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EMBEDDING *an* INDIGENOUS GRADUATE ATTRIBUTE *into* UNIVERSITY *of* WESTERN SYDNEY'S COURSES

BERICE ANNING

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■ Abstract

The paper reports on embedding an Indigenous graduate attribute into courses at the University of Western Sydney (UWS), providing the background to the development and implementation of a holistic and individual Indigenous graduate attribute. It details the approach taken by the Badanami Centre for Indigenous Education in advising the UWS staff on the process for endorsement of the Indigenous graduate attribute. The UWS's recognition of its moral purpose and social responsibility to Indigenous people in Greater Western Sydney has led to the successful re-establishment of Indigenous education at UWS. The paper outlines the unique and innovative approach taken to implement the Indigenous graduate attribute, including: consultation across the Schools at UWS; developing and establishing relationships through the respect of disciplinary culture and tradition; the UWS-wide reform of the traditional discipline approach and the first step towards recognition of the domain of Indigenous knowledge in teaching and research; establishing a team of Indigenous academics; developing a learning and teaching framework for Indigenous knowledge and Indigenous studies; and integrating Indigenous content into curricula at UWS. The Department of Education, Employment and Workplace Relations funded UWS to develop the Indigenous graduate attribute and implement it by embedding cultural competency and professional capacity into UWS courses.

■ Background

The development of an Indigenous graduate attribute at UWS in 2008 was influenced by the 2006 Australian University Quality Agency (AUQA) audit of UWS. AUQA'S *Report of an Audit of University of Western Sydney* (AUQA, 2007) recommended that UWS "develop appropriate systems to implement the Indigenous education commitment, including redeveloping the resource plan and giving consideration to adding a graduate attribute" (AUQA, 2007, Recommendation 5, pp. 7, 34).

In 2007 to early 2008, Badanami Centre for Indigenous Education undertook a number of internal and external audits of Indigenous education in higher education institutions. First, an internal UWS audit exercise was conducted in 2007 by the Dean of Indigenous Education on UWS courses to identify what Indigenous studies and content already existed at UWS (Widin & McDaniel, 2007a). The audit found that while there were a significant number of Indigenous related units across the University, and particularly within the College of Arts, very few units were still being offered. Most of the College of Arts units were offered to Indigenous students through the Aboriginal Rural Education Programs (AREP). At the time of the audit, only two Indigenous studies units were offered outside of the AREP courses; one of these being a core unit within the Bachelor of Tourism Management offered by the School of Social Sciences and the other an Indigenous Education elective unit offered by the School of Education. The audit found that while some academics had taken considerable effort to include Indigenous content within their teaching, most academics had not.

However, there was also a significant amount of Indigenous studies and content development beginning to occur in 2007. The School of Nursing introduced a core Indigenous unit that was offered from 2008 and the UWS Learning and Teaching Activity Projects (LTAP) funded the development and introduction of Indigenous content into courses. The latter projects resulted in a significant amount of teaching and learning activity during 2007/2008. The School of Law developed an Indigenous elective unit and integrated Indigenous content, while the Schools of Psychology, Medicine, Engineering, Natural Sciences

and Communication and Arts also developed whole units with some integrated Indigenous content in other units. However, the internal audit found that while the LTAP initiatives required Indigenous consultation, Badanami Centre observed the development of Indigenous content outside of the LTAP requirements and therefore, not subject to Indigenous consultation or any Indigenous quality control.

Second, Badanami Centre conducted a national audit of Australian universities (Anning, 2007). Thirty-six universities were audited through a broad desktop survey and analysis to identify Indigenous courses and programs; units; and learning and teaching plans. Through this audit, Badanami Centre conducted a sample external benchmarking exercise and identified nine universities which made reference to Indigenous people and culture within their graduate attributes. These universities were chosen on the basis of their reputation and commitment to Indigenous education. They included:

1. James Cook University;
2. University of South Australia;
3. University of Newcastle;
4. Charles Sturt University;
5. Southern Cross University;
6. Deakin University;
7. University of Melbourne;
8. Edith Cowan University; and
9. Curtin University of Technology.

The benchmarking found that while a number of universities included reference to Indigenous people within their graduate attributes (e.g., usually involving some reference to diversity or respect for Indigenous Australians and culture), none had a specific Indigenous graduate attribute. Overall, the benchmarking process identified the following descriptors used to include and refer to Indigenous Australians in graduate attributes:

Respect to Indigenous Australians; awareness of Indigenous issues; cultural and Indigenous identity; Cultural awareness; cultural issues; cultural diversity; reconciliation; cultural understanding; applied cultural awareness; cross cultural awareness; cultural sensitivity; cross-cultural competence; cultural contexts; culture/cultural relationships (Anning, 2007, p. 14).

In short the audit and benchmarking processes showed that the opportunity existed for UWS to take a national lead by introducing a specific Indigenous graduate attribute.

■ Then national policy context

The *National Aboriginal and Torres Strait Islander Education Policy* (Commonwealth of Australia,

1989) forms the foundation of all Indigenous education programs. The policy has been endorsed by the Australian Government, as well as all State and Territory governments. The policy spells out 21 national goals (pp. 14-15). Two of these that are relevant to the introduction of an Indigenous graduate attribute, include:

Goal 20: To enable Aboriginal and Torres Strait Islander students at all levels of education to have an appreciation of their history, cultures and identity.

Goal 21: To provide all Australian students with an understanding of and respect for Aboriginal and Torres Strait Islander traditional and contemporary cultures (p. 15).

Another key document that guided the development of the UWS Indigenous graduate attribute was the *Indigenous Higher Education Advisory Council's Strategic Plan 2006-2008* which set out seven national priorities for closing the educational gap for Indigenous Australians. *Priority 5* of the Strategy asks universities to "Enhance the prominence and status on campus of Indigenous culture, knowledge and studies" (Commonwealth of Australia, 2006, p. 11). The IHEAC commissioned a review of literature on the principles and practices of cultural competency in 2008 which were being adopted in some Australian tertiary institutions. This culminated in a paper prepared by Ellen Grote for the IHEAC titled *Principles and Practices of Cultural Competency: A Review of the Literature* (Grote, 2008). The paper examined the conceptualisation of cultural competency; identified key pedagogical principles that underpin curriculum frameworks; students developing cultural competency in order to deliver culturally relevant services to Indigenous Australians; the incorporation of cultural competency into education courses; and the benefits of cultural competency education and training in universities.

■ The UWS policy framework

In February 2008, in seeking to implement the AUQA recommendation and its Indigenous education commitment, the UWS Board of Trustees approved the *UWS Indigenous Education Policy* (IEP). One of its Principles (section 12) states that:

UWS acknowledges that due to past educational practices many non-Indigenous Australians know very little about Indigenous Australia. In recognition of this and in seeking to encourage an inclusive Australian identity as well as raise the standard of professional service delivery to Indigenous Australians, UWS is committed to

the inclusion of Indigenous content within its courses (UWS, 2008b, p. 3).

Similarly, UWS is committed to the development of Indigenous cultural competency amongst its staff. Consequently, the UWS IEP (p. 3) contains the following objective: "Ensure the inclusion of appropriate Indigenous content in curriculum across the University". Other sections of the UWS IEP (p. 3), which could be considered relevant to the pursuit of the above objective, include the following:

- UWS endorses the principle of equity for Indigenous peoples and in developing and delivering appropriate and effective educational services for Indigenous students, and preparedness by staff to be flexible and innovative.
- UWS is committed to the provision of exceptional resources to support Indigenous education.
- Implementation of the UWS policy is a responsibility shared across all sections of the University.
- UWS endorses Indigenous consultation in planning and implementation of activities that support the UWS Indigenous Education Policy.

The UWS also has a Learning and Teaching Plan (UWS, 2009) that includes a comprehensive Indigenous Education strategy relating to the IEP objectives, and which will be achieved by:

- Implementing the UWS Indigenous graduate attribute through developing Indigenous related content and units within UWS courses;
- Developing modes of study and support structures that attract and retain Indigenous students;
- Expanding access for Indigenous people to UWS courses with enabling and bridging pathways that improve overall performance;
- Maximising employment for Indigenous students by engaged learning with partners in business, community organisations and training organisations;
- Further developing the Indigenous international partnerships to build Indigenous knowledge for academic and research capacity; and
- Building the cultural competency of UWS staff to improve their professional capacity (p. 4).

■ UWS commitment to Indigenous education

An Indigenous graduate attribute was introduced at UWS as an enactment of the University's commitment to Indigenous education and its endorsed Indigenous education policy; the *National Aboriginal and Torres Strait Islander Education Policy* (Commonwealth of Australia, 1989); and the *Indigenous Higher Education Advisory Council's Strategic Plan 2006-2008* (2006). UWS also recognised its moral purpose and social

responsibility to Indigenous people in Greater Western Sydney.

In recognition of the unique Indigenous demography of Greater Western Sydney, as well as the fact that the University campuses span the traditional territories of three peoples (the Darug, Gandangarra and Tharawal), the UWS is committed to exemplary practice in Indigenous education. The University is building its capability to become an employer of choice, particularly for the Greater Western Sydney Indigenous population. Of the 43,520 Indigenous people living in Sydney, 25,699 live in Greater Western Sydney (Commonwealth of Australia, 2007). UWS has embraced the vision statement of the previous Council for Aboriginal Reconciliation and has a strong commitment to improving outcomes for Indigenous Australians in a range of strategic and policy documents.

As part of the University's commitment to the introduction of the Indigenous graduate attribute, the Vice-Chancellor, in July 2007, approved the position of Associate Director (Academic) within Badanami Centre for Indigenous Education. One of the position's main tasks was to assist in the introduction and implementation of the Indigenous graduate attribute as well as to take a lead role in the development of Indigenous content across the University.

The recommendation that "*Knowledge of Indigenous Australia*" be introduced as a separate UWS graduate attribute (see Table 1) was endorsed by the UWS Education Committee in May 2008; Academic Senate in August 2008 and finally The Board of Trustees (UWS, 2008a).

The UWS Indigenous graduate attribute was developed as a comprehensive knowledge domain including a set of generic skills and descriptors and indicators. The aim of the attribute is to:

- Ensure that UWS graduates develop relevant knowledge and skills to demonstrate cultural competency and professional capacity to interact within the broader Australian society;
- Raise the level of academic service delivery to UWS students; and
- Ensure the inclusiveness of Indigenous Australians in the national identity.

UWS graduates will, therefore, appreciate the culture of Indigenous Australia and gain skills for working productively in Indigenous communities and organisations. Graduates will gain the ability to take lead roles in engaging and partnering with Indigenous Australians.



A framework for developing and implementing an Indigenous graduate attribute

The purpose of establishing a framework to inform the development and implementation of the UWS

Indigenous graduate attribute is to enable and enhance teaching and learning practice as outlined in the *UWS Learning and Teaching Plan 2009-2011*. The framework will include Indigenous perspectives that will assist academics to understand the issues and implications of adopting an across University approach to develop and implement an Indigenous graduate attribute into UWS courses. As the result of this across University approach, a collaborative framework has emerged, which also reflects the UWS belief that “Bringing Knowledge to Life” is a whole of University responsibility. The collaborative model also emphasises UWS as a community that builds capacity and practice through sharing and capturing knowledge that is generated by members. The members include: UWS College and School academics; The UWS College (a private entity of UWS); divisional staff, including Vice-Chancellory executive staff; Badanami Centre staff; Indigenous community members of Greater Western Sydney and students. Therefore, the collaborative framework incorporates cooperation and consultation; conceptualisation of community practice and establishing relationships and networks. The framework aims to enhance students’ cultural competence through their studies of Indigenous Australia. Research has found that mainstream service providers who have a greater understanding of the inequities and disadvantage of groups and can appreciate and respect the values and traditions of other cultures, tend to be more confident and able to provide services to people from disadvantaged backgrounds (Paez et al., 2008). Thus, UWS students will become more aware of Indigenous specific knowledges and culture within various disciplines and contexts, enabling them to be more successful in providing services to Indigenous Australians. The framework aims to enable student engagement and

attainment of the Indigenous graduate attributes which can be achieved through the overall principles that include:

- Collaboration and consultation;
- Knowledge of Indigenous Australia is vital for students and staff to allow them to demonstrate cultural competency and professional capacity with greater awareness, knowledge, skills and changed attitudes;
- Students are active participants in Australian society and equipping students with the skills they need to meet the ever-evolving cross cultural challenges ahead, is vitally important;
- Knowledge develops skills and provides indicators that describe students’ abilities to transfer knowledge to their professional practice; and
- Indigenous voices must be engaged and included in the development and the teaching of Indigenous content through involving Indigenous academics and members of the Indigenous community and organisations.

Within the Indigenous graduate attribute framework are teaching and learning strategies that are underpinned by key pedagogical principles that inform teaching and curriculum. These strategies focus on engaging students to question and challenge the beliefs and practices that dominate their critical consciousness with a view to enhancing it; to enable and enhance College’s and School’s variations to be discipline specific; and ensure structures exist that embed personal learning into community practice. This allows a network of like-minded students and academic staff to be created around similar goals. In this instance, the goal is demonstrating knowledge of Indigenous Australia through cultural competency and

Table 1: The University of Western Sydney Indigenous graduate attribute.

| Graduate Attribute: Knowledge Domain | Generic Skills | Descriptor: A UWS Graduate will: |
|---|----------------------------|---|
| “Indigenous Australian Knowledge” – demonstrate knowledge of Indigenous Australia through cultural competency and professional capacity | Knowledge Base | Appreciate the culture, experiences and achievements of Indigenous Australians, thereby encouraging an Australian identity inclusive of Indigenous Australians |
| | Communication | Communicate ethically and effectively within Indigenous Australian contexts |
| | Social and Cultural | Understand and engage effectively with the culturally and socially diverse world in which they live and will work |
| | Leadership and Partnership | Understand the circumstances and needs of Indigenous Australians, thereby encouraging responsibility in raising the standard of professional service delivery to Indigenous Australians Possess a capacity to engage and partner with Indigenous Australians |

professional capacity. It is anticipated that this domain of knowledge will create the common ground for the UWS community members who will in turn create the social fabric of learning and teaching for students and other academics. The community practice process will establish a set of frameworks for ideas, intercultural communication and tools that the members share. This practice will occur at the stages of establishing pedagogical principles; curriculum development; delivering content; and assessing and evaluating learning outcomes.

The guiding principles for teaching and learning strategies in the development of cultural competency and as reported by Grote (2008, pp. 21-23) professional capacity through implementing the Indigenous graduate attribute include:

- Foundational content in core/first year units will include the factors and influences on Indigenous peoples and communities. Further scaffolding of content and integrating Indigenous content across the degree.
- Providing students with a teaching approach grounded in critical theory. Students will learn, unlearn and relearn, reflect and evaluate.
- Providing students with opportunities to critique the roles of their respective professions and the level of effect it has in the lives of Indigenous people.
- Providing access to services and events with opportunities for students to become engaged.
- Learning spaces to foster positive experiences for all participants. Students to not only gain knowledge and skills in learning of Indigenous Australia but also gain hope in knowing they can make a difference in bridging gaps of inequity.
- Utilising Indigenous related case studies and problem-based learning in the curriculum to develop critical thinking; creative skills; improve problem-solving skills; increase motivation; and assist students to learn by transferring knowledge to new situations.
- Varied methodologies and teaching strategies to allow for different student learning styles and assessment. Assessments to include reflective and critical analysis activities; case studies; portfolios and journals; problem-based learning; reflective journals; online assessment. Teaching methods include lectures and tutorials; use of drama and puppetry; e-learning and online learning; films and other media; cultural field visits, attending cultural events and tours of museums and art galleries.
- Reflection and self-awareness activities that will assist students to self-assess their own cultural values and attitudes in conjunction with their experiences as non-Indigenous/privileged above Indigenous people in Australian society.

- Providing support to Indigenous and non-Indigenous staff and guest lecturers involved in the teaching.
- Indigenous and non-Indigenous team teaching for integrated Indigenous content with specific discipline-based content.
- Collaborating with other academics and divisions in the University and across the higher education sector can greatly increase the knowledge base/acquisition of Indigenous Australian knowledge and access a much wider range of learning resources.

To conclude, the framework establishes the skills and cultural standards base all Australian students need in order to develop professional skills for cultural competency. It can be used as the basis for all work-based cultural competency frameworks. It is anticipated that this framework will be recognised as an exemplar of collaboration in education. Badanami Centre is working hard to ensure that a wide cross section of disciplinary requirements are fully considered and taken into account when advising UWS academics on developing Indigenous content across the Colleges/Schools.

■ Implementing the UWS Indigenous graduate attribute

During 2008, further external and internal developments strengthened the commitment UWS had to embed the Indigenous graduate attribute into its courses. First, in December 2008, the Commonwealth Government released the findings and recommendations resulting from its Review of Australian Higher Education in *The Bradley Report* (Commonwealth of Australia, 2008). The Report referred to Indigenous knowledge (see Chapter 3.2, p. 33) and affirmed the creation of an Indigenous graduate attribute through its emphasis on the necessity of recognising Indigenous knowledge within the academy and incorporating it across curricula. This inclusion of Indigenous knowledge was seen as a way of raising the standard of professional service delivery to Indigenous communities.

Second, in 2008, UWS submitted an application to the Commonwealth Diversity and Structural Adjustment Fund (DSAF) and was awarded \$900,000 seed funding to implement the Indigenous graduate attribute into UWS courses from 2009 to 2011. This overall project is to develop and implement a learning and teaching framework for an Indigenous graduate attribute to embed cultural competency and professional capacity into UWS courses. Details of the project's activities and timelines are discussed further on in the paper and in Table 2.

Third, from 2009 and as part of a new cyclic review process, each UWS School was asked to self-assess and report on their achievements regarding the UWS Indigenous Education Policy Objectives, including the degree to which the Indigenous graduate attribute had

been implemented. This included the implementation of the Indigenous graduate attribute as it related to the UWS IEP objective to “Ensure the inclusion of appropriate Indigenous content in curriculum across the University” (p. 3).

Fourth, an *Advisory Paper on the Implementation of the UWS Indigenous Graduate Attribute* was prepared by Badanami Centre staff (McDaniel & Anning, 2009) and presented to the UWS Education Committee of Academic Senate in October 2009. The purpose of the paper was to provide advice to academics regarding the Indigenous graduate attribute: its expectations, procedures and roles regarding implementation. The document is read in conjunction with the UWS Indigenous Education Policy, in particular the *Principles* section (p. 3), which sets out the University’s commitment to Indigenous education, as well as expectations regarding Indigenous consultation and accountability.

In advising UWS academics on the implementation of the Indigenous graduate attribute, Badanami Centre has defined Indigenous studies as:

Indigenous studies involve the study of any topic directly related to Indigenous Australians. Indigenous studies differ from other fields of study in that it draws on two quite different traditions. One of these is “Indigenous Knowledge”. This is knowledge gained through one, or a combination of two ways. One of these ways is “Traditional knowledge”. This is knowledge, which is based in cultural tradition and passed down according to varying cultural determinants. The second way or other source of Indigenous Knowledge is the contemporary life experience of Indigenous people. The second tradition that Indigenous studies draws upon, is a Western epistemological approach based upon evidence and critique. Access to this form of knowledge is institutionally determined (McDaniel & Anning, 2009, p. 2).

The *Advisory Paper on the Implementation of the UWS Indigenous Graduate Attribute* advises UWS academics on: (i) strategies; (ii) consultative protocols inclusive of Indigenous people; (iii) optional approaches and expectations for developing Indigenous content; and (iv) assessing the implementation of the Indigenous graduate attribute (McDaniel & Anning, 2009, pp. 1-4).

■ Strategies

The across University implementation of the Indigenous graduate attribute involves a range of strategies, including:

1. Development of an Indigenous Australian Studies major and sub-majors. The major comprises a series of 10 units developed and delivered by

Badanami, which can be located within a College of Arts course or other UWS courses where students choose elective units or sets of units such as a major and sub-major to complete their degrees. Other Indigenous units across the University may also count towards a student’s completion of an Indigenous Australian Studies major.

2. Development of College and School owned Indigenous units which are professionally and discipline focussed units.
3. In addition to dedicated units, College and Schools are asked to identify areas in which Indigenous content can be scaffolded into other units and across the degree. This may involve a combination of guest lectures, case studies, reference material, field-visits, assignments, learning through community service and Indigenous specific research projects.
4. Across the University the Indigenous graduate attribute will also be further achieved through Indigenous cultural and social events as well as through acts of Indigenous cultural recognition (McDaniel & Anning, 2009, p. 1).

■ Consultative protocols inclusive of Indigenous people

Staff within the Badanami Centre play key roles in the consultative process. The Dean of Indigenous Education, who is also the Director of Badanami Centre for Indigenous Education, has an across University function to oversee the implementation of the Indigenous graduate attribute in accordance with the UWS Indigenous Education Policy. The position of Associate Director (Academic) in Badanami has a practical role in terms of implementation and as such works directly with academics in Colleges and Schools. The Associate Director (Academic), with the Indigenous Australian Studies academic team, works in partnership and collaboration with Colleges and Schools to (i) identify opportunities for the inclusion of Indigenous content into courses and units; (ii) assist where possible in the development of curriculum; and (iii) identify or develop appropriate resources and networks with Indigenous professionals, organisations and communities. This is achieved through the Colleges establishing Indigenous graduate attribute Working committees. In addition, the Associate Director (Academic) consulted with and encouraged academics in the Colleges and Schools to consider the staffing and teaching implications as well as the possibility of broader Indigenous community and Indigenous professional participation. While Badanami staff may, on the basis of prior agreement, contribute to the teaching of the Indigenous graduate attribute, Badanami Centre is not solely responsible for the teaching of Indigenous units and content within Schools. Teaching within Schools is primarily a School responsibility.

It is envisaged that approval of new or varied courses and units that require consideration for Indigenous content, will be signed-off and/or commented on by the Dean of Indigenous Education as well as the Associate Director (Academic). This process is strengthened at the academic governance process level through the Badanami Academic Committee (BAC), which is a Standing Committee of the UWS Academic Senate. The Committee advises the Dean of Indigenous Education on initiatives and responses to Indigenous content in units and courses and development of curriculum. The BAC Chair has membership on each of the three College's Education, Assessment and Progressions Committees, which are also Standing Committees of the UWS Academic Senate.

Optional approaches and expectation of Colleges and Schools to implement the Indigenous graduate attribute

In recognition of the varying degree of relevance courses may have to the Indigenous graduate attribute, there is no single across university model for adoption and implementation. However, Colleges and Schools are expected to discuss and explore the possibilities for implementation with the Associate Director (Academic) and Badanami staff of the Indigenous Australian Studies team. Expectations, which Colleges and Schools need to consider and are advised of, include:

1. Highly relevant Schools and their courses:

Apart from the requirement in the UWS Indigenous Education Policy, it is the expressed view of the Indigenous Advisory Council, which is a committee of the UWS Board of Trustees, that courses aiming to graduate students into professions, which do/or could have a significant impact on the wellbeing of Indigenous Australians are expected to introduce an Indigenous core unit or equivalent amount of scaffolded Indigenous content. These professions and disciplines include: Education, Environmental and Natural Sciences, Health and Sciences, Humanities, Law, Media and Communication, Medicine, Nursing, Policing, Psychology, Social Sciences, Tourism, Welfare, Business. Core units could be field of practice specific units owned by relevant Colleges and Schools or alternatively be one of the units within the Indigenous Australian studies major that will be offered by Badanami Centre.

2. All UWS Schools and courses:

However, all Schools and courses are expected to consider the implementation of the Indigenous graduate attribute through any, or a combination of the following:

- Indigenous specific core units;
- Indigenous specific electives;
- Inclusion of Indigenous content within existing core units, which are not specifically Indigenous; and

- Indigenous content embedded and scaffolded into curriculum across the course (McDaniel & Anning, 2009, p. 3).

Assessing implementation

The *Advisory Paper on the Implementation of the UWS Indigenous Graduate Attribute* advises academics that in assessing the degree to which a College and School has adhered to the Indigenous graduate attribute, the Dean, Indigenous Education (or nominee) will make the inquiries through the UWS School Review process. Thus, self-assessment by the Colleges and Schools can be informed by measuring the following criteria:

1. Who within the College/School has responsibility for the implementation of the Indigenous graduate attribute and to what degree have staff been made aware of its required inclusion?
2. Is the College and School able to provide a document mapping the extent of implementation to-date of the Indigenous graduate attribute or alternatively a timeline for the implementation of the Indigenous graduate attribute? This document should not simply list Indigenous content but map it against the Generic Skills as listed in the Indigenous graduate attribute.
3. Is the Indigenous graduate attribute assessable in each of the School's courses? If not, how will this be addressed?
4. Does the content meet the requirements of external professional associations and bodies?
5. What, if any courses, would the School consider to be highly relevant to the wellbeing of Indigenous Australians and how is this special status to be reflected in these courses? For example, what if any of these courses have Indigenous core units and if not, is there a plan to introduce one?
6. Has the College and School benchmarked Indigenous content against other Australian universities with similar courses? If not, is there an intention to?
7. Regarding the University's commitment to Indigenous consultation, as set out in the UWS Indigenous Education Policy, to what degree has the Dean, Indigenous Education (or nominee) been consulted?
8. To what degree have Indigenous staff within the College and School, Indigenous community members, Indigenous organisations and/or professionals been consulted in the development of curriculum and to what degree has their endorsement been sought?
9. Has the College and School appointed any Indigenous Adjuncts who would be able to contribute to the development of curriculum as well as network the School into the body of Indigenous professionals?

Table 2: Current activities and timelines planned to progress the implementation of the Indigenous graduate attribute.

| Activity/Action | Output/Outcome | Commencing Date of Activity | Completion Due Date | Performance Indicator |
|--|---|---|--|---|
| Employ a project manager and part-time academic or learning developer – meet with DET staff – identify and meet with Indigenous groups/community in Greater Western Sydney area | Initial consultations with Indigenous communities, professional groups and academic staff in developing course and unit material for all UWS courses. | April 2009 July 2009 August 2009 | 1/07/2009 Completed Ongoing Ongoing | Identify and engage appropriate staff or consultants. Established relationships with DET – met with Indigenous groups and communities |
| <i>Consultation with staff in UWS Colleges and Schools and relevant Committees</i> | | | | |
| Monitoring Indigenous graduate attribute (IGA) development and implementation at the School/unit levels | Establish consultative mechanisms and broad level of support from within UWS to develop core Indigenous units and content. | Initially began April 2008 and is ongoing for next 3-5 years May 2009 August 2009 August 2008 and is ongoing throughout 2009 August 2008 and has been ongoing during 2009 | 31/07/2009 but is ongoing throughout project timeframe | Letters of support; effective communication and collaboration in developing core Indigenous content Membership on all College Education, Assessment and Progression Committees as well as on UWS's 3 x Colleges' specific IGA Working Party Committees |
| Active participation/ membership on College of Business/College of Health Science/College of Art's IGA working party Committees Meet with individual Schools to assist in developing IGA content Membership on College of Health Sciences School of Medicine's Indigenous Committee (SMIC) – input into SofM curriculum and monitor IGA development/implementation | | | | Letters of support; relevant areas of Indigenous knowledge identified and prepared for target courses and units |
| Membership on Nature Conservation advisory committee to input into Indigenous content/review Evaluate unit/offering of a block mode program for Indigenous students Membership on School of Nursing & Midwifery curriculum review committee | | November 2008 to March 2009 | | |

| Activity/Action | Output/Outcome | Commencing Date of Activity | Completion Due Date | Performance Indicator |
|--|---|---|--|---|
| <i>College of Arts:</i> | | | | |
| Establish consultative IGA working party committees for Schools of: Psychology; Education; Communication and Media; Social Sciences (Policing/Community Welfare; Tourism; Social Work) | Establish consultative mechanisms and broad level of support in developing appropriate Indigenous knowledge into courses | September 2009 | Completed September 2009 | |
| Include College of Arts member onto Badanami's Advisory Committee to develop the Indigenous studies major | Develop Indigenous e-learning resources for unit: Classrooms with Borders | August 2009 | Completed February 2010 | E-learning resources developed for School of Education for Semester 1, 2010 availability |
| <i>College of Health Sciences:</i> | | | | |
| Co deliver core unit: Culture, Diversity and Health for School of Bio-Medical Sciences | Develop e-learning materials; lectures and tutorial content and co lecture with unit coordinator for Semester 1, 2010 Evaluate for further co-delivery in 2011 | February to July 2010 | In progress throughout Semester 1. Ongoing | E-learning resources developed; lectures and tutorials conducted by Badanami staff in 50% co-delivery capacity |
| Consultation with Indigenous communities and professional groups on the appropriate | Establish governance protocols and guidelines on adherence to protocols for the development of the Indigenous content within the UWS curriculum | August 2009 | 1/07/2009 | Governance structures accepted and adhered to for the development of the initial tranche of units; initial tranche of units submitted for UWS approval for offering in 2010 |
| <i>Establish Indigenous governance protocols to inform consultation, collaboration and development of curriculum and develop pilot units</i> | Framework established and inclusive of delivery options and varied assessment that caters to large numbers of students enrolled in the core Indigenous graduate attribute units | Began August 2009 – ongoing throughout 2010 | 1/03/2010 | Framework developed and established |
| Promote and disseminate the IGA Discussion Paper on the implementation of the IGA | | September 2009 to February 2010 | Ongoing | |
| Prepare the Indigenous graduate attribute framework to support teaching and learning outcomes and successfully embed Indigenous content into courses | | | | |
| Identify membership of IGA/Framework working party and set meeting dates; admin tasks; letters notices for meetings | | | | |

| Activity/Action | Output/Outcome | Commencing Date of Activity | Completion Due Date | Performance Indicator |
|--|--|--|---|--|
| <p>Develop second tranche of course and unit content/materials, developing appropriate delivery and assessment criteria</p> <p>As per above activity noting consultation with Colleges/Schools and membership on IGA working parties</p> | <p>Establish a curriculum development team to review the pilot phase and produce and develop Indigenous content for courses and units. Develop course and unit content</p> | <p>2009 - 2010</p> | <p>1/07/2010</p> | <p>Curriculum developed and approved through academic governance structures</p> |
| <p><i>Badanami Centre to develop its own core units and an Indigenous studies major</i></p> <p>Establish external advisory committee and meet between August to December 2009</p> | <p>Develop core Indigenous units and a major that is owned and delivered by Badanami Centre staff</p> | <p>August 2009</p> | <p>1/03/2011 Completed February 2010</p> | <p>Core units and an Indigenous major developed and approved</p> <p>Indigenous Australian Studies academic team established to deliver units</p> |
| <p>Develop terms of reference for the committee</p> <p>Prepare course approval/unit approval documents for Badanami Academic Committee and College of Arts EAPC</p> <p>Meet with Library staff</p> <p>Identify resources</p> | <p>Approval of these through UWS academic governance structures</p> | | <p>Ongoing process of developing learning materials; employing staff as individual units are available for offer from Semester 2, 2010 to Semester 1, 2012</p> <p>All units to be offered by 2012</p> | <p>E-learning materials available for on-line delivery. Units developed as e-learning or with online components to complement face-to-face delivery teaching</p> |
| <p><i>Implement delivery of the Indigenous graduate attribute to all UWS students</i></p> | <p>Prepare lecture notes and deliver content in units to UWS students</p> <p>Membership on College/Schools IGA working party committees</p> | <p>Began 2008 and will be ongoing throughout project timeframe</p> | <p>1/10/2011</p> | <p>Core units of courses developed around the Indigenous graduate attribute with Indigenous content and incorporated in all courses</p> |

| Activity/Action | Output/Outcome | Commencing Date of Activity | Completion Due Date | Performance Indicator |
|--|--|---|--|--|
| <p><i>Prepare database of developed materials and methodologies used during the implementation of the Indigenous content</i></p> <p>Identify UWS staff/division to assist with developing a database</p> <p>Meeting with AIATISIS staff and National Museum</p> <p>Attend conferences relevant to ISM development/delivery</p> | <p>Develop a database for collection of materials and curriculum developed</p> <p>Input data into the database for provision to UWS academic staff</p> | <p>August 2009 to December 2009</p> <p>Ongoing</p> | 1/10/2011 | <p>Database established with input of learning and teaching materials. Includes E-learning materials developed for on-line delivery</p> |
| <p><i>Evaluate the project inputs, outputs and outcomes and assess student satisfaction and attainment by graduates of the skills and knowledge of the Indigenous Graduate Attribute</i></p> | <p>Prepare and conduct a survey of staff and students involved in the teaching and learning of Indigenous content</p> | <p>August 2009 and Ongoing throughout project</p> | 1/01/2012 | |
| <p><i>Compile the final report on the project and disseminate it through Indigenous peak higher education bodies</i></p> | <p>Final report for UWS evaluation and refinement of the Indigenous Attribute and for external promotion of the project and its lessons</p> | <p>February 2010 and will be ongoing throughout project</p> | 31/12/2011 | <p>Final report completed</p> <p>Report provided to the National Indigenous Higher Education Network (NIHEN) and members of the Australian Government Indigenous Higher Education Advisory Council (IHEAC)</p> |
| <p><i>Final report for project</i></p> | <p>Final Report in accordance with clause 4 and 7</p> | <p>February 2011</p> | 27/01/2012 DSAF Project Completion date | <p>Report submitted by the due date</p> |

10. Does the College and School have any Indigenous engagement initiatives which might feed into the Indigenous graduate attribute?
11. To what degree is Indigenous related research taking place within the College/School, and to what extent is this contributing to the development or currency of Indigenous content?
12. To what extent has the College and School included international Indigenous case studies and comparative Indigenous material?
13. Is the Indigenous content delivered in a sequential and logical manner within the course.
14. To what extent are Indigenous developed texts and resources used, and are these materials current, relevant and non-stereotypical?
15. Do all materials relating to Indigenous content comply with culturally appropriate and currently acceptable terminology?
16. Regarding delivery, how will the College and School ensure that students are exposed to Indigenous voices within the course? For example, has the College and School engaged Indigenous academics in the teaching of Indigenous content? How many Indigenous academic staff are employed within the School and who may be able to contribute to the teaching? If there are no Indigenous staff, does the College and School intend to recruit Indigenous academics?
17. In situations where non-Indigenous staff have been given a responsibility for the delivery of Indigenous content, to what degree are they qualified, how has qualification been determined and has their teaching role been discussed and endorsed by either Indigenous academics within the School or by Badanami?
18. Has staff and student emotional safety been considered in the inclusion of Indigenous content?
19. Apart from addressing what at times may be quite disturbing or discomfoting information, has the curriculum been developed in such a way as to leave participants hopeful and empowered to contribute to change?
20. Is the material presented in an engaging and dynamic way?
21. Regarding quality assurance, what if any ongoing evaluation by Badanami, Indigenous academics, Indigenous professionals or bodies been considered? The UWS Indigenous Education Policy; Principles, Section 19 (2008, p. 4), states: UWS acknowledges that accountability to the Indigenous community both within UWS and Greater Western Sydney regarding its plans, activities and achievements is essential (McDaniel & Anning, 2009, pp. 3-4).



Diversity and Structural Adjustment Fund project activities to implement the UWS Indigenous graduate attribute

The \$900,000 grant received in the 2008 round of the Diversity and Structural Adjustment Fund (DSAF) is being used by Badanami Centre to manage the project. Two key and experienced Indigenous academic staff were recruited and appointed by 1 July, 2009. An additional lecturer was appointed in late 2009. These staff form the initial team for Indigenous Australian studies.

All Badanami Centre staff involved in the project have developed or are developing relationships with academic staff across UWS's three Colleges. They have gained membership on the three UWS Colleges' Indigenous Graduate Attribute Working Party Committees that are developing Indigenous core content to embed into specific UWS courses; providing advice on the inclusion of the Indigenous graduate attribute into proposed new courses or in course variations; and curriculum development at the unit level through membership on the three Colleges' Education, Assessment and Progressions Committees.

The DSAF Project has a strategic focus to embed an Indigenous graduate attribute into UWS courses through *Badanami Centre's Academic Operational Plan 2009-2012* (Anning, 2009). Table 2 highlights activities and timelines with agreed performance indicators in the academic operational plan that have been identified to progress and achieve the implementation of the Indigenous graduate attribute.

Conclusion

The implementation of the Indigenous graduate attribute is supported in UWS policies and procedures, evidencing its commitment to its success. These include:

1. UWS Indigenous Education Policy;
2. The UWS School Review Policy and process;
3. The UWS Performance Management and Planning Policy;
4. UWS Reconciliation Statement;
5. UWS graduate attributes;
6. UWS Learning and Teaching Plan 2009-2011;
7. Courses and Units Approval Policy; and
8. The Standing Committees of Academic Senate such as College Education, Assessment and Progression Committees; School Academic Committees; and Badanami Academic Committee.

In addition, The UWS Board of Trustees' Indigenous Advisory Council takes an active interest in the implementation of the UWS Indigenous graduate attribute. The implementation of the Indigenous graduate attribute is achieving support from an increasing number of the university's academic Schools

and staff. The embedding of Indigenous content into UWS courses is increasingly progressive with a high level of consultation and collaboration occurring since the attribute was endorsed in 2008.

■ Acknowledgements

I acknowledge the commitment of the University of Western Sydney to re-invigorating Indigenous education and the development and implementation of an Indigenous graduate attribute. I particularly acknowledge Professor Michael McDaniel's strategic management and leadership as Dean of Indigenous Education and in re-establishing a sound foundation for Indigenous education at the University of Western Sydney and for making it possible to achieve the substantial outcomes to date.

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Associate Professor Berice Anning is the Director and Acting Dean, Badanami Centre for Indigenous Education at the University of Western Sydney (UWS). She has experience in Indigenous education and has worked at UWS for over two years as the Associate Director (Academic), developing the academic arm of the Badanami Centre for Indigenous Education. She has held similar higher education leadership posts at the Charles Sturt University, University of Southern Queensland and Batchelor Institute of Indigenous Tertiary Education. Associate Professor Anning has held roles such as: Chair of the National Indigenous Higher Education Network, an inaugural member on the Ministerial Higher Education Advisory Committee; and member on the World Indigenous Nations Higher Education Consortium.