

Swinburne University of Technology

Progress report against the 2008 (cycle 2) AUQA audit report commendations, affirmations and recommendations

Commendation	Progress/action
<p>1. AUQA commends the VC for the vision he has developed for Swinburne and the leadership he provides in progressing towards the mission and vision of the University with the active involvement of the Council and the Executive Group.</p>	<p><i>Brief summary of recent achievement:</i> The University's current vision statement, 'Swinburne in 2015', was developed through a consultative process led by the Vice-Chancellor during 2007. During 2008, and again in 2010, it was updated to expand the range of quantitative performance targets and take account of the changing tertiary education environment and new DEEWR, DIISR and Skills Victoria requirements.</p> <p><i>Current/planned action:</i></p> <ul style="list-style-type: none"> ⇒ Use business intelligence (BI) software to monitor and report progress towards the 'Swinburne in 2015', University Plan and compact targets. ⇒ Continue to promulgate and promote the revised vision.
<p>2. AUQA commends Swinburne for the introduction of enhanced quality management systems, including clear documentation of policies and procedures.</p>	<p><i>Brief summary of recent achievement:</i> During 2008 and 2009, the policies and procedures for various QA processes (including Stakeholder Surveys, Unit Reviews, Benchmarking, and Service Feedback) were revised in line with the University's ADRI approach to quality management and its emphasis on continuous improvement. Faculty Academic Committee (FAC) structures and relationships were updated at the same time. The FACs now have a role in endorsing accreditation/reaccreditation proposals before onward transmission, and they monitor program/unit level performance data more actively. In 2010, much work occurred in relation to the establishment of a single Academic Senate to replace the existing Academic Board (HED) and Board of TAFE Studies, and to 'harmonise' Higher education and TAFE policies and procedures accordingly.</p> <p><i>Current/planned action:</i></p> <ul style="list-style-type: none"> ⇒ Establish the University's new Academic Senate and its standing committees (from January 2011), in accordance with the relevant terms of reference and operating procedures. ⇒ Clarify the relationship between the FACs and TAFE course committees and the Academic Senate. ⇒ Continue the 'harmonisation' of the University's Higher Education and TAFE quality-related policies and procedures.

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<p>3. AUQA commends Swinburne for adopting the Professional Learning Model (PLM), to enhance Swinburne's traditional focus on real-world learning and industry linked teaching, and for the embedding of the Model within the curriculum of all faculties</p>	<p><i>Brief summary of recent achievement:</i></p> <p>2009 saw much policy development related to the PLM and the common modular structure for 300 CP programs with agreed structures for majors, co-majors and minors. Typologies of project methods, group structures and professional contexts were produced and disseminated to guide academics in aligning assessment with teaching methods, curriculum structures and learning outcomes. Extensive professional development was provided on aspects of the PLM, including 'real-world' project-based delivery/assessment, internationalization of the curriculum, and generic skill development. Following consultative redevelopment of policy/procedure on graduate attributes and key generic skills, Faculties worked with staff in each undergraduate program being reaccredited on incorporating generic skills into relevant units. Related activities were the design of a 'Key Generic Skills Policy' for each Faculty, and PD for staff on giving feedback to students on generic skill acquisition (now central to all delivery.)</p> <p>Approaches to assessment were reviewed and refined, and in 2010 a major review of assessment-related policies/procedures was commenced (in part, to accommodate flexible delivery and other aspects of the PLM more effectively). Capital infrastructure work to support project-based delivery and assessment included the development of a major Project Hub (which opened in 2009) and an Advanced Technologies Centre (completed late in 2010) – both at Hawthorn. Other important activities in 2010 included reviews of the Flexible Degree Structure and the University's approach to industry engaged learning.</p> <p><i>Current/planned action:</i></p> <ul style="list-style-type: none"> ⇒ Review the provision of language and study support. ⇒ Review Electives Plus minors. ⇒ Continue implementation and enhancement of existing and new models of industry engaged learning. ⇒ Monitor usage of the Project Hub at Hawthorn.
<p>4. AUQA commends Swinburne for its continual refinement of the processes for course approval, in particular, the significant role of the external members of course advisory committees.</p>	<p><i>Brief summary of recent achievement:</i></p> <p>In 2009, the essential features of the PLM were incorporated into the 'Accreditation & Re-accreditation', and 'Management of Changes to Higher Education Programs' Policies & Procedures, and in 2010 the Accreditation Policy & Procedure was revised as part of the University's policy harmonization initiative. The updated policy emphasizes the PLM and industry input through Curriculum Advisory Committees, professional societies, the Industry Based Learning (IBL) and Industry Placement (IP) programs, industry-linked capstone projects, and so forth.</p> <p><i>Current/planned action:</i></p> <ul style="list-style-type: none"> ⇒ Continue to implement diverse strategies to facilitate and strengthen industry input into program development, delivery and assessment.

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<p>5. AUQA commends Swinburne for the introduction of Electives Plus as a device to broaden the educational experience of its graduates by complementing the generic skills developed through the PLM.</p>	<p><i>Brief summary of recent achievement:</i> The range of Winter Term elective offerings has been expanded, and Electives Plus and the associated career benefits have been promoted by various means. As a result, enrolments have risen.</p> <p><i>Current/planned action:</i> ⇒ Review both Winter Term and Electives Plus, through the Deputy Deans Committee.</p>
<p>6. AUQA commends Swinburne staff for their commitment and enthusiasm in promoting real-world learning, which has significantly contributed to the quality of teaching in the PLM.</p>	<p><i>Brief summary of recent achievement:</i> A unit called Swinburne Professional Learning (SPL) was established in 2008 with a mission to “... support teaching excellence and innovation in Higher Education, through an emphasis on professional development and support delivered within the context of strategic curriculum renewal”. Through SPL and Faculty-based initiatives, professional development is provided in support of real-world learning and other aspects of the PLM.</p> <p><i>Current/planned action:</i> ⇒ Continue to design and deliver a wide range of structured professional development activities, through SPL, to support implementation of the PLM, and continue to enhance development opportunities for sessional staff.</p>
<p>7. AUQA commends Swinburne for the contribution it makes as a dual sector institution towards the education of students with social disadvantage through articulation arrangements, and for ensuring the success of these students.</p>	<p><i>Brief summary of recent achievement:</i> Swinburne retains its high level of internal student articulation from TAFE to Higher Education, and many students also articulate from other TAFE providers to degree programs at Swinburne. The result is that, in most years, students with a TAFE basis of admission account for c.30% of all domestic UG commencements. TAFE articulant attrition rates remain low, though articulant GPAs and progression rates are a little below those of year 12 entrants. In 2010, the University launched a ‘Guaranteed Entry Scheme’ (GES) – a pathway program that provides TAFE diploma and advanced diploma graduates with guaranteed access to UG programs. Via the GES, 2,740 pathways have been developed (476 advanced diploma pathways leading to 38 UG degree courses; and 2,264 diploma pathways leading to 47 UG degree courses).</p> <p>A Tertiary Transition Pilot Program was developed in 2010 to support TAFE students progressing to higher education. The Pilot Program included the following modules:</p> <ul style="list-style-type: none"> ⇒ Transition to HED (comparison between TAFE and HED; different learning models; and self-directed learning skills). ⇒ Academic & Literacy Skills (critical thinking; transformative thinking; action research skills; and communication skills). ⇒ Assessment Assistance (continuous reflective self-assessment; problem-solving; group work; presentation skills; time-management; exam preparation; and stress management) <p><i>Current/planned action:</i> Continue to strengthen the support provided to TAFE articulants, and improve strategies to monitor their progress.</p>

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<p>8. AUQA commends Swinburne for the level of student satisfaction it has attained in its teaching, confirmed by results of in-house student evaluations and continued success in the Learning & Teaching Performance Fund.</p>	<p><i>Brief summary of recent achievement:</i> Swinburne's CEQ performance for 'overall satisfaction', 'generic skills' and 'good teaching' remains well above state and national averages, and internal stakeholder surveys indicate high-levels of satisfaction amongst current students.</p> <p><i>Current/planned action:</i></p> <ul style="list-style-type: none"> ⇒ Continue to monitor the engagement and/or satisfaction of current students and recent graduates using the CEQ, AUSSE and internal SFS and SES surveys, benchmarking the data gathered as appropriate and using CEQuery and other methods to improve the analysis of the qualitative information collected. ⇒ Implement strategies to improve student satisfaction and engagement, particularly through the ongoing implementation and refinement of the PLM. ⇒ Review existing internal survey strategies with a view to improving response rates.
<p>9. AUQA commends Swinburne for the international experience it provides to students through student mobility programs: in particular, the programs that take advantage of the Swinburne Sarawak Campus.</p>	<p><i>Brief summary of recent achievement:</i> Since 2008, inbound student mobility data have been captured and reported via an Online Application System for International Students (OASIS) and, since July 2010, outbound student exchange applications have been managed through Swinburne's Application Management System (SAMS). Some study tour applications are now also administered via SAMS, with offer and acceptance templates created for all forms of outbound mobility. In 2010, some faculties implemented an 'External Studies' Minor. This has given students greater flexibility in planning the timing of their overseas study, and it has been well-received.</p> <p>Since 2009, Swinburne Abroad processes have been included in the International & Development Division's quality management system.</p> <p><i>Current/planned action:</i></p> <ul style="list-style-type: none"> ⇒ Review the student mobility policy framework. ⇒ Process all forms of outbound mobility through SAMS.
<p>10. AUQA commends Swinburne for the rapid progress that is being made to develop the Swinburne Sarawak Campus as a major platform of its internationalisation goals, and the success of the partnership between Swinburne and the Sarawak Government.</p>	<p><i>Brief summary of recent achievement:</i> Swinburne Sarawak is unique among the FBCs in being a joint University/State Government of Sarawak initiative, and the State Secretary, Datuk Amar Morshidi is now Chairman of the Swinburne Sarawak Board. The Sarawak program profile in engineering, IT and business complements the Melbourne profile. This complementarity facilitates international student mobility – a priority for Swinburne – as does the availability of Electives Plus units at both Sarawak and Melbourne.</p> <p><i>Current/planned action:</i></p> <ul style="list-style-type: none"> ⇒ Maintain close liaison with the Chief Minister and other key politicians in Malaysia. ⇒ Continue to expand and promote mobility between Melbourne and Sarawak, including via Electives Plus.

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<p>11. AUQA commends Swinburne for its quality assurance arrangements at Sarawak and for the other transnational partnerships, towards ensuring equivalence of degree quality.</p>	<p><i>Brief summary of recent achievement:</i></p> <p>A robust QA framework was implemented at Sarawak in 2008, following the introduction of annual reviews for all international partnerships with a focus on strategic directions, IP (including academic QA), logistics and client service issues. A comprehensive set of quality management policies and procedures was developed, predicated on guaranteeing equivalence of outcomes between campuses, and these are being implemented.</p> <p>The robust QA regime contributed to Swinburne Sarawak being one of the eight universities in Malaysia granted self-accrediting status by the Minister for Higher Education. Swinburne Sarawak was also graded at Level 5, equal highest, in the SETARA national tertiary education provider rankings.</p> <p>In 2010, a project entitled 'Ensuring Equivalence of Program Delivery in Terms of Specific Learning Objectives' was completed, as part of the preparation for professional accreditation by the Board of Engineers Malaysia.</p> <p><i>Current/planned action:</i></p> <ul style="list-style-type: none"> ⇒ Undertake a comprehensive review of TNE QA Policy & Procedure. (The previous review was conducted in 2008.) ⇒ Continue implementation and ongoing refinement of QA arrangements at Sarawak. ⇒ Continue implementation of the 'Ensuring Equivalence of Program Delivery in Terms of Specific Learning Objectives Project', which commenced in 2008. ⇒ Institute revised annual review procedures for TNE partnerships, undertaking offshore visits as scheduled, with program managers required to demonstrate relevance to 'Swinburne in 2015'.

Affirmation	Progress/action
<p>1. AUQA affirms Swinburne's ongoing consultation with staff to develop a Performance Development and Reward (PDR) system that is based on relevant and objective metrics.</p>	<p><i>Brief summary of recent achievement:</i></p> <p>In 2008, prior to the introduction of the PDR process, relevant training was offered to managers/supervisors and to their direct reports. The University exercised a strong and clear communication strategy about the process that was about to be introduced, with ongoing support from the HR Unit, and continually called for feedback and suggestions with a view to improvement.</p> <p>Full implementation of the PDR process took place in 2009 for higher education and corporate staff, with 73% of all eligible staff completing the cycle that year. Performance bonuses were paid to high achieving general staff. Also in 2009, TAFE staff participated in a trial process.</p> <p>In 2010, participation and engagement with the PDR process strengthened, with 79% of eligible higher education and corporate staff, and 76% of TAFE staff, participating. A comprehensive review of the process was also conducted during 2010.</p> <p>Staff participating in the PDR process are eligible for up to \$1,000 in development funding annually for development and learning activities, as agreed with their manager/supervisor in their development plan.</p> <p><i>Current/planned action:</i></p> <p>⇒ Continue implementation and refinement of the performance and development process, on an ongoing basis, using objective metrics where appropriate.</p>
<p>2. AUQA affirms Swinburne's increased attention to graduate attributes and its focus on generic skills at the level of units. It also endorses the approach to providing feedback to students on the development of generic skills and the proposed staff development activities to implement this approach.</p>	<p><i>Brief summary of recent achievement:</i></p> <p>Swinburne's approach to graduate attributes and key generic skills emphasises the provision of feedback to students, within units of study, on their acquisition of generic skills, in support of the University's graduate attributes. In 2008 and 2009, all Faculty Academic Committees devised strategies to implement the new policy approach.</p> <p>In the latter part of 2009 and in 2010, the relevant faculty-level plans were implemented, with the support of SPL Academic Development Advisors: mapping generic skills to units, and then incorporating generic skills into unit outlines as appropriate.</p> <p><i>Current/planned action:</i></p> <p>⇒ Review the overall policy in this area, taking account of variations in professional skill requirements across accrediting bodies, disciplines and AQF levels. The University is in the process of identifying the most appropriate way forward to minimise complexity whilst maintaining the coherence and depth of the current requirements.</p> <p>⇒ Subject to the outcome of the review, organize a staff forum on professional skills, with industry keynote speakers, presentations on good practice and examples of constructive feedback to students on their skills development.</p>

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<p>3. AUQA affirms the need for Swinburne to strengthen the support offered to hosts and students during Industry Based Learning (IBL) placements, including greater definitions of the expectations of students, Swinburne staff and host supervisors and more effective evaluative frameworks.</p>	<p><i>Brief summary of recent achievement:</i> IBL remains a strength for Swinburne, with several hundred students participating each year. A project to enhance the IBL host and participant surveys was completed in 2009 and, in 2010, the University undertook a review of its Industry Engaged Learning. The outcomes of this review will be presented to stakeholders for endorsement early in 2011, with implementation of outcomes to commence from February.</p> <p><i>Current/planned action:</i></p> <ul style="list-style-type: none"> ⇒ Continue to implement the revised IBL host and participant surveys to monitor expectations, support requirements and improve (already high) satisfaction levels. ⇒ Continue development and implementation of new models of industry engaged learning, based on the review conducted in 2010, survey and focus group insights, and other advice.
<p>4. AUQA affirms the recent initiatives of Swinburne to promote pathways to research for its undergraduate students, and supports the need to develop research skills as a valid component of the PLM.</p>	<p><i>Brief summary of recent achievement:</i> ‘Pathways to Research’, providing research pathways and experience for undergraduates, was one of the key curriculum areas within the Curriculum Framework Project in support of the PLM. Initial work on aspects of UG Honours has seen the development of a uniform policy on grade levels and an investigation of the ways in which Honours is awarded in engineering programs in Australia. In 2008, the PVC L&T presented at Academic Board on options for the development of research pathways, with follow up discussions with the Associate Deans (Research) and the Deputy Deans Committee.</p> <p>A project to explore pathway options further (and reach agreement with faculties on implementation of new research pathways within the common modular structure for 300 CP degrees), was completed in 2010. Following presentation of recommendations to the DVC Academic and Deputy Deans Committee, research skills are now included in the generic skills suite embedded in each unit. Teaching staff are expected to provide students with feedback on skill development.</p> <p><i>Current/planned action:</i></p> <ul style="list-style-type: none"> ⇒ Monitor and refine the processes used to foster development of research skills, and to provide feedback to students.
<p>5. AUQA affirms Swinburne’s infrastructure development to expand learning spaces and facilities – in particular, the Hawthorn Project Hub – to support experiential, collaborative, group work as an essential component of the Professional Learning Model.</p>	<p><i>Brief summary of recent achievement:</i> The construction and fit-out of the \$2.5M Project Hub at the Hawthorn campus was completed prior to the start of the 2009 academic year, and the facility is now used extensively for capstone project work. It has been widely praised by students and, as a result, three other project spaces are planned at Hawthorn: 1) The Advanced Technologies Centre (ATC), to be completed in January 2011, will include a two-level project hub known as ‘The Student Common’; 2) the Student Services Building on Wakefield St, completed late in 2010, will also have two levels of project space for students; and 3) in the centre of the campus, what was an electronics lab (now relocated to the ATC) is being converted into a student project space known as ‘The Cloisters’. The LA Atrium at Lilydale was also refurbished in 2010 to create project space for students.</p> <p><i>Current/planned action:</i></p> <ul style="list-style-type: none"> ⇒ Continue to monitor usage of project spaces on all campuses with a view to ongoing refinement, and investigate the possibility of establishing student project space at the Prahran campus.

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<p>6. AUQA affirms Swinburne's intention to enhance the support it provides to sessional staff through various staff development activities.</p>	<p><i>Brief summary of recent achievement:</i></p> <p>As an outcome of the University's <i>Supporting Sessionals @ Swinburne project</i>, Faculty-based 'sessional champion' roles were established in 2008 to support sessional staff. In 2009, an Associate Dean (Teaching Quality) position was established within Swinburne Professional Learning, in part to develop and facilitate a coordinated approach to providing sustainable support and teaching Q/A for sessional staff. Also, a joint activity between HR and ITS was undertaken to identify sessionals on the HR system to facilitate direct communication with them.</p> <p>Another 2009 initiative involving ITS, HR and Swinburne Professional Learning was the development of a <i>Professional Development Calendar</i> for all staff, including sessional staff. The <i>Calendar</i> lists all University PD opportunities, and it is promoted by faculty-based 'sessional champions' and Education Development Coordinators. As well, each Faculty runs complementary PD activities to which sessional staff are invited.</p> <p>In 2010, further research was carried out to identify challenges faced by sessional staff in relation to their teaching practice, and an online resources database was established to address practice-based issues. This database was developed as a direct response to the challenges faced by sessional staff in locating practical teaching guidance and resources (and being able to do so when off-campus).</p> <p>Also in 2010, the guides to working in the faculties were updated, as was the induction checklist. The Graduate Certificate in Learning & Teaching in Higher Education was promoted to all staff, together with ongoing development activities.</p> <p><i>Current/planned action:</i></p> <p>⇒ Developing a one-day workshop, to be attended by all sessional staff, which addresses those challenges, and which will provide a certification of development to new sessional staff.</p>
<p>7. AUQA affirms the efforts of Swinburne to acquire a robust data management system to support staff and student administration in effective planning.</p>	<p><i>Brief summary of recent achievement:</i></p> <p>Throughout 2008 – 2010, the University has continued participated in the Skills Victoria's TAFE ICT Project. In January 2010, Skills Victoria contracted Techology One as the vendor for the new student management system.</p> <p>Swinburne is currently proposing a two-phase implementation project, with Swinburne joining the consortium for delivery of the Victorian Dual Sector Configuration development, but managing its own implementation through a direct relationship with Technology One. This proposal is subject to finalising some contractual and financial issues with Skills Victoria, and these are currently under negotiation.</p> <p><i>Current/planned action:</i></p> <p>⇒ Continue planning for the new student management system, with an expected 'go-live' in 2013.</p>

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<p>8. AUQA affirms Swinburne's initiatives to internationalise its curricula, consistent with its goal for students and staff to be international in outlook.</p>	<p><i>Brief summary of recent achievement:</i></p> <p>In 2008, Swinburne's 'Internationalisation of the Curriculum' project involved faculty-based professional development sessions led by experts on cross-cultural service and program delivery within Higher Education, plus an Internationalisation Showcase (attended by more than ninety Swinburne participants) with keynote speakers. Faculties carried out 'desk-top audits' on internationalisation issues, and working groups were established for Swinburne's two main international consortia – the European Consortium of Innovative Universities and Community Colleges for International Development – to guide engagement with these networks and promulgate a broader understanding of internationalisation.</p> <p>In 2009, a new unit on internationalisation was introduced into the University's Graduate Certificate in Teaching & Learning. This unit was offered successfully throughout 2009 and 2010.</p> <p><i>Current/planned action:</i></p> <ul style="list-style-type: none"> ⇒ Continue implementation of an ALTC project on leadership in internationalisation, under the leadership of the PVC Learning & Teaching and Chair, Academic Senate. ⇒ Promulgate a common understanding of internationalisation through the ECIU and CCID working groups, and ensure that Swinburne staff members join IEAA via an institutional membership.
<p>9. AUQA affirms Swinburne for the review of the governance structure of Swinburne Sarawak to ensure greater input from academic staff into the management of the campus, including definition of the interaction between the Senior Management Team and the academic boards of the Sarawak and Melbourne campuses.</p>	<p><i>Brief summary of recent achievement:</i></p> <p>In 2008, the internal governance structure at Sarawak was reviewed and improved. The Sarawak Academic Board terms of reference were clarified and enacted, and relevant staff briefings and discussion forums were implemented. Also, in 2008 and 2009 Strategic Planning & Quality worked with Sarawak staff to develop a structured approach to monitoring a range of academic performance indicators to complement ongoing work on faculty-level and program-level performance reporting. Sarawak performance data were subsequently included in all regular performance reporting.</p> <p>In 2010, terms of reference for the Senior Management Team at Sarawak were refined. New positions were established within the Office of the PVC, Sarawak in: Policy, Planning and Quality; Research and Consultancy; and Government and External Liaison. Other new positions were established in the Office of the Director, Academic, in the following areas: Education Quality; and Industry Engaged Learning.</p> <p><i>Current/planned action:</i></p> <ul style="list-style-type: none"> ⇒ Include all relevant considerations related to governance and operations at Sarawak within the University's current Policy & Procedure 'harmonisation' project. ⇒ Ensure that performance reports to the Academic Quality & Standards Committee of the Academic Senate include data for Sarawak programs at all levels.

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<p>10. AUQA affirms the intention of Swinburne to explore ways of providing Sarawak staff more opportunity to contribute into the common teaching programs without compromising the robust quality assurance procedures in place to assure equivalence of outcomes.</p>	<p><i>Brief summary of recent achievement:</i></p> <p>From 2008, the Sarawak QA policy has emphasized collegial communication, and QA procedures require it – on curriculum and on assessment processes, instruments and standards. Academic visits occur with increasing frequency, in both directions, to build collegiality and the two-way flow of diverse inputs.</p> <p>Other strategies have been developed to provide opportunities for comprehensive input from Sarawak into curriculum development and internationalisation across all programs. These are managed by the Sarawak-based Quality Coordinator.</p> <p>In 2010, an Education Quality Committee workshop program resulted in Sarawak staff becoming more active in contextualizing and localizing program content, and in feeding recommendations back to the Melbourne coordinators (while at the same time ensuring that equivalence of learning outcomes is maintained).</p> <p><i>Current/planned action:</i></p> <p>⇒ Continue to supply curriculum-related feedback to Melbourne from Sarawak via local program advisory committees, and through other formal and informal processes.</p>
<p>11. AUQA affirms the intent of Swinburne to develop its suite of transnational partnerships to best contribute to the 2015 vision.</p>	<p><i>Brief summary of recent achievement:</i></p> <p>During 2009 and 2010, the University undertook a strategic review of its transnational education (TNE) operations. The aim was to ensure that TNE activity aligns well with the University's strategic vision (currently 'Swinburne in 2015').</p> <p>Also in 2010, the annual reviews already in place for individual TNE arrangements were strengthened. These reviews now place more emphasis on the quality of educational provision.</p> <p><i>Current/planned action:</i></p> <p>⇒ Implement TNE strategy in accordance with the Swinburne in 2015 vision</p> <p>⇒ Ensure that the annual reviews conducted for all TNE partnerships and programs emphasise quality considerations, through an examination of relevant satisfaction and other performance data.</p>

Recommendation	Progress/action
<p>1. AUQA recommends that Swinburne introduce a more comprehensive system of course advice for students to facilitate optimum use of the flexibility and benefits offered by the modular degree structure and the Electives Plus units.</p>	<p><i>Brief summary of achievement to date:</i></p> <p>The implementation of the new Flexible Degree Structure (formerly called the common modular structure) for 300 CP undergraduate degree programs incorporates a broad range of minors, including the Electives Plus sequences as 4-unit Minors. From semester 2 2008, Electives Plus sequences became available as Minors in all reaccreditations of undergraduate programs approved at Academic Board.</p> <p>In 2009, a Flexible Degree Structure website was developed and launched in order to provide students with information on the wide range of professional majors, co-majors and minors (including Electives Plus) available to assist them to tailor their own degree programs. During 2010, a comprehensive review of the Flexible Degree Structure was undertaken. Subsequently, recommendations of the review were accepted and endorsed by the relevant Higher Education committees.</p> <p><i>Current/planned action:</i></p> <p>⇒ Implement strategies, through Deputy Deans' Committee, to address the recommendations arising from the 2010 review of the Flexible Degree Structure.</p>
<p>2. AUQA recommends that Swinburne create further mechanisms to allow staff to meet frequently and share good practices and examples in implementing the Professional Learning Model.</p>	<p><i>Brief summary of achievement to date:</i></p> <p>As noted elsewhere, Swinburne Professional Learning (SPL) was created to support teaching excellence and innovation in Higher Education, within the context of strategic curriculum renewal. SPL now prepares an annual schedule of diverse development activities to bring staff together to discuss issues and share good practice.</p> <p>In 2010, a review commenced with the aim of improving the provision of professional development for teaching staff in relation to the Professional Learning Model. This review incorporated a survey of staff to gather information about their preferred models of PD and areas of need, and to gather feedback on existing programs. A second review also commenced in 2010 – this one focussed on the Graduate Certificate in Teaching & Learning in Higher Education and looking at possibilities for expanding it to support targeted development in educational leadership, online delivery and supervision of industry engaged learning).</p> <p><i>Current/planned action:</i></p> <p>⇒ Complete the review of professional development provision for teaching staff, and implement agreed recommendations.</p> <p>⇒ Complete the review of the Graduate Certificate program, and implement agreed enhancements.</p>

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<p>3. AUQA recommends that Swinburne put in place a comprehensive strategy to inform both students and future employers of the potential implications and benefits of the Professional Learning Model on student employability, including the acquisition of appropriate graduate attributes.</p>	<p><i>Brief summary of achievement to date:</i></p> <p>As part of the brand strategy for 2009 and beyond, the Professional Learning Model (PLM) is identified as a cornerstone of the key attributes and strengths of the University. For example, campus signage and the Swinburne website homepage promote the PLM, and several vox pops have been recorded to highlight the advantages to students and employers. These are integrated into various online channels.</p> <p>In 2010, Swinburne's recently appointed Professor of Industry Engaged Learning (IEL) led a University-wide review of IEL. Among the topic areas covered in the review were: 1) the structure of professional practice support – including for Industry Based Learning (IBL), industry Placement (IP) and capstone units; and 2) definitions and methods to measure engagement in professional practice student experience.</p> <p><i>Current/planned action:</i></p> <ul style="list-style-type: none"> ⇒ Implement agreed recommendations arising from the review of IEL. ⇒ Embed new employment initiatives in all UG programs
<p>4. AUQA recommends that Swinburne develop student engagement strategies that contribute to the enhancement of Swinburne as a community.</p>	<p><i>Brief summary of achievement to date:</i></p> <p>In recent years, student leadership, clubs, and social and cultural activities have been greatly enhanced through the Swinburne Student Amenities Association (SSAA). Both the Library and Health Services have extended their opening hours to meet changing demand patterns on campus, and web-based services for off-campus learners and other stakeholders have been greatly expanded.</p> <p>Significant improvements are currently being made to the attractiveness of campuses and on-campus facilities. For example, the recently completed student hub (The George) now provides centralised provision of student services as well as substantial informal space for students to meet.</p> <p>In 2010, PriceWaterhouseCoopers (PWC) undertook a detailed review of student engagement at Swinburne. The report produced included some significant recommendations, and these are currently under consideration by the University Executive Group.</p> <p><i>Current/planned action:</i></p> <ul style="list-style-type: none"> ⇒ Review service provision (through Student Services and International & Development) to domestic and international students. ⇒ Implement Executive Group endorsed recommendations from the PWC review of student engagement.

Recommendation	Progress/action
<p>5. AUQA recommends that Swinburne make special effort to define additional outcome measures that will better demonstrate achievement in those areas in which it is trying to distinguish itself from other institutions.</p>	<p><i>Brief summary of achievement to date:</i></p> <p>Swinburne continues to emphasise the use of 'benchmarkable' measures for such things as employment and further study outcomes, graduate satisfaction, progression, attrition, and performance in areas including research, internationalisation, facilities management, intersectoral articulation and finance. However, the Professional Learning Model (PLM) has many dimensions, including experiential learning, internationalisation, the development of graduate attributes and key generic skills, pathways to employment and further study; and the provision of more flexibility in undergraduate degree programs. Thus, the success of the <i>Model</i> is monitored and assessed through both 'traditional' benchmarkable outcome measures and additional measures, viz.:</p> <ul style="list-style-type: none"> ⇒ Swinburne participates regularly in the AUSSE survey to obtain benchmarkable data on aspects of engagement and satisfaction. Similarly, internal surveys such as the unit-level Swinburne Feedback Survey and Swinburne Experience Survey have been revised to collect longitudinal data for measures that relate directly to aspects of the PLM. ⇒ To gather further benchmarkable data on graduate outcomes, Swinburne also participates in the GCA surveys of outcomes three and five years post-completion. ⇒ In relation to industry engaged learning, Swinburne is developing new measures to cater for the range of approaches being implemented. ⇒ For internationalisation, new measures complement traditional measures of participation in, and satisfaction with, the various forms of international student and staff mobility (including mobility that involves the Sarawak branch campus) and other aspects of the 'internationalisation of the curriculum'. ⇒ In regard to scholarship, a new definition and metrics have been adopted for 'scholarship active'. <p><i>Current/planned action:</i></p> <ul style="list-style-type: none"> ⇒ Continue to use (and refine as necessary) a broad range of 'traditional' and 'new' measures related to the <i>Professional Learning Model</i>, including some related to various forms of industry engaged learning.
<p>6. AUQA recommends that Swinburne continue to explore with the Malaysian and Sarawak governments the possibility of Swinburne Sarawak being able to offer TAFE type courses as a strategy to increase articulation and thereby increase the proportion of <i>Bumiputra</i> students enrolling in higher education programs at Sarawak.</p>	<p><i>Brief summary of achievement to date:</i></p> <p>The delivery of certificate-level courses is a matter resulting from the divergence of Malaysian Federal and State policy, not any absence of will on the part of SUTS. Some Diploma programs with market demand have been instituted, and all Foundation courses are now Swinburne TAFE programs.</p> <p>In 2010, 450 <i>Bumiputra</i> students were enrolled at Swinburne Sarawak. Various schemes were instituted to assist these and other students, particularly in relation to English language skills.</p> <p><i>Current/planned action:</i></p> <ul style="list-style-type: none"> ⇒ Maintain ongoing liaison with the Chief Minister and other key politicians in this regard (see Commendation 10). ⇒ Continue to implement and refine strategies to boost recruitment and success for <i>Bumiputra</i> students.