

AUQA commendations and recommendations progress report

Introduction

During 2002, Swinburne was audited by the Australian Universities Quality Agency (AUQA) early in the first round of audits. The purpose of the audit was to establish whether the University's higher education divisions were offering quality education and research programs, and maintaining high academic standards.

Prior to the audit, Swinburne conducted a self-review documenting the outcomes in an extensive portfolio which was submitted to AUQA. The University was audited on the basis of this portfolio, which was structured around the following headings:

- Quality systems
- Leadership and direction
- Learning and teaching
- Intersectoral advantage
- Offshore development
- Research
- Human resources
- Complaints and grievances
- Risk management

As part of the audit process, a panel conducted an extensive series of interviews across all categories of internal and external stakeholders. The findings were documented in a report that included eight commendations and 18 recommendations for improvement. In response, an action plan was developed by the University to address these recommendations. Progress against the action plan was first reported in 2004, and the present report provides a more comprehensive update on the work done to August 2006 in building on the commendations and addressing the recommendations.

Commendations	Status/comments
<p>1. AUQA commends the approach being planned by Foresight, Planning and Review Unit in the process review system that will maximise the benefits that staff obtain from participating in these reviews.</p>	<p>During 2005, the University adopted a new iteration of its already comprehensive quality management system – based on existing statutory boards, standing committees, organisational units and reporting lines. Various types of reviews and audits are important components of the Swinburne approach to quality management, including unit reviews and procedure reviews.</p> <p>The unit reviews are comprehensive, involving a searching ‘self-assessment’ together with input from an independent (external) panel of experienced practitioners, and they incorporate process reviews of ‘core’ business systems. During 2005, unit reviews were completed for the Office of Research & Graduate Studies, Learning & Teaching Support Unit and two units of the TAFE Educational Development Group. During 2006, unit reviews are being implemented for the Student Affairs Group, TAFE School of Arts, Hospitality & Science, HED Faculty of Design, TAFE Strategic & Business Development Group and the Chancellery.</p> <p>Also during 2006, the University embarked on a major review of its Policies & Procedures database. The terms of reference for this review include:</p> <ol style="list-style-type: none"> 1) re-developing the procedures using a simpler format and clearer written expression 2) reducing the number of procedures 3) updating the procedures to reflect current practice 4) improving the IT platform and search capacity <p>Compliance with procedures (as revised) is ensured through internal and external audits, and through the unit review process.</p> <p>Further information on Swinburne’s quality management system is available at: www.swinburne.edu.au/corporate/spq/qualitymanagement.html</p> <p>Further information on unit reviews is available at: http://ppd.swinburne.edu.au/default.htm</p> <p>A business plan covering the review of the Policies & Procedures database is available from the University Secretariat.</p>
<p>2. AUQA commends SUT for its obvious commitment to achieving quality and for the efforts underway at more fully integrating its quality, planning and risk management frameworks.</p>	<p>At Swinburne, quality management is not viewed as a construct separate from other activities. The approach to quality is geared to the goals identified in the organisation’s various strategic plans, and to the associated outcome measures. Similar considerations apply to risk management, and to other components of the quality management system including benchmarking (Recommendation 2), course accreditation and re-accreditation (Recommendation 3), stakeholder feedback processes (Recommendation 4), and unit and procedure reviews (Commendation 1).</p> <p>Further information on Swinburne’s quality management system is available at: www.swinburne.edu.au/corporate/spq/qualitymanagement.html</p>
<p>3. AUQA commends SUT for its Industry-based learning program, which is assisting it in achieving the objective of providing programs with an applied orientation.</p>	<p>Swinburne continues to strengthen its industry-based learning (IBL) program. In 2005, IBL delivery was expanded through the Office of Industry Liaison (now part of a new unit, Swinburne Industry Solutions), supported by new materials for employers, a re-developed website, and new handbooks for IBL students and their supervisors. A new IBL Scholarship Program (worth \$26,000 - \$32,000 annually to each recipient) was also introduced during 2005, again supported by a range of marketing and implementation materials. In 2005, 483 students undertook IBL placements, up from 425 in 2004, with the number of participating businesses increasing by 34% to 297.</p>

Commendations	Status/comments
<p>4. AUQA commends SUT for undertaking a review of its research training program and for the manner in which it has begun to respond to the review's findings.</p>	<p>Based within Swinburne's Office of Research & Graduate Studies, the Graduate Research School continues to review its research training programs on an ongoing basis. Since the last AUQA review it has substantially increased the offerings for postgraduate research training provided at a University-wide level. In addition, numerous faculty-specific programs are provided on general themes including research methods, statistics and qualitative data analysis, as well as more specific topics.</p> <p>The Office of Research & Graduate Studies participated in a comprehensive unit review process during 2005. Subsequently, a detailed action plan was prepared to address the commendations and recommendations arising from this review. Actions implemented to date include the provision of diverse online resources for training students and supervisors (for example, to assist with grant applications) and the induction programs for students and supervisors have been re-vamped.</p>
<p>5. AUQA commends the Leadership and Entrepreneurial Attributes Development Program as an appropriate and valued contribution to SUT's implementation of its entrepreneurial theme</p>	<p>As indicated in <i>Statement of Direction 2015</i>, http://www.swinburne.edu.au/corporate/spg/docs/statementofdiridiagram.pdf Swinburne strives to be entrepreneurial, by being self-reliant, creative and dynamic. The University links entrepreneurship with innovation, and many activities demonstrate commercial success and productivity dividends delivered through this link.</p> <p>A significant innovative development at Swinburne is the recent partnership with Boston's Northeastern University to teach combined masters degrees in business and science from 2007. This initiative enables students to gain Australian and American qualifications simultaneously.</p> <p>The Australian Graduate School of Entrepreneurship offers post graduate programs in entrepreneurship and innovation. In 2004, as part the Graduate Certificate of Entrepreneurship and Innovation, 'Opportunity Evaluation' was offered to staff through Swinburne's professional development program: http://www.swinburne.edu.au/agse/</p> <p>In 2005 and 2006, senior managers and key staff participated in a professional development program on leadership development. The program covered many themes for building leadership skills including innovation and risk taking. As well, the TAFE sector has implemented a new initiative called 'The Ideas Gateway' which supports innovation by capturing and funding ideas to improve work practices, create new products and generally enhance educational delivery at Swinburne. 'The Ideas Gateway' is one component of a broader 'Innovation Framework'.</p> <p>Information relating to entrepreneurship and innovation is also referred to in relation to Recommendation 11.</p>
<p>6. AUQA commends the mentor program for international students at Swinburne Lilydale as an effective means of supporting international students.</p>	<p>The mentor program for international students at Swinburne Lilydale (now the Faculty of Lilydale) has continued successfully, and Swinburne's Education Abroad Office introduced a mentoring program known as <i>SwinMates</i> for study abroad and exchange students during 2006. <i>SwinMates</i> operates at all campuses and it matches Swinburne students with Exchange/Study Abroad students who come from overseas to study in Australia. Swinburne International plans to expand <i>SwinMates</i> to cover full degree students throughout Swinburne in 2007.</p>

Commendations	Status 2006
<p>7. AUQA commends SUT for the thorough nature of its Student Experience Project Group, which addresses in considerable detail the changes that are required to improve the provision of services to students.</p>	<p>The Student Experience Project was highly successful, and the Student Affairs Group has implemented most of the recommendations that arose from it. In particular, since 2004 Student Information Centres have been established at all campuses except Healesville – these Centres provide a ‘one-stop shop’ for students, enabling them to access information about courses and services at one location. An international ‘Students at Risk Project’ that incorporates intervention strategies for international students at risk was commenced during 2004. A similar ‘Students at Risk Pilot Project’, targeting local students, has also been implemented by Student Services.</p> <p>Another initiative resulting from the Student Experience Project was the development of ‘Ask George’ – a website that allows students to access answers to commonly asked questions as well as to make enquiries. Students are also provided with an online system to lodge feedback on services at http://www.swinburne.edu.au/corporate/spq/feedbackpage.htm</p> <p>Information on the services provided to students is available at: http://www.swinburne.edu.au/corporate/student_affairs/ http://www.its.swinburne.edu.au/student_services/student_guide/ http://www.swinburne.edu.au/lib/libservices.htm</p>
<p>8. AUQA commends SUT for the positive and effective way it has responded to its legislative obligation to service Melbourne’s outer eastern region through the activities of Swinburne Lilydale</p>	<p>Due to a recent restructure, Swinburne Lilydale is now the Faculty of Lilydale, within Swinburne’s Higher Education Division. Since the AUQA audit, the Faculty of Lilydale has continued to strengthen its commitment in meeting the needs of the outer eastern region. Student enrolments from the three main catchment Local Government Areas (LGAs) in the eastern region (Knox, Maroondah and Yarra Ranges) have increased from 763 in 2004 to 788 in 2006, with a total of 40 IBL placements.</p> <p>The Faculty is extremely active in local and regional engagement – for example, through the:</p> <ul style="list-style-type: none"> • Growth and Development Partnership with the Shire of Yarra Ranges - the Partnership is responsible for the Town & Gown Lecture Series, and the Wal Elms and Barak Memorial Lectures. These lecture programs are conducted in partnership with Federal, State and Local Government agencies. • Centre for Regional Development, which is collaborating with the Knox, Maroondah and Yarra Ranges LGAs in regard to indicators of community sustainability. • Implementation of many community based projects such as: <ul style="list-style-type: none"> - ‘Skilling up the Yarra Valley’ – research with the horticulture, winegrowing and tourism sectors - skill shortages research (with the Shire of Yarra Ranges) to identify local employment and training issues <p>Information on community engagement projects is available at: http://www.lilydale.swinburne.edu.au/crd/projects.htm</p>

Recommendations	Status 2006
<p>1. That the Council and the University should review the role and functions of the Joint Planning and Resources Committee in the context of the time commitment required of Council members.</p>	<p>A standing committee of the University Council known as the Strategy and Performance Review Committee (SPRC) replaced the Joint Planning and Resources Committee in 2004. The principal role of the SPRC is to monitor the University's strategic planning and performance, and it receives regular reports from the University's senior executives at 5 – 6 meetings per year. More information on the SPRC is available at: http://www.swinburne.edu.au/corporate/spq/planning_SPRC.html</p>
<p>2. That, in developing a more systematic approach to external benchmarking, attention be paid to outcome, as well as input measures.</p>	<p>In 2004, Swinburne developed and adopted a new policy on benchmarking. The benchmarking policy covers both 'process' and 'outcomes' benchmarking, and it ensures that the findings of benchmarking projects undertaken by individual units are available to the wider University community to improve practices. It also provides for a broad perspective of the University's performance in relation to similar organisations. Further information pertaining to this policy is available at: http://www.swinburne.edu.au/corporate/spq/reports_benchmarking.html</p> <p>The following are examples of some the benchmarking activities undertaken:</p> <ul style="list-style-type: none"> • In 2005, Swinburne became the first Australian University to join the European Consortium of Innovative Universities (ECIU) – a network of Europe's most innovative universities – to share ideas and benchmark performances • At a university-wide level, Swinburne also participates in the Association of Commonwealth Universities (ACU) benchmarking program, which covers a selection of different topics each year. Topics benchmarked recently include change management, leadership, multi-campus management, community engagement, recruitment and retention of key staff, strategic planning and branding • Swinburne International participates every year in a benchmarking exercise with the Australian Universities International Directors Forum (AUIDF), measuring Swinburne's performance across a range of activities, including student mobility, international student recruitment, admissions procedures and cost of running an international office.

Recommendations	Status 2006
	<ul style="list-style-type: none"> • Swinburne University participates in the biennial study of student progression rates, benchmarking domestic and international student progression rates with more than 30 other Australian universities. The first study was conducted in 2004, using 2003 data, with a data set of approximately 300,000 higher education students. The second study is currently being undertaken using 2005 data • In 2003 the School of Biophysical Sciences (now part of Faculty of Life and Social Sciences) benchmarked its Bachelor of Engineering program with the University of New South Wales, covering both processes and outcomes. • Swinburne's Information Resources Group (the libraries) uses the Council of Australian University Libraries website for performance benchmarking information. The Group has also benchmarked user satisfaction and copyright with other universities, and undertaken process benchmarking on 'reference and information', 'check-in and re-shelving', 'inter-library loans', and 'spending on materials'. • The University's Facilities and Services Group participated in the 2002 Australasian Association of Higher Education Facilities Officers (AAPPA) benchmarking survey. • In 2003, Swinburne conducted a 'desk-top' benchmarking project on its planning framework – the framework was benchmarked against the Australian Business Excellence Framework criteria and the planning frameworks of the Higher Education Funding Council for England, the Society for College and University Planning and DEST. A summary of this project is available at: http://www.swinburne.edu.au/corporate/spg/reports_benchmarking.html
<p>3. That, as part of the foreshadowed review of course accreditation and re-accreditation procedures, an explicit review of the current operation and terms of reference of Course Advisory Committees be undertaken. As part of this review, consideration needs to be given to whether the current operation of the Course Advisory Committees in accreditation mode allows sufficiently for academic and pedagogic issues to be taken into account in (re) accreditation decisions.</p>	<p>A review of the terms of reference of Course Advisory Committees was completed in 2004. As a result, there is more clarity about the roles and responsibilities of these committees, and course accreditation and re-accreditation processes have become more rigorous.</p> <p>Swinburne's policies and procedures on course accreditation and re-accreditation have also been reviewed and updated, as have those on minor and major course changes. Information on policy and procedures is available at http://ppd.swinburne.edu.au/default.htm under Educational and Research Program Management.</p>

Recommendations	Status 2006
<p>4. That a review of the Subject Evaluation System be conducted, including a review of the effectiveness of the various mechanisms that exist within academic units for monitoring and action on the results of the subject evaluations, of the University's ability to maintain sufficient oversight of the system and the mechanisms that are in place to provide feedback to students. A review of the SES was under consideration by SUT at the time of the audit.</p>	<p>Stakeholder feedback processes are central to Swinburne's quality management system, and they are managed by the corporate Strategic Planning & Quality Unit (SPQ). During 2005 and 2006, both the processes and instruments for gathering, analysing and reporting stakeholder feedback were improved very significantly.</p> <p>The former 'Student Feedback on Subjects' survey instrument has been divided into two instruments – one to gather information about teaching and assessment methods, and one to gather information about subjects <i>per se</i>. These instruments have been trialled extensively, and refined on the basis of formative evaluation undertaken during the trials.</p> <p>Survey <i>processes</i> have also been upgraded. During 2006 Swinburne is using LTPF funding to develop web-based systems to improve the gathering of feedback from diverse stakeholder groups (including current students, exiting students, recent graduates, current staff, exiting staff and employers) and also to improve the analysis of the data gathered and the reporting of important findings back to relevant faculties, departments, course committees and individual teaching staff. Much more attention is paid to the qualitative feedback provided by stakeholders, and to implementing and documenting actions taken in response to feedback.</p> <p>The Academic Programs Quality Committee (APQC), a standing Committee of the Academic Board, now receives reports from SPQ and the faculties on subjects which receive satisfaction ratings < 60%. Faculty Deans are expected to discuss these low results with the individual staff concerned, and the APQC monitor the improvement actions implemented.</p> <p>Feedback to students (and other stakeholders) occurs via publication of aggregated survey results and improvement reports on the University website. This is an important means by which students can see that their feedback <i>is</i> important, and that it leads to real subject improvement.</p>
<p>5. That, in the development of the Flexible Learning and Teaching Master Plan, further consideration be given to more specifically linking graduate attributes to the University's overarching objectives for learning and teaching and research training, and that the revised attributes statement then be considered by all higher education schools in the development and review of new courses.</p>	<p>Strong graduate employment and further study outcomes are central to Swinburne's strategic planning, and this is reflected in each iteration of the triennial University Plan. Accordingly, the importance of the 'graduate attributes', including portable (generic) skills is recognised in both the TAFE and Higher Education Learning & Teaching Plans.</p> <p>For Swinburne's Higher Education Division, a 5-year 'Curriculum Framework Project' (CFP) commenced in 2005. This project has broad objectives, and it involves significant changes in Swinburne's approach to course development and delivery. In the case of the latter, there is increased emphasis on fostering the development of Swinburne's graduate attributes, particularly through project-based experiential approaches to learning. Allied to this is considerable professional development for teaching staff as they adopt new methods of delivery and assessment. Information on the 'Curriculum Framework Project' (CFP) is available at:</p> <p>http://www.swinburne.edu.au/hed/framework/</p>

Recommendations	Status 2006
<p>6. That SUT develop amongst staff a more consistent understanding of the definition of 'research intensive' and promulgate it widely throughout the University and to its stakeholders. Further, that it more explicitly define the role of the coordinators of the nine identified areas of research activity.</p>	<p>In 2004, Swinburne reviewed its strategic vision and planning framework. In this process, and in the subsequent development of <i>Statement of Direction 2015</i>, the vision changed from that of becoming a 'research-intensive' university to that of becoming a 'research-focused' university. The difference is important, because it recognised the need for Swinburne, as a comparatively small university, to concentrate on building up real expertise and strength in a limited number of areas, rather than trying to be a research leader 'across the board'.</p> <p>To prepare for the introduction of the Research Quality Framework, a comprehensive review of research strengths at Swinburne was conducted in 2005. This resulted in the recognition of seven 'Tier 1' and six 'Tier 2' research centres, on the basis of size, output and reputation. Following this process, a working group is currently addressing the issue of further defining Swinburne's areas of research strength.</p> <p>Another significant change has been the restructuring in 2005 of Higher Education at Swinburne into faculties, with the incorporation of each of the existing research centres into one of the new faculties. This has produced much stronger links between teaching and research, and stronger links between the research centres. As well, each faculty has appointed a Deputy Dean (Research) with clearly defined responsibilities.</p>
<p>7. That greater consideration be given to the opportunities for research higher degree students from across the University to interact academically and more informally.</p>	<p>Since 2005, each faculty has established an extensive seminar program for post-graduate research students (and staff). These programs have been supplemented by other activities. For example, the Faculty of Life & Social Sciences runs regular "Datablitz" sessions involving a panel of speakers, each of whom provides a very short presentation on some aspect of the topic at hand, followed by open discussion.</p> <p>In the past, Swinburne's annual "Research Week" program included a sponsored student poster competition. This program is now being replaced by a series of events likely to include an annual University-wide student "research conference".</p>
<p>8. That, in developing the Research Master Plan, specific attention be paid to clarifying the linkages between research and teaching and the ways in which such links can be encouraged for the mutual benefit of activities.</p>	<p>The link between teaching and research has been substantially strengthened by the re-structure of the University into faculties, and by incorporating research centres that previously reported to the Vice-Chancellor into the new faculties. This process drew many formerly research-only staff into teaching programs. In some areas, new undergraduate programs have been created to reflect Swinburne's research strengths (for example, in photonics). As well, 'summer scholarships' have been created to encourage undergraduates to spend time in research laboratories.</p> <p>At the faculty level, the Faculty of Business & Enterprise has developed a work model which requires researchers to teach a minimum of 5 hours per week. Research programs are linked to the Faculty's teaching programs in entrepreneurship, international business, human resource management.</p> <p>The Faculty of Information and Communication Technologies has introduced many initiatives to enhance its teaching-research link:</p> <ul style="list-style-type: none"> • introduction of elective research subjects and streams into teaching programs at undergraduate and coursework masters level • alignment of the focus of curriculum in coursework masters degree in ICT with major research strength (for example, a new specialisation in Web Application Development aligned with research in Web services and Service Oriented Architectures)

- implementation of a program to enable staff members without a PhD to pursue research higher degree studies

Approaches developed by the Faculty of Engineering & Industrial Sciences include:

- provision of Masters coursework projects, and final year undergraduate projects, in areas where the Faculty has research strength
- introduction of new laboratory exercises for undergraduate courses using research equipment or research techniques at a higher level
- progressively increasing research activity for all academic staff.

The Faculty of Life & Social Sciences has:

- introduced a new Honours strand in the Bachelor of Arts (Media and Communications). Teaching within the strand draws on the research expertise of the staff in the discipline of media and communications. The initiative also provides an additional pathway into postgraduate research for BA students.
- introduced a new unit of study in the Social Science honours strand The new unit is composed of four modules based on the research expertise of senior social science researchers within the Faculty
- recruited students to work in the Computer Assisted Telephoning Interviewing (CATI) facility. Here, students are involved in data collection and analysis relating to key University research projects
- introduced two project-based units of study into undergraduate programs as part of the Curriculum Framework Project. At least one of these is a research-based project that draws upon existing Faculty research expertise.
- included guest lecturers from Faculty Tier 1 and Tier 2 Research Centres in undergraduate units of study

In the Faculty of Design, the link between research and teaching has been strengthened by:

- introducing academic development resources and seminars on the nature of design research, including research student and expert presentations.
- embedding existing research and models for research methods in the new undergraduate and postgraduate programs, including the alignment of a multidisciplinary program with Faculty research strengths (for example, in Demographic Shift and Sustainability).
- encouraging staff to become research active through mentoring programs and support for completion of research degrees. The number of research-active staff and staff undertaking research study has significantly increased over the past 3 years, reflected by a number of publications from new researchers

Recommendations	Status 2006
<p>9. That the recommendations of the Working Party on Library Resources for Research, which seek to improve library services supporting research activities of SUT, be implemented as soon as possible.</p>	<p>The recommendations of the Working Party have been implemented successfully, with biennial reviews of progress against the action plan. One noteworthy outcome is Swinburne's participation in the 'Arrow' project (Australian Research Repositories Online to the World), which aims to enhance the impact of Australian research by making it available globally through effective dissemination. The 'Arrow' project is a collaboration between Swinburne, Monash, UNSW and the National Library of Australia, funded by the DEST as part of the Research Information Infrastructure Framework for Australian Higher Education.</p> <p>Another significant outcome has been the acquisition, with LTPF funding, of a new collection of Elsevier journals, increasing the number of journals available on ScienceDirect from 280 to 1,800 titles.</p>
<p>10. That the Library pay explicit attention to the information resources and support needs of students studying off-shore and institute systems for seeking and responding systematically to feedback from these groups of students as it has done for its on-campus users.</p>	<p>Swinburne Sarawak has continuously improved library services based on student feedback, and library staff from Melbourne provide ongoing support to staff at Sarawak. The improvement was bolstered late in 2005 through the conduct at Sarawak of a customer satisfaction survey based on the Rodski methodology used by most Australian university libraries.</p> <p>During 2005-06, access to Swinburne's online information has strengthened for Sarawak staff and students – most online journals and other online materials (including the online reserve) are now available. Book resources have also been increased through annual budget allocations. As well, physical space, staffing, and other resources have been expanded to cope with increased student numbers.</p>

Recommendations	Status 2006
<p>11. That SUT encourage further discussion across the University of what is meant by entrepreneurship and assist staff to identify the ways in which this high-level strategic theme may be made more explicit in its learning and teaching activities and in research. There is considerable scope for the expertise of the Australian Graduate School of Entrepreneurship to be further harnessed in this regard.</p>	<p>This recommendation was addressed when Swinburne reviewed its strategic vision and developed <i>Statement of Direction 2015</i> during 2004 and 2005. The University considers entrepreneurship as the ability to generate innovative ideas – for commercialisation or business improvement. This innovation (and commercialisation) happens at all levels, as evidenced by many of the achievements summarised in annual reports available at: http://www.swinburne.edu.au/corporate/spq/reports_annual.html</p> <p><i>Swinburne Knowledge</i>, a unit that facilitates and supports the University's commercial activities, has contributed significantly in promoting entrepreneurship and innovation by providing:</p> <ul style="list-style-type: none"> • lectures/seminars for staff throughout Swinburne on Intellectual Property (IP) and spin-off company activities • a focus on starting companies to commercialise IP • external and internal courses on commercialisation to enhance the status of Swinburne as an entrepreneurial university • a website encouraging entrepreneurial activity, linked to seminars on various aspects of entrepreneurship via video on demand • planning sessions for staff across campuses and disciplines • Swinburne Venture Cup (a business plan competition for teams of Swinburne students at each level of the University – TAFE, undergraduate and postgraduate – promoted to all students) • outside-class mentoring and business experience input relating to the Venture Cup • sessional courses through the AGSE • mentoring for business planning groups
<p>12. That the Intersectoral Advisory Committee should sponsor research to investigate in more detail the pedagogical and student support implications of the fully nested degree courses.</p>	<p>A review of the intersectoral programs was conducted in 2003. Actions taken to address recommendations arising from this review included IAC-funded research on various aspects of intersectoral provision. The following are some of the topics covered in the research:</p> <ul style="list-style-type: none"> • tracking articulating students, to identify reasons for attrition • strategies for the provision of effective career counselling • strategies to enable TAFE and Higher Education staff to communicate more effectively and work collaboratively. <p>Since the AUQA audit, IAC has funded numerous projects such as:</p> <ul style="list-style-type: none"> • a scoping study to examine an integrated and articulated curriculum to extend Swinburne's capability in the area of sustainability • Biotechnology articulation and Undergraduate Resource Sharing – a project which investigated joint programs, core components of subjects and sharing options between the TAFE and Higher Education sectors on biotechnology and environmental health <p>A summary of projects funded by the IAC is available from: http://www.swinburne.edu.au/corporate/registrar/swinonly/council/iac/welcome.html</p>

Recommendations	Status 2006
<p>13. That, in developing the Internationalisation Master Plan, further attention be paid to identifying an agreed definition of internationalisation at SUT and ensure that this definition is promulgated widely.</p>	<p>In 2004, Swinburne appointed a PVC International, and an institution-wide consultation process began to review Swinburne's triennial Internationalisation Plan. This consultation led to the adoption of a more comprehensive and clearer definition of 'internationalisation'.</p> <p>Swinburne's <i>Statement of Direction 2015</i> now captures two streams of internationalisation: 'internationalisation abroad' and 'internationalisation at home'. The former involves:</p> <ul style="list-style-type: none"> • Swinburne's International Student Program, where international • students study on Swinburne's campuses in Australia • Swinburne's Transnational Education Program (TNE Program), including delivery of courses outside Australia, partnerships offshore and pathways offshore to Swinburne in Australia • International Student Mobility, where Swinburne students undertake international study experiences, of various types, away from home campuses • International projects, where Swinburne staff carry out projects or customised training outside Australia or for clients outside Australia, for development assistance and/or for commercial reasons <p>Internationalisation at Home involves:</p> <ul style="list-style-type: none"> • Development of policy and a culture of internationalisation at Swinburne • Internationalisation of curriculum and teaching • Internationalisation of research and research links • Internationalisation of staff • International student services • Community outreach <p>With this increased clarity, the subsequent development of Swinburne's 2005-07, 2006-08 and 2007-09 Internationalisation Plans has been predicated on a more strategic and more widely-shared understanding of the internationalisation concept, and much better alignment between the Internationalisation Plans and other top level triennial plans.</p> <p>The clearer strategy has also informed the re-development of many of Swinburne's policies, procedures, position descriptions and individual performance plans – again via consultative processes led by the PVC International and other senior managers. Effective consultation has also been facilitated through the establishment of an International Programs Committee with University-wide membership.</p>

Recommendations	Status 2006
<p>14. That SUT's Academic Board resolve, with urgency, the accreditation status of the courses being offered through SSIT and that the current academic and professional accreditation status of these courses be made clear to students. More generally, the Academic Board should assure itself that its decision-making processes with regard to all SUT's courses offered off-shore are sufficiently robust.</p>	<p>Issues surrounding the accreditation status of courses offered through Sarawak were resolved in 2003. Since then, all Higher Education programs offered at Sarawak are accredited through Swinburne's Academic Board. Sarawak operations are fully integrated within Swinburne's Higher Education Division, and current Sarawak degree courses are identical in structure and content to those offered onshore at Swinburne's Melbourne campuses.</p> <p>As indicated above (Recommendation 13), Swinburne appointed a PVC International, in 2004. The incumbent, Mr Connelly, has worked closely with others including the PVC Academic, Prof David Booth, the Chief Executive at Sarawak, on the development of guidelines for the initiation, establishment and ongoing management of offshore programs – particularly including administrative and quality assurance procedures. Draft policy on TNE programs was prepared during 2005/2006, and it will go to Academic Board for approval during the second half of 2006.</p>
<p>15. That SUT ensure a comprehensive framework for the quality assurance of its courses offered through SSIT be implemented without delay. The University has recognised the need for this framework and is in the process of constructing a suitable action plan.</p>	<p>During 2003, Swinburne developed (and began to implement) a multi-dimensional quality assurance strategy for courses offered through Sarawak. Broadly, the strategy involved intensive input from Australian-based academic staff during 2003 – 5, with increasing responsibility devolved to Sarawak-based staff as they gained experience. The main facets of the quality assurance process are as follows.</p> <ul style="list-style-type: none"> • All course accreditation/reaccreditation through the Swinburne Academic Board and Board of TAFE Studies • The establishment of joint Subject Panels, with participation by Australian-based and Sarawak-based academics • Close liaison between Australian-based and Sarawak-based subject convenors, facilitated by extensive face-to-face meetings, staff exchanges, email and video-conferencing • Common assessment processes and instruments (including examination papers) for many subjects • Re-marking (or parallel marking) of assignments and examination papers by experienced Australian-based staff • The appointment of quality assurance staff to the Office of the PVC Academic (Chief Executive) <p>Progressively, and particularly in 2005 and 2006, Sarawak-based staff have taken on more responsibility for Q/A in parallel with their increasing experience. However, the measures listed above remain in place.</p>

Recommendations	Status 2006
<p>16. That SUT clarify the respective roles and responsibilities of its own staff and staff of off-shore partner organisations, with respect to responsibility for curriculum development and for quality assurance.</p>	<p>As part of its internationalisation strategy, Swinburne is establishing various types of partnerships with diverse providers offshore. Processes for the approval of these partnerships have been established by the Office of the PVC (International) and are referred to elsewhere. Through Swinburne's legal office (Swinburne Legal), a range of templates has been developed for the purpose of clarifying the respective roles and responsibilities of Swinburne and partner organisations. These templates form the basis of detailed agreements that prescribe: Q/A arrangements; arrangements in regard to curriculum development, customisation, maintenance and accreditation; delivery arrangements; management and administration arrangements; and financial arrangements. Management and audit procedures for these offshore partnerships are being developed by the Office of the PVC (International). Accreditation of programs offered via these partnerships is via the relevant statutory board.</p> <p>Policies and procedures for course development, accreditation and reaccreditation can be found at: http://ppd.swinburne.edu.au/default.htm</p> <p>Policies and procedures in relation to course customisation and contextualisation can be found at http://ppd.swinburne.edu.au/default.htm</p>
<p>17. That SUT establish effective communication mechanisms and ensure that robust quality assurance systems are in place for its operations with off-shore partner organisations within the Swinburne Global Learning Network so that it has the means to ensure that each partner's activities (as they relate to SUT courses) are fully compliant with SUT policy and practice.</p>	<p>The Global Learning Network has been disbanded. However, comprehensive and robust communication and quality assurance mechanisms are in place in respect of all of Swinburne's offshore partners (see Recommendation 16).</p> <p>As noted earlier, guidelines for the management of offshore programs include robust QA procedures that are incorporated into all agreements with offshore partner institutions. All higher education off-shore programs are now accredited by Academic Board, and quality assurance systems are in place and operational. Further details are available at http://www.international.swinburne.edu/opvci/tne.html via the TNE Procedures Kit.</p>
<p>18. Develop an overall framework for quality assurance for SUT courses delivered off-shore and ensure that this process is implemented.</p>	<p>Refer to progress in respect of Recommendations 14, 16 and 17.</p>