



Agenda

College of Health & Medicine and College of Science Education Committee

MEETING NO. 2_2022
DATE / TIME 28 March 2022; 12 pm
VENUE Zoom

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Part 1. Procedural Matters

1.1 Welcome and apologies

1.2 Minutes from previous meeting

Action required For information For discussion For decision For endorsement

Recommendation That committee members endorse the previous minutes as an accurate record.

Attachments CHM/COS Education Committee 1_2022_minutes, p 7

1.3 Matters arising from previous meeting

Meeting/Item	Description	Responsibility	Status	Comments
Meeting 4/2020 Item 7.6 & Meeting 3/2021	Dean of Students Report &	Chair	In progress	Anna Cowan to review and summarise both documents and return a summary

Item 4.3	ANU Student Experience Survey			of key points to be discussed in this Committee.
Meeting 1/2022 Item 4.1	Curriculum Reform Green Paper	Secretariat	Complete	Secretariat to invite DVC(A) Grady Venville to a future CHM/CoS CEC. Update CEC2/2022: Prof Venville will attend CEC3/2022
Meeting 1/2022 Item 4.2	ANU Teaching and Learning and Learning Strategy	Secretariat	Complete	Secretariat to invite PVC(ED) Maryanne Dever to a future CHM/CoS CEC.
Meeting 1/2022 Item 4.4	Academic Data Governance Principles	All members	Complete	To provide feedback to science.curriculum@anu.edu.au by 7 March 2022
Meeting 1/2022 Item 4.9	Revisions to definition of Specialisations as subplans	All members	Complete	To provide feedback to science.curriculum@anu.edu.au by 10 March 2022
Meeting 1/2022 Item 4.10	Academic Calendar 2023-2026	All members	Complete	To provide feedback to science.curriculum@anu.edu.au by 10 March 2022

1.4 Starring of agenda items

Part 2. Reports

2.1 Report from the Student Representatives

2.2 Report from the Marketing and Communications Office

2.3 Report from the Academic Competencies and Digital Capabilities Team

2.4 Report from the Education Fellowship Scheme Committee

2.5 Report from the Technology Enhanced Learning Group

2.6 Report from the Deputy Dean Education

Part 3. Minutes from other Committees

3.1 CHM/CoS Higher Degree Research Committee

Action required	<input type="checkbox"/> For information	<input type="checkbox"/> For discussion	<input type="checkbox"/> For decision	<input checked="" type="checkbox"/> For endorsement
Recommendation	That committee members endorse the minutes.			
Attachments	Minutes CHM/CoS Higher Degree Research Committee 5/2021, p 20			

Part 4. New business

4.1 ANU Teaching and Learning Strategy

Action required	<input type="checkbox"/> For information	<input checked="" type="checkbox"/> For discussion	<input type="checkbox"/> For endorsement	<input type="checkbox"/> For feedback
Sponsor	Pro-Vice Chancellor (Education and Digital)			
Background	Further to Item 4.3, CHM/CoS CEC1/2022 , it was agreed that the PVC (ED) should be invited to a future College Education Committee to initiate consultation on the ANU Teaching and Learning Strategy.			

4.2 PhB and Undergraduate Research Degree Review

Action required	<input checked="" type="checkbox"/> For information	<input type="checkbox"/> For discussion	<input type="checkbox"/> For endorsement	<input type="checkbox"/> For feedback
Sponsor	AQAC2/2022			
Background	Further to Item 4.5, CHM/CoS CEC1/2022 , the PhB Review Recommendations have been revised and updated.			
Recommendation	For committee members to note the revised list of recommendations.			
Attachments	Item 10 PhB and Undergraduate Research Degree Review, p 26 Item 10a PhB and Undergraduate Research Degree Review, p 28			

4.3 Coursework Courses Grades Distribution Analysis Report

Action required	<input checked="" type="checkbox"/> For information	<input type="checkbox"/> For discussion	<input type="checkbox"/> For endorsement	<input type="checkbox"/> For feedback
Sponsor	AQAC 2/2022			
Recommendation	For committee members to note the report.			
Attachments	AQAC2_Item 12 Coursework Courses Grades Distribution Analysis Report, p 34			

4.4 Academic Integrity Implementation Communications Plan

Action required	<input checked="" type="checkbox"/> For information <input type="checkbox"/> For discussion <input type="checkbox"/> For endorsement <input type="checkbox"/> For feedback
Sponsor	AQAC 2/2022
Recommendation	For committee members to note the communication plan
Attachments	AQAC2_Item 22. AIR Implementation Communications Plan 2021 March 2022, p 78 AQAC2_Item 22a. AIR Implementation Communications Plan 2021 Mar 2022, p 82

4.5 Professional and Short Courses Policy and Procedure

Action required	<input type="checkbox"/> For information <input type="checkbox"/> For discussion <input type="checkbox"/> For endorsement <input checked="" type="checkbox"/> For feedback
Sponsor	AQAC 2/2022
Recommendation	For committee members to provide feedback to science.curriculum@anu.edu.au by 19 April 2022.
Attachments	AQAC2_Item 24 Professional and Short Courses Policy and Procedure, p 95 AQAC2_Item 24a. Proposed amendments Professional and short courses policy ANUP_009007, p 97 AQAC2_Item 24b. Professional and Short Courses procedure ANUP_009008, p 98 AQAC2_Item 24c. Professional and Short Courses procedure ANUP_009008 (non-layout changes tracked), p 101

4.6 Courses not taught at least once over the past three years

Action required	<input type="checkbox"/> For information <input type="checkbox"/> For discussion <input type="checkbox"/> For endorsement <input checked="" type="checkbox"/> For feedback
Sponsor	AQAC 2/2021
Recommendation	For Associate Directors Science Education with courses in the list and provide a rationale for retention for courses that are to be retained to science.curriculum@anu.edu.au by 26 April.
Attachments	AQAC2_Item 24a Courses not taught at least once over the past three years, p 104 AQAC2_Item 24a Courses not taught at least once over the past three years_CHM, p 106 AQAC2_Item 24a Courses not taught at least once over the past three years_COS, 107

4.7 Student Experience Survey

Action required	<input checked="" type="checkbox"/> For information <input type="checkbox"/> For discussion <input type="checkbox"/> For endorsement <input type="checkbox"/> For feedback
Sponsor	TLDC 2/2022
Recommendation	For committee members to note the survey
Attachments	TLDC2_Item 7_Student Experience Survey, p 108

4.8 CHM/CoS Science Course List Principles

Action required For information For discussion For endorsement For feedback

Sponsor	CHM/CoS Education Sub Committee
Background	Undergraduate programs offered by the College of Health & Medicine and College of Science include references to the "Science course list", which is a list of courses that may contribute towards satisfying the 96 units of Science as per the relevant program orders. This paper aims to bring transparency to the principles by which courses offered by other ANU Colleges may be added or removed from the list.
Recommendation	For committee members to provide feedback to science.curriculum@anu.edu.au by 19 April 2022.
Attachments	STLC_CHM_CoS Science Course List Principles, p 153

Part 5. Curriculum proposals

5.1 Program proposals

Action required For information For discussion For decision For noting

Recommendation	To note the proposals that have been transmitted to AQAC and Academic Board
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School	Item Code	Item Name	Item Action	Summary of request
RSPHys	CNTR, p 155	Graduate Certificate Nuclear Technology Regulation	Program amendment	Make available for mid-year entry

Part 6. Other business

Part 7. Next meetings

- 16 May 2022 (deadline for review and accreditation of awards due for review in 2022)
- 21 July 2022, 12pm (deadline for program amendments and new subplan proposals: 2 June)
- 12 September 2022, 12pm (deadline for subplan amendments: 4 August)
- 31 October 2022, 12pm (deadline for course amendments: 8 September)



Minutes_Unconfirmed

College of Health & Medicine and College of Science Education Committee

MEETING NO. 1_2022

DATE / TIME 21 February 2022; 12 pm

VENUE Zoom

ATTENDING

Anna Cowan (Chair)	Deputy Dean (Education) CHM/CoS
Alexandra Webb	Deputy Director, ANU Medical School, ANUMS
David Kramer	Associate Dean, Medical Education, ANUMS
Merryn McKinnon	Associate Director Science Education, CPAS
Brian Billups	Associate Director Science Education, JCSMR
James Borger	Associate Director Science Education, MSI
Maja Adamska	Associate Director Science Education, RSB
Mick Sherburn	Associate Director Science Education, RSC
Michael Ellwood	Associate Director Science Education, RSES
Liz Rieger	Associate Director Science Education, RSP
Katie Glass	Associate Director Science Education, RSPH
Joe Hope	Associate Director Science Education, RSPHys
Julia Ellyard	Associate Dean, Teaching & Learning, STLC, CHM
Juliey Beckman (arr. 1pm)	Associate Dean, Teaching & Learning, STLC, CoS
Chris Browne	Sub Dean, STLC, CHM/CoS
Sara Rapson	Sub Dean, STLC, CHM/CoS
Libbie Dinn	Student Administration Manager, CHM/CoS
Ilario Priori	Marketing & Communications Manager, CHM/CoS
Rowena Tayler-Henry	TELRG Representative, STLC, CHM/CoS
Shriya Vaka	Student Representative, ANUSA
Oliver Hervir	Student Representative, ANUSA

APOLOGIES

Craig Strong, Associate Director Science Education, FSES
 Mark Krumholz, Associate Director Science Education, RSAA
 Anton Westveld, CBE Representative
 Zihan Yin, Academic Competencies and Digital Capabilities

SECRETARIAT

Caroline Chapman, Education Governance Officer, STLC, CHM/CoS

OBSERVERS

Lillian Crombie, Executive Assistant DDE, STLC, CHM/CoS
 Marian Irvine, Executive Officer DDE, STLC, CHM/CoS
 Alison Scott, HDR Project Officer, STLC, CHM/CoS

Part 1. Procedural Matters

1.1 Welcome and apologies

The welcome and apologies received were noted as recorded above. The Chair welcomed new committee members, James Borger from MSI, Shriya and Oliver from ANUSA and noted that Zihan Yin (apology) was also a new member representing ACDC.

1.2 Minutes from previous meeting

The minutes from the previous meeting were endorsed as an accurate record of the meeting.

1.3 Matters arising from previous meeting

Meeting/Item	Description	Responsibility	Status	Comments
Meeting 4/2020 Item 7.6 & Meeting 3/2021 Item 4.3	Dean of Students Report & ANU Student Experience Survey	Chair	In progress	Anna Cowan to review and summarise both documents and return a summary of key points to be discussed in this Committee.
Meeting 3/2021 Item 4.7	Special Consideration	Education Governance Officer	In progress	The Education Governance Officer to prepare a document that can be circulated to course conveners as a means to gather information on different practices. The findings can serve as a starting point for a discussion and agreement on appropriate practices and adjustments. To be returned to CEC - postponed. Update CEC 1/2022: The Chair moved to remove this item from the matters arising. The DVC(A) has formed a working group on Special Consideration. This will impact associated policies and procedures, all of which will need to come through this Committee for feedback and implementation. No objections were received.
Meeting 6/2021 Item 1.1	Welcome and Apologies	Education Governance Officer	Complete	ACDC report to be added to the CEC agenda as a standing item in 2022.
Meeting 6/2021 Item 2.4	Report from the Deputy Dean Education	Anna Cowan	Complete	The Chair to circulate an email summarising the teaching delivery and OHS protocols for Spring, 2021 and Summer 2022.
Meeting 6/2021	Academic Integrity Incidents Report	Committee members	Complete	Committee members to send feedback, paying particular note to the dot points

Item 4.6				in the AQAC report recommendations, to science.curriculum@anu.edu.au by 17 Nov.
Meeting 6/2021 Item 4.7	Report of the Review of the Policy: English Language Requirements	Committee members	Complete	Committee members to send feedback to science.curriculum@anu.edu.au by 10 November
Meeting 6/2021 Item 4.8	Report of the Review of the Policy and Procedure: University Medal	Committee members	Complete	Committee members to send feedback to science.curriculum@anu.edu.au by 17 January

1.4 Starring of agenda items

Items 2.1; 2.2; 2.3; 2.4; 2.5; 4.1; 4.2; 4.3; 4.4; 4.5; 4.6; 4.7; 4.8; 4.9; 4.10; 4.11; 4.12; 4.13 were starred.

Part 2. Reports

2.1 Report from the Student Representatives

The new ANUSA representatives remarked that they were looking forward to the year ahead and working with this committee. A brief overview of priorities for the year include:

- Improving visibility of all STEM based clubs and societies.
- Improving engagement with joint colleges, for example through a series of events and collaborations with other societies.

Chair suggested to the ANUSA reps that they seek a meeting with the Manager, Student Administration who is a valuable resource in the College.

2.2 Report from the Marketing and Communications Office

Staff update: The Deputy Manager is returning from parental leave and the current acting DM will return to their role of recruitment officer.

General overview of plans and strategic direction for the year:

Consultation in 2021 with school directors and executives indicated a desire to focus on PG coursework recruitment activities and short courses/micro-credentials. Direction from Central is to focus on diversity. The College marketing activities will align with ANU strategy but will put extra effort into the PG cohorts (domestic and international) as there is more scope to focus on specific programs at the College level. In the undergraduate space, primary direction will be in Outreach activities (eg STEM boxes, NSWf, webinars, and uni wide events and quality content production to highlight the key value of our offerings.

Trials that were piloted last year with international high schools (India) will be scaled up to include more countries. (China and Vietnam) taking advantages of the international offices the ANU has in these countries. We will continue to participate in organised events with central such as agent expos, advise to prospective students, webinars and conversion activities

2.3 Report from the Academic Competencies and Digital Capabilities Team

No report received.

2.4 Report from the Education Fellowship Scheme Committee

The Chair noted that the [Education Fellowship Scheme](#) is a recognition scheme for teaching and learning that the ANU runs in association with the UK organisation Advance HE. Chris Browne is now the formal representative for CHM/COS on this committee. A detailed report will be circulated after this meeting but is also attached to the minutes as Appendix I. Key takeaways are below:

1. They are seeking to move towards a model where good standing needs to be demonstrated on a yearly basis, and will provide guidance on how this is achieved.
2. Intent to develop communities of practices.

Committee members were invited to contact Chris.Browne@anu.edu.au if they are interested in nominating an academic staff member to the scheme.

2.5 Report from the Technology Enhanced Learning Group

The Education Technologist has been in touch with relevant school contacts in relation to the quality assurance feedback survey for short and professional courses, that is in the final stages of development.

Points of discussion:

1. Courses that are offered in parallel with standard courses are evaluated by SELT and do not need to use this evaluation mechanism.
2. Schools will have access to the form template and can add or remove the titles of courses they want evaluated through this mechanism.
3. Only a small group of people, aligned with current SELT practices, will have access to the evaluation survey results.

The Education Technologist also provided a brief update on Wattle:

- [EdTech for Science, Health and Medicine Teaching Staff](#)
- [Wattle User Guide Manual](#)
- [Tiles Format for Wattle guide](#)

2.6 Report from the Deputy Dean Education

No report received. Items were discussed under new business.

Part 3. Minutes from other Committees

3.1 Medical Education Committee Meetings

Committee members endorsed the minutes.

3.2 CHM/CoS Higher Degree Research Committee

Committee members endorsed the minutes.

Part 4. New business

4.1 Curriculum Reform Green Paper

This paper has been developed by the Deputy Vice Chancellor (Academic) and presented at an Academic Board Workshop earlier this year. Outcomes of the workshop included ideas as well as concerns about

timelines and implementation. Committee members were invited to discuss how they and their schools would like to commence and be involved in the consultation process. It is important that the College engage so we can be part of the conversation and have our voices inform the outcomes. The Chair suggested three primary avenues:

1. Commencement of consultation by inviting the DVC(A) to a future Education Committee.
2. Open fora for general staff.
3. Schools to invite the DVC(A) to a local Education Committee for consultation.
4. Any other channels?

Points of discussion:

- Will CHM/CoS have representatives on the working groups referenced in the paper. The Chair noted that to date working groups have been formed by nominations.
- Will relevant support staff, such as administration or education governance specialists be included in the working groups as this group of people can provide additional insight to problem solving and implementation?

Action	Secretariat to invite DVC(A) Grady Venville to a future CHM/CoS CEC.
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4.2 ANU Teaching and Learning Strategy

The Chair will advocate for the inclusion of CHM/CoS representation in the workshops referenced in the strategy. We can also invite Pro-Vice Chancellor (Education and Digital), Maryanne Dever to this committee to commence the consultation process. Schools are welcome to set up local meetings at times that suits them. If there is need for broader engagement, the SLTC will organise some staff forms.

Action	Secretariat to invite PVC(Ed) Maryanne Dever to a future CHM/CoS CEC.
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4.3 Ernst and Young Future of Higher Education Report

This paper is being referenced in various fora by the Deputy Vice Chancellor (Academic), Dean (Academic Quality) and the Pro-Vice Chancellor (Education & Digital). Committee members are invited to read the report so they may be informed.

4.4 Academic Data Governance Principles

These principles have been drafted by a Sub Committee of Academic Board with a primary focus around privacy and confidentiality. The sub committee would like feedback on work that staff currently do that uses academic data, broadly defined, and whether these principles and this document will have implications for necessary University work and processes. For example, would it impact examiners committee meetings, grade release or similar. The intent of the paper is not to prevent us doing important day-to-day work but we have to identify and consider instances (and provide examples), where it might.

Action	To provide feedback to science.curriculum@anu.edu.au by 7 March 2022
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4.5 PhB Review Implementation Plan

Committee members noted the paper and were invited to contact science.curriculum@anu.edu.au with any observations or feedback.

4.6 Graduate Outcomes Survey

The Committee noted the reports. The Chair commented that her feedback during AQAC was that the recommendations of this survey should not be considered in isolation when discussing curriculum changes and

reviews. There are many ways to implement and measure outcomes from programs. Committee members were invited to email deputydean.scienceeducation@anu.edu.au with any observations or feedback.

4.7 Closure of ANU College

Committee members noted the paper. The Chair commented that the Diploma of Science is in teach-out mode after transferral of ownership from ANU wide to the College of Science. The College of Science is working with students admitted to the program by ANU College to ensure they can either complete the program or, alternatively, discontinue if this is their choice. Students who wish to progress with their studies are being enrolled in the parent version of the ANUC coded course and receiving additional tuition and support. The Sub Deans and Student Administration Team are working closely with schools who may have these students in their courses.

The Chair also noted that even though ANU College can no longer be used as a pathway for students who do not satisfy the academic or English language Requirements for admission to ANU programs, the University has recognised the need to identify alternative pathways and there is intent to set up a working group to explore options.

A proposed future diploma program, the Diploma of Health and Medicine, will no longer proceed.

4.8 Coursework Review Schedule 2022

Committee members noted the Schedule. The Education Governance Officer will contact schools that have programs listed in the schedule with further instructions and will organise the PSP data packs that support the reviews.

4.9 Revisions to definition of Specialisations as subplans

The Chair briefly summarised the 3 types of specialisation:

- Undergraduate specialisation that has a co-requisite major
- Honours specialisation
- Graduate coursework specialisation

The Chair and Education Governance Officer had the opportunity to review the list of CHM/COS specialisations prior to receipt of this paper for compliance. Only a few needed minor adjustments to align with the proposed definitions and the amendments were submitted in 2021.

Action	For committee members to provide feedback to science.curriculum@anu.edu.au by 10 March 2022.
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4.10 Academic Calendar 2023-2026

Action	For committee members to provide feedback to science.curriculum@anu.edu.au by 16 March 2022.
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4.11 Academic Integrity Rule Update

The Chair informed members that the New Academic Integrity Rule eForm is delayed therefore we will continue to use paper-based documents for now. Templates can be accessed via integrity@anu.edu.au.

4.12 ANU Education Policy Review Schedule – Overdue Policy Reviews

Committee members noted the Schedule. The Chair invited staff with particular interests in the policies under review and who may wish to be consulted, to let her know so that she might notify ASQO.

4.13 Formal Student Complaint and Appeal Resolution

Committee members noted the paper.

Part 5. Curriculum proposals

5.1 Program proposals

Committee members noted the proposals listed.

School	Item Code	Item Name	Item Action	Summary of request
RSPHys	CNTR, p216	Graduate Certificate Nuclear Technology Regulation	Program amendment	Apply missing GPA to admissions statement, adjust FOE and advice to students.
RSPHys	VENCH,p227	Master of Energy Change (Advanced)	Program amendment	Fix copy/paste error in admissions statement

5.2 Course proposals

Committee members noted the proposals listed.

School	Item Code	Item Name	Item Action	Summary of request
MSI	MATH8750	Maths Special Topic	Amend Course	Update course description, LO, IA and other fields
RSP	PSYC2009	Quantitative Methods in Psychology	Amend Course	Minor update to workload and textbooks
RSPHys	PHYS8009 P, 240	Master of Philosophy, Physics Thesis	New Course	To replace all other PHYS HDR courses
RSPHys	PHYS9009 P, 244	Doctor of Philosophy, Physics Thesis	New Course	To replace all other PHYS HDR courses

5.3 Professional, short course or micro-credential proposals

Committee members noted the proposals listed.

School	Item Name	Item Action
ICEDS	Options for Climate Change Adaptation and Mitigation in Africa	Short course, p 248
ICEDS	Grid Integration of Renewable Energy in Africa	Short course, p 254

Part 6. Other business

No items were raised under other business

Part 7. Next meetings

- 28 March 2022
- 16 May 2022 (deadline for review and accreditation of awards due for review in 2022)
- 21 July 2022, 12pm (deadline for program amendments and new subplan proposals: 2 June)
- 12 September 2022, 12pm (deadline for subplan amendments: 4 August)
- 31 October 2022, 12pm (deadline for course amendments: 8 September)

Summary of outstanding action items

Meeting/Item	Description	Responsibility	Status	Comments
Meeting 4/2020 Item 7.6 & Meeting 3/2021 Item 4.3	Dean of Students Report & ANU Student Experience Survey	Chair	In progress	Anna Cowan to review and summarise both documents and return a summary of key points to be discussed in this Committee.
Meeting 3/2021 Item 4.7	Special Consideration	Education Governance Officer	Cancelled	The Education Governance Officer to prepare a document that can be circulated to course conveners as a means to gather information on different practices. The findings can serve as a starting point for a discussion and agreement on appropriate practices and adjustments. To be returned to CEC - postponed. Update CEC 1/2022: The Chair moved that we cancel this item. The DVC(A) has formed a working group on Special Consideration, which will impact policy and procedure, which will come through this Committee for feedback and implementation. No objections were received.
Meeting 1/2022 Item 4.1	Curriculum Reform Green Paper	Secretariat	In progress	Secretariat to invite DVC(A) Grady Venville to a future CHM/CoS CEC.
Meeting 1/2022 Item 4.2	ANU Teaching and Learning and Learning Strategy	Secretariat	In progress	Secretariat to invite PVC(ED) Maryanne Dever to a future CHM/CoS CEC.
Meeting 1/2022 Item 4.4	Academic Data Governance Principles	All members	In progress	To provide feedback to science.curriculum@anu.edu.au by 7 March 2022

Meeting 1/2022 Item 4.9	Revisions to definition of Specialisations as subplans	All members	In progress	To provide feedback to science.curriculum@anu.edu.au by 10 March 2022
Meeting 1/2022 Item 4.10	Academic Calendar 2023-2026	All members	In progress	To provide feedback to science.curriculum@anu.edu.au by 10 March 2022

Meeting ended at 1pm



SUBJECT	CHM/CoS Education Committee 1/2022
FILE REF.	2.4 Report from the Education Fellowship Scheme Committee
DATE	21 Feb 2022
AUTHOR	Chris Browne

Key agenda items from EFS Committee 2022-1 meeting 14 Feb 2022

General note to ADSEs.

- Please consider encouraging academic and professional staff who have teaching support roles (teaching administration, learning support) to consider applying to the EFS. The EFS maintains a list of Fellows at all levels: <https://efs.weblogs.anu.edu.au/current-fellows/>

General updates

- The EFS Committee was made a sub-committee of TLDC in 2021.
- The EFS Committee has undergone significant change with professional staff moving on, and Academic representatives refreshed. All Colleges are represented, though CECS and CoL positions are currently vacant.

Accreditation

- The EFS program was reaccredited in Sep 2021 until Aug 2025
- This includes the:
 - Reflection on Experience (REX) pathway (common pathway for applicants)
 - Teaching in Medicine (TiM) pathway, which is a more conversational approach designed for clinicians to achieve AFHEA (only used in CHM)
- The REX pathway now requires a 'Professional Conversation' for SFHEA
- The concept of 'Good Standing' was part of the re-accreditation. It is hoped that this will help encourage ongoing relationships with EFS, through existing activities, such as mentoring and assessing applicants, and future activities.

Applications/Assessment

- The process for assessing applications has changed to involve a structure of 'Lead assessors' and 'Assessors'. Applications will be assessed initially by Assessors, with the Lead Assessor considering these as inputs for feedback and decision. This process is hoped to reduce turn-around on split decisions.
- The structural disadvantages for Casual Sessional Academics to apply to the EFS was raised, and issues related will be collated/considered ahead of the next meeting

Working Parties

- A small number of working parties were considered to undertake future work, including defining Good Standing, Fellowship events, College Champions, Communities of Practice, TiM enhancement, and SFHEA development.

Other business

- The concept of direct assessment was considered for purposes of expediting applications. No further action at this stage.

MARKETING UPDATE MARCH 2022

Ilario Priori

Manager, Marketing & Communications

ANU College of Science

ANU College of Health & Medicine



Australian
National
University

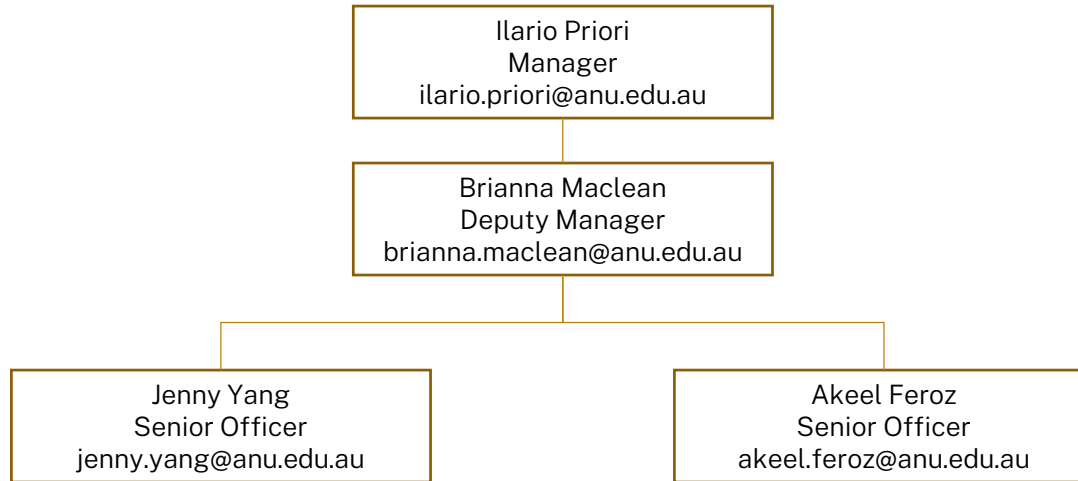
Activities

Activity	Target audiences	Status	Notes
CoS & CHM representation at student expos, fairs and agent events	UG, PGCW, HDR (Domestic & International)	In progress	
Up-to-date UG & PGCW student guides	UG & PGCW (Domestic & International)	In progress	
STEM Boxes & STEM Challenges 2022	UG (Domestic & International)	Planning	Liaising with ANU offshore offices to expand in key diversity markets
CoS Case Study Competition	PGCW (International)	Planning	Currently reaching out to schools to assess their interest
CHM Case Study Competition	PGCW (International)	Planning	Finalising planning phase
Degree-specific digital advertising	PGCW (Domestic & International)	In progress	Ongoing optimisation of existing campaigns and development of new ones (retargeting)
Open Day 2022	UG & PGCW (Domestic & International)	Pending	International Strategy & Future Students Division to provide directions (first meeting in April)
Degree program-related content	UG, PGCW , HDR (Domestic & International)	In progress	Currently auditing existing content and gaps
Two webinar series (June/July, October/November)	UG & PGCW (Domestic & International)	Planning	International Strategy & Future Students Division to provide directions
CoS and CHM offer holder conversion activities	UG (International) & PGCW (Domestic & International)	Planning	Online chat groups and/or phone calls for offer holders to interact with student ambassadors



Contacts

For further information on any of the listed activities or inquiries about marketing and student recruitment, please contact us at science@anu.edu.au, or reach out to any of our team members:



CONFIRMED MINUTES

MEETING **CHM/CoS HDR Committee**

MEET No. 5/2021

VENUE via Zoom

DATE/TIME Wednesday 8 December 2021, 2pm

PRESENT Anna Cowan (Chair), James Borger, Christopher Cvitanovic, Nic Cherbuin, Spencer Whitney, Anne Bruestle, Stewart Fallon, Thuy Do, Diana Perriman, Luke Connal, Phil Gibbons, Isabelle Yujuico, Amy Dawel, Patrick Kluth, Vince Craig, Vladimir Mangazeev, Helmut Jerjen, Giel van Dooren, Richard Burns, Ben Polkinghorne, Inger Mewburn, Cally Guerin, Caroline Chapman

APOLOGIES Mark Krumholz, Libbie Dinn, Marta Yebra.

IN ATTENDANCE Liudmila Mangos

CONTACT Liudmila Mangos, ext 51315

ITEM 1 Welcome and apologies

The Chair welcomed all members in attendance to the meeting, including Luda mangos who have replaced Alison temporarily while Alison is on leave.

Apologies were received from Mark Krumholz, Libbie Dinn and Marta Yebra.

ITEM 2 Previous minutes Meeting 4, 10 October 2021

The minutes from Meeting 4, 2021 were accepted as an accurate record.

ITEM 3 Matters arising from the previous meeting

Action id	Details	Responsibility	Status	Notes
Meeting 4/2017 Item 5.1 & Meeting 2/2018 Item 4.1	eForms	Committee Members	Ongoing	Any issues with the eForm system to be passed to shm.hdr@anu.edu.au , or science.hdr.sa@anu.edu.au
Meeting 1/2018 Item 4.1 & Meeting 4/2018 Item 4.1	Visa delays	Committee Members	Ongoing	Any significant visa delays should be passed to HDR Project Officer (via shm.hdr@anu.edu.au) for collation – to be passed to Dean HDR.
Meeting 4/2021 Item 4.1	HDR Induction	Committee Members	Complete	Schools to provide details of their current HDR induction practice and future ideas.

Meeting 4/2021 Item 4.1	ANU PhD Graduate Attributes	Committee Members	Complete	Seek volunteers to be part of a working group with the College.
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ITEM 4 Reports

4.1 Report from Chair / Deputy Dean (Education)

Domestic AG RTP round:

Anna thanked Spencer and Richard and the convenors for the work they have done to assess and rank domestic scholarship applications. All eligible domestic applicants have been allocated a scholarship. External applicants whose offers are conditional on H1 will need to provide documents to satisfy the H1 condition.

Scholarships allocated in this round must be taken up by 30 June 2022. No further scholarship deferrals will be allowed.

International student arrivals

As border restrictions are changing, it is hoped that international students can get to Australia early next year.

The NSW Pilot program for international students commenced in the previous week, bringing students from China; 14 seats on this flight have been allocated to ANU students. These students are not all HDR. Anna will provide more details to the convenors as they become available.

Students who have been selected for the pilot program will be contacted by the Office of the DVC International Strategy.

International students who are arriving in Australia and have to quarantine should keep their receipts for reimbursement. The University is providing some funding to students who arrived in 2021 and who had to quarantine (up to \$1500).

Advice for international students should be tailored to individual cases and provided by individual Schools. It is difficult for the university to provide a generic message that would cover all students.

It is better to refer students to the sources that have the most up-to-date official advice on arrivals, quarantining etc.

Direct advice from the Schools can include advice on the feasibility of undertaking their project offshore, dates they can defer their start date to.

4.2 Report from PARSA

PARSA rep Isabelle Yujuico reported that feedback on CDF from students in CHM and COS has been generally positive. Students are more likely to know about CDF if they started recently. It is especially helpful to those who want to pursue a career in academia. One of the issues was getting activities credited.

Results of the CDF survey are yet to come through, supervisor survey has not yet been deployed. Anna will finalise questions for the supervisor survey in the new year.

Isabelle thanked everyone and announced that she would be stepping down as the CHM PARSA rep on 17 December 2021.

Action: Luda to follow up with PARSA on a replacement for Isabelle as the CHM PARSA rep.

ITEM 5 New Business

5.1 Researcher Development Overview (Cally Guerin & Inger Mewburn)

 [2022 ANURD Operational plan draft.docx](#)

Inger and Cally provided a link to the Researcher Development Operational Plan 2022 prior to the meeting.

Key change is a week-long induction for new HDR students. There will be days dedicated to different events and this will be a chance to focus on community. RD team plan to hold discussions with the stakeholders on how to arrange this.

Boot Camps will continue in 2022 and RD team will continue to expand and deliver workshops to the Schools.

In 2021 they presented a series of workshops with the Academic Skills and Learning Centre.

RD will send 2022 workshop options to the convenors and seek their advice on which ones will be useful and how they can be adjusted to the needs of individual Schools.

Workshops have been and will be offered mostly online. This method of running the workshops appeared to have encouraged a higher participation rate.

There will also be 2 face-to-face boot camps in semester 1 and 2 as well as face-to-face inductions.

5.2 Ongoing COVID support for HDR candidates in the early to mid-stage of their program. (Phil Gibbons)

Phil has been approached by HDR candidates and supervisors about support for HDR candidates who are currently in the early to mid-stage of their program. COVID funding support at the moment is mostly for students who are in the later stages of their program. He mentioned that FSES have been flexible with extensions and changes to part-time candidature to accommodate the students who have been affected by the disruptions of 2020 and 2021.

Part-time study options are available for domestic students but this is more complicated for international students due to visa conditions.

COVID-19 extension scholarships have been offered to candidates who will have reached the end of 3.5 years of their scholarship by 31 December 2021. The possibility of offering this scholarship in 2022 has been discussed at the University level and is yet to be confirmed. Dean HDR is quite confident it will be available. It is unlikely, however, that this funding will be available beyond 2022.

It was noted that the information about eligibility for this scholarship on the ANU website seems to be ambiguous and students think that they can apply for this scholarship by 31 December 2021 even if the end of their stipend scholarship is in 2022.

Action: Check information on COVID-19 extension scholarship with GRO and Dean HDR.

As a general rule, students should be encouraged to complete their PhD in 3 years, with the 6-month extension being used for circumstances outside their control. The 6-month extension is not usually refused but it would be helpful if a project is planned for the 3 year period rather than automatically assuming 3.5-4 years, as this does not provide capacity for unexpected delays. Good quality shorter projects should be considered.

Sometimes applications for extensions are based on the need to finish publications, not completing the thesis and this is concerning.

Anna is happy to help with any significant issues for students that can't be managed at School level.

It was noted that some projects rely on experimental facilities and can't be adjusted and some 1st and 2nd year students have been affected by the disruptions. Some projects rely on large scale international infrastructure, the expectations and competition is high which can make it challenging in some cases to get a PhD in 3 years. Having no or few publications may also be disadvantaging students especially if they want to pursue academic careers, although expectations for publications before starting a post-doc position vary across disciplines.

It was noted that at the moment the average completion time is 4.2 years, however, the university at the moment cannot afford to increase scholarship funding to 4 years, although additional 6-month funding may be associated with industry engagement.

We should support the aspirations of our candidates, but in the constrained financial circumstances we need to make decisions that will help mitigate any effect on earlier stage HDRs. Anna is generally sympathetic to candidates whose programs go over 5 years as long as the candidates and the Schools provide justification and a plan for completion, endorsed by the DA, which should include regular review milestones every 3 months.

5.3 Industry Engagement and Career Development

Documents and the framework for industry engagement in HDR programs will be endorsed by the University Research Committee. There has been some concern as the university seemed to be going in the direction of defining how candidates should engage with industry. Current advice on how the candidates engage with the framework can be complex if it involves IP and/or authorship. The university has moved towards a more supportive framework.

Dean HDR sees the SHM Career Development Framework as the implementation of the university career development plan. She asked if SHM could change the name of our CDF, e.g. Career Development Program - this is ok with Anna. The university is not preventing us from what we do at the moment but Anna would like more details on how the University framework will be implemented and how this will intersect with what we are already doing.

Internships are a form of engagement with the industry. The University does not require students to do their internships in the first 12-18 months, however additional completion funding is available in association with early internships. It is recognized that early internships will not suit all students. The university will support candidates, taking into consideration many factors that come into play with industry engaged research and this is where a permissive rather than prescriptive advice/framework becomes important.

One of the barriers for engaging with the industry is finding an industry partner and it would be useful to develop a database of industry partners. Options:

- Coursework industry engagement can be used as an example. We can use some of the coursework partnerships, approach existing partners, business development people employed by the university/Colleges.
- APR Internships
- Self-sourced – students may have their own contacts
- It would be useful to develop agreements with industry partners rather than multiple casual relationships.

It is important to recognize that there are likely to be extra costs for students engaging with the industry. In many cases scholarship holders can have additional 6 months of scholarship funding if they have undertaken internships.

Medical research institutions are excluded from the higher completion funding as are MPhil rather than PhD programs. It was noted that MAE program is already an industry partnership and is a prime example of an industry engagement program however will not result in increased completion funding.

Further conversations about how we engage with industry and align our CDF with university plans will happen in 2022.

5.4 PhD Strategy Implementation

Documents have been provided with the agenda.

5.5 HDR Reviews 2022

HDR programs have to be accredited every 5 years. Last time our HDR programs were accredited in 2015 and all programs are due for review next year.

Caroline, Anna, Alison and Luda have done preliminary work for the program reviews. Caroline is the educational governance officer for SHM and is very familiar with coursework program reviews so her input into the HDR program reviews will be very valuable.

Caroline advised that we are currently waiting on the data we need to do the work. ASQO will need to provide their feedback on the review template.

After this data has been received, every School will receive pre-filled packages with the relevant data, procedures to undertake the review and the timeline.

Review panels will need to include internal and external members and will be kept as flexible as possible.

If convenors have ideas for what information/data will be useful for the review please let Anna know. Completed review documentation will come to the College, then to the University HDRC and finalized by the Academic Board.

The review can be a useful opportunity to enhance programs rather than being a solely compliance exercise.

At the moment information on the University website about individual HDR programs is sparse or non-existent which is why many Schools choose to have this information on their own websites. The University's preference is to use Programs and Courses to reflect information on all programs, including HDR. Collating information for HDR program profiles on P&C, including description, learning outcomes will be part of the review.

Learning outcomes need to be consistent across HDR programs and HDRC has agreed on the LO. Review information packs sent to the Schools will include this information so that templates can be created in the Curriculum Management System.

5.6 Dean of Students Report

The report has been provided with the agenda. Many issues are around supervisor-student relationships.

One recommendation was around providing advice on student IP which is potentially more of an issue if there is industry engagement. Anna agreed with this recommendation and thought that training on IP should be provided at university level. Input from the committee is encouraged.

Authorship issues: complaints about this have been received from HDR candidates as some students feel that they are not appropriately recognized.

There are many norms on authorship that are discipline and journal specific.

Audit of authorship practices – Anna is happy to hear the committee's views on this.

There needs to be more consistency in following ANU guidelines available on the web pertaining to responsible conduct of research.

One of the key approaches to avoid authorship disputes may be to establish publication strategy at the beginning of the research as often problems arise because there has been no discussion about this. It is one of the prompts in the supervisor – candidate agreement and it needs to be on record. There are documents to support this conversation on the ANU website.

It is important to note that such documents can provide principles but not a formula that will work for all disciplines.

Action: Anna to locate and circulate the authorship documents to the committee.

There is currently Research Integrity Training for HDR students but not for supervisors. For consistency and fairness to candidates similar training for supervisors would be appropriate.

The University is considering implementing this via the University Research Committee.

ITEM 6 Any Other Business

Diana suggested alternative options for the CDF name: rather than program, call it "tool" or "evidence". Part of the rationale for the CDF is for students to feel that it has value and to signal to external organisations that value, so in general the Committee supported the more formal term 'program/.

Meeting closed at 3.50pm

ITEM 7 Next meeting 23 March 2022, 2pm

*Item 10. PhB and Undergraduate Research Degrees Review Implementation Plan

Purpose

To propose amendments to the agreed recommendations of the PhB and Undergraduate Research Degrees Review.

Recommendation

That the Committee **discuss** and **endorse**, for transmission to Academic Board for approval, the following amendments to the management response recommendations approved by Academic Board Meeting 3 /2019 (Item 18):

- Recommendation 2 – Alignment of admission requirements across PhB or R&D programs or alignment of progression requirements across PhB or R&D programs of the same name is no longer mandatory. Consideration of existing standards will be a requirement of new program proposals for PhB or R&D programs (rather than strict alignment).
- Recommendation 5 – The recommendation to consider the establishment of an Undergraduate Research Centre for PhB/R&D programs be withdrawn. Focus to be redirected towards establishing more structured collaboration between Colleges that is inclusive of all Honours students.
- Recommendation 7 – Further consideration of adding admission sub-quotas for gender (and other diversity factors if deemed appropriate) to ensure programs maintain a balanced student cohort.
- Recommendation 9 – A statement will be developed that articulates the distinctive cohort experience of PhD and R&D programs.
- Recommendation 11 – Investigate the changes needed to the FDD structure to accommodate efficient administration of PhB and R&D programs in FDD combinations.

ACTION REQUIRED

For discussion For decision For information For feedback

Background

In 2018 the DVC(A) commissioned a review of the advanced undergraduate research degrees offered by ANU. The review made 12 recommendations, and following further discussion and feedback, the management response to the review was approved by Academic Board meeting 3/2019.

Owing to the outbreak of the COVID-19 pandemic and the prolonged impact on University operations experienced in 2020 and 2021, the implementation of these recommendations was stalled. Changes in both University strategy (as detailed in the Strategic Plan ANU by 2025) and degree offerings in the intervening period since the review was undertaken triggered the need for a re-evaluation of the review recommendations for currency in the current climate. At a meeting held between the Dean AQ and College ADEs and Sub Deans on 9 March 2022, amendments to five of the management response recommendations were proposed, as detailed in Attachment A.

Consultation and discussion record

Academic Board Meeting 3/2019 (Item 18) - The minutes record that the management response was approved without amendment.

AQAC 3/2019 (Item 8) - The Committee discussed and endorsed the management response recommendations (as amended) which did not accept all the review recommendations, for transmission to Academic Board for approval.

Academic Quality Assurance Committee 2/2022: Part 3 – Reporting

AQAC 1/2019 (Item 34) – The Committee discussed the review recommendations and requested College feedback to feed into the management response to the recommendations.

Prepared by

Executive Officer, Dean (Academic Quality)

Approved by and Sponsor

Dean (Academic Quality)

March 2022

Attachments

- A. [PhB and Undergraduate Degrees Review Recommendations](#)

PhB and Undergraduate Research Degrees Review Implementation Plan

Review of Recommendations – March 2022

	Recommendation	Approved Management Response	Lead	Action taken	Progress
1	As Australia's leading research university, there is a place for advanced undergraduate research degrees as students of these degrees contribute significantly to the academic outcomes of the university, and they should continue to be offered by ANU and supported and maintained into the foreseeable future.	Agreed. These degrees are incredibly important to the undergraduate demographic at ANU, and a strong commitment to their ongoing existence is highly warranted.	PVCE	No action needed.	Complete
2	<p>ANU Undergraduate Research Degrees should be clearly identified through a qualifier in the title, with the suggestion being '(Research and Development)'.</p> <p>All of these advanced undergraduate research degrees must have research embedded in the first three years, not just embedded in fourth year honours to be defined as such.</p>	<p>Each Undergraduate Research Degree should use the program name appropriate to its content and purpose.</p> <p>Where two or more programs share significant parts of the same name--e.g. "Bachelor of Philosophy" regardless of any subsequent qualifying words; or (Research and Development) regardless of any preceding words--then those programs must have aligned admission and progression requirements.</p> <p>(It is noted that, at present, only the Joint Colleges of Science wish to continue to use the name Bachelor of Philosophy; and only the College of Engineering and Computer Science wishes to use the name (Research and Development).)</p> <p>All of these advanced undergraduate research degrees must have research embedded across all years of the program, not just embedded in fourth year honours to be defined as such. However, where admission is by transfer only</p>	PVCE	<p>All Undergraduate Research Degrees are currently compliant.</p> <p>Update March 2022 Alignment of admission requirements across PhB or R&D programs or alignment of progression requirements across PhB or R&D programs of the same name is no longer advantageous to the strategy as the qualifiers to the names (e.g. PhB Science, PhB HASS) clearly indicate that they are different programs for different cohorts. While these are generally consistent for existing degrees, new program proposals will be required to consider existing</p>	Complete

	Recommendation	Approved Management Response	Lead	Action taken	Progress
		after the first year of another non-specified Bachelor's program, there is no requirement that students have undertaken research in that first year.		standards rather than need to strictly align.	
3	An amalgamation of service delivery of PhB/R&D programs to students, particularly in the administrative area, be considered by the colleges to give them economies of scale. (See Recommendation 5)	Given the divergent requirements between HASS and STEM, university-wide amalgamation is unlikely to achieve significant administrative streamlining. However, no administrative structures should be below College level. This does not prevent specific Colleges voluntarily developing a joint administration arrangement for their program/s.	PVCE ADEs	All Undergraduate Research Degrees are currently compliant.	Complete
4	Conversations should be re-commenced on a suite of metrics by a group comprised of PPM, DSAAS, PVC(UE) and ANU Advancement. These metrics should be extracted from the database by an appropriate, easily repeatable, database query. The metrics should include: a. Progression b. Attrition Performance c. Study Load Intensity and d. Student origin and background	The Conditions of Award Committee will be requested to shape which metrics, but not the quantum of those metrics, are most appropriate for the ongoing monitoring of the performance of the overall cohort of students. The performance of the degrees will be managed through the 5 yearly degree review process.	Chair, Conditions of Award Committee	Update March 2022 Program-level activity subsumed by University-level processes for program monitoring and reporting as required under the HESF. No further action required.	Complete
5	Consideration be given by the DVCs to establish an Undergraduate Research Centre, or equivalent, to provide university wide oversight, encouragement and support to the development and delivery of research-intensive undergraduate degree programs.	Conversations will be pursued by the DVC(A), DVC(R), Dean, HDR, and Associate Deans on whether there is (i) a place for a coursework research centre for undergraduate research degree students (PhB or equivalent); fourth year honours students; and students in either embedded honours or Master's degrees during the year/s in which they are undertaking a thesis of at least 24 units, and if so (ii) the mechanisms for support for these students.	DVCA DVCR Dean HDR ADEs	Update March 2022 It is acknowledged that research is a characteristic of all ANU honours degrees, and that some honours programs such as the LLB(Hons) has research embedded at a similarly high level. As such, there is no longer support for a	Withdrawn

	Recommendation	Approved Management Response	Lead	Action taken	Progress
				<p>centre for students in the PhB/R&D program. Focus will be redirected to establishing more structured collaboration between Colleges that is inclusive of all Honours students (noting that some Colleges do not currently have PhB/R&D programs.)</p> <p>Colleges are further encouraged to consider establishing UG research collaborations more broadly noting that the Graduate Attributes promote research in all UG programs.</p> <p>As this recommendation no longer specifically relates to PhB/R&D programs, it is withdrawn.</p>	
6	<p>That guidelines be developed by the CoA</p> <p>a. for transfer into the PhB, based on those developed by COS/CHM, to provide a university wide governance framework for transfers into the PhB/R&D programs and</p> <p>b. to be followed by students who wish to submit an appeal against a decision by the CoA to transfer them out of a PhB/R&D program. These guidelines can be informed by the Academic Progress procedural appeal</p>	<p>Agreed for direct-entry PhB programs, noting that each program may set its own GPA or WAM for admission so long as it is not below the quality floor of GPA 6.0 or WAM 75%. [Note: it is not assumed that these are exactly equivalent; the 75% is taken from current practice in the Joint Colleges of Sciences and the College of Engineering and Computer Science]</p> <p>For transfer-only PhB programs, each program may set its own transfer in</p>	ADEs		Not commenced

	Recommendation	Approved Management Response	Lead	Action taken	Progress
	mechanisms.	<p>[=admission] GPA or WAM requirements, so long as they are not below the quality floor, but once students are in the program the standard processes are to be followed.</p> <p>Programs may set their own GPA or WAM for transfer out, except that there must be a requirement that passing students who do not meet the requirements for graduating with First Class Honours as determined by the honours requirements for all students must be transferred into an alternative program in order to graduate.</p>			
7	Enrol students who achieve an ATAR of less than 99 into the PhB/R&D programs by application of the Educational Access Scheme (EAS). The evidence suggests that an UAI/ATAR of approximately 96 seems to be the limit of success for students to gain a distinction level GPA of 6 or more and thereby being likely to continue in the program.	Supported. Each program may determine an equity adjustment factor of up to a maximum of five points (that is, a quality floor raw ATAR of 94). This will be proposed for advanced research degrees for admission from 2021.	ADEs	<p>All Undergraduate Research Degrees are currently compliant.</p> <p>Update March 2022 Further consideration of adding admission sub-quotas for gender (and other diversity factors if deemed appropriate) to ensure programs maintain a balanced student cohort.</p>	In progress
8	<p>The CoA should revisit with College representatives</p> <ol style="list-style-type: none"> 1. the current processes each College follows to calculate the WAM and document an agreed process, or set of principles to follow, for future calculations and 2. changing the progression requirement for PhB/R&D programs to <ol style="list-style-type: none"> a. GPA 6.0, which is consistent with actual practice in the 	Progression and transfer requirements may use either a GPA or WAM set at or above the quality floor of GPA 6.0 (across Summer/Semester 1/Autumn; Winter/Semester 2/Spring) or a WAM of 75% (Summer/Semester 1/Autumn; Winter/Semester 2/Spring). To support interdisciplinarity, the calculations cover all courses undertaken by the student. The sessions are grouped as per the approved grouping for the College of Engineering and Computer Science. It is noted that this	ADEs		Not commenced

	Recommendation	Approved Management Response	Lead	Action taken	Progress
	<p>majority of cases, to enable automatic and timely consideration of a student's performance, obviate the need to calculate a WAM and also ameliorate the disincentive for students to explore other courses in subject areas other than the PhB/R&D program in which they are enrolled, and</p> <p>b. Apply the progression requirement in the second and third year though students must be monitored, with feedback, during their first year so they are clear about their aptitude for the program and can be given the opportunity to transfer to a more appropriate degree.</p>	<p>mitigates the risk of taking a single course in a session as poor performance in one course can be mitigated by good performance in other courses.</p> <p>A separate progression requirement may be set for entry into fourth year honours, with the quality floor being the admission requirements for fourth year honours in other programs in that discipline and, where relevant, honours specialisation.</p> <p>All programs must require that a student may only graduate from the program with a quality floor of First Class Honours, and that a final honours result of less than First Class Honours requires a student to be forcibly transferred into a cognate program to graduate.</p>			
9	Marketing pays particular attention to describing the exact nature of the PhB/R&D programs to students expressing interest in the Colleges where these programs are offered, so that students are able to make an informed choice about enrolling in such research-intensive degrees.	<p>A single summary statement for all advanced undergraduate research degrees is to be developed that provides detail for prospective applicants on their unique nature.</p>	PVCE Convenors	Update March 2022 A curated student cohort is a distinctive feature of PhB and R&D programs that should be promoted in marketing materials. A statement will be developed that articulates the cohort nature of these degrees without implying that they are more research intensive or elite than other Honours programs.	Not commenced
10	PPM be requested to supply data comparing the re-enrolment, further study and employment rates of students from other	The Conditions of Award Committee is to propose a set of metrics that are most appropriate for the ongoing monitoring of the performance of the students. These metrics	Chair, Conditions of Award Committee		Not commenced

	Recommendation	Approved Management Response	Lead	Action taken	Progress
	Honours degree programs in the university to that of the PhB/R&D programs.	will be considered by AQAC for approval. The performance of the degrees will be managed through the 5 yearly degree review process.			
11	The possibility of combining the PhB/R&D programs with other degrees in a flexible double degree (FDD) scheme be explored by Colleges but not required owing to the research-intensive courses consuming a large amount of “elective space” in any such FDD.	This will be based on College discretion.	ADEs	All Undergraduate Research Degrees are currently compliant. Update March 2022 Structural changes are needed to remove administrative obstacles/burden associated with current structure to allow PhB and R&D programs to be taken as an FDD. Currently no appropriate FDD bucket for these programs. A bucket distinctive to PhB/R&D programs is needed.	In progress
12	Work Integrated Learning, especially industry projects, be considered an integral and important component of PhB/R&D programs and each student in a program should experience at least one six-unit Internship course in place of an ASC, preferably as early in their undergraduate career as feasible.	Program orders must allow for students, including Double Degree students to undertake six units of internship or Work Integrated Learning Colleges may recommend to Academic Board that specific programs that they convene may make this a compulsory requirement.	Convenors		Not commenced

***Item 12. Coursework Courses Grades Distribution Analysis Report, Semester 1 and 2 2021**

Purpose

To report to the Academic Quality and Assurance Committee on the grades distribution of coursework courses delivered in Semester 1 and 2, 2021.

Recommendation

That the Committee **note** (for transmission to Academic Board for noting) the:

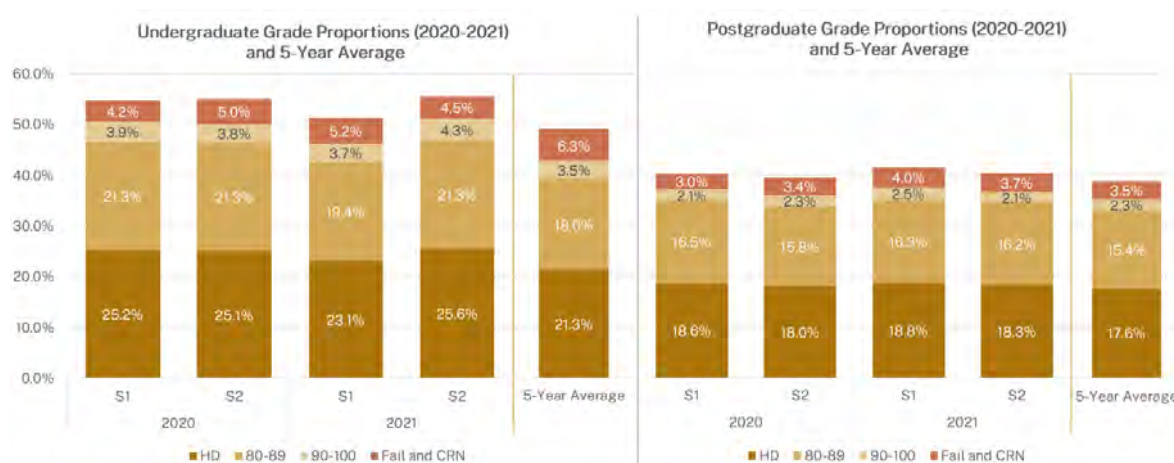
1. Coursework grades distribution analysis report for Semester 1 and 2 2021 by college.

ACTION REQUIRED

For discussion For decision For information For College Response

Executive Summary

Overview of select UG/PG Grades 2020-2021



CRS and CRN

- A revised approach to CRS/CRN was adopted in 2021, which resulted in a significant drop in CRS/CRN grades in 2021. The proportion of CRS and CRN grades dropped from 14.2% of total grades in 2020 to 1% of the total grades in 2021.

Average Grades

- **Undergraduate:** After a high in 2020 of over 72, average grades dropped in 2021 (Semester 1 = 69.3, Semester 2 = 70.4). This is still above the 5-year average of 68.3.
- **Postgraduate:** Grades dropped back in 2021 to the 5-year average value (68.4) for both Semesters, after a high of over 70 in 2020.

HD Grades

- **Undergraduate:** The proportion of HD grades in ANU undergraduate courses reached 23% in Semester 1 2021 and 26% in Semester 2 2021, above the 5-year average of 21%.
- **Postgraduate:** The proportions of HD grades in ANU postgraduate courses have stayed broadly stable in 2021, and generally across the 6 years.

90-100 Grades

- **Undergraduate:** The proportion of 90-100 HD grades for ANU undergraduate courses was 4% for both Semester 1 and 2 2021, which was broadly on par with the previous year.
- **Postgraduate:** The proportion of 90-100 HD grades for ANU postgraduate courses was 2% for both Semester 1 and 2 2021 (5-year average = 2%).

80-89 Grades

- **Undergraduate:** The proportions of 80-89 HD grades for ANU undergraduate courses dropped slightly in Semester 1 2021 to 19% but went back up to 21% in Semester 2, which is level with 2020 results. These proportions are still higher than the 5-year average of 18%.
- **Postgraduate:** The proportions of 80-89 HD grades in Semester 1 and 2 2021 for ANU postgraduate courses were both at 16%, slightly above the 5-year average (15%).

Fail plus CRN Grades

- **Undergraduate:** The proportion of Fail plus CRN grades together for ANU undergraduate courses in 2021 was 5% in Semester 1 and 4% in Semester 2. This is lower than the 5-year average of 6% (CRN only existed since 2020).
- **Postgraduate:** The proportion of Fail plus CRN grades together for ANU postgraduate courses was 4% in Semester 1 2021, and 4% in Semester 2 2021, which is largely on par with the 5-year average of Fail grades at 3%.

Alignment with [ANU Strategic Plan](#)

The ANU by 2025 Strategic Plan identifies a long-term ambition to “Deliver exceptional graduate outcomes in Australia”. The reporting of course grades distribution allows the university to regularly review its students’ performance and identify strategies for improvements.

Background

Objective

Based on the feedback of AB 03/2020, the future reporting on grades distribution are required to:

- a) compare the latest grades with a five-year period average of grades for all semesters prior to the latest reporting semester, by college. This facilitates assessment of the latest results, against the general trend in the last five years*.
- b) assess the significance of a change in the ANU grading statistics, from semester to semester. This aims to detect reliable differences in how ANU teaches between sessions, as indicated by grade outcomes.

Assessing change as significant (statistical models adopted in 2021)

Tests for Two Proportions and Two Means were undertaken. In this report, the latest results (Semester 1 and 2 2021) were assessed for significance against two sets of datapoints:

1. The previous like semester in considering the seasonality of grades (e.g. compare Semester 2 2021 to Semester 2 2020). A result of <0.1 will be marked as \ll .
2. The previous immediate semester in considering the possible policy changes etc. (e.g. compare Semester 1 2021 to Semester 2 2020). A result of <0.1 will be marked as \lt .

Noting that the chevrons represent the number of periods back that result is being compared to for easier reference.

* Note: the 5-year average was calculated using results from Semester 1 2016 to Semester 2 2020. 2021 results for were not included in account of its impact on the historical average, which acts as a baseline.

The significance of p-value from the statistical testings are outlined on the time-series charts in this report. If the test result is statistically significant (meaning the change of grades against the compared datapoint made a difference outside the purview of chance), a result will be marked on the data point as identified in the points above.

Revised Approach to the Grading System in Semester 1 and 2 2021 (CRS, CRN)

The university recognises 2020 was a very disruptive time for students and a new grading system was introduced in 2020 to support students. The new grading system allowed students to opt-in to change most Semester 1 and 2 2020 coursework grades to **Course Requirements Satisfied (CRS)** (instead of a passing grade), and **Course Requirements Not Satisfied (CRN)** (instead of a fail grade). CRS and CRN do NOT count towards the student's GPA calculation.

In 2021, the university adopted a revised approach to the grading system in Semester 1, 2021. Rather than the opt-in process, the CRS and CRN grades were only available to students who could demonstrate that their studies were severely impacted by circumstances beyond their control. As a result, there had been a significant drop in the CRS/CRN grades in Semester 1 2021. In August 2021, the opt-in process was brought back for Semester 2, 2021 due to the lockdowns in ACT. This option will not be offered in 2022.

Consultation and Discussion Record – Actions

[AQAC 6/2021 Minutes \(Item 11\)](#): The Committee noted (for transmission to Academic Board for noting) the: 1. Impact of CRS/CRN on grades; and 2. Demographic analysis of CRS/CRN grades. The Committee requested that the CRS and CRN Grades Analysis Report, Semester 1 and 2 2021 take into account the feedback on the report discussed at the meeting and that qualitative data be provided for the next report to better assist the Committee in understanding any potential issues.

[Academic Board 03/2021 Minutes \(Item 19\)](#): Academic Board noted the Coursework Courses Grades Distribution Analysis Report, Semester 1 and 2 2020.

[AQAC 4/2021 Minutes \(Item 14\)](#): The Committee agreed that: PPM undertake further analysis of the impacts of CRS/CRN and student behaviour on grades to be provided for AQAC 6/2021; members advise the Dean Academic Quality by 17 June 2021 of any issues/questions they would like the analysis to address

[AQAC 4/2020 Minutes \(Item 13\)](#): The Committee requested that PPM collate QVS data over a number of years and analyse the data for any systematic differences.

Note: ASQO advised the last time the QVS process was run was for 2018 UG courses. No current data is available.

[Academic Board 03/2020 Minutes \(Item 18\)](#): The Board agreed that Chair, AQAC will undertake further analysis and provide context to the key trends identified within the report at AB 4/2020 and that PPM will include a background on benchmarking, both among the Go8 universities and internationally, as well as statistics on natural variances in future reporting and that a similar format be used for all future Coursework Courses Grades Distribution Analysis reports.

[AQAC 02/2020 Minutes \(Item 14\)](#): The Committee agreed that Colleges provide a short report for particular disciplines that are demonstrating any anomalies; and ASQO provide broader data about discipline grades across Australia.

[AQAC 06/2019 Minutes \(Item 11\)](#): The Committee agreed that members report to AQAC 01/2020 about any implications in the report for their respective Colleges and that PPM reproduce the report to include standard deviations.

[AQAC 04/2019 Minutes \(Item 14\)](#): The Committee agreed the next report for Semester 1, 2019 include a comparison of how colleges differ in their use of 80-89 and 90-100 in the High Distinction grade range. The Committee agreed a note be included in Table 5 to explain the reference to biological sciences refers to the School of Archaeology and Anthropology.

Result Details

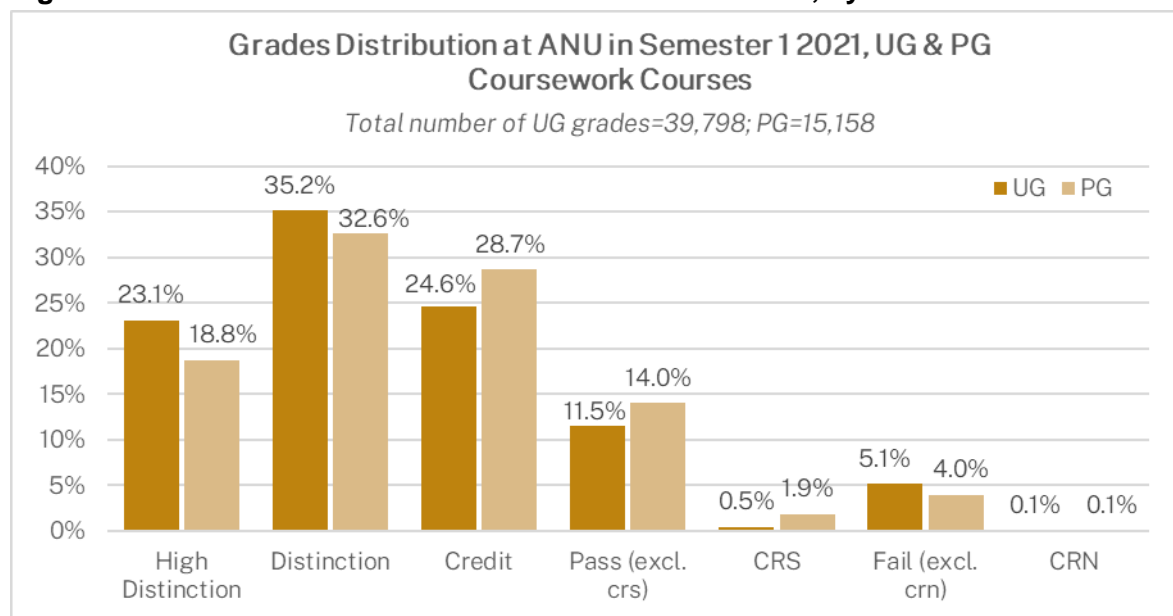
Summary of Grades Distribution at ANU*

There were a higher number of grades assessed in Semester 1 than in Semester 2 for both careers. This differs to the previous year, where postgraduate courses had a higher number assessed in Semester 2: Undergraduate courses dropped 15% (2020 = -1%), whereas postgraduate courses dropped 3% (2020 = +8%).

Undergraduate courses consistently have higher percentages of high distinction and distinction grades than postgraduate courses.

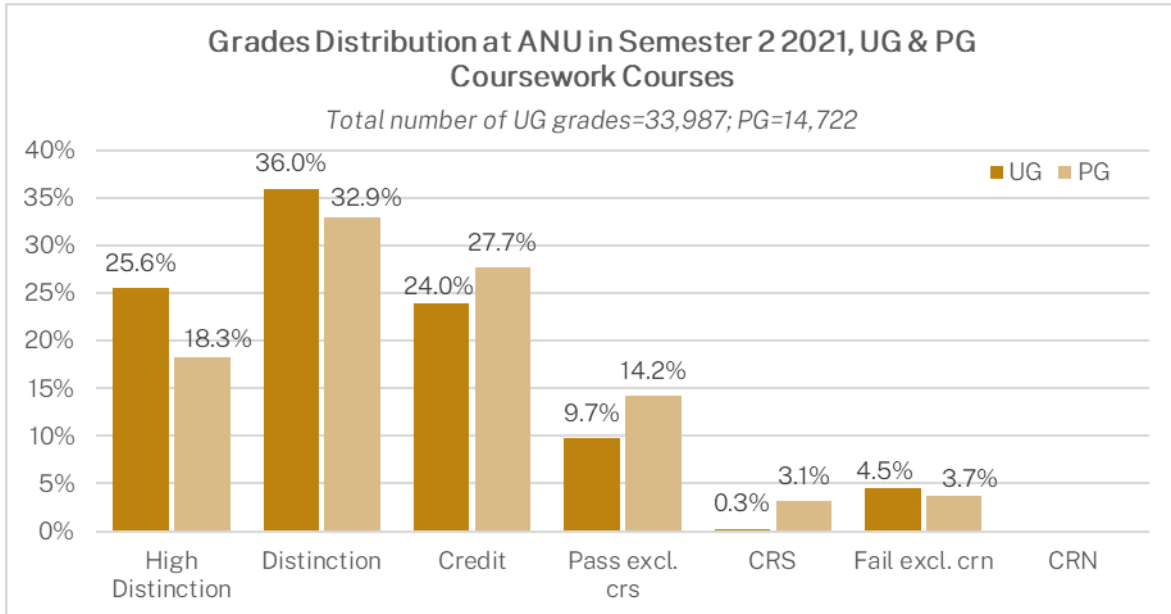
The proportion of CRS and CRN total grades dropped significantly from 14.2% in 2020, down to 1% in 2021. There was no CRN grade recorded for Semester 2, 2021.

Figure 1a: Grades Distribution at ANU in Semester 1 2021, by Course Career Level



* Grades grouping details: High Distinction: HD, H1; Distinction: D, H2A; Credit: CR, H2B; Pass: P, PS, HLP, H3; Fail: N, NCN, WN.

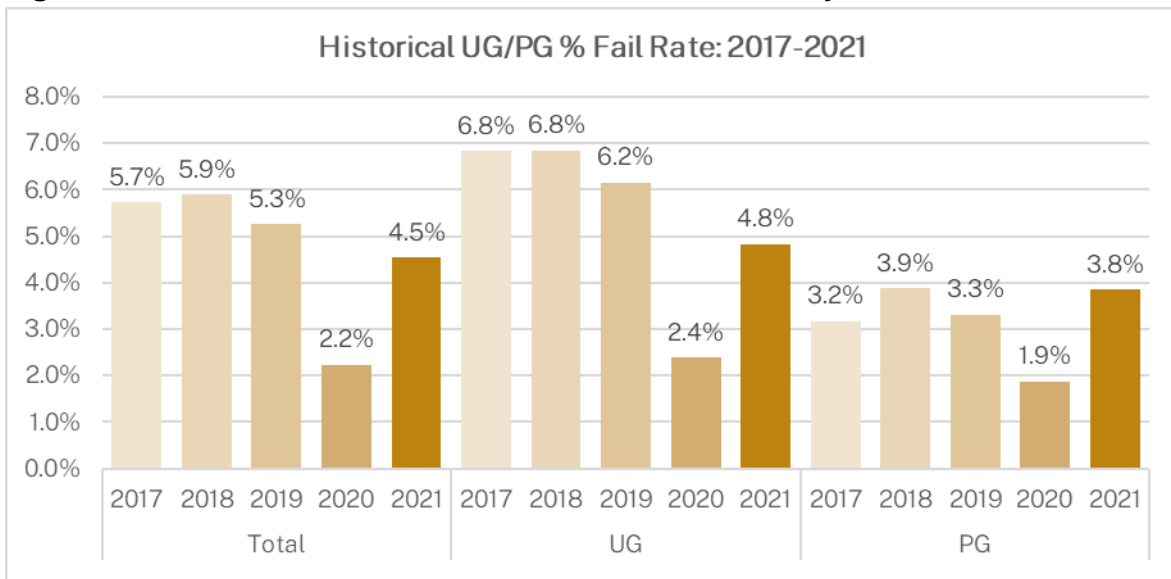
Figure 1b: Grades Distribution at ANU in Semester 2 2021, by Course Career Level



Fail rates

Coursework grades in 2021 have seen a higher percentage of failure rate than in 2020, for both undergraduate and postgraduate courses. However, is lower overall than the three years prior. In both semesters, undergraduate courses had a higher percentage of fail grades than postgraduate courses.

Figure 2: Grades Distribution at ANU in Semester 1 2021, by Course Career Level



Note: Fail rate excludes CRN/CRS.

Average Grades

Undergraduate Courses

There have been statistically significant changes to the average grades in 2021, when comparing with both previous like semesters and the previous immediate semester. The average grades for ANU undergraduate courses in both Semester 1 and 2 2021 were lower than previous like semesters (Semester 1 and 2 2020). In particular, the average grade for Semester 1 2021 was 3.5 points lower than that in Semester 1 2020. However, results for both Semesters remain above the 5-year average. Due to the changes to the CRS/CRN process, the average grade for Semester 2 2021 increased from 69.3 (Semester 1 2021) to 70.4 and is considered as statistically significant.

At college level, a similar trend to the university level result could be observed for all except for CAP and CHM. CAP (Figure 3c) has seen a minor increase in average grade in Semester 2 2021 but is not considered as statistically significant if compared with Semester 1 2021. Whereas CHM (Figure 3g) has less changes in the average grade for Semester 2 2021 when compared with Semester 1 2020.

Figure 3a: Average Grades of UG Courses, Time Series VS. 5-Year Average, ANU*

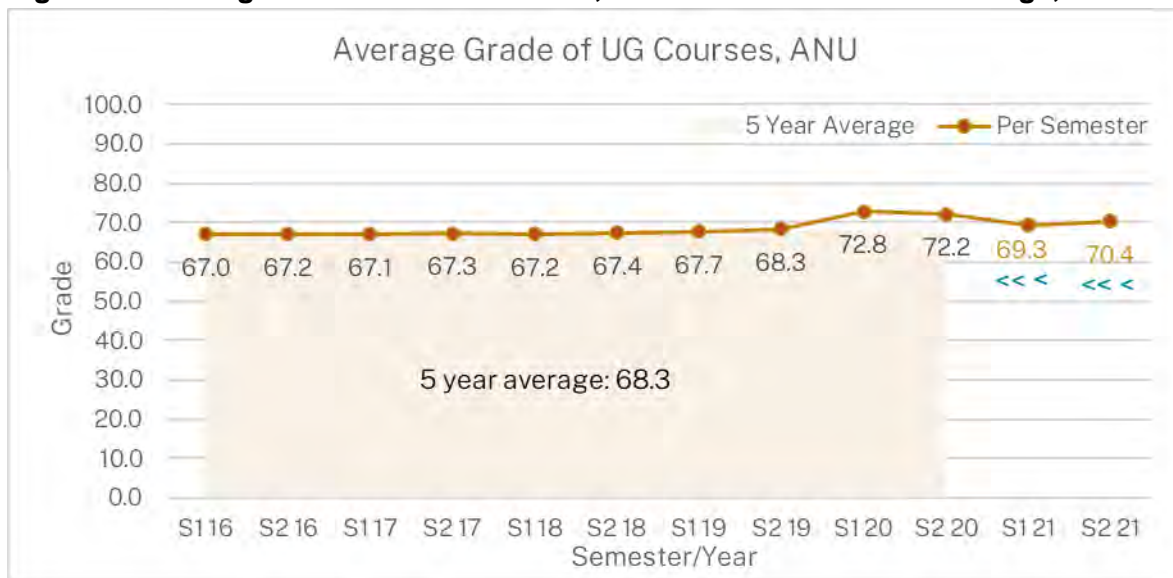
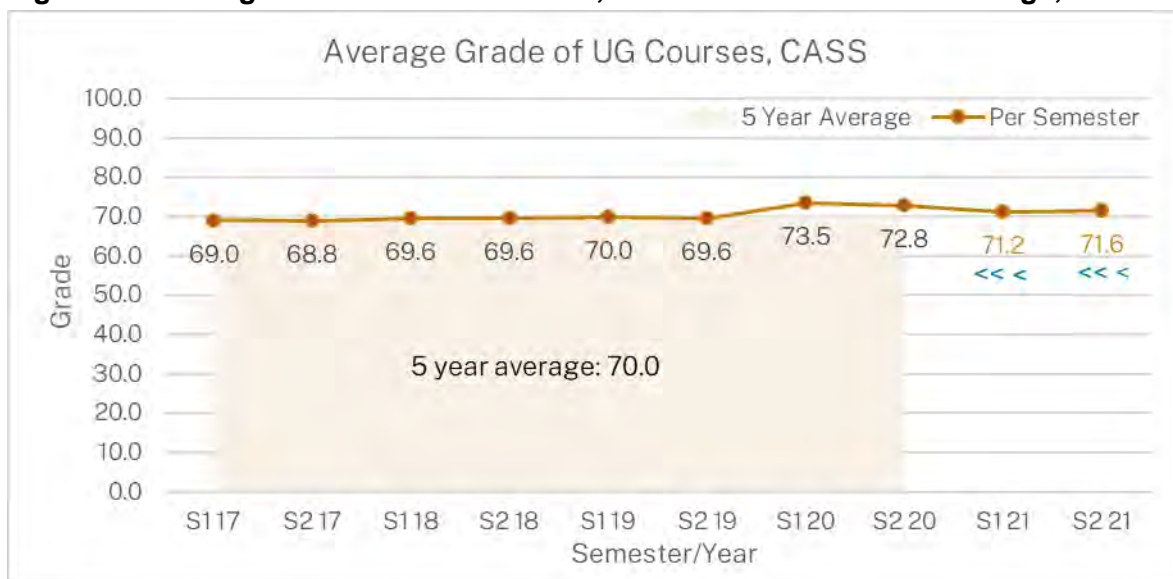


Figure 3b: Average Grades of UG Courses, Time Series VS. 5-Year Average, CASS*



* << difference with the previous like semester was statistically significant (p<0.1)

< difference with the previous immediate semester was statistically significant (p<0.1)

Figure 3c: Average Grades of UG Courses, Time Series VS. 5-Year Average, CAP*

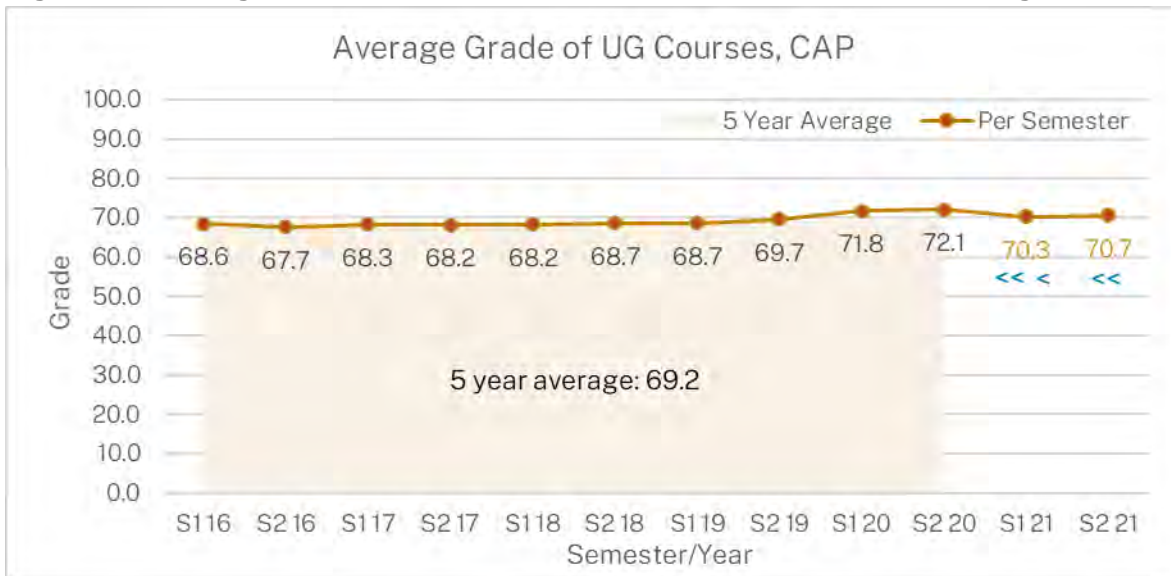


Figure 3d: Average Grades of UG Courses, Time Series VS. 5-Year Average, CBE*

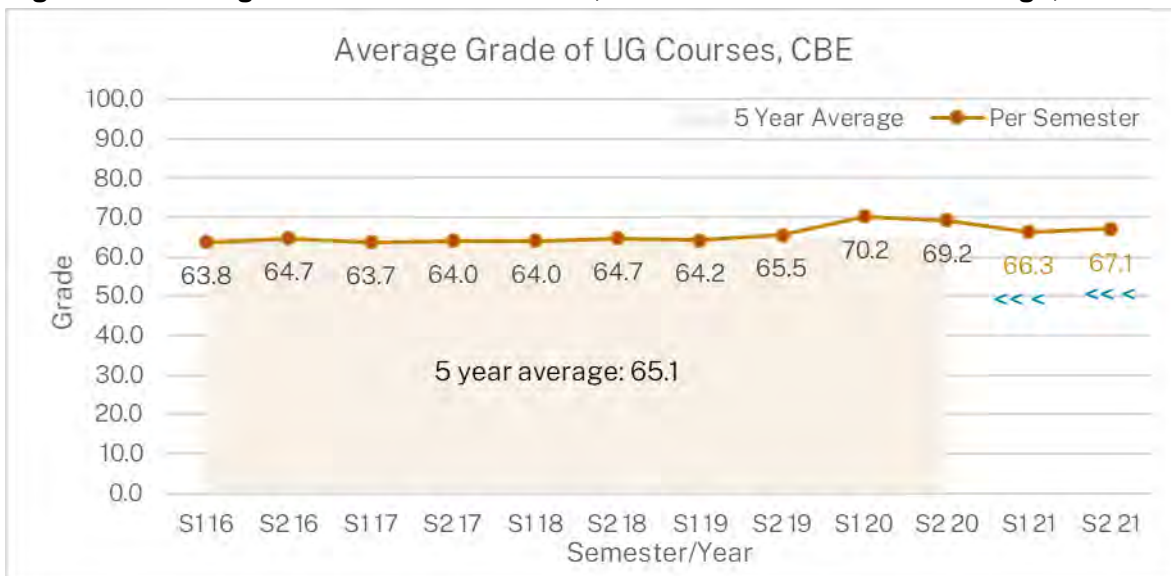
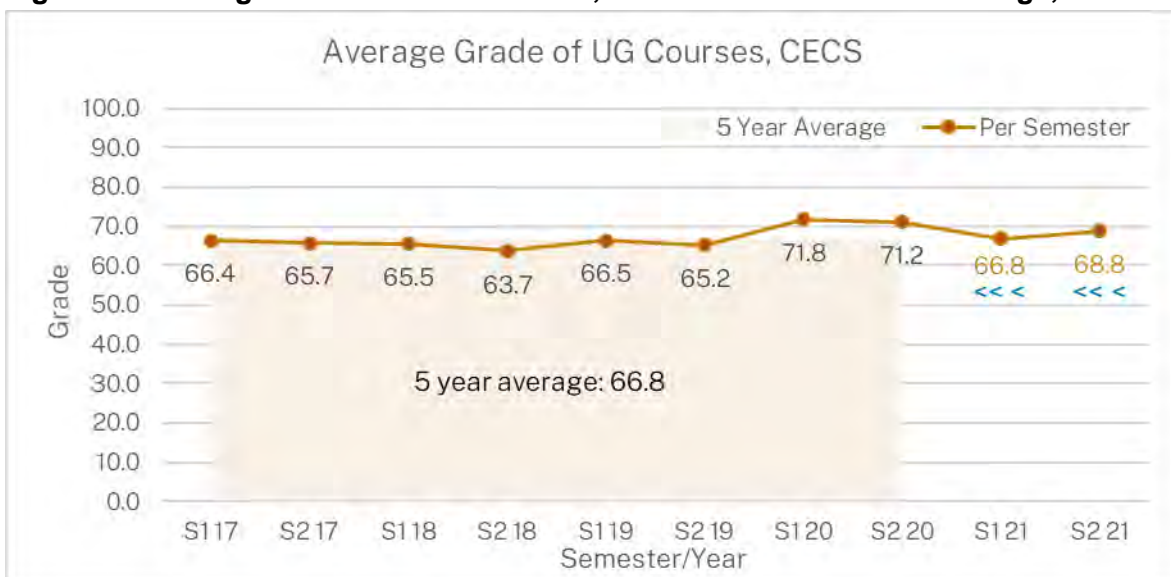


Figure 3e: Average Grades of UG Courses, Time Series VS. 5-Year Average, CECS*



* << difference with the previous like semester was statistically significant (p<0.1)
 < difference with the previous immediate semester was statistically significant (p<0.1)

Figure 3f: Average Grades of UG Courses, Time Series VS. 5-Year Average, COL*

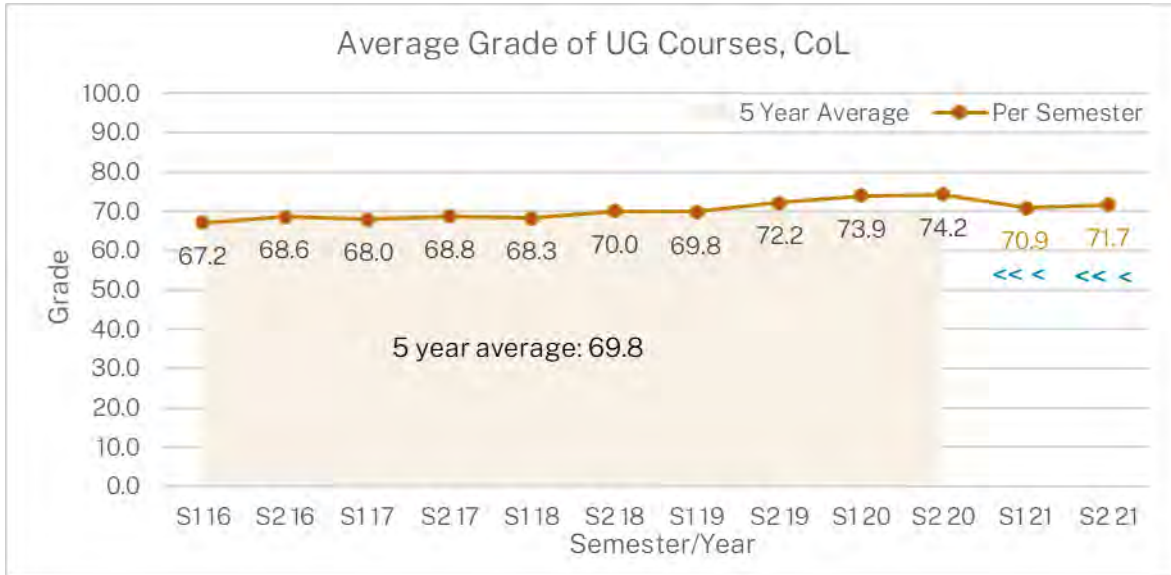


Figure 3g: Average Grades of UG Courses, Time Series VS. 5-Year Average, CHM*

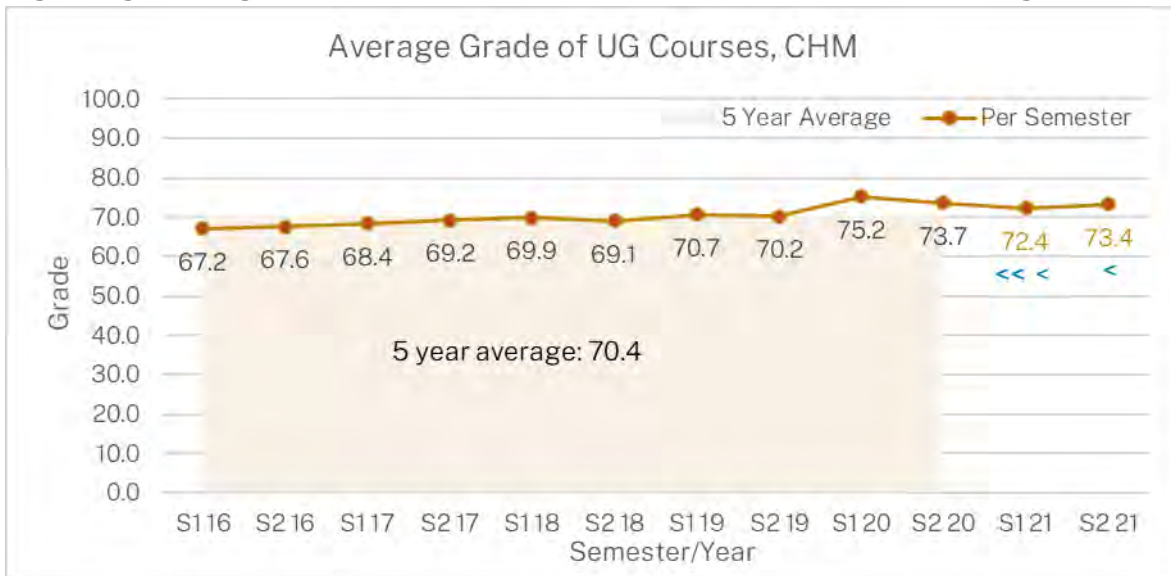
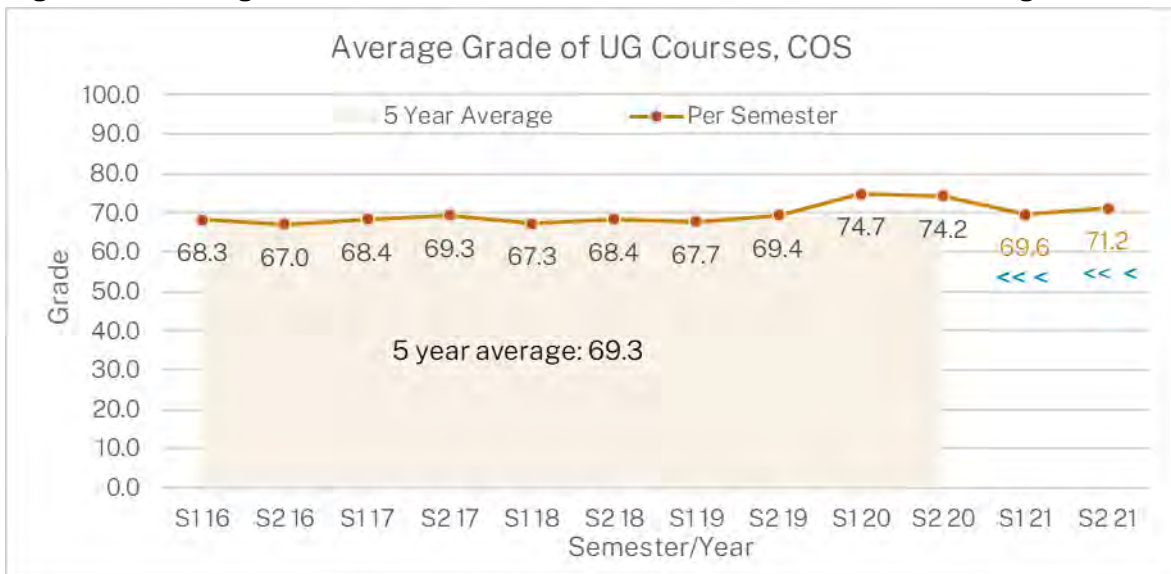


Figure 3h: Average Grades of UG Courses, Time Series VS. 5-Year Average, COS*



* << difference with the previous like semester was statistically significant (p<0.1)

< difference with the previous immediate semester was statistically significant (p<0.1)

Postgraduate Courses

At the university level, the average grades for ANU postgraduate courses for both semesters in 2021 dropped to 68.4. This is down from 70.6 in Semester 1 2020 and 70.1 in Semester 2 2020 (statistically significant) but is in line with the 5-year average.

At college level, CAP, CBE and CECS have seen similar change trend as the overall university level. CASS and CHM (Figure 3j and Figure 3o) have the least change when compared with previous like semesters. Whilst the average grade for COS has dropped in Semester 1 2021 (statistically significant when compared with Semester 1 2020) but not so much for Semester 2 2021.

Figure 3i: Average Grades of PG Courses, Time Series VS. 5-Year Average, ANU*

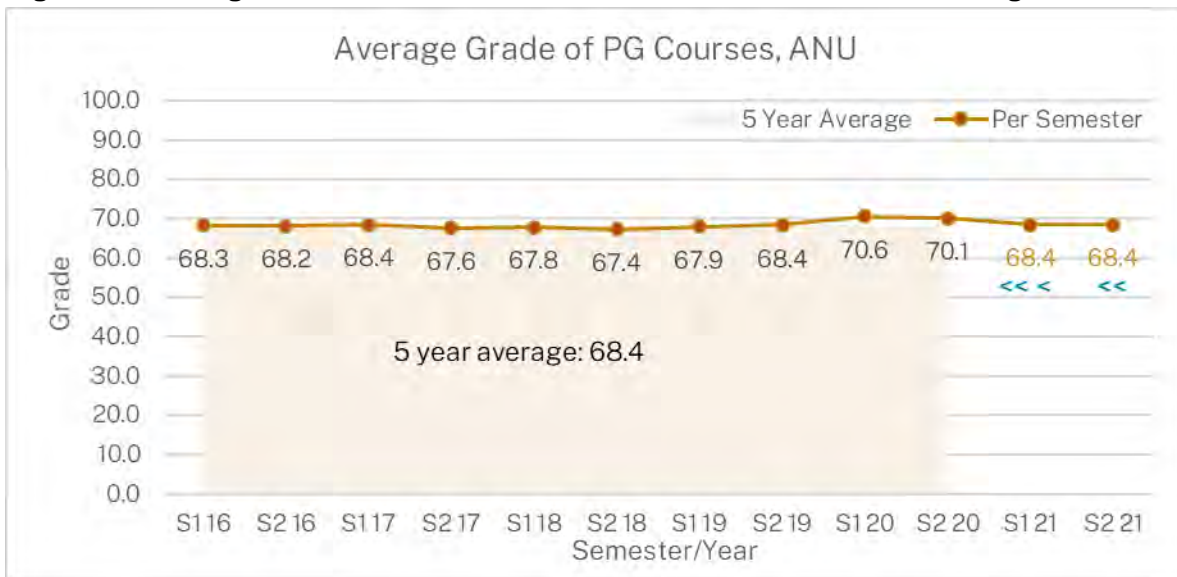
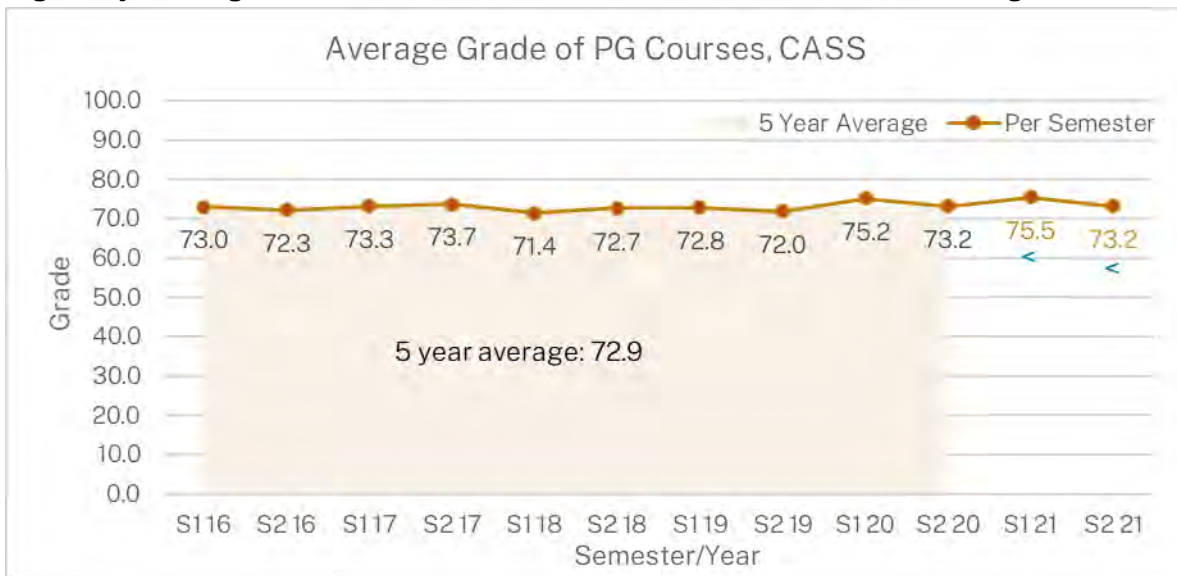


Figure 3j: Average Grades of PG Courses, Time Series VS. 5-Year Average, CASS*



* << difference with the previous like semester was statistically significant (p<0.1)
 < difference with the previous immediate semester was statistically significant (p<0.1)

Figure 3k: Average Grades of PG Courses, Time Series VS. 5-Year Average, CAP*

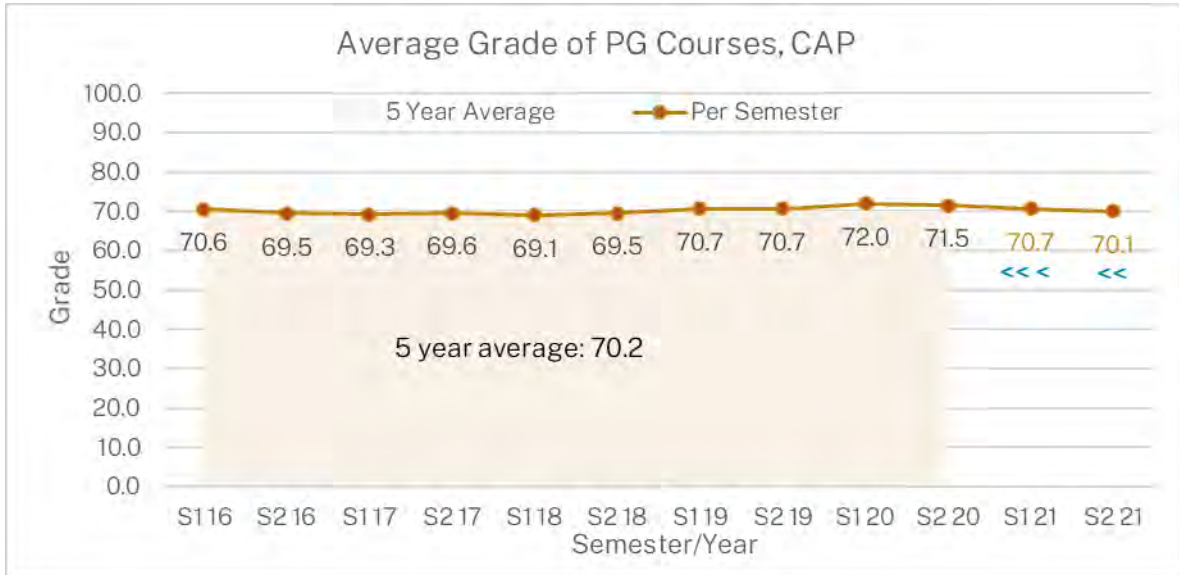


Figure 3l: Average Grades of PG Courses, Time Series VS. 5-Year Average, CBE*

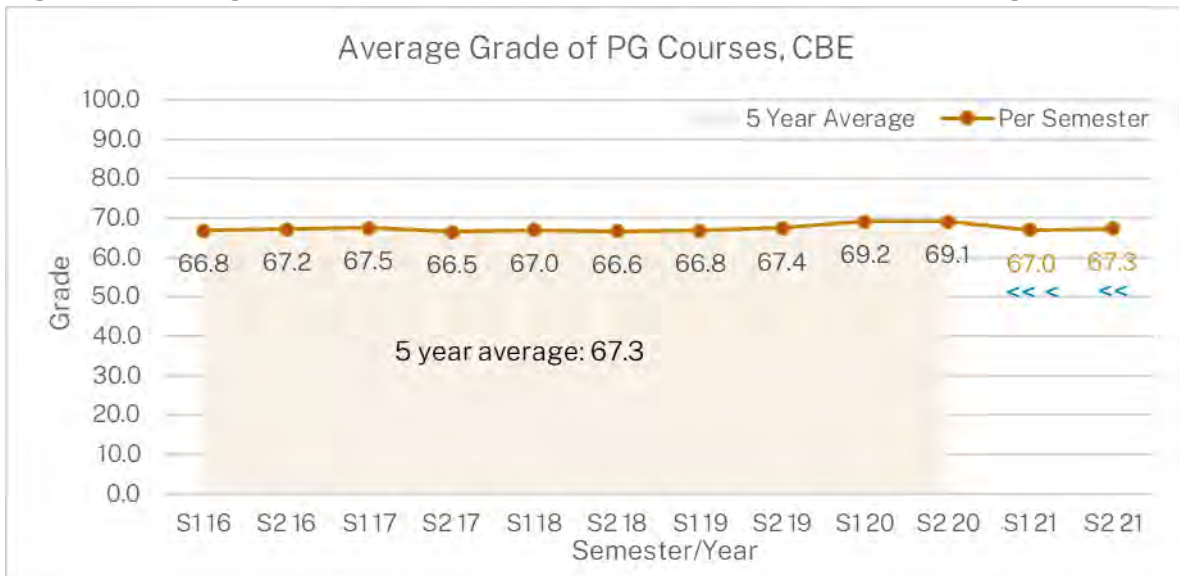
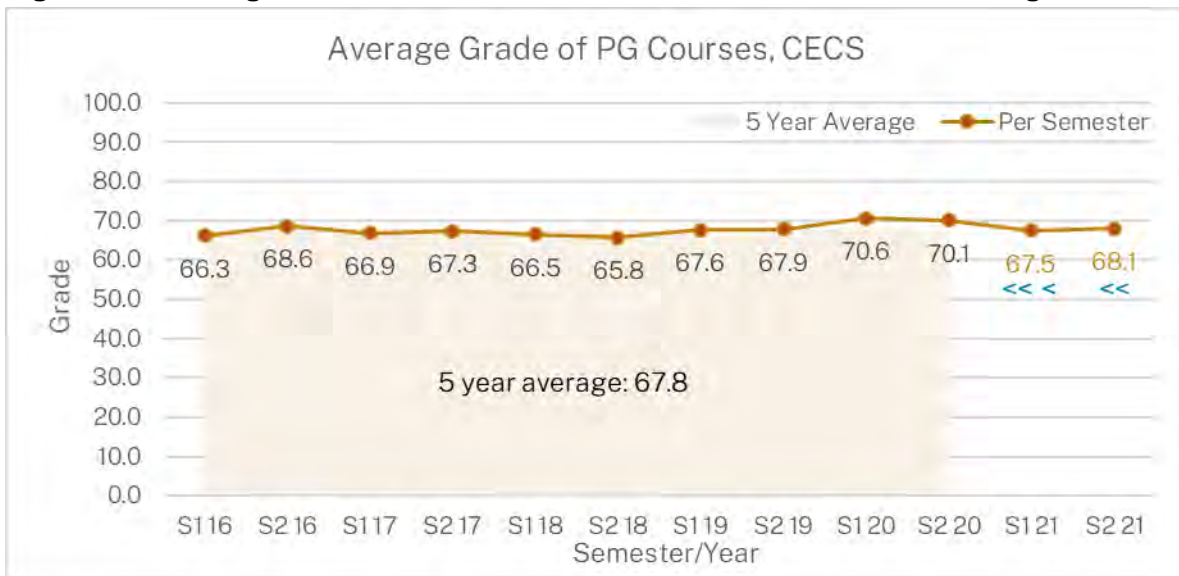


Figure 3m: Average Grades of PG Courses, Time Series VS. 5-Year Average, CECS*



* << difference with the previous like semester was statistically significant (p<0.1)

< difference with the previous immediate semester was statistically significant (p<0.1)

Figure 3n: Average Grades of PG Courses, Time Series VS. 5-Year Average, COL*

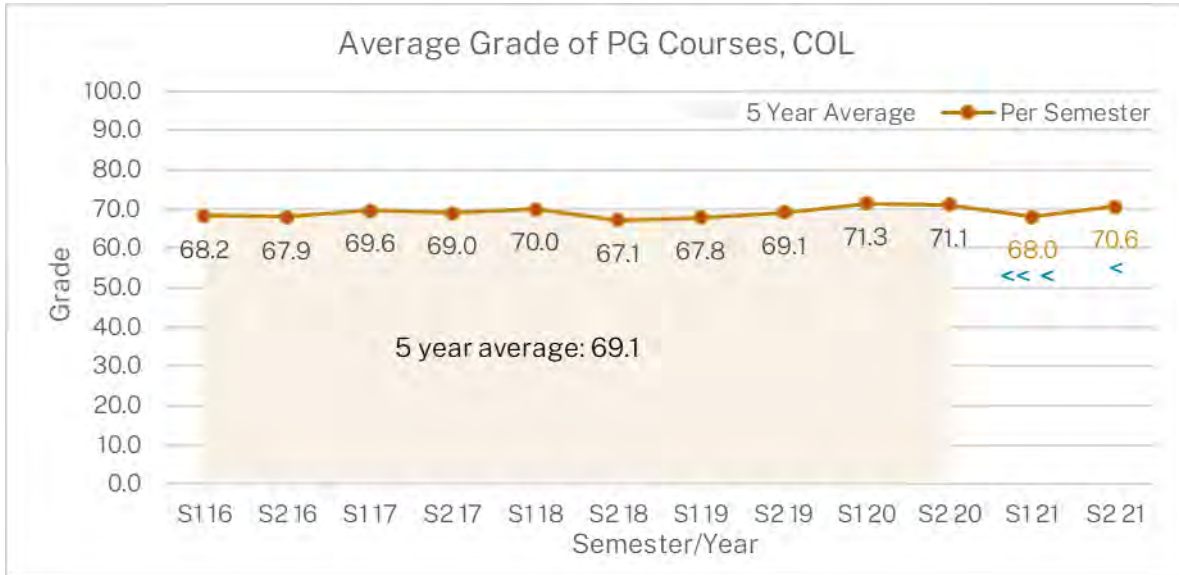


Figure 3o: Average Grades of PG Courses, Time Series VS. 5-Year Average, CHM*

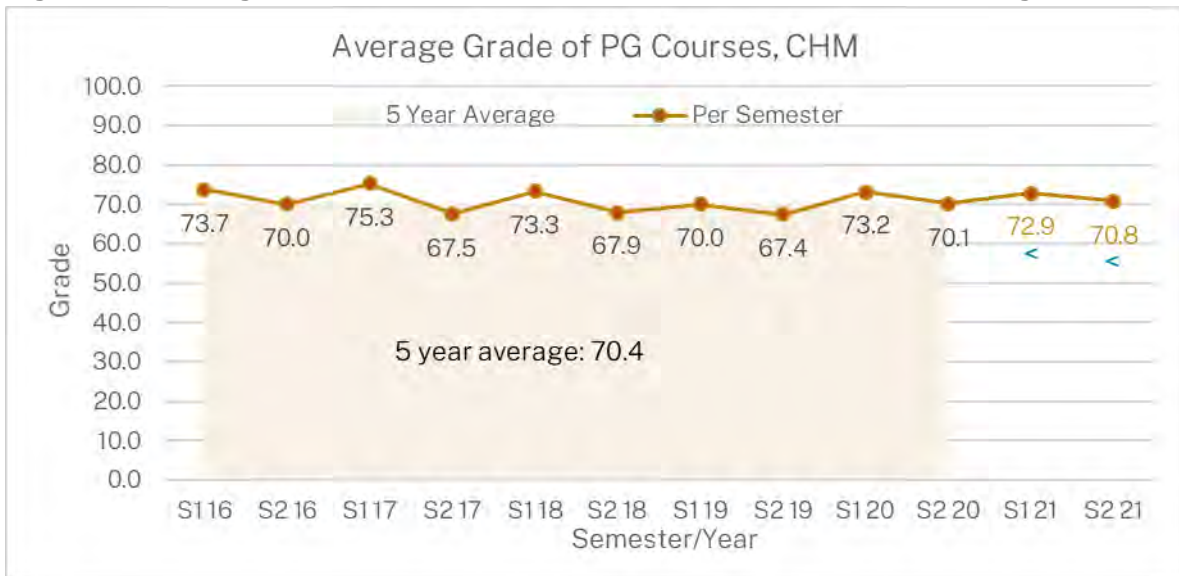
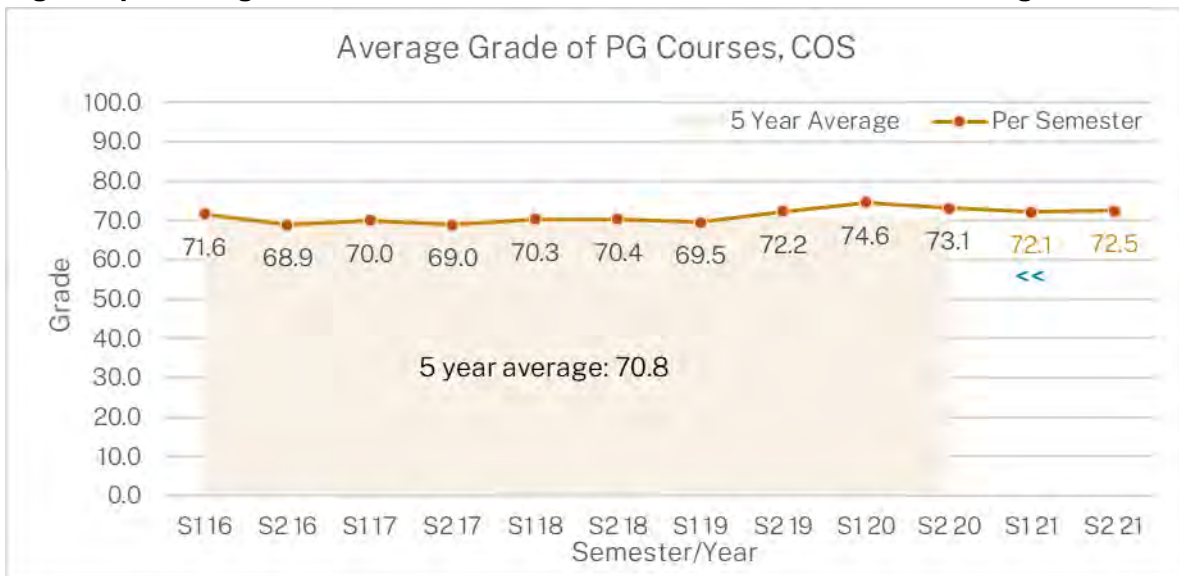


Figure 3p: Average Grades of PG Courses, Time Series VS. 5-Year Average, COS*



* << difference with the previous like semester was statistically significant (p<0.1)

< difference with the previous immediate semester was statistically significant (p<0.1)

Proportions of High Distinction Grade

Undergraduate Courses

The proportion of HD grades in ANU undergraduate courses reached 23% in Semester 1 2021 and 26% in Semester 2 2021, sitting above the 5-year average of 21%. The differences between both Semester 1 2021 and Semester 2 2021 were statistically significant compared to their benchmarks.

At college level, all colleges were equal or higher than their 5-year average, except COS who dropped below average in Semester 1 2021 (which is statistically significant), before increasing back to be on par with Semester 2 2020 at 34%.

COL has shifted against its trend of increasing proportion of HD grades, which peaked in Semester 2 2020 (26%) but dropped in 2021 (Semester 1 = 22%, Semester 2 = 21%). This is still above the 5-year average of 17%, which is up from 14% in the previous year. Overall, COS has the highest proportion of HDs in most semesters and the highest 5-year average (30%). CBE had the lowest 5-year average at 16%.

Figure 4a: %HD Grades of UG Courses, Time Series VS. 5-Year Average, ANU*

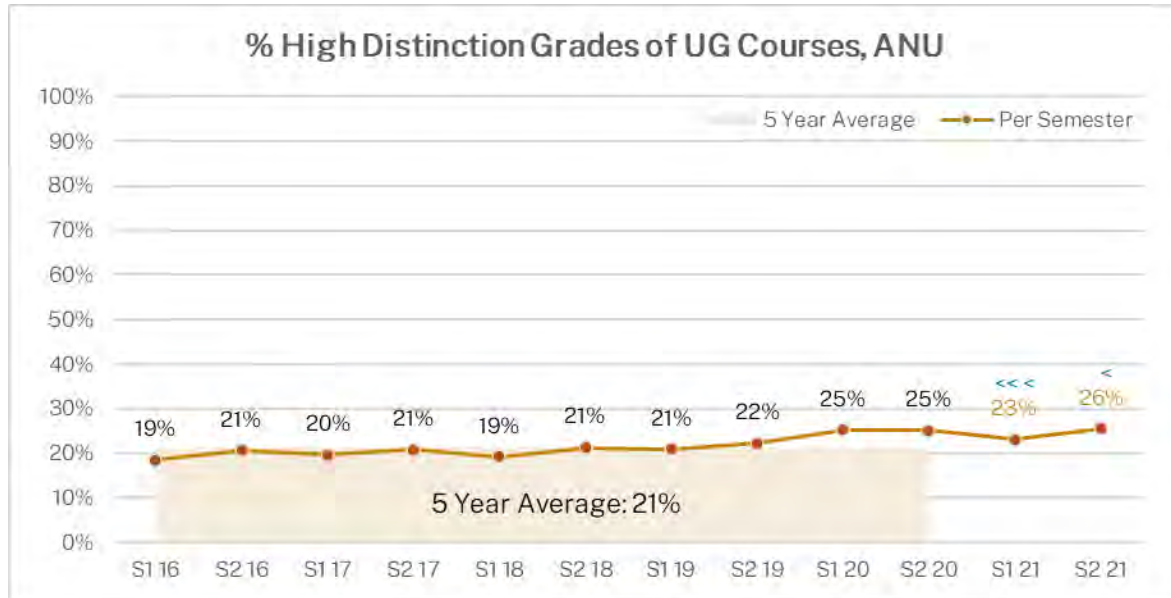
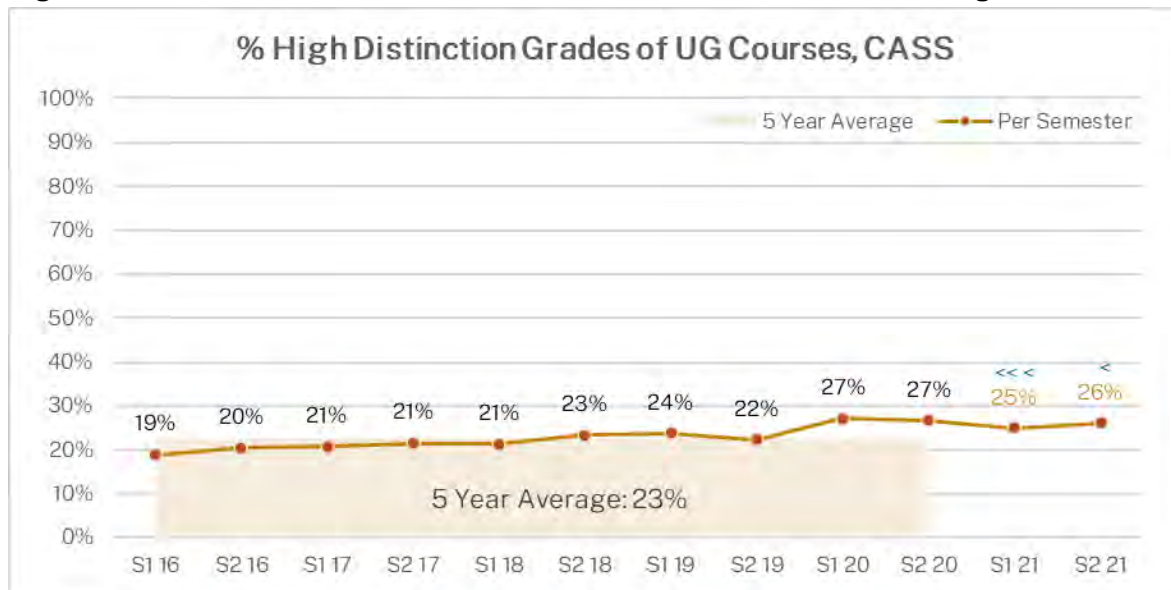


Figure 4b: %HD Grades of UG Courses, Time Series VS. 5-Year Average, CASS*



* << difference with the previous like semester was statistically significant (p<0.1)
 < difference with the previous immediate semester was statistically significant (p<0.1)

Figure 4c: %HD Grades of UG Courses, Time Series VS. 5-Year Average, CAP*

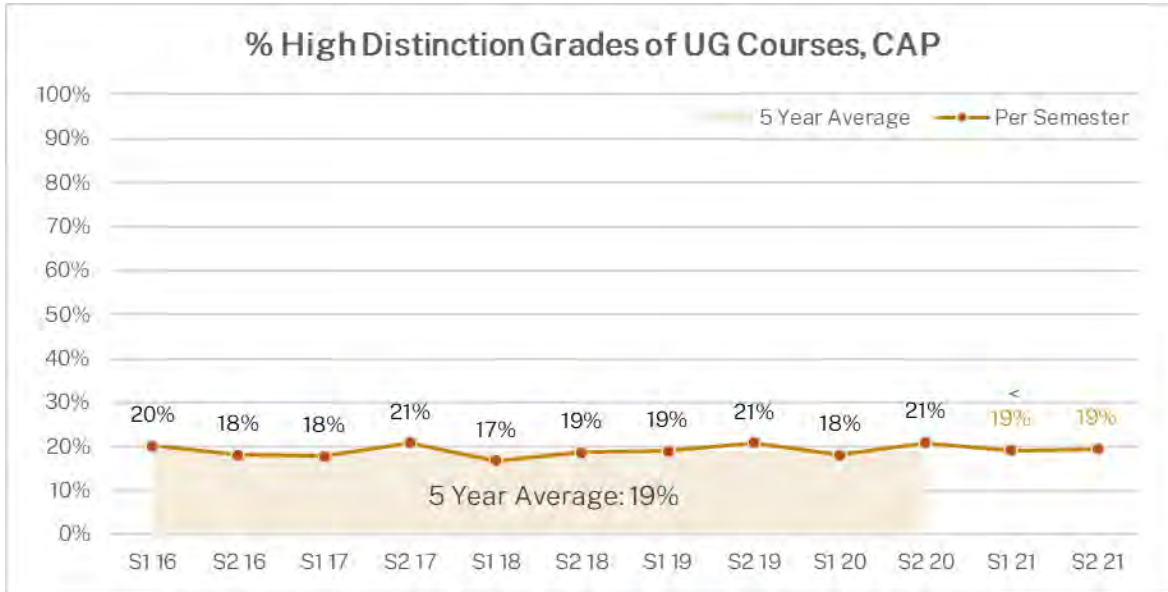
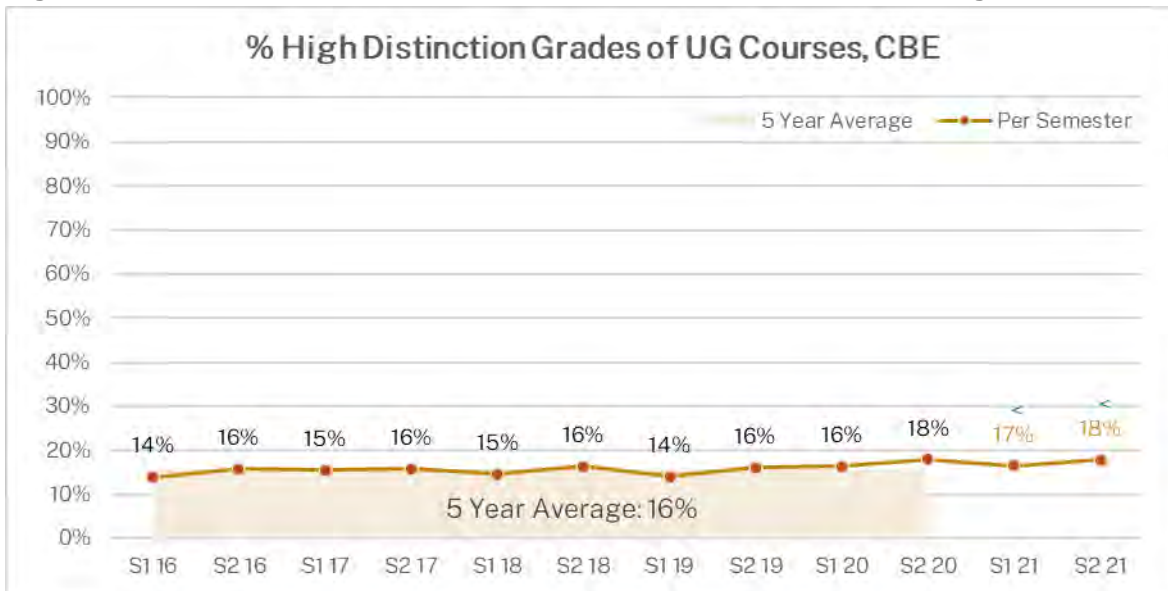


Figure 4d: %HD Grades of UG Courses, Time Series VS. 5-Year Average, CBE*



* << difference with the previous like semester was statistically significant (p<0.1)

< difference with the previous immediate semester was statistically significant (p<0.1)

Figure 4e: %HD Grades of UG Courses, Time Series VS. 5-Year Average, CECS*

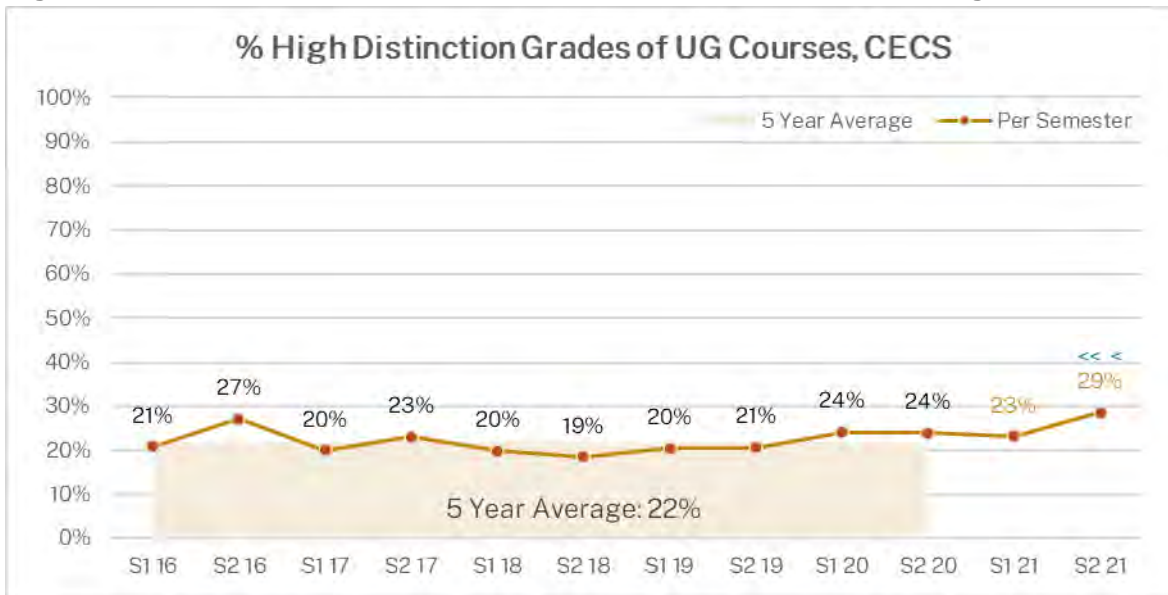


Figure 4f: %HD Grades of UG Courses, Time Series VS. 5-Year Average, COL*

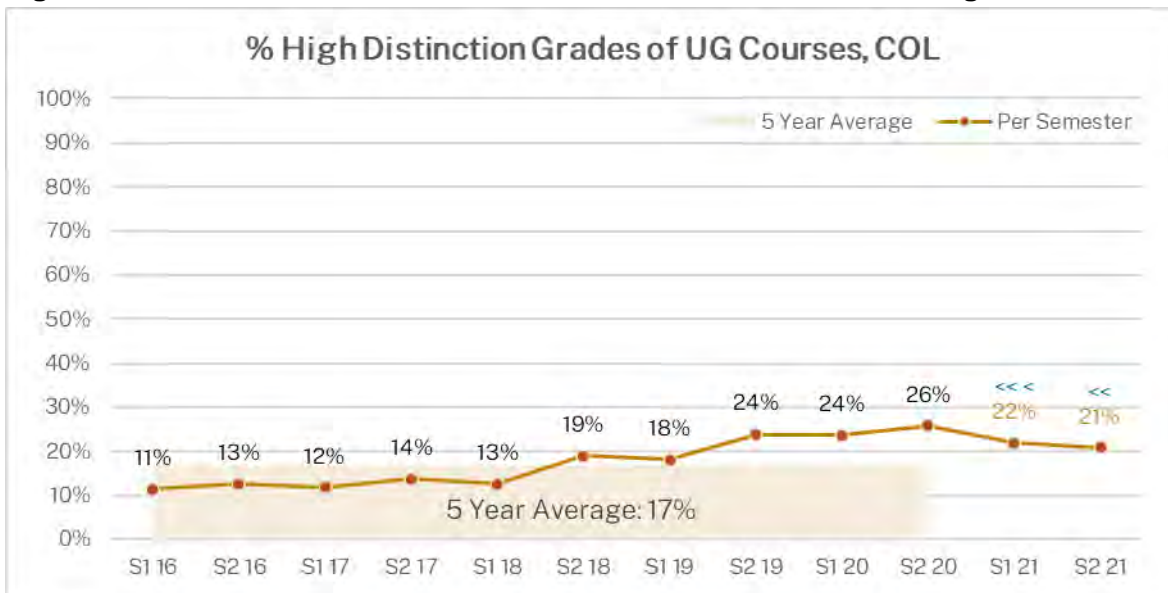


Figure 4g: %HD Grades of UG Courses, Time Series VS. 5-Year Average, CHM**

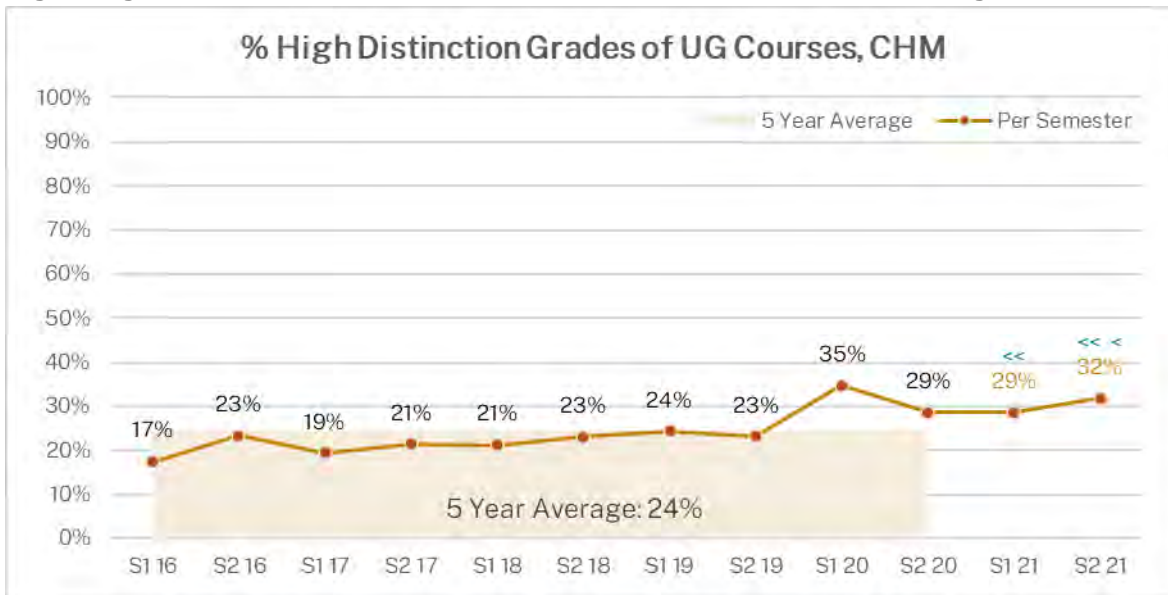
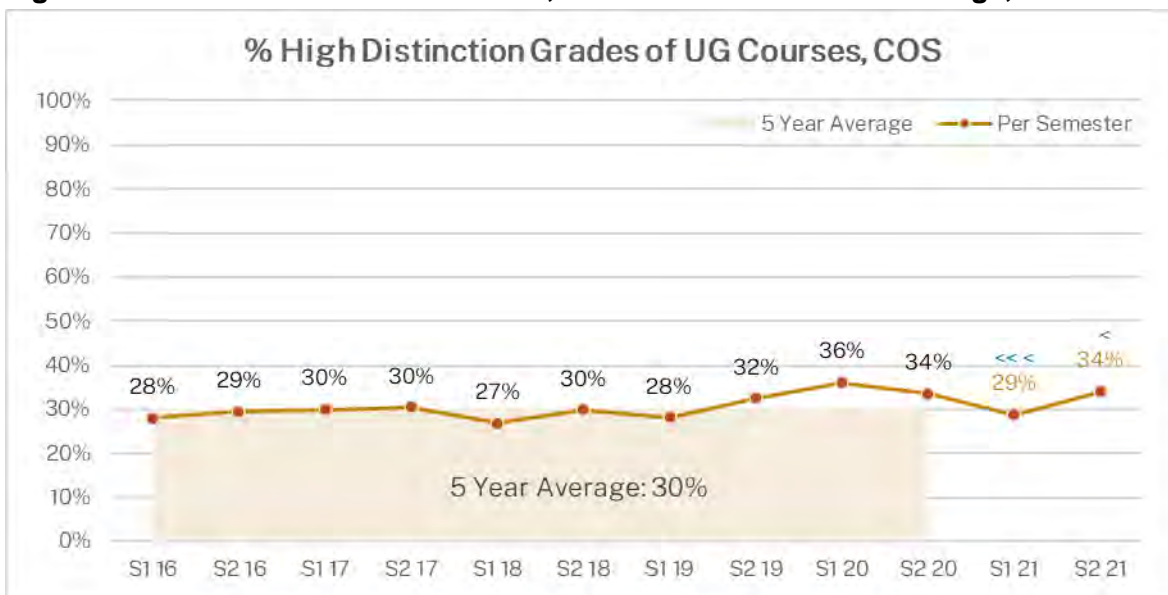


Figure 4h: %HD Grades of UG Courses, Time Series VS. 5-Year Average, COS*



Postgraduate Courses

The proportion of HD grades in ANU postgraduate courses have stayed broadly stable in 2021, and generally across the 6 years.

Most of the colleges followed the same trend as ANU overall, with stable proportions of HDs across all years barring a slight increase in 2020.

At college level, most colleges had consistent proportions of HDs in 2021 when compared to their respective 5-year averages. CASS saw a large increase to 42% in Semester 1 2021 but dropped back to similar results to both Semesters in 2020.

COS has achieved well above their 5-year average of 28%, with Semester 1 2021 reaching 35% and Semester 2 2021 at 37%. CHM has shown a strong seasonality of HDs, with first semesters having a greater proportion of HDs than second semesters.

* << difference with the previous like semester was statistically significant (p<0.1)
 < difference with the previous immediate semester was statistically significant (p<0.1)

The proportions of HD grades in postgraduate courses in CASS (42% in Semester 1), was statistically significant (compared to both benchmarks).

Figure 4j: %HD Grades of PG Courses, Time Series VS. 5-Year Average, ANU*

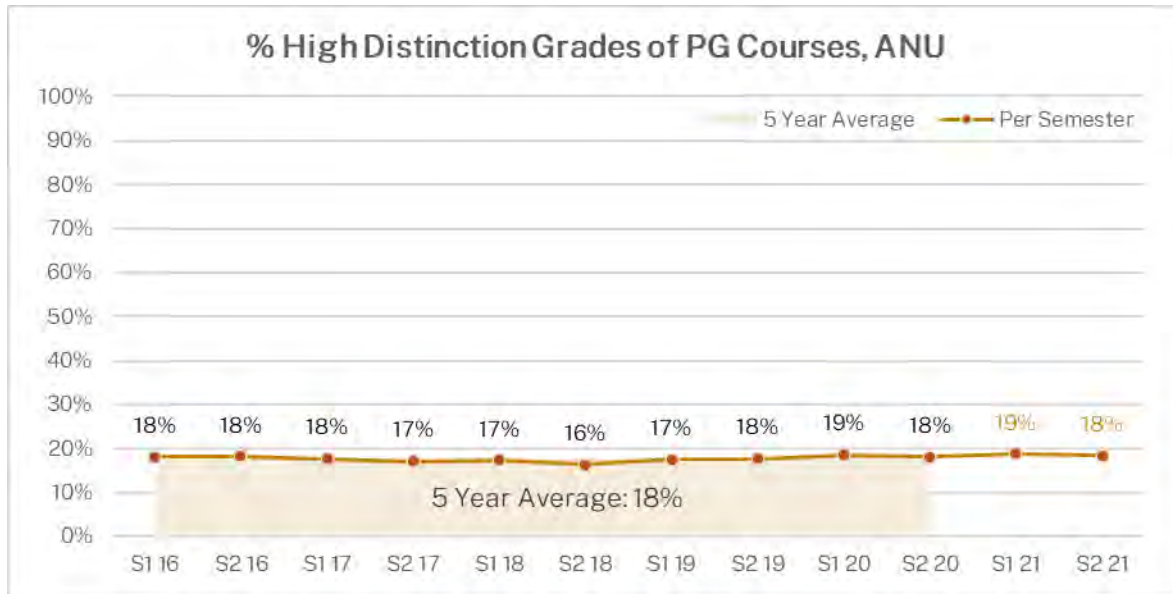
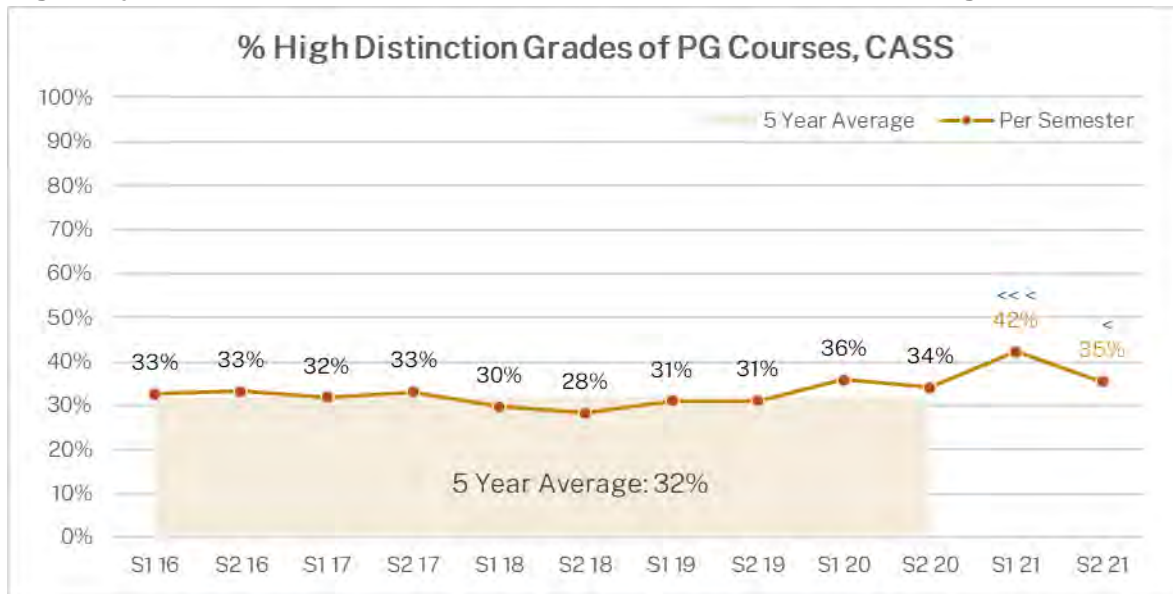


Figure 4j: %HD Grades of PG Courses, Time Series VS. 5-Year Average, CASS*



* << difference with the previous like semester was statistically significant (p<0.1)

< difference with the previous immediate semester was statistically significant (p<0.1)

Figure 4k: %HD Grades of PG Courses, Time Series VS. 5-Year Average, CAP*

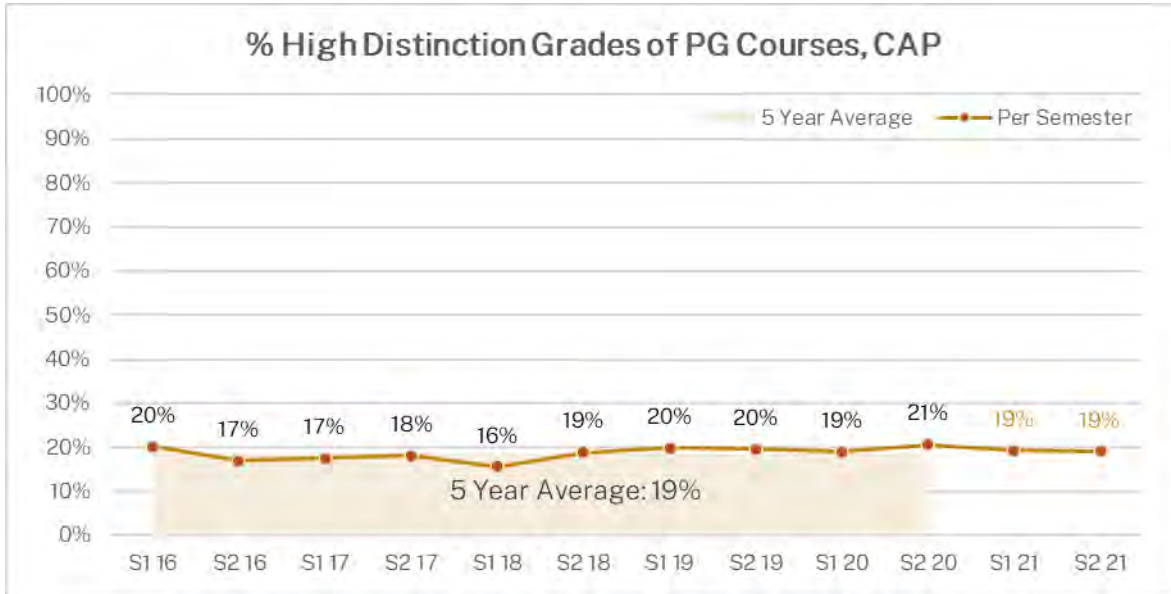
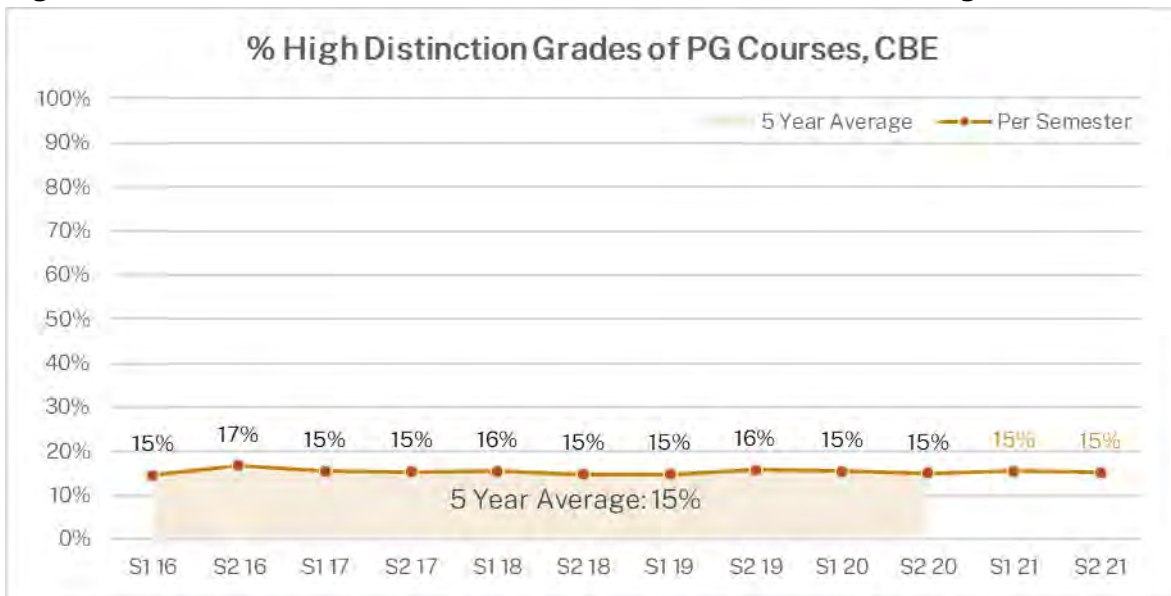


Figure 4l: %HD Grades of PG Courses, Time Series VS. 5-Year Average, CBE*



* << difference with the previous like semester was statistically significant (p<0.1)

< difference with the previous immediate semester was statistically significant (p<0.1)

Figure 4m: %HD Grades of PG Courses, Time Series VS. 5-Year Average, CECS*

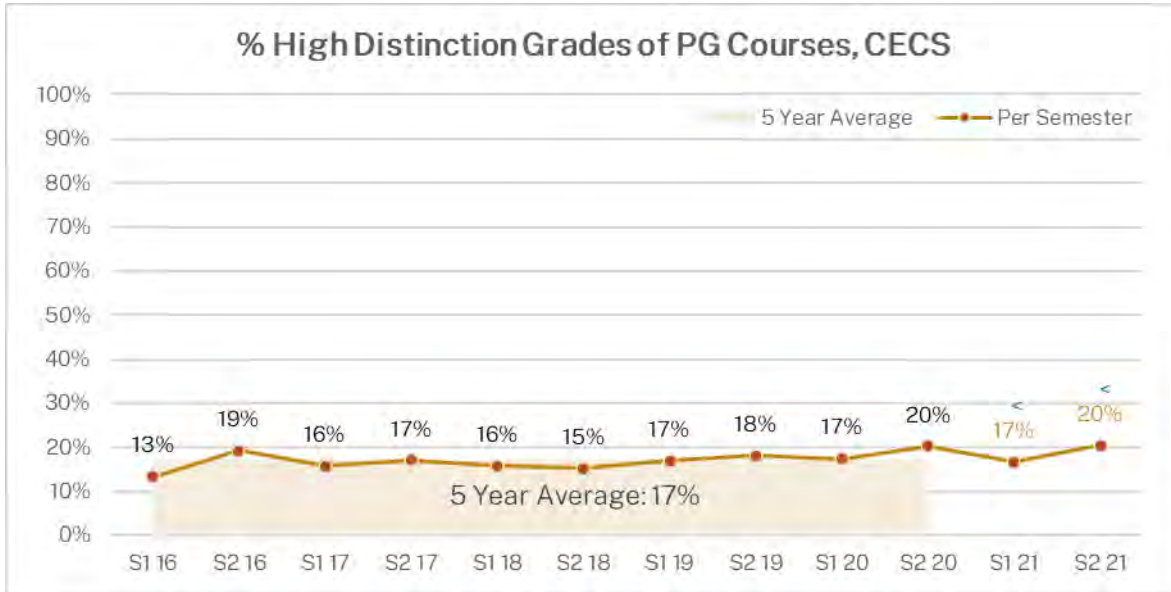


Figure 4n: %HD Grades of PG Courses, Time Series VS. 5-Year Average, COL*

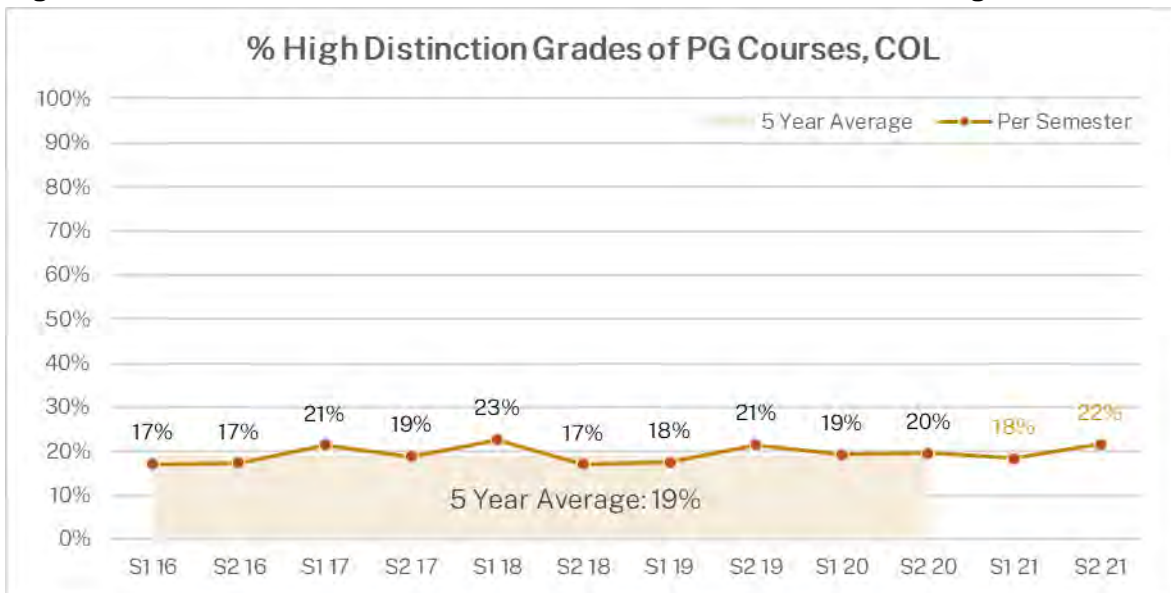


Figure 4o: %HD Grades of PG Courses, Time Series VS. 5-Year Average, CHM*

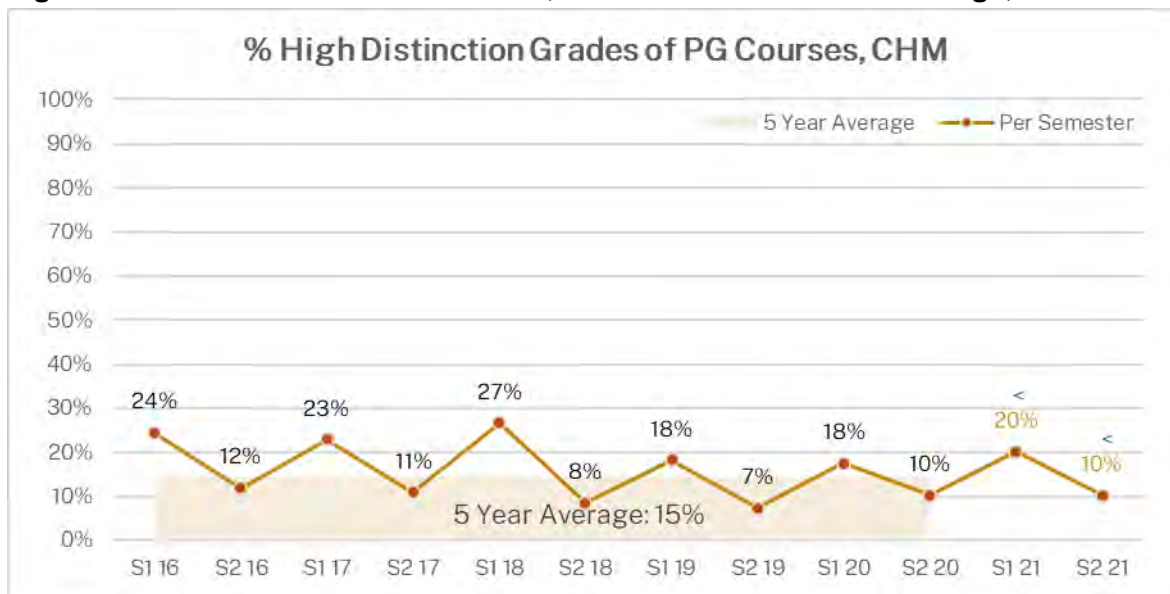
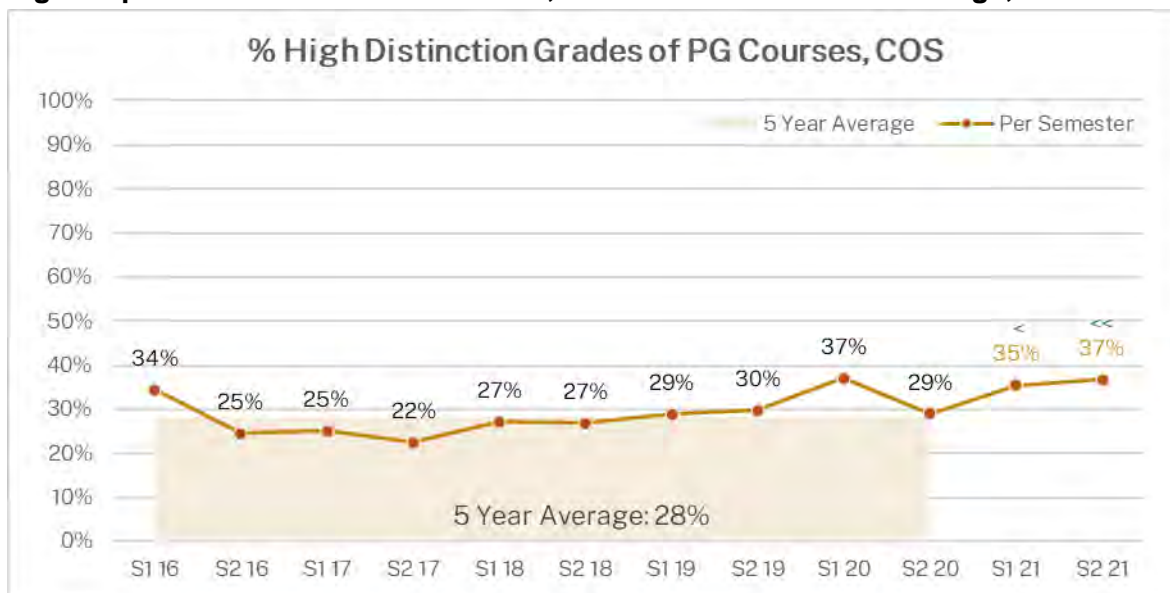


Figure 4p: %HD Grades of PG Courses, Time Series VS. 5-Year Average, COS*



90-100 HD Grades

Undergraduate Courses

The proportion of 90-100 HD grades for ANU undergraduate courses was 4% for both Semester 1 and 2 2021, which was broadly on par with previous years.

At college level, most colleges have stayed stable for proportions of 90-100 HDs. COL had some fluctuations in the past, but is maintaining a highest proportion of 90-100, with 9% achieved in Semester 2 2021. CECS Semester 2 2021 saw their highest proportion at 7%, 3% above the 5-year average

* << difference with the previous like semester was statistically significant (p<0.1)
 < difference with the previous immediate semester was statistically significant (p<0.1)

Figure 5a: %90-100 Grades of UG Courses, Time Series VS. 5-Year Average, ANU*

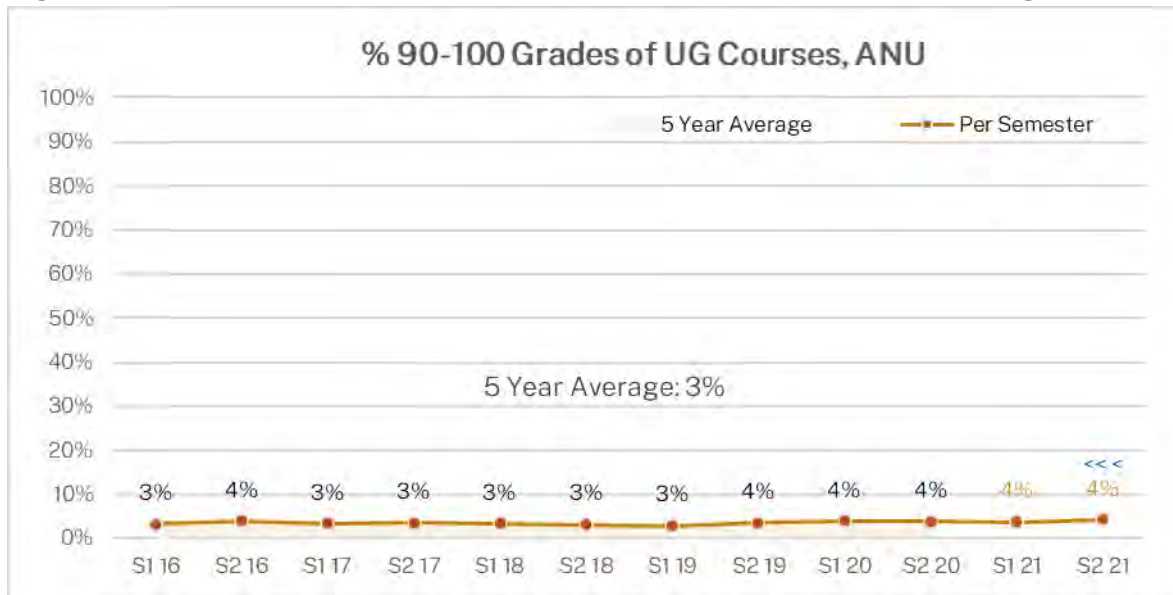
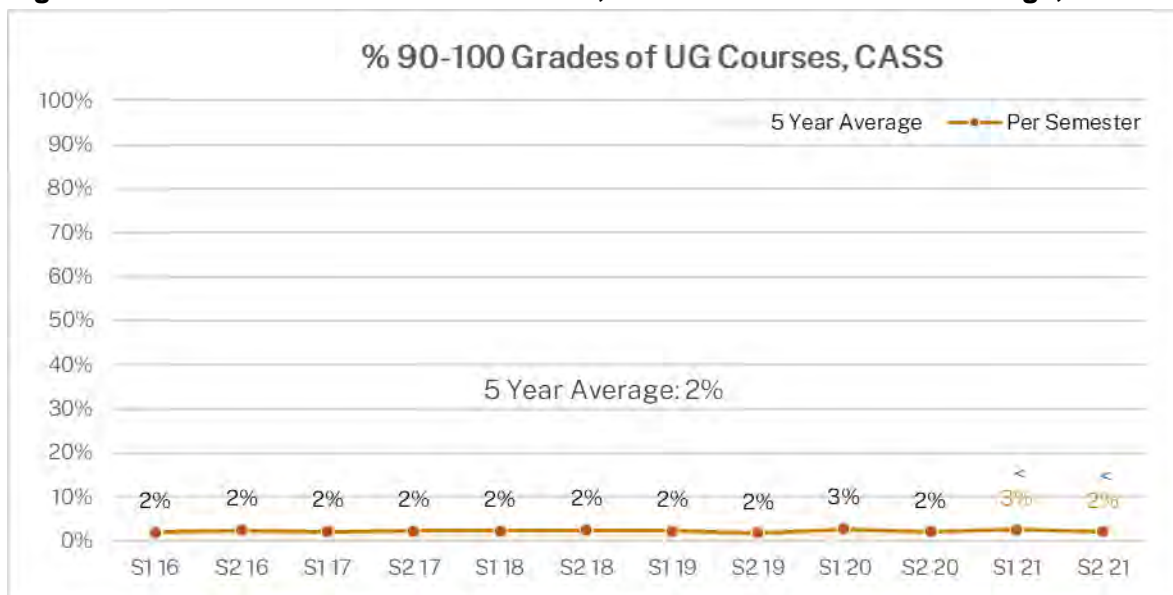


Figure 5b: %90-100 Grades of UG Courses, Time Series VS. 5-Year Average, CASS*



* << difference with the previous like semester was statistically significant (p<0.1)

< difference with the previous immediate semester was statistically significant (p<0.1)

Figure 5c: %90-100 Grades of UG Courses, Time Series VS. 5-Year Average, CAP*

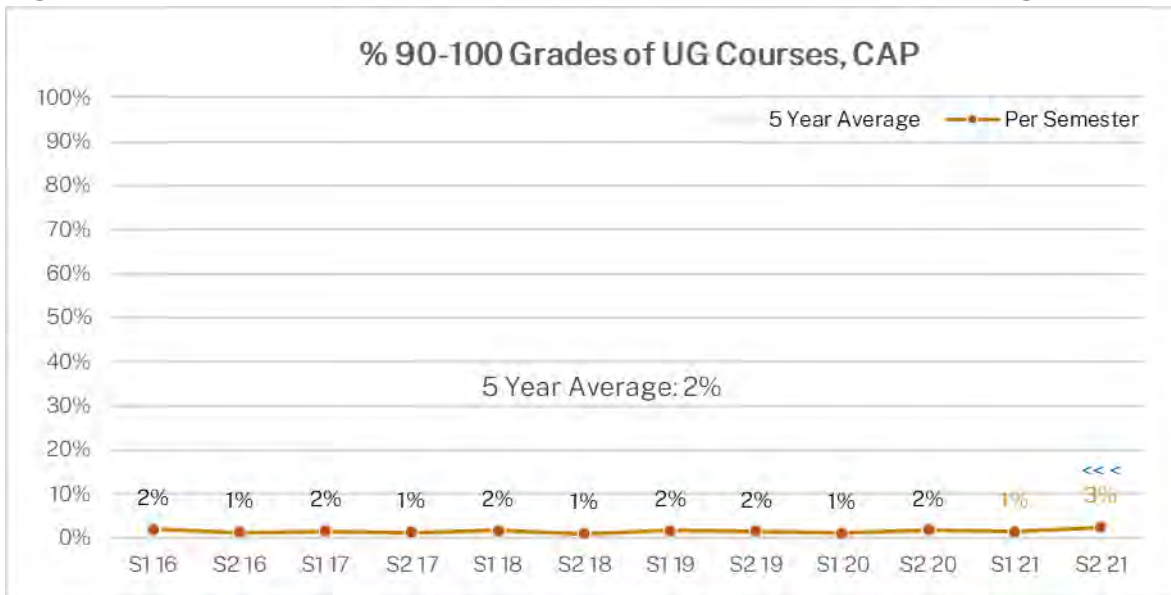
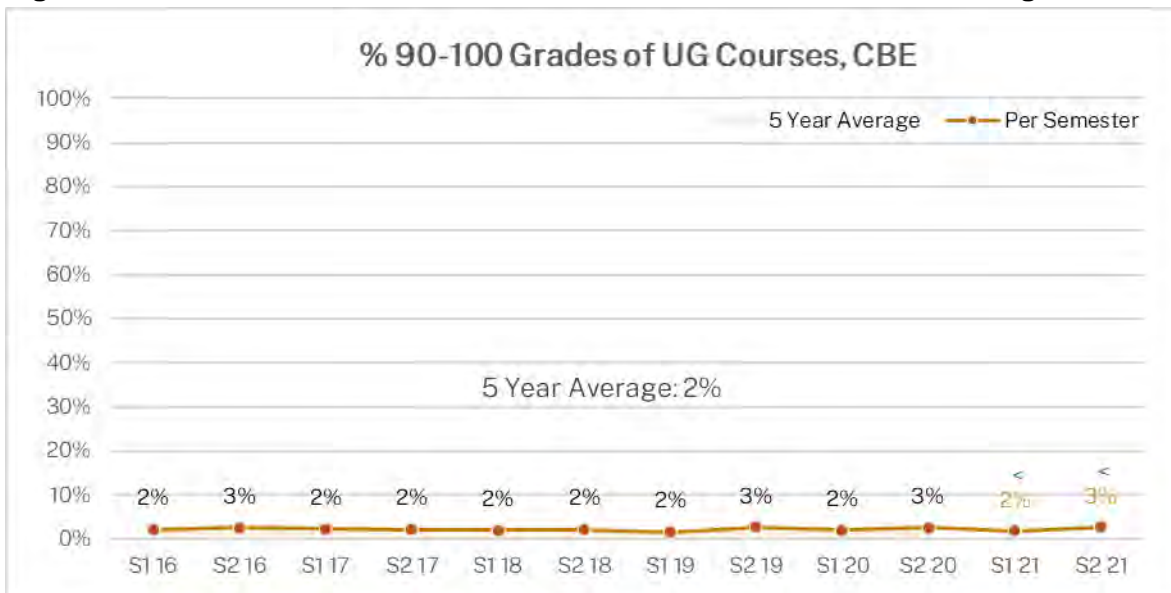


Figure 5d: %90-100 Grades of UG Courses, Time Series VS. 5-Year Average, CBE*



* << difference with the previous like semester was statistically significant (p<0.1)

< difference with the previous immediate semester was statistically significant (p<0.1)

Figure 5e: %90-100 Grades of UG Courses, Time Series VS. 5-Year Average, CECS*

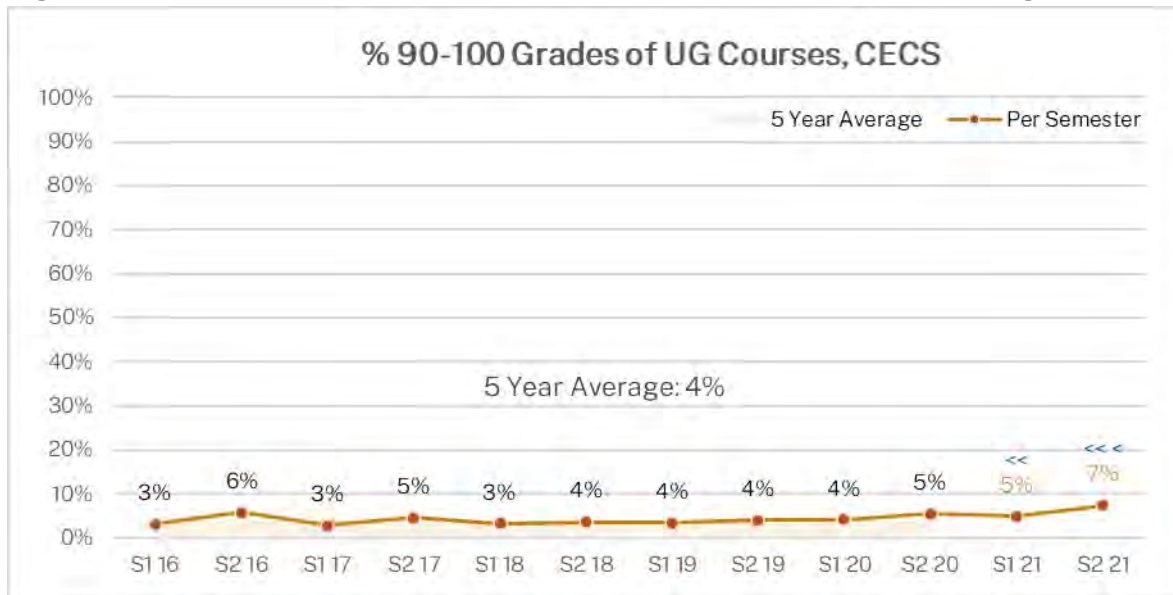


Figure 5f: %90-100 Grades of UG Courses, Time Series VS. 5-Year Average, COL*

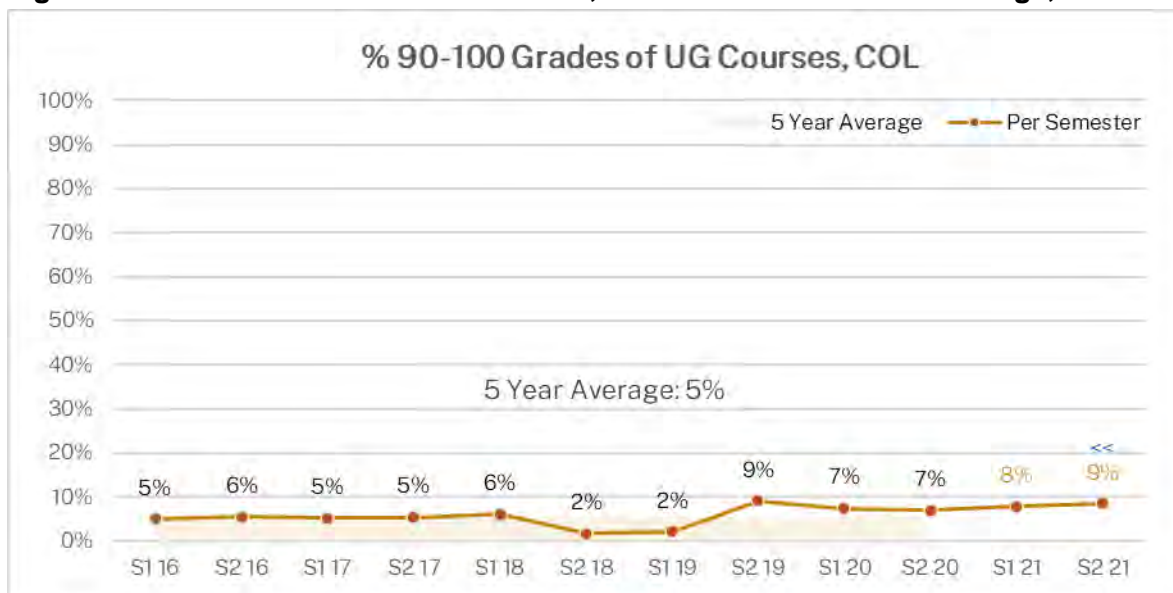


Figure 5g: %90-100 Grades of UG Courses, Time Series VS. 5-Year Average, CHM*

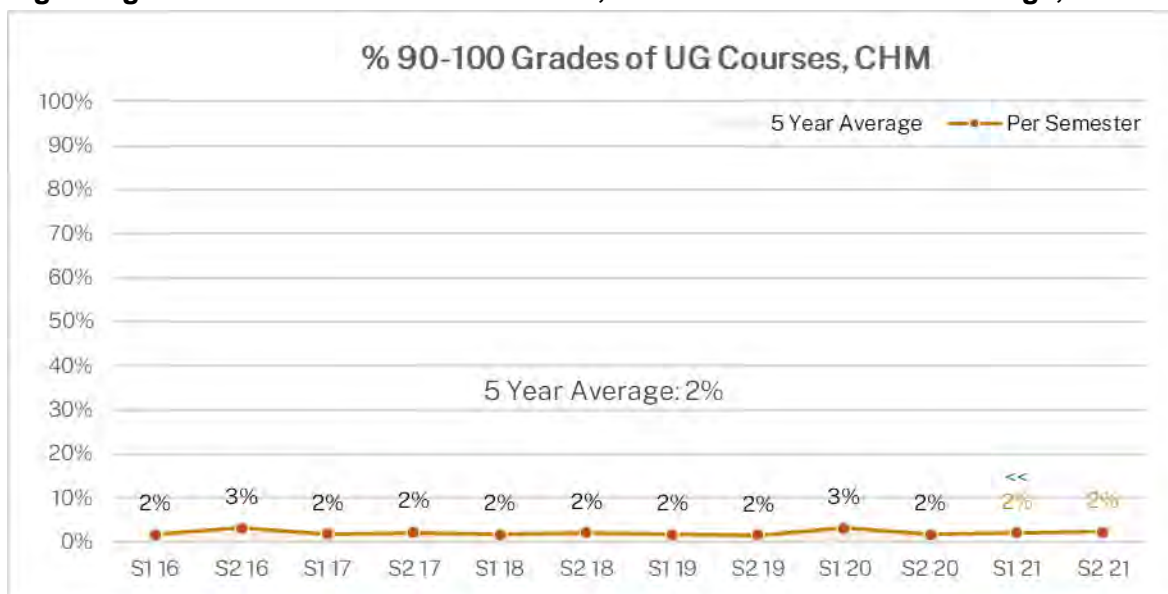
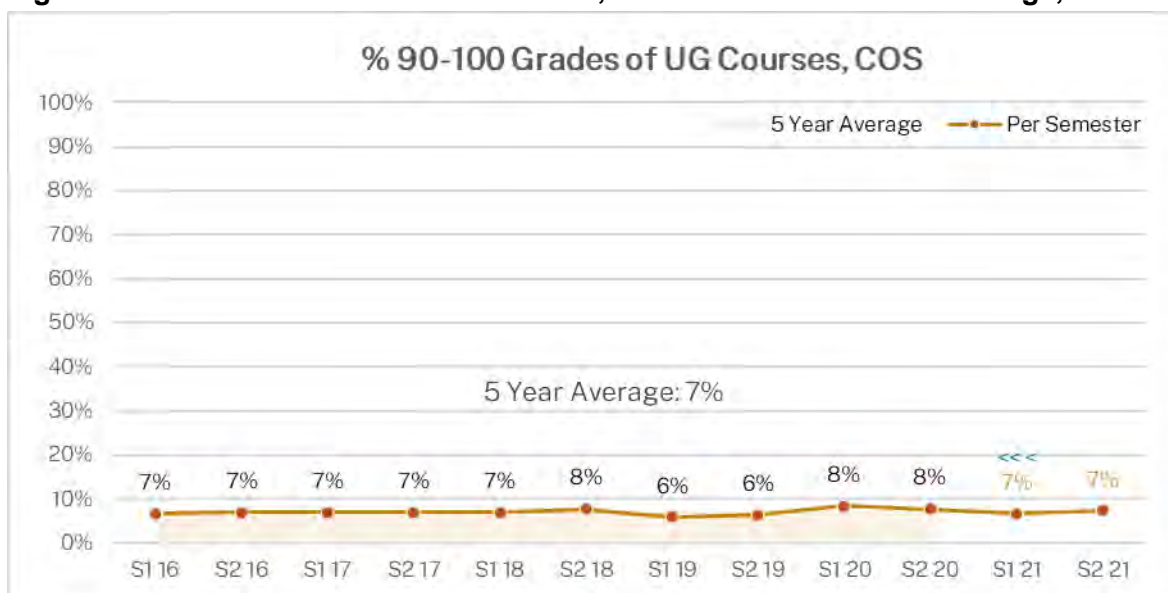


Figure 5h: %90-100 Grades of UG Courses, Time Series VS. 5-Year Average, COS*



Postgraduate Courses

The proportion of 90-100 HD grades for ANU postgraduate courses was 2% for both Semester 1 and 2 2021, which is consistent with the 5-year average (2%).

At college level, CASS (Semester 1 2021), CECS (Semester 1 and 2), COL (Semester 1 and 2) and COS (Semester 1 2021) have registered a slightly higher proportion of 90-100 HDs when compared to their 5-year averages.

* << difference with the previous like semester was statistically significant (p<0.1)

< difference with the previous immediate semester was statistically significant (p<0.1)

Figure 5i: %90-100 Grades of PG Courses, Time Series VS. 5-Year Average, ANU*

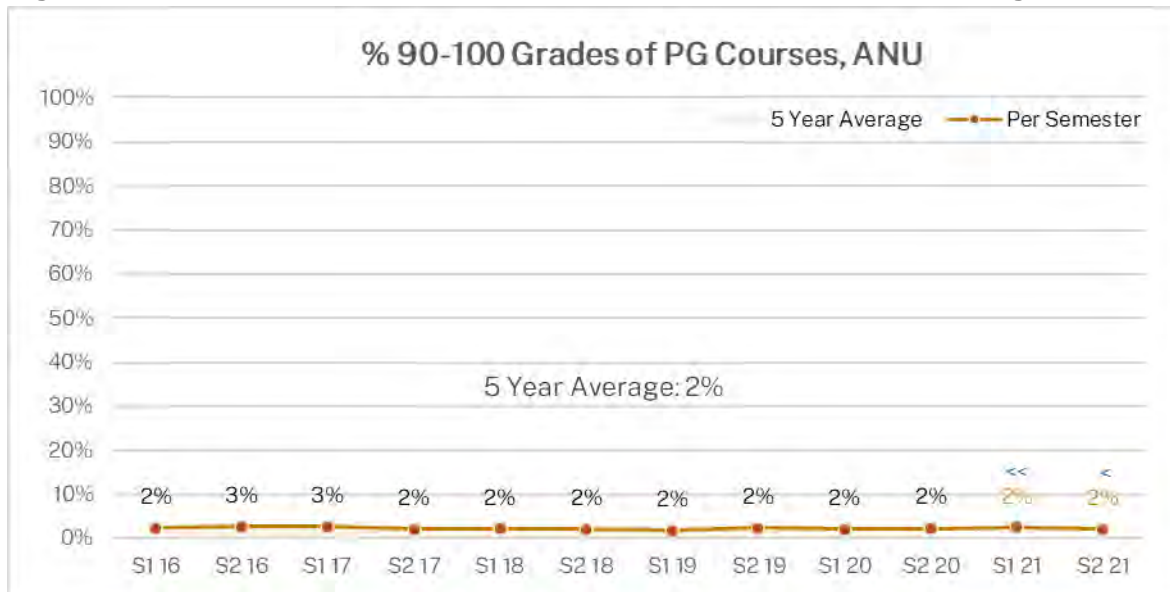
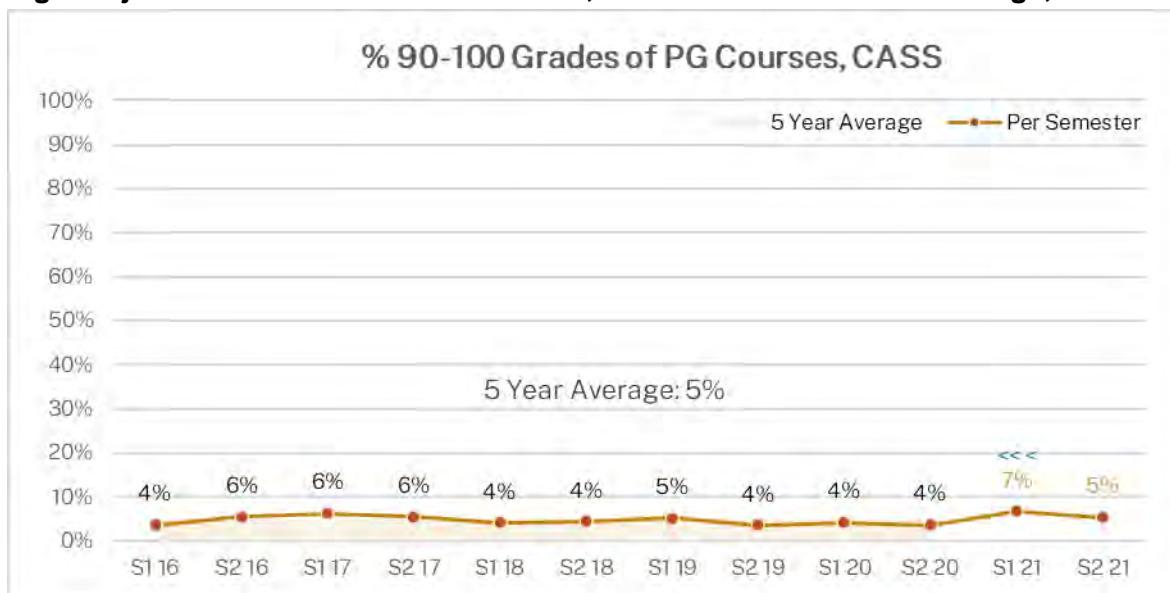


Figure 5j: %90-100 Grades of PG Courses, Time Series VS. 5-Year Average, CASS*



* << difference with the previous like semester was statistically significant (p<0.1)

< difference with the previous immediate semester was statistically significant (p<0.1)

Figure 5k: %90-100 Grades of PG Courses, Time Series VS. 5-Year Average, CAP*

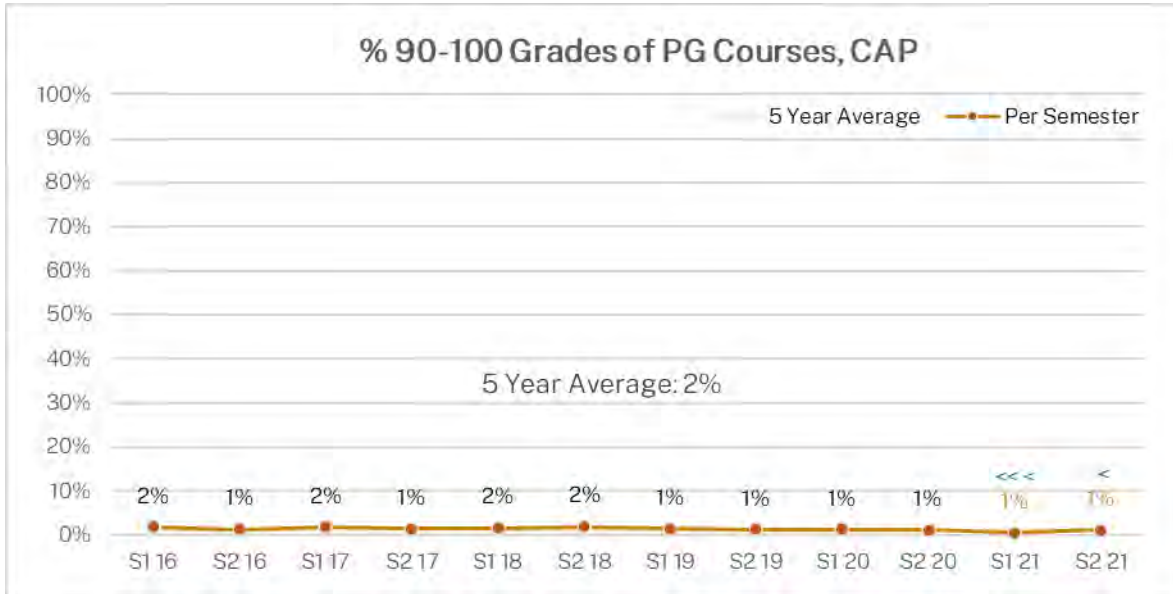
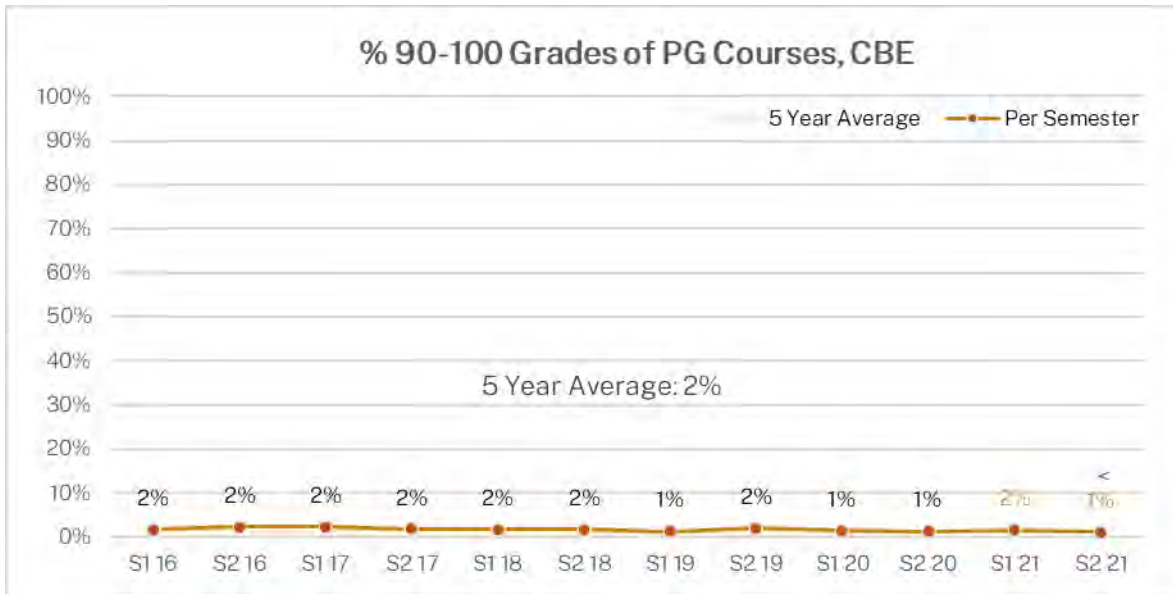


Figure 5l: %90-100 Grades of PG Courses, Time Series VS. 5-Year Average, CBE*



* << difference with the previous like semester was statistically significant (p<0.1)

< difference with the previous immediate semester was statistically significant (p<0.1)

Figure 5m: %90-100 Grades of PG Courses, Time Series VS. 5-Year Average, CECS*

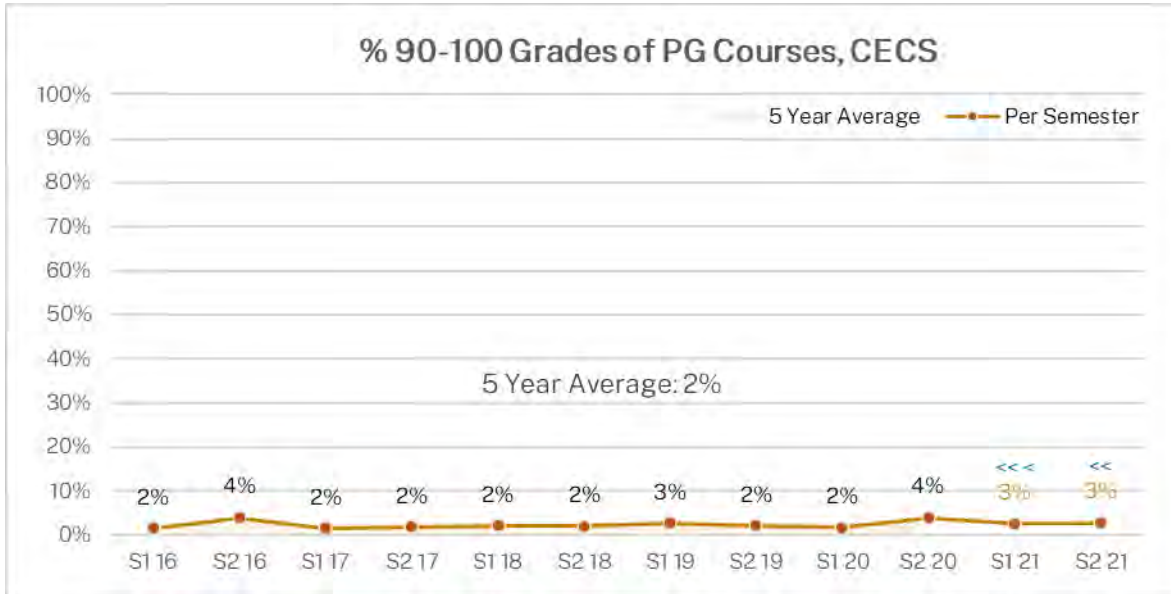


Figure 5n: %90-100 Grades of PG Courses, Time Series VS. 5-Year Average, COL*

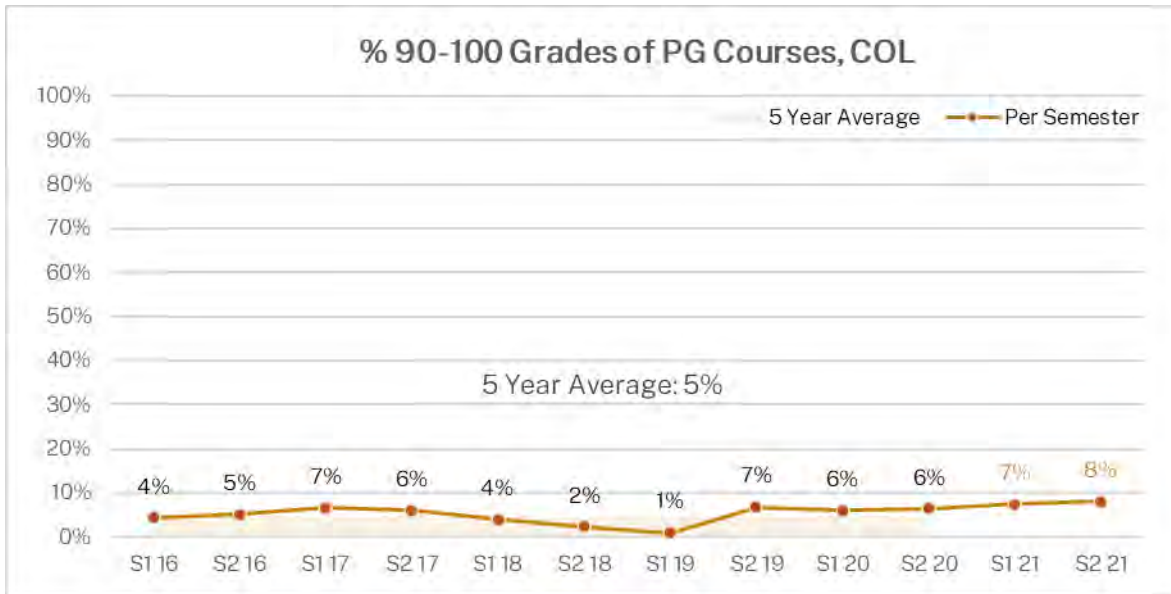


Figure 5o: %90-100 Grades of PG Courses, Time Series VS. 5-Year Average, CHM*

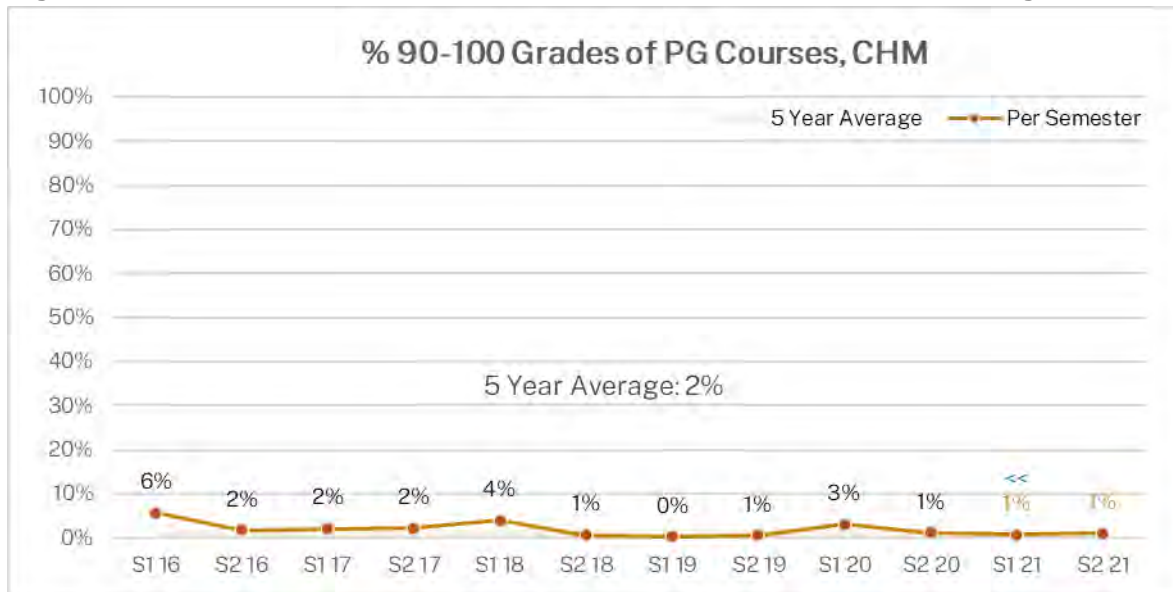
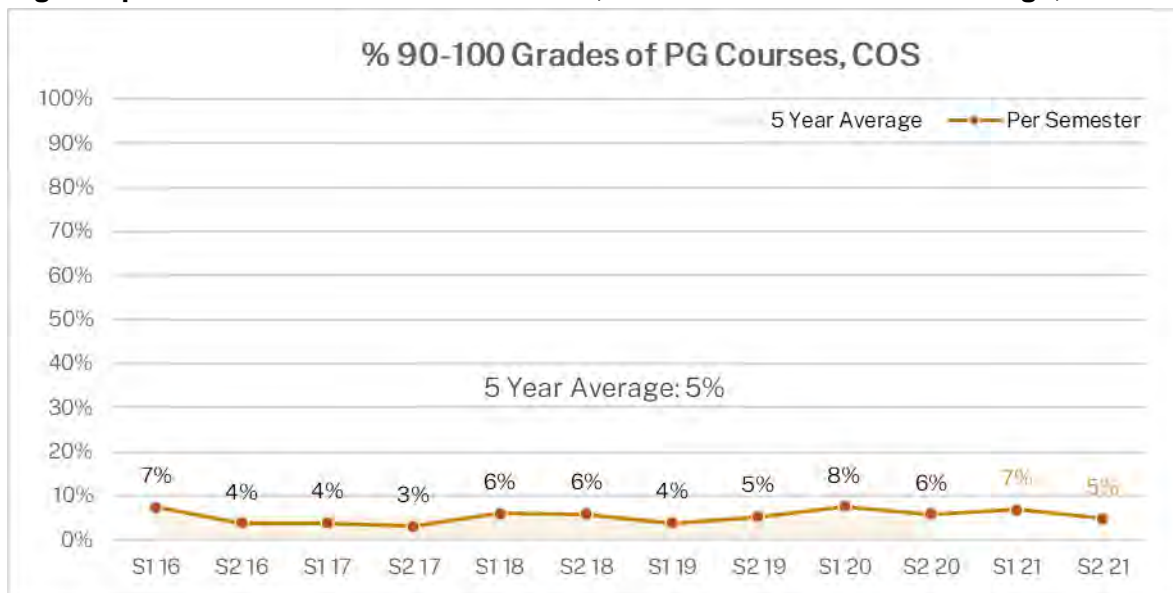


Figure 5p: %90-100 Grades of PG Courses, Time Series VS. 5-Year Average, COS*



* << difference with the previous like semester was statistically significant (p<0.1)

< difference with the previous immediate semester was statistically significant (p<0.1)

80-89 HD Grades

Undergraduate Courses

The proportions of 80-89 HD grades in Semester 1 and 2 2021 for ANU undergraduate courses remained above the 5-year average of 18%. The results were statistically significant when benchmarked against previous periods.

At college level, most colleges have seen a higher or the same proportion of 80-89 grades when benchmarked against its 5-year averages with COS 1% lower than its 5-year average for Semester 1 2021 but increased by 5% in Semester 2.

Figure 6a: %80-89 Grades of UG Courses, Time Series VS. 5-Year Average, ANU*

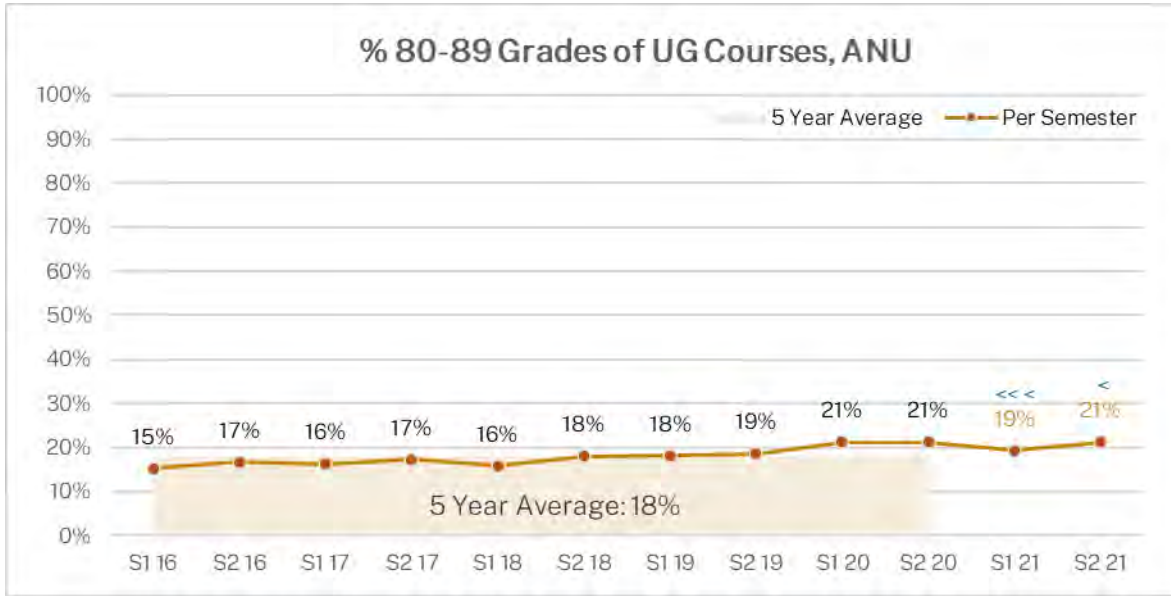
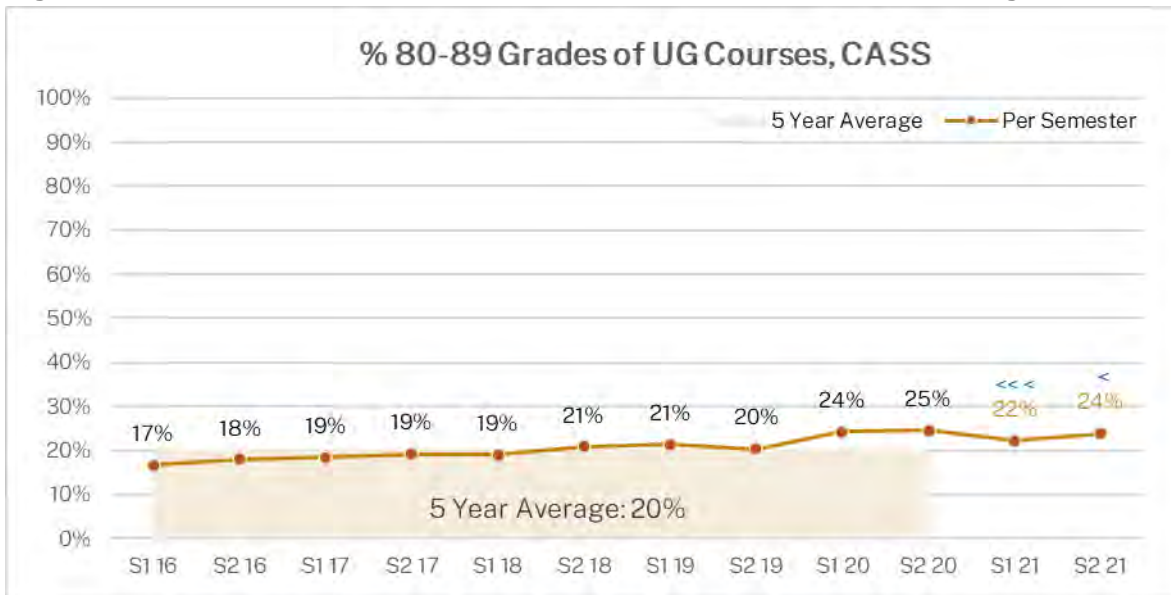


Figure 6b: %80-89 Grades of UG Courses, Time Series VS. 5-Year Average, CASS*



* << difference with the previous like semester was statistically significant (p<0.1)
 < difference with the previous immediate semester was statistically significant (p<0.1)

Figure 6c: %80-89 Grades of UG Courses, Time Series VS. 5-Year Average, CAP*

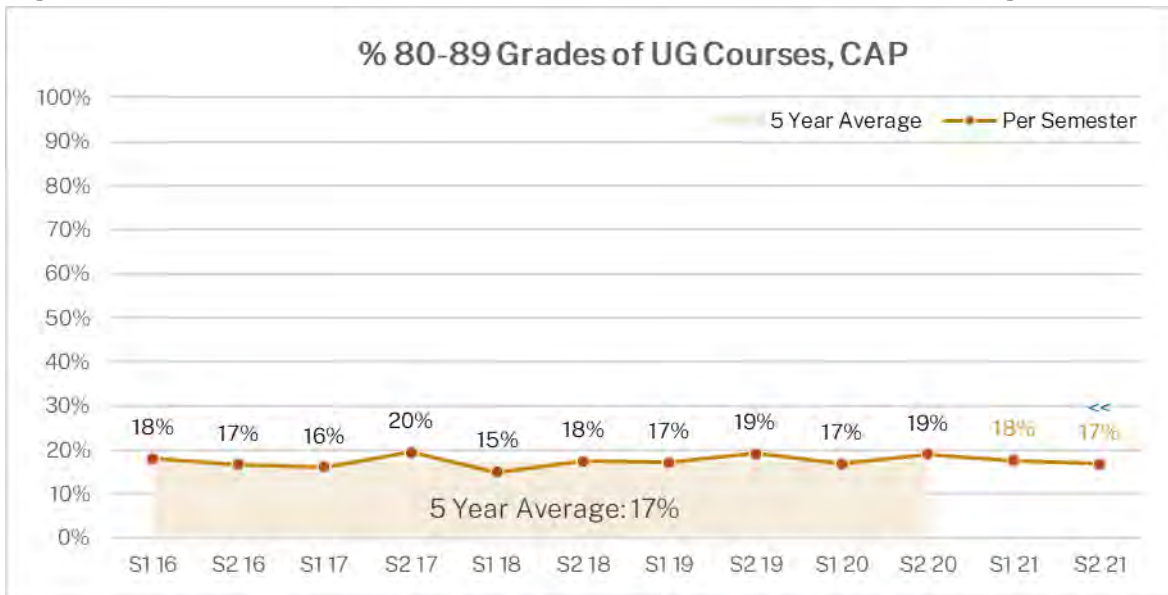
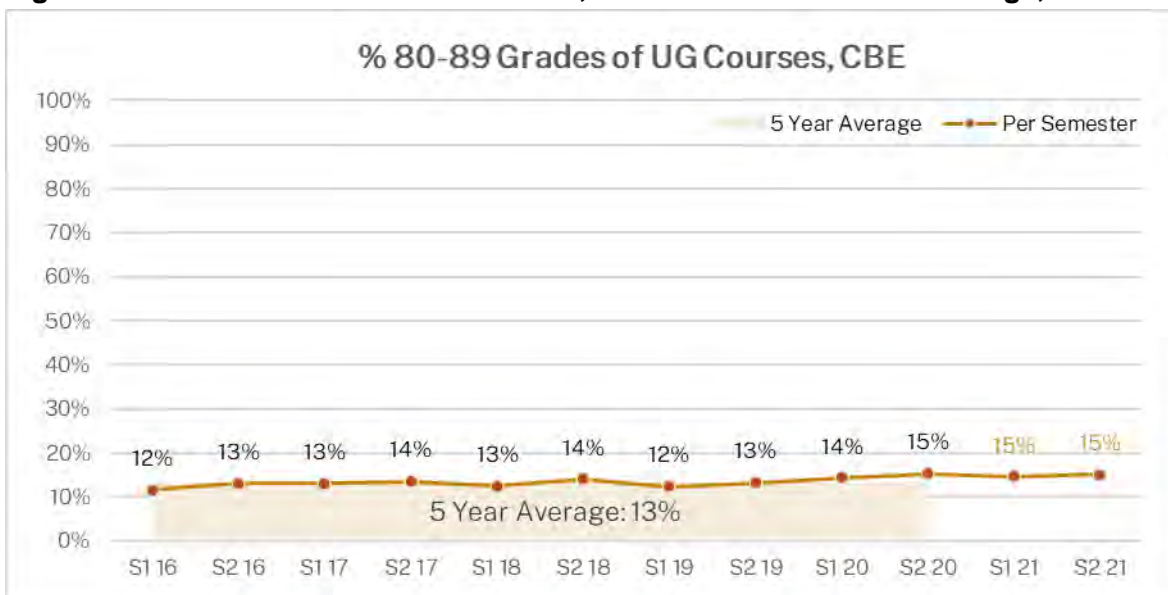


Figure 6d: %80-89 Grades of UG Courses, Time Series VS. 5-Year Average, CBE*



* << difference with the previous like semester was statistically significant (p<0.1)

< difference with the previous immediate semester was statistically significant (p<0.1)

Figure 6e: %80-89 Grades of UG Courses, Time Series VS. 5-Year Average, CECS*

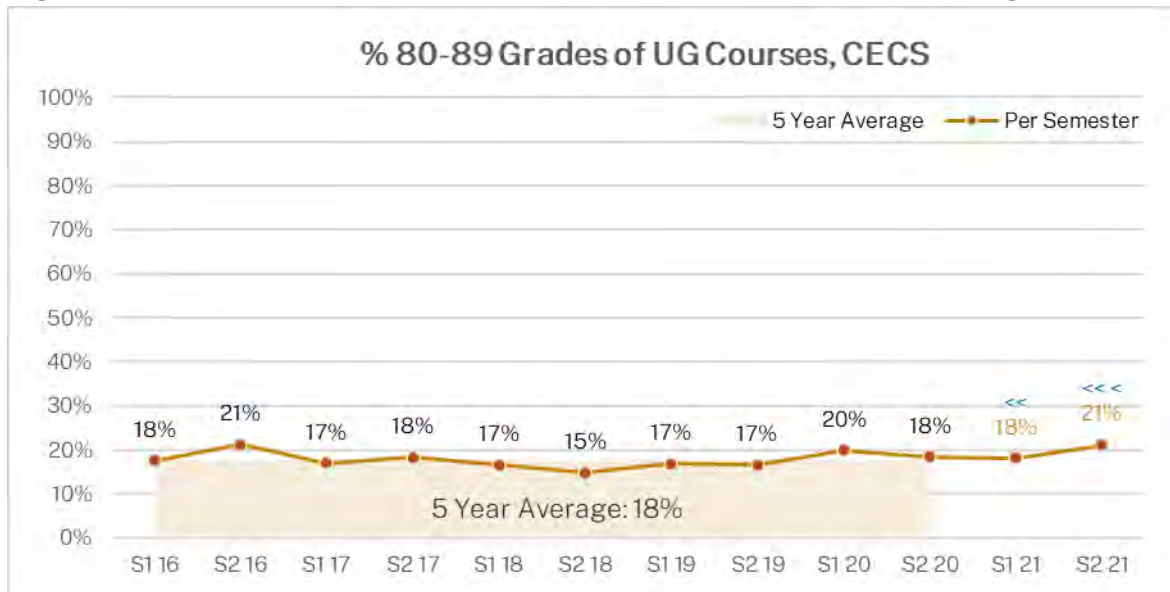


Figure 6f: %80-89 Grades of UG Courses, Time Series VS. 5-Year Average, COL*

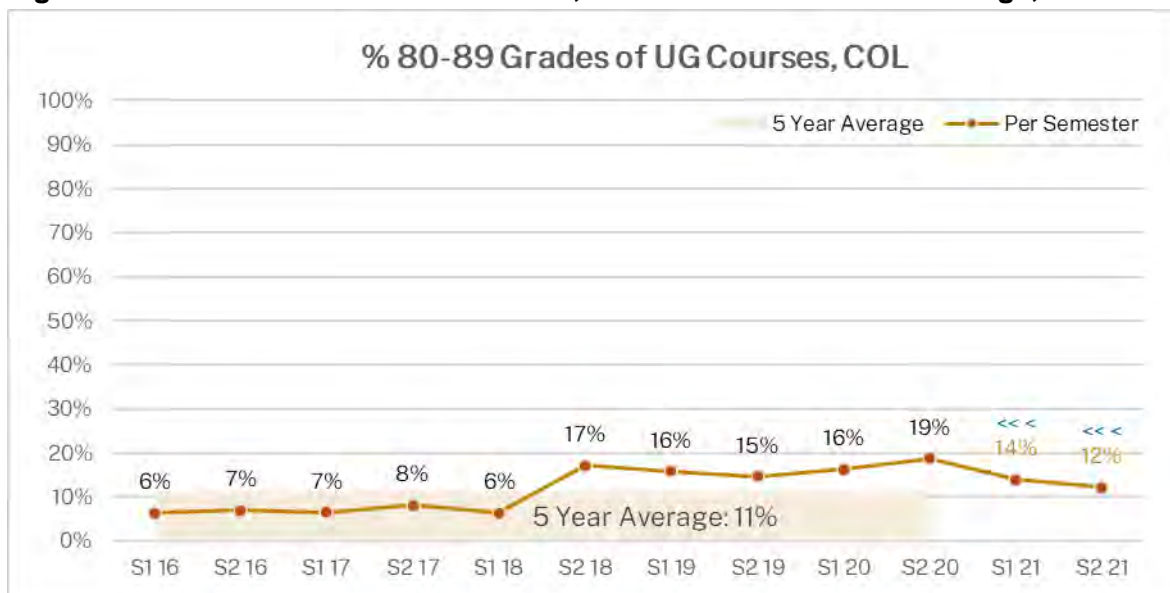


Figure 6g: %80-89 Grades of UG Courses, Time Series VS. 5-Year Average, CHM*

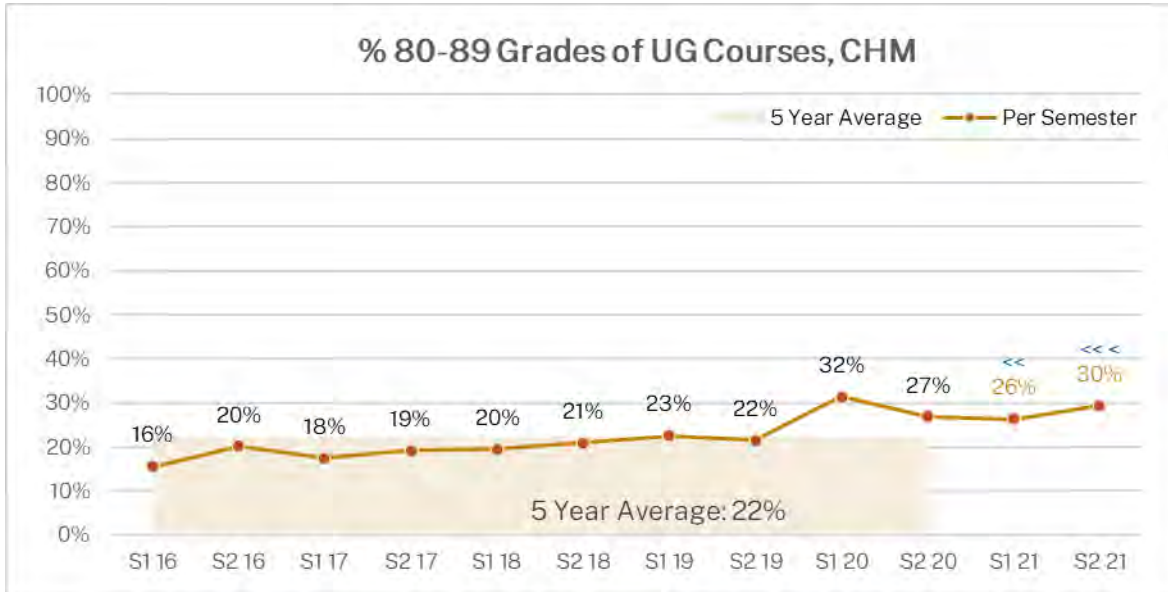
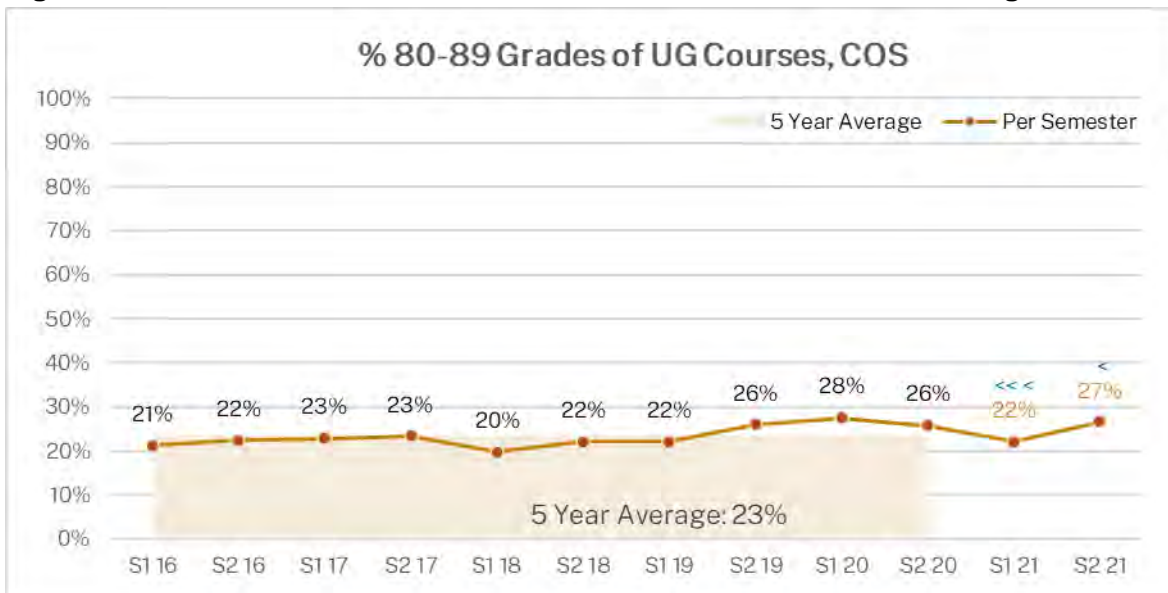


Figure 6h: %80-89 Grades of UG Courses, Time Series VS. 5-Year Average, COS*



Postgraduate Courses

The proportions of 80-89 HD grades in Semester 1 and 2 2021 for ANU postgraduate courses were both at 16%, slightly above its 5-year average (15%) but generally consistent with 2020.

At college level, a similar trend was observed with a number of colleges: CASS achieved 35% in Semester 1 2021 (5-year average: 27%), dropping to 30% in Semester 2; COS achieved 32% in Semester 2 2021 (5-year average: 23%). Both reached their highest proportion of 80-89% grades in 2021. Whereas COL recorded its lowest proportion (11%) of 80-89 grades in Semester 1 2021.

* << difference with the previous like semester was statistically significant (p<0.1)

< difference with the previous immediate semester was statistically significant (p<0.1)

Figure 6i: %80-89 Grades of PG Courses, Time Series VS. 5-Year Average, ANU*

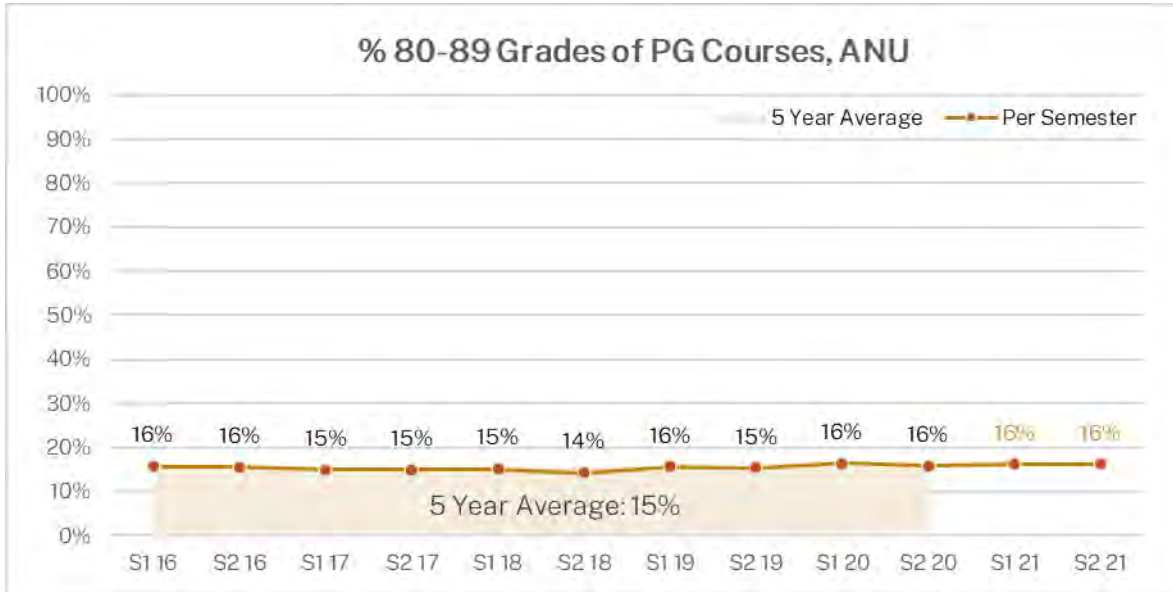
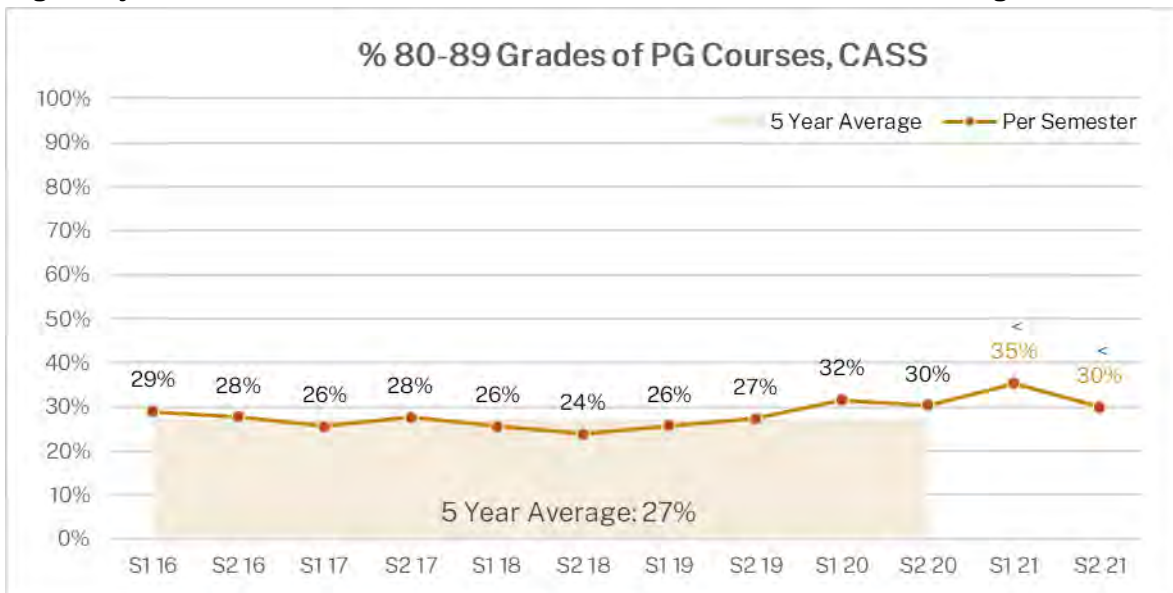


Figure 6j: %80-89 Grades of PG Courses, Time Series VS. 5-Year Average, CASS*



* << difference with the previous like semester was statistically significant (p<0.1)

< difference with the previous immediate semester was statistically significant (p<0.1)

Figure 6k: %80-89 Grades of PG Courses, Time Series VS. 5-Year Average, CAP*

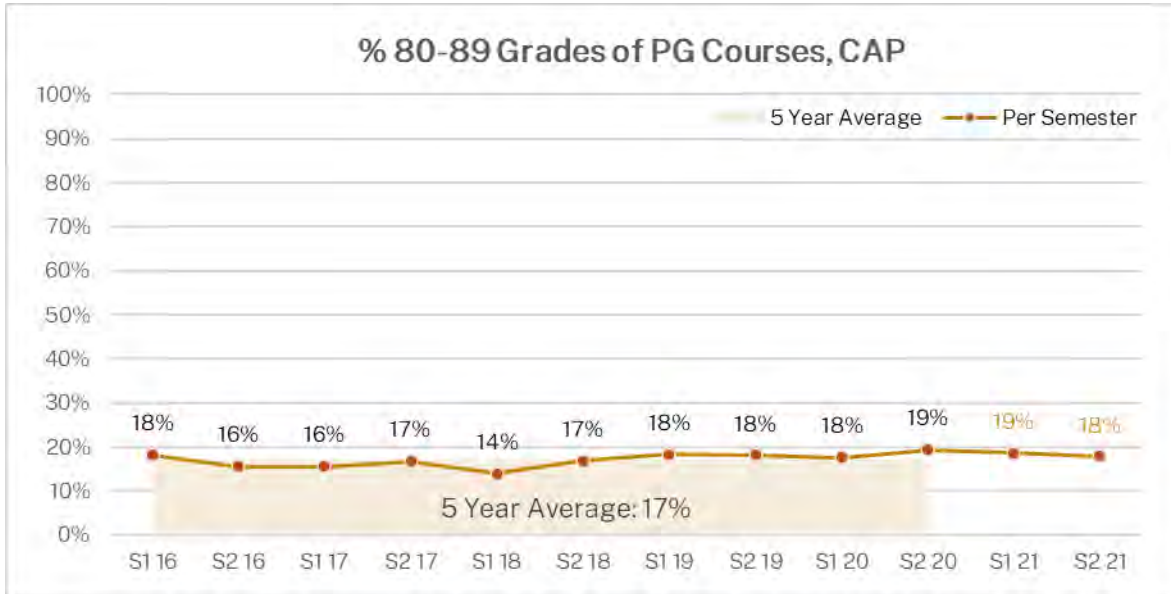
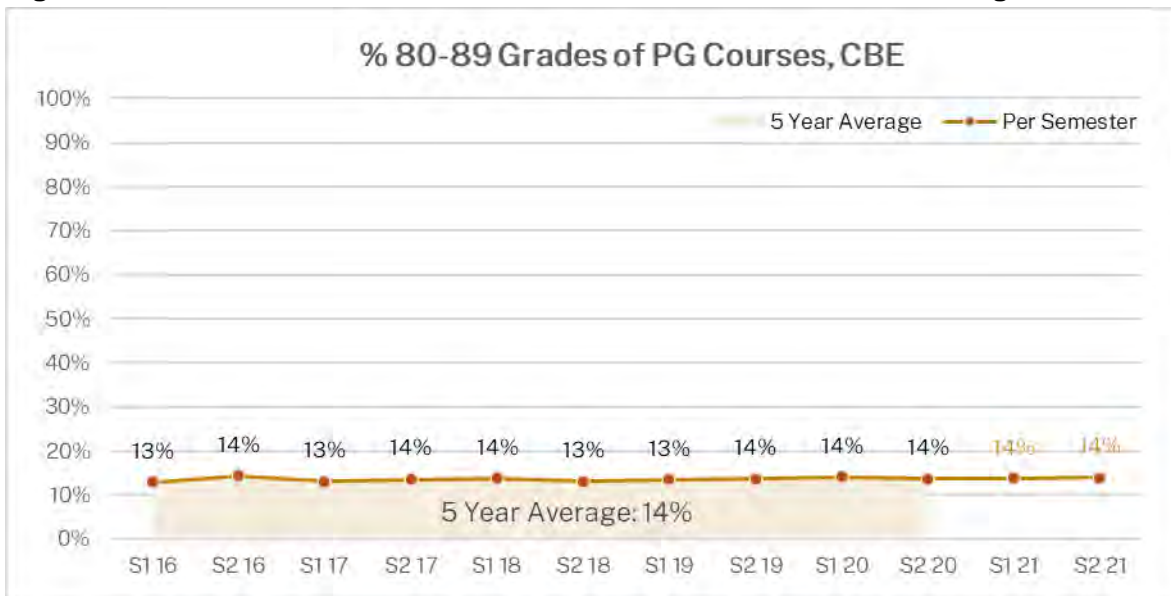


Figure 6l: %80-89 Grades of PG Courses, Time Series VS. 5-Year Average, CBE*



* << difference with the previous like semester was statistically significant (p<0.1)

< difference with the previous immediate semester was statistically significant (p<0.1)

Figure 6m: %80-89 Grades of PG Courses, Time Series VS. 5-Year Average, CECS*

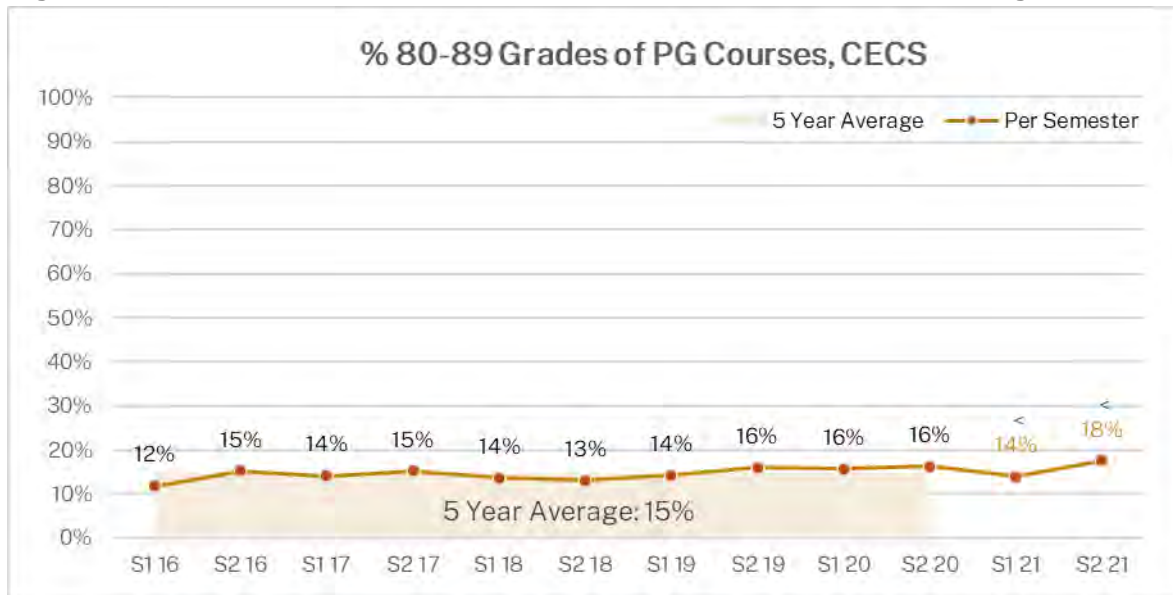


Figure 6n: %80-89 Grades of PG Courses, Time Series VS. 5-Year Average, COL*

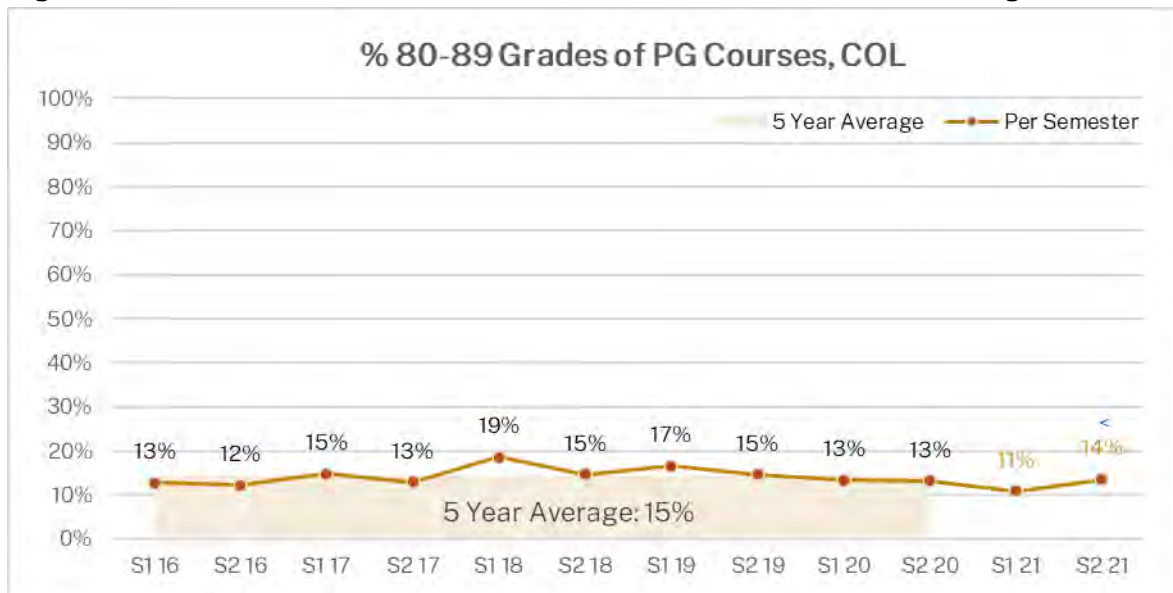


Figure 6o: %80-89 Grades of PG Courses, Time Series VS. 5-Year Average, CHM*

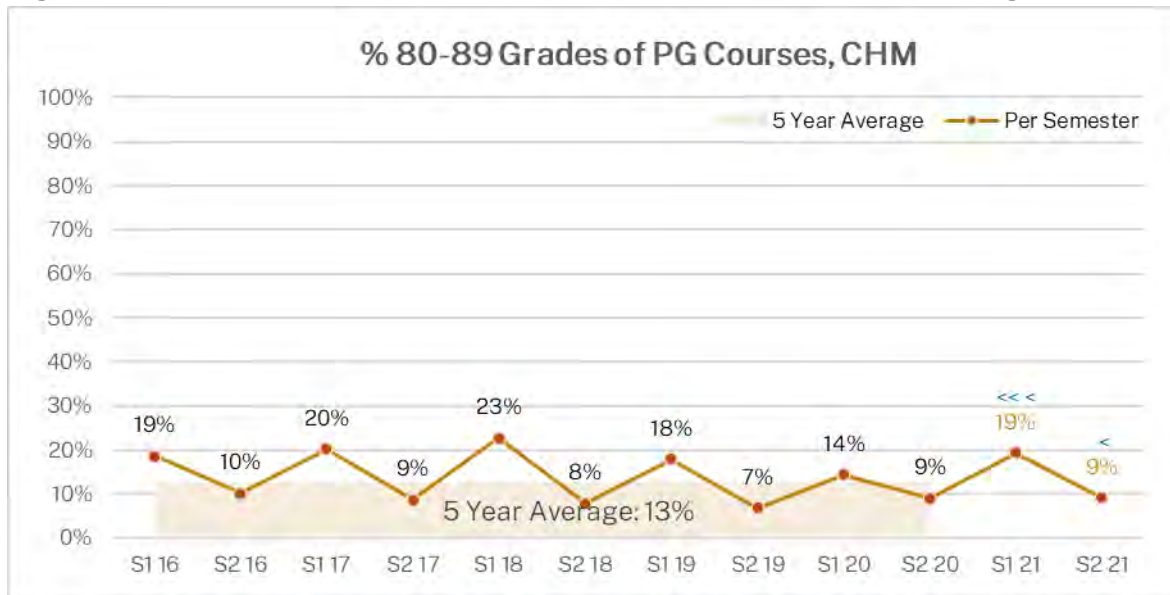
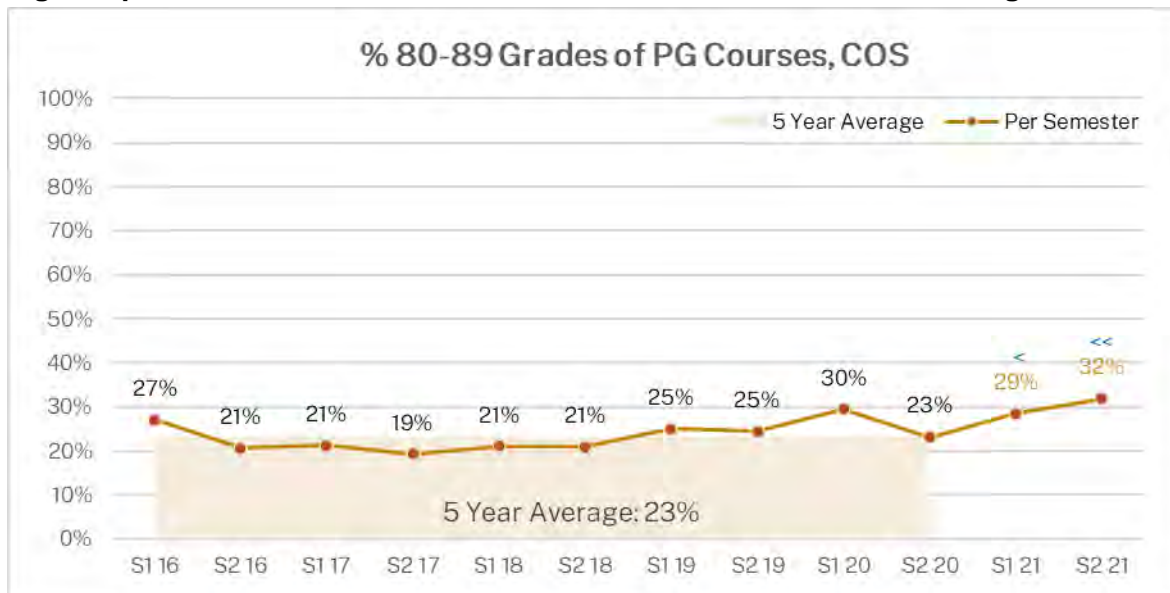


Figure 6p: %80-89 Grades of PG Courses, Time Series VS. 5-Year Average, COS*



* << difference with the previous like semester was statistically significant (p<0.1)

< difference with the previous immediate semester was statistically significant (p<0.1)

Fail and CRN Grades

Undergraduate Courses

The proportion of Fail plus CRN grades together for ANU undergraduate courses was 5% in Semester 1 2021, and 4% in Semester 2 2021. This is lower than the 5-year average of Fail grades at 6% (CRN only existed since 2020). The 5% Fail plus CRN grades in Semester 1 2021 was made up of 5% of Fail and 0.1% of CRN grades, and the 4% in Semester 2 2021 was solely by Fail grades with no CRN recorded in Semester 2 2021.

At college level, all colleges had lower proportions of Fail plus CRN grades in their undergraduate courses in 2021, compared to their respective 5-year averages, except for CECS and COL. CECS had the same proportion of Fail plus CRN grades as its 5-year average in Semester 1 2021 whereas COL recorded 3% of Fail plus CRN grades in Semester 1 2021 and this is 1% higher than its 5-year average.

Figure 7a: %Fail Grades of UG Courses, Time Series VS. 5-Year Average, ANU*

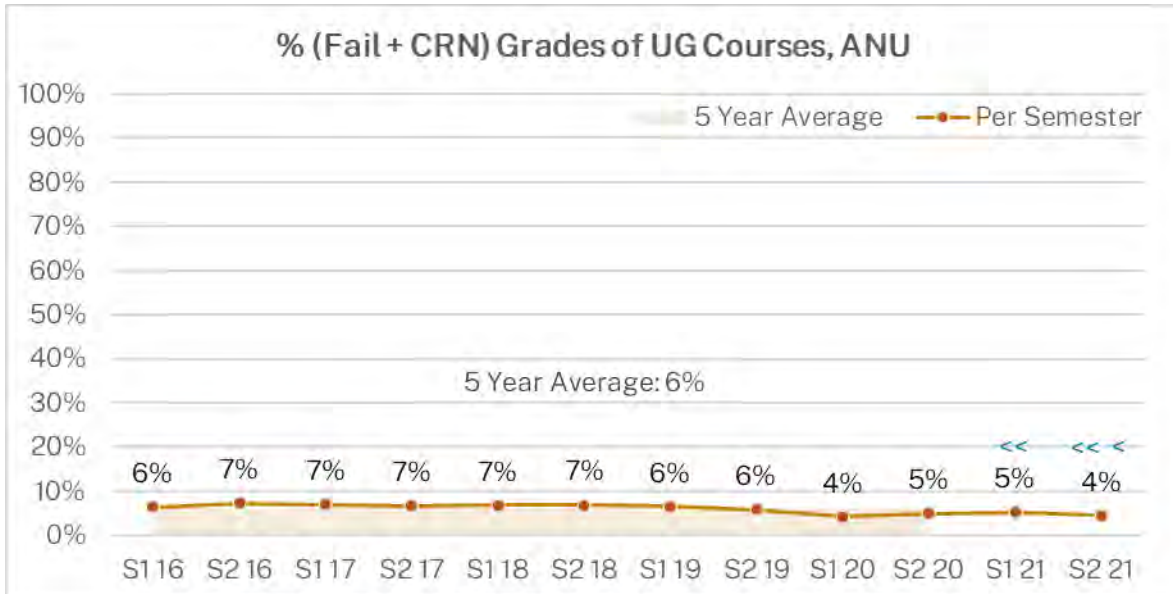
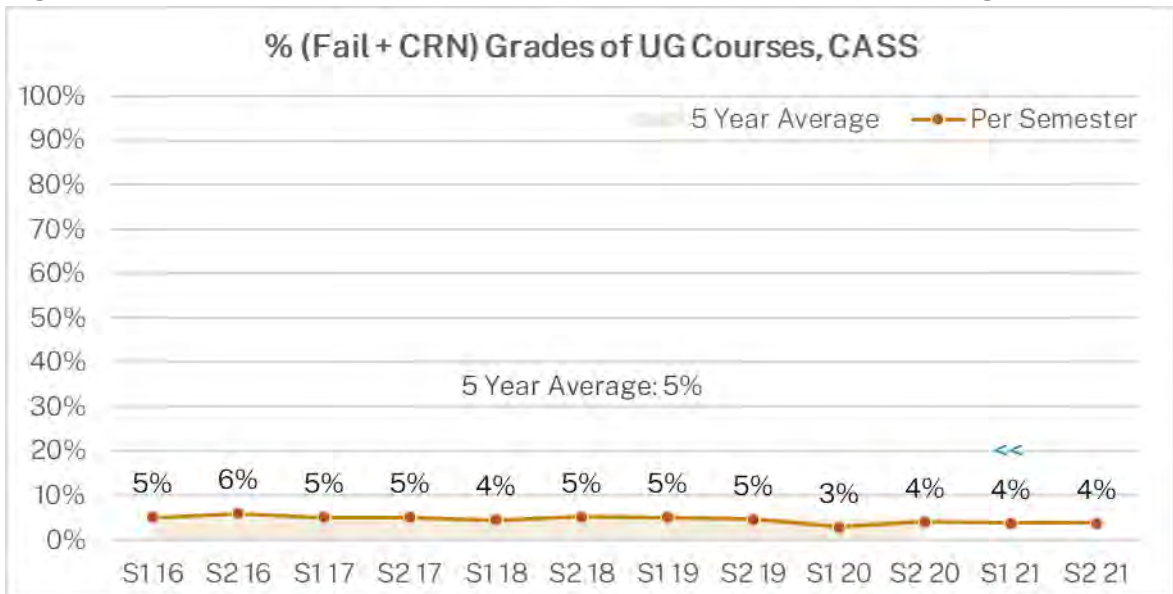


Figure 7b: %Fail Grades of UG Courses, Time Series VS. 5-Year Average, CASS*



* << difference with the previous like semester was statistically significant (p<0.1)

< difference with the previous immediate semester was statistically significant (p<0.1)

Figure 7c: %Fail Grades of UG Courses, Time Series VS. 5-Year Average, CAP*

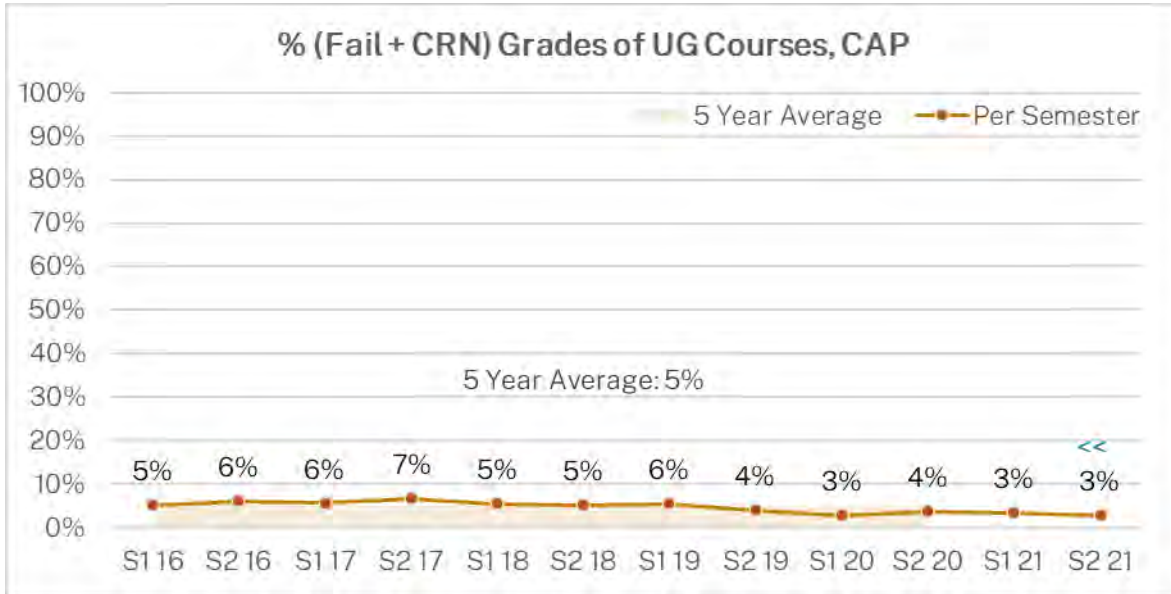
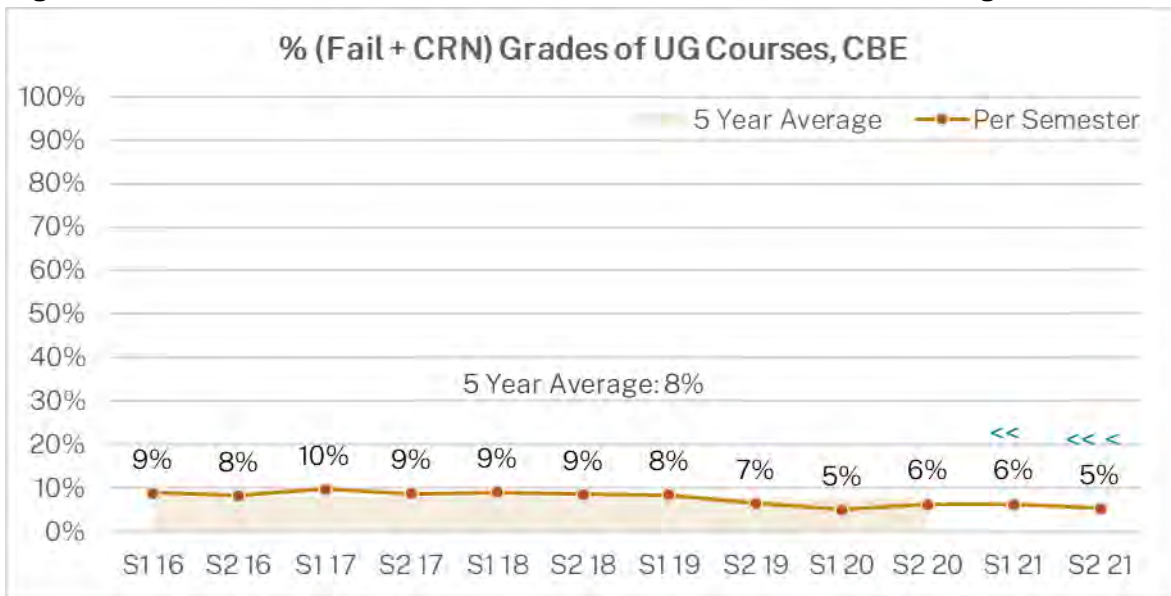


Figure 7d: %Fail Grades of UG Courses, Time Series VS. 5-Year Average, CBE*



* << difference with the previous like semester was statistically significant (p<0.1)

< difference with the previous immediate semester was statistically significant (p<0.1)

Figure 7e: %Fail Grades of UG Courses, Time Series VS. 5-Year Average, CECS*

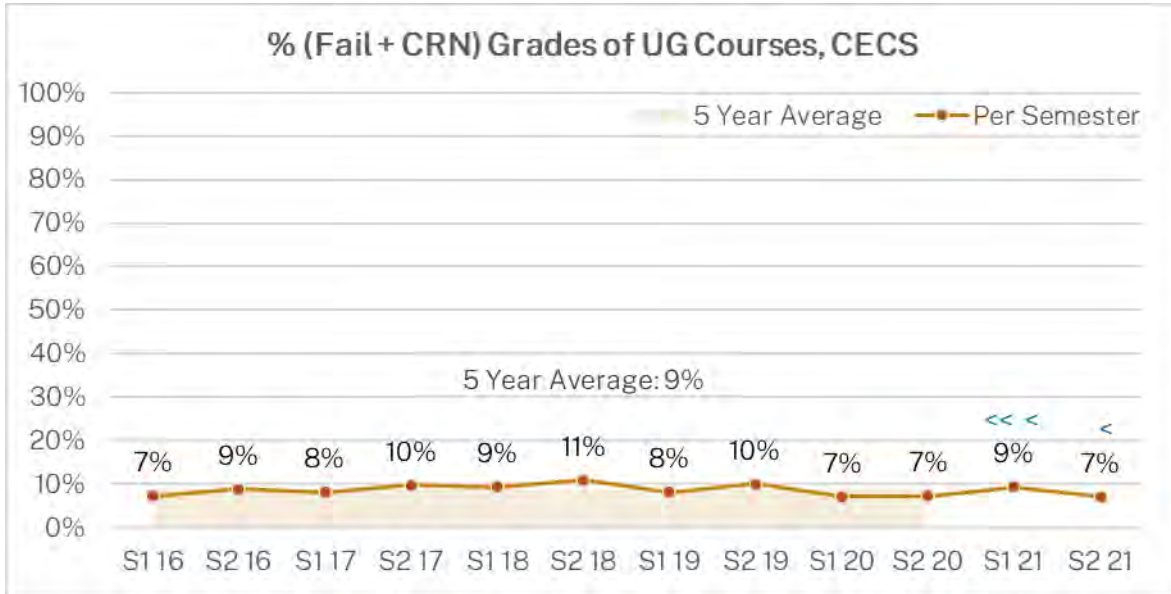
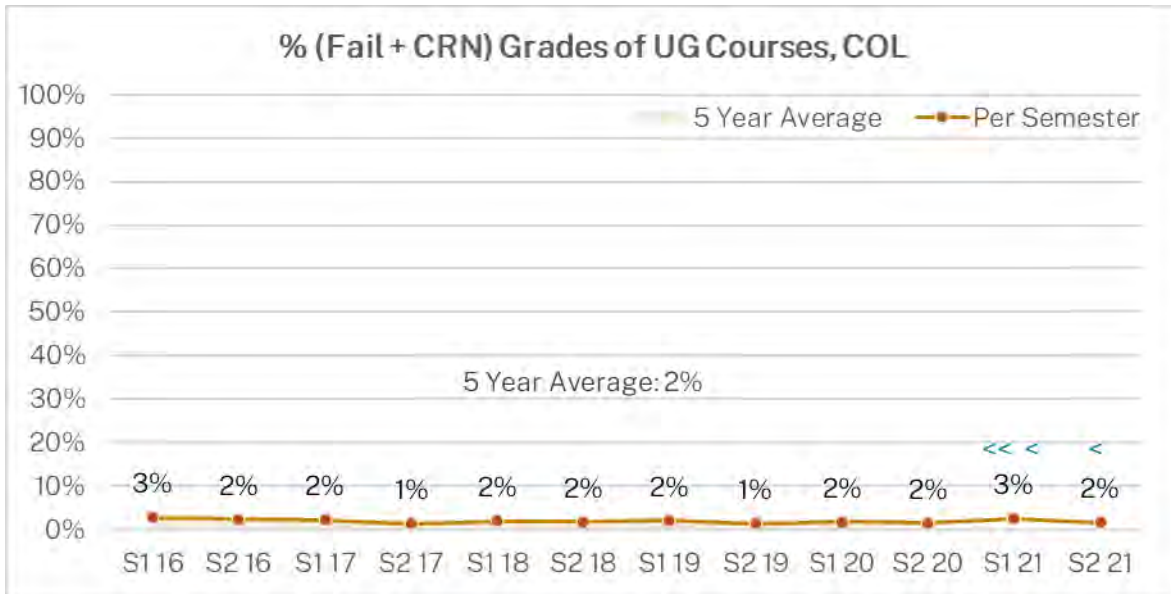


Figure 7f: %Fail Grades of UG Courses, Time Series VS. 5-Year Average, COL*



* << difference with the previous like semester was statistically significant (p<0.1)

< difference with the previous immediate semester was statistically significant (p<0.1)

Figure 7g: %Fail Grades of UG Courses, Time Series VS. 5-Year Average, CHM*

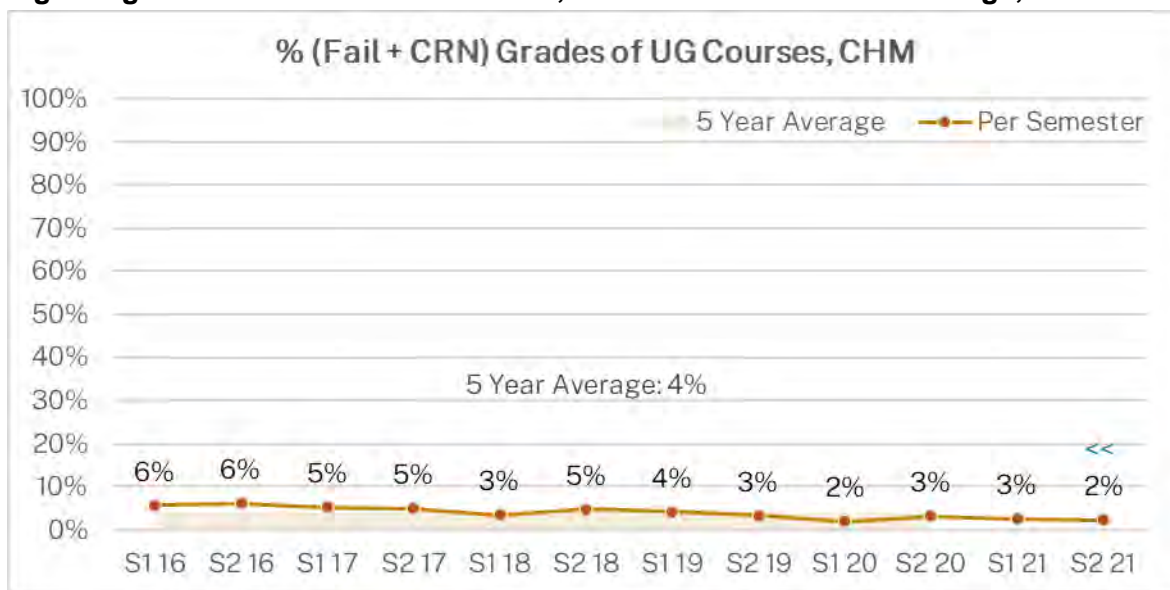
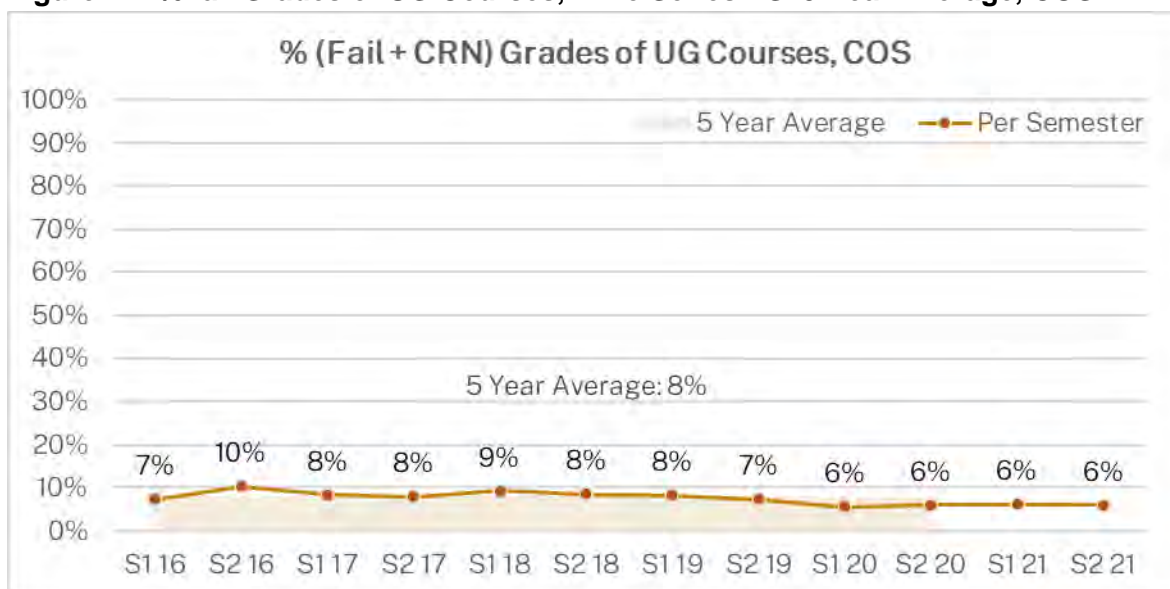


Figure 7h: %Fail Grades of UG Courses, Time Series VS. 5-Year Average, COS*



Postgraduate Courses

The proportion of Fail plus CRN grades together for ANU postgraduate courses was 4% in Semester 1 2021, and 4% in Semester 2 2021, which is above the 5-year average of Fail grades at 3%.

At college level, all colleges had broadly consistent proportions of Fail plus CRN grades in 2021, compared to their respective 5-year averages; except CHM and COL, which saw a drop in the proportions of Fail plus CRN grades in Semester 2 2021.

Figure 7i: %Fail Grades of PG Courses, Time Series VS. 5-Year Average, ANU*

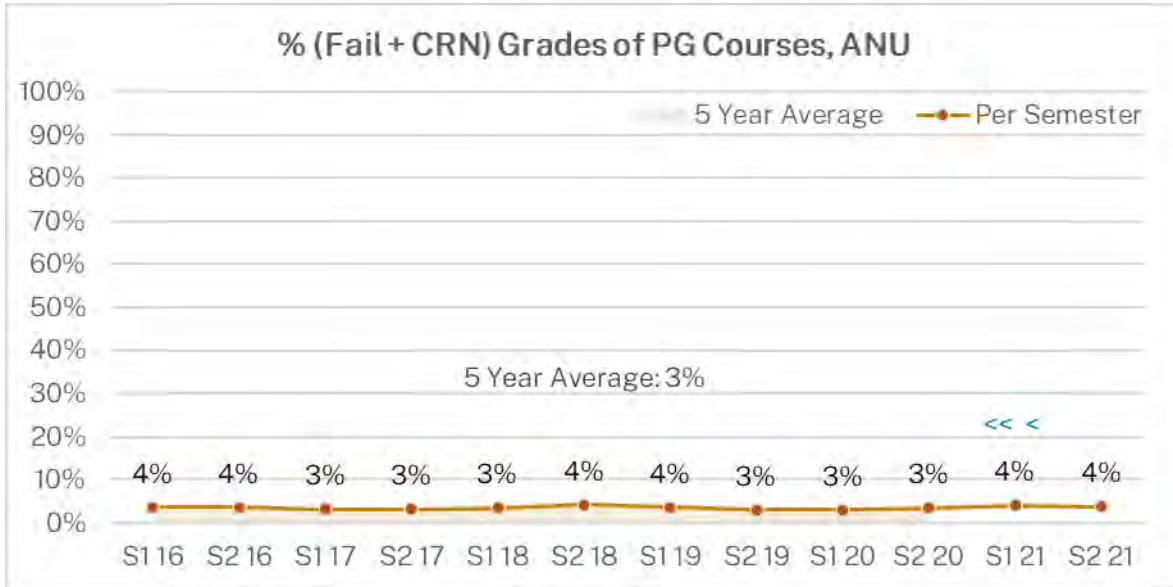
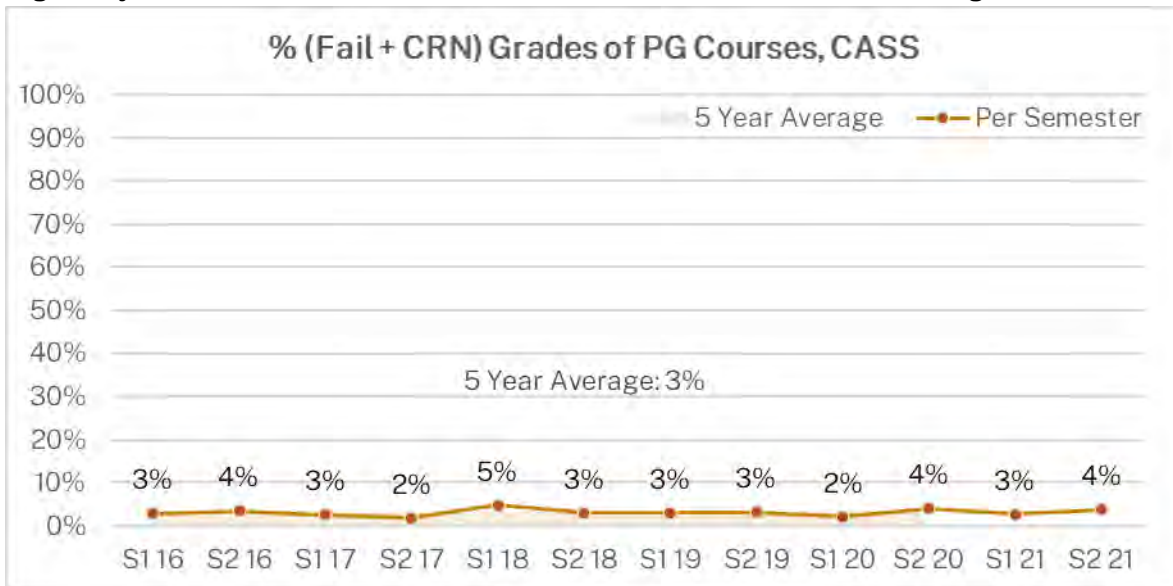


Figure 7j: %Fail Grades of PG Courses, Time Series VS. 5-Year Average, CASS*



* << difference with the previous like semester was statistically significant (p<0.1)

< difference with the previous immediate semester was statistically significant (p<0.1)

Figure 6k: %Fail Grades of PG Courses, Time Series VS. 5-Year Average, CAP*

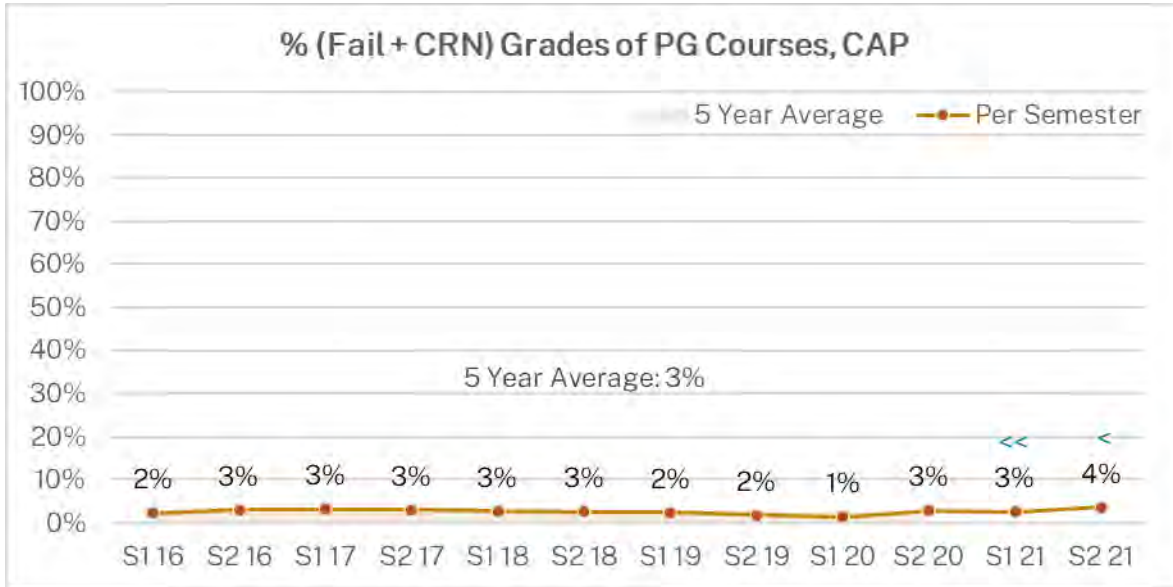
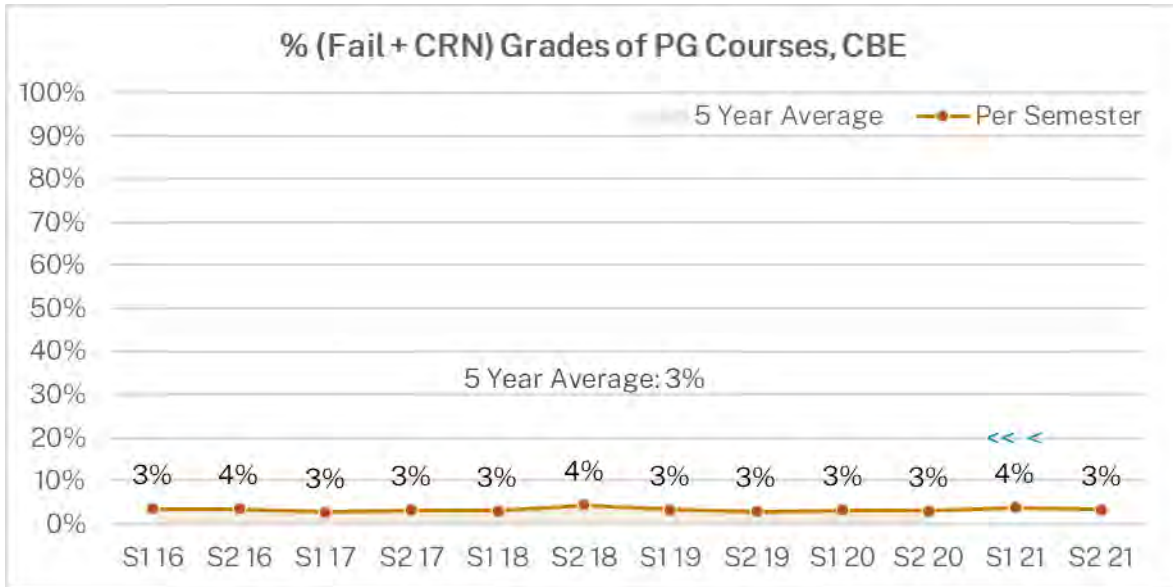


Figure 7l: %Fail Grades of PG Courses, Time Series VS. 5-Year Average, CBE*



* << difference with the previous like semester was statistically significant (p<0.1)

< difference with the previous immediate semester was statistically significant (p<0.1)

Figure 7m: %Fail Grades of PG Courses, Time Series VS. 5-Year Average, CECS*

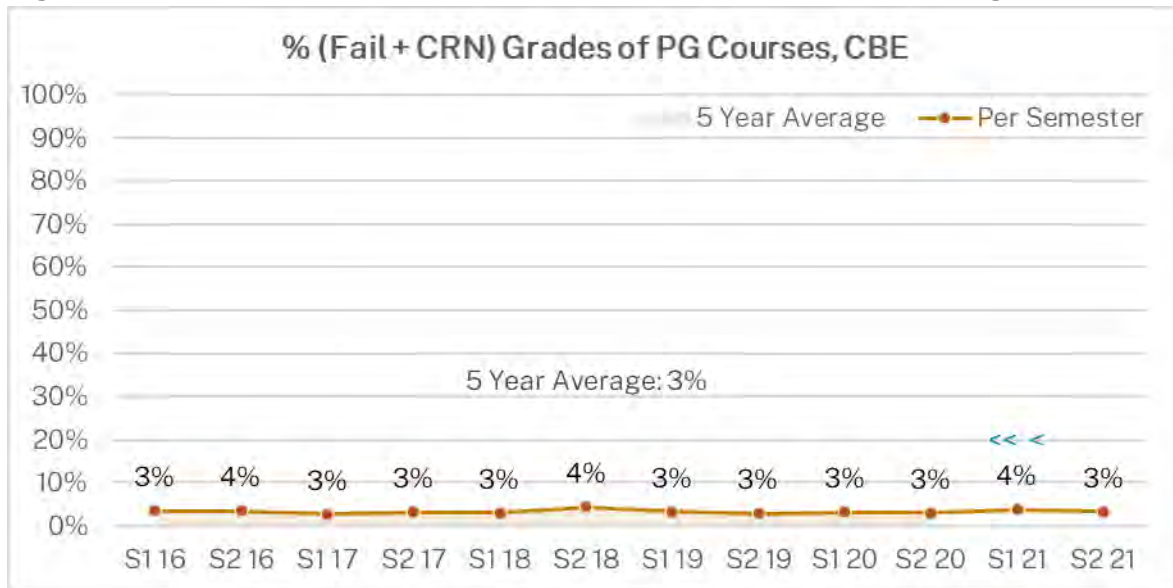
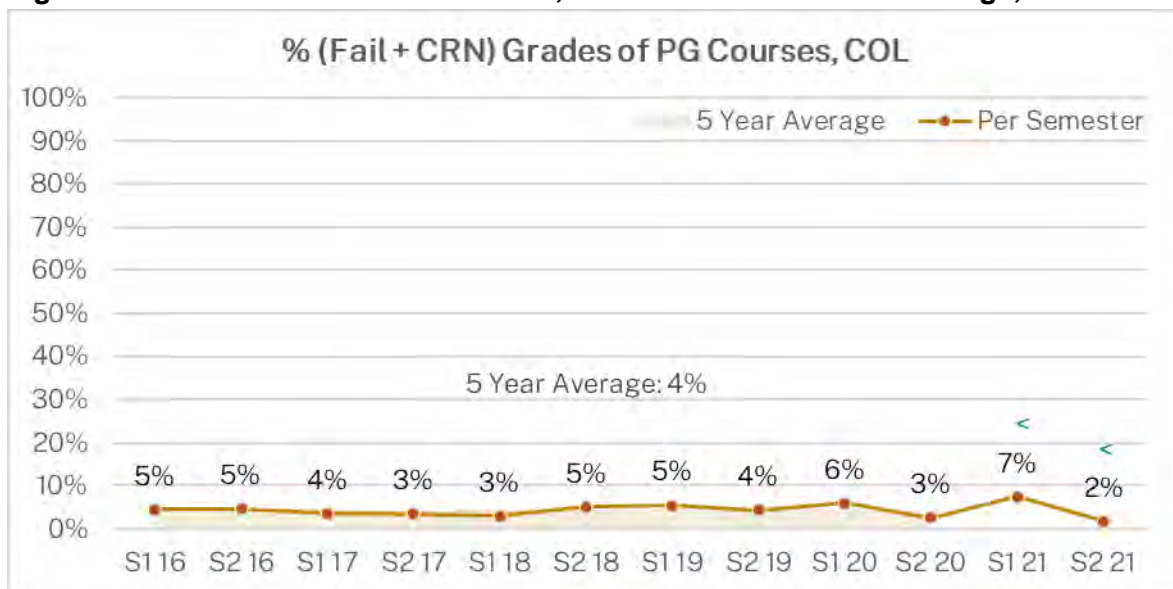


Figure 7n: %Fail Grades of PG Courses, Time Series VS. 5-Year Average, COL*



* << difference with the previous like semester was statistically significant (p<0.1)

< difference with the previous immediate semester was statistically significant (p<0.1)

Figure 7o: %Fail Grades of PG Courses, Time Series VS. 5-Year Average, CHM*

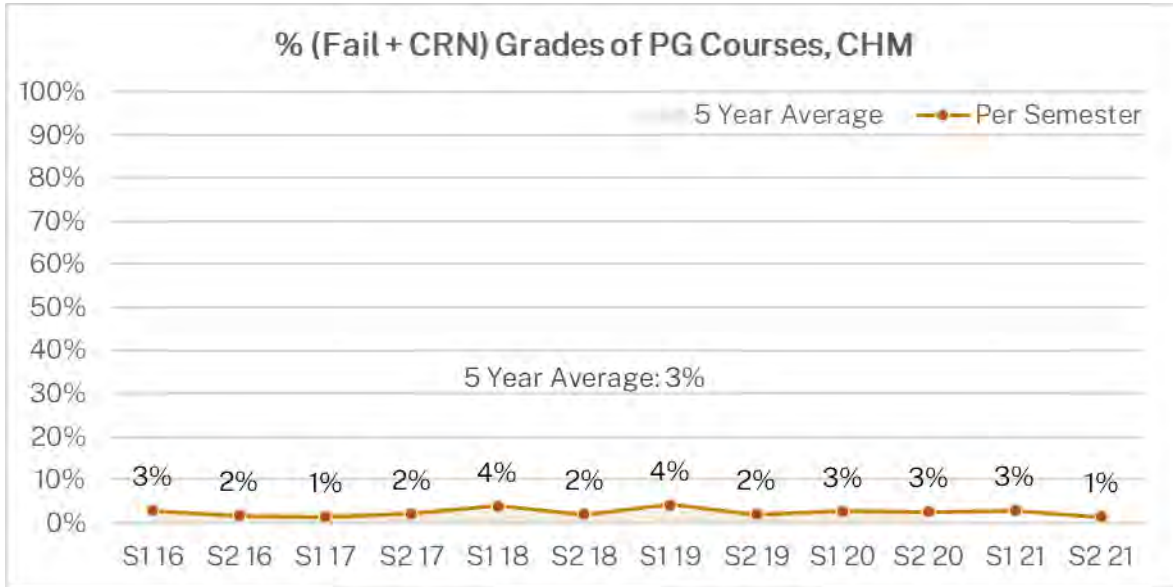
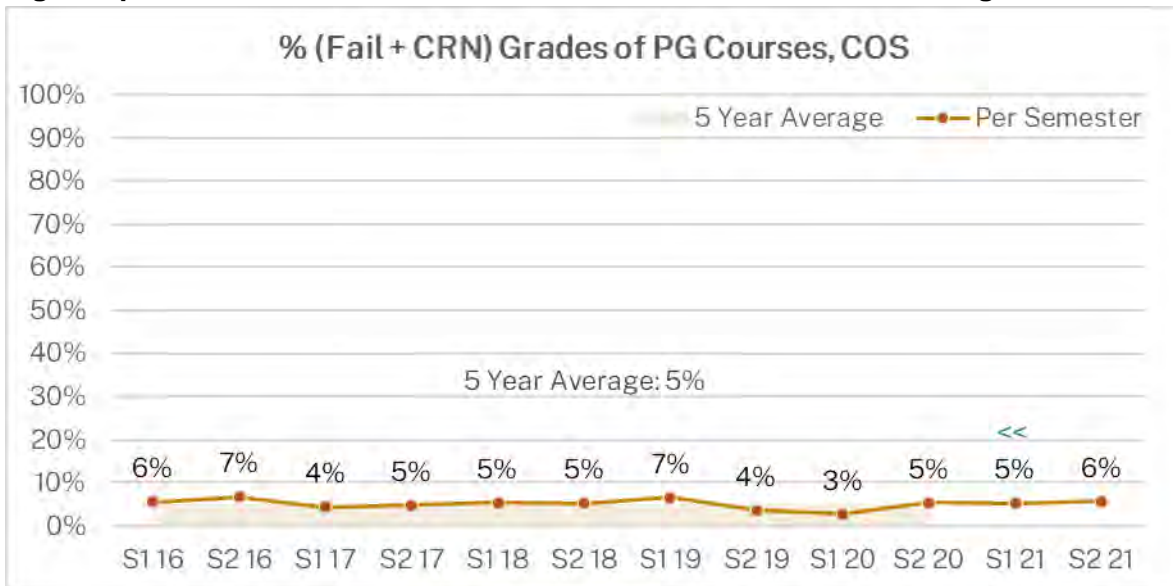


Figure 7p: %Fail Grades of PG Courses, Time Series VS. 5-Year Average, COS*



Prepared by

University Performance, Planning and Service Performance Division

Approved by

Director, Planning and Service Performance Division

Sponsor

Dean, Academic Quality

March 2022

***Item 22. Academic Integrity Rule: Implementation and Communication Plan – update March 2022**

Purpose

To provide to the Academic Quality Assurance Committee information about progress towards the implementation and communication of the Academic Integrity Rule.

Recommendation

That the Committee **note** and **endorse** for transmission to Academic Board for noting the progress on the implementation and communication plan for the Academic Integrity Rule.

ACTION REQUIRED

For discussion For decision For information For College Response

Executive Summary of Issues

Academic Board 3/2018 endorsed a number of recommendations made by the Academic Integrity Implementation Working Party (AIWP), including adopting a new statement of values which outlines academic integrity principles and expectations. A significant review of the Academic Misconduct Rule (2015) was undertaken in response to these recommendations.

After extensive work and consultations, the new Academic Integrity Rule 2021, as well as its associated Policy and Procedure, have been endorsed by AQAC and Academic Board, and approved by the Vice-Chancellor, to take effect on 1 December 2021. For consistency, changes were also made to the Discipline Rule and the Appeals Rule.

To ensure that the implementation and communication of changes under the new Rule and associated documents occur in line with the implementation date of 01 December 2021, an implementation and communication plan was developed and endorsed by AQAC 3/2021 and approved by Academic Board 3/2021. The plan outlines the approach to implementation, identifies stakeholders and communication methods, details activities and allocates responsibilities. The implementation and communication of the Academic Integrity Rule focuses on providing information about changes to the Rule, including the associated policy and procedure, and providing resources for staff and students with further information and supplementary documentation.

The updated implementation and communication plan (**Attachment A**) provides information about progress against individual action items. Significant progress has been made in the following areas:

- A webpage has been developed and information material for staff and students has been produced [Academic Integrity: Best Practice Principles for Teachers](#) and [Academic Integrity for Learners](#)
- Work with the Academic Skills team in support of a new academic integrity module based on the Epigeum Module has been completed.
- The development of an eForm to support management of cases of academic integrity breaches is progressing but has been delayed. The new plan for eForm delivery in 2022 will be prepared for AQAC 3/2022. New timeframes for UAT and release are currently being considered and will be communicated to all stakeholders as soon as they have been determined.
- New templates for continued manual handling of Academic Integrity reporting have been finalised and have been placed on the webpages [Handling a Potential Breach of Academic Integrity](#) and [Referrals for Potential Academic Misconduct](#)
- Communications were sent to all stakeholders on 1 March 2022 updating them of the temporary manual reporting process in place until final delivery of the eForm.
- Final presentations to students were made in O week Semester 1 February 2022.

Alignment with ANU Strategic Plan

The Strategic Plan outlines the University's vision and values, including its commitment to integrity and ethical behaviours. ANU is committed to demonstrating these values by meeting and/or exceeding its legislative and compliance obligations.

Background

The AIIWP report outlined recommendations based, in part, on the principle: "A culture of academic integrity is best developed and maintained through a holistic and integrated approach. A strong culture is facilitated through taking an educative approach to academic integrity where clear lines of responsibilities and appropriate level of policy and procedural detail are provided which are easy to find and access". The AWIIP provided recommendations to create a framework supporting a culture of academic integrity.

The Academic Integrity Rule (Rule) provides the backbone of the framework by defining the academic integrity principle, followed by listing types of breaches, processes for handling reviews or inquiries and subsequent findings or actions. The Student academic integrity policy addresses AWIIP recommendations by providing the principles around responsibilities to the University's holistic and educative approach. The procedure focuses on procedural steps that sit outside of the Rule. Detailed flowcharts, templates and checklists have been approved to support the Rule and procedure, and will be integrated into an eForm. The Academic Integrity Best Practice Principles Working Party developed [best practice principles](#) for learners and [best practice principles](#) for teachers. These best practice principles have been developed to include definitions and examples of breaches and acceptable conduct.

Implementation

The implementation date of the Academic Integrity Rule 2021, the Student Academic Integrity policy and procedure and associated documentation is for courses commencing on or after 1 December 2021.

Consultation and discussion record

AQAC 1/2022 (16 February 2022)

The Committee noted and endorsed for transmission to Academic Board for noting the progress on the development of the eForm and the implementation and communication plan for the Academic Integrity Rule.

AB 6/2021 (30 November 2021)

Academic Board noted the progress on the implementation and communication plan for the Academic Integrity Rule.

AQAC 6/2021 (14 October 2021)

The Committee:

- noted the update provided by the Director PSP and that the eForm will be ready to use at the beginning of Semester 1 2022;
- requested that Colleges provide to the director.psp@anu.edu.au examples of complex cases of academic integrity incidents to user test the eForm; and
- endorsed for transmission to Academic Board for noting, the progress on the implementation and communication plan for the Academic Integrity Rule.

Dean, Academic Quality (25 August 2021)

The Dean, Academic Quality, as the responsible officer, approved the Academic Integrity Supporting Documentation that was included in the agenda for Academic Board 4/2021, Item 50.

Academic Board 4/2021 (24 August 2021)

AB noted the draft flowcharts, checklists and letter templates; and approved the Dean, Academic Quality to be the Responsible Officer for the supporting documentation; and noted that work on

additional supporting documentation and systems is progressing, most notably the best practice principles and a new eForm.

AQAC 4/2021 (22 July 2021)

AQAC endorsed for transmission to Academic Board for approval the draft flowcharts, checklists and letter templates; and noted that work on additional supporting documentation and systems is progressing, most notably the best practice principles and a new eForm.

Vice-Chancellor sign-off (19 July 2021)

The Vice-Chancellor signed off on the Academic Integrity Rule 2021, Appeals Rule 2021; Discipline Rule 2021. The Rules were subsequently registered on the Federal Register of Legislation.

University Legal Office (30 June 2021)

Reviewed and provided feedback on letter templates and checklists.

Workshop: Academic Integrity documentation (16 June 2021) and subsequent consultation (23 June - 5 July 2021)

Members of members AQAC, including the Chair, AQAC, HDRC representatives, members of the best practice principles working group and professional staff at ANU Colleges provided feedback on the flowcharts, checklists and letter templates.

AB 3/2021 (29 June 2021)

AB approved the draft Student Academic Integrity procedure v8.5 (Attachment B); and noted the feedback from the workshop held on 30 April 2021; and noted that the Academic Standards and Quality Assurance Office (ASQO) continues to take on the responsibility of record keeping in ERMS until the new e-form is in place, at which time responsibility for processes will be revisited.

AB noted the Implementation and Communication Plan for the Academic Integrity Rule.

AQAC 3/2021 (20 May 2021)

AQAC endorsed for transmission to Academic Board for approval the draft Student Academic Integrity procedure v8.5; noted the feedback from the workshop held on 30 April 2021; and noted that the ASQO continues to take on the responsibility of record keeping in ERMS until the new Eform is in place, at which time responsibility for processes will be revisited.

AQAC noted and endorsed for transmission to Academic Board for noting the Implementation and Communication Plan for the Academic Integrity Rule.

AB 2/2021 (4 May 2021)

AB endorsed the Academic Integrity Rule 2021 (Rule) (to come into effect on 1 December 2021) and approved the Student Academic Integrity policy (to come into effect on 1 December 2021) and noted that AQAC did not endorse the draft procedure v8.4.

Post AQAC 2/2021 Workshop 30 April 2021

13 attending AQAC members or their representatives worked through and resolved concerns relating to the procedure.

Post AQAC 2/2021 Out of session 21-23 April 2021

The Committee endorsed the policy but did not endorse the procedure. Further consultation will be undertaken between AQAC and ASQO on the procedure.

URC 2/2021 (14 April 2021) endorsed the proposed Student Academic Integrity policy and procedure for consideration by Academic Board, noting that amendments may still be made as a result of feedback from HDRC and AQAC.

HDRC Out of Session (April 2021) consultation and feedback on the draft policy, procedure and legislation. Endorsed to URC 02/2021.

AQAC 2/2021 (18 March 2021)

1. Endorsed for transmission to URC for information and to the Academic Board for endorsement and to the Vice Chancellor for approval the:
 - draft Academic Integrity Rule (minor changes);
 - Discipline Rule; and
 - Appeals Rule.
2. Agreed to revisions be made to the procedure before being circulated with the policy to Colleges for comment by COB 16 April 2021

URC 1/2021 (24 Feb 2021) consultation for the draft legislation, Academic Integrity Rule 2021. Endorsed to AB 01/2021.

HDRC 5/2020 (25 Nov 2020) consultation and feedback for the draft legislation, Academic Integrity Rule 2021. Endorsed to URC 01/2021.

AQAC 4, 5, 6 2020 (23 July, 17 September, 29 October 2020) extensive consultation and feedback for the draft legislation, Academic Integrity Rule 2021. Endorsed to AB 01/2021.

Academic Board (3 July 2018) noted the recommendations of the Academic Integrity Implementation Working Party report. (AB 3/2018 Minutes)

Academic Board (10 October 2017) A verbal update on the Working Party was given by its Chair to AB 5/2017 on 10 October 2017, Agenda Item 19a (see Minutes, pp. 6-7).

Academic Integrity Implementation Working Party (7 March, 4 April, 16 August and 21 September 2017; 7 and 15 May, 2018) Meetings of the Academic Integrity Implementation Working Party; the meetings attended by each member are recorded in the Report of the Working Party.

Academic Board (6 December 2016) The Academic Integrity Scoping Working Party: Report to Academic Board was presented to Academic Board as Item 13, Academic Board Agenda Papers 6/2016 (6 December 2016), pp. 42-66. Academic Board approved establishment of Academic Integrity Implementation Working Party in 2017 (p.6).

Academic Integrity Scoping Working Party (24 October, 28 October and 23 November 2016) Development of issues and recommendations, including documentation of current College practices, to the Academic Board in the Academic Integrity Scoping Working Party Scoping Paper.

Academic Board (2 August and 4 October 2016) Establishment of the Academic Integrity Scoping Working Party.

Prepared by

Project Manager, Academic Standards and Quality Office (ASQO), DSAAS

Approved by

Head, Academic Standards and Quality Office (ASQO), DSAAS

Sponsor

Dean, Academic Quality

March 2022

Attachments

- A. [Academic integrity Rule 2021: Implementation and communication plan March 2022](#)

Academic Quality Assurance Committee 2/2022: Part 6 – Academic Standards



Australian
National
University

Academic Integrity Rule 2021

Implementation and Communication Plan

Socialisation of the Academic Integrity Rule, policy and procedure

Document Control

Version	Date	Author	Amendment	Distribution
1.0	April 2021	Nora Sautter, Project Manager, ASQO		
1.1	May 2021	Nora Sautter, Project Manager, ASQO		AQAC, Academic Board
1.2	September 2021	Nora Sautter, Project Manager, ASQO	- 5. Roles and responsibilities: updated staff responsibilities - 6. Implementation and Communication Plan: Added progress/status column	AQAC, Academic Board
1.3	October 2021	Nora Sautter, Project Manager, ASQO	6. Implementation and Communication Plan: Added progress/status column	AQAC, Academic Board
1.4	January 2022	Cerian Stanfield, Project Manager, ASQO	6. Implementation and Communication Plan: updated progress and status column	AQAC,
1.5	March 2022	Cerian Stanfield, Project Manager, ASQO	6. Implementation and Communication Plan: finalised progress 7. Creation of a new eForm Delivery in 2022 Plan	AQAC

Document Approval

Supported by:

Suzie Alcorn, Head Academic Standards and Quality Office (ASQO), DSAAS

.....
(INSERT Business Owner name / title)

Date: **03 March 2022**

Approved by:

Royston Gustavson, Dean, Academic Quality

.....
(INSERT Project Sponsor name / title)

Date: **03 March 2022**

1. Introduction

The purpose of this plan is to define the implementation and communication requirements for the updated Academic Misconduct Rule, now called Academic Integrity Rule 2021, and the associated Student Academic Integrity policy and procedure.

The plan identifies stakeholders and communication approaches for each of the stakeholder groups. A stakeholder analysis is included to assist communication activity through an understanding of needs and expectations for all stakeholders directly involved in the project. It also identifies roles of persons involved in implementation and communication and allocates responsibilities for implementation and communication. It will serve as a guide for implementation and communication of the Rule, policy and procedure, and will be updated as needs change.

2. Background

The Academic Integrity Rule 2021 was developed based on the recommendations for changes to the Academic Misconduct Rule (2015) made by the Academic Integrity Implementation Working Party. A significant review of the Academic Misconduct Rule (2015) was undertaken in response, resulting in a number of changes that reinforce the University's commitment to integrity and ethical behaviours.

The Academic Integrity Rule 2021 is accompanied by a new policy and procedure. These documents have been considered and endorsed by the Academic Quality Assurance Committee, the Higher Degree Research Committee and the University Research Committee, and have been approved by Academic Board.

Subsequent changes were also made to the Discipline Rule and Appeals Rule to ensure consistency with the Academic Integrity Rule 2021.

The Rules and related documents will be implemented from 1 December 2021.

3. Approach

ASQO communication and implementation of the Academic Integrity Rule focuses on providing information about changes to the Rule, including the associated policy and procedure, and providing resources for staff and students with further information and supplementary documentation. Training provided to staff will presume prior understanding and familiarity with academic integrity and the Academic Misconduct Rule (2015). Training intended for a student audience will not presume familiarity with the Academic Misconduct Rule (2015), but a general understanding of academic integrity, and will cover academic integrity and breaches more broadly.

Colleges, Schools and Divisions will be encouraged to refer students and staff to central information, and work with ASQO to identify needs for development of additional central information.

4. Stakeholder analysis

This section identifies the key staff and other stakeholders in implementation.

Stakeholder(s)	College / School / Division	What do we need them to know?	What do they want to know?	Communication method
Associate Deans (Education)	All Colleges	Key changes to the Rule relevant for staff and students, new and amended processes, where to find more information	Specific changes for coursework awards, changed processes for staff, what to do if case arises	Presentation at College Education Committee Meetings; staff information webpages
Associate Deans (HDR)	All Colleges	Key changes to the Rule relevant for staff and students, new and amended processes, where to find more information	Specific changes for research awards, changed processes for staff, what to do if case arises	Presentation at Higher Degree Research Committee Meetings; staff information webpages
Associate Deans (Student Experience)	All Colleges	Key changes to the Rule relevant for students, where to find more information, information to update College webpages and information material	Where to direct students for information and support in the case of notification of potential breach	Training session/webinar (staff w student focus); student information webpages
Administrative Network / SAMs	All Colleges	Key changes to the Rule relevant for staff, new and amended processes, where to find more information, information to update College webpages and information material	Changed processes for staff, what to do if case arises, admin processes	Training session/ webinar (staff w admin focus)
Academic Skills Centre	Student Learning and Development, Colleges/Schools	Key changes to the Rule relevant for students to update documentation and information	Information to provide to students about what conduct is acceptable and not acceptable under the Rule, where to direct students for information and support in the case of notification of a potential breach	Training session (staff w student focus)
ANUSA and PARSA	Student Associations	Conduct that is acceptable and is not acceptable under the Rule	Where to find information and support in the case of notification of potential breach	Webinar (students)

Stakeholder(s)	College / School / Division	What do we need them to know?	What do they want to know?	Communication method
Students	All Colleges	Conduct that is acceptable and is not acceptable under the Rule	Where to find information and support in the case of notification of potential breach	Webinar (students)
Dean of Students	Dean of Students	Key changes to the Rule relevant for students; conduct that is acceptable and is not acceptable under the Rule	Where to find information and support in the case of notification of potential breach	Training session/webinar (staff w student focus)
Centre for Learning and Teaching	CLT	Key changes to the Rule	How to support Colleges with education design to prevent breaches from occurring	Training session (teaching focus)
Student Central	DSAAS	Key changes to the Rule	Where to find information and support to refer student in the case of notification of breach	Information sheet via email
Academics	All Colleges	Key changes to the Rule relevant for staff and students; new and amended processes; where to obtain further information and supportive documentation	What to do in the case of a suspected breach of the principle incl information to provide to student,	Webinar (academics)
GRO	Dean Higher Degree Research	Key changes to the Rule relating to research; new and amended processes, where to find more information	Where to find information and support to refer student in the case of notification of breach in research	Training session/webinar (staff w student focus)
ANU Communications and Engagement (ACE)	Communications and Engagement	Key changes to the Rule relating to students and where to find more information to include in all student communication	When to send communication, communication mode	Meeting
Office of the Vice Chancellor	Office of the Vice Chancellor	Key changes to the Rule relating to staff and students	VC responsibilities, obligations and options under the Rule	Briefing note to VC office

Stakeholder(s)	College / School / Division	What do we need them to know?	What do they want to know?	Communication method
Deputy Vice-Chancellor (Academic) and (Research and Innovation)	Office of the DVC(A) and DVC(R&I)	Key changes to the Rule relating to staff and students	VC responsibilities, obligations and options under the Rule	Briefing note to DVC(A) and DVC(R&I) office
ANU Legal Office	University Legal Office	Key changes to the Rule relating to staff and students	Information relevant for updating templates and checklists	Meeting/correspondence
ANU College/Study Group Australia (SGA)	ANU/SGA	Processes for referring cases to ANU	Key changes to the Rule relating to staff and students	Include in webinar, email communication

5. Roles and responsibilities

Role	Responsibility	Name / position
Coordination	Overall coordination of the implementation and communication, liaising with stakeholders about implementation	Nora Sautter, Project Manager, ASQO Kathryn Sanft, Manager, Appeals and Integrity, ASQO
Training material	Development of training materials (incl. presentations, webinars) for different audiences	Debbie Wilson, Senior Academic Integrity Officer, ASQO Bernice Chu, Senior Academic Integrity Officer, ASQO
Communication material	Developing information material for staff and students (e.g. handouts), webpage contents, briefing notes	Nikki McKenzie, Deputy Manager, Appeals and Integrity, ASQO Bernice Chu Debbie Wilson
Training and presentation	Delivering training, incl. webinars, to staff and students.	Debbie Wilson Bernice Chu
Forms and checklists	Development of forms, checklist, flowcharts	Debbie Wilson Bernice Chu
Enquiries	Responding to emails and telephone enquiries from stakeholders	Bernice Chu

6. Implementation and Communication Plan

This is a high level schedule for implementation and communication activities.

ID	Activity	Description	Responsible officer	Scheduled start	Scheduled Finish	Progress/status
1	Develop training and presentation material	Develop powerpoint slides, handouts for training/presentation for different audiences: - Presentation at College Education/HDR Committee Meetings - Training session/webinar for staff with student focus - Training session/webinar for staff with admin focus - Webinar for students - Training session with teaching focus	Debbie Wilson, Senior Academic Integrity Officer, ASQO Bernice Chu, Senior Academic Integrity Officer, ASQO	12/04/21	28/02/22	Completed. Staff presentation materials completed 31/08/21 Student presentation materials in final draft. Student presentations to occur in early 2022.
2	Develop communication materials	Developing information material for staff and students (e.g. handouts), briefing notes	Bernice Chu, Senior Academic Integrity Officer, ASQO Debbie Wilson, Senior Academic Integrity Officer, ASQO	12/04/21	15/6/21	Completed.
3	Update and develop forms, flowcharts and checklists	- Update and develop flowcharts to show processes, checklists to provide overview of steps to be taken by staff dealing with a potential breach, templates to use for correspondence	Debbie Wilson, Senior Academic Integrity Officer, ASQO Bernice Chu, Senior Academic Integrity Officer, ASQO	12/04/21	28/05/21 (templates 10/5/21)	Completed. Documents endorsed by AQAC 4/2021 and approved by Dean, Academic Quality

ID	Activity	Description	Responsible officer	Scheduled start	Scheduled Finish	Progress/status
		- Work with legal office as required to finalise documents	Nora Sautter, Project Manager, ASQO Kathryn Sanft, Manager, Appeals and Integrity, ASQO	10/5/21	28/5/21	Completed.
		- Workshop documents with AQAC members	Kathryn Sanft, Manager, Appeals and Integrity, ASQO Nora Sautter, Project Manager, ASQO	31/5/21	18/6/21	Completed.
4	Review and prepare webpages (staff focus)	Review, update and develop content on Academic integrity staff webpages	Bernice Chu, Senior Academic Integrity Officer, ASQO	12/04/21	28/02/2022	Completed for manual handling of AI reporting the development of eForm version of this information will be moved to a new table detailing delivery of the eForm for AQAC 3.
5	Review and prepare Class Summary on Programs and Courses	Review and update reference to Academic Misconduct Rule	Narelle Buckley, Quality Manager, Programs and Courses, ASQO	12/04/21	15/11/21	Completed. The text for class summaries has been approved by the Dean, Academic Quality, and provided to the Manager, Programs and Courses
6	Work with Academic Skills	Work with Academic Skills to update Academic integrity student pages	Nora Sautter, Project Manager, ASQO	12/04/21	15/11/21	This part of the work is complete and regular review and updating will be now be ongoing as part of normal business as usual.

ID	Activity	Description	Responsible officer	Scheduled start	Scheduled Finish	Progress/status
7	Work with ANU Records and PSP	<ul style="list-style-type: none"> - Investigate development of eForm, and develop and implement if feasible - Improve record keeping processes and streamline principles (e.g. folder structure) 	<p>Nikki McKenzie, Deputy Manager, Appeals and Integrity, ASQO</p> <p>Cerian Stanfield, Project Manager, ASQO</p>	12/04/21	15/11/21 Pending New Date	This initial work is now complete. The new plan for eForm Delivery in 2022 is attached at point 7.
8	Work with ACE on student and staff communication	<ul style="list-style-type: none"> - Develop student and staff communication - Determine timeframes for release - Determine modes of communication (email, ANU news, On&Off campus etc.) 	<p>Nikki McKenzie, Deputy Manager, Appeals and Integrity, ASQO</p> <p>Nora Sautter, Project Manager, ASQO</p>	12/04/21	15/11/21	Completed
9	Work with CLT on teaching resources	<ul style="list-style-type: none"> - Work with CLT to update teaching resources - Review teaching resources for consistency with Rules, policy and procedure 	<p>Nora Sautter, Project Manager, ASQO</p> <p>Kathryn Sanft, Manager, Appeals and Integrity, ASQO</p>	12/04/21	15/11/21	This part of the work is complete and regular review and updating will be now be ongoing as part of normal business as usual. Dean, Academic Quality in regular meetings with Pro Vice-Chancellor, Education & Digital
10	Work with Academic Skills to review and update Academic integrity module	<ul style="list-style-type: none"> - Review content of Academic Integrity module and update as necessary 	Debbie Wilson, Senior Academic Integrity Officer, ASQO	12/04/21	15/11/21	This part of the work is complete and regular review and updating will be now be ongoing as part of normal business as usual.
11	Conduct presentations and training	Deliver training and presentations for stakeholders (outlined above), record webinar	<p>Debbie Wilson, Senior Academic Integrity Officer, ASQO</p> <p>Bernice Chu, Administration Office, ASQO</p>	25/8/21	15/11/21	<p>Complete for the Rule and Procedure.</p> <p>Presentations held within DSAAS and GRO.</p> <p>Presentations at ANU College Education Committee meetings</p>

ID	Activity	Description	Responsible officer	Scheduled start	Scheduled Finish	Progress/status
						<p>and HDR Committee are now complete.</p> <p>Further presentations on use of the eForm will be conducted once a new timeframe has been agreed – this will be part of a new plan for eForm delivery.</p>
12	Release new content	<ul style="list-style-type: none"> - Release new content on webpages - Release new forms, checklists and templates - Release new Academic Integrity module - Release communications 	<p>Nora Sautter, Project Manager, ASQO</p> <p>Kathryn Sanft, Manager, Appeals and Integrity, ASQO</p>	30/11/21	31/01/22	<p>Complete.</p> <p>Templates finalized for manual handling use and for use with the new eForm.</p> <p>New content for webpages has been released.</p> <p>Communications released.</p> <p>Academic Integrity Rule 2021 released after VC sign off on 19/07/2021.</p> <p>The Student Academic Integrity policy and procedure were placed on the Policy Library on 1 October with a note that they commence on 1 December 2021.</p>

7. eForm Delivery in 2022

Draft schedule of activity for eForm Delivery in 2022

ID	Activity	Description	Responsible Officer	Scheduled	Progress/status
1	Draw up agreement on two phase delivery	Prepare joint agreement on a two phase delivery for the eForm. Agreement on items which need to be covered for the minimal viable product in each phase.	Amy Tielu PSP Cerian Stanfield ASQO	TBD	
2	Full check of current eForm	A full day workshop for PSP and ASQO Appeals and Integrity teams to walk through full eForm process currently in development – remote working has made it difficult to fully progress the form together. Will allow full check of items needing revisiting and polishing and allow a shared list of actions for development to be finalized.	Amy Tielu and PSP team Cerian Stanfield and ASQO team	23 rd February 2022	Complete - follow up meetings on reporting functionality to follow.
3	UAT	Full UAT to be undertaken with stakeholders – most likely in May 2022.	The UAT will be managed by PSP as part of the eForm development. Cerian Stanfield to support requests to participate and feedback. ASQO team to participate as required.	TBD	
4	Final remediation development plan	Final remediations report – based on feedback provided by stakeholders at UAT and ongoing ASQO testing. Agree final Phase 1 delivery priorities for minimal viable product and schedule for final eForm delivery	Amy Tielu and Cerian Stanfield	TBD	
5	Final eForm development and polishing for Phase 1 delivery	Addressing remediation issues from UAT and ongoing PSP and ASQO testing.	Amy Tielu and PSP – with input from ASQO as needed	TBD	
5	Communications to Stakeholders	Communications to stakeholders of the new process for AIR reporting – email and website updates.	Cerian Stanfield and ASQO team	TBD	

6	Training and support of end users				
7	Collation of feedback and usage issues	Collation of a report on key issues found in eForm that need addressing for Phase 2 improvements			
8	Phase 2 delivery	Phase 2 delivery – items in agreed plan for delivery in Phase 2 TBD	PSP with support of ASQO and other areas of the university as required for integrity issues.		

*Item 24. Professional and Short Courses Policy and Procedure

Purpose

To provide to the Academic Quality Assurance Committee the revisions to the Professional and short courses policy and procedure.

Recommendation

That the Committee provide **feedback** in the respective table at [this link](#) by **21 April 2022** on the proposed revisions to the Professional and short courses policy and procedure.

ACTION REQUIRED

For discussion For decision For information For College response

Executive Summary of Issues

Policies and procedures are regularly required to undergo a full review. The Professional and short courses policy and procedure were introduced in 2014 and reviewed in 2018. The procedure was further revised in 2020. The policy and procedure are now overdue for review.

It is proposed that the Professional and short courses policy and procedure be amended as set out in Attachments A, B and C.

Background

Approved on 1 October 2014, and reviewed in 2018, the Professional and short courses policy and procedure are now overdue for review.

It is noted that AQAC 3/2020 and AB 3/2020 endorsed amendments to the procedure to create a process for the governance of professional and short course offerings by the then newly established Centre for Learning and Teaching (CLT).

In undertaking the current review of the Professional and short courses policy and procedure, four key criteria were applied:

1. Clarity and relevance of purpose: the policy is aligned with University and Federal strategy and standards;
2. Clarity and succinctness of expression: the policy provides a clear statement of principles, and the associated procedures inform readers who will implement the policy and how they will implement it;
3. Consistency: the policy and associated procedures are in alignment with other University and Federal policies, procedures and rules;
4. Sustainability: the policy and procedures reflect a regard for the regulatory burden on groups and individuals across the University.

Following the review, it is proposed that the Professional and short courses policy and procedure be amended as set out in Attachments A, B and C.

The key amendments to the policy include adding a statement that professional and short courses are not AQF qualifications, are not eligible for Commonwealth Grant Scheme (CGS) funding and that participants are not ANU students.

The key amendments to the procedure include:

- Reformatting of clauses in the governance section (clauses 1-5) to improve readability;
- Adding a new section setting out the requirements for teaching staff (clauses 6-9), consistent with the requirements in the [Guideline: The distribution of teaching](#)

[offerings and responsibilities between the Centre for Learning and Teaching and the ANU Colleges](#) (the guideline was endorsed at AQAC 3/2020 and AB 3/2020);

- Revisions to position titles in clauses 2 and 3; and
- Revisions to policy document titles in clauses 11 and 18.

Prepared by

Head, Academic Standards and Quality Office

Approved by and Sponsor

Dean, Academic Quality

March 2022

Attachments

- A. [Proposed amendments to the Professional and short courses policy](#)
- B. [Proposed amendments to the Professional and short courses procedure \(all changes tracked\)](#)
- C. [Proposed amendments to the Professional and short courses procedure \(non-layout changes tracked\)](#)

Policy: Professional and short courses

Purpose

To outline the principles and standards for professional and short courses that issue certificates bearing the ANU brand.

Overview

Short and professional courses terminate with the award of a certificate bearing the ANU brand reflect the University's standards for teaching expertise, design, delivery and evaluation.

Scope

This policy applies to all staff and students.

Policy statement

1. ANU professional and short courses:
 - reflect University expertise;
 - align with the strategic directions of the University and College;
 - are consistent with the Higher Education Standards Framework (Threshold Standards) and privacy legislation; ~~and~~
 - reflect standards of clarity, rigour and excellence in design, delivery, evaluation and record keeping;
 - are not AQF qualifications; and
 - are not eligible for funding through the Commonwealth Grant Scheme (CGS).
2. Professional and short course participants are not ANU students.



Procedure: Professional and Short Courses

Purpose

This procedure covers professional and short courses offered by the University.

Procedure

Governance

1. Staff discuss the proposed professional or short course with their supervisor and with relevant colleagues, and seek endorsement from:

- a. the supervisor and the Head of the Academic Organisational Unit (AOU) for College based proposals; or
- b. the Director of the Centre for Learning and Teaching (CLT) for CLT based proposals.

2. Proposals endorsed by ~~the supervisor and the Head of their AOU,~~ or ~~the Director of the Centre for Learning and Teaching (CLT) (as appropriate), are considered for approval by the endorsed proposal is sent to the Associate Dean or delegate of the relevant College or, for proposals in the area of learning and teaching, the Pro Vice-Chancellor (Education) for approval of the provision of a short or professional course associated with an ANU certificate before delivery:~~

- a. the Associate Dean or delegate of the relevant College for College based proposals; or
- a.b. the Pro Vice-Chancellor (Education and Digital) for CLT based proposals.

3. Once the professional or short course is approved:

- a. The Associate Dean or delegate informs the relevant College Education Committee; or
- b. or the Pro Vice-Chancellor (Education and Digital) informs the CLT Board of Studies of any short or professional courses offered

4. College Education Committees or the CLT Board of Studies monitor such courses for quality assurance and viability purposes, professional and short courses are monitored:

- a. by College Education Committees for College based courses; or

a.b. by the CLT Board of Studies for CLT based courses.

5. A consolidated list indicating the course title and approving College/CLT of all professional and short courses offered each year is ~~to be tabled~~ included in the agenda papers for noting at meeting 3 of the following year of the Academic Quality Assurance Committee.

Teaching staff

6. Professional and short courses are taught by:

- a. the relevant AOU for College based courses; and
- b. the Centre for Learning and Teaching (CLT) for CLT based courses.

7. Professional and short courses teaching staff are appointed on academic HR contracts, arranged by:

- a. the relevant AOU for College based courses; and
- b. the Centre for Learning and Teaching (CLT) for CLT based proposals.

8. Professional and short courses teaching staff are qualified by:

- a. A completed qualification in a relevant discipline at AQF Level 7 or above; and
- b. demonstrated current knowledge and skills in the relevant area.

9. The Associate Dean or the Director of CLT (as appropriate) may require professional and short courses teaching staff to undergo ANU learning and teaching professional development (no fee will be charged to the teacher).

Required information for participants

~~4.10.~~ Prior to the commencement of a course participants are provided with published information on:

- a. The content of the course, the educational background and expertise of the teaching staff;
- b. Any assessment tasks;
- c. The expected outcomes of the course;
- d. The nature of the certificate to be provided upon successful completion of the course;
- e. Whether completion of the course may be considered for credit at ANU; and
- f. Fees, associated costs, cancellation advice and refund policy.

~~2.11.~~ Participants are advised at or prior to the commencement of a course if the [Student grievance and complaint resolution Student Complaint Resolution policy](#) and [procedure](#) are applicable, or alternatively how they are to redress any grievances.

~~3.12.~~ Where participants are given access to any ANU infrastructure, they agree to the following and their agreement is recorded: "I agree to abide by the [Rules](#), [Statutes](#), [Orders](#), and [Policies](#) of the University and to comply with orders and directions made by the constituted authorities of the University".

~~4.13.~~ Participants are given the opportunity to provide feedback on the course.

Certificates

~~5.14.~~ Where no assessment is undertaken participants are issued with a Certificate of Participation.

~~6.15.~~ Where assessment has been completed satisfactorily participants are issued with a Certificate of Completion.

~~7.16.~~ All certificates issued for short and professional courses contain the text 'This is not an Australian Qualifications Framework qualification'.

~~8.17.~~ Appropriate records are kept for any certificates issued to participants, and assessment results, to facilitate verification, reissuance or credit transfer if required.

Credit

~~9.~~—Where participants of a ~~short and~~ professional [or short](#) course apply for credit for that course towards an ANU qualification, the request is benchmarked against a standard total expected workload of 130 hours for a 6 unit course (comprising face-to-face contact and private study time), and assessment requirements and expectations for a comparable course in accordance with the [ANU Recognition of prior and external learning Credit Policy](#).



Procedure: Professional and Short Courses

Purpose

This procedure covers professional and short courses offered by the University.

Procedure

Governance

1. Staff discuss the proposed professional or short course with their supervisor and with relevant colleagues, and seek endorsement from:
 - a. the supervisor and the Head of the Academic Organisational Unit (AOU) for College based proposals; or
 - b. the Director of the Centre for Learning and Teaching (CLT) for CLT based proposals.
2. ~~Proposals endorsed by the supervisor and the Head of their AOU, or the Director of CLT (as appropriate), are considered for approval by~~ of the provision of a short or professional course associated with an ANU certificate before delivery:
 - a. the Associate Dean or delegate of the relevant College for College based proposals; or
 - a.b. the Pro Vice-Chancellor (Education and Digital) for CLT based proposals.-
3. Once the professional or short course is approved:
 - a. ~~The~~ Associate Dean or delegate informs the relevant College Education Committee; or
 - b. ~~or the~~ Pro Vice-Chancellor (Education and Digital) informs the CLT Board of Studies. of any short or professional courses offered
- 2.4. For quality assurance and viability purposes, professional and short courses are monitored:
 - a. by College Education Committees for College based courses; or
 - a.b. by the CLT Board of Studies for CLT based courses.-
- 3.5. A consolidated list indicating the course title and approving College/CLT of all professional and short courses offered each year is ~~to be tabled~~ included in the agenda

papers for noting at meeting 3 of the following year of the Academic Quality Assurance Committee.

Teaching staff

6. Professional and short courses are taught by:

- a. the relevant AOU for College based courses; and
- b. the Centre for Learning and Teaching (CLT) for CLT based courses.

7. Professional and short courses teaching staff are appointed on academic HR contracts, arranged by:

- a. the relevant AOU for College based courses; and
- b. the Centre for Learning and Teaching (CLT) for CLT based proposals.

8. Professional and short courses teaching staff are qualified by:

- a. A completed qualification in a relevant discipline at AQF Level 7 or above; and
- b. demonstrated current knowledge and skills in the relevant area.

9. The Associate Dean or the Director of CLT (as appropriate) may require professional and short courses teaching staff to undergo ANU learning and teaching professional development (no fee will be charged to the teacher).

Required information for participants

4.10. Prior to the commencement of a course participants are provided with published information on:

- a. The content of the course, the educational background and expertise of the teaching staff;
- b. Any assessment tasks;
- c. The expected outcomes of the course;
- d. The nature of the certificate to be provided upon successful completion of the course;
- e. Whether completion of the course may be considered for credit at ANU; and;
- f. Fees, associated costs, cancellation advice and refund policy.

5.11. Participants are advised at or prior to the commencement of a course if the Student grievance and complaint resolution Student Complaint Resolution policy and procedure are applicable, or alternatively how they are to redress any grievances.

6.12. Where participants are given access to any ANU infrastructure, they agree to the following and their agreement is recorded: "I agree to abide by the Rules, Statutes, Orders,

and [Policies](#) of the University and to comply with orders and directions made by the constituted authorities of the University”.

~~7.13.~~ Participants are given the opportunity to provide feedback on the course.

Certificates

~~8.14.~~ Where no assessment is undertaken participants are issued with a Certificate of Participation.

~~9.15.~~ Where assessment has been completed satisfactorily participants are issued with a Certificate of Completion.

~~10.16.~~ All certificates issued for short and professional courses contain the text ‘This is not an Australian Qualifications Framework qualification’.

~~11.17.~~ Appropriate records are kept for any certificates issued to participants, and assessment results, to facilitate verification, reissuance or credit transfer if required.

Credit

Where participants of a ~~short and~~ professional or short course apply for credit for that course towards an ANU qualification, the request is benchmarked against a standard total expected workload of 130 hours for a 6 unit course (comprising face-to-face contact and private study time), and assessment requirements and expectations for a comparable course in accordance with the [ANU Recognition of prior and external learning Credit Policy](#).

PART 8 – OTHER BUSINESS

*Item 24a. 2021 Courses not taught at least once over the past three years report

Purpose

This report provided to the Academic Quality Assurance Committee identifies for disestablishment, courses not taught at least once over the past three years (as at 1 January 2022).

Recommendation

That the Committee **note**:

- the report; and
- that if a course existing as at 01/01/2022 has not been taught at least once in the three calendar year period 2019-2021, it is to be disestablished as at 01 January 2023 unless the College Education Committee in rare instances approves a case as to why the course should not be disestablished. For clarity, co-taught courses are not aggregated for this process; and agree that:
 - as per AQAC 3/2021 Item 24, Recommendations 5 and 6, Colleges are to report on:
 - where a case was made in 2021 for retention based on a future scheduling date, whether or not the course was taught as proposed is reported back to the Committee;
 - where a case was made for retention based on a future scheduling date, and the course was not taught as scheduled, and the course then appears again on the list of courses not taught in the previous three years, no further case based on future scheduling may be accepted as a case for retention; and agree
 - that a list of any retained courses together with the rationale for retention of each is to be **sent by 29 April 2022**, for inclusion in the agenda for AQAC 3/2022 for discussion.

ACTION REQUIRED

For discussion For decision For information For College response

Alignment with ANU Strategic Plan 2021-2025

This report aligns with the strategic goal of delivering a student experience equal to the world's best, through academically rigorous, high quality, inspiring programs of study.

Background

As per the GCWP recommendation, approved to take effect 01 January 2020 and the Policy: Academic programs and courses accreditation (item 18):

- *Each taught course (that is, excluding administrative codes, codes for exchange, etc), other than special topics courses, must be taught at least once over each three calendar year period.*
- *If a course is not taught at least once in a three calendar year period, it is to be disestablished as at 01 January of the year following that period unless the College Education Committee in rare instances approves a case as to why the course should not be disestablished.*
- *A list of any retained courses together with the rationale for retention of each is to be tabled at the second meeting each year of AQAC for discussion. For clarity, co-taught courses are not aggregated for this process.*

Assumptions and Methodology

Taught courses are identified, using attributes recorded in the course catalogue:

- By exclusion of untaught courses based on course component: ADM (Administrative Course), HON (Honours Course), PRJ (Project), THE (Thesis research), TRC (Transfer Credit), WRK (Work Experience).
- By exclusion of untaught courses based on grading basis: HON (Honours).
- By exclusion of courses with the keyword 'thesis' and 'special topic' and 'exchange' in its heading.
- By exclusion of courses with zero unit value
- Where courses have been active for three years (2019-2021), and have zero student load.

Attachment A, lists courses not taught at least once over the past three years by College and Academic Organisational Unit (AOU). Below is a summary of the number of these courses by College.

2021 number of courses not taught at least once over the past three years	
Primary College	Total
ANU College of Arts and Social Sciences	86
ANU College of Asia and the Pacific	42
ANU College of Business and Economics	34
ANU College of Engineering and Computer Science	19
ANU College of Law	31
ANU College of Health and Medicine	24
ANU College of Science	13
Grand Total	248

Prepared by

Director, Planning and Performance Measurement

Approved by

Registrar, Division of Student Administration and Academic Services

Sponsor

Deputy Vice-Chancellor Academic

Attachments

- A. [2021 Courses not taught for three years](#)

AQAC Report: Courses not taught at least once over the past three years ANU College of Health and Medicine

Prepared by: Planning & Review, 17 March 2022

Source: Weekly Enrolment Monitoring (v_STUDENT_Load) as at 13 Dec 2021

Active Course Catalogue Report as at 01 January 2019 / 2022

Background:

As per the GCWP recommendation, approved to take effect 01 January 2020 and the **Policy: Academic programs and courses accreditation** (item 18):

- Each taught course (that is, excluding administrative codes, codes for exchange, etc), other than special topics courses, must be taught at least once over each three calendar year period.
- If a course is not taught at least once in a three calendar year period, it is to be disestablished as at 01 January of the year following that period unless the College Education Committee in rare instances approves a case as to why the course should not be disestablished.
- A list of any retained courses together with the rationale for retention of each is to be tabled at the second meeting each year of AQAC for discussion. For clarity, co-taught courses are not aggregated for this process.

Assumptions and Methodology:

Taught courses are identified, using attributes recorded in the course catalogue: note that based on these attributes, some un-taught courses may still appear. Please advise the Planning and review team to have these excluded in future

- By exclusion of untaught courses based on course component: ADM (Administrative Course), HON (Honours Course), PRJ (Project), THE (Thesis research), TRC (Transfer Credit), WRK (Work Experience).
 - By exclusion of untaught courses based on grading basis: HON (Honours).
 - By exclusion of courses with the keyword 'thesis' and 'special topic' and 'exchange' in its heading .
 - Where courses have been active for three years (2019-2021), and have zero student load.
 - By exclusion of zero unit value courses
- And, using WEM student load tables

- have had zero student load since 01 Jan 2019

Sum of LOAD 2019-2021			
Primary College	AcadOrg Descr	Long Description	Course Code
ANU College of Health and Medicine			
	ANU Medical School		
		Medicine 2	MEDI8020
		Medicine 3	MEDI8030
		Medicine 4	MEDI8040
		Research Project	MEDI8013
	John Curtin School of Medical Research		
		Topics in Neuroscience	NEUR8001
	Research School of Psychology		
		Clinical Research Extension	PSYC9312
		DPsych Clinical Coursework II	PSYC9012
		Perception	PSYC3011
		Psychology: From Problems to Solutions	PSYC2201

AQAC Report: Courses not taught at least once over the past three years ANU College of Science

Prepared by: Planning & Review, 17 March 2022

Source: Weekly Enrolment Monitoring (v_STUDENT_Load) as at 13 Dec 2021

Active Course Catalogue Report as at 01 January 2019 / 2022

Background:

As per the GCWP recommendation, approved to take effect 01 January 2020 and the **Policy: Academic programs and courses accreditation** (item 18):

- Each taught course (that is, excluding administrative codes, codes for exchange, etc), other than special topics courses, must be taught at least once over each three calendar year period.
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- A list of any retained courses together with the rationale for retention of each is to be tabled at the second meeting each year of AQAC for discussion. For clarity, co-taught courses are not aggregated for this process.

Assumptions and Methodology:

Taught courses are identified, using attributes recorded in the course catalogue: note that based on these attributes, some un-taught courses may still appear. Please advise the Planning and review team to have these excluded in future

- By exclusion of untaught courses based on course component: ADM (Administrative Course), HON (Honours Course), PRJ (Project), THE (Thesis research), TRC (Transfer Credit), WRK (Work Experience).
 - By exclusion of untaught courses based on grading basis: HON (Honours).
 - By exclusion of courses with the keyword 'thesis' and 'special topic' and 'exchange' in its heading .
 - Where courses have been active for three years (2019-2021), and have zero student load.
 - By exclusion of zero unit value courses
- And, using WEM student load tables

- have had zero student load since 01 Jan 2019

Sum of LOAD 2019-2021			
Primary College	AcadOrg Descr	Long Description	Course Code
ANU College of Science	ANU College of Science		
		Creating Impact	VCPG6004
			VCUG2004
	Research School of Biology		
		Advanced Field Studies in Functional Ecology	BIOL6303
		Advanced Microscopy in Biosciences	BIOL6203
		Appreciating Parasites: From Molecules to Ecosystems	BIOL6210
		Field Studies in Behavioural Ecology	BIOL3132
			BIOL6010
	Research School of Chemistry		
		Research Project in Chemistry	CHEM8003
	Research School of Earth Sciences		
		Economic Geology	EMSC6007
		Structural Geology and Tectonics	EMSC6030
	Research School of Physics		
		Photonics in Biotechnology and Nanotechnology	PHYS8014
		Work Experience in Photonics	PHYS3058

***Item 7. 2021 Student Experience Survey ANU Institutional Report**

Purpose

To inform the Teaching and Learning Development Committee of the 2021 ANU student experience as measured by the Student Experience Survey.

Recommendation

That the Committee **note** the 2021 Student Experience Survey ANU Institutional Report and transmit the Report to Academic Board.

ACTION REQUIRED

For discussion For decision For information For College Response

Background

As one of the Quality Indicators for Learning and Teaching (QILT) suite of surveys, the Student Experience Survey (SES) collects feedback on the experience of coursework students. The SES forms part of the Performance-Based Funding (PBF) calculus in terms of domestic bachelor student perceptions of Teaching Quality.

The 2021 SES collection differs from previous collections in three key ways. Firstly, the 2021 collection included continuing students, to overcome sampling bias. The second is the inclusion of a measure on freedom of expression introduced by the Australian Government. The third is the introduction of six items to measure student sense of belonging to ANU.

The 2020 SES ANU Report was not considered by TLDC in 2021 and was noted by Academic Board 1/2021 as part of Item 26.

Bias

The inclusion of continuing students allowed for an assessment of sampling bias. The findings indicate that sampling bias meant an adjustment of 5% to the negative. In the absence of response bias studies, the effect of response bias is expected to be 5%-10% to the negative. The sample was biased towards full-time commencing domestic undergraduates identifying as female. Analysis demonstrates that the experiences of commencing, continuing and completing students are very different.

Key Findings

ANU experienced some recovery from the declines due to COVID observed in 2020, but is likely to remain a low to middling performer relative to other universities. Six years of data show Student Support is consistently the lowest performing aspect of student experience for ANU 2015-2021. With correction for bias, less than half of ANU students feel support is available and helpful across a range of areas. While the Student First initiative offers a positive step forward in this regard, the ongoing performance in relation to Student Support is identified as a strategic issue for ANU.

More than half of ANU students feel their degree does not improve their confidence in being work ready. Combined with 2021 GOS/GOSL ANU Report findings that show work experience improves undergraduate domestic student employability, and the rapid increase in salary when ANU graduates accumulate just three-years of work experience, the findings

from the 2021 SES suggest the role of “work” in ANU degrees is an emerging strategic issue.

Correcting for bias, the majority of ANU students agree they experience freedom of expression. This represents a benchmark to improve upon into the future.

The sense of belonging items show that while the majority of students feel comfortable in the physical and digital spaces of ANU, the majority of students *do not* feel part of or committed to the ANU community. This is an important finding, because feeling committed to the ANU community is a predictor of student satisfaction with their Overall Educational Experience.

A key finding emerges from what the 2021 SES ANU Report *does not* do. For example, there is no analysis of the qualitative comments made by students, due to resource constraints and resultant prioritisation (e.g. prioritising *collection over reporting*). This means that the student voice, in their own words, is missing from the Report. There are also questions over the modelling that bring the reliability of the analysis into question and that need to be resolved. Consequently, it is unclear how the model would change with resolution of methodological issues. This raises the question of whether it is appropriate for Australia’s leading research intensive university to hold institutional research to a lower standard than academic research.

Recommendations

The four strategic recommendations emerging from the 2021 SES ANU Report are:

1. Diagnose and fix Student Support at ANU
2. Explore emerging strategic issue of work readiness/work integrated learning
3. Investigate how students understand “commitment to ANU”
4. Resolve the role of institutional research on ANU, by ANU, for ANU

Seven operational recommendations also emerge from the analysis:

1. Explore how organisational structures at ANU facilitate or interfere with students interacting
2. Work out if there is a difference in learning resources available to completing students
3. Review how ANU courses build teamwork and spoken communication skills
4. Review how capstone courses prepare students for course completion
5. Explore how to improve assessment feedback
6. Establish and improve on the 2021 benchmark for freedom of expression
7. Conduct qualitative studies on student understanding of the sense of belonging items

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Sponsor

Director of Planning and Service Performance

March 2021



2021 Student Experience Survey ANU Institutional Report

March 2022





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Executive Summary

Background

As one of the Quality Indicators for Learning and Teaching (QILT) suite of surveys, the Student Experience Survey (SES) collects feedback on the experience of commencing and completing higher education students. The SES forms part of the Performance-Based Funding (PBF) calculus in terms of domestic bachelor student perceptions of Teaching Quality.

The 2021 SES collection differs from previous collections in three key ways. Firstly, the collection included continuing students to overcome sampling bias. The second is the inclusion of a measure on freedom of expression introduced by the Australian Government. The third is the introduction of six items to measure student sense of belonging to ANU.

The 2021 SES was half way through the collection period when the 2021 ACT COVID lockdown came into effect.

While QILT released the 2021 institutional SES data for the ANU in January 2022, the National Report and accompanying National Data have an expected release in March 2022.

Bias

- Full-time commencing domestic undergraduates identifying as female over-represented
- Commencing, continuing and completing students have very different experiences
- Analysis of continuing students indicates sampling bias effect of 5% to the negative
- Absence of response bias studies means adjustment of 5% to the negative

ANU 2021 Student Experience

- 2021 saw 3,399 of 10,228 (33%) invited commencing and continuing students respond
- Of the 5,839 continuing students invited, 1,802 responded (31%)
- 2021 National response rate was 40%
- Recovery from 2020 COVID impacts evident across indicators in 2021
- Student Support remains weakest aspect of ANU student experience 2015-2021
- <50% students feeling work ready plus 2021 GOS/GOSL indicates emerging strategic issue
- Majority of students agree they experience freedom of expression at ANU
- Majority of students feel comfortable in physical and digital spaces of ANU
- Less than half of ANU students feel committed to or part of ANU
- ANU expected to remain in PBF Funding Band 2 for student experience
- No resources to analyse qualitative comments
- Structural and demographic variables do not predict overall satisfaction
- Student sense of commitment to ANU community contributes to prediction of overall satisfaction

Strategic Issues

- Diagnose and fix Student Support at ANU
- Explore emerging strategic issue of work readiness/work integrated learning
- Investigate how students understand “commitment to ANU”
- Resolve the role of institutional research on ANU, by ANU, for ANU



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Background

The Student Experience Survey (SES) is a comprehensive survey on the experience of higher education students in Australia. The Social Research Centre (SRC) administers the SES, as one of the QILT suite of surveys on behalf of the Australian Government Department of Education, Skills and Employment (DESE). Originally known as the University Experience Survey (UES), it was renamed in 2015 the 'Student Experience Survey' to reflect the inclusion of students enrolled at non-university higher education institutions (NUHEIs). Postgraduate coursework students were included in the population frame from 2017.

The 2021 SES collection (27 July – 29 August 2021) occurred during the uncertainty arising from the NSW Delta outbreak leading up to and then through the opening weeks of the 2021 ACT COVID lockdown (12 August - 15 October 2021). This stands in contrast to the 2020 SES collection (28 July – 30 August 2020) which, while outside the lockdown period (23 March – 19 June 2020), was still in the context of the majority of course delivery being on-line or at least hybrid, rather than on-campus attendance.

The experience of the Delta wave also varied across Australian States. This potentially has a meaningful impact on student experience depending on students being able to reliably access their campus. For example, while ACT, NSW and Victorian universities were impacted by lockdowns before and during the 2021 SES collection period, university campuses in the Northern Territory, Queensland, Tasmania, South Australia and Western Australia remained largely accessible to students.

The population of interest to DESE is commencing and completing undergraduate students and postgraduate coursework students who are enrolled in Australian higher education institutions (the "in-scope" population).¹ Final 2021 national participation rates are not yet available, but in 2020, around 636,000 in-scope students were invited to take part. Around 295,000 students from Australian universities and NUHEIs participated in the 2020 SES.

For the 2021 SES, ANU paid to expand the invitation to all ANU coursework students. This was done to eliminate the impact of sample bias identified in the 2020 SES ANU Institutional Report. That is, it was unknown whether the outcomes of the survey would change if continuing (mid-career) students were included in the SES. Including continuing students in the 2021 SES gives a sense of experiences across the student journey at ANU, rather than just the beginning and the end. Unlike previous SES collections, the 2021 ANU SES includes commencing, continuing and completing coursework students.

Two other important changes were introduced to the 2021 SES survey. The first was the introduction of the academic freedom of expression items, questions mandated by the Australian Government and asked of all participating students. The second was the introduction of ANU-specific questions

¹ Noting that this excludes Higher Degree by Research (HDR) candidates. The experiences of HDR candidates is recorded by the Post-graduate Research Experience Survey (PRES), run at ANU in October 2021 and reported in 2022.



addressing sense of belonging to ANU. Given the increasing interest in sense of belonging to a university as a proxy indicator for a range of student experiences and outcomes, the items were included at the request of the Student and University Experience portfolio. The 2021 SES therefore represents the first test of these items with a large sample, asking whether they usefully predict the expected experiences and outcomes.

Data from the SES is used to inform the Performance-Based Funding (PBF) calculus. Universities are assessed on 'teaching quality for domestic bachelor students'. The measure of teaching quality comes from 11 items in the SES that focus on perceptions about teacher interaction (e.g. teaching staff provided constructive feedback) and global impressions about teaching (e.g. course relevant to education overall).

QILT released 2021 Student Experience Survey (SES) for the ANU in January 2022. The National dataset is expected to be released in March 2022, and will allow for comparisons between the ANU and other Australian universities.

Approach

The ANU student experience is considered longitudinally (over time) and cross-sectionally (2021 only). The longitudinal context comes from looking at trends using descriptive data. This allows decision-makers to get a sense of the 2021 student experience, but also make some judgement about how ANU is doing compared with other universities.

Any assessment relative to other universities in 2021 may need to consider the potential impact of the variable access to campus students may have had depending on the COVID lockdown status of their State prior to and during the collection. For example, students in Western Australian universities were able to attend a campus whereas students in New South Wales were unable to do so. This is more of an issue for some indicators than others; for example, Learner Engagement asks questions about on-campus experience that would see much lower scores for New South Wales and Victorian universities than pre-COVID responses to the SES.

Following the 2019 SES Report, ANU performance is benchmarked against the other members of the Group of Eight (Go8) and the Remote Learning Five (RL5) (UNE, Deakin, CSU, ECU and USQ). Benchmarking against the RL5 is preserved for 2021, to permit assessment of ANU on-line delivery capability (e.g. on-line exams) against the best on-line delivery universities in Australia.

The cross-sectional understanding is developed by looking only at 2021. The understanding is then extended by exploring - using statistical regression - potential predictors of student perceptions of quality of educational experience at ANU.

Two steps must be taken before understanding the ANU student experience either in 2021 or over time. The first is addressing the basic rule of organisational surveying that "who is more important than how many", by examining the profile of students invited to participate in the 2021 SES, compared with the profile of students who accepted that invitation. This gives an idea of how reliable the data is as a reflection of the wide range of experiences, perceptions and preferences that exist in the ANU



student community. It should be noted demographic diversity is different to diversity in experiences, but the latter is difficult to assess. Demographic diversity is therefore used as a “next best” substitute.

The second is assessing whether continuing students are meaningfully different to commencing and completing students. This assessment also provides a good indication of sampling bias in pre-2021 iterations of the SES.

While ANU may perform no better or worse over time, or than benchmarks, on a range of items, the question is asked whether ANU could perform better in an absolute sense. For example, around half of students responding to the SES across 2016-2021 report a sense of belonging to ANU. The question becomes whether this is acceptable in the context of ANU aspirations to deliver a world-class student experience.

How to use this report

The main use of a report like this is to support evidence-based decision-making. While the evidence presented can usefully assist with decision-making, there are also limitations.

Between universities... within universities, not so much

The main purpose of QILT is to provide a nationally consistent measurement framework to drive quality improvement in the Australian higher education sector. The unit of measurement in QILT is the individual universities and non-university higher education institutions (NUHEI). Given this unit of measurement, QILT is useful for making comparisons *between* universities.

QILT is less useful for making comparisons *within* universities. That is, while it can be useful to see how universities compare in terms of domestic undergraduate full-time experience of Teaching Quality for the purposes of PBF, there can be too few responses from a specific coursework Masters to say anything about that particular program. This “degradation of the data” emerges very quickly within the ANU organisational structure such that data is less likely to support meaningful comparisons across Colleges and/or Schools. Consequently, QILT is useful for comparisons *between* universities rather than comparisons *within* a university.²

Indicator, not diagnostic

While the SES captures useful descriptive information about how students experience their university or NUHEI, it offers a limited window into what drives these experiences. Consequently, like other QILT surveys, the SES is considered an “indicator” rather than a “diagnostic” survey. That is, the SES gives an indication of something rather than being able to diagnose why something has happened.

To make the SES “diagnostic”, responses need to be linked back to other aspects of what students did at ANU that can be influenced by a university. This might be linking SES responses to, say, grade

² Noting that this is a function of university size. While response rates may be broadly comparable across universities (see Figures 1 and 2), the relatively smaller population of ANU means lower response volume.



point average or SELT responses. At this point, the ANU Institutional Research team is resourced to undertake superficial indicator reporting describing student experiences, rather than, say, building a model which explains what is driving those experiences.

Strategic Uses

This is a strategic report that offers a superficial assessment of how ANU is performing relative to other Australian universities for the University Executive and University Committees.³ The outcomes need to be interpreted within the strategic context for ANU, and alongside a range of other information, such as prevailing economic conditions, Federal and State policy settings, the international and domestic higher education environment, ANU policy settings and the deployment of resources.

The report is also strategic in the sense that changing, for example, policy settings to influence, say, work integrated learning at ANU, can take a long time for effects to emerge. As such, the consequences of decisions made in response to this report may take several years to manifest in data, especially when those data only become available once-per-year.

Operational Uses

There is significant scope to use data from the SES to inform operational practices. For example, there is scope to build a model which shows how participation in specific careers-based activities changes perception of the availability and helpfulness of career advice, at least for those who respond to the SES (see below).

Developing operational uses for the SES is best achieved by engaging with the ANU Institutional Research team to work out what questions can be asked of the data given the limitations outlined above.

Bias

Like all organisational surveys, there is bias in the data that moderates how the findings are interpreted. With the elimination of sampling bias by including continuing students, two forms of bias identified in 2020 are still relevant for the 2021 SES.

The evidence from the inclusion of continuing students in 2021 (see below) is that the combination of sampling and response bias makes it appropriate to adopt a conservative correction of observed scores by around 10 percent. That is, the true figures for the ANU student community are treated as being 10 percent to the negative, usually in terms of lower satisfaction. This is consistent with the approach taken for the 2020 SES ANU Report.

Non-Response Bias

Bias arises from who responds to the survey, known as non-response bias. Organisational surveys are typically drawn from a well-known population. For example, it is possible to identify every student

³ As noted above, degradation in the data mean it is less useful for College or School Executives.



at ANU eligible to be invited to take part in the SES. Ideally, all students would respond. While a subset of students do respond, some do not, and these non-responding students can be broken down into “passive non-responders” and “active non-responders”.

Passive non-responders are students who may have been willing to participate but were unable to respond for a range of reasons. For example, August 2021 may have been a busy time for students with assessments, entering the COVID lockdown, and managing accommodation, working, personal relationships, and so on. Evidence from other organisational surveys suggests that passive non-responders answer surveys in much the same way as responders. Statistically speaking, they increase the number of responses without much changing the observed variation in the data.

In contrast, active non-responders are students who make a deliberate decision not to participate for a range of reasons: e.g. students may feel disconnected from ANU or feel that providing feedback to ANU is futile.

Organisations interested in accounting for this bias conduct non-response studies. This typically involves conducting focus groups with non-responders to understand why they chose not to respond (to improve responding next time) and how they would respond to selected questions from the survey (e.g. Overall Educational Experience). This sort of non-response study is, unfortunately, rare.

Evidence from studies of non-response to organisational surveys suggest that active non-responders tend to take a more negative view of their organisation. For example, they are more likely to report being dissatisfied or more likely to report an intention to leave the organisation.

However, this evidence is drawn from organisational surveys of employees (e.g. US Navy) rather than Australian university students, so it is unclear what the typical direction or magnitude of differences might be between active SES non-responders and responders. Such a study is outside the scope of QILT and would need to be conducted by ANU.

Unfortunately, no action was taken by ANU in response to the recommendation from the 2020 SES reports to conduct non-response studies for the 2021 SES. With the opportunity to do so passing for the 2021 SES, it is recommended that ANU conducts non-response studies following the 2022 SES.

An internal 2019 review profiling students who respond to SELT demonstrates responders tend to be “high performing students”. Conversely, students who do not respond to SELT tend to be later year students with relatively low marks, and who repeat courses. This suggests SELT results reflect the best of student experiences. The review concluded that increasing response rates for SELT would likely see a decline in SELT scores. The same may be true for the SES.

The practical effect of non-response bias on the interpretation of the findings is that it would be appropriate to take a more conservative approach. The more conservative approach is assuming that active non-respondents at ANU would report a more negative experience. In practice, this is operationalised by considering the true population experience as being 5-10 points in the negative direction (usually lower satisfaction) than that observed in the SES.



Access to the Internet

The COVID crisis revealed students can have difficulty accessing the internet, especially when off-campus. The Student Wellbeing and Remote Learning (SWiRL) Report demonstrated this was a feature of student experience at ANU through 2020. For example, students may have been forced to rely on capped mobile data rather than unlimited campus-based broadband or Wi-Fi access. Equally, internet access can be unreliable outside Australian metropolitan areas and off-shore. The effect on the SES is that students less able to access the internet may be systematically excluded from the survey. The extent to which internet connection issues were resolved by students and internet service providers in 2021 is unknown and so it is unclear the extent to which this is an issue for the 2021 SES.

The practical effect on the data is that students who may have struggled with on-line study due to internet access may be under-represented in the data. If difficulties accessing on-line education correlate with a more negative experience overall, then the greater representation of such students in the data would lead to lower overall scores. Again, a conservative response to this form of bias is to assume that the true population figures are more negative than those observed in the data.

The combination of bias in 2020 led to interpreting outcomes as if they were 10 points towards the negative. However, for 2021, the effect of more experience with internet service provision to, and consumption by, students in a post-COVID context means the negative impact is likely to be attenuated. Consequently, for 2021, the adjustment is sustained as rounding down 5-10 points to the negative to the next nearest fraction.

Bias and Go8/RL5 Comparisons

Trying to estimate the impact of bias on ANU performance relative to the Go8 and RL5 benchmarks is more difficult. While sampling bias and non-response bias occur for all universities, the RL5 communities might be more prepared for on-line delivery (e.g. internet access and computer equipment). Being more prepared for on-line delivery may protect student experience from the effects of lockdown. That is, while RL5 student population values may be lower due to non-response bias, the RL5 being more prepared for on-line delivery may mean no overall change in reported satisfaction. This may potentially increase differences between the ANU and the RL5 as the RL5 maintain their longer-term scores and ANU scores fall due to on-line delivery.

Given Go8 universities typically appear in the middle or bottom ranks on most indicators, it is expected that, as a group, 2021 performance among the Go8 is likely to be about the same as that of ANU. With the historical trend that the Go8 moves as a pack, where ANU improves or declines, it is assumed the other members of the Go8 will do likewise.

A Note on Common Method Bias

Common method bias emerges when everything is measured at once in the same format. This effectively represents the correlation between items because they come from the same person. The effect on surveys like the SES is that it can exaggerate relationships; that is, a relationship is seen as statistically significant when in reality that relationship is close to zero. This has an impact on



measures of association (e.g. correlation) and model building (e.g. regression). Typically, this is overcome by using information from different sources, collected using different methods. For the purposes of this report, common method bias is acknowledged as part of model building, but there is no clear correction that can be applied.

Findings

In 2021, 5,201 ANU students completed the SES out of the 16,067 valid invitations sent, resulting in a response rate of 32 percent.⁴ There were 3,399 responses from 10,228 invitations (33%) for commencing and continuing students, which is also the response rate used for comparison retrospectively and across universities. For continuing students, 1,802 of the 5,839 invited responded (31%).

The 2021 response rate for commencing and completing students of 33 percent was ten percentage points lower than for 2020 (3,941 of 9,437, or 43%) and is below the long term average for ANU (40%) (see Table 1). As can be seen in Table 1 and Figure 1, the response rate for ANU is typically lower in odd numbered years and higher for even numbered years. It is unclear why this might be the case. As an odd numbered year, the 2021 SES response rate is lower and is likely to see ANU return to the “bottom-of-the-pack” in terms of response rate.

Table 1: Commencing and completing student response volume and rate by year for ANU and national average response rate

Year	Volume	Response Rate	National
2015	2,345/6,115	38%	38%
2016	2,338/4,825	48%	46%
2017	3,552/9,678	37%	36%
2018	4,077/9,788	42%	49%
2019	4,081/11,876	34%	43%
2020	3,941/9,437	41%	44%
2021	3,399/10,228	33%	40%

The effect of lockdown on response was noticeable. When the ACT lockdown was announced, the response rate among commencing and completing students was 30 percent (about 3,070 responses) and progressed to 33 percent. By comparison, the national average progressed from 32 percent to 40 percent.

There are two practical impacts on the data. The first is that the majority of responses were received before lockdown. This means the outcomes should be considered to reflect ANU without lockdown, but noting that the situation in NSW at the time meant that there was a general apprehension that COVID would inevitably emerge in the ACT.

The second is that it seems the lockdown reduced the response volume by about 500 commencing and completing students (the gap to the longer-term volume of 4,000). The loss of volume among

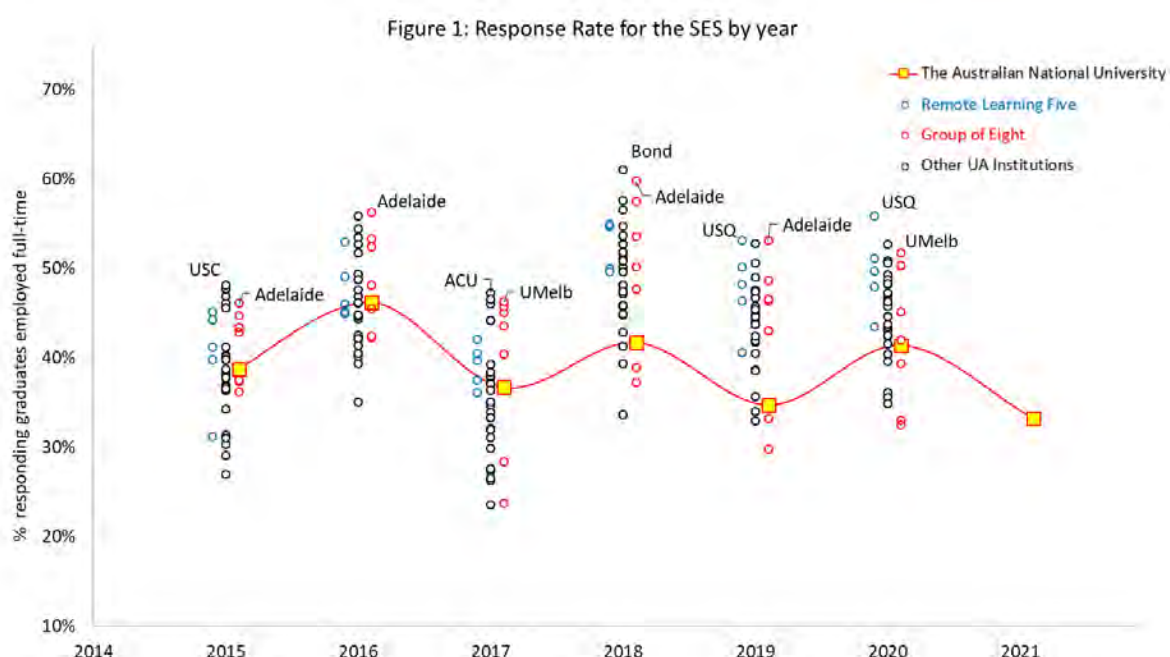
⁴ As noted in the 2020 SES ANU Institutional Report, response rate is and continues to be a poor indicator of data quality. Monte Carlo simulation studies show that bias is eliminated from samples when there is a response rate of >80%. Any point below that is a matter of personal preference about what is considered an “acceptable” response rate.



commencing and completing students is offset by the inclusion of continuing students. However, the impact of the reduced volume among commencing and completing students is expected to have no effect on the data, as the lockdown is expected to have increased passive rather than active non-responding.

From a statistical point of view, there is a sufficient volume of responses to conduct the planned analyses.

Figure 1: Response rate by university for the SES 2015-2020 plus ANU for 2021



Demographic Comparison of Responding and Non-Responding Students

As noted in previous iterations of the SES report, there is value in examining the profile of ANU students more or less likely to respond to the SES. This is possible because the SES is a confidential rather than anonymous survey.

The purpose of comparing the profile of ANU students who responded against those who did not is to assess how well the sample of students who responded reflects the whole of the ANU student community. This shapes how findings are interpreted (e.g. considering whether the findings would be different if more part-time post-graduate students identifying as male responded).

Any observed differences between responders and non-responders may or may not be important to understanding the stories that emerge in the data. This needs to be determined using specific statistical techniques that identify, for example, whether demographic variables predict overall experience at ANU.



The first comparison⁵ is between the profile of the population of ANU students invited to participate in the SES and the profile of respondents (see Table 2). Table 2 also shows the pattern of over-representation (red) and under-representation (blue), noting that for binary variables being over-represented on one necessarily means being under-represented on the other.

Table 2: Characteristics of SES 2021 non-respondents, respondents and all invited students

Characteristic	Percentage group			
	Non-respondents	Respondents	All invited students	
Gender	female	50.0%	59.3%	53.2%
	male	49.9%	40.6%	46.7%
Age²	<i>average</i>	23.0	23.2	23.1
	<i>(min - max; median)</i>	<i>(15 - 72; 22)</i>	<i>(14 - 82; 21)</i>	<i>(14 - 92; 21)</i>
Citizenship	domestic	69.9%	76.9%	72.3%
	international	30.1%	23.1%	27.7%
Aboriginal and/or Torres Strait Islander	identifies as...	0.8%	1.3%	1.0%
	does not identify as...	99.2%	98.7%	99.0%
Non English Speaking Background	non-English speaking	31.3%	21.2%	27.9%
	English-speaking	68.7%	78.8%	72.1%
Disability	disability noted	9.8%	12.6%	10.7%
	no disability noted	90.2%	87.4%	89.3%
College³	CAP	10.8%	11.5%	11.1%
	CASS	30.2%	35.7%	32.1%
	CBE	28.1%	21.4%	25.8%
	CECS	16.3%	14.1%	15.6%
	CHM	8.0%	10.0%	8.7%
	ANU CoL	12.9%	11.6%	12.4%
	COS	15.6%	20.4%	17.2%
	Multiple colleges	23.3%	25.2%	24.0%
Stage of studies⁴	commencing	32.9%	38.3%	34.8%
	completing	30.1%	27.0%	29.0%
	continuing	37.0%	34.6%	36.2%
Program level⁵	undergraduate	69.0%	72.6%	70.2%
	postgraduate research	31.0%	27.4%	29.8%
Attendance type	full-time	81.5%	84.7%	82.6%
	part-time	18.5%	15.3%	17.4%
<i>total count⁶</i>		<i>10,579</i>	<i>5,525</i>	<i>16,104</i>

1. includes SES ANU in-scope commencing and completing students and ANU extra-to-quota, inscope mid-career (continuing) students surveyed for the first time in 2021

2. values shown for *Age* represent average age (minimum age - maximum age; median age)

⁵ A z-test for the proportion, with the demographic profile of all students invited defined as the hypothesised value, and the profile of respondents the observed value.



3. percentage values will not total 100% because students can have multiple college affiliations and each of these is included.
4. for these purposes, *commencing* students refer to 2021 commencement for program enrolled; completing and mid-career students were identified using the SRC formula for estimating the variable STAGE
5. HDR candidates do not participate in the SES
6. students can respond to the SES about more than one program if enrolled in multiple programs but each student is counted only once

the sample is different to the demographic profile on all facets except one, the proportion of students responding from CAP

The demographic profile of the sample is different to the population demographic profile on all facets except one, the proportion of students responding from CAP. Importantly though, the statistical tests needs to be understood in context. For example, the statistical over-representation of students identifying as Aboriginal and/or Torres Strait Islander, and/or identifying as student with a disability, means increasing the ability to detect effects (statistically) for those communities. The over-representation of students identifying as female is more of a concern as it has the potential to skew analysis and interpretation. The effect of such over-representation can be to guide policy or action towards things that work for the over-represented communities but that may not work for the under-represented communities. For example, what might improve the experience of ANU for CASS students might make the experience of, say, CECS students worse.

Table 3 provides more detail on the patterns of representation by College, degree type, citizenship and binary gender. A chi-squared test determines where over- and under-representation lies within ANU as a whole. In broad terms, the 2021 SES over-represented domestic undergraduates identifying as female across the majority of Colleges, and under-represented undergraduates identifying as male, and post-graduate international students of in CBE and CECS.

Table 3: Statistically significant 2021 sample/population differences by selected variables

Degree Type	Citizenship	Gender		ANU CoL	CAP	CASS	CBE	CECS	CHM	COS
UG	Domestic	Female	Sample	4.3%	3.2%	17.3%	4.1%	2.0%	3.3%	8.2%
			Population	4.4%	2.6%	14.7%	3.7%	1.5%	2.8%	6.1%
		Male	Sample	2.2%	1.4%	7.8%	4.0%	3.8%	1.0%	5.4%
			Population	2.5%	1.6%	8.4%	5.4%	4.6%	1.1%	5.5%
	International	Female	Sample	0.1%	0.1%	0.8%	1.8%	1.0%	0.5%	0.8%
			Population	0.1%	0.1%	0.9%	1.9%	0.9%	0.5%	0.9%
		Male	Sample	0.1%	0.1%	0.4%	1.3%	1.8%	0.1%	0.7%
			Population	0.1%	0.2%	0.5%	1.5%	2.4%	0.2%	0.8%
PG	Domestic	Female	Sample	1.4%	1.7%	1.4%	0.5%	0.5%	1.7%	0.5%
			Population	1.5%	1.7%	1.0%	0.4%	0.3%	1.4%	0.3%
		Male	Sample	0.8%	1.2%	0.4%	0.7%	0.5%	1.1%	0.2%
			Population	1.1%	1.7%	0.3%	0.6%	0.6%	0.9%	0.2%
	International	Female	Sample	0.3%	0.8%	0.4%	2.9%	0.4%	0.2%	0.4%
			Population	0.3%	0.5%	0.3%	4.4%	0.6%	0.1%	0.2%
		Male	Sample	0.2%	0.7%	0.1%	2.0%	1.4%	0.1%	0.2%
			Population	0.2%	0.6%	0.1%	3.0%	1.8%	0.1%	0.2%

* Blue is under-representation, red is over-representation



A review of previous years shows the over-representation of domestic undergraduates identifying as female is typical of the SES 2017-2020 but there are two key differences. The first is that changes in enrolment volumes due to COVID have seen exchanges in the proportions of students in each category. For example, in 2020 the proportion of post-graduate international students identifying as female in the sample was 4.5% (vs 2.9% for 2021) and the population 6.6% (vs 4.4% for 2021). This reflects the change in proportions across ANU as a whole rather than a specific change in enrolment volume in any College.

The second notable difference is the change in post-graduate responding. Where 2020 saw an under-representation across domestic students, 2021 saw this effect largely disappear. It was replaced by the emergence of under-representation among international post-graduate students in CBE and CECS. While observing this difference is useful for interpreting outcomes of the SES, it represents the normal fluctuations in responding patterns and importantly, no action is required. Instead, if any action were taken, a more general promotion of the SES targeting everyone except domestic undergraduates identifying as female would be appropriate, but likely unfeasible.

A logistic regression that aimed to predict whether a student was more or less likely to respond to the 2021 SES failed to yield a meaningful model. In addition to a low effect size measure (Nagelkerke $R^2=0.044$), the correct classification rate for the model showed that it incorrectly identified 2% of non-respondents and 95.1% of respondents. Eliminating methodological explanations for this outcome is beyond the scope of this report. Noting this, the failure of the model to explain responding indicates that something *other than* demographic characteristics is driving both response and non-response. While this adds further weight to the need to conduct non-response studies, it also indicates an examination is needed of *why students choose to respond*.

In summary, the 2021 SES continues the longstanding bias towards the experience of domestic undergraduates identifying as female. Understanding the experience of other demographic groups requires a more resource intensive account of the data (e.g. controlling for demographic interactions in model building).

If representativeness in the SES series is considered strategically important, ANU needs to invest resources into building a more diverse responding from its student community. The 2021 GOS/GOSL Report advocated for rebuilding a culture of participation in such collections by improving engagement with ANU students. Evidence from the SES indicates that one way to start doing this is to conduct studies to better understand student motivations regarding responding and non-responding.

Comparing Commencing and Completing with Continuing Student Experience

Continuing students were invited to participate in the 2021 SES to address the potential impact of sampling bias. The essential question is whether the continuing students are the same or different to commencing and completing students. This is tested by establishing a 99% two-sided confidence interval around the outcomes for commencing students.⁶ If the score for commencing or completing students

⁶ A 99% confidence interval is used as a Bonferroni Correction to control for Type 1 error. The width of the confidence intervals is between 2.1% and 2.7%.



is more (coded green in Table 4) or less (coded red in Table 4) than this confidence interval, then continuing students are statistically different.

Please note that the statistical differences observed in Table 4 are insensitive to whether a particular score is consistent with the ANU aspiration to have a student experience equal to the world's best. For example, it is reassuring to know commencing and completing students take a more positive view than continuing students, of support available and received from career advisors. It is less reassuring to consider that, taking into account response bias, fewer than one-third of students in the population access and receive useful career support.

Table 4 also has no bearing on whether the outcomes are acceptable relative to the performance of other universities. For example, that commencing and completing students take a more positive view of Student Support than continuing students has no bearing on the fact that ANU has been among the poorest performers on this aspect of students experience over time. As can be seen in Table 4, continuing students are statistically distinct from other students across a number of items. Commencing students have a more positive experience than continuing students. Across the 52 scores reported in Table 4, commencing students demonstrate a more positive response across 39 items and are only below on one item. The only aspect of student experience where commencing and continuing students are broadly similar is Skills Development.

Completing students are more positive on 16 items and less positive on 18 items. Compared with continuing students, completing students take a more positive view of Student Support and to a lesser degree Skills Development, whereas they take a less positive view across Learner Engagement, Learner Resources and Teaching Quality.

Another important part of Table 4 is that it also gives an indication of where *commencing* and *completing* students differ. An indication of which group is different to the other two can be seen when there is colour in only one column. For example, completing students were more positively predisposed towards feeling prepared to study than either commencing or continuing students. Where two columns have different colours, it means that the three groups are statistically distinct (16 instances).

Where commencing and completing students are both green (there are no instances where they are both pink), it means they are both distinct from continuing students, but may also be different from each other (using a difference greater than 3% to ensure significance, this happens eight times). Conversely, there are only five (5) instances where the commencing, continuing and completing students can be considered statistically similar.

Based on this examination, commencing, continuing and completing students have different experiences of ANU. Continuing students take a less positive view of Student Support than commencing or completing students. Continuing students sit between commencing and completing students in terms of Learner Engagement, Learning Resources and Teaching Development. Finally, both commencing and continuing students broadly take a less positive view of Skills Development than completing students.

Table 4: SES item comparison by student stage of career

Percentage satisfaction among 2021 ANU responding students, by stage ¹ of studies					
SES item	Variable name	In-scope students		2021 extra students Continuing	95CI for Continuing
		Commencing	Completing		
Learner Engagement²	ENGAGSAT	51	43	47	(44, 49)
Opportunities to interact with local students	OPPLOC	47	37	41	(38, 43)
Sense of belonging to institution	BELONG	46	38	38	(36, 41)
Felt prepared for study	FEELPREP	60	64	61	(58, 64)
Online or face-to-face discussions	DISCUSS	65	62	64	(62, 67)
Worked with other students	WRKOTHER	51	49	48	(45, 50)
Student interaction outside study	INTEROUT	39	32	34	(32, 37)
Interacted with different students	INTERDIF	45	36	41	(38, 43)
Learning Resources²	RESRSAT	82	69	75	(73, 77)
Teaching spaces - quality	QLTSPACE	86	74	81	(79, 83)
Student spaces - quality	QLSSPACE	79	67	71	(69, 73)
Online learning materials - quality	QLONLINE	83	74	76	(74, 79)
Computing/IT resources - quality	QLCOMPUT	75	66	69	(66, 71)
Textbooks and learning resources - quality	QLTBOOK	80	74	75	(73, 78)
Laboratory or studio equipment - quality	QLEQUIP	78	64	74	(71, 76)
Library resources and facilities - quality	QLLIBRY	82	78	79	(77, 81)
Skills Development²	DEVELSAT	76	77	76	(74, 79)
Critical thinking skills developed by course	EXPTHINK	70	69	71	(68, 73)
Complex problem solving developed by course	EXPPRBSL	61	65	64	(61, 66)
Teamwork developed by course	EXPTMWRK	45	49	46	(44, 49)
Confidence to learn Independently developed by course	EXPCONF	68	73	70	(67, 72)
Written communication developed by course	EXPWRITE	59	67	61	(59, 64)
Spoken communication developed by course	EXPSPEAK	38	47	40	(37, 43)
Knowledge of study areas developed by course	EXPKNOW	79	76	77	(75, 80)
Work readiness developed by course	EXPWORK	54	51	51	(48, 54)
Student Support²	SUPPSAT	69	62	57	(54, 59)
English language support received	ENGLANG	39	36	27	(25, 29)
Have been offered relevant support	OFFSUP	46	40	38	(36, 41)
Induction / orientation activities relevant / helpful	INDUCT	51	42	42	(39, 44)
Supported to settle into study	SETTLE	50	42	38	(36, 41)
Admin staff/systems available	ADMAVAIL	53	52	47	(45, 50)
Admin staff/systems helpful	ADMHELP	54	53	47	(45, 50)
Careers advisors available	CARAVAIL	42	35	32	(29, 34)
Careers advisors helpful	CARHELP	45	37	33	(30, 35)
Academic or learning advisors available	ACDAVAIL	63	57	53	(50, 56)
Academic or learning advisors helpful	ACDHELP	63	58	53	(51, 56)
Other advisors available	SUPAVAIL	43	36	31	(29, 34)
Other advisors helpful	SUPHELP	46	45	41	(38, 43)
Efficient enrolment and admissions processes	EFFENROL	65	67	67	(64, 69)
Teaching Quality²	TEACHSAT	82	73	78	(75, 80)
Quality of teaching	QLTEACH	81	71	74	(72, 76)
Quality of overall educational experience	OVERALL	75	65	69	(67, 72)
Course well structured	STDSTRUC	71	59	62	(60, 65)
Course relevant to education overall	STDRELEV	78	69	74	(72, 76)
Teaching staff actively engaged students	TCHACTIV	66	60	61	(59, 64)
Teaching staff concerned about student learning	TCHCONLR	60	54	58	(55, 61)
Teaching staff explained coursework and assessment	TCHCLEXP	68	66	67	(65, 70)
Teaching staff provided intellectual stimulation	TCHSTIMI	76	68	73	(70, 75)
Teaching staff provided constructive feedback	TCHFEEDB	51	50	48	(46, 51)
Teaching staff were helpful and approachable	TCHHELP	70	65	67	(64, 69)
Teaching staff set challenging assessments	TCHASSCH	82	72	75	(73, 78)
Quality of overall educational experience³	QOESAT	75	65	69	(67, 72)
	count ⁴	2,413	1,640	2,325	

1. includes SES ANU in-scope commencing and completing students and ANU extra-to-quota mid-career students surveyed for the first time in 2021

2. derived QLT indicator, developed from items listed under heading

3. single item asking "Thinking about your <program>, overall how would you rate the quality of your entire educational experience this year?"

4. number of students who responded to survey, but may not have responded to all survey items

NOTE: cases selected with ANALYSIS=1 or ANALYSIS=2; rounding may make displayed value for percentage appear larger or smaller than exact percentage



...commencing, continuing and completing students have different experiences of ANU.

Pragmatically, this pattern indicates that SES outcomes are sensitive to the proportion of commencing to completing students responding in a given year. For example, ANU overall is likely to do better in years where relatively more commencing than completing students respond and worse when more completing than commencing students respond.

Two interpretations arising from this pattern come from speculating whether it emerges because of something ANU does, or from something intrinsic to student experience. In terms of the former, the change in experience over time appears dependent upon ANU doing a better job with orientation and transition among commencing students than it does in sustaining that positive student experience across the student journey. The latter is that commencing students are more positively predisposed to ANU when they arrive and that wanes naturally as they move through their student journey, independent of any action ANU might take. Of course, a third explanation is that something completely different is driving this pattern. That the pattern has been observed invites further investigation into why student experience on certain indicators wanes across the ANU student journey..

Implications for Sampling Bias and Response Bias

The implications for sampling bias are clearest in relation to Student Support. Had continuing students been asked to respond to previous versions of the SES, the outcomes would be lower than have been observed in the past. The findings show that the direction of bias is towards the negative and the magnitude is 5-10 percent.

The effect of sampling bias for the other aspects of student experience give more of an indication of direction rather than magnitude. It seems that, for the most part, the average of commencing and completing students approximates what is observed for continuing students. From this point of view, the direction of bias is definitely negative (such that including continuing students would result in overall lower scores) but the magnitude is closer to 5 percent.

While this line of evidence shows the effect of sampling bias, the question of response bias is still unresolved. Given the evidence, the direction of non-response is likely to be negative, an appropriately conservative correction would be to place the true population score as around 10 percent lower than that observed in responses to the SES.

ANU Commencing and Completing Student Experience over Time

In addition to providing an indicator of the Overall Experience of education, the SES aggregates items into five facets of student experience: Skills Development, Learner Engagement, Teaching Quality, Student Support, and Learning Resources. The outcomes of the SES across the Overall Experience and the five facets are considered, whilst taking into account how commencing and completing student experience has changed across Australian universities in recent years.



The descriptive examination of student experience over time is achieved in two ways. The first is gaining a sense of how reported student satisfaction varies over time across the sector. Figures 1-6, show ANU performance over time (2015-2021) on each SES facet (the yellow squares with the red border connected by a red line). The Figures also show the performance of other members of the Go8 (the red circles), the RL5 (the blue circles) and other Australian universities (the black circles).

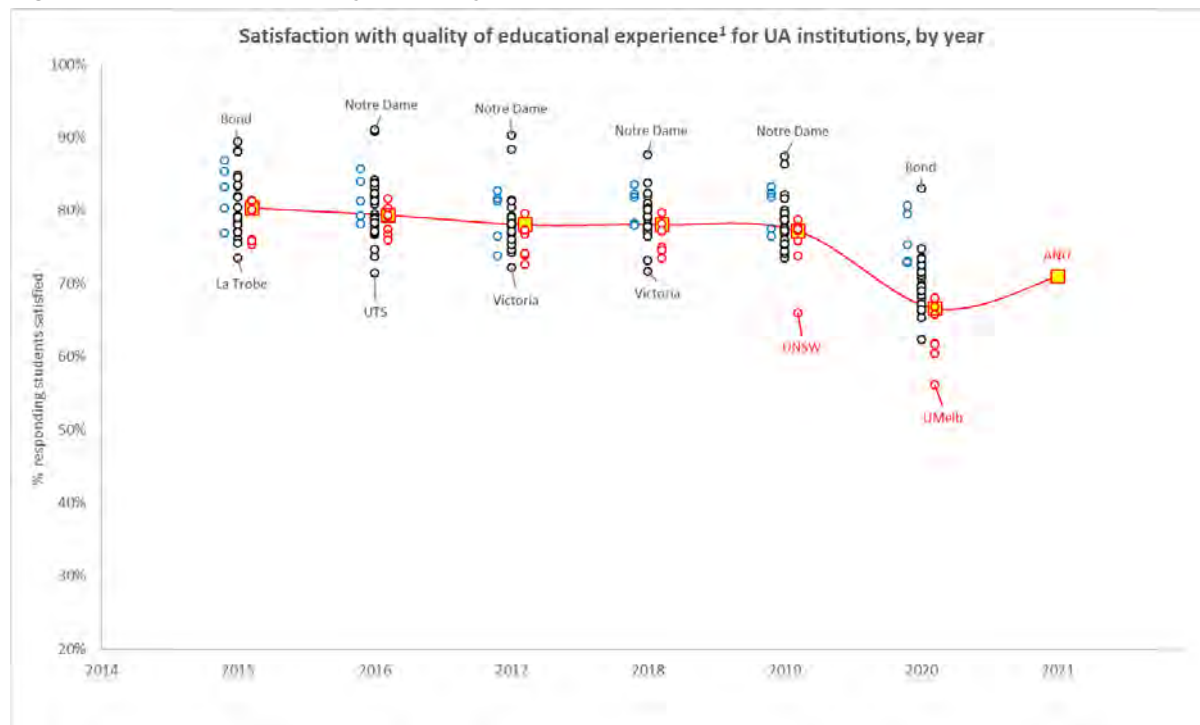
The second considers how ANU has performed over time on each facet and item score. Colour coded item-level descriptions appear in Appendix A. In this table, recovery from COVID is indicated by a green cell in the 2021 column next to a red cell in the 2020 column, which indicates improvement relative to 2020. In contrast, a red 2020 cell beside an uncoloured cell in 2021 indicates that recovery from COVID is yet to begin.

The conservative correction for each score is applied across the facets. This means that the true population score for ANU is assumed to be about 10 percent lower than that observed in the responses from commencing and completing students.

While no benchmarks are applied, the question is asked about whether the observed scores (accounting for bias) reflect the aspiration of ANU to provide a student experience equal to the world's best. This question is, in part, answered by whether ANU is equal to Australia's best student experience, at least measured by the SES.

Overall Educational Experience

The Overall Educational Experience indicator is drawn from a single question asking students to rate their "entire education experience this year". ANU students' overall experience prior to COVID hovered just below 80%, with a decline to 67% in 2020. In 2021, there was a slight lift to 71%, potentially signalling the beginning of the return to pre-COVID levels (see Appendix A). However, the variation in Overall Educational Experience across commencing, continuing and completing students indicates a different story. Adjusting each of the three groups for bias (5% for non-response only as the sampling bias is accounted for by comparing the three groups), around two-thirds of ANU students had a "good" or "excellent" overall experience, while one-third felt their experience was "poor" or "fair".

Figure 2: Overall experience by university over time

1 based on variable QOESAT, a single item

Note: Blue is the RL5, Red is the Go8 and black all other Australian universities

NOTE: includes all in-scope commencing and completing responding students (i.e. UG/PG, domestic/international, internal/external/multimodal); excludes extra-to-quota mid-career students surveyed for the first time in 2021

As can be seen in Figure 2, the Overall Educational Experience across Australian universities was tightly clustered between 70 and 90 percent between 2015 and 2019. The impact of COVID in 2020 was to push the distribution down, with the RL5 standing out for maintaining their long-term performance. This is attributable to institutions with mature on-line delivery having a competitive advantage in the Australian higher education sector during COVID. The 2020 distribution also saw the Go8 retreat on this aspect of student experience to a greater degree than other universities.

...around two-thirds of ANU students felt their overall experience was “good” or “excellent” ...

Given ANU tends to vary in lockstep with the other Go8 institutions, it would be reasonable to expect a similar uptick in the Go8. Assuming that the New South Wales and Victorian universities maintain their 2020 experience (due to their extended lockdowns), the overall distribution should spread out as other universities improve relative to 2020. Consequently, ANU is expected to be in the “middle-of-the-pack” in 2021, ranking in the mid-20s. While it is unclear whether this means ANU is offering an Overall Educational Experience equal to the world’s best, ANU is behind the best in Australia.



Learner Engagement

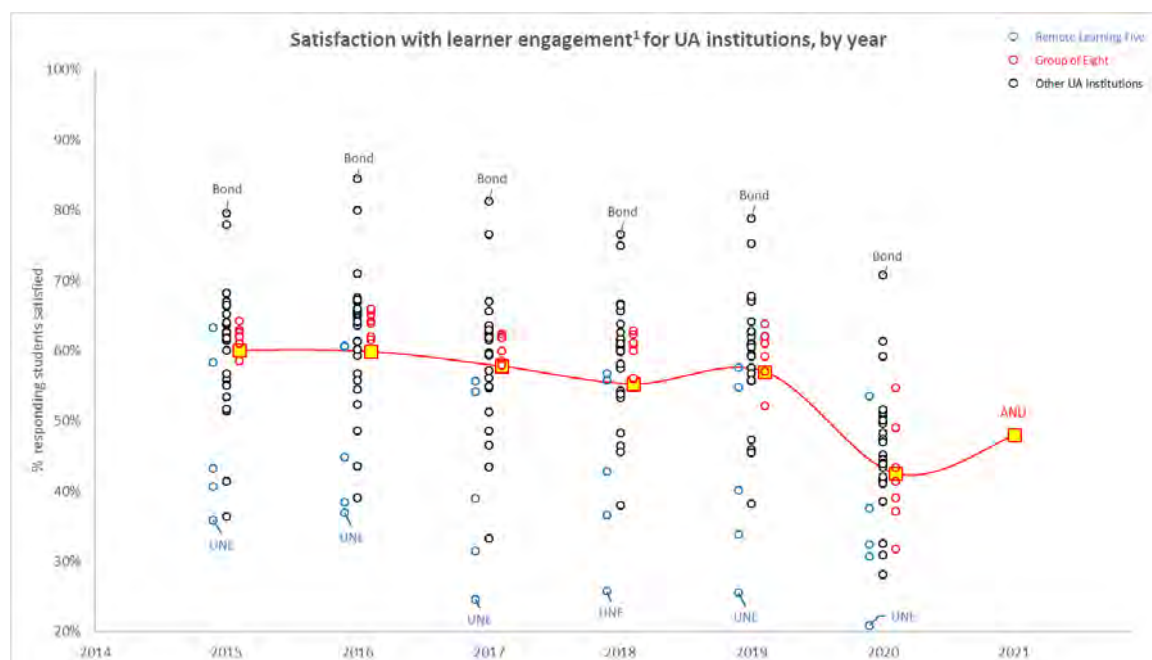
Learner Engagement improved from 43 percent in 2020, to 48 percent in 2021. This modest improvement is perhaps unsurprising as Learner Engagement relates to the ability of students to form connections with other students in their university community on the basis of in-person interpersonal contact.

While this shows some recovery from 2020, it still sits behind the longer-term rate for ANU of 55-60 percent. Rounding down to account for bias means roughly two-in-five 2021 students experienced these aspects of Learner Engagement “often” or “very often”. Conversely, three-in-five 2021 students “never” or only “sometimes” had these experiences.

In terms of where ANU sits relative to other universities is difficult to estimate (see Figure 3). The patterning of lockdowns should see improvement among universities where students were able to access their campus. Universities that invested heavily in helping students connect on-line through 2021 may see a stronger rebound, even those in the lockdown states. Attendance universities in lockdown States would be expected to continue their 2020 performance. The overall effect of this pattern is that the top and bottom might stay the same, but with a lot more spread. ANU is expected to continue being in the “middle pack” when it comes to Learner Engagement in 2021. ANU is a follower rather than a leader on this aspect of student experience.

Among the items that make up Learner Engagement (see Appendix A), returning to campus at the start of S2 2021 appears to have had an effect on opportunities for student interaction. Of course, noting the impact of response bias, this still means that around two-thirds of students felt they had “never” or “sometimes” interacted with other students. The experience is lower for completing students (see Table 4).

Figure 3: Learner Engagement by university over time



1 based on variable ENGAGSAT, a derived scale based on multiple items

Note: Blue is the RL5, Red is the Go8 and black all other Australian universities

Note: includes all in-scope commencing and completing responding students (i.e. UG/PG, domestic/international, internal/external/multimodal); excludes extra-to-quota mid-career students surveyed for the first time in 2021

Across the other items, ANU Learner Engagement remained at the same level as that observed in 2020 and the COVID recovery is yet to begin. While sense of belonging sits at around two-in-five for commencing students, only one-third of continuing and completing students report a sense of belonging to ANU (expanded upon in the section *Sense of Belonging* below). It is noteworthy that the experience of on-line or face-to-face discussion has been consistent over time and unaffected by COVID, with little difference across the commencing and continuing students.

... explor[e] how organisational structures at ANU facilitate or interfere with students interacting...

In terms of whether this accords with delivering a student experience equal to the world's best, there appears to be a gap. There are clearly opportunities to improve the ways students interact with each other, both on-campus and on-line. The cultural question asked in the 2020 SES ANU Report was whether the pattern of Learner Engagement outcomes was an indicator that the ANU student experience is one of isolation in siloes rather than a community of learning. This invites exploring how organisational structures at ANU facilitate or interfere with students interacting across the broader university community. For example, this raises the question as to whether the emphasis on "College" or "School" as the dominant social identity at ANU somehow inhibits student experience.



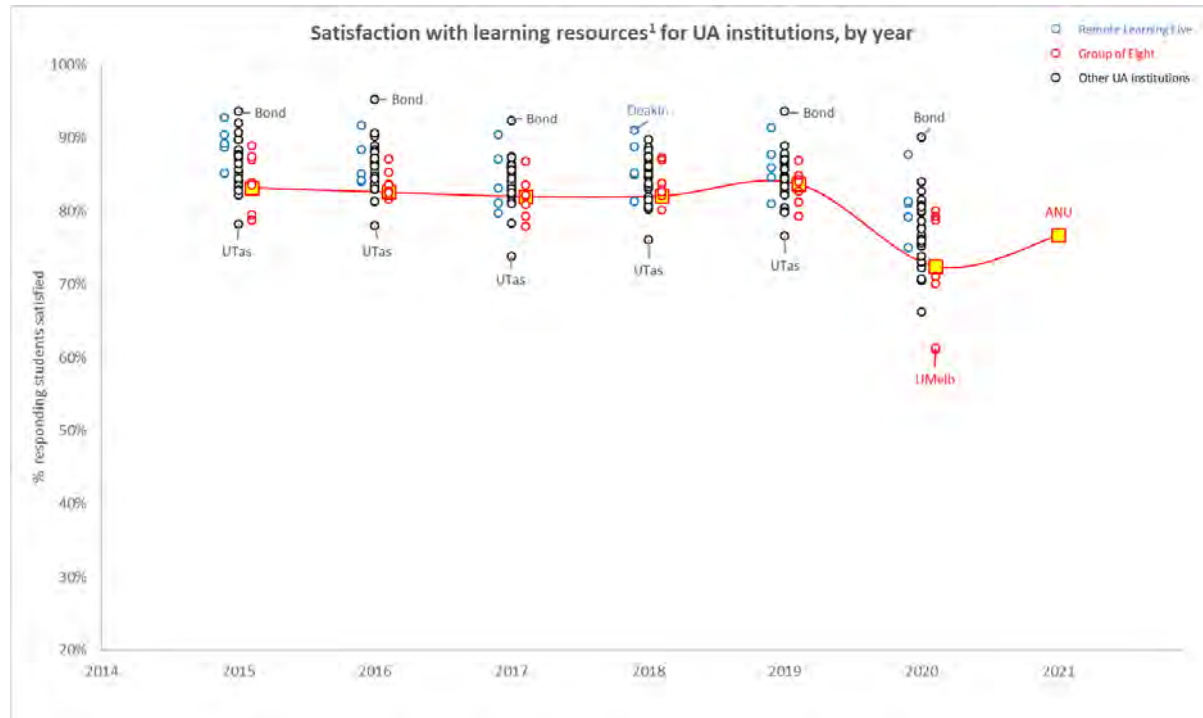
Learning Resources

The overall Learning Resources score shows the start of recovering from COVID, lifting from 73 percent in 2020, to 77 percent in 2021. There is a notable gulf between commencing, continuing and completing students (see Table 4), indicating that improving Learning Resources among completing students would see this aspect of student experience climb relatively quickly.

...improving Learning Resources among completing students would see... student experience climb relatively quickly

There is COVID recovery in terms of teaching and student spaces returning to or exceeding pre-COVID levels (see Appendix A). There is a nice rebound in terms of laboratory or studio equipment quality, noting that this is still around 10% lower than the pre-COVID levels. It is worth noting that the rebound in all three items is largely due to commencing students, and all three would be higher if more completing students responded positively. Working out whether this is an artefact of COVID or an area where improvements can be made in terms of the quality of these spaces for completing students can be achieved by looking at commencing and completing student responses in the 2015-2019 SES data.

Figure 4: Learner Resources by university over time



¹ based on variable RESRSAT, a derived scale based on multiple items

Note: Blue is the RL5, Red is the Go8 and black all other Australian universities

Note: includes all in-scope commencing and completing responding students (i.e. UG/PG, domestic/international, internal/external/multimodal); excludes extra-to-quota mid-career students surveyed for the first time in 2021



There was no movement in relation to online learning materials and computing resources (see Appendix A), indicating that around 60-70 percent of ANU students felt this aspect of their experience was “good” or “excellent”, even among continuing and completing students. The 2020 drop most likely reflects the infrastructure in place for and experience with online delivery. It may have been hoped to see this improve in 2021, but should be expected to lift in 2022 given initiatives like Student First and other improvements at ANU that relate to online delivery.

Again, the uptick at ANU should be expected to appear across universities (see Figure 4). The RL5 should be expected to bounce back to their pre-COVID levels as infrastructure investment and adjustments to COVID manifest. The tail of the distribution should come up (e.g. University of Melbourne is expected to recover), but is still expected to be more widely distributed given the effects of variable access to campus. Consequently, ANU can be expected to stay in the “middle-of-the-pack” for Learning Resources.

As noted in the 2020 SES ANU Report, the RL5 enjoy a competitive advantage relative to the Go8 in terms of Learning Resources, especially in terms of creating quality spaces for teaching and learning, maintaining computing resources and having high quality library resources. Interestingly, students at universities known for remote learning report better experiences with spaces for students: this stands in contrast with the ANU attendance model where students are asking for improvements to be made both on-campus and on-line.

Skills Development

There was no overall change across most of the Skills Development items since 2020 (see Figure 5). Given that COVID looks to have had little to no effect on how universities perform on this aspect of student experience, ANU is likely to continue to be a middling to low performer.

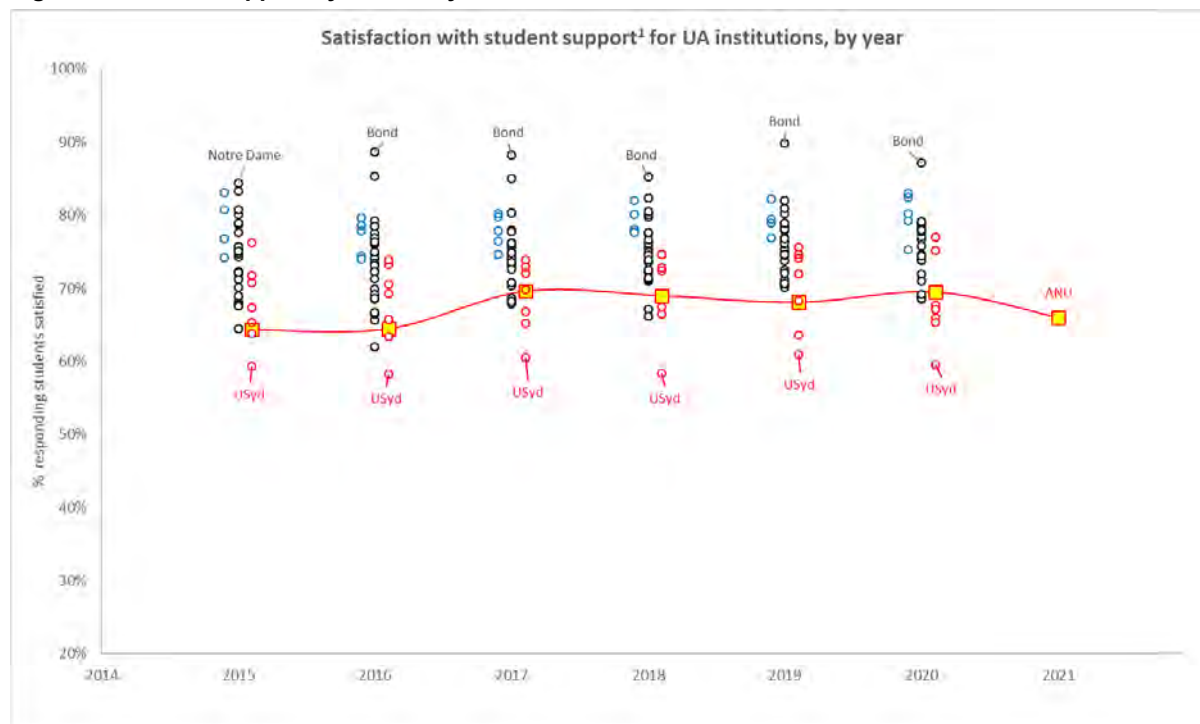
Teamwork and spoken communication suffered most due to COVID in 2020, are yet to begin their recovery (see Appendix A), and are also the two skill areas that ANU consistently underperforms on relative to the rest of the Go8 (usually by 5-10 points). It is worth noting that completing students rate these two items more highly than commencing or continuing students, team work by only a few points, but spoken communication by 7-9 points. Overall, this means that, adjusting for bias, around two-thirds of students felt ANU has room for improvement in developing student teamwork and spoken communication skills in both 2020 and 2021.

The other item that stands out in an absolute sense is “work readiness” (see Appendix A), which has the same scores across commencing, continuing and completing students (see Table 4). The outcomes from the 2020 SES National Report show there is a 10-15 point difference between the Go8 and RL5 in terms of perceptions that courses develop skills that prepare students for work. Adjusting for bias, fewer than half of ANU students feel their courses develop their “work readiness” (see Appendix A). This stands in contrast with the two-thirds of students identifying they feel work ready among the RL5.

... evidence suggests that continuing underperformance on work integrated learning at ANU is an emerging strategic risk.

support that was available was unhelpful. Rather than being exceptional, this example may be what most students experience when interacting with ANU.

Figure 6: Student Support by university over time



¹ based on variable SUPPSAT, a derived scale based on multiple items

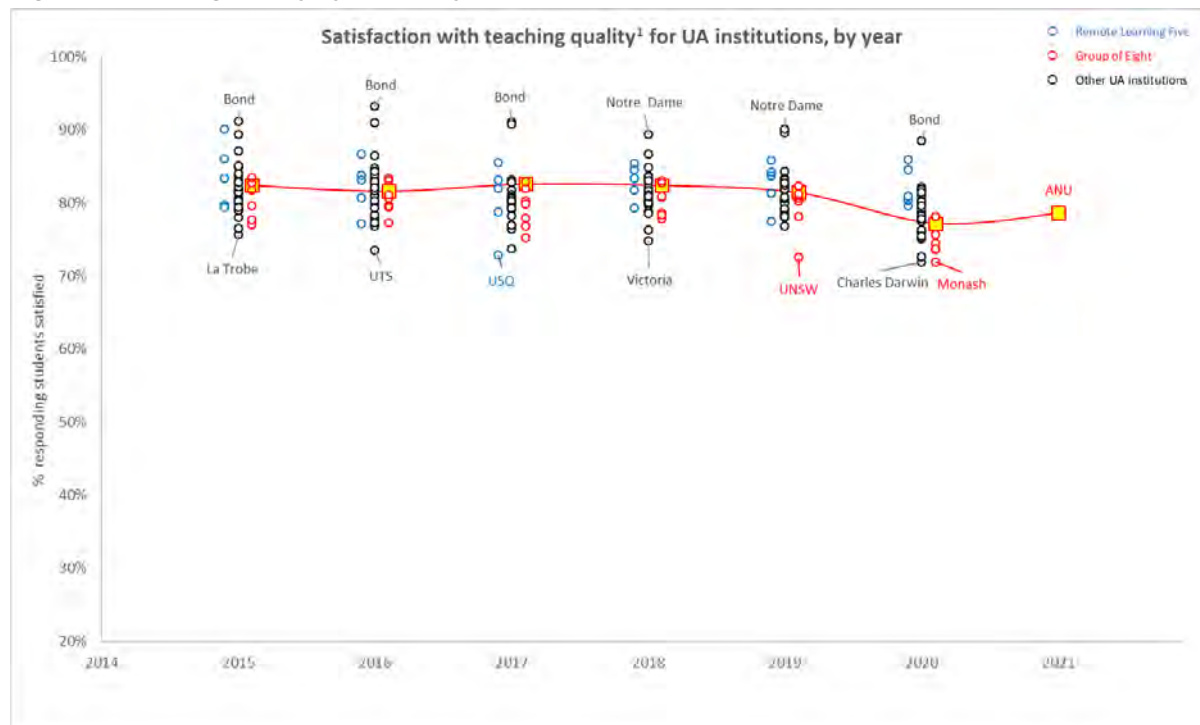
Note: Blue is the RL5, Red is the Go8 and black all other Australian universities

Note: includes all in-scope commencing and completing responding students (i.e. UG/PG, domestic/international, internal/external/multimodal); excludes extra-to-quota mid-career students surveyed for the first time in 2021

Six years of evidence shows the majority of ANU students report being unable to access helpful support. Given the ANU2025 strategy seeks to establish ANU as having a student experience equal to the world's best, the continuing failure to adequately support the majority of students represents a strategic threat to ANU. The *Student First* initiative, which commenced in late 2021, offers a way forward towards making support available and useful to ANU students. Noting Recommendation 5 of the ANAO Report on ANU requesting internal benchmarks be established, there is an opportunity to measure the success of *Student First* by using as a benchmark, either the absolute Student Support scores, or ANU ranking on Student Support relative to other universities.

Teaching Quality

Half to three-quarters of ANU students reported experiencing the different – and positive - aspects of teaching, as measured by the SES, “quite a bit” or “very much”. There is clear and encouraging evidence that Teaching Quality is recovering from the slight retreat across three items impacted by COVID in 2020 (see Appendix A).

Figure 7: Teaching Quality by university over time

¹ based on variable TEACHSAT, a derived scale based on multiple items

Note: Blue is the RL5, Red is the Go8 and black all other Australian universities

Note: includes all in-scope commencing and completing responding students (i.e. UG/PG, domestic/international, internal/external/multimodal); excludes extra-to-quota mid-career students surveyed for the first time in 2021

Teaching Quality is also the aspect of student experience that shows the strongest waning effect across commencing, continuing and completing students (see Table 4). Four items differ by 10 or more across commencing and completing, including course structure, intellectual stimulation, and whether assessment was challenging. One interpretation is that ANU is doing better on orientation and on transition through commencing courses than on capstone courses as students move towards graduation. While this could reflect students becoming more critical or more skilful, it does suggest there may be value in looking at how capstone courses prepare students for course completion.

**...there may be value in looking at how capstone courses
prepare students for course completion.**

There is little difference between ANU, the remaining Go8 and the RL5 over time, indicating ANU is likely to remain in the middle ranks on this aspect of student experience (see Figure 7).

Across Teaching Quality, the proportion of ANU students who feel assessment feedback is less constructive than it could be have been is, adjusting for bias, consistently below half for the last six years (see Appendix A). This raises questions around how this result sits alongside the aspiration to give students a world-class experience. Combined with evidence from the S2 2021 SELT Report,



receiving timely, constructive and respectful feedback on assessment is a key issue for students at ANU. Alongside Student Support, improving assessment feedback is one of the best ways to enhance the ANU student experience.

...improving assessment feedback is one of the best ways to enhance the ANU student experience.

Freedom of Expression

The 2021 SES introduced three items measuring freedom of expression at Australian universities (see Table 5), at the direction of the Australian Minister for Education. In order to maintain consistency with other QILT reporting, the items are reported using the binary coding of percent agreement rather than presenting the distribution for each item. A correction for bias towards the negative is used as the basis for interpretation. As the first time these items have been included, universities will be able to benchmark from the national data set when it becomes available. In the absence of benchmark data from other universities, the outcomes are interpreted in an absolute sense by asking whether such an outcome is consistent with the strategic aims of ANU.

Table 5: Freedom of expression item aggregate by commencing, continuing and completing student

Freedom of expression item	Percentage agreement among responding 2021 students ¹ , by stage			
	Commencing	Completing	Continuing	CI95%
I am free to express my views at ANU	80	77	77	(74, 79)
Academics are free to express their views at ANU	78	73	72	(70, 75)
I am free from discrimination, harm or hatred at ANU	77	72	71	(68, 73)
<i>count</i> ²	2,221	1,565	2,146	

1. includes SES ANU in-scope commencing and completing students and ANU extra-to-quota mid-career students surveyed for the first time in 2021 and who responded to at least 1 freedom of expression item

2. number of students who responded to at least one belonging item, but may not have responded to all 3 items

NOTE: cases selected with ANALYSIS=1 or ANALYSIS=2; displayed percentage values are rounded

Even with a correction for bias, it is clear that the majority of students agree they experience freedom of expression at ANU. A slightly higher proportion of commencing students feel this way than continuing or completing students, which continues with the pattern of decline over time at ANU. In terms of internal benchmarking, the findings from 2021 represent a strong start that ANU can improve upon moving forward. In the first instance, it may be appropriate to sustain the experience of commencing students across their journey with ANU, such that commencing, continuing and completing students all demonstrate at least 80 percent agreement with all three items. The findings from the 2021 SES could be considered the benchmark for ANU on the freedom of expression items that is improved upon into the future.

...the majority of students agree they experience freedom of expression at ANU



Table 6 shows the proportion of commencing, continuing and completing students that agreed an aspect of freedom of expression occurred was present at ANU. This approach gives an insight into what proportion of students feel there is no freedom of expression. Noting response bias, around 15% of students at ANU are estimated to feel none of the versions of freedom of expression identified by the items exist at ANU. The converse is that 85 percent of students agree that at least one aspect of freedom of expression identified in the 2021 SES is apparent at ANU, although close to half of ANU students also see that at least one aspect is absent. As with other student experience measures, it is up to decision-makers to determine whether this pattern is acceptable for Australia's leading university and the pursuit of providing a student experience equal to the world's best.

Table 6: Freedom of Expression items agreed with by commencing, continuing and completing

Count of freedom of expression items - agreed with	Percentage of 2021 responding students ¹ agreement count, by stage		
	Commencing	Completing	Mid-career
no items	8	11	11
1 item	11	13	13
2 items	20	20	22
all items	61	57	55

1. includes SES ANU in-scope commencing and completing students and ANU extra-to-quota mid-career students surveyed for the first time in 2021 and who responded to at least 1 freedom of expression item

NOTE: cases selected with ANALYSIS=1 or ANALYSIS=2; displayed percentage values are rounded

Sense of Belonging

Since 2015, the SES has included a single item on “sense of belonging to institution”. Additional sense of belonging items were included in the SES for ANU students for the first time in 2021. The initial driver for including additional items arose from queries asked by teams in the Student and University Experience portfolio on how belongingness influenced student experience. Closer review identified that sense of belonging has an important role across key student behaviours, including improving academic outcomes, improving student mental health and helping students persist in the face of obstacles. The items included in the SES were introduced following item development and testing as part of Ms Sarah Walker's (Manager, Student Engagement and Success) PhD thesis, exploring the role of belonging and identity in ANU student journeys.

Importantly, the multiple sense of belonging items represent the first time ANU has included *diagnostic* questions in the SES. That is, rather than have a general indication that less than half of students have a sense of belonging to ANU, the additional questions create an opportunity to diagnose why less than half of students take that view.

Further, as the first time this has been measured, the effect of the COVID crisis is unknown. For example, some commencing students in 2021 (e.g. students in China) may not have expected to come to ANU. Students who commenced in 2020 and were continuing students in 2021 may have never had the opportunity to be on campus at ANU. However, a proportion of continuing students started at ANU prior to 2020 and so did have an opportunity to attend ANU without the effects of COVID. There are so many intervening variables a conservative interpretation of any patterns that



emerge is needed, such that the outcomes represent 2021 and are likely to be unrepresentative of any other year.

Brief Psychometric Assessment

A brief psychometric assessment of the items was undertaken. A fuller assessment of the psychometric properties of the items is beyond the scope and resourcing of this report.

Following an inter-item correlation, a principal components analysis was conducted to assess whether the items loaded on a single factor or were better reflected by multiple factors. Correlation of the new items with the existing SES sense of belonging item gives a sense of convergent validity. No other validity was assessed because of the likelihood of common method bias (e.g. divergent validity was not assessed), and because it would require talking with students about how they understand the items in their context.

The inter-item correlation showed that there was significant overlap between the items, indicating factorability. That is, when a student responded with a “strongly agree” on one item, they were likely to respond with “agree” or “strongly agree” on other items. The converse is also true. The lowest correlation was $r=0.21$ between the items “playing an active role” and “comfort in ANU spaces”, and the highest was $r=0.70$, between items “being committed to ANU” and “feeling a part of ANU”.

The principal components analysis revealed a single factor (no rotation possible), indicating that all the items come together to form a single latent construct (explaining 59.7% of the observed variation; component scores 0.55 to 0.86). This is reassuring as it means students are responding to the items in a consistent manner, interpreted here as “sense of belonging to ANU”. It is unclear how the covariance matrix might change in the absence of COVID. For example, it is possible that, in the absence of COVID, two or more latent constructs emerge.

All of the items correlated with the existing single SES item, ranging from $r=0.28$ (importance of playing an active role at ANU) to $r=0.64$ (feel part of ANU). The imperfect correlations indicate that they come from the same underlying construct, but measure slightly different aspects of that construct, but also noting that correlations could be inflated due to common method bias. For the purposes of this report, this is deemed sufficient convergent validity to proceed.

The 2021 collection can be considered effective “proof of concept”...

A more detailed psychometric assessment using a data set less contaminated by COVID is needed before decision-makers determine whether to continue using this group of items. The 2021 collection can be considered effective “proof of concept”, noting that the concept still needs to be tested before being considered fully operationalised for the purposes of decision support.

A key part of this validation is to find out how students interpret the sense of belonging items. This invites follow-up qualitative studies with students about how they interpret both the questions and the patterns in the sense of belonging data, perhaps as part of response studies.



Sense of Belonging Items

Again, in order to maintain consistency with other QILT reporting, the sense of belonging items are reported in terms of percentage agreement (see Table 7). Further, the scores should be considered unique to 2021 until proven otherwise by subsequent data collections. That is, they may reflect when they were collected rather than a stable indication of sense of belonging to ANU over time.

While the comparison by commencing, continuing and completing student means sampling bias is controlled, a correction of 5-10 percent in a negative direction is still applied to correct for response bias. As diagnostic items, the outcomes are interpreted in terms of how they inform what ANU might do to improve sense of belonging among coursework students.

Table 7: Sense of belonging item aggregate by commencing, continuing and completing student

Belonging item	Percentage agreement among 2021 responding students ¹ , by stage			95 CI for Continuing
	Commencing	Completing	Continuing	
It is important to me that I play an active role in my university community	53	45	46	(43, 49)
I feel comfortable in the physical and digital spaces of ANU	76	75	74	(72, 77)
I feel that I am a part of my university community	52	49	47	(44, 50)
I am committed to my university community	49	42	41	(38, 44)
I have support in my university community	60	54	52	(49, 55)
I am accepted by my university community	67	64	61	(58, 63)
Agreement with belonging items²	54	47	46	(43, 48)
Sense of belonging to institution ³	46	39	38	41
<i>count</i> ⁴	2,163	1,528	2,103	

1. includes SES ANU in-scope commencing and completing students and ANU extra-to-quota mid-career students surveyed for the first time in 2021 and who responded to at least 1 belonging item

2. percentage agreement with the 6 belonging items for all responding students in that group with the 6 belonging items across all responding students in that group

3. standard SES item, BELONG, "At your institution during <Year>, to what extent have you had a sense of belonging to <E306C>?"; includes only 2021 respondents to ANU belonging items

4. number of students who responded to at least one belonging item, but may not have responded to all 6 items

NOTE: cases selected with ANALYSIS=1 or ANALYSIS=2; displayed percentage values may not total 100 because of rounding

The previously observed pattern of commencing students starting highest and declining across the student journey is repeated for the sense of belonging items. The exceptions are students feeling comfortable in physical and digital spaces. Accounting for response bias across the remaining items, data suggest that sense of belonging quickly recedes as commencing students become continuing students. Whether this pattern continues for 2022 remains to be seen: For example, a return to campus could see 2021 commencing student sense of belonging across the items jump significantly in coming years, as these COVID affected students continue and complete their ANU journey.

Examining individual items, half or fewer of responding students in 2021 "felt part of", were "committed to the ANU community", and felt it was "important to be active in the ANU community". While 2021 may be an outlier year, it does raise a question about whether this is acceptable to ANU



in pursuit of a student experience equal to the world's best. For example, just like there is a healthy turnover rate of staff that allows organisational renewal, having only half of students wanting to be active in the ANU community could be consequent to a healthy level of diversity (e.g. working parents who are too busy to be active in the ANU community). There is a risk that such benchmarks could be specifically appropriate in the context of the young domestic undergraduate living on-campus rather than the range of people who study at ANU.

It is worth noting that the disagreement rate among 2021 students for comfort in physical and digital spaces was just under 6 percent, which was roughly the same as the disagreement rate for feeling accepted by the ANU community. Across the other items, around 19 percent disagreed that they felt part of ANU. Just over 14 percent disagreed it is important to play an active role in the ANU community and a similar proportion disagreed that they were committed to ANU. Around 13 percent disagreed they felt they had support in the ANU community.

...around one quarter of students did not feel like they were part of ANU in 2021.

In the context of response bias, the disagreement rates would be expected to grow. For example, this suggests that around one quarter of students did not feel like they were part of ANU in 2021. Like the agreement rate, this raises a question as to what an acceptable level of sense of belonging is for ANU decision-makers, noting again that 2021 is unlikely to be reliable benchmark.

Conclusions on Sense of Belonging

Noting the limitations associated with commencing collection for the sense of belonging items in 2021, the analysis indicates they show promise. The sense of belonging items demonstrate good variation that suggests they may be useful predictors of, for example, Overall Educational Experience (see *Predicting Overall Educational Experience* below). They equally show promise in terms of looking to explain what sense of belonging means at ANU. For example, unpacking what playing an active role at ANU means to students is worth examining further with follow-up qualitative studies. Within this context, it is worth remembering that a positive outcome is that sense of belonging has no effect on the student experience at ANU (the null result). Conversely, if sense of belonging does have an effect on student experience, the outcomes of the SES can provide clear guidance on the sorts of things ANU can do to provide students with an experience equal to the world's best.

Conclusions on ANU Commencing and Completing Student Experience over Time

The 2021 SES demonstrates that, if ANU aspires to deliver a world-class student experience, a necessary first step will be to compete effectively within the Australian higher education market on student experience. The 2021 SES has done its job of indicating that there is room for improving the student experience at ANU generally, and some specific areas in which improvements can be made. These improvements are broadly divided into the strategic and the operational.



Strategic

The 2021 SES indicates there are two strategic risks for ANU. The first is the risk posed by the continuing underperformance on Student Support. The significance of this risk invites a much closer look at how Student Support works at ANU. That is, the evidence indicates it is time to move to diagnose why ANU has underperformed on Student Support over the last six years. Such an investigation needs to consider structural as well as operational issues. For example, structurally, the UniForum collections can reveal how ANU has invested in student support services relative to support for other parts of the ANU community over time. Operational issues may include looking to understand student expectations about what “available” and “helpful” mean to them. In doing so, the outcomes of “diagnosing Student Support” can help shape Student First.

..the evidence indicates it is time to move to diagnose why ANU has underperformed on Student Support over the last six years.

An emerging strategic risk is the role of work integrated learning at ANU. The combination of the 2021 GOS/GOSL finding that work experience is a significant predictor of employability and 2021 SES finding that students feel “work ready” at a lower rate than other universities is a potential lead indicator that ANU could lose ground in PBF. Noting that ANU is responding to this emerging strategic risk by making use of National Priorities and Industry Linkage Fund (NPILF) funding, the outcomes of the SES on student perceptions of work readiness offer an indicator on the effects of such efforts.

Operational

There are a number of other issues that relate to how ANU operations influence student experience. The summary list of such issues decision-makers may wish to consider addressing include:

- Exploring how organisational structures at ANU facilitate or interfere with students interacting
- Working out if there is a difference in learning resources available to completing students
- Reviewing how ANU courses build teamwork and spoken communication skills
- Reviewing how capstone courses prepare students for course completion
- Exploring how to improve assessment feedback
- Establish and improve on the 2021 benchmark for freedom of expression
- Conduct qualitative studies on student understanding of the sense of belonging items

Performance Based Funding: Teaching Quality for Domestic Bachelor Students

In terms of PBF, each university is assessed against a benchmark set by the Australian Government. The benchmark is defined as a confidence interval around a system-weighted average drawing on data from the previous five years. The Funding Band category for the SES component is awarded on whether the 2021 performance is more (Funding Band 1), approximately the same (Funding Band 2) or less than the system-weighted average (Funding Band 3).



The measure of teaching quality the PBF intends to use is unclear and the method by which the PBF is calculated is complex. Consequently, both the single item asking students to rate the quality of teaching they have experienced and the aggregation of items making up the teaching quality facet are reported here. Changes in the item level responses by ANU students over time are then considered to identify ways to improve which Funding Band ANU is likely to occupy.

ANU is likely to... occupy Funding Band 2 for Teaching Quality

In terms of the single item, ANU is expected to continue to be in the “middle-of-the-pack” (see Figure 8). Equally, ANU also performs in the “middle-of-the-pack” on the aggregation of the items (see Figure 9). That is, on either measure, ANU is likely to be rated as “not significantly above or below the five year average” and therefore occupy Funding Band 2 for Teaching Quality.

Table 8: ANU Domestic Bachelor Degree student ratings of Teaching Quality over time

SES item	Variable name	Percentage satisfaction among responding students ¹ , by year					
		2016	2017	2018	2019	2020	2021
Teaching Quality²	TEACHSAT	83	84	84	83	80	81
Quality of teaching	QLTEACH	83	82	82	82	77	80
Course well structured	STDSTRUC	68	73	71	70	65	68
Course relevant to education overall	STDRELEV	76	78	78	77	78	77
Teaching staff actively engaged students	TCHACTIV	65	66	68	66	61	63
Teaching staff concerned about student learning	TCHCONLR	60	61	64	61	62	57
Teaching staff explained coursework and assessment	TCHCLEXP	71	70	71	68	65	66
Teaching staff provided intellectual stimulation	TCHSTIMI	76	76	77	77	76	76
Teaching staff provided constructive feedback	TCHFEEDB	51	50	54	50	48	47
Teaching staff were helpful and approachable	TCHHELP	70	71	72	69	69	67
Teaching staff set challenging assessments	TCHASSCH	79	80	80	78	78	78
Quality of teaching - satisfied³	QOTSAT	83	82	82	82	77	80

1. excludes domestic undergraduate students completing non-Bachelor degrees; includes SES in-scope commencing and completing; excludes extra-to-quota mid-career students surveyed for the first time in 2021, regardless of program

2. derived QILT indicator, developed from items listed under heading

3. response to single item: 'Thinking of this year, overall at <E306C>, how would you rate the quality of the teaching you have experienced [in your <E308> <course/program>]?'

NOTE: cases selected with ANALYSIS=1 or ANALYSIS=2; rounding may make displayed value change/difference appear greater or smaller

Table 8 shows a level of stability at the item-level over time, as reflected in the two potential assessment measures (see Appendix A for a description of the colour coding employed in item-level tables in this report). This indicates that ANU performance on either measure for this cohort can be improved by focusing on those aspects of teaching performance with a low score that contribute to reducing the overall score. ANU could, as noted above, do better at providing constructive feedback to learners, develop strategies to allow teaching staff to better demonstrate their concern about student learning, and to actively engage with students.

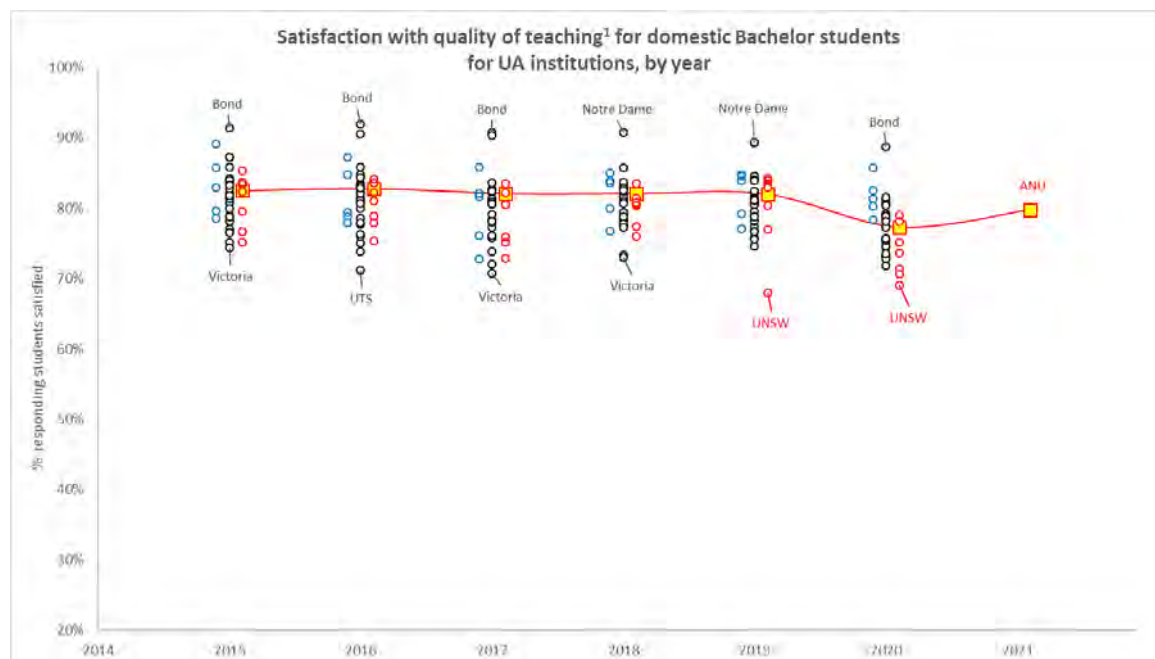
Predicting Overall Educational Experience

Three groups of predictors were chosen for the modelling: structural variables (undergraduate and postgraduate, commencing and completing, and College membership); demographic variables (age,

citizenship, gender, non-English speaking background, identified disability and identifying as Aboriginal and/or Torres Strait Islander); and, psychosocial variables (responses to all five student experience facets, the three freedom of expression items and the six sense of belonging items).

The impact of bias on the regression model is unclear. It is assumed that the students responding tend to reflect those students having a more positive experience. The impact of more responses from students who have a more neutral or negative experience may change the underlying relationships.

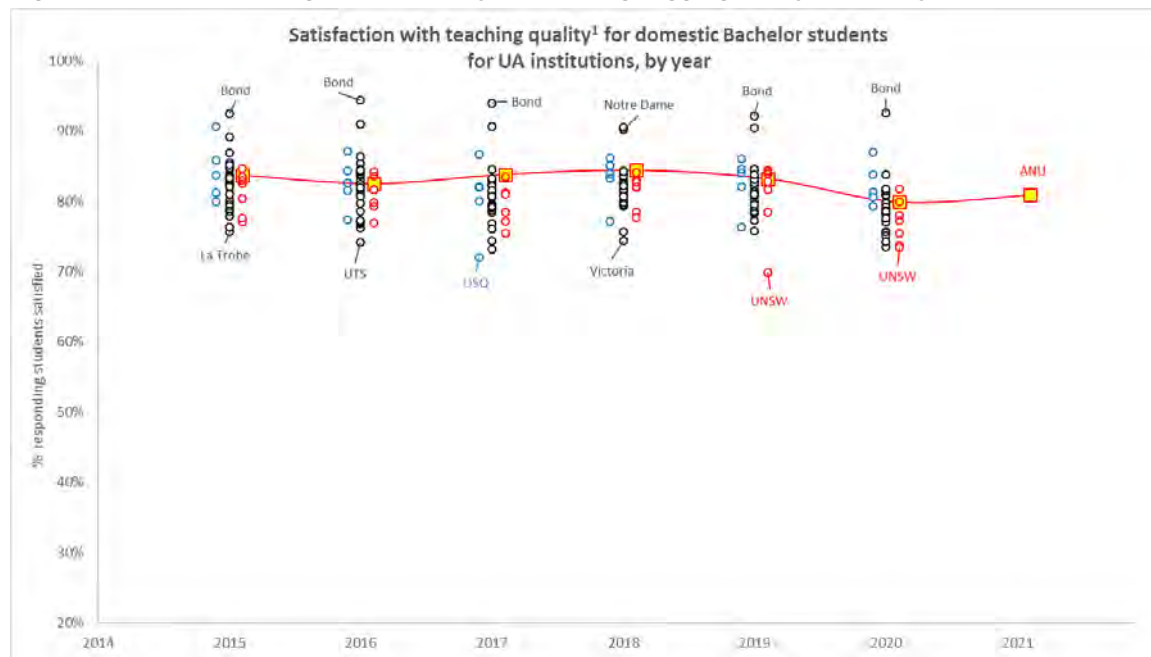
Figure 8: Domestic Undergraduate Quality of Teaching (Single Item) by University over Time



1. response to single item: 'Thinking of this year, overall at <E306C>, how would you rate the quality of the teaching you have experienced [in your <E308> <course/program>]?'

Note: includes only domestic responding students completing a Bachelor

Figure 9: Domestic Undergraduate Quality of Teaching (Aggregate) by University over Time



¹ Based on variable TEACHSAT, a derived scale based on multiple items
Note: includes only domestic undergraduate responding students

While the model reported here represents the best account of the data given the range of constraints, more effort is needed to engage with students who have different experiences to those most likely to respond to the SES, either during data collection or in follow-up non-response studies.

The forward stepwise logistic regression builds an insight into which independent variables are important in predicting the variation seen in the dependent variable by “block”. The first block of variables entered were the structural variables, followed by the demographic and then the psychosocial variables. This approach gives some insight into which group of variables contributes the most to improving how well Overall Educational Experience is predicted. This is reported in terms of Nagelkerke’s R^2 (a pseudo- R^2 measure that approximates the percentage of variance accounted for by the model) and the correct classification rate (how well the model sorts “not satisfied” and “satisfied” students).

Box-Tidwell testing on the 2020 SES data identified non-linearity for Teaching Quality and Learning Resources in the Overall Experience regression and Learner Engagement in the Negative Impact regression (scale of 0-100%). Given the practical time constraints on reporting, this is assumed to occur in the 2021 data as well. To maintain consistency in the modelling, the correction for non-linearity using categorical rather than continuous student experience facets was repeated; that is, students were either satisfied or neutral/dissatisfied on each of the five facets (which QILT refers to “not satisfied” and “satisfied”). This makes the model less powerful than it can be. For example, one



effect is that ambivalent students (e.g. scores of 40-60%) do not influence the data. Direction (satisfied vs not satisfied) rather than magnitude (odds ratios) of effect is therefore reported.

The Model

The first step in enters the structural variables into the model. While statistically significant, the model explained relatively little variance (Nagelkerke $R^2=0.06$) and correctly classified only 2% of the “not satisfied” students. This indicates that the structural variables (like College membership) have little impact on Overall Educational Experience. Entering the demographic variables into the model improved the model only marginally (Nagelkerke $R^2=0.07$) and had little effect on the correct classification of “not satisfied” students, which improved to 6%. The model also defined COS as the reference variable for College, which means statistical significance indicates whether students from a particular College are more or less likely to be satisfied than a COS student.

... whether a student is domestic or international is less important than their experience of Student Support.

The introduction of the psychosocial variables had a dramatic effect. Noting that this could be exaggerated by common method bias, the psychosocial variables saw the explanatory power of the model jump (Nagelkerke $R^2=0.45$). Importantly, the correct classification rate also jumped to 58% of “not satisfied” responses and 92% of “satisfied” responses (overall 82%). This gives confidence that the model provides some insight into how responses to the 2021 SES overall correlate with Overall Educational Experience, and that the psychosocial variables are more important than the structural or demographic variables. This means that, for example, whether a student is domestic or international is less important than their experience of Student Support.

Table 9 shows that being a member of more than one College at ANU has a positive effect on Overall Educational Experience, although being a part-time student has a negative effect. The significance across Colleges is difficult to interpret meaningfully, as they simply say whether a College is different to what is observed relative to a COS student. However, given that the structural variables make little contribution to predicting satisfaction with Overall Educational Experience, any observed differences have a trivial effect. Taking action on the basis of these findings would be a waste of resources.



Table 9: Statistical significance of logistic regression of Overall Educational Experience

Structural	Demographic	Psychosocial
Student is PG	Age	Learner Engagement
Student is Commencing	Student is International	Learning Resources
Student is Completing	Identifies as Female	Skills Development
Student is Part Time	Non-English Speaking Bkgd	Student Support
CAP*	Identifies as First Australian	Teaching Quality
CASS*	Identified Disability	I am free to express views
CBE*		Academics free to express views
CECS*		I am free from discrimination
CHM*		Play active role at ANU
ANU COL*		Comfortable physical/digital ANU
Multiple College		Feel part of ANU
		Committed to ANU
		Support in ANU community
		Accepted by ANU community

Green more likely to be satisfied, red less likely to be satisfied

* Relative to COS

sThe positive impact of the five facets of student experience measured in the 2021 SES is unsurprising. When students are identified as having an aggregate positive experience on any of these scales, they are also more likely to report satisfaction with their Overall Educational Experience. A more nuanced result might emerge by looking more closely at the impacts of non-linearity in the data and capturing more of the variation in responding, which was beyond the scope and resourcing of this report. In the absence of such nuanced analysis, it is appropriate to say that improving any aspect of student experience at ANU improves the overall student experience.

**...understanding what commitment to ANU means to students
is a necessary first step to improving sense of belonging and
therefore student experience.**

Among the new items, only feeling committed to ANU appears to have a positive correlation with Overall Educational Experience. At best, only two-in-five ANU students report feeling committed to ANU (see Table 5). The evidence shows that understanding what commitment to ANU means to students is a necessary first step to improving sense of belonging and therefore student experience.

It is unclear how the observed relationships, and especially the five student experience facets, might change if there were no bias in the data. For example, the bias towards positive experiences and fewer negative cases may be causing the non-linear relationships observed in the 2020 data. More negative cases may see that non-linearity disappear. Removal of non-linearity then allows for a better account for the range of responses (rather than the “satisfied” versus “not satisfied” approach taken) which could see the relationships disappear. Deeper analysis of the data is required to understand the non-linearity and the effects on the observed relationships.



Conclusions from the Model

There are three clear outcomes from the model that need direction from decision-makers if ANU is to improve student experience. The first is to recognise that the Overall Educational Experience of ANU students is holistic. For example, talking about student experience in terms of artificial administrative categories like College is irrelevant. In recognising student experience is holistic, improving one aspect of student experience across ANU is likely to improve student experience generally. This means decision-makers have a choice about which aspect of student experience to improve. Six years of evidence from the SES indicates the best choice is to improve Student Support.

...talking about student experience in terms of artificial administrative categories like College is irrelevant.

The second clear outcome for decision-makers is that working to understand and promote student commitment to ANU is a necessary step to improving the student experience. With only two-in-five students likely to feel committed to ANU, an important part of this is understanding what makes students feel they have no commitment to ANU as an organisation. In particular, asking why commencing students who feel committed to ANU when they start, lose that sense of commitment as they move through their student journey.

The third clear outcome for decision-makers is to invest resources in developing a more nuanced model of Overall Educational Experience. Resolving the methodological issues associated with the logistic regression means getting the right level of detail to inform investment decisions. While the model presented is “good enough” to make broad recommendations, it is the statistical equivalent of painting a landscape with a single roller rather than set of brushes.

No Review of Student Comments

Further, an underutilised part of the SES relates to the free-text student comments. Students responding to the SES are asked about the “best aspects” of their degree, as well as “areas for improvement”. Responses to these comments fields can be a rich source of information, especially when there are low responses to specific parts of the student experience at ANU (e.g. how students feel about a particular degree).

A review of less than 10% of the comments made by students to the 2020 SES identified a number of themes that are missed by the quantitative items. This included issues like investing in technology, policy and organisational structure to support on-line learning. Another theme was the importance of ANU staff being sensitive to the diversity in the ANU community, from diverse genders to “stage of life” (e.g. single parent studying part-time). Importantly, the 2020 SES identified how students wanted improvements in supports in terms of managing life transitions (e.g. from university to the workforce) and streamlining business processes.

Analysing free-text comments is a non-routine and resource intensive manual process. While it is possible to automate analysis of free-text comments (e.g. natural language processors), such



automation requires human review and continuous updating to account for new ideas (e.g. updating keyword dictionaries). The resource intensity associated with the analysis of free-text comments in reports such as this one means it is often absent, delayed or separate.

For the 2021 SES, an analysis of student comments is absent, following a decision to prioritise pushing out a backlog of reports (consequent to the Institutional Research team being at below half strength for the majority of 2021, with effort directed to collecting data on the basis that it could be understood “later”). Of the resources available to do qualitative analysis (a lone casual), the decision was made to prioritise a qualitative analysis of the S2 2021 SELT responses.

It is hoped that resources become available for a phenomenological analysis of the comments generously provided by ANU students as part of their response to the 2021 SES.

Overall Conclusions

Noting the ongoing impact of COVID in 2021, student experience at ANU is far from being consistently among the best in Australia. ANU continues to be a follower rather than a leader of student experience in Australia. It is unclear how being a follower domestically impacts ANU aspirations to provide a student experience equal to the world’s best.

While a number of issues emerged from the analysis of the 2021 SES for ANU, four strategic priorities stand out as presenting strategic opportunities and risks to ANU.

1. Improve Student Support

The model of Overall Educational Experience shows that improving any aspect of student experience improves overall student experience. This gives decision-makers a choice on where to invest scarce resources to improve overall student experience. Six years of evidence shows that ANU has struggled with providing optimal Student Support. In particular, the evidence points to availability and helpfulness being the two aspects of Student Support in greatest need of resolution. Resolving availability (students get support with they need it) and helpfulness (the support makes things better or at least stops things from getting worse) seem appropriate strategic principles based on the data.

2. Work Readiness

The combination of evidence from the SES and the GOS/GOSL indicate there is an emerging strategic issue in relation to the role of work readiness and work-integrated learning at ANU. With this warning, decision-makers can establish structures to support the role of “work” in the ANU student journey. From an evidence point of view, if decision-makers are confident the current policy settings and/or initiatives are appropriate, the discussion may usefully focus on detecting whether those policy setting and/or initiatives are working.

3. Understanding Student Commitment to ANU

The introduction of the additional sense of belonging items and their inclusion in modelling identified whether students feel committed to the ANU community as an indicator of being satisfied with their



Overall Educational Experience. That less than half of responding students indicated they felt a sense of commitment to ANU shows that there is work to do.

To avoid an implicit assumption commitment is desirable and the risks associated with virtue signalling, the next step is to figure out what commitment to ANU means to ANU students (rather than what commitment is assumed to be by ANU staff). Ideally, this would be through qualitative studies making use of stratified sampling to ensure a diverse group of students participate, especially those who are SES active non-respondents.

4. Research On ANU, For ANU, By ANU

A theme across this and other ANU SES and GOS/GOSL reports is that there are insufficient resources devoted to making sense of the data. There are two strategic risks associated with this. The first is that ANU misses important information students have already provided. For example, the absence of an analysis of comments left by students as part of the 2021 SES and 2021 GOS/GOSL collections means decision-makers are effectively blind as to what students, in their own words, want ANU to know. The strategic risk has been realised in terms of, for example, doing another mapping of the student journey as part of Student First, where resources might have been more usefully invested in understanding the data ANU already has. Another realisation of this strategic risk is that the logistic regression needs work to ensure the model is reliable enough to justify decisions.

The second is the quality of the underlying data. The effect of response bias is unknown. Consequently, the effect of response bias on the underlying relationships upon which recommendations are based, is also unknown. Knowing the direction and magnitude of response bias and how it changes the understanding of student experience is a critical issue.

Final Observations

The purpose of organisational surveying at ANU is to create a channel of communication between the large number of students and the relatively smaller number of decision-makers. The role of the analyst and report writers is figuring out ways to make sense of and faithfully transmit what the many have to say to the few. In the case of the ANU, the effort that goes into giving students voice needs to be matched with a commensurate effort to hearing student voices and understanding what they have to say.

This also leads to an uncomfortable question for ANU – is it appropriate for Australia’s leading research intensive university to hold institutional research on ANU, for ANU, but ANU to a lower standard than academic research? If it is the same standard, decision-makers may wish to consider establishing an organisational unit whose sole purpose is analysing and reporting on ANU, for ANU. If it is below the academic standard, decision-makers need to make their expectations clear to the ANU community. For example, acknowledging that analysis of comments is beyond the resourcing of ANU is an important signal to students to prioritise responding to quantitative items.



Appendix A: ANU SES Facet and Item Scores 2016-2021

While the time series for the SES begins in 2015, the approach being taken by QILT is to report the last five (5) years only. To ensure consistency for this report, it means the window for the longitudinal examination of the SES is 2016 to 2021. Analysis with the entire series can be provided upon request.

The colour codes are summarised in Table A1. The grading of differences were chosen based on industry standards (e.g. reporting of the Australian Public Service Census).

The colour codes are intended to give a quick and blunt impression of the patterns of performance over time rather than detail and nuance. The detail and nuance comes from inspecting the numbers.

Table A1: Colour codes for differences in ANU over time, and relative to the Go8 and RL5

Negative difference >10%	ANU a lot worse than last year
Negative difference 5-9.9%	ANU worse than last year
Difference between $\pm 4.9\%$	ANU about the same as last year
Positive difference 5%-9.9%	ANU better than last year
Positive difference >10%	ANU a lot better than last year

For Appendix A, the colours give a sense of how ANU has changed year on year. For example, a light green means ANU has done 5-9.9% better on that score than the previous year. The pattern of red, grey and green gives a sense of stability and change at ANU. For example, a green cell followed by grey means ANU improved and sustained that improvement. A red cell followed by grey means ANU lost ground and is yet to return to the higher standard. A row of green means ANU has improved each year.

Note this approach is less sensitive to incremental change. For example, ANU may have improved its position relative to 2016 by doing a few points better each year. This is why the colour coding is considered quick and blunt, with closer inspection of the numbers needed to understand this kind of detail and nuance. Applying colour codes relative to 2016 as a baseline tells a very different story that exaggerates past success rather than recent performance (see the 2019 SES Report).

Recovery from COVID is indicated by a green cell in the 2021 column next to a red cell in the 2020 column, which indicates improvement relative to 2020. By comparison, a red 2020 cell beside an uncoloured cell in 2021 shows recovery from COVID is yet to begin.

Questions highlighted in red in Appendix A are items where there is consistently less than 50% (adjusting for bias) of students indicating they have had that experience.

SES item	Percentage satisfaction among responding students ¹ , by year					
	2016	2017	2018	2019	2020	2021
Learner Engagement ²	60	58	55	57	43	48
Opportunities to interact with local students	55	49	46	48	32	43
Sense of belonging to institution	55	53	53	54	42	43
Felt prepared for study	64	66	65	67	62	62
Online or face-to-face discussions	60	61	59	62	60	64
Worked with other students	57	58	59	59	45	50
Student interaction outside study	48	47	45	45	32	36
Interacted with different students	50	48	48	48	35	42
Learning Resources ²	83	82	82	84	73	77
Teaching spaces - quality	85	80	81	84	74	81
Student spaces - quality	72	70	71	79	67	74
Online learning materials - quality	83	86	87	85	79	79
Computing/IT resources - quality	78	80	79	78	70	72
Textbooks and learning resources - quality	81	82	81	82	78	77
Laboratory or studio equipment - quality	81	81	82	83	66	72
Library resources and facilities - quality	83	83	84	84	77	81
Skills Development ²	78	79	80	79	75	76
Critical thinking skills developed by course	70	71	71	72	70	69
Complex problem solving developed by course	63	64	65	66	62	63
Teamwork developed by course	53	56	56	55	46	47
Confidence to learn Independently developed by course	72	73	74	73	70	70
Written communication developed by course	64	63	64	64	62	62
Spoken communication developed by course	47	47	46	46	40	41
Knowledge of study areas developed by course	79	81	80	79	77	77
Work readiness developed by course	52	57	57	55	53	53
Student Support ²	65	70	69	68	70	66
English language support received	32	42	43	41	37	38
Have been offered relevant support	39	49	48	48	49	43
Induction / orientation activities relevant / helpful	51	58	57	55	51	47
Supported to settle into study	49	54	53	54	53	47
Admin staff/systems available	56	59	59	57	56	53
Admin staff/systems helpful	51	57	59	55	56	53
Careers advisors available	40	39	40	41	41	39
Careers advisors helpful	41	40	42	42	42	41
Academic or learning advisors available	54	60	61	62	61	60
Academic or learning advisors helpful	55	61	64	63	62	61
Other advisors available	42	43	45	45	48	40
Other advisors helpful	52	52	50	50	50	46
Efficient enrolment and admissions processes	70	71	69	69	69	66
Teaching Quality ²	81	83	82	81	77	79
Quality of teaching	81	80	79	79	73	77
Course well structured	67	70	68	68	62	66
Course relevant to education overall	74	77	75	74	74	75
Teaching staff actively engaged students	64	66	67	66	61	63
Teaching staff concerned about student learning	59	62	63	61	59	57
Teaching staff explained coursework and assessment	71	71	71	69	67	67
Teaching staff provided intellectual stimulation	73	73	72	72	70	73
Teaching staff provided constructive feedback	51	55	57	54	51	51
Teaching staff were helpful and approachable	69	72	73	71	68	68
Teaching staff set challenging assessments	78	77	76	76	76	78
Quality of overall educational experience ³	79	78	78	77	67	71

1. includes SES in-scope commencing and completing; excludes extra-to-quota mid-career students surveyed for the first time in 2021

2. derived QILT indicator, developed from items listed under heading

3. single item asking "Thinking about your <program>, overall how would you rate the quality of your entire educational experience this year?"

NOTE: cases selected with ANALYSIS=1 or ANALYSIS=2; rounding may make displayed value for percentage change/difference appear greater or smaller than exact percentage change



SUBJECT **Science Course List Principles**
DATE 28 March 2022
AUTHOR Education Governance Office, STLC, CHM/COS

Background:

Undergraduate programs offered by the College of Health & Medicine and College of Science include references to the "Science course list", which is a list of courses that may contribute towards satisfying the 96 units of Science as per the relevant program orders.

All courses offered by schools within CHM/CoS, as well as VC courses, are by default included in the undergraduate Science course list. This is represented via a list of ALPHA codes (<https://students.science.anu.edu.au/program-admin/courses>).

Courses delivered by other ANU Colleges

CHM/CoS keeps a register of courses offered by ANU Colleges other than CHM or CoS that can contribute towards satisfying the Science component of a degree (<https://students.science.anu.edu.au/program-admin/courses/other-courses>).

Non-Science courses listed in Science subplan (majors, minors or specialisations) requirements may contribute towards satisfying the Science requirements of a degree only when students are completing the relevant subplan. Such courses are not included in the register independently of the relevant subplan. However, some non-science courses that are listed in a Science subplan might also be listed independently in the science course list if they also satisfy the criteria below.

Note: where a student is working towards a Science subplan, completes a non-science course from the subplan requirements, but ends up not completing the subplan, there will be consideration for ad hoc approval for said course to contribute towards the science component of their degree.

Principles for adding a non-science course to the register:

The course description or learning outcomes of the course must include context, content or methodology that is appropriate for Science, Health & Medicine, and

- the course is approved for multiple students over a significant period (eg 12-24 months), and/or
- a Sub Dean or Associate Director Education submits a recommendation for a course to be included in the course list, the course can be considered for inclusion in the Science course list, and/or
- the CHM/CoS Curriculum Sub committee, in a review, determines a course should be added to the Science Course List.

Note: Where the Deputy Dean Education has approved a variation to program orders for an individual student based on the recommendation of a Science Sub Dean or Associate Dean, a comment is registered on the unofficial transcript of the relevant student. Courses approved on an ad hoc basis do not by default need to be recommended for inclusion in the Science courses list.

Principles for removing a non-science course from the register:

If a non-science course is amended and/or does not satisfy the principles outlined above, it can be removed from the register, if

- the Deputy Dean Education, a Sub Dean or Associate Director Education submits a recommendation for the course to be removed from the course list, and/or
- the CHM/CoS Curriculum Sub Committee, in a review, determines the course should be removed from the Science Course List.

In the event a course is removed from the register, students who can demonstrate that they were enrolled in the course prior to its removal from the register can be approved to have the course contribute towards the Science component of their degree. This can be demonstrated via an approved study plan that identified the course as a Science course, or through enrolment records. Where an approval is made, a transcript comment must be registered on the unofficial transcript.

Timelines:

Reports are to be run in early January so that the existing course list can be reviewed in time for inclusion in College Education Committee 1 each year and a final version published on the Current Students webpage on the College website.

Records and storage:

Historic records of course lists must be archived in a way that is accessible to relevant staff, and students if possible. The intent is for a historic list to be kept in the CMS and published to P&C.

GC of Nuclear Technology Regulation CNTR

Version: 004

Units: 24

Make available for mid year (winter) intake

58 - Research School of Physics - ANU College of Science

PROPOSER NAME: Caroline Chapman
PROPOSED DATE: 01/03/2022
APPROVED DATE: 08/03/2022

DOCUMENT REFERENCE NUMBER

N/A

DISPLAYING FROM ACADEMIC YEAR

2022

PROGRAM CODE

6661

PLAN CODE

CNTR

FULL AWARD TITLE

Graduate Certificate of Nuclear Technology Regulation

PROGRAM CONTACT/CONVENER

UID	Name	Email	Phone
u1003437	Dr Alan John Mitchell	AJ.Mitchell@anu.edu.au	

EXECUTIVE SUMMARY

This Graduate Certificate provides a program for students to gain a foundational understanding of the regulation of nuclear technology. It is a return to a market that ANU successfully used to service, pre-AQF reform, with the Master of Nuclear Science. With courses drawn from CoS, CAP, CoL and CECS, this program is genuinely ANU-wide and bridges HASS and STEM disciplines. It arises from the work of a cross-college working group on the opportunities and national needs that arise from the Australian Government decision to start acquisition of nuclear-powered submarines, and provides a signal to government and the market of the University's willingness and ability to provide an agile response to this multi-decadal challenge.

Update 6/12/21 - Adding in GPA requirement to completed AQF8 qualification dot point statement in admissions requirement.

Update 28/01/22 - Adding in statement to "Other advice to students" in relation to P-T study and adjusting the FOE

Update 1/3/2022 - Make program available for mid year (winter) intake

Business Case**SELECT YOUR ACADEMIC GROUP**

COS - ANU College of Science

DOES THIS PROGRAM HAVE MORE THAN ONE OWNER?

NO

ACADEMIC ORGANISATION #1

CPS - ANU College of Science - ANU Joint Colleges of Science

PERCENTAGE

100

PLEASE SELECT THE AWARD TYPE

Graduate Certificate

DO YOU WANT TO CRICOS REGISTER THIS PROGRAM?

NO

HOW MANY UNITS ARE REQUIRED TO COMPLETE THE AWARD?

24 - 0.5 Years

PROPOSED DURATION ALTERNATE (IN YEARS)**GRADUATE COURSEWORK TYPE**

Narrow Field Named Award

PROVIDE JUSTIFICATION IF THIS DEGREE DOES NOT COMPLY WITH GRADUATE ANU COURSEWORK MODEL

Priority Approval Criteria - please provide justification against ONLY the relevant criteria below:

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WILL ATTRACT, CHALLENGE AND RETAIN STUDENTS OF OUTSTANDING TALENT

WILL BE INCLUDED IN A DOUBLE DEGREE WITH AT LEAST ONE GRADUATE AWARD

WILL RESPOND TO OR ANTICIPATES CHANGING NATIONAL OR GLOBAL WORKFORCE NEEDS

In September 2021, the Australian government announced a multi-decade effort to acquire nuclear powered submarines for the Australian navy. This transforms the scale of nuclear policy expertise required in government departments, regulatory agencies and industry. This Graduate Certificate draws from existing courses and national strengths in the ANU in nuclear physics and policy/regulation/law to provide a Graduate Certificate that can meet the need for up-skilling of a non-specialist workforce to work on issues on nuclear technology regulation.

WILL UTILISE LEARNING TECHNOLOGIES AND TEACHING APPROACHES TO EXTEND THE UNIVERSITY'S EDUCATIONAL REACH ON A NATIONAL OR GLOBAL LEVEL

WILL PROMOTE EXECUTIVE EDUCATION PATHWAYS, ESPECIALLY IN THE AREA OF PUBLIC POLICY AND OTHER DISCIPLINES OF NATIONAL SIGNIFICANCE.

As above.

The Graduate Certificate is a first step in a broader cross-college effort to develop ANU offerings that respond to the national workforce needs across the national nuclear technology enterprise.

WILL BE OFFERED IN PARTNERSHIP WITH ONE OR MORE UNIVERSITY OF OUTSTANDING REPUTATION.

WILL PROVIDE PATHWAYS OF DEMONSTRATED EFFICACY FOR UNDERREPRESENTED COHORTS, IN LINE WITH THE UNIVERSITY'S ACCESS AND EQUITY STRATEGIES.

OVERVIEW OF STUDY *

This program comprises two compulsory courses, and two lists of electives to suit the needs and interests of matriculated students.

PHYS8201 Nuclear Fundamentals provides all students with the basic grounding in nuclear physics required to understand the challenges that regulation of nuclear technology needs to address.

REGN8050 Policy and Practice of Regulation which addresses the practical challenges of regulation.

The remaining 12 units are made up from electives that allow students to deepen their understanding of particular aspects of nuclear physics and technology and/or gain broader context on the issues of nuclear regulation, science policy, or science communication, or systems engineering.

ACADEMIC MERIT AND STRATEGIC ALIGNMENT *

ANU is ranked 4 (above world standard) in the ERA 2018 assessment for nuclear physics, and already plays a nationally leading role through the Master of Science in Nuclear Physics and Master of Science (Advanced) in Nuclear Physics. ANU is ranked 5 (well above world standard) in both Policy and Administration, and Law.

Leveraging our expertise to help government and the nation address challenges of national significance is a key element of our national responsibilities under the ANU strategic plan.

RESEARCH LED EDUCATION *

All courses in the program are drawn from disciplinary Masters programs that draw on strong and deep research clusters at ANU.

COMPETING PROGRAMS *

There is no comparable program in Australia. ANU used to offer a Master of Nuclear Science aimed at a similar, non-specialist market.

ESTIMATED ENROLMENT (EFTSL) *

YEAR	COMMENCING LOAD	JUSTIFICATION
Unknown		

PLEASE IDENTIFY THE AWARDS FROM WHICH THE ENROLMENT LOAD (EFTSL) WILL BE REDIRECTED TO ACCOMMODATE THE NEW AWARD? *

N/A - domestic PG remains heavily under-subscribed relative to ANU enrolment targets.

DOES THE COLLEGE DEAN SUPPORT AWARD CREATION? *

YES

EXTERNAL ACCREDITATION

RESOURCING *

All courses in the program orders are existing courses taught for existing programs.

MARKET RESEARCH *

ANU used to offer a successful Master of Nuclear Science aimed at a similar, non-specialist market.

Informal discussions with staff with experience from relevant government agencies confirm the enduring relevance of educational offerings aimed at such a cohort.

The government decision to acquire nuclear-powered submarines has led to a very significant increase in staff across government working on nuclear issues, and will lead to a need for Australian industry and naval staff to work on nuclear technology.

WHO WAS CONSULTED?	DATE AND TIME	OUTCOME
Cross-college working group (CoS, CoL, CAP, CECS) - steering group Tim Senden (CoS), Philippa Ryan (CoL), Christopher Kellett (CECS), Stephan Fruehling (CAP)	meetings 1, 15, 29 October	strong support
Wayne Morgan, Associate Director Education, COL Natalie Lloyd, Associate Director Education, CECS	21 October 2021	<p>Emailed to notify and confirm support of inclusion of CECS and COL owned courses in program orders.</p> <p>Response from Natalie Lloyd (21/10/21): I endorse the Graduate Certificate of Nuclear Technology Regulation and the necessary changes to requisites to enable students to enrol in ENGN8100, viz. REQUISITES & INCOMPATIBILITIES To enrol in this course you must be studying Master of Engineering, or Master of Project Management or Master of Business Information Systems or Graduate Certificate of Nuclear Technology Regulation</p> <p>Response from Wayne Morgan (22/10/21): I am now happy to endorse the proposal for the graduate certificate. Law will change the requisite statement [for LAWS8316] so that students in the new GC can directly enrol.</p>
AJ Mitchell, GC Program Convener, RSPHys Greg Lane & Andrew Stuchbery, Master of Science in Nuclear Science Program Convener, RSPHys Tim Senden, School Director, RSPHys (CoS) Anna Cowan Deputy Dean Education, CHM/COS Stephan Fruehling, Associate Professor Strategic and Defence Studies Centre, Coral Bell, (CAP) Carolyn Hendriks, Associate Dean Education, CAP Merran Coulter, Student Admin Manager, CAP Philippa Ryan, Director, Master of Laws (ANU LLM) (CoL) Caroline Chapman, Education Governance Officer, STLC, CHM/COS	22 October 2021	All participants supportive of the final draft of the program orders (2 x compulsory, 2 x list of electives), decision to not seek CRICOS registration for 2022 due to sequencing of scheduling, but to investigate possibilities for 2023. Intent to set up a steering committee with representatives from the participating colleges/schools, first meeting to be coordinated in early 2022 (to be coordinated by Education Governance Officer STLC). Explore potential to expand into other relevant PG programs. Program proposal to go through COS Education Governance Processes before progression to AQAC.
CHM/COS Education Sub Committee - out of session	25 October 2021	<p>Circulated for feedback and endorsement. Main concern identified was in relation to background knowledge in Mathematics.</p> <p>Update: Statement in relation to High School Mathematics has been added to "other requirements: in the admissions section. ASQO to advise whether this is the best location for this advice.</p>
CHM/COS Education Committee - out of session	25 October 2021	Circulated for feedback and endorsement. No comments received.
Deputy Manager, Student Services, CHM/COS	3 December 2021	Queried lack of GPA requirement
Deputy Dean Education, CHM/COS	3 December 2021	Confirmed GPA should be included
Academic Standards and Quality Office	6 December 2021	Confirmed College can generate amendment for immediate publication
Narelle Buckley, Quality Manager, Academic Standards and Quality Office	28 January 2022	Seeking clarification in relation to the FOE of the program, currently listed as Political Sciences and

[Anna Cowan](#), Deputy Dean Science Education, ANU 28 February 2022

CHM/CoS

[Wayne Morgan](#), Associate Dean Education, ANU COL

[Natalie Lloyd](#), Associate Dean Education, ANU CECS

[Joseph Hope](#), Associate Director Science Education,

RSPHys

[Gregory Lane](#), Program convener, Master of Science in

Nuclear Science

[Andrew Stuchbery](#), Program convener, Master of

Science in Nuclear Science

[AJ Mitchell](#), Program convener, Graduate Certificate

of Nuclear Technology Regulation

[Libbie Dinn](#), Deputy Manager, Student Administration,

CHM/CoS

[Ellin Bye](#), Deputy Manager, Student Administration,

CHM/CoS

[Kate Henne](#), School Director RegNet, ANU CAP

[Ibi Losoncz](#), Education Director RegNet, ANU CAP

[Veronica Taylor](#), Course convener REGN8050, RegNet,

ANU CAP

[Caroline Chapman](#), Education Governance Officer,

CHM/CoS

It was agreed that this program could be made
available to domestic students for mid-year intake
from Semester 2, 2022 noting that students would
only be able to complete the program part-time.

Joint Award Responsibilities - only if this Award is offered in conjunction with another institution

COURSE DELIVERY

SETTING AND CHARGING FEES

PRE-ENROLMENT ENGAGEMENT OF STUDENTS (MARKETING AND RECRUITMENT)

PROVISION OF STUDENT SERVICES AND CARE

STUDENT VISA REQUIREMENTS AND ECOE MANAGEMENT

Program Overview

PROGRAM DESCRIPTION FOR MARKETING AND PUBLICATION

The Graduate Certificate of Nuclear Technology Regulation is designed to help individual professionals and their organisations understand, develop and apply contemporary Australian and international approaches to the effective regulation of nuclear technology. Application of nuclear technology is integral for a wide range of industries, medical facilities and scientific organisations, but presents risks of environmental, security, safety and non-proliferation that are governed by national as well as international regimes, administered in the Australian case by the Australian Safeguards and Non-Proliferation Office, and the Australian Radiation Protection and Nuclear Safety Agency.

This multi-disciplinary graduate certificate supports professionals with and without a technical background who work with regulatory stakeholders, including business and industry, Territory, State and Federal government agencies, the legislature, community actors and the media. It combines foundational knowledge in nuclear physics with courses on approaches to regulation and nuclear security law, and provides opportunity to focus on nuclear technology, systems engineering, science policy or communication as part of the program.

LEARNING OUTCOMES P *

Upon successful completion, students will have the knowledge and skills to:

1. Demonstrate knowledge and understanding of foundational issues in the regulation of nuclear technology, in Australia and globally.
2. Explain the principles and properties of nuclear physics of relevance to the regulation of nuclear technology.
3. Analyse legal, technical or institutional regulatory policy problems from multiple perspectives.
4. Communicate regulatory issues arising from the use of nuclear technology to technical and non-technical audiences, both orally and in writing.

ALIGNMENT WITH AQF *

The Graduate Certificate of Nuclear Technology Regulation qualifies individuals who apply a body of knowledge in a range of contexts to undertake professional/ skilled work and as a pathway for further learning.

ALIGNMENT OF LEARNING OUTCOMES, STUDY REQUIREMENTS AND LEARNING PROGRESSION *

LEARNING OUTCOMES	STUDY REQUIREMENT	DESCRIPTION OF CONTRIBUTION TO LO	LEARNING PROGRESSION
Demonstrate knowledge and understanding of foundational issues in the regulation of nuclear technology, in Australia and globally.	REGN8050 - Policy and Practice Regulation	the course provides a general introduction to the policy and practice of regulation. It is case study based and will from 2022 include the option for students to focus on nuclear regulation.	
Explain the principles and properties of nuclear physics of relevance to the regulation of nuclear technology.	PHYS8201 Nuclear Fundamentals	Provides introduction to nuclear physics	provides foundational knowledge for additional PHYS courses in program orders
Analyse legal, technical or institutional regulatory policy problems from multiple perspectives.	REGN8050, PHYS8201 (in addition to electives on Science Policy and Communication and LAWS8316)	The program is inherently multidisciplinary.	
Communicate regulatory issues arising from the use of nuclear technology to technical and non-technical audiences, both verbally and in writing.	REGN8050, LAWS8316, PHYS8201, and electives on Science Policy and Communication	All courses in the first and last blocks of program orders, as well as LAWS8316, are designed for non-specialist audiences with strong emphasis on communication or ability to explain issues.	

PATHWAYS P**WHAT ARE THE MODE/S OF DELIVERY?** P *

- In person

LIST ALL COMPULSORY COURSES THAT ARE AVAILABLE ONLY IN ONLINE MODE**FIELD OF EDUCATION** P *

019900 - Other Natural and Physical Sciences

AREAS OF INTEREST P *

- 33 - Law
- 37 - Policy Studies
- 103 - Security Studies
- 150 - Nuclear Physics
- 74 - Science

EMPLOYMENT OPPORTUNITIES P

Commercial industry involving nuclear technology applications; Australian Commonwealth and state governments; Australian and international scientific research organisations; international agencies.

Students with prior knowledge in nuclear physics may apply for an exemption from PHYS8201 Nuclear Fundamentals. If a student is exempt from this course, another PHYS coded course from the program orders must be taken instead.

This program is a standalone qualification but can also be used as pathway to further postgraduate study. For detailed information on potential destination Masters programs offered by the Australian National University please check the Programs and Courses catalogue.

Applicants are encouraged to check individual course information, including prerequisites, assumed knowledge and scheduling of individual courses.

This program is available for Semester 1 and Winter Session intake, and can only be completed part-time.

OTHER INFORMATION THAT WILL NOT BE PUBLISHED

Current scheduling indicates this program can only be completed with Sem 1 admit term, however cannot be completed F-T in 6 months due to scheduling of REGN8050. As a result, we will not be seeking CRICOS registration for 2022. Summary of scheduling and prereqs of currently listed courses, as at 19/10/21:

12 units from:

PHYS8201 - Nuclear Fundamentals (Sem 1, no prereqs)

REGN8050 - Policy and Practice Regulation (winter, permission code required)

Max 12 units from:

PHYS8202 - Reactor Science (Sem 1, no prereqs)

PHYS8205 - Nuclear Fuel Cycle (Sem 2, no prereqs)

PHYS8204 - Nuclear Radiation (Sem 1, no prereqs)

LAWS8316 - Nuclear Security Law (Autumn, has prereqs LAWS8586 and LAWS8182)

Max 6 units from:

SCOM8014 - Com Sci with the Public (Sem 1, no prereqs)

POGO8138 - Science Tech and Pub Policy (not scheduled)

ENGN8100 - Intro to System Engineering (Sem 1, program level prereqs). CECS has confirmed these will be amended - please refer to consultation record.

Study Requirements (Award Orders)

GLOBAL STUDY REQUIREMENTS *

The Graduate Certificate of Nuclear Technology Regulation requires completion of 24 units, of which:

ESSENTIAL COMPONENT STUDY REQUIREMENTS *

12 units must come from completion of the following compulsory courses:

PHYS8201 Fundamentals of Nuclear Science (6 units)

REGN8050 The Policy and Practice of Regulation (6 units)

A maximum of 12 units may come from completion of the following nuclear physics and nuclear security law courses:

LAWS8316 Nuclear Security Law (6 units)

PHYS8202 Reactor Science (6 units)

PHYS8204 Fundamentals of Nuclear Radiation (6 units)

PHYS8205 Nuclear Fuel Cycle (6 units)

A maximum of 6 units may come from completion of the following contextual science communication, policy and engineering courses:

ENGN8100 Introduction to Systems Engineering (6 units)

POGO8138 Science, Technology and Public Policy (6 units)

SCOM8014 Communicating Science with the Public (6 units)

Please link all capstone courses listed in the Study Requirements above

CAPSTONE COURSES

IF NOT AVAILABLE THROUGH LINK, ENTER COURSE

Please link all specialisations NOT listed in the Study Requirements above

Admission Requirements

ADMISSION REQUIREMENTS **P** *

At a minimum, all applicants must meet program-specific academic/non-academic requirements, and English language requirements. Admission to most ANU programs is on a competitive basis. Therefore, meeting all admission requirements does not automatically guarantee entry.

- A Bachelor degree or international equivalent with a minimum GPA of 4/7, or
- A Bachelor degree with honours or international equivalent with a minimum GPA of 4/7, or
- A completed Graduate Certificate, Graduate Diploma, Masters or PhD degree with a minimum GPA of 4/7, or
- 24 units of completed postgraduate courses with a minimum GPA of 4/7, or
- 5 full-time equivalent years of professional experience at ANZCO Skill Level 1 in a field related to the program.

In line with the university's admissions policy and strategic plan, an assessment for admission may include competitively ranking applicants on the basis of specific academic achievement, English language proficiency and diversity factors.

Academic achievement & English language proficiency

The minimum academic requirement for full entry and enrolment is a Bachelor degree or international equivalent with a minimum GPA of 4.0/7.0.

However, applicants will first be ranked on a GPA ('GPA1') that is calculated using all but the last semester (or equivalent) of the Bachelor degree used for admission purposes.

If required, ranking may further be confirmed on the basis of:

- a GPA ('GPA2') calculated on the penultimate and antepenultimate semesters (or equivalent) of the Bachelor degree used for admission purposes; and/or
- demonstrating higher-level English language proficiency.

Prior to enrolment in this ANU program, all students who gain entry will have their Bachelor degree reassessed, to confirm minimum requirements were met.

Further information: [English Language Requirements for Admission](#)

Diversity factors

As Australia's national university, ANU is global representative of Australian research and education. ANU endeavours to recruit and maintain a diverse and deliberate student cohort representative not only of Australia, but the world. In order to achieve these outcomes, competitive ranking of applicants may be adjusted to ensure access to ANU is a reality for brilliant students from countries across the globe.

Assessment of qualifications

Unless otherwise indicated, ANU will accept all Australian Qualifications Framework (AQF) qualifications or international equivalents that meet or exceed the published admission requirements of our programs, provided all other admission requirements are also met.

Where an applicant has more than one completed tertiary qualification, ANU will base assessment on the qualification that best meets the admission requirements for the program. Find out more about the Australian Qualifications Framework: www.aqf.edu.au

ANU uses a 7-point Grade Point Average (GPA) scale. All qualifications submitted for admission at ANU will be converted to this common scale, which will determine if an applicant meets our published admission requirements. Find out more about how a 7-point GPA is calculated for Australian universities: www.uac.edu.au/future-applicants/admission-criteria/tertiary-qualifications

Unless otherwise indicated, where an applicant has more than one completed tertiary qualification, ANU will calculate the GPA for each qualification separately. ANU will base assessment on the best GPA of all completed tertiary qualifications of the same level or higher.

ALTERNATIVE ADMISSION REQUIREMENTS **P**

A Bachelor degree or international equivalent with a minimum GPA of 4/7, or

A Bachelor degree with honours or international equivalent with a minimum GPA of 4/7, or

A completed Graduate Certificate, Graduate Diploma, Masters or PhD degree with a minimum GPA of 4/7, or

24 units of completed postgraduate courses with a minimum GPA of 4/7, or

5 full-time equivalent years of professional experience at ANSCO Skill Level 1 in a field related to the program.

JUSTIFICATION FOR USING NON STANDARD (ALTERNATE) ADMISSION REQUIREMENTS

The requirement reflects the standard as per the current Coursework Accreditation Policy

COGNATE DISCIPLINES **P**

CREDIT COMPONENT **P**

INHERENT REQUIREMENTS **P**

OTHER REQUIREMENTS P

Background knowledge equivalent to high-school maths study is recommended but not essential.

FIRST AVAILABLE TEACHING PERIOD FOR APPLICATION P *

First Semester

FIRST AVAILABLE YEAR FOR APPLICATION P *

2022

TEACHING PERIODS FOR ADMISSION P

• First Semester

• Winter

Disestablishment - Only complete if disestablishing

LAST ADMIT TERM P

DISESTABLISHED EFFECTIVE FROM

RATIONALE

Student and enrolment impacts

EXISTING APPLICATIONS, OFFERS AND PATHWAYS

Indicate if there are applicants or students in the categories below

COHORT HAS...

DOMESTIC

INTERNATIONAL

applicants who have accepted offers for commencement after last session for admission.

applicants with conditional offers for commencement after last session for admission.

applicants who have not yet responded to offers for commencement after last session for admission.

applications for commencement after last session for admission which have not yet been assessed/issued.

outstanding program transfer requests.

students in prominent pathways that lead to studying this award.

CURRENT STUDENTS - PROGRESS TOWARDS COMPLETION

0	0-12	13-24	25-48	49-72	73-96	97-144	145-196	197+	TOTAL
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TEACH-OUT PLAN

Communication Plan

All students impacted by the decision to disestablish a program/plan must be advised in writing. Note that there are penalties under Commonwealth legislation for failing to communicate appropriately with students.

STUDENTS CURRENTLY ENROLLED

1. Contact students with advice on approved teach out plans, including timeframes, if there is an impact on their ability to complete according to the version of the rules in which they are enrolled. Incorporate information on actions that will be undertaken should their study extend beyond the agreed upon teach out timeframe.
2. 'CC' communication to ANUSA or PARSA
3. Should any students remain in the program beyond the agreed teach out timeframe, contact ASQO to determine appropriate course(s) of action.

APPLICANTS WHO HAVE ACCEPTED OFFERS FOR COMMENCEMENT AFTER LAST ADMIT TERM

If accepted conditional offer, confirm conditions have been met before continuing with this communication plan.

Contact students with an explanation:

1. Where there is not an alternative program and the student's admit term start date has not passed, issue a refund.
2. College notifies student to submit an application for a fee refund, advises fees
3. Where there is an alternative program and the student's admit term start date has not passed, offer students a choice of the following:
4. Refund (provide advice on how to apply); or
5. A place in an alternative program which expires before the student's admit term date.

Where a student does not respond, follow up every 4 weeks and raise with University recruitment if through an Agent. Keep ASQO informed of any responses not received in the initial 4 week period.

1. Where an international student's term start date has passed, the student must be canceled and a refund provided. Do not offer or highlight an alternative program/plan in any way as if you do the College will be responsible for covering any difference in tuition fees and living expenses arising from the change.
2. Advise ASQO no later than 2 business days after the student's start date of the cancellation. ASQO will report a provider default to the Commonwealth.
3. Advise the student no later than 3 business days after the student's start date to apply for a refund
4. Refund issued to the student on receipt of application
5. ASQO will report refund outcome on PRISMS

Notes on TPS:

1. Students must withdraw voluntarily to avoid TPS Provider Default.
2. If students do not withdraw voluntarily, a refund of all pre-paid fees must be provided.
3. If students do not withdraw voluntarily, an alternative program must not be offered – by doing so, the College will become liable for the expenses of the student for the alternative program (ISF, SA fee, accommodation, living expenses, etc).

APPLICANTS WITH CONDITIONAL OFFERS

1. Contact students with an explanation.
2. Cancel offers.
3. Issue new offers (if replacement program/plan is created).

APPLICANTS WHO HAVE NOT YET RESPONDED TO OFFERS MADE

1. Contact students with an explanation.
2. Cancel offers.
3. Issue new offers (if replacement program/plan is created).

APPLICANTS WHO HAVE NOT BEEN ISSUED AN OFFER

1. Contact students with an explanation
2. Where there is an alternative program, let students know they may wish to apply for this (or can we assess against the replacement program with the given material)?

STUDENTS WITH APPLICATIONS TO TRANSFER

1. Contact students with an explanation that the request will be canceled, advise them if they wish to transfer to an alternate program/plan they must submit a new request
2. Cancel applications and send to student file.

STUDENTS IN PROMINENT PATHWAYS THAT LEAD TO STUDYING THIS AWARD

1. Contact ASQO with student details and numbers, to determine appropriate communication to affected students.

ASQO Only - Required Administrative Fields

EFTSL

5

IS THE PROGRAM CONSISTENT WITH THE FOLLOWING:

IF THE PROGRAM IS NOT CONSISTENT WITH ANY STANDARD, PROVIDE REASON

- Australian Qualifications Framework

INDICATIVE ANNUAL ISF FEE FROM FIRST AVAILABLE TERM **P**INDICATIVE ANNUAL DTF FEE FROM FIRST AVAILABLE TERM **P****AWARD DETAIL (AHEGS) **P****

The Graduate Certificate of Nuclear Technology Regulation, GCNucTechReg, is an AQF Level 8 Graduate Certificate qualification taught in English and normally takes one half year of full-time equivalent study. The program structure requires the successful completion of compulsory courses (units of study). Full study details and learning outcomes are published on the University website: www.anu.edu.au

FEATURES (AHEGS) **P**

PATHWAY TO FURTHER STUDY (AHEGS)

PROGRAM ACCREDITATION (AHEGS)

FORMAL AWARD POST NOMINAL

GCNucTechReg

PROGRAM TYPE CODE

11 Graduate Certificate

LOAD/LEVEL RULE

48/1

SPECIAL PROGRAM TYPE

00 Not Course of Special interest

PROGRAM REVIEW DATE

31/12/2026

PROGRAM REVIEW COMMENTS

UAC CODE

DURATION ALTERNATE

PROGRAM CRICOS CODE

CRICOS STUDY DURATION

CRICOS FULL COST OF STUDENT FROM YEAR OF REGISTRATION I.E. THE CURRENT YEAR

AVAILABLE FOR ONLINE APPLICATION

YES

SAS DESCRIPTION

GC of Nuclear Technology Rgltn

PROGRAM SHORT DESCRIPTION

GCNTR

PROGRAM FORMAL DESCRIPTION

Graduate Certificate of Nuclear Technology Regulation

Degree Table

IS A NEW DEGREE REQUIRED?

NO

IF NO, PLEASE SELECT DEGREE

CNTR - GC of Nuclear Technology Regulation

IF YES, COMPLETE FOLLOWING FIELDS: DEGREE FORMAL DESCRIPTION

DEGREE SHORT DESCRIPTION

BREAK POSITION

TESTAMUR TEMPLATE