

# **Development of a University Standards Framework (USF) and Online Evaluation and Reporting Tool at the University of Tasmania**

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## **Abstract**

The Australian government, the Tertiary Education Quality and Standards Agency (TEQSA) and universities are currently engaged in conversations on key performance indicators and measures. The period from 2008-2009 saw the national discussion focus on the development of performance indicators for a range of purposes. In 2010, the discussion shifted to identifying performance indicators within a national Higher Education Standards Framework. Indicators are most powerful when they are located in a multidimensional framework (Coates, 2010). A clear message is that universities need to be more explicit in their use and measurement of performance indicators for funding, regulatory and quality assurance purposes.

Universities, in response, are developing their own institutional frameworks (Charles Sturt, Curtin, Macquarie, RMIT, Canberra, South Australia and Western Sydney). The University of Tasmania (UTAS) has developed its own University Standards Framework (USF). The UTAS USF encompasses 6 key dimensions: Research, Research Training, Learning, Teaching, Curriculum and Student Experience. Indicators and performance measures for each standard have been developed based on their capacity to measure and improve practice. The USF project also includes the development of an online evaluation and reporting tool. The framework and online tool is recently been trialled across one faculty (Student Experience Dimension) and campus (Teaching Dimension). This paper will report on the findings and utilisation of the performance indicators to measure quality. What has emerged during the project is the realisation that 'developing indicators to measure complex phenomena is a complex task' (Coates, 2010).

**Keywords:** Benchmarking; performance indicators; performance measures; standards

## Background

It is widely accepted that the overall higher education (HE) student experience plays a critical role in student success. Student experience can be defined as 'all experiences of facets of the university experienced by an individual student' (Baird & Gordon, 2009). It is difficult to identify the student experience as a single construct as it is multifaceted, including; pre-enrolment engagement, experience of first-year and subsequent years of study, graduate studies and graduate outcomes (Chalmers, 2008). The period from 2008-2009 highlighted the development of performance indicators (PI) in the Australian HE sector as a method for institutions to measure the *quality* of the student experience. The Bradley Review (Bradley, Noonan, Nugent, & Scales, 2008) was instrumental in setting the context for change in accountability and transparency in the HE sector with three recommendations based on standards frameworks and performance indicators (recommendations 19, 23 and 42). This was subsequently followed by a nationwide consultation process with stakeholders across the HE sector:

- *Transforming Australia's Higher Education System* (Department of Education Employment and Workplace Relations (DEEWR), 2009) was a response to the Bradley Review (Bradley et al., 2008) and signified that universities will need to work with Government to develop a robust set of PIs. It was determined that indicators should include measures of success for equity groups as well as measures of quality in learning and teaching (pp. 31-33).
- *Setting and Monitoring Academic Standards for Australian Higher Education: A Discussion Paper* (Coates, Woodhouse, James, & Sadler, 2009) concentrated on elucidating the description, and the HE sector's understanding, of standards of academic achievement. There was broad support for the sector developing a better understanding of standards and making standards more explicit.
- The report, *International Trends in Establishing the Standards of Academic Achievement in Higher Education* (Harris, 2009), was commissioned by the Australian Quality Universities Agency (AUQA) and provided a literature review on academic standards in the international scene.
- *The Australian Learning and Teaching Council* led the 'Learning and Teaching Academic Standards Project' (LTAS Project) (2009) to facilitate the formulation of academic standards in six discipline areas. The project was steered by discipline scholars and their peer communities.
- The paper, *An Indicator Framework for Higher Education Performance Funding* (DEEWR, 2009), outlined four indicators that underpin institutional targets against sector-wide measures and indicators; Student participation and inclusion, student experience, student attainment and quality learning outcomes.

A clear message from these consultations was that universities need to be more explicit in their use and measurement of PIs for funding, regulatory and quality assurance purposes. An important point to consider is that indicators are most powerful when they are located in a multidimensional framework (Coates, 2010). In the period 2008-2010, seven Australian universities proactively responded by establishing multidimensional frameworks using a mixed set of PIs (institutional context, institutional performance; participation and social equity:

- *Charles Sturt University* - The next steps: Defining standards in learning and teaching, research and professional engagement (Burnett, Chambers, & Gormon, 2008);

- *Curtin University* - Curriculum, Staff, Learning Environment, Students, Ethics, Equity and Social Justice;
- *Macquarie University* - Teaching, Learning Environment and Curriculum;
- *RMIT* - Academic Standards Framework;
- *University of Canberra* - Teaching Quality, Research Quality, Administration & Management Quality;
- *University of South Australia* - Institutional Climate & Systems, Diversity & Inclusivity, Engagement and Learning Outcomes and Assessment;
- *University of Western Sydney* - Course Design, Support, Delivery and Impact.

2011 saw a significant shift from one HE regulatory setting, AUQA, which had a focus on quality indicators and academic standards, to the Tertiary Education Quality and Education Standards Agency (TEQSA), which has an emphasis on threshold standards and measures. A standard may be defined as ‘a specification or other precise criteria designed to be used consistently as a rule, guideline or definition of a level of performance or achievement (AUQA, 2007). TEQSA has established a Higher Education Standards Panel (HESP) that is responsible for the development and monitoring of a Higher Education Standards Framework (HES Framework). A large part of the Panel’s role is reviewing and broadening the threshold standards. Some of the areas identified as matters of interest or concern for the Panel are:

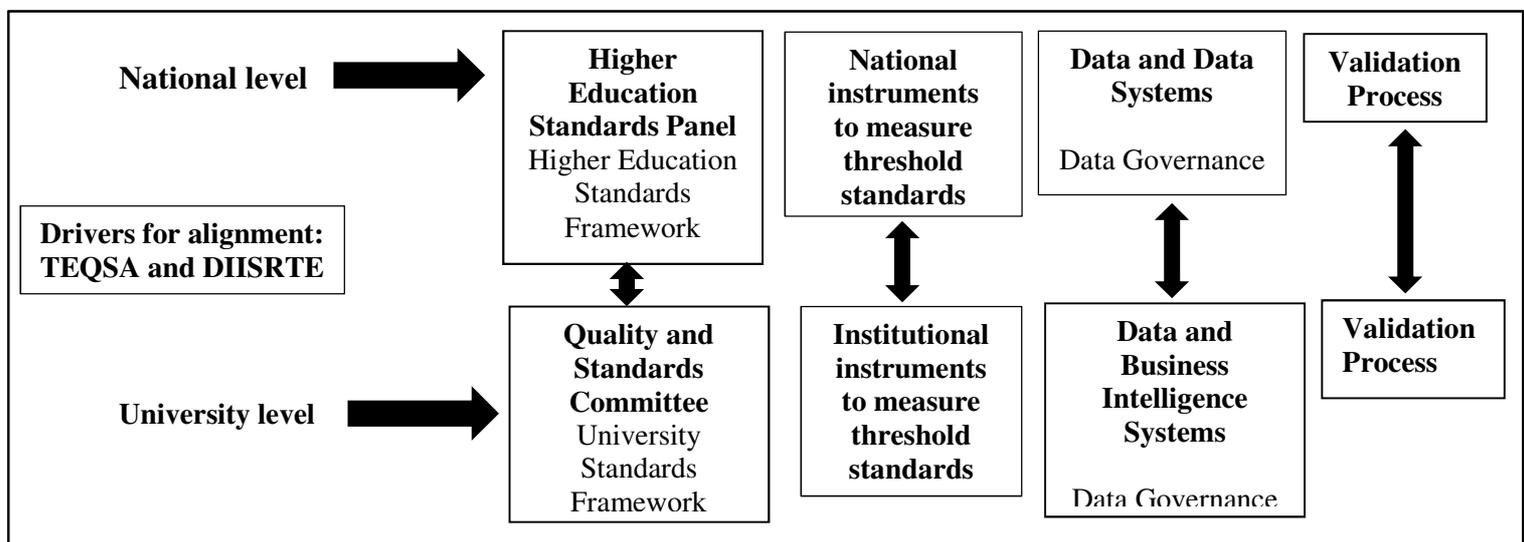
- The overall architecture of the HES framework;
- Robustness of the underlying conceptual basis of the current standards;
- The extent to which teaching, learning, research and information standards should be represented in threshold standards;
- Emphasis of input, process, output and outcome characteristics;
- That standards might guide interpretation and point to the types of evidence that could indicate compliance;
- How, and to what extent, standards might point to external reference points;
- The relationship, and alignment, between threshold standards and other standards (HESP, 2012).

As outlined above, the focus on threshold standards has brought into play the role of measures and external reference points to ensure standards are met. Measures play a significant role in defining the indicator in terms of current and potential planning and practice (Coates, 2010). Many national measurement instruments are currently being revisited and tested to ensure that they measure and meet the original purpose for which they were designed (Australasian Survey of Student Engagement (AUSSE); Course Experience Questionnaire (CEQ); Graduate Destination Survey (GDS). These performance measurement instruments are being strengthened and broadened to increase transparency of standards across the universities through reporting on the *MyUniversity* website. A new measurement instrument, the University Experience Survey (UES), has a much broader remit in terms of university experience and will be linked to performance funding. The Australian Quality Higher Education (AQHE) Reference Group have held Performance Measures Roundtables with universities, businesses and students to discuss the common issues in performance measurement instruments (O'Connor, 2012).

Recent developments in North America, the United Kingdom (UK) and Europe point to some recurring trends relevant to the discussion of performance measurement instruments, including: how the data will be used (i.e. the purpose must be clear); how to balance summative and

formative assessment (with regards to fitness for purpose); rigor with feasibility; standards with standardisation; balancing numbers with validity; and setting the right mix of quantitative and qualitative data (Scott, 2012). The UK experience with UNISTATS is being carefully observed by the Australian HE sector to understand how the *MyUniversity* website may be used (O'Connor, 2012).

It is essential that national and internal institutional processes are aligned to ensure accountability, transparency and validity in the standards process. The key drivers for this are TEQSA and the Department of Industry, Innovation, Science, Research and Tertiary Education (DIISRTE) who require indicators and standards for regulatory, quality and performance funding purposes. Four key University processes that need to align with national processes are identified in Figure 1; A committee which has oversight and governance of the standards/indicator framework; the identification of instruments to measure standards; the capacity for data to be collected, processed and stored in a data warehouse with appropriate data governance processes in place; and a validation process to ensure standards are tested and validated.



**Figure 1.** A map of key processes that must be aligned at the national and university levels.

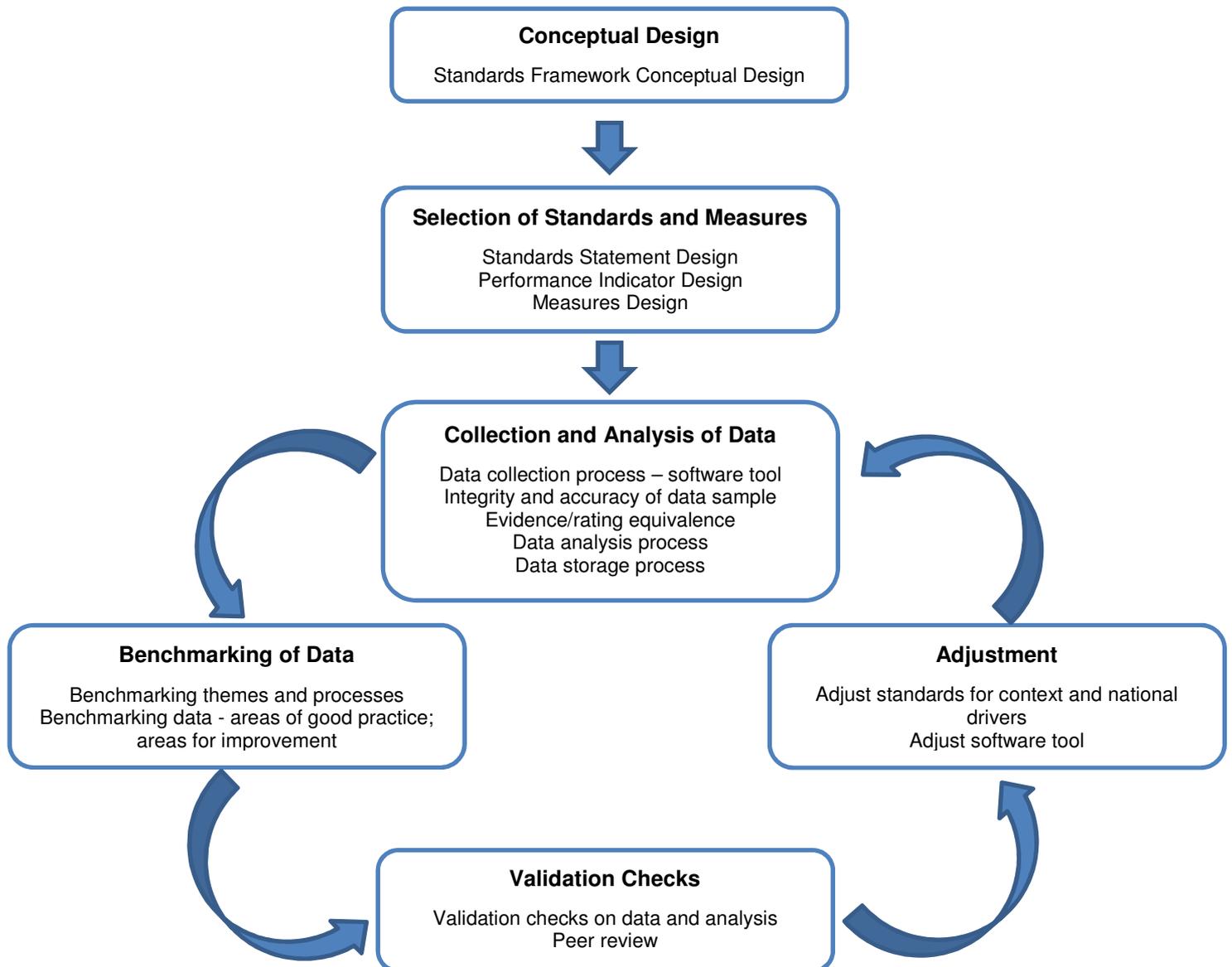
Two key issues that Scott (2012) identifies in the final validation process is; 1) the validation methodology must be unambiguous, and 2) the voice who carries most weight in the validation process must be clearly identified e.g. Government, graduates, employers, professional accreditation bodies, university boards, academics.

## Development of a University Standards Framework (USF) at UTAS

### Validation Process

Drawing on lessons learnt in the external student evaluation domain, which relies heavily on validation processes as part of the research instrument design, a validation process has been adapted from Radloff, Coates, James, and Krause (2012) to ensure that University standards are checked, validated and adjusted in a continuous cycle. Figure 2 outlines the key elements of a validation process at the University level. This validation process has been

adhered to in the development and testing of a University Standards Framework (USF) at UTAS.



**Figure 2.** Standards Validation Process [adapted from Radloff et al. (2012)]

### *Conceptual Design*

The UTAS USF Project was initiated and endorsed by the Quality Committee in May 2011 to facilitate the development and testing of standards for the University. The aim was to develop a comprehensive standards framework that could be used for regulatory, self-improvement and self-enhancement purposes. A previous version of the USF was referred to as the UTAS Academic Standards Framework (UTAS ASF). The removal of ‘academic’ from the former version is in recognition that standards are now considerably broader and institutional-wide rather than only the remit of the academic domain.

The USF has been aligned to the Higher Education Standards Framework to enable internal assessment and regulatory reporting to be consistent and purposeful. The development of the USF has also been influenced by the University's participation in Macquarie University's Teaching Standards Framework (TSF) (Sachs, 2012); the ALTC Inter-University Moderation Project (Krause & Scott, 2011 - ongoing); and the Higher Degree Research (HDR) Best Practice Framework (Luca, 2011). UTAS' participation in these national projects has enhanced and strengthened the development of the USF.

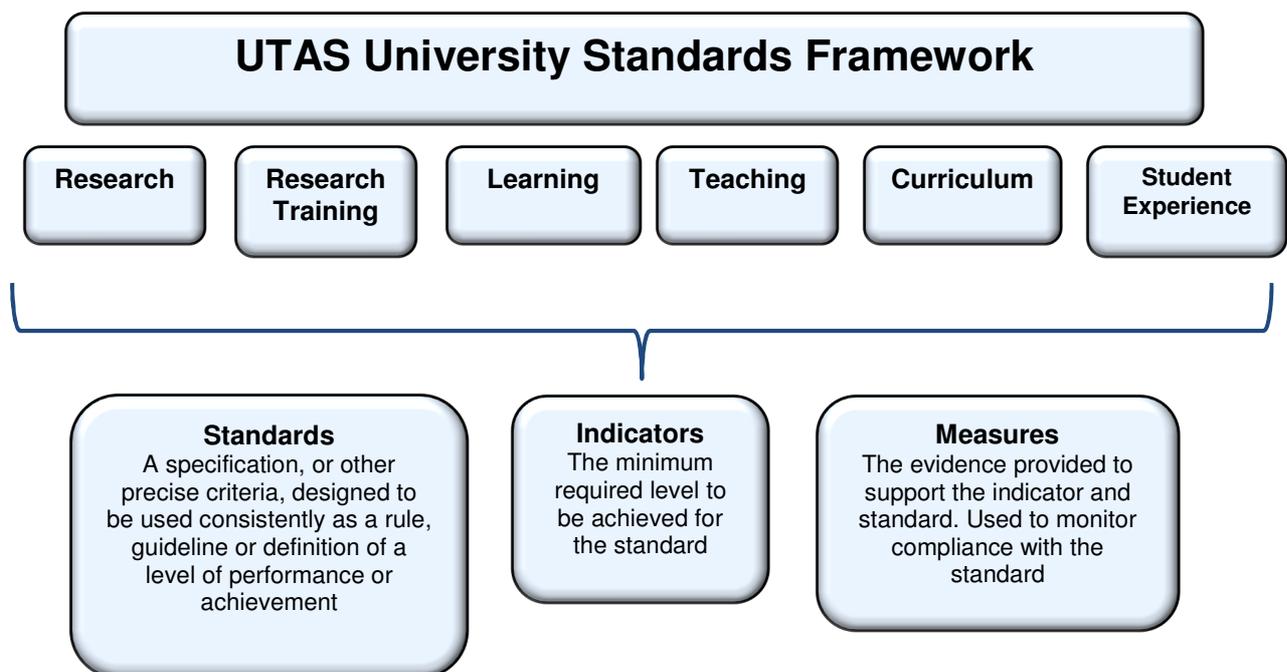
The internal LTAS@UTAS Project has also informed the development of the Learning Dimension. The USF encompasses six key dimensions;

- Research
- Research Training
- Learning
- Teaching
- Curriculum
- Student Experience (previously Student Support)

Each of these dimensions have been linked to key policies and processes (both national and local), the UTAS Policy Framework, Quality Framework and Quality Management Policy and relevant external reference points, in particular TEQSA's Threshold and Non-Threshold Standards. The dimensions will be expanded and continually revised as more information is released at the National level.

*Selection of Standards and Measures*

Each of the six dimensions is composed of a set of standards, indicators and performance measures that were developed based on their capacity to measure and improve practice (Figure 3).



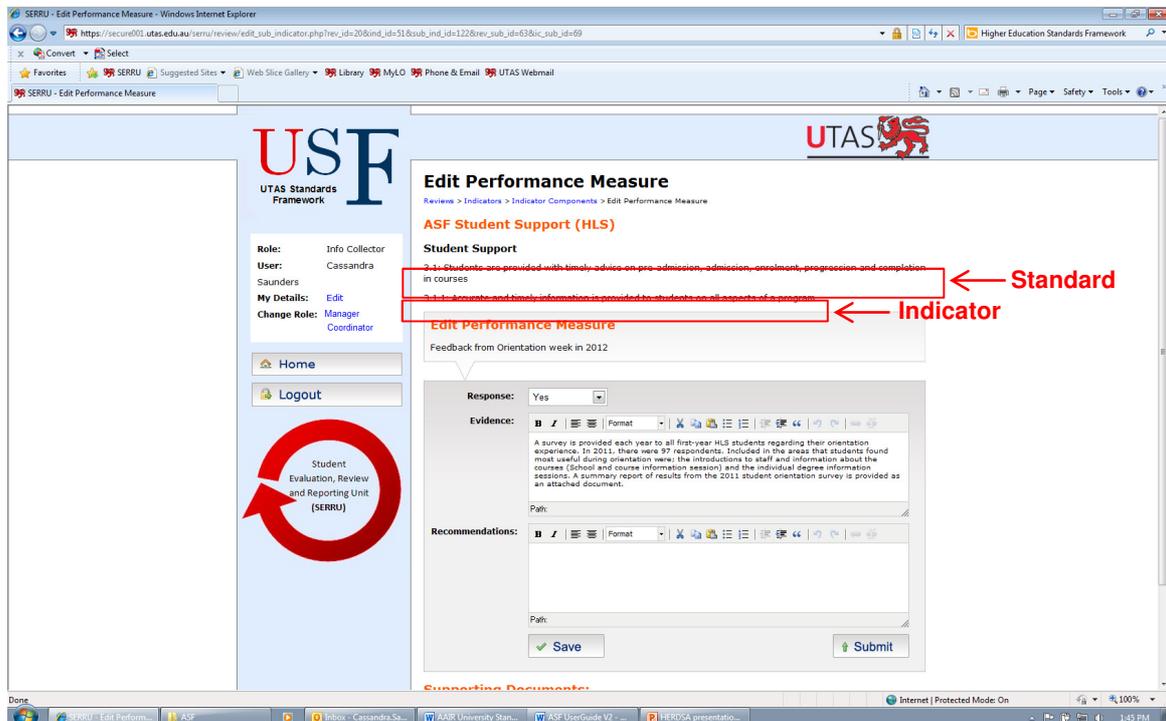
**Figure 3:** University Standards Framework

A comprehensive stakeholder consultation and engagement plan was implemented and feedback sought on improving the framework from key individuals and committees in the Divisions of the Provost; Research and Students and Education; the Quality Committee; University Learning and Teaching Committee; Research College Board and the Board of Graduate Research.

The Quality Committee recommended the testing of the USF with two Schools, one Faculty and one campus. The two Schools were later withdrawn due to both undertaking School reviews however the conversations with the Schools valuably informed the reshaping of the project. The Faculty of Health Science (FHS) and the Cradle Coast Campus (CCC) were ultimately chosen to test the Student Experience and Teaching dimensions, respectively. The conversations during the testing phase were framed by two questions; 1) what are our standards? And 2) how do we know we have achieved those standards?

### Collection and Analysis of Data

*Development of an Online Evaluation and Benchmarking Tool:* In order to provide a clear and consistent system to measure performance against each of the USF standards, a USF Evaluation and Benchmarking Tool was designed by the Student Evaluation, Review and Reporting Unit (SERRU). The online tool can be used for evaluation, reviews, benchmarking and reporting purposes at the Course, School, Faculty and/or institutional level. The tool also incorporates a survey instrument that can be used to design and administer customised surveys to measure performance against each of the standards. To ensure data-set confidentiality, it requires a username and password to proceed past the log-in page. The tool has also been developed with four user levels: System Administrator, Project Manager, Coordinator and Information Collector. Each user is assigned to a specific level. Figure 4 provides a screenshot to demonstrate how evidence for each PI is uploaded into the online tool by the Information Collector.



**Figure 4:** USF Information Collector view for providing evidence against each performance indicator.

The tool also provides additional space to include any recommendations in instances where areas are identified for improvement in order to better achieve the PI. Information inputted into the online tool is stored in a secure MySQL environment.

Whilst all users can generate reports, the information provided in the reports is dependent on the level of access assigned to the user.

*Data Collection and Analysis for the Student Experience Dimension:* The FHS was selected to participate in the testing of the USF Student Experience dimension (formerly Student Support), which is composed of 14 standards. A FHS Academic Standards Working Group (ASWG) was established to oversee the review and monitoring of the standards, PI and measures and was composed of staff representation across each of the five FHS Schools; Department of Rural Health, Human Life Sciences, Medicine, Nursing and Midwifery and Pharmacy. The Student Experience dimension was revised on feedback from the FHS ASWG prior to data collection. Each School then undertook a self-review of their Student Experience policies and processes using the Student Experience dimension framework. Individuals within each School were designated responsibility for collecting and collating evidence against each PI and uploading it to a shared server. The data provided by information collectors was then uploaded and entered into the online tool and a report generated.

A critical component of the validation process is reviewing the collection and analysis of data. Reports, including a rating of yes; yes, but; no, but; no; or N/A for each PI, for each School within the FHS were provided to the relevant stakeholders and information collectors for written feedback, amendments and any additional evidence for inclusion, thereby validating the collection and analysis of the data. Whilst it is not the purpose of this paper to discuss Faculty/School-specific findings, a Final Report was then generated that could be used by Schools to benchmark with one another against each of the Student Experience standards. This is discussed further below. An aggregate of FHS responses and recommendations is provided in Appendix A.

*Data Collection and Analysis of the Teaching Dimension:* The CCC was selected to participate in the testing of the USF Teaching dimension. Similarly to the FHS, a CCC ASWG was established to oversee the review and monitoring of the standards, PI and measures and the Teaching dimension was revised on feedback from the CCC ASWG prior to the collection of data.

The CCC is composed of 98 academic staff teaching across a number of faculties. Due to the diversity of staff across the campus, data collection and analysis for the Teaching dimension involved a different methodological approach than that utilised for the FHS. An electronic survey instrument was developed and built into the online USF Evaluation and Benchmarking software that was designed so that staff could respond to each of the teaching standards in a straightforward manner, with mainly yes/no responses and spaces for open-ended comments to provide evidence.

All CCC teaching staff (n=98) were contacted by the PVC (Regional Development) via email regarding their voluntary participation in the survey and provided with a link to the survey. Of the 98 staff selected to participate, 23 staff completed the survey and another two staff started the survey, but did not complete in the time provided, resulting in an overall completion response rate of 24%. The chief drawback of this methodology was the low response rate, which meant that the data obtained could not be considered statistically valid. This result

highlights the need for a response rate strategy to be considered when collecting data from staff in an online environment.

Despite the low response rate, the data obtained from the survey instrument was analysed and utilised to complete a report using the online USF Evaluation and Benchmarking Tool. Again, whilst it is not the purpose of this paper to discuss specific CCC findings, the report can be used by CCC staff to enhance and improve teaching policies and processes across the campus.

The collation and analysis of data received from both the FHS and the CCC case studies also highlighted the importance of accurate, reliable and accessible data for evidence on standards and data governance processes for collecting data.

### *Benchmarking of Data*

In addition to increased transparency, accountability and monitoring of PI and measures, the online tool that has been developed at UTAS can be used for benchmarking purposes both internally and externally. Whilst benchmarking has previously been viewed as a way to compare data only, its utilisation as a more investigative, research-informed process is gaining momentum in the HE sector. Indeed, benchmarking has recently become a pragmatic tool for comparing themes, processes and discipline standards across the sector.

The USF Evaluation and Benchmarking Tool provides a clear and consistent mechanism for HE institutions to benchmark a diverse range of feedback data, both within the institution and cross-institutionally, by incorporating a response rating system for each PI where yes=4; yes, but=3; no, but=2 and no=1.

FHS School responses for each PI in the testing of the Student Experience dimension were benchmarked to demonstrate this capability. This process allowed areas of best practice across the Faculty to be identified, such as 'Admissions policies and processes for alternative pathways are informed by progress and completion data for specific cohorts of students' and 'All students admitted to UTAS satisfy the minimum requirements, including English language requirements'. The benchmarking also highlighted areas where some Schools are performing better than others and provided an opportunity to share best practices, which will ultimately lead to enhancement of Student Experience policies and processes across the Faculty.

### *Validation Checks and Adjustment*

As previously stated, the online USF Evaluation and Benchmarking Tool has the capability to generate reports. Final reports for each FHS School have been presented to the Heads of Schools, Faculty Associate Dean (L&T) and the UTAS Academic Standards Sub-Committee for discussion and further validation checks. An aggregated Faculty report is currently being developed and will also be provided to the Faculty Associate Dean (L&T), along with a final report for the CCC which will be provided to the Pro Vice-Chancellor (Regional Development). At an operational level, it is the responsibility of the relevant stakeholders, in this case the Heads of Schools and Faculty Associate Dean (L&T) for the FHS project and the Pro Vice-Chancellor (Regional Development) for the CCC project, to pursue the implementation of any, or all, of the recommendations that resulted from participation in the project.

Two key adjustments were made to the framework during the testing phase. It quickly became evident that the initial framework was conceptually focused on *academic* standards (which has since been extended to include *university* standards) and very much based on practices (which has since been broadened to include 6 additional focus areas; Management Responsibilities; Planning; Policies; Resources; and Monitoring, Evaluation and Risk (based on the TSF conceptual framework developed by Macquarie University (Sachs, 2012)). The initial Student Support Dimension has also been renamed Student Experience, to reflect the conceptual underpinning of the dimension which was more on the measurement of the overall student experience, rather than specifically student support. Given that the student experience is multifaceted rather than a single construct (Chalmers, 2008), this dimension encompasses a wide range of PI, including; library and learning resources; space and facilities; ICT, student support and student wellbeing; learning support; equity support services; student administration and administration systems; feedback from students; student organisations, student representation and student advocacy; student grievances/complaints; student conduct and addressing plagiarism (Alcock, Cooper, Kirk, & Olyer, 2009).

The testing of the USF and the process of inputting evidence into the online tool also highlighted areas where the performance measures and/or PI did not clearly reflect the standard, where there were gaps in performance measures for particular indicators and also areas where information collectors did not understand the PI or measure to be identified. Recommendations for changes to the USF that resulted from testing with the FHS are provided in Table 1. As a result of these recommendations, the framework has been revised. In addition, as much of the evidence required to support each PI is often context- and discipline-specific and the inclusion of specific performance measures often limited the quantity and quality of the evidence provided by information collectors, the performance measures included in both the framework and the online tool have since been removed and, in the future, will be provided to information collectors purely as examples in a separate document.

Through the development of the UTAS USF and its subsequent testing, it is highly evident that the USF must be a fluid model in terms of developing standards and PI. This continuous adjustment will not only enhance its meaningfulness and functionality at an institutional level, but will also ensure alignment with national drivers (i.e. TEQSA, in particular threshold standards, and DIISRTE). Constant review and adjustment will also ensure that it does not become out-dated or its purposes change.

## **Conclusion**

The development and testing of the UTAS USF has resulted in a number of important outcomes:

- A framework that is adaptable to the diversity of the University's organisational structures (i.e. can be utilised for reviews at the Institutional, Faculty, School or Campus levels);
- A framework that links institutional, strategic, financial and managerial responsibilities as well as processes, policies and practices across the institution;
- An online benchmarking and reporting tool and survey instrument that collects and stores evidence in a secure MySQL environment;
- Guidelines for evaluating standards using the online reporting tool, in the form of a User Guide;
- A standards validation process;

**Table 1: Recommendations for changes to the framework that resulted from testing with the FHS.**

<b>Standards and Indicators</b>	<b>Performance Measures</b>	<b>Recommendations</b>
<b>2. Students admitted to University are assessed as capable of successfully completing their course.</b>		
2.2 Access , progress and completion data for specific cohorts meets targets	Attrition/progression rates for target groups	1) USF needs to clearly indicate specific target groups in the PI and measure.
	Progression rates to higher degrees in 2011	2) Clarify whether 'progression' refers to all progression to higher degrees or only progression of specific cohorts and also what 'progression' is defined as in this context.
	Student satisfaction (e.g. CEQ, PREQ results for 2011)	3) Clarify how this performance measure relates to this indicator
2.2 Reviews of admission and selection policy implementation	Analysis of entrance scores and admissions data derived from IAF and DEST databases for 2011/12	4) Revise this performance measure as it does not clearly reflect the indicator.
	Course demand and selectivity	5) Clarify how Schools/Departments are to collect course demand data.
<b>4. Students can access academic, personal and administrative support to assist them at University, including those with special needs.</b>		
4.1 Support and Equity, Library, ITR, all Faculties and other support services specify range and quality of services and facilities provided to students	Usage/availability figures of the physical and virtual environments	6) Clarify, or remove, the term 'availability'
4.2 Mechanisms are in place to monitor and review the quality of facilities, amenities, activities and services	How many students appealed their final result(s) in 2011?	7) Clarify whether this performance measure refers to appeals of final results or exclusion from a course.
<b>6. Students are assessed and supported to progress in their learning including modified teaching and learning arrangements for students with special needs.</b>		
6.1 Reasonable adjustments to mode of delivery and assessment is negotiated and included in a Learning Access Plan (LAP)	What is the distribution of grade point averages for students with a LAP?	8) Clarify how this performance measure relates to the indicator and standard, or remove this performance measure.
<b>7. Students have access to policies and processes for the administration of grievances and appeals</b>		
7.1 UTAS has clearly defined accountabilities in the administration of student appeals and grievances	What are the accountabilities in the administration of student appeals and grievances?	9) Revise this indicator to ensure that it clearly reflects the standard.
7.2 Concerns, complaints, appeals and grievances are dealt with in an efficient and timely manner	Statistics on the nature of grievances, outcomes of grievances, and appeals in 2011	10) Align this indicator and its performance measure to the standard more clearly.
	Statistics on student status, completion rates and time to completion for students who appeal	11) Define 'appeal'.
<b>9. Students have opportunities for active participation in learning (work integrated placements, practicums and work experience opportunities)</b>		
9.1 Students participate in Work Integrated Learning (WIL) placements and practicums	How many professional doctorates were completed in 2011?	12) Clarify how this performance measure is relevant to this indicator.
<b>10. Students are supported with a variety of activities and experiences that promote social inclusion and engagement. This includes student-led activities promoting community involvement and leadership development</b>		
10.1 Students participate in student-led activities across the University Support programs	Outcomes of the Community Friends Network for 2011/2012	13) This performance measure is not appropriate to this indicator as it is not a student-led activity.
<b>11. Students are encouraged to participate in student exchange programs and student mobility programs. Postgraduate students are encouraged to attend conferences and publish, fostering national and international relationships and learning</b>		
11.2 Postgraduate students participate and publish in conferences nationally and internationally	How many postgraduate students presented at conferences in 2011?	14) Include reference to Honours students and the number and types of journal article publications in this performance measure, indicator and standard.

- A comprehensive list of evidence which takes into account differences in context;
- A comprehensive list of policies which relate to each Dimension;
- Support on how to use the framework through SERRU (Booth & Saunders, 2012).

In summary, the USF makes the University's standards transparent and provides a means by which data and self-reporting required for both internal and external assessments/reviews can be compiled and reported. It has also provided the University with the means to discuss University standards in an informed, evidence-based approach. At the National level, UTAS is now waiting for a common framework and agreed terms (Scott, 2012) before moving forward. Where the HE sector currently agrees is that a single PI cannot adequately reflect all aspects of quality and performance (Chalmers, 2008) and developing PI to measure complex phenomena is a complex task (Coates, 2010).

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## Appendix A:

**Table 1:** Summary of Faculty of Health Science Responses for the USF Student Support dimension (\* Response rating system: 4=yes; 3=yes, but; 2=no, but; 1=no). N.B. Recommendations do not include those that are specific to individual Schools.

Standards and Indicators	Performance Measures	Mean Response *	Evidence Y/N	Recommendations
<b>1. Students are provided with timely advice on pre-admission, admission, enrolment, progression and completion in courses.</b>				
<i>1.1 Accurate and timely information is provided to students on all aspects of a program</i>	1) What were the outcomes of student marketing research in 2011/12?	3.8	Y	
	2) Analysis of data (hit rates, focus groups, feedback and surveys)	3.0	Y	1) Faculty to send a Service Desk Request to ITR to measure hit rates on School webpages. 2) Collect student feedback regarding the provision of accurate and timely information on all aspects of a program.
	3) Feedback from Orientation week in 2012	3.2	Y	3) Central Services to improve central co-ordination of "O-week" activities and Semester 3 examinations so that all FHS commencing students are able to attend pertinent sessions. 4) Provide specific Orientation sessions for all commencing FHS students. 5) Routinely collect, analyse and report on student feedback from Orientation programs.
	4) Other evidence sources	4.0	Y	
<i>1.2 Marketing of programs is professional and accurate and maintains the integrity and reputation of the University</i>	1) What were the outcomes of student marketing research in 2011/12?	3.8	Y	
	2) Analysis of data (hit rates, focus groups, feedback and surveys)	3.3	Y	6) See Recommendation 1.
	3) Feedback from Orientation week in 2012	2.7	Y/N	7) Routinely collect, analyse and report on student feedback from Orientation programs. 8) Include a question regarding how students found out about the course that they are now enrolled in in both the undergraduate and postgraduate orientation surveys.
	4) What was the percentage of students who enrolled online in 2012?	2.3	N	9) Provide the number of first-year students commencing in all FHS courses in 2011 and 2012. 10) UTAS central services (i.e. Admissions, Enrolments and International Offices) to provide data to Schools on a biannual basis (i.e. after census date for Semester 1 and 2) in

				<p>the form of a summary report e.g. the number of applicants for each course and where they are coming from, the number of offers made and the number of vetoes, the number of acceptances, the number of enrolments in each course. Data should be broken down further to differentiate between ATSI, disability and low SES students.</p> <p><b>11)</b> Admissions and Enrolment Office to develop and implement a process to capture satisfaction regarding the accuracy of information provided to applicants before application and prior to enrolment.</p>
Standards and Indicators	Performance Measures	Mean Response *	Evidence Y/N	Recommendations
<b>2. Students admitted to University are assessed as capable of successfully completing their course.</b>				
<i>2.1 All students admitted to UTAS satisfy the minimum requirements, including English language requirements</i>	1) Analysis of entrance scores and admissions data derived from IAF and DEST databases for 2011/12	4.0	Y	
<i>2.2 Access, progress and completion data for specific cohorts meet targets</i>	1) Student demographic data (e.g. socio-economic status, gender, ethnicity)	2.3	N	<p><b>12)</b> See Recommendation 10.</p> <p><b>13)</b> Collect data pertaining to admission, progression and completion of courses for specific cohorts from summary reports (see Recommendation 10).</p> <p><b>14)</b> Targets for admission, progression and completion of undergraduate and postgraduate courses (including for specific cohorts) should be set centrally. Schools should then be informed so that targets are consistent across the Faculty/institution.</p>
	2) Attrition/progression rates for target groups	2.2	N	<p><b>15)</b> ASWG to determine specific target groups and specify clearly in the indicator and performance measures.</p> <p><b>16)</b> See Recommendation 10.</p> <p><b>17)</b> Routinely collect data pertaining to attrition and progression rates for specified target groups from summary reports (see Recommendation 10).</p> <p><b>18)</b> See Recommendation 14.</p> <p><b>19)</b> University to enhance mapping of attrition/progression rates of students moving across courses at UTAS and into allied health courses at other institutions.</p>
	3) Student completion rates (undergraduate and HDR) in 2011	3.0	Y	<p><b>20)</b> MIRU to update its website to contain more recent student completion data.</p> <p><b>21)</b> See Recommendation 14.</p>

	4) Progression rates to higher degrees in 2011	3.2	Y	<p>22) ASWG to clarify whether this performance measure refers to all progression to higher degrees or only progression of specific cohorts and also what 'progression' is defined as in this context.</p> <p>23) See Recommendation 14.</p>
	<b>Performance Measures</b>	<b>Mean Response *</b>	<b>Evidence Y/N</b>	<b>Recommendations</b>
	5) Student satisfaction (e.g. CEQ, PREQ results for 2011)	2.2	Y/N	<p>20) SERRU to provide CEQ and PREQ reports directly to Faculties [or access for Associate Dean (L&amp;T) to the L&amp;T Dashboard], which should then be distributed to Schools. The summary reports should be provided in both pdf and excel format in order for data to be easily accessible.</p> <p>21) ASWG to clarify how this performance measure relates to this indicator.</p>
	6) Other evidence sources	2.3	Y/N	<p>22) University to enhance accessibility and functionality of centrally managed UTAS systems to more accurately measure admission, progression and completion data.</p>
<b>2.3 Reviews of admission and selection policy implementation</b>	1) Analysis of entrance scores and admissions data derived from IAF and DEST databases for 2011/12	3.2	Y/N	<p>23) ASWG to revise this performance measure as it does not clearly reflect the indicator.</p> <p>24) All Schools to regularly review course admission and selection policies (e.g. annually) and develop course Admissions Standards (similar to that developed by HLS).</p>
	2) Course demand and selectivity	3.2	Y/N	<p>25) ASWG to clarify how Schools/Departments are to collect course demand data (i.e. is it the number of applications received by the Admissions Office, is it the number of 1<sup>st</sup> preferences or is it the number of 1<sup>st</sup> year enrolments?).</p> <p>26) See Recommendation 10.</p>
<b>3. Students may enter the University on recognition of prior learning and credit transfer assessments.</b>				
<b>3.1 Approval mechanisms ensure that students who hold the requisite skills and knowledge are granted recognition of prior learning (RPL)</b>	1) What were the number of admissions granted recognition of prior learning (RPL) in 2012?	3.4	Y	<p>27) All Schools to include a record of those students granted RPL in student progression spread-sheets. A count formula can be utilised in the student progression sheets that will calculate the number of credits/unit for each course according to year commenced.</p>
	2) How many requests for recognition of prior learning were denied in 2012?	2.4	N	<p>28) Routinely collect and collate data pertaining to the number of credit applications that are denied.</p>
	3) Other evidence sources	3.0	Y/N	

Standards and Indicators	Performance Measures	Mean Response *	Evidence Y/N	Recommendations
<b>4. Students can access academic, personal and administrative support to assist them at university, including those with special needs.</b>				
<i>4.1 Support and Equity, Library, ITR, all Faculties and other support services specify range and quality of services and facilities provided to students</i>	1) Useage/availability figures of the physical and virtual environments	3.2	Y	<p><b>29)</b> ASWG to clarify, or remove, the term 'availability' in this performance measure.</p> <p><b>30)</b> Central Services to provide reports pertaining to usage and availability of the physical and virtual environments to Schools (e.g. Security regarding access to D001, Library report from Library Liaison Officer and ITR regarding MyLO access).</p> <p><b>31)</b> All Schools to monitor the usage of physical and virtual environments.</p>
	2) Other evidence sources	3.8	Y	<p><b>32)</b> ASWG to include CEQ 'Student Support' scale scores as a performance measure for this indicator.</p>
<i>4.2 Mechanisms are in place to monitor and review the quality of facilities, amenities, activities and services</i>	1) What was the percentage agreement on SETL survey items related to the University's resources in 2011?	2.0	N	<p><b>33)</b> ASWG to clarify performance measure and there are currently no core SETL items that relate to the University's resources.</p> <p><b>34)</b> All FHS Schools to implement an eVALUate quantitative and qualitative analysis procedure similar to that developed by the School of Pharmacy. Qualitative data pertaining to Teaching Resources and Facilities could then be used as evidence to support this performance measure.</p>
	2) What was the percentage agreement in the 2011 AUSSE for the 'Supportive Learning Environment' scale	1.0	N	<p><b>35)</b> SERRU to provide Schools with reports for the AUSSE in a relevant and useable format.</p>
	3) How many students accessed Peer Assisted Study Sessions (PASS) in 2011?	3.0	Y/N	<p><b>36)</b> PASS Office to include students' course codes in PASS attendance summary report and provide report to relevant course coordinators, as well as the unit coordinator and HoS in a timely manner (i.e. within 3 months of semester completion).</p>
	4) How many students appealed their final result(s) in 2011?	2.0	N	<p><b>37)</b> ASWG to clarify whether this performance measure refers to appeals of final results or exclusion from a course.</p> <p><b>38)</b> Faculty to develop a Review of Assessment database (similar to that already developed by HLS). Thus, allowing all Schools to implement a system whereby all appeals of final results (i.e. Review of Assessments) are recorded in a spread-sheet containing year, student ID and name, unit code, reason for appeal and impact of the request e.g. no change to grade or increased grade).</p>
	5) Other evidence sources	3.5	Y/N	<p><b>39)</b> See Recommendation 32.</p> <p><b>40)</b> ASWG to utilise participation and student satisfaction of English Assist workshops as a performance measure for this standard.</p>

Standards and Indicators	Performance Measures	Mean Response *	Evidence Y/N	Recommendations
<b>4.3</b> <i>Special provision is available for students whose academic performance is adversely affected by illness, disability or other situation</i>	<b>1)</b> What are the access, progress and retention rates of students with special needs (by demographic, equity groups)?	2.5	Y/N	<b>41)</b> Admissions and/or Enrolment Office to provide a Summary Report of all offers and enrolments that includes whether a student has identified themselves as having a special needs requirement (e.g. a disability and what type, CALD etc.). <b>42)</b> All Schools to track admission of students with special needs to each of their courses.
	<b>2)</b> How many students had Learning Access Plans (LAPs) in 2011?	3.6	Y	<b>43)</b> Student Support and Equity Unit and/or Faculty to provide updated LAP reports to Schools on a regular basis (i.e. when received in Week 3 and 10 of each semester).
	<b>3)</b> Other evidence sources	3.5	Y/N	<b>44)</b> Implement a process by which student advisors and administrative staff maintain a record of students that seek advice.
<b>5. A range of pathways are provided to students to promote access and participation.</b>				
<b>5.1</b> <i>Admissions policies and processes for alternative pathways are informed by progress and completion data for specific cohorts of students</i>	<b>1)</b> Analysis of admissions data for 2012	3.4	Y	<b>45)</b> All Schools to routinely collect data pertaining to the admission, progression and completion of students that have utilised alternative entry pathways to FHS courses and utilise this data to inform admissions policies and processes.
	<b>2)</b> What is the number, and types, of flexible and integrated pathways for students through the UTAS degree structure?	4.0	Y	
	<b>3)</b> How many students enrolled in pathway programs in 2012?	3.4	Y/N	
	<b>4)</b> Other evidence sources	4.0	Y	
<b>6. Students are assessed and supported to progress in their learning including modified teaching and learning arrangements for students with special needs.</b>				
<b>6.1</b> <i>Reasonable adjustments to mode of delivery and assessment is negotiated and included in a Learning Access Plan (LAP)</i>	<b>1)</b> Analysis of LAP student results (success, completion) by cohorts and study locations	3.3	Y	<b>46)</b> All Schools to develop a LAP Notification Procedure similar to that utilised by the SNM.
	<b>2)</b> What is the distribution of grade point averages for students with a LAP?	2.8	Y/N	<b>47)</b> ASWG to clarify how this performance measure relates to the indicator/standard, or remove this performance measure. <b>48)</b> All Schools to collate data pertaining to the progression and completion of students with a LAP and include GPA in student progression databases.

	<b>Performance Measures</b>	<b>Mean Response *</b>	<b>Evidence Y/N</b>	<b>Recommendations</b>
	<b>3)</b> Is there evidence of increased retention and completion rates for students with a LAP?	1.8	N	<b>49)</b> See Recommendation 48. <b>50)</b> University to review how retention is measured (i.e. students who transfer to other UTAS degrees or another tertiary institution are recorded as failure to retain, whereas it is often a success).
	<b>4)</b> How many students had Learning Access Plans (LAPs) in 2011?	4.0	Y	<b>51)</b> See Recommendation 43.
	<b>5)</b> Is there a process in place for special consideration of students with a LAP?	3.3	Y/N	<b>52)</b> All Schools to maintain a record of all requests for special consideration in the marking of an examination.
	<b>6)</b> Other evidence sources	3.7	Y/N	
<b>7. Students have access to policies and processes for the administration of grievances and appeals</b>				
<i>7.1 UTAS has clearly defined accountabilities in the administration of student appeals and grievances</i>	<b>1)</b> What are the accountabilities in the administration of student appeals and grievances?	3.8	Y	<b>53)</b> ASWG to revise this indicator to ensure that it clearly reflects the standard.
<i>7.2 Concerns, complaints, appeals and grievances are dealt with in an efficient and timely manner</i>	<b>1)</b> Statistics on the nature of grievances, outcomes of grievances, and appeals in 2011	4.0	Y/N	<b>54)</b> Faculty to provide a summary report/letter to Schools indicating whether or not an appeal against exclusion was upheld. If so, details should be provided to Schools detailing the cause of the appeal being upheld e.g. due to procedural issue, so that Schools have an opportunity to rectify the issue for the future. <b>55)</b> ASWG to align this indicator and its performance measure to the standard more clearly.
	<b>2)</b> Statistics on student status, completion rates and time to completion for students who appeal	2.3	Y/N	<b>56)</b> ASWG to clarify performance measure by defining appeal (i.e. is it final result or is it exclusion from a course?). Performance measure should also state 'successfully appeal'. <b>57)</b> See Recommendation 38. <b>58)</b> See Recommendation 54. <b>59)</b> Routinely collate (and monitor) progression and completion data for those students who have successfully appealed their exclusion from a course. <b>60)</b> See Recommendation 55.

Standards and Indicators	Performance Measures	Mean Response *	Evidence Y/N	Recommendations
<b>8. Students have opportunities for representation on University committees to participate in decision-making at the University level.</b>				
<b>8.1</b> <i>Students participate in, and influence the direction of, University policy</i>	<b>1)</b> Are student representatives included as members in key committees?	3.4	Y/N	<b>61)</b> All Schools to include a student representative on Course Advisory Committees (CAC).
	<b>2)</b> How many committee meetings were attended by student representatives in 2011?	1.8	N	<b>62)</b> Record the number of meetings attended by student representatives.
	<b>3)</b> Other evidence sources	4.0	Y	
<b>8.2</b> <i>Student representatives receive training and support for participation</i>	<b>1)</b> What type of training and support do student mentors and PASS leaders receive for participation?	3.3	Y/N	<b>63)</b> All FHS Schools to implement a Student Mentor program.
<b>9. Students have opportunities for active participation in learning (work integrated placements, practicums and work experience opportunities).</b>				
<b>9.1</b> <i>Students participate in Work Integrated Learning (WIL) placements and practicums</i>	<b>1)</b> Analysis of the AUSSE Work Integrated Learning Scale for 2011	2.8	Y/N	<b>64)</b> See Recommendation 35. <b>65)</b> Utilise student feedback from the AUSSE Work Integrated Learning scale to inform decision-making on WIL units.
	<b>2)</b> Practicum experience feedback provided by students and supervisors	3.0	Y/N	
	<b>3)</b> What were the number of mentors and tutors trained for Peer Assisted Study Sessions (PASS) in 2011?	2.8	Y/N	<b>66)</b> PASS Office to provide HoS with a list of all PASS leaders and tutors for relevant units at the commencement of each semester.
	<b>4)</b> How many professional doctorates were completed in 2011?	4.0	Y	<b>67)</b> ASWG to clarify how the number of professional doctorates relates to students participating in WIL and practicums.
	<b>5)</b> Other evidence sources	3.5	Y/N	

Standards and Indicators	Performance Measures	Mean Response	Evidence Y/N	Recommendations
<b>10. Students are supported with a variety of activities and experiences that promote social inclusion and engagement. This includes student-led activities promoting community involvement and leadership development.</b>				
<b>10.1 Students participate in student-led activities across the University Support programs</b>	<b>1)</b> Participation, or planned participation, in activities that enhance the student learning experience (e.g. AUSSE 'Enriching Educational Experiences' scale) in 2011	3.8	Y	<b>68)</b> See Recommendation 35. <b>69)</b> Incorporate student feedback from the AUSSE Enriching Education Experiences scale for all FHS courses. <b>70)</b> ASWG to include CEQ optional 'Learning Community' scale scores as a performance measure for this indicator.
	<b>2)</b> What were the Peer Assisted Study Sessions (PASS) student participation rates in 2011?	2.7	Y/N	<b>71)</b> See Recommendation 36.
	<b>3)</b> Outcomes of the Community Friends Network for 2011/12	1.0	N	<b>72)</b> Community Friends Network to provide information regarding the program in the form of a Summary Report and/or Information Sheet to Schools and notify of any FHS participants. <b>73)</b> This performance measure is appropriate for the standard, but not for the indicator as it is not a student-led activity.
	<b>4)</b> How many students participated in the Student Leadership Program in 2011/12?	1.0	N	<b>74)</b> Student Leadership Program Summary Report and/or Information Sheet to be provided to Schools.
	<b>5)</b> How many students were enrolled in the Leadership unit in the Graduate Certificate in Research in 2011/12?	1.6	Y	<b>75)</b> Encourage FHS HDR candidates to enrol in the unit XGR503 as part of their Graduate Certificate in Research.
	<b>6)</b> How many students were enrolled in UniStart and BioStart in 2011?	3.0	Y	<b>76)</b> Data pertaining to the number of students from each course/school enrolling in and completing UniStart should be made available.
<b>11. Students are encouraged to participate in student exchange programs and student mobility programs. Postgraduate students are encouraged to attend conferences and publish, fostering national and international relationships and learning.</b>				
<b>11.1 Students participate in student exchange programs to foster international relationships and learning</b>	<b>1)</b> How many students participated in student exchange programs (including Cotutelle arrangements) in 2011?	2.4	Y	<b>77)</b> All Schools to develop a formal student exchange program.

Standards and Indicators	Performance Measures	Mean Response *	Evidence Y/N	Recommendations
<i>11.2 Postgraduate students participate and publish in conferences nationally and internationally</i>	1) How many postgraduate students presented at conferences in 2011?	3.2	Y/N	<p><b>78)</b> ASWG to include reference to Honours students and the number and types of journal article publications in this performance measure and indicator.</p> <p><b>79)</b> All Schools to maintain a register of Honours and HDR candidates that attend and present at both National and International conferences and their journal publications.</p>
<b>12. Students are provided with opportunities to actively participate in peer learning.</b>				
<i>12.1 Students participate in active learning experiences</i>	1) What was the 'Active Learning' scale percentage agreement for the AUSSE in 2011?	1.0	N	<b>80)</b> See Recommendation 35.
	2) What were the Peer Assisted Study Sessions (PASS) student participation rates in 2011?	3.3	Y/N	<b>81)</b> See Recommendation 36.
	3) How many units were supported by Peer Assisted Study Sessions (PASS) in 2011?	3.7	Y	
	4) Other evidence sources	3.5	Y	
<b>13. Support is provided which takes into consideration culturally appropriate learning needs, academic and social support and is available to International (overseas and domestic) and Indigenous students.</b>				
<i>13.1 Curriculum and academic support to International and Indigenous students is adapted to suit the educational, social, cultural and legal context of students</i>	1) International student demographic data (e.g. ethnicity, language)	2.8	Y/N	<b>82)</b> International Office to provide additional demographic data to Schools e.g. IELTS score, primary language, previous qualifications.
	2) International student progress and retention rates (e.g. number of terminations of enrolment, number of withdrawals, success rates and completion rates)	3.0	N	<b>83)</b> All Schools to record and monitor the progression and retention of International students in student spread-sheets.
	3) What was the number of Indigenous and International RHD candidature extensions in 2011?	1.0	N	

	<b>Performance Measures</b>	<b>Mean Response *</b>	<b>Evidence Y/N</b>	<b>Recommendations</b>
	<b>4)</b> Analysis of data from the International Student Barometer (ISB) survey	N/A	N/A	<b>84)</b> Once data from ISB survey has been analysed, report should be provided directly to Schools (or placed on SERRU website and an email sent to Schools/Faculty) to inform decision-making.
	<b>5)</b> Other evidence sources	3.6	Y	<b>85)</b> Utilise relevant AGS (CEQ and GDS), AUSSE and IBS (when available) data to inform decision-making regarding curriculum and academic support for International and Indigenous students. <b>86)</b> Consider implementing a Faculty-wide process whereby the number of referrals of International students to the English Language Centre are documented.
<b>13.2</b> Riawunna facilitates participation of Indigenous students at UTAS (undergraduate and postgraduate)		N/A	N/A	
<b>13.3</b> International College facilitates participation of International students	<b>1)</b> Analysis of the International Student Participation survey	2.0	N/A	
	<b>2)</b> Other evidence sources	4.0	Y	
<b>13.4</b> Support is provided for Culturally and Linguistically Diverse (CALD) students	<b>1)</b> How many students participated in CALD activities in 2011?	2.2	Y/N	<b>87)</b> Students from CALD backgrounds are identified and supported within the School and their progression reviewed regularly. <b>88)</b> CALD Support Services to provide Schools with information on first-year students in this category in a relevant and useable format (i.e. so that students are identifiable).
<b>14. Data is systematically collected to improve the student experience</b>				
<b>14.1</b> University plans and reviews include systematic collection of data on the student experience	<b>1)</b> University plans and reviews include relevant data on student experience	3.6	Y	<b>89)</b> FHS to ensure that Unit and Course Reports are undertaken as required (i.e. every offering and annually, respectively).

Standards and Indicator	Performance Measures	Mean Response *	Evidence Y/N	Recommendations
	2) Analysis of the University Experience Survey (UES) results	1.4	N	<p>60) SERRU to provide UES data to Faculties/Schools in a relevant and useable format.</p> <p>61) Incorporate UES data into School/Faculty plans and Course Reports.</p>