PROTOCOLS FOR CURRICULUM AND TEACHING QUALITY AND RISK APPRAISAL (CTQRA)

Contents

1. Definitions

Term	Definition
Academic Program	A sequence of study leading to the award of a qualification such as a bachelor degree, graduate diploma or certificate.
Academic Program Review	A process that ensures the qualitative and quantitative review of generalist degrees every 7 years, and all other teaching programs (or suites of programs) every 5 years.
CTQRA	Curriculum and Teaching Quality and Risk Appraisal.
DVC(A)	Deputy Vice-Chancellor (Academic).
Enrolment	The enrolment statistic is a count of students undertaking study during a given year. This includes commencing students and students who are continuing their study. Enrolments are also referred to as 'All Students'.
Risk	The effect (positive or negative) of uncertainty on objectives. Risk is considered with reference to possible consequences and likelihood of occurrence.
Risk score	A calculated value indicating the level of risk associated with an individual risk indicator or a Key Performance Indicator (KPI).
Risk status	The risk value and status calculated from aggregating individual risk scores and applying specified criteria on trending data.
Student Evaluation of Course and Teacher (SECaT)	SECaT evaluations provide students with the opportunity to provide feedback on their experience of course and teaching at UQ. Each time a course is offered, students enrolled in that course will be invited to evaluate their course and teacher(s) via an online SECaT evaluation.
Student Experience Survey (SES)	The Student Experience Survey (SES) is a national survey conducted by the Social Research Centre (SRC). This survey uses data from current students to help higher education providers and the government gain insights into students' experiences, and to monitor and improve teaching and learning in Australia. The SES was previously named the University Experience Survey (UES).
UQ	The University of Queensland.

2. Overview

The University of Queensland's (UQ) commitment to continual enhancement of teaching practices and curriculum design is guided by the Strategic Plan 2013-2017 (Learning/Discovering/ Engagement), under the following two themes:

Theme 2 - *Attract and retain high-quality teaching staff, support and reward teaching excellence, and raise the professionalism, visibility, and status of teaching and learning at UQ.*

Theme 3 - *Enhance the quality of all aspects of the student learning environment and address emerging issues.*

The Curriculum and Teaching Quality and Risk Appraisal framework (CTQRA) supports these outcomes. The annual cyclical process associated with this framework involves an evidence-based consideration of the overall quality of teaching programs as well as informing course and program curriculum planning and development. It is a key component of UQ's Planning and Quality Assurance Framework, managed by UQ's Teaching and Learning Committee and supported by the Institute for Teaching and Learning Innovation (ITaLI).
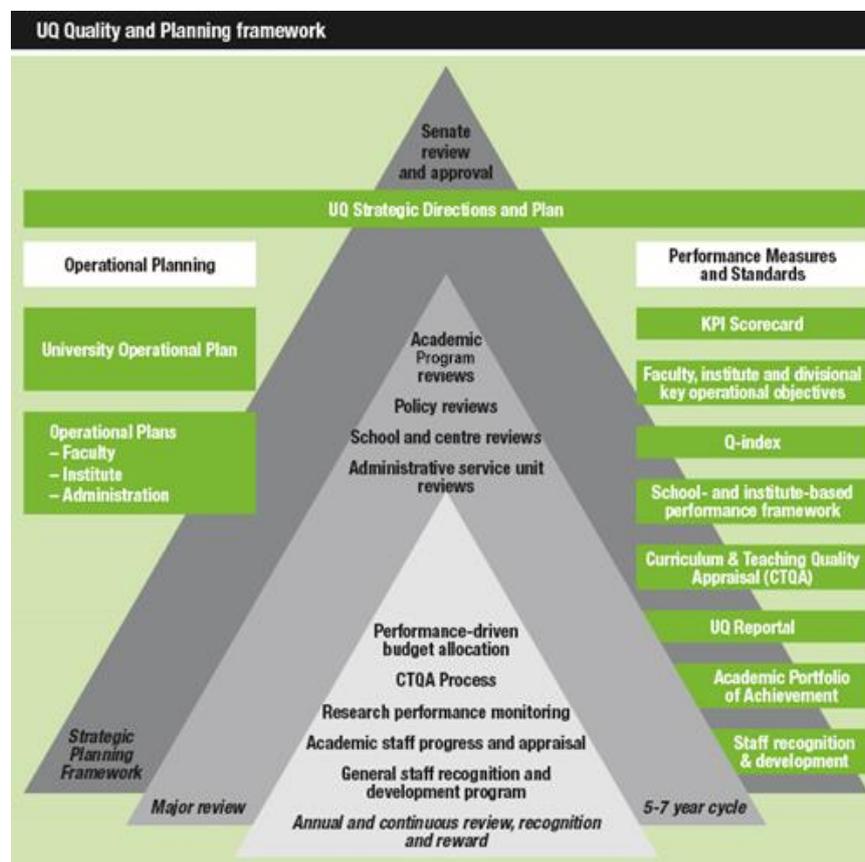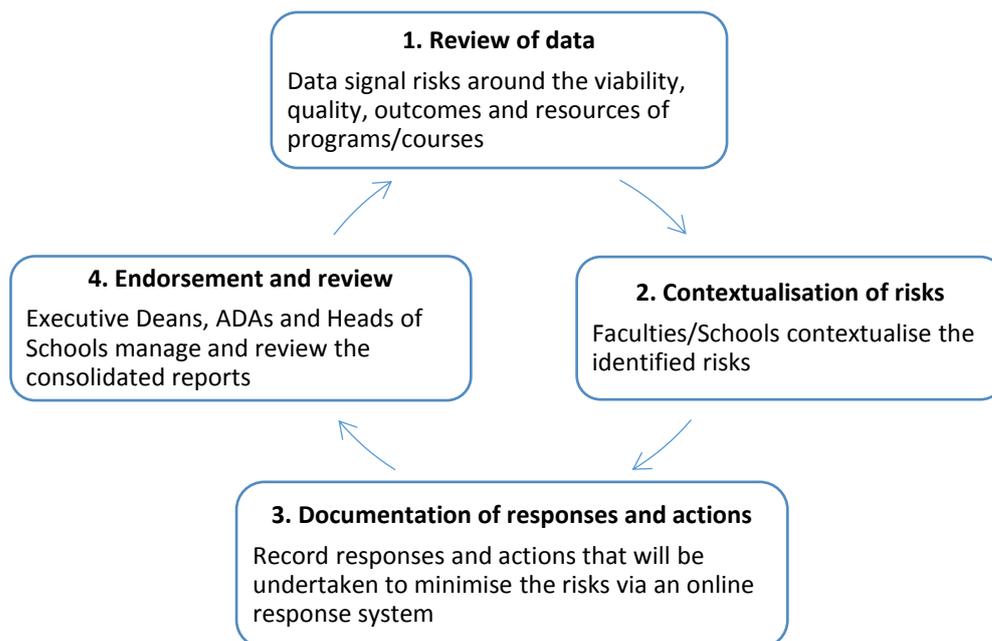

Figure 1. UQ Quality and Planning Framework.

The CTQRA process comprises of a focused evidence-based reflection on the overall quality of the School and Faculty teaching programs with attention being given, where appropriate, to relevant benchmarks. The process is designed to:

- Facilitate the provision of high quality courses, teaching and learning that deliver recognised academic standards
- Enhance strategic outcomes by providing timely identification of neutral, minimal-, increasing-, and at-risk programs and courses
- Facilitate strong links to the University's strategic planning, quality and review systems to support the strategic objectives
- Support cyclical risk appraisal, improvement and reaccreditation of programs though data-driven and evidence-based decision making
- Ensure compliance with relevant requirements including the Higher Education Standards framework (Threshold Standards) and responsibilities to international students as defined in the Educational Services for Overseas Students (ESOS) Act 2000
- Allow monitoring and measurement of the effects and benefits from intervention and action planning
- Enable clear definition or accountability and quality assurance loops.

3. The CTQRA Process

The CTQRA process involves four major steps as outlined below:

1. Review of data
Data signal risks around the viability, quality, outcomes and resources of programs/courses

2. Contextualisation of risks
Faculties/Schools contextualise the identified risks

3. Documentation of responses and actions
Record responses and actions that will be undertaken to minimise the risks via an online response system

4. Endorsement and review
Executive Deans, ADAs and Heads of Schools manage and review the consolidated reports

Programs and courses are identified as neutral-, minimal-, increasing-, and at-risk based on the selected risk indicators. These risk indicators have been developed based on policies, procedures and standards identified in Section 3 (Quality Assurance Reporting) of this document. They are based on trend data, KPIs and internal benchmarking data and are aligned with the teaching and learning risk factors in the TEQSA Regulatory Risk Framework. The indicators are approved by the Deputy Vice-Chancellor (Academic) and are expected to evolve. Additionally, indicators may change to align to updated processes (such as SECaTs) or institutional drivers and strategies.

4. Quality Assurance Reporting

Program and course quality assurance is based on critical and diagnostic analysis of data which focuses of trends, risk, issues, actions taken and outcomes. UQ's approach to program and course quality assurance is structured on the collection and analysis of relevant data with a reference to the risk indicators to support ongoing process monitoring and improvement. The process is composed on the following components:

- Faculty and School Dashboards
- Detailed Program and Course Reports
- Consolidated Faculty and School Reports
- Custom Reports.

Additional processes which can be used for and/or that may be informed by the CTQRA process include:

- Academic Program Review (APR)
- External accreditation
- Septennial School reviews.

The reporting framework is advised by the following policies, procedures and standards, and is structured on a continuous improvement:

- 3.30.01 Teaching and Learning Roles and Responsibilities
- 3.30.02 Course and Teacher Surveys
- 3.30.03 Curriculum and Teaching Quality and Risk Appraisal and Academic Program Review
- 3.30.04 Curriculum and Teaching Quality and Risk Appraisal
- 3.30.05 Academic Program Review
- 1.40.06 Review of Schools and Academic Disciplines
- UQ Strategic Plan 2014-2017 Key Performance Indicator Scorecard
- UQ Learning Plan 2013-2017
- TEQSA Regulatory Risk Framework
- TEQSA Risk Assessment Framework.

Course quality appraisal informs the development and improvement of courses and monitors the progress of curriculum and teaching changes. The quality measures available via dashboards and reports are used as indicators to support the continuous improvement lifecycle process and enable the comparison of measured outcomes from proposed remedial or improvement activities.
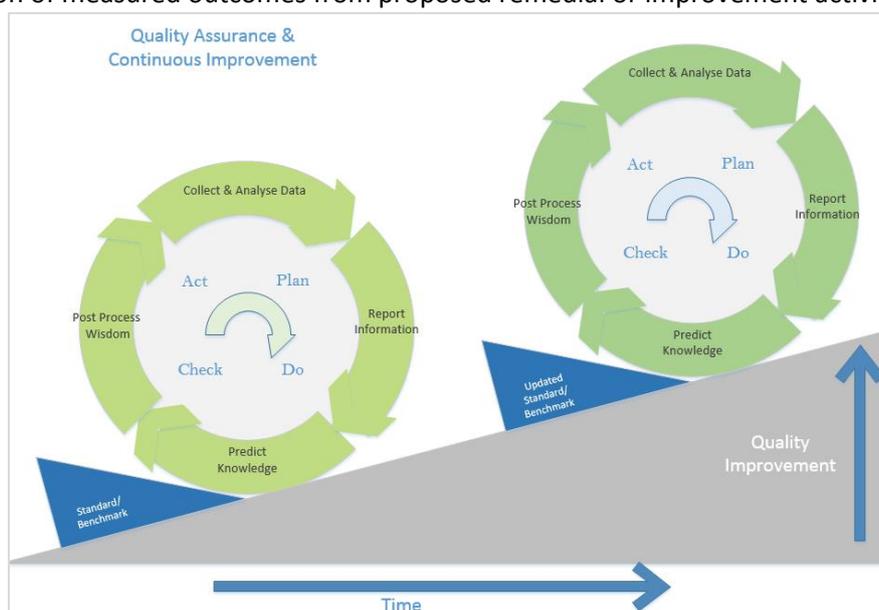

Figure 2. Quality assurance and continuous improvement cycle.

The annual cycle also identifies the measures used to evaluate the effectiveness of those changes. Evidence and trends identified in Detailed Program and Course Reports ensure that course evaluation and curriculum change is informed and focused. Quality improvement actions which involve changes to course offerings are summarised in the feedback provided at the appropriate report levels which also informs both the APR process, conducted every five years, and strategic reporting and planning.

Recent updates to the process and reporting structure have been implemented to:

- Provide a threshold level of review for all courses with a structured support approach for courses identified as at-risk
- Centralise the provision of pre-populated data sets that reduce the emphasis on report writing and enable data-rich conversations focused on improving curriculum and pedagogical practices, reducing workload for Faculties and Schools
- Use the existing MIS reporting infrastructure, provide reports from a single portal with distribution to Course Coordinators and key stakeholders in Faculties managed via appropriate security access
- Use aggregated and individual program data sets, and incorporate simple visual cues, such as differential colour coding to highlight course benchmarking or risk to provide greater ease in interpreting risks
- Build capacity to track quality outcomes and record actions taken to close the loop on issues previously identified within regular quality assurance processes, curriculum approvals and corporate reviews
- Include corporate contextual observations and additional data by documenting course team comments within the system.

4.1 Dashboards and Reports
The ITaLI Learning Analytics team is responsible for developing and updating the Faculty and School Dashboards, Detailed Program and Course Reports, and Consolidated Faculty and School Reports, as well as creating Custom Reports.

4.1.1 Faculty and School Dashboards
A Faculty dashboard provides a visual representation of the annual program risk scores for all programs offered in a Faculty by year. Similarly, a School dashboard provides a visual representation of the overall course risk scores for all courses offered in a School by semester/year. Both dashboards provide a quick snapshot of the trend of risk over different offering periods.

4.1.2 Detailed Program and Course Reports
Detailed Program Reports provide detailed information related to each individual program. The primary purpose of the Detailed Program Reports is to prompt an annual check of each program's risk with respect to viability, quality, outcomes and structure. A secondary purpose of Detailed Program Reports is to provide academic staff with existing sources of data to support the Academic Program Review process. In addition, Detailed Course Reports provide information related to each individual course. They are designed to enable course coordinators and teaching staff to make appropriate decisions associated with delivery and student support.

Reporting for programs and courses is critical it reflects the diagnostic analysis focusing on significant trends and issues and proposed actions and expected outcomes. Data presented in the Detailed Program and Course Reports highlight areas that may need to be contextualised or addressed during the annual appraisal process. Documented actions and contextualised feedback will be incorporated in future reports. Where appropriate, suitable strategies should be developed and implemented based

on the context of the indicator(s) being flagged and may include one or a combination of the following:
- Awards and recognition
- Staff professional development
- Curriculum redesign
- Management activities.

The series of individual reports, associated summaries and feedback built up year-by-year is also used by the University executives, and the Teaching and Learning Committee for corporate review of academic programs over the period.

4.1.3 Consolidated Faculty and School Reports
At the conclusion of the annual CTQRA process, the Learning Analytic team will prepare Consolidated Faculty and School Reports based on the online feedback and action plans received. These reports must be approved by the Executive Dean in the relevant Faculty prior to endorsement by the Deputy Vice-Chancellor (Academic) (DVCA). These reports are encouraged to be used for reward and recognition.

4.1.4 Custom Reports
Custom reports may be required in the following circumstances:
- Where a study area (major) within a course is substantially distinctive
- For a transnational or customised version of a course, with cross-references to the data from the report of the general/onshore offering to provide evidence of equivalence
- Non-award or Continuing Professional Education (CPE) programs that articulate to award programs.

5. Reporting process
The reporting process uses a hierarchical reporting structure implemented to record
- Observations and additional information
- Proposed actions
- Outcomes from previous actions.

The intent is not to reproduce existing processes or introduce new processes. Where possible, existing activities should be used to record and manage proposed actions. For example, a standing agenda item may be introduced to the Teaching & Learning committee meeting to discuss highlighted indicators and record in the meeting minutes for action and subsequent review. Consolidation of completed actions may occur at the end of each reporting period.

The extent of the feedback provided is expected to be dependent on risk indicators, and whether there has been significant changes in the external or internal environment. Proposed actions will need to be reviewed in the following reporting period to determine their success. A summary of the reporting process is highlighted in Figure 3.
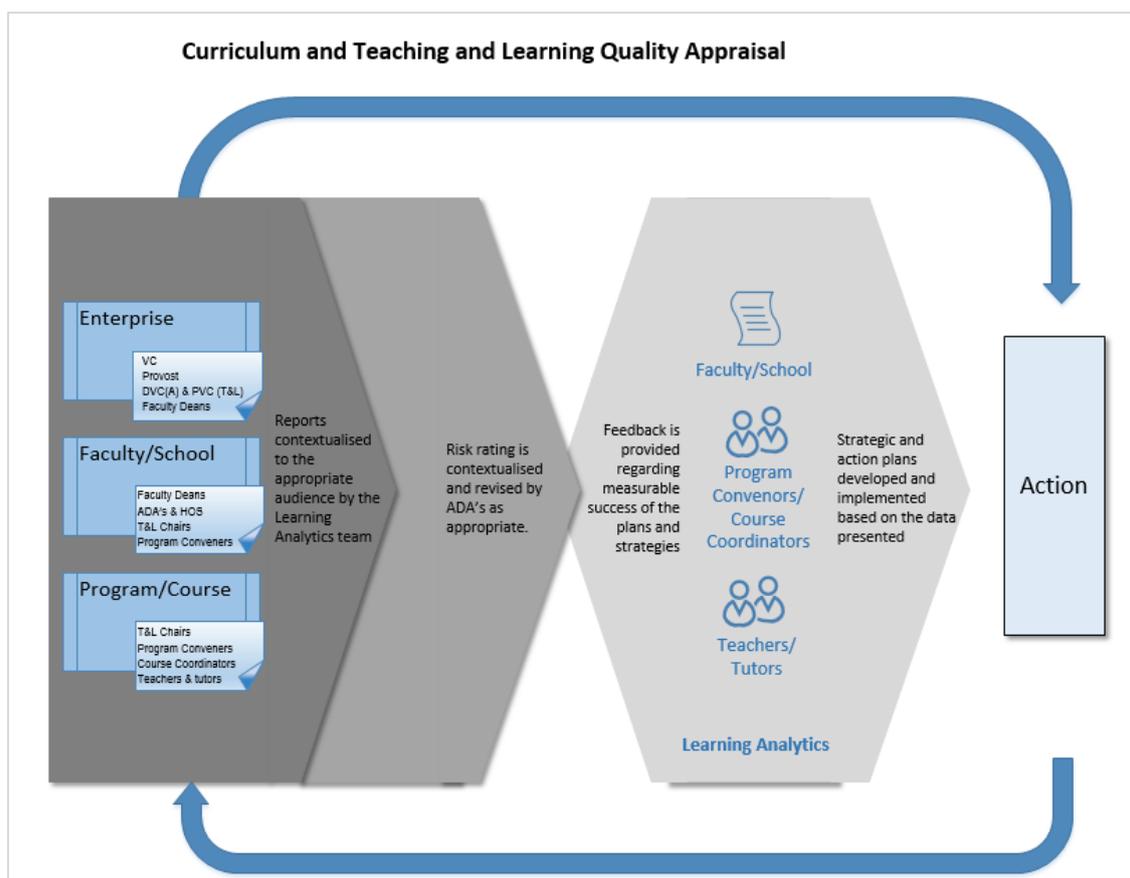
Figure 3. Planning, feedback and reporting cycle for the CTQRA process.

The reporting process detailed below is defined in PPL 3.30.04 Curriculum and Teaching Quality and Risk Appraisal:

- ADAs must be given access to Program and Course dashboards and an initial risk rating. ADAs must contextualise the risk rating for programs or courses within their faculty and may request a revised risk rating. A revised risk rating must be documented via the online feedback form.
- Programs and courses that maintain a revised rating of minimal-risk will require no further action.
- Programs and courses that maintain a revised rating of 'increasing-' or 'at-risk' must be referred to the relevant staff member (e.g. Head of School, Teaching and Learning Chair, Program Director and/or Course Coordinator) who must produce an action plan for improvement by day one in Semester two. Feedback and action plans must be documented in the CTQRA feedback and actions online site http://www.uq.edu.au/teach/ctqra/. Executive Deans must sign off and monitor these actions.
- Feedback and action plans will be accessed by ITaLI staff and an aggregated report will be prepared for the University Teaching and Learning Committee, ADAs and Executive Deans.
- If a program or course remains in the at-risk category for a period of three consecutive years, the Executive Dean must bring this to the attention of the DVCA.

The following sections elaborate on the types of feedback that may be incorporated in the reporting process.

5.1 Observations and Additional Information

This feedback includes the identification of trends and factors that influence a program or a course:

- A summary of minimal-, neutral-, increasing-, and at-risk indicators within programs and/or courses
- Consideration of the consequences of any at-risk indicators
- Outstanding issues arising from the implementation of new curriculum developments (e.g. as identified in curriculum proposals)
- Changes to teaching or assessment structure or support processes
- Comments on additional data gathered (e.g. exploration of factors and results of benchmarking activities).

5.2 Proposed Actions

If required, actions should be proposed to address factors contributing to programs or courses being identified as increasing-, or at-risk. This may include and are not limited to:

- The development and improvement of curriculum, assessment and pedagogical approaches (and may include details of what, how, who and when)
- Additional or ongoing actions resulting from previously identified issues or from program or course implementation plans.

In the case of minimal-risk programs and courses, actions may be proposed and not limited to:

- Disseminate strategies for optimising opportunities to other Programs or Courses
- Award and recognition activities.

5.3 Outcomes from Previous Actions

Proposed actions from previous annual reports are automatically pre-populated into the current year reports. The following information should be recorded:

- Outcomes of actions (what is working, what is not and any performance change)
- Status of actions (e.g. completed, in progress, or define a new action plan).

6. Proposed Roles and Responsibilities

6.1 University Executives and Faculty/School Committees

Pro Vice-Chancellor (Teaching and Learning)

- oversees course quality review system
- monitors at-/increasing-risk courses
- facilitates the dissemination of good practices
- considers implications for planning and review.

Executive Deans

- oversee effective quality processes
- close the loop on previous actions
- contribute to the annual CTQRA reporting.

Associate Deans (Academic) are responsible for all programs within their Faculty and

- review the risk ratings presented on the Program and Course Dashboards and Reports
- provide further contextualisation for programs or courses and/or a revised risk rating
- using the revised risk rating, drive the subsequent involvement of Heads of Schools, Teaching and Learning Chairs, Program Convenors and Course Coordinators
- contribute to the consolidated reports compiled by ITaLI for the University Teaching and Learning Committee

- oversee all associated QA reporting processes for Programs within the School/Faculty including Program Reports, annual reports and submissions to ITaLI regarding minimal-, at-risk and increasing-risk programs
- consider implications of program performance issues for Faculty learning and teaching plans and priorities
- follow up on the appropriateness of the comments submitted via the CTQRA online response system by the course coordinators and/or teaching staff.

Heads of Schools
- oversee effective quality processes within their School
- contribute to the Program review within their School
- monitor the delivery of action plans by their staff
- monitor courses.

Program Conveners (or other designated academic leaders nominated by the Executive Deans) are responsible for their programs and
- lead the program team in the analysis of the Program Report data and development of the comments each year
- review the action plans to address at-/increasing-risk programs in consultation with the Associate Deans (Academic).

Course Coordinators
- review the Detailed Course Reports each semester
- provide feedback to students outlining potential changes or activities prompted by the SECaTs
- document enhancement action plans if requested and/or indicated in the Course Report.

Director, Planning and Business Intelligence is responsible for the data collection and reporting platform for the CTQRA process and
- assures quality and timeliness of data
- supports reporting and analysis of data
- provides training in the use of tools.

6.2 University committees
The University Teaching and Learning Committee
- considers quality themes arising from the CTQRA process
- considers quality themes arising from the annual consolidated reports
- provides advice on implications for planning and review.

7. Timelines
The annual process must be aligned with the release of new data from sources such as semester enrolment and SECaT responses, and with annual national survey data such as the Student Experience Survey. Figure 4 illustrates the annual timeline for the CTQRA process and the involvement of staff members at different time period.

Stage one of the process must be commenced by ITaLI following the release of the annual data by the Department of Education and Training during March each year. ADAs and Heads of Schools under the guidance of the Executive Deans must review the relevant dashboards and reports to contextualise the data and risk statuses. Faculty and school staff may be asked to further investigate reports or additional data and to provide feedback or to develop action plans using the online response system where appropriate. This stage of the process will be completed prior to the

commencement of Semester two. ITaLI staff must then collate the online responses and action plans, and prepare the Consolidated Faculty and School Reports.

In stage two of the process, the Consolidated Faculty and School Reports must be approved by the Executive Deans prior to endorsement by the Deputy Vice-Chancellor (Academic) (DVCA). These reports are encouraged to be used for reward and recognition. The CTQRA annual process must be completed by the end of November each year. Data collected by the annual process must be incorporated into the following year reports and resources.

Course level report data must be updated at the completion of each Semester's SECaT process. These reports will be available for staff at any stage throughout the year with the appropriate Semester's latest data.

Please refer to the CTQRA website: https://itali.uq.edu.au/content/curriculum-and-teaching-quality-and-risk-appraisal-ctqra for the specific annual schedule.

8. Data

Data gathered by the University provide valuable information for analysing academic aspects of courses and programs, as well as assessing the adequacy of relevant student services which have an impact on the quality of the students' learning and broader educational experience within the course. Academic staff can also use this data to determine goals for their personal evaluation strategies.

Faculties are expected to consider the following data during the review process:

- The pre-populated data provided in the reports includes both current data and multi-year trends across four dimensions: viability, quality, outcomes and structure
- Data is compared against national benchmark data, pre-determined standards (e.g. KPIs) or trends
- Reports may need to be further contextualised with additional data gathered by the Faculty, including internal or external environmental factors, significant issues arising from external evaluations (e.g. corporate reviews, professional accreditation), or further exploration of factors identified for the course, and benchmarking.

Minimal-, increasing- and at-risk programs and courses are identified by reports. The identification of these courses in the generation of reports enables course teams to identify and intensely review data. This review will prompt a response to the reports with appropriate actions.