

1. AUSTRALIAN UNIVERSITIES QUALITY AGENCY

The Australian Universities Quality Agency (AUQA) is an independent, not-for-profit national agency which was established to promote, audits, and reports on quality assurance in Australian higher education. It was formally established by the Ministerial Council on Education, Training and Youth Affairs (MCEETYA) in March 2000. It operates independently of governments and the higher education sector. AUQA is owned by, and receives core, operational funding from the Commonwealth, State and Territory Ministers for higher education.

Audits of State and Territory higher education accreditation authorities pay particular attention to the following: recognition and accreditation processes; the consistency of these processes with the National Protocols for Higher Education Approval Processes; and the consistency of their judgements with those made in other States and Territories.

Quality audits of self-accrediting institutions are whole-of-institution audits based on a self-assessment and a site visit. AUQA investigates the extent to which the institutions are achieving their missions and objectives. Audits assess the adequacy of an institution's quality assurance arrangements in the key areas of teaching and learning, research and management, including the institution's overseas activities. It also assesses the institution's success in maintaining standards consistent with university education in Australia. AUQA makes use of panels of experts with substantial senior academic and administrative experience in higher education in Australia and abroad. Audits endeavour to minimise the additional workload for universities and AUQA pays particular attention to supporting the diversity of the higher education sector. National Protocols for Higher Education Approval Processes, which among other things, set national standards and criteria for the establishment of new universities and the accreditation of higher education courses offered by non self-accrediting institutions form an important part of its activities.

Action taken in response to audit reports is the responsibility of the governing body of the institution concerned or in the case of State and Territory accreditation authorities, of the relevant Department and Minister. Exceptionally, failure to respond appropriately to reports could lead to funding sanctions by the Commonwealth or regulatory action by the relevant State or Territory Government.

Source: Australian Universities Quality Agency

Accessed at: <http://www.auqa.edu.au/>

The following are extracts from AUQA reports on individual universities regarding their International Transnational/Offshore activities. They have been arranged alphabetically by State/Territory and University. Full reports can be accessed at:

<http://www.auqa.edu.au/qualityaudit/universities/> or by activating the hyperlinks by using Ctrl + Click. Reports are available in either Word or PDF. Follow-up reports are not available for all universities and vary in their format.

AUSTRALIAN CAPITAL TERRITORY

[The Australian National University](#) (ANU) Canberra November 2007

http://www.auqa.edu.au/qualityaudit/reports/auditreport_anu_2007.doc

http://www.auqa.edu.au/qualityaudit/reports/auditreport_anu_2007.pdf

Follow-up not available

Recommendation

9. AUQA recommends that ANU develop a strategy to extend its engagement with external communities, locally, nationally and internationally, so it becomes embedded within the academic community. **p.37**

[University of Canberra](#) (UC) Canberra June 2003

http://www.auqa.edu.au/qualityaudit/reports/auditreport_canberra_2003.doc

http://www.auqa.edu.au/qualityaudit/reports/auditreport_canberra_2003.pdf

Follow-up link inactive

Commendation

4. AUQA commends the University of Canberra for the overall level of care that it displays in providing a supportive, inclusive, and nurturing learning and teaching environment for its students, both local and residential, and domestic & international. **p.23**

Recommendation

7. That the University of Canberra pay special attention to reviewing the financial viability and strategic directions of its existing and any new off-shore initiatives, and that the University communicate to relevant stakeholders its planned path, scale and ultimate profile for the further development of its International Education program. **p.25**

NEW SOUTH WALES

[Charles Sturt University](#) (UCS) Bathurst November 2004

http://www.auqa.edu.au/qualityaudit/reports/auditreport_csu_2004.doc

http://www.auqa.edu.au/qualityaudit/reports/auditreport_csu_2004.pdf

<http://www.csu.edu.au/division/plandev/publications/>

Affirmation

8. AUQA affirms CSU's finding that increased monitoring and evaluation of the performance of its off- and on-shore partners is required. **p.42**

Recommendations

14. AUQA recommends that in finalising its Strategic Framework for Internationalisation, CSU clarify the strategy's role in identifying priorities with regard to locations and modes of operation abroad, the likely effect on the University's international student recruitment in Australia and consider how the University might more effectively harness the considerable market intelligence available from its own staff and from its various partners. **p.41**

15. AUQA recommends that CSU clarify the locus of responsibilities for international activities so that all within the University understand where responsibility lies. **p.41**

16. AUQA recommends that CSU recognise and support more appropriately the work being undertaken by the various groups within the Faculty of Commerce and the Faculty of Science and Agriculture to develop and strengthen the entirety of the University's activities with third party providers. **p.41**

17. AUQA recommends that CSU adopt a risk-oriented approach in the scheduling of its evaluation of current third party-providers and that it develop more effective tools for the evaluation of prospective third-party teaching partners and agents and devise appropriate formal approval protocols. **p.42**

18. AUQA recommends that CSU find more effective mechanisms to ensure that staff employed by third party providers to teach the University's courses have a clear understanding of the philosophy of CSU's approach to learning and teaching, and particularly, its standards of student assessment. **p.44**

19. AUQA recommends that in light of its plans to increase the number and cultural diversity of its on-campus international students, CSU develop a fully planned, integrated and resourced approach to service delivery to these students. **p.45**

Macquarie University (Macquarie) Sydney July 2003

http://www.auqa.edu.au/qualityaudit/reports/auditreport_macquarie_2003.doc
http://www.auqa.edu.au/qualityaudit/reports/auditreport_macquarie_2003.pdf
<http://www.mq.edu.au/dvc-academic/AUQARreport13.pdf>

Commendation

13. AUQA commends Macquarie University for the robust manner in which the MBA and MAppFin are offered offshore, having high regard for maintenance of standards equivalent to those applied to these programs within Australia. **p.47**

Recommendations

15. That Macquarie consider establishing an internal relationship between its various business-related Masters programs in Singapore (specifically the MAppFin, the MBA and the MMgmt) so as to consolidate the range of electives available, thereby providing a better quality of service to students, and that Macquarie's marketing materials clearly indicate, where applicable, that electives are offered subject to sufficient enrolments. **p.43**

16. That Macquarie University take immediate steps to address the fundamentally unacceptable situation with respect to the unauthorized offering by TMI of a full-time BBA program and in particular, that it urgently undertake a detailed audit of the records associated with the students who have been enrolled in this offering of the BBA via TMI, prior to deciding on their individual academic status. **p.45**

17. That Macquarie take immediate steps to ensure that it is fully aware of all offshore ventures in which students are enrolled with the University. **p.46**

18. That Macquarie University develop a quality assurance plan in respect of its international activities that includes, *inter alia*, a model contract with partnerships, due diligence of partners prior to approving contracts, provision for program and unit approvals and regular reviews, communication systems with partners, defined assessment processes and responsibilities, academic security provisions, evaluation of student learning outcomes against Macquarie's domestic students as a benchmark, evaluation of teaching using an accepted methodology. **p.47**

19. That Macquarie University ensure all personnel involved in the provision of offshore teaching receive suitable professional development and performance appraisal. **p.47**

Southern Cross University (SCU) Lismore October 2003

http://www.auqa.edu.au/qualityaudit/reports/auditreport_scu_2003.doc
http://www.auqa.edu.au/qualityaudit/reports/auditreport_scu_2003.pdf
http://www.scu.edu.au/admin/acqua/index.php?page_id=17&menu=5 29

Recommendations

11. That SCU ensure sufficient level of English proficiency for the entry of NESB international students into all programs, but particularly those in China. **p.37**

12. That following the recent establishment of pro-forma agreements to govern all future offshore operations, it is recommended that SCU revise all existing agreements to conform to the new format and process. **p.38**

The University of Newcastle (UoN) Newcastle January 2003

http://www.auqa.edu.au/qualityaudit/reports/auditreport_newcastle_2003.doc
http://www.auqa.edu.au/qualityaudit/reports/auditreport_newcastle_2003.pdf
http://www.auqa.edu.au/qualityaudit/followups/followup_newcastle_2005.doc

Commendations

14. AUQA commends the University for its new practice of inducting offshore agents to help assure the quality of the recruitment process. **p.33**

15. AUQA commends the University for providing strong backing for its exchange agreements, thereby supporting its teaching and learning goals. **p.35**

Recommendation

15. That the University establish and implement a specific system for assuring the quality of all its programs delivered offshore, including (*inter alia*): a robust process of due diligence for partners and agents; quality controls for translation services; comparisons of learning outcomes for students in offshore and equivalent onshore programs as one indicator of equivalent quality. **p.34**

The University of New South Wales (UNSW) Sydney March 2006

http://www.auqa.edu.au/qualityaudit/reports/auditreport_unsw_2006.doc
http://www.auqa.edu.au/qualityaudit/reports/auditreport_unsw_2006.pdf
Follow-up not available

Commendation

11. AUQA commends UNSW for its internationalisation activities through UNSW International and NewSouth Global and in particular for its student exchange programs and support of international students. **p.41**

The University of New England (UNE) Armidale May 2004

http://www.auqa.edu.au/qualityaudit/reports/auditreport_une_2004.doc
http://www.auqa.edu.au/qualityaudit/reports/auditreport_une_2004.pdf
<http://www.une.edu.au/planning/UNEQAprogress.pdf>

Recommendations

15. That the University of New England Academic Board review the University's entrance criteria, including English language requirements, in accordance with relevant national and international standards, and asserts control over these criteria through a robust monitoring system. **p.46**

16. That the University of New England review the system in place for ensuring that students in transnational programs are aware of UNE grievance procedures, and that those procedures are able to be effected. **p.48**

17. That the University of New England undertake a major review of the quality assurance systems in place for the design, approval, delivery and review of transnational programs, including in the scope of the review the respective roles of the Academic Board, International Committee and Entrepreneurial Committee, and also incorporating a detailed assessment of the effectiveness of quality assurance systems being applied in respect of the current and recently-terminated transnational programs. **p.49**

The University of Sydney (Sydney) Sydney December 2004

http://www.auqa.edu.au/qualityaudit/reports/auditreport_usyd_2004.doc
http://www.auqa.edu.au/qualityaudit/reports/auditreport_usyd_2004.pdf
http://www.usyd.edu.au/quality/AUQA/auqa_2004.shtml

No commendations, affirmations or recommendations.

University of Technology Sydney (UTS) Sydney August 2006

http://www.auqa.edu.au/qualityaudit/reports/auditreport_uts_2006.doc
http://www.auqa.edu.au/qualityaudit/reports/auditreport_uts_2006.pdf
Follow-up not available

Commendation

10. AUQA commends UTS for its support and management of periods of international study experience for Australian students through either the International Exchange Student Scheme or the Bachelor of Arts in International Studies. **p.49**

Affirmation

9. AUQA affirms the University's intention to pursue further strategies to internationalise teaching and learning and to take a more strategic and longer-term approach to international partnerships. **p.48**

Recommendation

13. AUQA recommends that UTS revise its quality assurance arrangements for programs taught offshore to include explicit guidance on the strategic selection of offshore partners, a requirement for explicit consideration of the ways in which equivalence will be achieved, and a requirement for comparisons of success among different student cohorts. **p.50**

University of Western Sydney (UWS) Sydney January 2007

http://www.auqa.edu.au/qualityaudit/reports/auditreport_uws_2007.doc

http://www.auqa.edu.au/qualityaudit/reports/auditreport_uws_2007.pdf

Follow-up not available

Recommendation

6. AUQA recommends that UWS reconsider the approach to offering transnational UWS award programs to ensure that the UWS reputation is strong and that quality is assured in practice. **p.38**

University of Wollongong (UOW) Wollongong February 2006

http://www.auqa.edu.au/qualityaudit/reports/auditreport_uow_2006.doc

http://www.auqa.edu.au/qualityaudit/reports/auditreport_uow_2006.pdf

<http://www.uow.edu.au/content/groups/public/@web/@spq/documents/doc/uow038439.pdf>

Recommendations

9. AUQA recommends that the University of Wollongong strengthen its quality controls in relation to how it promotes itself and its programs, with particular emphasis on its promotion to international markets. **p 37**

10. AUQA recommends that the University of Wollongong establish a more comprehensive framework for the quality assurance of its offshore activities, perhaps overseen by a high level University committee. **p.39**

NORTHERN TERRITORY

Charles Darwin University (CDU) Darwin October 2005

http://www.auqa.edu.au/qualityaudit/reports/auditreport_cdu_2005.doc

http://www.auqa.edu.au/qualityaudit/reports/auditreport_cdu_2005.pdf

<http://www.cdu.edu.au/aqpvet/auqapprogressreport.html>

Recommendation

13. AUQA recommends that CDU improve its planning and focus in the area of international student recruitment, with some reference to its own identified 'near Asia' region. **p41**

PRIVATE

Australian Catholic University (ACU National) Sydney December 2002

http://www.auqa.edu.au/qualityaudit/reports/auditreport_acu_2002.doc

http://www.auqa.edu.au/qualityaudit/reports/auditreport_acu_2002.pdf

http://www.acu.edu.au/acu_national/about_acu_national/quality_education/

Commendation

8. That ACU investigate how it can best provide the technical and analytical support for an evidential approach to planning and review. **p.34**

Recommendation

12. That ACU develop a comprehensive system for deciding which off-shore activities to engage in, for planning, implementing and controlling them, and for incorporating an effective quality assurance system. **p.35**

Bond University (Bond) Gold Coast February 2005

http://www.auqa.edu.au/qualityaudit/reports/auditreport_bond_2005.doc

http://www.auqa.edu.au/qualityaudit/reports/auditreport_bond_2005.pdf

<http://www.bond.edu.au/quality/AUQAProgressReportSeptember2006.pdf>

Recommendation

16. AUQA recommends that Bond University develop principles to guide the development, management and monitoring of transnational programs and partnerships, including probity and due diligence procedures and the maintenance of consistent and appropriate admission standards, including English competency. **p.41**

The University of Notre Dame November 2003

http://www.auqa.edu.au/qualityaudit/reports/auditreport_notredame_2003.doc
http://www.auqa.edu.au/qualityaudit/reports/auditreport_notredame_2003.pdf
<http://www.nd.edu.au/downloads/university/auqa/UniversityResponseToAUQARRecommendationsNov06v2.pdf>

Recommendation

17. That the University clarify its strategy with respect to internationalisation, identifying priority objectives, targets, benchmarks and associated resource implications, and clearly specify the expected outcomes. **p.35**

QUEENSLAND

Central Queensland University (CQU) Rockhampton February 2006

http://www.auqa.edu.au/qualityaudit/reports/auditreport_cqu_2006.doc
http://www.auqa.edu.au/qualityaudit/reports/auditreport_cqu_2006.pdf
Follow-up not available

Commendation

10. AUQA commends Central Queensland University for its offshore international operations strategy of focusing on a few key partnerships, with robust quality assurance systems based on its ESOS manual, and strong partnership management. **p.49**

Griffith University (Griffith) Brisbane April 2004

http://www.auqa.edu.au/qualityaudit/reports/auditreport_griffith_2004.doc
http://www.auqa.edu.au/qualityaudit/reports/auditreport_griffith_2004.pdf
http://www.griffith.edu.au/vc/pdf/auqa_progress_report2005.pdf

Commendation

12. AUQA commends Griffith University for the Excellence in Cultural Experiential Learning and Leadership (Excell) program. **p.34**

Recommendations

14. That Griffith University ensure that it has the means to monitor progress towards the achievement of all its internationalisation objectives. **p.33**

15. That Griffith University, through the Griffith Institute for Higher Education or otherwise, ensure that academic staff are supported in its objective of internationalising not only course content but also their approach to teaching. **p 33**

James Cook University (JCU) Townsville September 2004

http://www.auqa.edu.au/qualityaudit/reports/auditreport_jcu_2004.doc
http://www.auqa.edu.au/qualityaudit/reports/auditreport_jcu_2004.pdf
[http://www.jcu.edu.au/asd/quality/Progress report7.pdf](http://www.jcu.edu.au/asd/quality/Progress%20report7.pdf)

Commendation

7. AUQA commends JCU for having put an appropriate Quality Assurance framework in place in the form of the Management of Off-Campus Academic Programs Policy. **p23**

Affirmation

3. That JCU in resolving the issue of the long term off-shore provider for its Bachelor of Business and MBA programs put in place appropriate transition arrangements for students to protect the quality of the programs and the reputation of JCU in Singapore. **p.25**

Queensland University of Technology (QUT) Brisbane August 2005

http://www.auqa.edu.au/qualityaudit/reports/auditreport_qut_2005.doc
http://www.auqa.edu.au/qualityaudit/reports/auditreport_qut_2005.pdf
[http://www.frp.qut.edu.au/departments/perf/documents/QUT 2007 AUQA Progress ReportFIN.pdf](http://www.frp.qut.edu.au/departments/perf/documents/QUT%202007%20AUQA%20Progress%20ReportFIN.pdf)

Recommendation

7. AUQA recommends that QUT develop a university-wide formalised induction program and supporting information for all staff involved in teaching QUT programs overseas. **p.22**

The University of Queensland (UQ) Brisbane September 2003

<http://www.uq.edu.au/quality/index.html?page=30488&pid=13867>
http://www.auqa.edu.au/qualityaudit/reports/auditreport_queensland_2003.doc
http://www.auqa.edu.au/qualityaudit/reports/auditreport_queensland_2003.pdf

Commendation

12. AUQA commends UQ for its thorough process for appointing international student recruitment agents. **p.37**

Recommendations

10. That UQ determine its desired direction in respect of its international activities and finalise its incipient internationalisation plan. **p.35**

11. That UQ implement the recommendation of its 2002 Internal Audit Report and develop guidelines and procedures relating to the implementation of international arrangements. **p.37**

12. That UQ continue and extend its program of education to develop a general understanding of internationalisation, and to draw attention to the meaning and significance of an internationalised curriculum. **p.37**

University of Southern Queensland (USQ) Toowoomba October 2002

http://www.auqa.edu.au/qualityaudit/reports/auditreport_usq_2002.doc

http://www.auqa.edu.au/qualityaudit/reports/auditreport_usq_2002.pdf

<http://www.usq.edu.au/planstats/Quality/>

Commendation

4. AUQA commends USQ for its determination to maintain educational standards when delivering to offshore student markets, through the application of assessment and examination policies identical to those applied in Australia. **p.20**

Recommendations

8. That USQ review its management of partnerships, particularly with a view to: (a) improving mechanisms for assessing prospective partners; (b) integrating of quality assurance provisions, including periodic review, into the agreements; and (c) involving relevant academic staff in the above. **p.18**

9. That USQ establish a systematic plan to ensure consistency and ongoing communication among all Distance Education tutors (both onshore and offshore) prior to and throughout the delivery of a course. **p.19**

10. That USQ explore opportunities for integrating and sharing evaluative information with its offshore agents. **p.20**

11. That USQ review whether the role and methods of moderators, as developed in respect of courses where the examiners are USQ staff members, are appropriate when applied in respect of courses where the examiners are not USQ staff members. **p.21**

12. That USQ develop formal Moderation Guidelines (or a consolidated section on Moderation in the Assessment Policy and Regulations) for application across all modes and study options. **p.21**

13. That USQ consider developing a risk identification and management process, prior to the commencement of teaching, for programs delivered in languages other than English. **p.22**

14. That USQ take steps to ensure students are receiving accurate, consistent and sufficient information concerning the accreditation status of the programs in which they are intending to enroll, having regard to their local context and reasonable suppositions. **p.23**

University of the Sunshine Coast (USC) Maroochydore February 2007

http://www.auqa.edu.au/qualityaudit/reports/auditreport_usc_2007.doc

http://www.auqa.edu.au/qualityaudit/reports/auditreport_usc_2007.pdf

Follow-up not available

Commendations

10. AUQA commends USC for its Global Opportunities Program which is highly valued by students, and through which participants are well supported. **p.55**

11. AUQA commends USC for its Homestay Program, which places English Language Program students with families in the region and is supported by robust quality assurance processes. **p.55**

Affirmation

10. AUQA affirms the work being undertaken by USC to strengthen quality assurance processes for transnational education, including revised agreement templates, annual audit meetings, and comprehensive checklists to be used in establishing and monitoring partnered activities. **p.52**

Recommendations

11. AUQA recommends that USC satisfy itself that requisite host country approvals are in place for the MBA program offered in Malaysia, taking into account planned changes to the program that may bring into question its status as an online program. Further, that USC review admissions processes and partner procedures to ensure that appropriate entrance standards are being maintained, and there is adequate validation of applicant information. **p.53**

12. AUQA recommends that USC strengthen its quality assurance system for transnational education, including approval of marketing and

promotional materials, student support processes, student orientation and evaluation of offshore teaching staff. **p.54**

SOUTH AUSTRALIA

The University of Adelaide (Adelaide) Adelaide March 2003

http://www.auqa.edu.au/qualityaudit/reports/auditreport_adelaide_2003.doc

http://www.auqa.edu.au/qualityaudit/reports/auditreport_adelaide_2003.pdf

<http://www.adelaide.edu.au/opq/quality/auqaprogreport2005.pdf>

Recommendations

25. That the University establish robust systems for assuring itself that the terms of its agreements with off-shore education providers are being met. The University's self-assessment has identified this as an area of concern. **p.56**

26. That, as signalled in the Performance Portfolio, the University develop processes for the University-wide annual review of the international student academic performance. Most benefit from this would be obtained if it were part of a broader, systematic review of teaching and learning outcomes undertaken by the Academic Board. **p.57**

Flinders University (Flinders) Adelaide December 2006

http://www.auqa.edu.au/qualityaudit/reports/auditreport_flinders_2006.doc

http://www.auqa.edu.au/qualityaudit/reports/auditreport_flinders_2006.pdf

Follow-up not available

Affirmation

10. AUQA affirms work being undertaken by Flinders which, when fully implemented, will strengthen its quality assurance processes for international education, including introduction of a formalised agreement template, student evaluation of topics and teaching offshore, staff manuals and workshops, consideration of standards across multiple locations within its course review process, an offshore annual reporting template and process, and a DVD to support offshore students. **p.43**

Recommendation

10. AUQA recommends that for the two courses offered with Nankai University, Flinders ensure that delivery arrangements, student information and partner agreement provisions are consistent with arrangements for prior credit as stated on academic transcripts. **p.42**

University of South Australia (UniSA) Adelaide August 2004

http://www.auqa.edu.au/qualityaudit/reports/auditreport_unisa_2004.doc

http://www.auqa.edu.au/qualityaudit/reports/auditreport_unisa_2004.pdf

<http://www.unisa.edu.au/cha/staffinfo/AUQA.asp>

Commendations

7. AUQA commends UniSA for the information and support services it provides to international students. **p.26**

8. AUQA commends UniSA for its quality assurance system for transnational programs. **p.29**

Affirmation

5. That UniSA address issues relating to the equivalence of assessment between transnational and domestic versions of the same program. **p.29**

Recommendation

5. That in order to achieve its aims in internationalisation in teaching, research and service, UniSA identify more specific performance indicators and targets, and strategies for achieving them. **p.26**

TASMANIA

University of Tasmania (UTAS) Hobart November 2005

http://www.auqa.edu.au/qualityaudit/reports/auditreport_utas_2005.doc

http://www.auqa.edu.au/qualityaudit/reports/auditreport_utas_2005.pdf

<http://www.utas.edu.au/qualityaudit/UTAS%20Progress%20Report%20June%202007.pdf>

Commendations

14. AUQA commends UTAS for promoting an international dimension to the student experience. **p.42**

15. AUQA commends UTAS for negotiating partnerships with some well-regarded offshore partners, including the introduction of the Joint Management Committees to oversee relationship management; and for commissioning the Guthrie and Johnston reviews of TNE (Transnational Education) operations. **p.43**

Affirmation

14. In affirming the review activity applied to the TNE operation, AUQA supports UTAS in its progress on and further intentions to implement the recommendations arising from the TNE reviews, but also encourages careful analysis of the advantages and risks of further growth in this sector, including maintaining appropriate entry and exit standards of English language proficiency. **p.45**

Recommendation

7. AUQA recommends that UTAS identify and implement ways to promulgate information about the University's TNE operation amongst its staff, students, and other stakeholders more effectively. **p.45**

VICTORIA

Deakin University (Deakin) Geelong February 2005

http://www.auqa.edu.au/qualityaudit/reports/auditreport_deakin_2005.doc

http://www.auqa.edu.au/qualityaudit/reports/auditreport_deakin_2005.pdf

<http://www.deakin.edu.au/vc/cqi-auqa.php>

Affirmation

5. AUQA affirms Deakin University's action plan to address the various quality improvements needed in its management and quality assurance of off-shore teaching partnerships. **p.31**

La Trobe University (La Trobe) Melbourne March 2005

http://www.auqa.edu.au/qualityaudit/reports/auditreport_latrobe_2005.doc

http://www.auqa.edu.au/qualityaudit/reports/auditreport_latrobe_2005.pdf

<http://www.latrobe.edu.au/quality/assets/downloads/ReporttoAUQAonActionPlan.pdf>

Commendations

11. AUQA commends La Trobe University for being proactive in identifying and responding to the support needs of onshore international students, for example via the ESOS Advisory Group. **p.41**

12. AUQA commends La Trobe University for some good examples of positive and well-managed relationships with offshore partners which help enable the University to provide quality education to students overseas. **p.42**

Recommendations

12. AUQA recommends that La Trobe University establishes a mechanism for ensuring that moderation is appropriately and consistently implemented for all applicable offshore courses, and that results for comparable onshore and offshore courses are considered as one means for determining equivalence. **p.45**

13. AUQA recommends that La Trobe University fully integrate Library and Information Technology Services considerations into the overall management of offshore activities in order to ensure that offshore students receive an equivalent level of service in support of their education. **p.45**

14. AUQA recommends that La Trobe University reconsider the application of its English language entrance standards in light of the overall demands of the teaching, reading materials and assessment methods. **p.46**

Monash University (Monash) Melbourne December 2006

http://www.auqa.edu.au/qualityaudit/reports/auditreport_monash_2006.doc

http://www.auqa.edu.au/qualityaudit/reports/auditreport_monash_2006.pdf

Follow-up not available

Recommendations

9. AUQA recommends that Monash University develop a 'Statement of International Purpose' to support and integrate the understanding of internationalisation more effectively into the activities of the university. **p.50**

10. AUQA recommends that Monash University develop procedures to introduce local staff involved in courses taught as part of collaborative teaching arrangements offshore to the University values, such as student-centred and flexible learning, to ensure that the study experience is equivalent. **p.52**

RMIT University (RMIT) Melbourne December 2003

http://www.auqa.edu.au/qualityaudit/reports/auditreport_rmit_2003.doc

http://www.auqa.edu.au/qualityaudit/reports/auditreport_rmit_2003.pdf

<http://www.rmit.edu.au/quality/auqa/>

Commendation

10. AUQA commends RMIT University for the establishment of an effective partnership with The Singapore Institute of Management, which has provided a strong framework for the provision of well-supported award programs. **p.46**

Recommendations

19. That the lines of responsibility, accountability and authority in the management and quality assurance of off-shore teaching programs be clarified as a matter of urgency and that RMIT University ensure that its quality assurance procedures for off-shore partnership programs are consistently implemented. **p.44**

20. That the RMIT International University Vietnam pedagogical model be reconsidered, to place greater emphasis on the equivalence of learning outcomes, rather than standardised inputs, and to recognise the pedagogical relevance of contributions by the Vietnam-based academic staff in customising the programs for that student group. **p.45**

21. That RMIT University ensure that it has effective mechanisms to monitor the operations of its off-shore programs, that they are well aligned with their own stated objectives, continue to meet the expectations of their partners and are in compliance with the terms of the contract. It is further recommended that, in relation to the postgraduate program offered at the Alberton Management College, the University immediately address the program problems raised by students. **p.47**

[Swinburne University of Technology](#) (Swinburne) Melbourne March 2003

http://www.auqa.edu.au/qualityaudit/reports/auditreport_swinburne_2003.doc
http://www.auqa.edu.au/qualityaudit/reports/auditreport_swinburne_2003.pdf
<http://www.swinburne.edu.au/corporate/spq/auqa/AUQAprogrepOct06.pdf>

Commendation

6. AUQA commends the mentor program for international students at Swinburne Lilydale as an effective means of supporting international students. **p.39**

Recommendations

13. That, in developing the Internationalisation Master Plan, further attention be paid to identifying an agreed definition of what is meant by the term 'internationalisation' at SUT and that this then be promulgated widely. **p.35**

14. That SUT's Academic Board resolve, with urgency, the accreditation status of the courses being offered through SSIT and that the current academic and professional accreditation status of these courses be made clear to students. More generally, the Academic Board should assure itself that its decision-making processes with regard to all SUT's courses offered off-shore are sufficiently robust. **p.36**

15. That SUT ensure that a comprehensive framework for the quality assurance of its courses offered through SSIT be implemented without delay. The University has recognised the need for this framework and is in the process of constructing a suitable action plan. **p.37**

16. That SUT clarify the respective roles and responsibilities of its own staff and staff of off-shore partner organisations, with respect to responsibility for curriculum development and for quality assurance. **p.37**

17. That SUT establish effective communication mechanisms and ensure that robust quality assurance systems are in place for its operations with off-shore partner organisations within the Swinburne Global Learning Network so that it has the means to ensure that the partner's activities (as they relate to SUT courses) are fully compliant with SUT policy and practice. **p.38**

18. That the planned development of an overall framework for quality assurance of SUT courses delivered off-shore be undertaken and implemented. **p.38**

University of Ballarat (UB) Ballarat November 2002

http://www.auqa.edu.au/qualityaudit/reports/auditreport_ballarat_2002.doc
http://www.auqa.edu.au/qualityaudit/reports/auditreport_ballarat_2002.pdf
<http://www.ballarat.edu.au/vco/planning/AUQAPortfolio/AUQAProgressReport.doc>

Recommendations

14. That UB ensure that it has full control of the entry of students to its on-shore off-campus programs. **p.31**

15. That UB implement an effective mechanism for systematically assessing the teaching being carried out in its courses by staff of local partner organisations. **p.32**

16. That UB ensure sufficient resources, including library resources, are available to students studying off-campus. **p.32**

17. That UB, through its Academic Board, develop moderation protocols for use in arrangements where UB courses are being delivered off-campus by external partners and ensure these protocols are appropriately applied. **p.33**

18. That the comparative progress of students in different cohorts (whether on-campus, off-campus or off-shore) be routinely monitored so as to ensure the equivalence of UB's teaching with that of its partners. **p.33**

19. That the promotional material for UB degrees clearly state the different course structures in the different locations. **p.34**

The University of Melbourne (Melbourne) Melbourne January 2006

http://www.auqa.edu.au/qualityaudit/reports/auditreport_uom_2006.doc

http://www.auqa.edu.au/qualityaudit/reports/auditreport_uom_2006.pdf

Follow-up not available

Commendation

15. AUQA commends UoM for the efficient organisation and effective implementation of international student services, which are successfully delivered through the complementary provision of central and faculty level support. **p.33**

Affirmation

3. AUQA affirms UoM's recognition of the need to develop a coordinated approach to its international positioning through the development of an Internationalisation Plan. **p.30**

Recommendation

8. AUQA recommends that UoM ensure that the meaning of the presence of the UoM crest on Universitas 21 Global degree parchment (and within Universitas 21 Global promotional materials) is unambiguously and clearly communicated to current and prospective Universitas 21 Global students. **p.32**

Victoria University (VU) Melbourne December 2006

http://www.auqa.edu.au/qualityaudit/reports/auditreport_vu_2006.doc

http://www.auqa.edu.au/qualityaudit/reports/auditreport_vu_2006.pdf

Follow-up not available

Commendations

10. AUQA commends Victoria University for establishing and maintaining strong relationships in the delivery of offshore programs with several well-regarded international partner institutions. **p.40**

11. AUQA commends Victoria University for identifying the risks associated with international partnerships and offshore teaching, initiating external audits to refine the risk analysis and systematically working to implement the audit recommendations. **p.41**

Recommendation

11. AUQA recommends that, as further follow-up to its external audit of offshore programs, Victoria University analyse the degree of equivalence between onshore and offshore programs in relation to academic

requirements, including assessment and feedback to students, and the student experience. **p.42**

WESTERN AUSTRALIA

Curtin University of Technology (Curtin) Perth October 2002

http://www.auqa.edu.au/qualityaudit/reports/auditreport_curtin_2002.doc

http://www.auqa.edu.au/qualityaudit/reports/auditreport_curtin_2002.pdf

http://strategic.curtin.edu.au/documents/tools/AUQA_progress_report.pdf

Commendation

9. AUQA commends Curtin for the very thorough, rigorous and effective process of quality assurance in place in relation to courses offered overseas. **p.48**

Recommendation

20. That Curtin provide centrally coordinated induction and support for all staff teaching overseas. p.46

Edith Cowan University (ECU) Perth October 2004

http://www.auqa.edu.au/qualityaudit/reports/auditreport_edith_2004.doc

http://www.auqa.edu.au/qualityaudit/reports/auditreport_edith_2004.pdf

http://www.ecu.edu.au/equ/resources/auqa_overview_progress_report_actionplan_jun06.pdf

Commendations

11. AUQA commends Edith Cowan University for the level of support it provides to international students at its campuses in Western Australia. **p.25**

12. AUQA commends Edith Cowan University for establishing and implementing a system of thorough and constructive Set-up Checklists and Triennial Reviews for its teaching programs offshore. **p.26**

13. AUQA commends Edith Cowan University for demonstrating improvements to its quality assurance processes in relation to bilingual activities in light of its experiences in this area. **p.29**

Recommendations

6. That Edith Cowan University ensure that its policies governing entrance and advanced standing are implemented offshore using the same standards as onshore. **p.27**

7. That Edith Cowan University develop, implement and monitor systems for effectively controlling all marketing relating to its offshore activities. **p.27**

8. That Edith Cowan University regularly conduct comparative analyses of onshore and offshore student performance in equivalent programs, with a view to ensuring equivalent student learning outcomes. **p.28**

Murdoch University (Murdoch) Perth August 2006

http://www.auqa.edu.au/qualityaudit/reports/auditreport_murdoch_2006.doc

http://www.auqa.edu.au/qualityaudit/reports/auditreport_murdoch_2006.pdf

Follow-up not available

Commendation

8. AUQA commends Murdoch University for the quality and determination of the staff of the Teaching and Learning Centre and the libraries and their activities and resources in support of staff and students across campuses. **p.31**

Affirmation

7. AUQA affirms Murdoch University's approach to bring greater focus and consistency to its transnational education activities and relationships with overseas partners and that greater attention should be paid to the preparation of inexperienced academic staff, and their involvement in the delivery of their course material. **p.33**

Recommendation

3. AUQA recommends that in offering Chiropractic training opportunities in Japan, including programs introduced for the school-leaver market, Murdoch University examines with its Japanese partner the possibility of registering with the Japanese Ministry of Education and Training in order to gain designation as a "foreign university's Japanese campus". **p.34**

The University of Western Australia (UWA) Perth April 2004

http://www.auqa.edu.au/qualityaudit/reports/auditreport_uwa_2004.doc

http://www.auqa.edu.au/qualityaudit/reports/auditreport_uwa_2004.pdf

http://www.qualityassurance.uwa.edu.au/_data/page/21802/AUQAProgressReport.pdf

Commendation

16. AUQA commends The University of Western Australia for examples of good practice in relation to offshore teaching at the postgraduate level, including those involving supervision of research components. **p.47**

Recommendations

15. That The University of Western Australia draw upon its successes in transnational education and the availability of supporting resources, such as cultural awareness training, to develop a comprehensive quality assurance manual that will be a key resource for other Schools seeking to establish transnational programs. **p.46**

16. That the University of Western Australia develop and implement a system for monitoring and reviewing offshore partnerships and programs that involves all key stakeholders and that is integrated into the other review processes of the University. **p.47**