



Agenda

College of Health and Medicine Education Committee

MEETING NO. 2_2023
DATE / TIME 31 July 2023; 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 endorsement For feedback

Recommendation That committee members endorse the minutes.

Attachments CHM Education Committee 1/2023 minutes, p12

1.3 Matters arising from previous meeting

Meeting/Item	Description	Responsibility	Status	Comments
1/2023 Item 2.1	Report from the Student Representatives	Secretariat	In progress	Secretariat to follow up with the Student Representatives to ascertain whether there are any changes as a result of the recent merge of ANUSA and PARSA.
1/2023 Item 4.1	Accessibility in Teaching and Learning	Committee Members	In progress	Committee Members to provide any good practice examples, materials or resources that exist (or are needed), and also list any initiatives or other ideas that could be explored or developed further in CEC2/2023 of 31 July.
6/2022 Item 4.6	Honours specialisations review	Committee Members	In progress	For Associate Directors (Science) Education to review the CHM/CoS Education Sub Committee feedback for the Honours specialisations reviews, when it is returned, and explore ways to assess the Learning Outcome “Communicate and justify complex concepts and results clearly and effectively to a variety of audiences” for implementation in 2024.

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 Technologist, STLC
- 2.5 Report from the Chair

Part 3. New Business

3.1 Annual Register of active pathway agreements

Action required	<input checked="" type="checkbox"/> For information <input type="checkbox"/> For discussion <input type="checkbox"/> For endorsement <input checked="" type="checkbox"/> For feedback
Sponsor	Academic Quality Assurance Committee 4/2023, Item 11
Recommendation	For committee members to note and provide feedback to science.curriculum@anu.edu.au by Thursday 17 August 2023 for the Annual Agreement Monitoring template, which will support the annual review of agreements including in the Annual Register of Active Pathway Agreements report.
Attachments	AQAC4/2023 Item 11 Cover Sheet, p29 AQAC4/2023 Item 11 Annual Register of Active Pathway Agreements Report, p32 AQAC4/2023 Item 11 Annual Agreement Monitoring Template, p37

3.2 Academic Integrity Rule: eFORM update

Action required	<input checked="" type="checkbox"/> For information <input type="checkbox"/> For discussion <input type="checkbox"/> For endorsement <input type="checkbox"/> For feedback
Sponsor	Academic Quality Assurance Committee 4/2023, Item 14
Recommendation	For committee members to note the report.
Attachments	AQAC4/2023 Item 14 Cover Sheet, p39

3.3 Internal Audit Report – Student Benchmarking

Action required	<input checked="" type="checkbox"/> For information <input checked="" type="checkbox"/> For discussion <input type="checkbox"/> For endorsement <input type="checkbox"/> For feedback
Sponsor	Academic Quality Assurance Committee 4/2023, Item 26
Recommendation	For committee members to note the report.
Attachments	AQAC4/2023 Item 26 Cover Sheet, p44 AQAC4/2023 Item 26 External Review of Student Benchmarking report, March 2023, p47 AQAC4/2023 Item 16 Student Benchmarking- Agreed Management Actions, p149

3.4 Marking in the 90+ range

Action required	<input checked="" type="checkbox"/> For information <input checked="" type="checkbox"/> For discussion <input type="checkbox"/> For endorsement <input type="checkbox"/> For feedback
Sponsor	Academic Quality Assurance Committee 4/2023, Item 27
Recommendation	For committee members to note the report.
Attachments	AQAC4/2023 Item 27 Cover Sheet, p152

3.5 Expanding the use of country-specific conversion schedules

Action required	<input checked="" type="checkbox"/> For information <input checked="" type="checkbox"/> For discussion <input type="checkbox"/> For endorsement <input type="checkbox"/> For feedback
Sponsor	Academic Quality Assurance Committee 4/2023, Item 28
Recommendation	For committee members to note the report.
Attachments	AQAC4/2023 Item 28 Cover Sheet, p154

3.6 Application and admission for coursework external scholarship and external sponsorship applicants

Action required	<input type="checkbox"/> For information <input type="checkbox"/> For discussion <input type="checkbox"/> For endorsement <input checked="" type="checkbox"/> For feedback
Sponsor	Academic Quality Assurance Committee 4/2023, Item 29
Recommendation	For Committee Members to provide feedback on the proposed process by 14 August 2023 to science.curriculum@anu.edu.au
Attachments	AQAC4/2023 Item 29 Cover Sheet, p156 AQAC4/2023 Item 29 – Proposed process to add and remove scholarships from benefit list, p159 AQAC4/2023 Item 29 Request for amendment to admission practice, p160

3.7 Admission of international students under the age of 18 procedure and the Underage student management policy amendments

Action required	<input checked="" type="checkbox"/> For information <input type="checkbox"/> For discussion <input type="checkbox"/> For endorsement <input type="checkbox"/> For feedback
Sponsor	Academic Quality Assurance Committee 4/2023, Item 30
Recommendation	For committee members to note the amendments.
Attachments	AQAC4/2023 Item 30 Cover Sheet, p166 AQAC4/2023 Item 30 – Proposed amendments to the policy, p169 AQAC4/2023 Item 30 – Proposed amendments to the procedure, p173

3.8 Recording of Teaching Activities Policy and Procedure – Review of Working Group

Action required	<input checked="" type="checkbox"/> For information <input type="checkbox"/> For discussion <input type="checkbox"/> For endorsement <input type="checkbox"/> For feedback
Sponsor	Academic Quality Assurance Committee 4/2023, Item 31
Recommendation	For committee members to note the review.
Attachments	AQAC4/2023 Item 31 Cover Sheet, p179 AQAC4/2023 Item 31 – Working Group Report to AQAC 2023, p182

3.9 ANU employability Framework

Action required	<input checked="" type="checkbox"/> For information <input type="checkbox"/> For discussion <input type="checkbox"/> For endorsement <input type="checkbox"/> For feedback
Sponsor	Teaching and Learning Development Committee 3/2023, Item 7
Recommendation	That the Committee note the update and the proposal to establish a Working Group to support the development of an ANU Employability Framework.
Attachments	TLDC3/2023 Item 7 ANU Employability Framework Working Group update, p217 TLDC3/2023 Item 7 ANU Employability Framework Working Group TOR, p223

3.10 Teaching and Learning grants

Action required	<input checked="" type="checkbox"/> For information <input checked="" type="checkbox"/> For discussion <input type="checkbox"/> For endorsement <input type="checkbox"/> For feedback
Sponsor	Associate Dean, Teaching & Learning, College of Health and Medicine
Attachments	Education Leaders forum presentation from the PVC (Ed), p226 NPILF Strategic Learning and Teaching grants guidelines, p242

3.11 CHM Education Strategy

Action required For information For discussion For endorsement For feedback

Sponsor Associate Dean (Education), College of Health and Science

3.12 Executive Education

Action required For information For discussion For endorsement For feedback

Sponsor Senior Fellow and Head of Education Innovation and Development

Attachments Executive Education Portfolio p251

3.13 Creation of the new ALPHA course code

Action required For information For discussion For endorsement For feedback

Sponsor Associate Dean (Education) College of Health and Science

Purpose Creation of a new ALPHA code will support administrative and shell courses for the College of Health and Science

Background The alpha code SCNC has been historically shared across the College of Science and College of Health and Medicine for shell and administrative courses however, further to the formal separation of the two colleges and their associated curriculum objects, it has become necessary to establish a suite of courses that are clearly identifiable and strategically lead from the College of Health and Medicine. The proposed code will primarily be used for shell course offerings in the College of Health and Medicine such as administrative courses eg credit, exchange, cross institutional study, or broad field content such as internships, research projects, advanced studies courses etc, that cross disciplines or do not fall within specific existing disciplines. They may eventually also be used for courses content in the broader area of Health and Medicine.

The proposed code is HLMD (Health and Medicine)

Recommendation For committee members to endorse the proposed new College shell ALPHA code HLDM (Health and Medicine) that will be transmitted to the Registrar for approval and creation for consideration via memo.

3.14 Sub Dean position

Action required For information For discussion For endorsement For feedback

Sponsor Associate Dean (Education), College of Science

3.15 SELT Scores

Action required For information For discussion For endorsement For feedback

Sponsor Associate Dean (Education), College of Health and Medicine

Part 4. Accreditation

4.1 General reminders

Action required For information For discussion For endorsement For feedback

Sponsor Education Governance Office

Up-coming

- Course reviews Semester 2, 2023 – information was circulated to all ADSE on 24th May. **Deadline for submission: 4 August.**
- Curriculum amendments that include course name changes (eg course amendments and associated programs, majors, minors and specialisations; and UGRD program amendments arising from Curriculum Reform Project must be submitted to CEC Endorse Pending in the CMS by 4th August.
- Timetable data collection for Semester 1, 2024 will commence in August/September. A new data collection tool has been circulated to school administrators for feedback. Depending on the nature of the feedback and viability of the form, the College may seek to pilot the collection tool in one or two schools.
Semester 1, 2023 low SELT triggered course review notifications will be circulated to ADSEs later within the next few weeks. The Education Governance Office will reach out to PSP for the data packs.

Recommendation For schools to note the upcoming work and deadlines

4.2 Undergraduate program amendments

Action required For information For discussion For endorsement For feedback

Recommendation To endorse the program amendments listed for transmission to the Academic Quality Assurance Committee.

School	Item Code	Item Name	Summary of request
SMP	APSYC	Bachelor of Psychology (Honours)	Updating metadata to reflect new school Acad Org, Adjust Learning Outcomes
SMP	BSPSY	Bachelor of Science (Psychology)	Updating metadata to reflect new school Acad Org, Adjust Learning Outcomes

4.3 Postgraduate program amendments

Action required For information For discussion For endorsement For feedback

Recommendation To endorse the proposals listed for transmission to the Academic Quality Assurance Committee.

School	Item Code	Item Name	Summary of request
SMP	MPSC	Master of Preclinical Science	This amendment aims to update the course listings to align with recent changes to the MCHD and update metadata to reflect new Acad org
SMP	7601XMCPSY	Master of Clinical Psychology	Update metadata, remove references to RSP and remove link to external reviewer service.
SMP	MPPSY	Master of Professional Psychology	Updating metadata to reflect new school Acad Org, remove link to external reference services change RSP to SMP

4.4 Subplan amendments

Action required For information For discussion For endorsement For feedback

Recommendation To approve the proposal listed for publication on P&C.

School	Item Code	Item Name	Page
SMP	PSYC-MAJ	Psychology	308
SMP	PSYC-SPEC	Psychology	314

4.5 Course proposals - amendments

Action required For information For discussion For endorsement For feedback

Recommendation For committee members to note the minor course amendment which was endorsed by the Associate Dean (Education) and published for 2023 course delivery

School	Item Code	Item Name	Summary of request
SMP	PSYC8522	Professional Psychology Placement	Minor adjustment to indicative assessment

4.6 Course proposals - disestablishments

Action required For information For discussion For endorsement For feedback

Recommendation To approve the proposals listed for disestablishment

School	Item Code	Item Name	Summary of request
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SMP	MEDI3004	IMU Clinical Bridging Course	Disestablish course
SMP	MEDI8020A	Medicine 2	Courses have been recoded to remove A and B. These course IDs are no longer required.
SMP	MEDI8020B	Medicine 2	Courses have been recoded to remove A and B. These course IDs are no longer required.
SMP	MEDI8030A	Medicine 3	Courses have been recoded to remove A and B. These course IDs are no longer required.
SMP	MEDI8030B	Medicine 3	Courses have been recoded to remove A and B. These course IDs are no longer required.
SMP	MEDI8040A	Medicine 4	Courses have been recoded to remove A and B. These course IDs are no longer required.
SMP	MEDI8040B	Medicine 4	Courses have been recoded to remove A and B. These course IDs are no longer required.
SMP	MEDI4900	Medicine Elective	Courses have been recoded to remove A and B. These course IDs are no longer required.
SMP	MEDI8015A	Professional Practice 1	Courses have been recoded to remove A and B. These course IDs are no longer required.
SMP	MEDI8015B	Professional Practice 1	Courses have been recoded to remove A and B. These course IDs are no longer required.
SMP	MEDI8025A	Professional Practice 2	Courses have been recoded to remove A and B. These course IDs are no longer required.
SMP	MEDI8025B	Professional Practice 2	Courses have been recoded to remove A and B. These course IDs are no longer required.
SMP	MEDI8035A	Professional Practice 3	Courses have been recoded to remove A and B. These course IDs are no longer required.
SMP	MEDI8035B	Professional Practice 3	Courses have been recoded to remove A and B. These course IDs are no longer required.
SMP	MEDI8045A	Professional Practice 4	Courses have been recoded to remove A and B. These course IDs are no longer required.
SMP	MEDI8045B	Professional Practice 4	Courses have been recoded to remove A and B. These course IDs are no longer required.
SMP	MEDI8013A	Research Project	Disestablish course. Has been replaced with new course codes
SMP	MEDI8013B	Research Project	Disestablish course. Has been replaced with new course codes

4.7 Professional, short course or micro-credential proposals

Action required For information For discussion For endorsement For feedback

Recommendation To note the professional, short course proposals listed

School	Item Name	Page
CHM	Health Leadership	320
CHM	Leading Value Transformation	330

Part 5. Any other business

Part 6. Next meetings and accreditation proposal deadlines

Meeting dates	Accreditation proposals considered in meeting (submission deadline)
11 September 2023, 12pm	Curriculum amendments that include course name changes and UGRD program amendments arising from Curriculum Reform Project (4 th August, 2023)
30 October 2023, 12pm	Course amendments (7 th September, 2023)



Minutes_Unconfirmed

College of Health and Medicine Education Committee

MEETING NO. 1_2023

DATE / TIME 13 June 2023; 12 pm

VENUE Zoom

PRESENT

Marty Kirk (Chair)	Associate Dean (Education) CHM
Julia Ellyard	Associate Dean, Teaching & Learning, CHM
Brian Billups	Associate Director Science Education, JCSMR
Katie Glass	Associate Director Science Education, NCEPH
Liz Rieger	Associate Director (Science) Education, SMP
Alexandra Webb	Associate Director (Science) Education, SMP
Ellin Hamilton	Student Services Deputy Manager, CHM/CoS
Chami Samareskara	Marketing Deputy Manager, CHM

APOLOGIES Merryn McKinnon, CHM Representative
Rebecca Anderson, Academic Developer, STLC, CHM/CoS

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

OBSERVERS Sara Rapson, Sub Dean, STLC, CHM/CoS
Matt Thompson Sub Dean, STLC, CHM/CoS
Rowena Tayler-Henry, Education Technologist, STLC, CHM/CoS
Caroline Henderson-Brooks, ACDC Representative
Anton Westveld, CBE Representative
Marian Irvine, Executive Officer, STLC, CoS
Alisa Hukic, Governance Administrator, STLC, CHM/CoS

Part 1. Procedural Matters

1.1 Welcome and apologies

The welcome and apologies received were noted as recorded above.

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 6/2022 Item 4.3	Royal Commission into Institutional Responses to Child Sexual Abuse Recommendation 6.2.f – Working Party Report	Committee Members	Complete	Committee members to return feedback to science.curriculum@anu.edu.au by 30 January 2023.
6/2022 Item 4.5	Micro-credentials & Moocs Policy and Procedure	Committee Members	Complete	Committee members to return feedback to science.curriculum@anu.edu.au by 30 January 2023.
6/2022 Item 4.6	Admissions Procedure	Committee Members	Complete	Committee members to return feedback to science.curriculum@anu.edu.au by 28 November 2022.

Part 2. Reports

2.1 Report from the Student Representatives

No report received.

Action	Secretariat to follow up with the Student Representatives to ascertain whether there are any changes as a result of the recent merge of ANUSA and PARSA.
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2.2 Report from the Marketing and Communications Office

Report was included in the agenda pack.

2.3 Report from the Academic Competencies and Digital Capabilities Team

Report was included in the agenda pack

2.4 Report from the Education Technologist, STLC

No report received.

2.5 Report from the Chair

1. **Curriculum Framework.** Work is still underway to map out implementation across the University. All Colleges are required to have a pilot program ready in advance of roll-out to other programs. The Chair is determining which program CHM will put forward for the pilot.
2. **Accreditation Policy and Procedure Working Group.** Focus of the last meeting was on program and courses review policy and procedure. It is possible that curriculum reviews will be rolled into school reviews so that we are not duplicating efforts and the time of external reviewers. Wherever possible, we would try to align the programs review timelines with school review timelines. It is also proposed that programs externally accredited by professional bodies are reviewed in line with those accreditation processes and the report from the external accrediting body might substitute for the industry reviewer. Any amendments to the accreditation policy and procedure will be circulated for broader consultation as per standard processes.
3. **VC Dialogue meetings.** These meetings comprise key stakeholders from colleges and main work divisions. In this meeting, Education and Executive Education were a key focus. There were positive discussions with the PVC (Ed) and DVC (A), who have expressed interest in working constructively with the college, enhancing digital uptake of learning. Another topic of conversation was SELT scores and low scoring courses. Ideally they want course scores to be above 80% overall satisfaction rate but they also acknowledged there are problems with SELT, including that often only a handful of students respond and this often skews the outcomes.
4. The Chair and the AD (T&L) have been working on the **ANU space masterplan** for the College, with a focus on having appropriate teaching space for all work (labs or teaching spaces).
5. **Short and professional courses/Executive Education.** There is a lot of work going on this space and, as a reminder, all proposals do need to follow standard education governance workflows and require endorsement by the Associate Dean (Education). There is a pro-forma template for the curriculum aspect of the proposal and Kathryn Smith, Head of Education Innovation and Development in CHM, has developed templates on how to appropriately cost and resource courses. Generally speaking, a short course is also a good way to test the waters before setting up a formal course or program of study. Kathryn Smith has been invited to give a presentation at the next College Education Committee.
6. **Recording of Teaching Activities policy and procedure** is currently under review, more information to follow. They are also seeking to include definitions on teaching activities. It is still possible to opt-out of recording, with DA approvals as required.

Part 3. Minutes from other Committees

3.1 CHM/COS Higher Degree Research Committee Meeting

Committee members endorsed the minutes.

Part 4. New Business

4.1 Accessibility in Teaching and Learning

Action	Committee Members to provide any good practice examples, materials or resources that exist (or are needed), and also list any initiatives or other ideas that could be explored or developed further in CEC2/2023 of 31 July.
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4.2 Strategic Learning and Teaching Grants

A number of Learning and Teaching Grants will be announced at the University Education Leaders Forum on Wednesday, 21st June – all Associate Directors (Science) Education are encouraged to attend. The grants are designed to be used for Semester 2 teaching delivery focussing on ideas that will enable the implementation of the graduate attributes in alignment with the teaching and learning strategy. Consideration will be given to transdisciplinary education, embedding Indigenous Perspectives into courses, reinvigorating assessments, bringing in more authentic assessments, assessments to harness large group teaching, etc. Interested parties need to start strategising if they would like to submit an application, as there is not much time between now and the start of Semester 2. Initiatives can also cut across multiple courses, colleges, program teams, and work that can be done at scale. There will be two rounds of grants, and all programs can be considered: UGRD, PGRD, RSCH.

We will also need to consider how the College will incorporate the findings from the grants into general practice. Staff are encouraged to the AD(E) or the AD (T&L) for assistance, including the application process (once more information becomes available).

4.3 Honours specialisations review

Action	For Associate Directors (Science) Education to review the CHM/CoS Education Sub Committee feedback for the Honours specialisations reviews, when it is returned, and explore ways to assess the Learning Outcome “Communicate and justify complex concepts and results clearly and effectively to a variety of audiences” for implementation in 2024.
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4.4 College strategy for education

The AD(E) and AD (T&L) will raise this topic at the next College Executive Committee, as it will be an important part of the future of education within the College.

4.5 Internships

Matt Thompson, STLC Sub Dean gave a brief presentation on the STLC Internship program and encouraged Committee members to share industry contacts so that we can build the relationship portfolio. The aim of the Internship program for students is to connect scientific knowledge to a stakeholder problem; looking at developing skills and how to present those skills for prospective employers. At present, CoS and CHM have a shared process, which does not include the clinical placements.

There are several ways internships can be set up, but it depends on how the school wants to structure and present the information. There are also challenges with the scale-ability of

College courses and resources. It should also be noted that students will require a co-supervisor at the ANU within the relevant discipline, and this needs to be a consideration for the supervisor and school's teaching budget model.

Internships can be done in blocks over the holiday periods, or they can run across the semester as one day a week events, which may work better when they can be done online or have online components. The duration of the internship comes down to what is negotiated between the University, the student and the host.

Points of discussion:

- Are there plans to create an internship course code for the College of Health and Medicine? Yes, noting the internship shell course serves a different purpose to the existing internships available with the Master of Clinical Psychology or the MCHD.
- How many students from CHM have used the SCNC internship course code? Approx 20 in the UGRD space, 6 in the PGRD space.
- Are there any overarching agreements with the Department of Health that we can lean into? Yes. The Chair will connect the STLC Internships Coordinator with the main groups with whom dialogues have been held regarding a recently signed MOU. It would also be beneficial to follow up with students who have undertaken internships to see how they went.
- Do undergraduate Psychology students have to complete an internship? No, it is not part of the program requirements, but there is space for it to fit within the degree.
- There is interest in growing opportunities for internships in CHM as it leads into the professional aspect of the programs.
- How are internships promoted to students? The STLC Internships Coordinator circulates an all-student email, as well as an email to all ADSEs, with links to the advertisements.
- Do schools have their own internship coordinators/programs?
 - NCEPH – has an internship coordinator
 - JCSMR – only have one postgraduate program so have not historically focussed on internships, but will in the future.
 - SMP – internships are relevant to programs offered by this school, and would like to invite the STLC Internship Coordinator to give a presentation at the next school education committee.
- When sharing contacts for placements, schools to also consider providing a direct connection or introduction for the STLC Internships Office as a means to building a closer relationship from the outset.

Part 5. Accreditation

5.1 General reminders

Associate Directors (Science) Education were also asked to remind teaching staff regarding the return to on-campus teaching delivery and to apply constraints or buffers to all online activities that might be available in in person courses (email of 22 May from Science.Curriculum@anu.edu.au refers).

Committee members noted the upcoming work and deadlines listed below.

- Course reviews Semester 2, 2023 – information was circulated to all ADSE on 24th May. Deadline for submission: 4 August.
- Class summaries for courses taught in second half of the year, must be published 2 weeks prior to the start of course delivery.

- Sem 2 preliminary timetable is now available. All teaching staff to review their individual schedules. Any changes to the draft timetable can be requested directly to the TTO. If changes impact a Program of Study, please reach out to the Education Governance Office. Staff are also encouraged to familiarise themselves with the purpose and functionality of MyTimetable.
- Field of Education/Fees spreadsheet is due back to the Education Governance Office by 16 June. Information was circulated to ADSEs on 16 May.

5.2 Implementation of Program Review Recommendations Progress Report

No updates received. Committee members were encouraged to regularly return coursework program review updates for reporting progress to the Academic Quality Assurance Committee.

5.3 Coursework program reviews

Committee members endorsed the program reviews listed below for transmission to the Academic Quality Assurance Committee for consideration.

School	Item Code	Item Name
JCSMR	MNEUR	Master of Neuroscience
JCSMR	VNEUR	Master of Neuroscience (Advanced)

5.4 Course proposals – amendments

Committee members noted course amendments listed in the agenda, which were endorsed out of session and have been published for 2023 delivery.

School	Item Code	Item Name	Summary of request
SMP	MEDN2001	Medical Physiology and Pharmacology	Course description, LO, IA and other fields
SMP	PSYC1003	Psychology 1	Adjust prereq statement to include ASCAD
SMP	PSYC1004	Psychology 2	Adjust prereq statement to include ASCAD
SMP	PSYC3018	Advanced Research Methods	Adjustments further to course review
SMP	PSYC8522	Professional Psychology Placement	Minor adjustment to indicative assessment

5.5 Higher Degree Research course amendments

Committee members noted the course amendment proposals listed below for publication. It was also noted that some of the course titles were amended to reflect the new school names where appropriate.

School	Item Code	Item Name
JCSMR	MEDN8550F	Master of Philosophy - Research Course, John Curtin School of Medical Research
JCSMR	MEDN9550F	Doctor of Philosophy - Research Course, John Curtin School of Medical Research
NCEPH	POPH8920F	Applied Epidemiology Thesis
NCEPH	POPH8950F	Master of Philosophy - Research Course, NCEPH, Institute of Population Health

NCEPH	POPH9550F	Doctor of Philosophy - Research Course, NCEPH, Institute of Population Health
SMP	MEDI8950F	Master of Philosophy - Research Course, Medical School
SMP	MEDI9950F	Doctor of Philosophy - Research Course, Medical School
SMP	PSYC8900F	Master of Philosophy - Research Course in Psychology, Department of Psychology, SHPS
SMP	PSYC9000F	Doctor of Philosophy - Research Course in Psychology, Department of Psychology, SHPS
SMP	PSYC9002F	Doctor of Philosophy - Research Course in Clinical Psychology, Dept of Psychology, SHPS

Part 6. Any other business

- Extension App roll out.** All ADSEs were invited to observe the College of Science Education Committee meeting 1/2023, in which there was a discussion about an assignment extension app developed by the Fenner School with the support of the Science Teaching and Learning Centre. It was agreed that the extension app would be rolled out to all schools for Semester 2 implementation. What is the current status for schools within CHM? At present, JCSMR are already using the app, NCEPH would like to use the app, SMP are as yet undecided. The STLC Education Technologist will be circulating a comms for staff very soon, with videos for staff and students. The general consensus across Committee members was to endorse the roll out of the app, and conveners could opt-out upon request.
- CSA policy and procedure working party.** Have there been any updates on the qualifications for educators in relation to pay rates? No, any negotiations will form part of the enterprise bargaining agreement. The Chair or AD (T&L) will approach the Dean (Academic Quality) for an update.

Part 7. Next meetings and accreditation proposal deadlines

Meeting dates	Accreditation proposals considered in meeting (submission deadline)
30 July 2023, 12pm	Program amendments, new postgraduate program proposals, subplan creation or disestablishment, new course creation for inclusion in a program or subplan (2 nd June, 2023)
11 September 2023, 12pm	Curriculum amendments that include course name changes and UGRD program amendments arising from Curriculum Reform Project (4 th August, 2023)
30 October 2023, 12pm	Course amendments (7 th September, 2023)

Meeting ended at 1.20 pm

Summary of outstanding action items:

Meeting/Item	Description	Responsibility	Status	Comments
Meeting 1/2023 Item 2.1	Report from the Student Representatives	Secretariat	In progress	Secretariat to follow up with the Student Representatives to ascertain whether there are any changes as a result of the recent merge of ANUSA and PARSA.

1/2023 Item 4.1	Accessibility in Teaching and Learning	Committee Members	In progress	Committee Members to provide any good practice examples, materials or resources that exist (or are needed), and also list any initiatives or other ideas that could be explored or developed further in CEC2/2023 of 31 July.
6/2022 Item 4.6	Honours specialisations review	Committee Members	In progress	For Associate Directors (Science) Education to review the CHM/CoS Education Sub Committee feedback for the Honours specialisations reviews, when it is returned, and explore ways to assess the Learning Outcome “Communicate and justify complex concepts and results clearly and effectively to a variety of audiences” for implementation in 2024.

MARKETING UPDATE

JULY 2023

Chami Samarasekara
Deputy Manager, Marketing
ANU College of Health & Medicine
E: CHM.Marketing@anu.edu.au



Australian
National
University

Upcoming Activities

Activity	Target audiences	Status	Notes
PIE night	PGCW (Domestic)	Planning	PIE (Postgraduate information evening) 2023 will be held on the 18 th of October at Kambari.
MChD conversion campaign	PG (Domestic & International)	Planning	CHM-Marketing is planning a conversion activity for the 2024 MChD offer made.
CHM enrichment & outreach activities	UG (Domestic)	In Progress	The schools/centres have provided ideas of activities that can be offered. Working together to finalize them. ANU widening participation has shown interest in virtual offering options for rural, regional and remote schools.
CHM case study competition	PGCW (International - India)	In Progress	CHM India case study is now open: https://health.anu.edu.au/engagement/community-outreach/health-medicine-case-study-competition-2023 This year's topic is "The Implications of Population Growth in India: Now and in the Future". Dr Eryn Newman, Pro. Dipti Talaulikar and Dr. Haribondhu Sarma, are our academic panel for 2023.
Agent familiarization event	UG & PGCW (International)	Planning	FSI (future student international) is hosting educational agents from China, South Korea, Japan, Taiwan, and Hong Kong at ANU in October. CHM marketing is planning activities to engage with the agents and provide key highlights information.
Austrade ANU STEM photo shoot	UG & PGCW (International -SEA)	Planned	CHM is featuring the Biomolecular Research Facility and JCSMR.
STEM Challenges	UG (Domestic & International)	Planned	The #STEMChallenges2023 will take place in October targeting Australia, India, Vietnam, Indonesia and 15 other countries. We have confirmed activities with Associate Professor Krisztina ValterKocsi (medicine) and Dr Eryn Newman (psychology).
Canberra CarrersXpo 2023	UG & PGCW (Domestic)	Planned	CareersXpo is happening on the 9 th & 10 th of August. This is one of the main ACT engagement events. In 2022 over 7600 students from 39 ACT and 10 NSW schools attended the CareersXpo.
Governor General's Scout Camp 2023	UG (Domestic)	Planned	"Protecting yourself against Misinformation: Psychology Interactive Workshop" - Dr Eryn Newman will conduct the session on 25 th September .



Upcoming activities

International open days

Activity	Target audiences	Status	Notes
International open day – Southeast Asia	UG, PGCW, HDR (International)	In-progress	FSI is organizing Open Days, agent training, high school counsellor networking, stakeholder engagement and alumni event series in Southeast Asia (Indonesia, Singapore, Malaysia & Vietnam) on 27 July to 8 August. The college marketing team is participating in person.
International open day – India	UG, PGCW, HDR (International)	In-progress	FSI is organizing Open Days, agent training, high school counsellor networking in India (Mumbai, Chennai, New Delhi & Bangalore) from the 7 to 15 September. The college marketing team is participating in person.
International expo & stakeholder engagement – UAE	UG, PGCW, HDR (International)	In-progress	FSI is organizing expos, high school & university visits, and stakeholder meetings in UAE (Dubai & Abu Dhabi) from the 18 to 24 September.

Ongoing activities

Activity	Target audiences	Status	Notes
CHM monthly virtual drop-in sessions	UG, PGCW (Domestic & International)	On-going	These one-on-one sessions are held on the third Thursday of every month. They are designed for prospective students to ask us anything - about applications, entry requirements, university life, student experiences, or placement.
Campus & facility tours	UG & PGCW (Domestic & International)	On-going	We conduct campus and CHM facility tours mainly for international and interstate students.



Completed activities

Activity	Target audiences	Status	
CHM UG & PG 2024 Guides	UG & PG (International)	Completed	CHM 2024 UG & PG guides are now available for our potential students & parents. A big thank you to all the course convenors. We will continue to update college material as we go.
China Open Day	UG, PGCW, HDR (International)	Completed	CHM virtually participated in the ANU Beijing and Shanghai Open Days Beijing Open Day images: https://as.alltuu.com/album/1375050177/1306442404/ Shanghai open day images: https://as.alltuu.com/album/1264722755/?from=link&menu=live
ANU South Asia – connect session	UG & PG (International)	Completed	The aim of the session was conversions and targeting last min prospective student applications for semester 2.
CHM Student Ambassadors	UG & PG (Domestic & International)	Completed	Our first CHM student ambassador cohort was inducted. Please see the details below.
STEM boxes	UG (Domestic)	Completed	This year we received 300 registrations and 157 are from RRR & all-girl schools. CHM included two activities for the domestic box. STEM domestic page
Facebook live session with Edlocate (Sri Lanka)	UG & PGCW (International)	Completed	CHM conducted a Facebook live with an Edlocate agent on the 27th of June on their Facebook page. We gave an overview of our courses and key highlights.
NYSF Career and Study Expo	UG & PGCW (Domestic)	Completed	As the NYSF - National Youth STEM Summit Year 12 Program Host University and as the venue provider for the Summit, ANU was able to participate in Summit's Careers and Study Expo.
Hosted 13 exchange international students from Vietnam (Victorian high school)	UG (International)	Completed	CHM hosted an international exchange group. CHM student ambassadors did a facility tour and discuss their life at CHM/ANU

Follow ANU College of Health & Medicine on LinkedIn

<https://www.linkedin.com/company/anu-health-and-medicine/>





Meet the ANU College of Health & Medicine Student Ambassadors 2023

Missing Dia & Christine



TAMARA UNSWORTH

Bachelor of Psychology (Honours)

I am currently in my third year of a Bachelor of Psychology (Honours) and I am looking forward to starting Honours next year. I grew up in Singapore before going to a rural boarding school near Sydney and then moving to Canberra. I am passionate about mental health and helping others and I am very excited to start my role with CHM.



MACK STALKER

Bachelor of Health Science

This is my first year of university, and I am currently studying a Bachelor of Health Science with the goal of going on to complete an MChD also at ANU. My intellectual interests are split between the sciences and humanities, and I am just as happy to discuss biomechanics as ancient history. Sport also plays a really significant role in my life. I'm currently rowing for ANU with the intention of going to Uni Games later this year and potentially the Australian Rowing Championships in early 2024. I also really enjoy outdoor sports, for example skiing, mountain biking, hiking, rock climbing, etc. During school I received some experience in leadership and managerial positions, but I am keen to hone these skills further in a professional setting. If you have any feedback or tips and tricks, I would love to hear them.



CHRISTINE ISHAK

Doctor of Medicine and Surgery

I am thrilled to be one of the new College of Health and Medicine Student Ambassadors. As a final year medical student at the ANU, I have been extremely privileged to study at such an incredible university over the past four years. My personal and professional growth could not have been possible without the support of wonderful staff, caring clinicians, and colleagues that will be life-long friends. In my role as this year's President of the ANU Medical Students' Society, I have had the opportunity to represent ANU medical students on a local and national level, and share the fulfilling experiences that a degree within ANU's College of Health and Medicine offers. I am really looking forward to working with my fellow Student Ambassadors to represent our College!





NICOLE LEHMANN
HDR -JCSMR

I'm a current Honours student at JCSMR. I am particularly interested in using genetic research to improve healthcare, particularly through personalised medicine and gene therapies. I grew up on the beautiful Sunshine Coast, and moved to Canberra in 2019 to study at ANU but I am still adjusting to Canberra winters! Outside of uni, you can often find me working at Questacon or playing the French Horn in various bands around Canberra. I also love to spend my weekends hiking and camping when I can find the time. I'm really looking forward to being an ambassador for CHM and getting involved with events around campus and beyond!



EMILY TUGWELL
Doctor of Medicine and Surgery

After growing up in Papua New Guinea and Townsville, I moved to Canberra in 2015 to study a Bachelor of Arts (English literature, languages) and Bachelor of Science (Psychology). I loved being able to learn about a wide variety of topics through those degrees, and I loved learning so much that I decided to study Doctor of Medicine. I'm now in my fourth year of my postgraduate degree, and looking forward to becoming a doctor at the end of the year. I've had quite a few jobs in my time, but most notable are: face painter, tutor, waitress, tour guide at the Mint and Botanic Gardens, and long-term staff member at Questacon. I'm married to a wonderful gentleman called Nick, who works as a high school science teacher. We actually met while in undergraduate studies at ANU! I've had phenomenal experiences through ANU, like spending time on exchange at university in Madrid, undergoing placements in rural NSW, QLD and NT, participating in student musicals and growing through various leadership positions. I'm looking forward to working with the CHM team as I have loved my eight years studying at ANU, and hope to encourage others in ways they can make the most of their time at uni.



LIAM SUTTON
Master of Neuroscience

Hello ANU College of Health and Medicine community, I am thrilled to introduce myself as one of your new student ambassadors. Originally from the United States, I come from the city of Rockford, Illinois. Currently, I am pursuing a Master of Neuroscience here at the ANU. Prior to this, I completed my Bachelor of Science in Exercise Science at Ball State University. Beyond academics, I have a passion for travel and have explored several countries around the world. In my free time, I also enjoy participating in Olympic-style weightlifting and I am currently learning how to surf. I am excited to be a part of this community and look forward to meeting and connecting with you!





HENRY CAMERON

Bachelor of Health Science

Five years ago I came to Open Day at the ANU and I was convinced to move from Adelaide and study the Bachelor of Health Science. Now, having finished the degree and making it through the pathway, I am currently in my second year of the Doctor of Medicine and Surgery program. When I'm not bunkered up in the library, I'm probably at rehearsals for Med Revue or looking after my many houseplants. There's a long road ahead but I am interested in pursuing something in the realm of Paediatrics and medical education. The ANU, and more specifically the College of Health and Medicine, has provided me with countless academic and professional opportunities. As a Student Ambassador, I am excited to encourage students to make the most of what the ANU has to offer!



DIA PALIWALI

Doctor of Medicine and Surgery

I'm a medical student, passionate about youth education and global health issues including migrant and refugee health. My love for the ANU community has kept me within Canberra throughout undergraduate, honours, and my current postgraduate years. I grew up in a small rural town in India. I've been an active volunteer with ANU's several clubs & societies including ANU Medical School Society, Global Health Society, Doctors for Environment Australia Society, Women in Leadership Society, and Ekta South-Asian student society. I have been involved with ANU's initiatives such as Set4ANU, Link & Share, and COVID-19 International Peer Support Program (VC's Excellence in Innovation 2021). My zest for life shines through in my love for connecting with people from all walks of life, swapping stories, and exploring the world through travel and learning new skills. In my downtime, you'll find me lighting up the room with my not-so-funny jokes, dancing my heart out, strumming the ukulele, practicing martial arts, or whipping up a storm in my kitchen laboratory.



SAMI ATHERTON

Bachelor of Health Science

I grew up in Brisbane, but moved to Canberra last year to study at ANU. I'm currently in my second year of Bachelor of Health Science, and plan to study Doctor of Medicine and Surgery afterwards. At the moment I am living on campus at BnG, which has allowed me to enjoy both college life and my university experience more broadly. I can't wait to meet you all!





SUBJECT	CHM Education Committee 2/2023
FILE REF.	Report from the Academic Competencies and Digital Capabilities Team
DATE	26 July 2023
AUTHOR	Dr Caroline Henderson-Brooks

Semester Winter Break: During the break ACDC has continued to support Individual students, especially HDR students, as they progress in their thesis writing.

O week: ACDC has completed O week sessions to orient students to university writing, including report writing.

Semester 1 Academic Literacy Workshops for STEM HDR: The workshops continue for the second half of the year. For full schedule see academic skills website: [ANU Academic Skills Events | Eventbrite](#)

Academic Literacy Workshops delivered within schools:

ACDC continues to organise with academic teaching staff to prepare for embedded workshops in Semester 2, including psychology, medical and JCSMR Hons.

Academic Literacy Individual Consultations:

Our academic individual consultations will continue in Semester 2. Students can book two weeks in advance through academic skills website.

<https://www.anu.edu.au/students/contacts/academic-skills>

Item 11. Annual Register of active pathway agreements

PURPOSE	To provide an annual register of active pathway agreements and confirmation of each program that continues to be supported by the Foreign Interference Advisory Committee.
PREPARED BY	Manager, Foreign Arrangements and Compliance, ANU International Office
APPROVED BY	Head, Academic Standards and Quality Office (ASQO)
SPONSOR	Dean, Academic Quality

RECOMMENDATION That the Committee:

- Note** that the agreements listed in the *Annual Register of Active Pathway Agreements* report are still supported by the Foreign Interference Advisory Committee (FIAC), on the condition that each individual program requires FIAC endorsement prior to renewal;
- Endorse** the report for transmission to Academic Board for noting; and
- Note** and provide **feedback** to policy.regs@anu.edu.au by Monday 21 August 2023 for the *Annual Agreement Monitoring* template, which will support the annual review of agreements including in the *Annual Register of Active Pathway Agreements* report.

ACTION REQUIRED (tick as applicable)

- For discussion
 For Decision
 For Information
 For Feedback/Response
 For transmission (*to Academic Board*)

WHY IS THE COMMITTEE RECEIVING THIS PAPER

The Academic Quality Assurance Committee 2023 Forward Meetings Work Plan includes the following requirement:

ANU International Office provides to AQAC for endorsement (for Academic Board noting) an annual register of active articulation agreements and as part of that process advises AQAC whether each bilateral relationship continues to be acceptable by the Foreign Interference Committee. (Reference - AQAC 2/2022 Item 15)

ON WHAT AUTHORITY IS A DECISION BEING MADE

Under AQAC's Charter, the Committee is to monitor, advise and provide assurance to the Academic Board on the quality of the educational programs and activities of the University.

POLICY/LEGISLATIVE ELEMENT (if applicable)

This reporting is consistent with the: [Australian Qualifications Framework](#), [Education Services for Overseas Students Act 2000](#), [National Code of Practice for Providers of Education and Training to Overseas Students 2018](#), [Guidelines to Counter Foreign Interference in the Australian University Sector](#),

and [Australia's Foreign Relations \(State and Territory Arrangements\) Act 2020](#); ANU policy: [Academic Programs and Courses Accreditation](#), ANU policy: [International partnerships and agreements](#), and other relevant ANU policies and standards, unless otherwise identified within appendices.

ALIGNMENT WITH ANU STRATEGIC PLAN

The ANU Strategic Plan includes a focus on excellence in education and student experience and states that “ANU graduates will be educated and supported to make the world a better place on their terms and for their times. They will be among the best minds of their generation, drawn from across the nation and the world”. Engaging with overseas institutions allows ANU to attract the best minds from around the world.

The ANU Strategic Plan also states that “ANU will invest strongly to reimagine and remake the way we serve and support our students, pursuing a seamless and quality experience from pre-enrolment to graduation and beyond as part of their alumni membership”. Robust reporting and review practices will ensure that ANU is providing students with the support they require and strengthen the University’s ability to deliver a quality student experience equal to the world’s best.

EXECUTIVE SUMMARY OF ISSUES

At AQAC 2/2022 the Committee requested that AIO submits an annual report to AQAC to confirm that FIAC is still supportive of all ANU pathway agreements. The Chair of AQAC confirmed on 24 April 2023 that the report should also include all joint and double degrees, including PhD degrees.

The attached report represents all pathway agreements between ANU and international partners, including the following types of agreements:

- Admission Pathway agreements
- Articulation agreements
- Double/Dual Degree program agreements (coursework)
- Joint Degree program agreements (coursework)
- Joint degree agreements (PhD)
- Dual degree agreements (PhD).

Each of the Colleges and the Office of the Dean Higher Degree Research have reviewed the list and provided comments where appropriate.

On 16 June 2023, the ANU International Office was informed that the Foreign Interference Advisory Committee has reviewed the submission (*Confirmation of support for pathway agreements, including admission pathways, articulation, joint agreements – FA2381*) and approved the submission with conditions. FIAC confirmed that “the report can be passed to AQAC, noting that each individual program requires FIAC endorsement prior to renewal”.

The attached Annual Agreement Monitoring template has been developed by the ANU International Office in consultation with the Academic Standards and Quality Office to further support the annual review of pathway agreements. Both the Admissions Pathway Agreement and Articulation Agreement precedents include the following clause:

ANU will conduct annual monitoring of student progress and will submit reports on student progress (including GPA reviews) to the ANU Academic Quality Assurance Committee (AQAC) to ensure the program is producing good student outcomes.

The development of the attached Annual Agreement Monitoring template will help to ensure that colleges are able to meet the reporting expectations of AQAC and support consistency in reporting across the University. It will be the responsibility of each of the colleges to report on their own agreements.

BACKGROUND

The ANU Foreign Interference Advisory Committee is a sub-committee of the University Research Committee. It was established to monitor, advise and provide assurance to the University community on the management of foreign interference risks to the University. The Committee makes determinations on foreign collaborations and, where appropriate, makes recommendations to the Vice-

Chancellor. The Committee reports regularly to the University Research Committee on its operations and activities.

The ANU International Office will continue to submit the *Annual Register of Active Pathway Agreements* report to FIAC each year, seeking confirmation that the Committee is still supportive of the programs included in the report. Once an outcome has been provided by FIAC, the ANU International Office will then submit the report to AQAC, for transmission to Academic Board, confirming that the Foreign Interference risks associated with the University's international pathway agreements remain acceptable to FIAC.

A copy of the *Annual Register of Active Pathway Agreements* report prepared by AIO is available at [Attachment A](#). A copy of the Annual Agreement Monitoring template is available at [Attachment B](#).

CONSULTATION AND DISCUSSION RECORD

June 2023	Foreign Interference Advisory Committee	The Foreign Interference Advisory Committee confirmed that the report can be passed to AQAC, noting that each individual program requires FIAC endorsement prior to renewal.
May 2023	ANU colleges and Office of the Dean Higher Degree Research	On 25 May the <i>Annual Register of Active Pathway Agreements</i> report was sent to each of the ANU colleges and the Office of the Dean Higher Degree Research with a request that stakeholders review the details within the report and provide feedback if required. Feedback has now been provided.
April 2023	Dean – Academic Quality	It was confirmed that the <i>Annual Register of Active Pathway Agreements</i> report would be submitted to AQAC 4/2023 and that joint and double degrees (including PhD) should be included.

ATTACHMENTS

- A. [Annual Register of Active Pathway Agreements report](#)
- B. [Annual Agreement Monitoring template](#)

27 June 2023

2023 Report										
Name of Organisation	Country	Type of Agreement	Relevant area at ANU	Agreement status	Agreement start year	Current agreement start date	Agreement Expiry date	FIAC		Notes
								Endorsement	AB Approval	
De La Salle University	Phillipines	Articulation	CAP	Expired - for review	2/08/2016	2/08/2016	2/08/2021			AIO: Agreement currently being reviewed by the College for possible renewal. College: Renewal likely. With Crawford for action.
Hefei University of Technology	China	Articulation	CAP	Current	27/11/2019	27/11/2019	26/11/2024			AIO: Agreement is current. College:
Nankai University	China	Articulation	CAP	Current	1/01/2003	27/12/2021	26/12/2026	28/08/2020	19/10/2021	AIO: Current College:
National Economics University	Vietnam	Articulation	CAP	Renewing	20/06/2010	16/05/2016	15/05/2021	7/03/2023		AIO: College currently preparing AQAC submission for renewal of agreement. College:
Ritsumeikan University	Japan	Dual Bachelor	CAP	Current	2/10/2017	1/02/2019	31/12/2025			AIO: Agreement is current. College: Proposal to renew to be drafted shortly.
Shanghai University of Finance and Economics	China	Pathway	CAP	Current	1/01/2005	27/05/2021	26/05/2026	28/08/2020	4/05/2021	AIO: Agreement is current. College:
Southwestern University of Finance and Economics	China	Articulation	CAP	Current	6/11/2012	24/12/2021	23/12/2026	31/08/2020	30/11/2021	AIO: Agreement is current. College:
The University of Tokyo	Japan	Dual Masters	CAP	Renewing	21/02/2017	21/02/2017	21/02/2022	7/03/2023		AIO: Proposed renewal to be submitted to AQAC 4/2023 seeking in-principle endorsement. College:
Universitas Indonesia	Indonesia	Articulation	CAP	Renewing	3/12/2010	12/04/2017	11/04/2022			AIO: College currently preparing AQAC submission seeking in-principle endorsement for renewal. College:
University of International Business and Economics	China	Articulation	CAP	Renewing	25/09/2002	15/09/2011	15/09/2016	28/08/2020		AIO: College preparing AQAC submission for in-principle endorsement (AQAC 4/2023). College:
Indiana University	United States	Dual Masters	CASS	Renewing	9/11/2016	9/11/2016	8/11/2021			AIO: College to review and prepare documentation for possible renewal. College:
Liaoning University	China	Articulation	CASS	Expired - for review	10/05/2017	10/05/2017	9/05/2022			AIO: College to review for possible renewal. College:
School of the Arts Singapore	Singapore	Pathway	CASS	Current	2015	Unknown	Unknown			AIO: Letter confirming SOTA will be given "special attention during the admissions process". No credit. College:
Sunway University	Malaysia	Pathway	CASS	Current	19/04/2019	19/04/2019	18/04/2024			AIO: Agreement is current. College:
Central University of Finance and Economics	China	Pathway	CBE	Current	1/08/2022	1/08/2022	31/08/2024	24/06/2021	3/05/2022	AIO: Agreement is current. College:
Dongbei University of Finance and Economics	China	Pathway	CBE	Current	10/09/2015	11/10/2022	10/10/2027	23/11/2021	23/08/2022	AIO: Agreement is current. College:
HELP University	Malaysia	Articulation	CBE	Current	11/10/2013	21/06/2021	20/06/2024	31/07/2021	4/05/2021	AIO: Agreement is current. College:
Shanghai University of Finance and Economics	China	Pathway	CBE	Current	16/12/2015	18/01/2023	17/01/2028	4/05/2022	29/11/2022	AIO: Agreement is current. College:
Shanghai University of Finance and Economics	China	Pathway	CBE	Current	15/12/2015	16/07/2021	15/07/2024	12/08/2020	4/05/2021	AIO: Agreement is current. College:
SILC Business School, Shanghai University	China	Pathway	CBE	Current	10/01/2014	29/09/2022	28/09/2025	11/02/2021	19/10/2021	AIO: Agreement is current. College:
Tsinghua University	China	Offshore Masters	CBE	Current	5/11/2002	28/03/2017	31/12/2023			AIO: Agreement is current. College: Last cohort of students have now graduated from the program.
University of Mumbai - Institute of Actuarial & Quantitative Studies	India	Pathway	CBE	Current	1/08/2022	1/08/2022	31/07/2025	15/04/2021	28/06/2022	AIO: Agreement is current. College:
Xiamen University	China	Pathway	CBE	Renewing	15/09/2015	12/03/2019	11/03/2022	28/07/2022		AIO: College has prepared AQAC notification seeking final endorsement - AQAC 4/2023. College:
Xiamen University	China	Pathway	CBE	Current	6/07/2012	11/10/2022	10/10/2025	10/11/2021	23/08/2022	AIO: Agreement is current. College:
Xiamen University	China	Pathway	CBE	Current	12/12/2014	4/10/2022	3/10/2025	10/11/2021	23/08/2022	AIO: Agreement is current. College:
Xiamen University Malaysia	Malaysia	Pathway	CBE	Expired - for review	14/03/2019	14/03/2019	13/03/2022			AIO: College currently reviewing the agreement for possible renewal. College:
Beijing Institute of Technology	China	Articulation	CECC	Renewing	2007	3/06/2016	2/06/2021			AIO: College to review for possible non-renewal. College:
Beijing Institute of Technology	China	Articulation	CECC	Expired - for review	4/09/2013	4/09/2013	4/09/2018			AIO: College to review for possible non-renewal. College:
Chongqing University	China	Articulation	CECC	Current	15/07/2019	15/07/2019	14/07/2024			AIO: Agreement is current. College:
Fudan University	China	Articulation	CECC	Current	7/03/2019	7/03/2019	6/03/2024			AIO: Agreement is current. College:
German-Malaysian Institute	Malaysia	Pathway	CECC	Renewing	22/04/2014	20/03/2017	Open-ended			AIO: College to review. College:
Liaoning University	China	Articulation	CECC	Expired - for review	16/04/2014	16/04/2014	16/04/2019			AIO: College to review for possible renewal. College:
Manipal Academy of Higher Education	India	Articulation	CECC	Renewing	3/04/2013	3/04/2013	2/04/2016			AIO: College currently reviewing for possible renewal. College:
Nanjing University of Science and Technology	China	Articulation	CECC	Expired - for review	27/11/2008	3/06/2016	2/06/2019			AIO: College to review for possible renewal. College:
Northwestern Polytechnical University	China	Articulation	CECC	Renewing	13/05/2016	13/05/2016	12/05/2021			AIO: College to review for possible renewal. College:
Shandong University at Weihai	China	Articulation	CECC	Renewing	27/09/2012	28/09/2012	27/09/2017	26/02/2021		AIO: College to review for possible renewal. College:
Universitas Indonesia	Indonesia	Articulation	CECC	Expired - for review	2/02/2018	2/02/2018	2/02/2023			AIO: College to review for possible renewal. College:

University of Kuala Lumpur	Malaysia	Articulation	CECC	Renewing	25/02/2015	25/02/2015	24/02/2020			AIO: College to review for possible renewal. College:
Vellore Institute of Technology	India	Articulation	CECC	Renewing	4/12/2012	4/12/2012	3/12/2017	8/04/2021		AIO: College to review for possible renewal. College:
Southwest University (SWU)	China	Articulation	CHM	Current	27/02/2014	11/10/2021	10/10/2026	28/08/2020	8/09/2021	AIO: Agreement is current. College:
Universiti Brunei Darussalam	Brunei	Pathway	CHM	Expired - for review	13/04/2017	1/08/2016	1/08/2021			AIO: College to review for possible renewal. College:
University of Oxford	United Kingdom	Dual Degree	COL	Expired - for review	23/01/2017	23/01/2017	23/01/2022			AIO: College currently reviewing for possible renewal. College: Agreement will be renewed.
Bandung Institute of Technology	Indonesia	Articulation	COS	Renewing	24/11/2017	24/11/2017	23/11/2022			AIO: College to review for possible renewal. College:
Beihang University	China	Articulation	COS	Current	6/05/2019	6/05/2019	5/05/2024			AIO: Agreement is current. College:
Beijing Institute of Technology	China	Articulation	COS	Current	26/07/2018	26/07/2018	25/07/2023			AIO: Agreement is current. College:
Beijing Institute of Technology	China	Dual Phd	COS	Expired - for review	30/10/2014	30/10/2014	30/10/2019			AIO: College to review to determine if the agreement should be renewed or formally non-renewed. College:
Beijing University of Technology	China	Articulation	COS	Current	24/07/2018	24/07/2018	23/07/2023			AIO: Agreement is current. College:
Beijing University of Technology	China	Articulation	COS	Renewing	27/05/2016	27/05/2016	26/05/2021	9/06/2022		AIO: College currently drafting the agreement with the partner. College:
China University of Geosciences, Wuhan	China	Articulation	COS	Current	5/09/2018	5/09/2018	4/09/2023			AIO: Agreement is current. College:
China University of Mining and Technology (Xuzhou)	China	Articulation	COS	Expired - for review	16/04/2015	16/04/2015	16/04/2020			AIO: College to review to determine if the agreement should be renewed or formally non-renewed. College: This agreement will not be renewed.
Huazhong Agricultural University	China	Articulation	COS	Current	18/12/2018	18/12/2018	17/12/2023			AIO: Agreement is current. College: Proposal to renew to be drafted shortly.
Indian Institute of Science	India	PhD Training	COS	Current	20/11/2018	20/11/2018	19/11/2023			AIO: Agreement is current. College:
Indian Institute of Science	India	Joint PhD	COS	Current	13/05/2022	13/05/2022	12/05/2027	18/02/2021		AIO: Agreement is current. College:
Indian Institute of Technology Madras	India	Dual PhD	COS	Current	19/07/2019	19/07/2019	18/07/2024			AIO: Agreement is current. College:
Liaoning University	China	Articulation	COS	Expired - for review	27/10/2016	27/10/2016	26/10/2021			AIO: College to review to determine if the agreement should be renewed or formally non-renewed. College: This agreement will not be renewed.
Peking University	China	Dual PhD	COS	Expired - for review	26/04/2016	26/04/2016	25/04/2021			AIO: COS to review for possible renewal. College:
Shandong University at Weihai	China	Articulation	COS	Current	28/04/2016	31/12/2022	30/12/2027	21/09/2021	28/06/2022	AIO: Agreement is current. College:
Shandong University at Weihai	China	Joint Institute	COS	Current	18/10/2016	31/12/2022	30/12/2027	21/09/2021	28/06/2022	AIO: Agreement is current. College:
Shanghai Normal University	China	Articulation	COS	Current	11/09/2018	11/09/2018	10/09/2023			AIO: Agreement is current. College:
Shanghai Normal University	China	Articulation	COS	Current	21/07/2015	2/11/2022	1/11/2027	2/09/2021	23/08/2022	AIO: Agreement is current. College:
Tongji University	China	Dual PhD	CoS	Open ended - for review	16/07/1905	28/10/2004	Open-ended			AIO: While there is no expiry date for this agreement, AIO suggests the agreement is reviewed by the college. College:
Universitas Gadjah Mada	Indonesia	Articulation	COS	Current	20/09/2018	20/09/2018	20/09/2023			AIO: Agreement is current. College:
University of Chinese Academy of Sciences	China	Dual PhD	COS	Expired - for review	30/10/2014	30/10/2014	30/10/2019			AIO: College to review for possible renewal. College:
University of Malaya	Malaysia	Dual PhD	COS	Expired - for review	29/04/2015	29/04/2015	29/04/2020			AIO: College has confirmed that the agreement is unlikely to be reviewed. College:
Humboldt-Universität zu Berlin	Germany	Dual PhD	University-level	Current	2016	1/09/2021	31/08/2026	16/07/2021		AIO: Agreement is current. College:
National University of Singapore (NUS)	Singapore	Joint Degree	University-level	Current	28/04/2004	28/04/2019	27/04/2024			AIO: Agreement is current. College:
Friedrich-Schiller University of Jena	Germany	Dual PhD		Current	20/09/2016	20/09/2016	20/09/2024			AIO: Agreement is current. College:

2023 Under development

Name of Organisation	Type of Agreement	Relevant area at ANU	Agreement status	FIAC Endorsement	Notes	College Notes
Sun Yat-sen University	Articulation	CAP	New		AIO awaiting agreement proposal - Discussions began in July 2018.	Lack of response from SYSU.
Bandung Institute of Technology (Institut Teknologi Bandung (ITB))	Dual degree	CASS	New		AIO awaiting agreement proposal - Discussions began in February 2022.	
Bandung Institute of Technology (Institut Teknologi Bandung (ITB))	Dual degree	CBE	New	3/01/2021	AIO awaiting agreement proposal - Discussions began in December 2020.	No further discussion on dual degree can be removed from active developed agreement
Southwestern University of Finance and Economics	Articulation	CBE	New		AIO awaiting agreement proposal - Discussions began in October 2022.	Waiting for additional program information from SWUFE
Universitas Indonesia	Articulation	CBE	New		Approved by AB 3 May 2022.	Waiting for partner to sign agreement
University of Mumbai - Institute of Actuarial & Quantitative Studies	Articulation	CBE	New	13/04/2021	Submitted to AQAC 3/2023 for final endorsement.	Endorsed at AQAC 3/2023 waiting for AB approval
Zhejiang University	Dual degree	CBE	New	17/09/2021	Dr Lucy Morris (CBE) is taking the lead for the development of this agreement.	Working with ZJU on MOE approval requirements
Harbin Institute of Technology, Shenzhen (HITSZ)	Articulation	CBE COS	New		AIO awaiting agreement proposal - Discussions began in October 2022.	CBE provided advice to AIO on feedback for proposed model and concerns with previous FIAC decision regarding another partnership proposal with this institution
Fudan University	Pathway	CECC	New		AIO awaiting updated agreement proposal - Discussions began in August 2020.	
National Sun Yat-sen University	Pathway	CECC	New		AIO awaiting agreement proposal - Discussions began in June 2022.	
PSB Academy	Pathway	CECC	New		AIO awaiting agreement proposal - Discussions began in April 2020.	
Vel Tech Rangarajan Dr.Sagunthala R&D Institute of Science and Technology	Articulation	CECC	New		AIO awaiting agreement proposal - Discussions began in November 2022.	
National Law School of India, University Bangalore	Pathway	COL	New		AIO awaiting agreement proposal - Discussions began in May 2019.	Reconsidering this agreement. Focus is on securing agreements with Tokyo, Seoul, Indonesia and Singapore.
Thammasat University Law	Pathway	COL	New		AIO awaiting agreement proposal - Discussions began in May 2019.	Reconsidering this agreement. Focus is on securing agreements with Tokyo, Seoul, Indonesia and Singapore.
Northwest University (China)	Articulation		New		AIO awaiting agreement proposal - Discussions began in August 2022.	

2022 Report - Signing Agreements									
Name of Organisation	Type of Agreement	Relevant area at ANU	Agreement status	Agreement start year	Current agreement start date	Agreement Expiry date	FIAC Endorsement	AB Approval	Notes
De La Salle University	Articulation	CAP	Expired - for review	2/08/2016	2/08/2016	2/08/2021			we will renew
Hefei University of Technology	Articulation	CAP	Current	27/11/2019	27/11/2019	26/11/2024			
Nankai University	Articulation	CAP	Current	1/01/2003	27/12/2021	26/12/2026			
Shanghai University of Finance and Economics	Articulation	CAP	Current	1/01/2005	27/05/2021	26/05/2026			
Southwestern University of Finance and Economics	Articulation	CAP	Current	6/11/2012	24/12/2021	23/12/2026			
Universitas Indonesia	Articulation	CAP	Current	3/12/2010	12/04/2017	11/04/2022			we will renew
University of International Business and Economics	Articulation	CAP	Renewing	25/09/2002	15/09/2011	15/09/2016			
National Economics University-Vietnam	Articulation	CAP	Expired - for review	20/06/2010	16/05/2016	15/05/2021			
University of Tokyo	Dual Masters	CAP	Expired - for review	21/02/2017	21/02/2017	21/02/2022			
National Economics University	Articulation	CAP	Expired - for review	20/06/2010	16/05/2016	15/05/2021			
School of the Arts Singapore	Pathway	CASS	Current	2015	Unknown	Unknown			Confirmed by Amy Ng
Sunway University	Pathway	CASS	Current	19/04/2019	19/04/2019	18/04/2024			Confirmed by Amy Ng
Dongbei University of Finance and Economics	Pathway	CBE	Renewing	10/09/2015	10/09/2018	9/09/2021			Renewal in progress
HELP University	Articulation	CBE	Current	11/10/2013	21/06/2021	20/06/2024			
Hong Kong Community College	Articulation	CBE	Expired - for review	19/06/2015	19/06/2015	18/06/2018			Not renewing due to significant changes in HKCC curriculum
Shanghai University of Finance and Economics	Pathway	CBE	Current	16/12/2015	1/04/2019	1/04/2022			Renewal in progress
Shanghai University of Finance and Economics	Pathway	CBE	Current	15/12/2015	16/07/2021	15/07/2024			
SILC Business School, Shanghai University	Pathway	CBE	Renewing	10/01/2014	29/06/2017	28/06/2020			Waiting for partner to sign the agreement
Xiamen University	Pathway	CBE	Current	15/09/2015	12/03/2019	11/03/2022			Reviewing
Xiamen University	Pathway	CBE	Renewing	6/07/2012	1/12/2018	30/11/2021			Renewal in progress
Xiamen University	Pathway	CBE	Renewing	12/12/2014	22/11/2018	21/11/2021			Renewal in progress
Xiamen University Malaysia	Pathway	CBE	Current	14/03/2019	14/03/2019	13/03/2022			Reviewing
Beijing Institute of Technology	Articulation	CECC	Renewing	2007	3/06/2016	2/06/2021			
Chongqing University	Articulation	CECC	Current	15/07/2019	15/07/2019	14/07/2024			
Fudan University	Articulation	CECC	Current	7/03/2019	7/03/2019	6/03/2024			
INTI College	Pathway	CECC	Expired - for review	Unknown	Unknown	Unknown			
Liaoning University	Articulation	CECC	Expired - for review	16/04/2014	16/04/2014	16/04/2019			
Manipal Academy of Higher Education	Articulation	CECC	Renewing	3/04/2013	3/04/2013	2/04/2016			
Nanjing University of Science and Technology	Articulation	CECC	Expired - for review	27/11/2008	3/06/2016	2/06/2019			
Northwestern Polytechnical University	Articulation	CECC	Renewing	13/05/2016	13/05/2016	12/05/2021			

Shandong University at Weihai	Articulation	CECC	Renewing	27/09/2012	28/09/2012	27/09/2017			
Universitas Indonesia	Articulation	CECC	Current	2/02/2018	2/02/2018	2/02/2023			
Universiti Teknologi MARA	Pathway	CECC	Expired - for review	Unknown	Unknown	Unknown			
University of Kuala Lumpur	Articulation	CECC	Renewing	25/02/2015	25/02/2015	24/02/2020			
Vellore Institute of Technology	Articulation	CECC	Renewing	4/12/2012	4/12/2012	3/12/2017			
Southwest University (SWU)	Articulation	CHM	Current	27/02/2014	11/10/2021	10/10/2026			
Bandung Institute of Technology	Articulation	COS	Current	24/11/2017	24/11/2017	23/11/2022			
Beihang University	Articulation	COS	Current	6/05/2019	6/05/2019	5/05/2024			
Beijing Institute of Technology	Articulation	COS	Current	26/07/2018	26/07/2018	25/07/2023			
Beijing Institute of Technology	Articulation	COS	Expired - for review	30/10/2014	30/10/2014	30/10/2019			
Beijing University of Technology	Articulation	COS	Current	24/07/2018	24/07/2018	23/07/2023			
Beijing University of Technology	Articulation	COS	Renewing	27/05/2016	27/05/2016	26/05/2021			
China University of Geosciences, Wuhan	Articulation	COS	Current	5/09/2018	5/09/2018	4/09/2023			
China University of Mining and Technology (Xuzhou)	Articulation	COS	Expired - not renewing	16/04/2015	16/04/2015	16/04/2020			
Gadjah Mada University	Articulation	COS	Current	20/09/2018	20/09/2018	20/09/2023			
Huazhong Agricultural University	Articulation	COS	Current	18/12/2018	18/12/2018	17/12/2023			
International Medical University	Pathway	COS	Expired - for review	25/06/2009	25/06/2014	25/06/2018			
Liaoning University	Articulation	COS	Expired - not renewing	27/10/2016	27/10/2016	26/10/2021			
Shandong University at Weihai	Articulation	COS	Current	28/04/2016	28/04/2016	20/09/2023			Variation to the 2+2 articulation with SDU was signed on 20/9/2018
Shandong University (SDU - ANU Joint Science College)	Articulation (and a Sino-Foreign Cooperative Institute under license from China MoE)	COS	Current (under revision)	18/10/2016	18/10/2016	For 10 intakes (to be 5 years from when the revised agreement will be signed)			
Shanghai Normal University	Articulation	COS	Current	11/09/2018	11/09/2018	10/09/2023			
Shanghai Normal University	Articulation	COS	Renewing	21/07/2015	21/07/2015	20/07/2020			
Universiti Brunei Darussalam	Pathway	COS	Expired - for review	13/04/2017	1/08/2016	1/08/2021			

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- Font sizes should not be changed
- Additional documents can be attached as required

ADMISSIONS PATHWAY/ARTICULATION AGREEMENT ANNUAL MONITORING REPORT

[CURRENT] TYPE OF AGREEMENT WITH INSTITUTION

Submitted by	Academic/Professional Staff member submitting statement of activity
Date	DD MM YYYY

Purpose

To provide an annual monitoring report statement of activity for [Type of Agreement with Institution (Acronym)]/
[Type of Agreement between the ANU [College of XX] and the Institution [Faculty of XXXX] (Acronym)].

Annual monitoring report completed by (Should be completed by the Agreement Administrator)	Name: Position: A Unit/School: Email: Phone: Date:
Partner institution name and name of the agreement	
Does the partner institution, or education agent owned by the partner institution, profit or earn a commission from placing students under the agreement? (for example, if they own an education agent that will be used to recruit students under this agreement, the University will have a financial conflict of interest if the partner University is teaching these students)	
Partner country	<i>NB: Official Country name should be used (e.g. United States of America, the Republic of Korea)</i>
Brief description of agreement	Include: <ul style="list-style-type: none"> • whether Unit-level or University-wide • what program/s students to be articulated into • any credit or exemptions • admission requirements (e.g. academic (i.e. GPA requirements) and English Language requirements), including who is responsible for assessing these
Agreement dates	Start date: Expiry date:
Activity proposed under this agreement	Include: <ul style="list-style-type: none"> • proposed numbers of enrolments indicated in the agreement

<p>Actual activity under agreement</p>	<p>Include all of the following, collated separately for each ANU degree program into which students enrolled under the agreement:</p> <ul style="list-style-type: none"> • number of students applied • number of students with current admission offers • actual numbers of enrolments • completion numbers • attrition numbers and ratio • program transfer numbers and ratio • academic integrity incident numbers and ratio • average GPA (calculated on a 7-point scale, limited to the first 48 units of study completed at ANU, for all students enrolled under the agreement, excluding incomplete grades), noting if this is based on fewer than 30 students or if the average GPA is less than 4.0. • visa refusal and cancellations • gender diversity of the student cohort • (from 2024) on average how are students performing against the Post-entry language assessment (above average or below average).
<p>Have all marketing materials been reviewed under the current agreement?</p>	<ul style="list-style-type: none"> • List all marketing materials that are used for this program, when they were approved by ANU, and by whom.
<p>Has actual activity met expectations? Why/ Why not? Are there any issues or concerns of note?</p>	<ul style="list-style-type: none"> • Particularly note if the average GPA is less than 4.0 • Note any conflicts of interest and how they were addressed • Note any other relevant issues and how they were addressed • Is it recommended that the agreement be terminated?

***Item 14. Academic Integrity Rule: eFORM update**

PURPOSE	To provide an update on the progress of updating the Academic Integrity eForm to incorporate Phase 2 changes as well as feedback from the Post Implementation Review report provided to AQAC 2/2023
PREPARED BY	Senior Project Officer, Service Solutions, Planning and Service Performance
APPROVED BY	Deputy Director, Planning and Service Performance
SPONSOR	Dean, Academic Quality

RECOMMENDATION	<p>That the Committee note and endorse the following items for transmission to the Academic Board for noting:</p> <ol style="list-style-type: none"> 1. The University's Technical Design Authority (TDA) has endorsed and the Deputy Vice-Chancellor (International and Corporate) has approved the SmartIQ position paper recommending that the licence for SmartIQ (the platform that supports eForms) not be renewed at the end of 2024. As a result, the SmartIQ system and any remaining data will be fully decommissioned and removed and eForms will no longer be available to the University as a platform. This includes the Academic Integrity eForm. 2. PSP is working with business owners to review business requirements and assess suitability to other systems and solutions. 3. Consultation on the Academic Integrity eForm will be set up in the near future to assess the requirements and following prioritisation, PSP will commence work on migrating eForms to the preferred alternative platform. 4. PSP will work with the Office of the Registrar and ASQO on the transition of the Academic Integrity eForm to a new solution.
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ACTION REQUIRED

- For discussion
 For Decision
 For Information
 For Feedback/Response
 For transmission (*to Academic Board*)

WHY IS THE COMMITTEE RECEIVING THIS PAPER

The Committee is receiving this paper as AQAC 2/2023 noted and discussed the Academic Integrity eForm Post Implementation Review (PIR) Report and how Phase 2 of the Academic Integrity eForm and the feedback from the PIR were going to be implemented into the Academic Integrity eForm.

ON WHAT AUTHORITY IS A DECISION BEING MADE

Under AQAC's Charter, the Committee is to monitor, advise and provide assurance to the Academic Board on the quality of the educational programs and activities of the University.

POLICY/LEGISLATIVE ELEMENT

The eForm is governed by the [Academic Integrity Rule 2021 \(the Rule\)](#) that came into effect on 1 December 2021 as well as the Student Academic Integrity [policy](#) and [procedure](#). The eForm is integral to the way ANU manages academic integrity and the eForm is used by all Colleges to manage academic integrity.

ALIGNMENT WITH ANU STRATEGIC PLAN

The [ANU 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.

EXECUTIVE SUMMARY OF ISSUES

Since AQAC 2/2023, the Technical Design Authority (TDA) has endorsed and the Deputy Vice-Chancellor (International and Corporate) has approved the SmartIQ position paper recommending that the licence for SmartIQ (the platform that supports eForms) not be renewed at the end of 2024. As a result of this decision, the SmartIQ system and any remaining data will be fully decommissioned and removed and eForms will no longer be available to the University as a platform. This includes the Academic Integrity eForm as well as other academic and higher degree research related eForms.

The Planning and Service Performance Division is managing the transfer of all eForms on SmartIQ to other suitable ANU systems by December 2024. This program of work will be oversighted by the Digital Services and Strategy Board (DSSB). PSP is working with business owners to review business requirements and assess suitability to other systems and solutions. This also presents an opportunity to identify further service improvements utilising existing enterprise-wide capabilities.

PSP has established an internal SmartIQ program team to manage this work. Members of the program team have started consultation with the eForm business owners to understand their requirements. The program team is developing a prioritisation matrix to assess the priority of individual eForms against the University's strategic, legislative, governance and compliance requirements.

Consultation on the Academic Integrity eForm will be set up in the near future to assess the requirements and following this prioritisation, PSP will commence work on migrating eForms to the preferred alternative platforms.

CONSULTATION AND DISCUSSION RECORD

<i>Date</i>	<i>Committee Name, Meeting ID</i>	<i>Resolution / Feedback</i>
27 April 2023	AQAC 2/2023 (Item 19)	<p>AQAC noted and discussed the Post Implementation Review Report and the following recommendations, for transmission to the Academic Board for noting:</p> <ol style="list-style-type: none"> 1. The Academic Standards and Quality Office (ASQO) review and audit the Academic Integrity eForm to ensure continued compliance with the procedure and advise AQAC of significant issues to be addressed (noting that AB 6/2022 made changes to the Student Academic Integrity procedure and the eForm will need to be checked for compliance with the procedure). AQAC Minutes 2/2023 2. ASQO, the Office of the Registrar (OTR) and Service Solutions, Planning and Service Performance (PSP) prioritise the enhancement suggestions received from Conveners, Delegates and Inquiry Officers for Phase 2 of the project (for AQAC approval). Noting that the commencement of Phase 2 of the project is

		<p>dependent on the completion of the current eForm software upgrade.</p> <p>3. Service Solutions, PSP work with ASQO/OTR to develop metrics to measure achievement of project objectives.</p> <p>4. Any proposed amendments to the rule, policy and procedure need to explicitly address any impact on the Academic Integrity eForm and state the timeframe for changes to be made for it be consistent with the revised changes.</p>
23 August 2022	AB 4/2022	The Board noted the progress on the on eForm development for the Academic Integrity Rule.
30 June 2022	AQAC 4/2022	The Committee noted and endorsed for transmission to Academic Board for noting the progress on eForm development for the Academic Integrity Rule.
24 March 2022	AQAC 2/2022	The Committee noted and endorsed for transmission to Academic Board for noting the progress on the implementation and Communication plan for the Academic Integrity Rule and that the business processes for the e-Form will be circulated to AQAC for information.
16 February 2022	AQAC 1/2022	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.
14 October 2021	AQAC 6/2021	<p>Updated AIR Implementation and Communications Plan submitted to AQAC noting progress made and delays to eForm delivery. Dean, Academic Quality (25 August 2021)</p> <p>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.</p>
24 August 2021	Academic Board 4/2021	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.
22 July 2021	AQAC 4/2021	<p>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.</p> <p>Vice-Chancellor sign-off (19 July 2021)</p> <p>The Vice-Chancellor signed off on the Academic Integrity Rule 2021, Appeals Rule 2021; Discipline Rule 2021. The Rules were</p>

		subsequently registered on the Federal Register of Legislation.
30 June 2021	University Legal Office	Reviewed and provided feedback on letter templates and checklists.
23 June - 5 July 2021	Workshop: Academic Integrity documentation (16 June 2021) and subsequent consultation	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.
29 June 2021	AB 3/2021	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.
(20 May 2021)	AQAC 3/2021	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.
4 May 2021	AB 2/2021	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.
30 April 2021	Post AQAC 2/2021 Workshop	13 attending AQAC members or their representatives worked through and resolved concerns relating to the procedure.
Out of session 21-23 April 2021	Post AQAC 2/2021	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.
18 March 2021	AQAC 2/2021	The Committee 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.
24 Feb 2021	URC 1/2021	Consultation for the draft legislation, Academic Integrity Rule 2021. Endorsed to AB 01/2021.
25 Nov 2020	HDRC 5/2020	Consultation and feedback for the draft legislation, Academic Integrity Rule 2021. Endorsed to URC 01/2021.
23 July, 17 September, 29 October 2020	AQAC 4, 5, 6 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).
10 October 2017	Academic Board	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).
7 March, 4 April, 16 August and 21 September 2017; 7 and 15 May, 2018	Academic Integrity Implementation Working Party	Meetings of the Academic Integrity Implementation Working Party; the meetings attended by each member are recorded in the Report of the Working Party.
6 December 2016	Academic Board - 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).
24 October, 28 October and 23 November 2016	Academic Integrity Scoping Working Party	Development of issues and recommendations, including documentation of current College practices, to the Academic Board in the Academic Integrity Scoping Working Party Scoping Paper.
2 August and 4 October 2016	Academic Board	Establishment of the Academic Integrity Scoping Working Party.

29 June 2023

***Item 26. Internal Audit Report – Student Benchmarking**

PURPOSE	To present the Wells Advisory report and agreed management actions from the Student Benchmarking Review
PREPARED BY	Project Manager, Academic Standards and Quality Office (ASQO), Division of Student Administration and Academic Services (DSAAS)
APPROVED BY	Head ASQO, DSAAS
SPONSOR	Deputy-Vice Chancellor (Academic)

RECOMMENDATION That the Committee **note** the Student Benchmarking external review report and the management responses to the recommendations, and **endorse** for transmission to Academic Board for noting.

ACTION REQUIRED (tick as applicable)

- For discussion
 For Decision
 For Information
 For Feedback/Response
 For transmission (to Academic Board)

WHY IS THE COMMITTEE RECEIVING THIS PAPER

Under AQAC's Charter, the Committee is to advise the Academic Board and the University Executive on the higher education standards environment.

ON WHAT AUTHORITY IS A DECISION BEING MADE

Under AQAC's Charter, the Committee is to monitor, advise and provide assurance to the Academic Board on the quality of the educational programs and activities of the University.

POLICY/LEGISLATIVE ELEMENT (if applicable)

The Tertiary Education Quality and Standards Agency (TEQSA) regulates the quality of Australian higher education provision in Australia and offshore for Australian qualifications. TEQSA uses the [Higher Education Standards Framework \(Threshold Standards\) 2021](#) (HESF) to guide its determinations. HESF Standards require the University to have in place and oversee benchmarking, in particular:

Standard 5.3 Monitoring, Review and Improvement

5.3.4 Review and improvement activities include regular external referencing of the success of student cohorts against comparable courses of study [the equivalent of an ANU Program], including:

- a. analyses of progression rates, attrition rates, completion times and rates and, where applicable, comparing different locations of delivery, and
- b. the assessment methods and grading of students' achievement of learning outcomes for selected units of study [the equivalent of an ANU course] within courses of study.

6.2 Corporate Monitoring and Accountability

6.2.1. The provider is able to demonstrate, and the corporate governing body assures itself, that the provider is operating effectively and sustainably, including:

- b. the provider's future directions in higher education have been determined, realistic performance targets have been established, progress against targets is monitored and action is taken to correct underperformance.

6.3 Academic Governance

6.3.2 Academic oversight assures the quality of teaching, learning, research and research training effectively, including by:

- e. monitoring and initiating action to improve performance against institutional benchmarks for academic quality and outcomes
- g. evaluating the effectiveness of institutional monitoring, review and improvement of academic activities

ALIGNMENT WITH ANU STRATEGIC PLAN

The paper relates to the [ANU by 2025 Strategic Plan 2021 - 2025](#) to deliver “a student experience equal to the world’s best”, and “being a standard-bearer for equity and inclusion”.

EXECUTIVE SUMMARY OF ISSUES

A Wells Advisory review of the University’s Student Benchmarking, completed in March 2023, found that the University has reasonable oversight of a range of student indicators through academic governance processes, and a solid base infrastructure in place for the review and monitoring of student performance, including academic governance arrangements, reporting of student performance, mechanisms for review and action on areas of concern, and advanced technical capability.

The report outlined opportunities to strengthen compliance and move to better practice, to minimise risk by improving internal alignment between KPIs, targets and reporting, and standardise against external published performance.

The report proposes 10 recommendations in relation to:

- Aligning charters, performance reporting and the ANU Corporate Plan;
- Improving internal and external clarity of performance reports; and
- Leveraging existing relationships with the Group of Eight (Go8) to develop external peer review of course development, monitoring and improvement.

The final report is provided at Attachment A. The University has reviewed the report and recommendations. The University:

- accepted eight recommendations;
- partially accepted one recommendation; and
- rejected one recommendation.

Management responses to all 10 recommendations are provided at Attachment B.

BACKGROUND

Wells Advisory completed a review of the University’s Student Benchmarking. The review assessed the University’s compliance with the Higher Education Standards Framework (Threshold Standards) 2021 benchmarking requirements, the [TEQSA Guidance Note: Monitoring and Analysis of Student Performance](#).

The review considered the University’s processes to manage student progression, completion times, attrition, impact of English language program support, and the effectiveness of the University’s risk areas outside of pre-determined categories.

CONSULTATION AND DISCUSSION RECORD

Date	Committee Name, Mtg ID, Item # / Consultation with Service Division	Resolution / Feedback
28 June 2023	Audit and Risk Management Committee – Meeting 4/2023	The Committee noted the final report and accepted the management responses.

ATTACHMENTS

- A. [External Review of Student Benchmarking report, March 2023](#)
- B. [Student Benchmarking – Agreed Management Actions](#)

10 July 2023



Report

The Australian National
University

External review of student
benchmarking

17 March 2023

**Wells
Advisory**

2023-07-31 CHM Education Committee 2_2023 Agenda

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Executive Summary

The Australian National University (ANU / the University) sought a review of student benchmarking, encompassing a broad range of student performance measures, in the context of higher education accountability and regulation. This review has been conducted against core student performance measures as outlined in the Higher Education Standards Framework (HESF), the Tertiary Education Quality Standards Agency (TEQSA) Provider Risk Assessment (PRA) and relevant TEQSA Guidance Notes.

Emerging from three-years of COVID disruption the University is commended for continuous improvement across a range of corporate and academic planning. This includes the establishment of: a new ANU Strategic Plan 2021 - 2025; KPIs, measures, targets and responsibilities in the ANU Corporate Plan 2022 – 2025; updated Learning and Teaching Strategy and a new Curriculum Framework incorporating university-wide Graduate Attributes. In this context the time is right to review and realign student performance monitoring, reporting and benchmarking.

This area of university analysis has different applications depending on which part of the University is in consideration. For example corporate governance typically understands performance reporting within an organisational compliance and risk frame and student performance reporting within that, as defined by auditors. Academic areas of the University and academic governance understand student performance reporting within a specific higher education context as encompassing measures (as listed above) in the context of academic quality assurance, standards and continuous improvement. This review has encompassed elements of both corporate and academic governance perspectives.

This review has found the University has reasonable oversight of a range of student indicators through academic governance processes. This includes measures of attrition, progression, completion, grades distribution, student satisfaction and graduate outcomes. Progress has been made in recent years, including in 2022 with the introduction of specific reports covering attrition, progression and completion.

Planning and performance reporting are closely linked and the University's refreshed ANU Corporate Plan 2022-2025 introduces a range of key performance indicators for student performance measures, including attrition, completion, student satisfaction and graduate outcomes. Priority cohorts of Indigenous, regional and remote students are identified.

In terms of governance, the HESF (6.3.1.b) identifies that academic governance responsibilities include setting and monitoring institutional benchmarks for academic quality and outcomes. The Charter for Academic Board provides a general delegation for academic standards, however responsibility for performance monitoring is more clearly designated to Audit and Risk Management Committee, a corporate governance committee.

Due to the relationship between the ANU Corporate Plan, performance statements and the Annual Report, which clearly and appropriately reside with ARMC, it is important that a close relationship is forged between the Academic Board and the ARMC. This could be achieved by a range of work plan coordination, membership considerations, and minor adjustments to Charters to allow for advice to flow between Academic Board and ARMC; and similarly for the role of academic governance regarding student performance measures and monitoring to be specified.

Performance reporting, including student performance reporting is a particular type of delegated authority. A balance needs to be achieved between high level organisation-level measures and more granular measures. In the case of the university-sector, considerations of externally available data and its uses, including by regulatory and funding agencies must be monitored, despite the potential limitations of aggregate data for teaching and learning or



academic interventions. Ongoing monitoring of headline national benchmarks for measures such as attrition, progression, completion, satisfaction and graduate outcomes is necessary to identify long term incremental change that may cross funding or risk levels, and which may impact external perceptions of ANU.

Attention and care needs to be given to ensuring that calculation methodologies are aligned with external reference points, and where alternative methodology is used that this is documented and the impact on the measure is quantified. Opportunity exists to standardise report formats across a range of student performance measures to allow for ease of comparison and interpretation of findings. It is critical that student outcomes are clearly identified, particularly when external considerations exist (e.g. Performance Based Funding (PBF), Provider Risk Assessment (PRA)) and that this clarity is not inadvertently diluted by modelling, regression analysis, sample commentary or technical statistical matters. Such techniques can be valuable in yielding insights, but a balance is to be struck about reporting more basic or standard information across this terrain.

Careful consideration of student cohorts and characteristics by academic governance will provide a sound base for the standardisation of reports. Once implemented, this will also allow for easier establishment of cohort performance across indicators and the need for targeted deeper research and causal analysis.

Looking to the future, the established relationships that the University has with the Group of Eight (Go8) provides a sound basis for the extension of external referencing and benchmarking within course review processes. The External Peer Review (EPR) provides an important benchmark that was halted during COVID. A broader opportunity exists, particularly now that the sector has moved to the Tertiary Collection of Student Information (TCSI) reporting system, to either share verified performance data ahead of public release and to work together to compare cohort analysis or to access verified data internally to provide benchmarks at the program and institution level.

In conclusion, this review has found a solid base infrastructure in place for the review and monitoring of student performance. This includes established academic governance arrangements, reporting of student performance, mechanisms for review and action on areas of concern, and associated engagement and deliberation regarding student performance. This exists in management, academic and corporate governance committees. There is also advanced technical capability in the team that creates most of the reports in this space. However opportunity exists to strengthen compliance and indeed move ANU to better practice. This will minimise risk by improving internal alignment between KPIs, targets and reporting, and standardise against external published performance.

To achieve this, consideration is needed regarding: the role and balance between management, corporate and academic governance and associated delegations; the format and approach to student performance reporting; and the arrangements for benchmarking. In this respect, findings and recommendations are provided in three areas: Governance roles; Reporting formats; and Benchmarking arrangements.



1. Governance roles

Findings

1.1 The ANU Corporate Plan 2022-2025 includes institutional benchmarks for student performance across: attrition, completion, satisfaction and graduate outcomes. Performance targets are also established for higher degree by research (HDR) programs. The Corporate Plan identifies priority cohorts of Indigenous, low SES and rural and regional.

1.2 The ARMC Charter includes responsibility to provide advice to Council on performance reporting and the ANU Corporate Plan, inclusive of its performance measures.

1.3 The Academic Board Charter, AQAC, URC and TLDC Charters do not provide a specific delegated authority for student performance monitoring or reporting. However, there is a significant confluence in practice of treatment under academic governance committees under the guise of academic standards, monitoring and quality assurance of educational programs. In particular:

- a broad Academic Board responsibility for ensuring maintenance of high standards and advising on the academic aspects and content of the University's strategic plan,
- a remit for AQAC to provide advice and assurance on the quality of the educational programs to the Academic Board,
- TLDC monitoring and advising Academic Board on the development of Teaching and Learning across the University,
- URC's broad objective to monitor, advise and provide assurance to the Academic Board on the quality of research programs and activities.

Recommendations

Align charters, performance reporting and the ANU Corporate Plan

1. That ANU review the Charters and delegations of authority for performance reporting, including student performance reporting and monitoring for: Academic Board; AQAC; TLDC; and URC, with a view to strengthening delegation for academic and/or student performance monitoring and reporting.

2. That ANU revise and update corporate and academic governance committee annual workplans to reflect the inclusion of student performance KPIs and targets in the ANU Corporate Plan 2022-2025 to include:

- Monitoring and consideration by academic governance (HESF 6.3.1.b.)
- Advice and agenda item consideration flows between Academic Board, ARMC and Council.

3. Due to the change in KPIs and targets relevant to students in the ANU Corporate Plan, that ANU consider the skills composition of the ARMC with regard to student and academic matters.



2. Effective reporting

Findings

2.1 Academic Board or its key committees considered 11 reports in 2022 with student performance monitoring, reporting and/or benchmarking elements. The coverage, number and frequency of these reports is considered mostly suitable and reflects significant progress across 2022. The strong coverage of grades distribution (2 aggregate reports and 2 requested reports) assists the University in managing and monitoring student progress and by extension completions.

2.2 There is an expectation in the HESF that cohort analysis be produced and available for deliberative consideration in academic governance committees for most of, if not all, performance indicators. The definition of cohorts needs to be given explicit consideration by academic governance. These cohorts could be expected to respond to the University's particular mission, aspirations and competitive context.

2.3 Formatting, presentation and length of reports varies and potentially impacts academic governance consideration. Certain reports, such as the Coursework Grade Distribution Report and the GOS and GOS-L report are well embedded and minutes show high levels of engagement, deliberation and subsequent action requests. The Coursework Grade Distribution Report is well structured with clear analysis and layout.

2.4 There are a range of external drivers for student performance monitoring and benchmarking, including the focus of this review which is especially HESF oriented. Alignment of KPI definitions will assist academic governing bodies to engage with reports and acquit their responsibilities. It is important that the University monitor and manage the PRA indicators, among others, as movements in the PRA indicators influence regulatory interaction.

Recommendation/s

Improve internal and external clarity of performance reports

4. ANU continue to meet the HESF requirements for consideration of rates and trends in attrition, progression (success) and completion by adding the 2022 reports on attrition, progress and completion to the annual workplans for Academic Board and relevant academic committees.

5. Establish and refine:

- a. a single set of core indicators that reflect the HESF, TEQSA PRA, and KPIs and targets identified in the ANU Corporate Plan¹
- b. with input and advice from academic governance, the priority cohorts or other characteristics for monitoring, reporting and benchmarking.

6. Standardise:

- a. methodologies for collecting and reporting data for student performance monitoring and benchmarking using the standardised higher education sector

¹ HESF – Attrition, Progression, Completion (rate and trend), PRA – Attrition, Progression, Satisfaction, ANU Corporate Plan – Attrition, Completion, Satisfaction, Graduate outcomes and the priority cohorts of Indigenous, low SES and rural.



- definitions as determined by either TEQSA or Tertiary Collection of Student Information (TCSI).
 - b. report formats to allow for improved information layout, source identification and reader navigation.
7. Enhance dialogue with staff and colleges:
- a. to ensure the adoption of standardised metrics, with tailored metrics used only as supplementary measures and noted as such.
 - b. to minimise duplication in student experience surveying in accordance with existing policy frameworks.

3. Benchmarking arrangements

Findings

3.1 Universities are required to undertake a range of benchmarking and external referencing under the HESF. The pausing of the Go8 QVS during COVID had a significant impact on benchmarking, or external referencing at the course (unit) level. The new External Peer Review (EPR) Process Go8 trial being coordinated by ANU is an opportunity to embed the core expectations of HESF 5.3 in relation to progression rates and grade distribution. The EPR, building on QVS, is anticipated to be a strong exemplar of course (unit) level benchmarking.

3.2 Benchmarking in the sector typically refers to external referencing, such as the EPR noted above. Benchmarking however is also used in student performance monitoring to contextualise indicators and to set parameters.

The DoE (formerly DESE) higher education data is significantly lagged (often at least two years). The University will need to use its internal verified data (Tertiary Collection of Student Information (TCSI)) to provide more timely analysis and a ‘heads up’ on movements in external performance reports, such as the PRA.

3.3 Course (unit-level) review under HESF requires shorter-term (e.g. annual) reviews complemented by cyclical major program (course) reviews (typically every program, every five to seven years, with significant external input/scrutiny). Recommendations are considered and, where applicable, implemented. The Coursework Review Form² provides:

- information on retention, progression, completion, student satisfaction and graduate outcomes, and for some, a benchmark (e.g. retention below 80% requires explanation)
- benchmarking against competitors as a market analysis

Recommendations

Leverage existing relationships and systems

8. Continue to work with Go8 to trial and develop the EPR. This is essential for course development, monitoring and improvement.

9. Building on recommendations 5 and 6 above, after establishing an agreed framework of measures and reports, ANU should:

- a. establish a process for early internal reporting of data that is subsequently used publicly or by external agencies, e.g. PRA indicators

² Program review template for ANU is the Coursework Review Form



- b. establish a series of internal benchmarks (e.g. between Colleges, FOEs, programs or other factors), including defined cohort performance
- c. if systems allow, establish automated reports on key indicators at the course level that allow academics with learning and teaching responsibilities to view performance indicators. This includes SELT reviews.

10. Following consideration of Recommendation 5, consider the alignment between the Coursework Review Form and the internal and external measures of the University. Consider strengthening the Coursework Review Form by including benchmark comparators for indicators provided (either external or internal) and broadening the market competitor analysis, where possible, to include key metrics of the comparator programs. the University's commitment to deploying external referencing and external independent expert participation in cyclic program review across the program portfolio should be reinforced.



Methodology | 4 stages

Stage 1 | Initiation The project commenced on 10 October 2022

Stage 2 | Information and gathering

Analysis undertaken has included:

- Mapping of data movement through management and governance committees for component of student benchmarking and performance (**Appendix 5**)
- Identification of levels of oversight (Committee, sub-committee or other level) and actioning of associated recommendations
- Consideration of existing plans for or recent enhancement and improvement steps, this may include any COVID-19 specific student measures introduced by ANU
- Expectations of governance oversight and accountability
- Sector standards and norms in terms of data currency, accuracy, best-fit choice of data and utility from a teaching and learning perspective

Key outputs include:

- A Student performance and benchmarking matrix created using the TEQSA Guidance Note: Monitoring and Analysis of Student Performance. The matrix summarises and benchmarks the key measures (attrition, progression, completion and others as agreed), by cohort type

Stage 3 | Interviews

~13 interviews with key senior stakeholders from across the University (refer **Appendix 2**)

Stage 4 | Synthesis and drafting

This stage focused on developing a draft report:

- That identifies improvements across a range of data sets, and where necessary, university processes.
- That identifies areas of strength and commendation.
- Supported by findings and recommendations that have been socialised and discussed with key staff.

This stage culminated in the delivery of the draft report.

Stage 5 Finalisation

Provision of the final report and optional presentation at governance committee/s.

Acknowledgments

The reviewers wish to acknowledge the assistance and co-operation of all individuals who have generously given their time, insights, and knowledge as part of the review through interviews and meetings. Staff at the University have provided valuable contributions to the review with a shared objective to maintain and improve academic quality into the future.

Limitations

Please note, discussion of governance in this report is restricted to student performance monitoring and reporting only and does not constitute an independent review of governance as required by the HESF. Early scope for this review included English language considerations. This was removed from scope by the project team due to the closure of ANU College and the exploration of new English language testing arrangements.



Background and context

Snapshot of ANU students

Throughout the report and in findings and recommendations reference is made to the University’s relative performance across certain key indicators. The following snapshot is intended to provide background on and information behind these observations. It is a summary analysis for context only.

Details on data sources and definitions are available at **Appendix 3**.

Overall cohort

The following summary tables show:

- ANU EFTSL is approximately 65% domestic and 35% international;
- Equity groups (student headcount, using national definitions) as a percentage of the domestic cohort show an Indigenous cohort of 1.4%, regional of 11.4%, low SES of 3.4% and a very small remote cohort comprising just 0.4% of the overall domestic cohort.

Attrition

Attrition (2020 commencing and not returning in 2021) varies by student cohort:

- International students are the least likely to attrit at 4.8%
- Domestic student attrition is 12.2%
- Low SES students attrition is 16.5%
- Indigenous student attrition is 14.1%.

Progression (success)

Progression or success rate is not publicly available for all student cohorts. For the cohorts available (domestic, international and Indigenous) there is minimal variation (91-93%).

Completion rate (6 year)

The six-year completion rate (inclusive of all sub-bachelor, bachelor and postgraduate) varies by student cohort:

- International students are the most likely to complete at 84%
- Domestic students are at 75% completion with the equity cohorts of Indigenous, regional, remote and low SES all either at or above the domestic student average
- Low SES complete at a higher rate despite the higher first year attrition rate.

Table 1 | ANU cohorts (EFTSL) 2017 - 2021

	2017	2018	2019	2020	2021
All students	18579	20015	19789	17356	17900
Domestic	11405	11541	11451	10801	11692
International	7174	8474	8337	6554	6209
Indigenous	145	124	121	127	164

Refer Appendix 3 for detail.



Table 2 | ANU equity cohorts (student headcount) compared to overall domestic 2017 - 2021

	2017	2018	2019	2020	2021
Overall Domestic	16273	15820	15805	15468	16402
Indigenous	195	178	174	177	233
Regional	1914	1877	1867	1765	1924
Remote	56	52	55	57	61
Low SES	789	704	696	646	559

Refer Appendix 3 for detail.

Table 3 | Attrition (new normal) by equity cohort 2016 - 2020

	2016	2017	2018	2019	2020
Overall	10.2	9.4	7.8	8.5	9.5
Domestic	14.1	14.5	11.5	11.7	12.2
International	3.7	2.9	3.9	4.5	4.8
Indigenous	8.2	21.4	13.3	19.4	14.1
Regional	11.7	16.6	11.9	10.8	13.0
Remote	22.2	23.8	9.1	12.5	31.6
Low SES	16.3	17.5	15.3	15.3	16.5

*Note: 2020 is the most recent published attrition rate (the % of the 2020 commencing cohort not returning in 2021). 2021 rates are likely to be available in late 2023. Refer Appendix 3 for detail.

Table 4 | Success rate*

	2017	2018	2019	2020	2021
Overall	93.6	93.5	94.3	94.8	91.6
Domestic	92.8	93.6	93.7	94.3	90.9
International	94.5	93.5	94.9	95.7	92.9
Indigenous	87.8	88.0	92.8	89.0	91.8

*Proportion of EFTSL passed of EFTSL attempted. Refer Appendix 3 for detail.

Table 5 | Completion, 6 year completion rate^

	2012	2013	2014	2015	2016
Overall	84.5	86.0	84.3	75.8	83.9
Domestic	78.8	80.1	76.9	71.9	75.4
International	91.0	91.2	90.9	90.1	90.7
Indigenous	64.7	66.0	60.3	59.6	79.6
Regional	82.4	80.7	79.5	75.3	75.7
Remote	75.0	85.7	64.3	78.3	77.8
Low SES	79.2	83.0	79.8	71.1	79.1

^**Completed** Includes students who completed a course (program for ANU) in any year across the given time period. Refer Appendix 3 for detail.



Sector expectations

Corporate governance (Council) and academic governance (Academic Board) oversight are key considerations for student performance monitoring, reporting and benchmarking. Audit and Risk Management Committee may also have a key role. This is grounded in the HESF 2021 under two main Domains: 5 Institutional Quality Assurance and 6: Governance and Accountability. These domains and associated standards seek to establish a clear line of oversight from the establishing of institutional benchmarks through to reporting.

Domain 5 | Institutional Quality Assurance

5.3 Monitoring, Review and Improvement

*5.3.4 Review and improvement activities include **regular external referencing** [emphasis added] of the success of student cohorts against comparable courses of study, including:*

- a. analyses of **progression rates, attrition rates, completion times and rates** [emphasis added] and, where applicable, comparing different locations of delivery, and*
- b. the assessment methods and grading of students' achievement of learning outcomes for selected units of study within courses of study.*

Domain 6 | Governance and Accountability

6.2 Corporate Monitoring and Accountability

6.2.1. The provider is able to demonstrate, and the corporate governing body assures itself, that the provider is operating effectively and sustainably, including:

- b. the provider's future directions in higher education have been determined, realistic performance targets have been established, progress against targets is monitored and action is taken to correct underperformance*

6.3 Academic Governance

6.3.2 Academic oversight assures the quality of teaching, learning, research and research training effectively, including by:

- e. monitoring and initiating action to improve performance against **institutional benchmarks for academic quality and outcomes** [emphasis added]*
- g. evaluating the effectiveness of institutional monitoring, review and improvement of academic activities*

Student performance monitoring, reporting and benchmarking is an area of regulatory interest. Effective monitoring and management of student performance reporting assists with compliance against the HESF and also with the annual TEQSA Provider Risk Assessment process. Traditionally the sector has focused on attrition, progression and completion. TEQSA expectations are more granular, diagnostic in focus and informed by identified performance issues.

The TEQSA Guidance Note: Monitoring and Assessing Student Performance provides an indication of the types of measures and consideration TEQSA expects higher education providers to consider, deliberate and oversight. This is summarised in Table 6 below.



Table 6 | Summary of TEQSA Guidance Note: Monitoring and Assessing Student Performance

	Typical Indicators	Identified cohorts	Other identified students
Measures and cohorts	<ol style="list-style-type: none"> 1. Attrition rates 2. Progress rates 3. Completion rates 4. Grade distributions 5. Student satisfaction 6. Graduate success 	<p>Pre-determined cohorts traditionally identified in the Australian HE system such as:</p> <ul style="list-style-type: none"> • International students • Mature age students • Disadvantaged students • Indigenous students • FOE, course or unit of study • Annual intakes <p>Identified risk or variable characteristics for example:</p> <ul style="list-style-type: none"> • Students with substantial CPL/RPL through advanced standing arrangement • Students with particular post-graduation requirements (e.g. teacher registration) 	<p>Groups of students or individuals:</p> <ul style="list-style-type: none"> • Low academic achievement • Exhibiting difficulties such as academic integrity breaches <p>Market niche:</p> <ul style="list-style-type: none"> • Particular international market/s • Admission by type of English language proficiency • Mode of delivery • Admission by agent and country • Admission by special access program • Admission by pathway provider (onshore and offshore)
Provider oversight	<p>Provider / University to collect and report</p>	<p>Provider / University to define and determine:</p> <ul style="list-style-type: none"> • Identified cohorts, risks and variable characteristics • Assess and identify variances, develop remediation strategies. 	



Regulatory activity in the form of Registration Conditions provides insight into both TEQSA and sector expectations in a practical and public setting.

The TEQSA National Register shows 40 of 194 higher education providers currently have at least one condition imposed on registration or course accreditation. Currently there are six (6) providers with active registration conditions that require additional reporting to TEQSA on measurements of student performance, as listed in the table below.

TEQSA can enter into Voluntary Undertakings with providers as an alternative to a registration condition or as a precursor to registration conditions. Voluntary Undertakings are not public and therefore not listed on the National Register.

Table 7 | Providers with registration conditions related to student benchmarking and performance reporting³

Institutes of Higher Education	Universities*
Melbourne Polytechnic (formerly Northern Melbourne Institute of TAFE)	Charles Sturt University
Ozford Institute of Higher Education Pty Ltd	Torrens University Australia Ltd
Victorian Institute of Technology Pty Ltd	
Think: Colleges Pty Ltd	

* Note University of Tasmania also had such a condition imposed on its registration for more than three years until revoked in December 2022

A review of the registration conditions attached to the two universities (Charles Sturt and Torrens Universities) indicate the following common elements:

The meeting minutes must demonstrate that the Academic Board:

regularly receives a comprehensive diagnostic analysis of rates and trends in student performance including attrition, progression, minimum course completion times, and variations in the attainment of course learning outcomes and grade distributions. The diagnostic analysis must include (but is not limited to) calculations for attrition and progression rates as defined in the TEQSA Risk Assessment Framework, and include analysis of student performance by:

- *course of study*
- *study periods*
- *entry pathway (comparing students admitted under each entry pathway including through third party arrangements)*
- *study mode*
- *location of study (including sites operated by third parties)*
- *education agent*
- *country of origin*
- *student achievement in similar courses at other Australian universities*

The conditions provide an indication of the cohort and characteristic lens that the regulator expects universities and higher education providers to report and monitor. We note that the above scope is more granular and demanding than has been typical of most Australian university planning data for internal quality and planning purposes.

³ TEQSA National register at 6 March 2023 available at: https://www.teqsa.gov.au/national-register/search?search_api_fulltext=



Regulatory context

ANU is registered with TEQSA in the Australian University provider category. The University is currently undergoing re-registration with a registration expiry date of 6 June 2023. It has been 10 years since the University was registered with registration extensions recognising a *'demonstrated an established track record of low-risk, high quality delivery of higher education'*.

The annual Provider Risk Assessment (PRA) provides insight into the regulatory risk profile of the University. The 2021 PRA⁴ shows:

- Overall Risk to Students | Low
- Overall Risk to Financial Position | Moderate

Within the Overall Risk to Students all indicators are 'Low' with the exception of Graduate Satisfaction which has moved from 'Low' to 'Moderate' risk. The movement reflects a decline in Coursework Student Satisfaction 2018 – 2020 from 82.23% to 78.80%. The 78.80% is equal to the Australian/Overseas University average but below the University College / Institute of Higher Education average of 89.23% for Coursework Student Satisfaction.

Within the Overall Risk to Financial Position the University is 'Low' risk for Financial Sustainability and 'Moderate' risk for Financial Viability. Occurring during the onset of COVID and significant impacts on the sector, the Financial Viability risk increase reflected movements in the Operating Margin, Total Liabilities to Tangible Assets and Debt Service Coverage.

Recent developments

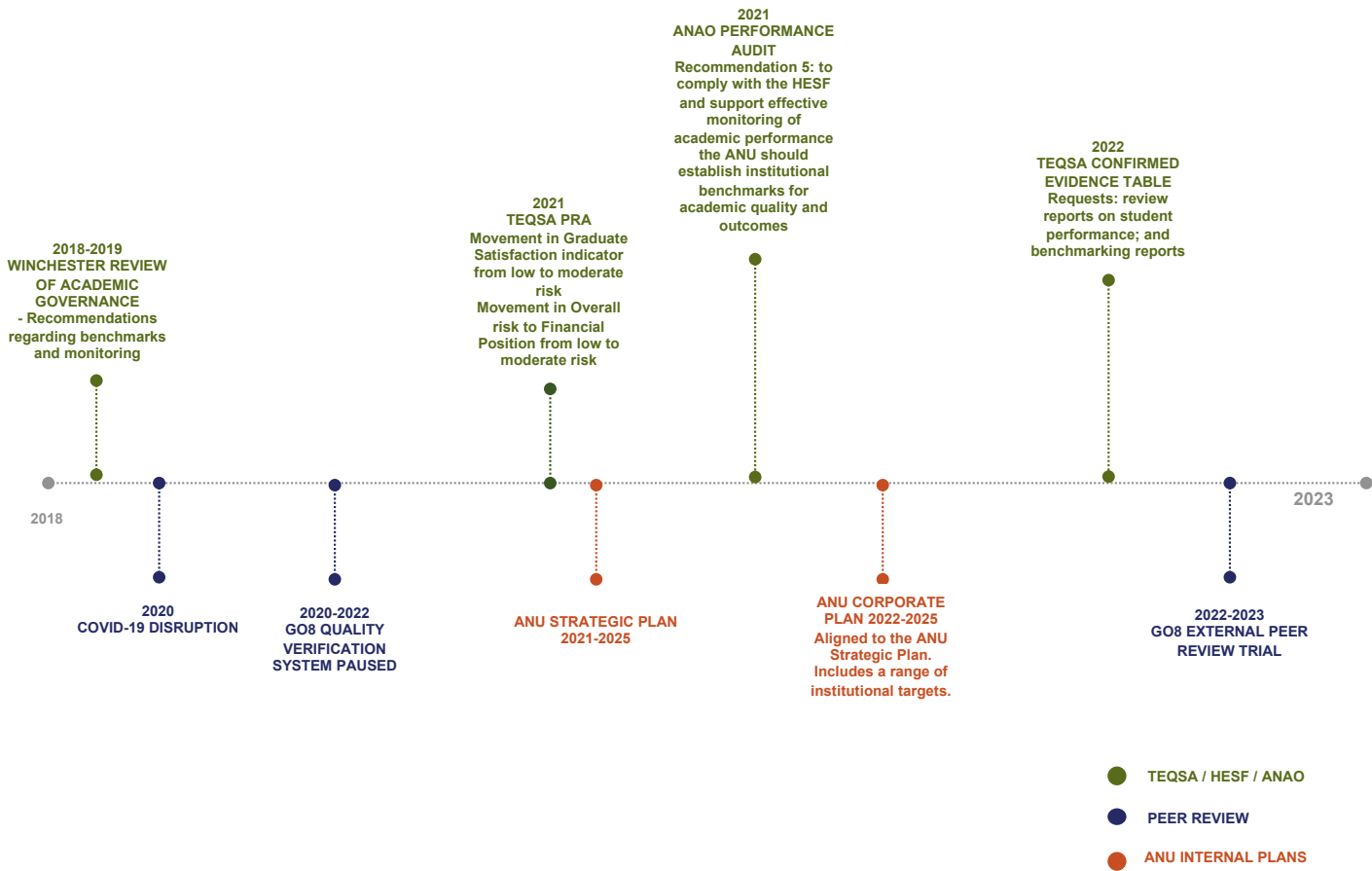
A series of reports and events in recent years has increased the urgency and attention on student performance monitoring, reporting and benchmarking. This has included from the external agencies of TEQSA and the Australian National Audit Office, and internal responses and actions can be seen in new corporate planning documents.

Key artefacts and events are summarised chronologically in Figure 1 (next page). A summary table is provided in **Appendix 5**.

⁴ The 2021 PRA covers data and financial information for the 2020 calendar year



Figure 1 | Student performance monitoring timeline of recent developments





Review Theme 1 | Governance Roles

The TEQSA Guidance Note: Corporate Governance⁵ and the TEQSA Guidance Note: Academic Governance⁶ outline sector regulatory expectations for governing bodies roles in performance monitoring including student performance monitoring. The TEQSA Guidance Note: Corporate Governance identifies an expectation that the corporate governing body *‘is involved in setting corporate directions, setting and monitoring performance targets... and that...performance reports that demonstrate that the provider is meeting its planning targets as set out in its strategic plan (or equivalent) (Standard 6.2.1b)...*

The relationship with academic governance is also canvassed, identifying that:

‘... the next layer of overarching Standards (academic governance and institutional quality assurance) requires the provider to generate performance monitoring information from various aspects of its operations and to report that information through its management information systems to the governing body. In this way, the governing body should be well positioned to understand and monitor any aspect of the provider’s performance, at least at aggregate level.

Delegation supports monitoring at an aggregate level but locating authority for monitoring within the committee system. Performance reports are a specific type of delegated authority and for the purposes of this report delegation is:

- the granting of authority to a Council subcommittee or officer, such as the Vice-Chancellor, to act on behalf of the ANU Council
- reflected in Charters, Rules, Policies and Procedures
- monitored through reports, reports that are detailed at committee level and increasingly summarised at focused at Council level (i.e. delegate reports).

This section considers the University’s planning framework, governance consideration of reports with student performance and monitoring elements, and the alignment of delegations in terms of charters and policies.

ANU planning framework

Performance reporting and planning are closely related. There are three main plans relevant to student performance, monitoring and benchmarking:

- ANU Strategic Plan 2021-2025
- ANU Corporate Plan 2022-2025
- ANU Learning and Teaching Strategy

These are documented in tables below, with an emphasis on student performance, monitoring and benchmarking.

⁵ TEQSA Guidance Note: Corporate Governance available at <https://www.teqsa.gov.au/sites/default/files/guidance-note-corporate-governance-v2-4-online.pdf>

⁶ TEQSA Guidance Note: Academic Governance available at: <https://www.teqsa.gov.au/guides-resources/resources/guidance-notes/guidance-note-academic-governance>



Table 8 | ANU Strategic Plan

ANU Strategic Plan 2021 - 2025
The ANU Strategic Plan establishes a purpose, vision and values to guide the University. The Strategic Plan establishes four pillars: <ol style="list-style-type: none"> 1. Strengthening our national mission and meeting our unique responsibilities 2. Conducting research that transforms society and creates national capability 3. Delivering a student experience equal to the world’s best 4. Being a standard-bearer for equity and inclusion
Key Performance Indicators and/or cohorts
The ANU Strategic Plan does not have KPIs (refer ANU Corporate Plan). It does however indicate an interest in particular cohorts: <p style="text-align: center;"><i>Be the leading Australian research-intensive university measured by recruitment and support of students from Indigenous, rural and low-SES backgrounds.(p.25)</i></p>
Governance
Approved by ANU Council.

Table 9 | Key features of the ANU Corporate Plan

ANU Corporate Plan 2022 - 2025
The ANU Corporate Plan relates to and implements the ANU Strategic Plan. The Corporate Plan identifies four purposes and associated key activities. Key activities are supported by KPIs, targets, evidence (measurement) source and responsibility, typically a senior executive with the University. Refer Table 10, below, for additional detail
Key Performance Indicators
There are nine (9) KPIs included in the Corporate Plan relevant to student performance.
Cohorts
Cohorts are identified in the context of Performance Based Funding as follows: <p style="text-align: center;"><i>‘In meeting this commitment we focus on the following core measures; graduate employment outcomes, student experience, student success, and equity group participation by Indigenous, low socio-economic status and students from regional and rural locations’⁷.</i></p>
Governance
The Corporate Plan identifies governance arrangements focused on Council, ARMC and Finance Committee. It also outlines the internal audit program ⁸ .

⁷ Ibid p.21

⁸ ANU Corporate Plan 2022-2025, Governance arrangements, p.12



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The ANU Corporate Plan 2022-2025 establishes institutional benchmarks through the identification of KPIs for student performance and data sources.

Table 10 | ANU Corporate Plan KPIs, targets, evidence and responsibility allocation

KPI	Target	Evidence	Responsibility
Key Activity: Cultivate the next generation of global leaders through a reinvigorated PhD experience with a four-year scholarship package and career building leadership opportunities through partnership with industry and community			
KPI 6: Course Experience Questionnaire – Overall satisfaction of recent graduates.	Top of Go8 by 2025.	QILT: GOS	Dean, Higher Degree Research
KPI 7: Student Experience Survey – positive about skills development.	Top of Go8 by 2025.	QILT: SES	Dean, Higher Degree Research
KPI 8: On-time Higher Degree Research student completions.	Appropriate PhD completions (<4 years) Appropriate PhD completions (>80%)	ANU Student Administration System	Dean, Higher Degree Research
Key Activity: Ensure students from all across Australia and from a wide variety of backgrounds have the opportunity to study at their national university. ANU will reform the admission process to provide an integrated offer to include academic, scholarship and on-campus accommodation to increase the enrolments from students from diverse backgrounds with a key focus on regional and limited means students.			
KPI 11: Increase the proportion of commencing undergraduate domestic student enrolments from states other than the ACT.	Year-on-year increase	ANU Student Administration System	Deputy Vice-Chancellor Academic
KPI 12: Increase the number of students from low socio-economic status (SES), and regional backgrounds.	Year-on-year increase	Performance-Based Funding for the Commonwealth Grant Scheme as part of the University's Funding Agreement	Deputy Vice-Chancellor Academic
Key Activity: Establish ANU as the preferred university for Aboriginal and Torres Strait Islander people/s			



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KPI	Target	Evidence	Responsibility
KPI 14: Increase enrolments while maintaining completion, retention and satisfaction rates at, or, above the rates for non-Indigenous students.	10% annually–Reconciliation Action Plan (RAP) 2021-2022 target.	Innovate Reconciliation Action Plan January 2021-December 2022	Deputy Vice-Chancellor Academic
Key Activity: Develop and execute an ANU Teaching and Learning Strategy and an ANU Model of Learning, together with a process for curriculum renewal designed to streamline program structures and systematically embed the new ANU Graduate Attributes.			
KPI 15: Student Success: Attrition rate for first-year domestic Bachelor students.	The attrition rate will be lower than or equal to 0.9%	Performance-Based Funding for the Commonwealth Grant Scheme as part of the University's Funding Agreement	Deputy Vice-Chancellor Academic
KPI 16: Graduate Outcomes: Overall graduate employment rates for domestic Bachelor students.	Greater than or equal to 93%	QILT: GOS and Performance-Based Funding for the Commonwealth Grant Scheme as part of the University's Funding Agreement	Deputy Vice-Chancellor Academic
KPI 17: Student Experience: Student satisfaction with teaching quality for domestic Bachelor students.	Greater than 80%	QILT: SES and Performance-Based Funding for the Commonwealth Grant Scheme as part of the University's Funding Agreement	Deputy Vice-Chancellor Academic and Deputy Vice-Chancellor Student Experience



Table 11 | Key features of the ANU Learning and Teaching Strategy

ANU Learning and Teaching Strategy
Aligns with the ANU Strategic Plan 2021-25. The Learning and Teaching Strategy aims to enhance learning and teaching at ANU for both staff and students.
Goals and activities
<p>The Learning and Teaching Strategy has 12 Goals across Learning and Teaching; Learning and Teaching Infrastructure and Support; and Learning and Teaching Culture. A range of activities are listed against each goal.</p> <p>Goal 4 provides a linkage with progress, with subgoals seeking to ‘create more opportunities for students to review and self assess their progress (4.51) and to ‘support assessment design that integrates feedback mechanisms to help students understand their progress against course learning outcomes’ (4.52).</p> <p>Goal 7 provides a linkage with Student Satisfaction and Graduate Outcomes. Goal 7: an ANU Employability Framework provides five (5) sub-goals and 16 associated activities. These are aimed at supporting graduates to become socially responsibility citizens, potential leaders and to support employability of ANU.</p>
Cohorts
<p>Not specified.</p> <p>2.23 refers to the needs of diverse students.</p>
Governance
Approved by Academic Board.

Three additional documents have been identified that support planning and delivery and the University’s commitment to continuous improvement; namely the ANU Curriculum Framework, ANU Graduate Attributes and the Annual Conformance Statement.

In addition to the updated ANU Learning and Teaching Strategy ANU introduced an ANU Undergraduate Curriculum Framework in November 2022. The Curriculum Framework was approved by the Academic Board and includes, for the first time the establishment of a set of common ANU Graduate Attributes. While the Curriculum Framework and the Graduate Attributes do not contain specific mention of student performance monitoring, measurements or specific cohorts, both point to a wider culture of continuous improvement, academic excellence and a drive for enhanced student experiences.

Summary of planning and measures

The planning framework of the University, through the ANU Corporate Plan 2022-2025 establishes institutional benchmarks for a range of measures, as summarised in the table below.



Table 12 | Summary of Regulatory framework and ANU planning documents (*KPI for PhD candidates)

	HESF	PRA	Guidance Note ⁹	ANU Strategic Plan	ANU Corporate Plan
Measures	Attrition	Attrition	Attrition	-	KPI 15
	Progression	Progression	Progression	-	-
	Completion	-	Completion	-	KPI 8*
	-	Satisfaction	Satisfaction	-	KPI 6*, KPI 7*, KPI 17
	-	-	Grade distribution	-	-
	-	-	Graduate success	-	KPI 16
Cohorts	-	-	Identified cohorts and other identified students	Low SES	KPI 12
				Indigenous	KPI 14
				Rural	KPI 12

*HDR only indicator

Finding/s

1.1 The ANU Corporate Plan 2022-2025 includes institutional benchmarks for student performance across: attrition, completion, satisfaction and graduate outcomes. Performance targets are also established for higher degree by research (HDR) programs. The Corporate Plan identifies priority cohorts of Indigenous, low SES and rural and regional.

⁹ TEQSA Guidance Note: Monitoring and Analysis of Student Performance available at: <https://www.teqsa.gov.au/guides-resources/resources/guidance-notes/guidance-note-monitoring-and-analysis-student-performance>



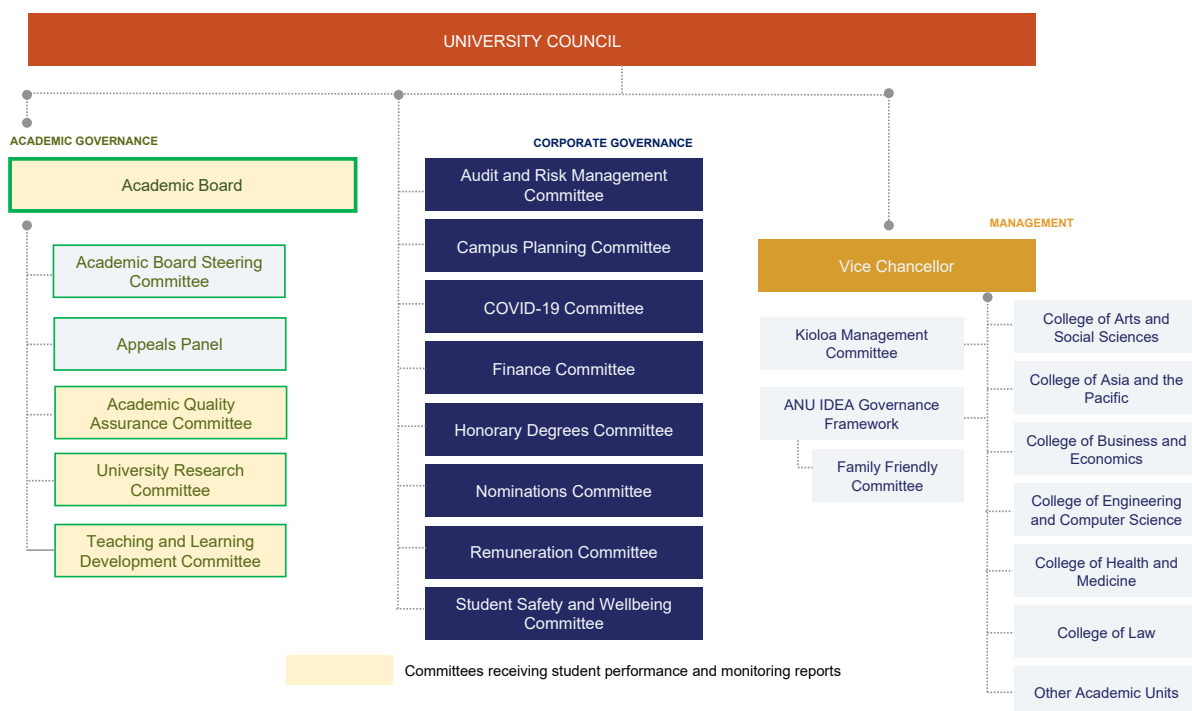
ANU student performance and monitoring reports

In 2022 at ANU there were 11 main reports¹⁰ progressing to academic governing bodies that include student performance measures such as attrition, retention, progression, student satisfaction, graduate satisfaction and graduate outcomes.

Committees considering student performance monitoring and benchmarking reports are illustrated at Figure 2. Consideration is concentrated with academic governance. This is expected to change from 2023 onwards as the inclusion of clear student performance measures in the ANU Corporate Plan 2022-2025, which will flow through to the Annual Performance Statement, will have both ARMC and Council oversight.

Although not reflected in Figure 2, due to primary use as risk tools, related elements considered by Audit and Risk Management Committee and/or Council include the TEQSA Provider Risk Assessment (PRA) and the Academic Risk Register.

Figure 2 | Committees within the governance structure receiving student performance and monitoring reports



When moving through the academic governance structure, a mapping of the student performance monitoring and reporting shows that:

- Most (10 out of 11) reports including student performance monitoring and reporting are considered by AQAC before Academic Board consideration.
- AQAC provides advice, consideration and endorsement for items progressing to the Academic Board. The Academic Board in turn deliberates, requests actions and notes items.
- This applies to student performance and monitoring reports and also to program accreditations that embed program reviews containing student performance data, benchmarking and analysis.

¹⁰ This includes the Coursework Review Form, which is used by ANU for program review. Assessment of benchmarking from an external referencing perspective is included in the final section, Benchmarking, in this report.



The Charters for both the Academic Board and the AQAC are framed broadly with a general remit for academic standards and quality rather than specific responsibility for student performance monitoring, reporting and benchmarking. This is outlined in more detail in the next section, *Delegation | Committee Charters*.

Delegation | Committee Charters

Committee Charters are a key delegation tool and determine responsibility and flow of information. The Charters of several corporate and academic committee are relevant to student performance monitoring, reporting and benchmarking.

ANU Council

The ANU Council Charter specifies functions as follows:

Functions 6.1.b.

- *'...overseeing and reviewing the management of the University and its performance*
- *ensuring that the strategic goals set by the Council are delivered by effective management systems*
- *overseeing and monitoring the academic activities of the University*
- *establishing policy and procedural principles, consistent with legal requirements and community expectations'*

6.2 p) *Approval of the annual report, including the annual financial statements and annual performance statements.*

As the University embeds the new ANU Corporate Plan 2022-2025 the ANU Council have increased visibility over student performance reporting, monitoring and benchmarking. This will necessarily occur via the 'performance statements' section University's Annual Report.

Audit and Risk Management Committee (ARMC)

The ARMC objective according to its Charter is to provide advice on the *'appropriateness of the University's annual, financial reporting, audit, performance reporting'... 'consistent with the University's pursuit of excellence in all aspects of its work as presented in the Strategy Plan (ANU 2025)* (Refer to **Appendix 4** for additional detail).

Roles and responsibility of the ARMC encompass performance reporting (clause 10) and specific functions regarding performance (clause 12) including the:

'Corporate Plan includes detail about...[how] ANU's performance will be measured and assessed'; 'the... approach to measuring its performance...against the performance measures (as presented in the Corporate Plan) is sound and has taken into account guidance issued by the Department of Finance...'; and 'the University has sound processes in place for the preparation of its Annual Performance Statement...' (Refer **Appendix 4** for full excerpt).

The increase in detail in student performance measures in the ANU Corporate Plan 2022-2025 will see an elevated role for ARMC in overseeing student performance monitoring. This



is confirmed by reference to the Commonwealth Department of Finance annual performance statement guidance¹¹. This guidance indicates that:

‘annual performance statements address the non-financial performance of an entity and must provide information about the entity’s performance in achieving its purposes.

It is good practice for entities to set out the discussion of the achievement of performance in their annual performance statements in the same order as the corporate plan, reinforcing the connection between the documents.

Each performance measure should also be expressed in a consistent way to aid the clear read between its planned performance information and performance results’

Finding

1.2 The ARMC Charter includes responsibility to provide advice to Council on performance reporting and the ANU Corporate Plan, inclusive of its performance measures.

Academic Board

The Academic Board is the peak academic governing body for the University, and as evidenced by detailed analysis of meeting papers and minutes (Refer **Appendix 5** Mapping), has been actively involved in student performance reporting, monitoring and benchmarking. The Academic Board Charter provides a broad objective of ensuring that *‘the University maintains the highest standards in teaching, scholarship and research’*. Delegated responsibilities related to oversight and performance include:

25. The Board’s responsibilities are:

b. ensuring the maintenance of the highest standards in teaching, scholarship and research within the University;

g. advising on the academic aspects and content of the University’s strategic plan;

k. reporting to the Council on the exercise of its functions, at the times and in the manner, required by Council’.

The HESF requires at 6.3.1b. that *‘processes and structures are established and responsibilities are assigned collectively...to ‘set and monitor institutional benchmarks for academic quality and outcomes’*. A detailed mapping of Academic Board minutes and papers shows that the Academic Board has performed this function through consideration and engagement with a number of reports across 2022.

As noted earlier, the ANU Corporate Plan 2022-2025 has clear KPIs for student performance, these constitute ‘institutional benchmarks for academic quality and outcomes’ as required by HESF 6.3.1b.

The ANU Corporate Plan identifies governance arrangements focused on ARMC and Council. Due to the inclusion of academic and student measures governance oversight of the ANU Corporate Plan and reporting against the Corporate Plan, including the Performance Statement process need academic oversight.

¹¹ Department of Finance, Tools and Templates: What is an annual performance statement? Available at <https://www.finance.gov.au/what-annual-performance-statement>



In 2022 Academic Board considered student performance reports covering: attrition, progression, completion, grade distribution and graduate outcomes and satisfaction.

Reports on student experience and student experience teaching and learning were considered via minutes of the TLDC and the TLDC Annual Report.

The Academic Board has a membership of approximately 50-55 drawn from within the University. 10 members of the Academic Board are represented on AQAC. This includes: Deputy Vice-Chancellor Academic, Pro Vice-Chancellor Education and Digital, the Registrar, Dean Academic Quality, Dean Students, University Librarian, Director Tjabal Indigenous Higher Education Centre and one College Executive elected member and two College elected members (Refer **Appendix 7** for Academic Governance membership mapping).

Academic Quality Assurance Committee (AQAC)

AQAC has a broad objective '*...to monitor, advise and provide assurance to the Academic Board on the quality of the educational programs and activities of the University*'. Specific delegated roles and responsibilities see AQAC make recommendations to Academic Board on accrediting and reaccrediting program and subplans, to develop academic policies in specified areas, to monitor best practice initiatives, monitor and coordinate entry standards and to advise on the higher education standards environment.

In practice, the AQAC has wide advisory remit covering academic quality, including student performance. All reports covering student performance monitoring and benchmarking are considered by AQAC before progressing to the Academic Board.

In 2022 AQAC considered reports covering: attrition, progression, completion, grade distribution, and graduate outcomes and satisfaction.

The AQAC has a membership of 22, with ten (10) of the members also represented on Academic Board (Refer **Appendix 7** for Academic Governance membership mapping).

Teaching and Learning Development Committee (TLDC)

TLDC monitors and advises Academic Board on teaching and learning within the University. It has specified delegated roles and responsibilities to: monitor and evaluate teaching and learning and to advise the Academic Board and the University Executive on the higher education teaching and learning environment (Refer **Appendix 7** for direct excerpt).

In 2022 the TLDC considered the Student Experience Survey (SES) Report and the Student Experience of Learning and Teaching (SELT) Report.



Finding

1.3 The Academic Board Charter, AQAC, URC and TLDC Charters do not provide a specific delegated authority for student performance monitoring or reporting. However, there is a significant confluence in practice of treatment under academic governance committees under the guise of academic standards, monitoring and quality assurance of educational programs. In particular:

- a broad Academic Board responsibility for ensuring maintenance of high standards and advising on the academic aspects and content of the University's strategic plan,
- a remit for AQAC to provide advice and assurance on the quality of the educational programs to the Academic Board,
- TLDC monitoring and advising Academic Board on the development of Teaching and Learning across the University,
- URC's broad objective to monitor, advise and provide assurance to the Academic Board on the quality of research programs and activities.

Delegation | Policy

A review of Rules, Policies and Procedures relevant to student performance monitoring, reporting and benchmarking was undertaken as part of this review. This includes a mapping of policies against student performance measures (refer **Appendix 8** Policy Suite).

The policy suite clarifies delegation to both AQAC and Colleges in the *Student Assessment (Coursework) Policy*. This policy describes the standards underpinning the University's assurance of student learning outcomes through assessment activities. It specifies that 'Colleges monitor, review and report on the outcomes of the assessment of student learning and monitor and act on trend data'...and that 'Academic Quality Assurance Committee monitors the performance of students including attrition, further study and employment rates and grade distribution and College reports on quality assurance processes for assessment activities'.

The *Academic Programs and Courses Accreditation Policy* establishes thresholds for course review triggered by student satisfaction. AQAC will recommend programs with <50% student satisfaction or <80% student retention undergo early cyclical review, and College Education Committees may trigger a shorter review and accreditation cycle based on evidence relating to student outcomes or experience.

The inclusion of academic benchmarks in the ANU Corporate Plan 2022-2025 may require some minor policy realignment, however this should only occur after amendments to Committee Charters and Committee workplans are established and agreed.



Governance Roles

Recommendation: Align charters, performance reporting and the ANU Corporate Plan

1. That ANU review the Charters and delegations of authority for performance reporting, including student performance reporting and monitoring for: Academic Board; AQAC; TLDC; and URC, with a view to strengthening delegation for academic and/or student performance monitoring and reporting.

2. That ANU revise and update corporate and academic governance committee annual workplans to reflect the inclusion of student performance KPIs and targets in the ANU Corporate Plan 2022-2025 to include:

- Monitoring and consideration by academic governance (HESF 6.3.1.b.)
- Advice and agenda item consideration flows between Academic Board, ARMC and Council.

3. Due to the change in KPIs and targets relevant to students in the ANU Corporate Plan, that ANU consider the skills composition of and/or standing advisors attending the ARMC with regard to student and academic matters.



Review Theme 2 | Effective reporting

As noted earlier, 11 reports were considered by academic governance in 2022 that included student performance elements, and as outlined in the section ‘TEQSA and sector expectations’ performance measures include (but are not limited to) Attrition rates, Progress rates, Completion rates and trend, Grade distributions, Student satisfaction and Graduate success.

All reports with student performance elements progress from AQAC to Academic Board, with the following exceptions:

- the Annual Agent Performance Review is considered only at Academic Board
- the SELT Report and SES Report are conveyed only via the minutes of the TLDC to Academic Board.

Reports considered by AQAC before progressing to Academic Board are typically debated and follow up actions requested. The minutes and papers similarly show a pattern of AQAC advising Academic Board. This is a sign of robust governance.

The following table provides a high level summary of the coverage of reports progressing through academic governance.

Table 13 Summary of Academic governance reports

	Guidance Note ¹²	Academic governance	ANU Corporate Plan
Measures	Attrition	✓	KPI 15
	Progression	✓	-
	Completion	✓	KPI 8*
	Satisfaction	✓	KPI 6*, KPI 7*, KPI 17
	Grade distribution	✓	-
	Graduate success	✓	KPI 16
Cohorts	Identified cohorts and other identified students	Cohort analysis varies between reports. Cohorts selected vary. Level of reporting varies (sampling analysis vs outcomes analysis).	KPI 12 KPI 14 KPI 12

¹² TEQSA Guidance Note: Monitoring and Analysis of Student Performance available at: <https://www.teqsa.gov.au/guides-resources/resources/guidance-notes/guidance-note-monitoring-and-analysis-student-performance>



A detailed matrix has been developed, Table 14, as the analytical base for determining the measures, cohorts and benchmarks progressing through academic governance.

Reports progressing through academic governance (Table 14) for monitoring have differing levels and types of cohort reporting. An agreed selection of priority cohorts, that includes and builds on the cohorts identified in the ANU Strategic Plan and ANU Corporate Plan is essential. An example has been provided in **Appendix 3** Sample Student Performance Reporting.

This approach seeks to establish a hierarchy of reporting as follows:

- Aggregate benchmarks, national benchmarks, relevant ANU KPI
- International and domestic cohorts
- Identification of domestic cohorts (e.g. equity) or other (e.g. admission basis)
- Identification of international cohorts (e.g. entry pathway, agent) or other (e.g. country of origin)
- Establish internal benchmarks (e.g. between Colleges or programs)

After the broad indicators, cohorts and benchmarks are established the second layer of analysis (e.g. regression and causal) can be undertaken pending feedback from academic governance and / or management.

Findings

2.1 Academic Board or its key committees considered 11 reports in 2022 with student performance monitoring, reporting and/or benchmarking elements. The coverage, number and frequency of these reports is considered mostly suitable and reflects significant progress across 2022. The strong coverage of grades distribution (2 aggregate reports and 2 requested reports) assists the University in managing and monitoring student progress and by extension completions.

2.2 There is an expectation in the HESF that cohort analysis be produced and available for deliberative consideration in academic governance committees for most of, if not all, performance indicators. The definition of cohorts needs to be given explicit consideration by academic governance. These cohorts could be expected to respond to the University's particular mission, aspirations and competitive context.



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Table 14 | Matrix of governance oversight and student performance and monitoring elements

Report	Measures	Cohort or other metrics	Benchmark	HESF Alignment	Frequency	
Academic Board	Graduate Outcomes Survey (GOS) and GoS Longitudinal Report, 2021 (QILT)	Graduate satisfaction Graduate outcomes	<ul style="list-style-type: none"> Domestic / international NESB Disability Gender ATSI 	External <ul style="list-style-type: none"> UA universities Go8 Remote Learning Five	5.3.5 5.3.7 6.3.2e 6.3.2g	Annual
	Coursework Grades Distribution Analysis Report	Grade distribution	Other HD, D, C, P, CRS, F, CRN	Internal <ul style="list-style-type: none"> Colleges 	5.3.4b 5.3.7 6.3.2e Guidance Note	Semester
	2015-2020 Undergraduate and postgraduate progress and attrition rates	Progress (success) Attrition	Cohort <ul style="list-style-type: none"> Domestic / international NESB SES ATSI Gender Home country and Home State Age Mode <ul style="list-style-type: none"> Part-time Online Other <ul style="list-style-type: none"> Commencing status Agent 	External <ul style="list-style-type: none"> UA institutions All providers Internal <ul style="list-style-type: none"> Some teaching Colleges Some academic programs 	1.3.6 5.3.4a 6.3.2e	Annual
	2005 – 2015 Cohort Analysis of Undergraduate Bachelor Completion rates	Completion rate and time	<ul style="list-style-type: none"> Age Gender ATSI SES Disability Listed but not reported: <ul style="list-style-type: none"> Agent Agent country 	External <ul style="list-style-type: none"> National 4, 6 and 9 years Internal <ul style="list-style-type: none"> Program duration and type College 	5.3.4a 6.3.2e	Annual
	Failure rates of 1000-level Courses Analysis	Grade distribution	<ul style="list-style-type: none"> First year (1000 level) Level 2000 Level 3000 	<ul style="list-style-type: none"> Colleges 	5.3.4b 5.3.7 6.3.2e	On-request



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Report	Measures	Cohort or other metrics	Benchmark	HESF Alignment	Frequency	
		<ul style="list-style-type: none"> Level 4000 	<ul style="list-style-type: none"> Pre-COVID and post-COVID 	Guidance Note		
Annual Agent Performance Review	Progression Attrition Completion	Qualitative	-	5.3.4a 7.1.4	Annual	
Academic Progress Report	Progression	-	-	5.3.4a 6.3.2g	Annual	
Academic Quality Assurance Committee (AQAC)	Graduate Outcomes Survey (GOS) and GoS Longitudinal Report, 2021 (QILT)	Graduate satisfaction Graduate outcomes	<ul style="list-style-type: none"> Domestic / international NESB Disability Gender <p style="text-align: center;">ATSI</p>	External <ul style="list-style-type: none"> Other UA universities Go8 	5.3.5 5.3.7 6.3.2e 6.3.2g	Annual
	Coursework Grades Distribution Analysis Report	Grade distribution	Other HD, D, C, P, CRS, F, CRN	Internal Colleges	5.3.4b 5.3.7 6.3.2e Guidance Note	Semester
	2015-2020 Undergraduate and postgraduate progress and attrition rates	Progress (success) Attrition	Cohort <ul style="list-style-type: none"> Domestic / international NESB SES ATSI Gender Home country and Home State Age Mode <ul style="list-style-type: none"> Part-time Online Other <ul style="list-style-type: none"> Commencing status Agent 	External <ul style="list-style-type: none"> UA institutions All providers Internal <ul style="list-style-type: none"> Some teaching Colleges Some academic programs 	1.3.6 5.3.4a 6.3.2e	Annual
	2005 – 2015 Cohort Analysis of Undergraduate Bachelor Completion rates	Completion	<ul style="list-style-type: none"> Age Gender ATSI SES Disability Listed but not reported: <ul style="list-style-type: none"> Agent 	External <ul style="list-style-type: none"> National 4, 6 and 9 years Internal <ul style="list-style-type: none"> Program duration and type College 	5.3.4a 6.3.2e	Annual



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Report	Measures	Cohort or other metrics	Benchmark	HESF Alignment	Frequency	
Failure rates of 1000-level Courses Analysis	Grade distribution	<ul style="list-style-type: none"> Agent country First year (1000 level) Level 2000 Level 3000 Level 4000 	<ul style="list-style-type: none"> Colleges Pre-COVID and post-COVID	5.3.4b 5.3.7 6.3.2e Guidance Note	On-request	
CRS CRN Grades Analysis Semester 1 & 2	Grade distribution	Gender Citizenship status By program By College Postgraduate Undergraduate	By College	5.3.4b 5.3.7 Guidance Note 6.3.2e 6.3.2g	Semester	
Program (course) reviews	Attrition Completion Retention Student satisfaction Graduate outcomes	-	International (in example Oxford at Cambridge)	5.3.1 5.3.4.a 5.3.4.b	As scheduled	
Academic Progress Report	Progression	-	-	5.3.4a 6.3.2g	Annual	
Teaching and Learning Development Committee (TLDC)	SES Experience Survey Report (QILT)	Student satisfaction	Response rates: <ul style="list-style-type: none"> Gender Age Domestic / international ATSI NESB Disability Mode <ul style="list-style-type: none"> Full/ part time 	Internal <ul style="list-style-type: none"> College Classes with disagreement rate more than 10% on overall learning experience Also includes, from 2022, analysis of qualitative responses.	5.3.5 6.3.2e 6.3.2g	Annual
	Student Experience of Learning and Teaching (SELT) Report	Student satisfaction	Response rates: <ul style="list-style-type: none"> Gender Age Domestic / international ATSI Low SES Disability Mode Full/ part time 	Internal <ul style="list-style-type: none"> College Classes with disagreement rate more than 10% on overall learning experience Also includes, from 2022, analysis of qualitative responses.	5.3.5 6.3.2e 6.3.2g	Semester



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Report	Measures	Cohort or other metrics	Benchmark	HESF Alignment	Frequency	
University Research Committee (URC)	Graduate Outcomes Survey (GOS) and GoS Longitudinal Report, 2021 (QILT)	Graduate satisfaction Graduate outcomes	<ul style="list-style-type: none">• Domestic / international• NESB• Disability• Gender• ATSI	External <ul style="list-style-type: none">• Other UA universities• Go8• Remote Learning Five	5.3.5 5.3.7 6.3.2e 6.3.2g	Annual
College Executive Committee	Not located in Executive minute sample provided					

Reporting format and content

As noted earlier, student performance monitoring is a specific type of delegated authority.

The content and timing of reporting to the University's corporate and academic governance bodies is important. Achieving a balance between detail, aggregation, issues identification and clear pathways forward (i.e. recommendations) is essential.

Effective reporting is characterised by reports that have the following four features provided in the table below.

Table 15 | Principles of effective governance reporting

Principle	Features
1. Timely and relevant	<ul style="list-style-type: none"> • Aligned to strategy / corporate plan and including any defined performance measures¹³ • Focussed on the information needed for members to: <ul style="list-style-type: none"> ○ fulfil their responsibilities ○ make an informed decision and/or carry out oversight and monitoring functions • Resolutions or recommendations that are able to stand alone without relying on accompanying text in the paper.
2. Formatted appropriately	<ul style="list-style-type: none"> • Consistent in format, layout and style • Visually easy to read • Succinct - detail should only be provided as supplementary information if required, noting that <i>'any attachment to a paper is still considered part of that paper and each director is still required to read and consider the information contained in the attachment'</i> and <i>'not to contain so much information that the critical elements are obscured'</i>.¹⁴
3. Data clarity	<ul style="list-style-type: none"> • <i>'Ensure the data reported has integrity...'</i>¹⁵ • Ensure data has clear definitions aligned to external sources (where applicable).
4. Support and reflect delegations	<ul style="list-style-type: none"> • Where approval is sought reference the delegation of the authority for specified persons to carry out the actions to effect the recommended approval (i.e. who will implement) • Confirm the paper is progressing to the correct committee and confirm that committee annual workplans capture all monitoring and reporting requirements.

The Principles of effective governance reporting are used as an analytical frame to assess the University's current suite of reports covering elements of student performance reporting.

The reports grouped as follows: attrition, progression and completion, agents, academic progress, grades distribution, student satisfaction and graduate outcomes.

¹³ AICD, 30 January 2019, Principle 6: Performance <https://www.aicd.com.au/corporate-governance-sectors/not-for-profit/principles/performance.html#anchortarget0>

¹⁴ Governance Institute of Australia, 2021, Board Papers p.11 <https://www.governanceinstitute.com.au/advocacy/thought-leadership/guidance-board-papers/>

¹⁵ Deloitte, op cit

Attrition and Progression

Report: 2015-2020 Undergraduate and postgraduate progress and attrition rates

Principle 1: Timely and relevant

The 2015-2020 Undergraduate and postgraduate progress and attrition rates report is a highly relevant report aligning to HESF 5.3.4 and 6.3.2.b. The ANU Corporate Plan 2022-2025 specifies a target 'the attrition rate will be lower than or equal to 0.9%'.

The report was new in 2022 with a similar analysis having previously been conducted in 2015. It is expected to be an annual report moving forwards.

Principle 2: Formatted appropriately

This Academic Board item comprised seven papers (a cover paper and Attachments A – F). Attachment A the report itself and B Regression analysis and cohort performance analysis, form the key report artefacts and is the focus of commentary.

The following formatting changes will assist reader navigation and interpretation:

- Inclusion of page numbers (Attachment A Full report no page numbers)
- Standardisation of font to indicate the material is a package (different fonts used across the cover paper, Attachment A and Attachment B)
- Header and footer to indicate if the analysis is University corporate (Performance and Service Planning) or external or other (e.g. thesis or research publication) analysis.

Principle 3: Data clarity

Attrition calculation

Attrition calculation is consistent with the TEQSA PRA calculation with the exception that the TEQSA PRA specifies a first year focus. As follows:

Attachment A identifies that calculation formulae is:

Attrition rate for year(x) is the proportion of students who commenced a course in year(x) who neither complete in year(x) or year(x + 1) nor return in year (x + 1).

The TEQSA PRA attrition calculation is described as:

The percentage of first year commencing students (higher education only) in a year who neither complete nor return to study in the following year. Adjusted attrition rate may be used if available. Trend may also be considered¹⁶.

Progress (also Success)

Progress calculation is consistent with the TEQSA PRA calculation, with the exception that TEQSA specifies the period as an academic year or 12 month period. Attachment A Full report identifies that the calculation formulae is:

Progress rate (also referred to as Success rate) for year(x) is the proportion of actual student load (EFTSL) for units of study that are passed divided by all units of study attempted (passed + failed + withdrawn).

TEQSA PRA specifies:

¹⁶ TEQSA, Appendix 2: Technical information on risk indicators p. 21 available at: <https://www.teqsa.gov.au/sites/default/files/2022-11/teqsa-risk-assessment-framework-v2-3-4-appendix-web.pdf>

Report: 2015-2020 Undergraduate and postgraduate progress and attrition rates

The percentage of actual student load (EFTSL) for units of study that are passed to all units of study completed (passed + failed + withdrawn), in the last academic year or 12 month period. Trend may also be considered.

Presentation of analysis

Results in Attachment A The Report are presented as a regression analysis, time series analysis and national benchmarking for domestic and international coursework progress rates followed by domestic and international coursework attrition rates.

Attrition and progression are risk indicators for the University in the TEQSA PRA. Therefore the current ordering of material could be improved so that the academic governing committees have oversight of:

- Rate and trend movement in attrition and progression at University level
- Tracking against the ANU Corporate Plan KPI 15: Attrition rate for first-year domestic Bachelor students, the attrition rate will be lower than or equal to 0.9%.
- Cohort rate and trend movement in attrition and progression for the cohorts of:
 - Indigenous, low SES and rural and regional as identified by the ANU Corporate Plan
 - Other cohorts as determined by Academic Board as requiring analysis potentially based on year on year movements in the indicators or other factors such as:
 - Domestic and international, mode, agent, College (as requested by Academic Board in 2022)

Refer **Appendix 3** Sample Student Performance Reporting for a template example.

Other suggested improvements to improve readability and interpretation:

- Clearly state in the report that the measures are consistent with the TEQSA PRA calculation, TCSI, or other as applicable.
- Clear data labelling. Use of one graph title – either in the graph or as a heading (Figure X.) in the report, avoid using both.
- Define the term ‘career’ e.g. ‘program career’ ‘undergraduate career’

Principle 4: Support and reflect delegations

This report is received annually by AQAC and Academic Board. Minutes show engagement with the report, findings and actions.

From 2023 onwards this report should added to the workplan of AQAC (or other nominated Committee) and Academic Board.

Excerpts or summary delegate reports received following academic governance consideration by:

- ANU Council as a summary of key figures, movements, findings and actions included in the *Academic Board – Executive Summary and/or Academic Board Annual Report*
- ARMC as part of consideration of ANU Corporate Plan KPIs and targets.

Completion

Report: 2015 – 2016 Undergraduate Bachelor Completion Analysis

Principle 1: Timely and relevant

The Undergraduate Bachelor Completion Analysis Report is a highly relevant report and helps the University align with HESF 5.3.4 and 6.3.1.b. The report was new in 2022.

Principle 2: Formatted appropriately

The following formatting changes will assist reader navigation and interpretation:

- Inclusion of page numbers
- Use of a single heading for tables and tables to indicate source data
- Consideration be given to using a different chart, or a table format rather than line graphs where lines are close together and indistinguishable
- Header and footer to indicate if the analysis is University corporate (Performance and Service Planning) or external or other (e.g. thesis or research publication) analysis.

Principle 3: Data clarity

Calculation formulae stated in the 2015 – 2016 Undergraduate Bachelor Completion Analysis

Completion rate for year(x) is the proportion of students who commenced a program in year(x) and who have completed their program before October 2021.

The TEQSA PRA uses a change in completions methodology¹⁷. Whereby completions are:

Description: Percentage change of total Undergraduate (UG) and Post Graduate (PG) Coursework / Higher Degree by Research (HDR) student completions in the Reference Year.

Formula: % change in completions = (R1-R2)/R2 x 100

Data source: TCSI

- specify which institutions or source forms the international benchmark
- be clear where publicly available and reported data is being used and where data has been subject to regression or other analysis, or alternate calculation methodologies have been used.

Principle 4: Support and reflect delegations

To support academic governance monitor institutional benchmarks, this report should be replicate the report in future years with input from academic governance and other areas within the university, for example Colleges regarding target cohorts and relationships.

¹⁷ TEQSA Risk Assessment Framework, Appendix 1: Risk indicators, description of risk and links to Standards, p.22

Report: 2015 – 2016 Undergraduate Bachelor Completion Analysis

Analysis in this report should be reframed to provide academic governance with options and issues for consideration. For example this report identifies a potential link between academic progress and attrition:

Figure 16 displays progress rates of commencing undergraduate students. The data is grouped by attrition status after the first year of study. The figure shows that commencing students who attrit after one year of study have notably lower progress rates in that first year compared with students who continue studying. The results are correlative only, and it is unconfirmed exactly what relationship exists between low progress rates and attrition.

This could be rephrased to suggest a closer examination of the first year cohort to understand the relationship between progress tracking (Academic Progress Rule), and differences between Colleges or programs,

Academic progress

Report: Academic Progress Annual Report

Principle 1: Timely and relevant

This report is received annually. This report is highly relevant as an Academic Board report as it reports on progress in terms of intervention against the Academic Progress Rule. It is less relevant in terms of student performance reporting.

Principle 2: Formatted appropriately

The Academic Progress Annual Report comprises:

- A cover note
- An excel spreadsheet

The cover note provides a clear, succinct reporting on academic progress that is embedded into the cover note and is well formatted and easy to understand.

The excel spreadsheet could be enhanced with a summary worksheet providing graphs or charts highlighting key movements. The existing format is very numerically dense.

Principle 3: Data clarity

The data is clear and well presented, with some opportunity for increased clarity in the accompanying excel spreadsheet (as outlined above).

Principle 4: Support and reflect delegations

Academic Progress Report is a limited report designed to provide the Academic Board with oversight of students who have breached the *Academic Progress Rule 2019*.

Agents

Report: Annual Agent Performance Review / 2021 Review International Education Agents (with summary of 2022 Agent Review in progress) (analysis restricted to attrition, progression, completion)

Principle 1: Timely and relevant

This report is highly relevant and essential for academic quality assurance.

Principle 2: Formatted appropriately

The report is extremely well formatted and easy to read.

Principle 3: Data clarity

Student performance data monitoring the outcomes of students by agent should be included in a table format at the aggregate level and according to risk or academic performance parameters, as determined by academic governance. For example: the top X% of agents according to student performance; and the bottom X% of agents according to student performance OR Attrition above a certain threshold, Progression and Completion below a certain threshold.

Avoid the use of commentary such as 'small', 'significantly different' and 'a few'¹⁸. These terms should only be used where an agreed scale is in place to define these terms and the scale is included for reference in the report.

Principle 4: Support and reflect delegations

Mapping of minutes and papers (**Appendix 5** Mapping) shows that AQAC did not consider the Annual Agent Performance Review Report.

To support and reflect delegations it is important that governance is able to monitor effectively. The Annual Agent Performance Review report includes the following commentary under 2016-2020 Progress Rates:

For more detail, please refer to the item tabled at AQAC 6/2021 and the minor revision tabled at AQAC 2/2022.

And for 2005-2016 Completion Rates:

Looking at the preliminary results which are scheduled to be tabled at AQAC 3/2022, there are no significant differences in completion rates when analysed by agent or country. Please refer to that report when tabled'.

The Annual Agent Performance Review needs to 'close the loop' if aspects of the report and monitoring is occurring through other mechanisms. For example:

- Did AQAC approve/note/request action on the item?
- Did AQAC consider these matters via other reports (e.g. 2015 – 2016 Undergraduate Bachelor Completion Analysis or the 2015-2020 Undergraduate and postgraduate progress and attrition rates)?

¹⁸ Annual Agent Performance Review pp. 8-9

Student Satisfaction

The University has two reports providing insight on student satisfaction:

- The SELT Report
- The SES Report

Analysis is provided on both.

Report: SELT (Student Experience of Learning and Teaching) Report
<i>Principle 1: Timely and relevant</i>
The SELT report aligns with HESF 5.3.5 'all students have opportunities to provide feedback on their educational experiences and student feedback informs institutional monitoring, review and improvement activities'. The report is highly relevant and is received on a Semester basis by TLDC.
<i>Principle 2: Formatted appropriately</i>
The SELT Report is consistent in format, layout and style. It is easy to read and has a good balance between text, tables and charts.
<i>Principle 3: Data clarity</i>
Data clarity could be improved. The text suggests that student are provided with a Likert scale five class survey questions and five teaching survey questions (10 questions in total). The results are not reported as Likert, with only Disagreed, Neutral and Agreed reported. This risks masking changes in student experience with learning and teaching moving between 'strongly agreed' and 'agreed' and similarly between 'strongly disagreed' and 'disagreed'. Response rates are given extensive treatment in this report. This should be summarised and a recommendation provided, for example is there a need to target certain colleges or programs to improve response rates? Cohorts (Indigenous, Low SES, disabled) are provided in relation to response rates but not regarding SELT results. Feedback during this review indicated an interest in revisiting the SELT questions. This could be undertaken with an exercise to determine the cohorts requiring elevated SELT reporting.
<i>Principle 4: Support and reflect delegations</i>
This report is an important report. The inclusion of qualitative responses indicates engagement with the report as a monitoring mechanism.

Report: SES (Student Experience Survey) Report

Principle 1: Timely and relevant

Student satisfaction is publicly available annually through QILT and the ANU Corporate Plan establishes an institution benchmark of SES:

- Teaching quality for domestic bachelor students of >80%.
- HDR – positive about skills development – Top of Go8 by 2025
- HDR – Overall satisfaction – Top of Go8 by 2025

Principle 2: Formatted appropriately

The SES Report is consistent in format, layout and style. Improvements are needed to increase readability and bring forward key points. The following observations are made:

- Include a Table of Contents (the report is 45 pages long)
- Consider the structure of the report. Consider commencing with Overall satisfaction and then aligning to the five areas of SES: Learner Engagement, Learning Resources, Skills Development, Student Support and Teaching Quality.
- The SES Report commences with 6 pages of sampling issues, background and discussion around COVID, online delivery, bias and survey response rates. This could be summarised and/or moved to an Appendix.
- The Findings section pages 11 – 17 again focuses on sampling methodology and sampling issues. This requires summarising and/or moving to an Appendix.
- Care should be taken to ensure that graphs have only one heading (either in text or in object).

Principle 3: Data clarity

Clearer identification of the public, national measures would assist to frame the SES Report. Discussion of Performance-Based Funding (p.36) should be sharpened and if risks are present, these be clearly articulated.

The information provided is text dense (first graph on page 17). Ways to increase use of diagrams and key data points (e.g. publicly available metrics) should be explored.

The TLDC cover brief indicates that modelling has been undertaken. It is unclear why modelling has been undertaken, or its use in relation to QILT data. It is important that performance reports remain focused on informing governance and management decision-making. Typically, research and modelling are separate activities that may be needed following governance and management consideration as part of a casual or detailed analysis¹⁹.

Principle 4: Support and reflect delegations

The SES is an important tool for understanding student experience. The Report supports delegations for the TLDC. Improvements are needed so that TLDC is provided with rate and trend information, by selected cohorts and for a benchmark comparator (e.g. Go8) .

¹⁹ Example analysis from TLDC cover brief: *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. (TLDC Item 7 2021 Student Experience Survey ANU Institution Report cover brief).*

Grade Distribution

Academic governance considered three reports related to grade distribution in 2022:

- Coursework Grades Distribution Analysis Report Semester 1 and 2
- CRS and CRN Grades Distribution Analysis
- Failure Rates of 1000-level Course Analysis²⁰

Report: Coursework Grades Distribution Analysis Report Semester 1 and 2

Principle 1: Timely and relevant

The Coursework Grades Distribution Analysis Report is received on a semester basis and supports the University to identify any academic quality issues and act promptly.

Principle 2: Formatted appropriately

This report:

- Is easy to understand.
- Has effective use of graphs.

Principle 3: Data clarity

This report demonstrates that the University adopts sophisticated metrics and platforms to visualise data and report through to the governing bodies. There is the opportunity to enhance grade distribution reporting by reporting on grade distribution by specific cohort. For example this could be reported on by gender or socio economic status to identify if there are any risk factors associated with specific cohorts.

Opportunity to strengthen by analysis of Fail, or other grade bands by demography. Academic Board established this precedent in 2022, requesting demographic analysis of the CRN and CRS grades.

Principle 4: Support and reflect delegations

Clear governance oversight and engagement.

The *Academic Progress Report* provides a clear summary of consideration and actions at Academic Board and AQAC.

Report: CRS and CRN Grades Distribution Analysis

Principle 1: Timely and relevant

This report stemmed from a request for more detailed analysis of the Coursework Grades Distribution Analysis Report (above). The report was timely and relevant, particularly in the COVID context.

²⁰ Recorded in the Appendix 5 Mapping of minutes, detailed examination of the report not undertaken as papers for October 2022 Academic Board meeting not provided.

Report: CRS and CRN Grades Distribution Analysis

Principle 2: Formatted appropriately

This report:

- Is easy to understand.
- Has effective use of graphs.

The report is embedded into the cover paper rather than a standalone attachment. The inclusion of page numbers would improve formatting.

Principle 3: Data clarity

The data is clear and easy to understand. Consider using alternative presentation to line graphs when the lines are indistinguishable due to similar value layering of the lines.

Principle 4: Support and reflect delegations

This report was created to reflect requests and requirements of academic governance consideration.

Graduate outcomes

Report: Graduate Outcomes Survey and Graduate Outcomes Survey – Longitudinal 2021 Report (QILT)

Principle 1: Timely and relevant

The results from the QILT survey are provided to the Academic Board on an annual basis as this becomes available. This is in line with industry practice.

Graduate satisfaction is measured in the TEQSA PRA.

The ANU Corporate Plan includes an institutional benchmark of >93% overall graduate employment rates for domestic bachelor students.

Principle 2: Formatted appropriately

Lead with findings. The report is text dense and discusses in detail regression, bias and response rates. Consider shifting the introductory and background information to an Appendix. Noting that Academic Board requested additional detail regarding response rates at the 15 March 2022 meeting, consider establishing a group of universities, potentially the Go8 with which the university could share data (pre-publication) and similarly establish shared experience with response rates. This may assist with filtering and understanding the impact of response rates.

Summarise the report into an executive summary, potentially with key points similar to the cover brief to Academic Board.

Summarise identified survey method and sampling issues into a bullet point list: bias, low response rate etc.

Principle 3: Data clarity

Clearly designate all charts and analysis as either:

- QILT based and consistent with nationally published material
- Based on or derived from ANU modelling of QILT
- Include tables in Appendices with details of benchmarks where graphs are too small to show provider name and value
- Strengthen analysis of cohorts by agreeing selected cohorts with governing bodies and developing suitable charts or tables

Principle 4: Support and reflect delegations

The GOS and GOS-L report was considered at Academic Board meeting 15 March 2022. Minutes indicate that the report was returning following requests from the Academic Board for increased detail on response rates across Australian universities. Minutes indicate that ANU performance remained consistent and within the average of the sector (universities) in respect of full-time employment and median income over time. Minutes indicate discussion regarding strategy 'ANU needs to consider whether or not to change strategy entirely, or approach performance improvement with an optimisation strategy that is more targeted and balanced'. Minutes similarly indicate a desire to increase response rates with assistance of the Colleges and the appointment of a lead in the ANU Careers Team assist with employability.

The Analysis of Graduate Outcomes and Survey responses is an annual agenda item that progresses through to the Academic Board. It is based on the QILT outcomes survey which is initiated by the Government and analyses survey responses.

Analysis of the reports dealing with student performance across a range of attrition, progression, grades distribution, satisfaction and graduate outcomes measures shows variable reporting formats, approaches and suitability.

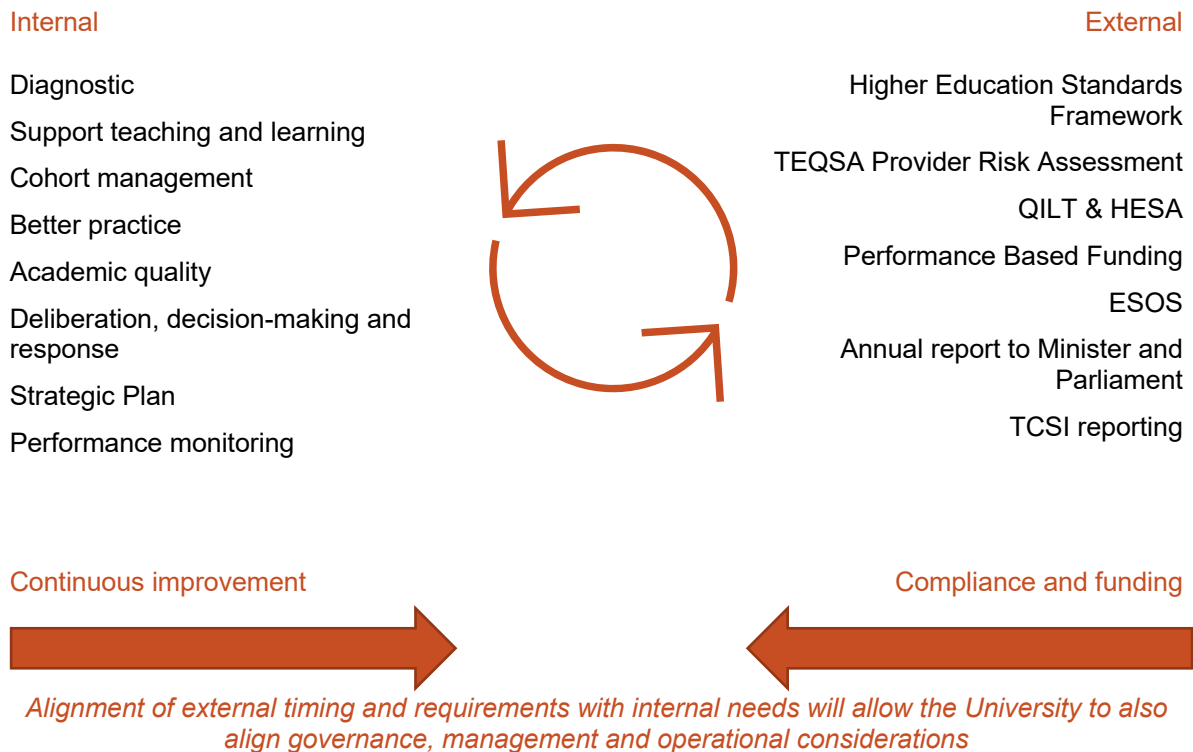
Finding

2.3 Formatting, presentation and length of reports varies and potentially impacts academic governance consideration. Certain reports, such as the Coursework Grade Distribution Report and the GOS and GOS-L report are well embedded and minutes show high levels of engagement, deliberation and subsequent action requests. The Coursework Grade Distribution Report is well structured with clear analysis and layout.

Other drivers | broader reporting environment

A regular, well understood system of student performance monitoring, reporting and benchmarking supports a range of internal and external requirements. Importantly it provides quality assurance and, when internal and external measures are aligned can help ensure ‘no surprises’ and that longer term incremental trend changes are identified and managed. While the focus of this review is reporting through a regulatory lens, there are other external drivers of student data collection and performance reporting that create an environment that is increasingly data and performance driven.

Figure 3 | Internal and external drivers of student performance monitoring and reporting



Finding

2.4 There are a range of external drivers for student performance monitoring and benchmarking, including the focus of this review which is especially HESF oriented. Alignment of KPI definitions will assist academic governing bodies to engage with reports and acquit their responsibilities. It is important that the University monitor and manage the PRA indicators, among others, as movements in the PRA indicators influence regulatory interaction.

Considering the suite of reports (see section Effective Reporting), performance reports need to enable monitoring of the institutional benchmarks established in the ANU Corporate Plan

2022-2025 and represent a whole of university snapshot of performance. Performance reports should:

- provide information of the uses for the performance measure (e.g. PBF, PRA, published nationally etc.)
- be highly summarised with a focus on key measures and movements
- provide enough information for academic governance to deliberate and determine areas for additional analysis e.g. regression and causal analysis

Risks associated with movements in indicators should be clearly articulated either in the Performance report or in the cover briefing paper. **Appendix 4** Sample Student Performance Reporting provides a summary template for standardised student performance reporting.

Effective Reporting

Recommendation: Improve internal and external clarity of performance reports

ANU continue to meet the HESF requirements for consideration of rates and trends in attrition, progression (success) and completion by adding the 2022 reports on attrition, progress and completion to the annual workplans for Academic Board and relevant academic committees.

5. Establish and refine:

- a. a single set of core indicators that reflect the HESF, TEQSA PRA, and KPIs and targets identified in the ANU Corporate Plan¹
- b. with input and advice from academic governance, the priority cohorts or other characteristics for monitoring, reporting and benchmarking.

6. Standardise:

- a. methodologies for collecting and reporting data for student performance monitoring and benchmarking using the standardised higher education sector definitions as determined by either TEQSA or TCSI.
- b. report formats to allow for improved information layout, source identification and reader navigation.

7. Enhance dialogue with staff and colleges:

- a. to ensure the adoption of standardised metrics, with tailored metrics used only as supplementary measures and noted as such.
- b. to minimise duplication in student experience surveying in accordance with existing policy frameworks.

Review Theme 3 | Benchmarking arrangements

Benchmarking in this report has been largely viewed through a performance reporting lens. However benchmarking through external referencing as a part of program review is a key academic activity. Linkages exist with performance reporting and the HESF includes both activities under the 5.3 Monitoring, Review and Improvement standard. This section builds on the preceding sections and provides observations for linking and building on established external referencing relationships to allow a broader more fulsome consideration of performance indicators.

External referencing occurs at the course and program level.

ANU is currently coordinating a trial of the Go8 External Peer Review Process (EPR) that replaces the QVS, which was paused during COVID. EPR provides course level external referencing for selected units. The pausing of QVS created a potential exposure and reliance on published benchmarking data which is not granular to the unit level and very lagged. It is important that the EPR trial progress and this form of external referencing and benchmarking is maintained.

Finding

3.1 Universities are required to undertake a range of benchmarking and external referencing under the HESF. The pausing of the Go8 QVS during COVID had a significant impact on benchmarking, or external referencing at the course (unit) level. The new External Peer Review (EPR) Process Go8 trial being coordinated by ANU is an opportunity to embed the core expectations of HESF 5.3 in relation to progression rates and grade distribution. The EPR, building on QVS, is anticipated to be a strong exemplar of course (unit) level benchmarking

The relationship with the Go8 and/or relationships with other like institutions provides opportunities for data sharing, either as part of EPR or as part of a broader collaborative effort.

The movement of sector data to TCSI should bring improvements in timeliness and comparability of data prior to release by the Department of Education. This creates opportunities for data sharing prior to public release, allowing for faster comparison, the potential for earlier identification of issues and interventions. This may become of increasing relevance as academic governance identifies key cohorts, such as equity cohorts, that may be small in number but require different consideration, efforts and understanding in the context of research-intensive institutions.

Finding

3.2 Benchmarking in the sector often refers to external referencing, such as the EPR noted above. Benchmarking however is also used in student performance monitoring to contextualise indicators and to set parameters.

The DoE (formerly DESE) higher education data is significantly lagged (often at least two years). The University will need to use its internal verified data (TCSI) to provide more timely analysis and a 'heads up' on movements in external performance reports, such as the PRA.

The ANU Coursework Review Form²¹ (identified in earlier sections and in Table 14 | Matrix of governance oversight and student performance and monitoring elements) is a program review component that progresses through academic governance as part of course accreditation. Program review at ANU includes the requirement for assessment of completion, attrition, retention, student satisfaction and graduate outcomes. Benchmarking with competitor institutions is undertaken as part of market analysis.

Finding

3.3 Course (unit-level) review under HESF requires shorter-term (e.g. annual) reviews complemented by cyclical major program (course) reviews (typically every program, every five to seven years, with significant external input/scrutiny). Recommendations are considered and, where applicable, implemented. The Coursework Review Form¹ provides:

- information on retention, progression, completion, student satisfaction and graduate outcomes, and for some, a benchmark (e.g. retention below 80% requires explanation)
- benchmarking against competitors as a market analysis

²¹ Program review template for ANU is the Coursework Review Form

Benchmarking arrangements

Recommendation: leverage existing relationships and systems

8. Continue to work with Go8 to trial and develop the EPR. This is essential for course development, monitoring and improvement.

9. Building on recommendations 5 and 6 (Report Formats), after establishing an agreed framework of measures and reports, ANU should:

- a. establish a process for early reporting of data that is subsequently used publicly or by external agencies, e.g. PRA indicators
- b. establish a series of internal benchmarks (e.g. between Colleges, FOEs, programs or other factors), including defined cohort performance
- c. if systems allow, establish automated reports on key indicators at the course level that allow academics with learning and teaching responsibilities to view performance indicators. This includes SELT reviews.

10. Following consideration of Recommendation 5, consider the alignment between the Coursework Review Form and the internal and external measures of the University. Consider strengthening the Coursework Review Form by including benchmark comparators for indicators provided (either external or internal) and broadening the market competitor analysis, where possible, to include key metrics of the comparator programs. the University's commitment to deploying external referencing and external independent expert participation in cyclic program review across the program portfolio should be reinforced.

APPENDICES

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Appendix 1 | Acronyms glossary

AQAC Academic Quality and Assurance Committee

CRN Course Requirements Not Satisfied

CRS Course Requirements Satisfied

EPR External Peer Review Process

A pilot in 2022/23 of small number of courses, designed to align with legislative requirements, provides for a peer review day and opportunity for course convenors both professional develop and improve quality standards.

GOS Graduate Outcomes Survey, part of QILT.

GOS-L Graduate Outcomes Survey - Longitudinal, part of QILT.

HESF Higher Education Standards Framework

PBF Performance Based Funding

PRA Provider Risk Assessment

Annual risk rating process by TEQSA covering student and financial measures. Provided to each individual provider in the sector.

QILT Quality Indicators for Learning and Teaching

The Social Research Centre administers the QILT surveys on behalf of the Australian Government Department of Education. Includes SES, GOS and GOS-L Results available: <https://www.qilt.edu.au/>

QVS Quality Verification System

'The Group of Eight (Go8) Quality Verification System (QVS) is a quality assurance activity for leading research intensive universities in Australia.

The annual activity provides public assurance and confidence that undergraduate learning outcomes and grades are comparable across the Go8 and in line with world leading universities. Go8 QVS involves the expert review of a randomly selected and de-identified sample of students' final year assessments at each grade level along with course outlines/guide and learning outcomes, how learning outcomes relate to degree level outcomes, and grade nomenclature'. Source:

<https://www.adelaide.edu.au/learning/quality-assurance/benchmarking/go8-quality-verification-system>

SELT Student Experience Learning and Teaching

SES Student Experience Survey Report, part of QILT

TCSI Tertiary Collection of Student Information

Appendix 2 | Interviews

Interviews appear in chronological order.

Name	Position	Date
Professor Royston Gustavson	Dean, Academic Quality Chair, Academic Quality Assurance Committee	3 November 2022
Ms Leone Nurbasari	Assoc Dir, Report and Analytics, Planning and Performance Measurement	5 December 2022
Mr Jason Mazanov	Manager, Evaluations, Planning and Performance Measurement	
Mr Christopher Reid	University Secretary Director Corporate Governance and Risk Office	6 December 2022
Professor Grady Venville	Deputy Vice Chancellor Academic	6 December 2022
Ms Suzie Alcorn	Head Academic Standards and Quality Office (ASQO)	12 December 2022
Ms Nora Sautter	Project Manager ASQO	
Professor Joan Leach	Academic Board Chair	12 December 2022
Professor Ann Evans	Dean HDR	15 December 2022
Ms Roxanne Missingham	University Librarian	15 December 2022
Dr John Debs	Academic Board member	19 December 2022
Ms Aroosa Mehreen	Acting AQAC Secretary	21 December 2022
Mr Scott Pearsall	Academic Registrar	24 January 2023
Associate Professor Wayne Morgan	Associate Dean (Education) College of Law	27 January 2023

Appendix 3 | Snap shot data sources

Table 1 | ANU cohorts (EFTSL) 2017 - 2021

Data Source: All, domestic, international EFTSL: <https://www.education.gov.au/higher-education-statistics/resources/student-load-pivot-table-2021>

Data Source: Indigenous EFTSL:

<https://app.powerbi.com/view?r=eyJrIjoiNDY5ZDkxYTYtZDUxOC00NTczLTlhZmItMWFjY2FhOGZiYjIzIiwidCI6ImRkMGNmZDE1LTQ1NTgtNGlxMi04YmFkLWVhMjY5ODRmYzQxNyJ9> (Page 3)

Table 2 | ANU equity cohorts (student headcount) compared to overall domestic 2017 - 2021

Data Source (overall domestic enrolments) : <https://www.education.gov.au/higher-education-statistics/resources/student-enrolments-pivot-table-2021>

Data Source (equity students): <https://www.education.gov.au/higher-education-statistics/resources/2021-section-11-equity-groups>

Regional and Remote categories are derived from the 2016 ASGS. All Regional and Remote data are based on a student's permanent home address postcode. Students are classified as being Low SES if their permanent address is in an area in the bottom 25% of the 2016 SEIFA Education and Occupation Index for 15-64 year olds.

Table 3 | Attrition¹ by equity cohort 2016 - 2020

New Normal Attrition rate:

The New Normal Attrition rate for year(x) is the proportion of students who commenced a course in year(x) who neither complete in year(x) or year(x + 1) nor return in year(x + 1). The normal attrition rate calculation is based on a match process using the students' StudentID. This gives a "crude" attrition rate, which identifies students that neither complete a course nor are retained the following year at the same institution. Students who remained at the same institution, but changed course are not counted in the attrition group. Students who changed institution are counted as attrited.

Data Source:

<https://app.powerbi.com/view?r=eyJrIjoiOTY3ZmQ2OTUtODdlYi00YTMyLWlwNzAtM2RiZWMwNjk0Mzc1IiwidCI6ImRkMGNmZDE1LTQ1NTgtNGlxMi04YmFkLWVhMjY5ODRmYzQxNyJ9>

Definition

<https://www.tcsisupport.gov.au/glossary/glossaryterm/Attrition%20rate>

Table 4 | Success rate

Success rate:

¹ The New Normal Attrition rate for year(x) is the proportion of students who commenced a course in year(x) who neither complete in year(x) or year(x + 1) nor return in year(x + 1). The normal attrition rate calculation is based on a match process using the students' StudentID. This gives a "crude" attrition rate, which identifies students that neither complete a course nor are retained the following year at the same institution. Students who remained at the same institution, but changed course are not counted in the attrition group. Students who changed institution are counted as attrited.

Success rate measures academic performance by comparing the equivalent full-time student load (EFTSL) of units passed to the EFTSL of units attempted. Success rate for year(x) is the proportion of actual student load (EFTSL) for units of study that are passed divided by all units of study attempted (passed + failed + withdrawn).

Any units of study undertaken as Work Experience in Industry are excluded from the calculation.

Data Source:

<https://app.powerbi.com/view?r=eyJrIjoiOTY3ZmQ2OTUtODdlYi00YTmxLWlwNzAtM2RiZWMwNjk0Mzc1IiwidCI6ImRkMGNmZDE1LTQ1NTgtNGlxMi04YmFkLWVhMjY5ODRmYzQxNyJ9>

Table 5 | Completion, 6 year completion rate

*Figures are based on **6-year** completion rates for the commencing cohort.

Completed:

Includes students who completed a course in any year across the given time period. This is based on the commencing cohort, but note the 6-year period includes the commencing year, so the 2012 cohort needs to complete by the end of 2017 to be included. For ANU, this would be 'program' completion.

Data Source:

<https://app.powerbi.com/view?r=eyJrIjoiNDVIZTVkY2YtY2QxMi00ZGE0LWFhODgtNGY3ZWUxM2Y4M2UzIiwidCI6ImRkMGNmZDE1LTQ1NTgtNGlxMi04YmFkLWVhMjY5ODRmYzQxNyJ9>

Appendix 4 | Example student performance reporting

The following template sample is provided for attrition. The structure is such that it can be applied to other student performance measurement areas. A key task is determining the cohorts or other characteristics (e.g. gender, mode) that require tracking on an ongoing basis.

The following tables provide an overview of a summarised approach to student performance monitoring and reporting.

Attrition

Report Title and Date

Audience & Purpose

Insert here the primary audience(s) for this report and its likely pathway:

AQAC – quality assurance – and actions recommended

Academic Board – for noting – unless chair/member stars, and unless AQAC recommends decision by Academic Board

ARMC – risk assurance – and actions recommended

Council – for noting unless chair/member stars and unless ARMC recommends decision by Council

Authorship and Authority

- Technically produced by PSP
- Reviewed by XYZ
- Authorised by DVC Academic

Background

Insert here information on linkages for example:

- Attrition is a key indicator of student success
- Domestic commencing attrition is a measure in the Performance Based Funding Model
- Attrition is a measure in the TEQSA Provider Risk Assessment
- Attrition is collected by DoE and published annually
- ANU Corporate Plan KPI 15 is for domestic attrition to be lower than or equal to 0.9%

Attrition is:

[insert the TEQSA PRA definition]

[outline briefly different domestic and international attrition (normal, new normal, adjusted) and state which measures are used].

If ANU is using a different measure of attrition, for example second and third year attrition or complementing the measure with retention, insert this information here.

ANU Five year trend

Table 1: Attrition rate – five years

	2018	2019	2020	2021	2022
Domestic	%	%	%	%	%
International	%	%	%	%	%
All students	%	%	%	%	%
ANU KPI 15	-	-	-	-	>0.9%

Data source: PSP using TCSI data / other data [specify]

Note: include attrition definition here if moving beyond the first year attrition rate

Domestic cohort analysis

Table 2: Domestic equity cohort trend five years

	2018	2019	2020	2021	2022
Regional	%	%	%	%	%
Remote	%	%	%	%	%
Indigenous	%	%	%	%	%
Low SES	%	%	%	%	%
Other equity*	%	%	%	%	%
Other equity*	%	%	%	%	%
All Domestic students	%	%	%	%	%

*as determined by ANU academic governance

[If student in equity groups are very small, e.g. remote, continue to provide the attrition calculation but attach a note stating the size of the cohort or insert a row below that provides the cohort size and notes that small cohort sizes may exhibit volatility year to year]

Table 3: Domestic cohort entry pathway

	2018	2019	2020	2021	2022
Secondary school – ATAR <95.00*	%	%	%	%	%
Secondary school – ATAR >95*	%	%	%	%	%
VET*	%	%	%	%	%
Higher Education*	%	%	%	%	%
Work	%	%	%	%	%
Other*	%	%	%	%	%
All Domestic students	%	%	%	%	%

*as determined by ANU academic governance.

Table 4: Internal comparators and benchmarks

	2018	2019	2020	2021	2022
College A	%	%	%	%	%
College B	%	%	%	%	%
College C	%	%	%	%	%
College D	%	%	%	%	%
College E	%	%	%	%	%
All Domestic students	%	%	%	%	%

International cohort analysis

Table 5: International cohort entry pathway

		2018	2019	2020	2021	2022
All international students		%	%	%	%	%
Country of origin A*		%	%	%	%	%
Country of origin B*		%	%	%	%	%
Country of origin C*		%	%	%	%	%
All other countries*		%	%	%	%	%
Pathway or articulation provider A*		%	%	%	%	%
Pathway or articulation provider B*		%	%	%	%	%
All other pathways*		%	%	%	%	%
English admission*	IELTS	%	%	%	%	%
	TOEFL	%	%	%	%	%
	Pearson					
	Cambridge / other					
Agent	Top X agents ^{^*}	%	%	%	%	%
	Bottom X agents ^{^*}					

*as determined by ANU academic governance.

[^]as determined by performance on student attrition.

Table 6: Internal comparators and benchmarks

	2018	2019	2020	2021	2022
College A	%	%	%	%	%
College B	%	%	%	%	%
College C	%	%	%	%	%
College D	%	%	%	%	%
College E	%	%	%	%	%
All International students	%	%	%	%	%

National benchmarks 20XX

Table 7: Attrition rates 20XX

		Domestic	International
ANU		XX.XX%	XX.XX%
National average			
Go8	High		
	Low		
Top five		1. University X 2. University X 3. University X 4. University X 5. University X	1. University X 2. University X 3. University X 4. University X 5. University X
Other*			

*as determined by ANU

Commentary

Provide commentary on the tables and how the University is tracking.

Identify areas requiring attention / action

Provide an update on any initiatives underway targeting attrition.

Make suggestions for:

- Regression analysis
- Deeper causal analysis
- Other cohort analysis
- Other benchmarking, for example Equity cohorts by national comparators

REPEAT THIS ANALYSIS IN A SIMILAR STRUCTURE FOR:

- Progression
- Completion
- Student satisfaction
- Graduate outcomes

Appendix 5 | Recent reviews

Table | ANU Student performance monitoring, reporting and benchmarking - Key artefacts and dates

2018 - 2019	<p><i>The Winchester Review</i></p> <p>In 2018 the University undertook a review of academic governance under the HESF. Recommendations included developing a benchmarking policy and the setting and monitoring of benchmarks be included in academic board and/or committee charter/s.</p> <p>In responding to the Review the University noted participation in benchmarking exercises such as the Go8 Quality Verification System (QVS - Refer Glossary) to maintain and improve academic standards².</p>
2020 & 2021	<p><i>COVID</i></p> <p>Large scale disruption</p> <p>Go8 QVS paused, as noted by AQAC in February 2022 in relation to benchmarking.</p>
2021	<p><i>TEQSA Provider Risk Assessment (PRA)</i></p> <p>Overall risk to students Low</p> <ul style="list-style-type: none">- Movement in Graduate Satisfaction indicator from Low to Moderate <p>Overall risk to financial position Moderate</p> <ul style="list-style-type: none">- Movement in Financial Viability indicators from Low to Moderate <p>Refer to Regulatory Context for additional information</p>
2021	<p><i>ANU Strategic Plan 2021 – 2025</i></p> <p>New strategic plan developed and released.</p>
2021	<p><i>Australian National Audit Office (ANAO) Audit</i></p> <p>Regarding student performance, monitoring and benchmarking the ANAO found that ... <i>'the Academic Board monitors the academic environment; is alert to emerging issues; reviews and accredits programs and courses as required; and engages in sector wide analyses to compare its academic performance against other domestic and international universities³'</i>.</p> <p>However the ANAO also found that <i>'...performance reporting arrangements are partially effective'</i> and that <i>'the academic performance reporting arrangements do not fully comply with the requirements of the Higher Education Standards Framework⁴'</i>.</p> <p>Recommendation 5 states:</p> <p><i>To comply with the Higher Education Standards Framework and support effective monitoring of academic performance, the Australian National</i></p>

² ANAO The Auditor-General, 2021, Australian National University's Governance and Control Framework, Auditor-General Report No.11 2021-22 Performance Audit available at https://www.anao.gov.au/sites/default/files/Auditor-General_Report_2021-22_11.pdf pp. 95-96

³ Ibid p.152

⁴ Ibid p.152

University should establish institutional benchmarks for academic quality and outcomes.

2022	<i>ANU Corporate Plan 2022 – 2025</i>
	New Corporate Plan aligned to the ANU Strategic Plan 2021-2025 with key performance indicators, targets, sources and responsibility allocated.
2022	<i>ANU TEQSA Reregistration due (December)</i>
	Confirmed Evidence Table (CET) requesting: <i>‘5.3 Most recent review reports to governing body on progress against organisational targets (including teaching and learning targets and student performance)</i> <i>5.3 Most recent review report(s) (and actions arising) or other evidence of effectiveness of assessment (may include benchmarking reports) and assurance of learning’</i>
2022	<i>EY Internal Audit ANO Recommendations Follow up and Status</i>
	Status identified as ‘On Track’ with advice provided: <i>‘To fully implement this recommendation, the ANU should proceed with the implementation of the research strategy and the teaching and learning strategy.</i> <i>Consideration should be made by the ANU as to when they would like to consider this recommendation as being complete after ANU Council approval on 2 Dec 2022 has been confirmed, noting that the benchmarking process is an ongoing activity’.</i>
2022 - 2023	<i>Go8 External Peer Review Process (EPR) pilot in 2022/23</i>
	A pilot of small number of courses, designed to align with legislative requirements, that provides for a peer review day and opportunity for course convenors for both professional development and improvement of quality standards. Approved by Academic Board 23 August 2022 meeting.
2023	<i>Wells Advisory External Review of Student Benchmarking</i>
	This report, delivered as part of the University’s internal audit program. Focused on improving alignment with HESF.

Australian National University’s Governance and Control Framework⁵

Directly quoted relevant excerpts from ANAO Audit

Winchester Review

⁵ The Auditor-General, 2021, Australian National University’s Governance and Control Framework, Auditor-General Report No.11 2021-22 Performance Audit available at https://www.anao.gov.au/sites/default/files/Auditor-General_Report_2021-22_11.pdf

2.73 In June 2018, the ANU engaged Hilary Winchester to evaluate academic governance structures and processes and examine the extent to which the ANU complied with the academic governance requirements of the Higher Education Standards Framework.⁹⁵ The Winchester Review was completed in February 2019 and concluded that the academic governance structures fully or partially complied with 77 per cent of the Higher Education Standards Framework requirements and made 20 recommendations. The ANU agreed with 11 recommendations, partially agreed with two, did not agree with two and noted the remaining five. In April 2021, the ANU reported to the Council that it had implemented all agreed recommendations.

2.74 One of the two Winchester Review recommendations with which the ANU did not agree recommended that the ANU 'develop a benchmarking policy and that the setting and monitoring of benchmarks be included in the [Terms of Reference] of either or both of the Academic Board or its sub-committees.' The ANU responded that:

the ANU participates in many collective benchmarking exercises, such as the Group of Eight Quality Verification System ... and that the primary focus of such activities is to assist Group of Eight Universities to maintain and improve their academic standards.

2.75 The ANAO reviewed the recommendation and the ANU's response and found that while the ANU contributes to and participates in benchmarking exercises conducted by the Group of Eight to support comparisons, it has not established institutional benchmarks for academic quality and outcomes in line with the requirements of the Higher Education Standards Framework. The status of implementation of the recommendations from the Walker and Winchester reviews, as reported to the Council in August 2018 and April 2021, are listed in Appendix 4. The effectiveness of the ANU's performance reporting arrangements is examined in more detail in Chapter 3, see paragraphs 3.42 to 3.70.

Has the ANU implemented effective performance reporting arrangements?

The ANU's performance reporting arrangements are partially effective. The ANU's Corporate Plan and Performance Statements do not fully meet the requirements of the Commonwealth performance framework. The performance measures do not fully comply with the requirements of the PGPA Rule and do not reflect the characteristics of good performance information. Further, the academic performance reporting arrangements do not fully comply with the requirements of the Higher Education Standards Framework.

3.66 The data sources and methodologies utilised by the ANU to meet its statutory reporting requirements under the Higher Education Support Act 2013 can be used to assess the performance of the ANU against the measures identified in its Corporate Plan. However, to meet the requirements of the Commonwealth performance framework, the ANU must identify in its Corporate Plan and Performance Statement the methodology behind its KPIs (performance measures), and the reasoning for its approach

3.69 The ANAO examined Academic Board agenda papers, submissions and minutes for 2018 to 2020 and found that the Academic Board monitors the academic environment; is alert to emerging issues; reviews and accredits programs and courses as required; and engages in sector wide analyses to compare its academic performance against other domestic and international universities.

3.70 As discussed at paragraph 2.75, while the ANU participates in a range of benchmarking activities conducted across the academic sector it has not set institutional

benchmarks for academic quality and outcomes. As a result, the ANU's academic performance reporting arrangements do not fully comply with the requirements of the Higher Education Standards Framework. 152

Recommendation no.5

3.71 To comply with the Higher Education Standards Framework and support effective monitoring of academic performance, the Australian National University should establish institutional benchmarks for academic quality and outcomes.

Australian National University response: Agreed.

Appendix 6 | Mapping

Academic Governance

Table | 2022 Academic Board minutes mapping

Academic Board	15.03.2022	03.05.2022	28.06.2022	23.08.2022	18.10.2022*
5.3.4 Review and improvement activities include regular external referencing of the success of student cohorts against comparable courses of student, including:					
a. analyses of progression rates, attrition rates, completion times and rates and, where applicable, comparing different locations of delivery, and		<p>Item 11. Report from the DVCRI Presentation covered the R&I Portfolio Plan and: -completion rates for PhD -student experience -tools for benchmarking ANU against Australian and overseas universities.</p> <p>Discussion included: -analytic capacity and the use of improved research analytics - the ANAO recommendation that ANU improve its academic benchmarking</p> <p>Noted: - DVCRI report - DVCRI will present to AB on research analytics -DVCRI report at next meeting to include</p>	<p>Item 12. Report from the DVCRI Context included the ANAO audit and mechanisms to benchmark ANU research performance. Benchmarking ANU research performance is challenging as conventional measurement methods are limited or even flawed. Discussion - approach to measure and compare research income across 4 funding categories - HDR completions are declining, need to establish a reasonable expectation of HDR completion -methodology to measure research performance and benchmark ANU</p>	<p>44. 2005 – 2016 Cohort Analysis of Undergraduate Bachelor Completion Rates Noted the summary paper and to return for discussion</p>	<p>27. Academic Progress Annual Report 2020 50. 2005 – 2016 Cohort Analysis of Undergraduate Bachelor Completion Rates</p>

Academic Board	15.03.2022	03.05.2022	28.06.2022	23.08.2022	18.10.2022*
		<p>update on academic benchmarking</p>	<p>focuses on input rather than output.</p> <ul style="list-style-type: none"> -citation metrics considered and deemed unreliable -URC is developing a set of indicators <p>AB Noted:</p> <ul style="list-style-type: none"> -DVCRI report -That a set of indicators to benchmark ANU within the HDR sector is a priority focus for the AB. <p>15. 2021 Review of International Education Agents</p> <p>Report identifies 'a small number of agents and agent countries with significantly different results from the baseline groups, however the volumes of students admitted via these agents and countries are small and these regression modelling results should be interpreted with caution' (applies to attrition and progression). No difference found for completion.</p>		

Academic Board	15.03.2022	03.05.2022	28.06.2022	23.08.2022	18.10.2022*
<p>b. the assessment methods and grading of students' achievement of learning outcomes for selected units of study within courses of study</p>		<p>19. Coursework Grades Distribution Analysis Report, Semester 1 and 2 2021</p> <p>Discussed trends</p> <p>Noted the Coursework Grades Distribution Analysis Report</p> <p>Noted the upward trend in 80-89 grade range and AB will monitor in Sept</p> <p>Recommended that AQAC expand the working group on Grade investigations to include trends and variation as a result of 90+ distributions and that the working group TOR be changed accordingly</p>		<p>19. Reports on supplementary assessments</p> <p>Noted the 2021 report on supplementary assessments approved for students that received a final course result of N44% or below in the final session of their program</p>	<p>28. Coursework Grade Distribution Analysis Report (Semester 1 2022)</p>
<p>6.3.2 Academic oversight assures the quality of teaching, learning, research and research training effectively, including by:</p>					
<p>e. monitoring and initiating action to improve performance against institutional benchmarks for academic quality and outcomes</p>	<p>18. Graduate Outcomes Survey and Graduate Outcome Survey – Longitudinal (GOS) Report 2021</p> <p>Discussion around performance and improvement strategies.</p> <p>Noted the GOS Report</p> <p>Action that PSP provide AB with further</p>	<p>5. Matters arising from the Minutes and Action Items</p> <p>Chair advised that PSP will report to the June meeting on the GOS report</p>	<p>5. Matters arising from the Minutes and Action Items</p> <p>Chair advised further detail on ANY responses to the GOS report will be provided at the August meeting.</p> <p>Item 22. Review of Admission based on Vocational Experience</p>	<p>14. Academic Risk Monitoring Report</p> <p>- Academic quality, student satisfaction and staff availability</p> <p>Noted</p> <p>- Academic Risk Monitoring Report</p> <p>- members to provide feedback on controls</p>	

Academic Board	15.03.2022	03.05.2022	28.06.2022	23.08.2022	18.10.2022*
	<p>information on Recommendation D of the GOS Report (return May)</p>		<p>2021: for domestic and postgraduate admissions</p> <p>Approved:</p> <ul style="list-style-type: none"> - use of the ANZSCO skills level - additional academic areas for postgraduate programs 	<p>18. Evaluating Student Experience through Analysis of Graduate Outcomes Survey Responses</p> <p>Discussion:</p> <ul style="list-style-type: none"> - PSP plan to normalise reporting on qualitative data and deliver a systematic analysis - weighed the usefulness of GOS/GOSL data against the practical aspects of undertaking graduate survey's internally. <p>AB noted:</p> <ul style="list-style-type: none"> -further information over time is needed to better understand risks and opportunities to improve graduate outcomes -DVCA will initiate analysis of the GOS/GOSL survey data and determine useful indicators <p>Approved</p> <ul style="list-style-type: none"> - PSP analysing comments <p>20. Go8 External Peer Review Process</p> <p>Approved</p>	

Academic Board	15.03.2022	03.05.2022	28.06.2022	23.08.2022	18.10.2022*
				<ul style="list-style-type: none"> - Participating in Go8 pilot in 22/23 -volunteering as the coordinating university 	
<p>g. evaluating the effectiveness of institutional monitoring, review and improvement of academic activities</p>	<p>14. Noted the Academic Risk Monitoring Report</p> <p>15. Noted the ANAO Performance Audit</p> <p>18. Graduate Outcomes Survey and Graduate Outcome Survey – Longitudinal (GOS) Report 2021</p> <p>Discussion around performance and improvement strategies.</p> <p>Noted the GOS Report</p> <p>Action that PSP provide AB with further information on Recommendation D of the GOS Report (return May)</p> <p>20. Noted the report on ARC, NHMRC and MRFF applications and outcomes for 2021</p> <p>21. Noted the NHMRC key findings and recommendations from the internal audit into</p>	<p>16. Noted the Academic Risk Monitoring Report</p> <p>20. Noted the report on ARC, NHMRC and MRFF applications and outcomes for 2021</p> <p>21. Noted the NHMRC key findings and recommendations from the internal audit into NHMRC grant application processes</p> <p>25. Approved the creation of a Learning and Teaching Strategy aligned with the 2021-2025 ANU Strategic Plan with an approach to quality learning and teaching, critical success.</p> <p>Noted an associated consultation process</p> <p>43. Approved the revised Student assessment (coursework) policy</p>	<p>16. Noted the Academic Risk Monitoring Report</p> <p>Item 12. Report from the DVCRI Context included the ANAO audit and mechanisms to benchmark ANU research performance. Benchmarking ANU research performance is challenging as conventional measurement methods are limited or even flawed.</p> <p>Discussion</p> <ul style="list-style-type: none"> - approach to measure and compare research income across 4 funding categories - HDR completions are declining, need to establish a reasonable expectation of HDR completion -methodology to measure research performance and benchmark ANU 	<p>16. 2021 TEQSA PRA Noted</p> <ul style="list-style-type: none"> - the PRA - that within student data the University has been assessed as having a 'Moderate' risk for graduate satisfaction <p>18. Evaluating Student Experience through Analysis of Graduate Outcomes Survey Responses</p> <p>Discussion:</p> <ul style="list-style-type: none"> - PSP plan to normalise reporting on qualitative data and deliver a systematic analysis - weighed the usefulness of GOS/GOSL data against the practical aspects of undertaking graduate survey's internally. <p>AB noted:</p> <ul style="list-style-type: none"> -further information over time is needed to better 	<p>31. Preliminary analysis of GOS 2021 Qualitative Data</p> <p>33. Future of Curriculum Initiative (Curriculum Framework)</p> <p>34. ANU Research Strategy</p> <p>35. ANU Learning and Teaching Strategy</p>

Academic Board	15.03.2022	03.05.2022	28.06.2022	23.08.2022	18.10.2022*
	<p>NHMRC grant application processes</p> <p>24. ANU Undergraduate curriculum reform</p> <p>Presentation and discussion:</p> <ul style="list-style-type: none"> - Alignment to strategic plan and graduate attributes - Address issues of disruption and disengagement (compounded by COVID) <p>Approved the curriculum reform</p> <p>25. ANU Graduate Attributes</p> <p>Noted consultation and feedback</p> <p>Approved the proposed ANU Graduate Attributes</p>		<p>focuses on input rather than output.</p> <ul style="list-style-type: none"> -citation metrics considered and deemed unreliable -URC is developing a set of indicators <p>AB Noted:</p> <ul style="list-style-type: none"> -DVCRI report -That a set of indicators to benchmark ANU within the HDR sector is a priority focus for the AB. <p>24. Cases for English Language Equivalency (CELE) Report 2021</p> <p>Noted:</p> <ul style="list-style-type: none"> - the Report - AQAC will under a further review and identify and mitigate negative impact on the student experience 	<p>understand risks and opportunities to improve graduate outcomes</p> <ul style="list-style-type: none"> -DVCA will initiate analysis of the GOS/GOSL survey data and determine useful indicators <p>Approved</p> <ul style="list-style-type: none"> - PSP analysing comments 	

Table | Academic Quality Assurance Committee (AQAC) minutes mapping

AQAC	16.02.2022	24.03.2022	12.05.2022	30.06.2022	8.09.2022	28.10.2022
5.3.4 Review and improvement activities include regular external referencing of the success of student cohorts against comparable courses of student, including:						
a. analyses of progression rates, attrition rates, completion times and rates and, where applicable, comparing different locations of delivery, and	<p>Items 17, 18 ANU College of Business and Economics renewal of postgraduate admission pathway agreement with Xiamen University and Dongbei University of Finance and Economics</p> <p>- Endorsed with conditions including that the agreement state 'ANU will conduct annual monitoring of student progress and will submit reports on student progress (including GPA reviews) to AQAC...'</p>		<p>15. 2021 Review of International Education Agents</p> <p>Report identifies 'a small number of agents and agent countries with significantly different results from the baseline groups, however the volumes of students admitted via these agents and countries are small and these regression modelling results should be interpreted with caution' (applies to attrition and progression). No difference found for completion.</p> <p>Noted</p> <p>-for transmission to AB</p> <p>- noted by SMG and accepted without any recommendations</p>	<p>9. Go8 External Peer Review Process (EPR)</p> <p>Discussion:</p> <ul style="list-style-type: none"> -new Go8 Peer Review process replaced QVS. -ensures ANU meets legislative requirements to undertake external benchmarking -small number of courses each year <p>Endorsed for AB endorsement that ANU:</p> <ul style="list-style-type: none"> - participates in the EPR pilot 22/23 -coordination by ASQO -members to provide feedback <p>30. Review of pathway precedents</p> <ul style="list-style-type: none"> - A statement regarding annual monitoring has been added to the 	<p>13. Academic Progress Annual Report 2021</p> <p>Endorsed for transmission to AB</p> <p>15. TEQSA PRA</p> <p>-Noted the PRA</p> <ul style="list-style-type: none"> -That the ANU has been assessed as having a 'moderate' risk for graduate satisfaction 	<p>13. 2015 – 2020 Cohort analysis of Undergrad and post grad coursework progress and attrition rates</p> <p>Discussion:</p> <ul style="list-style-type: none"> - commencing and part time have poorer outcomes -advise how transfers treated in attrition <p>Agreed:</p> <ul style="list-style-type: none"> - feedback on cohorts - consult re; student support - attrition clarification - provide College based reported -a paper on what attrition rates are acceptable by cohort

AQAC	16.02.2022	24.03.2022	12.05.2022	30.06.2022	8.09.2022	28.10.2022
				<p>template and does not need to be added by the AB.</p> <p>Agreed:</p> <ul style="list-style-type: none"> -provide feedback - a separate clause be prepared that if a Joint Management Committee is set up the JMC agendas and minutes be provided to AQAC and AB - later, provider a document on JMCs for transnational education and joint degrees noting these programs are complex. <p>32.3. 2005 – 2016 Cohort Analysis of Undergrade Bachelor Completion Rates</p> <ul style="list-style-type: none"> - new report - ANU 4 year completion below national ave, Above at 9 and 9 yr marks - most recent benchmark data 2011 		

AQAC	16.02.2022	24.03.2022	12.05.2022	30.06.2022	8.09.2022	28.10.2022
				<p>Endorsed the report</p> <p>Agreed to add the report to the AQAC annual work plan</p>		
b. the assessment methods and grading of students' achievement of learning outcomes for selected units of study within courses of study	<p>Items 17, 18. ANU College of Business and Economics renewal of postgraduate admission pathway agreement with Xiamen University and Dongbei University of Finance and Economics</p> <p>- Endorsed with conditions including that the agreement state 'ANU will conduct annual monitoring of student progress and will submit reports on student progress (including GPA reviews) to AQAC...'</p>	<p>12. Coursework Grades Distribution Analysis Report Semester 1 and 2 2022</p> <p>Discussed:</p> <ul style="list-style-type: none"> -grade creep -review of assessment underway - student achievement versus bell curve - difference across Colleges in HD grades - difficult to ascertain from the report if the improved grades is a result of improved learning - difficult to read due to grey colours <p>Noted</p> <ul style="list-style-type: none"> - for transmission to AB 	<p>14. Exemptions granted from using Gradebook to record student marks</p> <ul style="list-style-type: none"> - Approved a request that College provide a list of courses with a gradebook exemption - Agreed that an annual report is prepared <p>21. Unresolved Coursework results</p>	<p>13. Exemptions granted from using Gradebook to record student marks</p> <p>Noted the report</p> <p>Requested a proposal come to the AQAC regarding transnational programs taught entirely in a language other than English</p>	<p>14. Coursework Grade Distribution Analysis Report</p> <ul style="list-style-type: none"> - grades distribution returning to pre-COVID - higher failure rate <p>Action</p> <ul style="list-style-type: none"> - further analysis on failure rates for 1000 level by students in first 48 units - highlight if incomplete grades are included <p>Noted the report and endorsed for transmission to AB</p>	<p>11 CRS and CRN Grades Analysis Report</p> <p>Noted:</p> <ul style="list-style-type: none"> -impact of CRS/CRN grades -Demographic analysis of CRN/CRS grades <p>Requested:</p> <ul style="list-style-type: none"> - qualitative data be provided for the next report to assist the Committee in understanding any potential issues

AQAC	16.02.2022	24.03.2022	12.05.2022	30.06.2022	8.09.2022	28.10.2022
		- A Working Group will be set up to discuss 90+ grading				
6.3.2 Academic oversight assures the quality of teaching, learning, research and research training effectively, including by:						
e. monitoring and initiating action to improve performance against institutional benchmarks for academic quality and outcomes	<p>8. ANAO performance audit</p> <ul style="list-style-type: none"> - presented including recommendation that the ANU establish institutional benchmarks for academic quality and outcomes <p>Noted</p> <ul style="list-style-type: none"> -The ANAO Performance Audit <p>11. GOS and GOSL 2021 Report</p> <ul style="list-style-type: none"> - Noted the report - discussed: WIL, better understand overall satisfaction with degree quality, get better ANU data, get better at research on ANU - agreed to circulate to Colleges for feedback 		<p>11. GOS and GOSL 2021</p> <ul style="list-style-type: none"> - Noted feedback from Colleges for transmission to PSP 	<p>9. Go8 External Peer Review Process (EPR)</p> <p>Discussion:</p> <ul style="list-style-type: none"> -new Go8 Peer Review process replaced QVS. -ensures Anu meets legislative requirements to undertake external benchmarking -small number of courses each yea <p>Endorsed for AB endorsement that ANU:</p> <ul style="list-style-type: none"> - participates in the EPR pilot 22/23 -coordination by ASQO -members to provide feedback 		

AQAC	16.02.2022	24.03.2022	12.05.2022	30.06.2022	8.09.2022	28.10.2022
	<p>19 Coursework Review Schedule 2022</p> <p>Discussed that University is discussing benchmarking (external referencing) with other universities and the QVS (Quality Verification System).</p>					
<p>g. evaluating the effectiveness of institutional monitoring, review and improvement of academic activities</p>	<p>11. GOS and GOSL 2021 Report</p> <ul style="list-style-type: none"> - Noted the report - discussed: WIL, better understand overall satisfaction with degree quality, get better ANY data, get better at research on ANU - agreed to circulate to Colleges for feedback 		<p>18. Review of Admission Based on Vocational Experience 2021: For domestic undergrad and post grad admission</p> <ul style="list-style-type: none"> -small number of students <p>Endorsed</p> <ul style="list-style-type: none"> -for transmission to AB for approval - continue to the vocational schedule - additional academic areas be incorporated for post grad 			

Table | Teaching and Learning Development Committee (TLDC) minutes mapping

Teaching and Learning Development Committee	17.02.2022	17.03.2022	05.05.2022	21.07.2022	23.09.2022	10.11.2022
5.3.4 Review and improvement activities include regular external referencing of the success of student cohorts against comparable courses of student, including:						
a. analyses of progression rates, attrition rates, completion times and rates and, where applicable, comparing different locations of delivery, and						
b. the assessment methods and grading of students' achievement of learning outcomes for selected units of study within courses of study						
6.3.2 Academic oversight assures the quality of teaching, learning, research and research training effectively, including by:						
e. monitoring and initiating action to improve performance against institutional benchmarks for academic quality and outcomes	6. FELT SC Annual Report 2021 (update only)	7. SES Student Experience Survey Report -national data not available for benchmarking Noted the SES report and priority areas: - improve student support -understand data already collected to ensure ANU doesn't information already provided - request to provide raw data in future		9. Any other business <i>'PSP highlighted staff using their own course feedback surveys are resulting in a depression on SELT response rates in selected areas. SELT is the official way of receiving feedback, and we can lose visibility of issues when there is less engagement, and SELT results also feed into decision-making. A reminder that staff wanting to create and promote</i>	4. Report from the Chair The Chair had participated in a consultation session run by the Australian Council for Educational Research (ACER) around the Student Experience Survey. ACER are undertaking a review of the SES for the federal government.	

Teaching and Learning Development Committee	17.02.2022	17.03.2022	05.05.2022	21.07.2022	23.09.2022	10.11.2022
				<i>their own survey may also need to get approval from PSP'.</i>		
g. evaluating the effectiveness of institutional monitoring, review and improvement of academic activities					<p>7. SELT Survey results</p> <ul style="list-style-type: none"> - SELT Report provides quantitative data and now also qualitative data - proposed 'Bottom 5% Report' being sent to ADEs and being reviewed <p>Noted Semester 1 2022 SELT Report</p> <p>Endorsed the revision of College reporting to TLDC on bottom 5% SELT courses</p> <p>8. ANU Learning and Teaching Strategy</p> <p>Endorsed the ANU Learning and Teaching Strategy</p>	

Table | University Research Committee

University Research Committee	23.02.2022	13.04.2022	08.06.2022	24.08.2022
5.3.4 Review and improvement activities include regular external referencing of the success of student cohorts against comparable courses of student, including:				
a. analyses of progression rates, attrition rates, completion times and rates and, where applicable, comparing different locations of delivery, and	<p>6. Research Block Grant Change in Methodology and Impact on ANU</p> <p>Discussion:</p> <ul style="list-style-type: none"> -impact of pandemic on HDR completions at ANU and in comparison with other unis. -manage out or manage to completion -support needed to complete <p>Noted the summary financial impact due to changes in Research Block Grant methodology</p>	<p>16. GOS and GOSL 2021 Report</p> <p>Noted the GOS and GOSL 2021 report</p>	-	
b. the assessment methods and grading of students' achievement of learning outcomes for selected units of study within courses of study			-	
6.3.2 Academic oversight assures the quality of teaching, learning, research and research training effectively, including by:				
e. monitoring and initiating action to improve performance against institutional benchmarks for academic quality and outcomes	<p>17. ANAO Performance Audit of the ANU</p> <p>Noted the ANAO Performance Audit</p> <p>18. ARC 2021 Outcomes Report</p> <p>Noted the ARC 2021 Outcomes</p>		-	<p>6. ANU Research Strategy</p> <ul style="list-style-type: none"> - need to determine a small number of research indicators - strategic goal includes completions <p>Noted the report on the AU Research Strategy and the</p>

University Research Committee	23.02.2022	13.04.2022	08.06.2022	24.08.2022
	19. NHMRC and MRFF 2021 Outcomes Report Noted the NHMRC and MRFF 2021 Outcomes Report			discussion around quantitative targets 16. HDR Program Reviews – 2022 - review every HDR program and progress to URC - increase diversity, recruitment strategies and exit surveys. Endorsed the HDR Program Reviews for AB consideration
g. evaluating the effectiveness of institutional monitoring, review and improvement of academic activities		17 ARC Audit Report Noted the ARC Institution review of the ANU and the University's response	-	11. HDR Supervision Development and Registration Procedure Endorsed the establishment of the Procedure

Corporate Governance

Table | Audit and Risk Management Committee

ARMC	2 February 2022	23 March 2022	1 May 2022	29.06.2022	17.11.2021
5.3.4 Review and improvement activities include regular external referencing of the success of student cohorts against comparable courses of student, including:					
a. analyses of progression rates, attrition rates, completion times and rates and, where applicable, comparing different locations of delivery, and				4.3 TEQSA Reregistration update DVCA presented (select summary): - dashboard being established to monitor research completion times -seeking clarification re: a move from low to moderate risk Noted the update	
b. the assessment methods and grading of students' achievement of learning outcomes for selected units of study within courses of study					
6.3.1. Processes and structures are established and responsibilities are assigned that collectively:					
b. set and monitor institutional benchmarks for academic quality and outcomes		2.6 2021 Annual Performance Statement Discussed: - last set of performance statements against the previous Strategic Plan - the next performance statements are being developed against the			2.1 Vice Chancellor's Report ANU 2025 -Following Council's approval of ANU 2025 on 30 July 2021, a range of meetings have been taking place across the University to establish

ARMC	2 February 2022	23 March 2022	1 May 2022	29.06.2022	17.11.2021
		<p>new Corporate Plan and will be more clearly presented</p> <p>Recommended inclusion in the Annual Report 2021</p> <p>Requested an attestation letter from the COO</p>			<p>performance related targets and measures.</p> <p>- The Committee also noted the need to have meaningful performance measures and firm targets as an indicator of achievement against significant projects.</p> <p>2.6 Corporate Plan 2022 Discussion</p> <p>- requested further alignment of corporate and strategic plans</p> <p>-emphasised the importance of measurable key activities in the Corporate Plan</p>
6.3.2 Academic oversight assures the quality of teaching, learning, research and research training effectively, including by:					
<p>e. monitoring and initiating action to improve performance against institutional benchmarks for academic quality and outcomes</p>	<p>3.7 ANAO Performance Audit of the ANU – Final report and implementation plan</p> <p>Noted</p> <ul style="list-style-type: none"> - presentation to Parliament - Council approved the implementation of recommendations - updates concerning implementation be provided to ARMC and Council 		<p>4.1 ANAO Performance Audit Recommendation – Implementation – Progress Report</p> <p>Noted</p> <ul style="list-style-type: none"> - progress - update on information and records management will be provided November meeting 		<p>4.4 ANAO Performance Audit of the ANU</p> <ul style="list-style-type: none"> - noted the status - endorsed for Council approval of the implementation of recommendations - requested progress reports

ARMC	2 February 2022	23 March 2022	1 May 2022	29.06.2022	17.11.2021
g. evaluating the effectiveness of institutional monitoring, review and improvement of academic activities					

Appendix 7 | Charters

Table | Excerpt of governance committee charters

Committee	Excerpts relevant to student performance, monitoring and reporting
University Council	<p>Charter of the ANU Council⁶</p> <p>Functions 6.1.b.</p> <ul style="list-style-type: none"> • <i>‘...overseeing and reviewing the management of the University and its performance</i> • <i>ensuring that the strategic goals set by the Council are delivered by effective management systems</i> • <i>overseeing and monitoring the academic activities of the University</i> • <i>establishing policy and procedural principles, consistent with legal requirements and community expectations’</i> <p>6.2 p) <i>Approval of the annual report, including the annual financial statements and annual performance statements.</i></p>
Audit and Risk Management Committee	<p>Audit and Risk Management Charter⁷</p> <p>2. Objective</p> <p>3. <i>The objective of the Committee is to provide advice to Council on the appropriateness of the University’s annual financial reporting, audit, performance reporting, system of risk oversight, internal controls and general compliance with policy, applicable laws and regulations, consistent with the University’s pursuit of excellence in all aspects of its work as presented in the Strategic Plan (ANU 2025).</i></p> <p>5. Roles and responsibilities</p> <p>10. <i>The Committee’s responsibilities, subject to revision by Council, are to provide advice to Council regarding the appropriateness of the University’s:</i></p> <ul style="list-style-type: none"> • <i>financial reporting</i> • <i>performance reporting</i> • <i>system of risk oversight and management</i> • <i>system of internal control.</i> <p>5.2 Performance reporting</p> <p>12. <i>In providing advice on the appropriateness of the University's performance reporting, the Committee will review the systems and</i></p>

⁶ Charter of the ANU Council, approved 21 July 2017 and amended 20 July 2018 and 10 February 2022 available at: <https://www.anu.edu.au/files/committee/Council%20Charter.pdf>

⁷ Audit and Risk Management Charter, approved by Council on 10 February 2022 available at: <https://www.anu.edu.au/files/committee/Audit%20%26%20Risk%20Management%20Committee%20Charter.pdf>

Committee	Excerpts relevant to student performance, monitoring and reporting
	<p><i>procedures for developing, measuring, and reporting the achievement of the University's performance, including that:</i></p> <ul style="list-style-type: none"> • <i>the Corporate Plan includes detail about the manner in which the ANU's performance will be measured and assessed;</i> • <i>the University's approach to measuring its performance throughout the financial year against the performance measures (as presented in Corporate Plan) is sound, and has taken into account guidance issued by the Department of Finance;</i> • <i>the University has sound processes in place for the preparation of its Annual Performance Statement and its inclusion in the Annual report; and</i> • <i>the University has in place processes to provide assurance that the proposed Annual Performance Statement is consistent with the ANU's financial information, including its financial statements that it proposes to include in its annual report</i> <p><i>Composition and tenure</i></p> <p><i>3. The Committee shall consist of:</i></p> <ul style="list-style-type: none"> • <i>a Chair, appointed by the Council, who may be a member of the Council, but not the Chancellor, nor a student or employee of the University;</i> • <i>up to two members of Council, appointed by the Council, who may not be a student or an employee of the University; and</i> • <i>up to four independent members, appointed by the Council, who may not be a member of Council, nor a student or employee of the University.</i> <p><i>4. The Committee may appoint a Deputy Chair from amongst its members.</i></p> <p><i>5. The members, taken collectively, will have a broad range of skills and experience relevant to the operations of the ANU. At least three members shall have appropriate qualifications, knowledge, skills or experience to assist the Committee to perform its functions, with at least one member having accounting or related financial management experience with an understanding of accounting and auditing standards in a public sector environment.</i></p> <p><i>6. Members shall be appointed for up to three years and are eligible for re-appointment.</i></p> <p><i>7. The Council will have regard to a balanced membership, including with respect to background, gender, geographic location, culture and identity, and the need for both continuity and regular renewal, in filling positions on the Committee.</i></p>
Academic Board	Academic Board Charter ⁸

⁸ Academic Board Charter, approved by the Australian National University Council at its meeting of 29 July 2022 available at: <https://www.anu.edu.au/files/committee/Academic%20Board%20Charter%202022.pdf>

Committee	Excerpts relevant to student performance, monitoring and reporting
	<p><i>Objective 3. The objective of the Board is to ensure the University maintains the highest standards in teaching, scholarship and research.</i></p> <p><i>25. The Board’s responsibilities are:</i></p> <ul style="list-style-type: none"> <i>b. ensuring the maintenance of the highest standards in teaching, scholarship and research within the University;</i> <i>g. advising on the academic aspects and content of the University’s strategic plan;</i> <i>k. reporting to the Council on the exercise of its functions, at the times and in the manner, required by Council;</i> <p>Reporting</p> <p><i>30. The Board regularly reports to the ANU Council on its operation and activities. This must include an Annual Report that:</i></p> <ul style="list-style-type: none"> <i>a. provides a summary of the work it performed to fully discharge its responsibilities during the preceding year;</i> <i>b. provides assurance to Council that the University has complied with the Higher Education Support Act 2003 and the Higher Education Standards Framework (Threshold Standards) 2021.</i>
Academic Quality Assurance Committee	<p>Academic Quality Assurance Committee Charter⁹</p> <p>Objective</p> <p><i>3. The objective of the Committee is to monitor, advise and provide assurance to the Academic Board on the quality of the educational programs and activities of the University.</i></p> <p>Roles and responsibilities</p> <p><i>13. The Committee’s responsibilities are to:</i></p> <ul style="list-style-type: none"> <i>a. Make recommendations to the Academic Board on accrediting and reaccrediting programs and subplans (majors, minors, and specialisations);</i> <i>b. develop, monitor and coordinate University policies, procedures and guidelines on load planning, admissions, pathways, credit, programs and courses;</i> <i>c. develop, monitor and coordinate policies, procedures, guidelines and strategies to enhance and promote academic integrity and address academic misconduct;</i> <i>d. monitor best practice initiatives and evidence based research to drive innovation through an accreditation and standards framework;</i> <i>e. monitor and coordinate the University's entry standards for onshore and offshore applicants, including recommendations to</i>

⁹ Academic Quality Assurance Committee Charter, approved by resolution of the Academic Board meeting 5/2022 held on 19 October 2021 available at: <https://www.anu.edu.au/files/committee/AQAC%20Charter.pdf>

Committee	Excerpts relevant to student performance, monitoring and reporting
	<p><i>the Academic Board on English-language proficiency and articulation and entry agreements;</i></p> <p><i>f. advise the Academic Board and the University Executive on the higher education standards environment; and</i></p> <p><i>g. consider and report on any matter referred to it by the Academic Board or the University Executive</i></p>
<p>University Research Committee</p>	<p>University Research Committee Charter¹⁰</p> <p>Objective</p> <p><i>3. The objective of the Committee is to monitor, advise and provide assurance to the Academic Board on the quality of the research programs and activities of the University.</i></p> <p>Roles and responsibilities</p> <p><i>14.b. b. oversee research performance and advise on the coordination of the University's research effort; c. monitor the quality and integrity of the University's research activities; and d. make recommendations to the Academic Board on accrediting, reaccrediting or disestablishing postgraduate programs.</i></p>
<p>Teaching and Learning Development Committee</p>	<p>Teaching and Learning Development Committee Charter¹¹</p> <p>Objective</p> <p><i>3. The objective of the Committee is to monitor and advise the Academic Board on the development of Teaching and Learning within the University.</i></p> <p>Roles and responsibilities</p> <p><i>13.a. (iii) Monitoring and evaluating the University's teaching and learning to identify areas to which particular attention needs to be paid;</i></p> <p><i>b. Advise the Academic Board and the University Executive on the higher education teaching and learning environment;</i></p> <p>Reporting</p> <p><i>16. The Committee regularly, but at least once a year, reports to the Academic Board on its operation and activities. The report includes: • A summary of the work it performed to fully discharge its responsibilities during the preceding year;</i></p>

¹⁰ University Research Committee Charter, Approved by resolution of the Academic Board meeting 5/2021 held on 19 October 2021, available at <https://www.anu.edu.au/files/committee/University%20Research%20Committee%20Charter.pdf>

¹¹ Teaching and Learning Development Committee Charter, Approved by resolution of the Academic Board meeting of 5/2021 held on 19 October 2021, available at: https://www.anu.edu.au/files/committee/Teaching%20and%20Learning%20Development%20Committee%20Charter_Word%20%281%29.pdf

Appendix 8 | Academic Governance membership mapping

ANU Staff Member	ANU Role	Academic Committee				
		AB	AQAC	TLDC	URC	AB Steering
Joan Leach	Chair Academic Board	✓				✓
Anthony Connolly	Deputy Chair Academic Board / College Executive Elect 1/4/ Dean College Law	✓			✓	✓
Brian Schmidt	Vice-Chancellor	✓				
[Vacant]	Provost	[✓]				
Keith Nugent	Deputy Vice-Chancellor (Research and Innovation)	✓			✓	
Grady Venville	Deputy Vice-Chancellor (Academic)	✓	✓	✓		
[Not listed on website]	Deputy Vice-Chancellor (Student and University Experience)	[✓]				
Sally Wheeler	Deputy Vice-Chancellor (International Strategy)	✓				
Maryanne Dever	Pro Vice-Chancellor (Education and Digital)	✓	✓	✓		
Scott Pearsall	Registrar	✓	✓		✓	
Bronwyn Parry	Dean College Social Soc	✓			✓	

ANU Staff Member	ANU Role	Academic Committee				
		AB	AQAC	TLDC	URC	AB Steering
Helen Sullivan	Dean College Asia and the Pacific	✓			✓	
Steven Roberts	Dean College Business and Economics	✓				
Nick Birbilis	Dean College Engineering and Computer Science (Alternate)	✓				
Russell Gruen	Dean College Health and Medicine	✓			✓	
Pauline Ridge	Dean College Law (Alternate)	✓				
Anna Cowan	Dean College Science (Alternate)	✓				
Royston Gustavson	Dean Academic Quality	✓	✓	✓		
Ann Evans	Dean HDR	✓			✓	
Peter Hendriks	Dean Students	✓	✓			
Roxanne Missingham	University Librarian	✓	✓			
Ute Roessner	Academic Director of Research Initiatives and Infrastructure	✓			✓	
Geoff Hinchcliffe	College Executive Elect 2/4	✓	✓			✓
Antony Hosking	College Executive Elect 3/4	✓				
Penny Brothers	College Executive Elect 4/4	✓				✓

ANU Staff Member	ANU Role	Academic Committee				
		AB	AQAC	TLDC	URC	AB Steering
Nicole King	Professional Staff Elect 1/2	✓				
Oleksandr Demianenko	Professional Staff Elect 2/2	✓				
Alison Behie	College Arts Social Sciences Elect 1/3	✓				
Gemma King	College Arts Social Sciences Elect 2/3	✓				
Yujie Zhu	College Arts Social Sciences Elect 3/3	✓			✓	✓
Stephan Fruehling	College Asia and the Pacific Elect 1/3	✓				
Christian Downie	College Asia and the Pacific Elect 2/3	✓				
Hoa Nguyen	College Asia and the Pacific Elect 3/3	✓				
Pierre van der Eng	College Business and Economics Elect 1/3	✓				
Kailing Shen	College Business and Economics Elect 2/3	✓				
Marvin Wee	College Business and Economics Elect 3/3	✓				
Charles Gretton	College Engineering and Computer Science Elect 1/2	✓				

ANU Staff Member	ANU Role	Academic Committee				
		AB	AQAC	TLDC	URC	AB Steering
Jochen Trumpf	College Engineering and Computer Science Elect 2/2	✓				✓
Anselm Enders	College Health Elect 1/3	✓				
Andrew Mathieson	College Health Elect 2/3	✓				
[Vacant]	College Health Elect 3/3	[✓]				
Josh Neoh	College Law Elect 1/2	✓				
Wayne Morgan	College Law Elect 2/2	✓	✓			
Ben Corry	College Sci Elect 1/3	✓				
John Debs	College Sci Elect 2/3	✓	✓			
Griffith Ware	College Sci Elect 3/3	✓				
Tristan Yip	PG Student Representative	✓				
Christian Flynn	UG Student Representative	✓				
Amsi Wood	Indigenous Representative	✓				
Anne Martin	AB Chair Appt / Director Tjabal Indigenous Higher Education Centre	✓	✓	✓		
Kirsten Ainley	Chair Appt	✓				
Ben Yates	Student Representative					✓

ANU Staff Member	ANU Role	Academic Committee				
		AB	AQAC	TLDC	URC	AB Steering
Merryn McKinnon	College Science Representative		✓			
[Not listed on website]	College of Health and Medicine Representative		✓			
Mathew Davies	College Asia and the Pacific Representative		✓	✓		
Natalie Lloyd	College Engineering and Computer Science Representative		✓	✓		
Dana Hanna	College Business and Economics Representative		✓	✓		
Liza Flanagan	College General Manager		✓			
Wendy Dimond	Professional Staff		✓			
Dominique Haywood	Director Planning and Service Performance		✓			
Suzie Alcorn	Head ASQO		✓			
Andrew Alcorn	Deputy Registrar Admissions and Scholarships		✓			
Aktri Tyagi	PARSA Student Representative		✓	✓		
Phoenix O'Neill	ANUSA Student Representative		✓			
Lucy Neave	College of Arts Social Sciences Representative			✓		

ANU Staff Member	ANU Role	Academic Committee				
		AB	AQAC	TLDC	URC	AB Steering
Anne Macduff	College of Law Representative			✓		
Roald Maliangkaij	College ACAP Representative			✓		
Julia Ellyard	Joint Colleges of Science Representative			✓		
Irina Samsonova	PARSA Student Representative			✓	✓	
Charlotte Carnes	ANUSA Student Representative			✓		
[Vacant]	AB Chair appointed AB member			[✓]		
April Weiss	Director IT Services (Alternate)			✓		
Lucy Arthur	Director Centre for Teaching and Learning			✓		
Jason Mazanov	Director Planning and Service Performance (Alternate)			✓		
Jennifer Nott	General Manager of an ANU College			✓		
Alexandra Webb	Chair Technology Enhance Learning Reference Group			✓		
Yu AM	Vice-President (First Nations)				✓	
[Vacant]	Director of Division of Research Services				✓	

ANU Staff Member	ANU Role	Academic Committee				
		AB	AQAC	TLDC	URC	AB Steering
Keats Nelms	Director Business Engagement and Commercialisation				✓	
Helen Sullivan	Dean or Nominee College Asia and the Pacific				✓	
Emma Schultz	Dean or Nominee College of Business and Economics				✓	
Valeska Ting	Dean or Nominee College of Engineering and Computer Science				✓	
Kieran Kirk	Dean or Nominee College of Science				✓	
Darren Halpin	College Dean Nominee Arts and Social Sciences				✓	
Alexander Eapen	College Dean Nominee Business and Economics				✓	
Will Bateman	College Dean Nominee Law				✓	
Christine Phillips	College Dean Nominee Health and Medicine (Joint)				✓	
Ross Hanan	College Dean Nominee Health and Medicine (Joint)				✓	
Penny King	College Dean Nominee Science				✓	
Matt Tomlinson	College Dean Nominee Asia and the Pacific				✓	

ANU Staff Member	ANU Role	Academic Committee				
		AB	AQAC	TLDC	URC	AB Steering
Iman Shames	College Dean Nominee Engineering and Computer Science				✓	
Harrison Oates	UG Student Representative				✓	
Eric Stone	Senior Academic Researcher				✓	
Eva Lerable	Professional Staff				✓	
Faith Gordon	Early Career Researcher				✓	
Mark Howden	Additional Appointed Member				✓	
Jonathan Churchill	Additional Appointed Member				✓	

Appendix 9 | Policy suite

ANU has established a suite of policies and procedures related to academic quality assurance.

Table | Rules with student performance references

Rule	Progression	Attrition	Completion	Grade Distribution	Satisfaction	Graduate Outcomes
<p>Assessment Rule 2016</p> <p>Establishes principles coursework assessments in and coursework and research awards. The rule contains provisions for assessment reviews, examinations, examiners, special consideration and supplementary assessments.</p> <p>(5): An examiner's meeting is held to consider reports on marks, grades of results and further assessments for moderation.</p>	-	-	-	✓	-	-
<p>Academic Progress Rule 2019</p> <p>The rule applies to undergraduate and postgraduate coursework programs. The rule contains provisions to establish an Academic Progress Committee and conditions when a student may be on probation or excluded from their program. Student may appeal or seek a review of committee decisions.</p> <p>The Rule does not mention measures, reports or records of student data.</p>	✓	-	✓	-	-	-
<p>Coursework Awards Rule 2020</p> <p>Establishes the structure of ANU coursework awards, providing information on how ANU will process student eligibility, admissions, enrolment, credit, coursework assessments, grades, thesis supervision, completion or withdrawal and reviews of decisions.</p> <p>False or misleading statements are reported.</p> <p>The Rule does not mention measures, reports or records of student data.</p>	-	-	✓	✓	-	-
<p>Research Awards Rule 2021</p>	-	-	✓	-	-	-

Rule	Progression	Attrition	Completion	Grade Distribution	Satisfaction	Graduate Outcomes
<p>Establishes the structure of ANU research awards, providing information on how ANU will process student eligibility, admissions, enrolment, credit, program structure, completion or withdrawal, examinations, supervision, reviews and appeals.</p> <p>The Rule does not mention measures, reports or records of student data.</p>						

Table | Policies and procedures with student performance references

Policy and/or procedure	Progression	Attrition	Completion	Grade Distribution	Satisfaction	Graduate Outcomes
<p>Policy: Academic programs and courses accreditation</p> <p>This policy establishes:</p> <ul style="list-style-type: none"> standards that underpin academic programs and courses' introduction, modification, review and disestablishment. The role of AQAC for coursework courses The role of the URC for research courses. <p>AQAC will recommend programs with <50% student satisfaction or <%80 student retention to undergo early cyclical review, but the policy itself does not require any student performance measures to be kept.</p> <p>College Education Committees may trigger a shorter review and accreditation cycle based on evidence relating to student outcomes or experience.</p>	-	-	-	-	✓	-
<p>Procedure: Academic programs and courses accreditation</p> <p>The procedure details how ANU programs are established, modified or disestablished. Its scope includes all ANU programs and courses.</p> <p>New programs are first considered by the relevant ANU colleges.</p>	✓	-	✓	-	-	-

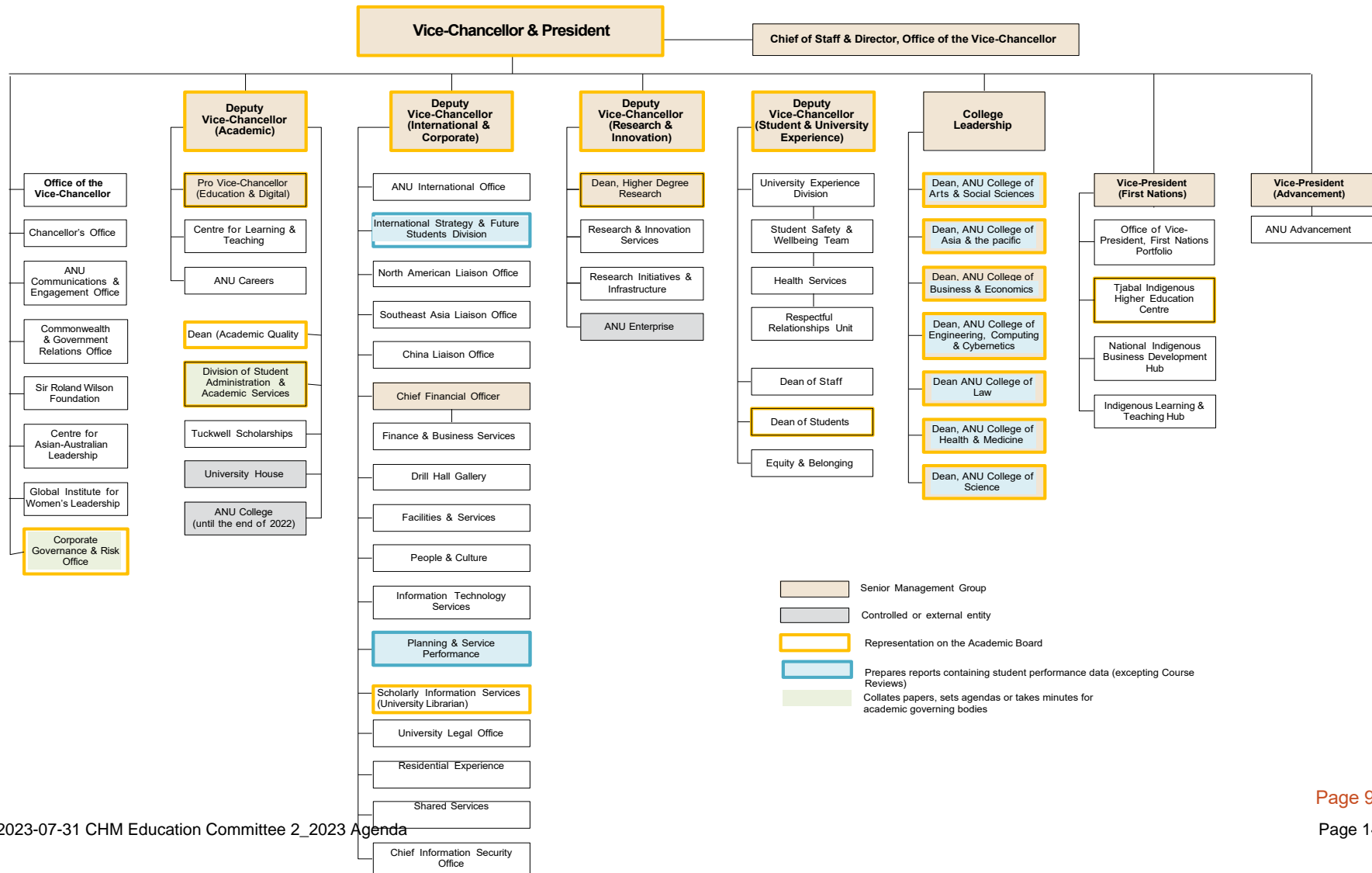
Policy and/or procedure	Progression	Attrition	Completion	Grade Distribution	Satisfaction	Graduate Outcomes
<p>(20) The policy states student progression for timely completion must be monitored.</p> <p>(40) AQAC is responsible for monitoring academic programs.</p> <p>The DVC(A) is responsible for reporting to the AB on the academic program accreditation framework.</p>						
<p>Policy: Student assessment (coursework)</p> <p>The <i>Student Assessment (Coursework) Policy</i> describes the standards underpinning ANU assurance of student learning outcomes through assessment activities.</p> <p>(71) Colleges monitor, review and report on the outcomes of the assessment of student learning and monitor and act on trend data.</p> <p>(73) Academic Quality Assurance Committee monitors the performance of students including attrition, further study and employment rates and grade distribution and College reports on quality assurance processes for assessment activities.</p>	-	✓	-	✓	-	✓
<p>Procedure - Student assessment (coursework)</p> <p>The <i>Student Assessment (Coursework) Procedure</i> outlines the processes involved in conducting an assessment and supports the operation of the <i>Student Assessment (Coursework) Policy</i>.</p> <p>Assessment decisions, reviews and appeals are recorded.</p> <p>The procedure does not mention measures, reports or records of student data.</p>	-	-	-	-	-	-
<p>Policy: Data Governance</p> <p>Establishes and defines ANU Data Governance Framework for managing the integrity, security, quality and usage of data. Its scope spans across any data used in the administration of ANU.</p>	-	-	-	-	-	-

Policy and/or procedure	Progression	Attrition	Completion	Grade Distribution	Satisfaction	Graduate Outcomes
<p>(1) Data governance and management is to facilitate Learning Analytics practices amongst teaching staff to support achieving excellence in the student learning experience.</p> <p>The procedure does not explicitly mention measures, reports or records of student performance data.</p>						
<p>Procedure: Data Governance</p> <p>Defines roles, accountabilities and responsibilities for information and data management at ANU. Establishes a data management lifecycle and data quality measures.</p> <p>The Deputy Vice-Chancellor, International and Corporate or Chief Operating Officer (COO) is accountable for corporate institutional information.</p> <p>The Deputy Vice-Chancellor (Academic) is accountable for education institutional information.</p> <p>The Deputy Vice-Chancellor (Research and Innovation) is accountable for research institutional information.</p> <p>The procedure does not explicitly mention measures, reports or records of student data.</p>	-	-	-	-	-	-

Appendix 9 | Organisational overview

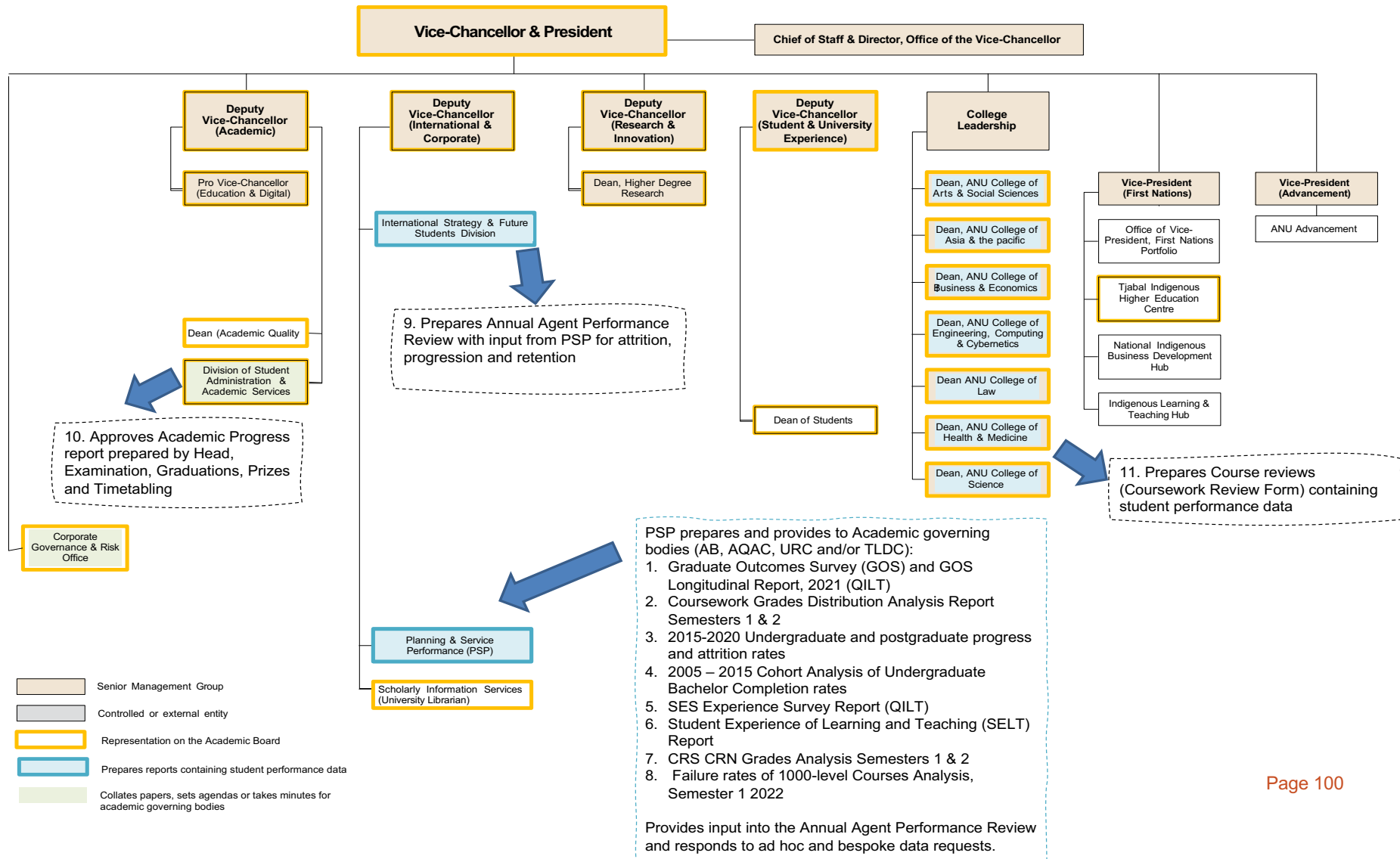
From an organisational perspective several areas have a role either through membership on governance committees, oversight of agenda setting and paper collation or through report and analysis preparation. This diagram summarises membership representation.

Figure | Organisational Chart with Academic Governance and report preparation overlay







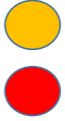


The following chart provides a focused view by of the organisational chart targeting academic governance and the preparation of student performance reports. Additional text is provided to highlight report generation.



Figure | Snapshot overview of ANU organisational areas with academic governance and student performance reporting responsibilities





Student Benchmarking Review: Agreed Management Actions

#	Recommendation	Key Observations	Management response	Component	Theme	Priority rating (high, moderate, low)	Priority rationale	Expected completion date
1	1. That ANU review the Charters and delegations of authority for performance reporting, including student performance reporting and monitoring for: Academic Board; AQAC; TLDC; and URC, with a view to strengthening delegation for academic and/or student performance monitoring and reporting.	1.1 The ANU Corporate Plan 2022-2025 includes institutional benchmarks for student performance across: attrition, completion, satisfaction and graduate outcomes. Performance targets are also established for higher degree by research (HDR) programs. The Corporate Plan identifies priority cohorts of indigenous, low SES and rural and regional.	Agreed. The University will review and update the charters for the following committees: Academic Board, AQAC, TLDC and URC. The updates will strengthen the committees' remit in relation to academic and student performance monitoring and reporting. Responsible officers: 1. ASQO / CGRO to propose revised wording, in consultation with the Committees and Chairs. 2. Director, CGRO to have revised wording considered by Council, so that the authority to consider student performance reporting is approved by Council. Following Council review, update charters and having these approved either by Council or by those delegated to.	HESF Standard 6.1.3.a.; 6.1.3.b.; 6.3.1b.	Governance roles		The priority reflects time to implement - draft TOR, consider, refine and approve changes	Q1, 2024
2	2. That ANU revise and update corporate and academic governance committee annual workplans to reflect the inclusion of student performance KPIs and targets in the ANU Corporate Plan 2022-2025 to include: - Monitoring and consideration by academic governance (HESF 6.3.1.b.) - Advice and agenda item consideration flows between Academic Board, ARMC and Council.	1.3 The Academic Board Charter, AQAC, URC and TLDC Charters do not provide a specific delegated authority for student performance monitoring or reporting. However, there is a significant confluence in practice of treatment under academic governance committees under the guise of academic standards, monitoring and quality assurance of educational programs. In particular: - a broad Academic Board responsibility for ensuring maintenance of high standards and advising on the academic aspects and content of the University's strategic plan; - a remit for AQAC to provide advice and assurance on the quality of the educational programs to the Academic Board; and - URC's broad objective to monitor, advise and provide assurance to the Academic Board on the quality of research programs and activities.	Agreed. The University will review and update annual committee workplans for Council, ARMC, Academic Board, AQAC, URC, HDRC and TLDC to include student performance KPIs and targets as outlined in the ANU Corporate Plan 2022-2025. This will strengthen the monitoring and flow of information of student performance in academic governance. Responsible officers: ASQO / CGRO to propose revised workplans in consultation with the Committees and Chairs.	HESF Standard 6.3.1.b., 6.3.1.d.	Governance roles		Prioritising an update to this year's annual work plans will allow refinements to the second half of 2023 and assist development of the 2024 work plan	Q3, 2023
3	3. Due to the change in KPIs and targets relevant to students in the ANU Corporate Plan, that ANU consider the skills composition of the ARMC with regard to student and academic matters.	1.2 The ARMC Charter includes responsibility to provide advice to Council on performance reporting and the ANU Corporate Plan, inclusive of its performance measures.	Disagreed.	HESF Standard 6.1.3.a	Governance roles	Not Applicable	N/A	N/A
4	4. ANU continue to meet the HESF requirements for consideration of rates and trends in attrition, progression (success) and completion by adding the 2022 reports on attrition, progress and completion to the annual workplans for Academic Board and relevant academic committees.	2.1 Academic Board or its key committees considered 11 reports in 2022 with student performance monitoring, reporting and/or benchmarking elements. The coverage, number and frequency of these reports is considered mostly suitable and reflects significant progress across 2022. The strong coverage of grades distribution (2 aggregate reports and 2 requested reports) assists the University in managing and monitoring student progress and by extension completions	Agreed. The University will review and update annual committee workplan for Academic Board, AQAC, URC, HDRC and TLDC to include relevant 2022 reports on student performance. Responsible officers: Director, CGRO to propose revised workplans in consultation with the Committees and Chairs.	HESF Standard 6.3.2.e	Governance roles		Confirming inclusion in this year's annual work plans will allow for any refinements needed second half of 2023 and assist development of the 2024 work plan	Q3, 2023
5	5. Establish and refine: a. a single set of core indicators that reflect the HESF, TEQSA PRA, and KPIs and targets identified in the ANU Corporate Plan b. with input and advice from academic governance, the priority cohorts or other characteristics for monitoring, reporting and benchmarking.	2.2 There is an expectation in the HESF that cohort analysis be produced and available for deliberative consideration in academic governance committees for most of, if not all, performance indicators. The definition of cohorts needs to be given explicit consideration by academic governance. These cohorts could be expected to respond to ANU's particular mission, aspirations and competitive context. 2.4 There are a range of external drivers for student performance monitoring and benchmarking, including the focus of this review which is especially HESF oriented. Alignment of KPI definitions will assist academic governing bodies to engage with reports and acquit their responsibilities. It is important that the University monitor and manage the PRA indicators, among others, as movements in the PRA indicators influence regulatory interaction.	Agreed. The University will review and collate indicators in HESF, TEQSA Provider Risk Assessment and KPIs and targets identified in the ANU Corporate Plan to establish a single set of core indicators, and determine priority cohorts for monitoring, reporting and benchmarking. Responsible officers: The Head, ASQO to propose student performance core indicators and priority cohorts for Academic Board consideration.	HESF Standard 1.3.5, 2.2.3, 5.3.4, 6.2.1.b., 6.3.2.g.	Effective reporting		Filtering, confirming and linking indicators across a range of University planning and reporting functions is detailed and time consuming. To achieve resolution within a reasonable timeframe it is important that work commence immediately with a view to a consolidated position heading into 2024.	Q3, 2023

6	<p>6. Standardise:</p> <p>a. methodologies for collecting and reporting data for student performance monitoring and benchmarking using the standardised higher education sector definitions as determined by either TEQSA or TCSI.</p> <p>b. report formats to allow for improved information layout, source identification and reader navigation.</p>	<p>2.3 Formatting, presentation and length of reports varies and potentially impacts academic governance consideration. Certain reports, such as the Coursework Grade Distribution Report and the GOS and GOS-L report are well embedded and minutes show high levels of engagement, deliberation and subsequent action requests. The Coursework Grade Distribution Report is well structured with clear analysis and layout.</p>	<p>Partially Agreed.</p> <p>ANU acknowledges that some of the definitions utilised in its internal reporting differ from those utilised by TEQSA or TCSI, and will ensure these definitions are incorporated into future reports so that the external view is always under consideration by key governance committees.</p> <p>However, the University will continue to compliment that reporting with its own internal indicators and analysis. In many cases ANU also has access to more detailed and nuanced data options that allow more refined analysis, options that are not available at the national level.</p> <p>The ANU will continue to improve its report format, but formats will continue to vary based on the appropriate approach to the analysis being presented and continued feedback from the committees regarding individual report utility. Consistency will be adopted where it is appropriate and adds to the interpretation of the results.</p> <p>Responsible officers: The Director, PSP will review the definitions provided by TEQSA and the Tertiary Collection of Student Information (TCSI) and ensure those definitions are incorporated into future reports so that the external view is always under consideration by key governance committees. The Director PSP will determine suitable methodologies and report formats, and incorporate them for future reports.</p>	<p>HESF Standard 6.2.1.e., 6.3.2.e., 6.3.2.g</p>	<p>Effective reporting</p>		<p>6.a. Although a priority, this work is partly dependent and linked to recommendation 5.</p> <p>6.b. Standardised formatting will assist governance and should be relatively easy to implement</p>	<p>Q1, 2024</p> <p>Q3, 2023</p>
7	<p>7. Enhance dialogue with staff and colleges:</p> <p>a. to ensure the adoption of standardised metrics, with tailored metrics used only as supplementary measures and noted as such.</p> <p>b. to minimise duplication in student experience surveying in accordance with existing policy frameworks.</p>		<p>Agreed.</p> <p>The University will continue to make standard metrics available to relevant staff and Colleges and communicate which of those metrics form part of the national benchmarks. However the University acknowledges that internal quality assurance at the discipline and cohort level may require Colleges to undertake additional deeper analysis of a broader range of indicators and this will be supported through appropriate data provision and guidance.</p> <p>The University has a process in place for approval of Non Standard Student Surveys to avoid duplication.</p> <p>Responsible officers: The Director, PSP to consult with relevant staff and Colleges, and communicate adopted metrics as well as include Colleges in student experience survey planning.</p>	<p>HESF Standard 5.3.5, 5.3.6, 5.3.7</p>	<p>Effective reporting</p>		<p>Policy exists in this space. This is a communication exercise however the University may receive feedback from academics and this time scale allows for consideration of feedback.</p>	<p>Q1, 2024</p>
8	<p>8. Continue to work with Go8 to trial and develop the EPR. This is essential for course development, monitoring and improvement.</p>	<p>3.1 Universities are required to undertake a range of benchmarking and external referencing under the HESF. The pausing of the Go8 QVS during COVID had a significant impact on benchmarking, or external referencing at the course (unit) level. The new External Peer Review (EPR) Process Go8 trial being coordinated by ANU is an opportunity to embed the core expectations of HESF 5.3 in relation to progression rates and grade distribution. The EPR, building on QVS, is anticipated to be a strong exemplar of course-level benchmarking.</p>	<p>Agreed.</p> <p>The University has agreed to take on the coordination role for an External Peer Review pilot with other Go8 universities. The process will provide a systematic external review of selected courses and assessments. Participating universities have been asked to submit their course and assessment material in July, with the active review phase conducted in August, and outcomes expected in September 2023.</p> <p>Responsible officers: The Head, ASQO to lead the work to progress the Go8 trial, and provide a report to Academic Board to review the pilot and propose a model for the future process.</p>	<p>HESF Standard 5.3.1, 5.3.3</p>	<p>Benchmarking arrangements</p>		<p>The Go8 and ANU are currently reestablishing the EPR. This time scale reflects coordination and dialogue occurring this year for likely implementation commencing 2024.</p>	<p>Q1, 2024</p>

9	<p>9. Building on recommendations 5 and 6 above, after establishing an agreed framework of measures and reports, ANU should:</p> <p>a. establish a process for early internal reporting of data that is subsequently used publicly or by external agencies, e.g. PRA indicators</p> <p>b. establish a series of internal benchmarks (e.g. between Colleges, FOfEs, programs or other factors), including defined cohort performance</p> <p>c. if systems allow, establish automated reports on key indicators at the course level that allow academics with learning and teaching responsibilities to view performance indicators. This includes SELT reviews.</p>	<p>3.2 Benchmarking in the sector typically refers to external referencing, such as the External Peer Reference process noted above. Benchmarking however is also used in student performance monitoring to contextualise indicators and to set parameters. The DoE (formerly DESE) higher education data is significantly lagged (often at least two years). The University will need to use its internal verified data (TCSI) to provide more timely analysis and a 'heads up' on movements in external performance reports, such as the PRA.</p>	<p>a. Agreed The University already makes current student data available, including data matching its TCSI data, available daily via its self service "Insight Management Reporting Portal" to all colleges and members of academic governance. PSP will continue to ensure through future data releases that there are reports and indicators in this system that match institutional level benchmark reports, and will work with relevant committees to establish reporting of available data to anticipate movements in external performance reports. Responsible officers: PSP</p> <p>b. Agreed. It is anticipated Academic Board will establish a series of internal student benchmarks, including defined cohort performance. PSP will support the reporting and monitoring of internal student benchmarks by providing necessary information. Responsible Officers: Chair, Academic Board & PSP</p> <p>c. Agreed. The University has internal reporting tools that allow automated reports to be produced across a range of key data including SELT and TCSI, where appropriate these are available at the program level. ANU will continue to enhance this toolset with additional data sets. Responsible officers: The Director, PSP to lead the work to enhance existing toolset with additional data sets</p>	<p>HESF Standard 6.2.1.e. (rec 9a) 6.3.2.e., 6.3.2.g (rec 9b) 5.3.7 (rec 9c)</p>	<p>Benchmarking arrangements</p>		<p>9.a This recommendation should be undertaken concurrently with recommendation 5. 9b. Implementation of this recommendation can be developed and refined over time by Academic Governance 9c. This recommendation should be considered as part of systems upgrades at the University</p>	<p>Q3, 2023 Q3, 2023 Q1, 2024</p>
10	<p>10. Following consideration of Recommendation 5, consider the alignment between the Coursework Review Form and the internal and external measures of the University. Consider strengthening the Coursework Review Form by including benchmark comparators for indicators provided (either external or internal) and broadening the market competitor analysis, where possible, to include key metrics of the comparator programs. ANU's commitment to deploying external referencing and external independent expert participation in cyclic program review across the program portfolio should be reinforced.</p>	<p>3.3 Program review under HESF requires shorter-term (e.g. annual) reviews complemented by cyclical major program reviews (typically every program every five to seven years, with significant external input/scrutiny). Recommendations are considered and, where applicable, implemented. The Coursework Review Form provides: information on retention, progression, completion, student satisfaction and graduate outcomes, and for some, a benchmark (e.g. retention below 80% requires explanation; and benchmarking against competitors as a market analysis.</p>	<p>Agreed. The University will review the Coursework Review Form to ensure alignment with determined KPIs and targets, and to consider the inclusion of additional metrics to strengthen the form. Responsible officers: The Head, ASQO to lead the work to review and update the Coursework Review Form.</p>	<p>HESF Standard 5.3.4.a</p>	<p>Benchmarking arrangements</p>		<p>The University has a range of new curriculum initiatives. This time scale reflects ANU's commitment to ongoing improvement in course monitoring and review.</p>	<p>Q1, 2024</p>

Priority scale

-  Within 6 months
-  6 - 12 months
-  12 - 18 months

Time to implement

Item 27. Marking in the 90+ range

PURPOSE	To present the feedback from the meeting on marking in the 90+ range
PREPARED BY	Dean, Academic Quality
APPROVED BY	Dean, Academic Quality
SPONSOR	Dean, Academic Quality

RECOMMENDATION	That the Committee note and endorse for transmission to Academic Board for noting the feedback from the meeting on marking in the 90+ range.
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ACTION REQUIRED (tick as applicable)

- For discussion
 For Decision
 For Information
 For Feedback/Response
 For transmission (*to Academic Board*)

WHY IS THE COMMITTEE/BOARD RECEIVING THIS PAPER

AQAC 2/2022, Item 12 requested that a Working Group be set up to discuss marking in the HD 90+ range (see Action Items list for this meeting).

ON WHAT AUTHORITY IS A DECISION BEING MADE

Under AQAC's Charter, the Committee is to monitor, advise and provide assurance to the Academic Board on the quality of the educational programs and activities of the University.

POLICY/LEGISLATIVE ELEMENT (if applicable)

[Policy: Student assessment \(coursework\)](#)

ALIGNMENT WITH ANU STRATEGIC PLAN

The ANU Strategic Plan outlines the University's vision and values, including a commitment to integrity and ethical behaviours. In addition, section 3.2 of the Plan indicates that "[w]e will create and modify our practice, policies and culture so that admission, retention, and success for students and staff is based on ability and endeavour, whatever their backgrounds or identities". Changes to the policy and procedure outside of the review cycle that ensures that students are communicated with appropriately are integral to achieving these goals.

EXECUTIVE SUMMARY OF ISSUES

Following the request from AQAC 2/2022 for a discussion on marking in the 90+ range, a meeting was convened by the Dean, Academic Quality, on 15 June 2023 with the following membership:

- Dean, Academic Quality (Chair)
- Pro-Vice Chancellor (Education and Digital)
- ADE or nominee from each of the 7 Colleges

The meeting made the following informal recommendations for consideration by Colleges and Schools:

1. Marking rubrics to split 80-89 from upper end HD of 90-100;
2. Examiners meetings to receive HD data split into 80-89 and 90-100;

3. Awareness of staff of the use of these two bands (80–89 and 90–100) through sharing grade distribution data from AQAC/AB;
4. Awareness through individual disciplines sharing examples of 90+ work within their discipline;
5. This is about culture change: getting people comfortable giving truly outstanding work marks in the 90+ range. Law has implemented this and is happy to share its experience;
6. Need to work with our CSAs and new staff in particular about marking standards;
7. Moderation meetings to be held during semester to show examples of students' best work and the marks;
8. Use of Wattle Gradebook (data at bottom of page) to see how grade distribution is tracking; and
9. As a last resort, moderation can be undertaken at examiner's meetings; see [Policy: Glossary](#).

It was noted that PSP already differentiates between 80–89 and 90–100 in the grade distribution analyses prepared after each semester for AQAC and Academic Board and so no changes to those reports are recommended.

There are no recommended changes to policy and procedure.

There are no new reporting requirements recommended as a result of this paper as any changes to grade distribution will be evident from the bi-annual PSP grade distribution analyses, and any issues will be discussed during the agenda item for each of those papers.

BACKGROUND

AQAC 2/2022, Item 12 requested that a Working Group be set up to discuss marking in the HD 90+ range (see Action Items list for this meeting).

CONSULTATION AND DISCUSSION RECORD

Date	Committee Name	Resolution / Feedback
Thursday 15 June	Meeting re Marking in the 90+ range	Informal recommendations stated in this paper.

11 July 2023

Item 28. Expanding the use of country-specific conversion schedules

PURPOSE To propose that country-specific conversion schedules which are currently approved for assessing entry to postgraduate programs are also approved for assessing applications for entry to undergraduate programs

PREPARED BY Deputy Manager, International Admissions

APPROVED BY Associate Registrar, Admissions and Scholarships

SPONSOR Deputy Vice Chancellor, Academic

RECOMMENDATION That the Committee **endorse** for transmission to the Academic Board a proposal that all conversion schedules that are currently approved for assessing entry to a postgraduate program also be **approved** for use for entrance to an undergraduate program.

ACTION REQUIRED (tick as applicable)

- For discussion For Decision For Information For Feedback/Response
 For transmission (*to Academic Board*)

WHY IS THE COMMITTEE RECEIVING THIS PAPER

ANU undertakes routine reviews of its Admission Schedules to ensure they are fit for purpose. AQAC is considering this paper under its Charter, for transmission to Academic Board.

ON WHAT AUTHORITY IS A DECISION BEING MADE

Under its Charter, the Academic Quality Assurance Committee (AQAC) endorses, and Academic Board approves coursework admissions standards, including approving any modification to Admission Schedules.

ALIGNMENT WITH ANU STRATEGIC PLAN

Key initiative 1.4 identifies that ANU will maintain the most demanding student entry standards in the nation, commensurate with the world's great universities. The continuous review of the assessment processes assists in maintaining the highest entry standards in the world.

EXECUTIVE SUMMARY OF ISSUES

In some circumstances, the Admissions Office uses distinct assessment processes to derive an entrance rank for applicants with the same qualification, depending on whether they are applying for an undergraduate or postgraduate program.

This creates a scenario where an applicant may have two distinct entrance ranks produced from a single qualification depending on the academic career they are applying to. This paper addresses this inconsistency by proposing that where a country-specific conversion schedule is available, it be used to assess both undergraduate and postgraduate applications.

BACKGROUND

The Admissions Office uses county-specific conversion schedules to derive an entrance rank for applicants with a background commonly found among applicants to ANU.

The schedules take into account several factors, including:

- The quality of the education institution, as informed by the Department of Education and Training’s Country Education Profile (CEP)
- The institutions grading scale and threshold for passing grades.

However, given the enormous range of qualifications held by our applicants and countries our applicants emanate from, it is not feasible to create individual schedules covering the broad range of applications received by ANU. Where an assessment schedule is unavailable, the entrance rank is calculated using a more generic method that does not take into account the same level of detail as that of a schedule.

As such, the use of schedules is preferred wherever possible as they all allow ANU to consider a broader range of factors and enable the Admissions Office to derive a more nuanced measure of an applicant’s suitability for a particular program.

Current practice permits the use of country-specific schedules only where a student is seeking admission to a postgraduate program. Applicants with the same qualification seeking entry to an undergraduate program are assessed using the more generic method (see Attachment B). Consequently, two applicants with the same academic results can receive differing ANU selection ranks.

In pursuing a consistent and fair application process, it is recommended that the country-specific assessment schedules (see Attachment A) currently used for postgraduate coursework applications are also used to assess the post-secondary qualifications presented for undergraduate applications seeking admission for Semester 1 2025 and beyond.

CONSULTATION AND DISCUSSION RECORD

<i>Date</i>	<i>Committee Name, Mtg ID, Item # / Consultation with Service Division</i>	<i>Resolution / Feedback</i>

Attachments

- A. [Complete List of Schedules \(for internal use only\)](#)
- B. [UAC Conversion Schedule \(for internal use only\)](#)

7 June 2023

***Item 29. Application and admission for coursework external scholarship and external sponsorship applicants**

PURPOSE To present a standardised admission application procedure for coursework external scholarship and external sponsorship applicants

PREPARED BY Admissions Manager
Admissions Solutions Analyst
Division of Student Administration and Academic Services

APPROVED BY Associate Registrar, Admissions, Scholarships and Sponsorships

SPONSOR Deputy Vice-Chancellor (Academic)

RECOMMENDATION That the Committee **provide feedback** on the proposed process **by 16 August 2023** to admissions.manager@anu.edu.au

ACTION REQUIRED (tick as applicable)

- For discussion For Decision For Information For Feedback/Response
 For transmission (to Academic Board or other Committee)

WHY IS THE COMMITTEE RECEIVING THIS PAPER

Under its Charter, the Academic Quality Assurance Committee (AQAC) endorses, and Academic Board approves coursework admissions standards, including approving any modification to the assessment procedure.

ALIGNMENT WITH ANU STRATEGIC PLAN

The ANU Strategic Plan outlines the University's vision and values. It is one of the four defining principles of the ANU Strategic Plan to focus on "delivering a student experience equal to the world's best". A key indicator for this principle is that ANU will "provide seamless services from pre-enrolment through to graduation and alumni engagement. Our student-facing communications and services will lead the sector in their simplicity and accessibility." To ensure the delivery of sector-leading services to students it is necessary to have clear and equal application procedures, assessments and offer mechanisms.

EXECUTIVE SUMMARY OF ISSUES

This paper proposes the standardisation of the application methods and issuance of admission outcomes for international coursework applicants applying for an external scholarship or sponsorship when applying for admission to ANU.

Presently, applicants who receive or indicate a possibility of obtaining certain externally funded scholarship and sponsorship opportunities are afforded advantages in the admission process.

This paper proposes a new process to ensure that any future modifications of admission practices are fair, warranted and reviewed regularly.

BACKGROUND

In 2019 the University introduced the Student Planning and Selection Framework (SPSF). The framework was designed to give ANU greater control over who it admits and to provide a mechanism to impose limits, or 'caps', on the number of offers made to oversubscribed programs.

Under the framework, offers would be released in distinct offer rounds. Initially, there were only three offer rounds per intake; this has now expanded to monthly offer rounds. During each offer round, applicants are ranked against one another, and only those deemed competitive are eligible to receive an offer (up to the offer cap). Applicants could only be ranked equitably upon satisfying the admission requirement for their preferred program; consequently, there was no scope for applicants applying under the SPSF model to receive a conditional offer.

The timing of these offer rounds did not align with the timeline of several international organisations that provided either scholarship or sponsorship opportunities to the applicant. Furthermore, in some cases, applicants could only be considered for certain opportunities if they held a conditional offer.

In response, relevant stakeholders at the University were asked to provide a list, identifying anything that could be broadly defined as a 'scholarship' or 'sponsorship.' Here, a scholarship or sponsorship is defined as an externally funded and operated scholarship or sponsorship where ANU does not make decisions to award that scholarship or sponsorship. This list came to be referred to as the 'Provost approved Scholarships and Sponsorships List' or, for this paper, the 'List'.

Applicants applying or intending to apply for an organisation on the List were excluded from the SPSF model and afforded several admission advantages, as outlined below. The Admissions Reform Steering Committee approved the contents of the List and the associated admission privileges in 2019. This process has never been formally approved by Academic Board.

At the time of approval and in the years since no mechanism for review or process for amending the list has been established. Furthermore, it is not apparent what criteria were used to justify particular organisations' inclusion (or exclusion) on the List.

Admission advantage

Applicants applying for admission to ANU while also applying for, or indicating their intention to apply for, a scholarship or sponsorship on the List receive the following benefits.

a) *Offers issued on a rolling basis, rather than at scheduled offer rounds*

This benefit is given to these applicants with the understanding that some scholarships or sponsorships require early evidence of an admissions offer to the University.

b) *Exemption from competitive ranking*

Applicants are exempted from the competitive ranking process, i.e., they are eligible to receive an offer upon meeting the minimum admission requirement.

c) *Conditional offers on English and/or academic requirements*

The rationale for this decision was that some applicants were excluded from applying for certain scholarship or sponsorship opportunities without receiving a conditional offer.

d) *Exemption from paying the application fee of AUD110*

At the time of approval, these advantages were applied uniformly to all entries on the List. That is to say, there is no indication that any analysis was done on an individual organisation level to confirm whether the privileges provided were appropriate or necessary.

For context, there are 97 organisations on the List. During the period the List has been active (Semester 1 2019 to Semester 1 2023):

- ANU received no application from more than half (54.64%) of the organisations included on the List.
- Only 5.15% of organisations on the List have provided more than 100 applications.
- A relatively low number of applications have been received in total (n: 1606), of this number only 16.13% were converted into unconditional offers and acceptances. In comparison, ANU has received a total of 37,161 international coursework applications through the standard application process (SPSF), with a conversion rate to acceptance of 25%.

In the time since 2019, the SPSF model has changed significantly. Any special privilege offered to applicants must now be reviewed to ensure it is appropriate and not open to manipulation or misuse. In response, the following recommendations are made:

Recommendation 1

It is recommended that the ANU Scholarship and Sponsorship list and its underlying benefits approved by the Provost in 2019 be disestablished once a new process for scholarship and sponsorship applicants is agreed on and approved. In the event that no new process is established, the ANU Scholarship and Sponsorship list and its underlying benefits approved by the Provost in 2019 be disestablished effective 31 December 2023.

Recommendation 2

Members of the University can nominate organisations to be included in a new List (Attachment A). For each proposal, the nominator is required to complete a nomination form (Attachment B) and e-mail it to policy.regs@anu.edu.au. The merits of the proposals are endorsed on a case-by-case basis by ASQO and approved by the Dean (Academic Quality). The decision of the Dean (Academic Quality) is final and is not subject to appeal.

The following guidelines are provided to help inform the decision-making process. Any proposals for entries on a new List should address the following criteria:

1. The need for a modified admission practice for a particular organisation, i.e., is there a demonstrated need for a particular admission privilege, such as conditional offers (i.e. proof that the University's timelines make it impossible for applicants to apply for a certain scholarship or sponsorship); and,
2. The appropriateness of a modified admission practice for a particular organisation. This should include a brief background on the organisation, including a case for how the organisation aligns with the University's strategic goals.

Any new list should exclude any existing or new contractual arrangements, such as partnerships, articulation agreements or other institutions with whom ANU holds an existing or new contract that permits a modified admission process, for example, the Australia Awards Program. Decisions on appropriate modifications to admission practice should be considered as part of the agreement negotiating process.

Should a new list be established, it is also recommended that an annual report be presented to AQAC and Academic Board summarising any changes to the content of the List, the number of applicants, the number of applicants receiving an offer, the number of offers accepted, the number of students enrolling under this process, and their academic performance at ANU. Individual entries to the new list would expire after five years, only able to be extended with a new nomination and re-approval. In addition, the annual report may include recommendations to remove or otherwise modify the list if the need arises.

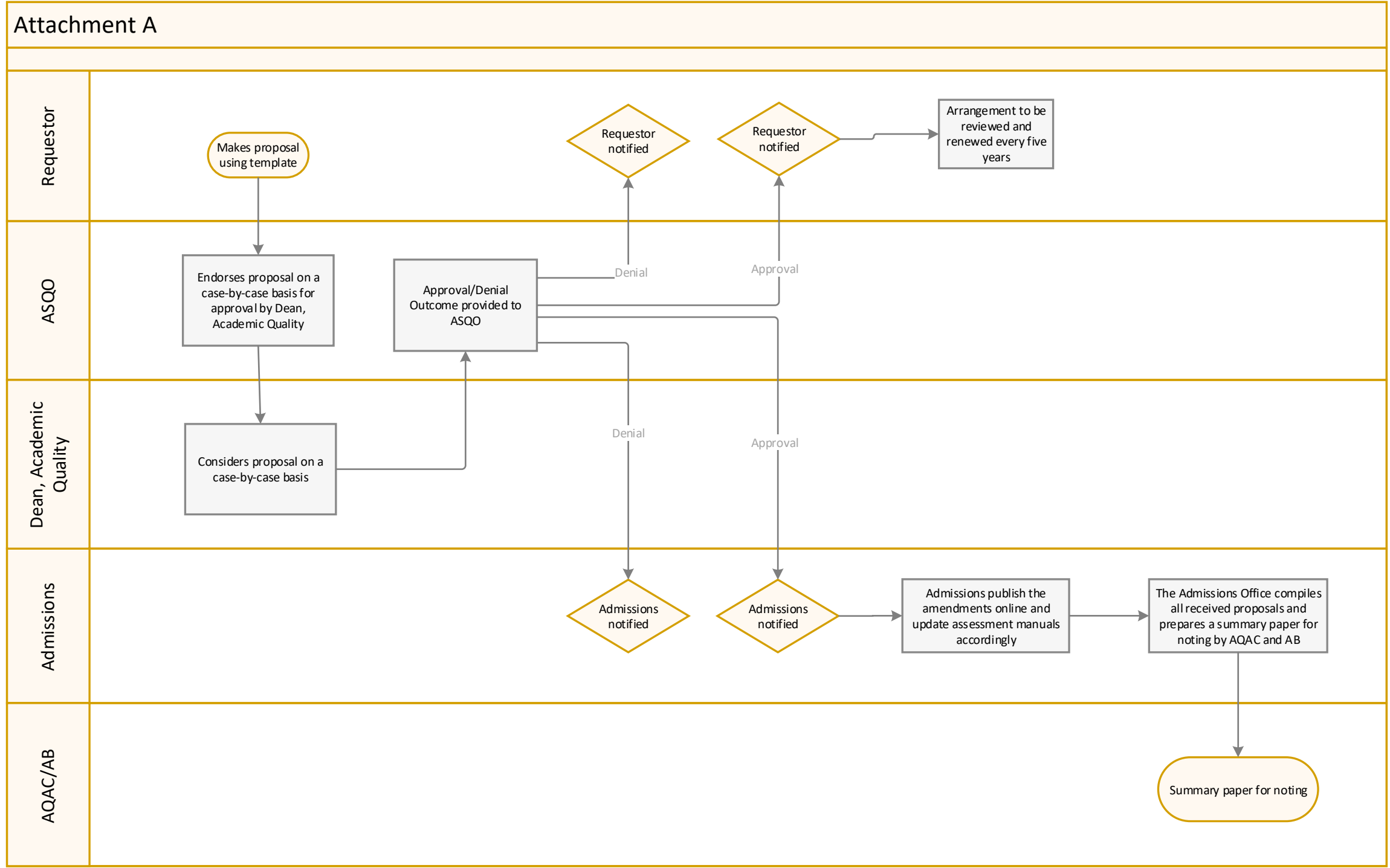
Applicants seeking to claim an advantage offered by the new List will be required to provide verifiable proof that they are sponsored or are in consideration for the relevant opportunity at the point of application. Failure to do so will result in them being assessed as ANU would assess any other international applicant.

Applicants applying for sponsorship or scholarship that is not included on the new List will be subject to the standard admission process.

ATTACHMENTS

- A. [Proposed process to add and remove scholarships and sponsorships from benefit list](#)
- B. [Request for amendment to admission practice – External scholarships and sponsors](#)

14 June 2023





Request for amendment to admission practice - External scholarships and sponsors

This form should be used to request special consideration for a cohort of applicants from a particular externally operated scholarship or sponsorship. The form must be completed in full and e-mailed to policy.regs@anu.edu.au. The request must be endorsed by the Dean, Academic Quality.

Requestor Details

Name of ANU staff	
Division/College/Area	
Position	

Scholarship/Sponsorship Details

Name of Scholarship/Sponsor	
Scholarship/Sponsor Website	
Has the University had any prior interactions with this organisation? Yes <input type="checkbox"/> No <input type="checkbox"/>	
If yes, please provide more details:	
Is there any known history of poor academic performance by the organisation's students, or unethical behaviour by the organisation? Yes <input type="checkbox"/> No <input type="checkbox"/>	
If yes, please provide more details:	

Estimated number of students expected to be admitted per semester	
--	--



Further information

Please provide information about any potential conflicts of interest between the University and the scholarship/sponsorship.

What aspects of the scholarship/sponsorship are not compatible with the University's admission procedures? Any incompatibilities must be substantiated with evidence.

How does this organisation's mission align with the University's interests?



Signature of requestor	
Date	

Office use only

Request	Endorsed <input type="checkbox"/> Declined <input type="checkbox"/>
Comments	
Name:	
Position:	
Signature:	
Date:	

Request	Approved <input type="checkbox"/> Denied <input type="checkbox"/>
Comments	
Name:	
Position:	Dean, Academic Quality
Signature:	
Date:	



Request for amendment to admission practice - External scholarships and sponsors

This form should be used to request special consideration for a cohort of applicants from a particular externally operated scholarship or sponsorship. The form must be completed in full and e-mailed to policy.regs@anu.edu.au. The request must be endorsed by the Dean, Academic Quality.

Requestor Details

Name of ANU staff	
Division/College/Area	
Position	

Scholarship/Sponsorship Details

Name of Scholarship/Sponsor	
Scholarship/Sponsor Website	
Has the University had any prior interactions with this organisation? Yes <input type="radio"/> No <input type="radio"/>	
If yes, please provide more details:	
Is there any known history of poor academic performance by the organisation's students, or unethical behaviour by the organisation? Yes <input type="radio"/> No <input checked="" type="radio"/>	
If yes, please provide more details:	

Estimated number of students expected to be admitted per semester	
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Further information

Please provide information about any potential conflicts of interest between the University and the scholarship/sponsorship.

What aspects of the scholarship/sponsorship are not compatible with the University's admission procedures? Any incompatibilities must be substantiated with evidence.

How does this organisation's mission align with the University's interests?



Signature of requestor	
Date	

Office use only

Request	Endorsed <input type="checkbox"/> Declined <input type="checkbox"/>
Comments	
Name:	
Position:	
Signature:	
Date:	

Request	Approved <input type="checkbox"/> Denied <input type="checkbox"/>
Comments	
Name:	
Position:	Dean, Academic Quality
Signature:	
Date:	

Item 30. Admission of international students under the age of 18 procedure and the Underage student management policy amendments; with Confidential Attachment A.

PURPOSE To present amendments to the *Procedure: Admission of international students under the age of 18* and the *Policy: Underage student management*.

PREPARED BY Deputy Manager, Policy and Compliance, DSAAS

APPROVED BY Head, Academic Standards and Quality Office, DSAAS

SPONSOR Dean (Academic Quality)

RECOMMENDATION That the Committee **endorse** for transmission to Academic Board for approval the proposed revisions to the *Procedure: Admission of international students under the age of 18* and the *Policy: Underage student management*.

ACTION REQUIRED (tick as applicable)

For discussion For Decision For Information For Feedback/Response

For transmission (*to Academic Board*)

WHY IS THE COMMITTEE RECEIVING THIS PAPER

AQAC is considering this paper under its Charter, for transmission to Academic Board.

ON WHAT AUTHORITY IS A DECISION BEING MADE (for decision items **only**)

Under its Charter, the Academic Quality Assurance Committee (AQAC) responsibility is to develop, monitor and coordinate University policies, procedures and guidelines on load planning, admissions, pathways, credit, programs and courses.

POLICY/LEGISLATIVE ELEMENT (if applicable)

The National Code of Practice for Providers of Education and Training to Overseas Students 2018 (The National Code) Standard 5 sets out that registered providers of students on a student visa aged under 18 years must meet legislative or other regulatory requirements relating to child welfare and protection. Where the provider has taken on responsibility for the approval of welfare arrangements for a student on a student visa who is under 18 years of age (for the purposes of the Migration Regulations), the registered provider must ensure the arrangements for the student is suitable, ongoing and appropriately managed until the student turns 18 years of age. Registered providers that assume the responsibility for approving welfare and accommodation for students on a student visa do so by issuing a student with a Confirmation of Appropriate Accommodation and Welfare (CAAW).

ALIGNMENT WITH ANU STRATEGIC PLAN

The paper relates to the ANU by 2025. Strategic Plan 2021 - 2025 to deliver “a student experience equal to the world’s best”, in particular that ANU will “provide seamless services from pre-enrolment through to graduation and alumni engagement. Our student-facing communications and services will lead the sector in their simplicity and accessibility.”

EXECUTIVE SUMMARY OF ISSUES

Under 18 international students are starting to apply for semester 1, 2024 and the requests for CAAWs is imminent. Following a review by the Academic Standards and Quality Office (**ASQO**) of the performance of the under 18 cohort of international students under the age of 18 years of age on a CAAW, relevant changes are requested to the Admission of international students under the age of 18 procedure (**Attachment B**). At the same time, ASQO has identified a number of changes required to the Underage student management policy (**Attachment A**) to minimise risk to these vulnerable students and to the university.

ASQO confirms that the versions of the policy and procedure used in Attachments A and B are the versions approved at Academic Board 3/2023 and that there are no version control issues with the attachments.

BACKGROUND

ASQO has now analysed data from the academic performance and the academic integrity performance of 15 students who had an ANU CAAW for semester 2 2022 and semester 1 2023. ASQO has now had the opportunity to have informal meetings with CAAW students who started in semester 1 2023. Given the vulnerability and risk posed to the University of this cohort, ASQO believes that there is a strong-enough trend to make changes to the admission requirements for 2024 and beyond in the relevant ANU procedure based on these findings.

Further detail is given in **Confidential Attachment A**.

Amendments have been proposed to update the *Underage Student Management Policy* (**Attachment B**) and the *Admissions of international students under the age of 18 procedure* (**Attachment C**) to reflect:

1. The fact that ANU accommodation no longer encompasses just Halls and Lodges.
2. Remove Homestay as an option for students on a CAAW given the lack of control that ANU has over the welfare of these students as opposed to the control that is possible with students living on campus accommodation (see **Confidential Attachment A**).
3. Remove the second session as an intake for under 18 CAAW students. This is as a result of the vast majority of international students not being able to meet the enrolment application deadline for semester 2 (for example, in 2024, the cut-off for applications would be 15 April 2024 to meet the 31 May deadline for residential accommodation for semester 2 2024 which would require most international students to submit an application prior to receiving final results).
4. Add the requirement that students must turn 18 prior to 1 December of the calendar year that they start their program. This is to ensure that the student is not under 18 at the end of their agreement with relevant ANU accommodation residence.
5. Add a clarification that if a student is made an offer into a self-catered hall of residence, the student must understand what constitutes a balanced diet and be capable of food shopping and preparing nutritionally balanced meals of their own accord before accepting the offer. The reason for this statement is that the Under 18 residential coordinator for semester 1 2023 has highlighted that some students that started with a self-catered Hall of residence were unable to cook for themselves posing a potential welfare risk to the student.

IMPLEMENTATION PLAN

<i>Date</i>	<i>Responsibility</i>	<i>Resolution / Feedback</i>
<i>August - September 2023</i>	ASQO	Scope new airport pickup services for U18 students for session 1 of 2024. Aim for cost neutral for the University. Make recommendation to Registrar.
<i>August – September 2023</i>	ASQO	Work with admissions to re-write requirements and forms for semester 1 2024
<i>August</i>	ASQO	Scope and implement changes to relevant website pages.

<i>August - September 2023</i>	Residential Experience	Determine the ANU residential accommodation that will be available to under 18 students on a CAAW for 2024
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CONSULTATION AND DISCUSSION RECORD

<i>Date</i>	<i>Consultation with Service Division</i>	<i>Resolution / Feedback</i>
<i>April 2023</i>	International Admissions	Admissions confirmed the changed procedure can be implemented.
<i>April 2023</i>	Residential Services and Operations	Required timeframes were provided by Residential Services and Operations for any future intakes.
<i>March 2023 to June 2023</i>	Residential Services and Operations	Provided frequent feedback on the non-academic performance of CAAW students living on residences and any issues – these have been incorporated into the proposed changes.
<i>June 2023 to July 2023</i>	Residential Experience	Indicated that they were happy with the changes to the policy and procedure and indicated that they could accommodate the changes for 2024.
<i>July 2023</i>	International Admissions	Provided support for the changes and indicated that there should be minimal impact to their existing processes.

ATTACHMENTS

- A. Confidential Attachment: de-identified details of non-academic and academic concerns with underage students with a CAAW (Circulated as a confidential item to AQAC Committee members via email)
- B. [Proposed amendments \(with mark-ups\) to the Policy: Underage Student Management](#)
- C. [Proposed amendments \(with mark-ups\) to the Procedure: Admission of international students under the age of 18 years](#)

10 July 2023

Policy: Underage student management

Purpose

To state the principles governing the admission, learning, support and protection of students under the legal age of 18 years (underage students).

Definition

Carer Service: A third party provider of welfare support and non-academic supervision to international students under the age of 18 years.

Overview

The University fulfils its duty of care recognising it has additional responsibilities for students who are below legal age with respect to their welfare, learning and student experience.

Scope

This policy applies to students and University staff involved with students who, at the commencement of their program, are under 18 years of age.

Policy statement

1. The University does not take on the rights, responsibilities and authority that parents/guardians have in relation to a child, and does not act in the place of parents/guardians in relation to students who are under 18 years of age.
2. Parents or guardians act as guarantors and honour all obligations under any contracts with the University that the student enters into prior to turning 18 years of age.
3. The University places restrictions on the admission of students under the age of 18. This ensures:
 - a. the independence and academic rigour of the University environment, learning, and teaching is upheld;
 - b. the capacity and maturity to engage with academic content on the part of the student;
 - c. decision making capability on the part of the student;

- d. capacity and suitability of staff to be engaged with vulnerable students; and
- e. compliance with federal legislation.

4. The University admits international students under the age of 18 where:

- a. admission is compliant with Standard 5 of the National Code;
- b. appropriate accommodation and welfare arrangements are in place prior to applying for a student visa;
- c. the accommodation and welfare arrangements are approved by the University; and
- d. the accommodation and welfare arrangements are in place for the duration of the Confirmation of Enrolment (CoE) plus seven days or until the student turns 18 whichever comes first.

5. The University only admits international students on a student visa to the University who are under the age of 18 years under the following living arrangements:

- a. the student lives with a parent or eligible relative of good character over the age of 21; or
- b. the student lives in a university residential accommodation University Hall of Residence and turns 18 years of age prior to the census date of their commencing semester or has received an exemption to this age requirement under Clause 4 of the Admission of international students under the age of 18 procedure; or

~~e. the student organises accommodation with an ANU approved homestay provider and a Carer Service through an ANU approved Carer Service, and pays any fees and costs associated with these arrangements and turns 18 years of age prior to the census date of their commencing semester or has received an exemption to this age requirement under Clause 4 of the Admission of international students under the age of 18 procedure; or~~

~~d.c.~~ where the student turns 18 years of age prior to the census date of their commencing semester and has been living in homestay prior to admission to ANU and wishes to continue to reside there.

6. Prior to an offer of admission being made to a student who is under the age of 17 years at the commencement of their program, a Student Learning Agreement is signed by the Academic College and parent/guardian except for domestic students who:

- a. have applied for admission into the ANU Extension program;
- b. are eligible for an offer into the Diploma of Studies,

- c. and are enrolled only in EXTN-coded courses; enrolment in any non-EXTN-coded courses requires a Student Learning Agreement.
7. Offers of admission to applicants under 16 years of age at the commencement of their program are approved by the relevant ANU College Dean and Deputy Vice-Chancellor (Academic) where:
 - a. the student's application for admission has been approved by the University;
 - b. program content is deemed suitable (including but not limited to program themes, fieldwork and/or research requirements);
 - c. welfare arrangements are agreed between the Academic College, the student and the parent/guardian through a signed Learning Agreement;
 - d. the University has the capacity to provide the necessary support to the student; and
 - e. the student is not an applicant to the ANU Extension program who is eligible for enrolment into the Diploma of Studies.
8. Offers of admission to domestic applicants under 16 years of age at the commencement of their program into the Diploma of Studies are approved by the relevant ANU College Dean and Deputy Vice-Chancellor (Academic) where:
 - a. the student's application for admission has been approved by the University;
 - b. the University has the capacity to provide the necessary support to the student; and
 - c. the offer includes a condition that a student cannot enrol in any courses other than ANU Extension EXTN-coded courses until they are at least 17 years of age unless welfare arrangements are agreed between the Academic College, the student and the parent/guardian through a signed Learning Agreement.
9. University staff who have physical or face to face communication with people under the age of 18 years, that amount to more than 3 days in a 4 week period or 7 days in a 12 month period, register for [Working with Vulnerable People \(WWVP\)](#).
10. All staff from the Colleges of Health and Medicine and Science also refer to the Child Protection Guidelines and Procedures relevant to those Colleges.

Privacy

11. The University complies with the Privacy Act 1988 (Cth) and Policy: Privacy, in relation to all students' personal information. The University communicates with students and

not with parents or legal guardians, unless the student provides a Consent to Disclosure of Personal Information Form, the student has provided express consent for the disclosure and/or there is an imminent risk to the safety and wellbeing of the student.

Procedure: Admission of international students under the age of 18 years

Purpose

This procedure sets out the University's processes in relation to the admission of international students who are under the age of 18 years. The National Code of Practice for Providers of Education and Training to Overseas Students 2018 (the National Code) requires ANU to nominate whether it takes responsibility for the accommodation and welfare of international students under the age of 18 as a part of the admission process.

Definitions

Carer Service: A third party provider of welfare support and non-academic supervision to international students under the age of 18 years.

Principal Executive Officer: The person that has been registered on the [Commonwealth Register of Institutions and Courses for Overseas Students \(CRICOS\)](#) to assume the responsibilities of the *Principal Executive Officer* (PEO) under the Education Services for Overseas Students (ESOS) Framework. Among other responsibilities, the PEO ensures that the University is compliant with the relevant requirements under [Part 3, Part 4 and Part 5 of the ESOS Act 2000](#), this includes fulfilling all obligations in accordance with requirements of [Standard 5 of the National Code 2018](#).

Procedure

1. The University only admits international students under the age of 18 [years](#) if one of the following is met:
 - a. The student lives with a parent or eligible relative of good character over the age of 21. The student lives with a grandparent, brother, sister, aunt, uncle, niece, nephew or step-grandparent, step-brother, step-sister, step-aunt, step-uncle, step-niece, step-nephew. Under this option, the Department of Home Affairs (DHA) will approve the welfare and accommodation arrangements and the University is not required to issue a Confirmation of Appropriate Accommodation and Welfare (CAAW) letter with the Confirmation of Enrolment (CoE) via the Provider Registration and International Students Management System (PRISMS).
 - b. The student lives in [university residential accommodation-a University Hall-of Residence-or-Lodge](#). Students will be required to arrange a Carer Service to

provide welfare support and supervision through an ANU approved Carer Service. The student must live in the university residential accommodation a University Hall of Residence or Lodge approved by the uUniversity. The Chief Residential Services Operating Officer determines which university residential accommodation is/are Hall of Residence or Lodge is/are approved to accommodate students under the age of 18 years. To determine which Hall of Residence(s) or Lodge(s) university residential accommodation are is available to accommodate international students under the age of 18 years for the following intake academic year, students email uni.accom@anu.edu.au. If a student is made an offer into a self-catered hall of residence, the student must demonstrate through an interview is [insert] that they understand what constitutes a balanced diet and be capable of food shopping and preparing nutritionally balanced meals of their own accord before accepting the offer of a place.

~~c. The student organises accommodation with an ANU approved homestay provider and organises welfare support and supervision through an ANU approved Carer Service. The student pays any fees and costs associated with these arrangements.~~

~~d.c. _____~~ Where the student has been living in Homestay prior to admission to ANU and wishes to continue to reside there the following conditions must be met: Adults over the age of 18 years living in the home must be registered for Working with Vulnerable People (WWVP) for the duration of the student's Homestay, the student's legal guardian or parents must approve of the arrangement, the student must make arrangements to have a recognised Carer Service in Australia and the student must supply evidence of all of the above.

2. The University Registrar approves the welfare and accommodation arrangements for all international students under 18 years of age who are not being cared for by a parent or an eligible relative under clause 1.a.

3. The University only accepts responsibility for the accommodation, support and welfare of international students under the age of 18 commencing their degree program, and issue a CAAW, under the following conditions:

- a. The student will be 18 years of age by census day of the commencing semester; and
- b. The student accepts their academic offer and meets all conditions by 20 December if to commencing their program in Semester 1 (February). The University does not issue a CAAW to students commencing their program in the second session of the academic year -(including semester 2, winter session and spring session)- or 6 June if commencing in Semester 2 (July).

- c. The student's parent/legal guardian has agreed in writing to the University accepting responsibility for their child's welfare by submitting the ANU International Student Under 18 Agreement.
- d. The student lives in a University approved [Hall of Residence or Lodge](#) [university residential accommodation](#) detailed in clause 1.b, or organises the arrangements specified in clauses 1.c. ~~or 1.d.~~, until the student is 18 years of age and cannot change that accommodation unless written agreement is obtained from the parent/legal guardian and the University Registrar.
- e. Students in an arrangement under clause 1.b. must meet with the delegated officer within the ~~u~~University [Hall of Residence or Lodge](#) [residential accommodation](#) in the first week of their arrival in Australia and continue meeting with the officer every two weeks thereafter during the semester until their 18th birthday.
- f. Students in an arrangement under clauses 1.c. ~~or 1.d.~~ must meet and/or make contact with their ANU Approved Carer Service within the first week and thereafter every two weeks during the semester, until their 18th birthday.
- g. All students who will be issued a CAAW must register with an ANU approved Carer Service and pay all associated costs payable to that body.
- h. Students complete the online transition module, [ANU1001](#), and the WATTLE module, Consent Matters. Attendance at Orientation is strongly recommended.
- i. Students make contact with the Academic Standards and Quality Office (ASQO) as requested.
- j. Students obey a curfew of 10pm and do not stay away overnight from the approved accommodation address, including travel outside Canberra for the purpose of returning home or tourism, without written approval from the student's parent/ legal guardian and without first notifying the University Registrar, Student Administration & Academic Services.

Students act responsibly including being aware of their responsibilities under Australian Law by not participating in illicit activities, and not partake in risk-taking behaviour. The University reserves the right to rescind the welfare arrangements of any student found to have breached these conditions.

4. Despite clause 3.a. and 3.b., ~~for Semester 1 2023 and Semester 2 2023 only,~~ the University accepts responsibility for the accommodation, support and welfare of an international student who [starts in the first semester of the year,](#) is 17 years of age [and will be 18 years of age prior to 1 December of their commencing year](#) when the Deputy Vice-Chancellor (Academic) and the Principal Executive Officer approve the applicant's admission to the program on the written recommendation of the University Registrar. The University Registrar may seek additional assurances from

the student beyond the University's admission requirements to inform this recommendation. Evidence sought may include an oral conversation with the student to determine whether they have the preparation to live independently in a foreign country.:-

5. Decisions under clause 4 are documented and maintained appropriately on the ANU Electronic Records Management System.
6. The University nominates the start and end dates of responsibility for welfare on the CAAW letter generated through PRISMS. The start date on the CAAW letter is the Saturday prior to Orientation Week unless a later start date is formally requested by the student in writing. The granting of a later start date for a CAAW is at the discretion of the Admissions Office. The end date will be the duration of the CoE plus 7 days, or the student's 18th birthday whichever comes first.
7. The University Registrar has the sole discretion in approving the welfare arrangements for international students under the age of 18. The decision of the University Registrar on whether an international student meets the requirements outlined in this procedure and may be admitted under the age of 18 is final.

Issuing a CAAW

8. At the time of issuing an offer to an international applicant who will be under the age of 18 years when they commence their studies, the Admissions Office includes information about the steps required to obtain a student visa. Regular monitoring of applications by the Admissions Office occurs to ensure that international applicants under the age of 18 years are processed quickly and that advice is provided in a timely manner.
9. The student and their parent or legal guardian complete and submit the ANU International Student Under 18 Agreement at or prior to accepting the offer of admission to the University.
10. The parent/legal guardian nominate on the ANU International Student Under 18 Agreement form whether the student will be residing in approved university accommodation with the parent/legal guardian.
11. On receipt of the completed ANU International Student Under 18 Agreement form, the Admissions Office records in the student system the parent/legal guardian's name, home address, email address and contact phone number.
12. Where the student will be residing with their parent/legal guardian, the University proceeds with finalising the student's acceptance into the program. DHA is the approving authority for the welfare arrangements.
13. If the welfare arrangements set out in clause 1.b) or, 1.c) ~~or 1.d)~~ are approved, the Admissions Office issue a CAAW Letter with the CoE. The Admissions Office will notify ASQO when the CAAW is created.

Changes to CAAW arrangements

14. International students under the age of 18 years seeking to transfer to the University from another registered provider require written evidence from the student's parent/guardian supporting the transfer. The student applies to ANU following the usual admissions procedure outlined in this document, the [Admissions policy](#) and [Admissions procedure](#) for the University's overseas applicants. If the University enrolls a student who has welfare arrangements approved by another CRICOS registered provider, the University:

- a. accepts responsibility for approving the student's accommodation, support and welfare arrangements in accordance with Standard 5 Younger Overseas Students of the National Code 2018;
- b. negotiates the transfer date for welfare arrangements with the releasing registered provider to ensure there is no gap;
- c. informs the student of their visa obligation to maintain their current welfare arrangements until the transfer date, or have alternate welfare arrangements approved or return to their home country until the new approved welfare arrangements take effect.

15. International students under the age of 18 years seeking to transfer from the University to another registered provider require written evidence from the student's parent/guardian supporting the transfer. If the student is approved to transfer to another registered provider, the University liaises with the other registered provider to ensure the accommodation, support and welfare arrangements for the student are appropriate.

16. If an international student under the age of 18 has their enrolment cancelled or suspended the University continues to check the suitability of accommodation and welfare arrangements for that student until:

- a. the student is accepted by another education provider who will take over responsibility for the arrangement of the student's accommodation and welfare; or
- b. other suitable arrangements have been made that satisfy DHA; or
- c. the student leaves Australia.

17. ANU advises the DHA through the PRISMS reporting system if an international student under the age of 18 years has changed their accommodation and welfare arrangements, or the accommodation and welfare arrangements for the student are no longer approved by the university.

Care and welfare arrangements

18. Where an international student under the age of 18 years is contracted to a Carer Service and the student transfers to the ANU, the same requirements as for the issuing of

a new CAAW apply to the student. The student is required to supply evidence set out in clause 1.c. or 1.d. that they are engaged with an ANU-approved Carer Service.

19. Where an international student under the age of 18 years is under the guardianship of a parent or eligible relative, and this guardianship continues, no transfer of guardianship is required.

20. Failure to comply with the guidelines outlined in the ANU International Student Under 18 Agreement and CAAW is referred to the University Registrar, Student Administration & Academic Services to determine if disciplinary action is required as per ANU policy and rules.

Appeals

21. If the student appeals the cancellation or suspension of their enrolment the University continues to check the suitability of accommodation and welfare arrangements for that student until such a time as all internal and external appeal processes have been exhausted, other suitable arrangements are made that satisfy DHA, or the University reports to DHA that it can no longer approve the student's accommodation and welfare arrangements.

Record keeping

22. All admissions of under 18 international students and decisions regarding the students are placed on the student file in the University's Electronic Records Management System (ERMS) to ensure compliance with the record keeping requirements set out in the Policy: Records and archives management. Where appropriate, documents are placed on a confidential file.

***Item 31. Recording of Teaching Activities Policy and Procedure – Review of Working Group**

PURPOSE To present the Recording of Teaching Activities Working Group Report and drafted changes to the policy and procedure to Academic Quality Assurance Committee

PREPARED BY Executive Officer to the Pro Vice-Chancellor (Education and Digital)

APPROVED BY Pro Vice-Chancellor (Education and Digital)

SPONSOR Pro Vice-Chancellor (Education and Digital)

RECOMMENDATION That the Committee:

1. **Note** the Working Group Report.
2. **Endorse** the Recommendations from 1 to 12.
3. **Endorse** the Recording of Teaching Activities Policy and Procedure for transmission to Academic Board for approval.

ACTION REQUIRED (tick as applicable)

- For discussion
 For Decision
 For Information
 For Feedback/Response
 For transmission (*to Academic Board*)

WHY IS THE COMMITTEE RECEIVING THIS PAPER

AQAC6/2022 (27 October 2022) approved the Terms of Reference for a Working Group to review the Recording of Teaching Activities Policy and Procedure. The Working Group was to report its recommendations at meeting 2/2023, but this was moved back to meeting 4/2023 following consultation with the Chair of AQAC.

ON WHAT AUTHORITY IS A DECISION BEING MADE

Under its Charter, the Academic Quality Assurance Committee (AQAC) is to develop, monitor and coordinate University policies, procedures and guidelines on load planning, admissions, pathways, credit, programs and courses.

POLICY/LEGISLATIVE ELEMENT

[ANU Policy Library - Procedure - Recording of teaching activities](#)

[ANU Policy Library - Policy - Recording of teaching activities](#)

ALIGNMENT WITH ANU STRATEGIC PLAN

To ensure that that ANU '*delivers a student experience equal to the world's best*' and is '*a standard bearer for equity and inclusion*', it is imperative that we regularly review our policy and procedure to ensure that these remain contemporary and relevant.

EXECUTIVE SUMMARY OF ISSUES

The review of the Recording of Teaching Activities Policy and Procedure has been conducted by a Working Group established at AQAC6/2022 on 27 October 2023. The Working Group's Report (**Attachment A**) sets out 12 Recommendations that AQAC is being asked to endorse Amendments to the Policy and Procedure (**Attachments B to E**) have been drafted to reflect the changes recommended in the Report (Recommendations 1 to 6) and the Committee is being asked to endorse these changes for Academic Board's approval at its next meeting on 22 August 2023.

BACKGROUND

In Academic Quality Assurance Committee meeting 1/2022 the Committee resolved that the review of the Recording of Teaching Activities Policy and Procedure would be conducted by a Working Group led by the Pro Vice-Chancellor (Education and Digital). Whilst changes to the Policy and Procedure were made following a light touch review in late 2022, the Committee requested that a more in-depth review be undertaken in 2023 by a formally constituted Working Group. The Working Group's Terms of Reference were tabled by AQAC at meeting 6/2022.

The Working Group was tasked with reviewing the Recording of Teaching Activities Policy and Procedure. Specifically, the Terms of Reference were to:

1. Identify and consider the key issues, both current and developing, relating to recording of teaching activities and the transcription of recordings within the context of the ANU and more broadly within the tertiary sector, including consideration of the following:

- o Disability Action Plan*
- o Policy: Disability*
- o Policy: Adjustments for students who disclose a disability*
- o Policy: Timetable*
- o Procedure: Timetabling*
- o Disability Discrimination Act 1992 (Cth)*
- o Discrimination Act 1991 (ACT)*

2. Assess the effectiveness of the existing ANU Policy and Procedure in addressing identified issues as they relate to teaching at ANU, taking into account the ANU Learning and Teaching Strategy and Student First.

3. Make recommendations for improvement to the Policy and Procedure that respond to the concerns identified in objectives 1 and 2 and that are consistent with the University's relevant policy documents, Disability Action Plan and relevant disability legislation.

Whilst not part of the AQAC approved Terms of Reference the review did also consider Web Content Accessibility Guidelines standards.

The Working Group met 7 times between February and June 2023 and sought approval from the Chair AQAC to delay the submission of the Report to AQAC 4 to allow sufficient time for the Working Group to fully consider and explore the matters raised during the review.

CONSULTATION AND DISCUSSION RECORD

<i>Date</i>	<i>Committee Name, Mtg ID, Item # / Consultation with Service Division</i>	<i>Resolution / Feedback</i>
27 October 2022	Academic Quality Assurance Committee 6/2022	The Committee: 1. Endorsed the proposed changes to the Recording of Teaching Activities Policy and Procedure for transmission to the Academic Board for approval; and 2. Approved the Terms of Reference for a Working Group to conduct a further review in 2023 of the Recording of Teaching Activities Policy and Procedure.

ATTACHMENTS

- A. [Recording of Teaching Activities Policy and Procedure Working Group Report to AQAC 2023](#)
- B. [Recording of Teaching Activities Policy - with track changes](#)
- C. [Recording of Teaching Activities Policy - clean copy](#)
- D. [Recording of Teaching Activities Procedure - with track changes](#)
- E. [Recording of Teaching Activities Procedure - clean copy](#)

4 July 2023

Recording of Teaching Activities Policy and Procedure Working Group Report to AQAC 2023

Purpose

The Working Group convened by the Academic Quality Assurance Committee in 2022 undertook a review of the Recording of Teaching Activities Policy and Procedure in the first half of 2023. The purpose of this Report is to provide the Committee with a summary of background, key issues and importantly, the recommendations from the review of the Policy and Procedure.

Background

Since its establishment the Recording of Teaching Activities [Policy](#) and [Procedure](#) has sought to support students by recording lectures, lectorials, undergraduate and postgraduate seminars and making them available to students through Wattle. In 2016 when the Policy was created the Education Standards and Quality Committee (ESQC) discussed the creation of the Policy and Procedure and noted in particular that *“feedback from students highlighted the importance of recording activities to avoid students from being disadvantaged if they are unable to attend the class. Equally, staff identified that the policy needs to be balanced by a clear catalogue of acceptable reasons for opting out of recording, yet being aware that the University has accessibility obligations for students from varying backgrounds and levels of ability”*.

In Academic Quality Assurance Committee meeting 1/2022, the Committee resolved that the review of the Recording of Teaching Activities Policy and Procedure would be conducted by a Working Group led by the Pro Vice-Chancellor (Education and Digital). Whilst changes to the Policy and Procedure were made following a light touch review in late 2022, the Committee requested that a more in-depth review be undertaken in 2023 by a formally constituted Working Group. The Working Group’s Terms of Reference were tabled and approved by AQAC at meeting 6/2022.

The Working Group was tasked with reviewing the Recording of Teaching Activities Policy and Procedure. Specifically, the objectives of the Working Group were to:

1. *Identify and consider the key issues, both current and developing, relating to recording of teaching activities and the transcription of recordings within the context of the ANU and more broadly within the tertiary sector, including consideration of the following:*
 - o [Disability Action Plan](#)
 - o [Policy: Disability](#)
 - o [Policy: Adjustments for students who disclose a disability](#)
 - o [Policy: Timetable](#)
 - o [Procedure: Timetabling](#)
 - o [Disability Discrimination Act 1992 \(Cth\)](#)
 - o [Discrimination Act 1991 \(ACT\)](#)
2. *Assess the effectiveness of the existing ANU Policy and Procedure in addressing identified issues as they relate to teaching at ANU, taking into account the ANU Learning and Teaching Strategy and Student First.*
3. *Make recommendations for improvement to the Policy and Procedure that respond to the concerns identified in objectives 1 and 2 and that are consistent with the University's relevant policy documents, Disability Action Plan and relevant disability legislation.*

Whilst not part of the AQAC approved Terms of Reference the review did also consider Web Content Accessibility Guidelines standards.

Key Issues

This is the first major review of the Policy and Procedure since its creation in 2016. The Working Group began by acknowledging a number of fundamental environmental and strategic shifts that had taken place since their creation.

Notably, the University has weathered a global pandemic which radically challenged the way the University and indeed the sector approached the delivery of learning and teaching. The pivot to remote learning transformed the familiar campus-based 'appointment' model of learning and replaced it with synchronous and asynchronous activities delivered online and later in hybrid formats. This experience invariably shifted students' expectations around flexible learning and around how and when they might engage with us. Even as students return to campus, there is strong evidence that the experience of remote learning has reset their expectations for learning at university. The fact that the return to campus-based learning has coincided with a significant cost of living crisis nationally has also intensified calls from students to design learning flexibly and in ways that respect the complexity of their lives and needs, particularly around balancing study with paid employment.

At the same time, there have been significant strategic developments impacting on our understanding of the current and future shape of learning and teaching at ANU. There is a new Strategic Plan [ANU by 2025](#) which affirms the ANU's commitment to 'inclusion, equity and diversity' among its values. Further, the strategy highlights that 'being a standard-bearer for equity and inclusion' means ensuring that 'our physical and digital campuses will be welcoming and accessible to all'. Against this background, it is important and appropriate to acknowledge that there is an increased focus on accessibility in learning and teaching, with a range of activity underway, including a refresh and update of the University's [Disability Action Plan](#).

The university has also approved the [ANU Learning and Teaching Strategy](#) which is now in its first year of implementation. The strategy looks to modernise learning and teaching with a renewed emphasis on active and authentic learning in place of more traditional forms of learning. It heralds a shift in the

range of learning activities the university will seek to offer in future. This includes digitally supported forms of blended and flipped learning delivered via a new learning ecosystem provided as part of Student First, the initial phase of the university's 10 year *Digital Master Plan*. This review is occurring then at a time of significant transformational change to the organisation and, as a result, the overall shape of learning at ANU and the place of recorded teaching activities within it are far from fixed.

Adaptations in learning and teaching as a result of the COVID-19 pandemic also mean that course convenors may avail themselves of recording technologies that are separate from the main University Recording System. It has been necessary then to address this in recommendations and to clarify that the working group has been concerned in its review with the University Recording System (currently Echo 360 EchoVideo) unless otherwise specified.

While the environment in which we are working remains fluid and learning and teaching subject to considerable on-going change, at all times the Working Group was mindful of the need to ensure no changes were made to the Policy or Procedure that diminished our ability to meet our legal obligations, attain our strategic goals, or embody our values as an institution.

As the Working Group reviewed the Policy and Procedure some key themes emerged:

- That our students have diverse learning needs and that the Policy and Procedure need to provide sufficient support for student needs.
- That to support our staff the opt-out process could be improved, through the provision of criteria on the reasons for opting out and standardising the requests process.
- That the recording of teaching activities was not to be a substitute for in class attendance.
- That the scope of teaching activities to be recorded be considered.

Members of the working group shared a wide range of views on the larger context within which changes to the Policy or Procedure were being considered and the various tensions that needed to be balanced. In discussion, obligations to students with legitimate and recognised needs to access recordings were set alongside questions of student attendance, convenor wellbeing, experience of on campus education and the skills development that live and interactive teaching can facilitate. The sharing of perspectives from academic and professional staff was a key and positive contribution to collective understanding of the issues in this area. It was noted that future reviews will similarly need to take care to manage such tensions and remain aware of the possible unintended outcomes and impacts of changes.

As part of the discussions around the learning needs of our students, data from Access and Inclusion highlighted that the number of students presenting with disabilities was increasing and that the needs of our students presenting with disabilities were becoming more complex. The provision of the recording of teaching activities is one way in which the university is able to provide additional learning support to a range of different cohorts including students who present to Access and Inclusion with disability and support needs and it fulfils our obligations under relevant disability legislation. The recording of teaching activities is also required as the university cannot guarantee a clash-free timetable for all students. Similarly, there are students who are required to undertake formal ANU activities such as fieldwork and Work Integrated Learning (WIL) that may clash with timetabled classes on campus and who benefit from recordings of those classes.

The opt-out process was highlighted as a particular area of the Procedure which could be improved. The main issue is that there is currently no clear and consistent guidance available to Course Convenors or the Associate Deans Education on acceptable grounds for requesting to opt-out of recording. Over several meetings the criteria for opting-out was discussed and refined. This discussion was aided by some (limited) data provided by the Learning Teaching Technology Team on opt-out requests, however, there were limitations owing to the lack of consistency both within the requests themselves and in the data captured. This was also identified as an area for improvement. Current data limitations notwithstanding, the total number opt-out over a 5 year trend was provided and it was acknowledged that there was a low volume of requests over a 5 year period; the highest

being 79 requests in 2022 (with an average of 39 opt-outs per academic year over the 5 year period). It is worth noting that this number may increase with greater clarity on the grounds for opting-out and with a more efficient opting-out process in place.

To help address the efficiency of the opt-out process, within the procedure it was agreed to specify the information to be sent to the decision makers when the requests are made. It was felt that this would provide a more robust process that would help ensure consistency of decision making and would reduce email traffic between the processing team in ITS (Learning and Teaching Technology Team) and the Colleges resulting from incomplete information; it was thought that this would also provide more data points that could be captured and analysed in future.

It was also identified that the instructions for opting-out of a teaching activity feature in both the Recording of Teaching Activities Procedure and Timetabling Procedure, and that the two instructions are inconsistent. This was another matter that the Working Group felt ought to be addressed, with the Recording of Teaching Activities Procedure to be the authoritative source on the process required and that Timetabling Procedure should also reference the Recording of Teaching Activities Procedure.

The relationship between the Recording of Teaching Activities Policy and attendance was a particular theme that some members of the working group felt strongly about. The primary concern was that through the recording of teaching activities the university may be inadvertently providing a reason for students to not attend the recorded activity in person on campus. The group heard a range of different experiences from members that covered the demoralising impact that this has can have on academic staff managing classes with ever diminishing numbers of regular attendees and on the quality of student learning and overall learning outcomes. The Working Group returned to this issue several times, although it was acknowledged by the Chair at the outset that the Policy and Procedure should not be treated as levers for regulating attendance. Nevertheless, to help address the very real issue of class attendance, the Working Group proposed several measures, including the addition of a statement in both the Policy and Procedure to the effect that recordings are not a substitute for attendance but are designed to supplement student learning. It was also recommended that course convenors proactively engage classes prior to the start of semester and in the opening weeks of a course in discussion around the style of learning and teaching being offered and the specific requirements for, or benefits from, in-person attendance and participation. This may help to establish shared expectations around the value of attendance and the place of recordings in that course. Following representations from one College in particular, resources to facilitate such discussions were developed by CLT and distributed to all Colleges ahead of the start of semester 2 2023. Further, in line with the university's renewed attention to Orientation and Transition, attention could be paid to redesigning first year courses with a view to ensuring students develop appropriate expectations around what it means to learn at university and understand the level of on-campus engagement required to be successful.

Time was also devoted to the question of the scope of recorded activities with some working group members questioning whether the current scope may be too wide. In particular, there were concerns expressed around the value of recording activities such as seminars, where the intent was for the classes to be interactive and discussion-based. It was felt that recordings of such activities cannot adequately capture the classroom experience and therefore may be of limited value to students listening to them and may not fulfil course learning outcomes. While there is validity in this view, it was acknowledged that even with these limitations recordings serve multiple purposes and are used as much by those who attend class (e.g for revision, for clarification etc.) as by those who do not. Equally, it was noted that recordings can support students who attend regularly but might miss an occasional class. Many of the concerns associated with this issue can be addressed by an improved opt-out process that convenors can use where they genuinely believe that the design of their classes is incompatible with recording and that any recording made would be of limited value to students. However, the redesigned opt-out process would require them to specify as part of their request – and also for students intending to enrol – what alternative supports would be available for those with accessibility needs and other requirements normally met by the recording of classes. The option to

record classes but have them available on request only to those with EAPs or other legitimate reasons was floated, but this would place additional work on course convenors to manage those requests at the same time as adding to the already unacceptably high burden of self-advocacy experienced by some of our students around their accessibility needs. It was also recognised that not all students necessarily register their accessibility needs with the university. While it is difficult for the university to address needs of which it is unaware, we should nevertheless limit the possibility of adopting measures that may ultimately exclude some students from the supports they need.

The Chair noted throughout the working group's deliberations that a number of tensions around what was recorded and why would likely start to diminish as the university proceeds with its program of educational renewal and (a) moved away from more passive modes of delivery in line with Learning and Teaching Strategy and (b) began to design more flexible learning modes in the line with the affordances of the new digital learning ecosystem provided via Digital Master Plan. Going forward, there may, for example, be greater take up of flipped learning in place of traditional lectures and more authentic or experiential learning activities on offer. As learning activities transform so too may our understandings of what types of activities ought to be recorded and/or deemed 'clashable' from a timetabling perspective. The university will also need to take account of how assistive technology options evolve over time as this may influence how the university may need to support accessibility needs going forward. It was thought for this reason that a further review of the Recording of Teaching Activities Policy and Procedure in approximately 2 years would help to keep the Policy and Procedure in step with the evolving nature of learning and teaching at the university.

Another theme that was raised in several meetings related to the quality of the audio recordings. Members heard that experiences in discussion based classes, quality can be varied and effected by large discussions involving the audience. Whilst the matters of quality and technology are not specifically in the scope for this working group, it was felt that this was an important matter and that this should be shared with ITS for further investigation, including the use of mobile microphones. The Working Group also heard concerns about the resourcing implication of any expansion of recording more generally and would want to ensure that this is properly considered from a facilities point of view.

Recommendations

At the conclusion of the working group, 12 recommendations are made to the Academic Quality Assurance Committee. These are detailed below. Recommendations 1-6 have been drafted into the updated Policy and Procedure that accompany this Working Group Report in Attachment A and B.

Recommendation 1: To have a clear statement in the 'Purpose' section of the Policy and Procedure that makes clear that the recording of teaching activities is designed to supplement learning and not designed as a substitute for attendance or participation in scheduled teaching activities.

This recommendation takes account of the concerns raised by members around the issue of attendance and participation and is consistent with results of the benchmarking exercise.

Recommendation 2: To recognise different forms of 'alternative recordings' within the Procedure and to make clear that this Policy and Procedure are concerned with recordings taken through the 'University Recording System'. The reference within the Procedure is to refer to a guidance document on how to import/upload other recording into University Recording System (currently Echo 360 EchoVideo) and encourage staff to upload recordings and make clear that this is for student benefit.

This recommendation captures other methods of recording teaching activities that sit outside the recording captured through the University Recording system and provides staff with a mechanism and instructions on how to upload alternative recordings into the University Recording System (Echo 360 Echo Video).

Recommendation 3: To update the guidance that is designed to support staff with the import/upload of 'alternative recordings' to the University Recording System and have this referenced within the Procedure.

As indicated in recommendation 2, a link is included to provide staff with instructions on how to upload alternative recordings within the Procedure.

Recommendation 4: To include the words "and consent by their participation" are added to the end of clause 22 in the procedure, as recommended by the ANU Legal Office to expressly square off issues raised by the ACT Legislation.

Recommendation 5: To provide the criteria for opting-out of a scheduled recording and have this clearly expressed in the Procedure.

Recommendation 6: To improve the process of opting-out of a scheduled recording by capturing the information needed in the Procedure in a consistent format with the view to having this process automated via the creation of service desk catalogue item.

Recommendations 5 and 6 seek to address improvements to the opt-out process within the Procedure and in practice. This is achieved through the provision of criteria on the accepted reasons for opting-out which will assist with transparency of decision-making, and through the capture of consistent information needed by decisions-makers and teams who process the opt-outs in the University Recording System. The provision of opt-out criteria address concerns expressed within the working group on lack of clarity when making decisions and providing advice to teaching staff on what constitutes grounds for opting out. By setting out the criteria within the Procedure it will create a basis for ADE decision making and will also allow for the development of guidance and training for staff.

The process of opting-out will also be improved by clearly specifying the information needed in the opt-out request within Procedure. This will create a consistency for decision makers and will ensure the processing team have all the information needed to complete a request. The information provided will also ensure that consideration is being given to student communication as part of the opt-out process. It will provide better data on opt-outs which can be analysed and may help with future reviews of this policy. Clarity on information required and the steps that need to be taken that can be used to explore further automation of the workflow through such mechanisms as an IT Service Desk catalogue item.

Recommendation 7: That, owing to the changing educational environment arising from the ANU Learning and Teaching Strategy and the Learning and Teaching Ecosystem, the Policy and Procedure are reviewed again by a working group with College representation in 2 years in 2025; rather than 2028 as would be the case per the standard 5 years review cycle that would applied following this review.

Recommendation 8: That owing to the different definitions for teaching activities that are in use across the university, it is recommended that further work be undertaken through AQAC to resolve a common set of definitions.

Recommendations 9: That the *Timetabling Procedure* be updated to refer to *the Recording of Teaching Activities Procedure* where referenced in the process for opt-out of a recording.

Recommendation 10: That course convenors and teaching staff proactively engage classes at the start of semester and in the opening weeks of a course around the style of learning and teaching being offered and the specific requirements for, or benefits from, in-person attendance and participation.

Recommendation 11: That to improve student experience, a broad awareness campaign be undertaken to update academic staff on our legal obligations around reasonable adjustments, EAPs, and the learning and teaching supports available to staff implementing EAPs.

Recommendation 12: That to reduce the unacceptably high number of late changes currently made to the University Timetable after finalisation, steps are taken to ensure timetabling is completed according to the agreed schedule and dates.

Benchmarking and Data

Benchmarking of the recording of teaching activities with other universities

Benchmarking of other universities was conducted to investigate which institutions have similar or equivalent policy and to explore the type of teaching activities that are recorded.

The benchmarking data is provided in Attachment C.

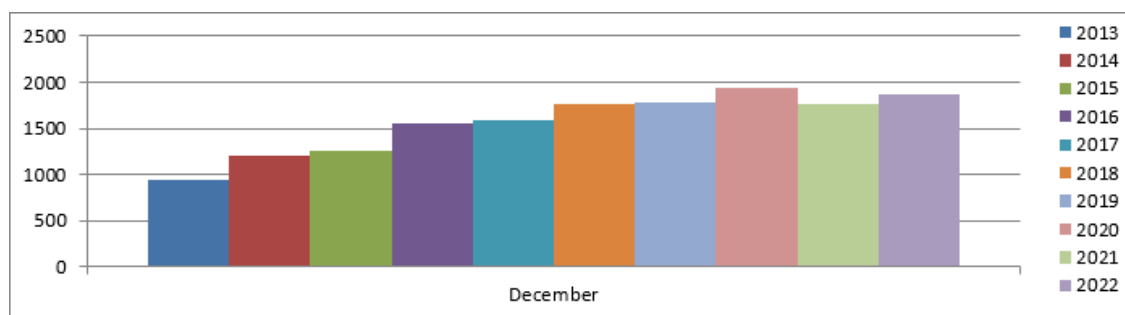
A summary of key points follows:

- Of the 20 institutions checked all recorded teaching activities
- 9 Institutions appeared to be using Echo 360
- There was a wide range of teaching activities recorded including tutorials, practicals sessions, events, workshops and student presentations
- 16 institutions have recording of teaching activities covered in policy
- One institution referenced that that: “The recorded content can include lecturers speaking, writing or drawing on a whiteboard or blackboard, slides and other presentation materials, and videos or other media that are played during the session.”
- Only 4 referenced transcription or had an associated policy

Data from Access and Inclusion

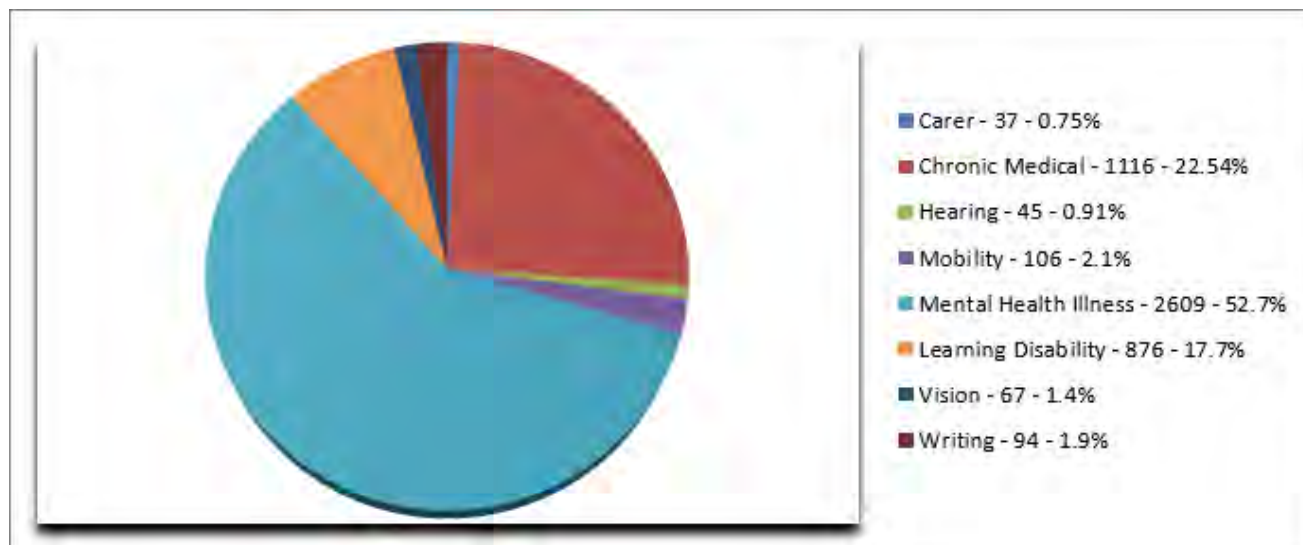
Data was provided from Access and Inclusion and is provided in in Table 1 and 2 below:

Table 1 - Students registered with disability between 2013 to 2022.



The above table highlights the annual number of students registered with disability/medical conditions at the end of each year over the 10-year period 2013 to 2022. The number of registered students experienced a slight decrease in 2021, in-part due to on-line teaching, learning and assessment and the reduced demand for reasonable adjustments such as special exam arrangements. This has since stabilised, and the number of registered students has again increased to pre-covid period.

Table 2 - Breakdown of student disability data (4950 recorded disabilities in total) across the 1874 registered students with disability for December 2022



As shown in the above table, students are presenting to A&I with multiple disabilities and increasingly complex support needs. This trend is supported by the research for example, in the ‘... 2007 National Mental Health and Wellbeing Survey, 29 per cent of people with physical disabilities that reported students experiencing increased levels of anxiety disorder, and 17 per cent reported an affective disorder in the past 12 months’ (Australian Bureau of Statistics, 2008).

Opt-Out Data provided from the Learning and Teaching Technologies Team

As noted earlier there are limitations with the current data available. The working group was provided data on the statistics around the number of opt-outs and opt-in that were processed by the Learning and Teaching Technologies Team in ITS. This data is provided in Appendix D.

Table 3 below is an extract from the Attachment D and highlights the current number of opt-outs that have been processed

Table 3 - number of opt-out Echo360 from scheduled recordings across terms and years

Terms/Year	2018	2019	2020	2021	2022	2023
Summer	0	0	0	0	11	2
Semester 1	8	8	12	12	30	28
Autumn	0	1	0	3	0	0
Winter	0	0	0	2	1	0
Semester 2	11	19	4	36	37	5
Spring	0	0	0	0	0	0
Subtotal of Year	19	28	16	53	79	35

Attachments

ATTACHMENT A: Draft Recording of Teaching Activities Policy

ATTACHMENT B: Draft Recording of Teaching Activities Procedure

ATTACHMENT C: Benchmarking of the recording of teaching activities with other universities

ATTACHMENT D: Opt-Out Data provided from the Learning and Teaching Technologies Team

References

Australian Bureau of Statistics. (2008). National Survey of Mental Health and Wellbeing: Summary of Results, 2007. ABS Cat. No. 4326.0. Canberra: Australian Bureau of Statistics



Policy: Recording of teaching activities

Purpose

To make the recording of teaching activities available to students enrolled in a program of study; and through appropriate publication enhance the course learning experience of all students in particular those with diverse learning needs and those with unavoidable timetable clashes.

The recording of teaching activities is designed to supplement learning and not designed as a substitute for attendance or participation in scheduled teaching activities.

Overview

This policy describes the recording of scheduled teaching activities which when published provide all students (enrolled in the course) with flexible access to essential learning content.

Scope

This Policy applies to teaching activities, constituent of an ANU course and represented in the University timetable.

Definitions

Course – a subject of scholarly study, as defined in the glossary, https://policies.anu.edu.au/ppi/document/ANUP_002601

Teaching Activity – an instance of a class being taught, constituent of an ANU course and represented in the University timetable

University timetable – the ANU class timetable, listing the times and venues for teaching activities, as published at <https://timetable.anu.edu.au>

Policy statement

1. ANU students are expected to engage in their studies, actively participate in learning activities including all class time, independent learning and assessments, and strive to seek depth, breadth and challenge in their learning;
2. ANU students are expected to attend all scheduled activities for the courses in which they are enrolled, or make equitable and practicable alternative arrangements in

consultation with teachers, which may include listening to the recording of teaching activities or reading notes and/or slides.

3. ANU ensures that students have access to teaching materials through a range of mechanisms that:
 - a. Enhance the student learning experience;
 - b. Provide additional access to education materials for students;
 - c. Enable staff to improve the delivery of their teaching services; and
 - d. Ensure compliance with obligations under relevant legislation including disability legislation and the Higher Education Standards Framework (Threshold Standards)
4. These mechanisms recognise the diversity of student need and assist in the facilitation of education for:
 - a. Students with accessibility requirements
 - b. Students who are neurodiverse
 - c. Students catching up on the occasional missed teaching event or clarifying content
 - d. Students with a clash in their timetable
 - e. Students with language backgrounds other than English
 - f. Students revising for exams and completing assignments
 - g. Students with significant commitments



Procedure: Recording of teaching activities

Purpose

This document provides support to the Recording of teaching activities policy and outlines the process for ensuring appropriate recordings are published for students.

The recording of teaching activities is designed to supplement learning and not designed as a substitute for attendance or participation in scheduled teaching activities.

Definitions

Associate Dean Education (ADE) – the College Associate Dean (Education), or their delegate

Course – a subject of scholarly study, as defined in the glossary, https://policies.anu.edu.au/ppi/document/ANUP_002601. In this procedure this term refers to the instance of a course throughout one session. An iteration of a course is a class.

Course convenor – the ANU staff member responsible for administration of the course as defined in the [Procedure: Knowledge, Pedagogical Skills, and Qualifications requirements for Educators](#), clauses 6–7.

Course site – the web presence of a course in the LMS

Learning Management System (LMS) – the University digital platform provided to support learning and teaching, currently Wattle (Web Access To Teaching and Learning Environments)

Session – An academic period of study. Standard sessions are Semester 1 and Semester 2. Non-standard sessions are: summer session, autumn session, winter session and spring session

Teaching activity – an instance of a class being taught, constituent of an ANU course and represented in the University timetable

University Recording System – the University-supported system for recording of teaching activities, currently Echo360 EchoVideo, installed in many teaching venues

University timetable – The ANU class timetable, listing the times and venues for teaching activities.

Procedure

1. Wherever possible digital video and audio recordings are the default means of capture for a teaching activity.
2. The University supported system for recording of teaching activities, is currently Echo360 EchoVideo and is installed in many teaching venues

Automatic pre-scheduling of recordings

3. All teaching activities scheduled in a venue equipped with the University recording system will be automatically recorded if, in the University timetable:
 - a. The teaching activity is associated with a course; and
 - b. The teaching activity is not Hidden; and
 - c. The teaching activity is associated with one of the following Activity types:
 - 1) Lecture, 2) Lectorial, 3) Seminar;
 - d. The teaching activity is not scheduled for more than 4 consecutive hours. For an activity longer than 4 hours to be recorded, it needs to be broken into multiple shorter sessions, noting that there will be a 10-minute break in the recording between sessions; and
 - e. The teaching activity is not scheduled on an ACT public holiday.

Recording activities which are not pre-scheduled

4. A course convenor can request to have any other activity type automatically recorded for a given course and session via a request to the ITS Service Desk. This is possible if, in the University timetable:
 - a. The teaching activity is scheduled in a venue equipped with the University recording system; and
 - b. The teaching activity is associated with a course; and
 - c. The teaching activity is not Hidden;
 - d. The teaching activity is not scheduled for more than 4 consecutive hours; and
 - e. The teaching activity is not scheduled on an ACT public holiday.

Ad hoc recordings

5. An ad hoc recording may be used for any teaching activity for which a recording schedule does not already exist. This may include activities:
 - a. Where a late change to venue has occurred; or
 - b. Where a recording for a teaching activity has not been pre-scheduled; and

- c. Where the venue is equipped with the University recording system; and
 - d. There is not another pre-scheduled recording for that venue and time.
6. Ad Hoc recordings are initiated and controlled from the lectern computer within the venue.

Alternative Recordings

7. The recording of teaching activities that are not captured by the University Recording System are classified as “alternative recordings”.
8. Alternative recordings may occur owing to pedagogical or environmental reasons or where a teaching venue is not equipped with the University Recording System,
9. Course Conveners are to upload any alternative recordings via the University Recording System so that they can be made available to students via the LMS. Instruction on how to upload are located [[Uploading recordings and slides on your Echo360 Personal Library - Staff Services - ANU](#)]
10. Other software used for alternative recordings and supported by ANU include:
- a. Zoom
 - b. Microsoft Teams

Opting Out of a Scheduled Recording

11. Where a course convenor does not wish to automatically record teaching activities as described in section 3 of this procedure, the course convenor seeks approval of the relevant College Associate Dean Education (ADE) to “Opt out” of the scheduled recording. This approval is in the form of an email that the convenor can share with the ITS Service Desk.
12. The request seeking ADE approval must include the following:
- a. The reason for opting out as per section 16 of this procedure
 - b. The course code/name
 - c. The term code/name
 - d. The teaching activity type
 - e. the dates and start time and end time, location - either for the whole term or for specific weeks within the term
 - f. The type of alternative recording (where applicable)
 - g. Alternative learning support for accessibility

h. How the opt-out will be communicated to students

13. Where a teaching activity is timetabled into a room equipped with the University recording system, and the course convenor requests to move to an alternative room not equipped with the University recording system, this is considered opting out of recording, and therefore needs approval as per section 11.

14. A request to opt out of scheduled recording is per course, activity type and for the duration required.

15. A request to opt out of a scheduled recording for the all teaching activities of a particular activity type for the course are typically received by the final timetable release.

16. The ADE may approve a request to opt out if any of the below apply:

- The planned classroom activity is not conducive to recording (i.e. an interactive/team or group/lab or workshop/discussion based pedagogy is predominately used);
- Commercial-in-confidence material is discussed;
- Sensitive material is being discussed;
- A guest presenter is delivering the session and does not wish to be recorded.
- An approved alternative recording is being taken and will be uploaded to University Recording System and made available to students via the LMS.

17. Once approval has been obtained, a request to opt out is submitted via the IT Service Desk, allowing at least two working days for implementation.

18. Where an opt out from the University Recording System is approved by the ADE, the Course Convenor ensures that:

- a. The approval and proposed alternatives are discussed with educational designers and Access and Inclusion as appropriate; and
- b. Students are informed of the alternative learning materials that are to be made available on the LMS for that course and the support available to students.
 - I. Alternative learning materials may include (subject to copyright requirements): handouts, pre-recorded materials, and alternative recordings of the activity (e.g. recording of a Zoom or Teams meeting)
 - II. Support may include consultation sessions with teaching staff.
- c. That the requirements of student EAPs are met.

Management of recordings

19. In accordance with the [Timetable Policy](#), a pre-scheduled recording commences at 5 minutes past the published start time and concludes at 5 minutes before the published end time.
20. Recordings that commence before or finish after this schedule are manually controlled, noting that a pre-scheduled recording in the venue may over-ride a manually initiated recording.
21. Recordings produced by the University recording system are automatically made available to enrolled students via their course site in the LMS.
22. Requests to postpone the publication of recordings to students is only permissible with the written approval of the ADE, on the grounds that the recording contains inappropriate material.
23. Access to control a recording or to initiate an ad hoc recording is given to teaching staff listed for a course as recorded in the University Recording system.
24. Access for additional staff to control or initiate recordings requires prior notification via the ITS Service Desk.

Archiving

25. Recordings are available for streaming and download for students and staff while the associated LMS course site remains available. Past recordings may be retrieved by request to the ITS Service Desk within 5 years after cessation of the course.

Copyright, IP, and privacy

26. The Copyright in the recordings of teaching activities is either owned by or licensed to the University. Students may use the recording for personal study only. No lecture may be communicated online, copied or shared, without the prior permission of the University. This is in accordance with '[Copyright in Lectures including recordings: a guideline](#)' and with the [Academic Integrity Best Practice Principles for Learners](#), section 4.4.
27. Ownership of Educational Materials used in the teaching activity is in accordance with the [ANU Intellectual Property \(IP\) Policy](#).
28. The collection of student information through their use of the University recording system is in accordance with the [Echo360 Privacy Statement](#).
29. Signage is prominently displayed in venues where teaching activity capture occurs to ensure that participants are aware that they may be recorded and consent by their participation.
30. When inviting a guest presenter, course convenors inform the guest presenter that the activity will be recorded and the recording will be available to staff and students unless

the guest presenter informs the course convenor in writing that they do not wish to be recorded.

31. Lecturers should attempt to ensure that inappropriate material is not included in the recording or is edited out as soon as is practically possible. Inappropriate material includes but is not limited to:

- a. Defamatory comments
- b. Sensitive or personal information
- c. Where there is no licence to use third party copyright materials used in their course materials, where the use of the third party copyright work falls outside 'fair use'.

32. Personal recordings by members of the audience are not permitted without the express written permission of the presenter.

Feedback

33. Feedback regarding the University recording system is welcomed via the ITS Service Desk.

ATTACHMENT C: Benchmarking of the recording of teaching activities with other universities

Institution	Is there any information to suggest the institution records teaching activities	What types of activities are recorded	Is there a policy covering the Recording of teaching activities	Is there any information to suggest the institution provides transcription services	Is there a policy that considers the transcription	Relevant Links
University of Wollongong	Yes, UOW uses Echo360 and iLearn to capture teaching and learning content including audio, video, and presentation materials.	lecture capture can be used to record all or some of a lecture or presentation including the presenter, presentation slides, video and audio. In addition to lectures, the document also mentions the recording of seminars, workshops, tutorials, and student presentations	Yes	No	No	https://documents.uow.edu.au/content/groups/public/@web/@gov/documents/doc/uow266159.pdf
Australian Catholic University	Yes- There is use of Echo360 ALP (Automatic Lecture Capture) for recording teaching activities.	Echo360 ALP is used to record lectures, presentations, and other similar activities.	No- There is no specific policy mentioned in the link. However, it is noted that the recordings are made available to students enrolled in the relevant courses.	No	No	https://staff.acu.edu.au/our_university/centre-for-education-and-innovation/educational-technologies/leo_guides/tools/echo_360_alp/how-to-use-automatic-lecture-capture
La Trobe University	Yes, La Trobe University uses the Echo360 lecture capture system to automatically record audio and visual content from selected teaching spaces, including lecture theatres, classrooms and tutorial rooms.	lecture theatres, classrooms and tutorial rooms. The recorded content can include lecturers speaking, writing or drawing on a whiteboard or blackboard, slides and other presentation materials, and videos or other media that are played during the session.	Yes, La Trobe University's has policy on the use of audio and video materials for educational purposes.	No	No	https://www.latrobe.edu.au/students/support/it/teaching/echo360
University of Technology Sydney	Yes, according to the "Zoom Recording Sessions Policy" on the UTS website, recordings of teaching activities may be made and stored in the Zoom cloud.	recordings of lectures, tutorials, and other learning activities	Yes	No	No	https://www.uts.edu.au/current-students/managing-your-course/using-uts-systems/software-available-students/zoom/zoom-recording-sessions-policy
Monash University	Yes, the website states that "Lectures, tutorials, and other teaching activities can be recorded using the University's Echo360 system."	Lectures, Seminars and Lectorials	Yes- The recording of teaching activities is guided by the Lecture Capture Policy and Procedure	Yes- the Echo360 system can be used to provide automatic captioning and transcription services for recorded content.	Yes- Lecture Capture Policy and Procedure includes guidelines for capturing and transcription of recorded content	https://www.monash.edu/esolutions/learning-meeting-spaces/recording-lectures-online
Queensland University of Technology	Yes, lecture capture system used by the institution to record and make available teaching activities.	lecture capture system is used to record live lectures and classes, as well as presentations and other teaching activities.	guidelines for staff on the use of the lecture capture system, including policies related to privacy and intellectual property.	captions can be added to recordings to make them more accessible.	No	https://cms.qut.edu.au/_data/assets/pdf_file/0006/546099/GDL_LectureRecording_20140707.pdf
The University of Sydney	Yes- Uni records teaching activities for specific purposes and with appropriate authorisation	No	Yes	No	No	https://www.sydnev.edu.au/policies/show_doc.aspx?recnum=PDCC2015/401&RenNum=0
The University of Melbourne	Yes- the Uni's Lecture Capture system records lectures and events in supported venues. Recordings are made available to students as streaming video, via the LMS.	Lectures & Events	No	Yes- Lecture Capture and Kaltura provide an automatic transcription service. This service is automatically available in Kaltura and may need to be activated in Lecture Capture. The transcript will become available at least 30 minutes after a recording has been made available: To students via Lecture Capture In the Kaltura Media Gallery.	No	https://lms.unimelb.edu.au/learning-technologies/lecture-capture ; https://lms.unimelb.edu.au/staff/guides/lecture-capture/features-and-tools/automatic-transcription-services
University of New South Wales	Yes, they record using various technologies, such as Echo360 and Moodle	UNSW records a variety of teaching activities, including lectures, tutorials, and practical sessions.	No	No	No	https://subjectguides.library.unsw.edu.au/copyright/recording_lectures_quest_apparances
Western Sydney University	Yes, Lecture Capture and Recording of Teaching Activities	The policy mentions that the recording can capture "the lecturer's voice, PowerPoint slides, whiteboard content, and any other visual aids used during the lecture."	Yes, the policy on "Lecture Capture and Recording of Teaching Activities" covers the guidelines for the recording of teaching activities	No	No	https://policies.westernsydney.edu.au/document/view.current.php?id=298&version=1
RMIT University	Yes, Recordings of classes may be used as evidence of attendance and participation in learning activities.		Yes, guidelines for remote learning, which includes a section on recording of sessions.	No	No	https://www.rmittraining.com/content/dam/rmit-training/documents/policies-and-procedures/RMIT-Training-Remote-Learning-Guidelines.pdf
The University of Queensland	Yes, UQ records teaching activities using lecture recording tools.	Lecture recordings are typically used to record face-to-face lectures, however, they can also be used to record virtual classroom sessions or other teaching activities.	Yes, there is a policy covering the Recording of teaching activities, which includes guidelines and requirements for using lecture recording tools and obtaining consent from students.	No	No	https://web.library.uq.edu.au/library-services/it/learnuq-blackboard-help/lecture-recordings

Macquarie University	Records teaching activities through iLearn Lecture Recordings.	iLearn Lecture Recordings can record audio, video, and any content displayed on the presenter's computer screen during the lecture or presentation.	Yes, the university has a policy on recording of teaching activities. It covers issues such as consent, privacy, intellectual property rights, and usage of recorded materials.	No	No	https://students.mq.edu.au/support/technology/systems/ilearn/lecture-recordings
Deakin University	Yes, Deakin University records teaching activities using audio and video recordings for educational purposes.	No	Deakin University has a policy on the use of audio and video for educational purposes, which includes guidelines for the recording of teaching activities.	Yes	Yes, the policy on the use of audio and video for educational purposes includes guidelines for captioning and transcribing recordings for accessibility purposes.	https://www.deakin.edu.au/library/help/copyright/teaching ; https://www.deakin.edu.au/_data/assets/pdf_file/0008/68219/Audio-and-video-for-educational-purposes-Modules-1-4.pdf
University of Canberra	Yes, University of Canberra offers lecture recording services through the Echo360 platform, which allows students to access and review recorded lectures online.	records lectures using the Echo360 platform, which allows for the recording of audio and video of the lecturer as well as any content presented on the screen (such as slides, videos, or other multimedia).	Yes			https://canberra.libguides.com/c.php?g=599302&p=4149366
The University of Adelaide	Yes, the University of Adelaide has a policy on the Recording of Lectures and Tutoring Sessions that outlines the process and guidelines for recording teaching activities.	Lectures and tutoring sessions	Yes- Recording of Teaching Activities	No	No	https://www.adelaide.edu.au/policies/669/?dsn=policy.document;field=data;id=5644;:m=view
University of Tasmania	Yes, records teaching activities using Echo360 technology.	Echo360 can record lectures, tutorials, and other teaching activities.	Tells to use Echo360 in compliance with copyright laws.	No	No	https://www.utas.edu.au/mylo/echo360
The Australian National University	University uses recording technologies to capture teaching activities	Lecture, Lectorial & Seminar	Yes	No	No	https://policies.anu.edu.au/ppl/document/ANUP_013208
Griffith University	Yes, Griffith University records teaching activities using Echo360, a lecture capture system.	Echo360 can capture live classroom activities, including lectures, discussions, and presentations.	Yes, policy for the recording of teaching activities using Echo360 at Griffith University.		the policy for the recording of teaching activities includes guidelines on how the recordings can be used, accessed, and shared, which may indirectly relate to transcription	https://intranet.secure.griffith.edu.au/computing/using-learning-at-griffith/staff/echo360/making-recordings/policy#:~:text=Making%20recordings,-Policy&text=Recordings%20should%20remain%20accessible%20until,to%20opt%20out%20of%20recording.
The University of Western Australia	Uni uses Echo360 as a platform to capture and record teaching activities in lecture theaters.	Lectures and Echo360 captures audio, video, and screen activity from the teaching computer as well as content displayed on any connected devices.	There's a policy on Lecture Capture which outlines the standards for recording lectures and the responsibilities of staff and students.	No	No	https://www.worldclasseducation.uwa.edu.au/_data/assets/pdf_file/0010/3447613/EEU_Guide-to-Echo360-Updated.pdf

ATTACHMENT D: Opt-Out Data provided from the Learning and Teaching Technologies Team

Australian National University																	
	Jan 22	Feb 22	Mar 22	Apr 22	May 22	Jun 22	Jul 22	Aug 22	Sep 22	Oct 22	Nov 22	Dec 22	Jan 23	Feb 23	Mar 23	Apr 23	May 23
Capture Metrics																	
Hardware Captures	94	983	2,827	1,103	2,483	197	1,065	3,657	2,419	4,015	596	322	393	1,908	4,426	1,979	3,946
Software-Classroom Captures	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Software-Personal Captures	67	252	351	128	202	20	67	146	75	90	9	6	20	47	136	68	89
Software-Browser Captures	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3	2	1	-	-	1	14	9	9
Zoom Uploads	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
OneDrive Uploads	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other Uploads	216	1,408	2,718	1,446	2,100	362	1,097	2,381	1,243	1,528	168	66	245	775	1,462	917	1,162
Non-Hardware Captures	283	1,660	3,069	1,574	2,302	382	1,164	2,527	1,321	1,620	178	72	265	823	1,612	994	1,260
Total Captures	377	2,643	5,896	2,677	4,785	579	2,229	6,184	3,740	5,635	774	394	658	2,731	6,038	2,973	5,206
Live Stream Captures	-	52	190	79	148	8	15	111	56	103	-	-	-	18	59	25	55
Avg. Capture Duration (Min)	55.57	55.24	65.72	63.96	67.79	62.08	65.54	71.47	58.07	57.86	19.59	26.03	38.37	54.28	59.79	55.17	62.61
Total Capture Duration (Hours)	349.17	2,433.32	6,457.64	2,853.82	5,405.94	599.09	2,434.83	7,365.70	3,619.80	5,434.07	252.74	170.90	420.78	2,470.71	6,016.49	2,733.55	5,432.15
Active PRO Device Count	41	97	92	88	93	44	90	92	104	105	98	93	94	122	101	97	99
Active POD Device Count	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Active SCHD Device Count	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Active Classroom Capture Device Count	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Active Device Count	41	97	92	88	93	44	90	92	104	105	98	93	94	122	101	97	99
Users																	
Active Users (unique monthly)	905	14,918	16,505	13,935	14,136	10,837	12,641	15,518	13,034	13,050	9,828	594	964	14,076	15,675	13,116	13,651
Cumulative Users (Since January)	905	15,077	17,630	18,003	18,328	18,591	20,846	21,715	21,898	22,023	22,084	22,109	964	14,277	16,874	17,380	17,767
Active Student Users (unique monthly)	688	13,420	14,772	12,472	12,590	9,866	11,133	13,641	11,369	11,373	8,806	422	684	12,487	13,837	11,528	11,955
Cumulative Student Users (Since January)	688	13,519	15,607	15,811	15,966	16,086	17,905	18,458	18,493	18,529	18,464	18,448	684	12,599	14,715	15,032	15,260
Active Instructor Users (unique monthly)	49	194	200	166	171	57	177	200	158	140	46	25	46	141	170	126	132
Cumulative Instructor Users (Since January)	49	209	260	285	310	318	397	438	460	470	469	470	46	167	228	255	270
Active Instructor+Student Users (unique monthly)	164	1,293	1,522	1,288	1,369	904	1,315	1,659	1,491	1,522	968	139	228	1,436	1,655	1,453	1,553
Cumulative Instructor+Student Users (Since January)	164	1,338	1,751	1,894	2,039	2,169	2,519	2,792	2,916	2,996	3,121	3,160	228	1,498	1,916	2,075	2,218
Polling Student Users (unique monthly)	-	53	96	92	100	3	37	192	135	104	24	-	-	257	278	203	202
Cumulative Polling Student Users (Since January)	-	53	96	120	148	149	182	325	345	351	348	348	-	257	308	312	312
Viewing Intensity																	
VOD View Count	5,542	137,773	413,961	210,724	312,543	142,949	83,894	316,330	172,925	238,067	125,961	3,072	6,253	102,013	286,008	162,836	236,567
Live View Count	-	1,926	2,870	736	1,375	241	202	464	234	381	-	-	-	537	480	141	253
Total Video View Count	5,542	139,699	416,831	211,460	313,918	143,190	84,096	316,794	173,159	238,448	125,961	3,072	6,253	102,550	286,488	162,977	236,820
Video Views per Monthly Active User	6.12	9.36	25.25	15.17	22.21	13.21	6.65	20.41	13.29	18.27	12.82	5.17	6.49	7.29	18.28	12.43	17.35
Live Views per Live Capture	n/a	37.04	15.11	9.32	9.29	30.13	13.47	4.18	4.18	3.70	n/a	n/a	n/a	29.83	8.14	5.64	4.60
Private View Count	5,542	139,529	416,790	211,437	313,901	143,184	84,071	316,750	173,141	238,413	125,911	3,061	6,239	102,416	286,456	162,933	236,801
Public View Count	-	170	41	23	17	6	25	44	18	35	50	11	14	134	32	44	19
Total View Time per Month (Min)	129,766	3,217,276	10,218,631	5,331,924	7,812,863	3,278,189	2,170,339	8,819,701	4,719,774	6,485,381	3,064,988	61,995	150,967	2,514,624	7,478,069	4,294,335	6,334,316
Avg. View Time per View Event (Min)	23.42	23.03	24.52	25.21	24.89	22.89	25.81	27.84	27.26	27.20	24.33	20.18	24.14	24.52	26.10	26.35	26.75
Video Download Count	4,180	11,776	28,563	15,752	20,091	15,125	10,370	17,285	10,666	13,138	11,871	4,651	3,330	8,771	18,241	10,226	14,929

Cloud Usage Intensity																	
Monthly Cloud Usage Hours	3,000	41,401	129,473	68,887	105,588	48,555	31,459	118,856	62,899	90,492	44,697	3,054	3,742	40,277	117,320	73,670	109,661
Cloud Usage Hours per View Event	0.58	0.32	0.28	0.31	0.30	0.33	0.34	0.31	0.38	0.39	1.09	2.29	0.94	0.43	0.41	0.49	0.44
ASR Usage Intensity																	
Monthly ASR Hours	204	2,139	5,612	2,415	4,389	512	2,117	6,614	3,098	4,636	186	107	373	2,198	5,315	2,345	4,753
% Capture Hours Transcribed of Created	58%	88%	87%	85%	81%	85%	87%	90%	86%	85%	74%	63%	89%	89%	88%	86%	87%
Instructor Engagement																	
Unique Monthly Capture Instructors	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Unique Monthly Polling Instructors	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Unique Monthly Instructors who Upload PPT	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Student Engagement																	
Polling Responses	-	348	2,200	896	1,227	10	329	3,173	1,634	1,820	480	-	5	1,496	3,721	1,508	2,545
Slide Decks Viewed/Downloaded	213	7,918	25,273	15,864	15,952	8,324	4,410	17,719	8,690	14,214	6,726	142	193	6,902	16,486	10,684	12,566
Q&A	11	295	203	45	29	-	41	55	21	13	5	1	1	115	92	15	21
Note Events	176	2,326	5,359	1,880	4,861	1,088	1,599	3,756	2,887	3,408	2,524	3	53	1,033	2,917	1,416	1,207
Confusion	9	337	468	223	272	124	246	436	206	261	113	4	9	350	493	215	405

Terms/Year	2018			2019			2020			2021			2022			2023		
	Opt-out Recordings	Opt-in Recordings	Opt-in Livestreaming	Opt-out Recordings	Opt-in Recordings	Opt-in Livestreaming	Opt-out Recordings	Opt-in Recordings	Opt-in Livestreaming	Opt-out Recordings	Opt-in Recordings	Opt-in Livestreaming	Opt-out Recordings	Opt-in Recordings	Opt-in Livestreaming	Opt-out Recordings	Opt-in Recordings	Opt-in Livestreaming
Summer	0	0	0	0	0	0	0	0	1	0	0	0	11	0	0	2	0	0
Semester 1	8	46	3	8	32	0	12	47	12	12	14	15	30	48	40	28	42	15
Autumn	0	0	0	1	0	0	0	1	1	3	0	0	0	0	0	0	0	0
Winter	0	0	0	0	0	0	0	0	0	2	0	0	1	0	2	0	0	0
Semester 2	11	37	0	19	36	0	4	7	1	36	26	40	37	35	26	5	5	0
Spring	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Subtotal of Year	19	83	3	28	68	0	16	55	15	53	40	55	79	83	68	35	47	15

Note: The numbers in the table are the number of courses requested opt-out Echo360 scheduled recordings across terms and years

Terms/Year	2018	2019	2020	2021	2022	2023
Summer	0	0	0	0	11	2
Semester 1	8	8	12	12	30	28
Autumn	0	1	0	3	0	0
Winter	0	0	0	2	1	0
Semester 2	11	19	4	36	37	5
Spring	0	0	0	0	0	0
Subtotal of Year	19	28	16	53	79	35

Note: The numbers in the table are the number of courses requested opt-out Echo360 scheduled recordings across terms and years

Terms/Year	2018	2019	2020	2021	2022	2023
Summer	0	0	0	0	0	0
Semester 1	46	32	47	14	48	42
Autumn	0	0	1	0	0	0
Winter	0	0	0	0	0	0
Semester 2	37	36	7	26	35	5
Spring	0	0	0	0	0	0
Subtotal of Year	83	68	55	40	83	47

Note: The numbers in the table are the number of courses requested opt-out Echo360 scheduled recordings across terms and years

Terms/Year	2018	2019	2020	2021	2022	2023
Summer	0	0	1	0	0	0
Semester 1	3	0	12	15	40	15
Autumn	0	0	1	0	0	0
Winter	0	0	0	0	2	0
Semester 2	0	0	1	40	26	0
Spring	0	0	0	0	0	0
Subtotal of Year	3	0	15	55	68	15

Note: The numbers in the table are the number of courses requested opt-out Echo360 scheduled recordings across terms and years

Year	# of Courses
2018	6
2019	11
2020	3
2021	6
2022	19
2023	14

TermCode	# Courses	# Tickets/Requests	# DB Records/Manual Efforts
Sem2 2018	6	5	14
Sem2 2019	11	7	13
Sem 1 2020	3	2	3
Win 2021	2	2	6
Sem 1 2021	4	3	4
Sum 2022	2	2	20
Sem 1 2022	6	4	50
Sem 2 2022	11	7	56
Sem 1 2023	14	7	28

Year	TermCode	# Courses	# Tickets/Requests	# DB Records/Manual Efforts
2018	Sum 2018	N/A	N/A	N/A
	Sem1 2018	N/A	N/A	N/A
	Aut 2018	N/A	N/A	N/A
	Win 2018	N/A	N/A	N/A
	Sem2 2018	6	5	14
	Spr 2018	0	0	0
2019	Sum 2019	0	0	0
	Sem 1 2019	0	0	0
	Aut 2019	0	0	0
	Win 2019	0	0	0
	Sem2 2019	11	7	13
	Spr 2019	0	0	0
2020	Sum 2020	0	0	0
	Sem 1 2020	3	2	3
	Aut 2020	0	0	0
	Win 2020	0	0	0
	Sem 2 2020	0	0	0
	Spr 2020	0	0	0
2021	Sum 2021	0	0	0
	Sem 1 2021	0	0	0
	Aut 2021	0	0	0
	Win 2021	2	2	6
	Sem 2 2021	4	3	4
	Spr 2021	0	0	0
2022	Sum 2022	2	2	20
	Sem 1 2022	6	4	50

	Aut 2022	0	0	0
	Win 2022	0	0	0
	Sem 2 2022	11	7	56
	Spr 2022	0	0	0
2023	Sum 2023	0	0	0
	Sem 1 2023	14	7	28
	Aut 2023	N/A	N/A	N/A
	Win 2023	N/A	N/A	N/A
	Sem 2 2023	N/A	N/A	N/A
	Spr 2023	N/A	N/A	N/A

Q2Showcase_L&T Tools Squad

TOP 3

- BAU
 - Tickets/Incidents
- Echo360 Course creation
 - Win 2023 – Completed
 - Sem 2 2023 – In progress (to be completed by 30th June)
- Data Integration
 - Echo360 DI & myTT DI for SAS upgrade
 - Echo360 DI & myTT DI for ESB/ACE upgrade
 - Regular error checks

TOP 5

- ANU Lecture Recording Policy & Procedures Review
- Accessibility
 - Auto-apply Transcripts to Closed Captions for Echo360 Lecture Recordings (Confidence Score 75% or above)

ECHO360 WIN 2023

- # Courses:
 - Total from SAS: 404
 - Total in Echo360: 403
- # Student Enrolment
 - Total: 1786
 - Unique: 1462

ECHO360 USAGE STATS (Q2 - APRIL & MAY)

- Total active users
 - April: 13,116
 - May: 13,651
- Total active students:
 - April: 11,528
 - May: 11,955
- Total active Instructors:
 - April: 126
 - May: 132

ECHO360 USAGE STATS (Q2 - APRIL & MAY)

- Total captures/recordings
 - April: 2,973
 - May: 5,206
- Total Video View Count
 - April: 162,836
 - May: 236,820
- Total Video Download Count
 - April: 10,226
 - May: 14,929

ECHO360 USAGE STATS (Q2 - APRIL & MAY)

- Total view Time
 - April: 71,570 hours
 - May: 105,572 hours
- Ave View Time per View
 - April: 26.35 mins
 - May 26.75 mins
- Video Views per Monthly Active User
 - April: 12.43
 - May: 17.35

***Item 7 ANU Employability Framework Update and Establishment of a Working Group**

PURPOSE To present an update on the ANU Employability Framework project and recommend the establishment of a Working Group to support the development of an ANU Employability Framework.

PREPARED BY Project Manager (Employability and Industry Initiatives)

APPROVED BY Pro Vice-Chancellor (Education & Digital)

SPONSOR Pro Vice-Chancellor (Education & Digital)

RECOMMENDATION That the Committee **note** the update and **approve** the establishment of a Working Group to support the development of an ANU Employability Framework.

ACTION REQUIRED (tick as applicable)

For discussion For Decision For Information For Feedback/Response

For transmission (*to Academic Board or other Committee*)

WHY IS THE COMMITTEE RECEIVING THIS PAPER

This update is being provided as part of the University's governance system and to inform the Committee of the work on the ANU Employability Framework as it relates to the implementation of the ANU Learning & Teaching Strategy.

The recommendation to establish a Working Group per the attached Terms of Reference (**Attachment A**) as a sub-Committee of TLDC needs the approval of the Committee.

ALIGNMENT WITH ANU STRATEGIC PLAN

The development of a University-wide employability framework is part of the ANU Learning & Teaching Strategy (Goal 7), with a number of concrete action items articulated in the Strategy.

EXECUTIVE SUMMARY OF ISSUES

During Q1 and Q2, the project manager undertook a desktop review of employability practices and experiences in the Higher Education sector and academic and practitioner literature as well as initial consultations with Associate Deans of Education across all Colleges to understand the landscape for employability, concerns and opportunities in each College. This paper summarises the key points and provides some initial suggestions for the Committee to consider.

Based on these insights, the paper also recommends the establishment of a Working Group to design the overarching structure of an ANU Employability Framework including the definition of key terms and guiding principles, and the development of a comprehensive set of recommendations for future work.

Current state of play

Graduate employment outcomes and student career readiness

Short-term employment outcomes for domestic Bachelor graduates is one of the University's performance indicators with a target of the overall employment rate for this group equal to or greater

than 93% four months after graduation as measured by the GOS. Analysis of the 2022 GOS and GOS-L data as presented to Academic Board for Meeting 2/2023 shows that while for a large part, results for ANU have remained consistent across the five year time span and have moved in line with the sector, the University consistently falls short of its target with overall employment rates for domestic Bachelor graduates sitting at 87% in 2022. From an employability perspective, two results stand out.

Firstly, the fulltime employment rates for both ANU undergraduates and postgraduates show a marked increase from the four-months mark to the three-year mark, suggesting that while the fulltime employment potential of an ANU degree is high, our graduates are experiencing a more difficult transition to work in the short term compared to graduates from other universities.

Secondly, ANU undergraduates reported a decline in their perceived preparedness for their current employment while the sector remained consistent. In addition, both undergraduate and postgraduate responses for ANU on this measure are more than 10% lower than the sector average.

These results are mirrored in the University's SES results which show that just over half of ANU students across all stages of their degree feel that their courses prepared them for work, with a consistent downward trend over the past five years.

Together, those data points highlight the need for improved support for students along their employability journey. Perceived employability is a significant factor for positive career behaviours and, unlike employment outcomes which are susceptible to a range of external factors, one that can be improved through institutional support.

Approaches to student and graduate employability across the sector

Graduate employability has been a consistent feature of discussion and practice in the Higher Education (HE) sector in Australia and overseas in the past few decades. In response to increased expectations from HE funding bodies, industry and future students, many universities have developed frameworks to create clearer structures around employability support.

The focus and design of these frameworks reflects the culture and values of each institution and the strategic alignment of employability, but the common factor is a clear acknowledgment of the complexity and interdependencies between actors and environments. Employability models in the academic literature similarly reflect these complexities and tend to be skills- and progression-based, learning-based or communication-oriented.

Most universities have established a link between their co- and extra-curricular programs and employability, with many universities utilising award or badging systems to manage the progression through the program and help students communicate their achievements. ANU+ is an example of a successful design in this space; other co- and extra-curricular activities at ANU could be connected and elevated in a similar way. Entrepreneurship and social impact are typical focus points of such programs across the sector and often provide an alternative form of WIL, especially for students who struggle to access traditional forms of WIL. A caveat in the co-curricular space is students' perceived value of these activities for their employability – where the value is not communicated effectively, students' engagement rates will drop.

The evaluation of employability activities and outcomes is challenging for the sector as a whole, partly due to the complexity of employability and partly due to difficulties in generating and analysing appropriate data. A desktop review of success measures across the sector showed that graduate employment rates were the most common indicator, followed by salary levels and/or increase and employer satisfaction. While the limitations of these measures are well-known and understood, they remain the most accessible data points to date. The development of the ANU Employability Framework, together with an evaluation framework, presents an opportunity to identify additional, more appropriate measures of success for the University.

Summary of consultations

Consultations were held between April and May 2023 with College Associate Deans of Education and additional staff ADEs chose to invite to these conversations. The discussions revealed a broad range of approaches to employability and related learning and teaching activities within Colleges. The key themes throughout the consultation were a call for clear guidance and support for the implementation and extension of employability activities.

The linkages to Graduate Attributes and the Curriculum Framework initiative were raised, highlighting that a clear definition of employability is a key factor for the Curriculum Framework.

The need to incorporate the student voice was also highlighted, which is reflected in the Working Group Terms of Reference which includes ANUSA representatives in the membership group.

The following section summarises the results from the consultation process.

Learning activities and assessments grounded in authentic work contexts

Owing to the variety in WIL activities and industry engagement across Colleges, there is corresponding variety in the style of employability-related learning activities and assessments. Authentic assessments are essential for WIL, and an analysis of WIL courses across ANU showed a wide spectrum of learning activities and assessment types, suggesting a rich set of experience that can be shared and elevated across all Colleges.

Some Colleges mentioned in particular the need to communicate very clearly and early to students how their learning and assessments relate to future workplaces. The value of being explicit around the relationship between course content, assessments and future careers is supported by research and current practice across the sector which shows consistent evidence for the positive effect of communicating the learning-assessment-skills-careers nexus early and consistently on students' participation, engagement, perceived employability, sense of career control and, to some extent, proactive career behaviours.

Support for convenors to integrate employability skills into their course and assessment design was a key element across all conversations, and the role of the ANU Careers & Employability team in working with convenors to map and articulate career pathways was seen as helpful in this context.

There was also a call for a wider conversation around skills and how assessment develops skills. The scaffolding and packaging of skillsets to allow students to see their progression through their course and program was seen as an important element of designing employability and WIL learning.

Engaging industry partners in education activities and Industry Advisory Boards

Industry engagement in education is present across all Colleges to varying levels. A key aspect raised unanimously was the extent of work needed to maintain effective industry connections and the need for clear guidance in this space as highlighted in the Challenges section of this paper. Alumni were mentioned specifically as an untapped resource with significant potential to positively affect students' employability as well as support education activities and industry linkages. The 2022 University's QS rankings results for those indicators that can benefit from strong alumni partnerships show a downward trend with the highest-weighted indicator, employer reputation, down by 10 places to 63rd in the world and the third-lowest result in the Go8.

The broad spectrum of industry engagement in education activities at ANU mirrors that of other universities and ranges from inviting guest speakers to help students visualise career pathways and workplace cultures to bringing industry partners into specific activities such as Moots or industry projects right through to intensive involvement in teaching and assessment such as clinical placements.

There was some concern over the danger of going too far down a vocational route that becomes reactive to ad-hoc industry requests for specific skills and neglects the value of a research-informed University education that enables considered and ethical decision-making.

Industry Advisory Boards were a good example of where differences in discipline cultures and program design result in different forms of industry engagement. Colleges offering programs with a pathway to professional accreditation such as CHM and CECC naturally utilise Industry Advisory Boards quite differently to Schools whose programs do not have clearly defined pathways. The consultations showed a wide range of utilising industry insight and advice, from ensuring programs can maintain pathways to accreditation with practitioner boards, to facilitating co-design of courses, to providing a sense check on whether programs are on the right track in terms of skills relevance. The importance of being realistic and clear with industry partners on the type and level of skills that our programs can deliver was raised in this context as well.

These responses suggests that nuanced and tiered engagement guidelines that provide clarity for staff and industry partners will be beneficial, especially around depth of engagement with program review and assessment.

Barriers to participation in internship opportunities and alternative forms of WIL

Not all ANU students are able or willing to engage with internship opportunities or other forms of employability activities. The main barriers were identified as (1) employer restrictions which can limit growth, for example in community law clinics, or exclude international students from WIL in federal government and organisations working under the same requirements, (2) working students who are either unable to find the time required for traditional internships, or prefer self-sourced internships at their current place of work, which creates challenges for maintaining academic standards in the internship program, and (3) the structure and design of WIL programs, sometimes due to accreditation requirements or curriculum design.

A related issue are unpaid internships that are common in some sectors and industries, despite Fair Work legislation stipulating that work arrangements that create an employment relationship – typical for many internships – need to be remunerated appropriately. This practice creates barriers for participation and can have additional implications where intellectual property created by a student during an internship is not treated appropriately.

Alternative forms of WIL are a well-discussed option for students who find it difficult to participate in traditional forms of WIL, and many of these are already in place across campus, including project-based work in class, capturing instances where students undertake professional-level work outside of curriculum or shorter and more flexible forms that allow for scalability such as virtual internships. There is great potential for extending these examples, however Colleges stressed the need for policies and guidelines that address the specific risks and consequences for assessment and curriculum design in these alternative forms. Examples included reputational risks for Colleges where the drive for more enrolments can lead to students participating in projects or internships without the right level of skill or with poor engagement habits.

As mentioned in a previous section, the elevation of co-curricular activities to provide opportunities to develop employability skills is another measure that can address some of the above-mentioned barriers and is common across the HE sector in Australia and overseas. A mechanism for the integration of co-curricular activities into WIL programs will need to be developed and ensure its design is not unintentionally exclusive. An alternative is the design of online employability and career development learning programs that are open to all students as a self-paced supplementary resource. The ANU Careers & Employability team's platform "Career Toolkit" is an example of such a resource; the CBE-designed course "Employability Fundamentals" is an example of a course structure that can sit alongside WIL activities. Many universities have variations of these which can also double as a compliance and risk management tool.

Scalability of WIL

Another response to WIL participation challenges is to increase the number of activities on offer. One of the metrics for the ANU NPILF Pilot Program is the increase of students enrolled in WIL activities, however there was concern across the board that a sole focus on growth does not reflect the nature of WIL programs which depend on the interest and suitability of students and industry partners alike, as well as systemic elements such as sufficient space in curriculum, staff resources and administrative and educational support solutions. A number of areas have indicated that they are unable to grow their current internship program due to one or more of these factors.

A major concern raised by all Colleges, is the workload for academic and professional staff of managing WIL activities, especially internships, and this is an issue across the sector. The National WIL Strategy paper, published by the Australian Collaborative Education Network (ACEN) in 2015, highlights eight action areas, most of which are mirrored in the responses during this consultation round. In 2010, a review into workload and recognition for WIL at Griffith University highlighted in detail the myriad of tasks and responsibilities typically carried by course convenors and professional staff for WIL activities, again most of which are similar to the tasks and responsibilities seen at ANU.

Some of these issues will be addressed by the procurement of an internship management platform and the establishment of a central support structure in collaboration with College staff along with the development of clear policies and guidelines around WIL.

It was also noted that in programs with accreditation requirements, additional WIL or professional development is almost impossible to integrate into an already full curriculum.

Working students and on-campus employment opportunities

Related to the issue mentioned above, the reality of an increasing number of students working part-time or fulltime during their studies creates a complex situation for universities with flow-on effects on course enrolments and participation, demand for the extension of online learning, student wellbeing and financial stability of the University. A number of reasons contribute to the increase and while data outside of anecdotal insights is not yet available for the ANU, it is likely that the key drivers are cost of living pressures and post-pandemic changes in students' perceptions of their potential employment outcomes.

An increase in students working while studying has undeniably positive effects on graduate employability, and support for students to effectively translate the skills gained through their employment into the professional career they aspire to will be beneficial. The ANU Careers & Employability team play an important role in this space, as do academic and professional staff across the University who are in contact with students and can have a considerable effect students' career confidence and decision-making.

Where students are able to find employment on campus, the ability to design work hours around class times is increased and the risk for substandard working conditions reduced. An on-campus employment framework is part of the goals articulated in the Learning & Teaching Strategy, and offering priority employment for ANU students as part of such a framework has been identified as a potential mechanism that is being successfully used in other universities across Australia and the UK. Related to this, the need for the development of guidelines for internal internship and project hosts has been mentioned by some areas which can improve the availability of opportunities for students, in particular international students who often struggle to participate in externally hosted WIL.

Negative effects are a drop-off in enrolments for traditional internship courses which are either not feasible for students needing to maintain paid employment, or are seen as unattractive unless they are with high-profile employers and offer challenging, professional-level assignments. In other words, where internships used to be an entry ticket to a graduate job, they are often now expected to be an accelerator for a career the student has already commenced.

Student safety and wellbeing

There was a clear acknowledgement of the pressures students as well as universities are under in the current environment, and a recognition of the responsibilities and duty of care universities have to their students to maintain a safe and supportive learning environment. The design of policies and program rules to recognise professional experience where appropriate and accommodate self-sourced internships was mentioned as a potential way to ease some of the pressures and student expectations around internships.

The safety of students on internships or other forms of WIL with an employer was raised by multiple Colleges, and the need to have clear mechanisms in place to enable due diligence and including risk assessments prior to and during student interactions with industry. The lack of an integrated, live-feed platform to manage required documentation, check-ins, timesheets and other measures assisting with student safety and wellbeing was highlighted, which will be addressed through the current IndEx project as part of the ANU NPILF Pilot Program.

A number of Colleges have learning modules built into their internship programs to educate students around their workplace rights and responsibilities including WHS, workplace bullying and harassment, especially sexual harassment, and general workplace etiquette. This should be standard across all relevant WIL activities.

Data and evaluation

The ability to track students' and alumni progression through curricular and co-curricular employability activities, usage of careers services and their subsequent career pathway is important to assess the impact of employability and career development measures. Linking existing internal platforms to generate richer datasets is an option that many universities utilise well. Targeted survey solutions such as Careers Registration are another option that is common in the UK and some Australian universities

such as RMIT and University of Melbourne. Responses from Colleges have shown disappointment at the current lack of options to collect relevant data points at ANU.

The development of an evaluation framework will be part of the ANU Employability Framework.

Conclusion

Student employability is a highly complex ecosystem with many stakeholders and while some factors such as labour markets and students' individual preferences are external, there is considerable scope of influence for universities and a duty of care to support our students in developing their employability.

The consultations and analyses of the current situation at ANU have shown a wide range of activities and support for students, provided under often difficult circumstances due to ongoing resource constraints and lack of well-connected systems and processes, and some of these are being addressed by strategic initiatives such as the Curriculum Framework and the Digital Masterplan, which need to work in tandem with this project.

A systematic and holistic employability framework for the University will enable the development of systems and structures to effectively support students in their employability journey. Specifically, it will enable the University

- to communicate clearly to students from Day One how we interpret employability and how our learning and teaching supports their employability,
- to have confidence in our risk management and compliance for WIL including the safety and wellbeing of our students when undertaking WIL,
- to provide accurate data on relevant indicators such as WIL activities, students' career readiness and the engagement of different student groups to ensure effective support for the entire student body
- to engage meaningfully and effectively with our alumni, industry partners and wider society on employability
- to share and elevate good practice across the University and the sector
- to monitor, reflect and evaluate our practices and systems to ensure currency

Recommendation

Based on the data and insights presented in this paper, it is recommended that TLDC agrees to establish a Working Group under the attached Terms of Reference to design the overarching structure of an ANU Employability Framework, including the definition of key terms and guiding principles, and the development of a comprehensive set of recommendations for future work.

Attachments

- A. [Employability Framework Working Group Terms of Reference](#)

DATE

22 May 2023



ANU Employability Framework Working Group

Terms of Reference

Establishment

The ANU Employability Framework Working Group is established a sub-committee of the Teaching and Learning Development Committee, in accordance with section 32 of the TLDC Charter.

Purpose

The purpose of this Working Group is to design and develop the overarching structure for the ANU Employability Framework in line with the expectations set out in the ANU Learning & Teaching Strategy under *Goal 7: An ANU Employability Framework*, including the definition of key terms and guiding principles, and the development of a comprehensive set of recommendations for future work.

Background

The University has committed to developing an employability framework as part of the ANU Learning & Teaching Strategy. In addition, key University-wide performance indicators include employability-related elements such as short-term employment outcomes for domestic bachelor students as measured through the GOS, the number of WIL experiences undertaken by undergraduate students and the increase in the proportion of students who complete one or more STEM unit as part of a non-STEM award.

The current strategic environment at the ANU as well as the program of work in the ANU NPILF Pilot Program provide a unique opportunity to develop a University-wide framework for student employability that strengthens the existing excellent work on supporting students' capability development in the curricular and co-curricular space and at the same time creates the space for new approaches to address the more challenging elements of student employability.

Objectives of the Working Group

The Working Group will design and develop the overarching structure for the ANU Employability Framework and provide a report to the TLDC with recommendations on the structure of the Framework and the work that will be required to support its establishment and implementation.

The scope for the ANU Employability Framework is set out in the ANU Learning & Teaching Strategy (Goals 7.1-.7.5). The Working Group will address and resolve some of the Actions under the these Goals directly, leading to the development of an overarching structure for the ANU Employability Framework. Other Actions will be addressed indirectly through a comprehensive set of recommendations for future work.

Specifically, the Working Group will deliver a report to the TLDC that addresses the following:

1. Articulation of the vision through definition of key terms, including but not limited to:
 - o employability (Action Item 7.11)
 - o professional literacy (Action Item 7.22)
 - o entrepreneurship (Action Item 7.41)
2. Development of the overarching structure and guiding principles that connect and align the ANU Employability Framework to strategic objectives across the university
3. Discuss and provide recommendations for the remaining Action Items, leading to a comprehensive set of recommendations for future work, identifying:
 - o potential "quick wins"
 - o scope of future work
 - o suitable mechanisms, e.g. policies, guidelines, financial models, communication strategies, system enhancements or engagement models
 - o responsibilities for future work, i.e. identifying potential lead areas and models of effective distribution of the work of ensuring career and professional readiness for our students.

Membership

The Working Group will operate as a subcommittee of TLDC, however, it is not a requirement that all members of the Working Group be members of TLDC.

The Working Group will be chaired by the Pro Vice-Chancellor Education & Digital, Professor Maryanne Dever and membership of the group will consist of one representative from the following areas. The manager of ANU Careers and Employability will be appointed as the Deputy Chair of the Committee. Additional members may be appointed by the Chair for their expertise in areas related to the scope and impact of an employability framework.

- Academic Portfolio
- College of Arts & Social Sciences
- College of Asia and the Pacific
- College of Business and Economics
- College of Engineering, Computer Science & Cybernetics
- College of Law
- College of Health & Medicine
- Colleges of Science
- ANU Careers & Employability
- Alumni Relations
- Office of the Dean of Higher Degree Research
- Residential Experience
- ANUSA
- Planning and Service Performance

Meeting frequency/Secretariat

Meeting frequency will be determined by the Chair in consultation with members.

Secretariat will be arranged through ANU Careers and Employability

Consultation

Working Group members will be responsible for wider consultation with relevant stakeholders in their respective areas and using that feedback to provide relevant input into the Working Group meetings.

Timeframe and Reporting

The first draft of the overarching structure of the ANU Employability Framework including recommendations for future work will be provided to TLDC at the first Committee meeting of 2024, with the final version provided at meeting #2/2024.

Progress updates are expected to be provided to TLDC meetings as a standing agenda item while the Working Group is in existence.

The ANU Employability Framework Working Group Terms of Reference Approved TLDC3/2023 on 1 June 2023.

EDUCATION LEADERS FORUM

June 2023

Professor Maryanne Dever



Australian
National
University

What's New? Quick updates



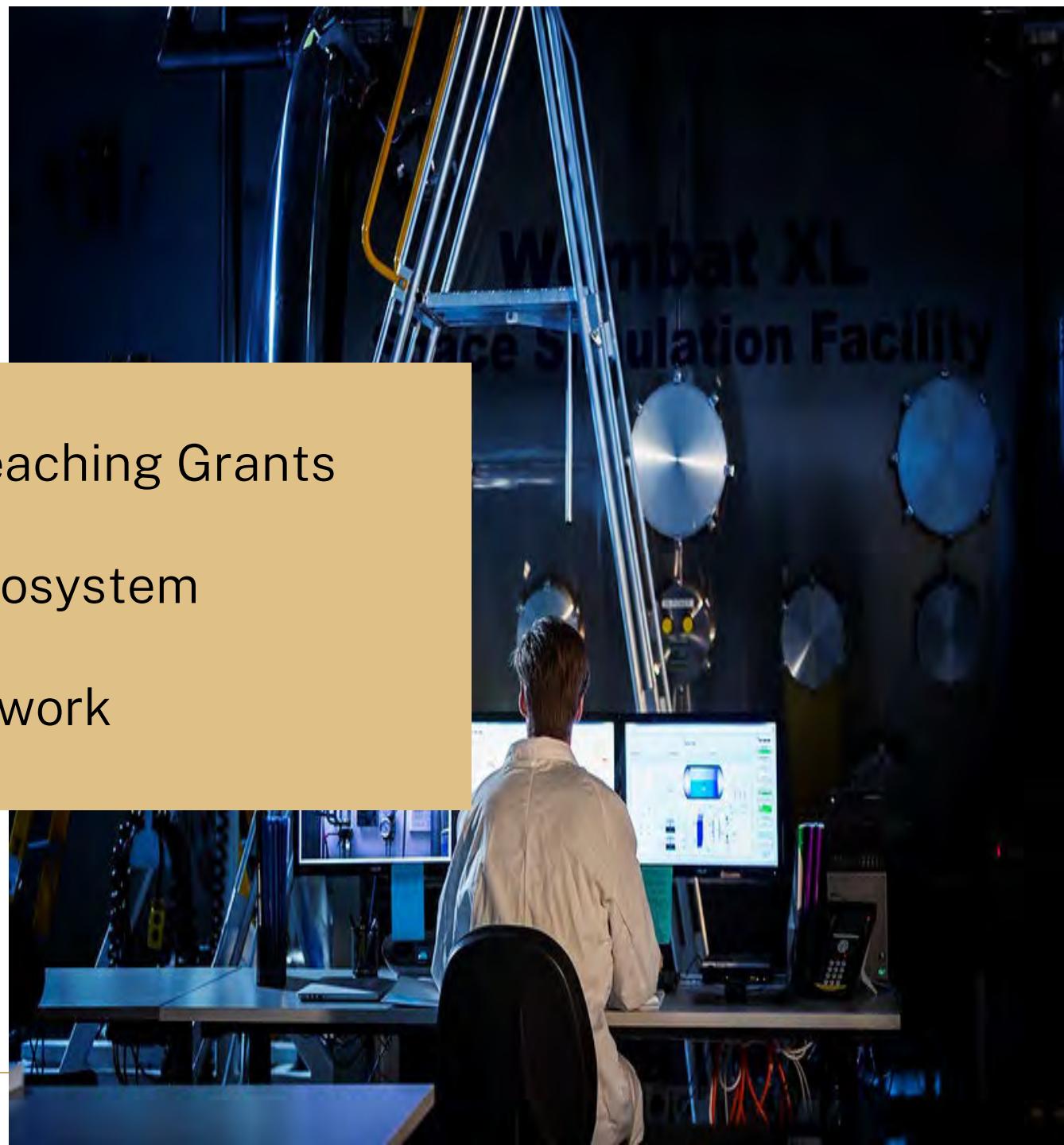
- TLDC Charter changes, including name change to **Learning and Teaching Committee** (subject to AB approval)
- ANU Careers name change to **ANU Careers and Employability**
- New Careers and Employability home in **Haydon Allen**

An Academic Portfolio update on

Strategic Learning and Teaching Grants

Learning and Teaching Ecosystem

ANU Employability Framework



Our framework for educational renewal

- ✓ **ANU Curriculum Framework and ANU Graduate Attributes.** Approved by Academic Board in 2022.
- ✓ **ANU Learning and Teaching Strategy.** Approved by Academic Board in 2022.
- ✓ **Student First: Part of the ANU Digital Master Plan.** Approved by SMG and Council in 2021.



Strategy into practice

We are undertaking an **integrated program** of work with College partners.

The **Curriculum Framework** (incorporating our Graduate Attributes) will provide the ‘what’ to the ‘how’ of the **Learning and Teaching Strategy**.

The timing of the **Student First** program means that as we do the important work of **reimagining** our curriculum and how we deliver learning, we can have direct input into the **design of the digital foundations** that support those plans.



Strategic Learning and Teaching Grants

The Strategic Learning and Teaching Grants created to accelerate work on our strategic initiatives in Education.

Funding is made available through the **National Priorities and Industry Linkage Fund (NPILF)**.

The NPILF program of funding and pilot launched in 2021 by the federal government was designed to produce job-ready graduates by encouraging innovation and enhancing engagement with industry.



Strategic Learning and Teaching Grants

Specifically, the **three main objectives of NPILF** are to:

- Increase the number of internships, practicums, and other innovative approaches to work-integrated learning
- Increase the number of STEM-skilled graduates and improve their employment outcomes
- Support universities to develop and strengthen partnership and collaborations with industry.

The NPILF objectives are closely aligned with work underway through the ANU Strategic Initiatives in Education and the overall program of **educational renewal**.

Grant funding will be made available in **two phases**. Approximately **\$500K of funding** will be available in the first phase (second half of 2023) with a second phase of approximately \$500K to be made available in 2024.



Grant priorities

- **Authentic learning /or authentic assessment**
- **Industry engagement** in learning and teaching, including industry advisory boards
- Development and embedding of **professional and career literacy**
- **Work-integrated learning** opportunities and enhancements
- Embedding of **ANU Graduate Attributes** in learning and teaching
- Innovative approaches to **First Year** pedagogy and holistic First Year course redesign
- Forms of **active and experiential** learning
- Cross-School and cross-College collaboration on **transdisciplinary** learning, including:
 - STEM + non-STEM collaboration.
 - STEM skills development in non-STEM courses and programs
- Systematic mapping and embedding of **research skills** at the discipline and program level
- Progressive development of **digital literacies** across disciplines and/or programs



How to approach the grants

We are seeking applications that can ultimately lead to **transformation and impact at scale**.

Applicants need not necessarily present fully articulated solutions to the issues identified; applications can be **exploratory** and designed to **develop and share innovative solutions** to common issues.

Proposals focusing on individual courses should demonstrate how the work proposed can ultimately lead to **models or exemplars** that can be shared and successfully scaled up.

Transformative proposals focused on **first year learning and assessment experiences** are particularly welcome.

Individual and team-based proposals for work at the **discipline or program level** are encouraged, as are **cross-school and cross-college** proposals.



You are encouraged to talk to:

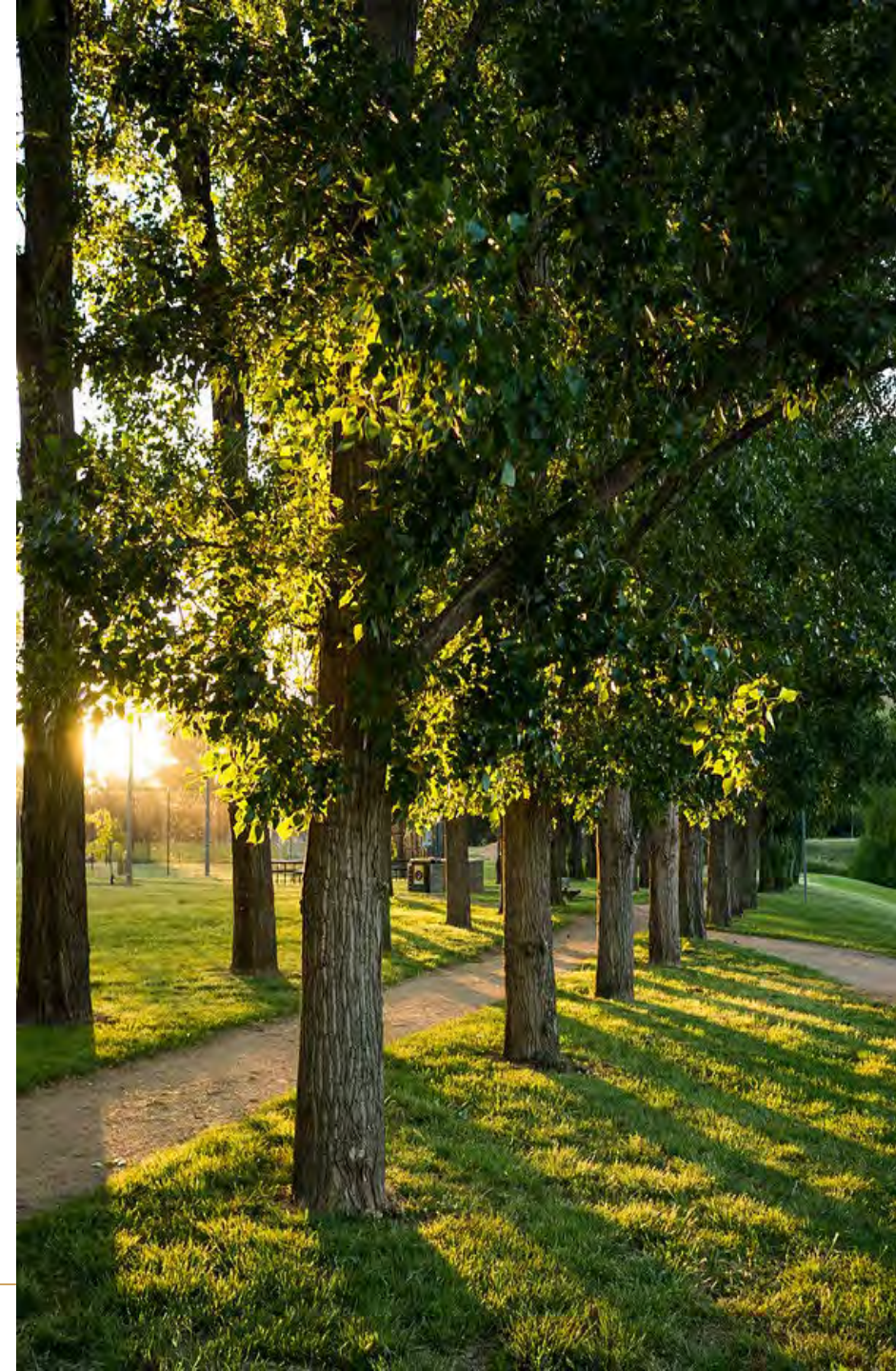
- Colleagues in other schools and colleges
- Centre for Learning and Teaching
- ANU Careers and Employability

Think partnership, collaboration, and impact



Information sessions

1. **VIRTUAL** 11 July, 2-3pm.
2. **FACE-TO-FACE** 27 July,
time TBD between 9am-12pm (10T1 1.08)
3. **VIRTUAL** 11 August, 11am-12pm.



Changes to Student First

In 2023 **Student First** is being split into its two key constituent initiatives:

- ✓ Student First: Digital Student Experience (DSE) – core platform = CRM +
- ✓ Student First: Learning Ecosystem – core platform = LMS +

Rationale: to streamline governance and oversight, stakeholder engagement and delivery, and to allow each initiative to progress at its optimal pace, including completion of business cases.

The changes are aligned to the new structure of **ITS value streams: Learning and Teaching** value stream and **Student Experience** value stream i.e. fits with new ways of working.

The changes are not expected to impact the required budget.



Student First: New learning ecosystem

- ✓ Procurement work underway for a new **Learning Ecosystem**, including **digital assessment platform** and solutions for **internships and Career Hub**
- ✓ The **core** is a new learning management system (**LMS**) to replace Wattle.
- ✓ **Business case** is being finalised; will proceed to committees in July/August
- ✓ The **Tender Evaluation Committee** is currently being finalised; includes **College** representation
- ✓ **Principles governing the design** for course sites in the new **LMS** will be reviewed and endorsed by the Learning and Teaching Committee (formerly TLDC)
- ✓ **Communication and change plans** will accompany the roll out to smooth the transition



What staff and students want from digital uplift

From a review of ANU Student First research conducted to date, six key themes identified as relevant to Learning and Teaching Ecosystems:

1. Staff want a good support model
2. Staff want to use systems so we work efficiently
3. Students want a consistent course site structure within a flexible & safe user experience
4. Staff want to deliver innovative and inclusive learning experiences within a stable and secure environment
5. Staff want improved digital solutions for assessment
6. Staff want to be able to report & measure



The ANU Employability Framework

What is it?

- Provides a clear definition of how we as a University understand and approach student employability
- Maps how we support our students in developing the competencies and attributes that enable them to graduate as confident, connected, global citizens
- Guides how we will embed professional literacy throughout the curriculum
- Guides how we will engage with industry and employers within our programs of study and co-curricula activities
- Ensures our programs of study maintain currency and relevance for the changing nature of work and employment
- Articulates guiding principles that connect employability to our strategic vision and initiatives
- Creates consistent experiences for students across the university

The framework is being developed across 2023.

Terms of reference for a working group have been endorsed by TLDC.



THANK YOU



Australian
National
University



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ANU Strategic Learning and Teaching Grants

Guidelines

Supported by the National Priorities and Industry
Linkage Fund (NPILF), Department of Education

Academic Portfolio

Academic Portfolio

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Canberra ACT 2600 Australia

www.anu.edu.au

CRICOS Provider No. 00120C

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ANU Strategic Initiatives in Education

In response to the vision set out in the ANU by 2025 strategic plan and the recent challenges and opportunities for the Higher Education sector in general, the Academic Portfolio has worked in consultation with the University community to establish a number of important strategic initiatives to realise the ambitions of the ANU by 2025 Strategic Plan through a process of educational renewal that will enable us to deliver a student experience equal to the world's best.

The goals and actions outlined in the [ANU Learning and Teaching Strategy](#), including the development of an ANU Employability Framework, and our Future of Curriculum process, guide this program of educational renewal and will, amongst other initiatives, see our ANU Graduate Attributes embedded into our program offerings.

These initiatives have been approved by Council and the Academic Board and are currently being implemented.

The aim for this program of funding is to help the University accelerate these initiatives through creating the space for academic and professional staff to develop, test, share and grow innovative concepts and applications to drive educational renewal.

ANU Strategic Learning and Teaching Grants

With approximately \$1 million of total funding being made available through the National Priorities and Industry Linkage Fund (NPILF), the Strategic Learning and Teaching Grants have been created to accelerate the important work that has been outlined by our strategic initiatives in Education. The NPILF program of funding and pilot launched in 2021 by the federal government was designed to produce job-ready graduates by encouraging innovation and enhancing engagement with industry. Specifically, the three main objectives of NPILF are to:

- Increase the number of internships, practicums, and other innovative approaches to work-integrated learning
- Increase the number of STEM-skilled graduates and improve their employment outcomes
- Support universities to develop and strengthen partnership and collaborations with industry.

These objectives are closely aligned and connected to the work outlined and underway through the ANU Strategic Initiatives in Education and the process of educational renewal.

The funding associated with the Strategic Learning and Teaching Grants will be made available in two phases. Approximately \$500,000 of funding will be available in the first phase (second half of 2023) with a second phase of approximately \$500,000 to be made available in 2024.

Alignment to Strategic Work

The intent of this funding program is to accelerate genuine innovation and collaboration across the University. It is guided by the principles that reflect the strategic direction of educational renewal at ANU and successful applications will demonstrate how they contribute effectively to one or more of these principles.

Applicants are strongly encouraged to review and reference the relevant strategic initiatives, including the [ANU Learning & Teaching Strategy](#), the [Curriculum Framework and ANU Graduate Attributes](#). Links to the relevant documents will be made available on the ANU Strategic Learning and Teaching Grants website.

Grant priorities

The streams below outline some of the priority areas that applications could seek to address:

Potential streams:

- *Authentic learning and/or authentic assessment*
- *Industry engagement in learning and teaching, including industry advisory boards*
- *Development and embedding of professional and career literacy*
- *Work-integrated learning opportunities and enhancements*
- *Embedding of Graduate Attributes in learning and teaching*
- *Innovative approaches to First Year pedagogy and holistic first year course redesign*
- *Forms of active and experiential learning*
- *Cross-School and cross-College collaboration on transdisciplinary learning, including:*
 - *STEM + non-STEM collaboration*
 - *STEM skills development in non-STEM courses and programs*
- *Systematic mapping and embedding of research skills at the discipline and program level*
- *Progressive development of digital literacies across disciplines and/or programs*

As the priorities outlined above indicate, we are seeking applications that can ultimately lead to transformation and impact at scale. While proposals focusing on individual courses may be submitted, they should demonstrate how the work proposed can ultimately lead to models or exemplars that can be shared and successfully scaled up. Transformative proposals focused on first year learning and assessment experiences are particularly welcome. Individual and team-based proposals for work at the discipline or program level are encouraged.

Applicants need not necessarily present fully articulated solutions to the issues identified; applications can be exploratory and designed to develop and share innovative solutions to common issues.

Structure and Design

Eligibility

To be eligible for a Strategic Learning and Teaching Grant, applications must meet the following requirements:

- Applicants and all project team members must be current ANU staff members with their employment contract covering the full length of the proposed project. Collaborations between academic and professional staff are actively encouraged.

- The application must be endorsed by the lead applicant’s College Associate Dean in Education or equivalent.

Duration

Grants are expected to run for up to 12 months, however shorter periods are possible.

Funding tiers

The grants are structured into three tiers to reflect different scale of impact that can be generated through each level of funding.

This design is guided by the Impact Management Planning and Evaluation Ladder (IMPEL) framework, a copy of which is available from the ANU Education Grants website.

Funding Tier	Amount	Possible Reach of Impact
Tier 1	Up to \$15,000	Positioning for Future Success (Immediate) <ul style="list-style-type: none"> • This funding would ideally be used to kick-start or complete pre-determined ideas and activities that don't require significant investment for immediate success.
Tier 2	Up to \$25,000	Building Capacity (Localised) <ul style="list-style-type: none"> • This funding would ideally be used to support transformations and renewal that require more investment for sustainable outcomes.
Tier 3	Greater than \$25,000	Innovating for Impact (Scale) <ul style="list-style-type: none"> • This level of funding is expected to enable Colleges and Schools at the programs or discipline level to achieve transformations that enable transdisciplinarity and cross-collaboration between areas, to embed creative practices, and/or to drive innovation and change at scale. Grants at this tier should facilitate good practice and knowledge sharing at an institutional level (University-wide embedding of impact).

Budget

The following table demonstrates examples of approved and permitted expenses for funding:

Approved expense examples	Un-approved expense examples
<ul style="list-style-type: none"> • Activities supporting impact and collaboration (i.e. engaging stakeholders; collaborating across systems); • Employment expenses directly related to the grant (e.g. Research Assistants, interview partners) • Employment expenses related to providing teaching or marking relief where direct benefits to the program of work can be demonstrated • In-kind funding from Schools/Colleges/CLT (see below) • Event logistics and catering • Travel to conferences where you are a guest/invited speaker directly related to your grant and its outcomes/impact • Technology not readily available elsewhere across the University where this aligns with strategic work in Learning Space Technologies and Student First. • Production of high-quality collateral (e.g. guides, classroom materials) supporting the implementation and sharing of findings and models 	<ul style="list-style-type: none"> • Travel to conferences where you are an attendee (registration, travel, accommodation etc.). • Technology already available within the University or not consistent with strategic work in Learning Space Technologies and Student First, Student Stipends and Scholarships; • Salary loadings • Capital/building works • Supporting/topping up other projects currently funded by other organisations (internal and external).

In-kind funding

This funding program is managed by the Centre for Learning and Teaching (CLT). Resources to support applicants and grant holders throughout their program of work such as pre-application information sessions, administrative support for the Community of Practice or media production to showcase outputs will be provided by CLT as part of this funding program.

Where staff anticipate that their proposal will require specific and substantial input from core CLT resources such as Educational Design, the scope of the work needs to be discussed with CLT staff prior to submitting the application, and agreed costings listed in the budget proposal as an in-kind expense.

Reporting and engagement expectations

Grant holders will become part of a community of education innovators and will be expected as a condition of their funding to engage actively with their peers and the University community through a number of events, networking and professional development sessions. Applicants need to ensure their availability to participate in the latter.

Grant holders will need to prepare a mid-term progress report and a final report on the outcomes and impact of their grant outcomes. Please refer to the templates in the application information pack on the ANU Strategic Learning and Teaching Grants website.

Application process

Selection process

Applications need to be submitted in accordance with the requirements as published on the ANU Strategic Learning and Teaching Grants website. You will receive an e-mail acknowledging the successful receipt of your application.

A selection panel will review and rank all eligible applications based on the selection criteria listed below. All applicants will receive a formal notification of the outcome and feedback will be made available to unsuccessful applicants.

Selection criteria

Applications will be assessed based on the following criteria:

- *clear proposal with strong alignment to strategic initiatives and principles*
- *appropriate tier selected*
- *demonstrates innovation and transformation in line with grant priorities*
- *impact plan demonstrates effectiveness and is feasible in line with tier expectations*

Timelines

Information on the opening and closing of Grant applications will also be published on the ANU Strategic Learning and Teaching Grants website.

Phase 1: Applications will open from 3 July 2023 and close on 1 September. In-person and online information sessions will be made available throughout July and August and recordings of the online information session and an application information pack will be published on the ANU Strategic Learning and Teaching Grants website.

The selection panel will finalise its decision during September and grants will be expected to commence by the end of September 2023.

Accordingly, mid-term progress reports are expected in March 2024 and final reports due October 2024 for grants running for the standard length of 12 months. Short-term grants will have amended reporting requirements. A template for reporting will be provided and made available on the ANU Strategic Learning and Teaching Grants website.

Further information

We will be offering online and in-person information sessions throughout July and August to answer questions around the grants and help interested staff in positioning their proposal.

These sessions are also a good opportunity for staff to connect and explore synergies to develop combined grant applications.

Updates will be posted on the ANU Strategic Learning and Teaching Grants website.

Version 1.1
26 June 2023

01

EXECUTIVE EDUCATION PORTFOLIO UPDATE



Executive Education – Web presence



- CCE Hosting
- Marketing
- Video content



2023 Course Launches | Overview

Business to Business (B2B)

- MADIP training pilot
- Health Research Methods
- Unknowns

Stocktake – HERDC, Aries

- Existing course portfolio consolidation
- Market insights, client list, alumni list, revenue baseline

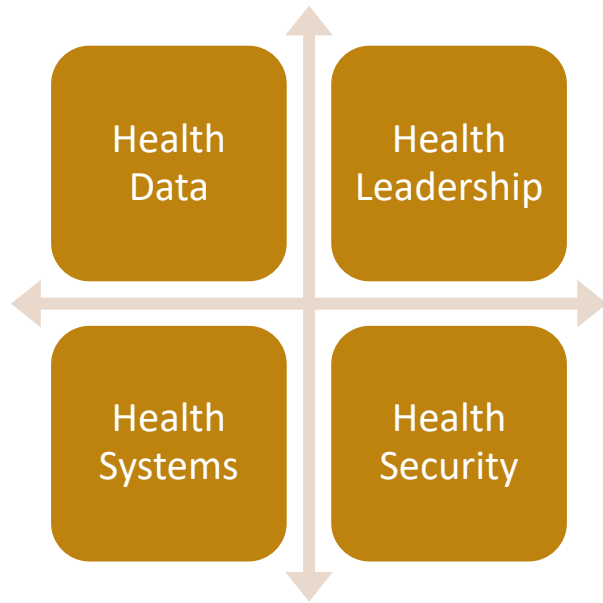
Business to Consumer (B2C)

- Leading Value Transformation in Health Care
- Healthcare Leadership and Workforce Engagement
- Health Workforce – Policy, Planning, Data
- *Customisable for closed cohorts (B2B)*



2024 Planning | Portfolio coherence

Health Policy and Systems Leadership Focus



2024 Goals

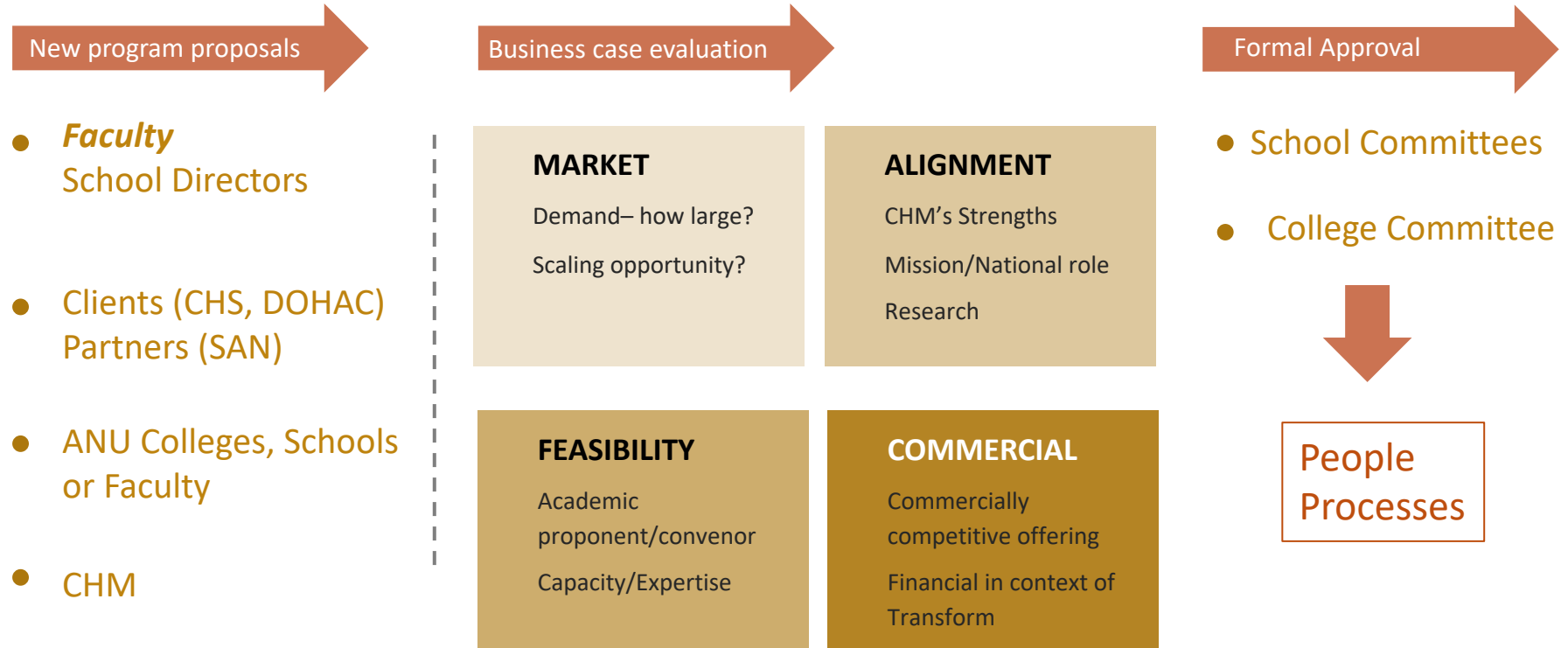
Proactive faculty-driven course proposals

In Process:

- Indigenous Genomics Data and Governance
- Remote / Space Medicine
- Health Data Sequence
- Quantitative Research (Psychology)
- Neuroscience
- Surgical Robotics
- Health Security (MAE Team)
- RSM x CHM



Development sequence | Integration



Discussion Topics

- How should the College and the Schools integrate course/program planning to ensure a coherent portfolio, properly sequenced, consistent in design, delivery and pricing?
- Decision making – “go / no go”, prioritizing opportunities and new initiatives
 - Light business case, costings, risks, opportunity
 - Which forum
- Operational support | academic quality
- Identifying, tracking and recording | Short Course policy | GLC & Aries



B Psychology

APSYC

Parent: V005 » Version: V006

Applies: 2024 S1 -

Units : 192

69 - School of Medicine and Psychology - ANU College of Health and Medicine

PROPOSER NAME: Elizabeth Rieger
 PROPOSED DATE: 12/04/2023
 APPROVED DATE:

DOCUMENT REFERENCE NUMBER

CHM CEC 2/2023

DISPLAYING FROM ACADEMIC YEAR *

2024

PROGRAM CODE

4612

PLAN CODE

APSYC

FULL AWARD TITLE *

Bachelor of Psychology (Honours)

PROGRAM CONTACT/CONVENER - UID *

u4740611

NAME *

Prof Elizabeth Rieger

EMAIL

enquiries.psychology@anu.edu.au

PHONE**EXECUTIVE SUMMARY ***

This amendment seeks to align the learning outcomes of the APSYC with the BPSY, PSYC-MAJ and PSYC-SPEC, and to revise these learning outcomes in accordance with the required changes stemming from the 2022 review by the Australian Psychology Accreditation Council (APAC) which need to be implemented by 2024. The revised learning outcomes are also a step towards implementing the ANU Undergraduate Curriculum Framework; further work on this will be done throughout 2023 and 2024 for implementation in 2025.

Specifically, the revised LOs align with the LOs in PSYC-MAJ and PSYC-SPEC; include reference to psychology in accordance with APAC's foundational competencies and as befits this named program in psychology; and include the addition of the LO to "apply knowledge and skills of psychology in a manner that is culturally appropriate and sensitive to the diversity of individuals, including Aboriginal and Torres Strait Islander peoples' perspectives". This LO is required by APAC as follows: "The School is to provide evidence of a range of student samples of assessment tasks demonstrating that foundational competency 1.2 (i.e., apply knowledge and skills of psychology in a manner that is reflexive, culturally appropriate and sensitive to the diversity of individuals) is integrated and clearly articulated as a learning outcome, taught and appropriately assessed". This revised LO is also consistent with the Undergraduate Curriculum Framework's IP GA.

The convenors of the relevant courses are currently working with pedagogical specialists from ANU's Centre for Learning and Teaching (CLT) and the SMP Technology-Enhanced Learning and Teaching (TELT) unit to ensure that these program-level LOs are adequately addressed at the course-level. This work is being supported by an SMP Teaching and Learning Enhancement grant. Necessary course-level modifications will be submitted for review and approval by the final course amendment deadline for implementation in 2024.

Business Case**SELECT YOUR ACADEMIC GROUP**

CHM - ANU College of Health Medicine

DOES THIS PROGRAM HAVE MORE THAN ONE OWNER? *

NO

ACADEMIC ORGANISATION #1 *

CMBE - ANU College of Health and Medicine - ANU Joint Colleges of Science

PERCENTAGE *

100

PLEASE SELECT THE AWARD TYPE *

Bachelor's Embedded Honours

DO YOU WANT TO CRICOS REGISTER THIS PROGRAM? *

YES

HOW MANY UNITS ARE REQUIRED TO COMPLETE THE AWARD? *

8 - 192 - 4 Years

PROPOSED DURATION ALTERNATE (IN YEARS)**OVERVIEW OF STUDY ***

Existing program. N/A

ALIGNMENT WITH ANU STRATEGIC PLAN *

N/A - existing program

ACADEMIC MERIT *

Existing program. N/A

RESEARCH LED EDUCATION *

Existing program. N/A

COMPETING PROGRAMS *

Existing program. N/A

ESTIMATED ENROLMENT (EFTSL) *

YEAR	COMMENCING LOAD	JUSTIFICATION
Existing program. N/A		

PLEASE IDENTIFY THE AWARDS FROM WHICH THE ENROLMENT LOAD (EFTSL) WILL BE REDIRECTED TO ACCOMMODATE THE NEW AWARD? *

Existing program. N/A

DOES THE COLLEGE DEAN SUPPORT AWARD CREATION? *

YES

EXTERNAL ACCREDITATION

The current version of this program is accredited with APAC. We submitted our application for re-accreditation on 20th May 2022 on the basis of which we received the aforementioned required change to the LOs.

RESOURCING *

Existing program. N/A

MARKET RESEARCH *

Existing program. N/A

RELEVANT INTERNAL ANU AND EXTERNAL CONSULTATION *

WHO WAS CONSULTED?	DATE AND TIME	OUTCOME
All psychology teaching staff	7 February 2023	Full endorsement to make the required APAC changes
Undergraduate Psychology Programs Committee	20 April 2023	Wording of the revised LOs approved
Education Governance Office, STLC, CHM/CoS	11 May 2023	General feedback provided by email, focussing on course mapping to LO, and the GA.
SMP Education Committee 2/2023	24 May 2023	Committee Endorsed
CHM/CoS Education Sub Committee	6 July 2023	<p>Endorsed to progress to CEC for 2024 implementation. However, the Sub Committee noted additional work is being done at the course level, and recommend the school undertake a more considered mapping of the learning outcomes to the courses in reflection of the comments below:</p> <p>LO1: Do students generate knowledge in every course?</p> <p>LO4: Recommend highlighting the statistics focussed courses here (PSYC2009 and PSYC3018)</p> <p>LO5: Suggest it would informative to know whether any courses involve presentations or written assignments targets to non-specialist audiences or from other discipline backgrounds, lay audiences. This would better encompass the true intention of "diverse audiences".</p> <p>LO8: Does PSYC1003 measure this learning outcome?</p>
CHM Education Committee 2/2023	31 July 2023	

Joint Award Responsibilities - only if this Award is offered in conjunction with another institution

COURSE DELIVERY

Program Overview

PROGRAM DESCRIPTION FOR MARKETING AND PUBLICATION *

P

Decode the puzzle of the human brain with the Bachelor of Psychology (Honours).

This degree will allow you to explore both the research and applied components of psychology, with the opportunity to specialise in an area of interest when completing Honours in your fourth year.

This program is suited to those who intend to complete a postgraduate qualification in psychology and pursue a career as a clinical psychologist.

Find out more about psychology, the degree structure, the university experience, career opportunities and student stories on [our website](#).

Get the inside story on what it's like to be an ANU student by visiting our [student blog](#).

LEARNING OUTCOMES *

P

Upon successful completion, students will have the knowledge and skills to:

1. Understand, critically evaluate, apply, integrate and generate psychological knowledge in educational and professional contexts.
2. Develop and engage in a range of skills and methods to identify, analyse, critique and respond to complex problems involving psychological processes.
3. Systematically identify relevant psychological theory and concepts, relate these to appropriate methodologies and evidence, and draw appropriate conclusions.
4. Apply appropriate psychological research methods, including statistical techniques, to evaluate data.
5. Communicate psychological concepts and results clearly and effectively in written and oral formats to diverse audiences.
6. Work and learn in both independent and collaborative ways with others to encompass diverse abilities and perspectives on psychological issues.
7. Critically examine psychological knowledge and skills, and their application, from diverse cultural perspectives, including Aboriginal and Torres Strait Islander peoples' perspectives.
8. Plan and engage in an independent and sustained critical investigation of a chosen research topic to generate new knowledge.
9. Utilise psychological knowledge and skills for exercising personal, professional and social responsibility as a global citizen.

ALIGNMENT WITH THE AQF *

Existing program. N/A

ALIGNMENT OF LEARNING OUTCOMES, STUDY REQUIREMENTS AND LEARNING PROGRESSION *

LEARNING OUTCOMES	STUDY REQUIREMENT	DESCRIPTION OF CONTRIBUTION TO LO	LEARNING PROGRESSION
Understand, apply, integrate and generate psychological knowledge in educational and professional contexts.	All courses in the APAC accredited sequence (this includes all compulsory courses and two 3000 level electives) map on to all program level learning outcomes.	Across the courses listed students demonstrate their capacity to understand, apply, integrate and generate psychological knowledge.	Introductory (1000 level) to Advanced (3000 and 4000 levels)
Develop and engage in a range of skills and methods to identify, analyse, critique and respond to complex problems involving psychological processes.	All courses in the APAC accredited sequence (this includes all compulsory courses and two 3000 level electives) map on to all program level learning outcomes.	Each of the courses listed requires students to demonstrate their capacity to use psychological methods in addressing problems related to human behaviour. This culminates in the ability to draw on diverse methods to address complex aspects of human behaviour in the Honours thesis (PSYC4011).	Introductory (1000 level) to Advanced (3000 and 4000 levels)
Systematically identify relevant psychological theory and concepts, relate these to appropriate methodologies and evidence, and draw appropriate conclusions.	All courses in the APAC accredited sequence (this includes all compulsory courses and two 3000 level electives) map on to all program level learning outcomes.	Each of the courses listed emphasises the nexus between theory and research, and requires students to demonstrate their capacity to use psychological constructs, theories and empirical methods in a sound manner to inform knowledge.	Introductory (1000 level) to Advanced (3000 and 4000 levels)
Apply appropriate psychological research methods, including statistical techniques, to evaluate data.	All courses in the APAC accredited sequence (this includes all compulsory courses and two 3000 level electives) map on to all program level learning outcomes.	Across the courses listed students demonstrate their capacity to engage in critical investigation of research topics across the full range of sub-disciplines of Psychology. In combination across courses, students demonstrate their ability to independently formulate research questions; conduct critical reviews of the relevant literature; contribute to methodological design; collect, analyse and/or interpret data; and communicate research findings in multiple modalities and in accordance with the discipline's standards. All of these competencies are demonstrated in the thesis component of PSYC4011.	Introductory (1000 level) to Advanced (3000 and 4000 levels)
Communicate psychological concepts and results clearly and effectively in written and oral formats to diverse audiences.	All courses in the APAC accredited sequence (this includes all compulsory courses and two 3000 level electives) will map on to all program level learning outcomes. (Course amendments to be submitted for 2024).	Each of the courses listed requires students to demonstrate their capacity to clearly and effectively communicate psychological theoretical concepts and/or empirical findings. In combination across courses, communication skills in psychological science are demonstrated through written and oral presentation formats, and presented to academic staff and students.	Introductory (1000 level) to Advanced (3000 and 4000 levels)
Work and learn in both independent and collaborative ways with others to encompass diverse abilities and perspectives on psychological issues.	All courses in the APAC accredited sequence (this includes all compulsory courses and two 3000 level electives) will map on to all program level learning outcomes. (Course amendments to be submitted for 2024).	In combination across all courses, students demonstrate their capacity to undertake individual and group work.	Introductory (1000 level) to Advanced (3000 and 4000 levels)
Critically examine psychological knowledge and skills, and their application, from diverse cultural perspectives, including Aboriginal and Torres Strait Islander peoples' perspectives.	All courses in the APAC accredited sequence (this includes all compulsory courses and two 3000 level electives) will map on to all program level learning outcomes. (Course amendments to be submitted for 2024).	Each of the courses listed requires students to demonstrate their capacity to understand and evaluate diverse perspectives. This is most explicitly the case for PSYC2012 where cultural diversity is the core subject matter.	Introductory (1000 level) to Advanced (4000 level)
Plan and engage in an independent and sustained critical investigation of a chosen research topic to generate new knowledge.	PSYC1003 PSYC3202 PSYC4011	Each of the courses listed requires students to collect data using appropriate methodologies, with competencies demonstrated in the write-up of a laboratory report (PSYC1003 and PSYC3202) or research thesis (PSYC4011).	Introductory (1000 level) to Advanced (3000 and 4000 levels)
Utilise psychological knowledge and skills for exercising personal, professional and social responsibility as a global citizen.	All courses in the APAC accredited sequence (this includes all compulsory courses and two 3000 level electives) map on to all program level learning outcomes.	Across all of the courses listed students gain knowledge and skills to contribute positively to the psychological functioning of others.	Introductory (1000 level) to Advanced (3000 and 4000 levels)

- In person

IS THIS PROGRAM BEING DELIVERED AT ACTON CAMPUS? *

YES

FIELD OF EDUCATION * P

090701 - Psychology

AREAS OF INTEREST * P

- 30 - Human Sciences
- 48 - Psychology
- 74 - Science
- 140 - Clinical Psychology

IS THIS A STEM PROGRAM? * P

NO

EMPLOYMENT OPPORTUNITIES P

Psychology graduates have skills essential to any workplace: an understanding of human motivation and behaviour, analytical skills and research skills including statistics.

The Bachelor of Psychology (Honours) is a fantastic launch pad for a range of careers, including research, management consulting, human resources, marketing, public policy, child development and welfare, health and human services, education, counselling and clinical practice. Please see <https://psychology.anu.edu.au/study/career-opportunities> for more information.

Bachelor of Psychology (Honours) graduates who wish to practice as psychologists or clinical psychologists can undertake the following programs:

- Master of Professional Psychology: this pathway enables graduates to eventually become *registered psychologists* by the Psychology Board of Australia; or
- Master of Clinical Psychology or the PhD (Clinical Psychology): this pathway enables graduates to eventually become *registered psychologists with specialist endorsement in clinical psychology* by the Psychology Board of Australia. Entry to the Master of Clinical Psychology and the PhD (Clinical Psychology) is highly competitive due to limited spaces.

The list of Honours pathway level courses offered by the ANU College of Health & Medicine and the ANU College of Science can be [found here](#).

Please note:

An Honours Pathway Option (HPO) is an alternative piece of assessment/assignment, assessed at a higher level, attached to a regular course. Students who enrol in certain courses have the option of undertaking this piece of assessment and must identify themselves to the course convener at the beginning of the semester so that they can attend extra classes or submit the assignment accordingly. HPOs are usually identified in the Programs and Courses catalogue where there is further information regarding what the assessment entails and how it is graded.

An Honours Pathway Course (HPC) is a course that is inherently taught at a higher level. An HPC is usually identified as such in the Programs and Courses catalogue.

Want to learn more about the structure of the Bachelor of Psychology (Honours) or wish to map out your degree? Click to see a short [program presentation video](#) and access the [study plan](#).

Important fee information for commencing and continuing domestic undergraduate students intending to study psychology as a professional pathway:

Please note that due to changes in Australian government funding from 2021 as a result of the Job Ready Graduates Package, fees for Behavioural Science courses will be invoiced at different rates. This will affect students in the following manner:

Commencing Students

Study of the accredited sequence of psychology courses taken under the psychology degrees recognised by the Australian Government will be eligible for the Professional Pathway funding rates (HECS band 2). At ANU, these programs are:

- Bachelor Science (Psychology) - (3 year degree)
- Bachelor of Science (Psychology) (Honours) - (+1 Hons year)
- Bachelor of Psychology (Honours) - (4 year degree incl Honours).

Note that Bachelor of Science (Psychology) (Honours) students who commenced their Bachelor of Science (Psychology) at ANU prior to 1 January 2021 will be classed as continuing students.

While the accredited sequence of psychology courses can be taken as part of other programs of study at ANU [Bachelor of Science, Bachelor of Science (Honours), Bachelor of Science (Advanced) (Honours), Bachelor of Arts, Bachelor of Arts (Honours) and Bachelor of Philosophy (Honours)], the study of psychology is not compulsory therefore Psychology courses in these programs will be charged different fees (HECS band 4).

Continuing students

Continuing students (enrolled before 1 January 2021) studying courses in disciplines with increased student contribution amounts, will be grandfathered under the legislation. That is, they will continue paying the same amount as they would have, had these reforms not been implemented for any courses that would otherwise have an increased student contribution.

For more information on the 2021 fee changes to Student Contributions Amounts, please visit <https://www.anu.edu.au/students/program-administration/fees-payments/student-contributions>; and for more information on the Job Ready Graduates Package please visit <https://www.studyassist.gov.au/>

APAC Accreditation

The Bachelor of Psychology (Honours) is accredited by the [Australian Psychology Accreditation Council \(APAC\)](#).

Change to program orders from 2023 - advice for students

From 2023, key changes have been made to the list of compulsory courses as follows: PSYC2012 and PSYC3020 are compulsory. PSYC2002 is recoded to PSYC3202 and is still compulsory. Students will have to complete a minimum of 14 PSYC coded courses as per the program requirements.

- Students admitted to the APSYC prior to 2023 are expected to follow the rules of the year in which they were matriculated into the program and should complete the APAC accreditation requirements as they were prior to 2023.
- Students admitted to the APSYC from 2023, including internal program transfer, will be expected to follow the rules of the year in which they were matriculated and should complete the APAC accreditation requirements as per the program orders from 2023. Students transferring into the program from 2023 are encouraged to seek academic advice, if PSYC2002 has already been completed.

OTHER INFORMATION THAT WILL NOT BE PUBLISHED

The quantitative research methods skills requirement for all programs offered by CHM/COS is satisfied in the following compulsory courses: PSYC2009 and PSYC3018.

Study Requirements (Award Orders)

GLOBAL STUDY REQUIREMENTS *

The Bachelor of Psychology (Honours) requires completion of 192 units, of which:

- A maximum of 60 units may come from completion of 1000-level courses
- A minimum of 24 units must come from completion of honours pathway options or honours pathway courses in the subject area PSYC Psychology

The 192 units must include:

72 units from the completion of the following compulsory courses:

- PSYC1003 Psychology 1: Understanding Mind, Brain and Behaviour (6 units)
- PSYC1004 Psychology 2: Understanding People in Context (6 units)
- PSYC2001 Social Psychology (6 units)
- PSYC2007 Biological Basis of Behaviour (6 units)
- PSYC2008 Cognition (6 units)
- PSYC2009 Quantitative Methods in Psychology (6 units)
- PSYC2012 Culture and Psychology (6 units)
- PSYC3018 Advanced Research Methods (6 units)
- PSYC3020 Health Psychology (6 units)
- PSYC3025 Psychopathology Across the Lifespan (6 units)
- PSYC3026 Personality Psychology (6 units)
- PSYC3202 Developmental Psychology (6 units)

12 units from completion of 3000-level courses in the subject area PSYC- Psychology

12 units from completion of further 1000-level courses from the Science Course List

48 units from completion of elective courses offered by ANU

48 units from completion of the Psychology Honours specialisation

Students must achieve a minimum 75% Weighted Average Mark in each period (Summer/First Semester/Autumn and Winter/Second Semester/Spring) in courses in the subject area PSYC Psychology in order to continue in the Bachelor of Psychology (Honours). Students who do not achieve a minimum of 75% Weighted Average Mark will be transferred to the Bachelor of Science (Psychology).

ADDITIONAL STUDY REQUIREMENTS *

Please link all capstone courses listed in the Study Requirements above

CAPSTONE COURSES (IF REQUIRED)

IF NOT AVAILABLE THROUGH LINK, ENTER COURSE

Please link all related majors, minors and specialisations NOT listed in the Study Requirements

MAJORS

IF NOT AVAILABLE THROUGH LINK, ENTER MAJOR

MINORS

IF NOT AVAILABLE THROUGH LINK, ENTER MINOR

SPECIALISATIONS

IF NOT AVAILABLE THROUGH LINK, ENTER SPECIALISATION

Flexible Double Degree (FDD) Requirements



FLEXIBLE DOUBLE DEGREE (FDD) GROUPS - SELECTION

IF THIS AWARD IS NOT PART OF A DOUBLE DEGREE GROUP (FDD); PROVIDE A RATIONALE

FDD GLOBAL REQUIREMENTS

FDD ADDITIONAL REQUIREMENTS

HURDLE REQUIREMENTS

Engineering Flexible Double Degree Professional Accreditation Additional Requirements

BACHELOR OF ENGINEERING (HONOURS)

Embedded Honours specific requirements

Embedded Honours definition: A program, typically four years (192 units), which combines AQF Level 7 and AQF Level 8 studies and a student graduates with a single Bachelor Honours Degree.

ASSESSMENT ALIGNMENT

The assessment aligns with the learning outcomes and includes:

- Theory & Practice in Psychology (16 2/3%) (LO 2,5)
- Psychological Research Methods & Statistics (16 2/3%) (LO 3,5)
- Evidence-Based Assessment (16 2/3%) (LO 4,5)
- Research Thesis (50%) (LO 1,2,3,4,5)

TIMING OF HONOURS ASSESSMENT

Students enrol in the Honours courses upon successful completion of the first 144 units of the program.

Students will complete either one or two of the 16 2/3% assessment components in the first semester of their enrolment in the Honours specialisation. All students will present their research projects to an audience that includes at least one academic staff member other than their supervisor in the first semester of their research project.

HONOURS RESEARCH TRAINING AVAILABILITY

Honours research training in science is predominantly integrated with the research project, which is independent of the semester of commencement. On-line tutorials are available throughout both Semesters 1 and 2 on psychology methods and statistics.

Admission requirements

ADMISSION REQUIREMENTS *

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.

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.

Domestic applicants

☐ School leavers will be assessed on:

- the minimum Australian Tertiary Admission Rank (ATAR) requirement or equivalent for this program,
- the co-curricular or service requirement, and
- any program specific requirements that are listed below.

☐ Non school leavers:

a) will be assessed on:

- the minimum Australian Tertiary Admission Rank (ATAR) requirement or equivalent for this program,

b) Non school leavers who:

- complete a recognised Australian (or equivalent) post-secondary qualification, or
- complete one standard full-time year (1.0 FTE) of an Australian (or equivalent) degree qualification, or
- complete an approved tertiary preparation course/program without undertaking any further study,

will be assessed on the basis of an equivalent selection rank that is calculated upon application. Non school leavers must also meet any program specific requirements that are listed below.

International applicants

Applicants who complete a recognised secondary/senior secondary/post-secondary/tertiary sequence of study will be assessed on the basis of an equivalent selection rank that is calculated upon application. A list of commonly observed international qualifications and corresponding admission requirements can be found [here](#). Applicants must also meet any program specific requirements that are listed below.

Diversity factors & English language proficiency

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. If required, competitive ranking may further be confirmed on the basis of demonstrating higher-level English language proficiency.

ALTERNATIVE ADMISSION REQUIREMENTS

JUSTIFICATION FOR USING NON STANDARD (ALTERNATE) ADMISSION REQUIREMENTS

ADDITIONAL REQUIREMENTS

INHERENT REQUIREMENTS

Information on inherent requirements is currently not available for this program.

PREREQUISITES

There are no formal program prerequisites.

NSW SECONDARY SCHOOL PREREQUISITES**FIRST AVAILABLE TEACHING PERIOD FOR APPLICATION ***

First Semester, 2011

FIRST AVAILABLE YEAR FOR APPLICATION *

2011

TEACHING PERIODS FOR ADMISSION

- First Semester
- Second Semester

Disestablishment - Only complete if disestablishing

**LAST ADMIT TERM****DISESTABLISHED EFFECTIVE FROM****RATIONALE****RELEVANT INTERNAL ANU AND EXTERNAL CONSULTATION****WHO WAS CONSULTED?****DATE AND TIME****OUTCOME****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
---	------	-------	-------	-------	-------	--------	---------	------	-------

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

IS THE PROGRAM CONSISTENT WITH THE FOLLOWING:

- Australian Qualifications Framework
- ESOS National Code

IF THE PROGRAM IS NOT CONSISTENT WITH ANY STANDARD, PROVIDE REASON**INDICATIVE ANNUAL ISF FEE FOR FIRST AVAILABLE TERM**

45864

INDICATIVE ANNUAL DTF FEE FOR FIRST AVAILABLE TERM**AWARD DETAIL (AHEGS)**

The Bachelor of Psychology (Honours), BPsychHons, is an AQF level 8 Bachelor Honours Degree consisting of 192 units, taught in English and normally takes four years of full-time study or part-time equivalent. The program is designed for those students who are seeking a four year sequence in psychology. The degree offers concentrated study in psychology for students who want a thorough exploration of the discipline and the opportunity for specialisation in their third year before conducting a major research project in the Honours year. It includes courses in the major substantive areas of psychology, together with comprehensive training in the research design and data analysis techniques used in psychological science. Admission requirements are normally based on secondary/tertiary education academic results and requires a UAI (or equivalent) of 95.

FEATURES (AHEGS)

P

PATHWAY TO FURTHER STUDY (AHEGS)

P

Graduates may progress to an AQF level 9 Master Degree or an AQF level 10 Doctoral Degree, subject to specific admission requirements

PROGRAM ACCREDITATION (AHEGS)

P

The degree program undergoes regular external accreditation reviews on a 5-yearly cycle by the Australian Psychology Accreditation Council. This is essential for admission to associate membership in the Australian Psychological Society, for registration as a psychologist in the ACT.

FORMAL AWARD POST NOMINAL

P

Bpsych

PROGRAM TYPE CODE

09 Bachelor Honours

LOAD/LEVEL RULE

48/4

SPECIAL PROGRAM TYPE

00 - Not Course of Special interest

PROGRAM REVIEW DATE

31/12/2023

PROGRAM REVIEW COMMENTS**DURATION ALTERNATE**

P

CRICOS STUDY DURATION**CRICOS FULL COST OF STUDENT FROM YEAR OF REGISTRATION I.E. THE CURRENT YEAR****AVAILABLE FOR ONLINE APPLICATION**

P

YES

SAS DESCRIPTION

B Psychology

PROGRAM SHORT DESCRIPTION

BPsych(H)

PROGRAM FORMAL DESCRIPTION

P

ATAR

P

90

INTERNATIONAL BACCALAUREATE

P

QLD BAND (OP)

P

Degree Table**IS A NEW DEGREE REQUIRED?**

NO

IF NO, PLEASE SELECT DEGREE

BPSYH - Bachelor of Psychology (Honours)

TESTAMUR TEMPLATE

B Science (Psychology)

Parent: V004 » Version: V005

BSPSY

Applies: 2024 S1 -

Units : 144

69 - School of Medicine and Psychology - ANU College of Health and Medicine

PROPOSER NAME: Elizabeth Rieger
 PROPOSED DATE: 12/04/2023
 APPROVED DATE:

DOCUMENT REFERENCE NUMBER

CHM CEC 2/2023

DISPLAYING FROM ACADEMIC YEAR *

2024

PROGRAM CODE

3609

PLAN CODE

BSPSY

FULL AWARD TITLE *

Bachelor of Science (Psychology)

PROGRAM CONTACT/CONVENER - UID *

u4740611

NAME *

Prof Elizabeth Rieger

EMAIL

enquiries.psychology@anu.edu.au

PHONE

EXECUTIVE SUMMARY *

This amendment seeks to align the learning outcomes of the BSPSY with the APSYC, PSYC-MAJ and PSYC-SPEC, and to revise these learning outcomes in accordance with the required changes stemming from the 2022 review by the Australian Psychology Accreditation Council (APAC) which need to be implemented by 2024. The revised learning outcomes are also a step towards implementing the ANU Undergraduate Curriculum Framework; further work on this will be done throughout 2023 and 2024 for implementation in 2025.

Specifically, the revised LOs align with the LOs in PSYC-MAJ and PSYC-SPEC; include reference to psychology in accordance with APAC's foundational competencies and as befits this named program in psychology; and include the addition of the LO to "apply knowledge and skills of psychology in a manner that is culturally appropriate and sensitive to the diversity of individuals, including Aboriginal and Torres Strait Islander peoples' perspectives". This LO is required by APAC as follows: "The School is to provide evidence of a range of student samples of assessment tasks demonstrating that foundational competency 1.2 (i.e., apply knowledge and skills of psychology in a manner that is reflexive, culturally appropriate and sensitive to the diversity of individuals) is integrated and clearly articulated as a learning outcome, taught and appropriately assessed". This revised LO is also consistent with the Undergraduate Curriculum Framework's IP GA.

The convenors of the relevant courses are currently working with pedagogical specialists from ANU's Centre for Learning and Teaching (CLT) and the SMP Technology-Enhanced Learning and Teaching (TELT) unit to ensure that these program-level LOs are adequately addressed at the course-level. This work is being supported by an SMP Teaching and Learning Enhancement grant. Necessary course-level modifications will be submitted for review and approval by the final course amendment deadline for implementation in 2024.

Business Case

SELECT YOUR ACADEMIC GROUP

CHM - ANU College of Health Medicine

DOES THIS PROGRAM HAVE MORE THAN ONE OWNER? *

NO

ACADEMIC ORGANISATION #1 *

CMBE - ANU College of Health and Medicine - ANU Joint Colleges of Science

PERCENTAGE *

100

PLEASE SELECT THE AWARD TYPE *

Bachelor's Degree

DO YOU WANT TO CRICOS REGISTER THIS PROGRAM? *

YES

HOW MANY UNITS ARE REQUIRED TO COMPLETE THE AWARD? *

7 - 144 - 3 Years

PROPOSED DURATION ALTERNATE (IN YEARS)

OVERVIEW OF STUDY *

N/A - existing program

ALIGNMENT WITH ANU STRATEGIC PLAN *

N/A - existing program

ACADEMIC MERIT *

N/A - existing program

RESEARCH LED EDUCATION *

N/A - existing program

COMPETING PROGRAMS *

N/A - existing program

ESTIMATED ENROLMENT (EFTSL) *

YEAR	COMMENCING LOAD	JUSTIFICATION
N/A - existing program		

PLEASE IDENTIFY THE AWARDS FROM WHICH THE ENROLMENT LOAD (EFTSL) WILL BE REDIRECTED TO ACCOMMODATE THE NEW AWARD? *

N/A - existing program

DOES THE COLLEGE DEAN SUPPORT AWARD CREATION? *

YES

EXTERNAL ACCREDITATION

The current version of this program is accredited with APAC. We submitted our application for re-accreditation on 20th May 2022 on the basis of which we received the aforementioned required change to the LOs.

RESOURCING *

N/A - existing program

MARKET RESEARCH *

N/A - existing program

RELEVANT INTERNAL ANU AND EXTERNAL CONSULTATION *

WHO WAS CONSULTED?	DATE AND TIME	OUTCOME
All psychology teaching staff	7 February 2023	Full endorsement to make the required APAC changes
Undergraduate Psychology Programs Committee	20 April 2023	Wording of the revised LOs approved
Education Governance Office, STLC, CHM/CoS	11 May 2023	General feedback provided by email, focussing on course mapping to LO, and the GA.
SMP Education Committee 2/2023	24 May 2023	Committee endorsed
CHM/CoS Education Sub Committee	6 July 2023	<p>Endorsed to progress to CEC for 2024 implementation. However, the Sub Committee noted additional work is being done at the course level, and recommend the school undertake a more considered mapping of the learning outcomes to the courses in reflection of the comments below:</p> <p>LO1: Do students generate knowledge in every course?</p> <p>LO4: Recommend highlighting the statistics focussed courses here (PSYC2009 and PSYC3018)</p> <p>LO5: Suggest it would informative to know whether any courses involve presentations or written assignments targets to non-specialist audiences or from other discipline backgrounds, lay audiences. This would better encompass the true intention of "diverse audiences".</p>
CHM Education Committee 2/2023	31 July 2023	

Joint Award Responsibilities - only if this Award is offered in conjunction with another institution

COURSE DELIVERY

Program Overview 

PROGRAM DESCRIPTION FOR MARKETING AND PUBLICATION *



What makes the human brain tick?

Find out with the Bachelor of Science (Psychology), which provides you with a great base in the key areas of psychology: developmental, social, personality, health and mental health, research methods, cognition and the biological bases of behaviour.

In your later year courses, you'll apply this knowledge and your skills in more specialised areas such as neuroscience, counselling, health, mental health and organisational (business) psychology.

Once you've completed your third year, you can apply to undertake an Honours year and pursue further postgraduate study. This will allow you to practice as a psychologist or clinical psychologist.

Find out more about psychology, the degree structure, the university experience, career opportunities and student stories on [our website](#).

LEARNING OUTCOMES *



Upon successful completion, students will have the knowledge and skills to:

1. Understand, critically evaluate, apply, integrate and generate psychological knowledge in educational and professional contexts.
2. Develop and engage in a range of skills and methods to identify, analyse, critique and respond to complex problems involving psychological processes.
3. Systematically identify relevant psychological theory and concepts, relate these to appropriate methodologies and evidence, and draw appropriate conclusions.
4. Apply appropriate psychological research methods, including statistical techniques, to evaluate data.
5. Communicate psychological concepts and results clearly and effectively in written and oral formats to diverse audiences.
6. Work and learn in both independent and collaborative ways with others to encompass diverse abilities and perspectives on psychological issues.
7. Critically examine psychological knowledge and skills, and their application, from diverse cultural perspectives, including Aboriginal and Torres Strait Islander peoples' perspectives.
8. Utilise psychological knowledge and skills for exercising personal, professional and social responsibility as a global citizen.

ALIGNMENT WITH THE AQF *

N/A - existing program

ALIGNMENT OF LEARNING OUTCOMES, STUDY REQUIREMENTS AND LEARNING PROGRESSION *

LEARNING OUTCOMES	STUDY REQUIREMENT	DESCRIPTION OF CONTRIBUTION TO LO	LEARNING PROGRESSION
Understand, apply, integrate and generate psychological knowledge in educational and professional contexts.	All courses in the APAC accredited sequence (this includes all compulsory courses and two 3000 level electives) map on to all program level learning outcomes.	Across the courses listed students demonstrate their capacity to understand, apply, integrate and generate psychological knowledge.	Introductory (1000 level) to Advanced (3000 level)
Develop and engage in a range of skills and methods to identify, analyse, critique and respond to complex problems involving psychological processes.	All courses in the APAC accredited sequence (this includes all compulsory courses and two 3000 level electives) map on to all program level learning outcomes.	Each of the courses listed requires students to demonstrate their capacity to use psychological methods in addressing problems related to human behaviour.	Introductory (1000 level) to Advanced (3000 level)
Systematically identify relevant psychological theory and concepts, relate these to appropriate methodologies and evidence, and draw appropriate conclusions.	All courses in the APAC accredited sequence (this includes all compulsory courses and two 3000 level electives) map on to all program level learning outcomes.	Each of the courses listed emphasises the nexus between theory and research, and requires students to demonstrate their capacity to use psychological constructs, theories and empirical methods in a sound manner to inform knowledge.	Introductory (1000 level) to Advanced (3000 level)
Apply appropriate psychological research methods, including statistical techniques, to evaluate data.	All courses in the APAC accredited sequence (this includes all compulsory courses and two 3000 level electives) map on to all program level learning outcomes.	Across the courses listed students demonstrate their capacity to engage in critical investigation of research topics across the full range of sub-disciplines of Psychology. In combination across courses, students demonstrate their ability to independently formulate research questions; conduct critical reviews of the relevant literature; contribute to methodological design; collect, analyse and/or interpret data; and communicate research findings in multiple modalities and in accordance with the discipline's standards.	Introductory (1000 level) to Advanced (3000 level)
Communicate psychological concepts and results clearly and effectively in written and oral formats to diverse audiences.	All courses in the APAC accredited sequence (this includes all compulsory courses and two 3000 level electives) will map on to all program level learning outcomes. (Course amendments to be submitted for 2024).	Each of the courses listed requires students to demonstrate their capacity to clearly and effectively communicate psychological theoretical concepts and/or empirical findings. In combination across courses, communication skills in psychological science are demonstrated through written and oral presentation formats, and presented to academic staff and students.	Introductory (1000 level) to Advanced (3000 level)
Work and learn in both independent and collaborative ways with others to encompass diverse abilities and perspectives on psychological issues.	All courses in the APAC accredited sequence (this includes all compulsory courses and two 3000 level electives) will map on to all program level learning outcomes. (Course amendments to be submitted for 2024).	In combination across all courses, students demonstrate their capacity to undertake individual and group work.	Introductory (1000 level) to Advanced (3000 level)
Critically examine psychological knowledge and skills, and their application, from diverse cultural perspectives, including Aboriginal and Torres Strait Islander peoples' perspectives.	All courses in the APAC accredited sequence (this includes all compulsory courses and two 3000 level electives) will map on to all program level learning outcomes. (Course amendments to be submitted for 2024).	Each of the courses listed requires students to demonstrate their capacity to understand and evaluate diverse perspectives. This is most explicitly the case for PSYC2012 where cultural diversity is the core subject matter.	Introductory (1000 level) to Advanced (3000 level)
Utilise psychological knowledge and skills for exercising personal, professional and social responsibility as a global citizen.	All courses in the APAC accredited sequence (this includes all compulsory courses and two 3000 level electives) map on to all program level learning outcomes.	Across all of the courses listed students gain knowledge and skills to contribute positively to the psychological functioning of others.	Introductory (1000 level) to Advanced (3000 level)

PATHWAYS

P

WHAT ARE THE MODE/S OF DELIVERY? *

P

- In person

LIST ALL COMPULSORY COURSES THAT ARE AVAILABLE ONLY IN ONLINE MODE
IS THIS PROGRAM BEING DELIVERED AT ACTON CAMPUS? *

*

YES

FIELD OF EDUCATION *

P

090701 - Psychology

- 48 - Psychology
- 60 - Statistics
- 74 - Science
- 140 - Clinical Psychology

NO

EMPLOYMENT OPPORTUNITIES

Psychology graduates have skills essential to any workplace: an understanding of human motivation and behaviour, analytical skills and research skills including statistics.

The Bachelor of Science (Psychology) is a fantastic launch pad for a range of careers, including research, management consulting, human resources, marketing, public policy, child development and welfare, health and human services, education, counselling and clinical practice. Please see <https://psychology.anu.edu.au/study/career-opportunities> for more information.

Bachelor of Science (Psychology) graduates who wish to practice as psychologists or clinical psychologists can undertake the following programs:

1. Master of Professional Psychology: this pathway enables graduates to eventually become *registered psychologists* by the Psychology Board of Australia; or
2. Psychology Honours followed by either the Master of Clinical Psychology or the PhD (Clinical Psychology): this pathway enables graduates to eventually become *registered psychologists with specialist endorsement in clinical psychology* by the Psychology Board of Australia.

Entry to Psychology Honours, the Master of Professional Psychology, the Master of Clinical Psychology, and the PhD (Clinical Psychology) is highly competitive due to limited spaces.

OTHER INFORMATION TO BE PUBLISHED ON PROGRAMS AND COURSES WEBSITE

Important fee information for commencing and continuing domestic undergraduate students intending to study psychology as a professional pathway:

Please note that due to changes in Australian government funding from 2021 as a result of the Job Ready Graduates Package, fees for Behavioural Science courses will be invoiced at different rates. This will affect students in the following manner:

Commencing Students

Study of the accredited sequence of psychology courses taken under the psychology degrees recognised by the Australian Government will be eligible for the Professional Pathway funding rates (HECS band 2). At ANU, these programs are:

- Bachelor Science (Psychology) - (3 year degree)
- Bachelor of Science (Psychology) (Honours) - (+1 Hons year)
- Bachelor of Psychology (Honours) - (4 year degree incl Honours).

Note that Bachelor of Science (Psychology) (Honours) students who commenced their Bachelor of Science (Psychology) at ANU prior to 1 January 2021 will be classed as continuing students.

While the accredited sequence of psychology courses can be taken as part of other programs of study at ANU [Bachelor of Science, Bachelor of Science (Honours), Bachelor of Science (Advanced) (Honours), Bachelor of Arts, Bachelor of Arts (Honours) and Bachelor of Philosophy (Honours)], the study of psychology is not compulsory therefore Psychology courses in these programs will be charged different fees (HECS band 4).

Continuing students

Continuing students (enrolled before 1 January 2021) studying courses in disciplines with increased student contribution amounts, will be grandfathered under the legislation. That is, they will continue paying the same amount as they would have, had these reforms not been implemented for any courses that would otherwise have an increased student contribution.

For more information on the 2021 fee changes to Student Contributions Amounts, please visit <https://www.anu.edu.au/students/program-administration/fees-payments/student-contributions>; and for more information on the Job Ready Graduates Package please visit <https://www.studyassist.gov.au/>

APAC Accreditation

The Bachelor of Science (Psychology) is accredited by the [Australian Psychology Accreditation Council \(APAC\)](#).

Change to program orders from 2023 - advice for students

From 2023, key changes have been made to the list of compulsory courses as follows: PSYC2012 and PSYC3020 are compulsory. PSYC2002 is recoded to PSYC3202 and is still compulsory. Students will have to complete a minimum of 14 PSYC coded courses as per the program requirements.

- Students admitted to the BSPSY prior to 2023 are expected to follow the rules of the year in which they were matriculated into the program and should complete the APAC accreditation requirements as they were prior to 2023.
- Students admitted to the BSPSY from 2023, including internal program transfer, will be expected to follow the rules of the year in which they were matriculated and should complete the APAC accreditation requirements as per the program orders from 2023. Students transferring into the program from 2023 are encouraged to seek academic advice, if PSYC2002 has already been completed.

OTHER INFORMATION THAT WILL NOT BE PUBLISHED

The quantitative research methods skills requirement is satisfied in the following compulsory courses: PSYC2009 and PSYC3018.

Advice for students has been provided in the other information section. Students who have completed PSYC2002 prior to 2023 can be granted specified credit for this course and exemption from PSYC3202. All students matriculated from 2023 will be expected to complete PSYC2012 and PSYC3020 as part of the 14 PSYC courses.

Study Requirements (Award Orders)



GLOBAL STUDY REQUIREMENTS *

The Bachelor of Science (Psychology) requires completion of 144 units, of which:

A maximum of 60 units may come from completion of 1000-level courses

The 144 units must include:

ESSENTIAL STUDY REQUIREMENTS *

72 units from the completion of the following compulsory courses:

- PSYC1003 Psychology 1: Understanding Mind, Brain and Behaviour (6 units)
- PSYC1004 Psychology 2: Understanding People in Context (6 units)
- PSYC2001 Social Psychology (6 units)
- PSYC2007 Biological Basis of Behaviour (6 units)
- PSYC2008 Cognition (6 units)
- PSYC2009 Quantitative Methods in Psychology (6 units)
- PSYC2012 Culture and Psychology (6 units)
- PSYC3018 Advanced Research Methods (6 units)
- PSYC3020 Health Psychology (6 units)
- PSYC3025 Psychopathology Across the Lifespan (6 units)
- PSYC3026 Personality Psychology (6 units)
- PSYC3202 Developmental Psychology (6 units)

12 units from completion of 3000-level courses in the subject area PSYC- Psychology

12 units from completion of further 1000-level courses from the Science Course List

ADDITIONAL STUDY REQUIREMENTS *

48 units from completion of elective courses offered by ANU

Please link all capstone courses listed in the Study Requirements above

CAPSTONE COURSES (IF REQUIRED)

IF NOT AVAILABLE THROUGH LINK, ENTER COURSE

Please link all related majors, minors and specialisations NOT listed in the Study Requirements

MAJORS

IF NOT AVAILABLE THROUGH LINK, ENTER MAJOR

MINORS

IF NOT AVAILABLE THROUGH LINK, ENTER MINOR

SPECIALISATIONS

IF NOT AVAILABLE THROUGH LINK, ENTER SPECIALISATION

Flexible Double Degree (FDD) Requirements**FLEXIBLE DOUBLE DEGREE (FDD) GROUPS - SELECTION**

- Engineering and Advanced Computing
- Arts/Social Sciences/Business and Science
- Law

IF THIS AWARD IS NOT PART OF A DOUBLE DEGREE GROUP (FDD); PROVIDE A RATIONALE

FDD GLOBAL REQUIREMENTS

The Bachelor of Science (Psychology) flexible double degree component requires completion of 96 units, of which:

A maximum of 36 units may come from completion of 1000-level courses

The 96 units must include:

FDD ADDITIONAL REQUIREMENTS**HURDLE REQUIREMENTS**

Engineering Flexible Double Degree Professional Accreditation Additional Requirements

Embedded Honours specific requirements

Embedded Honours definition: A program, typically four years (192 units), which combines AQF Level 7 and AQF Level 8 studies and a student graduates with a single Bachelor Honours Degree.

ASSESSMENT ALIGNMENT

TIMING OF HONOURS ASSESSMENT

HONOURS RESEARCH TRAINING AVAILABILITY

Admission requirements

ADMISSION REQUIREMENTS *

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 guarantee entry into 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.

The University reserves the right to alter or discontinue its programs and change admission requirements as needed.

Domestic applicants

Before applying for a program, you should review the general information about [domestic undergraduate admission](#) to ANU programs and how to apply, and the program-specific information below.

Applicants with **recent secondary education** are assessed on:

- completion of Australian Year 12 or equivalent, and the minimum [Selection Rank](#) (from their academic qualifications, plus any [adjustment factors](#)) requirement for this program; and
- [co-curricular or service requirement](#) (applies to applicants who complete secondary education in the year prior to commencing at ANU); and
- English language proficiency; and
- any program-specific requirements listed below.

Applicants with **higher education study** are assessed on:

- previous higher education studies; or secondary education results if completed less than one full-time equivalent year (1.0 FTE) of a degree; or the result from a bridging or preparatory course; and
- English language proficiency; and
- any program-specific requirements listed below.

Applicants with **vocational education and training (VET) study** are assessed on:

- previously completed VET qualifications at [AQF](#) level 5 or higher (i.e. a Diploma or above); or secondary education results if the VET qualification is not completed; and
- English language proficiency; and
- any program-specific requirements listed below.
- Applicants with **work and life experience are assessed on:**
 - [ATAR or equivalent](#) if secondary education was completed; or the [Special Adult Entry Scheme \(SAES\)](#); or work experience; and
 - English language proficiency; and
 - any program-specific requirements listed below.

International applicants

Applicants who complete a recognised secondary/senior secondary/post-secondary/tertiary sequence of study will be assessed on the basis of an equivalent selection rank that is calculated upon application. A list of commonly observed international qualifications and corresponding admission requirements can be found [here](#). Applicants must also meet any program specific requirements that are listed below.

Diversity factors & English language proficiency

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. If required, competitive ranking may further be confirmed on the basis of demonstrating higher-level English language proficiency.

Further information is available for [English Language Requirements for Admission](#)

ALTERNATIVE ADMISSION REQUIREMENTS

JUSTIFICATION FOR USING NON STANDARD (ALTERNATE) ADMISSION REQUIREMENTS

ADDITIONAL REQUIREMENTS**INHERENT REQUIREMENTS**

Deliberately blank - SAS migration 22/11/2018

PREREQUISITES**NSW SECONDARY SCHOOL PREREQUISITES****FIRST AVAILABLE TEACHING PERIOD FOR APPLICATION ***

First Semester, 2011

FIRST AVAILABLE YEAR FOR APPLICATION *

2011

TEACHING PERIODS FOR ADMISSION

- First Semester
- Second Semester

Disestablishment - Only complete if disestablishing

**LAST ADMIT TERM****DISESTABLISHED EFFECTIVE FROM****RATIONALE****RELEVANT INTERNAL ANU AND EXTERNAL CONSULTATION****WHO WAS CONSULTED?****DATE AND TIME****OUTCOME****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

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 

IS THE PROGRAM CONSISTENT WITH THE FOLLOWING:

IF THE PROGRAM IS NOT CONSISTENT WITH ANY STANDARD, PROVIDE REASON

INDICATIVE ANNUAL ISF FEE FOR FIRST AVAILABLE TERM

INDICATIVE ANNUAL DTF FEE FOR FIRST AVAILABLE TERM

AWARD DETAIL (AHEGS)

The Bachelor of Science (Psychology) is an AQF level 7 Bachelor Degree consisting of 144 units, taught in English and normally takes 3 years of full-time study or part-time equivalent. The Bachelor of Science (Psychology) is research-led and evidence based. It focuses on the study of psychology as a scientific discipline and emphasises both basic and advanced research skills in psychological inquiry. Special Topics options are available for high performing students, allowing them to gain additional research skills and to participate in ongoing research. Admission requirements are normally based on secondary/tertiary education academic results.

FEATURES (AHEGS)

The Bachelor of Science (Psychology) is research-led and evidence based. It focuses on the study of psychology as a scientific discipline and emphasises both basic and advanced research skills in psychological inquiry. Special Topics options are available for high performing students, allowing them to gain additional research skills and to participate in ongoing research.

PATHWAY TO FURTHER STUDY (AHEGS)

Graduates may progress to an AQF Level 8 Bachelor Honours Degree, Graduate Certificate or Graduate Diploma, subject to specific admission requirements.

PROGRAM ACCREDITATION (AHEGS)

The undergraduate degree program undergoes regular external accreditation reviews on a 5-yearly cycle by the Australian Psychology Accreditation Council Qualification.

FORMAL AWARD POST NOMINAL

BPsych

PROGRAM TYPE CODE

10 Bachelor Pass

LOAD/LEVEL RULE

48/3

SPECIAL PROGRAM TYPE

00 - Not Course of Special interest

PROGRAM REVIEW DATE**PROGRAM REVIEW COMMENTS****DURATION ALTERNATE****CRICOS STUDY DURATION****CRICOS FULL COST OF STUDENT FROM YEAR OF REGISTRATION I.E. THE CURRENT YEAR****AVAILABLE FOR ONLINE APPLICATION**

YES

SAS DESCRIPTION

B Science (Psychology)

PROGRAM SHORT DESCRIPTION**PROGRAM FORMAL DESCRIPTION****ATAR**

80

INTERNATIONAL BACCALAUREATE

29

QLD BAND (OP)**Degree Table****IS A NEW DEGREE REQUIRED?**

NO

IF NO, PLEASE SELECT DEGREE

BSCPSYC - Bachelor of Science (Psychology)

TESTAMUR TEMPLATE

Master of Preclinical Science

MPSC

Parent: V001 » Version: V002

Applies: 2024 S1 -

Units : 96

Replacement of A and B courses for disestablishment. Alignment with the MChD for exiting.

69 - School of Medicine and Psychology - ANU College of Health and Medicine

PROPOSER NAME:	PROPOSED DATE:	APPROVED DATE:
Wendy Dimond	26/08/2022	

DOCUMENT REFERENCE NUMBER

CHM CEC 2/2023

DISPLAYING FROM ACADEMIC YEAR *

2024

PROGRAM CODE

7660

PLAN CODE

MPSC

FULL AWARD TITLE *

Master of Preclinical Science

PROGRAM CONTACT/CONVENER - UID *

u1123203

NAME *

Prof Paul Fitzgerald

EMAIL

admissions.medicalschool@anu.edu.au

PHONE**EXECUTIVE SUMMARY ***

In 2021, CHM approved the removal of A and B from the course codes of the MEDI courses in the MChD effective 2022. The MChD program was amended for 2022 to update the courses to the new courses. As an exit program from MChD the MPSC needs to align with the MChD. This amendment adds the new courses to the program and removes the old ones. This will allow for realignment with the MChD and disestablishment of the A and B coded courses.

Business Case

SELECT YOUR ACADEMIC GROUP

CHM - ANU College of Health Medicine

DOES THIS PROGRAM HAVE MORE THAN ONE OWNER? *

NO

ACADEMIC ORGANISATION #1 *

CMBE - ANU College of Health and Medicine - ANU Joint Colleges of Science

PERCENTAGE *

100

PLEASE SELECT THE AWARD TYPE *

Masters

DO YOU WANT TO CRICOS REGISTER THIS PROGRAM? *

NO

HOW MANY UNITS ARE REQUIRED TO COMPLETE THE AWARD? *

3 - 96 - 2 Years

PROPOSED DURATION ALTERNATE (IN YEARS)**GRADUATE COURSEWORK TYPE ***

Narrow field named award

PROVIDE A JUSTIFICATION IF THIS DEGREE DOES NOT COMPLY WITH ANU GRADUATE COURSEWORK MODEL

N/A

OVERVIEW OF STUDY *

Students who complete 96 units or more of the MChD as per the award rules of that degree, may exit through this program. No study is undertaken whilst enrolled in this degree.

ALIGNMENT WITH ANU STRATEGIC PLAN *

This is an exit only plan and aligns with the strategic plan 2018 - 2021 in its aim to support student experience through improved student well-being and mental health. By providing an exit pathway for students who have changed their minds about a career in medicine, the plan will provide an affirmative option, recognising the achievements of the student while at the ANU. Currently, if a student elects to exit the MChD, they have nothing to show for their effort and this leads to substantial stress.

ACADEMIC MERIT *

This is an exit only plan and aligns with the strategic plan 2018 - 2021 in its aim to support student experience through improved student well-being and mental health. By providing an exit pathway for students who have changed their minds about a career in medicine, the plan will provide an affirmative option, recognising the achievements of the student while at the ANU. Currently, if a student elects to exit the MChD, they have nothing to show for their effort and this leads to substantial stress.

RESEARCH LED EDUCATION *

The 96 units of study within the MChD (AQF9E), required for this exit award includes foundation curriculum in research methods and their application to the disciplines of clinical epidemiology and evidence based practice in medicine. Additionally, students will have completed the course MED18022 or MED18023 Research Project in which they will have undertaken a piece of original research and produced a written report.

COMPETING PROGRAMS *

Western Sydney University offers an exit only Bachelor of Clinical Science for completion of 3 years of their 5-year undergraduate medicine program.

University of Queensland offers an exit only Master of Medical Studies for completion of 2 years of the 4-year postgraduate medical program.

The introduction of this Master of Preclinical Science is seen as an equivalent outcome to these programs and will most importantly give due recognition to candidates graduating with this exit award.

ESTIMATED ENROLMENT (EFTSL) *

YEAR	COMMENCING LOAD	JUSTIFICATION
All years	Not applicable, all students are current students exiting.	The medical school has identified 5 past students who discontinued the MBBS/MChD over the past 5 years who would have qualified for the proposed Master of Preclinical Science. These students have exited the program for various reasons but did not receive an award for their completed 96 units of study, at considerable effort and costs. A further 22 students exited the program having completed 48 units of study. Each year the medical school supports several year 3 and year 4 students who are struggling with coping with the demands of their program through counselling and approved program leave. A proportion of these students have expressed that they felt limited in their options because they did not have an exit award. While we do not wish to see an increase in the attrition rates for the MChD, the ANU Medical School believes that the exit option would be in the best interest for a few students who otherwise might suffer in their perseverance.

PLEASE IDENTIFY THE AWARDS FROM WHICH THE ENROLMENT LOAD (EFTSL) WILL BE REDIRECTED TO ACCOMMODATE THE NEW AWARD? *

Not applicable.
Students are existing ANU students, there are no ANU commencing students. They pass through it having already completed all requirements whilst in the MChD and immediately exit.

Students in this degree are not new commencing load.

DOES THE COLLEGE DEAN SUPPORT AWARD CREATION? *

YES

EXTERNAL ACCREDITATION

Not required for this program - the Australian Medical Council accredits the MChD from which this plan is an early exit.

RESOURCING *

Requires no further resourcing than is available for the MChD.

MARKET RESEARCH *

The Medical School has identified 5 past students who discontinued the MBBS/MChD over the past 5 years who would have qualified for the proposed Master of Preclinical Science. These students have exited the program for various reasons but did not receive an award for their completed 96 units of study, at considerable effort and costs. A further 22 student exited the program having completed 48 units of study. Each year the medical school supports several year 3 and year 4 students who are struggling with coping with the demands of their program through counselling and approved program leave. A proportion of these students have expressed that they felt limited in their options because they did not have an exit award. While we do not wish to see an increase in the attrition rates for the MChD, the ANU Medical School believes that the exit option would be in the best interest for a few students who otherwise might suffer in their perseverance.

RELEVANT INTERNAL ANU AND EXTERNAL CONSULTATION *

WHO WAS CONSULTED?	DATE AND TIME	OUTCOME
ANU Medical School Education Committee	Meeting 03/2018 (June 2018) Meeting 04/2018 (August 2018) Meeting 05/2018 (September 2018) Meeting 07/2019 (November 2019) Meeting 02/2020 (March 2020)	Proposal discussed several times in light of overarching curriculum. Proposal endorsed by the School committee (March 2020)
Medical Education Leads in Australia and New Zealand	2018 – online discussions held over several months.	There has been broad support for medical schools introducing an exit option to permit some candidates to elect to exit the medicine degrees with an award. This is accepted to be in the interest of supporting mental health and well being of the medical student community by providing an option with a positive outcome.
CHM/COS Education Sub Committee Meeting 1/2020	18 March 2020	Conditionally endorsed pending some minor clarifications from the school in relation to: <ul style="list-style-type: none"> • Program name • Use as a forced exit • Course codes not linking in P&G Sub-Committee review timeline impacted by external circumstances.
CHM/COS Education Committee Meeting 2/2020	23 March 2020	Conditionally endorsed pending response from school to feedback and re-review by Sub-Committee. Feedback returned to school 23/03/2020
Wendy Dimond, Education Manager MEU; David Kramer, ADSE MEU	1/4/2020	Response: <ol style="list-style-type: none"> 1. The Medical Education Committee discussed the title in relation to similar degrees, there is no industry standard for these degrees and so complete alignment was impossible. This was considered the most appropriate and recognisable name in this context. It is noted that market research on the title was not considered necessary as this program is only for transfer from the MChD and is not an advertised offering in order to increase student uptake. 2. The program is intended as an optional exit as opposed to a forced exit. Students failing in Year 1 and 2 of the MChD will not be able to transfer as they are required to successfully complete the first two years to transfer. Failing students in Years 3 and 4 of the MChD may be offered this as an exit option but would not be forcibly transferred. 3. This issue is being resolved with ASQO. The course codes in the MChD are under review and may be amended if deemed appropriate, at which time an amendment will be submitted for this exit program to align the course codes.
Re-submitted to CHM/COS Education Sub Committee	16/4/2020	
Associate Professor Anna Cowan, Deputy Dean Education, CHM/COS	16/4/2020	Endorsed
CHM/COS Course review process	24/8/22	Course review for MEDI8013A and B was to disestablish. These can't be disestablished until removed from all award rules. All A and B coded courses were removed from the MChD in 2022 and so this amendment realigns the programs.
SMP Education Committee 2/2023	24 May 2023	Committee endorsed
CHM/CoS Education Sub Committee	6 July 2023	Endorsed to progress to CEC
CHM Education Committee 2/2023	30 July 2023	

Joint Award Responsibilities - only if this Award is offered in conjunction with another institution

Program Overview

PROGRAM DESCRIPTION FOR MARKETING AND PUBLICATION *

P

The Master of Preclinical Science is an exit qualification only. It provides an exit for ANU students in the Doctor of Medicine and Surgery who have already completed 96 units of courses as listed in the admission statement.

LEARNING OUTCOMES *

P

Upon successful completion, students will have the knowledge and skills to:

1. Describe in molecular, cellular and physiological terms the biological basis of human health and disease.
2. Synthesise information obtained from the medical history, physical examination and investigations to identify a problem list in a medical case.
3. Discuss the scientific basis of pharmacological management of health conditions.
4. Discuss biological, social and environmental determinants of health and evaluate approaches to study the relationship between these factors and health outcomes.
5. Describe evidence based approaches within health care as they relate to health outcomes, quality and safety.
6. Discuss the structure and functions of the Australian health care system.
7. Demonstrate knowledge of Australian Indigenous culture and history, and the impact this has on health.
8. Discuss key principles of ethics, law and human rights in health and disease.
9. Design and complete a research project in a health or medicine discipline.

ALIGNMENT WITH AQF *

Masters Degree (Coursework) AQF9: The Masters Degree (Coursework) qualifies individuals who apply an advanced body of knowledge in a range of contexts for professional practice or scholarship and as a pathway for further learning.

This degree aligns with the purpose of the AQF (9) as it is the completion of at least two years of an accredited degree for the qualification of a Doctor of Medicine and Surgery.

ALIGNMENT OF LEARNING OUTCOMES, STUDY REQUIREMENTS AND LEARNING PROGRESSION *

LEARNING OUTCOMES	STUDY REQUIREMENT	DESCRIPTION OF CONTRIBUTION TO LO	LEARNING PROGRESSION
All Learning Requirements (LOs 1-9).	Compulsory courses	The learning outcomes of the program align with those in the first two years of the MChD. These are all compulsory courses.	All levels.

PATHWAYS

P

Doctor of Medicine and Surgery

WHAT ARE THE MODE/S OF DELIVERY? *

P

- In person

LIST ALL COMPULSORY COURSES THAT ARE AVAILABLE ONLY IN ONLINE MODE

None

IS THIS PROGRAM BEING DELIVERED AT ACT ON CAMPUS? *

YES

FIELD OF EDUCATION *

P

060101 - General Medicine

AREAS OF INTEREST *

- 46 - Medicine

IS THIS A STEM PROGRAM? *

NO

EMPLOYMENT OPPORTUNITIES**OTHER INFORMATION TO BE PUBLISHED ON PROGRAMS AND COURSES WEBSITE**

Students exiting with this degree may not be able to graduate in the year of completion owing to the assessment timelines for the second year of the Doctor of Medicine and Surgery. Graduation will be available in the mid-year ceremony following the year of completion.

For students following MChD award rules prior to 2021, all courses with a code ending in A or B will be given a like-for-like substitution with the equivalent course without the code ending in A or B, except for [MEDI8013A](#) or [MEDI8013B](#), which will be substituted for [MEDI8022](#).

OTHER INFORMATION THAT WILL NOT BE PUBLISHED

Note: *The Learning Outcomes are reflective of those published for the Doctor of Medicine and Surgery, excluding the clinical competencies.*

For students following award rules of the Doctor of Medicine and Surgery prior to 2021, all courses with a code ending in A or B will be given a like-for-like substitution with the equivalent course without the code ending in A or B, except for [MEDI8013A](#) or [MEDI8013B](#), which will be substituted for [MEDI8022](#).

Study Requirements (Award Orders)**GLOBAL STUDY REQUIREMENTS ***

The Masters of Preclinical Science requires completion of 96 units which must consist of:

INTRODUCTORY COMPONENT STUDY REQUIREMENTS**ESSENTIAL COMPONENT STUDY REQUIREMENTS ***

96 units from completion of the following compulsory courses:

MEDI8011 Medicine 1A

MEDI8012 Medicine 1B

MEDI8022 Research Project OR MEDI8023 Research Project (Advanced) (These courses are to be taken twice as 3 + 3 units over two consecutive periods)

MEDI8020 Medicine 2 (This course is to be taken twice as 21 + 21 units over two consecutive periods)

BREADTH COMPONENT STUDY REQUIREMENTS

Please link all capstone courses listed in the Study Requirements above

CAPSTONE COURSES**IF NOT AVAILABLE THROUGH LINK, ENTER COURSE**

- [MEDI8022 - Research Project - V002](#)
- [MEDI8023 - Research Project \(Advanced\) - V003](#)

Please link all specialisations NOT listed in the Study Requirements above

GRADUATE SPECIALISATIONS**IF NOT AVAILABLE THROUGH LINK, ENTER SPECIALISATION****AQF Research Requirements****MASTERS RESEARCH REQUIREMENT ***

Students must complete 100% assessment on a piece of research in [MEDI8022](#) or [MEDI8023](#).

MASTERS RESEARCH TRAINING REQUIREMENT *

To satisfy the research training requirements of this program, all students are required to complete research training through completing [MEDI8012](#). [MEDI8012](#) includes the preparation work for the research project including research training.

COURSES THAT CONTRIBUTE TO THE REQUIRED RESEARCH COMPONENTS. *

- MEDI8022 - Research Project - V002
- MEDI8023 - Research Project (Advanced) - V003
- MEDI8012 - Medicine 1B - V003

PROVIDE DETAILS OF HOW THESE COURSES CONTRIBUTE TO EITHER RESEARCH OR RESEARCH TRAINING REQUIREMENT. *

Students must complete 100% assessment on a piece of research in MEDI8022 or MEDI8023.

To satisfy the research training requirements of this program, all students are required to complete research training through completing MEDI8012.

MEDI8012 includes the preparation work for the research project including research training.

Admission Requirements**ADMISSION REQUIREMENTS ***

The Master of Preclinical Science is an exit award only.

Admission to the Master of Preclinical Science is:

- by transfer only from the ANU Doctor of Medicine and Surgery program (8950XMCHD); and
- the completion of:

96 units of courses towards the ANU Doctor of Medicine and Surgery program (8950XMCHD), which must consist of:

96 units from completion of the following compulsory courses:

- MEDI8011 Medicine 1A
- MEDI8012 Medicine 1B
- MEDI8013A Research Project OR MEDI8023A Research Project (Advanced)
- MEDI8013B Research Project OR MEDI8023B Research Project (Advanced)
- MEDI8020A Medicine 2
- MEDI8020B Medicine 2

ALTERNATE ADMISSION REQUIREMENTS

The Master of Preclinical Science is an exit award only.

Admission to the Master of Preclinical Science is:

- by transfer only from the ANU Doctor of Medicine and Surgery program (8950XMCHD); and
- the completion of:

96 units of courses towards the ANU Doctor of Medicine and Surgery program (8950XMCHD), which must consist of:

96 units from completion of the following compulsory courses:

- MEDI8011 Medicine 1A
- MEDI8012 Medicine 1B
- MEDI8022 Research Project OR MEDI8023 Research Project (Advanced) (These courses are to be taken twice as 3 + 3 units over two consecutive periods)
- MEDI8020 Medicine 2 (This course is to be taken twice as 21 + 21 units over two consecutive periods)

JUSTIFICATION FOR USING NON STANDARD (ALTERNATE) ADMISSION REQUIREMENTS

This is an exit only program

COGNATE DISCIPLINES**CREDIT COMPONENT****INHERENT REQUIREMENTS****OTHER REQUIREMENTS****FIRST AVAILABLE TEACHING PERIOD FOR APPLICATION ***

First Semester, 2021

FIRST AVAILABLE YEAR FOR APPLICATION *

2021

TEACHING PERIODS FOR ADMISSION

- First Semester

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.

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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
---	------	-------	-------	-------	-------	--------	---------	------	-------

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.
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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:

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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

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2. Cancel offers.
3. Issue new offers (if replacement program/plan is created).

APPLICANTS WHO HAVE NOT BEEN ISSUED AN OFFER

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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

ACADEMIC CAREER

PGRD

IS THE PROGRAM CONSISTENT WITH THE FOLLOWING:

- Australian Qualifications Framework
- ESOS National Code
- Academic Programs and Courses Accreditation Policy

IF THE PROGRAM IS NOT CONSISTENT WITH ANY STANDARD, PROVIDE REASON

INDICATIVE ANNUAL ISF FEE FOR FIRST AVAILABLE TERM

INDICATIVE ANNUAL DTF FEE FOR FIRST AVAILABLE TERM

AWARD DETAIL (AHEGS)

The Masters of Preclinical Science, MPSC, is an AQF Level 9 exit-only qualification linked exclusively to the ANU AQF9E 8950XMCHD Doctor of Medicine and Surgery (MChD)

FEATURES (AHEGS)

FORMAL AWARD POST NOMINAL

P

PROGRAM TYPE CODE

04 Masters by Coursework

LOAD/LEVEL RULE

SPECIAL PROGRAM TYPE

PROGRAM REVIEW DATE

PROGRAM REVIEW COMMENTS

UAC CODE

DURATION ALTERNATE

P

PROGRAM CRICOS CODE

CRICOS STUDY DURATION

CRICOS FULL COST OF STUDENT FROM YEAR OF REGISTRATION I.E. THE CURRENT YEAR

AVAILABLE FOR ONLINE APPLICATION

P

YES

SAS DESCRIPTION

M Preclinical Science

PROGRAM SHORT DESCRIPTION

MPSC

PROGRAM FORMAL DESCRIPTION

Master of Preclinical Science

P

AUGMENTATION NAME

Degree Table

IS A NEW DEGREE REQUIRED?

NO

IF NO, PLEASE SELECT DEGREE

MPPSY - Master of Professional Psychology

TESTAMUR TEMPLATE

Clinical Psychology

7601XMCPsy

Parent: V004.2 » Version: V005

Applies: 2024 S1 -

Units : 96

Update further information section about the referee forms.

69 - School of Medicine and Psychology - ANU College of Health and Medicine

PROPOSER NAME:	PROPOSED DATE:	APPROVED DATE:
Wendy Dimond	10/05/2023	

DOCUMENT REFERENCE NUMBER

CHM CEC 2/2023

DISPLAYING FROM ACADEMIC YEAR *

2024

PROGRAM CODE

7601

PLAN CODE

7601XMCPsy

FULL AWARD TITLE *

Master of Clinical Psychology

PROGRAM CONTACT/CONVENER - UID *

u3089467

NAME *

AsPr David Berle

EMAIL

u3089467@anu.edu.au

PHONE**EXECUTIVE SUMMARY ***

The amendment updates the referee instructions in the additional information section and with the change from UAC to Studylink update information about required documents.

11/05/2023 - updating acad org code in metadata so that staff in the new SMP can edit. Remove references to Research School of Psychology from published content - ASQO to please adjust the Admissions requirement as per the text in the "alternate admissions requirements section".

Business Case**SELECT YOUR ACADEMIC GROUP**

CHM - ANU College of Health Medicine

DOES THIS PROGRAM HAVE MORE THAN ONE OWNER? *

NO

ACADEMIC ORGANISATION #1 *

CMBE - ANU College of Health and Medicine - ANU Joint Colleges of Science

PERCENTAGE *

100

PLEASE SELECT THE AWARD TYPE *

Masters

DO YOU WANT TO CRICOS REGISTER THIS PROGRAM? *

YES

HOW MANY UNITS ARE REQUIRED TO COMPLETE THE AWARD? *

3 - 96 - 2 Years

PROPOSED DURATION ALTERNATE (IN YEARS)**GRADUATE COURSEWORK TYPE ***

Narrow field named award

PROVIDE A JUSTIFICATION IF THIS DEGREE DOES NOT COMPLY WITH ANU GRADUATE COURSEWORK MODEL**OVERVIEW OF STUDY ***

Existing program

ALIGNMENT WITH ANU STRATEGIC PLAN *

NA - existing program

ACADEMIC MERIT *

Existing program

RESEARCH LED EDUCATION *

Existing program

COMPETING PROGRAMS *

Existing program

ESTIMATED ENROLMENT (EFTSL) *

YEAR	COMMENCING LOAD	JUSTIFICATION
Existing program		

PLEASE IDENTIFY THE AWARDS FROM WHICH THE ENROLMENT LOAD (EFTSL) WILL BE REDIRECTED TO ACCOMMODATE THE NEW AWARD? ***DOES THE COLLEGE DEAN SUPPORT AWARD CREATION? ***

Existing program

YES

EXTERNAL ACCREDITATION

Australian Psychology Accreditation Council

RESOURCING *

Existing program

MARKET RESEARCH *

Existing program

RELEVANT INTERNAL ANU AND EXTERNAL CONSULTATION *

WHO WAS CONSULTED?	DATE AND TIME	OUTCOME
Science Sub Deans and School Administrators, SMP	23/1/23	2022 convener is no longer at ANU. Convener details updated.
Education Governance Officer, STLC, CHM/CoS	24/1/2023	Administrative change to the metadata to allow administrators in the new acad org structure to make future edits to the program. Minor adjustments to the other information section made as per advice received from ASQO (21/08/21). DA not required. Can progress for immediate publication.
Education Governance Officer, STLC, CHM/CoS	07/3/2023	New program convener has been appointed, as notified via email from Wendy Dimond 2/3/2023 with endorsement from Russell Gruen, Dean CHM
Program Convenor	Date	Endorsed
SMP Education Committee 2/2023	24 May 2023	Committee endorsed
Education Governance Office, STLC, CHM/CoS	May 2023	Update metadata (does not require publication to be effective) and references in the published information to the Research School of Psychology (changed to School of Medicine and Psychology) Change to Acad Org was endorsed through relevant channels in 2022. Change to published content is cosmetic only in relation to the school reference, and necessary in relation to the referee system which is being decommissioned, can be progressed for immediate publication.
CHM/CoS Education Sub Committee	13 July 2023	Endorsed to progress to CEC
CHM Education Committee 2/2023	31 July 2023	

Joint Award Responsibilities - only if this Award is offered in conjunction with another institution

COURSE DELIVERY

Program Overview

PROGRAM DESCRIPTION FOR MARKETING AND PUBLICATION *



At ANU, we are making breakthroughs in mental health prevention and treatment, from understanding how children and youth can build stronger and happier futures, to breaking down stigma so that those affected can live more fulfilling lives.

Join us and help make our society a better place with the Master of Clinical Psychology.

You'll gain a comprehensive understanding of the core areas of clinical psychology and develop practical skills that will underpin your career success.

Our contemporary training is founded on the scientist-practitioner model where clinical skills and interventions are considered on the basis of available scientific evidence and knowledge.

Find out more about clinical psychology, the degree structure, the university experience, career opportunities and student stories on [our website](#).

Get the inside story on what it's like to be an ANU student by visiting our [student blog](#).

LEARNING OUTCOMES *



Upon successful completion, students will have the knowledge and skills to:

1. Advanced knowledge of and the ability to critically evaluate theory in clinical psychology including a deep understanding of theories underlying assessment, diagnosis, case formulation, and the treatment of psychopathology across the lifespan.
2. An advanced level of skill in the application of psychological knowledge to a wide range of psychological problems and disorders across the lifespan.
3. An advanced level of skill in diagnostic interviewing and counselling and a high level of competence in the principles and practice of clinical assessment, diagnosis, case formulation, and psychological therapy.
4. An advanced level of skills in psychological testing and test data interpretation and in the writing of psychological reports.
5. Advanced knowledge and skills in the interpretation and critical evaluation of psychological and other research relevant to the broad field of clinical psychology practice.
6. Advanced knowledge and skills in the application and implementation of appropriate research methodologies to advancing knowledge in both fundamental and applied issues in clinical psychology.
7. Understanding of the principles and application of the scientist-practitioner model and evidence-based psychological practice to the field of clinical psychology.
8. Knowledge and application of the ethical, professional, and legal frameworks relevant to the practice of clinical psychology.
9. Advanced skills in communicating and working with other health professionals and non-professionals including a high level of ability in written communication (e.g., clinical and research reports) and oral communication (e.g., research, case presentations, seminars).
10. Awareness, knowledge and skill in interacting and working with clients from diverse cultural settings including those from Aboriginal and Torres Strait Islander backgrounds

ALIGNMENT WITH AQF *

Existing program

ALIGNMENT OF LEARNING OUTCOMES, STUDY REQUIREMENTS AND LEARNING PROGRESSION *

LEARNING OUTCOMES	STUDY REQUIREMENT	DESCRIPTION OF CONTRIBUTION TO LO	LEARNING PROGRESSION
Existing program			

PATHWAYS



WHAT ARE THE MODE/S OF DELIVERY? *



- In person

LIST ALL COMPULSORY COURSES THAT ARE AVAILABLE ONLY IN ONLINE MODE

IS THIS PROGRAM BEING DELIVERED AT ACTON CAMPUS? *

YES

FIELD OF EDUCATION *

090701 - Psychology

AREAS OF INTEREST *

- 140 - Clinical Psychology
- 48 - Psychology

IS THIS A STEM PROGRAM? *

NO

EMPLOYMENT OPPORTUNITIES

This degree is the fundamental professional qualification in clinical psychology, and will provide you with postgraduate clinical training to practise in a range of clinical settings such as hospitals, community health centres and private practice.

This degree can also form the basis of a career in other areas including corporate consulting, evaluation science, social policy, recruitment, mediation, and population health.

OTHER INFORMATION TO BE PUBLISHED ON PROGRAMS AND COURSES WEBSITE

Additional information for admissions purposes:

- The application closing date is 30 September each year. In order to be considered, your application must be submitted by the closing date and include all required supporting documentation including:
 - CV
 - Supplementary form
 - Official Transcripts
 - Where applicable APAC accreditation letter.
- Two referee reports must also be received by 30 September each year. We recommend contacting your referees well in advance to ensure they are aware their report must be submitted by the above deadline. Please see the ANU College of Health and Medicine webpage to access the supplementary form and information regarding how referees can submit their report <https://health.anu.edu.au/study/masters/master-clinical-psychology>.

Additional program information

- **Clinical Field Placements**
In their first semester, students attend courses preparing them for their first clinical placement which begins in late April of the first year in the ANU Psychology Clinic. Subsequent to this placement they undertake three or more supervised clinical field placements.
- **Clinical Research**
Part of the requirements of the Master of Clinical Psychology degree is the completion of an appropriate empirical research project normally supervised by a member of staff of the School of Medicine and Psychology. Please check the [MCP handbook](#) for additional details.
- **Performance and attendance**
The Master of Clinical Psychology is a professional training program and the School has a responsibility to ensure that graduates complete certain training requirements to a high standard. Both attendance and the satisfactory completion of assessment processes are necessary conditions for the successful completion of any of the degrees offered in the clinical program. High standards of academic and professional performance as well as ethical conduct are expected of all our students. All components of the Master of Clinical Psychology will be assessed. Students must satisfy course requirements in each and every component of the program (coursework, clinical placements and research) in order for the degree to be awarded. Students will not be permitted to proceed with their research if failures are recorded in the coursework or clinical placement components of their study program.
- More information <https://psychology.anu.edu.au/study/master-degrees/master-clinical-psychology>.

APAC Accreditation

The Master of Clinical Psychology is accredited by the [Australian Psychology Accreditation Council \(APAC\)](#).

OTHER INFORMATION THAT WILL NOT BE PUBLISHED

Study Requirements (Award Orders)

GLOBAL STUDY REQUIREMENTS *

The Master of Clinical Psychology degree requires the completion of 96 units, which must consist of:

INTRODUCTORY COMPONENT STUDY REQUIREMENTS

48 units from completion of the following courses:

- PSYC8101 Clinical Coursework I (12 units)
- PSYC8102 Clinical Coursework II (12 units)
- PSYC8103 Clinical Coursework III (12 units)
- PSYC8104 Clinical Coursework IV (12 units)

24 units from completion of the following placement courses:

- PSYC8201 Clinical Field Placement I (6 units)
- PSYC8202 Clinical Field Placement II (6 units)
- PSYC8203 Clinical Field Placement III (6 units)
- PSYC8204 Clinical Field Placement IV (6 units)

24 units from completion of the following research project course:

- PSYC8301 Clinical Research (which must be taken 4 times)

BREADTH COMPONENT STUDY REQUIREMENTS

Please link all capstone courses listed in the Study Requirements above

CAPSTONE COURSES

IF NOT AVAILABLE THROUGH LINK, ENTER COURSE

- PSYC8301 - Clinical Research - V003

Please link all specialisations NOT listed in the Study Requirements above

GRADUATE SPECIALISATIONS

IF NOT AVAILABLE THROUGH LINK, ENTER SPECIALISATION

AQF Research Requirements

MASTERS RESEARCH REQUIREMENT *

To satisfy the research requirements of this program, all students must complete PSYC8301 Clinical Research Project (24 units)

MASTERS RESEARCH TRAINING REQUIREMENT *

To satisfy the research training requirements of this program, all students are required to complete PSYC8301 which is a research project based course culminating in a research project report.

COURSES THAT CONTRIBUTE TO THE REQUIRED RESEARCH COMPONENTS. *

- PSYC8301 - Clinical Research - V003

PROVIDE DETAILS OF HOW THESE COURSES CONTRIBUTE TO EITHER RESEARCH OR RESEARCH TRAINING REQUIREMENT. *

PSYC8301 is a research project based course culminating in a research project report.

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.

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

Entry to this program is highly competitive. The minimum academic requirement for full entry and enrolment are:

Completion of an APAC accredited Bachelor degree with Honours in Psychology or international equivalent with a GPA of at least 5.5/7.0 or completion of an APAC accredited AQF Level 8 qualification, which must include a substantial research methodology component in Psychology, with a GPA of at least 5.5/7.0.

Two [referee reports](#)

[Supplementary form](#) and CV

Successful assessment of suitability which will be based on interview, supplementary form, CV and the referee reports.

Eligibility for provisional or full registration with the Psychology Board of Australia

All applicants must meet the University's [English Language Admission Requirements for Students](#).

Additional information for prospective students

Applications must be received by the 30th September in order to be considered.

Applicants with qualifications obtained outside Australia must have a formal degree equivalency assessment completed by the Australian Psychological Society before submitting an application for study.

Additional factors considered in assessing applications are previous relevant experience, availability of supervision for research component and written application.

Competitive applicants may be invited to participate in a suitability assessment process which will include a panel interview and other activities. Full details will be available on the Research School of Psychology website.

Applicants with qualifications obtained outside Australia must have a formal assessment completed by the Australian Psychological Society before submitting an application for study.

Due to the highly structured nature of this program, it is highly recommended that this program should be taken full-time. Part-time enrolment should be negotiated with the Program Convener and would require part-time with a minimum of two courses per semester, taken in the order prescribed by the Research School of Psychology.

Supplementary form and referee reports are available from the College of Health and Medicine webpage <https://health.anu.edu.au/study/masters/master-clinical-psychology>.

Recommendation

Completion of undergraduate courses in psychopathology, psychometrics and personality is highly recommended. As the Master of Clinical Psychology focuses on the Scientist-Practitioner model of clinical training, prior coursework in statistics and research methodology is another important criterion, usually demonstrated by the successful completion of a fourth year thesis.

Eligibility for Provisional Registration with the Psychology Board of Australia is a condition of entry into the Clinical Program.

Diversity factors

As Australia's national university, ANU is a 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 international 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.

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- Completion of an APAC accredited Bachelor degree with Honours in Psychology or international equivalent with a GPA of at least 5.5/7.0 or completion of an APAC accredited AQF Level 8 qualification, which must include a substantial research methodology component in Psychology, with a GPA of at least 5.5/7.0.
- Two [referee reports](#)
- [Supplementary form](#) and CV
- Successful assessment of suitability which will be based on interview, supplementary form, CV and the referee reports.
- Eligibility for provisional or full registration with the Psychology Board of Australia

All applicants must meet the University's [English Language Admission Requirements for Students](#).

Additional information for prospective students

- Applications must be received by the 30th September in order to be considered.
- Applicants with qualifications obtained outside Australia must have a formal degree equivalency assessment completed by the Australian Psychological Society before submitting an application for study.
- Additional factors considered in assessing applications are previous relevant experience, availability of supervision for research component and written application.
- Competitive applicants may be invited to participate in a suitability assessment process which will include a panel interview and other activities. Full details will be available on the School of Medicine and Psychology website.
- Applicants with qualifications obtained outside Australia must have a formal assessment completed by the Australian Psychological Society before submitting an application for study.
- Due to the highly structured nature of this program, it is highly recommended that this program should be taken full-time. Part-time enrolment should be negotiated with the Program Convener and would require part-time with a minimum of two courses per semester, taken in the order prescribed by the School of Medicine and Psychology.
- Supplementary form and referee reports are available from the College of Health and Medicine webpage <https://health.anu.edu.au/study/masters/master-clinical-psychology>.

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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.

JUSTIFICATION FOR USING NON STANDARD (ALTERNATE) ADMISSION REQUIREMENTS

COGNATE DISCIPLINES

Psychology with an APAC accredited program https://www.psychologycouncil.org.au/standards_review

CREDIT COMPONENT

INHERENT REQUIREMENTS



During the Master of Clinical Psychology, students must develop professional competencies that allow them to provide psychology services to potentially vulnerable clients in a range of settings. Developing these competencies requires students to be able to:

- Communicate effectively in English, including understanding and conveying nuance and adapting their communication style to suit the preferences and needs of others.
- Use cues other than the literal meaning of spoken words to interpret the thoughts, emotions and motivations of others.
- Reflect on how their verbal and non-verbal communication is interpreted by others and use these insights to develop positive professional relationships.
- Monitor, reflect on and take responsibility for their own mental wellbeing, assumptions, beliefs and reactions to ensure they have the capacity to provide effective psychology services to clients.
- Develop productive professional relationships with supervisors, colleagues and fellow students, take proactive steps to resolve difficult situations and learn effectively from supervisor feedback.

Students who cannot meet these requirements throughout the entirety of the program will be unable to complete compulsory assessment requirements and will therefore be unable to complete their degree.

Throughout the program, students must complete supervised clinical placements and other activities that are governed by standards set out by the Australian Psychology Accreditation Council and the Psychology Board of Australia. Participating in these activities requires students to:

- Hold provision registration with the Psychology Board of Australia, which includes meeting requirements for criminal history checks and English language skills.
- Meet reasonable requirements set by the clinic at which they conduct their placement, including working at set times, suitability screening and, at some placements, requirements for immunisation.

Students who do not meet these requirements by the deadlines set by the program convenor will not be able to complete their degree.

Clinical placements typically involve students providing face-to-face psychology services in spoken English. Applicants are encouraged to contact the program convenor if they are unable to provide psychology services in this format, but may be able to in other formats (e.g. in Australian Sign Language). We will work with you to investigate whether you can meet the program and Psychology Board of Australia requirements and whether there is a placement available that meets your needs. We encourage applicants to begin these discussions as early as possible, as they must be finalised before we will be able to offer you a place in the program.

OTHER REQUIREMENTS



FIRST AVAILABLE TEACHING PERIOD FOR APPLICATION *

First Semester, 2001

FIRST AVAILABLE YEAR FOR APPLICATION *

2001

TEACHING PERIODS FOR ADMISSION



- First Semester

Disestablishment - Only complete if disestablishing



LAST ADMIT TERM



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
---	------	-------	-------	-------	-------	--------	---------	------	-------

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

ACADEMIC CAREER



PGRD

IS THE PROGRAM CONSISTENT WITH THE FOLLOWING:

IF THE PROGRAM IS NOT CONSISTENT WITH ANY STANDARD, PROVIDE REASON

AWARD DETAIL (AHEGS)

P

The Master of Clinical Psychology, M Clin Psych, is an AQF Level 9 Masters Degree (Extended) taught in English and normally takes two years of full-time equivalent study. The program structure requires the successful completion of both compulsory courses (units of study) and includes a research project of 12000 words. Admission is normally based on the completion of an AQF Level 8 Bachelor Honours Degree, with at least a 70 per cent average mark with at least Second Class Honours Division A. Full study details and learning outcomes are published on the University's website: www.anu.edu.au

FEATURES (AHEGS)

P

Field placement and a research project with a minor thesis are two large components of this degree.

PATHWAY TO FURTHER STUDY (AHEGS)

P

Graduates of the Master of Clinical Psychology from ANU have access to AQF Level 10 Doctoral Degrees, subject to specific admission requirements.

PROGRAM ACCREDITATION (AHEGS)

P

The Master of Clinical Psychology is accredited by the Australian Psychology Accreditation Council. See <http://www.psychologycouncil.org.au/> for more details.

FORMAL AWARD POST NOMINAL

P

MClinPsych

PROGRAM TYPE CODE

04 Masters by Coursework

LOAD/LEVEL RULE

48/2

SPECIAL PROGRAM TYPE

27 - Clinical Psychology

PROGRAM REVIEW DATE**PROGRAM REVIEW COMMENTS****UAC CODE****DURATION ALTERNATE**

P

PROGRAM CRICOS CODE**CRICOS STUDY DURATION****CRICOS FULL COST OF STUDENT FROM YEAR OF REGISTRATION I.E. THE CURRENT YEAR****AVAILABLE FOR ONLINE APPLICATION**

P

YES

SAS DESCRIPTION

Clinical Psychology

PROGRAM SHORT DESCRIPTION

MClinPsych

PROGRAM FORMAL DESCRIPTION

P

AUGMENTATION NAME**Degree Table****IS A NEW DEGREE REQUIRED?**

NO

IF NO, PLEASE SELECT DEGREE

MCP - Master of Clinical Psychology

TESTAMUR TEMPLATE

DEG - Bachelor/Masters

M Professional Psychology

MPPSY

Parent: V004 » Version: V004.1

Applies: 2023 S1 -

Units : 96

Updating metadata to reflect new school Acad Org.

69 - School of Medicine and Psychology - ANU College of Health and Medicine

PROPOSER NAME: ALISA HUKIC
 PROPOSED DATE: 09/05/2023
 APPROVED DATE:

DOCUMENT REFERENCE NUMBER

CHM CEC 2/2023

DISPLAYING FROM ACADEMIC YEAR *

2023

PROGRAM CODE

7643

PLAN CODE

MPPSY

FULL AWARD TITLE *

Master of Professional Psychology

PROGRAM CONTACT/CONVENER - UID *

u4115034

NAME *

Dr Kristen Murray

EMAIL

Kristen.Murray@anu.edu.au

PHONE

EXECUTIVE SUMMARY *

Minor edit to update the referees information in the additional information section and with the change from UAC to Studylink update information about required documents.
 11/05/2023 - updating acad org code in metadata so that staff in the new SMP can edit. Remove references to Research School of Psychology from published content - ASQO to please adjust the Admissions requirement as per the text in the "alternate admissions requirements section".

Business Case

SELECT YOUR ACADEMIC GROUP

CHM - ANU College of Health Medicine

DOES THIS PROGRAM HAVE MORE THAN ONE OWNER? *

NO

ACADEMIC ORGANISATION #1 *

CMBE - ANU College of Health and Medicine - ANU Joint Colleges of Science

PERCENTAGE *

100

PLEASE SELECT THE AWARD TYPE *

Masters

DO YOU WANT TO CRICOS REGISTER THIS PROGRAM? *

YES

HOW MANY UNITS ARE REQUIRED TO COMPLETE THE AWARD? *

PROPOSED DURATION ALTERNATE (IN YEARS)

2

GRADUATE COURSEWORK TYPE *

Masters

PROVIDE A JUSTIFICATION IF THIS DEGREE DOES NOT COMPLY WITH ANU GRADUATE COURSEWORK MODEL

OVERVIEW OF STUDY *

The Master of Professional Psychology (MProfPsych) is a two-year program that forms part of the 5+1 pathway to professional registration as a psychologist. The program will be accredited by the Australian Psychology Accreditation Council and includes coursework on psychological assessment, interventions and professional skills; a group research project in the first year and practical placement experience in the second year.

ALIGNMENT WITH ANU STRATEGIC PLAN *

Existing program

ACADEMIC MERIT *

The MProfPsych will allow ANU to provide undergraduate students with a more accessible postgraduate program. It also aligns with School, College and ANU aims to increase diversity, target domestic equity students and international students and to address some of the restricted educational opportunity experienced by students from regional and rural schools. This aligns with ANU's 2020 goal of providing "effective pathways for students from a range of backgrounds" (2020 p.18) and potentially contributes to the urgent need for more qualified psychologists to work with diverse populations, including those in non-urban areas.

In offering the MProfPsych program, ANU is responding to changing requirements in the national workforce. While other universities offer separate 4th year Grad Dip and/or 5th year MProfPsych programs, ANU's 2-year program provides a more coherent sequence of study and at this stage, is unique in Australia. This enables ANU to compete at a national level, fulfil its role of national leadership and excellence, attract high performing students from around Australia and contribute towards ANU's goal of having a 'high percentage' of students from outside the ACT (p.18).

The MProfPsych will provide RSP with a different student cohort and thus help diversify its funding.

RESEARCH LED EDUCATION *

Students enrolled in the Master of Professional Psychology will have access to fundamental science concepts and approaches developed in part by research taking place within RSP. The basic premise of all teaching approaches will be in terms of evidence-based assessment and intervention. All discipline and clinical staff teaching or supervising in the Master of Professional Psychology will be appropriately qualified and experienced in accordance with the Higher Education Standards Framework (Threshold Standards) and related TEQSA regulations and the requirements of APAC and the Psychology Board of Australia.

COMPETING PROGRAMS *

A number of Master of Professional Psychology courses have been developed in the last few years to respond to changes in the psychology profession related to major health system reforms, associated changes to program accreditation requirements and pathways to entry level professional psychology registration.

Comparable professional psychology Masters courses are currently offered by 16 institutions nationally including one Go8 university (Monash).

ANU's 2-year program provides a more coherent sequence of study and at this stage, is unique in Australia. All of the content is specifically designed for students seeking professional psychology careers and in this regard will be superior to courses that have reframed their Honours or Masters of Clinical Psychology courses.

ESTIMATED ENROLMENT (EFTSL) *

YEAR	COMMENCING LOAD	JUSTIFICATION
2020	20	<p>RSP expects 20 enrolments per year into the MProfPsych.</p> <p>General registration as a psychologist requires a 5 year tertiary program of study plus a 1 year internship/practicum. This is referred to as a 5+1 pathway to registration. At ANU, the 5 years of tertiary study will be 3 year Bachelor degree plus the 2 year Master of Professional Psychology.</p> <p>The Psychology Board of Australia and Heads of Departments and Schools of Psychology estimate that up to 1000 people will be seeking entry to the 5+1 pathway to registration and that at least 23 of these will be located in ACT. RSP expects strong interstate and local demand for the MProfPsych, which is not offered by another institution in the ACT at this time.</p> <p>Additional active recruitment strategies will be developed for Indigenous and other underserved groups.</p>
2021	20 commencing, 20 continuing in program (total 40 students active in program)	as above

PLEASE IDENTIFY THE AWARDS FROM WHICH THE ENROLMENT LOAD (EFTSL) WILL BE REDIRECTED TO ACCOMMODATE THE NEW AWARD? *

Update CMS roll-out

DOES THE COLLEGE DEAN SUPPORT AWARD CREATION? *

YES

EXTERNAL ACCREDITATION

Australian Psychology Accreditation Council

RESOURCING *


Update CMS roll-out

MARKET RESEARCH *

Update CMS roll-out

RELEVANT INTERNAL ANU AND EXTERNAL CONSULTATION *

WHO WAS CONSULTED?	DATE AND TIME	OUTCOME
Ellin Bye, Deputy Manager, CHM/CoS Student Administration	3 August 2022	Request initiated in response to queries from the ANU Admissions Team. Wording of the statement consulted with Education Governance Officer and Associate Director Education RSP
Ellin Bye, Deputy Manager, CHM/CoS Student Administration	16 September 2022	Final wording confirmed
Education Governance Officer, STLC, CHM/CoS	13 September 2022	Change to other information only. Delegated Authority approval not required. All wording has been consulted as per the advice above.
CHM/CoS Education Sub Committee	20/10/2022	Endorsed to progress to CEC
CHM/CoS Education Committee 6/2022	31 October 2022	Approved
Program Convenor	May	Verbally endorsed minor update to referee submission information
Education Governance Office, STLC, CHM/CoS	May 2023	Update metadata and Acad Org (does not require publication to be effective) and remove references to Research School of Psychology
SMP Education Committee 2/2023	24 May 2023	Committee endorsed
CHM/CoS Education Sub Committee	13 July 2023	Endorsed to progress to CEC
CHM Education Committee 2/2023	31 July 2023	

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 Master of Professional Psychology is an alternative pathway to your career as a professional psychologist, without needing an Honours degree.

The two-year program includes coursework on psychological assessment, interventions and professional skills; a group research project in the first year and practical placement experience in the second year. The Master of Professional Psychology is less research-intensive than Honours.

LEARNING OUTCOMES *

Upon successful completion, students will have the knowledge and skills to:

1. Advanced knowledge of the theoretical and conceptual foundations of assessment and intervention relevant to professional psychology practice
2. Advanced communication skills in oral and written formats
3. Understanding of, ability to apply and commitment to the ethical, legal, culturally competent and self-reflective professional practice of psychology
4. The ability to critically analyze and synthesize complex information relevant to the practice of professional psychology
5. The ability to collaborate effectively with clients and other service providers
6. The ability to conduct and interpret research relevant to the professional practice of psychology
7. The skills required to engage in psychological assessment under appropriate supervision
8. The skills required to engage in psychological interventions under appropriate supervision
9. Awareness, knowledge and skill in interacting and working with clients across the lifespan and from diverse cultural settings including those from Aboriginal and Torres Strait Islander backgrounds

ALIGNMENT WITH AQF *

TBC

ALIGNMENT OF LEARNING OUTCOMES, STUDY REQUIREMENTS AND LEARNING PROGRESSION *

LEARNING OUTCOMES	STUDY REQUIREMENT	DESCRIPTION OF CONTRIBUTION TO LO	LEARNING PROGRESSION
Update CMS roll-out	Update CMS roll-out	Update CMS roll-out	Update CMS roll-out

PATHWAYS**WHAT ARE THE MODE/S OF DELIVERY? ***

- In person

LIST ALL COMPULSORY COURSES THAT ARE AVAILABLE ONLY IN ONLINE MODE**IS THIS PROGRAM BEING DELIVERED AT ACTON CAMPUS? ***

YES

FIELD OF EDUCATION *

090701 - Psychology

AREAS OF INTEREST *

- 48 - Psychology

IS THIS A STEM PROGRAM? *

NO

EMPLOYMENT OPPORTUNITIES**Career opportunities**

Graduates from the degree will be required to complete a 1 year internship and pass the National Psychology Examination before they can apply for full registration as a psychologist.

Fully registered Psychologists can work in private practice or diverse community, non-government and government settings.

Graduates will be eligible [for Associate Membership of the Australian Psychological Society.](#)

This program is accredited by [APAC](#), and will provide the 4th and 5th year of university study in the [5+1 pathway](#), to registration as a Psychologist. It will be the first program in Australia to combine the 4th and 5th years of study in the 5+1 pathway and was developed specifically to meet the requirements of students pursuing this pathway.

Additional information for admissions purposes:

The application closing date is 30 September each year. In order to be considered, your application must be submitted by the closing date and include all required supporting documentation including:

- CV
- Supplementary form
- Official Transcripts
- Where applicable APAC accreditation letter.
- Two referee reports must also be received by 30 September each year. We recommend contacting your referees well in advance to ensure they are aware their report must be submitted by the above deadline. Please see the ANU College of Health and Medicine webpage to access the supplementary form and information regarding how referees can submit their report <https://health.anu.edu.au/study/masters/master-professional-psychology>.

Information on provisional registration with the Psychology Board of Australia:

- Provisional registration with the Psychology Board of Australia must be maintained for the entirety of the second year of the program. For information, please see the Board's Provisional Registration Standard <https://www.psychologyboard.gov.au/Registration/Provisional.aspx> and all other Standards that apply to Provisional registration <https://www.psychologyboard.gov.au/Standards-and-Guidelines/Registration-Standards.aspx>
- Please note that the Psychology Board of Australia has an English Language Skills Standard which must be met by all applicants. For details please check <https://www.psychologyboard.gov.au/Standards-and-Guidelines/Registration-Standards.aspx>.

Students will also have to seek additional documentation prior to enrolling in the placement course in the second 48 units of the program. This may include:

- Any requirements of the ANU, ACT Health and NSW Health and other external placement providers including immunisation and health screening.
- [ACT Working With Vulnerable People \(WWVP\) Card](#)
- An AFP National Police Check Certificate

Applicants from Australian universities (other than ANU) must provide evidence from their University that their qualification is APAC accredited. Applicants with qualifications obtained outside Australia must have a formal assessment of comparability against the Australian psychology education pathway (called an "assessment of psychology qualifications") by the Australian Psychological Society.

Minimum required PSYC learning to meet eligibility requirements for ANU students seeking to apply for admission to this program:

Students in an ANU BSc, BA or PhB who wish to be eligible for the Master of Professional Psychology must complete a specific set of courses that satisfy the APAC accreditation requirements. At ANU this includes minimum required learning achieved by successful completion of [PSYC1003](#), [PSYC1004](#), [PSYC2001](#), [PSYC2002](#), [PSYC2007](#), [PSYC2008](#), [PSYC2009](#), [PSYC3018](#), [PSYC3025](#), [PSYC3026](#) and an additional 2 x 3000 level PSYC courses (or, for PhB students, 3000 level SCNC courses with a psychology supervisor).

OTHER INFORMATION THAT WILL NOT BE PUBLISHED

Study Requirements (Award Orders)



GLOBAL STUDY REQUIREMENTS *

The Masters of Professional Psychology requires completion of 96 units which must consist of:

INTRODUCTORY COMPONENT STUDY REQUIREMENTS

ESSENTIAL COMPONENT STUDY REQUIREMENTS *

48 units from completion of the following pre-provisional registration courses:

- PSYC8410 Foundations of Professional Psychology
- PSYC8411 Research Methods and Statistics in Professional Psychology
- PSYC8412 Professional Psychology Research Project (18 units, which are usually taken during the first year of study as 6 units in first semester and as 12 units in second semester)
- PSYC8413 Psychological Assessment
- PSYC8421 Psychological Interventions
- PSYC8422 Contextualizing Professional Psychology

48 units from completion of the following post-provisional registration courses:

- PSYC8510 Advanced Assessment in Professional Psychology
- PSYC8511 Advanced Psychological Interventions
- PSYC8512 Ethics and Professional Practice
- PSYC8513 Preparation for Professional Psychology Placements
- PSYC8520 Evidence in Professional Psychology
- PSYC8521 Advanced Applications in Psychological Practice
- PSYC8522 Professional Psychology Placement (12 units which must be taken in the final semester of the program)

Students must satisfy the progression requirements of provisional registration or equivalent with the Psychology Board of Australia before progressing to the final 48 units.

Students who do not satisfy the progression requirements of provisional registration or equivalent with the Psychology Board of Australia will be transferred to graduate from the Graduate Diploma of Professional Psychology.

Please link all capstone courses listed in the Study Requirements above**CAPSTONE COURSES**

- PSYC8520 - Evidence Prof Psych - V003
- PSYC8522 - Prof Psych Placement - V004

IF NOT AVAILABLE THROUGH LINK, ENTER COURSE**Please link all specialisations NOT listed in the Study Requirements above****GRADUATE SPECIALISATIONS****IF NOT AVAILABLE THROUGH LINK, ENTER SPECIALISATION****AQF Research Requirements****MASTERS RESEARCH REQUIREMENT ***

To satisfy the research requirements of this program, all students must complete PSYC8412 Professional Psychology Research Project (18 units)

MASTERS RESEARCH TRAINING REQUIREMENT *

To satisfy the research training requirements of this program, all students are required to complete PSYC8301 which is a research project based course culminating in a research project report.

COURSES THAT CONTRIBUTE TO THE REQUIRED RESEARCH COMPONENTS. *

- PSYC8412 - Prof Psych Research Project - V003.1

PROVIDE DETAILS OF HOW THESE COURSES CONTRIBUTE TO EITHER RESEARCH OR RESEARCH TRAINING REQUIREMENT. *

PSYC8412 is a research project based course culminating in a research project report.

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.

Where ranking of applications is required, the ANU selection rank calculated from your qualifications will be used.

Academic achievement & English language proficiency

The minimum academic requirement for full entry and enrolment are:

Completion of an Australian bachelor degree or international equivalent with an APAC accredited sequence of courses in Psychology with a GPA of at least 5.00/7.00.

Two [referee reports](#)

[Supplementary form](#) and CV

Successful assessment of suitability which will be based on interview, supplementary forms, CV and the referee reports.

All applicants must meet the University's English Language Admission Requirements for Students.

Additional information for prospective students

Applications must be received by the 30th September each year in order to be considered.

Competitive applicants will be invited to participate in a suitability assessment process which will include a panel interview and other activities. Full details will be available on the Research School of Psychology website.

Applicants with qualifications obtained outside Australia must have a formal assessment completed by the Australian Psychological Society before submitting an application for study.

This program has a quota on places due to availability of supervision. 50% of places will be reserved for ANU undergraduate students. 10% of places will be reserved for Indigenous applicants and will be awarded if there are suitable applicants. Opportunities for accessing professional scholarships for Indigenous applicants will be explored.

Due to the highly structured nature of this program, it is highly recommended that this program should be taken full-time. Part-time enrolment should be negotiated with the Program Convener and would require part-time with a minimum of two courses per semester, taken in the order prescribed by the Research School of Psychology.

Students must satisfy the progression requirements of provisional registration or equivalent with the Psychology Board of Australia before progressing to the final 48 units. Students who do not satisfy the progression requirement of provisional registration with the Psychology Board of Australia will be transferred to graduate from the Graduate Diploma of Professional Psychology.

Supplementary form and referee report are available from the College of Health and Medicine webpage <https://health.anu.edu.au/study/masters/master-professional-psychology>.

Diversity factors

As Australia's national university, ANU is a 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 international 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.

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- Two [referee reports](#)
- [Supplementary form](#) and CV
- Successful assessment of suitability which will be based on interview, supplementary forms, CV and the referee reports.

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- Due to the highly structured nature of this program, it is highly recommended that this program should be taken full-time. Part-time enrolment should be negotiated with the Program Convener and would require part-time with a minimum of two courses per semester, taken in the order prescribed by the School of Medicine and Psychology.
- Students must satisfy the progression requirements of provisional registration or equivalent with the Psychology Board of Australia before progressing to the final 48 units. Students who do not satisfy the progression requirement of provisional registration with the Psychology Board of Australia will be transferred to graduate from the Graduate Diploma of Professional Psychology.
- Supplementary form and referee report are available from the College of Health and Medicine webpage <https://health.anu.edu.au/study/masters/master-professional-psychology>

Diversity factors

As Australia's national university, ANU is a 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 international applicants may be adjusted to ensure access to ANU is a reality for brilliant students from countries across the globe.

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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.

JUSTIFICATION FOR USING NON STANDARD (ALTERNATE) ADMISSION REQUIREMENTS

Students can apply for entry to the program if they demonstrate successful completion of an APAC-accredited AQF 7 Bachelor degree or an AQF 8 Bachelor degree with Honours. The ANU default Master Admission GPA of 5 (on a 7 point scale) is appropriate for this degree. It is requested that a non-standard admission requirement is approved.

- An interview and referee assessment will be required to demonstrate suitability
- As the accreditation requirements are five years of study, it is not possible to mirror the standard practice of providing 24 units credit following a cognate AQF 7 Bachelor degree. However, up to 48 units of credit is possible after a 48 unit AQF 8 APAC accredited degree (see figure 1). No credit is available for a Graduate Certificate.

Progression: Accreditation also necessitates a progression requirement. Students who have successfully completed the first 48 units of the program will need to satisfy the external requirements of the Psychologists' Board of Australia to gain provisional registration.

Exit pathway: An exit pathway of a Graduate Diploma of Professional Psychology is also proposed. This provides an exit qualification for students who complete the first year but are not eligible or choose not to progress to the second year of the Master of Professional Psychology

COGNATE DISCIPLINES

Psychology with an APAC accredited program https://www.psychologycouncil.org.au/standards_review

CREDIT COMPONENT

Applicants with an AQF8 Graduate Diploma or Honours degree with an APAC accredited sequence of courses in Psychology may be eligible for up to 48 units (one year) of credit. Applicants who are deemed eligible for the full 48 units of credit will also need to satisfy the progression requirements of provisional registration or equivalent with the Psychology Board of Australia as an admission requirement.

INHERENT REQUIREMENTS



During the Master of Professional Psychology, students will develop professional competencies that allow them to provide psychology services to potentially vulnerable clients in a range of settings. Developing these competencies requires students to be able to:

- Communicate effectively in English, including understanding and conveying nuance and adapting their communication style to suit the preferences and needs of others.
- Use cues other than the literal meaning of spoken words to interpret the thoughts, emotions and motivations of others.
- Reflect on how their verbal and non-verbal communication is interpreted by others and use these insights to develop positive professional relationships.
- Monitor, reflect on and take responsibility for their own mental wellbeing, assumptions, beliefs and reactions to ensure they have the capacity to provide effective psychology services to clients.
- Develop productive professional relationships with supervisors, colleagues and fellow students, take proactive steps to resolve difficult situations and learn effectively from supervisor feedback.

Students who cannot meet these requirements throughout the entirety of the program will be unable to complete compulsory assessment requirements and will therefore be unable to complete their degree.

Throughout the final 48 units of the program, students must complete a supervised clinical placement and other activities that are governed by standards set out by the Australian Psychology Accreditation Council and the Psychology Board of Australia. Participating in these activities requires students to:

- Hold provision registration with the Psychology Board of Australia, which includes meeting requirements for criminal history checks and English language skills.
- Meet reasonable requirements set by the clinic at which they conduct their placement, including working at set times, suitability screening and, at some placements, requirements for immunisation.

Students who do not meet these requirements by the deadlines set by the program convenor will not be able to complete their degree.

Clinical placements typically involve students providing face-to-face psychology services in spoken English. Applicants are encouraged to contact the program convenor if they are unable to provide psychology services in this format, but may be able to in other formats (e.g. in Australian Sign Language). We will work with you to investigate whether you can meet the program and Psychology Board of Australia requirements and whether there is a placement available that meets your needs. We encourage applicants to begin these discussions as early as possible, as they must be finalised before we will be able to offer you a place in the program.

OTHER REQUIREMENTS



FIRST AVAILABLE TEACHING PERIOD FOR APPLICATION *

First Semester, 2020

FIRST AVAILABLE YEAR FOR APPLICATION *

2020

TEACHING PERIODS FOR ADMISSION



- First Semester

Disestablishment - Only complete if disestablishing



LAST ADMIT TERM



DIEST ABLISHED 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
---	------	-------	-------	-------	-------	--------	---------	------	-------

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.

IS THE PROGRAM CONSISTENT WITH THE FOLLOWING:

IF THE PROGRAM IS NOT CONSISTENT WITH ANY STANDARD, PROVIDE REASON

- Australian Qualifications Framework
- ESOS National Code
- Academic Programs and Courses Accreditation Policy

INDICATIVE ANNUAL ISF FEE FOR FIRST AVAILABLE TERM

INDICATIVE ANNUAL DTF FEE FOR FIRST AVAILABLE TERM

AWARD DETAIL (AHEGS)

P

The Masters of Professional Psychology is an AQF Level 9 Masters Degree qualification taught in English and normally takes two years of full-time-equivalent study. The program structure requires the successful completion of both compulsory and elective courses (units of study). Admission is normally based on secondary and/or tertiary education academic results. Full study details and learning outcomes are published on the University website: www.anu.edu.au

FEATURES (AHEGS)

P

PATHWAY TO FURTHER STUDY (AHEGS)

P

PROGRAM ACCREDITATION (AHEGS)

P

FORMAL AWARD POST NOMINAL

P

PROGRAM TYPE CODE

LOAD/LEVEL RULE

MProfPsych

04 Masters by Coursework

SPECIAL PROGRAM TYPE

PROGRAM REVIEW DATE

PROGRAM REVIEW COMMENTS

31/12/2023

UAC CODE

DURATION ALTERNATE

P

PROGRAM CRICOS CODE

CRICOS STUDY DURATION

096441C

98

CRICOS FULL COST OF STUDENT FROM YEAR OF REGISTRATION I.E. THE CURRENT YEAR

AVAILABLE FOR ONLINE APPLICATION

P

YES

SAS DESCRIPTION

PROGRAM SHORT DESCRIPTION

MProfPsych

MProfPsych

PROGRAM FORMAL DESCRIPTION

P

Master of Professional Psychology

AUGMENTATION NAME

Degree Table

IS A NEW DEGREE REQUIRED?

IF NO, PLEASE SELECT DEGREE

NO

MPPSY - Master of Professional Psychology

TESTAMUR TEMPLATE

DEG - Bachelor/Masters

Psychology

PSYC-MAJ

Parent: V004 » Version: V005

Applies: 2024 S1 -

Units : 48

69 - School of Medicine and Psychology - ANU College of Health and Medicine

PROPOSER NAME: Elizabeth Rieger
 PROPOSED DATE: 12/04/2023
 APPROVED DATE:

Overview and Study Requirements

DOCUMENT REFERENCE NUMBER

CHM CEC 2/2023

DISPLAYING FROM ACADEMIC YEAR *

2024

MAJOR CODE

PSYC-MAJ

TYPE *

Major

ACADEMIC CAREER *

UGRD

NAME OF UNDERGRADUATE MAJOR *

Psychology

ACADEMIC CONTACT - UID *

u4740611

NAME *

Prof Elizabeth Rieger

EMAIL

enquiries.psychology@anu.edu.au

PHONE**EXECUTIVE SUMMARY**

This amendment seeks to revise the learning outcomes in accordance with the required changes stemming from the 2022 review by the Australian Psychology Accreditation Council (APAC) which need to be implemented by 2024. The revised learning outcomes are also a step towards implementing the ANU Undergraduate Curriculum Framework; further work on this will be done throughout 2023 and 2024 for implementation in 2025.

Specifically, the revised LOs include the addition of the LO to "apply knowledge and skills of psychology in a manner that is culturally appropriate and sensitive to the diversity of individuals, including Aboriginal and Torres Strait Islander peoples' perspectives". This LO is required by APAC as follows: "The School is to provide evidence of a range of student samples of assessment tasks demonstrating that foundational competency 1.2 (i.e., apply knowledge and skills of psychology in a manner that is reflexive, culturally appropriate and sensitive to the diversity of individuals) is integrated and clearly articulated as a learning outcome, taught and appropriately assessed". This revised LO is also consistent with the Undergraduate Curriculum Framework's IP GA.

The convenors of the relevant courses are currently working with pedagogical specialists from ANU's Centre for Learning and Teaching (CLT) and the SMP Technology-Enhanced Learning and Teaching (TELT) unit to ensure that these program-level LOs are adequately addressed at the course-level. This work is being supported by an SMP Teaching and Learning Enhancement grant. Necessary course-level modifications will be submitted for review and approval by the final course amendment deadline for implementation in 2024.

DOES THIS MAJOR HAVE MORE THAN ONE OWNER? *

NO

ACADEMIC ORGANISATION #1 *

CMBE - ANU College of Health and Medicine - ANU Joint Colleges of Science

PERCENTAGE *

100

MARKETING AND PUBLICATION DESCRIPTION *

Psychology is the scientific study of how people behave, think and feel. It is a broad-ranging discipline that spans topics including perceiving and thinking, the biological basis of behaviour, human development, perception and cognition, social psychology, personality psychology, and research methodology. Students taking the psychology major will gain an understanding of how to apply the scientific perspective to psychological phenomena in the laboratory and in the real world. Within the major there is flexibility to select courses to meet individual career objectives. The intention of the Psychology major is to ensure the acquisition of contemporary knowledge in psychological theory and evidence across core themes in psychological science.

Upon successful completion, students will have the knowledge and skills to:

1. Understand, critically evaluate, apply, integrate and generate psychological knowledge in educational and professional contexts.
2. Develop and engage in a range of skills and methods to identify, analyse, critique and respond to complex problems involving psychological processes.
3. Systematically identify relevant psychological theory and concepts, relate these to appropriate methodologies and evidence, and draw appropriate conclusions.
4. Apply appropriate psychological research methods, including statistical techniques, to evaluate data.
5. Communicate psychological concepts and results clearly and effectively in written and/or oral formats to diverse audiences.
6. Work and learn in both independent and collaborative ways with others to encompass diverse abilities and perspectives on psychological issues.
7. Critically examine psychological knowledge and skills, and their application, from diverse cultural perspectives, including Aboriginal and Torres Strait Islander peoples' perspectives.
8. Utilise psychological knowledge and skills for exercising personal, professional and social responsibility as a global citizen.

ALIGNMENT OF LEARNING OUTCOMES, STUDY REQUIREMENTS AND LEARNING PROGRESSION *

LEARNING OUTCOMES	STUDY REQUIREMENT	DESCRIPTION OF CONTRIBUTION TO LO	LEARNING PROGRESSION
1	All courses listed in the major	Across the courses listed students demonstrate their capacity to understand, apply, integrate and generate psychological knowledge.	Introductory (1000 level) to Advanced (3000 level)
2	All courses listed in the major	Each of the courses listed requires students to demonstrate their capacity to use psychological skills and methods in addressing problems related to human behaviour.	Introductory (1000 level) to Advanced (3000 level)
3	All courses listed in the major	Each of the courses listed emphasises the nexus between theory and research, and requires students to demonstrate their capacity to use psychological constructs, theories and empirical methods in a sound manner to inform knowledge.	Introductory (1000 level) to Advanced (3000 level)
4	All courses listed in the major	Each of the courses listed requires students to demonstrate their capacity to apply psychological research methods to evaluate data emerging in psychological research. PSYC1003, PSYC2009 and PSYC3018 have a specific focus on statistical methods but all courses listed require students to apply their understanding of statistics.	Introductory (1000 level) to Advanced (3000 level)
5	All courses listed in the major	Each of the courses listed requires students to demonstrate their capacity to clearly and effectively communicate psychological theoretical concepts and/or empirical findings. All of the courses listed assess communication skills in psychological science through written formats; PSYC2001, PSYC3016 and PSYC3026 also assess communication skills using oral formats.	Introductory (1000 level) to Advanced (3000 level)
6	All courses listed in the major	The capacity to undertake independent work and learning incorporating diverse views is demonstrated in all courses. Each of the courses listed also has a lab component where learning occurs in collaborative small-class discussions, with PSYC1004, PSYC2001, PSYC2002/3202 and PSYC2012 having group-based or peer-based assessment tasks to explicitly assess these competencies.	Introductory (1000 level) to Advanced (3000 level)
7	All courses listed in the major	Each of the courses listed requires students to demonstrate their capacity to understand and evaluate diverse perspectives. This is most explicitly the case for PSYC2012 where cultural diversity is the core subject matter.	Introductory (1000 level) to Advanced (3000 level)
8	All courses listed in the major	Across all courses listed students gain knowledge and skills to contribute positively to the psychological functioning of others.	Introductory (1000 level) to Advanced (3000 level)

This major requires the completion of 48 units, of which:

18 units must come from completion of the following compulsory courses:

- PSYC1003 Psychology 1: Understanding Mind, Brain and Behaviour (6 units)
- PSYC1004 Psychology 2: Understanding People in Context (6 units)
- PSYC2009 Quantitative Methods in Psychology (6 units)

12 units must come from completion of 2000- level PSYC courses from the following list:

- PSYC2001 Social Psychology (6 units)
- PSYC2007 Biological Basis of Behaviour (6 units)
- PSYC2008 Cognition (6 units)
- PSYC2012 Culture and Psychology (6 units)

18 units must come from from the completion of 3000- level PSYC courses from the following list:

- PSYC3002 The Social Psychology of Group Processes and Social Change (6 units)
- PSYC3015 Visual and Cognitive Neuroscience (6 units)
- PSYC3016 Neuropsychology and Cognitive Neuroscience (6 units)
- PSYC3018 Advanced Research Methods (6 units)
- PSYC3020 Health Psychology (6 units)
- PSYC3023 Special Topics in Psychology (6 units)
- PSYC3025 Psychopathology Across the Lifespan (6 units)
- PSYC3026 Personality Psychology (6 units)
- PSYC3028 Industrial and Organisational Psychology (6 units)
- PSYC3030 Psychology Undergraduate Research Experience (6 units)
- PSYC3202 Developmental Psychology (6 units)

IS THIS MAJOR SELF-CONTAINED? *

YES

CO-REQUISITE MINORS FOR UNDERGRADUATE MAJORS**AREAS OF INTEREST ***

P

- 48 - Psychology

DOES THIS MAJOR APPLY TO ALL UNDERGRADUATE PROGRAMS? *

NO

WHICH IS THE PRIMARY PROGRAM?

- BSC - B Science - V004.1

IDENTIFY ANY ADDITIONAL ELIGIBLE PROGRAMS

- ASCAD - B Science Advanced - V004.1
- BSC - B Science - V004.1
- BARTS - B Arts - V006

IS THIS A STEM PROGRAM?

YES

IF NOT AVAILABLE THROUGH LINK, ENTER PROGRAM**IF NOT AVAILABLE THROUGH LINK, ENTER PROGRAMS**

What 1st year courses should you enrol in? [PSYC1003](#) and [PSYC1004](#).

Information for APAC accredited pathways in Psychology:

At ANU, APAC accredited programs are:

- Bachelor of Science
- Bachelor of Arts
- Bachelor of Philosophy - Science
- Bachelor of Science (Psychology)
- Bachelor of Psychology (Honours)

Change to accredited psychology pathway from 2023 - advice for students

From 2023, key changes have been made to the specific set of courses that satisfy the APAC accreditation requirements.

- Students admitted to the ANU BSc, BA or PhB prior to 2023 who wish to be eligible for Honours in psychology are expected to complete [PSYC1003](#), [PSYC1004](#), [PSYC2001](#), [PSYC2002](#), [PSYC2007](#), [PSYC2008](#), [PSYC2009](#), [PSYC3018](#), [PSYC3025](#), [PSYC3026](#) and an additional 2 x 3000 level PSYC courses (or, for PhB students, 3000 level SCNC courses with a psychology supervisor). This constitutes the minimum required learning in Psychology for accreditation.
- Students admitted to the ANU BSc, BA or PhB from 2023 who wish to be eligible for Honours in psychology are expected to complete [PSYC1003](#), [PSYC1004](#), [PSYC2001](#), [PSYC2007](#), [PSYC2008](#), [PSYC2009](#), PSYC2012, [PSYC3018](#), [PSYC3020](#), [PSYC3025](#), [PSYC3026](#) and PSYC3202. This constitutes the minimum required learning in Psychology for accreditation.

Students transferring into the program from 2023 are encouraged to seek academic advice, if PSYC2002 has already been completed.

Students in a Bachelor of Science (Advanced) (Honours) who wish to apply for Honours in Psychology are encouraged to seek academic advice from the College of Science Student Administration Office before completion of 72-96 units of study (science.enquiries@anu.edu.au).

Fee information

Students in a Bachelor of Science, Bachelor of Arts or Bachelor of Philosophy (Honours) in Science program can apply for Honours in Psychology in these programs, but should note that due to changes in Australian government funding from 2021 as a result of the Job Ready Graduates Package, fees for Behavioural Science courses will be invoiced at different rates. For more information on the 2021 fee changes to Student Contributions Amounts, please visit <https://www.anu.edu.au/students/program-administration/fees-payments/student-contributions>; and for more information on the Job Ready Graduates Package please visit <https://www.studyassist.gov.au/>

Students should seek further course advice from the academic convener of this Psychology major.

OTHER INFORMATION THAT WILL NOT BE PUBLISHED

Mapping of prerequisites for self-containment

18 units must come from completion of the following compulsory courses:

PSYC1003 Psychology 1: Understanding Mind, Brain and Behaviour (no prereqs)

PSYC1004 Psychology 2: Understanding People in Context (no prereqs)

PSYC2009 Quantitative Methods in Psychology (PSYC1003 and PSYC1004)

12 units must come from completion of 2000- level PSYC courses from the following list:

PSYC2001 Social Psychology (PSYC1003 and PSYC1004)

PSYC2007 Biological Basis of Behaviour (PSYC1003 and PSYC1004)

PSYC2008 Cognition (PSYC1003 and PSYC1004)

PSYC2012 Culture and Psychology (PSYC1003 and PSYC1004)

18 units must come from from the completion of 3000- level PSYC courses from the following list:

PSYC3002 The Social Psychology of Group Processes and Social Change (PSYC2001)

PSYC3015 Visual and Cognitive Neuroscience (PSYC2008)

PSYC3016 Neuropsychology and Cognitive Neuroscience (PSYC2007 or PSYC2008 or MEDN2001 or NEUR3101)

PSYC3018 Advanced Research Methods (PSYC2009)

PSYC3020 Health Psychology (PSYC2009)

PSYC3023 Special Topics in Psychology (consent)

PSYC3025 Psychopathology Across the Lifespan ([PSYC1003](#) and [PSYC1004](#))

PSYC3026 Personality Psychology ([PSYC1003](#), [PSYC1004](#) and [PSYC2009](#))

PSYC3028 Industrial and Organisational Psychology ([PSYC2001](#) and two of [PSYC2002](#), [PSYC2007](#), [PSYC2008](#) or [PSYC2009](#))

PSYC3030 Psychology Undergraduate Research Experience (consent)

PSYC3202 Developmental Psychology (PSYC1003 and PSYC1004)

No hidden prerequisites

RELEVANT INTERNAL ANU AND EXTERNAL CONSULTATION *

WHO WAS CONSULTED	DATE AND TIME	OUTCOME
All psychology teaching staff	7 February 2023	Full endorsement to make the required APAC changes
Undergraduate Psychology Programs Committee	20 April 2023	Wording of the revised LOs approved
SMP Education Committee	24 May 2023	Committee endorsed
CHM/CoS Education Sub Committee	6/7/2023	<p>Endorsed to progress to CEC however, similar comments apply in relation to the learning outcomes as for the BPSY.</p> <p>School to also note that a statment in the "Advice for Students" has been slightly adjusted from:</p> <p>Information for Honours in Psychology:</p> <p>Students should note that in order to be eligible for admission to Honours, they must be in an APAC accredited program. At ANU, APAC accredited programs are:</p> <p>To:</p> <p>Information for APAC accredited pathways in Psychology:</p> <p>At ANU, APAC accredited programs are:</p> <p>If additional adjustments are required, please inform the college.</p>
CHM Education Committee 2/2023	31 July 2023	

Disestablishment -Only complete if disestablishing ▲

REASON FOR DISESTABLISHMENT

JUSTIFICATION FOR DISESTABLISHMENT

RELATED BACHELOR DEGREES

TEACH-OUT PLAN

ASQO Only - Required Administrative Fields ▲

SAS STATUS

PLAN CODE

BSC

Psychology

PSYC-SPEC

Parent: V004 » Version: V005

Applies: 2024 S1 -

Units : 24

69 - School of Medicine and Psychology - ANU College of Health and Medicine

PROPOSER NAME:	PROPOSED DATE:	APPROVED DATE:
Elizabeth Rieger	12/04/2023	

Overview and Study Requirements

DOCUMENT REFERENCE NUMBER

CHM CEC 2/2023

DISPLAYING FROM ACADEMIC YEAR *

2024

UNDERGRADUATE SPECIALISATION CODE

PSYC-SPEC

TYPE *

Specialisation

ACADEMIC CAREER *

UGRD

NAME OF THE UNDERGRADUATE SPECIALISATION *

Psychology

ACADEMIC CONTACT - UID *

u4740611

NAME *

Prof Elizabeth Rieger

EMAIL

enquiries.psychology@anu.edu.au

PHONE**EXECUTIVE SUMMARY**

This amendment seeks to revise the learning outcomes in accordance with the required changes stemming from the 2022 review by the Australian Psychology Accreditation Council (APAC) which need to be implemented by 2024. The revised learning outcomes are also a step towards implementing the ANU Undergraduate Curriculum Framework; further work on this will be done throughout 2023 and 2024 for implementation in 2025.

Specifically, the revised LOs include the addition of the LO to "further apply knowledge and skills of psychology in a manner that is culturally appropriate and sensitive to the diversity of individuals, including Aboriginal and Torres Strait Islander peoples' perspectives". This LO is required by APAC as follows: "The School is to provide evidence of a range of student samples of assessment tasks demonstrating that foundational competency 1.2 (i.e., apply knowledge and skills of psychology in a manner that is reflexive, culturally appropriate and sensitive to the diversity of individuals) is integrated and clearly articulated as a learning outcome, taught and appropriately assessed". This revised LO is also consistent with the Undergraduate Curriculum Framework's IP GA.

The convenors of the relevant courses are currently working with pedagogical specialists from ANU's Centre for Learning and Teaching (CLT) and the SMP Technology-Enhanced Learning and Teaching (TELT) unit to ensure that these program-level LOs are adequately addressed at the course-level. This work is being supported by an SMP Teaching and Learning Enhancement grant. Necessary course-level modifications will be submitted for review and approval by the final course amendment deadline for implementation in 2024.

DOES THIS UNDERGRADUATE SPECIALISATION HAVE MORE THAN ONE OWNER? *

NO

ACADEMIC ORGANISATION #1 *

CMBE - ANU College of Health and Medicine - ANU Joint Colleges of Science

PERCENTAGE *

100

MARKETING AND PUBLICATION DESCRIPTION *Corequisite major: [Psychology](#)

Psychology is the scientific study of how people behave, think and feel. It is a broad ranging discipline that spans topics including perceiving and thinking, the biological basis of behaviour, research methodology, child development, social psychology and personality. Students taking the Psychology specialisation with the Psychology major, will gain an understanding of how to apply the scientific perspective to psychological phenomena in the laboratory and in the real world, and be eligible for entry into Psychology Honours.

Upon successful completion, students will have the knowledge and skills to:

1. Consolidate the understanding, critical evaluation, application, integration and generation of psychological knowledge in educational and professional contexts.
2. Develop and engage in a broader range of skills and methods to identify, analyse, critique and respond to complex problems involving psychological processes.
3. Systematically identify a wider range of relevant psychological theories and concepts, relate these to appropriate methodologies and evidence, and draw appropriate conclusions.
4. Further apply appropriate psychological research methods, including statistical techniques, to evaluate data.
5. Communicate a broader range of psychological concepts and results clearly and effectively in written and/or oral formats to diverse audiences.
6. Further demonstrate the ability to work and learn in independent and/or collaborative ways with others to encompass diverse abilities and perspectives on psychological issues.
7. Critically examine a broader range of psychological knowledge and skills, and their application, from diverse cultural perspectives, including Aboriginal and Torres Strait Islander peoples' perspectives.
8. Utilise a broader body of psychological knowledge and skills for exercising personal, professional and social responsibility as a global citizen.

ALIGNMENT OF LEARNING OUTCOMES, STUDY REQUIREMENTS AND LEARNING PROGRESSION *

LEARNING OUTCOMES	STUDY REQUIREMENT	DESCRIPTION OF CONTRIBUTION TO LO	LEARNING PROGRESSION
1	All courses listed in the Specialisation	Across the courses listed students demonstrate their capacity to understand, apply, integrate and generate psychological knowledge.	Introductory (1000 level) to Advanced (3000 level)
2	All courses listed in the Specialisation	Each of the courses listed requires students to demonstrate their capacity to use psychological skills and methods in addressing problems related to human behaviour.	Introductory (1000 level) to Advanced (3000 level)
3	All courses listed in the Specialisation	Each of the courses listed emphasises the nexus between theory and research, and requires students to demonstrate their capacity to use psychological constructs, theories and empirical methods in a sound manner to inform knowledge.	Introductory (1000 level) to Advanced (3000 level)
4	All courses listed in the Specialisation	Each of the courses listed requires students to demonstrate their capacity to apply psychological research methods to evaluate data emerging in psychological research. PSYC3018 has a specific focus on statistical methods but all courses listed require students to apply their understanding of statistics.	Introductory (1000 level) to Advanced (3000 level)
5	All courses listed in the Specialisation	Each of the courses listed requires students to demonstrate their capacity to clearly and effectively communicate psychological theoretical concepts and/or empirical findings. In combination across courses, communication skills in psychological science are demonstrated through written and oral formats.	Introductory (1000 level) to Advanced (3000 level)
6	All courses listed in the Specialisation	The capacity to undertake independent work and learning incorporating diverse views is demonstrated in all courses. Each of the courses listed also has a lab component where learning occurs in collaborative small-class discussions, with PSYC2001 and PSYC2002/PSYC3202 having group-based assessment tasks to explicitly assess these competencies.	Introductory (1000 level) to Advanced (3000 level)
7	All courses listed in the Specialisation	Each of the courses listed requires students to demonstrate their capacity to understand and evaluate diverse perspectives. This is most explicitly the case for PSYC2012 where cultural diversity is the core subject matter.	Introductory (1000 level) to Advanced (3000 level)
8	All courses listed in the Specialisation	Across all courses listed students gain knowledge and skills to contribute positively to the psychological functioning of others.	Introductory (1000 level) to Advanced (3000 level)

This specialisation may only be taken in conjunction with the [Psychology](#) major.

This specialisation requires the completion of 24 units, of which:

12 units must come from the completion of 2000- level PSYC courses from the following list:

- PSYC2001 Social Psychology (6 units)
- PSYC2007 Biological Basis of Behaviour (6 units)
- PSYC2008 Cognition (6 units)
- PSYC2012 Culture and Psychology (6 units)

12 units must come from the completion of 3000- level PSYC courses from the following list:

- PSYC3002 The Social Psychology of Group Processes and Social Change (6 units)
- PSYC3015 Visual and Cognitive Neuroscience (6 units)
- PSYC3016 Neuropsychology and Cognitive Neuroscience (6 units)
- PSYC3018 Advanced Research Methods (6 units)
- PSYC3020 Health Psychology (6 units)
- PSYC3023 Special Topics in Psychology (6 units)
- PSYC3025 Psychopathology Across the Lifespan (6 units)
- PSYC3026 Personality Psychology (6 units)
- PSYC3028 Industrial and Organisational Psychology (6 units)
- PSYC3030 Psychology Undergraduate Research Experience (6 units)
- PSYC3202 Developmental Psychology (6 units)

CO-REQUISITE MAJORS FOR UNDERGRADUATE SPECIALISATIONS *

Psychology Major

AREAS OF INTEREST *

P

- 48 - Psychology

DOES THIS UNDERGRADUATE SPECIALISATION APPLY TO ALL UNDERGRADUATE PROGRAMS? *

NO

WHICH IS THE PRIMARY PROGRAM?

- BSC - B Science - V004.1

IDENTIFY ANY ADDITIONAL ELIGIBLE PROGRAMS

- ASCAD - B Science Advanced - V004.1

IS THIS A STEM PROGRAM?

YES

IF NOT AVAILABLE THROUGH LINK, ENTER PROGRAM

IF NOT AVAILABLE THROUGH LINK, ENTER PROGRAM

A specialisation in Psychology must be taken in conjunction with a Psychology major.

Honours entry requires both the Psychology major and the specialisation. See advice below for specific details as this will vary on the year of commencement in the relevant program.

Information for Honours in Psychology:

Students should note that in order to be eligible for admission to Honours, they must be in an APAC accredited program. At ANU, APAC accredited programs are:

- Bachelor of Science
- Bachelor of Arts
- Bachelor of Philosophy - Science
- Bachelor of Science (Psychology)
- Bachelor of Psychology (Honours)

Change to accredited psychology pathway from 2023 - advice for students

From 2023, key changes have been made to the specific set of courses that satisfy the APAC accreditation requirements.

- Students admitted to the ANU BSc, BA or PhB prior to 2023 who wish to be eligible for Honours in psychology are expected to complete PSYC1003, PSYC1004, PSYC2001, PSYC2002, PSYC2007, PSYC2008, PSYC2009, PSYC3018, PSYC3025, PSYC3026 and an additional 2 x 3000 level PSYC courses (or, for PhB students, 3000 level SCNC courses with a psychology supervisor). This constitutes the minimum required learning in Psychology for accreditation.
- Students admitted to the ANU BSc, BA or PhB from 2023 who wish to be eligible for Honours in psychology are expected to complete PSYC1003, PSYC1004, PSYC2001, PSYC2007, PSYC2008, PSYC2009, PSYC2012, PSYC3018, PSYC3020, PSYC3025, PSYC3026 and PSYC3202. This constitutes the minimum required learning in Psychology for accreditation.

Students transferring into the program from 2023 are encouraged to seek academic advice, if PSYC2002 has already been completed.

Students in a Bachelor of Science (Advanced) (Honours) who wish to apply for Honours in Psychology are encouraged to seek academic advice from the College of Science Student Services Office before completion of 72-96 units of study (science.enquiries@anu.edu.au).

Fee information:

Students in a Bachelor of Science, Bachelor of Arts or Bachelor of Philosophy (Honours) in Science program can apply for Honours in Psychology in these programs, but should note that due to changes in Australian government funding from 2021 as a result of the Job Ready Graduates Package, fees for Behavioural Science courses will be invoiced at different rates. For more information on the 2021 fee changes to Student Contributions Amounts, please visit <https://www.anu.edu.au/students/program-administration/fees-payments/student-contributions>; and for more information on the Job Ready Graduates Package please visit <https://www.studyassist.gov.au/>

Students should seek further course advice from one of the academic conveners of the Psychology specialisation.

OTHER INFORMATION THAT WILL NOT BE PUBLISHED

Mapping for self contained pathway (including major):

12 units must come from completion of 2000- level PSYC courses from the following list:

- PSYC2001 Social Psychology (PSYC1003 and PSYC1004)
- PSYC2007 Biological Basis of Behaviour (PSYC1003 and PSYC1004)
- PSYC2008 Cognition (PSYC1003 and PSYC1004)
- PSYC2012 Culture and Psychology (PSYC1003 and PSYC1004)

12 units must come from from the completion of 3000- level PSYC courses from the following list:

- PSYC3002 The Social Psychology of Group Processes and Social Change (PSYC2001)
- PSYC3015 Visual and Cognitive Neuroscience (PSYC2008)
- PSYC3016 Neuropsychology and Cognitive Neuroscience (PSYC2007 or PSYC2008 or MEDN2001 or NEUR3101)
- PSYC3018 Advanced Research Methods (PSYC2009)
- PSYC3020 Health Psychology (PSYC2009)
- PSYC3023 Special Topics in Psychology (consent)
- PSYC3025 Psychopathology Across the Lifespan ([PSYC1003](#) and [PSYC1004](#))
- PSYC3026 Personality Psychology ([PSYC1003](#), [PSYC1004](#) and [PSYC2009](#))
- PSYC3028 Industrial and Organisational Psychology ([PSYC2001](#) and two of [PSYC2002](#), [PSYC2007](#), [PSYC2008](#) or [PSYC2009](#))
- PSYC3030 Psychology Undergraduate Research Experience (consent)
- PSYC3202 Developmental Psychology (PSYC1003 and PSYC1004)

All prerequisites are compulsory in the major : PSYC1003, PSYC1004, PSYC2009

RELEVANT INTERNAL ANU AND EXTERNAL CONSULTATION *

WHO WAS CONSULTED?	DATE AND TIME	OUTCOME
All psychology teaching staff	7 February 2023	Full endorsement to make the required APAC changes
Undergraduate Psychology Programs Committee	20 April 2023	Wording of the revised LOs approved
Education Governance Office, STLC, CHM/CoS	May 2023	Update metadata (does not require publication to be effective).
SMP Education Committee	24 May 2023	Committee endorsed
CHM/CoS Education Sub Committee	6/7/2023	<p>Endorsed to progress to CEC however, similar comments apply in relation to the learning outcomes as for the BPSY.</p> <p>School to also note that a statment in the "Advice for Students" has been slightly adjusted from:</p> <p>Information for Honours in Psychology:</p> <p>Students should note that in order to be eligible for admission to Honours, they must be in an APAC accredited program. At ANU, APAC accredited programs are:</p> <p>To:</p> <p>Information for APAC accredited pathways in Psychology:</p> <p>At ANU, APAC accredited programs are:</p> <p>If additional adjustments are required, please inform the college.</p>
CHM College Education Committee 2/2023	31 July 2023	

Disestablishment - Only complete if disestablishing ▲

REASON FOR DISESTABLISHMENT

JUSTIFICATION FOR DISESTABLISHMENT

RELATED BACHELOR DEGREES

TEACH-OUT PLAN

ASQO Only - Required Administrative Fields ▲

SAS STATUS

PLAN CODE

BSC

PROFESSIONAL AND SHORT COURSE PROPOSAL

- This form should be used for the creation of a professional or short course (not to be confused with a Micro-Credential).
- The Professional and Short Course [policy](#) and [procedure](#) should be reviewed prior to submission.
- Professional and short course proposals can be submitted for approval at any time of year.
- All professional or short course proposals must be submitted to science.curriculum@anu.edu.au for endorsement by the CHM/COS Deputy Dean Education.
- Once approved, the course will be added to a register maintained by the Education Governance Officer, which must be tabled for noting at meeting 3 of the following year of the Academic Quality Assurance Committee.

Offering School/Dept: School of Medicine and Psychology, College of Health and Medicine

Course Name: Healthcare Leadership and Workforce Engagement

Contact Person: A/Prof Vikram Palit

Contact Number: 0401877258

Contact email: Vikram.palit@anu.edu.au

Fields will expand to accommodate text.

<p>Content</p>	<p>This short professional course addresses leading sustainable change, driving system improvements, and creating a positive culture in healthcare. The course has been designed for current and emerging healthcare leaders, and developed with all participating academic staff, Canberra Health Services and guest presenters.</p> <p>The course will be delivered in person over three days, 19, 20 and 21 October 2023). Course topics are listed below:</p> <ol style="list-style-type: none"> 1. Complexity of healthcare systems and the role of effective leadership in organisational performance. 2. Traditional leadership and management theories in healthcare contexts. 3. Essential leadership skills: strategic planning, evidence-informed decision-making, communication, and conflict resolution. 4. Evidence-based strategies for fostering positive workplace culture and strengthening workforce capacity. 5. Best practices for team building and collaboration in interdisciplinary healthcare teams. 6. Change management strategies and techniques for innovation and continuous improvement. 7. Current and evolving influences on health workforce and implications for healthcare organisations 8. Evidence-based leadership strategies and tools to enhance workforce engagement. 9. Leading system re-design and organisational change; stakeholder engagement, managing resistance, effective communication and building high-performing teams. 10. Flexible working solutions and use of technology to optimise resource allocation and address current healthcare workforce challenges
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Staff details, including educational background and expertise

Associate Professor Vikram Palit, Course Convenor, ANU School of Medicine and Psychology. A/Prof Palit is a senior university academic, specialising in education focussed in health systems science, evidenc-based practice and value based healthcare. He is Founder and CEO of Consultmed, a top 100 Australian health technology company and clinical adviser to several sMEs. Dr Palit is a paediatric respiratory physician, Fellow of the RACP Paediatric and Child Health Division, holds an MSc International Health Management from Imperial College London Business School, and Honours degree of Bachelor of Medical Science with Honours, King’s College, London, and a Bachelor of Medicine and Bachelor of Surgery with Honours Monash University. Prior to joining ANU, A/Prof Palit was Senior Lecturer, Health Systems Science, UNSW and a course convenor in MSc Health Leadership and Workforce Management, Evidence Informed Decision-Making, and Value Based Healthcare.

Professor Tracy Smart, Professor Military and Aerospace Medicine, School of Medicine and Psychology, ANU. Prof Smart is a physician, health leader, aerospace medicine specialist, and retired Royal Australian Air Force (RAAF) senior officer. During 35 years of service, Prof Smart served in tactical, operational and strategic roles; on overseas deployments to Rwanda, Timor Leste, the Middle East, and Lebanon; undertook exchange tours with the Royal Air Force and the United States Air Force; and served as Surgeon General of the ADF and Commander Joint Health from 2015 to 2019. She transferred to the RAAF Reserve in early 2020.

Prof Smart is currently Professor, Military and Aerospace Medicine at the Australian National University, working in the subject areas of Health Security, the impacts of military service, health leadership and as a Mission Specialist (Space Medicine) for ANU InSpace. She was ANU’s COVID Public Health Lead until March 2022. In addition, Prof Smart is: President, Australasian College of Aerospace Medicine; Honorary Professorial Fellow, University of Melbourne; and Strategic Advisor – LGBTI Inclusion, Department of Defence. She is also a member of the following: the Defence Honours and Awards Appeals Tribunal; the National Security College (ANU) Advisory Board; the Australian Space Agency’s Technical Advisory Group on Space Medicine & Life Sciences; the Australian Football League’s Mental Health Steering Group; Health Security Systems Australia’s Divisional Advisory Panel; the Australian War Memorial Development Project Veterans’ Advisory Group; and the Australian Institute of Health and Welfare Veteran’s Advisory Group.

Professor Russell Gruen, Dean of the ANU College of Health and Medicine. Prof Gruen is Dean of the College of Health and Medicine at The Australian National University. He is a specialist trauma surgeon, and has a PhD in health services research, and post-doctorate qualifications in health policy, medical ethics and business management from Harvard.

In 2009 he became the world’s first Professor of Surgery and Public Health, a post created at Monash University and The Alfred, where he was a trauma surgeon and Director of the Australian National Trauma Research Institute. In 2015 he moved to Singapore to be Director of the Institute for Health Technologies, and Vice-Dean in the new Lee Kong Chian School of Medicine at Nanyang Technological University, in partnership with Imperial College London. He has over 20 years’ experience working with the WHO, the Indian Government, Australian Government programs and international professional societies, to solve big problems through partnerships and intersectoral collaboration, advanced technologies, and creative business models. He has been an NHMRC Practitioner Fellow and the Royal Australasian College of

Surgeons' John Mitchell Crouch Fellow, and is an elected Fellow of the Australian Academy of Health and Medical Sciences, the Academy of Medicine of Singapore, and the International Surgical Society.

Professor Mark Cormack, Honorary Professor and Senior Research Fellow. Prof Cormack was appointed Honorary Professor at the Australian National University (ANU) College of Health and Medicine in 2020, following a long career in the Commonwealth, Australian Capital Territory (ACT) and New South Wales (NSW) Government services. His professional background covers early work as an allied health professional, and health services manager. Prof Cormack has served as a Chief Executive (ACT Health and Health Workforce Australia) and Deputy Secretary (Commonwealth Departments of Health, Veterans' Affairs and Home Affairs) and has had portfolio responsibilities covering a wide spectrum of public policy. These included national health policy on mental health, health financing, primary health care, public hospitals, health technology assessment, health and medical research, health provider compliance, health analytics and digital health. In international health, Prof Cormack was Australia's delegate to the OECD Health Committee and WHO Western Pacific Region. He was the head of a jurisdictional health system at the ACT. He worked as Deputy Secretary in the area of border security, detention and offshore programs to manage irregular maritime arrivals and visa compliance at the (then) Department of Immigration and Border Protection (now Home Affairs). He was also responsible for Australian Defence Force workers compensation, veterans' policy and program delivery through the Department of Veterans Affairs. Prof Cormack has a Master of Health Management from the University of Wollongong, Bachelor of Applied Sciences from the University of Sydney, and is a graduate of the Australian Institute of Company Directors.

Associate Professor Louise Stone, Social Foundations of Medicine, School of Medicine and Psychology, ANU. A/Prof Stone is a general practitioner with clinical, research, education and policy expertise in mental health. She lectures in the Masters of Culture, Health and Medicine program where she teaches a curriculum integrating social science and medicine. She has worked in urban, regional, rural and remote Australia, and is currently a GP at The Junction, where she works with young people who are homeless or otherwise experience disadvantage. Her research expertise is in implementation science and qualitative methodologies.

A/Prof Stone is Deputy Chair of the ACT Health Human Research Ethics Committee and is a member of the ACT Medical Board, the GP Mental Health Standard Collaboration, the ANU Medical Board, the ACT clinical leadership forum and the Australian Healthcare and Hospitals Association. As the Senior Medical Advisor for Australian General Practice training, she was responsible for overseeing the training of 1500 GP registrars a year, driving policy, quality improvement, evaluation and research capacity building. During this time, she developed an educational research grants program and academic registrar program, which allocated up to \$2 million in program grants annually.

Professor Michael Platow, School of Medicine and Psychology, ANU. Prof Platow is a professor of psychology. He has published widely on the social-psychology of leadership and social influence; justice, fairness, and trust; intergroup relations, including prejudice and discrimination; and education. He has received over one million dollars in research money from the Australian Research Council to study many of these processes, being awarded separate Discovery Grants on distributive justice, procedural justice, restorative justice, marginalizing racism, and lay views of prejudice. Prof Platow's teaching has also

	<p>been recognized through his receipt of an Australian Commonwealth: (a) Office of Learning and Teaching Carrick Citation for Outstanding Contributions to Student Learning and (b) Department of Education and Training Australian Award for University Teaching – Award for Teaching Excellence. In addition to his PhD in psychology, Prof Platow holds a Masters of Higher Education (ANU). He has over 25 year experience in tertiary teaching in Australia and overseas; and he has contributed to and taught the social psychology of leadership into short course for the Australian Commonwealth Public Service: (a) Attorney General’s Course on Counter-Terrorism, (b) Defence College Course on Leadership, and (c) Department of Foreign Affairs and Trade Course on Macroeconomic Management in Resource-Rich Countries.</p> <p>Professor Imogen Mitchell, Executive Director, Research and Academic Partnerships, Canberra Health Services; Professor, School of Medicine and Psychology, ANU. Prof Mitchell graduated from University of London and undertook her physician’s training in the UK before moving to Australia to complete her specialist training in intensive care. Appointed initially as an intensive care specialist at Royal Prince Alfred but then moved to Canberra in 1999 to take up the Directorship of the Intensive Care Unit at the Canberra Hospital. After 15 years as Director, building the unit from 2 specialists to 11 specialists and securing C24 accreditation from the College of Intensive Care Medicine, she was appointed Deputy Dean, ANU Medical School in 2014. In 2017 she was appointment Dean of Medicine, ANU Medical School until she stepped down to become the Clinical Director for the ACT COVID-19 Response.</p>
<p>Requisite or assumed knowledge</p>	<p>Assumed knowledge:</p> <ul style="list-style-type: none"> • Post-graduate degree in healthcare or life sciences; OR • At least 3 years work experience in healthcare, policy or research <p>Some experience of management or a leadership role is desirable but not required. Would suit staff currently transitioning into such roles.</p>
<p>Expected outcomes</p>	<p>Upon completion of this course, participants will have the skills and knowledge to:</p> <ol style="list-style-type: none"> 1. Describe the structure and function of the Australian healthcare system and the key policy and regulatory measures that impact health service delivery. 2. Critically evaluate traditional leadership and management theory, and how they can be applied to specific healthcare contexts and challenges. 3. Develop essential leadership skills, including strategic planning, evidence-informed decision-making, team-building, communication, and conflict resolution. 4. Apply evidence-based strategies that foster positive workplace culture, enhance employee satisfaction and belonging, and strengthen workforce capacity. 5. Implement change management strategies and leadership approaches that promote innovation and continuous improvement.

	<p>6. Discuss the key challenges and evolving influences on the health workforce and its implications on healthcare organisations and management practices.</p> <p>7. Identify flexible workforce solutions, including the adoption of technology, that can optimise resource allocation, improve staff engagement, and address emerging healthcare challenges.</p>
<p>Assessment (if any).</p>	<p><input checked="" type="checkbox"/> This course does not include assessment tasks.</p> <p><input type="checkbox"/> This course includes compulsory assessment tasks.</p> <p><input type="checkbox"/> This course includes optional assessment tasks.</p> <p>N/A</p>
<p>Workload and course schedule</p>	<p>The course will provide approximately twenty hours of face to face engagement delivered as workshops, team activities, lectures, seminars and case studies. The course will run in person from 9am – 4pm on 19, 20 and 21 October.</p> <p>Day 1: Health leadership, Principles and Practice</p> <p>Day 2: Leading teams and improving organisational performance</p> <p>Day 3: Building workforce capacity and engagement</p> <p>In addition materials and resources (including case studies, texts, video content and journal articles) will be provided as an online resource to participants, inclusive of the course tuition. It is expected that the course materials will provide approximately ten hours of additional independent learning time.</p> <p>Total time commitment is 30 hours.</p>
<p>Delivery method</p>	<p>All content is delivered entirely face to face</p> <p>Other: Supporting material and resources will provided online as a package of course materials included in the cost of the course.</p>
<p>Nature of Certificate.</p> <p>*Where assessment tasks are optional, participants who complete the assessments will be given a certificate of completion, participants who do not attempt/pass the assessments will be given a certificate of participation.</p>	<p>Upon completion of the course, participants will receive an ANU Certificate of Participation</p>

<p>Is the course for credit at ANU?</p>	<p>Completion of this course does not provide ANU course credit or an ANU transcript</p>
<p>Reading Lists or pre-course material (where applicable)</p>	<p>Participants will be provided on day one of the course with an online format of Larsson S, Clawson J, Kellar J, Howard R. The Patient Priority: Solve Health Care's Value Crisis by Measuring and Delivering Outcomes That Matter to Patients. The material is included inside the tuition fee.</p>
<p>Fees, associated costs, cancellation advice and refund policy Please adjust these fields as required.</p> <p>Consider whether fees include catering, transportation, entry fees, materials, etc.</p> <p>*Provide minimum notice provided to participants in case of cancellation. 6 weeks is provided as a general indication.</p>	<p>The total course cost is AUS\$ 2900</p> <p>15% discount if participant enrolls in both Health Leadership and Value Based Healthcare executive courses.</p> <p>10% discount for early enrolment</p> <p>This cost is inclusive of:</p> <ul style="list-style-type: none"> • Tuition Fees • Academic Activities • GST • Materials <p>Cancellation: The Australian National University reserves the right to cancel the course or change course title, content, dates and venues. We also reserve the right to decline registrations where registrations exceed capacity or cancel the course due to insufficient registrations. In the event of cancellation, as much notice as possible* will be provided to participants registered for the course.</p> <p>Refunds: Under the circumstances outlined below, participants may be eligible for a full refund of their fees.</p> <ul style="list-style-type: none"> • If ANU is unable to offer the course. • If a participant's visa application is refused. Evidence of refusal is mandatory and participants must provide the decision record from the Department of Home Affairs in the case of a visa refusal. • If a participant cancels their place in the course in writing at least six weeks before the course start date. <p>No fees will be refunded if the participant withdraws from the course within six weeks of the course start date.</p>
<p>Academic Consultation Record</p> <ul style="list-style-type: none"> • Include consultations with other AOU's with an academic interest in the discipline and/or field(s). • Include consultation with external parties if the course is being provided for/in 	<p>Refer to Item 1 of the Procedure</p> <p>The course was developed in consultation with all participating ANU academic staff. Consultations on course design has been conducted from March 2023 onward, to determine topics and presenters aligned with the key areas of the course. The course was presented to the Canberra Health Steering Committee with feedback further informing and refining the course to address specific needs of the ACT Health community.</p>

<p>collaboration with a specific group or organisation.</p> <ul style="list-style-type: none">• Include evidence of consultation such as meetings dates, linked to published minutes etc.,.	
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Quality Assurance.

A. I would like to use the feedback form provided by the Science Teaching and Learning Centre. Please send me a copy of the questions and a link to the form.

B. I will make my own arrangements to undertake quality assurance.

If Option B is chosen, please outline the mechanisms that will be used to undertake quality assurance:

Use this space to provide any information not captured by the above fields.

Course Content Day 1: -

Session 1: Health Systems I: Structure, function, and policy levers

Session 2: Health System II: What's broken and how can we fix it?

Session 3: Leadership theory and practice. What's different in healthcare? What works and what doesn't?

Keynote: Professor Tracy Smart. Physician, health leader, aerospace medicine specialist, and retired Royal Australian Air Force (RAAF) senior officer.

Session 4: What does good great leadership look like? Leading by example.

Guest speaker: Christopher Marr, Co-founder and COO of Sonder, retired leader and commander of Australian Special Forces

Session 5: Leading change during uncertainty – Covid 19 response and resilience

Session 6: Social psychology of leadership and social influence

Session 7: Establishing a learning health system

Course Content Day 2

Session 1: Communication and conflict

Session 2: Culture eats strategy

Session 3: Building high performing teams

Session 4: Organisational performance: Measure, improve, sustain.

Session 5: Leading change and innovation in healthcare

Session 6: Strategic leadership

Session 7: Case Study – TBC

Guest speaker: Ms Clare Lumley – Chief Operations and Nursing Executive, Sydney Adventist Hospital

Guest speaker: Dr Robert Grenfell – Chief Strategy and Regions, Grampians Health Victoria

Guest speaker: Mr Duane Attree. Serial entrepreneur, healthcare executive, global healthcare strategy advisor.

Course Content Day 3

Session 1: Healthcare workforce planning – challenges and opportunities

	<p>Session 2: Supporting our healthcare workers – flexible workforce solutions</p> <p>Session 3: Strengthening workforce capacity</p> <p>Session 4: Improving clinical engagement</p> <p>Session 5: Psychological safety in healthcare</p> <p>Session 6: Digital workforce of the future</p> <p>Session 7: Case Study – TBC</p> <p>Guest speaker: Mr Ben Chiarella, Director of Clinical Innovation, Ramsay Connect</p> <p>Guest speaker: Dr Louise Schaper, CEO of Australian Institute of Digital Health</p> <p>Guest speaker: Dr Samantha Bendall, Deputy Director of the SLHD WellMD Centre and MDOK program, Emergency medicine specialist</p> <p>Guest speaker: Dr Sarah Dalton, Director of Clinical Engagement e-Health NSW, Paediatrician and Emergency Medicine specialist</p> <p>Closing remarks, reflection and course evaluation</p>
Proposer Name.	A/Professor Vikram Palit
<p>Proposer declaration.</p> <p>Please note that you must tick 'yes' to this statement for your proposal to be processed and that ticking 'yes' on this electronic form is the legal equivalent to signing your signature on a paper form.</p>	<p><input checked="" type="checkbox"/> By ticking this box I agree the delivery of course will comply with all relevant ANU Policy and Procedure. I also acknowledge the conveners' responsibilities under Items 5-7 of the Professional and Short Course Procedure including:</p> <ol style="list-style-type: none"> 5. Participants are advised at or prior to the commencement of a course if the Complaint Resolution policy and procedure are applicable, or alternatively how they are to redress any grievances. 6. 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. Participants are given the opportunity to provide feedback on the course.

College Office use only

Education Sub Committee Meeting date if appropriate: Enter date.

Approved by (name): Professor Martyn Kirk

Date: 27/06/2023

College register updated:

Date: 27/06/2023

By: CJC

Approved proposal returned to proposer: 27/06/2023

By: CJC

PROFESSIONAL AND SHORT COURSE PROPOSAL

- This form should be used for the creation of a professional or short course (not to be confused with a Micro-Credential).
- The Professional and Short Course [policy](#) and [procedure](#) should be reviewed prior to submission.
- Professional and short course proposals can be submitted for approval at any time of year.
- All professional or short course proposals must be submitted to science.curriculum@anu.edu.au for endorsement by the CHM/COS Deputy Dean Education.
- Once approved, the course will be added to a register maintained by the Education Governance Officer, which must be tabled for noting at meeting 3 of the following year of the Academic Quality Assurance Committee.

Offering School/Dept: School of Medicine and Psychology, College of Health and Medicine

Course Name: Leading Value Transformation in Healthcare

Contact Person: A/Prof Vikram Palit

Contact Number: 0401877258

Contact email: Vikram.palit@anu.edu.au

Fields will expand to accommodate text.

Content	<p>This short professional course addresses health system transformation through the principles and strategies of value based healthcare. The course has been developed in consultation with all participating ANU academic staff, Sydney Adventist Hospital academic staff and guest presenters, including the Value Institute, The University of Texas at Austin and the Australian Health and Hospital Association.</p> <p>This course is designed for a broad range of healthcare professionals, clinicians, policymakers, researchers, managers and administrators who are interested in improving the quality and value of healthcare delivery in Australia. The course is also relevant for professionals in the private and public sectors who work in healthcare-related industries such as insurance, pharmaceuticals, and digital health technologies.</p> <p>The course will be delivered live on-line in two-hour blocks on 26 October, 2 November, 9 November, 16 November, 23 November, 30 November.</p> <p>Course topics are listed below:</p> <ul style="list-style-type: none"> • Introduction to value-based healthcare with local and international case studies • Patient-centered care and its impact on healthcare outcomes • Designing and collecting patient-reported outcomes and experience measures • Measuring and capturing direct and indirect healthcare costs • Value based procurement and payment models • Strategies and tools for improving value in healthcare, including improvement methodology and decision science. • Strategies for partnering with consumers in value-based healthcare decision-making • System redesign: technological enablement and virtual models of care • Leading change; stakeholder engagement, managing resistance, effective communication and building high-performing teams. <p>These topics cover a range of areas relevant to value-based healthcare delivery and transformation, with a specific focus on change management and leadership</p>
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	<p>skills necessary for successful implementation of value-based healthcare models.</p>
<p>Staff details, including educational background and expertise</p>	<p>Associate Professor Vikram Palit, Course Convenor, School of Medicine and Psychology, ANU. A/Prof Palit is a senior university academic, specialising in education focussed in health systems science, evidence-based practice and value based healthcare. He is the Founder and CEO of Consultmed, a top 100 Australian health technology company and clinical adviser to several SMEs. A/Prof Palit is a paediatric respiratory physician, Fellow of the RACP Paediatric and Child Health Division. He holds an MSc International Health Management from Imperial College London Business School, and Honours degree of Bachelor of Medical Science with Honours, King’s College, London, and a Bachelor of Medicine and Bachelor of Surgery with Honours Monash University. Prior to joining ANU, A/Prof Palit was Senior Lecturer, Health Systems Science, UNSW and a course convenor in MSc Health Leadership and Workforce Management, Evidence Informed Decision-Making, and Value Based Healthcare.</p> <p>Professor Russell Gruen, Dean of the ANU College of Health and Medicine. Prof Gruen is Dean of the College of Health and Medicine at The Australian National University. He is a specialist trauma surgeon, and has a PhD in health services research, and post-doctorate qualifications in health policy, medical ethics and business management from Harvard.</p> <p>In 2009 he became the world’s first Professor of Surgery and Public Health, a post created at Monash University and The Alfred, where he was a trauma surgeon and Director of the Australian National Trauma Research Institute. In 2015 he moved to Singapore to be Director of the Institute for Health Technologies, and Vice-Dean in the new Lee Kong Chian School of Medicine at Nanyang Technological University, in partnership with Imperial College London. He has over 20 years’ experience working with the WHO, the Indian Government, Australian Government programs and international professional societies, to solve big problems through partnerships and intersectoral collaboration, advanced technologies, and creative business models. He has been an NHMRC Practitioner Fellow and the Royal Australasian College of Surgeons’ John Mitchell Crouch Fellow, and is an elected Fellow of the Australian Academy of Health and Medical Sciences, the Academy of Medicine of Singapore, and the International Surgical Society.</p> <p>Associate Professor Louise Stone, Social Foundations of Medicine, School of Medicine and Psychology, ANU. A/Prof Stone is a general practitioner with clinical, research, education and policy expertise in mental health. She lectures in the Masters of Culture, Health and Medicine program where she teaches a curriculum integrating social science and medicine. She has worked in urban, regional, rural and remote Australia, and is currently a GP at The Junction, where she works with young people who are homeless or otherwise experience disadvantage. Her research expertise is in implementation science and qualitative methodologies.</p> <p>A/Prof Stone is Deputy Chair of the ACT Health Human Research Ethics Committee and is a member of the ACT Medical Board, the GP Mental Health Standard Collaboration, the ANU Medical Board, the ACT clinical leadership forum and the Australian Healthcare and Hospitals Association. As the Senior Medical Advisor for Australian General Practice training, she was responsible for overseeing the training of 1500 GP registrars a year, driving policy, quality improvement, evaluation and research capacity building. During this time, she</p>

	<p>developed an educational research grants program and academic registrar program, which allocated up to \$2 million in program grants annually.</p> <p>Professor Imogen Mitchell, Executive Director, Research and Academic Partnerships, Canberra Health Services; Professor, School of Medicine and Psychology, ANU. Prof Mitchell graduated from University of London and undertook her physician's training in the UK before moving to Australia to complete her specialist training in intensive care. Appointed initially as an intensive care specialist at Royal Prince Alfred but then moved to Canberra in 1999 to take up the Directorship of the Intensive Care Unit at the Canberra Hospital. After 15 years as Director, building the unit from 2 specialists to 11 specialists and securing C24 accreditation from the College of Intensive Care Medicine, she was appointed Deputy Dean, ANU Medical School in 2014. In 2017 she was appointment Dean of Medicine, ANU Medical School until she stepped down to become the Clinical Director for the ACT COVID-19 Response.</p> <p>Mr Steven Gilbert, Visiting Fellow, ANU National Centre for Epidemiology and Population Health, ANU. Mr Gilbert's research and expertise leverages insights in health system financing, value based transformation, innovative service delivery models and care sector reform.</p> <p>Professor John Watson, Director of the Eccles Institute of Neuroscience, ANU. Formerly Director, Faculty of Medicine and Health UNSW, Senior Vice Dean, Faculty of Medicine, UNSW. Bachelor of Medicine, University of Sydney, DPhil, Experimental Neurophysiology, University of Oxford.</p>
<p>Requisite or assumed knowledge</p>	<p>Assumed knowledge:</p> <ul style="list-style-type: none"> • Post-graduate degree in healthcare or life sciences; OR • At least 3 years work experience in healthcare, policy or research <p>Some experience of management or a leadership role is desirable but not required. Would suit staff currently transitioning into such roles.</p>
<p>Expected outcomes</p>	<p>Upon completion of this course, participants will have the skills and knowledge to:</p> <ol style="list-style-type: none"> 1. Describe the principle and theory of value-based healthcare including the quadruple aim, value agenda, and triple value healthcare. 2. Define how to measure value in a healthcare context, including examples of high and low value care and unwarranted variation. 3. Describe the use and measurement of patient reported outcomes (PROs) to determine the effectiveness of healthcare interventions. 4. Identify different sources of data and evidence that you can use to improve value and lead change in your organisation. 5. Describe how to measure direct and indirect costs in healthcare delivery.

	<p>6. Investigate alternative procurement and funding models that promote value-based models of care.</p> <p>7. Discuss the role of consumers and patient leaders to improve healthcare outcomes.</p>
Assessment (if any).	<p><input checked="" type="checkbox"/> This course does not include assessment tasks.</p> <p><input type="checkbox"/> This course includes compulsory assessment tasks.</p> <p><input type="checkbox"/> This course includes optional assessment tasks.</p> <p>N/A</p>
Workload and course schedule	<p>The course is delivered live-online in six two-hour sessions over six weeks: 26 October, 2 November, 9 November, 16 November, 23 November, 30 November, from 4pm until 6pm AEST.</p> <p>Participants are expected to complete an additional one hour per week of independent asynchronous online learning.</p> <p>Participants are provided an additional approximately ten hours of pre-reading, video content and journal articles.</p> <p>Total time commitment is 30 hours.</p>
Delivery method	All content is delivered entirely online
<p>Nature of Certificate.</p> <p>*Where assessment tasks are optional, participants who complete the assessments will be given a certificate of completion, participants who do not attempt/pass the assessments will be given a certificate of participation.</p>	Upon completion of the course, participants will receive an ANU Certificate of Participation
Is the course for credit at ANU?	Completion of this course does not provide ANU course credit or an ANU transcript
Reading Lists or pre-course material (where applicable)	Participants will be provided on day one of the course with an online format of Larsson S, Clawson J, Kellar J, Howard R. The Patient Priority: Solve Health Care's Value Crisis by Measuring and Delivering Outcomes That Matter to Patients. The material is included inside the tuition fee.

<p>Fees, associated costs, cancellation advice and refund policy Please adjust these fields as required.</p> <p>Consider whether fees include catering, transportation, entry fees, materials, etc.</p> <p>*Provide minimum notice provided to participants in case of cancellation. 6 weeks is provided as a general indication.</p>	<p>The total course cost is AUS\$ 2900</p> <p>15% discount if participant enrolls in both Health Leadership and Value Based Healthcare executive courses.</p> <p>10% discount for early enrolment</p> <p>This cost is inclusive of:</p> <ul style="list-style-type: none"> • Tuition Fees • Academic Activities • GST • Materials <p>Cancellation: The Australian National University reserves the right to cancel the course or change course title, content, dates and venues. We also reserve the right to decline registrations where registrations exceed capacity or cancel the course due to insufficient registrations. In the event of cancellation, as much notice as possible* will be provided to participants registered for the course.</p> <p>Refunds: Under the circumstances outlined below, participants may be eligible for a full refund of their fees.</p> <ul style="list-style-type: none"> • If ANU is unable to offer the course. • If a participant’s visa application is refused. Evidence of refusal is mandatory and participants must provide the decision record from the Department of Home Affairs in the case of a visa refusal. • If a participant cancels their place in the course in writing at least six weeks before the course start date. <p>No fees will be refunded if the participant withdraws from the course within six weeks of the course start date.</p>
<p>Academic Consultation Record</p> <ul style="list-style-type: none"> • Include consultations with other AOU with an academic interest in the discipline and/or field(s). • Include consultation with external parties if the course is being provided for/in collaboration with a specific group or organisation. • Include evidence of consultation such as meetings dates, linked to published minutes etc., 	<p>Refer to Item 1 of the Procedure</p> <p>The course team (A/Prof Vikram Palit and Dr Kathryn Smith) have consulted extensively with multiple senior academics and stakeholders at ANU, affiliated organisations and external parties over the last 3 months.</p> <p>The course aims, curriculum and delivery have been developed in consultation with the following academics, industry and partner organisations who will all be contributing to the teaching program:</p> <p>ANU Academic Staff Professor Russell Gruen A/Professor Louise Stone Professor John Watson Mr Steven Gilbert Professor Imogen Mitchell</p> <p>External parties The Sydney Adventist Hospital (‘the SAN’) – Ms Clare Lumley (COO) Fujitsu Australia – Dr Robin Mann (Director of Consulting) The Clinician</p>

	<p>Microsoft Australia – Dr Simon Kos (CMO of ANZ) Australian Healthcare and Hospitals Association – Ms Kylie Woolcock (CEO) Telstra Health – Ms Elizabeth Koff (Managing director, previous Secretary of Health NSW)</p>
Quality Assurance.	<p><input checked="" type="checkbox"/> A. I would like to use the feedback form provided by the Science Teaching and Learning Centre. Please send me a copy of the questions and a link to the form.</p> <p><input type="checkbox"/> B. I will make my own arrangements to undertake quality assurance.</p> <p>If Option B is chosen, please outline the mechanisms that will be used to undertake quality assurance:</p>
Use this space to provide any information not captured by the above fields.	
Proposer Name.	A/Professor Vikram Palit
<p>Proposer declaration.</p> <p>Please note that you must tick 'yes' to this statement for your proposal to be processed and that ticking 'yes' on this electronic form is the legal equivalent to signing your signature on a paper form.</p>	<p><input checked="" type="checkbox"/> By ticking this box I agree the delivery of course will comply with all relevant ANU Policy and Procedure. I also acknowledge the conveners' responsibilities under Items 5-7 of the Professional and Short Course Procedure including:</p> <ol style="list-style-type: none"> 5. Participants are advised at or prior to the commencement of a course if the Complaint Resolution policy and procedure are applicable, or alternatively how they are to redress any grievances. 6. 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. Participants are given the opportunity to provide feedback on the course.

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Education Sub Committee Meeting date if appropriate: Enter date.

Approved by (name): Professor Martyn Kirk

Date: 27/06/2023

College register updated:

Date: 27/06/2023

By: CJC

Approved proposal returned to proposer: 27/06/2023

By: CJC