

Review of PPL Course and Teacher Surveys Policy, Procedures, Guidelines and Forms

Professor Doune Macdonald
Pro-Vice-Chancellor (Teaching and Learning)

Please note that this event will be recorded, and the video recording will be published to:

- ITaLI's [Past events resources](#) webpage (hosted by UQ)
- [ITaLI's YouTube channel](#) hosted on Google servers located outside of Australia.

Acknowledgement of Country

The University of Queensland (UQ) acknowledges the Traditional Owners and their custodianship of the lands on which we meet.

We pay our respects to their Ancestors and their descendants, who continue cultural and spiritual connections to the Country.

We recognise their valuable contributions to Australian and global society.

The Brisbane River pattern from A Guidance Through Time
by Casey Coolwell and Kyra Mancktelow.



Contents

01	Process of reviewing the policy suite
02	Current and Future State
03	Additions to Programs, Plans and Courses Quality Assurance Policy
04	New Student Evaluation of Course and Teaching Procedure
05	New Definitions
06	Key changes in the Procedure
07	Student Feedback
08	Language Scan
09	Process Map for Student Comment Removal
10	New Guidelines
11	Resources on ITaLI Website
12	Questions
13	On the horizon

Evaluation of Course and Teaching Policy Review (ECTPR) Working Group Membership

Pro-Vice-Chancellor (Teaching and Learning) (Chair)	Doune	Macdonald
Director, Institute for Teaching and Learning Innovation (ITaLI)	Karen	Benson
President, Academic Board	Craig	Franklin
Deputy Director (Strategy and Operations), ITaLI	Michaela	Deen
Manager, Evaluations, ITaLI	Lizzie	Li
Senior Data Analyst, Evaluations	Mark	Fischle
Faculty Associate Deans (Academic)	Nick	Shaw
Faculty Associate Deans (Academic)	Julie	Duck
School Director of Teaching and Learning	Kate	O'Brien
School Director of Teaching and Learning	KK	Tang
Head of School	Sandy	Brauer
Student and Academic Administration Manager	Julie	Baglot
Snr Mgr, Student and Academic Admin, HABS	Julie	Waldron
School Manager, Psychology	Stacey	Vogel
School Manager, School of Mechanical and Mining Engineering	Kim	Lamb
Academic staff representative	Kelly	Greenop
Academic staff representative	Katie	Makar
Casual/sessional academic	Victoria	Bladen
Faculty Representative working in an evaluations-focused role	Julie	Ball
M&C representative	Natalia	Khameskaia
UQU Representative	Richard	Lee
Student Rep (undergraduate)	Natalie	Scott
Student Rep (postgraduate)	Krishna	Dermawan
Secretary	Lynette	Dawson

Current and future state

Current State
<u>3.30.03</u> Programs, Plans and Courses Quality Assurance Policy
<u>3.30.02</u> Course and Teacher Surveys Policy
<u>3.30.02b</u> Course and Teacher Surveys Procedure
<u>3.30.02c</u> Course and Teacher Surveys Guidelines and Form
<u>3.30.04b</u> Annual Programs, plans and course quality assurance Procedure

Future State
REVISE <u>3.30.03</u> Programs, Plans and Courses Quality Assurance Policy
RESCIND <u>3.30.02</u> Course and Teacher Surveys Policy
RESCIND <u>3.30.02b</u> Course and Teacher Surveys Procedure
RESCIND <u>3.30.02c</u> Course and Teacher Surveys Guidelines
NEW Student Evaluation of Course and Teaching Procedure
NEW Assuring and Enhancing Course and Teaching Quality Guideline
NEW Student Survey Guideline and link to a new Student Survey Form
NO CHANGES <u>3.30.04b</u> Annual Program, Plans and Course Quality Assurance Procedure

Programs, Plans and Courses Quality Assurance Policy

New additions to the Policy:

- 1.0 Purpose and Scope expanded to include opportunities for student feedback
- 2.1.4 School Reviews
- 2.1.5 Student Evaluations
- 3.0 Roles and Responsibilities
 - Institute for Teaching and Learning Innovation
 - Planning and Business Intelligence
 - Academic Staff
 - Students

Procedure

NEW Student Evaluation of Course and Teaching – Procedure

- This procedure outlines requirements for SECaT and SETutor surveys that are designed and delivered to obtain **students' perceptions of their learning experiences** at UQ.
- Note that the instruments have not changed.

New additions:

- Links to Freedom of Speech, Student Integrity and Misconduct, and Student Code of Conduct Policies
- Evaluation procedure
- Students' responsibilities regarding feedback and the Student Code of Conduct
- Procedure and responsibilities for the language scan are disclosed and explained
- Closing the Feedback Loop
- Recording and reporting
- Wellbeing of staff and students
- Roles, responsibilities and accountabilities
- New definitions of Threshold Teaching Load and Tutors.

New Definitions

A **'Threshold Teaching Load'** means a teaching load carried by an individual teacher with responsibility in a course for 4 or more sessions that:

- each covers new material (i.e. not a repeat).
- includes lectures, tutorials or active learning sessions, or a combination of these.
- may or may not include associated assessment.

'Tutor' means an individual that:

- has an academic appointment in Workday and an Aurion number; and
- leads classes, tutorials, workshops, labs, practical sessions, problem-based learning, case based learning, clinical sessions, drop-in sessions, study sessions, or groups online. (A Tutor must lead a consistent group of students for at least four sessions.)
- A Tutor does not include support staff who provide incidental support or technical assistance to students in teaching spaces/labs.
- It is anticipated that the above requirements will exclude certain teaching support staff including demonstrators and peer led learning Tutors.

Kristin Childs, Data Analyst
Student Surveys & Evaluations Team (SSET)

New Student Evaluation of Course and Teaching Procedure

Key changes from current procedure

- the minimum course enrolment to run a SECaT survey is changing from **six (6) to five (5)**. This means that smaller courses will be eligible for a SECaT survey.
- the reportable data threshold for SECaTs will **reduce from six (6) to five (5)**. This means that data will be released when a single survey receives a minimum of five (5) responses. This reportable data threshold will apply to both quantitative and qualitative data.
- comment removal process has changed, with all requests now requiring support from Head of School, Associate Dean (Academic), and Pro-Vice-Chancellor (Teaching and Learning), before being sent to SSET for action.

Student feedback

- should be honest, constructive, and respectful to improve the quality of teaching and learning. UQ acknowledges that (at times), valuable feedback may include critical language conveyed in a negative tone.
- that **abusive, malicious, discriminatory (offensive is acceptable) comments** or breaches the [Student Code of Conduct](#), [Student Integrity and Misconduct](#) and/or [Freedom of Speech and Academic Freedom](#) Policies will not be accepted. The University takes measures to scan for any feedback suggesting a threat of harm to self or others, or the use of any abusive, malicious or discriminatory language.
- SSET undertakes a Language scan.

Language Scan



2016

Offensive language dictionary
was built

**A1
B2**

1,264

Words and strings in the
dictionary



Macro

Run over dataset and compiles a
list for review



Review

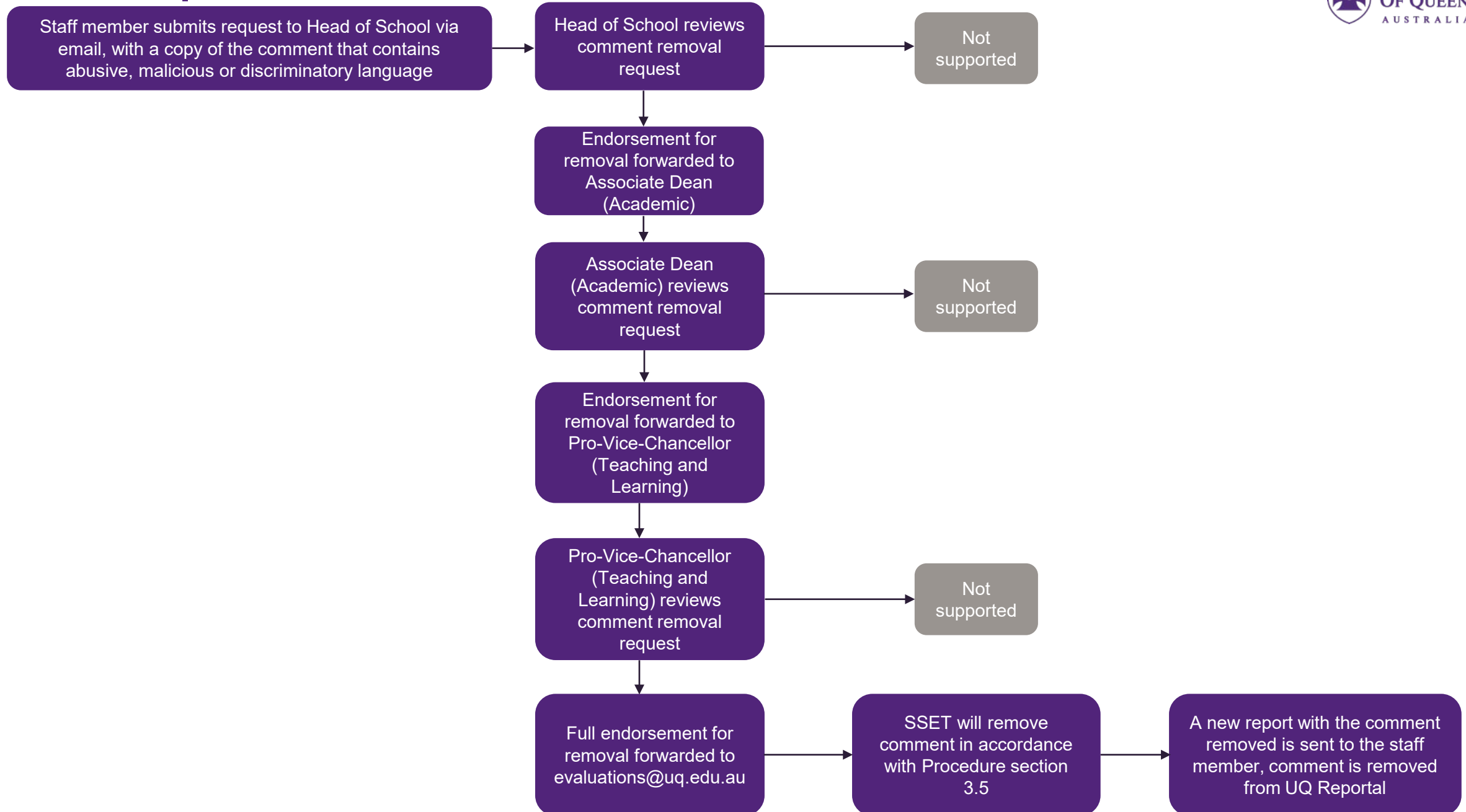
Each flagged comment is read and,
if necessary, content is edited



The good and the bad

Editing of expletives is carried out
regardless of positive or negative
context

Request for student comment removal



Professor Doune Macdonald

Pro-Vice-Chancellor (Teaching and Learning)

New Guidelines

Assuring and Enhancing Course and Teaching Quality - Guidelines

Peer feedback and self-reflection

- Peer observation
- Peer review through HEA

Open Course Scheme

Informal student feedback

- Interviews
- Focus groups

Students as Partners activities

Open Response Questionnaire

Student Survey – Guideline

- The Guideline provides information for applicants to administer a student survey.
- PVC T&L is the decision maker for University-wide student surveys.
- ADAs, HoSs and org units are the decision makers for faculty, school or organisational unit student surveys.
- An optional student survey proposal form is available on the ITaLI website.
- Development of a [UQ Student Surveys Outlook calendar](#) to show when key UQ student surveys are scheduled.

New ITaLI web page

Preview of the new policy suite and FAQ's



Academic Policy
Programs, Plans and Courses Quality Assurance Policy

N.B - this policy is not in effect until Monday 19 February 2024. Please refer to the current policy suite:
<https://ppl.app.uq.edu.au/content/cqa>

1.0 Purpose and Scope

This policy sets out the principles of the University's quality assurance framework for the quality of teaching and learning. All students will have opportunities to provide feedback which will inform the University's quality assurance framework. The results of regular interim monitoring will be used to mitigate future risks and to inform improvements, including the use of approaches to course design, teaching and learning. All teachers will have opportunities to provide feedback on their teaching practices. This policy applies to all accredited courses and pathway programs. This policy does not apply to Higher Education Research Institute (HERI) courses.

2.0 Principles and Guiding Principles

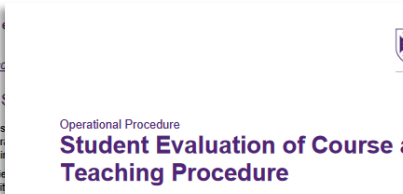
The University is committed to providing a high quality education for all students. The guiding principles of the academic and teaching and learning at the University, including short-term and long-term goals, are to:

- support the strategic objectives of the University
- inform and assure the quality of teaching and learning
- ensure compliance with regulatory requirements
- support and enhance the quality of teaching and learning
- articulate the responsibilities of teaching and learning

3.0 Evaluation Procedure

3.1 Course and Teaching Evaluation

The University undertakes internal quality assurance of its teaching and learning experiences of students, including:



Operational Procedure
Student Evaluation of Course and Teaching Procedure

NB - this procedure is not in effect until Monday 19 February 2024. Please refer to the current procedure:
<https://ppl.app.uq.edu.au/content/cect>

1.0 Purpose and Scope

This procedure outlines the processes and procedures for the Student Evaluation of Course and Teaching (SECaT) surveys and centrally administered by the Student Survey and Learning Innovation (ITaLI). This procedure applies to all students and staff. This procedure does not apply to surveys administered by the University's Corporate and administrative surveys may include student opinions on other topics (for example, the Student Survey and SETutor) fall within the scope of the Student Survey and Learning Innovation (ITaLI).

2.0 Process and Key Components

This procedure describes the administration of the Student Evaluation of Course and Teaching (SECaT) surveys. The surveys are administered to students on their educational experience. The surveys are administered at levels that are in place for staff.

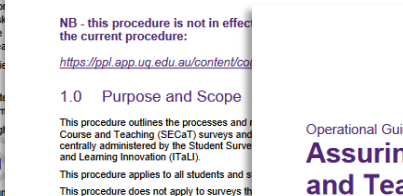
To the extent applicable, the administration of the Student Evaluation of Course and Teaching (SECaT) surveys, and guidelines including, but not limited to:

- Privacy Management Policy
- Responsible Research Management Policy
- Intellectual Property Policy
- Information Management Policy
- Freedom of Speech Policy
- Student Integrity and Misconduct Policy
- Student Code of Conduct Policy

3.0 Evaluation Procedure

3.1 Course and Teaching Evaluation

The University undertakes internal quality assurance of its teaching and learning experiences of students, including:



Operational Guideline
Assuring and Enhancing Course and Teaching Quality Guidelines

NB - these guidelines are not in effect until Monday 19 February 2024. Please refer to the current policy suite:
<https://ppl.app.uq.edu.au/content/cqa>

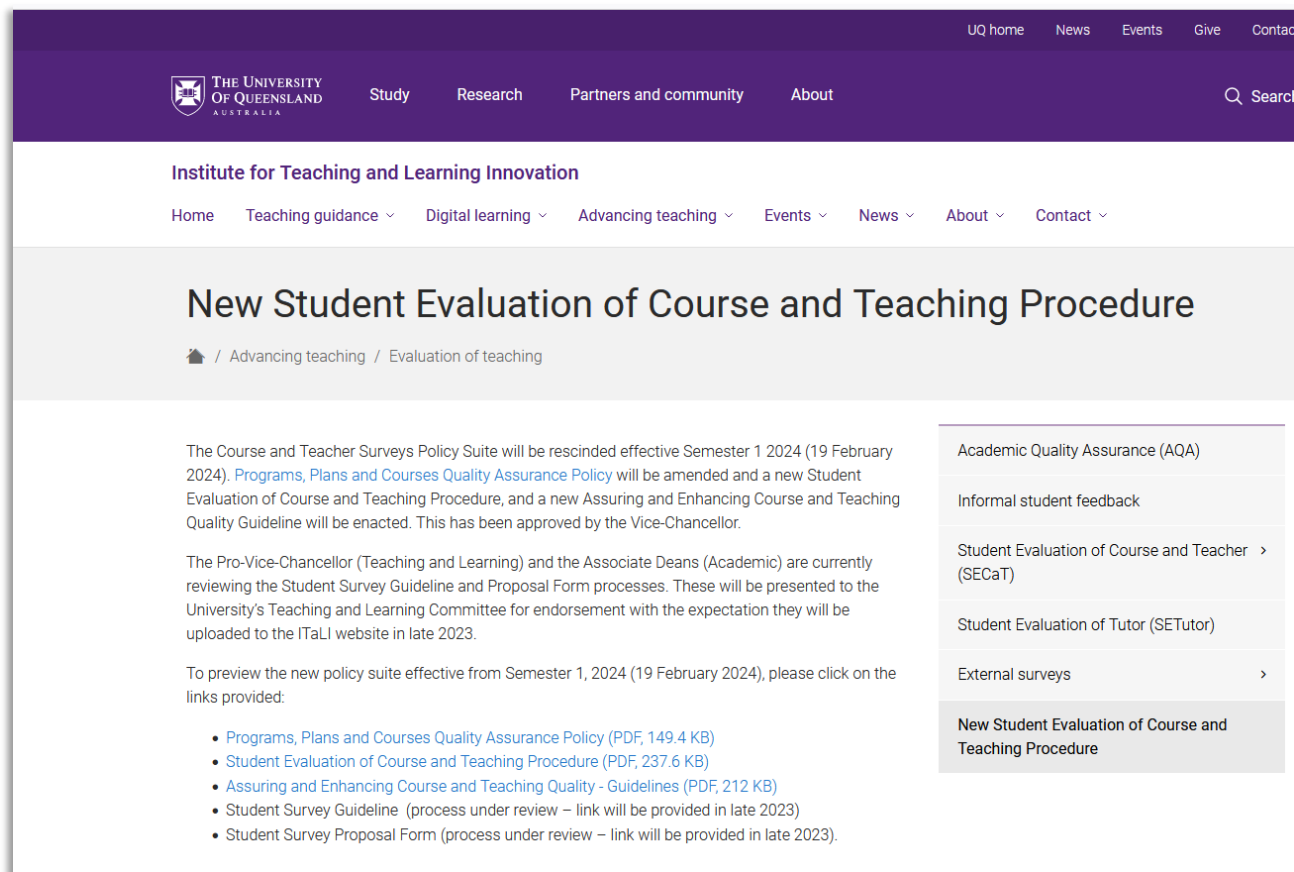
1.0 Purpose and Scope

These guidelines supplement the Programs, Plans and Courses Quality Assurance Policy and support the application of the Student Evaluation of Course and Teaching Procedure.

The University of Queensland (the University or UQ) has a variety of mechanisms and processes in place to ensure its students' educational experience is of the highest standard and quality. The University is also subject to various regulatory requirements, including the Higher Education Standards Framework (Threshold Standards) 2021, that require its accredited course and teaching to be continuously monitored, reviewed and improved.

The Annual Programs, Plans and Courses Quality Assurance Policy and Academic Program Review (APR) Procedure, establishes formal quality assurance mechanisms and processes to review and monitor the quality of Programs, Plans and Courses. The University also implements evaluation tools called Student Evaluation of Course and Teacher (SECaT) and Student Evaluation of Tutor (SETutor) surveys that are administered at the end of semester or at the completion of a course via standard questionnaires.

These formal quality assurance mechanisms and processes reflect the University's commitment to "offer rich and varied educational experiences that are designed to foster a sense of belonging while equipping our students to be leaders within their fields with the agility to thrive in a global environment". However, the University acknowledges the end of semester evaluations do not enable teaching staff to understand and make much-needed changes before the completion of courses, nor do standard questionnaires always help schools or staff identify targeted needs for developing teaching capacity and enhancing practice. Additionally, some courses, for example, clinical courses, are exempt from the SECaT process. Evaluation of these courses is recommended, and the practices outlined in this guideline may be appropriate to gather



UQ home News Events Give Contact

Study Research Partners and community About

Institute for Teaching and Learning Innovation

Home Teaching guidance Digital learning Advancing teaching Events News About Contact

New Student Evaluation of Course and Teaching Procedure

Home / Advancing teaching / Evaluation of teaching

The Course and Teacher Surveys Policy Suite will be rescinded effective Semester 1 2024 (19 February 2024). [Programs, Plans and Courses Quality Assurance Policy](#) will be amended and a new Student Evaluation of Course and Teaching Procedure, and a new Assuring and Enhancing Course and Teaching Quality Guideline will be enacted. This has been approved by the Vice-Chancellor.

The Pro-Vice-Chancellor (Teaching and Learning) and the Associate Deans (Academic) are currently reviewing the Student Survey Guideline and Proposal Form processes. These will be presented to the University's Teaching and Learning Committee for endorsement with the expectation they will be uploaded to the ITaLI website in late 2023.

To preview the new policy suite effective from Semester 1, 2024 (19 February 2024), please click on the links provided:

- [Programs, Plans and Courses Quality Assurance Policy \(PDF, 149.4 KB\)](#)
- [Student Evaluation of Course and Teaching Procedure \(PDF, 237.6 KB\)](#)
- [Assuring and Enhancing Course and Teaching Quality - Guidelines \(PDF, 212 KB\)](#)
- [Student Survey Guideline \(process under review – link will be provided in late 2023\)](#)
- [Student Survey Proposal Form \(process under review – link will be provided in late 2023\)](#)

- Academic Quality Assurance (AQA)
- Informal student feedback
- Student Evaluation of Course and Teacher (SECaT)
- Student Evaluation of Tutor (SETutor)
- External surveys
- New Student Evaluation of Course and Teaching Procedure**

Questions



On the horizon

- Transition to a new survey platform.
- Interim measures to increase response rates in 2024 under discussion.
- Instrument review.
- **Note**
 - Policy suite will transition to new PPL structure in April 2024.

What SSET is undertaking to improve comment quality

