

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

Preamble

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

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

UniSA's distinctive learning environment

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

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

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

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

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

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

UniSA involvement in national academic standards projects

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

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

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

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

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

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

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

Identifying a Standards Framework for UniSA

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

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

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

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

Teaching and Learning Framework (Academic Board, June 2007)

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

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

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

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

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

Table 1: Coursework students

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

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

Table 2: Academic staff (including sessional staff)

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

Table 3: Curriculum

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

Teaching and Learning Academic Outcomes

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

Table 4

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

Note: Items in red are Corporate Key Performance Indicators

Scorecard of performance

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

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

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

Table 5: Scorecard of performance (Report card)

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

Red denotes Corporate KPI and target

Setting, monitoring and maintaining standards

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

Recommendation:

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

Appendix 1: Inputs and Process

Inputs and processes

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

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

1. Students

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

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

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

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

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

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

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

ACADEMIC STAFF

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

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

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

CURRICULUM

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

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

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

