



UNIVERSITY
OF WOLLONGONG
AUSTRALIA

UNIVERSITY EDUCATION COMMITTEE – 1 November 2016

AGENDA

Agenda of the 06/2016 meeting of the University Education Committee to be held at 9.30am on Tuesday 1 November 2016 in the University Council Room.

PART A - OFFICIAL BUSINESS

A1 Apologies and Leave of Absence

A2 Arrangement of Agenda

A2.1 Conflicts of Interest

A2.2 Confidential 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 p.4

Draft Resolution:

that the minutes of the previous meeting held on 28 September be confirmed and signed as a true record.

A5 Chair's Report

PART B – COMMITTEE BUSINESS

B1 Academic Quality and Standards Subcommittee

ATTACHMENT p.13

Draft Resolution:

that the University Education Committee receive the draft minutes of the 4/2016 Academic Quality and Standards Subcommittee meeting of 11 October 2016, as attached to the agenda paper.

B2 Education Policy Review Subcommittee

Note that the minutes of the 5/2016 Education Policy Review Subcommittee meeting of 12 October 2016, will be submitted to UEC meeting 01/2017.

PART C – GENERAL BUSINESS

***C1 Liverpool Campus Update ATTACHMENT p.20**

Draft Resolution:

that the University Education Committee note the progress update on the interim South Western Sydney Campus, as set out in the agenda paper.

***C2 Digital Learning Threshold Phase 2 Implementation ATTACHMENT p.22**

Draft Resolution:

that the University Education Committee note the progress report on Digital Learning Thresholds, as set out in the agenda paper.

***C3 DVCA 2016 Strategic Priorities Progress Update ATTACHMENT p.26**

Draft Resolution:

that the University Education Committee note the update on work completed against the DVC(A) 2016 Strategic Priorities, as set out in the agenda paper.

***C4 Assessment Quality Cycle Implementation Update ATTACHMENT p.31**

Draft Resolution:

that the University Education Committee note the project plan for the implementation of the Assessment Quality Cycle, as attached to the agenda paper.

***C5 Academic Advice to Students Policy ATTACHMENT p.40**

Draft Resolution:

that the University Education Committee:

- i. endorse the revised Academic Advice to Students Policy as set out in the agenda paper; and*
- ii. forward the revised policy to the Vice-Chancellor for approval.*

***C6 TEQSA Re-Registration Update ATTACHMENT p.54**

Draft Resolution:

that the University Education Committee note the TEQSA Re-registration Update, as attached to the agenda paper.

C7 SIM Annual Review Report ATTACHMENT p.61

Draft Resolution:

that the University Education Committee note the SIM Annual Quality Assurance Review – Summary of Action Items, as attached to the agenda paper.

C8 INTI Annual Review Report ATTACHMENT p.72

Draft Resolution:

that the University Education Committee note the INTI Annual Quality Assurance Review – Summary of Action Items, as attached to the agenda paper.

***C9 Comparative Student Outcomes Report**

ATTACHMENT p.81

Draft Resolution:

that the University Education Committee note the CSO Monitoring Report 2015-2016 and the CSO Monitoring Report-Consolidated Faculty Feedback 2015.

C10 Other Business

C11 Next Meeting

The draft minutes of the 05/2016 University Education Committee of 28 September 2016, are attached to the agenda paper

Draft Resolution

that the minutes of the 5/2016 University Education Committee meeting of 28 September 2016 be confirmed and signed as a true record

ATTACHMENT

05/2016 Draft University Education Committee Minutes

| Drafted by: | Reviewed by: | Approved by: |
|---|---------------------|--|
| Executive Officer, University Education Committee | | Professor Joe Chicharo, Chair, University Education Committee |



UNIVERSITY
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UNIVERSITY EDUCATION COMMITTEE – 28 September 2016 MINUTES

Minutes of the 05/2016 meeting of the University Education Committee held at 9.30 am on Wednesday 28 September 2016 in the University Council Room.

PRESENT:

Dr Jennifer Heath (Chair)
Ms Megan Huisman
Ms Margie Jantti
A/Prof Gary Noble
A/Prof Dominique Parrish
Dr Ian Piper
A/Prof Ian Porter
Mr Dominic Riordan

Dr Ann Rogerson
Mr Martin Smith
Dr Lisa Thomas
Ms Carina Tobia
A/Prof Rodney Vickers
Prof Graham Williams
Mr Jim Davies (Executive Officer)
Ms Marion Allen (Admin Assistant)

IN ATTENDANCE:

Ms Bridget Dijkmans-Hadley (Quality Projects Officer, AQS), Dr Trish Mundy (Acting ADE, LHA – for Brogan Bunt), Dr Alison Freeman (Director, Academic Performance & Governance UOW Enterprises – for Julie Renwick), Dr Bonnie Dean (LTC – for Alisa Percy), Ms Emma Purdy (Policy Analyst, AQS), Mr Cameron McLeod

UNABLE TO ATTEND:

Prof Tim Marchant, and Dr Alisa Percy,

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

PART A - OFFICIAL BUSINESS

A1 Apologies and Leave of Absence

Apologies were received from Prof Joe Chicharo, A/Prof Brogan Bunt, Dr Simon Bedford, Dr Steven Capaldo, Prof Paul Chandler, Dr Julie Kiggins, Ms Fiona Rankin and Ms Julie Renwick. Prof Katina Michael is on student leave until February 2017. There were no new leave of absences requested.

A2 Arrangement of the Agenda

No additional items were starred for discussion.

A3 Business Arising from the Minutes

A4 Confirmation of Minutes

RESOLVED 40/2016

that the minutes of the 04/2016 meeting held on 10 August 2016 be confirmed and signed as a true record.

A5 Acting Chair's Report

The Acting Chair informed members that this meeting was Ms Megan Huisman's final meeting as Director – Student Services Division. Dr Heath thanked Ms Huisman for her extensive contributions to the committee, and asked that a vote of thanks be recorded.

Dr Heath also informed members that the Academic Quality and Standards Unit was beginning the process of searching for new student representatives. In addition to seeking three representatives for UEC, representatives for the Student Support Subcommittee and

PART B – COMMITTEE BUSINESS

B1 Academic Quality and Standards Subcommittee

RESOLVED 41/2016

that the University Education Committee receive the draft minutes of the 3/2016 Academic Quality and Standards Subcommittee meeting of 26 July 2016, as attached to the agenda paper.

B1 Education Policy Review Subcommittee

RESOLVED 42/2016

that the University Education Committee receive the draft minutes of the 4/2016 Education Policy Review Subcommittee meeting of 17 August 2016, as attached to the agenda paper.

PART C – GENERAL BUSINESS

***C1 Utilisation of ECHO360**

Mr Cameron McLeod noted that the paper put to the Committee was the result of a long-standing desire by students to see more utilisation of ECHO360 in spaces where that technology is available. Mr McLeod noted that this issue features highly in most Faculty-level surveys, and that approximately two thirds of the current student representative body were seeking reform of the use of ECHO 360. It was further noted that such reform had been endorsed by WUPA, WUSA and the University's Student Representative Forum.

Mr McLeod noted that used of ECHO 360 is a beneficial pedagogical tool, and that the data supports the proposition that students who utilise ECHO 306 outperform those who don't. It was noted that students feel that the current opt-in policy is inequitable.

Traditional concerns that the use of lecture-capture software lead to poor lecture attendance are not supported. Rather, literature on the subject notes that attendance is based on life decisions such as family and work commitments. Indeed, sector benchmarking has noted that most other Australian universities have opt-out policies. Further, Mr McLeod noted that an opt-out policy would not be a barrier to faculties preventing lecture-capture software from being used in instances where it is not suitable or appropriate.

Members made the following comments on the issue of an opt-out policy for the use of lecture capture software:

- One of the biggest issues in relation to the use of such facilities is the lack of availability across the campus, and issues of timetabling subjects in appropriate spaces where the use of the software is desirable.
- Using lecture capture often means that the class teacher has to alter their teaching style appropriately. In some instances, lecturers feel that this has a negative impact on their delivery of content.

- Using lecture capture is not a means of ensuring that all students engage with the content. In some instances, it has been noted that students have only engaged with the content of the final (pre-examination) lecture on ECHO 360.
- Where staff wish to opt-out, there must be an academically defensible position for doing so, and it should also be pedagogically appropriate. What is needed is a basis on which assessments like this can be made.

Mr McLeod noted that the University currently has sixty five spaces that are equipped with lecture capture software, and that the University needs to assess how this will be increased in the long-term as part of a broader strategy. Plans are already underway within IMTS to remedy this.

RESOLVED 43/2016

that the University Education Committee:

- note the Utilisation of Lecture Capture Technology as set out in the agenda paper; and*
- forward any proposed feedback or suggestions to Cameron McLeod.*

***C2 Coursework Academic Misconduct Procedures**

Ms Emma Purdy informed members that the Academic Integrity Policy had been endorsed by the committee in 2015, and that the misconduct procedures have been reviewed to align with changes to the Academic Integrity Policy by a steering group. Ms Purdy noted that the following changes have been made to the document:

- Ownership of the procedures will move from Student Services Division to the Academic Quality and Standards Unit, as agreed by both parties;
- The title and language of the document have been simplified;
- The boundaries between the Academic Integrity Officer and Subject Coordinator have been removed, as have restrictions on the number of Academic Integrity Officers that each faculty may use;
- The number of appeals against a finding of academic misconduct has been reduced;
- Where there is a finding that minor academic misconduct has occurred, the policy now mandates the completion of an academic integrity online module;
- The process for misconduct in an examination has been amended. As a result, minor amendments to the Student Conduct Rules are being proposed

RESOLVED 44/2016

that the University Education Committee:

- endorse the revised Academic Misconduct (Coursework) Procedures;*
- endorse consequential and administrative amendments to the Student Conduct Rules; and*
- forward the Academic Misconduct (Coursework) Procedures and Student Conduct Rules to Academic Senate for endorsement.*

***C3 Academic Consideration Policy Review**

Ms Rebecca Dickinson informed members that the policy had initially been presented to UEC in July 2015, and as a result of feedback received, the custodians undertook further research and sector benchmarking.

Ms Dickinson noted that the application of the policy has, over time, moved away from the original intent of the policy. Issues that were once not really within the scope of the policy have, over time, come to be administered in line with the requirements of the policy. One issue has been the perceived shift how the application is perceived, in that it was originally intended to prevent disadvantage to students, but is now seen as a policy that can benefit students. However, members noted that it was important to be mindful of the positive benefits of the policy, and to address negative patterns of behaviour as they are detected.

As a result of extensive consultation, there have been a number of minor changes, and some significant ones. While the attendance requirement issues remain, the practitioner certificate requirement has been removed.

In relation to the issues raised at the meeting, members made the following comments:

- Where students have a Reasonable Adjustment in place, and submit a request for academic consideration that isn't covered by the RA, staff making decisions need to be aware of the distinction between the two issues;
- In relation to the issue of documentary evidence for medical issues, asking practitioners to record the manner in which the medical condition affects the student's ability to study is generally not provided on medical certificates, and should therefore not be required by the policy;
- Medical certificates will only be accepted if the practitioner is registered with AHPRA. This is most often an issue in relation to certificates from Chinese Herbalists;
- All statutory declarations must now be accompanied by supporting evidence of the medical or extenuating circumstances.

Ms Dickinson noted that students are required to retain copies of documentation relating to their academic consideration requests for two years. However, an online portal is in development that will not only maintain these documents centrally, but also free up some staff time that is currently used processing documents and allow for greater quality control of the documents that are submitted.

RESOLVED 45/2016

that the University Education Committee:

- endorse the draft Academic Consideration Policy as attached to the agenda papers;*
- endorse the proposed consultation and approval pathway as set out in the agenda papers; and*
- forward the draft policy documents to Academic Senate for endorsement and to University Council for approval, for implementation in Spring Session 2017.*

***C4 PSB Academic Singapore – Annual Quality Assurance Review**

Mr Jim Davies informed members that the 2016 Annual Review of the courses delivered at PSB Academy, Singapore had been conducted using the revised templates and procedure that was approved by the University Council in early 2016. Mr Davies noted that there were some minor issues with the transition from the old process, most notably in relation to the provision of data and commentary in enough time to allow for the review panel to interrogate the data. However, minor issues notwithstanding, the process were seen by all parties as being collegial and productive.

In total, twenty four action items were recorded, and most of these were minor in scope and extent. The more significant issues raised by the review included low student numbers into the part-time MBA course and student attainment levels for students articulating from certain pathway programs. These more significant issues will be managed jointly by PSB Academy staff and representatives from the Faculty of Business. Both parties hold monthly skype meetings, and are of the opinion that the issues arising from the review will be dealt with prior to the 2017 review.

Mr Davies noted that, as Executive Officer of the Annual Review, he would be responsible for conducting follow-up activities to ensure that action against all identified issues is completed as required. A six-monthly follow up cycle will commence in December.

RESOLVED 46/2016

that the University Education Committee note the PSB Academic Annual Quality Assurance Review-Summary of Action Items, as attached to the agenda paper.

***C5 TEQSA Re-registration Update**

Mr Dominic Riordan informed members that preparations for TEQSA re-registration were well underway. A core set of evidence requirements is expected of all Higher Education providers, but in addition, TEQSA will likely require some additional information and evidence. The University's case manager has indicated that the scope of additional information that TEQSA may require will likely be available to the University earlier than initially stated. This in turn would allow the University additional time to prepare the required evidence and information. Early indication is that in addition to the core evidence requirements, TEQSA are interested in issues relating to Higher Degree Research and training.

Mr Riordan informed members that TEQSA have released a set of guidance notes to support the revised standards. The Academic Quality and Standards Unit has reviewed these notes, and is seeking clarification from TEQSA on the following issues:

- In relation to external referencing, the University is seeking to establish the level of formality that is required, and how the issue of competitive advantage may impact on this.
- In relation to the requirement that the University provide a statement of financial standing, we are asking whether this requirement applies to the University. In particular, it is felt that this requirement is contrived and unnecessary given the fact that the University's audited accounts are published annually.
- Further information is sought in relation to the issue of the publication of admission standards.

The work of the TEQSA steering group will continue through next year.

RESOLVED 47/2016

that the University Education Committee note the TEQSA Re-Registration Update as attached to the agenda paper.

C6 UEC Revised Terms of Reference and membership

RESOLVED 48/2016

that the University Education Committee:

- endorse the revised membership and terms of reference for the University Education Committee as attached to the agenda paper; and*
- forward the revised membership and terms of reference to Academic Senate for approval.*

C7 UEC 2017 Meeting Dates

RESOLVED 49/2016

that the University Education Committee:

- note the meeting dates for 2017, as outlined in the agenda paper; and*
- note the change of meeting time to accommodate representatives from UOW Dubai.*

C8 Other Business

Members requested that the Committee be presented with information relating to the establishment of the UOW Liverpool campus, and that regular updates on progress be provided.

C9 Next Meeting

The next meeting of the University Education Committee will be held on 9 November, 2016

The meeting closed at 10.45 am.

Signed as a true record:

Chairperson
/ /

Draft

UEC 2016 Workplan

| Item | Person Responsible | Action Required |
|--|---|---|
| Collaborative Delivery Policy Suite | AQS | Submitted to Senate for Endorsement and Approved by Council |
| UOW College Students Performance at UOW | UOW College GM | Nil |
| DVC(A) 2016 Strategic Priorities | DVC(A) | Nil |
| 02/2016 | | |
| Aboriginal and Torres Strait Islander Education Plan | PVC(I&O) | Submitted to Senate for Approval |
| Online Course Development Plan – Discussion Paper | LTC | |
| Learning Analytics Early Adopters Update | BALA | Held over to 04/2016 meeting |
| Transition and Student Support Strategies | BALA | Held over to 03/2016 Meeting |
| Academic Policy Reviews: <ul style="list-style-type: none"> COPTA Review WAMs Academic Quality Policy | AQS | COPTA review submitted and endorsed, others to be finalised Q3 2016 |
| 03/2016 | | |
| Facilities and Learning Spaces Review | LTC | Submitted – further reporting to 05/2016 meeting |
| Regional Campus Review Recommendations | Regional Campuses and Student Diversity | Submitted – no further action required |
| Embedding Employability and Career Development within the Curriculum | Career Development and Employability | Held over to 04/2016 Meeting |
| UOW College Annual Review Report | AQS | Submitted to the 02/2016 Meeting |
| UOW Dubai Annual Review Report | UOW Enterprises | Submitted – no further action required |
| Academic Policy Reviews: <ul style="list-style-type: none"> Teacher Qualifications Policy Academic Advice to Students Policy Student Academic Misconduct Policy | AQS | Held over until later meetings |
| 04/2016 | | |
| Embedding MOOCs into the Curriculum | LTC | Held over |
| Continuous Professional Development Framework – Implementation Update | LTC | Held over |
| Work Integrated Learning | Career Development and Employability | Discussed in relation to Embedding Employability agenda item |
| Academic Policy Reviews: <ul style="list-style-type: none"> Withdrawal from Subjects Guidelines Supplementary Assessment Guidelines Benchmarking Policy | AQS | Withdrawal Guidelines review to commence Q4. Supplementary Assessment held over |
| 05/2016 | | |
| Teacher Evaluation and Subject Evaluation Review | LTC/AQS | Held Over |
| Digital Learning Threshold Phase 2 Update | LTC | Held over until 06/2016 |

| | | |
|--|----------|---------|
| | | meeting |
| Course Structures Review | AQS | On hold |
| 06/2016 | | |
| Woilyungah Indigenous Centre Review Outcomes | PVC(I&O) | |
| Enabling Students as Change Agents | LTC | |

The draft minutes of the 04/2016 Academic Quality and Standards Subcommittee meeting of 11 October 2016, are attached to the agenda papers.

Draft Resolution

that the University Education Committee receive the draft minutes of the 04/2016 Academic Quality and Standards Subcommittee meeting of 11 October 2016, as attached to the agenda papers.

ATTACHMENT

04/2016 Academic Quality and Standards Subcommittee Meeting Draft Minutes

| Drafted by: | Reviewed by: | Approved by: |
|--|---|---|
| Executive Officer, Academic Quality and Standards Subcommittee | Executive Officer, University Education Committee | Professor Joe Chicharo, Chair, University Education Committee |

DRAFT ACADEMIC QUALITY AND STANDARDS SUBCOMMITTEE – 11 October 2016 MINUTES

Minutes of the fourth meeting of the Academic Quality and Standards Subcommittee held from 2:30pm on 11 October 2016 in 36.304.

PRESENT: Dr Julie Kiggins (Chair)
Dr Simon Bedford
Associate Professor Brogan Bunt
Dr Jennifer Heath
Ms Gabriella Heemskerk (on behalf of Dr Bill Damachis)
Mr Brett Lovegrove (via teleconference)
Ms Kathleen Malone
Associate Professor Dominique Parrish
Dr Alisa Percy
Mr Dominic Riordan
Dr Ann Rogerson (via teleconference)
Associate Professor Jun Shen
Professor Wilma Vialle
Associate Professor Rodney Vickers
Professor Graham Williams

IN ATTENDANCE: Ms Bridget Dijkmans-Hadley
Ms Emma Purdy (Executive Officer)
Ms Jan Sullivan
Ms Toni Ward (Minute Secretary)

APOLOGIES: Dr Bill Damachis
Dr Brian Yecies

PART A - OFFICIAL BUSINESS

A1 Welcome, Apologies and Leave of Absence

The Chair welcomed Ann Rogerson and Brett Lovegrove via teleconference, Gabriella Heemskerk (in place of Bill Damachis) and Bridget Dijkmans-Hadley to the fourth AQSS meeting for 2016.

Apologies were received from Brian Yecies.

A2 Business Arising from the Minutes

At the last meeting it was determined that Matt Perry (IMU) would be invited to this meeting to discuss attrition data. Matt Perry has since left the University and his position has yet to be filled. The Chair suggested we seek an update on attrition data at the next meeting.

ACTION: IMU to provide an update on attrition data at the next AQSS meeting.

A3 Confirmation of Minutes

Associate Professor Brogan Bunt advised that he had been omitted from the list of attendees at the previous meeting.

RESOLVED: 2016/32:

That the Minutes of the previous meeting held on 26 July 2016, as amended, be confirmed and signed as a true record.

A4 Chair's Report

The Chair advised that in accordance with the rules for membership of the committee, the student representative has been removed from the committee for non-attendance at all 2016 meetings. A new student representative will be appointed next year.

The Chair called for a nominee from among the academic members of the committee to participate on the UOWC Annual Review Panel, which will convene in late January 2017. Dr Simon Bedford volunteered to participate on the panel. The Chair advised she will once again be chairing the review panel.

PART B – STANDING ITEMS

B1 TEQSA Re-Registration Update

Jan Sullivan gave an update on the University's preparations for its re-registration as a higher education provider with the Tertiary Education Quality & Standards Agency (TEQSA).

The TEQSA Re-registration Steering Group, led by the DVC(A), has met four times since the start of April. At its more recent meeting on 25 August, the Group reviewed a summary of progress against the top 25 improvement priorities. This has since been updated and details were provided within the agenda papers.

TEQSA has released 13 new [guidance notes](#) to provide greater clarity for providers in the interpretation and application of selected areas of the new higher education standards; these are open for comment until 19 October 2016. The Academic Quality & Standards Unit has provided feedback to TEQSA on a number of these Guides and TEQSA has advised it will be making some changes to the Guides relating to External Referencing, Work-Integrated Learning and Nested Courses.

Dominic Riordan informed the committee that he had received advice from our TEQSA Case Manager that **research training** and **third party arrangements** (particularly **UOWD**) will be within the scope of our re-registration assessment. TEQSA has still to confirm this in writing.

RESOLVED 2016/33:

That the Academic Quality and Standards Subcommittee note the TEQSA Re-registration Update as provided with the agenda.

B2 Implementation of Assessment Quality Assurance

Simon Bedford advised the Teaching and Assessment Policy Suite (TAPS) was approved by Council on 7 October 2016. Some provisions (such as the majority of those involving the roles and responsibilities in the Code of Practice – Teaching) are effective immediately. New responsibilities in relation to the quality assurance of assessment, articulated through the Assessment Quality Cycle (AQC), take effect as *recommended practice* from the date approved at Council and take full effect from the next major subject delivery cycle in Autumn Session 2017. Dominique Parrish commented that the policies are difficult to find in the Policy Directory and AQS undertook to relay this feedback to Governance.

COMPLETED ACTION: *Governance Unit has since uploaded the new policy documents to the [Policy Directory](#)*

An AQC implementation pilot is currently underway to assess the impact of the changes to practices, workloads and operations. It is then proposed to calibrate full implementation of the AQC having regard to the outcomes of that pilot. This work is being led by retired academic Michael Zanko, former Associate Dean of Business and former Chair of AQSS. The project plan included within the agenda papers provides details on the AQC pilot, as well as the development of associated resources and professional development tools, within the overall implementation of TAPS.

RESOLVED 2016/34:

that the Academic Quality and Standards Subcommittee note the project plan for the implementation of the assessment quality cycle.

B3 Academic Integrity Review Update

Emma Purdy advised the new Academic Misconduct procedures have been sent to Academic Senate and, subject to approval by Council in December, will be actionable from 1 January 2017. She also advised that Deloitte auditors are conducting an audit of Academic Integrity policy and practices at UOW in mid-November. The audit covers coursework students only and also includes UOWC.

The Academic Integrity Officer (AIO) role statement has been finalised and issued to faculties. A new training program for AIOs is under development. Forms and templates will follow (prior to the 1 January deadline) together with the creation of a new online portal.

Wilma Vialle added that the Chairs of Academic Boards are working with Universities Australia to arrange an Academic Integrity conference in 2017 (possibly at the University of Sydney) and a nationwide symposium in 2018. Dominic Riordan advised a helpful publication is available online: <http://www.qaa.ac.uk/publications/information-and-guidance/publication?PubID=3107#.V7mV5o4nc0r>

RESOLVED 2016/35:

that the Academic Quality and Standards Committee note the verbal update on the progress of the Academic Misconduct Procedures and implementation activities.

B4 Working Group Updates

Data for Quality Assurance

Rodney Vickers advised this project is moving forward, albeit very slowly. IMTS has committed to supporting the project, but no firm timeframes have been agreed as yet.

Subject and Teacher Evaluation

Jennifer Heath advised work is underway on the redesign of the survey instruments, with various suggested questions having been reviewed by the working group. These will be sent to faculties for comment in due course. A pilot will be run on the final design by the end of 2016. In the meantime, a business case for the purchase of an online student feedback system is awaiting approval by the DVC(A).

Discussion ensued about the impact on response rates of moving to an online survey. Dr Heath advised that this was a concern of the DVC(A) and a condition of purchase will include a paper based version of the surveys being available. It was noted that it was important for the University to be able to ensure that *all* students have the opportunity to provide feedback on their subjects and all teachers have the opportunity to review feedback on their teaching and that an online system would facilitate a more systematic and flexible student feedback regime.

Brett Lovegrove advised that UOWD was reviewing its survey framework and asked that a Dubai representative be included on the STE Working Group.

ACTION: AQS/Abbie Watson to arrange for a representative from UOWD to be invited to future meetings of this group.

RESOLVED 2016/36:

that the Academic Quality and Standards Subcommittee note the verbal updates, provided at the meeting, from the Data for Quality Assurance and Subject and Teacher Evaluation Working Groups.

B5 Course Review Update

Dominic Riordan referred committee members to the report included within the agenda papers and advised that AQS is meeting with faculties following submission of review reports. He reminded faculty representatives that it is reasonable to assume that any one of those reviews may be subject to selection by TEQSA at the time of re-registration. AQS is keen to look at any issues around resourcing as it is important to avoid slippage in the 2016 timetable it will be very difficult to catch up and recover.

RESOLVED 2016/37:

that, in accordance with Section 4.6 of the Course Review Procedures, and UEC resolution (30/2015), the Academic Quality and Standards Subcommittee note the report on progress and update of course reviews and accreditation of UOW Courses.

B6 2016 Review against Work Plan

The Chair confirmed that progress against the AQSS 2016 Work Plan was as per the report supplied within the agenda papers.

RESOLVED 2016/38:

that the Academic Quality and Standards Committee note the progress against the 2016 work plan.

PART C – GENERAL BUSINESS

C1 Agent Management Policy

Jan Sullivan spoke to a draft International Education Agent Policy which is being presented to AQSS for feedback and ‘in principle’ endorsement. By way of background, Ms Sullivan explained that TEQSA has made agent management a core part of its assessment for provider re-registration and that, in addition, UOW will be subjected to an external audit of its compliance with the Education Services for Overseas Students (ESOS) National Code in 2017 (this audit is conducted every five years). Consequently a review of agent management practices at UOW was commenced mid-year with the establishment of a working group, which comprises representatives from across the University as well as from UOWC and UOWD.

Following the review there have been three major outcomes identified:

1. A clear and transparent policy statement - The Working Group has developed a draft policy which includes a set of guiding principles;
2. A review of the standard agency agreement (this is underway and is being undertaken by Legal Services in collaboration with Student Services and AQS);
3. An agreed agent management reporting template – to facilitate an annual review process with reporting up to the University Internationalisation Committee (a draft template has been developed by Student Services and AQS and the first annual report will go to UIC in early 2017).

Discussion followed on the wording of the policy document with some corrections indicated and requests for clarity and finessing of the wording relating to termination of agency agreements.

RESOLVED 2016/39:

that AQSS endorse the International Education Agent Management Policy for referral to the University Internationalisation Committee and thence to Academic Senate and Council for approval subject to the amendments as suggested.

C2 2015 Comparative Student Outcomes Monitoring Report

Emma Purdy spoke to the CSO Monitoring Report for 2015, advising that while the CSO Data Report is being reviewed by the working group established by AQSS, the existing process will continue. Thanks were given to Bridget Dijkmans-Hadley for preparing the latest report supplied within the agenda papers.

The report shows that the gap between domestic and international student performance in 2015 was greatest at the postgraduate level and more pronounced in SMAH than other faculties. A comparison across offshore campuses shows that students at INTI-Penang had the highest WAM and students at PSB in Singapore had the lowest. Undergraduate onshore students had higher weighted average marks than offshore students. Postgraduate offshore students in BUS and EIS had, on average, higher average marks than their onshore counterparts in 2015.

A number of members questioned the pathway data (Table x) noting that the results for Second Half 2015 looked anomalous with previous sessions. AQS undertook to revisit the figures and update the report prior to its referral on to UEC. Discussion followed about identifying “at risk” pathways and whether or not students from those pathways should be advised to take a reduced study load. It was agreed that more evidence is needed as to the impact of study load on student performance before any recommendations can be made.

COMPLETED ACTION: *AQS revised and reissued the pathway data on 17 October.*

ACTION: *Dr Jennifer Heath undertook to analyse impact of full study load versus reduced study load on student results and report findings to AQSS in 2017.*

RESOLVED 2016/40:

that the Academic Quality and Standards Subcommittee note the CSO Monitoring Report 2015 and note it will be revised prior to being forwarded to UEC.

C3 Implementation of the English Language Policy

Alisa Percy reported on progress in implementing the English Language Policy over the past 12 months. Her report highlighted the major achievements to date, current activities being undertaken, the challenges being experienced during implementation, some proposed solutions, other considerations and some examples of services available to international students.

Dr Percy listed the proposed short-term solutions for staff as improved communication of the requirements of the English Language Policy at the course level; improved processes for engaging Learning Development lecturers in course review and curriculum development teams and activities, along with the development of a CPD Module specifically on implementing the ELP Policy. Long term solutions will include the development of a central repository for sharable teaching and learning resources on language and academic literacy, development of resources used to teach high demand aspects of writing across disciplines (e.g. literature review in EIS, SMAH, BUS) and the development and dissemination of marking rubrics that capture evidence of language development (ESDF project underway).

Enhanced support for students will include the re-design of Learning Development’s website, simplification and repackaging of student learning resources into self-enrol Moodle modules, ongoing development of existing language education subjects as fully online short courses (e.g. RESH 900 & SCIE911), further improvements to our service for students-at-risk and liaison with the Graduate Research School to better support of HDR students.

RESOLUTION 2016/41:

that the Academic Quality and Standards Subcommittee note the update on the implementation of the English Language Policy.

C4 Subject Quality Assurance – Offshore

Gabriela Heemskerk (TNE&A) circulated a memo (included within the agenda papers) signed by the DVC(A) requesting a risk based approach be applied to subject quality assurance commencing September 2016 in all offshore locations, with specific requirements for each. Following approval, the Transnational Education Unit will communicate all changes to faculties via the Associate Deans (International) and International Units. This will also be communicated to key stakeholders at partner institutions. Finally, changes will be reported to each Faculty International Committee, the Transnational Education and Strategic Alliances Subcommittee, AQSS and UIC.

RESOLVED 2016/42:

that the Academic Quality and Standards Subcommittee note the DVC(A) approved memorandum outlining the approach to be taken to subject quality assurance offshore, as attached to the agenda paper.

C5/C6 INTI and SIM Annual Review Report Summaries

Gabriela Heemskerk spoke briefly to the Annual Review Report Summaries for SIM and INTI, advising that work in addressing the action items has commenced. The next report is due in April so an update will be provided to this committee at that time.

Dominic Riordan advised this was the first full round of collaborative delivery reviews under the new procedures and template. He said that the process would have been more satisfactory had we be able to obtain the required data earlier and had the templates be completed by all parties earlier in the process. Improvements have now been made ahead of the UOWD review planned for 10 November 2016.

Draft Resolution 2016/43:

that the Academic Quality and Standards Subcommittee note the INTI and SIM Annual Quality Assurance Review – Summary of Action Items, as attached to the agenda papers.

C7 Other Business

There was no other business to discuss.

C8 Meeting Dates for 2017

AQSS meetings will be held at 2:30pm in 36.304 on 7 March, 16 May, 1 August and 3 October 2017.

Background

The University will operate an interim South Western Sydney Campus from the start of 2017, occupying approximately 2,300sq.m over two floors within the existing Liverpool City Council building at 33 Moore Street in the City Centre. During 2019, it is planned that the campus will relocate to larger purpose built facilities within the Liverpool Civic Place complex to be constructed in nearby Scott Street.

Following the resolution of the University Council in February, the Vice Chancellor requested that the Deputy Vice Chancellor (Academic), supported by the Chief Finance Officer, convene a South Western Sydney Governance Group comprised of senior staff drawn from across the University and UOW College.

Progress Update

Since mid-February the Governance Group has met regularly to oversee action pathways, focussed specifically at this stage on establishing and operating the interim campus from 2017. A cluster of task specific teams were formed underneath the Governance Group, coordinated through the Business Improvement and Assurance Division, to drive planning and actions in various areas. As at mid-October the current status of these areas of action are as follows:

Facility Planning and Delivery

A lease agreement has been finalised with Liverpool City Council for the lease of the space within 33 Moore Street. ADM Architects were engaged to prepare suitable floorplans including for a large outdoor podium terrace. Key consideration was given to maximising flexibility of teaching spaces, providing a quality student and staff experience and environment as well as maximising transferability of furnishings and equipment to the long term site.

A development consent was issued by Liverpool City Council in mid-June. Following finalisation of the cost plan, as well as design and build specifications, a contract was awarded to FDC Construction and Fitout (NSW) Pty Ltd to undertake the necessary demolition and fit-out works under the oversight of the Commercial Developments Unit. Handover of the facility to the University is expected by 8 November.

Negotiations with regard to the Liverpool Civic Place long-term campus are soon to commence following Liverpool City Council's selection of its development partner and after high level agreements between those two parties are finalised and executed.

Academic Portfolio

The DVC(A) has led discussions with the Faculties to finalise the 'start-up' academic program. Relevant course delivery approvals are currently being secured through the regular internal academic governance pathways. By agreement with faculties, student recruitment commenced in May for the following courses:

- Bachelor of Information Technology (Faculty of Engineering and Information Sciences)
- Bachelor of Computer Science (Faculty of Engineering and Information Sciences)
- Bachelor of Business Information Systems (Faculty of Engineering and Information Sciences)
- Bachelor of Arts (Faculty of Law, Humanities and the Arts)
- Bachelor of Business (Faculty of Business)
- Master of Health Leadership and Management (Faculty of Science, Medicine and Health)
- Certificate of Health Leadership and Management (Faculty of Science, Medicine and Health)

The UOW College will also commence course delivery at Liverpool in 2017 with three pathway offerings, being the Diploma of Legal Services, Diploma of Information Technology and the Diploma of Business. The College will also run the University Access Program which prepares students for future university studies.

Following discussions with faculties, the CFO approved the establishment of an initial 8 new academic positions to support 2017 course delivery. Recruitment of these positions is currently underway.

The DVC(A) also appointed an interim academic leader for South Western Sydney (Mr Roy Brown) through to December 2016. Mr Brown is working with the DVC(A) and faculties on operational delivery of courses in 2017 and the scoping of the proposed academic program for 2018 and 2019. The DVC(A) is proposing to establish a new leadership position of Academic Director for commencement in January 2017.

It is expected that approximately 200 total enrolments will be achieved in 2017 across the UOW and UOWC academic portfolio, rising to over 400 in 2018.

Staff and Student Support

A working group drawn from across the University as well as UOW College has prepared a Staff and Student Support Plan which addresses student services, library, facility management, information technology and support systems with a strong emphasis on efficient and effective service integration.

An appropriate initial and scalable non-academic support staff structure has been finalised as well as development of a shared library services model to be housed within the adjoining Liverpool public library facility. Recruitment of the initial CFO approved staff and student support positions has also commenced.

Marketing and Recruitment

Implementation of the marketing and recruitment strategies for the interim campus has been underway since May. A comprehensive program of engagement initiatives with schools is progressing as well as participation at a series of job and education expos in Western Sydney. UOW branded roadside and rail station billboards have been rolled out at strategic sites across the region as well as bus branding with online digital and hard-copy material also being progressively mobilised.

The current status of the 2017 enrolment pathway for South Western Sydney Campus is as follows:

| Course | Early Admission Offers (Est. as at 12 Oct) | UAC 1 st Preferences (as at 11 Oct) | Other (as at 11 Oct) |
|--------------------|---|---|-------------------------|
| BIT | 20 in total (common 1 st year) | 16 | N/A |
| BCS | | 14 | N/A |
| BBIS | | 1 | N/A |
| BA | 18 | 8 | N/A |
| BBus | 77 | 39 | N/A |
| Cert HLM | N/A | N/A | 1 |
| MHLM | N/A | N/A | 1 |
| Uni Access Program | N/A | N/A | 11 |
| Total | 115 | 78 | 13 |

It should also be noted that:

- UOW was an active participant at the *2016 InvestLiverpool* forum held on 15 August.
- UOW was a major sponsor of the Liverpool Mayoral Charity Ball on 27 August.
- A media release was issued on 8 August highlighting the commencement of construction, staff recruitment and student recruitment.
- Planning has commenced for an official opening in late January or early February.

Draft Resolution

that the University Education Committee note the progress update on the interim South Western Sydney Campus, as set out in the agenda paper

| Drafted by: | Reviewed by: | Approved by: |
|--|--|--|
| Mr Mark Roberts, Senior Manager, Strategic Projects | Executive Officer, University Education Committee | Chair, University Education Committee |

The [Digital Learning Thresholds \(DLT\)](#) endorsed by Senate in February 2014 were expected to be implemented in full by the end of 2016. Informed by the [OLT Standards for Online Learning](#) and sector-wide examples of good practice, the DLTs were developed to support the University's provision of a technology-enriched learning experience to students, as per the University's Strategic Plan.

Implementation was staged in two phases:

In Phase 1 (Operational by 2015), all subjects/courses were expected to have an associated Moodle site with features such as a detailed digital course pack, an explanation of subject expectations, assessment details and marking criteria, a welcome message, a place for students to have their questions answered, and a clear communication strategy for how students should access the content for the subject.

In Phase 2 (Operational by 2016), all subject/courses were to expand the use of Moodle to include features such as group discussion, the use of gradebook, online submission and feedback, and structured interaction with a portfolio.

To assist in their implementation, LTC developed a formative web-based [DLT Subject Development Tool](#)¹ and [DLT website](#) for subject conveners and teaching teams to support subject design and identify areas for further enhancement. Additional support has also been provided by faculty-based EdTech staff, LTC Educational Designers (eg. staff workshops), and the Strategic Curriculum Development team (consultancy).

In May 2015, UEC noted the *Phase 1 Implementation Report* prepared by Associate Professor Marilyn Childs for the Director LTC. This report suggested that while compliance with Phase 1 was interpreted differently within each Faculty, in general when interpreted as associating a Moodle site to a subject instance, compliance was generally strong. The report identified the need for the creation of an *UOW Online Subject Template* with embedded elements of the DLTs Phase 1 to streamline the development of the digital course pack. This work is ongoing under the leadership of the Curriculum Management System Steering Group.

The report also identified a number of issues to be resolved that have particular implications for Phase 2 implementation and reporting. These included:

- the tension between the DLT focus on individual subjects and the CTP² focus on course level planning
- the need to address workload issues for academic staff
- the difficulty in obtaining reliable data on compliance with the DLTs
- the adequacy of resourcing to assist faculty with implementation.

In consultation with faculty, a number of key recommendations were made. These included the need to:

- communicate a stronger rationale and a coherent narrative about why the DLTs are necessary
- take a quality enhancement rather than a compliance approach to implementation
- better communicate the self-assessment purposes of the Subject Development Tool
- improve resourcing and infrastructure to assist faculty implement the DLTs.

At an operational level, the following recommendations were made:

- **The DLTs be integrated into existing policy and course reporting systems and processes**

In October 2016, the Digital Learning Thresholds were embedded in the newly approved [Code of Practice – Subject Delivery](#). The DLT elements are outlined in Schedule 1, and the following principles are provided within the body of the Policy (p.3)

5. Digital Learning

1. All subjects are required to meet the Digital Learning Thresholds, the requirements of which are provided at Schedule 1.
2. Academic Senate has approved the Digital Learning Thresholds for implementation according to a staged schedule, as provided at Schedule 1 and subject to amendments approved by Academic Senate from time to time.

(COP-Subject Delivery, p3)

¹ Just 72 subject coordinators have engaged with the Subject Development Tool since its release in late 2014.

² Curriculum Transformation Project

Further work is required for embedding the monitoring and reporting of the DLTs into existing processes at a subject ad course level, but this may include embedding reporting requirements into the [Code of Practice – Subject Delivery](#) (Section 5. Subject Monitoring) as well as subject evaluation processes.

- **The implementation of the DLTs and the use of the Subject Development Tool be integrated into the course review and curriculum transformation process**

In association with the formal course review and curriculum development schedule, faculties can submit a Service Level Agreement to LTC to establish a high priority partnership project focussed on implementing elements of the DLTs and the UOW Curriculum Model at a course level.

One current example of this kind of project is the Bachelor of Arts, where work on signature assessments, the capstone, the DLTs and My Portfolio have been negotiated as a critical high priority project for a LHA/LTC partnership project in 2017.

- **The timeline for full implementation be appropriately flexible to enable this**

Apart from the association of a subject with a Moodle site, ease of compliance with DLT Phase 1 will be enhanced when the *UOW Online Subject Template* is released (potentially late 2017).

Phase 2 implementation, particularly in relation to online assessment and feedback and student engagement with a portfolio, will be better enabled with the Moodle and Mahara upgrades in November 2016, will be better supported with updated online resources in 2017, and fostered through the course review/curriculum development process between 2016 and 2018.

- **Adequate support resources be made available to support implementation**

In some faculties (eg. SOC & SMAH), in-house EdTech staff are able to assist discipline staff with the implementation of the DLTs and report on progress (See Appendix A: Faculty of Social Sciences Self-assessment of DLT Phase 2).

In 2017, it is envisaged that LTC, IMTS and the Library will be able to provide seamless ‘just-in-time’ support to individual academics, and subject and course teams through the Teaching and Technology (TnT) Hub proposed for Building 17, Level 2, a service that should be complemented by the LTC/Faculty Partnership Projects occurring at the course level.

Phase 2 (Operational by 2016)

- Implementation of DLT Phase 2 has been hampered by complications with or inadequate tools for online assessment and feedback and the online portfolio. This should be addressed by the Learning Platform upgrade of Moodle to v 3.1 and Mahara 16.04 currently underway with a target to Go Live on 26th November.
- In 2017, once the upgrades to Moodle and Mahara are finalised, LTC will offer more focussed support for online assessment and MyPortfolio@UOW, including online resources, workshops and support through the newly developed Teaching and Technology Hub (Building 17, Level 2) and faculty partnership projects.
- In liaison with IMTS, LTC are currently reviewing the scope and location of online teaching resources with the view to create a consolidated resource space for staff (see Figure 4 as an example prepared by Sandra Humphrey and Fiona McLean)
- [Educational Developer Network](#) established and growing linking educational designers and faculty staff together to share ideas, discussing issues and promoting quality learning and teaching practice.



Figure 4: LTC Digital Learning and Teaching Hub (in production)

Data of interest: Moodle and ECHO360

Data obtained from IMTS indicates a minor increase in the use of Moodle between 2015 and 2016 (see Figure 1). This data, however, continues to contain anomalies and without further filtering, its reliability for providing an accurate estimation is limited.

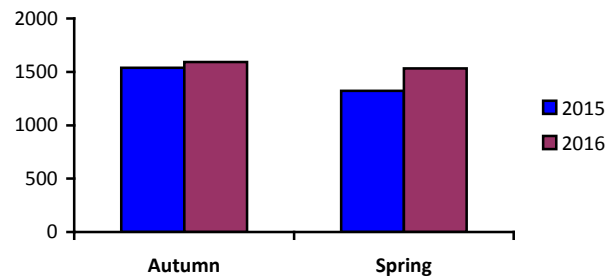


Figure 1: Total number of Moodle sites 2015-2016³

The ECHO360 data, which has greater reliability, indicates a significant proportional increase in the use of lecture capture between 2015 and 2016 (see Figure 2).

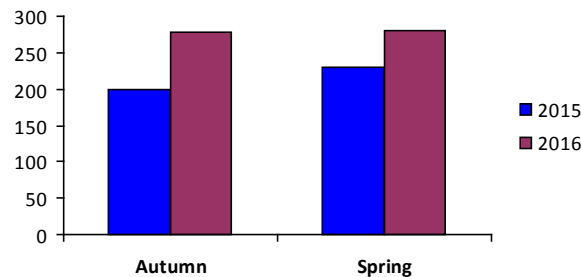


Figure 2: Total number of subjects with ECHO360 recordings 2015-2016⁴

Of most interest, however, is the data on student use of lecture capture as illustrated in Figure 3 below. This data indicates that students engage steadily with recorded lectures during session, but demand peaks during the study recess and exams, suggesting that lecture capture is a critical resource in students' preparation for exams.

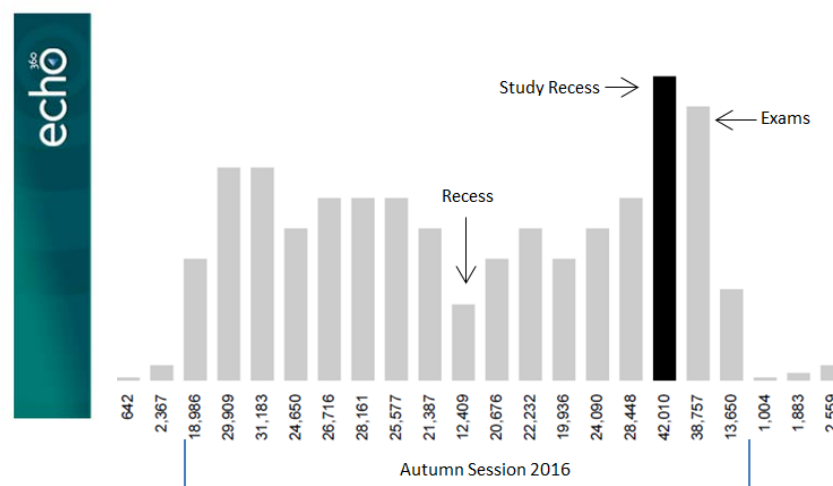


Figure 3: ECHO360 Views by week, Autumn session 2016

³ Data obtained from IMTS, October 2016. Contains anomalies, shell sites and some duplication.

⁴ Data obtained from IMTS, October 2016.

Appendix A: Faculty of Social Sciences Self-assessment of DLT Phase 2 (prepared by Tim Boniface)

| DLT | Category | Status | Evidence | Inhibitors |
|---|---------------|---------------|---|--|
| Online submission and return of work with feedback | Assessment | Achieving | Majority of subject sites using Moodle or Turnitin assignment activity for assignment submission with feedback via file upload or Grademark. | |
| Online grade book | Assessment | Achieving | Marks entered via assignment activity in Moodle. Graded activities displayed in Moodle gradebook. | |
| Structured interaction with portfolio | Assessment | Not Achieving | Use minimally across faculty (<5%). | No current tool provided to map to graduate outcomes defined in the curriculum. Mahara/uowblogs could be used however no good practice exemplars provided by LTC. |
| Student facing analytics dashboard | Assessment | Achieved | UOW Learning Analytics team created/enabled Moodle Student Dashboard on all subject sites. Only turned off by SC with legitimate reasoning. | |
| E-Portfolio | Content | Not Achieving | Use minimally across faculty (<5%). | Minimal Knowledge Base Articles (KBA), Technology-Enhanced Learning (TEL) Resources, UOW support articles or good practice exemplars for use cases. Steep learning curve and no templates to build off. |
| Use of media | Content | Achieving | Images, videos and lecture material uploaded to Moodle for student learning. Majority of subjects use one or a combination of media types within online subject site. | |
| Guide to good practice in online learning environments | Communication | Not Achieving | | Should come from LTC. Found content on TEL Resource Hub however not communicated out to Faculty that content existed. I.e. "User Guide for Web & Video Conferencing" only uploaded to public site 15/09/2016. No link within Moodle to TEL Resource Hub. No Promotion to students that resources exist (e.g. Moodle, Current Students webpage etc.). Solution: Could build link to TEL Resource content into Faculty Moodle templates. Build link into support tab within Moodle. |
| Community/group discussion (internal forum, external networks, hashtag) | Communication | Achieving | Group discussion forums built into Faculty Moodle templates. Additional creation of forums within subjects for content related activities. | |
| Accessibility guidelines for student contributed content | Technical | Not Achieving | | Found content on TEL Resource Hub however not communicated out to Faculty that content existed. No link within Moodle to TEL Resource Hub. No Promotion to students that resources exist (e.g. Moodle, Current Students webpage etc.). Solution: Could build link to TEL Resource content into Faculty Moodle templates. Build link into support tab within Moodle. |

Draft Resolution

that the University Education Committee note the progress report on Digital Learning Thresholds.

| Drafted by: | Reviewed by: | Approved by: |
|--|--|---------------------------------------|
| Dr Alisa Percy Acting Director, LTC | Executive Officer, University Education Committee | Chair, University Education Committee |

Background

At the end of 2015, the former Deputy Vice-Chancellor (Academic) and DVC(A) Portfolio Directors engaged in the process of drafting the 2016 DVC(A) Portfolio Strategic Priorities. This document was presented to the 01/2016 UEC Meeting for noting.

In total, the document outlined the top 15 Strategic Priorities for the portfolio to action throughout 2016, broken down into five key themes: Strategy, Curriculum Transformation, Quality and Standards, Academic Matters and Student Matters. Each priority mapped to at least one of the University's Strategic Priorities, with notional deadlines for completion attached. In addition, responsibility for coordinating the work towards each priority was allocated to one or more of the DVC(A) Units.

Monitoring

While not all of these priorities come under the purview of the University Education Committee, at the start of 2016 the Chair and Executive Officer of UEC embedded the priorities into a workplan for the committee. This workplan was presented to the 01/2016 UEC meeting, and has been updated from meeting to meeting. While timelines for completion have often changed, it should be noted that work on the priorities is, in most cases, well underway or complete.

Certain areas of the DVC(A) portfolio have undergone significant change since the start of 2016. This has provided a challenge to those seeking to implement key areas of the strategy. While this has not prevented work from commencing, in many cases it has impacted on the speed of progress for these projects.

Progress

1. Implementation of the Aboriginal and Torres Strait Islander Education Plan – the plan was submitted to the 02/2016 UEC meeting by Kath McCollim, Director of the Business Improvement and Assurance Division (BIAD). Implementation of the recommendations and actions contained within the Education Plan is currently with the Pro Vice-Chancellor (Inclusion and Outreach), and is ongoing. This priority links to Priority 4 (Woolyungah Indigenous Centre Review) – below.
2. Finalisation of the recommendations and implementation of formal and information learning spaces to support good academic practice – a report on the work completed by the Learning Spaces Task and Finish Group was provided to the 03/2016 Committee meeting. While the finalised report is pending, implementation activities will be undertaken by a working party being convened by Learning, Teaching and Curriculum. It is further noted that SAF Funding is being made available to enable work in this space to be completed.
3. Implementation of the Regional Campuses Review recommendations – the Regional Campus Review Report was submitted to the 03/2016 UEC meeting. It was noted that some recommendations of the review had already been implemented. However, the Committee was advised that other recommendations were on hold until the University's approach to embedding the South Western Sydney Campus into the regional campus portfolio was more fully established.
4. Woolyungah Indigenous Centre Review – due to more significant than anticipated consultation on the review, the review documents are being finalised by BIAD, and will be presented to the 01/2017 University Education Committee.
5. Implementation of the Technology Enhanced Learning Strategy – this priority was broken down into four constituent elements:
 - Digital Learning Thresholds Phase 2 – a report on Phase 2 implementation of the DLT initiative is being presented to the 06/2016 UEC meeting. All Digital Learning Thresholds are now embedded as part of the Teaching and Assessment Suite of Policies (TAPS).
 - Online Course Development – due to difficulties in identifying a suitable vendor for the online platform, there has been limited movement in relation to the development of fully online courses in 2016. Nevertheless, there have been a number of Online course proposals that have received the endorsement of the Strategic Course Development Committee (SCDC). The University will begin to offer Graduate Certificates in Regulatory Science, Emergency and Disaster Leadership, Health Leadership and Management, and Autism, in

addition to a Master of Education (Educational Leadership) and Master of Health Leadership in 2017.

- Embed MOOCs/Online into curriculum – a significant amount of work has been completed in relation to the development of MOOCs, but to date this work has not been fully integrated into the curriculum. A policy on Online Education is under development.
 - Complete 4 Futurelearn MOOCs – three MOOCs are currently online (those relating to bioprinting, homo florensis, and the prevention of childhood obesity). In addition, a fourth relating to the prevention of childhood diseases is scheduled to be released in April 2017.
6. Embedding Employability and Career Development Strategy into the curriculum – the work of the Student Career Development and Employability Task and Finish Group (in the form of a strategy document) was presented to the 04/2016 Committee meeting. This is currently being embedded into the curriculum. This priority links to priority 15 (Development of a Work Integrated Learning Strategy) – below.
 7. Strengthening oversight of course development drawing on course offerings, market intelligence and targets – this priority is owned by the Strategic Course Development Committee (SCDC). At present, both Learning, Teaching and Curriculum (LTC) and Strategic Planning (SPU) have input into the work undertaken by the committee. SPU is working with Academic Quality and Standards (AQS), which provide executive support to the committee) to ensure that input from SPU into course development occurs earlier. A paper to this end was presented to the most recent meeting of SCDC and outlined several proposals to improve access to strategic intelligence.
 8. Prepare for TEQSA Re-registration – since the beginning of 2016 AQS has provided reports on the University’s preparations for TEQSA re-registration to each committee meeting. The coordination of preparations for the re-registration process is being driven by a TEQSA Reregistration Steering Group, chaired by the Deputy Vice-Chancellor (Academic). This reporting will continue throughout 2017 until the process of making submissions to TEQSA is complete.
 9. Refresh Education Evaluation Strategy – there has been a significant amount of work towards this priority undertaken, though to date the strategy has not been refreshed. In particular, work to update the Subject and Teacher Evaluation (STE) Survey is nearing completion, with a business case for the funding of a new system to manage such issues submitted for consideration. The new STE survey is ready to undergo pilot testing.
 10. Streamline and Automate Academic Systems – work on this priority is noted in the priorities document as being ongoing. Several automated processes are under development, including “Add Subject” and online course enrolment. Work is about to begin on the automation of academic misconduct processes and scoping is underway on academic complaints automation – refer to 11 below. A Data for Quality Assurance Working Party has been established, and has considered improvements to a number of core business processes. An update report was submitted to the 04/2016 meeting, noting that the working party has developed seven prototypes. The Working Party will continue to meet throughout 2017, and will work closely with IMTS to develop more streamlined academic processes that are fit for purpose.
 11. AQS is working with Governance and Legal Division and BIAD on priority development of a student complaints management workflow within the University’s business process management system, to provide clarity between academic and non-academic complaints, and keep all information within a discrete workflow system.
 12. Implement a refreshed Student Support Strategy – the revised Student Support Strategy was submitted to the 03/2016 UEC meeting, at which it was endorsed. A key element in the implementation of the strategy is the establishment of a Subcommittee of UEC to drive activities and initiatives in this space.
 13. Develop a Student Voice Strategy – a report on the work undertaken against this goal will be submitted to the 01/2017 UEC meeting. To date LTC have completed the first iteration of the Student Ambassadors for Learning and Teaching (SALT) program for students to act as change agents. The model used to administer this program is being re-evaluated in light of a review of the program by students. Furthermore, there is an ESDF project relating to students as partners that has received funding. Finally, LTC has created a CPD module on engaging students as partners, and is currently working on a training package for staff on developing peer learning in collaboration with PASS.

14. Design and implement Essential Academic Skills and career skills for commencing students – the Career Smart module has been developed by Careers Services, and is currently live for newly enrolling students to use. Library Services are currently reviewing Start Smart and Stay Smart, both in relation to content and the visibility of these modules within the University’s website. This work should be completed by the end of 2016.
15. Develop a Work Integrated Learning Plan – this priority is a constituent element of the SCDE strategy (item 6 above). Work on the WIL plan is ongoing, with a reference group driving the development and implementation of work in this space.

Next Steps

While progress has been made against the completion of all items under the 2016 DVC(A) Strategic Priorities, there is still some work to be done to complete all of the items listed. It is expected that the key units within the DVC(A) portfolio will build on the strong work completed in 2016, and that the work required to complete all items will occur throughout 2017.

A significant number of the initiatives listed in the 2016 DVC(A) Strategic Priorities have been overseen by the University Education Committee. At the same time, UEC has also overseen the development and implementation of a high volume of work not stemming from the Strategic Priorities document.

Draft Resolution

that the University Education Committee note the update on work completed against the DVC(A) 2016 Strategic Priorities, as set out in the agenda paper.

ATTACHMENT

Deputy Vice-Chancellor Academic 2016 Strategic Priorities

| Drafted by: | Reviewed by: | Approved by: |
|---|---|---|
| Executive Officer, University Education Committee | Director, Academic Quality and Standards Unit | Professor Joe Chicharo, Chair, University Education Committee |

Deputy Vice-Chancellor Academic (DVCA) 2016 STRATEGIC PRIORITIES

STRATEGIC IMPERATIVE

In the newly refreshed 2016-20 Strategic Plan the university identifies its mission to be “a global leader in discovery and learning, working to transform people and the world we live in”.

DVCA SITUATIONAL STATEMENT

There are seven teams currently within the DVCA portfolio including: Academic Quality & Standards; Graduate Career Development & Employability; Learning, Teaching & Curriculum; Library Services; Regional Campuses & Student Diversity; Student Support & Education Analytics and Woolyungah Indigenous Centre. These units cover a very diverse range of activities which combine to support the UOW Strategic Goals. The details included in this document are key strategic priorities for 2016 and no attempt has been made to include ‘business as usual’ activities. Operational level detail can be found in individual unit plans.

OUR TOP 15 PRIORITIES for action in 2016 are:

| # | Priorities | Primary UOW goals (2016-2020) | Completion (which quarter) | LEAD unit |
|---|---|-------------------------------|----------------------------|----------------------|
| | STRATEGY | | | |
| 1 | Implement Aboriginal & Torres Strait Islander Education Plan | Goal 2, Goal 4, Goal 6 | Q1 | PVC(I&O)/ SM (WIC) |
| 2 | Finalise recommendations and implement Formal and Informal Learning Spaces to support academic practice at all campuses. | Goal 2, Goal 5 | Q2 | LTC/SSEA/FMD |
| 3 | Implement Regional Campus Review recommendations | Goal 2, Goal 4, Goal 6 | Q1 | RCSD |
| 4 | Review WIC to complete DVCA Portfolio Reviews | Goal 2, Goal 4, Goal 6 | Q2 | DVCA/PVC (I&O)/WIC |
| | CURRICULUM TRANSFORMATION INITIATIVES | | | |
| 5 | Implement the Technology Enhanced Learning Strategy: <ul style="list-style-type: none"> Digital Learning Thresholds Phase 2; Online course development (PG); Embed MOOCs/online into curriculum; Complete 4 FutureLearn MOOCs | Goal 2, Goal 5, Goal 6 | Q4 | LTC |
| 6 | Embed Employability/Career Development strategy recommendations in the curriculum | Goal 2 | Q4 | CDE |
| 7 | Strengthen University oversight of course development drawing on market intelligence/ course offerings/targets | Goal 2, Goal 3 | Q4 | AQS/LTC |
| | QUALITY & STANDARDS | | | |
| 8 | Prepare for TEQSA re-registration | Goal 2 | Q4 | AQS/LTC/Faculties/HR |

| | | | | |
|-----------|--|----------------|---------|--------------------------------|
| | | | | D |
| | ACADEMIC MATTERS | | | |
| 9 | Refresh Education Evaluation Strategy | Goal 2, Goal 3 | Q4 | SSEA/LTC /AQS/IMTS |
| 10 | Streamline and automate academic processes (information system collaboration) | Goal 2, Goal 3 | Ongoing | AQS/SSD/IMTS/SSEA/ RCSD |
| 11 | Improve management of student academic complaints(information system collaboration) | Goal 2, Goal 3 | Q2 | AQS/SSD/GLD |
| | STUDENT MATTERS | | | |
| 12 | Implement the refreshed Student Support Strategy | Goal 2, Goal 3 | Q3 | SSEA/RCSD/LTC/WIC/ GCDE/LIB |
| 13 | Develop a Student Voice Strategy | Goal 2, Goal 3 | Q4 | LTC/SSEA/RCSD/WIC/ SSD |
| 14 | Design and implement essential academic information skills and careers skills for commencing students. | Goal 2, Goal 3 | Q4 | LIB/GCDE |
| 15 | Develop a Work Integrated Learning (WIL) Plan to support the Student Career Development and Employability Strategy | Goal 1, Goal 2 | Q3 | GCDE |

The Teaching and Assessment Policy Suite (TAPS) was approved by the University Council on 7 October 2016. Most provisions (such as the majority of those involving the roles and responsibilities in the Code of Practice – Teaching) became effective on approval.

A key element of the new Teaching and Assessment Policy Suite is the revised approach to the quality assurance of Assessment. New responsibilities in relation to the quality assurance of assessment, articulated through the Assessment Quality Cycle (AQC), take effect as recommended practice from the date approved at Council and take full effect from the next major subject delivery cycle in Autumn Session 2017.

An AQC implementation pilot is currently underway to assess the impact of the changes to practices, workloads and operations. It is then proposed to calibrate full implementation of the AQC having regard to the outcomes of that pilot. The attached project plan articulates the AQC pilot, as well as the development of associated resources and professional development tools, within the overall implementation of TAPS. This project plan was submitted to the Academic Quality and Standards Subcommittee for noting and feedback at its October meeting, and has been endorsed by the Director, Academic Quality and Standards and the Interim Director, Learning, Teaching and Curriculum.

Members will note that the project team is currently working towards the finalisation of the third phase of the AQC project, with the team currently seeking to establish one course per faculty that will be used to pilot AQC requirements.

Draft Resolution:

that the University Education Committee note the project plan for the implementation of the Assessment Quality Cycle, as attached to the agenda paper.

ATTACHMENT

Project Plan: Supporting and Guiding Implementation - Assessment Quality Cycle

| Drafted by: | Reviewed by: | Approved by: |
|--|---|---------------------------------------|
| Dr Simon Bedford and A/Prof Michael Zanko, Learning, Teaching and Curriculum | Executive Officer, University Education Committee | Chair, University Education Committee |

PROJECT PLAN

| | | | |
|-------------------------|---|--------------------|--------------------------------|
| Project Title | TAPS Faculty Engagement Project 1: Supporting and Guiding Implementation - Assessment Quality Cycle | | |
| Related Projects | TAPS Faculty Engagement Project 2: supporting and guiding implementation - External Referencing of Standards TAPS Faculty Engagement Project 3: supporting and guiding implementation - Academic Program Directors | | |
| Project Sponsor | Director, AQS & Director, LTC | | |
| Project Team | Simon Bedford (Leader), Abbie Watson, Chris Brewer, Bonnie Dean Fiona McLean, Bridget Dijkmans-Hadley (Project Officer), Michael Zanko (Consultant) | | |
| Planned Start | 19 th September 2016 | Planned End | 28 th February 2017 |

Context:

This project is one aspect of the Faculty engagement and implementation strategy for key policy provisions under the new Teaching and Assessment Policy Suite (TAPS):

- Teaching and Assessment: Code of Practice – Teaching
- Teaching and Assessment: Assessment and Feedback Policy
- Teaching and Assessment: Subject Delivery Policy

The new policy suite seeks to align UOW practices to the revised Higher Education Threshold Standards, which come into operation on 1st January 2017, that the Tertiary Education Quality and Standards Association (TEQSA) will use as the basis for the re-registration of UOW.

The project has been developed with consideration to:

- Higher Education Threshold Standards and changes to requirements for HE providers;
- The proposed changes reflected in the new Teaching and Assessment Policy Suite (TAPS) compared to the previous Code of Practice: Teaching and Assessment (COPTA);
- Courses currently undergoing or having recently undergone course review and curriculum transformation;
- The timing of the UOW subject delivery cycle; and
- The need to assess the impact of the changes to academic practices, workloads and operations.

This project will bring in expertise and resources that can support and embed the new elements of the policy suite into practice.

Objectives

1. To scope and map key differences between COPTA and the new TAPS policy for each stakeholder.
2. To create a self-evaluation diagnostic tool to identify specific implementation challenges in relation to the Assessment Quality Cycle (Teaching and Assessment: Assessment and Feedback Policy) as this has the greatest number of changes to responsibilities and activities for academic practice.
 - The UOW Assessment Quality Cycle provides a level of assurance that assessment practice across the University is appropriate, consistent and fair and incorporates the assessment and feedback principles.
 - The Assessment Quality Cycle also has a quality enhancement role as it contributes to the continuous improvement of assessment practices and to sharing and development of good practice among colleagues and with students.
 - In the spirit of the outcomes identified in sections 9.2 and 9.3, Assessment Quality Cycle activities should be undertaken to contribute to (as necessary):
 - i. the (design) of the assessment suite and individual assessment tasks;
 - ii. the marking of individual assessment tasks (delivery);
 - iii. the finalisation of subject marks and grades; (declaration) and
 - iv. (review) of the subject prior to subsequent delivery.
3. To make existing and new responsibilities clear in relation to each Faculty academic role (Key Stakeholder: Academic Program Director, Head of School, Subject Coordinator and Teaching Staff) e.g. develop a template that provides direction on activities required to meet expectations for academic practices.
4. To work with faculties to ascertain their current alignment with the Assessment Quality Cycle and identify gaps between current practice and the policy requirements.
5. To conduct a round of pilots to implement the Assessment Quality Cycle, using a single course in each of the five Faculties so as to provide early adopter experiences to build a platform for full implementation across all courses.
6. To assess the impact of the new practices in each of the five pilots and respond by identifying appropriate differentiated strategies that support implementation i.e. learning and teaching resources, policy guides and CPD activities.
7. Based on the outcome of the pilots, to highlight other aspects of the policy suite which will need implementation (management and resources) and develop several practice based models for implementation in other courses.
8. To evaluate the pilot implementation, review outcomes against TAPS provisions, and make recommendations for full implementation and any changes to the policy, if required.

Required Outcomes (deliverables)

- Practice based models for implementation in other courses
- Resources to support the AQC
- CPD modules via Moodle and a CPD Workshop
- A contextualised, appropriate and course aligned AQC process (AQC theme for each Faculty)
- A network, or community, of early adopters
- Capacity building within faculties (staff with new knowledge and expertise to share)
- Compliance with relevant TEQSA standards
- Recommendations for further implementation of AQC.

Key Stakeholders

Staff members responsible for the Design, Delivery, Declaration and Review of assessment tasks include, but not limited to:

- Teaching staff
- Subject Coordinators
- Academic Program Directors (Course Directors/Leaders or similar)
- Heads of School

Additional Parties to be consulted

- Faculty education managers and professional services staff in faculty education teams (under the Associate Dean (Education))
- Associate Deans (Education)
- Executive Deans and
- Deputy Vice-Chancellor (Academic)

Supporting Documents

- (DRAFT) Teaching and Assessment: Code of Practice – Teaching (<http://www.uow.edu.au/about/policy/UOW053794.html>)
- (DRAFT) Teaching and Assessment: Assessment and Feedback Policy (<http://www.uow.edu.au/about/policy/UOW053794.html>)
- Code of Practice – Casual Academic Teaching
- Academic Integrity Policy
- Code of Practice – Honours
- Collaborative Delivery of a UOW Course Policy
- Course Design Procedures
- Course Review Procedures

- Coursework Student Academic Complaints Policy
- General Course Rules
- Standard for the Finalisation of Student Results
- Student Academic Consideration Policy
- Student Academic Consideration Guidelines
- Supplementary Assessment Guidelines
- UOW Technology-Enriched Learning (TEL) Strategy 2015 - 2019

Other Supporting Resources:

- Assessment and Feedback Principles (A&FP) (<http://www.uow.edu.au/curriculum-transformation/principles/index.html>)
- Assessment Quality Cycle (AQC) (<http://www.uow.edu.au/curriculum-transformation/aqc/index.html>)
- Digital Learning Thresholds (DLT) (<http://www.uow.edu.au/dvca/lte/dlt/exemplars/assess/index.html>)
- Curriculum Transformation (CTP) (<http://www.uow.edu.au/curriculum-transformation/index.html>)
- Continuing Professional Development (CPD) (<http://www.uow.edu.au/dvca/lte/teachdev/index.html>)

Project Scope

To be included:

- All five UOW Faculties
 - Postgraduate/undergraduate courses
 - One course in each Faculty
 - Final year subjects only

Include challenging issues within courses such as:

- Regional campus offerings (including Singapore)
- Small enrolment numbers (e.g. 50) versus larger numbers (e.g. 400)
- Casual staff - Subject Coordinators or casual academic teachers
- Online assessments
- International students
- How courses are being concurrently influenced by other policies (e.g. designing assessment for Academic Integrity or integrating the ELP for International Students)

To be excluded:

- Research degrees
- Offshore programs

- First and second year subjects
- Elective (non-core) subjects

Project Constraints

| Constraining Factors | Response Strategies |
|--|--|
| Lack of awareness of new responsibilities under the Teaching and Assessment Policy Suite. | Evaluation of general awareness and understanding through communication with Faculties and undertaking the communication strategies outlined in this project plan. (Key Differences mapping - self-evaluation diagnostic tool). |
| Lack of awareness of, or access to, other projects that contribute to the successful implementation of the policies. | Review of existing supporting documentation as located on the UOW website, in particular endorsed/approved education tools, frameworks and strategies. Ensure this information is up to date, visible and linked, where it informs policies and practices. |
| Sufficient staff resources to enact all the parts of the pilot implementation and faculty engagement. | Rob Castle – Workload Working Group. |

Project Milestones

| Key Tasks | Responsible | Deadline |
|---|-----------------------------|----------------------------|
| One - Policy changes scoping - mapping key changes from the existing COPTA and the new TAPS. Identify specific implementation challenges in relation to the Assessment Quality Cycle (Teaching and Assessment: Assessment and Feedback Policy) as this has a number of changes to responsibilities and activities for academic practice. | | |
| Review TAPS to identify key changes from current practice in relation to Assessment Quality Assurance (and Feedback). | Abbie Watson | 23rd September |
| Two - Make the existing and new responsibilities clear in relation to faculty academic roles e.g. develop a template that provides direction on activities required to meet expectations for academic practices. | | |
| Development of summary rubric for policy changes and expectations for key roles (i.e. Teachers / SCs / APDs etc.). Development of individual guides for new and existing roles. | Abbie Watson | 23rd September |
| Develop draft guidance notes on TAPS | Bridget Dijkmans-Hadley | End of September |
| Scoping of resources to support to AQC. Developing the framework for the CPD modules in alignment with roles and responsibilities (i.e. Teachers / SCs / APDs etc.). | Bonnie Dean/Fiona McLean | Start of October |
| Three – Work with faculties to determine their current alignment with the Assessment Quality Cycle and establish gaps between current practice and the policy requirements. | | |
| Self-assessment and reflection tool developed to determine alignment with AQC. | Simon Bedford/Chris Brewer | Start of October |
| Develop a brief of the pilot and plan implementation for distribution to the Faculties. | Simon Bedford | Complete by end of October |
| Communication with stakeholders to determine Faculty pilot courses and subjects and to identify who the most appropriate persons to coordinate with in each Faculty. | Simon Bedford/Michael Zanko | November |
| Four - The pilot phase will seek to implement the Assessment Quality Cycle, within a single course, in each Faculty. | | |

| | | |
|---|--|------------------------------------|
| <p>Pilot the full policy requirements of the Teaching and Assessment: Assessment and Feedback Policy across five courses (one per Faculty) identified in conjunction with each Faculty.</p> <ul style="list-style-type: none"> - Target one or two subjects at the assurance of learning level to pilot provisions. <p>Coordinate with each faculty to determine a schedule for meeting with key staff:</p> <ul style="list-style-type: none"> - Which course - Identify subjects - Identify people - Set up first meeting - Clarification and refinement - Review of progress - Connecting staff within the course (to develop a network). | Simon Bedford/Michael Zanko/ Bridget Dijkmans-Hadley | Approx. 3 weeks after commencement |
| Five – Assess the impact of the new practices in each of the five pilots and respond by identifying appropriate and, if required, differentiated strategies that support implementation i.e. learning and teaching resources, policy guides and training activities. (look at the guidance notes/guides) | | |
| Establish a Teaching and Assessment Implementation Forum to review the implementation in the pilots and the early stage roll out of the new policy. Will make recommendations on resource requirements, workload and support frameworks. | AQS/LTC | December |
| Reuse the self-assessment tool as an evaluation instrument. | LTC | December |
| Six - Based on the outcome of the pilots, highlight other aspects of the policy suite which will need implementation (management and resources) and develop several practice based models for implementation in other courses. | | |
| Develop Implementation Guides - key provisions, key roles and checklist. | LTC/AQS | January |
| Seven - Evaluate the pilot implementation outcomes against TAPS provisions, and make recommendations for changes to the policy if required. | | |
| Review implementation outcomes against TAPS and make recommendations for full implementation and any policy changes. | Michael Zanko | February |

Project Approval

| | |
|----------------|--------------|
| Signed: | Date: |
| Signed: | Date: |

Background

The Academic Quality and Standards Unit commenced a review of the Academic Advice to Students Policy in 2015. The initial assessment of changes that would be required was endorsed by EPRS in 2015, and it was noted that changes to the policy would only be minor. However, due to workload commitments and other unit priorities, the review was held over until 2016.

Progress to Date

In 2015, EPRS endorsed the following amendments:

- The Guidelines on Good Practice Provision of Academic Advice, appended to the current policy, will be removed and placed on the Policy Directory as a stand-alone document. This will have the effect of making the guidelines more visible for users, and facilitate any future amendments that may be required.
- Where faculties require staff to provide academic advice other than those already authorised to do so by the terms of the policy, the Faculty is required to keep a record of this authorisation, and to ensure that these staff members are suitably trained. It is mainly proposed that this clause will come into effect around options and enrolment times. This clause also has implications for offshore delivery locations.

At its June meeting, EPRS requested that an additional working party be convened to further discuss the proposed policy changes. Chaired by Professor Greg Rose, and comprising a number of staff members nominated by EPRS, the working party was convened in early August. The Working Party considered all points raised by EPRS members at the June meeting and recommended a number of minor policy changes.

The changes to the Academic Advice to Students Policy presented with these agenda papers has received the endorsement of EPRS.

Further Amendments

The EPRS Working Party recommended the following additional amendments:

- The term “specialist academic advice” was changed to “specialised academic advice”. While this change is only minor, it reflects the fact that the advice is tailored to the individual, and not necessarily received from a specialist in the field of study. The definition has also been reworded to reflect this reality.
- The clause relating to staff authorised to provide general academic advice has been updated to include Student Central and Faculty Central staff, as it was posited that this function was essential to both these staff and also students attending the ‘centrals’ as a first point of contact.
- The clause relating to staff who are *ex officio* empowered to provide specialised academic advice has been tidied up to reflect current position titles, and the exclusion clause has been amended. It has also been mandated that staff providing specialised academic advice must keep a record of the advice.
- The issue of student record keeping has been strengthened by:
 - Including a clause regarding student record keeping in the record keeping section; and
 - Placing the statements regarding the roles and responsibilities incumbent on students at the head of the section.

Other Issues

The group considered the issue of record keeping, and in particular the manner and format in which records should be stored. It was agreed that at present, the best option is SMP/SAI. However, the group considered that until such time as the University has a suitable Client Management System in place, mandating the use of SAI/SMP was not a viable option. However, it was noted that most Heads of Students were now keeping contemporaneous notes relating to student interactions and advice in SMP/SAI, and that work was being done to roll out the use of SMP/SAI to others providing specialised academic advice to students by Student Services Division.

The issue of how students are made aware of who may provide them with advice was raised. In relation to this, the Academic Quality and Standards Unit will:

- Use the MyUOW App (Student Services section) to publicise changes to the policy and specific issues that will impact on students in general;
- Issue policy snapshots to all Faculty Centrals outlining the requirements of the policy. In particular, different snapshots will be developed for staff and students, and Faculties will be asked to place the snapshots in places where students will have access to them;
- Use the digital signage network to further publicise changes to policy; and
- Request that each faculty publishes faculty-specific information on the relevant sections of the University website.

Next Steps

Upon endorsement by the University Education Committee, the following course of action is proposed.

The Standard on UOW Courses defines minor amendments as those that are “*of an insubstantial nature, not affecting the intent of the policy. Minor amendments may affect responsibilities or operational aspects of processes*”. It is proposed that, as changes to the policy are fairly minor, and do not change the intent, nature or scope of the policy, once endorsed by UEC the policy will be submitted to the Vice-Chancellor for approval and sign-off. This is consistent with the provisions of the section 13.2 of the Standard on UOW Policy which allows for minor amendments to policy to be made with the approval of the Vice-Chancellor.

Upon approval, the Academic Quality and Standards Unit will communicate the relevant elements of the revised policy to both staff and students using the methods noted above.

Draft Resolution

that the University Education Committee:

- endorse the revised Academic Advice to Students Policy as set out in the agenda paper; and*
- forward the revised policy to the Vice-Chancellor for approval.*

ATTACHMENT

Revised Academic Advice to Students Policy

| Drafted by: | Reviewed by: | Approved by: |
|--|---|---|
| Jim Davies, Academic Quality and Policy Specialist | Chair, Education Policy Review Subcommittee | Professor Joe Chicharo, Chair, University Education Committee |

ACADEMIC ADVICE TO STUDENTS POLICY

| | | | |
|---|---|--|-----------------------------|
| Date first approved: 3 December 2010 | Date of effect: Autumn Session 2011 | Date last amended: Autumn Session 2015 | Date of Next Review: |
| First Approved by: | University Council | | |
| Custodian title & e-mail address: | Director, Academic Quality and Standards Unit quality@uow.edu.au | | |
| Author: | Governance Unit (EPRS Academic Advice Working Party) | | |
| Responsible Division & Unit: | Academic Quality and Standards Unit Deputy Vice-Chancellor (Academic) Portfolio | | |
| Supporting documents, procedures & forms of this policy: | Guidelines on Good Practice Provision of Academic Advice | | |
| References & Legislation: | United Nations Educational, Scientific and Cultural Organization (UNESCO). (2002). The Role of Student Affairs and Services in Higher Education State Records Act, 1998 General Course Rules Coursework Student Academic Complaints Policy HDR Student Academic Complaints Policy UOW Learning and Teaching Rules, Codes, Standards and Policies UOW Research Rules, Codes, Standards and Policies Records Management Policy | | |
| Audience: | Public – accessible to anyone | | |

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

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1 Purpose of Policy

1. The purpose of this policy is to provide a framework for the provision of academic advice to students and to ensure that staff who provide specialised academic advice to students maintain appropriate records of this advice.
2. This policy is designed to support faculties to implement effective systems to ensure that academic advice is accessible, accurate and timely.

2 Definitions

| Word/Term | Definition (with examples if required) |
|-------------------------|--|
| Academic advice | <p>Advice or information on academic matters that is provided to a student or potential student and on which the student or potential student relies, or can be expected to rely regarding:</p> <ol style="list-style-type: none">1. their academic discipline or area of study;2. the rules, policies, codes and standards that apply to a course or a program of study and a student's progress through it;3. other matters that impact on the student's progress;4. the learning skills required for the course or subject and student support services available to help students with their studies; and/or5. the professional requirements and attributes for the professions affiliated with the academic discipline. <p>Academic advice may be:</p> <ol style="list-style-type: none">1. general academic advice; or2. specialised academic advice. <p>Academic advice does not include consideration of formal applications for determination relating to academic matters, such as academic consideration, applications for credit or advanced standing or applications to vary a course or program of study.</p> |
| Administrative advice | <p>Advice that may have implications for a student's or a prospective student's study and or progression, relating to legislative requirements, admission, enrolment and related visa and/or financial matters, leave of absence or deferral, timetabling, examinations or graduation, or University policy documents. This advice is non-discretionary, and is not based on the exercise of academic judgement</p> |
| Administrative Advisor | <p>A person having sufficient expertise to provide administrative advice to students or prospective students, as outlined by sections 4.6-4.8 of the policy</p> |
| Academic Complaint | <p>A complaint by a student concerning a decision, act or omission of a member of UOW staff or committee which affects the student's academic progress.</p> |
| Electronic records | <p>Includes emails, electronic versions of letters, memoranda and other records communicated and maintained by means of electronic equipment.</p> |
| General academic advice | <p>Advice that describes and clarifies relevant University rules, codes, policies or standards and/or published or standardised information on academic issues,</p> <p>Examples include:</p> |

| | |
|------------------------------|--|
| | <ul style="list-style-type: none"> • general advice on the requirements of a course or subject, based on the relevant course rules or subject outline • general advice on the requirements for major and/or minor studies within a course • general advice on honours requirements • general advice on the operation of a University policy <p>Any advice on academic matters provided to prospective students is general academic advice.</p> |
| General Academic Advisor | A person authorised by the relevant authority to provide general academic advice to students or prospective students, as outlined in section 4.2 of the policy |
| Policy documents | University rules, policies, codes, standards, guidelines and procedures. |
| Specialised academic advice | <p>Individually tailored advice that requires the exercise of academic judgement, or discretionary advice relating to a student's circumstances, and varies from general, published or standardised information.</p> <p>Examples include:</p> <ul style="list-style-type: none"> • detailed course or subject planning and/or selection advice • interpretation and application of course or subject requirements to the student's individual circumstances • interpretation of academic policy or procedures to the student's individual circumstances • tailored advice on learning skills or support services available to the student to meet the student's individual circumstances/ <p>All academic advice that is not general academic advice is specialised academic advice.</p> |
| Specialised Academic Advisor | A person who provides specialised academic advice to students or prospective students, who has been authorised by the relevant authority or who holds a position noted in section 4.5 of the policy |
| Staff | Employees of the University, UniAdvice and/or the UOW College and in respect of offshore programs, includes personnel involved in the delivery of UOW programs offshore. |
| Student | A person registered with the University of Wollongong for a course or unit of study. |

3 Application & Scope

1. This policy applies to academic advice provided to all current or prospective students of the University:
 - a. When applying for a course of study delivered by, or on behalf of, the University;
 - b. while studying at an Australian campus or education centres of the University or offshore; or
 - c. while undertaking study at the University within a virtual or online environment; or
 - d. while studying a UOW course or unit of study at UOW College;
 - e. while studying at the University while on student exchange, Study Abroad or undertaking a cross-institutional program; and
 - f. whether undertaking coursework or research.

2. This policy does not apply to students studying at the University of Wollongong Dubai.

4 Policy Principles

1. The policy seeks to ensure that students
2. Student advice programs support the following objectives:
 - a. assisting students with decision-making and career direction.
 - b. providing clear and accurate information regarding institutional policies, procedures and programs, and assisting students in complying with these institutional requirements.
 - c. assisting students in the selection of courses and other educational experiences (e.g.internships, study abroad).
 - d. referring students to appropriate resources, on and off campus.
 - e. evaluating student progress towards established goals.
 - f. utilising a variety of supplemental systems such as online computer programs to deliver advising information.
3. Academic advice given to students must be:
 - a. current and accurate;
 - b. based on the information provided by the student (where advice is provided by a staff members to a student);
 - c. ethical and impartial;
 - d. provided directly by staff to the student, and not through an intermediary;
 - e. provided in a timely manner, responding as promptly as possible to student enquiries; and
 - f. provided only by those persons properly authorised and qualified to provide the advice.
4. Any student who considers that they have been disadvantaged as a result of receiving academic advice that does not meet the requirements of this policy is entitled to lodge an academic complaint.

5 Providing Advice

1. Academic advice may be:
 - a. provided by a staff member to a student; or
 - b. information published by the University in printed form or on its website and/or systems.

General Academic Advice

2. General academic advice may be provided to students by all staff authorised to do so. Authorisation may be given by the relevant Executive Dean or Director at the Faculty or Division or at UOW College, or by the Manager of the University Education Centres. Authorisation must be in writing, and may be granted to individual staff or to staff holding designated positions.
3. General academic advice may be provided to prospective students by all staff authorised to do so by the relevant Executive Dean or Director with responsibility for UniAdvice, UOW College or the Faculty.
4. All staff members at Faculty Centrals and Student Central are authorised to provide general academic advice.
5. All staff listed in clauses 4.6 – 4.7 of this policy (below) as being authorised to provide Specialised Academic Advice may provide general academic advice on issues that relate to their areas of expertise.

Specialised Academic Advice

6. Specialised academic advice may be provided by the following staff, known as Specialised Academic Advisers:
 - a. Executive Deans, Head of Students, Deans, Associate Deans, Discipline Leaders, Course Coordinators, Academic Program Directors, Heads of School and Deputy Heads of School in relation to the program of study;
 - b. Lecturers and Subject Coordinators in relation to advice on a subject which they teach or coordinate;
 - c. Supervisors, Associate Deans – Research, Heads of Postgraduate Studies and the Director, Graduate Research School in relation to higher degree research students;
 - d. Members of University Ethics Committees and the Ethics Manager on ethics issues in relation to higher degree research students; and/or
 - e. Learning Development staff in relation to learning skills.
7. Specialised academic advice may also be provided to students by any member of general staff authorised to do so, who is known as a Student Adviser, subject to the following:
 - a. Student Advisers must be authorised to provide specialised academic advice by the Executive Dean or Director of the Faculty or Division;
 - b. Staff are not eligible to be authorised as a Student Adviser unless and until the Executive Dean or Director is satisfied that they have been trained to provide advice or are otherwise competent to do so on the basis of previous experience;
 - c. The authorisation may include restrictions on the nature or scope of the advice to be provided by the Student Adviser, who must only provide advice in accordance with those restrictions; and
 - d. Student Advisers must consult with Specialised Academic Advisers or refer students to appropriate Specialised Academic Advisers where the issues are complex.

Administrative Advice

8. Administrative advice will be provided to current students by staff of the Student Services Division (in respect of leave of absence or deferral, timetabling, examinations or graduation, University policy documents) singly or in conjunction with any person authorised to provide specialised academic advice.
9. Administrative advice to prospective students relating to legislative and visa requirements, will be provided by designated staff of UniAdvice.
10. Administrative advice to current students relating to legislative and visa requirements and that may have implications for an international student's study and or progression will be provided by designated staff of the Student Services Division.

Exclusions

11. Academic advice must not be provided to students by University staff or students who are not authorised to do so by the relevant Executive Dean or Director, or by clauses 4.6 – 4.7 (above). Record Keeping
12. Students receiving Specialised Academic Advice are required to maintain a record of the advice that they have received for as long as they seek to rely on the advice.
13. Where staff provide specialised academic advice that impacts or is likely to impact on a student's studies, it is recommended that the advice is confirmed in writing using a SOLSMail message or by providing it to the student in some other written, electronically recorded form.
14. Specialised academic advice provided during public and high activity periods such as during enrolment may be recorded and retained using batch forms, running sheets or using other efficient methods of recording information.

15. Under the State Records Act 1998, University records relating to specialised advice provided to students in relation to academic matters (teaching, enrolment, progression, assessments, disputes, course delivery, complaints, etc.) must be full and accurate, and retained for a minimum period of 6 years after completion or discontinuation of the student's course of study.
16. Faculties, Divisions and Units are required to maintain records of authorisation for staff to provide academic advice, as outlined in sections 4.2 and 4.5.b of this policy.

6 Roles & Responsibilities

1. Students are responsible for:
 - a. seeking academic advice from appropriate sources identified by this policy;
 - b. familiarising themselves with relevant University rules, codes, standards and policies and for seeking academic advice when required from designated staff.
 - c. being proactive in seeking academic advice from those staff authorised to provide that advice before making significant decisions affecting their academic experience;
 - d. fully and accurately disclosing all background information that they believe is relevant to the issue on which academic advice is sought to the person providing the academic advice;
 - e. retaining records of academic advice they receive (e.g. retaining electronic or hard copies of specialised academic advice, making diary notations etc.);
 - f. the actions that students take contrary to academic advice provided, and the consequences of such actions; and
 - g. requesting that Specialised Academic Advice be put in writing and given to them in a format that established its authenticity.
2. Faculties and the Student Services Division are responsible for:
 - a. ensuring that all information regarding courses, subjects, relevant University rules, codes, standards and policies and regarding how to access providers of administrative, general and specialised academic advice is:
 - i. accurate
 - ii. current
 - iii. appropriately presented to assist students to access and understand the information, and
 - iv. readily available on the University's website and on relevant student systems.
 - b. taking action to inform students of significant changes to the University's rules, codes, standards and policies affecting students' academic experience.
3. Faculties and Divisions are responsible for:
 - a. ensuring that all staff authorised to provide academic advice are provided with appropriate induction, training, resources and support to ensure this responsibility can be carried out; and
 - b. regularly reviewing and updating the staff authorisations to provide general or specialised academic advice under this policy.
4. Faculties are responsible for implementing, where appropriate, the Guidelines on Good Practice Provision of Academic Advice.
5. Staff authorised to provide academic advice are responsible for familiarising themselves with relevant University rules, codes, standards and policies, and for providing advice consistent with these University policy documents.

7 Version Control and Change History

| Version Control | Date Effective | Approved By | Amendment |
|-----------------|---------------------|---|--|
| 1 | Autumn Session 2011 | University Council 3rd December 2010 | First Version |
| 2 | 21 June 2011 | Vice-Principal (Administration) | Updated to reflect change of name from Wollongong College Australia to UOW College. |
| 3 | 13 February 2014 | Deputy Vice-Chancellor (Education) | Updated to reflect change from Dean of Students to Student Ombudsman. |
| 4 | Autumn Session 2015 | University Council | Amendments to reflect the implementation of the new Coursework Student Academic Complaints Policy and Higher Degree Research (HDR) Student Academic Complaints Policy, which replace the previous Academic Grievance Policy (Coursework and Honours Students) and Academic Grievance Policy (Higher Degree Research Students). Updated to reflect name change from Academic Registrar's Division to Student Services Division and Student Research Centre to Graduate Research School. |
| 5 | | | Minor changes resulting from scheduled review, including removal of appended guidelines for inclusion on the policy directory as a separate document, minor changes to terminology and position titles. |

Guidelines on Good Practice Provision of Academic Advice

Web Based Advice:

1. The University should provide on the web information on courses and subjects including
 - a. Course Summary, Entry Requirements, Course Learning Outcomes and Course Structure, Course Duration, Majors and Specialisations (if applicable) and Fees Information.
 - b. Subject Information as per the Subject Database
2. The University should provide web based access to all University rules, codes, standards and policies affecting academic matters, which can be located on the UOW Policy Directory, <http://www.uow.edu.au/about/policy/index.html>
3. Future Students, the Graduate Research School and the Student Services Division should provide web based information for students on :
 - a. The process of seeking admission to the University, and
 - b. The process of enrolling at the UniversityBoth items should be located on the UOW Future Students website.
4. Faculties must provide web based information for students, both on the Current Students website (in cooperation with Student Services Division) and on their Faculty websites, on who to contact at their Faculty (including the location of these staff and the times at which these staff are available during sessions, study recess and exam periods, or the process for making appointments with these staff):
 - a. For general advice
 - b. For specialised advice
5. Information on the following topics should be made available to students:
 - a. Enrolling in tutorials/seminars/workshop/computer labs
 - b. Finding a lecture/tutorial room or office
 - c. What are lectures and tutorials, and when do they start
 - d. What are subject codes, credit points, core and elective subjects
 - e. What is a major and what is a minor study
 - f. What are prerequisites and co-requisites
 - g. Important deadlines
 - h. Credit transfer
 - i. Details on student professional experience programs
 - j. Who to see about enrolment, advanced standing, subject variations and other specialised academic advice matters
 - k. Subject outlines – what they are, what do they contain and how to obtain them
 - l. Academic integrity and plagiarism
 - m. Copyright
 - n. Where to get assistance with study
 - o. Student consultation hours

6. Student Handbooks prepared by faculties for students generally, or for specific cohorts, should contain up to date references to university policy documents and other relevant information such as that listed above at 2.1

Student Enquiries Centres

7. Student Enquiries Centres (known in some faculties as Faculty “Centrals” and including the Graduate Research School and Student Central at the Wollongong Campus) should be available to students studying on the Wollongong Campus.
8. Students studying at campuses other than Wollongong campus, including those studying UOW Courses at transnational partner institutions should have access to a facility that offers services like those provided at the student access centre for the location.
9. Students should be advised on the faculty, campus or education centre website and in other information (such as subject outlines and enrolment information) of the following:
 - a. hours of operation (which should as closely as possible coincide with the hours of operation for the University),
 - b. which providers of general and specialised advice are available at the Student Access Centre or equivalent
 - c. services offered at the Student Enquiries Centre or equivalent, for example,
 - i. access to forms,
 - ii. submission and collection of assignments,
 - iii. access to general advice,
 - iv. scholarship enquiries,
 - v. credit transfer enquiries,
 - vi. student academic consideration enquiries,
 - vii. arranging appointments with academic staff,
 - viii. referral of students to appropriate specialised academic advice providers, and
 - ix. referral of students to other relevant support and/or advocacy services, including:
 - o the Student Ombudsman,
 - o the Student Advocacy Officer(s) or
 - o the Student Support Advisor(s) for the faculty.

Access to Specialised Advice

10. Students requiring specialised academic advice require tailored advice that involves the exercise of judgment in the interpretation of facts and circumstances and the application of University policy documents to those circumstances.
11. Specialised advice may be in the areas including, but not limited to course or subject selection, enrolment, assessment requirements, credit transfer, student discipline matters, academic complaints or learning support.
12. Students should be able to access specialised academic advice in a timely way using the information noted in these guidelines to determine from whom such advice may be obtained and how and where to access the providers of such advice.

13. Faculties should ensure that alternative arrangements are in place in the event that a staff member who is designated to provide specialised academic advice is unavailable for a significant period.

Communicating Changes

14. Any policy changes which directly affect students should be brought to the attention of students through a variety of means including:
 - a. Using the New Policy Information area of the University Policy Directory
 - b. Advising students using the Current Students website
 - c. Notifying students using SOLSMail
 - d. Using UOW digital signage and the MyUOW app
 - e. Using local staff in the case of offshore programs.
15. Academic Quality and Standards Unit, Student Services Division and faculties will ensure that changes to UOW courses and subjects are communicated to students by timely updates to the Online Course Handbook information and the UOW Subject Database.

Record Keeping

16. Records should be kept of specialised advice given to students who are or have been enrolled, documenting the nature of the advice, to whom it was provided, by whom and on what date.
17. Where practicable, it is recommended that students should receive a copy of any record of advice given.
18. Advice should be given directly to the student, not through an intermediary. Students should be aware that advice given to a third party or received via a third party is not official University advice; official University advice is given directly to the student.
19. Students should make and retain a record of any academic advice received, when it was received and by whom it was given.
20. If a student receives academic advice and acts against that advice then the student is responsible for the consequences of that action.
21. Where advice is given to a student, the record can be made directly on the student's record on the Student Administration Interface (SAI). If it is not possible to make such a record directly, the record should be made in written form and retained consistent with University record keeping obligations. It is good practice to provide a copy to the student.
22. Where specialised academic advice is provided to students during public and high activity periods such as during student enrolment, records may be made and retained using run sheets such as the example set out at Attachment 1.

Induction and Training

23. Faculties and Units/Divisions must ensure that staff are equipped to deal with enquiries through structured induction and development of staff providing general and specialised academic advice to students.
24. Faculties and Units/Divisions should provide ongoing training and development of staff, including ensuring that staff are provided with access to information on changes to University policies and practices that impact on the provision of academic advice.
25. Faculties and Units/Divisions should use a range of methods to monitor and confirm the capacity of staff to provide quality routine academic advice, such as monitoring student feedback (including complaints) relating to the quality of academic advice, surveying student satisfaction and monitoring issues identified in other University surveys such as the Student Experience Questionnaire.

Rights of Appeal

26. Faculties and the Student Services Division should make students aware of their right to lodge an academic complaint in response to any academic advice they receive that detrimentally affects their academic experience on the basis that the advice is not in conformity with the standards set out in this policy.

Appendix – Student Advice Run Sheet Sample

Student Advice Run Sheet – Enrolment Day – 17 February 2017

Student Adviser:

| Student Name | Student Number | Issue | Advice |
|----------------|----------------|--|---|
| John Smith | 3217445 | <ul style="list-style-type: none"> • Subjects • Course • Student Support • Intn'l • Other (specify) | Student interested in double major in international business and marketing. Discussed options and outlined limits of double counting of subject MGMT 302 |
| Sani Hamid | 3934579 | <ul style="list-style-type: none"> • Subjects • Course • Student Support • Intn'l • Other (specify) | Has wife with disability. Advised of option of registering under associate provisions with Disability Services. Referred to SSA. |
| Li Lin | 3766782 | <ul style="list-style-type: none"> • Subjects • Course • Student Support • Intn'l • Other (specify) | Looking at transfer from MBA to MBus. Discussed scope for use of MBA subjects to fulfil core and elective requirements, and outlined compulsory subjects in MBus. Explained process of course transfer. Will need change to COE as International Student. Referred to Student Services Division for Application to Vary Course Registration form. |
| Aliesha Davies | 3999111 | <ul style="list-style-type: none"> • Subjects • Course • Student Support • Intn'l • Other (specify) | Dean's Scholar – seeking information on support for program. What is value of the text book voucher? Advised it depends on number of subjects. Gave advice on upper limit per year, pro-rata depending on subjects undertaken. |

1. Overview

The University is making good progress with its preparations for provider re-registration with TEQSA. The focus over recent months has been on filling policy gaps in relation to teacher qualifications and equivalency, internal moderation and external referencing of assessment and agent management. The focus will now move to implementing the new Teaching and Assessment Policy Suite, which was approved by Council in October. Considerable attention has also been paid to improving academic integrity and academic misconduct processes and reporting, and this will carry over into 2017. Work is underway to ensure that recent policy changes are reflected in corresponding UOWD policies.

From the start of 2017, the University will move to a more intensive preparation phase, which will see the TEQSA Re-registration Steering Group meet on a monthly basis. One of the biggest priorities for 2017 will be to ensure that course reviews are completed in a timely way and that, as part of this review process, re-approved courses reflect the UOW Curriculum Model.

2. TEQSA Re-registration Key Dates

| Milestone | Deadline |
|---|---|
| <input checked="" type="checkbox"/> Gap analysis against Standards and Core Evidence Requirements (onshore) | By end 2015 |
| <input checked="" type="checkbox"/> Gap analysis against Standards and Core Evidence Requirements (offshore) | By March 2016 |
| <input checked="" type="checkbox"/> Set up TEQSA Steering Group | April 2016 |
| <input checked="" type="checkbox"/> Finalise Quality Improvement Plans; monitor improvements | From May 2016 |
| <input type="checkbox"/> Commence discussions with TEQSA on scope and specific evidence requirements | March 2017 |
| <input type="checkbox"/> Once scope confirmed, develop detailed plan for gathering of evidence and completion of submission; TEQSA Steering Committee to meet monthly from February 2017 | April 2017 |
| <input type="checkbox"/> Submit application to TEQSA | By 30 Sept 2017 |
| <input type="checkbox"/> <i>TEQSA assesses our application; may request additional information/evidence and/or conduct a site visit.</i> <input type="checkbox"/> <i>TEQSA sends draft findings to UOW for comment (only in the case of an adverse outcome). Relevant comments will be taken into account by TEQSA Commission in arriving at its decision.</i> <input type="checkbox"/> <i>TEQSA notifies UOW of the outcome of the assessment.</i> <input type="checkbox"/> <i>TEQSA updates the National Register in accordance with outcomes of the assessment.</i> | From Oct 2017 <i>[UOW's registration expires 31 March 2018]</i> |

3. Scope and Evidence Requirements

TEQSA has indicated that it may bring forward the determination of the scope and evidence requirements for the University's re-registration application. Currently, this is scheduled to occur in late March 2017, six months prior to our application submission date. On 10 October UOW received advice that, in addition to the core standards, TEQSA will likely assess UOW against the standards relating to **research training and third party arrangements** – and as far as the latter is concerned, **UOW Dubai** is likely to be of most interest. (Note: this is still to be confirmed in writing).

4. Review of TEQSA Act 2011

UOW is using the review of the impact of the TEQSA Act on the higher education sector to advocate for amendments to the Act to ensure consistent application to offshore campuses across the sector regardless of their country of incorporation. This would mean that UOWD would be covered under UOW's provider registration and would not be required to be registered as a separate provider.

The review of the Act is being overseen by the Higher Education Standards Panel, with the final report expected to be made to the Federal Minister for Education and Training in 2017. Deloitte Access Economics has been engaged to consult with the sector. Deloitte has written to institutions asking for comments on the TEQSA Act and is conducting specific consultations with a small group

of providers, including UOW. Representatives from UOW Enterprises and the Academic Quality & Standards Unit will jointly prepare a UOW response which is due to be submitted by 14 November.

6. Re-registration oversight

The TEQSA Re-registration Steering Group, led by the Deputy Vice-Chancellor (Academic), has met four times since the start of April. At its more recent meeting on 25 August, the Steering Group reviewed a summary of progress against the top 25 improvement priorities across all teaching locations. Special presentations were made on external referencing and progress in implementing the English Language Policy. The Steering Group will meet again on 22 November and from February 2017, the Group will meet on a monthly basis.

7. Review against Improvement Priorities

Quality Improvement Plans have been developed for UOW (institutional-level), UOWD and Offshore (Collaborative Partnerships). The Plans identify areas for improvement using a 'traffic light' rating scale to prioritise actions as follows:

| Rating | Description |
|--------|---|
| High | Forms part of core evidence requirements and assessment indicates a significant gap or weak evidence of compliance – requires ACTIVE & CLOSE MONITORING/INTERVENTION/ESCALATION |
| Medium | Forms part of core evidence requirements, but assessment indicates action well underway to reduce gap – requires ACTIVE MONITORING |
| Low | Does not form part of core evidence requirements, but assessment indicates a gap or weak evidence of compliance – requires ONGOING MONITORING |

A summary of progress against each of the Plans as at the end of October 2016 is available from the UEC Moodle site. A progress update against the top 25 priority areas is attached for information and comment.

8. Contact for further information

For further information about the TEQSA Re-registration Project, or to provide feedback on the improvement action reporting, contact Jan Sullivan, Manager, Academic Quality & Policy, AQS, by telephoning (02) 4221 3573 or emailing quality@uow.edu.au.

Draft Resolution

that the University Education Committee note the TEQSA Re-registration Update as provided in the agenda papers.

| Drafted by: | Reviewed by: | Approved by: |
|---|--------------|--------------|
| Manager Academic Quality & Policy, AQS 25 Oct 2016 | Director AQS | Chair, UEC |

TEQSA Re-registration: Progress Report against Improvement Priorities – 24 October 2016

A. UOW – ONSHORE / INSTITUTION-WIDE

| # | Improvement Action | Responsibility | Deadline | Progress as at 24.10.2016 |
|---|--|---|-------------------------------|--|
| 1 | Fill policy gap in relation to Teacher Qualifications & Assessment of Professional Equivalency . | DVCA/AQS Working Group of AQSS | Policy in place by 01/01/17 | COMPLETED New policy provisions incorporated into new Teaching & Assessment Policy suite which was approved by Council 7 Oct. Implementation progressing |
| 2 | Fill policy gap in relation to International Recruitment Agent Management . | DVC-GS & CAO Agent Mgt. Review Working Group | Policy in place by 01/01/17 | NEARING COMPLETION Working Group has developed new policy which was endorsed by AQSS; to go to UIC in Nov, Senate Dec and Council Feb 2017 |
| 3 | Ensure all collaborative delivery agreements , joint/dual award agreements and QA agreements (covering UOWD and UOWC) are current. | DVC-GS/DVCA/CEO of UOWE Legal Services Unit UOWE Legal AQS, TNE&A | End 2016 | IN PROGRESS Agreement with TAFE for delivery of joint awards close to be finalised; renewal of QA agreements covering UOWD and UOWC under negotiation; renewal of agreement with SIM under negotiation. |
| 4 | Ensure all scheduled policy reviews completed in accordance with UOW Policy Review Schedule. | All Senior Exec portfolios Governance | July 2017 | IN PROGRESS Governance has this on their radar; reminders being issued to policy custodians with over-due policy reviews. |
| 5 | Ensure all scheduled course reviews are complete in accordance with Course Review Schedule and new UOW Curriculum Model is being implemented progressively. | DVCA/ADEs | As per course review schedule | IN PROGRESS ADEs are aware that this is a top priority; new course proposals to take account of new curriculum model; progressive implementation of curriculum model for existing courses – priorities are English language; FYE; capstones. |
| 6 | On approval, ensure that the new Teaching and Assessment Policy suite (TAPS) is communicated and implemented across the University – including new provisions relating to moderation and external benchmarking. | DVCA/ADEs | Policy in place by 01/01/17 | IN PROGRESS TAPs approved by Council 7 Oct: Communication and Implementation Plan developed. See separate UEC item |
| 7 | Review and enhance professional development support for casual teachers including teachers employed by collaborative partners to teach into UOW courses offshore. | DVCA Working Group LTC/TNE&A | End 2016 | IN PROGRESS Review of Code of Practice – Casual Academic Teaching underway by working group; roll out new CPD modules/new version of Flexi ULT including offshore/UOWD once finalised |

| | | | | |
|----|---|---|---|--|
| 8 | Ensure we monitor attrition, progression and completion rates across locations and between cohorts; ensure that the lapsing process is applied to offshore teaching locations. Complete DaRT project (Data for Review of Teaching) with particular emphasis on developing DASH reports to support subject/course evaluations and review of student performance. | DVCA Working Group of AQSS | Subject level online reporting in place for 2017: course level by 2018; attrition data by 2017 | LIMITED PROGRESS Discussions continuing with SSD and IMU re lapsing process and attrition data; DaRT working group meets monthly; application for funding for DaRT project submitted to IMTS. |
| 9 | Complete Subject and Teacher Evaluations Review (student surveys) with particular emphasis on ensuring that all students (including those studying offshore) have opportunity to provide feedback and all teachers have opportunity to review feedback on their teaching. | DVCA Working Group of AQSS | July 2017 | IN PROGRESS Working group looking at revising SES and TES and considering combining; also looking at frequency and method of delivering surveys and application offshore Feedback on offshore teaching collected but need to ensure communicated to UOW and used for QA purposes. |
| 10 | Ensure all thematic reviews completed over recent years have been reported to appropriate governing committee and agreed actions arising have been implemented/ monitored – especially recent review of HDR policy & processes . | DVCA/DVC-R&I | End 2016 | IN PROGRESS Review of Casual Teaching being revisited; Postgraduate enrolment review reported to SCDC; Regional Campus review reported to UEC; HDR review report to URC and Senate |
| 11 | Review level of reporting on academic matters up to Senate and Council; assess reporting in relation to: <ul style="list-style-type: none"> • Academic Integrity • Student Complaints and Appeals • Student performance data - incl. attrition and completions across locations) • Agent Management • Policy review and improvement • Course review and improvement • Collaborative Delivery review and improvement | DVCA/CAO AQS/Governance | July 2017 | IN PROGRESS <ul style="list-style-type: none"> • New AI report agreed • Discussion ongoing between AQS and Governance about enhanced reporting and better utilisation of existing reporting channels (e.g. annual DVCA report to Council, annual Chair of Senate report to Council) |
| 12 | Undertake independent governance reviews (of corporate and academic governance processes). | VC/CAO/Chair of Senate Governance | March 2017 | IN PROGRESS Planning underway for review of Council in Q1 2017 and review of academic governance in Q2 2017 |

B. UOW – OFFSHORE

| # | Improvement Action | Responsibility | Deadline | Progress |
|---|---|--------------------------------|------------|--|
| 1 | Fill policy gap in relation to Twinning arrangements Number of twinning arrangements has increased, but we do not have clear policy/procedure on how these are managed. | DVC-GS TNE&A/EIS | End 2016 | IN PROGRESS TNE&A developing procedure in conjunction with EIS. |
| 2 | Ensure all Collaborative Delivery Agreements are current and any new agreements signed from 2017 onwards include new stipulations relating to academic integrity and agent management. | DVC-GS TNE&A/Legal Services | End 2016 | IN PROGRESS Renewal of agreement with SIM close to being finalised; TNE&A working with Legal Services to revise standard agreement template. |
| 3 | Ensure new Collaborative Delivery arrangements with CCNU and CCCU fully integrated with UOW systems and processes. | DVC-GS TNE&A/UOWE | End 2016 | IN PROGRESS Extent to which UOW policies apply to CCCU remains unclear; issue raised at TESA; discussions continuing between AQS and UOWE |
| 4 | Collaborative Delivery Annual Reviews - ensure new procedure in place and operating. | DVCA & DVC-GS TNE&A & AQS | End 2016 | COMPLETED Reports from first round of reviews completed and forwarded to AQS/TESA, UEC/UIC; summary report prepared for Senate/Council. Wash up meeting held and changes to annual review template agreed. |
| 5 | QA of subjects - move to risk based model of subject QA where legislative requirements allow. | DVCA & DVC-GS TNE&A | July 2017 | IN PROGRESS Training materials drafted for new Subject QA Procedure. Feedback on drafts sought and provided by two Faculties. Meetings held with AQS to clarify new aspects of procedure and commence development of templates to support procedure. Biennial / risk based approach negotiated and approved for UAE and Hong Kong. Approach to commence 2017 at UOWD. Biennial subject QA Schedule for BUS subjects at UOWD negotiated and finalised. Schedule for EIS under development. Ticket submitted to IMTS to request change to QAMS to support risk based approach. |
| 6 | Representations about UOW - audit documentation relating to offshore delivery (e.g. marketing materials, partner websites, letters of offer, enrolment records etc) to ensure UOW policy requirements being met. | DVC-GS TNE&A | March 2017 | NO PROGRESS |
| 7 | Teacher/Subject Evaluations - ensure all offshore students have opportunity to provide feedback and all partner teachers have opportunity to receive | DVCA & DVC-GS TNE&A | July 2017 | NO PROGRESS |

| | | | | |
|--|---|--|--|--|
| | feedback on their teaching. Informally feedback is gathered by Academic Program Directors, however need to formalise this process and ensure it is documented and used for QA purposes. | | | |
|--|---|--|--|--|

C. UOW DUBAI

| # | Improvement Action | Responsibility | Deadline | Progress |
|---|---|--------------------------------------|-----------|---|
| 1 | Develop procedural guidelines for the QA of Collaborative Courses/Subjects delivered at UOWD but <i>not</i> delivered at UOW | DVCA/UOWD President AQS/TNE&A/ASD | End 2016 | IN PROGRESS Arrangements for external reviewer to QA UOWD MMC subjects in place; Subject QA procedures to be amended to cover QA of subjects not delivered at UOW. |
| 2 | Monitoring and benchmarking student performance - Improve timeliness of CSO data for UOWD; due to non-availability of data from other institutions in the UAE, external benchmarking is difficult locally. Consider alternate ways of achieving external referencing of the success of student cohorts within the UAE. | President UOWD Director, ASD | End 2016 | COMPLETED CSO report for UOWD for financial year 2015-2016 issued early October. Data will feed into Annual review scheduled for 10 November. <i>Obtaining reliable comparative attrition and completion data remains problematic (covered under UOW QIP).</i> |
| 3 | Student Feedback – Review UOWD’s student survey framework to streamline it and align with UOW to assist in comparability of performance. Implement regular process of analysis, action plan development and monitoring for all data collected. Review student feedback channels to increase feedback and improvement management/reporting. | President UOWD Director, ASD | Sept 2016 | IN PROGRESS UOWD Survey Framework approved by the UOWD Academic Board in July 2016; being implemented from the current academic year including full alignment of the UOWD SEQ to the UOW version. Online student feedback system has been development with UOWD ITTS for implementation Spring 2017. |
| 4 | E-learning - Establish a plan to finalise the transition to Moodle and use its enhanced features to support student interaction outside of formal teaching. Work with UOW to address technical constraints limiting UOWD’s ability to increase its use of Moodle. Expand Moodle usage to all subjects. | President UOWD Director, ASD | Sept 2016 | IN PROGRESS Discussions held between UOWD Admin & Strategy and LTC to expedite transition to Moodle; Technical constraints to full Moodle implementation have been addressed; Admin access to Moodle sites still to be rectified. |
| 5 | HDR Policy & Processes - Finalise the approval of Thesis Submission Guidelines. Finalise the HDR student handbook. Revise QA agreement to | President UOWD Working Group | End 2016 | IN PROGRESS Working group of the UOWD Research Committee establish to oversee review. Annual HDR Performance Review processes |

| | | | | |
|---|---|---------------------------------|-------------|---|
| | incorporate HDR activities. Review the HDR admissions policy/procedures prior to the next intake of HDR students. Revise the HDR orientation program in line with revised HDR policy suite and the TEQSA standard. Consider supervisory experience in current faculty recruitment processes. Review the need for an HDR Student Complaints Policy to establish specific processes for resolution of HDR grievances. | | | <p>implemented in Sept 2016.</p> <p>HDR included in the draft new QA agreement between UOW and UOWD.</p> <p>Ongoing and supervisory experience has been considered in all recent faculty recruitment processes.</p> |
| 6 | Agent Management - Develop policy/procedures for managing agents that support the agent contracts. Develop a formal mechanism of monitoring performance of agents. | President UOWD Director, ASD | By end 2016 | <p>IN PROGRESS</p> <p>UOWD is in process of developing a customised version of UOW's draft agent management policy.</p> |

List of Acronyms used in Quality Improvement Plans

| | | | |
|---------|--|-------|---|
| ADE | Associate Deans (Education) | QA | Quality Assurance |
| AI | Academic Integrity | QIP | Quality Improvement Plan |
| AQS | Academic Standards and Quality Unit | RACC | Risk, Audit & Compliance Committee |
| AQSS | Academic Quality & Standards Subcommittee (of UEC) | SCDC | Strategic Course Development Committee |
| ASD | Administration & Strategy Division (of UOWD) | SES | Subject Evaluation Survey |
| CAO | Chief Administrative Officer | SIM | Singapore Institute of Management |
| CCNU | Central China Normal University | SSD | Student Services Division |
| CPD | Continuing Professional Development | TAPS | Teaching & Assessment Policy Suite |
| CSO | Comparative Student Outcomes | TEQSA | Tertiary Education Quality & Standards Agency |
| DVCA | Deputy Vice-Chancellor (Academic) | TES | Teacher Evaluation Survey |
| DVC-GS | Deputy Vice-Chancellor (Global Strategy) | TESA | Transnational Education & Strategic Alliances Committee |
| DVC-R&I | Deputy Vice-Chancellor (Research & innovation) | TNE&A | Transnational Education & Alliances Unit |
| EIS | Engineering & Information Sciences Faculty | UEC | University Education Committee |
| FYE | First Year Experience | UIC | University Internationalisation Committee |
| HDR | Higher Degree Research | UOWC | University of Wollongong College |
| IMTS | Information Management & Technology Services | UOWD | University of Wollongong in Dubai |
| IMU | Information Management Unit | UOWE | University of Wollongong Enterprises |
| LTC | Learning, Teaching & Curriculum | | |

Review of SIM

The Annual Quality Assurance Review at SIM was conducted on 12th and 13th April 2016 and was chaired jointly by Dr Bill Damachis and Mr Dominic Riordan. The University was also represented by Prof Trevor Spedding, Prof Willy Susilo, A/Prof Rodney Vickers, A/Prof Jun Yan, Dr Casey Chow and Ms Lorelle Pollard for Information Technology programs. Prof Wilma Vialle, A/Prof Peter Caputi, A/Prof Stuart Johnston and Ms Katrina Gamble represented the University for Psychology programs. Mr Matthew Kusi-Appauh acted as the Executive Officer. SIM was represented by staff from both Academic and Professional Services positions. The review was divided into Academic and Operational components relating to Information Technology and Psychology programs.

It should be noted that much of the information that the review template requests was not supplied one week prior to the review, but rather was supplied either the day before or the morning of the meeting. This meant that the members of the review panel were not able to scrutinise all of the evidence before the meeting. It is hoped that now the first round of reviews for all current locations has been completed, the expectations on both UOW representatives and partner institutions will be better understood, and planning for the sourcing and provision of evidence and information in 2017 can be built into workloads as soon as practicable.

Discussion

Under the first order of business, action taken against issues raised at the previous review was discussed. Perhaps the most significant issues discussed related to the streamlining of communication channels between parties, the possibility of new programs and changes to program structure and student mobility particularly with regard to the launch of the BIT pilot degree. Concerns about enrolment timelines and payment as well as external accreditation requirements were also raised. It was agreed that these issues would be addressed prior to the next review.

Key matters covered in discussions included the need to better target recruitment strategies and increase brand awareness, the potential impact of SkillsFuture on program demand, the need to monitor competitor activity and the positive impact of two-way student mobility. Issues relating to student retention and progression, subject results and comparison of failure rates, systems support and curriculum changes and alignment were also raised. There was mutual agreement that all of these issues be addressed and solutions found before the next review.

Furthermore, it was noted that based on market research and analysis of market trends there is room for growth in terms of course offerings, particularly in alignment with the Singaporean Government's SkillsFuture initiative. SIM have identified an opportunity to offer the Master of Health Informatics. With regard to the Psychology program, the potential to include industry/WIL placements was mentioned. In addition, SIM suggested that the introduction of the Child Psychology major may be attractive in Singapore. It was agreed that further market research will be undertaken jointly by UOW and SIM to investigate these opportunities.

In addition to noting areas of the operations that required attention, the review also noted a number of areas of good practice. In particular, it was mentioned that the SIM PAL programme is a continuing success that reflects collaboration between SIM and UOW in providing enhanced student support. Student mobility and the positive outcomes experienced from increased flows in both directions were mentioned. In addition, SIM-UOW programmes were commended in the past ACS accreditation and quality assurance processes were reported to be working well.

Outcomes

A total of 57 action items were recorded by the review panel. However, it should be noted that activities against many of these issues are already underway. These action items are attached to the agenda paper for members' information.

Transnational Education and Alliances, as Executive Officers of the review, will follow-up on action taken to address issues raised by the review approximately six months from the review date.

Draft Resolution

that the University Education Committee note the SIM Annual Quality Assurance Review – Summary of Action Items, as attached to the agenda paper.

ATTACHMENT
SIM Annual Quality Assurance Review 2016 - Summary of Action Items

| Drafted by: | Reviewed by: | Approved by: |
|--|------------------------|--------------|
| Senior Coordinator - International Programs, Transnational Education & Alliances | Executive Officer, UEC | Chair, UEC |

SECTION H: ACTIONS ARISING

Action Plan 1: Improvement areas arising from 2015 Annual Review

Custodian: Bill Damachis, Transnational Education & Alliances

| Number | Action | Responsibility | Refer section |
|--------|---|-----------------------|---------------|
| 1.1 | UOW to investigate further providing SIM staff with access to Moodle, what CTP Framework modules are available and making information available on the use of Moodle. | TNE&A | E27 |
| 1.2 | IT: Action plan to investigate new Health Informatics course. | TNE&A | B5 |
| 1.3 | Psych: Rationalisation of academic calendar to align to Psychology delivery (semesters) from 2017. | UOW APD of Psychology | D26 |
| 1.4 | Psych: A pricing strategy is needed for introduction of the new 6 cp subjects. Planning is required to manage the transition of existing cohorts. | UOW APD of Psychology | E26 |
| 1.5 | Psych: Accreditation process is proceeding and will likely involve a visit to SIM. SIM will need to demonstrate adequacy of library resources. | UOW APD of Psychology | E27 |

Action Plan 2: Student Demand

Custodian: Selene Tan, UOW Programs (SIM)

| Number | Action | Responsibility | Refer section |
|--------|--|----------------|---------------|
| 2.1 | IT: SIM to report to TNE&A regarding international student recruitment strategy for UOW programmes. | SIM | B3 |
| 2.2 | IT: SIM to continue engagement with Polytechnics, in particular Temasek Poly, to attract students to UOW programmes. | SIM | B3 |

Action Plan 3: Marketing / recruiting plans and broader outreach / profiling**Custodian: Selene Tan, UOW Programs (SIM)**

| Number | Proposed Action | Responsibility | Refer section |
|--------|--|-----------------------------|---------------|
| 3.1 | AQS to investigate ATAR equivalent for Singapore entry requirements. | Director AQS | B4 |
| 3.2 | SIM to assess student performance based on entry qualification / pathway, investigate opportunities to refine entry criteria. | SIM | B4 |
| 3.3 | SIM to include info about teaching staff in future promotional material. | SIM Marketing | B4 |
| 3.4 | SIM to investigate ways to increase UOW brand awareness around ITC in Singapore. | SIM Marketing | B4 |
| 3.5 | IT: SIM to monitor issue of additional credit recognition for students completing Skills Future study on top of their Advanced Diplomas. | SIM | B4 |
| 3.6 | IT: 2017 Annual Review to include consideration of offering Big Data major in the BCompSci. | UOW APD of Computer Science | B4 |
| 3.7 | IT: Head of School of CSIT and SIM Manager, UOW Programs to meet with Samsung again to reconfirm details of placement. | UOW Head of SCIT | B4 |
| 3.8 | Psych: SIM staff to provide industry contacts to UOW Faculty to support development of a relationship. | SIM | B4 |
| 3.9 | Psych: UOW Faculty staff to investigate potential for a capstone WIL or placement. | UOW APD of Psychology | B4 |

Action Plan 4: Market Analysis and Future Directions**Custodian: Selene Tan, UOW Programs (SIM)**

| Number | Proposed Action | Responsibility | Refer section |
|--------|--|-----------------------|---------------|
| 4.1 | SIM to monitor implementation of the SkillsFuture programme, particularly engaging with Polytechnics, in order to identify opportunities for SIM-UOW and to determine its impact on student numbers. | SIM | B5 |
| 4.2 | SIM to monitor the impact of SkillFuture on Psychology course demand. | SIM | B5 |
| 4.3 | IT: SIM and UOW to conduct a market survey regarding potential student flows and to consider staff resourcing for a potential Health Informatics postgraduate offer. | SIM and TNE&A | B5 |
| 4.4 | IT: UOW Faculty, SIM and TNE&A to develop a plan for implementation of Health Informatics. Aim to commence mid-2017. | TNE&A | B5 |
| 4.5 | IT: SIM to begin industry outreach, and to seek an industry advisor. | SIM | B5 |
| 4.6 | Psych: UOW to consider further options for major study once a new Psychology curriculum is implemented. | UOW APD of Psychology | B5 |

Action Plan 5: Competitor Analysis and Comparability with UOW Programs**Custodian: Selene Tan, UOW Programs (SIM)**

| Number | Proposed Action | Responsibility | Refer section |
|--------|--|----------------|---------------|
| 5.1 | IT: UOW Faculty and SIM to investigate ways to bundle and/or differentiate the UOW programmes, focussing on its strong reputation in IT, high quality teaching staff and strong student employment outcomes. | SIM and UOW | B6 |
| 5.2 | Psych: SIM to provide market research for psychology programmes in Singapore. | SIM | B6 |

Action Plan 6: UOW Update**Custodian: Dominic Riordan, AQS**

| Number | Proposed Action | Responsibility | Refer section |
|--------|---|----------------|---------------|
| 6.1 | UOW (AQS) to ensure that prepopulated templates are made available for future reviews in a timely way. UOW (AQS) to ensure that data issues are resolved in advance of the 2017 review. UOW to review and update templates following this year's reviews. | AQS | B8 |

Action Plan 7: Student Mobility**Custodian: Bill Damachis, TNE&A**

| Number | Proposed Action | Responsibility | Refer section |
|--------|---|-----------------------|---------------|
| 7.1 | IT: UOW Faculty to continue preparation with SIM to host the pilot group of BIT(Int) students in 2017, with the first proper cohort to arrive 2018. | UOW APD of IT | B9 |
| 7.2 | IT: UOW Faculty to apply for NCP funding for two-way mobility with offshore partners. | UOW APD of IT | B9 |
| 7.3 | IT: Faculty to investigate using Singapore projects for Wollongong-based students. | UOW APD of IT | B9 |
| 7.4 | Psych: UOW Faculty staff to apply for NCP funding to promote mobility between UOW and SIM. | UOW APD of Psychology | B9 |

Action Plan 8: Student Retention and Progression**Custodian: Dominic Riordan, AQS**

| Number | Proposed Action | Responsibility | Refer section |
|--------|---|----------------|---------------|
| 8.1 | AQS and TNE&A to work with IMU to improve access to attrition | TNE&A and AQS | C10 |

| | | | |
|-----|--|-----|-----|
| | data. | | |
| 8.2 | AQS to propose discontinuing measures of progression of cohorts, focussing instead on commencements, completions, attrition and subject failure rates. | AQS | C10 |

Action Plan 9: Subject Results

Custodian: Bill Damachis, TNE&A

| Number | Proposed Action | Responsibility | Refer section |
|--------|--|-----------------------------|---------------|
| 9.1 | IT: UOW should ensure future analysis of failure rates should focus on comparing SIM to UOW and other offshore sites, and principally concentrate on instances where SIM failure rates are at odds with UOW. | AQS | C12 |
| 9.2 | IT: UOW Faculty to consider further support for tutor of CSCI subjects. | UOW APD of Computer Science | C12 |
| 9.3 | IT: UOW Faculty to provide fillers and/or catch up support in key academic areas where student weaknesses are apparent. | UOW APD of Computer Science | C12 |
| 9.4 | Psych: SIM to implement separate staff model to teach cognition and perception in PSYC236. | SIM | C12 |

Action Plan 10: Graduate Outcomes

Custodian: Mary Lee Peck Sin, SIM

| Number | Proposed Action | Responsibility | Refer section |
|--------|---|----------------|---------------|
| 10.1 | SIM to explore possibility of conducting graduate survey over longer time period (5 years) in order further investigate the salary difference between UOW graduates and other institutions. | SIM | C13 |

Action Plan 11: Student Information**Custodian: Bill Damachis, TNE&A**

| Number | Proposed Action | Responsibility | Refer section |
|--------|---|----------------|---------------|
| 11.1 | TNE&A to investigate solutions for students with maximum exemption not being able to graduate with distinction. | TNE&A | D14 |
| 11.2 | UOW Faculty to provide SIM with any changes to credit exemption as soon as possible for inclusion in updated booklets and other communications. | UOW APD | D14 |

Action Plan 12: Learning and Teaching Resources**Custodian: Dominic Riordan, AQS**

| Number | Proposed Action | Responsibility | Refer section |
|--------|---|----------------|---------------|
| 12.1 | Psych: AQS to input to the current IP review at UOW regarding the contextualisation and customisation of teaching materials for offshore locations. | AQS | D16 |

Action Plan 13: Assessment and Feedback**Custodian: Dominic Riordan, AQS**

| Number | Proposed Action | Responsibility | Refer Section |
|--------|---|----------------|---------------|
| 13.1 | Psych: AQS to modify Annual Review template to include outcomes from subject-specific feedback. | AQS | D17 |

Action Plan 14: Formal Complaints and Appeals**Custodian: Stuart Johnstone, UOW APD of Psychology**

| Number | Proposed Action | Responsibility | Refer Section |
|--------|--|-----------------------|---------------|
| 14.1 | Psych: SIM and UOW Faculty staff to work together to clarify complaints process. | UOW APD of Psychology | D19 |

Action Plan 15: Teaching Model**Custodian: Willy Susilo, School of Computing and IT**

| Number | Proposed Action | Responsibility | Refer Section |
|--------|---|----------------|---------------|
| 15.1 | IT: SIM to suspend Year 1 of the PT programmes from July 2016. | SIM | D23 |
| 15.2 | IT: SIM and Faculty staff to investigate the potential for 'red boxes' or online subjects to be made available in Year 2. Possibly able to suspend further PT subjects in future. | SIM and UOW | D23 |
| 15.3 | IT: UOW Faculty to finalise plan for BIT/BCompSci timetable change and discuss with SIM staff. | Head of CSIT | D23 |

Action Plan 16: Subject Delivery**Custodian: Bill Damachis, TNE&A**

| Number | Proposed Action | Responsibility | Refer Section |
|--------|--|----------------|---------------|
| 16.1 | TNE&A to investigate and respond to Faculty staff concerns regarding QAMS. | TNE&A | E24 |

Action Plan 17: Curriculum Changes and Alignment**Custodian: Stuart Johnstone, UOW APD of Psychology**

| Number | Proposed Action | Responsibility | Refer Section |
|--------|---|-----------------------|---------------|
| 17.1 | Psych: Faculty to provide the new Bachelor of Psychological Sciences curriculum to SIM by mid-2016. | UOW APD of Psychology | E26 |
| 17.2 | Psych: Faculty to advise SIM when the last intake will be for the current Psychology programme. Faculty and SIM to discuss transition arrangements including subject delivery and fees. | UOW APD of Psychology | E26 |
| 17.3 | Psych: SIM to conduct market research on the other Psychology programs in Singapore, particularly looking at the JCU and Murdoch products. | SIM | E26 |

Action Plan 18: Course Reviews**Custodian: Bill Damachis, TNE&A**

| Number | Proposed Action | Responsibility | Refer Section |
|--------|---|---------------------|---------------|
| 18.1 | IT: AQS to provide ACS accreditation report to SIM staff. | AQS | E27 |
| 18.2 | IT: UOW Faculty to provide more guest lectures or seminars in classes with only SIM lecturers. | UOW IT APDs | E27 |
| 18.3 | IT: BCompSci CLOs to be updated as part of the new curriculum. | UOW APD of BCompSci | E27 |
| 18.4 | IT: TNE&A to develop online resource site for SIM staff. | TNE&A | E27 |
| 18.5 | IT: UOW to run annual staff meeting / induction in July. Further engagement initiatives will be investigated. | UOW IT APDs | E27 |
| 18.6 | Psych: SIM to provide UOW Faculty staff with requested info | SIM | E27 |

Action Plan 19: Academic Staff Development**Custodian: Bill Damachis, TNE&A**

| Number | Proposed Action | Responsibility | Refer Section |
|--------|--|----------------|---------------|
| 19.1 | IT: UOW and SIM to investigate ways to further develop staff. | TNE&A and SIM | F31 |
| 19.2 | Psych: Faculty to work with TNE&A to develop SIM-UOW resource site in Moodle, also engage with SIM team for their input. | TNE&A | F31 |
| 19.3 | Psych: TNE&A to provide additional systems support to SIM staff when needed. Send requests to tne-systemssupport@uow.edu.au | TNE&A | F31 |

Review of INTI

The Annual Quality Assurance Review at INTI was conducted on 18th and 19th April 2016. Chaired jointly by Dr Bill Damachis and Mr Dominic Riordan, the University was also represented by Professor Trevor Spedding, A/Prof Gary Noble, A/Prof Rodney Vickers and Ms Lorelle Pollard, with Mr Matthew Kusi-Appauh acting as the Executive Officer. INTI was represented by seven staff from both Academic and Professional Services positions. The review was divided into Academic and Operational components covering UOW programs taught at the Subang, Penang and Kuala Lumpur campuses of INTI.

It should be noted that much of the information that the review template requests was not supplied one week prior to the review, but rather was supplied either the day before or the morning of the meeting. This meant that the members of the review panel were not able to scrutinise all of the evidence before the meeting. It is envisaged that, as the information requested to inform the review will be the same year-on-year, the issue of information and evidence being supplied late will no longer be an issue.

Discussion

Under the first order of business, action taken against issues raised at the previous review was discussed. Perhaps the most significant issues discussed related to increasing efficiency in the evaluation of credit transfer and application processing turn-around times. Concerns about communication between Quality Assurers and INTI lecturers, and access to UOW systems were also raised. It was agreed that these issues would be addressed prior to the next review.

Key issues covered in discussions included the need to increase joint marketing and recruitment efforts, to track and report on market trends and competitor activity, student retention and progression, and graduate outcomes. Student mobility was also highlighted particularly in preparation for the launch of the BIT pilot degree. Others issues relating to Moodle access, quality assurances processes, AACSB accreditation requirements, curriculum changes, credit exemption and admissions processes were also raised. There was mutual agreement that all of these issues be addressed and solutions found before the next review.

In addition, it was noted by INTI that based on market research and analysis of market trends there is room for growth in terms of course offerings. New majors under consideration include Accounting and Finance and Supply Chain Management, as part of the Bachelor of Commerce, and Big Data and Cyber Security, as part of the Bachelor of Computer Science. Plans to rebrand and relaunch the revamped BCMS were also discussed and are under consideration.

In addition to noting areas of the operations that required attention, the review also noted a number of areas of good practice. In particular, it was mentioned that the introduction of blended learning using online resources had been a success and that collaborative projects involving UOW and INTI students, as well as student mobility programs in both directions are promoting a strong partnership. In addition, INTI's robust industry collaboration is giving INTI-UOW a competitive edge and is directly enhancing student employability.

Outcomes

A total of 65 action items were recorded by the review panel. However, it should be noted that activities against many of these issues are already underway. The action items are attached to the agenda paper for members' information.

Transnational Education and Alliances, as Executive Officers, will follow-up on action taken to address issues raised by the review approximately six months from the review date.

Draft Resolution

that the University Education Committee note the INTI Annual Quality Assurance Review – Summary of Action Items, as attached to the agenda paper.

ATTACHMENT

INTI Annual Quality Assurance Review 2016 - Summary of Action Items

| Drafted by: | Reviewed by: | Approved by: |
|--|---|---------------------------------------|
| Senior Coordinator - International Programs, Transnational Education & Alliances | Executive Officer, University Education Committee | Chair, University Education Committee |

SECTION H: ACTIONS ARISING

Action Plan 1: Improvement areas arising from 2015 Annual Review

Custodian: Bill Damachis, Transnational Education & Alliances

| Number | Action | Responsibility | Refer section |
|--------|--|-------------------------------------|---------------|
| 1.1 | UOW and INTI to draw up new guidelines to have a workable informal assessment process in place to deal with new student enquiries. This is currently under review. | UOW and INTI | A1.1 |
| 1.2 | International Recruitment to continue providing support with respect to queries regarding admission eligibility. | International Recruitment | A1.2 |
| 1.3 | Professional courtesy is to be extended in all communication. | UOW and INTI Academics | A1.3 |
| 1.4 | Faculties to work closely with INTI and to update INTI on timely manner whenever there is a change of QA arrangements at UOW. | UOW and INTI | A1.4 |
| 1.5 | To fast track applications for MBA admission. Recommendation of Pro-Vice Chancellor (SEA) after interview with potential candidates should be accepted for registration by International Recruitment. This interview serves to fill in the gaps in documentary evidence, including where experience is built up through previous employment. | International Recruitment and TNE&A | A1.5 |
| 1.6 | UOW to grant access to SMP and SAI to HOP and Office of Admissions and Records at ICKL. | International Recruitment and TNE&A | A1.6 |

Action Plan 2: Student Demand

Custodian: Jane Lim, INTI Subang and Hai Pin Chinoh, INTI Penang

| Number | Action | Responsibility | Refer section |
|--------|--|------------------|---------------|
| 2.1 | Subang: Need more joint marketing efforts from both UOW and INTI. | INTI and TNE&A | B3 |
| 2.2 | Subang: Devise formal schedule for guest lectures involving at least one per session from 2016/17. | INTI and UOW APD | B3 |
| 2.3 | INTI to re-focus on their International marketing efforts especially on Indonesia market. | INTI Marketing | B3 |
| 2.4 | Penang: Need full time Accounting and Finance Lecturer to support and enhance academic quality | INTI Penang | B3 |
| 2.5 | Guest Lecture (face to face / VC mode) from UOW to provide international exposure to students | INTI and UOW APD | B3 |

| | | | |
|-----|---|---------------------------|----|
| 2.6 | Propose to accept English from UEC as an Entry Requirement. | International Recruitment | B3 |
|-----|---|---------------------------|----|

Action Plan 3: Marketing / recruitment plans and broader outreach / profiling

Custodian: Bill Damachis, Transnational Education & Alliances

| Number | Action | Responsibility | Refer section |
|--------|---|---------------------------|---------------|
| 3.1 | Subang: Commerce – to focus on UEC Market to attract more students into Accounting / Finance Programs. | INTI Marketing | B4 |
| 3.2 | Subang: Informatics – greater marketing efforts by UOW / INTI to attract Foundation and Diploma students from other Institutions. | INTI Marketing | B4 |
| 3.3 | Subang: Informatics – to continue good practice of assigning UOW Lecturers to teach in Diploma Programs and to involve Diploma students in Degree activities. | INTI Subang | B4 |
| 3.4 | Subang: Informatics –to work with industry partners to offer Academic Certification Program as value added modules in their degree (e.g Google Ignite, IBM). | INTI Subang | B4 |
| 3.5 | Penang: UOW to make standard exemptions available on the UOW website and to be granted delegated authority for students from colleges like TARC, Dist Ed (for all available diploma) and KDU to facilitate recruitment. | International Recruitment | B4 |
| 3.6 | Penang: UOW to inform INTI of any updates made on the UOW website including credit exemptions, student handbook, subject requirement to complete a major etc | International Recruitment | B4 |
| 3.7 | Penang: to reduce turnaround time to 2 days for assessment of credit exemption at UOW for Diplomas from other colleges. Competition is keen and marketing team needs to feedback to potential students swiftly. | TNE&A | B4 |
| 3.8 | KL: INTI and UOW to work on additional branding in KL. MBA/MIB to emphasise B2B recruitment. | INTI KL and TNE&A | B4 |
| 3.9 | Subang: Continue working with these industry partners and to co-brand our programs. Jane to share the comments of the industry advisory board. | Dr Jane Lim | B4 |
| 3.10 | Subang: INTI to investigate opportunities to involve Australian students in events such as the Techentrepreneur week in May. | INTI Subang | B4 |
| 3.11 | Subang: INTI to explore possible expansion of industry scholarships to Commerce programs. | INTI Subang | B4 |

Action Plan 4: Market analysis and future directions**Custodian: Jane Lim, INTI Subang**

| Number | Action | Responsibility | Refer section |
|--------|--|------------------|---------------|
| 4.1 | Subang: INTI to report on progress in relation to new program standards for Business and Accounting programs. | INTI Subang | B5 |
| 4.2 | Subang: INTI to do more marketing / promotional activities with UEC students while they are still in their studies to create more awareness of UOW Programs. | INTI Subang | B5 |
| 4.3 | Subang: INTI to track performance of Xiamen University and determine if it is a potential threat to UOW-INTI. | INTI Subang | B5 |
| 4.4 | Subang: INTI to work with respective Faculties at UOW and to start preparing the new MQA documentation for submission. New programs will take at least 6-9 months for MQA approval. | INTI Subang | B5 |
| 4.5 | Subang: INTI corporate marketing team to provide trend analysis for current UOW programs. | INTI Marketing | B5 |
| 4.6 | Subang: UOW to check with Faculty of Law, Humanities and the Arts on the new curriculum and to work with INTI on the rebranding of the BCMS. | UOW PVC(SEA) | B5 |
| 4.7 | Faculty to check whether KL already listed as delivery location of MIB. Faculty to progress Course Proposal Form - Addition of New Delivery Location documentation if required and if endorsed by Faculty. | Business Faculty | B5 |
| 4.8 | If endorsed by Faculty, required Course Proposal documentation to allow delivery of MSC Logistics and Project Management to commence at KL to be submitted. | Business Faculty | B5 |

Action Plan 5: Competitor analysis and comparability with UOW programs**Custodian: Bill Damachis, Transnational Education & Alliances**

| Number | Action | Responsibility | Refer section |
|--------|--|---------------------------|---------------|
| 5.1 | Subang: Need to brand UOW program at INTI as a value for money premier program, include INTI-UOW joint-marketing activities and more transnational collaborations / activities that could highlight the strong partnership between INTI and UOW. | INTI and TNE&A | B6 |
| 5.2 | Penang: Propose to accept English from UEC as an Entry Requirement. | International Recruitment | B6 |

Action Plan 6: INTI Global Education / INTI University Update**Custodian: Sumitha Ganesharatnam, Senior Director Product & Partnerships Unit**

| Number | Action | Responsibility | Refer section |
|--------|---|----------------|---------------|
| 6.1 | Articulate the new DBM with UOW's Commerce programs. | INTI Marketing | B7 |
| 6.2 | To consider new programs that INTI's partner institutions might be offering | INTI and UOW | B7 |

Action Plan 7: UOW Update**Custodian: Bill Damachis, Transnational Education & Alliances**

| Number | Action | Responsibility | Refer section |
|--------|--|----------------|---------------|
| 7.1 | TNE&A to provide updated UOW Strategic Plan, International Plan and marketing materials to INTI. | TNE&A | B8 |
| 7.2 | INTI to clarify MQA requirements for subject quality assurance. | INTI | B8 |

Action Plan 8: Student mobility**Custodian: Rodney Vickers, Faculty of EIS**

| Number | Action | Responsibility | Refer section |
|--------|---|------------------------|---------------|
| 8.1 | INTI staff to work with UOW Faculty to prepare for pilot BIT (International) group in 2017. | INTI and UOW APD of IT | B9 |
| 8.2 | INTI staff to provide information regarding the process for student visas for exchange students | INTI Subang | B9 |

Action Plan 9: Student retention and progression**Custodian: Jane Lim, INTI Subang**

| Number | Action | Responsibility | Refer section |
|--------|---|----------------|---------------|
| 9.1 | INTI to advise UOW on the attrition measure used at INTI. | INTI | C10 |

Action Plan 10: Subject Results**Custodian: Gary Noble, Faculty of Business**

| Number | Action | Responsibility | Refer section |
|--------|---|---------------------|---------------|
| 10.1 | Business: UOW Faculty to check school assessment committee minutes for more context on subject of concern . | UOW APD of Business | C12 |

Action Plan 11: Graduate Outcomes**Custodian: Bill Damachis, Transnational Education & Alliances**

| Number | Action | Responsibility | Refer section |
|--------|--|----------------|---------------|
| 11.1 | TNE&A to speak to UOW Careers Central to ensure content is suitable for students off and onshore. | TNE&A | C13 |
| 11.2 | INTI staff to provide UOW with survey results from 2014. | INTI | C13 |
| 11.3 | Future surveys on Graduate Outcomes to be provided on an on-going basis to enable review of this aspect during Annual Reviews. | INTI | C13 |

Action Plan 12: Student information**Custodian: Bill Damachis, Transnational Education & Alliances**

| Number | Action | Responsibility | Refer section |
|--------|---|----------------|---------------|
| 12.1 | Penang: propose to block students from enrolling in SOLS if pre-requisites are not satisfied; or at least with a “pop up” menu to alert students on this. | TNE&A | C14 |

Action Plan 13: Teaching Model**Custodian: Bill Damachis, Transnational Education & Alliances**

| Number | Action | Responsibility | Refer section |
|--------|---|----------------|---------------|
| 13.1 | Subang: UOW to consider granting INTI access to Moodle Analytics Reporting so that INTI can assess the success of blended activities. | IMU | C23 |
| 13.2 | Penang: INTI and UOW to consider methods to further collaboration in teaching and learning between sites. | INTI and UOW | C23 |
| 13.3 | KL: Investigate issue with KL students unable to access Moodle | TNE&A | C23 |

Action Plan 14: Subject Delivery**Custodian: Bill Damachis, Transnational Education & Alliances**

| Number | Action | Responsibility | Refer section |
|--------|--|------------------------|---------------|
| 14.1 | To explore further possible collaborative activities between UOW and INTI. | INTI and UOW | E24 |
| 14.2 | AQS will consult with TNE&A and UOW Faculties to clarify QA processes for INTI given MQA requirements. TN&EA will distribute to INTI staff once finalised. | AQS | E24 |
| 14.3 | UOW to provide INTI with a memo outlining what should and should not be provided in QA bundles. Will be circulated to all INTI and UOW QA staff. | TNE&A | E24 |
| 14.4 | Both UOW and INTI staff to keep to agreed QA timeframes. | UOW and INTI Academics | E24 |
| 14.5 | Any issues regarding courtesy between UOW and INTI staff are to be raised with the PVC(SEA) immediately. | UOW and INTI Academics | E24 |
| 14.6 | The QA staff list will be re-sent to the Faculty for confirmation just before the start of the session. | INTI | E24 |

Action Plan 15: Course Approvals and Accreditation**Custodian: Gary Noble, Faculty of Business**

| Number | Action | Responsibility | Refer section |
|--------|---|---------------------|---------------|
| 15.1 | Subang: INTI and Business to start discussing possible strategies and the implementation to fulfil AACSB minimum requirements in more in-depth. | UOW APD of Business | E25 |
| 15.2 | Penang: UOW / UOW Subang to assist in meeting requirements for AACSB accreditation by providing online support. | INTI Penang | E25 |

Action Plan 16: Curriculum changes and alignment**Custodian: Bill Damachis, Transnational Education & Alliances**

| Number | Action | Responsibility | Refer section |
|--------|--|--------------------------------------|---------------|
| 16.1 | UOW Faculty to provide further information outlining the changes in curriculum for Business and IT programs. | UOW APD of Business UOW APD of IT | E26 |
| 16.2 | INTI to write to MQA to inform them about changes to the Business and IT | INTI | E26 |

| | | | |
|--|------------|--|--|
| | curriculum | | |
|--|------------|--|--|

Action Plan 17: Course Reviews

Custodian: Jane Lim, INTI Subang

| Number | Action | Responsibility | Refer section |
|--------|---|----------------|---------------|
| 17.1 | A copy of the MQA audit report will be forwarded to the Faculty of Business and Faculty of EIS after the audit. | INTI Subang | E27 |

Action Plan 18: Policy Changes

Custodian: Bill Damachis, Transnational Education & Alliances

| Number | Action | Responsibility | Refer section |
|--------|---|-------------------------------------|---------------|
| 18.1 | Propose to reduce the turnaround time to 2 days for formal assessment of credit exemption at UOW for Diplomas from other colleges. | International Recruitment, Faculty | E29 |
| 18.2 | INTI staff to receive access to the UOW Representatives website to determine qualification eligibility for entry into UOW degrees. | International Recruitment | E29 |
| 18.3 | INTI staff to receive access and training in the Epicore Clientele system to utilise credit precedent database maintained by UOW Admissions. | International Recruitment | E29 |
| 18.4 | INTI staff to be given appropriate delegations to issue an offer where admission criteria have been met and any credit exemption is in line with approved precedents. | International Recruitment | E29 |
| 18.5 | UOW to review the overall admission process to ensure efficiency and integrity. A new procedure will be developed to provide guidance to INTI staff. | TNE&A and International Recruitment | E29 |

Action Plan 19: Academic staff development

Custodian: Bill Damachis, Transnational Education & Alliances

| Number | Action | Responsibility | Refer section |
|--------|--|----------------|---------------|
| 19.1 | UOW to consider increasing the number of PhD Scholarship from 1 to 2 per year. | TNE&A | F31 |

1. CSO Monitoring Report First Half 2015 – First Half 2016

The attached report provides an analysis of Comparative Student Outcomes (CSO) data at an institutional and faculty level for all sessions from 1 January 2015 to 30 June 2016 (**Attachment 1**). Normally this report covers a 12 month period, however because of the delay in producing this years' report, it was decided to include the first half 2016 results with the 2015 report.

A summary of actions taken by faculties in response to the 2015 CSO data is also attached (**Attachment 2**).

2. Background - Current CSO Reporting & Monitoring Process

CSO Data reports are produced twice yearly (at the end of Summer/Autumn and Spring sessions) and distributed to Faculties every April and September. The report identifies statistically significant variations in student performance compared to the previous year and the average for the University.

Faculties are required to discuss any identified issues at FEC and report back to the Academic Quality & Standards Unit on improvement actions. This information is collated and presented in the annual monitoring report.

The UOW CSO Monitoring Report is produced annually for review by the Academic Quality & Standards Subcommittee (AQSS) with a report going up to UEC and Academic Senate. A separate UOWD CSO Monitoring Report is also produced annually (based on a financial year). This report goes to the UOWD Academic Board and feeds into the UOWD annual review process.

3. Review of CSO Data and Process

AQSS established a Working Group in February 2015 to review the CSO data reports (looking at what data is reported and how) with the aim of streamlining the process and improving reporting at a course level. The scope of this review has since been extended to look at the need for data for quality assurance of learning and teaching more generally.

The Data for Review of Teaching (DaRT) Working Group has developed a proposed model, which includes the development of seven data reports that are to be targeted to the “right people at the right time”. The model includes subject level, course level and campus level reporting, to assist in processes such as finalisation of results, annual subject reviews, annual collaborative delivery reviews and five yearly course reviews.

The proposed model aims to provide a tiered approach to the reporting, allowing different stakeholders to access the data that they need. The proposal will allow Subject Coordinators and Academic Program Directors to receive the more detailed data, while Heads of School, Associate Deans, Executive Deans, Senior Executives and Academic Quality and Standards would receive summary reports and be able to drill down to the detail should they wish.

It is hoped that the reports will be made available through an online system that can schedule reports to be sent directly to individuals in a standard format. The Working Group is currently working with the Information Management Unit on determining requirements and developing timelines for delivery.

Draft Resolution:

that the University Education Committee note the CSO Monitoring Report 2015-2016 and the CSO Monitoring Report – Consolidated Faculty Feedback 2015.

ATTACHMENT

1. CSO Monitoring Report 2015-2016
2. CSO Monitoring Report – Consolidated Faculty Feedback 2015

| Drafted by: | Reviewed by: | Approved by: |
|---|---------------------|---------------------|
| Academic Quality and Policy Specialist Manager Academic Quality and Policy | Director AQS | Chair UEC |

Comparative Student Outcomes Monitoring Report 2015-2016

Introduction

This report analyses Comparative Student Outcomes (CSO) data at an institutional and faculty level for all sessions between 1 January 2015 and 30 June 2016. In some cases, historical data going back to 2013 has been included to assess trends over that time.

This report is divided into six sections as follows:

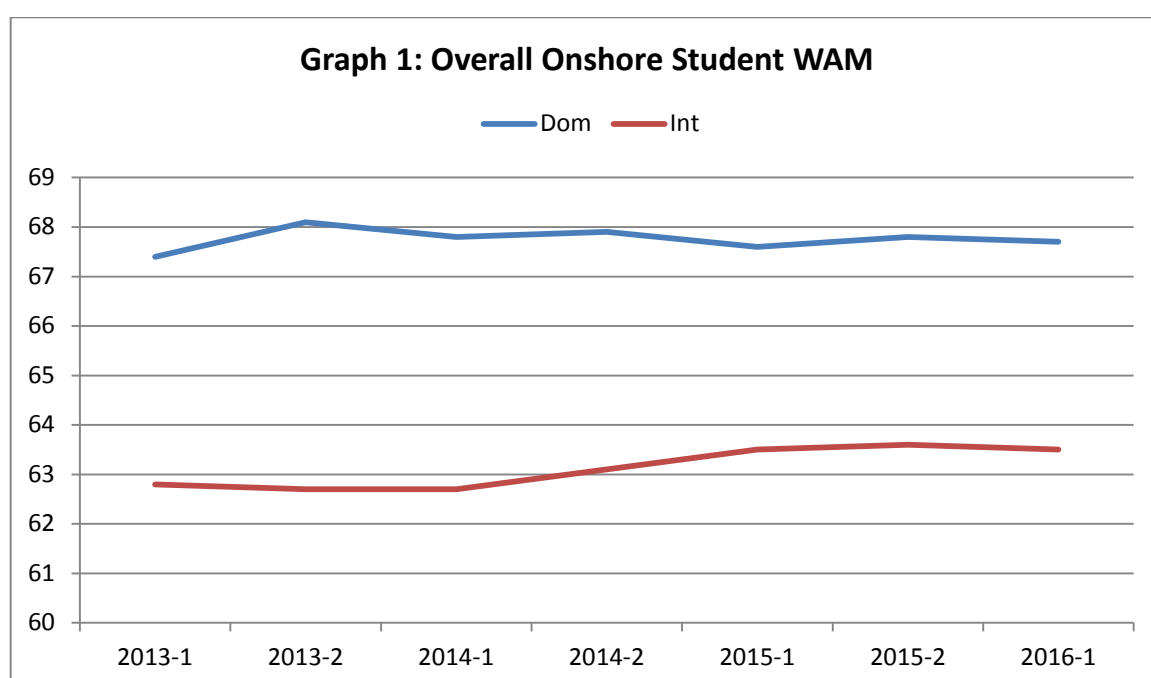
1. Comparison between Domestic and Onshore International Students
2. Comparison between Onshore and Offshore Student Performance
3. Comparison across Onshore Campuses
4. Comparison across Offshore Campuses
5. Comparison between Equity Groups-Undergraduate Domestic
6. Comparison between entry Pathways-Undergraduate Domestic

1. COMPARISON BETWEEN DOMESTIC AND ONSHORE INTERNATIONAL STUDENTS

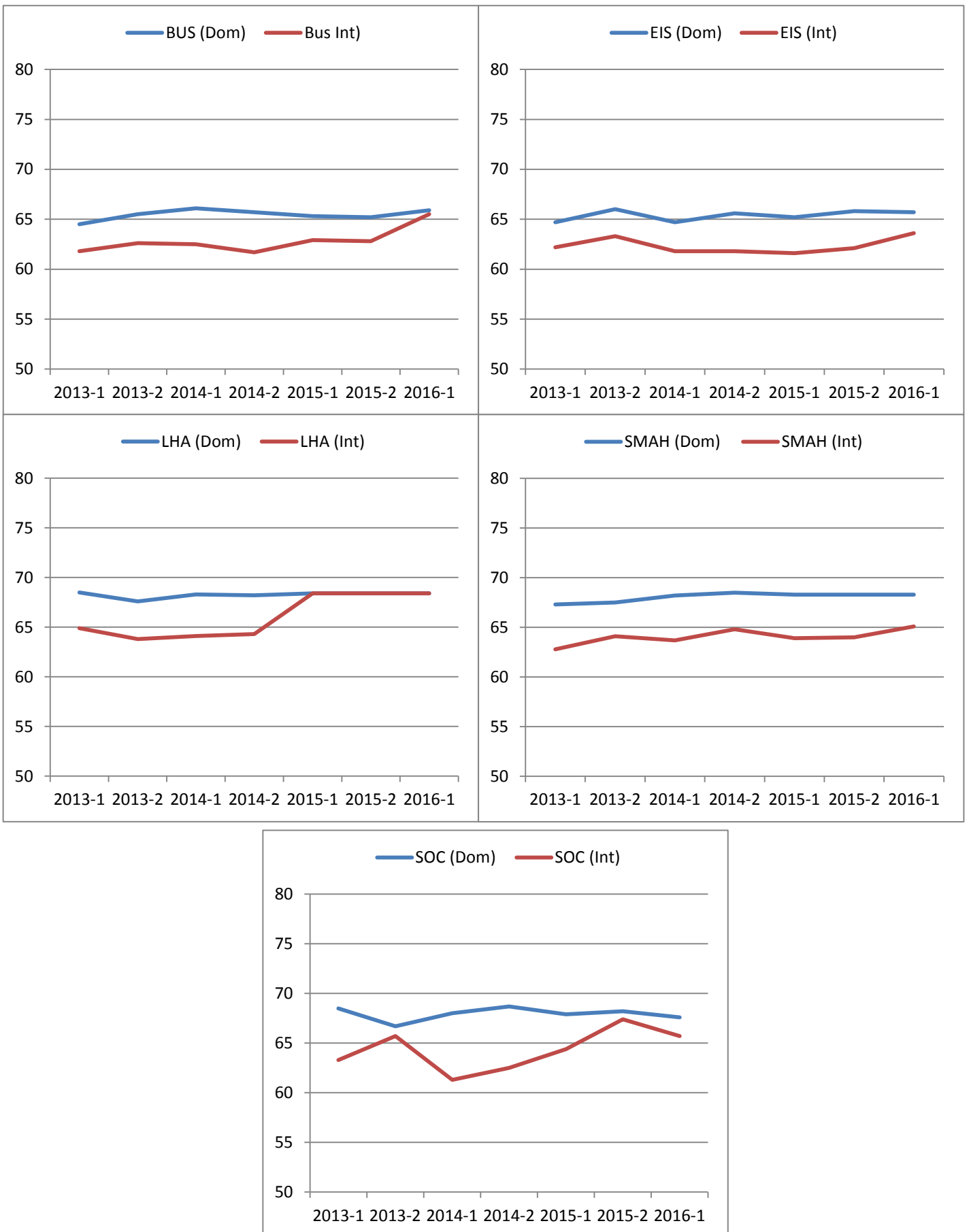
Over the last three sessions, the gap between Domestic and Onshore International students has remained the same, although there has been a slight improvement since 2013. This contrasted in LHA where all undergraduate students, both domestic and international, had the same average mark across 2015 and the first half of 2016.

Improvements of onshore international student average marks were seen in EIS, SMAH and SOC in the second half of 2015. Whereas in LHA, postgraduate international student average marks declined by 3.7 marks in the second half of 2015 (Graph 2). This was also the case for postgraduate domestic students where there was a decline of 2.2 marks in the average mark in the second half of 2015.

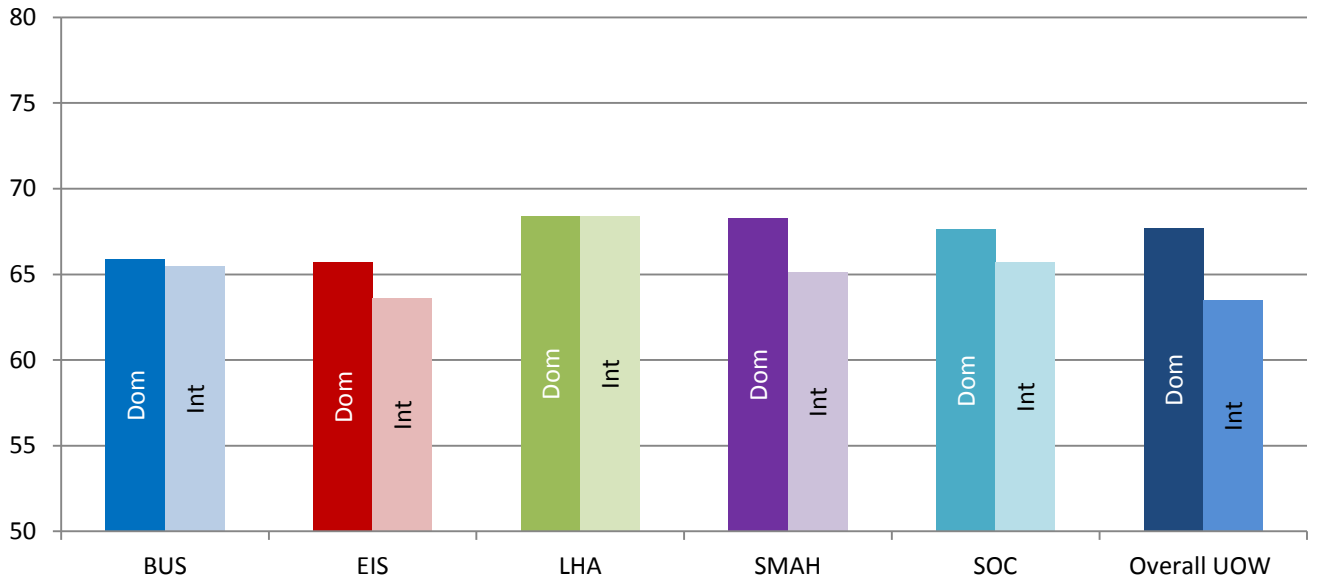
Improvements were seen among onshore undergraduate international student's average marks in BUS, EIS, SMAH and SOC from the first half of 2015 to the first half of 2016. In BUS and EIS this was a 2 mark increase in the average mark from 2015 (BUS 62.9; EIS 61.6) to 2016 (BUS 65.5; EIS 63.6).



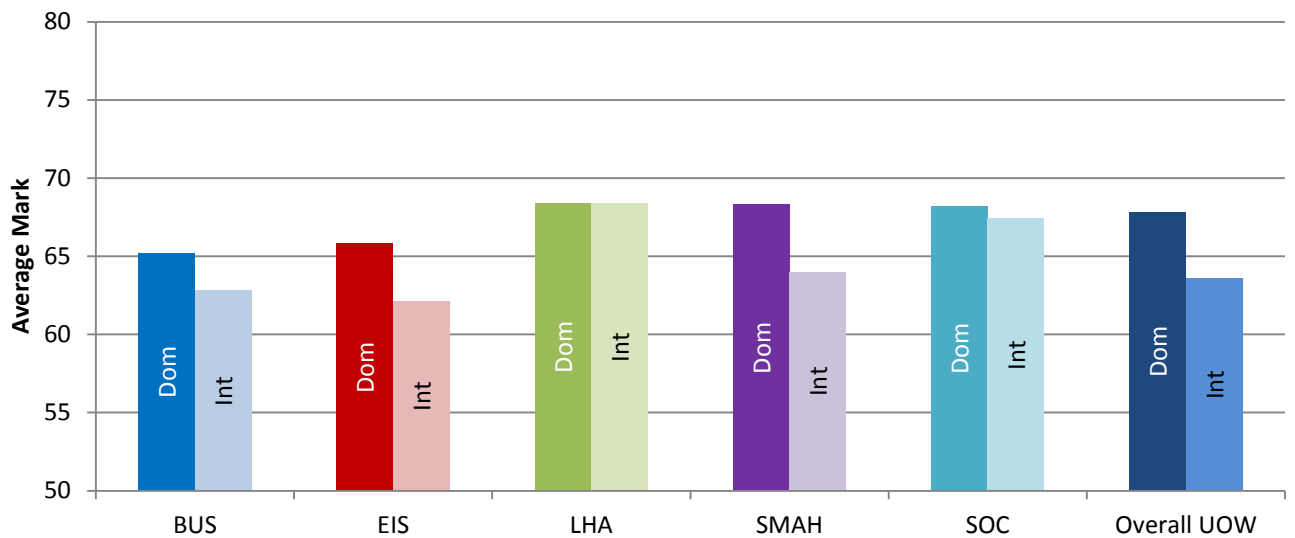
Graph 2: Undergraduate degree trend data from the last 4 years for each Faculty



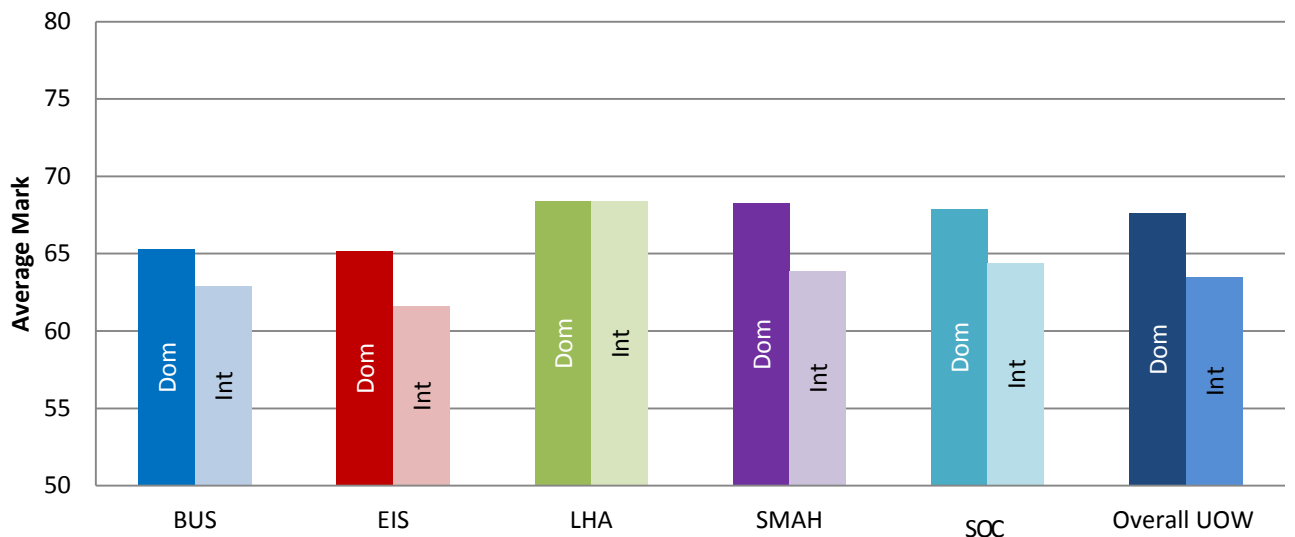
Graph 3: 1st Half 2016 Undergraduate Student Average Mark by Faculty



Graph 4: 2nd Half 2015 Undergraduate Student Average Mark by Faculty

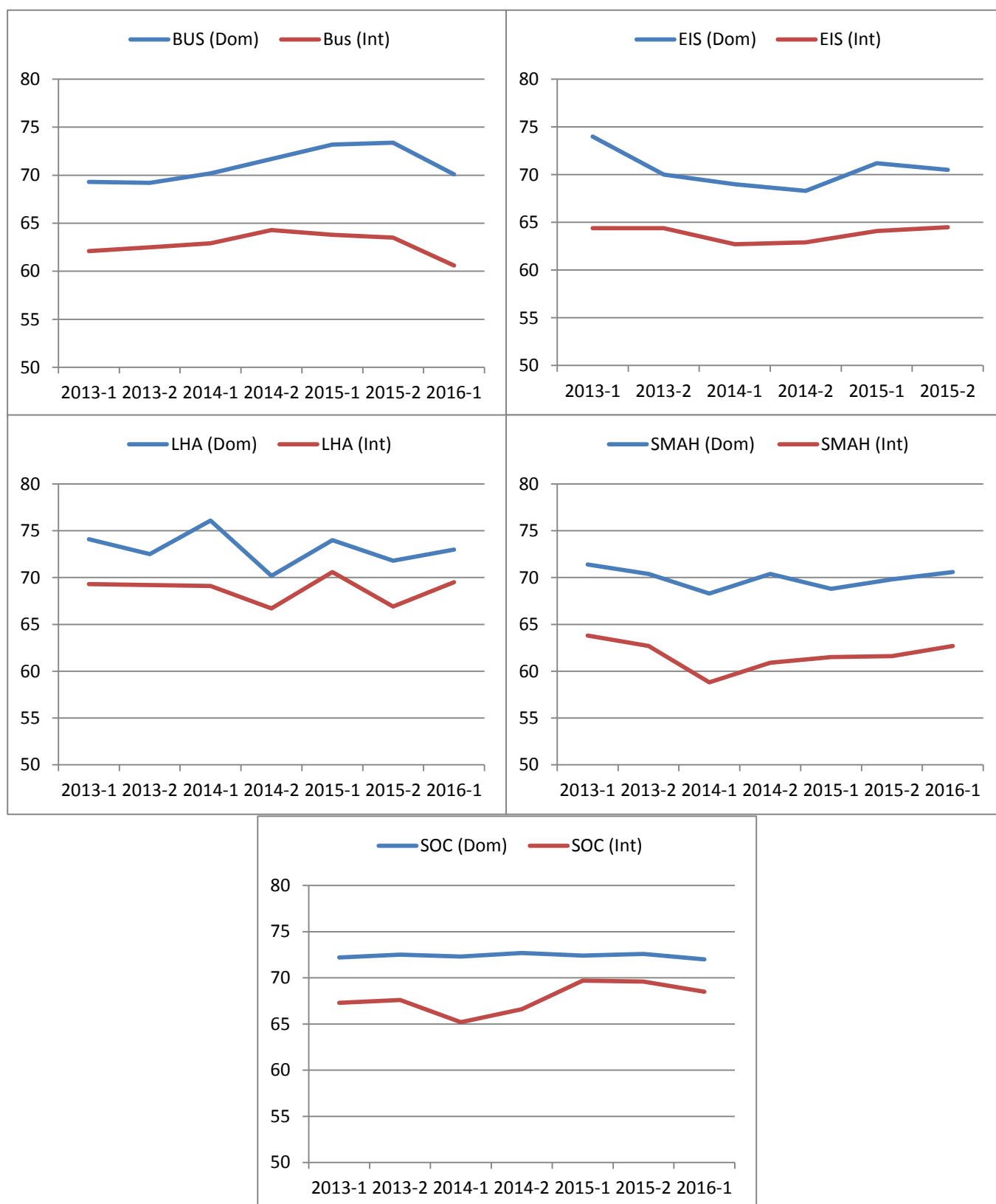


Graph 5: 1st Half 2015 Undergraduate Student Average Mark by Faculty

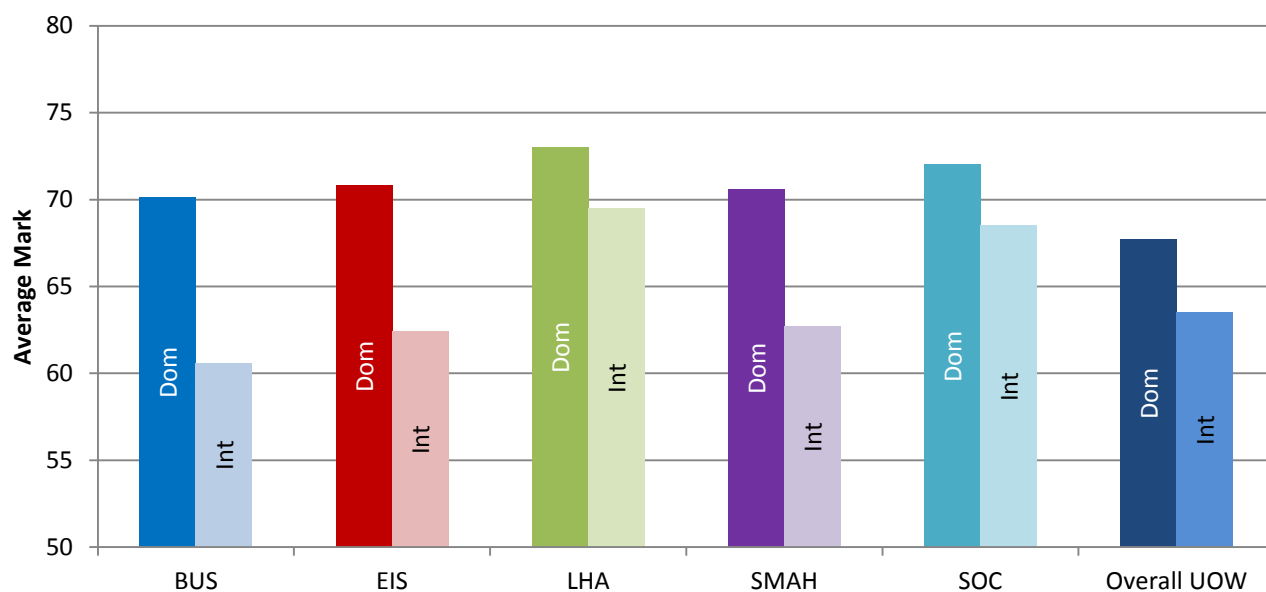


Improvements in the average mark were also seen among postgraduate SMAH domestic and international students from 1st half 2015 (Dom 68.8; Int 61.5) to 2016 (Dom 70.6; Int 62.7). In contrast the average mark among postgraduate BUS domestic and international students decreased by 3 marks from 73.2 (Dom) and 63.8 (Int) in the first half 2015 to 70.1 (Dom) and 60.6 (Int) in the first half 2016.

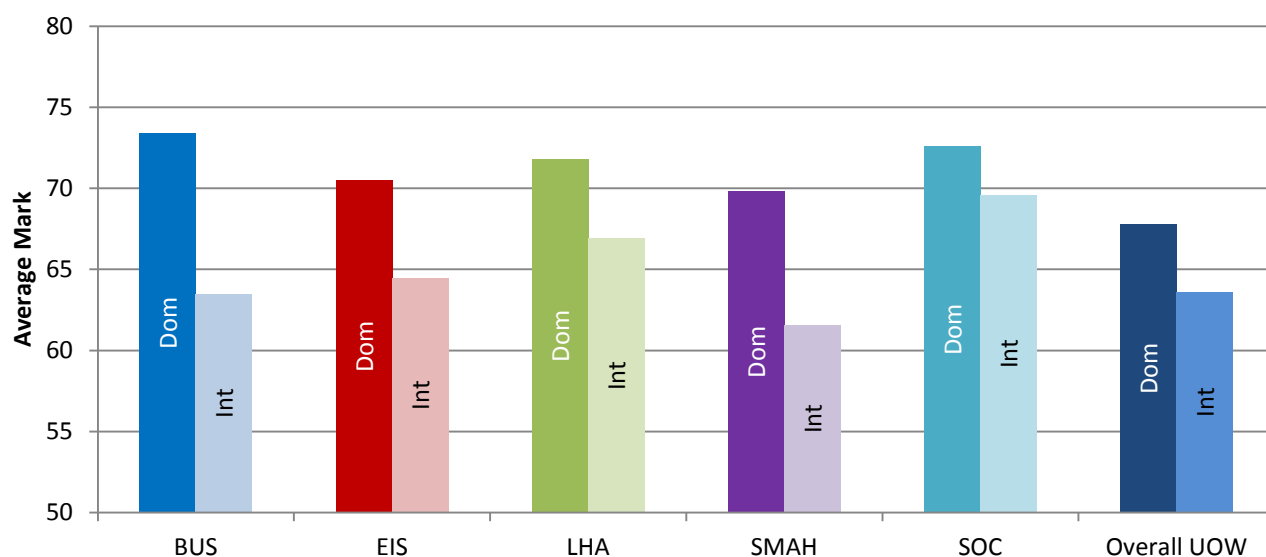
Graph 6: Postgraduate degree trend data from the last 4 years



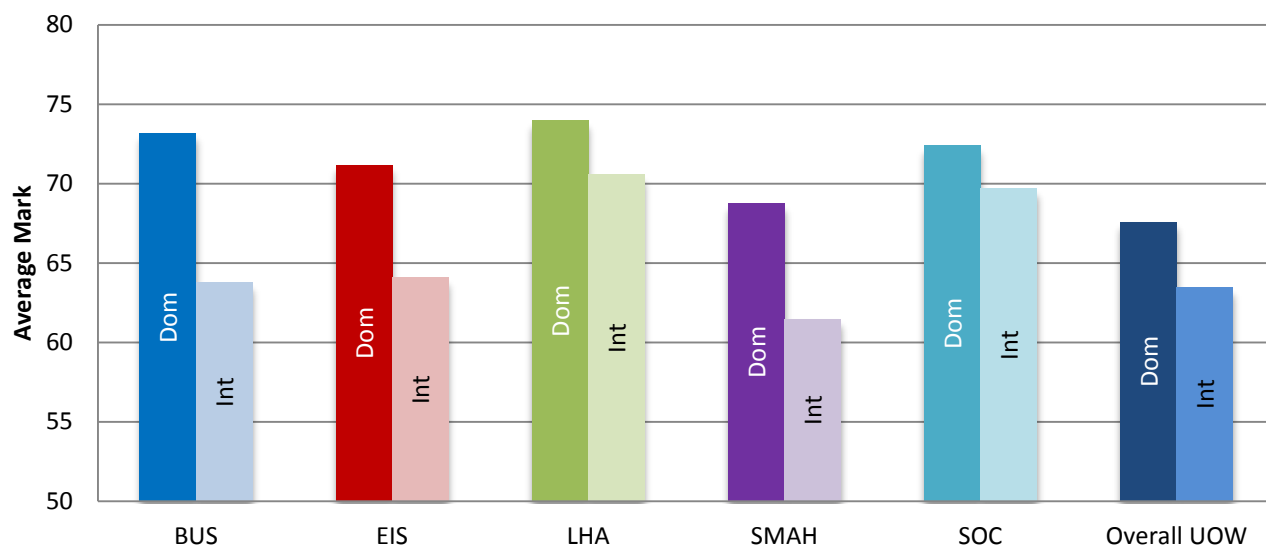
Graph 7: 1st Half 2016 Postgraduate Student Average Mark by Faculty



Graph 8: 2nd Half 2015 Postgraduate Student Average Mark by Faculty



Graph 9: 1st Half 2015 Postgraduate Student Average Mark by Faculty

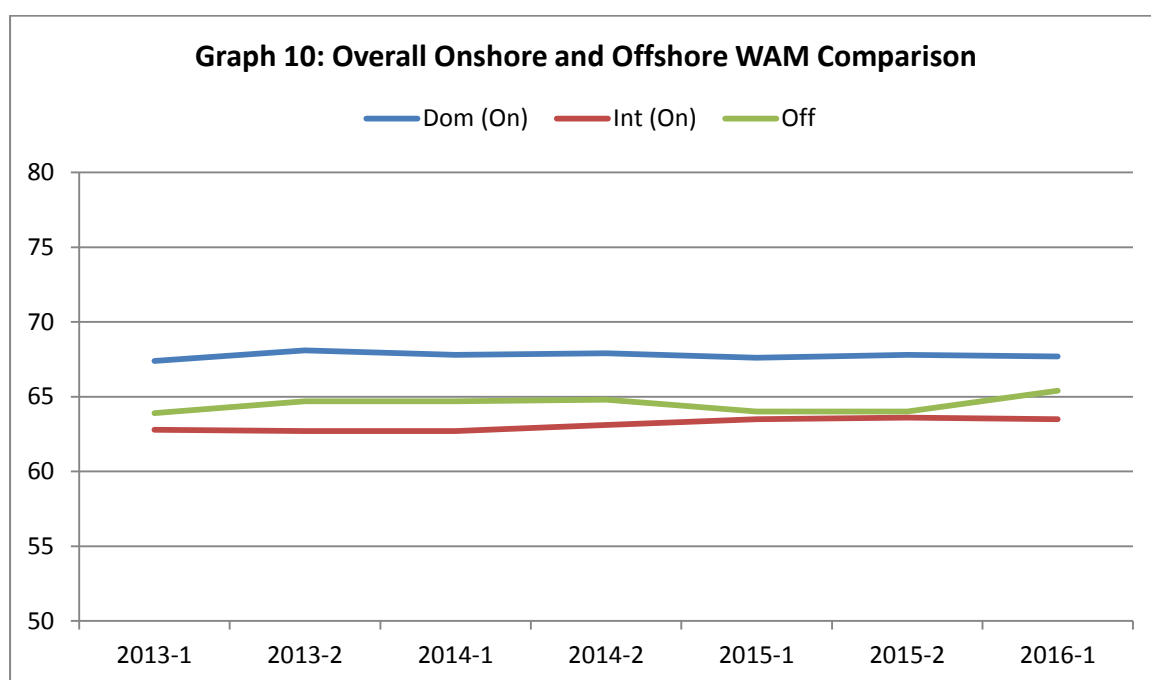


2. COMPARISON BETWEEN ONSHORE AND OFFSHORE STUDENT PERFORMANCE

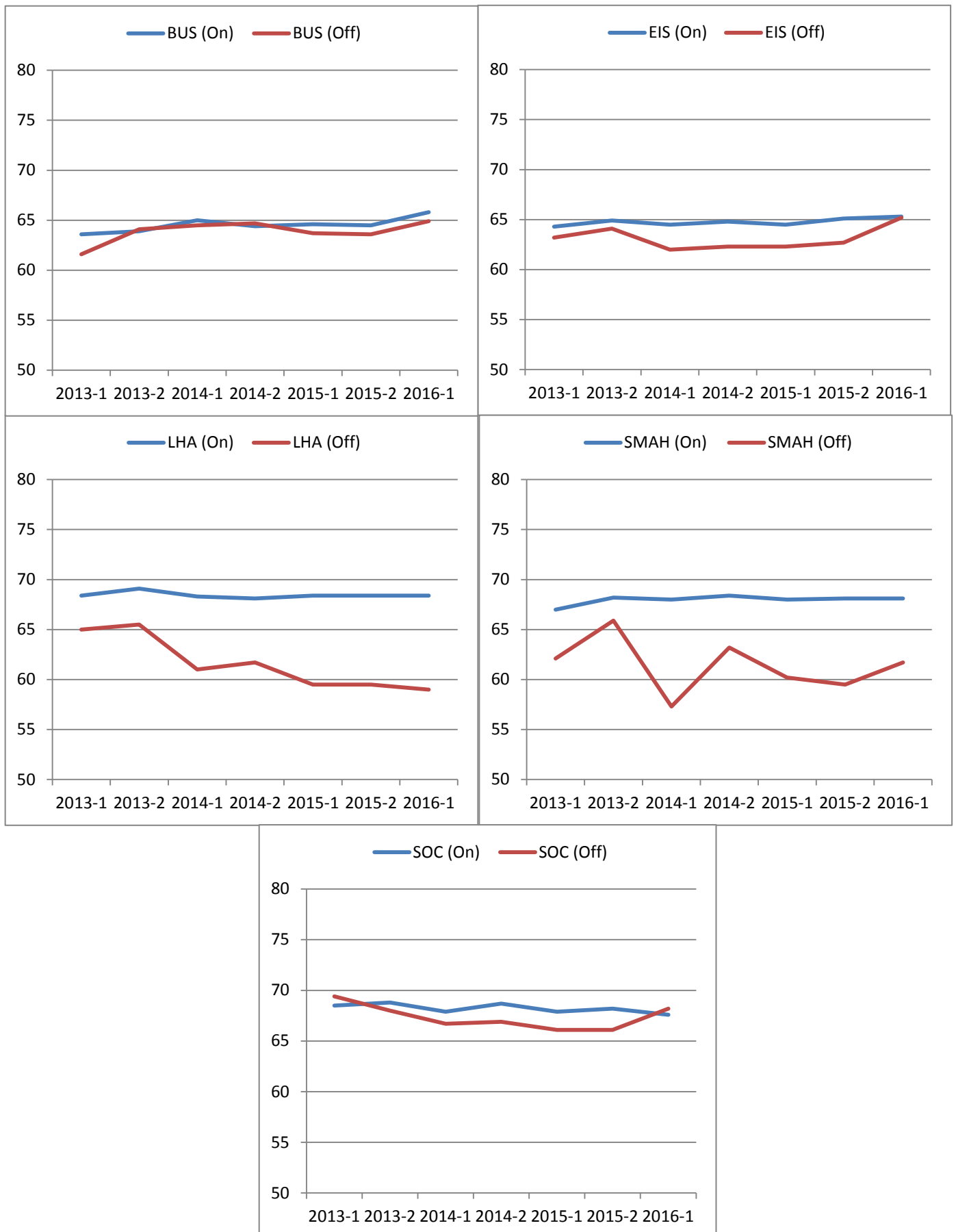
Overall: Trends in student performance between the onshore/offshore cohorts have shown little variation over the past four years. International students offshore continued to perform better than international student onshore when measured by WAM. The slight slump in offshore student performance in 2015 was reversed in first half 2016 (Graph 10).

Undergraduate: At a faculty level, LHA and SMAH offshore undergraduate students had lower average marks in comparison with their onshore counterparts (noting, however, that numbers offshore are very small in those faculties).

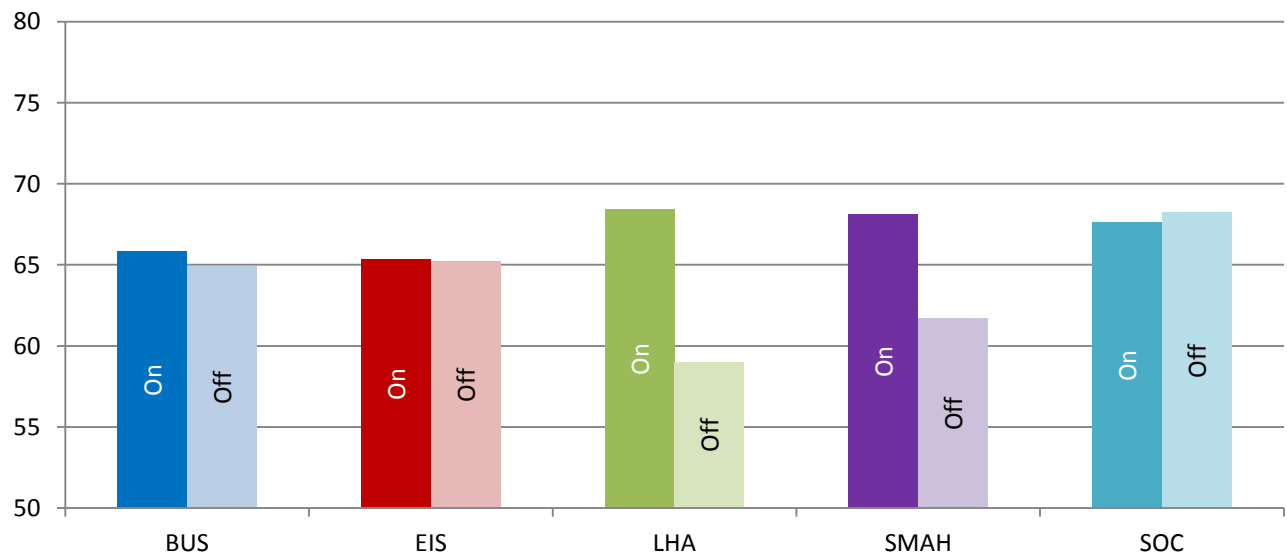
Improvements among onshore and offshore BUS and EIS undergraduate students were seen between the first half 2015 and 2016. In BUS in the first half 2015 average marks were 64.6 (On), 63.7 (Off) and in the first half of 2016 marks were 65.8 (On) and 64.9 (Off). Improvements were also seen in SOC by offshore students from the first half of 2015 (66.1) to 2016 (68.2). Offshore SOC student average marks (68.2) were higher than onshore student average marks (67.6) in 2016 (Graphs 11-14).



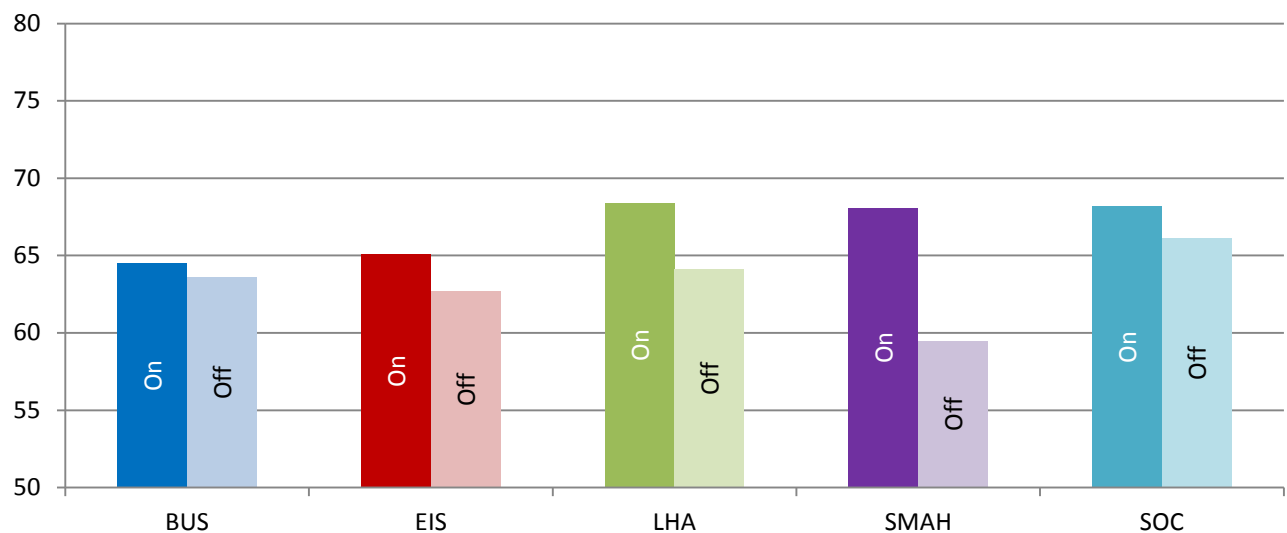
Graph 11: Undergraduate Onshore and Offshore trend data from the last 4 years



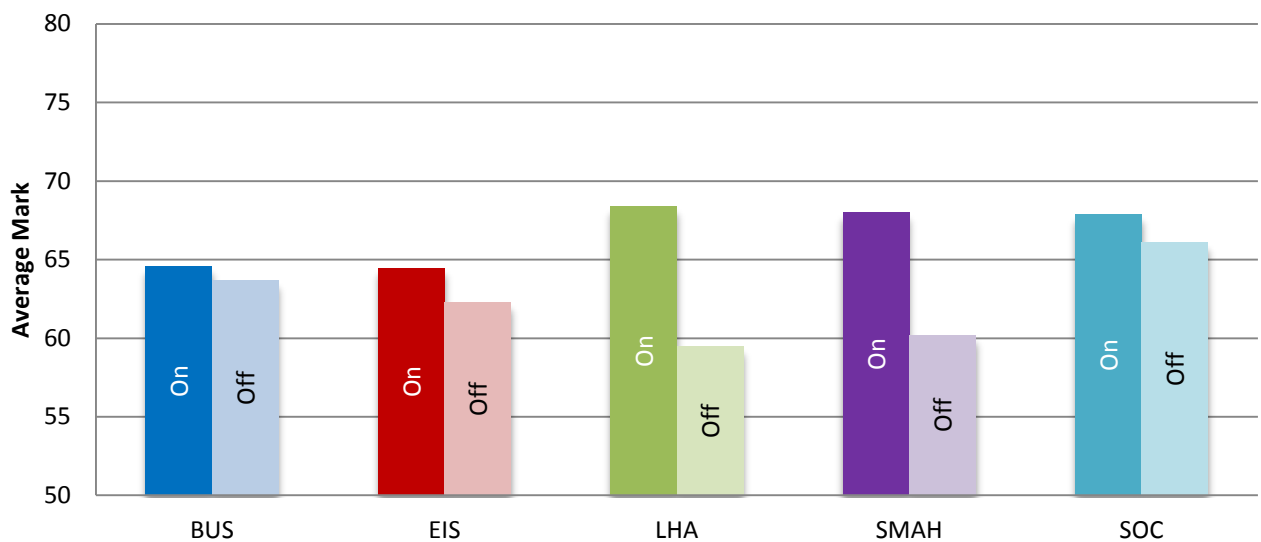
Graph 12: 1st Half 2016 Undergraduate Student Performance by Faculty



Graph 13: 2nd Half 2015 Undergraduate Student Performance by Faculty



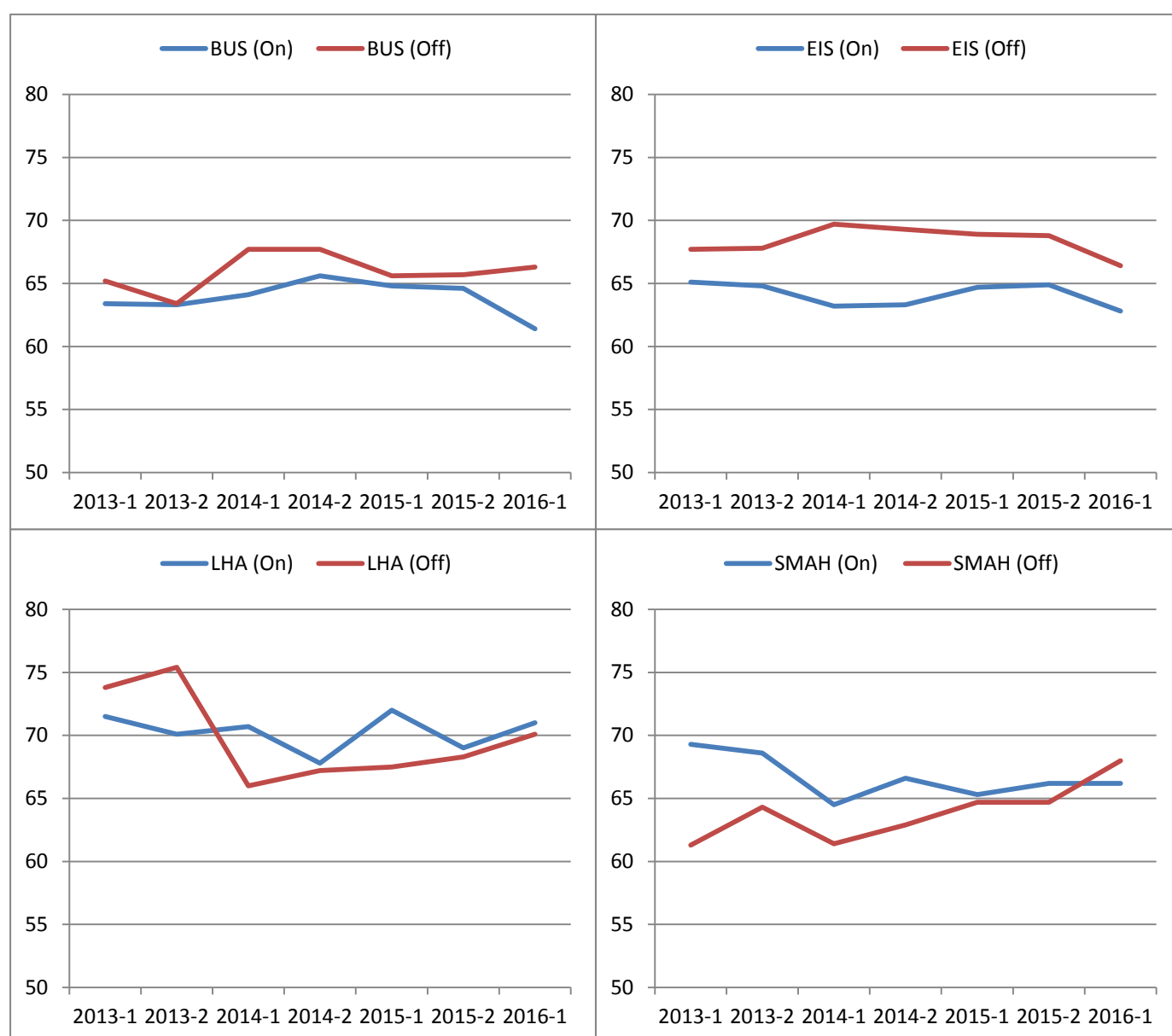
Graph 14: 1st Half 2015 Undergraduate Student Performance by Faculty

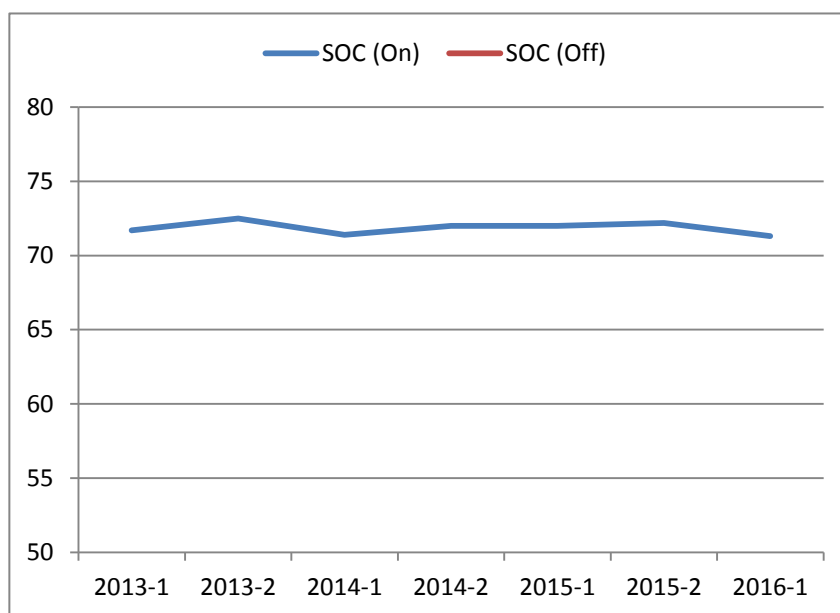


Postgraduate: Offshore students in BUS and EIS had, on average, higher average marks than their onshore counterparts in 2015. By contrast, LHA and SMAH onshore students had marginally better average marks than their offshore counterparts. There were no offshore postgraduate SOC students in 2015 (Graph 15).

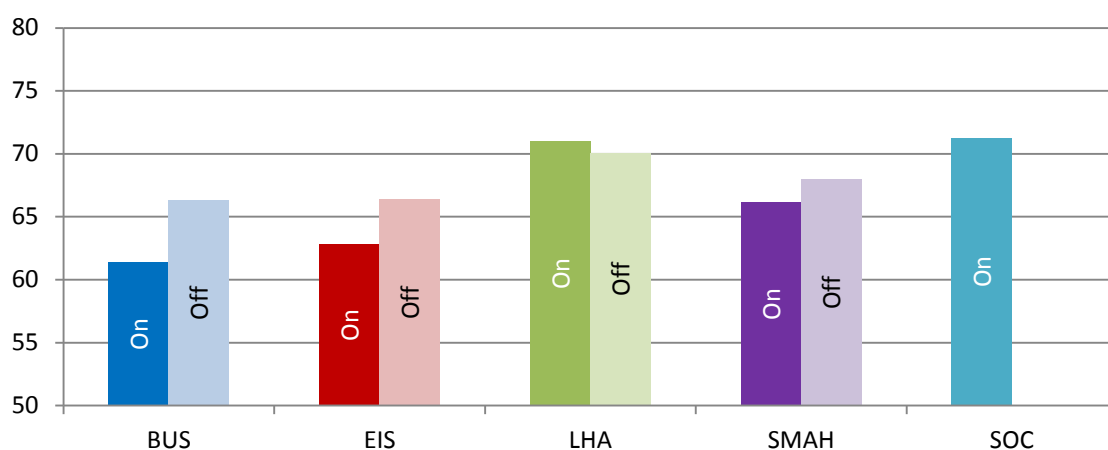
Postgraduate onshore student average marks between the first half 2015 and 2016 saw a decreased in BUS (64.8 2015; 61.4 2016) and EIS (64.7 2015; 62.8 2016). EIS offshore students average marks also decreased from 2015 (68.9) to 2016 (66.4). There was a decrease in the number of postgraduate students (On and Off) in EIS from 2015 to 2016, so this may explain the reason for the decrease. Conversely onshore and offshore SMAH student average marks increased over this time period from 65.3 (On) and 64.7 (Off) in the first half 2015 to 66.2 (On) and 68 (Off) in 2016 (Graphs 16-18).

Graph 15: Postgraduate Onshore and Offshore trend data for the past 4 years

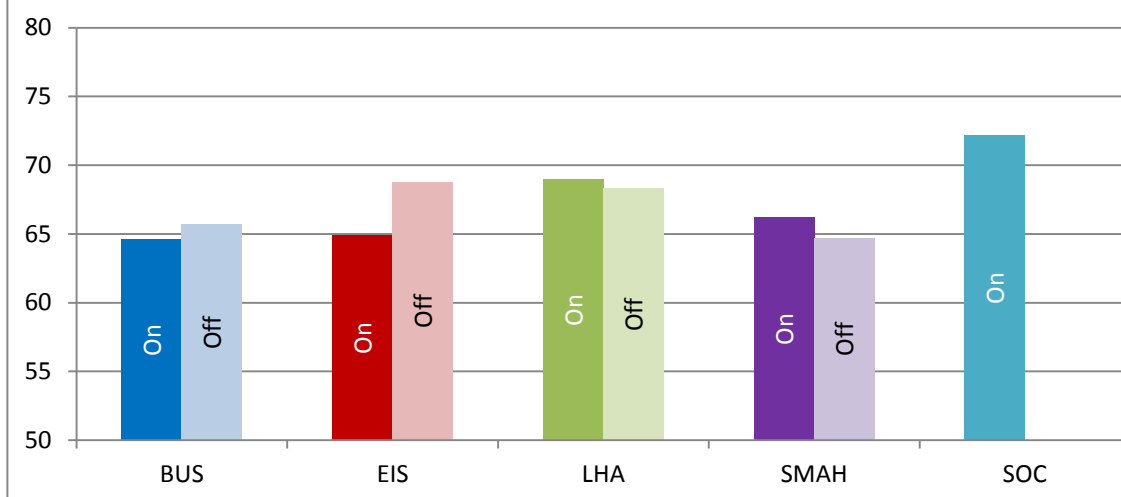


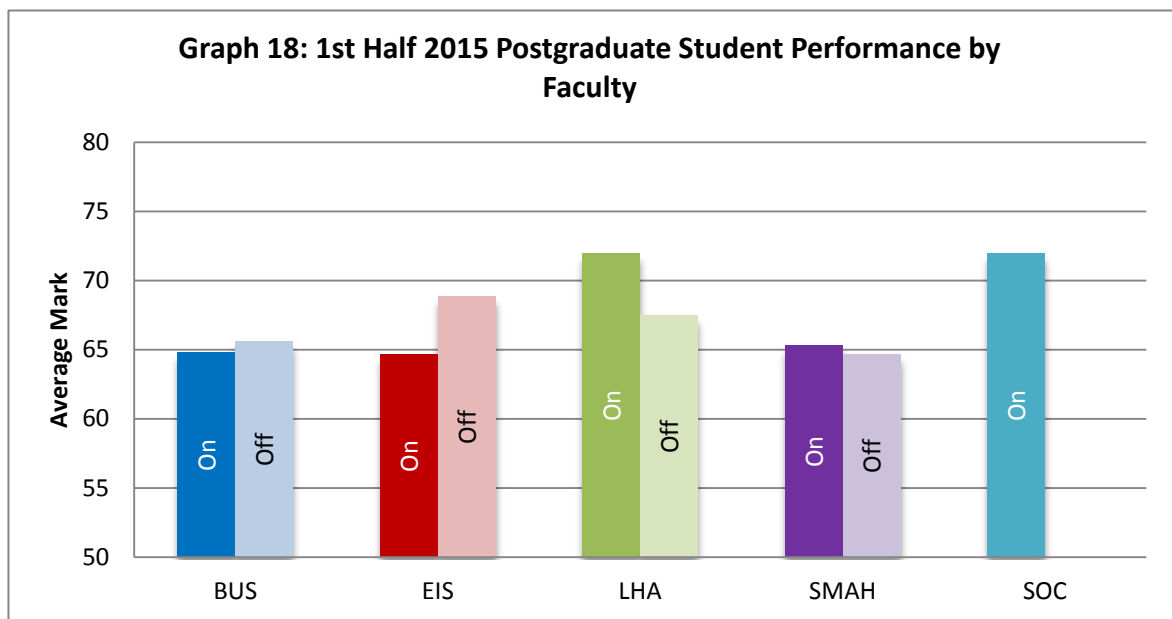


Graph 16: 1st Half 2016 Postgraduate Student Performance by Faculty



Graph 17: 2nd Half 2015 Postgraduate Student Performance by Faculty





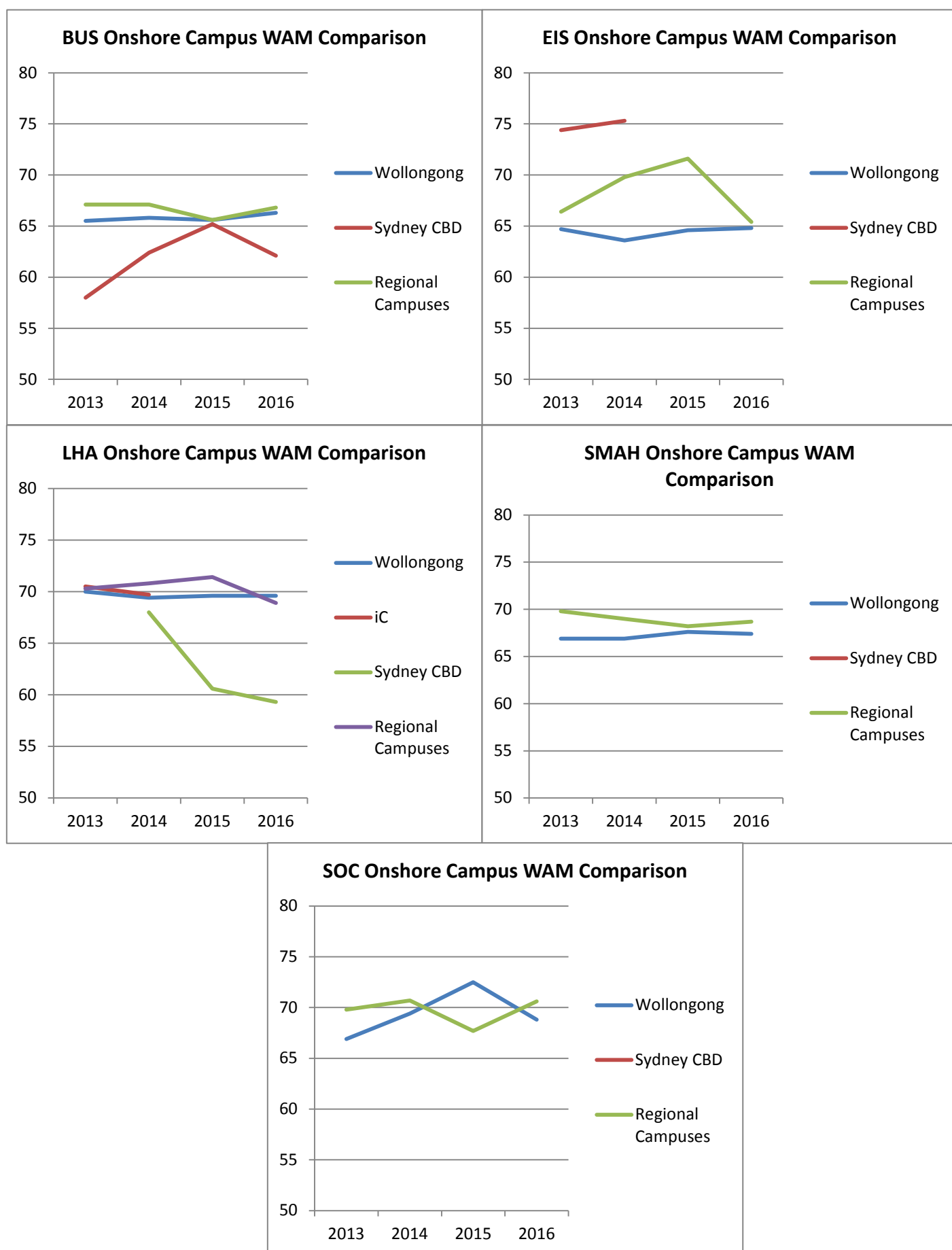
3. COMPARISON ACROSS ONSHORE CAMPUSES

In the first half of 2015 students in SOC based at the Wollongong campus (72.5) outperformed the regional campuses (67.7). For all other faculties, regional campuses continued to perform better on average than other onshore locations by WAM.

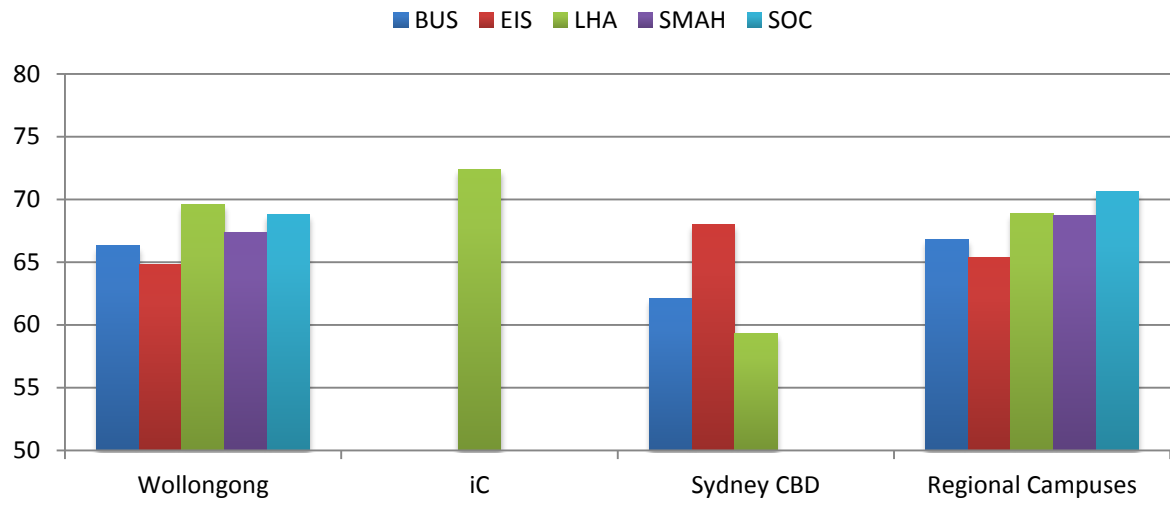
In the second half of 2015 students in SOC based at the Wollongong campus (69.6) still outperformed regional campuses (68.1). Additionally, students in SMAH and LHA based at the Innovation Campus had higher average marks (79 and 69.9) than their regional campuses counterparts (70.3 and 68.1).

In contrast to the first half of 2015 where students in SOC based at the Wollongong campus had the highest average mark (72.5) the average mark had declined to 68.8 in the first half of 2016 (Graph 1). Performance in EIS and LHA in the regional campuses also saw a decrease in the average mark in the first half of 2016 compared to 2015. On the other hand LHA students based at the Wollongong campus (69.6) outperformed the regional campuses (68.9) in 2016.

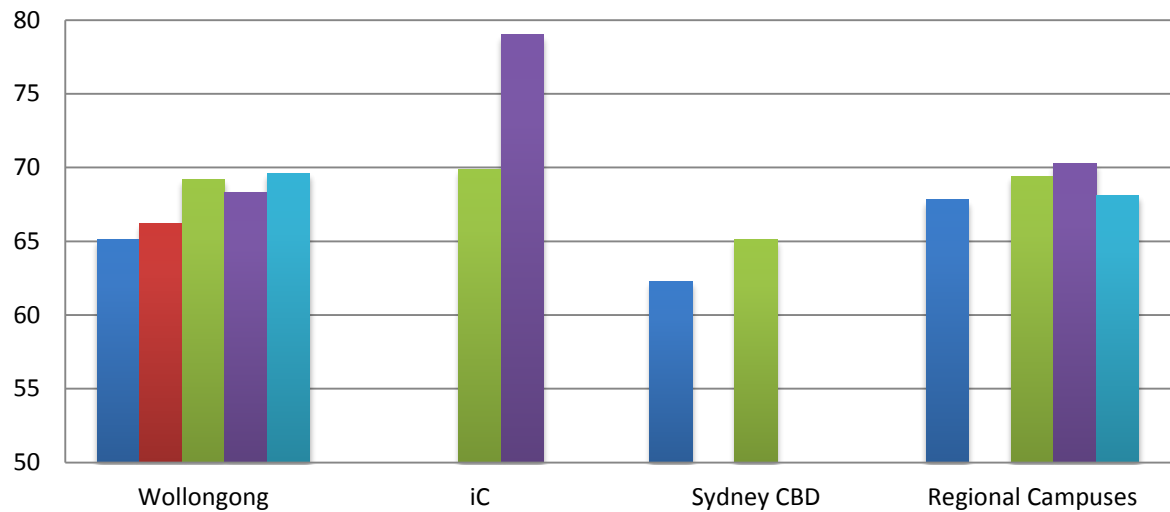
Graph 19: First Half Average Mark across Onshore Campuses 2013-2016



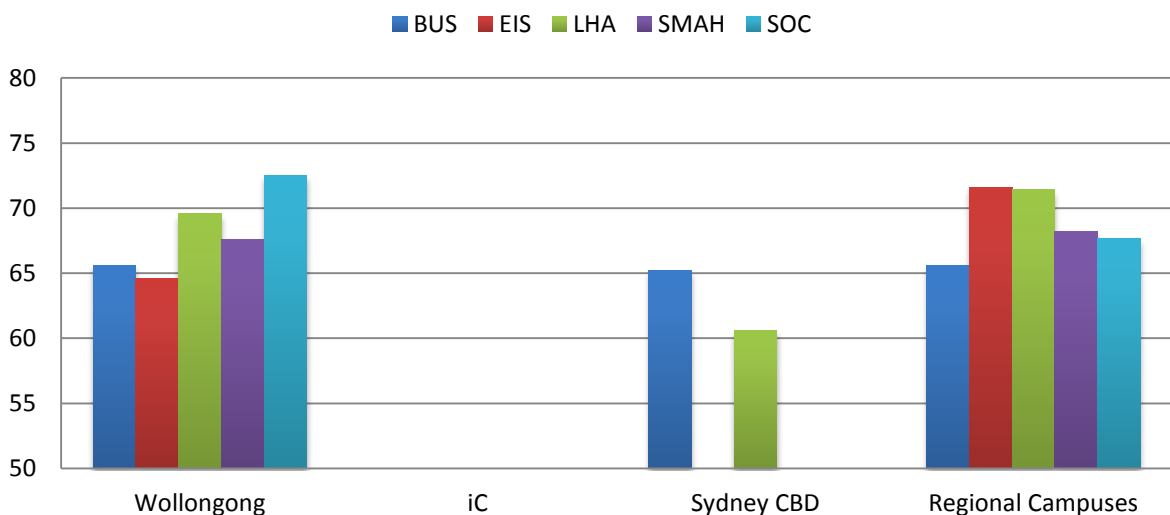
Graph 20: UOW WAM by Onshore Location First Half 2016



Graph 21: UOW WAM by Onshore Location Second Half 2015



Graph 22: UOW WAM by Onshore Location First Half 2015

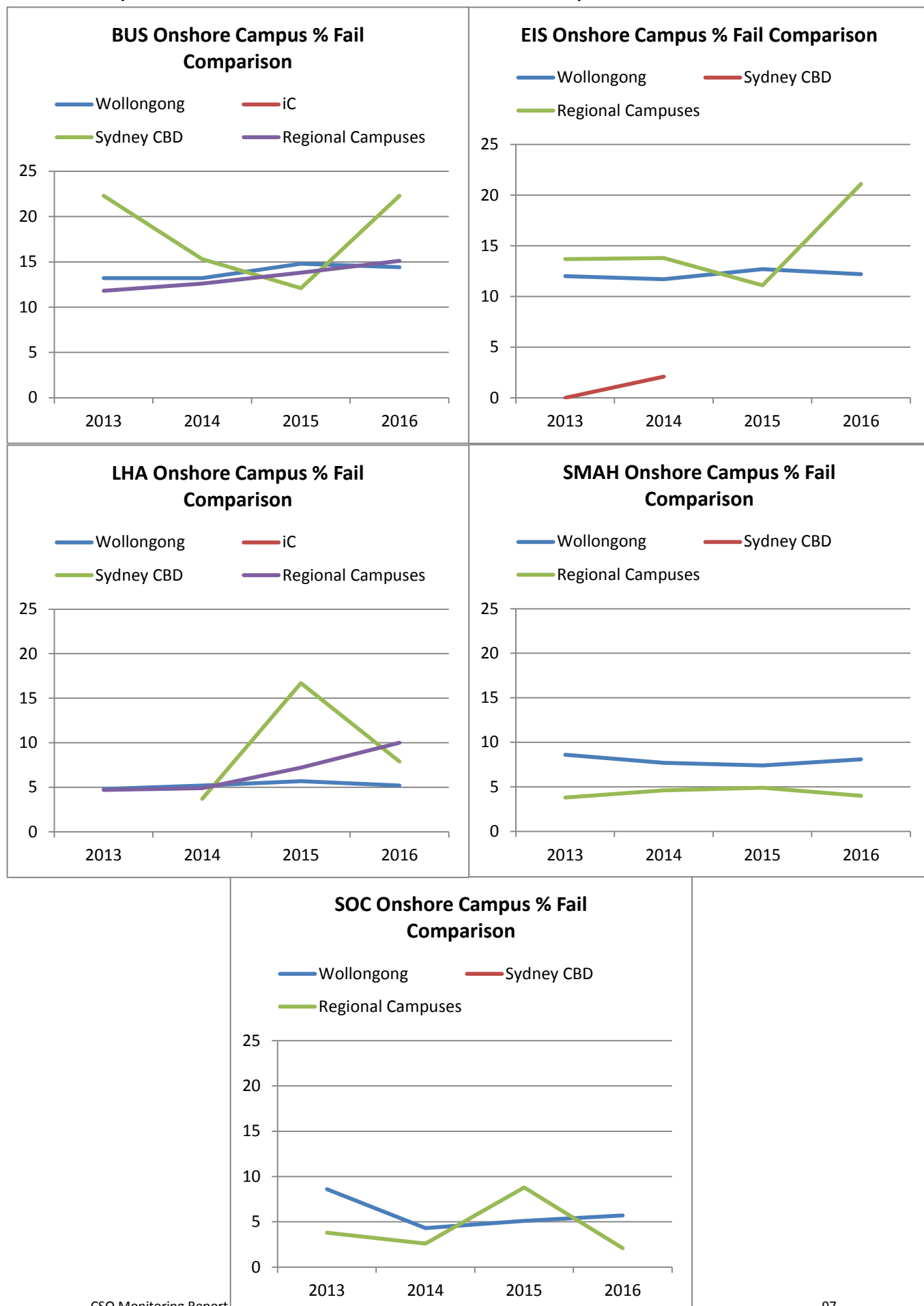


The Sydney CBD campus had poorer student performance in comparison with the other onshore campuses, with the percentage of students failing one subject in a BUS course increasing from 12.1% in the first half of 2015 to 19% in the second half of 2015 (Graph 9). In contrast, the percentage of students at the Sydney CBD failing one subject in LHA courses in the first half of 2015 (16.7%) decreased in the second half of 2015 (0.7%).

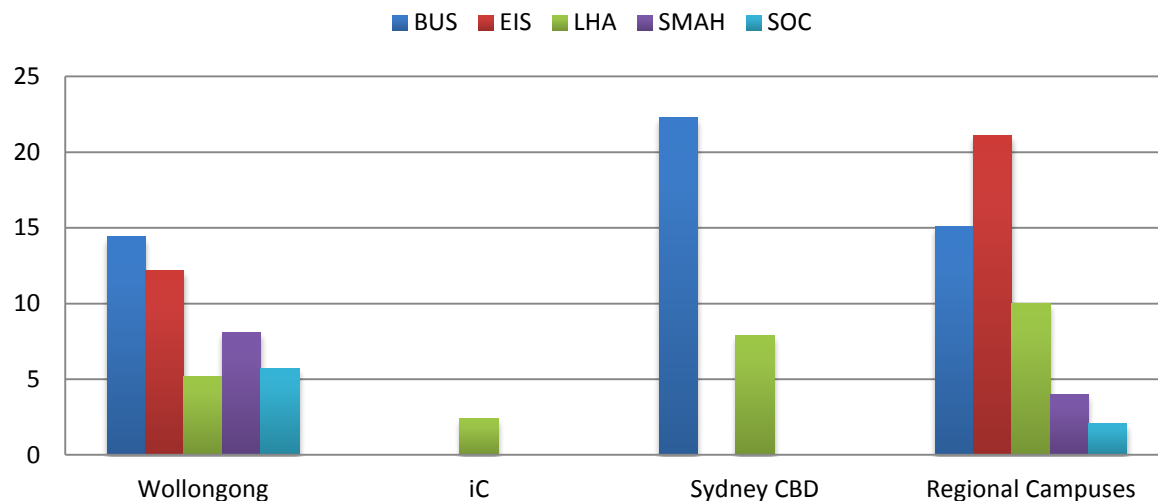
Students based at other regional campuses saw an increase in students failing one subject in SOC and LHA from the first half of 2015 (8.8% and 7.2%) to the second half of 2015 (10.1% and 9.5%). This was also the case in LHA and BUS subjects based at Wollongong (LHA: 5.7% to 6.6% and BUS: 14.8% to 15.5%).

Comparing the first half of 2015 to the first half of 2016 there was an increase in the percentage of students failing at the regional campuses in BUS, EIS and LHA. The percentage of students failing in EIS was particularly interesting as there was a 10% increase in the number of students failing in the first half of 2016. The number of students in only rose by 1 student in 2016 (19) compared to 2015 (18). Likewise in LHA (regional campuses) where there was a 3% increase in the number of students failing even though student numbers decreased from 636 in 2015 to 449 in 2016.

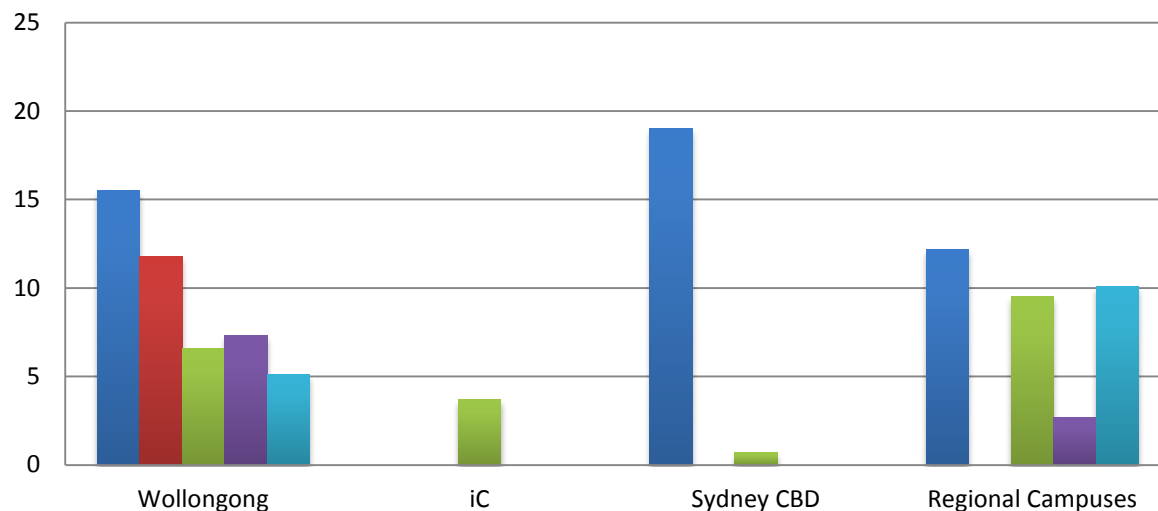
Graph 23: First Half % Fail Trend Data Across Onshore Campuses Over the Last Four Years



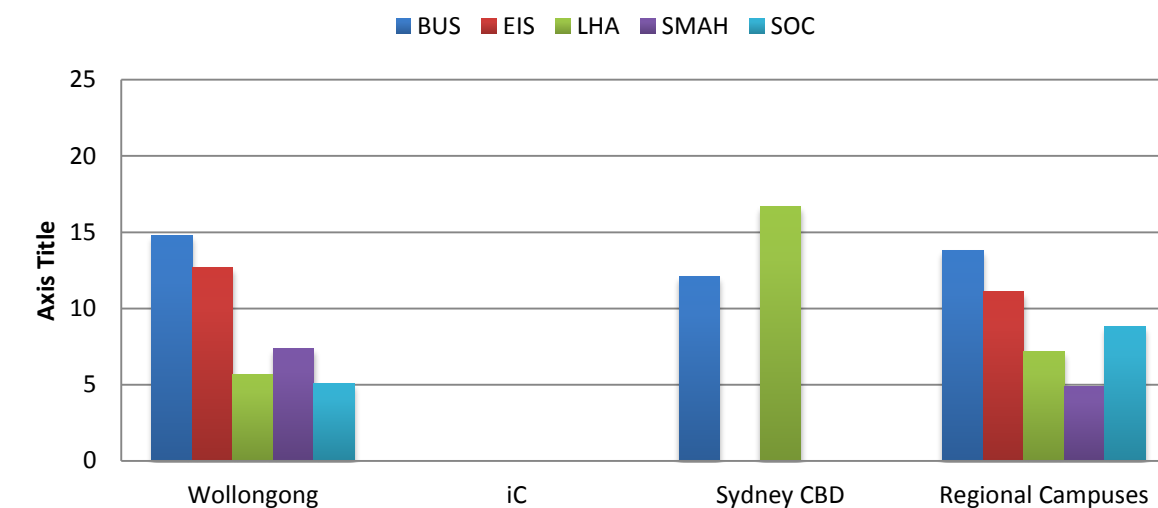
Graph 24: UOW % Fail by Onshore Location 1st Half 2016



Graph 25: UOW % Fail by Onshore Location Second Half 2015



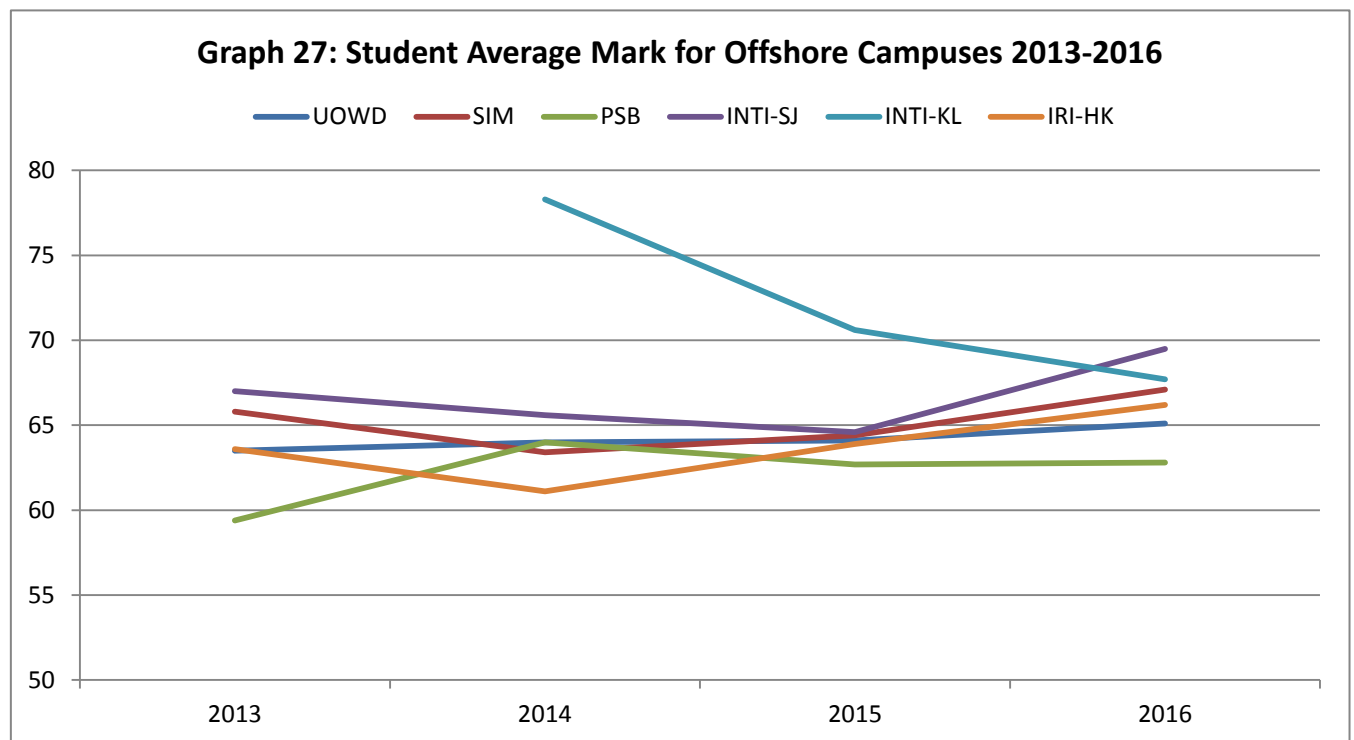
Graph 26: UOW % Fail by Onshore Location First Half 2015

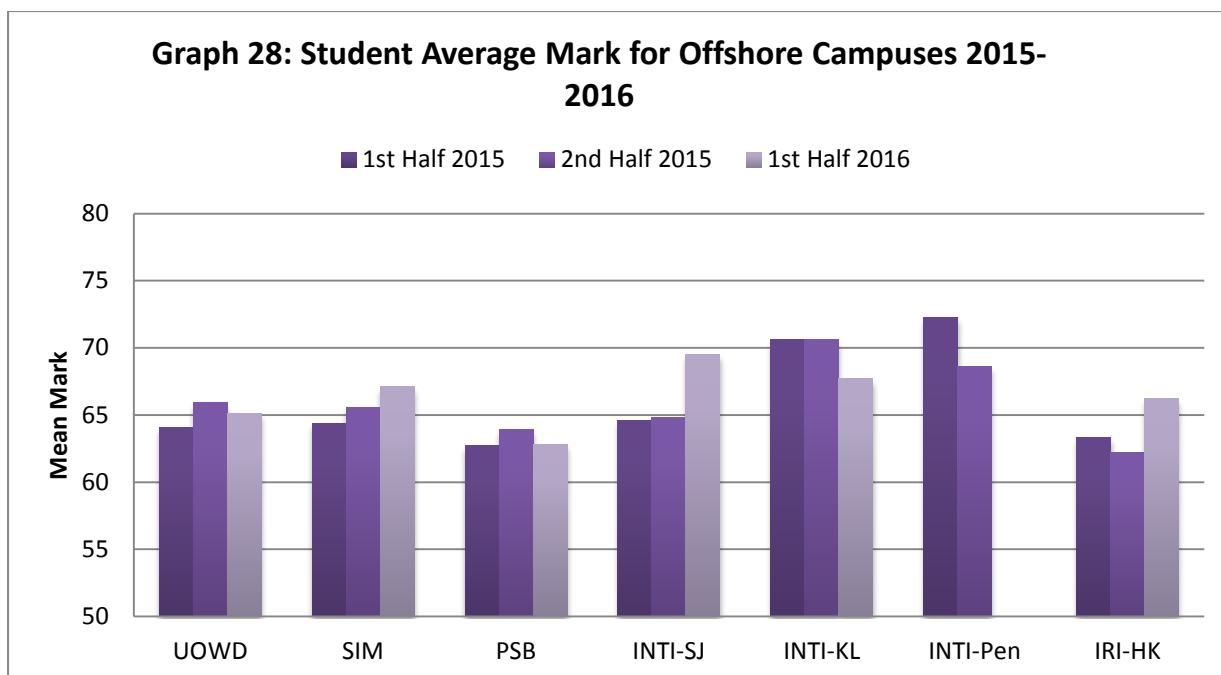


4. COMPARISON ACROSS OFFSHORE CAMPUSES

Over the last four years there have been fluctuations in the average mark across the offshore campuses (Graph 27). PSB has performed poorer on average from 2013-2016, whereas INTI-KL and INTI-SJ have performed better on average, than the other offshore campuses. Between 2014 and 2016 the average mark at INTI-KL has steadily declined. In comparison the IRI-HK average mark has steadily increased since 2014. This trend is also seen in graph 26 where overall marks were comparable across offshore locations, although INTI-KL and INTI-Pen had slightly higher mean marks than the other offshore campuses.

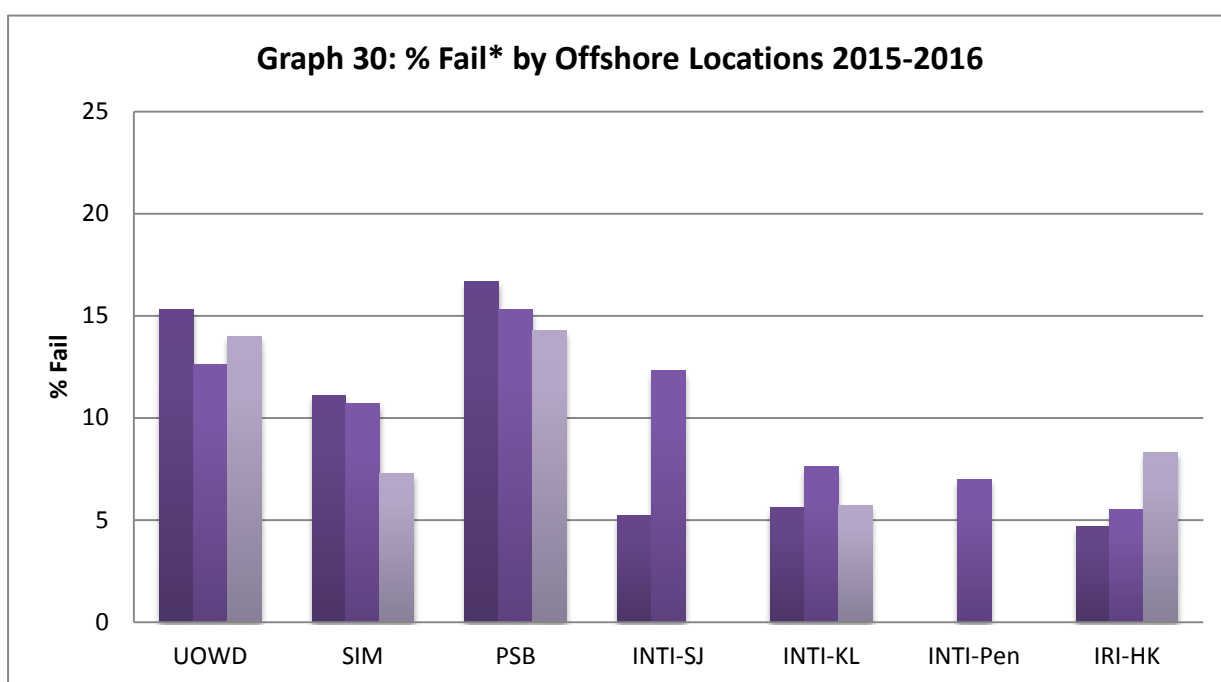
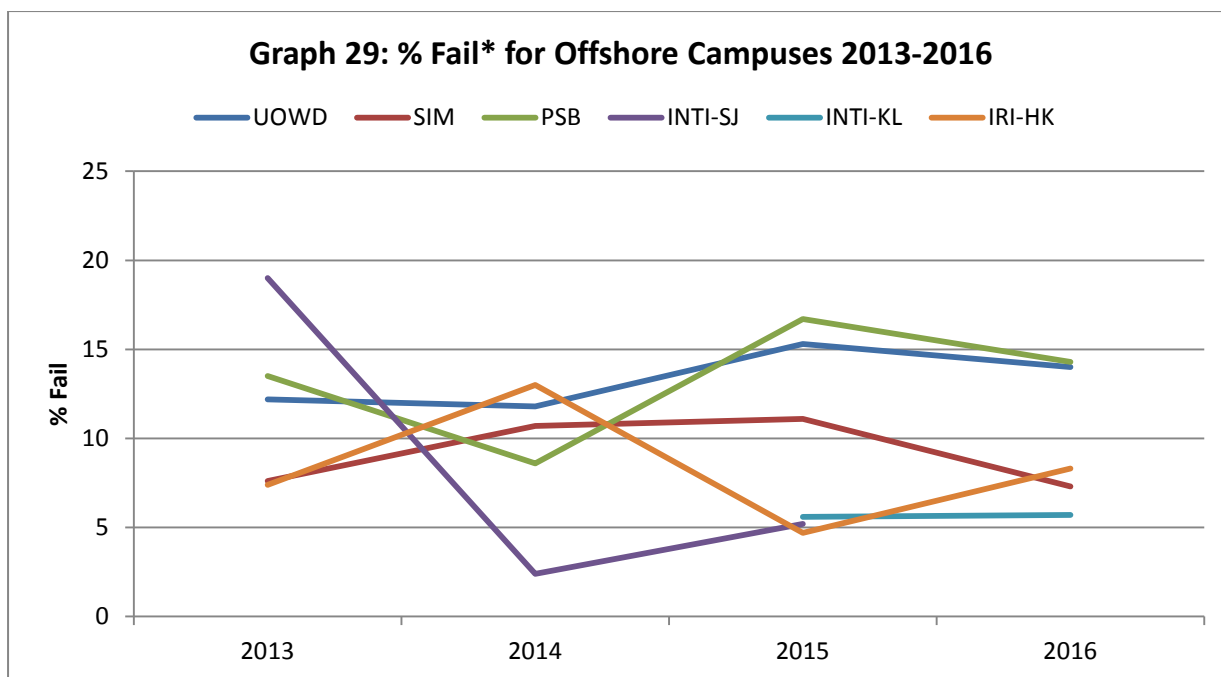
Increases in average marks were seen across UOWD, SIM, INTI-SJ and IRI-HK in the first half of 2016 compared to the first half of 2015 (Graph 28). Average marks at PSB remained stable from the 1st half of 2015 to 2016 however, at INTI-KL there was a decrease in the average mark from 70.6 in the first half of 2015 to 67.7 in the first half of 2016. There was only a slight decrease in the number of students based at INTI-KL from 179 students in the first half of 2015 to 175 in 2016.





The percentage of students failing one subject was particularly high at PSB and UOWD in the first half of 2015 which decreased slightly, although was relatively higher, than the other campuses in the second half of 2015 (Graph 29). INTI-SJ and INTI-KL had the lowest percentage of students failing at least one subject than other offshore campuses from 2014-2016.

A decrease in the percentage of students failing one subject was seen at UOWD, SIM and PSB in the first half of 2016 compared to the first half of 2015 (Graph 30). Most concerning was an increase of approximately seven percent of students at INTI-SJ and INTI-Pen failing at least one subject in the second half of 2015). The percentage of students failing one subject at INTI-KL remained stable. On the other hand there was an increase in the percentage of students failing one subject at IRI-HK from 4.7% in the first half of 2015 to 8.3% in the first half of 2016. The number of students based at IRI-HK decreased from 214 in the first half to 2015 to 181 in 2016.



* % Fail at least 1 subject

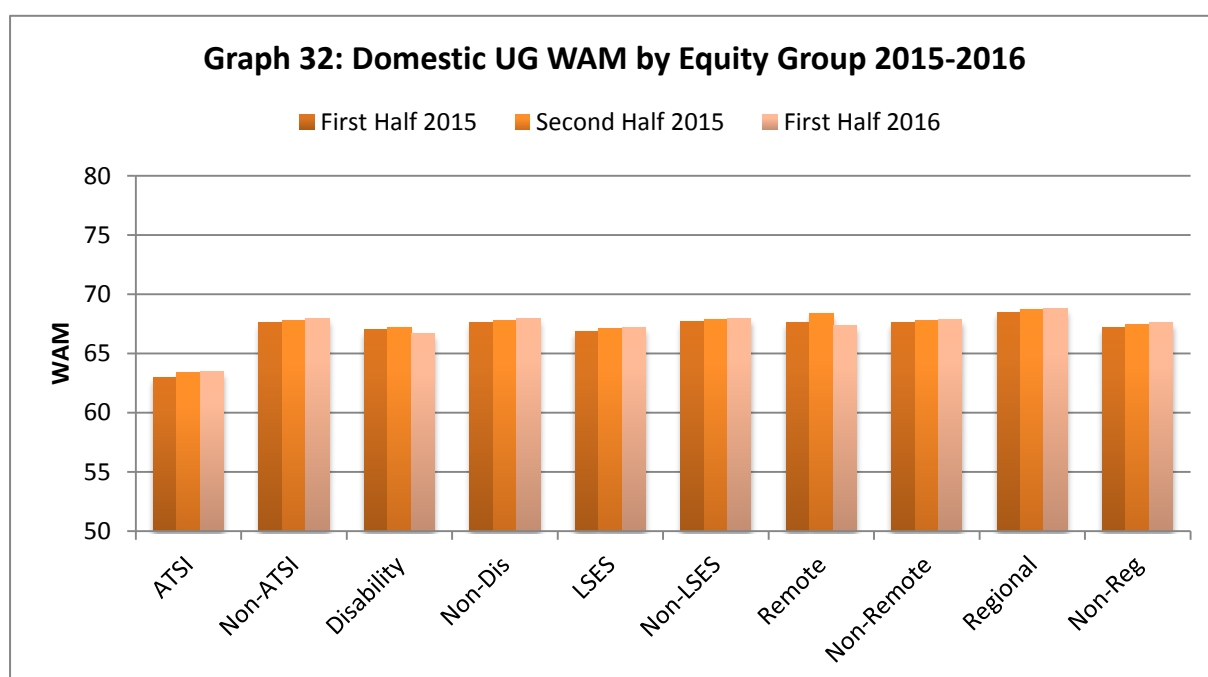
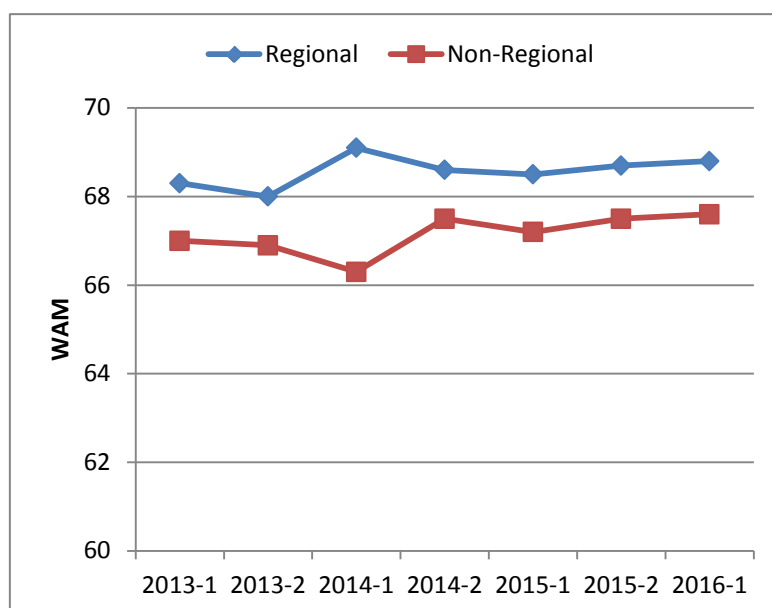
5. COMPARISON BETWEEN EQUITY GROUPS-UNDERGRADUATE DOMESTIC

Over the last four years there have been fluctuations in the average marks between ATSI and Non-ATSI groups, as well as Remote and Non-Remote students. Across the whole ATSI cohort, there is a marked and consistent difference for ATSI in terms of WAMs. ATSI was four points below the non-ATSI WAM (Graph 31). The gap between Remote and Non-Remote students has closed however fluctuations may be due to the small amount of students in this equity group.

The weighted average mean remained fairly stable for all groups between the first half of 2015 and 2016. There were marginally increases in WAM for all equity groups with the exception of the disability and remote groups whose WAM decreased marginally (Graph 32).

Graph 31: Domestic UG Average Mark across Equity Groups 2013-2016

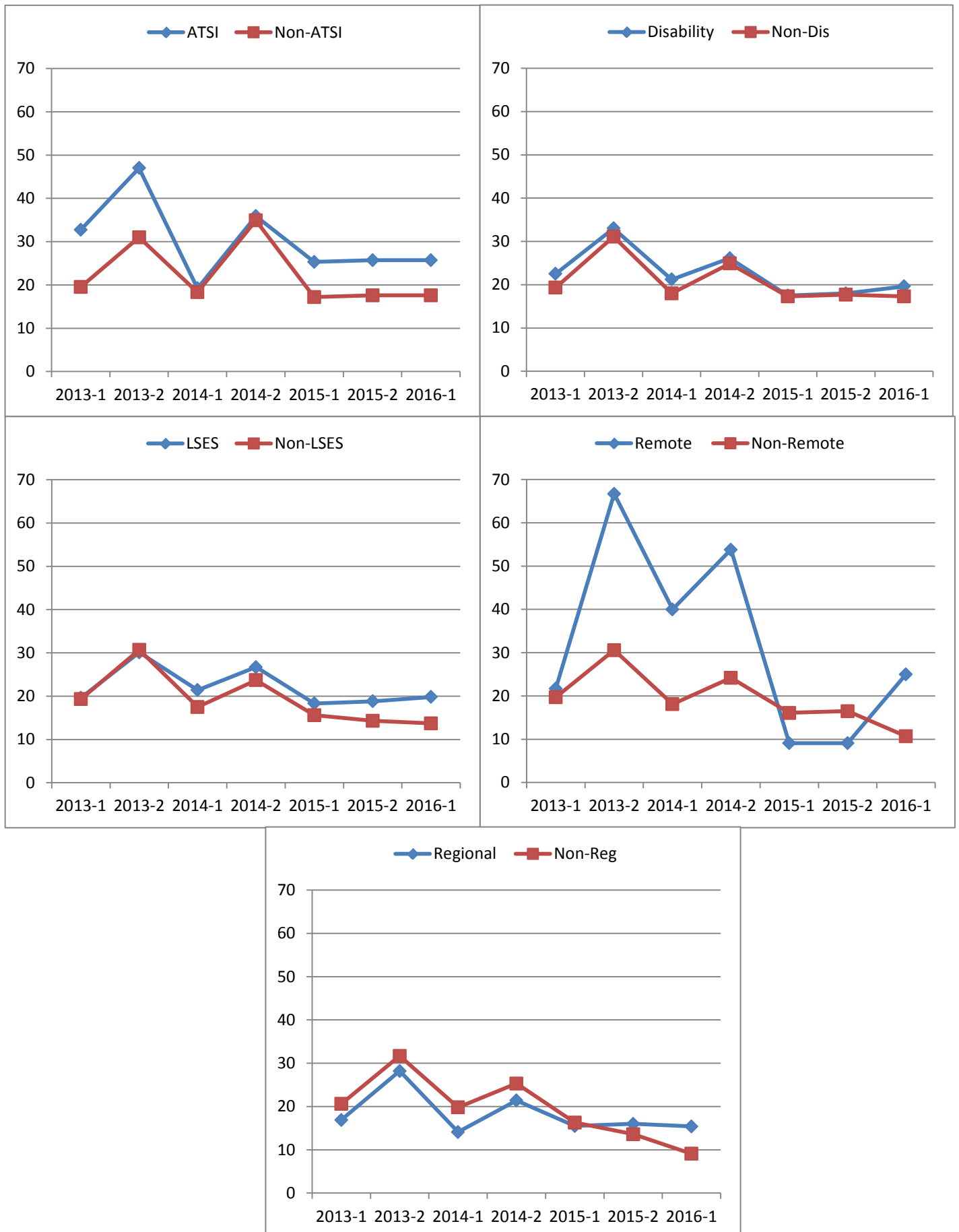


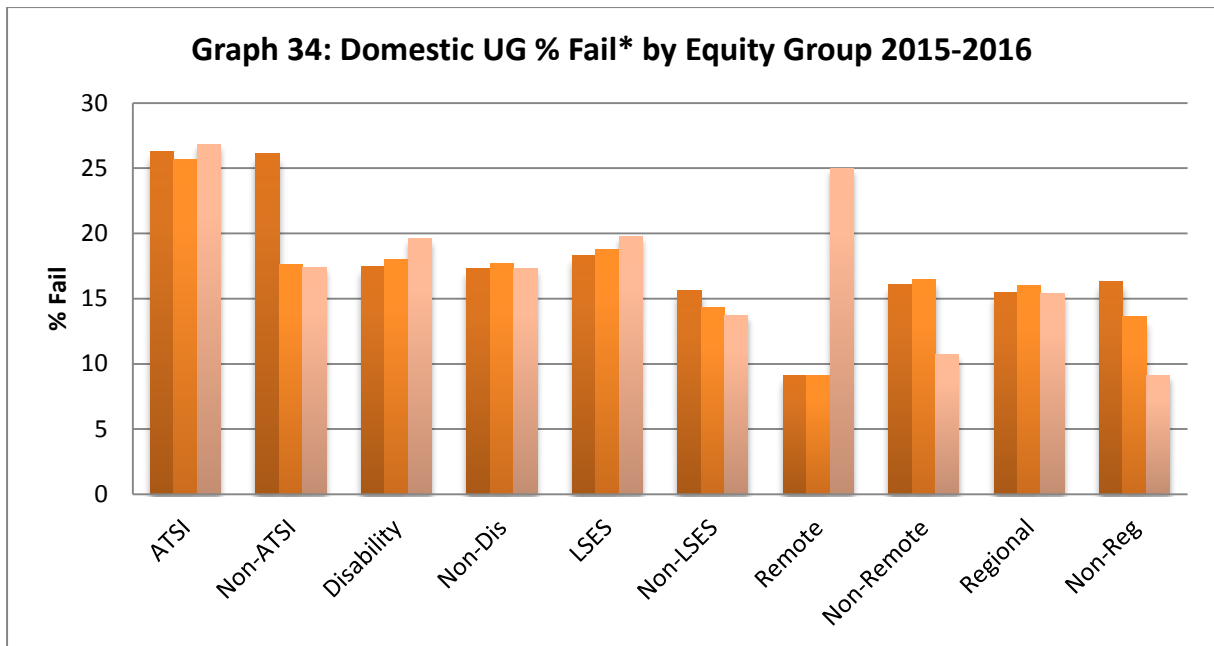


Overall in 2015 there was a reduction in the percentage of students in the different equity groups failing one subject compared to the second half of 2014. In particular there was a decrease in the number of ATSI students failing one subject in the second half of 2014 to 26.3% in the first half 2015 and 25.7% in the second half of 2015 (Graph 33).

The first half of 2016 saw a slight increase in the percentage of students failing one subject compared to the first half of 2015 (Graph 33). The percentage of students who failed one subject rose by around 1-1.5% in ATSI, disability and low SES equity groups whereas remote groups rose by nearly 16% (9.1% in 2015 and 25% in 2016).

Graph 33: % Fail Trend Data Domestic UG Equity Groups 2013-2016





* % Fail 1 subject

6. COMPARISON BETWEEN ENTRY PATHWAYS-UNDERGRADUATE DOMESTIC

Performance data by entry pathway can only be provided for domestic undergraduates. Results for early entry students were comparable to those admitted on the basis of their HSC result. 'Forced offer' students' WAM remained about 5 points behind the HSC cohort, though an improvement in the fail rate was discernible in the first half 2016. In terms of the percentage of students failing at least one subject in 2015-16, the highest "at risk" pathways were Alternative Admissions Program, STEP, Foundation Studies, incomplete University Access Program and Diploma course (albeit that some of these pathways have small numbers). A noticeable improvement in the fail rate among FAI and University Entrance Certificate students was evident in first half 2016.

Table 1: Student Performance by Entry Pathway (Undergraduate Domestic Students) 2014-2016

"Traditional" Pathways

| | 2014 1 st Half | | | 2014 2 nd Half | | | 2015 1 st Half <i>[IMU still to provide data]</i> | | | 2015 2 nd Half | | | 2016 1 st Half | | |
|-------------------------|---------------------------|--------|------|---------------------------|--------|------|---|--------|-----|---------------------------|--------|------|---------------------------|--------|------|
| Pathway | Count | % Fail | WAM | Count | % Fail | WAM | Count | % Fail | WAM | Count | % Fail | WAM | Count | % Fail | WAM |
| Early Entry | 981 | 15.0 | 67.2 | 994 | 24.0 | 67.4 | | | | 1126 | 26.8 | 67.3 | 1392 | 21.0 | 66.0 |
| Early Entry - Same FOE | | | | 169 | 20.1 | 69.9 | | | | 145 | 27.6 | 67.6 | 99 | 10.1 | 69.6 |
| HSC or equivalent | 1139 | 12.8 | 68.5 | 1190 | 21.9 | 68.4 | | | | 1040 | 26.3 | 67.3 | 1043 | 17.8 | 66.5 |
| Deans Scholars | 82 | 0.0 | 80.7 | 83 | 1.2 | 79.8 | | | | 136 | 2.9 | 79.4 | 159 | 2.5 | 77.6 |
| Forced Offers | 450 | 24.2 | 63.3 | 458 | 38.6 | 62.9 | | | | 639 | 40.8 | 62.2 | 547 | 32.0 | 61.3 |
| Higher Education Course | 1034 | 13.4 | 69.5 | 1463 | 22.1 | 69.1 | | | | 1767 | 22.0 | 69.3 | 1211 | 11.5 | 69.7 |

Alternative Pathways

| | 2014 1 st Half | | | 2014 2 nd Half | | | 2015 1 st Half <i>[IMU still to provide data]</i> | | | 2015 2 nd Half | | | 2016 1 st Half | | |
|--|---------------------------|--------|------|---------------------------|--------|------|---|--------|-----|---------------------------|--------|------|---------------------------|--------|------|
| Pathway | Count | % Fail | WAM | Count | % Fail | WAM | Count | % Fail | WAM | Count | % Fail | WAM | Count | % Fail | WAM |
| Alternative Admissions Program (ATSI students) | 3 | 0.0 | 66.1 | 18 | 33.3 | 60.2 | | | | 27 | 51.9 | 54.7 | 29 | 41.4 | 58.0 |
| Faculty Admission Initiative (FAI) | 81 | 34.6 | 59.5 | 86 | 52.3 | 57.8 | | | | 82 | 54.9 | 58.6 | 75 | 29.3 | 62.3 |
| Institutional Assessment | 27 | 22.2 | 67.4 | 29 | 20.7 | 67.1 | | | | 26 | 42.3 | 64.4 | 10 | 30.0 | 65.4 |
| Bridging Program | 24 | 4.2 | 66.5 | 25 | 8.0 | 68.1 | | | | 16 | 31.3 | 60.9 | 24 | 12.5 | 64.7 |
| VET Award Course (e.g. TAFE) | 471 | 26.8 | 63.8 | 527 | 38.0 | 63.2 | | | | 561 | 36.4 | 62.9 | 419 | 23.9 | 64.1 |
| Mature Age Entry | 9 | 11.1 | 71.4 | 11 | 9.1 | 70.8 | | | | 8 | 0.0 | 70.7 | 10 | 30.0 | 60.6 |
| Professional qualification | 4 | 25.0 | 64.0 | 4 | 25.0 | 60.8 | | | | | | | | | |
| Other | 53 | 37.7 | 60.7 | 54 | 51.9 | 57.4 | | | | 45 | 51.1 | 60.8 | 27 | 18.5 | 59.5 |

UOW College Pathways

| | 2014 1 st Half | | | 2014 2 nd Half | | | 2015 1 st Half <i>[IMU still to provide data]</i> | | | 2015 2 nd Half | | | 2016 1 st Half | | |
|---------------------------------|---------------------------|--------|------|---------------------------|--------|------|---|--------|-----|---------------------------|--------|------|---------------------------|--------|------|
| Pathway | Count | % Fail | WAM | Count | % Fail | WAM | Count | % Fail | WAM | Count | % Fail | WAM | Count | % Fail | WAM |
| University Access Program (UAP) | 154 | 18.8 | 65.0 | 185 | 27.0 | 65.1 | | | | 162 | 35.2 | 63.5 | 116 | 29.3 | 63.1 |
| Incomplete UAP | 14 | 42.9 | 58.7 | 16 | 43.8 | 60.2 | | | | 4 | 25 | 45.9 | 4 | 50.0 | 48.0 |
| STEP | 21 | 28.6 | 61.4 | 22 | 63.6 | 60.3 | | | | 22 | 50.0 | 59.5 | 24 | 54.2 | 55.6 |
| Incomplete STEP | 2 | 50.0 | 65.0 | 3 | 66.7 | 59.1 | | | | 2 | 50.0 | 61.7 | 1 | 0.0 | 62.0 |
| Foundation Studies | 42 | 47.6 | 59.0 | 46 | 60.9 | 59.6 | | | | 3 | 66.7 | 44.7 | | | |
| Incomplete Foundation Studies | 13 | 53.8 | 52.7 | 14 | 85.7 | 53.3 | | | | 6 | 33.3 | 64.2 | 1 | 100.0 | 0.0 |

| | | | | | | | | | | | | | | | |
|--|---|-------------|------|---|-------------|------|--|--|--|----|-------------|------|----|-------------|------|
| University Entrance Certificate (UEC) | | | | | | | | | | 71 | 67.6 | 57.9 | 38 | 31.6 | 60.1 |
| Diploma | 9 | 22.2 | 62.0 | 9 | 55.6 | 59.9 | | | | 7 | 28.6 | 54.0 | 21 | 66.7 | 56.5 |
| Incomplete Diploma | 2 | 50.0 | 71.3 | 2 | 50.0 | 67.9 | | | | 1 | 0.0 | 80.6 | | | |

Notes:

% Fail = percentage of students who failed at least one subject

WAM = WAM7 – subjects are weighted by the credit points

‘Other’ is used generally when students are admitted on more than one basis and it is difficult to isolate one determining factor

Foundation Studies was discontinued as a program for domestic students and replaced by UEC in 2015

Fail rates $\geq 50\%$ and WAMs $< 50\%$ are highlighted in red

Source: Data extracted from CSO Data Reports 2014-2016; Raw data provided by Information Management Unit

CSO Monitoring Report – Consolidated Faculty Feedback 2015

All Sessions ending 1st January 2015 – 31st December 2015

Refer to:

- Procedure for Monitoring Comparative Student Outcomes (CSO)
- Latest Faculty CSO Data Report

| Issues identified (if any) | Actions taken or proposed |
|--|---|
| 1. PERFORMANCE ACROSS <u>ONSHORE</u> TEACHING LOCATIONS <ul style="list-style-type: none"> - Performance of students at regional campuses compared with Wollongong/overall faculty results | |
| <i>Faculty of Business</i> | |
| <p>First Half 2015 For the School of Accounting Economics and Finance, ACCY901 was highlighted as the Sydney campus students did not perform to the same standard as Wollongong (at Sydney 49% P and 23.5% F & TF). Across the economics subjects there was generally a higher % of students failing 1 subject for commencing students in the onshore regional campuses compared to Wollongong, and for 100 level and 200 level subjects, the % of students awarded a HD and D is proportionately higher in the Sydney campus than Wollongong campus. For the School of Management, Operations and Marketing, only slight differences were noted. For TBS804 the fail rate was higher in Wollongong than Sydney, although the means were only 5% different.</p> <p>Second Half 2015 For the School of Accounting, Economics and Finance, ACCY918 and TBS801 were highlighted as in both cases the Sydney campus did not perform as well as the Wollongong campus. The trend continued for economics subjects, but the cohorts at Bega, Batemans Bay and Southern Highlands were too small to make accurate comparisons. In the School of Management, Operations and Marketing, it was noted that there was little statistical difference between the weighted means of student scores at the various onshore teaching locations at the undergraduate. At the postgraduate level, the weighted mean of domestic students at the Wollongong campus is significantly higher than at the Sydney campus or other onshore locations. This suggests more engagement in learning by postgraduate domestic students at the Wollongong campus. TBS804 had high fail rates in both Sydney and Wollongong.</p> | <p>First Half 2015 The School of Accounting Economics and Finance is confirming the ratio of MPA to MCom students at both locations, as ACCY901 is a foundational accounting subject for both locations. For the economic subjects the figures are not comparable as the number of students enrolled in regional campuses is significantly smaller compared to those in Wollongong campus. The school is looking to identify whether the differences can be attributed to class size, differences in teaching, or students' academic attributes. Staff from Wollongong taught at Sydney campus. TBS804 subject delivery was modified across all campuses. Regional campuses will be served in 2016 by Moodle resources, Echo360 recordings, and extended consultations through email and phone connections from coordinator and regional campus head tutors.</p> <p>Second Half 2015 The School of Accounting, Economics and Finance is investigating the subject results, starting by looking at the report for the assessment meeting for cohorts. The School of Management, Operations and Marketing advised that regional campuses will continue to be served in 2016 by Moodle resources, Echo360 recordings, and extended phone and email consultations with subject coordinators and regional campus tutors. The addition of head tutors at each of the regional campuses in 2016 should help students at regional campuses, and TBS804 (now MARK804) will be better scaffolded across all campuses in 2016.</p> |

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| Faculty of Engineering and Information Sciences | |
| First Half 2015 No report was received. | First Half 2015 No report was received. |
| Second Half 2015 No EIS subjects were delivered at a regional campus for this period. | Second Half 2015 |
| Faculty of Law, Humanities and the Arts | |
| First Half 2015 Students at Regional campuses have a slightly increased % Fail 1 subject compared to their LHA Wollongong peers (7.2 to 5.7) but enjoy a higher mean mark (69.6 to 68.9) compared to the same group. Both Wollongong and regional LHA students have lower % Fail 1 subject results compared to UOW as a whole. Similarly, the average marks for both Wollongong and regional LHA students are approximately 3 points higher compared to UOW as a whole. The % Fail for Bega which was of concern in the last report, has halved from 62.5% in 2014 to 31.3% in 2015. Enrolment numbers have also doubled during this time. | First Half 2015 LHA 101 will be introduced for all BA students at regional campuses from 2016 onwards. It is hoped this will further support regional students and strengthen their performance further. Head tutors have been appointed at each South Coast campus. Tutors will have a pastoral and academic advice role as well as a role as tutors. INDS202 and ENGL265, have been removed from their respective BA majors offered at regional centres. HIST355 (this will become HIST356 in 2018, and remains in the HIST major for regional campuses as well as Wollongong). The History discipline is addressing the issue by modifying both content and delivery. It was felt the regional students were somewhat disadvantaged by not having the opportunity to study a Theory and Methods subject at second year and because there was not a designated tutor for each campus. The structure of the History major was reviewed prior to 2016 and a new structure introduced. |
| Second Half 2015 Students at Regional campuses have a higher % Fail in 1 subject and also have a lower mean average than their LHA Wollongong peers. LHA students at regional centres have a 9.5% Fail in 1 subject which is higher than the 6.7% for UOW as a whole at regional centres. In comparison, their LHA peers studying at Wollongong had a lower 6.6% Fail in 1 subject rate. LHA students at regional centres have a slightly lower average mark of 67% compared to other UOW students at regional centres whose average mark was 68.4%. This average mark of 67% achieved by LHA students at regional centres is only slightly lower than that of 68.2% achieved by LHA peers at Wollongong. | Second Half 2015 As outlined in 1 st Half 2015 report, LHA101 was introduced for the first time in 2016 for all commencing BA students at regional campuses and Head tutors have been appointed at each South Coast campus. Feedback received to date has been extremely positive. LHA will monitor the effectiveness of these two initiatives. |
| Faculty of Science, Medicine and Health | |
| First Half 2015 For undergraduate domestic students the % fail rate (for at least one subject) for Southern Sydney (5.4%) and Bega (8.3%) campus student cohorts lower than the Wollongong (12.6%) campus and the overall SMAH results (12.8%); Shoalhaven (13.3%) and Batemans Bay (20%) campus student cohorts are not performing as well as the Wollongong (12.6%) campus and the overall SMAH results. In terms of Weighted Mean Mark Bega (72) and Southern Sydney (68) campuses performed better than the Wollongong (67.9) and overall SMAH result (67.6). | SMAH have indicated that they will take the following actions: <ul style="list-style-type: none"> • Continue to monitor student performance • Present comparative outcomes to key stakeholders to consider in future teaching and learning planning and action. • Triangulate data with other student outcome data (e.g. CEQ, SEQ and subject evaluations) to inform future strategic planning and action |

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| <p>Second Half 2015</p> <p>For undergraduate domestic students the % fail rate (for at least one subject), Southern Sydney (5.4%) and Bega (8.3%) are performing better than the Wollongong (12.8%) campus and the overall SMAH results (13.1%). Shoalhaven (13.3%) and Batemans Bay (20%) are not performing as well as Wollongong campus and overall SMAH results. Wollongong campus has performed marginally better than the overall SMAH result. In terms of Weighted Mean Mark, Bega (72) regional campus has performed better than all of the other campuses including Wollongong (67.9) and the overall SMAH result (67.6). Bateman's Bay (66.2) has not performed as well as Wollongong and the overall SMAH result while Shoalhaven (67.7) and Southern Sydney (67.9) campuses have performed similarly to Wollongong and the overall SMAH result.</p> | |
| <p><i>Faculty of Social Sciences</i></p> | |
| <p>First Half 2015</p> <p>The failure rate at regional campuses (8.8%) was almost double than that of the Wollongong campus (5.1%). This figure was also significantly higher than the University wide fail rate in the regional campuses (7.9%). At the regional campuses, fail % of subjects under School of Psychology (19.7%) was almost triple than that of the Wollongong campus (7.1%). Similarly, fail% of subjects under School of Health and Society in the regional campuses (13.3%) was more than double of that in the Wollongong campus (5.1%).</p> <p>Second Half 2015</p> <p>The trends highlighted in the first half of the year continued in the second half of 2015. The fail % of subjects in regional campuses (10.1%) was double than that of the Wollongong campus (5.1%). This figure was also significant higher than the University wide fail rate in the regional campuses (6.7%). In regional campuses, the fail % of subjects under School of Psychology and School of Health & Society were both significantly higher than the university wide fail rate. However, there were only small student cohorts in both Schools, 48 students in Psychology while 97 in Health & Society. Fail % of subjects in regional campuses under School of Psychology (18.8%) was more than double of that in the Wollongong campus (7.9%). Fail % of subjects in regional campuses under School of Health and Society (15.2%) was triple of that in the Wollongong campus (4.9%).</p> | <p>There are an increased number of subjects being delivered in the regional campuses this year due to the new Bachelor of Social Sciences and Bachelor of Social Work degrees. Investigation will be conducted to find out which course contributed to the high % fail and the reasons behind it.</p> <p>More support may be required for students at regional campuses - PASS or equivalent support to be implemented at regional campuses in specific subjects. More advanced distance education technology e.g. virtual classroom may need to be introduced to the teaching staff in Wollongong campus to better engage students in the regional campuses.</p> <p>Cross campus assessment moderation needs to include reflective component to help identify those factors leading to student performance trends</p> |

2. PERFORMANCE ACROSS OFFSHORE TEACHING LOCATIONS

- Performance of offshore students compared with onshore/overall faculty results

Faculty of Business

First Half 2015

The School of Accounting Economics and Finance highlighted FIN925, FIN926, ACCY201, FIN111, FIN222 and FIN323 as areas on concern, with higher failure rates at UOWD. The school determined that the results of students enrolled in 100, 200 and 300 level economics subjects in both Dubai and Wollongong campuses are comparable. But the % of students awarded a HD and D is noticeably lower in Dubai than in Wollongong.

For the School of Management, Operations and Marketing there was some variation in the marks across campuses, but these do not appear systematic. Average marks are roughly similar across locations. MGMT110 appears to have higher fail rates in Dubai than onshore

Second Half 2015

The School of Accounting, Economics and Finance highlighted differences in failure rates across campuses in FIN928, TBS907, ACCY112, ACCY200, ACCY201, FIN111, FIN222 and FIN351. There is a sharp increase in failure rate for 1 subject in 2015 compared to last year in Wollongong and INTI KL for postgraduate economic students. However, in contrast, there is a fall in failure rate for Dubai and INTI Subang Jaya. There is no apparent concerning differences between the UG offshore international students compared to those of onshore.

For the School of Management, Operations and Marketing, there was some variation in the marks across campuses, these do not appear systematic. Average marks are roughly similar across locations. MGMT110 appears to have higher fail rates in Dubai than onshore; however, the mean score was only 5% less than the score in Wollongong. There was a high fail rate (22% for fails and TFs) in MGMT350 at PSB Singapore, compared to a fail rate of 7% onshore)

First Half 2015

The School of Accounting Economics and Finance believe that it results are a cohort effect, but will investigate QA reports to check for anomalies. Due to the differences in session dates it is difficult to compare results across sessions.

The School of Management, Operations and Marketing, is monitor QA reports of subject outlines and assessment marking. They will ensure clear communication between coordinator of MGMT110 on campus and the Dubai counterpart in 2016.

Second Half 2015

The School of Accounting, Economics and Finance have noted this in some of these cases the differences in cohort sites make comparisons difficult. The school will be reviewing subject result reports for these subjects and the student cohorts, to determine if the results are a trend or is anomalous. From next trimester all subjects with a failure rate of 15% or more, or skewed results will have a written response and is to be discussed in assessment meetings. In one subject the results at INTI Penang were significantly better when compared with other cohorts across several undergraduate subjects. For this subject the Director for INTI will be advised.

ECON240 registers a much lower failure rate in Dubai, INTI Penang and Subang Jaya. The school will look at comparability in terms of the subject content and difficulties of exam papers may need to be examined and monitored. ECON 216 Dubai has doubled the failure rate compared with Wollongong; the school is investigating the causes.

The School of Management, Operations and Marketing committed to monitor QA reports of subject outlines and assessment marking across campuses and continue to work with our MGMT110 colleagues at the Dubai campus to improve the structure and delivery of the subject in Dubai. Likewise, they will work with our PSB colleagues teaching MGMT350 to scaffold the learning and assessment processes in this subject more effectively.

| <i>Faculty of Engineering and Information Sciences</i> | |
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| <p>First Half 2015 No report was received.</p> <p>Second Half 2015 The overall performance across offshore locations is relatively similar to the EIS onshore aggregate performance and the UOW total result. The Faculty noted that some subjects produced a high fail rate, for example ECTE333 with a 45.5 fail rate at UOWD, and ISIT112 38.1 fail rate at UOWD. On a positive note, some of the offshore locations perform better than domestic students at Wollongong.</p> | <p>First Half 2015 No report was received.</p> <p>Second Half 2015 The offshore program is an integral component of the teaching portfolio in the Faculty. Continual monitoring of the performance of the subjects and courses and the teaching quality will be continued. The subjects with high fail rate and low performance results will be monitored.</p> |
| <i>Faculty of Law, Humanities and the Arts</i> | |
| <p>First Half 2015 Performance of undergraduate offshore students in terms of % Fail 1 subject has weakened for each consecutive year since 2012. For 2015 it has risen again to 26.0% which is the weakest to date for LHA and which places LHA offshore student performance as third weakest across all UOW faculties. The comparative figure for LHA onshore domestic and international students combined is 14.7%. This is due to the results for INTI Subang Jaya where students have a % Fail for 1 subject of 33.3% which is more than double that for all commencing LHA students. The weighted mean for LHA offshore students has decreased to 59.5, its lowest point to date, and the lowest offshore student weighted mean across all UOW faculties. In comparison, the LHA onshore weighted mean is 68.4. Performance of postgraduate students offshore has improved on 2014 data, with % F for 2015 standing at 11.4% down from 16.3 in 2014. The makes LHA results the third weakest for students offshore for all UOW faculties. This compares to a figure of 1.4% for LHA postgraduate students onshore. The weighted mean for LHA offshore students however, is relatively strong and stands at 67.5 for 2015. This is the second highest offshore result for all UOW faculties. The comparative figure for LHA onshore student performance is 72.</p> <p>Second Half 2015 Performance of undergraduate offshore students improved significantly in the 2nd Half 2015, with the % Fail in 1 subject dropping from 26% in the first half of 2015 to 5.7%. This is the lowest % Fail in 1 subject rate for LHA offshore students since 2011. This rate of 5.7% it is lower than the 10.2% for LHA international students onshore or the 15% for LHA domestic students. This % Fail in 1 subject is also the lowest for across all UOW faculties. The weighted mean for LHA offshore students improved from 59.5% in the first half of 2015 to 64.1% in the second half of 2015. This compares to a weighted mean of 68.4% achieved by LHA international and domestic students onshore. The weighted</p> | <p>First Half 2015 The faculty has determined that no action required. The BCMS will no longer be offered at INTI Subang Jaya. BCM240 is the last subject that will be taught out. This will occur in Spring 2016. The only remaining undergraduate cohort of offshore students is at SIM in the Psychology program. Hong Kong will commence in September 2016. The Faculty will continue to monitor the performance of students at UOWD.</p> <p>Second Half 2015 LAW101 results were discussed at UOWD Assessment Committee meeting and two areas were identified as concerning. Firstly, the lack of student attendance at both lectures and tutorials (only 50% of students attended and participated in lectures) and secondly the level of language proficiency among the failing students is very poor. LHA will monitor and support initiatives to increase student attendance. Comparison rates are difficult to justify as the data for INTI Penang and INTI Subang Jaya are for Session 1 (March to July) whilst data for Dubai is for a combination of 2 sessional cohorts, Summer (June – August) and Autumn (Sept – December) 29 and 69 students respectively. LHA will request training from Information Management Unit to gain further insight into data provided.</p> |

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| <p>mean achieved by offshore LHA students of 64.1% was the second highest across all UOW faculties. LAW101 at Dubai has a fail rate of 15.3% compared to 4% at INTI Penang and 6.7% at INTI Subang Jaya. The number of LHA offshore postgraduate enrolments remains relatively unchanged since the first half of 2015 and is the lowest in UOW. The % Fail in 1 subject was 11.4% in the first half of 2015 and at 11.4% in this report, it has remained relatively stable. This figure of 11.4% achieved by students offshore, is higher than the fail rate for LHA international students onshore (7.7%) and LHA domestic postgraduate students onshore (2%). This figure of 11.4% places LHA as having the second highest % Fail rate in 1 subject across UOW. The weighted mean performance of LHA postgraduate students offshore increased slightly from 67.5% in the first half of 2015 to 68.3%. This mean of 68.3% is higher than that achieved by LHA international students onshore (66.9%), but just over 3% lower than that achieved by LHA domestic postgraduate students onshore (71.8%). The mean of 68.3% achieved by LHA postgraduate students offshore is the second highest of all UOW Faculties.</p> | |
| <p>Faculty of Science, Medicine and Health</p> | |
| <p>First Half 2015 When considering % fail rate (for at least one subject) undergraduate domestic onshore students and overall onshore students performed better than the international onshore students, but not as well as the international offshore students. For postgraduate domestic onshore students performed better than the international onshore and overall SMAH result, but not as well as the international offshore students. The international offshore students performed significantly better than the international onshore students. When looking weighted mean mark international undergraduate offshore students (60.2) are performing below the international onshore (63.9), domestic onshore (68.3) and overall onshore SMAH students (68.8). For postgraduate students, international onshore students (61.5) have not performed as well as SMAH domestic onshore (68.8), overall onshore SMAH (65.3) and international onshore (64.7) students</p> <p>Second Half 2015 When considering % fail rate (for at least one subject) undergraduate offshore students performed better than the international onshore students the domestic onshore, and overall SMAH onshore students. For postgraduate students, international offshore students performed better than the domestic onshore students, international onshore students and overall SMAH onshore students. When looking weighted mean mark across <i>undergraduate students</i>, Domestic onshore (68.3) students are performing marginally better than the overall SMAH onshore students (68.1) and better than the SMAH international offshore students (59.5) and the SMAH international onshore students (64), which is indicative of the trend 2012 – 2014. For <i>postgraduate students</i> domestic onshore students (69.8) performed better than the international onshore (61.6)</p> | <p>SMAH have indicated that they will take the following actions:</p> <ul style="list-style-type: none"> • Continue to monitor student performance • Present comparative outcomes to key stakeholders to consider in future teaching and learning planning and action. • Triangulate data with other student outcome data (e.g. CEQ, SEQ and subject evaluations) to inform future strategic planning and action |

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| students, the international offshore students (64.8) and overall SMAH onshore (66.2) students, which is indicative of the trend 2012 – 2014. | |
| Faculty of Social Sciences | |
| The only offshore program within the Faculty is Psychology at Singapore (SIM). | |
| <p>First Half 2015 The percentage of failed one subject among the offshore student cohort (N= 342) was almost double that of last year; 11. 7% in 2015 compared to 6.5% in 2014. However, the fail rate and average mark of offshore students were about the same as the Faculty wide results.</p> <p>Second Half 2015 The trend outlined above continued in the second half 2015.</p> | Maintain cross-campus moderation and monitoring cohort performance; maintain fly-in teaching and cross-campus collaboration to ensure equivalence. |
| 3. <u>ONSHORE DOMESTIC / INTERNATIONAL COMPARISON</u> - Performance of onshore international students compared with domestic students | |
| Faculty of Business | |
| <p>First Half 2015 For the School of Accounting Economics and Finance, ACCY200, FIN223, FIN241 and FIN323 were highlighted as their failure rate for international onshore was significantly higher than that of domestic students. For subjects like ECON208, ECON231, ECON304 and ECON301 significantly more domestic students obtained a HD and D. It is interesting to note that more domestic students are enrolled in these subjects than international students, showcasing a self-selection bias. For mathematical focused subjects like ECON222, the % of students obtained HD and D tends to be higher for international than domestic students. The number of international students enrolled in this subject is a lot higher than domestic students.</p> <p>The School of Management, Operations and Marketing advised that there do not appear to be systematic differences between domestic and international onshore undergraduate students. Average marks are roughly similar. While international student average marks are slightly lower (62.9%) than domestic students (65.3%), the average mark for international onshore students has been rising steadily since 2011 (from 59.2% to 62.9%). However, at the postgraduate level the average marks vary from 73.2% for domestic students to 63.8% for international students</p> <p>Second Half 2015 For the School of Accounting, Economics and Finance ACCY111 and FIN222 were highlighted domestic student performance was slightly lower than the</p> | <p>First Half 2015 The School of Accounting Economics and Finance noted that ACCY200 is often one of the first accounting subjects for international students with advanced standing, and the school will advise PASS for this cohort. The school is looking into whether a PASS program could be offered to economic students to provide support for the disadvantaged or less mathematically competent students and the same program can be offered to assist international or in general students who struggle with essay based assessments. One solution that is currently being implemented in ECON304 and ECON208 is to have in-class writing sessions, where ongoing feedback is provided to further develop students' writing skills</p> <p>The School of Management, Operations and Marketing stated that the variation in marks between U/G and P/G levels suggests that recruitment for international P/G students may be an issue. They will continue to monitor CSO reports and continue to provide extra resources such as extended consultation times and Moodle resources to support international students. Plus use PASS programs in identified subjects.</p> <p>Second Half 2015 For the subjects highlighted by the School of Accounting, Economics and Finance, all commerce students (second offering) and may include a larger cohort of non-accounting domestic (not requiring ACCY112) and mid-year international accounting students.</p> |

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| <p>international student cohort. For economics subjects the weighted mean mark tends to be higher for domestic than International students. Typically international students fared better in quantitative subjects like ECON222. The failure rate is doubled for domestic relative to international students.</p> <p>For the School of Management, Operations and Marketing there do not appear to be systematic differences between results for domestic and international onshore undergraduate students. Average marks are roughly similar. While international student average marks are slightly lower (62.8%) than domestic students (65.2%), the average mark for international onshore students has been rising since 2011 (from 59.2% to 62.8% in 2016). However, at the postgraduate level the average marks vary from 73.4% for domestic students to 63.5% for international students. This variation is not surprising, given the poor English language skills possessed by the majority of international students in SMOM at the postgraduate level.</p> | <p>The School of Management, Operations and Marketing noted that the variation in marks between U/G and P/G levels suggests that recruitment for international P/G students may be an issue. We will monitor CSO reports and continue to provide extra resources such as extended consultation times and Moodle resources to support international students. Plus use the PASS program in identified subjects. The Faculty will monitor and assess the current arrangement where additional English Language classes are offered to commencing postgraduate international students during the Trimester.</p> |
| <p>Faculty of Engineering and Information Sciences</p> | |
| <p>First Half 2015 No report was received.</p> <p>Second Half 2015 In both UG and PG results there is a consistent difference between domestic and international students. While it may be concluded that domestic students are generally better prepared for the type of study expected at Wollongong some particular subjects may be contributing to these differences more than others. The EIS domestic and international student fail% and mean figures are comparable to the UOW total figures. Example of a result that is highlighted is the significant fail percentage in PHYS215 of 66.7% of a total of 6 international students. Compared to domestic students with a fail percentage of 5.7%. This will be monitored.</p> | <p>First Half 2015 No report was received.</p> <p>Second Half 2015 This will be continued to be monitored.</p> |
| <p>Faculty of Law, Humanities and the Arts</p> | |
| <p>First Half 2015 LHA International UG students% Fail 1 subject was 10.2% compared to 14.7% for LHA domestic students. Their performance against this criteria was therefore 5% better. This is a significant improvement on all previous years. Postgraduate international student performance was 3.4% to 0.0% for LHA domestic students in terms of % Fail 1 subject. At 3.4% this% Fail 1 subject rate was the lowest across UOW. International students achieved a weighted mean of 70.6 compared to 74.0 for LHA domestic students. This was the highest mean average across all UOW faculties for international students. Performance of domestic students in terms of% Fail 1 subject has increased for the third consecutive year and now stands at 14.7%. This figure is higher than that of UOW as a whole (UOW being 12.9% to LHA 14.7%), as it has been for the third consecutive year. It should however be noted, that at 68.4 the weighted mean</p> | <p>First Half 2015 Monitor domestic performance in subsequent session. Assess if the 2015 introduction of LHA 101 is improving performance. Flag the data on % Fails in 1 subject with LHA Executive and the Admissions team. Data provided in does not indicate any particular PG subject as being statistically significant. LHA to request assistance to identify particular subjects responsible for PG outcomes, before specific actions can be identified.</p> <p>Second Half 2015 Continue to monitor domestic performance and assess if the introduction of LHA101 improves performance. Data provided does not indicate any particular PG subject as being statistically significant.</p> |

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| <p>for LHA is better than that for UOW as a whole. Therefore, domestic student performance is mixed.</p> <p>Second Half 2015</p> <p>LHA International UG students %Fail in 1 subject was 10.2% (no change from 1st half 2015) compared to 15% for LHA domestic students (an increase of .3% from 1st half 2015). LHA international students onshore are therefore failing less in the category % Fail in1 subject by 4% or more than their domestic peers. The weighted mean for LHA domestic and international students is identical at 68.4. This is unchanged from the figure for the first half of 2015. Overall, LHA continue to have the lowest student enrolments in postgraduate courses of both domestic and international students. Given the small number of enrolments, it should be noted that this may affect the reliability of data. Performance of both international and domestic LHA students dropped in this half of 2015 in both the % Fail of 1 subject and the overall mean. In terms % Fail of 1 subject, International students fail rate increased from 3.4 % in the 1st half 2015, to 7.7%. Whilst domestic students increased from 0.0 in the first half of 2015 to 2.0%. International students achieved a weighted mean of 66.9% compared to 71.8% for LHA domestic students. The weighted mean for international students decreased from 70.6% in the first half of 2015 to 66.9%, whilst the weighted mean for domestic students deceased from 74% to 71.8% in the same timeframe.</p> | |
| <p>Faculty of Science, Medicine and Health</p> | |
| <p>First Half 2015</p> <p>When considering the % fail rate (for at least one subject) for undergraduate <i>students</i>, domestic students (12.7%) performed significantly better than the onshore international students (20.8%), which is indicative of the trend for the past 2 years 2013 – 2014. For <i>postgraduate students</i>, domestic students (8.4%) performed much better than the onshore international students (18%), which is indicative of the trend for the past 4 years 2011 – 2014.</p> <p>Second Half 2015</p> <p>When considering the % fail rate (for at least one subject) for undergraduate students, domestic students (12.9%) performed better than the onshore international students (20.3), which is indicative of the trend 2011 – 2014. For <i>postgraduate students</i>, domestic students (7.7%) performed significantly better than the onshore international students (17.9%), which is indicative of the trend 2011 – 2014.</p> | <p>SMAH have indicated that they will take the following actions:</p> <ul style="list-style-type: none"> • Continue to monitor student performance • Present comparative outcomes to key stakeholders to consider in future teaching and learning planning and action. • Triangulate data with other student outcome data (e.g. CEQ, SEQ and subject evaluations) to inform future strategic planning and action |

| <i>Faculty of Social Sciences</i> | |
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| <p>First Half 2015 Based on the trend data, academic performance of undergraduate international students (N= 36) continues to improve. % Fail 1 subject has been declining since 2012; it dropped from 25% in 2014 to 19.4% in 2015. This has closed the fail one subject rate between undergraduate domestic students (12.8%) and international students. Similarly, academic performance of postgraduate international students (N=101) have improved; percentage of students who failed one subject dropped from 9.1 % in 2014 to 5.9% in 2015. Although postgraduate international students were still more likely to fail one subject compared to postgraduate domestic students (4.7%). The academic performance's gap between these two groups of student cohort was smaller than in 2014.</p> <p>Second Half 2015 The Faculty only has a small number of onshore UG international students (N= 36). The percentage of fail one subject among this cohort (25%; N= 9) was almost double than that of the onshore UG domestic students (13.7%; N= 345). This rate was however same as last year. The academic performance among the Faculty onshore International PG students 6.8% (N= 7) was about the same as the Faculty domestic PG students (5%; N= 38).</p> | <p>First Half 2015 Maintain current UG and PG admission criteria.</p> <p>Maintain support for international students.</p> <p>Improved academic performance of postgraduate international students was mainly contributed by the Master of Public Health which has been reviewed and re-designed. Subject coordinators met on weekly basis to discuss and enhance course materials and students' learning experience.</p> <p>Second Half 2015 Review current international UG students' admission criteria. May provide more support for international students, especially undergraduate students.</p> |
| 4. <u>ONSHORE UNDERGRADUATE EQUITY GROUP COMPARISON</u> | |
| - Performance of u/g 'equity' students compared with 'non-equity' cohort | |
| <i>Faculty of Business</i> | |
| <p>First Half 2015 There does not appear to be statistically significant systematic difference between the performances of 'equity' compared to 'non-equity' students.</p> <p>Second Half 2015 There do not appear to be statistically significant systematic differences between the performances of 'equity' compared to 'non-equity' students.</p> | <p>Continue to make reasonable adjustments for the needs of equity students in consultation with appropriate equity officers, continue to provide PASS to support students and monitor outcomes.</p> |
| <i>Faculty of Engineering and Information Sciences</i> | |
| <p>First Half 2015 No report was received.</p> <p>Second Half 2015 ATSI students in EIS, the % fail 1 subject figure presented a difference of 8.5% (33.3% ATSI and 24.8% domestic UG) in 2015. This result is still high however it is an improvement from 2014 and 2013. LSES students in EIS, the % fail 1</p> | <p>First Half 2015 No report was received.</p> <p>Second Half 2015 Previously, the Faculty submitted four SIPS programs focused on building mathematical capabilities amongst equity groups and commencing students.</p> |

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| <p>subject figure presented a difference of 5.6%. Regional students in EIS, the % fail 1 subject figure presented a difference of 4.5%.</p> | |
| <p><i>Faculty of Law, Humanities and the Arts</i></p> | |
| <p>First Half 2015 Overall, the performance of LHA equity students in terms of % Fail of 1 subject and weighted average is stronger than that of equity students in other faculties. However, against their non-equity group, Aboriginal and Torres Strait Islanders (ATSI) and Low Social Economics Status (LSES) groups have seen a consecutive increase in the % Fail of 1 subject for each year since 2013. Overall, the weighted mean for LHA ATSI and LSES students is better than that for the equivalent UOW cohorts.</p> <p>Second Half 2015 Overall, the performance of LHA equity students in terms of % Fail of 1 subject and weighted mean continues to be stronger than that of most equity students in other faculties. There are however exceptions to this in the data for commencing Aboriginal and Torres Strait Islanders (ATSI) Low Social Economics Status (LSES) students. The % Fail rate in 1 subject is higher for LHA ATSI and LHA LSES commencers is double, or almost double that of non-LHA equity commencers. However, the weighted mean for LHA ATSI commencers is slightly higher than that of their UOW counterparts and the mean for LHA and UOW LSES commencers is almost the same. It should be noted that LHA ATSI commencers represent 38% of all UOW ATSI commencers and LHA LSES commencers represent 31% of all UOW LSES commencers.</p> | <p>First Half 2015 Ongoing monitoring of this situation is needed. Data in report does not indicate where the ATSI students are enrolled or in what courses. If these students are enrolled in the BA at Regional campuses, it could be that the introduction of LHA101 for all BA students at regional campuses from 2016, it is hoped that this will provide support and assistance in the transition to university for ATSI students and LSES students. Similarly, if these students are enrolled at South Coast campuses, the appointment of Head Tutors may provide the students with further support.</p> <p>Second Half 2015 As a response to the LHA CSO report for the 1st half 2015, data was requested on what subjects, courses and campuses the ATSI students were enrolled in, in order that appropriate actions could be determined. To date, no data has been received. This data is necessary, and is called for again, as once this information has been provided, discussions can then occur as to what actions can be taken. If these students are enrolled at regional campuses, the appointment of Head Tutors may provide students with further support from 2016.</p> |
| <p><i>Faculty of Science, Medicine and Health</i></p> | |
| <p>First Half 2015 The results are reflective of trends for the previous 4 years 2011 – 2014. ATSI, disability and LSES aren't performing as well as their counterparts, while regional and remote students are outperforming their counterparts.</p> <p>Second Half 2015 The same results were seen across the second ½ of the year.</p> | <p>SMAH have indicated that they will take the following actions:</p> <ul style="list-style-type: none"> • Continue to monitor student performance • Present comparative outcomes to key stakeholders to consider in future teaching and learning planning and action. • Triangulate data with other student outcome data (e.g. CEQ, SEQ and subject evaluations) to inform future strategic planning and action |
| <p><i>Faculty of Social Sciences</i></p> | |
| <p>First Half 2015 Academic performance of ATSI in the Faculty remains an issue; % fail 1 subject among ATSI students (24.5%) were double than that of non-ATSI students (12.5%) but this is within the norms of the University. Students with disability had a higher fail-one-subject rate (16.2%) than students without disability (12.4%). Academic performance of students from LSES was poorer than students from non-LSES, with the rate of failing-one-subject, 14.5% and 11.4%, respectively. The Faculty did not have any students from remote areas. Regional students (12.7%) were slightly more likely than non-regional students</p> | <p>First Half 2015 Assess the types and effectiveness of indigenous student support programs, particularly focussing on pathways into university, admission criteria and tailored follow-up support. Maintain collaboration with UOW indigenous support services. Maintain existing support strategies for transition students. Faculty's effort in transition program to be mindful in particular of ATSI, disability and regional students.</p> <p>Second Half 2015</p> |

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| <p>(11. 7%) to fail one subject. Commencing undergraduate equity students had higher fail-one-subject rate than the non-equity commencing students. This is again within the norms of the University. Other than LSES students who had the same failed one subject rate than the University wide LSES students, ATSI</p> <p>Second Half 2015</p> <p>As indicated in Table 4, academic performance of the UG 'equity' students in the Faculty was within the norms of the University. The % fail one subject among ATSI students remained high (26.3%; N= 15), it was double than that of the non-ATSI students (13.4%; N= 330). UG students with disability had slightly higher % fail one subject (16.4%; N= 44) in comparison to the non-disability UG students (13.4%; N= 302). UG students from the LSES performed poorer than the students from non-LSES, with the rate of failing-one-subject 15.4% (N= 70) and 10.8% (N= 254), respectively. The Faculty did not have any students from the remote area. The % fail one subject among the UG students from the regional areas (13.4%; N= 82) was slightly higher than the students from non-regional areas (10.5%; N= 239). The Faculty commencing UG 'equity' students had higher failed-one-subject rate than the 'non-equity' students, however, this was again within the norms of the University. The Faculty commencing UG ATSI students in particular, had high failed-one-subject rate (38.1%; N= 8) than the University wide commencing UG ATSI student cohort (31.2%; N=29).</p> | <p>Implement the Aboriginal and Torres Strait Islander Education, Research and Engagement strategy and ensure teaching staff to be aware of this. Ensure the Faculty Teaching Staff are aware of the support programs run by the ITAS. Maintain collaboration with UOW Indigenous support services e.g. The Indigenous Tutorial Assistance Scheme (ITAS). Maintain existing support strategies for transition students. Maintain contacts with Student Support & Evaluation Analytics team. Faculty's effort in transition program to be mindful in particular ATSI students.</p> |
| <p>5. <u>ONSHORE UNDERGRADUATE PATHWAY COMPARISON</u></p> <p>- Performance of u/g students by pathway</p> | |
| <p><i>No data was provided regarding performance by pathway for the 1st Half of 2015. As such all responses are based on the data provided for the 2nd Half 2015.</i></p> | |
| <p>Faculty of Business</p> | |
| <p>The School of Accounting, Economics and Finance highlighted that Performance of UG students in economic subjects by forced offer is very poor, 70% failed 1 subject and the weighted mean score is only 54. These figures are on rise for 2015 compared to 2014. These figures are also higher for the Business Faculty compared to the University figures. The statistics are nowhere promising for Secondary education and VET award courses. The School of Management, Operations and Marketing, have noted that University Access Program (WUC) and Forced Offers have the highest comparative % of students who fail one subject. They also have the lowest weighted mean scores. Early entry students do not perform much better, by these measures. It is noted that early entry numbers rose from 150 in 2014 to 245 in 2015.</p> | <p>The School of Accounting, Economics and Finance is looking into the design of programs, which are tailored to address problems faced by the weak cohort in the forced offer group. The School of Management, Operations and Marketing will continue to provide PASS support for first year subjects.</p> |

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| <i>Faculty of Engineering and Information Sciences</i> | |
| The Faculty is satisfied with the improvement of students being admitted in the forced entry pathway. The weighted mean has improved from 52.9% (2012) to 61.6% (2015) Other pathways also improved in 2015 – seen below. | The Faculty will continue to force offers sparingly despite pressure from the centre to increase student's numbers. This decision can be seen in the figures. We need to make sure that the UAP program is restricted to students who have the appropriate maths background for courses such as engineering. Student entry through FAI and VET programs needs to be monitored in future CSO's but seem to be positive entry pathways |
| <i>Faculty of Law, Humanities and the Arts</i> | |
| Overall, LHA student performance is stronger compared to that of students entering UOW through the same pathway. There are four notable exceptions to this where LHA performance is lower than that across UOW. This weaker performance is demonstrated by students entering LHA through: Institutional Assessment: <ul style="list-style-type: none"> • UOW College - University Entrance Certificate • UOW College – STEP • UOW College - University Entrance Certificate • UOW College – Incomplete UAP | The Faculty intends to communicate findings to UOW College. They have also made LHA101 compulsory for all UOW College students, and will be introduced as a compulsory requirement for all College students commencing 2017. The Faculty will continue to monitor UOW College student performance at end of 2017 to assess whether there has been any improvement in UOW College performance. |
| <i>Faculty of Science, Medicine and Health</i> | |
| <i>The three worst performing pathways (delivering more than 10 students), taking into account % fail rate (for at least one subject) and Weighted Mean Mark were:</i> <ul style="list-style-type: none"> • VET Award Course: Student count = 147 % fail = 27.2% and Weighted Mean = 64.1 • Bridging Program: Student count = 16; % fail = 31.3% and Weighted Mean = 60.9 • FAI: Student count = 13; % fail = 53.8% and Weighted Mean = 58.9 | SMAH have indicated that they will take the following actions: <ul style="list-style-type: none"> • Continue to monitor student performance • Present comparative outcomes to key stakeholders to consider in future teaching and learning planning and action. • Triangulate data with other student outcome data (e.g. CEQ, SEQ and subject evaluations) to inform future strategic planning and action |
| <i>Faculty of Social Sciences</i> | |
| Looking at the failed-one-subject rate among students admitted from several pathways remained high: forced offers (38.1%; N= 64), alternative admissions program (50.0%; N= 4), STEP (50.0%; N= 2), foundation studies (50.0%; N= 1), FAI (46.2%; N= 6), University Entrance Certificate (58.8%; N= 10). However, these were within the norms of the University wide failure rate. | The Faculty is developing a Diploma of Social Sciences to assist students' transition into university; examining entry standards to Faculty courses from these pathways to ensure students admitted are likely to succeed; and assessing academic support programs and resources targeted at these students in Year 1 of the degree. |