Annual Academic Quality Assurance @ UQ
Contents

Executive summary ........................................................................................................................................ 3
Contact details .................................................................................................................................................. 3
1. Introduction ....................................................................................................................................... 4
2. Annual AQA process ........................................................................................................................ 4
   2.1 General workflow ................................................................................................................................. 4
   2.2 Annual review and response deadlines .............................................................................................. 5
   2.3 Quality indicators ................................................................................................................................. 6
   2.4 Data release ........................................................................................................................................ 6
3. System user guides .......................................................................................................................... 7
   3.1 AQA Prioritisation Reports user guide ................................................................................................. 7
   3.2 Consolidating prioritised program/course lists for easy flagging in Online Response System ...... 11
   3.3 AQA Detailed Reports user guide ..................................................................................................... 15
   3.4 AQA Online Response System user guide ....................................................................................... 21
   3.5 AQA Online Responses report user guide ........................................................................................ 26
Executive summary

This document provides:

- an outline of Academic Quality Assurance (AQA) for programs and courses at UQ, with specific focus on the annual AQA process, and
- information on systems and data supporting that process.

The annual AQA process consists of:

1. Establishment of annual criteria and focus areas for examination
2. Identification of programs and course offerings for review
3. Analysis of data for programs and course offerings to be reviewed, and contextualisation based on local knowledge.
4. Documentation of responses to the data and any proposed actions
5. Review and endorsement of responses and actions
6. Implementation of proposed actions

Useful links:

- **AQA prioritisation and detailed reports**: UQ Reportal, [https://MIS-XI4-WEB.mis.admin.uq.edu.au/BOE/B?startFolder=AdooY4RI8oVJu.Ecjeq.91o&isCat=true](https://MIS-XI4-WEB.mis.admin.uq.edu.au/BOE/B?startFolder=AdooY4RI8oVJu.Ecjeq.91o&isCat=true)
- **Training videos**:
  - Prioritisation reports: [https://youtu.be/lft0C-HgHZU](https://youtu.be/lft0C-HgHZU)
  - Detailed reports: [https://youtu.be/RrlWXTgSJ0](https://youtu.be/RrlWXTgSJ0)
  - Online response system:
    - Requesting response: [https://youtu.be/7jH9rxbtUmA](https://youtu.be/7jH9rxbtUmA)
    - Responding to request: [https://youtu.be/jmtzeZO8adw](https://youtu.be/jmtzeZO8adw)
    - Approving response: [https://youtu.be/Fp5q0f9KmQ](https://youtu.be/Fp5q0f9KmQ)

Contact details

Please refer questions about:

- AQA process, roles, responsibilities, and timeline: [dvca.office@uq.edu.au](mailto:dvca.office@uq.edu.au)
- AQA reports in UQ Reportal, and Online Response System: [pbi-support@uq.edu.au](mailto:pbi-support@uq.edu.au)
1. Introduction

Academic Quality Assurance (AQA) framework is a set of principles, policies, procedures, and guidelines that aim to:

- support and inform cyclical program and course quality enhancement activities;
- enhance evidence-informed decision making about matters of academic quality;
- minimise administrative burden associated with academic quality assurance;
- limit reporting responsibility to stakeholders with agency over an issue; and
- ensure regulatory compliance.

The AQA framework is supported by analytical reports which present key metrics that can inform assessments of academic quality, and an online response system to capture feedback and actions arising from the review cycle.

2. Annual AQA process

2.1 General workflow

The annual Academic Quality Assurance process for programs and courses involves the following major steps:

1. Establishment of annual criteria and focus areas for examination; UQ wide thresholds and Faculty/School specific indicators and thresholds for review.
2. Identification of programs and course offerings for review based on thresholds and indicators across specified quality domains.
3. Analysis of data for programs and course offerings to be reviewed, and contextualisation based on local knowledge.
4. Documentation of responses to the data and any proposed actions to improve academic quality outcomes in future offerings.
5. Review and endorsement of responses and actions by appropriate parties, as per PPL.
6. Implementation of proposed actions, and reflection of previous responses and actions in the next annual reporting cycle.

Within each faculty, the Associate Dean Academic is responsible for identifying programs and courses that require responses.

For some metrics there are University-wide minimum thresholds applied.

Faculty and School Teaching and Learning committees may determine specific focal areas to be considered in the annual AQA process or may use the prioritisation reports to identify particular domains of interest for that year. It is not a requirement that every domain or indicator is addressed every year.

Once the list of programs and courses that require response has been defined, ADAs can flag these programs and courses in the AQA Response System, and refer response requests to the relevant party. 

Note: an ADA or an Executive Dean can nominate staff members to assist with flagging by emailing staff full name and email address to planning@uq.edu.au.

The response coordinator (e.g., Program Convenor or Director, Teaching and Learning) in the relevant School will liaise with key staff (e.g., Course coordinator) and provide a contextualised response through the Online Response System, including proposed actions if required.
After the response is submitted through the Online Response System, the ADA approves it or refers it back for further comment. In cases where the ADA is also the program convenor and provided the response, this should be considered in the Online Response System by the Executive Dean of the relevant faculty.

When all responses are received and approved, the Institute for Teaching and Learning Innovation compiles a consolidated report for each Faculty, for the approval by the Executive Dean.

The approved consolidated reports are submitted to the Provost, Deputy Vice-Chancellor (Academic) and Teaching and Learning Committee of Academic Board.

Once fully approved, the responses and actions from that AQA round will be provided via restricted reports so they are available for the following year’s process.

Further details about the process, roles and responsibilities are available in PPL 3.30.04b Annual Programs, Plans and Courses Quality Assurance – Procedure.

2.2 Annual review and response deadlines

The timeline for annual review and response for each reporting cycle is provided on the AQA webpage: https://itali.uq.edu.au/evaluation/academic-quality-assurance
### 2.3 Quality indicators

Program and course offerings are to be monitored annually using indicators selected from across the following quality domains:

<table>
<thead>
<tr>
<th>Domain</th>
<th>Program indicators</th>
<th>Course indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>Performance</td>
<td>- Averaged GPAs of students enrolled in a program for courses done in that program, per year</td>
<td>- Average pass rate for an offering (course/semester/session)</td>
</tr>
<tr>
<td></td>
<td>- Average progress rate of students enrolled in a program for courses done in that program, per year</td>
<td></td>
</tr>
<tr>
<td>Retention</td>
<td>Retention after the first year of study, per cohort commencement year:</td>
<td>% withdrawn prior to census for an offering (course/semester/session)</td>
</tr>
<tr>
<td>(Attrition in course report)</td>
<td>- % domestic cohort retained at UQ and in program</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- % international cohort retained at UQ and in program</td>
<td></td>
</tr>
<tr>
<td>Graduate outcomes</td>
<td>- % in full-time employment (GOS), aggregated 3-year average</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td>- % in further study (GOS), aggregated 3-year average</td>
<td></td>
</tr>
<tr>
<td>Satisfaction</td>
<td>- % respondents satisfied with the quality of overall educational experience (SES), aggregated 2-year average</td>
<td>Average SECaT scores for each of the course quality questions 1-8 for an offering (course/semester/session)</td>
</tr>
<tr>
<td></td>
<td>- % respondents satisfied with the quality of teaching (SES), aggregated 2-year average</td>
<td></td>
</tr>
<tr>
<td>Demand</td>
<td>Number of commencements per year for programs except 1-year honours programs; number of enrolments per year for 1-year honours programs</td>
<td>Number of enrolments for an offering (course/semester/session)</td>
</tr>
<tr>
<td></td>
<td>- % Change in commencements (enrolments for 1-year honours programs) from previous year</td>
<td>% Change in enrolments from previous year for an offering (course/semester/session)</td>
</tr>
<tr>
<td>Sustainability</td>
<td>- Revenue-to-cost ratio of load taken in program, per year</td>
<td>Revenue-to-cost ratio for a course in semester</td>
</tr>
<tr>
<td></td>
<td>- % courses in course list with revenue-to-cost ratio &lt;100%, per year</td>
<td></td>
</tr>
</tbody>
</table>

### 2.4 Data release

AQA prioritisation dashboards are populated with data annually and released around April. Program prioritisation dashboards receive a second update in September after retention data for the previous year’s commencing cohort becomes available.

AQA detailed reports can be accessed via links from within the prioritisation dashboards and are designed to provide more contextual data (e.g., specific course offerings, student profile etc) for a selected timeframe. They show latest data available for selected years.
3. **System user guides**

3.1 **AQA Prioritisation Reports user guide**

Prioritisation reports assist Associate Deans (Academic) and others in identifying programs and course offerings which require a response based on specific focus areas or performance against quality thresholds. A guide for using the prioritisation reports is outlined below.

1. **Access** the prioritisation reports via [https://MIS-XI4-WEB.mis.admin.uq.edu.au/BOE/BI?startFolder=AdooY4Ri8oVJu.Ecjeq.91o&isCat=true](https://MIS-XI4-WEB.mis.admin.uq.edu.au/BOE/BI?startFolder=AdooY4Ri8oVJu.Ecjeq.91o&isCat=true). It is recommended to use Chrome or Firefox browsers to view the reports.

2. When the prompt appears, select your faculty to return only programs/course offerings that are owned by your Faculty.

   *Note: if the Faculty is not selected in the prompt, data for all Faculties will be returned which will be slower to run. You can then filter data for your Faculty using a drop-down menu in the report.*

3. Close the side panel to maximise the useful screen space:

4. Save the report into your Favourites folder to retain your settings. It is recommended that you create a new folder and rename the report to include the year so that you can find it easily.
5. Please read the Notes page in each report that contains an outline of the methodology and scope used for calculating each indicator.

6. Select a quality domain tab: click on the relevant tab at the bottom of the report or on the button at the top of the report.

7. On the quality domain tab (see Figures 1-2 for reference):
   a. Use drop-down to select the year. This will sort the trend table(s) and re-plot the distribution chart/s.
      Note: reports will default to the latest available year data for sorting and prioritisation, however you can adjust this if required.
   b. If needed, use the program/course offering owner drop-down to limit displayed programs/course offerings to selected faculty/school.
   c. You can use other drop-downs and menus to segment programs/course offerings. For example, you may want to look at values for undergraduate programs and postgraduate coursework programs separately if these cohorts are likely to differ in relation to a particular indicator. Similarly, you may want to review values for different course levels or disciplines separately.
   d. Examine the chart(s) that display the distribution of data for programs/course offerings for the selected indicator and year.
   e. Use data entry fields with purple min/max buttons that filter charts and tables to remove programs/course offerings with a sample size that is too small for the indicator value to be meaningful, and/or too large for the charts to be helpful.
   f. Re-examine the chart(s) to identify “outliers” that would warrant a response. These are programs/courses where the value for the selected indicator falls below/above specified thresholds, or where the values appear ‘extreme’ (e.g., a very high average GPA might be as concerning as a very low average GPA etc).
   g. Data entry fields with grey min/max buttons filter the tables only. Use these to help you to narrow down the list of programs/course offerings that require attention based on indicator value distributions.
   h. Examine the trend table(s) that display indicator values for multiple years. The tables are sorted by the indicator value in the selected year (column is highlighted grey), and the direction of sorting is denoted by the triangle in the column header.
   i. If desired, you can click on a program/course name to open the relevant Detail Report to explore the data more thoroughly; this may not be necessary at the prioritisation stage but can inform the response.
   j. Continue working through the quality domain tabs which address the foci or areas of concern in your Faculty or School, repeating steps a-h and clicking on Save button periodically.

The training video can be accessed via https://youtu.be/Itt0C-HgHzU.
Please contact pbi-support@uq.edu.au, 07 336 x52595 if you have any issues with UQ Reportal interface. UQ Reportal: Fundamentals training is available on demand as a pdf or an online modular course.
Annual Academic Quality Assurance @ UQ

Figure 1 Prioritisation report for programs, Demand tab
Figure 2 Prioritisation report for courses, Demand (change) tab
3.2 Consolidating prioritised program/course lists for easy flagging in Online Response System

Consolidating prioritised programs and courses into Excel worksheets facilitates flagging of all programs and courses on all relevant quality domains in the Online Response System “in one go”. The following example illustrates consolidation of programs but can be equally applied to courses.

2. Open the new empty Excel workbook.
3. Open the first tab of the AQA Prioritisation Report – Programs showing programs to be flagged in the Online Response System.
4. Highlight the contents of the trend table and copy it into the clipboard (right-click – Copy or CTRL+C)
5. Paste the contents of the trend table into the Excel workbook (right-click – Paste or CTRL+V). Create an extra column to the right, call it “Indicator”. Enter the name of the tab in the AQA Prioritisation Report – Programs that data came from.

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
<th>F</th>
<th>G</th>
<th>H</th>
<th>I</th>
<th>J</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Clinical Dentistry</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Performance</td>
</tr>
<tr>
<td>2</td>
<td>Nursing (Honours)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Performance</td>
</tr>
<tr>
<td>3</td>
<td>Psychology</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Performance</td>
</tr>
<tr>
<td>4</td>
<td>Pharmacy</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Performance</td>
</tr>
<tr>
<td>5</td>
<td>Speech Pathology</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Performance</td>
</tr>
<tr>
<td>6</td>
<td>Veterinary (Honours)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Performance</td>
</tr>
</tbody>
</table>

6. Repeat with other tabs, bringing trend data for prioritised programs into the Excel workbook and noting which quality domains the data came from. Enter the Code title for the second column. Remove text formatting and hyperlinks.

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
<th>F</th>
<th>G</th>
<th>H</th>
<th>I</th>
<th>J</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>PCCW CLINICAL DENTISTRY</td>
<td>Full suite</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>2</td>
</tr>
<tr>
<td>2</td>
<td>PCCW QUANTITATIVE BIOLOGY</td>
<td>Full suite</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>2.96</td>
</tr>
<tr>
<td>3</td>
<td>B Nursing (Honours)</td>
<td>2243</td>
<td>6</td>
<td>4.33</td>
<td>5.75</td>
<td>-</td>
<td>-</td>
<td>6</td>
<td>3.25</td>
</tr>
<tr>
<td>4</td>
<td>PCCW ALCOHOL, TOBACCO, OTH</td>
<td>Full suite</td>
<td>4.94</td>
<td>4.66</td>
<td>4.19</td>
<td>4.69</td>
<td>4.91</td>
<td>4.18</td>
<td>11</td>
</tr>
<tr>
<td>5</td>
<td>B Veterinary (Honours)</td>
<td>2422</td>
<td>-</td>
<td>-</td>
<td>6.63</td>
<td>5.71</td>
<td>-</td>
<td>6.63</td>
<td>4.12</td>
</tr>
<tr>
<td>6</td>
<td>B Information Technology</td>
<td>2452</td>
<td>4.24</td>
<td>4.4</td>
<td>4.48</td>
<td>4.49</td>
<td>4.52</td>
<td>4.82</td>
<td>421</td>
</tr>
<tr>
<td>7</td>
<td>B Biotechnology</td>
<td>2456</td>
<td>4.94</td>
<td>4.88</td>
<td>5.01</td>
<td>4.78</td>
<td>4.9</td>
<td>4.85</td>
<td>431</td>
</tr>
<tr>
<td>8</td>
<td>B Social Science</td>
<td>2506</td>
<td>4.2</td>
<td>4.53</td>
<td>4.66</td>
<td>4.57</td>
<td>4.74</td>
<td>4.15</td>
<td>113</td>
</tr>
<tr>
<td>9</td>
<td>B Arts</td>
<td>2000</td>
<td>0.75</td>
<td>0.72</td>
<td>0.68</td>
<td>0.55</td>
<td>0.59</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>10</td>
<td>B Education (Secondary)</td>
<td>Dual Programs</td>
<td>0.78</td>
<td>0.76</td>
<td>0.77</td>
<td>0.81</td>
<td>0.74</td>
<td>-</td>
<td>214 Retention</td>
</tr>
<tr>
<td>11</td>
<td>PCCW MOLECULAR BIOLOGY</td>
<td>Full suite</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>0.29</td>
<td>14</td>
<td>Grad outcomes</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>B Wildlife Science</td>
<td>2388</td>
<td>-</td>
<td>0.33</td>
<td>0.37</td>
<td>Grad outcomes</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>B Science (Honours)</td>
<td>2354</td>
<td>-</td>
<td>0.42</td>
<td>12</td>
<td>Grad outcomes</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>B International Studies</td>
<td>Full suite</td>
<td>0.42</td>
<td>0.51</td>
<td>0.44</td>
<td>0.48</td>
<td>Grad outcomes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>B Arts</td>
<td>2000</td>
<td>0.52</td>
<td>0.51</td>
<td>0.45</td>
<td>0.37</td>
<td>Grad outcomes</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

7. Remove trend data, leaving only the Program, Code and Indicator columns.
8. Select the cells containing data. On Insert tool tab select Pivot Table, click OK.

9. Drag and drop Program and Code fields into the Rows pane of the Pivot table. Drag and drop Indicator field into the Columns and Values panes.

10. On Design tool tab select:
    a. Subtotals: Do not show subtotals
    b. Grand Totals: Off for rows and columns
    c. Report Layout: Show in tabular form

11. The 1s indicate on which quality domains the program-code combinations in the table need to be flagged the Online Response System.
### PivotTable Fields

Choose fields to add to report:

- **Program**
- **Code**
- **Indicator**

Drag fields between areas below:

- Filters
- Columns
- Rows
- Values

- Program
- Count of Indicator
- Code

- **Deferred Layout Update**

#### Count of Indicator

<table>
<thead>
<tr>
<th>Program</th>
<th>Code</th>
<th>Indicator</th>
<th>Grad outcomes</th>
<th>Performance</th>
<th>Retention</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 B Arts</td>
<td>2000</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 B Biotechnology</td>
<td>2456</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3 B Education(Secondary)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4 B EnvMan Honours</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5 B Information Technology</td>
<td>2476</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6 B International Studies</td>
<td>2310</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7 B Science(Honours) Galston</td>
<td>2243</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8 B Social Science</td>
<td>2506</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9 B Social Work(Honours)</td>
<td>3352</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10 B Veterinary Technology</td>
<td>2318</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11 PGCW ALCHEMY, TOBACCO, OTH Full suite</td>
<td>2450</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12 PGCW MOLECULAR BIOLOGY</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13 PGCW MUSEUM STUDIES</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>14 PGCW QUANTITATIVE BIOLOGY</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
3.3  AQA Detailed Reports user guide

Detailed reports allow staff to access a wide range of contextual information on programs and course offerings. These reports have been designed to support the annual Academic Quality Assurance reviews but may also be used for other quality improvement activities outside of the formal AQA process.

1. **Access** the detailed reports via [https://MIS-X4WEB.mis.admin.uq.edu.au/BOE/B?startFolder=AdooY4Ri8oVJu.Ecjeq.91o&isCat=true](https://MIS-X4WEB.mis.admin.uq.edu.au/BOE/B?startFolder=AdooY4Ri8oVJu.Ecjeq.91o&isCat=true). It is recommended to use Chrome or Firefox browsers to view the reports.

2. To **run** the Detailed report, double-click the report name and:
   
   a. **For courses:**
      
      i. enter a full course code value into the ‘Type values here’ field (attn: case-sensitive) and click on selection button, OR
      
      ii. type in the partial or full course code into the search field, press Enter and double-click the desired course code or select it and click on selection button.

   ![Course Code Input Example](image)

   Click OK.

   b. **For programs:**
      
      i. Using **Select AQA program description** prompt:

   ![Program Select Prompt Example](image)
Note: the prompt allows you to select an undergraduate program or a postgraduate suite description. Selecting an undergraduate program brings data for that program and all its duals, if applicable. Selecting a postgraduate suite brings all programs in the selected suite.

Partially enter the program or suite name in the value search field, press Enter, double-click the relevant description to select it as a response to the prompt. Click OK.

**ii. Using ‘OR select AQA program’ prompt:**

Notes: the ‘OR Select AQA program’ prompt is primarily used to automate transition between the Prioritisation report for programs and Detailed report for programs. It is recommended to use the ‘Select AQA program description’ prompt for convenience. Postgraduate coursework programs are listed by suite, e.g., PGCW Commerce.

1. For undergraduate programs enter the latest program code followed by the % sign into the ‘Type values here’ field. This will return the program and all its duals (e.g., 2000%, 2355%, 2461%). Press Enter or click on selection button. Click OK.
2. For postgraduate suites partially enter the name of the suite into the search bar, press Enter and double-click the name of the relevant suite to select it as a response to the prompt. Click OK.

3. After the detailed report is run, explore data using the tabs at the bottom of the page. Each tab contains charts and tables for a particular indicator or topic.
4. You can see the list of all report tabs, and navigate through the tabs, using the Navigation Map in the left-side panel, or the button in the bottom-right corner.

5. Use on-page selectors (e.g., radio buttons, tick boxes, drop-down menus) and left side panel input controls to **slice, dice, and filter data**, as required, for example:
   a) **View data for programs as a summary or by domestic/international indicator:**

![Image of on-page selectors and data filters]

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Annual Academic Quality Assurance @ UQ 18
b) View data for courses by year, year/semester, or year/semester/class:
c) View course data for all semesters or for a specific semester:

The training video can be accessed via https://youtu.be/RrlWXTgSJ0.

Please contact pbi-support@uq.edu.au, 07 336 x52595 if you have any issues with UQ Reportal interface.

UQ Reportal: Fundamentals training is available on demand as a pdf or an online modular course.
3.4 **AQA Online Response System user guide**

The AQA Online Response System allows selected UQ staff to request, submit, review, and approve comments and actions for a selected number of programs and courses identified under the annual Academic Quality Assurance review process.

First use the prioritisation reports as outlined above to identify which programs and courses require feedback under the annual AQA thresholds/focus areas.

3.4.1 **Requesting response for program/course offering (usually ADA or delegate)**


2. Select Program Response or Course Response part of the system using the black menu bar, as required:

3. Use filters in column headers to find a specific program/course offering you wish to request the response for or browse the full list of programs/courses owned by your Faculty, flagging programs/courses as you go.

4. Click ‘Flag’ to the left of the program/course.
5. In the response details panel select one or more quality domains from the Referral Domains list. Select a ‘Referred to’ staff member who is required to provide a response (usually the Program Convenor or School Director of Teaching and Learning). You can also provide a referral reason or further comments in the “Referral Comments’ field, which will be visible to the staff member being asked to respond.

6. Press ‘Save Changes’ button.

The training video can be accessed via https://youtu.be/7jH9rxbtUmA.

Notes:

1. The system does NOT send notifications to staff automatically. Refer to the Section 3.5 for more information on Response System report that facilitates sending notification emails.

2. Unflagging a program or course will remove the response request, when next saved, unless the response has already been submitted in the system.
3.4.2 Responding to request for response

3. If you receive an email advising you have been asked to respond via the AQA response system, click on the Response System link in the email, or on https://pbi.uq.edu.au/clientservices/AQAResponseSystem/ link in this guide.

*Note that all staff can access the prioritisation and detailed reports to view the data for a specific program/suite or course via the links and instructions provided earlier in this document.*

4. Log in to see the list of programs/courses that have been referred to you for response.

5. To enter a response, click Edit in the left column of the summary table.

6. Enter a brief contextual response, and outline any proposed action to address concerns, in the relevant panel fields available for data input. To save your response without submitting it, click ‘Save Changes’ button.

The training video can be accessed via [https://youtu.be/jmtzeZO8adw](https://youtu.be/jmtzeZO8adw).

*Note: if providing a response for programs in duals, use the detailed program report to analyse performance of individual dual programs that contributed to unsatisfactory performance of the dual group on the metric, and liaise with owners of other components to provide commentary.*

*It may be appropriate to liaise with other areas contributing to the program/suite, or with the course co-ordinator for further information before responding.*
7. Once you are ready to submit the response, tick the ‘Submit Response’ box and click ‘Save Changes’ button. This completes the response.

3.4.3 Reviewing and approving response


2. Click ‘Edit’ to the left of the program/course summary table to open the approval panel. This will display the initial reason for referral, together with the received response.

3. Review the response. Either approve the response or refer it back with comments. Click ‘Save Changes’ button to apply changes.

The training video can be accessed via [https://youtu.be/Fp5q0Jf9KmQ](https://youtu.be/Fp5q0Jf9KmQ).
Note: Once response is approved, it is not editable.

Flag Program for Response

- Review Flag: 
- Faculty: Science
- Program Name: AssocDegree Applied Science
- Program: 1506
- Referral Domains: Demand, Retention, Sustainability
- Referred to: Vayenberg Alexandra - uqavyanb
- Referral Comments:

Please refer to the Detailed Program Report for details on program performance. Happy to have a meeting to discuss potential ways forward, please let me know the time that suits. Regards, ADA

Program Convenor Response

- Response: The program has been introduced as a feeder for prospective students who do not satisfy requirements for the B Science entry. Since introduction, the entry requirements for the B Science have changed, so the 1506 is no longer required. Propose to discontinue, no students currently enrolled so no teach-out plan needed.
- Actions: Propose to discontinue, no students currently enrolled so no teach-out plan needed.
- Submit Response: 

Approve Program Response

- Approver Comment:
- Response Status: Select
- Save Changes: Select
- Cancel: Approved
- Update Required: 2007 B Agribusiness

Annual Academic Quality Assurance @ UQ 25
### 3.5 AQA Online Responses report user guide

The AQA Online Responses report allows selected UQ staff to view requests, submissions, and approvals of comments and actions for programs and courses submitted through AQA Online Response System. The access to data is approved by a relevant Faculty’s Associate Dean (Academic).

The report facilitates tracking of work associated with the annual AQA process, and sending notifications to staff members required to respond.

The report data source gets refreshed from the Online Response System every 10 minutes. If working with the report for a prolonged period of time, press Ctrl+R to bring the latest available data from the data source.


2. To **run** the Detailed report, double-click the report name. The report automatically brings all data currently in the Online Response System.

3. **Full details** tab provides the table containing all flagged programs and courses. Use the input controls on the left side to filter the data to your Faculty (for programs and courses) or owning School (for courses only), and to display only responses that are pending, or submitted but yet to be approved.

4. **Emails of staff w pend reqs** tab provides a list of email addresses of staff with outstanding requests to comment on a course or program, as well as a proposed text of the notification email.
   a. Using left-side input control panel, filter data to your faculty.
   b. Export the tab into Excel.
   c. Open the exported file. Copy and paste “Referred To Email Address” column into the To, Cc or Bcc field of your Outlook message.
   d. Copy and paste the proposed text into the body of the email or compose your own.

5. **Details by respondent** tab
   a. Using left-side input control panel, filter data to your faculty and to the desired response status, if necessary.
   b. Export the tab into Excel.
   c. Click on Email Address to create a new Outlook message for the recipient. Manually add other email addresses for the recipient, if known.
   d. Copy and paste proposed text into the body of the email message or compose your own. Copy and paste tables referred to the recipient.
Contact details

Planning and Business Intelligence

E  planning@uq.edu.au
W  uq.edu.au

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