The UWA Student Learning Experience Strategy and Management

January 2009

Education Policy Services
THE UWA STUDENT LEARNING EXPERIENCE
STRATEGY AND MANAGEMENT
http://www.teachingandlearning.uwa.edu.au/page/133646

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1. INTRODUCTION

The University of Western Australia (UWA) aims to provide an internationally competitive educational experience for all students.

UWA observes that some of the educational attributes that characterise the world’s leading universities include:

- Focus on the development of critical thinking and higher order conceptual, reasoning and analytical skills
- Focus on the ability to master the discipline
- An intellectual dynamic where students are challenged and equipped to confront personal values and make ethical judgements
- The preparation of students for citizenship and leadership in diverse, global environments
- The quality of the student experience which extends beyond the classroom
- The promotion of liberal education, and
- A rich interaction between staff and students in a research-intensive environment.

The UWA culture and future direction are built around these concepts. This is reflected in its values, defining characteristics, expected graduate attributes (educational principles) and education priorities (refer Sections 2.1 and 2.2).

The UWA education agenda focuses on continuous improvement in all areas; creating a learning environment which promotes equity of access and emphasises students and staff as partners in the learning process; maintaining a high performance culture; and improving the quality and breadth of the experience at university beyond the classroom. The University is committed to maintaining an educational experience for students which combines the best features of new technologies with those of an interactive on-campus learning environment, to meet the learning needs of a diverse student body. In addition, the importance of the relationship between teaching and learning and research is a major underlying premise of this document. As a research intensive university, it is integral to UWA's role that teaching and learning takes place in an atmosphere and culture of research and scholarship.

The UWA Student Learning Experience represents the University’s strong commitment to offer students opportunities to learn and develop in a wide range of social and cultural settings. As well as formal ‘classroom’ settings, the learning environment at UWA refers also to that large array of sporting, social and cultural activities, and day-to-day life at the University, supported by sections such as the University Library, Student Services, the Guild, the Postgraduate Students’ Association, the Colleges and the UWA Sport and Recreation Association.

The changing environment in Australian higher education over recent years has seen a greater focus on learning and teaching. This is illustrated by the following initiatives:

- Establishment of the Australian Learning and Teaching Council (ALTC), previously the Carrick Institute for Learning and Teaching in Higher Education. The ALTC receives approximately $27 million annually, provides a national focus for the enhancement of learning and teaching in Australian higher education, and is a flagship for acknowledging excellence in learning and teaching. Its values include long-term change, diversity, inclusiveness, collaboration and excellence. Systematic change is brought about with the provision of a range of programs. For example, between 2005 - 2007 the ALTC has funded in the region of 100 projects (six of which include UWA as a
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lead or partner institution) from its Grants Scheme involving approximately 40 universities nation-wide.  

- The Learning and Teaching Performance Fund (LTPF) was announced in 2003 as part of the Australian government's Our Universities: Backing Australia's Future initiative. The purpose of the Fund is to review, evaluate and reward Australian higher education providers that best demonstrate excellence in learning and teaching. From 2006 – 2008 the Fund has received $220m as part of the Government's renewed focus on teaching quality in Australian universities. UWA's excellence in teaching and learning has been rewarded by this Fund with the allocation of $11.6m during that period. For 2009 the LTPF will award $74m with a focus on rewarding both excellence and improved performance.

- Review of Australian higher education (the Bradley Review), commissioned by the federal government. A discussion paper, released in June 2008, focussed on nine key challenges, including the student experience. The final report was forwarded to the Minister in December 2008. The review will inform the preparation of the Government’s policy agenda for higher education through 2009 and 2010. It will also help to develop a long-term vision for higher education into the next decade and beyond.

This document has been prepared within the context of the external environment (including the National Protocols for Higher Education) and the University's planning framework which includes the UWA Strategic Plan, Strategic Directions, Operational Priorities Plan, Academic Profile and other University strategic and operational planning documents available on the web at University Planning.

As a core University activity, the education experience is embedded in a number of the University’s strategic and operational plans and, although the purpose of this document is to provide a broad outline of planning, management and quality assurance in teaching and learning throughout the University, it should be read in association with the other University Management Plans which provide greater detail of such issues as:

- Development and improvement of teaching facilities and learning spaces
- Equity, diversity and student support in teaching and learning
- Faculty initiatives to improve the student experience
- Staffing policies which support high quality teaching
- Information technology in support of teaching and learning
- Off-shore and transnational teaching programs
- Information services in a learning environment, and
- Postgraduate training.

This document contains three major components:

THE CONTEXT AND PLANNING FRAMEWORK AT UWA TO SUPPORT THE STUDENT LEARNING EXPERIENCE

This section provides an overview of the University’s planning and accountability framework which provides the focus and direction to the education (including teaching and learning) agenda.

MANAGEMENT OF THE UWA STUDENT LEARNING EXPERIENCE

This section presents an outline of the ways in which the University manages its teaching and learning activities and provides a comprehensive and cohesive framework to enable high quality teaching, learning and assessment practices at

UWA to flourish. It describes some of the key structural, procedural and policy parameters that relate to the quality of teaching and learning in the University and the ways in which a high quality student learning experience is supported.

THE EDUCATION STRATEGY 2009 - 2013

An integral component of the University’s planning framework is the formulation of a University Operational Priorities Plan, which flows into the faculties and schools with the formulation of faculty and school-based operational priority plans. This was initiated in 1999 on a three year cycle. With effect from 2009, the plan will cover a five year cycle.

The Operational Priorities Plan (OPP) is designed to progress the University’s vision of achieving international excellence. It does this by identifying a focused and selective set of objectives that are expected to further the vision and are to be given the highest priority across the University over the period. The four OPP categories from 2009 are Education, Research and Research Training, External Relations and Community Engagement, and People and Resources. Each category has a strategic priority objective, underpinned by operational objectives, key implementation strategies and proposed actions. Executive responsibility and accountability is assigned, together with performance indicators and associated targets at both faculty and University-wide levels. The OPP is reviewed and updated annually.

The Education Section of the Operational Priorities Plan constitutes the University’s Education Strategy for the period 2009 – 2013.
2. THE CONTEXT AND PLANNING FRAMEWORK AT UWA TO SUPPORT THE STUDENT LEARNING EXPERIENCE

2.1 Key Statements

The education/teaching and learning mission is described in a number of the University's key statements:

Vision
‘Achieving International Excellence’
The University of Western Australia will be recognised internationally for its excellence in teaching and research and as a leading intellectual and creative resource to the communities it serves.

Mission
To advance, transmit and sustain knowledge and understanding through the conduct of teaching, research and scholarship at the highest international standards, for the benefit of the Western Australian, Australian and international communities.

Values
The core values underpinning our activities are a commitment to:

- A high performance culture designed to achieve international excellence
- Academic freedom to encourage staff and students to engage in the open exchange of ideas and thought
- Continuous improvement through self-evaluation and external review
- Fostering the values of openness, honesty, tolerance, fairness, trust and responsibility in social, moral and academic matters
- Transparency in decision-making and accountability
- Equity and merit as the fundamental principles for the achievement of the full potential of all staff and students

Defining characteristics
The University of Western Australia will be recognised by the following defining characteristics:

- High quality, as the pervading criterion for all our activities
- Comprehensive, with a broad teaching and research profile in the arts, sciences, and professions
- Selective, within a comprehensive base, to develop particular areas of research strength and emphasis
- Research-intensive, with a strong teaching and research nexus across all our disciplines
- Internationally focused, for both the content and standards of our activities
- Technologically innovative, to maximise our flexibility
- Responsive, to meet the needs of the community, our students and our graduates

Strategic priorities
The University has identified four priority strategic objectives of particular significance to achieving international excellence over the next five years (2009 – 2013):

- Education: To improve the quality of the student learning experience
- Research and Research Training: To improve the quality and impact, and productivity of research and research training
- External Relations and Community Engagement: To improve the
University's positioning and reputation, and to develop strategic relationships and community engagement

- **People and Resources:** To develop our people and resources

**Strategic Plan**

Two key statements, contained within the University’s Strategic Plan, are particularly relevant to the education (including teaching and learning) portfolio:

**The University’s Teaching and Learning Primary Goal**

“The University aims to provide courses of study and a learning environment at the highest possible quality to meet individual, local (state), and national needs and internationally recognised standards; and to foster the relationship between teaching and the conduct of research across the range of its disciplines in a way that sustains the quality of the institution’s teaching and learning activities and distinguishes it from other institutions in the State, and many others in the Unified National System.”

**The University’s Educational Principles**

"Students at The University of Western Australia are encouraged and facilitated to develop the ability and desire:

- to master the subject matter, concepts and techniques of their chosen discipline(s) at internationally-recognised levels and standards
- to acquire the skills required to learn, and to continue through life to learn, from a variety of sources and experiences
- to adapt acquired knowledge to new situations
- to communicate in English clearly, concisely and logically
- to acquire the skills needed to embrace rapidly-changing technologies in a global environment
- to think and reason logically and creatively
- to undertake problem identification, analysis and solution
- to question accepted wisdom and be open to new ideas and possibilities
- to acquire mature judgement and responsibility in ethical, moral, social, and practical, as well as academic matters
- to work independently and in a team
- to acquire cross-cultural and other competencies to take a citizenship and leadership role in the local, national or international community”

These Educational Principles will be reviewed in 2009 by the University’s Teaching and Learning Committee, as a recommendation of the Review of Course Structures, with the intention that these Principles will be demonstrably embedded in every undergraduate course as an integral component of the Review outcomes. Their relevance to postgraduate coursework will also be assessed.

### 2.2 Education Priorities

As part of the University’s Cycle of Planning and Accountability, the University’s education priorities are established on a five-year basis and embedded in the University’s Operational Priorities Plan. For the period 2009 – 2013 the University’s strategic objective for education continues to be “To improve the quality of the student learning experience”. The five operational objectives to support this strategy are:

1. To recruit and graduate a diverse student cohort of the highest quality
2. To improve the University’s courses
3. To extend high-quality teaching approaches and improve learning outcomes
4. To further develop the links between teaching, learning and research
5 To improve student engagement in a high-quality campus community

Further details are contained in the Education Strategy 2009 - 2013.

As is reflected in the Education Strategy, the University of Western Australia places strong emphasis on the fact that student learning takes place both within and beyond the formal setting of classrooms, laboratories, and lecture theatres, and depends upon active student engagement and interaction in both curricular and extra-curricular settings. As well as being focused on enhancing the quality of its courses and teaching, the University greatly values and encourages the array of extra-curricular activities and support services which enrich the student learning experience (including, for example, those offered through the Guild and UWA colleges).

The University of Western Australia is committed to being both a high-quality student-centred teaching university and a high-performing research-intensive university. It values and encourages all the ways in which research activities can inform and enrich teaching and student learning, including through research opportunities and research skills development for students, and also the ways in which research can be enhanced through teaching and learning activities.

Focused on offering a high-quality student learning experience, the University is also strongly committed to ensuring equitable access to its courses. It is, for example, working hard to reach out to students of potential from under-represented and disadvantaged backgrounds, and to encourage their participation and success in the life-changing educational opportunities that university can offer. In December 2008, UWA was awarded $2.4 million from the Commonwealth Diversity and Structural Adjustment fund to undertake a major program of outreach in the remote Pilbara region of Western Australia and in targeted outer metropolitan schools.

Already ranked as one of the very best universities in Australia for student learning (Melbourne Institute of Applied Economic and Social Research), and committed to achieving international excellence in all it does, UWA aspires to be recognised as one of the top 50 universities in the world within 50 years. This goal further focuses the University on continuous improvement of its educational, research, and community engagement activities. To clarify this goal and to assist in developing strategies to achieve it, a discussion paper on *The Educational Attributes of Some of the World's 'Top 50' Universities* was prepared under the auspices of the Teaching and Learning Committee. Discussion of it across the University has contributed to shaping the Education Strategy 2009 – 2013. The University will continue to clarify, and work vigorously towards, the distinctive attributes desired to be developed at UWA as part of its goal to be in the world’s 'top 50' universities.

As part of its goal to offer the highest-quality education it can, the University has in 2007 – 08 undertaken a fundamental review of its course structures (Refer Section 3.1.14). This highly consultative process has invited input from the entire UWA community (students, staff, and alumni) and the wider communities – in WA, nationally, and internationally – which the University serves (including employers, professional associations, education authorities, and others). The final recommendations of the Review of Course Structures were presented to the University in September 2008 in a paper, *Education for Tomorrow’s World: Courses of Action*. The principles of the Review were endorsed by the Academic Board and the Senate in late 2008. Implementation of its agreed recommendations will be a major focus for the University over the next several years, and should significantly enhance the UWA student learning experience.
2.3 Indicators of Teaching and Learning Performance

To assist in the evaluation and improvement of the quality of the student learning experience at UWA, extensive use is made of various indicators. These include:

- Course Experience Questionnaire (CEQ) results
- SURF (Student Unit Reflective Feedback) scores
- proportion of student load passed
- grade distributions
- proportion of student separations that are due to course completion
- retention rates
- the Australasian Survey of Student Engagement (AUSSE)
- first year experience surveys; and
- surveys undertaken for reviews of Schools and other sections of the University

Additional evaluative processes are described more fully in Section 3.1.12 - Evaluation, Monitoring and Review.

These indicators are supplemented with other data from other sources, such as Graduate Destinations Survey, UWA surveys undertaken for other purposes, such as for the PEERS (Perceptions and Expectations of English Requirements and Support) study and the 2007 study of English language skills of graduates, and data from other national surveys in which UWA students participate.

Such indicators are used to set targets for improvement in various aspects of UWA’s performance. This includes the setting of targets (e.g. for CEQ results) in the Operational Priorities Plan, and reporting by faculties and others against these targets.

In addition, the University produces participation and success indicators for designated equity groups, including Indigenous students, students from low SES backgrounds, culturally diverse students and students with disabilities. Associated equity performance targets are specified in major University plans along with strategies designed to improve access, participation and success.

Leaders in teaching and learning across the University, including Deans and Associate Deans (Teaching and Learning/Education), make extensive use of these data for evaluating performance and for identifying areas both for congratulations and improvement. This involves, for example, comparisons over time, between parts of the University, and between UWA and other universities (including other Group of Eight universities). In some parts of the University there has been a deliberate and valuable effort also to gather more qualitative feedback from students, for example through discussion groups.

Student evaluations have assisted the University to identify the importance of focusing on

- encouraging early and constructive feedback to students on their work
- understanding the difficulties that students might be having with their work
- developing students’ ability to work as team members
- opportunities for students to interact with academic staff, and students’ sense of academics as accessible; and
- enhancing the sense of UWA and each of our schools and faculties as lively learning communities to which students belong, and in which students and staff alike are actively engaged

Various studies have helped us to identify the importance of encouraging positive
interaction between Australian and international students, both within and outside the classroom. This is an important focus for continuing activity.

The analysis of SURF scores provides, amongst other things, strong encouragement to ensure that in all units it is clear what students are expected to learn, the unit is well organised, and the learning resources (handouts, texts, web resources) are appropriate.

A broad range of indicators at both University and faculty levels are annually distributed University-wide with the publication Teaching and Learning Indicators formulated by Planning Services, and indicators are available on the University's Executive Information System (EIS). The data include internal results over time and inter-institutional comparative results.

Indicators which demonstrate aspects of the University's performance in relation to the teaching and learning primary goal are also reported in the University's Annual Report.

2.3.1. Teaching Quality Indicators (TQI) Project

UWA is one of eight universities throughout Australia participating in a pilot project to develop robust, evidence-based indicators of teaching quality, for application within the institution and to facilitate effective benchmarking between universities. The Teaching Quality Indicators (TQI) project is funded by the Australian Learning and Teaching Council, and is led at UWA by the Pro Vice-Chancellor (Teaching and Learning). The project is underpinned by extensive research to identify national and international best practice, and to understand more deeply the relationship between good teaching, and good learning outcomes for students. The research may well lead to the refinement of existing indicators, and the development of others that help us understand the processes that can be implemented to enhance the student experience. The specific focus of the TQI at UWA is the creation of indicators which can be used to recognise and reward good quality teaching applicable across a range of circumstances, to be agreed by relevant stakeholders (these may include for example, their application in the context of performance review, promotion assessment, academic portfolio writing, and teaching award applications).

Since July 2007, a Steering Group convened by the Pro Vice-Chancellor (Teaching and Learning) has overseen the project, with wide consultation undertaken to ensure that the indicators devised are most appropriate to the UWA context. The project has also produced a web based Database of Learning and Teaching Policy and Practice, launched in September 2008, that can be continually updated by schools and faculties to reflect current practice, and which will become an important resource for use within the University.

In late 2008, UWA and Macquarie University, each participants in the ALTC-funded Teaching Quality Indicators national project, are also engaged in a project to develop a benchmarking partnership in relation to aspects of teaching and learning. Specifically, the project involves the development of benchmark statements, performance indicators and performance measures as they relate to the reward and recognition of teaching quality at school and institutional levels within each university. The single framework developed and applied will enable comparison of performance, periodic discussion of best practice, and potentially, the generation of shared resources in respect, for example, of staff training needs. The benchmarking framework will be developed for preliminary use in 2009.
3. MANAGEMENT OF THE UWA STUDENT LEARNING EXPERIENCE

3.1 Management Framework

3.1.1 The Education Strategy

The Deputy Vice-Chancellor (Education) is responsible for the UWA education strategy and chairs the University’s Teaching and Learning Committee. The Pro Vice-Chancellor (Teaching and Learning) is responsible for the teaching and learning components of this strategy, including a range of teaching and learning initiatives and schemes, and liaison with the Australian Learning and Teaching Council. The Pro Vice-Chancellor (Teaching and Learning) is also Deputy Chair of the University’s Teaching and Learning Committee and Chair of the University’s Admissions Committee. The Manager of Education Policy Services is the principal administrative officer within this area and is responsible for the coordination and administration of the University’s Teaching and Learning Committee and its sub-committees, the central teaching and learning budget, and teaching and learning-related policies and practices. The Centre for the Advancement of Teaching and Learning (CATL) works directly to the Pro-Vice-Chancellor (Teaching and Learning) to support this part of the education portfolio (refer section 3.1.3).

Given the breadth of the education agenda a range of functional areas work with the education team to support and improve the student experience as outlined in the Education Portfolio map.

3.1.2 Education Policy Services (EPS)

Education Policy Services was established in early 2007 in the Division of Governance Services within the Registrar’s Office, and provides executive and administrative advice and support to the University’s Education (including Teaching and Learning) portfolio.

The role of Education Policy Services is to:

- Provide executive support and advice to teaching and learning related committees and working parties
- Administer Teaching and Learning Committee funded schemes that support the University’s priorities within the Operational Priorities Plan
- Administer and drive teaching and learning/education related processes at the central level
- Support initiatives that improve the student learning experience
- Review, update, disseminate and monitor accountability for University-wide teaching and learning related policies

The Manager of EPS reports to the Director of Governance Services and also works closely with the Centre for the Advancement of Teaching and Learning and the University’s Teaching and Learning Committee to develop and disseminate policy and practices across the University. Members of EPS serve as members and/or as executive officer of various standing committees and working parties of the University’s Teaching and Learning Committee.

3.1.3 Centre for the Advancement of Teaching and Learning (CATL)

The Centre for the Advancement of Teaching and Learning (CATL) is a central unit which supports teachers in their practice with the aim of enhancing the quality of the student learning experience and the quality of the teacher’s experience at UWA.
CATL aims to fulfill its role by:

- Providing programs, resources and services that support and encourage teachers to develop, maintain and extend good teaching practice
- Providing leadership in teaching and learning
- Facilitating the development and adoption of new policy and innovative practice in teaching and learning
- Promoting the scholarship of teaching and learning at UWA, and
- Promoting and supporting the recognition and reward of teaching and learning and its place in academic work.

Programs, resources and services are available for all staff involved in teaching and learning, including postgraduate students, tutors, researchers and affiliated staff, staff new to the University and experienced UWA teachers and research supervisors.

CATL also works closely with Education Policy Services and the University's Teaching and Learning Committee to develop and implement policy and practices across the University. Members of the CATL staff serve as members and/or as executive officer of various standing committees and working parties. CATL also collaborates with the University Library and Student Services, particularly the Learning, Language and Research Skills team and the UniSkills team in providing programs and services that aim to enhance the student learning experience at UWA.

i) Programs and Workshops

CATL offers a range of University-wide programs and workshops, and offers faculty and school based programs and support in consultation with individual faculties and schools to support the enhancement of teaching and learning for staff and students. For example, a critical role within a research-intensive university is effective research supervision. Two programs entitled Supervising Postgraduate Students and Supervising International Students offer guidance on University expectations, explore the development and maintenance of good supervisor-student relationships and share best practice for supporting supervisors and students. New supervisors are required to attend these programs.

The importance placed on teaching and learning at UWA is emphasised by the program Foundations of University Teaching and Learning (FUTL) which offers a theoretical framework and the opportunity to explore a range of teaching and learning strategies that participants can adapt to their disciplinary context in a semester long program. The program is designed for new members of academic staff who are advised to attend the program in their letter of appointment. The FUTL program was reviewed in 2007. From 2008, the 12 review recommendations are in the process of being implemented, including the development of a Graduate Certificate of Higher Education.

A development program targeted at postgraduate students is the Postgraduate Teaching Internship Scheme, winner of a national Carrick Institute Award for Programs that Enhance Learning in 2006. This is a competitive entry year-long program for postgraduate students who are involved in, and receive payment for, teaching. It provides participants with a variety of teaching experiences while engaged in a program of professional development in teaching and learning. The participants carry-out a research project that is presented at a UWA forum and many also present at the annual WA Teaching and Learning Forum. In response to the competitiveness of gaining entry to this program, a modified, one semester program for postgraduate students engaged in teaching was offered on a three year trial basis (2006-2008) – Introduction to University Teaching (IUT) program. The success of this program has resulted in its continuation beyond 2008. Funded through the University's strategic funds, the postgraduate student participants in the IUT program receive payment for their involvement. A new IUT program specifically
for international postgraduate students engaged in teaching, which focuses particularly on cultural communication and the Australian context, was trialled in 2008 in the Faculty of Engineering, Computing and Mathematics. This program will be offered to two faculties in 2009 with funding support provided by a UWA Diversity Initiatives grant.

Other workshops and seminars offered on a periodic basis cover topics such as e-learning, assessment of learning, curriculum development, active learning, effective classroom techniques such as running tutorials and seminars, problem-based learning, and peer reflection. Workshops and seminars are also arranged on a periodic basis when visiting scholars to campus facilitate sessions on a wide range of teaching and learning topics.

A list of programs and workshops is available on the Centre for the Advancement of Teaching and Learning website.

ii) Teaching Month
Teaching Month has been offered since 2006 and is coordinated by CATL. Teaching Month takes place in May each year and provides an opportunity for staff and students to focus on teaching and learning at UWA. Teaching Month activities are designed to:

- increase the general awareness of the importance that the University places on teaching and learning activities
- celebrate excellence in teaching through the recognition of award winners
- expose UWA staff to different perspectives through presentations by visiting distinguished teachers
- provide opportunities to generate intra-faculty discussion around faculty-specific issues of teaching and learning
- provide opportunities for inter-faculty collaborations and discussions around teaching and learning aspects of common interest, and
- provide opportunities for staff and students to participate together in out-of-class activities.

The 2008 Teaching Month theme was Diversity in Teaching and Learning. In 2009 the theme will be engaging students through the curriculum. More information will be available on the Centre for the Advancement of Teaching and Learning website.

iii) Student Perceptions of the Quality of Teaching and their Experience of Learning
With the aim of improving teaching quality, CATL assists individual academic staff, faculties and schools to collect, interpret and respond to feedback on teaching and the student experience. Feedback can come from a number of sources including students, peers, and external sources and through self-reflection. CATL coordinates the central processes for collecting feedback on teaching - Student Perceptions of Teaching (SPOT) and Student Perceptions of Research Supervision (SPORS). SPOT and SPORS provide feedback to individual teachers on their teaching and supervision. Staff can also get assistance with seeking feedback from their peers including peer observation of teaching and review of teaching materials, and through individual and group reflection upon teaching and learning, particularly through the development of the Academic Portfolio.

An internal review of SPOT was undertaken in 2008 and presented to the Pro-Vice Chancellor (Teaching and Learning). In response to the issues raised in this review, it was decided to widen the scope of the review to include all forms of student perceptions of teaching which includes SPOT, SPORS, and SURF, and will include the AUSSE (Australasian Universities Survey of Student Engagement). It is anticipated that the review will be finalized in 2009.

UWA has undertaken two periodic surveys (2005 and 2007) on student engagement
using the National Survey of Student Engagement (NSSE) and the Faculty Survey of Student Engagement (FSSE), used widely in North America and Canada, which collect data on the student experience. In 2008, UWA administered the AUSSE to its students. The AUSSE is administered by ACER and is based on the NSSE, which has been adapted and calibrated for the Australian context.

It is intended that the review of student evaluation of teaching will lead to a more comprehensive range of information being provided for the schools and faculties on students’ perception of teaching, thus assisting with ‘closing the loop’ through ensuring that feedback is used to improve teaching quality and the student experience. Faculties are also encouraged to inform students on the changes which have been made in response to previous student feedback as a way to demonstrate their commitment to enhancing their students’ experience.

iv) CATLyst Network

The CATLyst Network, commended by the 2003 AUQA Review and offered as an example of good practice, consists of local appointees, CATLysts, within the faculties. They have broad responsibility for promoting teaching and learning within the faculty and work with others within the Network and with CATL to promote teaching and learning in the broader UWA community. The CATLyst appointment benefits the Faculty by providing a focal point for the promotion of teaching and learning within the Faculty and supports the Faculty-appointed Associate Deans (Teaching and Learning/Education). In addition to work within their faculties, CATLysts undertake joint research projects of general interest to the University teaching and learning community. For instance, in 2008 they were engaged in a University-wide project investigating ways of providing more effective formative feedback to students. The CATLyst also contributes to faculty-based teaching and learning development, new initiatives, policy development and strategic planning related to teaching and learning. For example, in 2008 CATLysts were involved in faculty-based projects to improve feedback on assessment to students, a scheme funded by the University’s Teaching and Learning Committee, outcomes from which have been reported within each faculty and will be reported and disseminated more widely in 2009.

v) eLearning Development and Support (eDS)

CATL provides technical support and advice for teaching staff on the use of WebCT, the University’s centrally supported Learning Management System (LMS), working closely with Information Technology Services and the Arts Multimedia Unit which has responsibility for operations of the Lectopia system. In 2007 the quality of the Lectopia project was recognised when the project team was awarded a national [then] Carrick Institute Award for services supporting student learning. eDS also provides support and training for staff who are developing and using eLearning in their teaching and conducts a range of workshops throughout the year. It offers in-house eLearning training for faculties and schools and provides one-on-one consultations to inform the use of eLearning in units. In 2009 the Lectopia and ITS systems will be more fully integrated with WebCT and will be supported with integrated training programs.

The eLearning Standing Committee (established under the auspices of the University’s Teaching and Learning Committee and chaired by the Pro Vice-Chancellor (Teaching and Learning)) provides strategic direction on issues of eLearning. For example, in 2008 a University-wide policy on eLearning, including blended and on-line learning, was established.

vi) Projects

Improving Student Learning (ISL) Grants are administered by CATL with the aim of providing seed funding for projects which seek to improve the quality of the student learning experience at UWA through the initiation of curriculum revision and/or innovation in teaching and learning. The scheme provides grants of up to $3000 to
encourage teachers to make practical changes to their units to improve current practice. A total of 20 grants have been awarded since 2006.

The UWA LTPF funded Project “Enhancing Community” is an 18 month project led by CATL that aims to provide the University with a better understanding of the nature of student engagement with the University community outside the classroom in order to suggest ways to enhance the student learning experience. The results of the 2005 and 2007 NSSE surveys were elaborated through additional qualitative data collection. Findings to date indicate that a number of factors influence student engagement ranging from local university-based practices, such as what happens inside the classroom and on campus, to global, society-based issues, such as a more diverse student population who are increasingly time poor.

The UWA LTPF funded Project “Undergraduate Learning and Teaching Research Internship Scheme” (ULTRIS) will be trialled in 2009. ULTRIS will offer a research internship for undergraduate students which focuses specifically on research into teaching and learning. Ten internships will be offered (one per faculty and one for the School of Indigenous Studies). Interns will attend a series of workshops in February before the formal commencement of the academic year which will prepare them to undertake their research. Data collection and analysis will be conducted during semester one. The findings of their research will be written up as an academic paper and disseminated through presentation at a local educational conference.

vii) Resources
CATL has developed an extensive collection of books, videos and other resources on teaching and learning which are available in the University Library or from the CATL office. CATL maintains a number of email lists and also produces publications (eg CATLyst) that are distributed to academic staff.

3.1.4 Structural Arrangements for Teaching and Learning
The successful management of the University's teaching and learning activities depends significantly on the inter-relationship between the Vice-Chancellor, the Deans, Heads of Schools, senior administrators, the Academic Board and its Committees, and academic and professional staff throughout the University. Organisational charts reflecting some of the inter-connected structures are at Appendix 1. The system provides for a balance between responsibilities. A corollary of this is that quality control is exercised in executive, faculty and Academic Board decision-making streams: faculties exercise traditional academic quality control over courses, examinations and admission standards; the Academic Board and its committee system exercises broad cross-Faculty academic quality control; and the University's executive structure exercises quality control through the planning and budget processes and through the management of staff and physical resources.

3.1.5 Role of the University’s Teaching and Learning Committee
The University's Teaching and Learning Committee is a standing committee of the Academic Council and has a significant central role in the overall planning and management of the University's teaching and learning activities. The Committee is chaired by the Deputy Vice-Chancellor (Education), with the Pro Vice-Chancellor (Teaching and Learning) as Deputy Chair. The Committee's membership is representative of all the faculties and the School of Indigenous Studies, the student body and the University's academic support services. It is the main conduit to the faculty teaching and learning committees whose Chairs, usually the Associate Deans (Teaching and Learning/Education), are the faculty representatives on the central Teaching and Learning Committee.
The terms of reference of the University's Teaching and Learning Committee include:

- advice on University-wide matters relating to the quality of teaching and learning in the University, including all aspects of the student learning experience
- assessing and improving the quality of teaching and learning
- encouraging and rewarding high quality teaching and learning
- use of technology in teaching and learning
- research studies on teaching and learning; and
- allocation of the Committee's annual budget to support and promote high quality teaching and learning

Teaching and learning activities are in the main funded through the faculties via the University's Faculty Funding Model. More details on the University's budget process (incorporating the University Funding Model) and how it supports teaching and learning activities are contained on the Planning Services website. The Teaching and Learning Committee also has a central budget allocation which is used to support University-wide teaching and learning activities guided by priorities outlined in the Operational Priorities Plan and the Education Strategy. A number of programs and schemes are annually supported by the Teaching and Learning Committee (refer section 3.1.11).

### 3.1.6 Role of the Faculties and Schools

The faculties operate through a variety of executive and academic structures, the most important of which for most faculties is the Faculty Board which has responsibility for the conduct of all faculty business including formal academic planning and quality control. Statute 8 of the University outlines the powers of faculties.

Additionally all faculties have a teaching and learning committee (or equivalent), chaired by that faculty's Associate Dean (Teaching and Learning/Education) (or equivalent) who is the faculty's representative on the University's Teaching and Learning Committee. The functions and membership of these committees vary slightly but they are generally empowered by the Faculty to consider issues associated with curriculum, assessment, initiatives, development and reward of high quality teaching and learning. Associate Deans (Teaching and Learning/Education) are also supported by Faculty CATLysts, a teaching and learning support network formulated by CATL (refer section 3.1.3 (iv)). Some faculties provide more extensive dedicated support for teaching and learning; for example, the Faculty of Medicine, Dentistry and Health Sciences established its own Education Centre in 1999 which provides expertise in the fields of assessment, evaluation, outcomes, IT support, and curriculum development. In addition a number of faculties have, in recent years, formulated Teaching and Learning Guides for staff within their faculty. An example is on the Faculty of Arts, Humanities and Social Sciences website.

Communication throughout the University with regard to teaching and learning is a priority. Communication occurs between and across the faculties, the School of Indigenous Studies and the central Teaching and Learning Committee and support sections (CATL, Education Policy Services, Student Services, International Centre etc). This can occur via the committee system (faculty teaching and learning committees to the central Teaching and Learning Committee which links into the Academic Council/Board and Senate) and/or via the networks created by Faculty CATLysts and Faculty Associate Deans who champion teaching and learning within their faculty. The Pro Vice-Chancellor (Teaching and Learning) and the Manager of Education Policy Services also regularly meet with all the Associate Deans (Teaching and Learning/Education) to encourage an exchange of ideas, best practice and faculty-based issues. The CATLyst network also regularly meets with members from CATL.
As part of the Cycle of Planning and Accountability, the faculties also formulate priorities for teaching and learning/education as a component of their faculty operational priorities plans, which in turn link to the University's education priorities. Faculty operational priorities for teaching and learning/education are available on the web at Strategic/Operational Plans and the University's priorities are detailed in the Education Strategy section of this document.

Delegated responsibility for communicating, applying, advising on, monitoring adherence to and accountability for University policy at the faculty level rests with a numbers of faculty positions as set out in the relevant faculty Governance and Structure documents. These positions include principally the dean, the faculty manager, faculty administrative officer (or equivalent), associate dean, sub-dean or academic student adviser.

In recognition of the role of the faculty administrative officer and sub-dean/student adviser positions in relation to University policy, a Faculty Administrative Officers/Sub-deans’ Group, chaired by the Academic Secretary, and including other officers with responsibility for issues associated with student administration, including teaching and learning, meets on a regular basis to discuss issues associated with policy affecting governance and education and to share best practice.

The actual delivery of teaching (and research), including curriculum development, unit coordination, delivery and assessment, occurs in the schools, which are the fundamental organisational units around which the University's academic activities are structured. (Note: the 'Academic Organisational Unit', AOU, is the Commonwealth structural element against which academic activity is recorded and reported and to which staff, students and resources are assigned.)

Unlike the faculties, schools have no formal statutory role in University governance, but are the basic structural entities for University management purposes. A school is located in and resourced by a single faculty, but may teach units of study in a wide range of courses across faculty boundaries. Heads of schools are responsible to deans of faculties for the management of staff and other resources and the delivery of educational services to students.

3.1.7 Information Resources: University Library and Information Technology

The Library supports student learning through providing access to books, journals and other resources, through its study spaces and facilities, and through its teaching of information literacy skills. It is also active in the development of eLearning in the University.

i) Learning Spaces - Libraries

Library buildings provide many different types of spaces for students ranging from the quiet individual study carrels available to honours and postgraduate students in the Scholars’ Centre to the community facilities in the café in the Reid Library building. While maintaining areas for quiet concentrated individual study the Library increasingly provides areas for collaborative study and access to computer facilities. It provides places for learning, forms a focus of student community, and connects students with the history and traditions of scholarship.

The new $30m Science Library, which is due to open in 2009, will be a focus for student learning and engagement in the sciences, with state-of-the-art facilities supporting collaborative learning, and individual and group study.
ii) Learning Resources – Print and Digital
While continuing to meet student needs for printed materials the Library has responded to the strong demand for electronic resources, enabling students to find and access information easily from any location. It manages the University's Learning Resources System, providing management and repository services for the University's digital learning resources, and closely supporting the effective use of WebCT, the University's supported Learning Management System.

The Library is active in developing a broad range of online services with the objective of creating and supporting an online learning environment for students which complements its physical learning environment.

iii) Information Literacy Training
The Library is an active provider of information skills training. Working in concert with faculties it delivers classes to large and small groups as well as offering support to individual learners. Much use is made of WebCT for online delivery of generic and discipline-specific courses, and the Introductory Research and Information Skills (IRIS) online information literacy modules are being embedded into course structures by several faculties (refer also Section 3.3.2(ii)). Library staff create, deliver and assess the outcomes of information skills training, including training in EndNote, the University's supported bibliographic software. Recent developments have included the creation of reusable learning objects for training in information skills, and work with the Graduate Research Office in developing a range of online learning objects on scholarly literacy for use by postgraduate students. For more information see: Information Skills.

iv) Information Technology
Information Technology Services (ITS) provides high speed wired and wireless networks, fixed line telecommunications, IT policy and standards, internet security management including prevention against denial-of-service attacks, viruses, spam and other malware. ITS provides students with web-based email and limited disk storage and a generous amount of free internet access, the costs of which are borne by central University funds. Additional internet access is available at cost to students and is available via fixed and wireless network access.

The Teaching and Infrastructure Services (TIS) section of ITS is centrally funded for the delivery, maintenance and support of audio visual facilities, limited video conferencing facilities, general power outlets and fabric refurbishment of central teaching facilities which include all undergraduate lecture theatres on the Crawley, Nedlands and QE2 campuses. TIS provides comprehensive support including remote support to lecture theatres using web cameras. It uses a virtual private network between the central teaching facilities to enable remote monitoring of equipment and to provide remote support to teaching staff.

As part of the increasing engagement of ITS with teaching and learning and the student experience at the University, a greater role is envisaged for ITS in providing technical and operational support for WebCT, the University's centrally supported Learning Management System.

In August 2008 a University Student Portal – MyUWA – was introduced. This enables students to construct their individualized collection of links and resources, and provides unified access to a range of student learning services such as WebCT, unit and course information, the Library's Course Materials Online service and others. It also provides access to student email, and allows events and timetabling information to be copied into a student's calendar. At the same time single sign-on access to a number of services is being extended.

The Vice-Chancellor's Information Management Board oversees IT strategy and policy for the University. In addition, cross-representation on the Board and the
The bringing together of the University Library and Information Technology Services within an Information Services Division in April 2008 provides a coordinated focus for the use of information in support of teaching and learning and of research as well as the University’s administrative functions.

There is an awareness that the devolved provision of IT services to students has led to an uneven experience for some students, and consideration is currently being given to how the central provision of services such as file storage and print services might produce greater consistency across the University.

v) Faculty Support of IT
The faculties provide local area networks (LAN), software and hardware for laboratories, basic productivity and specialised application software, electronic learning material and help desk support for their students and staff. Computing laboratories within the faculties are available for student use 24 hours a day, 7 days a week. Research students are provided with dedicated computers as appropriate and/or connections to networked resources including access grids and high performance computing facilities such as the Cray supercomputer.

A number of faculties provide faculty-specific IT support and resources. For example, the Faculty of Architecture, Landscape and Visual Arts provides a collection of images which is one of the most valuable and indispensable of the Faculty’s resources for teaching and learning; they are used by staff and students alike in preparing lecture, tutorial, and studio presentations. The Multimedia Centre within the Faculty of Arts, Humanities and Social Sciences developed Lectopia, which is a leading lecture capture and delivery system for any university wishing to make audio and visual material from lectures available online. Lectopia is available University-wide and has been introduced in a number of national and international universities including Curtin University, University of New South Wales and Duke University. The development of innovative and marketable applications to support teaching and learning, such as Lectopia, is encouraged by the University, via its Office of Industry and Innovation.

3.1.8 Teaching Infrastructure and Facilities
The University encourages and supports student access to the learning and social environment through the provision of dedicated infrastructure, facilities and scheduling systems. The responsibility for enabling student access to services is shared across the University’s structures. The University’s teaching facilities and associated technology and applications are supported centrally by Information Technology Services, the University Library, Venues Management, Facilities Management, the Registrar’s Office (eg SiMS, Callista support) and locally by the faculties.

i) Learning Spaces - Teaching Facilities
A refurbishment program of central teaching venues was commenced by Facilities Management in 2006, and over the past two years six major lecture theatres have been refurbished to improve the student learning environment. Several venues have already been fully refurbished and more are listed for refurbishment from 2009.

Facilities Management is involved in the feasibility, planning and design of capital works which has focused over the past two years on providing research space for critical short-term needs.
In late 2008, a Future Pedagogy and Learning Spaces Sub-Committee was established under the auspices of the Teaching and Learning Committee to consider and formulate a process for consideration of medium to long term pedagogical issues associated with the provision of teaching and learning facilities to continue to improve the quality of the student learning experience.

The roll out of the Cardax system (centrally monitored building access control) continued during 2008 and most centrally timetabled venues are now on this system, providing students with increased accessibility to these facilities.

Central funding is provided for the routine maintenance and support of central teaching facilities. A central helpdesk is also provided so that issues arising with maintenance and security of facilities and teaching venues can be logged and dealt with efficiently.

ii) Theatres and Timetabling
The central Timetabling and Venues Unit is responsible for producing the campus wide academic timetable. The Unit is currently implementing the recommendations of the Academic Timetable Review, with an emphasis on working to reduce the instances of student timetable clashes and improve the student learning experience. The University's Teaching and Learning Committee established, in late 2008, a small working party to consider ways to reduce timetable clashes experienced by students. A dedicated website linked to the UWA Student Portal enables students to email the Timetable Unit with timetable enquiries.

Several other strategies are in place to meet the demands of the growth in student enrolments, including a comprehensive audit of teaching space utilization, input into the scope of future teaching space design and an upgrade to a web-based version of the Syllabus Plus software. The Timetable Unit also works closely with ITS to synchronize data required for the On-line Class Registration system (OLCR) which enables students to select their preferred classes.

University Theatres manage the performing arts venues on campus, including the Dolphin theatre, a purpose-built venue for student theatre. University Theatres support several student-based drama clubs through the provision of a dedicated rehearsal room and technical support for productions. Access to professional theatre events on campus further enhances the vibrant student theatre culture at UWA.

3.1.9 Postgraduate Education

i) Graduate Research Training
The priority given to graduate research enrolment growth and the student experience makes graduate research training a particularly important part of the University's academic profile. This characteristic of UWA is embodied in its Strategic Plan, Academic Profile, Operational Priorities Plan, and Research and Research Training Management Plan as well as in this document. The strong interrelationship between research training outcomes and the research training experience is given expression in the University's research culture, the University's teaching and learning objectives, its program content and standards and its resource allocation processes.

The University believes that research training that allows teachers and students to participate equally in research develops the appreciation of knowledge, the respect for accuracy of thought, the refinement of technique and the power of critical analysis essential for the sustainability of true scholarship and knowledge creation.

A structured approach to the establishment of a positive research culture is encouraged through a number of centrally organized frameworks. The academic
oversight of the University's graduate research training is the responsibility of the Graduate Research School with a Pro Vice-Chancellor (Research and Research Training) who is responsible to the Deputy Vice-Chancellor (Research and Innovation). The Pro Vice-Chancellor (Research and Research Training) chairs the Board of the Graduate Research School, which is a standing committee of the Academic Council and is required, in accordance with its constitution, to advise on matters relating to graduate research training, in particular to administer the University's PhD program.

Research student administration is the responsibility of the Graduate Research and Scholarships Office. All issues relating to application, the management of candidature and examinations have a consistent framework. The University employs two Graduate Education Officers who are responsible for the delivery of generic skills training and development for all research students. These officers, in conjunction with the staff in the Graduate Research and Scholarships Office, work with the Graduate Research Coordinators in each of the University's academic schools to ensure the delivery of a high quality program.

Each year, the University runs two major Induction Programs to welcome all newly enrolled research students. These programs include a formal component of instruction as well as a social component with the supervisors and Heads of School. In addition, regular forums are organized for the Graduate Research Coordinators of the academic schools. These forums cover issues of general interest, such as how to get the best experience for international students, or how to recognize and manage students with difficulties. In addition, the Graduate Research School is responsible for a number of schemes that are designed to enhance the student experience: there are prizes for the best publications and the best thesis; there are small competitive grants available to support student research and provide training in grant writing; there are writing workshops and writing retreats. The Graduate Research School also supports a centrally provided Statistics Clinic and provides free access to a variety of IT support measures.

The University sees the supervision of graduate research students as the primary means of ensuring that these students are the focus of regular individual attention. In all disciplines, co-supervision and the use of Advisory Panels is the University policy. The University encourages students to interact with staff and students in their own and related disciplines and thereby benefit from the group activities that characterize team-based research and the networking with colleagues that characterizes scholarship. These programs are strongly supported through the activities of the Institute of Advanced Studies. The annual Postgraduate Research Student Retreat for all schools in the Faculty of Natural and Agricultural Sciences is an example, among many, where students are encouraged to present their work and benefit from feedback and skills development in presentations and other generic skills. Supervision quality is developed through regular Supervision Workshops, run jointly between the Organisational and Staff Development Services (OSDS) and the Graduate Research School. An annual survey instrument, called OSCAR (On Supervision, Candidature And Research), is run each year to provide feedback to Schools and the University Executive on the effectiveness of supervision and the quality of the student experience.

The importance of research degrees, particularly the PhD degree, is recognized by the University's Admission and Quota Policy/Enrolment Plan, which places no numerical limits on research enrolments. Scholarships policy involves considerable University funding of the University's own graduate research awards to supplement the Commonwealth's and other funding of both domestic and international students. The University's program in research education is focused at the PhD level but includes professional doctorates in a variety of disciplines; research Masters' degrees; and combined PhD/Masters degrees.
More details concerning the PhD program are contained in the University's Research and Research Training Management Plan/Report and the University's Institutional Assessment Framework (IAF 2008).

ii) Postgraduate Coursework

Postgraduate coursework generally targets areas of particular strength and opportunity often integrated with major research centres and activities, and in areas of professional development and education. In accordance with the University’s Academic Profile, the University has placed a high strategic priority on increasing postgraduate intakes.

As part of the Review of Course Structures, a working party was established and reported on Postgraduate Coursework Programs in September 2007. The recommendations of the Postgraduate Coursework working party report were considered by the Academic Board in September 2007 and the recommendations (as revised) were accepted by the Academic Council in February 2008. The report contained about 30 recommendations, currently being adopted, for improving structural and other administrative aspects of postgraduate courses. In particular 25 best practice principles were formulated for use as a checklist when reviewing existing postgraduate courses or considering the establishment of new courses.

The recommendations of the Review of Course Structures for a new UWA Future Framework for degrees envisage a significant expansion in postgraduate coursework opportunities for students. This is likely to be a major focus of activity within the University over coming years.

Postgraduate coursework students have access to comprehensive orientation activities provided twice annually by the Postgraduate Students’ Association with the support of the University, usually with complementary support activities being offered within individual faculties. Oversight of the University’s Postgraduate coursework lies with the Pro Vice-Chancellor (Teaching and Learning).

3.1.10 Teaching and Research Nexus

The University’s teaching and learning activities take place in an active research environment whereby teaching is informed by knowledge gained by research and scholarship, and students at all levels benefit from research skills development and exposure to cutting-edge research and a dynamic research culture. This is one of UWA’s defining characteristics. UWA seeks to be both a high-performing research-intensive university, and a high-quality student-centred teaching university.

As part of the University’s next iteration of its Operational Priorities Plan 2009 – 2013, UWA continues to implement strategies to fulfil one of its education strategic objectives: “To further develop the links between teaching, learning and research”. Further information is available in Section 4 – The Education Strategy 2009 – 2013.

In addition, the University continues with a range of schemes that enhance links between teaching and research, including the Postgraduate Teaching Internship Scheme, the Teaching Fellowship Scheme, Improving Student Learning grants, the Distinguished Visiting Teachers Fund, and Introduction to University Teaching. These schemes require staff and students to teach and undertake scholarly activities within their area of research, present at university and local teaching and learning forums and publish the outcomes of their work. More information is available on the Teaching and Learning website.

UWA academic centres are classed as UWA Research and Training Centres. UWA has chosen not to have a separate category of research centres as it wishes to emphasise the importance of the crucial nexus between teaching and research considered vital for a culture combining teaching and research. All UWA Research
and Training Centres must possess three specific characteristics - value-adding, collaboration, and enhancing the teaching-research nexus. Specifically, centres have to demonstrate that they will enhance the teaching-research nexus in clearly identifiable ways through their activities or through the activities of individual members. In particular, research staff in centres are asked to indicate that they contribute to teaching and/or supervision of students enrolled in cognate schools. More information on UWA Research and Training Centres is available on the web.

The University has in place cyclical reviews of courses and schools. For the review of courses (e.g., the BA or the BSc) a report is required on the 'functionality and visibility of [the] teaching-research nexus'. For reviews of schools a report is required on 'the coordination and collaboration in curriculum development and research (including graduate output) achieved between teaching and research areas in the school' and the 'extent of [the] teaching-research nexus'. More information is available in Section 3.1.12 (i) - Evaluation, Monitoring and Review.

The University requires the formulation by all academic staff of an Academic Portfolio (refer Section 3.2.1 (ii) – Staffing Policies), which is an integral component of annual professional development and application for promotion or tenure. The Portfolio covers teaching, research and service. For the teaching and learning section staff are asked to consider how curricula promotes the teaching-research nexus and encourages student engagement with the discipline.

In addition there are numerous practices within the faculties and schools which promote links between teaching, learning and research, including:

- Within the Faculty of Medicine, Dentistry and Health Sciences, undergraduate medical degree students (year 4) undertake a research unit which includes a clinical research project within a research laboratory. The Bachelor of Medical Science is also available to students either as a discrete research year or by enrolling in specified research units within the degree and taking part in research projects. In addition, teaching within the Faculty is research-informed by way of teaching Evidence-Based Medicine (EBM). EBM outcomes are embedded in the curriculum at every level (Years 1 – 6).

- The School of Music is developing a national musicians’ health curriculum initiative using research into medical problems of performers to design instrument-specific guidelines, and a health awareness curriculum for tertiary music students in Australia. The anticipated outcome is to encourage improved performance efficiency and reduced injury risks for music students by inculcating a culture of performance health awareness among UWA music students, and improving music performance teaching in the longer term.

- The School of Indigenous Studies has produced two anthologies that are being widely used as high school and University texts (Edith Cowan University, Curtin University and Murdoch University).

- The Faculty of Life and Physical Sciences has a number of units which include a research component. For example, students enrolled in the Science Experience Unit (China) attend Zhejiang University undertaking research. This is a reciprocal agreement whereby the Faculty hosts students on a Short Term Study program from Zhejiang and Beijing Association for Science and Technology (BAST).

- The UWA Business School enriches teaching through links to cutting-edge research knowledge through its entire range of teaching programs. One example includes Marketing Research, whereby selected businesses are typically invited to present their marketing and research needs to the class, supported by a written brief. Students then work in groups and with their selected client to conduct a qualitative research project and a quantitative survey. Students complete the research projects as part of the assignment. Findings are subsequently presented to the clients who often implement actions based on the results.
• Within the Faculty of Natural and Agricultural Science, students during their final year of the BSc degree (4 year) complete a research project in an area of expertise within the Faculty, often involving collaborations with industry, government or research organizations. In addition the Faculty holds a Biology Forum and a Conservation Biology Forum to give students the opportunity to learn about the research in these areas that is occurring at UWA and elsewhere.

• In the Faculty of Education the findings of an extensive research project (Teaching for Growth, 2005-2007) into the behaviours of effective teachers have informed the pre-service teacher education programs and provided the foundation for an approach to practice which is evidence-based. In addition, in recognition of the importance of action research by teachers the new two-year postgraduate Master of Teaching programs in both primary and secondary education (to be implemented in 2009) have incorporated a research unit in which students will undertake a research project related to professional practice to further their understandings of the teaching and learning process. The findings of these projects will be presented to the community of practice.

• A number of optional undergraduate units within the Law School are designed around particular areas of research expertise (including authored books). For example, Misleading and Deceptive Conduct, Unjust Enrichment and Restitution, Indigenous Peoples and the Law, Consumer Law: Issues of Consumer Law and Policy, and Law and Religion. This is also the case at the postgraduate level, which includes such units as Limitation of Actions, Water Resources Law, and Regulation.

• The Faculty of Architecture, Landscape and Visual Arts is currently transforming 4th and 5th year design studios in architecture and landscape architecture into research-intensive studios – specific units of design study that encourage students to further develop and document research methods and outcomes that relate to and inform decisions concerning their particular design projects. Additionally, elective units within the Faculty have, for some time, reflected staff research expertise.

• A ground-breaking and world-class example of research-informed teaching within the Faculty of Engineering, Computing and Mathematics is the chemical and process engineering group which has the first hydrogen fuel-cell teaching equipment in an Australian university. Located in the research laboratory, undergraduate students work alongside researchers, with teaching equipment that produces hydrogen from methane without generating CO2.

In September 2008, the steering group undertaking the Review of Course Structures released its vision and recommendations for future UWA students and graduates. A range of requirements underpin future UWA courses, including “a demonstrable emphasis on inquiry-based learning and research skill development, introducing students directly to the research culture of the relevant discipline and fostering independent study”. More information is available on the web at http://www.coursestructuresreview.uwa.edu.au/welcome.

### 3.1.11 Teaching and Learning Grants and Schemes

#### i) Internal

A number of grants and schemes are supported by the University’s Teaching and Learning Committee and CATL, as listed below. Funding for these schemes is approximately $450,000 per annum, 65% of the Committee’s annual budget:

- **Postgraduate Teaching Internship Scheme.** This Scheme allows promising doctoral research students (including professional doctoral students) to develop teaching skills in their fields and to undertake a program of professional development activities during the course of their PhD candidature.
• **Teaching Fellowship Scheme**  
This Scheme is designed to support the University's teaching and learning priorities as identified in the Operational Priorities Plan, with the provision of four annual fellowships to support innovative, short-term projects aimed at improving the quality of the student learning experience.

• **Distinguished Visiting Teachers Fund**  
The Fund encourages visits to the University by teachers with a national or international reputation. Visitors are expected to engage in a variety of areas, such as: curriculum development methodology; scholarship of teaching and learning in a particular discipline or field; and new approaches to student learning.

• **Improving Student Learning Grants**  
The ISL Grants program provides small grants to encourage teachers to make practical and innovative changes to their units in order to improve current practice which will ideally represent an innovative approach to teaching, with positive and identifiable impacts for student learning.

• **Teaching and Learning Development Fund**  
A range of programs are established on an annual basis from the Teaching and Learning Committee’s Teaching and Learning Development Fund. For example in 2006 a scheme was established to enable faculties and the School of Indigenous Studies to improve their Course Experience Questionnaire ratings (refer **Course Experience Questionnaire (CEQ) Scheme**). In 2007 a scheme was established to improve student satisfaction at UWA (refer **Improving Student Satisfaction (ISS) Scheme**). Evidence of the success of these schemes by way of improved CEQ scores is provided in the publication “Teaching and Learning Indicators” and is also accessible on the Executive Information System (EIS).

In addition to these centrally funded schemes a number of the faculties have instigated faculty-based schemes to specifically support innovations in teaching and learning, mainly supported from Learning and Teaching Performance Fund Grants. For example, the UWA Business School provides grants to support research into teaching; and the Faculty of Arts, Humanities and Social Sciences has introduced competitive grant schemes and awards that encourage student engagement and interaction with staff, as well as improve the feedback cycle.

**ii) External**  
The University has been successful in attracting a range of grants from the Australian Learning and Teaching Council (ALTC), formerly the Carrick Institute for Learning and Teaching in Higher Education. The University has received grants, or is part of the team, for the following projects:

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<tr>
<th>Project</th>
<th>Articulating Lifelong Learning Tourism: Dialogue between Humanities Scholars and Travel Providers</th>
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<tr>
<td>Priority Area</td>
<td>Improvement of Assessment practices throughout the sector Assessment: Biological Sciences</td>
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<tr>
<td>Grant</td>
<td>$106,047</td>
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<tr>
<td>Partner</td>
<td>Curtin University of Technology and Edith Cowan University</td>
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<tr>
<td>Project</td>
<td>Business as usual?: A collaborative and inclusive investigation of the existing resources, strengths, gaps and challenges to be addressed for sustainability in teaching and learning in Australian university business faculties</td>
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<tr>
<td>Grant</td>
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<tr>
<td>Partner</td>
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<th>Project</th>
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<td>University of South Australia (Host institution), University of Queensland, Flinders University, University of Western Sydney. This is a collaboration of 31 Australian Universities through the Foundations Colloquium network and UWA is represented on the six member steering committee for the project</td>
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<tr>
<th>Project</th>
<th>Recognition, development and enhancement of the contribution of sessional teachers to teaching and learning: A suite of resources for policy-makers, professional developers, faculty, and sessional teachers</th>
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<tr>
<td>Partner</td>
<td>University of New South Wales (Host institution) and Queensland University of Technology. UWA is a member of a collaboration of 38 Australian Universities through the Council of Australian Directors of Academic Development (CADAD) and is represented on the eight member steering committee for the project</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Project</th>
<th>Enhancing frameworks for assuring the quality of learning and teaching in university offshore education programmes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grant</td>
<td>$149,573.00</td>
</tr>
<tr>
<td>Partner</td>
<td>Curtin University of Technology and the University of the Sunshine Coast</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Project</th>
<th>Partner in Carrick Institute Teaching Indicators Project: Rewarding and Recognising Quality Teaching and Learning in higher education through systematic implementation of indicators and metrics on teaching and teaching effectiveness</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grant</td>
<td>$150,000.00</td>
</tr>
<tr>
<td>Partner</td>
<td>The project in its pilot stage involves 8 universities, among which UWA is one of two Group of Eight participants (the other - the University of Queensland). Other project participants: Macquarie University, RMIT, University of Tasmania, Griffith University, Deakin University and the University of South Australia.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Project</th>
<th>The Role of Honours in Contemporary Higher Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grant</td>
<td>Expert on reference group – no funding</td>
</tr>
<tr>
<td>Partner</td>
<td>Newcastle University, University of Technology Sydney, University of Queensland, University of Adelaide</td>
</tr>
</tbody>
</table>
The University has also been successful with regard to national reward and recognition for its excellent teachers, as detailed under Section 3.1.13.

The University is looking to further improve its success rate with external grants and awards and has, with partial funding from the Australian Learning and Teaching Council, developed a UWA ALTC Support Initiative. The office, comprising two staff members, is responsible direct to the Pro Vice-Chancellor (Teaching and Learning) and has a major role in liaising with the faculties, schools, central sections and the ALTC to raise awareness of national activities within teaching and learning, and to improve grant submission rates to, and teaching award nominations from, UWA.

3.1.12 Evaluation, Monitoring and Review

The mechanisms for review and evaluation in the teaching and learning activities of the University are many and varied and range from student evaluation of teaching and courses to the formal external review and accreditation of whole courses or disciplines. The University encourages self-evaluation at every level but recognises that, as a publicly accountable institution with a role and mission pitched at national and international standards, strong external evaluation is a necessary component of its review processes.

Some of the processes, both internal and external, which impact on teaching and learning activities are as follows:

i) Internal Processes

- **Student Evaluation and Review.** Student evaluation of teaching is systematically undertaken at UWA and is an integral part of academic promotion and tenure processes and improved student learning. Student feedback is gathered by such tools as:
  - Course Experience Questionnaire (CEQ) – which provides information from coursework degree students about their perceptions of their course in areas such as overall satisfaction, generic skills and teaching.
  - Student Perceptions of Teaching (SPOT) and Student Perceptions of Research Supervision (SPORS) instruments are used by academic staff to improve their teaching; outcomes are a component of promotion and tenure applications.
  - National Survey of Student Engagement (NSSE) is a worldwide instrument adopted for use at UWA and seeks feedback from students on their university experience. This survey was undertaken in 2005 and 2007, and in 2008 has been replaced by participation in the Australasian Survey of Student Engagement (AUSSE).
Students’ Unit Reflective Feedback (SURF) was introduced in 2004 and is a mandatory survey of all UWA units, undertaken in each semester. SURF is an important indicator of performance and used extensively by the faculties to improve teaching. SURF data is distributed to the faculties each semester and faculties report back to the University’s Teaching and Learning Committee on processes undertaken to improve units considered “at risk”, which are units where less than 70% of respondents have responded positively. SURF data is available on the web at SURF.

- **School-Based Schemes.** These include:
  - exit interviews with completing students
  - staff-student consultative forums, and
  - evaluation of teaching administered by student societies.

- **Professional Development Reviews.** As outlined in Section 3.2.1 – Staffing Policies – all staff are expected to undertake annual performance reviews. Evidence of performance might include:
  - integration of peer review of teaching practices
  - use of student feedback (SPOT, SURF, CEQ, NSSE, AUSSE, etc) to review and improve teaching, and
  - adoption of the national teaching awards criteria, formulated by the Australian Learning and Teaching Council, for the teaching and learning component of an Academic Portfolio.

- **Reviews of Schools.** The reviews use external expertise and evaluate, amongst other issues, the quality of the teaching and research in disciplines represented in the School, supervision and assessment practices, and student quality at entry and at completion. The University’s policy for the Review of Schools and other Academic Units provides guidance for these reviews. All Schools are reviewed on a cyclical basis at least every seven years and a component of the review process is the provision of a Teaching Portfolio. The Teaching Portfolio is then assessed by a judging panel as part of the Distinguished Teaching and Learning Award for Schools. Progress on implementation of the review recommendations is monitored and reported on by the Dean of Faculty to the Vice-Chancellor and Chair of the Academic Board at six months and one year following finalisation of the review report.

- **Reviews of Courses.** The purpose of course reviews is to evaluate whole courses rather than the contributions of individual schools, and in particular “the quality of a Faculty’s teaching and organisation of courses”. The document Review of Courses provides guidance for such reviews. As with school reviews, reviews of courses are undertaken on a cyclical basis, with external representation from experts in the discipline. For example, integral to the School of Music’s 2006 review of higher degree courses was national and international benchmarking with universities in the USA, UK and Australia, resulting in a revised MMus degree course in performance/composition and introduction of a doctoral level qualification in performance/composition (Doctor of Musical Arts).

- **Audit and Review Committee.** The Audit and Review Committee, a Senate Standing Committee, has a specific role to oversee the effectiveness of the University’s policies and monitoring processes. In addition to other responsibilities, the Committee receives summary reports on internal and external reviews, and monitors compliance with recommendations of those reviews.

- **Vice-Chancellor's Reviews.** From time-to-time the Vice-Chancellor commissions strategic reviews of activities/structures within the University which...
may encompass teaching and learning activities. In 2006 the Vice-Chancellor, as part of UWA's ongoing commitment to providing a high quality teaching and learning environment, instigated a major review of the University's course structures which has continued in 2007 and 2008 under the responsibility of the Deputy Vice-Chancellor (Education). More information is in Section 3.1.14 – Review of Course Structures and on the [Course Structures Review website](http://www.coursestructuresreview.uwa.edu.au/).

- **Faculty/School Reviews of Honours Programmes.** The University Policy on the Award of Honours provides that “At least once during each period between school reviews, a school must execute a benchmarking exercise to appraise structure, processes and outcomes associated with its honours programmes”. Under this policy faculties and schools regularly review their honours programmes and standards using a variety of techniques, including the use of distinguished experts from other leading universities.

- **Academic Council Reviews.** The Academic Council or its committees commissions reviews of various academic policies and processes from time to time. For example, during 2008 the University's Teaching and Learning Committee undertook a review of English Language Skills of UWA Graduates. The outcomes from this review, including ways to further support students with English language challenges, are being implemented in 2008/09.

- **Faculty Curriculum Reviews.** The faculties frequently conduct their own reviews as part of their academic planning and course development, often involving external expertise. For example, the Faculty of Education reviews its Graduate Diploma of Education and Combined Degree on a yearly basis. Factors such as degree of program congruence with school level curriculum changes and assessment requirements are addressed. The Faculty of Law reviewed its curriculum in 2007. Its implementation, scheduled for 2011, has been delayed to await the outcome of the University's Review of Course Structures. In planning the new curriculum, the Law School reviewed and benchmarked its proposals against the current curriculum structure of all other Go8 Law Schools, in particular the Melbourne Law School model, under which Law becomes a graduate degree. An important feature of the planning process was the development of [UWA Law graduate attributes](http://lawstudents.law.uwa.edu.au/index/graduate_attributes_and_course_outcomes) which complement the University's Educational Principles (see Key Statements, Section 2.1).

- **Advisory Boards/ Panels.** Some faculties use external members on advisory boards or panels, which have an input into the Review of Faculty courses and teaching. For example each School within the Faculty of Engineering, Computing and Mathematics has an Industry Advisory Panel to help formulate School and course objectives and to ensure that they are consistent with industry needs and rapidly changing technology. The Law School Advisory Board includes the Chief Justice and a Judge of the Court of Appeal.

- **Institutional Research Unit Reviews and Surveys.** The University's Institutional Research Unit is regularly commissioned to conduct research into aspects of teaching and learning at UWA as part of the University's commitment to evidence-based practice and decision-making. These research projects provide an empirical basis for evaluating and adjusting the University's approach to teaching and learning. For example, in the regular reviews of schools and courses, administrative units and the Library, students are asked to provide detailed feedback on the quality of teaching and the research environment.

As already mentioned, the quality of the student learning experience is also assessed via local and national first year experience surveys, student and staff surveys of student engagement (the NSSE, FSSE and AUSSE surveys), exit surveys of honours and postgraduate students, and the evaluation of units (the SURF survey). Factors that affect the quality of teaching at the University such
as the quality of facilities, staff workload, and institutional support for innovative teaching are monitored via staff responses to the triennial Working Life Survey. The Institutional Research Unit also evaluates the effectiveness of special programs at the University, for example, UWay and UniSkills.

ii) External Processes

- **Accreditation.** The professional courses and faculties are regularly involved in stringent professional accreditation to establish content and standards at national and international levels. For example, the University’s 16 engineering programmes were accredited by Engineers Australia in September 2007, and provisional accreditations for new programmes such as Chemical and Process Engineering were also received. The report from Engineers Australia commended the University on a range of initiatives and actions including the Integrated Learning Centre; strength of industry linkages; industry-based mentoring of students; pervasive use of team-based project learning; introduction of the Engineering Enabling Course; the collaborative learning environment exemplified by the Mechatronics laboratory; and the potential offered by the proposed appointment of a Professor of Engineering Education. The Business School recently received EQUIS international accreditation for three years. A number of improvements to the Business School have been implemented as a result of participation in the accreditation process. For example, from 2009 a unit in ethics incorporating corporate social responsibility will be a compulsory unit in the MBA program and a highly recommended elective in all programs offered by the School.

- **Graduate Surveys/Employer Surveys.** A variety of graduate and employer surveys are conducted, from the national Course Experience Questionnaire and Graduate Destinations Surveys to in-house surveys of graduates and employers by individual schools.

- **Australian Learning and Teaching Council (ALTC) Awards for Australian University Teaching.** In 1997 [then] DEST established national teaching awards, which in 2004 came under the auspices of the [then] Carrick Institute (currently ALTC) that recognise and reward excellence in University teaching at the national level. UWA has been very successful in this national competition with finalists competing every year, and winners from a range of categories (individual awards, program awards and citations). In addition, UWA established the benchmark for excellence in teaching by winning the inaugural "Prime Minister's Award for Australian University Teacher of the Year". Refer Section 3.1.13 for more information on rewarding and recognising excellence in teaching.

- **Peer Review of Teaching and Research.** The University is subject to national and international peer review as part of the process of winning major teaching and research centres (Special Research Centres, Cooperative Research Centre); nationally competitive funding from external bodies (ALTC, Learning and Teaching Performance Fund); visiting academics, both national and international (Distinguished Visitors Fund). In addition, a number of faculties have implemented peer observation practices within their schools, and in 2008/09 the Centre for the Advancement of Teaching and Learning is formulating a Framework for Peer Review of Teaching at UWA, including guidelines and resources.

- **External Review of PhD, Masters and Honours Theses.** The University makes extensive use of external evaluation of postgraduate and honours theses to ensure international standards are achieved.

- **Benchmarking.** UWA has a number of benchmarking partners, both nationally and internationally. For example:
° UWA benchmarks with Queens University in Canada at both institutional level and also at Faculty level (Faculty of Engineering, Computing and Mathematics, UWA Business School, Faculty of Life and Physical Sciences).
° University-to-University benchmarking agreements are also held with Penn State University in the USA, and Bristol and Sheffield Universities in the UK.
° In 2008 UWA also became a member of the Worldwide Universities Network (WUN).
° The Faculty of Law has benchmarking agreements with the University of Queensland and Adelaide University. In addition, all law courses in Australia have to comply with a set of standard requirements (known as the Priestley XI) before they are accepted by the State and Territory admitting authorities as satisfying the academic criteria for admission to legal practice.
° The Faculty of Natural and Agricultural Sciences recently undertook participation in a benchmarking exercise on undergraduate assessment (Level 1 to Honours) including science faculties in the Universities of Adelaide, Tasmania and Canterbury (New Zealand).
° The UWA Business School is part of the Australian Business Deans Council (ABDC) Teaching and Learning Network which acts as a conduit for sharing best practice and potential solutions for challenges.

• Collaboration with High Schools. The University attracts more than 80% of the State's top 5% of school leavers. Close links with high schools within the State through a range of activities including provision of scholarships to high school leavers (e.g. UWA-Fogarty Foundation Undergraduate Scholarship Programme), school visits and student advising by the Prospective Students Office are undertaken as part of the University's evaluation and monitoring activities. Faculties also formulate discipline-specific links, for example:
° The Faculty of Life and Physical Sciences is involved in the SEEK program, a State government initiative whereby science students who have completed 48 points of their course are attached to high schools acting as science mentors in science classes under the guidance of a school science teacher. This enables UWA students to experience science from a teaching perspective, adds to their student experience and enables the Faculty to monitor the high school curriculum.
° The Indigenous Students Transition Project provides opportunities for Indigenous secondary students in Western Australia to gain information, access and understanding about entry pathways to universities within Western Australia and interstate. This is achieved through a Year 12 Seminar, Health and Science Careers Workshop, Tertiary Entrance Examination (TEE) Revision courses and university visits. The Project has been acknowledged by DEEWR as a best practice case study in its Whole of School Intervention Strategy.
° In the Faculty of Natural and Agricultural Sciences the GRDC-funded project “Schools, University and Industry: Encouraging Students into Science Study and Careers in Industry” is undertaken in partnership with the University of Tasmania, and in WA with the Department of Education, Science Teachers’ Association, Curriculum Council and others. The project focuses upon connecting secondary science teachers and tertiary-bound science students with primary industry science and career paths and includes, amongst other activities, an Industry Placement Program for school students.

• Collaboration with Industry. To be competitive in a global market the University's teaching and learning has recognised the critical importance of innovation, technology and industry needs. Collaborations with industry are an important aspect of ensuring high-quality teaching and learning. Examples include:
° The Faculty of Architecture, Landscape and Visual Arts ensures that their students receive instruction from a range of practitioners who are active and
respected within their discipline fields. Faculty staff maintain professional associations with industry partners at local, state, national and international levels by way of representation on boards and committees to respective professional institutes.

° A number of units in both the undergraduate and postgraduate programs in the UWA Business School have special lectures/seminars from leading members of industry in WA embedded in the curriculum. In addition, the AIM-UWA Business School Alliance is an example of corporate involvement in the School's activities. Industry support is also evidenced by way of funding – over the period 2002–2006 the UWA Business School received a total of $7.3m in industry funding, with 55% derived from ARC industry linkage grants.

° The Faculty of Natural and Agricultural Sciences has extensive collaboration with industry, ranging from guest lecturers, use of industry sites and staff in field teaching, industry-funded scholarships, co-supervision arrangements with industry, adjunct appointments (state and international), shared appointments, industry-funded academic positions (including Chairs), strong industry-funded research programs and involvement in several industry associations. In addition the Faculty offers an industry-based experience unit which provides students with valuable viewpoints on the problems faced by industry and how graduates will be able to make contributions toward advancing the goals of industry. In 2008 the Faculty is formulating a compulsory practicum experience in the BSc degree, which will deepen and widen collaboration with industry, private consultants and government departments.

° The Faculty of Life and Physical Sciences has a range of student learning experiences with industry. In 2008, the School's program for work integrated practicums was awarded a UWA Award for Excellence in Teaching (Team/Program). The program, which commenced in 1988, currently places approximately 2,000 students with more than 330 companies, its success underpinned by strong partnerships with industry and alumni. In 2009 the School of Sports Science, Exercise and Health has been nominated by UWA for an ALTC Teaching Award in the category of Work Integrated Learning.

International Collaboration. As an internationally competitive and research-intensive university, international collaboration occurs at UWA at all levels: University, Faculty, School, discipline, teams and individuals. A few specific examples related to teaching and learning include:

° The Faculty of Life and Physical Sciences has formal partnerships with overseas institutions including Zhejiang University in China (joint laboratory in Genomics and Nutriomics with Plant Energy Biology); the PBS Academy in Singapore as a partner in the delivery of Bachelor of Science programs in Singapore; co-tutelle agreements with several institutions in France, including Université Louis Pasteur; and a neuroscience exchange program with Queens University in Canada.

° The UWA Business School has partnerships with a select number of institutions in Europe, Canada, and South Africa. In addition, the School has a number of exchange partners in Europe, Canada and the USA which primarily provide opportunities for student exchange.

° A number of staff within the Faculty of Medicine, Dentistry and Health Sciences, as in other faculties, have international teaching collaborations including women’s and infants health, medicine and pharmacology and the rural clinical school. A particular example is Professor Fiona Lake, an ALTC teaching award winner and ALTC fellow who is a facilitator for Harvard University and trains medical educators in Vietnam, Myanmar (Burma) and

3: Management of the UWA Student Learning Experience
clinical teachers at the University of British Columbia.

Faculty of Education staff are currently involved in teaching and research projects with colleagues in the USA, Canada, and New Zealand. In addition the Faculty has a six week teaching practicum for three teacher education students with Hwa Chong Institute (HCI), a secondary college in Singapore.

- **DEEWR.** The Learning and Teaching Performance Fund (LTPF) was introduced in 2006. More information on UWA’s success in receiving reward and recognition via the LTPF is at Section 3.1.13 below.

- **Australian Universities Quality Agency (AUQA).** AUQA, established in March 2000, operates independently of government and the higher education sector and promotes, audits and reports on quality assurance in Australian Higher Education. UWA was reviewed by AUQA in 2003 and is again scheduled for review early in 2009. UWA was favourably reported upon in 2003, with a number of its activities being recorded on the AUQA Good Practice Database, including the CATLyst Network and the Postgraduate Teaching Internship Scheme from the teaching and learning portfolio.

The above procedures demonstrate that the University of Western Australia is a highly accountable institution and that the numerous review processes currently in place, many of them long standing, involving peers, students, management, and external stakeholders, ensure that standards are maintained and improved to internationally competitive levels. Indicators which demonstrate aspects of the University’s performance in relation to the teaching and learning primary goal and the University’s current priorities in this area are, as mentioned earlier, reported in the University’s Annual Report and the Teaching and Learning Performance Indicators on the EIS.

### 3.1.13 Reward and Recognition of Excellence in Teaching and Teaching Support at UWA

Reward and recognition of excellence in teaching and learning, and its support services, is a priority at UWA. There are a range of processes from the individual (via the Professional Development Review (PDR) process and promotion to Professorial Fellow based on outstanding teaching), to School, Faculty and University-wide rewards. For example, the University’s Teaching and Learning Committee committed approximately $110,000 from its annual budget in 2008 (15%) to reward and acknowledge excellence in teaching and teaching support.

Awards for excellence in teaching have been a part of UWA life since 1991, when the Student Guild instigated the first University-wide teaching awards based on student nomination. Over the last ten years reward and recognition of outstanding teaching has evolved, including the nationally competitive Australian Learning and Teaching Council (ALTC) awards, which include the Prime Minister’s Award for Australian University Teacher of the Year, the inaugural award for which was awarded to a UWA teacher.

A number of processes are in place, including:

- [Distinguished Teaching and Learning Award for Schools](http://www.teachingandlearning.uwa.edu.au/page/74872) – The aim of this biennial Award is to encourage, promote and reward excellence in teaching and learning at the School level. The winner of the 2006 Award was the School of Humanities, which received funding in support of a 0.5 FTE Lecturer Level B for a period of one year, to support the School’s teaching priorities. The 2008 Award will be judged in early 2009.
• **Faculty-Based Teaching Awards** – A number of faculties have rewarded excellence in teaching with faculty awards for a number of years. However, in 2007 systemic faculty-based teaching awards were introduced. The University’s Teaching and Learning Committee contributes some funds to these awards, which are also supplemented by the faculties. Each faculty has formulated a faculty awards process, based on University-wide principles, such as adoption of the ALTC teaching awards criteria, and student representation on judging panels.

• **UWA Awards for Excellence in Teaching** – UWA has supported excellence in teaching awards, in collaboration with the Student Guild, since 1991. From 1991 – 2006 a range of awards (10 – 15 in number) have been provided acknowledging individual, small group, large group, team teaching, and supervision (honours and postgraduate). With the devolution of teaching awards to the faculties in 2007, the UWA Awards for Excellence in Teaching were introduced in 2008. These awards are competitive University-wide and are selected from the UWA nominees for the ALTC teaching awards. These awards acknowledge UWA’s outstanding teachers and support staff, and complement the faculty-based awards. Award categories are selected each year and include such areas as postgraduate supervision, early career, team/program, and teaching and learning support. Eleven Awards were provided in 2008.

• **National Teaching Awards** - Australian Learning and Teaching Council (ALTC). The ALTC introduced in 2006 a range of teaching awards which are nationally competitive in line with the previous Australian Awards for University Teaching which were overseen by the Australian Universities Teaching Committee (AUTC). UWA has a history of excellence in receiving national recognition for its teaching. From 2006 – 2008 UWA has received 20 Citations for Outstanding Contributions to Student Learning, five Awards for Programs that Enhance Learning, two Awards for Teaching Excellence and one ALTC Fellowship in recognition of its teachers and teaching support staff.

• **Learning and Teaching Performance Funds (LTPF)** - The University has also been successful in receiving awards for excellence from the Learning and Teaching Performance Fund. Since the Fund’s introduction in 2006, UWA has received approximately $11.6m, based on outstanding performance nationally evidenced by indicators such as the Course Experience Questionnaire, progress and retention rates and graduate employment. These funds have been used to support the teaching and learning/education priority “To improve the quality of the student learning experience”. The majority of funds have been allocated to the faculties and School of Indigenous Studies for allocation at the discretion of the Deans. Funds have also been allocated centrally to support University-wide initiatives such as the centrally supported learning management system (WebCT), improvements to teaching facilities, and a number of initiatives within areas such as Student Services, Student Guild, University Library and the Colleges. A summary of activities undertaken at both the faculty and central levels by virtue of the LTPF is available on the teaching and learning website.

For 2009 DEEWR advises that the LTPF will be used to reward both excellence in teaching and learning, but also significant improvements in teaching and learning.

In addition to the above, the Vice-Chancellor hosts a Celebration of Excellence in Teaching and Teaching Support at UWA in December each year. This celebration, held in the Vice-Chancellorcy and attended by members of the University Executive, Deans, Associate Deans (Teaching and Learning/Education), award winning teachers and support staff, and other champions of teaching and learning, acknowledges all award winning teachers (both within UWA and nationally) during...
that year. In particular the University's nominees to the Australian Learning and Teaching Council's Australian Awards for University Teaching are honoured. Further information on teaching and learning at UWA is located on the [teaching and learning website](http://www.teachingandlearning.uwa.edu.au/page/72849).

### 3.1.14 Review of Course Structures at UWA – Education for Tomorrow's World: Courses of Action

As part of its ongoing commitment to providing a high quality teaching and learning environment, the University of Western Australia undertook a major review of its course structures during 2007-2008.

The review was wide-ranging, and considered a variety of issues including degree structures; the balance between breadth and depth of learning within UWA courses; study abroad, practicum, service learning and ‘cultural competence’ course elements; and the impact and relevance of UWA courses in a local, national and international context. The aim of the review was to ensure that UWA provides the best possible student learning experience now and in the future.

The Review has recommended a simple and flexible Future Framework for UWA degrees. As part of this, it is proposed that four components underpin future undergraduate courses at UWA:

- Four “broadening units” taught within an area (or areas) of knowledge other than the one in which the student’s degree-specific major is taught. This includes a requirement to study aspects of the globalised and culturally diverse environment in which graduates will live and work.

- A demonstrable emphasis on inquiry-based learning and research skill development, introducing students directly to the research culture of the relevant discipline and fostering independent study.

- At least one unit that focuses explicitly on oral and written communication skills.

- Community engagement through a structured “service learning” experience with a not-for-profit organisation.

The Review Report “Education for Tomorrow's World: Courses of Action” provides 31 recommendations which will enable the University to sharpen its focus on producing graduates who are educated, enquiring, eloquent and engaged. These recommendations have been considered by the University-community and the principles of the Report were endorsed by both the Academic Council and Senate in late 2008. Implementation will be undertaken over the next several years, commencing in 2009.

Further information about the Review of Course Structures may be found on the [Course Structures Review website](http://www.coursesstructuresreview.uwa.edu.au/).

### 3.2 Policy Framework

#### 3.2.1 Staffing Policies

The primary staffing goal identified in the University's Strategic Plan is “to attract, develop and retain staff of the highest quality...”. The [UWA Operational Priorities Plan](http://www.registrar.uwa.edu.au/page/65558) (People and Resources) promotes this objective through a range of strategies.

In September 2007 Human Resources was reviewed as part of the University's
regular cycle of reviews. The resulting report found the human resources function to be performing well, in addition to recommending some future strategic directions.

From 2006 all academic staff have been required to formulate and maintain an Academic Portfolio. This is a summary of major activities and accomplishments documenting the nature and extent of an individual’s contribution as well as their roles and achievements. The portfolio commonly comprises three components: teaching, research and service, and is supported by a current curriculum vitae. The Academic Portfolio supports applications for promotion and tenure as well as the annual professional development review.

In 2006 a new performance management system entitled the Professional Development Review (PDR) was introduced across the University. All University staff are expected to undertake annual performance reviews. Those who contribute to teaching are required to complete an annual review of their activities relating to teaching. The PDR considers the Academic Portfolio and evidence relating to teaching effectiveness, including student feedback. This process was reviewed in 2008 and a new Performance Appraisal system which complements the PDR, will be introduced in 2009.

A new academic career structure is being introduced to make the University more responsive to the changing environment. The new structure comprises:

- the reduction from five to four academic ranks (three ‘career’ ranks);
- the use of the more generally accepted international nomenclature; and
- extended and overlapping salary scales.

In recognition of the fact that research staff are critical to the University, measures are planned to clarify and improve career paths for research intensive staff. These include the provision for more certainty of employment for some who have had successive fixed term appointments and improved access to full superannuation after two years service.

During 2008/09 the University is negotiating a new collective agreement, with a view to introducing additional salary points for academics and professional staff, linked to outstanding performance.

To encourage high performance, the University has clarified its expectations of all staff including those in leadership roles, on issues such as personal effectiveness, working collaboratively, outcomes, leadership and management, and resource management. These expectations are promoted in a range of avenues, including the Professional Development Review, selection and recruitment strategies, and workshops and programs.

In addition to these strategies, the University maintains a range of staffing policies and initiatives to reflect the institutional commitment to teaching and learning. For example:

i) **Recruitment**

**Staff Selection**

The selection criteria for all teaching and research posts at Level B and above require, among other things, that applicants "show evidence of a personal contribution and commitment to high quality teaching at several levels". All appointments at Lecturer B and above are advertised internationally. For Level A appointments, the criteria require applicants to "indicate a commitment to high quality teaching".

For professorial appointments, candidates "must demonstrate an outstanding personal contribution and commitment to high quality teaching at all levels, show
evidence of an active role in the maintenance of high academic standards and in the
development of educational policy and curriculum areas within the discipline, and
show evidence of successful supervision of postgraduate students and a willingness
to supervise major honours or postgraduate projects”.

In every advertisement for a teaching and research post, there is a clause indicating
that a teaching portfolio, or other evidence relating to performance in teaching, is
required. Short-listed applicants are generally required to give a seminar, in part to
demonstrate their ability to teach effectively.

ii) Promotion and Tenure

Promotion and Tenure of Academic Staff

The University’s Academic Promotions Committee provides advice to the Vice-
Chancellor on applications for the promotion and tenure of academic staff.

For the purposes of promotion, academic staff are required to demonstrate
satisfactory performance in teaching, research and service via their Academic
Portfolio. However, there may be a focus on outstanding teaching, outstanding
research or outstanding teaching and research. Promotion to Professorial Fellow
may also be achieved based on outstanding teaching.

A number of changes to the promotion criteria for teaching and service were being
introduced during the latter half of 2008, including:

- Alignment of the teaching criteria with the Australian Learning and Teaching
  Council (ALTC) teaching awards criteria.
- Service criteria were expanded and made more specific. They are now
  considered under three headings – Academic Citizenship, Professional
  Leadership within the University, and Community Service and Leadership.
- The criteria for both teaching and service are the same for all levels.
  Assessment will be made on the manner and extent to which applicants
  meet the criteria.
- Formulation, via the Teaching Quality Indicators (TQI) Project, of a set of
evaluative criteria of quality teaching for use in promotion and tenure
processes and to align with Professional Development Review processes.

iii) Induction

Staff Induction

The University places great importance on appropriate induction and orientation of
new staff. A general one-staff orientation program is complemented by an annual
Teaching and Learning Orientation provided by the Centre for the Advancement of
Teaching and Learning (CATL) and a Research Orientation which is jointly offered
by Organisational and Staff Development Services and the Deputy Vice Chancellor
(Research and Innovation) and his staff.

In addition, the Foundations of University Teaching and Learning program is offered
by CATL every semester to support staff relatively new to the University as well as
staff with teaching experience who wish to refine, test out, validate or develop their
present conceptions of good teaching and their current teaching practice. Refer
Section 3.1.2 (i).

iv) Development

The Human Resources Staff Development Policy Statement notes that "The
University of Western Australia is committed to optimising opportunities for all staff
to improve their levels of skills and knowledge to improve the quality of workplace
productivity and staff satisfaction”.

The University operates two development units which support academics involved
in teaching. These are the Centre for the Advancement of Teaching and Learning

http://www.hr.uwa.edu.au/policy/toc
which is situated within the Vice-Chancellery under the direction of the Pro Vice-Chancellor (Teaching and Learning), (refer section 3.1.3) and the Organisational and Staff Development Services which is within Human Resources under the direction of the Director of Human Resources as follows.

Organisational and Staff Development Services supports the development of all staff across the University (academic, professional and sessional) and operates as a change management and staff development agency. Its contribution to the University’s priority objective “to recruit, develop and retain the highest quality staff” includes:

- The development and provision of a range of leadership, professional and career development workshops, projects and programs at institutional, school and individual levels.
- The design of professional and leadership frameworks to support all university staff development needs.
- The provision of consultancy services to schools to assist with strategic planning, structural reform and change management processes.
- Facilitating a self-directed approach to staff development for individuals and groups.
- Promotion of new university initiatives through change management programs; systems development; residential programs and network support.
- Promotion and dissemination of University commitments relating to equal opportunity; codes of conduct; expectations of all staff and leaders; and occupational health and safety principles.

In 2008 UWA won the Diversity@Work Large Business Champion Award, competing against more than 100 nominees including institutions such as McDonalds, ANZ and Centrelink. The Award recognises employers who create an organisation that is inclusive of all staff and clients as well as the wider communities in which it operates.

3.2.2 Student Policies

The University recognises that excellence in teaching and learning requires students to be active participants in their educational experience. It upholds the ethos that in addition to the University's role of awarding formal academic qualifications to students, the University enters into a partnership with its students which involves a wide range of mutual obligations and responsibilities. Several University policies and procedures exist with the aim of establishing, protecting and enhancing the rights and responsibilities of students. For example:

- Charter of Student Rights and Responsibilities
  The Charter of Student Rights and Responsibilities, adopted in 2000 (and most recently amended in 2006) as a result of a cooperative effort between the Student Guild and the University, recognises that excellence in teaching and learning requires students to be active participants in their educational experience. It upholds the ethos that the University must strive to instil in all students independent scholarly learning, critical judgement, academic integrity and ethical sensitivity.

- Guidelines for the Charging of Ancillary Student Fees and Charges
  In 2000 the University adopted comprehensive guidelines concerning the charging of ancillary fees and charges to students. Student input was highly valued in the establishment of this policy and continues as an integral part of the policy's rigorous administration. The following key principle, read in the context of the Higher Education Support Act, forms the fundamental rationale, which is the basis of the University's policy:

  “Commonwealth supported students and domestic fee-paying students generally..."
must be able to complete the requirements of their course of study without the imposition of fees that are additional to student contribution amounts or tuition fees”

UWA applies this principle to international as well as domestic students. The University’s policy on the charging of ancillary student fees and charges, has set a national benchmark and is widely regarded as best practice in this area.

- **Academic Conduct – Ethical Scholarship, Academic Literacy and Academic Misconduct**

The University strongly supports teaching and learning that promotes academic literacy and ethical scholarship for all students. As part of this commitment, UWA developed in 2005 University-wide guidelines relating to Academic Misconduct (including plagiarism). It has also developed a range of resources for students and staff to further strengthen academic literacy and ethical scholarship at UWA. In particular, in 2007, an online module called **Academic Conduct Essentials (ACE)** was introduced as a mandatory unit for all commencing undergraduate students. In 2008 ACE has been extended to postgraduate and offshore students.

ACE, administered by CATL, is a self-paced module constructed for delivery via an on-line learning management system (WebCT) and aims to:

- Familiarise students with issues of ethical scholarship that may impact on their academic and future careers
- Inform students of the University’s expectations with respect to their academic conduct
- Distribute information regarding policy and UWA Guidelines on Academic Conduct; and
- Provide a resource of additional assistance in matters concerning academic conduct for students.

Students must complete a final quiz with a pass rate of 80%. Results are recorded on students’ academic transcripts. To date over 7000 undergraduate and postgraduate students have completed the program.

- **Teaching with Diversity Checklist**

The University’s student population is characterised by diversity with regard to, amongst other characteristics, gender, race, age, disability, sexual orientation, cultural background and socio-economic status. Teaching which disregards diversity places students at a disadvantage by reducing their capacity to learn. In 1998 the University adopted a Teaching with Diversity Checklist which aims to assist teaching staff to develop curricula appropriate to a diverse student population.

- **Guidelines on Learning Skills**

The University acknowledges that the development of learning skills is fundamental to its teaching and learning mission. In 1996 the University adopted the Guidelines on Learning Skills (updated in 2004), which define how the University’s commitment to learning skills can be realised. Many groups and individuals within the University community, from the central Teaching and Learning Committee through to individual students share the responsibility for good practice in learning skills.

- **Minimum Essentials for Good Practice in Assessment**

Originally formulated in 1997 and reviewed and updated in 2004 the University has in place minimum essentials for good practice in assessment, provided to guide teachers and identify for students good practice in assessment. These minimum essentials complement the University’s policy on assessment (Guidelines on Assessment at UWA).

- **Student Complaints and Appeals Policies**

The University has a number of policies and procedures dealing with student
complaints and appeals, for example:
° Appeals process in the case where there is dissatisfaction with an assessment result and/or progress status
° Equal Opportunity and Affirmative Action (including racial and sexual harassment)
° Research Ethics and Research Conduct
° Intellectual Property
° Student Complaints Resolution Policy

The Student Complaints Resolution Policy is designed to be used where there is no other specific policy.

3.2.3 Additional UWA Policies

In addition to the above-mentioned policies which specifically relate to teaching and learning at UWA and the student experience, a range of policies support the University’s core activities. During 2007 – 2008 the University has been developing a comprehensive University Policies web site with the aim of ensuring that staff and students have ready access to authoritative information on University Policies.

University Policies require the approval of one of the following as appropriate:
• the Senate
• the Academic Board/Council, or
• the Vice-Chancellor or another member of the Executive to whom the Vice-Chancellor has delegated responsibility for a particular portfolio.

All University Policies are subject to needs-based review unless otherwise specified in the policy concerned and with the proviso that they must be reviewed at least every ten years.

It is planned to roll out the University Policies website to include faculty-based policies over the next couple of years. A range of faculty policies that support the student experience and specifically teaching and learning related practices is available on the TQI Database of Teaching and Learning Policy and Practice.

3.3 Student Engagement

The University of Western Australia recognizes that student learning takes place both within and beyond formal settings of classrooms, lecture theatres and laboratories. Much student learning takes place in informal settings, through extra-curricular activities, and through engagement in the life of the campus community. The University is keen to encourage and support positive activities of this kind which enhance the all-round student learning experience, and which encourage active student engagement both in the curricular and extra-curricular aspects of a UWA education. As part of this commitment, the University also offers a broad range of student support services.

3.3.1 UWA Student Guild

The University places a high value on its relationship with the student body and promotes student interaction and input into the governance of the University in general, and in the management of teaching and learning in particular. The student body (undergraduate and/or postgraduate) is represented on the University’s Teaching and Learning Committee, and its sub- and standing committees, as well as most faculty teaching and learning committees and the peak academic bodies – Academic Council and Academic Board.
The University recognises the role of the UWA Student Guild as the representative student body on campus. The opportunity for involvement in policy development is made available to the Guild and the University is responsive to policy issues raised by the Guild. For example, during second semester 2008 the University, under the auspices of the Teaching and Learning Committee, undertook a pilot in anonymous assessment in examinations with a view to University-wide introduction. Outcomes from the pilot will be considered in 2009.

The University gives considerable capital, financial and administrative support to the UWA Student Guild, which has been a very effective source of academic (as well as social, recreational and financial) support to students, primarily through its Education Council and Education Officers. The Education Council provides a student-initiated source of policy development and scrutiny that includes representation from all faculties at UWA. The independent support and advocacy services provided through the Education Officers include:

- Assistance with appeals against:
  - Dissatisfaction with an assessment result
  - The award of a progress status
  - The result of an application for special consideration
  - The application of scaling or other adjustment systems
  - Non-adherence to the assessment mechanism statement for the unit
  - Other university decisions
- Assistance with complaints, including ancillary student fees and charges
- Assistance with allegations of misconduct
- Financial counselling and budgeting assistance
- Assistance with Centrelink
- Interest-free loans
- Guild grants
- Liaison and referral to other financial support services

In 2008, the University has also jointly funded the Student Volunteer Management Project. This project enables the Guild to formalize their volunteer management program and to undertake research into student volunteer activity both at the University and with community bodies. This funding was provided in recognition of the need to enhance student engagement and the vital role that the Guild provides. A final outcome from the project will be the presentation of a needs analysis exploring the possible development of a volunteering centre at UWA. The work of the Guild in volunteering has encouraged the Review of Course Structures in its recommendations on a community service requirement in UWA undergraduate degrees.

3.3.2 Student Support Services

Effective student support is a key means to achieve the University's Teaching and Learning strategic objective of improving “the quality of the student learning experience” just as it contributes directly to improving student engagement (defined as active participation, dedication and sense of belonging).

In particular, through a range of specific programs and activities, some of which are summarized below, Student Services supports the University's commitments to:

- provide an environment that enables students to engage actively in their education
- promote and implement programs that enhance student equity and diversity
- develop in students a range of skills and competencies that will enable them to achieve in their academic endeavours to their maximum potential; and
support teaching and learning that promotes academic literacy and ethical scholarship for all students.

i) **Student Diversity & Transition**

Student Services supports the transition of all students to the UWA community, including promoting student diversity and equitable access to higher education. Support to all commencing undergraduate students is provided in a number of ways through the following programs:

- **UniStart**
- **UniSkills**
- **Link Week**
- **UniMentor**
- **UniAccess**, and
- **UniDiscovery**.

**UniStart**, aspects of which are delivered in conjunction with the Student Guild and large numbers of student volunteers, is designed to help commencing students successfully complete their initial enrolment and orientation to the University. Acknowledging that the first weeks at University can be stressful, the program includes a range of social and semi-formal activities in which students can begin the process of establishing social networks with their peers and productive relationships with academic and professional staff of the University. Orientation to the University is extended via **UniMentor**, which operates as a University-wide peer mentoring scheme for commencing students, matching them with mentor students in second year or above studying the same or a similar course. Since 2004, in recognition that week three is a critical week for vulnerable students, **Link Week** has extended and augmented support available for commencing undergraduate students.

**UniSkills** recruits students from groups and schools under-represented at UWA, who may have some degree of financial or previous educational disadvantage, and international students new to Perth. **UniSkills** offers a two-day residential orientation program to provide a personalized introduction to campus. The year-long transition program offers academic support through peer-assisted study groups and a weekly program of informal social events to encourage friendships. An important feature of the program is the contribution of former members who act as leaders and provide additional mentoring to first year students. In 2008 **UniSkills** won an Australian Learning and Teaching Council (ALTC) Award for Programs that Enhance Learning, the program was the only winner in the First Year Experience category. The ALTC awards acknowledge programs that make an outstanding contribution to the quality of student learning and the quality of the student experience of higher education.

**UniDiscovery** encourages high school students of marginalized backgrounds to aspire to study at UWA and informs them that there are networks and services that can assist them in their transition to tertiary study. Current UWA students from priority schools act as **Uni Role Models** on visits to their former schools, where they talk about the benefits of university study and their own experiences as students. **UniAccess** assists students to be independent learners with the resources that best meet their particular learning needs, whether that is assistive technologies, modification to their physical environment, accommodation with exams arrangements or adaptation of course materials.

The **LACE** (Language and Cultural Exchange) program networks postgraduate students and staff members through regular social events aimed at providing opportunities to become part of an extended university community. Postgraduate research students new to Perth in particular enjoy the chance to meet others in an informal, friendly environment as their study demands can often isolate them.
ii) **Student Academic and Career Development**

The Learning, Language and Research Skills (LL&RS) program encourages students of all capabilities to aspire to the highest level possible and to actively engage in ongoing skills development for life-long learning. Under the banner of *Study Smarter @ UWA* the program offers a range of free resources to all UWA students including individual consultation, workshops, electronic materials and faculty-based lectures. Where circumstances warrant, the delivery of learning and language skills is fully integrated in course delivery. Since 2006, for example, LL&RS staff have taught extensively in the first year engineering unit, *Introduction to Professional Education*, providing extended support to selected students for whom English is not their first language.

The University Library supports student learning and engagement through provision of information literacy guides and training, both online and in a face-to-face environment. *IRIS*, for example, originally developed in a partnership between the Faculty of Arts Humanities & Social Sciences, the Library and Student Services, seeks to provide students with a foundation in generic research skills so that they can locate, evaluate and effectively use information throughout all of their university units and later when they enter the workforce. The success of the unit has seen the concept replicated for students enrolled in Science degrees.

The career development of students is also an important element of the student experience and the Careers Centre aims to support and enhance students’ prospects of meaningful careers and a successful transition to work. A range of services are provided that contribute to developing students’ awareness, capacity and skills to self-manage personal career and employment transitions. For example, the *Career Mentor Link Program*, a collaboration developed initially with the Faculty of Natural and Agricultural Science and the Australian Institute of Agricultural Science and Technology (AIAST) and now extending to five faculties, places students with mentors from outside the University in order to broaden their engagement with potential employers and to develop skills in communication with industry.

The Centre for English Language Teaching (CELT) is a specialised section of Student Services, which provides language skills support for both domestic and international students. The Centre promotes learning strategies that encourage students to become lifelong learners of English as well as developing skills for ongoing academic studies at UWA.

iii) **Student Health and Well-Being**

The health and well-being of students is an integral part of a positive student experience and Student Services contributes to positive outcomes through:

- provision of [medical and nursing services](http://www.studentsevices.uwa.edu.au/page/17356) on campus including all aspects of general practice and preventive health care;
- initiation and maintenance of a collaborative and coordinated [Fit for Study](http://www.fitforstudy.uwa.edu.au/) health promotion program across the University campus;
- provision of [counselling](http://www.studentsevices.uwa.edu.au/ss/counselling) for a wide range of complex personal and interpersonal issues that can impact upon study and personal life;
- assistance with, and advice on, all aspects of [housing](http://www.studentsevices.uwa.edu.au/iss/housing), including residential colleges, boarding, shared accommodation and vacant property listings in the University area. Notwithstanding, the University is concerned at rental costs and the limited number of rental vacancies. In response to these trends, and continuing growth in the numbers of students enrolling at UWA, the University is pursuing a range of strategies, including developing a public private partnership for the construction of new student accommodation;
- provision of information and advice on student benefits and budgeting together with other types of financial assistance including University-provided [Scholarships](http://scholarships.uwa.edu.au/), [Loans](http://www.studentsevices.uwa.edu.au/iss/financial/loan_scheme).
scholarships and loans; and
• a range of services and groups which support the spiritual life of the various
faiths and denominations represented on campus.

iv) New Student Service Centre

The University is investigating options and developing plans for a new ‘one stop
shop’ student service centre. Based on an integrated shared service model, the
centre is intended to serve all future students (domestic and international,
undergraduate and postgraduate) as well as all enrolled students, whether on-
campus or studying remotely. The new service centre will integrate universal design
principles and deliver a broad range of up to date and authoritative information (e.g.
course brochures, scholarships information, student exchange and study abroad
literature, clubs and societies material, equipment catalogue and access to relevant
UWA forms, policies and procedures) together with an array of services (e.g.
enquiry management, document and form submission, payment of fees and
charges, campus card administration, equipment booking, collection & return and
student administration processing). In its virtual form, future and enrolled students
will have access 24/7, 365 days of the year to the ipoint enquiry management
system with its guaranteed service level and a 1-800 digital contact centre.

Student Services annually revises its Operational Priorities Plan as part of its
planning process.

3.3.3 Sport and Recreation

The UWA Sport and Recreation Association plays a major role in extending the
learning environment beyond the classroom with more than 5600 students taking up
membership of the Association.

The Association’s “Participation for All” strategy encompasses a range of fitness,
recreation, sport and lifestyle programs and facilities that encourage students to
balance the demands of their academic endeavours with physical activity and fun.
Emphasis is placed on ensuring equity of access and a choice of activities in
support of the credo ‘something for everybody.’ Highlights include:
• 31 sports and recreation clubs meeting the diverse interests and needs of the
UWA student body;
• The UWA Fitness Centre with more than 3,000 student, staff and community
members;
• An Evening Social Sports program with more than 380 teams competing across
four seasons;
• An extensive Receate® program with more than 2400 participants annually;
• The Uni Sport For Kids program offering holiday programs to 3500 children
annually and leadership opportunities for many university students;
• Interfaculty sports on a Wednesday afternoon, state intervarsity sport on a
Friday afternoon and intercollegiate sport on Sunday mornings; and
• The annual Campus Challenge inviting more than 60 Year 11 & 12 students to
reside in college and experience life at UWA for a week;
• Introduction in 2009 of discounted (80%) access to UWA sporting facilities and
clubs to low-SES scholarship recipients.

UWA Sports Park and the Association’s Clubs and Events groups are responsible
for delivery of “Pathways to Excellence” strategies which extend from the very
strong participation base. Significant outcomes have included:
• Joint hosting of the Australian University Games in 1999 and 2004 with
commitments to host these games again in 2010 and 2016.
• Hosting of the 2007 inaugural Indian Rim Asian University Games – the largest
international university sports event held in Australia – with agreements to host
• A range of sports scholarships and bursaries to support promising student athletes in attaining excellence in their chosen sport while maintaining a high level of achievement in their studies.

• Collaboration with the School of Sports Science, Exercise and Health in the development of the first UWA team to enter a national competition (UWA Torpedoes water polo team) and to strengthen support for all other first grade UWA Sports Clubs.

• Individual support packages for UWA students selected to compete in world cups and championships, national leagues and Olympic games. UWA had its biggest contingent ever at the 2008 Olympic Games in Beijing — four students and five graduates represented Australia and one graduate represented Zimbabwe.

• Improved opportunities for students to combine success in study with achievement and leadership in sport, cultural and community activities. For example, embedding the Elite Athlete Friendly University (EAFU) agreement across the University.

The Association is also integrally involved in the strategic planning and development of the University’s sports infrastructure.

3.3.4 UWA Residential Colleges

The University’s residential colleges - St Catherine’s, St George’s, St Thomas More, Trinity and Currie Hall - make a valuable contribution to university education, ensuring that, as at all great universities of the world, the collegiate experience enriches the university learning experience. UWA works in close partnership with its colleges, including through the UWA Colleges Working Party, to enhance their contribution to the student learning experience.

i) Academic Support and Achievement

The colleges each run academic programs, offering small group tutorials that provide students with the opportunity to delve deeper into issues that interest them. These opportunities are designed to develop skills central to course outcomes, encourage academic enquiry and stimulate peer group learning. Ultimately, they develop skills in collaborative problem solving, critical thinking, and clear communication that will make students competitive as graduates.

Colleges regularly host meals and functions to which staff and visiting fellows of the wider University are invited. These occasions enable members of staff and students to get to know each other better, making the campus a more familiar community and creating a strong sense of belonging.

ii) Student Welfare

The colleges work closely with Student Services on campus (including doctors, nurses, and counsellors) to offer a range of preventive health education. Colleges also employ a range of residential staff to assist students resolve minor day-to-day problems of a practical or academic nature and the stress or anxiety associated with them. With problems of a more serious nature, staff are trained to assist students access the professional support they require.

Colleges act in all cases to assist students to navigate their way safely through their university experience, making it less daunting while assisting them to develop life skills ranging from organisation and time management to personal health management.

iii) Diversity and Global Education

Diversity is key to the college experience. Residential colleges often represent the most culturally diverse communities on campus. The college experience actively helps to prepare our undergraduates for citizenship and leadership in diverse, global
environments. Through their lived experience and through programs run within the colleges, students are encouraged to learn to be culturally sensitive, understand the strength and complexity of religious belief, and respect difference in its multitude of forms.

iv) Scholarships and Access
Through scholarships and dedicated access programs, the colleges ensure that diversity is also represented in the social and economic backgrounds of students. For a range of students, subsidised college accommodation and the transitional support it provides is a deciding factor in being able to access and complete a university qualification.

At UWA colleges provide over a quarter of a million dollars in scholarships and bursaries each year. Colleges are able to attract philanthropic and corporate sponsorship of residential scholarships because of their successful educational outcomes.

v) International Student Experience
For international students, living in a college is often the means to a far more positive university experience. In a 2007 study of 200 international students across Australia, Sawir et al found international students living in residential colleges suffered less loneliness, made greater social networks, including Australians, and adjusted more quickly to living and studying abroad than international students in other contexts.

The residential colleges are actively ensuring cultural diversity within their communities. This means, among other things, admissions policies that encourage diversity, social and academic programs that are inclusive and culturally sensitive, forums for respectful interfaith discussion, the provision of appropriate menus, and opportunities to celebrate cultural and religious festivals.

In an increasingly global education market, the provision of residential accommodation on campus that provides targeted support to international students will be a key factor in UWA's ability to attract the best students to the University.

vi) Student Engagement and Future Leadership
Innovative education programs are offered in the colleges to enhance the student learning experience, including community service programs, courses in cultural awareness and in leadership and team building. These programs have successfully competed for funds from UWA's Learning and Teaching Performance Fund (LTPF) allocation.

Artists in residence, art workshops, music programs and theatre are part and parcel of the wide range of activities offered to college students. Individual colleges have also created specific centres of expertise which contribute to the intellectual life of the wider university community: from women’s leadership and men’s spirituality to Indigenous access and cultural awareness.

Programs run within colleges are focused on inclusiveness, broadening personal development, and serving the community. In turn, participation builds friendship networks that provide ongoing professional networks with a strong sense of community responsibility.

Students who live in college are readily able to engage in, and contribute to, the full spectrum of activities that mark a university as a thriving intellectual community. Living on campus and surrounded by like-minded people, UWA college students are noted for their engagement in a wide range of extra-curricular activities, including participation in student and University governance, student clubs and organisations, and programs in the creative and performing arts, as well as a wide range of
intramural and varsity athletic programs.

vii) Future UWA Residential Accommodation

In April 2008, a Student Housing Strategy Plan 2008-2011 was approved in principle by the University’s Facilities Development Committee. This strategy recommends an increase to the University’s student residential accommodation to maintain its provision relative to forecast enrolments. The provision of this additional student accommodation is being pursued through various initiatives including a public private partnership.

3.3.5 Performing Arts, Museums and Festivals

The University offers the most diverse range of performing arts and function venues in Australia, including three indoor and three outdoor venues, notably the very popular Somerville outdoor cinema and the iconic Winthrop Hall. These venues are used extensively by students and staff, for performing, viewing, learning and teaching.

The Perth International Arts Festival (PIAF) is the oldest annual international multi-arts festival in the southern hemisphere and annually offers some of the world’s best theatre, music, film, visual arts, street arts, literature and free community events, with many of its activities taking place within the UWA campus. Active measures are being taken to encourage student attendance at PIAF events in 2009 with the provision of a PIAF booklet for students and subsidised tickets.

The Lawrence Wilson Art Gallery is one of Australia’s premier university art museums, with a wide ranging and challenging program of exhibitions, public programs, events and publications.

The Berndt Museum of Anthropology (formerly the Anthropology Research Museum) was established in 1976 and is internationally known for its Australian collections, chiefly from Arnhem Land (N.T.), the Kimberley, Western Desert and South-West of Western Australia, and the very high level of associated documentation.

In 2008, a Director of UWA’s new Cultural Precinct was appointed. The Precinct will showcase the University’s major collections and exhibitions and represents a coordinated approach to UWA’s arts-based pursuits such as PIAF, The University of Western Australia Press, UWA Extension and concert and theatre seasons.

This array of access to world class music, theatres, clubs and festivals provides a culture-rich atmosphere for UWA students to experience in addition to their formal educational experience.

3.3.6 Alumni and Convocation

UWA has developed a Strategic Plan for Alumni Relations 2007-2011 which aims to draw graduates and supporters into a lifetime of involvement with the University. The benefits are mutual as the alumni help expand the University’s global networks and as graduates and current students explore and nurture alliances and friendships.

The bond with UWA begins on the day that the student commences study, and as the students proceed they come increasingly to share in the values the University embodies and to demonstrate their commitment to those values. When their studies conclude this link is maintained so that graduates and other former students find lasting enrichment in their ongoing relations with the University and benefit from the social and business/professional networks it makes available to them.
With increasing student numbers and many students spending less time on campus than in the past, it cannot be assumed that new graduates will automatically share with their predecessors the same sense of commitment to the institution. Well timed and effective measures to enhance their student experience and promote the benefits of being an active alumnus to existing students will contribute to a stronger, ongoing commitment to the University. A number of future strategies to strengthen the lifelong sense of belonging by students and graduates are being developed.

3.4 Equity, Access and Diversity

The University of Western Australia is strongly committed to offering a high-quality education to which students of potential can have access, on an equitable basis, regardless of their background or means. It is committed to reaching out to potential students from under-represented backgrounds and encouraging their aspiration to take advantage of what UWA has to offer. The University is a diverse community in which people of all backgrounds – including people of all nations, cultures, and faiths - are warmly welcomed and supported, and in which rich diversity is celebrated. The University takes especially seriously its responsibility for promoting educational opportunities for Indigenous Australians, and supporting Indigenous studies.

3.4.1 Equity, Diversity and Broadening Student Access

The University’s commitment to, and achievements in, equity, diversity and broadening student access reflect the University’s strategic direction as articulated in its key planning documents. The University’s Strategic Plan makes it clear that the University’s mission is to serve the Western Australian, Australian and international communities, and states as one of the core values that underpins its activities a commitment to “Equity and merit as the fundamental principles for the achievement of the full potential of all staff and students”. The University’s Operational Priorities Plan/Education Strategy for 2009 – 2013 also has as a high priority “To recruit and graduate a diverse student cohort of the highest quality”.

UWA’s many student equity programs include access and flexible entry pathways, specialist Indigenous student programs, equity scholarships and transition support programs. All such entry and admissions policies and practices are overseen by the University’s Admissions Committee, a standing committee of the Academic Council, chaired by the Pro Vice-Chancellor (Teaching and Learning).

Well established examples include the following:

- The UWay scheme allows Tertiary Entrance Examination (TEE) students (and interstate equivalents) whose academic achievements have been adversely affected by certain disadvantages to apply for special entry;
- The Countryway special entry scheme offers a number of places to applicants from rural schools whose TER falls just short of the minimum required for entry to the four-year degree courses in the Faculty of Natural and Agricultural Sciences;
- The Provisional Entry Scheme makes a number of places available to Indigenous Students who have completed TEE but have not gained a sufficiently high TER to enter their preferred course, or who have a strong employment history and/or a good educational background;
- The School of Indigenous Studies offers an Aboriginal Orientation Course to prepare students for entry to most degree courses at UWA, and two highly successful summer vacation courses for graduates of the Aboriginal Orientation Course seeking entry to Law and Medicine;
- The Learning Links partnership with three WA Government secondary schools;
- The aspiration-raising UniDiscovery program;
- UniSkills, a transition support program for students from the target equity
groups identified in the Higher Education Equity Program (HEEP) framework and international students new to Perth,

- **UniMentor**, a university-wide peer support network aimed at assisting first year students with their transition to university life; and
- An extensive suite of **University scholarships** and awards that extend and complement Commonwealth-funded enabling access and learning scholarships.

More recent examples include:

- The commencement of **Uni Smart Start** enabling regional Indigenous and non-Indigenous people living in the Albany area who do not have entry qualifications for UWA Albany degree programs to enrol in one or two units per semester and develop the learning skills and strategies needed for successful university study;
- The Faculty of Medicine, Dentistry & Health Sciences Outer Metropolitan Program to increase the awareness of medicine and dentistry as realistic career choices and to encourage and facilitate the entry of students from a broader range of SES backgrounds across all school sectors;
- The **UWA Mature Age Access Program** which, from mid-2008, offers mature-aged people with little or no previous background in tertiary study provisional admission and the opportunity to commence study on a trial basis; and
- From 2009 the funding by BHP Billiton of ten undergraduate scholarships for Indigenous students to reside at one of the University's residential colleges and undertake degree studies at the University.

The University pursues an inclusive equity and social justice model which celebrates diversity and encourages an inclusive culture free from all forms of harassment and discrimination. Supporting initiatives include:

- A **Physical Access and Wayfinding** project with the primary objective of creating a 'University without Gates' that is open to all who wish to pursue academic, work, sporting, social, artistic, cultural and recreational opportunities.
- Continuing advocacy for the expansion of campus child-care facilities and the need to develop access strategies that meet the particular needs of students who are parents.
- Publication of the University's **Interfaith Calendar** to encourage greater understanding of the needs and practices of a religiously diverse campus community.
- Annual UWA Harmony Week celebrations which in 2008 included two **Race and Cultural Diversity** dialogues.
- A revision of the UWA grievance processes that pertain to students and publication of an information sheet designed to succinctly inform students of their rights on campus, as well as identify sources of information and assistance.
- Extending the University's focus on positioning our graduates as the leaders of tomorrow by holding an International Women's Day celebration, in 2008 the celebration focused on women in leadership.
- Efforts to create an inclusive learning environment including making appropriate technical equipment available, offering material in alternative formats when required, offering flexible assessment options, and the introduction of media resources such as **Lectopia**. Lectopia received a 2007 ALTC Award (previously Carrick Institute) for programs that enhance learning.
- Active fostering of a campus culture that is inclusive of all, leading to:
  - **Equity and Diversity Services** staff delivering guest lectures into the curriculum on the broad topics of diversity, privilege and ethical conduct. For UWA
graduates, this learning is translated into a competitive edge in terms of graduate employability and global citizenship.

- Supporting an evaluation of the University’s Ally Network, an initiative designed to develop a campus community informed about, and sensitive to the issues faced by GLBTI (gay, lesbian, bisexual, transgender and intersex) students and staff. This initiative has now been replicated in twelve other universities nationally. UWA has also been working in close partnership with a community-based advocacy organization, GRAI, which is exploring the ‘issues’ nexus between sexuality, ageing, housing and lifestyle options.

- Promotion of the Diversity Initiatives Fund, a small grants scheme which recognises and encourages UWA Schools, the Student Guild and other sections to make significant contributions to students and staff in the areas of equity, diversity and inclusivity. Recent targeted initiatives have included the expansion of customized orientation and induction programs in specific Schools for culturally diverse international postgraduate students and the development of a postgraduate diversity elective to be offered as part of the University’s prestigious MBA Program.

- Implementation of the University’s Disability Access and Inclusion Action Plan (DAIAP) to ensure that all services provided to our campus community are inclusive and appropriately designed to meet a wide range of needs.

- Actively working with the Guild of Undergraduates to ensure Guild student clubs and societies are aware of their obligations and opportunities with respect to developing and maintaining an inclusive campus culture.

- Working with the Muslim Student Association in an endeavour to meet their needs with respect to daily prayer obligations.

- The development of multi-layered workshops on cultural competence that are offered to students through the curriculum and other fora, coupled with targeted information sessions for specific cohorts such as commencing students and student advisers within residential colleges. Individual and group ‘cultural mapping’ sessions are also held with students from culturally diverse backgrounds to assist them to settle more easily into campus life.

The University was also recognized with a ‘Count Us In’ access award in 2007 from the WA Disability Services for the employment of people with a disability as well as for flexible delivery of the curriculum to meet the needs of students with a disability.

Notwithstanding this extensive and excellent work, the University equity and access performance, as set out each year in UWA’s report on equity and Indigenous education for the Institution Assessment Framework has not reached University target levels in all areas.

In response to this, through 2007 – 2008 a number of research and review activities have been undertaken to better inform the University about equity practices in some of the world’s very best educational institutions and to contribute to the design of new equity and access initiatives which UWA could take to improve the proportion of students from low socio-economic and other disadvantaged backgrounds. These activities include:

- The conduct of a University-wide Race and Cultural Diversity Audit to assess the campus ‘climate’ around this issue, and shape the future agenda.
- A study of student finance issues, including so-called ‘need blind’ admission systems in leading US universities. The research was undertaken to assist in planning for a very major drive to raise funds for scholarships through the University’s Centenary Appeal.
- A comprehensive review of the Excellence Awards and other UWA scholarships.
Research completed under the auspices of the University Teaching and Learning Committee’s Achieving International Excellence Working Party which presented evidence of a strong focus on equity and access as an attribute of international excellence, and

Further work commissioned by the Vice-Chancellor in relation to the Tertiary Entrance Rank, school type and the prediction of academic performance in tertiary studies.

In April 2008 a Student Equity and Access Steering Group was formed to coordinate the process by which further strategies for future action by UWA to improve student equity and access are brought forward. Amongst other initiatives the Steering Group will consider, or recommend other processes for considering:

- Raising aspirations among school students from disadvantaged backgrounds and among their families and in their schools and communities;
- Increasing enrolments and providing support to mature age students, Indigenous people, students from rural and remote regions, people with disabilities and medical conditions, and culturally and linguistically diverse students, particularly those from new and emerging communities.

3.4.2 Indigenous Education

The Indigenous Education Statement outlines the University’s strong and continuing commitment to Indigenous higher education. Within this context, the University’s overall objective is “to achieve equity for Aboriginal and Torres Strait Islander people in all aspects of the University”. To ensure its objectives are met and further progress its commitment to Indigenous self-determination, UWA established the School of Indigenous Studies (SIS) which has overall responsibility for Indigenous issues at UWA and the Centre for Aboriginal Medical and Dental Health (CAMDH) which has particular responsibility for Indigenous development in the Faculty of Medicine, Dentistry and Health Sciences. The School and CAMDH are co-located to provide a visible Aboriginal presence on campus and entry point for Aboriginal students and communities.

The School of Indigenous Studies offers three Enabling Courses, the Aboriginal Orientation and Pre-Law courses, and in partnership with CAMDH, the Pre-Medicine and Pre-Dentistry Course. The School teaches Aboriginal units within the Faculty of Education and the Faculty of Arts, Humanities and Social Sciences. A range of activities are undertaken by the SIS, which directly improve the student learning experience, both within and outside the classroom, for Indigenous students including:

- Provision of a computer laboratory and photocopier for use of all Indigenous students on campus.
- Establishment of a resource library which includes Indigenous information gained from a variety of sources. An extensive textbook library is already provided.
- Shared (staff and students) common room within the School. This serves the purpose of fostering the feeling of ‘family’, community, ownership, and belonging, and reinforces cultural safety.
- A First Year Orientation Day specifically for all Indigenous degree students.
- Provision of an Indigenous Tutorial Assistance Scheme (ITAS) which employs tutors to assist students in their study. The School also employs discipline-specific tutors in Law and Medicine for Indigenous students in undergraduate degrees.
- A mentoring program whereby Indigenous students can be mentored by Indigenous mentors within the Law Society, as well as ongoing support and career advice for graduates seeking employment in their respective professions.
• The courses within SIS are based on culturally appropriate teaching practices which include basing the content in Aboriginal knowledges, privileging Aboriginal writing and texts, involving Aboriginal community members where possible and relevant, taking students out into the community, negotiating with and involving the families of students in School activities, recognising cultural diversity; and in some courses such as Law and Pre-Law using examples of Indigenous success in law.

• Advising students on the various graduate program options such as the Australian Public Service Commission and Department of Premier and Cabinet as well as assisting with the preparation of applications, selection criteria and resumes.

• Referring employment positions and graduate prospects to students (e.g. clerkships, judges associate positions and positions relevant to students completing other degrees).

• Maintaining a scholarship register and encouraging students to apply for relevant scholarships; liaison with the Office of Development, Scholarships Office and other potential scholarship providers regarding scholarships for Indigenous students in all courses; and advising students of available and relevant scholarships.

• Liaison with various employers (government departments, industry and business) to facilitate the employment of students as cadets via the National Indigenous Cadetship Program (in the Department of Education, Employment and Workplace Relations). Over 25 Indigenous students currently have cadetships.

• Maintaining a close working partnership with the Western Australian Student Aboriginal Corporation (WASAC) to organize various social, sporting and fundraising activities including participation in the National Indigenous Tertiary Education Games, social sports, UWA’s inter-faculty competition, and community and University events such as Sorry Day, Reconciliation and NAIDOC week.

• Fostering and maintaining a strong relationship with University residential colleges to facilitate suitable accommodation and support for Indigenous students.

• Establishing student exchange agreements with relevant and targeted international universities for exchange and study abroad opportunities to enhance Indigenous student experiences. An agreement with the University of New Mexico was established in 2007.

• Providing students with opportunities, and sponsorship, to attend relevant national and international conferences such as the National Union of Students (Indigenous Conference), National Indigenous Legal Conference, Amnesty Youth Summit, and World Indigenous Peoples Conference on Education.

• Involving and/ or employing Indigenous undergraduate students to act as role models and supervisors in several of the secondary schools programs organized by SIS throughout the year, as well as various Expos.

In addition, the School of Indigenous Studies has established a number of collaborative partnerships that benefit Indigenous students and their learning experience. The following are provided as examples:

• Employment and Cadetship partners – Rio Tinto, Woodside, BHP, Department of Corrective Services, Department of Foreign Affairs and Trade (DFAT), Commonwealth Scientific and Industrial Research Organisation (CSIRO).

• Secondary Schools Program: Year 12 Seminar, Health Careers Workshop and Discovery Day partners – Department of Education and Training (DET) WA, Government Schools and DET District Officers, Catholic Education Officer WA, Association of Independent Schools WA (AISWA), Follow The Dream
Site/Coordinators, Local Aboriginal Community Groups.

- The Indigenous Science Club partners – external stakeholders include: SciTech, Woodside Petroleum, CSIRO, Noel and Greg Nannup (Indigenous cultural heritage), Department of Education and Training, Follow The Dream Coordinators, Association of Independent Schools WA.
- Scholarship partnerships negotiated with SIS from 2006 to 2008 include BHP, Jack and Eleanor Bendat, DC Cruikshank Family, Hackett Foundation Alumni, CSIRO and the Goodeve Foundation.

More detailed information can be obtained from the Equity Plan and the Indigenous Education Statement.

3.4.3 International Aspects of Teaching and Learning

UWA welcomes students from around the world to undergraduate and postgraduate study, and is conscious of the importance of offering all students a high-quality learning experience. International students enrich the cultural diversity of the UWA community, and the University is keen to encourage positive interaction between local and international students.

International and local students are fully integrated at UWA whereby the same standards of entry apply, onshore students undertake the same courses and assessment mechanisms and University academic policies are applicable equally to both international and local students. For example, UWA imposes the same restrictions for the charging of ancillary student fees and charges on international students as it does for local students even though the Higher Education Support Act governs Commonwealth supported students and domestic fee-paying students in this regard. Similarly, the requirement that students at entry complete UWA’s online Academic Conduct Essentials module in support of the University’s approach to ethical scholarship, applies to all students onshore, offshore, and at undergraduate and postgraduate levels of study.

To achieve international excellence the University must contribute to international scholarship and the development of global education by the internationalisation of its students, staff and curricula. Prospective employers are increasingly demanding skills, knowledge and training that are internationally transferable, and graduates who are cross-culturally adept.

The University’s international activities are an important component of benchmarking its teaching and research to internationally competitive levels. They are the result of an integrated partnership of the Executive, faculties and service centres, particularly the International Centre. The Deputy Vice-Chancellor (Education) is responsible for all issues to do with international students, the Deputy Vice-Chancellor (Research and Innovation) for international research, and the Vice-Chancellor for international relations. This range of activities is coordinated by the Vice-Chancellor’s International Reference Group.

The Chair of the Academic Board, in liaison with the Director of the International Centre and the Pro Vice-Chancellor (Teaching and Learning), by delegated authority from the Academic Council recommends or approves agreements under which international students enter University with advanced credit, in offshore programs, or exchange arrangements.

International activities within the context of teaching and learning include:

- The provision of educational programs to international students both onshore and offshore and the consequent recruitment of undergraduate and...
postgraduate students into those programs. The process for approval of programs for international students is as it is for local students, as are the entry standards required. These require the approval of the Admissions Committee, another standing Committee of the Academic Board.

- Offshore or Transnational Education (TNE) programs are also approved by the Chair of the Academic Board in liaison with the Director of the International Centre and the Pro Vice-Chancellor (Teaching and Learning) by delegated authority from the Academic Council. Guidelines on good practice in TNE programs were adopted by the University in 2008.

- Prime responsibility for the recruitment of international students is with the International Centre, a Division of the Registrar’s Office.

- Opportunities for students to receive an international dimension to their studies through language and culture programs, internationally-oriented curricula, or exchange and study abroad programs. Enhancement of these programs is a major priority of the University, both within the Operational Priorities Plan 2009-2013 and the objectives set by the Vice-Chancellor’s International Reference Group.

- The establishment in 2006 of a Vice-Chancellor’s Working Party, chaired by the Pro Vice-Chancellor (Teaching and Learning) to considers ways in which cultural competence is, and can be, embedded in courses and activities at UWA. Especially within the context of the University’s Educational Principles but specifically to enable students to acquire cross-cultural and other competencies to take a citizenship and leadership role in the local, national or international community.

The report recommendations, completed and submitted in 2007, are being progressed within the University through a number of initiatives, including for example the broadening of study abroad opportunities and the provision of specialist academic English Studies units for incoming students enrolling at UWA for that purpose.

- The recommendation of the Review of Course Structures that all undergraduate students must undertake at least one ‘broadening’ unit focuses on the global and culturally diverse environment.

- The provision of support services for students including Orientation and English-language programs, study and research skills, housing support, scholarship programs and other financial assistance.

- The commitment to inclusive, cross cultural policies in the design and delivery of curricula, student support services and facilities, assured through the University’s Equity and Diversity Management Plan, the Charter of Student Rights and Responsibilities, and staff development programs.

Detailed information on the University’s international initiatives is contained in the UWA Operational Priorities Plan, and the Internationalisation Plan 2008-2010.

3.4.4 Regional Aspects of Teaching and Learning

The University delivers programs to many sites outside the metropolitan area including regional centres, regional sites and offshore.

The UWA Albany Centre has provided a range of quality programs for school-leavers and mature-age students since 1999. In 2007 a full first-year enrolment was made available in over thirty undergraduate degrees offered by five faculties across
UWA as well as complete degrees in arts and in science (Restoration Ecology).

Postgraduate students can undertake coursework and research through the Institute for Regional Development and the Centre of Excellence in Natural Resource Management. The UWA Rural Clinical School provides year-long rural placements for fifth-year medical students in Albany.

The Geraldton Universities Centre was established in 2002. The Centre has three participating Universities: The University of Western Australia, Edith Cowan University and Curtin University of Technology (the Centre’s administrator from 2006). UWA remains part of the Centre and is an active member of its Board. While the University does not offer courses in Geraldton due to diminishing enrolments, the Centre is an important locus for postgraduate students from UWA and in the development of regional research opportunities.

The development of regional Centres has created opportunities for tertiary students in Western Australian regional areas to study UWA courses, and for UWA to contribute to equity and access among under-represented groups of rural and regional students. From 2008 for example, the University’s year-long Aboriginal Orientation program has been adapted by staff from the School of Indigenous Studies for study by Indigenous and non-Indigenous students as an important alternative entry pathway for students in the Great Southern who have not completed conventional qualifications.

Regional delivery has also provided the opportunity to improve UWA’s capacity for more flexible teaching and learning. Teaching and learning at the Albany Centre provides an excellent example. Unit co-ordinators from Perth record their lecture material using the Lectopia system. Students in Albany access Lectopia via links to WebCT or Web pages. This delivery is augmented by occasional video conferencing. The Centre employs tutors to deliver face-to-face tutorial and laboratory sessions and lecturers from UWA are encouraged to visit their regional students in Albany once a semester. Students at the Centre receive the same unit outline and usually undergo the same assessment as students on main campus. In addition UWA students in Albany are well supported by the UWA Student Guild.

The University received a $1m contribution from the DEEWR Capital Development Pool funding scheme to build a new science building at the Albany Campus. The money will be received by the University in 2010. Further supplementary funding to support this project is currently being sought.

References:
4. THE EDUCATION STRATEGY 2009 - 2013

The Education Strategy 2009 – 2013

A world-class university is recognisable by the very high quality of its students and its commitment to providing a high quality student experience both within and beyond the classroom. The University therefore seeks to enhance further the quality of its student body with a deep commitment to equity access and diversity, and to improve further the quality of the student learning experience.

The broad meaning of ‘student learning’ within this Strategy/Operational Priorities Plan reflects the University’s strong commitment to offer students opportunities to learn and develop in a wide range of social and cultural settings. As well as formal ‘classroom’ settings, the learning environment at UWA refers also to that large array of sporting, social and cultural activities, and day-to-day life at the University, supported by sections such as the University Library, Student Services, the Guild, the PSA, the Colleges and the UWA Sport and Recreation Association.

Following the Review of Course Structures and the adoption of the UWA Future Framework, the University’s undergraduate programs will be characterised by breadth, a research experience, improved communication skills, community service and increased study abroad. The goal of maintaining and extending approaches to teaching and learning that will secure excellent learning outcomes for students remains central, and the University will continue working to improve the satisfaction of its students with its teaching.

As part of the University’s commitment to international excellence, the University will continue to clarify and embed those distinctive educational attributes which contribute to its goal to be in the ‘top 50’ universities in the world. This goal entails an unrelenting and comprehensive commitment to a high-quality student learning experience both within and beyond the formal setting of classrooms, laboratories and lecture theatres.

For the years 2009-2013 priority attention will be given to:

**Strategic Objective:** To improve the quality of the student learning experience

**Executive Responsibility:** Deputy Vice-Chancellor (Education)

**Performance Indicators:**

1. Student Satisfaction (SURF, CEQ)
2. Course Completion Rates
3. Student Pass Rates
4. Graduate Outcomes (GDS)
5. Australasian Universities Survey of Student Engagement (AUSSE)
6. Share of first preferences of school leavers with a TER of 80+
7. Access, participation and completion rates of designated equity groups
8. The number of UWA students studying abroad

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1 The Education Strategy is an extract from the University’s Operational Priorities Plan (OPP) 2009 – 2013. The full OPP and supporting documentation (targets and implementation schedules) can be accessed on the web at [http://www.registrar.uwa.edu.au/page/65558](http://www.registrar.uwa.edu.au/page/65558).
**Operational Objective**  
**ED1:** To recruit and graduate a diverse student cohort of the highest quality

**Implementation Strategies**

**ED1.1** Formulate an integrated approach to student recruitment (locally, nationally and internationally), including postgraduate coursework, and mature age students

**ED1.2** Improve University-wide activities in the area of diversity, equity and access, including:
- Outreach
- Student Income Support (including Scholarships)
- Accommodation
- Prospective Students/Admissions
- Indigenous Students and targeted equity groups
- International students

**ED1.3** Improve preparedness and transition of undergraduate and postgraduate students commencing courses

**ED1.4** Plan for student growth within a context of continually maintaining and improving educational quality

**ED1.5** Further equip staff to work effectively with a diverse student population

**Operational Objective**  
**ED2:** To improve the University’s courses

**Implementation Strategies**

**ED2.1** Implement decisions arising from the Review of Course Structures

**ED2.2** Embed the University’s educational principles in all courses

**ED2.3** Review amount of teaching and assessment in courses and establish guidelines/policies on recommended/appropriate levels

**ED2.4** Continue to develop and embed work place practicum, field work opportunities and study abroad

**ED2.5** Support the needs of graduate students (including part-time) with the development of postgraduate courses, support services and facilities

**ED2.6** Encourage breadth of study and cultural competence among all students

**ED2.7** Enhance academic advising and mentoring of students

**Operational Objective**  
**ED3:** To extend high-quality teaching approaches and improve learning outcomes

**Implementation Strategies**

**ED3.1** Further develop national and international benchmarking and quality assurance processes in teaching and learning

**ED3.2** Develop long-term strategies for integrated approaches to learning including elearning and learning spaces

**ED3.3** Increase opportunities for teaching development and the scholarship of teaching

**ED3.4** Proactively use student evaluation/indicators to improve, support and disseminate good teaching practices at all levels (faculty/school/individual)

**ED3.5** Continue to develop a stronger University-wide framework for ensuring quality and viability of regional and transnational programs

**ED3.6** Continue to develop and implement Teaching Quality Indicators (TQI) at UWA within the TQI framework
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<tr>
<th>Operational Objective</th>
<th>ED4: To further develop the links between teaching, learning and research</th>
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<tr>
<td>Implementation Strategies</td>
<td>ED4.1 Support staff in achieving a balance between teaching, research and service</td>
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<td>ED4.2 Develop indicators of effectiveness of a teaching and research nexus</td>
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<td>ED4.3 Further support the development of research skills among UWA undergraduate students</td>
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<td>ED4.4 Continue to develop approaches to maximise the benefits of the teaching and research nexus</td>
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<th>Operational Objective</th>
<th>ED5: To improve student engagement in a high-quality campus community</th>
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<td>Implementation Strategies</td>
<td>ED5.1 Support the development of the one-stop-shop for student services</td>
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<td>ED5.2 Encourage greater interaction amongst students, staff and the community</td>
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<td>ED5.4 Identify and encourage specific opportunities for student engagement in intellectual and cultural life on campus</td>
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<td>ED5.5 Encourage among all students a sense of life-long partnership with UWA</td>
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<td>ED5.6 Support the development of services and facilities which encourage students to be on campus</td>
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<td>ED5.7 Implement teaching practices which encourage and support students to engage deeply with their learning</td>
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PRINCIPLE COMMITTEES OF THE UNIVERSITY – Decision Making Map

LEGEND

- Senate Standing Committees
- Academic Board
- Academic Board Committees
- Vice-Chancellor's Advisory Committees
- Faculty Boards
- Senate
- Vice-Chancellor
- Academic Board
- Academic Board Committees
- Vice-Chancellor's Advisory Committees
- Faculty Boards
- Senate Standing Committees
- Academic Board Committees
- Final Decision Pathway

December 2006