

**THE UNIVERSITY OF MELBOURNE
ACADEMIC BOARD**

TEACHING AND LEARNING QUALITY ASSURANCE COMMITTEE

MEETING 1/07

A meeting of the Teaching and Learning Quality Assurance Committee (TALQAC) was held at 2.15pm on Thursday 8 February 2007 in the Jim Potter Conference Room, Old Physics Building, The University of Melbourne, Parkville.

MINUTES

PRESENT

Committee Members

Professor L Hawthorne (Chair), Professor H Jackson, Professor T Goodwin, Professor P Pattison, Professor G Stevens, Associate Professor P Tregloan, Professor R James, Professor A Moffat, Professor R Huggins, Associate Professor M Crosby, Associate Professor S Holloway, Ms S Daroesman, Ms S Beattie, Ms B Ahrens, Ms L Buckingham and Mr P Fijn.

Observers

Ms T Wilding, Research Assistant for the Student Advice Working Group, will be attending the February and March meetings of TALQAC.

In Attendance

Ms K Menezes (Committee Secretary)

BUSINESS

1. Formal Matters

1.1 Welcome

New and returning Committee members were welcomed by the Chair and all members introduced themselves.

1.2 Apologies

The Committee received apologies from Associate Professor M Guillemin, Ms D Harrison, Professor P Bhalla, Professor L Sonenberg and Professor J Borland.

1.3 Membership

Members recommended that the formal membership of TALQAC be expanded to include Associate Professor R Misson, Chair of the Postgraduate Coursework Programs Committee (PCPC).

2 Role of TALQAC in relation to the Melbourne Model

Professor Hawthorne presented an outline of the Boston Consulting Group's (BCG) Critical Path Plan which covered the Melbourne Model Implementation from October 2006-December 2008. Of the six work streams, Professor Pattison, President of the Academic Board and a member of TALQAC, is

responsible for Sub-Stream 3.4-Personalised Academic Connectedness which encompasses academic connectedness and accessibility, personalised orientation process, responsibilities of the client manager/course advisor role and of other service providers and the link between on-line and in-person course advice. The work of the TALQAC Working Group on Student Advice is a critical component of the implementation of the Melbourne Model with TALQAC having the responsibility of evaluating the effectiveness of the Student Advice Model as well as developing an evaluation strategy for Orientation Programs. Part of the Student Advice Working Group's responsibility is also to ensure optimal use of Degree Planning Tools by all stakeholders and members of the Student System Project in charge of this will be presenting at the 8 March meeting of TALQAC.

Professor Pattison reiterated the significance of the role of TALQAC in the evaluation of the quality of teaching and learning in the New Generation Degrees and Heritage Courses. This evaluation needs to be completed efficiently and effectively keeping in mind the already enhanced workload of staff in Departments and Faculties. Professor James highlighted the importance of co-ordinating the work of TALQAC, TaLMET and the CSHE in the area of planning and curriculum.

Professor Pattison to provide an MM08 Taskforce update, the group responsible for co-ordinating the work of all six Workstreams, at every TALQAC meeting.

3 Minutes of the Previous Meeting

Minutes of the TALQAC meeting held on Thursday 9 November 2006 were accepted as an accurate record of the meeting.

4 Matters Arising from the Minutes

4.1 Action Sheet

Item 2: 2006 Course Review of ABP by TALQAC

This has been delayed as Faculties are busy with business planning and implementation of the Melbourne Model; in addition ABP has experienced a change of Dean and FGM. Ms Sleep and Ms Daroesman will meet with Professor Hawthorne separately in relation to this item and report back to TALQAC.

Item 3: TaLMET Evaluation Report

Associate Professor Tregloan noted that TaLMET has not yet met but once the Evaluation Report is finalised it will be presented to TALQAC.

Item 4: TALQAC responsibilities for 2007

Discussion occurred under item two on the Agenda.

Item 5: QA Processes under the new Melbourne Model

The actions required under this item have been completed.

Item 6: Quality of Teaching Survey (QoT)

Ms Daroesman outlined the two major issues relating to do the QoT. Firstly there needs to be discussion around the perceived shortcomings of the instrument with a view to explicating the policy and procedures framework around the QoT in order to offer better guidance to Heads of Departments on available resources and assistance with QoT administration and follow up. The second issue was to

examine if the instrument was robust enough to take the University through to the New Generation Degrees.

Expressions of interest were called for and Professor Alistair Moffat, Mr. Paul Fijn, Ms Bree Ahrens and Professor Richard Huggins volunteered to be part of the QoT Working Group with Ms Daroesman. The time frame for this Working Group is approximately three to four months.

Ms Daroesman also reported that in 2007 as part of the revised Evaluation Cycle, a modified CEQ will be administered to current students which will be seen as complementary to the QoT in assessing students' views about their course (rather than subject) and will provide a direct link to data collected via the CEQ administered at course completion. It is envisaged that the modified CEQ will allow reporting on the first year experience at both the undergraduate and postgraduate level.

Item 7: 2004 QA Reviews conducted by TALQAC

Taking into account the 2007 workload across the University, it was agreed not to proceed with obtaining responses from the Deans of Faculties reviewed by TALQAC in 2004.

5 Other Committees

5.1 Undergraduate Programs Committee (UGPC)

Shepherds have been identified for new undergraduate and postgraduate courses. Professor Moffat requested that these details reach appropriate staff within Departments and Faculties and Professor Pattison agreed to circulate the lists. Professor Stevens confirmed that a Student Awards Shepherd had been appointed.

5.2 Teaching and Learning (Multimedia and Educational Technologies) Committee (TaLMET)

Associate Professor Tregloan reported that while the Semester I 2007 target was 1800 subjects, currently over 1,100 subjects have been loaded onto the LMS which represents approximately 25,000 students. LMS is not to be used for formal assessment as the system is not considered robust enough for this. With the mid 2007 upgrade from Blackboard 6 to 7, the use of quizzes would be possible in Semester II 2007.

5.3 Melbourne Experience Committee (MEC)

As MEC has yet to meet, there was no report under this item.

5.4 School of Enterprise Committee

There was no report under this item.

5.5 Student Reports

There were no reports under this item.

6 Evaluation Cycle and Quality Measures

6.1 a) CEQ 2006 Preliminary Report

Ms Daroesman presented a preliminary report on the 2006 Course Experience Questionnaire. 6100 CEQ responses were received from just under 4900 students representing a response rate of 44.6%. There has been little change at institutional level in scale mean scores for Bachelor

graduates from previous years with the Good Teaching (GTS), Learning Community (LCS) and Clear Goals (CGS) continuing to be the University's lowest and the Intellectual Motivation (IMS) and Overall Satisfaction (OSI) the highest. Improvements in these areas will enhance the University's performance in the DEST Teaching and Learning Performance Fund.

Preliminary outcomes at the postgraduate level show that while they are flat too, there are some positive signs of improvement in teaching scales (GTS, LCS and CGS) in addition to the OSI over time. It was acknowledged that a number of factors such as the high percentage of younger students (who tend to give lower ratings compared to older students) and differences between Faculties such as Engineering students providing lower ratings than Arts students also plays a part in the final ratings achieved by the University.

A comprehensive report with a detailed analysis by Faculty is currently being completed and will be presented to TALQAC.

b) GDS 2006 Preliminary Report

Ms Daroesman presented a preliminary report on the 2006 Graduate Destination Survey outcomes. University of Melbourne Bachelor graduates were once again highly successful at obtaining full time employment on completion of their studies, though the Australian citizens or permanent residents achieved a much higher rate of full time employment (84.5%), compared to graduates who are not Australian permanent residents who achieved 80.9%. It was noted that in 2006 the gap between the national average and the University of Melbourne has narrowed.

Full time employment for postgraduate students who are permanent residents came in at 88.6% by the reference date however non permanent resident postgraduates showed a fall in employment from 81% to 69.5%. Due to the small number of graduates in this category it was noted that some caution needs to be exercised in the interpretation of these results. Professor Hawthorne commented that the Skilled Migration Review revealed that 43% of students from China only achieved 5.5 on their IELTS instead of 6 or 6.5 after a two year Masters course in Australia and this has had a negative effect on their employability.

About a third of Bachelor graduates and about ten percent of postgraduate coursework students have moved onto further studies. Graduates from the 'generalist faculties' of Arts, Science and to a lesser extent Economics and Commerce tend to be in greater proportion among those pursuing either a fourth year honours program, a second component of a combined degree or postgraduate study.

6.2 Ensuring Accountability 2007-08 including a revised Evaluation Cycle Program 2007-09, PBC Meeting 11/06.

This item was partly discussed under item 2. Professor Hawthorne and Professor Pattison to meet with staff from the University Planning Office and report back to TALQAC.

7 Working Groups

7.1 Faculty Assessment Practices

Mr Fijn reported that the Working Group will provide a report at the March meeting of TALQAC.

7.2 Peer Review of Teaching

Professor James reported that CSHE has the resources to encourage Peer Review of Teaching and while there is data nationally to support its value, caution needs to be exercised in terms of the sensitivity surrounding the formal recording and usage of the information. CSHE has put together a template as well as some strategies in consultation with Ms Liz Bare` and Ms Julia McQuillan (HR). Members commented that currently Peer Review of Teaching was conducted quite successfully in some Departments across the University.

7.3 Acquisition of Generic Skills

Professor Pattison reported that this has been delayed as measures are being taken to connect this to another project. A report should be forthcoming in either March or April 2007.

7.4 Student Advice Working Group

Professor Hawthorne reported that the aim of the Working Group is to provide a Student Advice Model whereby the quality of Student Advice at the University of Melbourne will be without peer in Australian Universities in terms of calibre, breadth, timeliness and convenience. While professional staff will be the primary providers of this student advice, academic staff are also core to the process and the successful interconnectedness of these groups will be a crucial component of the program. It was noted that adequate training, recognition and incentives need to be provided to all staff to ensure maximum commitment and engagement. Ms Wilding is currently collating and reviewing relevant literature focused on Student Advice related issues at the University of Melbourne, nationally and internationally to provide an empirical base. Members suggested that as there are experienced staff across the University as well as various Departments that have been successfully providing student advice, therefore a good cross section of staff need to be interviewed to draw on the expertise that currently exists. The President of MUOSS will also be interviewed to obtain the international student perspective and the UMPA representatives recommended speaking to the Postgraduate Student Advocate, Ms Sara Pheasant.

Given the multiple parallel processes, every effort is being made to consult with staff involved.

7.5 Assessment Implementation Working Group

Professor Pattison reported that the Working Group has one more meeting to go and that the Melbourne Model requires a great deal of work on the Statutes.

7.6 Examinations Working Group

There was no report under this item.

7.7 TALQAC/TaLMET Working Group on Support Technology for Academic Honesty and other QA/IT Activities

Associate Professor Peter Tregloan reported that the working group only meets a few times a year and was worth continuing with as it deals with issues that might be overlooked by TALQAC and TaLMET.

8 For Information

An updated TALQAC Membership 2007 document was tabled. Members requested that the list be re-circulated with the full names of members and the Faculties they belonged to.

9 Other Business

Mr Fijn requested that the Action Sheet item in relation to a TALQAC review of Honours Programs in 2007 be discussed at the March meeting.

10 Next Meeting

The next TALQAC meeting will be held from 2:15-4:15 pm on Thursday 8 March 2007 in the Jim Potter Conference Room, Old Physics Building, University of Melbourne.

The meeting closed at 4:25 pm.