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Attachment A.

Australian Higher Education Graduate Statement
(Sample)

The Australian Higher Education Graduation Statement is provided by Australian higher education institutions to graduating students on completion of the requirements for a particular higher education award. It provides a description of the nature, level, context and status of studies that were pursued by the individual named. Its purpose is to assist in both national and international recognition of Australian qualifications and to promote international mobility and professional recognition of graduates.

1. the graduate

Name

Student number

2. the award

Name of award

Doctor of Philosophy

The field of study being

Clinical Psychology

Detail

The completion of a Doctor of Philosophy award normally takes between three and four years of full-time study or part-time equivalent and is conducted in English. This award is made principally on the basis of a research thesis comprising original written work, normally of up to 100,000 words, that is independently assessed by no fewer than two examiners where at least one examiner is external to the University. In some disciplines an alternative to a written thesis may be submitted and assessed. Admission to a Doctor of Philosophy program is normally granted to applicants holding a Master by research degree or a Bachelor degree with First Class Honours or Second Class Honours Division A. Admission can be granted to applicants who demonstrate a background equivalent to these qualifications.

Features

The Doctor of Philosophy program at ANU consists primarily of research which is supervised by a panel of researchers. The program contains a number of key research milestones including a research proposal, annual reports, an oral presentation and research integrity training in addition to the main thesis. Significant fieldwork and some coursework is a common component of a Doctor of Philosophy. Doctor of Philosophy students may be given the opportunity to attend or present at relevant national/international conferences or to publish articles based on their research. They may also be offered teaching opportunities such as lecturing and/or tutoring.

3. awarding institution

The Australian National University is a research intensive education institute established by an Act of the Australian Parliament on 1 August 1946. For more information about The Australian National University visit www.anu.edu.au

certification

4. graduate's academic achievements

Doctor of Philosophy awarded 10 December 2009

Clinical Psychology

Course Code	Course Title	Units	Mark	Grade
2005				
FIRST SEMESTER				
HLTH9550F	PhD - Research Course Centre for Mental Health Research	0	RC	RC
PSYC8101	Clinical Coursework I	12	CRS	CRS
PSYC8201	Clinical Field Placement I	6	CRS	CRS
PSYC8301	Clinical Research I	6	CRS	CRS
2005				
SECOND SEMESTER				
HLTH9550F	PhD - Research Course Centre for Mental Health Research	0	RC	RC
PSYC8102	Clinical Coursework II	12	CRS	CRS
PSYC8202	Clinical Field Placement II	6	CRS	CRS
PSYC8302	Clinical Research II	6	CRS	CRS
2006				
FIRST SEMESTER				
HLTH9550F	PhD - Research Course Centre for Mental Health Research	0	RC	RC
PSYC8103	Clinical Coursework III	12	CRS	CRS
PSYC8203	Clinical Field Placement III	6	CRS	CRS
PSYC8303	Clinical Research III	6	CRS	CRS
2006				
SECOND SEMESTER				
HLTH9550F	PhD - Research Course Centre for Mental Health Research	0	RC	RC
PSYC8104	Clinical Coursework IV	12	CRS	CRS
PSYC8204	Clinical Field Placement IV	6	CRS	CRS
PSYC8304	Clinical Research IV	6	CRS	CRS
2007				
FIRST SEMESTER				
HLTH9550F	PhD - Research Course Centre for Mental Health Research	24	RC	RC
2007				
SECOND SEMESTER				
HLTH9550F	PhD - Research Course Centre for Mental Health Research	24	RC	RC
2008				
FIRST SEMESTER				
HLTH9550F	PhD - Research Course Centre for Mental Health Research	24	RC	RC
2008				
SECOND SEMESTER				
HLTH9550F	PhD - Research Course Centre for Mental Health Research	24	RC	RC
2009				
QUARTER 1				
HLTH9550F	PhD - Research Course Centre for Mental Health Research	12	RC	RC
2009				
QUARTER 2				
HLTH9550F	PhD - Research Course Centre for Mental Health Research	5	CRS	CRS

Thesis

The University of Canberra has been awarded the Australian Higher Education Graduation Statement (AHEGS) for the year 2009.

Special achievements, recognition and prizes

Scholarships

2005

2005

National Health and Medical Research Council Fellowship

5. description of the **australian higher education system**

Introduction

The Australian higher education system consists of independent, self-governing public and private universities and higher education institutions that award higher education qualifications. All higher education providers must be listed on the Australian Qualifications Framework Register of Recognised Education Institutions and Authorised Accreditation Authorities in Australia. This register is developed under instructions from Commonwealth, State and Territory Education and Training Ministers (See: <http://www.aqf.edu.au>).

Qualifications

The Australian Qualifications Framework (AQF) is a single national and comprehensive system of qualifications offered by higher education, vocational education and training, and secondary schools. The AQF comprises a set of national qualifications (ie awards), titles and qualification descriptors (See accompanying diagram). The AQF specifies the main criteria for defining qualifications based on the general characteristics of learning outcomes at each qualification level. The main qualifications awarded by higher education institutions are bachelors, masters and doctoral degrees, and graduate certificates and graduate diplomas. Research higher degrees at masters and doctoral level are normally assessed by external examiners. The higher education qualifications descriptors are periodically reviewed against best national and international practice. Guidelines for each qualification title are published in the Australian Qualifications Framework Implementation Handbook (<http://www.aqf.edu.au>).

Admission

Requirements for admission to particular programmes are set by individual universities and colleges that generally provide a range of routes for entry and admit those students considered to have potential to successfully complete programmes of study. Admission of school leavers to undergraduate programmes typically is on the basis of the level of achievement in Year 12 secondary education, although some institutions and programmes also use interviews, portfolios or demonstrated interest or aptitude. Most institutions also provide alternative entry provisions via bridging or foundation programs for mature age students or other special provisions. Admission to postgraduate programmes is generally based on the level of achievement in previous higher education studies; in most cases, admission to PhD programmes is based on high achievement in a research masters degree or in a bachelors degree with first class honours or second class honours division A.

Quality

Australia has an international reputation for high quality education that is built on best practice in accreditation, quality recognition, quality assurance, and student consumer protection. All higher education institutions must be accredited by State and Territory Governments in accordance with strict criteria detailed in the National Protocols for Higher Education Approval Processes. These Protocols are nationally agreed principles that ensure consistent criteria and standards across Australia in such matters as the recognition of new universities, the operation of overseas higher education institutions in Australia, and the accreditation of higher education courses offered by institutions other than universities (See: <http://www.deewr.gov.au/HigherEducation/Pages/default.aspx>).

All institutions receiving Australian Government financial support must meet quality and accountability requirements that are set out in the Higher Education Support Act 2003. The Australian Government also uses a range of tools to measure and monitor the quality of outcomes, while the interests of international students are protected by the Education Service for Overseas Students Act 2000 and its National Code, providing tuition and financial assurance and a consistent approach to institution registration.

Australian Universities are autonomous bodies that are responsible for managing quality through internal accreditation processes and commitment to codes of practice. Universities and other higher education providers are required by legislation to have in place appropriate quality assurance processes. These processes are periodically audited by the Australian Universities Quality Agency (AUQA).

AUQA is Australia's principal national quality agency for higher education. It is an independent body that undertakes quality audits of higher education institutions and accreditation authorities (See: <http://www.auqa.edu.au>). AUQA publicly reports on performance and outcomes, assists in quality enhancement and advises on quality assurance.

Australian Qualifications Framework

Schools Sector Qualifications	Vocational Education and Training Sector Qualifications	Higher Education Sector Qualifications
		Doctoral Degree
		Masters Degree
	Vocational Graduate Diploma	Graduate Diploma
	Vocational Graduate Certificate	Graduate Certificate
		Bachelor Degree
	Advanced Diploma	Associate Degree, Advanced Diploma
	Diploma	Diploma
Senior Secondary Certificate of Education (SSCE)	Certificate IV	
	Certificate III	
	Certificate II	
	Certificate I	

THE AUSTRALIAN NATIONAL UNIVERSITY
AUSTRALIAN HIGHER EDUCATION GRADUATION STATEMENT

EXPLANATION OF GRADES AND CODES

KEY TO GRADES AND CODES					
HD	High Distinction	80 - 100	H1	First Class Honours	80 - 100
D	Distinction	70 - 79	H2A	Second Class Honours Division A	70 - 79
CR	Credit	60 - 69	H2B	Second Class Honours Division B	60 - 69
P	Pass	50 - 59	H3	Third Class Honours	50 - 59
CRS	Course Requirements Satisfied	ungraded pass	IP	In progress (continuing course)	
PS	Pass at supplementary exam	50	KU	Continuing course	
HLP	Higher Level Performance	high level pass	EE	Enrolled elsewhere	
N	Fail	0 - 49	EXE	Exemption external (no unit value)	
NCN	Not complete/Fail	not graded	EXI	Exemption internal (no unit value)	
WD	Withdrawn without failure	not graded	RC	Research continuing	
WN	Withdrawn with failure	not graded	STE	Status external (external credit)*	
WL	Withdrawn late without failure	not graded	STI	Status internal (internal credit)*	

This explanation is current at 1 July 2009. Subsequent amendments and further details of assessment notations are available at <http://rss.anu.edu.au>

*Results for internal status credited to the specified award are not recorded on this Graduation Statement. Please see the graduate's Transcript of Academic Record for these results. Results for any external status credited cannot be provided by ANU.

UNIT VALUES AND EQUIVALENCIES

The majority of courses offered at ANU are valued at 6 units. The normal maximum load in a semester or half-year is 24 units (normally 4 courses). Undertaking 18-24 units per semester is considered a full-time study load.

ANU considers 30 European Credit Transfer System (ECTS) credits as equivalent to 24 ANU units.

COURSE INFORMATION

Details of the syllabus for individual courses listed on this Australian Higher Education Graduation Statement may be found in the relevant University Handbook for the year indicated. Alternatively, course information may be obtained from the relevant academic area.

SEMESTERS AND SESSIONS

COURSEWORK PROGRAMS		RESEARCH PROGRAMS	
First Semester	February - June	First Semester	1 January - 30 June
Second Semester	July - November	Second Semester	1 July - 31 December
Summer Session	January - March	Quarter 1	January - March
Autumn Session	April - June	Quarter 2	April - June
Winter Session	July - September	Quarter 3	July - September
Spring Session	October - December	Quarter 4	October - December

TRANSCRIPT OF ACADEMIC RECORD

The information contained within this Australian Higher Education Graduation Statement pertains to the specified award only. For a complete history of academic results achieved at ANU, or results for courses granted as internal status, please see the graduate's Transcript of Academic Record.

GLOSSARY OF TERMS

TERMINOLOGY	EXPLANATION
Award	A certificate, diploma, degree, graduate certificate or graduate diploma, conferred by the University to a person upon the completion of an academic program leading to an award, for example a Bachelor of Arts. The award is represented by a testamur and is presented to a graduate upon graduating.
Course	A classification of achievement based on the final mark. For example, High Distinction (HD) indicates a final mark between 80 and 100.
Grade	A certificate, diploma, degree, graduate certificate or graduate diploma, conferred by the University to a person upon the completion of an academic program leading to an award, for example a Bachelor of Arts. The award is represented by a testamur and is presented to a graduate upon graduating.
Mark	A number indicating a student's performance in an assessment activity or a course. Raw marks, which may be scaled, become final marks after approval by the Delegated Authority. Marks range from 0 - 100.
Program	A structured sequence of study, undertaken in one or more colleges of the University, normally leading to the awarding of a degree, diploma or certificate. Programs are controlled by one or, in the case of combined programs, two academic authorities.
Status	Students admitted to a program at the University, or transferring between programs in the University, on application, may be granted status (credit) in the new program on the basis of previous tertiary studies.
Unit	This is an indicator of the value of a course within the total program. Most courses are valued at 6 units.

DOCUMENT SECURITY

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Attachment B.
US College Portrait (Example)

The Ohio State University

Columbus, OH • 614-292-1311

<http://www.osu.edu>

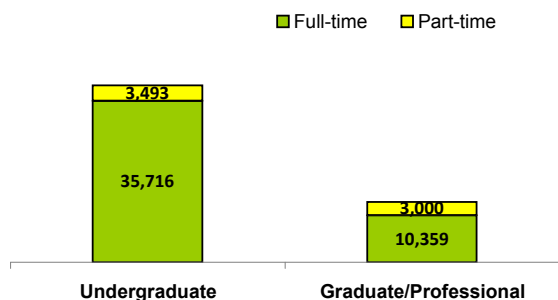


Founded in 1870, The Ohio State University is a world-class public research university and the leading comprehensive teaching and research institution in the state of Ohio. With more than 52,000 students enrolled at its main Columbus campus, 18 colleges and 170 majors, the university offers its students exceptional breadth and depth of opportunity in the liberal arts, the sciences and the professions. A national research powerhouse, the university ranks seventh among all public universities in research expenditures and a remarkable second place when it comes to industry-sponsored research.

Student Characteristics (Fall 2007)

TOTAL NUMBER OF STUDENTS 52,568

Student Level and Enrollment Status



UNDERGRADUATE PROFILE

Total 39,209

Gender

Women	18,291	47%
Men	20,918	53%

Race/Ethnicity

African American / Black	2,742	7%
American Indian / Alaskan Native	152	0%
Asian / Pacific Islander	2,031	5%
Hispanic	1,032	3%
International	1,065	3%
White	31,341	80%
Race/Ethnicity Unknown	846	2%

Geographic Distribution (Degree-Seeking)

Ohio	89%
Other US States & Territories	9%
Other Countries	2%

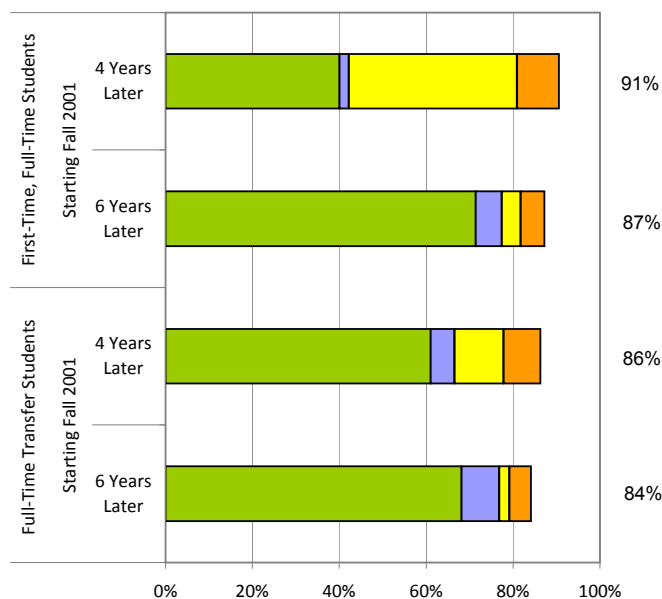
Age (Degree-Seeking)

Average Age	21
Percent of Undergraduates Age 25 or Older	8%

Undergraduate Success and Progress Rate

[More](#)

■ Graduated from OSU
 ■ Graduated from other Institution
■ Still Enrolled at OSU
 ■ Still Enrolled at other Institution



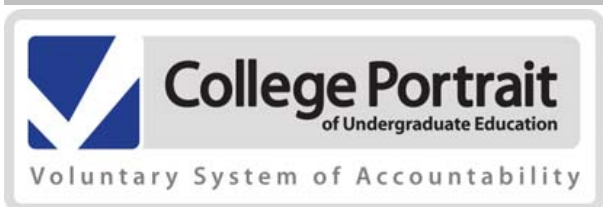
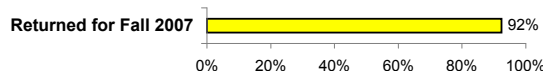
A 91% four-year success and progress rate means that 91% of students starting in Fall 2001 either graduated or are still enrolled at a higher education institution four years later.

Counts for the Fall 2001 entering class shown in the graph above.

- 5,964 First-Time, Full-Time Students
- 1,604 Full-Time Transfer Students

[CLICK HERE](#) for Detailed Success & Progress Rate Tables

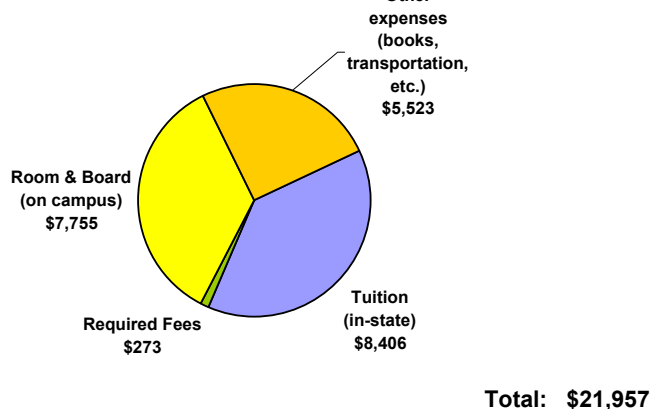
Retention of Fall 2006 First-Time, Full-time Students



One of the strengths of U.S. higher education is the broad range of diverse institutions, each with its own distinctive mission. We encourage you to check out college web sites and visit campuses to get a more complete picture of the opportunities available to you!

Costs of Attendance and Financial Aid [More](#)

Typical Undergraduate Costs per Year Without Financial Aid for Full-Time, In-State Students (2007-08)



[CLICK HERE](#) for typical out-of-state costs and any discipline-specific tuition

The cost to attend varies based on the individual circumstances of students and may be reduced through grants and scholarships.

[CLICK HERE](#)
To get a cost estimate for students like you!

Financial Aid Awarded to Undergraduates (Fall 2007)

Overall Financial Aid

• 73% of Fall 2007 full-time undergraduates received financial aid of some type including need-based loans, work study, and non need-based scholarships.

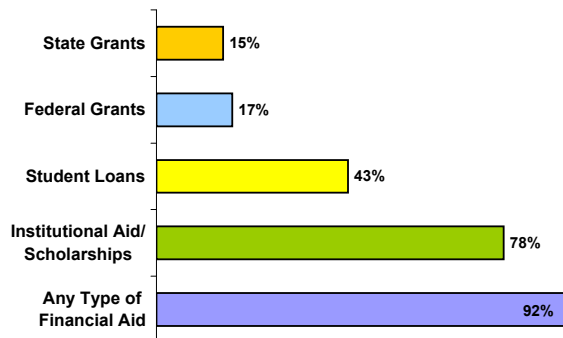
Annual Need-Based Scholarships & Grants

• 39% of Fall 2007 full-time undergraduates received need-based grants or scholarships; the average award for the year was \$6,480.

Annual Need-Based Loans

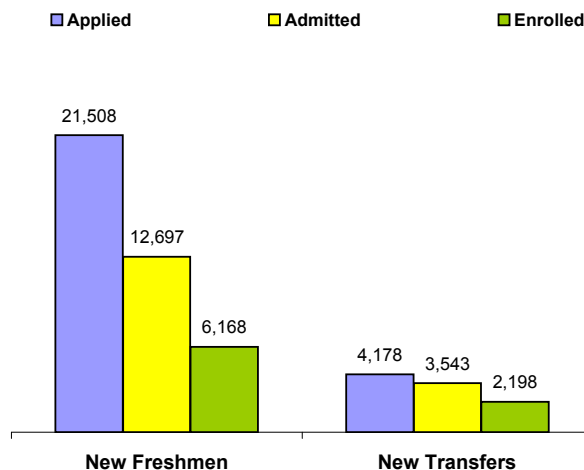
• 50% of Fall 2007 full-time undergraduates received need-based work-study and/or loans (not including parent loans); the average loan for the year was \$5,530.

Percent of Fall 2006 First-Time Students Receiving Each Type of Financial Aid



NOTE: Student may receive aid from more than one source.

Undergraduate Admissions [More](#)



Academic Preparation of New Freshman

Test(s) Required for Admission:

Middle 50% of Test Score Range	ACT	SAT
Composite	25-29	
Math	25-30	580-680
English	24-30	
Critical Reading		550-650

50% of admitted students have test scores within the ranges listed, 25% have scores above, and 25% have scores below.

Percent in top 25% of High School Graduating Class:	89%
Percent in top 50% of High School Graduating Class:	99%
Average High School GPA (4-point scale)	-

Degrees and Areas of Study [More](#)

Degrees Awarded at OSU in 2006-07

Bachelor's	9,067
Master's	2,635
Doctoral	667
Professional (e.g., Law, Medicine)	834
Total	13,203

Areas of Study with the Largest Number of Undergraduate Degrees Awarded in 2006-07

Business	16%
Social sciences	15%
Family and consumer sciences	8%
Engineering	7%
Health professions and related sciences	7%
All other degree areas	47%
Total	100%

[CLICK HERE](#) for a list of undergraduate and graduate programs

The Buckeyes Community

A big university means a big opportunity, and Ohio State prides itself on offering about any academic or extracurricular opportunity a student could dream of: 170 majors, 800+ student organizations; 120 study abroad programs internship and research opportunities in every college; 60+ service-learning courses; multiple Honors and Scholars programs, and 40+ learning communities.

To help new students successfully navigate these opportunities, Ohio State designed great support services and a First Year Experience (FYE) program rated by US News as one of the best.



Study at OSU

Classroom Environment

Students per Faculty	13 to 1
Undergraduate classes with fewer than 30 students	62%
Undergraduate classes with fewer than 50 students	81%

Full-Time Instructional Faculty

Total Faculty	3,118
% Women	31%
% from Minority Groups	19%
% with Highest Degree in Field	99%

Carnegie Classification of Institutional Characteristics

Basic Type

Research Universities (very high research activity)

Size and Setting

Large four-year, primarily residential

Enrollment Profile

High undergraduate

Undergraduate Profile

Full-time four-year, more selective, higher transfer-in

Undergraduate Instructional Program

Balanced arts & sciences/professions, high graduate coexistence

Graduate Instructional Program

Comprehensive doctoral with medical/veterinary

NOTE: Institutional classifications based on the Carnegie 2005 edition.

[CLICK HERE](#) for more information on Carnegie Classifications.

Student Housing

[More](#)

92% of new freshmen live on campus
24% of all undergraduates live on campus

Campus Safety

[More](#)

Ohio State's commitment to safety and security throughout the university community is well documented and exhibited every day by our professional public safety personnel, our use of security related technology, and overt support by the university's senior administrators. Our Department of Public Safety proudly traces its history to the first Night Watchman appointed in 1890 and the first Day Watchman hired in 1909.

OSU students and their parents can rest assured that the foundations for a free and open academic setting in which students can learn, live, and grow are being safeguarded.

[CLICK HERE](#) for Campus Crime Statistics report.

Future Plans of Bachelor's Degree Recipients

Data used to build graph are not yet available

[CLICK HERE](#) for information on survey administration, sample, and response rate.

Student Experiences and Perceptions

Students who are actively involved in their own learning and development are more likely to be successful in college. Colleges and universities offer students a wide variety of opportunities both inside and outside the classroom to become engaged with new ideas, people, and experiences. Institutions measure the effectiveness of these opportunities in a variety of ways to better understand what types of activities and programs students find the most helpful.

[CLICK HERE](#) for examples of how OSU evaluates the experiences of its students.

In addition, institutions participating in the VSA program measure student involvement on campus using one of four national surveys. Results from the one survey are reported for a common set of questions selected as part of VSA. Following are the selected results from the 2006-07 National Survey of Student Engagement (NSSE). The questions have been grouped together in categories that are known to contribute to student learning and development. The results reported below are based on the responses of seniors who participated in the survey.

[CLICK HERE](#) for information on the NSSE survey.

Group Learning Experiences

94% percent of seniors worked with classmates on assignments outside of class.

55% of seniors tutored or taught other students

32% of seniors spent at least 6 hours per week participating in co-curricular activities such as student organizations and intramural sports

Active Learning Experiences

81% of seniors spent at least 6 hours per week preparing for class

17% of seniors worked on a research project with a faculty member

57% of seniors participated in an internship, practicum, or field experience

57% of seniors participated in community service or volunteer work

13% of seniors participated in study abroad

95% of seniors made at least one class presentation last year

Institutional Commitment to Student Learning and Success

94% of seniors believe this institution provides support for student success

69% of seniors rated the quality of academic advising at this institution as good or excellent

60% of seniors reported that this institution provided help in coping with work, family and other non-academic responsibilities

93% of seniors reported working harder than they thought they could to meet an instructor's standards or expectations

Student Satisfaction

84% of seniors would attend this institution if they started over again

87% of seniors rated their entire educational experience as good or excellent

82% of seniors reported that other students were friendly or supportive

Student Interaction with Campus Faculty and Staff

52% of seniors believed that the campus staff were helpful, considerate, or flexible

72% of seniors believed that faculty are available, helpful, or sympathetic

92% of seniors reported that faculty members provided prompt feedback on their academic performance

66% of seniors discussed readings or ideas with faculty members outside of class

Experiences with Diverse Groups of People and Ideas

62% of seniors reported that they often tried to understand someone else's point of view

89% of seniors reported their experience at this institution contributed to their understanding people of other racial and ethnic backgrounds

57% of seniors often had serious conversations with students of a different race or ethnicity

Student Learning Outcomes

All colleges and universities use multiple approaches to measure student learning. Many of these are specific to particular disciplines, many are coordinated with accrediting agencies, and many are based on outcomes after students have graduated. In addition, those institutions participating in the VSA measure increases in critical thinking, analytic reasoning, and written communication using one of three tests.

Student Learning Assessment at OSU

Ohio State is committed to effective assessment of student learning consistent with the Higher Learning Commission's 2003 Statement on Assessment of Student Learning. Assessment is a broad-based activity that occurs at a number of levels across the university. Some assessment activities are carried out at the institutional level, others are specific to the success of our general education curriculum (GEC), and still others are specific to major program goals. Regardless of the level, assessment is viewed as an ongoing process whereby outcomes and core values are identified, evidence is collected and evaluated, and modifications are made to improve student learning.

[CLICK HERE](#) for examples of student learning assessment and outcomes at OSU

Pilot Project to Measure Core Learning Outcomes

Results from the pilot project using one of the three learning outcomes tests are not yet available.

Attachment C.

University of South Australia Teaching and Learning Academic Standards Framework 2009

University of South Australia
Teaching and Learning Academic Standards Framework
March 2009

Preamble

This paper describes a UniSA Teaching and Learning Academic Standards Framework that explicates standards from existing policies, procedures, guidelines and codes of good practice and establishes a Framework of relevant internal and external performance benchmarks. The Framework acts as a nexus between the University's *Vision, Mission and Values*, our aspirations in teaching and learning as articulated in the *Strategic Plan* and the *Teaching and Learning Framework*.

Academic Policy and Program Review Committee and academic policy writers in the University will be guided by the academic standards when drafting new and reviewing existing academic policies. The Framework provides a deeper level of analysis of teaching and learning performance cascading from the Corporate Key Performance Indicators. The Teaching and Learning Committee will be guided by the Framework and the related scorecard of performance when identifying teaching and learning priorities which flow into the Divisions' and Learning and Teaching Unit's teaching and learning planning activities.

UniSA's distinctive learning environment

The University's Act requires it to provide tertiary education for the benefit of industry, commerce, the professions and the wider community and specifically to meet the needs of Indigenous people and others who have faced educational disadvantage.

The University's *Strategic Plan* describes the University's aspirations for teaching and learning as follows:

The University will flexibly provide student-centred learning experiences that educate professionals and develop Graduate Qualities, embracing excellence, equity and diversity as core values.

The Teaching and Learning Framework is centred on a commitment to the development of graduate qualities and provides the concept of *student engagement* as an indication to staff of how to approach *student centredness*. Engagement is to be delivered through experiential learning and this has been defined at UniSA as:

- Practice based learning – authentic and active learning in workplaces and in the classroom
- Teaching-research nexus - the linking of teaching and research in programs and courses
- Service learning – volunteer work as a community service, with opportunities to reflect and develop key Graduate Qualities.

These combinations of requirements, aspirations and commitments have driven the development of the UniSA Teaching and Learning Academic Standards Framework.

UniSA involvement in national academic standards projects

UniSA was an active participant in two major national projects to develop frameworks for identifying academic standards for teaching and learning which could be benchmarked across institutions; the ATN Academic Standards project and the ALTC's Teaching Quality Indicators project.

The first project involved the ATN universities and the Australian Council for Education Research (ACER) was retained to develop a framework that could be potentially applied across the ATN. The ATN project focused solely on teaching and learning rather than, for example, research, human resources or financial variables. The ACER framework (ATN '*Academic Standards Model*' report, July 2007) consists of the following dimensions:

- An indicator framework, which identifies indicators at input, process and output phases, and across diverse contexts (e.g. individual, School/Department/Faculty, Portfolio; institutional);
- A suite of measures to support these indicators; and
- An approach for gathering data on each of these measures.

The framework was derived from a similar model presented by the OECD (OECD 'Education at a Glance', 2005).

The intention of the second project, the ALTC's Teaching Quality Indicators project (TQI), was to provide a comprehensive framework from which individual universities could select elements most appropriate to their individual circumstances. Like the ATN framework, the ALTC's model emphasises teaching and learning. The resultant framework consists of the following dimensions:

- Institutional climate and systems;
- Diversity and inclusivity;
- Engagement and learning community; and
- Assessment.

'A review of Australian and international quality systems and indicators of learning and teaching report', August 2007

Identifying a Standards Framework for UniSA

To guide development of a Teaching and Learning Academic Standards Framework, the AUQA definition of a standard has been adopted:

'A standard is an agreed specification or other criterion used as a rule, guideline, or definition of a level of performance or achievement.'

Any framework for teaching and learning standards adopted by UniSA must reflect the position of the organisation as an innovative institution with a distinctive profile and which values scholarship, engagement, equity and social justice, sustainability, innovation and openness. It must attend to its aspirations to be dynamic, progressive and responsive to the range of stakeholders who have legitimate interests in higher education and its graduates and it must also champion the elements of education that UniSA has defined as the factors which shape our thinking and the way we go about planning for the future. i.e.:

1. The continuation of the centrality of **graduate qualities** as a fundamental objective of education, supported by appropriate program and assessment design;
2. The **active engagement of students** in their learning experiences by the provision of practice-based and service learning and exposure to research methods and outcomes;
3. The provision of a **flexible learning environment**.

Teaching and Learning Framework (Academic Board, June 2007)

Neither of the national approaches are ideal in the context of what UniSA has expressed its values as an organisation and subsequently articulated in its approach to teaching and learning. Therefore, a framework which adapts the principles and outcomes of the ATN and ATLC projects and applies these to UniSA's Teaching and Learning Framework has been developed by the University's Teaching and Learning Committee (TALC). The work of the TALC has also been influenced by the approach to a bespoke framework at Curtin University of Technology.

As teaching and learning is primarily influenced by factors that occur at the level of the individual student, the individual academic staff member and within the curriculum, excellence is pursued within each of these levels and statements of attainment are required as a guide to indicators of performance. The quality of the educational experience can also be examined at different stages in the student, staff and program life-cycle creating a matrix of indicators and measures. The University clearly acknowledges that professional staff and the broader infrastructure of the university also have roles to play in ensuring the quality of the teaching and learning that occurs. This version of the framework acknowledges these contributions and this contribution will be further detailed in subsequent versions.

As a first step, UniSA's Teaching and Learning Academic Standards Framework specifies an attainment statement for the three levels of *Students*, *Academic staff* and *Curriculum* (Tables 1-3). These statements have been abstracted from the University's long standing academic codes of good practice, policies, guidelines, procedures and regulations which articulate clear accountabilities and many of which incorporate

performance measures. As such, they demonstrate the intent of the university in producing quality teaching and learning and the underpinning key policies, procedures, guidelines and processes, and external reference points that support the intent.

Appendix 1 has taken these statements and developed the full academic standard for each intent. This involved developing the indicators that a particular policy or procedure is implemented and the measures used to monitor the success or otherwise of the approach.

Table 1: Coursework students

	UniSA standard	Key policies, procedures, guidelines and processes (internal and external reference points)
1.	The University observes all legislation and national codes relevant to the provision of education to students; it recognizes the student’s legal rights, including Intellectual Property Rights, and upholds privacy principles.	<ul style="list-style-type: none"> • University of SA Act (1990) • University of SA By-laws • University of SA Statutes • HESA (2003) • ESOS Act (2000) • MCEETYA National Protocols • Code of Good Practice: Student Behaviour (2007)
2.	Students are provided with consistent policies and efficient procedures for admission, enrolment, progression and completion, and have timely access to advisors and all relevant program information.	<ul style="list-style-type: none"> • UniSA Codes, Guidelines and Procedures webpage • UniSA Policy webpage
3.	All UniSA students have access to clearly articulated policies and transparent processes and outcomes for the administration of grievances and appeals.	<ul style="list-style-type: none"> • UniSA Codes, Guidelines and Procedures webpage • UniSA Policy webpage • C17.0 Resolution of student grievances
4.	The University provides opportunities and support to ensure students have representation on University committees to enable participation in decision-making.	<ul style="list-style-type: none"> • University of SA Act (1990) • Academic Board Charter • UniSA/UniLife Service Agreement
5.	Students may enter the University upon demonstration of academic merit with consideration of access and equity and with the provision of recognition of prior learning.	<ul style="list-style-type: none"> • Selection and entry to programs (A-18.10) • Students with disabilities website • Recognition of Prior Learning (A-13.11) • Enrolment policy (A - 48.5)
6.	Students are provided with alternative pathways to promote access which take into account the student’s ability to successfully complete the requirements of the program.	<ul style="list-style-type: none"> • Selection and entry to programs (A-18.10) • Students with disabilities • Recognition of Prior Learning (A-13.11) • Portfolio entry • USANET Special Access Scheme • UniSA-PAL
7.	Students’ prior learning is recognised through an academically defensible process which takes into account the student’s ability to successfully complete the remaining requirements of the program.	<ul style="list-style-type: none"> • Recognition of Prior Learning (A-13.11) • Guidelines for the implementation of Recognition of Prior Learning • Credit assessor
8.	Students will have access to core courses and other requirements to enable	<ul style="list-style-type: none"> • Domestic Program Approval and

	program completion within the expected timeframe.	<ul style="list-style-type: none"> • Amendment Guidelines • Quality assurance and improvement: Programs, courses and teaching arrangements (A-35A.11)
9.	Modified teaching and learning arrangements are provided to students based upon special needs including unexpected or exceptional circumstances.	<ul style="list-style-type: none"> • Disability Access Plan • Assessment policy and procedures manual • Discrimination and Harassment Grievance Procedures (Students) (2005) • Inclusive Language (C 1.4) • Students with disabilities (C- 7.3) • Anti Racism (C-21.2) • Equal Opportunity (C-2.4) • Sexual Harassment (C-12.3)
10.	Students are provided with constructive and timely feedback on their academic achievements and progress.	<ul style="list-style-type: none"> • Assessment policy and procedures manual • Guidelines for examinations
11.	Students are supported to achieve their learning goals through a variety of activities and experiences which promote social inclusion and engagement. This includes student-led activities promoting community involvement, sporting achievement and leadership development.	<ul style="list-style-type: none"> • Learning connection • New students website • UniSA/UniLife service agreement • Student Ambassadors • <i>Extension type experiences</i>
12.	Culturally-appropriate learning support is available for Indigenous students.	<ul style="list-style-type: none"> • DUCIER
13.	International students are supported to adjust to study and life in Australia, to achieve their learning goals and to achieve satisfactory program progress.	<ul style="list-style-type: none"> • Learning and Teaching Unit International student services
14.	There is parity between the international experience and the onshore program experience ensured through contracts for collaborative programs.	<ul style="list-style-type: none"> • Transnational Contacts and Agreements (logon required) • Transnational Quality Framework Manual (logon required) • Transnational Quality Records (logon required) • International Institutional Agreement (logon required)
15.	Professional and personal development activities designed to increase career management skills and opportunities, and enhance transition from study to work, are offered to students.	<ul style="list-style-type: none"> • Careers Services website • My Career Plan (special logon required)
16.	UniSA graduands meet the prescribed requirements for the coursework award.	<ul style="list-style-type: none"> • Enrolment policy (A - 48.5) • Graduation and Records (A- 51.1) • Domestic Program Approval and Amendment Guidelines • Australian Qualifications Framework

Table 2: Academic staff (including sessional staff)

	UniSA standard	Key policies, procedures, guidelines and processes (internal and external reference points)
1.	The University recruits and selects academic staff the organisation needs to achieve its strategic directions and who demonstrate attributes that are consistent with the organisation's directions and culture.	<ul style="list-style-type: none"> • HR-27 staff recruitment and selection
2.	All academic staff are academically competent in their discipline areas.	<ul style="list-style-type: none"> • Procedures for the Appointment of Academic Staff Level B and above without Doctoral qualifications • Guidelines for Academic Staff for Commencement and Completion of Doctoral Qualifications • HR-18 Assisted leave for higher degree study • HR-9 Professional experience program
3.	All new continuing academic staff (levels A-C) have formal /accredited teaching qualifications or can demonstrate equivalence.	<ul style="list-style-type: none"> • HR7- Probation for academic staff • Procedures on probation – academic staff
4.	New-to-UniSA academic staff, and staff undertaking new or specialised roles, complete induction and/or training appropriate to their designated roles.	<ul style="list-style-type: none"> • <u>The induction framework of the University of South Australia</u> • <u>Code of Good Practice: Student Behaviour</u>
5.	All academic staff teaching UniSA-approved programs through partners or transnational operations have appropriate academic preparation, induction and language proficiency to deliver the learning program.	<ul style="list-style-type: none"> • Transnational Quality Framework • Professional development framework for transnational teaching and learning
6.	Academic staff engage annually in performance management to identify professional development for advancing skills and knowledge appropriate to their area and level of responsibility.	<ul style="list-style-type: none"> • HR25 – performance management • HR-26 Academic promotion • Financial support for Approved Study: Guidelines for academic staff
7.	The University encourages academic staff to contribute to their discipline and be in touch with current research and scholarship, integrating into their teaching the knowledge and understanding they and others create through scholarly activity, including the creation of text books and other teaching resources.	<ul style="list-style-type: none"> • A-52 Use of teaching and learning resources developed by University staff

Table 3: Curriculum

	UniSA standard	Key policies, procedures, guidelines and processes (internal and external reference points)
1.	Curriculum design reflects UniSA’s strategic direction and expectations as published in the University Teaching and Learning Framework and meets professional accreditation requirements.	<ul style="list-style-type: none"> • Teaching and Learning Framework • Coursework Program Approval Manual
2.	Curriculum design gives due consideration to the diverse backgrounds, aptitudes and abilities of students and all undergraduate programs include Indigenous perspectives.	<ul style="list-style-type: none"> • Coursework approval manual • Indigenous Content in Undergraduate Programs (ICUP) • ICUP Resolution – Academic Board Minutes (August 2005)
3.	There is equivalence in syllabus, learning outcomes and assessment in programs and courses delivered in multiple locations or mode of delivery.	<ul style="list-style-type: none"> • Quality assurance and improvement: Programs, courses and teaching arrangements (A-35A.11) • Coursework Program Approval Manual
4.	Assessment in all courses: <ul style="list-style-type: none"> • is fair; and • is appropriate to the learning outcomes; • employs a range of assessment methods; • has clearly articulated marking criteria; • is clearly communicated; and • ensures constructive and timely feedback is provided on student achievement and progress 	<ul style="list-style-type: none"> • Assessment policy and procedures manual • Guidelines for examinations
5.	Systematic moderation regimes are employed to improve the validity and reliability of assessment processes.	<ul style="list-style-type: none"> • UniSA Assessment Policy and Procedures
6.	Student, graduate and employer feedback informs comprehensive program reviews. Student feedback is sought on every course each time it is taught.	<ul style="list-style-type: none"> • Quality assurance and improvement: Programs, courses and teaching arrangements (A-35A.11)
7.	Annual monitoring of programs, using a range of data sources, evaluates the continuing development and maintenance of program quality and viability.	<ul style="list-style-type: none"> • Quality assurance and improvement: Programs, courses and teaching arrangements (A-35A.11)
8.	Reaccreditation reviews ensure curricula meet agreed academic and professional requirements.	<ul style="list-style-type: none"> • Quality assurance and improvement: Programs, courses and teaching arrangements (A-35A.11)
9.	Procedures are implemented at the appropriate level (Division, School, program or course coordinator) to systematically analyse stakeholder and student feedback, and to use this information to improve course and program quality.	<ul style="list-style-type: none"> • Quality assurance and improvement: Programs, courses and teaching arrangements (A-35A.11)
10.	Student mobility programs foster internationalisation and build strategic partnerships with overseas institutions and education providers.	<ul style="list-style-type: none"> • Coursework approval manual

Teaching and Learning Academic Outcomes

Tables 1 to 3 above have identified the intent of policies and procedures to generate quality outcomes in teaching and learning. At the highest level of concern, the University is interested in the outcomes it achieves at the three levels of desired excellence in performance; *students, academic staff and curriculum*. The identification of indicators against the central elements of the Teaching and Learning Framework and mapped to the three levels of desired excellence in performance provides the conceptual underpinning for the measurement of performance. Subsequently measures provide the operational translation of the indicators, enabling quantifiable and valid measurement of performance.

Table 4

	Graduate Qualities		Student Engagement		Flexible Learning Environment	
	Indicator	Measure	Indicator	Measure	Indicator	Measure
Students	<p>Graduates obtain professional employment.</p> <p>Employers are satisfied with the UniSA graduates they employ.</p>	<p>Educating Professionals measure from Graduate Destinations Survey (GDS).</p> <p>Employer satisfaction with graduates as measured on Employer Feedback Survey.</p> <p>Generic Skills Scale of the CEQ</p>	<p>Students participate in active learning experiences.</p>	<p>Overall Satisfaction from Australian Graduate Survey (CEQ).</p> <p>Australian Survey of Student Engagement (AUSSE ‘Active Learning Scale’)</p>	<p>Students have access to facilities, amenities, activities and services required to successfully participate in their program of study, irrespective of study location or mode of delivery.</p> <p>Students have access to appropriate facilities, amenities and activities to balance academic development and personal well-being.</p>	<p>Australian Survey of Student Engagement (AUSSE) “Supportive Learning Environment” scale.</p>
Academic Staff	<p>Staff participate in induction and professional development focused upon the development of graduate qualities.</p>	<p>Generic Skill Scale of CEQ.</p>	<p>Staff employ appropriate pedagogy to provide active learning experiences</p>	<p>Good Teaching Scale of CEQ</p>	<p>Staff utilise teaching spaces, facilities, resources and technology that are fit for purpose and support effective teaching and learning.</p>	<p>Australian Staff Student Engagement Survey (SSES) Supportive Learning Environment scale</p>
Curriculum	<p>Programs are designed to equip students to obtain professional employment.</p> <p>The curriculum for a program demonstrates that UniSA’s graduate qualities are embedded and assessed at an appropriate level.</p>	<p>Educating Professionals measure from GDS survey.</p> <p>Generic Skill Scale of CEQ.</p> <p>Analysis and/or annual sampling of program reviews.</p> <p>Employer / professional satisfaction with graduates as measured on employer feedback survey.</p>	<p>Curriculum provides opportunities for active learning experiences.</p>	<p>AUSSE Work Integrated Learning scale</p>	<p>Teaching and learning arrangements are designed to employ a variety of teaching and learning spaces, resources and technologies.</p>	<p>Audit of modes of delivery</p> <p>Utilisation of different class level experiences</p>

Note: Items in red are Corporate Key Performance Indicators

Scorecard of performance

There is a high level of congruency between the indicators and measures that support the Teaching and Learning Academic Standards Framework and those used to assess overall institutional performance through the University's Corporate Planning Process, i.e. the Key Performance Indicators (KPIs). The nature of this congruence facilitates benchmarking, both internally and externally. There is acknowledgement that some measures will act as proxies until a better measure becomes available. Each measure has potentially three defined levels of performance:

- The current level of performance;
- A benchmark level of performance; and
- A target level of performance.

Table 5 takes the Framework's measures and gives the levels of performance as defined above.

Table 5: Scorecard of performance (Report card)

	Graduate Qualities			Student Engagement			Flexible Learning Environment					
	Measure	UniSA result	Benchmark	Target	Measure	UniSA result	Benchmark	Target	Measure	UniSA result	Benchmark	Target
Students	CEQ Generic Skills	72.54	70.32 (ATN) 65% (Nat)	73	CEQ Overall satisfaction	68.88	69.46 (ATN)	72	AUSSE Supportive Learning Env	53	52	58 (USA result)
	GDS Educating Professionals	90	82.86	90	AUSSE Active Learning Scale	40	42	42				
	Employer Satisfaction	work in progress										
Academic staff	CEQ Generic Skills	72.54	70.32 (ATN) 65% (Nat)	73	CEQ Good Teaching	46.27	47.78 (ATN) (52% Nat)	52	SSES Supportive Learning Env	57	52	58 (USA result)
	GDS Educating Professionals	90	82.86 (Nat)	90	SSES Active Learning scale AUSSE work integrated learning	41	42	42	Audit of modes of delivery		work in progress	
Curriculum	CEQ Generic Skills	72.53	70.34	73		48	47	50	Utilisation of different class level experiences		work in progress	
	Sampling of program reviews	qualitative - work in progress										
	Employer satisfaction	work in progress										

Red denotes Corporate KPI and target

Setting, monitoring and maintaining standards

The Framework is a work in progress and will become an important resource to assist improvements in teaching and learning. Our statements of standards will become important reference points in the future development of academic programs, policy and procedures. Academic Policy and Programs Review Committee and Academic Board have a role in the processes for setting, monitoring, and maintaining the Teaching and Learning Academic Standards Framework. Teaching and Learning Committee are integral to realising the opportunities afforded by the measurement of performance and identification of priorities in teaching and learning. It is recommended that APPRC review the Teaching and Learning Academic Standards Framework annually and report to Academic Board.

Recommendation:

That Academic Policy and Program Review Committee recommend to Academic Board the approval of the current version of the UniSA Teaching and Learning Academic Standards Framework and recognise that the standards will be reviewed in 2010.

Appendix 1: Inputs and Process Inputs and processes

The three major components of the framework for which the University exercises controlling action – ‘Students’, ‘Academic Staff and ‘Curriculum’ – can be further developed by examining inputs and processes that govern particular actions. No attempt has been made to split inputs and processes in this framework as such definitions provide no clarity in understanding the overall teaching and learning standards.

On similar reasoning, it was found unnecessary to itemise inputs and process standards across the three dimensions inherent to the Teaching and Learning Framework – Graduate Qualities, Student Engagement, and Flexible Learning Environment, as so many inputs and processes affect the three dimensions simultaneously and a division would either result in arbitrary assignments or many duplicate entries. Nevertheless, at the level of outcomes, it was deemed important to reflect the overall University priorities in Teaching and Learning, hence the approach taken previously. As a result, the inputs and processes necessary to achieve the outcomes have been developed under the three dimensions of ‘Students’ ‘Staff and ‘Curriculum’.

1. Students

UniSA standard	Key policies, procedures, guidelines and processes (internal and external reference points)	Indicator (performance outcomes)	Data Measures monitor compliance with the standard
<p>1. The University observes all legislation and national codes relevant to the provision of education to students; it recognizes the student’s legal rights, including Intellectual Property Rights, and upholds privacy principles.</p>	<ul style="list-style-type: none"> • University of SA Act (1990) • University of SA By-laws • University of SA Statutes Code of Good Practice: Student Behaviour (2007) 	<ul style="list-style-type: none"> • UniSA students have access to all laws, codes, University Statutes, rules, by-laws, policies and procedures relating to their rights and responsibilities as a student. 	<ul style="list-style-type: none"> • Statistics on the number of student grievances and complaints, and their outcomes.
<p>2. Students are provided with consistent policies and efficient procedures for admission, enrolment, progression and completion and have timely access to advisors and all relevant program information.</p>	<ul style="list-style-type: none"> • UniSA codes, guidelines and procedures webpage • UniSA policy webpage 	<ul style="list-style-type: none"> • Accurate and sufficient information is provided on all relevant aspects of a program (including matters such as the curriculum content, learning outcomes, assessment and timetables) before the start of each study period. • Marketing of programs is professional and accurate, and maintains the integrity and reputation of the University. 	<ul style="list-style-type: none"> • Outcome of University prospective student market research • Analysis of data (“hit” rates, focus groups, feedback and surveys) on the New Students website • Feedback obtained through Orientation Week <i>TellU</i>, surveys

UniSA standard	Key policies, procedures, guidelines and processes (internal and external reference points)	Indicator (performance outcomes)	Data Measures monitor compliance with the standard
			<ul style="list-style-type: none"> and Division-based feedback surveys. Statistics on the number of academic progress appeals, and their outcomes. Results of MDU survey of UniSA marketing materials. Auditing of Course Information Booklets SEQ
3. All UniSA students have access to clearly articulated policies and transparent processes and outcomes for the administration of grievances and appeals.	<ul style="list-style-type: none"> UniSA Codes, Guidelines and Procedures webpage UniSA Policy webpage C17.0 Resolution of student grievances 	<ul style="list-style-type: none"> UniSA has clearly defined accountabilities in relation to the administration of student appeals and grievances. Evidence of the effective implementation of University appeals and grievances policies is available. 	<ul style="list-style-type: none"> Statistics on the nature and number of grievances, outcomes of grievances and appeals. Statistics on student status (e.g.: conditional, termination, etc), completion rates and time to completion.
4. The University provides opportunities and support to ensure students have representation on University committees to enable participation in decision making.	<ul style="list-style-type: none"> Academic Board Charter University of SA Annual Report. 	<ul style="list-style-type: none"> Students participate in and influence the direction and outcome of University policy. Student representatives receive training and support for participation 	<ul style="list-style-type: none"> Terms of Reference and membership of key committees. Review of the outcomes of organisational decision-making. Number of meetings attended by student representatives – Council, Academic Board
5 Students may enter the University upon demonstration of academic merit with consideration of access and equity and with the	<ul style="list-style-type: none"> Selection and entry to programs (A-18.10) Students with disabilities website 	<ul style="list-style-type: none"> All domestic Year 12 undergraduate students admitted to UniSA satisfy the following conditions: <ul style="list-style-type: none"> TER >55 or equivalent. 	<ul style="list-style-type: none"> Analysis of entrance scores and admissions data derived from IAF, DEEWR and SATAC databases.

UniSA standard	Key policies, procedures, guidelines and processes (internal and external reference points)	Indicator (performance outcomes)	Data Measures monitor compliance with the standard
<p>provision of recognition of prior learning.</p>	<ul style="list-style-type: none"> • <u>Recognition of Prior Learning (A-13.11)</u> • <u>Enrolment policy (A - 48.5)</u> 	<ul style="list-style-type: none"> ○ Satisfy the conditions outlined to achieve SACE or equivalent. ○ relevant prerequisites identified in the University Calendar including minima English and IELTS • Admission policies and processes are informed by progress and completion data for specific cohorts and populations of students, and take into account a student's potential to successfully complete the program requirements. • In setting admission policy, due consideration is given to the University's commitments and responsibilities to equity and access. 	<ul style="list-style-type: none"> • Program outcome indicators itemised by program, course and cohort characteristics: <ul style="list-style-type: none"> ○ Retention, success, completion rates, grade distributions
<p>6. Students are provided with alternative pathways to promote access which take into account the student's ability to successfully complete the requirements of the program.</p>	<ul style="list-style-type: none"> • <u>Selection and entry to programs (A-18.10)</u> • Students with disabilities • <u>Recognition of Prior Learning (A-13.11)</u> • <u>Portfolio entry</u> • <u>USANET Special Access Scheme</u> • <u>UniSA-PAL</u> 	<ul style="list-style-type: none"> • Admission policies and processes for alternative pathways are informed by progress and completion data for specific cohorts and populations of students, and take into account a student's potential to successfully complete the program requirements. 	<ul style="list-style-type: none"> • Analysis of admissions data
<p>7 Students' prior learning is recognised through an academically defensible process which takes into account the student's ability to successfully complete the remaining requirements of the program.</p>	<ul style="list-style-type: none"> • <u>Recognition of Prior Learning (A-13.11)</u> • <u>Guidelines for the implementation of Recognition of Prior Learning</u> • <u>Credit assessor</u> 	<ul style="list-style-type: none"> • Approval mechanisms ensure that students who hold the requisite skills and knowledge are granted RPL. • <u>RPL</u> is consistently and fairly applied. 	<ul style="list-style-type: none"> • Number of admissions with RPL • Number of requests for RPL denied

UniSA standard	Key policies, procedures, guidelines and processes (internal and external reference points)	Indicator (performance outcomes)	Data Measures monitor compliance with the standard
<p>8. Students will have access to core courses and other requirements to enable program completion within the expected timeframe.</p>	<ul style="list-style-type: none"> • <u>Domestic Program Approval and Amendment Guidelines</u> • Quality assurance and improvement: Programs, courses and teaching arrangements (A-35A.11) 	<ul style="list-style-type: none"> • Students are able to complete their program in the expected time on a full time load or equivalent. 	<ul style="list-style-type: none"> • Analysis of student completion data: <ul style="list-style-type: none"> ○ number of students completing the program in expected time; ○ number of enrolments extending past the expected timeframe (excluding leave of absence).
<p>9. Modified teaching and learning arrangements are provided to students based upon special needs including unexpected or exceptional circumstances.</p>	<ul style="list-style-type: none"> • <u>Disability Access Plan</u> • <u>Assessment policy and procedures manual</u> • <u>Discrimination and Harassment Grievance Procedures (Students) (2005)</u> • <u>Inclusive Language (C.1.4)</u> • <u>Students with disabilities (C-7.3)</u> • <u>Anti Racism (C-21.2)</u> • <u>Equal Opportunity (C-2.4)</u> • <u>Sexual Harassment (C-12.3)</u> 	<ul style="list-style-type: none"> • Reasonable adjustments to course content, delivery and assessment are negotiated and included in students' <i>Disability Action Plan</i>. • Reasonable adjustments to course content, delivery and assessment are negotiated as required in unexpected circumstances. 	<ul style="list-style-type: none"> • Student results (success, completion) by cohorts and study locations. • Distribution of grade point averages
<p>10 Students are provided with constructive and timely feedback on their academic achievements and progress.</p>	<ul style="list-style-type: none"> • <u>Assessment policy and procedures manual</u> • <u>Guidelines for examinations</u> 	<ul style="list-style-type: none"> • Course Information Booklets that include information regarding assessment, including criteria are provided in hard copy to students by the first class of the course. 	<ul style="list-style-type: none"> • Level of agreement on the CEI core item 7: <i>I have received feedback that is constructive and helpful.</i>

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<p>11 Students are supported to achieve their learning goals through a variety of activities and experiences which promote social inclusion and engagement. This includes student-led activities promoting community involvement, sporting achievement and leadership development.</p>	<ul style="list-style-type: none"> • Learning connection • New students website • UniSA/UniLife service agreement • Student Ambassadors • Extension type experiences 	<ul style="list-style-type: none"> • An active and positive partnership with UniLife is maintained. • Amenities, facilities, services and student-led organisations supported by UniLife supplement UniSA's provisions and enhance the student learning experience. 	<ul style="list-style-type: none"> • UniLife student survey • Representation of UniLife on key committees. • Participation of students in University decision-making. • Participation or planned participation in activities that enhance the student learning experience (AUSSE – Enriching Educational Experiences scale)
<p>12 Culturally-appropriate learning support is available for Indigenous students.</p>	<ul style="list-style-type: none"> • DUCIER • <u>ICUP Resolution – Academic Board Minutes (August 2005)</u> 	<ul style="list-style-type: none"> • Admission policies and academic processes give effect to the University's commitments and responsibilities to Indigenous students. • Staff will be provided with relevant training in cultural inclusivity/sensitivity. 	<ul style="list-style-type: none"> • Analysis of CEQ, GDS and CEI survey results for indigenous student participation in and satisfaction with programs. • Analysis of Learning Connection visit data
<p>13. International students are supported to adjust to study and life in Australia, to achieve their learning goals and to achieve satisfactory program progress.</p>	<ul style="list-style-type: none"> • <u>Learning and Teaching Unit International student services</u> 	<ul style="list-style-type: none"> • Curriculum and academic services delivered to international students are adapted where appropriate to suit the educational, social, cultural or legal context of international students. • Education curriculum and services offered through collaborators offshore and onshore include agreed essential elements equivalent to those conducted at UniSA's home locations and meet the specified requirements for approval and review. 	<ul style="list-style-type: none"> • International student demographic data (e.g. ethnicity, language). • International student progress and retention rates (reviewed by demographics, equity groups) e.g. <ul style="list-style-type: none"> ○ number of terminations of enrolment. ○ number of withdrawals. ○ success rates ○ completion rates

UniSA standard	Key policies, procedures, guidelines and processes (internal and external reference points)	Indicator (performance outcomes)	Data Measures monitor compliance with the standard
			<ul style="list-style-type: none"> ○ retention rates ○ progression to higher degrees.. ● SEQ and TSEQ survey results – international student participation in and satisfaction with, University academic programs and support. ● Analysis of AGS, GDS and CEI survey results for international students.
<p>14. There is parity between the international experience and the onshore program experience ensured through contracts for collaborative programs.</p>	<ul style="list-style-type: none"> ● <u>Transnational Contacts and Agreements</u> (logon required) ● <u>Transnational Quality Framework Manual</u> (logon required) ● <u>Transnational Quality Records</u> (logon required) ● <u>International Institutional Agreement</u> (logon required) 	<ul style="list-style-type: none"> ● Annual program review and contract review occurs and is reported to the Transnational Management Group and Academic Board with Action Plan to identify gaps and actions. 	<ul style="list-style-type: none"> ● Analysis of partner (offshore and onshore) contract review reports and action plans ● TSEQ partner support statements. Comparisons of UniSA support statements SEQ vs TSEQ.
<p>15 Professional and personal development activities designed to increase career management skills and opportunities, and enhance transition from study to work, are offered to students.</p>	<ul style="list-style-type: none"> ● <u>Careers Services website</u> ● <u>My Career Plan</u> (special logon required) 	<ul style="list-style-type: none"> ● <u>Careers Services</u> identifies activities and reports on their success. ● Benchmarking the effectiveness of professional and personal development activities and services is undertaken. 	<ul style="list-style-type: none"> ● AGS usage of careers services linked to employment outcomes. ● No of visits to career services linked to employment outcomes. ● Graduates in full-time

UniSA standard	Key policies, procedures, guidelines and processes (internal and external reference points)	Indicator (performance outcomes)	Data Measures monitor compliance with the standard
			<ul style="list-style-type: none"> • employment (AGS) Graduate Qualities scale (AGS) • Employer surveys • Graduate (OSI) and student (CEI) satisfaction)
<p>16 UniSA graduands meet the prescribed requirements for the coursework award.</p>	<ul style="list-style-type: none"> • <u>Enrolment policy (A - 48.5)</u> • <u>Graduation and Records (A-51.1)</u> • <u>Domestic Program Approval and Amendment Guidelines</u> • <u>Australian Qualifications Framework</u> 	<ul style="list-style-type: none"> • Program approval is consistent with AQF • <u>Maximum credit allowed</u> to receive an award from UniSA: <ul style="list-style-type: none"> ○ <i>Associate Degrees and two-year Diplomas</i>: Normally a maximum of two-thirds of the total units of the program; ○ <i>Undergraduate degree program</i>: a student must normally complete at least the equivalent of one year of full time study at UniSA ○ <i>Honours Degrees</i>: Maximum of one third of the total units of the program ○ <i>Graduate Certificate, Graduate Diplomas, Coursework Masters and Professional Doctorates</i>: Normally a maximum of one-third of the total units of the program 	<ul style="list-style-type: none"> • Analysis of Medici credit data by award level

ACADEMIC STAFF

UniSA standard	Key policies, procedures, guidelines and processes (internal and external reference points)	Indicator (performance outcomes)	Data Measures monitor compliance with the standard
<p>1 The University recruits and selects academic staff the organisation needs to achieve its strategic directions and who demonstrate attributes that are consistent with the organisation's directions and culture.</p>	<ul style="list-style-type: none"> HR-27 staff recruitment and selection 	<ul style="list-style-type: none"> Strategies are in place to enhance the teaching quality of full-time and sessional staff. 	<ul style="list-style-type: none"> Profile of staff professional qualifications by role, appointment status and organizational course e.g. <ul style="list-style-type: none"> % of staff with a PhD; Profile of new staff teaching qualifications and/or experience i.e. <ul style="list-style-type: none"> % of staff with teaching qualification; or Five years + industry/teaching experience. Staff professional activities e.g. teaching projects, fellowships, publications.
<p>2 All academic staff are academically competent in their discipline areas.</p>	<ul style="list-style-type: none"> Procedures for the Appointment of Academic Staff Level B and above without Doctoral qualifications Guidelines for Academic Staff for Commencement and Completion of Doctoral Qualifications HR-18 Assisted leave for higher degree study HR-9 Professional experience program 	<ul style="list-style-type: none"> Policies for performance appraisal of teaching staff are implemented. 	<ul style="list-style-type: none"> Analysis of results in performance management section of Staff Survey
<p>3 All new academic staff (levels A-C) have formal / accredited teaching qualifications or can demonstrate equivalence.</p>	<ul style="list-style-type: none"> HR7- Probation for academic staff Procedures on probation – academic staff 	<ul style="list-style-type: none"> All new Level A-C academic staff complete the Graduate Certificate in Education (University Teaching) as part of probation 	

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		(unless exempted under the relevant policy).	
4 New-to-UniSA academic staff, and staff undertaking new or specialised roles, complete induction and/or training appropriate to their designated roles.	<ul style="list-style-type: none"> The induction framework of the University of South Australia 	<ul style="list-style-type: none"> All HoS's, Program Directors and Course Coordinators complete induction within one year of appointment or within one year of identified training need. 	<ul style="list-style-type: none"> Number of staff compliant with induction program attendance
5 All academic staff teaching UniSA-approved programs through partners or transnational operations have appropriate academic preparation, induction and language proficiency to deliver the learning program.	<ul style="list-style-type: none"> Transnational Quality Framework Professional development framework for transnational teaching and learning 	<ul style="list-style-type: none"> Schools monitor and report on the qualifications, experience, academic preparation, induction and language proficiency of staff teaching in partner/transnational operations. 	<ul style="list-style-type: none"> Analysis of TSEQ data.
6 Academic staff engage annually in performance management to identify professional development for advancing skills and knowledge appropriate to their area and level of responsibility.	<ul style="list-style-type: none"> HR25 – performance management HR-26 Academic promotion Financial support for Approved Study: Guidelines for academic staff 	<ul style="list-style-type: none"> HR review, monitor and report on their staff profile; qualifications of staff; provision of professional development; and implementation of workforce development programs. 	<ul style="list-style-type: none"> No. of staff participating in professional development activities/ conferences by type. Staff recognition, awards and rewards.
7 The University encourages academic staff to contribute to their discipline and be in touch with current research and scholarship, integrating into their teaching the knowledge and understanding they and others create through scholarly activity, including the creation of text books and other teaching resources.	<ul style="list-style-type: none"> A-52 Use of teaching and learning resources developed by University staff 	<p>Teaching staff:</p> <ul style="list-style-type: none"> can demonstrate reflective practice in their teaching; participate in formal activities associated with inquiry into effective teaching; keep abreast of developments in their discipline and/or profession and in higher education teaching and learning; provide rich learning tasks that include such elements as: 	<ul style="list-style-type: none"> 100% of courses administer CEI/SET student feedback whenever the course is offered and >80% of students who respond to the survey in a particular course agree that “overall I am satisfied with this course”. Portfolios/ evidentiary samples of good teaching practice Participation in Teaching@UniSA Participation in UniSA

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		<p>opportunities for student-centred learning, collaborative learning, relevant contexts, use of technology as an instructional aid and flexibilities that cater for individual needs and differences; and</p> <ul style="list-style-type: none"> draw on students' life & work experiences in their teaching & wherever possible make the subject relevant to the students' career goals. 	<p>symposiums and other academic development activities</p> <ul style="list-style-type: none"> Number of academic staff recognized nationally through ALTC Teaching Awards.

CURRICULUM

UniSA standard	Key policies, procedures, guidelines and processes (internal and external reference points)	Indicator (performance outcomes)	Data Measures monitor compliance with the standard
<p>1 Curriculum design reflects UniSA's strategic direction and expectations as published in the University Teaching and Learning Framework and meets professional accreditation requirements.</p> <p>2 Curriculum design gives due consideration to the diverse backgrounds, aptitudes and abilities of students and all undergraduate programs include Indigenous perspectives.</p>	<ul style="list-style-type: none"> • <u>Teaching and Learning Framework Coursework Program Approval Manual</u> • <u>Coursework approval manual</u> • <u>Indigenous Content in Undergraduate Programs (ICUP)</u> • <u>ICUP Resolution – Academic Board Minutes (August 2005)</u> 	<ul style="list-style-type: none"> • All programs conform to UniSA's quality and viability criteria. <p>The Teaching and Learning Framework gives effect to the University's commitments and responsibilities and responsibilities to equity and access. Staff are able to access relevant training in developing cultural inclusivity/sensitivity, equity and diversity</p>	<ul style="list-style-type: none"> • National rankings and comparisons using <ul style="list-style-type: none"> ○ <i>AGS; acknowledging these are lag and lead indicators are preferred.</i> • Analysis of CEQ and CEI survey results of Equity student satisfaction.
<p>3 There is equivalence in syllabus, learning outcomes and assessment in programs and courses delivered in multiple locations or mode of delivery.</p>	<ul style="list-style-type: none"> • <u>Quality assurance and improvement: Programs, courses and teaching arrangements (A-35A.11)</u> • <u>Coursework Program Approval Manual</u> 	<ul style="list-style-type: none"> • Moderation procedures are implemented to ensure the equivalence of syllabus, learning outcomes and assessment across different locations and modes of study. 	<ul style="list-style-type: none"> • Comparison/analysis of student success and grade point averages by location.
<p>4 Assessment in all courses:</p> <ul style="list-style-type: none"> • is fair; and • is appropriate to the learning outcomes; • employs a range of assessment methods; • has clearly articulated marking 	<ul style="list-style-type: none"> • <u>Assessment policy and procedures manual</u> • <u>Guidelines for examinations</u> 	<ul style="list-style-type: none"> • Assessment complies with UniSA policies and procedures 	<ul style="list-style-type: none"> • Distribution of grade point averages

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<p>criteria;</p> <ul style="list-style-type: none"> is clearly communicated; and ensures constructive and timely feedback is provided on student achievement and progress 			
<p>5 Systematic moderation regimes are employed to improve the validity and reliability of assessment processes.</p>	<ul style="list-style-type: none"> <u>UniSA Assessment Policy and Procedures</u> 	<ul style="list-style-type: none"> Judgements made by different assessors against agreed standards are reliable and consistent. External moderators validate assessments against professional/industry standards. 	<ul style="list-style-type: none"> Number of moderated items
<p>6 Student, graduate and employer feedback informs comprehensive program reviews. Student feedback is sought on every course each time it is taught.</p>	<ul style="list-style-type: none"> <u>Quality assurance and improvement: Programs, courses and teaching arrangements (A-35A.11)</u> 	<ul style="list-style-type: none"> The CEI /SET survey instruments are available for undergraduate and postgraduate coursework. Employers' survey is administered to gather employers' perceptions on the effectiveness of UniSA's programs and the employability of its graduates. 	<ul style="list-style-type: none"> Responses to the SET course survey Outcomes of annual and reaccreditation program reviews.
<p>7 Annual monitoring of programs, using a range of data sources, evaluates the continuing development and maintenance of program quality and viability.</p>	<ul style="list-style-type: none"> <u>Quality assurance and improvement: Programs, courses and teaching arrangements (A-35A.11)</u> 	<ul style="list-style-type: none"> All ongoing programs participate in and complete comprehensive program review. 	<ul style="list-style-type: none"> Number of programs identified for early reaccreditation review.
<p>8 Reaccreditation reviews ensure curricula meet agreed academic and professional requirements.</p>	<ul style="list-style-type: none"> <u>Quality assurance and improvement: Programs, courses and teaching arrangements (A-35A.11)</u> 	<ul style="list-style-type: none"> All ongoing programs participate in and complete comprehensive program review. 	<ul style="list-style-type: none"> Number of programs completing reaccreditation review. Number of programs externally accredited. Implementation of professional accreditation requirements.

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<p>9 Procedures are implemented at the appropriate level (Division, School, program or course coordinator) to systematically analyse stakeholder and student feedback, and to use this information to improve course and program quality.</p>	<ul style="list-style-type: none"> • <u>Quality assurance and improvement: Programs, courses and teaching arrangements (A-35A.11)</u> 	<ul style="list-style-type: none"> • Engagement of industry and/or professions is evident in the development and monitoring of UniSA programs. 	<ul style="list-style-type: none"> • Analysis and/or annual sampling of program reviews and outcomes achieved indicating acceptable compliance with the Standards. • Employer/professional satisfaction with graduates using GDS and other employment destination measures.
<p>10 Student mobility programs foster internationalisation and build strategic partnerships with overseas institutions and education providers.</p>	<ul style="list-style-type: none"> • <u>Coursework approval manual</u> 	<ul style="list-style-type: none"> • Curriculum provides recognition of student mobility activities 	<ul style="list-style-type: none"> • Reports on student mobility and analyses by program, school and faculty.



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