Australian Universities AUQA Audit Themes

The Australian Universities AUQA Audit Themes are based on AUQA recommendations, commendations and affirmations for the following institutions -

University of Adelaide	Australian Catholic University	University of Ballarat	University of Canberra
Curtin University	Macquarie University	University of Newcastle	University of Notre Dame
University of Queensland	RMIT University	University of Southern Queensland	Southern Cross University
Swinburne University of Technology	Griffith University	University of Western Australia	University of New England
University of South Australia	James Cook University	Edith Cowan University	Charles Sturt University
University of Sydney	Deakin University	Bond University	La Trobe University
Queensland University of Technology	Charles Darwin University	University of Tasmania	University of Melbourne
University of Wollongong	Central Queensland University	University of New South Wales	Murdoch University
University of Technology, Sydney	Flinders University of South Australia	Monash University	

The following themes have been extracted from audit findings conducted to date. They are not intended to be an all inclusive list of recommendations, commendations & affirmation and it should not be assumed that an audit panel would restrict themselves to these areas.   The purpose of the document is to assist colleges and units to identify areas of strength and vulnerability against criteria identified by AUQA. It should be noted that AUQA has established a database highlighting good practice from audits conducted so far. The information can be accessed at http://www.auqa.edu.au/gp/index.php

1.   DIRECTION SETTING, RESOURCING AND COMMUNICATION

Mission
- The University's Mission is known and understood by the University community and the University can demonstrate commitment to achieving its mission through the identification and resourcing of appropriate strategic priorities. (ACU, CU, Macq, Canb, Murdoch.)
- The University can demonstrate distinctive recognition in its chosen markets for effective performance in line with its particular mission. (Canb.)

Leadership
- Leadership should provide clear strategic direction to the University community and should articulate the distinctive character of the institution to external stakeholders. (CU,ACU, UQ, Canb, ECU, Monash.)
- There is an organisational culture conducive to embedding quality practices throughout the University, involving systems of representation and common leadership positions in each faculty. (NEW.)
- The Vice-Chancellor maintains a high level of visibility and interacts effectively with staff and the community. (CU,CSU.)
- The senior executives are committed for fostering within the university and its broader communities, a culture of engagement, confidence and optimism. (GU, UniSA, UTAS.).
- The University has effective processes in place to evaluate the performance of the Vice Chancellor. (USyd, LTU, UOW)
- The University has taken measures to simplify the organisations operation and rationalised decision making process to reduce the sense of bureaucratic overload. (Monash)

Council (Board of Trustees)

- Council is well informed about the institution's characteristics, operations and governance (CQU). This may be facilitated by structured activities such as a one or two day retreat. (CU.) The Council has effective quality assurance processes as part of its governance responsibility which includes use of 360 degree feedback processes to monitor the performance of the Vice Chancellor. (JCU.)
- Self evaluation is conducted for senior governing bodies such as Council. (UB, NEW, Macq, UniSA, QUT, UMelb, UNSW.)
- The results of self evaluation of Council are utilised to review processes such as the induction of Council members. (UB.)
- Systematic processes have been developed for reporting to Council on the University's achievements against its strategic directions. (UB, Adel.)
- Council adopts a pro active approach to the governance of the University and to the maintenance of standards of accountability and responsibility. (SCU.)
- The Council is well informed on the activities of the entities and the risk associated with pioneering such ventures. (UOW, Flinders.) The University has restructured the governance arrangement for its entities in a manner that is sufficiently transparent and robust to enable Council to effectively exercise its governance responsibilities. (CQU.). The University has reviewed the role of entities and clarified the activities that should be undertaken by the entity rather by the university and strengthened its governance relationship. (UTS.)

Academic Board (Senate)

- There is a clearly defined role for Academic Board in facilitating discussion of broad educational issues (internal and external). (SCU.) The relationship of Academic Board in relation to its committees and in relation to the Council is clear and unambiguous. (UB,Adel.Canb, UWA.)
- The University has systems and processes in place to communicate staff about the role of the Academic Senate and its relationship with the Council in respect to governing and assuring the quality of University academic activities. (CSU). The Academic Senate has mechanisms in place for assuring quality of teaching and learning and are able to effectively and efficiently support continuous improvement. (USyd).
- The Academic board is fulfilling its functions as the principal academic authority and the university assists in developing improved understanding of their important quality assurance roles (Deakin).
- The Academic Senate ensures that its governance and management processes enable academic representative to play a substantive role in the academic affairs of the university and recommending Council on significant academic initiatives (BU). The University has reinforced the Academic Board to take ownership of the strategic and operational planning and provide leadership on academic issues. (QUT).
- The University has strengthened the induction and training program for members of Council and Academic Board and ensured that the induction process has a major focus on the students' needs. (QUT.)
- The Academic Board of the university plays a stronger role in advising on quality improvement across all aspects of teaching and learning including offshore programs. (UTS.)

Quality assurance and self assessment

- Quality assurance processes have been applied across the University at all campuses. (ECU.) . The importance of leadership responsibility for the implementation and monitoring of quality processes is recognized. (USQ, Macq, UQ, Canb, NEW.)
- Quality, planning and risk management frameworks are integrated. (SUT, SCU, RMIT, UTS, Flinders.).
- The University is developing a quality assurance framework designed to help organisational units focus more clearly on identifying relevant quality assurance and improvements targets. (Canb.)
- Benchmarking relationships have been established with appropriate Australian and international universities for statistical comparison of numerical outcome measure and also process benchmarking. (UB, CU, USQ, Adel, UQ, SUT, SCU, ND,GU, UniSA, CSU, BU, UMelb, UOW, Flinders.)
- A self assessment has been conducted prior to audit and improvement priorities have been identified. (UB, Adel, AMC, SCU, ECU, BU, LTU.)
- Quality management systems are not unduly complex; are simplified where possible and only retained when they demonstrably add value. (RMIT.)
- Quality management system is embedded in a systematic way throughout the University. (GU.)

- The University has implemented effective quality control procedures for the branding and marketing of all activities with which the University is associated, directly and via partners. (UNE).
- The University has planning and review cycle which consists of improvement 'closing the loop' as part of quality improvement. (CSU, Monash.)
- The University has integrated its quality systems with the strategic planning process and the senior managers have responsibility for leadership and ownership of the system. (UNSW.)

Policy Development
- There is a process for the development of policy that is consultative and provides for the input of relevant interest groups. A framework for formal consultation on policy development may be useful. (UB.)
- Policies and processes are as streamlined as possible avoiding excessive detail and bureaucratic requirements. (CU).
- There is a focus on the implementation of policies and appropriate monitoring at different levels of the organisation. (CU,UQ, Flinders.)
- The University has policy framework which identifies clearly the scope for flexibility in the interpretation of, and compliance with each policy, and ensures the efficacy of this enhanced framework through effective accountability system. (UWA, UNE.)
- The University has developed a comprehensive framework for the development, approval, dissemination, monitoring and review of policies that takes into account appropriate delegations to faculties and campuses. (LTU.)
- There are systems to ensure that policies are implemented at all appropriate levels of the organisation. (CU,Adel.)

Planning, Implementation and Reporting
- An evidentiary approach to planning and review has been adopted and supported through appropriate resourcing. (ACU.) There is a systematic program to review the performance of schools, faculties, and divisions and there are systems for regular review of university wide processes. (JCU, ECU, CSU, UMelb, Monash.)
- There is a robust system for management reporting which adds value to the process of strategic decision making. (USQ,Adel.)
- The University has developed a Management Information System to manage quality information and data effectively. (SCU, UWA.) There are systems developed for management information reporting for Deans, Heads of Schools and other managers to assist them in more effectively managing progress towards strategic priorities. (UNE, LTU). The University has business intelligence portal for its development and implementation of the course performance report. (UTS.)
- The University continues to refine institutional level key performance indicators and seeks to ensure that the indicators are well-defined and measurable. (UB.) There is greater range of relevant outcome indicators used to track progress towards desired outcomes (UniSA, UTS, Monash)
- Mechanisms have been developed for the systematic monitoring of institutional performance (CU, Macq.)
- Both institutional level and operational level key performance indicators are well defined and measurable. (UB, USQ, SCU.). The University has developed KPI's that are linked to the faculty and divisional outcomes and the priorities in the strategic plan. (UNSW.)
- Project management theory is applied to statements of strategic intent and planning i.e the setting of timelines, milestones and the inclusion of budgetary allocations. (UB, CU, ACU, USyd.)
- There are strong links between planning, budgeting and accountability. (CU, RMIT, UNE, Deakin, UTAS, UMelb, UNSW.)
- The budget model has incentive schemes to effectively encourage targeted behavioural changes within the organization (UWA, ECU, UMelb). The University has introduced teaching quantum scheme which has the potential to be an effective incentive mechanism for aligning the activities of Faculties with strategic priorities of the University. (UNE).
- Planned improvements are prioritised within the context of the total quality framework; implemented and monitored in consultation with stakeholders. (Adel.)
- There is a focus on the implementation of identified improvements including appropriate resourcing and systems for review. (UB.)
- There is a process for linking and coordinating planning at different levels of the organisation to ensure consistency and commonality of purpose. Responsibilities and accountabilities are clearly identified. (UB,NEW, Macq, ACU, Canb, SCU, UWA, USyd, QUT, UNSW). Planning is embedded at school and department level. (Monash)

- A policy management framework is being developed to embed good practice in the development, approval, dissemination, implementation, monitoring and review of all policies. (Macq.)
- Appropriate risk management frameworks are developed in consultation with staff. (RMIT, LTU, UTAS, UMelb, UNSW, Monash). The University has clear responsibility and accountability of its risk management plan. (UWA, CSU, CQU.)
- There is a careful, consultative change management processes used in recent planning and restructuring activities including the development of the strategic plan and associated performance indicators and targets. (GU, UWA, UniSA, JCU, LTU.)
- There is improved planning and monitoring system through greater alignment of clear and concise local and central plans and increased use of targets and accountabilities to help provide greater focus and to enable robust monitoring against states goals and objectives. (UNE, UniSA, Flinders.)
- There is effective and transparent University wide budget process that is performance based which has resulted in managing the University's past financial difficulties. (JCU.)
- The recommendation/actions identified in the self assessment is integrated into the University's operational plan. (JCU.)
- The University supports its budget model by providing appropriate training and support for budget centre managers (LTU.)
- The University has developed an integrated planning and reporting framework, in conjunction with the strategic plans for the entities, aligned to the risk management and quality assurance framework and incorporates external benchmarks. (CQU.)

Review
- External reviewers are used, where appropriate to provide an independent perspective. (CU, ACU.)
- There are regular, well coordinated reviews of processes and practices to improve the effectiveness of the organisation. (Macq, ACU, UQ, GU, UWA, USyd, QUT, UOW, Murdoch, Flinders)
- There is a process to ensure that feedback loops are closed post review in a timely manner. (SCU, Murdoch.). The University has set appropriate timelines for the implementation of review recommendations. (QUT.)
- Roles and responsibilities of senior staff are clarified in the faculty and support service division review process to ensure that there is a common understanding of how the review systems will contribute towards continuous quality improvement and accountability. (GU.)
- The University has consolidated and mapped its various review activities to ensure that there is complete coverage of all areas of operations and fits in with the quality management cycle. (UTS.)

Communication
- There are mechanisms to assist in the communication of key outcomes to the University community e.g budget outcomes and their rationale. (Adel, ACU.)
- Staff have the opportunity to participate in and contribute to the development of the institution. (ND, RMIT.)
- There are mechanisms for effectively communicating the reporting relationships; lines of accountability, responsibility, authority and delegation within executive portfolios and that line management is used effectively to implement policy and monitor progress towards institutional objectives (RMIT.)
- There are mechanisms in place for staff member network such as, senior managers forum and campus forum which provides opportunity for Deans, Heads of School, school managers and other managers to discuss matters of mutual interest. (UWA, CSU.)
- The University has document control systems, which ensures the status, origin and currency of all key documents is clear, thereby enhancing the reliance that may be placed on their contents. (UWA.)
- The University has discussion forums explicitly to involve the university community about quality issues. (USyd).
- The University has latest technology which enhances links across campuses and reduces the need for staff to spend time traveling. (Deakin).
- The University has processes in place to communicate decisions and information about changes to all staff and their views are heard by the leadership group. (CDU, CQU).
- The University has communication improvement plan focused on expanding productive interactions across the university in a sustainable manner. (UNSW.)

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2. **CORE ACTIVITIES – (Teaching and Learning, Research and Research Training, Engagement and Entrepreneurial Activities)**

2(a) TEACHING AND LEARNING

Offshore partnerships and programs
- There are processes for inducting offshore agents to help assure the quality of the recruitment process. (NEW.)
- There are effective mechanisms for systematically assessing the teaching being carried out by staff in local partner organizations. (UB.)
- There are processes for the management and review of partnerships including mechanisms for assessing prospective partners; the integration of quality assurance provisions, including periodic review, into the agreements; and involvement of relevant academic staff. (USQ, SCU, GU, UWA, UNE, CSU, UTAS.)
- Personnel involved in the provision of offshore teaching receive suitable professional development and performance appraisal. (Macq, GU.). The University has mechanisms to ensure that staff employed by third party providers to teach university courses have clear understanding of the philosophy and approach to teaching and learning and standards of student assessment. (CSU)
- There are mechanisms to ensure that sufficient resources, including library resources, are available to students studying off campus. (UB, SUT, RMIT.)
- There are mechanisms for monitoring and ensuring equivalence of academic standards in programs offered onshore and offshore. (Macq, UNE, UTS.) The University regularly conducts comparatively analysis of onshore and offshore student performance in equivalent program to ensure equivalent student learning outcome. (ECU.)
- There are mechanisms for ensuring educational standards when delivering to offshore student markets, through the application of assessment and examination policies identical to those applied in Australia. (USQ.)
- The University is able to monitor the comparative progress of students in different cohorts (on-campus, off-campus or offshore) to ensure equivalent teaching standards with partner institutions. (UB, RMIT.)
- The University has a thorough, rigorous and effective process of quality assurance in place in relation to courses offered overseas. (CU, ACU, Canb. SUT, UWA, JCU, ECU, BU.) For example,-"a robust process of due diligence for partners and agents; quality controls for translation services; comparisons of learning outcomes for students in offshore and equivalent onshore programs as one indicator of equivalent quality" (NEW) - "a model contract with partnerships, due diligence of partners prior to approving contracts, provision for program and unit approvals and regular reviews, communication systems with partners, defined assessment processes and responsibilities, academic security provisions, evaluation of student learning outcomes against Macquarie's domestic students as a benchmark, evaluation of teaching using an accepted methodology" Macq) ; "that the lines of responsibility, accountability and authority in the management and quality assurance of offshore teaching programs be clarified as a matter of urgency and that RMIT ensure that its quality assurance procedures for offshore partnership programs are consistently implemented" (RMIT).
- The University has implemented procedures for approval/review of transnational teaching programs with major emphasis on the manner of program delivery, such as its language of instruction. (GU.) The University has quality assurance systems in place for transnational programs. (UniSA).
- The University has means to monitor progress towards the achievements of all its internationalisation objectives. (GU.)
- The University is able to review the entrance criteria including English language requirements, in accordance with relevant national and international standards. (SCU, UNE, LTU).
- The University has systems in place for ensuring that students in transnational programs are aware of grievance procedures. (UNE.)
- The University has policies which ensure offshore student entrance and advanced standing is equivalent to the same standard onshore. (ECU.)
- The University has systematic process to effectively control all marketing related to offshore activities. (ECU, UOW.)
- The University's strategic framework for internalisation includes locations and mode of operation abroad after undertaking market intelligence and consultation with own staff and various partners. (CSU)
- The University has adopted risk oriented approach in scheduling of its evaluation of current and prospective third party providers by devising appropriate formal approval protocol. (CSU).

- The University has initiated a comprehensive review of its offshore activities and developed an action plan to address the various quality improvements needed. (Deakin).
- The University has centralized the coordination of offshore student enrolments in order to ensure that standards are implemented consistently. The University has also established mechanism for ensuring that moderation is appropriate and consistently implemented for all applicable offshore courses and result are compared with onshore and offshore course to ensure equivalence (LTU, Flinders).
- The University has implemented ways to promulgate information about the university's transnational education operations amongst its staff, students and other stakeholders (UTAS).
- The University has established a comprehensive framework for the quality assurance of its offshore activities by a high level committee. (UOW.)

Teaching in LOTE
- The University uses a risk identification and management process, prior to the commencement of teaching, for programs delivered in languages other than English (USQ).
- The University has quality assurance processes in relation to the courses taught in other languages. (ECU.)

Course approval and review
- Electronic systems have been utilised, where appropriate, to ensure information about courses is managed in a controlled fashion and courses are managed in accordance with University policy. (NEW.)
- There is a mechanism for using external input as part of the development of new courses and the monitoring of existing courses through the use of course advisory committees. (Canb, AMC, ACU, UniSA, JCU, CSU, LTU, UMelb, UTS). There is policy on systematic external review of programs and each faculty is required to consider the need for external program advisory committees. (UNSW.)
- There is a robust business proposal dimension within the program approval system. (Macq.)
- There is a system of reaccreditation to ensure programs remain valid and viable. (USQ, SCU, CSU, UTS, Monash.)
- The University has various efforts to develop and support an effective and robust flexible learning pedagogy. (UWA.)
- The University had thorough systems for course and program approval, evaluation and review. (UniSA, ECU.). The University has rigorous processes to review proposals of all new fee paying postgraduate courses which accompanies business case that estimates their full cost, and approved by the DVC, Academic before it is presented to the Academic Board (UMelb.)
- The University has planning & review processes in place for teaching & learning mechanisms such as comprehensive and well integrated school and course review processes and through an increase in the performance based funding of teaching component of the university budget (UTAS).
- The University has processes to identify course and units with small number of students and has systems for efficient and structured approach to determining the continuation or cessation of the courses and units. (Murdoch.)
- The course approval process at the university ensures robust and transparent systems for monitoring quality and ensures equivalence of course structure and learning outcomes for courses offered at multiple locations. (Flinders.)

Graduate attributes
- The development of generic attributes for graduates is linked to the mission and goals of the institution. (CU,SUT, AMC.)
- There are mechanisms for embedding of graduate attributes across the curriculum, teaching and assessment. (SCU, GU, UNE, ECU, USyd, BU, LTU, UOW, CQU, Murdoch, Flinders)

Teaching quality
- The University has developed methods for the assessment of teaching quality and the promotion of good teaching practice. (UB, Macq.)
- There are mechanisms for rewarding quality teaching performance. (CU, ACU, UNE, UTAS, UMelb, Monash.)

- Quality assurance systems have been developed to monitor teaching programs e.g Educational QA and Program QA (RMIT.)
- The University ensures cross campus equivalence of academic programs by providing opportunities for staff discussion and clarification of what this entails in practice. (GU, CSU.). Issues such as entrance standards, teaching standards, assessments and student learning outcomes are equivalent at all campus (LTU).
- The University has strategies and processes for both recruiting and retaining outstanding students. (UWA.)
- The University provides teaching internship program for postgraduate students. (UWA.)
- The University has unit outlines for all units in accordance with the good practice template and made available to students in a timely fashion. (UWA, ECU.). The University ensures that subject outlines comply with University policy. (CSU)
- The University has ensured that the knowledge of plagiarism policies is well embedded within the academic community. (UNE).
- The University has mentoring program for first year students and the induction to Teaching & Learning program academic staff. (JCU, USyd, LTU).
- The course and unit review systems is implemented consistently throughout the University. (ECU).
- Casual teaching staff are incorporated into the university's quality assurance process. The University has teaching publication explicitly for the staff who are engaged in teaching. (ECU).
- The Teaching & Learning committee has taken the ownership to implement the teaching and learning plan and ensures that faculty plans align with this plan (CSU.)
- The University has taken the initiative to identify the reasons for student exit and has taken action to lessen attrition rates. (CSU).
- The University has identified themes of strategic importance in teaching and learning and established working groups to address them. (USyd).
- The University has specified the requirements for the postgraduate by coursework programs in such as way that the distinction between those and any overlapping undergraduate programs is clear and academically justified (BU).
- The University has been successful in increasing its cross disciplinary and cross faculty teaching activities. (QUT).
- The University has suite of activities designed to support student access, participation and transition. (UTAS).
- The University has taken steps to ensure that the national higher education standards (such as AQF and AVCC guidelines and benchmarks with comparable degree programs at other universities) are practiced when determining advanced standing for its degree programs. (CQU.)
- The University has plans and governance arrangements for the development of online learning and online courses. (UNSW.)
  The University received support from industry stakeholders for its practice oriented approaches. (UTS.)

Assessment
- The University has developed formal guidelines for assessment of application across all modes of study. (USQ, UWA.)
- The University has mechanisms in place to ensure consistency in the quality of programs, both onshore and offshore including the moderation of assessment. (SCU.)
- The University has reviewed its assessment practices and used the findings to consider the effectiveness of the assessment policy and the manner in which it is consistently implemented and monitored. (UNE, USyd, Deakin, LTU).

Nexus between teaching and learning and research
- The University can demonstrate the integration of research skills, practices and outputs into its teaching programs and is able to utilise the outcomes of its research effectively in the classroom, e.g research informs teaching and research about teaching informs practice, where this is part of the organisational culture. (Macq., ACU, UQ, SUT, CQU).
- The University has developed explicit policies, practices and performance measures focusing on the nexus between teaching and research. (UWA).

2(b) RESEARCH AND RESEARCH TRAINING

Research centres
- There are agreed procedures for the review of research centres with provision for external input where appropriate. (UB).
- The establishment of research centres contributes to the development of a critical mass of research and assist in building alliances with national and international institutions, industry groups and companies. (Adel, SCU, UWA, CQU). There are strategies for ensuring that the research outcomes have an impact on state, national and international communities. (GU). The University's research profile meets the needs of the region where it operates. (JCU).
- The University has considered the role of research centres and flagships in research student training and, in particular, in the provision of resources to support research education. (ACU, UQ, USQ.) The University has clear relationship between schools and research institutes, centres and groups (UniSA)
- The University has established systematic criteria for establishment, location and disestablishment of research centres and it has review policy that is fully implemented (UNE.).
- The University has policies and procedures in relation to research centres, including nomenclature, processes for creation, monitoring and closure, and the extent to which centre is related to the University (BU).
- The University's research activities, centres and initiatives are aligned to the research strategy of the university (LTU).

Supervision of research students
- There are clear guidelines containing the criteria for eligibility to become a postgraduate research student supervisor and all new supervisors undertake appropriate training before being admitted to the Register. (UB, CU, Adel, UNE, BU, Flinders). The University has supervisor accreditation program which incorporates mechanisms for addressing poor supervision practice. (Monash)
- The Code of Practice for Research Supervision is reviewed regularly and actively promoted to postgraduate students and supervisors and includes information on co-supervision. (UB, Adel, Macq.)
- The University requires regular progress reports from postgraduate research students. Expectations of both students and supervisors are made clear at the commencement of candidature. (UB, CU, Adel.)
- There are mechanisms in place which allow research students to report issues/complaints confidently and without fear of prejudice to any future study opportunities. (Canb.). The University has processes in place to record complaints from HDR students and monitor the number of cases and to better ensure the quality of the handling of complaints. (QUT.)
- The University has taken positive steps to improve graduate student supervision and completion rates. (RMIT.)
- There are formal systems of assuring the quality of supervision of research by higher degree students. (GU.)
- There are mechanisms for actively involving postgraduate and research by higher degree students in policy development and the continuous improvement of activities that relate to their programs of study. (GU.) The University has monitoring systems in place to ensure that its policies and processes for postgraduate supervisors and supervision are implemented consistently (LTU).
- The University has systems and processes in place to manage and support research education (UniSA, ECU.). The University has a range of skills development workshop for higher degree research students which is provided to both on and off campus students using appropriate technologies. (Deakin, UTAS, UMelb). The University has reviewed the adequacy of its resources and facilities for higher degree research students including the quality of information available (LTU, QUT, UMelb).
- There are effective research training opportunities for indigenous HDR students. (JCU).

Building research capacity
- There are programs in place to support early career researchers as a means of increasing the University's research capacity. (UB, UQ, Canb. Deakin, CDU, UNSW.)

- There are systems in place to support staff engaging in higher degrees to assist in embedding a culture of research in the University. (ACU, USyd). The University provides ongoing training program for higher degree by research supervisors at all levels of experience. (Deakin, UMelb.)
- There are good outcomes in research across a number of research indicators and the University can demonstrate trends of improved performance in most measures. (Adel, RMIT, GU, UWA, CSU, Deakin, UMelb, Murdoch.). The University has developed a clearly articulated research strategy which builds on well defined organisational structure, internal and external partnerships and indicators of success. (QUT, Monash.). The University has an overall plan for research which includes roles of research centres, areas of research strength and means to monitor outcomes. (UNSW.)
- The University seeks to promulgate areas of research priority throughout the University and has developed strategies to facilitate growth of the research culture in various areas. (ND, CSU, Deakin, UTAS, UMelb.)
- Where research is a priority, the University has made strategic investments in research infrastructure and capacity (RMIT, GU, UWA, CDU, Flinders.)
- The University has mechanisms to provide more performance based incentives to individual researchers, as part of a strategic university wide approach to improving research productivity. (JCU.)
- The University has effective research linkages with the communities, government, professions and industry. (ECU.)
- The University has processes in place to ensure that higher degree research student feedback from sources such as annual progress review and PREQ is reviewed by the research committee and actions are taken for continuous improvement. (Deakin).
- The University has reviewed its scope and pedagogy of its professional doctorate in relation to PhD and included appropriate external input. (Deakin).
- The University has grant advisors who support staff in the preparation of grant applications, and improved their capabilities to prepare grant application. (UMelb.)
- The University has benchmarking arrangements to compare research performance particularly at international level. (UNSW.)

Ethics
- The University is able to demonstrate a robust system for ethics approval. (CU, USyd). The University has reviewed the efficacy of the ethics approval and auditing processes. (UNE.)
- There are comprehensive, robust and timely policies and procedures for ethics, biosafety and research conduct. (USQ, Macq.)

Commercialisation
- The University has developed processes for the commercialisation of research that allow it to respond to research opportunities in a timely manner. (RMIT, UWA.)
- The University has communicated clear practice and consistent policy on the intellectual property rights of its students. (UOW.)

Research database
- The University has developed a research capabilities database for public dissemination as a means of furthering research linkages with the community. (USQ.)

2(c) ENGAGEMENT AND ENTREPRENEURIAL ACTIVITIES

Community Engagement
- Leadership responsibilities for the area are clearly identified. (NEW, ECU, Murdoch)
- The University can demonstrate engagement with the community, locally and internationally, where this is part of its mission, through an extensive array of mechanisms. (USQ, Macq. Canb. ACU, SCU, ND, GU, UWA, UniSA, JCU, ECU, CSU, USyd, Deakin, LTU, Flinders). The staff of the University are committed to community and personal development in remote areas and the university fully supports the staff involved. (CDU)
- The University has developed a research capabilities database for public dissemination as a means of furthering research linkages with the community. (USQ)
- The University acknowledges the valuable service provided to the community and the institution where students engage in learning activities in a community setting. (ACU.)

- The University promotes innovative projects such as the University Industry Scholarship Schemes, which provide benefit to the institution, local industries and students. (NEW.)
- The University creates opportunities for students to gain industrial experience through a variety of initiatives where this is compatible with its mission.
- The appointment of PVC (Equity and Community Partnership) shows evident commitment to equity. (GU.)
- The University has mechanisms in place to communicate with its communities about the services and benefits it can and does provide. (UWA.)
- There are various schemes such as School Recommended Admissions Scheme (SRAS) which provides students with effective pathways to University entrance and developing good relationships with schools (UNE.). The University has various programs to help students to manage the transition into the university study. (CQU.)
- There are appropriate resources for exchange students and they are monitored on regular basis (UNE.).
- The University has strategic planning framework for its objective on community engagement and has developed indicators and measures. (UniSA, UTAS, UMelb, CQU, UNSW, Flinders Monash.)
- The University is committed to equity and access which allows individuals and groups who might otherwise not be able to participate in higher education. (Deakin).
- The University has secondary school liaison program which includes memorandum of cooperation with secondary schools and indigenous community. This agreement includes information sharing, VET in schools, pathways and visits. (CDU, UMelb.)
- The University has strategies in place for increasing the demand for courses at regional campuses and for enrolling the recruitment of students to these campuses. (UMelb.)
- The University has a range of enabling and foundation units to assist students in various equity categories and from disadvantaged and lower socio-economic backgrounds to enter the university through multiple mechanisms. (Murdoch). The University has developed innovative degrees that draw the strengths of the University and meets the need of industry. (Flinders).
- The University has identified the role it wishes each campus to play in meeting the University's mission concerning teaching, research and engagement, and to ensure that the activities associated with those campuses are consistent with their role. (Murdoch.)
- The University has policy guidelines and quality assurance mechanisms for industry and practicum placements across all faculties and has systems to monitor and evaluate student practicums. (UTS, Flinders.).

Entrepreneurial activities
- The University has structures in place to allow it to exercise control over any subsidiary company, responsible for generating external revenue. (AMC.)

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3.   SUPPORT AND ADMINISTRATIVE ACTIVITIES FOR STAFF AND STUDENTS

Staff

Staff development and support
- The University has developed a supportive and comprehensive framework for handling all issues related to staff employment and development. (CU.)
- The University provides centrally coordinated induction and support for all staff teaching overseas. (CU, QUT.)
- There is a comprehensive suite of formal and informal training programs based upon a sound needs analysis, for all staff. (NEW, UniSA, UMelb, Flinders.)
- The University has examined staff training and development systems in comparable universities as part of its own system development and has investigated a suitable means of assessing how effectively the University's systems operate, in terms of both staff participation and achieving stated development outcomes. (Adel.)
- The University has a tailored cultural diversity training program, particularly for academic staff teaching a wide variety of students. (SCU, JCU, Monash.).

- The University has online teaching fellowship program which supports staff with interest in online technologies in teaching. (Deakin.)
- The University has implemented a well received and effective induction program for Head of School/Section. (UTAS. Murdoch.)
- The University offers various professional development programs focusing on pedagogic issues as curriculum development review, assessment practices and the teaching-research nexus. (CQU.)

Induction
- There are formal staff induction programs for academic and support staff. (NEW, Adel., Canb., RMIT, USyd, UTAS.)

Workforce management
- The University conducts annual performance reviews, with relevant data available to ensure their utility to both the staff member and the institution. (CU, NEW, Adel, Macq, Canb, GU, UWA, UNE, ECU, USyd, Deakin, QUT, UMelb, UTS, Monash)
- There are quality assurance arrangements which ensure casual teaching staff provide a high quality learning experience for students and these are applied consistently throughout the University. (Macq.)
- The University has developed guiding principles for managing staff workloads, in consultation with faculties, and that the effectiveness of these principles is reviewed at an appropriate period after implementation. (USQ, Macq, CSU, UTAS.)
- The University reviews the academic workload model and ensures that it is fair and effective. (UNE, UniSA.). The University has developed a comprehensive approach on improving the workload of both academic and general staff to achieve the objective and foster a culture of inclusivity and work/life balance. (QUT.)
- The University has strategies for the management and support of varying types of adjunct and casual staff in its workforce planning. (UTS.)

Recruitment
- The University engages in formal and strategic workforce planning and systematic succession planning to ensure that it can continue to achieve its Mission under changing employment patterns and conditions. (ACU, SCU, UNSW, Flinders.). The University has attracted and supported early career academics across all aspects of teaching, research and engagement to shape the future of the institution. (Murdoch.). The University has embedded workforce planning into the strategic planning and budgeting cycle and witnessed positive development by including workforce planning indicators in management reports. (UTS.)
- The University has strategies and processes for both recruiting and retaining outstanding staff. (UWA.)
- The University has increased the employment of Aboriginal and Torres Strait Islanders. (USyd). The University is committed to equity and diversity in staff employment and in particular for its support for women and Indigenous staff. (UTS.)
- The University ensures that the members of the selection committee are trained in the principles of recruitment and selection, which promotes consistent application of these principles. (UMelb.)
- The University has successfully promulgated a good awareness of equity issues and taken the initiatives to increase the number of women in senior roles (UMelb, UOW.). The University is committed to gender equity and has implemented an action plan to provide opportunities for women to advance their career in a range of leadership. (Murdoch.)

Students
- The University and the student organizations are working together to demonstrate and enrich the University environment (UNE). The University has student representation on committees across schools and programs. (UniSA, USyd.)
- The University has maintained outstanding relations with its students and alumni maintains contact (BU).
- The University has successfully implemented access program and schemes and made progress towards achieving equity targets and student enrolments (UMelb.). The University has set targets for achieving improved equity and access outcomes. (UNSW.)
- The University has ongoing and effective focus on the quality of the student experience at both undergraduate and postgraduate levels. (Murdoch.)

- The University is committed to equity, equal employment opportunity, diversity and cultural inclusivity, and in particular for its outcomes in access and participation of student with a disability. (Flinders).

Governance
- There are opportunities for students to interact meaningfully with policy development and decision making at all levels. (RMIT.)

Indigenous education
- Where the University has expressed a commitment to support indigenous education, this should be demonstrable through a variety of initiatives. (ACU, SCU, ND, CQU.)
- The University assists the Indigenous education centre to establish stronger links with similar units in other Australian universities for mutual benefit. (GU.). The University has reviewed the level of resourcing provided to the Aboriginal Education Centre. (QUT.)
- The University provides support to Indigenous students and most particularly for the success it has with its preparatory programs for professional courses. (UWA, Deakin, UNSW.)
- The University has attended the need of people with disabilities through online access systems and advanced methods of signage. (USyd).
- The University has played a vital role in indigenous development and its commitment to valuing indigenous people. (CDU.)
- The University has established indigenous cadetships for indigenous students and offers cross cultural training for the staff of the university. (CDU).
- The University has processes in place to involve Aboriginal students and the Aboriginal community in appropriate university curricular and extra curricular events (UTAS.)

Resources and support
- The University has established systems, such as mentor schemes, to provide effective support to international students throughout their candidature. (SUT, Canb, GU.). The University has efficient organisation and implementation of international student services, which are successfully delivered through the complementary provision of central and faculty level support (UMelb.)
- The University has mechanisms to ensure compliance with policy on minimum resources for postgraduate students. (NEW, RMIT, Flinders.)
- The University can demonstrate a high level of responsiveness to student inquiries and a range of accessible points of contact. (USQ, ECU, CSU.)
- There is evidence of ongoing development and application of innovative technology based solutions to student needs where appropriate. (USQ, UniSA.)
- The library is funded appropriately to properly support the University's academic programs and consideration is given to building library resources to support new and innovative learning strategies such as e-learning. (ACU, SCU.)
- The library staff commitment for their responsiveness to the needs of students and staff across all campuses. (GU, UNE, UniSA, CSU, USyd, BU, QUT.) The University library has achieved positive outcomes based on national benchmarking via Rodski survey. (CQU.). The University library is highly responsive to its users (including those in remote locations), and is committed to quality improvement of its service, informed by benchmarking activities and robust student feedback mechanism. (Flinders.)
- There are structures that facilitate synergies between various library, information technology and flexible learning academic support services. (Macq, ECU, LTU, CDU.)
- The University provides a flexible learning environment for students and uses innovative technologies to enhance student learning. (Macq, UWA, UniSA, Deakin). The University has taken initiative to implement the use of video conferencing in teaching and learning (UTAS). The University has formulated an integrated e-learning strategy that defines the university's pedagogical position concerning this educational approach, and ensures the strategic allocation of resources for support and guidance in e-learning teaching methods and delivery options. (UMelb.)
- The University has established a positive educational environment and `student friendly' culture. (SCU.)

- The University's website contains an impressive amount of information by making it easier to navigate and search. (UWA, UNE.). The University has recently reviewed its website aimed at aligning its usage with the strategic directions of the university, and to improve usability and consistency through common publishing standards based on benchmarking good practice. (CQU.)
- The establishment of an Ombud's Office has proven an effective means of resolving staff and student complaints and more generally has assisted in identifying opportunities for system and policy improvements. (RMIT.) The reporting paths and role accountabilities of the Student Ombud function are not only independent but are seen to be independent. (SCU.)
- The University has strengthened its processes to ensure that staff and students are made ware of student appeals, grievance and complaints processes and they are implemented consistently. (Flinders.)
- The University has implemented Technology Passport and eSKILLS system to provide valuable learning support for students. The University also has TRACKS program to fulfill University's goals for indigenous education (UNE.)
- The University has mechanisms in place to identify students at risk and connecting these students to various student support services. (CSU, CQU)
- The University provides service and support to students consistently at all campuses. (USyd).
- The University provides quality IT support (24/7) and service to students (BU).
- The University has taken an integrated approach to evaluate the performance of student services unit and taken action to improve on the weaknesses identified (BU)
- The University has developed and implemented service level agreements as a means of increasing transparency of services and awareness of costs as well as vehicle of collaboration which can ensure an increased alignment between internal services and faculty needs. (Monash)

Environment
- The University takes a proactive approach to environmental sustainability in its campus development. (NEW.) The campus development and management plan is linked to academic planning. (JCU.). The University has effective planning and management of its capital works program, which has enabled the university to carry out large scale works projects in a cost effective manner (UMelb.)

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4.   IMPACT - TRACKING MEASURES

- The progress of students in different cohorts (whether on campus off campus, or offshore) is routinely monitored to ensure comparability of standards. (UB, UTS.)
- There are efficient mechanisms for tapping student opinion, translating the feedback into action and informing students of outcomes and changes made. (CU, Adel., ACU, Canb, GU, ECU, QUT, UMelb, Flinders.)
- The University undertakes evaluative studies of student performance and responds to this information in its strategic decision making. (USQ.)
- There is evidence of improvement in a number of teaching related outcome indicators. (GU, Murdoch.)
- The Universities academic community supports in making the most effective use of the evaluative instruments in both monitoring and improving their teaching and communicated the importance of the instrument with students. (UWA.)
- The University has systematic means to obtaining employer feedback across all its programs and using it for ongoing course enhancement. (UWA, USyd.) The university has strategies in place to measure the level of achievement of graduate qualities both during the program and after graduation. (UniSA.)
- The University continues to investigate ways to increase the response rate of the on-line course evaluation instrument to ensure reliability. (UniSA.)
- The University surveys its international students on arrival as a proactive strategy to help reduce attrition in the commencing year. (JCU.)
- The University has a set of internal teaching & learning quality indicators which constitute the minimum standards for teaching & learning and they are benchmarked with other campuses. (JCU.)
- The University provides timely feedback to postgraduate students on the findings and improvement projects identified in the research student survey. (JCU.)

- The University has reviewed its student feedback processes to ensure that its feedback mechanisms used are consistent at all campuses and gathers total student experience at the university. (JCU.)
- The University has embedded information from the unit and teaching evaluation instrument into its quality processes such as unit reviews, management for performance, promotions and performance funding. (ECU).
- The University has mechanisms to gather feedback from students who are studying via distance. (ECU.) The University ensures that its subject/unit feedback survey is implemented consistently throughout the university including its online and offshore courses (LTU).
- The University has mechanisms in place to promote and gather student feedback (subject, teaching) and acts upon the findings to ensure continuous improvement. (CSU, Deakin, LTU, CQU).
- The University has successfully implemented rigorous process of reports on each courses, faculty and university as a whole (QUT.). The University has successfully implemented regular staff satisfaction survey and actively working with the results through faculty and divisional implementation plans. (QUT, UNSW, UTS, Flinders.)
- The University is committed to assuring quality teaching and learning and active consideration of student feedback through the use of Student Evaluation of Teaching and Learning 'agreed norm' in delineating, implementing and reporting improvement strategies in unit teaching and learning (UTAS.). The University has quality of teaching questionnaire which provides evaluation of different teachers who teach the same subject (UMelb.)
- The University is committed to monitoring student satisfaction with services relevant to their overall experience and for acting on student feedback. (UTS, Monash.)
- The University has a range of evaluation instruments which is administered and reported systematically. (Monash)

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ACU	Australian Catholic University
Adel.	University of Adelaide
UB	University of Ballarat
Canb.	University of Canberra
CU	Curtin University
Macq.	Macquarie University
NEW	University of Newcastle
ND	University of Notre Dame
UQ	University of Queensland
RMIT	Royal Melbourne Institute of Technology
SCU	Southern Cross University
SUT	Swinburne University of Technology
USQ	University of Southern Queensland
GU	Griffith University
UWA	University of Western Australia
UNE	University of New England
UniSA	University of South Australia
JCU	James Cook University
ECU	Edith Cowan University
CSU	Charles Sturt University
USyd	University of Sydney
Deakin	Deakin University
BU	Bond University

LTU   La Trobe University
QUT   Queensland University of Technology
CDU   Charles Darwin University
UTAS   University of Tasmania
UMelb   University of Melbourne
UOW   University of Wollongong
CQU   Central Queensland University
UNSW   University of New South Wales
Murdoch   Murdoch University
UTS   University of Technology, Sydney
Flinders   Flinders University of South Australia
Monash   Monash University

Contact :   Mahsood Shah
              Office of Planning & Quality
              Phone: 02 9678 7454   Ext: 7454
              m.shah@uws.edu.au

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