



Education Operational Plan 2008-2010

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Primary Goal

We will provide a distinctive learning experience of high quality for our students, and produce graduates whose knowledge and attributes enable them to have significant impact within their communities. This will be founded upon the University's strong research culture; on our current research findings and methodologies; on engagement with professional practice; and on student, graduate and employer feedback.

The provision of excellent and innovative program offerings, high-quality supervision of student research, and student-focussed administration and support services will ensure that the University of Adelaide is regarded as the University of first-choice for students and employers.

An increased emphasis on graduate programs, both coursework and research, will provide advanced opportunities for students to develop their skills and attributes in a research-rich environment which promotes critical thinking.

These goals will be facilitated through managed growth of the University's student profile to achieve the scale and composition that permits breadth, choice and sustainability, and will be supported by continuing development of high-quality learning and teaching facilities and services.

Targets

By 2010 the University of Adelaide will achieve:

- 25% of all students will be postgraduate (including coursework and higher degree by research); note: current student load targets (outlined below) were determined during 2007 prior to the completion of the University Strategic Plan. The targets will be revised in 2008 to reflect this new emphasis on postgraduate study.
- 35% of all 1st preference applications through SATAC in SA;
- 85% of all SACE applicants with TER > 90;
- 67% overall satisfaction score in the Course Experience Questionnaire;
- 87.5% student progression;
- Attrition rates of <14%;
- Continuous annual improvement in national learning and teaching performance measures; and
- A University Minimum TER of >70.

- The following student load targets:

University Student Load - by Funding Type and Program Level								
	Proj FY*		Targets					
	2007 EFTSL	% inc on 06 act	2008 EFTSL	% inc on 07 prel	2009 EFTSL	% inc on 08 targ	2010 EFTSL	% inc on 00 targ
COMMONWEALTH SUPPORTED PLACES								
Undergraduate	9551	3.6%	9919	2.3%	10384	4.7%	10796	4.0%
Postgraduate Coursework	186	31.0%	408	118.7%	482	18.1%	522	8.1%
Higher Degree by Research	1013	-6.4%	1104	6.0%	1153	4.5%	1201	4.1%
Total	10750	2.9%	11431	9.4%	12020	5.2%	12519	4.2%
FEE-PAYING LOAD								
AUSTRALIAN								
Undergraduate	156	3.3%	132	-16.2%	120	-9.2%	112	-7.0%
Postgraduate Coursework	669	-5.0%	676	-1.9%	697	3.0%	712	2.2%
Non-Award	16	-11.3%	12	-29.0%	12	-2.1%	12	-0.2%
Total	841	-3.7%	821	-5.1%	829	1.0%	836	0.8%
INTERNATIONAL (ON-SHORE)								
Undergraduate	2407	9.4%	2643	9.4%	2803	6.1%	2910	3.8%
Postgraduate Coursework	1101	24.4%	1172	7.9%	1185	1.1%	1205	1.7%
Higher Degree by Research	215	3.5%	242	12.8%	296	22.3%	345	16.5%
Non-Award (excl Bradford)	69	-13.3%	77	8.7%	78	1.3%	78	0.7%
Total	3791	12.4%	4134	9.1%	4362	5.5%	4538	4.0%
INTERNATIONAL (OFF-SHORE)								
Undergraduate	80	41.0%	131	64.1%	158	20.4%	180	14.4%
Postgraduate Coursework	272	-3.7%	257	0.2%	257	0.2%	258	0.5%
Total	351	3.8%	387	15.3%	415	7.1%	439	5.8%
NON-FUNDED LOAD								
Higher Degree by Research	74	123.3%	3	-94.0%	1	-73.7%	0	-74.1%
TOTAL LOAD	15807	4.9%	16776	5.1%	17626	5.1%	18332	4.0%

1) *2007 Load sourced from Data Warehouse (as at 12/11/07); 2) All load excludes Bradford load

Implementation Strategies

Teaching Quality and the Student Experience

1. Develop an enhanced graduate student experience through the introduction of high-quality tailored programs, intensive delivery options, and dedicated facilities and support services. These will ensure availability of clear pathways to career-friendly postgraduate qualifications and enhanced employment opportunities.
 - 1.1. Establish a Working Party on Postgraduate Coursework Programs.
 - 1.2. Review current postgraduate coursework offerings and the double/combined degree model.
 - 1.3. Develop proposals that will deliver growth in student numbers and an enhanced experience for those students.

2. Maintain, monitor and enhance regular and effective processes of evaluation, review and program development to ensure: that the highest standards of excellence are integrated within curricula and course materials; that all programs have scholarly integrity and are informed by the latest research methodologies; are accessible and relevant to their students; that programs are compliant with national codes of practice and the demands of professional accreditation; and that they meet the expectations of both academic and professional employers.
 - 2.1. Regularly review the University's academic programs, courses and assessment methods in line with the 5-year program review cycle.
 - 2.2. Review learning and teaching policies and audit the effectiveness of their implementation.
 - 2.3. Monitor key performance indicators around learning and teaching, develop mechanisms to address areas of concern and benchmark performance and outcomes in learning and teaching, and develop a University Performance Measurement Framework.
 - 2.4. Articulate Program Graduate Attributes and ensure that they are effectively incorporated into program and course documents and student learning activities.
 - 2.5. Increase the level of student participation in the decision making processes of the University through appropriate Committee representation.
 - 2.6. Systematically use student evaluation mechanisms (such as SELTs, CEQ and GDS survey results) to inform learning and teaching improvements and ensure that students have opportunities to provide input into the evaluation and review of curricula, teaching practices and assessment.
 - 2.7. Develop and implement a new internal survey instrument to assess program experience.
 - 2.8. Encourage an improved response rate to the Australian Graduate Survey in order to better assess student perceptions of the quality of their education at the University of Adelaide.
 - 2.9. Provide avenues for employer feedback in the development and review of curricula.
 - 2.10. Develop a Quality Assurance Framework for onshore and offshore activities that includes regular monitoring and evaluation processes that ensure full compliance with the ESOS National Code of Practice and the AVCC's *Provision of Education to International Students: Code of Practice and Guidelines for Australian Universities*.
 - 2.11. Obtain accreditation and/or formal recognition for the University's programs and qualifications, not only from within Australia but also internationally, wherever possible.
 - 2.12. Position the University for the next AUQA audit, scheduled for 2008, and develop strategies and policies for implementing its findings.

3. Develop, build and utilise the skills and strengths of our teaching staff through mentoring, peer-review and succession planning; attract and retain the best teachers; and acknowledge the contribution of teaching professionals through the development of teaching-intensive career paths, if appropriate to the needs of their area and their own personal goals.
 - 3.1. Introduce a regular peer review of teaching programs.
 - 3.2. Promote excellence in learning and teaching by disseminating information about best practice and encouraging participation in seminars, workshops and publications related to learning and teaching.
 - 3.3. Investigate the introduction of teaching-intensive career paths for academics that meet the needs of individual staff members and their faculties.

4. Enhance the teaching skills and teaching practices of our staff through professional development and regular performance planning and review; recognise and reward Faculty, School, and individual practices that foster excellence in learning and teaching; encourage and support initiatives that will improve learning outcomes for students; and develop processes to minimise the administrative burden on academic staff.
 - 4.1. Monitor and develop the teaching skills of new academic staff.
 - 4.2. Encourage participation in professional development programs that improve staff satisfaction and performance, and student learning.
 - 4.3. Utilise the Planning and Development Review (PDR) process to increase the skills, knowledge and aptitude of staff, in defined areas, so as to increase their competence and performance.
 - 4.4. Recognise excellence in learning and teaching, both through an expanded internal award system, and through external awards such as the Carrick Institute citations and national teaching awards.
 - 4.5. Fund initiatives in the learning and teaching area designed to improve teaching quality and student experience.
 - 4.6. Develop budget mechanisms and funding allocation principles that reward faculties for their performance in learning and teaching.
 - 4.7. Ensure that the administrative processes developed under the Service Excellence Program minimise the administrative burden of academic staff.

5. Ensure, by implementing a comprehensive transition, evaluation, support and intervention program, that students: have appropriate opportunities for entry through a variety of pathways; have the requisite entry skills that will allow them to succeed; are effectively inducted into tertiary study; and are well supported during their first year at university.
 - 5.1. Ensure that all new students are effectively inducted into tertiary study.
 - 5.2. Monitor student progress during their first year and develop intervention programs for students at risk.
 - 5.3. Provide adequate course and program advice and counselling to first year students.
 - 5.4. Enhance the level of opportunity available for higher education participation for students from recognised equity groups.
 - 5.5. Increase pathways and participation rates for Aboriginal and Torres Strait Islander students through the development of partnerships with schools, communities and training organisations.
 - 5.6. Review the English language requirements for entry into the undergraduate and postgraduate degree programs offered by the University, and where necessary, amend

- those entry requirements or increase the level of language support provided in order to maximise international students' chances of success.
- 5.7. Continue to provide high quality orientation, peer-mentoring, induction and bridging programs for new international students.
 - 5.8. Introduce mechanisms for the early identification of international students at risk of not coping well with the new educational and socio-cultural environment in which they find themselves, and provide interventions designed to help them make the adjustments required.
 - 5.9. Ensure that off-shore students have sufficient first year transition support, including English language support.
6. Enhance the support provided to continuing students to maximise their retention and progression, by proactively monitoring academic progress and intervening when necessary to assist in managing their academic workload.
 - 6.1. Develop specific support services which meet the learning needs of all students, particularly those from recognised equity groups and which protect their health, welfare and safety.
 - 6.2. Explore opportunities offered by the Australian Government under its recently announced program *Improving Indigenous Outcomes and Enhancing Indigenous Culture and Knowledge in Australian Higher Education* and provide appropriate support and pastoral care for Aboriginal and Torres Strait Islander students to maximise their opportunity for academic success.
 - 6.3. Monitor the academic progress of international students at the end of each semester, and undertake appropriate interventions for those deemed to be making unsatisfactory progress.
 7. Continue to develop higher standards of student service delivery through the provision of highly efficient, responsive and streamlined administrative, information and support services that meet the diverse expectations of all student cohorts.
 - 7.1. Develop a communication strategy which builds upon available technologies to ensure that students are provided with high-quality, accessible and up-to-date information on issues important to them.
 - 7.2. Continue to improve the Call Centre's capacity to respond rapidly to student enquiries by phone, email or web.
 - 7.3. Identify opportunities for collaboration with other student service providers to reduce duplication and enhance the capacity to expand the range of available services.
 - 7.4. Consolidate and improve existing processes for monitoring student satisfaction with administration and support services through regular surveys and focus groups.
 - 7.5. Improve student access to childcare facilities.
 - 7.6. Continue to develop accommodation services that meet the needs of all student cohorts and, in particular, review the quantity and quality of accommodation options available for international students, including those on study abroad or exchange programs.
 - 7.7. Survey onshore and offshore international students to ascertain the extent to which their expectations of the University are being met, and take action in areas identified by the survey as being in need of change.
 - 7.8. Provide international students with careers information and advice, including steps for undertaking internships and further employment within Australia after graduation, if desired.

- 7.9. Increase the efficiency with which international student applications for admission are processed, through the development of online processing as well as other measures, and benchmarking our performance with other universities in this area.
8. Improve the quality of facilities and ensure breadth of access to state-of-the-art equipment and information technology for our students and staff on all campuses, both locally and overseas.
 - 8.1. Ensure that all students have access to the resources they need to undertake their studies, including library materials and study space, state-of-the-art teaching suites and other facilities.
 - 8.2. Ensure that all students have access to computing services, including online student support, at times convenient to them wherever they may be physically located.
 - 8.3. Increase the use of MyUni and associated technologies for quality learning and teaching outcomes.
 - 8.4. Ensure that offshore students receive an equivalent standard of learning and teaching to that offered onshore, and that, insofar as this is possible, they also receive comparable student support services as well.
 9. Ensure that the quality of teaching, the student experience and the ability of staff to undertake research are not diminished by student growth or capacity constraints; and take steps to ensure that the University's international student profile is appropriately balanced between faculties.
 - 9.1. Monitor student:staff ratios and Faculty growth profiles to ensure that student growth plans do not adversely affect the quality of teaching and the student experience and adequate funding is available for that growth.
 - 9.2. Ensure that School workload models recognise the desirability of increasing and broadening the research output of academic staff and, where appropriate, investigate the applicability of teaching-intensive career paths for suitable staff.
 - 9.3. Monitor the University's international student profile and ensure that all faculties provide the opportunity and have the capacity to offer programs and courses attractive to international students.
 10. Actively value and expand the level of cultural diversity of our student profile; include, where appropriate, an international dimension in curricula; increase the opportunities for domestic students to study other languages; provide opportunities for students to undertake a proportion of their research and study at universities overseas; and take steps to increase the level of integration and interaction between domestic and international students by providing more opportunities for on-campus cross-cultural activities.
 - 10.1. Monitor the University's international student profile to ensure an appropriate level of source country diversity across faculties and programs.
 - 10.2. Internationalise the curricula of coursework programs in accordance with the guidelines put forward by the OECD for this purpose, and expand the number of best practice examples of internationalisation in teaching shown on the University's website.
 - 10.3. Establish Faculty targets for identified international markets and set parameters for each Faculty to ensure a balanced domestic to international student profile.
 - 10.4. Become recognised as a centre of excellence for Aboriginal and Torres Strait Islander students and education, based on principles of equity, inclusiveness, and respect for Indigenous knowledge.

11. Enhance community perceptions of the quality of our teaching and programs by actively promoting the educational achievements of our students, staff and graduates; by emphasizing the distinctive, research-informed quality of the learning experiences we offer; and by effective engagement with national bodies concerned with learning and teaching.
 - 11.1. Promote the achievements of staff, students and graduates through the public media and University communication channels.
 - 11.2. Relate the further development of graduate attributes to teaching methodologies across the University.
 - 11.3. Improve the performance of the University in the Commonwealth Learning and Teaching Performance Fund.
 - 11.4. Participate in promotional events and showcase the research that supports the quality of the student learning experience at the University of Adelaide.
 - 11.5. Further develop effective links with the Carrick Institute of Learning and Teaching in Higher Education.

Growth, Efficiency and Sustainability

12. Increase the accessibility and attractiveness of our educational programs through the design and provision of new student entry options and more flexible study pathways; and pursue opportunities for the collaborative or co-operative delivery of programs and courses with external partners, locally, nationally and internationally.
 - 12.1. Improve accessibility by offering alternative modes of course delivery, including summer school, intensive teaching, after hours classes, and distance education.
 - 12.2. Investigate alternative entry methods such as foundation courses, bridging programs and adjustments to entry sub-quotas.
 - 12.3. Ensure equitable and transparent selection processes for all scholarships.
 - 12.4. Review program prerequisites to facilitate student entry.
 - 12.5. Develop targeted programs that provide vocational pathways in areas of high demand in the home countries of international students.
 - 12.6. Develop pathways for international students that meet the educational prerequisites for permanent residency.
 - 12.7. Increase study abroad enrolments and consider offering winter semester courses.
 - 12.8. Introduce new programs to address opportunities identified by Industry and Government.
 - 12.9. Pursue collaborative teaching opportunities with Australian and international partners, including jointly-badged programs, if appropriate.
 - 12.10. Evaluate the effectiveness of different entry pathways, be they through local partners (e.g., ELICOS, FSP, Schools, TAFE) or directly from overseas, in terms of the numbers of international students delivered and the academic outcomes achieved by these students.
 - 12.11. Increase articulation, resource sharing and block credit arrangements with the VET sector.
 - 12.12. Explore the feasibility of developing further non-award and short-course programs targeted at specific overseas markets.
13. Review, consolidate and rationalise degree structures and program offerings to ensure that programs, courses and curricula: are simple, coherent, relevant and responsive to students' academic and career aspirations; develop in our graduates the attributes they need to make effective contributions to the organisational success of their future employers; are financially viable; and support greater opportunities for multi-disciplinary and inter-disciplinary collaboration.
 - 13.1. Review and rationalise programs and minimise the duplication of programs and courses.

- 13.2. Monitor the level of demand for the degree programs currently being offered.
 - 13.3. Review double/combined degrees and consider whether a three year plus two year model would better serve the needs of joint degree students.
 - 13.4. Implement a consistent 'student workload per unit of study' model.
 - 13.5. Consider standardising the number of units per course, where appropriate, to provide more opportunities for cross-disciplinary and cross-Faculty study pathways.
14. Increase the University's postgraduate student profile by developing a clear growth strategy and implementation plan for domestic and international postgraduate coursework student support, including developing policies, processes and standards to ensure the viability of programs; establishing appropriate levels of academic support; providing the physical and information technology resources to which these students are entitled; and developing integrated administrative structures that will centrally support the expected levels of growth.
- 14.1. Identify areas of growth in postgraduate coursework programs and develop new programs that meet market needs for conversion programs, vocational pathways at the end of generalist degrees, professional accreditation and continuing professional development, short courses, and modular cross-faculty Masters.
 - 14.2. Examine opportunities presented by the Melbourne Model and the Bologna Accord by identifying aspects that can be adopted to achieve future growth in postgraduate coursework, particularly in respect of domestic student enrolments.
 - 14.3. Determine how the University can improve its competitive positioning in terms of developing a cooperative and customised approach to the provision and delivery of postgraduate coursework programs, including the location and organisation of teaching.
 - 14.4. Determine how the University can improve the marketing and administration of its postgraduate coursework programs in order to achieve the growth targets included in the University's Strategic Plan.
 - 14.5. Transfer a proportion of Commonwealth supported load from undergraduate to postgraduate programs within the maximum load ceiling allowed under the DEST funding agreement to support an increase in undergraduate TERs in selected areas.
15. Continue to build and diversify our international student and education profile through: the identification and development of new international markets and marketing mechanisms for student recruitment; further developing high-quality twinning and articulation programs and international partnerships; identifying and implementing best practice examples of internationalisation of curriculum and delivery; and enhancing opportunities to commercialise our intellectual property internationally.
- 15.1. Develop measurable targets across all relevant international activities.
 - 15.2. Develop an International Marketing Plan and country-specific strategies and marketing plans for selected overseas markets.
 - 15.3. Invest resources in international student recruitment strategies based on comprehensive market intelligence analysis of student demand in specific countries.
 - 15.4. Employ a variety of methods for marketing the University overseas, including media advertisements, participation in education exhibitions, Open Days, academic staff visits, and alumni involvement, and ensure that the University's website and international prospectuses are informative and readily accessible to prospective students and partner institutions.
 - 15.5. While maintaining a strong focus on major overseas markets (e.g., China, India, Malaysia), employ such methods as niche marketing in other places to ensure that our international students are drawn from a wide range of countries and culturally diverse backgrounds.

- 15.6. Actively support the University's network of authorised agents overseas and monitor their performance in recruiting students from key markets around the world.
 - 15.7. Use a combination of internally and externally funded merit-based scholarships to attract high quality undergraduate and postgraduate students from selected overseas countries, and especially those covered by the Australian Government's AusAID and Endeavour programs.
 - 15.8. Review the level of activity associated with University's existing agreements for offshore delivery, twinning, articulation, study abroad and student exchange with overseas partners, and where required, rationalise or discontinue non-performing agreements.
 - 15.9. Develop and establish new international exchange agreements, attract scholarships and promote opportunities for growing numbers of local students to gain an overseas experience by studying abroad during their degree programs.
 - 15.10. Consider the further development of international licensing arrangements for local course curricula and identify appropriate opportunities to develop distance-learning offerings.
16. Continue to develop our Singapore campus in partnership with the Ngee Ann Kongsi; maintain a teaching presence in Hong Kong in partnership with a local university; and develop cooperative relationships with higher education and research institutes in key countries such as Malaysia, India and China.
- 16.1. Double the number of postgraduate coursework programs on offer at the NAAEC by the end of 2009.
 - 16.2. Give consideration to a renaming of the NAAEC to reflect the prestige of the two partners.
 - 16.3. Give consideration to the granting of campus status for the NAAEC.
 - 16.4. Develop the NAAEC as a regional centre of excellence in postgraduate and professional education, with a particular focus on attracting part-time students from Malaysia, Indonesia, Thailand and Vietnam in addition to Singapore.
 - 16.5. Explore the possibility of appointing full-time and part-time academic staff to positions at its Singapore campus to support casual teaching staff, and visiting staff from Adelaide.
 - 16.6. Conduct a study of the feasibility of establishing a teaching presence in the People's Republic of China.
 - 16.7. Investigate collaborative opportunities in China including staff and student exchange, jointly-badged degrees, and the shared teaching of short courses.
 - 16.8. Consider establishing a China Office to manage recruitment activities and joint programs.

Key Operational Priorities

DIVISION OF THE DEPUTY VICE-CHANCELLOR AND VICE-CHANCELLOR (ACADEMIC)

Excellence in learning and teaching and improvements in the quality of the student experience at this University are key objectives for the Division. The Learning and Teaching Development Fund and grants won through the Learning and Teaching Performance Fund have been spent on specific projects designed to improve performance in these critical areas, and this will continue into the future. Emphasis will be placed on ensuring that developments are shared across faculties and that there is a greater focus and coordination of developments across the University. To this end, funds will be increasingly channelled to a smaller number of significant projects than at present.

The Division continues to play a role in the continual improvement of teaching facilities and in on-line and other learning support for students. The role of the Centre for Learning and Professional Development continues to grow in providing support to students, staff and academic areas, and leadership in developments and improvements to the learning experience of students. The Division will continue to provide leadership in relation to our compliance with the recently revised ESOS National Code of Practice and with other national and international standards for the delivery of educational services.

The preparation of the AUQA Audit will be completed early in 2008, with the audit to occur in September 2008. The Division will facilitate the visit of the AUQA Audit Panel to the University, responses to the audit, and the subsequent implementation of recommendations over the subsequent two years. The process of preparing for the audit has revealed the need for considerable improvement in a number of key areas in the University, and these are being addressed. In particular, there is a need for closer monitoring of performance across the academic activities of the University.

As a further development of quality assurance oversight, the University Performance Report to Council is now an established annual occurrence. In 2007 this was extended to the development of a Learning and Teaching Performance Report, and a Research and Research Training Performance Report, which provides for performance reporting at a faculty level. In 2008 the Division will facilitate the extension of this to the development of Faculty Performance Reports, including performance reporting at the academic program level. In order to support these performance reports the Division will develop more effective business intelligence systems, and seek to acquire the appropriate technology and systems to support this important development. A proposal will be developed to link distribution of a fixed percentage of Faculty budget allocations to performance in learning and teaching. This is likely to use the data collected in the Learning and Teaching Performance Report as metrics and will be aimed at driving continuing improvement in learning and teaching activities.

The Division is also undertaking a leadership role in revising the policy framework in the University, and overseeing the review and revision of current policies. In addition, a performance reporting framework will be established and implemented to ensure that performance reporting is embedded in an overarching quality framework, which will also encompass the integrated planning and budgeting framework. This will form the basis of the development of a strengthened quality assurance system, particularly in learning and teaching, which will be progressively developed over the next two years, building on the work of the Working Party on Quality Assurance.

The Division will also coordinate an examination into the development of more supportive teaching methodologies and collaborative learning spaces, designed to improve the learning outcomes for students and to improve the effectiveness of teaching. This will particularly assess how new

technologies can be increasingly harnessed in the teaching of courses and entire programs, and in the design of teaching spaces.

Given the University's objective of being regarded as one of the leading universities in the Asia-Pacific region, the Division is also establishing an international benchmarking project which will see an initial set of whole-of-institution indicators compared to those of similar overseas institutions. This is an initial step in an evolving process of benchmarking in the key areas of learning and teaching, research and research training, and resources management.

Growth supportive efforts will be directed through an increase in recruitment activities aimed at school leavers; expanding the number of students admitted through other pathways such as TAFE, preparatory/foundation programs and registered training organisations; supporting the development of new postgraduate and undergraduate programs to meet emerging needs in the community; improving the student retention rate; and increasing the effectiveness of our scholarship schemes in attracting the best domestic and international students. The Division will also aim to maximise the number of international students enrolling with the University on AusAID and Endeavour program scholarships.

The Division is especially planning to address the issue of improving the retention rate of undergraduate students through refinement of existing support measures, the development of new pathway support services including stronger links to potential employers and careers, and improved program transfer opportunities, including the provision of future career advice to potential transfer students. The current Smooth Start program will be expanded and refined.

Given the number of new places that the University has been allocated over the last two years and the recent changes to conditions relating to Commonwealth funded load, there is a need to increase the intensity and effectiveness of the recruitment effort. This will require additional resources and careful planning. Also, planning and program promotions must encompass existing programs experiencing weak demand, and postgraduate coursework programs (both new and existing). The Division intends to lead planning in improving the provision of postgraduate coursework programs through a more efficient and responsive management structure, timetabling of classes at more suitable times, the development of better links to continuing professional education, and appropriate facilities and support services.

Responsibility for the management of the summer semester has been given to Student Services, with the next stage of expansion being the development of a short, intensive winter school, partially designed to appeal to current students at the University and also to appeal to study abroad students, particularly from the USA.

Similarly, the University has recognised the need to continue to increase the number of international students enrolled, with a greater spread than at present across faculties and a diversity of source countries. Ongoing marketing and recruitment efforts will include an increased focus on international secondary school students residing in Australia and a diversification of marketing efforts into new regions such as the Middle East, India and South America, improvements in the efficiency of service provision to international applicants through the implementation of an on-line application system, greater concentration of support services, and efforts to improve the English-language capabilities of international students. Added to this is the planned provision of careers services specifically targeted to international students which will provide better employment outcomes and a distinct marketing advantage.

The growing accommodation needs of international students will be considered in an updated plan, with the possibility of additional units developed for the University accommodation service in conjunction

with the private sector over the next two years. This development will also address the needs of student growth from Victoria and country schools.

The Division is planning to support continued expansion of academic programs and enrolments at the Ngee Ann Adelaide Education Centre in Singapore; further development of relationships with selected institutions in China such as Shandong University (including the expansion of the joint Confucius Centre), Tsinghua University and the Chinese Academy of Sciences; and growing relationships with tertiary institutions in India. Rationalisation and possible expansion of the international agreements and memoranda that the University has with higher education and research institutions covering student exchanges and articulation will be undertaken within the context of a strategic framework.

Steps are currently underway to review the new program approval process that is overseen by the Program Approval Committee. By 2008 it is proposed that a streamlined, web-based approval system be implemented that simplifies the process for faculties and enhances the quality oversight function and approval process by Academic Board. This will be tested in the 2008 new program approval round, refined and then fully implemented in 2009.

The student module of PeopleSoft is due to be upgraded in early 2009, and planning has already commenced for this major project. The objective is to ensure that a project team undertakes planning for the simultaneous upgrade of this module and the implementation of a human resources module in cooperation with the Division of the Vice-President (Services and Resources). In the case of the student module, developments will be linked to a significant improvement in business processes in the Division in order to achieve efficiencies and improved service levels in operations.

In both the Careers and Counselling services there is significant opportunity to enhance the on-line services to students, providing a more comprehensive service to a greater number of students. Similarly, a number of paper-based publications will shift in media to being largely available on-line, updated as required, with significant cost savings.

Finally, the Division will oversee the roll out of a major program restructuring that will be approved in 2007 and implemented progressively over the next two years. This will standardise course unit values at three units or some multiple thereof. This change has also resulted in a number of programs being restructured to provide improved study pathways for students, consideration given to student workloads, and also expanded study options. The Division will guide a further round of changes aimed at reducing duplication in courses, rationalisation of courses, and achieving efficiencies in program delivery.

ALL FACULTIES

- Develop postgraduate coursework programs attractive to domestic and international students.
- Develop targeted marketing plans to capture potential international growth.
- Develop more flexible and intensive delivery options for postgraduate programs.
- Investigate the transfer of CGS load from undergraduate to postgraduate.
- Rationalise program and course offerings.
- Increase minimum TERs.
- Improve transition support for new students.
- Improve levels of retention and progression.
- Improve the student experience and, as a result, the outcomes in performance measures such as the CEQ.

FACULTY OF ENGINEERING, MATHS AND COMPUTER SCIENCES

- Undertake major local and inter-state marketing campaigns for new programmes introduced since 2007 such as: Sports Engineering, Architectural Engineering, Avionics and Electronic Systems Engineering, Computational Engineering, Sustainable Energy Engineering and Computer Graphics.
- Continue to evaluate entry requirements for undergraduate programmes.
- Establish a Bridging Program for enabling science and mathematics subjects.
- Continue to develop the First-year Experience programme and Faculty Personal.

FACULTY OF HEALTH SCIENCES

- Utilise targeted market research to inform the development of postgraduate coursework programs that are attractive to international and domestic students.
- Develop a system for the monitoring, analysis and reporting on aggregated SELT, CEQ and GDS survey data to inform learning and teaching improvements across the Faculty.
- Explore opportunities to involve potential employers of Bachelor Health Sciences graduates in developing course pathways.
- Promote the BHIth Sc and BHIth Sc (Hon) as feeder courses to postgraduate studies.

FACULTY OF HUMANITIES AND SOCIAL SCIENCES

- Promote new and rejuvenated undergraduate programs to Secondary Schools, particularly Development Studies, Environmental Policy and Management, and Media degrees.
- Implement curriculum changes to the Bachelor of Media, including a peer mentoring scheme to improve retention rates in first year and the provision of a more professional and practical focus to the final two years of the degree.
- Convert undergraduate CGS load to PGCW programs to rebuild enrolments in the M Environmental Policy & Management, M International Studies and M SIS programs.
- Explore the introduction of other PGCW programs for 2009-2010 including a Masters in Professional Writing, Development Studies, Security and Strategic Studies, Applied Ethics and Media.
- Develop and implement an internationalisation recruitment plan to more effectively market our offerings at all levels overseas.

FACULTY OF PROFESSIONS

- Maintain the quality of student intake and achieve growth in international and Australian fee-paying students.
- Develop programs in collaboration with other Faculties in such areas as digital media and design, landscape architecture, entrepreneurship, resource and environmental studies, health services and management, public policy and development studies.

- Increase the demand for the faculty's undergraduate programs and increase the quality of the student intake.
- Diversify both the countries from which students come and the programs which attract students.

FACULTY OF SCIENCES

- Evaluate pre-requisite changes for entry into the BSc in 2008 and further review undergraduate program pre-requisites.
- Investigate alternative undergraduate pathways and the introduction of bridging programs to better align the Faculty's offerings with the background of students from feeder schools and other cohorts.
- Investigate cross-disciplinary programs that reflect University strengths and fulfil niche markets, such as Environmental Monitoring.
- Develop a variety of teaching strategies and delivery options for postgraduate coursework programs, such as cross-faculty modules, further intensive or short course offerings, and an expansion of flexible delivery options to attract greater numbers of students from around Australia and internationally.