



*AUQA Progress Report 2011*

**USQ**



**AUSTRALIA**

**AUQA Audit 2009  
Post 12 month Progress Report**

**February 2011**



## Table of Contents

<b>1</b>	<b>VICE CHANCELLOR INTRODUCTION .....</b>	<b>3</b>
<b>2</b>	<b>OVERVIEW .....</b>	<b>4</b>
<b>3</b>	<b>AFFIRMATIONS AND RECOMMENDATIONS SUMMARY .....</b>	<b>5</b>
3.1	Affirmation No. 1 .....	7
3.2	Affirmation No. 2 .....	9
3.3	Affirmation No. 3 .....	12
3.4	Affirmation No. 4 .....	13
3.5	Affirmation No. 5 .....	14
3.6	Affirmation No. 6 .....	16
3.7	Affirmation No. 7 .....	17
3.8	Affirmation No. 8: .....	18
3.9	Affirmation No. 9 .....	19
3.10	Recommendation No.1 .....	20
3.11	Recommendation No.2 .....	21
3.12	Recommendation No.3 .....	22
3.13	Recommendation No.4 .....	23
3.14	Recommendation No.5 .....	24
3.15	Recommendation No.6 .....	25
3.16	Recommendation No.7 .....	26

### Version Control

Version	Date	Author	Change Description
1.0	21/2/2011	Steve Ivey	Final



## **1 Vice Chancellor Introduction**

I have great pleasure to present to AUQA, and the Public, USQ's progress report for 2010 following the presentation of the 2009 formal AUQA Report.

With the ever changing landscape in the higher education sector over the last 12 months USQ is working diligently towards implementation of the approved Strategic Plan (2009-2013).

Our focus is to deliver quality education programs to students with emphasis on open and flexible delivery. Staff at USQ are an important part of the successful delivery of educational services and our commitment to professional development is ongoing. In 2010 USQ has focussed special efforts into developing our research capability across the University.

In the coming year the University faces a number of new challenges from new performance indicators and mission based compact agreements. This will involve USQ working in partnership with government to define improvement targets and to specifically forecast current funding models that take into account rural loading needs.

On top of these demands the University will steadfastly meet the Federal Government's expansion and quality ambitions for the higher education sector. In doing this it will consider new delivery models for higher education that will address the government's commitment to increase the number of students from low socioeconomic backgrounds accessing university education. Under this premise the University has set itself the task of becoming even better and meeting head-on the challenges and changes that employers and students want.

As part of its strategic plan the University will be investing considerably in its capacity to be an internationally recognised leading university in open and flexible education. By concentrating on developing better on-line delivery systems USQ will be strongly positioned to offer higher education to many more students through flexible and distance education.

The University's commitment to increasing higher education participation among regional and marginal communities was highlighted this year when more than 130 USQ graduates received their academic qualifications at the 2009 Fraser Coast Graduation Ceremonies. It was the largest number of graduands in the 11-year history of the campus. Another significant event was when 37 students donned ceremonial regalia and celebrated the conferring of their degrees at the inaugural USQ Springfield Graduation Ceremony.

The University will continue to build on its strengths and focus on key themes that will concentrate on USQ's business and education sustainability. We look forward to continuing our support and alignment with AUQA.

Professor Bill Lovegrove  
Vice Chancellor and President



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## 2 Overview

### Overview

In August 2009 AUQA appointed a panel to conduct the second audit of the USQ. The Audit had two main themes: Program Design and Delivery and Internationalisation. USQ provided AUQA with a self assessment report which formed the basis for the information input to the final report delivered in September 2009.

The Audit Report was circulated throughout the USQ community, campuses and to selected service providers to the University. Both reports are currently available on the University web site <<http://www.usq.edu.au/planqual/quality/auqa/2009-audit>>.

AUQA pointed out that in response to the recommendations of the 2002 AUQA audit, USQ has taken a number of measures and achieved good progress in most of them through sustained and strategic leadership. The systematic institutional reforms initiated in 2004 through USQ Directions made a significant impact on all aspects of functioning of the University. In addition, the University-wide change management process through Realising Our Potential (ROP) initiated in 2007 had further strengthened the University although many of the new strategies, structures and processes of ROP were still evolving. USQ is continuing to monitor that the new strategies result in targeted improvements.

AUQA noted USQ has a long history of engagement in international education through the offshore delivery of distance education programs, its explicit attention to a broader international strategy is relatively recent.

- Internationalisation of the curriculum, and student and staff mobility are areas that are yet to gain a significant momentum. Partnership management is an area that has seen significant changes, and a number of partnerships that presented problems to business sustainability and quality have been terminated.
- Partnership management has been strengthened resulting in improved relationships with international partners. There is room for further review of the partnerships, in particular, the strategic significance of USQ's onshore partnership needs reconsideration. The University needs to improve the effectiveness of Academic Board involvement in policy development and quality assurance through its International and Educational Partnership Committee.
- Monitoring communication that goes to the students through the international partners needs attention. Student support and course delivery arrangements are facilitated well through a suite of integrated technology-enhanced delivery methods.

Overall, USQ is on track in realising the objectives of its international strategy, but to achieve its desired goal of becoming a world leader in open and flexible higher education the University will have to focus more attention on a number of areas. These areas are specific to the affirmations and recommendations as follows:



### 3 Affirmations and Recommendations Summary

Affirmations		89%
1.	AUQA affirms USQ's efforts to improve communication systems and staff engagement across the University to better cater for the needs of an organisation undergoing significant and rapid change.	100%
2.	AUQA affirms the intentions of USQ towards engaging in a more systematic use of benchmarking, with a wider range of comparator institutions that provide stretch targets.	80%
3.	AUQA affirms the intentions of USQ to introduce an appropriate international, intercultural or global dimension in all of its programs, but notes that there is as yet little momentum for implementation	70%
4.	AUQA affirms the plans of USQ to implement a comprehensive program to encourage student exchanges in and out of its Queensland campuses, building on its international partner network.	100%
5.	AUQA affirms the interventions undertaken by USQ to improve academic outcomes for students at its onshore partnership program with USQSEC, while noting USQ's desire and commitment to sustain and further those improvements.	100%
6.	AUQA affirms USQ's actions and plans to mitigate its business and reputational risks in its international operations in particular through its assessment of international partnerships against the requirements set out in the Education Partner Manual.	100%
7.	AUQA affirms USQ's new program approval and review processes and in particular encourages the University to strengthen external inputs and broaden data sources in the evaluation of both new and existing programs	70%
8.	AUQA affirms the steps being taken by USQ on the review and reorganisation of the Academic Board and its subcommittees to facilitate the Board in its role as the principal guardian of academic quality. P.35	80%
9.	(urgent) AUQA affirms USQ's efforts to strengthen selection, induction and professional development systems for casual staff.	98%



<b>Recommendations</b>		<b>81%</b>
1.	AUQA recommends that USQ strengthen its oversight of its onshore partnership program with USQSEC through the Academic Board and that USQ review the strategic significance of this partnership given its commitment to equivalence of student academic outcomes.	100%
2.	AUQA recommends that USQ review the methods of monitoring communication that goes to students via international partners to ensure that expectations on support services including the teach-out strategies are conveyed accurately to students or prospective students.	100%
3.	AUQA recommends that USQ implement a 24x7 help desk in recognition of the global distribution of its students and review the student access and download related issues for the USQ portal.	30%
4.	AUQA recommends that USQ ensure an appropriate balance in contextualisation, local relevance and internationalisation of case studies, projects and examples in the offshore delivery of its courses.	60%
5.	AUQA recommends that USQ strengthen the English language entry pathways for the admission of students to ensure that these students have adequate language competencies to participate effectively in their studies.	100%
6.	AUQA recommends that USQ use the USQ Academic Board revising of assessment issues to ensure consistency between faculty and Academic Board guidelines, check the implementation of policies, and examine the quality assurance arrangements for the Master and Doctor of Professional Studies programs in relation to admission and examination.	85%
7.	AUQA recommends more systematic approaches to student feedback on courses and academic programs and ensure its consistent use in academic performance review and at appropriate committees in schools and faculties.	95%



### 3.1 Affirmation No. 1

<b>Affirmation No. 1:</b> AUQA affirms USQ's efforts to improve communication systems and staff engagement across the University to better cater for the needs of an organisation undergoing significant and rapid change			<b>Responsibility:</b>	Chief Operating Officer Executive Director, Human Resources	
Action	Progress	Complete	Alignment to USQ Planning	Governance	ADRI Phase
Corporate Communications -formal restructure currently underway – organisational chart, PD's and budget currently under finalisation.	Structure completed, including establishment of new Internal Stakeholder Communications Coordinator	Complete	Enterprise Goal	Vice-Chancellor's Committee	Improve
U Count Staff Survey – additional questions regarding Internal Communication added to survey; communications strategy for survey launch and release developed.	All work area action plans and corporate level plans completed and submitted, divisional analysis undertaken with reports developed as appropriate, first regular quarterly monitoring of progress completed staff advised through regular VC emails, regular interim 'pulse' surveys planned.	Complete	Staff Goal	Staff Planning & Policy Committee	Improve
Change Management Principles – embedded into all change projects, HR Policy to be developed as an outcome of Enterprise Bargaining discussions.	New Enterprise Agreement approved effective from 23 August 2010, change management principles and framework subsequently updated to reflect EA requirements and published on HR website, HR working with SBMI on an ongoing basis to ensure principles are embedded into Project Management methodologies.	Complete	Staff Goal	Staff Planning & Policy Committee	Improve
Staff Engagement Framework – to be included in Corporate Planning Templates currently being finalised by Sustainable Business Management & Improvement for 2010 planning cycle.	Each Executive Portfolio Steward asked to complete a Staff Engagement Plan documenting their strategies to engage USQ employees in the achievement of their goal, for activities that either have already been undertaken or are intended to be undertaken throughout 2010.  Individual goal plans consolidated by HR into overall USQ Staff Engagement Plan and gap/strategy analysis. Staff Engagement included as a Level 2 Priority in SEG planning for 2011, requiring all goal areas to complete a 2011 SE plan.	Complete	Staff Goal	Staff Planning & Policy Committee  Vice-Chancellor's Committee	Improve



**AUQA Progress Report 2011**

<p>Email Protocol</p>	<p>Vice-Chancellor’s Committee (VCC) endorsed recommendations for minor changes to the protocol on 2 June. ICT Business Advisory Committee approved email guidelines which have been incorporated into the ICT Standard for the Acceptable Use of ICT Resources policy document.</p> <p>Reviews will be carried out on an annual basis.</p>	<p>Complete</p>	<p>Enterprise Goal</p>	<p>Vice-Chancellor’s Committee</p>	<p>Improve</p>
<p>U Connect – use of Alerts and Announcements to target communication to staff groups, also hosts all internal newsletters</p>	<p>Use of Alerts and Announcements to target communication to staff groups, also hosts internal newsletters and the USQ Calendar of Events</p> <p>Monitoring of process is a continuous review of effectiveness.</p>	<p>Complete</p>	<p>Enterprise Goal</p>	<p>Vice-Chancellor’s Committee</p>	<p>Improve</p>
<p>Relationship Strategy – new four part series developed as part of the PD Program for all USQ</p>	<p>First foundation module training sessions conducted in June/July, second round completed early November, other sessions and subsequent modules conducted for specified target work areas upon request. Regular 2011 program being developed.</p>	<p>Complete</p>	<p>Enterprise Goal</p>	<p>Vice-Chancellor’s Committee</p>	<p>Deploy</p>



### 3.2 Affirmation No. 2

<b>Affirmation No. 2:</b> AUQA affirms the intentions of USQ towards engaging in a more systematic use of benchmarking, with a wider range of comparator institutions that provide stretch targets			<b>Responsibility:</b> Deputy Vice-Chancellor Global Learning Pro Vice-Chancellor Learning & Teaching		
Action	Progress	Complete	Alignment to USQ Planning	Governance	ADRI Phase
Develop a position paper regarding establishing benchmarking Club and develop methodology to include a wide range of comparable institutions both national and international.	<p>A position paper on establishing a formal Benchmarking Club has been developed along with a methodology to include a wide range of comparable institutions, both national and international.</p> <p>The University currently undertakes a range of benchmarking projects with other organisations however these are not collated into a whole-of-institution approach.</p> <p>An example of this benchmarking has been the WPP Project undertaken with Swinburne University, the Australian Catholic University and USQ, now finalised. The USQ has used the 'good practice' knowledge gained from this benchmarking activity to develop an institutional data/knowledge management capacity. When the Data Warehouse Business Intelligence Project has been implemented, the University will provide comprehensive single source data drawn on scopes identified in its benchmarking activity to improve its development, decision making and review activities thus embedding continuous improvement in all scopes of its operations.</p> <p>A further example: the USQ Student Experience Director Partners is the convenor of the International Education Association Australia, Transnational Education Special Interest Group, providing USQ with improved access to industry-wide TNE practices. Through conferences and networking the Project Management Team is actively sharing practices from other institutions for benchmarking, for example, the distribution of ALTC research.</p> <p>In 2010, USQ participated in the I-Graduate ISB survey of International Students in Australia, USQ will also be participating in the 2011 survey for both the ISB and TNE survey (following on from the 2008 pilot). This gives us specific information to benchmark against other universities in the survey domestically and overseas.</p> <p>Select LTSU academics will engage with all Faculties to promote a more systematic use of Benchmarking in courses and programs.</p>	Continuing 80%	Learning & Teaching Goal	Learning & Teaching Committee	Deploy



**AUQA Progress Report 2011**

	<p>It is proposed that the Course Program Benchmarking (CPB – part of CPMS) should be developed in 2011 as a central repository for collation of resources that are being benchmarked (pursuant to funding being made available). LTSU can promote more widely resources developed to support academic staff wishing to benchmark a course or program.</p> <p>All reviews at USQ, Strategic, Organisational and Process, are required to provide advice on benchmarking activity to identify areas of satisfactory and ‘benchmark’ performance as well as models of good practice.</p>				
Develop a flyer on benchmarking processes at the course and program level.	A flyer on benchmarking processes at the course and program level has been developed.				
Develop guidelines on benchmarking	<p>Guidelines on benchmarking in Learning &amp; Teaching have been developed.</p> <p>A web page dedicated to benchmarking in Learning &amp; Teaching has been created on the USQ Learning &amp; Teaching web site.</p> <p>Related resources on benchmarking have been organised and embedded in the web page.</p>				
Scope initial Teaching KPI’s for development of USQ framework	<p>Scoping and environment scan phase of the Teaching KPIs project for an LTPF funded project. First update as at 26 February 2010 was obtained.</p> <p>Received second update of Teaching Indicators report.</p>				
Employ pick and mix model for international comparisons	Pick and mix benchmarking activity is taken off the LTSU benchmarking project activities.				
Involvement in CADAD benchmarking standards (for Learning and Teaching Support Units) (May)	<p>CADAD have delayed the finalisation of their benchmarks, but USQ has been able to provide extra input into the final version that should be released in October.</p> <p>Participated in CADAD Benchmarking activity in October to provide final iteration by March 2011</p>				
Develop framework for Teaching Indicator KPIs (June)	The final presentation of the Teaching Indicators project was held in August. This report contains a series of recommendations to be presented to the Learning and Teaching Committee in November				



## AUQA Progress Report 2011

<p>Participate in ACODE benchmarking activity, international and national (July)</p>	<p>The inter-institutional benchmarking activity has begun and the first virtual meeting took place in August. USQ will be using ACODE benchmarks to benchmark their use and support of technologies with CQU, CSU, SCU, UNE, Massey (New Zealand) and SIEU (Malaysia). This activity will conclude in March 2011.</p> <p>The Pilot Inter-Institutional Benchmarking Project (PIIB) is progressing well with the self-analysis stage in progress for each of the universities. USQ has held internal group benchmarking sessions to ensure the 8 benchmarks are addressed to ensure cross-department collaboration and a comprehensive evaluation. The dates of 16, 17 and 18 May are scheduled for the Benchmarking Summit to be attended by all 7 partners at the Toowoomba campus.</p>				
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### 3.3 Affirmation No. 3

<b>Affirmation No. 3:</b> AUQA affirms the intentions of USQ to introduce an appropriate international, intercultural or global dimension in all of its programs, but notes that there is as yet little momentum for implementation.		<b>Responsibility:</b>	Deputy Vice-Chancellor Global Learning Pro Vice-Chancellor Learning & Teaching		
Action	Progress	Complete	Alignment to USQ Planning	Governance	ADRI Phase
<p>LTSU will continue to provide online resources, including exemplars, and staff professional development sessions on internationalisation of the curriculum.</p> <p>Action on internationalisation within the curriculum is formed around the Vertically Integrated Curriculum LTSU Project 2010 plan.</p> <p>A Project Manager will be employed to design and implement a mapping process of the top 20 programs (and selection of relevant courses across all faculties) as the first step in assessing the level of internationalisation within programs.</p> <p>A survey of selected courses will be conducted from March to May 2010 with the results presented to the Project Leader in June, 2010.</p>	<p>Learning and Teaching Week (1-5 Feb 2010) contained several sessions focussing on Internationalisation.</p> <p>A Project Manager has been employed to design and implement a mapping process of the top 20 programs (and selection of relevant courses across all faculties) as the first step in assessing the level of internationalisation within programs.</p> <p>Discussions between Project Leader and Project Manager have taken place on the focus, design and implementation of the survey. Development of the survey instrument is currently underway with testing to be conducted in April 2010.</p> <p>Mapping activities continue associated with the LTSU Vertically Integrated Curriculum Project have progressed to the final re-testing of the instrument, which will be undertaken by the end of the June. The final mapping process will be undertaken in August with results due on October 1.</p> <p>The internationalisation community of practice continues to gain momentum with partner academics. Leadership of this project has been handed over to the International Office but continues to be supported by LTSU.</p> <p>There has been little progress on embedding internationalisation into programs as funding for the Project Officer has ceased.</p> <p>Cultural literacy has been incorporated into graduate skills mapping and as such will be addressed within either re-accreditation processes and/ or Faculty initiatives that include review and re-vitalisation courses or programs.</p>	Continuing 70%	<p>Learning &amp; Teaching Goal</p> <p>Academic Programs Goal</p>	<p>Learning &amp; Teaching Committee</p> <p>Program Policy and Review Committee</p>	Deploy

### 3.4 Affirmation No. 4

<b>Affirmation No. 4:</b> AUQA affirms the plans of USQ to implement a comprehensive program to encourage student exchanges in and out of its Queensland campuses, building on its international partner network.			<b>Responsibility:</b>	Pro Vice-Chancellor, Student Management	
Action	Progress	Complete	Alignment to USQ Planning	Governance	ADRI Phase
<p>PVC Student Management tabled a paper to the IEPC on 5<sup>th</sup> February 2010 detailing an Action Plan.</p> <p>Faculties (Arts, Business and Education) providing scholarships for student exchanges with selected International Education Partners. Liaison will be undertaken with students to explain the opportunity.</p>	<p>Student mobility is included in the "INTERNATIONAL ACTION PLAN - ENGAGEMENT WITH PARTNERS" paper submitted to IEPC. The Fee Waiver Exchange Agreement proposal specifically addresses this affirmation.</p> <p>Classroom visits and discussions have been conducted with the Faculties of Business, Arts &amp; Education in March 2010.</p> <p>Promotion on the Student Exchange Trial with seven International Education Partners has been undertaken.</p> <p>Information sessions were conducted and a Partner Study Abroad website has been developed.</p> <p>These initiatives have resulted in two USQ student exchanges with International Education Partners in 2010 and three student exchanges to commence in S1 2011.</p>	Complete	Students Goal	Vice-Chancellor's Committee	Improve



### 3.5 Affirmation No. 5

<p><b>Affirmation No. 5:</b> AUQA affirms the interventions undertaken by USQ to improve academic outcomes for students at its onshore partnership program with USQSEC, while noting USQ's desire and commitment to sustain and further those improvements</p>			<p><b>Responsibility:</b> Pro Vice-Chancellor, Educational Partnerships</p>		
Action	Progress	Complete	Alignment to USQ Planning	Governance	ADRI Phase
<p>Academic Board would expect to receive information on progress with this via its International and Educational Partnerships Committee (IEPC).</p> <p>In conjunction with the USQ Academic Director USQSEC, an application was approved to carry forward Strategic Initiative funding received from the Vice-Chancellor to continue improvement of progression and retention rates at USQSEC.</p> <p>Planning for the study of relevant interventions is underway with a view to finalisation of the study in Semester 2, 2010.</p>	<p>All USQ International Education Partners, including USQSEC, are monitored through Semesterly Academic Reports at IEPC and Academic Board. If a picture emerges suggesting what might look like a backsliding to pre-2008, appropriate action will be undertaken.</p> <p>In 2008, Progression rates for USQSEC students are slightly better than International Oncampus Queensland students. GPA results for these students are insignificantly different. These trends show a marked improvement on progression and GPA in the period since 2005.</p> <p>The USQ benchmarks its USQ Sydney Business Students with USQ Business Students, and not all USQ Students. There are differences across faculties and programs.</p> <p>With the exception of the MBA, which is less than 4% of USQ Sydney course enrolments, academic outcomes for USQ Sydney based students has over the last 36 months shown:</p> <ul style="list-style-type: none"> <li>i. The GPA of MPA and MIT students at Sydney remains consistently weaker than respective USQ Benchmarks <b>but</b> has also measurably strengthened against respective USQ Benchmarks.</li> <li>ii. Course progression of MPA and MIT students at Sydney remains consistently stronger than respective USQ Benchmarks and has also measurably strengthened against respective USQ Benchmarks.</li> </ul> <p>At its most recent mtg, IEPC noted that some investigation needed to be undertaken in relation to the MBA cohort at USQSyd. IEPC's concern was relayed to Mr Kumar at the subsequent USQSyd Management Cte mtg. At that meeting it was agreed that the Academic Director, USQSyd and Mr Kumar would initiate an investigation into likely factors contributing to the academic performance of the USQSyd MBA cohort with recommendations for appropriate remedial actions.</p>	Complete	Educational Partnerships Goal	International and Educational Partnerships Committee	Improve



**AUQA Progress Report 2011**

	<p>With few exceptions, English is a second or third language for most partner-based students, and a pattern of weaker GPA but stronger course progression against respective USQ Benchmarks is common to most partner cohorts.</p> <p>The USQ and USQSEC undertake Joint Management Committee meetings which have resulted in improved results in application processing.</p>				
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**3.6 Affirmation No. 6**

<b>Affirmation No. 6:</b> AUQA affirms USQ's actions and plans to mitigate its business and reputational risks in its international operations in particular through its assessment of international partnerships against the requirements set out in the Education Partner Manual			<b>Responsibility:</b>	Pro Vice-Chancellor, Student Management	
Action	Progress	Complete	Alignment to USQ Planning	Governance	ADRI Phase
<p>Semester reviews of International Education Partners have been undertaken on academic and business scopes.</p> <p>International Education Partners and USQ staff have contributed to the reviews. Outcomes are reported through the IEPC.</p> <p>Current revision of the next draft of the Education Partner Manual.</p>	<p>The International Education Partner reviews and reporting to IEPC are 100% completed and ongoing. The Semester reviews are reported to IEPC with the minutes tabled at Academic Board with anything requiring action noted.</p> <p>The Education Partner Manual has been revised and is in the final proof reading stage prior to publication. The PWC internal audit and review process of the manual has also been completed and its recommendations will be incorporated into USQ's internal audit processes. Future versions of the Education Partner Manual will be reviewed and revised to take into account the specific recommendations of subsequent USQ internal audit processes.</p> <p>The USQ International Education Partnership with Informatics Singapore has been terminated and is in teach out specifically because the partner could not fulfil requirements outlined in the Education Partner Manual.</p> <p>The USQ International Education Partnership with ACEI has been terminated and is in teach out specifically because the partner could not fulfil requirements outlined in the Education Partner Manual.</p> <p>The remaining USQ International Education Partnerships are all operating in alignment with the manual and are active in the review process.</p>	Complete	Students Goal	International and Educational Partnerships Committee	Improve



**3.7 Affirmation No. 7**

<p><b>Affirmation No. 7:</b> AUQA affirms USQ’s new program approval and review processes and in particular encourages the University to strengthen external inputs and broaden data sources in the evaluation of both new and existing programs.</p>			<p><b>Responsibility:</b></p> <p>Pro Vice-Chancellor Academic Programs Pro Vice-Chancellor Learning &amp; Teaching</p>		
Action	Progress	Complete	Alignment to USQ Planning	Governance	ADRI Phase
<p>A Program of activities, Course and Program Management System (CPMS), for new program and review processes has been instigated within LTSU. CPMS is managed within the ICT Capital Program and has the following phases:</p> <ul style="list-style-type: none"> <li>i. Course and Program Review – CPR</li> <li>ii. Course and Program Accreditation CPA</li> <li>iii. Course and Program Mapping CPM</li> </ul> <p>CPR has been tested and is ready for production in February 2010. The release has been delayed due to Project legacy issues and will be scheduled for August 2010.</p> <p>CPA has been ongoing since November 2009 and is scheduled to be completed in July 2010. CPM will then proceed.</p>	<p>Course Specifications delivered for S1, S2, and S3.</p> <p>External consultant contracted to streamline accreditation process and review inputs and data sources in the evaluation of new and existing programs.</p> <p>Discussion paper by External consultant complete and available for comment. Submissions due 18 June 2010. Final report with recommendations due to Academic Board July 28 2010 meeting</p> <p>The CPMS demonstration (course specification system) took place at the end of August 2010. An email address – <a href="mailto:cpms@usq.edu.au">cpms@usq.edu.au</a> – has been created to assist with communication.</p> <p>The CPR component of the CPMS has now moved from trial to production and is currently being piloted</p> <p>The CPR has been deployed. Program accreditation is subject to review of the Program Policy Review Committee (PPRC). It is anticipated that findings will be announced by the end of November 2010.</p>	<p>Continuing 70%</p>	<p>Academic Programs Goal</p> <p>Learning &amp; Teaching Goal</p>	<p>Program Policy &amp; Review Committee</p> <p>Learning &amp; Teaching Committee</p> <p>ICT Strategy Committee</p>	<p>Deploy</p>



**3.8 Affirmation No. 8:**

<p><b>Affirmation No. 8:</b> AUQA affirms the steps being taken by USQ on the review and reorganisation of the Academic Board and its subcommittees to facilitate the Board in its role as the principal guardian of academic quality. .</p>			<p><b>Responsibility:</b> Chair, Academic Board</p>		
Action	Progress	Complete	Alignment to USQ Planning	Governance	ADRI Phase
<p>The set of standing committees of Academic Board has been in operation since the beginning of 2009 so there is some experience of their operation.</p> <p>A meeting of the chairs of the standing committees on 13 January 2010 recommended a review of the functions and membership of the standing committees of Academic Board in order to improve their effectiveness and efficiency, and to include within their terms of reference any specific academic matters not deemed sufficiently covered.</p> <p>They requested this matter be forwarded to Executive Committee for consideration with a view to establishment of a Working Party of Academic Board.</p> <p>Academic Board in principle agreed with the request for review but requested more detail on criteria for assessment of the current standing committees prior to this review. It charged Executive Committee with revisiting the Working Party's Terms of Reference and reporting back to Academic Board on 7 April 2010.</p> <p>Board has since approved the Terms of Reference and the Working Party is in operation and expected to report at the 28 July meeting of Board.</p> <p>An additional review of Program Accreditation procedures is underway guided by a consultant (Emeritus Professor Rob Coombes) and there is interaction with that review as well.</p>	<p>PWC Audit completed on the 55 Recommendations presented to ARC in April 2010.</p> <p>Working Party terms of reference endorsed at April Academic Board meeting. Consultation with Chairs and members of Standing Committees underway. Project Plan developed with a final report due to Academic Board June 2 2010 meeting.</p> <p>Online survey of committees members complete. Working party met to review results and discuss changes to current terms of reference.</p> <p>Timeline extended due to review of accreditation procedures underway as results may affect standing committee structures. Final report due to September 22 2010 meeting of Academic Board.</p>	<p>Continuing 80%</p>	<p>Governance</p>	<p>Academic Board</p>	<p>Deploy</p>



**3.9 Affirmation No. 9**

<b>Affirmation No. 9:</b> (urgent) AUQA affirms USQ’s efforts to strengthen selection, induction and professional development systems for casual staff.		<b>Responsibility:</b>	Executive Director, Human Resources Pro Vice-Chancellor, Learning & Teaching		
<b>Action</b>	<b>Progress</b>	<b>Complete 98%</b>	<b>Alignment to USQ Planning</b>	<b>Governance</b>	<b>ADRI Phase</b>
E- Induction Project Online Induction Program for Casual academic staff and (Education Partner staff) to be implemented.	Online induction module launched 8 October 2010, mandatory for all staff including casuals. Completion rates for corporate module monitored by HR on an ongoing basis.	Complete	Staff Goal	Staff Planning and Policy Committee	Results
Casual Appointment Project	New "USQ Casual Processing" module and structure complete and rolled-out to Faculties and key departments.	Complete	Staff Goal	Staff Planning and Policy Committee	Results
LTSU Training	LTSU Online Foundation Modules: Foundation modules still awaiting deployment. No progress has been made due to resource shortage. LTSU have well established processes to mediate online induction.  The Online Teaching Induction page is to be more widely advertised and used by academic staff. Support from HR is also needed and this will be discussed to ensure a more efficient and comprehensive process is implemented.	Continuing 90%	Staff Goal	Staff Planning and Policy Committee	Deploy
IDM System identified casuals and directs supervisors to ensure casuals get appropriate information	Further development work has been done on this program. More formal alignment with HR processes re. quality checking will be required to progress this further.  <u>This Action Item has been discontinued.</u>	N/A			
EB Issue – Increase loading to 25%	New Enterprise Agreement approved effective from 23 August 2010 inclusive of new casual loading amount – 24% from June 2010 and 25% from December 2011.	Complete	Staff Goal	Staff Planning and Policy Committee	Results
Internet download allowance under consideration for markers	As a result of the approval of the new Enterprise Agreement effective from 23 August 2010, HR policy has been updated to allow casual employees working from home to access an allowance to cover the costs of internet usage, as determined by the Faculty/Section.	Complete	Staff Goal	Staff Planning and Policy Committee	Results



**3.10 Recommendation No.1**

<p><b>Recommendation No.1:</b> AUQA recommends that USQ strengthen its oversight of its onshore partnership program with USQSEC through the Academic Board and that USQ review the strategic significance of this partnership given its commitment to equivalence of student academic outcomes.</p>			<p><b>Responsibility:</b></p>	<p>Pro Vice-Chancellor Educational Partnerships</p>	
Action	Progress	Complete	Alignment to USQ Planning	Governance	ADRI Phase
<p>Academic Board is advised by the International and Educational Partnerships Committee (IEPC) on matters related to partnerships and their quality outcomes and so this is the natural route for advice to Academic Board so it can strengthen its oversight of its onshore program with USQSEC.</p> <p>The PVC Educational Partnerships has provided a brief discussion paper and met with the Senior Executive Group (SEG), had a meeting with Mr Nick Kumar, USQ Sydney and will provide a complete position paper to SEG, VCC and Academic Board.</p>	<p>USQ Sydney Discussion Paper tabled to and accepted by VCC and IEPC (sub-cte of Academic Board)</p> <p>A Joint USQSEC and USQ Management Committee to monitor developments at USQ Sydney has been approved and provides a useful governance mechanism for the partnership.</p> <p>The Committee has already brought measurable benefits and outcomes (such as increased enrolments in S3, 2010 compared with S3, 2009, and a great Alumni initiative which will be implemented early this year)</p> <p>The USQSEC and USQ Joint Management Committee meetings are minuted and are tabled at IEPC. Academic Board is informed of issues through IEPC reports to it.</p> <p>Refer also to Report under Affirmation 5 above.</p>	<p>Complete</p>	<p>Educational Partnerships</p>	<p>International and Educational Partnerships Committee</p>	<p>Improve</p>

### 3.11 Recommendation No.2

<p><b>Recommendation No.2:</b> AUQA recommends that USQ review the methods of monitoring communication that goes to students via international partners to ensure that expectations on support services including the teach-out strategies are conveyed accurately to students or prospective students.</p>			<p><b>Responsibility:</b></p>	<p>Pro Vice-Chancellor Student Management</p>	
Action	Progress	Complete	Alignment to USQ Planning	Governance	ADRI Phase
<p>Communication protocols to students are covered in the new version of the Education Partner Manual.</p> <p>The current teach-out strategies are adhered to.</p>	<p>Teach outs are progressing as per agreed strategies. In specific to partner communication and monitoring. USQ has terminated a number of partnerships in S1 2010.</p> <p>In all cases, USQ is communicating to students directly with personalised letters at the time of termination.</p> <p>These letters are approved by partners prior to being sent and proactive communication with students is being actively encouraged.</p>	<p>Complete</p>	<p>Educational Partnerships</p>	<p>International and Educational Partnerships Committee</p>	<p>Improve</p>

### 3.12 Recommendation No.3

<p><b>Recommendation No.3:</b> AUQA recommends that USQ implement a 24x7 help desk in recognition of the global distribution of its students and review the student access and download related issues for the USQ portal.</p>			<p><b>Responsibility:</b></p> <p>Deputy Vice-Chancellor Global Learning Pro Vice-Chancellor Student Management</p>		
Action	Progress	Complete	Alignment to USQ Planning	Governance	ADRI Phase
<p>Allocated to Deputy Vice-Chancellor Global Learning and Pro Vice-Chancellor Student Management for action</p>	<p>In its recent executive-level, strategic "future-visioning", USQ has recognised that it needs to re-frame its policies, procedures and practices, and re-align its underpinning infrastructure and human resources with its enterprise-wide move to being the "University for a Connected Community".</p> <p>To facilitate productivity and efficiency as well as a consistency of quality support for its whole student cohort, this major adjustment will entail a focus on digital first provision of learning and teaching as well as student support and services for all students - this later includes help desk services such as an increased capacity to automatically respond to common help desk issues such as password reset capacity to better monitor and respond to issues, and, the provision of assistance through digital interaction where required.</p> <p>To fast-track this ambitious change, the University has submitted a substantial bid for Structural Adjustment Funding. Regardless of the outcome of this bid, USQ will continue to move to its future vision that through a common digital core will enable it to efficiently evolve the provision of support to its students globally.</p> <p>The PVC(SM) presented an issues paper concerning this recommendation recommending the establishment of a working party to facilitate progress. The VCC members agreed with the recommendation and the DVC (GL) will Chair the working group. The PVC(SM) has been negotiating with Mondial Assistance for the development of a 24/7 student assistance line however negotiations have stalled due to inability to agree on a pricing schedule. A proposal is being prepared for the working group's consideration.</p>	<p>Continuing 30%</p>	<p>Students</p>	<p>Student Management Committee  ICT Strategy Committee</p>	<p>Approach</p>

### 3.13 Recommendation No.4

<p><b>Recommendation No.4:</b> AUQA recommends that USQ ensure an appropriate balance in contextualisation, local relevance and internationalisation of case studies, projects and examples in the offshore delivery of its courses.</p>			<p><b>Responsibility:</b></p>	<p>Pro Vice-Chancellor Learning &amp; Teaching</p>	
Action	Progress	Complete	Alignment to USQ Planning	Governance	ADRI Phase
<p>Action on internationalisation within the curriculum is formed around the Vertically Integrated Curriculum LTSU Project 2010 plan.</p> <p>A strategy will be formulated to better focus resources on supporting academic staff to integrate internationalisation strategies (e.g. Case studies, international research etc) into their courses, based on need.</p> <p>This evidence-based approach will directly address AQUA's comments.</p> <p>It is anticipated that this approach will then be built into an automated process in which all courses (including new and revised) will undergo a checklist assessment at the faculty level to indicate appropriate integration of internationalisation and other Vertically Integrated Curriculum aspects.</p>	<p>Survey instrument complete and will be deployed in August. This project is currently on track to be completed by October. However funding constraints being experienced by the university may delay its deployment.</p> <p>The Learning Skills Survey Outcomes will use the data to identify gaps found in courses and programs.</p> <p>Initial analysis of survey data suggests that there is not a clear understanding, among academic staff, of what is meant by the term 'internationalisation'.</p> <p>At a recent L&amp;T Planning day it was proposed that further clarification on the term 'internationalisation' should be sought to ensure that any proposed actions will in fact address the requirement to embed the concept of internationalisation into the curricula.</p> <p>Internationalisation which includes 'inter-cultural' and 'international contextualisation' is considered to be a priority area in 2011.</p>	<p>Continuing 60%</p>	<p>Learning &amp; Teaching</p>	<p>Learning &amp; Teaching Committee</p>	<p>Approach</p>



**3.14 Recommendation No.5**

<p><b>Recommendation No.5:</b> AUQA recommends that USQ strengthen the English language entry pathways for the admission of students to ensure that these students have adequate language competencies to participate effectively in their studies.</p>			<p><b>Responsibility:</b></p>	<p>Chair Academic Board Director Open Access College</p>	
Action	Progress	Complete	Alignment to USQ Planning	Governance	ADRI Phase
<p>At its meeting of 23 September 2009 Academic Board approved recognition of the Pearson Test of English as a measure of English language proficiency.</p> <p>The Board asked the Director, USQ Open Access College to provide, when available, a framework to allow comparison of results from the PTE with the current systems such as IELTS.</p> <p>On 10 February 2010 the Board discussed a proposal related to equivalencies and recommended on same. It was noted at that meeting that a fuller discussion about English language entry (and exit) pathways was required as well as the need for ongoing support for English as a second-language students.</p> <p>This fuller discussion was held at the 28 July 2010 Academic Board meeting as part of the discussion of the 'Hot Topic' on Internationalisation.</p>	<p>Pearson Test of English implemented as measure of English language proficiency.</p> <p>Equivalency table approved and established in USQ policy documents.</p> <p>Academic Board approval to establish a Pearson (PTE) Academic testing centre in the OAC granted in November 2009. Testing centre commenced operations in November 2010.</p> <p>All English language programs were reviewed, redeveloped and accredited by Academic Board in November 2009 and implemented fully in semester 1, 2010.</p> <p>A retreat of all English language teaching staff scheduled 15 December 2010 to evaluate and review the implementation of these programs throughout 2010.</p> <p>At the 28 July 2010 Academic Board meeting, the Dean of Arts spoke to the issue of English Language courses available and a working party had been formed to investigate.</p> <p>A need for award courses in English language was identified. A Diploma of Proficiency in English Language is under development.</p> <p>An award level English language course has been accredited and will be available to all students as an elective from semester 1, 2011.</p>	<p>100% Complete</p>	<p>Students</p>	<p>Academic Board</p>	<p>Improve</p>

### 3.15 Recommendation No.6

<p><b>Recommendation No.6:</b> AUQA recommends that USQ use the USQ Academic Board revising of assessment issues to ensure consistency between faculty and Academic Board guidelines, check the implementation of policies, and examine the quality assurance arrangements for the Master and Doctor of Professional Studies programs in relation to admission and examination.</p>			<p><b>Responsibility:</b></p>	<p>Chair Academic Board</p>	
Action	Progress	Complete	Alignment to USQ Planning	Governance	ADRI Phase
<p>The Chair, Academic Board is corresponding with all relevant Faculties to determine grading guidelines and approaches to plagiarism and collusion and their consistency with University policy, and the Faculty of Arts in relation to the Professional Studies programs.</p>	<p>Included in University Program Management Committee Annual Assessment of programs.</p> <p>Program modes changed to EXT and restrictions put in place to ensure International offshore students can only enrol through EASB</p> <p>The Chair, Academic Board requested Faculties to provide details of their grading criteria to determine any inconsistencies with University policy. Four Faculties responded with no inconsistencies found.</p> <p>The Faculty of Business has a Grading Distribution form which is a guide for academic staff and their Board of Examiners in its deliberations.</p> <p>The Faculty of Education has not responded although they did provide advice at the time of the AUQA Audit that they had no local interpretations of the University policy so in effect they adhered to the University policy.</p> <p>The Faculty of Arts has commenced the reaccreditation process of both the Master and Doctorate of Professional Studies to ensure that the Handbook entry and unit configuration best fits the vision for these programs from the faculty, the program management team and the university.</p>	<p>Continuing</p> <p>65%</p> <p>20%</p>	<p>Academic Programs</p>	<p>Academic Board</p>	<p>Approach</p>

**3.16 Recommendation No.7**

<p><b>Recommendation No.7:</b> AUQA recommends more systematic approaches to student feedback on courses and academic programs and ensure its consistent use in academic performance review and at appropriate committees in schools and faculties.</p>			<p><b>Responsibility:</b></p>	<p>Pro Vice-Chancellor Enterprise Pro Vice-Chancellor Learning &amp; Teaching</p>	
Action	Progress	Complete	Alignment to USQ Planning	Governance	ADRI Phase
<p>Improved more user-friendly system for Student Evaluation of Learning and Teaching (SELTs).</p>	<p>The MyOpinion implementation has been successful. (After piloting in S1, 2009, MyOpinion replaced the previous CMA system.)</p> <p>The system was presented at Learning and Teaching week with a seemingly positive response – tutorials were provided for Academic staff.</p> <p>A number of improvements to the reporting and general administration of the surveys will be implemented in an ongoing manner.</p> <p>The modification of the new MyOpinion (which replaced the previous CMA system) arising from the changes arising from Project S has been completed.</p> <p>This will enable the system for the Semester 2 survey to be automatically set up. (More generally, policy and associated procedure to manage surveys in general is currently being drafted).</p> <p>Overall survey management, policy and associated procedures to manage authorised USQ Surveys is in initial draft and will in the near future go to PQRC.</p>	<p>Complete</p>	<p>Academic Programs</p>	<p>Planning Quality &amp; Review Committee</p>	<p>Improve</p>
<p>Introduction of peer review process as a complementary means of obtaining assessment of teaching performance which is source of concern for academics. Peer review is being piloted in 2010.</p>	<p>LTSU has developed templates and processes for formative peer review and some faculties have included formative peer review in Faculty L&amp;T Action Plans. LTSU has insufficient resources to complete a full pilot of the peer review process.</p> <p>The first series of Peer-Review workshops have been held on all three campuses and this activity has now been regularised in the academic professional development calendar</p>	<p>Complete</p>	<p>Learning &amp; Teaching</p>	<p>Learning &amp; Teaching Committee</p>	<p>Improve</p>



**AUQA Progress Report 2011**

<p>The information about teacher performance from SELTs is available for the staff BUILD process. It is required for academic probation and promotion.</p>	<p>SELTs outcomes will be automatically included in staff e portfolios for use in promotion and BUILD processes</p> <p>BUILD questions about L&amp;T have been developed and are on HR website, linked to USQ LT Website for use by supervisors.</p> <p>Some faculties distribute hard copies of the BUILD LT questions to all supervisors.</p>	<p>Continuing 90%</p>	<p>Staff</p>	<p>Staff Planning and Policy Committee</p>	<p>Deploy</p>
<p>Course evaluation data is being incorporated into the new standardized course review process (CPRM). The various data streams by which student feedback is obtained are to undergo a systematic review in the process of consolidation into a Student Learning Journey Scorecard which will be used to inform both strategic decision making as well as operational improvement via an assessment and accountability process.</p>	<p>CPR is now the responsibility of the PVC (LT) and meetings have been held with SBMI to facilitate an August 2010 roll-out. Additional administrative support is required in LTSU to facilitate roll-out each semester.</p> <p>The CPMS demonstration (course specification system) took place at the end of August 2010. An email address – <a href="mailto:cpms@usq.edu.au">cpms@usq.edu.au</a> – has been created to assist with communication.</p> <p>The production of CPM has been delayed to February 2011 as the new course specification design has warranted a re-development of project scope. The new simplified design will be deployed in time for S1, 2012. Until then the current CPM model will be used</p>	<p>Continuing 90%</p>	<p>Learning &amp; Teaching</p>	<p>Learning &amp; Teaching Committee</p>	<p>Deploy</p>