

UOW Standards and Quality Framework for Learning, Teaching and Research Training - Preamble

Overview

Academic Senate approved the original UOW Standards and Quality Framework for Learning and , Teaching and Research Training on 3 December 2014.

The framework defines and articulates standards for learning, teaching and research training, and provides a systematic means for managing and reporting on the quality and performance of university programs measured against our standards and to externally mandated standards. The standards apply to all taught courses and higher degree research courses and describe what teachers, supervisors and those who support teaching need to know, understand and put into practice. They also describe what students and HDR candidates can expect from their learning experience at UOW.

Fundamentally, then, the framework:

- Provides a clear and consistent approach to the measurement, monitoring and assurance of learning, teaching and research training standards.
- Provides a means for engaging staff and students / HDR candidates in a conversation around academic standards and what constitute effective learning, teaching and research training practices.
- Shows how standards are set through policy and procedures and the complex, inter-relationships between relevant policy and procedures as they apply to different aspects of learning, teaching and research training.
- Enables UOW overall, faculties and units to assess their performance against defined standards in a comprehensive and transparent way.
- Enables UOW to demonstrate how it meets regulatory requirements and is suitably managing its resources and activities.

The Framework comprises four interrelated elements. They are **Design, Support, Delivery** (which focus on inputs and processes) and **Performance** (which focus on outcomes). Each of the four elements is composed of a set of standards, indicators and performance measures that were developed based on their capacity to measure and improve practice. Each indicator is also linked to relevant internal policies and procedures and to external reference points where applicable.

The Framework uses a systems approach to show the connections and interrelationships among the four elements. It has been adapted from the model developed by the University of Western Sydney and also draws on elements used by the University of Technology Sydney and the University of Tasmania.

Definitions

For the purpose of this Framework, UOW has defined a standard as “an agreed specification (such as a defined benchmark or indicator) that is used as a definition of a level of performance or achievement, rule, or guideline” (TEQSA 2012).

Responsibilities

Academic Senate has ultimate responsibility for the standards, quality and enhancement of educational provision and executes this for taught courses and HDR courses through the **University Education Committee, the University Research Committee** and the **Quality Assurance Review Group**. The Academic Senate is responsible for monitoring the outcomes of course development and approval activities.

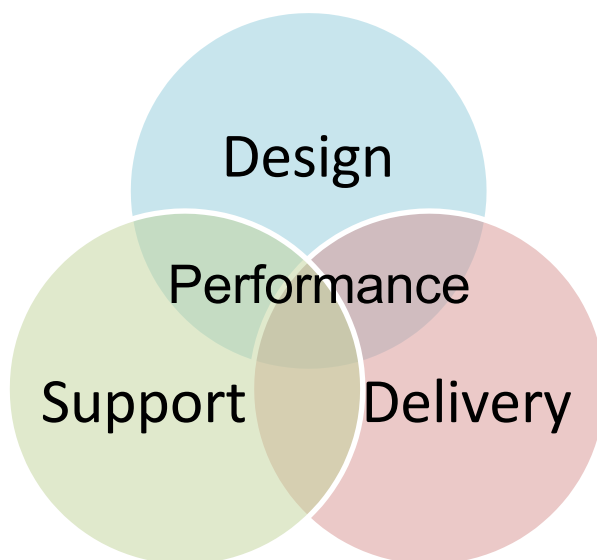
UEC has two subcommittees that carry out specific tasks associated with academic standards and quality management. The **Education Policy and Quality Subcommittee** has particular responsibility for ensuring the *Standards and Quality Framework for Learning, Teaching and Research Training* is appropriately communicated to and applied by relevant stakeholders across the University and oversees a range of policy development, audit and review activities to this end. The **Student Academic Experience Subcommittee** is responsible for the oversight of student participation, the learning environment, teaching and student feedback.

URC has a **Graduate Research Committee** with particular responsibility for ensuring the *Standards and Quality Framework for Learning, Teaching and Research Training* is appropriately communicated to and applied by relevant stakeholders across the University to HDR candidates and is embedded in research supervision and research training.

Implementation

This framework is embedded into and referred to in relevant University academic policies and procedures. To assist faculties and support units to implement the standards, this framework is intended to support internal evaluation and benchmarking. This will provide a clear and consistent means to measure performance against each of the standards.

UOW Standards and Quality Framework for Learning, Teaching and Research Training



Design	Support	Delivery
<ul style="list-style-type: none"> • Viability • Relevance • Academic rigour • Strategic alignment • Flexibility of learning pathways • Communication • Learning outcomes • Quality Assurance • Entry requirements • Assessment design • Embedded learner support 	<ul style="list-style-type: none"> • Orientation • First year transition • Students-at-risk strategy • Academic integrity • Academic grievances • Library support • IT and e-learning support • Academic and English language support • Learning environment • Student voice 	<ul style="list-style-type: none"> • Staff selection and retention • Staff induction • Professional development and support • Accessibility • Pedagogy • Peer review and sharing of good practice • Reward and recognition for teaching • Teaching resources and facilities • Assessment practices • Third party arrangements • Multi-location delivery
Performance		
<p>Student experience Retention and progression Comparative student outcomes Assurance of learning outcomes</p>	<p>Graduate employment outcomes Staff feedback Teacher evaluation Success of students from underrepresented backgrounds</p>	

DESIGN STANDARDS

Standards associated with how courses are developed and reviewed to ensure they are academically rigorous, viable, strategically aligned and capable of supporting attainment of learning outcomes. These standards also extend to determining appropriate admission requirements and the incorporation of English language and learning support.

Standard	Performance Indicator	Measure	Key Inputs UOW Policies/Processes	External References	Governance
1. UOW courses are viable	1.1 Courses are designed to reflect the needs of industry and the professions as well as broader societal needs	CPDG Assessment ECAC report/ Course approval outcome Course review outcome	Course Policy Course and Subject Approval Procedures Course Design Procedures External Course Advisory Committee Course Monitoring and Review Procedures	Professional Accreditation Requirements (where applicable)	CPDG> FEC> QARG> Academic Senate or DVCASL
	1.2 Courses are cost effective and sustainable	Course approval information includes realistic projections of the demand and resources required for the course Course review outcomes	As above		CPDG> FEC > QARG>Academic Senate or DVCASL
2. UOW courses are relevant	2.1 Course development and review incorporates advice provided by employers, students, HDR candidates and graduates	Course review outcomes ECAC report	Course Design Procedures External Course Advisory Committee Course Monitoring and Review Procedures	HES 5.3.1	CPDG> FEC > QARG> Academic Senate or DVCASL
	2.2 Courses are maintained having regard to developments within the discipline and profession/ industry	Student feedback (SES) Graduate feedback (GOS) Employer feedback (ESS) Course review outcomes implementation No. of HDR internships	As above	HES 3.1.2	CPDG> FEC > QARG> Academic Senate or DVCASL
	2.3 Courses are designed to be relevant and flexible for multi-campus delivery where appropriate	Student and HDR candidate feedback (all delivery locations)	Course Design Procedures Teaching and Assessment - Subject Delivery Policy Collaborative Delivery Teaching and Assessment – Assessment and Feedback Policy	HES 3.1.4	CPDG> FEC > QARG> Academic Senate or DVCASL
3. UOW courses are academically rigorous	3.1 Course content (knowledge, skills and application of knowledge and skills) is drawn from a substantial and coherent body of knowledge and scholarship	Courses are developed by disciplinary experts and endorsed by FEC and QARG No. of HDR Examiner Commendations	Course and Subject Approval Procedures Course Design Procedures Thesis Examination Process	HES 1.1.2	CPDG> FEC > QARG> Academic Senate or DVCASL
	3.2 Course content (knowledge, skills and application of knowledge and skills) includes the study of relevant theoretical frameworks and recent research findings	Courses are developed by discipline experts and endorsed by FEC and QARG	Course and Subject Approval Procedures Course Design Procedures	HES 3.1.2	CPDG> FEC > QARG> Academic Senate or DVCASL

Standard	Performance Indicator	Measure	Key Inputs UOW Policies/Processes	External References	Governance
	3.3 Courses are designed to meet the requirements of the Higher Education Standards Framework and other relevant government and professional accrediting bodies	ECAC outcomes Course review outcomes Professional accreditation review outcomes (where applicable)	Course and Subject Approval Procedures Course Design Procedures	HES 3.1.5; 1.4.1; 1.5.3 CAA requirements (Dubai) Professional Accreditation Requirements (where applicable) Discipline Threshold Standards Statements (OLT Project)	CPDG> FEC> QARG> Academic Senate or DVCASL
	3.4 Courses are designed to provide appropriate engagement by students and HDR candidates in intellectual inquiry consistent with the level of the course being taught and the expected learning outcomes	Alignment of course learning outcomes to the AQF levels	Course and Subject Approval Procedures Course Design Procedures	HES 1.4.1 and 1.4.2	CPDG> FEC > QARG> Academic Senate or DVCASL
	3.5 Courses are benchmarked against those offered by comparable higher education providers	Course review outcomes External reference points in Course Review Data Packs	Course and Subject Approval Procedures Course Design Procedures Course Monitoring and Review Procedures	HES 1.4.1; 5.3.1; 5.3.4	CPDG> FEC > Academic Senate or DVCASL
4. UOW courses are strategically aligned	4.1 Portfolio of courses are consistent with the profile and strategy of the Faculty and University	Course endorsed by CPDG	UOW Strategic Plan Operational/ Faculty plans Course and Subject Approval Course Design Procedures	-	CPDG> FEC > QARG> Academic Senate or DVCASL
5. UOW courses have flexible learning pathways	5.1 There is a range of entry pathways that recognise the diversity of educational and life experiences	Enrolment data by pathway Council KPI for Equity Participation	Course and Subject Approval Procedures UOW Aboriginal and Torres Strait Islander Strategy Student Equity Framework Coursework Rules and Admission Procedures Credit for Prior Learning Policy	HES 1.2.1; 1.2.2	FEC>UEC>Academic Senate
6. UOW courses are communicated clearly	6.1 UOW provides clear, accurate information to allow prospective and current students and HDR candidates to make informed education choices	Marketing materials (incl. web-based) are approved at the appropriate level Subject outlines conform to TAPS and Honours Policy provisions Student and HDR candidate feedback	Course Handbook Course Finder Database Teaching and Assessment: Code of Practice-Teaching Teaching and Assessment: Subject Delivery Policy Honours Policy	HES 7.2.1; 7.2.2;7.2.3; 7.2.4 ESOS National Code Standards 1, 2 and 3	FEC>UEC>Academic Senate

Standard	Performance Indicator	Measure	Key Inputs UOW Policies/Processes	External References	Governance
	6.2 Courses (and subjects within courses) have clear learning expectations expressed as learning outcomes	Learning outcomes articulated at subject and course/major level (curriculum maps)	Course and Subject Approval Procedures Course Design Procedures Course Handbooks Teaching and Assessment - Subject Delivery Policy Subject Outlines	HES 1.4.1 ESOS National Code Standards 2 and 3	CPDG> FEC> QARG> Academic Senate
7. UOW courses produce strong outcomes	7.1 Courses are designed to enable students and HDR candidates to achieve course learning outcomes	Course/major mapped to course learning outcomes and include, where appropriate, research or research related study	Course Design Procedures	HES 3.1.1; 3.1.2, 3.1.3; 3.1.4	CPDG> FEC> QARG
	7.2 Courses are designed in accordance with identified UOW curriculum priorities	Course endorsed by CPDG	Course Design Procedures	-	FEC>UEC>Academic Senate
	7.3 Courses are clearly structured to provide coherence and transition from one level to the next	Course endorsed by CPDG and QARG Course structure amendments approved by FECs	Course Design Procedures	HES 3.1.1; 3.1.2; 3.1.3	CPDG> FEC> QARG
	7.4 Learning activities, teaching, educational resources and facilities, and assessment of student and HDR candidate learning are aligned to provide for engagement with advanced knowledge and inquiry and for effective achievement of student and HDR candidate learning outcomes	Student and HDR candidate feedback Staff feedback surveys on course reviews Quality of HDR candidate theses, publications and conference presentations, research awards etc. (in accordance with disciplinary standards)	Course Design Procedures Comparative Student Outcomes Reviews HDR Thesis Preparation, Submission and Examination Policy and Process	HES 1.4.4, 1.4.5, 3.1.1-3, 4.2.2 and 4.2.3 Australian Council of Graduate Research Guidelines	FEC/FRC> UEC/URC> Academic Senate
	7.5 Courses are designed to ensure equivalent student and HDR candidate learning outcomes regardless of place or mode of study	Comparative Student Outcomes Report Graduate outcomes by location (including online)	Course Design Procedures Equivalence Principles CSO and Interim Course Monitoring Procedures	HES 3.1.4	CPDG> FEC > QARG
8. UOW courses are quality assured	8.1 Academic Senate (or the appropriate delegated authority) approve all new courses and major amendments to courses based on being satisfied they meet the Course Policy and Course Approval Procedures	Course approval processes and review by QARG.	Course Policy Course and Subject Approval Procedures Assessment of New Collaborative Delivery Procedures	HES 5.1.1, 5.1.2, 5.1.3 ESOS National Code Standard 11	CPDG> FEC> Academic Senate or DVCASL

Standard	Performance Indicator	Measure	Key Inputs UOW Policies/Processes	External References	Governance
	8.2 Courses (and majors within courses) are reviewed at least every five years or as required to ensure they remain relevant, engaging and viable	Course Review Report approved and course re- approved by DVCASL Professional Accreditation Reports Annual report on course approvals and reviews	Course Policy Course Monitoring and Review Procedures Course Review Schedule	HES 5.3.1	EPAQ> UEC> Academic Senate
	8.3 UOW has effective arrangements for the quality assurance of work placements and other forms of work-integrated learning in the course	Feedback from students, HDR candidates and host organisations	Code of Practice – WIL (Professional Experience) UOW Career Development Learning Framework	HES 5.4.1	WILAC> UEC> Academic Senate
	8.4 Courses delivered by collaborative delivery partners are reviewed annually to ensure equivalent learning outcomes	Annual review reports Subject QA reports	Collaborative Delivery - Subject Quality Assurance Procedures Collaborative Delivery Review Procedures	HES 5.4.2 Professional Accreditation requirements (where applicable)	FIC> EPAQ/TES> UEC/UIC>Academic Senate
9. UOW has sound admission policies and practices	9.1 Courses have clear and validated entry requirements	Course Handbook and Course Finder CSO Report	Admission rules within Coursework Rules/HDR Rules	HES 1.1.1; 1.1.3; 4.2.2.	CPDG> FEC> Academic Senate
	9.2 UOW accepts students and HDR candidates who demonstrate the capacity to be successful in their study	Student and HDR candidate retention and progression results Review of student and HDR candidate performance by pathways/entry levels	Admission rules within Coursework Rules/HDR Rules Admission Procedures CSO Process	HES 1.1.1	FEC> EPAQ> UEC> Academic Senate
	9.3 UOW provides an appropriate supervisory and study environment and induction process for newly admitted HDR candidates	HDR progression reports PREQ results	Coursework Rules within the HDR Rules HDR Supervision and Resource Policy	HES 2.1.1, 4.2.1, 4.2.3 and 4.2.4 Australian Council of Graduate Research Guidelines	FRC>URC>Academic Senate
10. Assessment is appropriate and linked to outcomes	10.1 Assessment is criterion-based, with methods of assessment that are appropriate to the course and subject learning outcomes	Assessment tasks mapped to subject and course learning outcomes Curriculum Mapping Research Proposal Review (HDR Candidates)	Teaching and Assessment: Code of Practice-Teaching Teaching and Assessment: Subject Delivery Policy Teaching and Assessment: Assessment & Feedback Policy Course Design Procedures HDR Award Rules	HES 1.4.3, 1.4.4 and 1.4.5	FEC/FRC> >UEC/URC> Academic Senate

Standard	Performance Indicator	Measure	Key Inputs UOW Policies/Processes	External References	Governance
	10.2 Assessment is designed to be fair, consistent and equitable	Course review outcomes Moderation of subject outlines Moderation of assessment School Assessment Committee review Thesis Examination Outcomes Appeals against thesis outcomes	Teaching and Assessment: Code of Practice-Teaching Teaching and Assessment: Subject Delivery Policy Teaching and Assessment: Assessment & Feedback Policy Course Monitoring and Review Procedures HDR Thesis Preparation, Submission and Examination Policy and Process	HES 1.4.3, 1.4.5, 1.4.6, 4.2.1 and 5.3.2 Australian Council of Graduate Research Guidelines	FEC> >UEC/URC> Academic Senate Thesis Examination Committee
	10.3 Students and HDR candidates have the opportunity to both receive and provide feedback and resolve issues	Student and HDR candidate feedback about assessment (SES, CEQ) STEP Subject and Teacher Evaluation Surveys Student and HDR candidate complaints processes APR Outcomes (HDR Candidates)	Teaching and Assessment: Code of Practice-Teaching Subject and Teacher Evaluation Procedures Teaching and Assessment: Assessment & Feedback Policy Honours Policy Coursework Student Academic Complaints Policy HDR Student Academic Complaints Policy HDR Progress Guidelines	HES 1.3.2 and 1.3.3 Australian Council of Graduate Research Guidelines	FEC/FRC> >SAES> UEC/URC> Academic Senate
11. Academic language and learning support are embedded in design	11.1 Academic staff are supported to integrate English language proficiency (ELP) into curricula and teaching	Staff feedback Learning Development annual review of its effectiveness	English Language Policy	The Good Practice Principles for English Language Proficiency for International Students in Australian Universities	FEC> UEC> Academic Senate
	11.2 Academic staff have opportunities to revise curricula and teaching to integrate ELP with discipline- specific learning	Staff feedback Course Review reports Comparative Student Outcomes processes	Course Monitoring and Review Procedures English Language Policy	The Good Practice Principles for English Language Proficiency for International Students in Australian Universities	FEC> UEC> Academic Senate
	11.3 ELP is embedded in the curriculum through inclusion of an early diagnostic element to assist in identifying ELP in each course	Course design as endorsed by FECs/QARG	English Language Policy Course Design Procedures Course and Subject Approval Procedures	HES 1.3.4 The Good Practice Principles for English Language Proficiency for International Students in Australian Universities	FEC> UEC> Academic Senate

SUPPORT STANDARDS

Standards associated with how students and HDR candidates are provided with information, guidance and support to assist in academic transition, progression and success. Students and HDR candidates are also entitled to a safe and respectful learning environment and to have the opportunity to contribute to the governance of the University. These standards extend to monitoring progress and providing tailored support to students at risk.

Standard	Performance Indicator	Measure	Key Inputs UOW Policies/Processes	External References	Governance
1. New students and HDR candidates are welcomed and inducted	1.1 Students and HDR candidates new to UOW receive early orientation to the University - its physical environment, academic culture and support services - to develop a sense of belonging	Orientation attendance rates Student feedback (SES) First year retention rates	Student Charter Orientation and Welcome Programs – It’s Go Time	HES 1.3.1 ESOS National Code Standard 6	FEC> UEC> Academic Senate
	1.2 A range of social/extracurricular activities enable students and HDR candidates to meet one another and form friendships and support networks	No. of students and HDR candidates involved in UOW Pulse engagement activities Student feedback (SES)	Student Charter Student Engagement programs	HES 2.1.3	FEC> UEC> Academic Senate
	1.3 UOW assists students and HDR candidates develop a sense of purpose and direction by providing a clear understanding of what a course will involve (including assessment tasks and teaching and learning methods), and where the course can lead them in the future (employment and post graduate opportunities)	Student and graduate feedback (SES, CEQ/GOS) Employer feedback (ESS)	Academic Advice to Students Policy Teaching and Assessment: Subject Delivery Policy Subject Outline Checklist Course Finder Course Handbook Career Smart	HES 7.2.1 and 7.2.2	CPDG> FEC> Academic Senate
	1.4 Students and HDR candidates are made aware of their rights and responsibilities under the Student Charter and relevant UOW policies	No. of appeals and complaints Student Charter embedded in orientation program	Student Charter Coursework Rules StartSmart	HES 7.2.2 and 4.2.4	FEC> UEC> Academic Senate
2. Students and HDR candidates are supported in their first year of study	2.1 First year undergraduate curriculum and assessment is designed around foundation academic skills	First year retention rates Student feedback (SES)	Course Design Procedures	HES 1.3.3 ESOS National Code Standard 6	CPDG> FEC> Academic Senate
	2.2 A range of co-curricular programs equip students and HDR candidates with appropriate information literacy and other academic skills	Library Learning Hub - participation numbers, online guides usage, student and HDR candidate feedback, StartSmart completions Student academic success program participation rates and	Course Design Procedures StartSmart Student academic success programs	ESOS National Code Standard 6	FEC> UEC> Academic Senate

Standard	Performance Indicator	Measure	Key Inputs UOW Policies/Processes	External References	Governance
		student feedback			
	2.3 Early assessment and timely and helpful feedback enables students to confirm their course choice	Course attrition rates Retention rates Student feedback (SES)	Teaching and Assessment: Code of Practice – Teaching Teaching and Assessment: Assessment & Feedback Policy	HES 1.3.2	FEC> UEC> Academic Senate
	2.4 Students and HDR candidates have access to information and advice to support their academic progress in their first year of study and beyond	Student feedback (SES) Course Progress rates	Academic Advice to Students Policy	HES 1.3.4 ESOS National Code Standard 6	FEC> UEC> Academic Senate
3. Students and HDR candidates-at-risk are identified and supported	3.1 UOW is able to identify students and HDR candidates at risk of failing or withdrawing from their course early on in the session and offer support and advice	Attrition rates including Commencing Student Attrition Learning Analytics Reports Issues identified at HDR Progress Reviews	Support for Students Policy Teaching and Assessment: Code of Practice – Teaching Assessment & Feedback Policy Course Progress Policy Postgraduate and Mature Age Student Orientation and Transition Program Academic Advice to Students Policy UOW Retention and Success Plan Annual HDR Progress Review	HES 1.3.4 ESOS National Code Standard 8	FEC> UEC> Academic Senate
4. UOW provides students and HDR candidates with explicit and readily available guidance on academic and research misconduct	4.1 Explanations provided to students in the form of policy documents and learning resources include definitions of the types of behaviour that students and HDR candidates must avoid (plagiarism, collusion, cheating) and what behaviours are permitted or encouraged (group work, peer feedback, collaboration)	UOW Online Study Resources utilisation Student, HDR candidate and staff feedback Student academic misconduct and research misconduct statistics HDR Orientation attendance and feedback	Academic Integrity Policy Student Conduct Rules Academic Misconduct Procedures Student Charter UOW Referencing and Citing website Learning Development Plagiarism and Turnitin website UOW Online Study Resources website StartSmart	HES 5.2.1 and 7.2.2 ESOS National Code Standard 6	FEC> UEC> Academic Senate
	4.2 Students and HDR candidates are able to articulate an understanding of academic and research integrity and student academic misconduct and research misconduct that is in concert with that outlined in University policy	StartSmart completions PREQ results	Academic Integrity Policy StartSmart. Research Integrity and Conduct Policy	HES 5.2.3	FEC> UEC> Academic Senate
	4.3 UOW deters, detects and responds to allegations of student academic misconduct and research misconduct by providing good induction programs, well-resourced academic skills teaching staff, clearly documented guidance, course design and assessment that incorporates the	Number and type of allegations of student academic misconduct – trend data Number and type of allegations of research misconduct Annual report on student academic misconduct	Academic Integrity Policy Academic Misconduct (Coursework) Procedures Research Integrity and Conduct Procedures – Breaches, Concerns and Complaints	HES 5.2.2 Australian Council of Graduate Research Guidelines	FEC> UEC> Academic Senate>University Council

Standard	Performance Indicator	Measure	Key Inputs UOW Policies/Processes	External References	Governance
	practice of academic and research skills and removes temptations to 'copy and paste', and procedures that are trusted and implemented by staff				
5. Students and HDR candidates have ready access to effective grievance processes	5.1 UOW provides a transparent, consistent and expeditious process for resolving students and HDR candidate academic grievances	No. of students and HDR candidate complaints and outcomes Feedback from Student Ombudsman Complaints and Appeals annual report.	Coursework Student Academic Complaints Policy HDR Student Academic Complaints Policy Procedures for Investigating Grievances Student Academic Consideration Policy Student Conduct Rules	HES 2.4.1 and 2.4.2 ESOS National Code Standard 10	UEC/URC> Academic Senate
	5.2 UOW provides appropriate appeal mechanisms and review by an independent third party if internal processes fail to resolve a grievance	Annual Student Ombudsman's Report	Coursework Student Academic Complaints Policy HDR Student Academic Complaints Policy Procedures for Investigating Grievances	HES 2.4.3 ESOS National Code Standard 10	UEC/URC> Academic Senate
6. Students and HDR candidates have ready access to quality library facilities and resources	6.1 All students and HDR candidates have ready access to a physical library as well as to electronic library and learning resources	Library space per student load at each campus/location Usage statistics for each Library Library user feedback Review of library and information access arrangements within collaborative delivery arrangements	Library Client Service Charter Code of Conduct – Library Other Library policies incl. Client Feedback, Client Service, Collection Development Library website Collaborative Delivery of a UOW Course Policy and Procedures	HES 3.3.1	UEC/URC> Academic Senate
	6.2 As part of their orientation to UOW, all commencing students and HDR candidates receive training in academic integrity and acknowledgement practice	StartSmart completion rates Student feedback on StartSmart	StartSmart website	HES 1.3.1	UEC> Academic Senate
	6.3 All students and HDR candidates have access to support and advice to enable them to utilise information and learning resources effectively to support their studies	StartSmart completion rates Library usage stats & no. of consultations Library client feedback	StartSmart website Library policies (see 6.1) HDR Supervision and Resources Policy	HES 2.1.2 and 4.2.4 Australian Council of Graduate Research Guidelines	UEC> Academic Senate
	6.4 All students and HDR candidates have ready access to printing and copying facilities	Student and HDR candidate feedback (e.g. SES Learning Resources domain)	ITS Student Prepaid Printing & Copying	HES 2.1.1	UEC> Academic Senate

Standard	Performance Indicator	Measure	Key Inputs UOW Policies/Processes	External References	Governance
7. Students and HDR candidates have ready access to IT infrastructure and software to support their learning	7.1 All students and HDR candidates receive a user account on enrolment which is used to access IT facilities of the University (including the internet, email, desktop computers, and administrative applications) and have access to timely user support	Students and HDR candidate feedback (e.g. SES Learning Resources domain)	Student IT Support webpage Student Charter	HES 2.1.2	UEC> Academic Senate
	7.2 Students and HDR candidates have access to high quality computer and other laboratories relevant to the discipline including specialist software, hardware and other lab equipment	Students and HDR candidate feedback	Student Charter Annual HDR Progress Review (APR Process)	HES 2.1.2	UEC> Academic Senate> University Council
	7.3 UOW provides high quality online learning tools and systems to support students and HDR candidate learning both on and off campus	Digital Learning Threshold compliance	Digital Learning Thresholds UOW Technology-Enriched Learning Strategy	HES 2.1.1 and 2.1.2 ESOS National Code Standard 6	UEC> Academic Senate
8. Students and HDR candidates have ready access to ongoing academic language, learning and career support	8.1 Students and HDR candidates have ready access to a range of learning development services and resources to support their learning	LD participation and success rates	Student Charter Learning Development website	HES 3.3.4 ESOS National Code Standard 6	UEC> Academic Senate
	8.2 UOW actively develops students and HDR candidates' English language proficiency during their studies	Curriculum mapping Students and HDR candidate/graduate feedback	English Language Policy	HES 2.3.3 and 3.3.4 ESOS National Code Standard 6	UEC> Academic Senate
	8.3 Students and HDR candidates have ready access to careers advice and support in finding employment and enhancing their employability	Participation in career and work experience programs Feedback from students and HDR candidates on careers support (SES) CareerSmart completions	Student Charter Student Career Development and Employability Strategy CareerSmart	HES 2.3.2 ESOS National Code Standard 6	UEC> Academic Senate
9. UOW provides a safe, respectful and inclusive	9.1 UOW provides a range of social and extra-curricular programs to complement its academic programs	Student Life participation rates/evaluation participation/evaluation	Student Charter		UEC> Academic Senate> University Council

Standard	Performance Indicator	Measure	Key Inputs UOW Policies/Processes	External References	Governance
learning environment	9.2 UOW provides an inclusive learning and teaching environment and encourages intercultural interaction in a range of formal and informal settings	Students and HDR candidate feedback	UOW Strategic Plan Goal 2.4 Student Charter Respect for Diversity Policy Inclusive Language Guidelines	HES 2.2.1 and 3.3.3	UEC> Academic Senate> University Council
	9.3 All students and HDR candidates have access to a range of well-being services including a counselling service	Wellbeing Centre evaluation Students and HDR candidate feedback	Student Charter	HES 2.3.2 ESOS National Code Standard 6	UEC> Academic Senate> University Council
	9.4 Students and HDR candidates with a disability, health condition or carer responsibilities can access reasonable adjustment advice and support	Disability Support evaluation Students and HDR candidate feedback	Disability Policy – Students Student Health Assessment and Leave Policy Student Academic Consideration Policy & Guidelines Respect for Diversity Policy	HES 2.3.3	UEC> Academic Senate
	9.5 UOW provides a safe and respectful learning and teaching environment	Students and HDR candidate feedback No. of students and HDR candidate complaints RRR completion rates Safe and Respectful Communities annual reporting.	EO online Safety on Campus website Respect for Diversity Policy Bullying Prevention Policy Sexual Harassment Prevention Policy Inclusive Language Guidelines IT Acceptable Use Policy Critical Incidents Guidelines Code of Conduct – Staff Student Charter Coursework Student Academic Complaints Policy HDR Student Academic Complaints Policy	HES 2.3.4 and 2.3.5 ESOS National Code Standard 6	UEC/URC> Academic Senate> University Council
10. Students and HDR candidates have a voice in decision making processes	10.1 UOW provides opportunities at various levels for student participation in the University's decision-making processes	Level of students and HDR candidate participation on UOW committees Student Advisory Council – attendance and feedback Students as partners initiatives	Student Charter	HES 6.3.3	FEC/UEC/Academic Senate/ University Council
	10.2 Students and HDR candidate have access to an independent Student Advocacy service and an independent Student Ombudsman	Student Advocacy Service statistics Annual Student Complaints and Appeals Report	Student Charter	HES 2.4.1 Commonwealth Student Services, Amenities, Representation and Advocacy Guidelines	UEC/URC> Academic Senate> University Council

DELIVERY STANDARDS

Standards associated with course and subject material is delivered, incorporating the recruitment and development of quality academic staff, and that ensure effective assessment and equivalence of delivery across locations.

Standard	Performance Indicator	Measure	Key Inputs UOW Policies/Processes	External References	Governance
1. UOW recruits and retains quality staff to support and deliver learning and teaching and research training	1.1 UOW has strategies and plans to recruit and retain quality staff who demonstrate a contribution to effective learning, teaching and research training	Promotion and probation statistics Staff induction participation Data on: <ul style="list-style-type: none"> • CPD portfolio completions • Teaching and curriculum workshops and events • All individual consultations with staff on curriculum • Successful T&L Grant applications • OCTAL nominations and OCTAL awards • HDR supervisor training participation 	UOW and Faculty Plans Academic Performance Framework Continuing Professional Development (Learning and Teaching) Policy and Framework HDR Supervisor Training	HES 3.2.1 and 3.2.2	People and Culture Committee> University Council
	1.2 The selection process considers evidence of teaching effectiveness – e.g. through the presentation of evaluations and peer assessments etc	Selection Committee reports	Continuing Professional Development (Learning and Teaching) Policy Academic Staff Position Classification Standards Position Descriptions	HES 3.2.3	Faculty Selection C'ttee> UEC> Academic Senate
	1.3 All subject coordinators and lecturers possess a qualification at least one AQF level higher than the level at which they teach or can demonstrate equivalent experience; tutors and demonstrators may have the same level qualification provided they are closely supervised and have a professional development plan in place	Sign-off documentation kept by School/Faculty Unified reports on academic staff holding a PhD	Recruitment and Selection Policy Teaching and Assessment: Code of Practice – Teaching HDR Supervision and Resources Policy	HES 3.2.3 and 3.2.4	Faculty Selection C'ttee> UEC> Academic Senate

Standard	Performance Indicator	Measure	Key Inputs UOW Policies/Processes	External References	Governance
	1.4 HDR candidates are supported by supervision from staff engaged in research and who support them to achieve success with their research	Monitoring of HDR supervision registration APR process UOW staff induction program participation rates HDR New Supervisor Induction Workshop participation rates	HDR Supervision and Resources Policy HDR Progress Guidelines	HES 4.2.3 Australian Council of Graduate Research Guidelines	FRC>URC>.Academic Senate
2. Academic staff are effectively inducted	2.1 All teaching staff (incl. casual teachers) are appropriately inducted and prepared for their teaching and ancillary duties	Staff feedback UOW staff induction program participation rates HDR New Supervisor Induction Workshop participation rates.	Teaching and Assessment: Code of Practice – Teaching Teaching and Assessment: Assessment & Feedback Policy Code of Practice – Casual Academic Teaching	HES 3.2.3 and 3.2.4	UEC/URC> Academic Senate
	2.2 All teaching staff (incl. casual teachers) understand their responsibilities under TAPS and other relevant University and Faculty policies and procedures	Staff feedback Audit of casual staff	Teaching and Assessment Suite of Policies (TAPS) Code of Practice – Casual Academic Teaching	HES 3.2.3	UEC> Academic Senate
3. Ongoing professional development is encouraged and available to all academic staff	3.1 All new academic staff involved in teaching have completed the requirements of the CPD Framework for newly appointed academic staff involved in teaching within 12 months of their appointment	CPD participation and completion rates and times Renewal of HDR supervisor registration	Continuing Professional Development (Learning and Teaching) Policy	HES 3.2.3	UEC> Academic Senate
	3.2 Academic staff at all levels and including casual teachers have access to professional development opportunities relevant to their needs	LTC system for recording staff participation in L&T courses and seminars Career Development Plan HDR Supervision Training Program	Continuing Professional Development (Learning and Teaching) Policy Teaching and Assessment: Code of Practice – Teaching Teaching and Assessment: Assessment & Feedback Policy Code of Practice – Casual Academic Teaching	HES 3.2.3	UEC> Academic Senate
4. UOW staff are accessible to students and HDR candidates	4.1 All staff involved in teaching and supervision provide fair access to consultation with students and HDR candidates by appropriate means during session	Students and HDR candidate feedback Annual HDR Progress Report feedback	Teaching and Assessment: Code of Practice – Teaching Teaching and Assessment: Assessment & Feedback Policy FAQs on Student-Academic Consultation	HES 3.2.5	UEC/URC> Academic Senate

Standard	Performance Indicator	Measure	Key Inputs UOW Policies/Processes	External References	Governance
5. UOW fosters innovative and informed L&T practice	5.1 UOW encourages pedagogical research and communicates innovations in research into learning and teaching to staff	WATTLE reports Faculty teaching reviews and staff professional development planning Number of OCTAL nominations HDR supervision awards HDR supervision training program participation and content	OCTAL Guidelines Continuing Professional Development (Learning and Teaching) Policy Continuing Professional Development Framework	HES 3.2.3	UEC> Academic Senate
	5.2 UOW encourages academic staff to incorporate pedagogical research into their teaching practice	Participation in events/fora on the scholarship of learning and teaching WATTLE participation and reporting	OCTAL Awards Program CPD Portfolios Continuing Professional Development (Learning and Teaching) Framework	HES 3.2.3	UEC> Academic Senate
	5.3 UOW offers a technology rich learning environment	Number of subjects offered through Moodle Students and HDR candidate feedback SES Results for Learner Resources		HES 3.3.1 and 3.3.2	UEC> Academic Senate
6. Quality teaching and supervision practice is shared	6.1 UOW actively supports the sharing of information on good practice in teaching, supervision and assessment	LTC system for recording staff participation in L&T courses and seminars and engagement with L&T Hub WATTLE participation statistics Participation in supervisor community of practice sessions	Continuing Professional Development (Learning and Teaching) Framework	HES 3.2.3	UEC/URC> Academic Senate
	6.2 UOW encourages academic staff to undertake peer observation of teaching	LTC system for recording peer observations	Continuing Professional Development (Learning and Teaching) Framework	HES 3.2.3	UEC/URC> Academic Senate
7. Quality teaching and supervision is recognised and rewarded	7.1 UOW rewards and celebrates quality teaching and supervision (e.g. through promotions, awards, prizes and grants)	External teaching citations, grants, fellowships (e.g. ACGR Awards) Internal awards and grants (including for teaching and for HDR supervision)	OCTAL Guidelines		UEC/URC> Academic Senate
	7.2 UOW sets and reaches targets for applications for promotions and learning and teaching awards	Promotion and probation statistics External teaching citations, grants, fellowships Internal awards and grants	Continuing Professional Development (Learning and Teaching) Framework OCTAL Guidelines		UEC> Academic Senate

Standard	Performance Indicator	Measure	Key Inputs UOW Policies/Processes	External References	Governance
	7.3 There are clear guidelines and support for staff seeking academic promotion based on teaching and/or supervision ranked highly, including on how to evidence teaching achievement	Comparative Academic Promotion success rates by faculty and level Staff feedback Promotion Committee Feedback	Academic Promotion Committee Procedures Mix of Evidence Guidelines Academic Promotion: A Guide to Evidence about Teaching (under review)		UEC> Academic Senate
8. Appropriate resources and facilities support quality teaching and research supervision	8.1 UOW evaluates systematically and transparently the levels of staffing required to conduct and support teaching and research supervision adequately, sets appropriate targets (e.g. for staff : student ratios) and allocates resources accordingly	Staff: Student ratios reported via TCSI Faculty review reports GRS report on supervisory loads	UOW Strategic Plan Faculty workforce plans and workload models Annual Faculty plans and performance reports HDR Supervision and Resources Policy	HES 3.2.1	ULG
	8.2 UOW has clear goals and strategies for the assessment, allocation and management of learning spaces and of resources for HDR candidates	Student feedback Staff feedback PREQ results and feedback	Timetabling Policy Overcrowding in Teaching Spaces Procedure HDR Supervision and Resources Policy Annual Faculty plans and performance reports	HES 2.1.1	UEC/URC> Academic Senate
	8.3 In the event of a course (or course instance) being discontinued, UOW adopts clear and effective 'teach out' or course transition plans to ensure that no student enrolled in the course is disadvantaged	Student feedback	Course and Subject Approval Procedures		CPDG> FEC> QARG> Academic Senate or DVCASL
9. Assessment practices are fair, consistent and inform learning	9.1 The grades awarded (and other information provided to students and HDR candidates on their achievement) make a direct link between the intended learning outcomes and students' and HDR candidates' actual performance on assessment tasks	COSMOS data showing all courses have CLOs AACSB assurance of learning process (BAL)	Teaching and Assessment: Code of Practice- Teaching Teaching and Assessment: Subject Delivery Policy Teaching and Assessment: Assessment & Feedback Policy (including the Grades of Performance) Honours Policy	HES 1.4.3	EPAQ> UEC> Academic Senate
	9.2 Teaching staff provide helpful and timely feedback to ' on performance	Student feedback SES results GOS results SEBS results APR Process (HDR Candidates)	Teaching and Assessment: Code of Practice- Teaching Teaching and Assessment: Subject Delivery Policy Teaching and Assessment: Assessment & Feedback Policy	HES 1.3.2 and 1.3.3	UEC> Academic Senate

Standard	Performance Indicator	Measure	Key Inputs UOW Policies/Processes	External References	Governance
	9.3 Work placements and other forms of work-integrated learning are appropriately supervised and assessed	Feedback from students and HDR candidates and host organisations SONIA data	Code of Practice – WIL (Professional Experience)	HES 5.4.1	UEC> Academic Senate
	9.4 Where more than one member of staff is teaching a subject, good processes and communication with other teaching staff ensure consistency in terms of delivery of subject and assessment	Internal moderation reports Calibration activities	Teaching and Assessment: Code of Practice- Teaching Teaching and Assessment: Subject Delivery Policy Teaching and Assessment: Assessment & Feedback Policy	-	UEC> Academic Senate
	9.5 UOW validates course learning outcomes through periodic external peer review of assessment and student learning outcomes	Inter-university external benchmarking of key units	Course Monitoring and Review Procedures	HES 5.3.4	QARG> UEC> Academic Senate
10. UOW courses delivered by a third party are of equivalent standard	10.1 Where a UOW subject is offered through a third party arrangement, any variation in content, subject objectives or assessment of learning outcomes must be approved by the relevant UOW Subject Coordinator	Subject Outlines approval processes	Collaborative Delivery Review Procedures Collaborative Delivery - Subject Quality Assurance Procedures	HES 5.4.2	UEC> Academic Senate
	10.2 All teaching undertaken via a third party must meet the University requirements for teaching and assessment as set out in the TAPS and other relevant policies and procedures	Annual Review of Collaborative Delivery Report	Teaching and Assessment: Code of Practice – Teaching Teaching and Assessment: Subject Delivery Policy Teaching and Assessment: Assessment & Feedback Policy Collaborative Delivery Review Procedures Collaborative Delivery - Subject Quality Assurance Procedures Procedure for Monitoring Comparative Student Outcomes	HES 5.4.2	UEC> Academic Senate
	10.3 All UOW courses offered through a collaborative delivery partner are regularly reviewed to ensure equivalence of student learning outcomes and fulfilment of all contractual obligations	Annual Review of Collaborative Delivery Reports Annual Collaborative Delivery Summary Report	Collaborative Delivery Annual Review Procedures Collaborative Delivery – Subject Quality Assurance Procedures Third Party Contracts/Agreements	HES 5.4.2	UEC> Academic Senate>University Council

Standard	Performance Indicator	Measure	Key Inputs UOW Policies/Processes	External References	Governance
	10.4 All new courses delivered through a third party arrangement must be covered by a contractual agreement and meet all specified due diligence and risk assessment requirements	Third Party Register Collaborative Delivery Agreements QA Agreements (for UOWGE managed locations)	Assessment of New Collaborative Delivery Procedures	HES 5.4.2	UEC/UIC> Academic Senate
11. UOW courses delivered across multi-locations are of equivalent standard	11.1 Where a course, or a component of a course, is delivered across multiple locations, an analysis of student results will be undertaken at the end of each session as a means to ensure equivalence of learning outcomes	CSO Data Reports Annual CSO Monitoring Report	Procedure for Monitoring Comparative Student Outcomes	HES 1.3.5 and 5.3.4	EPAQ> UEC/UIC> Academic Senate

PERFORMANCE STANDARDS

Standards associated with monitoring and reporting on the results of design, support and delivery standards, as a way of assessing the effectiveness of learning, teaching and research training, and of identifying opportunities for improvement.

Standard	Performance Indicator	Measure	Key Inputs UOW Policies/Processes	External References	Governance
1. UOW collects and acts on student feedback on the quality of their learning experience	1.1 All students and HDR candidates, regardless of their mode or location of study, have the opportunity to provide feedback on the quality of their learning experience	SES and CEQ (including PREQ) or equivalent administered across all teaching locations SEBS and TEBS results APR Feedback (HDR)	Student Charter Subject and Teacher Evaluation Procedures HDR Progress Guidelines	HES 5.3.5	UEC/URC> Academic Senate
	1.2 UOW systematically collects and analyses data and uses it to improve the overall student experience, including the online student experience	SES and CEQ/GOS results CSO reports	Procedure for Monitoring Comparative Student Outcomes (CSO) a p	HES 5.3.7	UEC/URC> Academic Senate
	1.3 UOW closes the feedback loop by communicating to students and HDR candidates regularly about changes made in response to their feedback	SES reports.	Subject Outlines UOW website information on "You Told Us, So We Are..."		UEC> Academic Senate
2. UOW actively monitors and acts on student retention and progression rates	2.1 UOW compares attrition rates by course, student cohort, mode and location of study as a means to improve retention and assure equivalence	UOW attrition rates over time Deep Dive reporting on L&T KPIs Annual Reviews of Collaborative Delivery	Collaborative Delivery Annual Review Procedures	HES 1.3.5 and 5.3.3 Department of Education Selected Higher Education Statistics	UEC> Academic Senate
	2.2 UOW compares progression rates by course, student cohort, mode and location of study as a means to improve progression and assure equivalence	UOW progression rates over time Annual Reviews of Collaborative Delivery	Collaborative Delivery Annual Review Procedures	HES 1.3.5 and 5.3.3 Department of Education Selected Higher Education Statistics	UEC> Academic Senate
	2.3 UOW compares retention and progression rates with other comparable institutions	UOW rates compared to the sector average Annual Reviews of Collaborative Delivery HES Benchmarking Dashboard (from 2023)	Collaborative Delivery Annual Review Procedures Council KPIs	Department of Education Selected Higher Education Statistics HES Benchmarking Dashboard (from 2023)	UEC> Academic Senate

Standard	Performance Indicator	Measure	Key Inputs UOW Policies/Processes	External References	Governance
3. UOW maintains, monitors and acts on comparative data on the performance of students and HDR candidates	3.1 Information on the performance of student cohorts by entry pathway, entry level, and mode of study and location of study is reported and monitored on a sessional basis	CSO Data Reports Faculty Monitoring reports received; issues followed-up	Procedure for Monitoring Comparative Student Outcomes (CSO)	HES 1.3.6	EPAQ> UEC> Academic Senate
4. UOW graduates achieve stated learning outcomes	4.1 Assurance of learning is undertaken to assess students and HDR candidates against course and subject learning outcomes	Curriculum mapping CEQ/GOS data Quality of HDR candidates' theses, publications and conference papers etc. (in accordance with disciplinary standards)	Course Design Procedures Course Monitoring and Review Procedures Teaching and Assessment: Assessment & Feedback Policy HDR Thesis Preparation, Examination and Outcomes Policy and Process	HES 1.4.3, 1.4.5, 1.4.6 Australian Qualifications Framework AACSB Standards	FEC> UEC> Academic Senate Thesis Examination Committee
5. UOW graduates have good employment outcomes	5.1 UOW graduate outcomes compare favourably to the sector as a whole	GOS and ESS results over time GOS and ESS results compared with benchmarking group and national average for sector	Employer Satisfaction Survey	HES 5.3.4	UEC> Academic Senate
	5.2 Employers report a high level of satisfaction with UOW graduates	Employer Satisfaction Survey results			UEC> Academic Senate
	5.3 UOW has a strong and active alumni network	No of "active" alumni Attendance at Alumni functions	UOW Strategic Plan		University Leadership Group>University Council
6. UOW collects and acts on staff feedback on the quality of learning and teaching	6.1 All academic staff, regardless of their employment status (full-time or part-time, permanent or casual) or location, have the opportunity to provide feedback on the quality of learning and teaching at UOW and on their own wellbeing.	Workplace Survey – Your Voice and UOW Pulse Surveys Staff surveys as part of course review processes	Course Monitoring and Review Procedures	HES 5.3.6	UEC> Academic Senate People and Culture Committee> University Council
	6.2 All Learning and Teaching committees review their performance and work plans regularly to ensure opportunity for member input and feedback	Committee self-evaluations Reporting against work plans Annual DVCA Report to Council on Learning and Teaching KPIs	UOW Strategic Plan UOW Gold Standard Committee Service	HES 6.3.1	FEC>, EPAQ > UEC> Academic Senate

Standard	Performance Indicator	Measure	Key Inputs UOW Policies/Processes	External References	Governance
7. UOW regularly evaluates its performance in L&T and Research Training	7.1 All teaching is evaluated on a regular basis at the subject and course level and all teachers have the opportunity to review feedback on their teaching	Teacher Evaluation By Students Reports School and faculty reports APR feedback	Subject and Teacher Evaluation Procedures Probation and Promotion Policy and Procedures HDR Progress Review Guidelines	HES 5.3.6	UEC> Academic Senate
	7.2 Each research student is able to evaluate their research supervisors annually, during the APR, and supervisors are given opportunities to review this feedback once aggregated across multiple candidates.	PREQ Results APR Process	HDR Progress Guidelines HDR Rules	HES 5.3.6	URC>Academic Senate
	7.3 Review and improvement activities are informed by regular external referencing against comparable courses of study at other institutions	National and International rankings (for L&T) Benchmarking outcomes Course review outcomes GOS and SES Benchmark Group Deep Dive Reporting on L&T KPIs	WATTLE Fellows External Referencing Peer Review of Assessment Standards Procedures	HES 5.3.1	UEC> Academic Senate

ACRONYMS USED

AQF=Australian Qualifications Framework

APR = Annual Progress Report for HDR Candidates

CAS= Course Accreditation Standards

CEQ= Course Experience Questionnaire

CLO= Course Learning Outcomes

CSO= Comparative Student Outcomes

CSE= Centre for Student Engagement

ECAC=External Course Advisory Committee

ELP= English Language Proficiency

EO= Equal Opportunity

ESS= Employer Satisfaction Survey

FEC= Faculty Education Committee

FRC= Faculty Research Committee

GOS= Graduate Outcomes Survey

L&T= Learning & Teaching

LD= Learning Development

PRS= Provider Registration Standards

PREQ = Postgraduate Research Experience Questionnaire

RPL= Recognition of Prior Learning

SES= Student Experience Survey

STEP = Subject and Teacher Evaluation Platform

TAPS= Teaching and Assessment Suite of Policies

TES= Transnational Education Committee

UEC= University Education Committee

UIC= University International Committee

ULG= University Leadership Group

URC = University Research Committee

UOWD= University of Wollongong in Dubai

WILAC = Work Integrated Learning Advisory Committee