THE UNIVERSITY OF MELBOURNE

TEACHING AND LEARNING QUALITY ASSURANCE COMMITTEE

SCHEDULE OF PROJECTS 2008-2010

TALQAC has a broad responsibility on behalf of Academic Board for oversight of quality assurance in teaching and learning. As part of its responsibilities TALQAC reviews and evaluates teaching and learning of award courses and associated student support services and programs, and develops policy and procedures around particular aspects of quality assurance in learning and teaching. In the transition to the new Melbourne Model, TALQAC has a particular role in relation to continuing quality assurance of degrees being taught out, but also holds responsibility for developing appropriate quality assurance mechanisms for the New Generation degrees commencing in 2008.

The purpose of this paper is to identify a range of priorities for the Committee, and to determine a schedule of work over the next three years. Its scope covers projects continuing from 2007, a review of its own procedures and operations, and development of new procedures, to ensure practices align with the Melbourne Model, that is, with the six new generation bachelor degrees and graduate professional courses.

Continuing Projects

Review of Fourth Year Honours Programs

A limited review of selected fourth year honours programs was undertaken during the second half of 2007. The draft report was discussed at the November 2007 meeting, with the final report scheduled for consideration at the March 2008 meeting.

ABP Postgraduate Course Review

A review of the Faculty of Architecture Building and Planning's coursework programs was undertaken in 2007 as part of TALQAC's regular review cycle of teaching and learning quality assurance. The review had a particular focus on understanding how QA processes could be sustained and adapted in the faculty's transition into the Melbourne Model. The review report was considered by TALQAC in November 2007. The faculty has been requested to develop an action plan to address the recommendations made in the review, and to provide a report on progress mid year 2008. Student focus groups are also to be held in the second half of 2008 to seek input from students on course and procedural changes that have been implemented.

Evaluation of New Generation Degrees

A working group was established in late 2007 to examine key aspects of New Generation degrees. There are four phases to its work: first, to design an evaluation strategy for quality assurance of new generation degrees, and subsequently to conduct an evaluation of three key aspects, that is Breadth Requirements, Engagement and Enrichment.

Quality of Teaching 'Enhancement' Project

The TALQAC Quality of Teaching Survey Working Group (QOTSWG) was formed with the broad objective of finding ways to enhance and further develop the effectiveness of the QoT. The work of the group has been divided into two main phases: (1) Enhancing the use of the current questionnaire; and (2) Considering the need for, and redevelopment of, the Quality of Teaching survey in light of the move to the Melbourne Model, and in response to the AUQA review of the University that ways should be found to evaluate separately the contributions of different teachers in a subject. In early 2008 the working group, together with the University Planning Office, will be reviewing policy and administrative guidelines. Work on Phase 2 will commence later in 2008.

Review and Re-Development of Current Processes

Course Review Policy, Procedures, Guidelines, Timetable

TALQAC course reviews were suspended in 2007 to take account of the volume of work being done in faculties on curriculum design and development in the transition to the Melbourne Model. The Committee now needs to review and revise its policy and procedures, and its *Guidelines for course evaluation by faculties* to ensure they are well aligned with the goals and objectives of the Melbourne Model and University's *Learning and Teaching Plan* and *Growing Esteem* – that is, to adequately reflect the needs of undergraduate and postgraduate, continuing and New Generation courses, and to include appropriate reference to Knowledge Transfer, pathways, learning technologies such as the LMS, and students' cohort experiences. Particular provision needs to be built in to procedures and guidelines to ensure that QA of continuing degrees – a special responsibility of TALQAC – is maintained. Processes and guidelines also need to be expanded in 2010 to take account of issues related to transition of the first intake of Melbourne Model graduates into graduate professional programs in 2011.

As part of its review of procedures for course reviews TALQAC will introduce reviews of different levels of intensity ranging, for example, from 'light touch' reviews for some courses and major reviews for others. 'Light touch' reviews, for example, will be desk-top analyses of process and outcomes to be conducted by one or two TALQAC members; regular reviews, much like previous course reviews will be conducted for some courses, and high level reviews chaired by an Academic Board officers with a panel including international expert reviewers are to be introduced for others.

The schedule for 2008 to 2011 is set out below:

2008	2009	2010	2011
ABP review of progress *(follow-up student focus groups)* Engineering, UG VCA, UG Dental Science, UG	Arts postgraduate coursework Education undergraduate and postgraduate *(international)* Physiotherapy *(desktop)* Bachelor of Music (continuing and NG) *(desktop)*	Science undergraduate and postgraduate *(international)* Law postgraduate coursework Engineering postgraduate Bachelor of Environments *(international)*	Economics and Commerce undergraduate *(desktop)* Bachelor of Arts (NG) Behavioural Science postgraduate

It may be necessary for TALQAC to co-opt senior academics from outside the Committee members to assist in selected reviews. The credibility of the review process and on quality and improvement processes relies heavily on the engagement of senior academics from the University community.

'Best Practice' Website

TALQAC's course reviews have uncovered a range of excellent practices and procedures adopted by faculties to ensure the quality of teaching and learning. It has been proposed that, as part of TALQAC's collegial responsibilities to share commendable practice, a dedicated website should be developed to describe and link to examples of good practice. Further discussion will take place on how this can be done and where it will be hosted.

Proposed Schedule of Work 2008

A timetable for 2008 is set out below. Further details are to follow for 2009 and 2010.

Semester	Project	Timetable
2008, Semester 1	Review of fourth year honours program.	March 2008: Final report and recommendation to TALQAC and Academic Board.
2008, Semester 1	Develop evaluation strategy for New Generation degrees (Breadth, Engagement, Enrichment).	April 2008: Establish evaluation working group. June 2008: Evaluation framework/ design to TALQAC and Academic Board.
2008, Semester 1	Identify QA and evaluation processes for postgraduate award courses	April 2008: Establish evaluation working group. May 2008: Report on evaluation design to TALQAC and Academic Board.
2008, Semester 1	Review course evaluation guidelines, procedures to ensure relevance to continuing courses as well as New Generation undergraduate and postgraduate award courses.	April 2008: Establish evaluation working group. May 2008: draft policy, procedures and evaluation guidelines to TALQAC. June 2009: final procedures to TALQAC and Academic Board.
2008, Semester 1	QoT enhancement project. Completion of Phase 1 (review of policy framework, administrative arrangements, development of library of questions, staff engagement).	February 2008: approval of new question to enable separate evaluation of Breadth. April 2008: library, revised policy framework and procedures.
2008, Semester 2	Course reviews: • Engineering, Undergraduate courses. • VCA, Undergraduate courses • Dental Science, Undergraduate courses.	May 2008: determine scope of reviews. June 2008: appoint Review Panels. July-August 2008: Undertake reviews September 2008: draft report to TALQAC. October 2008: final report to TALQAC and Academic Board.
2008, Semester 2	Progress report, Architecture Building and Planning, review of coursework programs 2007. Student focus groups.	April 2008: TALQAC to consider action plan following 2007 review. August 2008: conduct student focus groups. September 2008: ABP Progress report to TALQAC.
2008, Semester 2	Evaluation of New Generation degrees: Phase 1: Breadth subjects	July 2008: Review of available data, schedule interviews. October 2008: draft report to TALQAC. November 2008: final report to TALQAC and Academic Board.
2008, Semester 2	QoT enhancement project, Phase 2 (redevelopment of instrument to meet Melbourne Model requirements).	May 2008: project outline and schedule. September 2008: draft recommendations to TALQAC. October 2008: final report to TALQAC and Academic Board.
2008, Semester 2	*Best Practice* website(subject to funding).	April 2008: Invitation to faculties to submit examples of good practice. May 2008: survey of international examples. May-June 2008: assessment of examples for inclusion on website

Semester	Project	Timetable
2009	Course reviews • postgraduate coursework, Arts. • undergraduate and postgraduate courses, Education. • undergraduate Physiotherapy teachout. • Bachelor of Music (continuing and New Generation).	
2009	Evaluation of New Generation degrees: Engagement.	
2010	Course reviews • undergraduate and postgraduate courses, Science. • postgraduate coursework, Law. • postgraduate coursework, Engineering. • Bachelor of Environments.	
2010	Evaluation of New Generation degrees: Enrichment.	
2010	Review of course evaluation guidelines to ensure adequate QA processes for transition to graduate schools.	