

**THE UNIVERSITY OF MELBOURNE**

**ACADEMIC BOARD**

**TEACHING AND LEARNING QUALITY ASSURANCE COMMITTEE**

**MEETING 10/07**

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

**MINUTES**

**PRESENT**

**Committee Members**

Professor Slocombe (Acting Chair), Professor Goodwin, Professor Jackson, Associate Professor Misson, Associate Professor Holloway Professor Moffat, Professor James, Ms Daroesman, Associate Professor Guillemin and Mr Fijn.

**Observers**

Ms Harrison

**In Attendance**

Professor Goad and Mr Edwards for Item 6.3, Mr Jones for item 6.4 and Ms Menezes (Committee Secretary).

**BUSINESS**

**1. Formal Matters**

**1.1 Welcome**

Professor Slocombe welcomed members to the last TALQAC meeting for 2007 and thanked them for their contribution to the Committee over the year.

**1.2 Apologies**

The Committee received apologies from Professor Pattison, Associate Professor Crosby, Professor Stockdale, Associate Professor Elliott, Professor Borland, Ms Ahrens, Professor Stevens, Professor Huggins, Ms Beattie, Professor Bhalla, Associate Professor Wlodek, Ms Buckingham and Mr Choo.

**2 Minutes of the Previous Meeting**

Minutes of TALQAC meeting 9/07 held on Thursday, 4 October 2007 were accepted as an accurate record of the meeting.

**3 Matters Arising from the Minutes**

### **3.1 Action Sheet**

Items 1 and 2: Professor James noted that he was meeting with Associate Professor Tregloan, to discuss progress achieved with the TaLMET Evaluation and Turnitin Reports. An update will be provided at the February/March 2008 meeting of TALQAC.

Item 3: Review of the *Guidelines for Course Evaluation* was discussed under Agenda item 5.1a.

Item 4: In the absence of Professor Pattison, this item has been moved to the February 2008 meeting. Professor Slocombe also noted that 'Continuing Courses' rather than 'Legacy Courses' is the University approved terminology to be used to describe courses being taught out.

## **4 Other Committees**

### **4.1 MMIT Update**

There was no discussion under this item.

### **4.2 Undergraduate Programs Committee (UGPC)**

There was no discussion under this item.

### **4.3 Postgraduate Coursework Programs Committee (PCPC)**

There was no discussion under this item.

### **4.4 Teaching and Learning Development Committee (TALDEC)**

Professor James reported that the TALDEC had met for the third time in 2007 and pursuant to its Terms of Reference anticipates a broader Agenda than its predecessor TaLMET. The Committee is seeking to co-opt staff with specific expertise such as Associate Professor Peter Jamieson who has lead the development of student centred teaching and learning spaces across the campus.

### **4.5 Melbourne Experience Committee (MEC)**

There was no discussion under this item.

### **4.6 School of Enterprise Committee**

Associate Professor Ray Misson noted that a review of the School of Enterprise has been conducted with significant changes foreshadowed including a name change, *Melbourne Consulting and Custom Programs* proposed for the School. It was recommended that as part of its QA role, TALQAC will need to consider a review courses conducted by the School which is a significant unit of the University.

### **4.7 Reports from Student Representatives**

There was no discussion under this item.

## **5 Evaluation Cycle and Quality Measures**

### **5.1 Evaluation Cycle**

### **5.1a) Revision of the *Guidelines for Course Evaluation***

In relation to the *Guidelines for Course Evaluation*, it was recommended that Ms Daroesman, in consultation with the University Planning Office (UPO) will prepare a schedule of courses both continuing and New Generation, to be evaluated by TALQAC over an extended time frame. Faculties with low QoT Scores will be prioritised for review. TALQAC will reassess the *Guidelines for Course Evaluation* in light of the review schedule prepared by UPO, ensuring the Guidelines reflect the needs of both undergraduate and postgraduate, New Generation and Continuing courses. Professor James noted that the inclusion of Knowledge Transfer, the LMS and Cohort Experience need to be considered in any reassessment of the Guidelines.

### **5.2 Quality Measures**

#### **5.2 a) Review of TALQAC's membership and Terms of Reference**

The Committee discussed the membership noting there was no long term plan to accommodate generational change. The Terms of Reference and TALQAC's relationship with other Committees also required some amendments in view of the *Structural Change to Support the Growing Esteem Strategy* approved by Council. TALQAC to seek Academic Board endorsement of its updated Membership and Terms of Reference; specifically the appointment of two lecturers at Level B or C to facilitate generational change as well as the Committee's collaboration with the Course Standing Committees, the Academic Programs Management Committee and Graduate Schools to maintain the Quality Assurance of teaching and learning programs at both the undergraduate and graduate level across the University.

The Committee Secretary to circulate an electronic copy of the updated Membership and Terms of Reference to all members with a hardcopy inclusion in the February 2008 meeting papers.

#### **5.2 b) ACAG Paper on Academic Connectedness in the Hubs**

TALQAC received and discussed the ACAG Paper on Academic Connectedness in the Hubs. Members suggested that Recommendation 5 which notes that academic staff with 'subject co-ordination and/or teaching responsibilities make available at least two hours per week during which centre staff can confidently recommend that students seek to consult with staff or centre staff themselves can consult' was too prescriptive and problematic for staff with other Department/School/Faculty responsibilities. It was proposed that 'or suitable alternative arrangements' be added to Recommendation 5 to introduce the desired flexibility sought by some staff.

#### **5.2 c) *Nine Principles Guiding Teaching and Learning; The Framework for a First-Class University Teaching and Learning Environment***

TALQAC received and discussed the framework prepared by the CSHE. Members provided feedback on Principle 4: An International and Culturally Diverse Learning Environment and Principle 9: An Adaptive Curriculum, which were modified accordingly. TALQAC to seek Academic Board endorsement of the *Nine Principles Guiding Teaching and Learning, The Framework for a first-class university teaching and learning environment*.

## **5 Working Groups**

### **6.1 TALQAC Review of Honours Programs**

The Committee received and briefly discussed the draft report which will be forwarded to the School of Historical Studies, Department of Zoology, Department of Mathematics and Statistics,

Department of Economics, Surgery – Austin Health and Northern Health for their response. In discussing the draft report it was suggested that in addition to documentation on the access to and availability of Department facilities and support for honours students, Recommendation 2 be expanded to include the incorporation of clear information on the grievance and appeals processes. The discussion also noted that, as honours programs are deeply embedded at the Department level, better clarity is needed about how Faculties assure the quality of honours programs, and monitor consistency of standards and practice across Departments and programs. Members agreed to amend the Report and recommendations to incorporate these two points.

It was also agreed that, as part of TALQAC's interests in sharing good practice, a checklist of items and issues arising from the report and recommendations (such as those about information to be provided to honours students and examination processes), should be incorporated into the Committee's Course Evaluation Guidelines.

The final report incorporating the Department responses will be discussed at the February/March 2008 meeting of TALQAC prior to its presentation to Academic Board.

### **6.2 New Generation Degrees Working Group**

Meetings for this Working Group have been deferred to April 2008.

### **6.3 ABP Review Group**

The Committee received the TALQAC Architecture, Building and Planning (ABP) Course Review Report and the formal response provided in two parts by the Faculty; Part I an overview of actions to date and Part II a revised report with timelines for actions and the staff responsible. The ABP response was presented by Professor Goad, Acting Dean.

Professor Goad acknowledged that the thrust of the TALQAC report was accurate and timely as the Faculty had possibly not been as methodical in establishing strategies for improvements in the QA of teaching programs. To counter the low QoT scores achieved by the Faculty, new tutors will be paid to attend the Faculty Tutor Induction Program and lecturers achieving low QoT scores will be required to complete the Graduate Certificate in University Teaching delivered by the CSHE. Professor Goad noted that the Industry Experience component, a highlight of the program, has been in operation for a number of years however in line with TALQAC's recommendations the Faculty would look at further refining the process to assist students in accessing quality placements.

Professor Goad outlined for the Committee the specific measures currently in place as well as strategies for further improvement in 2008, planned by the Faculty of Architecture, Building and Planning.

Members requested and the Faculty has agreed to provide a Faculty Action Plan at the February 2008 meeting of TALQAC. The TALQAC ABP Review Group recommended that a progress report on actions taken and outcomes be provided through the Dean as part of the Faculty's 2008 Vice-Chancellor's Performance Review. A follow-up meeting will occur in Semester II 2008 to enable the TALQAC Working Group to review ABP's progress in implementing new policies and procedures and to undertake a number of focus groups with students. At this time the Faculty will provide a brief self-assessment of teaching quality and progress on issues raised in the report. TALQAC endorsed the current measures undertaken as well as plans for 2008 and beyond and recommended that this form part of the Committee's report to Academic Board.

### **6.4 Quality of Teaching Survey Working Group**

The Committee received the Phase I Report from the Quality of Teaching Working Group outlining the methodology employed by the group and recommendations encompassing measures to improve policy and administration, effectiveness of the survey, enhanced student and staff engagement with the instrument as well as planning for Phase II which will examine ways in which the current instrument might be redeveloped in view of the move to the Melbourne Model and in response to the AUQA review. The Phase II report will be presented to Academic Board in Semester II 2008. The Working Group reiterated that with the implementation of the Melbourne Model, it is vital to utilise the current QoT instrument in the short term to create comparable data.

In terms of methodology, a series of structured interviews were conducted with academic and professional staff as well as students to elicit information on current practice in the areas of administration of the survey, communication of survey results to staff and students and utilisation of the results to improve the quality of teaching. Examples of additional questions was sought from Departments utilising this approach to glean specific information.

Feedback revealed a range of practices in place, areas where better practice will enhance the use of the current questionnaire and a number of examples of best practice as well. A recurrent theme was a sense of the lack of engagement with the QoT process from both students and staff with some instances where results were not made routinely available to staff or not discussed/utilised in a manner conducive to the improvement of the quality of teaching.

Four major recommendations were detailed in the report in relation to the:

1. improvement of QoT Policy, proper conduct of the survey and the provision of resources to staff
2. enhancement of staff engagement with the survey and improvement of the efficiency and effectiveness of the current instrument
3. Improvement of student engagement and the effectiveness of the survey
4. Planning for redevelopment of the QoT Survey in light of the move to the Melbourne Model

TALQAC approved the final Phase I Report and will seek Academic Board endorsement of the recommendations outlined in the report.

### **6.5 Student Advice Quality Assurance Design Working Group**

There was no discussion under this item.

### **6.6 Examinations Working Group (EWG)**

The Committee received and noted the EWG Report. Mr Fijn noted that in relation to the point '*only Faculty approved calculators permitted*' the point should be clarified further explaining that staff need to define the limits of the capabilities of calculators prior to approving their use in an examination. Associate Professor Guillemin to take this feedback to EWG.

### **6.7 TALQAC/TALDEC Working Group on Support Technology for Academic Honesty and other QA/IT Activities**

There was no discussion under this item.

## **7 For Information**

Members received the TALQAC 2008 meeting dates.

## **8 Other Business**

There was no discussion under this item.

## **9 Next Meeting**

The first TALQAC meeting for 2008 will be held from 2:15-4:15 pm on Thursday, 14 February 2008 in Room 201, Level 2, Old Physics.

The meeting closed at 4:20 pm.