



AUQA Audit 2008

12 month Progress Report

September 2009

Statement from the Vice Chancellor

It gives me great pleasure to present to AUQA, and the public, Griffith's progress report. Much has changed in the higher education landscape over the last 12 months and many of the proposed changes were anticipated by the Griffith 2015 agenda and reflected in our Strategic Plan 2009 – 2013.

Within this context, Griffith continues to deliver quality educational experiences for our students. Central to this is the work of our highly talented teachers. Griffith took out equal top honours in this year's Australian Learning and Teaching Council Awards, with nine Citations for Outstanding Contributions to Student Learning.

The citations recognise and reward the diverse contributions that individuals and teams make to the quality of student learning. Given the competitive nature and status of these awards, this is an excellent affirmation of the profile of Griffith University and its innovative and engaging teachers. These awards reflect the University's strengthening focus on enhancing the student experience.

Griffith continues to achieve strongly in research securing \$2.84 million in ARC funding, matched by just over \$5 million in partner contributions, placing it equal 6th nationally for the number of awards and 9th nationally on total ARC funding.

While there are many successes in which to be proud, we have not lost sight that there is still much to achieve. This progress report attests to Griffith's ongoing commitment to enhancing its quality systems and to implementing strategies to improve performance in key areas.

Professor Ian O'Connor
Vice Chancellor and President

Overview

In June 2008, a panel appointed by the Australian Universities Quality Agency (AUQA) conducted a second cycle audit of Griffith University as a self-accrediting institution. The audit focused on two themes: Supporting Student Success and International Activities, as well as reviewing the University's progress on the implementation of cycle 1 recommendations. In preparation for the audit visit, the University published a self-assessment in the form of a Performance Portfolio.

In September 2008, AUQA released its Audit Report and commended Griffith on many of its activities (11 commendations) and made 11 affirmations and 8 recommendations for improvement. The [Audit Report](#) was made available to the University community through a range of communication strategies, including reports to University Council and Academic Committee, electronic general announcements and publication on the University's [quality website](#).

In 2009 AUQA invited Griffith to participate in the Good Practice Database. Three Griffith items, which were the subjects of commendations in the AUQA Audit Report, are available from the [Good Practice Database](#):

- Adopting a benchmarking-driven approach to quality assurance and improvement;
- Uni-Reach – facilitating opportunities for disadvantaged high school students to prepare for and access higher education; and
- Succeeding@Griffith: enabling a student-centred success culture.

In response to the AUQA Audit Report, the Deputy Vice Chancellor (Academic), with oversight from Academic Committee, prepared an Action Plan to address the affirmations and recommendations.

The Action Plan is structured around the 11 affirmations and 8 recommendations, including evidence of progress for commendation 8, and is presented in tabular format. The Action Plan seeks to maintain those aspects of the University that have been identified as its strengths, as well as identifying the tasks which respond to the affirmations and recommendations, with responsibility for outcomes assigned to key

senior officers. The report highlights the measures adopted by Griffith University and the progress made to date. Activities designated as being in progress will be monitored as part of the University's ongoing management of its approach to quality assurance and improvement.

This report provides AUQA and the public with a progress report on the University's response to and implementation of recommendations contained within the AUQA Audit Report.

This action plan assists Griffith University to keep an overview of the changes occurring as a result of its approach to quality assurance and provides the foundation for future audits (both internal and external).

Commendation	Implementation Actions Taken	Progress / Evidence
<p>Commendation 8: AUQA commends Griffith for the adoption of an evidence-based approach to academic integrity underpinned by research literature and practice.</p> <p>AUQA expects to receive a report on the effectiveness of the academic integrity program in the Cycle 2 progress report.</p>	<p>Engage an external consultant to evaluate the effectiveness of the Institutional Framework for Promoting Academic Integrity among Students.</p>	<p>In Progress</p> <p>A University-wide trial of the Academic Integrity Framework was implemented in semester 2, 2008.</p> <p>A self-review report on the implementation of the Academic Integrity Framework from semester 2, 2008 to the 2008 Summer Semester was prepared in February 2009 for consideration by the external evaluator.</p> <p>An external evaluation of the Academic Integrity Framework was conducted by Dr Lyn Holman from 16 February to 13 March 2009 with the evaluation report considered at University Council's May (2/2009) meeting.</p> <p>The external evaluation report indicated that the framework effectively addressed deficiencies in the University's previous approach to managing student academic misconduct leading to a more sustainable model institutionally. The report's principal recommendation:</p> <p style="padding-left: 40px;">That the policy and processes set out in the Institutional Framework for Promoting Academic Integrity among Students be adopted as the policy and processes for dealing with student academic misconduct across the University.</p> <p>The report also recommended that, in implementing the principal recommendation, the University approve a policy for dealing with student academic misconduct that satisfies all legal requirements, together with a companion document (a modified Framework), dealing with promoting academic integrity and prescribing the process for dealing with breaches.</p>

Commendation	Implementation Actions Taken	Progress / Evidence
	Implement recommendations arising from the external evaluation.	<p>To allow for the development of a new policy and revised framework taking into account legal advice, the trial period for the process of dealing with breaches of academic integrity (as specified in the Framework) was extended to the end of 2009.</p> <p><i>A new Academic Misconduct Policy and the Institutional Framework for Promoting Academic Integrity</i> were drafted and forwarded to the University lawyers in July 2009.</p> <p>The University Council is expected to adopt the new <i>Academic Misconduct Policy</i> and the <i>Institutional Framework for Promoting Academic Integrity</i> at its October (5/2009) meeting.</p>

Affirmation	Implementation Actions Taken	Progress / Evidence
<p><u>Affirmation 1</u> AUQA affirms Griffith University’s decision to adopt an integrated suite of KPIs for the distribution of resources for the enhancement of learning and teaching rather than continue to rely on retention as the single performance indicator.</p>	<p>The University’s budget for the years 2009-2011 to be prepared using a revised set of performance indicators for the ‘Learning and Teaching Performance Allocation’. The measures of performance used will include data relating to student satisfaction with learning and teaching and the student experience, plus graduate outcomes.</p>	<p>Completed At the October (5/2008) meeting, University Council adopted the Towards 2015: University Budget 2009-2011 (available to Griffith users). The performance indicators used in the 'Learning and Teaching Performance Allocation' have been broadened from the single indicator of retention to include three new indicators based on metrics derived from the Course Experience Questionnaire (CEQ) and the Australian Graduate Survey (good teaching, overall satisfaction and graduate success).</p>
<p><u>Affirmation 2</u> AUQA affirms Griffith University’s decision to further develop its Data-Warehouse and develop a formal benchmarking framework, which should be developed in a complementary manner.</p>	<p>The Data warehouse implementation will be overseen by a Business Intelligence Steering Committee (BISC).</p> <p>A Business Intelligence Strategy will be developed to guide the implementation of the data warehouse.</p> <p>A data quality framework will be developed and implemented.</p> <p>The University’s approach to external reviews and benchmarking will be revised.</p>	<p>In Progress A Business Intelligence Steering Committee (BISC) was established in December 2008.</p> <p>A Business Intelligence Strategy was presented at the April (2/2009) BISC meeting. This outlines the actions required for development of the data warehouse.</p> <p>In order to further develop the data warehouse, there has been a restructure of the Quality, Planning and Statistics unit, which now forms part of the Financial Planning, Budgeting and Reporting unit, Office of Finance and Business Services (FBS).</p> <p>The data quality framework was produced and approved by the BISC.</p> <p>Benchmarking has been incorporated, where possible, into the new University Strategic Plan KPIs and will inform the thresholds for the new school and research centre Staircase KPIs.</p>

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		<p>A new cycle of five-yearly reviews (2010-2014 Reviews Schedule) has been developed and will commence in 2010 with all schools and major administrative units being reviewed.</p> <p>The <i>University Reviews Policy</i> has been revised and provides options for theme-based reviews where the University considers it appropriate. A strong emphasis on benchmarking has been included.</p>
<p>Affirmation 3 AUQA affirms Griffith University's decision to further develop the capability of the Management Information System through the Online Program Planning, Development, Approval and Review and Annual Program Review and Improvement Reporting projects, but stresses the need for broader consultation with stakeholders during the project implementation phase.</p>	<p>Prepare a revised policy to guide the implementation phase of the Program Management System (PMS).</p> <p>Appoint a dedicated Change Manager to guide project implementation.</p> <p>Implement the 2010 program planning cycle using the PMS, consult widely with stakeholder groups and incorporate feedback, where appropriate.</p>	<p>In Progress Academic Committee adopted a revised Program Planning, Development, Approval and Review Process at its November (6/2008) meeting. The PMS supports the efficient administration of this business process.</p> <p>A Change Manager for the project, located in the Secretariat, was appointed from November 2008 to December 2009. The Change Manager has been responsible for consulting with stakeholders on using the PMS to:</p> <ol style="list-style-type: none"> 1. undertake 2010 program planning; 2. use the Full Program Proposal as the key program accreditation template; 3. trial the Annual Program, Review and Improvement Report (APRI). <p>Program Planning: The business process for 2010 was implemented using the PMS with the development of a 2010 Program Profile Plan for each academic group (4) within the system. Each Program Profile Plan was accompanied by:</p> <ul style="list-style-type: none"> • Program Concept Proposals for new programs in 2010; and • Curriculum Resource Requests for 2010. <p>These templates are managed by the group Academic Services Officers (ASOs).</p>

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	<p>Implement the Full Program Proposal template within the PMS.</p> <p>Trial the revised Annual Program Review and Improvement (APRI) Report with a sample group of Program Convenors with a view to full implementation in undergraduate and postgraduate coursework programs from September 2009.</p>	<p><u>Program Development and Approval:</u> Academic Committee at its April (3/2009) meeting approved revisions to the Full Program Proposal, the key template contained in the PMS. This template has been used for all program submissions since April 2009.</p> <p>In 2009, the PMS has been used to manage:</p> <ul style="list-style-type: none"> • Full Program Proposals for new 2010 programs; • Full Program Proposals for programs undergoing major change for 2010; • Full Program Proposals for programs reviewed and modified as a result of review for implementation from 2010; • Special Purpose Submissions for the English Language Enhancement Strategy. <p><u>Program Review:</u> A trial of the APRI was conducted in the PMS in November 2008 with a sample group of Program Convenors involving 18 academic programs.</p> <p>Throughout 2009, 5-year Program Review dates are being set and monitored within the PMS for programs approved as part of the Program Profile as:</p> <ul style="list-style-type: none"> • New programs for 2010; • Programs undergoing major changes for implementation in 2010; • Programs undergoing reviews for implementation of changes in 2010; and • Programs undergoing transnational audits.

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	<p>Change Manager to conduct 'just-in-time' training for each of the business processes that the PMS supports – program planning, development, approval and review.</p>	<p>ASOs received training in the PMS in the last week of October 2008 prior to the commencement of the 2010 program profile planning cycle.</p> <p>Training for the APRI was conducted in October 2008 for Program Convenors and in early 2009 for Heads of School and Deans.</p> <p>Further training is planned for implementation of the APRI process in the period August – November 2009.</p>
<p>Affirmation 4 AUQA reaffirms the revitalisation of GUMURRII as an Indigenous student support unit and encourages Griffith University to further integrate GUMURRII into the University community.</p> <p><i>Given the negative connotations associated with the term 'integrate', Griffith University is interpreting it to mean 'include in relevant facets of Griffith University operations'.</i></p>	<p>Increase University awareness of the fundamental role GUMURRII plays in the community and create an environment of inclusion by raising the Unit's profile.</p> <ul style="list-style-type: none"> • Increase GUMURRII staff involvement in university level committees for planning and decision making; • Ensure easy access links to GUMURRII website. <p>Increase the visibility of GUMURRII both within and external to the University.</p> <ul style="list-style-type: none"> • Continue to highlight GUMURRII staff and student successes in media reports within and external to the University; • Develop an internal ad campaign to raise the profile of the GUMURRII Student Support Unit (SSU) role and update signage on all campuses; 	<p>Ongoing The University continues to explore avenues to further build co-operation and partnership between the GUMURRII Student Support Unit (SSU) and the University community. To raise awareness of the Unit's role:</p> <ul style="list-style-type: none"> • a GUMURRII staff member has been appointed to the Indigenous Curriculum Advisory Group, and another to the associated Working Party; and • the GUMURRII website will be reworked as part of the University's web optimisation project. <p>The University is employing a number of measures to increase the visibility of GUMURRII - both internally and externally - and these have been embedded as part of the Unit's operational planning activity, for example:</p> <ul style="list-style-type: none"> • Staff and student successes are being purposefully targeted to various media outlets, particularly the Koori Mail, and through other indigenous networks. Student successes have featured prominently in the inaugural edition of GUMURRII News; • An internal plan to raise the profile of GUMURRII as a student support unit is currently being developed. This plan will seek to build on activities currently available within the University. Campus signage updates are progressing;

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	<ul style="list-style-type: none"> Develop and circulate broadly a GUMURRII newsletter to staff within the University to highlight new initiatives and activities, including on the GUMURRII website. <p>Increase communication, co-operation and partnerships between GUMURRII staff and other areas of the university through joint initiatives, activities and twice yearly meetings relating to recruitment, student support, alumni, and WiL.</p> <p>Increase staff participation in university professional development programs.</p>	<ul style="list-style-type: none"> The inaugural edition of the bi-annual newsletter was widely disseminated across the University and indigenous community, and to extensive national and international stakeholder groups in July 2009. The second publication is expected in September. Discussions are taking place to make GUMURRII News accessible online. <p>The GUMURRII SSU continually seeks opportunities to increase communication, co-operation and partnerships with other areas of the University, at both the discipline and central levels, for example:</p> <ul style="list-style-type: none"> staff have continued to build on the strong foundations and networks developed with First Year Advisors (FYA) through participation in the annual workshop - “The Student Voice: Understanding and Enhancing the Griffith Experience” - on 10 June 2009, where outcomes facilitate the further exploration of increased opportunities for student support; regular ‘get together’ events, such as morning teas involving students, Learning Assistance Officers (LAOs) and academic staff, regularly take place. The next planned event will take place in semester 2 with the Griffith Law School, where currently 35 indigenous students are enrolled; participation in the regular Combined Services meetings, recently held on the Logan campus on 19 June 2009, where staff actively promoted the role of the GUMURRII SSU and raised indigenous students’ issues more broadly; and working closely with the Scholarships Office, Admissions, regarding the confirmation of students’ Indigenous status <p>The University provides regular opportunities for its staff to access professional development programs. This year, GUMURRII staff are undertaking a range of professional development activities, such as:</p> <ul style="list-style-type: none"> 4 LAOs are attending ‘Towards Middle Management’ – an ATEM program designed for HEW 4-6 general staff;

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	<p>Develop new GUMURRII facilities at Nathan, co-located with Student Support Services, in consultation with GUMURRII SSU staff.</p>	<ul style="list-style-type: none"> • 1 LAO is attending ‘Managing at Griffith’ – an in-house program for HEW 6-8 general staff; • 6 are undertaking the First Aid Course; • 2 attending ‘Marketing Strategies’; and • 3 undertaking Masters degrees (2 due to complete end 2009). <p>Development opportunities are planned for and may be identified as part of the general staff performance management scheme.</p> <p>GUMURRII has been provided with new facilities at Nathan that brings it into the centre of campus in more suitable and higher quality space. The co-location with Student Support Services will be dependent on longer-term building development on the Nathan campus (refer to Affirmation 5).</p>
<p><u>Affirmation 5</u> In the context of the differentiation of campuses strategy, and with regard to the offerings of other universities in greater-Brisbane, AUQA affirms Griffith University’s decision to focus on the redevelopment of the Nathan Campus, while being mindful to ensure equivalent standards across campuses.</p>	<p>Establish a Nathan Task Force, chaired by the Provost, Nathan campus to explore opportunities for campus development and reinvigation.</p>	<p>Ongoing A Nathan Task Force was established and met 4 times during 2007. The resulting Nathan Task Force Report was endorsed by University Council at its August (4/2008) meeting. The recommendations of the Task Force are currently being implemented.</p> <p>The Task Force Report called for the commissioning of a master plan for a Nathan-focussed ‘smart community’. Cox Rayner were invited to prepare a Draft Master Plan which was submitted to the University in June 2009. A number of enhancement projects were identified by the Nathan Task Force Report of which many have been completed [c], these include: Nathan campus:</p> <ul style="list-style-type: none"> • Refurbishment of the Business 1 building, Central Theatre [c], Northern Theatre [c] and Science Toilets; • Refurbishment of East Wing Business 1 building – approximately 75% complete; • Cleaning and repairs to building facades [c].

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		<p>Projects at design or documentation stage:</p> <p>Nathan campus:</p> <ul style="list-style-type: none"> • Refurbishment of the Environment (1 & 2) buildings and Northern Theatres lecture theatres; • Creation of a new Student Centre; • Refurbishment of the Biomolecular laboratories in the Science 2 building. <p>Mt Gravatt campus:</p> <ul style="list-style-type: none"> • Refurbishment of the Technology building to create more research space and collaboration/ learning zones.
<p>Affirmation 6</p> <p>Following from the review of the academic progress of international students at Griffith University by analysis of entry cohort, AUQA affirms the decision to focus on improving the language and academic support provided to Queensland Institute of Business and Technology students.</p>	<p>Develop strategies for QIBT students' transition to Griffith programs to improve language and academic support.</p>	<p>In Progress</p> <p>In addition to Griffith staff members visiting QBIT students to provide transition support prior to entering their Griffith degree program , Griffith has committed \$6 million over six years to fund a range of strategies, that will assist international students (including QIBT students) in the transition process:</p> <ul style="list-style-type: none"> • EnglishHELP; • Student Linx; and • Additional services offered through Griffith Learning Services. <p>In academic areas, such as the Griffith Business School (GBS), a Manager, Learning and Teaching Projects has been employed with a specific role of assisting the transition of QIBT students into GBS programs. The GBS has the largest annual intakes of QIBT students at approximately 70%.</p> <p>From 2010, Griffith's English Language Enhancement Strategy will require all students to enrol in a compulsory for credit English language course and QBIT students will enrol in this course upon entry (see Affirmation 8 below).</p>

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		<p>In administrative areas, Griffith International employs a Learning Advisor to assist QIBT students’ to manage their academic concerns. The GI Mates mentor program is also available to this cohort.</p>
<p><u>Affirmation 7</u> AUQA affirms the decision by Griffith University to mainstream the Student Evaluation of Courses (SEC) and Student Evaluation of Teaching (SET) in the Bachelor of Nursing (Post-Registration) and expects that this practice will be adopted as a matter of policy at all offshore teaching locations.</p>	<p>Ensure that SEC and SET are conducted in offshore programs offered by all Schools / Departments.</p>	<p>Ongoing As part of the Procedure for the Planning, Developing and Approving of Transnational Programs, offshore teaching locations are required to deliver programs in a manner consistent with students undertaking the program onshore, to seek regular student feedback, and to review the program in accordance with University policy. The same quality assurance processes apply, including requirements for conduct of student evaluations of courses (SEC) and teaching (SET).</p> <p>The Bachelor of Nursing (Post-Registration) programs located in Abu Dhabi, Al Ain and Singapore conducted SEC and SET evaluations for semester 1, 2009.</p> <p>Semester 1, 2009 SEC and SET for Abu Dhabi and Al Ain were analysed in-country and future SEC and SET evaluations will be analysed within the School of Nursing & Midwifery, Griffith University.</p>
<p><u>Affirmation 8</u>(urgent) AUQA affirms the decision by Griffith University’s Academic Committee to review English language support, but urges that the review’s terms of reference include a thorough examination of the IELTS levels required, and those of alternative entry pathways, to ensure appropriate standards and support for international student success.</p>	<p>Conduct a review of IELTS entry level standards and alternative entry pathways to ensure appropriate English language standards for entry.</p>	<p>In Progress The University has completed a review of its English language entry standards and alternative entry pathways for undergraduate international students. This review resulted in greater transparency and clarity around IELTS entry levels and alternative entry pathways. English language entry standards have been increased for several alternative entry pathways and these changes are reflected in policy. A similar review for postgraduate programs will be conducted in 2010.</p>

Affirmation	Implementation Actions Taken	Progress / Evidence
		<p>Griffith University for Undergraduate and Postgraduate Admission</p> <ul style="list-style-type: none"> • Structure and Requirements of Degrees Awarded by Griffith University • Bachelors Degree Policy • Schedule 1: Requirement to Complete the English Language Enhancement Course. <p>These changes will take effect from semester 1, 2010 and will apply to all international student offers made from July 2009.</p>
<p><u>Affirmation 9</u> AUQA affirms Griffith University's decision to recruit appropriately qualified local staff in overseas locations, and to provide increased induction and support for Griffith staff teaching offshore and staff recruited offshore.</p>	<p>Develop a strategy and operational practice to ensure that appropriately qualified staff are recruited for offshore operations.</p> <p>Ensure that appropriate induction and support are provided for Griffith staff teaching offshore and staff recruited offshore.</p> <p>Develop appropriate and regular opportunities for the professional development of offshore tutorial staff.</p>	<p>In Progress</p> <p>The University's transnational policy requires that all staff recruited offshore have appropriate qualifications. This requirement must be met prior to approval of all transnational programs.</p> <p>The University has developed two guides to assist staff who are teaching offshore:</p> <ul style="list-style-type: none"> • <i>Preparation for Teaching Offshore: A Guide</i> has been produced, piloted with a sample of transnational Program Convenors, and is currently being published. The Guide will be distributed to all Griffith based staff teaching offshore. • <i>An Orientation Resource for Local Lecturers and Tutors Offshore</i> has been developed and is currently being piloted with a sample of offshore partners. It is expected that there will be an accompanying CD containing additional resources. <p>The University provides offshore tutorial staff with appropriate and regular opportunities to further develop, for example:</p> <ul style="list-style-type: none"> • The School of Nursing and Midwifery recruit locally based staff in Abu Dhabi, Al Ain and Singapore. A number of activities, such as supported tutor inductions, participation in strategic and

Affirmation	Implementation Actions Taken	Progress / Evidence
		<p>operational School meetings, the development of appropriate staff development plans, performance evaluations and so on are available. Locally based staff are recruited by the School and are approved by the required Nursing bodies;</p> <ul style="list-style-type: none"> • The Faculty of Education, in partnership with the Hong Kong Arts Centre, utilises locally based staff in Hong Kong to assist in the delivery of its Master of Drama Education programs. A Hong Kong based Co-ordinator is employed full-time and has the principal responsibility for teaching students on the program and providing induction and other support services to approved tutor staff. To support the Co-ordinator, the Griffith Convenor conducts monthly meetings about the program, visits Hong Kong annually during summer, and is in regular email and telephone contact. In 2008, the Co-ordinator visited Brisbane to attend staff development training and program planning meetings; • The Griffith Business School (GBS) recruits locally based staff in Hong Kong to teach into its business program. The program has been running for three years and has a set of well established support practices in place which build on from the University's overarching approach; these are supplemented by regular meetings between Griffith convenors to discuss content, teaching and learning approaches, and opportunities for further development; • The Queensland College of Art (QCA) will commence teaching a Bachelor of Design program in Hong Kong from 2010. The Program Convenor has recruited a number of experienced professionals (past teaching staff and graduates) to teach in the program and a number of staff meetings have already taken place, and further are planned for throughout the year. All staff have undertaken the Griffith teaching induction program and have been provided with an extensive set of supporting resources to assist.

Affirmation	Implementation Actions Taken	Progress / Evidence
<p>Affirmation 10(urgent) AUQA affirms Griffith University’s decision to defer the internationalisation of the curriculum audit, recommended in Cycle 1 in order to broaden its scope, and in this particular respect, urges that it focuses on more than recruitment of international students on campus as being the main distinguishing characteristic of internationalisation at Griffith.</p>	<p>Ensure that the University’s definition of internationalisation is broad in scope and goes beyond recruitment of international students.</p> <p>Develop a review tool to enable audit of internationalisation of the curriculum.</p>	<p>In Progress Internationalisation of the curriculum has been conceptualised in broad terms to reflect activities that support the development of global citizenship and cultural competency; consistent with the University’s strategic agenda and Internationalisation Strategy.</p> <p>Griffith’s strategy for internationalisation of the curriculum focuses on:</p> <ul style="list-style-type: none"> (i) enhancing students’ ability to work with other cultures harmoniously and productively both in Australia and abroad; and (ii) gaining knowledge and understanding of other cultures in terms of their history, language, literature, philosophy, economics, and politics. <p>A range of learning and teaching experiences are specified as being important in achieving these goals and they are regarded as signature experiences for Griffith graduates.</p> <p>A program review/audit tool was developed that examines the degree to which the content of a program includes:-</p> <ul style="list-style-type: none"> (a) materials and learning experiences which draw upon information relating to other countries and cultures relevant to the area of study; (b) specific study activities that require students to engage actively with others from different international backgrounds (e.g. work in multi-cultural teams or to make contact with international students from their disciplines in overseas universities via email, chat-rooms, or list-serves or participation in international associations affiliated with their discipline); (c) overseas exchanges or placements for students; (d) curriculum content relating to cross-cultural communication, international studies, or study of a foreign language; and (e) assessment items that reflect internationalised content, activities and learning outcomes of the curriculum.

Affirmation	Implementation Actions Taken	Progress / Evidence
	Conduct an audit of internationalisation content within the curriculum.	Program Convenors completed the review tool on internationalisation and submitted their responses on 6 February 2009. Following a report to the March (1/2009) meeting of the Learning & Teaching Committee, an evaluation report was presented at its August (5/2009) meeting. The review tool will be refined and strategies for curriculum embedding will be disseminated across the University as part of the Internationalisation of the Curriculum project (due for completion end 2010).
<p>Affirmation 11 AUQA affirms Griffith University's approach to the forward planning of transnational education (TNE) activity driven by strategic considerations, but observes that this approach could be further integrated with the University's approach to planning and performance monitoring by the setting of differentiated targets for TNE activity.</p>	The University will consider TNE activities as part of its regular business planning of international activity.	<p>Ongoing The University's approach to academic planning embeds transnational program activity. A rigorous process is in place to ensure that new international program developments are consistent with the University's strategic plan and international priorities. The University's policies and processes relating to transnational activity include:</p> <ul style="list-style-type: none"> • Program Planning, Development, Approval and Review Policy; • Procedures for Planning, Developing and Approving Transnational Programs; • Due Diligence Process for Transnational Program Partnerships; • Transnational Program Business Plan Template. <p>It is within this context that load targets for transnational programs are set. As part of the annual planning and budget process, transnational program fee setting has been captured within the standard fees and charges processes:</p> <ul style="list-style-type: none"> • Fees and Charges Policy; • Procedures for Review and Approval of Tuition Fees for International Students, Fee Paying Domestic Undergraduate and Postgraduate Students and Non Award and Continuing Education Students. <p>To ensure that transnational programs are effective, regular reviews take place in accordance with the following:</p> <ul style="list-style-type: none"> • Program Planning, Development, Approval and Review Policy; • Review of Transnational Program Providers Proforma; • Transnational Program Audit Proforma; • Annual Program Review and Improvement Report (APRI).

Recommendation	Implementation Actions Taken	Progress / Evidence
<p><u>Recommendation 1</u> AUQA recommends that Griffith University assess the workload implications of its range of strategies to support student success, and other initiatives to improve quality, to ensure that resources are effectively and efficiently targeted.</p>	<p>The University will carefully review all plans and policies relating to the <i>Succeeding @ Griffith</i> strategy to ensure that workloads are minimised and unnecessary tasks eliminated.</p>	<p>Ongoing The University recognises that staff are the key to student success and that it is essential workload implications are taken into account when deciding on strategies for implementation. Griffith also recognises the need to provide staff with adequate support in the implementation of these strategies.</p> <p>In response, the University has taken the following actions in relation to the workload implications of its student success initiatives, including:</p> <ul style="list-style-type: none"> • Reviewing and prioritising its initiatives in learning and teaching. As a consequence Research Based Learning (RBL) is no longer a university level key performance indicator (see Recommendation 6); • Delaying full implementation of indigenous aspects of the curriculum to 2011; • Building workload allocation requirements into position descriptions, such as: Role of the First Year Advisor (FYA), Role of the Course Convenor, Role of the Program Convenor, Role of the Honours Program Convenor and <i>RHD Coordinators</i>; • Providing professional development programs to increase the skills of staff working in key roles relating to student success; and • Assessing the impact of new initiatives on staff workloads, such as the early warning system for students ‘at risk’ (Amber Risk Assessment Strategy).
<p><u>Recommendation 2</u> AUQA recommends that, in moving the ‘Griffith Staircase Model’ from project to implementation mode, Griffith University involve the Office of Quality, Planning and Statistics directly in the design and operational aspects.</p>	<p>The capacity to generate Performance Charts using Staircase indicators to be transferred from Deloitte to Finance and Business Services.</p>	<p>In Progress Consultations around new Staircase KPIs were facilitated by the Deloitte consultants in November - December 2008.</p> <p>Knowledge transfer of the Staircase tool to relevant staff and Staircase charts for 2007 were completed in December 2008.</p>

Recommendation	Implementation Actions Taken	Progress / Evidence
	<p>Include the Staircase approach in the regular, annual business and planning cycles for each Group.</p>	<p>The implementation of the staircase model has now been fully shifted from being driven by Deloitte's consultants to full integration within Griffith's business processes.</p> <p>New Staircase KPIs and definitions were finalised by the end of June 2009. Data were collated by FBS and the thresholds determined by senior executive.</p> <p>Staircase charts on new KPIs were produced by FBS in June 2009.</p> <p>These data are now be used to inform groups, schools and research centres in the regular annual Planning Cycle in August 2009.</p> <p>The Staircase model is now being implemented by FBS (refer to Affirmation 2), in close partnership with the Deputy Vice Chancellor (Academic).</p>
<p>Recommendation 3 AUQA recommends that Griffith University consider the merits of adapting and more broadly rolling-out the curriculum mapping of the US Association to Advance Collegiate Schools of Business accreditation scheme across the undergraduate curriculum, in order to decrease duplication of courses, and align course outcomes with program outcomes with particular regard to the Griffith graduate attributes.</p>	<p>The University will consider whether, and if so how, to adapt the AACSB methodology to all its programs.</p>	<p>Completed The University has considered this recommendation and concluded that, given the significant staff workload implications of a university-wide implementation of the curriculum mapping of the US Association to Advance Collegiate Schools of Business (AACSB) accreditation scheme across the undergraduate curriculum, it would not be appropriate to proceed with this approach.</p> <p>The approach will still be used by Griffith Business School.</p>
<p>Recommendation 4 AUQA recommends that Griffith University consider formalising the evaluation of Work-Integrated Learning (WiL) placements by the adoption of formal learning contracts with students on work placement, where appropriate.</p>	<p>In consultation with Griffith's WiL network, develop processes and practices to formalise the evaluation of WiL placements and the introduction of 'learning contracts' across the majority of WiL courses, as appropriate.</p>	<p>In Progress The Working Party is investigating existing WiL evaluation strategies and the role of Learning Contracts in WiL courses.</p> <p>The Working Party has surveyed network members to determine whether 'learning contracts' are currently being used and have gathered examples to develop a best practice model. Consultation</p>

Recommendation	Implementation Actions Taken	Progress / Evidence
		<p>on development of learning contracts has included academic group Deans (Learning & Teaching). Resources and sample learning contracts are expected to be available as part of the WiL Library of Resources in September 2009.</p> <p>The WiL Working Party recently revised the WiL policy definition and it is expected that the revised policy will be endorsed by the Learning and Teaching Committee at its October (7/2009) meeting.</p>
<p>Recommendation 5 (urgent) AUQA recommends that Griffith University more clearly define the distinctive characteristics of the Griffith undergraduate student experience, and in particular, following their review, communicate the Griffith Graduate attributes to prospective, commencing, and enrolled students.</p>	<p>Establish Working Party to review Statement of Griffith Graduate Attributes (GGAs) to better emphasize the Griffith graduate characteristics.</p>	<p>In Progress A review of Griffith Graduate Attributes has been completed and the revised set of attributes were approved at the August (4/2009) meeting of Academic Committee.</p> <p>A project has been established and funded for 2010 to develop an implementation plan and communication strategy. This will include discipline-based examples of practice in embedding the teaching and assessment of the GGAs in curricula.</p>
<p>Recommendation 6 In the context of addressing Recommendation 5, AUQA further recommends that Griffith University review research-based learning (RBL) as one of the distinctive characteristics of the Griffith undergraduate student experience; to either more explicitly define, communicate, and embed RBL as a pedagogical approach to undergraduate education at Griffith, or remove RBL as one of the defining Griffith ‘signatures’ of the undergraduate experience.</p>	<p>The revised University Strategic Plan 2009-2013 ceases to set specific targets in relation to RBL. However, research informed teaching will remain a feature of good learning and teaching practice at Griffith.</p>	<p>University Council endorsed the Strategic Plan 2009-2013 at its December (6/2008) meeting which ceases to set specific targets for RBL.</p> <p>The removal of RBL as a distinctive characteristic of the Griffith student experience was consistent with Recommendation 1 relating to workload implications of initiatives to support student success. Priority at the present time has instead been given to embedding of curriculum content relating to internationalisation and work-integrated learning (WiL).</p>

Recommendation	Implementation Actions Taken	Progress / Evidence
<p><u>Recommendation 7</u> (urgent) AUQA recommends that more attention be paid by Griffith University to quality control aspects (such as moderation policy and procedures and the calibration of standards for the awarding of grades) in Stage 2 of the current Griffith University Assessment Project, and that Griffith Institute for Higher Education be more proactive in disseminating the good practice in assessment guidelines by providing a tailored and targeted academic support program.</p>	<p>Review assessment policies to consider a moderation policy and procedures and the calibration of standards for the awarding of grades.</p> <p>Reformulate the role of the Committee of the Chairs of Assessment Boards to include the provision of advice on assessment policy, moderation procedures, calibration of standards, and quality assurance processes in assessment.</p> <p>Develop an implementation plan for the revised assessment strategy for roll out across the entire University.</p> <p>GIHE to develop workshops for Program Convenors, Chairs of Assessment Boards, and locally based workshop sessions for Course Convenors.</p> <p>GIHE to develop tailored and targeted academic support programs about assessment, moderation and standards.</p>	<p>In Progress A review of the University's assessment policies has been undertaken, including a focus on quality control aspects such as moderation and calibration of standards.</p> <p>A revised <i>Assessment Policy</i> will be considered at the September (4/2009) meeting of the newly formed Assessment Committee and at the October (5/2009) meeting of the Learning and Teaching Committee (LTC).</p> <p>The revised <i>Assessment Policy</i> will make specific reference to quality control aspects of assessment, including a series of good practices in assessment and associated support resources on moderation and the calibration of standards.</p> <p>The Committee of the Chairs of Assessment Board has been reformulated as a University Assessment Committee, with a brief that includes provision of advice on assessment policy, moderation procedures, calibration of standards, and quality assurance processes in assessment.</p> <p>The Assessment Committee will oversee the implementation of the revised <i>Assessment Policy</i> in Groups/Schools.</p> <p>There is ongoing implementation of the Good Practices in Assessment project with local workshops currently being held involving six teams from the four academic groups (AEL, GBS, SEET, Health) at the program level to identify curriculum needs and assessment activities for 2009-2010.</p> <p>Targeted workshops were negotiated with each Dean (Learning & Teaching) for semester 2, 2009 and 2010 as part of a two year project. A symposium is planned for November 2009 and will include a designated session on moderation and standards.</p>

Recommendation	Implementation Actions Taken	Progress / Evidence
	<p>GIHE to develop appropriate resource tools so that assessment is considered as a component of curriculum design.</p> <p>Develop online and paper based resources for good practice in assessment, and will be included as part of the Assessment Learning and Teaching Grant proposal.</p>	<p>A Good Practice Guide: Developing Effective Assessment has been produced.</p> <p>A further three Good Practice Guides for assessment and feedback are currently under development and are expected to be available by December 2009.</p> <p>A new assessment section is being developed within the GIHE website to include online resources on peer and self-assessment, which is expected to be available in August/September 2009.</p>
<p>Recommendation 8 AUQA recommends that testamurs and transcripts for programs accredited by Griffith University that are taught in languages other than English acknowledge that fact.</p>	<p>This statement will be included in the testamurs of all Griffith programs taught in languages other than English.</p>	<p>Completed This statement is manually added to the Nissoken testamurs and transcripts prior to each round of graduations.</p> <p>A process has been put in place, prior to each round of graduations, to identify new programs that are taught in languages other than English so that the statement can be added to testamurs and transcripts.</p>