

AUSTRALIAN UNIVERSITIES QUALITY AGENCY

Report of an Audit of
Griffith University

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1 EXECUTIVE SUMMARY

1.1 *Audit Findings*

The scope for the 2008 audit of Griffith University (also referred to as 'Griffith' or 'the University') is the two themes of 'Supporting (undergraduate) Student Success' and 'International Activities', together with follow-up of selected recommendations from the AUQA Cycle 1 audit. In addition, the Report includes comments on the University's compliance with the MCEETYA *National Protocols for Higher Education Approval Processes* and other external reference points and on academic standards.

AUQA's findings on the University's actions, processes and outcomes are contained in sections 2 to 4. This Report will comment on standards and outcomes primarily in sections 2 and 3, though issues relating to English language standards are covered in section 4. Data that support the findings are provided in section 5. Information on the conduct of the audit is at Appendix A.

1.1.1 Key Points

Griffith is a comprehensive 'learning-centred, research university' and member of the Innovative Research Universities of Australia group, offering a broad range of academic programs. The University has set for itself a strategic goal which 'requires that the quality and outcomes of our teaching are highly regarded across the board and that we are internationally recognised for particular areas of research and scholarship.' (Griffith 2015: implementing the vision, p2)

In Cycle 1 the University had set for itself a goal to be ranked among the 'top 10' Australian universities. Under the Griffith 2015 strategy, the University has introduced a policy of setting "differential" performance targets across the University, and there is an expectation for "each area of the University to identify and play to its strengths", and that there will be "a sharpening of the distinctive character and profile of each of the University's campuses." (PF p1.2) The Audit Panel commends the University's strategic directions under Griffith 2015 in relation to both supporting undergraduate student success and international activities at Griffith, and on the extent of staff engagement with the development and finalisation of the strategy. The Panel commends the University on strengthening its quality system since the Cycle 1 audit. As with all strategies involving hard choices, there will be some tensions in the implementation of the *Griffith 2015* strategy, and the University will need to attend to these. The Panel also commends the University on its engagement with its local communities, and for the development of its Gold Coast campus.

The University is attempting to attract higher-achieving school leavers and maintain its commitment to access and equity. Essentially the University is attempting to increase the Overall Position (OP) entry scores for domestic HECS-load students at the same time as it is recruiting significant numbers of fee-paying overseas students (FPOS) to study onshore. If the University is to be successful in both of these objectives, it must pay attention to multiple factors. For example, increasing the OP scores required of its domestic students, without paying reciprocal attention to the entry levels of English language proficiency required of its FPOS, may cause academic standards to diverge along a domestic/international student line. The University is addressing this through application of comparable admission standards, and is reviewing its policies relating to language entry requirements and language support for enrolled students. The University indicated to the Panel that it believed it was capable of improving entry scores

because of demographic factors and unmet local demand, and by differentiating itself from other Brisbane-based universities.

In addition to work-integrated learning, the University has identified research-based learning (RBL) to be a Griffith 'signature' of the University's approach to undergraduate education and to articulate the nexus between learning and teaching and research in a learning-centred, research university. However, despite the University's efforts to define and articulate the philosophy of RBL, the Audit Panel found the concept to be poorly understood by the majority of undergraduate students interviewed, and even by a number of academic staff.

The University is also now about to embark on an important University-wide 'Internationalisation of the Curriculum' project that was deferred from Cycle 1, and to simultaneously implement stage two of a review of the University's approach to assessment across the entire undergraduate curriculum. The Audit Panel makes recommendations and affirmations to assist the University in these endeavours.

Coordinating all of this, plus the various priorities for improvement identified by the University in its self-review and those identified by the AUQA Audit Panel will require careful management of the University's human resources on a multi-level, multi-campus basis.

These and other audit findings, including a significant number of commendations for good practice, are commented on in the sections that follow.

1.1.2 Outcome Measures

The Audit Panel considers the outcomes achieved by the University in relation to its self-selected sector-wide benchmarking measures over the past five years, though acceptable, and recently improving, to be only satisfactory for a university with a goal to be recognised in the top 30% of Australian universities by 2010 for each program by field of education. On the other hand, the Panel confirms that the 'differentiated targets' strategy adopted under Griffith 2015 is an appropriate way to focus attention on improving the University's performance against these particular benchmarks.

1.1.3 Outcomes since Cycle 1

The Audit Panel concentrated especially on Cycle 1 recommendations 1, 2, 4, 13, 14 and 15 and to a lesser extent on some other selected Cycle 1 audit findings. The University is commended for good practice in relation to the strengthening of the University's quality system since the Cycle 1 audit, including a distinct focus on benchmarking. The University participates in both internal and external benchmarking, including at the program and whole-of-institution level, and is in the process of developing a formal benchmarking framework.

1.1.4 Theme 1: Supporting Student Success

The issue of academic standards is investigated through the lens of this theme by examination of relevant issues in the Portfolio and additional documentation, and through the conduct of interviews, both onshore and offshore. The University aims to increase undergraduate student entry standards and focusing on improving undergraduate student retention. The Panel recognises some significant achievements by the University with respect to this audit theme, especially in the areas of early intervention, the student lifecycle and its equity and disability services, and these are commended where relevant in this Report. The Panel affirms Griffith's recognition that it needs to monitor a broader range of learning and teaching performance

indicators in order to set and maintain appropriate academic standards. Given the University's multi-campus character, under the Griffith 2015 campus differentiation strategy it is very important that the University ensures that academic standards are consistent across campuses and related areas of study. There are also audit findings issued in relation to: the need to more clearly define the Griffith undergraduate student experience, to review assessment practices, and for improved support by the University for some access and equity activities.

1.1.5 Theme 2: International Activities

There are some audit findings issued in relation to the University's approach to internationalisation of the curriculum, transnational education, and as noted above, the maintenance of acceptable standards of English language proficiency is also addressed under this theme. The University is also commended on some aspects of its international activities, including its risk aware approach to planning its offshore activities.

1.2 **National Protocols and Other External Reference Points**

AUQA's Cycle 2 audit considered Griffith University's compliance with selected external reference points.

1.2.1 National Protocols

The National Protocols for Higher Education Approval Processes require all universities to meet a range of criteria, in particular nationally agreed criteria for A1 to A10 and D1 to D5. The Protocols were revised in 2006 and adopted relatively recently in 2007. Griffith undertook a detailed self-review of its compliance with the Protocols and submitted this as part of its audit documentation. On the evidence considered by the Panel, AUQA believes that Griffith University satisfies the criteria of the National Protocols.

1.2.2 Other External Reference Points

In its Portfolio the University has also made use of other external reference points, namely:

- Australian Qualifications Framework
- AQF National Principles and Operational Guidelines for Recognition of Prior Learning
- Disability Standards for Education
- ESOS Act and the requirements of the related National Code
- *Higher Education Support Act 2003* and related DEST/DEEWR guidelines (2005)
- Good Practice Principles for Credit Transfer and Articulation from VET to Higher Education (MCEETYA 2005)
- Learning and Teaching Performance Fund
- National Aboriginal and Torres Strait Islander Education Policy
- Provision of Education to International Students: Code of Practice and Guidelines for Australian Universities (AVCC (now Universities Australia) 2005)
- Universities Australia's Principles for the Provision of Education by Australian Universities
- Universities Australia's Policy Guidelines on Cross-Sector Qualification Linkages
- Workplace Health and Safety legislation.

References to external reference points are discussed as relevant in this Report. The AUQA Cycle 2 audit of Griffith University did not identify any matters of current concern regarding the University's compliance with selected external reference points.

1.3 Strategic Context

The Cycle 2 audit came at a time of transition and development for the University under the implementation of the Griffith 2015 strategy. This strategy and implications that it has for the follow-up to Cycle 1 recommendations and the selected themes are analysed in sections 2 to 4.

Griffith states that it is unusual by Australian standards in the extent to which its student load and facilities are dispersed across its five campuses. Griffith maintains that it is not a 'hub and spoke' university, but a 'network of campuses'.

Students by Location (Persons)	2007 Total Students (Undergraduate)	Undergraduate as % of total
Gold Coast	13,828 (10,755)	78%
Logan	2,649 (2,276)	86%
Nathan	11,958 (9,076)	76%
Mt Gravatt	4,648 (3,190)	69%
South Bank	2,732 (1,858)	68%
Offshore	675 (562)	83%
Grand Total	36,490 (27,717)	76%

At 31 March 2007, the University had 1100.7 FT/FFT* continuing academic staff and 331.6 FTE sessional (casual) academic staff for the whole of 2006. The University had 2131 FTE general staff, including 1803.7 FT/FFT* casual staff, and 327.3 FTE casual for the whole of 2006.

(*FT/FFT refers to Full Time / Fractional Full Time Staff equivalents)

The vision and mission of Griffith University as stated in its most recent Strategic Plan 2006–2010 is:

Vision

'Griffith University, a multicampus, learning-centred, research university, will be acknowledged as an outstanding university that combines the best of university traditions and values with the innovation necessary for success. Ideally positioned in the fastest-growing region in Australia, the University will build on its established reputation for responding creatively to local, national and global change by embracing diversity and nurturing innovation.

Mission

In the pursuit of excellence in teaching and research, Griffith University is committed to:

- Innovation
- Bringing disciplines together
- Internationalisation
- Equity and social justice
- Lifelong learning

for the enrichment of Queensland, Australia and the international community.' (SM01-02)

1.4 **Commendations, Affirmations and Recommendations**

This Report contains commendations, affirmations and recommendations. High priority recommendations and affirmations are marked 'urgent'. A commendation refers to the achievement of a stated goal, or to some plan or activity that has led to, or appears likely to lead to, the achievement of a stated goal, and which in AUQA's view is particularly significant. A recommendation refers to an area in need of attention, whether in respect of approach, deployment or results, which in AUQA's view is particularly significant. Where such matters have already been identified by the University, with evidence, they are termed 'affirmations'. It is acknowledged that recommendations in this Audit Report may have resource implications.

The themes for Cycle 2 audits are chosen by AUQA following discussion with the auditee for their risk potential and at least one theme is likely to reflect the institution's own assessment of its developmental and strategic needs. For this reason, Cycle 2 audit reports may contain more recommendations than affirmations. Conversely, more affirmations than recommendations may indicate thorough self-review. As for AUQA's Cycle 1 audits, this Report aims to assist the University to enhance the quality and standards of its operations.

Commendations

1. AUQA commends Griffith University for adoption of the Griffith 2015 strategy and in particular for its communication and consultation by the senior management with the Griffith community.....10
2. AUQA commends Griffith University for adopting an explicitly benchmarking-driven approach to quality assurance and improvement since Cycle 1.12
3. Within the context of the Griffith 2015 strategy, AUQA commends Griffith University for improving its quality system since the Cycle 1 audit, and for the increased attention paid to quality through the adoption of a more evidence-based approach.....15
4. AUQA commends Griffith for implementing early identification of students at risk and for providing early feedback on formative assessment as a method of improving undergraduate retention.18
5. AUQA commends Griffith for maintaining the successful Uni-Reach program.....19
6. AUQA commends the Griffith University's Disability Support Services for the services provided to students with disabilities.....20
7. AUQA commends Griffith for implementing the Succeeding @ Griffith strategy in first year undergraduate programs and suggests the University consider the roll-out of a similar strategy to student progress throughout the undergraduate curriculum.....22
8. AUQA commends Griffith for the adoption of an evidence-based approach to academic integrity underpinned by research literature and practice.22
9. AUQA commends Griffith for the development of the Gold Coast Campus. In particular the panel commends the development of informal learning spaces for students at Gold Coast.26
10. AUQA commends Griffith for the mutually beneficial engagement with its external stakeholders and the broader community in the Brisbane-Gold Coast corridor.26

11. AUQA commends the Griffith University School of Nursing and Midwifery for the provision of service and support for their transnational education (TNE) programs in Singapore and Japan; and Griffith International for the adoption of a more risk-aware approach to the provision of TNE programs.....31

Affirmations

1. AUQA affirms Griffith University’s decision to adopt an integrated suite of KPIs for the distribution of resources for the enhancement of learning and teaching rather than continue to rely on retention as the single performance indicator.....11

2. AUQA affirms Griffith University’s decision to further develop its Data-Warehouse and develop a formal benchmarking framework, which should be developed in a complementary manner.....14

3. AUQA affirms Griffith University’s decision to further develop the capability of the Management Information System through the Online Program Planning, Development, Approval and Review and Annual Program Review and Improvement Reporting projects, but stresses the need for broader consultation with stakeholders during the project implementation phase.....15

4. AUQA reaffirms the revitalisation of GUMURRII as an Indigenous student support unit and encourages Griffith University to further integrate GUMURRII into the University community.19

5. (urgent) In the context of the differentiation of campuses strategy, and with regard to the offerings of other universities in greater-Brisbane, AUQA affirms Griffith University’s decision to focus on the redevelopment of the Nathan Campus, while being mindful to ensure equivalent standards across campuses.26

6. Following from the review of the academic progress of international students at Griffith University by analysis of entry cohort, AUQA affirms the decision to focus on improving the language and academic support provided to Queensland Institute of Business and Technology students.28

7. AUQA affirms the decision by Griffith University to mainstream the Student Evaluation of Courses and Student Evaluation of Teaching in the Bachelor of Nursing (Post-Registration) and expects that this practice will be adopted as a matter of policy at all offshore teaching locations.....31

8. (urgent) AUQA affirms the decision by Griffith University’s Academic Committee to review English language support, but urges that the review’s terms of reference include a thorough examination of the IELTS levels required, and those of alternative entry pathways, to ensure appropriate standards and support for international student success.....33

9. AUQA affirms Griffith University’s decision to recruit appropriately qualified local staff in overseas locations, and to provide increased induction and support for Griffith staff teaching offshore and staff recruited offshore.33

10. (urgent) AUQA affirms Griffith University’s decision to defer the internationalisation of the curriculum audit, recommended in Cycle 1 in order to broaden its scope, and in this particular respect, urges that it focuses on more than recruitment of international students on campus as being the main distinguishing characteristic of internationalisation at Griffith.34

11. AUQA affirms Griffith University's approach to the forward planning of transnational education (TNE) activity driven by strategic considerations, but observes that this approach could be further integrated with the University's approach to planning and performance monitoring by the setting of differentiated targets for TNE activity.....35

Recommendations

1. AUQA recommends that Griffith University assess the workload implications of its range of strategies to support student success, and other initiatives to improve quality, to ensure that resources are effectively and efficiently targeted.....13
2. AUQA recommends that, in moving the 'Griffith Staircase Model' from project mode to implementation, Griffith University involve the Office of Quality, Planning and Statistics directly in the design and operational aspects.15
3. AUQA recommends that Griffith University consider the merits of adapting and more broadly rolling-out the curriculum mapping of the US Association to Advance Collegiate Schools of Business accreditation scheme across the undergraduate curriculum, in order to decrease duplication of courses, and align course outcomes with program outcomes with particular regard to the Griffith Graduate attributes.21
4. AUQA recommends that Griffith University consider formalising the evaluation of Work-Integrated Learning placements by the adoption of formal learning contracts with students on work placement, where appropriate.23
5. (urgent) AUQA recommends that Griffith University more clearly define the distinctive characteristics of the Griffith undergraduate student experience, and in particular, following their review, communicate the Griffith Graduate attributes to prospective, commencing, and enrolled students.24
6. In the context of addressing Recommendation 5, AUQA further recommends that Griffith University review research-based learning (RBL) as one of the distinctive characteristics of the Griffith undergraduate student experience; to either more explicitly define, communicate, and embed RBL as a pedagogical approach to undergraduate education at Griffith, or remove RBL as one of the defining Griffith 'signatures' of the undergraduate experience.....24
7. (urgent) AUQA recommends that more attention be paid by Griffith University to quality control aspects (such as moderation policy and procedures and the calibration of standards for the awarding of grades) in Stage 2 of the current Griffith University Assessment Project, and that Griffith Institute for Higher Education be more proactive in disseminating the good practice in assessment guidelines by providing a tailored and targeted academic support program.....25
8. AUQA recommends that testamurs and transcripts for programs accredited by Griffith University that are taught in languages other than English acknowledge that fact.....31

2 OUTCOMES SINCE CYCLE 1

The following excerpt from the AUQA Audit Manual outlines the scope and focus of Cycle 2 audits in dealing with progress achieved since Cycle 1:

AUQA Audit Report

Recognising the importance of quality enhancement and improvement, the audits consider whether the recommendations and affirmations in the Cycle 1 AUQA audit report have been implemented. A sample of recommendations and affirmations is selected and checked. It is expected that the necessary evidence will be contained in existing institutional implementation plans, although additional existing evidence could be requested.

Changes to Quality Systems and Processes

AUQA seeks evidence of the increasing effectiveness of the institution's quality assurance and improvement system/framework since Cycle 1. (AUQA Audit Manual v4.1, p35)

2.1 **Overview of the University**

Established in 1971, Griffith was founded to be 'a different kind of university'. (PF p1.1) It describes itself as a 'learning-centred, research university' (SM01-02), with innovative, multidisciplinary teaching and research programs, committed to promoting social justice and community engagement, with a strong international orientation.

Griffith is now Australia's ninth largest higher education institution, serving a catchment of approximately 1.8 million people and with a correspondingly broad range of programs from medicine to music. (For data on the University's student load by category, see Table 5.1, p36.) The University is solvent having posted a surplus of \$57.6 million in the last financial year, due in large part to sound financial management and also to an increase in income from fee-paying overseas students (FPOS).

Griffith is one of Australia's fastest growing universities: 'over the past decade, Griffith has expanded its teaching and research activities, as well as its physical presence in the Logan–Gold Coast corridor for which it is the sole provider of publicly funded higher education.' (PF p1.1) Despite this transformation in scope and scale, Griffith's vision and mission statements, which reflect its founding ethos, remain an accurate description of the University's distinctive character and purpose:

The vision and mission of Griffith University as stated in its most recent Strategic Plan 2006–2010 is:

Vision

'Griffith University, a multicampus, learning-centred, research university, will be acknowledged as an outstanding university that combines the best of university traditions and values with the innovation necessary for success. Ideally positioned in the fastest-growing region in Australia, the University will build on its established reputation for responding creatively to local, national and global change by embracing diversity and nurturing innovation.

Mission

In the pursuit of excellence in teaching and research, Griffith University is committed to:

- Innovation
- Bringing disciplines together
- Internationalisation
- Equity and social justice
- Lifelong learning

for the enrichment of Queensland, Australia and the international community.’ (SM01-02)

Griffith also states that it is ‘unusual by Australian university standards in the extent to which its student load and facilities are dispersed across its five campuses.’ Griffith maintains that it ‘is not a “hub and spoke” university, but a network of campuses.’ (PF p1.2) The Audit Panel noted that the main catchment area for students is ‘dumb-bell-shaped’, with a cluster of four campuses at the Brisbane (ie northern) end of the growth corridor (in order of proximity to the Brisbane CBD: South Bank; Mt Gravatt and Nathan; and Logan), and the now largest (in terms of student numbers) and quickest growing Griffith campus located at the Gold Coast (ie southern) end (see the table at section 1.3 in the Executive Summary). Approximately 25% of this load consists of FPOS, 96% of whom are studying onshore (see Table 5.1, p36 for student numbers).

In terms of academic profile, the University is distinctive in having involvement in a complete suite of medical and health science programs. Griffith also has the highest number and the highest proportion of creative arts students in its award programs of any Australian university. These students are mostly located at the South Bank Campus. (See Table 5.1, p36 for student numbers in these fields.)

2.2 *Changes to the Quality Systems and Processes since Cycle 1*

Recommendation 2 of the 2004 AUQA Cycle 1 Audit Report stated that Griffith University should *give further attention to embedding its quality management system in a systematic way throughout the University.*

In its Performance Portfolio, Griffith stated that it regarded this as being the most important of all Cycle 1 recommendations, and as a result it comprehensively reviewed its planning and quality assurance system to embed the ‘Plan-Implement-Review-Improve’ model of planning, quality assurance and improvement, including:

- revision of Griffith’s Strategic Plan in 2005
- introduction of an integrated planning and budget cycle in 2007, following a review of planning, budgeting and review processes commissioned from PhillipsKPA in 2006
- introduction of a new budget model in 2007, informed by other universities’ experiences, and funded by the Workplace Productivity Program.

The University claims that the impact and benefit of these changes are:

- a stronger emphasis on performance benchmarked against the sector
- regular review of performance and adjustment of plans and priorities in the light of performance
- a closer alignment of budget principles with strategic priorities
- a process that cascades the planning and budget process to different levels of the University. (PF pp1.4-1.5)

Following review of its strategic directions in 2002, Griffith set itself the 'stretch' target of becoming one of 'Australia's top 10 universities' by the end of the decade on a range of standard performance indicators. This overarching objective is still reflected in Griffith's current Strategic Plan 2006–2010. Adopted after the Cycle 1 AUQA audit in 2005, *inter alia* this Plan: expresses clear targets for the core areas, where possible, in terms of benchmarks with the rest of the sector (for example, top 30% by field of education); and ensures targets are scaleable to different levels of the University, so that performance can be tracked at University, group, faculty and school level.

More recently, the University reviewed its strategic directions, culminating in a new 'strategic blueprint' entitled Griffith 2015. The 2008 Performance Portfolio describes the Griffith 2015 strategy in the following terms: 'While 'top 10' remains an important benchmark of quality, *Griffith 2015* looks "beyond top 10" by identifying a small number of areas across the University in which to achieve international pre-eminence. *Griffith 2015* requires each area of the University to identify and play to its strengths (in teaching or research) and accordingly be set differential targets. *Griffith 2015* also foreshadows a sharpening of the distinctive character and profile of each of the University's campuses. *Griffith 2015* will be reflected in the next revision of Griffith's *Strategic Plan*, and in a revised approach to planning performance at the level of school, department or research centre.' (PF p1.2, sourced from 'Griffith 2015 implementing the vision' (2007))

The Audit Panel observed that when translated into actual strategies and educational policies, there were possible tensions in the Griffith 2015 strategy, such as the goal to increase undergraduate enrolments at the Logan and Gold Coast campuses and improve undergraduate Overall Position (OP) entry scores at the same time, or for Griffith to be a university that is internationally recognised for excellence in research while maintaining a strong commitment to access, equity and social justice in the Brisbane-Gold Coast growth corridor.

The Audit Panel therefore requested more detailed information about the Griffith 2015 "differential" (or "differentiated" – both terms are used) targets strategy, and at the audit interviews the Panel tested for knowledge about and opinion of the University's strategic directions under Griffith 2015.

The Panel concluded that the shift in goal-setting from achievement of top 10 research university status to (say) 'top 30%' performance in specified fields of activity under Griffith 2015 is a far more realistic approach for Griffith, especially if harnessed to differential performance targets at the level of academic area and to distinctive campus-specialisation strategies. The most recent Griffith 2015 development the Panel observed was the identification of eight priority areas for the direction of strategic funding. The Panel also found that the Griffith 2015 strategy had been effectively communicated by senior management to the broader Griffith community.

Commendation 1

AUQA commends Griffith University for adoption of the Griffith 2015 strategy and in particular for its communication and consultation by the senior management with the Griffith community.

The Audit Panel requested further clarification of what exactly these differential targets are. In respect of the use of retention as a key performance indicator, the Panel was advised as follows:

'...the University is reviewing its Strategic KPIs to ensure that the objectives of Griffith 2015 are properly reflected, and to address some other issues with the current KPIs. This will result in a change in some of the top level University KPIs from 2009...Apart from Griffith 2015, the other catalysts for reviewing KPIs at all levels (including for budget purposes) are:

- retention is not of itself a good indicator of 'excellence' in learning and teaching. Accordingly, the indicators to be used...will be broadened to include CEQ and GDS data and, in due course, internal student survey data;...
- the KPIs also need to be structured to ensure that they are based on recently available data wherever possible, to avoid the time lag associated with some national data sets, while retaining the element of national comparison of performance and benchmarking.' (AD01 01)

The Audit Panel affirms the adoption of this approach by the University in that it will provide a more multi-dimensional approach to the planning, monitoring, and review of what constitutes student success at Griffith University.

Affirmation 1

AUQA affirms Griffith University's decision to adopt an integrated suite of KPIs for the distribution of resources for the enhancement of learning and teaching rather than continue to rely on retention as the single performance indicator.

The attention of readers is drawn to Affirmation 3 and Recommendation 2 as two audit findings that relate to the deployment of this Affirmation.

2.3 Implementation of Cycle 1 Recommendations

Griffith University – AUQA Audit – Progress on Recommendations (SM01-18) provided the Audit Panel with a detailed report of progress towards implementation of the Cycle 1 recommendations. Griffith's self-assessment is that by February 2008 it had fully implemented all AUQA Cycle 1 recommendations, with the exception of Recommendation 13 (on the GUMURRII Student Support Unit), and recommendations 14 and 15 (on Internationalisation) which are described as 'partially implemented' (PF p1.18). These particular Cycle 1 recommendations are covered in sections 3.3 (GUMURRII) and 4.4 (Internationalisation) and these two topics are also the subject of two Cycle 2 audit findings (Affirmations 4 and 10).

The Audit Panel considered that with the few noted exceptions, the University had responded to the findings of the Cycle 1 AUQA audit in a timely and authentic manner, and as noted above, particularly in response to Cycle 1 recommendations made to strengthen the University's quality system and its approach to benchmarking (section 2.4 and section 2.7 for an overall conclusion).

2.4 Benchmarking Activities and Outcomes since Last Audit

Recommendation 1 of the Cycle 1 audit report stated: *That, in keeping with the objective to measure its performance against the 'Top 10' universities in Australia, Griffith University ensure that it undertakes sufficient and appropriate external comparisons. ...'*

The Portfolio states that the University now engages in at least four different types of benchmarking:

- Sector benchmarking — a comparison with other universities of performance outcomes using publicly available data, or of processes and practices within the sector in selected areas, with a view to identifying areas for improvement

- Whole-of-institution benchmarking — a comparison of a range of processes, activities and practices with one or more university partners, with a view to identifying strengths or weaknesses as the basis for improvement, or identifying those leading to excellent outcomes and exchanging information about them with a view to implementation
- Discipline-specific benchmarking — comparison of the performance of one discipline area with a similar discipline area in another university to inform future planning and goal-setting
- Standards-based benchmarking — analysing processes, practices and outcomes against a generally agreed set of standards, such as those set by professional bodies, national associations or international bodies. (PF p1.21)

The Portfolio then provides instances of each type of benchmarking undertaken, including an institution-wide benchmarking project with the University of Western Sydney and involvement in function-specific benchmarking projects, such as those run by Council of Australian University Librarians, Council of Australian University Directors of Information Technology, Tertiary Education Facilities Managers Association, Australian Universities International Directors' Forum (AUIDF), etc.

In addition to investigating the examples cited above, the Audit Panel examined the national and international benchmarks that were used in the most recent Griffith faculty reviews and relevant organisational unit reviews.

The University's Faculty Review Policy requires each academic organisational unit to benchmark its performance against at least one other Australian university, and at least one overseas university. In the case of Australian universities, the data requested includes Course Experience Questionnaire (CEQ) data for similar disciplines (by field of education), retention and progression rates, and publication, research income, and research higher degree (RHD) enrolment and completion rates per staff full-time equivalent (FTE). In the case of overseas universities, the data requested is publications, RHD enrolments and completions per staff FTE, and any other data that can be usefully compared.

The University states that the purpose of this type of benchmarking is 'to enable a comparative analysis of the performance and direction of the faculty and its constituent elements in the national and international context. Benchmarking data is included in the faculty's submission for the purpose of identifying priorities for improvement and future strategic directions.' (PF p1.23)

Taking all these considerations together, the Audit Panel concluded that since Cycle 1, the University had made a concerted effort to integrate both internal and external benchmarking as a distinguishing feature of its quality system.

Commendation 2

AUQA commends Griffith University for adopting an explicitly benchmarking-driven approach to quality assurance and improvement since Cycle 1.

In relation to the selected sector-wide benchmarks, the University's performance is now improving slightly, although on a number of learning and teaching quality measures is only satisfactory rather than outstanding. (See for example the publicly available Learning and Teaching Performance Fund data contained in Table 5.2 on p36.) The University needs to maintain its focus on improving its performance against these particular measures and a number of the audit findings in this Report are there to assist the University in this regard.

See also section 2.6 for an audit finding in relation to the further development of the University's approach to benchmarking.

2.5 Management of Major Risks

The University 'maintains a *Risk Management Action Plan* that identifies improvement actions in each of the eleven areas of identified strategic risk' (PF p1.24) and that these are audited and assessed with reference to Griffith strategic priorities.

The Griffith 2015 strategy acknowledges workload implications, such as the need to 'reduce the number of courses and programs that cause work overload for staff, as well as removing those courses and programs that consistently evidence low demand or quality problems.' (Griffith 2015: implementing the vision)

The Audit Panel examined the risk management documentation and interviewed a wide range of Griffith staff, students, and some external stakeholders. The latest available data (2005) indicated that Griffith had higher ratios of students to full-time academic staff than the sector (Griffith University IAF 2007, Student Staff Ratios [SSRs] p45), and the Panel noted that 'workforce planning' is identified as an improvement in the Risk Management Action Plan for 2006. (SM01-25, p19)

Interviews with staff who acknowledged the importance and value of the initiatives in place, also revealed a concern about the workload implications of the numerous quality initiatives undertaken by the University under Griffith 2015, including those initiatives introduced to support student success (section 3) and with respect to internationalisation. As the AUQA Cycle 2 audit findings will now also need to be addressed, management of information (section 2.6), and management of workloads are the other major risks to the success of the Griffith 2015 strategy. These must now be embedded in the 'consistent application of workforce planning' which is identified as an improvement action in the risk management document mentioned above.

Recommendation 1

AUQA recommends that Griffith University assess the workload implications of its range of strategies to support student success, and other initiatives to improve quality, to ensure that resources are effectively and efficiently targeted.

2.6 Priorities for Improvement

As noted above, the Audit Panel believes that although the Griffith 2015 strategy provides an appropriate strategic direction, the University needs to remain vigilant in order to ensure that attention to the achievement of appropriate academic outcomes and standards in undergraduate education is maintained. This issue is mentioned in sections 3 and 4 of this Report.

In its Portfolio Griffith identified the following priority for improvement in relation to outcomes since Cycle 1 as a result of its self-review:

'*Griffith 2015* requires performance targets be set at school/departmental level to reflect distinctive strengths and emphases. A revised performance planning framework will be developed using a 'staircase' model of goal-setting, developed with the assistance of Deloitte, supported by improved reporting tools from the University's Data Warehouse.' (PF p1.24)

The Audit Panel also noted that the Data Warehouse was nominated as a priority for improvement in the 'Supporting student success' section of the Portfolio: 'The Data Warehouse will be further developed to ensure that data relating to student success is reliable, accessible and useful to managers in making improvements, and to provide more effective support for quality assurance and enhancement process.' (PF p2.41)

The Audit Panel appreciates the importance of improving the University's information management capability required by the differential targets strategy. The University provides the following advice to faculties in respect of benchmarking:

'It is acknowledged that it can be difficult to secure meaningful benchmark data because of major differences in the operating environments of Australian and international universities. However every effort should be made to secure benchmark data and the Review Committee will be looking for evidence that the Faculty has made a genuine attempt. Benchmark data which might reasonably be expected are:

with Australian university

- CEQ scores for similar disciplines; retention and progression; research income,
- Publications, RHD enrolments, RHD completions (all per FTE staff)

with international university

- Publications, RHD enrolments, RHD completions (all per FTE staff)' (AD01-01)

The Audit Panel investigated the basis on which particular benchmarking partners were selected for the comparison of performance outcomes. In moving towards a more formal benchmarking framework, the University is identifying a list of 'approved' international benchmarking partners. Noting the information management challenges generated by adoption of the Griffith 2015 differential targets strategy, AUQA makes the following affirmation.

Affirmation 2

AUQA affirms Griffith University's decision to further develop its Data-Warehouse and develop a formal benchmarking framework, which should be developed in a complementary manner.

In this respect, it may also now be necessary to develop a list of 'approved' national benchmarking partners, taking into account the availability of appropriate benchmarking data for quality assurance and enhancement purposes.

The other element of the University's priority for improvement is adoption of the 'Griffith Staircase Model' developed in conjunction with Deloitte, and which at the time of the audit was in project mode, which in fact may explain why the Audit Panel detected an uninformed or even slightly confused picture from the staff interviewed. The 'Griffith Staircase Model' is 'a form of performance management and planning that sets internal benchmarks by clusters, and contains an element of external benchmarking.' (AD01-01) This model is totally consistent with the approach to differential target setting required by Griffith 2015, but because of the need to incorporate the project's methodology into the Statistical Parametric Mapping model of the University's Data Warehouse, there is need for greater involvement of the University's Office of Quality, Planning and Statistics in project implementation.

Recommendation 2

AUQA recommends that, in moving the 'Griffith Staircase Model' from project mode to implementation, Griffith University involve the Office of Quality, Planning and Statistics directly in the design and operational aspects.

Another quality system development relates to the Cycle 1 recommendation for a review of the role of the Programs Committee in academic quality assurance (Recommendation 4). The Panel sought information on the progress of two projects designed to assist the Committee in the planning, approval, review, and reporting of academic programs – these projects are: the 'Online Program Planning, Development, Approval and Review' project; and, the Annual Program Review and Improvement Reporting' project.

The Panel observed that although the quality tools being developed through these projects would assist deployment of the Griffith 2015 differential targets strategy, accurate and up-to-date information about these projects was not widely available or understood across the University.

Affirmation 3

AUQA affirms Griffith University's decision to further develop the capability of the Management Information System through the Online Program Planning, Development, Approval and Review and Annual Program Review and Improvement Reporting projects, but stresses the need for broader consultation with stakeholders during the project implementation phase.

2.7 Outcomes since Cycle 1 – Conclusion

Taking all these outcomes since Cycle 1 into account, the Audit Panel was satisfied that the University had generally made good progress in strengthening its quality system since the Cycle 1 audit in 2003 by the adoption of a more evidence-based approach, and that this was worthy of recognition. Notwithstanding this general commendation to the University for outcomes achieved since Cycle 1, there are still specific areas for improvement and these are identified in the affirmations and recommendations contained in this, and the following sections of the Report.

Commendation 3

Within the context of the Griffith 2015 strategy, AUQA commends Griffith University for improving its quality system since the Cycle 1 audit, and for the increased attention paid to quality through the adoption of a more evidence-based approach.

3 THEME: SUPPORTING STUDENT SUCCESS

In its Portfolio, Griffith University defines the scope of the 'Supporting Student Success' audit theme as encompassing the following:

'Supporting student success at different points in the undergraduate (including honours) student lifecycle with a particular focus on measuring the impact of the first year experience, specifically:

- Student recruitment, specifically the Griffith Connect Valued Partners program, Sir Samuel Griffith Scholarships scheme, Griffith Honours College, and credit and dual-offer strategies with the Technical and Further Education (TAFE) sector' (section 3.1)
- 'Orientation and transition programs, especially University resources to support transition to university study and orientation to academic programs' (section 3.2)
- 'First year undergraduate student support, particularly support provided in schools/departments through first year advisors (FYAs)' (section 3.2)
- 'Support for equity groups, especially Indigenous Australians, students with disabilities and low socio-economic status (SES) students, including recruitment and support programs aimed specifically at these groups, such as Uni-Reach, Uni-Start, Uni-Key, GUMURRII Student Support Unit Alternative Entry Program and Pre-Orientation Program' (section 3.3)
- 'Work-integrated learning, research-based learning and the Griffith Graduate attributes as embedded features of the University's program offerings and other strategies to promote successful graduate outcomes' (section 3.4) (PF p2.1)

In its Portfolio the University openly acknowledges that it faces some 'challenges' in the areas of student retention (for substantiating data, see Figure 5.1, p37), graduate outcomes and on some student equity measures: 'Improving performance against these indicators is important, given Griffith's aspirations to provide excellent learning and teaching experiences, and to promote accessibility to, and outcomes for, equity groups. This forms the rationale for the theme of "student success" – that is, Griffith's capacity to attract and retain students, to enable them to find rewarding employment on graduation, and to improve the life chances of social groups traditionally excluded from higher education.' (PF pp2.1-2.2)

This audit theme focussed on the specific strategies that Griffith has introduced to improve retention, graduate outcomes and provision for equity students. The University acknowledges that "many factors contribute to student success, such as the quality of the courses, and teaching, the physical and virtual learning environments, and the continuing support and development of staff." (PF p2.2)

The Supporting Student Success theme was considered in a holistic manner, in order to understand the defining characteristics of the student experience that Griffith University offers to its undergraduate students.

3.1 *Student Recruitment*

Griffith's objectives in undergraduate student recruitment are to: increase the overall quality of its student body as measured by median entry scores; improve its attractiveness to high-achieving ('high-OP') students; and, improve the recruitment and retention of students from equity groups, by improving the accessibility of the University and creating a supportive

environment for these students. (For a snapshot of the distribution of OP scores across the Griffith campuses see Figure 5.2, p37.)

The University maintains that the first two of these objectives are important to Griffith 2015 because entry scores are often associated in the public mind with the quality of the institution; and, retention data demonstrate a correlation between 'low-OP' students and lower retention. The last of these objectives is clearly important to the University for access and equity reasons.

The University has introduced some initiatives to improve its performance in undergraduate student recruitment, these include: the Griffith Connect Valued Partner School program; the Sir Samuel Griffith Scholarship Scheme; the Griffith Honours College; and TAFE strategy.

The Audit Panel observed that, at a time of increasing domestic HECS and FPOS enrolments, too much focus on the importance of improving OP scores (albeit to help improve undergraduate student retention and success) could be in tension with the University's access and equity objective, and perhaps have implications for the anticipated slow growth at Gold Coast and Logan.

It was noted that although the University was improving its performance with respect to its Partner Schools, this did not seem to have a significant impact on the top level KPIs the University has set itself. This suggests to the Panel that this particular high level KPI may still reflect a commitment to top 10 thinking rather than the Griffith 2015 differential targets strategy, under which, presumably there will be tolerance for both higher and lower OP score performance across different academic areas and programs. The Audit Panel also notes that a successful recruitment from the TAFE strategy will not negatively affect the OP KPI.

The University indicated to the Panel that it believed it was capable of improving OP scores while increasing undergraduate student numbers at the Gold Coast Campus because of population growth and unmet demand in the Brisbane–Gold Coast corridor. However, to be successful on those campuses located nearer to Brisbane Griffith will need to differentiate itself from the other Brisbane-based universities in order to compete successfully (South Bank Campus profile notwithstanding).

At the time of the Portfolio's submission, the Griffith Honours College had only just been established so it is still too early to comment about its effectiveness, but the Audit Panel believes that this initiative holds considerable promise to assist the University to attract and retain high-achieving undergraduate students.

The Audit Panel spoke with a range of students and staff and other internal and external stakeholders with respect to these and other initiatives designed to ensure undergraduate student success, and the Panel's observations and findings are in the subsections that follow.

3.2 Orientation and Transition

The University states that it 'places a high priority on "front-loaded" strategies to improve student retention in the first year.' (PF p2.18)

Together these initiatives have been labelled as an integrated 'Succeeding @ Griffith' strategy. This strategy identifies the key transition points in students' engagement with the University, and the support that students need at these points, with a view to aligning services and resources in order to improve retention and graduate success. It is a long-term action plan for change in the University, and a blueprint for coordinating service provision and planning,

involving: first contact with commencing students; support for first year advisors; identification and support of 'at risk' students; and development of a best practice model for the first year student experience.

Succeeding @ Griffith identifies the period between an initial offer being made to an applicant and beginning studies as a priority for improvement. Griffith now focuses on this period for a number of interventions to prepare and motivate undergraduate students for their studies. *Inter alia*, noteworthy interventions implemented include:

- applicants who receive a Griffith offer are contacted by phone to encourage them to accept or to seek advice if they are unsure about their program choices
- a New Student website contains self-assessment tools that help students identify their level of preparedness for, and expectations of, university study
- Learning Services provides an extensive range of pre-orientation Earlybird workshops to prepare commencing students for their studies
- Learning Services also provides an Information Services Essentials pocket guide and website to orient new students to Griffith's computing, library and flexible learning resources, in addition to a *Starting University* DVD.

In addition, during first year the University offers the support of a first year advisors (FYAs) program and a student mentoring program. The Succeeding @ Griffith strategy is commented on again in section 3.4.2.

The Audit Panel interviewed a number of first year undergraduate students about their orientation and transition from school, other study, or work experiences, and noted their generally favourable responses to these initiatives. The academic staff, student service staff, and department chairs interviewed all applauded the success of the FYAs program. Students interviewed confirmed that FYAs and student mentors were available, though some had not used them, but in particular, students who because of their entry paths were deemed by the University to be 'at risk' spoke favourably about the opportunity to receive early feedback on assessed work and the possibility of recourse to an early intervention in their academic program. The Panel found some instances of student with special needs or from under-represented groups feeling isolated owing to some general staff not being well attuned to their need, and we make some comments on this in the following section.

Commendation 4

AUQA commends Griffith for implementing early identification of students at risk and for providing early feedback on formative assessment as a method of improving undergraduate retention.

3.3 Support for Equity Groups

As noted in section 2, Cycle 1 Recommendation 13 referred to the GUMURRII Student Support Unit: *That Griffith University assist the GUMURRII Centre to establish stronger links with similar units in other universities in Australia to their mutual benefit.* The Audit Panel noted that since the Cycle 1 audit, following a 2005 review report, the University had undertaken a number of actions to address this Recommendation, including: refocusing the GUMURRII Centre to be exclusively a student support unit; establishing a Centre for Indigenous Knowledges; and appointing the former Director of the GUMURRII Centre to the new role of Professor of Indigenous Policy and Community Engagement.

The GUMURRII Student Support Unit now implements recruitment and outreach programs, the ITAS (tutorial support) program, and alternative entry and pre-orientation programs, and provides study resources and student support through learning assistance officers based at each campus. GUMURRII also provides cultural engagement and enrichment for students through contacts with the community and elders, and facilitates student participation in Griffith's Aboriginal and Torres Strait Islander Advisory Committee. The improved performance of GUMURRII in these respects is indicated by the cohort analysis of student retention and success data for Indigenous students at Griffith (Figure 5.3, p38).

In the Portfolio the University maintains that 'GUMURRII is no longer Griffith's sole focus for Indigenous Australian learning and research activity' (PF p1.19) and that progress had been made in forming links with Indigenous units at other universities. The Audit Panel met with the current Head of the GUMURRII Student Support Unit and Indigenous staff and students and it is clear that GUMURRII has developed a strong sense of purpose as a student support unit, both for Indigenous people at Griffith, and for the Indigenous community in the Brisbane-Gold Coast corridor. However, there is still more work to be done to more fully integrate GUMURRII into the University's student success strategy by providing this student support centre with improved access to resources, for applications such as accommodation for Indigenous students, and curriculum renewal to further integrate Indigenous studies into the Griffith learning environment.

Affirmation 4

AUQA reaffirms the revitalisation of GUMURRII as an Indigenous student support unit and encourages Griffith University to further integrate GUMURRII into the University community.

For students in other equity groups, in addition to dedicated support services, the University also provides a range of outreach and support programs including the *Uni-Reach* and *Uni-Key* programs, and the *Uni-Start* Equity Admission and Scholarship Scheme. In line with the Succeeding @ Griffith early intervention strategy, *Uni-Key* is 'a first year transition program providing customised orientation, skills development, and a peer-mentor program to students from equity backgrounds during their first semester at University.' (PF p2.30)

As noted, the Audit Panel spoke with a range of undergraduate students from different equity groups, as well as with Griffith students and staff involved in providing support for students with special needs and those from under-represented groups. *Uni-Reach* is an outreach program delivered to 10 metropolitan state high schools with significant populations of students from low SES backgrounds. '*Uni-Reach* involves Griffith students as mentors facilitating four sessions of in-school activities as well as a two-day on-campus experience.' (PF p2.29) The Audit Panel noted that *Uni-Reach* has a special admissions scheme and provides incentives for students to place Griffith as their first preference. This not only makes *Uni-Reach* a valuable equity and access program in its own right, but provides evidence of the University's strong and continuing commitment to student access to and participation in higher education, to balance the Griffith Connect Valued Partners program designed primarily to improve Griffith's OP scores.

Commendation 5

AUQA commends Griffith for maintaining the successful Uni-Reach program.

The equity service provider that the Audit Panel found to be particularly worthy of mention was Griffith University's Disability Support Services. Students using this service spoke highly of their positive experiences, especially with regard to the support given to encourage the students to

continue with their studies successfully. This evidence is supported by cohort analysis of student retention and success data for students with disabilities at Griffith. (For success data see Figure 5.4, p38.)

Commendation 6

AUQA commends the Griffith University's Disability Support Services for the services provided to students with disabilities.

Some equity group students on the other hand clearly experienced frustration in dealing with some Griffith administrative staff and the Panel supports the provision of further training for general administration staff in supporting students with special needs, or from under-represented groups. This is to ensure that the Succeeding @ Griffith strategy is not isolated from the activities of specialist support units.

3.4 Promoting Successful Graduate Outcomes

In the Portfolio, this subsection is devoted to presenting the University's indicators, targets and performance with respect to 'graduate outcomes' such as employment and further study, and deals with such matters as embedding the 'Griffith Graduate attributes' in the curriculum, as well as the two distinctive Griffith 'signatures' of its approach to undergraduate education—research-based learning (RBL), and work-integrated learning.

3.4.1 Planned Targets and Outcomes

The University has set itself an admirably ambitious but perhaps unrealistic target of having all its programs in the top 30% nationally for graduate outcomes by 2010.

Actual performance is currently well below this target running closer to only 30% of programs in the top 30% nationally, but there is some recent evidence of improvement relative to the 2010 KPI target from the 2007 Graduate Destination Survey (GDS). The percentage of first degree Australian graduates in full-time work, of those available for full-time work, increased from 77% in 2006 to 80% and, for those in further full-time study substantially increased from 15% in 2006 to 22%. Under the Griffith 2015 differential targets strategy the distribution of this performance across programs and campuses will need to be closely monitored as the University seeks to build up academic areas of strength and close down seriously underperforming programs.

In 2004 a statement of Griffith Graduate attributes was adopted to enhance generic skill development. These 'attributes' currently are:

- effective communication (written, oral, and interpersonal)
- information literacy
- problem-solving
- critical evaluation
- work autonomously
- work in teams
- creativity and innovation
- ethical behaviour in social / professional / work environments
- responsible, effective citizenship.

In the Portfolio the University states that 'a more consistent approach to embedding generic skills in its courses' has now been adopted. (PF p2.35) However the Audit Panel also noted that

revision of the above Griffith Graduate Statement was listed as a priority for improvement (section 3.5). The Panel noted that a 'course outline template' has been developed which requires the course convenor 'to identify how the course contributes to the development of the generic skills identified in the *Griffith Graduate Statement*'. However course convenors are only 'encouraged' (rather than required) by the template to state how the learning and assessment strategies used in a course contribute to the development of the graduate attributes. (PF p2.35)

The Audit Panel examined course outlines from the sample programs and confirmed that in addition to a statement of the learning outcomes, the Griffith Graduate attributes are clearly identified, and it is indicated whether they are being 'taught', 'practised', or 'assessed' but their assessment is not necessarily aligned at the attribute level. There is further comment on assessment practices and their importance for outcomes and standards in section 3.5 – in particular Recommendation 7.

During the audit the Panel learned that the Griffith Business School was in the process of applying for the US 'Association to Advance Collegiate Schools of Business' (AACSB) accreditation, which requires it to map course and program level learning outcomes. Staff involved stated that they found the mapping process to be useful in identifying gaps and overlaps of learning outcomes across the curriculum, and this prompted the Panel to consider the potential of an AACSB-type curriculum mapping process to assist the University to improve program design and the relation between courses.

Recommendation 3

AUQA recommends that Griffith University consider the merits of adapting and more broadly rolling-out the curriculum mapping of the US Association to Advance Collegiate Schools of Business accreditation scheme across the undergraduate curriculum, in order to decrease duplication of courses, and align course outcomes with program outcomes with particular regard to the Griffith Graduate attributes.

3.4.2 Policies, Strategies and Processes in Place to Achieve Objectives

In this section of the Portfolio, the University states that its strategies and policies fall into two broad categories: (a) those relating to the content of undergraduate programs and (b) those relating to support and assistance provided by specialist University services. In relation to the theme 'Supporting Student Success' both these categories translate into the Succeeding @ Griffith strategy which is described in section 3.2, and which was implemented to improve student retention and success in first year undergraduate programs.

As noted above, the University acknowledges that it has had a problem with retention rates. (See Figure 5.1, p37 – note in particular the poor retention rate performance for Griffith domestic commencing bachelor students compared with the sector.) The Audit Panel noted that the high-level stretch targets of Griffith having 100% of programs above the national average for retention by 2008 would not be achieved, and on current figures, the target of achieving top 30% by 2010–11 will not be achieved either.

Against this, there is data indicating some small progress towards these targets and that Griffith's student retention rates are improving, both absolutely and relative to the sector. For example, "from 2002–3 to 2005–6, the proportion of Griffith programs that rank in the top 50% of programs by their field of education for retention increased from 46.3% to 51.3%. Over the same period, Griffith's retention rate increased year-on-year from 76.5% to 78.0%." (PF p2.19)

Its national rank also improved in two of the four discipline areas in the Learning and Teaching Performance Fund (LTPF) between 2007 and 2008 (Table 5.2, p36).

With respect to student progress, the most recent LTPF performance data and cohort analyses performed by Griffith indicate also some improvements in Grade Point Average (GPA) performance over 2005–2007 (Table 5.2, p36 and Tables 5.3A, 5.3B and 5.3C, p39). The Table 5.3 series also indicate that the progress of undergraduate students entering Griffith via TAFE is comparable to that of school leavers.

Taking all considerations into account, including student success as well as retention data, and information gained in its interviews with first year undergraduate students, the Panel considered that although the high level retention targets would in all probability not be met, the University's underlying strategy to support student success is basically sound. It is to the University's credit that it is committed to benchmark itself against national standards in an acknowledged area of weakness in order to improve its retention performance, and there were signs that the strategy was starting to yield positive results, which could now be built upon.

Commendation 7

AUQA commends Griffith for implementing the Succeeding @ Griffith strategy in first year undergraduate programs and suggests the University consider the roll-out of a similar strategy to student progress throughout the undergraduate curriculum.

The Panel notes that Griffith is using the Australasian Survey of Student Engagement (AUSSE) as one way of monitoring the success of this strategy, which distinguishes between the responses of first and later year students in relation to standards-related issues such as 'Academic Challenge' (one of the AUSSE response scales).

Another area of academic policy and procedure improvement that was drawn to the Panel's attention during the Audit Visit was in relation to academic integrity. The University had conducted a comprehensive review of academic integrity policies and procedures in other universities in order to identify good practices and it is now trialling a new framework for managing academic integrity to improve prevention, detection, and the management of cases of academic misconduct amongst all students. The framework places heavy emphasis on educating and informing students of appropriate conduct in assessment, along with centralised support for management of misconduct cases and enhanced plagiarism detection through text matching. The Audit Panel noted the importance given to communicating the policy and procedures early in first year and that academic integrity statements were included in course outlines.

Commendation 8

AUQA commends Griffith for the adoption of an evidence-based approach to academic integrity underpinned by research literature and practice.

AUQA expects to receive a report on the effectiveness of the academic integrity program in the Cycle 2 progress report.

3.4.3 Evaluation and Review

As indicated in section 2, Griffith has paid considerable attention to improving its quality systems since the Cycle 1 audit in 2003 and this applies to systems for evaluation and review.

The Audit Panel reviewed the arrangements in place for student evaluation of undergraduate courses and their teaching and noted that an online evaluation system had been implemented in 2005 as a result of the self-review conducted for the AUQA Cycle 1 audit. It was also noted that the trial of Course Evaluation Reports had been identified as a priority for improvement by the University in its Portfolio (PF p1.25). Interviews with undergraduate students (a large proportion of them in first year) were non-controversial but also proved reasonably inconclusive, in that a number of the first year students interviewed had not undertaken an evaluation at the time of the Audit Visit.

3.4.4 Alignment with External Reference Points and Management of Risk

For work-integrated learning (WIL) the DEEWR requirements relating to the 'direction of student learning and performance' are disseminated to academic staff through the Engaging Students in Work Placement network to ensure eligibility for student contributions in relation to WIL courses. Action is also being undertaken to ensure that risks associated with WIL placements are properly managed by schools and departments, and so that occupational health and safety issues are properly addressed.

After speaking to students on their experience of WIL placements, including internships, and with some WIL workplace supervisors, the Panel noted that there was some variation in the way in which such specifications were communicated to the students, which had implications for the way in which effectiveness of WIL placements could be evaluated. The Panel also noted that some work placements, such as under internships, already had a formal structure, but others did not.

It was also noted that Griffith's performance on the Work Integrated Learning scale of the AUSSE was very slightly below that of all participating Australian universities, suggesting that there is some scope for improvement in this Griffith signature area, such as the formulation of some common assessment outcomes for WIL, including for example the direct application of theory to practice.

Recommendation 4

AUQA recommends that Griffith University consider formalising the evaluation of Work-Integrated Learning placements by the adoption of formal learning contracts with students on work placement, where appropriate.

3.5 *Priorities for Improvement*

As noted in section 2.6, the University identified the following priority for improvement to support student success: 'The Data Warehouse will be further developed to ensure that data relating to student success is reliable, accessible and useful to managers in making improvements, and to provide more effective support for quality assurance and enhancement process.' (PF p2.41)

Improvements were also identified in the self-review for the following aspects of the Succeeding @ Griffith strategy: a transition program for students articulating from TAFE; improving the promotion and administration of equity scholarships; a set of measures to assess the effectiveness of low SES retention and success strategies; and finally that, 'Griffith intends to review its statement of graduate attributes to ensure that it continues to reflect the University's objectives relating to the student experience.' (PF p2.41)

However, in examining what might be regarded as the distinctive characteristics of the Griffith undergraduate student experience, the Audit Panel noted references to the Griffith Graduate Statement (as noted above, soon to be reviewed) and the two Griffith 'signatures', RBL and WIL (see recommendations 4 and 6). The listed characteristics, namely graduate attributes, the teaching/research nexus, and vocational relevance, are now reasonably common characteristics of the curriculum in many Australian universities.

With respect to the revision of the Griffith Graduate Statement, it was noted that 'a need to review the Griffith Graduate Toolkits to ensure full alignment with the objectives of *Academic Plan* and its emphasis on WIL and RBL has been identified.' (PF p2.39) The Panel therefore makes the following linked recommendations to assist the University to achieve its objective of offering its undergraduate students a truly distinctive experience as a 'learning-centred, research university'.

Recommendation 5

(urgent) AUQA recommends that Griffith University more clearly define the distinctive characteristics of the Griffith undergraduate student experience, and in particular, following their review, communicate the Griffith Graduate attributes to prospective, commencing, and enrolled students.

The above recommendation reflects the difficulty that the Audit Panel had in detecting a consistent and coherent response from Griffith staff, undergraduate students, and external stakeholders when they were asked to define the Griffith undergraduate student experience. Very few of these interviewees were able to clearly express what the Griffith Graduate attributes were, and why they were important to ensuring student success. Some respondents referred to the WIL or RBL Griffith signatures, but when asked to define what these terms meant to them, a considerable proportion had difficulty, particularly in stating what was meant by RBL.

Recommendation 6

In the context of addressing Recommendation 5, AUQA further recommends that Griffith University review research-based learning (RBL) as one of the distinctive characteristics of the Griffith undergraduate student experience; to either more explicitly define, communicate, and embed RBL as a pedagogical approach to undergraduate education at Griffith, or remove RBL as one of the defining Griffith 'signatures' of the undergraduate experience.

Late in 2007 the Griffith Institute of Higher Education (GIHE) was 'commissioned to undertake...a review, with a particular focus on first year courses, and to recommend changes to policies and practices', so 'that the University and the community can have confidence in the standards being applied in awarding of student grades and degrees.' (SM01-07, Academic Plan 3: Learning for Success, p12)

As this statement goes to the heart of the Cycle 2 academic outcomes and standards issues, prior to the Audit Visit the Audit Panel requested an update on the progress of this first year assessment review. During the Audit Visit the Panel learned that Stage 1, consisting of an audit of 64 first year courses, had been completed, and that Stage 2 was soon to commence. A progress report on Stage 2 of the Griffith University Assessment Project was reviewed and it was noted that there was a strong focus on aligning assessment with learning outcomes and course objectives, and identifying assessment good practice, in terms of the development and implementation of assessment items. However, despite there being a reference to 'processes for quality control of assessment items' and 'standards setting processes' (AD02-12), under 'data

entry' there was no mention of any particular quality control processes such as the moderation of assessments within and across courses and programs.

It was noted that the University had cross-campus consistency guidelines for the Assessment Boards to monitor the consistency of comparison of grade cut-offs and grade distributions across campuses. (SM01-18) But in response to a request for further information about the moderation of student assessments, the Panel was advised by one faculty that 'there is no single required approach to moderation in the faculty...with variation occurring in relation to teaching modes, teaching situations, and discipline differences'; whereas the Panel was advised by a school in a different discipline that 'all of the students from both Nathan and the Gold Coast will have their work marked by the one marker.' (AD01-01) Although the reasons for such differences are understood, they point to the complexities involved in applying these academic quality control processes in a multidisciplinary, multi-campus environment, and the need for sophistication in moderation policies and procedures developed for the calibration of academic standards. This is especially so if grade distributions are not being unilaterally allocated following the application of a 'normal distribution curve' or if criterion-based assessment is being employed.

The Audit Panel also noted that good practice in assessment guidelines had been developed by GIHE and that these were highly regarded by those familiar with them. It was also noted that only one assessment workshop had been scheduled by GIHE in 2008 so far, and that for the good practice in assessment guidelines to gain maximum traction, a more extensive professional development program designed to supplement them could also be required.

To ensure that the University and community can continue to have confidence in the standards being applied in the awarding of student grades and degrees at Griffith University, the Panel makes the following recommendation which is marked 'urgent' because of both its significance to the maintenance and enhancement of academic outcomes and standards, and for the currency of the activity involved.

Recommendation 7

(urgent) AUQA recommends that more attention be paid by Griffith University to quality control aspects (such as moderation policy and procedures and the calibration of standards for the awarding of grades) in Stage 2 of the current Griffith University Assessment Project, and that Griffith Institute for Higher Education be more proactive in disseminating the good practice in assessment guidelines by providing a tailored and targeted academic support program.

3.6 Supporting Student Success – Conclusion

The Audit Panel visited both the Gold Coast and Nathan campuses. In respect to the University supporting success for its undergraduate students, the Panel concluded that Griffith deserved recognition, in particular for the work that had gone into the development of the Gold Coast Campus, which has recently become the University's most populated campus, and is about to be further expanded due to the development of a co-located teaching hospital. The Panel noted especially the satisfaction expressed by undergraduate students (and by staff and external stakeholders) with the attention paid by the University to improving the learning environment at the Gold Coast Campus. In particular the Panel directly observed the use being made of learning spaces by students at the Gold Coast out of hours, and the value of this use was confirmed by the undergraduate students interviewed.

Commendation 9

AUQA commends Griffith for the development of the Gold Coast Campus. In particular the panel commends the development of informal learning spaces for students at Gold Coast.

As already noted, Griffith is a multi-campus university that under the Griffith 2015 strategy is currently attempting to differentiate itself from other Queensland universities, and to differentiate its campuses from each other, each with its own distinctive areas of strength and specialisation. In this respect the South-Bank Campus with its distinctive performing and creative arts profile already stands out. The University itself recognises that it is now the Nathan Campus that needs the most urgent attention, both in terms of refurbishment, and in developing a distinctive campus identity. (See Figure 5.2, p37, which indicates that Nathan now has the lowest OP rank of any Griffith campus.)

This need is expressed in the Griffith 2015 strategy in these terms: 'we need to identify, focus and build on Nathan's strengths to establish and project a distinctive position for the campus. This may require a shift in Nathan's profile and the relocation of programs to other campuses.' (Griffith 2015: implementing the vision, p4). In committing to this, the Audit Panel urges the University to be mindful of the need for consistency of outcomes and standards as the differentiation strategy unfolds.

Affirmation 5

(urgent) In the context of the differentiation of campuses strategy, and with regard to the offerings of other universities in greater-Brisbane, AUQA affirms Griffith University's decision to focus on the redevelopment of the Nathan Campus, while being mindful to ensure equivalent standards across campuses.

As the differentiation strategy is deployed, the Panel emphasises the need for the University to pay careful attention to furthering opportunities to differentiate the academic offerings on each of the campuses, hence the importance of Griffith being able to discriminate between, and aggregate data across campuses. The Data Warehouse initiative will assist in this respect.

Finally, external stakeholders in the Brisbane-Gold Coast corridor that were interviewed by the Panel emphasised the high esteem in which they held the University. This included suppliers of undergraduate students, such as schools and TAFE, partner organisations and customers, professional and employer groups, and representatives of the broader community, including parents.

Commendation 10

AUQA commends Griffith for the mutually beneficial engagement with its external stakeholders and the broader community in the Brisbane-Gold Coast corridor.

4 THEME: INTERNATIONAL ACTIVITIES

In its Performance Portfolio, Griffith defines the scope of the 'International Activities' audit theme as encompassing the following:

'The quality of Griffith's international activities, specifically:

- International undergraduate and postgraduate student programs (onshore), meaning student recruitment, entry pathways, and student support services' (sections 4.2)
- 'Transnational education, meaning management of all offshore delivery, selection of offshore partners, management of partner relationships, and quality assurance of offshore programs' (section 4.3)
- 'Undergraduate and postgraduate student exposure to an international experience through student exchanges and study abroad, work placements and internships, exchange agreements and internationally experienced staff' (section 4.4) (PF p3.1)

Griffith states that its aspirations to be an international university are captured in its Internationalisation Strategy: 'This *Strategy*, adopted in 2004 and revised in 2007, consolidates past achievements, while creating a coherent University-wide framework for measuring progress towards internationalisation of its activities. The *Strategy* expresses Griffith's intent to prepare its graduates for work in an international, multicultural and multilingual environment, to develop a global outlook and to feel comfortable working with cultural and racial differences.' (PF p3.1)

The Portfolio therefore concentrated on covering only the international activities specified in the audit theme, and did not attempt to address 'internationalisation' in the wider sense of the University embedding an international flavour in all of its activities. For that reason, the international dimensions of research were not dealt with by the University in any detail. Similarly, internationalisation of the curriculum was identified by the University as a priority for improvement, and so was not covered in depth. The Panel notes the importance of internationalisation of the curriculum for the achievement of the University's goal to be recognised as an 'international university'.

For these reasons, during the audit the Panel investigated these issues to ensure that these important internationalisation quality issues were not overlooked.

With respect to Griffith's performance against external reference points, the Panel noted that the University had a problem with CRICOS compliance under the ESOS Act, but that this had been rectified with DEEWR issuing Griffith a letter in January 2008 congratulating the University 'for the notable progress it has made in compliance with the ESOS Act and National Code.' (SM03-07) As noted in section 1, the University has involved itself in some international benchmarking, with the AUJDF Annual Benchmarking Report and the International Student Barometer (ISB) being cited as examples in this section of the Portfolio.

A distinctive aspect of the University's international student profile is that the proportion studying onshore is well above the national average, and those studying offshore is well below the national average (Figure 5.5, p40). It is also evident that the retention rate for Griffith undergraduate FPOS is superior to the sector average and is well ahead of the rate for Griffith undergraduate domestic students (Figure 5.1, p37).

4.1 Student Recruitment and Entry Pathways

Griffith's stated goal for international student recruitment is to increase its international student numbers to 25% of the student population. The University claims that this has been achieved 'with entry standards, comparable to those of other Australian universities.' (PF p3.9) As evidence of this the University points to Griffith's admission policies; articulation arrangements; and language requirements.

In relation to English language requirements, the Panel noted that like most Australian universities, Griffith requires international undergraduate applicants to have an IELTS score of at least 6 with no subscore of less than 5.5, or a TOEFL score of 550. Postgraduate applicants must have an IELTS score of at least 6.5 or a TOEFL of 575. It was noted that the most recent benchmarking of minimum standards for English language requirements across Australian universities presented to the Panel was undertaken back in 2003, the year of Griffith's Cycle 1 audit. The Panel understands that the University conducted a benchmarking analysis of IELTS entry requirements for RHD and postgraduate coursework programs in 2007.

On the other hand, the University has been undertaking its own cohort analysis of entry pathways for its international students, who may obtain entry to the University in a variety of ways, with different academic and language requirements as well as differences in the availability of language support: via direct admission (by the University through Griffith International or an agent acting on its behalf); via pathway partners, the main one for Griffith being the Queensland Institute of Business and Technology (QIBT); or, via articulation arrangements with overseas institutions.

The Panel noted the extensive analysis of the GPA performance of both commencing and continuing onshore international bachelor degree students admitted via different entry pathways (2005–2007), which indicated that students admitted via IELTS testing performed better than those admitted by other pathways. In particular, the Panel noted that the University had identified the need to provide additional academic and language support for QIBT students.

Griffith's stated recruitment priorities are to sustain its international student load 'at its current proportion', which means that instead of focusing its energies on additional recruitment, the University can now focus on improving quality.

Affirmation 6

Following from the review of the academic progress of international students at Griffith University by analysis of entry cohort, AUQA affirms the decision to focus on improving the language and academic support provided to Queensland Institute of Business and Technology students.

To ensure that appropriate standards are maintained it is important that the University ensures that all of the proposed improvements to support QIBT students are implemented and the performance of entry cohorts continues to be monitored.

There is a related finding on English language requirements at section 4.5.

4.2 Support Services for International (Onshore) Students

As noted the vast majority of Griffith's enrolled international students are studying onshore (Figure 5.5, p40). The Portfolio makes the point that in the past, the support service divisions and academic groups set, monitored, and evaluated their own targets in relation to

international student support. Griffith has now established some 'University-wide indicators' that are contained in the Internationalisation Strategy. These indicators are: student satisfaction; language competency on exit; retention and progression; and alumni membership. The University states that it has 'made a concerted effort to respond to student feedback relating to student services and support, through the ISB and other instruments, and will continue to do so.' (PF p3.17) See section 4.5 for an observation in relation to this claim.

Support programs that are provided for international students at Griffith include: orientation, including *GI MATES* (the Griffith International Making Arrival and Transitions Easy for Students program); *HELP* (the Higher Education English Language Program run by the Griffith English Language Institute (GELI)); and various career development and school-based local support initiatives.

It was noted that Griffith International had been thoroughly reviewed in 2007 and that one of the recommendations of that review was that Griffith develop service level agreements between Griffith International and related service units. The University's current view is that existing service delivery arrangements should be clarified between relevant elements and kept under review, including through student surveying. The implementation of the GI Review Recommendations will be monitored in the same way as other Reviews, ultimately by University Council.

4.3 Transnational Education

As noted, transnational education (TNE, ie the provision of programs offshore) by Griffith represents only a tiny fraction of its total international activity (Figure 5.5, p40). Nevertheless, because of the high level of both academic and financial risks involved in the provision of TNE, the Audit Panel conducted visits to two of the University's offshore partners teaching the same Griffith program, namely the Bachelor of Nursing (Post-Registration). The offshore partners visited were: the Human Capital Education Group (HCEG) in Singapore; and the Nissoken Group in Japan.

4.3.1 Human Capital Education Group (Singapore)

On Friday 23 May a delegation consisting of the Panel Chair and the AUQA Audit Director visited HCEG headquarters in Singapore and spoke with staff, including the HCEG Executive with responsibility for the Griffith University contract and currently enrolled students and a graduate who was in the process of being trained as a local tutor in the program. The delegation also visited Case Trust, a branch of the Ministry of Consumer Affairs in Singapore that provides an ISO 9001-type quality certification service, 'Case Trust'.

HCEG Pty Ltd is a group of linked Singaporean business entities, trading originally as Cornerstone Training Centre, and then as T.E.D. Human Resource Development Centre Pte Ltd, and now variously as HCEG and the Lincoln School of Business. In 2006 HCEG bought out Cornerstone and with it came the contractual partnership with Griffith to deliver the Griffith Bachelor of Nursing (Post-Registration) program in Singapore. Singaporean diploma level programs are taught through the Lincoln School of Business, but all HCEG's higher education programs are taught through partnership with (mostly foreign) universities. HCEG's office is co-located with Lincoln's and *prima facie* a visitor would think they were visiting Lincoln because of the signage.

The Bachelor of Nursing (Post-Registration) is provided by Griffith primarily through distance education materials, supplemented by support from staff of the School of Nursing & Midwifery, including intensive workshops and practical sessions run in Singapore. There is also access to

electronic library support materials. All marking of assessment is currently done by Griffith staff though this policy appears to be replaced with local staff being approved to assess student work. HCEG is concerned primarily with the business and administrative aspects of the Bachelor of Nursing. The Panel delegation learned that the Griffith program was now in direct competition with post-registration programs provided by Curtin University of Technology, La Trobe University, the University of Sydney, and Sunderland University (UK).

HCEG stated that it has Case Trust certification and Case Trust confirmed this. However because of HCEG's multiple identities, Case Trust had a concern about the transparency of information about which part of the HCEG had an agreement with Griffith University, as they had only certified HCEG and not Lincoln. With the advent of the Ministry of Education's new 'Edu Trust' scheme in 2009 (replacing Case Trust), Griffith now needs to ensure that it communicates effectively with the Ministry to ensure that it fully understands the nature of the contractual arrangements it has with HCEG (and any of its subsidiaries to be covered by Edu Trust).

4.3.2 Nissoken Group (Japan)

On Sunday 25 May the Panel delegation attended a training workshop run by the Griffith Academic Coordinator for Program Liaison Officers and Course Facilitators contracted for Bachelor of Nursing in Japan. The delegation spoke with: the bilingual Coordinator, Japanese Programs; two bilingual program liaison officers (LOs) and eight Japanese speaking course facilitators (CFs) via an interpreter. These officers and facilitators are employed directly by Griffith, not its Japanese partner. The students are located all over Japan and course delivery is almost entirely by distance education materials translated into Japanese, but it is closely supported by the LOs and CFs, each LO being responsible for about five or so CFs, and each CF being responsible for supporting five-eight students in their locality. Electronic support is available from Griffith, but because of language, it is used minimally.

Despite the operation in Japan being taught out, the delegation noted favourably the calibre of the support personnel attached to the Nissoken program (a number being professors of nursing at Japanese universities), and their commitment to supporting the Griffith program and its students. Without these personnel it is doubtful that the program would have been as successful as it has been (in excess of 1000 graduates).

On Monday 26 May the Panel Chair and the AUQA Audit Director met with two officers of the Nissoken Group, Griffith's Japanese partner. Nissoken Group is also part of a complex business structure that operates out of the Tokyo offices of the Japan Research Institute (a higher education research foundation). Nissoken's core business is publications, and through that it has involvement in the production of distance education materials. Nissoken officers advised us that the reason for the Griffith program's closure was increased competition from relatively newly opened (mainly private) Japanese nursing schools, which because of their geographic distribution undermined the advantage of providing the program by distance education.

After the visit to Nissoken Group, the AUQA Audit Director visited the Japanese Ministry of Education, Culture, Sports, Science and Technology (MEXT) and spoke with an officer from the Ministry's International-relations division, a member of the nursing education section, and an officer from the evaluation section.

The MEXT provided documents confirming the huge growth in local nursing training provision since the Griffith program commenced. They also confirmed: that the Nissoken Group was an organisation in good standing as far as MEXT were concerned; that Nissoken's advertising of the

Griffith University program was in order; and that graduates from the Griffith Bachelor of Nursing (Post-Registration) program were eligible for graduate entry into Japanese universities.

Later, at the main Audit Visit in June, the Audit Panel had the opportunity to speak with staff from both Griffith International and the School of Nursing and Midwifery, and heard of Griffith's plans to initially offer the Bachelor of Nursing (Post-Registration) and then later other Griffith health science programs in Abu Dhabi via a partnership with the Abu Dhabi Education Council. The Panel noted that this offshore venture differed somewhat from the Singaporean and Japanese programs, in that it involved the transfer of intellectual property to the overseas partner, and the permanent location of Griffith staff to work with and provide training of the partner's staff.

On the basis of these observations the Audit Panel makes the following commendation.

Commendation 11

AUQA commends the Griffith University School of Nursing and Midwifery for the provision of service and support for their transnational education (TNE) programs in Singapore and Japan; and Griffith International for the adoption of a more risk-aware approach to the provision of TNE programs.

The Panel now urges the University to fully take onboard the organisational learning gained from its Self-Review of Transnational Programs August – October 2007 (SM03-16), and the lessons learned by the School of Nursing and Midwifery in both Singapore and Japan. For example, the Panel discovered as a result of inquiries at the main Audit Visit that the testamurs and transcripts issued to students completing the Nissoken program in Japan fail to indicate that the Nissoken program is taught in Japanese.

Recommendation 8

AUQA recommends that testamurs and transcripts for programs accredited by Griffith University that are taught in languages other than English acknowledge that fact.

Also, following the Audit Panel's visits to the University's offshore partners in Singapore and Japan, the Panel learned that the University had decided to mainstream the customised approach to student evaluations of courses and teaching in the Bachelor of Nursing (Post-Registration) program in Singapore, and the Panel supports that decision, as a matter of policy for all TNE programs.

Affirmation 7

AUQA affirms the decision by Griffith University to mainstream the Student Evaluation of Courses and Student Evaluation of Teaching in the Bachelor of Nursing (Post-Registration) and expects that this practice will be adopted as a matter of policy at all offshore teaching locations.

4.4 Exposure to an International Experience

Griffith claims that it aims to provide its students with exposure to an international experience through 'an internationalised curriculum, opportunities to undertake international work experience or to study abroad under an exchange agreement, and to study a language other than English.' (PF p3.29) For this to be achieved, "appropriate staff development" is a stated priority and so relevant goals and indicators are now contained in the Internationalisation

Strategy. See section 4.5.5 for audit findings in relation to Griffith having a properly 'internationalised curriculum' and support for staff involved in TNE.

With respect to exposure to international experiences through student exchanges and study abroad opportunities, the Panel noted that Griffith has a large number of agreements with overseas institutions for these activities, but in the relevant Supporting Material many of these had either not been reviewed or were marked 'to be reviewed in 2008'; had no expiry date, or the Valid Period was indicated as 'No fixed duration'. In response to a question about this the University advised that 'reviews are now done on an on-going case-by-case basis annually.' (AD03-01) As the University attempts to increase its international recognition, the Panel supports this more regular monitoring of the status of its international agreements.

The Portfolio also contained two case studies of successful international internships, and the Panel believes that activities of this nature should be built on to further promote work integrated learning as a Griffith 'signature' and to leverage international research opportunities, and vice-versa.

4.5 Priorities for Improvement

4.5.1 Data Relevant to the *Internationalisation Strategy*

Griffith has identified a need to improve its capacity to track and report on the progress of international students by entry pathway; and separately to report the CEQ scores and graduate outcomes of international students in comparison with domestic students. The University states that 'these data issues will be resolved in 2008 so that targets for the *Internationalisation Strategy* can be agreed.' (PF p3.33)

4.5.2 Language of Instruction Pathway

Griffith intends to revise its Admission Policy for Undergraduate Programs by requiring students applying for entry without a formal language qualification to undergo a diagnostic language test, with a view to identifying their language support requirements.

With respect to the provision of English language support more generally, during the Audit Visit the Panel learned that the Academic Committee had recently agreed to review English language support. The Audit Panel received a copy of the English Language Discussion Paper prepared by the Deputy Chair of the Academic Committee that went to the Committee's May 2008 meeting. The paper covers both consideration of IELTS testing and the provision of specialist academic and language support programs and services.

The Panel also learned of a joint IELTS Australia-Griffith University research project to trial the 'capstone testing' of international and domestic non-English speaking background students in their final or penultimate semester at Griffith University later in the year, the final product of which will be submitted to IELTS Australia by mid-October.

Mindful of the University's finding that IELTS-tested undergraduate international students performed better than international students entering Griffith via other entry pathways, the Panel read the following statements in the Academic Committee's discussion paper with interest: 'Griffith evidence suggests that IELTS is a better predictor of success than other pathways but current literature is unconvincing'; and 'Griffith also has a large international to domestic student ratio and accepts an undergraduate IELTS of 6.0 which means the magnitude

of any problems may be greater.’ (Academic Committee’s English Language Discussion Paper, p13)

As noted in section 3.1, the University is attempting to increase its OP entry score for domestic HECS-load undergraduate students. It is also recruiting significant numbers of FPOS to study onshore. If the University is successful in both these objectives, increasing the OP scores required of its domestic HECS-entry students, without paying reciprocal attention to the entry levels of English language proficiency required of its FPOS, there is a danger that academic standards may diverge along domestic/international student lines.

And as noted, the University indicated to the Panel that it believed it was capable of improving entry scores while increasing undergraduate student numbers, in-part by differentiating itself from other Brisbane-based universities. Noting that the last complete survey of IELTS levels across Australian universities undertaken by Griffith appears to have been in 2003, the Panel makes the following affirmation.

Affirmation 8

(urgent) AUQA affirms the decision by Griffith University’s Academic Committee to review English language support, but urges that the review’s terms of reference include a thorough examination of the IELTS levels required, and those of alternative entry pathways, to ensure appropriate standards and support for international student success.

4.5.3 Career Service and Coordination of Service Delivery to Students

A review of Griffith’s performance in service provision to international students against selected International Student Barometer (ISB) indicators shows Griffith to be lagging with respect to some aspects, including ‘meeting and greeting’, ‘study sense of purpose’, and ‘support for work experience’ and ‘careers services’. The Audit Panel agrees with the University on the need to improve these services, especially on the basis of ISB results for international students, noting that WIL is a ‘signature’ for international as well as domestic students at Griffith. It was also noted that the ISB indicated there were greater levels of satisfaction among Griffith postgraduate students than undergraduate.

The Panel expects that given the attention paid in the Portfolio to monitoring the quality of service provision to international students the service level agreements proposal will proceed and be fully implemented.

4.5.4 Support for Staff Teaching Offshore

The 2007 audit of offshore programs performed by Griffith identified a need to improve the support for onshore Griffith staff teaching offshore, and to improve the preparation of staff recruited offshore to teach Griffith programs. On the basis of the Panel’s observations during visits to offshore partners and interviewing staff during the Audit Visit, and taking into account the University’s plans to target TNE partnerships in China, India, and the Middle East, the Panel agrees.

Affirmation 9

AUQA affirms Griffith University’s decision to recruit appropriately qualified local staff in overseas locations, and to provide increased induction and support for Griffith staff teaching offshore and staff recruited offshore.

4.5.5 Internationalisation of the Curriculum

Recommendations 14 and 15 of the Cycle 1 audit were directed at improving internationalisation activities at Griffith, and as noted in section 2, these two recommendations were incompletely addressed by the time of the Cycle 2 audit.

The Cycle 1 Recommendation 15 was: *That Griffith University, through the Griffith Institute for Higher Education, or otherwise, ensure that academic staff are supported in its objective of internationalising not only course content but also their approach to teaching.* From the Portfolio the Panel learned that Griffith's 2004 Internationalisation Strategy "stipulated that Griffith would conduct an audit of the international content of its curriculum in 2007." (PF p3.34)

The University informed the Panel that the current strategy now identifies more comprehensive goals, indicators and actions to promote internationalisation of the curriculum. It is now 'intended that precise targets for internationalisation of curriculum will be agreed once the outcome of the audit is known.' (PF p3.34) In the meantime, staff members are to be supported in the internationalisation of curriculum.

Both the definition and process have now been agreed, and on the last day of the Audit Visit the panel received a 'Proposal for a Program Review Tool for Internationalisation of the Curriculum Draft Only for Consultation' from GIHE bearing the date 4 June 2008.

When asked to explain why the audit had now been deferred until 2008 the Panel was advised that 'there was little point in requiring program convenors to provide audit information separately throughout the year against different KPIs and this is now to be done as an integrated activity between August and October 2008.' (AD03-01)

The curriculum audit is thus still to be conducted later in 2008, along with a broader analysis of curriculum elements across programs.

Affirmation 10

(urgent) AUQA affirms Griffith University's decision to defer the internationalisation of the curriculum audit, recommended in Cycle 1 in order to broaden its scope, and in this particular respect, urges that it focuses on more than recruitment of international students on campus as being the main distinguishing characteristic of internationalisation at Griffith.

Notwithstanding that this audit finding is an affirmation rather than a recommendation, given the considerable delay since the original Cycle 1 recommendation, the Panel urges the University to give this audit finding priority attention.

4.6 International Activities – Conclusion

Cycle 1 Recommendation 14 was: *That Griffith ensure that it has the means to monitor progress towards the achievement of all its internationalisation objectives.*

With respect to quality assurance for TNE at Griffith University, now that onshore provision has stabilised in terms of student numbers, the Panel felt it appropriate that, as stated in the Portfolio: 'Griffith has not set specific targets for the number of offshore programs, or size of its offshore student body, preferring to be driven by the strategic considerations outlined above. The *Internationalisation Strategy* identifies specific goals and indicators in respect of the quality

of offshore programs, and the supervision and support of staff involved in their delivery.’ (PF p3.25)

Noting the University’s strong commitment under the Griffith 2015 strategy to the setting of ‘differential targets’ as the distinctive characteristic of its approach to planning and performance monitoring in virtually every other aspect of its operations (including as noted at 4.5.5 above the setting of ‘precise targets for internationalisation of curriculum’), the Audit Panel makes this final audit finding.

Affirmation 11

AUQA affirms Griffith University’s approach to the forward planning of transnational education (TNE) activity driven by strategic considerations, but observes that this approach could be further integrated with the University’s approach to planning and performance monitoring by the setting of differentiated targets for TNE activity.

This will be especially important as the University’s plans to implement TNE partnerships in the Middle East, and is considering entry into other international markets.

5 DATA

Table 5.1: Griffith University Student Load by Category 2004–2007

Student Load by Category					
Student Load (EFTSU/EFTSL)		2004	2005	2006	2007
Commonwealth Supported	Scheme All RTS	364	498	514	497
	PG Coursework	109	119	273	340
	Undergraduate	16,081	16,693	17,118	17,675
	Sub-total	16,190	16,812	17,391	18,015
Other Domestic	PG Research	388	268	264	282
	PG Coursework	1,093	1,145	1,113	1,131
	Undergraduate	52	39	87	94
	Non-award	390	175	136	67
	Empl reserved	36	47	86	139
	Sub-total	1,959	1,675	1,687	1,714
All Domestic Students		18,513	18,985	19,592	20,226
Overseas Fee-paying	Onshore	5,139	5,855	5,984	6,224
	Offshore	107	152	153	243
	Sub-total	5,246	6,008	6,137	6,467
ALL STUDENTS		23,759	24,993	25,729	26,693

Source: Student Load by Category from the Griffith 2007 Institution Assessment Framework Portfolio

Table 5.2: Griffith University Outcomes 2007–2008 Learning and Teaching Performance Fund adjusted percentages: Griffith Rank on 7 indicators

Measure	Discipline group 1		Discipline group 2		Discipline group 3		Discipline group 4	
	2007	2008	2007	2008	2007	2008	2007	2008
Full-time employment	73.03	86.4	82.97	73.31	71.01	73.51	93.02	96.93
Employment rank	26	13	12	33	23	20	16	12
Further study	29.51	17.33	28.28	17.6	20.19	11.78	29.16	13.1
Further study rank	22	31	14	25	30	37	8	20
Generic skills	75.52	77.28	75.97	75.22	73.86	72.15	70.44	73.09
Generic skills rank	17	7	6	11	13	20	17	14
Good teaching	46.25	49.31	44.7	48.5	52.79	53.2	46.52	50.92
Good teaching rank	23	22	10	10	28	34	19	12
Overall satisfaction	67.18	72.11	70.63	71.1	68.73	68.18	61.84	68.6
Overall satisfaction rank	23	13	19	18	27	31	25	17
Progress rate	80.78	82.78	81.24	82.77	84.84	84.4	86.75	88.06
Progress rank	20	18	22	17	24	25	27	28
Retention rate	71.92	77.36	74.28	79.26	75.32	74.7	84.32	82.98
Retention rank	37	30	34	27	32	32	25	28
Overall rank	31	17	10	23	31	36	20	20
Outcome	Band C	Band C	Band B	Band C	Band C	Band C	Band C	Band C

Key:

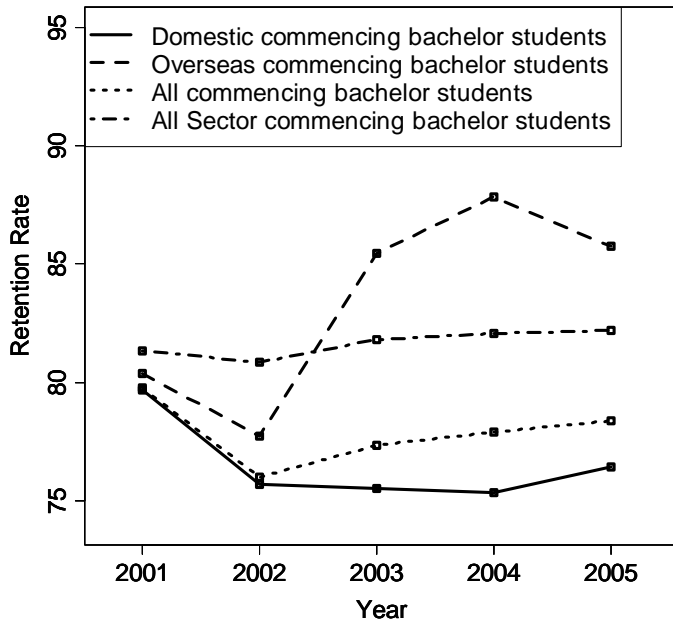
Discipline group 1: science, computing, engineering, architecture and agriculture

Discipline group 2: business, law and economics

Discipline group 3: humanities, creative arts and education

Discipline group 4: health

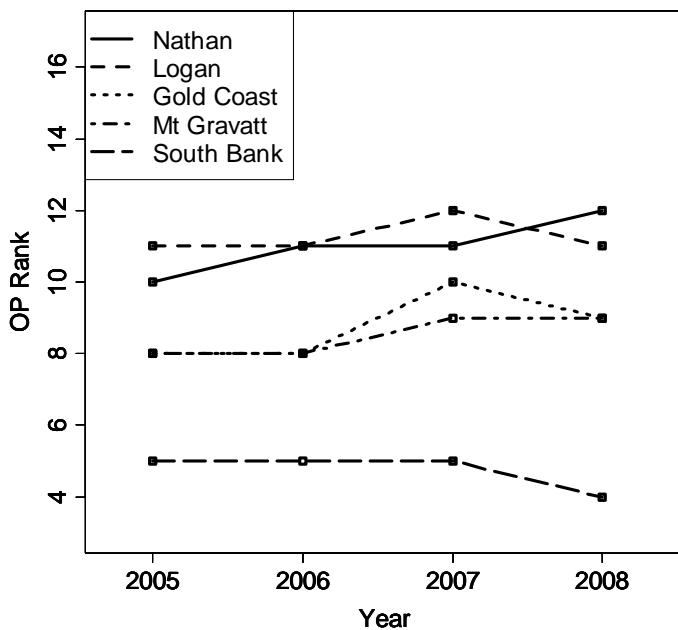
Figure 5.1: Griffith University Commencing Bachelor Students Retention Rates by Category, compared with sector, 2001–2005



Source: Higher education statistics collections from the Department of Education, Employment and Workplace Relations website.

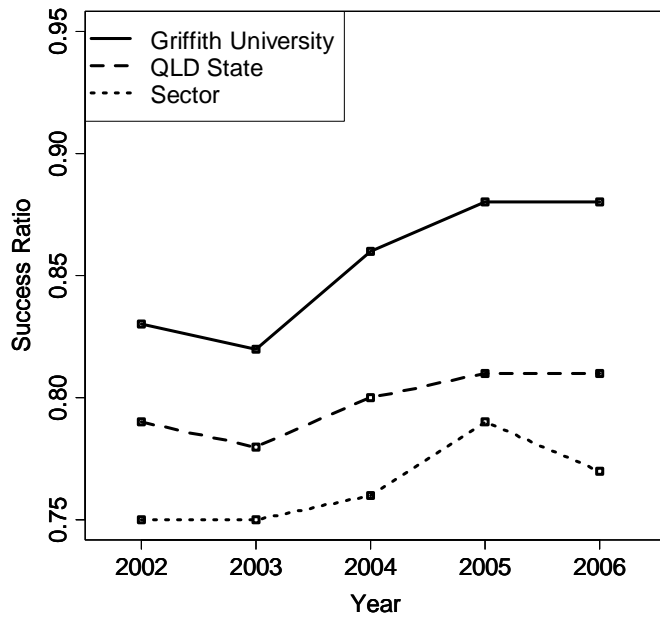
http://www.dest.gov.au/sectors/higher_education/publications_resources/profiles

Figure 5.2: Griffith University Median Overall Position (OP) Scores by Campus 2005–2008



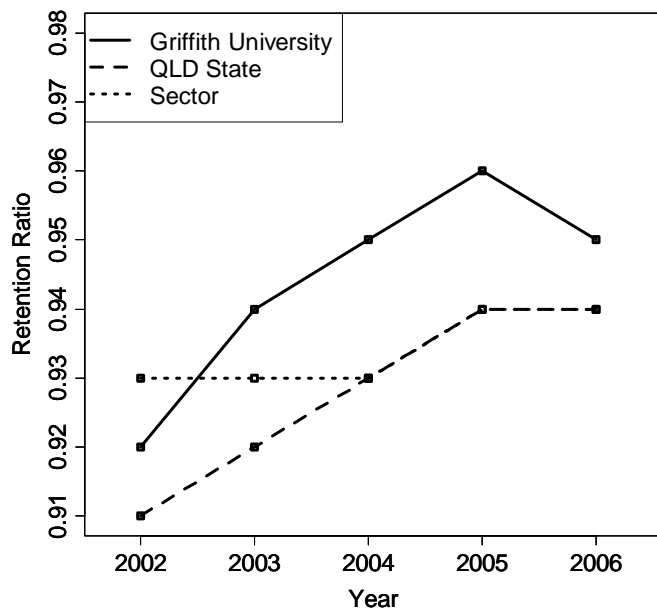
Source: Griffith University Performance Portfolio, p2.11, Figure 2.3

Figure 5.3: Griffith University Indigenous Student Success Ratios 2002–2006



Source: Indigenous Higher Education Performance Indicators from the Griffith 2007 Institution Assessment Framework Portfolio

Figure 5.4: Griffith University Disability Success Ratio 2002–2006



Source: Institutional Student Equity Performance Data 2006 from the Department of Education, Employment and Workplace Relations website.

http://www.dest.gov.au/sectors/higher_education/publications_resources/statistics/student_equity_in_higher_education.htm#content

Tables 5.3A, 5.3B & 5.3C: Griffith University Average GPA & Percentage with GPA below 4 of 2005–2007 Commencing Students

Table 5.3A: 2005 commencing students at the end of 2005, 2006 & 2007

Category	At end of 2005			At end of 2006			At end of 2007		
	Total No.	% < GPA 4	Av GPA	Total No.	% < GPA 4	Av GPA	Total No.	% < GPA 4	Av GPA
Higher education course	1933	20.23%	4.66	1691	19.40%	4.72	1048	14.03%	4.86
Secondary education	3437	30.17%	4.35	2880	29.38%	4.43	1659	22.18%	4.68
TAFE	310	32.00%	4.30	282	29.00%	4.4	260	14.00%	4.60
Total	5680	27.47%	4.44	4853	25.92%	4.52	2967	16.74%	4.71

Table 5.3B: 2006 commencing students at the end of 2006 & 2007

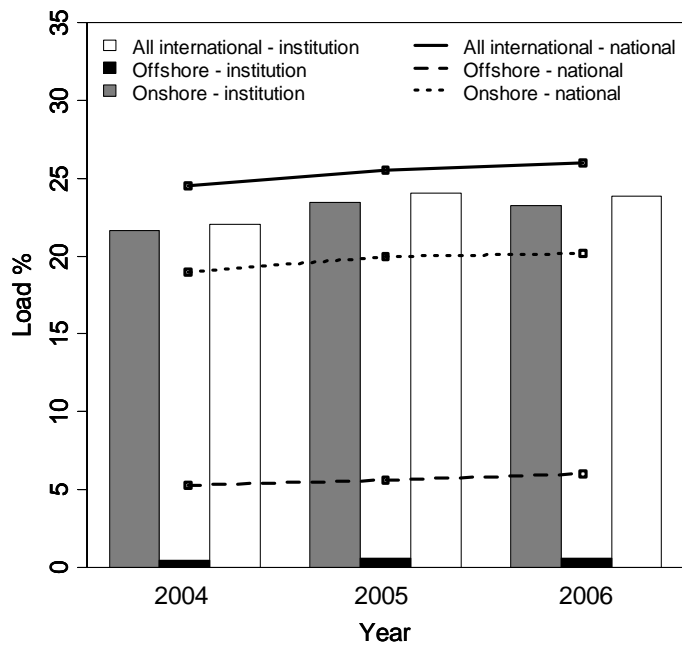
Category	At end of 2006			At end of 2007		
	Total No.	% < GPA 4	Av GPA	Total No.	% < GPA 4	Av GPA
Higher education course	1711	19.70%	4.68	1281	16.47%	4.82
Secondary education	3858	29.99%	4.37	2464	29.75%	4.47
TAFE	342	31.00%	4.30	297	27.00%	4.50
Total	5911	26.90%	4.45	4042	24.41%	4.59

Table 5.3C: 2007 commencing students at end of 2007

Category	At end of 2007		
	Total No.	% < GPA 4	Av GPA
Higher education course	1949	21.75%	4.61
Secondary education	3616	32.05%	4.29
TAFE	397	32.00%	4.40
Total	5962	28.60%	4.43

Source: Griffith University Performance Portfolio, p2.17, Table 2.7

Figure 5.5: Griffith University International Student Load as % of Institution's Total Load 2004–2006



Source: Griffith University Performance Portfolio, p3.4, Figure 3.1

APPENDICES

APPENDIX A: THE AUDIT PROCESS

In 2007 the Australian Universities Quality Agency (AUQA) appointed an Audit Panel to undertake a quality audit of Griffith University. Within the scope of the particular audit, AUQA's Cycle 2 audits emphasise institutional standards and performance outcomes, with attention to benchmarking activities and their effect on standards and outcomes.

In addition to the National Protocols for Higher Education Approval Processes, relevant external reference points for this audit include:

- Australian Qualifications Framework
- Disability Standards for Education
- ESOS Act and the requirements of the related National Code
- *Higher Education Support Act 2003* and related DEST/DEEWR guidelines (2005)
- Good Practice Principles for Credit Transfer and Articulation from VET to Higher Education (MCEETYA 2005)
- National Aboriginal and Torres Strait Islander Education Policy
- Provision of Education to International Students: Code of Practice and Guidelines for Australian Universities (AVCC (now Universities Australia) 2005)
- Workplace Health and Safety legislation.

Quotations taken from the Portfolio are identified in the Report as (PF p) and from Supporting Material as (SM) or Additional Material as (AD).

The mission, objectives, values and vision of AUQA are shown in Appendix B, membership of the Audit Panel is provided in Appendix C and Appendix D defines abbreviations and technical terms used in this Report.

Full details of the Cycle 2 audit process are available in the AUQA Audit Manual v5.

AUQA pre-selected the theme of 'Internationalisation' for the audit of Griffith, taking into account: the sizable proportion of international students studying Griffith courses (25%); the presence of a small number of offshore programs (a known high risk area of University operations); and recommendations from the Cycle 1 audit (eg recommendations 14 and 15). This theme was taken up by the University under the title 'International Activities', which excluded internationalisation of the curriculum, a point taken up in this Report.

The theme of 'Supporting Student Success', was an amalgamation of two proposed by Griffith, and this was selected by AUQA in view of its strategic significance for the University, the University's comprehensive undergraduate programs profile and multi-campus nature, and some of the recommendations from the Cycle 1 audit (eg recommendations 6, 8, and 13). The Audit Panel noted that because the treatment of this theme was based on the undergraduate student life-cycle it did not deal in depth with the setting and maintenance of academic standards, and so this became an issue for further investigation during the audit.

The Audit Panel selected Cycle 1 recommendations on quality system development for follow-up, as these were the most numerous because attention to the quality system was a significant issue in the Cycle 1 audit, and in view of the likely impact of quality system development on improving the quality of the student experience.

On 21 March 2008, Griffith presented its submission (Performance Portfolio) to AUQA, including 75 supporting materials. The Audit Panel met on 23 April 2008 to consider these materials.

The Panel Chair and Audit Director undertook a Preparatory Visit to Griffith on 9 May. During that visit, the answers to questions and additional information requested by the Panel were discussed, as well as the Audit Visit program.

A visit to two educational partners of Griffith in the delivery of offshore programs was conducted from 23 to 26 May 2008. A written report of these activities was circulated to the full Audit Panel prior to the main Audit Visit. The main Audit Visit to the University's Gold Coast and Nathan campuses took place between 2 and 5 June 2008. This included interviews with a relatively larger than usual number of undergraduate students because of the theme 'Supporting Student Success'.

In all, the Audit Panel spoke with around 320 people in the course of the audit, including the Vice-Chancellor, the Chancellor, senior management, academic and general staff, external stakeholders, undergraduate students (including honours, Indigenous, domestic normal and special-entry students and FPOS, student mentors, as well as students involved in RBL and WIL), and offshore partners. In addition, the Audit Panel also interviewed staff of the Queensland Institute of Business and Technology because of its special relationship with the University. Open sessions were available for any member of the University community to meet the Audit Panel and one person took advantage of this opportunity. In-situ interviews of undergraduate students and some staff were also conducted.

AUQA expresses its appreciation to John Dewar and Karen van Haeringen and others at Griffith for their highly professional and very well organised assistance throughout the entire audit process. AUQA also thanks Griffith for its ready production of additional information in both hard copy and on CD ROM and for granting the Panel secure access to its intranet for the period of the audit. Less positively, the Panel found that the Portfolio was lacking in detail with respect to the priorities for improvement in each section. In contra-distinction to the University's evident commitment to target-setting in its strategic planning, there were no details of planned (or possible) implementation, such as what was to be done, by whom, under whose authority, and by when in terms of the outcomes to be achieved. AUQA looks forward to receiving these sorts of details in the University's Cycle 2 audit Progress Report.

This Report relates to the situation current at the time of the Audit Visit, which ended on 5 June 2008, and does not take account of any changes that may have occurred subsequently. The Report records the conclusions reached by the Audit Panel based on the documentation provided by Griffith as well as information gained through interviews, discussion and observation.

While every attempt has been made to reach a comprehensive understanding of the University's activities within the scope of the audit, the Report does not identify every aspect of quality assurance and its effectiveness or shortcomings. To keep the audit within reasonable bounds, the Panel did not visit the Mt Gravatt, Logan, or South Bank campuses, or any other teaching locations. For the same reason, the Panel did not explore the experience of postgraduate students in any depth.

APPENDIX B: AUQA'S MISSION, OBJECTIVES, VISION AND VALUES

Mission

AUQA is the principal national quality assurance agency in higher education with the responsibility of providing public assurance of the quality of Australia's universities and other institutions of higher education, and assisting in enhancing the academic quality of these institutions.

Objectives

AUQA is established to be the principal national quality assurance agency in higher education, with responsibility for quality audits of higher education institutions and accreditation authorities, reporting on performance and outcomes, assisting in quality enhancement, advising on quality assurance; and liaising internationally with quality agencies in other jurisdictions, for the benefit of Australian higher education.

Specifically, the objectives of AUQA are as follows:

1. Arrange and manage a system of periodic audits of:
 - the quality of the academic activities, including attainment of standards of performance and outcomes of Australian universities and other higher education institutions;
 - the quality assurance arrangements intended to maintain and elevate that quality;
 - compliance with criteria set out in the National Protocols for Higher Education Approval Processes;and monitor, review, analyse and provide public reports on the quality of outcomes in Australian universities and higher education institutions.
2. Arrange and manage a system of periodic audits of the quality assurance processes, procedures, and outcomes of State, Territory and Commonwealth higher education accreditation authorities including their impact on the quality of higher education programs; and monitor, review, analyse and report on the outcomes of those audits.
3. Publicly report periodically on matters relating to quality assurance, including the relative standards and outcomes of the Australian higher education system and its institutions, its processes and its international standing, and the impact of the National Protocols for Higher Education Approval Processes on Australian Higher Education, using information available to AUQA from its audits and other activities carried out under these Objectives, and from other sources.
4. Develop partnerships with other quality agencies in relation to matters directly relating to quality assurance and audit, to facilitate efficient cross-border quality assurance processes and the international transfer of knowledge about those processes.

Vision

To consolidate AUQA's position, as the leading reference point for quality assurance in higher education in and for Australia. Specifically:

- AUQA's judgements will be widely recognised as objective, accurate and useful, based on its effective procedures, including auditor training and thorough investigation.
- AUQA's work will be recognised by institutions and accrediting agencies as adding value to their activities, through the emphasis on autonomy, diversity and self-review.
- Through AUQA's work, there will be an improvement in public knowledge of the relative academic standards of Australian higher education and an increase in public confidence in Australian higher education.
- Through AUQA's work with other quality assurance agencies, the international quality assurance requirements for Australian higher education institutions will be coherent and rigorous, avoiding duplication and inconsistency.
- AUQA's advice will be sought on quality assurance in higher education, through mechanisms including consulting, training and publications.
- AUQA will be recognised among its international peers as a leading quality assurance agency, collaborating with other agencies and providing leadership by example.

Values

AUQA will be:

- *Rigorous*: AUQA carries out all its audits as rigorously and thoroughly as possible.
- *Supportive*: AUQA recognises institutional autonomy in setting objectives and implementing processes to achieve them, and acts to facilitate and support this.
- *Flexible*: AUQA operates flexibly, in order to acknowledge and reinforce institutional diversity, and is responsive to institution and agency characteristics and needs.
- *Cooperative*: AUQA recognises that the achievement of quality in any organisation depends on a commitment to quality within the organisation itself, and so operates as unobtrusively as is consistent with effectiveness and rigour.
- *Collaborative*: as a quality assurance agency, AUQA works collaboratively with the accrediting agencies (in addition to its audit role with respect to these agencies).
- *Transparent*: AUQA's audit procedures, and its own quality assurance system, are open to public scrutiny.
- *Economical*: AUQA operates cost-effectively and keeps as low as possible the demands it places on institutions and agencies.
- *Open*: AUQA reports publicly and clearly on its findings in relation to institutions, agencies and the sector.

AUQA's Mission and Objectives were revised in March 2007, as recommended by MCEETYA. AUQA's Vision and Values have been modified accordingly.

APPENDIX C: THE AUDIT PANEL

Professor Nigel W. Bond, Associate Head (Research), School of Psychology, University of Western Sydney

Dr Marilee Bresciani, Associate Professor of Postsecondary Education, San Diego State University, USA

Mr Robert Carmichael, Audit Director, Australian Universities Quality Agency

Professor Joan Cooper, Pro-Vice Chancellor (Students) & Registrar, University of New South Wales (Chair)

Dr Michael Green, General Manager, Manufacturing Division, Department of Innovation, Industry, Science & Research, Australian Government

APPENDIX D: ABBREVIATIONS AND DEFINITIONS

The following abbreviations and definitions are used in this Report. As necessary, they are explained in context.

AACSB	Association to Advance Collegiate Schools of Business (USA)
AUIDF	Australian Universities International Directors Forum
AUQA	Australian Universities Quality Agency
AUSSE	Australasian Survey of Student Engagement
AVCC	Australian Vice-Chancellors' Committee (now Universities Australia)
CBD	Central Business District (Brisbane)
CEQ	Course Experience Questionnaire
CFs	course facilitators
CRICOS	Commonwealth Register of Institutions and Courses for Overseas Students
DEEWR	Australian Government Department of Education, Employment and Workplace Relations, formerly DEST
DEST	Australian Government Department of Education, Science and Training
DVD	Digital Video Disk
EFTSL/EFTSU	equivalent full-time student load
ESOS Act	<i>Education Services for Overseas Students Act 2000</i> (Cwlth)
FFT	fractional full time
FPOS	fee-paying overseas students
FT	full time
FTE	full-time effective (staff)
FYAs	first year advisors
GDS	Graduate Destination Survey
GELI	Griffith English Language Institute
GIHE	Griffith Institute of Higher Education
GI MATES	Griffith International Making Arrival and Transitions Easy for Students
GPA	Grade Point Average
GUMURRII	Griffith University Murri (Queensland Aboriginal People) and Torres Strait Islanders
HCEG	Human Capital Education Group (Singapore)
HECS	Higher Education Contributions Scheme
HELP	Higher Education English Language Program
IAF	Institutional Assessment Framework
IELTS	International English Language Testing System
ISB	International Student Barometer
ITAS	Indigenous Tutorial Assistance Scheme

LOs	liaison officers
LTPF	Learning and Teaching Performance Fund
MCEETYA	Ministerial Council on Education, Employment, Training and Youth Affairs
MEXT	Ministry for Education and Training (Japan)
National Protocols	National Protocols for Higher Education Approval Processes
OP	Overall Position, in Queensland entry scores are measured by OP on a scale of 1–25, with 1 the highest possible score. (PF p2.6)
PF p	Performance Portfolio page (reference)
Portfolio.....	Performance Portfolio
Protocols.....	National Protocols for Higher Education Approval Processes
QIBT	Queensland Institute of Business Technology
QTAC.....	Queensland Tertiary Admissions Centre
RBL.....	research-based learning
RHD.....	research higher degree
SES	socio-economic status
TAFE.....	Technical and Further Education
TEFMA	Tertiary Education Facilities Managers Association
TNE	transnational education
TOEFL.....	Test of English as a Foreign Language
VET.....	vocational education and training
WIL.....	work-integrated learning

