PROGRESS REPORT TO THE
AUSTRALIAN UNIVERSITIES
QUALITY AGENCY
MARCH 2011

Produced for Australian Universities Quality Agency

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1. Statement from the Vice Chancellor

Curtin University continues to focus on further strengthening the quality of its teaching, research and international activities. During 2010 the Curtin Strategic Plan 2009-2013 was actively managed through regular monitoring and reporting sessions to Council and to Academic Board against Key Performance Indicators which include quality measures for teaching and research. During the 2010 Annual Review, all key university plans were updated in the light of progress to date, changes in the environment and new directions in university strategy. The Curtin planning framework remains flexible and responsive to encourage innovation and excellence in all activities at Curtin.

Continued progress was made in 2010 to improve quality at Curtin. The revised Curtin University Academic Standards and Risk Assessment Framework were approved by Academic Board in February 2010. The Framework will be re-evaluated early in 2011 in the light of information emerging about Tertiary Education Quality and Standards Agency (TEQSA) requirements and standards to be met in the future (2009 AUQA Recommendation 1). Curtin has continued to radically reduce the number of low enrolment courses and units in 2010 in order to free up resources to ensure that high quality teaching and learning is consistent across locations and modes of delivery (2009 AUQA Recommendation 2). The Comprehensive Course Review process has been integral to embedding work-integrated learning into undergraduate courses and the Careers Centre has assisted Bentley students to locate work placements and work experience opportunities during 2010. There is further work to be done at international campuses and with off-shore partners to ensure that students in off-shore programs have adequate opportunities to experience the world of work (2009 AUQA Recommendation 3). Curtin has commenced the staged removal of programs at its regional Muresk campus and is working closely with C Y O’Connor TAFE to ensure that regional students have a seamless pathway to an agriculture degree. Curtin VTEC was successfully transferred with the full support of the Goldfields/Esperance community to the Department of Training and Workforce Development as of January 1 2011 (2009 AUQA Recommendation 4).

Curtin has developed, and is in the process of implementing, a robust integrated, quality assurance system that will ensure all aspects of the University’s business are systematically reviewed and the outcomes reported to Management. Key quality assurance mechanisms include School Reviews, administrative and support area reviews, Comprehensive Course Reviews and annual course “health” reports which are closely aligned with planning and review activities at Curtin. Annual Reviews of offshore partner operations and professional accreditation of programs and operations continue to enhance the quality assurance system at Curtin. In 2010 Curtin Sarawak was successful in gaining institutional self-accreditation through the Malaysian Qualifications Agency (MQA) and Curtin Singapore was recently awarded both EduTrust and Enhanced Registration by the Council for Private Education. The centralised plagiarism reporting system is now operational and I am pleased to report that clear progress has been made to address potential breaches of academic protocols (2009 AUQA Recommendation 5).

Other notable achievements in 2010 include the impressive number of Australian Council of Teaching and Learning Awards that were granted to Curtin staff (see Attachment 1 for details). The Professional Standards and Conduct Unit was established in 2010 to promote ethical behaviour consistent with Curtin’s Code of Conduct and to manage and bring to closure reports and complaints about breaches of standards.

The attached 12 month progress report to AUQA provides comment on the substantial progress made at Curtin in relation to the matters raised during the 2009 audit report.

Professor Jeanette Hacket
Vice-Chancellor
2. Overview

During 2010, the University’s Quality Management Steering Committee (QMSC), chaired by the DVC Academic and with representation from across the University was re-constituted as the Quality Enhancement Committee with a clear mandate to oversee the Curtin Quality Framework and foster staff commitment to, and engagement with, a whole of University approach to continuous improvement. The Committee will ensure that a structured approach to academic and operational standards, procedures and processes is adopted and monitored to support the University in meeting its accountabilities and responsibilities to continually improve its quality.

In the March 2010 Progress Report a detailed ADRI approach was documented to indicate the commitment at Curtin to address the recommendations and affirmations made in the 2009 AUQA Report. In this updated March 2011 Progress Report a summary and comparison of continued progress is documented. The ADRI approach, already detailed in 2009 stands as the framework for progressing improvement on the recommendation and affirmations made. The focus in the updated report is on the results achieved and the continued improvements to be made.

Offshore program quality has been strengthened further and now all offshore Annual Reviews are presented to the International Committee (a committee of the Academic Board). Similarly all other reviews (e.g. regional WA reviews) plus all professional accreditation reports are monitored by the Quality office and reported to Academic Board.
## 3. Comparison Summary of Responses to AUQA Recommendations and Affirmations 2009 - 2010

<table>
<thead>
<tr>
<th>RECOMMENDATION</th>
<th>Executive with responsibility</th>
<th>Summary of Actions taken / Progress to date 2009</th>
<th>Summary of Actions taken / Progress to date 2010</th>
</tr>
</thead>
</table>
| 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 new 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. | **1 (A) Risk Management Framework**
**Risk Management Policy** and **Risk Management Framework**
The approved Risk Management Policy is being implemented with the three-year risk management plan being rolled out. It is anticipated the following will be completed:
1. The risk registers at the Faculty and Areas levels will be developed by end 2011.
2. Risk management will be integrated into other critical business processes by end 2013.
3. A revised Curtin Risk Management System will be completed by end 2011.

**1 (B) Academic Risk**
**Academic Standards Risk Assessment Framework**
The standard related to Student Assessment and Grading was comprehensively reviewed as part of Curtin’s assessment policy framework during 2010. The review led to revisions to Curtin’s Assessment and Student Progress Manual:
**Assessment and Student Progression Manual [PDF 564KB]**

Resources were developed to guide staff in the design and moderation of assessment tasks:

The **Assessment Centre** at Curtin is being relocated to increase its capacity to meet future anticipated demand for computer assisted assessment.

The Academic Standards and Risk Assessment Framework will be audited by Internal Audit at Curtin during 2011 and undergo revision in the light of the audit and emerging TEQSA standards.
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

**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 protocol; 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 i.Lectures; completion of C2010 project; further development of the eVALUate strategy and implementation of Curtin Mobile.

**Summary of Actions taken / Progress to date 2009**

<table>
<thead>
<tr>
<th>Study Package Type</th>
<th>Dec 2009</th>
<th>Dec 2010</th>
<th>Feb 2011</th>
<th>%change since end 2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>Courses</td>
<td>582</td>
<td>532</td>
<td>530</td>
<td>-8.93%</td>
</tr>
<tr>
<td>Majors</td>
<td>499</td>
<td>500</td>
<td>512</td>
<td>2.61%</td>
</tr>
<tr>
<td>Streams</td>
<td>130</td>
<td>126</td>
<td>131</td>
<td>0.77%</td>
</tr>
<tr>
<td>Units *</td>
<td>4501</td>
<td>4437</td>
<td>4405</td>
<td>-2.13%</td>
</tr>
<tr>
<td>Continuing Units †</td>
<td>3877</td>
<td>3915</td>
<td>3770</td>
<td>-2.76%</td>
</tr>
<tr>
<td>Theses</td>
<td>237</td>
<td>226</td>
<td>226</td>
<td>-4.64%</td>
</tr>
</tbody>
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* The unit numbers at line 4 (for all columns) excludes cross-institutional units which are recorded on the Student One database but which do not belong to Curtin.

† The unit numbers at line 5 (for all columns) excludes units which are still active for current student enrolments but which have a planned deactivation date.

Curtin has progressively released resources to improve teaching and learning by:
- closing unsustainable units;
- reducing the total number of units taught; and
- reducing the numbers of awards.

The number of active study packages as of February 2011 is indicated below.

Following the review of the Centre for Regional Education, there have been improvements in student performance in, and satisfaction with, their courses. For example, in the 2010 review of Nursing and Midwifery at the Great Southern TAFE Albany, student pass rates for the course stood at 99% in comparison to the 91.5% pass rate at the Bentley campus.

Although some areas were identified for improvement, student
satisfaction for Nursing and Midwifery at Albany revealed in the CASS and eVALUate survey items was equivalent to or better than the results for the Bentley campus.

Similar student performance and satisfaction outcomes were evident in the Education programs delivered at Albany, Esperance, Karratha and South Hedland.

A review of the Collaborative Education Services Policy and Procedures has been undertaken to affirm Curtin’s commitment to ensuring quality and meeting standards with regards to both domestic collaborations for delivery and transnational teaching arrangements.

<table>
<thead>
<tr>
<th>RECOMMENDATION</th>
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<tr>
<td>3. AUQA recommends that Curtin consider additional ways to assist students (locally and offshore) to gain practical experience or locate work placements.</td>
<td>DVC (Education)</td>
<td>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.</td>
<td>During 2010:</td>
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<td>Ongoing work includes two ALTC Projects (led by Curtin) that aim to in particular:</td>
<td>• The Work Integrated Learning Committee was established and reports to the University Teaching and Learning Committee.</td>
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<td>• assess graduate employability skills, and</td>
<td>• A dedicated fieldwork website was established.</td>
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<td>• develop fieldwork coordinators as academic leaders.</td>
<td>• A pilot leadership program has commenced to assist fieldwork coordinators manage both their role and students, collegial relationships and processes more effectively.</td>
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<td>In addition the Comprehensive Course Review process will identify opportunities for work integrated learning and / or work experience in every course.</td>
<td>• An ALTC grant to support fieldwork coordinators was gained.</td>
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<td>• The Career Start initiative commenced implementation.</td>
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<td>• The iPortfolio initiative was implemented <a href="https://iportfolio.curtin.edu.au/index.cfm">https://iportfolio.curtin.edu.au/index.cfm</a></td>
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<td></td>
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<td>• Career Fairs expanded to include not for profit agencies.</td>
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<td>Other new projects have been initiated for completion by the end of 2011:</td>
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<td>1. Work Integrated Learning activities — nature and scope — through curriculum mapping to be compiled and reported.</td>
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<td>2. Provision of central resources for fieldwork coordinators to be developed.</td>
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<td>3. A Career Development Plan to be implemented.</td>
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<td>New projects related to engaging students with work and practical</td>
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<td>RECOMMENDATION</td>
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| 4. AUQA recommends that Curtin strengthen the management of reputational risks in regional and remote Western Australia, and adjust its risk management processes | DVC (Academic)                | 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.  
**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 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.  
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 been conducted and a strategic plan agreed. The plan has been finalized and a phased implementation plan has been developed. Initiatives such as the Australian Centre for the Study of Regional Education (Acre) have been introduced to the region.  
| Regional Education  
Based on the 2009 review of course delivery in regional locations several actions have been progressed.  
- The responsibility of monitoring delivery and standards transferred to the relevant Schools on the Bentley campus.  
- Contracts and agreements for regional programs have been standardised.  
- Action plans based on review recommendations are implemented and monitored.  
- Regional delivery and outcomes are routinely monitored as part of comprehensive course review.  
**Northam Campus (Muresk)**  
All student load at the Northam campus is being relocated to the Bentley campus in a staged approach. A seamless pathway from C Y O’Connor TAFE to Curtin has been designed to ensure that regional students are able to undertake an agriculture degree. |
occurred and it is foreshadowed that no further enrolments will be available at the Muresk campus from 2011 unless demand improves.

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<tr>
<td>5. AUQA recommends that Curtin further strengthen quality assurance monitoring mechanisms to prevent future breaches of University academic protocols</td>
<td>DVC (International)</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.</td>
<td>Curtin International has established a Transnational Quality Unit and initiated a strategy to gain AS/ISO 9001 accreditation for the University’s transnational activities. The strategy to gain accreditation will be rolled out over 2011. A report on the progress to mitigate against risk at the Mauritius location – Charles Telfer Institute – was completed in 2010. Recommendations made in this report have been actioned during 2010.</td>
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<tr>
<td><strong>AFFIRMATION</strong></td>
<td><strong>Executive with responsibility</strong></td>
<td><strong>Summary of Actions taken / Progress to date 2009</strong></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. | A trial of the Academic Workload System (AWMS) was conducted in 2010. The Academic Workload System Policy was approved in November, 2010 [http://policies.curtin.edu.au/policies/viewpolicy.cfm?id=b73cc977-07ee-11e0-a6b3-f798b300b332](http://policies.curtin.edu.au/policies/viewpolicy.cfm?id=b73cc977-07ee-11e0-a6b3-f798b300b332)  
Guidelines were provided to staff with practical guidance to implement and interpret the application of the AWMS.  
The AWMS will be piloted across the University during 2011 and reviewed for its capability to provide a common and equitable approach to the effective allocation of academic staff workloads. |
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| 2. AUQA affirms Curtin's strategic approach to its educational engagement in regional and remote Western Australia | DVC (Academic)                | 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.  

Accountability for the regional strategy was moved to the DVC Academic as part of a risk minimisation strategy to have all students, irrespective of location, supported and managed by the Faculties.  

Comprehensive reviews of the following were completed and reports produced in 2009  
- Distance Education at all rural and remote sites in WA  
- Review of the delivery at the Geraldton Universities Centre (GUC)  
- Review of all operations at the Muresk Institute at the Northam Campus  
- An external review of the sustainability of regional operations at Kalgoorlie, Northam, Geraldton, Margaret River and Albany and within the CRE  

Comprehensive stakeholder and relationship management continues with all government, staff, industry, and student and alumni stakeholders.                                                                                                                                                                                                                                                                                                                                 | The Regional Strategy 2009-2013  

Review reports have been analysed and acted upon (see Recommendation 4).  

Kalgoorlie Campus (WASM)  

The University’s presence in Kalgoorlie remains positive at third and fourth year, and postgraduate enrolments continue to grow. Ongoing review and planning for the Kalgoorlie campus has been undertaken to re-envision the capability and future directions for the campus to meet industry needs in the mining and resources sector.  

A project to devise communication strategies for managing a range of stakeholders in WA regional areas is near completion and will be ready for implementation in 2011.                                                                                                                                                                                                                                                              |
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<tr>
<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.</td>
<td>Curtin’s Plagiarism Policy was reviewed during 2010 in response to the introduction of the revised Statute 10 of the Curtin Act and associated Academic Misconduct Rules during 2010. A revised policy is scheduled to be presented to Academic Board early in 2011. <a href="http://academicintegrity.curtin.edu.au/policy/">http://academicintegrity.curtin.edu.au/policy/</a> Further, resources were developed for staff (policy guidelines and process templates) and students (guidelines and checklists for avoiding plagiarism). Guidelines related to the use of Turnitin have been updated. <a href="http://academicintegrity.curtin.edu.au/home/">http://academicintegrity.curtin.edu.au/home/</a> During 2010, the Plagiarism Recording System was extended to include the recording of misconduct level plagiarism cases across the University. This will provide enhanced capabilities in terms of plagiarism reporting and analysis.</td>
</tr>
<tr>
<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.</td>
<td>During 2010 the report on the RPL Project was disseminated for discussion and presented to the University Teaching and Learning Committee and the Academic Services Committee. <a href="http://rpl.curtin.edu.au/">http://rpl.curtin.edu.au/</a> In 2011 a project officer will be developing a change management plan to transfer responsibility for RPL of international students to the International Office. The overall purpose of the plan will be to establish a single point of decision making which will ensure speed and consistency in granting RPL to students. This work is being conducted in conjunction with the Student Services area to bring about changes to the admissions and RPL processes part of which will be to ensure compliance with the AQF credit transfer system.</td>
</tr>
<tr>
<td>AFFIRMATION</td>
<td>Executive with responsibility</td>
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<tr>
<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.</td>
<td>Completed</td>
</tr>
</tbody>
</table>
| 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. | Completed  
For noting  
- All course delivered at the Curtin Sarawak campus have been registered on the Malaysian Qualifications Register (MQR)  
- The Singapore campus has been awarded both EduTrust and Enhanced Registration by the Council for Private Education. |
| 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. | Completed  
The Diploma of Commerce has been terminated at the Sydney campus since then there have been no further issues with regards to low academic performance at Curtin Sydney. |
ATTACHMENT 1: ALTC AWARDS

ALTC Awards for Teaching Excellence 2010

- Priority Area 2010 – Internationalisation, Associate Professor Jaya Earnest
- Law, Economics, Business and Related Studies, Professor Ian Phau
- Neville Bonner Award for Indigenous Education, Mr John Mallard, Dr Julie Hoffman, Ms Rosalie Thackrah
- Award for Programs that Enhance Learning: Go Global, Mr Trevor Goddard, Mr Nigel Gribble, Professor Lorna Rosenwax and colleagues

ALTC Citations for Outstanding Contributions to Student Learning

- Mr Khoa Do: For developing unique and innovative approaches to support creative learning environments that enhance and enrich self-directed and independent learning within the discipline of architecture
- Associate Professor Katie Dunworth: For leadership and innovation in nurturing the enhancement of English language proficiency among students and staff from linguistically diverse backgrounds
- Ms Lisa Goldacre: For the innovative, engaging and flexible delivery of an introduction to law course to first year business students in large classes in a transnational setting
- Associate Professor Jan Grant: For developing exemplary teaching resources and innovative experiential approaches resulting in high student engagement, integrated learning and skill development in counselling psychology postgraduates
- Associate Professor Mauro Mocerino: For a sustained commitment to improving student learning of chemistry through scholarship and the use of innovative and active learning strategies
- Mr Corey Sinteur: For commitment as a sessional teacher of advertising and marketing to teaching diverse student cohorts both onshore and offshore using an industry-focused approach
- Professor Beverley Oliver, Ms Sonia Ferns, Assoc Professor Sue Jones & the C2010 Team: For implementation of an evidence-based and scholarly Comprehensive Course Review process leading to increased student satisfaction

ALTC Fellowship activities 2010:

- Professor Beverley Oliver, 2009, Benchmarking partnerships for graduate employability (completed), disseminated Curtin curriculum tools such as curriculum mapping, Graduate Employability Indicators, iPortfolio, and benchmarking processes. A Curtin-led national forum on graduate capability development in (Melbourne, November 2010) attracted 120 colleagues; other activities engaged over 3000 colleagues from 54 institutions within and beyond Australia, including seven invited addresses (four international), four keynotes; six peer-reviewed conference papers; six conference presentations and five posters.
- A/Prof. Dawn Bennett, 2010, Reinvigorating student learning with embedded learning and teaching strategies that enhance identity development, is underway.

ALTC Grants 2010, Curtin as lead:

- Developing strategies to address critical teacher attraction and retention issues in Australian rural, regional and remote schools (2010), $217,000 (Professor Sue Trinidad)
- Internationalising the Australian law curriculum for enhanced global legal education and practice (2010), $135,000 (Professor Duncan Bentley)