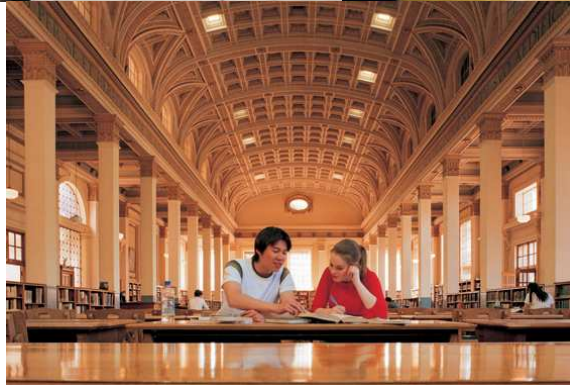




**THE UNIVERSITY  
OF ADELAIDE**  
AUSTRALIA



## **University Education Operational Plan 2009-2011**

**December 2008**



# Education

## 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

The University intends to achieve the following Education targets:

Total University Teaching Load – by Funding Type											
	Projected*		Operational Targets								USP
	2008 EFTSL	% inc 07 act	2009 EFTSL	% inc 08 targ	2010 EFTSL	% inc 09 targ	2011 EFTSL	% inc 10 targ	2012 EFTSL	% inc 11 targ	2012 EFTSL
<b>COMMONWEALTH SUPPORTED PLACES</b>											
Undergraduate	9967	4.4	10152	1.9	10374	2.2	10542	1.6	10640	0.9	11000
Postgraduate	309	66.1	406	31.1	476	17.5	572	20.0	636	11.2	700
RTS	970	-3.7	1058	9.1	1109	4.8	1197	8.0	1330	11.1	1330
<b>FEE-PAYING LOAD</b>											
<b>AUSTRALIAN</b>											
Undergraduate	164	5.2	113	-31.3	92	-18.2	74	-19.8	58	-21.4	0
Postgraduate	662	-1.0	680	2.7	727	6.9	760	4.5	786	3.4	1000
Non-Award	17	9.7	18	3.5	18	0.8	18	0.2	18	-0.1	0
<b>INTERNATIONAL (ONSHORE)</b>											
Undergraduate	2670	11.0	2734	2.4	2876	5.2	3015	4.9	3165	5.0	3400
Postgraduate	1227	13.2	1355	10.4	1522	12.3	1684	10.7	1782	5.8	1400
HDR	230	8.4	256	11.1	305	19.4	374	22.6	470	25.5	470
Non-Award	50	-27.3	49	-1.8	57	15.7	63	12.1	70	10.3	0
<b>INTERNATIONAL (OFFSHORE)</b>											
Undergraduate	56	-32.0	55	-2.3	94	70.4	124	31.7	150	21.5	100
Postgraduate	212	-26.1	227	7.1	266	17.5	297	11.5	312	5.2	600
<b>TOTAL LOAD</b>											
	<b>16534</b>	<b>5.2</b>	<b>17100</b>	<b>3.4</b>	<b>17916</b>	<b>4.8</b>	<b>18721</b>	<b>4.5</b>	<b>19417</b>	<b>3.7</b>	<b>20000</b>

\* 2008 Teaching Load full-year projection (as at 1/9/2008)

- 25% of all students will be postgraduate (including coursework and higher degree by research) by 2010 and 27.5% by 2012.
- 35% of all 1<sup>st</sup> preference applications through SATAC in SA by 2010 and 40% by 2012.
- 85% of all SACE applicants with TER > 90 by 2010.
- 67% overall satisfaction score in the Course Experience Questionnaire by 2010 and 70% by 2012.
- 87.5% student progression by 2010 and 90% by 2012.
- Attrition rates of <14% by 2010 and <12% by 2012.
- Continuous annual improvement in national learning and teaching performance measures.
- A University Minimum TER of >70 by 2012.

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## Strategies

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1. Develop and enhance graduate student experience through the introduction of high-quality tailored programs, intensive delivery options, and dedicated facilities and support services. This will ensure availability of clear pathways to career-friendly postgraduate qualifications and enhanced employment opportunities.
2. Maintain, monitor and enhance regular and effective processes of evaluation, review and program development to ensure: 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.
3. Develop, build and utilise the skills and strengths of our teaching staff through mentoring, peer-review and succession planning; attract 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.
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.
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.
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.
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.
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.
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.
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.

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; by effective engagement with national bodies concerned with learning and teaching.
12. Increase the accessibility and attractiveness of our educational programs through the design and provision of new student entry options and more flexible pathways; and pursue opportunities for the collaborative or co-operative delivery of programs and courses with external partners, locally, nationally and internationally.
13. Review, consolidate and rationalise degree structures and program offerings to ensure programs, courses and curricula: are simple, coherent, relevant and responsive to student's 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.
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 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.
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 commercial our intellectual property internationally.
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 co-operative relationships with higher education and research institutes in key countries such as Malaysia, India and China.

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## Implementation Actions

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1. Review, rationalise and renew the postgraduate coursework profile by implementing the recommendations of the 2008 Postgraduate Coursework Working Party (**Strategies 1, 13, 14**).
2. Undertake a review of current undergraduate program structures to inform the development of a suite of undergraduate programs that align with the University's learning and teaching goals including efficient delivery; an enhanced student experience; and growth in student load (**Strategies 1, 2, 13**).
3. Use the Academic Program Advisory Group to facilitate collaboration and alignment with strategic direction in the development of new program proposals (**Strategies 1, 13, 14**).
4. Develop an Academic Programs Policy to provide a framework for the structure of programs that promotes consistency and clarity in Program Rules, and admission and progression standards (**Strategies 1, 2, 13**).
5. Increase summer and winter semester offerings and improve the marketing and administration of the Summer and Winter School to provide flexible study options for domestic and international students, and to grow study-abroad, non-award and cross-institutional enrolments (**Strategies 1, 10, 12, 15**).
6. Develop formal engagement with international and national benchmarking partners; adopt a more systematic approach to benchmarking and reporting through the Benchmarking Framework; and define priority topics for university-wide benchmarking of academic standards and outcomes (**Strategy 2**).
7. Ensure the systematic collection and reporting of student feedback through the implementation of the Surveys Framework to inform learning, teaching and student support improvements (**Strategies 2, 7**).
8. Encourage an improved response rate to the Australian Graduate Survey by aligning the conduct of the survey with student graduation (**Strategy 2**).
9. Seek professional accreditation, reaccreditation and/or formal recognition of the University's programs: as an independent quality assurance measure; to enhance graduate employability; and to ensure currency of curricula (**Strategy 2**).
10. Develop a University Performance Measurement Framework to include University, Faculty and Academic Program Performance Reports and Student Cohort Performance Reports that monitor and analyse key performance indicators to inform improvement in learning and teaching (**Strategies 2, 6**).
11. Expand initiatives taken within the Faculties of Engineering, Mathematical and Computer Sciences and Health Sciences to implement peer-review of teaching across the University (**Strategies 3, 4**).
12. Recognise the diversity of academic roles by developing a proposal for the establishment of teaching-intensive positions that addresses workload, tenure, promotion and other policy issues (**Strategies 3, 4, 9**).
13. Support staff in applying for internal and external teaching awards, fellowships and grants, and by implementing the Performance Excellence Framework (**Strategies 3, 4, 11**).

14. Achieve an 85% participation rate of teaching, administrative and support staff in the Planning, Development and Review process in 2009 **(Strategy 4)**.
15. Submit examples of University initiatives and good practice to AUQA for inclusion on the AUQA Good Practice database **(Strategies 4, 11)**.
16. Disseminate information about best practice in teaching and learning via CLPD's website, seminars and workshops, and through teaching forums and 'Community of Practice' meetings of Associate Deans (Learning and Teaching) **(Strategy 4)**.
17. Develop a process to improve learning and teaching outcomes by distributing a proportion of annual funding on the basis of agreed performance indicators and by providing development funds for learning and teaching initiatives **(Strategy 4)**.
18. Ensure that the Service Excellence Program delivers improved services to students and a reduction in the administrative burden of academic staff **(Strategies 4, 7)**.
19. Complete the review of academic policies to provide clear statements of principle and to promote a better understanding of University procedures and the respective responsibilities of students and staff **(Strategy 4)**.
20. Implement the recommendations of the Retention Project to co-ordinate and improve skills training, and pastoral care and mentoring programs for commencing students **(Strategies 5, 6)**.
21. Develop a strategy for the Vocational Education and Training sector, including a consistent approach to admission, articulation and credit transfer arrangements **(Strategies 5, 12)**.
22. Increase pathways into the University by revising equity schemes and improving engagement with the western and northern regions of Adelaide and the Spencer Gulf region **(Strategy 5, 12)**.
23. Review English language admission requirements and the adequacy of academic language and learning support for international students in terms of resourcing, organisational structure and the nature of the support available **(Strategy 5)**.
24. Use feedback from the International Student Barometer survey and the recommendations of the Mixing of International and Local Students Working Party to refine orientation, induction and cultural integration programs for new international students **(Strategies 5, 10)**.
25. Improve the analysis of data for monitoring and decision-making purposes by developing a systematic Business Intelligence System **(Strategies 2,6)**.
26. Develop a standard University-wide course outline template which will ensure all students have access to relevant information including assessment requirements, workload expectations, and how learning objectives link to graduate attributes **(Strategies 7, 13)**.
27. Leverage improvements to the standards of student service delivery from the upgrade to the Peoplesoft system to be implemented in 2009 **(Strategies 4, 7)**.
28. Improve information delivery by developing web-based frameworks that ensure a common language and a clear understanding of University policies, procedures and processes **(Strategy 7)**.

29. Ensure that MyUni is use by all teaching staff to communicate with students **(Strategies 7, 8)**.
30. Improve efficiency in managing international applications by reviewing administrative structures and business processes and developing an on-line application system **(Strategies 4, 7)**.
31. Improve career information, support and advice for students **(Strategy 7)**.
32. Expand the use of electronic technologies to develop a more blended approach to learning and teaching, and to improve on-line services to current and prospective students **(Strategies 1, 8, 9)**.
33. Explore options for increasing student accommodation places, including University-badged accommodation, to meet the growing demand from both local and international students **(Strategies 8, 9)**.
34. Ensure that capital and information technology improvements at all campuses enhance the teaching and learning environment for staff and students **(Strategies 8, 9)**.
35. Implement the recommendations of the AUQA Audit 2008 to further improve the University's quality assurance systems **(Strategy 9)**.
36. Ensure that planned revisions to the budget model recognise the costs to Faculties of providing a quality teaching and learning experience in a student growth environment **(Strategy 9)**.
37. Diversify source countries for international students and better balance international load between Faculties by: increasing student recruitment efforts in new markets such as Latin America and the Middle East; improving participation in foreign government sponsored scholarship programs; monitoring the performance of the University's authorised education agents overseas; and developing new postgraduate coursework programs that cater to the demands of the international student market **(Strategies 9,10,14,15)**.
38. Promote a more holistic and integrated view of internationalisation across the University to better prepare students for living and working in a globalised world by: including more international content in coursework; providing more opportunities for student exchanges, overseas internships and intercultural interaction; and increasing participation of staff in cultural awareness training **(Strategy 10)**.
39. Develop a new marketing theme that better promotes the University to school leavers as their first choice for tertiary study **(Strategy 11)**.
40. Focus the University's engagement with external partners to ensure collaborative arrangements broaden the international student market and the range of programs in which students enrol, and produce quality learning outcomes for students **(Strategies 5, 12, 15)**.
41. Identify and adopt best practice strategies for embedding and mapping graduate attributes in course objectives and assessment **(Strategy 13)**.
42. Complete the standardisation of credit points per course in undergraduate and postgraduate coursework programs **(Strategy 13)**.

43. Develop a consistent approach to course reviews to include benchmarking and input from stakeholders; be informed by grade distribution, enrolment and student feedback data; and to take account of changes to programs as a whole **(Strategies 2, 13)**.
44. Modify the educational profile of the University to include more Commonwealth supported places at postgraduate coursework level to meet domestic student demand for such places **(Strategy 14)**.
45. Trial in-country representation in key international markets such as Singapore and Indonesia to improve the co-ordination of the marketing and student recruitment effort **(Strategies 15,16)**.
46. Develop, implement and monitor regional strategies for engagement with the international market **(Strategies 10, 15)**.
47. Review the University-sponsored scholarship program with the aim of increasing the mobility of domestic students and attracting high quality undergraduate and postgraduate students from overseas countries **(Strategies 10, 15)**.
48. Comply with the International Agreements Framework in developing and reviewing international agreements to ensure appropriate due diligence, monitoring and quality assurance mechanisms are included **(Strategy 15)**.
49. Develop the Singapore Campus as a regional centre for excellence in postgraduate and professional education by increasing student enrolments through an expanded range of programs; by appointing an Academic Director for the campus; and by encouraging staff to use Singapore as a base for their research **(Strategy 16)**.