



THE UNIVERSITY  
of ADELAIDE

# Student Learning

2024-2025 Operational Plan



GROUP  
OF EIGHT  
AUSTRALIA

make  
history.

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# Branch Purpose

The Student Learning portfolio provides expertise and services, and leads strategic projects, that support the University to pursue its goal of excellence in education and graduate outcomes. Key to this goal is delivering an inspiring learning experience for each student.

## Overview of Branch Structure

The Pro Vice-Chancellor (Student Learning) is responsible for strategies and initiatives relating to student engagement, retention, and success; technology-enhanced learning; student employability development; academic integrity; academic policy and compliance and staff development and recognition for excellence in teaching.

This role is supported by the Director, Education Quality, who has responsibility for expertise, coordination, and impact evaluation of institution-wide strategic projects in curriculum design and educational development and the Associate Directors, Policy and Compliance, and Education Quality and Compliance.

The Branch consists of the following teams/positions:

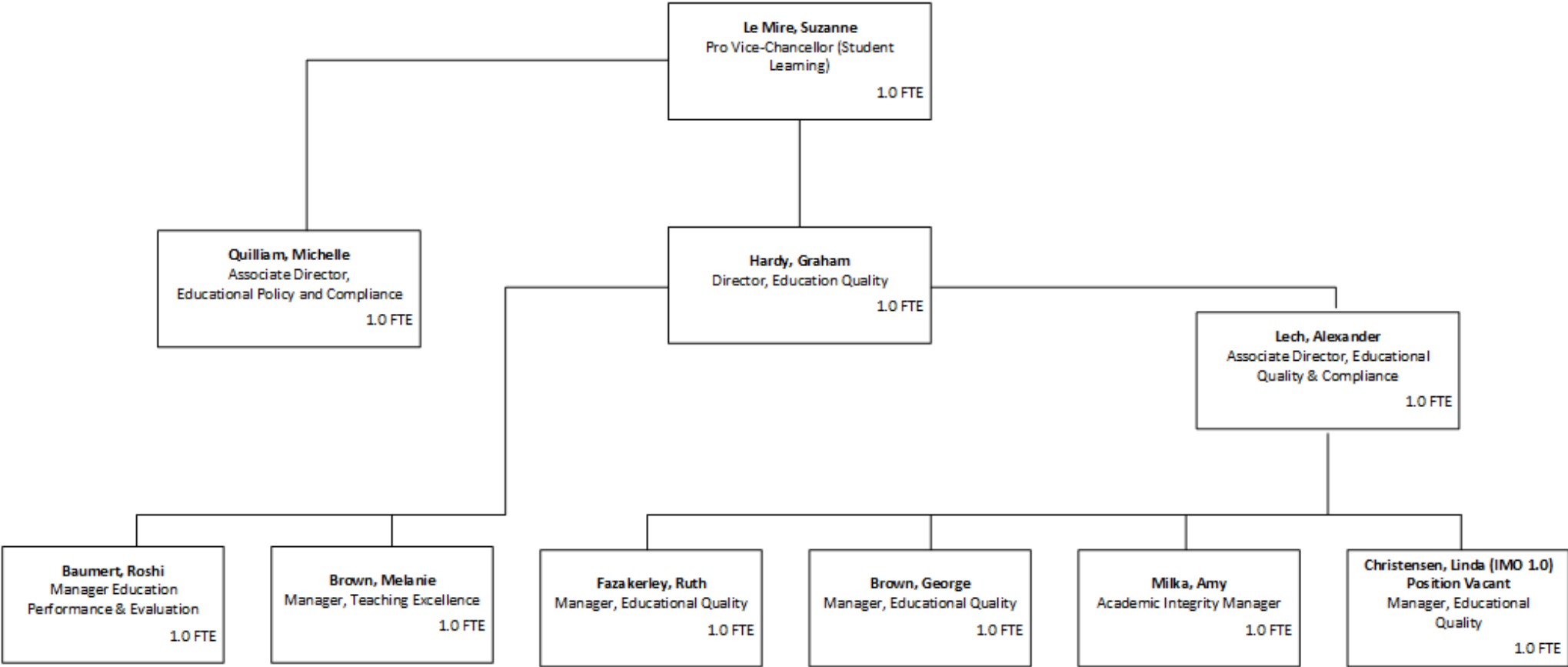
- **Teaching Excellence** (4 staff) – Teaching Excellence delivers induction and continuing professional learning, and activities focused on the recognition for excellence, in teaching, including coordination of the University's ADEPT program of professional learning for educators, its Communities of Practice in Learning and Teaching, its annual Festival of Learning and Teaching, its Peer Review of Teaching process and its Teaching Awards scheme. The team also provides support to the Adelaide Education Academy and produces the Learning and Teaching News.
- **Education Quality & Compliance** (20 staff) – Education Quality & Compliance supports the delivery of a high-quality educational experience for learners. Underpinned by an ethos of continuous improvement, the three teams support quality assurance and enhancement processes, informed by internal quality frameworks and institutional strategic imperatives, and external regulatory and professional standards. The teams support academic areas with: (i) external professional accreditation; (ii) internal course, program, and academic unit reviews; and (iii) internal new course approvals and program development/approvals for new or revised programs. These inter-related functions assist with thorough and appropriate evaluation of academic offerings, supporting academic areas in ensuring academic rigour and excellence, coherence, and relevance.
- **Academic Integrity** (5 staff) – The Academic Integrity Team provides end-to-end support for academic integrity investigations including recordkeeping, communications, data stewardship, staff and student liaison, and the investigation of complex cases using technical expertise. The team provides expert advice to staff in Faculties and Schools, leading, shaping and supporting the University's Academic Integrity strategy, and

**Branch Name**

proactively promotes academic integrity to the University community by developing resources and training to meet continuing and emerging academic integrity challenges.

- **Education Performance and Evaluation** (2 positions) – Education Performance and Evaluation supports the achievement of the University's strategic goals, including developing strategies to evaluate key education initiatives. This team is responsible for capturing data relevant to student learning initiatives, monitoring performance against institutional targets, evaluating impact and communicating with key stakeholders.
- **Education Policy & Compliance** (6 staff) – Educational Policy and Compliance manage the University's relationship with TEQSA (Tertiary Education Quality and Standards Agency) and ensure compliance with regulatory requirements through leadership of major regulatory events such as re-registration and by providing advice and support services to facilitate compliance activities against the HESF (Higher Education Standards Framework) and the ESOS National Code. In addition, the team are responsible for the maintenance and oversight of the policies within the Division of the DVC&VP(A) in the context of the University Policy Framework.

# Branch Leadership - Organisational Chart



# Key Success Indicators

- Provides expertise and services and leads strategic projects that support the University to pursue its goal of excellence in education and graduate outcomes.
- Delivers an inspiring learning experience for each student
- Develops and implements initiatives relating to student engagement, retention, and success
- Promotes professional learning and recognition for excellence in teaching
- Manages the University's relationship with TEQSA and ensures compliance with regulatory requirements
- Supports the Curriculum, Legal and Academic Governance domains, and others as required in aiding merger.
- Manages the maintenance and oversight of policies within the Division of the DVC&VP(A) in the context of the University Policy Framework

# Action Plan

Number	Initiative	Initiative Description	Completion Timeframe	Accountable Manager	Deliverables/Success Measures	Dependencies (where applicable)
1.	<b>HESF Gap Analysis Project</b>	<p>The commentary and recommendations from DVE final report on compliance with the HESF are considered and actioned (where appropriate).</p> <ol style="list-style-type: none"> <li>1. Strategy developed for responding to report recommendations and approved by DVCA.</li> <li>2. Relevant governance committees are kept updated on report outcomes and progress against required actions.</li> <li>3. Relevant areas are informed of identified non-compliance/ best practice.</li> <li>4. Initiate projects as necessary to address non-compliance.</li> </ol>	Q4, 2024	Associate Director, Education Policy & Compliance	a) Effective action is taken to address HESF non-compliance in the context of the merger	
2.	<b>Course Continuous Improvement – process implementation</b>	<p>Project has been de-scoped by implementing a Q1 soft launch of the tool and scaled back communications strategy. The focus is on supporting staged take-up of the tool and building experience in practices of continuous improvement.</p> <ol style="list-style-type: none"> <li>1. Head of School communication &amp; delegations Q1 2024</li> <li>2. EQ web resources and training available Q2 2024</li> <li>3. All staff communication re tool and processes Q2 2024</li> <li>4. A more comprehensive launch in Q3 2024</li> </ol> <p>Digital course review report tool in use by selected schools Q1 2024; with increased take up for S2 (Q4 2024/Q1 2025)</p>	Q1 2025	Manager, Educational Quality (RF)	<p>a) Reporting tool, processes, and resources that:</p> <ul style="list-style-type: none"> <li>• support the culture of continuous quality improvement at course level;</li> <li>• inform future state;</li> <li>• provide an example of improved oversight of day-day activities of programs addressing risk framework and to meet TEQSA reaccreditation.</li> </ul> <p>b) More systematised engagement with Course Review processes including;</p> <ul style="list-style-type: none"> <li>• 20%% usage of course review tool for 2024 courses</li> <li>• 50% usage of course review tool for courses taught in 2025</li> <li>• Thematic reporting on course</li> </ul>	

					reviews considered at UEC (University Education Committee).	
3.	<b>Support for Student Success</b>	<ol style="list-style-type: none"> <li>1. In response to the Government's requirements in relation to the mandated Support for Students Policy, the annual review of the policy is completed.</li> <li>2. A SFS policy that applies to students enrolled in the University of Adelaide College is created.</li> <li>3. Assist with developing and monitoring &amp; reporting functionality internally and to the Australian Government</li> <li>4. To enhance visibility and reporting on student success, enhanced focus on cohort monitoring, including conducting exploratory analysis of ATAR and GPA in 1-2 programs within each Faculty.</li> <li>5. Support the evaluation of impact of the Studiosity AI feedback tool.</li> </ol>	<p>Q4, 2024</p> <p>Q1, 2024</p>	<p>Associate Director Educational Policy &amp; Compliance</p> <p>Manager Education Performance and Evaluation</p> <p>Director Education Quality.</p>	<ol style="list-style-type: none"> <li>a) Annual policy review is completed in accordance with the mandated Government Guidelines</li> <li>b) A robust policy that applies to UoAC students that complies with Government requirements is developed and approved by the JAB (Joint Academic Board).</li> <li>c) Support Student Engagement to establish a strategy to monitor the outcomes of support for student requirements.</li> <li>d) Evidence to help understand cohort performance and success in targeted programs.</li> <li>b) Data to measure the effectiveness of new arrangements in the deployment of Studiosity</li> </ol>	<p>Coordination with Student Engagement and Success Team. PandA and academic colleagues.</p>
4.	<b>TEQSA Admissions &amp; Recruitment compliance project</b>	<ol style="list-style-type: none"> <li>1. Clarification and strengthening of ESOS related compliance requirements regarding Admissions and Recruitment.</li> <li>2. Fit for purpose cohort monitoring reporting function is implemented.</li> <li>3. Response to TEQSA Request for Information</li> </ol>	Q2, 2024	Associate Director Educational Policy & Compliance	<ol style="list-style-type: none"> <li>a) The quality of recruitment and admissions processes and procedures meet TEQSA expectations and are appropriately reported to TEQSA and within the institution.</li> <li>b) High quality cohort monitoring data to inform future decision making and action.</li> </ol>	<p>PandA developing reporting functionality.</p> <p>Input from Future Students for Academic Board Report</p> <p>Cohort monitoring analysis and investigation completed by Future Students</p>



5.	<b>AIMS update</b>	1. Essential collaboration with ITDS (Information Technology and Digital Services) to complete necessary updates to case management system to support new Procedure.	Q2 2024	Manager, Academic Integrity	a) AIMS system update brings administrative efficiency and improved student experience in line with revised policy.	
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6.	<p><b>Improve the quality and connectedness of Professional Accreditation projects for programs at the UoA and AU</b></p>	<p>Several separate but highly connected projects are being developed and rolled out over 2024 &amp; 2025 which are designed to improve the quality and timeliness of Professional Accreditation for the UofA and will have direct application to the new AU. These projects include:</p> <ol style="list-style-type: none"> <li>1. The roll out and communication of the Professional Accreditation Global Process across the UofA which was developed in 2023.</li> <li>2. Development of a Smartsheet solution to digitise the Global Process and improve the transparency of all accreditation projects.</li> <li>3. Development of guidelines and resources to help stakeholders improve their accreditation submissions.</li> </ol> <p>All the projects will be overseen by a Professional Accreditation Oversight Group which will be established to monitor and provide feedback on the application and quality of the work being undertaken.</p>	Q2 2024 to Q1 2025	<p>Manager Educational Quality</p> <p>Assoc Prof Stacie Attrill (HMS)</p>	<p>a) Monitoring reports presented to the Professional Accreditation Oversight Group reporting against agreed KPIs from each of the respective projects.</p>	<p>Rollout of Global Process; Smartsheet Project to digitize Global Process; Improving the Quality cycle of professionally accredited programs project</p>
7.	<p><b>EDW Project: Leveraging Artificial Intelligence in Learning, Teaching &amp; Assessment</b></p>	<p>Support the development and implementation of the University's initiatives in utilising Artificial Intelligence (AI) tools for the benefit of students and staff.</p> <ol style="list-style-type: none"> <li>1. Guidelines, procedures, and resources</li> <li>2. Response to expected TEQSA Request for Information</li> </ol>	Q4 2024	Director, Education Quality	<ol style="list-style-type: none"> <li>a) Enhancing teaching practice and building educator confidence</li> <li>b) Increasing staff's appropriate engagement with AI tools</li> <li>c) Effective and coordinated university-wide response to TEQSA Request for Information</li> </ol>	
8.	<p><b>Enhance university QILT (Quality Indicators for Learning and Teaching) performance</b></p>	<ol style="list-style-type: none"> <li>1. Course Evaluation Summary Report</li> <li>2. UEC QILT Reports</li> </ol>	Q2 2024	Manager Education Performance and Evaluation	<ol style="list-style-type: none"> <li>a) Progress awareness regarding the dashboard for monitoring quality and performance outcomes for courses and teaching.; Where applicable, support enhancements to the Course Evaluation Summary Report.</li> <li>b) Collate and present SELT data bespoke for School and Faculty</li> </ol>	<p>PandA, DDLT</p> <p>Active use by all HoS (Head of School). Quality action planning from use of dashboard.</p> <p>Evaluation of useability</p>

					<p>analysis and action.</p> <p>c) Work with PandA to collate data pertaining to the university's QILT performance for inclusion at the UEC.</p>	and impact.
9.	<b>Policy Review Cycle</b>	<p>Review of the following policies in accordance with the Policy Framework:</p> <ol style="list-style-type: none"> <li>1. Student Misconduct Policy</li> <li>2. Academic Progress Policy</li> <li>3. MACA (Modified Arrangements for Coursework Assessment) Policy</li> <li>4. Academic Integrity Policy</li> </ol>	Q3, 2024	Associate Director Educational Policy & Compliance	<ol style="list-style-type: none"> <li>a) Expert knowledge, guidance and support provided to Working Groups</li> <li>b) Quality policies that consider sector best practice and issues, regulatory requirements and stakeholder feedback are approved by Academic Board</li> </ol>	
10.	<b>Accreditation Coordination Panel for Future U</b>	<ol style="list-style-type: none"> <li>1. Supporting this workstream as part of the Curriculum Domain for Adelaide University. Initiative whereby both universities may establish a consolidated view as to which accreditations will be prioritized for professional accreditation.</li> </ol>	TBA	Manager Educational Quality - providing Executive Support	<ol style="list-style-type: none"> <li>a) Successful accreditation of all relevant Adelaide University programs within specified deadlines</li> </ol>	
11.	<b>Merger support engagement</b>	<ol style="list-style-type: none"> <li>1. Active contribution to work packages associated with the Integration Program for establishment of Adelaide University</li> </ol>	Q4, 2025	<p>Director, Education Quality</p> <p>Associate Director, Education Quality and Compliance</p>	<ol style="list-style-type: none"> <li>a) Provision of expert advice to workstreams established under the auspices of the Curriculum Domain</li> <li>b) Provision of strategic input to additional workstreams associated with the Integration Program.</li> </ol>	
12.	<b>EDW Project: Scoping project for Confirmation of Learning Checks and Vivas</b>	<ol style="list-style-type: none"> <li>1. Considering Generative AI, research and develop an approach to support the use of oral Confirmation of Learning checks for major assessments to assure quality &amp; protect academic integrity.</li> </ol>	Q1 2025	Director Education Quality/ Academic Integrity Manager	<ol style="list-style-type: none"> <li>a) Consistent approach and guidance to support quality assurance and assurance of learning, in line with sector best practice.</li> </ol>	MQ advised this does not need to be supported by Policy, but depends on scale?

13.	<b>Enhancing Institutional &amp; Teaching Reputation</b>  (Teaching Awards, Support for Advance HE (Higher Ed) Fellowship, THE Campus and Celebration of Learning and Teaching, AEA (Adelaide Education Academy) support)	<ol style="list-style-type: none"> <li>Enhancements include revisions to Teaching awards to align with AAUT (Australian Awards for University Teaching) to strengthen pipeline and to enable heightened eligibility checks.</li> </ol>	Q4 2024	Manager Teaching Excellence	<ol style="list-style-type: none"> <li>Implementation of revised award categories and criteria in line with AAUT and of new eligibility process</li> <li>Build and maintain pipeline for Teaching Awards</li> <li>Advance HE Fellowship sessions conducted as planned</li> </ol>	Marketing/External relations agreement to provide support with writing THE Campus pieces.
14.	<b>Enhanced student success in University of Adelaide-Kaplan partnership</b>	<ol style="list-style-type: none"> <li>UoAC Annual Report data</li> <li>Lead the Data Sharing Working Group</li> <li>Monitor performance of UoAC students</li> </ol>		Manager Education Performance and Evaluation	<ol style="list-style-type: none"> <li>Enhanced understanding of Kaplan partnership student success</li> <li>Effective data processes and insights to support monitoring and effective action</li> </ol>	UoAC, PandA and International Admissions Team
15.	<b>Data-driven academic integrity detection</b>	<ol style="list-style-type: none"> <li>Explore and benchmark sector approaches &amp; technology solutions.</li> <li>Make research and recommendations available as part of Adelaide University work on academic integrity</li> </ol>	Q1 2025??	Academic Integrity Manager	<ol style="list-style-type: none"> <li>High quality evidence to inform adoption of innovative approaches and recommendations for Adelaide University.</li> </ol>	Approach requires: Support in Policy; technology investment and development; correct scoping of academic integrity resources and expertise for Adelaide University
16.	<b>EDW Project: Professional learning for Empowered Educators inclusive of the Festival of Learning &amp; Teaching and Communities of Practice</b>	<ol style="list-style-type: none"> <li>A coherent program of professional learning led by seconded Academic Leads which engages learning and teaching leaders and connects to Faculty and School based activities and the two Festivals of Learning and Teaching and CoP activities.</li> </ol>	Q4 2024	Manager, Teaching Excellence	<ol style="list-style-type: none"> <li>Delivery of Professional learning program to increase quality of student experience by enhancing staff practice, and ensure staff are merger ready.</li> <li>Positive feedback from stakeholders</li> <li>Engagement in Festival of L&amp;T maintained</li> </ol>	

17.	<b>Program Reviews Re-Imagined supporting quality enhancement of current programs and inform thinking about review processes in Adelaide University.</b>	<ol style="list-style-type: none"> <li>Essential to meet TEQSA/HESF requirements.</li> <li>All 2023 program reviews to Academic Board for approval (Q1 2024).</li> <li>Revised implementation planning and reporting process devised and subsequently approved by UEC (Q2 2024)</li> <li>2024 schedule of academic program reviews completed under revised process (Q1 2025)</li> </ol>	Q1 2025	Manager, Educational Quality (RF)	a) Enhanced program review outcomes.	TEQSA reaccreditation requirements
18.	<b>Academic Integrity resources and support</b>	<ol style="list-style-type: none"> <li>Deliver training, resources (staff and students), communications and supporting documentation to support the rollout and implementation of the new Policy in July 2024.</li> <li>Timely resources and guidance for students, staff and AIOs</li> <li>Design and delivery of educational modules to support new Policy.</li> <li>Business process and systems documentation.</li> <li>Workload efficiency and automation for academic and professional staff.</li> </ol>	Q2 2024	Academic Integrity Manager	Deliver: <ol style="list-style-type: none"> <li>Innovative Academic Integrity Policy leading and shaping sector best practice.</li> <li>Improved student experience and outcomes for students, measured through Honesty Offer uptake and breach rate reporting.</li> </ol>	Policy approved by Academic Board (April 2024?)
19.	<b>Merger support – with workload planning and resourcing</b>	<ol style="list-style-type: none"> <li>Effective workload management, with backfill and prefill as appropriate.</li> <li>Regular monitoring of quality and efficiency of BAU activities.</li> </ol>	Q4, 2024	PVCSL	a) Consistent high-quality engagement with merger activities, whilst also supporting and enhancing BAU	
20.	<b>Building positive culture and engagement within the work teams</b>	<ol style="list-style-type: none"> <li>Range of activities to support a positive culture and maintain staff engagement, including team days and morning teas.</li> <li>Support for relevant and engaging professional development opportunities.</li> </ol>	Q4, 2024	PVCSL	<ol style="list-style-type: none"> <li>85% of staff have undertaken professional development activities.</li> <li>85% attendance and engagement at team days and morning teas</li> </ol>	

21.	<b>Teaching Peer Review renewal of training resources</b>	<ol style="list-style-type: none"> <li>1. Video creation for use in College of Reviewers calibration and in online training for new reviewers</li> </ol>	Q2 2024	Manager, Teaching Excellence	<ol style="list-style-type: none"> <li>a) Video created and implemented to improve consistency across reviewers and enhance quality of feedback.</li> </ol>	
22.	<b>Academic integrity Colloquium</b>	<p>Deliver annual upskilling and development event for staff, covering current academic integrity issues and concerns.</p> <ol style="list-style-type: none"> <li>1. Registrations and feedback used as measures of success.</li> <li>2. Recorded presentations made available for asynchronous learning.</li> </ol>	Q3-4, 2024 and 2025	Academic Integrity Manager	<ol style="list-style-type: none"> <li>a) Sector leading research- and practice-led event bringing together staff from the University of Adelaide and University of South Australia.</li> <li>b) Shaping and informing the academic integrity strategy and approach for Adelaide University.</li> </ol>	
23.	<b>TEQSA re-registration project</b>	<p>Prepare for the requirement to apply to TEQSA for the University's re-registration.</p> <ol style="list-style-type: none"> <li>1. Establishment of a Steering Group to oversee and monitor submission preparation and provide strategic guidance.</li> <li>2. Scoping discussions occur with TEQSA to establish what evidence will need to be provided (expected June/July).</li> <li>3. Evidence gathering and collaborative input from relevant internal stakeholders to demonstrate compliance with the relevant HESF standards.</li> </ol>	Q1, 2025	Associate Director, Educational Policy & Compliance  PVCSL	<ol style="list-style-type: none"> <li>a) An accurate and comprehensive self-assurance report that demonstrates compliance with the HESF is prepared, approved by relevant governance committees, and submitted to TEQSA</li> </ol>	Decision awaited from TEQSA on whether the re-registration date will be extended which will mean the project will be cancelled.

## Further enquiries

(Key Contacts)

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