UTAS College Quality Assurance

Introduction

A three year pilot programme of co-delivery of UTAS Units with senior secondary colleges is currently entering its second year. The UTAS College Co-Delivery Programmes offered in 2009 are listed in Appendix A. Not all of these programmes involve co-delivery although all will involve Teaching and Learning Quality Assurance. The emphasis in this report and plan as required by Senate meeting of March 6, 2009 is on UTAS College co-delivery where programmes are linked to comparable programmes offered in Colleges.

Critical points for Quality Assurance include:

- Equitable access/duty of care “All students must have equitable access academic and other support regardless of the campus at which they are located” (University Council 21 May, 2004);
- Enrolment and admissions ensuring eligibility and information provision;
- Quality of teaching and learning governed by course and unit approvals; staff appointment, support and staff development; assessment and evaluation; and
- Communication and collaboration with secondary college partners.

Existing QA processes relevant to co-delivered units:

<table>
<thead>
<tr>
<th>Quality Assurance Area</th>
<th>Relevant Policy/Procedures</th>
<th>Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enrolment</td>
<td>Admission and student progress (Rule 3)</td>
<td>Director, Student and Academic Services, Dean or Head of School</td>
</tr>
<tr>
<td>Unit approval:</td>
<td>New Course Proposals (Teaching and Learning Quality Assurance Manual)</td>
<td>Faculty Teaching and Learning Committee</td>
</tr>
<tr>
<td>Minor amendment (change in</td>
<td>Guidelines on administration and Management of Units</td>
<td>Associate Deans Teaching and Learning</td>
</tr>
<tr>
<td>assessment practice/criteria;</td>
<td></td>
<td>University Teaching and Learning committee and Academic Senate</td>
</tr>
<tr>
<td>change in contact hours less</td>
<td></td>
<td></td>
</tr>
<tr>
<td>than + or – 20%; change in</td>
<td></td>
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<tr>
<td>delivery teaching pattern;</td>
<td></td>
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<tr>
<td>change in syllabus; change in</td>
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<tr>
<td>unit code or title )</td>
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<td></td>
</tr>
<tr>
<td>Significant amendment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student support/services</td>
<td>Teaching and Learning Quality Issues Related to the Multi Campus Nature of the University of Tasmania</td>
<td>Head of School</td>
</tr>
<tr>
<td></td>
<td>Code of Conduct for Teaching and Learning</td>
<td>PVC Students and Education</td>
</tr>
<tr>
<td></td>
<td>Draft First Year Student Experience Policy</td>
<td></td>
</tr>
<tr>
<td>Teaching staff</td>
<td>Honorary, Visiting Clinical and Adjunct Appointments</td>
<td>Head of School</td>
</tr>
<tr>
<td></td>
<td>Code of Conduct for Teaching and learning</td>
<td></td>
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<td></td>
<td>Sessional Teaching at the University of Tasmania</td>
<td></td>
</tr>
<tr>
<td>Assessment</td>
<td>Academic Assessment (Rule 2) (Assessment Policy under review)</td>
<td>Head of School</td>
</tr>
<tr>
<td>Evaluation</td>
<td>Course reviews (Teaching and Learning Quality Assurance Manual) SETL (policy under review)</td>
<td>Head of School</td>
</tr>
</tbody>
</table>

Issues:

- Consistency of decision making across UTAS Schools
- Academic support for College teachers
- Application of SETL to co-delivered units
- TCE equivalence in assessment
- Risk management (Risk Management Policy)
<table>
<thead>
<tr>
<th>Quality Assurance Area</th>
<th>University Requirement</th>
<th>Issue</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enrolment</td>
<td>Applicants are eligible for admission to an undergraduate course if the applicant satisfies the general entrance requirements of the University; and any course specific requirements approved by Academic Senate unless the responsible dean decides otherwise. A person must not undertake any course or unit without being enrolled. Enrolments must be made to the Director Student and Academic Services in writing on the prescribed form or in a manner prescribed by the Director Student and Academic Services. All enrolments require the written approval of the relevant dean (and the Head of School responsible for teaching the unit if the Faculty does not teach it). University administrative systems are designed to ensure that prospective students have appropriate access to accurate information about University courses and support services; - the selection and enrolment of applicants in courses is based on merit and follows approved and advertised criteria and processes; and that students records are appropriately managed including maintenance of student confidentiality/privacy.</td>
<td>Students in secondary colleges do not meet general admission eligibility but are admitted under the “other” category technically covered by the discretion of the responsible dean. Accurate information for UTAS enrolled college students. There may be a need for a selection process for college students. Appropriate information for students needs to be publicly available. Given that parent access to student information is inherent in College systems and that Colleges are educational partners with UTAS in regard to UTAS College enrolled students, the issue privacy/confidentiality of information for UTAS enrolled College students needs to addressed.</td>
</tr>
</tbody>
</table>

**QA Plan 2009**

- Common information to be developed across all UTAS College offering available in hard copy and on the UTAS College website
- Student Centre staff will accompany academic staff on initial visits to Colleges. These staff members will outline rights and responsibilities and facilitate enrolment procedures
- Enrolment forms will include College Principal and Parent/Guardian permission signatures and student permission to disclose results to their College.
- Formal sign-off of UTAS enrolments as the “other” category by the Dean
- Other issues to be resolved with student admissions and Associate Deans Teaching and Learning and TQA where relevant:
  - The level of award programme into which students enter;
  - Which units can count towards TCE
  - How many units can count towards TCE
  - What is an appropriate load for students to attempt and maximum numbers of units, considering recommendations from FT&LC
  - Mutually exclusive programmes or units
  - Is there a limit on HECS waivers
  - Guaranteed withdrawal without academic penalty and the consumption of SLE
  - Release of results given the differing timelines for programmes
- A interim 2009 report to be developed for the UT&LC Committee and Senate
## Unit approval:

Minor amendments to units are approved by the Faculty Teaching and Learning Committee. Significant amendments must also be approved by the University Teaching and Learning Committee and Academic Senate. Units delivered in the pilot programme can be seen to require minor amendments to the unit delivery (given the credit given to the TCE course work at the discretion of the Dean – extrapolated from Rule 3- Admission and Student Progress, credit granted to enrolled students on the basis of studies completed)

If it is deemed that the unit offering to College students is sufficiently different from that offered to/experienced by other UTAS enrolled students in the same unit, it may be necessary for a distinct unit to be accredited which will involve standard teaching and learning quality assurance processes for new units culminating in approval by Academic Senate.

Given the scale and scope of the co-delivery model proposed, it may be prudent to present the programme to Academic Senate for approval.

### QA Plan 2009

- Process for determining the equivalence of units offered through the UTAS College Programme and those offered to UTAS online and on campus first year students to be established with the Associate Deans Teaching and Learning including but not limited to an analysis of unit outlines and assessment. Appropriate format of documentation to be determined as part of the process.

- Process for establishment of new units/unit codes to be developed if significant difference in student outcomes is identified.

- A interim 2009 report to be developed for the UT&LC Committee and Senate.

### Student support/services

The University provides a wide range of support services to assist students to access and participate in courses, to enhance their learning experiences and opportunities for academic success, and to encourage their career development. The University has a general duty to ensure that students are advised of and have reasonable access to the services published as part of the University's offerings. Services provided include programmes:

- for all students aimed at encouraging self-reliance and life-long learning skills;
- targeting the needs of specific student groups, such as transition support programmes for first-year students including orientation and mentoring, and support services for disadvantaged students including disability advisory services;
- focusing on health and well-being.
- Other services offered to students include careers, counselling, religious.

In the same way that the university seeks to provide equitable student services for online students, the university will need to be clear about the way it provides services for UTAS enrolled students in secondary colleges.
QA Plan 2009

Appropriate level of student services offered to UTAS College students identified by PVC Students and Engagement in consultation with UTAS Student Services Staff in collaboration with College staff
UTAS College student orientation and transition support programme to be piloted with at least one College in 2009.
Evaluation of the programme to be used to develop recommendations for second phase piloting in 2010
A interim 2009 report to be developed for the UT&LC Committee and Senate

Teaching staff

Sessional staff are defined as “university teaching staff who are employed on a casual basis or engaged in an honorary capacity” (Sessional Teaching at the University of Tasmania.)
Honorary, Clinical or Adjunct titles may be conferred upon persons who contributing to the Teaching and or research programmes or to community and outreach programmes of the University with the university but does not receive remuneration.
Honorary Associates (Lecturers or Fellows) are appointed by the Dean of an appropriate Faculty on the recommendation of the relevant Head of School for a period up to three years.
Appointments must adhere to strict criteria. An abbreviated CV should accompany the request to appoint.
Honorary title holders have the same privileges as full time academic staff (excluding worker’s compensation)
The university requires that all sessional staff should have:
- A clear understanding of their duties and responsibilities as outlined in their letter of honorary appointment;
- A point of contact when they require assistance or information;
- An induction process;
- Staff development; and
- Access to facilities and resources.
The appointment process needs to be developed. Models for this development can be found in the processes developed for:
- Clinical appointments and/or employing sessional staff (School specific)
A Specific induction process and UTAS staff contact(s) for sessional/honorary associate teacher support are required
The appointment of College Honorary Associates will help to fulfill the requirement for students to also have access to staff apart from scheduled lectures and tutorials although arrangements for contact with Faculty staff will still need to be made.
Appointment and induction processes are required.
A process to manage and maintain relationships is required.

QA Plan 2009

Point of contact for College staff to be advertised in all information, hard copy and online
The position of Associate Professor UTAS College will be responsible for establishing a process to manage and maintain relationships
Initial development of College staff duties from the University perspective and recommended induction process established with Associate Deans Teaching and Learning
Proposal for honorary appointment will be developed (including identifying/distinguishing paid work)
Consultation with College staff to address:
- Their role in the UTAS College Programme;
- Recognition through honorary appointment or alternative;
- Induction/Staff development required
| Access to facilities and resources | The code of conduct for teaching and learning indicates that assessment requirements will be consistent with published unit outlines and therefore linked with course and unit objectives as well as with realistic workload expectations for students.

The amount of credit given for TCE linked subjects and assessment for extension work should be consistent with unit objectives and outlines. It is appropriate that this is clearly documented and communicated.

The University states that at all times information will be confidential - release outside university can only be made with student consent - this needs to be considered in view of the collaborative nature of the partnerships with Colleges.

UTAS Schools should ensure that sessional staff who mark work are provided with marking schemes and understand criteria and standards for assessment.

UTAS Schools will need to ensure that there is moderation of grades when marking undertaken by more than one person. |
|------------------------------------|----------------------------------------------------------------------------------------------------------|
| Assessment                         | A student enrolled in a unit is to be assessed in accordance with rules made by Academic Senate. Assessors may use any or all of the following methods of assessment:

- Formal exams written or oral tests
- Assessment of student performance including performance in a laboratory or tutorial class and in written assignment and
- Any other form of assessment approved by the relevant teaching and learning committee and Academic Senate.

Assessors are the Head of School and one or more people appointed by the Head of School.

Units usually have 2-3 assessment tasks.

Students are subject to the same rules for pass/failure special consideration special assessment arrangements, advice as to progress and review as all other enrolled students.

(assessment policy and procedures under review given the move to Criterion Referenced Assessment) |
| QA Plan 2009                       | Process for determining the equivalence of units offered through the UTAS College Programme and those offered to UTAS online and on campus first year students to be established with the Associate Deans Teaching and Learning including but not limited to an analysis of unit outlines and assessment. Appropriate format of documentation to be determined as part of the process.

The model for moderation of grades developed in 2008 to be documented and tested in 2009 by individual UTAS Schools.

Consultation with College staff to address:

- Assessment of units where extension of TCE is used (including appropriateness of additional exams);
- Criterion referenced assessment (College assessment and UTAS assessment)
- Withdrawal without Academic Penalty

A interim 2009 report to be developed for the UT&LC Committee and Senate |
| Evaluation                          | The university provides for course reviews and SETL (Student Evaluation of Teaching and Learning) at least once every three times the unit is offered if continuously offered or once every two offering if not consecutive.

Pilot programmes usually require evaluation for example the University’s Teaching and Learning Committee accepted interim quality assurance standards for online units in mid 2001 then |
<table>
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<tbody>
<tr>
<td>Arrangement for SETL administration to students in Colleges is required</td>
<td></td>
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<tr>
<td>Programme evaluation is required</td>
<td></td>
</tr>
</tbody>
</table>
subjected those standards to test and review and consultative process in second semester before the Current Standards for Online Delivery were accepted by the University.

**QA Plan 2009**

Required amendments to the standard SETL format will be discussed with University and College teaching staff. The form of SETL to be piloted with UTAS College co-delivery unit, which may involve a different or revised instrument, will be approved by the Associate Deans Teaching and Learning.

The Associate Deans Learning and Teaching will consider development of documented QA standards for co-delivery using the Standards for Online Delivery as a model for Online Delivery.

Overall Program evaluation and key research questions will be developed collaboratively with UTAS and College Teaching Staff.

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**Risk Management**

The University Risk Management Policy requires that six major areas of risk be considered:

- **Duty of Care** - owed to all students in respect of their personal safety and learning activities both on and off campus. Owed to all employees (Workcover not applicable to honorary appointments)
- **Service Delivery** – the risk associated with below standard or non-delivery of committed service:
- **Managing Resources** – risk associated with provision of information, financial services
- **Managing Relationship** – risk associated with managing communication with all levels of government, community, key stakeholders and internal:
- **EDGE objectives** – the risk of not achieving the university's reputation people and position goals as described in EDGE2; and
- **Compliance** – to statutory requirements

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**QA Risk Management 2009**

Seek advice from the Governance and Legal Department regarding risk management and the need to register risk separately.

Development of the second stage of the three year pilot program and the overarching program evaluation will consider the six major areas of risk.

In order to build and manage the relationship with Colleges and college staff:

- Facilitator positions will be identified within UTAS;
- A report on the progress of the pilot will be made to College Principals;
- Recognition events will be hosted by the VC for involved College and UTAS staff at Hobart and Launceston; and
- A symposium or forum will be held for involved and interested staff in Hobart and in Launceston where QA issues will be systematically addressed as indicated above.
## Appendix A: UTAS College Programmes 2009

<table>
<thead>
<tr>
<th>Program</th>
<th>Delivery</th>
<th>Units involved</th>
<th>Max Unit Enrolment for Program</th>
<th>HECS</th>
<th>International Fee</th>
<th>UTAS result based on TQA result and extension work</th>
<th>UTAS result sent to TQA</th>
<th>Counts to TE score</th>
<th>UTAS result</th>
<th>Level of Award</th>
<th>Withdrawal after the census date</th>
</tr>
</thead>
<tbody>
<tr>
<td>HAP commenced 2004</td>
<td>UTAS staff on campus</td>
<td>Varies</td>
<td>2</td>
<td>Waiver</td>
<td>Waiver</td>
<td>Y</td>
<td>N</td>
<td>Y - limited to two units</td>
<td>Y</td>
<td>Bachelor</td>
<td>Guaranteed WW</td>
</tr>
<tr>
<td>Latin commenced 2007</td>
<td>UTAS accreditation and QA of College staff delivered within Colleges</td>
<td>HLT101, HLT102</td>
<td>2</td>
<td>Waiver</td>
<td>Student Pays</td>
<td>Y</td>
<td>N</td>
<td>Y</td>
<td>Y</td>
<td>Associate Degree</td>
<td>Guaranteed WW</td>
</tr>
<tr>
<td>Prelude commenced 2003</td>
<td>UTAS staff on campus</td>
<td>Varies</td>
<td>6 over two years, limited to 1 in first semester of study and max of 2 per semester</td>
<td>Waiver</td>
<td>Student Pays</td>
<td>Y</td>
<td>N</td>
<td>Y</td>
<td>Y</td>
<td>Bachelor</td>
<td>Guaranteed WW</td>
</tr>
<tr>
<td>Overture commenced 2003</td>
<td>UTAS accreditation and QA of College staff delivered within Colleges</td>
<td>Varies</td>
<td>4 over two years, limited to 1 in first semester of study and max of 2 per semester</td>
<td>Waiver</td>
<td>Student Pays</td>
<td>Y</td>
<td>N</td>
<td>Y</td>
<td>Y</td>
<td>Bachelor</td>
<td>Guaranteed WW</td>
</tr>
<tr>
<td>Music Development commenced 2006</td>
<td>UTAS staff on campus</td>
<td>Varies</td>
<td>4 over two years, limited to 1 in first semester of study and max of 2 per semester</td>
<td>Waiver</td>
<td>Student Pays</td>
<td>Y</td>
<td>N</td>
<td>Y</td>
<td>Y</td>
<td>Associate Degree</td>
<td>Guaranteed WW</td>
</tr>
<tr>
<td>College Language Program commenced S2, 2008</td>
<td>TCE curriculum taught by College staff, extension curriculum taught by UTAS staff</td>
<td>HMC101, HMC102</td>
<td>2 per year or 4 with College support</td>
<td>Waiver</td>
<td>Student Pays</td>
<td>N - TQA assessment</td>
<td>Y</td>
<td>College enrolment in pre-tertiary language counts. Extension work does not affect TE Score</td>
<td>Y</td>
<td>Associate Degree</td>
<td>Guaranteed WW</td>
</tr>
<tr>
<td>Chinese Language Program Scotch Oakburn commenced S1, 2009</td>
<td>UTAS staff within College</td>
<td>HMC101, HMC102</td>
<td>2 per year</td>
<td>Waiver</td>
<td>Student Pays</td>
<td>Y</td>
<td>N</td>
<td>Y</td>
<td>Y</td>
<td>Associate Degree</td>
<td>Guaranteed WW</td>
</tr>
<tr>
<td>Performing Arts Conservatorium commenced S2, 2008</td>
<td>TCE curriculum taught by College staff, extension curriculum taught by UTAS staff</td>
<td>FCP110, FCP120</td>
<td>1 per year</td>
<td>Waiver</td>
<td>Student Pays</td>
<td>N - TQA assessment</td>
<td>Y</td>
<td>College enrolment in pre-tertiary Arts counts, extension work does not affect TE Score</td>
<td>Y</td>
<td>Associate Degree</td>
<td>NA</td>
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<tr>
<td>Winter: Art School - Art School</td>
<td>UTAS staff on campus</td>
<td>FSA111, FSE120</td>
<td>?</td>
<td>Waiver</td>
<td>Student Pays</td>
<td>Y</td>
<td>N</td>
<td>Y</td>
<td>Y</td>
<td>Associate Degree</td>
<td>Guaranteed WW</td>
</tr>
<tr>
<td>Academy of the Arts - SVPA commenced S3, 2009</td>
<td>TCE curriculum taught by College staff, extension curriculum taught by UTAS staff</td>
<td>FFE102, FFE103, FFB103, FFB105, FFA102, FFA138</td>
<td>2 per year or 4 with College support</td>
<td>Waiver</td>
<td>Student Pays</td>
<td>N - TQA assessment</td>
<td>Y</td>
<td>College enrolment in pre-tertiary Arts counts, extension work does not affect TE Score</td>
<td>Y</td>
<td>Associate Degree</td>
<td>Guaranteed WW</td>
</tr>
<tr>
<td>Philosophy Lab commenced S3, 2009</td>
<td>UTAS staff by Distance</td>
<td>HPA103</td>
<td>1 per year</td>
<td>Waiver</td>
<td>Student Pays</td>
<td>Y</td>
<td>N</td>
<td>Y</td>
<td>Y</td>
<td>Associate degree</td>
<td>Guaranteed WW</td>
</tr>
<tr>
<td>Aboriginal Studies Program commenced S1, 2009</td>
<td>UTAS staff by Distance</td>
<td>HAB102, HAB103</td>
<td>2 per year</td>
<td>Waiver</td>
<td>Student Pays</td>
<td>Y</td>
<td>N</td>
<td>Y</td>
<td>Y</td>
<td>Associate degree</td>
<td>Guaranteed WW</td>
</tr>
</tbody>
</table>