



THE UNIVERSITY OF
NOTRE DAME
A U S T R A L I A

AUQA CYCLE 2 AUDIT

PORTFOLIO

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1. OUTCOMES SINCE CYCLE 1

1.1. INTRODUCTION

Since its first cycle AUQA audit in 2003, the University of Notre Dame Australia (Notre Dame) has grown in physical size, in student numbers and in academic offerings. It now operates on three Campuses in two states – the Fremantle Campus and Broome Campus in Western Australia and the Sydney Campus in New South Wales. Its foundation campus, located in Fremantle in WA, remains the official ‘main campus’ or headquarters of the University. The Broome Campus exists, in many ways, as an academic extension/ outreach of the Fremantle Campus, with a distinct and unique focus on Kimberley regional tertiary education and Aboriginal reconciliation. The Sydney Campus, established in 2006 at the invitation of the Archbishop of the Catholic Archdiocese of Sydney, is the fastest growing campus of Notre Dame and is located on 2 historic sites: St Benedict’s, Broadway and Sacred Heart, Darlinghurst.

In 2005, Notre Dame’s Act of Parliament (The University of Notre Dame Act) was amended to achieve compliance with the National Governance Protocols and to accommodate its new multi-state, multi-diocesan setting. Important amendments were made to the governance structure of Notre Dame, but, perhaps more significantly, the Objects of Notre Dame were refined and clearly articulated. Section 5 of the Act states:

The Objects of the University are:

- a. the provision of university education, within a context of Catholic faith and values; and***
- b. the provision of an excellent standard of -***
 - i. teaching, scholarship and research;***
 - ii. training for the professions; and***
 - iii. pastoral care for its students.***

SM1.01: The University of Notre Dame Act

The legislative incorporation of these Objects has had a significant impact upon the activities, management, operations and strategic planning of Notre Dame. The University’s Strategic Plan has been restructured so that qualitative and quantitative goals are tied to the individual components of the Objects. This document is reviewed on an annual basis with input sought from senior academic and administrative staff before presentation to the Board of Directors for endorsement.

SM1.02: Strategic Plan: Notre Dame 2008-2018

As a result of the National Governance Protocols and the opening of the Sydney Campus, the governance structure of Notre Dame is now a three-tiered structure of Trustees, Governors and Directors. These are further detailed later in this Chapter. Administrative structures were amended to reflect the needs of a multi-state, multi-campus operation and the Academic structure of the University was changed to a National College, Campus-based School Model. These are further detailed in later chapters.

SM1.02: Strategic Plan: Notre Dame 2008-2018 Appendix 3B Administrative Structure

SM1.02: Strategic Plan: Notre Dame 2008-2018 Appendix 1 Academic Structure

1.2. KEY CHALLENGES AHEAD

The University's Strategic Plan identifies the goals of Notre Dame for the period 2008 – 2018. Quantitatively, Notre Dame plans to achieve a total enrolment of 10,000 EFSTL (5,000 on the Fremantle Campus, 5,000 on the Sydney Campus and 100 on the Broome Campus) within this time period. These students will be enrolled in programs offered by 16 Schools; strategically, Notre Dame has set a target of 10% international students and 1% higher degree research students within this total.

SM1.02: Strategic Plan: Notre Dame 2008-2018

To achieve these quantitative goals, there are a number of critical challenges Notre Dame will face. Some of these are:

- i. maintaining the strong growth in student demand for courses offered by Notre Dame
- ii. developing further facilities, particularly in Sydney, to accommodate the increasing student enrolment numbers
- iii. maintaining and increasing Notre Dame's access to Commonwealth Supported Places in the priority areas of health and education
- iv. recruiting and retaining high quality staff, committed to the Notre Dame mission, particularly the emphasis on teaching excellence
- v. managing and reducing its debt levels through fundraising and capital input from State and Federal Governments
- vi. refining and developing processes and structures which best enable Notre Dame to achieve its goals in the context of a multi-campus environment.

Philosophically and culturally Notre Dame in 2008 is the same as it was in 2002. However, the growth and development of Notre Dame since its first audit in 2003, has led to significant organisational change and maturation. While this change and maturation is significant, Notre Dame anticipates further change and development as it faces the challenges of operating a multi-state university in a very competitive and global higher education market. At the start of 2008, the University Executive identified that key administrative systems had ceased to operate effectively on the Sydney Campus due to a lack of senior middle management administrative staff. The need to devolve certain functions to the Sydney Campus was recognized and Notre Dame has subsequently appointed new staff in key academic administrative positions, including a Campus Registrar, and Executive Director of the Campus, an Admissions Manager, and is intending to appoint a campus Quality Management Officer by August 2008.

1.3. PROGRESS REPORT AGAINST CYCLE 1 REPORT OF AUQA

1.3.1. AUQA RECOMMENDATION 1

That the University actively seeks ways that staff may be more involved in the development of the institution through participation in committees and advisory groups

It has been a longstanding governance policy at the University that there are no staff or student representatives "as of right" on the governing bodies of the University. The involvement of students and

staff in the development of the University is achieved through participation in various committees, many of which are established under the University Statutes.

Evidence

- Two Academic Councils: one for the Fremantle and Broome Campus and one for the Sydney Campus. The Deans of each School are represented through their membership on the Academic Councils which are Standing Committees of the University.
- The School Committees which are consulted on all major issues of academic policy of the School. These committees consist of the Dean of the School and all full-time and fractional members of the School's academic staff.
- Two Research Committees: one for the Fremantle and Broome Campus and one for the Sydney Campus. The committees are Standing Committees of the University and are responsible for advising on matters such as relations with Australian Government research funding agencies; quality of research degrees offered; criteria for admission and supervision and examination procedures.
- The Broome Campus Advisory Council. This council provides feedback on how University policies and guidelines impact upon and could be modified appropriately in relation to the unique context of the Broome Campus.
- Core Curriculum Committee of each Campus which comprises the Provost of the relevant Campus, the Dean of the College of Philosophy and Theology and any other such persons as nominated by the Vice Chancellor.
- An Executive Council comprising the Principal Officers of the University. The Executive Council meets bi-monthly and is responsible for monitoring and overseeing academic and administrative policies and practices on each campus; for ensuring there is an appropriate level of integration and information sharing between campuses; and for advising the Vice Chancellor and the Board of Directors on the Strategic Plan of the University.

SM1.03: The Statutes of the University of Notre Dame Australia (the Statutes)

In addition to the statutory committees of the University, various ad hoc committees have been established over the preceding years to deal with specific issues. These committees are either ongoing in nature (e.g. International and Study Abroad Committee) or focused in time in response to an issue (e.g.: IT Planning Committee, Broome Review Committee).

1.3.2. AUQA RECOMMENDATION 2

That the University re-evaluate the nature of its relationship with NDUS in order to identify the benefits that accrue to it currently and are expected to do so in future years.

NDUS was the founding partner and mentor for the University. The University maintains close practical links with NDUS and has deliberately set out to develop itself in the NDUS tradition. The Canonical Statute) requires the Trustees to take steps to enhance the University's relationship with NDUS and the University's current Strategic Plan makes an explicit commitment to its future relationship with NDUS at a philosophical level. At an operational level, this relationship offers a number of existing and ongoing benefits to the University.

SM1.04: Canonical Statute

Evidence

- International and national "brand" recognition in academic and wider communities.
- Six senior members of NDUS are on the University's Governance boards.

- Board membership by NDUS officials has enabled the University to gain consistent in-depth advice about its development, curriculum, philosophy, management operations, long-term plans and aspirations, and its position in international Catholic higher education.
- NDUS sends groups of students to the University for semester-long, Study Abroad programs. These students have enrolled in a wide range of units and have been a significant presence on the Broome Campus.
- The enrolment of NDUS students in the University's units has necessitated the gaining of accreditation for these units from NDUS. The accreditation has involved ongoing reviews of course content, staff qualifications, assessment and reporting. NDUS has scheduled its next formal review of the University's academic offerings and the study abroad arrangement in 2009.
- The participation of senior NDUS staff accompanying study abroad students in the academic life of the University. NDUS has also received the University's staff on its Indiana campus and these individuals have benefitted from systematic professional opportunities that have been offered via these exchanges. Copies of reports prepared by University staff will be available during the audit visit.

*SM1.02: Strategic Plan: Notre Dame 2008-2018
Appendix 4 Listing of Trustees, Directors and Governors*

SM1.05: NDUS Data 2006 – 2008

1.3.3. AUQA RECOMMENDATION 3

That the Board of Governors considers the establishment of an internal audit function as a means of strengthening its capacity to meet its statutory obligations as the University develops.

According to the University's Statutes the function of the Board of Governors is to provide advice and support to the Board of Directors which is the governing body of the University.

Evidence

- The University has an independent Finance and Audit Committee which is a Standing Committee of the University. The auditing functions relate specifically to monitoring and reporting on matters of financial management and associated statutory compliance.
- The Board of Directors has moved to strengthen the University's ability to identify, monitor, and report on operational compliance with broader statutory and regulatory obligations. For example, an Occupational Health and Safety Report is a standing item on the Board's agenda.

SM1.03: The Statutes, Statute 40

1.3.4. AUQA RECOMMENDATION 4

That the University review the respective roles and functions of the Board of Trustees, Board of Governors and Executive Committee with a view to developing a model of corporate governance and management that will sustain the University's ongoing development in the Australian higher education sector.

In 2004 and 2005 the University reviewed the size, composition, and structure of its governance arrangements. A main outcome of the review was to recommend that the University's two-tiered governance arrangement be replaced with a three-tiered model of Board of Trustees, Board of Governors, and Board of Directors. The review also suggested a more balanced representation of members from all three campuses. The resultant reforms were endorsed by the then Department of Education, Science and Training (DEST) and the Minister as being fully compliant with the Commonwealth Government's National Governance Protocols. The changes have also been incorporated into *The University of Notre Dame Australia Act*.

Evidence

Under the Act of Parliament and Statutes (as revised);

- The Trustees are the “custodians” of the University and their function is to ensure that the University acts in accordance with its Objects, specifically, providing university education within the context of Catholic faith and values.
- The Board of Directors, a group of no greater than 14, is the governing body of the University. The duties, responsibilities and powers are clearly articulated in the Act.
- The Board of Governors is essentially an Advisory Body, whose main role is to provide advice and support to the Board of Directors.

*SM1.01: The University of Notre Dame Act
Part 3 Trustees, officers,
Board of Directors and Board of Governors*

SM1.03: The Statutes, Statute 5

1.3.5. AQUA RECOMMENDATION 5

That, as part of the recommended review of the committee structure, the University gives strong consideration to introducing systematic mechanisms by which the general body of staff and students can actively participate in decision-making within the institution

(a) Introduce systematic mechanisms for staff to actively participate in decision-making.

As noted in paragraph 1.1 (above), one of the consequences of the opening of the Sydney Campus and the general expansion of the University has been the creation of more formalized mechanisms for facilitating staff participation in decision making. The current Statutes establish a number of Standing Committees of the University and clearly define the decision-making powers granted to them.

Evidence

- The Academic Councils. These act as the primary academic advisory bodies to the Vice Chancellor. There are now two Academic Councils of the University: one based in Fremantle (which services the Fremantle and Broome campuses) and the Sydney Academic Council (which services the Sydney Campus). Other academic officers and staff are invited to attend meetings on the basis of promoting active and relevant participation of staff from various levels of function and responsibility.
- The Research Committees. Further detail is provided below.
- The School Committees. Under the Statutes, each School is to have a School Committee which is consulted on all major issues of academic policy in the School. These

committees consist of the Dean of the School and all full-time and fractional members of the School's academic staff.

- Boards of Examiners. Each School is to have a formal Board of Examiners which meets at the completion of each cycle of teaching. It comprises all the academic staff of the school and other academic staff who have delivered units to students in that School in the preceding semester. The role of the Board of Examiners is (among other things) to review and monitor the marks and grades awarded to students.
- The Core Curriculum Committees. These are detailed in chapter 2.
- Ethics Committees. These are detailed below.

In addition to the above, the Board of Directors and the Vice Chancellor have the authority to establish such other committees for such purposes and with such other membership and on such terms as it thinks fit.

SM1.03: The Statutes, Division 7

(b) Introduce systematic mechanisms for students to participate in decision-making.

Evidence

The University has introduced three Student Affairs Committees; one for each of the campuses. The Student Affairs Committees provide a mechanism for student participation in decision-making through:

- monitoring and appraising all aspects of student life for the particular campus
- facilitating relationships and communications between the component parts of the University and all its students
- liaising between student organizations and the component parts of the University
- recommending measures to enhance the quality of student life in a manner consistent with the ethos of the University.

SM1.03: The Statutes, Statute 39

Many School Committees also include either direct student representation (eg Medicine) or indirect liaison (eg Law).

1.3.6. AUQA RECOMMENDATION 6

That the University explicitly consider the training, development and support needs of its Deans, Heads of School and administrative section managers.

The University's approach to professional development and training of staff has been systemized and improved over the past 5 years. The Staffing Office of the University has management responsibility for Professional Development and Training, and works in close liaison with the Manager of the Quality Management Office, the Vice Chancellery and other senior leaders to determine the professional development needs of the staff body. There are two staff members with professional development responsibility: one who manages the Graduate Certificate in University Teaching (offered exclusively to Notre Dame Academic staff members) and one who oversees general professional development and training of all staff members. On the basis of the cyclical student reviews of teaching, the Manager of the Quality Management Office highlights areas of particular need in teaching, and these are incorporated within the professional development courses offered on an annual basis. General management sessions, on topics such as "performance management" and "bullying" have been incorporated at the request of senior staff. The Vice Chancellery (including Provosts) plan and participate in the delivery of Leadership Seminars on an annual basis. These seminars provide valuable opportunities for senior academic and

administrative staff of the University to review the quality of their work and to gain support or training in areas where further skill development is required.

Evidence

- *SM1.06: Graduate Certificate in University Teaching*
- *SM1.07: Professional Development Offerings 2008*
- *SM1.08: Leadership Seminar Program 2007*

1.3.7. AUQA RECOMMENDATION 7

That the University consider working to a Strategic Plan that is based upon a three to five year planning cycle and that the revised Plan more clearly prioritise the University's objectives across its range of activities and identify accompanying performance indicators. Each college should develop a plan consistent with the aims and objectives of the University's Strategic Plan.

The University works to a 10 year Strategic Plan. The University views the document as dynamic, and updates it on a regular basis to accommodate changing demands and the emergence of new opportunities. Consultation with senior staff occurs prior to endorsement by the Board of Directors. The current plan was approved in June 2008 and is for the period 2008 – 2018. The *Strategic Plan* has identified a number of specific goals in each of the qualitative and quantitative domains. To date, no performance indicators have been articulated in the Strategic Plan with respect to the qualitative goals, but, as detailed further, there are a number of benchmarking activities which the University undertakes with respect to the qualitative goals and as detailed below, the University will commence work on incorporating them within the Strategic Plan in 2009.

Each School has been encouraged to use the Strategic Plan as the blue print for their individual activities. Some Schools have created individualized Strategic Plans based on the overarching document, while other Schools are still in the process of developing them.

Evidence

- *SM1.02: Strategic Plan: Notre Dame 2008-2018*

1.3.8. AUQA RECOMMENDATION 8

That the University consider some further refining of the Office of Quality Management so that the Office is able to support an effective performance management system based on the University's existing Planning, Implementation, Evaluation, Review (PIER) quality management framework.

Evidence

- Under a recent restructure, the functions of the Quality Management Office were refined to ensure that it is better able to support an effective performance management system. The Office is responsible for the analysis of all unit content and teaching performance evaluations. This data is presented and discussed with the Deans relating the performance of academic staff in relation to their teaching function; the review of

individual performance results in the establishment of performance goals especially for ‘under-performing’ academic staff, supported through a follow-up process which involves the Dean.

SM1.09: Policy: Teaching Performance and unit content evaluation

- The University plans to increase the role of the QMO and the number of its personnel in order for it to play a more active ‘central role’ in overseeing quality at the University. Plans are in place to appoint a Quality Manager for the Sydney Campus and for annual reporting mechanisms to the Executive Council and Board of Directors to be expanded.

1.3.9. AUQA RECOMMENDATION 9

That, as the University formalises its performance monitoring system, a framework for external benchmarking across all areas of activity be instituted.

As detailed further below, a benchmarking framework for continuous improvement and self-regulation is currently being developed.

As detailed further below, the University is committed to formalising the processes by which it monitors its performance.

AUQA COMMENDATION 1

The University’s commitment to a framework for continual improvement and the positive way it is approaching an increased emphasis on quality management activities.

Evidence

- In relation to Leadership and Management, the University continues to be committed to a framework for improvement. In particular, the Quality Management Office is dedicated to facilitating quality management policies and procedure in areas of priority and need.
- The Provosts also play a role in continual improvement for the University. They provide senior academic leadership in the development of the University as a Catholic institution of higher education. As Chair of Academic Councils, they can also ensure that the quality of standards is maintained whilst supporting the Objects of the University.

SM1.03: The Statutes, Statute 26

1.3.10. AUQA RECOMMENDATION 10

That the draft Teaching and Learning Plan be finalized as quickly as possible and that attention then be focused on ensuring that it is effectively implemented and that progress against appropriate targets is monitored.

In 2007 the University made the decision to abandon the generic Teaching and Learning Plan and focus on the Objects of the University and the Strategic Plan as the principal guiding documents for setting targets for Teaching and Learning. The Academic Councils of the University are currently working on finalizing a list of “Graduate Attributes” which will thereafter inform teaching and learning practices.

1.3.11. AUQA RECOMMENDATION 11

That the University re-consider the roles and functions of the various committees related to teaching and learning with a view to clarifying their roles and functions, especially in relation to quality management of the University as a whole.

Evidence

- The two previous committees with a major focus on teaching and learning – the Curriculum Review Committee and the Teaching and Learning Committee – had proved to be structurally problematic and were decommissioned at the end of 2006. Both the Fremantle and Sydney Campuses now have Academic Councils which advise on all academic related matters. This includes developing academic policies and procedures; and reviewing and developing the General, School, Course and Research Regulations.
- In 2008, the University introduced a new process for unit and course approvals and these are further explained in Chapter 3 in the context of the Discipline of Nursing.

SM1.10: FORM C1 Full New Course Proposal

SM1.11: FORM U1 New Unit Submission

1.3.12. AUQA RECOMMENDATION 12

That the Office of Quality Management gives high priority to further activities that will assist staff to consider the pedagogical aspects of their teaching. This is a particular priority for those staff without prior experience or training.

Evidence

- The Graduate Certificate in University Teaching was introduced in 2006 for the Fremantle and Broome Campuses. This was made available to contracted staff and it focuses specifically on approaches to effective learning and teaching in university settings. Academic staff members are provided with fee relief and time release from other duties to attend. In 2007 the Certificate was introduced on the Sydney Campus.

SM1.06: Graduate Certificate in University Teaching

- The Quality Management Office and the Staffing Office (which incorporates responsibility for professional development) analyse data arising from annual teaching and learning reviews to identify areas of further need and development. Areas so identified are thereafter raised with the Staffing Office and incorporated into Professional Development opportunities for staff. .

SM1.09: Policy: Teaching Performance and unit content evaluation

SM1.07: Professional Development Offerings

1.3.13. AUQA RECOMMENDATION 13

That the terms of reference for college Advisory Boards be reviewed to enable Boards to play a role beyond the provision of course advice in policy and planning issues of the colleges and to have a sustained role in the academic activities of the colleges and to maintain links with professional associations.

Evidence

The Statutes dictate the guidelines for Advisory Boards. These guidelines have been reviewed to ensure that:

- the Boards are able to exercise sustained and effective roles in the provision of expert advice on the academic directions and activities of the Schools;
- links with the relevant professional associations are actively maintained.

Schools report regularly to its Advisory Board(s) on the implementation results for its priorities and to receive feedback from the Board on possible directions to be pursued.

SM1.03: The Statutes, Statute 53

1.3.14. AUQA RECOMMENDATION 14

That the University, and particularly the Academic Council, give greater attention to establishing mechanisms that will allow it to ensure that appropriate academic standards are maintained.

Evidence

- In 2005 – 2006, the General Regulations of the University were substantially rewritten so as to ensure clarity with respect to assessment, standards, grading, discipline issues, advanced standing and termination for poor performance (among other things). The operation of the General Regulations is reviewed annually to determine whether any amendments are required.

SM1.12: General Regulations

- The Academic Council has endorsed a range of new policy and/or procedural documents to establish uniform mechanisms for ensuring the maintenance of appropriate academic standards. These documents are initially circulated as discussion papers which allow for input from the Schools via their Deans.
- Both the Fremantle and Sydney Campuses have their own Academic Council which is the primary Academic Committee of the Campus. The role of each Academic Council is to act as an advisory body to the Vice Chancellor and is responsible for matters listed under Section 35 of the University Statutes. The Vice Chancellor may refer any recommendation or advice received from Academic Councils to the Board of Directors for their consideration.

SM1.03: The Statutes, Statute 35

SM1.13: List of Academic Policies

1.3.15. AUQA RECOMMENDATION 15

That the University undertake a review of its assessment policy to ensure that assessment practices in the institution are able to fulfil their multiple roles of enhancing effective student learning, contributing to the continuous improvement of teaching and certifying students' academic attainments.

Evidence

Many steps have been taken with respect to assessment policy and practices at Notre Dame, driven largely through the Provost, the Quality Management Office and Academic Council. These include:

- The General Regulations have been revised and include a specific chapter devoted to assessment.

SM1.12: General Regulations, Chapter VI

- Assessment Guidelines have been endorsed by Academic Council and approved by the Vice Chancellor as interpretative and explanatory principles underlying the General Regulations.

SM1.14: GUIDELINE Assessment 07OCT

- Academic staff development initiatives have focused on assessment of learning.

SM1.07: Professional Development Offerings

- Cross-campus moderation activity is planned to commence in the first half of 2009.

- The incorporation within the General Regulations of a more structured Academic Appeals process. A review of University data on the academic appeals is contained in Appendix A

SM1.12: General Regulations

AUQA COMMENDATION 2

The very strong commitment amongst staff to establishing personal relationships with students at all levels and to providing pastoral care and support.

AUQA COMMENDATION 3

The evident commitment of the majority of academic staff to providing a high level of academic support to students.

Further Progress

The University's staff has continued to provide students with high quality learning experiences. The 2005 and 2006 mean average rating for the University-wide distribution of teaching performance was at the very high level of 4.23 out of a maximum score of 5, and in 2007 it rose to 4.26. The data from the Australian Graduate Survey of 2005 graduates (received in 2008) are still being analysed, but indicate a sustained high level of satisfaction.

AUQA COMMENDATION 4

The system of college Advisory Boards that are particularly effective in the early stages of curriculum design in ensuring that professional, industry and employer groups have input into course and unit development.

Further Progress

The University continues in its endeavour to make a specialty of training for the key professions. The various boards and committees with advisory functions continue to provide valuable input into forming those community partnerships which have been crucial to the quality and relevance of training programs.

AUQA COMMENDATION 5

Those colleges operating on both the Fremantle and Broome campuses for specifically attending to the means by which the equivalence of the courses might be assured.

Currently, the University is working on a more formalised framework for examining the quality and comparability of units offered on all of the Campuses. Issues of main consideration are:

- alignment of external units with those which are taught on campus;
- quality of materials provided to students;
- cross campus moderation of assessment;
- external benchmarking with other providers.

1.3.16. AUQA RECOMMENDATION 16

That given the importance of reconciliation between Indigenous and non-Indigenous Australians in the University’s Mission Statement, specific attention be directed to the achievement of this goal on the Fremantle campus as it is on the Broome campus.

One of the prime aims of the 1994 decision to establish a campus in Broome was reconciliation between Aboriginal and non-Aboriginal Australia through the provision of tertiary education services to the people of the Kimberly region. So, whilst the Broome Campus maintains necessary similarities with the Fremantle and Sydney campuses, in relation to Indigenous issues the Broome Campus and its programs are deliberately distinctive. Students from the other campuses are actively encouraged to undertake cross-campus enrolment on the Broome Campus where they can undertake a range of specialized Aboriginal Studies units, and become immersed in the reconciliation process.

Evidence

- In 2006, a recommendation was made to the Trustees for the modification of the core curriculum requirements to give students on the Broome Campus an even greater understanding for Aboriginal Australians. The Trustees have now endorsed “Aboriginal People” and “Spirituality and the Challenges of Reconciliation” as core curriculum units for Broome Campus-based students.
- In 2007, the Board of Directors approved the establishment of a Centre for Indigenous Studies for the University. This commenced in 2008, and while physically located on the Broome Campus, the intention is for it to be an ‘all of university’ centre and will encompass research, teaching and community outreach.
- Currently a “Campus Review” is being undertaken to re-position and strengthen the Broome Campus and its role within the University. Included within this review, will be a consideration of the ways in which Fremantle and Sydney students and staff can have access to learning and development opportunities on the Broome Campus.
- In 2007 the inclusion of a new general goal in the Strategic Plan 2007-2017 was highly significant for all three campuses of the University
Give special attention in curriculum, course design and student support to the advancement of Indigenous people and the promotion of reconciliation between Indigenous and non-Indigenous peoples of Australia.

SM1.02: Strategic Plan: Notre Dame 2008-2018, Page 6

AUQA COMMENDATION 6

The University's efforts to ensure an ongoing harmonious relationship with its local communities and local government.

Evidence

The University continues to work towards the maintenance of harmonious relationships with local communities and governments.

- Memorandum of Understanding with the City of Fremantle and quarterly meetings between senior executives of the city and the University.
- University membership and participation in local groups such as the Fremantle Chamber of Commerce.
- Development of relationships with Indigenous communities and Advisory committees in the Kimberley.
- Development of a positive relationship with the City of Sydney.
- Audit/not for degree study opportunities for community members.

AUQA COMMENDATION 7

The establishment of the Edmund Rice Centre which is giving practical effect to its objective of serving the needs of its local communities

The Edmund Rice Centre, established under the auspices of the Christian Brothers, is now exclusively the responsibility of the Christian Brothers. The University continues to work with the Edmund Rice Centre, but has also established relationships with Caritas and other volunteer organizations and is currently developing a generic service learning/ academic unit for the student body.

AUQA COMMENDATION 8

The University's offering of pathway programs on the Broome Campus

The University continues to place great value on applicants coming to the University through alternative entry pathways. All campuses offer a university bridging course called the "Tertiary Enabling Program". There is every indication that students who are admitted into degree programs achieve outcomes equivalent to students admitted through normal entry pathways.

The Broome Campus has made a number of changes to its Vocational Education and Training (VET) pathways to facilitate the transition into higher education in Education and Nursing. In particular, the Diploma of Enrolled Nursing has been introduced and the Diploma of Teaching will be more closely integrated with the first year of the undergraduate teaching program.

1.3.17. AUQA RECOMMENDATION 17

That the University clarify its strategy with respect to internationalization, identifying priority objectives, targets, benchmarks and associated resource implications, and clearly specify the expected outcomes.

Evidence

The University has rethought its approach to internationalization and has established new enrolment targets of no greater than 10% international students (including study abroad students) across the three campuses. The University's international student recruitment and admission procedures are not dependent on a relationship with any third parties for off shore or onshore recruitment activities, although we do engage with a very small number of international agents. It should be noted that the University ended its relationship with Phoenix Academy a number of years ago. The University does not have separate Marketing and Admissions Offices for International students: all applicants, be they domestic or international, are handled by the same offices. The University believes that its current strategic direction in relation to international students and the internal mechanisms it has put in place to achieve the strategic goals are working very well. The main resource implication of our approach to internationalization relates to our limited capacity to offer residential facilities for international and large study abroad groups. The University is currently working with a number of home stay organizations and considering entering into arrangements with third parties regarding the provision of student accommodation.

SM1.02: Strategic Plan: Notre Dame 2008-2018

1.3.18. AUQA RECOMMENDATION 18

That the structures in place for the management of research and research education and training be reviewed to ensure that the maximum synergies are gained.

Evidence

- There are two Research Committees established on the Fremantle and Sydney Campuses (the Broome Campus is represented by the Fremantle Campus) and these Committees are Standing Committees of the University. This Committee is responsible for advising the Vice Chancellor on relations with Australian Government research funding agencies; reviewing the nature, content and standard of research degrees including admission criteria and examination procedures and criteria for supervision of research degrees.
- There is currently one Ethics Committee dealing with matters arising on all campuses. It is anticipated that an additional committee will be established within 2 -3 years to service the Sydney Campus.

SM1.03: The Statutes, Statutes 36 & 38

- In 2006 the University appointed an Academic Officer (Research Administration) with responsibility for managing the enrolment of Higher Degree by Research (HDR) students and liaising with Schools in relation to student supervision, student progress, and supervisor support. In 2006 and 2007, training in research supervision was offered on the Fremantle Campus. This will commence on the Sydney Campus in 2009. It should be noted that Policy and Guideline development in this area has been considerable.

SM1.15: List of Research Practices and Policies.

1.3.19. AUQA RECOMMENDATION 19

That the University promulgate areas of research priority throughout the University and develop strategies to facilitate growth of the research culture particularly in these areas.

- (a) **Promulgate areas of research priority throughout the University.**

The University has re-evaluated its areas of research priority and intensity. The currently identified areas of research priority include the Health Sciences (including Medicine and Nursing), Philosophy and Theology and Indigenous Studies.

SM1.02: Strategic Plan: Notre Dame 2008-2018, Page 7

(b) Develop strategies to facilitate growth of research culture particularly in these areas.

- The University allocates available funds to the Research Incentive Scheme (RIS) which is endeavouring to encourage high quality research and publication and to provide support to academic staff in applying for external research funding grants.

SM1.16 Research Incentive Scheme Policy

- The availability of Professional Development leave opportunities for academic staff (detailed earlier).

SM1.17: Professional Development Leave Policy

- The expansion of the role of QMO to assist academic staff in preparing and submitting grant applications.
- Access to fee remission and study leave for staff undertaking higher degrees at Notre Dame.

SM1.18: Staff Enrolment and Study Time Policy

- Improving policy development and management structures in Research (see AUQA commendation 10).
- Public presentations of research proposals and seminars on research-in-progress have been formalized as a process for promoting the growth of a research culture within the University.
- The development of a strategic goal of increasing the Honours profiles in each discipline.
- Increasing the number of APAs allocated to the University has been identified as a major strategic goal.

SM1.02: Strategic Plan: Notre Dame 2008-2018

1.3.20. AUQA RECOMMENDATION 20

That the University consider the means by which it plans to measure the effectiveness of the Institute of Natural Resources (INR) in meeting its objectives and the University's high-level research development goals as part of the policy paper under preparation.

The University's growth and development continues to necessitate some structural adjustment. One such result has been the dissolution of the College of Science and Technology. As a result, the Institute of Natural Resource Management and its functions were temporarily transferred to the School of Arts and Sciences. The Institute was closed at the end of 2006.

AUQA COMMENDATION 9

The active steps it has taken to support and develop its emerging research culture.

AUQA COMMENDATION 10

The establishment of the Centre for Research and Graduate Studies which is an effective support mechanism for higher degree by research students on the Fremantle campus.

The University continues to refine its support strategies for developing a stronger research culture. As a result, the functions of the Centre for Research and Graduate Studies have been subsumed into the Division of Academic Services with oversight by the Provost, to better meet the University's research needs by:

- developing and implementing research policy;
- liaising with HDR students in relation to their enrolment progress, and maintenance of the research student data base;
- overseeing the ethics clearance process;
- coordinating the submission of research proposals and convening the advisory group to examiner's reports;
- managing research scholarships;
- organizing postgraduate research;
- overseeing research supervisor training;
- compiling research-related reports.

1.3.21. AUQA RECOMMENDATION 21

That the Library continues systematically to improve the breadth and currency of the collection to better meet the needs of staff and students on both campuses.

Evidence

- In 2005, the University opened a new, purpose-built library on the Broome campus.
- In 2005, the University also opened the Galvin Medical Library which is housed in the School of Medicine on the Fremantle Campus. Although this Library was established in response to the opening of this new School, one of its intended purposes was also to serve the needs of all disciplines in the School of Health Sciences and School of Nursing. This additional library has resulted in significant improvements in the range of material available to students in the health area.
- Regular audits require academic staff to assess the value of the library collections for supporting the units taught, resulting in recommendations for resources. On the basis of the information gathered, resources are updated accordingly. In addition and sometimes substitution for this process, the Libraries have dedicated staff to provide assistance directly to academic staff to order materials – and work is underway on establishing a mechanism to achieve this through the web page.
- Since the last update, the Fremantle and Broome libraries have continued to build collections, largely in electronic formats, which are now also deployed on the Sydney Campus. The additional electronic portfolio includes journal databases and e-journal collections from prominent publishers like Oxford U Press, Cambridge U Press, SAGE and Elsevier. We have also added e-books collections, increased our Australian database collection to include all of those published by the only Australian publisher *Informit*. A database of television content has been added.
- All six libraries continue to acquire print books. These are selected in conjunction with academic staff to ensure a strong relationship between the content of the collections and the teaching and learning needs of the University.

- A subscription service from Ebsco is now being used to purchase catalogue records for all of our e-journal titles.
- The Broadway Campus Library, St Benedict's, is now in its third academic year and has become a well-used facility for students on the Broadway Campus. The Library has received a number of good quality donations from generous benefactors.
- A Medicine and Nursing Library opened on the Darlinghurst Campus in 2008. The services and resources are being incrementally built.
- The St Teresa's Library at the Fremantle Campus had a major capital upgrade in early 2007. The lighting and air-conditioning was upgraded and the ceiling was relined and insulated. The upgrades have resulted in far greater comfort for students and attendance is up 25%. Additional space has been opened up for silent study and three group study rooms have been made available to students. Loans of books have increased 28%.
- The Library has continued to improve the range of electronic resources available to staff and students. Notable additions are detailed in Appendix B.
- Integration into the catalogue of records for electronic journals using the *Ebsco A to Z* service.
- Interconnection of database records using the *Ebsco LinkSource* service.
- The Library has put greater emphasis on communication with staff and students about developments in the collections and services. Notable changes to communications systems are detailed in Appendix C.
- Development of web forms which will allow staff and students to recommend resources for inclusion in the Library collections.
- The Library has implemented a broadcast copying service which uses the terms of our Screenrights licence to record to DVD free-to-air television broadcasts. This has proved very popular with staff and students.
- Development and implementation of the 2006-2008 University Library Strategic Plan and work towards establishing a 2009 version for release in late 2008.
- Notre Dame has a reciprocal agreement with the University of Sydney to allow for sharing of collections and services between the two universities.
- The launch of a Library FAQ service which provides a growing collection of answers, articles and links.

1.3.22. AUQA RECOMMENDATION 22

That the University consider further ways in which it could integrate and co-ordinate its library and information technology services to both the Fremantle and Broome campuses, while at the same time maintaining an appropriate recognition of the particular context and needs of each location.

Services provided to students can be broken down into those that can only be accessed on-site at one of the three campuses and those that can be accessed both on-site and remotely from the campuses.

Evidence

(1) On-site services

- Students access computing onsite through the University Library network. All six libraries provide access to desktop computing.

- Desktop computing is predominantly via the Windows Operating System (a mix of Vista and XP, depending upon the location). The software includes the full Office 2007 suite, EndNote, and SPSS. There are a limited number of Apple desktops available in the open access environments at Fremantle (there are also multi-media labs using Macs exclusively at both Fremantle and Sydney).
- Copying and printing is available for a small charge and is delivered via Lanier multi-function devices in the six libraries.
- Classes which require students to directly interact with technology are held in computer labs. These are equipped with either Windows or Apple devices and provide printing services. Teachers have digital presentation tools in all of these labs.
- The campuses provide wireless access in designated 'hot-spots', like the libraries and common rooms. Students can, with minimal IT support, establish a connection to this network.
- All three campuses have IT support staff available to students to navigate the IT services. Access to this service is available via phone and email or face-to-face at the service desk points. Support problems that cannot be resolved on the spot are logged in a problem tracking system for escalation.
- On campus access is monitored and filtered but is not subject to a bandwidth quota.

(2) Remote Services

- Students are provided with secure file storage, which can be accessed via the fixed and wireless networks on-campus and via a web interface off-campus. There is no space allocation or limit on data volumes for individual students.
- The portal, which is based on a Sun Microsystems portal, provides a single point of access to the student's webmail, calendar, and learning management system.
- The University uses the Blackboard LMS to present students with their course information and to provide a forum for discussions and interaction between students.
- All students are provided with a web-based email account. This account comes with no space limitations but usage is governed by a usage policy.
- The portal provides students with a web-based calendar that they can populate with appointments and share with peers.
- Students can sign-up for their tutorial groups using a secure web-interface.
- Secure web interfaces are provided to enable students to make enquiries directly into the student administration system.
- Students are able to access the portfolio of subscription research tools (such as databases, e-journals, and e-books) via the website. These are available to the students from any Internet connection point.

1.4. CHANGES TO QUALITY SYSTEMS AND PROCESSES

As noted earlier, in many ways Notre Dame is a vastly different university from the university of 2002. Structures and processes, from governance level to school and office level, have been revised and restructured. The opening of the Sydney Campus in 2005 has posed additional challenges largely of a federalist vs centralist nature. This challenge is being addressed 'head on' by the University but will ultimately develop and change over time as the Sydney Campus expands.

A non-exhaustive list of key changes to quality systems and processes are as follows:

- (1) Governance – greater clarity in the roles, duties and responsibilities of the various Boards.
- (2) Executive participation – the creation of the Executive Council and further clarification on the roles of the various executive level positions has improved communication and collaboration.
- (3) Strategic Plan – more systematic planning and greater staff and board level involvement with an annual review.
- (4) Budget Preparations and Controls – independent auditing processes and the development of financial modelling has increased the robustness of the budgeting processes.
- (5) QMO and Research office – functions, processes and systems have been reviewed, clarified and policies have been developed in key areas. Examples of initiatives and steps taken in this time frame include:
 - Evaluation documentation –
 - (a) Development of performance management processes for staff performing below University's minimum professional standards;
 - (b) Stakeholders and others involved and affected in teaching and learning have been more effectively informed about expectations, the practices, outcomes, links with improvement of practice;
 - (c) Greater encouragement of innovation and excellence in teaching by participation in Carrick Institute Programs and awards.
 - Cyclical Review of Courses – courses reviewed according to cycles and from 2006 when process was introduced, 6 course reviews have been completed.
 - An increased role of professional bodies and associations in accrediting professional courses.
 - Regular review of unit outlines – preparation of Guidelines on Minimum Requirements for Unit Outlines.
 - Increased use of external examiners for higher degrees by research.
 - Structured procedures for course approvals which ensure appropriate structures, outcomes.
 - Systematically defined approach and documentation for staff applications for external grants..
 - Repositories of historical information being created. Next step will be identifying trends for further analysis. Systems being developed for centralisation of information.

- Award of a Carrick \$220,000 grant – to review and develop process for assisting staff in grant and award submissions.

(6) College/School structures and committee structures – have been clarified and systemized.

(7) Provost – the role of the Provosts of the Campus have been clarified and their academic leadership role has been increasingly significant.

1.5. INTERNAL AND EXTERNAL REVIEWS/ ACCREDITATIONS SINCE 2003

These are detailed in **Appendix D**.

1.6. OVERVIEW OF BENCHMARKING ACTIVITIES AND OUTCOMES SINCE 2003

To date, Notre Dame's approach to benchmarking has been decentralized and undertaken outside the confines of a regulated, defined format or program. In 2007, a Benchmarking Discussion Paper was prepared by the Office of Provost and circulated to Senior Leaders through Academic Council. While the recommendations contained therein have not been accepted nor endorsed as policy of Notre Dame, discussion of it and the principles and goals of benchmarking activities at Academic Council level served to highlight the issue and raise consciousness and awareness of the concept. Notre Dame recognizes that a more centralized, systematic approach to benchmarking needs to be undertaken and responsibility for taking this forward will be placed with the Provosts and the Quality Management Office. The main limiting factor identified by Deans and senior managers in taking benchmarking proposals forward in a regulated format, was the additional time and costs involved in systemising the process.

SMI.19: DISCUSSION PAPER Benchmarking

External benchmarking activities undertaken at Notre Dame to date include:

- Annual analysis and benchmarking of academic entry scores at competitor universities in WA and NSW;
- Annual analysis and benchmarking of academic and general staff salaries at competitor universities in WA and NSW;
- Annual analysis and benchmarking of HECS charges per discipline in Australia and a linkage of student fees to those rates;
- Examination of policies, procedures and regulations at other Australian and international universities during the review or development of new policies, procedures and regulations;
- GCA, GDS, CEQ, ACER surveys;
- External reviews, accreditation processes;
- Participation by staff in conferences;
- University staff seeking and obtaining grant funding from external bodies, such as the Carrick Institute;
- Reviews and feedback, both formal and informal from Study Abroad Partners – particularly NDUS;
- Use of AQF criteria in assessing appropriateness of proposed qualifications;
- Independent financial analysis undertaken with respect to forward budgeting processes;
- Use of partnership arrangements with other universities regarding teaching:
 - Agreement for the usage of graduate medical curriculum from the University of Queensland;
 - Agreement with Curtin University regarding the provision of anatomy teaching (and access to facilities) to Notre Dame medical students. The teaching is undertaken and assessed by both Curtin and Notre Dame academic staff.
 - Agreement with the University of Technology Sydney regarding the provision of anatomy teaching (and access to facilities) to Notre Dame medical students. The teaching is undertaken and assessed by both UTS and Notre Dame academic staff.
 - Agreement with the University of Western Australia regarding the provision of anatomy teaching (and access to facilities) to Notre Dame physiotherapy students. The teaching is undertaken and assessed by both UWA and Notre Dame academic staff.

- Use of third party organizations and institutions, such as private and public Schools and private and public health providers for the clinical practicum and internship opportunities for students. Feedback from these providers on the quality of student learning and ability is a critical part of the learning experience. Not only do these organizations provide useful benchmarks in relation to assessment of skills, the majority of these organizations offer practicums and internships to students from other universities and are able to provide comparative assessments and feedback.

Internal benchmarking activities undertaken at Notre Dame include:

- Unit and course evaluations;
- Cross campus staff transfers;
- Cross campus marking activities and cross school review of unit/ course proposals.

2. THE CORE CURRICULUM

2.1. INTRODUCTION, HISTORY AND GOALS

From the commencement of undergraduate teaching at Notre Dame in 1994, the Trustees of the University established that, as a matter of on-going policy, all undergraduate students would be required to enrol in a “Core Curriculum” comprising units drawn from the subjects of Theology, Ethics and Philosophy. The original reference point for this decision was the “common first year” model in place at NDUS, which in turn was based on centuries of Catholic higher education. The NDUS model requires all undergraduate students to enrol in a number of common university wide units before embarking on more specialist studies in the latter years of their undergraduate degrees. For a number of reasons, the Trustees recognized that a full common year would be difficult to replicate in the Australian environment, and agreed upon a “3 unit” model for undergraduate students. Over time it was determined that all students enrolled in postgraduate diplomas and degrees (excluding research degrees) would similarly be required to undertake a unit drawn from the disciplines of Theology or Ethics.

The original goal of the compulsory Core Curriculum was the exposure of students to the Catholic Faith and values base of the University and to ensure that all undergraduate students were able to experience a liberal arts education as part of their studies. Over time and after consideration, the four main objectives of the Core Curriculum have been refined and are publicly identified as:

Core Curriculum Goal 1 (CCG 1)	Assisting in the creation and continued existence of the “context of Catholic faith and values” which is central to the <i>Objects</i> of Notre Dame.
Core Curriculum Goal 2 (CCG 2)	Providing a liberal education base for the wide range of professional courses undertaken by most undergraduate students prior to entry to their chosen vocation.
Core Curriculum Goal 3 (CCG 3)	Encouraging a “coming together” of students from many religious traditions (and none at all) and provide a setting in which important social, moral and existential issues can be freely debated and discussed.
Core Curriculum Goal 4 (CCG 4)	Complementing the “service learning” and social justice education units which are offered to students as part of their courses.

These goals or functions of the Core Curriculum are drawn from the Objects of Notre Dame, as further detailed in the Strategic Plan: Notre Dame **2008 – 2018**.

SM1.02: Strategic Plan: Notre Dame 2008-2018

The Core Curriculum has been and continues to be a defining and distinguishing feature of a Notre Dame education. The University’s commitment to the Core Curriculum is one important indicator of its adherence to the Objects.

In keeping with the centrality of the Core Curriculum to Notre Dame’s Objects, its place within the University and the manner in which it is managed and delivered is unique. In reviewing the Core Curriculum for the purposes of this AUQA audit, Notre Dame has sought to assess the effectiveness of the academic management framework in which the Core Curriculum is delivered, the Teaching and

Learning Framework in which it operates, and the manner and extent to which the objectives are effectively communicated to staff and students. In addition, Notre Dame has reviewed its practices in relation to measuring the achievement of the objectives.

Evidence

- *SM1.03: The Statutes of the University of Notre Dame Australia (the Statutes)*
 - *Statute 55 – Core Curriculum*
 - *Statute 56 – Core Curriculum for Undergraduate Students*
 - *Statute 57 – Core Curriculum for Postgraduate Students*

2.2. THE ACADEMIC AND MANAGEMENT FRAMEWORK OF THE CORE CURRICULUM

2.2.1. The School and College Structure

(All Core Curriculum Goals)

The units comprising the Core Curriculum of Notre Dame are housed in and taught through the Schools of Philosophy and Theology; one based in Fremantle (with a link to the Broome campus) and one based in Sydney. These two Schools are headed by Deans, who are the Academic Leaders, and form a single College of Philosophy and Theology which is headed by an Executive Dean.

Evidence

- *SM1.03: The Statutes*
 - *Statute 33.3 – relationship between Broome and Fremantle campuses*
 - *Statute 43 – the Colleges of the University*
 - *Statute 44.2 – the role of the Executive Dean*
 - *Statute 44 – the schools of the University*
 - *Statute 46 – the role of the Dean*

Risks

Notre Dame is satisfied that the present School and College academic structure provides an appropriate framework for academic cohesion and collegiality across the various campuses, while simultaneously allowing for management and administration of academic programs and interactions with students and staff to be undertaken at the local level. However, Notre Dame recognises that the leadership role of the Executive Dean in overseeing and guiding this cohesion and collegiality can only be achieved with regular contact and cross-campus visits. Notre Dame plans to formalise regular inter campus meetings between the Executive Dean and Dean and implement an annual reporting requirement for all Executive Deans.

2.2.2. Committee Structure

(All Core Curriculum Goals)

Academic Committees

All Schools have a legislated committee structure set up under the University Statutes. These include a School Committee and a Board of Examiners which comprise School of Philosophy and Theology staff members.

The Dean of each School represents the School on Academic Council and in accordance with University policy, the School of Philosophy and Theology on the Fremantle Campus has a Research Committees

which is a subcommittee of the School Committee. The current size of the School of Philosophy and Theology on the Sydney Campus, and its stage of development, has not yet warranted the creation of a separate research committee, but it is anticipated that this will change within 12 – 18 months.

It is the responsibility of the Dean to report back any key policy decisions or planning discussed at Academic Council to their Schools via the School-based committee system and to bring to the attention of Academic Council any academic issues requiring attention.

SM2.01 INFORMATION: the School Research Committee

Core Curriculum Committees

As both a reflection of the importance of the Core Curriculum and to establish a mechanism to ensure its effective management and control in the context of the whole of University curriculum, Notre Dame has established Core Curriculum Committees on each Campus and they report and are accountable to the Trustees through the Vice Chancellor. The Chair of each Committee on the Fremantle and Sydney Campuses is the Dean of Philosophy and Theology of the relevant campus and membership includes the Provost or Associate Provost of the relevant campus and such other persons as nominated by the Vice Chancellor. The role of the Core Curriculum Committee is detailed in the Statutes and includes a quality and content oversight role, an advisory role and a staff development role.

Advisory Boards

Pursuant to Statute 53, Deans of Schools are authorized to establish Advisory Boards. The Schools of Schools of Philosophy and Theology on both campuses have established Advisory Boards.

Evidence

- *SM1.03: The Statutes*
 - *Statute 35 – the composition and role of Academic Councils*
 - *Statute 51 – the composition and role of School Committees*
 - *Statute 52 – the composition and role of the Board of Examiners*
 - *Statute 53 – the composition and role of Advisory Boards*
 - *Statute 37 – Core Curriculum Committees*
 - *Statute 43 – Membership of the campus Core Curriculum Committees.*
- *SM2.02 Membership of The School of Philosophy and Theology, Fremantle Advisory Board*
- *SM2.03: Membership of The School of Philosophy and Theology, Sydney Advisory Board*
- *SM2.04: Terms of Reference for School of Philosophy and Theology Advisory Boards.*

Risks

Campus-based Core Curriculum Committees were introduced at the end of 2007, prior to which there had been one, University-wide committee. The decision to establish three separate committees was made as a response to the practical issues involved in setting up meetings across the three campuses and because it had become apparent that the “local” or campus specific needs of the student populations and the expertise and knowledge of the academic staff on the three campuses needed to be addressed in an appropriate forum. The current three committee structure appears to be working well in addressing local issues and allowing for localised input and discussion, but Notre Dame recognises that an additional onus has now been placed on the Trustees to determine and then ensure the appropriate level of cohesion across the campuses.

2.2.3. The role of the Provosts and Trustees

(All Core Curriculum Goals)

With the opening of the Sydney Campus and the changes to the senior executive and governance of Notre Dame, a decision was made to appoint a Provost for the Fremantle and Broome Campuses and a second Provost for the Sydney Campus. An amendment to the University of Notre Dame Act 1989 (WA) is currently before the WA Parliament to allow legislatively the appointment of two Provosts. Pending the legislative amendment, Notre Dame has drafted its Statutes in such a way so as to permit the functions and duties of the Provost to be delegated to an Associate Provost on the Sydney Campus in relation to activities on that Campus.

The Provosts' role in relation to the Core Curriculum arises by virtue of their inclusion on the campus Core Curriculum Committees and by the nature of their duties, which include *providing leadership in the pursuit of the academic objects of the University* and *providing leadership in the development of the University as a Catholic institution of higher education*.

In the same way in which the Core Curriculum Committees both reflect and strengthen the importance of the Core Curriculum at Notre Dame, so too does the special role which the Trustees play. Under the Act of Parliament, the Trustees are identified as the “custodians of the University” who are responsible for ensuring compliance by Notre Dame with its Objects. Their appointment procedures reflect the multi-diocesan/ multi-state nature of Notre Dame with an emphasis on ensuring the protection and preservation of the Catholic nature of Notre Dame. Under the Statutes, this role is upheld by the following:

- A requirement that the Core Curriculum Committees provide an annual report to the Trustees;
- A requirement that any change to the Core Curriculum can only take effect if approved by a resolution carried by a two-thirds majority of the Trustees.

Evidence

- SM1.01: *The University of Notre Dame Act*
- SM1.03: *The Statutes*
 - *Statute 5: The Trustees*
 - *Statute 26/ 27: the Provost and Associate Provost*
 - *Statute 58: Changes to Core Curriculum.*

Risks

Notre Dame is satisfied that the role assigned to the Provosts and Trustees, under the Statutes, regarding the Core Curriculum is appropriate. As noted above, the establishment of three separate Core Curriculum Committees places an additional onus on the Trustees to ensure that any differences which emerge in Core Curriculum offerings across the campuses are consistent with the Objects of Notre Dame and that the appropriate level of cohesion across campuses remains.

2.2.4. Planning

(All Core Curriculum Goals)

Budget and resource planning for the Core Curriculum encompasses the same processes as detailed in the context of the Discipline of Nursing (Chapter 3). By virtue of its centrality to the key mission of Notre Dame, strategic and academic planning for the Core Curriculum is shaped and determined by a wider

range of stakeholders than academic offerings in other Disciplines. In order to plan for a change in the Core Curriculum units or a significant change within a specific unit, the following minimal steps have to be followed:

- discussion at School level and endorsement by the School Committee and Dean of School;
- consultation with the Executive Dean or, in the case where the Executive Dean is responsible for proposing the alteration, discussion with the Dean of the other School;
- referral of the proposed alteration to the Core Curriculum Committee of the relevant Campus for discussion and endorsement;
- referral of the proposed change, through Academic Council, to the Deans of the other Schools for consultation and comment;
- recommendation through the Vice Chancellor to the Trustees.

It should be noted, additional steps, such as timetabling and budget analysis may be required depending on the nature of the proposed change.

Evidence

- *SM1.03: The Statutes*
 - *Statute 5 - Trustees*
 - *Statute 26 - Provost*
 - *Statute 27 – Associate Provost*
 - *Statute 35 – Academic Council*
 - *Statute 51 – School Committees*
 - *Statute 53 –Advisory Boards of Schools*
 - *Statute 58 – Changes to Core Curriculum*

Risks

Notre Dame is satisfied that the planning processes for the Core Curriculum are appropriate and include a robust consultative and approval approach. At this stage, while the processes work very well on the Fremantle and Broome Campuses, they are yet to be fully bedded down on the Sydney Campus.

2.3. THE TEACHING, LEARNING AND RESEARCH FRAMEWORK OF THE CORE CURRICULUM

2.3.1. Curriculum

(All Core Curriculum Goals)

Core Curriculum Units for Undergraduate Students

Originally, all undergraduate students enrolled at Notre Dame studied the same core curriculum of ET100 (Ethics), TH101 (Theology) and PH100 (Philosophy). Following a review in 2000, led by the then Provost, the Academic Council and Trustees approved the introduction of a limited degree of flexibility with respect to the Core Curriculum offerings. It was resolved that the objectives of the Core Curriculum could be achieved through the recognition of a limited number of other units – provided that the Catholicity and liberal arts content was not in any way diminished.

This decision by the Trustees led to the development, in time, of a small number of variations:

- 2001 - The introduction of LW104 - Ethics and the Law (previously ET 100(L)): an Ethics unit for all law students in which the first half of the unit is a general introduction to Ethics and the second half of the unit is spent in a service learning context. All undergraduate law students on the Fremantle Campus are required to study TH101, PH100 and LW104.
- 2005 - The incorporation of Core Curriculum studies within the medical degree offered on the Fremantle Campus. These studies are restricted to the medical students and the curriculum differs from the standard ET100, TH101, PH100. These will be discussed below.
- 2006 - A change to the Core Curriculum offered on the Broome Campus so as to promote the Broome Campus's special mission, specifically a commitment to Reconciliation and Social Justice and to do so within the context of Catholic faith and values. The Core Curriculum of the Broome Campus consists of:
 - TH101 – Introduction to Theology
 - AB100 – Aboriginal People
 - TH112 – Spirituality and Challenges of Reconciliation.
- 2008 - The incorporation of Core Curriculum studies within the medical degree offered on the Sydney Campus, similar to that offered on the Fremantle Campus.

In essence, the following units currently comprise Core Curriculum undergraduate offerings (depending on course and Campus location).

- ET100 – Introduction to Ethics
- PH100 – Introduction to Philosophy
- TH101 – Introduction to Theology

LW 104 – Ethics and the Law (for Law students, Fremantle Campus)

Modules within MED100 (Fremantle Campus)
Philosophical Studies within Medicine
Theological Studies within Medicine

Modules with MED200 in (Fremantle Campus)
Ethical Studies within Medicine

Modules within MED1000 (Sydney Campus)
Philosophical Studies within Medicine
Ethical Studies within Medicine

Modules with MED2000 in (Sydney Campus)
Theological Studies within Medicine

AB100 – Aboriginal People
TH112 – Spirituality and Challenges of Reconciliation

In following this path, Notre Dame recognises that the goals of the Core Curriculum can be fulfilled in a plurality of units focusing on basic issues in philosophical studies, ethical knowledge and/or social issues and theology.

Evidence

- *SM2.05: Unit outlines for all Core Curriculum units*
- *SM1.03: The Statutes, Statute 56 – Core Curriculum for Undergraduate Students*
- *SM1.12: General Regulations Gen. Reg. 3.1*

Risks

As will be explored further below, the offering of a plurality of units within the Core Curriculum poses challenges in the form of academic equivalence across degrees and Campuses and, to a limited extent, the achievement of Core Curriculum Goal 3. The manner in which Notre Dame is addressing these challenges is explored in more detail below.

Core Curriculum Units for Postgraduate Students

Statute 57 mandates that for all students enrolled in postgraduate diplomas and degrees Core Curriculum studies will comprise such units offered by the University embracing the disciplines of Theology and/or Ethics as from time to time required by the Trustees. This Statute does not impose a Core Curriculum requirement on Higher Degree by Research students, nor on students enrolled in Graduate Certificates.

SM1.03: The Statutes, Statute 57

The current requirement of the Trustees is that postgraduate students undertake one unit in either Theology or Ethics. The range of units which are commonly studied to satisfy this requirement include:

ET501	Business Ethics
ET502/602	Ethical Issues in Professional Life
TH501	Scripture & Church
TH542	Mystery of Christ 2: Christology
TH544	Mystery of Christ 4: Church & Sacraments

Evidence

- *SM2.05: Unit outlines for all Core Curriculum units*
- *SM1.03: The Statutes, Statute 57 – Core Curriculum for Postgraduate Students*
- *SM1.12: General Regulations Gen. Reg. 3.1*

Risks

At the informal request of Academic Councils, and the Executive Council, the Core Curriculum Committees are currently reviewing both the requirement of the Core Curriculum studies for postgraduate students and the unit offerings. This review, which will ultimately result in a recommendation through the Vice Chancellor to the Trustees, has been prompted by the following:

- (1) The identified Core Curriculum Goal of providing a liberal education base for students (Core Curriculum Goal 2) is, save for very exceptional circumstances, not considered as an imperative for postgraduate students;
- (2) The increasing number of Notre Dame graduates enrolling in postgraduate courses who are seeking exemption under General Regulation 3.1.10 on the basis that they have satisfied the undergraduate Core Curriculum requirement. While completion of the undergraduate Core Curriculum units satisfies all Core Curriculum Goals, the issue of academic equivalence of undergraduate units and appropriateness of crediting them towards the postgraduate qualification is raised;
- (3) The lack of flexibility in many postgraduate courses, particularly in Graduate Diplomas (of standard eight unit length).

It is anticipated that this Review will be presented formally to the Trustees at the end of 2008.

2.3.2. Mode and Frequency of Delivery

(All Core Curriculum Goals)

The main teaching and learning method adopted for the Core Curriculum units is that of medium size lectures accompanied by weekly group tutorials of between 16 – 20 students. The number of students undertaking the Core Curriculum units limits the opportunities for alternative methods of teaching to be utilized, but Notre Dame's limitation on lecture size and tutorial size assists in maintaining the personalized education. The core units have also been taught in intensive mode

Evidence

- *SM2.06a Core Curriculum Delivery*
- *SM2.06b Teaching Policy*

2.3.3. Assessment and Grading

(Core Curriculum Goals: CCG2, CCG3, CCG4)

Assessment and grading practices for the Core Curriculum are governed, like all academic programs at Notre Dame, by the regulatory schema set out in part 6 of the General Regulations. Notre Dame allows for School and/or Course Regulations to vary certain aspects of this regulatory scheme, but in cases of conflict, the General Regulations take precedence. The regulatory scheme is also supported by a *Guideline on Assessment Practices*.

In accordance with the regulatory schema, all of the undergraduate and postgraduate units in the Core Curriculum are fully graded units. The assessment criteria for each unit are approved by the Academic Council of the University, and are contained in the unit outlines of each unit provided by the Unit Coordinator to students at the commencement of the unit. The final grades awarded to students are determined by the provisions and regulations set down in the University General Regulation 6.18. It should also be noted that successive failure in Core Curriculum units is addressed specifically in the General Regulations and results in termination (Gen. Reg. 5.2.5 (iii)).

Evidence

- *SM1.12: General Regulations Chapter 6.*
- *SM1.14: GUIDELINE Assessment 07OCT*
- *SM2.07: GUIDELINE Minimum Requirements for Unit Outlines*
- *SM2.08: TEMPLATE Unit Outline*
- *SM2.09 POLICY Academic Misconduct*

Risks

The main challenges faced by Notre Dame in relation to assessment and grading arise internally and externally. The internal challenges are dealt with below, under the heading “Academic Comparability Equivalence and Standards Issues”.

Externally, the challenge is to ensure that assessment and grading at Notre Dame is equivalent to other higher education providers. At present Notre Dame relies on the following practices in its Schools of Philosophy and Theology:

- Utilising the experience that the Core Curriculum academic staff members have built up through delivery of similar units at other local and international institutions;
- The usage of sessional academic staff members who are under contracts of employment with other universities.

Notre Dame believes both of these are valid though inadequate forms of external benchmarking, and accepts that further external activities need to be undertaken. The Quality Management Office and Provosts have been directed to take these activities further. The Provosts have had initial discussions on benchmarking with ACU, the Catholic Institute of Sydney and Campion College.

2.3.4. Quality of Teaching and Learning

(Core Curriculum Goals: CCG2, CCG3)

As is noted in the Strategic Plan, Notre Dame is seeking particular excellence in the provision of undergraduate education. Given this philosophical and strategic focus, the quality of teaching and learning at Notre Dame and the effective evaluation of our teaching and learning is critical to our activities.

The policies and procedures relating to the evaluation of teaching and learning in the Core Curriculum are the same as apply in other academic disciplines at Notre Dame. The Quality Management Office administers two institutional evaluation cycles per year: summer term/ semester one and winter term/ semester two. The Quality Management Office is also responsible for evaluating the responses, providing feedback to Deans, individual staff and the Deputy Vice Chancellors and Provosts of the various campuses.

The Unit Content Evaluation for the Core Curriculum units on all three campuses is detailed in Appendix E. The current benchmark set for both teaching performance evaluations (individual academics) and unit content evaluations by the University's Academic Council is 3.9. As can be seen from the Tables, the average UMR for Core Curriculum units across the three campuses is well above the current benchmark and generally higher than the University wide average.

Staff members who attain a certain level of score (annually reviewed) are sent commendation letters. There is also a process for continuing discussions and remediation if necessary with staff members who do not attain the required benchmark

Notre Dame also participates in externally conducted graduate evaluations and uses that data to analyse and reflect on teaching practices. Unfortunately, the format of the 2006 Australian Graduate Study (AGS), Course Experience Questionnaire does not adequately isolate the Core Curriculum units to the extent necessary to independently verify the teaching evaluations conducted internally.

At the institutional level, the Quality Management Office liaises with the Staff Manager and the Professional Development Manager to identify areas which have arisen in the formal evaluations and to provide professional development sessions addressing these issues.

Evidence

- *SM1.02: Strategic Plan: Notre Dame 2008-2018*
- *SM2.10: Unit Evaluation Process*
- *SM2.11: Core Curriculum UCE Summary*
- *SM2.12: Australian Graduate Destination Survey Interpretation*
- *SM2.13: Quality Management Office 2007 Summary Report*
- *SM1.07: Professional Development Offerings*

Risks

Notre Dame is of the view that its methods of assessing the quality of Teaching and Learning in the Core Curriculum units are good and that its processes for following up areas of weakness are sound and working well. Further analysis on the assessment of achievement of the Core Curriculum Goals is detailed below.

2.3.5. Research

(Core Curriculum Goals: CCG1, CCG2)

Notre Dame is satisfied that the level of research activity being undertaken by staff involved in the teaching of the Core Curriculum discipline areas is satisfactory for the stage of development of the University. It is difficult to ascertain whether student research activity in these areas can be directly linked to the mandatory requirement of the Core Curriculum in our undergraduate and postgraduate coursework degrees. In many ways, the University is not overly concerned with the establishment of such a link,

because the achievement of the goals of the Core Curriculum can be achieved without the establishment of a student research nexus. However, the University is committed to building up a body of research students in these discipline areas. It will be examining ways of increasing this research over the next 10 years in order to achieve its quantitative goal of 10% postgraduate students and approximately 10% of that being research students (i.e. research students will be 1% of overall student body). Notre Dame will also be examining ways of institutionally emphasising and integrating the Core Curriculum disciplines into research in other disciplines.

Evidence

- SM2.14: *Publication List for Core Curriculum Staff*

2.3.6. Academic Comparability, Standards and Equivalence Issues

(Core Curriculum Goals: CCG1, CCG2)

As noted above, Notre Dame’s Core Curriculum requirement is currently fulfilled by a plurality of units drawn from Theology, Philosophy and Ethics. As also noted above, the undergraduate Core Curriculum units on the Fremantle and Sydney campuses are delivered to large numbers of students and are taught several times in the academic year and in different formats to service the student requirements. These operational realities give rise to issues of comparability and equivalence of academic standards and teaching and learning experiences in the following ways:

Individual unit Single campus Within a semester	A unit on one campus is taught and assessed by more than one academic staff member in a particular academic session (e.g.: TH101 Semester 1 2008 on the Fremantle Campus)
Individual unit Multi campus Within a semester	A unit is taught on more than one campus in a particular academic session (e.g. TH101 Semester 1 2008, across Fremantle, Broome and Sydney campuses)
Individual unit Single or multi campus Different semesters Different modes	A unit is taught in different academic sessions and in different formats (e.g.: TH 101 full semester mode in Semester 1 2008, and TH 101 Intensive mode in Winter Term 2008)
Multi units Single campus	The Core Curriculum requirement can be satisfied by students undertaking different units of study on the same campus (e.g.: Philosophical Studies within Medicine (as part of MED100) on the Fremantle Campus cf PH 100)
Multi unit Multi campus	The Core Curriculum requirement can be satisfied by the completion of different units on the different campuses (e.g.: AB 100 on the Broome Campus and PH 100 and ET 100 on the Fremantle and Sydney Campuses)

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The manner in which Notre Dame addresses these issues is detailed below.

Academic equivalency across academic staff teaching in a core unit

Where there are a number of academic staff members teaching and assessing within a particular unit, academic and teaching and learning standards are maintained in the following ways:

- Each Core Curriculum Unit has a designated “Unit Coordinator” who has academic leadership and responsibility for the unit.
- All participating academic staff members are given all information which is delivered to students and, if tutoring in a unit for a first time, encouraged to attend lectures.
- In the majority of units, participating academic staff members are given “Tutorial Answer Guides”, prepared by the Unit Coordinator – in order to ensure that there is consistency of information delivered across the spread of tutorials.
- In the majority of units, all participating academic staff members are given “answer” guides and assessment rubrics, prepared by the Unit Coordinator for any piece of assessment that they are required to undertake.
- Double marking or cross marking activities across the academic staff members involved in a particular unit occur in small numbers to determine equivalence of standards.
- All marks are reviewed by the Unit Coordinator at the completion of the semester, and any major discrepancies are noted and followed up by discussion, review and moderation if required.
- Final marks are reviewed and determined by the Board of Examiners and any unit wide anomalies are addressed at this point in time.

In addition to these processes, it should also be noted that student access to the Appeals Process and Grievance Process ensures that students are able to question any anomalies which they perceive may arise by virtue of the plurality of academic staff teaching within a unit.

As noted above, the regularised Teaching Evaluation Process also enables the Dean to assess the teaching standards of each individual academic staff member in the Core Curriculum units. Notre Dame has a documented system for recognising high performing staff and addressing poor performance. (These are further detailed in Chapter 3).

Evidence

- *SM1.12: General Regulations Gen. Reg. 6.14, 6.15, 9.2, 9.3.*
- *SM2.15 POLICY Student Grievance Resolution*
- *SM1.12: General Regulations Gen. Reg. 6.17, 6.18, 6.19*
- *SM1.12: General Regulations Distribution of Grades and role of Deans and Provost, Gen. Reg. 6.20*

Risks

There will always be risks when using a plurality of academic staff members to teach and assess in a particular unit. Notre Dame is satisfied with the processes it has in place to manage these risks. The Teaching Performance Evaluations shown in Table 2.1 and Table 2.2 and the Unit Content Evaluations discussed in “*SM2.11 Core Curriculum UCE Summary*” demonstrate the reduction of “low performing” staff over the period 2006 – 2007 and reflect the appropriateness and effectiveness of Notre Dame’s processes, and commitment to high quality teaching.

Academic equivalency of units taught across campuses and/or in different modes

The Core Curriculum Goals, coupled with the approved and publicly available description of the Core Curriculum units do not prescribe a rigid checklist of issues which must be covered in each Core Curriculum unit, nor do they prescribe the exact manner in which the Core Curriculum units must be taught. There is thus no prescription that a Core Curriculum unit taught on the Fremantle Campus should be identical in content and delivery to that taught on the other two campuses, nor that a Core Curriculum unit taught in one academic session be identical to that taught in another academic session. While there is no prescription on these matters, the approved Core Unit descriptions are followed across the campuses and this ensures an overall consistency in coverage of the essential elements of the units.

The maintenance of academic and teaching and learning standards in these circumstances is achieved through the following processes (which are additional to those outlined above):

- the implementation of standard unit outline requirements;
- the implementation of a standard process for unit proposals or amendments;
- regular discussions between the Deans of the Schools of Philosophy and Theology.

Evidence

- *SM2.07: GUIDELINE Minimum Requirements for Unit Outlines*
- *SM2.16 POLICY Unit Management*
- *SM2.08: TEMPLATE Unit Outline*

Risks

Notre Dame recognizes that there is a need for greater internal benchmarking activity across the campuses. In semester 1 2008, a number of pieces of assessment in Core Curriculum units were “peer reviewed” by academic staff on other campuses. This was not a comprehensive exercise and Notre Dame, through the Core Curriculum Committees and Quality Management Office will be examining ways of developing this further in 2008.

Academic equivalency of a plurality of units

As noted in the introduction, the Trustees, on the advice of successive Core Curriculum Committees, accept that the Core Curriculum Goals can be achieved through the offering of a number of units and do not require all students to study exactly the same units. While accepting this, the Trustees and the Core Curriculum Committees nonetheless maintain a preference for limiting the Core Curriculum unit options unless a good case can be shown for why it should be otherwise. This preference is largely shaped by and expressed in Core Curriculum Goal 3, which, to a certain extent, is most achievable when students from all disciplines and degrees undertake shared units of study and interact in a learning environment.

Within the above context, the variation to the Broome Campus Core Curriculum unit requirements can be understood. Specifically, Core Curriculum Goal 3 is not undermined because the Broome Core Curriculum units are a course requirement of all Broome students regardless of their chosen course of study. Further, the different units are deemed to be more aligned with the special reconciliation mission of the Broome Campus.

The different Core Curriculum unit requirements for medical students arose for far more pragmatic reasons, namely, Australian Medical Council accreditation requirements, timetabling issues and external factors such as third party relationships. The result of these factors is that Theology, Philosophy and Ethics are embedded within the first two years of the medical degree, and medicine students do not enrol in TH101, PH100 and ET100. While the Notre Dame preference would be to fully integrate the medical students with students from other backgrounds, the separation of the medical students does not of itself prevent the achievement of Core Curriculum Goal 3 because the medical courses are graduate entry courses and enrol mature age students from wide variety of back grounds, thereby achieving a “coming together” of students. It should also be noted that the Medicine Core Curriculum content is taught and assessed by the academic staff of the Schools of Philosophy and Theology.

Evidence

- SM2.05: Unit outlines for all Core Curriculum units

Risks

Notre Dame is satisfied that the special role of the Core Curriculum Committees, the Provosts and the oversight role of the Trustees provide the appropriate mechanism to ensure that any further changes or increases to the Core Curriculum unit offerings will remain faithful to the Core Curriculum Goals. As noted above however, a greater responsibility has been placed on the Provosts and Trustees in this regard.

2.4. COMMUNICATION OF GOALS OF THE CORE CURRICULUM

Notre Dame is satisfied that sufficient steps are taken to ensure that staff and students are aware of the existence of the Core Curriculum requirement. The importance and centrality of the Core Curriculum is emphasized in every public document of Notre Dame including course flyers, the prospectus, the admissions guide and the web page. It is discussed at course information evenings; it has been highlighted in the press, and is discussed at student interviews. No reasonable student applicant to Notre Dame could, after having read minimal public information about Notre Dame, claim that they were unaware of the existence of a Core Curriculum. Similarly, all reasonable staff of Notre Dame will, if not before commencing employment with the University, soon thereafter become aware of the existence of a Core Curriculum requirement for students.

In relation to communication of the goals of the Core Curriculum, Notre Dame believes that these are clearly articulated to students both before enrolment and upon enrolment in the individual units, through the Unit Outlines and throughout class discussions. In recent years, steps have been taken by Notre Dame to ensure that staff members are similarly made aware of the Core Curriculum Goals, through the annual Staff induction sessions and professional development sessions.

Evidence

- SM2.17 *University Prospectus* (**hard copies only**)
- SM2.18: *Staff Induction program 2008*.
- SM2.19: *Professional Development sessions on Core Curriculum*

Risks

Given that the Core Curriculum is compulsory and a point of difference in the Notre Dame qualifications, communication of its existence and its rationale is imperative. A failure to communicate and explain its rationale to potential students could impact upon student recruitment and upon the student's enjoyment and integration into their studies at Notre Dame.

2.5. INTEGRATION OF CORE CURRICULUM

While the Core Curriculum is in one sense a 'stand alone' requirement, the centrality of it to the University's mission necessarily requires the Core Curriculum to be fully integrated into courses of study and explored and developed within the individual disciplines and contexts.

In order to achieve this, it is critical that academic staff understand the Core Curriculum Goals and embrace the challenge of making them relevant within their disciplines. To this end, Notre Dame undertakes the following steps:

- It seeks to recruit Academic staff who support the Objects of Notre Dame and accept the intellectual challenge of teaching within the Notre Dame paradigm;
- It undertakes regular professional development sessions for academic staff in which, among other things, ways of incorporating the essential elements of the Core Curriculum can be incorporated within individual units of study.

At a broader level, many professional degree programs build on the foundations of the Core Curriculum units by requiring further studies in related areas. For example:

- the undergraduate Bachelor of Laws degree has compulsory units in Legal Philosophy and Legal Ethics – both of which are additional to the Core Curriculum studies;
- The medical degrees have additional requirements in Bioethics;
- The Business degrees have additional requirements in Business Ethics; and
- The Nursing degrees have additional requirements in Nursing Ethics.

Where appropriate, academic staff from the Schools of Philosophy and Theology teach these units.

On the Fremantle and Broome campuses, the integration of the Core Curriculum into the wider life of the Notre Dame students is pursued by the volunteering, service learning and social justice opportunities either provided as extra curricula activities through the Campus Ministry office or embedded within degree programs. These opportunities are more limited at this point in time on the Sydney Campus, but are being developed in line with the growth of the Campus.

Evidence

- *SM2.20: Example of a Service Learning Program (Hard copy only)*

Risks

The full integration of the Core Curriculum into the Notre Dame learning environment is occurring in a deliberate and widespread manner but is decentralised. Notre Dame is in the process of reviewing social justice academic offerings and the Provosts and Core Curriculum Committees are exploring ways in which to link all the individual and separate undertakings into an overarching academic framework.

2.6. MEASURING THE ACHIEVEMENT OF THE CORE CURRICULUM GOALS

Notre Dame is satisfied with the measures and processes it uses to review and monitor teaching and learning standards and to ensure that appropriate academic standards are maintained in the individual Core Curriculum units. The Teaching Performance Evaluations and Unit Performance Evaluations contain questions which adequately address these issues and which provide useful feedback and information to Notre Dame. However, to date, Notre Dame has not established an appropriate evaluative tool for determining whether the combination of units drawn from Ethics, Philosophy and Theology are, en masse, achieving the Core Curriculum Goals. This is because the evaluation process adopted by Notre Dame focuses on individual units and teachers and the externally administered Australian Graduate Study Course Experience Questionnaire is not, in its current form, sufficiently tailored enough to allow Notre Dame to undertake that level of analysis.

The lack of an appropriate evaluative tool to assess the combined impact of the Core Curriculum and the extent to which it is achieving its goals, has been identified by Notre Dame as an issue which may need addressing. As a first step in the process of developing such a tool, the unit coordinator of TH101 on the Fremantle Campus undertook, in first semester 2008, an evaluation of student attitudes to the Core at the commencement of the unit and a follow-up survey midway through the semester. These results are still being reviewed, but Notre Dame believes that such attitudinal review may be capable of further development and deployment on a wider scale. The Quality Management Office, in conjunction with the Provosts and the Core Curriculum Committees, will be investigating the ways in which an appropriate evaluative tool could be designed and implemented and will be providing a recommendation to the Trustees midway through 2009.

Notwithstanding the absence of data verifying that the Core Curriculum requirement in its unified form is achieving the Core Curriculum Goals, Notre Dame is satisfied on the basis of the individual unit and teaching surveys, and anecdotal feedback from students, external advisory bodies, employers and the community that the mandatory core curriculum units are individually achieving these goals. Notre Dame believes it is reasonable to assume that the achievement of the goals at the individual unit level would translate into achievement of the goals on the combined level, but, as noted above, will be exploring ways of validating this assumption.

3. THE DISCIPLINE OF NURSING

3.1. INTRODUCTION AND HISTORY

3.1.1. INTRODUCTION

The provision of high quality nurses is of critical importance to the future of Australia's health care system. The current shortage of nurses has been recognised at State and Commonwealth Government levels¹ as an area of concern. In the higher education sector, the steps which have been taken to address the shortage of nurses include the categorisation of nursing as a "National Priority Area" under the Higher Education Support Act (Cth) and the creation and availability of new Commonwealth Supported Places for nursing courses nationwide, particularly over the last 3 years. It is within this context of a nationwide shortage of nurses and the historical and ongoing role that the Catholic Health Care system has played in educating nurses, that Notre Dame offers a range of courses in the discipline of Nursing across its three campuses. These courses range from a VET course in Enrolled Nursing offered exclusively on the Broome Campus, through to undergraduate Bachelor of Nursing courses on all campuses and a range of post graduate qualifications offered on both Fremantle and Sydney Campuses.

3.1.2. HISTORY OF NURSING AT NOTRE DAME

The decision to establish a School of Nursing at the Fremantle Campus of Notre Dame came as a recommendation to the Board of Governors from an independent committee jointly established by the Vice Chancellor of the University of Notre Dame and the Trustees of the Sisters of St. John of God in March 1998. In response to the committee's Report, the College of Health was established on the Fremantle Campus in August 1999. The School of Nursing became part of that College and the Bachelor of Nursing program was developed in 1999 with conditional approval from the then Nurses Board of Western Australia to begin the program in February 2000. The Academic Council of the University approved the granting of degree status to the Bachelor of Nursing, Fremantle in December 1999. In 2000, undergraduate students were admitted into the Bachelor of Nursing degree on both the Broome and

¹ National Nursing and Nursing Education Taskforce (2006): National Nursing and Nursing Education Taskforce Final Report, December 2006; National Nursing & Nursing Education Taskforce (2006) An Atlas of Legislation & Professional Regulation of Nursing & Midwifery in Australia, May 2006; AHWAC (Australian Health Workforce Advisory Committee) 2004 *Nursing Workforce Planning in Australia*, AHWAC Report 2004; March in Productivity Commission 2005 *Australia's Health Workforce*, Position Paper, Canberra; Commonwealth of Australia. (2002). *Inquiry into nurse education report*. Canberra, ACT: Commonwealth of Australia; Preston, B. (2002) Australian nurse supply and demand to 2006: projections model and its application: a report prepared for the Australian Council of Deans of Nursing and Midwifery (Australia & New Zealand); Preston, B. (2006) Nurse Workforce Futures: Development and application of a model of demand for and supply of graduates of Australian and New Zealand pre-registration nursing and midwifery courses to 2010: a report prepared for the Australian Council of Deans of Nursing and Midwifery (Australia & New Zealand). Accessed; June 10 2008, <http://www.cdnm.edu.au/pdfs/Nurseworkforcefutures.pdf>; Productivity Commission 2005 *Australia's Health Workforce*, Position Paper, Canberra.

Fremantle Campuses. In 2003, graduate nursing degrees were offered for the first time on the Fremantle Campus.

As noted earlier, Notre Dame was invited by His Eminence, Cardinal George Pell to open a Campus of Notre Dame in Sydney in 2003. Following feasibility studies and the formation of an External Advisory Committee in Nursing, a Bachelor of Nursing Curriculum was developed for the Sydney Campus. This degree received accreditation from the Nurses and Midwives Board (NSW) in December 2005 and the first cohort of students was enrolled in 2006.

Originally, all students in nursing programs on the Fremantle Campus were enrolled as fee-paying students. However, in recognition and response to the shortage of nurses at a national level, nursing was designated a “National Priority Area” by the Commonwealth Government in 2003 and Notre Dame, as a Table B higher education provider under the HESA, was eligible to bid for and be granted Commonwealth Supported Places in nursing. Following an initial allocation of Commonwealth Supported Places to Notre Dame for nursing degrees in Fremantle and Broome, Notre Dame now has:

- A total of 220 commencing Commonwealth Supported Places in nursing on the Fremantle Campus which, by 2011, will pipeline to a total of 602 places.
- An allocation of 64 commencing Commonwealth Supported Places for use in higher education courses, including nursing, on the Broome Campus.
- A total of 230 commencing Commonwealth Supported Places on the Sydney Campus in 2008, which will grow to 250 in 2009. This will pipeline in 2012 to 684 places.

3.2. THE DISCIPLINE OF NURSING: GOALS AND DESIRED OUTCOMES

Based on the fundamental and core Objects of Notre Dame, Notre Dame seeks to provide programs within the discipline of nursing which equip graduates with the theoretical knowledge, the clinical skills and attributes, the professional understanding and compassion which will ensure that they are ready and willing to participate fully in the nursing profession. Consistent with the general strategic direction of Notre Dame, the main emphasis in the Schools of Nursing is the provision of an excellent undergraduate nursing program on all campuses. The undergraduate offering is supplemented and enhanced by a specialised range of post graduate qualifications in nursing, recognising the need and responding to the demand for continual professional development and lifelong learning.

The qualitative goals and desired outcomes of Notre Dame’s offerings in the discipline of nursing are:

EXCELLENCE IN TEACHING

<i>Nursing Goal 1 (NG 1)</i>	The provision of professionally accredited and professionally respected undergraduate and vocational qualifications in nursing.
<i>Nursing Goal 2 (NG 2)</i>	The provision of a sound theoretical base in specialist nursing studies, behavioural and health sciences for undergraduate nursing students.
<i>Nursing Goal 3 (NG 3)</i>	The recruitment and retention of academic nursing staff who are excellent in teaching and professional education and who uphold and advance the Objects of the University.

EXCELLENCE IN SCHOLARSHIP AND RESEARCH

<i>Nursing Goal 4 (NG 4)</i>	The development and provision of a limited number of specialist graduate qualifications in nursing.
<i>Nursing Goal 5 (NG 5)</i>	The creation of an environment in which staff and students are supported in scholarship and research in areas which are critical to health care and the nursing profession in general.
<i>Nursing Goal 6 (NG 6)</i>	The recruitment of a number of high quality doctoral candidates (for PhDs and Professional Doctorates) and the employment of a sufficient number of academic staff to ensure adequate supervision can be maintained.

EXCELLENCE IN TRAINING FOR THE PROFESSIONS

<i>Nursing Goal 7 (NG 7)</i>	the provision of comprehensive clinical education for undergraduate nursing students.
<i>Nursing Goal 8 (NG 8)</i>	an engagement and relationship with the health care providers in Australia in a manner that benefits both the health care industry and Notre Dame's involvement in Nursing. Particular, but not exclusive, emphasis on developing relationships with Catholic health care providers in Australia.
<i>Nursing Goal 9 (NG 9)</i>	an active engagement with an Advisory Board, the role of which is to advise the School on all matters pertaining to the nursing profession and their impact upon nursing education and training.

GENERAL GOALS

<i>Nursing Goal 10 (NG 10)</i>	The provision of an integrated core curriculum of units in the disciplines of Philosophy, Ethics and Theology to undergraduate nursing students – providing a strong, liberal education base for their professionally focussed degree and which reflects the Catholic traditions and philosophy of the University.
<i>Nursing Goal 11 (NG 11)</i>	the provision of opportunities for nursing students to broaden their horizons and challenge themselves academically and holistically.
<i>Nursing Goal 12 (NG 12)</i>	the provision of a university education which recognises students as individuals and which provides them with opportunities, through pastoral relationships with staff, campus ministry and student life programs and social justice education experiences to fully develop and grow as ethical and compassionate individuals.

All of these qualitative goals are derived from the *Strategic Plan: Notre Dame Australia 2008 – 2018*, and should be read in conjunction with the wider goals outlined in the overall University plan. The quantitative goals are clearly expressed within the Strategic Plan.

In reviewing and auditing the discipline of nursing, Notre Dame has sought to assess the contextual framework for the realisation of those goals and whether those goals are being achieved under three main headings:

- 1) the governance, leadership and management of the discipline;
- 2) the teaching and learning environment;
- 3) the research environment and culture.

3.3. THE CONTEXTUAL FRAMEWORK OF THE DISCIPLINE OF NURSING

3.3.1. GOVERNANCE AND MANAGEMENT

(a) The School and College Structure

(All Nursing Goals)

As noted earlier and outlined in the University Statutes, the University offers its nursing programs through two Schools of Nursing: one based in Fremantle (with a linked campus in Broome) and one based in Sydney. These two Schools are headed by Deans, who are the Academic Leaders – and they are united into a single College of Nursing which is headed by an Executive Dean.

Aside from the Dean of the School, the other main leadership position in the School is that of Associate Dean. While Notre Dame has standardised duty statements for Deans and Associate Deans, within reasonable limits the Schools can tailor these responsibilities to best suit the strengths and skills of the key people. Deans also have the ability, following consultation with the Deputy Vice Chancellor of the Campus to allocate specific relevant leadership roles to senior staff. For example, both Schools have appointed post graduate co-ordinators to specifically lead and help manage the post graduate offerings of the School and both have appointed Clinical Coordinators to take the lead role in managing and leading the clinical education placements and program.

Evidence

- *SM1.03: The Statutes*
 - *Statute 33.3 – relationship between Broome and Fremantle campuses*
 - *Statute 43 – the Colleges of the University*
 - *Statute 44.2 – the role of the Executive Dean*
 - *Statute 44 – the schools of the University*
 - *Statute 46 – the role of the Dean*
 - *Statute 50 – the role of the Associate Dean.*

Risks

The opening of the Sydney Campus, and the offering of nursing degrees at three different locations poses a number of challenges for Notre Dame. While academic nursing staff members on the Broome Campus

are deemed to be part of the School of Nursing, Fremantle, the Sydney School of Nursing is an independent academic entity. As is noted below, the main challenge is to ensure that academic comparability is maintained, while allowing for required differences in content, structure and accreditation requirements. Notre Dame is satisfied that the present School and College academic structure provides an appropriate framework to address these issues, but recognises that the current leadership role of the Executive Dean in overseeing these issues requires an annual reporting mechanism, which will be formalised by the end of 2008.

(b) Committee Structure

(All Nursing Goals)

Academic Committees

All Schools of Notre Dame have a legislated committee structure set up under the University Statutes. These include a School Committee and a Board of Examiners which comprise School of Nursing staff members. In addition to these legislated committees, the schools are at liberty to set up their internal committee structures which best serve their own internal operations. For example, the School of Nursing in Fremantle, has established the School Curriculum Review Committee, a School Teaching and Learning Committee and a School Clinical Practicum Committee.

The Dean of each School represents the School on Academic Council and in accordance with University policy, most Schools, including Nursing Fremantle and Sydney, have Research Committees which are sub committees of the School Committee.

It is the responsibility of the Dean to report back any key policy, decisions or planning discussed at Academic Council to their Schools via the School based committee system and to bring to the attention of Academic Council any academic issues requiring attention.

Advisory Boards

Pursuant to Statute 53, Deans of Schools are authorized to establish Advisory Boards. The Schools of Nursing on both campuses have established Advisory Boards and both School Deans attest to the professional advice, input and commentary provided to them by these Boards. Given the early stages of Nursing on the Sydney Campus, the Advisory Board has established several specialty reference groups in Mental Health, Aged Care and Aboriginal Health to advise and assist the Notre Dame staff to assist in the development and delivery of the new curriculum.

Evidence

- *SM1.03: The Statutes*
 - *Statute 35 – the composition and role of Academic Councils*
 - *Statute 51 – the composition and role of School Committees*
 - *Statute 52 – the composition and role of the Board of Examiners*
 - *Statute 53 – the composition and role of Advisory Boards*
- *SM2.01 INFORMATION: the School Research Committee*
- *SM3.01: Membership of The School of Nursing, Fremantle Advisory Board*
- *SM3.02: Membership of The School of Nursing, Sydney Advisory Board*
- *SM3.03: Terms of Reference for School of Nursing Advisory Boards*

Risks

Notre Dame is satisfied with the current committee structures and their functions at a school level. Notre Dame will continue to monitor inter campus communications and integration and the engagement of the Advisory Boards.

(c) Planning

(All Nursing Goals)

In the Schools of Nursing, there is a Planning Day set aside once per year in which the strategies and direction of the University are localised into the Schools – and contextualised with the schools’ offerings and programs. In the School of Nursing Sydney, there is also an annual review day. In 2008, the planning day will be conducted as a joint venture between both schools and will involve all staff from the School of Nursing, Fremantle and representatives from the Broome and Sydney campuses.

Evidence

- *SM1.02: Strategic Plan: Notre Dame 2008-2018*
- *SM3.04: Minutes of School of Nursing, Fremantle Planning Day 2007*

Risks

Notre Dame is committed to ensuring input from key stakeholders in the development of its overall strategic planning and to ensure those plans correctly balance aspiration and realism and can be independently audited and assessed. At the same time, Notre Dame recognises that any strategic planning must be flexible and facilitate the University in adapting and changing as required to achieve its core Objects. Balancing consultation and the need for flexibility will be an ongoing challenge.

(d) Financial and Resource Planning

(All Nursing Goals)

The Deans of the Schools of Nursing are directly responsible for preparing annual budgets (including staff needs) for submission to the Finance Office and thereafter for Vice Chancellery review and ultimately to the Finance and Audit Committee of Notre Dame. The budget process for a particular year is usually commenced in June of the year preceding, and includes budgeting for specialist capital equipment, practicum costs, staffing and sessional costs. Given that it starts 6 months in advance of the year and before student enrolment figures are known, there are assumptions which need to be made with respect to estimating figures. Any corrections which need to be made to these assumptions are addressed when the budget is reviewed in May of the budget year – and corrections are addressed.

Once a School budget has been approved, the Dean of the School is ultimately responsible for managing the budget. The Finance Office of Notre Dame retains oversight over non-staff expenditure, while the Staffing Office maintains a close working relationship with Deans and Schools to ensure that Staff budgets are both optimised and managed. Particular controls exist for expenditure over \$5,000 and any Dean’s travel must be approved by the Deputy Vice Chancellor of the particular campus.

In preparing the annual budget submission, Deans of the Schools must analyse and examine their anticipated staffing needs. In 2008, Notre Dame introduced a “Staff Planner” spreadsheet, designed to assist Deans with tracking the individual workloads of staff and in preparing their budget requests. Deans consult with the Deputy Vice Chancellor and Provost of their campus in determining the right mix of staff, and reference is made to balancing full time / part time / sessional levels, with professional

expertise, academic experience, evidence of excellence in teaching and research and support for the Objects of Notre Dame.

Evidence

- *SM3.05: Timeline for Budget Process 2008*
- *SM3.06: Staff Planner spreadsheet (Electronic Copy only – Draft and Confidential)*

Risks

A main challenge faced by the Deans with the current institutional approach to resource planning is the timing of the budget process coupled with the amount of work and time involved. As a counter balance to these problems, previous concerns about the lack of ownership and involvement of the Deans in the annual budgeting process have been largely overcome.

(e) Links with Industry and the Profession

(Nursing Goals: NG1, NG3, NG7, NG8, NG9)

As detailed in the next section, the undergraduate nursing degrees of both schools have been accredited by the relevant State registration bodies. In addition and noted above, both schools have Advisory Boards who advise, consult and interact with the Dean and School on a regular basis.

The Schools have developed links with the professions, including:

- clinical partnerships with hospital and health agencies throughout WA and NSW for the purposes of providing clinical education for student nurses;
- collaboration with specific health care providers for the provision of a number of co-badged courses;
- relationships with State Health Departments and other Nursing education providers, particularly with respect to the management of clinical training places.
- an active association with nursing graduates. The University's Alumni database holds the data of over 98% of nursing graduates. The alumni are regularly updated with University information and school specific information.

Individual staff members in the Schools also maintain professional links, many through participation on Boards and continuing to work in a part time capacity in a health care setting.

Evidence:

- *SM3.07: Clinical Partnerships in Western Australia and New South Wales*
- *SM3.08: Example pro forma MOU for clinical training*
- *SM3.09: List of co-badged postgraduate qualifications and course descriptions;*
- *SM3.10: List of the ongoing professional associations of individual staff members*

Risks:

Given the focus of the Notre Dame Schools of Nursing on excellence in professional education, the professional links at School level and individual level are considered to be a vital part of facilitating the

University to achieve its goal. The main challenge in this area is that the servicing and maintaining of these relationships is a time-consuming task largely borne by the Deans.

(f) Staffing

(Nursing Goals: NG3, NG5, NG6)

Notre Dame employs a mixture of full-time, part-time and sessional academic staff to teach in its nursing programs. This accords with the standard practice of Notre Dame across all Schools and discipline areas.

Evidence

- *SM3.11: Current staff profiles from the Schools of Nursing*

Recruitment and selection of staff

The process for recruitment of staff is managed by Notre Dame's Staffing Office. The central office is located in Fremantle, although various functions are carried out on the Sydney and Broome Campuses.

Evidence

- *SM3.12 Recruitment and Selection Policy*

Risks

While this process works well for recruitment and selection of staff for the Fremantle Campus, administrative and timing problems have arisen in relation to recruitment and selection of staff for other Campuses. This problem has been identified by Notre Dame as part of its key challenges with respect to the multi-campus, multi-State nature of its operations and locally-based staffing officers have been established to address these issues.

Staff qualifications

Notre Dame seeks to employ staff across a range of academic levels, and, in addition to valuing previous excellent teaching and research records, it seeks to employ professional practitioners to engage in teaching students. This goal, which is largely achieved through the engagement of sessional academic staff, is designed to support the Object of Notre Dame "to provide excellence in training for the professions". The use of practising nurses in a sessional teaching capacity value adds enormously to Notre Dame's offerings.

An overwhelming majority of the academic staff in the Schools of Nursing have obtained post graduate qualifications, and others are undertaking further higher degree studies.

Evidence

- *SM3.11: Current staff profiles from the Schools of Nursing*

Risks

Ensuring that there are a sufficient number of staff members with doctoral qualifications to to supervise up to 1% of the student body enrolled in doctoral degrees which is the strategic goal of Notre Dame by 2018.

Workloads and conditions of employment

The teaching and workload for individuals is detailed in their Contract of Employment, the general Academic Conditions of Employment and policy. Academic staff members are expected to teach and undertake research, although teaching and curriculum development take priority. In the context of the Schools of Nursing, academic workload calculations include clinical supervision.

Evidence

- *SM3.13 Notre Dame Academic Staff Conditions of Employment*
- *SM2.06: Teaching Policy*

Risks

There has been considerable debate at Academic Council and in Schools about the University's policy on teaching and the teaching load of academic staff. As a result, comparative and benchmarking work has been undertaken periodically over the last 5 years to determine whether:

- a) the loads are commensurate with other similar universities, and/or
- b) there is a more suitable way of "applying" the teaching load requirements to individual staff.

The most significant issue of contention is the perceived lack of formal recognition in the policy to HDR supervisory loads. This matter is still under discussion and review.

Investing in, recognising and rewarding staff

The University has an active policy of staff investment in line with its Mission and Objects. These are evidenced in the following:

- Access to professional development leave;
- Access to conference and study leave;
- The promotions policy and procedures;
- Maternity and paternity leave provisions;
- Research Incentive Scheme (RIS);
- Nominations for internal and external teaching excellence awards;
- Nominations for external awards for program excellence.

Evidence

- *SM1.17: Professional Development Leave Policy*
- *SM1.16: Research Incentive Scheme Policy*
- *SM3.14: Letters of Commendation and Merit policies*
- *SM3.15:GUIDELINE Academic Promotion*
- *SM3.13: Notre Dame Academic Staff Conditions of Employment*
- *SM3.16: Staff Enrolment and Study Time Policy (See SM1.18).*
- *SM3.17 Performance Management*

3.3.2. TEACHING AND LEARNING

(a) Curriculum and Courses

(Nursing Goals: NG1, NG2, NG4, NG7, NG10, NG11)

The University offers a range of nursing programs on its three campuses, ranging from VET qualifications on the Broome Campus through to the Professional Doctorate of Nursing.

While the focus of the undergraduate nursing degrees offered in Western Australia and New South Wales are the same, and there is an intensive clinical experience focus in both, there are some differences between the curriculum of both courses reflecting the different accreditation requirements of the State based Nurses and Midwives Boards. Both courses had to be independently assessed by these Boards prior to accreditation; it was not possible for the pre-existing WA course to be simply transposed into the NSW environment when the Sydney Campus opened.

The Bachelor of Nursing in WA was originally accredited in 1999 and a follow-up accreditation and review was undertaken in 2002. The School is visited bi-annually by the Nurses and Midwives Board of WA and the School gives an annual update to the Board regarding any changes to the course. The Bachelor of Nursing in NSW was accredited in 2005 and 2006, with site inspections in 2006 and 2008. Re accreditation is due in 2009.

Despite differences between the NSW and WA Bachelor of Nursing degrees, there are two key defining features of the undergraduate nursing programs at Notre Dame: (1) the inclusion of a minimum of 1240 hours of clinical practicum (see below) and (2) the inclusion of a compulsory core curriculum in Theology, Philosophy and Ethics which is designed to provide students with a wider educational experience (see chapter 2).

The process for approval of new courses/units, modification or archiving of existing courses and units at the University has undergone significant change over the last 5 years. The current process, in operation since January 2008, involves consultation and review at a number of different levels: the School Committee, the Deans of other Schools, the Admissions Office and Prospective Students and Marketing Office, the Registrar's Office, the Advisory Board and where appropriate, assessment and review by the Finance Office of a business case. This process is managed at Campus level (Fremantle and Broome being managed in Fremantle), but all proposals are forwarded for noting to the Academic Council of the other campus, and are noted and commented on by the Executive Council before the final approval of the Vice Chancellor. The significant motivation behind removing this process from the work of Academic Council was that unit and course approvals were essentially dominating the agenda of these meetings – with members of Academic Council voicing their concern that valuable meeting time was being spent on matters which could be dealt with elsewhere. Under the new process, Deans are consulted and there is a mechanism for a proposal to be presented to Academic Council, but routine or non controversial proposals can effectively be streamlined.

Evidence

- *SM3.18 : List of qualifications offered in nursing (See SM1.02 Strategic Plan Appendix 2)*
- *SM3.19 : Course structure of undergraduate Bachelor of Nursing across the three campuses*
- *SM3.20 POLICY Course Management*
- *SM3.21 POLICY Unit Management*
- *SM3.22: GUIDELINE Course Review*

Risks

The differing requirements of the nursing qualifications in WA and NSW mean that Notre Dame's goal of offering identical courses at different campuses cannot be achieved. The desire to offer identical courses is based in part on achieving academic equivalence. It is also designed to further cross campus staff and student transfers. The early identification of this as an issue and the continued collaborative work of the Deans of the Schools – within the College based structure, coupled with the University commitment to having a single Academic Calendar and a uniform Admissions Process seeks to alleviate some of these problems.

The procedure for course and unit approval appears to be working well. The main issue which needs to be addressed relates to inter campus communication and discussion on academic proposals. The extent to which Notre Dame will centralise and/or devolve decision-making issues is still being trialled and will continue to be reviewed as Notre Dame goes forward.

(b) Clinical Experience

(Nursing Goals: NG7)

Each nursing student is required to undertake Clinical Practicum of a minimum of 1240 hours over the course of study. On the Fremantle and Broome Campuses, a mentorship model for clinical supervision is deployed whereby the student is embedded within the workplace team and works the same shifts as their assigned workplace mentor. On the Sydney Campus, in addition to working alongside registered nurses in the clinical settings, a “clinical facilitation” model for clinical education is used. In this model each group of 4 – 8 students is assigned a full-time clinical educator who facilitates clinical learning.

The high number of practicum hours also provides the students with opportunities to practice learned skills within the framework of holistic care rather than simply focus on task completion.

Evidence

- SM3.23: Course structure of undergraduate Bachelor of Nursing
- SM3.24: Unit outlines for clinical placement units

Risks

From a student point of view, the main disadvantage of the number of clinical hours is the pressure that the length and timing of the clinical practicum places on the students because clinical placements occur during the semester break. This results in the students having very few periods free from study or practicum placement during their undergraduate studies. An alternative academic model timetable is being trialled on the Fremantle Campus, but it is too early to determine whether the changes are beneficial.

From Notre Dame's point of view, the main challenges in the extensive clinical practicum component of the degrees are:

- a) access to quality clinical practicum experiences in a very competitive environment,
- b) ensuring each student experiences a range of experiences which will equip them for their professional nursing careers and
- c) managing the process.

The manner in which Notre Dame deals with each of these challenges is addressed below.

(c) Admissions and Student Profile

(Nursing Goals: NG10, NG11, NG12)

Admissions policy and process

Notre Dame's Admissions process is unique in the Australian Higher education scene, and has been in place since the University first enrolled students. Notre Dame aims to educate the 'whole person' and focuses on the individual. Notre Dame rejects the premise that the type of students it seeks to enrol can be chosen solely on the basis of a numerical score such as the TER, UAI or GAMSAT. Notre Dame accepts those scores are very useful in providing external academic benchmarking and, in many cases, provide a good snapshot of academic performance at a particular point in a person's life. However, Notre Dame's experience over more than a decade is that these scores do not always accurately reflect an individual's capacity to learn or to succeed in tertiary studies or indeed in their chosen professions.

The process for Admission into Notre Dame, based on the underlying philosophy noted above, incorporates an assessment of the academic competence of an applicant (for university studies and specific course studies) and an assessment of personal qualities. The qualities looked for include support for The Objects of the University; the general commitment of an applicant to their chosen studies; and where applicable and ascertainable, suitability for their chosen profession.

In past years, Notre Dame has set "minimum indicative TER/ UAI" scores for admission into specific courses at Notre Dame. These scores were determined by the Vice Chancellor upon the advice of the Admissions Manager of each campus, following consultation with the Deans and a benchmarking exercise of examining "cut off" scores in both New South Wales and Western Australian competitive institutions. When these scores were analysed and compared in the early part of 2008, it became apparent that there were different entry scores across the campuses in a number of areas. For example, in nursing, the "minimum indicative TER" for admission into the Bachelor of Nursing in Fremantle for 2008 was 75, while the minimum indicative UAI for admission into Nursing in Sydney was 70. Given that the UAI and TER are equivalent measures, it was resolved that these differences were largely unacceptable and unjustifiable (with the exception of the Broome Campus²). As a result, Notre Dame has now moved to implement uniform minimum indicative scores (with the exception of Broome) with the scores being determined by the Vice Chancellor on the advice of the Deputy Vice Chancellors, Provosts and Admissions Managers on each of the campuses. The Vice Chancellor has now clearly articulated to staff that the minimum indicative score for admission into courses at Notre Dame is essentially a statement to potential students that "*all things being equal, this is the academic score we believe you require to successfully meet the academic demands of a specific course*".

Evidence

Notre Dame believes that the uniqueness of its Admissions Process is extremely important in converting Offers into Enrolments. The table below sets out the domestic student application and admissions data for the Bachelor of Nursing for the last 3 years over the 3 campuses,

	Fremantle Campus	Broome Campus	Sydney Campus
Total applicants for 2006 – 2008	737	52	546
Total offers made 2006 – 2008	589	42	313
Total enrolments 2006 - 2008	456	38	236

² In accordance with widespread Equity data and studies which identify the additional educational barriers faced by rural and Indigenous students, Notre Dame's admissions standards for entry into the Broome Campus courses are more flexible than entry into the Fremantle and Sydney Campuses.

These figures can be compared with figures recently released by DEEWR in its paper “*Undergraduate Applications, Offers and Acceptances 2008*” as follows:

	Offer Rate	<i>Commonwealth data: standard Offer Rate 2008*</i>	Acceptance Rate	<i>Commonwealth data: standard Acceptance Rate 2008*</i>
Fremantle Campus	79.9%	83.1% (WA)	77%	70.7% (WA)
Broome Campus	80%	83.1% (WA)	90%	70.7% (WA)
Sydney Campus	57%	89.0% (NSW/ ACT and Vic)	75%	63.1% (NSW/ ACT and Vic)

(* data taken from Table A-3.1 and Table A-3.3 “*Undergraduate Applications, Offers and Acceptances 2008*”)

Notre Dame believes that the comparatively low Offer Rate on the Sydney Campus can be explained by the start up nature of the program in Sydney, the lack of general public awareness about the admissions process (particularly with respect to the academic standards) and the lack of an alternative Notre Dame entry pathway. As is noted below, from semester 2 2008, Notre Dame will be offering a Tertiary Enabling Program (TEP) on the Sydney Campus, which will bring it into line with the Fremantle and Broome campuses.

SM3.25: Memo from the Vice Chancellor to staff dated 10 April 2008 regarding Admissions at UNDA

SM3.26: 2007 Admissions Guide (hard copy only).

Risks

Notre Dame is satisfied with its Admissions process, and believes that the benefits it brings far outweigh the additional time and cost involved. The main issue at this point in time for Notre Dame to address is to communicate to staff, potential students and the wider market place (particularly in NSW) that the process of admissions is designed to achieve quality and rigour and is not designed nor intended to be a “lowest common denominator” approach.

Admissions data

There are broadly 2 categories of students enrolling in the undergraduate nursing programs on all campuses – School leavers and mature aged students. Although there is no specific pre-requisite requirements for entry into the program, it is recommended that students have completed at least Human Biology, Maths and English at the school level. The requirement for mature age entry takes into account any previous studies, performance in STAT or relevant Cert IV qualification.

Appendix F shows admission demographics of the applicants, offers and enrolments of domestic students into the Bachelor of Nursing on the Fremantle and Sydney Campuses.

In addition to standard admissions pathways, Notre Dame now offers a specialised Tertiary Enabling Program (TEP) of one semester duration on all 3 campuses (it will operate for the first time in Sydney in semester 2 2008). While predominately aimed at domestic school leavers, the program also provides a

pathway for mature aged and international students. On the Broome Campus, Notre Dame also offers an 18 month full time Diploma of Enrolled Nursing (VET) which can be used as a pathway to the Bachelor of Nursing.

Evidence

- SM3.27: TEP enrolments on the Fremantle Campus 2006 – 2008, and conversion into the Bachelor of Nursing.

Risks

The Admissions data demonstrates a stronger than average conversion rate from Offer to Enrolment in the Bachelor of Nursing across all 3 campuses. The key risk for Notre Dame is to ensure that the demand by high quality applicants continues to grow, particularly in Sydney and Broome and that the Admissions process continues to emphasise the importance of individuals.

Retention, graduation and employment rates

The first cohort of undergraduate nursing students from the Fremantle and Broome Campuses graduated in 2002. Most Western Australian nursing students apply to the Graduate Nurse Connect Program offered by the Department of Health to recent graduates and seek employment in both the public and private sector. Over the last three years 95% students have obtained employment in August of the preceding year to commence their employment from February of the following year. The first cohort of nursing students will graduate in Sydney at the end of 2008.

The retention rates of Notre Dame nursing students on Sydney and Fremantle campuses exceed the 75% Commonwealth Supported Place pipeline of the Commonwealth. The Broome Campus retention rate is difficult to determine given the small number of students, however retention data from 2007 to 2008 suggests that the retention rate is improving. Identifying the problems and looking at ways of improving the retention rates on the Broome Campus will form part of Notre Dame's Review of the Broome Campus.

Evidence

- SM3.28 : Tables setting out retention rates across the three campuses.

Risks

Notre Dame is satisfied with the retention rates, pass rates and employment prospects of its graduates. However, one emerging area of concern is the increasing number of students taking "leave of absence". Notre Dame believes that this increasing number is a function of the current economic climate and is developing ways of ensuring that students return to study.

(d) Assessment and grading

(Nursing Goals: NG1, NG2, NG4, NG7, NG10)

Assessment and Grading Practices in Nursing are governed, like all academic programs at Notre Dame, by the regulatory schema set out in part 6 of the General Regulations. Notre Dame allows for School and/or Course Regulations to vary certain aspects of this regulatory scheme, but in cases of conflict, the General Regulations take precedence. The regulatory scheme is also supported by a *Guideline on Assessment Practices*.

In accordance with the regulatory schema, the majority of units in the undergraduate nursing programs are fully graded units. Several units, which are primarily skills based and/or reflective in nature, are assessed on a non-graded pass method. The clinical practicum is an example of the latter type of unit. The type of assessments varies from unit to unit, but generally it comprises continuous assessment and a formal End of Semester examination. The assessment criteria for each unit are approved by the Academic Councils, and are contained in the unit outlines of each unit provided by the Unit Coordinator to students at the commencement of the unit. The final grades awarded to students are determined by the provisions and regulations set down in the University General Regulation 6.18.

Evidence

- *SM1.12: General Regulations, Gen. Reg. 6.18*
- *SM1.14: GUIDELINE Assessment*
- *SM3.29: Review of types of assessment in selected number of Bachelor of Nursing Units*
- *SM2.09: POLICY Academic Misconduct*

Risks

The main challenges faced by Notre Dame in relation to assessment and grading arise internally and externally.

Internally, there is a need to ensure equivalence of grading and assessment practices across the three Campuses. Given that identical courses are not delivered in WA and NSW, determining equivalence across the three campuses is rendered more difficult. However, the universal admissions criteria and the standardized assessment regime assist in providing an appropriate framework. The engagement of Fremantle Nursing staff to teach a number of nursing units on the Broome campus assists in benchmarking across these two campuses. Notre Dame is exploring ways of developing this across all three campuses in 2009.

Externally, the challenge is to ensure that assessment and grading at Notre Dame is comparable to other higher education providers. At present Notre Dame relies on the following practices in its Schools of Nursing:

- Utilising the experience that the nursing staff have built up through delivery of similar programs at other institutions.
- Analysing the employment rates of graduates.
- Seeking feedback from employer groups with respect to the standard of nursing graduates.
- Seeking feedback from clinical training partners with respect to the standard of nursing students.
- Using members of the profession to assess all the students in the clinical setting. The professionals are exposed to and assess students from a variety of providers.

Notre Dame believes all practices are valid forms of external benchmarking given that employer groups and clinical training partners are not exclusive and train and employ graduates from a variety of different universities. Notre Dame will be looking at ways of further developing valuable external benchmarking activities within the next year.

(e) Quality of teaching and learning

(Nursing Goals: NG1, NG2, NG3, NG4, NG10, NG11)

The policies and procedures relating to the evaluation of teaching and learning in Nursing are the same as apply in other academic disciplines at Notre Dame. The Quality Management Office administers two institutional unit evaluation cycles per year: summer term/ semester one and winter term/ semester two. The Quality Management Office is also responsible for evaluating the responses, providing feedback to Deans, individual staff and the Deputy Vice Chancellors and Provosts of the various campuses.

The Unit Content Evaluation for nursing units on all three campuses is detailed in Appendix G. The current benchmark set for both teaching performance evaluations (individual academics) and unit content evaluations by the University's Academic Council is 3.9. As can be seen from Appendix G, the average UMR for nursing units across the three campuses is well above the current benchmark and generally higher than the University wide average.

Academic staff members who attain a certain level of score (annually reviewed) are sent commendation letters. There is also a process for continuing discussions and remediation if necessary with academic staff members who do not attain the required benchmark

Notre Dame also participates in externally conducted graduate evaluations and uses that data to analyse and reflect on teaching practices. The results from the 2006 Australian Graduate Study (AGS), Course Experience Questionnaire corroborate Notre Dame's own findings that there is a high level of student satisfaction with teaching in the Schools of Nursing.

Assessing clinical placement experiences of nursing students is undertaken separately from the centrally administered evaluation process. Feedback is routinely collected from students and mentors within practicum agencies post clinical practicum. This feedback serves to monitor student and staff in the clinical agencies' perceptions that the student preparation was adequate for the clinical area that they were placed and that the students and agencies received the necessary support while the student was on practicum. Areas for development are identified in the composite of all feedback and incorporated into the planning for future years.

At the institutional level, the Quality Management Office liaises with the Staff Manager and the Professional Development Manager to identify areas which have arisen in the formal evaluations and to provide Professional Development sessions addressing these issues.

Evidence

- *SM1.02: Strategic Plan: Notre Dame 2008-2018*
- *SM1.09: Policy: Teaching Performance and unit content evaluation*
- *SM2.12: Australian Graduate Destination Survey Interpretation*
- *SM2.13: Quality Management Office 2007 Summary Report*
- *SM2.10: Unit Evaluation Process*
- *SM1.07: Professional Development Offerings*
- *SM3.30: Unit content evaluation for nursing*
- *SM3.31: Example of clinical placement feedback form*

Risks

Notre Dame is of the view that its methods of assessing the quality of Teaching and Learning in the Schools of Nursing are good and that its processes for following up areas of weakness are sound.

(f) Student Resources and Support

(Nursing Goals: NG11, NG12)

Pastoral Support

One of the Objects of Notre Dame is “the provision of an excellent standard of pastoral care for its students”. To assist in achieving this goal, student resources and support are provided at both the local or school level and at the institutional level. At the School level, each academic and administrative staff member has a pastoral care responsibility written into their contracts of employment. Above and beyond this, the Deans of each School are free to allocate specific “pastoral” roles to individual staff members within their schools. For example, in the School of Nursing, Fremantle, course counselling is undertaken predominantly by the Undergraduate Coordinator and the School has appointed an International Students Coordinator whose prime responsibility is to provide cultural acclimatization and support of international students from the application stage of their admission to the university through to the completion of their nursing course. Administrative staff members are also actively involved in the role of student support officers on a day to day basis.

Notre Dame’s Student Life Offices provide general and careers counselling services for all students. The Campus Ministry and Chaplaincy team on all campuses take a lead role in providing general pastoral support for staff and students.

Evidence

- *SM3.32: Outline of Student Life offices on three campuses*

Risks

As the student body increases, particularly on the Sydney Campus, Notre Dame will have to allocate additional resources in ensuring adequate support for students.

Sporting, social and spiritual life

The Student Life Offices on each of the Campuses work with the student body to provide opportunities for students to engage in social, sporting and general personal development activities. The Chaplaincy and Campus Ministry team provide opportunities for faith development and reflection. Each year, the nursing schools participate in a special “Blessing of the Hands” ceremony, designed for and dedicated to future health professionals.

Evidence

- *SM3.33: A list of some of the student associations and clubs on Notre Dame campuses*
- *SM3.34: Blessing of the Hands pamphlets 2008*

Risks

The School of Nursing staff on the Fremantle Campus report a high level of communication and consultation work between the Student Life Office and the School. In Sydney and Broome, the smaller cohort of students means that considerably more activity is still undertaken at the localised School level.

Facilities – physical environment

The Schools of Nursing on all three campuses are well serviced by specialised facilities, including laboratory spaces and simulated wards.

Library

Library services to the staff and students of the School of Nursing, Fremantle Campus, are provided in the main by the Galvin Medical Library, to students in the Broome Campus in the Central Library and to students in Sydney in the Medicine and Nursing Library located in Darlinghurst.

The provision of electronic information services is a Library wide service and the majority of these services are available to all students “24/7” and both on and off campus.

The collection is guided by the provision of access to information rather than ownership. Hence, the collection is primarily digital, in the form of subscriptions to electronic databases providing access to scholarly, peer reviewed and evidence based health related journals. This ensures best use of the space allocated, meets the students’ expectations of access to resources, and allows simultaneous user access to our resources. This is enhanced by selected e-titles which allow access to selected nursing, medical and health-related electronic books.

Working with the academic staff of nursing, the Library staff (particularly the Nursing Library Liaison Officer) have worked to build up a collection of e-journals, databases, e-books, audio-visual titles and anatomical models.

Information Literacy instruction is delivered to first year students in the units NUR100 (Fremantle and Broome Campuses) and NS1002 (Sydney Campus). Instruction covers using the library catalogue, using academic databases and searching the web for academic information. Evidence-based practice sessions are also available on request.

Evidence

- *SM3.35: A list of generic information literacy services available to all students (See Chapter 1 .3.22)*
- *SM3.36: A list of resources available to Nursing Students.*
- *SM3.37: Unit outline NUR 100, NS 1002*
- *SM3.38: Summary of Lowest Performing UNDA Unit Content Evaluation (UCE) Items 07S2-05S1.*

Risks

Notre Dame believes that the Library Services it offers have been vastly improved since 2003. The communication between library staff and academic staff is much better, resulting in more cohesive planning strategies. However, student surveys continue to rank library resources lower than teaching performance and the University will be addressing these issues as part of a larger review of library services.

Information technology

Information technology services at Notre Dame are one of the main areas of concern expressed by students and staff. In the context of Nursing, the main complaints expressed over the past two years relate to the online Tutorial sign up system (students) and the lack of robust and accessible software for managing the clinical program (staff). In relation to the online system of tutorial sign up, Notre Dame invested time and resources during the latter half of 2007 to ensure that the system was as robust as possible. The system was tested several times prior to going live in semester 1 2008, and the result was a significant reduction in problems and complaints when it went live in Fremantle and Broome. Errors

which occurred were dealt with quickly and communication with staff and students was prioritised. The Sydney Campus, which, by nature of its connection to and dependence on centralised IT services in Fremantle experienced more significant problems in 2007, elected to pursue a centrally controlled manual tutorial allocation system in 2008. While the Sydney process avoided any IT issues arising, the manual system is unsustainable and not ideal as the Campus grows. To this end, and as noted in Chapter One, Notre Dame will be investing more time and resources into a robust, centralised system of IT management.

The lack of a suitable software program for the management of clinical placements has been identified by the Deans and staff of the Schools of Nursing as a key problem which needs to be addressed. Investigative work has been undertaken into software programs developed at a number of other universities, and Notre Dame will be looking at purchasing a licence to use the most appropriate and manageable system.

Other University wide commitments to IT at Notre Dame have been addressed in Chapter One.

Evidence

- *SM3.38: Summary of Lowest Performing UNDA Unit Content Evaluation (UCE) Items 07S2-05S1*

(g) Student Grievances and Appeals

(Nursing Goals: NG1, NG2, NG3, NG4)

Notre Dame's appeal processes are governed by the General Regulations, particularly Chapter IX. Students are made aware of the appeal processes in various ways, including reference to them in Unit outlines and when making queries with any staff. Students also have access to a Grievance Procedure accessible on the web.

Evidence

- *SM1.12: General Regulations Chapter IX*
- *SM2.15: POLICY Student Grievance Resolution*

Risks

No formal analysis or review of the level of student satisfaction or understanding of these processes has been undertaken. However, staff report that they are comfortable with the processes and the way that they are managed and neither School has been made aware of any problems with these processes.

(h) Service Learning/ Volunteering

(Nursing Goals: NG11, NG12)

Notre Dame has a commitment to providing service learning and volunteering opportunities to students. While requirements are embedded within some schools at Notre Dame, (e.g. Law, Medicine, Arts), service learning and volunteer opportunities are voluntary for nursing students. General service learning and volunteering opportunities are managed and communicated to students through the Campus Ministry offices on each campus and utilise relationships with organisations such as Caritas and The Edmund Rice Centre (Fremantle).

Evidence

- SM2.20: *Example of a Service Learning Program (Hard copy only)*

Risks

Notre Dame's commitment to providing service learning and volunteering opportunities for the student body requires an ongoing commitment to risk management processes and funding in order to enable access to all students. Notre Dame will be exploring ways of making opportunities more accessible.

(i) International and Study Abroad Engagement

(Nursing Goals: NG11, NG12)

The Study Abroad program at the University of Notre Dame Australia began in 1992. Over the last 3 years, Notre Dame has sought to consolidate its Study Abroad and Student Exchange partners and has strategically resolved to align itself with a limited number of "close fit" partners. A Director of Study Abroad manages and administers these relationships and provides advice and guidance to Notre Dame senior executive with respect to these relationships.

Introduced on the Fremantle Campus in 2005, the Study Abroad program for nursing students exposes them to Australian nursing education and to its nursing system. When circumstances permit, the experience may include a visit to a nursing post in remote North-West Australia and planning has been undertaken to expand the number of these types of experiences for study abroad students and to extend them to the Sydney Campus.

Evidence

- SM3.39: *List of current Study Abroad and Student Exchange partners*
- SM3.40: *Study Abroad Data for 2006, 2007 and 2008.*

Risks

While Notre Dame offers a range of high quality Study Abroad and Exchange opportunities for outgoing students, the level of uptake of those opportunities is very low compared with incoming numbers. Notre Dame is aware that this is a common trend across all Australian universities, and believes that the sector as a whole and the governments need to address the factors (cost, timing of studies) to increase the participation.

3.3.3. RESEARCH AND RESEARCH PLANNING

(Nursing Goals: NG4, NG5, NG6)

(a) Research Culture

As is noted in the Strategic Plan, Notre Dame's focus during its establishment years has been on the development of a higher education institution characterised by its emphasis on providing high quality, undergraduate education. This focus has allowed the University to focus on the teaching qualities and expertise of potential staff and current staff. Notre Dame has always accepted and acknowledged the vital role that both scholarship and research have in a university environment and have taken steps to actively

encourage student and staff research. However, in stressing the importance of high quality teaching (which necessarily incorporates scholarship), research activity has not been prioritised. Notre Dame accepts that by external benchmarks, the quantified research output has been low. The practices and policies Notre Dame has in place to encourage greater research in the coming years includes:

- Eligibility to apply for 6 months study leave after 6 years of service at Notre Dame.
- Waiving of fees for staff involved in higher degrees by research at Notre Dame.
- The ability to access weekly study leave for the purposes of conducting further studies relevant to professional disciplines.
- Access to conference and travel funding through the “Academic Scholarly Development Fund”.
- Provision of Professional Development Courses in research supervision.

In recent years, Notre Dame has also introduced the Research Incentive Scheme and has established very clear processes for managing higher degree research students, assisting staff to access research grants and funds, enabling staff to develop their research profile and ensuring the rigour of research undertaken under the auspices of Notre Dame.

Evidence

- *SM1.16: Research Incentive Scheme Policy*
- *SM3.41: Policy: Staff Research and Grant Application Procedure*
- *SM3.42: List of Research Practices and Policies (See SM1.15)*
- *SM3.43: Increased involvement in competitive national research schemes e.g. ARC and NHMRC*

Risks

Balancing the teaching and administrative load of staff and continuing to encourage research culture.

(b) Research Management and Procedures

Notre Dame has established a number of committees and procedures to oversee staff research activities. The two main central offices involved are the Research Office and the Quality Management Office, under the leadership of the Provosts. Notre Dame has introduced many policies and procedures in recent years. All policies are widely circulated to senior academic staff and discussed at Academic Council prior to implementation.

Committee structures include: the school based research committees, the Campus wide Research Committees, the University Human Research Ethics Committee.

Evidence

- *SM3.44: Intellectual Property Policy*
- *SM3.45: A Statement of Academic Freedom*
- *SM3.46: Code of Conduct for Research*
- *SM3.47: Research Integrity*
- *SM3.48: Approval for Research involving Humans*

Risks

Notre Dame is satisfied that the structures and processes it has put in place, and continue to refine and develop, will assist Notre Dame in achieving its quantitative and qualitative goals in relation to research.

(c) Research Activity in the School

Notre Dame is satisfied that the level of research activity being undertaken in the nursing disciplines is satisfactory for the stage of development of the 2 Schools of Nursing. It will be examining ways of increasing this research over the next 10 years in order to achieve its quantitative goal of 10% of postgraduate students and approximately 10% of that being research students (i.e. 1% of total student enrolments).

Evidence

- *SM3.49: The current research activities of staff in the Schools of Nursing (See also SM3.10)*

4. APPENDICES

4.1. APPENDIX A

APPEALS FROM STUDENTS, FREMANTLE CAMPUS

2006

Reason for Appeal	No. of Appeals Denied				No. of Appeals Upheld			
	Terminate from course	Terminate from University	Deferred/Supp Exam/Fail grade/Adv.St	Readmission	Terminate from course	Terminate from University	Deferred/Supp Exam/Fail grade/Adv.St	Readmission
ARTS	1				7	1	1	5
BUS	5	1	2	1	7	3		7
EDU		1			4			15
HEA			2		4			2
LAW			1		2		2	2
MED								
NUR				1	2			
PHIL								1
TOTAL	6	2	5	2	26	4	3	32

Total number of appeals: 93

APPENDIX A (Continued)

2007

Reason for Appeal	No. of Appeals Denied				No. of Appeals Upheld			
	Terminate from course	Terminate from University	Deferred/Supp Exam/Fail grade/Adv.St	Readmission	Terminate from course	Terminate from University	Deferred/Supp Exam/Fail grade/Adv.	Readmission
ARTS	2		3		2			8
BUS	6		3		9	1	1	9
EDU			1	3	4		1	5
HEA	1		1			1		4
LAW			1	2			1	
MED					2			
NUR	1	1	1		1			1
PHIL				1			1	3
TOTAL	10	1	10	6	18	2	4	30

Total number of appeals: 81

APPENDIX A (Continued)

2008

Reason for Appeal	No. of Appeals Denied				No. of Appeals Upheld			
	Terminate from course	Terminate from University	Deferred/Supp Exam/Fail grade/Adv. St	Readmission	Terminate from course	Terminate from University	Deferred/Supp Exam/Fail grade/Adv.	Readmission
ARTS			1	1	4	1	2	4
BUS		3	1		5		1	2
EDU			1	1	6			3
HEA		1	2		1		2	1
LAW			4		1			
MED								
NUR		1	1		1		2	
PHIL			2					1
RESEARCH								1
TOTAL		1	12	2	18	1	7	12

Total number of appeals: 53

4.2. APPENDIX B

NOTABLE ADDITIONS OF ELECTRONIC RESOURCES AVAILABLE TO STAFF AND STUDENTS

Ebrary – e-book library

Oxford Scholarship Online – e-book collections for Theology, Philosophy, Social Sciences and Business

CCH Australia – legal and business materials

Best of Biz – Business information centre

Thomson Gale – a collection of around 25 new databases, both multi-disciplinary and subject specific

SportsDiscus Full text – health and PE database

Oxford University Press Journals – addition of the full range of OUP journals in electronic format

HeinOnline – repository of core law journals

Infromit – upgrade to the full collection of these Australian databases.

Cambridge University Press – a collection of all CUP academic journals in full text

SAGE Journals – a collection of around 450 full text academic journals

Elsevier.Health Sciences Package – a collection of full text academic journals in full text.

TV News – a database of Australian free to air television broadcasts

International Bibliography of Theatre & Dance with Full Text – database of full text academic journals and ebooks

Film and TV Index with Full Text - database of full text academic journals and ebooks

Communication & Mass Media Complete - database of full text academic journals and ebooks

The Philosopher's Index – the key research tool in this discipline upgraded from one user to unlimited access

Literature Reference Center - database of full text academic journals, ebooks and primary sources

Book Index with Reviews – full text book reviews for literature and drama studies.

StatRef – an online collection of digital medical textbooks

Thieme E Book Collection – an online collection of digital medical textbooks

APPENDIX B (Continued)

Marketline Business Information Centre – collection of business intelligence reports

ERIC – definitive fulltext educational research database

CINAHL Plus – full text database of Nursing journal literature

CREDO reference – collection of 100 full text digital dictionaries and encyclopaedias

Britannica Online – online full text encyclopaedia

Legal Trac – comprehensive American periodical index

LexisNexisAu – Australian legal materials and research tools

Thomson/Lawbook Online – Australian case law reports and research tools.

4.3. APPENDIX C

NOTABLE CHANGES TO COMMUNICATIONS SYSTEMS

Email posting of Library Newsletters to all staff and students twice a semester.
Distribution of 'new titles' lists to all staff and students every month.
Redevelopment of the Library Homepage to make accessing information and support simpler.
Establishment of a Library 'blog', which is updated by library staff with news, advice and tips for using the library services.
Provision of a 'Library Feedback' web form, which allows staff and students to post a comment to the Director Library Services about the Library. These comments can be made anonymously.

4.4. APPENDIX D

COURSE ACCREDITATION

School/Campus	Name of course accredited	Date when accreditation process commenced	Date when accreditation process was completed	Name of Accrediting Institution	Outcome and recommendations from Accreditation Board/Action to be taken	Status of Accreditation (e.g. finalised, pending, making recommendations)
Health Sciences – Physiotherapy, Fremantle	Bachelor of Physiotherapy, Bachelor of Physiotherapy (Honours) – incorporates Bachelor of Physiotherapy/Bachelor of Exercise and Sport Science (Dbl degree) with Honours available in each	March 2003	7 th Sep 2007	Australian Physiotherapy Council	3-Year Full Accreditation awarded until August 31, 2010	Annual Reports due 31 August 2008, 2009, 2010. Responses to Consolidated Report on Awarding of Accreditation to be submitted August 2008.
	Bachelor of Exercise and Sport Science	August-September 2008		Australian Association of Exercise and Sports Science		Application documentation is being prepared and the accreditation process will commence on submission.
Business (F)	Bachelor of Commerce (Accounting)	2006	2006	Chartered Practicing Accountants		Finalised (4 years accreditation)
Business (F)	Bachelor of Commerce (Accounting)	2006	2006	Institute of Chartered Accountants Australia		Finalised (4 years accreditation)
Business (F)	Bachelor of Commerce	2006	2006	Australian Institute of		Finalised (4 years accreditation)

	(Accounting)			Marketing		
Business (F)	Bachelor of Commerce (Accounting)	2006	2006	Australian Human Resource Institute		Making recommendations
Nursing (F)	Bachelor of Nursing Bachelor of Nursing – Mental Health Major	Biennial and when changes are made to the curriculum	Ongoing	Nurses and Midwives Board of WA	None	Finalised and ongoing
Medicine (F)	Bachelor of Medicine/Bachelor of Surgery	October 2002	November 2004 - ongoing	Australian Medical Council	Accreditation until 2010. Reviewed in 2008 – concerns with clinical program. Accreditation changed to 2009	Reaccreditation documentation due in March 2009 and AMC to conduct accreditation visit in June 2009.
Law (F)	Bachelor of Law (4-year, 5-year combined degrees, 3-year Graduate entry and JD)	1996		Legal Practice Board		Finalised
Business (S)	Bachelor of Commerce (Accounting)	January 2006	May 2006	CPA Australia and The Institute of Chartered Accountants in Australia		Provisional. Final review to be taken in 2010 with Fremantle.
Medicine (S)	Bachelor of Medicine/Bachelor of Surgery	May 2006	September 2007	Australian Medical Council	Accredited (6 years)	Finalized
Nursing (S)	Bachelor of Nursing	July 2005	Dec 2005	Nurses and Midwives Board of NSW	12 month accreditation	Finalised
Nursing (S)	Bachelor of Nursing	January 2006	September 2006	Nurses and Midwives Board of NSW	12 month accreditation	Finalised

	BN EN articulation	January 2006	December 2006	Nurses and Midwives Board of NSW	12 month accreditation	
Business (S)	<p>LLB-Bachelor of Laws- Undergraduate Entry degree:</p> <p>a) on its own as a 4-year degree</p> <p>b) as a 5-year double degree in combination with a Bachelor of Arts (or other similar degree in the School of Arts)</p> <p>c) as a 5-year double degree in combination with a Bachelor of Commerce (or other similar degree in the School of Business)</p>	September 2005	September 2005	Legal Profession Admission Board (NSW)	Provide yearly update to LPAB of material changes to curriculum.	Finalized.
	LLB – Bachelor of Laws – Graduate Entry Undergraduate Degree – 3 years	September 2006	September 2006	Legal Profession Admission Board (NSW)	Provide yearly update to LPAB of material changes to curriculum	Finalized
	JD – Juris Doctor – Graduate Entry – Postgraduate Degree – 3 parts	September 2006	September 2006	Legal Profession Admission Board (NSW)	Provide yearly update to LPAB of material changes to curriculum	Finalised

APPENDIX D (Continued)

EXTERNAL COURSE REVIEWS

School/Campus	Name of course reviewed	Date when review process commenced	Date when review was completed	Outcome and recommendations	Status of review (eg. Finalised, pending, making recommendations)
Health Sciences (F)	Bachelor of Biomedical Science	August 2007	October 2007	<p>Appropriate levels of staff/ 1xFTE appointment seek.</p> <p>Defined curriculum pathways/Biomedical Science specialisations.</p> <p>Research activities/collaborative research, conferences, Honours and PG students.</p> <p>Development of the practicum/arrangement with PathWest, Research Centres & Pathology Laboratories.</p> <p>Teaching resources and infrastructure/dedicated anatomy lab & scientific equipment</p>	Finalised
Nursing (F)	Bachelor of Nursing	August 2007	November 2007		Finalized
	Bachelor of Nursing – Mental Health Major	August 2007	November 2007		Finalised

Business	Bachelor of Commerce	July 2008	TBA	Pending	Pending
Arts & Sciences (F)	Bachelor of Arts	June 2007	August 2007	<p>That the University recognises the importance of strong academic and administrative leadership in the School, in the present period of transition and beyond, and commits to filling the three dedicated leadership positions (Dean and Associate Dean) filled until Prof Adam's absence.</p> <p>That the workload demands of the program and leadership in the School be monitored, with a view to decreasing workloads in order to enhance opportunities for research and continuing program innovation.</p> <p>That the University recognises and rewards staff for carrying the extra burdens associated with oversight of the sessional staff upon whom the School is increasingly reliant.</p> <p>That opportunities for professional development and conference attendance be expanded and more fully promulgated, and that these be extended to sessional staff.</p> <p>That staffing levels be investigated across the School's wide range of academic areas, with no area designated as an approved Major or Minor being allowed to subsist without at least one contract position, preferably full-time.</p> <p>That the University's funding model be examined and, as appropriate, adjusted in the light of the increasing service teaching burden carried by the School.</p>	

				That the School Committee be strengthened as a forum for discussion of major School and University issues.	
Education (S)	B.Ed. Birth to Twelve B.Ed Primary BA/B.Ed Secondary Grad.Dip.	2008	NSW Institute for Teachers		Pending

APPENDIX D (Continued)

SCHEDULE OF EXTERNAL COURSE REVIEW

NAME	FACULTY	YEAR	COURSE REVIEW	CAMPUS	STATUS
Bachelor of Biomedical Science	Health Sciences	2006	06S2	Fremantle	Completed
Bachelor of Biomedical Science (Honours)	Health Sciences	2006	06S2	Fremantle	Completed
Bachelor of Arts	Arts & Sciences	2007	07S1	Fremantle	Completed
Bachelor of Arts (Honours)	Arts & Sciences	2007	07S1	Fremantle	Completed
Bachelor of Arts (Politics and Journalism)	Arts & Sciences	2007	07S1	Fremantle	Completed
Bachelor of Nursing (Fremantle)	Nursing	2007	07S2	Fremantle	Completed
Bachelor of Commerce	Business	2008	08S1	Fremantle	
Bachelor of Counselling	Arts & Sciences	2008	08S2	Fremantle	
Bachelor of Counselling(Honours)	Arts & Sciences	2008	08S2	Fremantle	
Graduate Diploma in Counselling	Arts & Sciences	2008	08S2	Fremantle	
Master of Counselling	Arts & Sciences	2008	08S2	Fremantle	
Bachelor of Behavioural Science	Arts & Sciences	2009	09S1	Fremantle	
Bachelor of Behavioural Science (Honours)	Arts & Sciences	2009	09S1	Fremantle	
Bachelor of Education (Secondary)	Education	2009	09S1	Fremantle	
Bachelor of Education (Conversion: Inservice)	Education	2009	09S1	Fremantle	
Bachelor of Education (Early Childhood)	Education	2009	09S1	Fremantle	
Bachelor of Education (Primary)	Education	2009	09S1	Fremantle and Sydney	
Bachelor of Social Science	Arts & Sciences	2009	09S1	Fremantle	
Bachelor of Social Science (Honours)	Arts & Sciences	2009	09S1	Fremantle	
Bachelor of Theology	Philosophy & Theology	2010	10S2	Fremantle	
Juris Doctor (Fremantle)	Law	2009	09S1	Fremantle	
Bachelor of Physiotherapy	Health Sciences	2009	09S2	Fremantle	
Bachelor of Physiotherapy (Honours)	Health Sciences	2009	09S2	Fremantle	
Bachelor of Laws	Law	2010	10S1	Fremantle and Sydney	
Bachelor of Laws (Honours)	Law	2010	10S1	Fremantle and Sydney	
Master of Business (Coursework & Dissertation)	Business	2010	10S1	Fremantle	
Master of Business (Coursework)	Business	2010	10S1	Fremantle	

Master of Professional Accounting	Business	2010	10S1	Fremantle	
Bachelor of Nursing - Sydney	Nursing	2010	10S2	Sydney	
Graduate Diploma in Education (Secondary)	Education	2010	10S2	Fremantle and Sydney	
Bachelor of Communications	Arts & Sciences	2011	11S1	Fremantle and Sydney	
Bachelor of Communications (Honours)	Arts & Sciences	2011	11S1	Fremantle and Sydney	
Bachelor of Philosophy	Philosophy & Theology	2011	11S1	Fremantle and Sydney	
Bachelor of Philosophy (Honours)	Philosophy & Theology	2011	11S1	Fremantle and Sydney	
Bachelor of Exercise and Sport Science	Health Sciences	2011	11S2	Fremantle	
Bachelor of Exercise and Sport Science (Honours)	Health Sciences	2011	11S2	Fremantle	
Bachelor of Health and Physical Education (Primary)	Health Sciences	2011	11S2	Fremantle	
Bachelor of Health and Physical Education (Primary) (Honours)	Health Sciences	2011	11S2	Fremantle	
Bachelor of Health and Physical Education (Secondary)	Health Sciences	2011	11S2	Fremantle	
Bachelor of Health and Physical Education (Secondary) (Honours)	Health Sciences	2011	11S2	Fremantle	
Master of Exercise Science	Health Sciences	2011	11S2	Fremantle	
Master of Outdoor Education	Health Sciences	2011	11S2	Fremantle	
Bachelor of Education (Birth to 12)	Education	2012	12S1	Sydney	
Bachelor of Human Resource Management	Business	2012	12S1	Fremantle	
Bachelor of Marketing and Public Relations	Business	2012	12S1	Fremantle	
Bachelor of Science	Arts & Sciences	2012	12S1	Fremantle	
Bachelor of Science (Honours)	Arts & Sciences	2012	12S1	Fremantle	
Bachelor of Education (K-7)	Education	2012	12S2	Broome	
Bachelor of Medicine / Bachelor of Surgery	Medicine	2012	12S2	Fremantle	
Bachelor of Medicine / Bachelor of Surgery - Sydney	Medicine	2012	12S2	Sydney	
Bachelor of Medicine / Bachelor of Surgery (Honours) - Fremantle	Medicine	2012	12S2	Fremantle	
Bachelor of Outdoor Recreation	Health Sciences	2013	13S1	Fremantle	
Bachelor of Preventive Health	Health Sciences	2013	13S1	Fremantle	
Bachelor of Sport and Recreation Management	Health Sciences	2013	13S1	Fremantle	
Master of Arts - Theological Studies (Coursework & Dissertation)	Philosophy & Theology	2013	13S1	Fremantle	
Master of Arts - Theological Studies (Coursework)	Philosophy & Theology	2013	13S1	Fremantle	
Master of Arts (Coursework)	Philosophy & Theology	2013	13S1	Fremantle	
Master of Environmental Management (Coursework)	Arts & Sciences	2013	13S1	Fremantle	
Master of Nursing	Nursing	2013	13S1	Fremantle	
Master of Theology (crswrk & diss)	Philosophy & Theology	2013	13S1	Fremantle	
Master of Campus Ministry	Education	2013	13S2	Fremantle	
Master of Education (Aboriginal Studies)	Education	2013	13S2	Broome	

Master of Education (Coursework and Dissertation)	Education	2013	13S2	Fremantle	
Master of Education (Curriculum)	Education	2013	13S2	Fremantle	
Master of Education (Early Childhood)	Education	2013	13S2	Fremantle	
Master of Education (Leadership and Management)	Education	2013	13S2	Fremantle	
Master of Education (Religious Education)	Education	2013	13S2	Fremantle	
Master of Education (Special Learning Needs)	Education	2013	13S2	Fremantle	
Master of Religious Education (Coursework)	Education	2013	13S2	Fremantle	
Master of Religious Education (crswrk & dissertation)	Education	2013	13S2	Fremantle	
Master of Teaching (Early Childhood)	Education	2013	13S2	Fremantle	
Master of Teaching (K-7)	Education	2013	13S2	Broome	
Master of Teaching (Primary)	Education	2013	13S2	Fremantle	
Master of Teaching (Secondary)	Education	2013	13S2	Fremantle	
Master of Teaching Conversion (Kindergarten to Year 7)	Education	2013	13S2	Broome	
Master of Teaching Conversion (Primary)	Education	2013	13S2	Fremantle	
Master of Professional Research	Research	TBA	TBA	Fremantle	
Masters by Research	Research	TBA	TBA	Fremantle and Sydney	
Professional Doctorates	Research	TBA	TBA	Fremantle and Sydney	
New Courses					
Bachelor of Education Studies	Education	TBA	TBA	Sydney	
Certificate in Aboriginal Studies	Arts and Sciences	TBA	TBA	Broome	
Certificate in Modern Greek Language	Arts and Sciences	TBA	TBA	Fremantle	
Diploma in Aboriginal Studies	Arts and Sciences	TBA	TBA	Broome	
Diploma in Modern Greek Language	Arts and Sciences	TBA	TBA	Fremantle	
Graduate Certificate in Aboriginal Studies	Arts and Sciences	TBA	TBA	Broome	
Graduate Certificate in Nursing	Nursing	TBA	TBA	Fremantle	
Graduate Certificate in Primary Health Nursing	Nursing	TBA	TBA	Fremantle and Broome	
Graduate Diploma in Aboriginal Studies	Arts and Sciences	TBA	TBA	Broome	
Graduate Diploma in Environmental Management	Arts and Sciences	TBA	TBA	Fremantle	
Graduate Diploma in Forensic Nursing	Nursing	TBA	TBA	Fremantle and Broome	
Pre-med Certificate	Education	TBA	TBA	Fremantle	
Teacher Assistant Certificate (Early Childhood Education)	Education	TBA	TBA	Fremantle	
Teacher Assistant Certificate (Special Needs)	Education	TBA	TBA	Fremantle	
Tertiary Enabling Program	Education	TBA	TBA	Fremantle and Broome	

Study Abroad Courses					
Certificate in Asia Pacific Business	Study Abroad	TBA	TBA	Fremantle	
Certificate in Asia Pacific Studies	Study Abroad	TBA	TBA	Fremantle and Sydney	
Certificate in Australian Ecology	Study Abroad	TBA	TBA	Fremantle	
Certificate in International Studies	Study Abroad	TBA	TBA	Fremantle and Sydney	
Courses not listed					
Bachelor of Outdoor Education	Health Sciences	TBA	TBA	Fremantle	
Certificate in Theology	Philosophy & Theology	TBA	TBA	Fremantle	
Diploma in Pastoral Studies	Philosophy & Theology	TBA	TBA	Fremantle	
Diploma in Theology	Philosophy & Theology	TBA	TBA	Fremantle	
Doctor of Business Administration	Office of Provost	TBA	TBA	Fremantle and Sydney	
Doctor of Education	Research Office	TBA	TBA	Fremantle and Sydney	
Doctor of Medicine	Research Office	TBA	TBA	Fremantle and Sydney	
Doctor of Nursing	Research Office	TBA	TBA	Fremantle and Sydney	
Doctor of Philosophy	Research Office	TBA	TBA	Broome, Fremantle and Sydney	
Graduate Certificate in Aged Care Nursing	Nursing	TBA	TBA	Fremantle	
Graduate Certificate in Building and Construction Law	Law	TBA	TBA	Fremantle and Sydney	
Graduate Certificate in Business	Business	TBA	TBA	Fremantle	
Graduate Certificate in Clinical Nursing	Nursing	TBA	TBA	Fremantle and Sydney	
Graduate Certificate in Education (Aboriginal Studies)	Education	TBA	TBA	Broome	
Graduate Certificate in Education (Curriculum)	Education	TBA	TBA	Fremantle	
Graduate Certificate in Education (Early Childhood Studies)	Education	TBA	TBA	Fremantle	
Graduate Certificate in Education (Leadership and Management)	Education	TBA	TBA	Fremantle	
Graduate Certificate in Education (Return to Teaching)	Education	TBA	TBA	Fremantle and Broome	
Graduate Certificate in Education (Special Needs)	Education	TBA	TBA	Fremantle	
Graduate Certificate in Environmental Management	Arts and Sciences	TBA	TBA	Fremantle	
Graduate Certificate in Human Resource Management	Business	TBA	TBA	Fremantle	
Graduate Certificate in Marketing	Business	TBA	TBA	Fremantle	
Graduate Certificate in Nursing Education	Nursing	TBA	TBA	Fremantle	
Graduate Certificate in Oncology Nursing	Nursing	TBA	TBA	Fremantle	
Graduate Certificate in Orthopaedic Nursing	Nursing	TBA	TBA	Fremantle	
Graduate Certificate in Outdoor Education	Health Sciences	TBA	TBA	Fremantle	
Graduate Certificate in Religious Education	Education	TBA	TBA	Fremantle	

Graduate Diploma in Business	Business	TBA	TBA	Fremantle	
Graduate Diploma in Education (Secondary) Sydney	Education	TBA	TBA	Sydney	
Graduate Diploma in Exercise Science	Health Sciences	TBA	TBA	Fremantle	
Graduate Diploma in Haematology Nursing	Nursing	TBA	TBA	Fremantle	
Graduate Diploma in Nursing	Nursing	TBA	TBA	Fremantle	
Graduate Diploma in Outdoor Education	Health Sciences	TBA	TBA	Fremantle	
Graduate Diploma in Pastoral Studies	Philosophy & Theology	TBA	TBA	Fremantle	
Graduate Diploma in Perioperative Nursing	Nursing	TBA	TBA	Fremantle	
Graduate Diploma in Theology	Philosophy & Theology	TBA	TBA	Fremantle	
Master of Medicine/Surgery (Sydney)	Medicine	TBA	TBA	Sydney	
Master of Philosophy	Office of the Provost	TBA	TBA	Fremantle	

4.5. APPENDIX E

Teaching Performance Evaluation (TPE) Undergraduate Core Curriculum Results 07S2-05S1

Evaluation Cycle	Unit Mean Rating (UMR) Average						
	Whole University	Fremantle Campus (Whole campus)	Fremantle Core Curriculum (U/Grad)	Sydney Campus (Whole campus)	Sydney Core Curriculum (U/Grad)	Broome Campus (Whole campus)	Broome Core Curriculum (U/Grad)
07S2	4.28	4.28	4.28	4.26	4.32	4.18	not available
07S1	4.24	4.26	4.11	4.14	3.95	4.18	4.17
06S2	4.27	4.26	4.43	4.28	4.09	4.35	4.59
06S1	4.20	4.21	4.13	4.17	3.95	4.14	4.16
05S2	4.24	not available	4.38	not available	not available	4.67	4.80
05S1	4.20	not available	not available	not available	not available	4.51	not available

Teaching Performance Evaluation (TPE) Postgraduate Core Curriculum Results 07S2-05S1

Evaluation Cycle	Unit Mean Rating (UMR) Average						
	Whole University	Fremantle Campus (Whole campus)	Fremantle Core Curriculum (P/Grad)	Sydney Campus (Whole campus)	Sydney Core Curriculum (P/Grad)	Broome Campus (Whole campus)	Broome Core Curriculum (P/Grad)
07S2	4.28	4.28	4.16	4.26	not available	4.18	not available
07S1	4.24	4.26	4.23	4.14	not available	4.18	not available
06S2	4.27	4.26	4.34	4.28	not available	4.35	not available
06S1	4.20	4.21	4.37	4.17	not available	4.14	4.55
05S2	4.24	not available	4.18	not available	not available	4.67	not available
05S1	4.20	not available	not available	not available	not available	4.51	not available

4.6. APPENDIX F

ADMISSION DEMOGRAPHICS FOR NURSING

	Fremantle Campus	Sydney Campus
Applicant demographics for 2006 – 2008	334: school leavers 403: mature age 737	302: school leavers 244: mature age 546
“Offer” demographics made 2006 – 2008	275 school leavers 314: mature age 589	190 school leavers 123: mature age 313
Enrolment demographics 2006 – 2008	206: school leavers 250 mature age 456	136 school leavers 100: mature age 236

4.7. APPENDIX G

TEACHING PERFORMANCE EVALUATIONS (TPE) – UNIT MEAN RATING SCORES (UMR) 2006 – 2007.

	ST/Sem 1 2006	WT/Sem 2 2006	ST/ Sem 1 2007	WT/ Sem 2 2007
University wide	4.20	4.27	4.24	4.28
Fremantle Campus	4.21	4.26	4.26	4.28
Fremantle Nursing	4.38	4.32	4.26	4.30
Broome Campus	4.14	4.35	4.18	4.18
Broome Nursing	4.27	4.25	4.35	4.20
Sydney Campus	4.17	4.28	4.14	4.26
Sydney Nursing	4.15	4.51	4.25	4.35