) ESDF Grant round includes ‘Internationalisation in the</td>
</tr>
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</table>

1 Goal 1 of the UOW Strategic Plan 2008-10
<table>
<thead>
<tr>
<th>Key UOW Strategies</th>
<th>Project</th>
<th>Planned Actions</th>
<th>Committee Performance Outcome</th>
<th>Responsibility</th>
<th>Deadline</th>
<th>Progress and evaluation of outcomes</th>
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</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Facilitate internationalisation of the curriculum in the Faculties</td>
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<td>classroom' as a topic area for the major grant</td>
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<td></td>
<td></td>
<td>Establish dedicated teaching and research grant scheme in area of internationalisation of the curriculum</td>
<td>Teaching and research internationalisation grants scheme.</td>
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<tr>
<td></td>
<td></td>
<td>Promote opportunities within degree courses and through online delivery, for the acquisition of foreign language skills and cultural awareness</td>
<td></td>
<td>Maureen Bell</td>
<td>Guidelines to be developed by end of 2009.</td>
<td>Exploring examples of good practice and developing proposal for development of educational resources in this area.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Improve teaching and learning practices involving international and domestic students.</td>
<td>Development staff guidelines and awareness of cultural issues surrounding group work tasks.</td>
<td>Gary Noble</td>
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<td></td>
<td></td>
<td>Develop staff guidelines and awareness of cultural issues surrounding group work tasks.</td>
<td>Good practice guidelines and communication plan. Communication plan implemented</td>
<td>Jo Abrantes</td>
<td></td>
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<td></td>
<td></td>
<td>Develop academic collaboration between domestic and international students.</td>
<td>Examination potential for PASS program to involve joint domestic and international 'team leaders'</td>
<td>Ken Cruickshank</td>
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<td></td>
<td></td>
<td>Increase international student involvement in student support services</td>
<td></td>
<td>Greg Hampton</td>
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<td></td>
<td></td>
<td>Discuss main barriers for international students undertaking leadership roles in the PASS Program with Ms Sally Rogan, Head, Student Support and Peer Learning Unit</td>
<td></td>
<td>David Vance</td>
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<tr>
<td>and/or</td>
<td></td>
<td>CONTINUOUS IMPROVEMENT ACTION</td>
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<td></td>
<td></td>
<td>Planned Actions</td>
<td>Committee Performance Outcome</td>
<td>Responsibility</td>
<td>Deadline</td>
<td>Progress and evaluation of outcomes</td>
</tr>
<tr>
<td></td>
<td>Induct new members</td>
<td>Members inducted</td>
<td>Executive Officer/Chair</td>
<td>As required</td>
<td>Induction meeting held with new Committee member Dr Brian Yecies 1 April 2009.</td>
<td></td>
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<tr>
<td></td>
<td>Self evaluation</td>
<td>Evaluation Conducted</td>
<td>ILTS/Dominic Riordan</td>
<td></td>
<td>Self-evaluation to be conducted at 11 November 2009 meeting.</td>
<td></td>
</tr>
</tbody>
</table>
PART C

GENERAL BUSINESS

ATTACHED ARE THE ITEMS
LISTED ON THE AGENDA SHEET

Paola Ciccarelli
Executive Officer, UEC
The report presents the findings of a trial benchmarking project between UOW and the University of Tasmania (UTAS) in the area of academic transition support for first year undergraduate students. This project is timely given the Federal Government’s policy of increasing participation and diversity in higher education and has provided invaluable preparation for our AUQA Audit in March 2011.

The benchmarking project began in mid 2008 and was implemented in 2009, while the period of analysis was January to December, 2008. The project had the following objectives:

- To develop knowledge and experience in the benchmarking process
- To compare processes and identify good practice in academic transition support
- To identify areas for improvement.

The project involved a comprehensive self assessment of programs against ten performance indicators and involved all nine faculties, the Academic Services Division (Library, CEDIR, Learning Development and Woolyungah), Student Services, ITS, ARD, International Student Programs and the regional centres. The project was overseen by a Quality Assurance Subcommittee (QAS) Working Group and coordinated by the Strategic Planning and Quality (SPQ) Office.

The report was compiled in consultation with project team leaders (including FEC Chairs) and in collaboration with the project coordinator from UTAS. It presents:

- the context and background to initiating the benchmarking project with UTAS
- the three phases of the project: preparation (including the development of benchmarking instruments), self assessment and peer review
- comparative information on performance for each of the 18 participating units at UOW and for the two institutions as a whole
- identified areas of good practice and areas for improvement
- an evaluation of the trial project
- recommendations for future institutional benchmarking exercises.

The report also includes a draft Action Plan which provides directions for change to better meet the needs of first year students (including those who enter with advanced standing directly into second year). Ten action areas have been identified relating to: first year student policy, coordination across programs; role and capacity of Student Support Advisers; transition pedagogy; identification and role of first year coordinators; processes to identify and support at-risk students; improved support for pathway students, international students and equity groups; professional development and induction, especially for casual staff; student communication; resourcing; and evaluation of programs.

The project outcomes show that UOW needs, above all, a co-ordinating mechanism to build on strengths, address weaknesses and actively take up the opportunities offered by the government’s participation agenda. To provide that mechanism and capitalise on the project’s assessments, a First Year Experience (FYE) Working Group has been established by the DVCA under the auspice of the Student Support for Learning Subcommittee (SSLS) of UEC. This group will further develop and implement the Action Plan and report through SSLS back to this committee.

UEC members’ attention is drawn to the draft Action Plan.
Draft Resolution

that the University Education Committee:

(i) receives the “Report on the Trial Benchmarking Project on Academic Transition Support between UOW and UTAS” and the establishment of the First Year Experience Working Group; and

(ii) refers the report to Academic Senate for information.

ATTACHMENT

Report on Trial Benchmarking Project on Academic Transition Support between UOW and UTAS

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<th>Drafted by:</th>
<th>Reviewed by:</th>
<th>Approved by:</th>
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<tbody>
<tr>
<td>Jan Sullivan, Senior Officer Quality, SPQ Office</td>
<td>Lynn Woodley Executive Manager, SPQ Office</td>
<td>Chair, UEC</td>
</tr>
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</table>
In October 2008 Responsibilities, Rights and Respect Online was demonstrated to the UEC Committee. The Committee supported a recommendation that the program be trialled in the Student Residential Colleges before returning to the UEC with a proposal for taking the program university wide.

The program, Responsibilities, Rights and Respect Online was launched in Diversity Week 2009 by Graeme Innes and Chris Puplick. Graeme Innes at the launch said “discrimination is preventable” and it is through education that this is most successful.

Also during Diversity Week, approximately 1300 students living in the Student Residences were sent an email asking them to complete a survey to assess their perspectives on aspects of diversity and discrimination and then to complete the RRR Online program. Approximately 20% of the residents responded to the survey and 10% completed the RRR Online program.

Focus groups were then held at Weerona College, International House and Campus East to gain further feedback on the survey results and the RRR Online program. As a result of the feedback, improvements have been made to the Reflection and Feedback section of the program and most significantly questions and answers have been added to each scenario to test for understanding. This latter feature was the main missing element that students and other reviewers had identified.

Comments on the navigation and visual appeal of the program were very positive. On the whole students felt that the scenarios were relevant and realistic and made the messages about discrimination and harassment clear.

All students in the focus groups felt that the program should be compulsory for all first year students and they should be asked to complete the program in Orientation Week or at least the first session of study. Withholding results as for ILIP was felt to be a good incentive for completion.

It is proposed that RRR Online is made compulsory for all incoming undergraduate students in 2010. To facilitate this, a number of matters will need to be addressed:

1. Begin working with ITS to mainstream and integrate RRR Online into the ITS network environment
2. Develop a process for informing students of this compulsory requirement
3. Identify a final business owner for RRR Online

It is possible to have a two staged process to the above. RRR Online can be located on the University website before the start of session. This can be promoted to all staff and students through a number of different strategies.

It is proposed to hold Diversity Week in week 7 (April 19th) in 2010 and, subject to the ITS requirements being addressed, this may be the ideal opportunity to promote to students the compulsory requirement of RRR Online.

Draft Resolution

that the University Education Committee:
(i) notes the presentation on Responsibilities, Rights and Respect (RRR) Online; and
(ii) approves the requirement that this be compulsory for all incoming undergraduate students as set out in the agenda paper.

<table>
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<tr>
<th>Drafted by:</th>
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<th>Approved by:</th>
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<tr>
<td>Lynne Wright</td>
<td>UEC Chairs’ Coordinating Committee</td>
<td>Chair, UEC</td>
</tr>
<tr>
<td>Director</td>
<td></td>
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<tr>
<td>Employment Equity and Diversity</td>
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</tbody>
</table>
Background
The current Code of Practice – Practical Placements is overdue for review. An EPRS Working Party has undertaken this review.

At the EPRS Meeting of 26 August 2009, EPRS resolved as follows:

**RESOLVED (2009/15)**
that the Education Policy Review Subcommittee:

i) notes and endorses the provisions of the draft Code of Practice – Student Professional Experience to replace the existing Code of Practice - Practical Placements, and

ii) notes the draft code will be the subject to further consultation with Faculty Education Committee Chairs and the University Community, and then submitted to the University Education Committee for endorsement at its November 2009 meeting.

The draft revised code was placed on exhibition for the University Community to provide comment from 2 September to 28 September 2009. The Faculty Education Committee Chairs were also specifically invited to comment on the draft code. This follows extensive consultation with faculties involved in student professional experience programs, Disability Services and Legal Services.

This latest round of consultation process attracted limited feedback. However, the feedback received has been taken into account in the draft revised code of practice. The draft revised code is attached.

Draft Code
The revised code incorporates the following significant changes:

- The revised code is now fully integrated with key related policies including the General Course Rules (exclusion) and the Disability Policy – Students. These provisions have been consolidated into a single section.
- The revised code now has some general overarching principles followed by a specific section to deal with placement programs
- The specific placement provisions in the code are ordered sequentially to address the various stages of a placement (preparation/on placement/assessment)
- The revised code includes provisions dealing with remuneration.
- A form of student acknowledgement has been included to ensure students acknowledge having read and understood the code before undertaking a student professional experience.
- University liability coverage arrangements have been checked and are accurately reflected in the current code.
- The code has been reframed so as to exclude from its ambit programs that comprise “Work experience in industry”. This is a term used in the Higher Education Support Act 2004 to denote units of study that are undertaken to give students work experience, but which are not directed, overseen or managed by the University. Universities may not charge for these units on the basis of the limited involvement the University has in the student's activities.

The code is titled “the Code of Practice – Student Professional Experience”, since it is considered this better reflects the contemporary nature of placement activities.

Recommendation
That UEC endorses the draft revised code. The revised code, if endorsed, will be submitted to Academic Senate for endorsement and then to the University Council for final approval. This will facilitate a Spring 2010 commencement for the new code.
Draft Resolution
that the University Education Committee:

i. endorses the draft Code of Practice – Student Professional Experience to replace the Code of Practice – Practical Placements
ii. forwards the draft Code of Practice – Student Professional Experience to Academic Senate for endorsement.

ATTACHMENTS:
Draft Code of Practice – Student Professional Experience

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<th>Drafted by:</th>
<th>Reviewed by:</th>
<th>Approved by:</th>
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<tbody>
<tr>
<td>Senior Manager, Policy and Governance</td>
<td>Executive Officer, UEC</td>
<td>Chair, UEC</td>
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</tbody>
</table>
Policy and Governance Unit, Academic Registrar’s Division

CODE OF PRACTICE – STUDENT PROFESSIONAL EXPERIENCE

Date approved: 7 August 1998  
Date Policy will take effect: On approval  
Date of Next Review: 2013

Approved by: University Council

Custodian title & e-mail address: Senior Manager, Policy and Governance governance@uow.edu.au

Author: EPRS Code of Practice – Practical Placements Working Party

Responsible Faculty/Division & Unit: Policy and Governance Unit, Academic Registrar’s Division

Supporting documents, procedures & forms of this policy: Student Acknowledgement Form (Appendix)

References & Legislation: General Course Rules  
UOW Graduate Qualities Policy  
Disability Policy – Students

Audience: Internet – public access

Expiry Date of Policy: Not applicable

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Hardcopies of this document are considered uncontrolled please refer to UOW website or intranet for latest version

University Education Committee Agenda 4 November 2009  
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1 Purpose of Policy

1. The Code of Practice – Student Professional Experience sets out what is expected from students, the University and Host Organisations in providing student professional experience programs. It applies to student professional experience programs that form the whole or part of a subject or course offered at the University. The code assists in promoting a productive learning experience for students.

2. The code supports the development of the distinctive qualities of a graduate of the University of Wollongong as detailed in the UOW Graduate Qualities Policy.

2 Application, Scope and Exclusions (if any)

1. This code applies to student professional experience (as defined) that students must complete before becoming eligible for the award of a degree or that students are undertaking as part of non-award study, including exchange programs, Study Abroad or cross institutional study.

2. Section 6 of this code only applies to placement programs (as defined).

3. This code does not apply to:

   a. workplace activity undertaken by a student in the course of their ordinary employment that is used, applied or referenced when undertaking assessable tasks as part of study as a student at UOW, including the Faculty of Engineering Professional Options Program; or
   
   b. any unit of study that consists wholly of Work Experience in Industry (as defined).

4. This code does not apply to UOW Dubai, offshore partner institutions or UOW students studying at Wollongong College Australia.

5. This code does not regulate title to intellectual property rights including copyright of all material created by a student as part of a student professional experience. Title to such rights is to be negotiated between the student or the University and the Host Organisation as the need arises.

6. University staff involved in the delivery of any programs outside the scope of this code are encouraged to apply those parts of the code that are appropriate.

3 Definitions

<table>
<thead>
<tr>
<th>Word/Term</th>
<th>Definition (with examples if required)</th>
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<tbody>
<tr>
<td>Academic consideration</td>
<td>means a process intended to help minimise the impact of serious or extenuating circumstances beyond a student’s control which significantly impairs a student’s ability to complete an assessment task on or by the due date as stipulated in the Subject Outline or to progress academically in a subject relevant to their course of study</td>
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<tr>
<td>Academic Supervisor</td>
<td>means the member of academic staff responsible for the academic supervision of the student undertaking a student professional experience.</td>
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<tr>
<td>Client</td>
<td>means any person or persons to whom a service is being provided by the Host Organisation.</td>
</tr>
<tr>
<td>Placement program</td>
<td>Means a student professional experience program that involves placement of students and that is organised and managed by the University as a requirement of a course or subject offered by the University.</td>
</tr>
<tr>
<td>Host Organisation</td>
<td>means any organisation that provides professional experience to a student.</td>
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<tr>
<td>Placement co-ordinator</td>
<td>means any member of the staff of the University responsible for the placement of students undertaking a placement program and/or in the administration of a placement program.</td>
</tr>
<tr>
<td>Remuneration</td>
<td>monetary or in kind payments in the form of salary, wages, commission payments, or other benefit for work performed but not including incidental or token hospitality, gifts or benefits.</td>
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<tr>
<td>Student professional experience</td>
<td>includes any workplace activity that is undertaken by a student in a Host Organisation as a requirement of any course or a subject offered by the University and includes practicums, placements, internships and other forms of professional experience programs.</td>
</tr>
<tr>
<td>Student</td>
<td>means a person registered for a course at the University.</td>
</tr>
<tr>
<td>Supervisor</td>
<td>means any person at the Host Organisation, who may be an employee of the Host Organisation or an employee of the University, and who is responsible for the direction and support of the student during the student professional experience.</td>
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<tr>
<td>Work Experience in Industry Units of study that comprise work:</td>
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<tr>
<td>• that is done as a part of, or in connection with, a course of study undertaken with the University; and</td>
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<tr>
<td>• in respect of which student learning and performance is not directed by the University; and</td>
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<tr>
<td>• the purpose of which is to obtain work experience relevant to the course of study; and</td>
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<tr>
<td>• in respect of which NONE of the following tasks are performed by staff of the University or persons engaged by the University:</td>
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<tr>
<td>o ongoing and regular input and contact with students;</td>
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<td>o oversight and direction of work occurring during its performance, not just the progress of a student’s work;</td>
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<tr>
<td>o defining and managing the implementation of educational content and objectives of the unit;</td>
<td></td>
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<tr>
<td>o defining and managing assessment of student learning and performance during the placement; or</td>
<td></td>
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<tr>
<td>o defining and managing the standard of learning and performance to be achieved by the student during the placement.</td>
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4 Principles applying to all Student Professional Experience

1. All student professional experience programs must be designed and operated having regard to the following principles:
   1.1. Students must be provided access to this code when enrolled in any program of study that involves a student professional experience, and must sign a form of acknowledgement containing, at a minimum, the provisions set out in the form of acknowledgement attached to this Code.
   1.2. Student professional experience programs must be supported effectively by the University to ensure that any preparatory requirements for students are identified and communicated.
to students and to ensure that students will receive an appropriate induction on arrival at a Host Organisation.

1.3. Students must receive clear information on the learning objectives and the assessable tasks involved in the student professional experience, and on the acceptable scope of their practice while undertaking a student professional experience.

1.4. Students may require support while undertaking the student professional experience including, at a minimum, access to academic staff by email or by telephone during normal working hours and, by negotiation, access to academic staff while undertaking the student professional experience outside of normal working hours.

1.5. Students must comply with reasonable standards of professional behaviour, and with the reasonable requirements of the Host Organisation during the student professional experience.

1.6. Students must comply with appropriate standards of OH&S and with appropriate employment equity and diversity standards.

1.7. Students and Host Organisations must be provided with opportunities to offer feedback to the University on the student professional experience, and the University must consider and act on relevant feedback in evaluating student professional experience programs.

5 Remuneration of Students

1. Unless an authorised officer of the University consents, students on student professional experience programs should not be offered or accept any form of remuneration in connection with the workplace activity undertaken by the student.

2. The University expects Host Organisations to refrain from remunerating the student unless the University consents to remuneration being paid to a student.

3. Any student who is remunerated while undertaking a student professional experience is deemed to be the employee of the Host Organisation and will not be covered by the University’s insurance cover.

6 Personal Circumstances Impacting on Student Professional Experience

1. Students must advise the Faculty in a timely manner of any disability (whether registered or not), medical condition or other personal circumstance that will or may adversely affect the student’s capacity to undertake a student professional experience.

2. Where a student does not advise the Faculty as provided in clause 6.1 and the Faculty is aware of or suspects that a student has a disability (whether registered or not), medical condition or other personal circumstance that will or may adversely affect the student’s capacity to undertake a student professional experience, then the Faculty must arrange to meet with the student to discuss the student professional experience.

3. Where the student is registered with Disability Services and requires reasonable adjustment in order to undertake the student professional experience, students should request a reasonable adjustment.

Note: the University may be limited in assessing or providing reasonable adjustment to students with a disability and not registered with Disability Services.

4. Where the Faculty, following discussions with the student, considers that the disability, medical condition or other personal circumstance is likely to affect the student’s capacity to undertake the student professional experience, the Faculty must seek the student’s written consent to disclose the disability, medical condition or other personal circumstance to the Host Organisation in order to determine whether a student professional experience can be undertaken and if so, what reasonable adjustment or other arrangements are necessary.
5. Where the student consents to disclosure as provided in clause 6.4, the Faculty will work with the Host Organisation to determine whether reasonable adjustments or other arrangements can be made in order to facilitate student professional experience for the student.

6. If the student does not consent to disclosure as provided in clause 6.4, the Faculty must not disclose this information to the Host Organisation.

7. Reasonable adjustments or other arrangements do not include adjustments that will compromise the academic integrity of the student professional experience and/or the inherent requirements of the student professional experience program.

8. There may be circumstances in which the Faculty or the Host Organisation, in consultation with the Faculty, determines that it is unable to commence or continue a student professional experience owing to the student’s disability, medical condition or personal circumstances, or owing to the student not consenting to disclosure as provided in clause 6.4.

9. Where a student cannot commence or continue a student professional experience because of the student’s disability, medical condition or other personal circumstance or because the student refuses to consent to disclose to a Host Organisation, the Faculty will assist the student in exploring alternatives in order to assist the student in meeting the requirements of the subject or course.

7 Specific Requirements for Placement Programs

Responsibilities of Student

Prior to the Placement

1. The student will:
   a. satisfy any reasonable preconditions for the placement program imposed by the Host Organisation (eg Police Checks/Prohibited Persons Checks/Medical Checks).
   b. complete any preparatory activities required by the Faculty as part of the course and/or by the Host Organisation.
   c. read and become familiar with the provisions of this Code and any specific provisions applying to the placement program as outlined in the relevant subject outline.

While on the Placement

2. The student will:
   a. comply with all requirements for undertaking the placement program (including attendance, dress, behaviour);
   b. comply with reasonable directions given by the Host Organisation and/or the University in connection with the placement;
   c. be available to undertake activity during the scheduled hours agreed to between the Host Organisation and the University;
   d. undertake activity during unscheduled hours only with the prior agreement of the University;
   e. undertake additional activities as required by the University in the event of absence affecting the student’s progress during the placement (whether or not as a result of seeking academic consideration as a result of the absence);
   f. notify the Placement Coordinator and the Academic Supervisor in a timely manner of any unscheduled absences from the Host Organisation during the placement;
   g. adhere to the standards of professional behaviour appropriate to the student’s discipline;
h. otherwise behave in an appropriate manner consistent with relevant University policies, codes, standards and rules;

i. comply with policies and procedures of the Host Organisation, including those relating to OHS and employment equity and diversity;

j. at all times appropriately and responsibly use the resources of the Host Organisation.

k. maintain appropriate levels of communication with the University regarding his or her progress during the placement, including complying with any specific communication requirements specified by the Faculty;

l. undertake all assessment activities required in relation to the placement; and

m. preserve the confidentiality of information concerning the Host Organisation, its employees, clients and its operations obtained during the placement.

Accidents, Incidents and Illness during Placement

3. The student will:

a. observe the Host Organisation’s procedures for responding to any accidents or incidents occurring during the placement;

b. provide written advice in a timely manner to the University in relation to the accident or incident affecting the student during the placement;

c. where required by the Faculty, provide a medical certificate or other documentation deemed necessary to the University for any absence from scheduled attendance at the Host Organisation of 1 day or more;

d. be responsible for applying for academic consideration for any absence during the placement that significantly impairs the student’s ability to complete an assessment task in the required time or to progress academically in a subject.

Faculty Responsibilities

Prior to the Placement

4. The Faculty will:

a. identify, through the Placement Coordinator for the Faculty, suitable placement positions for its students and organise and implement placement programs in consultation with Host Organisations and students;

b. advise the student of all preconditions applying to the student imposed by the Host Organisation (including Police Checks, Prohibited Persons Checks and Medical Checks);

c. make this code available to all students undertaking a placement and to all Host Organisations;

d. consult, through the Academic Supervisor or their nominee, with the student and with Disability Services regarding any reasonable adjustment sought by a student registered with Disability Services that will or may affect the placement;

e. identify and communicate to students and the Host Organisation the learning objectives of all placement programs;

f. ensure that the Host Organisation has all relevant information on the placement program requirements, including a copy of this Code and the expectations of the University in relation to Host Organisations (which Faculties may communicate to Host Organisations by way of memoranda of understanding or formal agreements between the University and the Host Organisation); and
g. determine whether a current risk assessment is in place for each placement site and if not, undertake or arrange for an up to date risk assessment to be carried out.

While on the Placement

5. The Faculty will:
   a. facilitate, through the Placement Coordinator and/or the Academic Supervisor, ongoing communication between the University, the Host Organisation and students;
   b. maintain the confidentiality of student information;
   c. organise and plan the placement program with students and supervisors and negotiate on aspects of student progress and assessment;
   d. be in regular contact with all of the Host Organisation’s sites at which placement is being undertaken;
   e. be accessible by appropriate means of communication and during office hours to resolve with students and/or Host Organisations any issues arising relating to the placement;
   f. assist to resolve any issues of concern arising between Host Organisations and students undertaking a placement.

Assessment

6. The Faculty will:
   a. liaise with the Host Organisation and the student and thereafter complete a comprehensive assessment on each student’s progress against the objectives of the placement program;
   b. seek feedback from and consult with the Host Organisation and students to evaluate the overall operation of the Faculty’s placement programs; and
   c. utilise information provided by students and Host Organisations as part of its responsibilities in reviewing subjects, courses and curricula of which student professional experience is a part.

Expectations in relation to the Host Organisation

Prior to the Placement

7. The University expects each Host Organisation will:
   a. nominate an officer of the Host Organisation as a Supervisor to support and liaise with students and the University during the placement;
   b. advise relevant staff of the Host Organisation about the placement program;
   c. have in place appropriate insurances including public liability ($10 million minimum) and professional indemnity cover;
   d. where required to do so, provide the University with all information reasonably necessary for the University to complete any risk assessment in relation to the Host Organisation, and
   e. seek the consent of the University before offering or providing any remuneration to a student undertaking a placement.

While on the Placement

8. The University expects each Host Organisation will:
   a. adequately supervise students;
b. provide a safe placement environment for students free from discrimination and harassment;

c. provide induction training to students (including OHS induction) at the commencement of the placement;

d. put in place adequate support for students to assist in achieving the objectives of the placement, including,
   i. modelling appropriate standards of professional behaviour for the relevant discipline,
   ii. providing the student with an adequate workspace and with appropriate resources,
   iii. providing an appropriate range of experiences for the student,
   iv. where necessary, supporting the student to identify accommodation;

e. care for students and advise the Faculty in the event of any accident, incident or illness affecting the student;

f. provide reasonable access to Faculty staff to the Host Organisation’s premises to facilitate assessment and monitoring of student progress; and

g. promptly report to the Faculty should it become apparent that a student is having difficulty meeting the objectives of the placement or is otherwise unable to continue with the placement.

Assessment

9. The University expects each Host Organisation will participate in monitoring and evaluating each student’s performance during the placement. This includes making observations and providing feedback to students, as well as reporting to the University on the student’s performance and progress.

8 Insurance Coverage

1. The University maintains the following insurance protections which may be applicable to students undertaking student professional experience:
   a. General and Product Liability Protection
   b. Professional Liability Protection
   c. Malpractice Protection
   d. Student Personal Accident Insurance

2. Students undertaking student professional experience will fall within the scope of this cover subject to the conditions and exclusions set out in that cover and provided they are not employed by the Host Organisation and/or do not receive remuneration in respect of their participation in the student professional experience program.

9 Professional Registration and Legislative Reporting Obligations

1. Some systems of professional registration may preclude provision of client care or services by students either generally or in specific cases, and where this occurs, the student professional experience may not be possible.

2. The University and/or Host Organisations may have a legal responsibility to notify professional registration bodies of any matters that may relate to the fitness of a student to undertake any care or provide services and this may make undertaking a student professional experience impossible.

3. There may be mandatory legislative obligations on the part of the University staff and/or Host Organisation staff to report certain conduct of students while on student professional experience
and this may impact on the capacity of students to undertake or continue a student professional experience.

10 Exceptions and Exclusion

1. There may be circumstances in which the Faculty or the Host Organisation, in consultation with the Faculty, determines that it is unable to continue a student professional experience owing to the student’s performance.

2. Students acknowledge that the General Course Rules provide that a student may be excluded from the course where:
   
   a. the student fails to perform satisfactorily in a mandatory placement component of a course or for other specified reasons is deemed to be unlikely to perform satisfactorily in that placement and therefore has been assessed as unsuitable to continue in such professional practice by the Academic Course Coordinator or
   
   b. the external agency has refused to permit that student access to their facilities.

11 Version Control and Change History

<table>
<thead>
<tr>
<th>Version Control</th>
<th>Date Effective</th>
<th>Approved By</th>
<th>Amendment</th>
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<tbody>
<tr>
<td>1</td>
<td>7 August 1998</td>
<td>University Council</td>
<td>First Version</td>
</tr>
<tr>
<td>2</td>
<td>5 February 2009</td>
<td>Deputy Vice Chancellor (Academic)</td>
<td>Migrated to UOW Policy Template as per Policy Directory Refresh</td>
</tr>
</tbody>
</table>
Appendix – Student Acknowledgement Form

PROFESSIONAL EXPERIENCE PROGRAM
FACULTY OF [INSERT]

I, __________________________________________________________
of _________________________________________________________________________
acknowledge and confirm that:

1. I have read and understand the Code of Practice – Student Professional Experience, noting in
   particular my responsibilities under the Code as a student undertaking

2. I have read and understand the [insert any additional faculty handbook or guidance material]

________________________________________
(Signature)

________________________
Date
At its 24 June 2009 meeting, the Education Policy Review Subcommittee (EPRS) considered a proposal to allow minor studies to be available to all Bachelor degree students, where a course can accommodate a minor study. At that meeting, EPRS resolved to circulate the proposal to Deans and FECs for consideration and comment before forwarding the proposal to the University Education Committee.

Three formal responses to the proposal were received during the consultation period, from the Faculties of Commerce, Creative Arts and Informatics. All of the responses favoured the proposal (see Attachment) with the Faculty inserting into its course rule for the Bachelor of Commerce the statement: Students from Faculties other than Commerce may undertake a minor from the Faculty of Commerce provided they meet the requirements of subject prerequisites. Minors do not appear on the testamur but do appear on the transcript (i.e. academic record). A meeting of FEC Chairs also discussed the proposal and indicated their general support.

Background

Minor studies have formally existed at UOW since the introduction of the International Studies Minor in 2004. Over time, a number of other minor studies have been introduced by Faculties for their courses. Usually, these minor studies are a sub-set of an existing major study.

In 2006, the General Course Rules were updated to include a definition of a minor study, as follows:

minor / minor study - a minor or minor study in a course for a Bachelor degree, is an approved combination of subjects which have a minimum value of 24 credit points offered by one or more academic units. The minor shall be recorded on the official academic transcript. (General Course Rule 3.1)

With the growth of minor studies available from the Faculty of Arts and Faculty of Commerce, there has been an increase in requests from students to undertake a minor study that is not normally part of their degree program. As a minor study is usually 24-28cp, it is quite feasible that this could be accommodated as elective subjects in a number of degree programs.

At present, the General Course Rules and the Course Handbook provide the rules for course requirements. Where a course structure permits majors or minors from other courses or faculties, this must be explicitly stated. An example of this is the Bachelor of Arts, which permits both second major studies and minor studies from outside the Faculty. The exception to these rules is the International Studies Minor, which is available to all UOW Bachelor degree students, providing they can fit it into their degree.

While the rules currently provide an appropriate structure for permitting major studies from outside the course, they may not be appropriate for permitting minor studies from outside a course. Given the number of courses that could accommodate a minor study, it would be an onerous process to include this permission explicitly in the requirements for each course.

Proposal

It is proposed that UOW consider opening the option of minor studies to all undergraduate students, in a similar fashion to the International Studies Minor.

It is understood that not all courses may be able to accommodate minor studies and that some minor studies may need to be restricted to particular courses.

In addition to the existing requirements set out in General Course Rule 3.1, it is also proposed to have rules requiring a minor study to include at least 12cp at 200 level or higher and limiting the cross-counting of subjects towards majors, minors and core degree requirements to one subject, with approval from the delegated authority.

It was also highlighted that the changes proposed here would be of interest to those working on the International Studies Minor and that a copy of this proposal should be provided to the Internationalisation of Learning and Teaching Subcommittee for reference.
Schedule of Minor Studies

It is proposed that a Schedule of Minor Studies be created as the primary reference for students who wish to undertake a minor study as part of their degree program. This schedule would be part of the official Course Handbook and link to the minor study requirements listed under specific Faculty entries in the Course Handbook.

The list would include all minor studies that can be undertaken by any Bachelor degree student that do not require academic approval. The intent is that these would be minors that are made up of general schedule subjects that students would normally be free to undertake as electives anyway.

Students would be made aware that restrictions may apply to specific subjects such as pre/co-requisites and quotas, and that course restrictions may also still apply.

An example of the proposed schedule is included below:

Schedule of Minor Studies

The following minor studies are available to all Bachelor degree students at UOW. Minor studies consist of at least 24cp and are available in a range of areas. To have a minor study recorded, you must apply using the Application to Declare or Change Intended Major/Minor form available from Student Central.

Students should check that there is room within their degree structure to accommodate a minor study and still meet their degree requirements. If in doubt, students should seek academic advice before undertaking a minor study.

Students should also note that some subjects listed for minor studies may require other subjects as pre/co-requisites and that due to demand or space limitations, some subjects may have quotas. Students are advised to check for specific subject information in the online subject database before selecting subjects.

Minor studies available:

**Faculty of Arts**
- Aboriginal Studies
- Asia-Pacific Studies
- Australian Studies
- Employment Relations
- English Language and Linguistics
- European Studies
- French
- Gender Studies
- English Literatures
- History
- Information Studies

**Faculty of Creative Arts**
- Media Arts
- Dramaturgy

**Faculty of Commerce**
- Accountancy
- Business Information Systems
- Business Innovation
- Business Law
- Economics
- Electronic Commerce
- Finance
- International Business

Italian
Japanese
Media and Cultural Studies
Philosophy
Politics
Postcolonial Studies
Resource and Environmental Studies
Science, Technology and Society
Sociology
Spanish
War and Society
Course Specific Minor Studies
Where a minor study is only to be used in a particular course(s), this minor would not be listed in the schedule and would only be listed under the course entry in the Course Handbook (e.g. the minors under the International Bachelor of Science).

Administration
Students will be required to declare their minor studies, as per the current process for courses that have minor studies. The existing form “Application to Declare or Change Intended Major / Minor” already covers this option.

If this proposal is approved, it is recommended that a section be added to the General Course Rules regarding the schedule of minor studies.

Draft Resolution

that the University Education Committee:
(i) endorses the proposal to open minor studies to all undergraduate students enrolled in courses with structures that can accommodate minor studies, noting that restrictions may apply to particular courses;
(ii) endorses the proposed inclusion of a Schedule of Minor Studies in the General Course Rules, and
(ii) recommends the proposal and Schedule to Academic Senate for endorsement.

ATTACHMENT
Faculty Responses to Minor Studies Proposal September 2009

<table>
<thead>
<tr>
<th>Drafted by:</th>
<th>Reviewed by:</th>
<th>Approved by:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Executive Officer, EPRS</td>
<td>UEC Chair’s Coordinating Committee</td>
<td>Chair, UEC</td>
</tr>
</tbody>
</table>
Faculty Responses to Minor Studies Proposal
September 2009

Faculty of Commerce

As part of the course rules for our revised Bachelor of Commerce, the following has been inserted: *Students from Faculties other than Commerce may undertake a minor from the Faculty of Commerce provided they meet the requirements of subject prerequisites. Minors do not appear on the testamur but do appear on the transcript (i.e. academic record).*

As you can see, we favour this proposal.

Faculty of Creative Arts

Assoc. Prof. David Vance introduced the proposal to our FEC meeting on 15 September, and the Committee is happy to endorse the proposal as written. No changes are thought to be required, and the Committee is quite excited over the prospects this proposal introduces.

Faculty of Informatics

We have discussed minor studies at a number of meetings. In general we are quite happy with the idea and the proposal as it stands. However, at this stage we do not propose to have minors within the Faculty’s degrees on topics from the degree. We are happy, and, in many cases, would encourage, our students to pick up minors from other Faculties. For some of the heavily prescribed degrees, such as the Bachelor of Engineering, this would inevitably require a student to do additional credit points.

We do not expect to introduce many minors suitable for use outside the Faculty as for the most part our degrees are rather technical and the current material is not really suitable for any but those planning to be experts. However, some possible subjects are Statistics and Mathematical Modelling. Both involve second year subjects which may be of use in other disciplines.

We will also explore the possibility of some sort of minor in IT, but this will involve introducing some additional subjects and we will need to do some analysis of likely demand.
The Good Practice Guidelines – Leading Teaching Teams is the final University level document pertaining to the UOW framework for the quality assurance of sessional teaching (as demonstrated in the figure at Attachment ‘i’ of this paper).

The draft Guidelines have been developed by the Leading Teaching Teams Project Team following the collection and analysis of qualitative data on current good practice. Data was collected through:

- Subject Coordinator Forum (June 2008)
- Interviews with casual teachers and subject coordinators (July-December 2008)

The Project Team comprised Ms Alisa Percy and Dr Geraldine Lefoe (Project Leaders), Ms Rosemary Beaumont (Research Assistant), Dr Jeannette Stirling and Dr Kathy Rudkin.

The initial draft of the Good Practice Guidelines – Leading Teaching Teams was sent to forum participants for feedback in April 2009. Feedback from willing forum participants and the Quality Assurance Subcommittee (in July 2009) were incorporated into the draft Guidelines.

Draft Resolution:

*That the University Education Committee approves the Good Practice Guidelines - Leading Teaching Teams and accompanying Implementation and Communication Plan, as attached in the agenda papers.*

ATTACHMENTS:

i. UOW Framework for the Quality Enhancement of Sessional Teaching
ii. Good Practice Guidelines - Leading Teaching Teams Guidelines
iii. Implementation and Communication Plan

<table>
<thead>
<tr>
<th>Drafted by:</th>
<th>Reviewed by:</th>
<th>Approved by:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ms Alisa Percy, Learning Development Unit, Academic Services Division</td>
<td>UEC Chairs’ Coordinating Committee</td>
<td>UEC Chair</td>
</tr>
</tbody>
</table>
UOW Framework for the Quality Enhancement of Sessional Teaching

The Good Practice Guidelines – Leading Teaching Teams document is the final University level document pertaining to the UOW framework for the quality assurance of sessional teaching, as shown below.

This framework includes:

- the Code of Practice – Casual Academic Teaching;
- the Good Practice Guidelines – Casual Academic Teaching (draft form only);
- Faculty Procedures – Casual Academic Teaching (the responsibility of each Faculty or School); and
- the Good Practice Guidelines – Leading Teaching Teams, which orient new subject coordinators to their leadership role and promote a ‘communities of practice’ approach to leading teaching teams.
# GOOD PRACTICE GUIDELINES - LEADING TEACHING TEAMS

<table>
<thead>
<tr>
<th>Date approved:</th>
<th>Date Guidelines will take effect:</th>
<th>On approval</th>
<th>Date of Next Review:</th>
</tr>
</thead>
<tbody>
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</table>

**Approved by:** University Education Committee

**Custodian title & e-mail address:** Student Services

**Author:** Ms Alisa Percy, Lecturer, Student Services

**Responsible Faculty/Division & Unit:** Student Services

**Supporting documents, procedures & forms of these guidelines:**
- Code of Practice - Casual Academic Teaching Employees
- Code of Practice - Teaching and Assessment
- Teaching and Assessment Policy
- Good Practice Assessment Practice Guidelines
- RED Report

**References & Legislation:**

**Audience:** Public – accessible to anyone

**Expiry Date of Guidelines:**

## Contents

1. Introduction ................................................................. 2
2. Scope / Purpose .......................................................... 2
3. Definitions ............................................................... 2
4. Key principles for leading teaching teams ............................. 3
5. Version Control Table ................................................... 8
1 Introduction

1. The University of Wollongong is committed to providing an excellent teaching and learning experience for its staff and students. The University recognises that:

   a. the leadership of the Subject Coordinator can facilitate the development of a community of practice;
   
   b. an effective community of practice can result in a significant reduction in the overall time required for effective subject coordination;
   
   c. communities of practice entail a culture of respect, participatory engagement and collegiality where teaching and teachers are valued;
   
   d. teaching teams inspire teachers when they function as communities of practice; and
   
   e. the teaching team is a key site for the development of professional identity.

2. These Guidelines provide information to assist Subject Coordinators in their leadership role and the building of a community of practice.

2 Scope / Purpose

1. These Guidelines complement the University’s Code of Practice - Casual Academic Teaching. They have been designed to assist faculties, schools and individuals concerned with improving supervision and peer learning at the teaching team level.

3 Definitions

<table>
<thead>
<tr>
<th>Word/Term</th>
<th>Definition</th>
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</thead>
<tbody>
<tr>
<td>Casual academic teaching employees¹</td>
<td>Casual academic teaching employees are appointed to lecture in subjects, give tutorial instruction, or demonstrate in practical classes. They also may be required to mark assignments, be available for consultations with students at specific times, assist in the preparation of teaching materials, and the organisation of classes. They are responsible to the Head of a designated academic unit and are assigned responsibilities by the Head.</td>
</tr>
<tr>
<td>Casual Employment²</td>
<td>“Casual employment” occurs when a person is engaged by the hour and paid on an hourly basis. Work is finished when the Head of the academic unit considers that all tasks have been completed.</td>
</tr>
<tr>
<td>Community of Practice²</td>
<td>A Community of Practice is a collective where people share and learn from each other’s knowledge and experience through dialogue. This variety of perspectives and experiences benefits the practices of all teaching team members, whatever their expertise.</td>
</tr>
<tr>
<td>Teacher</td>
<td>Teacher refers to the roles of lecturer, tutor, demonstrator, practicum supervisor, and so on; that is, those who are in a direct teaching role with students.</td>
</tr>
<tr>
<td>Teaching Team³</td>
<td>The Teaching Team is a group coordinated by a Subject Coordinator, and comprised of permanent and casual teaching staff. The Subject Coordinator is responsible for the leadership of the whole Teaching Team³, aspects of the curriculum and the practical delivery of the subject.</td>
</tr>
</tbody>
</table>

¹ Definition taken from University of Wollongong Code of Practice: Casual Academic Teaching, 2008.
4 Key principles for Leading Teaching Teams

Recruitment and employment
1. To assist in the timely recruitment of the teaching team, the Subject Coordinator should:
   a. ensure they are familiar with faculty procedures for the selection and recruitment of casual staff;
   b. respond in a timely manner to the recruitment process;
   c. cooperate with faculty administration in processes that enable teachers to be sent a letter of offer (contingent on student numbers), an email account form and casual authority; and
   d. support late teaching recruits by providing close mentoring as required. For example, by being available in the first weeks to provide feedback and ensuring experienced members of the teaching team are aware of the need for collegial support.

Resourcing and access to teaching materials
2. To prepare the teaching team and adequately support them in their teaching role, the Subject Coordinator should:
   a. provide, in a timely manner, the subject outline containing coherent and clear statements of subject objectives, design, contents and subject materials; and
   b. make explicit the relationship between assessment tasks and subject objectives with the provision of written marking criteria.

Good Practice Example 1: Subject materials available online, print form and/or CD
All the necessary resources for a subject should be available to the teaching team online and/or in print form. For staff who have trouble accessing online versions of resources, a CD can be made with all the relevant materials and sent to them prior to commencement of semester.

Building a community of practice
3. To build a community of practice within the teaching team, the Subject Coordinator should:
   a. articulate the roles, responsibilities and expectations of the coordinator and teachers;
   b. foster a supportive and sustaining team culture, especially for late recruitments;
   c. develop a shared awareness of the various constraints that impact on all team members in carrying out their roles;
   d. trust teachers, appropriately, to teach and to exercise discretion in their role; and
   e. value team members as a human resource and acknowledge their professional contributions in varied institutional settings.

4. To build a community of practice through communication processes, the Subject Coordinator should:
   a. where faculty policy and payment allows, meet with the team professionally at the beginning and at least two other scheduled times during the teaching session (either face to face, by videoconference or by teleconference):
b. enable personal and regular communication with teachers;

c. choose the most appropriate strategies and technologies to facilitate multidirectional communication within the team over the session;

d. for multi-location teams, provide an e-communication facility or ‘staff-only’ e-meeting space (Tutors’ Forum – Good Practice Example 4) as a virtual staffroom; and

e. encourage team discussion about the praxis of subject implementation and student responses.

Good Practice Example 2: Team building strategy for multi location teaching teams

In a subject that is delivered to the South Coast and Southern Highlands campuses, weekly lectures are delivered by videoconference. A check-in and communication meeting of the teaching team occurs each week as the teachers join the videoconference link 10 minutes prior to the start of the lecture time. The brief videoconference meeting fosters cohesion, ameliorates isolation and models the team nature of the teaching to the students as they arrive and see the team in dialogue, shared problem solving, strategising and clarification.

Good Practice Example 3: Integration of feedback in development and review cycle

This good practice example comes from a first year Accounting subject (ACCY100) which has around 700 students, 20 teachers (18 casually employed) with a high turn over and is delivered at Wollongong and the satellite campuses. Particular emphasis is put on communication with both teachers and students. The coordinator encourages students to give feedback, and keeps an open line of communication with the students via their classroom teachers. An online students’ forum is also used and is a valuable source of feedback. In communicating to the students, the coordinator suggests continued repetition is necessary in order to get a message across.

The coordinator keeps the teaching team constantly in the loop on all matters. This, the teachers say, makes them feel an integral part of the process. Worked examples of questions and answers to be used in the face to face classes are given to the teaching team early – this allows for any omissions or errors to be attended to before the class. Additionally, the coordinator incorporates question-answer examples developed by teachers into her subject which reinforces to the teaching team her openness to feedback and their part and value in the teaching process.
Good Practice Example 4: e-learning Tutors’ Forum for team resource provision and communication

Synthesis of a group of teachers into a team is enhanced by discussion about the subject as a learning community: discussion should involve both teacher and coordinator expectations, and the context, philosophy and purpose of the subject. Such discussions can take place directly in face to face meetings, by videoconference team meetings and in a staff specific site on the subject e-learning site (Tutors’ Forum).

The e-learning Tutors’ Forum facility is a valuable communication tool for the timely dissemination of materials. It is located on the subject website and is available only to the teaching staff of a particular subject. The facility is particularly appropriate for the fractured timeframe of casually employed sessional staff, and for those at the satellite campuses or international locations. Feedback from both Subject Coordinators and sessional teachers clearly indicates that use of the Tutors’ Forum saves the coordinator valuable time in reaching the whole team and receiving quick feedback and indications of potential problems. From the coordinator’s perspective the Forum is for communication, sharing good teaching practice, providing professional support and facilitating quality assurance processes.

From their perspective, teachers say that the Tutors’ Forum offers a space to connect, communicate and share with others in the team. As a result, they suggest that their motivation in relation to teaching practices significantly sharpens and their sense of belonging in a cohesive team strengthens. Research into tutors’ use of the facility indicates that they prefer:

- dropping in to see what people are saying and thinking (in particular how the experienced teachers are handling things)
- using the discussion space as a sounding board; sharing suggestions on tutorial plans
- sharing current and past experiences
- reporting in on the state of the class and the students’ progress and responses to activities
- using it as a source of enrichment and ideas on strategies and resources
- using it as a source of information and support network, particularly if there is a problem

The Tutors’ Forum consolidates a team approach to teaching and facilitates engagement throughout the semester. Research into the Tutors’ Forum indicates that it can be a powerful micro-practice that can build a strong sense of community and team engagement with the subject. The identified critical success factors for engagement were: an egalitarian style of leadership; professional respect; a sense of trust such that teaching problems can be openly discussed; and peer engagement and shared learning with teaching practices (Beaumont, Stirling & Percy 2009).

Good Practice Example 5: Inclusion of teaching team members’ expertise

Good practice can include ways for the teachers to share their own expertise and knowledge. In some subjects sessional teachers are offered the opportunity to present a lecture, case study or expanded perspectives from the field of their own study and research where this is relevant to the subject.

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Training and Professional Development

5. To encourage the professional development of team members, the Subject Coordinator should:
   a. encourage team members to attend faculty induction;
   b. build on the formal faculty induction by enabling peer learning at the teaching team level;
   c. enquire about the professional development and specific training needs of the teaching team as individuals and as a unit in team discussions;
   d. encourage team members to engage in peer evaluation processes;
   e. encourage on-going training relevant for competence with multiple technologies and associated teaching strategies;
   f. encourage integration of team members into faculty and university activities; and
   g. encourage and support teachers applying for teaching and learning and research grants.

Good Practice Example 6: Using team meetings to foster professional learning

MacDonald and Edwards (2008) researched teaching team meetings over a three year period with sessional staff who were engaged with large first year classes, including practical classes that had high attrition rates. The team meetings sought to integrate reflective practices into procedures and thereby to develop into Teaching Communities of Practice.

Following a two day paid workshop, which was collaboratively run by educational developers and faculty staff, fortnightly teaching team meetings were convened for each unit; these focused on sharing experiences, discussion of big ideas coming up in that subject and collaborative planning of teaching methods. The emphasis was on reflecting on teaching practices which led to student learning.

Both teacher satisfaction and student outcomes rose with teaching approaches becoming more student focused and interactive. Through building team relationships, participants were able to develop a shared understanding of key concepts about learning and the objectives of the subject and skilful teaching practice. Most of the learning happened in the meetings. The initial workshop was regarded as essential and gave a shared language and framework for talking about educational issues in the subject. This was crucial to initial understandings and unpacking on-going experiences.

6. To facilitate their own leadership development, the Subject Coordinator should:
   a. reflect on their own interpersonal communication;
   b. seek peer mentoring on team leadership from an experienced and successful colleague;
   c. seek support and guidance when taking over a new subject; and

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Quality assurance

7. To develop sound quality assurance practices, the Subject Coordinator should:
   a. institute formal processes to ensure the consistency of subject delivery and equity of learning and teaching standards;
   b. design a subject that clearly links meaningful assessment tasks with subject content, learning outcomes and identified graduate qualities;
   c. develop personal and team teaching strategies that are sensitive to cultural diversity, support student learning and encourage participation in a range of learning activities;
   d. take steps to ensure consistency and equity of standards in subject delivery if the subject is being taught at multiple locations; and
   e. ensure marking criteria for the subject are clearly communicated to students and subject teachers;
   f. establish processes to promote consistency in marking and in the amount and quality of feedback to students (eg. marking guides including reference to standards expected for grades of a certain level, standard feedback sheets to be completed with an example of the level/ type of feedback expected).

Good Practice Example 7: Marking equity

This good practice example is from subject code CENV112, the core (and compulsory) subject in the Bachelor of Arts (Community, Culture and Environment) delivered to the South Coast and Southern Highlands satellite campuses.

A random double marking process is used for selected assessment tasks. The Tutors’ Forum facility on the subject web site is used to organise the process. All additional marking is factored into the teachers’ marking pay scale.

For each assessment, each tutor is allocated a marking partner to whom they pass on four selected graded assignments (one from each graded category of Pass, Credit, Distinction and High Distinction). The person they receive extra marking from and the person they pass their assessments onto will not be the same person for each assignment. Any additional marking is factored into the teacher’s remuneration scale.

All Fails are discussed with the marking team and the Subject Coordinator (normally inside the Tutors Forum). Any disagreements between marking partners about an assigned grade are also discussed by the team in the Tutors’ Forum.

At the end of the semester, using two of the allocated paid meeting hours for this purpose, the team meets to discuss borderline grades, a selection of high distinctions, and all fails. The team then has lunch where they discuss issues that have arisen within the subject over the semester and any possible changes for the next iteration of the subject.
### 5 Version Control Table

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<thead>
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<th>Version Control</th>
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<th>Approved By</th>
<th>Amendment</th>
</tr>
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<tr>
<td>1</td>
<td>TBA</td>
<td>University Education Committee</td>
<td>Guidelines established</td>
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</table>
Good Practice Guidelines – Leading Teaching Teams
Implementation and Communication Plan

Guidelines Custodian: Academic Services Division

Guidelines Author: Leading Teaching Teams Project Team: Ms Alisa Percy, Dr Gerry Lefoe, Dr Jeannette Stirling, Dr Rosemary Beaumont, Dr Kathy Rudkin

Relates to/Stakeholders: Heads of School, subject coordinators, teaching staff

<table>
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<th>Implementation and Communication Steps</th>
<th>Critical Deadlines</th>
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<td>Quality Assurance Sub-Committee (QAS) of the University Education Committee • Feedback and recommendations</td>
<td>July 29, 2009</td>
</tr>
<tr>
<td>FEC Chairs • Feedback and recommendations</td>
<td>October 21, 2009</td>
</tr>
<tr>
<td>University Education Committee (UEC) • For noting</td>
<td>November 4, 2009</td>
</tr>
<tr>
<td>Faculty Education Committees (FECs) • For noting and consideration for incorporation into Faculty Procedures: Casual Academic Teaching.</td>
<td>November – December, 2009</td>
</tr>
<tr>
<td>Casual Teaching Project Working Group • For further consideration regarding implementation.</td>
<td>November, 2009</td>
</tr>
<tr>
<td>Policy and Governance • For inclusion on teaching and learning policy and procedure website</td>
<td>November, 2009</td>
</tr>
</tbody>
</table>

With respect to the above Guidelines, I certify that:

- N/A All necessary administrative arrangements have been included in this plan
- N/A All necessary training arrangements have been included in this plan
- [ ] Stakeholders have been consulted during the development of the Guidelines and their feedback considered
- [ ] All initial and ongoing strategies for communication of the Guidelines have been included in the plan
- N/A Resources required to implement these Guidelines and associated procedures are available.

Signed: Ms Alisa Percy, Academic Services Division (Guidelines Custodian)

Approved: .................................................. (UOW Senior Executive)
UOW will be audited under AUQA’s second cycle of audits in March 2011. The exact date of the Audit Panel’s visit will be advised by the end of the year (we expect it to be either the third or fourth week in March).

For cycle 2 audits, the comprehensive review of the last cycle will be replaced by:
- an assessment of action taken to address the outcomes of the last audit, and
- a concentrated investigation of two theme areas.

The University is required to submit up to two to three proposed themes (in early 2010) and AUQA will select two of them for review. Four possible theme areas have been identified (based on a 2008 academic risk assessment) which the University Planning & Quality Committee has approved for development (refer Attachment 1). They are listed below with a note on the action underway:

1. International Activity – advisory panel appointed in consultation with PVCI
2. The UOW Learning Experience – advisory panel appointed by DVCA
3. The Student Experience – mapped by strategic projects

Preparations: A detailed timetable is attached (refer Attachment 2). The main stages in our preparations include:

Stage 1 - Theme Development: An AUQA Audit Steering Group (AASG) was established in early 2009 to provide oversight of our preparations for the Audit in 2011. More recently advisory panels have been set up to assist in scoping two of the theme areas (see bolded above) and in conducting a preliminary desk review to identify areas of good practice and improvement, as a basis for submission of the theme area. Our themes must be submitted to AUQA by March 2010.

Stage 2 - Self Review: Once the two theme areas are approved, AASG, with the assistance of two self review panels, will conduct a comprehensive, evidence-based analysis, supported by performance data for each theme area.

Stage 3 - Portfolio Development: The self-reviews will form the basis of the development of UOW’s Performance Portfolio, which must be submitted to AUQA by the end of 2010 - three months prior to the Panel’s visit in March.

UEC members are invited to comment on the preparations for the AUQA Audit, with particular reference to the selection and scoping of the theme areas as detailed in Attachment 1.

Draft Resolution

that the University Education Committee notes the preparations underway for the AUQA Audit scheduled for March 2011.
Four theme areas are under consideration as detailed below:

1. International Activity
   - 16 out of 19 Cycle 2 audits themes have been on International Activity/Internationalisation
   - Advice from AUQF indicates that International Activity is likely to continue as mandatory theme beyond 2009, especially if the institution has a high profile and international activity was the subject of Cycle 1 recommendations. UOW’s Audit report had 3 out of 13 recommendations related to international activity
   - International Activity rates highly on the risk assessment

2. The UOW Learning Experience
   - To include, eg: the academic student experience (including HDR students); academic transition support; timetabling the academic year; technological/virtual support; learning spaces; the “classroom” experience - student/staff interaction; curriculum development, design and review; assessment design and practice; the workplace learning experience; assimilating graduate qualities; equivalence of the learning experience across courses/sites; learning outcomes; transition to employment.
   - This theme provides an opportunity to address the standards issue through elements such as learning outcomes and assessment

3. The Student Experience
   - Chosen by a number of universities in Cycle 2
   - AUQA have found that the scoping requires a deal of negotiation to avoid the risk of it becoming too unwieldy
   - It may not be chosen by AUQA as a UOW theme as we have consistently high student satisfaction ratings; on the other hand, we have quality improvement exercises in train that could produce planning and process outcomes by 2011

4. Equity and Diversity Management
   - Not identified in the academic risk assessment and UOW has already demonstrated success in this area
   - Enhancements are likely to be identified through the “Equity and Participation” Strategy

Two theme advisory panels (with cross-membership with the AUQA Audit Steering Group) have been convened to advise on the templates for a desk review on International Activity and The Learning Experience, which have emerged as the leading contenders for the UOW audit themes. In doing so, the panels have assisted in refining the scope of the two areas for the desk reviews (see below).

**International Activity:**

*Proposed Sub-themes:*

- Planning and responsibilities
- Internationalisation of the curriculum
  
  [tbd - address in detail here or under The Learning Experience?]
- International research collaborations
- International research training
- Onshore international students
  - The students
  - Student support
  - International student performance
  - The international student onshore experience
- Student mobility (study abroad)
- Transnational Education
  - Off shore programs/partners
  - Staff preparation
  - Student experience at offshore locations
- UOWD

**Enabling a Quality [or the UOW] Learning Experience:**
[i.e – a focus on how we achieve the Learning Experience, as defined in our planning]

*Proposed Sub-themes:*
- An aligned planning and policy framework (purpose and definition)
- Access and Inclusion [*Benchmarking project* with UTAS near completion on Academic Transition Support]
- Curriculum Design and Delivery
- Promoting Learning Outcomes (eg, Graduate Qualities; learning/research nexus; work-integrated and community learning; global learning) [*Benchmarking project* initiated with UTAS, Uni of Connecticut: discipline-specific first year curriculum learning outcomes, humanities and social sciences]
- Assessment Practices [*Benchmarking project* initiated with UTAS and Deakin on assessment practices]
- Advisory and Support Services
- Professional Development for Quality Teaching and Support
- Feedback and Review Mechanisms
- Learning Facilities and Resources
### TIMETABLE FOR 2011 UOW AUQA AUDIT

<table>
<thead>
<tr>
<th>Timeline</th>
<th>Activity</th>
<th>Who</th>
</tr>
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<tbody>
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<td><strong>2009</strong></td>
<td><strong>Who</strong></td>
<td></td>
</tr>
<tr>
<td><strong>August / September</strong></td>
<td>Self-review advisory panels convened for Learning Experience and International</td>
<td>SPQ</td>
</tr>
<tr>
<td><strong>October</strong></td>
<td>AUQA contacts in units and faculties appointed &amp; workshop held (Sept)</td>
<td>SPQ</td>
</tr>
<tr>
<td></td>
<td>AUQA Database - System Identified</td>
<td>SPQ</td>
</tr>
<tr>
<td></td>
<td>SPQ website/intranet updated</td>
<td>SPQ</td>
</tr>
<tr>
<td></td>
<td>PRELIMINARY SELF-REVIEWS BEGIN</td>
<td>SPQ &amp; teams</td>
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<tr>
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<td>AUDIT DATE announced – March 2011</td>
<td>AUQA</td>
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<tr>
<td><strong>October</strong></td>
<td>DVCA message and ImPAQT out – Planning Forum</td>
<td>SPQ</td>
</tr>
<tr>
<td><strong>November/ December</strong></td>
<td>Academic Risk Audit – review &amp; update</td>
<td>SPQ</td>
</tr>
<tr>
<td></td>
<td>Intensive update of QIP – meetings with responsible officers as required; evidence/data identified and, where available, collected on database</td>
<td>SPQ (JS and NP)</td>
</tr>
<tr>
<td></td>
<td>PRELIM. SELF-REVIEW REPORTS FINALISED</td>
<td>SPQ &amp; teams</td>
</tr>
<tr>
<td></td>
<td>Begin prelim drafting of first part of portfolio (planning &amp; quality system (LW), Cycle 1 action (JS))</td>
<td>UOW - SPQ</td>
</tr>
<tr>
<td><strong>2010</strong></td>
<td><strong>March</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>UOW THEMES SUBMITTED</td>
<td>UOW - SPQ</td>
</tr>
<tr>
<td></td>
<td>AUQA Audit Director(s) work with uni to determine preferred AUDIT THEMES and clarify audit scope. This may include a visit to UOW.</td>
<td>AUQA/UOW</td>
</tr>
<tr>
<td></td>
<td>Approval of two themes by AUQA Board chair, on recommendation of Audit Director(s) and Executive Director</td>
<td>AUQA</td>
</tr>
<tr>
<td></td>
<td>UOW ADVISED OF THEMES (posted on the AUQA website)</td>
<td>AUQA</td>
</tr>
<tr>
<td></td>
<td>SELF-REVIEWS UPDATED – interviews, groups etc</td>
<td>SPQ &amp; teams</td>
</tr>
<tr>
<td><strong>March</strong></td>
<td>Update check against National Protocols</td>
<td>UOW - SPQ</td>
</tr>
<tr>
<td></td>
<td>Update check against AQF</td>
<td>UOW - SPQ</td>
</tr>
<tr>
<td><strong>May/April</strong></td>
<td>Drafting of first part of Portfolio (planning &amp; quality system Cycle 1 action) – completed</td>
<td>UOW - SPQ</td>
</tr>
<tr>
<td></td>
<td>BEGIN DRAFTING OUTLINE OF THEMES CHAPTERS</td>
<td>UOW - SPQ</td>
</tr>
<tr>
<td><strong>May-August 2010</strong></td>
<td>UOW asked to review names of potential panel members for possible conflicts of interest</td>
<td>UOW</td>
</tr>
<tr>
<td></td>
<td>Audit panel appointed and dates finalised. Details confirmed to UOW</td>
<td>AUQA</td>
</tr>
<tr>
<td><strong>August</strong></td>
<td>DRAFTING PERFORMANCE PORTFOLIO</td>
<td>UOW</td>
</tr>
<tr>
<td><strong>November</strong></td>
<td>Performance Portfolio submitted to AUQA</td>
<td>UOW</td>
</tr>
<tr>
<td>Timeline</td>
<td>Activity</td>
<td>Who</td>
</tr>
<tr>
<td>----------</td>
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</tr>
<tr>
<td>2010</td>
<td>Performance Portfolio distributed to panel members</td>
<td>UOW</td>
</tr>
<tr>
<td>December</td>
<td>Panel members provide initial brief written comments on the Portfolio, which are circulated</td>
<td>Panel/Audit Director (AD)</td>
</tr>
<tr>
<td></td>
<td><strong>Portfolio Meeting</strong> of audit panel to discuss approach to be adopted for the audit (including visits to different campuses, onshore partners and offshore sites) and identify any further information required. This meeting occupies a full day</td>
<td>Panel</td>
</tr>
<tr>
<td></td>
<td>Panel informed of arrangements for the Audit Visit</td>
<td>AD/AUQA</td>
</tr>
</tbody>
</table>

<p>| 2011     | Notes from Portfolio Meeting prepared and preliminary Audit Visit program drafted. Documentation may be sent to other panel members for comment and response | AD/Panel |
| January  | Draft Audit Visit program, requests for further information required, details of offshore sites to be visited (if any) &amp; parameters for Preparatory Visit sent to UOW | AD |
| January/ | Finalise program for Preparatory Visit | AD/Auditee |
| February | <strong>Preparatory Visit</strong>: Panel chair and AD visit UOW to discuss draft Audit Visit program, requests for further information, logistics for Audit Visit &amp; any other related matters | AD/Panel chair/ UOW |
| February/ | UOW sends AUQA any further information requested | UOW |
| March    | Final Audit Visit program sent to UOW | AD |
|          | UOW sends provisional list of names and positions of interviewees for each Audit Visit session to AUQA for comment | UOW |
|          | <strong>Visits to selected partner operations or offshore campuses, as agreed</strong> | Panel members |
|          | Further brief written comments and full interviewee list for Audit Visit sent to panel members | AD |
|          | Panel members send AD comments on further documentation received | Panel |
|          | Report of any visit(s) to onshore or offshore partners circulated to all panel members | AD |
| March    | <strong>Audit Visit</strong> (varies in length) | UOW/Panel |
| March/April | All interviewees at the Audit Visit invited to comment on the audit | AUQA |
| April    | Audit report drafted and circulated to panel members | AD |
| May      | Panel members return comments on draft report to AD | Panel |
| June     | Report revised and circulated to panel members | AD |
|          | Panel members return comments on draft report to AD | Panel |
|          | Audit report revised and definitive draft sent to: | AD |
|          | i) UOW (for comment on fact and emphasis; section 5.3) | |
|          | ii) AUQA Board (for information) | |
|          | iii) panel members (for comment if desired) | |</p>
<table>
<thead>
<tr>
<th><strong>Timeline</strong></th>
<th><strong>Activity</strong></th>
<th><strong>Who</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>June/July</strong></td>
<td>UOW responds to definitive draft of audit report</td>
<td>Auditee</td>
</tr>
<tr>
<td></td>
<td>Audit report finalised</td>
<td>AD/Panel chair</td>
</tr>
<tr>
<td></td>
<td>Report sent to AUQA Board for approval of release</td>
<td>AD</td>
</tr>
<tr>
<td><strong>July/August</strong></td>
<td>Report sent to AUQA Board for approval of release</td>
<td>AUQA Board</td>
</tr>
<tr>
<td></td>
<td>Report approved if no objections</td>
<td>AUQA Board</td>
</tr>
<tr>
<td></td>
<td>Report printed</td>
<td>AUQA</td>
</tr>
<tr>
<td><strong>August</strong></td>
<td>Report sent to UOW and panel (embargoed for up to two weeks, as agreed with auditee)</td>
<td>AD</td>
</tr>
<tr>
<td></td>
<td><strong>Audit report publicly released</strong></td>
<td>AUQA</td>
</tr>
<tr>
<td></td>
<td>Placed on AUQA website and distributed to interested persons/bodies</td>
<td>AUQA</td>
</tr>
<tr>
<td><strong>August/Sept</strong></td>
<td>Feedback on audit process sought by AUQA from UOW contact person and panel members</td>
<td>UOW/Panel</td>
</tr>
<tr>
<td></td>
<td>AUQA Board chair telephones VC to invite any brief oral comments to supplement written feedback</td>
<td>AUQA Board chair</td>
</tr>
<tr>
<td></td>
<td>Good practices noted for inclusion in the AUQA Good Practice Database</td>
<td>AUQA staff</td>
</tr>
<tr>
<td></td>
<td>Short report on the audit prepared for presentation to the next AUQA Board meeting</td>
<td>AD</td>
</tr>
</tbody>
</table>

| **2012**          | AUQA writes to UOW requesting a progress report to AUQA showing actions taken in response to the audit report | AUQA           |
|                   | UOW provides the progress report, to be considered by AUQA.                  | UOW            |
|                   | UOW publishes progress report on its own website and AUQA provides a link from its website to the progress report on the UOW’s website. The progress report should remain on the UOW’s website for at least 12 months from when the link is placed on the AUQA website. | UOW/AUQA       |
|                   | Report sent to AUQA Board for approval of release                           | AD             |
Background

The South Coast Labour Council (SCLC), with support from academics at the University of Wollongong (UOW), developed a proposal for a Green Jobs Illawarra Strategy, which was presented to the Premier of NSW, Nathan Rees, earlier this year. On 16 April, 2009, Premier Rees announced $250,000 funding to develop this strategy. Part of this allocation was used to undertake a more detailed scoping study of the challenges and opportunities to develop new employment initiatives in the Illawarra arising from the movement towards a lower carbon economy in the future. This project was auspiced through the University of Wollongong and Professor Judy Raper was the UOW representative on the steering committee. Dr Mike Donaldson was also on that committee as a SCLC representative. A small team of three project workers was engaged for a three month period. A/Prof. Ann Hodgkinson from the Faculty of Commerce was part of that team responsible for researching the Research and Development and Green Skills and Training aspects of the scoping study.

As part of this research, a number of issues were identified that represented opportunities for UOW to strengthen its teaching offerings in the areas of environmental sustainability. A full review of UOW teaching offerings in these areas was not part of the original scope of the study. Thus, these issues were identified via a tangential process and are in need of further research before strong recommendations for action can be developed. Nevertheless, a recommendation regarding developing a stronger education and training role in this area at both the Illawarra Institute of TAFE and the University of Wollongong will be included in the Final Report. The aspects of the scoping study affecting UOW are now being brought to the attention of the University Education Committee for consideration of a process to proceed with these issues in the future.

University of Wollongong Responses

One issue raised in the Green Jobs Illawarra Strategy was the need to make the region more innovative and thus more responsive to emerging ‘green’ business opportunities. A number of strategies focused on this issue are outlined in the R & D report related to providing a demonstration or ‘show case’ facility for University innovations. As part of this response the University of Wollongong should also address its’ offerings in areas related to training professionals and managers in sustainability skills. The following options were discussed with the Deans of the Faculties of Engineering and Commerce in the process of the consultations during the Green Jobs Illawarra Strategy Project, but require further consultation and development.

Professional Training Options

- Develop role as trainer of professional consultants and advisers on energy efficiency products and new materials, government environmental policies, and sources of funding for green initiatives.
- Provide Graduate Certificates/Diplomas to upgrade skills of existing professionals in relevant areas.
- Futureworld to provide education to the general community on sustainable living practices. It could also be considered as a demonstration site to showcase new technologies developed at UOW once they reach prototype stage.
- Investigate opportunities to develop Graduate Certificate qualifications in sustainable education for teachers in conjunction with TAFE NSW and the Illawarra Institute.

Student Teaching and Learning Options

- Undertake an ‘environmental scan’ in each Faculty to determine opportunities for developing sustainability courses for both student education and professional development purposes.
- Investigate the need for multi-disciplinary degrees and post-graduate research projects to further develop sustainable product outcomes. The role of biology is often central to such developments.
- Consider developing a combined Engineering, Science, Commerce degree aimed at Sustainable Business Performance.
- Develop a Solar [or Renewable Energy] Decathlon event involving students from UOW and universities throughout Australia.
• Sponsor a business planning competition in conjunction with the existing TrailBlazer program to encourage new innovation and start ups in ‘green’ business, in association with the Innovation Campus.

Draft Resolution

that the University Education Committee:
(i) notes the report Teaching Environmental Sustainability – Opportunities within University of Wollongong Education Offerings; and
(ii) allocates the proposed actions to its relevant committees for evaluation and recommendations regarding future action by UOW Faculties on each of the identified options.

Drafted by: A/Prof. Ann Hodgkinson, Faculty of Commerce
Reviewed by: Senior Manager, Policy & Governance Unit
Approved by: Chair, University Education Committee
At a recent e-Learning and Teaching Subcommittee meeting, a member raised a query regarding the existence of university policy to regulate charging students for the costs of:

- compulsory lab manuals
- codes to access online resources
- other resources.

The following extract is taken from the DEEWR Administrative Information for the Higher Education Providers: Student Support Effective from 1 January 2009:

### 20 Incidental fees

#### 20.1 Fees for goods and services incidental to studies

Commonwealth supported students and domestic fee paying students generally must be able to complete the requirements of their course of study without the imposition of fees that are additional to student contribution amounts (see part 26) or tuition fees (see part 34).

Certain incidental fees are allowed. The criteria for deciding if a fee is incidental are set out in chapter 8 of the Higher Education Provider Guidelines [see Appendix A] and HESA - s19-102(3)(f) and are described in section 20.2 and section 20.3. Bonds and deposits, whether refundable or not, are not allowed under these guidelines on the basis that HELP ensures that there are no financial barriers for entry to higher education for those students unable to pay upfront for the cost of their tuition.

#### 20.2 Circumstances in which a provider may levy incidental fees

In accordance with chapter 8 of the Higher Education Provider Guidelines, a provider may charge a student for a good or service related to the provision of their course if one of the following criteria applies:

- The fee is a charge for a good or service that is not essential to the course of study.

  **For example:**
  - access to internet and computer facilities (except where these are required as part of a course);
  - printing of notes from the internet or disks; and
  - graduation ceremonies in cases where students are not required to attend the ceremony in order to obtain their award.

- The fee is a charge for an alternative form or alternative forms of access to a good or service that is an essential component of a course of study, but is otherwise made readily available at no additional charge by the provider.

  **For example:**
  - lecture notes or tapes, provided that lectures are made readily available to students free of charge;
  - electronic provision of essential information if the information is also made readily available free of charge in another form (eg. in the university library); and
  - reading material, such as anthologies of required readings, provided that these texts are also made readily available free of charge.

- The fee is a charge for an essential good or service that the student has the choice of acquiring from a supplier other than the provider and is for:

  (i) equipment or items that become the physical property of the student and that are not consumed during the course of study; or
(ii) food, transport and accommodation costs associated with the provision of field trips that form part of the course of study.

- The fee is a fine or a penalty, provided it is imposed principally as a disincentive and not in order to raise revenue or cover administrative costs.

Currently, there is no existing UOW policy on this matter although some other universities have specific policy provisions.

It is recommended that the matter be referred to EPRS to determine whether UOW should establish distinct policy provisions regulating charging students taking into consideration:

- the level of uncertainty in the University community in relation to charging fees to students for materials;
- what other tertiary institutions are doing in this area noting that the University of Queensland has an Incidental and Ancillary Fees Levied on Students Policy; and
- the adequacy of existing government guidelines and how to better inform the University community.

Draft Resolution:

that the University Education Committee:
(i) notes the issues raised in regards to extra costs for subjects and government regulations on incidental fees; and
(ii) refers this matter to the Education Policy Review Subcommittee for consideration.
The University Education Committee is the monitoring and reporting body of the UOW Strategic Goal 1: Excellence and Innovation in Learning and Teaching. There are 5 objectives under this goal:

1. Graduates equipped to contribute to society and the workplace
2. An active, collaborative and flexible learning experience for students
3. Quality programs relevant to the evolving needs of students and the community
4. An international focus in learning and teaching
5. High quality teaching.

The Performance Monitoring Framework (PMF) is designed to provide, at the institutional level, a systematic mechanism for measuring and reporting performance across the seven 2008-10 goal areas: Learning and Teaching being one of them. The indicators and targets for Learning and Teaching are managed and monitored through UEC, UEC Subcommittees and Faculty and Unit Performance as reported in the planning review process).

The UEC Workplan lists planned actions the Committee is responsible for overseeing. It also includes the key strategies which have been assigned to the UEC Subcommittees. These strategies have been developed to meet the objectives of Goal 1.

The UEC provides regular progress reports on activities undertaken.

The UEC Workplan is attached for noting.

Draft Resolution

that the University Education Committee notes the updated UEC Workplan 2009.
University Education Committee

WORKPLAN

YEAR: 2009

UOW Strategic Goal 1: Excellence and innovation in learning and teaching

Objectives: (Refer to Pages 2-4 for Strategies under each of the following objectives)

1. Graduates equipped to contribute to society and the workplace
2. An active, collaborative and flexible learning experience for students
3. Quality programs relevant to the evolving needs of students and the community
4. An international focus in learning and teaching
5. High quality teaching.

Performance Monitoring Framework (PMF) Indicator/s and Target/s:
(Performance under relevant indicators and targets is monitored under the UEC Workplan, UEC Subcommittee Workplans and Faculty and Unit Plans (as reported in planning review process)

<table>
<thead>
<tr>
<th>Indicators</th>
<th>Measures/Targets</th>
</tr>
</thead>
</table>
| 1. Quality and impact of teaching programs | a. Increased level of activity in benchmarking academic standards  
b. Assessment Committee practice and procedures reviewed by July 2009  
c. Sustained achievement in teaching program awards and grants  
d. Positive feedback [favourable response] from CEQ above national average for all disciplines  
e. Effective teaching innovation and good practice sites/databases in place and actively utilised by end 2009. |
| 2. Student satisfaction with their learning experience and the quality of teaching | The following benchmarks met for major student surveys:  
a. Student Experience Questionnaire (SEQ): For each faculty, 75% positive feedback (agreement or strong agreement) to core teaching-related questions  
b. Teacher Evaluation Survey: Overall 70% positive result (mildly agree, agree, strongly agree) with each of Questions 1–8  
c. Subject Evaluation Survey: For each faculty, 65% positive feedback (total agreement Questions 1-6) |
| 3. Graduate readiness for employment | a. Proportion of students obtaining employment above the national average for all disciplines  
b. Mechanism for measuring employer perception established by Dec 2009  
c. Certificate of Global Workplace Practice introduced into mainstream teaching by June 2010  
d. Increased student participation in work-based learning  
e. All faculties with active Faculty Advisory (Visiting) Committee schedule in place by October 2009 |
| 4. Integration of Graduate Qualities into curriculum | a. Graduate Qualities cited in all new courses and subjects by February 2009  
b. For each faculty, 75% positive feedback to Graduate Qualities questions in CEQ and SEQ. |
<table>
<thead>
<tr>
<th>Strategic Goal 1</th>
<th>Objective and Strategies</th>
<th>Priorities/Actions</th>
<th>Performance Outcome /Relevant Targets</th>
<th>Responsibility</th>
<th>Deadline</th>
<th>Progress and evaluation of outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Objective 3, Strategy 1</td>
<td>Complete UOW/UTAS Trial Benchmarking project with quality improvement outcomes</td>
<td>Completion of UOW/UTAS benchmarking project by deadline. Action plan for recommendations arising from this project. <strong>Target: 1a</strong></td>
<td>SPQ/QAS</td>
<td>Dec 2009</td>
<td>Project completed. Report, Recommendations and Action Plan First Year Experience Working Party established</td>
<td></td>
</tr>
<tr>
<td>Objective 5, Strategies 1, 4, &amp; 5</td>
<td>Improve communication and dissemination of learning and teaching activities across the broader university community.</td>
<td>Further information regarding learning and teaching activities available on Intranet site. Consultations with Faculty Education Committees. Viability of a newsletter determined.</td>
<td>UEC</td>
<td>Dec 2009</td>
<td>Leadership Learning and Teaching projects UEC Agenda and Minutes on Intranet DVC(A) is undergoing a round of consultation with Faculty Education Committees.</td>
<td></td>
</tr>
<tr>
<td>Objective 2, Strategy 4</td>
<td>Complete the Hope Theatre refurbishment</td>
<td>Hope Theatre refurbished by deadline.</td>
<td>TFS</td>
<td>Feb 2010</td>
<td>Project on track.</td>
<td></td>
</tr>
<tr>
<td>Objective 3, Strategy 6</td>
<td>Complete the review of Assessment Committee practice and procedures</td>
<td>New ‘Alternate Result Declaration’ model developed. Consequential changes to Assessment Committee Standards and Good Practice Assessment Guidelines</td>
<td>DVC(A)</td>
<td>July 2009</td>
<td>Review completed. Implementation of outcomes of review along with Alternate Result Declaration Model to be completed in 3rd Quarter 2009.</td>
<td></td>
</tr>
<tr>
<td>Objective 1, Strategy 6</td>
<td>Complete the Code of Practice- Practical Placements</td>
<td>Code of Practice – Practical Placements implemented by deadline.</td>
<td>EPRS</td>
<td>Feb 2010</td>
<td>Draft Code to UEC meeting on 4 November for endorsement Implementation for Spring Session 2010</td>
<td></td>
</tr>
<tr>
<td>Strategic Goal 1</td>
<td>Objective and Strategies</td>
<td>Priorities/Actions</td>
<td>Performance Outcome /Relevant Targets</td>
<td>Responsibility</td>
<td>Deadline</td>
<td>Progress and evaluation of outcomes</td>
</tr>
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</tr>
<tr>
<td>Objective 2, Strategy 1 (Goal 4, Objective 1, Strategies 1 &amp; 6)</td>
<td></td>
<td>Review of Scholarships</td>
<td>Scholarships Policy &amp; Procedures implemented by deadline.</td>
<td>DVC(A)</td>
<td>Feb 2010</td>
<td>Second draft of policy completed and available for consultation. Procedures yet to be determined.</td>
</tr>
<tr>
<td>Objective 1, Strategies 1 &amp; 2</td>
<td></td>
<td>Conduct audits to assess the inclusion of Graduate Qualities</td>
<td>Audit undertaken by deadline. Outcomes implemented by Feb 2010.</td>
<td>QAS</td>
<td>July 2009</td>
<td>Audit completed Audit undertaken in Autumn 09 of selected Faculties. Report completed. Recommendations from report forwarded to EPRS for consideration. Second audit will be conducted in Autumn 2010 including all Faculties.</td>
</tr>
<tr>
<td>Objective 5, Strategies 4 &amp; 5</td>
<td></td>
<td>Develop guidelines on good practice in active and collaborative eLearning, including across locations.</td>
<td>Guidelines developed by deadline.</td>
<td>eLTS</td>
<td>Feb 2010</td>
<td>Project scoped and underway.</td>
</tr>
<tr>
<td>Objective 5, Strategies 4 &amp; 5</td>
<td></td>
<td>Develop guidelines on appropriate use of externally hosted websites, tools and social networking environments for teaching and learning, including across location.</td>
<td>Guidelines developed by deadline.</td>
<td>eLTS</td>
<td>Feb 2010</td>
<td>Project scoped and underway.</td>
</tr>
<tr>
<td>Objective 5, Strategy 4</td>
<td></td>
<td>Identify new and emerging technologies and their application to learning and teaching</td>
<td>Database developed for new emerging technologies.</td>
<td>eLTS, DVC(A)</td>
<td>Feb 2010</td>
<td>Project scoped and underway</td>
</tr>
<tr>
<td>Objective 2, Strategy 1</td>
<td></td>
<td>Explore English language competencies of international and domestic students through a range of support programs eg conversation workshops, academic English.</td>
<td>Responses and recommendations made by support programs provided as 1st phase in Strategic Project.</td>
<td>Strategic Project</td>
<td>August 2010</td>
<td>Project currently being scoped.</td>
</tr>
<tr>
<td>Strategic Goal 1</td>
<td>Objective and Strategies</td>
<td>Performance Outcome /Relevant Targets</td>
<td>Responsibility</td>
<td>Deadline</td>
<td>Progress and evaluation of outcomes</td>
<td></td>
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</tr>
<tr>
<td><strong>Objective 1, Strategy 5</strong></td>
<td>Expansion of the Certificate in Global Workplace Practice into mainstream teaching</td>
<td>Faculty Reports of introduction of Certificate in Global Workplace Practice into mainstream teaching and in relevant annual review reports.</td>
<td>DVC(A) Michael Granger, Mardella Bassett, Lee Karasu (Careers Team).</td>
<td>2010</td>
<td>Currently underway in the Faculties of Informatics and Engineering. Discussions undertaken with other Faculties for implementation 2010. Commerce will be participating in the program for 2010.</td>
<td></td>
</tr>
<tr>
<td>As allocated to each Sub Committee (see below)</td>
<td>Monitor UEC Subcommittee performance against indicators and targets with reference to PMF</td>
<td>Regular Progress Reporting</td>
<td>DVC(A) Executive Officer</td>
<td>UEC Meetings</td>
<td>Progress reporting ongoing at UEC meetings.</td>
<td></td>
</tr>
</tbody>
</table>

### Objective 1: Graduates equipped to contribute to society and the workplace

**Key Strategies**

1. Integrate the development of Graduate Qualities into the curriculum
2. Develop and implement institutional approaches to evaluating the attainment of Graduate Qualities
3. Continue to give priority to developing the capacity of students for independent research and enquiry
4. Embed the outcomes of the Academic Integrity Project within learning and teaching processes
5. Work with employers to integrate workplace and community experiences for students into the curriculum in all discipline areas
6. Provide opportunities that equip students for employment in a global labour market

### Objective 2: An active, collaborative and flexible learning experience for students

**Key Strategies**

1. Provide and promote appropriate learning support for student groups and individuals
2. Engage students with leading-edge knowledge through teaching by academics who are prominent scholars and researchers in their fields
3. Optimise the mix of delivery methods to enhance the learning experience of students across all teaching locations
4. Optimise the use of teaching spaces and technical facilities to provide a physical environment that is engaging, collaborative and flexible
5. Further enhance Library services to provide integrated, timely and convenient access to academic information sources

<table>
<thead>
<tr>
<th>Objective 3: Quality programs relevant to the evolving needs of students and the community</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Key Strategies</strong></td>
</tr>
<tr>
<td>1. Employ external benchmarking to monitor academic standards</td>
</tr>
<tr>
<td>2. Monitor and improve practices to ensure the quality of course delivery and outcomes across teaching locations, including UOW Dubai and other off-shore sites</td>
</tr>
<tr>
<td>3. Enhance course development and management to ensure that the range of programs is strategic, current and of the highest standard</td>
</tr>
<tr>
<td>4. Take appropriate opportunities to match undergraduate programs with areas of research focus</td>
</tr>
<tr>
<td>5. Improve the quality, relevance and recognition of programs through networks of professional and community relationships</td>
</tr>
<tr>
<td>6. Further enhance assessment practice</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Objective 4: An international focus in learning and teaching</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Integrate international perspectives and content into the curriculum</td>
</tr>
<tr>
<td>2. Promote opportunities, within degree courses and through online delivery, for the acquisition of foreign language skills and cultural awareness</td>
</tr>
<tr>
<td>3. Promote international learning experiences for students, including through Study Abroad and electronic communication</td>
</tr>
<tr>
<td>4. Develop academic collaboration between domestic and international students</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Objective 5 High quality teaching</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Develop the professional capability of permanent, sessional and casual staff involved in learning and teaching</td>
</tr>
<tr>
<td>2. Promote the increased use of evaluation and reflection based on student feedback, self and peer appraisal</td>
</tr>
<tr>
<td>3. Recognise achievement that results from innovation, inspiration and commitment in learning and teaching practice</td>
</tr>
<tr>
<td>4. Promote innovation in teaching and learning which is based on sound educational research</td>
</tr>
<tr>
<td>5. Promote the development and dissemination of best practices in learning and teaching</td>
</tr>
</tbody>
</table>
and

CONTINUOUS IMPROVEMENT ACTION:

<table>
<thead>
<tr>
<th>Planned Actions</th>
<th>Committee Performance Outcome</th>
<th>Responsibility</th>
<th>Deadline</th>
<th>Progress and evaluation of outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Annual Reporting Against Goal 1</td>
<td>Reporting completed</td>
<td>DVC(A) Executive Officer</td>
<td>Checkpoint at August December 2009</td>
<td>Checkpoint undertaken</td>
</tr>
<tr>
<td>Inducting new members</td>
<td>Members inducted</td>
<td>DVC(A) Executive Officer</td>
<td>December 2009</td>
<td>New members inducted.</td>
</tr>
<tr>
<td>Committee self evaluation</td>
<td>Evaluation conducted</td>
<td>UEC/PGU</td>
<td>November 2009</td>
<td>Evaluation to be held at last meeting PGU reviewed committee evaluation methods.</td>
</tr>
</tbody>
</table>