



Performance Portfolio for Australian Universities Quality Agency

Cycle 2 Audit

June 2008

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Preface

The University of Adelaide is one of Australia's leading research universities. In its 134-year history it has continuously contributed to the wealth and well-being of the State and the nation through a fine tradition of exemplary scholarship, groundbreaking research and influential graduates. In accord with its most recent *Strategic Plan 2008-2012*, the University is now positioning itself to be recognised internationally as a great research university.

The launch of the University's previous Strategic Plan, for the period 2004-2008, occurred one year after the first audit of the University by the Australian Universities Quality Agency (AUQA) in October 2002. Thus the period since that first audit has spanned three University strategic planning cycles. Looking back on 2002, we have some defining achievements to celebrate, achievements which enable us now to concentrate on building a great research university.

Table 1: University at a glance 2002-2007			
	2002	2007*	% Variance
Financial			
Revenue	\$338,340,000	\$536,137,000	58%
Operating Result	\$12,419,000	\$32,695,000	163%
Student profile (EFTSL)			
Total student enrolments	12950	16015	24%
Commencing student enrolments	4767	5728	20%
By level of program			
Postgraduate research	1011	1289	27%
Postgraduate coursework	1103	2227	102%
Bachelor degrees	10679	12020	13%
Other	157	480	206%
Internationalisation (EFTSL)			
International students – onshore	1706	3990	133%
International students – offshore	261	369	41%
Research			
Total University Research Income	\$78,474,000	\$116,070,000	48%
Research Block Funding (IGS, RIBG, RTS)	\$48,448,000	\$59,309,000	22%

* Provisional figures for 2007

Most notable is our now secure and sound financial position. Our consolidated and University operating results have grown steadily from 2002, and the University has achieved a stable operating margin in excess of the 3.0% minimum target approved by Council (6.8% in 2007).

This excellent financial position has been supported by continued growth in student numbers and research performance, and is enabling us to invest in teaching and research quality and

a sustainable program of capital works. The next three years will see an extensive building program, with \$300 million being invested in state-of-the-art facilities on our three teaching campuses. Major projects include:

- Engineering, Mathematical & Computer Science Building, North Terrace Campus \$100 million
- Refurbishment of 10 Pulteney St for Faculty of Professions, North Terrace Campus \$45 million
- Wine Innovation Cluster Building, Waite Campus \$30 million
- Veterinary School, Roseworthy Campus \$35 million
- Plant Accelerator, Waite Campus \$25 million

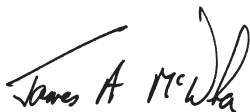
Also notable is our strong growth in student numbers which, for international students, is ahead of the targets we set in our *Strategic Plan 2004-2008*. We are continuing to focus on increasing and diversifying our student body, particularly in postgraduate coursework and research programs, so that we can develop the scale necessary to sustain and nourish our great research university ambition. We are also responding to emerging State and national needs for graduates with specific skills bases. In 2006 and 2007, we were successful in our bid for a total of 450 new Commonwealth Supported Places in priority areas such as mining, education and health. The establishment of a new Veterinary School, providing South Australians for the first time with the opportunity to study Veterinary Science in their own State, is an example of our strategic growth and diversification.

Our teaching and learning achievements are evidence of the success of our student focus over the past five years. In 2006 we received seven Carrick Citations for Outstanding Contributions to Student Learning, and in 2007 we received eight. Also in 2006 we received an Australian University Award for Teaching Excellence (Professor Holger Maier) and a Carrick Associate Fellowship (Professor Geoffrey Crisp). In 2007 the University celebrated its 101st Rhodes Scholar and its 103rd Fulbright Scholar.

International student numbers have grown substantially, particularly from China, but we have also seen a steady increase in the number of domestic students spending a semester or more studying abroad. Since 2002 the upgrading of our student services has led to the restoration of the Australian Agency for International Development (AusAID)-funded student program at the University of Adelaide; and we were one of the first universities to be audited and approved for compliance with the National Code of the ESOS Act. We have significantly expanded accommodation for international students, led by the opening of the 403-place University Village in 2005. We have active alumni networks in six countries to ensure our international students, as well as domestic graduates who work overseas, are able to maintain links with the University, with potential benefits to both.

Growth in our research activity has been steady, and in line with our *Strategic Plan 2004-2008* targets. Though nationally the University's share of Category 1 Research Income has fallen from a high of 7.75% in 2002 to 6.5% in 2006, the University continues to be ranked first in per capita research income for Category 1 and fourth in total per capita income within the Group of 8 (Go8). We have been successful in diversifying our sources of research income, bringing together multidisciplinary researchers and creating opportunities for fostering new research collaboration and attracting additional external funding. Establishing a number of large-scale multi-disciplinary research priority areas is an important focus of our new *Strategic Plan 2008-2012*.

As we drive towards becoming a great research university, we acknowledge the requirement for quality communication, governance and administrative practices, and for ensuring that our staff and students understand the part they play in helping us to achieve our goal. We welcome the opportunity that an AUQA Audit provides to review and analyse the quality of our activities and to look for opportunities for improvement, so that we can continue to make a contribution as one of Australia's leading universities.

A handwritten signature in black ink that reads "James A. McWha". The signature is fluid and cursive, with a prominent initial 'J' and 'M'.

Professor James A. McWha
Vice-Chancellor and President

Chapter 1: Outcomes since Cycle 1

1 Self-review

1.1 Process

The preparation for the Cycle 2 AUQA Audit complemented a reform agenda that was in progress with oversight from the newly appointed Deputy Vice-Chancellor & Vice-President (Academic) (DVC&VP(A)), Professor Fred McDougall, and the Pro Vice-Chancellor (Learning & Quality) (PVC(L&Q)), Professor Birgit Lohmann. It also coincided with a restructure at the beginning of 2007 of the Division of the DVC&VP(A) and the other administrative divisions in the University¹. Under this new leadership and management structure, strategies implemented on the basis of Cycle 1 Audit recommendations have been progressively assessed against expected outcomes. As a result, a number of initiatives aimed at improving quality assurance are in train.

The Cycle 2 Audit has afforded an opportunity to further reflect on the effectiveness of the University's quality systems and validate the direction of improvements. It has also provided a valuable vehicle for communicating the University's quality assurance aims and for collecting feedback from stakeholders. AUQA Forums for staff and students were held for this purpose.

The self-review involved the appointment of Project Managers reporting to the Director of Major Projects for each of the chapters in the Performance Portfolio. The PVC(L&Q) provided strategic direction to the preparation of the Portfolio and was advised by an AUQA Audit Steering Committee comprising Faculty and Divisional representatives.

Project Managers undertook a gap analysis in policies and processes, conducted surveys of stakeholders in their thematic area, prepared a summary of the quality assurance systems in place, and identified areas for improvement.

The University is cognisant of relevant external reference points in its strategic planning, policy development and operational processes. Compliance with the following external reference points was tested as part of the self review:

- Universities Australia's *Principles for the Provision of Education by Australian Universities*

¹ SM1.01
Organisational Chart

- Universities Australia's *Provision of Education to International Students: Code of Practice and Guidelines for Australian Universities*
- *Education Services for Overseas Students (ESOS) Act 2000 (Cth) and National Code*
- Institutional Assessment Framework
- *National Protocols for Higher Education Approval Processes*
- *Good Practice Principles for Credit Transfer and Articulation from VET to Higher Education*
- *Higher Education Support Act 2003 (Cth)*
- Australian Qualifications Framework (AQF)
- Universities Australia's *Policy Guidelines on Cross-sector Qualifications Linkages*
- *Guidelines on Quality Provision in Cross-border Higher Education.*

In March 2008, Professor Andrew Lister, an AUQA Auditor and Emeritus Professor from the University of Queensland, was commissioned to undertake a staff and student engagement activity aimed at raising awareness of the objectives and processes of the Audit. Wide consultation on the draft *Performance Portfolio* followed, with the final version submitted to the Vice-Chancellor and President (VC&P) for endorsement in May 2008.

1.2 Areas for improvement

The University of Adelaide has a devolved management structure, with accountabilities for many functions held at School, Faculty and Administrative Unit levels. While this allows for informed decision-making at the academic 'coal-face', it presents challenges for consistency of practice, monitoring and reporting, and communication. In general, the self-review has highlighted the need for a more centralised approach to setting required standards, to collecting, analysing and using data for evaluation and improvement purposes, and to providing direction and guidance to stakeholders, including the dissemination of good practice examples. The challenge is to find the right balance between devolution and centralisation. Initiatives underway include a series of frameworks that clearly define processes and responsibilities and link to relevant policies, procedures, templates and guidelines. Enhancements to the planning and budgeting cycle, to feedback mechanisms and to the performance reporting functionality will provide better information for decision-making purposes and will allow the University to more effectively 'close the loop' in its quality assurance cycle.

2 Progress on Cycle 1 AUQA Audit Report recommendations

2.1 Introduction

The University of Adelaide was the subject of a quality audit by AUQA in 2002. The Audit Panel's report was published in March 2003 and included 7 commendations and 26 recommendations. The University's *Quality Improvement Action Plan 2003-2005*, which proposed more than 100 actions to address the recommendations of the Audit and the issues identified by the University in its self-assessment Performance Portfolio, was submitted in July 2003. A *Quality Improvement Progress Report 2003-2005* was submitted in January 2005.

The University has noted that in 2004 AUQA introduced a separate classification of "affirmations" rather than "recommendations" for those matters which "the panel believes require improvement which have already been identified by the auditee"². As the Action Plan pointed out, many of the findings of the AUQA report confirmed those of the University's own self-assessment and there was considerable overlap between the Audit Panel's recommendations for improvement and those previously identified by the University.

2 Audit Manual v2.1, May 2005, para 6.2.1.

2.2 Implementation of Cycle 1 recommendations

A report against the 2003 Audit recommendations under the headings of Governance and Leadership; Staff; Students; Research; Research Training; Learning and Teaching; and Internationalisation, is included as **Appendix 1**. The University's *Report on the Quality Improvement Action Plan 2008*³ provides a further progress report on the actions proposed by the University to address the Cycle 1 recommendations.

3 SM1.02 Action Plan Report 2008

2.3 Recommendations from Cycle 1 Audit not yet fully implemented

Actions have been implemented to address all recommendations from the 2002 Cycle 1 Audit. However, the self-review for the Cycle 2 Audit and the University's normal processes of review against expected outcomes have resulted in further planned actions aimed at fully realising the benefits of the Cycle 1 Audit. A summary of actions planned or underway is included at the end of each chapter. Those related to improving the outcomes from the Cycle 1 Audit are summarised in **Table 1.1**.

Table 1.1: Summary of planned actions relating to the Cycle 1 Audit		
No	Recommendation	Actions
2	That the Academic Board strengthen its ability to maintain an oversight of the academic activities of the University and, in particular, assure the quality of teaching and learning activities.	Development of cohort performance reports, Faculty Performance Reports, and the review of all academic and research policies (9.2)
6	That current planning initiatives be given high priority with a view to an early adoption of a more systematic approach that seeks to integrate strategic and operational planning... and that provides for a more rigorous process for reporting on, and monitoring, performance against plans.	Faculty Performance Reports, Services and Resources Performance Report (9.2)
9	That priority be given to the development of a formal benchmarking framework through which the University will be able to assess more accurately the achievements of its core objectives.	Formal engagement with international and national benchmarking partners (9.2)
13	That the University continue its progress towards an effective process of annual staff reviews which is linked to both performance and development outcomes.	Revise the PDR process to better meet the needs of staff (9.3)
14	That work proceed without delay on the development of a University-wide communications strategy that provides staff with substantive opportunities to provide feedback.	Further improve internal communications channels under the guidance of the Staff Survey Oversight Working Party (9.3)
26	That...the University develop processes for the University-wide annual review of international student academic performance.	Development of cohort performance reports (9.2)

3 Effect of changes on institutional outcomes

3.1 Introduction

The contrast between measurable institutional outcomes in 2002 and 2007/08 is marked. As stated in the Preface, the University, in line with its Strategic Plans, has seen considerable growth in domestic and international student numbers (total student enrolments up 24%, overall revenue up 58% and research grant revenue up 48%).

3.2 Research

In research the University continues to be the premier university in this State, and received approximately two-thirds of the total research money awarded to the State by the Federal Government in 2007. Two University researchers were named among *10 of the best - Great minds in Australian*

research, published by the National Health and Medical Research Council (NHMRC) in October 2007. One of our researchers was a member of a global team of scientists, the Intergovernmental Panel on Climate Change, which was awarded the 2007 Nobel Peace Prize. University of Adelaide researchers feature prominently in other awards such as the Premier's Science Excellence Awards, the Tall Poppy Awards, membership of the Royal Society, and many others. Adelaide currently has two Australian Research Council (ARC) Federation Fellows, with a further awarded in the 2008 round, and one NHMRC Australia Fellow. The continuing emphasis on academic staff being active researchers as well as teachers is demonstrated by the high proportion, 64% in 2006, of staff who published in that year⁴. In 2006, the University was ranked 5th in the Go8 in terms of weighted publications per staff member⁵.

The University's growth and research success since the Cycle 1 Audit has been achieved in an improved quality assurance environment (4) and within a more transparent and integrated budgeting and planning process (5).

3.3 Staff

The University recognises that its greatest asset is its staff. Considerable progress has been made towards making the University a workplace of choice through reward and recognition mechanisms and professional development opportunities. In March 2008, the University received a citation as Employer of Choice for Women for the third year in a row. A total of 68% of staff in the Your Voice Staff Survey 2006⁶ indicated that they intended to be working at the University in 2011 and this seems to be borne out by the staff turnover rate for both academic and professional staff, which continues to be below both Go8 and sector averages, with trends consistent with both. The *Universities' HR Benchmarking Program 2007 Report*⁷ indicates that the University of Adelaide total turnover rate is at the 10th percentile, 4% lower than average for the Go8 Universities. Academic staff turnover in 2006 was 2% below the Go8 average and this difference is also reflected in the Voluntary Employee Initiated turnover rates.

3.4 Communication

Communication to staff has improved through the targeted use of *Inside Adelaide* (in particular cross-references to relevant information on the intranet), Divisional and Branch newsletters, and planned communication campaigns for specific projects (e.g. the 'Our Space Your Space' building program)⁸. Feedback from staff is obtained primarily through the Your Voice Staff Survey, which was held in 2004 and 2006.

4 SM1.03 University Performance Report 2008, p28

5 SM1.03 University Performance Report 2008, p29

6 Your Voice Staff Survey http://www.adelaide.edu.au/staff_survey/

7 SM1.04 HR Benchmarking Report 2007

8 Our Space Your Space <http://www.adelaide.edu.au/space/>

While communication continues to be a major issue (as evidenced by the 2006 Staff Survey), that survey also shows greater satisfaction with communication than in 2004.

3.5 Change management

The University's management of data and information for decision making purposes has improved with the introduction of the Data Warehouse⁹ and regular performance reports using benchmarked measures. Upgrades to Information Technology (IT) systems have been rolled out successfully in an improving project and change management environment. Change management processes were also effectively employed in the restructure of the administrative divisions at the beginning of 2007.

3.6 Research training

New policies and processes have been introduced to improve the quality of research student supervision and training. The University of Adelaide is the only South Australian university experiencing growth in Higher Degree by Research (HDR) load. It has more than double the load of Flinders University and the University of South Australia (UniSA) combined, and its ratio of total HDR load to full time equivalent (FTE) Academic staff (B-E) ranks third amongst Go8 institutions¹⁰. Postgraduate Research Experience Questionnaire (PREQ) data show a general trend upwards in satisfaction in all three PREQ scales, with the percentages and the rate of improvement ahead of the Go8 average, and an overall satisfaction rate of 88.2% in 2007¹¹.

3.7 Learning and teaching

To assure academic standards, the University has implemented a five year cycle of academic program reviews and strengthened its evaluation mechanisms of student learning and staff teaching. Significant improvements have been made in the provision of quality student administration and support services, particularly in the use of technology to communicate with students. On-line enrolment was introduced in 2004, and the Program Finder¹² in 2007. MyUni¹³ and Access Adelaide¹⁴ provide students with portals to a range of information and resources. In terms of outcomes, the overall student progress rate has shown positive improvements since 2002, and is above the sector average, though below the Go8 average. Similarly, the student attrition rate has improved from 2002 and is better than sector average but higher than the Go8 average. Graduate Destination Survey (GDS) results show that the employment rate for graduates has improved steadily over the last few years¹⁵. As yet, the

9 Data Warehouse
http://www.adelaide.edu.au/sp/data_warehouse/

10 SM1.03 University Performance Report 2008, p23

11 SM1.03 University Performance Report 2008, p24

12 Program Finder
<http://www.adelaide.edu.au/programs/>

13 My Uni <http://www.adelaide.edu.au/myuni/>

14 Access Adelaide
<http://www.adelaide.edu.au/access/>

15 SM1.03 University Performance Report 2008, p16

results of the Course Experience Questionnaire (CEQ) do not reflect the University's continuing efforts to improve the educational experience for all students. CEQ outcomes are discussed in **Chapter 3, 4.3.3**.

3.8 Internationalisation

The University has achieved substantial growth in international student numbers and research collaboration with international partners since the Cycle 1 Audit (**Chapter 2, 1.1 and 1.2**). This success has occurred in a more strategic and managed environment, using quality assurance mechanisms to monitor and review agreements and the performance of students, and to ensure compliance with legislative requirements.

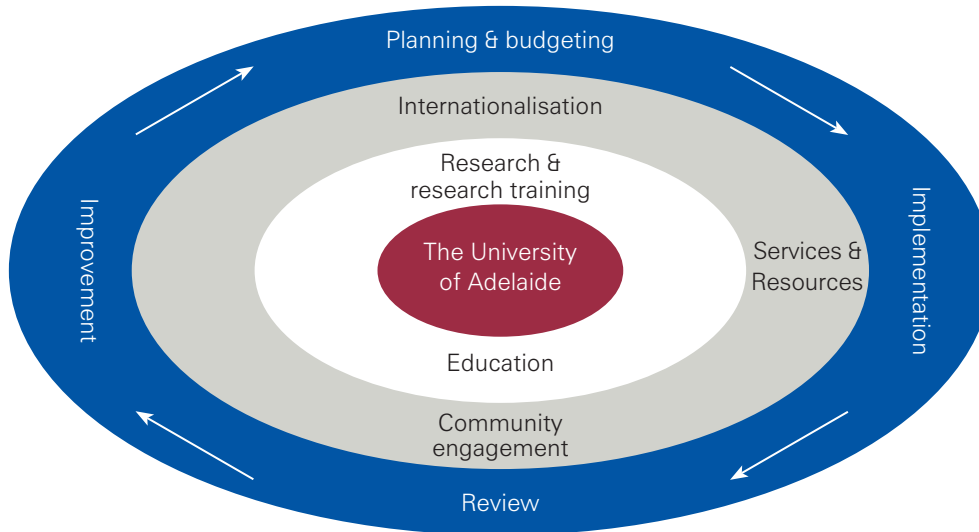
4 Changes to quality systems and processes

Since 2002 the University has progressively developed an overarching quality assurance framework to help ensure that quality assurance principles are adopted in all its business systems and processes. A 2006 Quality Assurance Framework Working Party endorsed a system based on application of the "four dimensions" of the traditional quality cycle (AUQA's Approach/ Deployment/ Results/ Improvement cycle) with University-focussed nomenclature: Planning and Budgeting/ Implementation/ Review/ Improvement (PIRI).

Table 1.2: PIRI cycle	
Planning and Budgeting	
Key Components	
An annual planning and performance framework which engages all faculties and divisions in: Strategic and operational planning Budget planning Workforce planning Risk management and business continuity	
Implementation	
Key Components	
Implementation through governance processes and integration (e.g. responsible committees / officers) Budget allocation Operational plans at organisational level Senior staff performance agreements Performance Planning and establishment of review processes for all staff Policy Development Framework Contract Management Framework/International Agreements Framework	
Review	
Key Components	
Annual reports & reporting across the University's core activities Benchmarking Statistics and data Reviews External and internal audits Surveys Budget revision Accreditation Cohort Performance Reports	
Improvement	
Key Components	
Implementing recommendations from review process Reward and recognition Refocusing planning	

The University is developing a web-based Quality Assurance System which ultimately will give staff and students at-a-glance access to, as well as a comprehensive overview of, the whole PIRI process for the University's main business activities. While considerable work has been done, the University has recognised the need to have the majority of planned frameworks and policies in place before it can be launched. The development website can be sampled at <http://www.adelaide.edu.au/qualitymap2/>.

Figure 1.1 Quality map



5 Planning and budgeting

Development of an Institutional Planning and Performance Framework¹⁶ began in 2004 and is now in its final stage. The main features are:

- 5-year Strategic Plan reviewed and extended on a rolling basis annually, with major review in third year of cycle and new plan developed in 4th year
- University Operational Plan and Faculty/Division Business Plans based on three-year rolling cycle
- Financial plans: the annual University Budget, developed in the context of a 5-year outlook; and the 5-year Capital Management Plan, revised and rolled forward annually
- Annual Performance Reports.

5.1 Strategic and operational planning

As foreshadowed in its *Quality Improvement Action Plan 2003-2005*, the University completed a five-year Strategic Plan 2004-2008 at the end of 2003. This was updated each year, and a mid-term review in light of achievements to date and the prevailing environment occurred in 2006.

In December 2007 the *Strategic Plan 2008-2012*¹⁷ was approved by Council following wide consultation. It reasserts research as a defining University characteristic, and one that is an essential element of teaching excellence. It integrates Community Engagement (with Internationalisation as an extension of that community) within the core business themes, and is more strategic and directional than previous plans.

The *University Operational Plan 2008-2010*¹⁸ is organised as three chapters, identifying the key performance objectives, targets and plans for

16 Institutional Planning and Performance Framework <http://www.adelaide.edu.au/sp/ippf/>

17 SM1.05 Strategic Plan 2008-2012

18 SM1.06 Operational Plan 2008-2010

Research & Research Training, Education, and Services and Resources, as well as major priorities for Faculties and Divisions.

Faculty Business Plans¹⁹ describe specific plans for efficiently and sustainably meeting growth targets and enhancing quality and service goals, as specified in the Strategic Plan, while Divisional Business Plans²⁰ articulate how their branches will support Faculty growth targets and other goals. Both are three-year plans that are revised and rolled forward annually. Executive Deans are responsible for developing Faculty Business Plans, and Executive Managers are responsible for those of the Divisions. The Planning and Budgeting Committee²¹ approves the plans.

5.2 Budget planning

Budget planning is now much better integrated with strategic planning and operational planning; budget targets are set to achieve financial and non-financial outcomes in line with the key objectives of the Strategic Plan.

The Planning & Budgeting Committee oversees the improved integration of the annual planning and budget cycles and is responsible for reviewing annual and revised budgets, based on the University's strategic and operational plans, and recommending approval to the VC&P. All Executive Deans are members of the Planning and Budgeting Committee, which ensures that all Faculties can openly and transparently influence the University's budget model and budget target setting process.

The Budget development process involves:

- Benchmarking of previous year's financial performance and setting of budget targets in line with Council-approved targets
- Determining budget priorities in the context of Strategic and Operational plans
- Negotiating student load with Executive Deans for approval by DVC&VP(A)
- Negotiating research income targets with Executive Deans for approval by DVC&VP(R)
- Allocating or reserving additional revenue, in light of Council or VC&P-approved targets
- Calculating anticipated revenues, expenditure (based on previous history), and required surplus
- Updating Faculty and Divisional Business Plans

19 Faculty Business Plans http://www.adelaide.edu.au/sp/ippf/current_reports_and_plans.html

20 Divisional Business Plans http://www.adelaide.edu.au/sp/ippf/current_reports_and_plans.html

21 Planning and Budgeting Committee Terms of Reference <http://www.adelaide.edu.au/policies/1583/>

- Finalising the Budget for review by Planning and Budgeting Committee and Finance Committee²² and approval of Council.

The University Budget²³ is a collegiate and priority-based model, rather than formulaic and is available to all staff and students of the University.

5.3 Workforce planning

Since 2003, the University has commissioned three studies of the demographic profile²⁴ of the staff of the University at whole of University and at Faculty level. A further study will be undertaken in 2009.

Its purpose is to:

- Inform the University of the anticipated age, gender and classification distributions of staff in the next five years based on current trends in attrition and the ageing forward of staff if no major interventions are implemented by management
- Assist Faculties in staff planning by identifying current staff profiles and likely changes given trends in staff loss and the age and sex composition of staff
- Identify human resource issues from the changing staff profile, highlighting areas of risk and identifying potential interventions at University and Faculty level.

To assist management in applying the study's findings, the Workforce Planning unit of Human Resources (HR) has developed an Introduction to Workforce Planning for Schools and Administrative Units²⁵, as well as a Staff Planning Toolkit²⁶. These have been piloted in three Schools and are currently being applied in the Library.

5.4 Risk management and business continuity

The University appointed a Chief Prudential Officer in October 2005 as part of its commitment to lifting its risk management capability. The development of a comprehensive risk management program, which is compliant with Australian Standard AS4360-2004 and provides a system, framework and supporting policy and guidance for Divisions, Faculties and Schools to actively monitor their unique activities and risks, is being developed. In late 2007 the University began implementing formalised Enterprise-wide Risk Management²⁷. Identification of the University's inherent risks was completed in October 2007 and reviewed by the VCC and Council's Audit Compliance & Risk Committee²⁸ in November 2007. Assessment of the residual risks was completed in April 2008. The next

22 Finance Committee Terms of Reference <http://www.adelaide.edu.au/policies/652/>

23 University Budget <http://www.adelaide.edu.au/VCO/unibudget/>

24 Staff Demographic Profile Study <https://www.adelaide.edu.au/policies/622/>

25 Introduction to Workforce Planning - Schools and Administrative Units <http://www.adelaide.edu.au/hr/managers/wkpl-strategy/>

26 Staff Planning Toolkit <http://www.adelaide.edu.au/hr/managers/wkpl-strategy/>

27 Risk Management http://www.adelaide.edu.au/prudential/risk_management/

28 Audit Compliance and Risk Committee Terms of Reference <http://www.adelaide.edu.au/policies/649>

stage will focus on mitigation and controls and is scheduled for the 3rd quarter of 2008. The enterprise-wide plans and controls are intended to inform and supplement the local management of risk within Divisions and Faculties. To assist with quality assurance and compliance, the University has assessed appropriate reporting and management software with initial roll-out in the area of Health, Safety and Welfare expected to be operational across the enterprise by October 2008.

Also this year, the University is introducing a Legislative Compliance Framework²⁹, which focuses specifically on identifying compliance obligations, assessing the risks of non-compliance and the adequacy of controls, improving controls and monitoring, and reporting on compliance. The scoping and preparation for an enterprise-wide framework, begun in mid-2007, has been resource-intensive and challenging. More than 300 separate items of legislation have been identified, reviewed and triaged. Final development and implementation of the framework is still in the planning stages.

An *Emergency Management Plan*³⁰ is in place for dealing with emergency incidents, and is annually reviewed by the Emergency Management Planning Group chaired by the Vice-President (Services and Resources) (VP(S&R)). The *2008 Internal Audit Plan*³¹ includes a project specifically to review processes for the early identification and management of issues associated with staff and students at risk to themselves and/or others.

6 Implementation

This phase of the quality improvement cycle is about action: assigning responsibility, allocating resources, setting timeframes, documenting performance indicators and establishing review processes. This is done by the following mechanisms:

6.1 Budget allocation

The result of the planning and budgeting process is the University Budget³² which allocates resources to ensure that the University's operational and strategic activities can be carried out. It incorporates key targets, and financial, learning & teaching, research, human resources and infrastructure outcomes in line with Council-specified financial objectives and the Strategic Plan.

29 Legislative Compliance <http://www.adelaide.edu.au/prudential/compliance/legcompliance.html>

30 Emergency Management Plan <http://www.adelaide.edu.au/ps/emergency/>

31 SM1.07 2008 Internal Audit Plan

32 University Budget <http://www.adelaide.edu.au/VCO/unibudget/>

6.2 Operational plans at organisational level

The University Operational Plan is the critical link between University strategy and operational action. It is a culmination of the year's planning process and incorporates the theme plans for the University's two priorities, Learning & Teaching and Research & Research Training, the enabling University Services and Resources Plan, and the Business Plans for Divisions and Faculties. It has a shorter and more specific focus than the Strategic Plan, embedding the targets, key performance objectives and major implementation strategies for the priority areas for the following three years, as well as plans for growth, quality & service enhancement, and efficiency for each organisational unit.

The adoption of a single University Operational Plan replaces the series of theme plans that were instituted in 2004, and ensures integration with the budget and planning process, particularly the determination of student load and research revenue targets, and major strategic proposals.

6.3 Senior staff performance agreements

Division Heads, Pro Vice-Chancellors and Executive Deans have performance agreements which specify their key responsibilities, accountabilities and performance indicators. These help to ensure that managers' responsibilities are aligned with the University's strategic goals. These are reviewed annually by Executive Managers in light of the current environment and current goals.

6.4 Performance planning and establishment of review processes for all staff

All staff on continuing and fixed term contracts greater than 12 months are required to participate in Planning and Development Review (PDR)³³.

The process aims to help staff and their supervisors/managers to:

- Identify individual work objectives that are most important in achieving the unit's and the University's strategic goals
- Share feedback about problems and achievements so that blocks to progress can be moved and achievements celebrated.

At the time of writing, a new performance management framework, funded under the Higher Education Workplace Productivity Program, is being finalised.

The 2006 Your Voice Staff Survey showed a 9% increase in staff who feel their performance is reviewed and evaluated often enough, and a similar

33 Planning and Development Review
<http://www.adelaide.edu.au/clpd/orgdev/pdr/>

increase in staff who feel the way their performance is evaluated is fair, compared to 2004.

6.5 Policy Development Framework

In 2007 the University established a Working Party to review its processes for policy development, monitoring and review, following the recommendations of an internal audit report and the outcomes of a review of staff awareness of policies undertaken by the Council Secretary. This resulted in a new Policy Development Framework³⁴ under which new and existing policies can now only proceed to development/review after sign-off by all Executive Managers, ensuring effective coordination across portfolios. The new framework is providing the impetus for all University policies to be reviewed; and it is expected that many will be consolidated and reduced in size, following the new principles-based approach. Over time, there will be a coherent and smaller suite of policies, procedures and guidelines to support University decision-making and University activities.

The new approach ensures that policies: are easy to find; have responsibilities clearly allocated; can be readily monitored for review dates; are subject to systematic version control; and are consistent in presentation and content. Associated with the Policy Framework are templates, online feedback mechanisms, a glossary of commonly used terms to which policies which use those terms are linked, guidelines for policy development, and a requirement to prepare an implementation plan for new policies. Quality assurance is provided by the Academic Board for academic policies and by the VCC for management policies. Endorsement of those bodies is required before approval of new and amended policies by the VC&P.

6.6 Contract Management Framework/International Agreements Framework

Recognising that contracts entered into by and on behalf of the University impose institutional obligations, the University is developing a Contract Management Framework³⁵ for formalising agreements and tracking contractual obligations. The framework divides the contractual process into four stages: classifying the agreement, drafting the agreement, executing the agreement and ongoing management of the agreement. Overall responsibility for the design and roll-out of the Contract Management Framework will reside with the Prudential Services branch, but day-to-day management will sit with the area primarily responsible for the contract.

34 University Policy Development Framework <http://www.adelaide.edu.au/policies/604>

35 Contract Management Framework <http://www.adelaide.edu.au/prudential/legal/>

36 International

A component of the Contract Management Framework is the International Agreements Framework³⁶ (**Chapter 2, 3.4**). It acknowledges that establishing and monitoring international agreements require specific procedures while remaining consistent with the Contract Management Framework. Responsibility for administering the International Agreements Framework resides with the Pro Vice-Chancellor (International) (PVC(I)).

Agreements Framework <http://www.adelaide.edu.au/pvci/IntAFW/>

7 Review

7.1 Annual reports & reporting across the University's core activities

At the institutional level, an annual University Performance Report³⁷ is prepared in March/April for Council and VCC against 24 high-level Key Performance Indicators (KPIs) in five categories: learning and teaching, research and research training, finance, staff and reputation. Within each area, quantitative information and qualitative analysis against each performance measure - and their constituent critical success factors and metrics - are provided, so that there is sufficient information to identify trends and outcomes to make judgements about whether the University is fulfilling its mission and objectives.

37 SM1.03 University Performance Report 2008

Separate KPI reports on Learning and Teaching³⁸ and Research and Research Training³⁹ are presented annually to the University Teaching & Learning Committee (ULTC) and University Research Committee (URC) respectively, and through them, to Academic Board. A University Services and Resources Performance Report is planned for 2009.

38 SM1.08 L&T Performance Report 2008

39 SM1.09 R&RT Performance Report 2008

All sets of KPIs inform the planning and budget process described in section 5 above.

40 SM1.10 Faculty Performance Report (Sample)

An annual Faculty Performance Report⁴⁰ is being piloted in 2008, for expected implementation in 2009. It is intended to inform the Academic Board and to feed into University and faculty planning processes. The report template will be populated by three year data sets related to student demand and quality, student performance and experience, research capacity, productivity and intensity, and performance against various targets. This follows the introduction of an annual Program Performance Report⁴¹ in 2007 which provides a program-by-program analysis of student demand, experience and progression. The Faculty Performance Report will incorporate the Program Performance Report, and will be analysed by Executive Managers before distribution to Faculties, who may be asked to comment on strategies they intend to employ to

41 SM1.11 Program Performance Report (Sample)

address a particular trend. When fully implemented, the report will also seek information on, for example, course reviews undertaken in the previous year, progress on implementation of review recommendations, activities and outcomes of Advisory Boards, PDR participation rates, equity and diversity initiatives, outcomes of learning and teaching development grants, progress against operational plans etc.

7.2 Benchmarking

The University routinely benchmarks its performance against the Go8 to ensure that standards are maintained at the high level of its Go8 partners.

The Performance Reports described in 7.1 above include comparable data for other South Australian universities, the Group of Eight (Go8) universities and the sector as a whole. The University also benchmarks its financial performance against the Go8 and the sector. The data gathered through these exercises are considered at senior management planning forums which are held once or twice a year and inform strategic planning and budgeting.

The University also undertakes regular and ad hoc sector benchmarking (e.g. Council of Australian University Librarians {CAUL}, and Australian Universities International Directors Forum {AUIDF}), and process and performance benchmarking at individual discipline, faculty and administrative unit levels. **Appendix 2** provides a snapshot view of recent benchmarking activities.

The University has developed a Benchmarking Framework⁴² to provide guidance to staff about benchmarking, and to promote the identification of benchmarking opportunities. The framework encourages all benchmarking results to be lodged in a central depository, so that they are accessible to the whole University community.

The University participated in the *International Student Barometer* (**Chapter 2, 3.3**) for the first time in 2008 and is negotiating with a number of overseas universities to share data for benchmarking purposes. These initiatives will allow a more systematic approach to benchmarking the University's international activities.

It is recognised that benchmarking has not been fully exploited as a tool to assure standards, measure performance and improve processes and performance. In addition to the initiatives previously mentioned, the University plans to explore options for formal benchmarking partnerships with one or two national universities.

42 Benchmarking Framework <http://www.adelaide.edu.au/dvca/benchmarking/>

7.3 Statistics and data

A wide variety of statistics and data is used by the University; much is collated under its obligations to the Department of Education, Employment and Workplace Relations (DEEWR) and/or the external auditor. Examples of the University's approach to statistics and the Data Warehouse can be seen on the Strategy and Planning⁴³ website.

43 Strategy and Planning <http://www.adelaide.edu.au/sp/>

7.4 Reviews

The main quality assurance mechanism for academic programs is the systematic, integrated and regular structure for Academic Program Reviews (**Chapter 3, 4.3.1**). A list of reviews undertaken since the last Audit is attached as **Appendix 3**. Course reviews are also conducted (**Chapter 3, 5.3**).

A number of reviews of organisational units have been undertaken since the Cycle 1 Audit (**Appendix 3**). However, the University has not in the past set a timetable for systematic and regular reviews. This is being addressed, and the regular review program is being expanded to include reviews of organisational units.

7.5 External and internal audits

The University is audited each year by the State Auditor-General, as required under the Public Finance and Audit Act 1987 (SA) and regulations; and in accord with the Treasurer's Instructions under that Act, the Higher Education Funding Act 1988 (Cth) and applicable Accounting Standards. Audit Reports have been unqualified for the past 5 years (2003-2007).

The internal audit function is managed by the Chief Prudential Officer. A rolling triennial Internal Audit Plan is used to provide assurance that controls for key risks are in place and operating effectively; compliance audits and IT systems upgrade audits are included to ensure balance. The Audit Plan is endorsed each year by the Council's Audit, Compliance and Risk Committee and approved by Council, and audit findings are reported to the Committee. Internal audit services are procured by a competitive process. Deloitte Touche Tohmatsu is currently the provider.

7.6 Surveys

Your Voice Staff Surveys were conducted in 2004 and 2006. Both were overseen by the Staff Survey Oversight Working Party, chaired by a member of VCC. The working party's brief also includes monitoring and

reporting to VCC on actions taken to address issues of concern. The next survey is scheduled to take place in 2009.

The internal Student Experience of Learning and Teaching (SELT)⁴⁴ system is integral to the education quality assurance process and is administered by the Centre for Learning and Professional Development (CLPD). Teacher, course, and program evaluations are carried out to provide staff with valid and reliable data to inform decisions about improving student learning outcomes. Aggregated reports are available to staff and students on the CLPD website⁴⁵, and Faculties are encouraged to provide responses to students regarding issues raised in the evaluations.

The University also participates in the external CEQ, PREQ and GDS; and regular and one-off surveys are carried out by Administrative Units, Faculties and Schools. The potential for their value to be diminished through lack of coordination, results sharing and feedback to participants has led to the establishment of a Surveys Framework Working Party. The Working Party is developing a Surveys Framework that sets out the timetable for regular surveys conducted by the University, both internal and external; provides guidelines for conducting surveys, including ethical and regulatory considerations; requires oversight by an appropriate authority; requires reports and analyses to be centrally recorded and shared; and requires feedback to participants.

7.7 Budget revision

In April each year, an internal budget revision process is undertaken by the Chief Financial Officer, in conjunction with Executive Deans and Division Heads, based on semester 1 student load data and any known changes that have arisen since approval of the original budget in December of the previous year. The financial outcomes remain within the Council-approved budget. The revised budget is reviewed by the Planning and Budgeting Committee before approval by the VC&P.

7.8 Accreditation

The academic programs of 14 disciplines are subject to accreditation by external professional bodies (see **Appendix 4**). The University recognises that accreditation of academic programs by professional associations plays an important role in ensuring that the qualifications of graduates are of a required professional standard. While the University consistently receives full accreditation of its programs, it has lacked a systematic approach to the management of the accreditation process.

44 SELT System <http://www.adelaide.edu.au/clpd/evaluation/seltsystem.html>

45 Standard Course and Teacher Aggregate SELT Reports <http://www.adelaide.edu.au/clpd/evaluation/aggregates/>

An Accreditation Framework⁴⁶ has recently been established to collect and store relevant documentation centrally, and prescribe a process for reporting the outcomes of accreditations to senior management.

46 Accreditation Framework <http://www.adelaide.edu.au/dvca/accreditationandreviews/>

7.9 Cohort Performance Reports

The University is developing accessible reports that track the academic performance of students from different admission pathways in the Data Warehouse environment. These reports will improve the University's ability to evaluate the relative success of articulation arrangements, English language programs, foundation courses and other pathways. In addition, they will provide information over time about the efficacy of intervention strategies on particular cohorts of students. Two measures of performance will be used: the average Grade Point Average (GPA) and the percentage of students who achieve a GPA of less than 4.

The University has also implemented the Student Profiles module of the new Operational Research Business Information Tool (ORBIT)⁴⁷ to monitor HDR student progress.

47 ORBIT <https://www.adelaide.edu.au/graduatecentre/orbit/>

8 Improvement

The various reporting and review processes in place (7) allow the University to measure its performance against internal and external standards and use the knowledge gained to effect improvements in strategy, policy and procedures. In the interests of continuous improvement, the University's review processes themselves are being enhanced with the implementation of initiatives highlighted in this Portfolio.

8.1 Implementing recommendations from review process

Academic program and organisational unit review recommendations are endorsed by Academic Board. The PVC(L&Q) has the responsibility for ensuring that an implementation plan relating to the agreed recommendations is developed, and progress monitored until implementation action is finalised.

Under the new Accreditation Framework (7.8), accreditation reports and implementation plans will go to Academic Board through ULTC.

8.2 Reward and recognition

The University has a number of award schemes for rewarding and recognising staff activities as shown in **Table 1.3**, which are used to encourage improvements in its core activities of teaching and research.

Table 1.3: Staff awards and grants

Teaching	Research
<p>Stephen Cole the Elder Awards for Excellence in Teaching (up to 4)⁴⁸</p> <p>Vice-Chancellor & President's Award for Excellence in Learning & Teaching (selected from the Stephen Cole the Elder awardees). This prize was instituted in 2005.⁴⁹</p> <p>Award for Excellence in Support of the Student Experience (Professional Staff)⁵⁰</p> <p>Since 2005, each Faculty also offers Executive Dean and Faculty prizes for excellence in teaching</p> <p>A number of discipline-specific teaching awards are also available.</p>	<p>A variety of schemes⁵¹ are offered within the University to support and encourage research, particularly for early career researchers.</p> <p>Awards for Excellence in Higher Degree by Research Supervision⁵²</p>

Staff are also encouraged to apply for teaching awards and grants from the Carrick Institute, and are given editorial and peer review assistance for applications.

The University has a range of formal mechanisms for recognising and rewarding the performance and achievements of staff. These are set out in the following policies:

- Attraction and Retention Loading Policy⁵³
- Overseas Conference Leave⁵⁴
- Special Studies Program⁵⁵
- Promotions Policy⁵⁶
- Responsibility Loading Policy⁵⁷
- Salary Increment Policy⁵⁸
- Bonus Payment Policy.⁵⁹

8.3 Refocusing planning

While the Strategic Planning process occurs every four years, a mid-term review is also undertaken. This involves an environmental scan and a review of planned actions against targets, and an updated Strategic Plan is produced in accord with changed circumstances. The budget is also used as a means of refocussing planning in line with prevailing imperatives.

- 48 Stephen Cole the Elder Awards for Excellence in Teaching <http://www.adelaide.edu.au/dvca/grants/ua/>
- 49 VC&P's Award for Excellence in Learning and Teaching <http://www.adelaide.edu.au/dvca/grants/ua/>
- 50 Excellence in Support of the Student Experience <http://www.adelaide.edu.au/dvca/grants/ua/profguide.html>
- 51 Funding Opportunities <http://www.adelaide.edu.au/rb/funding/opps.html>
- 52 Excellence in HDR Supervision <http://www.adelaide.edu.au/graduatecentre/awards/>
- 53 Attraction/Retention Loading Policy <http://www.adelaide.edu.au/policies/1906/>
- 54 Overseas Conference Leave <http://www.adelaide.edu.au/policies/128/>
- 55 Special Studies Program <http://www.adelaide.edu.au/policies/130/>
- 56 Promotions Policy (Academic Staff and Titleholders) <http://www.adelaide.edu.au/policies/111/>
- 57 Responsibility Loading Policy <http://www.adelaide.edu.au/policies/1907/>
- 58 Salary Increment Policy <http://www.adelaide.edu.au/policies/1905/>
- 59 Bonus Payment Policy <http://www.adelaide.edu.au/policies/1904/>

9 Risk management and priorities for improvement

The University has identified the following risks and actions for improvement:

9.1 Reputational and legal risk

Actions	Responsibility	Timeline	Priority (1-3)
Implement formalised Enterprise-wide Risk Management program that complies with AS4360-2004 standards	VP(S&R)	December 2008	2
Introduce a Legislative Compliance Framework to monitor and assure compliance with legislative obligations	VP(S&R)	2008-2010	1
Introduce a Contract Management Framework that will integrate with the International Agreements Framework (Chapter 2,) and will facilitate the improved management and tracking of the University's contractual obligations	VP (S&R)	2008-2010	1

9.2 Risk to academic and service delivery standards

Actions	Responsibility	Timeline	Priority (1-3)
Further enhance the Institutional Planning and Performance Framework to include annual Faculty Performance Reports, Cohort Performance Reports and Services and Resources Performance Reports	DVC&VP(A)	2008-2009	1
Improve benchmarking through: <ul style="list-style-type: none"> formal engagement with international and national benchmarking partners adopting a more systematic approach to benchmarking and reporting (Benchmarking Framework.) embedding benchmarking standards as an assurance principle in review processes 	Executive Managers	2009	1
Develop a timetable for systematic and regular reviews of organisational units	PVC(L&Q)	2008	2
Implement the Accreditation Framework to ensure a systematic approach to the management and review of the external accreditation process	PVC(L&Q)	2008	2
Review and rationalise all University policies under the revised Policy Development Framework	Executive Managers	2008-2010	1

9.3 Risk to the quality of the staffing profile

Table 1.6: Actions to mitigate the risk to the quality of the staffing profile

Actions	Responsibility	Timeline	Priority (1-3)
Revise the PDR process to better meet the needs of staff	VP (S&R)	2008	1
Further improve internal communication channels under the guidance of the Staff Survey Oversight Working Party	Executive and Senior Managers	2009	3

9.4 Risk to the quality of the student experience

Table 1.7: Actions to mitigate risk to the quality of the student experience

Actions	Responsibility	Timeline	Priority (1-3)
Develop Surveys Framework to improve the co-ordination and efficacy of student feedback mechanisms	PVC(L&Q)	2009	2

Chapter 2: Internationalisation

1 Overview

The University of Adelaide is committed to enriching the intellectual life of its staff, students and wider community through building international links and partnerships. A global focus is vital to achieving its mission of being recognised internationally as a great research university. A cornerstone of this international focus, as enunciated in the University's Graduate Attributes⁶⁰, is providing an opportunity for all students to attain 'an awareness of ethical, social and cultural issues within a global context and their importance in the exercise of professional skills and responsibilities'.

To support its long term goal of achieving international recognition as a leader in research and teaching excellence, the University has had a number of recurring internationalisation themes within its Strategic Plans, which can be summarised as follows:

1. As part of an overall growth strategy, identify and develop new international markets for student recruitment while encouraging a balanced spread across faculties and programs
2. Increase international research linkages
3. Expand the cultural diversity of the student experience.

1.1 International students

The University's reputation as a quality, research-intensive institution contributes to its success in attracting increasing numbers of international students. The same standards for admission and progression are rigorously applied to domestic and international students, both on-shore and off-shore. This protects the University's standing and ensures that all students have the same opportunities to learn and excel in their chosen disciplines.

To achieve goals 1 and 3, the University's focus is on onshore programs, and 91% of its international student load is onshore. This enhances the internationalisation of the student experience for both domestic and international students. The University's off-shore activity is highly selective, and based on identifying strong partnerships for low-risk, strategic opportunities. While international student numbers are modest (using 2006 statistics, the University ranks 6th amongst Go8 universities in total international student load and 17th in the Australian sector as a

60 University of Adelaide Graduate Attributes <http://www.adelaide.edu.au/dvca/students/gradattributes/>

whole), international student load has grown by 122% from 2002. In 2007, international students comprised 27% of total coursework student load. The plan is to lift this to 30% by 2012.

	2005	2006	2007	2012 Target
Undergraduate	2027	2264	2489	3500
Postgraduate by coursework	892	1081	1245	2000
Total International	2920	3345	3735	5500
Percentage increase	19%	15%	12%	47%*
Percentage of total coursework load	23%	26%	27%	30%

* cumulative growth rate 2007-2012

Growth, particularly in postgraduate coursework load, has exceeded planned targets. Given the emphasis on postgraduate load in the *Strategic Plan 2008-2012*⁶¹, the growth targets in the current *Operational Plan 2008-2010*⁶² (9%, 5%, 3%) are likely to be conservative.

The predominance of international students in the Faculty of Engineering, Computer and Mathematical Sciences (ECMS) and the Faculty of the Professions (Figures 2.1 and 2.2 below) is indicative of the high demand for programs in engineering and business, particularly from China. The need to better balance international load between faculties is acknowledged and is included as a strategy in the *Strategic Plan 2008-2012*⁶³.

61 SM1.05 Strategic Plan 2008-2012, p24

62 SM1.06 Operational Plan 2008-2010

63 SM1.05 Strategic Plan 2008-2012, p25

Figure 2.1: International undergraduate student load by teaching faculty (EFTSL) 2005-2007

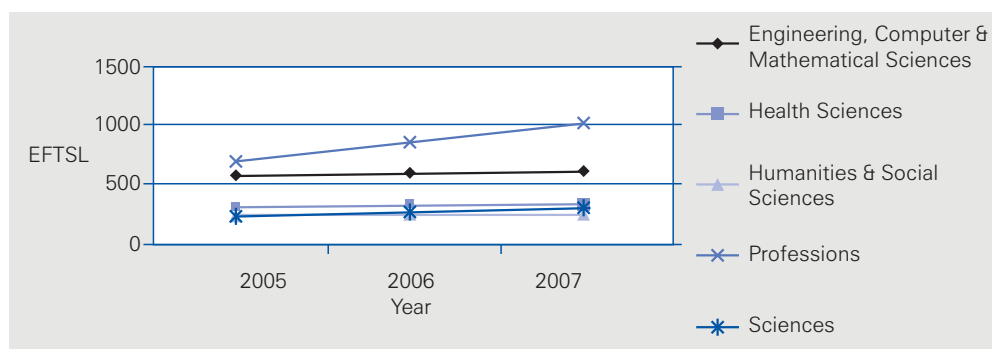
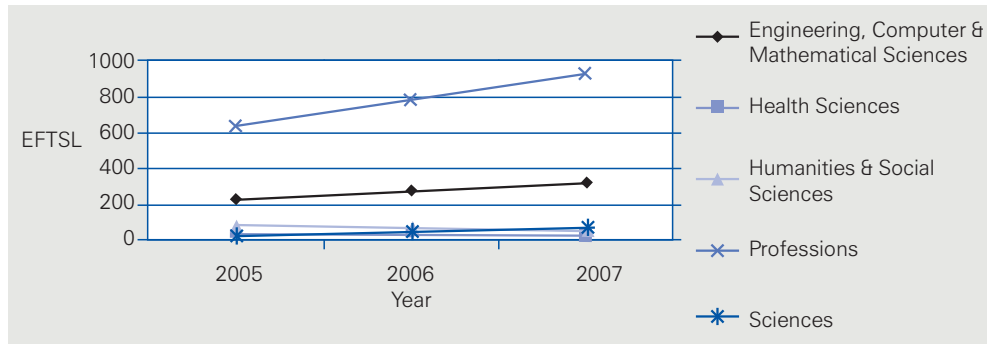


Figure 2.2: International postgraduate coursework student load by faculty (EFTSL) 2005-2007



1.2 International research

A major element of the drive to be recognised as a great research university is growth in international research and international research income.

In 2006, the University had a higher growth rate in Category 3 research income, which includes international income, than the Go8 pool and the national pool⁶⁴. **Table 2.2** demonstrates that international research is a growing contributor to the University’s research effort.

64 SM1.03 University Performance Report 2008, p33

Table 2.2: International research collaboration 2004-2006

	2004	2005	2006
Total Category 3 research income	\$17.1m	\$13.0m	\$18.2m
International research income*	\$3.9m	\$3.5m	\$5.1m
% of Total Category 3 research income	23%	27%	28%
Research grants with international collaborators	95	183	191
Research grants awarded by international sponsors	11	20	20
Contribution of international collaborators to HERDC publications	22%	20%	16%

* International research income is included in DEEWR Category 3 Research Income (Industry and Other Funding)

Growth in research collaboration with China is a particular focus of the *Operational Plan 2008-2010*⁶⁵ and the expansion of research links is being facilitated by the University’s Manager, China Projects. Collaborative projects include:

65 SM1.06 Operational Plan 2008-2010, p7

- Waste water treatment, water management and conservation with the Chinese Academy of Sciences

- Supply chain in supermarkets and supply chain in wine with the Chinese Academy of Agricultural Sciences
- Biofuel with the South China University of Technology
- Wheat-breeding with Northwest Agriculture and Forestry University
- Social Entrepreneurship with Northwest Agriculture and Forestry University
- Services trade research with the University of International Business and Economics.

The University has set ambitious targets for increasing international Higher Degree by Research (HDR) students, with Operational Plan growth targets of 3%, 13%, and 22% for the period 2008-2010. As **Table 2.3** indicates, it is planned that international HDR student load will be 26% of the University's total HDR load by 2012.

Table 2.3: International research student load, 2005-2007 (EFTSL) and 2012 targets

	2005	2006	2007	2012 Target
International Higher Degree by Research	214	209	214	470
% increase	1%	-2%	2%	120%*
% of Total HDR Load	17%	16%	17%	26%

* cumulative growth rate 2007-2012

To achieve this goal, greater emphasis will be placed on the recruitment of international students, scholarship support, and participation in aid programs in developing countries⁶⁶. The University's participation in the AusAID program and scholarship schemes funded wholly or in part by overseas governments for both HDR and coursework students has increased significantly in the past four years (**Tables 2.4 and 2.9**). The University has also recently signed an agreement with the China Scholarship Council (CSC) to jointly offer postgraduate research scholarships to students from the People's Republic of China. The CSC will also sponsor postdoctoral fellows to spend time at Adelaide gaining research experience.

66 SM1.06 Operational Plan 2008-2010, p10

Table 2.4: Externally sponsored HDR scholarships for international students 2005-2008

	2005	2006	2007	2008*
AusAID Scholarships		1	10	5
Endeavour International Postgraduate Research Scholarships	15	15	13	13
China Scholarship Council				10
Foreign government sponsors	9	6	21	12
Educational Institutions			1	
Industry	2	1	2	0
Totals	26	23	47	40

* 2008 enrolments not yet finalised

The University part funds some of the above scholarships and also has an internal research scholarship program (Table 2.5). This program was expanded in 2008 with the offering of 30 new scholarships in two categories: Adelaide Graduate Fee Scholarships for international students who have completed an Honours or Masters degree at the University of Adelaide, and Adelaide Fee Scholarships International which are fee-waiver scholarships.

Table 2.5: University of Adelaide-sponsored HDR scholarships for international students 2005-2008

	2005	2006	2007	2008
Adelaide Scholarships International	6	6	6	10
Adelaide Fee Scholarships International				15
Adelaide Graduate Fee Scholarships				15
Totals	6	6	6	40

1.3 Expanding diversity of student experience

At the University of Adelaide, student exchanges are the strongest mechanism for diversifying the international experience of domestic students, aside from the presence of international students on campus. The University has 52 student exchange agreements⁶⁷ that allow students to study at an international university for one or two semesters. The reciprocal nature of these agreements means that the student body is further diversified by students from those international universities studying on an Adelaide campus. Student exchange agreements are being progressively reviewed by the Internationalisation Strategy Committee (ISC)⁶⁸ to ensure that they align with the University's strategic direction, are balanced in student numbers, and are adding value to the University's internationalisation objectives. It is anticipated that the review will result in

67 SM2.12 Partnered International Activities <http://www.adelaide.edu.au/pvci/IntAFW/>

68 ISC Terms of Reference <http://www.adelaide.edu.au/dvca/committee/isc/tor.pdf>

a smaller suite of active student exchange agreements that align with the ISC's regional strategies (2.1).

Table 2.6: Exchange students in and out (persons) 2005-2007

	2005	2006	2007
In	96	103	159
Out	93	111	151
Balance	-3	8	-8

The University's success in the Australian Government's Endeavour Student Exchange Program also contributes to the broadening of the international student population. In 2007 the University ranked first in the Go8 in the total number of Student Exchange awards received, with 51 students (32 outgoing and 19 incoming) afforded the opportunity to study overseas.

The University has a Study Abroad program for international students to undertake short-term studies at Adelaide. There has been a decline in demand (Table 2.7) over recent years that may in part be attributable to the limited availability of intensive summer and winter semester courses. The University has now established a centrally administered Summer and Winter School⁶⁹. Two new courses will be offered in the Winter Semester for the first time in July 2008 aimed particularly at the northern hemisphere study abroad market.

69 Summer and Winter School <http://www.adelaide.edu.au/>

Table 2.7: Study Abroad enrolments (persons) 2006-2008

	2005	2006	2007	2008*
Study Abroad	160	144	124	39

* 2008 enrolments not yet finalised

International students have a range of scholarship opportunities, both internally and externally sponsored, to undertake coursework studies at Adelaide (Tables 2.8 and 2.9).

Table 2.8: Externally sponsored coursework scholarships for international students 2005-2008

	2005	2006	2007	2008*
AusAID Scholarships		11	51	31
Foreign government sponsors	52	61	93	64
Educational Institutions				17
Industry	4	16	11	
Totals	56	88	155	112

* 2008 enrolments not yet finalised

The University part funds some of the above scholarships and also has an internal scholarship program (Table 2.9).

Table 2.9: University of Adelaide-sponsored coursework scholarships for international students 2005-2008

	2005	2006	2007	2008*
Adelaide Postgraduate Coursework Scholarships	6	2	4	3
Adelaide Outstanding Achievement Scholarship International	6	9	7	6
Adelaide Vietnam Scholarships			2	2
Adelaide 'Malaysia-Australia Colombo Plan Commemoration' Scholarships	2	2	2	1
Totals	14	13	15	12

* 2008 scholarships not yet finalised

The University also has a number of travelling scholarships⁷⁰ providing support for coursework and research students to study overseas.

The University-sponsored scholarship programs for international students to study at Adelaide and for domestic students to gain an international education experience are relatively modest. It is acknowledged that this is an area in need of review in order to increase student mobility in line with the *Operational Plan 2008-2010*⁷¹.

2 Planning and implementation of international activities

2.1 Planning

Overall responsibility for setting and implementing the strategic direction for internationalisation lies with the DVC&VP(A), while research-specific internationalisation strategies are the responsibility of the Deputy Vice-

70 Postgraduate Travel Scholarships <http://www.adelaide.edu.au/graduatecentre/scholarships/postgrad/pgtravel.html>

71 SM1.06 Operational Plan 2008-2010, p26

Chancellor and Vice-President (Research) (DVC&VP(R)). The DVC&VP(A) and the DVC&VP(R) are advised on international strategy by both the PVC(I) and the ISC which is responsible for developing regional strategies, advising on measures to assist with strategy implementation including target setting, assessing opportunities for new international activities, and monitoring the performance of existing agreements. The DVC&VP(R) and the PVC(I) are members of the ISC. Implementation is broadly the responsibility of the PVC(I) and the International Office, supported by the Executive Deans. In the case of research-related activities, Research Branch and the Graduate Centre have operational responsibility.

2.2 Management

The PVC(I) is a full-time position that reports to the DVC&VP(A). As part of a restructure implemented in 2007, the International Office was also placed in the DVC&VP(A) Division, improving the coordination and accountability of international activities. Two advisory committees report to the PVC(I): the International Student Matters Committee which meets bi-monthly to discuss and exchange information on issues relating to international students, and the International Compliance Steering Committee (ICSC), which primarily reviews and monitors compliance with external obligations. In 2006 and 2007 an ad hoc National Code Implementation Working Group was established by the ICSC to help manage compliance with the ESOS Act. The University was audited by the then Department of Education, Science and Training (DEST) in September 2007 and in November 2007 was informed that it was fully compliant⁷².

The URC⁷³, and its sub-committee the Research Education Development Committee (REDC)⁷⁴, of which the PVC(I) is a member, provide forums for discussing international research initiatives.

Within each Faculty there is an Associate Dean (International) who helps lead internationalisation initiatives at Faculty level. They report to their relevant Faculty Executive Dean, who reports to the DVC&VP(A), further enhancing the coordination of international activities.

Academic Board retains responsibility for oversight of quality assurance of international activities from an academic perspective, which it exercises mainly through its subcommittee, the Internationalisation Committee (IC)⁷⁵ which is chaired by the PVC(I), and on which the Associate Deans (International) sit.

72 SM2.13 DEST Compliance Letter

73 URC Terms of Reference <http://www.adelaide.edu.au/policies/639>

74 REDC Terms of Reference <http://www.adelaide.edu.au/policies/634/>

75 IC Terms of Reference <http://www.adelaide.edu.au/policies/647/>

3 Review and improvement

3.1 Reporting

The annual University Performance Report⁷⁶ includes data on international coursework student numbers, international student progress and attrition rates, international research student numbers and completion rates, and international rankings. Some of these are benchmarked against other South Australian universities, the Go8 and/or the Australian sector. The University Learning and Teaching Performance Report⁷⁷, and Research and Research Training Performance Report⁷⁸ which are presented annually to the Academic Board, include a Faculty breakdown of overseas fee-paying teaching load, CEO and GDS data for undergraduate and postgraduate international students, and progression/success/retention rates for international students.

Student numbers and research revenue are, of course, linked to the Planning and Budgeting Cycle, so they are monitored at various points throughout the year in a Budget context.

To assist Faculties in their planning and Academic Board in its quality assurance oversight, the Faculty Performance Report (**Chapter 1, 7.1**) will provide indicators of demand, the diversity of the international student profile, and the balance of domestic/international students at course and program level.

3.2 Surveys

A more coordinated approach to collecting, evaluating and sharing feedback from international students is a key element of the Surveys Framework which is under development (**Chapter 1, 7.6**).

3.3 Benchmarking

The University participated in the *International Student Barometer*, an on-line survey of student expectations and experience, for the first time in April 2008. The results, due late June 2008, will enable global and national benchmarking of the University's performance and assist in identifying areas for improvement. The University also benchmarks its activities through the *Australian Universities International Directors' Forum Annual Benchmarking Report*⁷⁹ which surveys the international marketing and recruitment operations in 36 Australian universities.

The University has identified potential international benchmarking partners and is currently negotiating an exchange of information on a number of

76 SM1.03 University Performance Report 2008

77 SM1.08 L&T Performance Report 2008

78 SM1.09 R&RT Performance Report 2008

79 SM2.14 AUIDF Annual Benchmarking Report

research, learning and teaching, and financial performance measures. This information will be available, in accord with privacy considerations, via the *Benchmarking Framework*⁸⁰ (Chapter 1, 7.2).

3.4 Approval

The International Agreements Framework⁸¹ prescribes the process for negotiating and contracting with international partners and includes a database of current agreements. Under the framework, the ISC considers proposals for new partnerships and for the renewal of existing agreements at the concept stage to ensure alignment with strategic objectives. After stage one approval, the proposal is further developed taking into account legal and compliance considerations and, when appropriate, the results of financial modelling. Academic programs are also subject to the University's program approval process (Chapter 3, 4.2). Agreements are drafted by the Prudential Services branch and signed in accordance with the University's delegations policy. The establishment of the ISC, the database of agreements, and the International Agreement Framework (which will integrate with the Contract Management Framework (Chapter 1, 6.6) currently under development by Prudential Services), will vastly improve the strategic management, monitoring and maintenance of the University's international partnerships.

4 Arrangements for the teaching and learning of international students in Australia

4.1 Programs

The University offers most of its undergraduate, postgraduate coursework and postgraduate research award programs to international students. The general approach, in keeping with the University's aim to ensure a broad mix of students in every program, is that all programs be available to international and domestic students alike, subject to legislative restrictions.

4.2 Promotion and marketing

The responsibility for promotion and marketing primarily rests with the International Office and is supported by the activities of the Faculties. Print and on-line publications⁸² for prospective international students are checked for accuracy and legislative compliance before being formally approved by the Director, International Office.

80 Benchmarking Framework <http://www.adelaide.edu.au/dvca/benchmarking/>

81 International Agreements Framework <http://www.adelaide.edu.au/pvci/IntAFW/>

82 International Publications <http://www.adelaide.edu.au/publications/international/>

4.2.1 Overseas recruitment activities

The International Office prepares an annual International Student Recruitment Plan⁸³, which identifies regions for promotion opportunities, and associated recruitment activities. The plan is accompanied by a supporting document which gives regional summaries, student numbers and justification for undertaking the activities in each region, and is approved by the PVC(I). New members of the International Office's marketing team take part in a structured induction program, and are accompanied by an experienced marketer on their first overseas marketing trip. All International Office marketers participate in Cultural Awareness training⁸⁴ and marketing staff are required to complete a Recruitment Trip Report⁸⁵ which is made available via the International Office intranet to help build community knowledge and awareness.

83 SM2.15 Student Recruitment Plan 2008

84 Cultural Awareness Program <http://www.adelaide.edu.au/clpd/orgdev/programs/cultaware/>

85 Recruitment Trip Report https://www.international.adelaide.edu.au/staff_only/tripreports/

4.2.2 Recruitment agents

The International Office is responsible for appointing agents and managing about 80 agent agreements, and has internal controls in place to ensure propriety in University/agent relationships. The University has standard templates for agency agreements⁸⁶ and the performance of agents for a particular region is reviewed annually by the relevant International Office marketing officer. Each year the International Office sponsors Agents Week in Adelaide, when 20 selected agents spend an intensive week undertaking campus tours, meeting with Faculty representatives and thoroughly familiarising themselves with the University, its policies and programs.

86 SM2.16 Agency Agreement Template

4.3 Admission and pathways

The University is committed to ensuring that international students are academically as adequately prepared for tertiary study as domestic students, and of the same academic standard. This safeguards the University's reputation both within and outside Australia, and ensures the continued recognition and acceptance of its awards by employers around the world.

4.3.1 Academic requirements

Coursework

Admission standards for international students are equivalent to those demanded of domestic students for undergraduate and postgraduate coursework degrees and are spelled out in s4.14 and 4.15 of the

Admissions Policy⁸⁷. The Coursework Entry Committee (CEC)⁸⁸ has authority to determine the equivalence of entry requirements and prerequisite studies between the South Australian Certificate of Education (SACE) and overseas secondary school studies, and to individually assess tertiary or higher education qualifications from overseas for admission purposes. The CEC generally delegates the assessment of overseas qualifications to the International Office. Assessments are made on the basis of widely-accepted external references including Australian Education International's National Office of Overseas Skills Recognition and its UK equivalent, UK NARIC. Where additional selection criteria apply for domestic students (e.g. an aptitude test for Medicine) these also apply to international students.

Undergraduate students who do not have a qualification assessed as equivalent to the SACE must complete an approved Foundation Studies Program (FSP)⁸⁹ to be considered for admission. The PVC(I) is responsible for assessing and approving FSPs.

The University of Adelaide's FSP is offered through two external institutions, Bradford College and Eynesbury College.

Bradford College is situated on the University's North Terrace Campus and its students have access to many University facilities and services. Bradford College also offers a Degree Transfer Program (DTP) in conjunction with the University. This is a 'shadow' program where students who do not qualify for direct entry into a Bachelor degree study the University's first year curricula with additional tutorials and English language support. Graduates of the DTP articulate into the second year of a University of Adelaide program.

Academic standards, including the appropriateness of the curricula and entry level requirements, are monitored by the Bradford Academic Board which is chaired by the PVC(I). Operational issues, including marketing protocols, student enrolment, infrastructure access and legislative compliance, are monitored and managed by the Bradford College Operations Committee comprising University and Bradford College members. The FSP offered by Bradford is being externally reviewed in 2008. The review is focussing on the suitability of the courses offered and the appropriateness of FSP cut-off scores for admission to University of Adelaide degree programs.

The Bradford agreement has operated for five years, and Bradford has exercised its option to renew for a further five years. The renewal has

87 Admissions Policy
<http://www.adelaide.edu.au/policies/227/>

88 CEC Terms of Reference
<http://www.adelaide.edu.au/policies/633/>

89 Foundation Studies Programs
<http://www.international.adelaide.edu.au/study/pre/#foundation>

prompted a review of the agreement schedules, and the University is negotiating with Bradford to introduce more specificity about quality control mechanisms and academic standards.

The **Eynesbury College** Foundation Program has been managed jointly with the other two South Australian universities since the early 1990s. The University is represented on a joint Curriculum Committee and meets annually with Eynesbury staff to review academic results for students to be offered places in University awards. The current FSP agreement ends in 2008, and a renewal is under negotiation. Eynesbury also delivers the SA UniStart program in association with the three South Australian universities. This is a semester length foundation course which is an articulation pathway from an offshore foundation program delivered by an external provider (IBT Knowledge).

Research

For postgraduate research programs, the minimum pre-requisite is the same as for domestic students, usually an Honours IIA degree or equivalent from an approved institution. Applicants need to demonstrate that their qualifications contain at least as much research experience as an Australian Honours program. As with domestic students, acceptance of international research students is dependent on the capacity of the relevant School to provide supervision. Candidature is provisional for the first 12 months and confirmed after a major review of progress. Thereafter an annual review of progress is required. Authority to make higher degree offers is restricted to the Dean of Graduate Studies.

4.3.2 English Language Proficiency (ELP) requirements

The University believes that the best ELP preparation for students whose secondary education was not in English is to complete the SACE or an approved Foundation Studies Program (4.3.1) in Australia. The University Senior College⁹⁰, which is located on the University's North Tce campus, offers the SACE to international students and provides an admission pathway to study at Adelaide.

All teaching in on-shore and off-shore programs is in English. ELP requirements are set out in the Admissions Policy⁹¹ s4.14.3 and 4.15. The University accepts students with overall International English Language Testing System (IELTS) scores of between 6 and 7, depending on the program. While an IELTS overall score of 6 is below the Go8 standard, the University recognises that an IELTS score at the commencement of study is not necessarily a predictor of academic success, particularly in

90 USC <http://www.usc.adelaide.edu.au/>

91 Admissions Policy <http://www.adelaide.edu.au/policies/227/>

non language-rich programs. **Table 2.10** compares the average GPAs of students admitted on the basis of different IELTS scores for the five undergraduate degrees with the highest level of international enrolments.

Table 2.10: IELTS scores and student performance 2005-2007

	IELTS 6		IELTS 6.5		IELTS 7		IELTS 7.5	
	No.	Ave GPA	No.	Ave GPA	No.	Ave GPA	No.	Ave GPA
B Commerce	223	4.4	120	4.7	37	4.6	24	5.2
B Engineering	86	4.6	76	4.9	49	5.0	52	5.1
B Finance	33	4.9	10	5.0	#	n/a	#	n/a
B Science	19	4.4	19	4.9	6	4.7	19	4.7
B Computer Sc	17	3.9	#	n/a	#	n/a	#	n/a

with less than 10 enrolments

	B Comm	B Eng	B Finance	B Science	B Computer Sc
Average GPA for all international students	4.3	4.6	4.3	4.7	3.8
Average GPA for all students	4.4	4.6	4.3	4.5	3.9

Students without the required level of English may be made a conditional offer of admission, subject to satisfactory completion of an intensive program of English language. An English language program (the Pre-enrolment English Program (PEP) is offered through the English Language Centre (ELC)⁹².

Recognising the importance of international students having strong English language skills, the University offers several language support programs, which are discussed under **4.6** below. An implementation strategy of the *Operational Plan 2008-2010*⁹³ is to review English language entry requirements, and where necessary, amend those entry requirements or increase the level of language support provided.

4.3.3 Articulation agreements

Undergraduate and postgraduate program articulation agreements are in place with international institutions in 8 countries⁹⁴. Students who complete a designated program at an institution with which an articulation agreement exists are granted an agreed level of advanced standing and transfer to Adelaide to complete their degree. These are only entered into once a curriculum and standards-matching exercise has been undertaken.

92 ELC <http://www.adelaide.edu.au/elc/>

93 SM1.06 Operational Plan 2008-2010, p21

94 SM2.12 Partnered International Activities <http://www.adelaide.edu.au/pvci/IntAFW/>

Some of the University's older articulation agreements were not developed within a rigorous quality assurance and due diligence context. All articulation agreements are now being progressively reviewed and renegotiated according to the process specified in the International Agreements Framework⁹⁵ (3.4).

4.4 Monitoring performance

The University has identified that the monitoring of the performance of international students is an area for improvement. While the University believes it has sound quality assurance processes in place for setting entry standards, it is less clear about each pathway (articulation, twinning, Foundation Studies, SACE etc.) as a predictor of success. A number of initiatives have been developed to better monitor and evaluate the performance of international students:

- The monitoring and review of ELP requirements is a function of the IC and will be assisted in the future by the production of cohort performance reports (**Chapter 1, 7.9**) which will measure the academic success of students against a range of admission criteria, including ELP. Cohort performance reports will also assist the ISC in its assessment of international admission pathways prior to the renewal of agreements.
- As part of the review of the Bradford agreement, a consolidated database has been established to monitor the performance of FSP and DTP students throughout their studies at the University. A similar exercise is being undertaken for Eynesbury FSP students prior to negotiations for renewal of their agreement.
- In 2007 the policy on student academic progression was reviewed. From 2008, all coursework students considered to be at risk of making unsatisfactory progress are offered options to assist them to improve their academic performance. Students are given two opportunities to access support services and improve their performance before the exclusion process begins. While providing clearer guidance for students on expectations of academic success, the Unsatisfactory Academic Progress by Coursework Students Policy⁹⁶ will also assist the University to better analyse student performance issues.
- The University Performance Report, the University Learning and Teaching Performance Report, and the Research and Research Training Performance Report (**Chapter 1, 7.1**) provide information on international progression and attrition rates compared to domestic students, and Go8 and national standards.

95 International Agreements Framework
<http://www.adelaide.edu.au/pvci/IntAFW/>

96 Unsatisfactory Academic Progress by Coursework Students Policy
<http://www.adelaide.edu.au/policies/1803/>

- The annual Program Performance Report which will be provided as part of the Faculty Performance Report (**Chapter 1, 7.1**) includes retention and progression rates of international and domestic students.
- In 2007, the CLPD completed an analysis of the academic progress of PEP students subsequent to enrolling in award courses at the University of Adelaide⁹⁷ which showed that the overall success rate for post-PEP students was comparable to that of the overall international student cohort. This research project is continuing.
- In order to assure students of the anonymity of their responses, demographic data are not currently collected as part of the SELT system. However, with the introduction of program level SELT surveys there is scope for identifying and analysing responses from international students separately to domestic students. This possibility will be assessed by the Surveys Framework Working Party (**Chapter 1, 7.6**) and if agreed, implemented by the CLPD.

97 SM2.17 Academic Progress Analysis Report

4.5 Progress and attrition rates

The University's progress rate for international commencing bachelor students ranks 7th in the Go8 and is above the sector average. Progress rates will inform the planned review of English language requirements and levels of English language support (8.4). The development of cohort performance reports (**Chapter 1, 7.1**) will allow the University to better analyse these data and develop remedial actions if required.

Table 2.11: International commencing bachelor students progress rate

	2004	2005	2006
Adelaide	85.7%	86.1%	84.8%
ANU	86.2%	86.8%	89.0%
UNSW	90.7%	90.0%	91.0%
Queensland	90.4%	92.7%	89.0%
Sydney	84.4%	87.4%	87.1%
Melbourne	91.5%	90.4%	91.3%
Western Australia	87.0%	87.3%	88.9%
Monash	83.7%	83.1%	83.1%
Go8 average	87.1%	87.1%	87.3%
National	82.6%	82.0%	82.4%

Selected Higher Education Statistics (DEEWR)

The attrition rate for commencing international bachelor students ranks 6th in the Go8 and is well ahead of the sector average. The University

considers that it is important that the retention rate be improved and has a Retention Project underway to look at the general issue of commencing student retention (**Chapter 3, 8.3**). It has already implemented initiatives to reduce the attrition rate (**Chapter 3, 2.1**).

Table 2.12: International commencing bachelor students attrition rate

	2003-2004	2004-2005	2005-2006
Adelaide	6.4%	8.1%	7.7%
ANU	7.2%	10.5%	7.4%
UNSW	6.2%	5.9%	6.0%
Queensland	7.1%	5.1%	5.8%
Sydney	7.5%	6.8%	7.0%
Melbourne	28.6%	27.1%	5.3%
Western Australia	9.0%	5.8%	7.7%
Monash	8.6%	9.7%	9.1%
Go8 average	12.1%	11.7%	7.3%
National	13.1%	12.9%	12.1%

Selected Higher Education Statistics (DEEWR)

4.6 Student support

The University provides a high standard of support services to onshore international students. These services are listed on the University's website⁹⁸, and include support over the lifecycle of a student, from pre-departure and accommodation, through orientation and support services, to career advice.

98 Support Services for International Students <http://www.international.adelaide.edu.au/support/>

4.6.1 International Student Centre

Specialist services for international students are provided through the International Student Centre⁹⁹ and dedicated International Student Advisers are available for one-on-one support and advice.

99 International Student Centre <http://www.international.adelaide.edu.au/support/isc/>

The International Student Centre keeps in regular contact with international students through a weekly email with up to date information about:

- Workshops and seminars
- Issues of importance about home countries
- Relevant changes to University or Department of Immigration and Citizenship policies and procedures

- Updates and reminders about relevant matters, from Health Cover and visa compliance, to University events, and social functions.

4.6.2 Accommodation Service

The Student Support Services Branch provides an Accommodation Service¹⁰⁰ to assist students to access University-managed accommodation, residential colleges, the private rental market and temporary accommodation. Premier University-managed accommodation is provided in the 403-place University Village which opened in 2005. It offers shared apartment-style accommodation with common rooms, 24 hour security, and a fully equipped computer suite connected to the University's network.

100 Accommodation Service <http://www.adelaide.edu.au/accommodation/>

4.6.3 Overseas Students Association

The Overseas Students Association (OSA)¹⁰¹ is the key representative body for international students. Its mission is to look after the welfare of its members and to bridge the cultural gap between international students and the local community. All international students are automatically members and other students are welcome to join as associate members. The OSA organises a wide selection of social activities including Multicultural Week, the International Impression Ball, film festivals, soccer tournaments, and excursions.

101 OSA <http://www.adelaide.edu.au/osa/>

4.6.4 Centre for Learning and Professional Development (CLPD)

The CLPD provides development programs to improve student learning and staff teaching. Through the Language and Learning Service (LLS)¹⁰² free assistance is provided to domestic and international students to develop the skills required for success at university. Services provided specifically for international and English as a Second Language students include conversation tutorials, general skills workshops and the volunteer program for conversational development (which won the delegates' silver award at the UNESCO Engineering Education conference in May, 2007). The CLPD also offers the Introductory Academic Program (IAP) required by AusAID for its scholarship recipients, and operates a drop-in helpdesk. The CLPD's Mathematics Learning Service (MLS)¹⁰³ has specific elements designed for international students.

102 LLS <http://www.adelaide.edu.au/clpd/lls/>

103 MLS <http://www.adelaide.edu.au/clpd/maths/>

The CLPD also offers a 4-module Cultural Awareness Program¹⁰⁴ for staff. The University is currently developing strategies to encourage greater participation by staff in the program.

104 Cultural Awareness Program <http://www.adelaide.edu.au/clpd/orgdev/programs/cultaware/>

Table 2.13: Selected participation statistics for services offered by CLPD

	2005	2006	2007
International students accessing the LLS	1338	1969	1587
LLS/International Student Centre Orientation Workshop attendance	402	359	588
IAP program participants	n/a	12	57
Drop-in Help Desk attendance by international students	267	245	164
MLS/Mathematics International Student Project information session attendance	279	388	472
English Conversation Tutorials	268	227	154
Total staff attendance for Cultural Awareness Modules	89	99	174

4.6.5 English Language Centre (ELC)

In addition to the PEP (4.3.2) the ELC¹⁰⁵ offers academic English language programs including General English for Academic Purposes and English for Professionals for students wishing to improve their English language proficiency. The ELC also conducts study tours and offers the Certificate IV in Teaching English to Speakers of Other Languages (TESOL).

105 ELC <http://www.adelaide.edu.au/elc/>

4.6.6 Adelaide Graduate Centre

The Adelaide Graduate Centre¹⁰⁶ oversees the management and awarding of research higher degrees for all domestic and international students. Through its Researcher Education and Development Unit¹⁰⁷ it provides workshops, online modules and other resource material to assist research students to develop learning and communication skills relevant to their own areas of research. International students are required to complete the Integrated Bridging Program - Research (IBP-R)¹⁰⁸ which involves attendance at weekly lectures and weekly discipline-based workshops. The program helps international postgraduates understand the linguistic, academic and cultural expectations for postgraduate research. It also provides international students with a supportive peer group early in their candidature.

106 Adelaide Graduate Centre <http://www.adelaide.edu.au/graduatecentre/>

107 Research Education and Development Unit <http://www.adelaide.edu.au/graduatecentre/rep/>

108 IBP – R for International Research Students <http://www.adelaide.edu.au/graduatecentre/rep/ibp/>

4.6.7 Careers support

An innovation in 2007 was the expansion of the Careers Service¹⁰⁹ to include an International Careers Evening in October. This was the first formal outcome of a project to further develop career services and resources for international students.

109 Careers Service <https://www.adelaide.edu.au/student/careers/>

4.6.8 Faculty-based support

Faculties provide a range of support services available to all students. In addition:

- the Professions offers a credit-bearing Business Communications course which is compulsory for international students
- ECMS provides a support scheme for articulation students including a compulsory bridging course, daily tutorials, and dedicated course advisors for articulation and coursework masters students
- Health Sciences (HS) provides an Academic Language and Learning in Medicine Program¹¹⁰ for all international MBBS students, to orient them to tertiary studies and Problem Based Learning skills.

110 Academic Language and Learning in MBBS http://curriculum.medicine.adelaide.edu.au/medical_course.asp

4.7 Evaluating student support services

The University has traditionally used surveys and evaluation instruments at the individual school and administrative unit level to assess student satisfaction with support services. For example:

- The Adelaide Graduate Centre evaluates the compulsory Postgraduate Research Induction program, publishes aggregate results, and provides a response to the feedback received. The Graduate Centre also conducts an exit survey aimed at improving the quality of the educational experience for HDR students. The results are reported to REDC.
- Course and teacher SELT surveys¹¹¹ are administered to participants in CLPD courses. In 2007 they show that 87% of respondents were satisfied with the quality of their course.
- The International Student Centre and the various student support units (Accommodation, Careers, Counselling, Disability Liaison) routinely conduct surveys to collect feedback on the level of satisfaction with services provided.

111 Course and Teacher Aggregate SELT Reports <http://www.adelaide.edu.au/clpd/evaluation/aggregates/>

The University's participation in the *International Student Barometer* (3.3) will support a more co-ordinated approach to evaluating student support services, and the Surveys Framework (Chapter 1, 7.6) will provide a mechanism for publishing responses to student feedback in a more systematic manner.

5 Arrangements for the teaching and learning of offshore international students

Currently the University has off-shore teaching partnerships with:

- Hopkins Training and Education Group, Hong Kong
- INTI College, Malaysia
- Ngee Ann-Adelaide Education Centre (NAAEC), Singapore

5.1 Hopkins

Following a review of the arrangement with Hopkins, a decision has been made not to renew this agreement and it will formally end in mid-2008. This decision was based mainly on quality grounds, and the University has signed a new agreement with Lingnan University to offer the Masters of Business Administration (MBA) in Hong Kong from July 2008. Lingnan University is considered a better partner because of its good academic reputation, administrative support services and well-equipped teaching facilities.

5.2 INTI

The University has 4 articulation agreements with INTI. It also has a twinning arrangement for the Bachelor of Commerce at Nilai, Malaysia which commenced in 2003. Under the twinning arrangement, students transfer to Adelaide after successful completion of two or three semesters, and obtain a University of Adelaide degree with their off-shore studies fully recognised on their transcripts. The program meets the requirements of Certified Practising Accountant (CPA) accreditation and was last reviewed for accreditation purposes in 2005.

University programs offered at INTI are accredited by the Malaysian Qualifications Agency¹¹² (formerly the National Accreditation Board).

Students studying the Bachelor of Commerce at INTI have met the University's standard academic and ELP admission requirements. University staff visit regularly to monitor academic standards, give lectures and tutorials, and consult with students. Examinations are set and marked by the University's academic staff and the examination process is managed in accord with a security protocol. Other forms of assessment are marked by INTI staff and moderated by University staff.

Student feedback is obtained through the SELT system (**Chapter 1,7.6**). Staff recruited by INTI to teach into the program have been approved by the Head of the University of Adelaide Business School.

112 Malaysian Qualifications Agency
<http://www.lan.gov.my/eng/index2eng.cfm>

As indicated in **Table 2.14**, enrolment numbers are low in this program, and the University has exercised its right to terminate the twinning agreement. No further students will be enrolled.

Table 2.14: Commencing student numbers for B Commerce twinning program at INTI 2006-2008

	2006 Enrolments	2007 Enrolments	2008 Enrolments
Bachelor of Commerce	17	14	12

5.3 NAAEC

The University's main offshore focus is in Singapore, through the NAAEC which is a 50:50 joint venture between the University and Ngee Ann Education Holdings Pte Ltd, a subsidiary of the Ngee Ann Kongsi. The Ngee Ann Kongsi is a 160-year-old benevolent foundation that supports educational, cultural and welfare activities in Singapore. The NAAEC agreement was signed in June 1997 and the MBA was the first University program to be offered in 1998. The agreement was last reviewed in 2006 and will be reviewed again in 2009.

Current programs offered at NAAEC are the Bachelor and Graduate Diploma in Computer Science, and Masters degrees in Business Administration, Applied Finance, Project Management and Educational Studies. These programs are the same as those offered on-shore, with the exception of minor variations between the Master of Applied Finance at NAAEC and the onshore Master of Commerce (Applied Finance). These programs are subject to the same comprehensive approval, monitoring and review processes as all other University programs, and have also been approved by the Singapore Ministry of Education¹¹³. All programs are delivered in intensive mode.

The University is planning to shift the focus of the NAAEC to becoming a regional centre of excellence in postgraduate and professional education. It is seeking to double the number of postgraduate coursework programs offered at the NAAEC by the end of 2009, and to increase student numbers to 900 by 2010. Campus status and a change of name to the 'University of Adelaide Ngee Ann – Singapore Campus' was approved in April 2008.

Each partner institution provides half of the 10 Board members for the NAAEC. The Board meets half-yearly to discuss academic, financial and strategic matters. Operational issues are addressed through a Board Sub-committee comprising two Board members from each partner institution. A University of Adelaide Program Coordinator is responsible for compliance with academic policies and procedures in each program

113 Ministry of Education, Singapore
<http://www.moe.gov.sg/education/private-schools/edp-list/>

offered in Singapore. Provision exists for Program Coordinators to make several trips to Singapore each year to exercise their responsibilities, and provide advice to students and administrative staff at NAAEC. To support the growth strategy for NAAEC, an Academic Director will be appointed in the second half of 2008 to have oversight of academic and related issues and to assist faculties to develop proposals for new programs. A University of Adelaide Ngee Ann - Singapore Campus Advisory Committee, chaired by the DVC&VP(A), meets regularly in Adelaide to ensure a coordinated approach to addressing operational and quality assurance issues.

5.3.1 Students and staff

Table 2.15: Programs and student numbers: NAAEC 2005-2007

	2005 Enrolments	2006 Enrolments	2007 Enrolments
Professions			
Master of Applied Finance	107	107	127
Master of Business Administration	229	228	215
Master of Educational Studies	n/a	n/a	7
Engineering, Computer & Mathematical Sciences			
Master of Project Management	58	62	60
B Computer Science	118	174	166
Grad Dip Computer Science	3	1	3
Totals	515	572	578

Table 2.16: Academic staff (persons) involved in teaching and administration at NAAEC

	Both Faculties	Professions	ECMS
University	Academic Director	39 in program delivery	19 in program delivery 3 moderators
NAAEC			3 (CompSc) + 8 tutors (4 CompSc plus 4 ProjMgt)

There is provision for 30% of teaching to be undertaken by local staff employed by NAAEC. However, due to the difficulties in recruiting staff of the required standard, most teaching is done by University staff.

5.3.2 Quality assurance processes

The following processes are in place to assure the quality of programs offered at NAAEC:

- The approval of the relevant University of Adelaide Head of School is required for the appointment of Singapore-based NAAEC teaching staff.
- ECMS has developed an administrative handbook to guide NAAEC staff. The Business School has an Offshore Lecturers Handbook which provides guidance to Adelaide lecturers teaching overseas.
- The academic and ELP criteria required for entry to NAAEC programs are the same as for their equivalent onshore programs. University Program Coordinators assess applications and, based on their recommendations, NAAEC makes offers for admission.
- Examinations are the same as for the equivalent onshore programs. Assignments are set and the majority are marked by University staff. Marking done by NAAEC staff is moderated by University staff using the same marking guidelines as for onshore assessment. Internal controls are in place to ensure the integrity of the examination process.
- NAAEC undertakes the promotion and marketing of its programs, with oversight from the University's Marketing and Strategic Communications unit. The NAAEC website¹¹⁴ is being redeveloped with support from each partner institution to provide easy access for students to relevant University policies and guidelines.
- The proposed expansion of the NAAEC operations has highlighted the need for a more co-ordinated approach to the orientation for students. CLPD is developing an orientation program which will be mandated for all commencing students on the campus.

5.3.3 Student support and facilities

Students have face-to-face access to staff during designated consultation periods. Support for students is also available via email, bulletin boards and internet phone.

NAAEC students have access to the University's online library facilities. In addition, NAAEC reimburses students their library membership at the National University of Singapore or the Nanyang Technological University.

114 Ngee Ann-Adelaide Education Centre
<http://www.naaec.com.sg>

Dedicated facilities for NAAEC students include multi-media equipped lecture rooms, a student computer network with Internet access, computer equipped syndicate rooms, a computer laboratory, a student lounge and private study rooms. Local IT technical support is provided.

5.4 Monitoring and outcomes

Offshore programs are subject to five-yearly annual reviews, with their onshore counterparts, under the University's program review process (**Chapter 3, 4.3.1**). Student feedback is obtained through the SELT system in the same way as for on-shore students¹¹⁵. These are reviewed by the University of Adelaide Head of School, who liaises with NAAEC staff to respond to the results. The academic performance of NAAEC students compares well with on-shore students, both domestic and international. (**Table 2.17**).

115 SM2.18 NAAEC SELT Report 05-07

Table 2.17: Academic performance of NAAEC students 2005-2007

	NAAEC	All Int'l	All Students
	Ave GPA	Ave GPA	Ave GPA
B of Computer Science	4.4	3.8	3.9
Grad Dip Computer Science	4.8	3.9	4.1
Master of Applied Finance*	4.8	4.7	4.7
Master of Business Administration	5.0	5.0	5.1
Master of Education Studies	6.1	5.5	5.5
Master of Project Management	5.2	4.8	5.2

* Master of Applied Finance compared to Master of Commerce (Applied Finance) offered onshore.

6 Internationalisation of the curriculum and overall student experience

The University aims to provide opportunities for all students, both international and domestic, to develop an understanding of their culture within a global and comparative context and to appreciate and experience cultural diversity.

6.1 Internationalisation through overseas study

The University's student exchange agreements, scholarship support for students to study overseas (**1.3**), and jointly-badged and specialised international programs (**6.2**) provide opportunities for University of Adelaide students to participate in an international education experience.

6.2 Internationalisation of curricula

The University offers several awards with international institutions including:

- An agreement with the University of Mannheim, Germany, to offer the Master of Comparative Law which was first signed in 1998. The agreement was last reviewed in 2007. Students spend a semester at each university and submit a thesis under supervision from one of the universities. If the thesis is under the supervision of Adelaide the degree is the Master of Comparative Law (Adelaide/Mannheim), and if it is under supervision of Mannheim it is the Master of Comparative Law (Mannheim/Adelaide).
- Le Cordon Bleu Professional Certificate, Graduate Certificate, Graduate Diploma and Master of Arts in Gastronomy in partnership with Le Cordon Bleu International under an agreement signed in 2000. The program is managed by a Joint Committee. The agreement is continuing but can be terminated by either party on two years' notice.
- The French/Australian Cotutelle Doctoral Research Program in which the University has participated since 2005. Under this program candidates spend part of their PhD studies at a French university and part at the University of Adelaide. Each student is governed by a separate agreement with the relevant French university.
- A jointly conferred MSc in Addiction Studies which is being negotiated in collaboration with King's College London and Virginia Commonwealth University. The degree is to be taught in external mode by all three universities.

In the past, the University lacked a clear policy framework for developing agreements for jointly-badged degrees. A new Jointly Conferred Academic Awards Policy¹¹⁶ will be considered by Academic Board in mid-2008. The policy has been developed to govern the establishment, management and administration of jointly conferred awards with international institutions, and has a strong emphasis on quality assurance and risk management. All new agreements must include provisions for stakeholder feedback and mechanisms for the review of the effectiveness of the arrangement.

A number of awards with a specific international focus are offered, including:

- Undergraduate and postgraduate coursework programs in International Studies

116 SM2.19 Draft Jointly Conferred Academic Awards Policy

- Bachelor of Commerce (International Business)
- Bachelor of Finance (International)
- Bachelor of Economics (International Agricultural Business)
- Postgraduate coursework programs in Economics (International)
- Professional Certificate in International Trade.

Students are able to study languages (Chinese, French, German, Indonesian, Japanese, Greek and Spanish) as part of their degree or towards a Diploma of Languages.

The CLPD offers advice on how to incorporate an international perspective into courses and provides resources and examples of good practice¹¹⁷ to assist in this process.

The University does not systematically assess the extent of the internationalisation of the curricula. This is on the agenda of the IC in 2008. Efforts will be made to raise awareness among staff of the value of including international content and cross cultural issues in courses as a way of enriching the student experience. The IC will also look at ways of better disseminating good practice in this area.

6.3 Internationalisation through the experiences of staff

In the pursuit of research and teaching excellence, the University recruits internationally and has a culturally mixed staffing profile. The research standing of the University also attracts international visiting scholars and research fellows and affords opportunities to collaborate on projects and publications with researchers from around the world. Academic staff have access to the Special Studies Program¹¹⁸ which provides financial support to travel overseas during study leave, and the Overseas Conference Scheme¹¹⁹ to support staff participation at international conferences.

The PVC(I) hosts regular International Roundtable discussions where market intelligence and cross-cultural experiences are shared. The University community is also kept up to date with international issues by a fortnightly International Activities Bulletin.

6.4 Student experience

As mentioned (4.6), a comprehensive support and pastoral care program is available for international students. It is acknowledged that while the presence of international students from a spread of countries is integral to giving all students an international education experience, the fostering of

117 Best Practice Examples of Internationalisation of the Curriculum <http://www.adelaide.edu.au/clpd/Ita/intcurriculum/#practice>

118 Special Studies Program <http://www.adelaide.edu.au/policies/130/>

119 Overseas Conference Leave <http://www.adelaide.edu/policies/128/>

greater interaction between international and domestic students requires a more concerted effort by the University.

In 2007, the Mixing of International and Local Students Working Party was established by the PVC(I). It recommended strategies to improve interaction between domestic and international students involving consciousness-raising, mixing within courses, mentoring and buddy programs, clubs and societies, interactions with the local off-campus community and University recognition for student volunteer programs¹²⁰. These strategies were endorsed by Academic Board and work on implementing them is progressing.

7 Other international activities

The University participates in a number of collaborative ventures in pursuit of its objectives to grow the student population, to increase research and teaching links with overseas institutions, and to provide students with a culturally diverse experience.

- A Confucius Institute¹²¹ was established at the North Terrace Campus in 2007 in partnership with the Office of Chinese Language Council International (Hanban) and China's Shandong University. The Institute aims to promote the learning of Chinese language and culture, and a broader and more informed community understanding of China.
- The University's Institute of International Trade provides a research and consulting service on economics and trade issues for industry, government and academia. It also offers short courses and workshops on topical issues as well as the Professional Certificate in International Trade. The Institute has a five year agreement to host a study-tour for Chinese Mayors in collaboration with Tsinghua University and the China City Mayors Training Centre, a unit of the Government in China.
- In 2005, the University's undergraduate dental program (curricula and course material) was licensed to the University of Sharjah, United Arab Emirates, for five years. The contract includes a provision that the University provide advice on activities ranging from staff development to the establishment of facilities in the new Dental School at the University of Sharjah.

120 SM2.20 Mixing Local & International Students Report

121 Confucius Institute at the University of Adelaide <http://www.confucius.adelaide.edu.au/>

8 Risk management and priorities for improvement

The University has identified the following risks and actions for improvement relating to the internationalisation theme:

8.1 Risk to quality of the student experience

Table 2.18: Actions to mitigate risk to quality of the student experience			
Action	Responsibility	Timeline	Priority (1-3)
Implement the recommendations of the Mixing of International and Local Students Working Party	PVC(I) IC	2008-2009	2
Develop and implement strategies to assess the extent of the internationalisation of the curricula, raise awareness among staff of the value of including international content in courses, and better disseminate examples of good practice	PVC(L&Q) PVC(I) IC	2008-2009	3
Improve participation rates in Cultural Awareness Training	PVC(L&Q)	By 2009	2
Rationalise Student Exchange agreements and promote exchange opportunities to students	DVC(A) ISC	2008-2010	3
Review the University-sponsored scholarship programs with the aim of increasing student mobility	PVC(I) IC	2008-2009	2
Collect and analyse program SELT surveys for international students separately to domestic students to identify specific issues relating to the international cohort	PVC(L&Q)	2009	3

8.2 Financial and strategic risk of not meeting growth targets

Table 2.19: Actions to mitigate financial and strategic risk of not meeting growth targets

Actions	Responsibility	Timeline	Priority (1-3)
Develop regional strategies and a co-ordinated marketing plan with the aim of broadening the international student market and the range of programs in which international students enrol	DVC&VP(A) ISC	2008-2009	2
Review articulation agreements to ensure alignment with strategic direction	DVC&VP(A) ISC	2008-2010	3
Develop relationships with key partners in China to exploit collaborative research and commercialisation opportunities	PVC(I), DVC&VP(A) DVC&VP(R)	2008-2010	1
Develop summer and winter semester courses that will attract study abroad students	DVC&VP(A)	2008-2009	3
Expand operations in NAAEC and establish a new off-shore presence in Hong Kong to increase student numbers	DVC&VP(A) PVC(I)	2008-2010	1

8.3 Reputational and legal risk associated with collaborative agreements

Table 2.20: Actions to mitigate reputational and legal risk associated with collaborative agreements

Actions	Responsibility	Timeline	Priority (1-3)
Implement an International Agreements Database and a schedule for the review of agreements	PVC(I)	June 2008	2
Develop an International Agreements Framework in accord with appropriate quality assurance and due diligence mechanisms to manage the approval or renewal process for international agreements	DVC&VP(A) ISC	June 2008	1
Implement the Jointly Conferred Academic Awards Policy	DVC&VP(A) ISC	December 2008	2

8.4 Risk to academic standards

Table 2.21: Actions to mitigate risk to academic standards

Actions	Responsibility	Timeline	Priority (1-3)
Develop cohort performance reports for students admitted under different pathways, from different source countries and with different English Language preparation within the environment of the Data Warehouse in order to better monitor student performance	DVC&VP(A)	December 2008	1
Develop a more co-ordinated approach to orientation for students at NAAEC	PVC(L&Q)	2008	3
Review English language admission requirements and levels of English language support	PVC(I)	2008-2009	1

Chapter 3: Curriculum & Assessment

1 Overview

The University aims to provide a distinctive experience of high quality for its students, founded on a strong research culture and engagement with professional practice, coupled with student, graduate and employer feedback. Key to achieving this goal is the provision of excellent and innovative undergraduate and postgraduate coursework program offerings which develop personal and professional attributes that allow graduates to have a positive impact on contemporary society.

The University's objectives in the area of curricula and assessment can be summarised as follows:

1. Develop curricula that are relevant and responsive to students' aspirations, and the needs of employers and professional organisations, and which produce qualified graduates whose knowledge and attributes enable them to have a significant impact within the community.
2. Evaluate, review and manage programs to ensure the highest standards of excellence and effective quality assurance.

2 Targets & outcomes

2.1 Relevant and responsive curricula

As described in the *Learning and Teaching Performance Report 2008*, the University of Adelaide is the first-choice for high-achieving school leavers in South Australia. The University's market share of first preferences has remained stable since 2004, while there has been an increase in the proportion of first preferences for applicants with a Tertiary Entrance Rank (TER) greater than 90¹²². This relates to the University's responsiveness to market demands for graduates with specific skills. In 2006 and 2007, the University was awarded a total of 450 new Commonwealth Supported Places (CSP) in priority areas such as mining, education and health.

Another indicator of program relevance is the University's graduate outcomes as measured by the GDS. The University significantly outperforms the Go8 and the sector in respect of the percentage of graduates that continue in full-time study¹²³, an outcome which is consistent with the University's strong research culture and the growing demand for postgraduate qualifications from students and employers. The percentage of University of Adelaide graduates in full-time employment

122 SM1.08 L&T
Performance Report
2008, p1-2

123 SM1.08 L&T
Performance Report
2008, p18

is improving, but is lower than the Go8 and the sector. This outcome is shared with the other two South Australian universities, suggesting that the local labour market is influencing outcomes in the State.

The University's commencing student attrition rate is higher than the Go8 average, although slightly below the sector as a whole. A number of initiatives have been implemented designed to improve the student experience and reduce this attrition rate, including the UniStep program¹²⁴, the Smoothstart Program¹²⁵, and Faculty-specific peer mentor programs (4.3.3). A project has commenced to evaluate current retention initiatives and recommend strategies for reducing attrition to meet the target set in the *Strategic Plan 2008-2012*¹²⁶. A project report will be submitted to the ULTC for consideration in the second half of 2008.

2.2 Management, evaluation and review

To assure standards are maintained at the highest level, the management of the University's academic programs is underpinned by a formal program approval process (4.2) and by regular evaluation and review.

A key mechanism employed for assuring the quality of offerings is the review of programs and courses (4.3.1 and 5.3). An important element relates to stakeholder input, though it is recognised that the process for collecting, reporting and acting upon feedback needs improvement. The new SELT policy (5.3), the implementation of a Surveys Framework (Chapter 1, 7.6), and the strategies for increasing the Overall Satisfaction Index of the CEQ (4.3.3) are aimed at improving the effective use of stakeholder feedback. This is enhanced by the availability to staff of aggregated course SELT data¹²⁷ and CEQ and GDS data via the Data Warehouse¹²⁸.

Additional information is available through the Learning and Teaching Performance Report, which includes progress rates by Faculty¹²⁹. The University considers these rates an indicator of how well it supports its students and how efficiently it manages its teaching profile.

3 Profile management & planning

3.1 Management structure

Academic Board has primary responsibility for the oversight of quality of curriculum and assessment through its various subcommittees and reporting mechanisms. The Board sets policy standards in curriculum and assessment matters, and recommends major academic program

124 Unistep Transition Program <http://www.adelaide.edu.au/student/new/>

125 Smoothstart Student Support Program <http://www.adelaide.edu.au/smoothstart/>

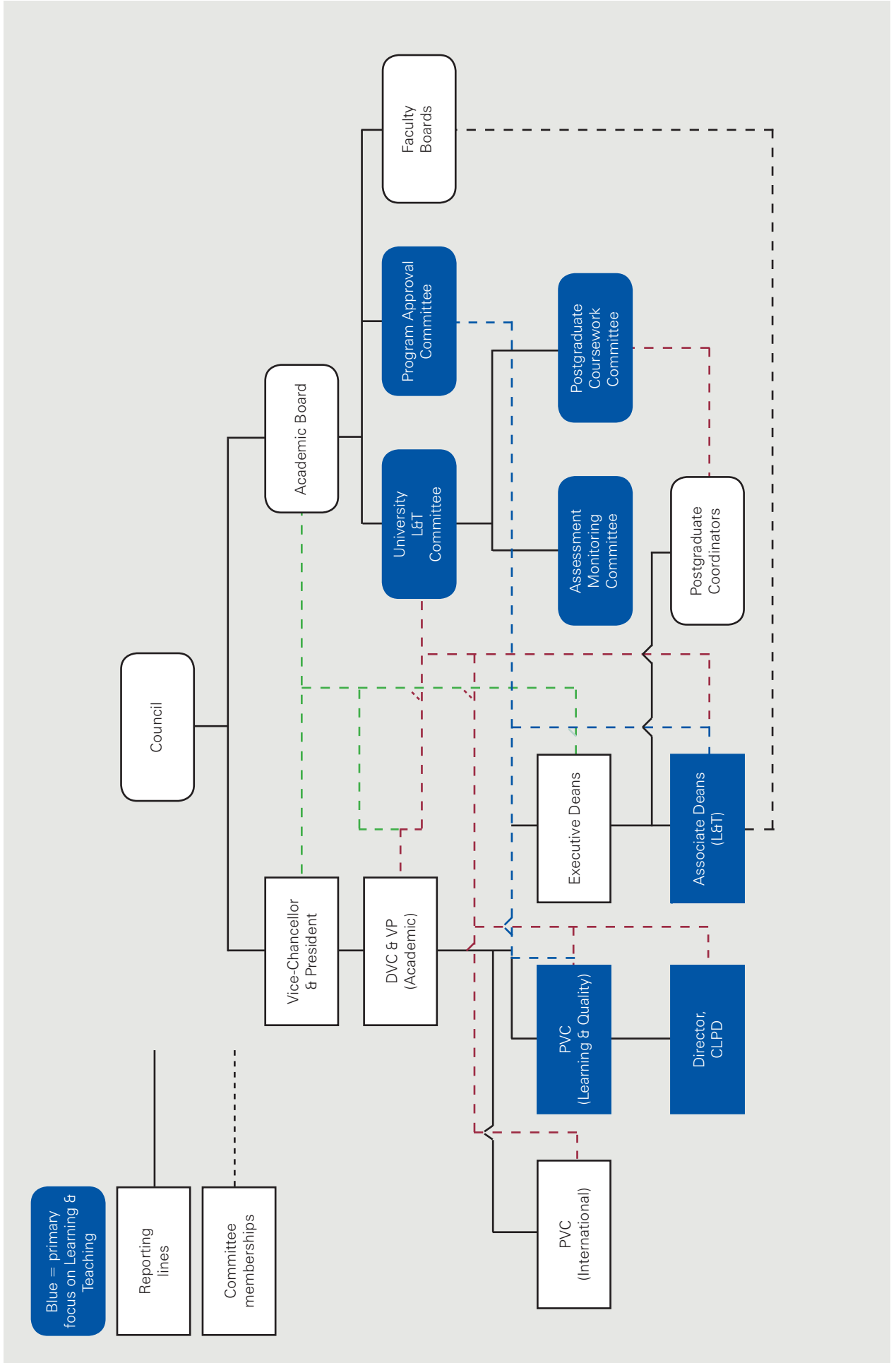
126 SM1.05 Strategic Plan 2008-2012, p22

127 Standard Course and Teacher Aggregate SELT reports <http://www.adelaide.edu.au/clpd/evaluation/aggregates/>

128 Regular Data Warehouse Performance Reports http://www.adelaide.edu.au/sp/data_warehouse/reports/

129 SM1.08 L&T Performance Report 2008, p27-28

Figure 3.1: Management structure of profile management and planning



developments to the VC&P. Minutes from Faculty Boards and oral reports from Executive Deans are presented to Academic Board, providing an opportunity for discussion of issues associated with curriculum. Academic Board papers and minutes¹³⁰, and the minutes of its sub-committees¹³¹, are available to all staff and students.

The DVC&VP(A)¹³² has overall leadership of education and education quality across the University. To strengthen this aspect of the Learning and Teaching portfolio, a PVC(L&Q)¹³³ was appointed in early 2007. The responsibilities of the DVC&VP(A) and PVC(L&Q) are linked to Academic Board through their chairing/membership of the ULTC, and its two sub-committees, the Assessment Monitoring Committee (AMC)¹³⁴ and the University Postgraduate Coursework Committee (UPCC)¹³⁵. The PVC(L&Q) also chairs the Program Approval Committee (PAC)¹³⁶. With advice and assistance from these committees, in combination, these positions are responsible for the oversight and development of frameworks and policies covering curriculum development, delivery and review, as well as assessment policies and practices.

Faculty Boards¹³⁷ are responsible for the quality assurance and academic standards of teaching programs, and report regularly on these matters to Academic Board. Oversight of program and course development and delivery is the responsibility of the Executive Deans and Heads of Schools, with support provided by an Associate Dean (Learning & Teaching) or equivalent. In some Faculties, this role is augmented by Associate Deans/ Postgraduate Co-ordinators with specific responsibilities for postgraduate coursework matters. Associate Deans are members of their Faculty Board and of various subcommittees of Academic Board, and have an important communication role in linking Faculties to Academic Board.

In recognition of the value of the student perspective on the learning and teaching environment, student representation is a requirement for all main academic committees including Faculty Boards.

3.2 Strategic planning

The *Strategic Plan 2008-2012* sets the direction for the management of the University's education profile. Strategic plans since 2004 have targeted growth in student numbers, and the University aims to increase the coursework student population by 24% in 2012 from 2007 levels. Strategies for achieving this goal include developing new programs in response to market demands, a greater emphasis on graduate offerings,

130 Academic Board Papers and Minutes 2008 <https://www.adelaide.edu.au/governance/council/committees/academbd/meetings2008/>

131 Academic Board and Sub-committees <https://www.adelaide.edu.au/governance/council/committees/academbd/>

132 DVC&VP(A) <http://www.adelaide.edu.au/dvca/about/>

133 PVC(L&Q) <http://www.adelaide.edu.au/pvclq/about/>

134 AMC Terms of Reference <http://www.adelaide.edu.au/dvca/committee/amc.html>

135 UPCC Terms of Reference <http://www.adelaide.edu.au/dvca/committee/upcc.html>

136 PAC Terms of Reference <http://www.adelaide.edu.au/pvclq/pac/#pac>

137 Faculty Boards Terms of Reference <http://www.adelaide.edu.au/policies/645/>

and reviewing, consolidating and rationalising degree structures and programs to maintain their value to both students and employers.

The DVC&VP(A) has primary responsibility for operationalising these strategies, which is done in consultation with the University's senior managers through the Budget and Planning Committee and the various sub-committees of Academic Board, and by establishing purpose-specific Working Parties. Changes to the educational profile that have significant resource implications and potential risk are considered by the University Council. The successful establishment of a Veterinary Science program is an example of how a major initiative is investigated, resourced, evaluated and approved. On the basis of a proposal developed by a Working Party comprising university, industry and government representatives, strategic initiative funding was made available for a feasibility study¹³⁸. The recommendations of the feasibility study were assessed by Council, the financial model and the capital expenditure estimates were independently assessed, and Finance Committee considered and approved a capital expenditure budget for the project. In 2007 the University gained \$20m in government funds and 90 new CSP for the Veterinary Science program.

The establishment of a Postgraduate Coursework Working Party by the DVC&VP(A) in late 2007 is another example of how the objectives of the Strategic Plan are pursued. The Working Party's report¹³⁹ recommends major changes to the profile and management of postgraduate coursework programs. The recommendations will be considered by VCC and Academic Board, and the resources required for implementation will be sought as part of the annual planning and budgeting cycle.

3.3 Program profile

The University offers programs from the AQF Certificate III to doctoral programs over a broad range of disciplines. A list of programs is included in the supporting materials¹⁴⁰ and information about individual awards can be accessed via Program Finder¹⁴¹.

The University is a Registered Training Organisation, offering Vocational Education Training (VET) level courses in music and TESOL. These programs are subject to quality audits by the Quality Directorate of the State Government's Department of Further Education, Employment, Science and Technology (DFEEST). The University also offers a joint program with TAFE SA, the Bachelor of Food Science and Technology. The University's relationship with TAFE is governed by a Memorandum of Understanding that was revised and renewed in 2007¹⁴². A joint Management Committee

138 SM3.21 Vet Science Feasibility Study

139 SM3.22 Postgrad Coursework Working Party Report

140 SM3.23 List of Academic Programs

141 Program Finder <http://www.adelaide.edu.au/programs/>

142 Interactions with TAFE SA <http://www.adelaide.edu.au/dvca/articulation/tafe.html>

chaired by the DVC&VP(A) meets twice a year to discuss strategic and operational issues relating to credit transfer arrangements and collaborative programs.

Included in the University's education profile are a number of combined and double degrees that allow students to specialise in two academic areas over a shorter period than it would take to complete two separate degrees. These awards are governed by the Policy for the Establishment of Combined or Double Degree Programs¹⁴³.

3.4 Monitoring of educational profile

The University evaluates the efficiency and effectiveness of its educational profile by monitoring load and demand as part of the annual budget cycle, through its program approval process (4.2), a systematic program of reviews (4.3), and the Learning and Teaching Performance reports (Chapter 1, 7.1). The recent introduction of program-level SELT surveys (4.3.3) and the proposed Faculty Performance Report (Chapter 1, 7.1) (which will provide trend data on demand, progression, and student experience) will enhance the University's ability to monitor the quality and relevance of its programs.

4 Curriculum: Programs

4.1 Design

Faculties/Schools have primary responsibility for the design and delivery of curriculum, which may be delegated to program co-ordinators or program management committees. This recognises that the essential academic knowledge to integrate discipline-relevant principles into courses and programs resides at Faculty/School level. The development of curricula proceeds through Faculty committees with a learning and teaching remit including Faculty Learning and Teaching Committees (or equivalent), with proposals for new/revised program offerings submitted to the PAC. A typical design and approval process is captured by the process map made available to staff in the Faculty of the Professions¹⁴⁴.

Additional information to guide staff is available from the CLPD¹⁴⁵, which provides examples of good practice and access to resources to assist with the design of curricula. This includes examples of initiatives in curriculum development, information in relation to assessment, examples of how Graduate Attributes are utilised, and examples of internationalisation of the curriculum.

143 Policy for the Establishment of Combined or Double Degree Programs
<https://www.adelaide.edu.au/policies/2243/>

144 SM3.24 Professions Program Approval Process Map

145 Learning and Teaching Information
<http://www.adelaide.edu.au/clpd/hta>

While program design considerations apply to development of new programs, they are also integral to revision of existing offerings. Faculties review and renew their curricula in response to program reviews or external accreditation (4.3.1, 4.3.2), and to maintain academic currency and alignment with stakeholder needs. For example, the School of Dentistry recently undertook a curriculum revision exercise¹⁴⁶ to maintain its standing at the forefront of international best practice. The School employed an educational consultant to lead the review process, consulted widely with stakeholders and benchmarked the new curricula against international trends.

4.1.1 Policies

Program design is informed by a number of policies and resolutions addressing program structure¹⁴⁷, course unit-values, student workload, and parallel teaching¹⁴⁸ at undergraduate and postgraduate level. During the development of the Policy Development Framework (**Chapter 1, 6.5**), it was recognised that a dedicated policy governing the principles of program design was required. The University's academic policies are being reviewed under the new Framework, and this will include consideration of a consolidated policy to support program development.

Staff awareness of academic policies was highlighted as an issue of concern in a review undertaken by the Council Secretariat on behalf of the Quality Assurance Framework Working Party (**Chapter 1, 6.5**). This issue is being addressed as part of the new Policy Development Framework which engages staff more systematically in the development and review of policies and provides a more user-friendly interface to policy documents.

4.1.2 Input from external bodies

In the development of new programs, input is sought from appropriate external agencies in the context that best suits the program under consideration. This input may be about evidence of demand for the new program or, where appropriate, the design of the program. For programs which are externally accredited, the School/Discipline ensures that the program design complies with the accrediting bodies' requirements. Advisory Boards are another source of expert advice on the planning and review of curricula.

146 Curriculum Development in the School of Dentistry http://www.health.adelaide.edu.au/dentistry/curriculum_development/

147 Academic Program Structures Policy <http://www.adelaide.edu.au/policies/669/>

148 Parallel Teaching in Postgraduate Coursework Programs Policy <http://www.adelaide.edu.au/policies/2083/>

4.1.3 Graduate Attributes

In 2004, a set of University-level Graduate Attributes¹⁴⁹ was ratified which describe the essential qualities, knowledge and capabilities to be developed by students during their programs. Using these University-level attributes as an initial reference point, Faculties/Schools have developed program-specific attributes that are reviewed annually. This approach was reconsidered by the ULTC in late 2007 and a project is underway to identify and adopt best practice strategies for embedding and mapping Graduate Attributes.

4.2 Approval

The program approval process is a vital quality assurance element of program development, and the operations of the PAC are reviewed regularly. In 2007, a Working Group was established by the PVC(L&Q) to revise PAC documentation¹⁵⁰ and develop a more robust approval process which would better integrate strategic considerations into the management of the educational profile. The new two stage process, to be fully implemented in 2009, is initiated with a Concept Proposal¹⁵¹ which is submitted to the Academic Programs Advisory Group. This Group ensures that new programs and major revisions to existing programs align with the University's strategic direction.

The second stage results in a full proposal¹⁵² which is scrutinised by the PAC. Proposals must address issues such as demand (including information about equivalent programs offered within Australia and overseas), program aims/objectives (and how these are associated with Graduate Attributes), academic content, assessment, viability and resource implications, and quality assurance arrangements.

The University has recognised that previous approval processes did not capture information on two key elements: (i) aspects of the program that reflect an internationalisation of the curriculum; and (ii) how program content and/or teaching methodology is enhanced by research activity. The revised program approval documentation requires information on both these elements.

Following scrutiny of a program proposal, PAC recommends the proposal to Academic Board for consideration. Academic Board, in turn, recommends approval by the VC&P.

149 University of Adelaide Graduate Attributes <http://www.adelaide.edu.au/dvca/students/gradattributes/>

150 Current PAC Documentation <http://www.adelaide.edu.au/pvclq/pac/>

151 SM3.25 Program Concept Proposal Form

152 SM3.26 Program Proposal Form

4.3 Monitoring and review

4.3.1 5 Year program reviews

In 2004, the University implemented a five-yearly cycle of program reviews¹⁵³. As part of each program review, a panel is convened comprising two internal academic staff from outside the school of the program under review, and at least one external senior academic with expertise in the discipline area. Stakeholders, both internal and external to the University, are invited to make a submission to the review and the panel is provided with a variety of statistical information¹⁵⁴. Examples of matters considered by the review team include assessment practices, teaching methodology, appropriateness of entry criteria and pre-requisites. Terms of reference are individualised for each review, and a list of current reviews is published online¹⁵⁵.

A key element of the program reviews is benchmarking against external reference points. This occurs through the requirement for external membership of review panels, input from external stakeholders (e.g. employer groups, professional organisations), and the explicit requirement for benchmarking with comparable programs in other Go8 universities.

Recommendations arising from program reviews are submitted to Academic Board for approval. Faculties are then responsible for developing implementation plans which are submitted to the PVC(L&Q) for approval. The University has recently improved its monitoring of implementation plans and reporting of outcomes, with the Review Panel Report, final recommendations, and implementation plans available to all staff¹⁵⁶. Review outcomes have included curriculum renewal, revision to program structures, and reconsideration of content and approaches to teaching.

4.3.2 External accreditation

Professional accreditation fulfils an important function in the University's quality assurance system by providing an external validation against standards which have been benchmarked nationally and, sometimes, internationally. During their accreditation reviews, accrediting bodies also examine the courses that make up the program.

A schedule of accreditations is maintained centrally¹⁵⁷. The process of accreditation and the implementation of recommendations are managed by the home School/Faculty. As with Program Reviews, improvements

153 Five-Year Program Reviews <http://www.adelaide.edu.au/pvclq/reviews/>

154 Program Reviews and Program Monitoring - Guidelines for the Collection of Statistical Data <http://www.adelaide.edu.au/pvclq/reviews/programreviews/instructions/>

155 Current Reviews <http://www.adelaide.edu.au/pvclq/reviews/current/>

156 Review Reports <http://www.adelaide.edu.au/pvclq/reviews/reports/>

157 Accreditation Schedule <http://www.adelaide.edu.au/dvca/accreditation/andreviews/>

in monitoring and reporting are being implemented as part of the Accreditation Framework (**Chapter 1, 7.8**).

Faculties which teach professional programs have strong links with their professional bodies. These links are evident in academic representation on various professional boards. Faculties with programs which prepare students for professional employment use their accreditation reviews to ensure the currency of their curricula.

4.3.3 Student satisfaction

Student satisfaction with curricula, as measured by the CEQ, has demonstrated some volatility in recent years, and continues to be a concern. The University-wide score for graduates' Overall Satisfaction with their program, after increasing significantly in 2005 (69.5%), has declined in 2006 and 2007 (63.2%)¹⁵⁸.

Recognising the need to enhance the student experience, the University has implemented a number of strategies. In 2006, the Student Expectations Survey¹⁵⁹ was introduced, with the aim of identifying and addressing mismatches between the expectations of commencing students and their experience of University resources and practices. The Smoothstart¹⁶⁰ Program, introduced in 2005, is designed for first year students from rural or interstate schools, or from metropolitan schools with few students attending the University; this scheme has been expanded significantly in 2008. In 2008, the Unistep¹⁶¹ program was established to assist all commencing students with the transition to tertiary study, and is aligned with complementary peer-mentor schemes run in some Faculties. A major restructure of undergraduate curricula was initiated in 2007 to standardise unit values of courses. This will increase, where possible, flexibility in student course choice, thereby enhancing opportunities for multi-disciplinary study. 2007 also saw the development of a new Unsatisfactory Academic Progress by Coursework Students Policy¹⁶², aimed at providing a systematic process for identifying and assisting students at risk. The University also recognises the importance of facilities to the student experience, and has planned the development of a Student Hub in the centre of the North Terrace Campus.

Until recently, the main tool available to systematically evaluate the student experience of curricula has been at the course level, via the SELT system (**5.3**). The aggregated annual course-level data indicate that, from 2003-2007, 75-77% of students were satisfied overall with their experience in courses¹⁶³. This reflects a much higher level of satisfaction than the

158 SM1.08 L&T Performance Report 2008, p6

159 Student Expectation Survey <http://www.adelaide.edu.au/clpd/evaluation/expectations/>

160 Smoothstart Student Support Program <http://www.adelaide.edu.au/smoothstart/>

161 Unistep Transition Program <http://www.adelaide.edu.au/student/new/>

162 Unsatisfactory Academic Progress by Coursework Students Policy <http://www.adelaide.edu.au/policies/1803/>

163 Standard Course and Teacher Aggregate SELT reports <http://www.adelaide.edu.au/clpd/evaluation/aggregates/>

CEQ data. Recognising that the course-level SELT surveys probe different aspects of the student experience than the CEQ, in 2006, the University introduced program-level SELT surveys¹⁶⁴ which contain questions designed to align with the CEQ. In November 2007, the Student Experience of Learning and Teaching Policy¹⁶⁵ was revised, and now has a much stronger focus on the completion of program-level SELT surveys. Faculties are gradually implementing these more extensively in order to provide early indications of quality issues. Over time, trend data from program-level SELT surveys correlated with cohort CEQ data will inform a better understanding of the student experience at the program level.

4.3.4 Staff engagement

The PVC(L&Q) has instituted regular “Community of Practice” meetings between Associate Deans (L&T), the PVC(L&Q) and a facilitator from CLPD, to encourage sharing of good practice. Funding has been provided to Faculties for projects aimed at improving the learning outcomes for students, sourced from the University’s allocation of Learning and Teaching Performance Funds, and other internal funding schemes. In 2005, a policy¹⁶⁶ was implemented requiring all new academic staff to undertake a program of teaching development through the CLPD. The CLPD has also introduced a range of learning and teaching courses/programs¹⁶⁷ to support development of academic staff. To recognise the efforts of staff, the Vice-Chancellor & President’s Award for Excellence in Teaching was introduced in 2005, with the recipient drawn from the pool of winners of the annual Stephen Cole the Elder awards for Excellence in Teaching¹⁶⁸. In 2006, this was followed by the establishment of the Committee for Learning and Teaching Awards¹⁶⁹, which links teaching awards at the Faculty and University level, and aligns these with awards and grants administered by the Carrick Institute of Learning and Teaching in Higher Education.

In order to provide genuine incentives to develop learning and teaching in each Faculty, the University is considering distributing a proportion of Faculty funding on the basis of agreed learning and teaching performance indicators.

164 Program SELT forms <http://www.adelaide.edu.au/clpd/evaluation/programselt.html>

165 SELT Policy <http://www.adelaide.edu.au/policies/101/>

166 Teaching Development for New Academic Staff Policy <http://www.adelaide.edu.au/policies/1146/>

167 Learning and Teaching Services <http://www.adelaide.edu.au/clpd/ta/>

168 University of Adelaide Awards for Teaching Excellence <http://www.adelaide.edu.au/dvca/grants/ua/>

169 Committee for Learning and Teaching Awards Terms of Reference and Records of Meetings <http://www.adelaide.edu.au/dvca/committee/clta.html>

5 Curriculum: Courses

5.1 Design

Course design requires consideration of academic content, student workload, and learning outcomes, and how these are associated with Graduate Attributes. Each of these aspects are linked to assessment, which is discussed in more detail in **6** below.

Course development is led by a course co-ordinator, an academic member of staff who often engages staff from within the discipline, and, where appropriate, cognate disciplines to assist. Consideration is given to student workload and course unit-value, assessment, and parallel teaching of undergraduate and postgraduate students as per policy requirements.

The University recognises that the key learning activities through which students are provided an opportunity to acquire Graduate Attributes occur at the course level. The review of current practice for the management of Graduate Attributes (**4.1.3**) is intended to result in a more transparent link between learning activities and Graduate Attributes.

5.2 Approval

Course approval authority is delegated to the Faculty, with each Faculty having a process by which they manage approval of new and revised course offerings. The course approval process has some parallels to the program approval process, in that proposals are initially scrutinised by committees with a learning and teaching remit. Following endorsement by these committees, recommendations for approval are made to either the Faculty Board or the Executive Dean. This information is reported to Academic Board through Faculty Board minutes.

Each Faculty uses a template to guide development of proposals. In addition to data required for setup in the student information management system, these templates capture additional information such as: learning objectives; how opportunities to acquire Graduate Attributes are embedded in courses; the workload required of students in the course; and assessment. The Faculty of Sciences provides an example of a good practice proforma¹⁷⁰.

5.3 Monitoring and review

The University recognises the benefits to be gained from periodic, systematic reviews of its courses. As with course approval, responsibility for course review is delegated to Faculties.

170 SM3.27 Sciences
Course Approval
Proforma

The University acknowledges that there is a lack of consistency in engagement in course reviews, and this is under review. The Faculty of the Professions' course review process is an example of good practice. It requires that courses be reviewed every three years. The data and information collected includes enrolment trends, grade distributions, and outcomes of SELT surveys. The Faculty provides a process map as well as standard templates¹⁷¹.

The primary tool to measure the student experience of courses is the course-level SELT survey¹⁷². Strengthened in the revised SELT policy¹⁷³ are the mechanisms for providing feedback to students in response to issues raised in SELT surveys. Staff are now required to provide a summary of information on the relevant course-related web site to those students who undertook the survey, as well as to the next cohort of students undertaking the course.

The University's recent Credit Transfer arrangement with the other Go8 universities (7.3) is based on explicit acceptance that the assessment regimes at all Go8 universities are comparable and transferable, an indicator of comparable standards across these institutions.

6 Curriculum: Assessment

6.1 Design of assessment

Consideration of assessment is an integral part of course design. Direction on assessment-related matters is provided through the Good Practice Guidelines on Assessment for Staff and Students¹⁷⁴, which describe responsibilities of staff and students and cover a number of assessment topics including: types of assessment; objectives and standards; equity principles; assessment of group work; assessment of participation; marks for self-assessment and peer assessment; and feedback.

The CLPD provides guidance to staff on assessment via a dedicated website, which includes information on assessment design, grading and feedback, and assessment validity and reliability¹⁷⁵.

Following the self-review of the University's academic policies, the University has recognised the need for an explicit Assessment Policy. The AMC is developing such a policy, with appropriate procedures and guidelines, to formally articulate the academic principles of setting and marking assessment, including feed-back timelines.

171 SM3.28 Professions Course Review Process Map

172 SM3.29 Standard and Extended Course SELT Forms

173 SELT Policy <http://www.adelaide.edu.au/policies/101/>

174 Good Practice Guidelines on Assessment for Staff and Students <http://www.adelaide.edu.au/policies/700/>

175 CLPD Assessment Information <http://www.adelaide.edu.au/clpd/resources/assessment/>

6.2 Assessment monitoring

Assessment practices and outcomes are monitored at a number of stages, including: during the design and review of courses; during the setting of examinations; during moderation of final results prior to publication of results; and as part of post-publication review of student results.

During the Faculty-level course approval process, planned assessment requirements are considered by Faculty Learning and Teaching Committees (or equivalent). The assessment practices and outcomes (i.e. grade distributions) are also considered as part of the course review process.

Schools/Disciplines have committees which oversee the setting of assessment and moderation of assessment outcomes. They engage in activities such as review of examination papers (for length, relevance of content, and standards) and scrutiny of results prior to release (which may include moderation against previous cohorts). External moderation of assessment tasks is not widespread, as it is resource and time intensive.

The AMC scrutinises grade distributions for all courses after publication of final results. In 2007, the committee undertook an exercise to identify courses for which a higher-than-expected proportion of Fail grade was observed. This information was distributed to Faculties for comment. The subsequent responses were summarised and presented to the ULTC, and enabled the identification of some common issues (e.g. poor student engagement, heterogeneity of student body, significant fail rates in some first year courses). This summary was distributed to Executive Deans, with the expectation that this would further be considered by appropriate committees at the Faculty/School level.

The timing of Graduation Ceremonies has been reviewed in recognition of the tension between the timelines for finalisation of results and the need to assure the quality of the assessment process. Graduation Ceremonies will be held in the following calendar year, enabling implementation of more robust quality assurance mechanisms around assessment (e.g. formal Examination/Assessment boards, monitoring of student progress).

6.3 Academic misconduct

The University takes issues of academic integrity seriously and handles all cases of alleged misconduct (i.e. plagiarism and cheating) with the utmost diligence. Two policies guide academic staff in handling cases

of suspected misconduct, the Policy on Cheating in Examinations and Related Forms of Assessment¹⁷⁶ and the Plagiarism Policy¹⁷⁷.

A learning tool available to all students is the “Writing and Speaking at Uni” course available through MyUni. This is designed to assist students to improve their written and oral communication skills, and includes sections on avoiding plagiarism.

The University employs Turnitin, a web-based plagiarism detection tool¹⁷⁸. Information about this software is available to both staff¹⁷⁹ and students. It serves both to assist staff in detecting incidents of academic misconduct, and to educate students¹⁸⁰ about plagiarism.

7 Curriculum: Communication to students

The University recognises its responsibility to ensure that students receive clear advice about programs and courses and related policies.

7.1 Program/course information

Considerable program and course information is provided via the web. At the highest level, the Program Finder¹⁸¹ provides information on the University’s academic programs. This includes an outline of the program, admission requirements, study plans, formal program rules, and graduate outcomes. Students are able to drill down to course-level information from within the Program Finder, or may use the Course Planner¹⁸², a web-based search engine.

Supplementing this information, Schools/Disciplines provide program/course-related information to students in a variety of ways, including: Program and Course handbooks/outlines; Faculty/School web sites; and MyUni, the University’s online learning environment.

Assessment requirements are emphasised in the information provided to students. Detailed information is provided in course handbooks/outlines, and includes: types of assessment; weighting of different assessment components; timelines for submission; and referral to curriculum/assessment-related policies. The University has also ratified Grade Descriptors¹⁸³, so that students understand what is expected in order to obtain a particular grade.

There is a degree of variability in the course-level information provided to students by different Faculties, and the University acknowledges that this is largely a consequence of the devolved nature of course development/approval. In late 2007 the ULTC agreed to develop a University-wide

176 Policy on Cheating in Examinations and Related Forms of Assessment <http://www.adelaide.edu.au/policies/1963/>

177 Plagiarism Policy <http://www.adelaide.edu.au/policies/230/>

178 SM3.30 Turnitin Usage Statistics

179 Turnitin Guide for Staff <http://www.adelaide.edu.au/clpd/plagiarism/staff/turnitin/>

180 Turnitin Guide for Students <http://www.adelaide.edu.au/clpd/plagiarism/students/turnitin/>

181 Program Finder <http://www.adelaide.edu.au/programs/>

182 Course Planner <http://access.adelaide.edu.au/courses/search.asp>

183 Grade Descriptors <http://www.adelaide.edu.au/policies/701/>

“Course Profile”, adopting a “minimum requirements” approach, to facilitate the provision to students of consistent and relevant course-related information. Initial work to inform the development of this template has commenced, including a survey of existing approaches to the provision of this information within the University, and a benchmarking exercise with other tertiary institutions.

In conducting the self-review in preparation for this audit, the University has recognised that student awareness of the Graduate Attributes and appreciation of how they link to learning activities in courses is variable. How to improve this will be part of the review of management of the Graduate Attributes (4.1.3).

7.2 Student policies

Information about relevant policies for students is available through the University Policies and Procedures website¹⁸⁴ and program/course handbooks. The four main curriculum/assessment-related policy areas relevant to students are described below.

7.2.1 Reasonable Adjustments to Teaching & Assessment for Students with a Disability Policy

This policy¹⁸⁵ outlines the principles under which adjustments can be made to teaching and assessment for students with a disability, and guidelines for negotiating reasonable adjustments through Learning and Assessment Agreements.

7.2.2 Academic misconduct

The two policies underpinning academic misconduct are the Policy on Cheating in Examinations and Related Forms of Assessment¹⁸⁶ and the Plagiarism Policy¹⁸⁷. These policies define cheating and plagiarism, set out the principles and guidelines by which suspected cases are managed, describe the responsibilities of both staff and students, and provide information on the student appeal process.

7.2.3 Student grievances about assessment

The Student Complaints Policy¹⁸⁸ includes the principles which guide staff and students when addressing student concerns about assessment, describes the procedures for initiating and dealing with a complaint, and provides information on the appeals process.

184 University Policies and Procedures – Policy Directory <http://www.adelaide.edu.au/policies/>

185 Reasonable Adjustments to Teaching & Assessment for Students with a Disability Policy <http://www.adelaide.edu.au/policies/64/>

186 Policy on Cheating in Examinations and Related Forms of Assessment <http://www.adelaide.edu.au/policies/1963/>

187 Plagiarism Policy <http://www.adelaide.edu.au/policies/230/>

188 Student Complaints Policy <http://www.adelaide.edu.au/policies/100/>

7.2.4 Unsatisfactory Academic Progress by Coursework Students Policy

The Unsatisfactory Academic Progress by Coursework Students Policy¹⁸⁹, applicable to both local and international students, enables the identification of students at risk of not progressing satisfactorily, and provides options to help address impediments to their progress.

189 Unsatisfactory Academic Progress by Coursework Students Policy <http://www.adelaide.edu.au/policies/1803/>

7.3 Credit transfer and articulation

Credit Transfer and Articulation are part of the University's commitment to improve and enhance student mobility, and to provide alternative access to higher education opportunities. Through a growing number of collaborative arrangements and transfer agreements with various identified institutions in Australia and overseas (**Chapter 2, 4.3.3**), students can acquire credit towards a related degree once they have been accepted for admission. These students may receive credit for several courses, or for a year or more, towards a university degree. Formal articulation arrangements¹⁹⁰ currently exist with TAFE SA, the Australian Defence Force, and the Go8.

190 Articulation and Credit Transfer <http://www.adelaide.edu.au/dvca/articulation/>

In addition to these formal arrangements, the University permits individual students to submit applications to their Faculty/School for credit for previous study¹⁹¹. Course equivalency (i.e. standards and content) is assessed by academic experts in the field on the basis of syllabus details.

191 Credit Transfer http://www.adelaide.edu.au/student/admission/transfer_credit/

8 Risk management and priorities for improvement

The University has identified the following risks and actions for improvement relating to the curriculum and assessment theme:

8.1 Risk of misalignment of educational profile with strategic direction

Table 3.1: Actions to mitigate strategic risk

Actions	Responsibility	Timeline	Priority (1-3)
Revise the program approval process to include a first stage strategic review by a senior university committee	PVC(L&Q)	December 2008	1
Revise PAC documentation to improve efficiency and effectiveness of process			

8.2 Risk to academic standards

Table 3.2: Actions to mitigate risk to academic standards

Actions	Responsibility	Timeline	Priority (1-3)
Review current practices of undertaking course reviews and develop a more formal approach to the management of this process. This will include the definition of quantitative and qualitative measures (e.g. benchmarking against appropriate standards; input from key stakeholders (i.e. employers, graduates); currency of curricula) required for course reviews	PVC(L&Q) ULTC	2008-2009	2
Audit assessment practices and processes and implement a more formal governance requirement for Examination/Assessment Boards which will systematically moderate and monitor assessment	PVC(L&Q) AMC	2008-2009	3
As part of the University's review of policies (Chapter 1, 6.5) develop an Assessment Policy and a separate Credit Transfer Policy	DVC&VP(A)	2008	1

8.3 Risk to the quality of the student experience

Table 3.3: Actions to mitigate risk to quality of the student experience

Actions	Responsibility	Timeline	Priority (1-3)
Develop a standard, University-wide Course Profile in the form of a 'minimum requirement template' which will ensure all students have access to relevant information in a timely manner, including assessment requirements and workload expectations	DVC&VP(A) ULTC	During 2008	2
Identify and adopt best practice strategies for embedding and mapping graduate attributes Raise student awareness and appreciation of how graduate attributes link to learning activities	DVC&VP(A) ULTC	2008-2009	2
Implement the recommendations of the Retention Project to improve attrition rates to the target set in the Strategic Plan	DVC&VP(A)	2008-2010	3

Appendices

Appendix 1: Progress on Cycle 1 AUQA Audit Report recommendations

Table A1-1: Governance & Leadership recommendations and status of actions

No	Recommendation	Status and evidence	
Academic Board and quality assurance			
2	That the Academic Board strengthen its ability to maintain an oversight of the academic activities of the University and, in particular, assure the quality of teaching and learning activities. Particular attention to relationships between the Academic Board and its sub-committees and the Faculty Boards is required. [p17]	<p>See <i>Report on the Quality Improvement Action Plan 2008</i>¹⁹² for range of measures (and outcomes) listed in Action Plan 2003.</p> <p>Recent initiatives include:</p> <ul style="list-style-type: none"> • Policy Development Framework (all academic policies to be submitted to Academic Board for endorsement) • Faculty Performance Report incorporating Program Performance Reports (intended to bring to Academic Board attention anomalies or concerns about Faculty activities). • Review of Academic Board sub-committees 2005. 	192 SM1.02 Action Plan 2008
3	That the recently reconstituted Faculty Boards develop, as a priority, effective mechanisms for monitoring the implementation of University policy within faculties and for assuring, in conjunction with the Academic Board, academic quality and standards. [p17]		193 Head of School Appointment Policy and Guidelines http://www.adelaide.edu.au/policies/1543/
Heads of Schools			
4	That a mechanism be developed to ensure that the most suitably qualified candidates are appointed to the positions of Head of School, following appropriate consultation with staff within the schools. [p19]	<ul style="list-style-type: none"> • Heads of School appointed by VC&P following formal selection process: see Head of School Appointment Policy and Guidelines¹⁹³ and Collective Agreement 2006-2008¹⁹⁴, clause 33, p.12. 	194 Collective Agreement 2006 – 2008 http://www.adelaide.edu.au/hr/conditions/eb/docs/collective_agreement_2006-2008.pdf
5	That improvement be made in recognising and rewarding the contributions of Heads of School so that they become attractive positions and that a suitable career structure for Heads of School be established. Furthermore, the training, development and support needs of Heads of Schools should be explicitly considered, including a review of how the Leadership Development Program meets their particular needs. [p20]	<ul style="list-style-type: none"> • See Rewards and Recognition Framework Policy¹⁹⁵ (August 2006) and Responsibility Loading Policy¹⁹⁶ (July 2006). • See Leadership Development Program¹⁹⁷ offered through CLPD (feedback sought at end of each program). 	195 Rewards and Recognition Framework Policy http://www.adelaide.edu.au/policies/1903/ 196 Responsibility Loading Policy http://www.adelaide.edu.au/policies/1907/ 197 Leadership Development Program http://www.adelaide.edu.au/clpd/orgdev/leadership/ldrshpdev.html

Table A1-1: Governance & Leadership recommendations and status of actions cont.		
No	Recommendation	Status and evidence
University Budget		
7	That as part of the University's current budget reform process, mechanisms be established to ensure increased levels of communication of budget outcomes and their rationale; and that the development and implementation of a staged devolution strategy that affords greater budgetary responsibility and accountability to Executive Deans and Heads of School be considered. [p21]	<ul style="list-style-type: none"> • Approval of annual Budget¹⁹⁸ by Council published via link to Council News in Inside Adelaide, see e.g. 10-14 Dec 2007¹⁹⁹. • Budget linked directly from Current Staff²⁰⁰ webpage. • Planning & Budgeting Committee²⁰¹ oversees integration of annual planning and budget cycles, and reviews annual and revised budgets before recommending approval to VC&P. All Executive Deans are members of the Planning and Budgeting Committee. • Executive Deans are accountable for managing faculty budgets and required to report financial performance to VCC at least quarterly. • School budgets are developed by each faculty and approved and monitored by the Executive Dean.
Quality Systems		
1	That as part of the planned development of a new strategic plan, agreement be reached on the form of reporting and performance indicators that will be regularly submitted to Council for monitoring purposes. [p14]	<ul style="list-style-type: none"> • Council approved Key Performance Indicators (KPIs) and constituent critical success factors and metrics for purposes of reporting to Council in May 2005. • Pilot report provided to Council in September 2005; annually in March/April since.
6	That current planning initiatives be given high priority with a view to an early adoption of a more systematic approach that seeks to integrate strategic and operational planning at University, faculty, school and divisional levels and that provides for a rigorous process of reporting on, and monitoring, performance against plans. [p21]	<ul style="list-style-type: none"> • Institutional Planning and Performance Framework²⁰² steadily evolving since 2004: first cycle of complete Framework in 2008-09: see Chapter 1, 5 for more detail. • Strategic Plan 2004-2008 produced in 2003, updated in 2006. • New <i>Strategic Plan 2008-2012</i>²⁰³ approved by Council in December 2007. • Strategic Plans are underpinned by Operational Plans²⁰⁴ • Performance Reports against Strategic Plan objectives are an integral part of framework: University Performance Report produced since 2005; Learning & Teaching Performance Report since 2007; Research & Research Training Performance Report in 2007 and Services & Resources Performance Report scheduled for 2009.
198	2008 University Budget http://www.adelaide.edu.au/VCO/unibudget/	
199	Inside Adelaide http://www.adelaide.edu.au/inside_adelaide/archive/2007/20071012.html	
200	Information For Current Staff http://www.adelaide.edu.au/staff/	
201	Planning and Budgeting Committee Terms of Reference http://www.adelaide.edu.au/policies/1583/	
202	Institutional Planning and Performance Framework http://www.adelaide.edu.au/sp/ippf/	
203	SM1.05 Strategic Plan 2008-2012	
204	Operational Plans http://www.adelaide.edu.au/sp/ippf/operational_plans.html	

Table A1-1: Governance & Leadership recommendations and status of actions cont.		
No	Recommendation	Status and evidence
Quality Systems cont.		
8	That further prioritisation of the planned improvements identified in the University's self-assessment take place based on an assessment of the relative priorities of these within the context of the total quality framework and after consultation with faculties and divisions; and that, once priorities are agreed, the achievement of the planned improvements is actively monitored. [p23]	See Report on the <i>Quality Improvement Action Plan 2008</i> ²⁰⁵ for range of measures, and outcomes, listed in Action Plan 2003.
9	That priority be given to the development of a formal benchmarking framework, through which the University will be able to assess more accurately the achievement of its core objectives. Such a framework was under consideration by the University at the time of the audit. [p23]	<ul style="list-style-type: none"> • Performance Reports benchmark KPIs against Go8 and sector. • Benchmarking occurs as part of program reviews • Benchmarking of process and performance is undertaken at administrative unit and discipline level. • New Benchmarking Framework²⁰⁶ implemented to provide guidance to staff undertaking benchmarking projects, to provide collection point for benchmarking reports, and to act as portal to other sites where useful comparative data can be found.
Information Technology		
10	That the University's proposed post-implementation business planning being undertaken to enhance the effectiveness and efficiency of the new management information systems be given the highest priority by senior management and that, in undertaking that planning, the wider issues of governance, project management and change management associated with implementing the new administrative systems are taken into account. [p24]	<ul style="list-style-type: none"> • Implementation of new IT systems installed in early 2000s completed, with later upgrades to Finance and Student Administration. • ITS Project Management office applies project management methodology to all current projects. • Executive Steering Committee for IT Strategic Directions²⁰⁷ advises on priorities. • Proposed Core Business Systems upgrades to HR and Student Administration include components about organisational change management and are being undertaken in context of Service Excellence Program²⁰⁸, jointly funded by Commonwealth Government.

205 SM1.02 Action Plan 2008

206 Benchmarking Framework <http://www.adelaide.edu.au/dvca/benchmarking/>

207 Executive Steering Committee for IT Strategic Directions Terms of Reference and membership <https://www.adelaide.edu.au/its/pmm/templates/escit/>

208 Service Excellence Program <http://www.adelaide.edu.au/serviceexcellence/>

Table A1-2: Staff recommendations and status of actions		
No	Recommendation	Status and evidence
11	That the goals of the induction program for new staff be considered in the light of the University's overall staffing objectives and that, once these are determined, a suitable program be implemented. [p25]	Induction programs for new staff ²⁰⁹ implemented; can be adapted for local needs.
12	That, in developing improved staff training and development systems, the University examine such systems within comparable Australian universities and that suitable means be established for assessing how effectively the University's systems operate, in terms of both staff participation and achieving stated development outcomes. [p26]	<ul style="list-style-type: none"> • New PDR²¹⁰ process implemented in 2004. NTEU agreement obtained and incorporated in Collective Agreements of 2004-06 and 2006-08²¹¹ (clause 43). • Staff development coordinated through Organisational and Staff Development Committee²¹² which advises VCC and DVC&VP(A). Most staff development programs are offered through CLPD²¹³ and/or Human Resources. • Supervisors expected to submit summary report on outcomes of PDRs to own managers to use for planning and development across Faculty/Division, and to aid in monitoring. • Online enrolment and reporting system being introduced in CLPD in 2008.
13	That the University continue its progress towards an effective process of annual staff reviews which is linked to both performance and development outcomes. Once approved, this initiative should be implemented throughout the whole University, applying equally to academic and general staff and with primary responsibility for its implementation resting with the Head of School (or equivalent). [p27]	<ul style="list-style-type: none"> • See above. • University has Commonwealth Higher Education Workplace Productivity Programme funding to implement performance management framework for both academic and general staff: performance management strategy and supporting tools (position description templates, revised PDR templates, reward and recognition guidelines and streamlined unsatisfactory performance process) now documented. Training for staff and managers scheduled for May–June 2008.

209 New Staff Induction
<http://www.adelaide.edu.au/hr/career/induction/>

210 Planning and Development Review
<http://www.adelaide.edu.au/clpd/orgdev/pdr/>

211 Collective Agreement 2006-2008
http://www.adelaide.edu.au/hr/conditions/eb/docs/collective_agreement_2006-2008.pdf

212 Organisational and Staff Development Committee Terms of Reference
<http://www.adelaide.edu.au/policies/1123/>

213 CLPD
<http://www.adelaide.edu.au/clpd/>

Table A1-2: Staff recommendations and status of actions cont.		
No	Recommendation	Status and evidence
14	That work proceed without delay on the development of a University-wide communication strategy that provides staff with substantive opportunities to provide feedback; and that, if it is to have a continuing role, the operations of the Communications Committee, particularly its contribution to supporting achievement of the strategy, be confirmed and progressed without further delay. [p28]	<ul style="list-style-type: none"> Internal Communications Strategy Working Group established in 2004. It developed strategy with 21 recommendations implemented by Internal Communications Standing Committee: see Internal Communications Outcomes Report, VCC meeting 18/06²¹⁴ Staff Climate Surveys²¹⁵ conducted in 2004 and 2006 show improvement in staff perceptions of University communication over two years. Changes implemented as result of 2004 survey reported in 2004 Summary of Actions and in Staff Survey 2004 Implementation Update, VCC meeting 13/06²¹⁶ Staff Survey Oversight Working Party established to develop and monitor actions to address significant issues raised in survey. Working Party retained and active in respect of 2006 survey. VC&P met with Executive Deans and central senior managers about responses to surveys and, in conjunction with HR consultants, Faculties and Divisions have developed Action Plans with performance measures and timeframes, with at least 3 areas for action by end 2009. Options for improved feedback being gradually developed: for example, new Policy Development Framework²¹⁷ includes electronic feedback/issues log.
		214 SMA.31 Internal Communications Outcomes Report
		215 Your Voice Staff Survey http://www.adelaide.edu.au/staff_survey/
		216 SMA.32 Staff Survey 2004 Implementation Update
		217 University Policy Development Framework http://www.adelaide.edu.au/policies/604

Table A1-3: Students recommendations and status of actions		
No	Recommendation	Status and evidence
15	That the University ensure that it is made clear to students during course advising that elective courses may need to be cancelled depending on student enrolment numbers and what assistance will be provided to students in this circumstance. [p 31]	<ul style="list-style-type: none"> Course advice provided through range of mechanisms, predominantly on-line but also through course counselling within faculties. Information about the possibility of elective courses being cancelled is posted on the enrolment website²¹⁸.

218 Enrolment <http://www.adelaide.edu.au/enrol/steps/step2.html>

Table A1-4: Research recommendations and status of actions		
No	Recommendation	Status and evidence
16	That in the establishment of a research centre and in its annual reporting and review, greater attention be given to the role of Advisory Boards, particularly with respect to the validation of research programs and accessing sources of research funding. [p 35]	<ul style="list-style-type: none"> Policy on Research Centres and Other Research Groups updated in 2005 and currently under review. The revised policy stipulates that 'a Research Institute or Centre will normally establish an Advisory Board with substantial expert membership, or some equivalent and appropriate mechanism, as a means of gaining useful input from the broader community'. With increased focus on Building a Great Research University research centres' funding, governance, performance management and roles are being reassessed (<i>Strategic Plan 2008-2102</i> strategy 5).

Table A1-5: Research Training recommendations and status of actions			
No	Recommendation	Status and evidence	
17	That the Graduate Centre ensure that the policy of co-supervision is implemented throughout the University [p39]	<ul style="list-style-type: none"> Graduate Centre business practices require regular and routine monitoring of supervision compliance, through interrogation of a student database. See Research Student Handbook²¹⁹ at, e.g., p.21 and p.61, and Policy for Establishment of a Register of Eligible Research Supervisors²²⁰ for description of processes. REDC²²¹, a sub-committee of University Research Committee, has responsibility for development of research training policy. 	<p>219 Research Student Handbook 2008 http://www.adelaide.edu.au/graduatecentre/forms/handbook.pdf</p> <p>220 Policy for Establishment of a Register of Eligible Research Supervisors https://www.adelaide.edu.au/policies/2063/</p> <p>221 REDC Terms of Reference http://www.adelaide.edu.au/policies/634/</p>
18	That the process for the regular formal review of Masters and PhD student progress be revised, the forms simplified and the role of co-supervisors in the review process be made explicit [p39]	<ul style="list-style-type: none"> Graduate Centre's annual review of progress process is regularly benchmarked and reviewed against other universities' practice: see Research Student Handbook²²² which comprehensively covers progress review and related processes, including responsibilities of Postgraduate Coordinator and Supervisors. 	<p>222 Research Student Handbook 2008 http://www.adelaide.edu.au/graduatecentre/forms/handbook.pdf223 Effective Supervision Program 2008 http://www.adelaide.edu.au/graduatecentre/rep/staff/</p>
19	That greater emphasis be placed on the training of new and existing supervisors of higher degree by research students to ensure greater awareness and implementation of University policies for effective research training [p40]	<ul style="list-style-type: none"> Policy for Establishment of a Register of Eligible Research Supervisors requires new supervisors to complete Induction to Supervision workshop, one of 5 workshops in Effective Supervision Program²²³ which can be taken face-to-face or online. Policy also requires all supervisors to participate in ongoing training in supervision as directed by School or REDC, and to subscribe to HDR Supervisors' mailing list for regular Graduate Centre communication. 	<p>223 Effective Supervision Program 2008 http://www.adelaide.edu.au/graduatecentre/rep/staff/</p>

Table A1-6: Learning & Teaching recommendations and status of actions			
No	Recommendation	Status and evidence	
20	That work proceed without delay on the planned review of the criteria and accountabilities for the review of academic programs and that a revised schedule be developed to include those programs approved prior to 2000. [p 45]	<ul style="list-style-type: none"> • 5-year cycle of Academic Program Reviews²²⁴ implemented • See Chapter 3. 	224 Academic Program Reviews http://www.adelaide.edu.au/pvclq/reviews/
21	That the Academic Board, as a matter of urgency, establish at the institutional level a comprehensive process by which it may assure itself that the University's undergraduate pass and honours degrees are of comparable standard in terms of content, scope and evaluation criteria with those of other Australian and overseas universities. [p 46]	<ul style="list-style-type: none"> • Benchmarking of academic programs with Go8 universities is specific term of reference of Academic Program Reviews, the primary mechanism used by Academic Board to monitor academic standards • Academic Board's 3 major sub-committees (University Learning & Teaching, Assessment Monitoring and Program Approval) all focus on standards. 	225 CLPD http://www.adelaide.edu.au/clpd/
22	That, the University further develop its range of other mechanisms to complement the 'LEAP' initiative in order to promote the sharing of good practice in approaches to learning, teaching and curriculum development. [p 47]	<p>CLPD²²⁵ continues to promote range of teaching development and good practice sharing opportunities, including:</p> <ul style="list-style-type: none"> • redeveloped website with new Resources section • face-to-face information and seminar sessions • Faculty-led L&T projects • Graduate Certificates in Higher Education (2004) and Online Education (2006) • Education Research Group Adelaide²²⁶. 	226 Educational Research Group Adelaide http://www.adelaide.edu.au/erga/
23	That, as signalled in the Performance Portfolio, the University develop a system for systematic monitoring and reporting of the results of student evaluations of teaching and for providing feedback to students on the actions taken in response to those evaluations. [p 48]	<ul style="list-style-type: none"> • All essential information to support evaluation²²⁷ of student learning and staff teaching is web-based, including section on feedback to students. • Summary aggregate reports²²⁸ are available by Faculty, School and Discipline, as well as by program • Faculties required to report on program level results • SELT policy²²⁹ reviewed and revised in 2007. 	227 Evaluation and Assessment http://www.adelaide.edu.au/clpd/evaluation/ 228 Standard Course and Teacher Aggregate SELTS Reports 2007 http://www.adelaide.edu.au/clpd/evaluation/aggregates/2007/
24	That the University identify a senior academic "champion" to work with the Director and staff of the Centre for Australian Indigenous Research and Studies on communicating and implementing the Indigenous Education Strategic Plan. [p 50]	<ul style="list-style-type: none"> • For period 2003-2005 Executive Dean of Humanities and Social Sciences appointed as "Champion" for Indigenous matters to embed strategies articulated in Indigenous Education Strategic Plan²³⁰. • In 2006, the VC&P funded an Indigenous Employment Strategy to employ academic and professional staff across the University. • Successes in Indigenous education continue to be small, but improving. In 2007 there were 134 Indigenous students, up from 123 in 2006. • In 2008 the HUMSS Indigenous Foundation Program and the Centre for Aboriginal Studies in Music are being reviewed. 	229 Student Experience of Learning and Teaching Policy http://www.adelaide.edu.au/policies/101/ 230 Indigenous Education Strategic Plan http://www.adelaide.edu.au/wilto_yerlo/about/strategic.html

Table A1-7: Internationalisation recommendations and status of actions			
No	Recommendation	Status and evidence	
25	That the University establish robust systems for assuring itself that the terms of its agreements with off-shore education providers are being met. The University's self-assessment has identified this as an area of concern. [p 56]	<ul style="list-style-type: none"> Annual report on international agreements presented by PVC(I) to Audit, Compliance and Risk Committee and Council. See, e.g., confidential report from Council meeting 2/07²³¹. Building on statement of Principles and Guidelines for Quality Assurance in Offshore Arrangements²³² developed by Quality Assurance Working Party and endorsed by Academic Board in early 2006, new International Agreements Framework²³³ prescribes process for negotiating and contracting with international partners. It also includes database of current agreements to enable core terms and obligations to be managed. 	<p>231 SMA.33 Annual Report on international agreements 2007</p> <p>232 Quality Assurance in Offshore Arrangements Principles and Guidelines http://www.adelaide.edu.au/policies/102/</p> <p>233 International Agreements Framework http://www.adelaide.edu.au/pvci/IntAFW/</p>
26	That, as signalled in the Performance Portfolio, the University develop processes for the University-wide annual review of international student academic performance. Most benefit from this would be obtained if it were part of a broader, systematic review of teaching and learning outcomes undertaken by the Academic Board. [p.57]	<ul style="list-style-type: none"> Indicators of international student performance are in the University Learning & Teaching Performance Report²³⁴ presented annually to the ULTC and Academic Board. The ISC and IC will be provided with cohort reports of student performance (to be developed in the Data Warehouse environment) as part of process for assessing international agreements prior to renewal, and for monitoring English language preparation. 	<p>234 SM1.08 L&T Performance Report 2008</p>

Appendix 2: Overview of benchmarking activities and outcomes since last AUQA visit

Table A2-1 : List of Regular Benchmarking Activities

Measures		Comparators						Purpose
		Group of Eight (Go8) Universities	Flinders University	University of South Australia (UniSA)	All Australian Universities	Individual Australian Universities		
Learning and Teaching Key Performance Indicators								
Student Demand								
Proportion of first preference applications in South Australia			×	×				To monitor demand trends to ensure relevance of education profile
Student Experience								
CEQ overall satisfaction percent agreement by field of education	×				×			To monitor student satisfaction and evaluate intervention strategy
CEQ generic skills scale percent agreement by field of education	×				×			
CEQ good teaching scale percent agreement by field of education	×				×			
GDS percent in full-time employment by field of education	×				×			
GDS percent in further full-time study by field of education	×				×			

Table A2-1 : List of Regular Benchmarking Activities cont

Measures	Comparators						Purpose
	Group of Eight (Go8) Universities	Flinders University	University of South Australia (UniSA)	All Australian Universities	Individual Australian Universities		
Research and Research Training Key Performance Indicators							
Share of total weighted publications	×						To inform budget process and allocation of strategic resources
Weighted Publications per Academic FTE (Level B-E)	×						
Share of National Total University Research Revenue	×						
University Research Revenue per FTE (Level B to E) Category 1	×						
University Research Revenue per FTE (Level B to E) Category 1 - 4	×						
Higher Degree by Research Load	×						
Higher Degree by Research Load per FTE	×						
Higher Degree Research Load as a portion of Total Load	×						
Total Higher Degree Research Completions	×						
Share of National Higher Degree by Research Completions	×						
ARC/NHMRC application results	×	×	×	×			To assist with the development of best practice through information sharing
Graduate Administration and Research Training Information	×					×	To assist with the development of best practice through information sharing
Research Training Information	×						Monitor standing in the State
Publication and research income		×	×				To assist with the development of best practice through information sharing
International research management						×	NB. Comparators are individual overseas universities as well

Table A2-1: List of Regular Benchmarking Activities cont.

Measures	Comparators					Purpose
	Group of Eight (Go8) Universities	Flinders University	University of South Australia (UniSA)	All Australian Universities	Individual Australian Universities	
Human Resources Key Performance Indicators						
Ratio of Division and Faculty Staff				X		To establish KPIs for university/workforce planning
Ratio of Professional Staff to Academic Staff				X		
Ratio of Faculty Professional Staff to Faculty Academic Staff				X		
Average time lost				X		
OH&S incident rate				X		
Centralised Staffing Ratio by Administrative Unit				X		
HR Function Staffing Ratio				X		
Employment costs as a % of Revenue				X		
Female participation				X		To develop equity strategies
Employee turnover				X		
Fixed Term Contract Expiration				X		
Recruitment Rate				X		
Recruitment Source				X		
Applicant Interest				X		
Recruitment Days to Offer				X		
Recruitment Days to Start				X		
Unscheduled Absence Taken per Employee				X		
Doctoral Qualifications				X		
Academic Promotion Rate				X		
Applications for Promotion Rate				X		
Academic Promotions Success Rate				X		
Honorary/Visiting Academics				X		
Mercer salary survey				X		To set salaries, including negotiations for Enterprise Bargaining

Table A2-1 : List of Regular Benchmarking Activities cont.

Measures	Comparators					Purpose
	Group of Eight (Go8) Universities	Flinders University	University of South Australia (UniSA)	All Australian Universities	Individual Australian Universities	
Financial Services						
Total Operating Revenue	X	X	X	X	X	To inform Budgeting and Planning
Operating Result	X	X	X	X	X	
Operation Margin	X	X	X	X	X	
Current Ratio	X	X	X	X	X	
Cash and Investments	X	X	X	X	X	
Borrowings	X	X	X	X	X	
Equity	X	X	X	X	X	
Debt/Equity	X	X	X	X	X	
Capital Expenditure	X	X	X	X	X	
Depreciation	X	X	X	X	X	
Salaries/Total Expenditure	X	X	X	X	X	
Government dependence for revenue	X	X	X	X	X	
Total Research Revenue	X	X	X			
Research Intensity	X	X	X			

Table A2-1 : List of Regular Benchmarking Activities cont.

Table A2-1 : List of Regular Benchmarking Activities cont.						
Measures	Comparators					Purpose
	Group of Eight (Go8) Universities	Flinders University	University of South Australia (UniSA)	All Australian Universities	Individual Australian Universities	
University Library						
Council of Australian University Librarian (CAUL) Statistics				×		To assess compliance with CAUL standards
Rodski Report – survey of user satisfaction on a number of criteria				×		To evaluate services and monitor effectiveness
Marketing and Strategic Communications						
Site traffic trends	×	×	×		×	
Information architecture strategies and innovations	×	×	×		×	
Download speeds, standards, compliance and accessibility features	×	×	×		×	
Quantitative Media Reports on Periodic basis		×	×			
Independent market research on effectiveness of marketing		×	×			
Property Services						
Participants in Tertiary Education Facilities Management Association Survey				×		Informs Property Services budget and capital management planning process and assists in managing and monitoring technical/operational/ financial performance of asset management services
International Benchmarking						
Specific aspects of international operations selected by the AUJDF e.g. admissions policies, student services, student mobility, conversion rates.				×		To assess performance of international operations relative to other participating universities

Table A2-2: List of Ad hoc Benchmarking Activities

Processes		Comparators					Purpose
		Group of Eight (Go8) Universities	Flinders University	University of South Australia (UniSA)	All Australian Universities	Individual Australian Universities	
University Library							
Benchmarking library provision to Off-Shore students					×		To assess compliance with CAUL standards
Information Technology Services							
Benchmarking against ITIL standard (IT evaluation process)						×	To develop ITIL as internal practice for service delivery
Financial Services							
Procurement practices	×						To inform development of more efficient procurement practices
Budget and Reporting Framework	×		×			×	
Tax process and procedures						×	
Financial Management Tools						×	
Human Resources							
Policy Development	×						
Comparisons with DEST staff profiles	×		×				To identify good practices
Equity and Diversity Go8 reports	×						
Go8 Comparison of OHS Incident and Injury Statistics	×						

Table A2-2: List of Ad hoc Benchmarking Activities cont.

Processes	Comparators					Purpose
	Group of Eight (Go8) Universities	Flinders University	University of South Australia (UniSA)	All Australian Universities	Individual Australian Universities	
Student Services						
Careers Services 2007 investigation of career development for international students					<ul style="list-style-type: none"> • Monash • ANU • QUT • Griffith 	To identify good practice and inform process change
Careers Services 2004 Review of Services benchmarked against all Universities in Australia, in detail with University of Melbourne investigation of career development for international students				×	<ul style="list-style-type: none"> • Melbourne 	To identify good practice and inform process change
Customer Services Benchmarking Australia Survey		×			<ul style="list-style-type: none"> • Ballarat • Edith Cowan • Macquarie • Gordon Institute of TAFE 	To identify key areas for improvement in customer service
PSO 2004 Investigation of postgraduate coursework recruitment and marketing opportunities; Market research by McGregor Tan and extensive desktop research of Australian and international universities (program offerings and recruitment/marketing methodology)					<ul style="list-style-type: none"> • Sydney • UNSW • Macquarie 	To identify good practice and inform process change
PSO 2003 Investigation of postgraduate coursework recruitment: involvement of central units, structures for consultation/collaboration, methodology, publications, events						To identify good practice and inform process change <i>NB. Comparators are individual overseas universities</i>
PSO 2004 Investigation into Widening Participation activities in the UK to inform access and equity initiatives						To identify good practice models for campus activities, teacher resources. Informed the format for Aim for Adelaide in 2007 <i>NB. Comparators are individual overseas universities</i>

Table A2-2: List of Ad hoc Benchmarking Activities cont.

Processes		Comparators					Purpose
		Group of Eight (Go8) Universities	Flinders University	University of South Australia (UniSA)	All Australian Universities	Individual Australian Universities	
Student Services cont.							
PSO 2006 Investigation into Widening Participation activities in the UK targeted especially at year 9 and 10 students and their parents							To identify best practice models of engagement with younger students including on campus activities for students and parents. Informed decision to run a parents' night on campus <i>NB. Comparators are individual overseas universities</i>
University and Beyond survey						Range of Australian universities	
Prudential Services							
Compliance and Risk Management Policy Framework					×		To identify good practice and inform development of framework at the University
Cost of Risks (excluding claims)		×					
Records Management							
Records and Archives benchmarking survey 2006					×		To assess scope of records & archives activities across the sector
Records management processes, system implementation and administration 2007						×	To identify good practice and inform process change
Records management system configuration and support structures 2008						×	To identify good practice models for system configuration and support directly feeding into TRIM Upgrade Post Implementation Review

Appendix 3: List of internal and external reviews/ audits since last AUQA visit

Entity/Program Reviewed	Date Reviewed	Next Scheduled Review	Reporting To
Architecture (B Design Studies, B Architecture, B Landscape Architecture)	2005	2010	Academic Board
Gastronomy (Grad Cert, Grad Dip, Master)	2006	2011	Academic Board
Creative Writing (Grad Cert, Grad Dip, Master)	2006	2011	Academic Board
Applied Linguistics (Grad Cert, Grad Dip, Master)	2006	2011	Academic Board
Art History (Grad Cert, Grad Dip, Prof Cert, Master of Arts (Studies in Art History), Master of Applied History Studies)	2006	2011	Academic Board
Agriculture (Dip Agricultural Production, B Agriculture, Rural Enterprise Mgmt)	2006	2011	Academic Board
Economics (Grad Cert, Grad Dip, Master International Economics; Grad Cert, Grad Dip, Master of Economics; Prof Cert International Trade)	2006	2011	Academic Board
Law (LLB and Honours)	2006	2011	Academic Board
Wine (Dip, B & Hons Wine Marketing; Grad Cert, Grad Dip, Master Wine Business)	2006	2011	Academic Board
Medicine (B Medicine & B Surgery)	2006	2011	Academic Board
Science (B and Hons Science)	2007	2012	Academic Board
Health Science (B and Hons Health Science)	2007	2012	Academic Board
Social Science (B and Hons Social Science)	2007	2012	Academic Board
Psychology (B Psych, B Psych (Hons), Grad Dip Psych, M Psych (Clinical), M Psych Org & Human Factors)	2007	2012	Academic Board
Commerce (B and Hons Commerce)	2007	2012	Academic Board
Teaching (B Teaching, Grad Dip Education)	2007	2012	Academic Board
Health Science (Grad Cert, Grad Dip, Master Grief and Palliative Care Counselling)	2008	2013	Academic Board
Computer Science (B and Hons Comp Sci; Grad Cert, Grad Dip (Comp Sci); B Comp Graphics; B Comp Sci (Software Eng); B Eng and Master (Software Eng))	2008	2013	Academic Board

Table A3-2: Organisational Unit Reviews		
Organisational Unit Reviewed	Date Reviewed	Reporting To
Adelaide Graduate School of Business (now part of Business School)	2007	Faculty/ VCC
School of Architecture, Landscape Architecture and Urban Design	2004	Faculty/ VCC
Department of Public Health	2005	Faculty
Faculty of Engineering, Mathematics and Computer Science	2005	VCC
Education Centre for Innovation and Commercialisation	2005	DVC&VP(A)
School of Computer Science	2002	VCC
Professional and Continuing Education	2003	DVC&VP(A)
International Office	2005	Director, SSS
Careers Service	2004	Director, SSS
Human Resources	2003 2007	VCC Manager, HR
Campus Services and Campus Development	2004	VP(S&R)
Property Services	2007	VP(S&R)
Adelaide Research and Innovation – Research Branch	2005	VCC
Thebarton Campus	2006	DVC&VP (R)
Australian Centre for Evolutionary Biology & Biodiversity	2007	DVC&VP (R)

Appendix 4: External accreditation

Table A4-1: External Accreditation			
Entity/Program Reviewed	Date Reviewed	Next Scheduled	Accrediting body
Vocational Education Training (VET) accreditation	2004	2009	DFEEST
B of Commerce and B of Economics (and those degrees combined with the B of Laws), M Commerce (Accounting), M Accounting & Finance	2007	2011	CPA&ICAA
B of Commerce (twinning) INTI College Malaysia	2005		CPA
B Commerce (Corporate Finance)	2004		Securities Inst of Aust
Master of Commerce in Applied Finance, Master of Accounting and Finance	2007		Chartered Financial Analyst Institute (international)
Law Program	2007		Legal Practitioners Education & Admission Council
Landscape Architecture (Bachelor & Master)	2006		Aust Institute Landscape Architects
Architecture (Bachelor & Master)			Architects Board of SA
Physics	2004	2009	Australian Institute of Physics
Chemistry	2004		Royal Australian Chemical Institute
B of Medicine, B Surgery	2002	2010	Australian Medical Council
Dentistry (B Oral Health, B Dentistry, Doctor of Clinical Dentistry Programs)	2004	2009	Australian Dental Council
School of Psychology	2007		Australian Psychology Accreditation Council
Master of Public Health Program	2005	2009	Academic Public Health Consortium
B Nursing	2005	2008	Nurses Board of SA
Postgraduate Nursing	2005	2009	
Undergraduate Engineering programs	2007	2012	Engineers Australia
B of Engineering in Chemical Engineering	2007	2012	Institute of Chemical Engineers (UK)
Computer Science (B, Grad Dip, Master Comp Sci; M Info Tech; M Software Eng; B Comp Sys Eng; B of Eng in Telecommunications Eng; B of Eng in Software Eng)	2007	2012	Australian Computer Society

Appendix 5: Nomenclature & abbreviations

Nomenclature

Access Adelaide	Online student information portal through which students can enrol, change contact details, view personal information, view exam times, obtain official results and enter graduation details.
Advisory Boards	Advisory Boards are constituted to include both University staff and external members. The Boards provide high-level strategic advice to Faculty/ Schools/Disciplines in relation to academic program offerings, research focus and direction, and professional practice. They enable input from external organisations (e.g. professional bodies) and provide a link with the wider community.
Course	A component of study, assigned a unit value, of an academic program.
Inside Adelaide	The University's weekly electronic newsletter emailed to all staff.
LEAP	Archival web-based platform for sharing good practices in education and educational management.
MyUni	Online education portal through which students can access course materials, discussion groups, announcements and educational resources.
Program	The series of courses in which a student enrolls and which, when completed, will lead to conferral of a designated academic award.
Program Finder	Online resource which provides information about the University's academic programs and courses.
Executive Managers	Vice-Chancellor, Deputy Vice-Chancellor and Vice-President (Academic), Deputy Vice-Chancellor and Vice-President (Research), and Vice-President (Services and Resources)
Senior Managers	Pro Vice-Chancellor (International), Pro Vice-Chancellor (Learning and Quality), Executive Deans and Branch Heads

Abbreviations

AMC	Assessment Monitoring Committee
ANU	Australian National University
AQF	Australian Qualifications Framework
ARC	Australian Research Council
AUIDF	Australian Universities International Directors' Forum
AUQA	Australian Universities Quality Agency
AusAID	Australian Agency for International Development
CAUL	Council of Australian University Librarians
CEC	Coursework Entree Committee
CEQ	Course Experience Questionnaire
CLPD	Centre for Learning and Professional Development
CSC	China Scholarship Council
CSP	Commonwealth Supported Places
CPA	Certified Practising Accountant
DEEWR	Department of Education, Employment and Workplace Relations (Cth)
DEST	Department of Education Science and Training (now DEEWR)
DFEEST	Department of Further Education, Employment, Science and Technology (State)
DTP	Degree Transfer Program
DVC&VP(A)	Deputy Vice-Chancellor and Vice-President (Academic)
DVC&VP(R)	Deputy Vice-Chancellor and Vice-President (Research)
ECMS	Engineering, Computer and Mathematical Sciences
EFTSL	Equivalent Full-Time Student Load
ELC	English Language Centre
ELP	English Language Proficiency
ESL	English as a Second Language
ESOS	Education Services for Overseas Students
FTE	Full-Time Equivalent
FSP	Foundation Studies Program

GDS	Graduate Destination Survey
Go8	Group of Eight
GPA	Grade Point Average
HDR	Higher Degree by Research
HERDC	Higher Education Research Data Collection
HR	Human Resources
HS	Health Sciences
HUMSS	Humanities and Social Sciences
IAF	Institutional Assessment Framework
IAP	Introductory Academic Program
IBP – R	Integrated Bridging Program Research
IC	Internationalisation Committee
ICAA	Institute of Chartered Accountants in Australia
ICSC	International Compliance Steering Committee
IELTS	International English Language Testing System
IGS	Institutional Grant Scheme
ISC	Internationalisation Strategy Committee
IT	Information Technology
KPI	Key Performance Indicator
L&T	Learning and Teaching
LLS	Language and Learning Service
NAAEC	Ngee Ann-Adelaide Education Centre
NHMRC	National Health and Medical Research Council
NTEU	National Tertiary Education Industry Union
MBA	Masters of Business Administration
MLS	Mathematics Learning Service
MSc	Master of Science
OH&S	Occupational Health & Safety
ORBIT	Operational Research Business Information Tool
OSA	Overseas Students Association
PAC	Program Approval Committee
PCE	Professional and Continuing Education

PDR	Planning and Development Review
PEP	Pre-enrolment English Program
PhD	Doctor of Philosophy
PSO	Prospective Students Office
PVC(I)	Pro-Vice Chancellor (International)
PVC(L&Q)	Pro-Vice Chancellor (Learning and Quality)
PIRI	Planning-Implementation-Review-Improvement
REDC	Research Education Development Committee
PREQ	Postgraduate Research Experience Questionnaire
R&RT	Research and Research Training
RIBG	Research Infrastructure Block Grant
RTS	Research Training Scheme
QUT	Queensland University of Technology
SACE	South Australian Certificate of Education
SELT	Student Experience of Learning and Teaching
SM	Supporting Material
TAFE SA	Technical and Further Education South Australia
TER	Tertiary Entrance Rank
TESOL	Teaching English to Speakers of Other Languages
ULTC	University Learning and Teaching Committee
UNESCO	United Nations Education, Scientific and Cultural Organisation
UniSA	University of South Australia
UNSW	University of New South Wales
UPCC	University Postgraduate Coursework Committee
URC	University Research Committee
VET	Vocational Education and Training
VC&P	Vice-Chancellor & President
VCC	Vice-Chancellor's Committee
VP(S&R)	Vice-President (Services and Resources)

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