

**UNIVERSITY EDUCATION COMMITTEE  
AGENDA – 11 NOVEMBER 2014**

Agenda of the 05/2014 meeting of the University Education Committee to be held at 9.30am on Tuesday 11 November 2014 in the University Council Room.

**PART A - OFFICIAL BUSINESS**

**A1 Welcome, Apologies and Leave of Absence**

**A2 Arrangement of Agenda**

**A2.1 Conflicts of Interest**

**A2.2 Starring of Items**

**A2.3 Adoption of Unstarred Items**

**Draft Resolution**

*that the University Education Committee adopt the resolutions that are put to the committee unstarred*

**A3 Business Arising from the Minutes**

**\*A4 Confirmation of Minutes**

**ATTACHMENT p5**

**Draft Resolution**

*that the minutes of the 04/2014 University Education Committee meeting of 16 September be confirmed and signed as a true record*

**A5 Chair's Report**

**PART B – COMMITTEE BUSINESS**

**B1 Academic Quality and Standards Subcommittee**

**ATTACHMENT p17**

**Draft Resolution**

*that the University Education Committee receive the draft minutes of the Academic Quality and Standards Subcommittee meeting of 7 October 2014, as attached to the agenda paper.*

**B2 Education Policy Review Subcommittee**

**ATTACHMENT p25**

**Draft Resolution**

*that the University Education Committee receive the draft minutes of the Education Policy Review Subcommittee meeting of 15 October 2014, as attached to the agenda paper.*

**B3 Moderation of Assessment Working Party – Final Report**

**ATTACHMENT p33**

**Draft Resolution**

*that the University Education Committee note the progress report on the Moderation of Assessment Working Group, as attached to the agenda paper.*

**B4 Student Career Development and Employability Working Party – Final Report**  
**ATTACHMENT p35**

**Draft Resolution**

*that the University Education Committee:*

- i. note the UOW Student Career Development & Employability Strategy and Plan; and*
- ii. endorse the Strategy, and approve the 2015 priorities as set out in the agenda paper.*

**PART C – GENERAL BUSINESS**

**\*C1 Continuing Professional Development (L&T) Framework** **ATTACHMENT p65**

**Draft Resolution**

*that the University Education Committee:*

- i. endorse the Continuing Professional Development (L&T) Framework; and*
- ii. endorse the recommendations made in the Continuing Professional Development (L&T) Framework Paper*

**\*C2 Technology-Enriched Learning Strategy – Discussion Paper** **ATTACHMENT p79**

**Draft Resolution**

*that the University Education Committee:*

- i. note the draft Technology-Enriched Learning Strategy Discussion paper, as attached to the agenda paper;*
- ii. provide feedback on the strategy; and*
- iii. note that the final Technology-Enriched Learning Strategy will be presented to the University Education Committee for endorsement in 2015*

**\*C3 UOW Standards and Quality Framework for Learning and Teaching**  
**ATTACHMENT p93**

**Draft Resolution**

*that the University Education Committee:*

- i. endorse the UOW Standards & Quality Framework for Learning & Teaching and forward it to Academic Senate for approval;*
- ii. note the work underway to develop an online version of the Framework and an online self-assessment tool and invite members to provide feedback during the course of their development.*

**\*C4 Leadership & Coordination of UOW Courses: Consultation Document**  
**ATTACHMENT p113**

**Draft Resolution**

*that the University Education Committee:*

- i. note the draft Leadership & Coordination of UOW Courses consultation document, as attached to the agenda paper; and*
- ii. note that a final version will be presented for endorsement in early 2015.*

**\*C5 Comparative Student Outcomes Monitoring Report** **ATTACHMENTS p125**

**Draft Resolution**

*that the University Education Committee:*

- i. endorse the recommendations contained in the ‘Comparative Student Outcomes Monitoring Report Second Half 2013’, as attached to the agenda paper; and*
- ii. forward the report’s Executive Summary to the Academic Senate.*

**\*C6 Admissions Rules and Admissions Procedures ATTACHMENT p135**

**Draft Resolution**

*that the University Education Committee:*

- i. endorse the draft Admissions Rules and draft Admissions Procedures, as attached to the agenda paper; and*
- ii. forward the draft policies to Academic Senate for endorsement, prior to being forwarded to University Council for approval.*

**\*C7 Credit for Prior Learning Policies and Procedures ATTACHMENT p161**

**Draft Resolution**

*that the University Education Committee:*

- i. endorse the revised Credit for Prior Learning Policy and Credit for Prior Learning Procedures to take effect from 1 July 2015;*
- ii. forward the Credit for Prior Learning Policy and Procedures to the Academic Senate for endorsement, prior to being submitted to the University Council for approval;*
- iii. note the accompanying Implementation & Communication Plan and the setting up of a small steering group to oversee implementation;*
- iv. endorse, for referral to Academic Senate and Council, the rescinding of the Admissions and Advanced Standing Policy; and*
- v. endorse, for referral to the University Internationalisation Committee and Academic Senate, the rescinding of the Quality Assurance Procedures for Overseas Credit Transfer Assessment.*

**C8 General Course Rules Revision ATTACHMENT p185**

**Draft Resolution**

*that the University Education Committee:*

- i. endorse the revised General Course Rules, noting that they will come into effect from 1 April 2015;*
- ii. forward the revised General Course Rules to the Academic Senate for endorsement, prior to being submitted to the University Council for approval;*

**\*C9 Late Enrolment and its Impact on Students Results ATTACHMENT p199**

**Draft Resolution**

*that the University Education Committee note the discussion paper on Late Enrolment and its impact on student results.*

**C10 Assessment and Feedback Discussion Paper ATTACHMENT p205**

**Draft Resolution**

*that the University Education Committee:*

- i. note the discussion paper on Assessment & Feedback; and*
- ii. provide comments on the draft principles and timeline, as set out in the agenda paper.*

**C11 AQF Update ATTACHMENT p209**

**Draft Resolution**

*that the University Education Committee;*

- i. note the update on AQF implementation activities being undertaken by the University, and*
- ii. note the closing of the AQF Working Group.*

**C12 TEQSA and Standards Update**

**ATTACHMENT p213**

**Draft Resolution**

*that the University Education Committee note the TEQSA & Standards Update as set out in the agenda paper.*

**C13 University Education Committee Membership and Terms of Reference**

**ATTACHMENT p217**

**Draft Resolution**

*that the University Education Committee:*

- i. endorse the changes to the Terms of Reference of the University Education Committee, as set out in the agenda paper; and*
- ii. forward the amended Terms of Reference to Academic Senate for approval.*

**C14 University Education Committee 2015 Meeting Dates**

**ATTACHMENT p221**

**Draft Resolution**

*that the University Education Committee approve the committee meeting dates for 2015 as set out in the agenda paper.*

**C15 Any Other Business**

**C16 Next Meeting**

The next meeting is scheduled to be held on Wednesday 28 January 2015.

The draft minutes of the 04/2014 University Education Committee meeting of 16 September 2014 are attached to the agenda paper.

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**Draft Resolution**

*that the draft minutes of the University Education Committee meeting of 16 September 2014 be confirmed and signed as a true record.*

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**ATTACHMENT**

Draft University Education Committee Minutes – 16 September 2014

<b>Drafted by:</b>	<b>Reviewed by:</b>	<b>Approved by:</b>
Executive Officer, University Education Committee		Prof Eeva Leinonen Chair, University Education Committee

**UNIVERSITY EDUCATION COMMITTEE – 16 SEPTEMBER 2014  
MINUTES**

Minutes of the 04/2014 meeting of the University Education Committee, held at 10.00am on Tuesday 16 September 2014 in the University Council Room.

**PRESENT:**

Professor Eeva Leinonen (Chair)	A/Prof Ian Porter
Mr Joshua Brown	Mr Dominic Riordan
Ms Sandra Chapple	A/Prof Christian Ritz
Ms Belinda Cheng	Mr Martin Smith
Professor Anne Cusick	Ms Anne Snowball
Professor Mark Dowton	A/Prof Rodney Vickers
Dr Jennifer Heath	Ms Fran Walder
Ms Megan Huisman	A/Prof Margaret Wallace
Ms Margie Jantti	Professor Graham Williams
Dr Julie Kiggins	A/Prof Michael Zanko
A/Prof Romy Lawson	A/Prof Katina Michael
Professor Tim Marchant	<i>Ms Marion Allen (AdminAssistant)</i>
Dr Dominique Parrish	<i>Mr Jim Davies (Executive Officer)</i>

**IN ATTENDANCE:** Ms Anne Melano, Ms Kath McCollim, Ms Alexandra McPaul, Ms Tori Funnell, Ms Jan Sullivan and Ms Nuala O'Donnell were in attendance.

**UNABLE TO ATTEND:** Professor Paul Chandler, Dr Glennys O'Brien, and Ms Julie Renwick.

The Chair welcomed members, and all those in attendance, to the meeting.

**PART A - OFFICIAL BUSINESS**

**A1 Apologies and Leave of Absence**

Apologies were received from A/Prof Indra Abeysekera, Professor Joe Chicharo, Ms Debra Hocking, Dr Marcus O'Donnell, Dr Grace McCarthy, A/Prof Gary Noble, Dr Ian Piper and Professor Wilma Vialle.

**A2 Arrangement of Agenda**

**2.1 Conflicts of Interest**

There were no conflicts of interest noted.

**2.2 Starring of Items**

In addition to the items already starred on the agenda paper, members requested the starring of Items B2, B3 and C11.

### **A3 Business Arising from the Minutes**

There was no business arising from the previous minutes.

### **\*A4 Confirmation of Minutes**

#### **RESOLVED: 44/2014**

*that the minutes of the 03/2014 University Education Committee meeting of 9 July 2014 be confirmed and signed as a true record*

### **A5 Chair's Report**

The Chair noted that the 2015 priorities for OLT have been announced and they include reference to academic standards and to assessing equivalence of qualifications and learning outcomes. The timeframes for this round are very tight.

A/Prof Romy Lawson advised that applicants either have the option of applying for a full grant for Round 1 2015 or, if they have a project in mind but they think it requires more development, then they should submit an expression of interest at this point. Those that do not submit an expression of interest cannot go forward for Round 2, July 2015.

A/Prof Lawson advised that applicants should contact Brondalie Martin, Grants and Awards, in the first instance. A/Prof Lawson informed members that LTC can provide support for those who may need assistance to write their grants; applicants need to be aware of the timelines around the approval process.

The Chair also noted that OLT grants are recognised as research funding and are very highly regarded.

## **PART B – COMMITTEE BUSINESS**

### **B1 Academic Quality and Standards Subcommittee**

#### **RESOLVED: 45/2014**

*that the University Education Committee receive the minutes of the Academic Quality & standards Subcommittee meeting of 22 July 2014, as attached to the agenda paper.*

### **\*B2 Education Policy Review Subcommittee**

A/Prof Ian Porter raised two matters arising from the EPRS minutes. With regard to the Automation of Pre- and Co-Requisite Waiver Requests, there is a question of when the deadline for applications should be. Regarding the enrolment of students in subjects (with permission) after Week 4, A/Prof Porter sought members' views, as this essentially means that a student is permitted to miss four weeks of classes.

In relation to these issues, members made the following comments:

- Enrolling in subjects after Week 4 already requires authorisation at a high level.
- The numbers involved are not great and they are primarily international students.
- There are also a small number of existing students who re-enrol online while still overseas, not arriving on campus until Week 3.
- Late attending students require more intensive support and we need to ensure that all students get fair attention.

- The situation has more impact on postgraduate students enrolled in programs delivered in trimesters.

The Chair noted that, from a learning perspective and a student success viewpoint, this matter may require further consideration. It was suggested that it would be useful to have more data on the extent of the problem, including whether the situation occurs more in some areas of the University than others, the reasons why students are enrolling late, where the students are coming from as well as student outcomes. The Chair stated that we need to explore mechanisms for supporting these students.

**ACTION:**

The Chair will arrange a meeting of key stakeholders to further explore issues around late arrival and enrolment, with recommendations to be submitted to the University Education Committee for further consideration in 2015.

**RESOLVED: 46/2014**

*that the University Education Committee receive the draft minutes of the Education Policy Review Subcommittee meeting of 13 August 2014, as attached to the agenda paper.*

**\*B3 UOW Task and Finish Group – Equivalence**

The Chair noted that there are quite a few instances in the Equivalence Elements where it states that certain matters are to be 'agreed' between UOW and UOWD. The Chair asked Mr Dominic Riordan to clarify what the process for such agreement would be.

Mr Riordan advised members that the proposal is to trial equivalence at UOWD. In terms of setting principles, he noted that issues that might compromise implementation may become more apparent in their application. The trial provides the opportunity to assess how processes would work. At least one, and possibly two sessions will be monitored to allow for the identification of any issues. The work undertaken aligns with our AQF work. There is an evaluation framework that will enable us to look at pinch points.

The Chair noted that there are some aspects of quality assurance that are non-negotiable and that partners should be informed of this. It is the University's responsibility to assure quality and standards in all its courses, regardless of location.

**ACTION:**

*The Task and Finish group will assess references to agreement between UOW and UOW Dubai, taking into account non-negotiables for quality assurance.*

**RESOLVED: 47/2014**

*that the University Education Committee endorse the equivalence principles and recommendations, as attached to the agenda paper.*

**B4 Moderation of Assessment Working Group**

**RESOLVED: 48/2014**

*that the University Education Committee endorse the equivalence principles and recommendations, as attached to the agenda paper.*



**\*C1 Curriculum Transformation Project**

The Chair noted her gratitude for the engagement and feedback of the University community, thanking in particular members of the team responsible for creating the curriculum themes and principles.

A/Prof Lawson noted that the third phase of consultation was now complete, and that as a result of this, additional changes had been made. A/Prof Lawson drew members' attention to the implementation and communication of the themes and principles, as outlined in the agenda papers, with particular emphasis on the following elements:

- The use of course reviews to embed the themes and principles, noting that this was part of an ongoing, cyclical process to be undertaken by the Faculties;
- The provision of support to Faculties and Central units to undertake these reviews, though the model by which this will be undertaken is contingent upon the outcome of budgetary discussions, which are ongoing;
- Evaluation and research into the themes will be part of an ongoing process;
- Professional development for staff teaching into early adopters of the themes and principles will be made available;
- A review of workload models will assist in operationalising aspects of high impact teaching models;
- Teaching spaces will be assessed for suitability; and
- Policies and guidelines will be developed and consulted on to ensure that a suitable governance model for the themes and principles is put in place.

In relation to this item, members made the following comments:

- Any review of the workload model for academic staff must factor in effort required to deliver courses as outlined in the agenda paper. There is difficulty in quantifying the requisite workload for different delivery models, with blended learning and online delivery providing more of a challenge than traditional face-to-face pedagogy.
- Faculties will have ownership of the process for curriculum transformation. While over time it is suggested that good practice methodology will become apparent, faculties will be at liberty to develop their own methods. This will be embedded within the governance structure, using the course design principles as a basis.
- More emphasis within the document should be given to non-Faculty based services, most notably information and learning resources (Library Services, Learning Development) and careers and employability.
- There is an need to consider the potential for systems issues and resourcing to impact on the roll-out of the project. It was further noted that there is a need for innovation in information systems to support development across the University.

A/Prof Lawson noted that all feedback would be assessed, and included where relevant.

The Chair thanked the members of the project team for their excellent work in developing the themes and implementation plan.

**RESOLVED: 49/2014**

*that the University Education Committee:*

- a. endorse the new UOW Curriculum Model; and*
- b. note the implementation plan for the new UOW Curriculum*

## \*C2 Co-Curricular Learning Opportunities & Recognition Project

Ms Alexandra McPaul noted that the aim of this project was to provide recognition for students participating in the 1000 co-curricular learning opportunities currently offered by the University that fit within the co-curricular recognition model. The project was developed in response to feedback from industry partners indicating that they valued information relating to student participation in co-curricular activities during the recruitment process, as this is often a means of identifying high achieving students.

The proposed model requires students to participate in five co-curricular activities, followed by a reflective process. They are asked to write a piece of reflective work, and become eligible for the award upon completion. It was noted that a modified version would be in operation at the regional campuses, taking into account regional constraints. The proposal is that recognition will take the form of a statement on the Australian Higher Education Graduate (AHEG) statement, with a broader statement on the student's individual involvement made separately.

The design of the Co-Curricular Recognition Project is based around four key themes. They are to be learning-focussed, simple, digitally enabled, and accessible to all. All students will be recognised for their involvement, and will have the opportunity to participate more broadly. The project is web-enabled, allowing students to constantly update their portfolio.

In relation to this issue, the following comments were made:

- There is a need to put some guidelines around the completion of the reflective exercise in place to ensure a level of consistency.
- Naming the award has the potential to add a level of prestige.
- There is the potential for the project to be broken down into strands. This will be looked into at a later date.
- While the current model provides recognition for University based activities, the potential exists for external activities to be recognised.
- The recruitment process for most programs is already built-in, though a rubric could be employed for those without a built-in process.

### **RESOLVED: 50/2014**

*that the University Education Committee:*

- a. note the presentation on the Co-curricular Learning Opportunities & Recognition Project;*
- b. provide feedback to the Project Manager on the proposed recognition framework; and*
- c. endorse the proposed Co-curricular Learning Opportunities & Recognition Project and implementation plan, as outlined in the agenda paper.*

## \*C3 UOW Student Service Strategy

Ms Megan Huisman provided a presentation on the UOW Student Service Strategy. It is planned to replace Faculty Centrals with possibly five new outlets of Student Central. The strategy has been created in response to student feedback that highlights the lack of cohesion in the current system, and notes the lack of openness and transparency. Students noted that the current service delivery model is friendly but fragmented, there is too much repetition and the delivery of online services is outdated. This revised strategy will enable students to get all their questions heard and actioned with a single visit.

It was noted that the strategy centred around four key themes:

- People – frontline staff should be given the tools to support students;

- Processes – currently too manual, and should be moved to a process of automation and workflowing, with risk-appropriate delegations for decision making;
- Systems – should be integrated and student-centric, with the ability to support multiple channels of communication (email, telephone, social media and others that may arise); and
- Touch-points – a more consistent approach across all touch-points should be embedded.

Ms Huisman made the following comments:

- An ITPAC roadmap for student systems has been approved, taking a long-term approach to moving all processes online.
- Student Central staff could be rotated into the Faculties to allow for cross-skilling and information sharing;
- The early admission process has improved and is now a true collaboration between faculties, UniAdvice and Information Management Technology Services;
- The role of the academic in the provision of advice to students requires further consideration; and
- A number of paper forms now going online, starting with the most often used.

A copy of the presentation is available at:

[http://prezi.com/edvbm1wlgmcp/?utm\\_campaign=share&utm\\_medium=copy&rc=ex0share](http://prezi.com/edvbm1wlgmcp/?utm_campaign=share&utm_medium=copy&rc=ex0share)

**RESOLVED: 51/2014**

*that the University Education Committee note the presentation on the UOW Student Service Strategy.*

**\*C4 Learning Analytics ‘At-Risk’ Student Model Development – Progress Report**

Ms Jennifer Health provided a progress report of the Learning Analytics ‘At-Risk’ Student Model Development. This project is to support learning activities. The first half of the project has been focused on developing the technology and building dashboards for students, with the aim of being as close to real time as possible.

The responsibility of monitoring students and intervening where a student is not accessing learning services is currently being negotiated with academic staff across the University. However, the data will be capable of demonstrating any link between students use of academic support services and achievement.

It was noted that data is simply the starting point of understanding. Once there is enough data to provide a representative sample for analysis, a more nuanced approach (which could potentially include predictive analysis) may be possible.

**RESOLVED: 52/2014**

*that the University Education Committee:*

- note the report on learning analytics ‘at risk’ student model development; and*
- endorse the approach, as set out in the agenda paper.*

**\*C5 English Language Policy and Implementation & Communication Plan**

Dr Alisa Percy informed members that the English Language policy has been developed with the twin aims of assuring and developing student’s communication skills, and the early identification of students who are at risk of not achieving satisfactory academic performance as a result of their communication skills.

Implementation will occur through the curriculum transformation model. The service model and level of support that will be offered to faculties to identify and assist 'at risk' students is dependent upon budgetary allocations for 2015.

Members suggested that the term 'significant assistance' used in section 8.9 (f) and (g) should be amended, as the significance of assistance could not be quantified.

Members noted that there was a need to ensure that staff understand their obligations under the policy, and that they are properly supported.

**RESOLVED: 53/2014**

*that University Education Committee:*

- a. *endorse both the English Language Policy; and*
- b. *endorse the Implementation and Communication plan, as attached to the agenda paper.*

**\*C6 Student Career Development & Employability**

Mr Martin Smith presented a final draft of the strategy but is still collecting and collating feedback. The Chair suggested that the final version should list three to five deliverables for 2015/2016 and include reference to Key Performance Indicators.

Further comments are welcome before the next meeting of the group on 20 October.

**RESOLVED: 54/2014**

*that University Education Committee:*

- a. *note the Student Career Development & Employability Strategy and Plan;*
- b. *provide feedback and comments in the ongoing consultation and redrafting of the Strategy and Plan; and*
- c. *note that the final version of the Student Career Development and Employability Strategy will be submitted to the 05/2014 University Education Committee for approval.*

**C7 AQF Update**

**RESOLVED: 55/2014**

*that the University Education Committee note the update on AQF implementation activities being undertaken by the University.*

**C8 TEQSA & Standards Update**

**RESOLVED: 56/2014**

*that the University Education Committee note the TEQSA and Standards Update as provided with the agenda papers.*

**C9 Subject Outline Audit**

**RESOLVED: 57/2014**

*that the University Education Committee:*

- a. *note the Subject Online Audit 2014 Report of Findings and Recommendations as provided within the agenda papers,*
- b. *endorse the recommendations contained therein, and*

c. *forward the Subject Outline Audit 2014 Report of Findings and Recommendations to the Academic Senate for noting.*

## **C10 Course Progress Policy Update**

### **RESOLVED: 58/2014**

*that the University Education Committee:*

- a. *endorse changes made to the policy; and*
- b. *forward the Course Progress Policy to the Academic Senate for endorsement, prior to being submitted to the University Council for approval.*

## **\*C11 Review of Student Academic Complaints Policies**

Dr Jennifer Heath noted that in relation to the Higher Degree Research (HDR) Student Academic Complaints Policy, a candidate has only two grounds for lodging an appeal (due process has not been adhered to or relevant new and substantial information is now available). It was suggested that there is the potential for students to experienced exceptional circumstances not covered by these two grounds that have impacted on their work. It was therefore suggested that an additional, more general ground for appeal be included.

Mr Riordan will raise this matter with Professor Judy Raper and Professor Tim Marchant for the attention of URC.

### **RESOLVED: 59/2014**

*that the University Education Committee:*

- a. *endorse the revised Coursework Student Academic Complaints Policy;*
- b. *note the revised Higher Degree Research Student Academic Complaints Policy, and*
- c. *note that the policies, if endorsed, will be submitted to the Academic Senate for endorsement and then to the University Council for approval to take effect in Autumn Session 2015.*

## **C12 Code of Practice-Student Professional Experience Review**

### **RESOLVED: 60/2014**

*that the University Education Committee:*

- a. *endorse the revised Code of Practice – Student Professional Experience; and*
- b. *forward the revised Code of Practice – Student Professional Experience to the Academic Senate for endorsement and then on the University Council for approval, effective immediately.*

## **C13 Other Business**

Ms Fran Walder advised that the UOW Illawarra Committee for International Students (ICIS) had received the Premier's NSW International Student Community Engagement Award in the Education Provider (Universities & Vocational Training) category.

The Chair congratulated the Committee for their outstanding work with international students.

## **C14 Next Meeting**

The Chair noted that the final meeting for 2014 will now be held one day earlier than scheduled on Tuesday 11 November in order to accommodate those members attending the Higher Education forum in Melbourne.

The meeting closed at 12.10 pm.

Signed as a true record:

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Chairperson  
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Draft

# UNIVERSITY EDUCATION COMMITTEE

## 2014 WORKPLAN

Meeting/ Deadline	Issue	Responsible Member/ Committee	Progress to Date	Further Action Required
January 2014	Curriculum Transformation Project – phase 1 report	A/Prof Romy Lawson	Phase 1 underway	Report back to UEC upon conclusion of consultation
	Digital Learning Thresholds – to UEC for comment and endorsement	A/Prof Romy Lawson	Thresholds outlined, endorsed	Forward to Senate
	Student Academic Support Model – to UEC for endorsement	Prof Eeva Leinonen/ A/Prof Di Kelly	Model developed, recommendations endorsed	Forward to Senate
	Policies – General Course Rules, Code of Practice – Honours, Standard for the Finalisation of Results	Mr Dominic Riordan/ EPRS Exec Officer	Policies amended, endorsed	Forward to Senate
April 2014	Academic Quality and Standards Framework for endorsement	A/Prof Michael Zanko/ AQSS Exec Officer	Endorsed	Forwarded to Senate
	Professional Development Framework for Teaching (Draft)	A/Prof Romy Lawson	Progress Report to be provided at the meeting	Held over until 9 July UEC meeting
	Education Evaluation Strategy (Draft)	Dr Jennifer Heath	Endorsed	Nil
	Regional Campus Action Plan	Ms Anne Snowball	Endorsed	Nil
	UOW-UOW Dubai Curriculum Equivalence Task and Finish Group update	Dr Grace McCarthy	Update provided at the meeting	Final version of definitions to be submitted to 9 July UEC meeting
	Comparative Student Outcomes Monitoring Report and Associated Procedure	AQSS Exec Officer/ Michael Zanko	Endorsed	Forwarded to Senate
	UOW-UOW College Quality Assurance Agreement	Mr Dominic Riordan/Jan Sullivan	Endorsed	Forwarded to Senate
July 2014	Moderation of Assessment Policy – Report on completion and pilot	Mr Dominic Riordan		
	Professional Development Framework for Teaching (Draft)	A/Prof Romy Lawson	Progress Report provided at the meeting	Nil
	Review of Offshore Quality Assurance Framework	DVC(E)	Progress report provided at the meeting	Nil
	Discussion paper – non 6 or 8 Credit Point subjects	AQS/Course Management	Paper submitted	Approach endorsed
	UOW Service Strategy	Academic Registrar		Held over until 10 September meeting
	English Language In-Sessional Support – Report on pilot program	Ms Julie Renwick	Report provided	Nil

	Curriculum Transformation Project themes and principles - final	A/Prof Romy Lawson	Report provided	Nil
	Review of English Language Support Policy	A/Prof Romy Lawson	Update Provided	Endorsement sought at September UEC
September 2014	Learning Analytics Data Warehouse and 'At Risk' student model	Dr Jennifer Heath		Nil
	Indigenous Education Plan	Prof Paul Chandler		Held over until 12 November meeting
	Policies - Admission Rules, Credit Transfer Policy, Course Progress Policy and Code of Practice – Student Professional Experience	Academic Quality and Standards Unit		Course Progress, COP-SPE endorsed. Admissions and Credit held over until 12 November meeting
	Review of Assessment Practices	A/Prof Romy Lawson		Held over until 12 November meeting
	English Language Support Policy	Dr Alisa Percy	Final Policy for endorsement	Endorsement sought at September UEC
	UOW Service Strategy	Academic Registrar		Nil
November 2014	Indigenous Education Plan	Prof Paul Chandler		Held over until 12 November meeting
	Policies - Admission Rules and Credit Transfer Policy	Academic Quality and Standards Unit		
	Review of Assessment Practices	A/Prof Romy Lawson		



The draft minutes of the Academic Quality and Standards Subcommittee meeting of 7 October 2014 are attached to the agenda paper.

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**Draft Resolution**

*that the University Education Committee receive the draft minutes of the Academic Quality and Standards Subcommittee meeting of 7 October 2014, as attached to the agenda paper.*

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**ATTACHMENT**

Draft Academic Quality and Standards Subcommittee minutes – 7 October 2014

<b>Drafted by:</b>	<b>Reviewed by:</b>	<b>Approved by:</b>
Executive Officer, Academic Quality and Standards Subcommittee	Executive Officer, University Education Committee	Prof Eeva Leinonen Chair, University Education Committee

## Academic Quality & Standards Subcommittee (AQSS) Meeting of 7 October 2014

**Minutes** [to be ratified on 2 December 2014]

Minutes of the 05/2014 meeting of the Academic Quality and Standards Subcommittee held from 2:30pm on 7 October 2014 in Meeting Room 36.303.

**PRESENT:**

- Associate Professor Michael Zanko (Chair)
- Dr Simon Bedford
- Professor Anne Cusick
- Dr Jennifer Heath
- Associate Professor Romy Lawson
- Dr Grace McCarthy
- Mr Josip Matesic
- Ms Karina Murray
- Mr Dominic Riordan
- Associate Professor Christian Ritz
- Dr Sharon Tindall-Ford
- Associate Professor Rodney Vickers
- Associate Professor Margaret Wallace
- Professor Graham Williams

**IN ATTENDANCE:**

- Ms Jan Sullivan (Executive Officer)
- Ms Kim Earp (Minute Secretary)
- Mr Roy Brown
- Ms Kathleen Malone
- Mr Markus Meier-Lindner

**APOLOGIES:**

- Dr Bill Damachis
- Ms Julie Renwick
- Dr Dominique Parrish
- Ms Anne Snowball
- Professor Wilma Vialle

### PART A - PRELIMINARY BUSINESS

#### A1. Welcome

The Chair welcomed members to the fifth AQSS meeting for 2014. A special welcome was extended to Roy Brown, Kathleen Malone and Markus Meier-Lindner who were attending in place of Dominique Parrish, Julie Renwick and Bill Damachis respectively.

#### A2. Apologies and Leave of Absence

Apologies were received from Bill Damachis, Julie Renwick, Dominique Parrish, Anne Snowball and Wilma Vialle.

#### A3. Minutes of Previous Meeting

*Resolved 32/14*

*That the Minutes of the previous meeting of AQSS held on 22 July 2014 be confirmed as a true record of proceedings.*

#### A4. Business Arising from Previous Minutes

There was no business arising

### PART B – STANDING ITEMS

#### B1. Chair's Report and TEQSA Update

The Chair tabled two items: (i) a Higher Education Standards Panel (HESP) Communique; and (ii) an issues paper on Late Enrolment, which will be discussed as a late item under General Business.

The Communique includes information on a project being conducted by HESP Research Fellow, UOW Emeritus Professor Christine Evan, on a review of emerging trends in higher education delivery and their impact on academic standards. Professor Ewan has requested information from higher education providers on existing and planned practice in relation to new forms of delivery including online learning, off-shore delivery, joint degrees across countries, Massive Open Online Courses (MOOCs) and collaborative and cross-sector programs. Responses are required by 2 November 2014 which will require interested parties to meet within the coming days to formulate a University response.

The Chair also advised that the AQS Unit will be conducting a quality audit of UOWC in November and is seeking an academic representative to assist on the audit panel. An ideal candidate would be someone who is familiar with the College but not currently involved with any UOW courses delivered by the College. Members were invited to consult with their colleagues and forward any nominations to the Executive Officer via email as soon as possible.

An Assessment Task and Finish Group has been formed in preparation for '2015 - The Year of Assessment & Feedback'. Romy Lawson advised that this group will work closely with the AQSS working group on Moderation and both groups will be making use of the expertise of two visiting scholars. A progress report will be presented to this Committee when available.

The Chair also spoke briefly on the new Course Analytics cube developed by the Business Analysis & Learning Analytics Unit. He suggested that this Committee would be an appropriate venue for reviewing the reports and providing feedback. He asked if they could be brought to the next AQSS meeting. Jennifer Health advised that the reports are available – every faculty has been provided with a copy of their reports and these reports are being utilised already. It was agreed that the Course Analytics reports will be included as an item for discussion at the December meeting.

Dominic Riordan spoke briefly about a new TEQSA portal which had been used by the University for its ESOS re-registration process. He also advised that the Government has requested feedback on a discussion paper released on a review of the ESOS Act and the way that it interrelates with other reporting obligations. The paper is available on the Commonwealth Department of Education's website.

The Chair advised that there is no further update on the TEQSA Amendment Bill - it remains stalled in the Senate awaiting further action.

Anne Cusick informed the meeting that she has been involved as an external expert in a number of reviews by TEQSA of private higher education providers. The reviews had highlighted a number of areas of concern in terms of their quality assurance arrangements. She expressed a view that it would be interesting to know if other reviewers felt similarly and suggested a list of reviewers should be requested from TEQSA to identify staff within UOW who are also providing support for the reviews.

#### Resolved 33/14

*That the Academic Quality & Standards Subcommittee note the TEQSA update provided with the agenda.*

## **B2. AQF Update**

The Director, Academic Quality and Standards (AQS) Unit advised that the AQF implementation process is coming to an end with only seven courses outstanding.

In recognition of the work that people have put into the process, an afternoon tea will be held on the 20 October and members will be included in the invitation. Also on that date, the AQF working group will meet for a final time to determine how AQF compliance will be managed into the future. For discussion will be the development of an online visualization tool to show the linkages between subject and course learning outcomes and assessment tasks.

Discussion ensued about the importance of assuring course learning outcomes and how this might be achieved through the help of the online mapping tool and by concentrating on capstone and core subjects within courses.

It was agreed that 'AQF implementation' will remain as a standing item on AQSS's agenda for 2015. This will help to ensure that the University treats AQF as 'business as usual' and address the nexus between course learning outcomes, subject learning outcomes and assessment task verification.

Mr Riordan also advised that the Federal Government has decided to disband the AQF Council and transfer its functions across to the Department of Education. He did not think this would have any practical impact on the AQF process.

### *Resolved 34/14*

*That the Academic Quality & Standards Subcommittee note the progress report from the AQF Working Group.*

## **B3. Moderation of Assessment Update**

Margaret Wallace spoke to the update, highlighting the development of the 'University of Wollongong Grade Descriptors' which had been finalised recently following feedback from AQSS and other stakeholders.

A/Prof Wallace invited all members and interested staff to attend the 'Marking, Standards and Assessment' Symposium being held on 17 October. The half day forum is designed to be highly interactive with presentations from two visiting scholars – Professors David Boud and Chris Rust.

She also advised that several UOW representatives will be attending a National Peer Review [of Assessment] Network Forum in Melbourne on 12 November.

Discussion ensued on the use of Moodle to convey key assessment information to students and staff. Romy Lawson referred to new developments in the digital learning space including a proposal to move away from the use of a single subject outline document to a Digital Subject Pack. Members stressed the importance of using consistent naming conventions to assist Faculties to understand what is being expected of them. Another important feature to consider is inbuilt flexibility to allow for the 'internationalisation' of local subject outlines with access to the Moodle site tailored to each partner provider.

The Chair thanked Margaret Wallace for her report, congratulated the working group on the development of the Grade Descriptors and asked that the Committee be kept informed of the Forum outcomes.

### *Resolved 35/14*

*That the Academic Quality and Standards Subcommittee note the progress report from the Moderation of Assessment working Group.*

#### **B4. English Language Policy (ELP) Implementation Update**

Alisa Percy advised the meeting that the new English Language Policy has been approved by Academic Senate and was to go to Council later this month. She spoke briefly about the challenges ahead in implementing the policy and asked for volunteers for an ELP Implementation Task and Finish group. It was agreed that ELP implementation should remain a standing item on the AQSS agenda in 2015.

The Chair congratulated the working party for their work and Dr Percy for her leadership and efforts to consult broadly in developing the new policy.

##### Resolved 36/14

*That the Academic Quality and Standards Subcommittee note the progress report from the ELP Working Group*

#### **B5. Members' Business**

There was no Members' Business raised.

### **PART C – GENERAL BUSINESS**

#### **C1. Assurance of Teaching Staff Qualifications and Experience**

The Executive Officer spoke to this discussion paper. The assurance of teacher qualifications has been a matter for discussion amongst quality managers across the sector since the introduction of a threshold standard which requires that academic staff who teach are qualified to at least one AQF level higher than the course of study being taught or have "equivalent professional experience". Ms Sullivan asked the Committee to consider the need for guidelines for assessing professional experience equivalence to AQF qualification types and a sign-off process for verifying that teaching appointments comply with the standard.

Discussion supported the development of policy guidelines and outlined where examples of good practice can be located, particularly within Business schools that have gone through the process of accreditation where it is a requirement that they demonstrate assurance of teacher qualifications. Anne Cusick advised that the Faculty of Social Sciences is trialling a new standardised procedure for appointment of sessional academic staff and has developed a sessional staff website. She supported the development of guidelines on accessing equivalence and canvassed the idea of a twice yearly single UOW casual recruitment campaign.

The student representative, Mr Josip Matesic, added his voice to a call for a more consistent and transparent approach to the employment of casual tutors.

The Committee agreed to the development of guidelines and suggested that Heads of School be the first point of contact in a University wide consultation process.

##### Resolved 37/14

*That the Academic Quality and Standards Subcommittee endorses the development of guidelines for the 'Assurance of Teaching Staff Qualifications and Experience', noting that the draft guidelines will come back to a future meeting of this committee.*

#### **C2. CSO Monitoring Report – Second Half 2013**

The Chair spoke to this report advising that the document provides a multi layered analysis of comparative student performance from an institutional, faculty, school and subject level perspective. He referred to the six recommendations on page two and noted that in general they required an institutional response.

The Meeting agreed that there were no quick fixes to the issues raised in the report and that a

whole-of-university approach was required. It was noted that the report contains sensitive information and it may well be that this document needs to be presented in different formats depending on the audience. It was agreed that the report should go in its entirety to UEC and that the Executive Summary be forwarded on to Academic Senate with a link to the full report for those interested.

Some minor changes to the wording of the report were agreed.

Resolved 38/14

*That the Academic Quality and Standards Subcommittee endorse the recommendations contained in the 'CSO Monitoring Report Second Half 2013', as amended, and refer the report to UEC; noting that the Executive Summary will be forwarded to Academic Senate.*

### **C3. Leadership of UOW Courses**

Margaret Wallace spoke to the 'Leadership of UOW Courses' statement advising that the role statement has been revised considerably since it was last reviewed by the Committee. However, the development team considers that the statement is still too long and further refinement and consultation will be undertaken.

The previous meeting outlined a range of issues that needed to be considered which have now been addressed, including the identification of an Associate Course Director role. Further consultation with ADIs was identified as a priority as is the flow-on effect for academic policies, delegations and workload.

A/Prof Wallace advised that she will confer with the DVCE and if the statement is not ready then it will be presented for noting rather than endorsing at the November meeting of UEC.

Resolved 39/14

*That the Academic Quality and Standards Subcommittee notes the progress made on the role statement contained in the 'Leadership of UOW Courses' document, seeks further feedback from members by 23 October 2014 and refers the statement to UEC and Academic Senate.*

### **C4. Standards & Quality Framework for Learning & Teaching**

The Executive Officer spoke to this item, advising that this is the third and final time for presentation of the draft framework to this Committee. The framework has undergone an extensive consultation process with presentations made to faculties and schools. One of the things to come from this process was the identified need to include higher degree research students within the framework. In response a separate framework for research training will be developed. However, this will require further consultation with the DVCR and Dean of Research and will therefore not go up to UEC at the same time.

The following changes to the wording of the document were agreed:

- References to Equivalence Guidelines to be changed to Equivalence Principles
- PI 4.2 to be amended to delete reference to sophisticated
- PI 7.1 Teacher evaluations – to read at 'subject and course level'
- PI 7.2 to read 'comparable courses of study'

Ms Sullivan advised the members that she will send through the link to the online version and invited feedback from members on the functionality and look and feel of this website.

Resolved 40/14

*That the Academic Quality and Standards Subcommittee endorse the UOW Standards & Quality Framework for Learning & Teaching, as amended, and refer it to UEC and Academic Senate for approval.*

## C5. Late Item – Late Enrolment and Impact on Student Results

The Executive Officer spoke to an issues paper tabled at the meeting, which presented statistics for the last three years on the number of students enrolling late and demonstrated a link between late enrolment and failure rates. The findings confirm that late enrolment puts often already at-risk students (i.e. international students) at even greater risk of failure a subject.

It was agreed that this is a complex issue, and that a more stringent enforcing of the General Course Rules would not solve the matter. It was important to recognise that students enrol late for a variety of reasons and faculties are under pressure to accept these students, especially when students arrive late in the country through no fault of their own. Discussion ensued on the numerous reasons for late enrolment and the onus on the approving officer to ensure that late students are given additional support to make up for their missed classes. The meeting agreed that it would be helpful to future discussion on this issue if the reasons for late enrolment were codified in some way. Prof Cusick advised that her faculty were planning to do just this.

It was noted that the paper will also be discussed at an Education Policy Review Subcommittee (EPRS) meeting next week and will go to the next meeting of UEC.

### Resolved 41/14

*That the Academic Quality and Standards Subcommittee:*

- (i) note the paper 'Late Enrolment and Impact on Student Results';*
- (ii) refer the paper to UEC, noting that the policy implications raised by the paper will be discussed at the next meeting of EPRS.*

## PART D – WORK PLAN AND NEXT MEETING

### D1. AQSS Work Plan 2014

A progress report against the work plan will be provided at the December meeting.

### D2. Next Meeting

Tuesday 2:30pm-4:30pm on 2 December 2014 in Building 6 Room 102.

The meeting closed at 4:45pm

Signed as a true record:

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Chairperson / /

## Summary of action items and actions taken since meeting

Item	Action required	Responsible Officer	Action taken
B1	Prepare UOW response to Christine Ewan's call for information	Jan Sullivan, AQS	Email issued to ADEs and others on 29 October calling for input
B1	Seek AQSS nomination for UOWC Audit Panel	Jan Sullivan, AQS	Simon Bedford has agreed to serve on panel
B1	Seek list of UOW reviewers listed with TEQSA	Kim Earp, AQS	TEQSA advises does not release such information – need to seek out internally
C1	Develop policy guidelines on Assurance of Teaching Staff Qualifications and Experience	Jan Sullivan, AQS	Guidelines to be developed for February 2015 meeting
C2	Revise CSO Monitoring Report and forward to UEC (Exec Summary to Senate)	Jan Sullivan, AQS	CSO report revised and listed for UEC agenda 11 November
C3	Revise 'Leadership of UOW Courses' Statement and forward to UEC	Margaret Wallace, LTC	Work on revised statement progressing
C4	Revise Standards Framework and forward to UEC Send AQSS members the link to the Standards Framework website	Jan Sullivan, AQS	Standards framework revised and listed for UEC agenda 11 November
C5	Refer Late Enrolment paper to EPRS and UEC	Jan Sullivan, AQS	Paper revised in response to comment at EPRS, listed for UEC agenda 11 November



The draft minutes of the Education Policy Review Subcommittee meeting of 15 October 2014 are attached to the agenda paper.

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**Draft Resolution**

*that the University Education Committee receive the draft minutes of the Education Policy Review Subcommittee meeting of 15 October 2014, as attached to the agenda paper.*

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**ATTACHMENT**

Draft Education Policy Review Subcommittee minutes – 15 October 2014

<b>Drafted by:</b>	<b>Reviewed by:</b>	<b>Approved by:</b>
Executive Officer, Education Policy Review Subcommittee	Executive Officer, University Education Committee	Prof Eeva Leinonen Chair, University Education Committee

## EDUCATION POLICY REVIEW SUBCOMMITTEE MINUTES – Wednesday 15 October 2014

Minutes of the 5/2014 meeting of the Education Policy Review Subcommittee held at 10:00am on Wednesday, 15 October 2014 in Building 8, Room 114.

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- PRESENT:** A/Prof Ian Porter (Chair)  
Dr Stephen Brown  
Dr Julie Kiggins  
Mr John Littrich  
Dr Kellie Ridges  
Mr Dominic Riordan  
Prof Heather Yeatman  
A/Prof Michael Zanko  
Prof Graham Williams
- IN ATTENDANCE:** Mr Stephen Kirk (AQS)  
Mr Stephen Lowe (SSD)  
Ms Jan Sullivan (AQS)  
Ms Viji Venkat (AQS)  
Ms Tori Funnell (Executive Officer)
- UNABLE TO ATTEND:** A/Prof Pauline Lysaght
- 

### PART A - OFFICIAL BUSINESS

#### A1 Welcome, Apologies and Leave of Absence

The Chair welcomed Mr Stephen Lowe, Manager, International Recruitment and Admissions, who was in attendance for item B2; and Ms Jan Sullivan, Mr Stephen Kirk and Ms Viji Venkat, from Academic Quality & Standards, who were in attendance to speak to items B1, B2, B3, B4 and B5.

The Chair noted that Dr Kellie Ridges and A/Prof Pauline Lysaght may be late to the meeting, or may be an apology.

#### A2 Business Arising from the Minutes

There was no business arising from the Minutes.

#### A3 Confirmation of Minutes

The Chair noted a minor correction to the numbering of resolutions in the draft minutes.

#### **RESOLVED: 2014/24:**

*That, subject to the correction to the numbering of resolutions, the minutes of the previous meeting of EPRS held on 13 August 2014 be confirmed and signed as a true record.*

#### A4 Chair's Report

The Chair reported that at the most recent meeting of the University Education Committee (UEC) he had raised the issue of late enrolment and the impact that this appears to have on student performance. The Deputy Vice-Chancellor (Education) requested that an issues

paper be prepared for UEC, identifying more data on the extent of the problem, including whether the situation occurs more in some areas of the University than others, the reasons why students are enrolling late, where the students are coming from as well as student outcomes. The issue is explored further under item B3 of this meeting's agenda.

## **PART B – GENERAL BUSINESS**

### **B1 Admissions Rules and Admissions Procedures**

Mr Stephen Kirk opened the item by circulating a tabled paper with a proposed amendment to Section 8 of the draft Admissions Procedures, which involves the addition of a requirement that Student Services develop procedures to assess applications for admission.

The Subcommittee members were supportive of the draft policy documents, and commented as follows:

- Header for Section 8 of the draft Rules to be reworded so that it is clear it relates to end-on Honours only;
- Addition of English Language Proficiency Policy in References and Legislation section on page 1;
- Section 9 of the draft Rules to be reworded to make clear that the substantial relevant professional experience requirements will be stipulated in the course entry requirements;
- The wording of the Transition Provision in Section 9 of the Rules to be tightened;
- The draft Procedures need to include a definition for Course Quotas;
- The Order of Merit clause (9.8) within the draft Procedures needs to be reconsidered in light of timing constraints in determining order of merit;
- Section 15 of the draft Procedures (Right of Appeal) to be reworded to “on the basis that...”.
- The proposed amendment to Section 8 of the draft Procedures to be reworded to be clearer about which procedures are being referred to.

Some other minor typographical errors were also noted.

Members acknowledged the excellent work undertaken by Mr Stephen Kirk in reviewing the admissions provisions within the General Course Rules and the Admissions and Advanced Standing Policy.

Mr Dominic Riordan reported that the Deputy Vice-Chancellor (Education) has requested a briefing on the proposed Admissions Rules and Procedures, and has also requested that the item be presented to VCAG alongside consideration of the Rules and Procedures through the normal committee approval pathway.

#### **Resolved 2014/25:**

*That the Education Policy Review Subcommittee:*

- i. endorse the draft Admissions Rules and draft Admissions Procedures, as attached to the agenda paper;*
- ii. forward the draft policies to the Vice-Chancellor's Advisory Committee for consideration; and*
- iii. forward the draft policies to the University Education Committee and Academic Senate for endorsement and forwarding to University Council for approval.*

## **B2 Credit for Prior Learning Policy**

Ms Jan Sullivan opened the item, explaining to members that while this is the third time the draft Credit for Prior Learning Policy has been presented to EPRS, it is the first time that the Subcommittee is seeing the Credit for Prior Learning Procedures, which should not be read in isolation.

The Policy and Procedures have been subject to broad consultation, with a good amount of feedback being received, particularly from the Faculty of Business. In response to the feedback received, further changes have been made to the draft policy documents.

In addition to the changes outlined in the agenda papers, Ms Jan Sullivan brought members' attention to a number of proposed changes, including:

- 1) Maximum credit allowance for a completed Masters into another Masters has been changed to 50% to allow for arrangements in place within Faculty of Business.
- 2) Clause 8.5 - Credit transfer agreements with non-Australian providers: wording changed so that these agreements must be "reported to" rather than "endorsed by" the Transnational Education Strategic Alliances Committee.
- 3) Proposed removal of Certificate IV as a recognised qualification for which credit can be granted;

The Subcommittee discussed the proposal to require review of credit transfer arrangements on a 5 yearly basis (previous iterations suggested 3-yearly), noting that this would neatly align with the course review cycle of 5 years. Mr Dominic Riordan proposed that this requirement also be captured within the Course Review Procedures. The Subcommittee noted that in addition to this requirement, the draft Credit for Prior Learning Procedures require the content of the Credit Website be reviewed annually for currency of information. Members agreed that it would be useful for the website to include a disclaimer stating that the information provided is current for courses as approved at "xx" date.

A member sought clarification on the reference to the Credit for Prior Learning Application Form. Ms Jan Sullivan acknowledged that the forms are not currently easy to find on the website and stated that this is one of a number of implementation issues that will need to be addressed by the Student Services Division.

Members raised the following recommended amendments to the draft policy documents:

- Add the terms "formal, informal and non-formal" to the definition for Prior Learning;
- Tighten the wording in clause 6.4 of the draft Policy in relation to groups of students and to link this to students who have completed formal learning and have a formal qualification of a specified kind;
- Reword clause 14.1 of the draft Policy to align with wording used in the draft Admissions Rules, namely "incomplete, inaccurate, fraudulent, or misleading";
- Clarify the limitations on external credit for the different types of Doctoral degree (Integrated, Professional, PhD) in the box on page 48/70 of the agenda;
- Reword clause 2.1 in the Schedule on page 48/70 of the agenda, to read "constraints in meeting the course learning outcomes" rather than "constraints of the course structure".

Prof Heather Yeatman expressed concern with the permitted articulation arrangements in the situation where a course is discontinued. The Subcommittee agreed that an additional clause addressing this issue may be required. Prof Heather Yeatman agreed to discuss her concerns further with Ms Jan Sullivan after the meeting.

**Resolved 2014/26:**

*That the Education & Policy Review Subcommittee:*

- i. endorse the revised Credit for Prior Learning Policy and Credit for Prior Learning Procedures and refer them to UEC, Academic Senate and the University Council for approval;*
- ii. endorse the rescinding of the Admissions and Advanced Standing Policy and the Quality Assurance Procedures for Overseas Credit Transfer Assessment;*
- iii. note that the required changes to the General Course Rules will be made and forwarded to UEC, Academic Senate and the University Council together with the new Credit for Prior Learning policy and procedures.*

**B3 Late Enrolment and Impact on Student Results Issues Paper**

Ms Jan Sullivan circulated an addendum to the Late Enrolment Paper included in the agenda papers. The addendum presented student data relating to late enrolment with additional information on the percentage of total enrolments that are late enrolments.

Ms Jan Sullivan posed the question: are the timeframes stipulated in the current General Course Rules inappropriate; or are the current timeframes adequate and the problem actually lies in the fact that they are not being adhered to?

Members discussed the issue of late enrolments and the implications that this can have on student performance. Members noted that there are both reasonable and unreasonable reasons why a student may enrol late. As such, members were not convinced that a reduction in the timeframe in which a student is permitted to enrol would result in a culture change, and indeed may simply create more work for people responsible for administering late enrolments.

Members noted that late enrolment by international students in particular can impact both on academic experience and performance, as well as on broader student experience aspects such as accommodation, finance, health insurance etc.

A/Prof Michael Zanko suggested a practical solution may be to increase communications with students encouraging them to enrol on time, for example, by sending a warning SOLSmail stating that students who enrol late have a 30% higher chance of failing a subject. Alternatively, students who enrol late could be required to complete a student support module to bring their attention to the additional support services that they may need to access in order to improve their chances of passing the subject.

The Subcommittee agreed that the crux of the issue appears to be an academic strategy and student support issue, and is not necessarily something that can be resolved through amendment to the timeframes stipulated in the General Course Rules.

Ms Jan Sullivan noted that the Late Enrolment Report will be forwarded to UEC for consideration.

**Resolved 2014/27:**

*That the Education Policy Review Subcommittee note the Late Enrolment Report and forward it to UEC for its consideration.*

**B4 Academic Integrity and Plagiarism Policy Review**

Mr Stephen Kirk provided a brief overview of the item, drawing members' attention to the two main areas that will be considered in the review of the Academic Integrity and Plagiarism Policy, namely:

- 1) Strengthening the provisions relating to electronic submission of assignments to ensure that they reflect current practice and the transition towards digital learning.

- 2) A proposal to remove Appendix 1 – Use of Turnitin Text Matching Software from the policy and replace this with significant web support for students and staff.

Mr Stephen Kirk provided an update on legal action that has been taken against Turnitin to date.

As per the timeframe included in the agenda papers, a Briefing Paper on the policy review is expected to be presented to the first EPRS meeting of 2015.

**Resolved 2014/28:**

*That the Education Policy Review Subcommittee note the proposal for action to review the Academic Integrity and Plagiarism Policy*

**B5 Course Design Procedures**

The item was opened with members noting that the proposal to abolish 8cp subjects remains unresolved, and that AQS staff are to consult further with affected faculties.

A member noted that for Law courses in particular, there are significant financial and accreditation implications that need to be addressed.

Mr Dominic Riordan outlined the consultation activities that have taken place since the last meeting of EPRS in relation to the proposal to abolish 8cp subjects. The proposal appears to be acceptable for most courses within the Humanities and the Arts disciplines, as well as within the Faculty of Social Sciences, however there are more significant issues for more prescribed courses such as those within the Law discipline.

Mr Dominic Riordan acknowledged that the proposal will require a more nuanced transition plan than originally thought, with clear teach out arrangements put in place for current students affected by the change. He reminded members that a similar process of abolishing 8cp subjects had been successful within Engineering courses. Members noted that teach out arrangements for Law courses are likely to be more problematic because of the double-degree combinations with other courses.

Ms Viji Venkat reported that the consultation activities had focussed on two key questions:

- Does the subject absolutely require this depth of content?
- Where is this requirement coming from, what is the source (for example, is it something the accrediting bodies require)?

Consultation with the faculties of Law, Humanities and the Arts, and Social Sciences both indicated that many subjects were allocated 8 credit points as historically they had always been this way, but that accrediting bodies did not necessarily stipulate requirements in relation to the depth of content. Consultation is yet to take place with the Faculty of Science, Medicine and Health.

Members discussed the practice of double-badging subjects (e.g. one subject being badged as both 6cp and 8cp), noting that in these situations the content remains the same but the assessment requirements differ. The Subcommittee deliberated whether this could be a way of addressing the Law subject issues.

Prof Heather Yeatman reported that the Master of Public Health had been introduced this year with the faculty intentionally including 8cp subjects to differentiate the curriculum between Level 8 and Level 9. The inclusion of 8cp subjects also addresses resourcing difficulties related to extending the course from 12 months to 18 months.

The Subcommittee agreed that the proposal to abolish 8cp subjects requires further consultation, with greater consideration of the implications and identification of potential solutions. The role of EPRS is to be fully informed of the issues at hand and to be satisfied that the issues have been or can be appropriately addressed.

Ms Viji Venkat sought the Subcommittee's advice as to whether the Course Design Procedures should be progressed without inclusion of the section on subject and credit point controls. Prof Graham Williams expressed concern that faculties have been, and will be undertaking course reviews in accordance with the draft Course Design Procedures, including making major changes to subject credit point values to comply with this section, and as such it is undesirable to progress the document without this section included.

The Subcommittee agreed that the Course Design Procedures should not be endorsed until there has been further consultation with schools/faculties affected by the 8cp abolition proposal. A 6<sup>th</sup> EPRS meeting for 2014 was proposed to consider the final Course Design Procedures once further consultation has taken place. Mr Dominic Riordan indicated that the AQS Unit will endeavour to incorporate provisions for the UOW Curriculum Model.

**Resolved 2014/29:**

*That the Education Policy Review Subcommittee note the update on the Course Design Procedures.*

## **PART C – OTHER BUSINESS**

**C1 2014 EPRS Workplan**

The item was not discussed.

**C2 Draft 2015 EPRS Workplan**

The item was not discussed and will be discussed at the final 2014 meeting.

**C3 2014 Meetings**

The Subcommittee agreed that a 6<sup>th</sup> meeting will be required to consider the Course Design Procedures and the draft 2015 EPRS Workplan.

**ACTION**

Executive Officer to propose a 6<sup>th</sup> meeting to be held in early December.

**C4 2015 Meetings**

The item was not discussed

**C5 Other Business**

There being no other business, the meeting closed at 11:55am.

Signed as a true record:

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Chairperson

/ /

## Actions Arising

Meeting Date (when the issue was raised)	Summary of Issue	Responsibility	Status (In Progress, On Hold, Completed)
4 June 2014	<b>Supplementary Assessment Policy</b> Prepare a briefing paper for the Senior Manager, Student Systems (ARD), regarding system change implications in relation to the anticipated review of the Supplementary Assessment Policy.	Executive Officer and Director, Academic Quality and Standards	On Hold
15 October 2014	<b>2014 Meetings</b> Propose a 6th meeting to be held in early December.	Executive Officer	In Progress



## **Background**

This report is an update on activities to develop moderation practices at UOW. It follows an update provided to the September 2014 meeting of the University Education Committee (UEC).

## **Update on Working Group Activities**

The Working Group has continued to work on moderation in the context of course, subject and assessment **design**, moderation at the point of teaching and learning **delivery**, and moderation at the point of mark **declaration**.

At its most recent meeting on 8 October, the Working Group welcomed Deputy Vice-Chancellor (Education) and Visiting Professor, Emeritus Professor Chris Rust, recently retired as Professor of Higher Education and Associate Dean (Academic Policy) at Oxford Brookes University, and a leader in the area of articulating assessment requirements to students and on student feedback on assessment.

## **2015 Year of Assessment and Feedback**

At the 8 October meeting, the Deputy Vice-Chancellor (Education) spoke to the Working Group about the proposal for 2015 to be the Year of Assessment and Feedback, while Professor Romy Lawson provided an update on the recently established Assessment and Feedback Task & Finish Group.

Based on the current environment and in light of the fact that some items will need to be accelerated in preparation for the 2015 Year of Assessment and Feedback, and in particular for the implementation of the UOW Curriculum Model, the Working Group is re-assessing its Project Plan components to identify priorities and areas of focus, as well as activities that may be better suited to another group such as the Assessment Task & Finish Group.

## **External Peer Review**

At the 8 October meeting the Working Group discussed external peer review, given that several members have recently attended a NSW forum at UWS on this topic. At the forum, attendees shared examples of good practice in external peer review of assessment across different contexts and discussed issues to be considered in the establishment of a national peer review of assessment network. One of the outcomes of this discussion was that the Working Group will be holding a half-day session in late October, led by Emeritus Prof Chris Rust, to undertake a SWOT analysis of external peer review models.

## **Measure for Measure Symposium**

One particular success story for the Working Group is the Measure for Measure Symposium, which was held on Friday 17 October, with support provided by the Wollongong Academy of Tertiary Teaching & Learning Excellence (WATTLE). The Symposium, which focused on marking, standards and assessment, saw approximately 40 attendees, both staff and students, from across the University come together to hear from experts in the field of assessment. The Symposium included plenary sessions led by visiting academics Emeritus Professor David Boud and Emeritus Professor Chris Rust, as well as Professor Simon Pyke from the University of Adelaide; workshops run by UOW's own Dr Simon Bedford, Dr Glennys O'Brien and Dr Marcus O'Donnell; and concluded with a panel discussion our visiting professors, the AQSS student representative, Mr Josip Matesic, and LTC's Dr Ruth Walker. The sessions generated fantastic discussion, and provided a great deal of valuable information for the Moderation of Assessment Working Group to consider as it develops policy and tools around moderation of assessment.

### Other sub-group progress

Other sub-group activities are on track. The rubric sub-group is meeting in late October with Emeritus Prof Chris Rust, who will no doubt provide valuable expertise and advice in this area.

The expertise of visiting professors Emeritus Prof Chris Rust and Emeritus Prof David Boud is also being called upon in relation to the development of draft revisions to the Code of Practice – Teaching and Assessment, in relation to additional provisions to govern moderation of assessment practice here at UOW. Following consultation with our visiting experts, the draft policy provisions will be circulated for both targeted and broad stakeholder feedback, before being finalised for submission through the committee approval pathway, namely to the Education Policy Review Subcommittee, University Education Committee, Academic Senate and University Council.

With progress moving forward by each of the sub-groups, the Working Group has recognised the need to develop a communication strategy for consulting/communicating with both students and staff regarding proposed changes to policy and practice related to moderation of assessment. Already in place is the cross-representation between the Moderation of Assessment Working Group and the Assessment and Feedback Task and Finish Group. The Chair and Project Officer of the Moderation of Assessment Working Group are participating in the Assessment and Feedback Task and Finish Group.

The Moderation of Assessment Working Group will continue to meet during the remainder of 2014. The next meeting is scheduled for 4 November.

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### **Draft Resolution**

*That the University Education Committee note the progress report on the Moderation of Assessment Working Group, as attached to the agenda paper.*

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<b>Drafted by:</b>	<b>Reviewed by:</b>	<b>Approved by:</b>
Academic Quality and Policy Specialist, Academic Quality and Standards Unit, 22/10/14	Executive Officer, University Education Committee	Chair, University Education Committee

**STUDENT CAREER DEVELOPMENT & EMPLOYABILITY - TASK & FINISH GROUP  
STRATEGY & PLAN & 2015 PRIORITIES** **AGENDA ITEM B4**

The draft SCDE Strategy & Plan was presented to the September UEC. Feedback from committee members was supportive. The Chair, Professor Leinonen, requested that the T&F group consider identifying core priorities for 2015, whilst considering how these priorities align with other key DVCE portfolio priorities eg. the Curriculum Transformation project.

Pages 6 and 7 in the final SCDE Strategy & Plan incorporate this advice.

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**Draft Resolution**

*that the University Education Committee:*

- i. note the UOW Student Career Development & Employability Strategy and Plan; and*
- ii. endorse the Strategy, and approve the 2015 priorities as set out in the agenda paper.*

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**ATTACHMENT**

UOW Strategy and Plan – Student Career Development and Employability

<b>Drafted by:</b>	<b>Reviewed by:</b>	<b>Approved by:</b>
Martin Smith, Director, Student Career Development and Employability	Executive Officer, University Education Committee	Prof Eeva Leinonen Chair, University Education Committee

UOW Strategy & Plan  
Student Career Development & Employability

VISION

To be recognised as a leader in the field of employability initiatives which transform the lives of our graduates and our communities.

MISSION

To develop a career ready culture with a shared responsibility across UOW,  
where career development and employability practices are embedded and integrated throughout the learning experience,  
contributing to graduate success and lifelong learning.

STUDENT CAREER DEVELOPMENT & EMPLOYABILITY STRATEGY

Strategic Goal 1 – Design and integrate learning, teaching & curriculum activities to support the SCDE Strategy

All students will have access to multiple opportunities for real world learning scaffolded throughout the learning experience  
(see *Operational Plan 1.1, 1.2, 1.3*)

Experiential learning (which includes: work integrated learning; service learning; practice based learning; and work related learning)  
will be informed by career development learning principles and frameworks. (2.1, 2.2, 2.3, 2.4)

Technology will enhance experiential learning through purpose built platforms which leverage the Learning Management System  
to monitor and assess student progress with student, university and host employer input (4.1, 5.1, 5.2)

Students in experiential learning will be provided with the opportunity to engage in research with and for the community (19.1, 19.2)

Enterprise learning will be fostered across the learning experience (9.1, 9.2, 10.1, 10.2)

An outbound and inbound strategy will be established and implemented to provide opportunities in international contexts (7.1 to 7.8)

UOW suppliers will be leveraged to provide access to workplace experiences for under-represented groups (8.1)

On campus research and funded projects to be used for student access to paid employment, and off campus settings targeted  
for paid and unpaid workplace experiences (21.1)

DVCE strategic projects (Curriculum Transformation Project, Co-Curricular) will be integrated and aligned  
with the design, consultation and delivery of the SCDE Strategy for mutual benefit (3.1)

**ENABLING PLANS: The 6 enabling plans below support the implementation of the SCDE Strategy & the Learning and Teaching Strategic Goal & Objectives**

<b>1. Quality Assurance</b> <b>2. Research</b>	<b>3. Community Engagement</b> <b>4. Communications</b>	<b>5. Staff Development</b> <b>6. Resourcing</b>
<b>Strategic Goal 2</b> – Activate Quality Assurance and research processes to inform the design, implementation and evaluation of the SCDE Strategy	<b>Strategic Goal 3</b> – Engage effectively with all our internal and external stakeholders  <b>Strategic Goal 4</b> – Design Communication strategies to support implementation of the SCDE Strategy	<b>Strategic Goal 5</b> – Staff Development practices enhanced to aid implementation of the SCDE Strategy  <b>Strategic Goal 6</b> – Resourcing and structures to support the SCDE Strategy
Strategic Objectives	Strategic Objectives	Strategic Objectives
Map current UOW practices to identify best practice and, address gap analysis from internal & external benchmarking project, and identify best practice which links Career Development & Employability to graduate qualities & course learning outcomes (see 2.4, 11.1)	Promote a common community engagement definition which is inclusive and represents internal and external stakeholders (22.1)	Technology supports the collection and collation of academic and professional staff engagement in scholarship activities in experiential learning - to report on evidence and impact (28.1, 28.2)
Progress equity of access and outcomes in experiential learning (12.1)	Establish a simpler UOW wide mechanism for community and industry engagement focused on employability strategies across UOW (23.1)	Academics are recognised for engaged activity via wider university staff development processes for performance and promotion (29.1, 29.2, 29.3)
Undertake risk management to ensure student safety in workplace settings (13.1, 13.2)	Promote reciprocity with all UOW community and industry engagement partners (24.1, 24.2)	Establish a UOW wide community of practice around Experiential Learning, Career Development & Employability (31.1)
The SCDE Strategy is informed by an educational rationale underpinned by the scholarship of Career Development & Employability (15.1)	Promote two way interactions between UOW and its partners to foster the sharing of contemporary industry practices (26.1)	Create a culture of staff awareness and interest in developments in industries of relevance to their discipline (32.1)
Technology assures and enhances the learning process – for the student, host and university faculty/unit engaged in experiential learning. Technology facilitates industry feedback loops to Subject/Course Coordinators & SCDC (5.1, 5.2)	Activate effective communication strategies of the definitions and key terms to maximise engagement with the Student Career Development & Employability Strategy and Plan (28.1)	Leverage WATTLE as a focus for scholarship and research undertaken by academic and professional staff in the areas of experiential learning and employability (30.1)
The employability perspectives of key stakeholders – industry, university staff, and students - are captured to inform the learning experience (16.1, 16.2, 17.1, 17.2, 18.1)	Ensure widespread consultation achieved through a variety of channels, with strategies adapted for different audiences (27.1, 27.2)	Establish funding mechanisms and functional reporting to support strategic priorities eg. outbound initiatives (33.1, 34.1)

## **UOW Student Career Development & Employability - Strategy and Plan**

### **Purpose and Scope**

The UOW Education Strategy 2013-18, contains key priorities which include: *further develop a learning experience that empowers our graduates to excel in a competitive world*, and linked to this, *transform our curriculum, teaching and learning*. A key deliverable within the UOW Education Strategy includes a *demonstrable increase in the number of workplace experiences offered to our students and graduates*.

The University Education Committee established a *Task and Finish Group - Student Career Development & Employability (SCD&E)* - to develop a university wide strategy and plan to facilitate the achievement of the career development and employability aspects of these priorities and deliverables. This strategy and plan will synergise with other connected educational strategies – such as the Curriculum Transformation Project; the Co-Curricular Project; and Digital Learning Thresholds – along with externally required standards articulated through the AQF.

Whilst UOW has a strong reputation in Learning and Teaching for employability related activities, it is recognised that our strong base can be further leveraged to be known nationally and internationally as a centre of excellence – thereby creating our strong point of difference with UOW stakeholders.

### **The SCDE Mission**

To develop a career ready culture with a shared responsibility across UOW, where career development and employability practices are embedded and integrated across the learning experience, contributing to graduate success and lifelong learning.

### **Values**

- A shared responsibility exists to deliver on this strategy – where the student, the university, and community & industry become ‘co-producers’
- Excellence in quality assurance and enhancement will inform practice, in a manner which leverages existing practices
- Reciprocity in community and industry partnerships will foster mutual benefit
- Opportunity and access applies to all student cohorts at all campuses
- Scholarship will inform practice and practice will inform scholarship

## Key Terms & Definitions - which inform the SCDE Strategy and Plan

**Career Ready:** To be career ready requires adaptability and a commitment to lifelong learning, along with mastery of key knowledge, skills and dispositions that vary from one career to another and change over time as a person progresses along a developmental continuum (CRPC, 2012). Career Readiness enables the individual to make informed and successful transitions in lifelong and life-wide contexts – not only within formal work domains, but across all life roles.

**Career Development:** a lifelong process of managing learning, work, leisure and transitions in order to move towards a personally determined and evolving future (Patton & McMahon, 2006) for both private and public good (OECD, 2004). *Career Development Learning:* relates to learning about the content and process of career development or career management. The content represents learning about self and learning about the world of work. Process learning represents the development of the skills necessary to navigate a successful and satisfying life/career (McMahon, Patton & Tatham, 2003).

**Community Engagement:** the collaboration between universities and their larger communities, whether local, national, or international, for mutually engaged beneficial exchange of knowledge and resources in a context of partnership and reciprocity (Carnegie Foundation of the Advancement of Teaching, 2006).

**Employability:** It is about learning and the emphasis is less on 'employ' and more on 'ability'. In essence, the emphasis is on developing critical, reflective abilities, with a view to empowering and enhancing the learner (Harvey, 2003). Employability goes well beyond the simplistic notion of key skills, and is evidenced in the application of a mix of personal qualities and beliefs, understandings, skilful practices and the ability to reflect productively on experience (Yorke, 2006). Employability is a set of achievements – skills, understandings and personal attributes – that make graduates more likely to gain employment and be successful in their chosen occupations, which benefits themselves, the workforce, the community and the economy (Yorke, 2006).

**Enterprise Learning/Entrepreneurship Education:** Entrepreneurship education refers to activities aimed at developing enterprising or entrepreneurial people and increasing their understanding and knowledge about entrepreneurship and enterprise (Heinonen and Poikkijoki, 2005). Entrepreneurship education should not be confused with general business and economic studies; its goal is to promote creativity, innovation and self-employment (European Commission, March 2008)

**Experiential Learning:** is the term which most adequately describes the broad spectrum of real world activities referred to in the SCDE Strategy and Plan. This includes models of practice and terms such as: practice based learning; internships; industrial experience; work integrated learning; service-learning; work related learning; applied learning; enterprise learning; practicums and clinical placements.

Echoing the approach at the University of Waterloo and Simon Fraser University, the UOW interpretation and application of Experiential Learning to the UOW learning experience, is one where intentional reflective practices are integrated across all programs and models, where real world learning occurs inside and outside the classroom.

Kolb’s (1984) definition sees learning as a process whereby knowledge is created through the transformation of experience. The Association for Experiential Education <http://www.aee.org/about/whatIsEE> views Experiential Learning as a philosophy and methodology in which educators purposefully engage with students in direct experience and focused reflection in order to increase knowledge, develop skills, and clarify values. **See Appendix A (page 22) for a fuller exploration of the connections between experiential learning, career development and employability.**

**Service-Learning:** involves the integration of academic material, relevant community based service activities, and critical reflection in a reciprocal partnership that engage students, faculty/staff, and community members to achieve academic, civic, and personal learning objectives as well as to advance public purposes (Bringle & Clayton, 2009). Reflection and reciprocity are key concepts of service-learning (Jacoby, 1996).

**Work integrated Learning:** is an umbrella term for a range of approaches and strategies that integrate theory with the practice of work within a purposefully designed curriculum. Work-integrated learning is learning that focuses specifically on experience (or simulated experience) of the workplace. It contributes to career development learning, but also might contribute to academic or subject based curricular (Patrick, C-J et al, 2009).

**Work related Learning:** can occur in activities inside and outside the curriculum, and outside of the university itself through students own part time work, employment, vacation work, voluntary work, work experience and extra curricular activities. Students learn from these experiences – wherever they occur (Moreland, 2005).

#### GLOSSARY OF ACRONYMS WITHIN THE SCD&E OPERATIONAL PLAN

AD	Advancement Division	GCDE	Graduate Career Development & Employability	RSC	Research Student Centre
ADE	Associate Deans Education	HDR	Higher Degree Research students	SCDC	Strategic Course Development Committee
ADI	Associate Deans International	ISB	International Student Barometer	SEQ	Student Experience Questionnaire
APF	Academic Performance Framework	LTC	Learning Teaching & Curriculum	TEL	Technology Enhanced Learning
BALA	Business Analysis & Learning Analytics	MATE	TBA	WATTLE	Wollongong Academy of Tertiary Teaching Learning & Excellence
CTP	Curriculum Transformation Project	OCTAL	Outstanding Contribution to Teaching & Learning	WIL	Work Integrated Learning
ESDF	Educational Strategic Development Fund	PMCD	Planning, Marketing & Communications	WRL	Work Related Learning



## SCDE PRIORITIES FOR 2015

	1 <sup>st</sup> Priority		2 <sup>nd</sup> Priority		3 <sup>rd</sup> Priority
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Cohort	Goal	Content	Strategy/method	For credit Not for credit	Faculty requirement	Resourcing	Timing
<b>1. Quality Assurance Mechanisms</b>							
All cohorts	1.1 Identify good practices and analysis of where gaps exist to inform QA	Conduct survey of current practices (2.4, 6.1, 11.1)	Align with broader CTP processes	all	Establish faculty support for the process	CTP and GCDE staff	Prior to March 2015
All cohorts	1.2 Technology assures/enhances the learning process – for student, host and university faculty/unit engaged in experiential learning.	Technology facilitates industry feedback loops to Subject/Course Coordinators & SCDC (5.1, 5.2)	Explore contemporary tools which contribute to learning and quality assurance – not just focusing on the administrative and matching process	all	Establish faculty support for the process	Secure funding to integrate these tools into the L&T environment, including staff development and resourcing to integrate effectively	Funding secured (ESDF, ITPAC) by December 2015
<b>2. Learning, Teaching &amp; Curriculum</b>							
First years							
All first years – mandatory	2.1 Career and course choice linked to labour market options – <b>CareerStart</b> Module – similar to <b>StartSmart</b>	<b>CareerStart</b> Introduction to CD&E frameworks, incl My Career Journey video , Focus 2 (1.1 in Operational Plan)	Linked to offer & enrolment process Module 1 (approx 2 hrs) completed before HECS census dates - 2 & 3 before November (2.5 below)	Not for credit - mandatory	UEC and DVCE approval	GCDE & LTC staff Existing and new ERDA  External corporate partners	Available from Autumn 2016
Core, named elective	2.2 Career and course choice linked to labour	CD&E frameworks, theories, practices, and research (incl	Career Ready Learning (CRL100)	6 Credit points	CAMG approval	GCDE staff	CAMG approval Aug 2015 Offered Autumn

	market options – increased employability	Focus 2 and GQUEST) (1.2 in operational plan)					2016
Second and penultimate years							
Students across all faculties involved in WIL – 2 months pre program, and post program	2.3 Informed choices about their options, effective applications to potential hosts	CD&E frameworks, information and career management skills (job seeking) (2.3 in op's plan)	Module for embedding, including tool for critical reflection	Credit and not for credit (mandatory eg. ISIT200)	Securing faculty buy-in and integration	ERDA 2015	Modules, tools available from Spring 2015. Faculty integration from Autumn 2016
UOW Award students	2.4 Award processes which contribute to CD&E objectives	CD&E frameworks integrated into critical reflection processes for award validation (1.3 in op's plan)	Tool for critical reflection based around CD&E	Not for credit	Co-Curricular Steering Committee	ERDA 2015 project LTC integration	Available from Spring 2015
Final years							
All final years – mandatory	2.5 Career Management and Employability <b>CareerReady</b>	<b>CareerReady</b> Articulation of CD&E capabilities in all formats (1.1)	Module – similar to <b>StartSmart</b> linking to My Portfolio and UOW Award	Not for credit	UEC and DVCE approval	ESDF New proposal GCDE & LTC staff Corporate partners	Available from Autumn 2016
Students engaged in outbound placements	2.6 Informed choices about options, intercultural practices, and effective job applications	CD&E frameworks, information and career management skills (job seeking) (7.7 in operational plan)	Module for embedding	Credit and not for credit	Faculty ADE's and ADI's engaged to support	ERDA ESDF	Available from 2016
<b>3. Staff Development</b>							
All staff	3.1 Academics are recognised for engaged activity via wider staff development processes for performance and promotion	(30.1 in operational plan)	APF framework to include Career Development Learning frameworks in the ongoing CPD modules - for staff and their students	N/A	Exec Deans, Exec Managers and ADE's support	LTC to work with GCDE to integrate and where appropriate deliver CDL frameworks	Available from Spring 2015

## SCDE OPERATIONAL PLAN

### STRATEGIC GOAL 1 – Design and integrate learning, teaching & curriculum activities to support the SCDE Strategy

Strategic Objectives supporting this goal	Links to UOW 2013-2018 Strategic Plan	Actions <ul style="list-style-type: none"> <li>- Short term (ST)</li> <li>- Medium term (MT)</li> <li>- Long term (LT)</li> </ul>	Implementation & Timeframes	Measures of success, incl UOW KPI's	Who will take action	Resourcing and operational costs	Links to other DVCE Strategies
1. All students have access to multiple opportunities for experiential learning (real world learning)	Goal 2 Goal 3	1.1 (MT) Career Development e-modules available in a mandatory program for all 1 <sup>st</sup> years- <b>CareerStart</b> . All final years access <b>CareerReady</b> module.	All students to access CareerStart from Autumn 2016, modules developed by December 2015	Engagement rates and satisfaction levels, over time can compare attrition and graduate outcomes data	Director, GCDE Director, LTC Director, TEL		CTP
		1.2 (LT) CD&E strategies integrated into the curriculum in a sequential and scaffolded manner, linking to AQF course validation processes	CRLP100 available to all 1 <sup>st</sup> years from Autumn 2016 – with projects embedded eg. QOEST. CRLP200 available for all students with the UniVative program embedded and operating from Autumn 2016.	CAMG approves CRLP100 in Aug 2015			

		<p>1.3 (ST) All Co-Curricular Award programs have career development principles embedded within their processes</p> <p>1.4 See Strategic Objectives 7, 8, 23, 25 and 35 for specific actions to increase the volume and breadth of opportunities</p>	Core Skills for Work framework embedded by March 2015	More than 75% of students engaged in the award are accruing points based on CD&E activities	Director, GCDE Director, LTC Director, Student Experience Director, Student Services Division		CTP Co-Curricular Award
2. Pedagogy is informed by recent scholarship	Goal 2 Goal 3	<p>2.1 (ST) Transitions pedagogy informs the CD&amp;E plan</p> <p>2.2 (ST) Integrate Service-Learning scholarship on critical reflection to inform the plan.</p> <p>2.3 (MT) Reflective practices, which are built around career development are integrated before, during and after workplace experiences, in all experiential learning formats</p> <p>2.4 (MT) address gap analysis from benchmarking projects (6.1 &amp; 11.1) and include CD&amp;E into graduate qualities and link to course learning outcomes</p>	<p>CTP documents integrate transitions theme by January 2015</p> <p>By December 2015</p>	<p>Each faculty identifies 2 subjects where Career Development reflection is linked to assessment</p>	<p>Director, LTC ADE's HoS Director, GCDE</p> <p>HoS Director, LTC ADE's Director, GCDE</p>		CTP – all themes and guiding principles

3. Leverage CD&E Strategy with related projects - CTP and Co-Curricular projects	Goal 2	3.1 (ST) Integrate CTP and Co-Curricular projects with Employability Strategy, re timeframes, resourcing, engagement and communication strategies.	Ongoing consultations	Both CTP and Co-Curricular project plans cross link to SCDE plan	Director, GCD&E Director, LTC Director, Student Experience	Nil	CTP, Co-Curricular
4. Technology enhances the learning experience	Goal 2 Goal 6	4.1 (MT) Embedding eLearning principles in all experiential learning programs and models	ePortfolios structured around guided reflection before, during and after all experiential learning programs in curricular and co-curricular contexts	Confirm on line systems to be leveraged for this purpose, confirmed by June 2015	Director, TEL Director, LTC HoS Director, GCDE ADE's		
5. Technology assures and enhances the learning process – for the student, host and university faculty/unit engaged in experiential learning	Goal 2 Goal 6	5.1 (ST >MT) Explore contemporary tools which contribute to learning and quality assurance – not just focusing on the administrative and matching process  5.2 (LT) Secure funding to integrate these tools into the L&T environment, including staff development and resourcing to integrate effectively	Scope the commercial providers in this space by June 2015 and make recommendations by August 2015  By November 2015 for integration in Autumn 2016	Project Lead established by mid January 2015  Supplier agreement completed by end of 2015	Head, TEL Director, LTC Director, GCDE HoS ADE's	Project Co-ordinator Part time for 12 months \$50,000  Annual Service fee and staff development and training costs TBA	UOW wide tender being activated to establish online systems to support the placement and matching processes across settings/disciplines. Leverage faculty subcommittees engaged in this process for advice (eg Social Science - WILPEX)
6. Provide sector wide practices – across the lifecycle where CD&E are embedded – in student recruitment,	Goal 2 Goal 3 Goal 6	6.1 Benchmark strategies being implemented at other universities where this approach is being leveraged to impact on CD&E in undergrad, post grad and HDR settings	Report provided by June 2015	Identify 3 partner institutions to benchmark student perceptions (see 17.2)	Director, AD Director, GCDE Director, BALA Director, RSC		

experiential learning, alumni leveraging							
7. Outbound and inbound strategy facilitating experiential learning and paid work opportunities in international contexts	Goal 2 Goal 3	7.1 (ST) Map current practices across the faculties, including risk management via Code of Practice	TBA	Resources identified to focus on this off shore and outbound strategy	ADI's HoS Director, GCDE Director, Transnational Alliances Director, Corporate Relations		
		7.2 (ST) Collate current material and programs such as New Colombo Plan	Bid for NCP funds for Internships from 2015 onwards	By June 2015			
		7.3 (ST) Off shore campus' host UniVative programs in their local contexts	TBA	By December 2015			
		7.4 (MT) Establish protocols for providers and suppliers of opportunities of this kind		By December 2015			
		7.5 (LT) Establish protocols for our offshore campuses to host Wollongong outbound students in their local industry networks	TBA	By December 2016			
		7.6 (LT) Establish protocols for our offshore campuses to have their outbound students hosted by Wollongong in our local industry networks	Pilot Moodle module on pre Placement learning for international contexts developed by June 2015	Pre Placement learning module embedded in at least 1 program per faculty by Dec 2015,			
		7.7 (MT) Develop educational programs and		More than 100 students			

		materials to support intercultural practices and preparation for the workplace  7.8 (MT) Develop materials and programs to increase access for paid and unpaid workplace opportunities in global contexts	Leverage 7.1, existing Going Global website, and targeted workshop series (World of Work series)	completing targeted workshop series in co-curricular setting			
8. Leverage supply chains to incorporate social procurement strategies to provide access to workplace experiences for under represented groups	Goal 2 Goal 3 Goal 5	8.1 (ST) Map current practices and establish with UOW Procurement the procedures to achieve this objective	By June 2015	Procurement processes operating in line with this objective – and 10% increase in workplace experiences offered (paid and unpaid)	CAO CFO Director, GCDE		
9. Enterprise fostered across the learning experience	Goal 2 Goal 3 Goal 6	9.1 e-Club, Start Pad and iAccelerate activities integrated and cross promoted in relevant CD&E forums and activities  9.2 (ST) Enterprise awareness fostered through a scheduled approach across UOW, to networking skills events for students, staff, industry and Alumni	By March 2015  By June 2015	All communications embrace this approach	Director, GCDE Director, iAccelerate Director, Student Experience HoS	Nil	CTP

10. Establish a hub for Social Enterprise to complement the iAccelerate ecosystem	Goal 2 Goal 3 Goal 6	10.1 (MT) Identify social enterprise ventures who may host students in the new BSS and Social Work placement programs  10.2 (MT) Explore potential for iAccelerate ecosystem as a facility to host complementary social enterprise start ups	By Dec 2015	More than 15 enterprises identified for 2016 placements  Agreement for 5 Social Enterprises to be based within the facility from 2016	Director, iAccelerate Director Corporate Relations HoS Director, GCDE		
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**STRATEGIC GOAL 2 – Activate Quality Assurance and Research processes to inform the design, implementation and evaluation of the Strategy**

Key Objectives supporting this goal	Links to UOW 2013-2018 Strategic Plan	Actions <ul style="list-style-type: none"> <li>- Short term – by March 2015 (ST)</li> <li>- Medium term – By Dec 2015 (MT)</li> <li>- Long term - by December 2016 (LT)</li> </ul>	Implementation & Timeframes	Measures of success, incl UOW KPI's	Who will take action	Resourcing and operational costs	Links to other DVCE Strategies
11. Understanding of current UOW practices	Goal 2	11.1 (ST) Mapping of existing practices to benchmark across UOW (on shore and off shore) and address gap analysis from internal and external benchmarking	Mapping concluded by December 2015	All Faculties and Divisions consulted and contributing to a final benchmarking document.	Director, GCD&E HoS & ADE's Director, BALA Director, Transnational Alliances ADI's	RA	CTP, Co-Curricular
12. Progress equity of access and outcomes in	Goal 2 Goal 3	12.1 (ST) Liaise with under represented student cohorts, eg LSES,	Consultation and mapping concluded by June 2015 –	Equity strategy written into ongoing	Director, GCD&E Director, LTC Manager,	RA	



experiential learning		Disabilities, Indigenous, International students, and regional campuses to map current practices against nationally recognised standards	ensure Director EED provided with opportunity for input	Operational plans	Disabilities Director, EED Director, Student Experience Director, Diversity & Regional campuses		
13. Risk management is undertaken to ensure student safety in workplace settings	Goal 2 Goal 5	13.1 Review Code of Practice Professional Experiences with the view to make recommended modifications to university wide processes and procedures  13.2 Activate audit of UOW practices	See 11.1 above		Director, AQ&S Director, GCDE HoS, ADE's		
14. Technology assures and enhances the learning process – for the student, host and university faculty/unit engaged in experiential learning.	Goal 2 Goal 5	14.1 (see 5.1 and 5.2)  14.2 Technology facilitates industry feedback loops to Subject/Course Coordinators & SCDC			Director, AQ&S Director, LTC Head, TEL Director, GCDE HoS		
15. The Strategy is informed by an educational rationale underpinned by the scholarship of Career Development & Employability	Goal 1	15.1 (ST) Position paper on the nexus between career development, employability, and experiential learning	Draft iterations critiqued with final paper completed and submitted to UEC for endorsement by November 2014	Paper presented at various fora, including conference presentations – national and international (OLT Symposium Bond, ACEN, NAGCAS,	Director, GCDE supported by DVCE Directors	nil	Crossover with CTP

				WATTLE) UEC endorsement			
16. Research the employability perspectives of key stakeholders – employer communities - to inform DVCE strategies and actions	Goal 2 Goal 3	16.1 (MT) Gather employer perspectives on UOW graduates through the design and deployment of an evaluation instrument  16.2 (MT) Explore connections with CTP and their research on employer perspectives  16.3 (MT) Results inform the curriculum transformation and development process	Completed by June 2015. Activate Ethics clearance for objectives (17, 18)  Capture and interpret the results by Dec 2015	Survey output feeding into CTP & SCDC & CD&E processes  Graduates in FT employment	Director, GCDE Director, BALA Director, LTC Director, PMCD	TBA	This work aligns with CTP and BALA business plans and intersects with the work of SCDC.
17. Research the employability perspectives of key stakeholders – students - to inform DVCE strategies and actions	Goal 2	17.1 (ST) Gather student perspectives on employability through the design and deployment of an evaluation instrument  17.2 (ST) Explore other evaluation instruments which focus on this objective	This work aligns with CTP and BALA business plans and intersects with the work of PMCD Analysis of 2015 SEQ by November 2015 and PREQ by November 2016.	Identify 3 Australian institutions to partner and benchmark with.  Student engagement levels and satisfaction levels	Director, BALA Director, LTC Director, PMCD Director, RSC Director, GCDE	TBA	UOW Evaluation Strategy
18. Research the employability perspectives of key stakeholders – faculty & professional staff	Goal 2	18.1 (ST) Design and deploy an instrument to collate perspectives from key UOW staff	Utilise faculty networks such as discipline heads, subject co-ordinators, heads of post graduate studies by	Survey output feeding into CTP & SCDC & CD&E processes	HoS & ADE's Director, GCDE Director, LTC Director, WATTLE	TBA	CTP

- to inform DVCE strategies and actions		18.2 Leverage Career Industry Council of Australian benchmarking tool on quality processes and practices to complement 18.1	June 2015  Target key UOW staff to provide a response on the tool by June 2015	Evidence of 16, 17 and 18 feeding into ongoing Business Planning processes in GCDE			
19. Students in experiential learning to be engaged in research within and for the community	Goal 1	19.1 (LT) Identify 2 programs/models from each faculty and division engaged in experiential learning – where students research the employability perspectives of their host organisation	Seek UOW Ethics Committee advice by June 2015  Integrated as an assessment task From Autumn 2016	Research outputs shared through traditional channels - WATTLE forums to be leveraged as appropriate by June 2016	HoS, ADE's and ADR'S Subject Co-ordinators DVCE Directors Director, WATTLE	NIL	CTP – Real World Learning & Research informed
20. Align the research activities for this Employability strategy with WATTLE	Goal 1	20.1 (ST) Activate dialogue with WATTLE Director re the creation of events which align with the CD&E strategy objectives  20.2 (MT) Create a research stream within WATTLE which focuses on experiential learning and employability  20.3 (LT) explore potential to leverage relevant HDR students into these activities	Stage WATTLE 'Masterclass' on Employability & Experiential Learning in week 1 of December 2014  Appoint Research Assistant to co-ordinate Employability related scholarship within WATTLE By June 2015	Internal and external participation by academic and professional staff  Citations per academic staff	Director, WATTLE Director, GCDE	Event \$2,000  Research Assistant \$20,000	WATTLE activities

21. Leverage on campus research and funded projects for student access to paid employment	Goal 1	21.1 (MT) Establish policy which includes quotas for students to access workplace opportunities within funded research projects (eg. ESDF procedures and criteria)	Students employed in projects taking place in 2015	ESDF, ARC and other research funded projects provide more than 50 students in paid roles for projects funded internally by UOW	Director, WATTLE Director, GCDE Director, LTC Dean, Research ADR's	NIL	CTP – Research informed & Real world learning
	Goal 2			Student retention and Graduates in FT Employment			
				ISB student satisfaction			
				On shore HDR students			

**STRATEGIC GOAL 3 – engage effectively with all internal and external stakeholders to facilitate support for the Strategy**

Strategic Objectives supporting this goal	Links to UOW 2013-2018 Strategic Plan	Actions <ul style="list-style-type: none"> <li>- Short term (ST)</li> <li>- Medium term (MT)</li> <li>- Long term (LT)</li> </ul>	Implementation & Timeframes	Measures of success, incl UOW KPI's	Who will take action	Resourcing and operational costs
22. Promote a common community engagement definition which is inclusive and represents internal and external stakeholders	Goal 3, 2013-2018	22.1 (ST) Leverage the work of the Community Engagement Committee of UOW, to provide the terminology	By Nov 2014	All communications documents include common terminology	Director, AD Director, GCD&E ADE's, ADI's & ADR's	NIL
23. Establish a simpler UOW wide	Goal 3 Goal 6	23.1 (ST > MT) Progress options for a more co-	Consultations with key stakeholders	Draft agreement from key internal stakeholders	Faculty HoS, ADE's, ADI's & ADR's Director,	TBA

mechanism for community and industry engagement focused on employability strategies across UOW		ordinated system for UOW wide external engagement, including systems to enhance multiple user experiences	concluded by June 2015  Scope the commercial providers	Supplier agreement by Dec 2015	AD Director, Corporate Relations Director, GCDE	
24. Promote reciprocity with all UOW community and industry engagement partners	Goal 3	24.1 (ST) Establish what reciprocal means to our external stakeholders  24.2 (ST>MT) Integrate true reciprocity (not only community engaged research) into our communications and actions	Conclude consultations with at least 3 industry sectors by March 2015  Communications refined and activated by June 2015	All communications embody this approach	Faculty HoS, ADE's, ADI's & ADR's Director, AD Director, GCDE	NIL
25. Increase the volume of opportunities for community and industry based experiential learning	Goal 2 Goal 3	25.1 (MT) Develop communications, forums and incentive plans to increase the attractiveness of engaging in experiential learning for all stakeholders	Three events staged by July 2015 (see 27.2)	10% increase in opportunities generated externally  20% increase in internal opportunities provided via UOW hosts	Faculty HoS, ADE's, ADI's & ADR's Director, AD Director, Corporate Relations Director, GCDE	Events \$10,000
26. Promote two way interactions between UOW and its partners to foster the sharing of contemporary industry practices	Goal 2 Goal 3 Goal 4	26.1 (MT) Activate processes for alumni to be included in relevant faculty forums (see Staff Development Goal 32.1)	School Committee meetings within faculties to include relevant Alumni and workplace hosts within their membership and agendas	Each Faculty to have at least 3 committees take up this approach by June 2015	Director, AD Faculty HoS, ADE's, ADI's Director, GCD&E	

**STRATEGIC GOAL 4 – Design and deliver Communication strategies to support implementation of the SCDE Strategy**

Strategic Objectives supporting this goal	Links to UOW 2013 - 2018 Strategic Plan	Actions	Implementation	Measures of success, incl UOW KPI's	Who will take action	Resourcing and operational costs	Links to other DVCE strategies
27. Ensure widespread consultation achieved through a variety of channels, adapted to different audiences	Goal 2, 2013-2018 Goal 3	27.1 Scoping and advocacy exercise recommended to inform communication plan  27.2 Stage Community/Industry Forums to increase reciprocal awareness	Completed by end of March 2015	4 events staged throughout 2015	Faculty HoS, ADE's & ADR's Director, AD Director, Corporate Relations Director, GCDE	See 25.1	Integration with CTP course health check processes
28. Clear understanding of definitions contributes to understanding and engagement	Goal 2 Goal 3	28.1 Tighten messaging around community engagement, graduate qualities and link them more explicitly to employability skills for internal and external stakeholders	Draft text and messages for collateral by April 2015	Collateral developed and distributed by June 2015	Faculty HoS, ADE's Director, GCDE Director, AD UOW Marketing Faculty Managers and Heads of School	\$5,000 for design printing & distribution	

**STRATEGIC GOAL 5 – Enhance Staff Development practices to aid implementation of the SCDE Strategy**

Strategic Objectives supporting this goal	Links to UOW 2013-2018 Strategic Plan	Actions	Implementation	Measures of success, incl UOW KPI's	Who will take action	Resourcing and operational costs	Links to other DVCE strategies
29. Technology supports the collection and collation of academic and professional staff engagement in experiential learning to report on evidence and impact	Goal 4 Goal 5 Goal 6	29.1 Further exploration of the MATE system proposed by Prof Crookes as a means of measuring engagement and impact – by March 2015  29.2 Career Net Performance Planner has a component that elicits responses re connections to community & industry and is integrated into the promotions and tenure policies	TBA  Design processes to link staff PD to community and industry engagement in its broadest terms	In placed by Dec 2015			
30. Academics are recognised for engaged activity via wider university staff development processes for performance and promotion	Goal 4	30.1 Further exploration of the APF framework to include industry peers in the processes  30.2 Establish an informal peer mentoring support network to assist new staff to become engaged academics via connected networks (internal and external)  30.3 HoS development programmes include content which facilitates the effective	TBA				

		and full utilisation of the APF in Career Development Interviews with their staff					
31. Leverage WATTLE as a focus for scholarship and research undertaken by academic and professional staff in the areas of experiential learning and employability	Goal 1 Goal 2	31.1 Emphasise experiential learning and employability as elements of activity which may attract internal funding or recognition via ESDF grants and/or OCTAL awards	TBA				
32. Establish a UOW wide community of practice around CD&E and engaged scholarship	Goal 1 Goal 2 Goal 4	32.1 Academic and professional staff are supported to engage online and in person at events focused on CD&E, including events associated with WATTLE	Establish an online repository for contemporary scholarship by June 2015				
33. Create a culture of staff awareness and interest in developments in industries of relevance to their discipline	Goal 3 Goal 2	33.1 Faculty school committee and course advisory committee meetings contain at least 2 alumni and/or host organisation representatives to provide up to date insights on industry trends	Identify current Alumni database capacity to support this objective by March 2015	Faculty meetings incorporating this objective by Dec 2015	Director, AD HoS & ADE's		



**STRATEGIC GOAL 6 – Establish resourcing and structures to support the SCDE Strategy**

Strategic Objectives supporting this goal	Links to UOW 2013-2018 Strategic Plan	Actions	Implementation	Measures of success, incl UOW KPI's	Who will take action
34. Establish funding mechanisms to support strategic priorities	Goal 1 Goal 2 Goal 4	34.1 The UOW Budget cycle and related processes recognises resourcing requirements to operationalise the SCDE Strategy	Activate the appointment of a Senior Project Manager to co-ordinate the execution of the SCDE Strategy and Plan	UOW budget planning processes integrate SCDE resource implications	DVCE DVCI CFO CAO Executive Deans
35. Establish functional reporting to support strategic priorities eg. outbound initiatives	Goal 1 Goal 2 Goal 4	35.1 Further clarification of responsibility and leadership in specific dimensions of the Strategy and Plan	Clarification established by Dec 2014	2015 Business Plans incorporate responsibilities/ownership and confirmed by Feb 2015	DVCE DVCI CAO
36. Ensure faculty and relevant units have business plans and budgets aligned to the SCDE Strategy to maximise support for students' career ambitions		36.1 Decrease FTE staff to student ratios for Faculty Career Consultants (FCC) and relevant wait times are reduced.  36.2 Invest in professional development to maintain a high level of expertise	GCDE and other relevant units set business and budget planning processes to reflect the SCDE Strategy and Plan	The FTE ratio of 1 FCC to 1889 students by academic year 2018 (currently estimated to be 2,717. 1889 is based upon 2014 US metrics, Sth Korea currently 2048)	DVCE CFO

**Indicative timeline for the learning, teaching & curriculum aspects of the SCDE Strategic Plan  
(NOTE: the next draft will have the timelines for the enabling plans also included)**

		2014	2015	2016	2017	2018
LT&C	All students have access to multiple opportunities for real world learning scaffolded throughout the learning experience	█	█	█	█	
	Pedagogy for transitions and experiential learning (work integrated learning, service learning, practice based learning, work related learning) is informed by the scholarship of career development learning	█	█			
	Technology enhances experiential learning through purpose built platforms which leverage the LMS to monitor and assess student progress with student, university and host employer input	█	█	█		
QA&R	Students in experiential learning to be provided with the opportunity to engage in research with and for the community	█	█	█		
LT&C	Enterprise is fostered across the learning experience to interface with a hub for Social Enterprise to complement the iAccelerate ecosystem		█	█		
	Establish an outbound and inbound strategy facilitating opportunities in international contexts		█	█	█	
	Leverage UOW suppliers to provide access to workplace experiences for under-represented groups		█	█		
QA&R	Leverage on campus research and funded projects for student access to paid employment, and off campus settings for paid and unpaid workplace experiences		█			
LT&C	DVCE strategic projects (CTP, Co-Curricular) are integrated and aligned with the design, consultation and delivery of the Strategy for mutual benefit	█	█			

**LEGEND**

- Learning Teaching & Curriculum
- Quality Assurance & Research

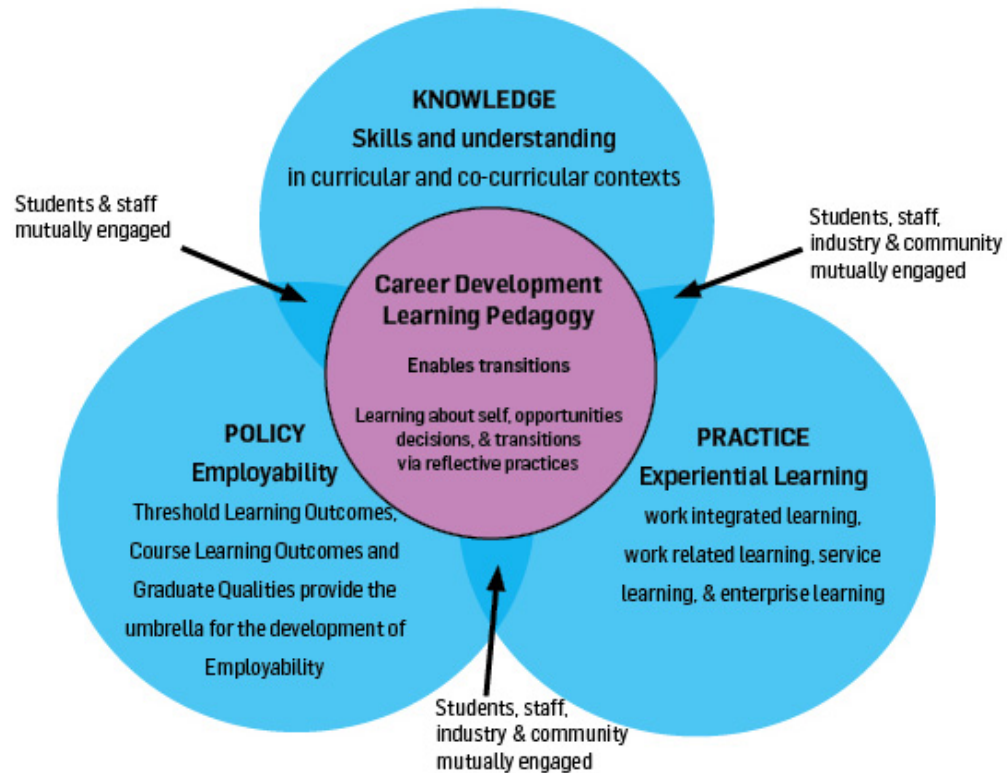
## Appendix 1

### CONCEPTUAL MODELS INFORMING THE SCDE STRATEGY AND PLAN:

#### EXPLORING THE CONTRIBUTIONS OF CAREER DEVELOPMENT TO EFFECTIVE TRANSITIONS IN THE EDUCATION AND WORK INTERFACE

An illustration of the converging theories and practices in the area of positive student transitions – with an emphasis on Career Development, Employability and Experiential Learning – Figure 1 below - seeks to model how Career Development Learning contributes positively to the learner experience – adding effectiveness and positive outcomes associated with the formal and informal curriculum, in synergy with the various program formats inherent to the enabling strategies of Experiential Learning.

**FIGURE 1: A model for transitions at the education – practice interface (Smith, M. 2014)** – the intersecting pedagogies and enabling strategies for professional and personal agency in lifelong and life-wide contexts



Smith, M (2014)

This model (Figure 1) synthesises the work of Billett (2008), Kift (2010), Lizio (2006), Moreland (2005), McIlveen et al (2008), Watts (2008), & York & Knight (2004).

The key role which Career Development Learning & Employability strategies play in relation to positive student transition during the learning experience, is enhanced by the enabling pedagogy of experiential learning and the reflective practices embedded within ePortfolios. Furthermore, these reflective processes provide clarity for the Understanding, Skilful Practices, Efficacy beliefs and Metacognition which formal and informal learning provides for the development and articulation of employability (Knight & York, 2004). Career Development Learning places students at the heart of the learning process (Watts, 2008).

Figure 2 (below) was developed by the University of Central Lancashire's Centre for Employability Research. The Practical Model of Employability was conceived to share with academic audiences the connections between Learning & Teaching and the various concepts and notions of Employability.

**FIGURE 2: Practical model of employability (Dacre, Pool and Sewell, 2007)**

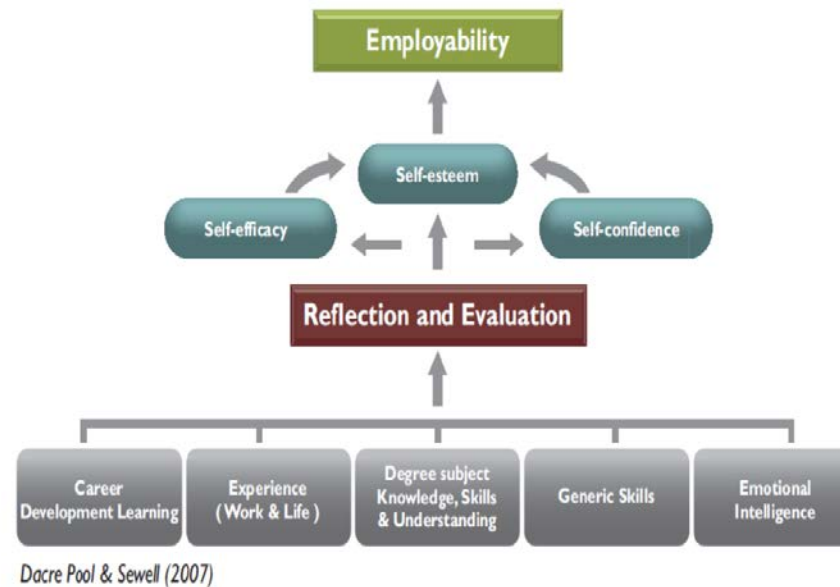
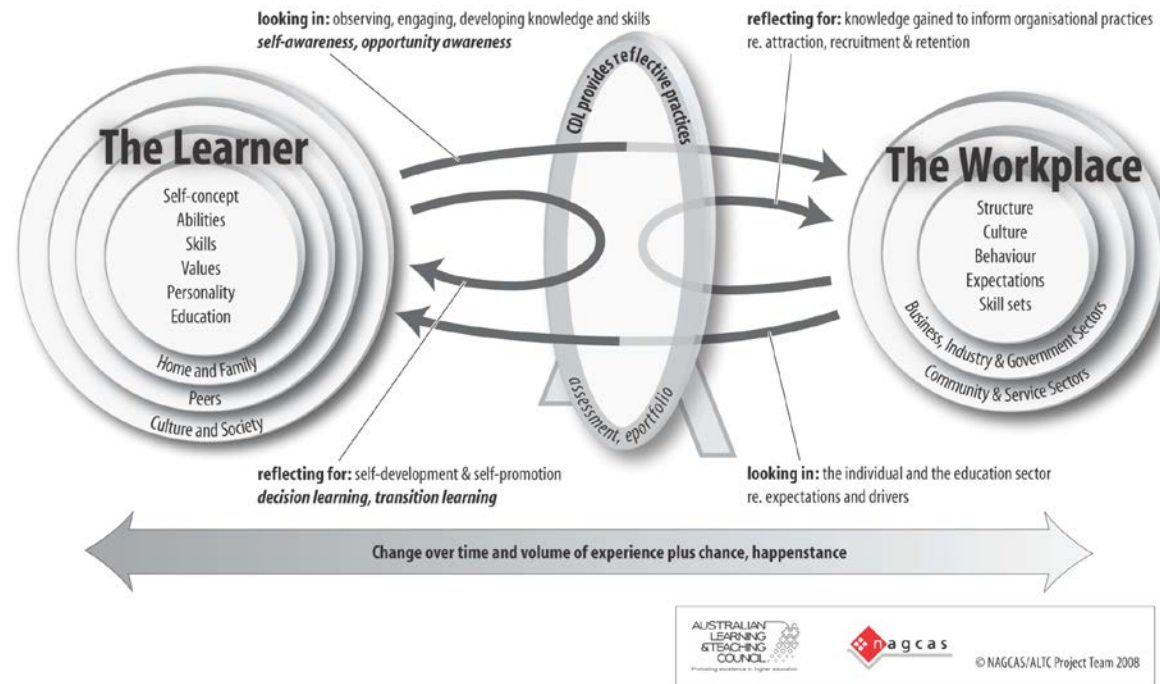


Figure 3 (below) was developed as part of the Australian Government funded scoping project on how Career Development adds value to Work Integrated Learning (ALTC, 2008). It highlights the key role which reflective practices, underpinned by Career Development, bring to the connected domains of Experiential Learning, the disciplines, and employability – specifically reflection which should be undertaken before, during and after the workplace experience. Figures 2 and 3 are included as they inform Figure 1 – A model for transition. All three inform the SCDE Strategy and Plan.

## CDL & WiL: Looking from both sides of the two-way mirror



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The Continuing Professional Development (L&T) Framework supports the University Strategic Plan (Goal 4), which states that UOW will “Foster a culture of continuous improvement by rewarding initiative, creativity and performance in an environment which develops staff and encourages the highest quality standards”.

A Task and Finish Group was established to develop the Framework. This group have reviewed current practice at UOW, nationally and internationally. They propose a framework based on three principles:

- CONTINUING (to support all teaching staff to actively engage in professional development for learning and teaching throughout their career)
- EXTERNAL REFERENCE (to awarding bodies/teaching criteria as well as the APF)
- OPEN LEARNING (allowing for individual choice, adopting an anytime/any place delivery for teaching staff making it easily accessible at all locations and for sessional staff – all evidenced through a portfolio)

<b>University Education Committee</b>	Endorsement of CPD (L&T) Framework and Recommendations <b>11 November 2014</b>
<b>Academic Senate</b>	Endorsement of CPD (L&T) Framework and Recommendations <b>3 December 2014</b>
<b>Implementation</b>	Begin CPD (L&T) Framework pilot <b>January 2015</b>

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**Draft Resolution**

*that the University Education Committee:*

- i. endorse the Continuing Professional Development (L&T) Framework; and*
  - ii. endorse the recommendations made in the Continuing Professional Development (L&T) Framework Paper*
- 

**ATTACHMENT**

Continuing Professional Development (Learning & Teaching) Framework Paper

<b>Drafted by:</b>	<b>Reviewed by:</b>	<b>Approved by:</b>
A Prof Romy Lawson Director, Learning, Teaching and Curriculum	Executive Officer University Education Committee	Prof Eeva Leinonen Chair, University Education Committee

# **UEC Paper November 2014: Continuing Professional Development (Learning & Teaching) Framework**

## **1. National Climate**

The Australian higher education sector is undergoing a period of major transformation. The uncapping of undergraduate places to create a demand-driven system has set Australia on the path towards broader participation. More recently, a raft of proposed changes to higher education funding have been announced in the federal budget. The combined impact of these shifts on the character of the tertiary education system will be far-reaching and is presently not fully understood. In addition to these changes in the higher education landscape, there has been growing concern in the sector with the demography of the academic workforce and the changing character of academic work, including the challenge of how to best support teaching career development.

Not least among the foreseeable changes will be new conceptions of academic work and new academic roles designed as a response to changing pedagogies and more competitive markets. The Academic Workforce 2020 project has been commissioned by OLT to develop a national framework to support universities in shaping a coherent agenda over 2013-2020 to raise the professionalism and standards of higher education teaching. This project will provide a blueprint for influencing Australian policy and practice. In addition to the 2020 project, five Western Australian universities have led a national University Teaching Criteria and Standards Framework project (known as UTI) with the explicit aim of recognising the ways in which quality teaching can be identified, supported and ultimately rewarded. This group has developed a framework that provides universities and their academic staff with a practical and flexible guide for clarifying what constitutes quality teaching and how it can be evidenced: see <http://uniteachingcriteria.edu.au/>.

It is within these external contexts and in the context of UOW's ambitious plans for enhancing teaching and learning that we have reviewed our current professional development opportunities for academic staff and have developed a framework to support continuous professional development in learning and teaching.

## **2. Current UOW Climate**

The University Strategic Plan has an explicit goal to enhance staff & culture (Goal 4) which states that UOW will "Foster a culture of continuous improvement by rewarding initiative, creativity and performance in an environment which develops staff and encourages the highest quality standards." This goal includes:

4.1 Provide career pathways for our staff to optimise their professional aspirations and build our capacity to drive UOW's future

4.3 Sustain UOW's culture of excellence and innovation by robust and universal performance and career planning, supported by effective leadership at all levels, clear expectations, and strongly aligned reward and recognition frameworks

A recent development in supporting this goal has been the Academic Performance Framework (APF) which provides clear criteria for recognising career pathways. The APF framework includes learning and teaching focused activities that are defined widely to embrace all aspects of instruction, training,

teaching, assessment and guidance, curriculum development, scholarship of teaching, innovation and teaching leadership.

Applicants for probation or promotion are required to provide evidence related to learning and teaching activities, outcomes and outputs. Any claim to outputs or performance must be supported by reliable and auditable evidence at every level. Moving through the academic levels, there is an expectation of increasing impact, leadership and national/international profile. It is well known that providing robust evidence for teaching excellence can be a challenge and one aim of the proposed CPD framework is to make the evidence closely connected to the demonstration of excellence and consequently becoming more easily understood by those assessing the evidence.

Current mechanisms in place at UOW to support professional development in learning and teaching include:

***i. University Learning and Teaching (ULT)***

The blended University Learning and Teaching (ULT) course is offered to all University of Wollongong academic teaching staff, including regional and sessional teaching staff, through Learning, Teaching & Curriculum. It is a professional learning program for university teachers designed to enhance teaching effectiveness, accredit expertise and provide an educational context for ongoing career development, and is equivalent to a single 900-level subject.

All new academics with 0.4 academic load or higher and who have teaching as part of their role are expected to commence the program within 12 months of starting at UOW and are required to complete a minimum of two ULT assessments to go through probation. Academics who feel they are already qualified to this level of expertise can apply for an exemption. Criteria for exemption include: alternative qualifications and evidence of high standard of teaching.

At the moment, ULT is non-credit bearing. It can be counted by way of RPL for the UOW Graduate Certificate in Higher Education but it does not formally bear credit. Successful completion allows RPL of 8 points of credit towards the Graduate Certificate in Higher Education (AQF level 8) in the UOW Faculty of Education.

***ii. Graduate Certificate in Adult, Vocational and Higher Education***

The Graduate Certificate in Higher Education, delivered by the School of Education, explores essential tertiary teaching skills, knowledge and attitudes for effective student learning in all disciplines. A limited number of ULT participants go on to complete the certificate.

***iii. Learning, Teaching and Curriculum workshops and training***

Learning, Teaching & Curriculum (LTC) delivers professional development workshops, training and consultation in the following areas: Teaching Development; Strategic Curriculum Development; Learning Development; and Technology Enhanced Learning (this incorporates Educational Design and Open Learning).

***iv. PODS***

A wide range of programs and workshops are offered by PODS. Although none are learning and teaching focused a number complement educational practice.

### 3. CPD (L&T) Task & Finish Group

Building on the University strategy, the UOW Education Strategy 2013-2018 has stated a need to “Develop a professional development framework for academics including sessional teaching staff”. With this strategy in mind, a task and finish group was established to progress a CPD (L&T) Framework for UOW in March 2014. Membership of the group consists of:

A/Prof Romy Lawson (Chair)	Wendy Meyers (LTC)
Prof Patrick Crookes (WATTLE)	Lorraine Denny (PODS)
A/Prof Christine Burton (LTC)	Anne Melano (LTC)
Dr Tracey Kuit (SMAH)	Dr Marcus O’Donnell (LHA)
Dr Sharon Tindall-Ford (SS)	Dr Sarah O’Shea/A/Prof Ian Brown (SS)
Dr David Hastie (EIS)	Dr Alisa Percy (LTC)
Dr Lisa Thomas (LTC)	Bonnie Dean (LTC)
Dr Peter McLean (BUS)	Tanya Barton-Saad (Group Administrator)

### 4. CPD (L&T) Framework

After initial discussions to establish the aims of the group, an analysis was conducted to ascertain current provision of CPD (L&T) across both UOW and the sector. This was accompanied by a mapping exercise to establish the essential elements of a CPD (L&T) Framework by reviewing UOW (APF & OCTALS), national (UTI, OLT & HERDSA) and international (PSF) criteria for evidencing teaching competency. Based on this work the following CPD (L&T) principles have been developed:

- CONTINUING (to support all teaching staff to actively engage in professional development for learning and teaching throughout their career)
- EXTERNAL REFERENCE (to awarding bodies/teaching criteria as well as the APF)
- OPEN LEARNING (allowing for individual choice, adopting an anytime/any place delivery for teaching staff making it easily accessible at all locations and for sessional staff – all evidenced through a portfolio)

#### i. Continuing Professional Development

Currently, in order to qualify for probation newly employed teaching staff are expected to either complete two ULT assessments or apply for exemption. Following this there is no expectation for UOW teaching staff to further develop and show evidence of their learning and teaching practice. The new framework encourages an ongoing engagement with learning and teaching professional development by developing a series of four professional development levels which align to UOW promotional levels (APF) with a fifth pre-level for sessional teaching staff and PhD students. Successful completion of each of these levels would provide a portfolio of evidence that can then be drawn upon to compile teaching evidence for the probation and promotion process. In this way staff who wish to seek promotion through a learning and teaching route will have a mechanism for presenting their development activity, performance and achievement in a relevant and robust way.

A set of learning outcomes (see Appendix I) have been developed for each level that are supported by a series of three hour modules (delivered in a self-paced online and face to face formats) incorporating theoretical underpinnings; good practice examples; application to practice and reflection (See Appendix II). It is recognised that a number of these learning outcomes also support research and governance, and so an integrated approach to module development and portfolio compilation will be used to show the synthesis between these areas. Participation in other modules and professional development opportunities that support L&T practice will also be encouraged.

These may include professional body provisions, PODS training, ad hoc or external guest sessions, and relevant research workshops promoting academic practice.

**ii. External Reference**

In light of the sector drive to professionalise the academic workforce it is essential that the UOW CPD (L&T) Framework allows for external recognition of achievement. Therefore each CPD level has not only been aligned to the equivalent APF level but also to external body requirements (UTI, HEA, OLT and HERDSA). In this way a participant can, not only use their portfolio to gain internal recognition for the probation and promotion processes, but can also utilise the same portfolio for external awards. The alignment will also provide evidence for internal promotion and probation processes of achievement in external, national and international, contexts.

*Table 1: Alignment of CPD Levels to external Bodies*

CPD 1	HERDSA Associate Fellow HEA Associate Fellow
CPD 2	HEA Fellow
CPD 3	HERDSA Fellow HEA Senior Fellow
CPD 4	HEA Principle Fellow

**iii. Open Learning**

The concept of this framework is based on open learning where the participant (with support from a mentor if participants choose to have one) makes their own decisions about their professional development needs, the appropriate support mechanisms to meet these needs and how to demonstrate their achievements in relation to the CPD learning outcomes. This means that, subsequent to an initial induction, staff can decide within the practices of their academic units when, where and how they engage with professional development, so that each individual will have a tailored experience. Recognition of each CPD level will not be through completing modules but through applying the learning from these sessions into practice and collating evidence of this in an ePortfolio. The ePortfolio will contain examples that demonstrate how the learning outcomes have been achieved. These examples may be presented in a variety of forms including action research cycles, examples of good practice, journal papers, video clips, peer observation of teaching or peer review of educational practice. This portfolio will be supported by academic colleagues who have been trained and are recognised for their L&T excellence through the Wollongong Academy (WATTLE).

Sessional academics provide a large percentage of the teaching at UOW. Sessional staff will be included in this framework with different recommended minimum expectations (module completion) being stipulated for the different categories of contract (see Table 2) in addition to the current requirement to complete the Casual Induction provided by PODS.

*Table 2: Recommended Modules for Sessional Staff*

Role	Modules (See Appendix II)	Hours (minimum)
Tutor (no marking)	L&T Induction (1hr) MODULE 1.2 Helping Students Learn	4
Tutor with Marking	L&T Induction (1hr) MODULE 1.2 Helping Students Learn MODULE 1.4c Effective Feedback	7

Marker	L&T Induction (1 hr) MODULE 1.4c Effective Feedback	4
Demonstrator	L&T Induction (1 hr) MODULE 1.2 Helping Students Learn	4
Lecturer	L&T Induction (1hr) MODULE 1.1 Designing Learning MODULE 1.2 Helping Students Learn MODULE 1.4a Why Assess	10

## 5. Support for the Framework

CPD will be hosted from Learning, Teaching and Curriculum but academic staff will provide leadership and support through Fellows and Senior Fellows of the Wollongong Academy of Tertiary Teaching & Learning Excellence (WATTLE). Volunteers will be sought from WATTLE Fellows to act as mentors to more junior staff; to share expertise in modules; and to provide a community of practice for development and debate.

The process is outlined below in figure 1 and includes an induction for all new staff with teaching responsibilities that will provide the UOW context as well outlining the CPD (L&T) Framework. At this point participants can pair with a suitable mentor to support their CPD (L&T). Together with this mentor they will be prompted to reflect on their current level of expertise to devise a plan for CPD. Any participant who is coming to UOW with previous L&T experience beyond CPD Level 1 will be assessed for exemption as before.

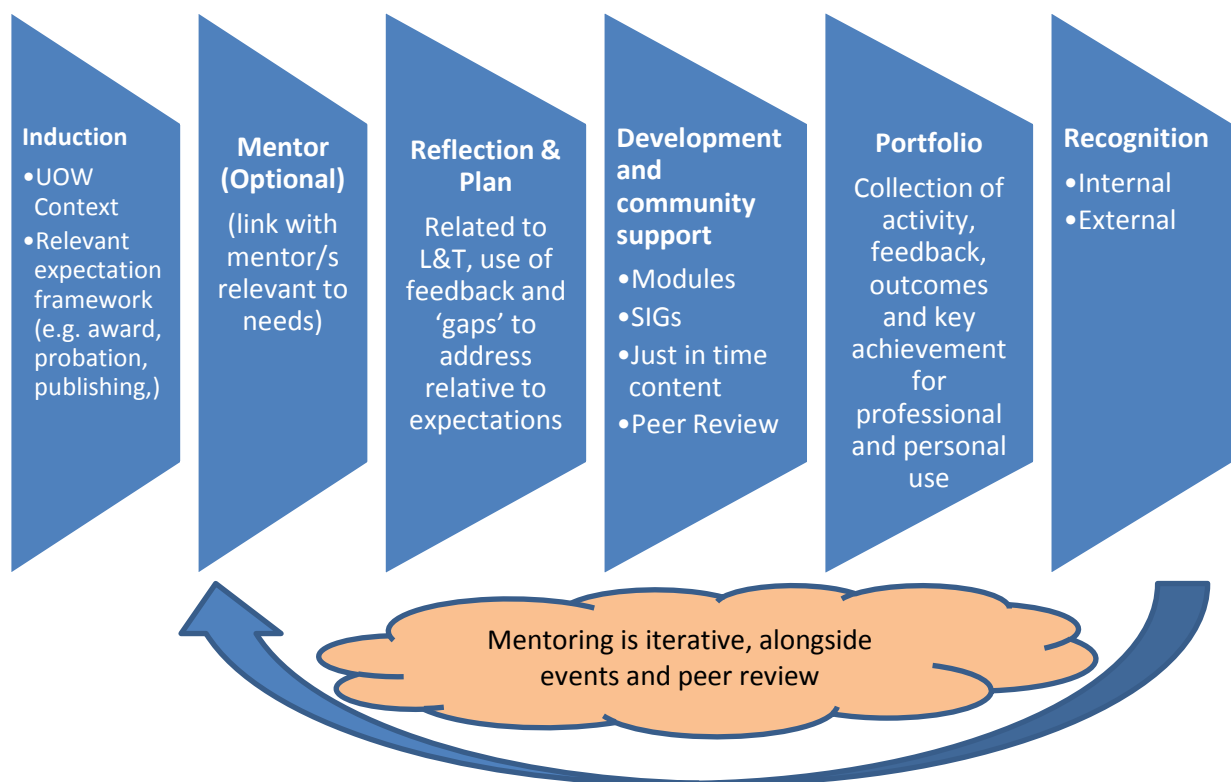


Figure 1: CPD (L&T) process

Once a plan has been established through consultation with relevant line managers and with the support of WATTLE, if desirable, participants can select how they meet their CPD (L&T) needs. A suite of opportunities will be offered by LTC and WATTLE which will include self-paced online or face to face modules to support both the CPD (L&T) learning outcomes and the CPD (L&T) Framework process, as well as just in time resources available via the web and facilitated special interest groups (See Figure 2 and Appendix II). Learning from these modules is then applied to practice and evidenced in an ongoing portfolio. This portfolio is then used to demonstrate competence at CPD (L&T) levels.

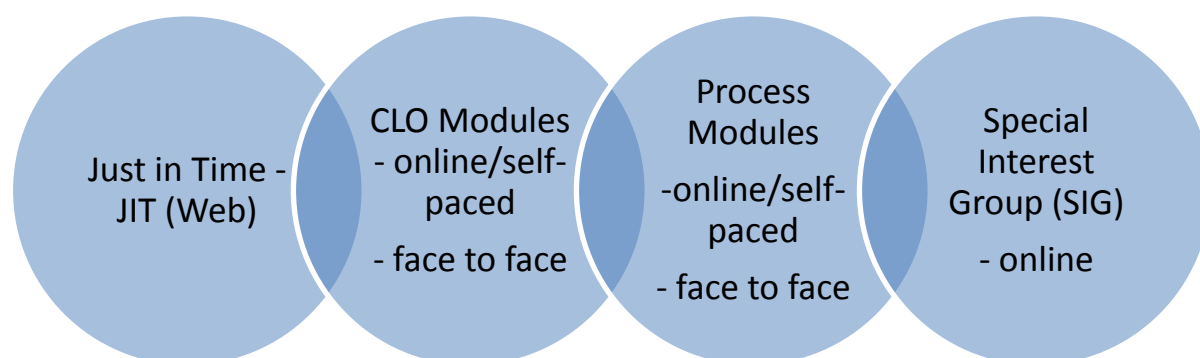


Figure 2: CPD (L&T) Support Mechanisms

## 6. Recommendations

In adopting the UOW CPD (L&T) Framework the following recommendations are made:

- i. That the framework is piloted in 2015, to be fully operational in 2016. In this period any issues relating to implementation are finalised.
- ii. That relevant policies and processes are amended to align with the CPD (L&T) Framework.
- iii. That ULT continues in an amended format in 2015, introducing an eportfolio element into its modules, with the view to working towards a more wholesale integration into the CPD framework in 2016.

## 7. Timeline

Task	Timing	Details/Progress
Review current practice/ external requirement	April -May	<b>Complete</b>
Propose framework (including probation/promotion/graduate certificate/casual staff provision)	May - June	<b>Complete</b>
Present initial framework to UEC for discussion	July	<b>Complete</b>
Further develop framework details – learning outcomes, rubrics, ePortfolio details	Sept	<b>Learning Outcomes Complete</b>
Recruit WATTLE mentors	Aug	<b>Initial Call Complete</b>

Consultation process with relevant parties and faculties	Sept - Oct	<b>ASDC; WATTLE; Business; DVCE/ADE; VCAG; HR (EB); HoS; Open; UOWD; Regional Complete</b>
Develop pilot modules	Sept - Nov	Assessment Modules underway
Review/revise relevant policy	Dec – Jan	Meeting with Staff Relations
Present CPD Framework to UEC for endorsement	Nov	<b>UEC Agenda Nov 11<sup>th</sup></b>
Present CPD Framework to Academic senate for endorsement	Dec	<b>Senate Agenda Dec 3<sup>rd</sup></b>
Enhance ULT to include ePortfolio	2015	
Pilot framework	2015	



## Appendix I: CPD Learning Outcomes

In accordance with UOW priorities and practice, a UOW teaching academic will be able to:							
	Design & plan effective learning experiences	Facilitate activities that influence and motivate student learning	Support student individual development & diversity	Facilitate assessment & feedback that fosters independent learning	Integrate scholarship, research and professional activities with teaching in support of learning	Evaluate teaching practice and engage in continuing professional development	Demonstrate personal & professional effectiveness
<b>Pre APF Sessional/ PhD</b>	TUTORS/ LECTURERS <b>Design</b> sound inclusive learning experiences for students (1.1)	TUTORS/ LECTURERS/ DEMONSTRATORS <b>Facilitate</b> inclusive learning experiences for students (1.2)  CASUAL INDUCTION (PODS) 0.1		TUTORS/LECTURERS Support <b>assessment tasks</b> that foster learning (1.4a)  TUTORS/MARKERS Provide constructive <b>feedback</b> to students (1.4c)		ALL <b>Reflect</b> upon feedback/data from students and colleagues, as well as personal experiences, in order to improve teaching practice	

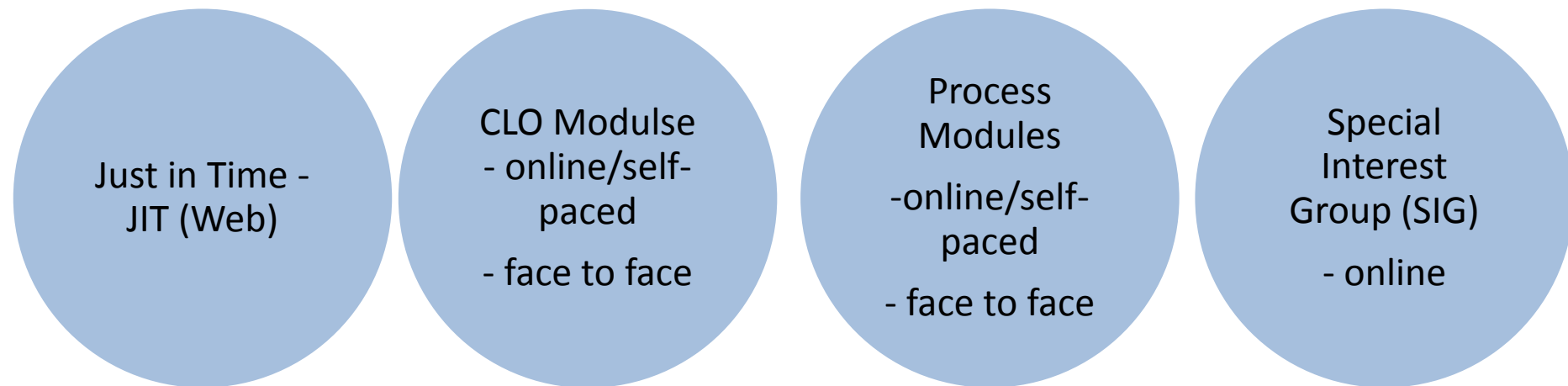
In accordance with UOW priorities and practice, a UOW teaching academic will be able to:							
	Design & plan effective learning experiences	Facilitate activities that influence and motivate student learning	Support student individual development & diversity	Facilitate assessment & feedback that fosters independent learning	Integrate scholarship, research and professional activities with teaching in support of learning	Evaluate teaching practice and engage in continuing professional development	Demonstrate personal & professional effectiveness
CPD 1 Aligned to APF 1	Design sound inclusive learning experiences incorporating TEL, for students	Facilitate a variety of inclusive learning experiences for students	Facilitate learning environments that assist student transitions	Develop a variety of effective assessment tasks that foster learning	Apply sound, discipline relevant, L&T theoretical principles to explain their teaching practice (RESEARCH)	Evaluate effectiveness of teaching practice and student learning outcomes	Develop effective, resilient professional practices that enhance teamwork
	MODULE 1.1 Designing Learning: Approaches to Learning Constructive Alignment Universal Design Embedding skills/ academic literacies	MODULE 1.2 Helping Students Learn: Approaches to Learning Approaches to Teaching Inclusive Teaching Facilitating skill/ academic literacy development	MODULE 1.3 Transitions: FYE Career/Employability	MODULE 1.4a Why Assess  MODULE 1.4b Designing Assessment  Provide constructive feedback to students in a range of settings  MODULE 1.4c Effective Feedback: Types of feedback Feedforward		Reflect upon feedback/data from students and colleagues, as well as personal experiences, in order to improve teaching practice  PROCESS MODULE: Reflection & Evidencing - Portfolio	

In accordance with UOW priorities and practice, a UOW teaching academic will be able to:							
	Design & plan effective learning experiences	Facilitate activities that influence and motivate student learning	Support student individual development & diversity	Facilitate assessment & feedback that fosters independent learning	Integrate scholarship, research and professional activities with teaching in support of learning	Evaluate teaching practice and engage in continuing professional development	Demonstrate personal & professional effectiveness
<b>CPD 2 Aligned to APF 2</b>	Effectively <b>design</b> course-wide curriculum demonstrating integration across the degree <b>(GOVERNANCE)</b>  MODULE 2.1 Whole of degree design	<b>Facilitate</b> a wide variety of inclusive learning experiences for students  MODULE 2.2 Design for diversity International	<b>Support students</b> in their choice and navigation of formal and informal learning pathways.  MODULE 2.3 Lifelong Learning: Curriculum Choice Ownership Negotiation Whole experience Career Ready	Design scaffolded <b>assessments</b> that foster progressive learning  MODULE 2.4a Whole of course Design: Signature/cap/corner  Implement <b>quality assurance</b> principles <b>(GOVERNANCE)</b>  MODULE 2.4b Quality Enhancement	Demonstrate <b>scholarship</b> of teaching and learning through authorship of reports and/or scholarly articles that showcase their teaching practice <b>(RESEARCH)</b>  PROCESS MODULE: SOTL (WATTLE)	Using evaluation data <b>support and mentor</b> teaching teams  PROCESS MODULE: Evaluating L&T  <b>Reflect</b> upon feedback from students and colleagues, as well as personal experiences, in order to improve teaching practice and engage in CPD	Develop <b>effective, resilient professional practices</b> that enhance course management <b>(GOVERNANCE)</b>  MODULE 2.7 Course Management: Role of coordinator

In accordance with UOW priorities and practice, a UOW teaching academic will be able to:							
	Design & plan effective learning experiences	Facilitate activities that influence and motivate student learning	Support student individual development & diversity	Facilitate assessment & feedback that fosters independent learning	Integrate scholarship, research and professional activities with teaching in support of learning	Evaluate teaching practice and engage in continuing professional development	Demonstrate personal & professional effectiveness
CPD 3 Aligned to APF 3	Demonstrating appraisal of current factors impacting on the HE context in Australia <b>lead in the delivery</b> of effective teaching practices, demonstrating integration of curriculum with national, disciplinary and professional standards through engagement with professional bodies (GOVERNANCE) (RESEARCH)			Design rigorous <b>assessment</b> practices that include sound moderation practice (GOVERNANCE)  MODULE 3.4 Moderation: Calibration	Demonstrate <b>scholarship of teaching and learning</b> through a portfolio of scholarly publications (RESEARCH)	Reflect on <b>evaluation data</b> to improve institutional curriculum delivery (GOVERNANCE)  Support teaching teams through <b>mentoring and/ or peer review</b>	Develop <b>effective, resilient professional practices</b> that enhance learning & teaching leadership (GOVERNANCE)
							PROCESS MODULE: CPD Mentoring  PROCESS MODULE: Peer Review

In accordance with UOW priorities and practice, a UOW teaching academic will be able to:							
	Design & plan effective learning experiences	Facilitate activities that influence and motivate student learning	Support student individual development & diversity	Facilitate assessment & feedback that fosters independent learning	Integrate scholarship, research and professional activities with teaching in support of learning	Evaluate teaching practice and engage in continuing professional development	Demonstrate personal & professional effectiveness
CPD 4 Aligned to APF 4	Demonstrating appraisal of current factors impacting on the international HE context <b>lead in policy and guideline development</b> relevant to teaching, learning and assessment (GOVERNANCE) (RESEARCH)				Champion research/scholarship of learning and teaching (RESEARCH)  MODULE 4.1 SOTL Leadership WATTLE	Reflect upon feedback from peers, as well as personal experiences, in order to improve learning and teaching practices institutionally, nationally or internationally (GOVERNANCE)	Demonstrate <b>strategic leadership</b> in the learning and teaching context (GOVERNANCE)  MODULE 4.7 Strategic Leadership (WATTLE)
					Showcase a sustained <b>scholarship of teaching and learning</b> through a portfolio of publications and formal outputs (RESEARCH)  PROCESS MODULE: Assessing CPD Portfolios  PROCESS MODULE: SOTL Leadership (WATTLE)		Demonstrate impact of learning and teaching expertise to a <b>wide spread audience</b> (e.g. national grants; awards; fellowships; key note invitations; decision making roles) (GOVERNANCE) (RESEARCH)

**Appendix II: Support Mechanisms for CPD (L&T) Framework**



Design
Facilitating
Assessment
Feedback
Moderation
QE
SOTL (W)
Leadership (W)
Awards
Grants
Fellowships

0.1 Induction
1.1 Designing Learning
1.2 Helping Students Learn
1.3 Transitions
1.4a Why Assess?
1.4b Designing Assessment
1.4c Effective Feedback
2.1 Whole of Degree Design
2.2 Designing for Diversity
2.3 Lifelong Learning
2.4a Scaffolded Assessment
2.4b Quality Enhancement
2.7 Course Management
3.4 Moderation
4.7 Strategic Leadership (W)

1.Reflection and Evidencing – Portfolio Development
2. Evaluating L&T
2. SOTL (W)
3. Peer Review
3. Leadership (W)
4. SOTL Leadership (W)
Awards
Grants
Fellowships
Assessing CPD Portfolios
Mentoring

Design
Facilitating
Assessment & Feedback
Moderation & QE
SOTL (W)
Leadership (W)
Recognition

In February 2014 a Technology Enhanced Learning (TEL) briefing paper was presented to Council outlining key issues and discussing the next steps for technology enhanced and open learning at UOW. A Task & Finish Group was subsequently established in May 2014 to progress a university-wide strategy.

The attached draft *Technology-Enriched Learning Strategy: Discussion paper* outlines the background, challenges and current context for development. It includes a draft strategy for consultation and sets out a practical set of actions to position and strengthen UOW's technology-based learning offer in 2015 and future years.

**Draft Resolution**

*that the University Education Committee:*

- i. note the draft Technology-Enriched Learning Strategy Discussion paper, as attached to the agenda paper;*
- ii. provide feedback on the strategy; and*
- iii. note that the final Technology-Enriched Learning Strategy will be presented to the University Education Committee for endorsement in 2015*

**ATTACHMENT**

Technology-Enriched Learning Strategy: Discussion paper

<b>Drafted by:</b>	<b>Reviewed by:</b>	<b>Approved by:</b>
Anne Melano, Project Manager, LTC A/Prof Romy Lawson, Director Learning, Teaching & Curriculum, A/Prof Bill Ashraf, Head, Technology Enhanced Learning, LTC	TEL Task & Finish Group	Prof Eeva Leinonen, Chair, University Education Committee

# **UOW Technology-Enriched Learning Strategy**

## **Discussion Paper**

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**Prepared by the UOW Technology Enhanced and  
Open Learning Task and Finish Group**

October 2014



## 1. Background

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UOW has a relatively long history in the use of technology to enhance learning, spurred partly by the necessity to connect students at the regional campuses with learning and teaching activities at the Wollongong campus. We were pioneers of lecture capture and video streaming, as well as early users of a digital learning platform. UOW previously developed an *eLearning Strategic Plan* and has continued to benefit from a project-based approach to developing educational technology. However, the increasing pace of change in the sector and emerging new directions in the digital environment now require a refreshed strategically-driven approach. A new *Technology-Enriched Learning Strategy* will outline how the university will position and strengthen its technology-based learning offer in 2015 and beyond.

### Challenges

**Increased expectations for digital engagement** The use of technology in learning is a given in the modern educational context, where children, young people and adult learners engage, and expect to engage increasingly, with the world around them through the digital medium. Learning anytime, anywhere; accessing research and study information effortlessly; engaging in networked learning in collaborative and interactive environments; and utilising online tools for peer and self-directed learning are all an integral part of 21st century education.

**Familiarity and access does not equal digital literacy** Numerous research studies have shown that, in spite of incoming students' familiarity with a wide variety of digital technologies, this does not necessarily translate into easy and effective use of technology for scholarly and professional purposes. Students' development of professional digital literacies needs to be carefully structured and supported throughout their courses.

**The growing ubiquity of social media** This has been identified as one of the key trends expected to affect technological innovation in higher education in the next few years (NMC 2014). The high use of Facebook, Twitter, blogs, Youtube and other social media signals two significant educational shifts. First, it represents a shift from audience as consumers to users as creators and producers. Second, it is a move from technology to deliver content to networked systems which enable relationships. Enabling and enhancing creativity and production, and enabling and deepening networks of relationships, are the key factors that must underpin any contemporary technology-enriched learning strategy.

**A growing demand for flexibility** Increasingly mobile and time pressured, students expect to use technology to complete learning tasks in gaps in their busy day, as they balance often significant work hours with their study. Undergraduate and international students typically work 2-3 days a week and third of students report regularly missing classes because of work.

**New modes of competition** Technology is now a major factor in university efforts to be positioned as distinctive in the competitive higher education landscape. This competitiveness hinges not only on the relationship of education and technology but also how technology is used to support the whole of the student life cycle, including before entry and after graduation. The market for fully online post-graduate education is becoming very competitive worldwide, with new partnerships between major universities and new online providers offering courses at very competitive prices, with the growth rate for enrolments in fully online courses is more than double the growth rate of on-campus enrolments (DIISRTE statistics 2008-2012). In the open learning area, a further challenge is the availability of high quality online educational content, provided by elite institutions free of charge.

**Keeping pace with change** Schools and universities have been relatively quick to embrace technology in learning, but many challenges remain, not least the ability to match and adapt strategies and resources to the pace of innovation, the ability and willingness of staff and students to engage with changing tools and patterns and the foresight of institutions to re-engineer their products and modes of delivery. The effect of fast paced developments in technology also impacts on the infrastructure demanding that the architecture to support platforms and software is robust and agile enough to adapt to needs.

## 2. Current UOW Context

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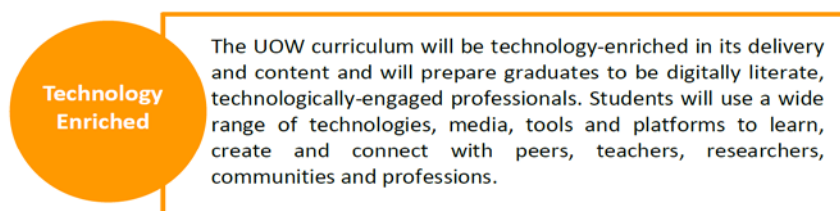
### UOW Education Strategy 2013-2018

Technology enhanced and open learning intersects with all nine priority areas in the Strategy. It directly underpins:

- transforming our curriculum, teaching and learning
- embedding emerging education technologies to enhance teaching and learning at all our locations
- growing our education footprint through our open learning and enhanced regional campus strategies
- transforming the way students and staff discover and engage with information
- providing a student learning experience that empowers our graduates to excel in a competitive world.

### UOW Curriculum Model (endorsed by Academic Senate on 24 September 2014)

The UOW Curriculum Model is a transformation framework to build on and enhance UOW's national and international reputation for top quality teaching and learning that maximises student success. This model includes the principle that:



The UOW Curriculum Model also sets out a number of transformative practices to support this technology rich learning environment, including Hybrid learning@UOW and MyPortfolio@UOW.

### Digital Learning Thresholds (endorsed by Academic Senate February 2014)

To support the transition to Moodle and the UOW Curriculum Model, a set of digital learning thresholds were developed for UOW. These thresholds were designed to be implemented in two phases, considering both the institutional responsibilities as well as the requirements for courses/subjects:

**Phase 1 (Operational 2014)** The institution will provide a sound strategy with necessary resources and training to support digital learning at UOW. In addition to this an evaluation process will be established. All subjects/courses will provide a detailed digital subject packs for students, including assessment details. Content for the subject will also be uploaded along with a clear communication strategy and tools for students. All these features will be checked for technical functioning.

**Phase 2 - (Operational 2015)** The institution will examine staff workload policy in relation to online teaching, as well as evaluation of the infrastructure. By the second phase all subjects will also allow for digital submissions, gradebook, feedback mechanisms and self-assessment. Content will also include digital media and an ePortfolio. Guides to support digital learning will also be developed and made available to support teaching and learning.

### 3. Technology Enhanced & Open Learning Task & Finish Group

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In February 2014 a Technology Enhanced Learning briefing paper was presented to Council. This outlined key issues including the learning platform, the Massive Open Online Course (MOOC) phenomenon, online distance learning courses and Open UOW YouTube as well as discussing the next steps for technology enhanced and open learning at UOW. With this brief in mind, a task and finish group was established to progress a technology enhanced and open learning strategy for UOW in May 2014. Membership of the group consists of:

A/Prof Bill Ashraf (Chair)	Carl Runeson (Disability Services)
A/Prof Romy Lawson (Previous Chair April - June)	Emily Purser (LTC)
Tanya Barton-Saad (Group Administrator)	Chris Brewer (LTC)
Keith Brophy (BUS)	Anne Melano (LTC)
Sasha Nikolic (EIS)	Tanya Barton-Saad (Group Administrator)
Dr Victoria Neville (SMAH)	Dr Marcus O'Donnell (LHA/LTC)
Martin Hesse (SOC)	Sarah Lambert (LTC)
Neil Cairns (Library)	James Conroy (IMTS)
Petria McGoldrick (Disability Service)	Cathy Nicastrì (ITS)
Dr Marilyn Childs (LTC)	Kate Schreiber (SMAH)
Fiona McDonald (Library)	Shashank Suresh (Student Representative)
Julie Phillipson (Disability Services)	Kiralie McMinn (student representative)
Andrew Whelan (LHA)	

The first task that this group undertook was an international benchmarking exercise to ascertain current UOW strengths and areas for development in comparison with twenty six other universities. This was conducted through the ACODE benchmarks that were developed to assist institutions in their practice of delivering a quality technology enhanced learning experience for their students and staff. Eight benchmarks were revised for the 2014 exercise:

1. Institution-wide policy and governance for technology enhanced learning
2. Planning for institution-wide quality improvement of technology enhanced learning
3. Information technology systems, services and support for technology enhanced learning
4. The application of technology enhanced learning services
5. Staff professional development for the effective use of technology enhanced learning
6. Staff support for the use of technology enhanced learning
7. Student training for the effective use of technology enhanced learning
8. Student support for the use of technology enhanced learning.

The group initially conducted an internal benchmarking exercise focussing on benchmarks 5 to 8, examining practice across faculties and central units. This data was then used as part of a collaborative benchmarking exercise that provided powerful indicators of practice. This experience provided important baseline data for the development of a strategy.

## 1. Vision

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Our vision is to build our capacity as a digital university to ‘deliver student-centred, challenging programs to the highest standards in a technology-rich learning environment that attracts high quality students and develops all students for their graduate roles in society and the global workplace’: *UOW Strategic Plan*.

**Student focus** Our students are at the heart of what we do in hybrid, online and open learning environments. We will continue to focus on securing and enhancing a world class technology-enriched learning experience for all our students, as part of an exceptional educational experience.

**Staff support** Our academic and professional staff are central to our success in a highly competitive and rapidly evolving digital higher education landscape. We value our vibrant, highly motivated staff and will continue to invest in the development of staff through capability and confidence building and recognition of innovation and excellence.

**Technology** We will apply world-class technology, recognising and adapting to meet the evolving needs of our students including the use of mobile devices for learning. We will continue innovate in the use of applications and tools and to respond to new forms of digital interaction. We will leverage analytic insights to offer a better user experience for staff and students, and apply emerging technologies to enhance learner creativity, collaboration and productivity.

## 2. Principles

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1. Learning and teaching will be delivered through an optimal blend of online, mobile and face-to-face experiences
2. Students’ work/study/life balance will be supported by flexible, mobile access to varied and interactive content
3. Students will be oriented to a range of digital learning tools through learning activities designed to enhance student digital literacies and encourage innovation
4. Real-world, authentic learning will be supported by rich participatory networks and communities that induct students into discipline-specific technologies
5. Students will be encouraged in exploratory, experimental use of technologies
6. Students will be oriented to the complex ethical dilemmas of the contemporary digital environment, enabling them to become responsible digital citizens
7. Students will be supported to negotiate and promote their digital identities as confident emerging professionals
8. Campus spaces will enhance network connectivity and support a range of online, socially-connected learning activities, including self-directed and peer learning
9. Open learning opportunities will expand access to key UOW expertise for existing students, alumni and an international public
10. Access to technology will be device and operating system agnostic and underpinned by universal design principles.

### 3. Outcomes

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The actions outlined in the strategy are designed to:

- transform student learning to maximise success
- meet the needs of the 21st century learner by providing access to digitally rich learning experiences anytime, anywhere
- prepare students for a digital economy by fostering adaptive learners who are experienced in ‘learning how to learn’ a variety of real-world, current and emerging technologies
- enhance UOW’s reputation as a digital university
- expand the reach of UOW for recruiting students, through open learning and online delivery.

### 4. Benefits

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#### Benefits for students include:

- Lower cost barriers to entry for students through open learning pathways
- Flexibility for students to reach their full potential for learning, earning and socialising in an increasingly time-compressed 21st century online and mobile world
- Access to technologies which both enhance classroom and lab teaching and enhance both on and off-campus learning through more interactive, creative and networked learning opportunities
- Expertise and confidence gained in using technologies relevant to their future professions
- Availability of online courses (predominantly postgraduate) which offer ready access to quality-assured online learning experiences for 24/7 learning, anytime and anywhere.

#### Benefits to the University include:

- An extended educational digital footprint to meet the UOW mission for regional community development and, through strategic partnerships and alliances, enables success in a competitive global environment
- An enhanced reputation for offering a rich, on-campus experience, supplemented by cutting-edge digital technologies
- Maximising the benefits of current innovations which are transforming the ways education is delivered and supported, for example through applications that enable real-time student feedback, and through delivery of education to remote and regional areas in both the developed and developing world
- Future-proofing UOW’s business model, with awareness that digital technologies and innovation have disrupted all manner of established industries. While online education has been around since the 1990s, it has been in the last 2-3 years where the pace and disruptiveness of change has accelerated in an increasing challenging fiscal climate
- Enhancement of our teaching and research brand through delivery of high profile, fully online open courses which will attract the very best students and academics globally.

## 5. Strategy

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### (a) Digital innovation

#### (i) Hybrid learning@UOW

Under the UOW Curriculum Model, all courses (initially, undergraduate courses, followed by postgraduate courses) will incorporate a variety of hybrid learning experiences. These will optimally combine face-to-face, online, blended and/or open learning, in carefully designed learning opportunities that enhance digital literacies, encourage active participation and develop students' capacity to manage their own learning.

Through Hybrid learning@UOW, students experience flexible, collaborative education which is marked by variety in learning tasks, resources and delivery. A rich suite of learning opportunities in a UOW course may include:

- highly developed eLearning sites
- online communication and collaboration tools
- activities which incorporate social media
- engagement with open web resources and international learning communities
- real-world and/or virtual simulated professional practice
- flipped classrooms.

As online delivery raises issues for some students with disabilities and/or who have poor access to technology, guidelines will need to be developed to support equity of access.

#### *Actions:*

- \* Course review teams will aim to match the diversity of communication and collaboration platforms and practices of contemporary workplaces and design a whole-of-program approach to students becoming well-equipped, digitally-literate professionals
- \* Designated subjects will explore “flipped classrooms” and other hybrid learning pedagogies which move away from the traditional lecture/tutorial model
- \* Learning pathways which incorporate MOOCs, fully-online subjects and other forms of open learning may also be made available to students, particularly when seeking to internationalise the learning experience
- \* Various flexible modes including mobile learning will also be explored and implemented.
- \* LTC and IMTS to develop clear checklists for learning technologies. These will: support access through UOW student labs; safeguard student privacy and safety; address intellectual property issues; and incorporate the disability access standards set out in W3C Web Content Accessibility Guidelines.

#### (ii) MyPortfolio@UOW

Under the UOW Curriculum Model, all courses (initially, undergraduate courses, followed by postgraduate courses) will incorporate digital processes and practices that allow students to reflect on, document, evidence and share their achievements and progress in their discipline. MyPortfolio@UOW not only contributes to academic success; it also lays the foundations for patterns and practices of successful lifelong learning, recognises students as creators and contributes to the development of critical professional digital literacies.

As a result of a successfully implemented My portfolio@UOW program, students will graduate as self-directed, reflective, digitally literate professionals and citizens who understand the processes of continuous learning.

#### **Actions:**

- \* Course review teams will take a whole-of-program approach to ensure that students are given the opportunities, skills and resources to develop and showcase a diverse set of “real-world”, authentic digital artefacts and accompanying reflections on the progress of their learning and their realisation of course learning outcomes.
- \* This will be accomplished through selected subjects with assessments designed to produce professional work for inclusion in web-based collections and showcases.
- \* Students may also select additional material they believe evidences their achievements.

Schools may elect to use any suitable software or online tool, taking into account its sustainability, flexibility, ease of use for students and staff and compliance with LTC/ITMS accessibility checklists.

### **(iii) Digital Learning Thresholds**

The Digital Learning Thresholds have been developed at the University of Wollongong to enhance the learning experience of students through the incorporation of minimum expectations and good practices in digital learning. Digital Learning Thresholds underpin digital literacies, including digital communication, digital production, digital collaboration, digital research, digital self-organisation, digital professionalism, digital identity and digital responsibility.

Digital Learning Thresholds support the principle that all students will have access to digital learning and both students and staff will have clear expectations about the use of digital learning within the curriculum.

#### **Actions:**

- \* Faculties are implementing the Phase 1 minimum threshold standards in digital learning as set out in the Digital Learning Thresholds Digital Subject Pack.
- \* Reports on implementation of Phase 1 are due in February 2015, and will inform Phase 1 evaluation.
- \* Implementation of Phase 2 will occur in every faculty in 2015, for evaluation in 2016.

### **(iv) Open learning**

Open Learning can support face to face students, internationalise the curricula, engage our communities, expand our market reach and showcase areas of UOW research excellence.

**Massive Open Online Courses (MOOCs)** are one form of open learning experience. Participation by UOW in MOOCs/MOOC partnerships will build our organisational capacity in online delivery and promote UOW’s specialist expertise. Through an assessment component, MOOCs can offer students a cost-effective, online pathway to formal study at UOW and/or online subject options.

**OERu** UOW is a foundation partner in the International Open Education Resource Universities (OERu) Network. The implementation of the OERu is an ambitious project which aims to widen access to more affordable education using open education approaches, especially for learners excluded from the formal education sector. The UOW Strategic Course Development Committee has endorsed UOW’s partnership with OERu to develop a new, fully online, pathway program.

Beyond graduation access to learning through the use of open courses will support learning by a growing and vibrant UOW community of interconnected global graduates.

**Open Education Resource textbooks** use a model where academics assemble and customise/localise open access material into a source book for the subject. This can significantly reduce the cost of study for students.

**Actions:**

- \* Develop guidelines for Open Education practices that include useful definitions, rationale, benefits and examples. These should also include guidance for applying open licensing to created teaching resources, and re-using and citing open resources
- \* Develop MOOC quality guidelines, including the approach to selecting MOOC topics, partners/participants, appropriate learning designs, production standards and credit pathways
- \* Explore opportunities to engage in an international MOOC platform
- \* Develop three MOOCs in 2015 and a further three MOOCs by 2018 to showcase UOW research strengths
- \* Pilot the internal use of MOOC resources to support students in their learning (for example, research skills)
- \* With OERu, develop a new online Graduate Certificate in LHA, articulating to the Master of International Studies
- \* Produce online courses to meet postgraduate market demands in niche disciplines by 2016-2018
- \* Conduct an Open Education Resources textbook pilot, with a view to significantly lowering costs for students for selected foundation subjects.

**(b) Infrastructure**

To support the successful implementation of Hybrid learning@UOW, learning spaces and timetabling policy will support multiple models of delivery, operating concurrently. Learning platforms will need to offer enhanced options to support innovation.

Students will benefit from a seamless environment for use of technology with consistency across the university and available through their own mobile and digital devices (improved Wifi).

Additional site licences for software will ensure access to digital tools from any UOW lab or location. Timely software upgrades will enable students and staff using trial versions or own-purchased versions to move their work seamlessly between their devices and university computers.

**Actions:**

- \* A Learning Spaces Task and Finish Group has been convened to review UOW's current approach and make recommendations for how UOW spaces can accommodate a more diverse range of delivery methods.
- \* A learning platform steering group has been formed to review the learning platform suite (2015)
- \* Major projects will be carried in 2016 to 2018 to:
  - improve WiFi and software access across the institution
  - enable students and staff to use a range of institutional technologies together with their own choice of devices and external services to create their own 'personal learning/working environment' for study, collaboration and communication.



## (c) Support and training

### (i) Staff and student development

The University Strategic Plan Goal 4 states that UOW will “Foster a culture of continuous improvement by rewarding initiative, creativity and performance in an environment which develops staff and encourages the highest quality standards.”

Professional development for both academics and students is crucial in succeeding in operating as an effective digital university.

**Continuing Professional Development Framework** A new approach to support professional development in learning and teaching has been developed, offering ongoing support to academic staff in their careers and providing an option for external accreditation. This framework is inclusive of designing and delivering technology enriched learning.

**Digital Literacies** Since 2013, UOW has been running a Service and Amenities Fees (SAF) funded ‘Manage Use Create’ (Digital Literacies) Project. This has allowed the creation of a series of online and face-to-face workshops addressing the gaps in UOW students’ digital literacies.

#### **Actions:**

- \* As part of the UOW approach to Continuing Professional Development, LTC will develop modules and just-in-time resources to support technology-enriched learning, delivered both face-to-face and online
- \* Both students and teaching staff will be provided with training and support in digital literacies relevant to their discipline area
- \* A telephone support system that triages both technical and pedagogical issues, directing enquiries to the correct helpdesks, will be explored.

### (ii) Communities of practice

The Technology-Enriched Learning Strategy builds on already existing excellence in innovative learning and teaching practice.

Physical and online incubators for support, research and innovation will be established to bring communities enquiry and practice together.

#### **Actions:**

- \* LTC to offer showcase events and workshops to bring together successful innovators and academic seeking to enhance their technology-enriched learning practice.
- \* Online communities of practice and discussion spaces in technology-enriched learning to be established to foster collective wisdom, exploration and problem solving.

#### (d) Learning analytics

UOW has a Learning Analytics strategy which has been unfolding in 2013-2014. Well-established governance committees and foundation data warehousing technology are in place. At UOW the focus is on near real-time delivery of data to enable teaching staff and students to maximise learning opportunities.

In Spring 2014, six pilot partners made first use of the learning analytics tools. Data from Moodle was included in the data warehouse along with other student data from other UOW information systems including the Library, SOLS and various student support databases.

Positive feedback was received from the pilot partners, with the learning analytics visualisations providing insight into student engagement in a way that was not previously available at UOW. With most partners, this insight into student data enabled actions to be taken for both individual 'at risk' students and entire cohorts to optimise their learning opportunities.

Development of learning analytics will continue in 2015 and into future years. The potential of learning analytics to improve educational outcomes is enormous.

##### *Actions:*

- \* Business Analysis and Learning Analytics (BALA) will continue to operate in this area to apply learning analytics to improve course quality, teaching and the student experience. The first element of learning analytics to be delivered for student use is a 'student dashboard' which will be available through Moodle subject sites for Autumn 2015.

#### (e) Evaluation

To ensure the intended benefits to students and UOW are delivered, progress with this strategy will be regularly evaluated. Evaluation will have regard to:

- Student outcomes at each stage of implementation
- Staff engagement – staff take-up and perceptions data
- Level of embedding – presence of innovations and transformational practices in courses
- Quality – impact of practices on course learning outcomes
- Periodic self-evaluation using ACODE benchmarks
- Other goals achieved
- Student feedback
- External feedback (employers/professional bodies).

Innovations and creativity also need to keep pace with a rapidly changing digital world. UOW's Technology-Enriched Learning Strategy needs to be agile and responsive to support UOW's success in digital education into the future.

##### *Actions:*

- \* LTC to develop an evaluation model covering the innovations in this strategy
- \* Case studies to be evaluated by exploring user uptake and benefits, and selected examples promoted to the UOW community as good practice.
- \* LTC to regularly assess emerging innovations and evolve the UOW Technology-Enriched Learning Strategy into the future.

## 6. Consultation

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This paper is submitted to the University Education Committee for members' consideration and input.

Consultation in each faculty will take place in November. A revised Strategy will be submitted to UEC and if endorsed will then proceed to Academic Senate.

When approved, a significant communication initiative will be put in place to ensure that strategy is advertised to all staff, students and stakeholders.

## 7. Timeline

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Action	Timing	Progress
Council Discussion Paper	Feb 2014	Complete
Digital Learning Thresholds	Feb 2014	Endorsed by Academic Senate
ACODE benchmarking Exercise	June 2014	Benchmarks 5-8 complete
DLT Phase 1	Dec 2014	Underway
UEC Discussion Paper	Nov 2014	
Consultation Phase	Oct – Dec 2014	Submitted
VCAG Discussion	Dec 2014	
UEC Strategy Paper for endorsement	Jan 2014	
Academic Senate Strategy Paper for endorsement	Feb 2015	
DLT Phase 2	Jan 2015 onwards	
Implementation of 2015 goals	March 2015 onwards	



## 1. Background

The UOW Standards & Quality Framework for Learning & Teaching has come back to UEC for a second and final time. The framework has been through a four month consultation period with presentations made to faculties and schools and feedback invited from staff via the *Universe* newsletter and targeted emails. An earlier version of the framework was presented to UEC and VCAG in April and May respectively. This latest version was endorsed by the Academic Quality & Standards Subcommittee (AQSS) on 7 October for referral to UEC and Academic Senate.

**Acknowledgement:** The Framework was developed by a working group of the Academic Quality & Standards Subcommittee comprising Michael Zanko, Sandra Wills, Margaret Wallace, Christian Ritz, Dominic Riordan, Romy Lawson and Jan Sullivan.

**Consultation:** In the course of its development, the following groups were consulted: VCAG, UEC, AQSS, DVCE Portfolio Directors, Associate Deans Education and members of the Curriculum Transformation Group.

**Recapping its design:** The Framework defines and articulates standards for learning and teaching and provides a means for gathering and reporting on data about the achievement of those standards. It comprises four interrelated elements - **Design, Support, Delivery** (which focus on inputs and processes) and **Performance** (which focuses on outcomes). Each of the four elements is composed of a set of standards, indicators and performance measures that were developed based on their capacity to measure and improve practice. Each indicator is also linked to relevant internal policies and procedures and to external reference points, including the relevant Higher Education Threshold Standard.

**Recapping its purpose:** The Framework is designed as an aid for teachers (and learners) to understand the expectations placed on them and to navigate the complex world of academic policy, quality assurance and external compliance requirements. Additionally, it is designed as a tool for use by an individual academic, school, faculty and the institution to assess performance against defined standards in a comprehensive and transparent way. An online Self-Assessment Tool is being developed to enable individuals and units to measure how they are performing against each of the standards.

## 2. Changes to Framework

Only minor changes have been made to the framework since it was last presented to UEC. The amendments have been in response to feedback and to take account of changes in policy titles and the new UOW Curriculum Model. They are highlighted in yellow.

## 3. HDR Framework

One of the consistent pieces of feedback received during the consultation was the need to include research training (higher degree research (HDR) students) within the framework. Work has commenced on developing a HDR framework, but it has been decided that this work should not hold up the passage of the L&T framework through the approval channels. The HDR framework will be developed in consultation with the Dean of Research and Associate Deans Research and will come to this committee for feedback.

## 4. Implementation

A draft Communication and Implementation Plan is provided below. Work has commenced on an online version of the Framework which can be viewed at <http://www.uow.edu.au/quality/standardsframework/UOW174510.html>. Feedback on the design, navigation and functionality of the website is invited.

Work has also commenced on the development of an online self-assessment tool, which will enable individuals and units to measure how they are performing against each of the standards. This is not expected to be completed until early next year. UEC members will be consulted during the course of its development.

## Communication & Implementation Plan

What	Tasks	Deadline
Resources/Procedures/ IT support	<ul style="list-style-type: none"> <li>With support from LTC, complete development of interactive website and online self- assessment tool</li> <li>Develop related procedures, guidelines, examples etc</li> <li>Test website and tools</li> <li>Publicly launch website and self-assessment toolkit/resources</li> </ul>	By end 2014/Early 2015
Education and professional development	With support from LTC: <ul style="list-style-type: none"> <li>Include as part of induction package/process for new academic staff</li> <li>Incorporate into ULT and existing professional development programs</li> <li>Conduct briefings/training programs</li> </ul>	From 2015 - ongoing
Operationalisation	<ul style="list-style-type: none"> <li>Include as a reference point/link to existing academic policies where relevant</li> <li>Take account of framework as part of regular cyclical review of academic policies/procedures</li> <li>Use framework as reference point in review of courses, academic units, teaching performance etc</li> </ul>	From 2015 - ongoing
Internal audit	<ul style="list-style-type: none"> <li>Invite faculties/professional units to self-assess against the standards</li> </ul>	Mid 2015
Evaluation and review	<ul style="list-style-type: none"> <li>Review framework and self-assessment tool in light of feedback</li> </ul>	Late 2015
TEQSA Registration	<ul style="list-style-type: none"> <li>As part of preparations for renewal of registration with TEQSA, conduct comprehensive audit against UOW standards</li> <li>Implement improvements</li> </ul>	Mar 2016 - Mar 2017

### 5. Feedback from UEC members

In summary, discussion at the UEC meeting is invited on the following matters:

1. The framework itself including the wording of the standards and indicators;
2. The [online](#) version of the framework including its design, navigation and functionality;
3. The proposed communication and implementation plan.

### Draft Resolution:

*That the University Education Committee:*

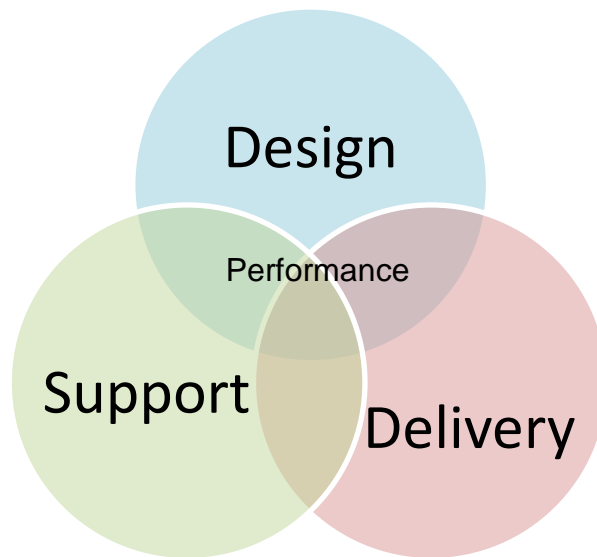
- endorse the UOW Standards & Quality Framework for Learning & Teaching and forward it to Academic Senate for approval;*
- note the work underway to develop an online version of the Framework and an online self-assessment tool and invite members to provide feedback during the course of their development.*

### ATTACHMENT

UOW Standards & Quality Framework for Learning & Teaching

Drafted by:	Reviewed by:	Approved by:
Manager Academic Policy & Quality, AQS 29 October 2014	Executive Officer, UEC	Chair, UEC

UOW Standards and Quality Framework for Learning and Teaching



Design	Support	Delivery
<ul style="list-style-type: none"> <li>• Viability</li> <li>• Relevance</li> <li>• Academic rigour</li> <li>• Strategic alignment</li> <li>• Flexibility of learning pathways</li> <li>• Communication</li> <li>• Learning outcomes</li> <li>• Quality Assurance</li> <li>• Entry requirements</li> <li>• Assessment design</li> <li>• Embedded learner support</li> </ul>	<ul style="list-style-type: none"> <li>• Student orientation</li> <li>• First year transition</li> <li>• Students-at-risk strategy</li> <li>• Academic integrity</li> <li>• Academic grievances</li> <li>• Library support</li> <li>• IT and e-learning support</li> <li>• Academic and English language support</li> <li>• Learning environment</li> <li>• Student voice</li> </ul>	<ul style="list-style-type: none"> <li>• Staff selection and retention</li> <li>• Staff induction</li> <li>• Professional development and support</li> <li>• Accessibility</li> <li>• Pedogogy</li> <li>• Peer review and sharing of good practice</li> <li>• Reward and recognition for teaching</li> <li>• Teaching resources and facilities</li> <li>• Assessment practices</li> <li>• Third party arrangements</li> <li>• Multi-location delivery</li> </ul>
<h3>Performance</h3>		
<ul style="list-style-type: none"> <li style="width: 50%;">• Student experience</li> <li style="width: 50%;">• Graduate employment outcomes</li> <li style="width: 50%;">• Student retention and progression</li> <li style="width: 50%;">• Staff feedback</li> <li style="width: 50%;">• Comparative student outcomes</li> <li style="width: 50%;">• Teacher evaluation</li> <li style="width: 50%;">• Assurance of learning outcomes</li> </ul>		

## DESIGN STANDARDS

Standard	Performance Indicator	Measure	Key Inputs UOW Policies/Processes	External References	Governance
<b>1. UOW courses are viable</b>	1.1 Courses reflect the needs of industry and the professions as a well as broader societal needs	ECAC report/ Course approval outcome Course review outcome	Course and Subject Approval Guidelines and forms Course Review Guidelines	Threshold Standard CAS 1.2 Professional Accreditation Requirements (where applicable)	FEC> SCDC> Academic Senate
	1.2 Courses are cost effective and sustainable	Course approval form includes realistic projections of the demand and resources required for the course Course review outcome	Course and Subject Approval Guidelines and forms Curriculum Review Guidelines	Threshold Standard CAS 1.2	FEC> SCDC> Academic Senate
<b>2. UOW courses are relevant</b>	2.1 Courses incorporate advice provided by employers, students and graduates	Curriculum review outcome ECAC report	Course and Subject Approval Guidelines and forms ECAC Guidelines Faculty Advisory Committee	Threshold Standard CAS 1.2	FEC> SCDC> Academic Senate
	2.2 Courses are up-to-date with developments within the discipline and profession/ industry	Student feedback (SES) Graduate feedback (CEQ) Employer feedback Curriculum review outcomes implementation Graduate Destinations Survey (GDS)	Faculty Advisory Committee (where applicable) UOW Academic Review Policy Course Review Procedures and Guidelines	Threshold Standard CAS 1.2	FEC> SCDC> Academic Senate
	2.3 Courses are designed to be relevant and flexible for multi-campus delivery where appropriate	Student feedback (other sites)	Course and Subject Approval Guidelines and forms		FEC> SCDC> Academic Senate
<b>3. UOW courses are academically rigorous</b>	3.1 Course content (knowledge, skills and application of knowledge and skills) is drawn from a substantial and coherent body of knowledge and scholarship	Course approval by SCDC	Course and Subject Approval Guidelines and forms Course Design Procedures	Threshold Standard CAS 1.3	FEC> SCDC> Academic Senate
	3.2 Course content (knowledge, skills and application of knowledge and skills) includes the study of relevant theoretical frameworks and recent research findings	Course approval by SCDC	Course and Subject Approval Guidelines and forms UOW Curriculum Model Course Design Procedures	Threshold Standard CAS 1.3	FEC> SCDC> Academic Senate



Standard	Performance Indicator	Measure	Key Inputs UOW Policies/Processes	External References	Governance
	3.3 Courses meet the requirements of the Higher Education Standards Framework and other relevant government and professional accrediting bodies	Curriculum review outcomes Professional accreditation review outcomes (where applicable)	Course and Subject Approval Guidelines and forms Course Design Procedures	Higher Education Standards Framework CAA requirements (Dubai) Professional Accreditation Requirements (where applicable) Discipline Threshold Standards Statements (OLT Project)	FEC> SCDC> Academic Senate
	3.4 Courses are designed to provide appropriate engagement by students in intellectual inquiry consistent with the level of the course being taught and the expected learning outcomes	Alignment of course learning outcomes to the AQF levels	Course and Subject Approval Guidelines and forms	Threshold Standard CAS 1.3	FEC> SCDC> Academic Senate
	3.5 Courses are benchmarked against those offered by comparable higher education providers	Course review outcomes External reference points	Course Review Guidelines	Threshold Standard CAS 1.2	FEC> SCDC> Academic Senate
<b>4. UOW courses are strategically aligned</b>	4.1 Courses are consistent with the profile and strategy of the Faculty and University	Course approval by SCDC	UOW Strategic Plan Operational/ Faculty plans Course and Subject Approval Guidelines and forms	-	FEC> SCDC> Academic Senate
<b>5. UOW courses have flexible learning pathways</b>	5.1 There is a range of entry pathways that recognise the diversity of educational and life experiences	Enrolment data by pathway Meeting Social Inclusion targets	Course and Subject Approval Guidelines and forms Student Diversity and Social Inclusion Strategy Admission Rules Credit for Prior Learning Policy	Threshold Standard CAS 1.5	FEC>UEC>Academic Senate
<b>6. UOW courses are clearly communicated</b>	6.1 UOW provides clear, accurate information to allow prospective and current students to make informed education choices	Marketing materials (incl. web-based) are approved at the appropriate level Subject outlines conform to COPTA provisions Student feedback	Course Handbook Course Finder Database Subject Database U/G and P/G Prospectus Marketing Material COPTA Subject Outlines	Threshold Standard PRS 6.1, 6.2, 6.3 NCS 2.1	FEC>UEC>Academic Senate
	6.2 Courses (and subjects within courses) have clear expectations expressed as learning outcomes	Learning outcomes articulated at subject and course/major level (curriculum maps)	Course and Subject Approval Guidelines and forms Subject Outlines	AQF Threshold Standard CAS 1.6	FEC> SCDC> Academic Senate

Standard	Performance Indicator	Measure	Key Inputs UOW Policies/Processes	External References	Governance
7. UOW courses produce strong outcomes	7.1 Courses enable students to achieve course learning outcomes	Course/major mapped to course learning outcomes (incorporating the Digital Learning Thresholds)	UOW Curriculum Model Digital Learning Thresholds AQF Validation Process and Procedures	-	FEC> SCDC> Academic Senate
	7.2 Courses are designed in accordance with the UOW Curriculum Model and Course Design Principles	Course approval by SCDC	UOW Curriculum Model Course Design Procedures	Threshold Standard CAS 1.2	FEC>UEC>Academic Senate
	7.3 Courses are clearly structured to provide coherence and transition from one level to the next	Course approval by SCDC	UOW Curriculum Model Course Design Procedures	Threshold Standard CAS 1.3	FEC> SCDC> Academic Senate
	7.4 Learning activities, teaching, educational resources and facilities, and assessment of student learning are aligned to provide for effective achievement of student learning outcomes	Student feedback Staff feedback	UOW Education Strategy	Threshold Standard CAS 2.1	FEC>UEC>Academic Senate
	7.5 UOW courses are designed to ensure equivalent student learning outcomes regardless of place or mode of study	Comparative Student Outcomes Report Graduate outcomes by location	UOW Curriculum Model Course Design Procedures Monitoring Procedure Equivalence Principles	Threshold Standard CAS 1.9	FEC> SCDC> Academic Senate
8. UOW courses are quality assured	8.1 All new courses and major amendments to courses are approved by the Academic Senate (or appropriate delegated authority) and meet the Course Approval Policy and Guidelines	Course approval sign-off	UOW Strategic Plan Goal 2.2 Course Policy Course Approval Guidelines Procedures for Assessment of New Transnational Education (Offshore) Partners and Programs	Threshold Standard CAS 1.2	FEC> SCDC> Academic Senate
	8.2 UOW courses (and majors within courses) are reviewed at least every five years or as required to ensure they remain relevant, engaging and viable	Course Review Report signed off and noted at Academic Senate Professional Accreditation Report	UOW Academic Review Policy Course Review Guidelines and Procedures	Threshold Standard CAS 6.1 CAA requirements (Dubai) Professional Accreditation requirements (where applicable)	FEC> SCDC> Academic Senate
	8.3 UOW has effective arrangements for the quality assurance of work placements and other forms of work-	Feedback from students and host organisations	Code of Practice – Student Professional Experience Student Career Development and	Threshold Standard PRS 4.5	FEC>UEC>Academic Senate

Standard	Performance Indicator	Measure	Key Inputs UOW Policies/Processes	External References	Governance
	integrated learning in the course		<b>Employability Strategy</b>		
	8.4 UOW courses delivered offshore are reviewed annually to ensure equivalent learning outcomes	Annual program review report Subject QA reports	Quality Assurance of Transnational Education (Offshore) and UOWD Teaching and Learning Procedure Annual Review of Transnational Education (Offshore) Programs Procedure (and related Annual Review Template)	Threshold Standard CAS 1.10 Professional Accreditation requirements (where applicable)	FIC>UEC/UIC>Academic Senate
9. UOW has sound admission policies and practices	9.1 UOW courses have clear and validated entry requirements	Course Database and Course Handbook CSO Report	Admission Rules and Procedures	Threshold Standard CAS 3.1	FEC> SCDC> Academic Senate
	9.2 UOW accepts students who demonstrate the capacity to be successful in their study	Student retention and progression results Review of student performance by pathways/entry levels	Admission Rules and Procedures CSO Process	Threshold Standard CAS 3.1	FEC>SAQS>UEC>Academic Senate
10. Assessment is appropriate and linked to outcomes	10.1 Assessment is criterion-based, with methods of assessment that are appropriate to the course and subject learning outcomes	Assessment tasks mapped to subject and course learning outcomes AQF Validation Mapping	COPTA Assessment Good Practice Guidelines AQF Validation Procedures	Threshold Standard CAS 5.1	FEC> >UEC>Academic Senate
	10.2 Assessment is fair, consistent and equitable	Academic review Moderation of subject outlines Moderation of assessment Audit of subject outlines	COPTA Assessment Good Practice Guidelines Audit of Subject Outlines Procedure	Threshold Standard CAS 5.2	FEC> >UEC>Academic Senate
	10.3 Students have the opportunity to both receive and provide feedback and resolve issues	Student feedback about assessment (SEQ, CEQ, ISB) Student complaints processes	COPTA Code of Practice - Honours Coursework Student Academic Complaints Policy	Threshold Standard CAS 5.2	FEC> >UEC>Academic Senate
11. Academic language and learning support is embedded in design	11.1 Academic staff are assisted to integrate English language proficiency into curricula and teaching	Staff feedback Learning Development annual review of its effectiveness	<b>UOW Curriculum Model</b> <b>English Language Policy</b>	Threshold Standard CAS 1.2, 5.6 Good Practice Principles for English Language Proficiency for International Students in Australian Universities	FEC>UEC>Academic Senate
	11.2 Academic staff have opportunities to revise curricula and teaching to	Staff feedback Curriculum Review reports	Course Review Guidelines and Procedures	Threshold Standard CAS 1.2, 5.6	FEC>UEC>Academic Senate

Standard	Performance Indicator	Measure	Key Inputs UOW Policies/Processes	External References	Governance
	integrate English language proficiency with discipline-specific learning		English Language Policy	Good Practice Principles for English Language Proficiency for International Students in Australian Universities	
	11.3 ELP is embedded in the curriculum through inclusion of an early diagnostic element to assist in identifying ELP in each course	Course design as approved by SCDC	English Language Policy Course Design Procedures	Threshold Standard CAS 1.2, 5.6 Good Practice Principles for English Language Proficiency for International Students in Australian Universities	FEC>UEC>Academic Senate

## SUPPORT STANDARDS

Standard	Performance Indicator	Measure	Key Inputs UOW Policies/Processes	External References	Governance
1. New students are welcomed and inducted	1.1 Students new to UOW receive early orientation to the University - its physical environment, academic culture and support services - to develop a sense of belonging	Orientation attendance rates Student feedback (SEQ and ISB) First year retention rates	Student Charter Orientation and Welcome Programs	Threshold Standard PRS 6.5 ESOS National Code Standard 6	FEC> UEC> Academic Senate
	1.2 A range of social/extra-curricular activities enable students to meet one another and form friendships and support networks	No. of students involved in Centre for Student Engagement (CSE) activities Student Feedback (SEQ and ISB)	Student Charter Student Engagement programs		FEC> UEC> Academic Senate
	1.3 UOW assists students develop a sense of purpose and direction (by providing a clear understanding of what a course will involve (including assessment tasks and teaching and learning methods), and where the course can lead them in the future (employment and post graduate opportunities)	Student feedback (SEQ, ISB, CEQ)	Academic Advice to Students Policy Subject Outline Checklist (COPTA) Student Career Development and Employability Strategy	Threshold Standard PRS 6.3	FEC> SCDC> Academic Senate
	1.4 Students are made aware of	No. of student appeals and	Student Charter	Threshold Standard PRS 6.1	FEC> UEC> Academic

Standard	Performance Indicator	Measure	Key Inputs UOW Policies/Processes	External References	Governance
	their rights and responsibilities under the Student Charter	complaints Student Charter embedded in orientation program	General Course Rules RRR Online		Senate
<b>2. Students are supported in their first year of study</b>	2.1 First year undergraduate curriculum and assessment is designed around foundation academic skills	First year retention rates Student feedback (SEQ and ISB)	<b>UOW Curriculum Model</b>	Threshold Standard CAS 1.2	FEC> SCDC> Academic Senate
	2.2 A range of co-curricular programs equip students with appropriate information literacy and other academic skills	Library - participation numbers, online guides usage, student feedback, StartSmart completions PASS - participation and success rates and student feedback LD – participation rates and student feedback	<b>UOW Curriculum Model</b> Information Literacy Integration Policy StartSmart PASS Learning Development programs	Threshold Standard PRS 6.5	FEC>UEC>Academic Senate
	2.3 Early assessment and timely and helpful feedback enables students to confirm their course choice	Course attrition rates Retention rates Student feedback (SEQ) Stay Connected feedback	COPTA	Threshold Standard CAS 5.2	FEC>UEC>Academic Senate
	2.4 Students have access to information and advice to support their academic progress in their first year of study and beyond	Student feedback (SEQ and ISB) Course Progress rates	Academic Advice to Students Policy Guidelines on Good Practice Provision of Academic Advice	Threshold Standard PRS 6.5	FEC>UEC>Academic Senate
<b>3. Students- at- risk are identified and supported</b>	3.1 UOW is able to identify students at risk of failing a subject or withdrawing from their course early on in the session and offer support and advice	Retention rates/first year retention rates	COPTA Course Progress Policy Stay Connected Program Academic Advice to Students Policy	Threshold Standard CAS 4.4 ESOS National Code Standard 10	FEC>UEC>Academic Senate
<b>4. UOW provides students with explicit and readily available guidance on academic misconduct</b>	4.1 Explanations provided to students in the form of policy documents and learning resources include definitions of the types of behaviour that students must avoid (plagiarism, collusion, cheating) and what behaviours are permitted or encouraged (group work, peer feedback, collaboration)	UniLearning Resources web hits Student and staff feedback Student academic misconduct stats	Academic Integrity and Plagiarism Policy Student Conduct Rules Student Charter UOW Referencing and Citing website Learning Development Plagiarism and Turnitin website	Threshold Standard PRS 4.3	FEC>UEC>Academic Senate

Standard	Performance Indicator	Measure	Key Inputs UOW Policies/Processes	External References	Governance
	4.2 Students are able to articulate an understanding of academic integrity and student academic misconduct that is in concert with that outlined in the UOW Academic Integrity and Plagiarism Policy	StartSmart completions	UOW Academic Integrity and Plagiarism Policy.	Threshold Standard PRS 4.3	FEC>UEC>Academic Senate
	4.3 UOW deters, detects and responds to allegations of student academic misconduct by providing good induction programs, well-resourced academic skills teaching staff, clear documented guidance, course design and assessment that incorporates the practice of academic skills and removes temptations to 'copy and paste', and procedures that are trusted and implemented by staff	Number and type of allegations of student academic misconduct – trend data	UOW Academic Integrity and Plagiarism Policy. Procedure for Managing Alleged Academic Misconduct by a Student Undertaking Coursework	Threshold Standard PRS 4.3	FEC>UEC>Academic Senate
<b>5. Students have ready access to effective grievance processes</b>	5.1 UOW provides a transparent, consistent and expeditious process for resolving student academic grievances	No. of student complaints and outcomes Feedback from Student Ombudsman	Coursework Student Academic Complaints Policy Procedures for Investigating Grievances Student Academic Consideration Policy Student Conduct Rules	Threshold Standard PRS 6.4 ESOS National Code Standard 8	FEC>UEC>Academic Senate
	5.2 UOW provides appropriate appeal mechanisms and review by an independent third party if internal processes fail to resolve a grievance	No. of appeals to C'ttee/Council C'ttee of Appeal Feedback from Student Ombudsman	Academic Grievance Policy Procedures for Investigating Grievances Academic Review C'ttee ToR Council Review C'ttee ToR	Threshold Standard PRS 6.4	UEC>Academic Senate
<b>6. Students have ready access to quality library facilities and resources</b>	6.1 All students/researchers have ready access to a physical library as well as to electronic library and learning resources	Library space per student load at each campus/location Usage stats for each Library Library user feedback	Library Client Service Charter Code of Conduct – Library Other Library policies incl. Client Feedback, Client Service, Collection Development Library website	Threshold Standard PRS 7.1	UEC>Academic Senate
	6.2 As part of their orientation to UOW, all commencing undergraduate students receive training in essential academic information skills	StartSmart completion rates Student feedback on StartSmart	Information Literacy Integration Policy, StartSmart website	Threshold Standard PRS 7.1	UEC>Academic Senate

Standard	Performance Indicator	Measure	Key Inputs UOW Policies/Processes	External References	Governance
	6.3 All students/researchers have access to support and advice to enable them to utilise information and learning resources effectively to support their studies	StartSmart completion rates Library usage stats & no. of consultations Library client feedback	Information Literacy Integration Policy, StartSmart website Library policies (see 6.1)	Threshold Standard PRS 7.1	UEC>Academic Senate
	6.4 All students have ready access to printing and copying facilities	Student feedback	ITS Student Prepaid Printing & Copying	Threshold Standard PRS 7.1	UEC>Academic Senate
<b>7. Students have ready access to IT infrastructure and software to support their learning</b>	7.1 All students receive a user account on enrolment which is used to access IT facilities of the University (including the internet, email, desktop computers, and administrative applications) and have access to timely user support	What about reference to "high quality laboratory environments relevant to the discipline" or something similar for e.g. Science and Engineering students. This is beyond standard IT infrastructure and includes	Student IT Support webpage Student Charter	Threshold Standard PRS 7.2	UEC>Academic Senate
	7.2 Students have access to high quality computer and other laboratories relevant to the discipline including specialist software, hardware and other lab equipment	Student feedback	Student Charter	Threshold Standard CAS 2.2	UEC>Academic Senate> Council
	7.3 UOW provides high quality online learning tools and systems to support student learning both on and off campus	Digital Learning Threshold compliance	Digital Learning Thresholds eLearning Strategy eLearning website	Threshold Standard CAS 2.3	UEC>Academic Senate
<b>8. Students have ready access to ongoing academic language, learning and career support</b>	8.1 Students have ready access to a range of learning development services and resources to support their learning	LD participation and success rates PASS participation and success rates	Student Charter Learning Development	Threshold Standard PRS 6.5	UEC>Academic Senate
	8.2 UOW actively develops students' English language proficiency during their studies	Curriculum mapping Student/graduate feedback	<b>English Language Policy</b>	Threshold Standard PRS 6.5, PCS 2.7	UEC>Academic Senate
	8.3 Students have ready access to careers advice and support in finding employment and enhancing their employability	Participation in Career and work experience programs, feedback from students	Student Charter <b>Student Career Development and Employability Strategy</b>	Threshold Standard PRS 6.6	UEC>Academic Senate

Standard	Performance Indicator	Measure	Key Inputs UOW Policies/Processes	External References	Governance
<b>9. UOW provides a safe, respectful and inclusive learning environment</b>	9.1 UOW provides a range of social and extra-curricular programs to complement its academic programs	CSE and Student Life participation rates/evaluation Global Communicators Program participation/evaluation	Student Charter CSE Programs		UEC>Academic Senate> Council
	9.2 UOW provides an inclusive learning and teaching environment and encourages intercultural interaction in a range of formal and informal settings	Student feedback	UOW Strategic Plan Goal 2.4 Student Charter Respect for Diversity Policy Inclusive Language Guidelines	Threshold Standard PRS 6.7	UEC>Academic Senate> Council
	9.3 All students have access to a range of well-being services including a counselling service	Well-being Centre evaluation Student feedback	Student Charter	Threshold Standard PRS 6.6	UEC>Academic Senate> Council
	9.4 Students with a disability, health condition or carer responsibilities can access reasonable adjustment advice and support	Disability Support evaluation Student feedback	Disability Policy - Students Student Health Assessment and Leave Policy Student Academic Consideration Policy & Guidelines Respect for Diversity Policy	Threshold Standard PRS 6.6	UEC>Academic Senate
	9.5 UOW provides a safe and respectful learning and teaching environment	Student feedback No. of student complaints RRR completion rates	RRR online EEO online Safety on Campus website Respect for Diversity Policy Bullying Prevention Policy Sexual Harassment Prevention Policy Inclusive Language Guidelines IT Acceptable Use Policy	Threshold Standard PRS 6.8 and 7.1	UEC>Academic Senate> Council
<b>10. Students have a voice in decision making processes</b>	10.1 UOW provides opportunities at various levels for student participation in the University's decision-making processes	Level of student participation on UOW committees Student Representative Forum – attendance and feedback	Student Charter	Threshold Standard PRS 6.8	FEC/UEC/Academic Senate/ Council
	10.2 Student have access to an independent Student Advocacy officer	Student Advocacy Officer report	Student Charter	Threshold Standard PRS 6.6 ESOS National Code Standard 8	UEC>Academic Senate> Council



## DELIVERY STANDARDS

Standard	Performance Indicator	Measure	Key Inputs UOW Policies/Processes	External References	Governance
1. UOW recruits and retains quality staff to support and deliver learning and teaching	1.1 UOW has plans and strategies to recruit and retain quality staff who demonstrate a contribution to effective learning		UOW and Faculty Plans	ESOS National Code Standard 14	Faculty Selection C'ttee>UEC>Academic Senate?
	1.2 The selection process considers evidence of teaching effectiveness – e.g. through the presentation of evaluations and peer assessments etc	Selection Committee reports?			Faculty Selection C'ttee>UEC>Academic Senate?
	1.3 All teaching staff (incl. casual teachers) possess a qualification at least one AQF level higher than the level at which they are teaching or can demonstrate equivalent experience	Sign-off documentation kept by School/Faculty	Recruitment and Selection Policy Guidelines for Assurance of Teaching Staff Qualifications & Experience [being developed]	Threshold Standard PRS 5.1 and CAS 4.2	Faculty Selection C'ttee>UEC>Academic Senate?
2. Academic staff are effectively inducted	2.1 All teaching staff (incl. casual teachers) are appropriately inducted and prepared for their teaching and ancillary duties	Staff feedback	COPTA Code of Practice – Casual Academic Teaching	Threshold Standard PRS 5.3	UEC>Academic Senate
	2.2 All teaching staff (incl. casual teachers) understand their responsibilities under COPTA and other relevant University and Faculty policies and procedures	Staff feedback Annual Audit of Subject Outlines? Audit of casual staff? (survey conducted in past)	COPTA Code of Practice – Casual Academic Teaching Good Practice Guidelines - Leading Teaching Teams	Threshold Standard PRS 5.3	UEC>Academic Senate
3. Ongoing professional development is encouraged and available to all academic staff	3.1 All new academic staff involved in teaching have completed the University Learning and Teaching course or equivalent within 12 months of their appointment	ULT completion rates and times	ULT Course Policy	Threshold Standard PRS 5.3	UEC>Academic Senate
	3.2 Academic staff at all levels and including casual teachers have access to professional development opportunities relevant to their needs	LTC system for recording staff participation in L&T courses and seminars Career Development Plan?	COPTA Code of Practice – Casual Academic Teaching	Threshold Standard PRS 5.3	UEC>Academic Senate
4. UOW staff are	4.1 All staff involved in teaching provide fair access to	Student feedback	COPTA FAQs on Student-Academic		UEC>Academic Senate

Standard	Performance Indicator	Measure	Key Inputs UOW Policies/Processes	External References	Governance
accessible to students	consultation with students by appropriate means during session		Consultation		
5. UOW fosters innovative and informed L&T practice	5.1 UOW encourages pedagogical research and communicates innovations in research into learning and teaching to staff	WATTLE reports Faculty teaching reviews and staff professional development planning Number of OCTAL nominations	OCTAL Guidelines ULT Course Continuing Professional Development Framework		UEC>Academic Senate
	5.2 UOW encourages academic staff to incorporate pedagogical research into their teaching practice	OLT grants, fellowships and exchanges Dissemination events/fora	Faculty Teaching and Learning Scholars Program ULT Course Continuing Professional Development Framework		UEC>Academic Senate
	5.3 UOW offers a technology rich learning environment	Number of subjects offered through Moodle? Student feedback	eLearning Strategy Digital Learning Thresholds		UEC>Academic Senate
6. Quality teaching practice is shared	6.1 UOW actively supports the sharing of information on good practice in teaching and assessment	LTC system for recording staff participation in L&T courses and seminars	Continuing Professional Development Framework		UEC>Academic Senate
	6.2 UOW encourages academic staff to undertake peer observation of teaching	LTC system for recording peer observations	Continuing Professional Development Framework		UEC>Academic Senate
7. Quality teaching is recognised and rewarded	7.1 UOW rewards and celebrates quality teaching (e.g. through promotions, awards, prizes and grants)	OLT citations, grants, fellowships Internal awards and grants	OCTAL Guidelines		UEC>Academic Senate
	7.2 UOW sets and reaches targets for applications for promotions and learning and teaching awards	Faculty Reports?	Continuing Professional Development Framework		UEC>Academic Senate
	7.3 There are clear guidelines and support for staff seeking academic promotion based on teaching ranked highly, including on how to evidence teaching achievement	Comparative Academic Promotion success rates by faculty and level Staff feedback Promotion Committee Feedback	Academic Promotion Committee Procedures (under review) Mix of Evidence Guidelines: Academic Promotion: A Guide to Evidence about Teaching (under review)		UEC>Academic Senate
8. Appropriate	8.1 UOW evaluates systematically and transparently the levels of	Staff: student ratios Faculty review reports	UOW Strategic Plan Faculty workforce plans	Threshold Standard PRS 5.2	VCAG?

Standard	Performance Indicator	Measure	Key Inputs UOW Policies/Processes	External References	Governance
resources and facilities support quality teaching	staffing required to conduct and support teaching adequately, sets appropriate targets (e.g. for staff : student ratios) and allocates resources accordingly		Annual Faculty plans and performance reports		
	8.2 UOW has clear goals and strategies for the assessment, allocation and management of learning spaces	Student feedback Staff feedback	Timetabling Policy Overcrowding in Teaching Spaces Procedure Annual Faculty plans and performance reports	Threshold Standard PRS 7.1	UEC>Academic Senate
	8.3 In the event of a course (or course instance) being discontinued, UOW adopts clear and effective 'teach out' or course transition plans to ensure that no student enrolled in the course is disadvantaged	Student feedback	Course Management Process 'Subject Suspension Form'	Threshold Standard CAS 6.2	UEC>Academic Senate
9. Assessment practices are fair, consistent and inform learning	9.1 The grades awarded (and other information provided to students on their achievement) make a direct link between the intended learning outcomes and students' actual performance on assessment tasks	All courses have clear CLOs	COPTA Good Practice Assessment Guidelines		AQSS>UEC>Academic Senate
	9.2 Teaching staff provide helpful and timely feedback to students on performance	Student feedback	COPTA Good Practice Assessment Guidelines	Threshold Standard CAS 5.2	UEC>Academic Senate
	9.3 Work placements and other forms of work-integrated learning are appropriately supervised and assessed	Feedback from students and host organisations	Code of Practice – Student Professional Experience	Threshold Standard PRS 4.5	UEC>Academic Senate
	9.4 Where more than one member of staff is teaching a subject, good processes and communication with other teaching staff ensure consistency in terms of delivery of subject and assessment	Internal moderation reports Calibration activities	COPTA Good Practice Guidelines – Leading Teaching Teams Good Practice Assessment Guidelines	Threshold Standard CAS 5.3	UEC>Academic Senate
	9.5 UOW validates course learning outcomes through periodic external peer review of	Inter-university moderation reports	Course Review Policy/Procedures	Threshold Standard PRS 5.6 and CAS 5.5	SCDC>UEC>Academic Senate

Standard	Performance Indicator	Measure	Key Inputs UOW Policies/Processes	External References	Governance
	assessment and student learning outcomes				
<b>10. UOW courses delivered by a third party are of equivalent standard</b>	10.1 Where a UOW subject is offered through a third party arrangement, any variation in content, subject objectives or assessment of learning outcomes must be approved by the relevant UOW Subject Coordinator	Subject Outlines approval Annual Audit of Subject outlines	Quality Assurance of Transnational Education (Offshore) and UOWD Teaching and Learning Procedure	Threshold Standard PRS 4.5	UEC>Academic Senate
	10.2 All teaching undertaken via a third party must meet the University requirements for teaching and assessment as set out in COPTA and other relevant policies and procedures	Annual Review Report	COPTA Quality Assurance of Transnational Education (Offshore) and UOWD Teaching and Learning Procedure Transnational Education Partner Teaching Staff Approval Procedures CSO Procedures	Threshold Standard PRS 4.5	UEC>Academic Senate
	10.3 All UOW courses offered through a third party are reviewed annually to ensure equivalence of student learning outcomes and fulfilment of all contractual obligations	Annual Review Reports	Quality Assurance of Transnational Education (Offshore) and UOWD Teaching and Learning Procedure Annual Review of Transnational Education (Offshore) Programs Procedure Third Party Contracts/Agreements	Threshold Standard PRS 4.5	UEC>Academic Senate
	10.4 All new courses delivered through a third party arrangement must be covered by a contractual agreement and meet all due diligence and risk assessment requirements	Third Party Register Annual Review Reports	Procedures for Assessment of New Transnational Education (Offshore) Partners and Programs	Threshold Standard PRS 4.5	UEC/UIC>Academic Senate
<b>11. UOW courses delivered across multi-locations are of equivalent standard</b>	11.1 Where a course, or a component of a course, is delivered across multiple locations, an analysis of student results will be undertaken at the end of each session as a means to ensure equivalence of learning outcomes	CSO Data Reports Annual CSO Monitoring Report	Procedure for Monitoring Comparative Student Outcomes	Threshold Standard PRS 5.4	AQSS>UEC?UIC>Academic Senate

## PERFORMANCE STANDARDS

Standard	Performance Indicator	Measure	Key Inputs UOW Policies/Processes	External References	Governance
1. UOW collects and acts on student feedback on the quality of their learning experience	1.1 All students, regardless of their mode or location of study, have the opportunity to provide feedback on the quality of their learning experience	SEQ or equivalent administered across all teaching locations ISB reports	Student Charter		UEC>Academic Senate
	1.2 UOW systematically collects and analyses data and uses it to improve the overall student experience, including the online student experience	SEQ/ISB/CEQ Reports CSO Reports	Procedure for Monitoring Comparative Student Outcomes (CSO)		UEC>Academic Senate
	1.3 UOW closes the feedback loop by communicating to students regularly about changes made in response to their feedback	UOW Responds website hits, website maintained and up-to-date	UOW responds website Subject Outlines		UEC>Academic Senate
2. UOW actively monitors and acts on student retention and progression rates	2.1 UOW compares retention rates by course, student cohort, mode and location of study as a means to improve retention and assure equivalence	UOW retention rates over time		Threshold Standard CAS 5.6	UEC>Academic Senate
	2.2 UOW compares progression rates by course, student cohort, mode and location of study as a means to improve progression and assure equivalence	UOW progression rates over time		Threshold Standard CAS 5.6	UEC>Academic Senate
	2.3 UOW compares retention and progression rates with other comparable institutions	UOW rates are higher than the sector average (IPP reports)	KPIs Institutional Performance Portfolio Report	My University website	UEC>Academic Senate
3. UOW maintains, monitors and acts on comparative data on the performance of students	3.1 Information on the performance of student cohorts by entry pathway, entry level, and mode of study and location of study is reported and monitored on a sessional basis	CSO Data Reports distributed Faculty Monitoring reports received; issues followed-up	Procedure for Monitoring Comparative Student Outcomes (CSO)	Threshold Standard PRS 5.3	AQSS>UEC>Academic Senate
4. UOW graduates achieve stated	4.1 Assurance of learning is undertaken to assess students	Curriculum mapping CEQ data	COPTA English Language Policy	AAGLO (Assessing and Assuring Graduate Learning Outcomes) Project	FEC>UEC>Academic Senate

Standard	Performance Indicator	Measure	Key Inputs UOW Policies/Processes	External References	Governance
learning outcomes	against course and subject learning outcomes (that incorporate graduate qualities, the discipline learning standards, English language proficiency requirements and any professional accreditation standards)		AQF Validation and Implementation Procedures	University of Sydney Australian Qualifications Framework OLT Hunters and Gatherers Project (assuringlearning.com)	
5. UOW graduates have good employment outcomes	5.1 UOW graduate outcomes compare favourably to the sector as a whole	GDS results over time GDS results compared with benchmarking group and national average for sector	Institutional Performance Portfolio Report		UEC>Academic Senate
	5.2 Employers report a high level of satisfaction with UOW graduates				UEC>Academic Senate
	5.3 UOW has a strong and active alumni network	No of "active" alumni Attendance at Alumni functions	UOW Strategic Plan		VCAG
6. UOW collects and acts on staff feedback on the quality of learning and teaching?	6.1 All staff, regardless of their employment status (full-time or part-time, permanent or casual) or location, have the opportunity to provide feedback on the quality of learning and teaching at UOW	Workplace Survey – Your Voice			UEC>Academic Senate
	6.2 All Learning and Teaching committees review their performance and work plans regularly to ensure opportunity for member input and feedback	Committee Minutes Reporting against work plans Annual L&T report to Council	UOW Strategic Plan UOW Gold Standard Committee Service		FECs, AQSS, EPRS >UEC>Academic Senate
7. UOW regularly evaluates its performance in L&T	7.1 All teaching is evaluated on a regular basis at the subject and course level	Individual Performance Reviews School and faculty reports	Teacher Evaluation Procedures SES Procedure and Guidelines		UEC>Academic Senate
	7.2 Review and improvement activities are informed by regular external referencing against comparable courses of study at other institutions	National and International rankings (for L&T) Benchmarking outcomes IPP reports OLT Citations	UOW Benchmarking Policy		UEC>Academic Senate

- a. the rights and responsibilities of research students and supervisors

ACRONYMS USED:

AQF= Australian Qualifications Framework

AQSS = Academic Quality & Standards Subcommittee (of UEC)

CAS = Course Accreditation Standards

CEQ = Course Experience Questionnaire

CLO = Course Learning Outcomes

COPTA = Code of Practice Teaching & Assessment

CSO = Comparative Student Outcomes

CSE = Centre for Student Engagement

ECAC = External Course Advisory Committee

ELP = English Language Proficiency

EPRS = Educational Policy Review Subcommittee (of UEC)

FEC = Faculty Education Committee

GDS = Graduate Destination Survey

IAC = International Alliances Committee

IPP = Institutional Performance Portfolio

ISB = International Student Barometer

L&T = Learning & Teaching

LD = Learning Development

OCTAL = Outstanding Contribution to Teaching & Learning

OLT = Office of Teaching & Learning

PASS = Peer Assisted Study Sessions

PRS = Provider Registration Standards

RPL= Recognition of Prior Learning

SCDC = Strategic Course Development Committee (of Academic Senate)

SES = Subject Evaluation Survey

SEQ = Student Experience Questionnaire

UEC = University Education Committee

UIC = University International Committee

UOWD = University of Wollongong in Dubai

VCAG = Vice-Chancellor's Advisory Group





## LEADERSHIP & COORDINATION OF UOW COURSES: CONSULTATION DOCUMENT AGENDA ITEM C4

AQSS has identified a need for UOW to better define course leadership responsibilities.

The attached draft *Leadership & Coordination of UOW Courses* describes two possible roles:

- a **Course Director**, who would take a significant leadership role for a large course or group of courses or lead a course involving considerable complexity; or/and
- an **Associate Course Director**, who would lead a substantial part (such as a major, specialisation or stream) of larger or complex courses in close collaboration with the Course Director.

This draft acknowledges that, within faculties, aspects of course leadership are typically distributed across several leadership roles and committees. It supports faculty structures and roles such as Heads of School, Heads of Students, Associate Deans and Faculty/School Education Committees by enabling faculties to map leadership of each aspect of course quality to a faculty role or group. The Course Director or Coordinator would therefore take primary leadership of some aspects of course quality, and for others maintain a watching brief to ensure that an aspect is dealt with as part of defined faculty governance structures.

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### Draft Resolution

*that the University Education Committee:*

- note the draft Leadership & Coordination of UOW Courses consultation document, as attached to the agenda paper; and*
- note that a final version will be presented for endorsement in early 2015.*

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### ATTACHMENT

Draft: Leadership & Coordination of UOW Courses

<b>Drafted by:</b>	<b>Reviewed by:</b>	<b>Approved by:</b>
A/Prof Margaret Wallace, Head, Strategic Curriculum Development Anne Melano, Project Manager, LTC	A/Prof Michael Zanko, Chair, AQSS	Prof Eeva Leinonen, Chair, University Education Committee

## LEADERSHIP AND COORDINATION OF UOW COURSES

### Background

The UOW Strategic Plan 2013–2018 identifies a key aim of the University as ‘ . . . creating an exceptional student experience where programs of high quality and standards awaken ideas and open opportunities for all our students’. However, as individual teachers we have tended to focus on the teaching of particular subjects rather than the student learning experience across their course.

This was noted by the 2011 AUQA Report of an Audit of the University of Wollongong, which recommended that the role and responsibilities in relation to course coordination be clarified. Since that time, the TEQSA Threshold Standards and the AQF have also seen a shift in focus on the student learning experience from the subject-level to the course-level.

### Project aims

This project proposes to formalise the roles of the Course Director and Associate Course Director at the University of Wollongong. By more clearly articulating the roles and responsibilities in relation to course coordination:

- organisational arrangements for the ongoing improvement in course quality will be more cohesive and better understood
- the UOW student learning experience will be enhanced, and
- UOW will be better prepared to address the requirements of the Provider Registration Standards when it re-applies for registration under the requirements of the *Tertiary Education Quality and Standards Agency Act 2011*.

### Consultation

This framework is being developed in consultation with course coordinators, discipline leaders, members of faculty executive and other key stakeholders. The approach to developing this framework has been to balance a recognition of the diversity in the ways academic units ensure the quality of courses with an attempt to achieve more consistency in describing and scoping the associated roles and responsibilities.

The University will continue to support the development of an effective approach to course quality by providing opportunities to draw together those who are involved in directing courses, highlighting course rigour and resource implications and identifying good practice.

## LEADERSHIP AND COORDINATION OF UOW COURSES FRAMEWORK

Maintaining and improving the quality of UOW courses requires a carefully coordinated approach to:

- course structure and design
- course content
- learning outcomes, and
- viability.

This framework:

- defines the role of **Course Director** at UOW and provides recognition for the often considerable challenges involved
- provides for an optional role of **Associate Course Director**
- includes a template to assist faculties to map their approach to leadership and coordination of UOW courses, to ensure all course quality responsibilities are clearly allocated regardless of the particular faculty management structure.

In this context 'course' means a course of study (program), 'that leads to the award of a defined Australian Higher Education Qualification'. A course of study is a, 'coherent sequence of units of study [subjects at UOW] leading to the award of a qualification(s)' (Proposed Australian Higher Education Standards Framework, 2014).

The role of the Subject Coordinator is outlined in a range of UOW policy documents (particularly the Code of Practice – Teaching and Assessment) and primarily relates, not to the leadership of a course, but to preparing the subject and student assessment, managing subject delivery, leading the subject teaching team and assessing student learning.

### Principles

This framework acknowledges that:

- the work of a Course Director connects with other portfolios, including those which have overall responsibility for course delivery at transnational locations
- course directing is a demanding role which needs to be factored into faculty or school workload models
- it is often desirable that roles should be shared, for example where there are double degrees or where workload arrangements, study leave, succession planning or other contingencies would be best managed through shared responsibilities
- one or more Associate Course Directors working in close collaboration with a Course Director may be needed. An Associate Course Director may also be seconded into the role of Course Director to provide for the smooth transition of responsibilities
- those undertaking these roles will need access to Continuing Professional Development which facilitates development of leadership
- course directing is complex and carries a high level of responsibility. Those diligently and effectively undertaking this role will be demonstrating performance at a level commensurate with, at least, Level 2 in the UOW Academic Performance Framework and will have the opportunity to evidence performance at, at least, Level 3 of the UOW Academic Performance Framework.

## Course Director

A Course Director is responsible for providing strategic leadership for one or more UOW courses of 24 credit points or more, at least one of which has multiple structural challenges. Structural challenges may include, for example, multiple majors or discipline areas, significant cross-faculty or cross-school enrolments, multiple articulation or credit transfer arrangements, exacting accreditation requirements, large numbers of students, multiple campuses, whole of cohort professional experience placements. The role of Course Director relates principally to the course design and course performance as defined by the UOW Learning and Teaching Quality and Standards Framework (see the range of responsibilities in the table below).

## Associate Course Director

An Associate Course Director has a leadership role for a significant aspect of a UOW course, such as a major, specialisation or stream, within a larger, more complex course structure. An Associate Course Director works in close collaboration with the Course Director as part of the organisational arrangements to monitor, assure and improve course quality.

A large program with multiple majors, however, may need a team approach involving an overall Course Director together with an Associate Course Director for each major. In many cases, there may also be a discipline hub or course steering committee, to allow people to work together on course issues. Course groups may also potentially include representatives from related courses and/or external advisers.

At a minimum every course will have a Course Director and may have one or more Associate Course Directors. A Course Director or Associate Course Director role may be shared between two people.

A Course Director or Associate Course Director role will often be an integral part of the responsibilities of a *Discipline Leader*.

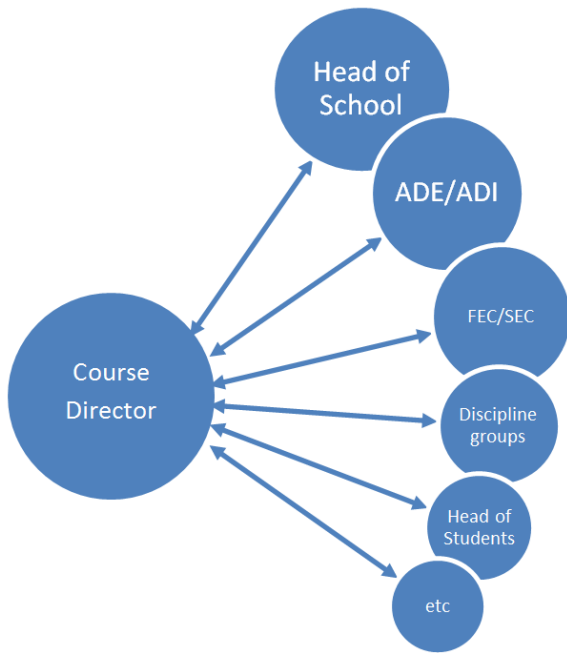
## Distributed or consolidated leadership of courses?

Course management structures are necessarily complex. Close collaboration is required with multiple stakeholders: the Head of School, Associate Dean (Education), Faculty and/or School Education Committees, the Head of Students, discipline leaders, the faculty manager, the Associate Dean (International), Academic Program Directors with responsibility for programs offered transnationally, subject coordinators and central units, accrediting bodies, industry partners and the community.

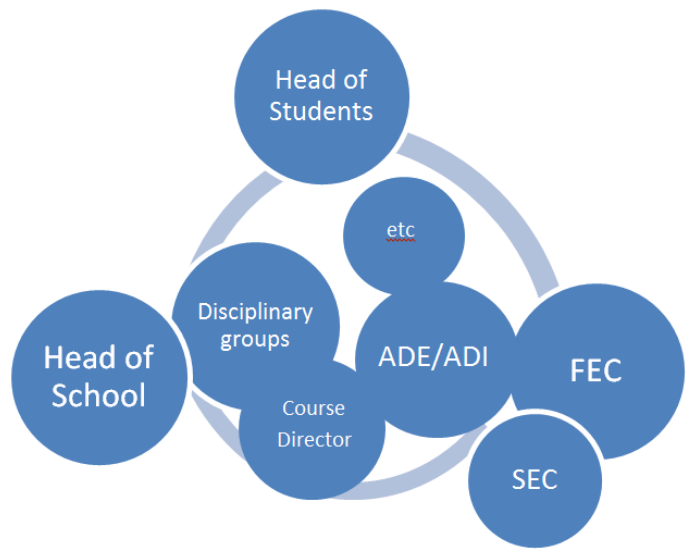
In some faculties, aspects of course management are very much distributed across roles and committees. A disciplinary hub may determine how sequences of subjects fit together; the Head of Students may decide on advanced standing requests. In other faculties, there is a Course Director who makes these decisions, yet collaborates with the Head of School, Head of Students or committees on high-level decisions around the overall course structure.

This framework acknowledges that either distributed or consolidated leadership may represent good practice.

### Consolidated leadership example



### Distributed leadership example



Regardless of the approach preferred, both the role or group with primary responsibility (leadership) **and** a person with course overview responsibility (Course Director) must be identified. 'Course overview' involves attention to each aspect of the course, in some cases bringing course issues to the attention of other decision makers, and in others making quality improvement decisions.

For each course the faculty or school must declare the organisational arrangements for course leadership in relation to the following responsibilities:

**1. Course Performance** — continuous improvement strategies, including:

Course aspect	Primary responsibility Please identify either a role, such as the Course Director, Discipline Leader or Head of School <i>or</i> a committee such as the FEC/SEC, course team or disciplinary hub	Course Overview Responsibility Please identify a defined role with coordination responsibility eg for monitoring, raising issues with faculty leaders, following up on actions etc
<b>Course analytic data</b> Respond to issues emerging from course analytic data (enrolment numbers, access/participation/retention data, subject and course evaluations, graduate surveys, etc)		
<b>Course review</b> Schedule course reviews		
Identify priority issues to be addressed in course reviews		
Implement the findings of course reviews		
Monitor the effectiveness of the resulting changes		

**2. Course Design** — planning, review and improvement of courses, including:

Course aspect	Primary responsibility Please identify either a role, such as the Course Director, Discipline Leader or Head of School <i>or</i> a committee such as the FEC/SEC, course team or disciplinary hub	Course Overview Responsibility Please identify a defined role with coordination responsibility eg for monitoring, raising issues with faculty leaders, following up on actions etc
<b>Pathways</b> Determine entry pathways and criteria, articulation and credit arrangements	<i>Eg</i> Faculty Education Committee	<i>Eg</i> Course Director, working with Associate Course Directors in each major
Represent the course in university or faculty marketing activities		
Respond to requests to assess admission applications and qualifications		
Evaluate the outcomes of various entry pathways for students		
<b>Academic rigour</b> Ensure that course content has a solid basis in: <ul style="list-style-type: none"> <li>• a substantial, coherent and current body of knowledge and scholarship in one of more academic disciplines</li> </ul>		

<b>Course aspect</b>	<b>Primary responsibility</b> Please identify either a role, such as the Course Director, Discipline Leader or Head of School <b>or</b> a committee such as the FEC/SEC, course team or disciplinary hub	<b>Course Overview Responsibility</b> Please identify a defined role with coordination responsibility eg for monitoring, raising issues with faculty leaders, following up on actions etc
<ul style="list-style-type: none"> <li>relevant theoretical frameworks and research findings</li> </ul>		
<b>Course coherence</b> Assure the overall coherence of the course, its broad subject areas and coverage, its underlying philosophy(ies) and its approach to learning and teaching		
Liaise with other faculties and discipline areas which provide core subjects for the degree		
<b>Course structures</b> Oversee the sequencing of subjects, study loads, credit points/volume of learning, access to electives, progression through majors, minors and other structural elements of the course, consistent with: <ul style="list-style-type: none"> <li>meeting accreditation requirements and/or disciplinary standards</li> <li>offering, as far as possible, flexibility for students, taking into account possibilities such as course transfer, part time study, access to study abroad and cross-disciplinary study</li> </ul>		
Ensure that course structures are clearly described in documents for current and potential students		
<b>Accreditation and/or registration</b> Take a leading role in review and documentation for accreditation and/or registration		
Provide ongoing advice on course accreditation requirements		

Course aspect	Primary responsibility Please identify either a role, such as the Course Director, Discipline Leader or Head of School <b>or</b> a committee such as the FEC/SEC, course team or disciplinary hub	Course Overview Responsibility Please identify a defined role with coordination responsibility eg for monitoring, raising issues with faculty leaders, following up on actions etc
<b>Assessment</b> Liaise with subject coordinators and discipline leaders to ensure consistent and appropriate assessment of student progress towards course learning outcomes		
<b>Learning experience</b> Incorporate challenging, significant learning experiences for students among the elements of course design, as outlined in the UOW Curriculum Model: <ul style="list-style-type: none"> <li>• transformative experiences such as capstones</li> <li>• opportunities to work on real-world focused projects</li> <li>• access to technology-enriched learning, including ePortfolios</li> <li>• options for cross and inter-disciplinary study</li> <li>• multiple perspectives/connections (Indigenous knowledges, global perspectives)</li> </ul> as well as engagement with disciplinary research and other opportunities for students to attain course learning outcomes to a high standard		
<b>Multi-location or collaborative delivery</b> Liaise with those working with regional campuses and/or collaborative (including transnational) partners to discuss how courses will be offered at other locations, including: <ul style="list-style-type: none"> <li>• the subjects and majors to be offered</li> <li>• how to ensure equivalence in teaching, assessment and student support</li> <li>• the quality assurance processes to be used</li> <li>• availability of technologies to assist course delivery and communication.</li> </ul>		
<b>Student destinations</b> Integrate learning and teaching practices that facilitate student progression to: <ul style="list-style-type: none"> <li>• further study, whether at UOW or elsewhere</li> <li>• employment</li> </ul>		
<b>UOW policies and procedures</b> Monitor adherence to relevant UOW policies and procedures, including the UOW Academic Review Policy, Curriculum Review Guidelines and the Code of Practice – Teaching and Assessment		
<b>Course descriptors</b> Advise on the accuracy of course information as presented in the handbook, marketing materials and web pages, including information prepared by collaborative partners		



### 3. Course Support — initiatives to support student learning, including:

<b>Course aspect</b>	<b>Primary responsibility</b> Please identify either a role, such as the Course Director, Discipline Leader or Head of School <i>or</i> a committee such as the FEC/SEC, course team or disciplinary hub	<b>Course Overview Responsibility</b> Please identify a defined role with coordination responsibility eg for monitoring, raising issues with faculty leaders, following up on actions etc
<b>Transition pedagogy</b> Ensure that the course design integrates the principles of a transition pedagogy including the UOW Curriculum Model’s transformational practice of “FYE@UOW” (first year experience)		
<b>Course advice</b> Offer points of contact for students who have questions or are seeking academic advice about the course, including: <ul style="list-style-type: none"> <li>• admissions</li> <li>• waivers</li> <li>• subject patterns and majors</li> <li>• eligibility for graduation</li> </ul>		
<b>English language proficiency, communication skills and academic skills</b> Ensure that course design and delivery meet the requirements of the UOW English Language Policy by actively developing and assessing students’ communication skills		
<b>Student feedback</b> Provide opportunities for the student “voice” to be heard, eg forums where students can raise concerns with faculty staff		
<b>Student learning support</b> Address prevailing student academic issues by arranging integrated (for example tutorials, laboratories etc.) and/or supplemental support where needed, for example Learning Development workshops, peer learning programs, mentoring programs		
<b>Community</b> Encourage students to participate in discipline-related opportunities beyond their subjects and assessments, for example seminars, discipline-based clubs, special projects		
<b>At-risk students</b> Ensure there is a procedure in place to: <ul style="list-style-type: none"> <li>• identify enrolled students whose academic performance is at risk, through a variety of strategies including UOW generated learning analytics</li> <li>• refer at-risk students to appropriate advice and support</li> </ul>		

Course aspect	Primary responsibility	Course Overview Responsibility
<p><b>Facilities and resources</b></p> <p>Confirm that there has been an evaluation of the availability, appropriateness and accessibility of learning spaces, library, IT and other facilities for students and staff at all study locations, including regional and transnational locations</p>	<p>Please identify either a role, such as the Course Director, Discipline Leader or Head of School <b>or</b> a committee such as the FEC/SEC, course team or disciplinary hub</p>	<p>Please identify a defined role with coordination responsibility eg for monitoring, raising issues with faculty leaders, following up on actions etc</p>
<p><b>Equity</b></p> <p>Confirm the accessibility of essential learning support services and of technology requirements to all students, including distance students, regional, transnational campus students and those who are registered with Disability Services</p>		

**4. Course Delivery** — course-related aspects of teaching quality, including:

Course aspect	Primary responsibility	Course Overview Responsibility
<p><b>Selection of teaching staff</b></p> <p>Advise on the allocation of academic staff who will teach subjects owned by the course (where appropriate), and on protocols for selection of casual teaching staff</p>	<p>Please identify either a role, such as the Course Director, Discipline Leader or Head of School <b>or</b> a committee such as the FEC/SEC, course team or disciplinary hub</p>	<p>Please identify a defined role with coordination responsibility eg for monitoring, raising issues with faculty leaders, following up on actions etc</p>
<p>Where a transnational or partnership model assigns UOW the responsibility for subject coordination, negotiate for input from course team members on the selection of tutors</p>		
<p><b>Teaching practice</b></p> <p>Advise on teaching, assessment and feedback to facilitate practices that are consistent, appropriate and foster student engagement and learning</p>		
<p><b>Moderation</b></p> <p>Encourage robust participation in the moderation processes, including processes to:</p> <ul style="list-style-type: none"> <li>• review subject outlines including the clarity and coherence of assessment tasks, marking criteria and performance standards</li> <li>• check the accuracy and clarity of exam papers</li> <li>• encourage calibration of marking, cross-marking and/or check-marking of assessments, especially where there are multiple campuses and/or markers</li> </ul>		

<b>Course aspect</b>	<b>Primary responsibility</b> Please identify either a role, such as the Course Director, Discipline Leader or Head of School <i>or</i> a committee such as the FEC/SEC, course team or disciplinary hub	<b>Course Overview Responsibility</b> Please identify a defined role with coordination responsibility eg for monitoring, raising issues with faculty leaders, following up on actions etc
<b>Risk management</b> Verify that there are processes in place for communication of safety protocols to staff and students, especially those related to non-typical environments such as labs, field trips and professional experience placements		

### **Workload arrangements**

Course directing is a demanding role which needs to be factored into faculty or school workload models. In some cases, roles may be shared, for example where there are double degrees or where workload arrangements, succession planning or other contingencies would be best managed through shared responsibilities.

### **Career Development**

Course directing involves complex governance and teaching and learning responsibilities. Those diligently and effectively undertaking this role will be demonstrating performance at a level commensurate with, at least, Level 2 in the UOW Academic Performance Framework and will have the opportunity to evidence performance at, at least, Level 3 of the UOW Academic Performance Framework. Those undertaking the role will need access to Continuing Professional Development which facilitates development of leadership.



**Background**

*The Comparative Student Outcomes (CSO) Monitoring Report - Second Half 2013* has been referred to UEC by the Academic Quality & Standards Subcommittee (AQSS).

The report is based on the CSO Faculty Data Reports for the second half of 2013 and the subsequent monitoring reports submitted by each of the five faculties in July 2014.

AQSS considered the report at its meeting on 7 October 2014 and endorsed the six recommendations contained therein for referral to UEC. AQSS members agreed that the full report be forwarded to UEC and that the Executive Summary be forwarded to the Academic Senate (with a link to the full report for those interested).

The report’s findings are similar to those reported for the first half of 2013 (refer UEC April meeting). AQSS determined that there were no ‘quick fixes’ to the issues raised in the report and that a whole-of-university approach was needed to ensure that poor outcomes are appropriately addressed.

UEC members are invited to discuss the report and its implications for future planning.

**Draft Resolution**

*that the University Education Committee:*

- i. endorse the recommendations contained in the ‘Comparative Student Outcomes Monitoring Report Second Half 2013’, as attached to the agenda paper; and*
- ii. forward the report’s Executive Summary to the Academic Senate.*

**ATTACHMENT**

Comparative Student Outcomes Monitoring Report - Second Half 2013

<b>Drafted by:</b>	<b>Reviewed by:</b>	<b>Approved by:</b>
Manager Academic Quality & Policy, Academic Quality and Standards Unit	Executive Officer, University Education Committee	Prof Eeva Leinonen Chair, University Education Committee

## Comparative Student Outcomes Monitoring Report – Second Half 2013

### Introduction

Regular monitoring of student performance and learning outcomes is essential to assuring quality learning and teaching.

The Comparative Student Outcomes (CSO) Monitoring Report is prepared twice yearly in accordance with the [UOW Procedure for Monitoring Comparative Student Outcomes](#). This report is based on the CSO Faculty Data Reports for the second half of 2013 and the subsequent monitoring reports submitted by each of the five faculties in July 2014.

All CSO data reported to faculties is provided by the Reporting and Data Management Unit and presents student results at a fixed point in time; in this case the data was reported on 6 March 2014.

The purpose of the CSO Monitoring Report is to highlight CSO issues at an institutional level and to assess how effectively faculties are monitoring and acting on comparative data on the performance of students to improve both subject design and delivery and the level of student support. It should be noted that faculty monitoring reports vary considerably in length and level of detail; this unevenness, in turn, is reflected in this report.

The report is divided into six sections as follows:

1. Executive Summary
2. Comparison across onshore campuses
3. Comparison across offshore campuses
4. Comparison between domestic and onshore international students
5. Comparison between equity groups – undergraduate domestic
6. Comparison between entry pathways – undergraduate domestic

### 1. EXECUTIVE SUMMARY

Trends reported for the first half of 2013 continued for the second half of the year. The gap between onshore international and domestic WAM remained steady at 4.6 points, with the gap highest for postgraduate cohorts in EIS (9.6), SMAH (7.6) and Business (7.2). The high postgraduate fail rate at the [Sydney CBD](#) campus is a continuing concern.

Overall student results at the offshore locations were not markedly different to the Wollongong result with the exception of [PSB Academy](#) and [INTI SJ](#) where students performed less well. At the individual subject level, significant variation was observed across a number of subjects offered at offshore locations by Business, EIS, and Social Science. For example, at [INTI Penang](#) results were consistently skewed towards the higher end in a number of Finance, Computing Science and Maths subjects.

There is evidence that in Business and LHA, CSO data has been used to review and improve aspects of subject design and delivery for subjects where comparative performance discrepancies have been identified in the recent past. This evidence was not as strong in the reporting by the other faculties.

Both in terms of WAM and % fail, there are small but consistent differences for [disability](#) registered students across the University. There is a marked and consistent difference for [indigenous](#) students across the University. Just over 40% of indigenous students failed at least one subject, an increase of over 10 percentage points since last year, although WAM has remained fairly steady at around 64.

Performance data by entry pathway can only be provided for undergraduates. [Forced offer](#) students consistently have lower WAMs than their counterparts. UAP, FAI and VET students achieved lower WAMs across the University as well.

In view of the above results, the following recommendations are made:

1. That UOW give priority to implementing the new English Language Policy (once approved), and, in particular, improve its efforts to identify students-at-risk due to English language proficiency and the support available to those students.
2. That the work underway to develop a *learning analytics cube* target subjects with high fail rates in the first instance.
3. That faculties/schools pay particular attention to moderating assessment for those subjects with marked variation in grades across teaching locations.
4. That UOW give priority to the work underway in developing a Moderation of Assessment Policy and enhance the resources available to support improved moderation and validation practices.
5. That University-wide support systems for indigenous students be strengthened as a matter of priority and that disability support be reviewed.
6. That faculties maintain the high standard of the early entry program and seek to improve the standard of other pathways; further that faculties examine the level of credit (advanced standing) granted for VET and Diploma courses and correlate this with the subsequent performance of students.

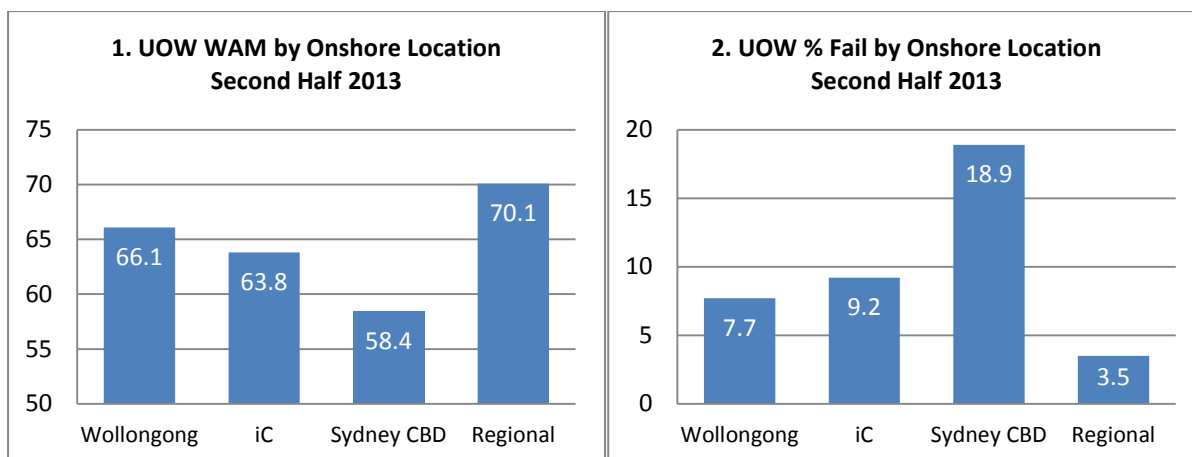
## 2. COMPARATIVE PERFORMANCE - ONSHORE CAMPUSES

**Table 1: Representation of Faculties at the Onshore Campuses – Second Half 2013**

	Wollongong	iC	Sydney CBD	Regional Campuses				
				Shoalhaven	Batemans Bay	Bega	Southern Highlands	Southern Sydney
Business								
EIS								
LHA								
SMAH								
Soc Sc								

### Institutional Analysis

Trends reported for the first half of 2013 have continued. Overall student performance at the regional campuses continued to be better than at other onshore locations as measured by weighted average mark (WAM) and percentage fail at least one subject (see Graphs 1 and 2 below). This variation can be attributed to the fact that regional campuses have very few (if any) international students who tend to perform less well than domestic students. The higher fail rate among postgraduate students at the Sydney CBD campus is a continuing concern and is discussed more fully in the section below.



### Faculty Analysis

At the subject level, most faculties reported a close correlation between student results at regional campuses compared to Wollongong. In many cases, small numbers at the regional campuses rendered a meaningful comparison invalid. Business reported the biggest variation in performance between the regional campuses and Wollongong. This can be explained by the large cohort of onshore international students at the Wollongong campus, who on average, do not perform as well as domestic students.

The **Sydney Business School** once again reported significant differences in average failure rates and average marks between the Innovation and Sydney CBD campuses. These differences are due to higher failure rates in the following subjects at Sydney: TBS908, TBS980, TBS982, TBS983, TBS984 and TBS985. The reasons attributed to these high failure rates, as discussed at the assessment committee meetings, are “low attendance at lectures and student commitments, low standard of English, poor academic scholarships and critical writing, some plagiarism issues and poor performing and repeating students at the Sydney Campus”. As a result the Sydney Campus has started reporting student attendance every 3 weeks so that lecturers can identify students-at-risk earlier and increased promotion of and referrals to English language and learning development classes.

It is recommended that the work underway to develop a *learning analytics cube* target subjects with high fail rates in the first instance (including those at Sydney CBD).

## 2. COMPARATIVE PERFORMANCE - OFFSHORE CAMPUSES

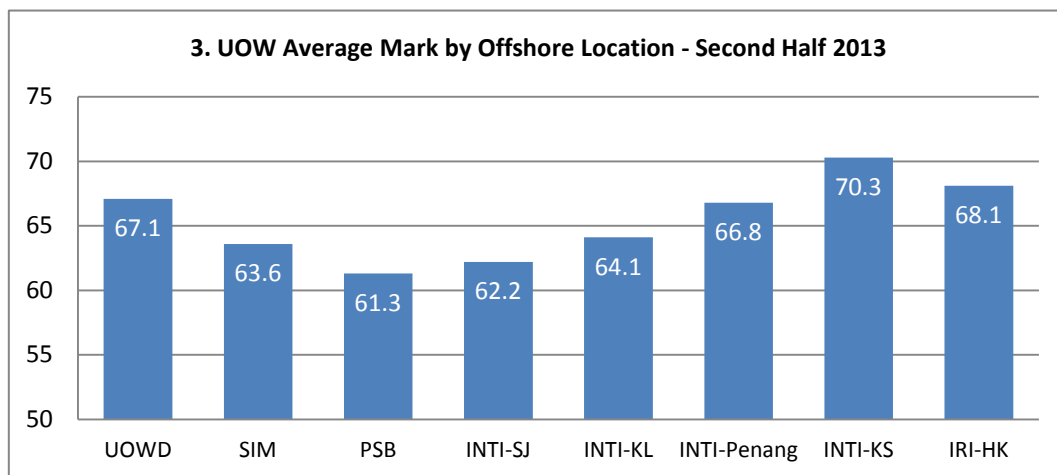
**Table 2: Representation of Faculties at Offshore Locations – Second Half 2013**

	UOWD Dubai	SIM Singapore	PSB Singapore	INTI Subang Jaya Malaysia	INTI Kuala Lumpur Malaysia	INTI Penang Malaysia	INTI Kuching Sarawak Malaysia	IRI Hong Kong
Business								
EIS								
LHA								
SMAH								
Soc Sc								

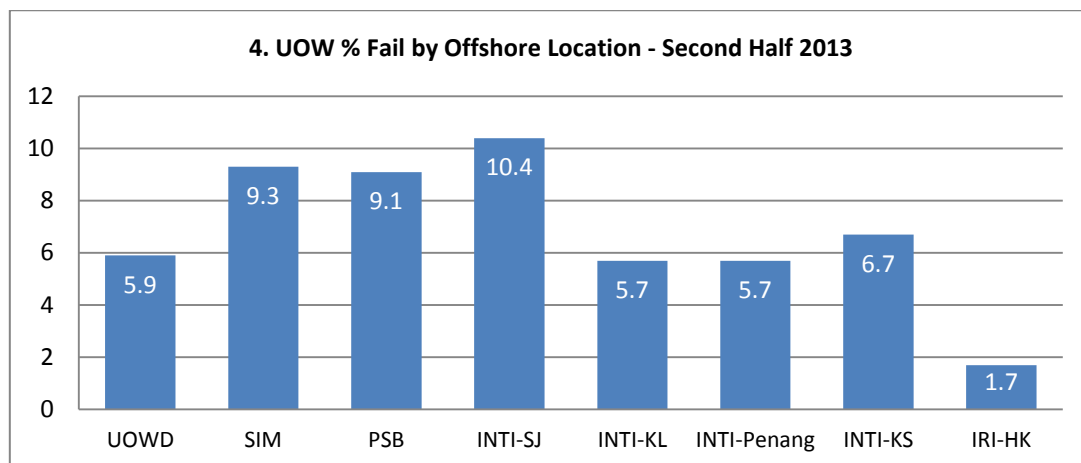


## Institutional Analysis

There is some variation in performance across offshore locations (Graph 3), with four offshore locations having WAMS below that for Wollongong at 66.1.



Three offshore locations, INTI-SJ, SIM and PSB, had a higher fail rate than Wollongong on 7.7 (Graph 4).



Note: Courses no longer offered at INTI-KS from the start of 2014

## Business

**INTI Penang:** Some issues were identified in a number of Finance, Marketing and Management subjects. Results were skewed towards the higher end at Penang in FIN111, FIN222, FIN322, FIN323, FIN351 and MARK101. Conversely in the first year Management subject MGMT110 the fail rate at both INTI Penang and INTI-SJ were significantly higher and overall performance significantly lower when compared with Wollongong. Issues identified included: “lack of engagement with UOW pedagogy for this subject (such as formative assessment), variations in assessment practice, and very tight QA timing leading to slippage between Wollongong and offshore versions of outlines”.

**PSB Singapore:** There was a relatively higher fail rate in MARK217 and MARK33 at PSB relative to other campuses. Further investigation by the Faculty's PSB Coordinator has attributed the difference to cohort issues and smaller class size (for the latter subject both cohorts was taught by the same UOW lecturer).

**Dubai:** Overall, grades were higher at Dubai, especially in Finance, Accounting and Economics subjects. Subjects which reported variations warranting further attention are listed below:

**Table 3: Variation in Grade Distributions by Subject - Business**

UOWD results skewed towards higher grades (as compared with Wollongong)	UOWD results skewed towards lower grades (as compared with Wollongong)
TBS 905	TBS 901
TBS 908	TBS 903
TBS 950	MARK101 (significantly more fails)
TBS 980	MARK270 (significantly more fails)
TBS 982	
TBS 983	
TBS 984	
COMM121	
MGMT102	
MGMT110	
MGMT206	
FIN 928	
ECON939	

### EIS

There was considerable variation in a number of first and second year Computing Science subjects between Wollongong, **SIM**, **INTI-SJ** and **INTI Penang**. Most notably: CSCI110, CSCI114, CSCI124, CSCI203, CSCI204, CSCI205 and CSCI222. In many cases the fail rate at Wollongong was around 20-30% compared with a 0% fail rate at Penang. Average marks also varied considerably. Two maths subjects MATH121 and MATH142 also showed discrepancies with the % fail rate for the former varying between 33% at Wollongong, 19% at **INTI-SJ** and 0% at **INTI Penang**. Results at **INTI-Penang** are particularly skewed to the higher end and warrant closer attention. EIS FEC has committed to “maintain and be vigilant with quality assurance checks across all campuses to [ensure markers are working to] consistent marking criteria”.

### LHA

Offshore student numbers are relatively small, making meaningful comparisons difficult. That said, **SIM**, **INTI Subang Jaya** and **INTI Penang** overall had lower fail rates than the university total, while the **Dubai** fail rate of 12% was considerably higher than the UOW total of 5.9%. Looking at individual subjects, the fail rate for LAW219 in **Dubai** at 16.3% was significantly higher compared to the UOW rate of 5.9%. This subject was discussed by the LHA Assessment Committee and changes have been recommended for next year.

### SMAH

**IRI Hong Kong**: The same trend was observed as in previous years. Offshore students (nursing) at the undergraduate levels performed better than their domestic onshore and international onshore counterparts; while at the postgraduate level they performed less well than the domestic onshore cohort, but better than the international onshore cohort. The FEC will continue to monitor student performance and triangulate student outcome data with student evaluations to inform future planning.

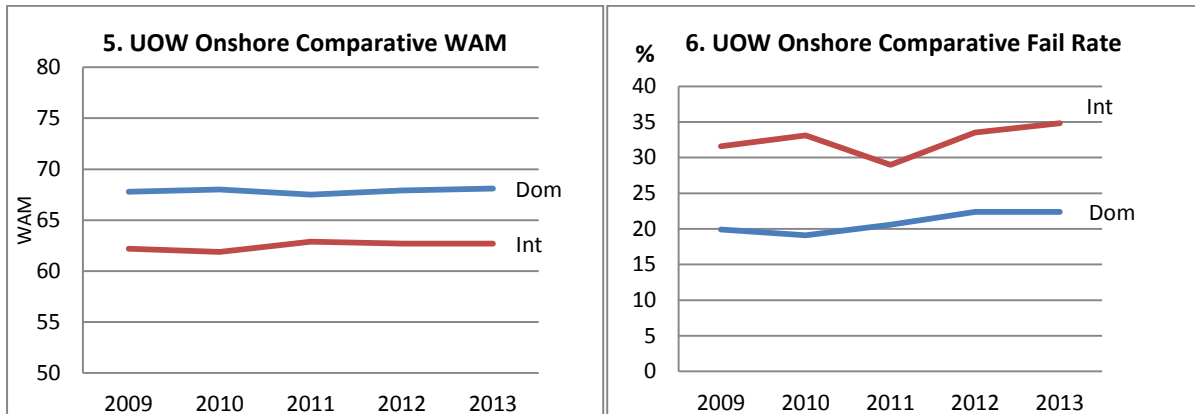
### Social Sciences

**SIM**: Psychology continued to report lower fail rates at SIM while the aggregated grade distributions showed that the Singaporean students were grouped disproportionately in the Pass and Credit grades compared to students at Wollongong. The Head of the School of Psychology has been asked to report to FEC on assessment moderation practices and on other possible causes of tendency to lower grades at Singapore.

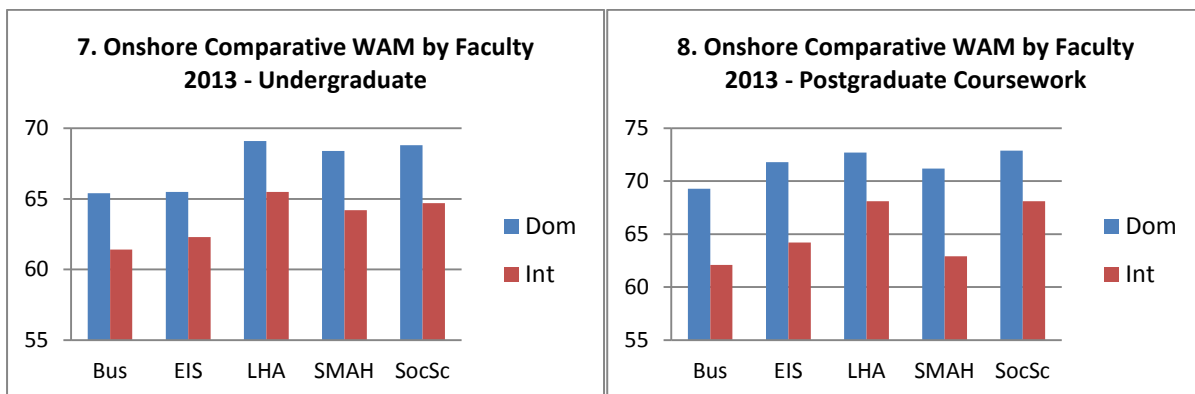
### 3. COMPARATIVE PERFORMANCE - DOMESTIC AND INTERNATIONAL ONSHORE

#### Institutional Analysis

Overall, the gap between onshore international students and domestic students remained at 4.6 WAM points, while the gap in the percentage fail rate widened with just under 35% of onshore internationals failing at least one subject compared with 22.4% of domestic students (see Graphs 5 and 6 below).



#### Faculty Analysis



**Business:** International students continued to have higher failure rates in a number of subjects in Accounting, Economic, Marketing and Management. Issues raised included:

- the level of student orientation and support for mid-year enrolments, especially in circumstances of late enrolment
- students who come directly into second year subjects who are underprepared for the performance expectations
- student lecture attendance
- students not fully taking up the opportunities for formative feedback on assessment.

Because of the large number of enrolments, COMM101 is of particular concern and it has been proposed that the subject coordinator monitor international student lecture attendance and in-session assessment completion/performance in that subject in coming sessions.

In first year Management subjects, the strategies noted in the Spring 2012 CSO Report appear to be bearing fruit. However, there is still ongoing concern about the overall proportion of students who fail MGMT102 (around one-quarter of those enrolled), as it is twice as high as comparable 100-level subjects offered by SMOM). The MGMT102 subject coordinator will be trialling team-based learning in Spring 2014. The effects of the trial will be reported on subsequently.

In MGMT206, the major authentic assessment for this subject has been restructured to provide for scaffolded feedback. Tutors actively encourage international students to participate. The outcome will be monitored. For both MGMT205 and MGMT206, it would be useful to have a pathway report for international students at the subject level as there may be issues with students receiving advanced standing.

The **Sydney Business School** also reported significant differences of average failure rate and average marks of international students across a number of 900 level subjects (see section 2). The majority of these subjects are from the MIB program and the majority of students are from non-business background. A number of foundation 800 level subjects have been introduced in both the MIB and MSc programs (as part of AQF compliance) to provide foundation knowledge in business.

**EIS:** No action has been specifically foreshadowed by the faculty. The faculty has wholeheartedly endorsed implementation of English language support as envisioned by recent trials of support systems.

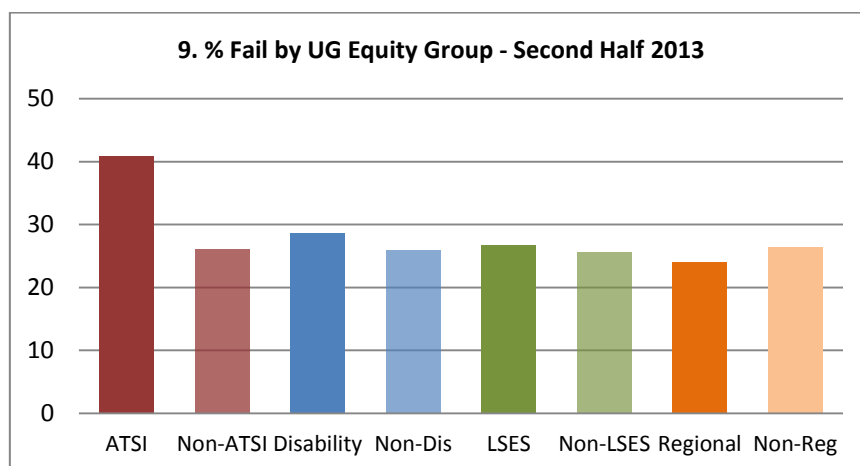
**LHA:** International undergraduate students in LHA tend to perform slightly better than domestic students (with fewer fails) although average marks are not drastically different. Numbers at the postgraduate level are too small for a meaningful comparison.

**SMAH:** The gap between onshore international and domestic students is marked especially at the postgraduate level with the international students having a fail rate three times that of domestic students (26% compared with 7%). The FEC has not taken any specific actions but will undertake further investigations (including triangulating data with student evaluations) and will continue to monitor performance in key subjects.

**Social Sciences:** Small international student numbers make meaning comparison difficult. However the FEC is concerned about the increasing fail rate among the small cohort of international undergraduates and will review the effectiveness of intervention strategies with the objective of improving or changing them. This includes PASS, orientation and support programs.

#### 4. COMPARATIVE PERFORMANCE - DOMESTIC UG EQUITY GROUPS

Both in terms of WAM and % fail, there is a marked and consistent difference for indigenous students across the University.



Aboriginal and Torres Strait Islander (ASTI) undergraduate enrolments has risen by 18% over the past two years. For the same period, the gap in performance between ASTI students and non-ASTI

students has increased from a difference in WAM of 2.2 to 3.7 points. More alarmingly, the % fail rate among the ASTI group has increased by 7 percentage points to a high of 40.8% in 2013 (refer Graph 9).

In view of this result, it is recommended that University-wide support systems for indigenous students be strengthened as a matter of priority.

There are small but consistent differences for disability registered students across the University – suggesting a review of disability support may be warranted.

**Table 4: Performance by UG domestic students: Comparison between ASTI and non-ASTI**

UOW	2011			2012			2013		
	Count	% fail	WAM	Count	% fail	WAM	Count	% fail	WAM
Aboriginal & Torres Strait Islanders	193	33.2	64.8	201	29.4	64.2	228	40.8	64.3
Non Aboriginal & Torres Strait Islanders	12,841	23.9	67.0	13,118	26.3	67.5	13,284	26.1	68.0

## 5. COMPARISON BETWEEN ENTRY PATHWAYS – UNDERGRADUATE DOMESTIC

Similar trends reported for the first half of the year continued into the second half. Early entry results were slightly above all other commencing students with the exception of Deans Scholar students. Forced offer students consistently have lower WAMs than their counterparts. UAP, FAI and VET students achieved lower WAMs across the university as well (see Table 5).

It is recommended that faculties maintain the high standard of the early entry program and seek to improve the standard of other pathways. With regard entry via VET and UOWC Diploma, it is recommended that faculties examine the level of credit granted and correlate this with the subsequent performance of students.

**Table 5: WAM for commencing UG by major entry pathway (onshore domestic)\***

UOW commencing WAM	2009	2010	2011	2012	2013	Average	Average difference	Standard Deviation
All Domestic	67.1	67.7	66.9	67.6	67.7	67.4		
Early Entry			65.5	66.7	68.3	66.8	0.6	1.0
Forced Offers			61.6	60.6	62.1	61.4	6.0	0.9
UAP program			65.2	65.2	63.9	64.8	2.6	1.1
FAI				64.5	62.0	63.3	4.4	1.8
VET			62.4	63.3	63.8	63.2	4.2	0.3

\* Source: Faculty of EIS Monitoring Report Second Half 2013



### Background

Admissions policies contained within the existing *General Course Rules* and its supporting document the *Admissions and Advanced Standing Policy* have been reviewed.

Following the review it is proposed that admissions provisions be transferred from the *General Course Rules* to a new policy: *Admission Rules*. It is also proposed to rescind the *Admissions and Advanced Standing Policy* and transfer provisions to the *Admissions Rules* and its supporting document: *Admissions Procedures*.

Advanced standing provisions will be transferred to the *Credit for Prior Learning Policy*.

### Consultation

The review of admission and credit transfer policies have been considered at EPRS meetings in October, 2013 and February, April and June this year, with draft policies tabled at the June meeting.

Preliminary drafts of the *Admissions Rules* and *Admissions Procedures* were considered by an AQS Admissions Rules Working Party consisting of representatives from AQS, EPRS, AQSS, Regional Campuses and Student Services including UniAdvice.

The draft policies were forward for targeted consultation of key Faculty, Administration and Student Services staff. Following consideration of comments final consultation drafts were made available for broad consultation. Key staff in UniAdvice were consulted to review the impact of the new policies on admissions practices.

### Policy Organisation

The Admissions Rules govern the pathways through which applicants are eligible to be considered for admission to the University through the achievement of qualifications, or completion of qualifying programs, together with provisions for admission on the basis of other learning, professional qualifications, employment experience, and so on.

For undergraduate admission, the various pathways are listed including the standard HSC pathway. For “end-on” Honours, Graduate Entry, Postgraduate Coursework and HDR courses, eligibility is described in terms of completion of appropriate AQF qualifications with provisions for individual assessment of other learning that would enable them to be eligible for admission.

The Admissions Procedures outline the procedures to be followed in assessing an application for selection by Student Services (UniAdvice) or a Faculty; and for the assessment of applications by a Faculty where the applicant does not satisfy the course selection criteria. The criteria for course selection for eligible applicants are prescribed in Course Finder.

Both policies refer to record keeping and monitoring and review requirements to be followed by Student Services (UniAdvice) and Faculties.

### Further Action

Together with the proposed *Admissions Rules* and *Admissions Procedures* (and *Credit for Prior Learning Policy* and *Credit for Prior Learning Procedure*), the policy group will be submitted to Council (February 2015) via Academic Senate (December).

The proposal to rescind the *Admissions and Advanced Standing Policy* and subsequent amendments to the *General Course Rules* and *Delegations of Authority Policy* will be submitted to Council (February 2015) for approval.

Implementation and communication is scheduled to commence from March 2015 after Autumn Session admission is completed.

---

### Draft Resolution

*That the University Education Committee:*

- i. endorse the draft Admissions Rules and draft Admissions Procedures, as attached to the agenda paper; and*
- ii. forward the draft policies to Academic Senate for endorsement, prior to being forwarded to University Council for approval.*

---

### ATTACHMENTS

- i. Draft Admissions Rules
- ii. Draft Admissions Procedures

<b>Drafted by:</b>	<b>Reviewed by:</b>	<b>Approved by:</b>
Academic Quality and Policy Specialist, AQS	Executive Officer, UEC	Prof Eeva Leinonen Chair, University Education Committee



## ADMISSIONS RULES

<b>Date approved:</b>		<b>Date Policy will take effect:</b>	1 April 2015	<b>Date of Next Review:</b>	March 2018
<b>Approved by:</b>	University Council				
<b>Custodian title &amp; e-mail address:</b>	Director, Academic Quality and Standards Unit <a href="mailto:quality@uow.edu.au">quality@uow.edu.au</a>				
<b>Author:</b>	Academic Quality and Policy Specialist, Academic Quality and Standards Unit				
<b>Responsible Faculty/ Division &amp; Unit:</b>	Academic Quality and Standards Deputy Vice-Chancellor (Education) Portfolio				
<b>Supporting documents, procedures &amp; forms of this Policy:</b>	Admissions Procedures Credit for Prior Learning Policy <a href="#">Delegations of Authority Policy</a> English Language Policy <a href="#">General Course Rules</a> <a href="#">UOW Course Finder</a>				
<b>References &amp; Legislation:</b>	<a href="#">University of Wollongong Act 1989</a> <a href="#">University of Wollongong By-Law 2005 (NSW)</a> <a href="#">Education Services for Overseas Students Act 2000 (C'wealth)</a> <a href="#">National Code of Practice for Registration Authorities and Providers of Education and Training to Overseas Students 2007</a> <a href="#">Higher Education Support Act 2003 (C'wealth)</a>				
<b>Audience:</b>	Public – accessible to anyone				
<b>Expiry date of Policy (if applicable):</b>	Not Applicable				

Submit your feedback on this policy document using the [Policy Feedback Facility](#).

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## 1 Purpose

1. The Admissions Rules govern the admission of students capable of succeeding in their chosen course of study at the University of Wollongong.

## 2 Definitions

Word/Term	Definition (with examples if required)
Admission	Procedures governing the making and determination of application for entry to the University or a course at the University
AQF	Australian Qualifications Framework
Australian Senior Secondary Certificate of Education	An educational qualification awarded by an Australian state education authority equivalent to the NSW HSC
Award course	Refers to a course that leads to an AQF award at the University
Cross-institutional study	Study undertaken by a student of the University through enrolment in a subject at another tertiary institution that is recognised for credit towards a University of Wollongong degree, or by a student formally enrolled at another tertiary institution through enrolment in a subject at the University of Wollongong
Concurrent enrolment	Enrolment in two or more courses either at the University or at the University and another tertiary institution
Course quota	Maximum number of places available within a course for commencing students
Course selection requirements	Criteria that an eligible applicant must satisfy to be considered to be selected for admission to a course
Delegated Authority	A person given Delegated Authority under the Delegations of Authority Policy
Domestic student	An Australian Citizen, Australian Permanent Resident, Permanent Humanitarian Visa Holder, or New Zealand Citizen
English language proficiency requirements	The minimum English language requirements for students to be admitted to a course at the University of Wollongong
In writing	Communication via letter, facsimile or email
International applicant	An applicant who is not a domestic applicant, including, but not limited to, an applicant on a temporary residence visa, a bridging visa or a student visa
Mature-age applicant	A Non-Year 12 applicant who will be at least 21 years of age on 1 March of the year of entry to the University
NSW HSC	The New South Wales Higher School Certificate
Non-award study	Enrolment in a non-AQF accredited course offered by the University or single subject enrolment, cross-institutional study, student exchange, or study abroad.
Offshore student	A student who is enrolled in a course at a delivery location outside of Australia

Rules	Unless otherwise specified, the term Rules refers to these Admissions Rules
Standard Admission Pathway	An admissions pathway based on the completion of academic qualifications
UAC	Universities Admissions Centre
University	Unless otherwise specified, the University of Wollongong

### 3 Application and Scope

1. These Rules apply to all applications for admission to a course at the University of Wollongong, including non-award study, and courses delivered by third party providers on behalf of the University both onshore and offshore.
2. These Rules do not apply to applications for admission to a course offered by the University of Wollongong in Dubai or the UOW College.
3. Applications for credit are governed by the *Credit for Prior Learning Policy*, regardless of whether the application for credit forms part of the application process or occurs after enrolment.

### 4 Policy Principles

1. The University aims to admit any applicant likely to succeed in a course while maintaining academic quality at the University.
2. Admission decisions will be fair, consistent, transparent and as objective as possible.
3. Applicants will be considered for admission on the basis of merit through prior study as demonstrated by the award of an academic qualification, or on the basis of learning acquired other than through formal study.
4. The University is committed to the principles of social inclusion and to providing access for groups who are under-represented in higher education. To this end, admission decisions may also be based on equity considerations.
5. The University will publish in a timely manner:
  - a. clear and accurate information on the pathways through which an applicant may be considered for admission; and
  - b. admission procedures for each course including course selection requirements and the application process.
6. The University will develop procedures to assure academic course selection requirements are comparable across the approved admissions pathways.
7. The University will regularly monitor and review admissions policy documents and decisions to evaluate the effectiveness of admissions criteria and course selection requirements.

### 5 General Provisions

1. To be admitted to a course at the University an applicant must:
  - a. be eligible to be considered for admission to the University;
  - b. satisfy course selection requirements;
  - c. satisfy course English language proficiency requirements;
  - d. lodge an application for admission by the closing date, with specified supporting documentation;
  - e. pay the required application fee, where relevant; and

- f. be selected for admission to the course.
2. Eligibility for admission does not guarantee selection for a course. Where selection is from a pool of applications, selection may be competitive.
3. An application for admission that would result in enrolment in more than one course must be approved by the Delegated Authority.
4. The University may determine and apply a quota of places for each course or for categories of applicants for a course as approved by the Delegated Authority.
5. An offer of admission will only be made in writing by an officer with Delegated Authority to make the offer.
6. Admission of international students to any course will be in accordance with applicable Commonwealth legislation.

## 6 English Language Proficiency

1. All domestic and international applicants must satisfy the University's English language proficiency requirements applicable to the relevant course, as approved by the Deputy Vice-Chancellor (Education).
2. Applicants can demonstrate English proficiency if they have satisfactorily completed a form of English language proficiency assessment, as approved by the Deputy Vice-Chancellor (Education).

## 7 Undergraduate Degrees

1. Applicants are eligible to be considered for admission to an undergraduate degree or approved diploma if they have satisfactorily completed an admissions pathway approved by the Deputy Vice-Chancellor (Education) including, but not limited to:
  - a. the NSW HSC, or other equivalent Australian Senior Secondary Certificate of Education, or the New Zealand's NCEA Level 3;
  - b. the International Baccalaureate Diploma;
  - c. for mature-age applicants, sufficient Australian senior secondary studies to be eligible to receive a limited ATAR;
  - d. an AQF Certificate IV, Diploma, Advanced Diploma or Associate Degree;
  - e. at least one semester of full-time study or part-time equivalent of an AQF Bachelor Degree or higher qualification, either on an award or non-award basis;
  - f. the UOW Aboriginal and Torres Strait Islander Alternative Admissions Program (AAP);
  - g. a UOW College University pathway program;
  - h. an Australian University pathway program;
  - i. completion of the Special Tertiary Admissions Test (STAT); or
  - j. an overseas secondary or tertiary qualification approved by the Deputy Vice-Chancellor (Education) to be equivalent to an AQF tertiary qualification listed in Rules 7.1.a to 7.1.e.
2. Current Year 12 students completing the NSW HSC or another equivalent senior secondary qualification are eligible to be considered for admission to an undergraduate degree through an early admission program, as approved by the Deputy Vice-Chancellor (Education).
3. The University may implement admission schemes or programs to broaden access for designated groups of applicants who have experienced educational or social disadvantage, as approved by the Deputy Vice-Chancellor (Education).
4. Applicants not eligible to be considered under an admissions pathway or scheme outlined in Rules 7.1 to 7.3 may be eligible to be considered for admission to an undergraduate course on the basis of informal or non formal learning. An application, supported by relevant

documentation, will demonstrate that the applicant is likely to succeed in the course for which entry is sought and is approved on an individual basis by the Delegated Authority.

## 8 One-Year Honours Bachelor Degrees

1. The standard admission pathway to a one-year Honours Bachelor degree is completion of an AQF Bachelor Degree, or equivalent qualification, at a standard specified by the admission requirements applicable to the Honours Bachelor Degree for which admission is sought.
2. Admission is based on academic merit, and endorsement from the Executive Dean or nominee, or Head of School that adequate supervision, infrastructure, and other resources and facilities are available to support candidature.

## 9 Graduate Entry or Postgraduate Coursework Degrees

1. The standard admission pathway to a graduate entry or postgraduate coursework degree is completion of an AQF Bachelor Degree or higher level qualification, or equivalent overseas tertiary qualification approved by the Deputy Vice-Chancellor (Education).
2. Applicants who have completed a lower level qualification and substantial relevant professional experience, or a combination of informal learning and non formal learning including substantial relevant professional experience as specified in the Course Finder entry for the course may be considered for admission to a postgraduate coursework degree on an individual basis by the Delegated Authority.

## 10 Higher Degree Research Degrees

### General Provisions

1. Admission to a Higher Degree Research course is based on academic merit, and endorsement from the relevant Executive Dean or nominee that adequate supervision, infrastructure, and other resources and facilities are available to support candidature.
2. Applicants are eligible to be considered for admission if they have completed the standard pathway specified for each course.
3. An applicant who is not eligible to be considered for admission through a standard pathway may be considered for admission if they are able to provide evidence of academic and/or professional attainment and research training to a standard acceptable to the relevant Delegated Authority.

### Masters Degree (Research): Master of Philosophy

4. The standard admission pathway for admission to a Master of Philosophy is completion of:
  - a. an AQF Level 9 Qualification:
    - i. a Masters Degree (Coursework) completed at credit level (65%, or GPA 3.0 out of 4.0) or above; or
  - b. an AQF Level 8 Qualification in the discipline area:
    - i. a Bachelor Honours Degree awarded with Class II, Division 1 Honours; or
  - c. an Australian or international qualification from a tertiary institution determined by the Deputy Vice-Chancellor (Research) to be equivalent to those prescribed in Rules 10.4.a or 10.4.b above.

### Doctoral Degree (Research): Doctor of Philosophy

5. The standard admission pathway for admission to a Doctor of Philosophy is completion of:
  - a. an AQF Level 9 Qualification in the discipline area:
    - i. a Masters Degree (Research); or

- ii. a Masters Degree (Coursework), completed with a WAM of 70% (or GPA 3.5 out of 4.0) or above, that includes a research component with duration of at least one semester full-time or part-time equivalent
  - b. an AQF Level 8 Qualification in the discipline area:
    - i. a Bachelor Honours Degree awarded with Class I or Class II, Division 1 Honours
  - c. an Australian or international qualification from a tertiary institution determined by the Deputy Vice-Chancellor (Research) to be equivalent to those prescribed in Rules 10.5.a or 10.5.b above
- 6. Admission to a Doctor of Philosophy by Published Works is regulated through the General Course Rules.
- 7. Admission to Higher Doctoral Degrees is regulated through the General Course Rules.

### **Doctoral Degree (Research): Doctor of Philosophy (Integrated)**

- 8. The standard admission pathway for admission to a Doctor of Philosophy (Integrated) is completion of:
  - a. an AQF Level 9 Qualification in the discipline area:
    - i. a Masters Degree (Coursework) completed at a WAM of 65% (or GPA 3.0 out of 4.0) or above;
  - b. an AQF Level 8 Qualification in the discipline area:
    - i. a four-year Bachelor Degree with WAM of 65% (or GPA of 3 out of 4) or above;
  - c. an Australian or international qualification from a tertiary institution determined by the Deputy Vice-Chancellor (Research) to be equivalent to those prescribed in Rules 10.8.a or 10.8.b above.

### **Doctoral Degree (Professional)**

- 9. The standard admission pathway for admission to a Doctoral Degree (Professional) is completion of:
  - a. an AQF Level 9 Qualification in the discipline area including:
    - i. a Masters Degree (Research); or
    - ii. a Masters Degree (Coursework) completed at a WAM of 65% (or GPA 3.0 out of 4.0) or above
  - b. an AQF Level 8 Qualification including:
    - i. a Bachelor Honours Degree awarded with Class II, Division II Honours or above
  - c. an Australian or international qualification from a tertiary institution determined by the Deputy Vice-Chancellor (Research) to be equivalent to those prescribed in Rules 10.9.a or 10.9.b above.
- 10. Applicants must have completed an appropriate level of advanced professional experience relevant to the discipline area specified by the admission criteria applicable to the Doctoral Degree (Professional) for which admission is sought.

### **Doctor of Philosophy Offshore**

- 11. The University will only consider an application to complete a Doctor of Philosophy offshore in exceptional circumstances where:
  - a. the applicant is an academic staff member at the University of Wollongong in Dubai (UOWD), or
  - b. Doctor of Philosophy course are included as part of a larger strategic international alliance with an offshore partner institution, subject to there being clear evidence of

a suitable academic and student support environment at the offshore partner institution.

12. Conditions for enrolment in a Doctor of Philosophy offshore are outlined in the General Course Rules.

## 11 Non-Award Study

1. Applicants for admission for non-award study are eligible to be considered for admission if they satisfy the admissions criteria for the degree level containing the subjects in which they wish to enrol.
2. For an applicant who does not satisfy the selection criteria for a course, the Delegated Authority may recommend that an applicant be admitted to single subject enrolment.
3. Satisfactory completion of any subject where the applicant is admitted under Rule 11.1 or 11.2 does not guarantee admission into a course at the University.
4. An application from an enrolled student at the University for Non-Award Study at another tertiary institution must be approved by the Delegated Authority.

## 12 Application for Admission

1. The application procedure for admission to the University and all award courses and non-award study is outlined in the Admissions Procedure.

## 13 Underage Applicants

1. Applicants under 17 years of age by the date of commencement of session are normally not eligible to be considered for admission to the University.
2. In exceptional circumstances, an application for admission may be considered from an underage applicant who can demonstrate outstanding academic ability and readiness for university education. Applicants under 14 years and 9 months will not be considered for admission in any circumstances.
3. An offer of admission will be made at the discretion of the Deputy Vice-Chancellor (Education).
4. These provisions do not apply to international applicants who must be 18 years of age by the date of commencement of the session.

## 14 Refusal of Admission

1. The University may refuse admission to an applicant if:
  - a. they are not eligible to be considered for admission to a course at the University; or
  - b. the quota of places for each course or category of applicants for a course has been reached; or
  - c. there are not appropriate and sufficient personnel, resources or number of applicants to enable the course to be offered; or
  - d. there are other restrictions or limitations applying to the course.
2. The Director, Student Services may withdraw an offer of admission made to an applicant where the offer is made in error; or is made on the basis of incomplete, inaccurate, fraudulent or misleading information supplied by the applicant or by a certifying authority.
3. An applicant who has an unsatisfactory academic record in, or who is suspended, excluded or expelled from any tertiary institution (including the University) is not eligible to be considered for admission to the University and into any course or for non-award study.
4. The Director, Student Services may refuse admission to the University or admission to a course where evidence from the applicant's history in the opinion of the Director, Student Services makes them unsuitable to study the course for which they have applied on academic or non-



academic grounds provided that the applicant be supplied with written notification of the reasons for refusal.

## 15 Right of Appeal

1. An applicant not selected for admission to the University or not selected for admission to a course may have the right of appeal as specified in in the Admissions Procedures.

## 16 Governance

### Admission Criteria

1. The University Council approves requirements for admission to the University through approval of these Admissions Rules.
2. Academic Senate approves course selection requirements as part of the course approval process for the University.

### Record Keeping

3. The University will maintain appropriate records of the basis of admission of applicants so that:
  - a. the effectiveness of admission criteria and course selection requirements can be evaluated; and
  - b. the performance of student cohorts by admissions pathway can be monitored and reviewed.
4. Student Services is responsible for maintaining such records when it processes applications for admission to a course.
5. The relevant Faculty is responsible for maintaining such records when the Faculty processes applications for admission to a course.

### Monitoring and Review

6. The Academic Quality and Standards Sub-Committee will regularly monitor and review policy documents and decisions relating to admission to the University and course selection and report on the results of this monitoring and review via the University Education Committee to Academic Senate.
7. Each Faculty Education Committee will regularly monitor and review course selection requirements with respect to the performance of student cohorts by admissions pathway for courses owned by that Faculty to ensure that they remain current and valid for each course; and report on the results of this monitoring and review to the Academic Quality and Standards Sub-Committee.

## 17 Conflict of Interest

1. Each staff member responsible for making admission decisions and offers of admission must not participate in any decisions affecting applicants where a potential or actual conflict of interest arises due to a close personal relationship with an applicant; in accordance with the Conflict of Interest Policy.

## 18 Other

### General Savings Clause

1. To provide for exceptional circumstances arising in a particular case, the University Council may relax any provision of these Rules.

### **Application for Amending Rules**

2. Should an amendment be made to these Rules, the amendment will apply from the date of implementation, but not retrospectively, unless determined otherwise by the University Council.

### **Transitional Provision**

3. Course admission criteria in place at the commencement of these Rules and Admissions Procedures are deemed to be valid for the purposes of these Rules and Admissions Procedures.

## **19 Roles and Responsibilities**

1. Applicants are responsible for:
  - a. providing accurate information to support an application for admission;
  - b. complying with any conditions included in an offer of admission.
2. Student Services is responsible for:
  - a. publishing the pathways through which an applicant may be considered for admission;
  - b. publishing admissions procedures and course selection requirements; and
  - c. maintaining accurate course selection requirements in Course Finder.
3. Other roles and responsibilities are as detailed in these Rules.

## **20 Version Control and Change History**

<b>Version Control</b>	<b>Date Effective</b>	<b>Approved By</b>	<b>Amendment</b>
1	1 March 2015	University Council	First Version; replacing the Admissions and Advanced Standing Policy and the admissions rules within the General Course Rules.

## ADMISSIONS PROCEDURES

<b>Date approved:</b>		<b>Date Procedure will take effect:</b>	1 April 2015	<b>Date of Next Review:</b>	March 2018
<b>Approved by:</b>	University Council				
<b>Custodian title &amp; e-mail address:</b>	Director, Academic Quality and Standards Unit <a href="mailto:quality@uow.edu.au">quality@uow.edu.au</a>				
<b>Author:</b>	Academic Quality and Policy Specialist, Academic Quality and Standards Unit				
<b>Responsible Faculty/ Division &amp; Unit:</b>	Academic Quality and Standards Deputy Vice-Chancellor (Education) Portfolio				
<b>Supporting documents, procedures &amp; forms of this Procedure:</b>	Admissions Rules Credit for Prior Learning Policy Credit for Prior Learning Procedure <a href="#">Delegations of Authority Policy</a> <a href="#">English Language Policy</a> <a href="#">General Course Rules</a> <a href="#">UOW Course Finder</a>				
<b>References &amp; Legislation:</b>	<a href="#">University of Wollongong Act 1989</a> <a href="#">University of Wollongong By-Law 2005 (NSW)</a> <a href="#">Education Services for Overseas Students Act 2000 (C'wealth)</a> <a href="#">National Code of Practice for Registration Authorities and Providers of Education and Training to Overseas Students 2007</a> <a href="#">Higher Education Support Act 2003 (C'wealth)</a>				
<b>Audience:</b>	Public – accessible to anyone				
<b>Expiry date of Procedure (if applicable):</b>	Not applicable				

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## 1 Introduction

1. The Admissions Procedures support implementation of the Admissions Rules for admission to courses at the University of Wollongong.

## 2 Purpose and Scope

1. These Procedures apply to applications for admission to all courses at the University.
2. These Procedures do not apply to applications for admission to a course offered by the University of Wollongong in Dubai or the UOW College.
3. Applications for credit are governed by the *Credit for Prior Learning Policy*, regardless of whether the application for credit forms part of the application process or occurs after enrolment.

## 3 Definitions

1. Terms defined in the Admissions Rules also apply in these Procedures.

Word/Term	Definition (with examples if required)
Admission	Procedures governing application for entry to the University or a course at the University
ATAR	Australian Tertiary Admission Rank
Bonus points	Points added to an applicant's ATAR from an approved scheme that improves the selection rank
Course Finder	The UOW online database that contains course information including course selection requirements for domestic and international students
Course quota	Maximum number of places available within a course for commencing students
Direct application	An application for admission by a means specified by the University including hard copy, online system or through an approved agent
GEMSAS	Graduate Entry Medicine School Admissions System
In writing	Communication via letter, facsimile or email
Non-Year 12 applicant	An applicant other than a Year 12 Applicant
Regional campus	UOW Batemans Bay, UOW Bega, UOW Shoalhaven, UOW Southern Sydney, or UOW Southern Highlands
Year 12 applicant	An applicant completing the NSW HSC, another Australian Senior Secondary Certificate of Education, or the International Baccalaureate Diploma in the year immediately prior to the year for which admission to the University is sought

#### **4 English Language Proficiency Requirement**

1. Where an outside agency, including UAC and GEMSAS, processes applications on behalf of the University, the outside agency will assess the English language proficiency of students.
2. For direct applicants, Student Services will assess the English language proficiency of students.
3. Minimum course English language proficiency requirements for international students are outlined at <http://www.uow.edu.au/future/international/apply/english/index.html>.
4. Where an applicant does not satisfy the English language requirements for a course, the Executive Dean or nominee may recommend with supporting evidence to the Delegated Authority that the English language proficiency requirements be waived.

#### **5 Applications for Admission**

1. Applications for admission to a course through UAC follow the procedure prescribed by UAC outlined at <http://www.uac.edu.au/>.
2. Applications for admission to a course by direct application follow the procedure prescribed by Student Services outlined at <http://www.uow.edu.au/future/index.html>.
3. Applications for admission to a UOW course delivered at a non-UOW offshore campus follow the procedure prescribed by that campus.
4. Applicants making an application for admission to a course may be required to pay an application fee.

##### **Undergraduate Courses: Domestic Applicants**

5. Year 12 applicants for admission must apply through UAC Undergraduate.
6. Year 12 applicants for admission may apply by direct application after the final UAC February round of offers.
7. Where courses are specified for admission through UAC only, Non-Year 12 applicants must apply through UAC Undergraduate.
8. Non-Year 12 applicants for admission to undergraduate courses not specified for admission through UAC only may apply for admission through UAC Undergraduate, or by direct application.
9. Applicants for admission to an approved diploma apply by direct application.

##### **Undergraduate Courses: International Applicants**

10. International applicants completing the NSW HSC or other Australian Senior Secondary qualifications, the International Baccalaureate (IB) in Australia or overseas, or New Zealand's National Certificate of Educational Achievement (NCEA) Level 3, may apply through UAC International.
11. All international applicants including those in clause 5.10 above may apply for admission to all courses by direct application to the University.

##### **One-Year Honours Bachelor Courses**

12. Domestic and international applicants for a one-year Honours Bachelor course apply by direct application to the University.

##### **Graduate Entry or Postgraduate Coursework Courses**

13. Domestic applicants for the graduate entry Bachelor of Medicine - Bachelor of Surgery follow the application procedure prescribed at <http://smah.uow.edu.au/medicine/future/mbbs/index.html>.
14. International applicants for the graduate entry Bachelor of Medicine - Bachelor of Surgery apply by direct application to the University.

15. Domestic applicants for all other graduate entry or postgraduate coursework courses apply for admission through UAC or direct application to the University as specified for the course.
16. International applicants for all other graduate entry or postgraduate coursework courses apply by direct application to the University.

### **Higher Degree Research Degrees**

17. Domestic and international applicants for a Higher Degree Research course apply by direct application to the University.

### **Non-Award Study**

18. Domestic and international applicants for Non-Award Study apply by direct application to the University.

## **6 Eligibility**

1. Eligibility to be considered for admission to the University is prescribed in the Admissions Rules.
2. Applicants must also satisfy course selection requirements as prescribed in the Course Finder entry for each course.
3. Course selection requirements may include specific academic performance and/or requirements above the standard to be eligible for admission to the University.

## **7 Course Quotas**

1. The Delegated Authority, on advice from the relevant Executive Dean or nominee, may approve entry quotas for each course instance offered by the University.
2. The Delegated Authority, on advice from the relevant Executive Dean or nominee, may approve the establishment of sub-quotas for prescribed groups of applicants within each course intake quota.
3. Where sub-quotas are approved for a course, an applicant may be eligible to be considered for admission in more than one sub-quota.

## **8 Selection for Admission**

### **Admission of applicants to an undergraduate course through UAC**

1. Admission of applicants through UAC is coordinated by the Student Services.
2. The Delegated Authority, on advice from the relevant Executive Dean or nominee, will:
  - a. advise UAC of the courses and applicable quota to which UAC is authorised to make an offer of admission on behalf of the University; and
  - b. set an admission rank cut-off for selection through UAC for each selection round and for each course intake based on the number and quality of the applicants.
3. The admission rank cut-off for each course may vary for each selection round and for each course intake.
4. An applicant can achieve an admission rank cut-off by consideration of their ATAR plus applicable bonus points including Local and Regional Bonus Points, Points to UOW, and the Educational Access Scheme, or other bonus points scheme approved by the Deputy Vice-Chancellor (Education).
5. UAC manages the addition of bonus points to an applicant's ATAR, to determine if the admission rank cut-off is achieved.
6. For the applicants determined as eligible to receive an offer of admission to a course, the University has authorised UAC to make an offer of admission on its behalf.



7. The Delegated Authority may authorise UAC to make an offer of admission to a course in the appropriate offer round if recommended by the Executive Dean or nominee after consideration of an application:
  - a. where the course has additional selection criteria;
  - b. through an early admission program;
  - c. through an access and equity scheme; or
  - d. following special consideration.
8. ATAR cut-offs published by UAC, Course Finder, or other University publication are historical and/or indicative of the minimum admission rank cut-off to be considered for admission to a course.

### **Admission of applicants to a graduate entry or postgraduate coursework course through UAC**

9. The Delegated Authority, on advice from the Executive Dean or nominee will advise to UAC:
  - a. the courses to which UAC is authorised to make an offer of admission on behalf of the University; and
  - b. the selection criteria by which applicants will be considered for admission to a course.
10. For the applicants determined as eligible to receive an offer of admission to a course, the University has authorised UAC to make an offer of admission on its behalf.

### **Admission of applicants to a coursework course by direct application**

11. The following clauses 8.12 to 8.17 apply for direct applications to an undergraduate course other than through an early admission program, one-year Honours Bachelor course, postgraduate coursework courses, and non-award study.
12. Admission of students applying for admission by direct application is coordinated by Student Services.
13. Student Services must develop procedures to assess applications for admission. Such procedures must be in accordance with the Admissions Rules and these Admissions Procedures.
14. All applications must be assessed according to course selection criteria published for the course in Course Finder regardless of the pathway through which the applicants are seeking admission.
15. The Student Services procedures should include:
  - a. the process by which applications will be considered for approval,
  - b. criteria for assessing applications,
  - c. the process for ensuring that sufficient documentation is retained to support decision making.
16. Applicants will follow the application procedure prescribed by Student Services at <http://www.uow.edu.au/future/index.html>.
17. Student Services will process applications and:
  - a. if authorised by the relevant Faculty, the Delegated Authority may make an offer of admission to applicants if places remain within the course; or
  - b. forward the application to the relevant Faculty for assessment; or
  - c. reject the application.
18. Where the Director, Regional Campuses and Student Diversity assesses applications for admission, assessment will follow the Faculty procedure for the course.
19. Clauses 9.1-9.10 describe the requirements for a Faculty if applications for admission to coursework courses are assessed by the Faculty.

### **Admission of applicants to a Higher Degree Research course**

20. Admission of applicants applying for admission to a Higher Degree Research course is coordinated by Student Services.
21. Applicants will follow the application procedure prescribed by Student Services at <http://www.uow.edu.au/future/postgrad/apply/research/index.html>.
22. Following the preliminary assessment, the application will be forwarded to the relevant Faculty for assessment, following the procedure prescribed by Student Services.
23. Before an applicant can be selected for admission, the Executive Dean or nominee must certify that criteria including, but not limited to the following list, have been met:
  - a. the applicant has an appropriate academic background and prior research training to commence their proposed research project;
  - b. the proposed research project can be completed in the recommended duration of candidature for the course;
  - c. the proposed research project is relevant to the current research interests and goals of the relevant School and/or Faculty;
  - d. appropriate supervision is available for the recommended duration of candidature; and
  - e. adequate infrastructure, resources and other facilities are available to support the applicant and the proposed research project.
24. The Delegated Authority will make an offer of admission to applicants recommended to receive an offer.

### **9 Assessment of an application for admission to a coursework course at Faculty level**

1. The following provisions apply where applications for admission to a coursework course are forwarded to the relevant Faculty for assessment where:
  - a. all applications are forwarded to a Faculty for assessment; or
  - b. applications are for admission to an undergraduate course through an access and equity scheme or program.
2. Each Faculty must develop procedures to assess applications for admission. Such procedures must be in accordance with the Admissions Rules and these Admissions Procedures.
3. All applications must be assessed according to course selection criteria published for the course in Course Finder regardless of the pathway through which the applicants are seeking admission.
4. The Faculty procedures should include:
  - a. the process by which applications will be considered for approval,
  - b. criteria for assessing applications,
  - c. the process for ensuring that sufficient documentation is retained to support decision making.
5. Where an assessment of an application includes assessment of non-formal or informal learning it must be carried out in accordance with the *Credit for Prior Learning Policy* and *Credit for Prior Learning Procedure*.
6. Where an applicant is eligible to receive an offer of admission by meeting course selection criteria by merit and a place is available for the applicant within the course, they must be recommended to receive an offer.
7. The Faculty must assess an application within 10 working days of receipt, unless all applications are assessed following a closing date for applications as published in Course Finder.

8. Faculties must maintain records of applications received from and returned to Student Services and the outcome of the assessment, whether successful or unsuccessful.
9. The Delegated Authority will make an offer of admission to applicants recommended to receive an offer.

### **Early Admission Program**

10. The following provisions apply to applications for admission to an undergraduate course through an early admission program.
11. The Faculty procedure should include:
  - a. the process by which applications will be considered for approval;
  - b. criteria for assessing applications;
  - c. the academic staff member or members nominated by the Executive Dean to recommend applicants to receive an offer of admission; and
  - d. the process for retaining sufficient documentation to support decision making.
12. The Delegated Authority will make an offer of admission to applicants recommended to receive an offer.

### **Special Consideration for Admission**

13. The following provisions apply where an applicant for a coursework course is not otherwise eligible for selection on the basis of qualifications or standards achieved through formal learning. They apply if the applicant is applying through UAC or by direct application.
14. Faculties must develop a procedure to assess special consideration applications in accordance with the *Credit for Prior Learning Policy* and *Credit for Prior Learning Procedure*.
15. The Delegated Authority will make an offer of admission to applicants recommended to receive an offer.

### **Underage Admission**

16. The following provisions apply to a domestic applicant who is under 17 years of age by the date of commencement of session. Applicants under 14 years and 9 months will not be considered for admission.
17. An applicant must provide evidence as requested by the University that they have an outstanding academic background and can demonstrate readiness for university education.
18. Such evidence may include, but is not limited to:
  - a. performance in external examinations well in excess of the minimum requirements for course selection;
  - b. relevant employment, community, sporting and/or cultural activities; and
  - c. referee reports.
19. The application will be assessed and the applicant interviewed by the Associate Dean (Education) of the relevant Faculty and the Director, Regional Campuses and Student Diversity who may require the applicant to provide additional evidence.
20. The application will be reviewed by the Deputy Vice-Chancellor (Education) who retains the discretion to approve an offer of admission to an underage applicant or reject the application.
21. On offer of admission to an underage applicant may include specific conditions and requirements including the discretion retained by the Deputy Vice-Chancellor to withdraw an offer prior to enrolment, or terminate enrolment at any time on reasonable grounds relating to the academic progress or the health, safety or wellbeing of the applicant.

## 10 Acceptance and Enrolment

1. On receipt of a written offer of admission to a course, an applicant will either:
  - a. accept the offer;
  - b. apply to defer entry where allowed within the course rules;
  - c. decline the offer; or
  - d. take no action, in which case the offer will lapse after the specified period.
2. To accept an offer through UAC, the applicant must accept the offer online at <http://www.uac.edu.au/>.
3. To accept an offer following direct application, the applicant must follow the instructions specified in the written offer.
4. The admission process will be deemed to be completed when an applicant has accepted an offer of admission and enrolled in subjects.
5. If an applicant fails to enrol in any subject in the first session of the course into which they have been admitted, the offer of admission may be considered to have lapsed.

## 11 Deferred Entry

1. Where a course is approved by the Deputy Vice-Chancellor (Education) or Deputy Vice-Chancellor (Research) for deferred entry, an applicant who has received an offer of admission may apply to defer entry for up to one year.
2. Student Services manages requests for deferred entry and advising an applicant of the application procedure to be followed.
3. Deferred entry is not guaranteed and is at the discretion of the Delegated Authority.

## 12 Course Transfer

### Coursework Courses

1. An applicant who has accepted an offer of admission to an undergraduate course, may apply for admission to another undergraduate course prior to commencement of that course, subject to:
  - a. the applicant being eligible to be considered for entry to the University, course selection requirements for the proposed course can be satisfied, and places remain within the course; and
  - b. the relevant Executive Dean or nominee has approved the transfer.
2. Applications who wish to transfer from a graduate entry or postgraduate course to another course prior to commencement will normally be required to make a new application for admission to that course.
3. An application to transfer to another course after commencement of that course may occur if:
  - a. any Faculty administrative requirements regarding the course transfer are met;
  - b. the course selection requirements for the course into which the applicant wishes to transfer are met;
  - c. places remain within the course; and
  - d. the relevant Executive Dean or nominee has approved the application.

### Higher Degree Research Courses

4. Conditions for transfer between higher degree research courses and transfer from a higher degree research course to a coursework course are outlined in the General Course Rules.

## **International students**

5. Any application for course transfer by an international student will be considered in accordance with conditions specified in the confirmation of enrolment and student visa pertaining to the course in which the student is currently enrolled.

## **13 Record Keeping**

1. The University will maintain appropriate records of the basis of admission of applicants so that:
  - a. the effectiveness of admission criteria can be evaluated; and
  - b. the performance of student cohorts by admissions pathway can be monitored and reviewed.
2. Student Services is responsible for maintaining such records when it processes applications for admission to a course.
3. The relevant Faculty is responsible for maintaining such records when the Faculty processes applications for admission to a course.
4. Documentation supporting admissions decisions must be retained according to the NSW State Records Act 2005 – General Retention and Disposal Authority – University Records GDA23.

## **14 Monitoring and Review**

1. The Academic Quality and Standards Sub-Committee will regularly monitor and review policies, procedures and decisions relating to admission to courses and report on this monitoring and review via the University Education Committee to Academic Senate.
2. Each Faculty Education Committee will regularly monitor and review course selection requirements with respect to the performance of student cohorts by admissions pathway for courses owned by that Faculty to ensure that they remain current and valid for each course; and report on the results of this monitoring and review to the Academic Quality and Standards Sub-Committee.

## **15 Right of Appeal**

1. An applicant not selected for admission has the right of appeal against the decision on the following grounds:
  - a. the applicant satisfies all University and course selection requirements;
  - b. the application for admission was lodged on time, in the correct manner, with all relevant documentation included to enable the application to be assessed; and
  - c. the applicant was not selected due to the incorrect application of the Admissions Rules, these Procedures or other relevant University policies.
2. An applicant must lodge a written statement specifying the grounds on which an appeal is being made to the Director, Student Services within 10 working days of receiving notification that their application for admission has been unsuccessful.
3. If the written appeal statement meets the conditions specified in clause 15.1, the Director, Student Services or nominee will consider the appeal and review the admission application in consultation with the Student Services and/or Faculty staff that processed the application for admission or made an application decision.
4. Upon consideration of the appeal the Director, Student Services will determine the appeal as follows:
  - a. appeal denied; or
  - b. appeal upheld and
    - i. make an offer of admission to the course instance for which the application was made; or
    - ii. make an offer of admission in the next available course instance; or

- iii. include the applicant in a pool of applicants from which applicants are selected in order of merit in the next available course instance.
5. The Director, Student Services must notify the applicant of the outcome of the appeal within 20 working days of the University receiving the written appeal.

## 16 Conflict of Interest

1. University staff responsible for making admission decisions and offers of admission must not participate in any decisions affecting applicants where a potential or actual conflict of interest arises due to a close personal relationship with an applicant; in accordance with the Conflict of Interest Policy.

## 17 Other

### General Savings Clause

1. To provide for exceptional circumstances arising in any particular case, the Vice-Chancellor may relax any provisions of this Procedure.

## 18 Roles & Responsibilities

1. The Director, Student Services is responsible for maintaining a register of:
  - a. staff in positions within the University with Delegated Authority to make an offer of admission of an applicant; and
  - b. agents approved as a UOW Agent with Delegated Authority to make an offer of admission to an applicant.
2. The Executive Dean is responsible for maintaining an accurate register of academic staff within a Faculty who can:
  - a. assess an application for admission;
  - b. recommend that English language requirements for an applicant be waived;
  - c. advise the Delegated Authority concerning courses to be offered for admission through UAC and admission rank cut-offs, course instance entry quotas and sub-quotas;
  - d. endorse an application for admission to a one-year Honours Bachelor degree or Higher Degree Research course; or
  - e. approve a course transfer.
3. The Associate Dean is responsible for approving procedures to assess applications for admission where the Faculty is assessing the application.
4. Student Services is responsible for:
  - a. publishing the pathways through which an applicant may be considered for admission;
  - b. publishing admissions procedures and course selection requirements; and
  - c. maintaining accurate course selection requirements in Course Finder.
5. Positions with Delegated Authority to make admissions decisions are specified in the Delegations of Authority Policy.
6. Other roles and responsibilities are as detailed in these Procedures.

## 19 Version Control Table

Version Control	Date Effective	Approved By	Amendment
1	1 March 2015	University Council	First Version; replacing the Admissions and Advanced Standing Policy and the admissions rules within the General Course Rules.

DRAFT





## 1. Summary

**Policy:** The new **Credit for Prior Learning Policy (Attachment 1)** will replace the old Advanced Standing provisions in the *General Course Rules and Admissions and Advanced Standing Policy*. The policy has undergone an extensive review over a two year period and takes account of an internal audit report on credit transfer arrangements issued in 2012. The new policy aims to strengthen principles for credit assessment, ensure credit arrangements are inclusive of all types of prior learning and improve the quality assurance of credit decision making so that UOW can demonstrate that it meets the standards set by the Australian Qualifications Framework.

**Procedures:** A new set of procedures have been developed to support the implementation of the policy (**Attachment 2**). The procedures address the various stages in the credit process from application through to assessment, approval and review. Stipulations around timelines, documentation, credit precedents and record keeping have been included. New assessment guidelines are included as a separate schedule to the Procedures. They cover assessment criteria, assessment of overseas qualifications, and assessment of informal and non-formal learning. The new procedures were released together with the policy statement on 1<sup>st</sup> September for broad consultation.

**External Credit at a Glance:** This ‘ready reckoner’ is designed as a guide for those making credit decisions to assist them to interpret the policy. It is not intended for publication (**Attachment 3**).

**Implementation and Communication Plan:** A draft plan is attached for feedback (**Attachment 4**). It is proposed to set up a small steering group to oversee implementation.

## 2. Consultation

The revised policy statement and new set of procedures were developed in consultation with an EPRS working group comprised of representatives from faculties (ADE, HOSs, L&T Manager), LTC, ARD, UniAdvice, TNE&A, Regional Campuses and Student Diversity and AQS. Targeted consultation took place with HOSs, ADEs, ADIs, Heads of School, Faculty Executive Managers, UniAdvice, ARD and members of the Academic Quality & Standards Subcommittee and Transnational Education Strategic Alliances (TESA) Committee. A general call for comment was also made via Universe. In all, 12 written responses were received to the exposure document.

The policy was reviewed by EPRS on three occasions and both the policy and procedures were endorsed by EPRS on 15 October 2014 for referral to UEC.

## 3. External Reference

The revised credit policy and procedures have been informed by the **AQF Qualifications Pathways Policy** which requires that education providers have “clear, accessible and transparent policies and processes to provide qualifications pathways and credit arrangements for students”. The key principles of the AQF policy which have been mirrored in the UOW policy are that credit decisions will:

- be applied consistently and fairly;
- recognise learning regardless of how, when and where it was acquired, provided that the learning is relevant and current and has a relationship to the learning outcomes of the qualification;

- be academically defensible and take into account the students' ability to meet the learning outcomes of the qualification successfully.

#### 4. Summary of main policy changes

- Change in terminology from “Advanced Standing” to “Credit” – to ensure consistency with AQF, to bring policy in line with common usage and to simplify communication with students.
- Inclusion of principles for determining credit
- Extension of credit process to include informal/non-formal learning
- Clearer guidelines to support credit assessments
- Notion of ‘provisional credit’ introduced
- Notion of ‘credit precedents’ introduced to improve consistency in credit outcomes
- More clearly defined roles and responsibilities for credit decision making introduced
- Changes to credit limits for postgraduate qualifications to better reflect current practice and sector norms
- New quality assurance provisions relating to record keeping, review and committee oversight for credit arrangements.

#### 5. Changes made to policy & procedure in response to feedback

- Maximum credit allowance for a completed Masters into another Masters was changed to 50% to reflect current practice.
- Definitions were tightened and new definitions included.
- All references to the approving officer was changed to “Head of Students or nominee as designated by the Executive Dean” – to allow for different sign-off procedure in Faculty of Business.
- To support the reference to “timeliness” in the policy, recommended timeframes for applications and decisions were included in the Procedures document.
- Credit transfer agreements with non-Australian providers: wording changed so that these agreements must be “reported to” rather than “endorsed by” the Transnational Education Strategic Alliances Committee.
- Reference to individual position within Student Services with responsibility for credit changed to “Admissions Team” to better reflect reality.
- A number of clauses were amended slightly to improve clarity.

#### 6. Implications for other policies

Concomitant with the approval of the new Credit for Prior Learning policy and procedures, the following policy changes will need to be made:

- [Admission and Advanced Standing Policy](#) to be rescinded
- [Quality Assurance Procedures for Overseas Credit Transfer Assessment](#) to be rescinded
- [General Course Rules](#) to be revised to delete references to credit
- [International Alliances Policy](#) to be revised to amend and/or delete references to credit transfer.

## 7. Implementation Issues

The main changes required are discussed below. For further details refer to the attached Implementation and Communication Plan (**Attachment 4**).

Administrative processes:

- The current Admissions Application Form and Credit Transfer Application Form will both need to be revised to allow for credit applications on the basis of informal/non-formal learning.
- A new Learning Statement form will need to be developed to support credit assessment on the basis of informal/non-formal learning.
- The Faculty of Business has developed a credit precedent database and the Admissions team within Student Services is trialling a database developed originally to record international credit arrangements. Further work is needed on developing processes and systems for recording credit agreements and credit precedents. This should be given urgent attention by the new Student Services Division in liaison with relevant faculty staff.
- RPL – further work is needed in developing processes to support credit assessment based on informal/non-formal learning.

Website:

- A single Credit website is needed which provides students (prospective and current, international and domestic) with accessible and easy to understand information on credit. This should link to the policy information and forms and to a list of current credit transfer arrangements. Currently there are separate websites for domestic and international (previously maintained by separate units) with inconsistency in the information provided.

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### **Draft Resolution**

*That the University Education Committee:*

- endorse the revised Credit for Prior Learning Policy and Credit for Prior Learning Procedures to take effect from 1 July 2015;*
- forward the Credit for Prior Learning Policy and Procedures to the Academic Senate for endorsement, prior to being submitted to the University Council for approval;*
- note the accompanying Implementation & Communication Plan and the setting up of a small steering group to oversee implementation;*
- endorse, for referral to Academic Senate and Council, the rescinding of the Admissions and Advanced Standing Policy; and*
- endorse, for referral to the University Internationalisation Committee and Academic Senate, the rescinding of the Quality Assurance Procedures for Overseas Credit Transfer Assessment.*

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### **ATTACHMENTS**

- Credit for Prior Learning Policy
- Credit for Prior Learning Procedure
- 'External Credit at a Glance' Ready Reckoner
- Implementation & Communication Plan

<b>Drafted by:</b>	<b>Reviewed by:</b>	<b>Approved by:</b>
Manager, Academic Quality and Policy, AQS, 29 Oct 2014	Executive Officer, UEC	Chair, UEC

## CREDIT FOR PRIOR LEARNING POLICY

<b>Date approved:</b>	TBC	<b>Date policy will take effect:</b>	1 July 2015	<b>Date of Next Review:</b>	July 2018
<b>Approved by:</b>	University Council				
<b>Custodian title &amp; e-mail address:</b>	Director, Academic Quality and Standards Unit <a href="mailto:quality@uow.edu.au">quality@uow.edu.au</a>				
<b>Author:</b>	Manager, Academic Quality & Policy				
<b>Responsible Faculty/ Division &amp; Unit:</b>	Academic Quality & Standards Unit				
<b>Supporting documents, procedures &amp; forms of this policy:</b>	Credit for Prior Learning Procedures and Forms Admission Rules and Procedures General Course Rules				
<b>References &amp; Legislation:</b>	Australian Qualifications Framework 2nd Edition, 2013				
<b>Audience:</b>	Public				
<b>Expiry date of policy (if applicable):</b>	Not applicable				

Submit your feedback on this policy document using the [Policy Feedback Facility](#).

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## 1. Purpose

1. This policy sets out the University's requirements in relation to the granting of credit for prior learning, regardless of where and how that learning was achieved.
2. UOW's Credit for Prior Learning policy aims to ensure:
  - a. Accessible, inclusive and diverse pathways to higher education;
  - b. Opportunity for individuals to have their different types of learning recognised;
  - c. Equitable, valid and reliable processes for assessment of prior learning which enable every student to demonstrate the extent to which they have achieved the intended learning outcomes for a unit of study;
  - d. Alignment with the Australian Qualifications Framework (AQF) Credit Transfer and Recognition of Prior Learning Guidelines; and
  - e. Quality assurance to guarantee that prior learning is of an appropriate standard.
3. This policy, in part, replaces the Admissions and Advanced Standing Policy approved by Council on 27 June 2008. It operates in conjunction with the Admissions Rules and the Credit for Prior Learning Procedures.

## 2. Definitions

### Learning related terms

Prior Learning	Learning that has taken place prior to admission to a program of the University or prior to undertaking a relevant component of a program.
Recognition of prior learning (RPL)	The process that involves assessment of an individual's relevant prior learning to determine the credit outcomes of an individual application for credit. The term is most commonly applied to the recognition of informal and non-formal learning.
Equivalence	Assessment of credit for prior learning will take into account equivalence and comparability of the learning outcomes; volume of learning; and program of study, including content.
Formal learning	Learning attained through a formal program of study with an accredited education provider e.g. certificate, diploma or degree.
Informal learning	Learning acquired in an informal context, such as through work, citizenship, community service, open learning opportunities, and/or life experiences.
Non-formal learning	Learning acquired through non-accredited study with a provider other than a university or accredited education provider. It includes education or training provided through employer-based programs and professional bodies. Micro-credentials such as MOOCS, open learning courses using Open Education Resources (OERs) and "Badges for Learning" are defined as non-formal learning.

### Credit-related terms

Credit	Credit is the value assigned for the recognition of equivalence in content and learning outcomes between different types of learning and/or qualifications. Credit reduces the amount of learning required to achieve a qualification and may be through credit transfer, articulation or recognition of prior learning. (AQF definition, 2 <sup>nd</sup> Edition, 2013)
Credit points	The value attached to a subject that indicates study load.
Credit transfer	Credit transfer is a process that provides students with agreed and consistent credit outcomes for components of a qualification based on identified equivalence in content and learning outcomes between matched qualifications.
Specified credit	Credit granted towards one or more specific subjects. Specified credit is granted when learning can be demonstrated to be a near or exact equivalent to a UOW

	subject or UOW subjects.
Unspecified credit	Credit granted as equivalent to the volume of learning of an elective subject or subjects, but not subject learning outcomes, When specific, equivalent experience cannot be demonstrated, unspecified credit appears on a Testamur as "Unspecified Credit". It can be awarded for 1 subject, or as Block Credit (see above), depending on the disciplinary and professional requirements, and the structure, of the award. Unspecified credit can be awarded for elective subjects. This does not exempt an applicant from a compulsory subject or subjects. Unspecified course credit receives an appropriate unit value in credit towards the completion of an Award.
Block Credit	Credit granted for complete sections of the program, equivalent to at least one session.
Provisional Credit	Refers to the granting of credit subject to prescribed conditions being met.
Internal Credit	Credit granted for studies completed at UOW towards another UOW qualification; this includes studies completed at UOW Dubai and courses offered in partnership with UOW.
External Credit	Credit granted for studies completed at another institution towards a UOW qualification.
Articulation agreement	A signed agreement with another education provider that defines and publicises a specific, approved pathway for progression between qualifications, and between institutions.
Articulation arrangements	Articulation arrangements enable students to progress from a completed qualification to another with admission and/or credit in a defined pathway. (AQF definition, 2nd Edition, 2013)

### 3. Application & Scope

1. This policy applies to:
  - a. future and current students of UOW;
  - b. all coursework programs offered by UOW, both within Australia and overseas, including the coursework component of research degrees;
  - c. Credit for prior learning arrangements made on the basis of:
    - Formal credit agreements made between UOW and other education institutions and partners (articulation pathways)
    - Credit for prior learning granted by UOW in response to individual applications.
2. Exemptions: This policy does not apply to UOW Dubai (which has its own version of this policy).

### 4. Policy Principles

1. The following principles will inform the assessment of credit and recognition of prior learning. Credit decisions will:
  - a. Maintain the integrity of UOW award
  - b. Be academically defensible and take into account the students' ability to meet the learning outcomes of the qualification successfully
  - c. Not disadvantage student in achieving desired subject and course learning outcomes.
  - d. Recognise learning regardless of how, when and where it was acquired, provided that the learning is relevant and current and has a relationship to the learning outcomes of the qualification

- e. Be applied consistently and fairly with decisions subject to appeal and review
- f. Be clearly communicated and transparent
- g. Be approved at the appropriate level and be clearly documented
- h. Be undertaken in a timely way.

## 5. Admission

1. Admission to the University is based on academic merit and approved criteria as defined in the Admission Rules. An applicant who is eligible for credit is not guaranteed an offer of a place, except where this is included as part of an agreement between the University and another education partner, or as part of an approved UOW pathway program. The granting of credit to any particular applicant will be subject to the admission of the applicant to the relevant University program.
2. Admission in some instances may be approved on the basis of assessment for credit of prior learning; for example where “or equivalent” is indicated as a potential admission pathway. Admission on the basis of assessment of credit to undergraduate or postgraduate study must be specified in Course Rules. Examples might include: portfolio assessment provisions for admission to certain degrees, or acceptance of evidence via the Universities Admissions Centre (UAC), or similar admission process. Evidence used to gain admission into an undergraduate or postgraduate award cannot be used to present a case for credit once used as a basis for admission.

## 6. Granting of Credit

1. Credit towards an Award may be granted when students can demonstrate they have achieved subject learning outcomes relevant to their Award from formal, non-formal or informal learning. The different types of learning are defined in Section 2.
2. An application for credit may cover more than one category of learning.
3. Credit may be granted as specified credit, unspecified credit and block credit. These types of credit are defined in Section 2.
4. Credit may be granted to individuals or groups of students. Students receiving credit on the basis of credit transfer agreements should receive the same form and amount of credit as set out in the public register or database of credit arrangements, providing they can provide the relevant evidence. However, the total amount of credit will vary from individual to individual, based on which qualification(s) or combinations of qualification components have been successfully completed.
5. Provisional credit may be granted to applicants when an offer of admission is made and will be subject to confirmation by the University following a full assessment of the evidence of prior learning.
6. Credit may be granted for a subject undertaken on a non-award basis or as part of an enabling program towards a UOW course, where course structures allow.

## 7. Transfer of Grades with Award of Credit

1. Except for subjects completed at or accredited by UOW, no marks or grades will be recorded for subjects where specified credit has been granted.

## 8. Formal Credit Arrangements with Other Institutions

1. The University’s formal credit transfer arrangements with other institutions are listed on the University website.
2. All of the University’s formal credit transfer arrangements with other institutions are approved and reviewed as part of the course approval and review cycle and in accordance with the Credit for Prior Learning Procedures.
3. Types of Formal Credit Arrangements:
  - a. **Articulation** arrangements enable students to progress from a completed qualification at a partner institution to UOW with credit and/or admission in a defined qualification pathway.

- b. **Credit transfer** arrangements provide students from a partner institution with agreed and consistent credit outcomes for components of a qualification based on identified equivalence in content and learning outcomes between matched qualifications.
- 4. Articulation and credit transfer agreements within the provisions of this policy are approved by the relevant Executive Dean on the advice of the relevant Associate Dean, Head of School or Head of Students where appropriate.
- 5. All such agreements with non-Australian education providers must be reported to the Transnational Education Strategic Alliances (TESA) Committee and the Director of Student Services and will be added to a central register of articulation agreements.
- 6. All such agreements with Australian providers must be reported to the Director of Student Services and will be added to a central register of articulation agreements.

## 9. Amount of Credit

- 1. A significant proportion of the studies leading to a UOW award must be studies accredited by the University. The granting of credit must comply with University limitations on credit for undergraduate and postgraduate coursework courses (refer to Schedule 1).
- 2. A candidate for the degree of Masters by Research or Doctor of Philosophy (Integrated) who has completed other relevant qualifications may be granted up to 24 credit points towards the coursework component of their program.

## 10. Restrictions on the Granting of Credit

- 1. Credit will not be granted for prior learning completed more than ten years ago, unless the applicant can demonstrate currency of learning against the subject/course learning outcomes.
- 2. Students may not use the same prior credit towards more than one qualification as this would constitute double counting of credit.
- 3. Restrictions on the amount of credit may apply:
  - a. Where there are certain core components of the course structure (e.g. a capstone subject) required for satisfactory completion of the course
  - b. Where professional accreditation requirements limit the maximum amount of credit that can be granted.
  - c. Where specified in Course Rules.

## 11. Applications for Credit

- 1. Applications for credit for prior learning must be made in writing using the prescribed form.
- 2. An application for credit for prior learning can be made either with an application for admission to the University or after enrolment provided that the application is made no later than the fourth week of session.
- 3. Except for applications based on previous study at UOW, a credit application must be accompanied by evidence of formal, informal or non-formal learning. See Credit for Prior Learning Procedures.

## 12. Credit for Concurrent Studies at another Institution

- 1. Students currently enrolled at UOW and who apply for Cross-Institutional Enrolment must seek *provisional credit* for their intended study *prior* to commencing study at the other institution. Credit will only be granted for successfully completed subjects.
- 2. Students currently enrolled at UOW and who apply to study overseas as part of a Student Mobility Program must seek *provisional credit* for their intended study *prior* to commencing study overseas. Credit will only be granted for successfully completed subjects.



### **13. Approval of Credit**

1. The Head of Students (or nominee as designated by the Executive Dean) is responsible for approving credit applications. See Credit for Prior Learning Procedures.

### **14. Withdrawal of Credit**

1. The University reserves the right to withdraw credit for prior learning where an administrative error has been made or where the documentation provided by the applicant is misleading or invalid.
2. The withdrawal of credit for prior learning must be approved by the Head of Students (or nominee as designated by the Executive Dean) and notified to the Student Services Division.

### **15. Overview of Responsibilities**

#### **Students**

1. Students who seek credit for prior learning are responsible for completing and submitting all documentation required to support their application.
2. In applying for credit based on informal or non-formal learning, the onus is on the student to reflect upon their prior learning and to demonstrate how that learning relates to the intended learning outcomes for the subject or course (refer Credit for Prior Learning Procedures).

#### **Faculty**

3. Faculties are responsible for:
  - a. assessing credit for prior learning applications and determining the level of specified and unspecified credit awarded in accordance with this policy;
  - b. ensuring that determination and award of credit for prior learning outside of a formal agreement is overseen by qualified UOW academic staff;
  - c. approving and reviewing articulation and credit transfer agreements with other education providers;
  - d. notifying Transnational Education Partners of any new articulation and credit transfer agreements or changes to any existing approvals where relevant and ensuring that the partner institution operate in accordance with this policy; and
  - e. monitoring the progress of students granted credit from partner institutions and making recommendations for change to the assessment process in accordance with the Credit for Prior Learning Procedures.

#### **Student Services**

4. Student Services Division is responsible for:
  - a. maintaining the information about credit for prior learning on the University's public website including an up-to-date list of approved credit arrangements;
  - b. assessing credit for prior learning applications covered by a formal agreement or where there are clear precedents (subject to written delegated authority from the relevant faculty);
  - c. communicating with students (including prospective students) about their credit for prior learning;
  - d. recording credit granted to individual students;
  - e. maintaining a central register of articulation and credit transfer agreements; and
  - f. maintaining a credit precedence database.

### **16. Right of Appeal**

1. An applicant with an offer of admission to a UOW program who is dissatisfied with the outcome of a credit for prior learning application may request a review of the decision. Such a request must be accompanied by a full statement outlining the basis for the review.
2. A request for a review of a credit decision is lodged with the designated officer in Student Services who will review the initial decision in terms of this credit policy. Where the basis of the review request relates to the academic judgement of the equivalence of prior study or learning to a subject or course, the Manager will refer the credit review request, together with supporting information, to the Associate Dean Education.

3. On completion of the review, applicants are provided with a written response detailing the review's outcome. Where the applicant's request for a review of the decision is unsuccessful, a statement of reasons for the determination is provided.
4. A student may appeal the outcome of a credit decision in accordance with the Coursework Student Academic Complaints Policy.

## Schedule 1: Limitations on the Amount of Credit

### 1. External credit

- 1.1 The following table sets out the minimum amount of study a student of the University must undertake at UOW (or a partner institution offering a UOW award) to be eligible for the granting of the award. The Academic Senate may approve an exception to the minimum required study.

Course level	Minimum required study at UOW
Bachelor degree, including a Bachelor degree 'with Honours'	48 credit points
One year stand-alone Honours course	48 credit points
Combined course leading to two Bachelor Degrees (Double Degree)	48 credit points for each degree and 96 credit points in total
Graduate Certificate	12 credit points
Graduate Diploma	24 credit points
Master (by coursework) Degree -72 credit points	36 credit points
Master (by coursework) Degree - 96 credit points	48 credit points

- 1.2 Taking into account the required minimum amount of UOW study, external credit may be granted for up to the remaining credit points in an undergraduate or postgraduate coursework course on the basis of an incomplete course at the same or higher level.
- 1.3 The maximum amount of external credit based on a completed course at the same or higher level is 50% of the credit point value of the UOW course.
- 1.4 The maximum amount of external credit on the basis of a completed, AQF recognised Associate Diploma, Diploma or Advanced Diploma (or equivalent qualifications) towards a related UOW Bachelor degree course is 24, 48 or 72 credit points, respectively. Credit for incomplete studies at these levels will be considered on a case-by-case basis.
- 1.5 No external credit is given towards a one year stand-alone honours course.
- 1.6 Additional limits on the amount of external credit may be set by the Award Rules for a specific course, subject to approval by the relevant Faculty Education Committee and Academic Senate.

### 2. Internal credit

- 2.1 Unlimited credit may be granted for an incomplete UOW course to allow transfer to another UOW course, within the constraints of the course structures.
- 2.2 Credit towards a UOW undergraduate course on the basis of a completed UOW undergraduate course may be granted in accordance with the double degree provisions. This applies irrespective of whether the two courses have been formally established as a double degree course.
- 2.3 Credit points towards a UOW postgraduate course on the basis of a completed UOW postgraduate course at a lower level is limited to a maximum of 24 credit points towards a Graduate Diploma and 48 credit points towards a Master by Coursework Degree. This applies irrespective of whether the course is a nested one or not.
- 1.7 Credit towards a UOW postgraduate course on the basis of a completed UOW postgraduate course at the same or higher level will not exceed 50% of the credit point value of that course.

### Version Control Table

Version Control	Date Effective	Approved By	Amendment
1	01/07/2015	Council	First Version

## CREDIT FOR PRIOR LEARNING PROCEDURE

<b>Date approved:</b>	TBC	<b>Date policy will take effect:</b>	1 July 2015	<b>Date of Next Review:</b>	July 2018
<b>Approved by:</b>	University Council				
<b>Custodian title and e-mail address:</b>	Director, Academic Quality and Standards Unit <a href="mailto:quality@uow.edu.au">quality@uow.edu.au</a>				
<b>Author:</b>	Manager, Academic Quality & Policy				
<b>Responsible Faculty/ Division &amp; Unit:</b>	Academic Quality & Standards Unit				
<b>Supporting documents, procedures &amp; forms of this policy:</b>	Credit for Prior Learning Policy Admission Rules and Procedures General Course Rules				
<b>References &amp; Legislation:</b>	Australian Qualifications Framework 2nd Edition, 2013				
<b>Audience:</b>	Public				
<b>Expiry date of policy (if applicable):</b>	Not applicable				

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## 1. Introduction

These procedures support the implementation of the Credit for Prior Learning Policy. They apply to all coursework programs and all campuses, except UOW Dubai.

## 2. Communication to students

- 2.1 UOW will maintain a central website which contains up-to-date information on credit and the application process. Students (including prospective students) enquiring about or applying for credit will be referred to this website.
- 2.2 Applicants will be advised that credit transferred into a UOW course does not carry a grade or mark, and consequently an award “with distinction” cannot be made where more than 50% (or 25% for postgraduate coursework) of the course is made up of prior credit. This should be made clear to students as they may, as a result, choose not to transfer credit into a program. (refer General Course Rule 44)

## 3. Application Process

- 3.1 Applications for credit should be made either:
  - as part of the application for admission, and by way of completion of the prescribed Admission form; or
  - after enrolment, and by way of completion of the prescribed Credit for Prior Learning Application form
- 3.2 Prospective students should be encouraged to apply for credit for prior learning as early as possible before the commencement of study to ensure that the most appropriate course of study is undertaken.
- 3.3 An application for credit should be lodged before the start of session, but no later than the census date for each session (normally the fourth week of session).
- 3.4 There is no charge for credit assessment for a current student or an individual who has been made an offer to study at UOW.

## 4. Timelines

- 4.1 Applications for credit for formal learning, where there are current precedents, will normally be assessed within 10 working days. A longer period may be required where full assessment is required, particularly at peak admission and enrolment times.
- 4.2 Applications for credit for non-formal and informal learning will normally be assessed within 20 working days. A longer period may be required at peak admission and enrolment times.

## 5. Documentation

- 5.1 Except where credit transfer is covered by a formal agreement, all applications for credit must be accompanied by full documentation as follows:

**For formal learning:** Full details of previous studies including a certified copy of an academic transcript, indicating the course/subject(s) completed, year completed and grade obtained (including details of the grading system), and weighting of the course/subject as a portion of the total program; and a copy of the subject/course description for each course, including the syllabus or handbook outline.

**For informal or non-formal learning:** Evidence of achievement of learning outcomes presented in a Learning Statement attached to the Credit for Prior Learning Application Form (refer to the Guide to Assessment of Prior Learning).

## **6. Assessment Process**

- 6.1 Assessment of credit is an academic responsibility. Standard assessments based on established precedents may be delegated in writing to admissions staff. Student Services will maintain a record of all such delegations and a credit precedents register.
- 6.2 All new assessments will be referred to the relevant Head of Students (or nominee as designated by the Executive Dean).
- 6.3 Assessment of credit must ensure that evidence provided is valid, authentic, current and sufficient (refer to the Guide to Assessment of Prior Learning).
- 6.3 Assessment of credit based on informal or non-formal learning will normally be undertaken by the relevant Subject Coordinator who will make a recommendation to the Head of Students (or nominee as designated by the Executive Dean).

## **7. Approval Process**

- 7.1 The Head of Students (or nominee as designated by the Executive Dean) is responsible for approving credit applications.
- 7.2 The Head of Students (or nominee as designated by the Executive Dean) approves the credit to be granted in response to applications for credit from students enrolled in the School or Faculty for which he/she is responsible. Where the application relates to credit for a subject coordinated by another School or Faculty, the approving officer will seek the advice of the approving officer of the relevant School or Faculty.

## **8. Credit Precedents**

- 8.1 Where an application for assessment for credit for prior learning based on prior complete or incomplete formal study is approved by the Head of Students, this becomes a credit precedent which is applied to subsequent credit applications.
- 8.2 The Admissions team within Student Services assesses credit applications covered by a formal agreement or where there are clear precedents (subject to written delegated authority from the relevant faculty).
- 8.3 Student Services is responsible for the administration of articulation arrangements and providing information to potential credit applicants about approved articulation agreements and credit precedents.

## **9. Notification Process**

- 9.1 Applicants will be advised of the outcome of credit decisions in writing, including any reasons for not giving credit.
- 9.2 Applicants may be notified of the credit available to them in the offer letter or by a separate notification.
- 9.3 Where an applicant has been granted provisional credit, the offer letter will state clearly that the credit is provisional upon the applicant providing additional documentation or meeting other requirements as stipulated by the University.



## **10. Record Keeping**

### 10.1 Student Services Division will:

- a. ensure that credit awarded is recorded on the student's record and noted on the student's academic transcript.
- b. maintain a record of all faculty delegations of credit assessment.
- c. maintain a public register of articulation and credit transfer agreements.
- d. maintain a credit precedence database.
- e. ensure that the records kept under 10.1 (b),(c) and (d) are reviewed at least on an annual basis.

## **11. Review**

11.1 Credit arrangements for each course will be reviewed as part of the course review cycle.

11.2 In order to ensure the integrity of credit decisions, the subsequent academic performance of student cohorts receiving credit will be monitored.

11.4 Data on student performance by credit pathway, policy exceptions and appeals will be reported annually to the Faculty Education Committee.

## SCHEDULE 1: GUIDE TO ASSESSMENT OF PRIOR LEARNING

### 1. Assessment Criteria

The University's assessment of prior learning is based on an evaluation of the evidence presented, using the following criteria:

- **Valid** - the prior learning matches both the qualification type and the discipline learning outcomes for the relevant subject/course. The applicant's standard of achievement in the prior learning is consistent with the qualification level and type specified for the course.
- **Authentic** – the prior learning has been undertaken by the applicant and the standard of achievement in the prior learning is based on the applicant's own work.
- **Current** – the prior learning has been achieved within the specified time limit for credit set out in Credit for Prior Learning Policy.
- **Sufficient** - the evidence of prior learning is sufficient for the Assessor to reliably verify the learning outcomes achieved are at the appropriate standard. In recognising prior learning consideration needs to be given to whether the volume of learning is sufficient in the context of the discipline for the AQF level and qualification type, as well as whether there is a sufficient portion of qualification components at the AQF level.

### 2. Assessment of Formal Learning

Credit for prior *formal* learning is assessed by determining the extent to which the applicant's prior studies are equivalent to the content and learning outcomes of one or more subjects in the award program. The educational judgement concerning equivalence is based on the discipline context, content, standards and assessment in the program or course the applicant has undertaken.

For *formal* learning, the provision of credit is based on the precedents of established subject equivalence, with no attempt being made to assess the learning of the student who is applying for credit. The formal assessment of the student, already conducted, is accepted as proof.

### 3. Assessment of Overseas Qualifications

In addition to the assessment criteria listed in (1) and (2) above, assessment of overseas qualifications should take into consideration:

- academic entry level standards for the overseas institution's award
- course duration required to complete the overseas institutions award
- hours of delivery, and assessments undertaken and grading scales of the overseas institution's award
- levels of credit granted by other Australian Universities
- any available benchmarking of education standards across countries and qualifications.

### 4. Assessment of Informal and Non-formal Learning (RPL)

#### 4.1 Introduction

An assessment of informal and non-formal learning is often referred to as the **recognition of prior learning (RPL)**. RPL is a process which matches the things a person has learnt against the learning outcomes of a course or subject. The educational judgement concerning equivalence is based on the extent to which the applicant can demonstrate they have achieved the required learning outcomes.

Examples

**Informal:**

- professional experience/ on-the-job training/ work-based learning
- community-based learning/ volunteering
- experiential learning/life experience/hobbies

**Non-formal:**

- non-accredited or uncredentialed course
- micro-credentials such as a Massive Open Online Course (MOOC)

It is important to stress that credit is not given for experience. Experience is only valuable, in this context, as a source of learning. It is what has been learned that is important not what the individual has actually done. For the same reason, the length of professional experience should not determine the amount of RPL credit awarded.

## 4.2 RPL Process

The RPL process consists of the following stages:

- identifying the evidence required
- providing advice to students about the process
- providing students with sufficient information to enable them to prepare their evidence to meet the standard required for the RPL assessment process
- assessing using appropriate evidence-gathering methods and tools
- recording the outcome, and
- reporting to key internal and external stakeholders.

This process is described in more detail in the [Flowchart \(to be developed\)](#).

In applying for RPL, students must lodge the following with the Student Services Division:

- Credit for Prior Learning Application Form which lists all subjects against which RPL is sought
- Learning Statement which clearly maps the applicant's informal and non-formal learning experiences to the learning outcomes of the subject(s) against which RPL is sought
- Portfolio of Evidence.

## 4.3 The Evidence Portfolio

The evidence portfolio includes all the information that an applicant presents to the University for assessment. This may include:

- a completed and signed Learning Statement
- a detailed Curriculum Vitae
- reports, testimonials or affidavits relating to the applicant's learning, skill or competency
- certified supporting statements from employers
- examples of the applicant's work drawn from the workplace, social, community or other settings
- reflective papers, journals
- if the applicant has been self-employed, a copy of the ABN registration and a letter from an accountant or solicitor certifying the nature of the business and the period during which the applicant has been engaged in the business.

In the case of non-formal learning:

- a certified copy of a statement of satisfactory completion of the study offered by a professional body or other provider
- a statement of the objectives, learning outcomes and content of the course
- details of the contact hours of the course
- information on the course presenter/s and their qualifications.

Documents provided as evidence must be original or certified.

Portfolio preparation is an educational experience requiring the applicant to reflect and relate past learning experiences to present educational goals. It tests powers of self-evaluation and the ability to present evidence in a clear, concise manner.

In addition to the portfolio, the applicant may be required to participate in an interview or undertake some form of assessment to demonstrate they have achieved the required learning outcomes.

#### 4.4 RPL Assessment

RPL assessment should be undertaken by academic staff with expertise in the subject area, as well as knowledge of and expertise in RPL assessment.

RPL assessment needs to ensure that the learning outcomes of the subject/course are adequately demonstrated and are at the AQF level required for the relevant qualification.

The RPL Assessor will interpret the evidence presented and make a judgment as to whether the learning objectives have been met. The assessment will normally involve an interview with the applicant and may be supplemented by other forms of evidence such as an oral presentation, practical demonstration, examination or challenge test. When the assessment indicates substantial but incomplete mastery, it is acceptable for the assessor to set additional make up work and further assessment in order to fully satisfy requirements.

Note that a graded mark is not awarded for RPL credit because of the lack of comparability with other enrolled students of that assessment.

The RPL Assessor makes a recommendation to the Head of Students (or nominee as designated by the Executive Dean) who has final approval of exemption by RPL. If the RPL claim is rejected the applicant will be advised to enrol in and complete those subject(s) for which RPL was requested.

**Include Flowchart showing process – to be developed**

#### Version Control Table

Version Control	Date Effective	Approved By	Amendment
1	01/07/2015	Council	First Version

## External Credit at a Glance

The information below is based on Australian qualifications. For overseas qualifications you need to consider *equivalence* by taking into account: course structures, content, duration and learning outcomes. Also consider the currency and relevancy of the learning achieved.

<b>Coming in with a ... completed</b> AQF Qualification or equivalent	<b>Seeking to enrol in... a related UOW Qualification</b>	<b>Maximum Credit Points</b>	<b>% of Total Course</b>
Associate Diploma <i>AQF level 5</i>	3 year Bachelor	24/144	16.7%
	4 year Bachelor	24/192	12.5%
Diploma <i>AQF level 5</i>	3 year Bachelor	48/144	33%
	4 year Bachelor	48/192	25%
Advanced Diploma <i>AQF level 6</i>	3 year Bachelor	72/144	50%
	4 year Bachelor	72/192	37.5%
Associate Degree <i>AQF level 6</i>	3 year Bachelor	72/144	50%
	4 year Bachelor	72/192	37.5%
Bachelor Degree (3 year) <i>AQF level 7</i>	3 year Bachelor	72/144	50%
	4 year Bachelor	72/192	37.5%
Bachelor Degree (4 year) <i>(with Honours) AQF level 8</i>	3 year Bachelor	72/144	50%
	4 year Bachelor	96/192	50%
Graduate Certificate <i>AQF level 8</i>	Graduate Certificate	12/24	50%
	Graduate Diploma	24/48	50%
	Masters (1.5 years)	24/72	33%
	Masters (2 years)	24/96	25%
Graduate Diploma <i>AQF level 8</i>	Graduate Diploma	24/48	50%
	Masters (1.5 years)	36/72	50%
	Masters (2 years)	36/96	37.5%
Masters (by Coursework) Degree <i>AQF level 9</i>	Masters (1.5 years)	36/72	50%
	Masters (2 years)	36/96	37.5%

<b>Incomplete</b> AQF Qualification or equivalent	<b>Related UOW Qualification</b>	<b>Maximum Credit Points</b>	<b>%</b>
Incomplete Bachelor Degree <i>AQF level 7</i>	3 year Bachelor	96/144	67%
	4 year Bachelor	144/192	75%
All other qualifications			50%

- Faculties are responsible for ensuring that students awarded credit are not disadvantaged and are still able to meet course learning outcomes for their course of study.
- Restrictions may apply due to the way a course is structured (e.g. core or capstone subjects) or for professional accreditation reasons.

## CREDIT FOR PRIOR LEARNING POLICY & PROCEDURE

### Implementation and Communication Plan

Policy Custodian	Academic Quality & Standards (AQS) Unit
Policy Author	Manager, Academic Quality & Policy AQS <a href="mailto:quality@uow.edu.au">quality@uow.edu.au</a>
What is the policy for?	Sets out the University's requirements in relation to the granting of credit for prior learning (is inclusive of all types of learning - formal, informal and non-formal). Policy aims to ensure students get due recognition for their prior learning and that UOW has equitable, valid and reliable assessment processes.
Who is the policy for?	Public policy - all UOW students and staff, prospective students
Stakeholders	Prospective and current students including those studying offshore Faculty staff incl. Heads of Students, ADEs, ADIs, Course and Subject Coordinators and professional support staff Student Services Division Transnational Education & Alliance Unit Educational Partners incl. TNE partners and TAFE
When does the policy come into effect?	1 March 2015 (assuming Council approval in February 2015)
What are the potential barriers to successful implementation? How will they be overcome?	Lack of familiarity with process for assessing informal and non-formal learning (RPL). Guidelines and RPL process flowchart to be developed. New 'Learning Statement' template to be developed to assist students and assessors with mapping of prior learning to subject learning outcomes.
What is the impact of the policy / amendment on other policies?	<a href="#">Admission and Advanced Standing Policy</a> to be rescinded <a href="#">Quality Assurance Procedures for Overseas Credit Transfer Assessment</a> to be rescinded <a href="#">General Course Rules</a> to be revised to delete references to credit and include new 'minimum study at UOW' rule <a href="#">International Alliances Policy</a> to be revised to amend and/or delete references to credit transfer.
Related policy documents and/or other supporting documents?	Credit for Prior Learning Procedures and Forms Admission Rules and Procedures General Course Rules

Implementation and Communication Strategies	Officer Responsible	Timing
<p>A working group will be formed to oversee implementation with the following in mind:</p> <p><b>Methods of dissemination and communication</b></p> <ul style="list-style-type: none"> <li>• <i>Ready Reckoner for Staff developed</i></li> <li>• Staff newsletter</li> <li>• Email to relevant staff</li> <li>• Presentation to ADEs and DVCE Portfolio Directors</li> <li>• Presentation to HOSSt meeting and other targeted staff</li> <li>• Presentation to L&amp;T Managers within faculties</li> <li>• Single credit website to be developed (currently information sits on two websites for international and domestic – the latter is hard to access)</li> </ul>	AQS in consultation with Student Services Division (SSD)	Early 2015
<p><b>IT systems changes</b></p> <ul style="list-style-type: none"> <li>• <u>Credit Precedent Database</u> – Faculty of Business have their own version, Student Services is trialling system developed for International Agreements – further work needed to ensure that we have a means to capture individual credit decisions so that more consistency in decision making achieved</li> <li>• <u>Monitoring student performance by credit pathway</u> – ongoing discussions with ITS, SSD and others needed to ensure can capture required information in the admissions system</li> </ul>	SSD / ITS	ASAP
<p><b>Administrative changes (central)</b></p> <ul style="list-style-type: none"> <li>• New <u>Credit for Prior Learning Application Form</u> to replace existing form</li> <li>• Revised <u>Admissions Form</u></li> <li>• New <u>Learning Statement</u> to support claims based on informal and non-formal learning</li> <li>• Processes to support above (RPL-based assessment)</li> <li>• Admission procedures and letter of offer to be reviewed in line with granting of 'provisional' credit</li> <li>• Credit information on website and in marketing materials/course handbook to be reviewed and updated – terminology to be changed from 'advanced standing' to 'credit for prior learning'</li> <li>• Credit transfer agreements to be reviewed to ensure current, captured on database and listed correctly on website</li> <li>• Processes to support above (annual review of credit arrangements)</li> <li>• <u>Course Review Guidelines</u> and forms to be reviewed to ensure appropriate consideration and review of credit arrangements as embedded part of course review</li> </ul>	<p>SSD in consultation with faculties</p> <p>AQS</p>	Nov 2014 - March 2015
<p><b>Administrative changes (Faculty)</b></p> <ul style="list-style-type: none"> <li>• Processes to support credit applications based on informal and non-formal learning</li> <li>• Process for recording credit precedents and credit transfer agreements for reporting to SSD</li> <li>• Process to ensure all credit decisions signed off (or delegated to SSD) and reason for decision making captured (via new form)</li> <li>• Data on student performance by credit pathway, policy exceptions and appeals will be reported annually to FEC</li> </ul>	<p>Faculty – HOSSts &amp; ADI (Business) with relevant professional staff and SSD</p> <p>FEC</p>	Nov 2014 - March 2015
<p><b>Training, induction, briefings</b></p> <ul style="list-style-type: none"> <li>• Training for academic staff on RPL-based credit assessment</li> <li>• Revisions to ULT course</li> <li>• Briefing for HOSSts/other relevant staff</li> </ul>	AQS, SSD and LTC	

<b>Monitoring and evaluation of policy</b> <ul style="list-style-type: none"> <li>• Ongoing discussion at AQS/ L&amp;T Liaison Network meetings</li> <li>• Internal audit of credit arrangements mid 2015</li> <li>• Review of policy and procedures (especially those relating to RPL-based assessment and recording of credit precedence) in 12 months</li> <li>• Internal audit of credit arrangements mid 2016</li> </ul>	AQS, SSD	2015 -
<p><b>With respect to the above policy/policy revision, I certify that:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> All necessary arrangements to implement the policy have been included in this plan</li> <li><input type="checkbox"/> All necessary training and induction arrangements have been included in this plan</li> <li><input type="checkbox"/> Stakeholders have been consulted during the development of the policy and their feedback has been considered</li> <li><input type="checkbox"/> All initial and ongoing strategies for communication of the policy have been included in the plan</li> <li><input type="checkbox"/> Resources required to implement this policy and associated procedures are available.</li> </ul> <p>Signed..... (Policy Author/Custodian)</p> <p style="text-align: right;">Date.....</p> <p>Approved..... (DVCE)</p> <p style="text-align: right;">Date.....</p>		



## Background

Early in 2014 the University Council approved extensive changes to the *General Course Rules* following a significant and lengthy review. Among the changes made was the removal of duplication between rules and policy and, in particular, the deletion of most of the provisions relating to advanced standing (credit) covered by the *Admissions and Advanced Standing Policy*.

The subsequent development of new *Admissions Rules* and a new *Credit for Prior Learning Policy* (to replace the *Admissions & Advanced Standing Policy*) mean that further changes to the *General Course Rules* are necessary.

## Revisions to Rules

The revisions apply to Sections 3, 4, 5, 6 and 10 only and the revised wording for these sections is attached. Changes include:

- changes to the definitions for 'credit' and 'credit transfer' to bring into line with definitions within the new Credit for Prior Learning Policy;
- removal of admission clauses 4.1-4.10, 4.15-4.19, 10.2-10.6 and 10.8-10.9 and any reference to the Admissions & Advanced Standing Policy and inclusion of reference to the new Admissions Rules;
- removal of the Credit Transfer and Articulation clauses and inclusion of reference to the new Credit for Prior Learning Policy;
- the transfer of admissions clauses 4.11-4.14 which relate to enrolment to 6 Enrolments and Variations within the General Enrolment Rules section.

Note: The proposed changes to the *General Course Rules* should be read in conjunction with the new *Admissions Rules* and related Procedures and the new *Credit for Prior Learning Policy* and related Procedures.

## Draft Resolution

that the University Education Committee:

- i. endorse the revised *General Course Rules*, noting that they will come into effect from 1 April 2015;
- ii. forward the revised *General Course Rules* to the Academic Senate for endorsement, prior to being submitted to the University Council for approval;

Drafted by:	Reviewed by:	Approved by:
Manager, Academic Quality and Policy, Academic Quality and Standards Unit	Executive Officer, University Education Committee	Prof Eeva Leinonen Chair, University Education Committee

## GENERAL COURSE RULES [Extract Update]

<b>Date approved:</b>	1 January 1991	<b>Date Policy will take effect</b>	1 January 1991	<b>Date of Next Review</b>	2017
<b>Approved by:</b>	University Council				
<b>Custodian title &amp; e-mail address:</b>	Director, Academic Quality and Standards quality@uow.edu.au				
<b>Author:</b>	Academic Quality and Policy Specialist Academic Quality and Standards Unit				
<b>Responsible Faculty/Division &amp; Unit:</b>	Academic Quality and Standards				
<b>Supporting documents, procedures &amp; forms of this policy:</b>	Standard on Courses Course and Subject Approval Procedures Course Forms List of Key Dates University Strategic Plan				
<b>References &amp; Legislation:</b>	University of Wollongong Act 1989 University of Wollongong By-Law 1991 Higher Education Support Act 2003 Examination Rules Student Conduct Rules Code of Practice –Research Code of Practice – Honours Code of Practice – Student Professional Experience Code of Practice - Teaching and Assessment Academic Grievance Policy (Coursework and Honours Students) Academic Grievance Policy (Higher Degree Research Students) Appeals Against Higher Degree Research (HDR) Thesis Examination Outcomes Policy Course Progress Policy Delegations of Authority Policy Graduate Qualities Policy Higher Degree Research (HDR) Academic Grievance Policy Higher Degree Research Supervision and Resources Policy Information Literacy Integration Policy IP Intellectual Property Policy IP Student Assignment of Intellectual Property Policy Research Misconduct Policy Standards for the Finalisation of Student Results Student Academic Consideration Policy Supplementary Assessment Guidelines Good Practice Assessment Guidelines Guidelines for Offshore HDR Applications				
<b>Audience:</b>	Public – accessible to anyone				

Submit your feedback on this Policy document using the Policy Feedback Facility.

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## 1 Preamble

1. These rules apply to all University of Wollongong *students enrolled* in and proceeding towards and award of the University, subject to the provisions of section 10.4 of the Delegations of Authority Policy.
2. *Students* and staff should note that the General Course Rules are under constant review. Changes to the General Course Rules may have an impact on a *student's* enrolment. *Students* and staff should refer to the University's online Policy Directory for the most recent version of the General Course Rules.

## 2 Introduction

1. The General Course Rules govern registration, enrolment, progression through, and qualification for *courses* offered by the University, and are to be read in conjunction with other rules, codes of practice and policies.

## 3 Definitions

1. In the interpretation and implementation of these Rules, *Council* will normally act on the recommendation of appropriate authorities within the University. In these Rules, unless the contrary intention appears:

Term	Definition
000 level <i>subject</i>	a <i>subject</i> at Foundation level.
100 level <i>subject</i>	a <i>subject</i> at <i>undergraduate</i> level.
200 level <i>subject</i>	a <i>subject</i> at <i>undergraduate</i> level.
300 level <i>subject</i>	a <i>subject</i> at <i>undergraduate</i> level.
400 level <i>subject</i>	a <i>subject</i> at <i>undergraduate</i> level.
600 level <i>subject</i>	a <i>subject</i> at graduate entry <i>undergraduate</i> level.
800 and 900 level <i>subjects</i>	<i>subjects</i> at <i>postgraduate</i> level.
Academic Adviser	a person approved to advise <i>students</i> on programs of study.
Academic Course Coordinator	a person responsible for the coordination of course content and structure.
academic transcript	an official record of all <i>subjects</i> attempted at this University and the corresponding grades, credit awarded and prizes awarded
academic unit	Faculty, School, Unit, Program or Discipline.
approved or approval	approval by <i>Council</i> or under authority delegated by <i>Council</i> as stated in the Delegations of Authority Policy.
AQF	Australian Qualifications Framework.

AQF Award	a <i>course</i> recognised under the Australian Qualifications Framework and <i>approved</i> by the <i>delegated authority</i> as an award or degree or qualification offered at the University of Wollongong.
articulation	the process that enables students to progress from one completed qualification to another level qualification with <i>credit</i> in a defined <i>credit</i> transfer arrangement.
assessment	work which a <i>student</i> is required to complete to provide a basis for an official record of achievement or certification of competence in a <i>subject</i> . This may include summative and/or formative forms of <i>assessment</i> . Examples of <i>assessments</i> include, but are not limited to: <i>examination</i> , test, take-home <i>examination</i> , quiz, assignment, essay, laboratory report, thesis, demonstration, performance, tutorial presentation, class participation, practicum, clinical placement, and work experience.
co-requisite <i>subject</i>	a <i>subject</i> which must be passed previously or taken concurrently with the <i>subject</i> for which it is prescribed.
<i>Council</i>	the <i>Council</i> of the University of Wollongong.
course	a <i>program</i> of study consisting of a combination of <i>subjects</i> and other requirements, whether leading to a specific <i>higher education award</i> or not.
course handbook	documents containing information relating to all UOW <i>courses</i> .
course requirements	outcomes required before a candidate can be deemed to have completed a course.
course structure	refers to the specific <i>program</i> of <i>subjects</i> which a <i>student</i> undertakes to meet the requirements of a <i>course</i> as specified in the <i>Course Handbook</i> for the <i>year</i> the <i>course</i> was commenced.
coursework	work completed as part of a <i>subject</i> that may not contain original research.
credit	<del>the number of <i>credit points</i> granted towards a <i>course</i> for work completed satisfactorily outside that <i>course</i>, the value assigned for the recognition of equivalence in content and learning outcomes between different types of learning and/or qualifications.</del>
credit point	the value attached to a <i>subject</i> that indicates <i>study load</i> .
credit transfer	<del>the process that provides students with agreed and consistent <i>credit outcomes</i> for components of a qualification based on identified equivalence in content and learning outcomes between matched qualifications</del> <del><i>credit</i> granted to a <i>student</i> on the basis of tertiary studies completed prior to their enrolment.</del>
cross-institutional study	when a <i>student</i> is enrolled in a <i>subject</i> at another institution that is credited towards a University of Wollongong degree, or is formally enrolled at another institution and enrolls in a <i>subject</i> at the University of Wollongong.
deferred assessment	an <i>assessment</i> taken by an eligible <i>student</i> as a result of a Student Academic Consideration application, as <i>approved</i> by the relevant Subject Coordinator. Deferred assessment includes in-session or end-of-session

	<i>examinations</i> and can be administered by the faculty or centrally.
deferment	the result of a request by an applicant that has met the conditions for entry to the University to postpone the commencement of study to a later session.
delegated authority	a person given authority to perform a function or task under the Delegations of Authority Policy.
domestic <i>student</i>	an Australian Citizen, Australian Permanent Resident, or New Zealand Citizen enrolled to study or registered for a <i>course</i> at UOW.
double degree	double degree is an <i>approved course</i> leading to the conferral of two degrees as separate awards upon a <i>student</i> who has complied with the <i>course requirements</i> for double degrees and the two individual <i>course requirements</i> inclusively.
EFTSL	Equivalent Full Time Study Load.
examination	a form of <i>assessment</i> which a <i>student</i> is required to complete to measure their knowledge, skills and/or application of knowledge and skills in a <i>subject</i> area. An <i>examination</i> may be administered orally, on paper, on a computer, or in a confined area that requires the <i>student</i> to physically perform a set of skills. Examples of <i>examinations</i> include but are not limited to standard written tests, multiple-choice tests, practical <i>examinations</i> , laboratory tests, quizzes, reviews, on-line <i>examinations</i> , oral <i>examinations</i> and take-home <i>examinations</i> . For the purpose of these Rules, an <i>examination</i> means both a University <i>examination</i> and a faculty <i>examination</i> . For the purposes of these Rules, the definition of <i>examination</i> does not apply to thesis examination.
<i>exclusion</i>	a course status where a student's academic progress has been deemed unsatisfactory, resulting in the student being required to formally re-apply for admission to the University after the defined period of <i>exclusion</i> .
exemption	the waiving of the requirement that a <i>subject</i> prescribed for a <i>course</i> be completed satisfactorily.
expulsion	A penalty whereby a student's enrolment is terminated permanently. An expelled student shall not be re-admitted except by permission of the University Council.
full-time <i>student</i>	a <i>student</i> enrolled in at least 75% of the <i>standard load</i> for a <i>session</i> .
Higher Degree Research (HDR)	a <i>Research Masters Degree</i> or a Doctoral degree.
higher education award	an award issued by a higher education institution acknowledging completion of a <i>course</i> recognised under the Australian Qualifications Framework and <i>approved</i> by the <i>delegated authority</i> .
honours	a course of study at <i>Undergraduate</i> level meeting the requirements of a Level 8 AQF award and involving a thesis, creative or research project leading to an Honours award.
host institution	an institution which is not the student's primary institution, but one where the student is completing studies that will contribute to a qualification

	awarded by the student's primary institution.
intervention strategy	a systematic plan of action, adapted to assist <i>students</i> on a <i>course</i> status of referral or probation in meeting <i>course</i> progress requirements.
lapsed	a <i>course</i> status where a <i>student's</i> enrolment in a <i>course</i> has been discontinued due to the <i>student</i> failing to re-enrol and not obtaining an approved leave of absence.
leave of absence	a period of approved leave from the University.
major	an approved combination of <i>subjects</i> offered by one or more academic units which have a minimum value of one third of the total degree requirements. A <i>major</i> in a Bachelor Degree is at least 48 <i>credit points</i> offered by one or more academic units. The title of the <i>major</i> shall appear on the <i>testamur</i> .
minor	an approved combination of <i>subjects</i> which have a minimum value of 24 <i>credit points</i> offered by one or more academic units, of which 12 <i>credit points</i> should be at least 200 level or higher. The <i>minor</i> shall be recorded on the official <i>academic transcript</i> . The cross-counting of <i>subjects</i> towards majors, <i>minors</i> and core degree requirements is limited to one <i>subject</i> , with approval from the <i>delegated authority</i> . Approved <i>minor</i> studies include those listed in Appendix 3 – <i>Schedule of Minor Studies</i> .
non- award	a <i>course</i> or unit of study that is not recognised under the Australian Qualifications Framework but approved by the <i>delegated authority</i> as a non-award <i>course</i> or <i>subject</i> offered at the University of Wollongong.
offshore student	a <i>student</i> who is enrolled in a UOW accredited <i>course</i> at a location outside of Australia.
overseas student	a <i>student</i> who is not a <i>domestic student</i> . This includes but is not limited to <i>students</i> on temporary residence visas, bridging visas and student visas.
part-time student	a <i>student</i> who is enrolled in less than 75% of the standard load for a session.
postgraduate	<i>courses</i> higher than a Bachelor Degree. This includes, but is not limited to, Graduate Certificates, Graduate Diplomas, Masters by <i>Coursework</i> degrees, <i>Research Masters Degrees</i> and Doctoral Degrees.
pre-requisite subject	a <i>subject</i> which must be completed satisfactorily before a specified other <i>subject</i> or <i>subjects</i> may be attempted.
professional development course	A <i>non-award</i> professional educational <i>course</i> that may comprise of UOW <i>subjects</i> along with other content, but that does not lead to an award or degree.
program	the combination of <i>subjects</i> in which a <i>student</i> is enrolled.
Research Masters Degree	a Masters qualification with a research component worth a minimum of 72 <i>credit points</i> .
schedule	refers to all <i>subjects</i> approved for inclusion in a <i>course</i> leading to an award.



session	a period in which <i>subjects</i> may be offered. Standard <i>sessions</i> are defined as Autumn and Spring.
<del>specified credit</del>	<del>credit for a specific subject or subjects listed in a schedule and is granted on the basis of satisfactory completion of a substantially corresponding subject or subjects at an approved tertiary institution.</del>
standard load	the number of <i>credit points</i> deemed to constitute one standard year of study, specified as 48 <i>credit points</i> (or pro rata as 24 Credit points per standard session). A standard load of 48 <i>credit points</i> is equivalent to an EFTSL of 1.
student or candidate	a person enrolled to study or registered for a <i>course</i> .
study period	period of not more than six months within a course in which a student must be enrolled unless the student has been granted a <i>deferral</i> or a <i>leave of absence</i> .
subject	a self-contained unit of study identified by a unique code.
supervisor	a person approved to supervise the research work of a <i>student</i> .
supplementary assessment	an <i>assessment</i> taken by an eligible <i>student</i> as <i>approved</i> by the relevant Faculty Assessment Committee, who has been granted an opportunity to take an additional <i>assessment</i> in accordance with the Supplementary Assessment Guidelines. Supplementary assessment includes in-session or end-of-session <i>examinations</i> and can be administered by the faculty or centrally.
suspension	a penalty whereby a student is prevented from enrolling for a defined period. The student may apply to be re-admitted at the conclusion of the period of suspension,
StartSmart – Essential Academic Information Skills	compulsory non- <i>credit point subject</i> for <i>undergraduate students</i> which provides foundation for independent learning.
study load	a combination of lectures, tutorials, laboratory, practicals, seminars and other face to face education, as well as <i>assessments</i> , and individual study.
twinning agreement	a form of agreement whereby UOW and another institution jointly define a study <i>program</i> involving study at both institutions and/or <i>specified credit transfer</i> , leading to a UOW qualification.
undergraduate	<i>courses</i> for Bachelor degrees, Bachelor degrees with honours, double/combined/ Bachelor degrees and courses for such an award, and a Diploma qualification.
<del>unspecified credit</del>	<del>credit granted on the basis of satisfactory completion of an approved formal or informal learning of a subject or equivalent of a subject not substantially corresponding to subjects listed in the appropriate schedule.</del>
weighted average mark / WAM	an average mark determined using one of the methods specified in these Rules.
year	a period of 12 months.

#### 4 Admission

- ~~1. Rules governing the making and determination of application for entry to the University or a course at the University are contained within the Admissions Rules. To qualify for admission to:~~
- ~~2. a Diploma, a person shall meet the entry requirements as specified in the Admissions and Advanced Standing Policy; or~~
- ~~3. a Bachelor degree, a person shall have successfully completed secondary education or equivalent as specified in the Admissions and Advanced Standing Policy; or~~
- ~~4. a Graduate Certificate, a Graduate Diploma or a Masters by Coursework degree, a person shall have qualified for an Australian Bachelor degree or for an equivalent qualification as specified in the Admissions and Advanced Standing Policy; or~~
- ~~5. a Research Masters Degree, a person shall have qualified for an Australian Bachelor degree in the same or appropriate discipline as the proposed degree, or for an equivalent qualification as specified in the Admissions and Advanced Standing Policy and shall comply with requirements for admission set out in Rules 10.14-10.17 inclusive; or~~
- ~~6. a Doctoral Degree by research, a person shall comply with requirements for admission set out in Rules 10.14-10.17 inclusive, except that, in appropriate circumstances, an applicant who does not qualify for registration under these Rules may be permitted to register as a student for a postgraduate course provided that evidence is submitted of such tertiary academic and professional attainment as may be approved; or~~
- ~~7. a non-award course, a person shall meet the entry requirements as specified in the Admissions and Advanced Standing Policy.~~
- ~~8. An application for admission as a student shall be made in the prescribed format and be lodged as directed in the Admissions and Advanced Standing Policy by the specified date. Application for admission may be required to be made to an external Tertiary Admissions Centre.~~
- ~~9. Notwithstanding any provisions of these Rules, an applicant may be required to demonstrate fitness for candidature by carrying out such work and satisfactorily completing such examinations as may be prescribed.~~
- ~~10.1. Council may refuse admission to a qualified applicant should there not be appropriate and sufficient personnel or resources to enable the student to undertake the course, or should there be a limitation imposed on the number of students to be registered for that course, or should other restrictions or limitations be applied to that course.~~
11. A person admitted as a student shall register for the particular course for which admission was sought and shall be then subject to all relevant rules, policies and other requirements.
12. Some courses may only be available on a full-time or part-time basis, as specified in the Course Handbook.
13. Continuation of registration is contingent upon compliance with any approved conditions imposed at initial registration or thereafter.
14. Except with approval a student shall not be registered concurrently for more than one course in this University or other tertiary institution.

Comment [S1]: Transferred to 6.1

Comment [S2]: Transferred to 6.2

Comment [S3]: Transferred to 6.3

Comment [S4]: Transferred to 6.4

- ~~15. A person who, in the opinion of Council or its delegate, has an unsatisfactory academic record in, or who is suspended, excluded or expelled from, any tertiary institution shall not be permitted to register for any course.~~
- ~~16. Except with approval in exceptional circumstances, a student is subject to the course time limits set out in Rules 6.26-6.30 inclusive~~
- ~~17. Where false documentation is identified on application, the student shall not be admitted to the University.~~
- ~~18. Where a student is found to have been admitted on the basis of false documentation, that student shall be dealt with under the Student Conduct Rules. If the Student Conduct Committee finds the allegation proven, they shall recommend to the Vice-Chancellor either that the student be expelled from the University or that the student be suspended for a limited period as stipulated in the Student Conduct Rules.~~
- ~~19. Notwithstanding the rules outlined above, the delegated authority may refuse admission where evidence from the applicant's history in the opinion of the delegated authority makes them unsuitable to study the course for which they have applied on academic or non-academic grounds, or to enrol at the University, provided that:
 
  - ~~a. the applicant be supplied with written notification of the reasons for refusal by the delegated authority; and~~
  - ~~b. the decision of the delegated authority be subject to the right of appeal~~~~

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## 5 ~~Credit Transfer and Articulation Arrangements for Prior Learning~~

- ~~1. Students seeking to transfer credit from previous studies to for prior learning towards a course of study at UOW shall be bound by the requirements of the Admissions and Advanced Standing Credit for Prior Learning Policy. Applicants for credit transfer for prior learning must provide evidence of their achievement learning, and have achieved any other requirements for entry into the desired program of study.~~
- ~~2. Where a formal Credit Transfer/Articulation agreement between UOW and another provider exists, the applicant shall be entitled to the level of credit specified under the agreement.~~
- ~~3. Where no formal Credit Transfer Agreement exists, students should apply for credit and supply the documentation outlined in the Admissions and Advanced Standing Policy to the relevant delegated authority. The level of credit awarded shall be decided at the discretion of the delegated authority.~~

## 6 Enrolment and Variations

### General Enrolment Rules

- ~~1. A person admitted as a student shall register for the particular course for which admission was sought and shall be then subject to all relevant rules, policies and other requirements.~~
- ~~2. Some courses may only be available on a full-time or part-time basis, as specified in the Course Handbook.~~
- ~~3. Continuation of registration is contingent upon compliance with any approved conditions imposed at initial registration or thereafter.~~
- ~~4. Except with approval in exceptional circumstances, a student is subject to the course time limits set out in Rules 6.30-6.34 inclusive~~
- ~~4.5. During prescribed periods in each year, a student shall enrol in a program in accordance with requirements of these Rules and pay any required charges.~~

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## 10 Higher Degree Research (HDR) Rules

1. The following Rules apply to higher degree research students enrolled in a Research Masters Degree, Doctoral Degree, Doctoral Degree by Published Works, or Higher Doctoral Degree course listed in Appendix 1.

### Admission Requirements for a *Higher Degree Research*

- ~~2. An applicant shall comply with the provisions of Rule 4 and the Admission and Advanced Standing Policy. Admission requirements for Higher Degree Research degrees are contained within the Admissions Rules.~~
- ~~3. An applicant for registration as a student for a *Higher Degree Research*, other than the Doctor of Philosophy (Integrated), shall have qualified for a Bachelor degree with Honours Class II, Division 2 or higher of the University of Wollongong or possess an approved equivalent qualification from another institution.~~
- ~~4. An applicant for registration as a student for a Doctor of Philosophy (Integrated) should have a minimum of four years of study at degree level, either a four-year Bachelor degree, or a Bachelor degree plus Masters by Coursework, with a minimum Credit average (65% or GPA 3.0 out of 4.0), or equivalent.~~
- ~~5. Notwithstanding any other provisions of these Rules, the Head shall recommend whether the applicant is fit to undertake study leading to the award of a *Higher Degree Research* and certify that the unit has the necessary resources to provide supervision in the discipline in which the applicant proposes to study.~~
- ~~6. A student shall register as a full-time student for a *Higher Degree Research (HDR)* except that:
  - a. a member of the full-time staff of the University or
  - b. a person who is not a member of the full-time staff of the University, but who, in the opinion of Council, is engaged in an occupation which provides opportunity to pursue study in the relevant academic unit, may be accepted as a part-time student for the degree, in which cases a minimum period for the duration of study shall be prescribed.~~

### Rules Governing Admission of Offshore Doctoral Students

- ~~7. The circumstances under which the University will consider an application to a complete a Doctor of Philosophy offshore are contained within the Admissions Rules. The University will normally only consider applications for offshore Doctor of Philosophy students in exceptional circumstances. These circumstances are:~~
- ~~8. applications from members of academic staff at University of Wollongong in Dubai (UOWD), or~~
- ~~9. where the candidature is part of a larger strategic international alliance and where there is clear evidence of a suitable academic environment in the *host institution*.~~
- ~~10.3. Offshore candidature normally only applies to domestic (Australian citizens or permanent residents) or overseas full-fee paying *students* who:
  - a. are applying for a research higher degree; and
  - b. are applying as individuals (rather than under a group or *program* initiative); and
  - c. are undertaking research which will require an overseas location with input from an overseas institution, which may include co-supervision, facilities, equipment, and library access; and
  - d. wish to pursue most or all of their research overseas.~~
- ~~11.4. Unless specifically exempted by the Dean of Research, a *co-supervisor* must be appointed at the offshore location. It is the responsibility of the academic unit to ensure that the remote *co-supervisor* is informed of the University's rules and policies governing Doctor of Philosophy~~

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candidature. A Memorandum of Understanding should be drawn up between the University and the co-supervisor.

| ~~42.5.~~ Domestic *students* who are studying or researching from a remote location, but where the academic work, including scoping of topic, writing and analysis are conducted at the Wollongong Campus with a Wollongong *supervisor*, are not considered to be *offshore students*.

| ~~43.6.~~ *Students* who are studying at one of the University of Wollongong's Australian campuses, who need to be absent from the University in order to undertake research overseas, are not considered to be *offshore students*.

| ~~44.7.~~ All Offshore Higher Research Degree applications that the faculty Executive Dean has assessed and agreed to accept must be sent to the Dean of Research for approval, together with a copy of the Offshore contract (see Guidelines for Offshore *HDR* Applications). If *approved* by the Dean of Research, applications will then follow the normal admissions process and candidature will be governed by the same HDR Course Rules that apply to onshore *HDR students*.



**LATE ENROLMENT AND IMPACT ON STUDENT RESULTS - ISSUES PAPER**  
**AGENDA ITEM C9**

### 1. Background

**Definition of Issue:** At the University Education Committee meeting held on 10 September 2014, the Chair of the Education Policy Review Subcommittee raised a question relating to late enrolment and whether or not the University should permit enrolment beyond the fourth week of session. The Deputy Vice-Chancellor Education (DVCE) requested that an investigation be undertaken to determine the extent of the problem and what impact late enrolment has on subsequent student performance. For the purpose of this paper, “late” enrolment is defined as any enrolment after week 2 of a standard 13 week session.

### 2. Current Policy & Practice

**Policy:** The General Course Rules stipulate that a student must enrol in a subject via SOLS before the end of the second week of the session for a standard session. Failing that, a student may enrol in a subject *with academic approval from the delegated authority* before the end of the third week of the session for a standard session. There is no provision in the rules for enrolment after week 3. However, the DVCE has discretion under the Delegations of Authority Policy to waive application of the General Course Rules where special circumstances exist.

**Practice:** Students are not able to enrol via SOLS after week 2. They must lodge a signed “ADD SUBJECTS – FACULTY APPROVAL” form to be manually added to the system. The cut-off date for submission of this form is the end of week 3. However it is clear that many students are enrolling after this date.

### 3. Size and nature of problem

Looking at enrolment patterns for the past three years for students enrolling in standard sessions, it is evident that around 13% of commencing students enrol after the start of session, of which nearly 2% enrol after week 2 and 0.7% enrol after week 4 (see Table 1). In 2013 some 160 students enrolled late, while 116 enrolled outside the time limit set by the University rules.

**Table 1: Timing of enrolment for ALL students 2011-2013 (standard session)<sup>1</sup>**

When Enrolled	2011		2012		2013		Total	
	No.	%	No.	%	No.	%	No.	%
Pre Start of Session	11383	86.6	10812	87.2	10944	87.7	33139	87.2
Week 1	949	7.2	865	7.0	914	7.3	2728	7.2
Week 2	492	3.7	475	3.8	459	3.7	1426	3.8
Week 3	91	0.7	98	0.8	44	0.4	233	0.6
Week 4	97	0.7	62	0.5	79	0.6	238	0.6
After Week 4	130	1.0	88	0.7	37	0.3	255	0.7
<b>Total</b>	<b>13142</b>	<b>100%</b>	<b>12400</b>	<b>100%</b>	<b>12477</b>	<b>100%</b>	<b>38019</b>	<b>100%</b>

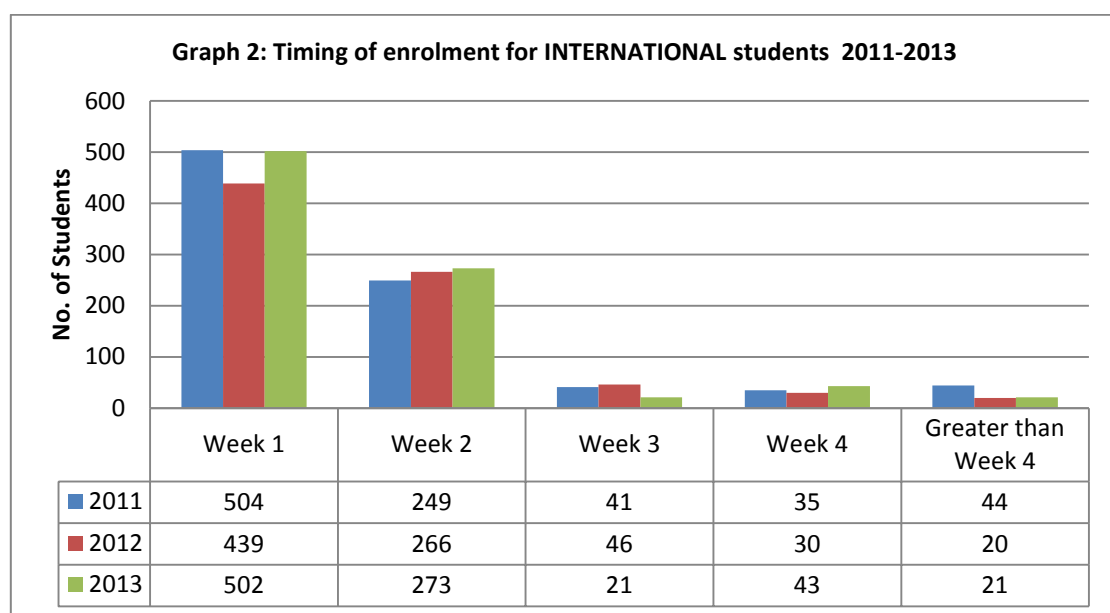
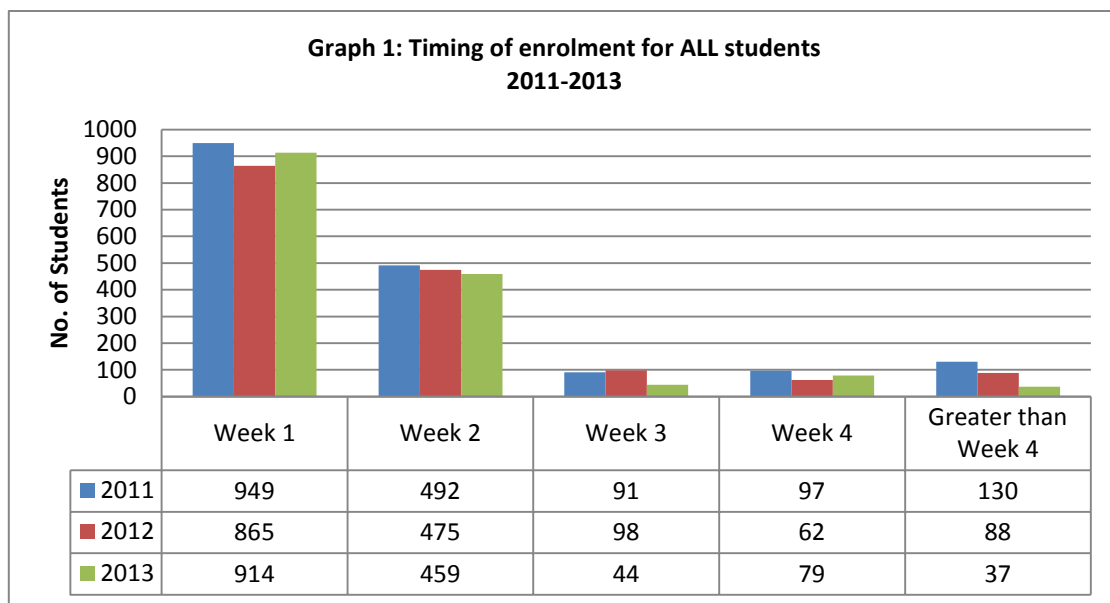
International students are more likely to enrol late than domestic students. Just over a quarter of international students enrol after the start of session, 3% after week 2 and 1% after week 4 (see Table 2 over page).

**Table 2: Timing of enrolment for INTERNATIONAL students 2011-2013**

<sup>1</sup> Note: All data was reported by PIU and sourced from SMP. The date of the first record for a student subject enrolment was selected. If a student withdrew from a subject, and then re-enrolled, their first enrolment date for that subject was counted. (This applies to Tables 1-3 and Graphs 1-2)

When Enrolled	2011		2012		2013		Total	
	No.	%	No.	%	No.	%	No.	%
Pre Start of Session	2583	74.7	2136	72.7	2317	72.9	7036	73.5
Week 1	504	14.6	439	14.9	502	15.8	1445	15.1
Week 2	249	7.2	266	9.1	273	8.6	788	8.2
Week 3	41	1.2	46	1.6	21	0.7	108	1.1
Week 4	35	1.0	30	1.0	43	1.4	108	1.1
After Week 4	44	1.2	20	0.7	21	0.7	85	0.9
<b>Total</b>	<b>3456</b>	<b>100%</b>	<b>2937</b>	<b>100%</b>	<b>3177</b>	<b>100%</b>	<b>9570</b>	<b>100%</b>

There has been a decline in the number of students enrolling after week 2 since 2011, and a marked drop in the number enrolling after week 4, from 130 in 2011 to 37 in 2013 (Graph 1). However, this decline is not as marked for international students (Graph 2).



In 2013, late enrolling students were spread across all faculties, although LHA had a slightly higher proportion, particularly in week 4.



**Table 3: Timing of Enrolment by Faculty 2013**

Faculty	Pre Session	Week 1	Week 2	Week 3	Week 4	After Week 4	Total	% enrol late*
Business	2394	227	121	11	17	14	2784	1.5%
EIS	2047	278	130	10	17	4	2485	1.3%
LHA	2506	173	109	11	27	8	2833	1.6%
SMAH	2323	125	62	10	12	7	2538	1.1%
Soc Sc	1662	99	34	3	6	3	1806	0.7%

\* Late = after week 2

#### 4. Impact of late enrolment on student results

There is a correlation between late enrolment and subject failure rate. International students account for a high proportion of late enrolling students who failed a subject (Tables 4 and 5). The link between late enrolment and failure rate was particularly noticeable in Business and EIS with students enrolling late having almost twice the fail rate (Table 6).

**Table 4: Number of student subject enrolments with a fail grade by enrolment date<sup>2</sup>**

Year	Pre Session	Week 1	Week 2	Week 3	Week 4	After Week 4	Total
2011	3274	255	121	10	16	20	3696
2012	3489	282	166	27	13	12	3989
2013	3676	254	149	12	18	12	4121
<b>Total</b>	<b>10439</b>	<b>791</b>	<b>436</b>	<b>49</b>	<b>47</b>	<b>44</b>	<b>11806</b>

**Table 5: Number of INTERNATIONAL student subject enrolments with a fail grade by enrolment date**

Year	Pre Session	Week 1	Week 2	Week 3	Week 4	After Week 4	Total
2011	755	165	78	7	10	3	1018
2012	790	154	110	19	8	2	1083
2013	911	174	121	5	13	9	1233
<b>Total</b>	<b>2456</b>	<b>493</b>	<b>309</b>	<b>31</b>	<b>31</b>	<b>14</b>	<b>3334</b>

<sup>2</sup> Note: If a student enrolled in four subjects, they will be counted four times. (This applies to Tables 4-6)

**Table 6: Student subject enrolments with a pass/fail grade by Faculty and Student Type - 2013**

Faculty	Pre Session	Week 1	Week 2	Week 3	Week 4	After Week 4	Total
<b>Business</b>	<b>8561</b>	<b>502</b>	<b>240</b>	<b>17</b>	<b>36</b>	<b>17</b>	<b>9373</b>
Pass +	7552	425	182	13	27	12	8211
Domestic	4389	103	48	1	8	7	4556
International	3163	322	134	12	19	5	3655
Fail	1009	77	58	4	9	5	1162
Domestic	623	21	10	2	1	3	660
International	386	56	48	2	8	2	502
<b>Fail rate</b>	<b>11.8%</b>	<b>15.3%</b>	<b>24.2%</b>	<b>23.5%</b>	<b>25.0%</b>	<b>29.4%</b>	<b>12.4%</b>
Domestic fail rate	12.4%	16.9%	17.2%	66.7%	11.1%	30.0%	12.7%
International fail rate	10.9%	14.8%	26.4%	14.3%	47.1%	28.6%	12.1%
<b>EIS</b>	<b>7762</b>	<b>545</b>	<b>252</b>	<b>13</b>	<b>19</b>	<b>8</b>	<b>8599</b>
Pass +	6651	445	194	10	15	4	7319
Domestic	3718	69	19	4	7	-	3817
International	2933	376	175	6	8	4	3502
Fail	1111	100	58	3	4	4	1280
Domestic	740	16	3	3	2	-	764
International	371	84	55	-	2	4	516
<b>Fail rate</b>	<b>14.3%</b>	<b>18.3%</b>	<b>23.0%</b>	<b>23.1%</b>	<b>21.1%</b>	<b>50%</b>	<b>14.9%</b>
Domestic fail rate	16.6%	18.8%	13.6%	42.9%	22.2%	-	17.6%
International fail rate	11.2%	18.3%	23.9%	-	20%	50%	12.8%
<b>LHA</b>	<b>9107</b>	<b>254</b>	<b>132</b>	<b>19</b>	<b>32</b>	<b>8</b>	<b>9552</b>
Pass +	8496	232	120	17	28	7	8900
Domestic	7498	156	79	9	12	4	7758
International	998	76	41	8	16	3	1142
Fail	611	22	12	2	4	1	652
Domestic	572	18	8	2	1	-	601
International	39	4	4	-	3	1	51
<b>Fail rate</b>	<b>6.7%</b>	<b>8.7%</b>	<b>9.1%</b>	<b>10.5%</b>	<b>12.5%</b>	<b>12.5%</b>	<b>6.8%</b>
Domestic fail rate	7.1%	10.3%	9.2%	18.2%	7.7%	-	7.2%
Int. fail rate	3.8%	5%	8.9%	-	15.8%	25%	4.3%
<b>SMAH</b>	<b>8124</b>	<b>220</b>	<b>124</b>	<b>14</b>	<b>15</b>	<b>7</b>	<b>8504</b>
Pass +	7501	184	110	12	14	5	7826
Domestic	6426	105	40	4	9	1	6585
International	1075	79	70	8	5	4	1241
Fail	623	36	14	2	1	2	678
Domestic	532	13	6	-	1	-	552
International	91	23	8	2	-	2	126
<b>Fail rate</b>	<b>7.7%</b>	<b>16.4%</b>	<b>11.3%</b>	<b>14.3%</b>	<b>6.7%</b>	<b>28.6%</b>	<b>8.0%</b>
Domestic fail rate	7.6%	11%	13%	-	10%	-	7.7%
Int. fail rate	7.8%	22.5%	10.3%	20%	-	33.3%	9.2%

<b>Social Sciences</b>	<b>5264</b>	<b>161</b>	<b>55</b>	<b>8</b>	<b>4</b>	<b>5</b>	<b>5497</b>
Pass +	4946	144	48	7	4	5	5154
Domestic	4616	89	28	6	2	5	4746
International	330	55	20	1	2	-	408
Fail	318	17	7	1	-	-	343
Domestic	297	11	1	-	-	-	309
International	21	6	6	1	-	-	34
<b>Fail rate</b>	<b>6.0%</b>	<b>10.6%</b>	<b>12.7%</b>	<b>12.5%</b>	<b>0%</b>	<b>0%</b>	<b>6.2%</b>
Domestic fail rate	6%	11%	3.4%	-	-	-	6.1%
Int. fail rate	6%	9.8%	23.1%	50%	-	-	7.7%
<b>Total</b>	<b>38818</b>	<b>1682</b>	<b>803</b>	<b>71</b>	<b>106</b>	<b>45</b>	<b>41525</b>

## 5. Discussion

This is the first time that this type of analysis has been attempted and further investigation and discussion is warranted. One issue for further examination is the correlation between late enrolment and performance for commencing students compared to re-enrolling students. Performance could also be measured by average mark in addition to the pass/fail results presented in Table 6.

Students enrol late for a variety of reasons. The Faculty of Social Sciences is looking at codifying and capturing the reason for late enrolment and this might be something that other faculties may wish to consider also.

### Options

While this issue does not lend itself to an easy solution, there are a number of options presented below as a basis for discussion:

1. Policy response: Tighten the rules around late enrolment - it has been suggested that enrolment after week 1 should require a sign-off and that enrolment after week 2 should not be permitted (i.e. bring forward the current requirements by one week).

*Pro:* This would send a strong message to students and staff that UOW has limited tolerance for late enrolment and is not willing to put students at greater risk of failing a subject.

*Con:* The rules are already being flouted and tightening them will only serve to create more paperwork; it will not change behaviour. Students enrol late for a variety of different reasons including that they have decided to change subjects or course or that they have arrived in the country late. Often these factors are outside the student's control and it is difficult for a Subject Coordinator or Head of Students to say no under these circumstances. Furthermore, not all students who enrol late fail their subject.

2. Preventative action: Leave policy unchanged but seek to change student behaviour by ramping up communications to prospective and current students about importance of enrolling on time. Consider a warning that if you enrol late your chance of failing the subject (and wasting your money) increases by x factor. Also make HOSTs and other staff aware of the higher failure rates for late enrolling students so they are in a position to caution against late enrolment or insist on a reduced load for those who enrol late and are already in a "high risk" category (i.e. have a low IELTS score).

*Pro:* This may deter those students who have some discretion in the timing of their enrolment (i.e. those returning late from an overseas holiday). Would help to reinforce the message that UOW takes its obligations to students seriously.

Con: There will still be those students who arrive late for reasons largely outside their control.

3. Remedial action: If the University is prepared to accept students as late as week 4, then the relevant approving officer could be required to discuss with the student a 'late enrolment study plan' which may include an agreed reduced load and/or additional support in the form of catch-up work/assessment, peer mentoring, closer supervision, referral to Learning Development etc. Anecdotally this is already happening in some (if not many) cases.

Pro: Making a 'late enrolment study plan' a formal requirement would help to reinforce the message that UOW takes its duty of care to these students seriously (not just willing to accept their money and set them up for failure) and should lead to improved outcomes for these students.

Con: This creates additional work for teaching and support staff. Late arriving students not only have to make up for missed lectures and tutorials but often have problems around accommodation and lack of orientation to contend with as well. A whole-of-university approach is needed.

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### Draft Resolution

*That the University Education Committee note the discussion paper on Late Enrolment and its impact on student results.*

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<b>Drafted by:</b>	<b>Reviewed by:</b>	<b>Approved by:</b>
Manager, Academic Quality and Policy, Academic Quality and Standards Unit	Executive Officer, University Education Committee	Prof Eeva Leinonen Chair, University Education Committee

## Background

Assessment has long been recognised as having a huge effect on what, when, and where students learn.

Many studies have found that what influences students most is not teaching but assessment. In fact students have described all aspects of their study — what they attended to, how much work they did and how they went about their studying — as being completely dominated by the way they perceived the demands of the assessment system. Derek Rowntree went so far as to say: ‘if we wish to discover the truth about an educational system, we must first look to its assessment procedures’ (Rowntree, 1987:1).

Feedback is a critical part of this assessment process. Various reviews have found that assessment feedback is the most powerful single influence that makes a difference to student achievement., Sadler (1998) found that formative assessment with feedback on performance both accelerates and improves student learning.

## Assessment & Feedback Task & Finish Group

The importance of assessment and feedback has been recognised in the Curriculum Transformation Model committing to “embed innovative and leading assessment and feedback practice”. Because it will play such a critical role in the curriculum transformation process 2015 has been designated the UOW Year of Assessment and Feedback.

In order to provide a platform for this part of the curriculum transformation an Assessment & Feedback Task & Finish Group was established in October 2014 tasked to:

- Identify clear assessment principles to support the curriculum transformation Model
- Develop resources/source exemplars to support assessment principles
- Develop resources/source exemplars for continuing professional development modules
- Draft Teaching Guidelines
- Liaise on revision of policies
- Disseminate/engage the UOW community

Membership of the group as at October 2014 consists of:

A/Prof Romy Lawson (Chair)  
 Prof Chris Rust (Visiting Scholar)  
 Prof David Boud (Visiting Scholar)  
 Apostoli Baker (Student Representative)  
 Bonnie Dean (LTC)  
 Tori Funnel (AQS)  
 Sandra Humphrey (LTC)  
 Margie Jantti (Library)  
 Dr Tracey Kuit (SMAH)  
 Dr Lotte Latukefu (LHA)  
 Dr Grace McCarthy (BUS)

Anne Melano (LTC)  
 Dr Marcus O'Donnell (LHA)  
 Dr Dominique Parrish (SMAH)  
 Jan Sullivan (AQS)  
 Dr Lisa Thomas (LTC)  
 A/Prof Margaret Wallace (LTC)  
 Bill Wilkinson (BUS)  
 A/Prof Michael Zanko (BUS)  
 Joanne Vercoe (Student Experience)  
 Tanya Barton-Saad (Group Administrator)

## Proposed Assessment & Feedback Principles

### ***Vision:***

Assessment is both fundamental and critical to student learning. It should build their capacity to become confident, capable, self-regulating, life-long learners. It involves processes and tasks that in dialogue with teachers and peers, enable students to develop and demonstrate their learning.

### **Purpose:**

Assessment tasks and processes play three key roles in student learning:

- facilitate students to meet learning outcomes (formative);
- develop student's ability to become confident self-evaluators (sustainable assessment literacy);
- evidence whether learning outcomes have been met (summative);

In complex assessment tasks these roles may overlap but for any assessment the primary purpose/s should be made clear.

### **Principles:**

1. **Alignment:** Good assessment design is a whole of course task that requires planning by course teams. Assessments should explicitly align with subject and course learning outcomes. It should focus on integrating and scaffolding learning, especially at key points throughout the course such as in cornerstone and capstone subjects.
2. **Balance:** course assessment design should have an appropriate balance of summative and formative assessment:
  - **Summative tasks** – assessment of learning for the purposes of assuring progress at key points in the course or for the purpose of warranting/confirming that learning outcomes have been met should be kept to the minimum necessary for that purpose.
  - **Formative tasks** – assessment for learning that engages students in productive opportunities to apply knowledge and skills and gain feedback should be deployed at frequent and regular intervals, in order to support the students' continuous development.
  - **Formative tasks** are especially important early in a degree program to introduce students to important assessment skills and literacies.
3. **Engaged feedback:** Assessment should involve an engaged process that begins with a dialogue about expectations for assessment tasks and ends with a dialogue about achievement and improvement. Tasks and feedback loops must be timed to ensure sufficient opportunities are provided to put the feedback into practice.
4. **Task Design:** In designing assessment tasks, consideration should be given to:
  - **Authenticity** – focusing on complex 'real-world' practices through enquiry-based processes.
  - **Validity** – carefully and explicitly assessing whether the intended learning outcomes have been met
  - **Equitable** - tasks should be fair and equitable, allowing for the diversity of students' backgrounds, experiences and learning styles
  - **Relevance** – activities with a sense of purpose that meet the student's interests to be more motivating; individual choice of task should be considered where practical.
  - **Consequence** – tasks should have a positive impact on student behaviour – when, how and why they study – and build an approach that develops sustained and self-regulated learning.
5. **Quality assured:** Course convenors and subject co-ordinators need to ensure assessment is consistent, referenced to agreed grading rubrics and grading decisions is moderated and calibrated between markers.

### **Next Steps**

Task & Finish Group Convenes	Oct 2014
Initial Draft Principles to UEC	Nov 2014
COPTA Reviewed	Nov 2014
Teaching Principles Draft	Oct 2014 – Jan 2015
Resource/Exemplar Development	Oct 2014 – Jan 2015
Consultation	Nov 2014 – Jan 2015
Principles to UEC for endorsement	Jan 2015
Principles to Academic Senate for endorsement	Feb 2015

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**Draft Resolution**

*that the University Education Committee:*

- i. note the discussion paper on Assessment & Feedback; and*
  - ii. provide comments on the draft principles and timeline, as set out in the agenda paper.*
- 

<b>Drafted by:</b>	<b>Reviewed by:</b>	<b>Approved by:</b>
Associate Professor Romy Lawson, Director LTC	Assessment and Feedback Task & Finish Group	Chair, University Education Committee





## Background

The Australian Qualifications Framework is due for full implementation by 1 January 2015, by which time all courses into which students are enrolled must meet the requirements of the AQF. This paper is part of a series of updates to the University Education Committee. The AQF builds upon strong evidence that effective tertiary learning is built upon clear learning outcomes and effective assurance of learning against those outcomes.

At its meeting 31<sup>st</sup> May 2011, UEC established the AQF Working Group to plan and monitor the implementation of the AQF at UOW. The group is made up of key representatives from each faculty and is chaired by the Deputy Vice-Chancellor (Academic). Since its creation, the AQF Working Group has discussed and resolved issues that have arisen in relation to the validation process. With the validation process coming to an end, the AQF Working Group held its last meeting on Monday, 20<sup>th</sup> October. At this meeting, members acknowledged the hard work that has gone into aligning UOW courses to the AQF. Monitoring compliance with the AQF will now become part of scheduled course reviews, and of the course approval process.

## AQF Progress

The table reproduced at the end of this report is a snapshot of the AQF validation status at the Faculty level for UOW courses. It shows course status where AQF validation work has been formalised either by submission of material using the fast track process, or through the SCDC as course proposals. This table is correct as at 3 November 2014.

With the exception of three HDR programs from UOWD, all AQF Validation documentation has been received. The AQF Review Group will ensure the remaining submissions from UOWD are assessed, and AQS will complete implementation activities.

## Post AQF Validation

AQS is looking at options to develop a visualisation tool for AQF mapping. An Educational Resource Development Agreement application has now been lodged for the development of a Visual Validation Tool. This is intended to be in an accessible format whereby students and staff can view the relationship between assessment tasks, subjects and Course Learning Outcomes.

AQS will facilitate a wash-up session on the AQF validation process in December 2014. This will focus on possible improvements to the current technique for mapping of majors and double degrees, and provide an opportunity to collect and collate faculty feedback.

To align with the approaching publication date for the Course Handbook, AQS has begun developing a ready-reckoner to highlight the differences between 2014 and 2015 course structures. This is expected to be released online and will be made available within the Course Handbook page.

## Further Information

Specific questions may be addressed to the Course Management Team within the Academic Quality and Standards Unit (email: [course-management@uow.edu.au](mailto:course-management@uow.edu.au)).

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### Draft Resolution

*that the University Education Committee;*

- i. *note the update on AQF implementation activities being undertaken by the University; and*
  - ii. *note the closing of the AQF Working Group.*
- 

<b>Drafted by:</b>	<b>Reviewed by:</b>	<b>Approved by:</b>
AQF Project Officer, Academic Quality and Standards Unit	Executive Officer, University Education Committee	Prof Eeva Leinonen Chair, University Education Committee

## AQF Implementation - In Progress

## Total Courses Remaining

	1	2	3	4		5			
Faculty	Total Courses*	AQF-Validation**	New Courses Proposed***	Courses to be discontinued****		Courses to be Suspended****		(Column 1 – (Columns 2 + 4 + 5))	UOWD Remaining
<b>BUS</b>	60	38	4	3	(3)	16	(16)	3	3
<b>EIS</b>	103	64	0	21	(21)	18	(18)	0	0
<b>LHA</b>	80	77	4	1	(1)	2	(2)	0	0
<b>SMAH</b>	65	57	9	5	(5)	3	(3)	0	0
<b>SOC</b>	69	41	19	21	(21)	7	(7)	0	0
<b>Total</b>	377	277	36	51	51	46	46	3	3

\* Column 1- on Course Database as at 01/01/2014 + HDR courses + consolidated course codes

\*\* Column 2 - Submitted/Completed for Existing Courses

\*\*\* - Column 3 - As per initial proposal submitted to SCDC, subject to final approval

\*\*\*\* Column 4 and 5 - As advised by Faculties - numbers in brackets are where forms have been submitted



### 1. TEQSA Amendment Bill

The TEQSA Amendment Bill remains stalled in the Senate. Changes to the way in which the sector is regulated cannot sensibly be discussed in isolation from the broader higher education changes announced in the federal budget and recently given form in the Higher Education and Research Reform Amendment Bill. The two pieces of legislation are inextricably linked. Many have argued that a deregulation agenda brings with it a need for stronger regulation rather than less. Deregulation is likely to result in an increase in the number of providers and, potentially, increase the risk of quality assurance issues arising along with them. Read more on the debate at the [Senate Committee](#) website.

### 2. New Guides

TEQSA has recently published Guidance Notes on Corporate Governance and Academic Governance and has invited sector feedback on these resources. These guidance notes provide insight into how the Threshold Standards are being interpreted and applied by TEQSA and therefore make for useful reading. See <http://www.teqsa.gov.au/for-providers/provider-resources>

A summary of the main points in the Academic Governance guide that are relevant to this committee is attached for information (**ATTACHMENT 1**).

### 3. TEQSA Annual Report

TEQSA's Annual Report for 2013-14 was tabled in Parliament on 23 October 2014. According to the report TEQSA registered eight new providers and re-registered 41 providers. It decided to reject the initial registration applications of two providers and not to renew the registration of one existing provider. Read more at <http://www.teqsa.gov.au/news-publications/teqsa-annual-report-2013-2014>

### 4. TEQSA signs MoU with China Education Association

TEQSA has signed a Memorandum of Understanding with the China Education Association for International Exchange to promote cooperation and collaboration between the two bodies.

### 5. Revised Higher Education Standards

As UEC is aware, the Higher Education Standards Panel, led by Prof Alan Robson, is charged with reviewing the Higher Education Threshold Standards. In April, the Panel released a *Proposed Higher Education Standards Framework* and new draft standards for comment.

The Panel received 83 submissions, including 33 from universities. You can read the submissions (including the one from this University) at the HESP website <http://www.hestandards.gov.au/engagement/call-comment-number-3>.

In a recent Communique, the Panel reported that feedback on the proposed new standards was overwhelmingly positive, although numerous suggestions for improvements were made; encompassing form, style and content. Some respondents feel that various aspects of the current standards have potentially been softened e.g. the requirement for financial viability. Others have expressed concern about the absence of certain prescribed features of the current standards, e.g. prescription of an academic board, where the prescription has been replaced by more generic forms or outcomes.

TEQSA has raised issues about potential regulatory difficulties with a few standards in particular in relation to its approach to regulation. There has been some criticism of the retention of some input/process standards and some respondents have felt that some standards are overly prescriptive. The Panel has a significant piece of analytical work ahead as it addresses the issues raised and seeks to strike a balance among sometimes mutually exclusive views. The Panel also

needs to remain mindful of the wider policy agendas that intersect with the revisions to the Framework.

**Next Steps:**

- Revised drafts will be prepared.
- Discussions about potential regulatory issues and matters of regulatory impact will continue with TEQSA.
- A more detailed response will be provided in a Communique when the Panel's analyses are further advanced.
- It is hoped that the Panel will be able to provide advice to the Minister by the end of 2014.
- The standards proposed to the Minister will also be published on the Higher Education Standards website.

Read more at <http://www.hestandards.gov.au/>

**6. Higher Education Standards Panel/OLT Research Fellow - Request for Information**

The Higher Education Standards Panel Research Fellow, UOW Emeritus Professor Christine Ewan, is requesting input to the review of emerging trends in educational delivery and the implications for future setting of standards for higher education.

The focus of the task commissioned by the Higher Education Standards Panel and the Office of Learning and Teaching is on the development of a national consensus, informed by existing national and international practice, on the ways in which institutions can demonstrate to themselves and the regulator that their engagement in alternative, disaggregated and distributed delivery methods for award courses is compliant with the proposed Higher Education Standards Framework.

Read more at <http://www.hestandards.gov.au/higher-education-standards-panel-research-fellowship>

**Attachment**

Extract from TEQSA Guidance Note: Academic Governance

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**Draft Resolution**

*that the University Education Committee note the TEQSA & Standards Update as set out in the agenda paper.*

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<b>Drafted by:</b>	<b>Reviewed by:</b>	<b>Approved by:</b>
Manager, Academic Quality & Policy, Academic Quality and Standards Unit	Executive Officer, University Education Committee	Prof Eeva Leinonen Chair, University Education Committee

## Extract from TEQSA Guidance Note: Academic Governance

### What is academic governance?

Effective academic governance ensures that a provider's academic standards are developed and maintained, the academic framework and underpinning policies and processes are in place, and that all staff and students are aware of, and operate within these parameters.

### Where does academic governance reside?

Academic governance functions are required by the Threshold Standards to be delegated to an academic board ... so that ... there is 'a clear and discernible separation between corporate and academic governance'. The Standards also require a 'clear distinction between governance and management responsibilities'...

Academic governance processes ensure, for example, that teaching and learning frameworks are in place, staff are employed with the appropriate qualifications, and academic policy is implemented and monitored effectively and regularly updated. Within a culture of continuous improvement, the academic board – as the body responsible for the maintenance of academic standards – also oversees a range of academic processes, including oversight of admission standards, recognition of prior learning and credit transfer policies; alignment of course assessment processes to academic standards; and fair and reasonable student grievance processes.

### Academic governance in practice

#### Characteristics:

- An academic board or similar academic governing body with clearly defined terms of reference, roles and reporting lines.
- A number of permanent and/or temporary committees with specific delegated responsibilities e.g. Course Advisory Committee, Teaching and Learning Committee, Student Appeals and Complaints Committee.
- Strong academic leaders across the provider.
- Appropriately qualified academic staff that are active in scholarship in their disciplines and in the broader agenda of the provider.
- Clear communication protocols across the provider to ensure clarity about academic operations and compliance with academic policy.
- Staff and students who are aware of their responsibilities for maintaining academic integrity.

#### Activities:

- Development and oversight of strong academic quality assurance processes which support the teaching and learning agenda of the provider, including meeting external requirements such as professional accreditation, professional standards, Threshold Standards and the Australian Qualifications Framework.
- Development and oversight of integrated academic policies and procedures that are regularly reviewed for currency and adequacy.
- Development and oversight of a teaching and learning plan, or similar, providing a road map for scholarship and pedagogical approaches across the provider.
- Ensuring effective course design and approval processes and that established courses are monitored, reviewed and updated on a regular basis.
- Regular monitoring of student performance and learning outcomes in relation to quality teaching and learning and processes to ensure that poor outcomes are appropriately addressed and providing advice to the governing body.

- Regular use (and updating) of valid delegations by the academic board to any sub-committees or other bodies or senior academic leaders in the academic governance structure.
- Active support and oversight of scholarly activities to support staff scholarship.
- Development and oversight of a timely and relevant professional development strategy.
- Oversight of appropriate academic and student support services.
- Regular monitoring and review of the effectiveness of the academic board and its standing committees, for example, through annual reporting against work plan objectives and cyclical external reviews.
- Ensuring effective processes for induction and training of members of the academic board and its sub-committees.
- Oversight and reporting of academic risk to the corporate governing body.
- Ensuring appropriate academic standards are set and upheld.
- Ensuring that relevant information is provided to decision makers in a timely manner.

### **Things to consider**

When developing institutional practices and processes to support academic governance, providers may consider:

- Do the academic governance arrangements have the capacity to provide academic leadership in the development and maintenance of academic standards?
- Do members of the academic governing body attend meetings regularly and actively participate in academic governance processes or discussions?
- Is there scope for the academic governing body to delegate tasks to permanent and/or project-specific sub-committees (e.g. a Curriculum Review Committee to oversee the cyclical review of existing courses of study or the development of new courses)?
- Are records of discussion kept reflecting approval of policies and principles and the monitoring of academic processes?
- Is there evidence of academic quality assurance activity?
- Is there evidence of consistent reporting to the academic board and that academic activity is being monitored over time, that data is being used and outputs analysed?
- Is there evidence of the implementation of new processes or changes being made to curricula or unit outlines, for example, in response to course review, analysis and conclusions?
- Does the corporate governing body receive, consider and respond to reports from the academic governing body (for example, by re-shaping overarching policies and plans or re-distributing resources etc.)
- Is there evidence of strong oversight and a connection between the academic board and the academic frameworks and operations of the provider?

A full copy of this Guide is available at:

<http://www.teqsa.gov.au/sites/default/files/AcademicGovernanceGN.pdf>



**University Education Committee Membership and Terms of Reference**  
**AGENDA ITEM C13**

A number of minor amendments to the University Education Committee membership and terms of reference are proposed in order to enable the committee to meet its obligations and respond to changes to the learning and teaching landscape at the University.

The following changes to the terms of reference are proposed:

- i. Associate Professor Romy Lawson is nominated as Deputy Chair of the Committee.
- ii. The Inaugural Director – Wollongong Academy of Tertiary Teaching and Learning Excellence (WATTLE) is included as a full member of the Committee.
- iii. The position of Director – Woolyungah Indigenous Centre no longer exists, and is therefore removed from the list of members. It is proposed that the indigenous portfolio will be represented by the Pro Vice-Chancellor (Inclusion and Outreach).
- iv. The number of meeting dates is increased from five to six per annum in order to reflect the increase in volume of business moving through the committee.

Subject to approval by Academic Senate, these changes to the University Education Committee will come into effect at the first meeting of 2015.

**Draft Resolution**

*that the University Education Committee:*

- i. endorse the changes to the Terms of Reference of the University Education Committee, as set out in the agenda paper; and*
- ii. forward the amended Terms of Reference to Academic Senate for approval.*

**ATTACHMENT**  
 Draft University Education Committee Terms of Reference

<b>Drafted by:</b>	<b>Reviewed by:</b>	<b>Approved by:</b>
Executive Officer, University Education Committee		Prof Eeva Leinonen Chair, University Education Committee

# Terms of Reference

## University Education Committee

### Terms of Reference

The University Education Committee is a formally constituted committee of the Academic Senate with particular responsibility for matters related to students and education in all undergraduate, postgraduate coursework programs and the coursework elements of HDR courses. The committee shall have responsibility for oversight of all aspects of the University's strategic plan that include, but are not limited to:

- Curriculum development;
- UOW student experience;
- Assurance of academic quality and standards;
- Education across all sites (onshore and offshore) and modes of delivery;
- Student diversity;
- Development of educational technology and services;
- Academic policy development and implementation;
- Academic staff development, promotion and recognition of excellence; and
- Student career development and employability.

The University Education Committee shall:

1. Develop and drive the creation and delivery of innovative, inclusive and challenging curricula;
2. Ensure that all graduates embody the University's graduate qualities and develop, through the curriculum, skills, qualities and knowledge that enable their integration into the global workplace;
3. Ensure that all students in all locations have access to an equivalent learning experience using the highest quality learning facilities, and are supported by skilled and committed academic and professional staff;
4. Oversee and develop strategies relating to the wider student experience;
5. Oversee academic quality assurance initiatives for all University of Wollongong courses, both onshore and, in conjunction with the Deputy Vice-Chancellor (International), offshore, to maintain and strengthen the quality and integrity of all courses;
6. Promote high quality teaching, educational innovation, and the reward and recognition of teaching staff;
7. Review and develop pathways to higher education, and support the development of new courses designed to ensure access to higher education is available to all, including groups currently under-represented in the higher-education sector;
8. Drive the realisation of the University of Wollongong as a digital university for learners and teachers;
9. Make recommendations to Academic Senate on changes to existing academic policies, and the creation of new academic policies.
10. Provide advice to the Academic Senate and other University bodies on all matters relating to learning and teaching, and student experience; and
11. Receive the minutes of subcommittees and other special purpose groups, and make determinations and recommendations on issues arising from the deliberations of these committees.

## Membership

The University Education Committee shall consist of:

### Ex Officio:

- ~~The Deputy Vice-Chancellor (Education) as Chair~~
- ~~Director, Learning, Teaching & the Curriculum as Deputy Chair~~
- The Chair of Academic Senate
- The Deputy Vice-Chancellor (International) or nominee
- Pro Vice-Chancellor (Inclusion and Outreach)
- Dean of Research
- Academic Registrar
- Associate Deans (Education) (five positions)
- Director, Information Technology Services
- UOW College General Manager
- Executive Director, Higher Education Research & Policy Institute
- Director, Academic Quality & Standards
- Director, Business Analysis & Learning Analytics
- ~~Director, Learning, Teaching & the Curriculum~~
- Director, Library Services
- Director, Regional Campuses & Student Diversity
- Director, Student Career Development & Employability
- ~~Director, Student Experience~~
- ~~Inaugural Director, Wollongong Academy of Tertiary Teaching and Learning Excellence~~
- ~~Director, Woolyungah Indigenous Centre~~
- Chair, Education Policy Review Subcommittee
- Chair, Academic Standards and Quality Subcommittee

### Elected Members

- Academic Senate Representatives (five positions)

Unless otherwise provided, the term of office of all elected members shall be two years.

### Appointed Members

- Associate Deans (International) (two positions, appointed by the Chair following consultation with the Chair, University Internationalisation Committee)
- Faculty Academic Staff Representatives (one per faculty, following consultation with the Executive Dean and Associate Dean (Education) of each faculty)
- Student Representatives (two positions, appointed by the Chair)

~~When the Deputy Vice-Chancellor (Education) is absent for a meeting, the Chair will nominate a member of the committee to act as Chairperson for that meeting only.~~

Wherever possible, membership of the University Education Committee should reflect the diversity of the University of Wollongong staff body.

Committee members wanting to take leave of absence during their term should seek the approval of the Committee. Any short term membership replacements will be a matter for the Chair and the Committee to determine.

### Quorum

The quorum for a meeting shall be fifty per cent (50%) of the membership plus one.

## Meeting Frequency

| The Committee will meet ~~at least five~~six times per year.

**UNIVERSITY EDUCATION COMMITTEE MEETING DATES 2015      AGENDA ITEM C14**

Wherever possible, dates for the University Education Committee are aligned to those of the Academic Senate to allow for the timely reporting of items through the governance structure. Where possible, the dates of the University Education Committee meetings for 2015 have been set to allow for such a flow of business.

As a consequence, the breakdown of dates is as follows:

<b>Academic Senate Date</b>	<b>Senate Agenda Deadline</b>	<b>UEC Date</b>	<b>UEC Agenda Deadline</b>
18/02/2015	28/01/2015	28/01/2015	07/01/2015
29/04/2015	08/04/2015	25/03/2015	04/03/2015
01/07/2015	10/06/2015	13/05/2015	22/04/2015
26/08/2015	05/08/2015	15/07/2015	24/06/2015
23/09/2015	02/09/2015		
		16/09/2015	26/08/2015
18/11/2015	28/10/2015	04/11/2015	14/10/2015

It is noted that the first meeting of the year falls on the agenda deadline date for the submission of items to Academic Senate. It is also noted that the proximity of the August and September Senate meetings, followed by a sizeable gap before the final meeting of the year, poses challenges in ensuring the timely flow of issues through the governance process. Conflict between dates for Senate and UEC is unfortunately unavoidable.

In response to the significant increase in the flow of business through the University Education Committee in 2014, a decision has been taken to move from five meeting per calendar year to six meetings. It is hoped that this will allow all business to be fully considered by the committee, without the need to significantly extend meeting times.

**Draft Resolution**

*that the University Education Committee approve the committee meeting dates for 2015, as set out in the agenda paper.*

<b>Drafted by:</b>	<b>Reviewed by:</b>	<b>Approved by:</b>
Executive Officer University Education Committee		Prof Eeva Leinonen Chair, University Education Committee