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## UON Program Convenor Handbook

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The purpose of this document is to provide program convenors with key information and guidance on policies, resources, and support available to them to assist them in their role.

This document supports the [Program Convenors](#) web site which contains valuable information, including links to:

- Business Plans
- Mapping Courses
- Annual Program Reports
- Program Reviews
- Online Resources
- Committees
- Supporting Students
- Key Policies for Program Convenors

There are four sections to this resource:

- [Policies and procedures](#)
- [Systems](#)
- [Quality Assurance](#)
- [Program performance data](#)
- [Student services and support](#)

Appendices include:

- [Appendix 1: Program Convenor Role Description](#)
- [Appendix 2: Preparing Annual Program Report Guidelines](#)
- [Appendix 3: UON Survey Register](#)
- [Appendix 4: Student Feedback Communication Guidelines](#)

## 1. Policies and Procedures

**Faculty Liaison Coordinator:** Contact your Faculty Liaison Coordinator in Student Central for clarification regarding processes, policies and procedures relevant to the Program Convenor role.

### 1.1. Program Convenors' Website

This web site contains information that will be useful for Program Convenors, Course Coordinators and other academic and administrative staff across the University.

- Business Plans for new or significantly revised programs
- Graduate Attribute Mapping
- Annual Program Reports
- External Program Reviews
- Online Resources
- Committees
- Supporting Students
- Key Policies for Program Convenors

<http://www.newcastle.edu.au/current-staff/teaching-and-research/program-and-course-management/program-administration/program-convenors>

### 1.2. Course Coordinators' Website

This website contains information and links that will be useful for Course Coordinators and other academic and professional staff across the university. It includes:

- Planning checklists and reflection documents
- Assessment checklists and guidelines
- Online resources
- Committees
- Supporting students

<http://www.newcastle.edu.au/current-staff/teaching-and-research/program-and-course-management/program-administration/course-coordinators>

### 1.3. Degrees

The University's Degrees web site provides information about programs offered at the University across all levels (undergraduate, postgraduate coursework and research higher degree).

<http://www.newcastle.edu.au/degrees>

### 1.4. Courses

The University's web site provides information about all courses offered at the University across all locations and the schedule of offering which is referred to all the Course Availability List (CAL)

<https://www.newcastle.edu.au/course>

## **2. Systems**

### **2.1. Student information system – NUSTAR**

Student Central provides support for all users of the NUSTAR system. Student Central maintains all academic and financial configuration data, assists with DET reporting and is involved with student information throughout their time at the University.

Program Convenor and Course Coordinators can access student enrolment record in NUSTAR by generating an internal transcript.

### **2.2. Program and Course Management System (PCMS)**

The PCMS is sub-system within the University's main student information system NUSTAR. It is an online system used as the single source of truth for programs and courses. It is used to track versions, revisions and to populate the both the program and course handbooks. It is administered by the Faculty Quality Assurance Teaching and Learning Officers to record revisions approved by the relevant University committees.

### **2.3. Other Systems**

Further information about these and other university systems can be found at the following link:

[www.newcastle.edu.au/current-staff/working-here/it-and-computing/  
your-uni-id-and-accounts/access-to-our-online-systems](http://www.newcastle.edu.au/current-staff/working-here/it-and-computing/your-uni-id-and-accounts/access-to-our-online-systems)

### 3. Quality Assurance

Key policies regarding the quality assurance of programs are located on the Program Convenor Website; the responsibilities of the Program Convenor in regard to quality assurance are covered in the [role description](#) (Appendix 1).

#### 3.1. Committees

*Program Management Group:* oversees the academic quality of a program. It is required to meet at least twice annually, and is usually chaired by the Program Convenor. A template for the Terms of Reference for the Program Management Groups is available from the [Program Convenor Website](#).

*External Advisory Group:* provides an opportunity for a program to obtain input and advice from industry, the community and other external groups to ensure that it is and remains aligned with the current practices of the relevant sector. That is, in terms of the quality, knowledge and skill sets of its graduates. This committee should also meet at least twice per academic year. The Terms of Reference template is available from the [Program Convenor Website](#).

#### 3.2. Annual Program Reports

An important component of the Program Convenor role is the Annual Program Report (APR) process. The report will usually be submitted to the first Faculty Teaching and Learning Committee meeting of the year following delivery. The process is outlined here.

The Office of the Pro Vice-Chancellor Learning and Teaching will facilitate school level workshops in Q1 and Q3 to support the annual program report process and to ensure it is integrated into the University's quality assurance framework, including the School Improvement Plan process. This will ensure patterns of performance at a School, Faculty and University level are identified and that issues are addressed.

Guidelines to assist in the preparation of the APR are attached in Preparing Annual Program Report Guidelines (Appendix 2). Most of the data required for the preparation of an APR is provided in the Program and Core Courses Report (see Section 3b below).

#### 3.3. External Program Reviews

Each program at the University must be externally reviewed within a seven year schedule. This process is facilitated by Strategy, Planning and Performance. Relevant resources, templates, policies and procedures can be found on the [Program Convenor website](#).

For assistance or information on Annual Program Reports and External Program Reviews contact your Faculty's Quality Assurance Teaching and Learning Officer.

Programs that undergo external accreditation, will usually not be required to undertake an External program Review. Instead, a GAP analysis will be undertaken by the ODVCA of the accreditation process and outcomes. This process is designed to assess the accreditation procedure against the EPR terms of reference. In most cases Recommendations will be provided to address identified gaps.

#### 3.4. University Surveys

Surveys and focus groups are an important component of quality assurance at the University. The University carries out several surveys over each academic year. Many of these are managed internally and some are mandated by external reporting requirements.

These surveys can gather data on individual programs, courses and teachers, as well as particular cohorts such as international, commencing or graduating students. They provide information on the learning, social, research and administrative environments of the university. A full description of all University surveys and their purpose can be found in the [UON Survey Register \(Appendix 3\)](#).

Information on surveys and reports can be obtained from Strategy, Planning and Performance (SPP); reports from surveys on programs and courses can be found in the Faculty Quality Assurance Folder (see Section 3c below) and on the university website: <https://www.newcastle.edu.au/current-staff/teaching-and-research/program-and-course-management/student-feedback>.

The key surveys for programs are:

- The Graduate Outcomes Survey (GOS) – externally administered to all completing students approximately four months after completion
- The Student Experience Survey (SES) – externally administered to all undergraduate students annually, and

SPP is available to undertake focus groups of students and staff about a program or specific courses taught within it.

Guidelines to assist developing a response to student feedback are attached in the [Student Feedback Communication Guidelines \(Appendix 4\)](#).

## **4. Program Performance Data**

### **4.1. Program and Core Courses Report (PCCR)**

The PCCR provides the data required for the preparation of Annual Program Report. It is prepared by Strategy, Planning and Performance in January each year. In this report, you will be given comprehensive time-series data on student enrolments and retention and success that is broken down to specific demographic cohorts. Course and program student feedback outcomes are also provided in this report.

This data report is accessible from the PowerBI from 2020. PowerBI also provides access to other core data sets, on course and cohort performance, that is relevant to the Program Convener role.

### **4.2. Faculty Quality Assurance Folder**

The Faculty Quality Assurance Folder contains reports, data and other information regarding a program's performance. In this folder you will find: program accreditation reports, External Program Review reports, student feedback data for courses and programs (quantitative and qualitative), Annual Program Reports, Program and Course Reports, among other information. The address of this folder is: X:\Faculty\_QA.

Contact Mark Kirby to obtain access to this folder: [mark.kirby@newcastle.edu.au](mailto:mark.kirby@newcastle.edu.au)

## 5. Student Services and Support

The [Role Description \(Appendix 1\)](#) provides detail on the student support roles and responsibilities of the Program Convenor.

### 5.1. Student Central

Student Central is responsible for the management and maintenance of the following systems: NUSTAR, Adverse Circumstances, and Program and Course Management system (PCMS).

### 5.2. Faculty Liaison Coordinators

Each Faculty has an allocated Faculty Liaison Coordinator (FLC) from within Student Central. The FLC provides strategic support and advice to the PVC and academic policy advice. They work alongside a teams in Student Central and their allocated Faculty. Faculty Liaison Coordinators are the contact for Review of Progress and Appeal against a Final Result.

Faculty	FLC	Ext	Email
Faculty of Business and Law	Shellie McRae	x 16798	<a href="mailto:shellie.mcrae@newcastle.edu.au">shellie.mcrae@newcastle.edu.au</a>
Faculty of Education and Arts	Charlotte Ellis	x 54384	<a href="mailto:Charlotte.Ellis@newcastle.edu.au">Charlotte.Ellis@newcastle.edu.au</a>
Faculty of Engineering and Built Environment	Barbara Stanley	x 16761	<a href="mailto:Barbara.Stanley@newcastle.edu.au">Barbara.Stanley@newcastle.edu.au</a>
Faculty of Health and Medicine	Tracey Bristow	x 15680	<a href="mailto:Tracey.Bristow@newcastle.edu.au">Tracey.Bristow@newcastle.edu.au</a>
Faculty of Science	Loretta Paine	x 16514	<a href="mailto:Loretta.Paine@newcastle.edu.au">Loretta.Paine@newcastle.edu.au</a>

The [Academic Registrar's Toolkit](#) provides access to useful resources and information about the Program Adviser role.

### 5.3. Academic Program Advisors and Student Progress Advisors

Each of the Programs offered at the University will have an Academic Program Advisors and a Student Progress Advisor. These staff members support students across the student lifecycle, they offer advice from application and admission to credit, enrolment and graduation.

Our Academic Program Advisors and a Student Progress Advisor support the Program Convenors with most related activities from including but not limited to:

- presenting at orientation,
- providing detailed information and advice for students,
- referring student to specialised academic or support services;
- assessing applications for cross-institutional study,
- processing an extension to a COE,
- processing credit for prior studies
- qualifying students when they are ready to graduate

Program Convenors should contact their Academic Program Advisor or Student Progress Advisor for any enquiries of an administrative manner regarding study at the University.

### 5.4. Aboriginal and Torres Strait Islander Staff and Student Support

The strong Aboriginal and Torres Strait Island community at the University of Newcastle, and our proud history of collaborating with our Indigenous stakeholders, differentiates this

university within the Higher Education sector. More information about this can be found at this [website](#).

The University acknowledges the traditional Aboriginal owners of the lands on which our offices are located:

- The Pambalong Clan of the Awabakal Nation - Callaghan Campus
- Darkinjung People - Ourimbah Campus
- Biripai People - Port Macquarie Campus
- Awabakal and Worimi for Newcastle city campus
- Gadigal clan of the Eora Nation for our Sydney campus

The [Wollotuka Institute](#) and the Office of Indigenous Strategy and Leadership work collaboratively to support Indigenous activities across the University. The functions of the Wollotuka Institute incorporate Academic, Research and Indigenous Student Engagement and Experience. The Office of Indigenous Strategy and Leadership provides strategic support in the areas of Curriculum, Employment, Reconciliation, Research and Staff Cultural Knowledge and Understanding.

For information contact:

Wollotuka Institute: [wollotuka@newcastle.edu.au](mailto:wollotuka@newcastle.edu.au) or telephone 4921

6863 <http://www.newcastle.edu.au/current-students/support/indigenous-student-support>

Office of Indigenous Strategy and Leadership:

<https://uonstaff.sharepoint.com/sites/BulaWiyawiyelli> or telephone: 4055 3001

## 5.5. Transition and Success

The Transition and Success portfolio provide a central coordination point for activities relating to the main stages of the student lifecycle: outreach, orientation, transition and the first year experience.

Retention activities are also coordinated in this team. This includes phoning and connecting with students who are identified by areas of the University as being disadvantaged or as having difficulties during their study. The staff connect with students to offer support, advice and act as a triage to other services.

## 5.6. Campus Care Program

The Campus Care program has been set up as a central point of enquiry for information, advice and support in managing inappropriate, concerning or threatening behaviours.

Campus Care staff will provide leadership and support at all stages of responding to complex and sensitive situations. Students and staff are encouraged to ask for assistance if they:

- Feel threatened or unsafe
- Have concerns about someone else's behaviour or wellbeing
- Have received unwanted attention
- Are worried about someone harming themselves or someone else

Contact: 18600 or +612 4921 8600,

[campuscare@newcastle.edu.au](mailto:campuscare@newcastle.edu.au)

Web: <http://www.newcastle.edu.au/current-students/support/solving-issues/campus-care>

## 5.7. Careers service information

Our career services and resources have been designed to assist all current students and graduates in developing the capacity to make informed career and study choices to achieve their career goals. The service assists students to find both part time work while studying and graduate roles on the completion of their degree.

[CareerHub](#) is the site for delivering online careers services. Students will need to go to this

site to book appointments, register to attend workshops and events, find job listings, and a range of other useful career information resources and links.

**Callaghan:**

**Location:** Level 2, Student Services Centre, Cnr Richardson & Design Roads

**Postal:** University Drive, Callaghan NSW 2308

**Ph:** +61 2 4921 5588

**Fax:** +61 2 4921 6926

**Email:** [careers@newcastle.edu.au](mailto:careers@newcastle.edu.au)

**Hours:** 9am to 5pm, Monday to Friday

**Central Coast:**

A full range of professional services are available to current students and recent graduates of the University of Newcastle and TAFE (Ourimbah) and to employers.

**Location:** Student Support Unit

**Postal:** PO Box 127, Chittaway Road, Ourimbah 2258

**Ph:** +61 2 4348 4060

**Fax:** +61 2 4348 4065

**Email:** [student-support-ourimbah@newcastle.edu.au](mailto:student-support-ourimbah@newcastle.edu.au)

**Hours:** 10am to 4pm, Monday to Friday

**Port Macquarie:**

Students at the Port Macquarie campus can access support services through TAFE Careers and Counselling Service.

**Ph:** +61 2 6581 6200

Web: <http://www.newcastle.edu.au/current-students/support/careers-jobs-and-your-future>

## 5.8. Complaints

The University of Newcastle is committed to maintaining and enhancing fair, equitable and safe work practices and promoting positive relationships with its staff and students. It is also committed to the development and maintenance of an effective system of complaints management and to an organisational structure that responds to complaints and conflict in a positive way.

The University recognises an individual's right to make a complaint about University operations, services, staff, students, or people associated with the University. The [Complaints Resolution Policy](#) provides a single system to deal with all types of complaints, ranging from minor administrative matters to more serious deeply held grievances concerning unfair, unjust or unreasonable behaviour. The policy aims to ensure that complaints are addressed quickly, fairly and resolved at the lowest possible level.

Contact: [complaints@newcastle.edu.au](mailto:complaints@newcastle.edu.au)

Web: <http://www.newcastle.edu.au/current-students/support/solving-issues/complaints>

## 5.9. Counselling

Student Support Advisors (Health and Welfare) and Counsellors provide a free and confidential service where students can discuss any issue whether personal or related to their studies. Issues may include - adjustment to University, personal and family difficulties, anxiety, depression, bereavement, relationship problems, situational stress and course-related problems such as examination anxiety, motivation etc. . Students are generally first booked with a Student Support Advisor and can usually be seen on the same day or within one or two days. They will assess the student's current situation and provide immediate assistance. This may include booking them in to see a psychologist or social worker or connecting them with other services that are better able to help them address whatever difficulties they are experiencing.

**Contact Counselling**

**Callaghan:**

**By Phone:** (02) 4921 6622

**By Email:** [counselling@newcastle.edu.au](mailto:counselling@newcastle.edu.au) (Please provide a phone number in the email so

we can contact you to discuss available appointment times.)

**In Person:** Room HA209, Hunter Building, opposite the Griffith Duncan theatre stairs.

**Central Coast:**

**By Phone:** (02) 4348 4060

**By Email:** [student-support-ourimbah@newcastle.edu.au](mailto:student-support-ourimbah@newcastle.edu.au)

**In Person:** Room: Student Support Unit, adjacent to the Library.

**Port Macquarie**

**By Phone:** Call Student Support Services on 6581 6200.

**In person:** Building A.

Web: <http://www.newcastle.edu.au/current-students/support/health-counselling-and-wellbeing/your-mental-health/counselling>

## 5.10. Adverse circumstances information

The University recognises that during a student's program of study, illness or other serious circumstances beyond their control may affect their preparation for, or performance in, an end of term or end of year examination or assessment item. In this case, students should be directed to the Adverse Circumstances website, located in MyUON, which contains the procedures, allowable circumstances, and application form and submission details.

Web: <http://www.newcastle.edu.au/current-students/learning/assessments-and-exams/adverse-circumstances>

[More information about Adverse Circumstances can be found in the relevant policy and procedure.](#)

[Adverse Circumstances Affecting Assessment Items Policy](#)  
[Adverse Circumstances Affecting Assessment Items Procedure](#)

## 5.11. Office of Student Advocacy

The Office of Student Advocacy works to ensure that all students receive fair and equitable treatment at the University of Newcastle across all courses and campuses. The range of support on offer extends to academic, personal and legal issues.

The Office of Student Advocacy provides free and confidential assistance in navigating the rules and regulations of the University. Student Advocates can help with a range of things including providing an understanding ear to hear your issues, providing information and advice about policies and procedures, assisting you with appeals, and support you with mediation, negotiation and advocacy to resolve your issues.

<https://www.newcastle.edu.au/current-students/uni-life/uon-community/support-network>

## 5.12. Support for Students with Disability

The Accessibility team offers practical assistance and advice to students with a permanent or temporary disability or medical condition. Students with a disability are encouraged to register for support. Students must provide appropriate documentation and may be eligible for a range of support and assistance. Accessibility Advisors prepare an Academic Integration Plan (AIP) for each student which outlines the reasonable adjustments needed to allow them to participate in the learning environment.

**Newcastle campus (Callaghan)**

Level 2, Student Services Centre, Callaghan Campus

**Telephone:** (02) 4921 6622

**Fax:** (02) 4921 7065

**Email:** [student-disability@newcastle.edu.au](mailto:student-disability@newcastle.edu.au)

**Central Coast campus (Ourimbah):**  
Student Support Unit. Ourimbah Campus

**Telephone:** (02) 4348 4060

**Fax:** (02) 4348 4065

**Email:** [student-disability@newcastle.edu.au](mailto:student-disability@newcastle.edu.au)

**Web:** <http://www.newcastle.edu.au/current-students/support/disability-support>

#### **Port Macquarie campus**

Students with a disability studying at the Port Macquarie campus can contact the TAFE Counselling Service in Block C or on 6581 6212 to register and discuss their support requirements.

### **5.13. Adaptive Technology Centre – Callaghan Campus**

The Adaptive Technology Centre is provided for students with a range of disabilities. Students are usually referred by an Accessibility Advisor as part of their Academic Integration Plan.

Services include:

- An accessible format translation service for students with a print disability;
- Training and assistance in the use of adaptive technology to enable students with a disability to use mainstream software applications and to access University and course related information systems;
- Provision of assistance to students with a disability in accessing the services offered by the library (e.g. physical retrieval of library resources and photocopying);
- Provision of equipment for loan to assist students with a disability to access and record information;
- Informing students with a disability and staff about the access issues that may be experienced as well as the technological strategies for overcoming these access issues; and
- Provision of information and advice to students and staff regarding the purchase, installation and operation of adaptive equipment and software.

**Location:** The Centre is located in the Auchmuty Library, level three (main entrance level), behind the "Video Conferencing Room".

Callaghan Campus

**Telephone:** (02) 4921 8684 or (02) 4921 7046

**Fax:** (02) 4921 7410

**Email:** [student-disability@newcastle.edu.au](mailto:student-disability@newcastle.edu.au)

### **5.14. Student Equity and Diversity**

The University values equity, diversity, and social justice and strives to create a learning and working environment that reflects and celebrates diversity, practises affirmative action, offers equal opportunity and is free from discrimination and harassment.

Contacts: Equity and Diversity  
Coordinator Phone: 49216622  
Level 2, Student Services Centre  
Callaghan Campus

### **5.15. Financial assistance for students**

The Students Loans Scheme provides interest free emergency loans on a short term basis to students who demonstrate genuine need and whose continued study might be placed in jeopardy if assistance were not available. Loans may be approved for rent, bond, living expenses and textbooks. Loans are NOT available for the payment of HECS or to purchase capital items such as computers or cars.

Hardship grants and placement grants are available for eligible students. Details of these can be found at:

<http://www.newcastle.edu.au/current-students/support/fees-and-scholarships/financial-assistance#student-loans>

In emergencies grocery and fuel vouchers can also be provided.

**Callaghan:**

Student Services Centre

Telephone: (02)

492166226

Email: [student-loansandwelfare@newcastle.edu.au](mailto:student-loansandwelfare@newcastle.edu.au)

**Ourimbah:**

Student Support Unit

Telephone: (02) 4348 4060

Fax: (02) 4348 4065

**Port Macquarie:**

Students based at the Port Macquarie campus can access financial assistance by either contacting the Counselling & Careers staff on:

Telephone: (02) 6581 6200 or

contacting staff at the Callaghan campus

on: Telephone: (02) 4921 6622

Email: [student-loansandwelfare@newcastle.edu.au](mailto:student-loansandwelfare@newcastle.edu.au)

Web: <http://www.newcastle.edu.au/current-students/support/fees-and-scholarships/financial-assistance>

## 5.16. Health services

The University Health Services are staffed by doctors and nurses who understand the medical problems of students. They provide both emergency and routine medical care for students and staff. Appointments are usually necessary but urgent appointments are available most days. Students are bulk billed so there are usually no out of pocket costs for consultations but there may be charges for vaccinations and medications. Some of the areas the Health Services can help include:

- Treatment of illnesses and injuries.
- Women's health care including contraception, pap smears, pregnancy testing and advice, and antenatal care.
- Sexual health advice.
- Vaccinations, including travel immunisations and advice.
- Immunisations required for students in health related programs.
- Skin checks.
- Assistance with emotional and personal difficulties.
- Mental health services including psychologists, mental health nurse and specialist psychiatrist.
- Referral to specialists, imaging services, pathology, and physiotherapy.

**Callaghan:**

Hours: Monday to Friday 9:00am to

5:00pm (02) 4921 6000.

Level 1, Student Services Centre, Callaghan Campus

**Central Coast:**

Hours: Tuesday, Wednesday and Friday

9:00am to 5:00pm (02) 4348 4060.

Student Support Unit on the Central Coast campus (adjacent to the Library).

After Hours: GPAccess After Hours Phone 1300 130 147 <http://www.gpaccess.com.au/>

Web: <http://www.newcastle.edu.au/current-students/campus-environment/medical-services>

## 5.17. Academic Learning Support

Most students find that thinking, reading and writing for University is a new, and sometimes  
THE UNIVERSITY OF NEWCASTLE  
*Information as at May 2020*

challenging, experience. Academic Learning Support advisors can help all students learn and write effectively at all stages of their degree program. We do this by teaching Academic and Study Skills, Academic English Language proficiency, Higher Degree by Research (HDR) Skills, and Maths and Stats skills relevant to most disciplines across the university. Students can access learning support at all campuses and for all modes of study including fully online programs or courses.

Our Blackboard site *Academic Learning Support* includes:

- details of workshop programs
- the registration process for workshops and consultations including Econsult
- online resources
- up-to-date information about what we offer

All students have access to the Blackboard site regardless of their program or year of study.

We also have a website with additional resources available for students and staff. This is located at <https://www.newcastle.edu.au/current-students/support/academic/workshops-consultations-advisors/learning-resources>.

Contact Academic Learning Support:

by phone: 02 4921 5350

by email: [learningsupport@newcastle.edu.au](mailto:learningsupport@newcastle.edu.au)

## 5.18. Security services

The University Security Service can provide a safe escort home, assist if something has been stolen, lost or are in trouble. All security staff can be identified by their security uniform and name badge.

### **Callaghan:**

Emergency Calls/General Security Enquiries/Reports - (02) 4921 5888

Shuttle Bus - 0407 951 470

### **Central Coast:**

Emergency Calls/General Security Enquiries/Reports - (02) 4348 4222 Shuttle

Bus - 0414 411 799

### **Newcastle City Precinct:**

Security Escort Service - 0400 243 022

### **Port Macquarie:**

Emergency Calls/General Security Enquiries/Reports - 0412 595 054

Web: <http://www.newcastle.edu.au/current-students/campus-environment/security-and-emergencies>

## 5.19. International student engagement

The International Student Engagement team at UON Global is here to foster a sense of cultural exchange, inclusive community, and a global experience for both domestic and international students, through the development and administration of programs that engage students with industry and community, in Australia and abroad.

International Student Engagement Officers are trained to provide opportunities for students to engage with their classmates, University, and wider community, through a variety of programs and initiatives, to make their time at the University of Newcastle a rich and academically rewarding experience. To get in contact with an Engagement Officer contact:

**Callaghan** [International-engagement@newcastle.edu.au](mailto:International-engagement@newcastle.edu.au)

**Ourimbah** [International-ourimbah@newcastle.edu.au](mailto:International-ourimbah@newcastle.edu.au)

**Sydney** [International-sydney@newcastle.edu.au](mailto:International-sydney@newcastle.edu.au)

The team co-ordinate a number of programs and initiatives for international students to participate in throughout the year. These initiatives include Harmony Week, [GOALSS](#) (Games for Overseas and Local Staff and Students), Beach Soccer, Cheap Chewdays, mentor programs, as well as leadership programs such as iLEAD Plus.

Web: <http://www.newcastle.edu.au/international/while-you-are-here/support>

## 5.20. iLEAD Plus

The University of Newcastle's Leadership Experience and Development (iLEAD Plus) Program is an extra-curricular Leadership Program that enables students to participate in additional activities on top of their regular degree studies. It gives them the opportunity to gain experience and skills in the areas of leadership, build career-readiness and enhance a global awareness. As part of the program, students attend dynamic, interactive lectures to learn about global issues and build leadership experience. They meet with highly respected international figures – people who are famous in their fields of expertise, who have travelled the world, who have led and been part of significant international events and organisations. They will build new skills through their own international experiences which could include student exchange, international conferences, volunteering, internships or community work.

Why should students participate in iLead Plus?

- Looks great on a resume.
- Networking opportunities with students from around the world.
- Hear from talented national and international leaders across a range of fields.
- Get involved with the local community.
- International Exchange and volunteer experiences available.
- Free to participate and no exams.
- On completion, recognition on their Australian Higher Education Graduation Statement (AHEGS).

Web: <http://www.newcastle.edu.au/international/while-you-are-here/get-involved>

## 5.21. Student Mobility

### Study Overseas (Outbound from Newcastle)

The University of Newcastle has a student exchange program with over 120 partners in over 30 countries. Students can undertake a semester/year overseas or participate in an academic short course during the summer and winter breaks. Students are required to have a [credit agreement](#) signed off by their Program Convenor prior to leaving. It is the Convenors role to assess overseas course outlines and approve credit where deemed appropriate. For more details on what is involved please

see: <http://www.newcastle.edu.au/studyoverseas> or email [study-overseas@newcastle.edu.au](mailto:study-overseas@newcastle.edu.au)

### Study Abroad (Inbound to Newcastle)

The University of Newcastle receives around 600 study abroad/exchange students per year from across the world. Students coming to Newcastle do not need credit assessed by the Convenor, however, may on occasion require courses to be approved for enrolment. The courses requiring approval will have enrolment restrictions and/or requisites. Courses without an enrolment restriction is available to study abroad students (electives in course handbook). For more information email [study-abroad@newcastle.edu.au](mailto:study-abroad@newcastle.edu.au)

## 5.22. Peer Assisted Study Sessions (PASS)

PASS is an informal approach to learning that provides peer-led study sessions in which students can work together to better understand course content. PASS leaders are selected because of their high achievement in the same course they lead PASS Sessions. Data and research show that students who attend PASS on a regular basis record grades that are higher than those who do not attend at all. PASS assists students to mix with other students in the same discipline and to learn basic University study skills and concepts that are aligned

with the specific course material. A limited number of courses are selected to participate in PASS based on high failure or withdrawal rates.

Contact: [PASS@newcastle.edu.au](mailto:PASS@newcastle.edu.au)

Web: <http://www.newcastle.edu.au/current-students/learning/study-skills/peer-study-assistance>

## **Appendix 1: Program Convenor Role Description**

*Extract from Section 7 of the 2020 Program Management Procedure Manual*

### **Section 7 - Management and Quality Assurance**

Program Convenor

#### **Definition and Appointment**

(188) A Program Convenor is the academic staff member of the University appointed by the Faculty Pro Vice-Chancellor with overall responsibility for the management and quality of a program (and the courses offered within that program) leading to an award of the University:

- a. each program is required to have a duly appointed Program Convenor;
- b. where more than one Faculty is involved (for example, combined programs) the appointment of the Program Convenor should be based on decisions of the relevant Pro Vice-Chancellors;
- c. where a program is offered on a number of campuses or in conjunction with a third party provider the Pro Vice-Chancellor may appoint Assistant Program Convenors for each campus to assist the Program Convenor;
- d. a Program Convenor will typically be an academic at a Level C or above;
- e. the Pro Vice-Chancellor will determine the term of office of a Program Convenor at the time of the appointment. The usual term of office for a Program Convenor will be two years;
- f. the Pro Vice-Chancellor may designate an alternate to act as Program Convenor in the absence of the appointed staff member;
- g. the Program Convenor must be appointed at least 6 weeks prior to the start of any teaching period; and
- h. each Pro Vice-Chancellor will maintain a list of Program Convenors within their Faculty as a quality assurance mechanism when managing programs.

#### **Roles and Responsibilities**

(189) The management and quality of existing programs are primarily the responsibility of the Program Convenor with support from the relevant Pro Vice-Chancellor and Heads of School.

#### **Program Management**

(190) A Program Convenor as Chair of the Program Management Group is responsible for:

- a. writing the Annual Report on Program(s) for submission to the Faculty Board meeting held in Q2. Refer to Clauses 195-210 – Program – Annual Program Reports;
- b. overseeing the development of the documentation required for an external review of the program. Refer to Section 8 External Program Review; and
- c. any other program related activity as required by the Faculty Pro Vice-Chancellor in which the program exists or is the lead Faculty for a combined degree.

#### **Program Quality**

(191) The Program Convenor is responsible to the Pro Vice-Chancellor for program conduct, quality and performance and thus will be responsible for:

- a. assisting and advising the Heads of School to ensure:
  - i. the quality and accuracy of course outlines and other materials used in the program;
  - ii. adequate staffing and resourcing of courses within the program; and
  - iii. where a program is offered in conjunction with a third party provider, that they comply with any academic contractual agreements described in a memorandum of understanding.
- b. assisting Course Co-ordinators for core courses to ensure congruency of assessment tasks with the learning objectives, and that the instructions, requirements and criteria are clear, appropriately weighted and timed;
- c. supporting peer review of teaching into the program;

- d. ensuring that content meets the learning outcomes for the program, and that course objectives are consistent with Graduate Learning Outcomes (Profile Statements and Attribute) Mapping;
- e. identifying possible issues in student's timetables;
- f. identifying possible issues in recommend enrolment pattern for the program;
- g. monitoring the program and addressing issues which may affect student success;
- h. monitoring program performance including admission criteria, rates of attrition, progression, any articulation arrangements and professional or accreditation requirements; and
- i. regularly reviewing and evaluating the performance of the program in accordance with this manual.

### **Student Matters**

(192) Program Convenors are responsible for contributing to the experience of students in the program and thus for:

- a. engaging with students and providing an approachable and supportive environment;
- b. endorsing aspects of a student's program of study if an amended program is required;
- c. providing recommendations on matters pertaining to the progress of students through the program, in consultation with the relevant Course Co-ordinators;
- d. facilitating active engagement by relevant academic staff in student orientation and transition activities for the program;
- e. developing effective means of communicating with students about the program and being responsive to their feedback. This should include meeting with students from the program at least once per teaching term in an environment enabling informal input and general group discussion (including face-to-face or online discussion forums);
- f. considering applications for credit and articulation in consultation with the Course Co-ordinator and in accordance with relevant University policy; and
- g. making and keeping appropriate written or electronic records of advice provided to students.

### **Program Management Groups**

(193) All programs are required to have a Program Management Group (see Generic Program Management Group Terms of Reference).

### **External (Professional or Industry) Advisory Groups**

(194) Each program or suite of programs (i.e. cluster of coursework programs from the same discipline or program area) with professional accreditation will be required to have an External (Professional or Industry) Advisory Group (see External (Professional or Industry) Advisory Groups Terms of Reference).

### **Programs – Annual Program Reports**

(195) An annual program report on the performance of each academic program over the previous year will be prepared for the relevant Faculty Board by the Program Convenor. The annual program report for each program will usually be submitted to Faculty Board in Q2 in the year following delivery.

(196) To promote efficiencies and to achieve the best outcome from the review process, programs that are similar in nature should be reported in a single document. (Programs are not required to produce an annual report in the year an external program review is scheduled).

(197) The Office of the Pro Vice-Chancellor Learning and Teaching will facilitate school level workshops in Q1 and Q3 to support the annual program report process and to ensure it is integrated into the University's quality assurance framework, including the School Improvement Plan process. This will ensure patterns of performance at a School, Faculty and University level are identified and that issues are addressed.

(198) Within the Q1 workshop Program Convenors will be guided to:

- a. consider the draft annual program reports produced by the Program Convenors;
- b. discuss and share areas and aspects of best practice; and
- c. identify areas requiring improvement or further investigation.

(199) At the start of Q3 each year, Program Convenors will be required to submit to the Office of the Pro Vice-Chancellor Learning and Teaching a brief report detailing their progress in implementing the action plan resulting from each annual program report.

(200) Within the Q3 workshop Program Convenors will be guided to:

- a. report on the implementation of the action plan resulting from each annual program report;
- b. consider any updated actions or outcomes;
- c. discuss and share areas of aspects of best practice; and
- d. identify areas requiring improvement or further investigation.

(201) The Annual Program report will be produced:

- a. by the Program Convenor in liaison with relevant academics and Faculty and School professional staff;
- b. using the [Annual Program Report Template](#), and supporting report templates: [Annual Program Report Action Plan Template](#), [External Program Review Self-Review Report Template](#), [Annual Course Alignment Report Template](#) and [Annual Staffing Profile Report Template](#);
- c. using current student and graduate data, which may be requested from Strategy, Planning and Performance (SPP).

(202) The final Annual Program report will be:

- a. evidence based and include supporting data. For example, data indicating student demand, success, and satisfaction levels;
- b. submitted to the relevant Faculty Board;
- c. forwarded Office of the Pro Vice-Chancellor Learning and Teaching after submission to the relevant Faculty Board;
- d. retained by the University through the Records Governance Services for use in external program reviews.

(203) A summary report of all programs offered by the Faculty including any action plans will be submitted to the Teaching and Learning Committee, for consideration. This will be facilitated by the Office of the Pro Vice-Chancellor Learning and Teaching, in consultation with the Faculty Assistant, Teaching and Learning.

(204) The Office of the Pro Vice-Chancellor Learning and Teaching will monitor the implementation of any actions highlighted in the annual program reports for reporting to the Teaching and Learning Committee.

(205) The Teaching and Learning Committee:

- a. will provide an annual summary report on the annual program reports, usually to the second meeting of the Academic Senate of the year; and
- b. may seek advice from the Pro Vice-Chancellor when a program has consistently performed poorly, as to whether it should be suspended or discontinued.

(206) To promote efficiencies and to achieve the best outcome from the review process, programs that are similar in nature should be reported in a single document. (Programs are not required to produce an annual program report in the year an external program review is scheduled.)

(207) The Office of the Pro Vice-Chancellor Learning and Teaching will aim to identify program which have demonstrated significant improvement, and those requiring improvement due to a pattern of poor performance or decline. The following metrics will be used to identify programs requiring further investigation.

- a. Overall student success rates, and their relation to the University averages for that level of program.
- b. Success rates of specific demographic cohorts (e.g. low SES; Aboriginal and Torres Strait Islander students (ATSI); commencing; disability; international; male/female), and their relation to the University averages for that level of program.

- c. Overall student program and institutional retention rates, and their relation to the University averages for that level of program.
- d. Student, program and institutional retention rates of specific demographic cohorts (e.g. low SES; Aboriginal and Torres Strait Islander students (ATSI); commencing; disability; international; male/female), and their relation to the University averages for that level of program.
- e. When student and graduate satisfaction in the Student Experience Survey (SES) and Graduate Outcomes Survey (GOS):
  - i. is below 3.5 for Good Teaching Scale and/or Overall Satisfaction;
  - ii. has declined 10% or more for Good Teaching Scale and/or Overall Satisfaction from the previous year; or
  - iii. demonstrates an employment rate of 10% or greater below Field of Education (FOE) averages for that discipline.

(208) Within the review of the Annual Program Reports, contextual factors such as cohort size, nature of the program will be considered (some programs are known pathway programs to other fields of study, e.g. B Arts and B Science). Emphasis will be on areas of most risk, where there are large cohorts, and new programs.

(209) Those programs identified as at risk through the Annual Program report process will be closely monitored by Faculty and the Office of the Pro Vice-Chancellor Learning and Teaching. The Program Convenor may be required to provide an action plan that appropriately addresses the quality issues identified. Implementation of this plan will be monitored by the Assistant Dean (Teaching and Learning) and, through the School Improvement Plan process.

(210) Programs that demonstrate a pattern of under-performance in the criteria listed in Clause 207, over three or more years, may be subject to a targeted academic audit which may include examination of curriculum, pedagogy, design or other factors. The programs will be identified by the Office of the Pro Vice-Chancellor Learning and Teaching and/or Strategy, Planning and Performance in discussion with the relevant Faculty Assistant Dean (Teaching and Learning).

### **Student Feedback on Programs and Courses**

(211) The University uses a number of surveys designed as indicators of learning and teaching practices from the student perspective. They are an important source of information to inform individual teaching practice, decisions about teaching duties, as well as program and course curriculum design. They also enable the University to assess how effectively its learning environments and teaching practices facilitate student engagement and learning outcomes.

### **Implementation and evaluation of Student Feedback**

(212) The Strategy, Planning and Performance (SPP) Unit is responsible for the implementation, evaluation and management of surveys in the University.

(213) SPP will provide regular reports to Academic Senate, through the Teaching and Learning Committee, on survey outcomes.

### **School Improvement Plan Process**

(214) Each School will liaise annually with the Office of the Pro Vice-Chancellor Learning and Teaching and develop a School Improvement Plan. This plan will focus on program and course quality, with a specific focus on addressing factors that require amelioration. Emphasis is placed on program and course viability factors such as:

- a. enrolment trends;
- b. student success and retention;
- c. student and graduate feedback; and
- d. graduate outcomes and factors that affect these, including learning and teaching quality, curriculum and assessment design, resourcing, among others.

(215) The plan will contain actions at a School, program and course level. They will be informed by the Annual Program Report process and course level performance data.

(216) Relevant issues, actions and plans will be monitored at a Faculty level by the Assistant Dean (Teaching and Learning), and at Faculty Board to inform Faculty strategies and planning.

(217) Staff from the Office of the Pro Vice-Chancellor Learning and Teaching will meet with representatives from the School and the Faculty Assistant Dean (Teaching and Learning) to discuss progress a minimum of 2 times per year.

(218) The Office of the Pro Vice-Chancellor Learning and Teaching will report to Teaching and Learning Committee twice per year, with emphasis on issues identified at a University level, how these are being addressed and the sharing of effective practices.

## Appendix 2: Preparing Annual Program Report Guidelines

The aim of this document is to provide guidelines to help Program Conveners prepare Annual Program Reports.

The APR should be considered a 'live' document updated twice per year, in February/March and August/September as new data is published. Convenors may wish to continue the previous year's report, and update this according to new data sets, and detail progress in implementing action plans.

Each iteration of the APR document should be shared with, if not developed in consultation with, the various coordinators and others contributing to the programs.

ADQE/PVCL&T will also assist you by ensuring you have access to the data you need to undertake this process, assisting the development of the report including analysis of your programs' data, assisting with the development and design of action plans to address identified concerns, and providing feedback on the draft document/plan.

ADQE/PVCL&T will also review the APRs once submitted to ensure they are addressing the issues evident in the various layers of data and information about a program. This review process is undertaken on a risk basis, where higher risk programs will be prioritized.

The APR does not need to be a large document, it must however address the strengths and weaknesses of a program, with a supporting and relevant action plan.

**Before you start writing your report:** review the data that are available to help you prepare the document, particularly the Program and Core Courses Report which is available electronically in Power BI; and AGS (GDS and CEQ) and SES reports. All of these reports provide trend data over a number of years. If you cannot access the data please contact Mark Kirby ([mark.kirby@newcastle.edu.au](mailto:mark.kirby@newcastle.edu.au); 492 18601)

The PCCR provides trend data on:

- Enrolment, EFTSL/Load, success rates, and retention.
- Performance of specific demographic cohorts and entry pathways
- Core, compulsory and elective courses, and the performance of your students in these courses.
- Student feedback at a program and course level.
- University and Faculty benchmark data

The Power BI Course Performance Report will enable you to interrogate individual courses at a program cohort and demographic level. Please notify Mark Lang (SPP) and Mark Kirby if you need access to this.

The Faculty Quality Assurance folder contains previous APR documents, quantitative and qualitative student feedback data, external program review reports, professional accreditation documentation, among other quality assurance information. Please contact Mark Kirby if you require access to this folder.

When analysing the data, we recommend you benchmark your programs' outcomes against the outcomes for your faculty. We usually expect an action when there is considerable variation from faculty averages, of 5% or more. However, 'significance' will vary according to specific program contexts, such as cohort size, the nature of a program etc.

Cohort size can sometimes exaggerate or diminish the data's message, particularly when numbers are small. Therefore, it is always important to consider student numbers when assessing relevance, and to consider patterns over two or more years. This will help you determine if there is an issue, a one-year occurrence to be monitored, or a statistical anomaly.

At time of writing we don't have current Graduate Outcomes Survey or Student Experience Survey data.

**In summary, please make sure you consider:**

- \* trends in ENROLS/EFSTLS over recent years (increases/decreases).

- \* trends within specific demographic groups. The PCCR provides five years of enrolment and performance data (retention and success) of commencing, Indigenous, disability, SES, First in family, gender and entry pathway status.

Please consider the demographic data carefully, as you will notice variations in the performance of some cohorts, particularly those entering via alternative entry pathways, particularly if they are commencing students.

- \* Performance of your students in core and compulsory courses. You are expected to address lower performance, and or satisfaction. In some programs there are specific course hurdles and or disciplines that can cause significant collateral damage to a program's performance, as when there are unusually higher fail rates for specific program cohorts.

**When reading your draft Annual Report, ask yourself:**

- \* Have I identified the program's strengths and the issues evident in the data, as I understand them to be?
- \* Is there a link between the report/action plan and the data, or are there gaps in the report/action plan?

We are happy to assist you with the APR at any time during the process. Please do not hesitate to contact me.

Mark Kirby

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(492 18601)

## Appendix 3: UON Survey Register

Student Surveys	Timing	Process	Reporting
<p><b>Student Feedback on Courses (SFC)</b></p> <p>To gather student perceptions of their experiences of individual courses</p> <p>This includes onshore and offshore semester, trimester and block courses.</p>	<p>Semester-based courses are surveyed <u>every second year</u>, according to a published schedule. Trimester and Block courses are surveyed <u>every time</u> they are offered.</p> <p>This excludes:            *new courses            *courses scoring a mean of 3.5 or below in Overall Satisfaction (OS) the previous year            *courses with an overall pass rate of less than 75%</p> <p><b>Course coordinators may request an SFC out of sequence, as when they have implemented major revisions to a course, by providing a written rationale to the HoS justifying their request.</b></p> <p><b>The request must be forwarded to SPP from the HoS or delegate for action by the Monday of Week 9 in both semesters.</b></p>	<p>SPP prepares an annual calendar of SFCs and forwards these to academics several times each year.</p> <p>SPP notifies HoS, executive officers, course coordinators and program conveners of an impending SFC survey.</p> <p>Out of sequence requests are to be provided to SPP within prescribed timeframes.</p> <p>SPP follows a prescribed series of promotional activities to encourage students to complete the survey, including email, blackboard, website, digital signage, social media and in class notifications.</p> <p><b>Students can access their surveys via a link from an email or from the MyUoN student portal and from BlackBoard.</b></p>	<p>Quantitative reports are provided on the university website, through CAR and Faculty Quality Assurance Folders for individual courses.</p> <p>Comments reports for each course are placed in Faculty Quality Assurance Folders. Access to the comments is restricted to selected faculty staff.</p> <p>Quantitative summary reports for Schools are prepared by SPP for each HoS, and placed on the university website.</p> <p><b>Academic staff may contact their Head of School, Faculty QA Officer, Program Convener, Assistant Dean Teaching and Learning, or School Executive Officer to access SFC comments. SPP will also forward comments if requested.</b></p>
<p><b>Student Feedback on Teaching (SFT)</b></p> <p>To gather feedback to assist individual teachers develop and improve their teaching.</p> <p>This includes onshore and offshore semester, trimester and block courses.</p>	<p><u>Semester courses</u>: to provide staff with flexibility SFTs are offered in 3 rounds: week 6, week 8 and week 10.</p> <p><u>Trimester courses</u>: week 8</p> <p><u>Trimester (Singapore) courses</u>: as per the SPP Calendar.</p> <p><b>Academic staff are encouraged to undertake at least one SFT survey of their teaching each year.</b></p>	<p>In addition to a published annual calendar, SPP notifies HoS, program conveners, executive officers and course coordinators of an impending SFT survey.</p> <p>Academic staff submit requests to SPP, using an online request form, and supply a student list if they teach only a subset of students in a course. (e.g. a tutorial, lab etc)</p> <p>SPP and Schools collaborate to encourage students to complete the survey, through email, blackboard, website, and in-class notification.</p>	<p>Quantitative and Comments reports are produced and provided in PDF format via email to the staff member who requested it.</p> <p>Quantitative reports are usually sent within 1 week of the survey closing.</p> <p>All comments are read and edited to remove inappropriate language and references to other teachers.</p> <p>School reports, both quantitative and qualitative, are prepared each term.</p>
<p><b>University Experience Survey (UES) and Student Feedback on Programs (SFP)</b></p> <p>To gather student feedback on perceived quality of individual programs.</p>	<p>All <b>onshore undergraduate programs</b> are surveyed each year in the national University Experience Survey (UES).</p> <p>Onshore postgraduate coursework programs (bi-annually) and offshore programs from Singapore (annually) are surveyed in the Student Feedback on Programs survey (SFP).</p>	<p>SPP notifies HoS, program conveners, executive officers and course co-ordinators of an impending SFP.</p> <p>SPP and Faculties collaborate to encourage students to complete the survey, through email, blackboard, website, posters and in class notification.</p>	<p>Individual Program and a university summary report are prepared by SPP.</p>

Student Surveys	Timing	Process	Reporting
<p><b>Student Feedback on the University of Newcastle (SFUN)</b></p> <p>To gather student feedback on university services, systems and facilities.</p>	<p>This survey is conducted every second year from 2010.</p>	<p>SPP will design the survey content and format in consultation with stakeholders.</p> <p>SPP notifies service directors, HoS, course co-ordinators and program conveners of an impending SFUN survey.</p> <p>SPP, Faculties and others collaborate to encourage students to complete the survey, through email, blackboard, website, posters and in class notification.</p>	<p>Reports are prepared by SPP according to the area of service provision, summarising quantitative and qualitative findings.</p>
<p><b>Student Forum</b></p> <p>Focus groups of students conducted to assess perceptions of their University experience, including learning and teaching, services, facilities and systems.</p>	<p>Conducted annually by SPP.</p>	<p>Forum is administered by SPP.</p> <p>Students are employed to assist the facilitation of the Forum.</p>	<p>SPP produces a report of findings for PVC (Academic).</p>
<p><b>Commencing Students Survey</b></p> <p>To identify the perceptions of commencing students, in regard to university support services, systems, resources and facilities</p>	<p>Every second year from 2015.</p>	<p>All commencing students are invited to contribute - undergraduate and enabling students early in Semester 1, UoN Singapore students in Trimester 3 (Singapore) Administered online by SPP.</p>	<p>SPP produces report for Executive Committee.</p>
<p><b>International Student Barometer (ISB)</b></p> <p>External International benchmarking survey of international onshore students conducted by I-Graduate.</p>	<p>Conducted annually since 2006 in late April</p>	<p>Administered externally in collaboration with SPP, online survey</p>	<p>Report is produced by I-Graduate including comparative data to benchmark with other universities, which is distributed to International Office and Faculties.</p>
<p><b>Graduate Outcomes Survey (GOS)</b></p> <p>From November 2015, this survey replaces the Australian Graduate Survey (AGS); Includes course experience and destination components, provides information on employment and income.</p>	<p>Conducted in May and November each year.</p>	<p>Administered externally by the Social Research Centre (SRC).</p>	<p>National reports are produced and each university receives its own data and can purchase national data.</p> <p><b>GOS results are reported in the Program and Core Courses Report.</b></p>
<p><b>GOS Longitudinal Survey (GOS-L)</b></p> <p>Externally administered by SRC to graduates 3 years after completing the GOS.</p>	<p>Commenced in November 2015.</p>	<p>Externally administered online by SRC</p>	<p>Report produced by SRC</p>

<b>Library Survey</b> External survey of library users	Conducted biannually through an external provider, Insync Surveys, on behalf of the Council of Australian University Librarians (CAUL)	Externally administered	Reports available from the Library
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<b>Staff surveys</b>	<b>Timing</b>	<b>Process</b>	<b>Reporting</b>
<b>Staff Climate Survey (Your Voice)</b> To identify staff perceptions of the university	Every one to two years. Scheduled for May 2016.	Conducted online by the Your Voice Project, Macquarie University.	Report are prepared by the external group and distributed to faculties and units for discussion and response.
<b>Staff Onboarding Survey</b> To improve the experience of new employees at the University	Monthly survey of new staff, seeking feedback on their onboarding experience.	The survey is distributed by SPP to those employees who have reached 30+ days since their commencement within a particular month.	Monthly and quarterly reports are prepared by SPP for distribution to HRS.
<b>UniForum</b> UniForum is a three-year benchmarking project conducted on an annual basis.	Annually in February	The UniForum Professional Staff Activity Survey collects information on the activity and function of professional staff involved in administration and support services. This information is used to benchmark the University against other universities	The data will be analysed from a broad university wide perspective, ensuring holistic transformative change is implemented
<b>Staff Exit Survey</b>	Monthly survey of exiting staff, seeking feedback on their reasons for leaving and their level of satisfaction with the University	The survey is distributed by SPP to exiting employees in the last 2 weeks of employment	TBA
<b>IT Survey</b>	Annually in June	Externally administered by Systems Thinking and sent to all university staff and students	IT

## **Appendix 4: Student Feedback Communication Guidelines**

### **Communicating results of student surveys back to staff and students, deciding on actions to take and reporting back on outcomes.**

#### **1. Overview**

- i. It is important that student feedback is presented to staff as a developmental tool for them to improve the programs and courses they coordinate and teach.
- ii. The positive aspects of the survey should be emphasised; the negative aspects should be presented as opportunities for improvement.
- iii. For feedback to be effective it needs to be responded to in a timely way, with the development of appropriate actions, and the closure of communication loops with all those involved, as soon as practical.
- iv. Heads of Schools and/or Program Convenors are able to request a meeting with Strategy, Planning and Performance (SPP) staff to discuss the raw student comments for a course, on providing an appropriate rationale, and on the condition that student confidentiality is maintained.
- v. All survey data, and mechanisms to feedback summary results to staff and students, must be handled discreetly and sensitively, whilst ensuring any issues raised are appropriately addressed.

#### **2. Reporting to staff**

- i. Prepare a Departmental and or discipline/subject specific summary of the key themes of the survey for sharing with teaching staff, and to be delivered initially at a staff meeting rather than by email.
- ii. Prepare Faculty wide summaries identifying recurring themes, to encourage Faculty wide discussion and collaboration, and where appropriate, to enable an integrated and holistic approach to addressing issues and sharing exemplary practices.
- iii. Celebrate those courses that have rated highly, and note the positive aspects most commented on by students.
- iv. Limit distribution of detailed course-specific information to those who need to see it, particularly where sensitive issues have been raised in a course.
- v. Where there are genuine issues that need addressing organise a discreet conversation with the appropriate staff first, before any course specific comments are distributed. This will enable the talking through of issues, in a calm and safe manner, and assess their validity or otherwise.
- vi. If appropriate, and should a significant issue have arisen, consider adjusting or rephrasing comments that might cause offense, anxiety or controversy, without undermining the meaning/intention of the comment.
- vii. If a valid issue arises from the evaluations an action plan is put in place to ensure that the issue is resolved prior to the next delivery of that course.

This could be developed in consultation with SPP, and in liaison with other relevant support sections, such as Centre for Teaching and Learning, as appropriate.



### **3. Reporting to students**

- i. It is important that the feedback loop is closed by talking or communicating in other ways with students about their feedback and how this will be used to inform revisions to a program and or course in a timely manner.
- ii. The closing of the 'feedback loop' needs to occur in ways that ensures the safety of any student who contributed to the survey.
- iii. The feedback to students needs to emphasise the positive aspects as much as the negative aspects of any student evaluations.
- iv. In the course outlines, in the next offering, record a summary of student feedback and a brief report on how the feedback has been considered and the actions taken in response.
- v. Discuss, at the first lecture, what changes have been made to a course as a response to student feedback.
- vi. Email students who have completed a course what changes have been made as a response to their feedback.
- vii. Place on Blackboard what changes have been made to courses/programs as a result of previous student feedback.
- viii. Faculty wide forums could be held with students and staff, on an annual basis, for the PVC or others to comment to students on any faculty wide actions/innovations that have arisen as part of this feedback
- ix. Program wide feedback sessions could be held with students and staff, on a semester basis, to feedback on actions arisen as a result of students' feedback, as well as other developments within the program.
- x. Student representatives should receive summaries of actions to give them the opportunity to feedback to the student groups.
- xi. Posters could be distributed through a School and/or Faculty bullet-pointing how the Faculty/School is responding to student feedback, as well as other developments within the program. These could also be placed on Blackboard.

### **4. Reporting back on outcomes**

- i. Provide response to SPP for the purposes of developing a scope of University responses

This will enable opportunities for cross Faculty dialogue and collaboration, and the sharing of practices and resources.

- ii. Consult with SPP as to the effectiveness or otherwise of the actions implemented.