

IMPLEMENTATION AND COMMUNICATIONS

New/Revised XXXXX Policy Document

October 2008

Document overview

Purpose of this document

This document details the implementation steps and communications strategies, including timing, resources and suggested communications channels, for the new/revised XXX Policy Document(s).

Document control

|  |  |  |  |
| --- | --- | --- | --- |
| Name/Version | Action | Title | Date |
| Initial draft prepared V1 | xxxxx |  |  |
| Update V2 | e.g., updated following workshop |  |  |
| Update V3 | e.g., updated following feedback from Education Committee |  |  |
| Update V4 |  |  |  |
| Update V5 |  |  |  |
| Update V6 |  |  |  |

Terms and Abbreviations

ADLT – Associate Dean, Learning and Teaching

APCAC – Academic Planning and Curriculum Approvals Committee of Academic Senate

APA – Academic Program Advisor

AQF – Australian Qualifications Framework

AS – Academic Senate

BIDC – Business and Infrastructure Development Committee

CDA Policy – Curriculum Design and Approvals Policy

CQO – Curriculum Quality Officer

DAP – Director of Academic Programs

DD – Deputy Dean

DIQO – Data Integrity, Quality and Operations

EAC – External Advisory Committee

EdA – Educational

Ed Comm – Education Committee of Academic Senate

HE – Higher Education

MTALC – Multi-Disciplinary Teaching and Learning Committees

OGS – Office of Governance Services

OMC – Office of Media and Communications

P&G – Policy and Governance

SAC – School Academic Committee

SIHRDC – School or Institute Higher Degree Research Committee

SRC – Student Representative Council

SUP - Office of Student and University Planning

TEQSA – Tertiary Education and Quality Standards Agency

University – Western Sydney University (WSU)

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Implementation and Communications Strategy

# Objectives

The objectives of this document are to:

* 1. Ensure the successful implementation of the revised xxxx
	2. Create staff and student awareness of the new xxxxx
	3. Provide information for the Policy Document Development System (Policy DDS) to streamline publishing.

# Background

* 1. The approval authority for this policy document is Academic Senate/Vice-Chancellor/Board of Trustees. Changes to the following documents have been identified as part of this review/new document development:
* xx
* xx
	1. What prompted this review/new policy document development?
* Enquiry/Complaint
* Internal Monitoring
* Scheduled Review/Audit
* Legislative Amendment.
	1. Which sections have been edited?

The below clauses of the Policy document have been edited:

1. Policy – e.g., All or 12, 16 and 19
2. Guidelines –
3. Procedures -
	1. A brief summary of the changes is:

*This text appears in the Policy DDS on the status and details page of the updated version of the policy document to Alert users to what has changed in this current version.*

A summary of the changes in this version are xxxx

The following changes were sensitive/contentious:

None/xxx

The following changes impact on resources:

None/xxx

The following changes impact on compliance:

None/xxx

* 1. This policy document is to take effect from the publication date/another date.
	2. The standard review date for policy documents is every three years. This should be changed for this policy document due to:
* N/A or xxx

# Target audiences

*Examples below*

* 1. Office of Student and University Planning
	2. Student Support Services (Office of People)
	3. International Office
	4. DAPs & APAs
	5. All Schools staff
	6. All Students

# Key messages

Provide the following information in communications:

* 1. Intentions and impact of the changes on staff and students
	2. How students will be made aware of changes
	3. Consultation process
	4. Changes to business processes
	5. Additional training available
	6. Who to contact about any concerns or issues that may arise

# Implementation Process

**Pre-publication – *these subheadings are a guide and may not be required for simple policy document reviews:***

* 1. Identified process changes:
		1. Administrative or business process changes required
		2. System changes required
		3. Related policy documents that require updating for alignment
		4. Additional costs/resources required for implementation
	2. Identified possible issues:

*Examples -*

* + 1. Barriers to acceptance
		2. Impact of implementation on any groups, such as culturally and linguistically diverse people or people with a disability or chronic health condition.
	1. Pre socialisation of changes – e.g., Learning Futures will engage DAPs, APAs and ADLTs via existing forums to socialise changes before publication.
	2. Written material developed/updated – e.g., FAQs, web content, WesternNow Knowledge Articles
	3. Training including where and when training will occur – e.g., Policy owner has provided information about updating processes to DIQO and Director, DIQO has arranged a training schedule for DIQO staff.

Training may require the development of:

* manuals, guidelines, process maps
* Training or information session presentations
* Online support and/or updating of online support materials
* One-on-one mentoring sessions

**At Publication - Advise P&G the following has occurred (if applicable) to enable publication:**

* 1. Any special messaging to add to the standard communications by P&G for the Viva Engage post, E-Update and vUWS policy publication message.
	2. Confirmation of updates or development of Processes/Systems including updating of Forms and Webpages.

# Communication channels

It is critical that staff, students and other stakeholders are aware of any new requirements in relation to changes in policy documents. It is also critical that those who have responsibilities under the policy documents have the necessary knowledge, resources and training to fulfil those responsibilities.

*The following is a list of possible communication channels which can be used to inform staff and students:*

* 1. Viva Engage
	2. E-update
	3. Targeted staff sessions – CDMA, CDSO, CQOS and EdAs; APCAC; SACs; SIRHDCs, ADLT Forum; DD Forum; Course Leaders Forum
	4. Academic Senate and its committees – papers or advice on agendas or action sheets
	5. Updates to other Committees/Groups – University Executive Committee; BIDC; Deans; SRC; EACs
	6. VC email – Updates to all staff
	7. vUWS announcements
	8. CSEO Monthly Update to Students
	9. Targeted student emails
	10. Facebook, Twitter, Instagram, WesternLife, W’SUP
	11. University webpage content – Student portal, main webpage banner

# Review

Required where there is a substantial review or new processes. The success of implementing and communicating the new/revised xxxx Policy document will be measured by the following:

*Examples below*

* 1. Implementation review in 12 months
	2. Staff and student engagement and awareness – measured via a brief oral survey of groups at their existing group forums (for example ADLTs, Deputy Deans).
	3. Issues Management – An Issues Register will be maintained to record and manage issues during implementation phase and to identify areas for consideration during the review phase in 12 months. A central contact email address is included in communications.

# List of annexures

Annexure A – Example Implementation and Communications Strategy Schedule

Annexure A – Example Implementation and Communications Strategy Schedule – xxxx Policy Document

| Step | Task/Action | Responsible office/r | Estimated Target Date | Date Comp | Comments | Status |
| --- | --- | --- | --- | --- | --- | --- |
| 1.  | Pre-Publication Socialisation and Approval: |
| * E.g., Discussion at ADLT Forum
 |  |  |  |  |  |
| * Communication Plan (including messaging content)
 |  |  |  |  |  |
| * Training Plan (including online modules)
 |  |  |  |  |  |
| * Administrative/System changes
 |  |  |  |  |  |
| * Associated Documentation updates
 |  |  |  |  |  |
| * Cost/resourcing implications
 |  |  |  |  |  |
| * Issues Register
 |  |  |  |  |  |
| 2. | Post Publication Communication and Training: |
| * E.g., School/Cluster Workshops – incl involvement of Educational Advisors and Curriculum Officers
 |  |  |  |  |  |
| * Viva Engage/E-Update/vUWS
 | P&G |  |  | Provide any specific text to P&G for the standard communications |  |
| * Facebook, Twitter, WesternLife – to students
 |  |  |  |  |  |
| * Webpage/Form updates implemented
 |  |  |  |  |  |
| * Training/Information Sessions
 |  |  |  | Sessions held / Resources circulated |  |
| 3. | Review |
| * Refer to Issues Register
 |  |  |  |  |  |
| * Select and review samples
 |  |  |  |  |  |
| * Feedback surveys
 |  |  |  |  |  |
| * Attend some SACs to glean awareness/understanding of changes
 |  |  |  |  |  |