



Published on *UQ Policy and Procedures Library* (<https://ppl.app.uq.edu.au>)

[Home](#) > [Annual Programs, Plans and Courses Quality Assurance - Procedures](#) > Annual Programs, Plans and Courses Quality Assurance - Procedures

Curriculum and Teaching Quality and Risk Appraisal - Procedures

**Document Number:**

3.30.04b

Topic:

[3.30.04 Annual Programs, Plans and Courses Quality Assurance](#) [3]

Approval Authority:

Academic Registrar

Last Approval Date:

Monday, May 23, 2016

Review date:

Thursday, May 23, 2019

Evaluation Timeframe:

3 Yearly Review

Audience:

All Staff

All Students

Document Web Links:

[PPL 3.30.03 Curriculum and Teaching Quality and Risk Appraisal and Academic Program](#)

[Review](#) [4]

[PPL 3.30.05 Academic Program Review](#) [5]

[PPL 3.30.06 Review of Generalist Degree Programs](#) [6]

[The University of Queensland Strategic Plan](#) [7]

[TEQSA Risk Assessment Framework](#) [8]

[CTQRA dashboard](#) [9]

Notes:

May 2016: Major review to incorporate new Curriculum and Teaching Quality and Risk Appraisal process.

1. Purpose and Objectives

These procedures enact [PPL 3.30.03a Curriculum and Teaching Quality and Risk Appraisal and Academic Program Review - Policy](#). [10].

2. Definitions, Terms, Acronyms

Academic Program Review (APR) – 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.

Curriculum and Teaching Quality and Risk Appraisal (CTQRA) – An annual process designed to:

1. Support access to data for an annual appraisal of curriculum, teaching and program quality and risk
2. Determine teaching and learning focused priorities
3. Meet institutional regulatory obligations.

CTQRA is guided by UQ internal and external quality and risk indicators in conjunction with contextualisation from schools and faculties to manage curriculum and teaching alignment to the University Strategic Plan.

Generalist degree – Degree programs in which students can complete a significant proportion of the degree by undertaking courses offered by faculties other than that administering the program.

ITaLI – Institute for Teaching and Learning Innovation

Program owner – Faculty or other unit that owns the program.

TEQSA – Tertiary Education Quality and Standards Agency.

3. Procedures Scope/Coverage

These procedures apply to all staff and are relevant to all courses and programs taught and delivered from or at The University of Queensland.

4. Procedures Statement

The aim of the CTQRA process is to ensure that the programs and curricula are reviewed annually. The CTQRA process enables a focused evidence-based reflection on the overall quality of all teaching programs and courses. Internal and external standards and benchmarks as appropriate, such as the Go8 benchmarks and TEQSA's Risk Assessment Framework ^[8] provide sources of evidence to inform the process.

The purpose of CTQRA is to:

- Provide contextualised information regarding curriculum, teaching and program quality and risk in four categories: viability, quality, outcomes and structure.
- Identify the strengths and weaknesses of teaching and learning at UQ at the program and course levels, both to allow for recognition and reward as well as supporting development needs.
- Enable evidence-based reflection and feedback about curriculum design and teaching in programs and courses.
- Centralise the collection of feedback and plans detailing proposed improvement strategies and the timelines to address them.
- Enable annual consolidation and review of feedback, as well as assessing the effectiveness of improvement strategies.
- Contribute to quinquennial cycles of Academic Program Reviews.
- Improve the robustness of data to inform and monitor teaching enhancement strategies.

5. Responsibility and Timing

The CTQRA process must be conducted annually by faculties and schools. The process must be overseen by the Associate Dean (Academic) (ADA) in consultation with the Executive Dean and Heads of School, supported by the Faculty Teaching and Learning Committee and School Teaching and Learning Chairs.

The risk reports must ensure that teaching and learning indicators are considered across programs and courses on an annual basis. The data must be used to identify areas of concern that can be further investigated and contextualised at faculty or school level.

1. 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.
2. 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.
3. ADAs and Heads of School under the guidance of the Executive Deans must review the relevant dashboards and reports to contextualise the data and modeled risk. 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 feedback form where appropriate. This stage of the process will be completed prior to the commencement of Semester two. ITaLI staff must then collate the feedback and action plans from the consolidated faculty reports.
4. In stage two of the process consolidated faculty reports must be approved by the Executive Dean prior to endorsement by the Deputy Vice-Chancellor (Academic) (DVCA) as the Chair of the University Teaching and Learning Committee. These consolidated faculty reports can be used for reward and recognition. The CTQRA annual process must be completed by the end of November each year.
5. 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.

6. Analysis of the CTQRA

The University's risk management framework will provide a standardised approach to assessing risk at any level of the organisation. In addition to this framework, the analysis must also be guided by TEQSA's Risk Assessment Framework.

The analysis must include a short and focused review of the dashboards and reports, which contain data on student demand, retention, success, satisfaction, and graduate destinations across programs and courses. Relevant organisational units must contextualise the at- or increasing-risk programs and courses identified in the reports and evaluate areas for improvement, as well as the proposed strategies, activities and timelines to address these.

7. Core Teaching and Learning Risk Indicators

Dashboards and reports will be available to faculties and schools in conjunction with an online feedback mechanism. The dashboards must provide trending information integrated with flags and indicators to define neutral-, minimal-, increasing- and at-risk courses and programs.

Reports will provide, but are not restricted to, the following core teaching and learning risk indicators:

Program risk indicators:

- Market share of QTAC 1st preferences (OP1-5)
- Student load as measured by EFTSL
- Domestic student institutional retention
- International student institutional retention
- Full-time employment after graduation
- Student satisfaction
- Pass rate
- On-time completion

Course risk indicators:

- Student enrolments
- Pass rate
- SECaT response rate
- Mean SECaT response on each of questions 1 – 8

Programs and courses flagged as minimal-, increasing-, and at-risk must be investigated and contextualised using the detailed Program and Course Reports. Where appropriate, suitable strategies must be developed and implemented and may include one or a combination of the following:

- Awards and recognition
- Staff professional development
- Curriculum redesign
- Management activities.

8. The CTQRA Process

The process will be structured around defined reporting which includes actions, monitoring and assessment of effectiveness.

8.1 Instruments

- **Consolidated program and course quality dashboards** will provide executive-level overviews to facilitate high-level analysis. The dashboards will present relevant information at the University, faculty, school, program and course levels.
- **Indicators** will identify neutral-, minimal-, increasing-, and at-risk programs and courses. These indicators are based on trend data, KPIs and internal benchmarking data, and will be aligned with the teaching and learning risk factors in TEQSA's Risk Assessment Framework.

8.2 Annual implementation

The annual implementation must include the following steps:

- 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/> [9]. 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.

Workflow State:

Approved

Evaluation Method Details:

Teaching and Learning Committee endorsement - 13 April 2016
 Academic Board endorsement - 16 May 2016
 Academic Registrar approval - 23 May 2016

Approval Text:

Approved by Academic Registrar on 23 May 2016.

Editors:

Mr Diego Rodriguez Perez
 Mrs Jennifer Bjarnesen
 Ms Lauren Curnow

Custodians

Pro-Vice-Chancellor (Teaching and Learning) Professor Doune Macdonald
pvctl@uq.edu.au [11]

2738 reads [Subscribe to: This Procedures document](#) [12]

Source URL (retrieved on 2022-02-08 11:50): <https://ppl.app.uq.edu.au/node/560/visions/4969/view>

Links:

- [1] <https://ppl.app.uq.edu.au/print/node/560/visions/4969/view>
 [2] <https://ppl.app.uq.edu.au/printpdf/node/560/visions/4969/view>
 [3] <https://ppl.app.uq.edu.au/content/3.30.04-annual-programs-plans-and-courses-quality-assurance#Procedures>
 [4] <http://ppl.app.uq.edu.au/content/3.30.03-curriculum-and-teaching-quality-appraisal-and-academic-program-review>
 [5] <http://ppl.app.uq.edu.au/content/3.30.05-academic-program-review>
 [6] <http://ppl.app.uq.edu.au/content/3.30.06-review-generalist-degree-programs>
 [7] <http://www.uq.edu.au/about/planning>
 [8] <http://www.teqsa.gov.au/regulatory-approach/risk-assessment-framework>
 [9] <http://www.uq.edu.au/teach/ctqra/>
 [10] <https://ppl.app.uq.edu.au/content/3.30.03-curriculum-and-teaching-quality-appraisal-and-academic-program-review#Policy>
 [11] <mailto:pvctl@uq.edu.au>
 [12] <https://ppl.app.uq.edu.au/notifications/subscribe/9921/thread/nid/560?destination=node%2F560%2Fvisions%2F4969%2Fview>