



QUALITY AND STANDARDS FRAMEWORK, OCTOBER 2014

What are we trying to do?	Why are we trying to do it?	How are we doing it?	Do we benchmark?	How do we know it works?	How are we trying to improve it?	Who is accountable?		What is the reference point?
Element of the Q & S framework	Purpose	2014 / 2015						
		Process Used	External benchmark or input	Evidence of Success	Closing the Loop	Implementation	Monitoring	Documentation
<b>STUDENT</b>								
1. Monitor Student Satisfaction	1.1. To measure student satisfaction of <b>units, teachers and courses</b>	<ul style="list-style-type: none"> <li>Unit satisfaction survey (USS) conducted every semester a unit is taught with undergraduate and postgraduate coursework students (onshore and offshore)</li> <li><a href="#">UC Course Experience Survey (UCCEQ)</a>, an annual internal online survey</li> </ul>	Yes (indirectly with CEQ and UES)	Achievement of average scores which map to achievement of UCCEQ and UES result targets	<ul style="list-style-type: none"> <li>Annual VCG faculty and research centre visits to review Operational Plans (by May)</li> <li>Annual re-planning and development of new strategies based on previous year's performance (by June)</li> <li>Annual re-alignment of individual staff performance in the PDR process (by October)</li> <li>Actioning improvements as a direct result of student feedback and communicating improvements via unit outlines and other mechanisms every teaching period</li> <li>Annual reporting to University Education Committee</li> </ul>	DVC Education	VP Operations	<a href="#">Student Surveys Framework</a>
	1.2. To measure student satisfaction with student-focused <b>services</b> and identify, prioritise and manage key issues affecting students	<a href="#">Student Services Survey</a>	Yes	Trend of student satisfaction levels showing improvement across all services	<ul style="list-style-type: none"> <li>Survey results inform operational plans for service delivery units</li> <li>Actioning improvements as a direct result of student feedback and communicating improvements</li> </ul>	DVC Education VP Operations	VP Operations	<a href="#">Student Surveys Framework</a>
	1.3. To measure <b>graduating student experience</b> with research studies and graduate employment	Annual Postgraduate Research Experience Questionnaire (PREQ)	Yes	Benchmarking with Australian universities on research student experience and graduate employment	Areas needing improvement based on PREQ results are actioned with University wide improvements in consultation with Research Studies Committee	DVC Research	VP Operations	Not applicable
	1.4. To measure <b>onshore HDR student satisfaction</b> with student-focused services and identify, prioritise and manage key issues affecting students	<a href="#">Research Student Services Survey</a>	Yes	Trend of student satisfaction levels showing improvement across all services	<ul style="list-style-type: none"> <li>Survey results inform operational plans for service delivery units</li> <li>Actioning improvements as a direct result of student feedback and communicating improvements</li> </ul>	DVC Research DVC Education VP Operations	VP Operations	<a href="#">Student Surveys Framework</a>
	1.5. To measure the <b>current HDR student experience</b> of all research students	UC Research Student Satisfaction Survey Biennial survey with all HDR students (onshore/offshore)	Yes	Benchmarking the results with PREQ survey to compare student experience between current and graduating students	Areas needing improvements are endorsed by the Research Studies Committee for action and improvements communicated to students	DVC Research	VP Operations	Not applicable
2. Strengthen Learning Outcomes	2.1. To ensure that students develop the knowledge, skills, attitudes and qualities required ( <b>learning outcomes</b> ) related to their course of study	<ul style="list-style-type: none"> <li>Alignment of assessment items with unit learning outcomes</li> <li>Unit learning outcomes are conceptually, developmentally and sequentially interrelated to ensure students completing all units in a course meet the course objectives</li> </ul>	Yes	<ul style="list-style-type: none"> <li>Assessment items are used as reliable and valid indicators of student performance in relation to learning outcomes</li> <li>Good assessment practice of assessing learning outcomes through numerous and differing types of assessment item are encouraged</li> </ul>	<ul style="list-style-type: none"> <li>Learning outcomes are conveyed to students in the unit outline which provides information on assessment requirements</li> <li>Students are provided with timely and constructive qualitative and quantitative feedback on assessment items explicitly related to the learning outcomes of the unit</li> </ul>	DVC Education	VP Operations	<a href="#">Assessment Policy</a>

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3. Develop Graduate Attributes	3.1. To <b>equip graduates</b> with the skills and expertise required to be workforce ready, capable of developing innovative solutions to problem facing society	Identified list of graduate attributes for coursework and HDR students which are fundamental to curriculum design, teaching methods and assessment and are demonstrable by students	Yes	Development of generic skills is monitored through assessment within units, student surveys, graduate surveys and employer/industry feedback	<ul style="list-style-type: none"> <li>Course review and annual monitoring process</li> <li>Professional accreditation</li> </ul>	DVC Education DVC Research	VP Operations	<a href="#">Graduate Attributes Policy</a>  <a href="#">Generic Skills and Attributes of HDR Graduates</a>  <a href="#">Student Surveys Framework</a>
<b>STAFF</b>								
4. Enhance Staff Performance	4.1. To ensure <b>senior managers</b> are accountable and their performance commensurate with remuneration	Senior Staff Remuneration and Performance Framework including: <ul style="list-style-type: none"> <li>Annual performance review (PDR) against KPIs</li> <li>Biennial 360 degree feedback</li> <li>Remuneration benchmarked every three years</li> <li>Contract renewals review process</li> </ul>	Yes	Achievement of KPIs and improvement on various measures to meet the University's aspirations as outlined in the Strategic Plan	The senior management framework, including bonus payments and institutional performance rating is overseen by the Nominations & Senior Appointments Committee (NSAC) of Council	Vice-Chancellor	VP Operations	Senior Staff Remuneration and Performance Framework
	4.2. To assess <b>academic staff</b> performance (teaching & Research, Research Focused, Teaching Focused and Academic Clinical) against the objectives of the Strategic Plan and Performance Expectations for Academic Staff (PEAS)	Annual Performance, Development and Review (PDR) process using educational and research measures to assess academic staff performance	Yes (indirectly with CEQ, UES and targets believed to lead to achievement of world ranking)	Contribution of academic staff to achieving the University's Strategic Plan Performance Measures	<ul style="list-style-type: none"> <li>Annual review of PDR targets by the DVC E and DVC R (by October)</li> <li>Five-year review of the PDR framework (last review completed in 2011)</li> </ul>	DVC Education DVC Research	Human Resources	<ul style="list-style-type: none"> <li><a href="#">Performance Expectations for Academic Staff (PEAS) Policy</a></li> <li><a href="#">Performance Development &amp; Review Policy</a></li> </ul>
	4.3. To assess <b>professional staff</b> performance against the objectives of the Strategic Plan and Performance Expectations for Professional Staff (PEPS)	Annual Performance, Development and Review Process (PDR)	Yes	Individual staff priorities and performance is aligned with PEPS	<ul style="list-style-type: none"> <li>Ongoing assessment of staff performance and development of professional staff to improve output</li> <li>Five-year review of the PDR framework (last review completed in 2011)</li> </ul>	Portfolio heads	Human Resources	<ul style="list-style-type: none"> <li>Performance Expectations for Professional Staff (PEPS) Policy</li> <li><a href="#">Performance Development &amp; Review Policy</a></li> </ul>
	4.4. To ensure <b>academic staff</b> are appropriately qualified and prepared to deliver high quality teaching	<ul style="list-style-type: none"> <li>Recognition of Equivalence in Academic Staff Qualifications and Experience policy</li> <li>Monitoring compliance with Higher Education Standards Framework requirements regarding qualification levels (including third party provider staff)</li> <li>Delivery of induction programs to sessional staff</li> </ul>	No	Annual report to Academic Board on staff qualifications	<ul style="list-style-type: none"> <li>Ensuring robust process for capturing all staff qualifications with focus on updating records</li> </ul>	DVC Education Human Resources	VP Operations	<a href="#">Recognition of Equivalence in Academic Staff Qualifications and Experience policy</a>  <a href="#">Higher Education Standards Framework</a>

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5. Improve Staff Satisfaction	5.1. To measure the <b>satisfaction of staff</b> with working conditions and University services	<ul style="list-style-type: none"> <li>Staff Services Survey</li> <li>Staff Voice Survey</li> <li>Business unit and service provider surveys</li> </ul>	Yes	Trend of student satisfaction levels showing improvement across all services	<ul style="list-style-type: none"> <li>Use of survey results to inform planning and project prioritisation</li> <li>Staff Voice Survey results made available (with historical data) to all staff via the MyUC Staff Portal</li> </ul>	Human Resources	VP Operations	
<b>INSTITUTION</b>								
6. Strengthen Planning	6.1. To ensure the University meets the objectives of the <b>Strategic Plan Breakthrough 2013-2017</b>	Enabling plans developed which build to achievement of the over-arching Strategic Plan	Yes (in KPIs)	<ul style="list-style-type: none"> <li>University's achievement of 2018 KPIs</li> <li>UC enters world ranking in THE Under 50</li> </ul>	<ul style="list-style-type: none"> <li>Annual review of Strategic Plan and Breakthrough Performance Measures by Council (April)</li> <li>Annual VCG review of progress towards the achievement of Enabling Plans</li> <li>Annual VCG visits to each faculty and research centre to review Operational Plans (by May)</li> <li>Annual re-planning and development of new strategies based on previous year's performance (by June)</li> <li>Annual re-alignment of individual staff performance in the PDR process (by October)</li> </ul>	Vice-Chancellor	VP Operations	<a href="#">Strategic Plan 2013-2017 Breakthrough</a> performance measures
	6.2. <b>Financial planning</b> to ensure the University is financially sustainable and able to meet the objectives of the Strategic Plan	<ul style="list-style-type: none"> <li>Breakthrough Performance Measures set financial goals for 2018</li> <li>A long-term financial plan has been developed to ensure the Strategic Plan can be resourced and achieved</li> </ul>	Yes	University's achievement of 2018 KPIs	<ul style="list-style-type: none"> <li>Annual budgets approved by Council with incremental progression towards 2018 financial targets</li> <li>The long-term financial plan has been prepared and is being regularly reviewed and updated to confirm progress towards 2018 financial targets</li> <li>Scenario planning being undertaken</li> </ul>	VP Governance & Development and VP Operations	VP Operations	<ul style="list-style-type: none"> <li><a href="#">Strategic Plan 2013-2017 Breakthrough</a> performance measures</li> <li>Long-term financial plan</li> </ul>
	6.3. <b>Workforce planning</b> to ensure the University is recruiting, retaining and developing staff in a highly competitive environment who will appropriately contribute to the future of the University	The University has set out strategies in its People Plan	Yes	TBD	TBD	DVC Education DVC Research VP Operations Human Resources	VP Operations	People Plan
	6.4. <b>Risk management</b> planning to ensure the University's risks are appropriately identified and treatment strategies implemented where required	Identification, treatment and management of risks at strategic and operational levels in accordance with the risk management policy and plan	No	University's achievement of 2018 KPIs	<ul style="list-style-type: none"> <li>Regular update and review of Risk Management Plan in alignment with Australian and International standards</li> <li>Preparation, review and update of a strategic risk register and presentation to Audit and Risk Management Committee (ARMC) and Council</li> <li>Regular update and review of Risk Registers (and risk treatment plans) and inclusion of any new and emerging risks.</li> <li>Regular oversight and review by the ARMC</li> <li>Development of a robust internal audit program which is linked to strategic risks</li> <li>Audit recommendations implementation reviewed by ARMC</li> </ul>	VP Governance & Development	Vice-Chancellor	<ul style="list-style-type: none"> <li>Risk Management Plan</li> <li>Strategic Risk Register</li> <li>Operational Risk Registers</li> <li>Risk Treatment Action Plans</li> </ul>

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7. Deepen Research Influence and Impact	7.1. To ensure the University's <b>research endeavours</b> reflect current and emerging strengths, societal need and opportunity, with staff striving for excellence in research and research training	Development of the DVC Research portfolio Operation Plan	Yes	University's achievement of Research Plan KPIs including: <ul style="list-style-type: none"> <li>Increased number of indexed publications by research active staff</li> <li>Increased research income</li> <li>Improved ERA ratings</li> <li>Increased HDR completions</li> </ul>	<ul style="list-style-type: none"> <li>Annual VCG review of progress towards the achievement of Enabling Plans</li> <li>Annual re-planning and development of new strategies based on previous year's performance (by June)</li> <li>Annual re-alignment of individual staff performance in the PDR process (by October)</li> </ul>	DVC Research	Vice-Chancellor	<a href="#">Strategic Plan 2013-2017 Breakthrough</a> performance measures
8. Embed Scholarship	8.1. To develop and document the University's concept of <b>Scholarship</b> , in particular in relation to third party arrangements	UC Teaching and Learning policy in development (due 2015)	Yes	TBD	TBD	DVC Education	VP Operations	
9. Diversify Partnerships	9.1. To create a <b>consortium of partners</b> that complements the activities of UC, nationally and internationally, and improves the viability of the University's activities through student enrolments, reputation and/or access to resources.	Development of a Partnership Framework	Yes	TBD	TBD	Vice-Chancellor DVC Global	VP Operations	
	9.2. To ensure that all <b>third party provider partnership</b> arrangements comply with required standards and relevant UC policies	<ul style="list-style-type: none"> <li>Third Party Provider Committee (TPP)</li> <li>Course Delivery by Third Party Providers policy and procedures</li> <li>Schedule of reviews and evaluations of third party arrangements (domestic and offshore)</li> </ul>	No	Outcome of review and evaluation reports of third party providers	<ul style="list-style-type: none"> <li>Recommendations of review reports and resulting implementation of improvements monitored by TPP</li> <li>Regular update and review of Risk Registers and inclusion of any new and emerging risks</li> </ul>	DVC Global DVC Education DVC Research VP Operations	VP Operations	Course Delivery by Third Party Providers policy and procedures
10. Ensure Quality Assurance and Compliance	10.1. To assess the ability of <b>faculties</b> to meet the needs of students and the institution	A Faculty Review framework	Yes	TBD	TBD	Vice-Chancellor	VP Operations	
	10.2. To assess the ability of <b>support units</b> to meet the needs of students and academic faculties	A Support Unit Review framework, approved by Services Committee	Yes (external review panel chair)	A review panel is formed to report on the effectiveness of each support unit with recommendations for improvement submitted to Services Committee	As part of the review process, support units report back to Services Committee on implementation of report recommendations after 12 months	Chair, Services Committee	VP Operations	Support Unit Review Terms of Reference
	10.3. To ensure that UC's <b>research centres</b> are fit for purpose and performing at a level which justifies UC's investment	Review of Research Centres	Yes (external review chair)	TBD	TBD	DVC Research	VP Operations	TBD

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	10.4. To ensure <b>compliance</b> with Higher Education Standards Framework (Threshold Standards)	Annual snapshots of compliance with each standard	No	Clear narrative and supporting policies and procedures to evidence requirements of standards	Annual assessment of compliance provided to Academic Board, with implementation of recommendations monitored	DVC Education DVC Research DVC Global VP Operations VP Governance	VP Operations	<a href="#">Higher Education Standards framework</a>
	10.5. To ensure UC is meeting its obligations under <b>ESOS</b> and protecting its <b>CRICOS</b> registration and <b>Streamlined Visa Processing</b> capability	<ul style="list-style-type: none"> <li>Five-year independent review of compliance</li> <li>Annual ESOS Declaration of Conformity</li> <li>CRICOS renewal of registration (due 2018)</li> </ul>	Yes (external review)	CRICOS registration retained without conditions	A review report is submitted to VCG and ARMC to monitor implementation against recommendations. The last independent review was completed in 2012.	DVC Global Directors, International, Student Engagement, and Student Administration	VP Operations	<a href="#">ESOS Act 2000</a>
	10.6. To ensure principles governing <b>admissions</b> to courses are clearly documented, compliant with legislation and consistently applied	<ul style="list-style-type: none"> <li>Admission Policy for Undergraduate and Postgraduate Coursework outlines admission criteria appropriate to the level of course of study with admission determined consistently across all delivery locations on the basis of merit and perceived likelihood of success</li> <li>Individual Determination of Course Particulars approved by Academic Board outline specific course requirements</li> </ul>	Yes	Review reporting to Academic Board	<ul style="list-style-type: none"> <li>Regular policy review</li> <li>Review reporting of enrolment, success and retention rates for Academic Board</li> </ul>	DVC Education	VP Operations	<a href="#">Admission Policy</a> for Undergraduate and Postgraduate Coursework Courses
	10.7. To ensure there is broad <b>compliance</b> with the University's policies	Annual schedule of sample or thematic audits	Yes	Increasing compliance across UC	Audit recommendations provided to Academic Board with monitoring of improvements	DVC Education DVC Research VP Operations	VP Operations	
	10.8. To ensure the UC Quality & Standards <b>Framework</b> is fit for purpose	Annual reports to VCG and Academic Board and three-year review cycles	Yes	Analysis of compliance, implementation and outcomes reported annually	Elements of framework are monitored annually and updated as required	VP Operations	VP Operations Chair, Academic Board	<a href="#">Quality &amp; Standards framework</a>
11. Strengthen Course and curriculum development, review and delivery	11.1. To ensure new courses comply with UC <b>policy</b> , set rigorous academic standards, have external input, and are in demand	A two stage course development process ( Market Viability and Concept Development, and a Course Proposal) ensures a robust strategic, business and academic case exists for each new course proposal	Yes	<ul style="list-style-type: none"> <li>New course proposals are aligned with UC's purpose, vision and values</li> <li>New courses comply with HESF and AQF requirements</li> <li>Proposed new courses are of high quality and high demand</li> </ul>	Regular review of policy to improve procedures and test viability and financial modelling assumptions	DVC Education DVC Research	Chair, Academic Board	<a href="#">New Course Development policy and procedures</a>
	11.2. To ensure that UC courses are <b>monitored annually</b>	<ul style="list-style-type: none"> <li>Annual course monitoring process</li> <li>Deans Advisory Groups in all faculties with external membership</li> </ul>	Yes	<ul style="list-style-type: none"> <li>Reporting to Academic Board on annual course monitoring</li> <li>Annual reports to Faculty Boards and Academic Board on the operations of Course Advisory Groups</li> </ul>	<ul style="list-style-type: none"> <li>Improvements implemented based on course monitoring process</li> <li>A three-year cycle of external review of the Deans Advisory Group policy and group operations</li> </ul>	DVC Education DVC Research	Chair, Academic Board VP Operations	<a href="#">Course Advisory Group policy</a>

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	11.3. To ensure that UC courses are <b>reaccredited</b> and are fit for purpose to meet the changing needs of the industry in Australia and internationally	Course reaccreditation process: five yearly review of each UC course (UG/PG) to assess its curriculum based on best practices and course viability	Yes	Course demand, viability, AQF compliance, educational performance	<ul style="list-style-type: none"> <li>The re-accreditation process is governed by Academic Board</li> <li>UEC reviews re-accreditation submissions and may recommend to Academic Board it reject or impose conditions on re-accreditation</li> </ul>	DVC Education	Chair, Academic Board	<a href="#">Course Re-accreditation policy</a>
	11.4. To ensure that UC courses meet the changing needs of the industry, professions and employers and UC graduates are highly recognised by employers through <b>professional accreditation</b>	Accreditation of UC undergraduate and postgraduate courses with professional accrediting bodies to enable UC students to gain professional membership	Yes	Recognition of UC courses by professional accrediting bodies and employers	<ul style="list-style-type: none"> <li>A University wide database of accredited courses is updated annually</li> <li>Faculties report accreditation conditions or lapses to Academic Board</li> </ul>	Faculty Deans	DVC Education VP Operations	Not applicable
	11.5. To ensure consistency of grade allocations through <b>internal moderation</b>	Each course has documented moderation processes covering all modes of delivery and delivery locations	No	Comparable grades/marks for courses with a variety of delivery modes and locations evidenced in annual course reporting	<ul style="list-style-type: none"> <li>Faculty assessment boards provide an accountable quality assurance process for assessment, reporting to Faculty Boards and UEC.</li> <li>Faculty Boards monitor academic standards and student outcomes across disciplines, which UEC monitors grade distribution and academic standards across the University</li> </ul>	DVC Education	VP Operations	<a href="#">Assessment policy</a>
	11.6. To ensure quality management of student assessments and ensure comparable assessment practices through <b>external moderation</b> or verification	Moderation of selected student work by external peers	Yes	Comparable grades/marks by external peers	TBD	DVC Education	VP Operations	TBA

**CORE FRAMEWORK ELEMENTS**