2013 ACADEMIC QUALITY AGENCY for NZ UNIVERSITIES (AQA) **CLOSURE REPORT ON THE AFFIRMATIONS AND RECOMMENDATIONS**	
	Leadership and Management of Learning & Teaching
Recommendation 1 *Ref : Audit Report page 6*	*The University proceed as soon as possible with its intention to run a training programme for Heads of School, including training in communication, financial management, performance management, conflict management and understanding of University and organizational culture. The Panel encourages the University to make this a requirement for all Heads and Heads-elect.*
ACTIONS TAKEN	*A Leadership programme for Supervisors was developed by HR and was to be facilitated by the PACIFIC-TAFE but the plan was not implemented. In its place HR facilitated internal training for some time.*
OUTCOME & IMPACT	*Constant changes in HR management of HR over the last few years has grounded the training. The University views this recommendation as essential and intends to relook at the plan in 2018 and ensure it is appropriate for the roles and responsibilities of Heads of Schools given the changes that are taking place in the University .*
Recommendation 2 *Ref : Audit Report page 6*	*The University proceed as soon as possible with a review of the administration, management and governance of regional campuses (Strategic Objective 17.1), with a view to clarifying reporting lines and expediting decision-making for academic, professional and administrative operations.*
ACTIONS TAKEN	*An external review of the regional campuses administration, management and governance was undertaken guided by a Terms of Reference. A Report was received and actions on recommendations are ongoing.*
OUTCOME & IMPACT	*Each campus has its unique Campus Development and Academic Plans within the framework of the USP Strategic Plan. Learning support is made available to all first year students regardless of the mode or location of study through the SLS program. Establishment of key contact person at each Faculty who are responsible for liaising with regional campuses. Regional Campuses now have effective Advisory Committees that link USP to the regional communities, public and private sectors. Three Pro Vice Chancellor positions have been established for Emalus, Solomon Islands and Alafua Campus. The process for the recruitment of the Pro Vice Chancellors for Alafua and Emalus has commenced. Campus Directors work on agreed common KPIs.*
Recommendation 3 *Ref: Audit Report page 7*	*The University review its core processes to assess ways of reducing the number of decision points with a view to streamlining efficiency and improving timeliness of decision-making.*
ACTIONS TAKEN	*The powers and functions of Senate were revised and a matrix specifying the points of decision-making in the academic process specifically for course and programme proposals were approved. The Terms of Reference (TOR) for the Senate was revised to reflect this change which included the consideration for minor and major changes in programme and course offerings.Changes to the terms of reference were also made to the School Board of Studies and the Faculty Academic Standards and Quality Committees (FASQC).*
OUTCOME & IMPACT	*When considering programmes decisions that can be approved by Senate and which does not need Council approval include (i) change in Programme title (ii) change in programme outcomes (ii) changes in courses making up a programme and (iii) changes in a single major, one major in a double major or minor.* *When considering courses decisions that can be finalised at the FASQC include (i)Changes to content not affecting course learning outcomes and assessment (ii) required text (reference materials) not involving substacial cost increase. These revised decision making points have facilitated quick turn around times for approval of minor changes to programmes and courses.*
Recommendation 4 *Ref: Audit Report page 7*	*The University review the terms of reference and operation of the Academic Standards and Quality Committee, and consider establishing a Senate Learning and Teaching Committee with terms of reference which support the achievement of the Learning and Teaching Plan.*
ACTIONS TAKEN	*The role and strucutre of the Academic Standards and Quality Committee (ASQC) was revised and ASQC was subsequently disestablished. In its place are two committees - Academic Programme Committee and Teaching Quality Committee each with their Terms of Referenc.*
OUTCOME & IMPACT	*The two committees which are both committees of Senate have specific responsibilities specified by their Terms of Reference.*
Affirmation 1 *Ref : Audit Report page 10*	***The Panel affirms the University's approach to ensuring planning and quality assurance are guided by a strong framework which links clearly to the Strategic Plan and the suite of other plans which support it.***

ACTIONS TAKEN	*An approved Planning & Quality Assurance Framework is in place and is assessible to the University community via Planning & Quality Office (P&QO) website.*
OUTCOME & IMPACT	*The P&QA framework now ensures that that all operating activities are connected to the strategic initiatives of the University. The framework also supports innovation and improvement, while cultivating a culture of transparency and accountability, to strengthen quality across the University services.*
Recommendation 5 *Ref: Audit Report page 10*	*The University review its Learning and Teaching Plan to ensure it reflects the priorities of the Strategic Plan 2013-2018, to introduce targets and KPIs where appropriate and to define both monitoring and operational responsibilities.*
ACTIONS TAKEN	*The review of the Learning and Teaching (L & T) Plan has been rcompleted to reflect the objectives and initiatives of the 2013 - 2018 Strategic Plan . The plan indicates university officers who are responsible for the iimplementing the initiatives and the timeframe in which these should be completed. The targets and key performance indicators for learning and teaching are listed in the 2013 - 2018 UniversityStrategic Plan.*
OUTCOME & IMPACT	*The accountability for the actions required to implement the L&T plan is easily monitored via the Strategic Plan Online Monitoring System(SPOMS) and via regular reporting to Council, Senate and their Committees.Having the L&T plan that closely reflects the university SP assist the academic and support sections with annual planning and budgetting and the approval of these by the Senior Management Team (SMT) and The University Finance and Invetment Committee(FIC).*
Recommendation 6 *Ref: Audit Report page 10*	*The University make further effort to regionalize those aspects of the STAR project which impact on individual teachers (e.g. curriculum design; assessment) before the project terminates in 2015.*
ACTIONS TAKEN	*Curriculum design and assessment plans are managed by the respective faculty Deans office hence the School of Agriculture and Food Technology (SAFT) programmes and courses were managed by FBE while the School of Law (SOL) programmes and Courses were managed by FALE.Other outcomes of STAR have been mainstreamed into faculty and university processes.Faculties ensured alignment of course learning outcomes to programmeand graduate outcomes.ALignment of assessment to the course learning o0utcomes is an ongoing process.*
OUTCOME & IMPACT	*One of the objectives of STAR was to ensure the alignment of*
Recommendation: 7 *Ref: Audit Report page 13*	*The University develop a resourcing plan for regional developments to prioritize its objectives and ensure resources sustain existing regional operations as well as match future growth.*
ACTIONS TAKEN	*The University has prepared a framework for campus development as well as a consolidated plan (CAPEX plan) for all campuses which has been approved by senate. The plan provides the updated listing of all-that-exists in the campuses, renovations that have been undertaken, upgrades that have been done; and future plans going forward aligned to the Strategic Plan targets. The Plan also identifies the resources that have been used and allocated as well as resources required, including resources have been assured. Work on this plan is work in progress.*
OUTCOME & IMPACT	*The University has Campus Development plan in place for its objectives on regional developments and sustainable operations.The 10 year CAPEX plan provides an indication of the projected capital development requirements and highlights the need for the University to carefully assess its priorities for each development and to seek assistance from development partners. Campus Directors now have full delegation to approve utility bills within budget. A financial checklist has been developed to assist Regional Campuses and to be part of their monthly reporting. In addition to these approaches, EDF is now working on the exact costs of running a campus and this will assist the University in identifying funds to sustain its campuses for the future.*
Recommendation 8 *Ref: Audit Report page 13*	*The University pay close attention to the impacts and achievability of its plans to increase flexible delivery of courses across the region to ensure these can be supported effectively by existing and future IT infrastructure and by appropriate teaching and study space.*

ACTIONS TAKEN	USP continues to maintain the existing IT infrastructure by 1. Re-designing and re-engineering the USP Wide Area Network (WAN) (i) procuring additional bandwidth (ii) connecting campuses in which they have submarine fiber such as Tonga and Marshall Islands. (iii) more bandwidth provision for the Solomon Island 2. Replacing aging core network devices like switches, routers and key network equipment (firewall etc) 3. Replacing student computers 4. Putting more wifi access points for students in the region (residential areas) 5. Replacing some of the Audio and Visual equipment in the class rooms. 6 Re-designing and re-engineering the USP WAN especially with more countries planning to have submarine fiber 7 Professionally developing IT staffing especially those in the regional campuses 8.Capturing face to face lectures and making them available to all students on the web. 9. More computer lab space built is Emalus campus in Vanuatu
OUTCOME & IMPACT	• Installation of new CISCO access points (AP's) to improve coverage around campus. • Installation of a Wireless Controller to improve control and routing of wireless traffic between AP's. • Configuring a new wifi SSID signal "USP-WiFi" which is the new security-enhanced standard for all USP Wireless Services that will replace all previous wireless services.
Recommendation: 9 Ref: Audit Report page 13	**The University develop an IT communication strategy which ensures that staff and students are informed of IT developments, plans and protocols, including explanations of reasons behind existing and likely future constraints and limitations.**
ACTIONS TAKEN	The ITS communications strategy is effected through ITS website that is updated regularly. The website features ITS Projects, ITS Trainings & Resources and, ITS News & Events. The website also maintains a Helpdesk Management System.
OUTCOME & IMPACT	The ITS Communication strategy ensures that the University community is kept abreast with the IT developments, plans and protocols.
Recommendation: 10 Ref: Audit Report page 15	The University explore good practice examples of disaster preparedness, response and recovery and endeavour to ensure all campuses have in place systematic plans and procedures, which include training for key staff, are tested as far as is feasible (e.g. evacuation procedures) and which are integrated as much as is appropriate with local community or national plans.
ACTIONS TAKEN	P&F has developed plans and procedures and manuals for disaster preparedness in all Regional Campuses. A number of new appointments were made e.g OHS officer. Key staff have been trained. The University has moved on disaster preparedness decisively. It has: 1. Appointed a Manager of OHS and disaster awareness and preparedness. 2. Prepared a OHS and disaster preparedness plan for the University which are in line with National plans. 3. USP is part of the national disaster planning committees in Fiji and Samoa and will work on being included in other national committees. 4. USP Laucala Campus is committed under the Fiji legislation on OHS and disaster preparedness and by law works within this law. 5. Regionalising this plan is a challenge but plans in place to begin this task. Work has been done for Laucala, Emalus and Alafua. Currently, disaster and OHS work is being undertaken in Solomon Islands. 6. Procedures and manual of operation for three campuses are in place and work is proceeding for the others to be completed by October 2014. 7. Trails and tests have taken place on Laucala and will be done in the other two campuses by June 2014. 8. Training of staff across the campuses is underway and follow approved disaster training curriculum. This is part of the Staff Development Training conducted by HR. Two cohorts have been done so far in 2014. Other training will be undertake according to the approved training plan. 9. Work is funded by Australian assistance commitment to OHS as well as the University's commitment to this area.
OUTCOME & IMPACT	The University has approved Policy and Procedures on OHS issues and it is now equiped with an effective disaster preparedness, response and recovery. With all campuses now having in place a disaster plans and procedures. The disaster response staffs and reps are trained with mock trials to be done on varoius disaster evacuation procedures.
Recommendation: 11 Ref: Audit Report page 15	The University ensure there is off-site backup for information technology resources, data repositories and electronic business processes across all campuses.

ACTIONS TAKEN	The backup system for the main Laucala campus is provided by a commercial company (VT Solution). The Laucala campus also ensures back-up for campuses with fibre optics namely Tonga, Republic of Marshall Islands and Vanuatu. The Ministry of Finance building in Samoa provides off-site backup service for the Alafua Campus. The Storgage Area Network (SAN) technology is used for backup for smaller campuses.
OUTCOME & IMPACT	Storing data off-site provides security from any potential disaster in the geographic region.
Student Profile: Access, Transition and Admission Processes	
Recommendation 12 *Ref: Audit Report page 18*	The Panel recommends that the University explore the extension of provisions for recognition of prior learning, RPL, to core courses (UU codes) where previous experience can be demonstrated, with the possibility of substitution of electives for such courses as are waived.
ACTIONS TAKEN	A university RPL policy and procedures has been approved by Senate and is in place
OUTCOME & IMPACT	The RPL Policy and Procedures provides the requirements and guiding principles for the recognition of prior learning as a process to evaluate learning acquired outside the classroom, for the following two purposes(i) As a basis for providing an alternative pathway to accessing higher education without a formal qualification(ii)For the purpose of assigning academic credit for progression within a formal qualification
Recommendation 13 *Ref: Audit Report page 20*	The Panel recommends that the University develop an academic advice protocol which sets out, inter alia: the roles which have authority to give advice and, where relevant, make decisions related to specific academic activities; the channels students may use to seek advice and how to access these; and the action to be taken when incorrect or conflicting advice results in an academic disadvantage for the student.
ACTIONS TAKEN	An academic advise framework was approved by Senate in 2016. The framework indicates those staff members in the three faculties who have the authority to provide academic advice to students.
OUTCOME & IMPACT	The need for such a framework was reinforced by an analysis of student grievances lodged, and reported to the Teaching and Quality Committee (TQC). The common complaint has been the alleged incorrect academic advice in all campuses. There were substantial variation across faculties about the provision of academic advising and counselling more broadly. This complaint has been critical for completing students who are not able to graduate because of contradictory advice. Only HOS can provide academic counselling and should he/she go one leave then staff formally appointed (in writing) as Acting HOS should be charged with the responsibility. The Academic Advise Framework will ensure consistency of applications across the three faculties.
Curriculum Assessment	
Recommendation 14 *Ref: Audit Report page 23*	The University explore how it might make more face-to-face teaching available to facilitate learning and to encourage tutorial engagement, especially for first year students.
ACTIONS TAKEN	One of the initiatives of Objective 1 of the 2013 - 2018 Strategic Plan is for the University to undertake a large scale conversion of USP courses for flexible delivery. Therefore no action was required to address the recommendation.
OUTCOME & IMPACT	The Recommendation is not applicable. The strategic Plan of the University is to increase technology based learning.
Recommendation 15 *Ref: Audit Report page 23*	The University strengthen the delegation of approval of minor programme changes to faculties, including undertaking an assessment of the potential risk to quality of such delegation.
ACTIONS TAKEN	The University has revised the TOR for all committees of Senate to accommodate the recommendation.
OUTCOME & IMPACT	The approval of minor changes to programmes is now the responsibility of the Academic Programme Committee. This implies that approvals have less turn around time.
Affirmation 2 *Ref: Audit Report page 24*	The University's progress to date on curriculum mapping of graduate attributes, and the important and valued work being undertaken by STAR trainers across the University.

ACTIONS TAKEN	*Curriculum mapping of graduate attributes have been completed by the schools. As part of the STAR project, the graduate attributes were developed as graduate outcomes each one with its own assessment rubric. From the beginning of 2017, alignment of the programme and course learning outcomes to the revised graduate outcomes have been undergoing review. In addition, the alignment of the assessment tasks to the learning outcomes are also undergoing review.Refer to Recommendation 26.*
OUTCOME & IMPACT	*The mapping and alignment of curriculum and assessment and their revisions have allowed schools and academic staff to refocus on their teaching roles. Programme learning outcomes have been made clearer so that incoming students are assisted better at choosing their programme of study. Assessment tasks are better suited to the learning outcomes being evaluated.*
Affirmation: 3 *Ref: Audit Report page 25*	**The University's Research Skills and Development Framework, extending from first year undergraduate to postgraduate and with the potential to extend into staff development.**
ACTIONS TAKEN	*The Research Skills Development (RSD) Framework has been implemented in 78 known undergraduate level and 8 known postgraduate level courses since implementation commenced in 2012. Implementation includes the four University courses, that is, UU100, UU114, UU200 and UU204 that are part of all undergraduate programmes at USP. In addition, most Foundation level disciplines have implemented RSD. Implementation has moved from course level to broader and deeper programme level mapping for coherence and progression in implementation of research skills from first year to third year undergraduate level courses. Trainings for academic and teaching staff on implementing RSD in their courses, particularly in aligning assessments to the RSD Framework are held every year. These trainings are now led by USP academic staff.*
OUTCOME & IMPACT	*Most of the undergraduate level disciplines and all Faculty core postgraduate courses have implemented RSD. Progress has been made in programme level mapping with RSD being implemented progressively from 100-level to 300-level courses in disciplines, for example, in Education, Social Work, Development and Governance studies, Chemistry. A consistent framework is now used for assessing research across undergraduate level and postgraduate 400-level courses, with the potential for RSD to be used for Masters and PhD level assessments.*
Recommendation : 16 *Ref: Audit Report page 26*	**The University consider the pathways used for receipt of review reports and for the receipt of follow-up comments and action plans arising out of reviews. In particular it should find ways of closing the loop from SMT back down to schools and ensuring that recommendations to faculties and/or the institution are addressed.**
ACTIONS TAKEN	*The University has approved a revised external policy and procedure for external review of programmes that delineates review stakeholder responsibilties including those for reporting and follow-up. The schools are required to submit actions plans and progress reports to theTeaching Quality Committee (TQC) and the Senate.*
OUTCOME & IMPACT	*The revised external policy and procedure was developed in consultation with the Associate Deans of the Faculties and a better understanding and acceptance of the responsiblities is helping the University in ensuring that the recommendations are effectively addressed and reported.*
Recommendation 17 *Ref: Audit Report page 27*	*The University develop strategies for ensuring that assessment outcomes and standards are externally benchmarked against similar disciplines elsewhere.*
ACTIONS TAKEN	*The University has had limited success in hiring an assessment expert in the School of Education who would have been given the responsibility of assessment. The current practice of having a panel of external reviewers to review the programmes is providing the benchmarking of assessment practices of USP with those of that the panel members represent or a familiar with.In 2017 USP became a participant to a Benchmarking project involving 6 institutions in the Pacific, NZ and Australia. One of the activities of the project is to benchmark assessment activities e.g. assessment tasks, weighting of assessment, marking guides, assessment rubrics.*
OUTCOME & IMPACT	*The benchmarking project has clear guidelines determined by the project coordinator which allows participants to self assess and also to share practices regarding assessment.*
Affirmation 4 *Ref: Audit Report page 28*	*The University's project to train teaching staff in the development of learning outcomes and assessment activities relevant to the graduate attributes. The Panel encourages the University to ensure this training also addresses the development of assessment processes which are most appropriate for the different modes of learning and completion of assessment tasks.*

ACTIONS TAKEN	*Professional development of teaching staff is an ongoing proces that is managed by individual faculties.The training of teachers in the development of learning outcomes and assessment activities is currently coordinated centrally at the DVC LTSS office to ensure consistency. Revisions of the learning outcomes and rubrics at institutional, programme and course level since the end of the STAR project are continuing. A lot of work is still to be done regarding the alignment of learning outcomes and assessment but this work is making steady progress.*
OUTCOME & IMPACT	*The continuing open discussions within the schools and disciplines on learning outcomes and rubrics has brought focus on developing the USP attributes in graduates.*
Recommendation 18 *Ref: Audit Report page 28*	*The University undertake an evaluation of assessment conditions and processes, including but not necessarily limited to: examination conditions on regional sites; processes for submission of work and timeliness of return; overarching expectations for formative feedback; moderation; and ensuring grading consistency across schools and faculties.*
ACTIONS TAKEN	*An Examination Manual was developed by SAS which was approved by Senate and is being implemented.*
OUTCOME & IMPACT	*The Examination manual clearly documents the accountability of officers that are responsible for examination processes i.e from -setting of examination papers by the academic staff to dispatch of the papers to the regional campuses and return of the completed exam papers to the course coordinators for grading. The university has an approved guideline for the moderation of examinations*
Student Engagement and Achievement	
Recommendation 19 *Ref: Audit Report page 32*	*The University gives priority to a retention study to analyse student retention by key student characteristics, identify likely risk factors and potential means of addressing those, and initiate actions to improve retention for particular cohorts.*
ACTIONS TAKEN	*SMT agreed on a revised set of educational performance indicators (EPIs) to replace the retention measure.* *The DVC LTSS shall now regularly report against the EPIs in a high level of detail, considering education performance by mode, location and demographics.* *These data shall be used to ascertain areas of needed support or change and such reports shall be routinely provided to the TQC.*
OUTCOME & IMPACT	*Having discussions based on data that reflect students' performance at the University has put students' success in the right spectrum at the University with resources allocated to support*
Affirmation: 5 *Ref: Audit Report page 32*	***The Panel affirms the University's Banner project (CAPP) to allow students to monitor their own progress, and the use of Moodle in this way to provide personal early warning of non-completion risk in individual courses.***
ACTIONS TAKEN	*The CAPP module of the Banner student administration system has been implemented and is now active for undergraduate students in the student SOLS. Work will be underway to extend the CAPP module to cover postgraduate by coursework students.*
OUTCOME & IMPACT	*The CAPP not only provides requirements for completion of a degree in terms of credits, prerequisites and major subject requirements but also allows all undergraduate students to monitor their progress in their programmes.*
Recommendation 20 *Ref: Audit Report page 34*	*The University explore ways of recognising high-achieving students prior to their final year of study.*
ACTIONS TAKEN	*The Senate has approved various awards to high performing students across all levels.*
OUTCOME & IMPACT	*There are mixed reactions to the success of recognising students prior to their final year of study. The process will need to be revisited to ensure its sustainability.*

	Student Feedback and Support
Recommendation : 21 *Ref: Audit Report page 40*	**The University urgently explore and address areas of potential risk in the provision of its Health and Wellness Services, noting the recommendations of the 2012 reviews.**
ACTIONS TAKEN	*Health and Wellness Action Plan was formulated in 2013 and actions to address 2012 review Recommendations have been addressed. The actions undertaken to address areas of potential risks include:outsourcing of the medical officers to MIOT Pacific Hospital; organising of workshopske cancer clinic (pap smear and prostate examination) and reproductive health clinics; organising of annual health week here Ministry of Health personnel come in and provide various services like diabetes check, BMI checking, nutrition and dietary advice and oral health advice; providing safe space (Student Bar) for student interaction and consumption of alcoholic beverages.*
OUTCOME & IMPACT	*The University has been able to mitigate potential risks in the provision of Health & Wellness through the above-mentioned actions.*
Recommendation: 22 *Ref: Audit Report page 40*	**The University pay urgent attention to the findings of the 2012 Review of Security Services at Laucala campus, in particular the development of a security plan which gives priority to student and staff safety and infrastructure security.**
ACTIONS TAKEN	*Recommendations made in the 2012 Security review report have been actioned and closed. Some of the recommendations require ongoing commitments and are pursued as such.Security plans for the Laucala campus and a regional campuses have been developed and are currently being pursued. A university security framework is in place . Drafting of policies and procedures to operationalise the framework is continuing.*
OUTCOME & IMPACT	*The University is pursuing Laucala and regional security plans to give further priority to student, staff and infrastructure security. Some of security improvements initatives undertaken are as follows: setting up of CCTV for ITS complex; training for security staff; hiring of additional security officers and; regular campus life security sessions with students.*
Recommendation 23 *Ref: Audit Report page 40*	*The University consider engaging reliable and successful students who are familiar with its support services to promote the services and act as conduits for student concerns to be communicated back to academic staff and/or administration, as appropriate.*
ACTIONS TAKEN	*The faculties have the following support systems in place:* *• Mentoring by peers in the three faculties and the Centre for Flexible Learning* *• Student and Staff liaison committees* *• Peer Assisted Study Sessions (PASS) where the PASS Leaders work with students in a course* *• FYE Programme - The programme was started in 2013. It is an academic plus program resident with the faculties which aims to develop focused support for first year students with appropriate monitoring to enhance success in their first year of University studies.* *Peer mentors and PASS Leaders are part of the Student Learning Support Services of the Faculties* *Senior students work with disabled students and ensure that support are provided to them. This is coordinated by the Disability Resource Centre (DRC).*
OUTCOME & IMPACT	*· A Total Experience Survey was administered for the first time in 2016. The survey is similar to the Australian Experience Survey administered for all Australian Universities. While the response rates was low at 15% the results gave some positive indications from students.The first year students provided highly positive ratings on their initial experiences at the University with mean rating at 89%.The Overall Educational Experience rating at USP was 81% which was highly comparable to the Australian Universities rating of Overall Educational Experience of 80% (Student Experience Survey National Report 2016).*
Recommendation 24 *Ref: Audit Report page 41*	*The University urgently address the need to ensure students on regional campuses have reliable access to academic advice and to professional counselling services, particularly at key stress points (e.g. prior to and during exams).*

ACTIONS TAKEN	(i)Student Administrative Services(SAS) staff based on campuses provide academic advice together with the campus directors and the academic staff who are present (ii)Face to face(F2F) counselling is offered at the Laucala campus.F2F counselling in key regional campuses such as Labasa, Lautoka, Savusavu, Solomon Islands and Vanuatu is delivered by external contractors due to the need for F2F counselling and the ongoing issues with internet bandwidth. The Counselling center at Laucala campus delivers the following online services: • Fully operational campus wide online counselling • Psychological and social support information uploaded on Facebook A helpline number for contact to counsellors in Fiji is available after hours at all regional campuses.
OUTCOME & IMPACT	A review of the services that have been put in place in the regional campuses will be follwed through using the Total Experience Survey or other means.
Recommendation: 25 *Ref: Audit Report page 42*	***The University find ways of making better use of the information gained from its student surveys and other feedback channels to ensure these contribute to improvement of the student experience and achievement and that in turn the University finds ways of ensuring students know of actions taken in response to their feedback***
ACTIONS TAKEN	The University has implemented a Surveys Framework that articluates processes for Survey Administration, Analysis, Reporting and Communication. It also provides clarity on the responsibilities of survey administrators, recipients of survey reports and the TQC to ensure effective dissemination and use of survey findings.
OUTCOME & IMPACT	The institutional student surveys approved in the Survey Framework, namely Student Evaluation of Courses (SEC) and Total Experience Survey (TES) have online reports that are accessible to academic staff, Heads of Schools, Deans and relevant Heads of Sections. The University stakeholders will be informed of the survey findings and actions undertaken through effective means of communication that may include faculty and support section websites, all-staff/ students emails and potentially the course Moodle shells.
Teaching Quality	
Affirmation : 6 *Ref: Audit Report page 47*	The Panel **affirms** the University's planned review of the minimum length of staff contracts towards a longer term and encourages the University to consider succession planning needs when doing so.
ACTIONS TAKEN	Discussions in the matter were held with USP Union representatives and papers tabled at Council.
OUTCOME & IMPACT	The Council has approved contracts upto five years for academic and professional staff. For academic staff this will be implemented immediately since their benchmarks are already in place however for professional staff this will come into effect once their relative benchmarks are in place. The new contract condition will bring stability to university operations. The staff ordinance has been revised to reflect the change.
Affirmation : 7 *Ref: Audit Report page 49*	The Panel **affirms** the University's development of iPerform as a tool for self-directed performance management and institutional evaluation of academic capability and performance. It encourages the University to develop and communicate clear procedures to be adopted in the case of underperformance or perceived dereliction of duty .
ACTIONS TAKEN	iPerform for staff performance management was developed by HR for staff annual evaluation and assessment. This was in place and implemented for about two years after it was introduced in 2013.The university then introduced the manual system of evaluation of staff through the Quality Of Teaching (QoT) and Quality of Research(QoR) that were administered in parallel to iPerform. The manual system will be reviewed in 2018 with the intention of incoorporating to iPerform.
OUTCOME & IMPACT	The tool was useful as it allowed the staff member and their supervisor to plan the work the staff was responsible for at the beginning of the year and for which he will be assessed at the end of the year when reviewed. The work plan included the roles that were on the staff member's job description as well as the responsibilities of the staff towards the achievement of the university strategic plan. The targets of both the HR Office and the University were in focus. HR have indicated they will resurrect the process but to make it more user friendly because the electronic processes has been viewed to be a more objective way of evaluating staff.It is intended that this will be an annual review process for staff.
Recommendation: 26 *Ref: Audit Report page 50*	The University urgently address gaps in staff development with respect to areas of teaching practice which fall outside the scope of the STAR project and CFL, and ensure that staff on regional campuses have equivalent access to such staff development.

ACTIONS TAKEN	*A number of initiatives were undertaken to enhance the quality of curriculum and provide staff development opportunities. These are as follows:* *1. A systematic review of all undergraduate course outlines has been undertaken by the Assessment Consultant from the Office of DVCLTSS to evaluate and enhance the quality of course learning outcomes and ensure alignment of these to assessment tasks. Individual feedback was provided to all course coordinators. A standardised course outline template was developed and is now being implemented across all disciplines;* *2. Peer Observation of Teaching Workshops were held for Laucala, Alafua and Emalus academic staff members to train observers as part of the implementation of the Quality of Teaching Policy. This is a requirement of the staff review process;* *3. The USP Graduate Outcome definitions and rubrics were revised in a process that involved cross-institutional consultation and workshop. The revision of these rubrics has been used to inform programme and course improvements;* *4. Discipline-specific Workshops have been held for Tourism, History, Sociology and Social Science disciplines. These involved reviewing programme outcomes and looking at alignment of USP and programme graduate outcomes with course learning outcomes and assessment tasks. Similar workshops are being planned for other disciplines including a workshop on assessment rubrics for FALE;* *5. Individual consultations and support have been provided to academic staff by the Assessment Consultant to assist them in course design, teaching practice and assessments;* *6. A Curriculum Review Plan and Teaching and Learning Development Plan have been developed by the Office of DVCLTSS to facilitate further curriculum enhancement and associated teaching development work. Additionally, resources for teaching and learning are being developed and are placed on the LTSS website. Eventually, a virtual learning and teaching hub is anticipated to be developed. In this way, face to face development opportunities will be complemented by virtual resources;* *7. The Quality of Teaching Policy provides the framework for monitoring teaching quality and professional development. The implementation of this policy is being monitored by the Teaching Quality Committee;* *8. Academic staff are expected to have a Postgraduate Certificate in Tertiary Teaching (PGCTT) from the University, or an equivalent qualification or prior learning experience*
OUTCOME & IMPACT	*The above initiatives are leading to improvements in the overall curriculum design, teaching practice and assessments as well as promoting conversations and teaching development opportunities for academic staff. These initiatives have also helped to build academic staff capacity around teaching in particular areas. It is expected that through the implementation of the Curriculum Review Plan, and Teaching and Learning Development Plan, the overall academic quality of the institution will be enhanced and that there will be tangible improvements for the students' learning experience and their achievement of learning outcomes.*
Recommendation: 27 *Ref: Audit Report page 50*	***The University develop consistent and systematic guidelines for supporting staff who are engaged in PhD study, including guidelines regarding maximum formal workload, allowances for periods of fulltime study leave and clear statements of consequences for lack of progress or non-completion.***
ACTIONS TAKEN	*The USP Academic Staff Workload policy (policy no. 1.6.2.36), which was approved by Senate on 12 November 2015, makes provision for academic staff that are doing their PhD studies to spend 30% of their workload hours on PhD research studies. As per the policy, the total available hours of work for academic staff shall be 1666 hours per annum, that is, the total annual working hours for which the University pays a staff member his/her salary less annual leave, public holidays and University closure. Revised regulations on requirements of PhD candidates include stringent regulations on approval of proposals and a mid-term review for confirmation of candidature (refer to pp.112-118 of USP 2017 Handbook & Calendar).*
OUTCOME & IMPACT	*The impact of implementation of the USP Academic Staff Workload policy is yet to be seen as the policy is in the early stage of implementation. It is expected that the strategy will decrease PhD completion times of staff and increase proportion of academic staff with PhDs.*
	Supervision of Postgraduate Students
Recommendation : 28 *Ref: Audit Report page 53*	***The University give high priority to developing its staff profile to ensure it is commensurate with the needs of its intended postgraduate expansion plans, in particular to strengthen its supervisory capacity and ensure continuity of adequate capability in instances of staff turnover and for students on regional campuses .***

ACTIONS TAKEN	*The University has a Postgraduate Research Supervision Policy (policy no. 1.6.2.41) that specifies the criteria for the appointment of supervisors and the roles and responsibilities of supervisors. The University also has the Postgraduate Research Candidature and Supervision procedure (policy no. 1.6.2.40) that outlines good practices for supporting postgraduate research candidature experience and outcomes. Furthermore, the Research Office offers PhD Completion Scholarships for University staff who are near completion to allow time-off from work and timely completion. Postgraduate Research Residency scholarships are available to full-time graduate research students to enable them to be located at the same campus as their principal supervisor to fast track their theses write-up (URL: https://research.usp.ac.fj/?page_id=4566). The Research Office is working on the accreditation/ certification of supervisors. The proposal for this initiative will be put to the Senior Management Team in 2017. If approved, the initiative will be implemented from 2018.*
OUTCOME & IMPACT	*The Postgraduate Research Supervision Policy and the Postgraduate Research Candidature and Supervision procedure provides responsibilities of supervisors and guides their performance. Since the initiation of the PhD Completion Scholarships in Semester 2 2016, 1 USP staff has completed her PhD studies and another staff is in-progress. One PhD student took up the Postgraduate Residency scholarship in 2016, and is currently in-progress with her PhD studies.A Postgraduate Research Portal (PGRP) is in place at the university to track progress and completion of postgraduate students better. It is an online application designed to streamline administrative processes and record real-time data on student research progress leading to data- backed decision making and driving student success across all the faculties.*
Recommendation : 29 *Ref: Audit Report page 55*	**The University ensure its Postgraduate Handbook is kept current particularly in regards to levels of support, resource availability, channels for feedback, role descriptions for Teaching Assistants and expectations of teaching commitment as these evolve.**
ACTIONS TAKEN	*The Postgraduate Research Handbook 2017-2018 provides information on relevant procedures, support and resources for postgraduate research students. This handbook has been published and is made available by the Research Office. Please refer to URL:https://research.usp.ac.fj/wp-content/uploads/2013/08/PGR-Handbook-2017-2018.pdf The role description for 'graduate assistants' are mentioned in all the advertisements and the graduate assistant contracts.*
OUTCOME & IMPACT	*The Postgraduate Research Handbook 2017-2018 is in line with the current policy and procedures for postgraduate research students and serves as a comprehensive guide to research students.*
Recommendation: 30 *Ref: Audit Report page 55*	**The University continue to audit resources for research students, develops a programme for ongoing improvement, and communicates to students its plans for resourcing their research.**
ACTIONS TAKEN	*The audit for space available to postgraduate research students has been completed by Research Office and summary of audit results shared in Space Management Committee. Audit results will be submitted to the audit team in the Estates and Infrastructure section for reassessment and reporting. Other specific resources such as computers and laboratory equipment are managed by the Faculties in collaboration with the respective Schools.*
OUTCOME & IMPACT	*The audit has contributed to provision of postgraduate lounges/ spaces to postgraduate students in the Faculties. The assessment will be reviewed in 2018 to see how spaces can conform to international guidelines. Other specific resources such as computers and laboratory equipment are managed by the Faculties in collaboration with the respective Schools.*