

# AUQA Progress Report

Summary of Action Taken and Proposed



## Introduction

### Background

In response to the AUQA Audit Report, the University of Adelaide prepared a detailed implementation plan outlining the actions to be taken in order to address the recommendations and affirmations contained in the report. The implementation plan not only captured actions arising from the Audit Report, but also incorporated those identified by the University in the Performance Portfolio submitted to the Audit Panel.

The Quality Enhancement Committee (QEC), a sub-committee of Academic Board, monitored progress on the implementation of actions taken to address the nine affirmations and six recommendations at its quarterly meetings throughout 2009 and will continue to do so during 2010. Regular updates of progress have been posted on the University's website and provided to Council.

Progress against the implementation plan formed the basis for the Progress Report submitted to AUQA in December. Prior to submission, the Progress Report was approved by the Vice-Chancellor and submitted to the Vice-Chancellor's Committee and Council for information. The current version of the Progress Report incorporates the changes suggested by the AUQA Audit Director during the AUQA follow-up visit.

### Further initiatives

The *Excellence in Education* project was launched in 2009. The objective of this umbrella project is to consolidate projects from across the University which will impact positively on student satisfaction and track progress and outcomes. As such, the project incorporates actions identified as a result of the Audit Report, for example:

- The effectiveness and responsiveness of IT services and support to meet staff and student needs have been enhanced considerably through initiatives such as Desktop Excellence and upgrading of audio-visual facilities in common teaching areas;
- As detailed in the progress report the University has continued to revise existing policies and develop new policies and further strengthened and developed the management frameworks; and
- Significant progress has been made in implementing staff performance management and developmental reviews consistently across all areas of the University.

Further initiatives include:

- The e-Enhanced Learning and Teaching project to improve the student experience through the enhancement of electronic support for learning and teaching. These enhancements will deliver more flexible options for the delivery of courses through blended modes and the provision of more timely feedback to students. First and final year courses have been included from every Faculty.
- The Learning Hub is an exciting infrastructure development for 2010 which will serve to further enhance the student experience.

The *Excellence in Education* project will not only provide a single focus point to learning and teaching related initiatives, but also facilitate communication of progress and positive outcomes to students and staff.

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## AUQA Affirmation 1:

AUQA affirms the University of Adelaide's development of a series of new policy and management frameworks, to ensure common approaches and understandings. (Audit report, page 12)

### UA Comments:

In 2007, the University reviewed its processes for policy development, monitoring and review. This resulted in a new Policy Development Framework that governs the development of new policies and under which all existing policies are being progressively reviewed, consolidated and made more coherent following a principles based approach. The University remains committed to reviewing and updating all of its policy documents in line with the Framework.

Since 2006, the University has also been implementing a number of Management Frameworks around associated policies and procedures to ensure a common language and clearer understanding of respective responsibilities across the University. These Frameworks continue to be developed, implemented and enhanced as policies and procedures are reviewed.

The University, at the time of the Audit, was:

- Introducing a Legislative Compliance Framework to monitor and assure compliance with legislative obligations;
- Introducing a Contract Management Framework to facilitate the improved management and tracking of the University's contractual obligations (which will be integrated with the University's International Agreements Framework);
- Enhancing its Institutional Planning and Performance Framework (IPPF) to include annual performance reports, cohort performance reports and services and resources performance reports;
- Reviewing and rationalising all University policies under its revised Policy Development Framework;
- Implementing a new Accreditation Framework to ensure a systematic approach to the management and review of the accreditation process in the University;
- Developing a Surveys Framework to improve the coordination and efficacy of student feedback mechanisms;
- Developing a Performance Excellence Framework, which incorporated the Rewards and Recognition Framework Policy, to develop the capabilities of individuals and align performance outcomes with the objectives set out in the University's Strategic Plan;
- As part of the University of Adelaide's ongoing commitment to access and equity, developing an Articulation and Credit Transfer Framework; and
- Developing a Benchmarking Framework as a method of improving performance and assuring standards.

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Action to Date:	Evidence
<p>For frameworks already in place at the time of the audit several improvements have been made:</p> <ul style="list-style-type: none"><li>- The Legislative Compliance Framework (LCF) which includes a Legal Compliance Policy was approved by Council in March 2009 and a compliance manager and project manager have been appointed. A legal compliance reporting system is being developed with the assistance of external lawyers. The LCF has been trialled in the School of History and Politics and School of Medical Sciences since July 2009;</li><li>- As part of the Contract Management Framework, a new Contracts and Agreements Policy and Procedures was approved by Council in March 2009. Full training packages have been completed and training has commenced in Faculties and Divisions and is being undertaken on an ongoing basis;</li><li>- As part of the IPPF, a second round of Faculty Performance Reports and Annual Program Performance Reports have been prepared in 2009. The Faculty Performance Reports have informed senior management discussions of faculty performance and have provided important input into the development of the next round of Faculty Business Plans and the University Operational Plan;</li><li>- All policies are progressively being reviewed, with a number already completed and working groups established to review others;</li><li>- The new Accreditation Framework has been implemented and is being maintained by the Quality and Reviews Unit;</li><li>- A Surveys Framework has been endorsed by the Vice-Chancellor and has been progressively introduced during 2009;</li><li>- The Performance Excellence Framework has been implemented (see Recommendation 2 for more detailed information);</li><li>- The Articulation and Credit Transfer Framework has been implemented (see Affirmations 7 and 9 for more detailed information); and</li><li>- The Benchmarking Framework has been implemented (see Affirmation 2 for more detailed information).</li></ul> <p>In addition the following frameworks have been developed or planned since the audit:</p> <ul style="list-style-type: none"><li>• Student Finances Framework</li><li>• Program Approval Framework</li><li>• Program and Organisational Unit Reviews Framework</li><li>• Research Centres and Research Institute Framework</li><li>• Student Grievance Resolution Framework</li></ul>	<p><a href="http://www.adelaide.edu.au/legalandrisk/compliance/legcompliance.html">http://www.adelaide.edu.au/legalandrisk/compliance/legcompliance.html</a></p> <p><a href="http://www.adelaide.edu.au/policies/2963/">http://www.adelaide.edu.au/policies/2963/</a></p> <p><a href="http://www.adelaide.edu.au/policies/2964/">http://www.adelaide.edu.au/policies/2964/</a></p> <p><a href="http://www.adelaide.edu.au/sp/ippf/">http://www.adelaide.edu.au/sp/ippf/</a> <a href="http://www.adelaide.edu.au/sp/ippf/current_reports_and_plans.html">http://www.adelaide.edu.au/sp/ippf/current_reports_and_plans.html</a></p> <p><a href="http://www.adelaide.edu.au/policies/whatsnew/">http://www.adelaide.edu.au/policies/whatsnew/</a></p> <p><a href="http://www.adelaide.edu.au/pvclq/accreditation/">http://www.adelaide.edu.au/pvclq/accreditation/</a></p> <p><a href="http://www.adelaide.edu.au/pvclq/survey/">http://www.adelaide.edu.au/pvclq/survey/</a></p> <p><a href="http://www.adelaide.edu.au/hr/performance/">http://www.adelaide.edu.au/hr/performance/</a></p> <p><a href="http://www.adelaide.edu.au/dvca/articulation/">http://www.adelaide.edu.au/dvca/articulation/</a></p> <p><a href="http://www.adelaide.edu.au/pvclq/benchmarking/">http://www.adelaide.edu.au/pvclq/benchmarking/</a></p> <p><a href="http://www.adelaide.edu.au/student/finance/">http://www.adelaide.edu.au/student/finance/</a> <a href="http://www.adelaide.edu.au/pvclq/pac/">http://www.adelaide.edu.au/pvclq/pac/</a> <a href="http://www.adelaide.edu.au/pvclq/reviews/">http://www.adelaide.edu.au/pvclq/reviews/</a> <a href="http://www.adelaide.edu.au/policies/984/">http://www.adelaide.edu.au/policies/984/</a> <a href="http://www.adelaide.edu.au/student/grievance/">http://www.adelaide.edu.au/student/grievance/</a></p>

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<b>Further Action Proposed:</b>	<b>Report/Outcome Scheduled</b>
<p>In a number of cases, further action is proposed as follows:</p> <ul style="list-style-type: none"> <li>- The LCF is being progressively rolled out across the University and is expected to be fully in place in 2010. In addition, discussions are underway with the vendor of the Risk Management &amp; Safety System (RMSS) to configure legal compliance reporting;</li> <li>- A contracting toolkit and suite of standard contracts is being developed and is scheduled to be launched throughout 2010 on the Legal and Risk website;</li> <li>- Remaining elements for completion of the IPPF include the Services and Resources Performance Report (for implementation in 2010); and cohort performance reporting (to be developed through the BI platform for inclusion within Annual Faculty Performance Reports);</li> <li>- It is planned to add a series of principles and protocols outlining the relationship between Schools and Institutes/Centres to the Research Centres and Institutes Framework ;</li> <li>- University policies will continue to be progressively reviewed until all have been examined. Policies currently under review include:               <ul style="list-style-type: none"> <li>• Academic Coursework Programs Policy</li> <li>• Academic Workload Policy</li> <li>• Credit Transfer Policy</li> <li>• Intellectual Property Policy</li> <li>• Outside Research Grants, Contract and Consultancies Policy</li> </ul> </li> </ul>	<p>May 2010</p> <p>2010</p> <p>2010</p> <p>2010</p> <p><a href="http://www.adelaide.edu.au/policies/review/">http://www.adelaide.edu.au/policies/review/</a></p>
<p><b>Responsibility:</b></p> <p>Executive: Deputy Vice-Chancellor &amp; Vice-President (Academic)            Deputy Vice-Chancellor &amp; Vice-President (Research)            Vice-President (Services &amp; Resources)</p> <p>Other: General Counsel            Director, Strategy and Planning            Director, Major Projects            Director , Academic Quality Assurance</p>	

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## AUQA Affirmation 2:

AUQA affirms the standard benchmarking undertaken by the University of Adelaide but encourages the University to be more specific in defining priority topics for University-wide benchmarking of academic standards and outcomes. (Audit Report, page 13)

## UA Comments:

The University has been progressively strengthening its benchmarking activities and is committed to continuing to do so. It had indicated at the time of the Audit that the University was:

- Actively pursuing formal engagement with international and national benchmarking partners;
- Adopting a more systematic approach to benchmarking and reporting across the University through the establishment of a Benchmarking Framework;
- Embedding benchmarking standards as a quality assurance principle in University-wide review processes; and
- Seeking to be more specific in defining priority topics for University-wide benchmarking of academic standards and outcomes.

## Action to Date:

As a result of the MOU signed with the University of Canterbury, New Zealand, a relationship has been developed which is to serve as the pilot of an international benchmarking partnering approach. The emphasis is a qualitative one. Throughout 2009 a series of projects were initiated around student experience, performance reporting, sustainability and Faculty of Sciences assessment practices. The student experience project identified further work to be undertaken to improve engagement and feedback, while acknowledging the challenges of capturing student cohort data at both institutions. The performance reporting project offered the University of Adelaide an opportunity to exhibit leading practice to the University of Canterbury by sharing expertise around the production of performance reports at School and Faculty level. The sustainability project has provided a productive area for collaboration, covering aspects of policy, governance, student engagement and research. The Faculty of Sciences assessment practices project has been a pilot for future benchmarking of other Faculty and/or discipline assessment practices.

Despite difficulties presented by benchmarking across two different education systems (secondary education and entry requirements), this project has produced valuable comparisons of assessment practices, course and program structures, development and embedding of graduate attributes and entry standards and has established an excellent model for interaction between other Faculties. Regular management meetings are held via videoconferencing and the Vice-Chancellor, Pro Vice-Chancellor (Learning & Quality) and Director, Strategy and Planning visited the University of Canterbury from 6 - 10 July 2009 to further progress benchmarking activities. This was followed by a site visit to Adelaide in November.

## Evidence:

[https://www.adelaide.edu.au/cgi-bin/site-bin/intl\\_agree.pl?dsn=international.agreement;m=view;v\\_id\\_number=LD4039](https://www.adelaide.edu.au/cgi-bin/site-bin/intl_agree.pl?dsn=international.agreement;m=view;v_id_number=LD4039)

*VCC paper outlining current and future benchmarking activities and Framework of Collaboration provided to Quality & Reviews officer*

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<p>Further actions undertaken to address the affirmation include:</p> <ul style="list-style-type: none"> <li>- A Benchmarking Framework has been implemented and is being maintained by the Quality and Reviews Unit.</li> <li>- The University's Review Framework requires programs to be benchmarked against similar programs at the State and national level.</li> <li>- The Assessment Monitoring Committee (AMC) has considered focus areas for the University-wide benchmarking of academic standards and outcomes. These include course approval mechanisms, cohort reporting and comparability of Honours grades. The AMC has referred the following priority topics for benchmarking to the University Learning and Teaching Committee: cohort reporting; assessment monitoring; and graduate attributes.</li> </ul> <p>In addition, a post-implementation Review and Benchmarking template has been developed for use in evaluation and benchmarking of Division of Services and Resources strategic projects.</p>	<p><a href="http://www.adelaide.edu.au/pvclq/benchmarking/">http://www.adelaide.edu.au/pvclq/benchmarking/</a></p> <p><a href="http://www.adelaide.edu.au/pvclq/reviews/program/">http://www.adelaide.edu.au/pvclq/reviews/program/</a></p> <p><i>AMC minutes of meetings held on 29 July and 3 Nov 2009</i></p> <p><a href="https://www.adelaide.edu.au/dvca/committee/amc/">https://www.adelaide.edu.au/dvca/committee/amc/</a></p> <p><i>Post-implementation Review &amp; Benchmarking template provided to Quality &amp; Reviews officer</i></p>
<p><b>Further Action Proposed:</b></p> <p>Regular contact with the University of Canterbury is to be maintained, with agreed projects being progressed further and additional projects being discussed.</p> <p>An assessment report will be presented to the Vice-Chancellor's Committee, following the annual review meeting between Adelaide and Canterbury in November 2009.</p> <p>A further two to three benchmarking relationships will be developed with national and international partners over the next twelve to eighteen months.</p>	<p><b>Report/Outcome Scheduled:</b></p> <p><i>Ongoing</i></p> <p><i>First quarter, 2010</i></p> <p><i>2010 &amp; 2011</i></p>
<p><b>Responsibility:</b></p> <p>Executive: Deputy Vice-Chancellor &amp; Vice-President (Academic)  Deputy Vice-Chancellor &amp; Vice-President (Research)  Vice-President (Services and Resources)</p> <p>Other: Pro Vice-Chancellor (Learning and Quality)  Director, Strategy and Planning  Director, Academic Quality Assurance</p>	

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## AUQA Affirmation 3:

AUQA affirms the University of Adelaide's reconsideration of the role of the Internationalisation Committee and suggests the University consider the need for further rationalisation of committee responsibilities in respect of international matters. (Audit Report, page 16)

## UA Comments:

The University has two major committees with different roles related to internationalisation. There is a communication link between them through cross-representation by the Pro Vice-Chancellor (International) and the Director, International Office. The two committees are:

- The Internationalisation Committee, which is a long standing committee established to provide advice to Academic Board on matters related to the development of internationalisation within the University (e.g., internationalisation of curricula, the international student experience); and
- The Internationalisation Strategy Committee, which was established in late 2007 to provide advice to the Deputy Vice-Chancellor and Vice-President (Academic) on matters related to the development of the University's international strategies and relationships, including strategic directions in the context of the University's Strategic Plan, the development of measurable targets for relevant international activities, proposals for new and revised international partnerships, and associated planning and marketing activities.

The International Roundtable, which was mentioned in the Audit Report, is not a committee but a forum for sharing market intelligence.

## Action to Date:

Since the Audit, the Internationalisation Strategy Committee has bedded down its operation and clarified its role relative to that of the Internationalisation Committee. The Deputy Vice-Chancellor and Vice-President (Academic), in consultation with the Pro Vice-Chancellor (International) and the Executive Deans of the University's faculties, has determined that it would be premature to change the roles of these committees as they are aligned with the University's governance arrangements regarding management and academic issues, in which there are a number of sub-committees of Academic Board (in this case the Internationalisation Committee chaired by the PVC(I) ) with roles separate and distinct from management Committees (in this case, the Internationalisation Strategy Committee chaired by the DVC&VP(A)).

## Evidence:

<https://www.adelaide.edu.au/pvci/committees/>

## Further Action Proposed:

No further action is proposed at this stage.

## Report/Outcome Scheduled:

## Responsibility:

Executive: Deputy Vice-Chancellor and Vice-President (Academic)

Other: Pro Vice-Chancellor (International)

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## AUQA Affirmation 4:

AUQA affirms the University of Adelaide undertaking a detailed analysis of students' academic performance by entry pathway to better understand and address the needs of different student cohorts. (Audit Report, page 19)

## UA Comments:

The University is committed to developing cohort performance reports as part of its broader commitment to improving the performance related information that is able to be gathered and brought together in a systematic way to inform managers and administrators and support decision-making. A key element of this is the development of an enhanced Business Intelligence Platform to provide timely accessible information and an improved analytical capability.

## Action to Date:

The Business Intelligence Platform project has progressed through initial scoping, the establishment of a governance structure, appointment of staff and the procurement of the selected software (Cognos Software). A business plan proposing priorities for 2010/2011 is currently under development.

The Quality Enhancement Committee determined the particular student cohorts upon which initial work will be focussed and provided advice to the project team. The advice has been incorporated in the business plan proposing priorities for the development of the Business Intelligence Platform 2010/2011.

While cohort reporting is being addressed in a more robust way through improvements to the University's business intelligence systems actions have, to date, seen student cohort reporting being undertaken manually. This cohort reporting data has been essential to informing the recommendations of the Review of English Language Admission Requirements and English Language Services and Support Working Party and has led to recommendations regarding changes in diagnostic assessment of students' English language development needs and in the resourcing of English Language support. Cohort analyses of academic outcomes for students entering the University via different pathways were completed as part of the Review and also as part of negotiations of contracts with Bradford College and Eynesbury College, both providers of foundations programs for entry to the University. It is recognised that cohort analyses of academic outcomes for students entering the University via different pathways are important to inform management decisions to enable targeted and better support for some groups of students.

## Evidence:

*Annual report presented to Planning and Budgeting C'tee in Dec '09*

*Minutes of QEC meeting 03/09*

<https://www.adelaide.edu.au/pvclq/committees/qec/>

## Further Action Proposed:

Progress in developing cohort performance reports will be monitored by the Quality Enhancement Committee.

A draft report prototype will be presented to the Quality Enhancement Committee at its first meeting in 2010.

## Report/Outcome Scheduled:

*Quarterly updates throughout 2010*

*March 2010*

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## Responsibility:

Executive: Deputy Vice-Chancellor and Vice-President (Academic)

Other: Director, Strategy and Planning

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## AUQA Affirmation 5:

[urgent] AUQA affirms a review by the University of Adelaide of the adequacy of its resourcing for academic language and learning support, noting that this resourcing should take into account the need for diagnostic assessment of students' English language development needs on entry and greater use of discipline-specific approaches for English language development. (Audit Report, page 20)

## UA Comments:

The adequacy of its resourcing for academic language and learning support has continued to be discussed within the University and, in the latter half of 2008, it was decided that a Review of English Language Admissions Requirements and English Language Services and Support would be undertaken.

## Action to Date:

The Review of English Language Admission Requirements and English Language Services and Support Working Party, convened by the Executive Dean of the Faculty of Humanities and Social Sciences, was established and held its first meeting in December 2008. The Working Party reported in September 2009 and the report was circulated to Executive Deans for comment. Following consideration of the comments, the report and associated recommendations were submitted to the Deputy Vice-Chancellor and Vice-President (Academic) in September 2009, and the recommendations were approved by the Vice-Chancellor in December 2009. An implementation plan was developed and circulated in January 2010.

Key recommendations of the Working Party identified a number of diagnostic and support measures to increase support for academic language and learning, including:

- the minimum IELTS scores for undergraduate and postgraduate coursework programs remaining unchanged (at 6.0) with increases to the minimum HDR IELTS (to 6.5) to be introduced;
- the identified need for greater academic oversight over the General English for Academic Purposes (GEAP) and Pre-enrolment English (PEP) programs provided by the English Language Centre;
- the need for cohort analyses of academic outcomes for students entering the University via different pathways;
- the evaluation of diagnostic language testing approaches being trialled by the Business School (undergraduate students) and the Graduate Centre (HDR students); and
- the provision of University Strategic Initiatives funding for further credit-bearing language support courses at the undergraduate and postgraduate level.

## Evidence:

[https://www.adelaide.edu.au/dvca/committee/english\\_language\\_wp/](https://www.adelaide.edu.au/dvca/committee/english_language_wp/)

*Copy of Report provided to Quality and Reviews officer*

*Implementation Plan provided to Quality and Reviews officer*

## Further Action Proposed:

Key actions identified in the working party report and the implementation plan will continue to be rolled out in 2010.

## Report/Outcome Scheduled:

2010

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## Responsibility:

Executive: Deputy Vice-Chancellor and Vice-President (Academic)

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## AUQA Affirmation 6:

AUQA affirms the decision of the Board of the University of Adelaide-Ngee Ann joint venture to appoint an Academic Director for the Singapore Campus, as this will assist to reinforce the profile of the University's programs in Singapore and ensure the ongoing quality and relevance of programs. (Audit Report, page 24)

## UA Comments:

The appointment of the Academic Director for the Singapore Campus was made at the end of 2008. The appointee has been visiting the Singapore campus on a regular basis to oversee and provide advice to senior university management on the ongoing quality and relevance of the programs being offered at the Singapore campus as well as to reinforce the University's profile in Singapore.

## Action to Date:

Professor Iain Reid was appointed as Academic Director, Singapore Campus, in December 2008. The Academic Director has a co-ordinating and leadership role in the academic activities undertaken at the Singapore Campus and in the expansion of teaching programs and student numbers at the Campus.

## Evidence:

*Inside Adelaide 15-19  
December edition*  
[http://www.adelaide.edu.au/inside\\_adelaide/](http://www.adelaide.edu.au/inside_adelaide/)  
<http://www.adelaide.edu.au/pvci/adsc/>

## Further Action Proposed:

No further action is proposed.

## Report/Outcome Scheduled:

## Responsibility:

Executive: Deputy Vice-Chancellor & Vice-President (Academic)

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## AUQA Affirmation 7:

AUQA affirms the University of Adelaide's progress towards comprehensive documentation of policies and procedures for curricula, assessment and learning, including the development of an Assessment for Coursework Programs Policy. (Audit Report, page 31); and

## AUQA Affirmation 9:

AUQA affirms the actions being taken by the University of Adelaide to improve assessment procedures and practices across the University including initiatives being undertaken by the Assessment Monitoring Committee. (Audit Report, page 37)

## UA Comments:

For several years now, the University has been revising, rationalising and developing new policies and frameworks, one of which has been the Assessment for Coursework Programs Policy. The Policy sets out the principles which underpin the University of Adelaide's approach to assessment, and the mandatory procedures which ensure that the principles are implemented. An integral part of the Policy is the requirement that each Executive Dean of each faculty establish assessment review committees that cover all of the courses offered by that faculty. A key role of those committees, as mandated by the new Policy, is the systematic moderation and monitoring of assessment.

## Action to Date:

The new Assessment for Coursework Programs Policy was approved by the Vice-Chancellor at the end of 2008. It is to be fully implemented for the 2010 academic year. The Policy includes provision for Assessment Review Committees (Clause 8).

Executive Deans provided reports on progress towards implementation of the Assessment for Coursework Programs Policy to the 04/09 (21 Aug '09) meeting of the Assessment Monitoring Committee.

## Evidence:

<http://www.adelaide.edu.au/policies/700/>

<https://www.adelaide.edu.au/dvca/committee/amc/>

## Further Action Proposed:

Full implementation of Assessment for Coursework Programs Policy by all Faculties.

The Assessment Monitoring Committee has been and will continue to monitor the implementation of the policy.

## Report/Outcome Scheduled:

*Start of the 2010 academic year*

*Throughout 2010*

## Responsibility:

Executive: Deputy Vice-Chancellor & Vice-President (Academic)

Other: Pro Vice-Chancellor (Learning & Quality)

Director, Major Projects

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## AUQA Affirmation 8:

AUQA affirms the University of Adelaide's development of an Articulation and Credit Transfer Framework and encourages the University to implement appropriate precedent databases. (Audit Report, page 31)

### UA Comments:

At the time of the AUQA visit the Articulation and Credit Transfer Framework was already being developed. The University is committed to further enhancing the Framework by ensuring that it is informed by the Credit Transfer Policy, Academic Coursework Programs Policy, and a University wide strategy for the Vocational Education sector.

The University also acknowledges the value of systematising and streamlining its approach to credit transfer and articulation through the use of precedent databases.

### Action to Date:

The Articulation and Credit Transfer Framework has been established.

A working party has been established to develop a credit transfer policy.

Preliminary work has been undertaken to investigate the use of PeopleSoft data to establish a precedent database.

### Evidence:

<http://www.adelaide.edu.au/dvca/articulation/>

*Stage 1 proposal provided to Quality & Reviews officer*

### Further Action Proposed:

A survey of pathways and admission criteria is underway which will inform the development of the VET sector strategy for the University during 2010.

Initial enquiries have been made into how other universities use PeopleSoft data for a precedent database. It is envisioned that further developments will occur after the PeopleSoft upgrade has been completed in 2010.

### Report/Outcome Scheduled:

2010

*Second half of 2010*

### Responsibility:

Executive: Deputy Vice-Chancellor & Vice-President (Academic)

Other: General Manager, Student Services

Director, Major Projects

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## AUQA Recommendation 1:

AUQA recommends that the University of Adelaide make a concerted effort to implement staff performance management and developmental reviews consistently across all areas of the University, noting that this was a recommendation from the 2003 AUQA audit. (Audit Report, page 10)

### UA Comments:

All staff on continuing and fixed term contracts greater than 12 months are required to participate in Planning and Development Review with the aim of helping staff and their supervisors/managers to:

- Identify individual work objectives that are most important in achieving the unit's and the University's goals; and
- Share feedback about problems and achievements.

At the time of the Audit, a new Performance Excellence Framework was being finalised.

### Action to Date:

The Performance Excellence Framework has been established and integrated in the University Strategic Plan 2008-2012. Planning, Development and Review (PDR) forms an important part of the Performance Excellence Framework.

PDR training for staff commenced in Nov 2008 and continued in 2009. PDR training specifically for managers commenced late in 2008 and continued in 2009, with differentiated training delivered to multiple management tiers. The training focuses on key management responsibilities, aligning objectives to overarching business and strategic plans, and developing skills in performance management.

The implementation of the second cycle AUQA Audit findings has seen the University enter a new stage of maturity and compliance with staff performance management and review processes, changing focus from people to processes. The University has engaged with other Group of Eight (Go8) Universities to facilitate best practice and benchmarking in performance development and review policies and processes.

The 2009 – 2011 University Operational Plan includes a target to increase the participation of staff in performance excellence programs to 70% by 2010 and 85% by 2012.

As a result of the above targets (and in keeping with good management practice) the HR Consulting team has been working closely with the University community to ensure these targets are achieved. In particular, the Consultants have been running 1-on-1 or group training sessions to help staff responsible for developing Position Descriptions (in particular School Managers).

During 2009 over 300 staff attended training in the University's PDR process. Early indications suggest that the University is on track to exceed the 2010 PDR participation targets by 10%.

PDR workshops on coaching for performance commenced in early 2009.

### Evidence:

<http://www.adelaide.edu.au/hr/performance/>

[http://www.adelaide.edu.au/sp/jppf/current\\_reports\\_and\\_plans.html](http://www.adelaide.edu.au/sp/jppf/current_reports_and_plans.html)

<http://www.adelaide.edu.au/hr/performance/workshops/>

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<p>The Organisational &amp; Staff Development Committee endorsed the staff development curriculum for 2009. This career development activity provides targeted leadership programs that distinguish between the responsibilities of academic and professional managers. The <i>Heads of School Leadership program</i> has continued to provide staff with skills and development specifically aligned with achieving the University's strategic objectives, with participants consistently reporting the value of the program. The <i>Professional Leadership program</i> was piloted for senior managers from the professional cohort of staff. This program was designed to strengthen leadership skills and promote the development of relationships across the University. Further to these leadership programs, a need was identified for a further program to be developed to assist Heads of School with managing difficult situations. The <i>Coaching in Challenging Situations</i> program was therefore developed to provide these staff members with guidance and development around having conversations to address improving performance in the areas of research and teaching as well as influence more senior managers.</p> <p>A Performance Excellence Strategy Workshop involving key stakeholders has been held to develop initiatives to continue to improve the Performance Excellence framework and provide guidance on ensuring that it is being applied consistently across the University.</p> <p>Finally, a series of customised workshops have been held across the University (for example, in the Faculty of the Professions and the Infrastructure, Property &amp; Technology unit) aimed at building and sustaining high performance teams.</p>	<p><a href="http://www.adelaide.edu.au/hr/development/">http://www.adelaide.edu.au/hr/development/</a></p> <p><a href="http://www.adelaide.edu.au/hr/development/programs/coaching-conversations/">http://www.adelaide.edu.au/hr/development/programs/coaching-conversations/</a></p> <p><i>Performance Excellence Strategy Workshop Agenda provided to Quality &amp; Reviews officer</i></p>
<p><b>Further Action Proposed:</b></p> <p>Performance Excellence will continue to be an ongoing focus of activity for the University with its importance being explicitly recognised in the University's current Strategic Plan.</p> <p>Due to the success of the Heads of School <i>Coaching in Challenging Situations program</i>, coaching programs will continue in 2010 with the Vice-Chancellor indicating a further investment of \$100,000 for coaching for senior managers.</p>	<p><b>Report/Outcome Scheduled:</b></p> <p><i>Ongoing</i></p>
<p><b>Responsibility:</b></p> <p>Executive: Vice-President (Services and Resources)</p> <p>Other: Director, Human Resources</p>	

# AUQA Progress Report

Summary of Action Taken and Proposed



## AUQA Recommendation 2:

AUQA recommends that the University of Adelaide give priority to the development and use of integrated data to better support management decision-making and monitoring of progress and outcomes. (Audit Report, page 14)

### UA Comments:

The University has recognised the need to continue to improve the performance related information provided to inform managers and administrators and support decision-making, through the systematic provision of integrated data. A key element supporting this approach is the University's commitment to develop an enhanced Business Intelligence Platform to provide timely accessible information and an improved analytical capability.

### Action to Date:

This project has progressed through initial scoping with the establishment of a governance structure, the appointment of staff and procurement of the selected software (Cognos Software). A business plan proposing priorities for 2010/2011 is currently under development.

IBM Cognos Business Intelligence Platform implementation is complete. Load Performance Reporting and Program Performance reporting have been successfully deployed. A live presentation of the completed Load Performance Reporting application was demonstrated to the Planning and Budget Committee on the 13<sup>th</sup> May 2009.

Data integration capabilities were improved in November by an upgrade of the Data Warehouse technical environment to Oracle 11g. This includes the bulk data integration engine Oracle Warehouse Builder.

As indicated in Affirmation 4, the issue of student cohort reporting is being addressed in a more robust way through improvements to the University's business intelligence systems. The student cohort reporting already undertaken, has provided data which have been essential in informing the recommendations of the Review of English Language Admission Requirements and English Language Services and Support Working Party, as well as other University working parties and management decisions, such as the negotiation of contracts with Bradford College and Eynesbury College.

### Evidence:

*Annual report presented to Planning and Budgeting C'tee in Dec '09*

*PBC paper and presentation provided to Quality & Reviews officer*

### Further Action Proposed:

The development of the Business Intelligence Platform will continue to be oversighted by the Deputy Vice-Chancellor and Vice-President (Academic) and reported to the University's Planning and Budget Committee.

Projects scheduled for commencement in 2010 include:

- International Applications Tracking
- Program Performance Report Enhancements
- Financial Intelligence for Faculties

### Report/Outcome Scheduled:

2010 & 2011

Jan 2010  
Feb 2010  
Second half of 2010

# AUQA Progress Report

Summary of Action Taken and Proposed



## Responsibility:

Executive: Deputy Vice-Chancellor & Vice-President (Academic)

Other: Director, Strategy and Planning

# AUQA Progress Report

Summary of Action Taken and Proposed



## AUQA Recommendation 3:

[urgent] AUQA recommends that the University of Adelaide more actively promote the value of social and cultural inclusivity and implement activities and programs to ensure effective two-way interaction between domestic and international students. (Audit Report, page 22)

### UA Comments:

The University has been concerned about the effective interaction between international and domestic students, particularly in the context of strong growth in international student numbers that it has been experiencing for some time now. With that issue in mind, the University established the Mixing of International and Local Students Working Party in 2007 under the leadership of the Pro Vice-Chancellor (International).

The focus of the University since then has been on implementing the recommendations of that Working Party, which includes: consciousness raising; mixing within courses; mentoring and buddy programs; clubs and societies; interactions with the local off-campus community; and University recognition of student volunteer programs.

### Action to Date:

Since the approval of the recommendations by Academic Board of the Mixing of International and Local Students Working Party, the University has established a steering group to progress this matter further. It has allocated funding, appointed project staff and held meetings with student representatives. Significant resources, in the form of Strategic Initiatives funding, were provided for the development of social and cultural integration programs. The Language and Cultural Exchange Program was piloted in 2009. The program was established to facilitate interaction and mutual exchange between international and local students, and staff at the University and comprises the Language Exchange Program and the Cultural Networking Program. Both programs have been extremely well subscribed and popular with both students and staff.

The International Student Centre's social activities program for 2009 included a multicultural sports program, and a multicultural cooking program. The International Student Centre's peer mentoring program and the Centre for Learning and Professional Development's conversational program have not only been expanded, but also selected by DEEWR (Australian Education International (AEI)) for their socio-cultural integration best practices website.

The University is committed to responding to the needs of international students and as such has participated in the International Student Barometer (ISB) survey held in April 2008 and again in April 2009. The results of the survey were presented to the Vice-Chancellor's Committee on the 26<sup>th</sup> August 2009 and the Internationalisation Committee on the 19<sup>th</sup> October 2009. Mixing of international and local students is an issue which is also being addressed at a wider community level through the State Ministerial Taskforce for Enhancing the Overseas Student Experience and through an International Students Social Integration Reference Group convened by the Lieutenant Governor. The PVC(I) is an active member of both. At the end of 2009, the State Ministerial Taskforce

### Evidence:

<http://www.international.adelaide.edu.au/support/lcep/>

*Cultural Awareness Presentation provided to Quality & Reviews officer.*

<http://www.international.adelaide.edu.au/support/saw/>

<https://www.adelaide.edu.au/clpd/all/intntnl/#conversations>

<http://www.aei.gov.au>

*Presentation provided to Quality & Reviews officer*

*ISB rankings provided to Quality & Reviews officer.*

*Letters of invitation and acceptance provided to Quality & Reviews officer*

*State Ministerial Taskforce Final Report provided to Quality & Reviews officer*

# AUQA Progress Report

Summary of Action Taken and Proposed



<p>for Enhancing the Overseas Student Experience produced a Final Report including a number of recommendations around Cultural and Social Engagement which the University will be following up.</p> <p>The University is engaged in a number of other exciting projects that facilitate and encourage two-way interaction between international and domestic students. These include:</p> <ul style="list-style-type: none"> <li>- Orientation Week introductory lectures by Faculties;</li> <li>- mixing of students within tutorial and laboratory classes;</li> <li>- Student Union promotion of activities that will encourage greater interaction between international and domestic students (including multicultural membership of SRC);</li> <li>- Cross-cultural writing and acting workshops for Chinese and local students run by the University's Confucius Institute;</li> <li>- Careers on the Move – Student Challenge Program (National Award to the University's Careers Service from the Association of Graduate Careers Advisory Services);</li> <li>- Radio Adelaide "Neo Voices" program (National Award from Community Broadcasting Association for Excellence in Ethnic and Multicultural Broadcasting);</li> <li>- Media strategy aimed at making international students feel welcome in wider community; involvement of State and Local Government, Business, Sporting and Service Groups as well as the University and student bodies on International Students Social Integration Reference Group; and</li> <li>- input into the COAG Working Group on International Students and the development of an International Student Strategy for Australia.</li> </ul>	
<p><b>Further Action Proposed:</b></p> <p>The University is committed to responding to the needs of international students and as such will continue to monitor progress and address issues identified through the ISB and internal feedback mechanisms and will again be participating in the ISB in 2010. The University is also committed to promoting the benefits of a reciprocal engagement and communication between international and domestic students.</p> <p>Consideration and implementation of State Ministerial Taskforce for Enhancing the Overseas Student Experience recommendations around Cultural and Social Engagement.</p> <p>The University recognises the importance of providing opportunities for students to learn together and interact and is responding by investing in a network of Learning Hubs across campus. At the centre of this network will be the Hughes Plaza Learning Hub, which is currently being developed. These Hubs provide dynamic interactive spaces for students, staff and the general public to access 'community' centres that will offer learning facilities, information kiosks, food</p>	<p><b>Report/Outcome Scheduled:</b></p> <p><i>ongoing</i></p> <p><i>ongoing</i></p> <p><a href="http://www.adelaide.edu.au/space/hughes/">http://www.adelaide.edu.au/space/hughes/</a></p>

# AUQA Progress Report

Summary of Action Taken and Proposed



services and entertaining areas, and will aid community building and two way interaction between international and domestic students. Learning Hubs are already being used by students in the main library and the Faculty of the Professions.

**Responsibility:**

Executive: Deputy Vice-Chancellor & Vice-President (Academic)

Other: Pro Vice-Chancellor (International)

# AUQA Progress Report

Summary of Action Taken and Proposed



## AUQA Recommendation 4:

AUQA recommends the University of Adelaide clarify its policy on dual degree programs and its use of the term 'dual degree'. (Audit Report, page 26)

### UA Comments:

The University will continue to explore collaborative teaching arrangements of various kinds with partner universities in other parts of the world and recognises that a variety of policies will be required to govern such collaborations. Policies already exist for jointly conferred award programs and for cotutelle arrangements for doctoral degrees. Further policies are being developed that will clarify credit transfer arrangements and the University's position on dual degrees.

Should the University in future expand its offerings of integrated programs such that these fall outside of the current policies, a policy will be developed to cover the expanded arrangements.

### Action to Date:

The issues surrounding dual degree programs have been discussed and a position has been reached by the area concerned.

### Evidence:

<http://www.adelaide.edu.au/pvci/intafw/>

### Further Action Proposed:

Further consideration and clarification of the University's dual degrees policy will be provided through the Academic Programs Policy which is currently under development and which will take into consideration the revisions currently underway to the Australian Qualifications Framework (AQF).

Further, the new Credit Transfer Policy will stipulate a requirement for a minimum amount of study to be completed at the University in order for a student to receive a University of Adelaide award.

### Report/Outcome Scheduled:

2010

2010

### Responsibility:

Executive: Deputy Vice-Chancellor & Vice-President (Academic)

# AUQA Progress Report

Summary of Action Taken and Proposed



## AUQA Recommendation 5:

Given its plans to increase numbers of international higher degree by research (HDR) students, AUQA recommends the University of Adelaide review the implementation of its policies to support HDR students, paying particular attention to the provision of minimum resources and the ways in which students are able to confidentially express any concerns and have them addressed. (Audit Report, page 39)

## UA Comments:

The University has reviewed the implementation of relevant policies and as a result has identified a number of actions to be taken.

## Action to Date:

All higher degree research (HDR) students have received a letter from the Dean of Graduate Studies outlining how they may resolve problems, seek confidential help, and, if necessary, make a complaint. In future, this will be issued to all commencing students as they enrol.

The Adelaide Graduate Centre has developed an online version of the Research Student Induction booklet to enable students to revisit key topics such as "What to do when things go wrong", which provides guidelines on confidential help and where to seek it.

The University also ensures that HDR student support issues are specifically highlighted at HDR induction sessions and new students made aware of their rights and how to proceed if they had a problem or a complaint. In order to facilitate HDR students in voicing any concerns they may have, the Annual Review of Progress information was changed so that students now have the option of meeting with the Dean of Graduate Studies before undergoing their annual review. This change has been well received by students as it empowers students to seek support for resolving issues that may be raised in the annual review. All complaints were logged in a data base and followed up until satisfactorily resolved.

The University has taken measures to ensure that students are aware of the issue of resources, and has ensured that all annual reviews include a section regarding minimum resources. In addition to this, the major review process for all HDR students has been broadened to ensure that it includes all issues that might impact upon a student and gives specific guidelines as to how students are to be evaluated.

The Vice-Chancellor's Committee has also endorsed changes to the confirmation of candidature procedure to ensure a uniform process across the University. The new process was implemented at the start of 2010.

## Evidence:

*Letter provided to Quality & Reviews officer*

[http://www.adelaide.edu.au/publications/pdfs/res\\_handbk.pdf](http://www.adelaide.edu.au/publications/pdfs/res_handbk.pdf)

[http://www.adelaide.edu.au/graduatecentre/handbook/candidature\\_enrolment/complaints\\_grievances.html](http://www.adelaide.edu.au/graduatecentre/handbook/candidature_enrolment/complaints_grievances.html)

[http://www.adelaide.edu.au/graduatecentre/handbook/candidature\\_enrolment/confirm\\_med\\_candidature.html](http://www.adelaide.edu.au/graduatecentre/handbook/candidature_enrolment/confirm_med_candidature.html)

# AUQA Progress Report

Summary of Action Taken and Proposed



<p><b>Further Action Proposed:</b></p> <p>The Dean of Graduate Studies will continue to communicate with students as they enrol and outline how they may resolve problems, and if necessary, seek confidential help.</p> <p>Compliance with minimum resource requirements will continue to be monitored and addressed through the annual review process. The Adelaide Graduate Centre (AGC) now has the capacity to generate a depersonalised list of all complaints received and to forward these to Heads of School and Executive Deans with the goal of assisting faculties to identify areas where complaints occur regularly. The 2009 list is presently being completed and reviewed.</p>	<p><b>Report/Outcome Scheduled:</b></p> <p><i>ongoing</i></p> <p><i>2010</i></p>
<p><b>Responsibility:</b></p> <p>Executive: Deputy Vice-Chancellor &amp; Vice-President (Research)</p> <p>Other: Dean of Graduate Studies</p>	

# AUQA Progress Report

Summary of Action Taken and Proposed



## AUQA Recommendation 6:

AUQA recommends the University of Adelaide review the effectiveness and responsiveness of IT services and support to better meet the needs of students and staff. (Audit Report, page 39)

### UA Comments:

The University has made a significant investment in improving the effectiveness and responsiveness of its IT services to support students and staff. Key elements of this include:

- Developing a Student IT Services Action Plan;
- Developing a Technology Transformation Plan;
- Undertaking a Desktop Excellence Project; and
- Enhancing Student Online Services.

### Action to Date:

The Student IT Services Action Plan was developed based on the findings of the Student IT Satisfaction Survey that was completed in August 2008. The following areas of concern have been addressed based on the survey results:

- In response to student concerns with 'out of pocket' expenses incurred through printing and internet access, the printing quota has effectively been doubled for 2009, and the internet quota effectively quadrupled for 2009.
- Substantial funding from the University's Teaching and Learning Capital Fund has been used to increase the number and quality of desktops available in student suites and to support a pilot of virtual student suites.
- The levels of service provided by the ITS area have been addressed through a restructure of the area and a refocussing of its customer service sections.

The Technology Transformation Strategic Plan 2010-2012 has now been drafted following the structure of the Universities Facilities Plan and will provide a detailed strategic plan for the next three years, incorporating both a strategic framework and an outline of proposed strategic directions for 2010.

The Desktop Excellence (rollout of Microsoft Vista and Microsoft Office 2007) project continues across the University. By the end of August 2009, 3,103 out of 4,115 staff computers had been upgraded.

As part of enhancing student online services, a Proof of Concept for the Student Portal project was completed. This project will deliver an online service delivery channel to enhance the student experience and later streamline staff access to University services. Scoping and cost estimation was presented to the University Information Technology Committee in April 2009, where it was endorsed.

A related initiative has been the release of Google Applications Education edition. As of 1 July 2009 over 10,300 students have opted to migrate to the service.

### Evidence:

<https://www.adelaide.edu.au/its/about/news/docs/studentsurvey2008.html>

[http://www.adelaide.edu.au/its/student\\_support/initiative/s/incquota/](http://www.adelaide.edu.au/its/student_support/initiative/s/incquota/)

<http://www.adelaide.edu.au/its/projects/desktop/>

<http://www.adelaide.edu.au/its/about/governance/>

*Draft plan provided to Quality & Reviews officer*

<http://www.adelaide.edu.au/its/projects/desktop/currentstatus/>

*Project initiation document provided to Quality & Reviews officer*

[http://www.adelaide.edu.au/its/student\\_support/initiative/s/nmail/](http://www.adelaide.edu.au/its/student_support/initiative/s/nmail/)

# AUQA Progress Report

Summary of Action Taken and Proposed



<p><b>Further Action Proposed:</b></p> <p>Number of desktops available to students to be increased further as part of new building works.</p> <p>The Desktop Excellence (rollout of Microsoft Vista and Microsoft Office 2007) project will be completed in 2010.</p> <p>The Student Portal project is halfway through the delivery phase with an anticipated go-live date of the start of Semester 1 2010, when it will become the University's online campus hub.</p> <p>Actions from Technology Transformation Strategic Plan 2010-2012 will be implemented.</p>	<p><b>Report/Outcome Scheduled:</b></p> <p><i>Dec 2010</i></p> <p><i>June 2010</i></p> <p><i>Sem 1 2010</i></p> <p><i>2010 - 2012</i></p>
<p><b>Responsibility:</b></p> <p>Executive: Vice-President (Services and Resources)</p> <p>Other: Director, Infrastructure (Property and Technology)</p>	