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1. Statement from the Vice Chancellor

The AUQA cycle two report of Curtin University of Technology, received in early 2009, demonstrated the improvements resulting from the very significant change management approach undertaken by the University in order to reposition and further strengthen the quality of its teaching and research. This focus on quality and excellence is continuing.

During late 2008 the University adopted a new Strategic Plan 2009-2013 with an amended vision for the University – an international leader shaping the future through our graduates and research, positioned among the top 20 universities in Asia by 2020. This new focus, informed by the AUQA commendations, affirmations and recommendations, provided the basis for the 2009 priorities, initiatives and quality improvement activities.

Significant among the achievements in 2009 was the achievement of a top 500 ranking in the Shanghai jiao Tong (SJT) World university ranking. Curtin is the first ATN university to achieve the breakthrough and it confirmed the approach to focus on excellence in our strengths. Alongside this, the University won a Federation Fellowship and the CEQ overall satisfaction of our students improved and provided the first external indicator that the teaching and learning reforms of the past four years, noted through internal analysis, were translating to nationally benchmarked outcomes.

Other notable achievements in 2009 included the completion of the significant curriculum reforms through the Curriculum 2010 project, the achievement of accreditation in every course that was externally reviewed in 2009, increasing satisfaction of our students with the quality of their teaching and learning as measured by eVALUate, the on-line student evaluation of every unit, in every semester and at every location. The opening of the Curtin Singapore campus consolidated 20 years of partner arrangements in that city and signalled the next stage of international engagement for the University. In Western Australia a number of reviews of regional WA engagement informed the development of a Regional strategy better aligned to the new Strategic Plan.

The commitment to ensuring that staff performance is measured, supported with development activities and rewarded was continued through the Academic Workload Management System project due for trial in early 2010. This was supported by the success of the new Promotions Policy and the implementation of Curtin Expectations. Alongside this the University continued its innovative work on developing an Academic Standards Framework and contributed to ATN projects as well as various national projects.

The Bradley Review and the subsequent policy responses from the Commonwealth in 2009 have led to a number of additional initiatives to address the access and participation targets of our outer metro, regional and Indigenous students. The University is also considering the many challenges and opportunities that a diversified and differently regulated sector might bring.

The attached 12 month progress report to AUQA provides substantial evidence of our progress in relation to the matters raised during the audit in 2008.

Professor Jeanette Hacket

Vice-Chancellor
2. Overview

The AUQA audit cycle 2 was conducted between September and October 2008 and its report released in January 2009. During the audit AUQA visited 11 Curtin sites, including 7 offshore partners in 4 countries, plus Branch Campuses at Sarawak, Sydney, Kalgoorlie and Bentley. Over 650 staff, students and stakeholders were interviewed, plus all staff and students at all sites were invited to meet individually with the AUQA Panel. The report resulted in 11 Commendations, 7 Affirmations and 5 Recommendations. There were no ‘urgent’ recommendations. In addition Curtin was invited to submit 3 of its Commendations for inclusion in the AUQA Good Practice database.

The University’s Quality Management Steering Committee (QMSC), chaired by the DVC Academic and with representation from each Executive, reviewed the AUQA report and noted the many suggestions relating to opportunities for improvement over and above the recommendations and affirmations. As a result a Quality Improvement Action Plan was created which identified each opportunity and the name of the Executive with overall responsibility to address the item. The result is that considerable progress has been made over the last 12 months in progressing quality improvement at Curtin.

Ongoing development of Curtin’s approach to quality improvement has involved a review of the University’s Quality Policy and Guidelines to reflect Curtin’s learnings from AUQA cycles 1 and 2. The Curtin Quality Framework has been further strengthened. A major initiative being rolled out across the whole of the University is the five yearly cycle of School and Area Reviews. This is a systematic and comprehensive review process that not only focuses on results but also addresses alignment of all areas of the University to the University’s strategic plan and vision for 2020: ‘An international leader shaping the future through our graduates and research, and positioned among the top 20 universities in Asia by 2020’. The Review process ensures that all schools and areas identify critical processes and address process improvement and benchmarking. The approach includes a school self assessment (based on the European Foundation for Quality Management and the US Baldrige Award criteria) and validation by a panel with external expertise.

In late 2009 the Quality office in conjunction with the Organisational Development Unit conducted a series of workshops for all staff on the proposed School Review process, benchmarking and process improvement.

Offshore program quality has been strengthened further and now all offshore reviews are presented to the QMSC. Similarly all other reviews, (e.g, regional WA reviews) plus all professional accreditation reports are monitored by the QMSC and the QMSC Minutes are forwarded to the Academic Board.

Presently the International Office and CBSi are ISO Certified. A strategy is in place to develop a whole of Curtin approach to ISO 9001:2008 certification, including all faculties and Branch Campuses.

In recent months Curtin Sarawak has successfully completed the MQA accreditation requirements and Curtin Singapore has completed an accreditation visit and is awaiting the final report.
## 3. Summary of Responses to AUQA Recommendations and Affirmations

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<th>RECOMMENDATIONS:</th>
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| **1. AUQA recommends that Curtin ensure that its risk management framework integrates all major external risks and comprehensively addresses academic risks** | VP, Corporate Services (1A) DVC (Academic) (1B) | **1 (A) Risk Management Framework:** In response to recommendation 1, Corporate Risk reviewed the Curtin approach to Risk Management. Following advice from an external Risk Management consultant, and benchmarking against other universities, the risk approach is based on the new Risk Management standards: ISO 31000. The major initiatives presently being addressed include:  
* Risk Management Policy: provides the framework for the development of a three-year risk management plan and incorporates a rolling action plan with an annual cycle of review which in turn provides the mechanism for implementation of the policy.  

**1 (B) Academic Risk:**  
* Academic Standards Risk Assessment Framework: During 2009 the Academic Standards Guide 2008 (approved by the Academic Board) was substantively reviewed by the Quality Management Steering Committee. Alongside this work the University contributed to the following national projects which have now informed the Curtin Academic Standards Framework:  
  * The ongoing ATN Standards Framework development;  
  * Contribution to the AUQA work to explore the issues related to developing a measurable framework for teaching and learning;  
  * Contribution to the ALTC Teaching and Learning Standards project to develop standards at the Discipline level.  
The current approach to Curtin Academic Standards and Risk Framework was approved at the February Academic Board meeting.  

Refer detailed ADRI attached. |
| **2. AUQA recommends that Curtin assess the resourcing needs to provide consistently high quality teaching and learning for all students at all locations and in all modes** | DVC (Academic) | Implementation Actions Taken  
The Student Experience project is a strategic funding priority and in 2009 and 2010 has received particular attention in the University budget to consider the range of issues that impact the quality of learning at all of Curtin’s locations.  
The attached ADRI addresses the major initiatives including comprehensive review of all WA regional locations; development of a textbook policy; alignment of all examination periods across all locations; further development of UniEnglish to now include a compulsory English language proficiency assessment (see also detailed report on UniEnglish); improving quality of iLectures; completion of C2010 project; further development of the eVALUate strategy and implementation of Curtin Mobile.  

Refer detailed ADRI attached. |
### RECOMMENDATIONS:

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| 3. | AUQA recommends that Curtin consider additional ways to assist students (locally and offshore) to gain practical experience or locate work placements. | Work Integrated Learning is now a major focus within the University’s Teaching and Learning Plan and the Office of Teaching and Learning is working with all faculties and their offshore partners, plus Branch Campuses to ensure effective outcomes.  
Ongoing work includes two ALTC Projects (led by Curtin) that aim to:  
- assess graduate employability skills, and  
- develop fieldwork coordinators as academic leaders.  
In addition the Comprehensive Course Review process will identify opportunities for work integrated learning and / or work experience in every course.  
Refer detailed ADRI attached. |
| 4. | AUQA recommends that Curtin strengthen the management of reputational risks in regional and remote Western Australia, and adjust its risk management processes | As a consequence of the AUQA Recommendation 4 the University undertook a number of very significant projects to provide direction on what was required in its regional strategy within the context of the new Strategic Plan.  
**Distance Education:** A project to comprehensively review all regional locations in Western Australia where Curtin had distance education enrolments managed through the Centre for Regional Education was conducted. The project was managed by the Director Quality Enhancement under direction from the Quality Management Steering Committee and all sites were visited and formally reviewed during 2009 using a consistent framework, process and template for recording information. An Action Plan was developed to monitor implementation of recommendations.  
**Northam Campus:** A review of the Muresk Institute at Northam in terms of the quality of the student experience, the excellence of the teaching and learning and the demand from students to enrol at that location.  
Issues in relation to quality were considered and all agriculture courses were comprehensively reviewed and revised with new structures, new awards and clear outcomes related to the graduate attributes.  
The demand issues proved to be more challenging and the University has advised the Commonwealth and State Governments of its intention to relocate all student load from Northam (90kms from Perth) back to its Bentley campus in an effort to address the decline in interest in agriculture study and also to improve the breadth and quality of the student experience. Very significant stakeholder consultation has occurred and it is foreshadowed that no further enrolments will be available at the Muresk campus from 2011 unless demand improves.  
**Kalgoorlie Campus:** As a consequence of review the Kalgoorlie Campus Council was strengthened to ensure appropriate community engagement and the West Australian School of Mines (WASM) Advisory Board was expanded to include a majority of industry stakeholders and to assist with the development of Strategic Plan.  
Refer detailed ADRI attached. |
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<td>5. AUQA recommends that Curtin further strengthen quality assurance mechanisms to prevent future breaches of University academic protocols</td>
<td><strong>DVC (International)</strong></td>
<td>Curtin has continued to strengthen its Transnational Education quality systems both within the International Office and across faculties, particularly through stronger quality monitoring via annual reviews of offshore partners and also through a stronger liaison with the Curtin Legal and Compliance Office. Refer detailed ADRI attached</td>
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| 1. AUQA affirms the actions being taken by Curtin to address staff workloads through the development and finalisation of the Workload Management System | **DVC (Academic)** | In 2009 the Academic Workload Management System (AWMS) continued as a fully funded project. The AWMS is aligned to the work planning and performance review process (WPPR) and informs Curtin Expectations and Academic Promotions. **Achievements in 2009:**

i) Data from four Schools was collected and analysed and used to build a model which was then tested against the actual workload data from 2008

ii) Very significant consultation with staff through the development of a Green paper, a White Paper, blog and Faculty presentations. The Academic Workload Management Policy and Procedure was developed from this process.

iii) The AWMS is based on a set of precisely defined criteria which describe the various aspects of academic work in teaching, research and scholarship, leadership and service which provides the alignment to the Curtin Expectation and the Promotions Policy.

iv) An interactive iterative system has been developed to hold the data and enable staff and managers to easily use the system. This has been developed to robust standards but will undergo stress and load testing.

v) The proposal to replace the workload clause in the Academic Enterprise Agreement with a new clause that better reflects the nature of academic work in a post Bradley environment was subject to negotiation with the Staff representatives and Union. Agreement with the staff representatives/Union was finalised in December 2009. **Detailed ADRI attached** |

<p>| 2. AUQA affirms Curtin’s strategic approach to its educational engagement in regional and remote Western Australia | <strong>DVC (Academic)</strong> | In early 2009 the University approved a new Strategic Plan with a vision to “be amongst the top 20 universities in Asia by 2020.” In order to ensure that the regional strategy aligned with the new Strategic Plan and its objectives, and in light of Recommendation 4 and Affirmation 2, the University developed a new Regional Strategy for the 2009-2012 period. The Regional Strategy uses quality of the student experience, excellence of teaching and learning outcomes and demand for student enrolments as the criteria to inform the future priorities for the University within regional WA. |</p>
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<td>3. AUQA affirms Curtin’s intention to implement a central record-keeping system and to ensure that information on plagiarism cases are collated and analysed regularly.</td>
<td>VP, Corporate Services; DVC (Education)</td>
<td>The plagiarism central record-keeping system has been operational since July 1 2009. Earlier developments were tested, and following feedback, improvements made. The system captures data relating to instances of plagiarism in the Level 1 category. Data collected to date is being used to alert staff if a student has previously been reported to the central system, making it possible to rapidly identify and respond appropriately. It is also being used to inform ongoing staff development activities. Further developments will ensure that data relevant to all three levels is captured and reported on. Refer detailed ADRI for Recommendation 4</td>
</tr>
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<td>4. AUQA affirms that Curtin needs to consistently apply, and train staff in, the granting of recognition of prior learning across the University.</td>
<td>DVC (Academic)</td>
<td>A significant review of RPL was undertaken in 2009 resulting in the appointment of a dedicated project leader in late 2009. A detailed project plan is being addressed and to date the literature review has been completed and a set of RPL principles, which reflect best practice, have been identified. Through the remainder of 2010 an agreed schedule of RPL change tasks will be completed and the RPL Policy modified and once approved, the new RPL practices will be established. Detailed ADRI attached</td>
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<td>5. AUQA affirms Curtin’s attention to the University transnational education contract management system to ensure stringent control and regular review.</td>
<td>VP, Corporate Services DVC (International)</td>
<td>The contract management system within the International Office has been reviewed and its contract database substantially improved. The International Office is also working closely with the Legal and Compliance Office and Curtin’s IT (CITS) team to establish a University wide central contract register which will assist in the management of contracts across the whole of the University. The new contract register is presently being tested with the intention of it being rolled out in the first part of this year. Detailed ADRI attached</td>
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<td>AFFIRMATIONS:</td>
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| 6. AUQA affirms that Curtin ensure that annual reviews of transnational education partnerships be strengthened and monitored for risk and implementation of policy | DVC (International) | Following consultation with the faculties, the annual review process of partner operations has been reviewed resulting in a more efficient and effective quality approach which removes the previous duplication. The new system is now more closely monitored with required follow up to ensure improvements are made resulting in better outcomes for students in particular. Quarterly updates of all reviews are now forwarded to the DVC I and all risks are clearly identified and addressed.  
**Detailed ADRI attached** |
| 7. AUQA affirms Curtin’s recognition of the low academic performance of Curtin Sydney students and its need to investigate and address the issues | DVC (International) | Considerable work was undertaken to review and improve student support and academic processes. However the required improvements were not sustained and therefore from October 2009 Curtin ceased marketing the Diploma of Commerce course and will close the course once commitments to the present students have been met. The possibility of other pathway programs is being explored with our partners.  
**Detailed ADRI attached** |
4. Detailed ADRI responses to AUQA Recommendations & Affirmations

4a) Recommendations

**RISK MANAGEMENT**

**RECOMMENDATION 1: AUQA RECOMMENDS THAT CURTIN ENSURES THAT ITS RISK MANAGEMENT FRAMEWORK INTEGRATES ALL MAJOR EXTERNAL RISKS (1A) AND COMPREHENSIVELY ADDRESSES ACADEMIC RISKS (1B)**

**1A: RISK MANAGEMENT FRAMEWORK**

**BACKGROUND**

AUQA reviewed the University’s existing risk management system. Overall, while AUQA recognised the work undertaken at Executive level, they stated that there appeared to be little dissemination of this information and application at operational levels.

The specific issues raised are addressed below along with an Action Plan.

**PROGRESS**

In response to Recommendation 1 and following a review by Corporate Risk (including the provision of advice from the General Manager Risk Management Services, Unimutual and formerly, Director, Risk and Assurance, University of New South Wales), the University reviewed its approach to University-wide risk management. Active benchmarking against other universities was also conducted.

Curtin’s revised Risk Management Policy provides the framework for the development of a three-year risk management plan. The University-wide risk management framework is based on the new ISO 31000 – Risk Management – Principles and Guidelines on Implementation. The Risk Management plan incorporates a rolling action plan with an annual cycle of review which in turn provides the mechanism for implementation of the policy.

Our approach has been to select one faculty as a pilot project for the risk management framework. Health Sciences was selected as the pilot faculty and the Pro Vice-Chancellor (PVC) of Health Sciences embraced the approach and provided suitable senior resources (Dean, International and Quality and Executive Officer) to deliver the project.

The Health Sciences pilot project is substantially completed (subject to point 3 below). The tested framework will be rolled out across all faculties, commencing with the Curtin Business School (CBS). Planning meetings with CBS have already commenced.

**IMPROVEMENTS**

Section 2.4.2 of AUQA’s Audit Report of January 2009 identified six specific areas of improvement to be addressed by Curtin. The following discussion outlines the activities that have been completed or are in progress.

1. “Linking risk to the Strategic Plan and University Operational Plan”

   The strategic risks endorsed by Council in 2009 were considered as part of the 2009 annual review of the Strategic, Enabling and Faculty Plans. As part of the annual review process the strategic risks were aligned with the enabling and faculty initiatives and plan sponsors considered the implications. The outcomes of 2009 annual review process were the development of the 2010 Annual Operational Plan, the preparation of progress reports for Enabling and Faculty Plans and the amendment of initiatives, measures and targets where appropriate. A summary of this analysis has been documented by the University’s Strategy and Planning area and is available on their website.

   As part of the annual review process, in 2010 Corporate Risk has undertaken a benchmarking exercise and a series of senior executive interviews in order to review and update the content of the strategic risks endorsed by Council in 2009.
A key element of our pilot project has been to incorporate the Health Sciences Risk Register into the Health Sciences Faculty Plan thus providing a link to both the Strategic Plan and the University Operational Plan. Now that the pilot project is substantially completed, this approach will be rolled out across all faculties and across the whole of the University.

2. “Ensure that faculties are better aware of the risks managed at the senior level in the University”

The new Health Sciences Faculty Risk Register has been referenced in the Faculty Planning Day held in February 2010 with all Health Sciences faculty managers and heads of schools. It was also discussed at the newly formed Faculty Quality, Planning and Risk Management Committee Meeting held in April 2010. The Faculty Risk Register process will now be implemented in all other Faculties and be monitored to ensure its integration into regular Curtin business. Part of the implementation process of the new risk management framework will include a communication strategy to ensure compliance at all levels of the organisation. The Corporate Risk website will be updated regularly with appropriate tools and information and staff updated regularly.

3. “There seemed to be a disconnection between the strategic risks considered at the Council level and the operational risks considered at a faculty level”

The Health Sciences Faculty Plan links strategic risks to strategic and operational KPIs; the next step will be to incorporate the strategic risks identified at Council level into all existing operational risk registers.

4. “In review of documentation, Panel noted that many of the risk analyses conducted for offshore courses failed to include external risks reviewed by senior member of staff”

A Contract Register was introduced in 2009 where all contracts, including transnational education agreements, are held by the University’s Legal Services. This facilitates implementation of the policy (the Collaborative Education Services Policy and Procedures) endorsed in June 2008, which states that all contracts for transnational education agreements must be submitted to Legal Services. This policy ensures and mandates that Curtin’s offshore operations are established and maintained in accordance with the Australian Government’s ‘National Protocols for Higher Education Approval Processes’ and are compliant with Curtin’s Quality Standards. The policy (managed by the International Office) applies to offshore and onshore courses and requires that risks associated with the provision of collaborative education services are assessed and managed. Schedule 4 of the policy includes a comprehensive risk management checklist including assessments of external risks such as: collaboration risk; market risks; economic and political risk; environmental risk; and health and safety risks.

Academic Standards Risk Assessment Framework (which has been endorsed by the Academic Board) incorporates a Learning Environment Standard which includes:

i. Section 2.5 “University ensures that services supporting the delivery of programs offered through partners offshore and onshore include agreed essential facilities, amenities, activities and services equivalent to those required at Curtin Bentley.”

ii. Section 4.1: “Standards: Staff are academically competent to teach in their designated areas; Performance Outcome: Staff who teach in transnational programs have appropriate qualifications, experience, academic preparation, administrative skills and cross cultural skills to deliver learning.”

iii. The PVC of each faculty has the responsibility to sign off on all Offshore Annual Reviews; the DVC International has the final responsibility to ensure the standards for all offshore programs and reports to the Academic Board subcommittee (International Committee); a twelve month report on all Offshore Annual Reports is submitted to the University’s Quality Management Steering Committee chaired by the DVC Academic.

5. “Identification and assessment of academic risks, including those in transnational education”

Academic risk now forms a specific and integral component of the University-wide Risk Management Framework. In the new Curtin Academic Standards, transnational risk is specifically addressed in the Learning Environment Section of the Standards (refer to point 4 above).
6. “Faculties and Academic Board assume a greater role in management of identifying and managing academic risks”

The Curtin University Academic Standards Risk Assessment Framework was endorsed by the Academic Board in February 2010. The membership of the Academic Board includes representatives from each Faculty. The framework requires Faculties to regularly assess the risk against each standard in the context of performance outcomes, indicative measures, supporting evidence, external reference points and existing controls, including University policy and any additional risk treatments.

**Timeline**

The Curtin University Risk Management Framework is based on a continual improvement process (using the ADRI model), with deployment substantially completed by December 2010 followed by an ongoing process of review and improvement in 2011 and beyond.

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<tr>
<th>Phase</th>
<th>Actions</th>
<th>Status</th>
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<tbody>
<tr>
<td>Approach</td>
<td>• Risk Management Policy &amp; Framework finalised, including 3 Year Implementation Plan showing process of reaching risk maturity</td>
<td>COMPLETED</td>
<td>Nov 09</td>
</tr>
<tr>
<td>Approach</td>
<td>• Risk Management Plan Finalised. Presented to Audit Committee</td>
<td>COMPLETED</td>
<td>Dec 09</td>
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<tr>
<td>Deployment</td>
<td>• Risk Management Plan presented and approved by PMC</td>
<td>COMPLETED</td>
<td>Feb 10</td>
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<tr>
<td>Deployment</td>
<td>• Redesign and implementation of risk management strategies and risk registers for all Curtin operating/Organisational Units</td>
<td>ON TRACK</td>
<td>Jun 10</td>
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<tr>
<td>Deployment</td>
<td>• Implementation of Faculty Annual Risk reviews as part of annual strategic planning process (Completed In Health Sciences and commenced in CBS).</td>
<td>ON TRACK</td>
<td>Dec 10</td>
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<td>• Completion of Curtin Operational/Organisational Units risk registers and strategies through initial workshops.</td>
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<td>• Completed Curtin’s Risk Registers. These include: University-wide Strategic Risk Register; Faculty Strategic Risk Registers; Areas and Schools operational risk registers. Development &amp; approval of Risk Management Guidelines by RM Committee.</td>
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<td>• Procurement of risk software and migration of Risk Register data</td>
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<td>• Process implemented to ensure university wide use of Contract Register</td>
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<tr>
<td>Review and Improvement</td>
<td>• Faculty Annual Risk Reviews. Refinement &amp; full implementation of risk strategies &amp; registers for controlled entities and joint venture partners.</td>
<td>ON TRACK</td>
<td>May 11</td>
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<tr>
<td>Deployment and Review</td>
<td>• Introduced Contracts Register (Completed 2009) and mandate &amp; enforce use of the Register (On Track for completion 2010). Completion of Uni-controlled entities &amp; joint venture partners risk registers &amp; strategies (including Singapore, Sarawak &amp; Sydney).</td>
<td>ON TRACK</td>
<td>Oct 11</td>
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<tr>
<td></td>
<td>• Review of Curtin operating/Organisational Units risk registers. Review of Strategies &amp; action plans reviewed, updated and approved by RMC.</td>
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<td>Improvement</td>
<td>• Comprehensive review and improvement of the University's risk management policy &amp; framework. Delivery / review / planning / funding cycle continued as per above model.</td>
<td>ON TRACK</td>
<td>Dec 11</td>
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**1B: CURTIN ACADEMIC STANDARDS AND RISK FRAMEWORK**

**APPROACH**

Recommendation 1 requires that the University “comprehensively addresses academic risks”. The progress made in developing the overarching risk framework, policy and procedure is addressed in the previous ADRI and this report documents the progress achieved in developing a set of academic standards to manage the academic risk associated with teaching and learning at Curtin.
During 2009 the Academic Standards Guide 2008 (approved by the Academic Board) was substantively reviewed by a small working party and reviewed by the Quality Management Steering Committee at the October 2009 meeting and finalised at the February 2010 meeting.

DEPLOYMENT

The Standards document, developed and approved as a work in progress during 2008, was subject to full review in 2009 as part of the ongoing work on developing an understanding and process for the management of academic risk associated with the teaching and learning activities at Curtin.
Alongside this work, the University also contributed to the following national projects which have substantively informed the Curtin Academic Standards Framework:

- The ongoing ATN Standards Framework development which commenced at Curtin and has developed further at RMIT and UNISA, each with a specific approach to address the needs of each University;
- The AUQA working party to explore the issues related to developing a measurable framework for teaching and learning and addressing the issues that a framework might have to accommodate;
- The ALTC Teaching and Learning Standards project to develop standards at the Discipline level.

In deciding how best to develop the risk framework, the La Trobe University framework (available on the AUQA Best Practise database) was used to test the Curtin model. The two models shared very good alignment and provide benchmarking confidence that the Curtin approach to an academic risk framework was best practise.

The Curtin Academic Standards were then reviewed and each one assessed to ensure it was definable, could be measured and monitored, and was reflected in Policy. The final task was to develop a risk management treatment for each standard.

The reworked approach to the Curtin Academic Standards and Risk Framework was approved at the February meeting of the Academic Board. This work has been shared with a number of Australian universities at their request.

REVIEW/RESULTS

The approach to Academic Standards, including the risk treatment and template for monitoring and measuring have all been developed and considered by the relevant committees of QMSC and Academic Board.

The number of standards has been agreed as has the number of performance measures.

IMPROVEMENT

During 2010 the Standards Framework will be tested to ensure its workability and ongoing usefulness internally. School and Area Reviews and comprehensive course reviews will be required to assess the degree of compliance with the minimum standard.

The work will continue to be informed by the work at the national level, most particularly the development of TEQSA regulation for teaching and learning, and from the continuing discussion with the ATN universities.

HIGH QUALITY TEACHING AND LEARNING FOR ALL STUDENTS

RECOMMENDATION 2: AUQA RECOMMENDS THAT CURTIN ASSESS THE RESOURCING NEEDS TO PROVIDE CONSISTENTLY HIGH QUALITY TEACHING AND LEARNING FOR ALL STUDENTS AT ALL LOCATIONS AND IN ALL MODES

APPROACH

The Student Experience, and including the quality of Teaching and Learning, is a strategic priority and in 2009 and 2010 has received particular attention in the University 2010 budget in response to the recommendation to assess the resourcing capability of the University in this area.

In order to define how best to prioritise those matters that required improvement and thus resourcing, the University adopted the following principle which is consistent with the development of the Curtin Academic Standards Framework (see attached ADRI: Curtin Academic Standards):
One standard, all students, all locations, all modes

This has not meant that all students are treated as one cohort and or that same treatment is delivered to all, but rather that the standard, - a minimum - must be used consistently, must have outcomes and must be monitored for performance. The satisfaction of different cohorts has been monitored and has provided some direction on those matters which currently impact on quality. This principle has enabled the University to take a ‘student experience lens’ to the matter of teaching and learning quality and to introduce improvements inside and outside the classroom based on priority and the strategic allocation of resources.

In 2009 the full data set of all student feedback and comments was analysed and the items ranked to provide a list in priority order of matters that appeared to impact on satisfaction and hence increase dissatisfaction with aspects of the student experience. These data have influenced the projects undertaken in 2009 and have enabled a number of significant improvements to be put in place. Refer also ‘Other Quality Initiatives’: 8. System Post Implementation Reviews below.

DEPLOYMENT
Items requiring attention by student cohort

- **Regional Students**: During 2009 a review of all regional locations in WA occurred to a standard template and action plans were developed for each location. Completed.

- **Regional and Offshore students**: Policy improvements included a textbook protocol to guide staff selection of textbooks for units and how this selection might be better managed from a student perspective. Completed.

- **Students requiring academic language improvement**: The UniEnglish project has developed significantly to include a compulsory English language proficiency assessment for all new-to-Curtin Business students in 2009; staff who wished to improve their academic proficiency participated in a series of workshops. The UniEnglish project, strategically funded for 2.5 years, has now been operationalised to the OTL and monitored by the UTLC. Completed. Refer to attached Report on English Language Proficiency Project: UniEnglish – Section 5 below.

- **Distance Education and Regional students** and those requiring flexibility: Improving the quality of iLectures and the development of blended learning to ensure a consistent, high quality approach to on-line learning is underway. In Progress.

- **Bentley based students**: Improvements to transport (parking, public transport and end of journey facilities) to resolve the principle source of dis-satisfaction of students at the Bentley campus. Completed.

- **All students**: A full reorganisation of the academic timetable across Curtin global, approved at the December meeting of Academic Board has resulted in the alignment of all examination periods across all locations and all study periods. Completed.

- **All students**: A specific project related to improving assessment and moderation of assessment was funded in 2009 and will report in 2010. In Progress.

- **All students**: Curriculum 2010 reforms were implemented on time for first semester 2010 at all locations and the team moved from project status to recurrent budget. Completed.

- **All students**: The eVALUate data are now required as part of all promotions applications. Completed.

- **All students**: Curtin mobile implemented to enable students to locate most functions (admin and social) from their mobile phones. Completed.

REVIEW/RESULTS

- eVALUate satisfaction rates from students improved in 2009 to 83.2% from 82% in 2008 and the total number of units with satisfaction levels above 80% increased from 72% in 2008 to 74.5%in 2010.

- CEQ data for 2009 – overall satisfaction showed improvement and is the first indication that the reforms of the past 5 years have begun to have an effect in national benchmarking

- Student retention rates have risen from 83% in 2008 to 87% in 2009.

- Student progress rates have risen from 86% in both semesters 2007 to 88% semester 1 and 89% semester 2 in 2009.

- 100% (+1500 students) completed the UniEnglish component of Communications in Business 100 in 2009. The learning from this project will inform the implementation of a similar unit in Health Sciences in 2010.
• 275% increase in 2009 in the iLectures available for downloading and 525% increase for 2009 over 2008 in iLectures viewed.

**IMPROVEMENT**

In 2010 this work is being developed to a further stage: a multi-variate analysis of all data – demographic, provenance, age etc will be matched to graduate destination, grades, and comments analysed through CEQuery - to look for issues that may influence the quality of the student learning experience. This is a sophisticated data analysis project using data pattern recognition software which has not been undertaken elsewhere in Australia at this time. The outcomes will provide information on the similarities and differences within and between cohorts. It is hoped this work will inform strategies to prioritise the issues that will most improve the quality of individual teaching and learning and hence the overall student experience.

**STUDENTS PRACTICAL EXPERIENCE / WORK PLACEMENTS**

**RECOMMENDATION 3: AUQA RECOMMENDS THAT CURTIN CONSIDER ADDITIONAL WAYS TO ASSIST STUDENTS (LOCALLY AND OFFSHORE) TO GAIN PRACTICAL EXPERIENCE OR LOCATE WORK PLACEMENTS.**

**APPROACH**

Work Integrated Learning, incorporating fieldwork, practicums, work placements, professional placements, and clinical placements (to name a few) has been identified as a strategic enabling initiative within the new University Teaching and Learning Enabling Plan 2009 – 2013. The Office of Teaching and Learning (OTL) is responsible for implementation and operationalising curriculum-based Work Integrated Learning strategies in consultation with the faculties and the Careers Centre. The most direct measure is by way of each undergraduate course completing comprehensive course review which ensures that the graduate attributes of applying discipline knowledge, principles and concepts and professional knowledge and ability are met.

As a priority, the University Teaching and Learning Committee (UTLC) established an advisory committee to provide guidance for integrating work studies into the curriculum. The University-wide approach was multi-faceted and included:

- Curriculum initiatives (case studies, simulations, PBL, scenario training)
- Fieldwork education and practicum for course credit
- Work experience (may/may not involve course credit)

**DEPLOYMENT**

There are a number of activities, from a strategic perspective, which directly support work integrated learning/work placement, ie Comprehensive Course Review; the iPortfolio; the Work Integrated Learning Committee; and the Career Development Learning Plan.

The curriculum mapping process (part of Comprehensive Course Review) provided the opportunity to reassess processes identifying units with a work integrated learning/work placement component. As a consequence of comprehensive course review, reported monthly to the UTLC, a mapping exercise of undergraduate courses to identify opportunities for work integrated learning and/or work experience in every course commenced.

The iPortfolio is an online space designed to enable students and staff to perform a range of self-directed tasks. The tool is in an evaluation stage after the initial pilot in November 2009. The iPortfolio provides the opportunity for students to identify and build upon their employability skills, record achievement of professional competencies, and graduate attributes, in particular applying discipline knowledge, principles and concepts and professional knowledge and ability. The iPortfolio supports the triple-i curriculum (Industry; Indigenous/Intercultural/International; Interdisciplinary) specifically within the Industry or graduate employability ‘I’ which aims to achieve all of Curtin’s graduate attributes, ensuring assessments throughout the course, provide students with comprehensive and
coordinated opportunities for work integrated and career development learning, scenario-based problem-solving, and critical reflection on real or simulated work-based experiences related to their course and aspirations’.

The UTLC established a Work Integrated Learning Committee, including representatives from across the University, the Student Guild, and the Sarawak Campus, to provide strategic direction and guidance. The Central Careers Centre continues to provide support and additionally a Career Development Learning Plan has been drafted and has been circulated University-wide for feedback and comment. The Plan has been developed to inform discussions regarding the ongoing development and delivery of career services at Curtin to produce ‘career ready’ graduates. The Plan provides a framework for the development of enabling plans and strategies across all areas of the University for Career Development Learning and specifically sets the direction for student Career Development Learning initiatives at Curtin for the next three years.

Curricula support continues with a particular focus on mapping career development. Extra curricula support, in collaboration with faculties, is focussing on a range of initiatives including, Career Centre Internships, Career Monitoring and Employer Engagement.

Faculty initiatives include; identifying practical work experience or work placements through comprehensive course review; employing specialist staff; a Career Start with a suite of initiatives; embedding practical work experience or work placements in course structures eg, practicums, clinical placements, field excursions, site visits and study tours; visits by industry partners into the classroom; industry career evenings; scholarships; internships; national grant applications; and membership on the Work Integrated Learning Committee.

Curtin Sarawak staff initiatives include curriculum mapping with the Curriculum 2010 Project team to ascertain how practical and internships can be incorporated in the Commerce programs and how these could be embedded in the course; to provide professional experience comparable to the professional experience provided to students in Australia; and to progress entrepreneurship projects.

REVIEW/RESULTS
All faculties have made important contributions to, and continue to work to progress these initiatives both onshore and offshore. Faculties are particularly focussed during discussions with partners and during their offshore annual reviews to encourage greater practicum opportunities. By way of example, the results from initiatives at Curtin Sarawak include:

- Growing network of employers offering internship.
- Diploma of Process Plant Technology students now undertake practical training workshops with ILP.
- Units in Science and Engineering included site visits or field study in Semester 2, 2009.
- Units in Foundation Commerce have incorporated business projects that involve interacting with employers.
- A mandatory 10 week placement is required for the Diploma of Business program, including the international students.
- Students undergo preparatory sessions before entering internships.
- Work placement being clearly identified for Diploma students, and engineering students.
- Guidelines provided to students on workplace expectations, terminologies and safety.

Other significant results across Curtin include:

1. Comprehensive Course Review: has now been completed for 112 courses and 67 majors and 45 courses and 19 majors are currently in progress.
2. Process Management: new initiatives implemented ie fieldwork education guidelines manual, a dedicated fieldwork website and a Fieldwork Preparation Online program for use by staff students and industry partners.
3. Support for Fieldwork Coordinators: ALTC grant to develop a work integrated learning leadership program for Fieldwork Coordinators.
4. iPortfolio Trial
5. Work Integrated Learning Committee has focussed on:
   - Building course team capacity to identify, model and assess graduate employability skills – an ALTC Project, led by Curtin, focusing on the development of employability skills in course curricula. The Project will create three surveys, asking questions on how capabilities are demonstrated and how to improve these.
Building Leadership Capacity for Work Integrated Learning: Developing Fieldwork Coordinators as Academic Leaders – An ALTC Project (led by Curtin) that aims to design and implement an academic leadership development program for fieldwork coordinators, in particular to bridge the gap where people are coming in from industry.

**IMPROVEMENT**

To drive further improvement, the focus will be on using the umbrella concept of Work Integrated Learning, embedding practical work experience by curriculum mapping, implementing the career learning development plan and through individual Faculty and Campus initiatives. The Management of Fieldwork Project final report highlighted the need for central support, in particular to assist in the improvement in communication with Fieldwork Coordinators and the provision of leadership in work integrated learning, therefore this will be explored further. The Careers Centre will continue to work with the Faculties to collaboratively improve work experience and work placement opportunities for students. The Career Development Learning Plan (currently in draft) will provide a consolidated approach to practical experience and once approved, implementation of the objectives will commence. Faculties will work independently, in collaboration with the Careers Centre, to implement the Career Development Learning Plan.

**REPUTATIONAL RISK IN REGIONAL WA**

**RECOMMENDATION 4: AUQA RECOMMENDS THAT CURTIN STRENGTHEN THE MANAGEMENT OF REPUTATIONAL RISKS IN REGIONAL AND REMOTE WESTERN AUSTRALIA, AND ADJUST ITS RISK MANAGEMENT PROCESSES**

**APPROACH**

As a consequence of the AUQA Recommendation 4 the University undertook two very significant projects to provide direction on what was required in its regional strategy within the context of the new Strategic Plan “to be amongst the top universities in Asia by 2020. Reference should also be made to Recommendation 1 and Affirmation 2.

**DEPLOYMENT**

a) **Distance Education:** A project to review all regional locations in Western Australia where Curtin had distance education enrolments managed through the Centre for Regional Education. The project was managed by the Director Quality Enhancement under direction from the Quality Management Steering Committee and all sites were visited and formally reviewed during 2009 using a consistent framework, process and template for recording information.

- A comprehensive Action Plan addressing the recommendations was considered by the QMSC in November 2009. Completed
- The review highlighted that an improved relationship was required between the Faculty teaching staff and the students in regional/remote WA. Thus a change management process was undertaken in 2009 to disestablish the Centre for Regional Education and for the student load (mostly education, art and nursing) to be returned to the relevant Schools. This action was supported by all relevant stakeholders as a means to strengthen the accountability of the Faculty for the learning outcomes of their students. The change has been implemented for the commencement of 2010. Completed
- The Academic Standards and Risk Framework has a set of standards which enable the issues of regional and remote students (as one of the targeted equity cohorts at Curtin) to be monitored for progress and satisfaction. Completed
- All regional students are now located in the Faculties and there is a single point of management from the DVC A. Completed
- Standardisation of contracts and agreements is in hand and are now consistently managed at the PVC and Head of School level. In Progress
b) **Northam Campus:** A review of the Muresk Institute at Northam in terms of the quality of the student experience, the excellence of the learning and the demand from students at that location.

- Issues in relation to the quality were considered and all agriculture courses were comprehensively reviewed and revised with new structures, new awards and clear outcomes related to the graduate attributes. Completed
- The demand issues were more challenging and the University advised the Commonwealth and State Government’s of its intention to relocate all student load from Northam (90kms from Perth) back to its Bentley campus in an effort to reverse the decline in interest in agriculture and also to improve the breadth and quality of the student experience. Very significant stakeholder consultation has occurred in the run up to 2011 when it is foreshadowed that no further enrolments will be available at the Muresk campus unless demand improves. In Progress

c) **Kalgoorlie Campus:** A review of duplication of courses delivery between Kalgoorlie and Perth exposed significant community disengagement. A number of actions were implemented:

- The Kalgoorlie Campus Council was strengthened through the appointment of an external Council member as Chair and with regular meetings in Kalgoorlie rather than Perth. Ongoing
- The West Australian School of Mines (WASM) Advisory Board was also strengthened with an external chair from Industry and with additional stakeholder members. Ongoing
- Introduction of more relevant and appropriate courses, better suited to the needs of the local community has been explored to ensure wider access to facilities from the local community. Ongoing

**REVIEW/RESULTS**

- A new Regional Strategy was approved by the University Council in July 2009. Completed
- Regular briefings have been provided to Governments and stakeholders. In Progress and Ongoing
- The aspects of the agriculture degrees that relate to agribusiness (eg marketing, accounting, trading, etc) have been relocated for academic purposes into the CBS within the relevant discipline groups but maintain physical connection to the agri science group. This is viewed as a quality enhancement and risk minimisation strategy. Completed
- The entire agriculture curriculum, awards and content have been reviewed and updated and a new suite of contemporary courses made available in 2010. Completed
- Early data on enrolments shows a slight improvement in numbers in distance education while numbers at Northam have dropped below 100. The University is progressing with its plans to relocate the load to Bentley and to consider alternative uses for the Northam campus. In Progress
- eVALUate data will continue to be closely monitored over the next few years to ensure that student satisfaction informs priorities at regional campuses. In Progress

**IMPROVEMENT**

The new Regional Strategy has provided a framework within which to assess each of the regional partnerships in Western Australia. This will prove to be very useful in 2012 once deregulation of student load occurs and funding follows the student enrolment. The University needs to consider its focus in 2010 so that appropriate risk minimisation strategies can be developed.

Other improvements will include a more detailed communication strategy for managing the range of stakeholders in WA. The tendency to treat all of them in a similar way is being avoided and the need to ensure some location specific marketing and community activity in hand.

**ACADEMIC PROTOCOLS**

**RECOMMENDATION 5: AUQA RECOMMENDS THAT CURTIN FURTHER STRENGTHEN QUALITY ASSURANCE MONITORING MECHANISMS TO PREVENT FUTURE BREACHES OF UNIVERSITY ACADEMIC PROTOCOLS**

**APPROACH**
Curtin has reviewed its quality assurance monitoring mechanisms to ensure university academic protocols are addressed and continues to only offer programs offshore with approved partners and in countries where the appropriate government approvals have been obtained.

DEPLOYMENT

In 2008 the Collaborative Education Services - Annual Review Process was modified to be more collaborative between the Faculty and International Office (IO) (Refer response to Affirmation 6 also). The review process was improved to include a meeting between Curtin and the partner to discuss a standard agenda of items. The Collaborative Education Services – Assessment of New Collaborative Programs (Schedules 1-5) requires due sign-offs from various key stakeholders at Curtin. Faculties requesting new offshore programs must submit these schedules through to the Deputy Vice Chancellor International for all new offshore partnerships. The DVC International (DVC I) meets fortnightly with the faculty Deans International. This direct communication channel between the key international executives at Curtin further strengthens the monitoring of Curtin’s offshore operations.

In 2009, the IO and the Office of Legal and Compliance agreed to jointly fund a new position in the Office of Legal and Compliance which is primarily in place to handle all international legal issues. This has improved the interface between the two departments. The Offshore Contract drafting process includes close liaison between IO and the Office of Legal and Compliance. Clauses are included within Offshore Teaching Contracts referring specifically to where partners are allowed to deliver programs.

REVIEW/RESULTS

The Annual Review Process involves the Faculty and International Office from Curtin meeting with the partner. All Annual Reviews and Quarterly updates of the action lists are submitted to the International Committee for noting. Additionally, the Annual Reviews are submitted to the Quality Management Steering Committee. The process is managed by the Manager, Transnational Quality, reporting directly to the DVC International. Applications from faculties to commence new offshore programs have decreased significantly over the last 2 years. Any cases put forward to the DVC I for consideration are subject to significant due diligence including assessment of all types of risk to Curtin.

Since 2008 when this issue was highlighted to AUQA and addressed appropriately, no further breach of this nature has occurred.

IMPROVEMENT

The minutes and action lists emanating from the Annual Review’s are more detailed than previously. The quarterly reporting on the action list to the International Committee has ensured that risks are dealt with in a timely manner. The DVC International, along with the Deans International and Manager Transnational Quality will continue to work closely to monitor and improve quality assurance mechanisms.

Progress with regard to academic risk is substantial and, by way of a specific example at our Mauritius location, the following activities have been launched:

1) CBS has implemented the collection of moderation reports for all units in all locations (and kept in a central depository) and undertakes an analysis for the whole of location based on these reports at least once per annum. For example, the 2009 Mauritius location report confirmed that Mauritius exerted high levels of academic quality and confirmed the equivalence of delivery between Bentley and Mauritius (report attached)

2) CBS has developed a residential Offshore Staff Induction program at Bentley where a representative of all partner institutions is being trained in respect of university and faculty policies and applications. Feedback from the senior executive from Mauritius has confirmed that the training is being disseminated back at Charles Telfair institute (program and e-mail attached)
3) The renewal of the contract includes the provision for annual academic visits by course coordinators to the CTI campus for each separate course (major). The contract approval is in its final stages and is envisaged to be activated by June 2010.

4) The delivery of the postgraduate program is based on the delivery of a significant part (12 hours) of the course material for 50% of the units. The teaching engagement is rotated implying every second offering of a unit will include delivery by the Curtin Unit Coordinator.

5) The Annual review held in March 2010 confirmed the suitability and progress of the programs.

In terms of investment in infrastructure Charles Telfair Institute reports that the progress on the building of the new campus is significant and January 2011 is set as date to occupy the campus. A visit in March 2010 by the Program Manager confirmed the progress. CTI has also confirmed that the new campus will be a ‘Wi-Fi’ campus and has introduced the offering of a new laptop to each newly enrolled student. The latter is envisaged to significantly increase the student ability to use online library and other support material.

From a Curtin perspective the CORPS has officially been launched (see http://scholarships.curtin.edu.au/scholarship.cfm/?id=813) and CTI has indicated to be in a position to support two applications in 2010 (one in Humanities and one in Business).
4b) AFFIRMATIONS:

WORKLOAD MANAGEMENT SYSTEM

AFFIRMATION 1: AUQA AFFIRMS THE ACTIONS BEING TAKEN BY CURTIN TO ADDRESS STAFF WORKLOADS THROUGH THE DEVELOPMENT AND FINALISATION OF THE WORKLOAD MANAGEMENT SYSTEM

APPROACH

In 2008 the University, as a consequence of its renewed focus on a quality managed approach to core academic business, began to look for mechanisms to better manage academic work. This was undertaken to ensure quality of student outcomes and also to ensure that fairness, transparency, equitability and scholarship where drivers to the allocation and measurement of academic work. During 2008 a preliminary review of the range and quality of academic workload models was undertaken and reported in the University and a significant project proposed and funded. During 2009 the Academic Workload Management System (AWMS) was managed as a fully funded strategic project. The AWMS is aligned to the work planning and performance review process (WPPR) and informs Curtin Expectations and Academic Promotions.

DEPLOYMENT

A detailed and documented project management approach has been applied to all aspects of this project which has included the development of policy and procedure and has required significant negotiation with staff and their industrial representatives in relation to the new Curtin Enterprise Agreement. Key principles of the AWMS was that the system would be a work allocation model rather than a measurement model; that workloads would be allocated on an annualised hours basis; that the teaching tasks would be allocated before research, leadership, administration and service components; that research time allocations would be based on past performance and future potential and that consultation would occur at all phases of the project with a significant trial period to ensure the rigour and validity of the system.

The three tasks to be achieved in 2009 were:

- Design of a draft workload management system
  - A total of 30 categories defined with detailed descriptions and reasonable time allocation proposed
  - Grouped in four areas of academic work
    - Teaching & Learning
    - Research and Creative Production
    - Leadership, Administration and Service
    - Other
- Consultation of the process, policy and procedures for allocations
  - Extensive process developed to consult on all aspects of the project
  - Principles for appeal built in
  - Management responsibilities defined and articulated
- Design of an IT system to support workload management
  - Report based system, built in house
  - Data imported from the corporate systems (Student Information system, HR System, Timetabling and Classroom allocation, Research Activity, etc).

Additionally a plan was developed to inform the Trial in semester 1 2010 once industrial agreement had been achieved.

REVIEW/RESULTS

The significant achievements in 2009 include:
i. Data from four Schools was collected and analysed and used to build a model which was then tested against the actual workload data from 2008.

ii. Very significant consultation with staff through the development of a Green paper, a White Paper, blog and Faculty presentations. The Academic Workload Management Policy and Procedure were developed from this process.

iii. The AWMS is based on a set of precisely defined criteria which describe the various aspects of academic work in teaching, research, leadership and administration and service which provides the alignment to the Curtin Expectations process and the Promotions Policy.

iv. An interactive IT system has been developed to hold data and support workload allocation, management and reporting. This has been developed to robust standards but will undergo stress and load testing in 2010 as part of normal IT due diligence.

v. The proposal to replace the workload clause in the Academic Enterprise Agreement with a new clause that better reflected the nature of academic work in a post Bradley environment was subject to negotiation with the Staff representatives and Union. Agreement with the staff representatives was finalised in December 2009. A significant milestone.

vi. Development of a training and support process for Heads of School, Managers and staff drafted and rolled out to the test areas.

**IMPROVEMENT**

In 2010 a formal Trial of the workload management system will occur. Four selected Schools – one from each Faculty – have agreed to trial the process commencing in semester 1 2010 with full implementation for the whole University in 2011.

A comprehensive Training and Communication plan will be rolled out according to agreed Project schedules and managed by the Organisational Development Unit.

A full review of progress will be reported to the relevant Committees, management and staff during 2010.

**EDUCATIONAL ENGAGEMENT IN REGIONAL WA**

**AFFIRMATION 2: AUQA AFFIRMS CURTIN’S STRATEGIC APPROACH TO ITS EDUCATIONAL ENGAGEMENT IN REGIONAL AND REMOTE WESTERN AUSTRALIA**

**APPROACH**

The Bradley review comments on regional education as well as the AUQA Recommendation 4 informed the University’s 2009 review of the approach to regional engagement. Reference should also be made to Recommendation 4.

**DEPLOYMENT**

The quality of the student experience, the excellence of the teaching and learning and student demand were considered during 2009. The Reviews and other actions referred to in Recommendation 4 and its associated ADRI were considered in the refining of the Regional Strategy. The role of blended learning and how this is communicated and implemented into small regional centres in WA was also reviewed. A more direct marketing approach is under consideration as a consequence of feedback from students, alumni and regional stakeholders.

**REVIEW/RESULTS**

Student demand in most centres has improved (data at the commencement of semester 1 2010). Additional courses, more relevant to regional centres (for example, Enabling Science and Engineering) are being considered for implementation in 2011.

**IMPROVEMENT**

During 2010 the communications plan and consultation with the key partners will be progressed as will further work on the student experience.
CENTRAL RECORDING SYSTEM FOR PLAGIARISM

AFFIRMATION 3: AUQA AFFIRMS CURTIN’S INTENTION TO IMPLEMENT A CENTRAL RECORD-KEEPING SYSTEM AND TO ENSURE THAT INFORMATION ON PLAGIARISM CASES ARE COLLATED AND ANALYSED REGULARLY

APPROACH

Curtin has a strong commitment to academic integrity, articulated and managed through Guiding Ethical Principles, the Student Charter, Student Rights and Responsibilities, Academic Misconduct and Plagiarism policies.

In 2005 a revised Plagiarism Policy was implemented at Curtin, standardising decisions and actions taken in response to suspected instances of plagiarism across the University. Three broad levels of seriousness (Levels I, II, III) are identified in this policy, where Level I is deemed to be the least serious. A key feature of this approach is that Level I is not considered to be academic misconduct, and cases in this category are addressed by providing students with educational support and guidance and improving their understanding of academic integrity.

The Plagiarism Policy requires Faculties to maintain plagiarism management procedures, defining how cases are recorded and reported in a consistent format for analysis at a University-wide level. Such summary data are collated and reviewed annually. Annual reports discuss broad trends in the data, identifying issues and making recommendations for action at either a strategic or operational level. Amongst other recommendations, one priority identified in the 2007/8 Management of Plagiarism Annual Report was the need for a centralised plagiarism recording system to further strengthen record-keeping procedures and facilitate the real-time capture of plagiarism data. This approach was seen to offer a number of strategic advantages including:

1. further standardisation of faculty reporting systems;
2. improved accuracy and confidence in the data returned;
3. a reduction in the number of ‘decision’ errors through the provision of guidance to staff at the time of reporting - thereby preventing imposition of an inappropriate response;
4. the ability to capture and analyse data at both micro and macro levels; and
5. the future ability to track and respond to trends rapidly at any time during the year.

DEPLOYMENT

At the level of the University, plagiarism annual reports and recommendations are reviewed and endorsed as appropriate by the University Teaching & Learning Committee (UTLC) and Academic Board. Following the approval for the development of a centralized recording system, work commenced on the development of the necessary software and systems required to effect change. This initiative was directed and managed by the Academic Integrity sub-committee, a cross-institutional group reporting to UTLC and including representation from the Student Guild, Office of Teaching and Learning, Faculty Deans of Teaching & Learning, Curtin IT Services, the Library and Student Central.

At a Faculty level, a series of workshops and presentations were organized with colleagues (such as Faculty Teaching and Learning Committees, Heads of Schools, and disciplinary groups) to present work in progress, thereby gaining user feedback and improving staff acceptance from a very early stage of development.

Suggestions for development were welcomed from colleagues and a number of identified refinements were built into the recording system as a result of this consultative deployment process.

The Student Guild Executive played a significant role in the development/deployment of this centralised recording system through the activities of the Education Vice-President. Regular meetings with other bodies such as Student Assist (a group who provide support to students in cases of plagiarism) ensure that these key groups are kept abreast of these changes and given an opportunity to contribute to the development of the system.

REVIEW/RESULTS

The development of the centralised plagiarism database and associated online reporting forms commenced early 2009. By June 2009 the system was functional in draft form, and following initial testing and refinements in
response to feedback the database went live on the 1st July 2009, capturing data relating to instances of plagiarism in the Level I category.

With the introduction of this system it has now become possible to observe and reflexively respond to issues (see point 5 under Approach) as they occur. Data collated by this system has already been used to inform staff development activities in Faculties. The online reporting system alerts colleagues at the time of data entry if a student has previously been reported to the central system, making it possible to rapidly identify and respond appropriately to these cases.

### Table 1: Timelines for this initiative

<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jul 2009</td>
<td>Release operational version of software across the University, capturing instances of Plagiarism deemed to be at Level I</td>
<td>Complete</td>
</tr>
<tr>
<td>Jan 2010</td>
<td>Extend system to record cases of Level II and III.</td>
<td>Expected Jul 2010</td>
</tr>
<tr>
<td>Jul 2010</td>
<td>Develop online decision making tools for staff; Extend currently available online resources for students.</td>
<td>In progress</td>
</tr>
</tbody>
</table>

This system will ultimately capture and record cases of plagiarism at all three levels. Curtin has recently updated the Academic Misconduct Policy, which has implications for the way cases of plagiarism are managed. This requires a small number of changes to the penalty tariff currently associated with plagiarism Levels II and III. As a result the release of the extended system (see Table 1) has been re-timed to align with the expected implementation of the new Academic Misconduct rules.

**IMPROVEMENT**

The efficacy of this initiative is evaluated in a number of ways, including:

1. ongoing analysis of the number of cases reported using this system;
2. ongoing analysis (in near real time) of the quality of data recorded;
3. strategic level feedback (such as evaluation of summary reports generated); and
4. operational feedback from colleagues using the system to record data.

One improvement recently identified is the value of providing colleagues with the opportunity to give online feedback on any part of the system at the time of reporting a plagiarism incident. This refinement will be built into the next iteration of the system and used to inform future developments.

Other improvements have included changes in the official communication channel (OCC) message generated by the system and sent to students for notification purposes. This has highlighted the need for further University-wide online resources designed to complement the highly successful ‘Student Guidelines for avoiding plagiarism’ booklet.

In summary, Curtin remains committed to the development of a high quality and sophisticated recording system for instances of plagiarism. This initiative is progressing satisfactorily, with completion expected during 2010.

**RECOGNITION OF PRIOR LEARNING**

**AFFIRMATION 4: AUQA AFFIRMS THAT CURTIN NEEDS TO CONSISTENTLY APPLY, AND TRAIN STAFF IN, THE GRANTING OF RECOGNITION OF PRIOR LEARNING ACROSS THE UNIVERSITY.**

**APPROACH**

Like other Australian institutions, Curtin University is aware of the difficulties associated with recognition of prior learning (RPL). These processes are often complex, resource intensive and their impact on strategic intent is not well defined. Most Australian RPL is focused on ‘credit transfer’, however the wider sense of RPL supports life-long learning where non-formal and informal learning is realistically valued.
Effective RPL is expected to positively contribute to university outcomes. However it is not a simple matter and must be managed in ways that neither impede accessibility nor compromise standards related to the learning experience. Therefore, Curtin embarked on a Review on the understanding of RPL and the impact it has on university reputation.

DEPLOYMENT

During 2009, a number of workshops and discussions focused on admission processes (e.g., Credit Transfer, Articulation and RPL – May 2009; Business Processes – September 2009; and Faculty Admissions – December 2009). This has exposed the limits and the strengths of our current operations and has provided a foundation from which to build a new approach which will better suit the increasingly competitive and fast moving environment in which we now operate.

In late 2009 a dedicated project leader was appointed to complete the following two stages.

1. The development of the RPL principles that support Curtin’s future vision.
2. Implementation of a comprehensive enhancement of the RPL practice (based upon these principles) into the academic standards framework for all students, all locations, all modes.

The resulting practice will incorporate regular quality reviews to ensure RPL practice positively contributes to university strategy and acts as a significant risk minimisation device.

Project Timeline:

<table>
<thead>
<tr>
<th>Stage</th>
<th>From</th>
<th>Task</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stage 1</td>
<td>2009</td>
<td>Prepare literature review</td>
<td>Completed</td>
</tr>
<tr>
<td>Stage 1</td>
<td>2009</td>
<td>Propose RPL principles</td>
<td>Completed</td>
</tr>
<tr>
<td>Stage 1</td>
<td>March 2010</td>
<td>Approve RPL principles at AB</td>
<td>In Progress</td>
</tr>
<tr>
<td>Stage 1</td>
<td>2010</td>
<td>Continue Review of RPL practice</td>
<td>In Progress</td>
</tr>
<tr>
<td>Stage 1</td>
<td>May 2010</td>
<td>Agree schedule of RPL change tasks</td>
<td>Not started</td>
</tr>
<tr>
<td>Stage 2</td>
<td>June to December 2010</td>
<td>Complete change tasks</td>
<td>Not started</td>
</tr>
<tr>
<td>Stage 2</td>
<td>December 2010</td>
<td>Approve Policy changes at AB</td>
<td>Not started</td>
</tr>
<tr>
<td>Project completion</td>
<td>January 2011</td>
<td>Implement new RPL practice</td>
<td>Not started</td>
</tr>
</tbody>
</table>

The literature review has been completed. This document provides selected literature to inform the discussion about RPL principles and highlighted the following:

The Australian government expects diversity in national higher education structures and encourages international qualification recognition. An Australian institution seeking to implement world-class qualification recognition would therefore be cognisant of the OECD/UNESCO guidelines. Indeed, Australian institutions must pay special attention to international developments while continuing to build the unique character and quality of Australian awards.

Australia’s established quality structures guide RPL practice. National Protocols require universities to maintain admission policies and quality assurance processes that ensure the outcome integrity of academic programs. The Australian Qualifications Framework (AQF) requires institutions to implement pathways of study and to utilise guidelines for RPL. The Education Services for Overseas Students act (ESOS) provides international students with consumer protection and sets a standard for Australian institutions operating off-shore.

International trends, government policy and market demand are expected to increase requests for RPL. Curtin’s RPL practice must support its strategic plan by setting standards of service, satisfaction and contribution that are best practise. Applicants require convenient access with clear and up-to-date descriptions of Curtin’s courses and entry requirements (together with consistent and transparent admissions processes). However, it is the capabilities of our graduates that will ultimately improve Curtin’s reputation. What our graduates leave with is more important than what they arrived with! Although admission practice must ensure enrolling students have the potential to succeed, perhaps the definitive indicator of successful RPL practice will be the proportion of RPL’ed students that become graduates with demonstrable learning outcomes.

REVIEW/RESULTS

Themes were surfaced from the literature and used to propose a set of RPL principles.
Principles not only focus perceptions towards the types of activities deemed important; they impact the way efforts are contributed and stimulate outcome imagery. Also, principles contain a sense of delegation and responsibility. While procedural instruction requires exact detail for each facet of an activity, principles provide boundaries that allow judgements to be made. Associating principles with process does not imply the same level of causation expected of a restrictive procedure. However, principles give staff the flexibility to successfully resolve situations when operating in dynamic circumstances. As a starting point for university wide discussion it was proposed that RPL processes are to be guided by principles that will enable Curtin’s RPL practice to:

- adapt to changes in demand,
- be mindful of Australian government leadership,
- support Curtin’s strategy,
- provide pathways to further learning,
- satisfy international standards, and
- comply with Australia’s quality criterion.

As a result, seven principles were proposed and are scheduled for approval at the March meeting of the academic Board:

1. Curtin’s RPL activities are continuously reviewed.
2. Descriptions of Curtin’s prior learning expectations, together with guidance on applying for RPL, are openly available to applicants.
3. Curtin’s RPL practice is to process all requests transparently, consistently and equitably.
4. Curtin’s RPL practice encourages potentially successful students to enrol.
5. Curtin’s RPL practice is based on academic rulings that establish pathways to successful graduation.
6. Curtin’s RPL policy complies with Australia’s international higher education commitments.
7. Curtin’s RPL policy complies with Australia’s quality guidelines.

**IMPROVEMENT**

The literature review and proposed RPL principles have provided a solid basis for informed discussion and debate across Curtin. Also, the project is within its agreed timelines.

The RPL Principles have provided the template for the development of the best practice policy and process and the framework for the architecture of the RPL database to replace the existing systems.

The completion of the RPL project in 2010 will enable a significant improvement in the risk management and quality assurance of a core part of the admissions process at Curtin.

**TRANSNATIONAL EDUCATION CONTRACT MANAGEMENT**

**AFFIRMATION 5: AUQA AFFIRMS CURTIN’S ATTENTION TO THE UNIVERSITY TRANSNATIONAL EDUCATION CONTRACT MANAGEMENT SYSTEM TO ENSURE STRINGENT CONTROL AND REGULAR REVIEW**

**APPROACH**

The Office of the DVC I is accountable for the overall management of the establishment and review of transnational education contracts.

The implementation of a University wide contract register at Curtin is in development through the CITS-University Information Management (UIM) department.

**DEPLOYMENT**

The Office of the DVC I, through the Manager Transnational Quality ensures the process for establishing and reviewing transnational education contracts is done in accordance with the Collaborative Education Services Policy.
Stringent quality assurance and due diligence are required before signature. A number of Executives Managers must sign off including; Head of School, Faculty Pro-Vice Chancellor, Chief Financial Officer, Director Corporate Risk, DVC Academic, DVC Education and DVC I before it progresses to the Legal Counsel (Commercial) for approval and finally signing by the Vice Chancellor. Original fully executed agreements are retained by the Office of Legal and Compliance.

The Annual Review process for all offshore teaching arrangements has been further strengthened. Refer also response to Affirmation 6. The new process which involves the Faculty and IO meeting with the partner will help ensure regular review of the contract and the operational aspects of each partnership.

The central contract management register under development by the UIM is being tested in early 2010 with a view to it being rolled out and operational in the first half of 2010. Focus groups sessions have been facilitated by UIM to ensure all the relevant stakeholders are given the opportunity to provide input into the development of the register. The register will provide reports on when contracts are due for renewal and the responsible contract manager.

In the interim, the IO has developed a database for all international contracts, including transnational education contracts. This database is accessible by staff involved in transnational education operations and provides information on dates of signing/expiry, contact person details, courses offered etc. The Contracts and Agreements Registration Procedures clearly state the obligations of the Contract Manager, and the University Information Management department.

http://policies.curtin.edu.au/policies/viewpolicy.cfm?id=175a2106-91ee-11de-b636-e7dc11df46de

**REVIEW/RESULTS**

The Transnational Contract database managed within the Office of the Deputy Vice-Chancellor International informs the Manager Transnational Quality when contracts are either due for review or nearing expiry.

All transnational education contracts are reviewed annually as part of the CES annual review process. All Annual Reviews and Quarterly updates of the action lists are submitted to the International Committee for noting (which reports directly to Academic Board).

The International Office and UIM are currently working together to allow the data from the current Transnational database to be transferred into the new UIM contract register.

**IMPROVEMENT**

The International Office’s Transnational Contract database has significantly improved the ease and consistency of obtaining reports on contracts which are in place. The information in this database will be transferred to the central register once it is operational.

The contract register will ensure that specific users around the campus are all given access to standardised fields of information, which will improve the current system further. The relevant contract manager will be clearly visible, along with the date of expiry.

**ANNUAL REVIEWS OF TRANSNATIONAL EDUCATION**

**AFFIRMATION 6: AUQA AFFIRMS THAT CURTIN ENSURE THAT ANNUAL REVIEWS OF TRANSNATIONAL EDUCATION PARTNERSHIPS BE STRENGTHENED AND MONITORED FOR RISK AND IMPLEMENTATION OF POLICY**

**APPROACH**

Curtin’s Collaborative Education Services Policy has always prescribed that collaborative education programs be reviewed annually, or as required by the Deputy Vice-Chancellor, International. The main objectives of the Annual Review Process are to ensure that;

1. education services offered through collaborators offshore include agreed essential elements
2. courses offered offshore are equivalent to those conducted at Curtin’s home locations and will meet the specified requirements for approval and review.
3. services are of an appropriate standard and to maintain quality assurance of these services.
4. risks associated with the provision of collaborative education services are assessed and managed.

In 2008, after receiving feedback from the faculties and reflecting on the outcomes derived from the current practice, the DVC I recognised that the process involved duplication of work that was undertaken by the schools and faculties:

- Schools or faculties conducted face-to-face meetings with partners, focussing on student progress, pass rates, contractual matters, administrative issues etc. For example, in CBS these often occurred on an annual basis, in-country, at the time of the graduation ceremony while Humanities covered these issues during their week-long moderation visit each semester.
- Then, after the year had finished and all results were available (which meant waiting until April for CASS results), the faculties were required to complete the Annual Review under the CES policy. Many in the faculties, including Heads of Schools, saw this as duplication, thus the information being submitted to the DVC International was often not useful or incomplete.

DEPLOYMENT

In 2008, after considerable discussion with the faculties, the DVC International decided to combine the two processes, so that the CES Annual Review is carried out during the face-to-face meeting with the partner, following a format prescribed by the CES policy and covering the previous two semesters.

The transition to this new process meant that issues were discussed with the partner at minuted meetings. The minutes of these meeting and subsequent action lists strengthened the monitoring of risk and ensured appropriate people at Curtin were responsible for closing the loop on each action item.

REVIEW/RESULTS

The AUQA report noted that the annual review process needed to be further strengthened in relation to monitoring of risk and implementation of policy.

A review of the annual review templates and methodology was undertaken to improve these aspects of the process. In October 2009, the new system was successfully implemented across the 4 faculties. All Deans International are responsible for submitting the Annual Reviews to the DVC International. All Annual Reviews and Quarterly updates of the action lists are submitted to the International Committee for noting (which reports directly to Academic Board). Additionally, the Annual Reviews are submitted to the Quality Management Steering Committee. The process is managed by the Manager, Transnational Quality, reporting directly to the DVC I.

IMPROVEMENT

Although the action lists emanating from the annual reviews were a significant improvement, there remained a risk that pending action items not be attended to in a timely manner. To improve the process, the submission of quarterly updates to the DVC International was implemented.

In consultation with the faculties, the Annual Review template was improved to ensure risks were clearly identified and discussed with the partner (where appropriate) and that the relevant sign-offs within the faculty were being obtained, including those required from academic positions.

The Annual Reviews and Quarterly updates of the action lists are submitted to the International Committee and also the Quality Management Steering Committee for noting.

Both the DVC International and the Faculty Deans International now see the process as much more timely and effective.
AFFIRMATION 7: AUQA AFFIRMS CURTIN’S RECOGNITION OF THE LOW ACADEMIC PERFORMANCE OF CURTIN SYDNEY STUDENTS AND ITS NEED TO INVESTIGATE AND ADDRESS THE ISSUES

APPROACH
The University used three strategies to address low academic performance at Curtin Sydney. These were:

1. Facilitating cross-campus academic relationships in order to support teaching
2. Improving student counselling and learning support services
3. Analysing, identifying and eliminating poor performing student matriculation pathways.

DEPLOYMENT
This involved the following ongoing activities:

1. A minimum of 15 academic staff visits and at least 5 professional staff visits each calendar year.
2. A Student Counsellor appointed in early 2007, stringent intervention strategies for students at risk of not meeting course progress requirements, provision of Academic Seminars and Study Skill Workshops on a weekly basis.
3. A review of student performance in relation to matriculation was undertaken. This demonstrated that a large number of poor performing students had performed poorly while studying with other educational providers in NSW. As a result, applications from students with a status deemed to be equivalent to Curtin’s “Terminated” status are rejected.

REVIEW/RESULTS
Post Graduate and Under Graduate student performance has steadily improved. This indicates that the strategies implemented to support teaching and learning improved academic performance at the campus. Continued close monitoring of pass rates also demonstrated that academic performance of students at the Diploma level (10% of the student body) did not improve. In late 2008 Curtin implemented a number of additional strategies to target the academic performance of Diploma students.

IMPROVEMENT

<table>
<thead>
<tr>
<th>Sydney Campus</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Jan-Jun</td>
<td>Jul-Dec</td>
<td>Jan-Jun</td>
</tr>
<tr>
<td>International Students</td>
<td>66%</td>
<td>71%</td>
<td>70%</td>
</tr>
</tbody>
</table>

Strategies to improve the academic performance of Diploma students included the following:

1. Separate Diploma and Bachelor level classes to provide more direct support for Diploma students and have smaller class sizes.
2. Changes in the unit order of the course planner so ‘concrete’ units are undertaken in first semester and ‘abstract’ units in second semester
3. 75% enrolment load for those students on conditional status
4. Separate classes for Diploma students was enacted in Semester 1, 2009
5. Unit order changes were enacted for commencing students in Semester 1, 2009
6. To provide direct support to students the following was implemented:
   a. Academic skills seminars were offered during lunch-time – ‘what University study means’, ‘essay and assignment writing’, ‘exam preparation and technique’, ‘learning preference’ and ‘Endnote’
   b. Discipline support was increased from Semester 2, 2009 onwards through lunchtime consultation sessions (3 per week for Accounting and one per week for Marketing, Law and Economics.)
   c. Exam workshops were held four times per week in the last three weeks of classes.
   d. Assignment assistance available for four hours per week.

These interventions were offered in addition to the five hour per week consultation schedules of lead Lecturers in Accounting, Finance and Economics.
7. Reduced enrolment load for Conditional students was implemented from Summer Semester 2008 onwards. Regardless of all of the above initiatives, Semester 1 and 2 2009 student results in the Diploma of Commerce did not improve. Curtin has thus ceased marketing and accepting new applications to the Diploma from 1 October 2009 and will close the program once commitments to existing students have been met. Curtin is working closely with Curtin International College to explore options of delivering other pathway programs at the campus.

5. Other Quality Initiatives

As mentioned in the Overview, Curtin has undertaken many continuous improvement projects. The following examples provide a sample.

1. eVALUate: Feedback from students in units with large class enrolments
2. Update on Curriculum 2010
3. English Language Proficiency Project: UniEnglish
4. Curtin Library: Continuous Improvement Initiatives
5. Curtin Business School: Continuous Improvement Initiatives
6. ‘Your Voice’: Staff Satisfaction Survey
7. Register of Supervisors of higher degree by research students
8. System post implementation reviews: a) ‘Student One’ review; b) ‘Finance One’ review

1. eVALUate: FEEDBACK FROM STUDENTS IN UNITS WITH LARGE ENROLMENTS

The AUQA Report for Curtin University (2009) made comment relating to the quality of the learning experience in large classes. The Office of Teaching and Learning (OTL) undertook to investigate this matter.

APPROACH

The eVALUate system (which received an AUQA Commendation) provides Curtin students, Curtin staff, unit coordinators, Heads of Schools and the general public online access to student perceptions of their learning experiences with various levels of reports. Although aggregated reports at University and Faculty level show that students’ register lower levels of agreement with a number of eVALUate items, when unit enrolment sizes are large (that is, greater than 200 student enrolments) results differ for individual units.

Some of Curtin’s largest enrolling units register among the highest percentage agreement with all items. However, identification of units which register low agreement is vital to the development of strategies for improving the student learning satisfaction. During 2009 an investigation was undertaken to ensure that results from student satisfaction could be more immediately delivered to staff and management so that improvement could occur if this was required.

DEPLOYMENT

Many units with large enrolments are delivered to a number of offshore campuses. Prior to 2010, the results of unit surveys, disaggregated by campus, were only available for unit coordinators and Heads of Schools using the eVALUate Full Unit Report. Reviewing each Full Unit Report was labour-intensive and time-consuming. To resolve this issue, Course Summary Reports by campus are now available immediately after an eVALUate event. Where students register low or declining levels of satisfaction, particularly in large units, these new reports have been the impetus for instant review, initiating a collaborative review by Faculty staff together with staff from the OTL.

RESULTS

The semester 1 2009 data showed that student satisfaction in classes with high student enrolments (>200) students was higher than for classes of smaller numbers (51-100 student enrolments). Student satisfaction was 81.9% in units with 51-100 student enrolments and 82.2% in units with >200 student enrolments. Interestingly, semester 2 results
in 2009 reversed this outcome and the cause has been investigated resulting in the major review of the units identified as having low satisfaction. However, overall satisfaction of students in units with large enrolments has increased since 2005 (see Figure 1 below).

Since the implementation of eVALUate in semester 2 2005, overall student satisfaction with their learning has improved steadily from 75.9% in 2005 to 83.2% in 2009. Also the percentage of Schools registering satisfaction level >80% has increased from 34% in 2005 to 70% in 2009.

**IMPROVEMENTS**
- The 2010 modifications to reports are likely to add immediacy to the issues that might require further scrutiny.
- The OTL has included strategies on how to deal with large classes into its Foundations of Learning and Teaching courses. Staff uptake has been excellent.
- Additionally the OTL produces routine and regular reports to monitor the impact of large classes on student satisfaction.

**2. UPDATE ON CURRICULUM 2010**

Curriculum 2010 (an AUQA 2009 Commendation) was a University wide strategic initiative to improve teaching and learning outcomes and student satisfaction. This project, one of the most significant change management exercises undertaken at Curtin, evolved as a consequence of the early data from the new on-line eVALUate tool. The results were consistent with outcomes reported in the Curtin Annual Satisfaction Survey and consistent with results in the GDS and CEQ national surveys. The cycle 2 AUQA Report commended the initiative and the approach to and results from the major part of the project were reported in the Curtin Portfolio. This update reports on the improvements as a consequence of the project and the changes that have been achieved to culture.

**OUTCOMES SPECIFIC TO THE C2010 PROJECT**

Highlighted achievements from C2010, and consistent with the original objectives of the Project are:

**Task 1: Revising the Curtin award**
1. Bachelor and Postgraduate Degree regulations approved and ready for implementation in 2010
2. Triple-i curriculum agreed; implementation commenced
3. Journal of Teaching and Learning for Graduate Employability scoped, call for papers open
4. Revised structure of large undergraduate degrees (Arts, Commerce, Science) with ‘mix and match’ majors negotiated, marketed and implementing in 2010
5. iPortfolio, a university-wide online space where students and staff can create, collaborate, share and publish evidence of their learning achievements, particularly in relation the Graduate Attributes and Triple-i curriculum, has been piloted and is ready for implementation.
6. *CurtinMobile*, a website designed as ‘help at students’ fingertips’ and accessible on web-enabled mobile phones, has been implemented.

7. Engaging Learning Spaces report and action plan informs future strategies, including research on student ownership and use of mobile devices.

**Task 2: Course sustainability**

8. Unit cost indicator developed to inform decision making and enable improved accountability.

9. New Course Development Committee implemented.

10. Course Sustainability Indicator draft for comment and testing.

**Task 3: Comprehensive Course Review and Task 4 Annual Course Review**

11. 112 courses and 67 majors completed comprehensive course review; 45 courses and 19 majors were undergoing comprehensive course review.

12. The Needs Analysis and Curriculum Mapping tools refined: these tools are now being disseminated nationally through an ALTC Fellowship.


**Task 4: Course data management**

14. The Unit Outline Builder implementation begins in semester 1, 2010 and will be phased in for all courses during 2010-11.

15. Course Information Tool scoped.

**TRANSFORMATIVE CHANGE**

**Teaching and Learning as a shared responsibility:** As a result of the C2010 project, networks have been nurtured across the University to ensure key support areas connect with teaching and learning. In addition to the teaching staff, these include: External Relations, Alumni, Corporate Communications and Marketing, Faculty Student Service Officers, Bookshop, Properties, Curtin Information Technology Services and Library. There is significant evidence that the drive to enhance the importance of teaching as a core academic activity, and to emphasise the need for the University to understand, monitor and measure Curtin students’ understanding and satisfaction with their learning were significant and very successful outcomes.

**Teaching as a legitimate core academic activity:** In 2009 the University implemented a new Promotions Policy which was a direct consequence of the work on student evaluation and curriculum reform. A key driver to the Promotions reforms was to provide a mechanism for staff to be rewarded for contribution to teaching and/or research where the scholarship of teaching was particularly valued. Promotions outcomes from 2009 provide clear evidence that this has occurred and it is probably one of the most significant shifts in understanding of the value of teaching quality to the reputation of the University.

**Teaching as an activity that should be monitored and measured:** Academic staff take up of FOLT and other T&L development activities has been strengthened and significantly improved by the acceptance in the University that student outcomes are an indicator of quality and thus require measurement, management and strategies for improvement where this is found to be necessary. This is probably the single most important change at Curtin in the past five years.

**Academic Workload Management System:** A key principle of the newly developed AWMS is that teaching tasks are allocated before all other academic tasks, even research and that all academic staff must have some teaching work allocated annually.

**3. ENGLISH LANGUAGE PROFICIENCY PROJECT: UniEnglish**

**APPROACH**
The English language proficiency project ran from 2008 to 2009. Initiated and overseen by the Deputy Vice-Chancellor, Academic, it was introduced to develop and implement a cohesive, evidence-based, institution-wide approach to the issue of student English language proficiency. The plan which was developed by the project manager at the commencement of the project outlined the overarching strategies and proposed a number of initiatives that would address the most pressing needs in this area, laying the groundwork for future integration of English language proficiency into the wider context of teaching and learning at Curtin. The four key objectives of the plan were as follows:

a) Develop a shared institutional understanding of an appropriate level of English language proficiency at tertiary level and to establish clear and transparent criteria for recognition of the means by which students meet English language entry requirements;

b) Provide students with the opportunity to assess their English language needs when they arrive at Curtin’s campuses;

c) Identify, and where necessary design, appropriate language development programs; and

d) Provide support to academic staff to help them facilitate the development of their students’ English language proficiency within a disciplinary context.

Each of the project’s activities followed the same format: an initial literature review and benchmarking exercise followed by consultation with relevant stakeholders (focus groups, meetings with group representatives or the Curtin committee system). This led to the development of individual activities, their promotion and implementation, followed by evaluation and review. The original English language proficiency plan was submitted for consideration and review to the English language proficiency working party, the Academic Services Committee, the University Teaching and Learning Committee and the Academic Board, where it was approved.

Project activities involved collaboration with and assistance from numerous individuals, particularly staff from the following areas of the University: the University Admissions Centre, the International Office, the Organisational Development Unit, the Office of Teaching and Learning, the Learning Centre, CBS Communication Skills Centre, CBS Instructional Design team, CITS, the four teaching Faculties and CAS, the Student Guild, Graduate Studies Office, the START team, Student Services and the Office of the DVC Academic.

## DEPLOYMENT

During the two years of the project, regular reports and updates were submitted to the most relevant committees and groups: the English language proficiency working party, the Admissions, Recognition of Prior Learning and Articulation Committee, the Academic Services Committee and the Academic Board. Staff were also contacted directly each semester via a broadcast email that has provided updates and invited input. There was also an English language proficiency blog, where staff could express their interests and concerns.

At the end of the two year period, ongoing activities were integrated into existing business areas of the University, as described below.

<table>
<thead>
<tr>
<th>ITEM</th>
<th>LOCATION from 2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>UniEnglish – post-entry English language diagnostic</td>
<td>• School of Regional, Remote and e-Learning (Office of Teaching and Learning)</td>
</tr>
<tr>
<td>UniEnglish website</td>
<td>• As above</td>
</tr>
<tr>
<td>Staff English Program</td>
<td>• Organisational Development Unit (ODU).</td>
</tr>
<tr>
<td>SUCCESS student program</td>
<td>• Located within the teaching Faculties in which it has been introduced</td>
</tr>
<tr>
<td></td>
<td>• SUCCESS materials provided by the CBS Communication Skills Centre.</td>
</tr>
<tr>
<td>Entry level proficiency</td>
<td>• Admissions staff. Membership of ARPLA by an English language specialist to be maintained</td>
</tr>
</tbody>
</table>

## REVIEW/RESULTS

A detailed four page table has been created to demonstrate the results of this project. The major findings relate to improved process and much stronger outcomes.

## IMPROVEMENT
Each initiative incorporated a process for evaluating its effectiveness. Depending on the activity, the means of evaluation included one or more of the following:

- Volume of use
- Formal evaluation survey results
- Student and staff progress
- Committee approval
- Ad hoc feedback (e.g. staff or student emails)

Recommendations for change were used as a stimulus for improvement, using an action research approach. Some examples of how this worked in practice are described in the dot points below:

- The time limit for the UniEnglish instrument was removed following feedback from the Humanities Teaching and Learning Committee. Some changes were made to the instrument following feedback on the student evaluations. An oral component was introduced at the end of 2009 following staff feedback on its desirability.
- UniEnglish and the Staff English Program were made available to the Sarawak campus and to other transnational partners following feedback on need.
- Additional sessions of the Staff English Program were run following higher than expected registrations.
- Orientation sessions and promotional materials were amended following ad hoc feedback.

4. CURTIN LIBRARY: CONTINUOUS IMPROVEMENT INITIATIVES

The AUQA Report for Curtin University (2009) made comment relating to student feedback regarding the library: “Students were positive about the online materials and access to the Curtin Library, although the Panel was told that some students have difficulty in accessing the Curtin Library. It was not clear whether it was a technology-related obstacle or as a result of student knowledge of how to use the system. The University is encouraged to explore the reasons for this and introduce remedies, where possible”.

The Curtin (Bentley) Library has taken several steps to address the AUQA concern by clearly identifying the online services and resources for offshore students and staff, identifying contacts at partner libraries to clarify how Curtin students are supported locally, testing the speed of internet connections, and identifying additional ways to raise awareness among offshore students and staff about the Curtin (Bentley) Library online services and resources.

1. The Curtin (Bentley) Library web page for students and staff at offshore campuses or partner institutions has been redesigned to focus on online material only. Discussions have taken place with the Librarians at Sarawak, Sydney and Singapore regarding the layout of information on their websites. All sites are putting in place the suggested amendments so that Curtin (Bentley) online services and resources are displayed quite separately to those delivered by the local institution. This should assist students in identifying the online resources available from Bentley, while still allowing Library staff at these sites to highlight the important local services and resources. As contact is made with staff at other partner libraries, it will be suggested they link to Curtin (Bentley) Library services and resources in the same way.

2. CBSi and Library staff have created a survey that has been sent to CBSi partner libraries to determine the level of services and resources available to students at these institutions. Responses will be returned to CBSi prior to the scheduled faculty Annual Review visit and a copy will be provided to Bentley Library so areas of concern can be identified with the Program Manager, prior to the Annual Review visit.

Particular questions that address the AUQA query include: Library staff access to authenticated library resources; appropriate website links to Bentley online services and resources (eg: databases, e-reserve, InfoTrekk and other online information literacy tools); information literacy training for students and staff.

The survey also requests a contact person so that liaison with partner library staff, that supports Curtin students, can continue.
3. Library and CITS staff have developed internet ‘speed testing’ procedures that have been sent to Library contacts at Sarawak, Singapore, Sydney, UHK SPACE, and Charles Telfair Institute. The results will be collected and analysed on a regular basis. Once further contacts have been established using the results of the survey mentioned above, requests will be made for internet speed testing to be conducted at all partner institutions. The testing should provide some clarity about whether access problems could be related to the infrastructure, rather than understanding how to use the resources.

4. Liaison is underway to provide train-the-trainer sessions for CBSi staff who deliver annual orientation sessions to tutors in offshore locations such as Hong Kong and Singapore. The aim is for the tutors to be more aware of the services and resources and to share this information with their students. In the short term, the link to the Curtin (Bentley) Library webpage that provides access to online resources for offshore students, is being distributed to CBSi offshore tutors.

5. The initiatives outlined above will be developed with other faculties.

5.CURTIN BUSINESS SCHOOL (CBS): CONTINUOUS IMPROVEMENT INITIATIVES

The Curtin Business School and in particular CBSi, its international office, was commended by AUQA in its 2009 report. The Commendation makes reference to ‘the positive ways in which CBSi’s expertise has enhanced the reputation of the University among partners. CBS continues to focus on quality improvement. Major projects include:

**CBS Moderation:** In its most recent strategic plan Curtin University expressed its ambition to being an international leader positioned among the top 20 universities in Asia by 2010. For the Curtin Business School this has translated in the pursuit of various levels of accreditation and continuous quality enhancement and equivalence of academic content and study experiences across all locations where Commerce courses are delivered. In short, the Curtin Business School is in train to overhaul the delivery mode of its material with a strong focus on accessibility, deliverability and academic and administrative quality assurance. The revised delivery approach is expected to be rolled out as ongoing arrangements are reviewed and renewed and are aimed to complement the ongoing course revision process as established through Curtin Curriculum.

**Model for Offshore Delivery**
12 hours lectures and 24 hours tutorials; marking onshore overseen by Course Coordinators (CC) with few exceptions; all assessment set by CC

In some locations, the offshore TAs deliver more than 33% of the material during the semester. However the material is developed by the CC in Perth (via Blackboard). In 2010 video delivery of lectures by the CC is being rolled out to all locations remote to Perth, so that the amount of lecture material delivered by the offshore TAs will decrease.

**Quality Assurance**
The Teaching Assistants (TA) delivering CBS units in non-Bentley locations are supervised (monitored) by the Bentley-appointed Unit Coordinator. The unit content and assessment items are all developed by the CC and are standardised across all locations. The TAs (and students) can access the CC-delivered lecture through the iLecture facility available in all locations.

The TAs are monitored through a moderation process and, where appropriate, through an academic and teaching or administrative visit to a location by the CC. This moderation process is required for all locations, regardless of contractual specifications and this is closely monitored through CBS International (CBSi). All CCs need to attend a workshop before they are able to travel to offshore locations to inform their CC role and assist them in managing the TAs in non-Bentley locations. Administrative workshops are also offered for those who are new to the CC role and ensure an understanding of the CC responsibilities.

At the conclusion of each study period all CCs are required to submit a moderation report to CBSi for each location. This is a comprehensive review of the analyses of results (aligning with the Bentley campus standard), assessment design, marking criteria, pre-assessment processes, communication and feedback to the TA.
In 2009 CBS started developing blended learning settings that take full advantage of the intellectual capital of Perth-based academic staff while utilising the social and professional capital available through our various partnerships. The use of instructional technologies, including learning management systems, video, audio, text and internet tools, will be integral to this approach. This mode of delivery will see Curtin University academic staff deliver the appropriate learning content through various technologies including podcasts and iLectures. Academic staff will interact with students through the use of discussion forums, wikis and blogs. This learning setting will be supplemented by academic visits to partner institutions, but the number and intensity of the visits will be reduced from the current situation.

Partners will provide local tutors to develop the face to face learning setting in the form of tutorial sessions. This will involve regular meetings, discussion on key learning points, providing learning support and linking content to the local context. The local tutor will not be required to develop the learning content, but will be required to be familiar with the content developed by the Curtin academic staff member.

CBS has AACSB Eligibility Application Approved
The Association to Advance Collegiate Schools of Business (AACSB) has approved CBS’s Eligibility Application, enabling CBS to move through the process of accreditation for their business and management education programs worldwide. The AACSB is an elite group representing over 500 of the world’s best business schools in 28 nations and a leader in advocacy for management education issues; currently there are six Australian universities with AACSB accreditation and none in Western Australia.

Review of Business and Academic Processes
Consultants have been commissioned by CBS to review all the business and academic processes. This review is also being used to identify improvements in CBS’s processes and will be utilised to reinforce the continuous improvement approach more broadly across the faculty.

CBS International have an A to Z Guide for Offshore Twinning Partners
CBSi have prepared a guide in 2009 for their offshore business and management students at twinning partners which is based on the onshore university guide; this guide will be updated each year. The guide provides the student with the student charter/code of conduct and a simple guide to the key administrative and academic issues they will need to know during their enrolment. The guide also ensures a regular update and review of the processes in CBSi to ensure they align with the university processes.

CBS International provide induction for onshore international articulation students
CBS International has introduced an intensive induction program for students transferring from articulation partners as second or third year students onto the Bentley campus. The induction assists in bridging the gap of not having been a first year student and focuses on introducing the spread of student support services, facilities and staff so as to ensure a speedy integration into campus life, both academically and socially.

CBS Partner/Branch Campus Induction
CBS has invited offshore partners and Branch Campus staff to attend its first Partner/Branch Campus Induction to be held at Bentley. The purpose is to meet Bentley campus staff and to participate in a number of information sessions and induction workshops. The staff induction sessions will be held over one week, commencing March 25 to March 30, 2010. In offering this opportunity CBSi is endeavouring to increase staff engagement and relationship building between campuses, advance a common understanding of Curtin University and Curtin Business School (CBS) policies and procedures, and enhance T&L practices and outcomes. In addition, the initiative is aimed at developing in-house capacities at all locations.

CBS Achievements 2009

- CBS recognized by Eduniversal 4 Palms award, TOP Business Schools Internationally known (2009)
- 6th largest enroller in the field of management and commerce in Australia with 6,327 onshore equivalent full-time student load (EFTSL) (DEEWR 1 2008)
6. ‘YOUR VOICE’ – STAFF SATISFACTION SURVEY

Introduction
Curtin University introduced a staff ‘Quality of Working Life’ survey in 2003 and repeated it in 2006. A review of this survey identified the need to use an external survey tool that could be used for benchmarking purposes with other universities. The Macquarie University survey tool ‘Your Voice’ presently being used by 28 other universities was chosen and conducted in 2008. Plans are in place to re-run the instrument in 2010.

As a result of the survey, local Area Action Plans have now been developed to address issues at local work areas across the University. The plans are being progressively implemented and monitored. Interim reports from Executives and other Senior Managers were prepared in September 2009 and have been submitted to the Vice-Chancellor. The reports show that many new initiatives are being trialled in all areas indicating engagement with the process for improvement.

Centrally resourced initiatives include:
- roll out of Leadership Development Programs*;
- training sessions addressing staff bullying for at-risk areas;
- review and expansion of Excel Staff Awards program;
- development of a consistent framework for workload allocation for academic staff;
- establishment of a Working Party to review, identify problems and develop internal communication strategies to address responses to the 2008 Your Voice Survey and 2007 Internal Communications Survey. A review, conducted by an external specialist, has provided direction for further improving the standard and effectiveness of the University’s internal communications.

*2009 Leadership Development Programs include:
- Senior Executive Coaching Program
- Head of School Development Program: mandated 12 month HOS development program completed in September 2009 and was well received by the 21 participants. Program included four two–day conferences covering key Curtin leadership and management capabilities, a 360-degree feedback process, individual learning plans and action learning projects. The second cohort of 23 participants commenced the 2009/10 program in December 2009.
- Course Coordinators Academic Leadership Program: 35 participants with 26 graduating having completed all assessments.
- Senior Professional Staff Development Program: The first 2 days (of 4) of this new program was conducted in November with 21 participants. The program includes a 360-degree feedback process, individual learning plans and action learning projects.
- School Business Managers: a detailed training needs analysis project was completed. Program development is underway.
- Deans: a detailed training needs analysis project was completed. Program development is underway.
- VC’s Senior Managers’ Forums: three forums were conducted.
- VC’s Senior Managers’ Conference: a two-day conference was conducted.
- Heads of School Community of Practice established with three meetings held with VC
- Communities of Practice for Deans and Change Agents are under development
Professional development:
- A range of initiatives have been developed to improve staff access to learning and development opportunities. For example: The Organisational Development Unit (ODU) has managed 133 professional development events; 2,552 participants; 13,118 participant hours.

Actions resulting from the Your Voice survey findings have been communicated to the Curtin community via regular emails from the VC and VC’s addresses to staff.

7. REGISTER OF SUPERVISORS OF HIGHER DEGREE BY RESEARCH STUDENTS

- Progress report February 2010

The AUQA Report for Curtin University (2009) made comment with regard to the 2002 recommendation to establish a HDR supervisor register, that it has ‘taken too long to address the substance of the recommendation’. The data below reflect how Curtin has addressed the initial slowness of uptake and the University’s ongoing commitment to the development of research supervisors.

Curtin introduced a revised Register of Supervisors in May 2008 in recognition of best practice in supervision and to provide supervisors with the knowledge, skills and support necessary to enhance the experience and outcomes for Curtin’s HDR students. While compliance with the registration criteria was considered to be relatively high and participation by supervisors in supervision-related seminars and training at Curtin had been steadily increasing, this was not reflected in the growth in entries to the Register.

Curtin supervisors have embraced the revised Register of Supervisors, currently with over 750 registered supervisors from across the University, up from 287 in 2007. Since the AUQA audit in late 2008, a further 33% increase in registrations has been achieved. This reflects the strong desire of staff to supervise HDR students and recognition of the importance of being appropriately prepared.

With increased membership, the Register is now a valuable web resource for prospective students to identify supervisors and, in so doing, facilitates an early dialogue between applicants and potential supervisors. This enables targeted matching of students to supervisors, thus providing a more rewarding experience for students and supervisors. Table 1 shows the pattern of registrations since 2006.

<table>
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<tr>
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<th>Masters</th>
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<td>2009</td>
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8. SYSTEM POST IMPLEMENTATION REVIEWS

A) STUDENT ONE POST IMPLEMENTATION REVIEW

APPROACH

A post implementation review of the Student One Implementation (student administration software system) project was undertaken by the Business Support Unit in 2009. The review involved interviews with a number of Student One users, meetings with the project team from the Communications and Information Technology Services (CITS) area
and Student Systems staff. An analysis of the major activities was performed as part of the project. The review identified 53 findings and made 96 recommendations, some of which were multi-part.

**DEPLOYMENT**

The key deliverable of the review was a comprehensive report, providing a detailed analysis of the successes and issues arising from the implementation project. The recommendations were extracted and forwarded to appropriate staff for management response, including due dates for actions. The BSU worked with the managers to assist with completion of relevant responses.

**REVIEW/RESULTS**

There were 105 actions arising from management responses, 27 from CITS and 78 from Student Services. As at January 2010, of the 27 CITS items 19 have been advised as complete and 8 are in progress. Of the 78 Student Services items 51 have been advised as complete and 27 in progress.

**IMPROVEMENT**

Completion of the management actions in response to the review is in progress and on track. As a further outcome of the review the BSU is developing a set of guidelines for the future development of project plans for large system implementation projects, and a template for comprehensive terms of reference for steering committees for such projects.

### B). FINANCE ONE POST IMPLEMENTATION REVIEW

**APPROACH**

A post implementation review of the Finance One Implementation (financial software system) project was undertaken by the Business Support Unit in 2008. The review involved interviews with a number of Finance One users, meetings with the project team from the Communications and Information Technology Services (CITS) area and Student Systems staff. An analysis of the major activities was performed as part of the project. The review identified 44 recommendations resulting in 81 actions.

**DEPLOYMENT**

The key deliverable of the review was a comprehensive report, providing a detailed analysis of the successes and issues arising from the implementation project. The recommendations were extracted and forwarded to appropriate staff for management response, including due dates for actions.

**REVIEW/RESULTS**

All action items were completed by July 2009.

**IMPROVEMENT**

A number of improvements to processes were implemented arising from the review.
Glossary

Blackboard  One of Curtin’s online learning management systems. It is used to deliver course material, conduct assessments and to facilitate communication and collaboration among staff and students in the form of email, discussion lists, chat and whiteboard tools.

C2010  Curriculum 2010; ensures sustainable and excellent courses at Curtin by 2010.

CEQuery  Enables university staff to explore the opinions of students and graduates given as feedback through a variety of survey instruments such as the Course Experience Questionnaire.

Curtin Mobile  a website designed as ‘help at students’ fingertips’ and accessible on web-enabled mobile phones.

eVALUate  The online student feedback tool introduced in 2005.

iLectures  The iLectures system allows lecturers to record their lectures and have the recording available on the web within about 45 minutes of their presentation. Streaming audio recordings and/or video of lectures given at Curtin can be found on the web.

Transnational  Curtin’s offshore endeavours and associations.

WebCT  One of Curtin’s online learning management systems. It is used to deliver course material, conduct assessments and to facilitate communication and collaboration among staff and students in the form of email, discussion lists, chat and whiteboard tools.

Abbreviations

AACSBAACSB  The Association to Advance Collegiate Schools of Business
ACER  Australian Council for Educational Research
ADRI  Approach-Deployment-Review/Results-Improvement
AQF  Australian Qualifications Framework
ATN  Australian Technology Network
AUCEAAUCEA  Australian Universities Community Engagement Alliance
AUQDAUQA  Australian Universities International Directors’ Forum
AUQAAUQA  Australian Universities Quality Agency
AUSSE  Australasian Survey of Student Engagement
AVCC  Australian Vice-Chancellor’s Committee
BAB  Bachelor of Arts
BCom  Bachelor of Commerce
BEd  Bachelor of Education
BSc  Bachelor of Science
CASS  Curtin Annual Student Satisfaction
CAUL  Council of Australian University Librarians
CBS  Curtin Business School
CBSi  Curtin Business School International
CCTVCCTV  Closed Circuit Television
CEO  Chief Executive Officer
CEQ  Course Experience Questionnaire
CES  Collaborative Education Services
CIC  Curtin International College
CITS  Curtin Information Technology Services
CMUCMU  Courses Management Unit
CUT  Curtin University of Technology
CV  Curriculum Vitae
DBA  Doctor of Business Administration
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<th>Full Form</th>
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<td>Distance Education</td>
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<td>DVC I</td>
<td>Deputy Vice-Chancellor (International)</td>
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<td>Good Teaching Scale</td>
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<td>International Organization for Standardization</td>
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<td>RPL</td>
<td>Recognition of Prior Learning</td>
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<td>THES</td>
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<td>University of Queensland</td>
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