

# **University Education Committee: Chair's Report to Academic Senate 2023**

**PROFESSOR THEO FARRELL  
DEPUTY VICE-CHANCELLOR (ACADEMIC & STUDENT LIFE) / CHAIR UEC**

Report prepared by UEC Executive Officer - February 2023

## INTRODUCTION

---

The University Education Committee (UEC) is a formally constituted committee of Academic Senate with particular responsibility for providing leadership in the academic governance of all aspects of the University's strategic plan relating to Education. The UEC Terms of Reference provide that the Committee shall have oversight of:

- curriculum development;
- UOW student academic experience;
- assurance of academic quality and standards;
- education across all sites (onshore and offshore) and modes of delivery;
- student diversity;
- development of educational technology and services;
- academic policy development and implementation;
- academic staff development, promotion and recognition of excellence; and
- student career development and employability.

Presented in this report is the Committee's achievement against the 2022 UEC Work Plan and the UEC Terms of Reference and with regard to the UOW 2020-2025 Strategic Plan: Key Performance Indicators (KPI) metrics. The UEC Work Plan comprises both core business and enabling strategies from across the Deputy Vice-Chancellor (Academic & Student Life) and the Senior Deputy Vice-Chancellor Portfolio, as well as initiatives, policy and reports relevant to the responsibilities of the Committee.

A summary of action against the 2022 UEC Work Plan and the 2023 UEC Work Plan is provided below.

## SUMMARY REPORT AGAINST UEC 2022 WORKPLAN

AREA OF RESPONSIBILITY	STRATEGIC PRIORITIES / ACTIONS	Updates
<p>Curriculum development and Graduate employability</p> <p><i>(ref. UEC ToR 6, 8, 10; Education Strategy Goal 1.1 Future proofing graduates)</i></p>	<ul style="list-style-type: none"> <li>Oversee Course Portfolio Strategic Planning.</li> </ul>	<p>The Committee received a paper from Future Education detailing progress of the Course Portfolio Strategic Planning Initiative at the June UEC meeting. The four phase initiative commenced in late 2021. Phase one was complete and phase two had commenced at the time of reporting. Phases three and four were scheduled for commencement in late 2022.</p> <p>The Committee also endorsed significant revisions to the Course Design Procedures in 2022.</p>
	<ul style="list-style-type: none"> <li>Receive reports on curriculum developments incl. on developing T-shaped Graduates. and where appropriate, recommend actions</li> </ul>	<p>The Committee received a paper from the Pro-Vice Chancellor (Students) on work relating to developing T-shaped graduates and a proposed UOW Compass Framework. DVC(A) portfolio changes in late 2022 and early 2023 have resulted in the redistribution of PVC(S) responsibilities across the Student Life and LTC divisions.</p>
	<ul style="list-style-type: none"> <li>Oversee Work Integrated Learning Strategy and receive reports from WILAC.</li> </ul>	<p>The Committee endorsed amendments to the Code of Practice- WIL Professional Experience Volunteering at the October UEC meeting.</p> <p>The expansion of WIL throughout the course portfolio remains a priority for 2023.</p>
	<ul style="list-style-type: none"> <li>Oversee Lifelong Learning Strategy incl. development and delivery of Short Courses/Microcredentials.</li> </ul>	<p>At the August UEC meeting the Committee received an update on the development of a short course portfolio as part of UOW's lifelong learning offerings. Development and delivery continues to be guided by :</p> <ul style="list-style-type: none"> <li>The UOW Lifelong Learning Position Statement</li> <li>Microcredential Framework</li> <li>Short Course &amp; Non- Award Course Management</li> <li>Procedures Short Course Learner Policy</li> </ul> <p>At the time of the update 6 courses had been launched on the Open Learning platform with an additional 4 approved for delivery and under development. A further 7 courses were being considered for 2023 development.</p>
<p>Blended learning and digital uplift</p> <p><i>(ref. UEC ToR 11; Education Strategy Goal 1.1 Future proofing graduates)</i></p>	<ul style="list-style-type: none"> <li>Oversee Blended Learning Enhancement Initiative (including digital skills uplift for academic staff).</li> </ul>	<p>LTC provided a presentation at the February UEC meeting on the implementation of a Digital Capabilities Framework for academic staff and the development of an accompanying body of resources. These activities build on UOW's Blended Learning Enhancement Initiative (BLEI) for the next phase of digital skills uplift for academic staff, complementing work by the Library to implement a similar digital capability framework for students.</p>

	<ul style="list-style-type: none"> <li>Oversee developments in invigilation of online exams.</li> </ul>	At the May meeting the Committee received a report on the implementation of the Proctorio exam invigilation system and endorsed the draft online Examinations Procedure.
	<ul style="list-style-type: none"> <li>Receive reports from Learning Platform Advisory Group (LPAG)</li> </ul>	The minutes of the LPAG were received throughout 2022.
	<ul style="list-style-type: none"> <li>Oversee Library Strategic Priorities and Enabling Strategies: Refresh the Library collection development strategy and related policy to support improved access to collections and knowledge resources aligned to the blended learning strategy.</li> </ul>	In 2022 the Library conducted a review of the Library Collections Policy. The review drew on the Future Ready Library Strategy and Thriving Digital Library strategy to situate the policy in the context of UOWs digital ambition and alignment with the goals and purpose of a global, connected University. Revisions to the Library Collections Policy were tabled for endorsement at the February 2023 UEC meeting.
	<ul style="list-style-type: none"> <li>Oversee the implementation of the Student Digital Skills Hub (Student Digital Literacies initiative).</li> </ul>	<p>The Student Digital Skills Hub was a priority of the 2022 UOW Student Satisfaction Improvement Plan, designed to address declining student satisfaction rates with learner engagement and being prepared for learning.</p> <p>The Committee was informed at the February UEC meeting that the Hub would be launched by the commencement of the 2022 teaching calendar.</p>
	<ul style="list-style-type: none"> <li>Oversee digitalisation of course information/subject outlines (COSMOS).</li> </ul>	At the June UEC meeting a course and subject information systems update was provided to the Committee. The update included an overview of current and proposed plans for course and subject systems, including COSMOS, Course Handbook, Course Database, Online Subject Outline Tools and Course Finder.
<p><b>Global curriculum innovation</b> <i>(ref. UEC ToR6, 8; Education Strategy Goal 1.3)</i></p>	<ul style="list-style-type: none"> <li>Oversee efforts to enhance collaboration across the UOW network and with our global partners (in conjunction with UIC) incl. <ul style="list-style-type: none"> <li>delivery of global programs across UOW locations.</li> <li>delivery of integrated subjects across UOW locations, facilitated by digital collaboration.</li> </ul> </li> </ul>	<p>The Committee received the Global Strategy Enabling Plan 2022-2025 at the May UEC. The enabling plan aims to provide a focused framework that identifies the key internationalisation priorities for UOW and UOWGE business units and articulate these into actions for operationalisation of the strategy towards 2025.</p> <p>At the May UEC the Committee endorsed the amended Collaborative Delivery Policy Suite, which had undergone a major review in 2021.</p>

<p>Student diversity/ Student retention and success</p> <p><i>(ref. UEC ToR 10)</i> <i>(UOW KPI 7)</i></p>	<ul style="list-style-type: none"> <li>• Monitor progress against: <ul style="list-style-type: none"> <li>○ Access and Participation Plan for Student Equity</li> <li>○ Reconciliation Action Plan</li> <li>○ Indigenous Student Completion Plan.</li> </ul> </li> </ul>	<p>At the June UEC the Committee received the UOW Enabling Equity Students Action Plan 2022-2023, which supports the UOW Enabling Framework for Student Equity 2021-2024. The action plan encompasses legislative responsibilities under the Higher Education Participation &amp; Partnership Program (HEPPP) for access and successful participation for people from regional and remote Australia, low socio-economic status (SES) backgrounds, and Indigenous persons.</p> <p>At the August UEC the Executive Director, Indigenous Strategy gave an annual presentation of progress against the Indigenous Student Completion Plan. Members were shown the 2021 student data, including the number of referrals and student engagement and success/completion rates, and were advised of the live resources that would soon be made available on the intranet. Members were also advised that 2020 had the highest number of Indigenous student graduates in history, with 2021 expected to show similar results.</p> <p>The Committee were advised at the August UEC that there were no ‘at risk’ Reconciliation Action Plan deliverables in the first or second quarter of 2022. 73% of the 2022 RAP deliverables had either been or were being actioned.</p>
	<ul style="list-style-type: none"> <li>• Monitor student performance by admissions pathways and equity groups.</li> </ul>	<p>At the August UEC the Committee received an update on current efforts to re-establish data reports containing student performance by equity group and a project proposal to be submitted to the Information Management Unit, that will engage a Business Analyst, to establish effective broad-scale pathways reporting.</p>

	<ul style="list-style-type: none"> <li>Receive the annual Comparative Student Outcomes Report (which includes attrition and progression data) and where appropriate, recommend actions to resolve identified issues.</li> </ul>	<p>The Committee received and endorsed the annual CSO report at the October UEC meeting. The Committee noted common themes emerging from the CSO meetings:</p> <ul style="list-style-type: none"> <li>Continuing to adjust to blended and online delivery with the challenges associated with hybrid delivery raised.</li> <li>Building WIL opportunities, but more needs to be done in this area.</li> <li>Some good student engagement/‘Students as partners’ initiatives being undertaken, however these are patchy across schools and faculties and more consistency is needed.</li> <li>Concerns raised about online exams, especially for quantitative subjects.</li> <li>Course and accreditation reviews occupying a lot of time but data packs provided in support of these reviews appreciated.</li> <li>Good engagement with anomalous performance in subjects.</li> <li>Work needed to make subject evaluation results more meaningful and usable.</li> <li>Student performance at SWS will continue to be monitored as part of the planning for and future development of that campus.</li> </ul>
	<ul style="list-style-type: none"> <li>Receive the annual UOW College Australia report on student performance at UOW.</li> </ul>	<p>The Committee received the annual UOW College Australia report on student performance at UOW at the October UEC meeting.</p>
Student academic experience and equivalence across teaching locations <i>(ref. UEC ToR 2,5,9; Education Strategy Goal 1.4 Committed to personalised learning support)</i>	<ul style="list-style-type: none"> <li>Receive reports from the Student Academic Experience Subcommittee incl. on evaluation of student support services.</li> <li>Ensure equivalence of learning experience across teaching locations (review annual Comparative Student Outcomes Report).</li> <li>Oversee Regional Campuses Strategic Priorities and Enabling Strategies.</li> </ul>	<p>Minutes of the SAES were received throughout 2022.</p> <p>The Committee received the annual CSO report at the October UEC meeting, including analysis of comparative performance across all delivery locations. .</p> <p>The Committee was provided with an update at the June UEC meeting. In March of 2022 the regional leadership team met to consider opportunities and challenges and to further prioritise initiatives of benefit to the university. The development of the Regional Campus Strategic Framework was identified as a high priority. Further updates will be provided to the Committee in 2023.</p>

	<ul style="list-style-type: none"> <li>Oversee Sydney and Southwest Sydney Strategic Priorities and Enabling Strategies.</li> </ul>	<p>At the August UEC the Committee was updated on the Sydney and Southwest Sydney Strategic Priorities and Enabling Strategies. Strategic priorities for South West Sydney and Southern Sydney include:</p> <ul style="list-style-type: none"> <li>Competitive capital funding application</li> <li>Government and Community engagement</li> <li>Increase Nursing pathway opportunities and industry engagement</li> </ul>
	<ul style="list-style-type: none"> <li>Monitor student satisfaction with their learning experience (via national and internal surveys) Student satisfaction Improvement Plan – progress update.</li> </ul>	<p>In 2022 responsibility for the analysis and dissemination of the National SES and GOS data was held by the PVC(S) Portfolio. In 2023 this function has been assumed by AQS who are devising a new process for the distribution of data and development of action plans.</p>
Student wellbeing/ Student complaints and appeals <i>(ref. UEC ToR 4; Education Strategy Goal 1.2 Students as trusted partners)</i>	<ul style="list-style-type: none"> <li>Receive annual Safe and Respectful Communities Report.</li> <li>Receive reports on the implementation of the Compass Personal Awareness Framework and the UOW Student Mental Health Model, and where appropriate, recommend actions to resolve identified issues.</li> </ul>	<p>The annual Safe and Respectful Communities Report was not received in 2022. This action item remains on the 2023 UEC Work Plan.</p> <p>The Committee received an update at the August UEC on the implementation of the UOW Student Mental Health Model and a new service model of the Student Mental Health Engagement Service, which includes:</p> <ul style="list-style-type: none"> <li>Telehealth and in person consults</li> <li>24/7 cover and referral pathways</li> <li>Proactive initiatives such as a pilot of co-designed ,skills-based psychoeducation workshops</li> <li>Service KPI’s that enable agile responses to emergent needs, and feedback loop to facilitate quality service provisions</li> </ul>
	<ul style="list-style-type: none"> <li>Receive annual Student Complaints and Appeals Report and where appropriate, recommend actions to resolve identified issues.</li> </ul>	<p>The Committee received annual Student Complaints and Appeals Report at the May UEC. The report was prepared by the Academic Quality and Standards Unit (AQS) in conjunction with the Office of the Student Ombudsman, the Student Advocacy Service and the Complaints Management Centre. The Committee endorsed six recommendations to improve complaints handling, complaints reporting and analysis contained within the report, including two carry-over recommendations from the previous year that seek to provide a single-entry complaints portal for all student complaints.</p>

<p>Academic integrity <i>(ref. UEC ToR 3)</i></p>	<ul style="list-style-type: none"> <li>• Receive reports from Academic Integrity Advisory Group.</li> <li>• Receive annual Academic Integrity and Academic Misconduct Report and endorse recommendations to promote academic integrity and inform academic misconduct management at UOW.</li> </ul>	<p>The Committee received the annual Academic Integrity and Academic Misconduct Report at the May UEC and endorsed the following three recommendations therein:</p> <ul style="list-style-type: none"> <li>• Engage with the Students as Partners Working Group and representatives from the broader student body to determine ways to better engage students in the academic integrity landscape.</li> <li>• Prioritise updates to the Academic Misconduct BPM system to allow for bulk reporting of poor academic practice cases in first year subjects.</li> <li>• Review and update the Academic Integrity Policy and academic misconduct definitions to take into account emerging trends in the sector, such as the use of artificial intelligence to write assessment tasks.</li> </ul>
<p>Academic staff development, promotion and recognition of excellence <i>(ref. UEC ToR 7; Education Strategy Goal 1.5 Delivering Excellence)</i></p>	<ul style="list-style-type: none"> <li>• Oversee Learning and Teaching Innovation Grants.</li> </ul>	<p>The Learning and Teaching Innovation Grant (LTIG) scheme offers small grant opportunities to support innovative teaching ideas that provide students with the skills, knowledge, and experiences they need to be career-ready and life-ready.</p> <p>Learning Teaching and Curriculum presented the successful recipients of the Learning and Teaching Innovation Grants at the May UEC. There were 13 successful projects that demonstrated alignment across several key priority areas of the University’s Education Strategy.</p>
	<ul style="list-style-type: none"> <li>• Receive reports from WATTLE.</li> </ul>	<p>The Wollongong Academy for Tertiary Teaching &amp; Learning Excellence (WATTLE) is a leadership community dedicated to providing space for teaching and learning recognition, development, passion and dialogue. The 2021 Annual WATTLE Report was received by the Committee at the May UEC meeting. The report presented the events and activities that brought the UOW teaching and learning community together throughout 2021.</p>
	<ul style="list-style-type: none"> <li>• Receive reports from LTC on academic development and support for teaching (incl. staff engagement and participation in development programs).</li> </ul>	<p>At the May and October UEC meetings the Committee was provided with an update of activities undertaken by LTC on academic development and support throughout 2022. Activities included curriculum development through course review participation, workshops and professional development, peer review, continuing professional development, digital capabilities and short course development resources and tools.</p>
	<ul style="list-style-type: none"> <li>• Oversee enhancement of teaching excellence evidence-based performance metrics for inclusion in staff promotion cases.</li> </ul>	<p>At the October UEC meeting the Committee was provided with a status update on the 2022 review of the UOW Continuing Professional Development (Learning &amp; Teaching) – (CPD) process for evaluating and accrediting evidence-based performance of teaching excellence for inclusion in staff promotion. A review report and presentation will be provided to UEC in Quarter 2 of 2023, with findings and recommendations for CPD enhancement.</p>



<p>Education policy development and implementation (ref. UEC ToR 12, 13, 14)</p>	<ul style="list-style-type: none"> <li>Review educational policy matters referred by Academic Senate, the Education Policy and Quality Subcommittee and Student Academic Experience Subcommittee, including reports on policy implementation and evaluation projects and audits.</li> </ul>	<p>The following items were reviewed and endorsed throughout 2022:</p> <ul style="list-style-type: none"> <li>Student Representation on Academic Matters</li> <li>Live Online Meeting Guidelines</li> <li>International Education Agent Management Annual Review</li> <li>Review of late subject enrolment approvals</li> <li>National Priorities and Industry Linkage Fund Pilot Plan</li> </ul>
	<ul style="list-style-type: none"> <li>Review new and revised educational policies referred by the UEC sub-committees.</li> </ul>	<p>The following policy documents were reviewed and endorsed throughout 2022:</p> <ul style="list-style-type: none"> <li>Collaborative Delivery Policy Suite</li> <li>Revised Course Progress Policy</li> <li>Course Design Procedures</li> <li>International Education Agent Policy Review</li> <li>Draft Online Examination Procedure</li> </ul>
	<ul style="list-style-type: none"> <li>In response to the student-led <i>Report on the Review of Academic Decisions: Practice and Procedure</i>, and as requested by Academic Senate, identify practice and procedural improvements informed by further consultation on the Report's recommendations, with such improvements to be identified and reported to Academic Senate by November 2022.</li> </ul>	<p>The Director of Academic Quality and Standard provided an update directly to the Academic Senate in November 2022. A several of the report's recommendations and have been implemented, while a number are still in progress or being considered for implication.</p>
<p>Academic quality assurance and enhancement (ref. UEC ToR 1, 2)</p>	<ul style="list-style-type: none"> <li>Receive the Quality Improvement Plan Annual Report.</li> </ul>	<p>The Annual Quality Improvement Plan (QIP) is used to track improvement actions arising from external audits and TEQSA's Re-registration Assessment Report. The Quality Improvement Plan Annual Report was received by the Committee at the February meeting. There were 15 items with the following ratings advice:</p> <ul style="list-style-type: none"> <li>High risk: 2</li> <li>Medium risk: 4</li> <li>Low risk: 7</li> <li>On hold: 2</li> </ul>

	<ul style="list-style-type: none"> <li>Receive the Collaborative Delivery Quality Assurance Summary Report (incl. the UOW College Australia Annual Review Report).</li> </ul>	<p>The Collaborative Delivery Quality Assurance Summary Report (incl. the UOW College Australia Annual Review Report) was received by the UEC at the February meeting. Themes emerging from the annual collaborative delivery reviews were:</p> <ul style="list-style-type: none"> <li>Challenges and opportunities presented by Covid-19 (collaborative teaching among partners one positive to emerge from the switch to online learning).</li> <li>Impact of moving to trimesters at UOWD.</li> <li>Challenges with maintaining student numbers in top-up degrees (especially in Hong Kong due to Covid-19, disruption caused by relocation to new campus and ongoing political and social tensions).</li> <li>New course opportunities given changing markets and market forces.</li> </ul>
	<ul style="list-style-type: none"> <li>Receive audit and compliance reports incl. the annual ESOS Audit Report.</li> </ul>	<p>The 2022 Annual ESOS Audit Report was received and endorsed by the UEC in February 2023. Two Standards were reviewed in 2022. They related to advertising and marketing material and student support. The University was found to be broadly compliant, however there were a number of recommendations for improvement and two incidences of non-compliance. The relevant stakeholders have drafted an action plan to respond to the recommendations.</p>
	<ul style="list-style-type: none"> <li>Monitor the progress of course reviews.</li> </ul>	<p>An update against the course review schedule was provided to the Committee at the May and October UEC meetings. Challenges to UOW's academic staffing in 2020 and 2021 as a result of the pandemic resulted in delays to course reviews. The review schedule for 2022 was focused on completing priority reviews and reducing the number of overdue reviews. Good progress was made throughout 2022 and additional resourcing for the AQS Course Review team is welcomed for 2023.</p>

## UEC WORK PLAN 2023

### UOW Strategic Goal 1: Empowering students for the future

1. Transform our course portfolio and enhance the quality of blended learning
2. Target growth and optimise student experience

AREA OF RESPONSIBILITY	STRATEGIC PRIORITIES / ACTIONS	DIVISION RESPONSIBLE	TIMING
Curriculum development and Graduate employability <i>(ref. UEC ToR 6, 8, 10; Education Strategy Goal 1.1 Future proofing graduates)</i>	<ul style="list-style-type: none"> <li>Receive reports on the results of the Graduate Outcomes Survey and Student Experience Survey, and action planning to respond to identified issues.</li> </ul>	AQS SLD	May (subject to release of data)
	<ul style="list-style-type: none"> <li>Oversee course portfolio planning, development and optimisation.</li> </ul>	Future Education	November
	<ul style="list-style-type: none"> <li>Receive reports on curriculum developments and where appropriate, recommend actions.</li> </ul>	LTC	July and November
	<ul style="list-style-type: none"> <li>Oversee Work Integrated Learning Strategy and receive reports from WILAC.</li> </ul>	LTC	May and November
Blended learning and digital uplift <i>(ref. UEC ToR 11; Education Strategy Goal 1.1 Future proofing graduates)</i>	<ul style="list-style-type: none"> <li>Oversee Blended Learning Enhancement Initiative (including digital skills uplift for academic staff).</li> </ul>	LTC	Regular updates
	<ul style="list-style-type: none"> <li>Receive reports from Learning Platform Advisory Group and provide advice and guidance on issues where necessary.</li> </ul>	LTC	Ongoing
Global curriculum innovation <i>(ref. UEC ToR6, 8; Education Strategy Goal 1.3)</i>	<ul style="list-style-type: none"> <li>Oversee efforts to enhance collaboration across the UOW network and with our global partners (in conjunction with UIC) incl.               <ul style="list-style-type: none"> <li>delivery of global programs across UOW locations.</li> <li>delivery of integrated subjects across UOW locations, facilitated by digital collaboration.</li> </ul> </li> </ul>	TNE, UOWGE, LTC	Ongoing
Student diversity/ Student retention and success <i>(ref. UEC ToR 10) (UOW KPI 7)</i>	<ul style="list-style-type: none"> <li>Monitor student performance by admissions pathways and equity groups.</li> </ul>	AQS	August
	<ul style="list-style-type: none"> <li>Receive the annual Comparative Student Outcomes Report (which includes attrition and progression data) and where appropriate, recommend actions to resolve identified issues.</li> </ul>	AQS	August

	<ul style="list-style-type: none"> <li>Monitor progress against the Access and Participation Plan for Student Equity</li> </ul>	Student Life	July
Student academic experience and equivalence across teaching locations	<ul style="list-style-type: none"> <li>Ensure equivalence of learning experience across teaching locations (review annual Comparative Student Outcomes Report).</li> </ul>	AQS	August
<i>(ref. UEC ToR 2,5,9; Education Strategy Goal 1.4 Committed to personalised learning support)</i>	<ul style="list-style-type: none"> <li>Receive reports on the Student Experience Program</li> </ul>	Student Life	November
	<ul style="list-style-type: none"> <li>Receive reports from the Student Academic Experience Subcommittee and provide advice and guidance on issues where necessary.</li> </ul>	SAES	Ongoing
Student wellbeing/ Student complaints and appeals	<ul style="list-style-type: none"> <li>Receive the annual Student Complaints and Appeals Report and where appropriate, recommend actions to resolve identified issues.</li> </ul>	AQS	May
<i>(ref. UEC ToR 4; Education Strategy Goal 1.2 Students as trusted partners)</i>			
Academic integrity	<ul style="list-style-type: none"> <li>Receive reports from Academic Integrity Advisory Group, including those related to the University's response to emerging issues, such as contract cheating and the use of generative artificial intelligence tools.</li> </ul>	Office of Academic Integrity (AQS)	Ongoing
<i>(ref. UEC ToR 3)</i>	<ul style="list-style-type: none"> <li>Receive the annual Academic Integrity and Academic Misconduct Report and endorse recommendations to promote academic integrity and inform academic misconduct management at UOW.</li> </ul>	AQS/ Student Ombudsman	May
Academic staff development, promotion and recognition of excellence	<ul style="list-style-type: none"> <li>Oversee Learning and Teaching Innovation Grants.</li> </ul>	LTC	May
<i>(ref. UEC ToR 7; Education Strategy Goal 1.5 Delivering Excellence)</i>	<ul style="list-style-type: none"> <li>Receive reports from LTC on academic development and support for teaching (incl. staff engagement and participation in development programs) and provide advice and guidance on issues where necessary.</li> </ul>	LTC	May and November
	<ul style="list-style-type: none"> <li>Oversee enhancement of teaching excellence evidence-based performance metrics for inclusion in staff promotion cases.</li> </ul>	LTC	May
Education policy development and implementation	<ul style="list-style-type: none"> <li>Review educational policy matters referred by Academic Senate, the Education Policy and Quality Subcommittee and Student Academic Experience Subcommittee, including reports on policy implementation and evaluation projects and audits.</li> </ul>	EPAQ / SAES / AQS / SA / Future Education / SL	Ongoing
<i>(ref. UEC ToR 12, 13, 14)</i>			

	<ul style="list-style-type: none"> <li>Review new and revised educational policies referred by the UEC sub-committees.</li> </ul>	EPAQ and SAES	Ongoing
	<ul style="list-style-type: none"> <li>In response to the student-led <i>Report on the Review of Academic Decisions: Practice and Procedure</i>, and as requested by Academic Senate, identify practice and procedural improvements informed by further consultation on the Report's recommendations, with such improvements to be identified and reported to Academic Senate.</li> </ul>	AQS/Integrity Division	November
<p>Academic quality assurance and enhancement (ref. UEC ToR 1, 2)</p>	<ul style="list-style-type: none"> <li>Receive updates on the TEQSA re-registration process and provide advice and guidance on issues where necessary.</li> </ul>	AQS	Ongoing
	<ul style="list-style-type: none"> <li>Receive the Quality Improvement Plan Annual Report and provide advice and guidance on issues where necessary.</li> </ul>	AQS/ UOWGE	February
	<ul style="list-style-type: none"> <li>Receive the Collaborative Delivery Quality Assurance Summary Report and provide advice and guidance on issues where necessary.</li> </ul>	AQS	May
	<ul style="list-style-type: none"> <li>Receive audit and compliance reports incl. the annual ESOS Audit Report and provide advice and guidance on issues where necessary.</li> </ul>	AQS	February (2022 report) and November (2023)
	<ul style="list-style-type: none"> <li>Monitor the progress of course reviews.</li> </ul>	AQS	May and November