Present: Professor Ross McAree (in the Chair), Dr Saiied Aminossadati (for A/Professor Kizil), Professor Andrej Atrens, Ms Kryisia Choros, Dr Michael Kearney, Mr Doug Malcolm, Ms Kylie Pettit, Associate Professor Carl Reidsema, Associate Professor Martin Veidt, Ms Phil Yorke-Barber. Mrs Kim Lamb.

Apologies: Professor David Brereton, Ms Yonna Cowan, Associate Professor Lydia Kavanagh, A/Professor Mehmet Kizil (SSP), Associate Professor Paul Meehan (SSP), Professor Richard Morgan, Professor Mingxing Zhang (SSP).

Minutes: The minutes of the meeting held on 10 September 2014, having been previously circulated, were taken as read and confirmed.

Welcome: Members welcomed Ms Kryisia Choros as the student representative on the Committee and Ms Phil Yorke-Barber as the Library representative.

Business arising out of the minutes

Changes to courses and programs
- Changes to Part C of the Minerals Industry Risk Management field of study
- Changes to course list of the Bachelor of Engineering (Mechanical and Aerospace Engineering) dual major
- Changes to course list of the Bachelor of Engineering (Mechanical and Aerospace Engineering)/Master of Engineering
- Addition of MECH2700 as a prerequisite to MECH4480
- Addition of AERO3110 as an incompatible course to MECH3100
- Addition of MECH3100 as an incompatible course to AERO3110
- Changes to the course catalog for 2015

The following items were actioned from the meeting on 10 September 2014
- School teaching awards
- Library Discovery Tool

1. Change in semester of offering: MECH4460 and MECH3250

   Members endorsed the change of semester of offer of MECH4460 and MECH3250 to take effect from Semester 1 2016. The course list also required amendment.

   - MECH4460 – Energy & Environment: change from Semester 2 to Semester 1
   - MECH3250 – Engineering Acoustics: change from Semester 1 to Semester 2

2. Change to course list preamble: BE(Hons)/ME in Mechanical Engineering

   Members endorsed changes to the preamble to the BE (Hons)/ME (Mechanical Engineering) list to clarify from where a student chose electives to take effect immediately.

3. Change to course list preamble: BE (Hons)/ME in Mechanical and Aerospace Engineering

   Members noted executive approval had been given to amend to the preamble to the BE (Hons)/ME (Mechanical and Aerospace Engineering to correct a mismatch with the course list. The disconnect occurred when PHYS2082 was removed as a compulsory course in 2014.

4. Change to course list – Mechatronic Engineering Extended Major

   Members endorsed changes to the Mechatronic Engineering Extended major to take effect from Semester 1, 2016. The salient change was to add ENGG4900 – Professional Practice and the Business Environment as a compulsory course in Year 4, Semester 2 (it was previously a group B1 elective). Consequential changes to increase the compulsory courses to #52 and to reduce B1 electives to #8 were also required.
5. Changes to courses offered by the Sustainable Minerals Institute

Members endorsed the following changes to courses offered by the Sustainable Minerals Institute -

- Cancellation of HUFA7501 – Human Factors Engineering from Semester 1, 2016.
- Change of course coordinator in HUFA7501 from Tim Horberry to Danellie Lynas with immediate effect.
- Change of course coordinator of MINE7042 – Incident Investigation & Analysis to Ms Carmel Bofinger with immediate effect.
- Change of semester of offer of MINE7055 – Regional and Local Economic Development in the Resources Sector to Semester 2 from Semester 2 2016.

6. Change to contact hours and course description – ENGG7701 – Engineering Grand Challenges

Members endorsed changes to ENGG7701 to take effect immediately –

- Increase contact hours from 1C to 2C per week
- Change course description as set out below (bold italic, strikethrough)

Implications of being a professional engineer in the 21st century are explored through active engagement with technical, psychological, socio-economic and political aspects. Students will focus on the National Academy of Engineering Grand Challenges in an enquiry based approach requiring an in-depth framing of the problem, including identification of innovative opportunities and the necessary conditions for developing a solution that is scalable and can be applied at a global level. Student will also examine disruptive technologies, and carry out a critical analysis of environmental policy. Students will act as consultants and advisors to the newly formed “UQ Engineering Global Innovations Centre” (a fictitious organisation) and be required to demonstrate their leadership skills in developing a network of collaborators from the relevant disciplines, within the UQ research community, as well as industry and the community. Key lectures provide supporting technical / psychological / social / political / cultural / economic issues around the challenges and technologies, developing networks in communities, leadership, planning and persuasive communication. Students will be required to demonstrate their understanding of the issues in persuasive arguments to the relevant stakeholders. Critical peer review is an integral part of the course. The first assignment will be evaluated by peer assessment, providing opportunities for the fair and critical evaluation of the efforts of peers.

7. Mechatronic Engineering – Program Management Arrangements

Members noted updated arrangements for the management of Mechatronic Engineering (METR) courses. The overarching principle was that all METR coded courses were split 50:50 between the School of Mechanical and Mining Engineering and the School of Information Technology and Electrical Engineering. This principle was reaffirmed by the Heads of School in March 2015.

Underpinning this principle are the following guidelines:

1. There should be equity in overall teaching loads across both schools with teaching duties assigned by the respective Heads of School as part of the annual workload allocation
   - METR3100 coordinated and taught by SoMME
   - METR4810 coordinated and taught by ITEE
   - METR4201/7200 coordinated and taught by SoMME
   - METR4202/7202 coordinated and taught by ITEE
   - METR2800 coordinated by SoMME with teaching duties split (shared with ENGG2800)
   - METR7203 coordinated and taught by SoMME
7. Mechatronic Engineering – Program Management Arrangements (cont’d)
   - Project courses METR4900/4901/7820/7830 coordinated by ITEE with supervision duties split
2. Each School provides for casual teachers, guest lecturers, consumable items, workshop costs and other expenses as part of its annual budget process. In general, the following applies with regard to consumables and workshop costs:
   - Team Project courses: ITEE pays for electrical components (PCB manufacturing, parts from ETSG etc., AVR programmers etc.) and SoMME pays for mechanical fabrication/parts for projects, including workshop costs, and lab consumables.
   - Thesis courses: Expenses are covered in accordance with individual school procedures.
   - Other courses: expenditure as per the individual school budget.
3. Upgrades of practical classes and purchase of new equipment are dealt with on a case by case basis prior to the annual budgeting process.
4. These principles continue until such time as the Heads of School agree and advise otherwise.

8. BE (Hons) entry requirements

At the meeting of the Board of Studies on 30 April 2015, members discussed a request from the Year 1 Engineering Academic Advisor consider amending the entry prerequisites for BE (Hons) as set out below.

Current: English, Maths B, and one from either Physics or Chemistry. Chemistry, Physics, and Mathematics C are all highly recommended.

Proposed: English, Maths B and two from Maths C, Physics, and Chemistry. Chemistry, Physics, and Mathematics C are all highly recommended.

The recommendation to change entry prerequisites was based on cases where students had be unable to complete the BE (Hons) program in the minimum time due to not having studied all of Maths C, Physics and Chemistry in high school. These students needed to complete up to two preparatory maths and science courses as part of the Engineering program so they were prepared for some other Year 1 and Year 2 courses. It was noted that approximately 56% of students completed all three of Maths C, Physics and Chemistry in high school. Members agreed that it was important to attract the best students into engineering and noted that should the proposed change be implemented, about 9% of students admitted into Year 1 would not have gained entry. There was some support for the proposed change; however, as there was a two year lead time for any change to program prerequisites, changes would not take immediate effect. Offering of “bridging courses” was under consideration at the Faculty level and if these were offered, they would be scheduled between the time of QTAQC offer and the commencement of Semester 1.

Members agreed that all majors offered within the School were able to accommodate the current entry prerequisites. Changes to the BE First Year Guide would be recommended to enable the provision of more direct enrolment guidance to students who lacked both Maths C and one of Physics or Chemistry.

9. BE (Hons) – International Student Mid-year Entry

At the meeting of the Board of Studies in Engineering held on 30 April 2015, members discussed the study plans of engineering majors as they related to (international) students seeking mid-year entry into the program. International students were given a student visa for the normal (full time) duration of the program, viz. four years. Students unable to complete some majors within that time frame if they entered in mid-year. In addition, these students might also have a disrupted ‘cohort experience’ and an elevated risk of not making satisfactory academic progress if they took courses out of sequence. Members asked whether students were able to take ENGG1200 before ENGG1100. The current Year 1 structure tended to advantage students who took ENGG1100 first as they gained necessary teamwork and other skills needed in ENGG1200; those who entered in Semester 2 and did not have English as their first language had particular difficulty in ENGG1200.

Members were asked to review all study plans by 31 May 2015 and advise the Secretary if any adjustments were required for students to commence in Semester 2.
10. Teaching and Learning Committee Objectives 2015-2017

Members discussed proposed objectives for the Committee for the period 2015-2017. Objectives were identified in outcomes of a survey of academic staff March 2015 as well as through individual interviews with a number of staff from the School and Faculty. Members reviewed the summary of objectives presented in the agenda papers. A number of these suggestions would be done as necessary parts of the committee’s activities (e.g. implementing the Engineers Australia recommendations from the 2012 and 2014 accreditation visits).

Members agreed that the engineering majors offered through the School lacked a credible statement of program outcomes for students. It was mentioned that learning outcomes needed to be ‘scaffolded’ across these majors and there was also a need to ensure that there was cohesion across courses within a major so that they delivered these outcomes. It was proposed that learning objectives for all courses be reviewed to be consistent with the “Journeymaker” lexicon. Professor Ian Cameron would be invited to a future meeting to demonstrate the functionality of Journeymaker. A comprehensive review of learning objectives was needed and a facilitated workshop was suggested to progress this.

It was agreed that there was a need to identify what competencies and attributes were expected to be developed in UQU engineering graduates. From there, it was important to determine how courses contributed toward these expectations. It was noted that alignment with the Engineers Australia Stage 1 competencies was also required as part of accreditation processes. It was necessary to include postgraduate courses, including those offered by the Sustainable Minerals Institute, in this review. A meeting between the Committee Chair, Committee Secretary and Professor Brereton was required to ensure SMI alignment.

It was noted that courses that were well designed also tended to receive higher overall SECaT scores and these could be used as exemplars for development of other courses. New course coordinators also needed assistance to ensure their courses fit within the existing major or majors. The short form course descriptions did not provide sufficient guidance to see how these courses fit within overall programs towards delivering program objectives. There was also a need to provide a framework thorough which changes could be suggested, and implemented. The Journeymaker system could be used to do this; however, the software was not yet available. It was suggested that any work undertaken now towards eventual use of Journeymaker for curriculum development by the School would be strategically useful.

The student representative indicated that the course descriptions needed to be reviewed to include information directed to future students as the current descriptions were pitched more at students who had already completed the course. The type of assessments that helped students learn needed to be identified and implemented (e.g. assignments may be preferred to quizzes).

The Chair reported that in his discussions with the Associate Dean (Academic) it was raised that the mechanical plans, in particular, lacked an ‘iconic’ experience that was both transformational and built up a cohort experience. For example, the Year 2 Gladstone field trip in Chemical Engineering was suggested as such an example. Mechatronics students enrolled in two team projects and this could be seen as ‘iconic’ – students have described them as 'lifestyle' courses. Another suggestion was to hold a ‘project day’ (similar to ENGG1100) toward the end of the engineering program that showed students the difference of what they learned over the four years of the program. A multidisciplinary approach could be included. In addition, mechanical design problems could be more tangible, rather than primarily theoretical. It was suggested this be considered as an extracurricular activity in the first instance to gauge student interest. A steering committee would be needed to progress this initiative.

Providing additional feedback on practical assignments was supported (e.g. MECH3410 included peer feedback). Additional hours for marking was under consideration and had been raised by the Mechanical Engineering staff-student liaison committee. This will be listed on the next agenda.
11. **SECaT Results Semester 2 2014**

Members discussed SECaT outcomes from courses taught in Semester 2 2014. The Faculty Teaching and Learning Committee and Executive Dean had been in contact with course coordinators who received low scores. Semester 2 2014 was the first semester in which the online SECaT was implemented across the University.

The on line system was good in that it allowed students more time to reflect on their responses. Students preferred to do the on line survey in class time. Continuous feedback was essential. It was also important to include changes made to the course in the electronic course profile and to ensure that this occurred with each instance of the course. One member ran a session during class time; he appointed a student to manage it during his absence. He also followed up on response rates; this should be done automatically by ITaLI. Staff should be reminded of SECaT timelines for Semester 1 2014 along with suggestions on how to improve response rates.

Members discussed how the SECaT results were used to drive course improvement. Some lecturers include this information in an early lecture the next time the course was run. It was agreed the review process for Electronic Course Profiles (ECP) should be revisited which might include a Chief ECP reviewer.

12. **New Columbo Plan**

Members noted the guidelines for the New Columbo Plan and agreed that students enrolled in the the Bachelor of Engineering (Honours)/Master of Engineering thesis/project course should consider undertaking their placement in an eligible country. The Faculty’s Placement Coordinator would contact students enrolled in the BE(Hons)/ME to advise them about this program. Plan leaders were asked to consider opportunities within other programs.

It was agreed that all academic advisers should be advised and that this initiative should be raised at Divisional staff meetings.

13. **2014 Accreditation Outcomes**

Engineers Australia visited the University from 1-3 December 2014 to consider requests for full and provisional accreditation for a number of engineering programs. A follow up visit was held on 20 March 2015 to enable additional consultation with graduates from the programs for which full accreditation was sought.

Full accreditation was sought and gained for –
- Bachelor of Engineering Honours in Civil and Environmental Engineering
- Bachelor of Engineering Honours in Civil and Geotechnical Engineering
- Bachelor of Engineering Honours in Mining and Geotechnical Engineering
- Bachelor of Engineering Honours/Master of Engineering in –
  - Chemical Engineering
  - Chemical and Biological Engineering
  - Chemical and Materials Engineering

Provisional accreditation was sought and gained for the Bachelor of Engineering Honours/Master of Engineering in –
- Mechanical Engineering
- Mechanical and Aerospace Engineering
- Mechanical and Materials Engineering
- Mechatronic Engineering
13. **2014 Accreditation Outcomes** (cont’d)

Consideration for full accreditation would be made after the first significant cohort graduates from each program, anticipated in December 2016. Engineers Australia have indicated a preference to combine this activity with the 5 yearly visit, due in 2017 and have suggested a visit in early 2017.

Members endorsed the implementation plan and it was agreed that the 2014 report be sent to academic staff.

14. **2017 Accreditation Planning**

Planning for the 2017 Engineers Australia visit was underway. The visit would be scheduled in early 2017. Significant work was required to meet the Recommendation R1 of the 2012 visit (reaffirmed at the 2014 visit).

The following needed to be completed for each course offered in the Bachelor of Engineering (Honours) and Bachelor of Engineering (Honours)/Master of Engineering courses –

- Review course aims and learning objectives with the latter to be measurable and phrased using the “Journeymaker” lexicon (to be provided).
- Ensure learning objectives are realised in the learning activities for the course.
- Review these mappings and ensure they, in turn, link to course assessment items.
- Establish the mapping between learning objectives and Engineers Australia Stage I competencies 2011 version.

A. **Stage I Competency Mapping**

Requirement M2 of the 2012 Engineers Australia visit stated “Map all courses, including non-Engineering core courses, against Engineers Australia Stage I competencies (2011 version) and use these to clearly demonstrate overall outcomes for each program. Recommendation R1 read “Use the mappings developed in Requirement M2 as drivers for the processes of course and program improvement for all the Engineering degree programs to achieve the outcome competencies of Engineers Australia as well as the outcome goals of the University.”

The 2014 report reaffirmed the need to implement Recommendation R1 from the 2012 visit and Section 10.2.1 – Program Specifications and Outcomes Mapping provided additional guidance on what might be expected as part of the documentation for the 2017 visit.

In addition, the following actions were required to enable other recommendations to be addressed -

- Ensure there were minimal or no multiple choice questions in Level 3 (or higher) courses
- Ensure that all group assessment has a defensible peer review component.

B. **Embedding sustainability, ethics and professionalism in engineering programs**

The School of Chemical Engineering was investigating ways to better embed sustainability across the engineering programs. Requirement M3 of the 2012 Engineers Australia visit stated “Develop a culture amongst and commitment from academic staff to ensure adequate treatment of ethics, sustainability, and engineering professionalism throughout the degree programs, embedding them as essential components in all relevant courses. The current approach in the School of Chemical Engineering could be seen as an appropriate starting point”.

The Chair of the Teaching and Learning Committee in Chemical Engineering, Dr Birkett, proposed that the Faculty contract an expert in this area to undertake a scoping study. Dr Glen Corder, from the Sustainable Minerals Institute, was identified as a person who could do this study. The aim of this study was to explore the feasibility of establishing a framework to enable consistent incorporation of sustainability during the program that was user friendly for course coordinators.

Courses that include ethics and engineering professionalism also needed to be identified.
14. **2017 Accreditation Planning (cont’d)**

C. **Implementation of the recommendations from the 2012 and 2014 visits**

Members reviewed the implementation plans from the 2012 and 2014 visits as the Faculty asked each engineering school to submit their plan for consideration by the Board of Studies in Engineering on 17 June 2015. The implementation plans were endorsed.

15. **Course Overlap and Incompatibilities**

At the meeting of the Board of Studies in Engineering held on 30 April 2015, members discussed overlap of similar courses being offered by different disciplines, notations on course incompatibilities, and eligibility for credit. Courses to review included introductory fluid mechanics and structural mechanics courses.

- Fluid mechanics courses, and their currently listed incompatible courses, included -
  - CIVL2131 – *Fluid Mechanics for Civil & Environmental Engineers*: incompatible with CIVL3130
  - CHEE2003 – *Fluid and Particle Mechanics*: no incompatible courses listed

- Structural mechanics courses, and their currently listed incompatible courses, included –
  - CIVL2330 – *Structural Mechanics*: no incompatible courses listed
  - MECH2300 – *Structures & Materials*: incompatible with MECH2301, MINE2123
  - MINE2123 - *Structural Mechanics for Mining*: this #1 course is part of MECH2300. It is listed as incompatible with MECH2301, MECH2300 and CIVL2330.

Members endorsed the following changes to the course catalog to take immediate effect.

- MECH2410: add CIVL2131 as an incompatible
- MECH2300: add CIVL2330 as an incompatible
- MINE2123: no change required

16. **Technology Enhanced Learning (TEL) Grants**

Applications for the 2015 Technology-Enhanced Learning Grants (TEL Grants) closed on 17 July 2015. TEL grants are provided to support technology-enhanced learning strategies, digital solutions to disciplinary and cross-disciplinary educational problems and processes, and creative opportunities to improve student learning with digital tools. TEL Grants are open to all academic staff at UQ to investigate, develop and/or implement technology-enhanced initiatives in teaching and learning. In 2015, $2.39 million in funding has been committed towards the grants.

TEL Grants aimed to achieve the following:

- Promote strategic change at UQ for the enhancement of learning and the benefit of the student experience.
- Develop effective mechanisms for the identification, development, dissemination and embedding of good individual and organisational practice, including addressing particular contextual barriers to taking on the good practice identified.

The 2015 priority areas were for projects that-

- Targeted large courses and/or program-level change.
- Deepened the understanding of data about learner activities and stimulated development of learning analytic tools that support research on student learning and retention.
- Added value to the on-campus experience for students.
- Developed the graduate attribute “ability to engage effectively and appropriately with information and communication technologies”.
- Increased the flexibility of modes of study.
- Provided innovative assessment and feedback especially for large classes.

A notice would be placed in the School Newsletter.
17. Peer Observation

Members noted that ITaLI (Institute for Teaching and Learning Innovation) was coordinating a pilot to explore university-wide approaches to peer observation of teaching that could provide constructive, collegial and confidential feedback to our teachers. It was envisaged that consultation and pilots would be undertaken across UQ throughout 2015 to inform the possible development of a UQ Peer Observation Program. Peer observation during this pilot was on voluntary basis.

Any UQ systems around peer observation of teaching would need to be inclusive of diverse disciplines and contexts. More systematic engagement with Peer Observation of Teaching could offer UQ teachers opportunities to:

- Engage in professional learning and reflective practice to improve teaching and support students’ learning.
- Demonstrate leadership by observing and supporting other teachers.
- Celebrate excellent teachers through the establishment of an esteemed college of peer observers.
- Gather evidence of teaching quality and/or leadership to support career progression.
- Gain feedback on significant teaching or course changes.

18. Courses Pre-approved for Study Abroad Enrolments

In 2014, there was a high volume of requests for enrolment changes from Study Abroad students (these are students who are studying overseas and come to UQ for 1-2 semesters). A number of students arrived in Australia and changed their minds on enrolment, creating workload in the faculty and school offices whereby advice from academic staff was sought and the students added to permission lists. The student first sought approval from UQ and then had to seek approval from their home institution. These requests were normally made as late as Orientation week and the first two weeks of classes.

In order to reduce workload and enhance the student experience, the list of all courses offered by the School was sent to plan leaders on 28 October 2014 with a proposal that all courses (except thesis and special topic courses) offered in the School be pre-approved for study abroad student enrolment. The Head of School endorsed this proposal and it was implemented in time for Semester 1 2015.

19. Changes to the Library Client Services

In early 2015, the Library established a new Client Services Division that was organised in line with the University’s faculty structure, with a team of librarians dedicated to each faculty. In the new structure, the librarians in the former Research Information Service (RIS) and Teaching and Learning Service (TALS) were merged into the new Division.

20. Terms of Reference and Composition

Members noted the terms of reference and composition of the School’s Teaching and Learning Committee.
21. Examination Paper Errors – Semester 1 and Semester 2 2014

Members reviewed the list of examination paper errors in Semester 1 and 2, 2014.

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<th>Course</th>
<th>Error Type</th>
<th>Description</th>
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22. Review of the Curriculum and Teaching Quality Appraisal (CTQA) Instrument

During the presentation to outline a proposed approach for the review of the CTQA instrument and process at the UQ Teaching and Learning Committee in the 18th February 2015, it was decided that additional consultation was required to determine specific requirements from stakeholders that would be expected to be involved with the instrument and proposed quality assurance workflow. A summary of requirements and constraints included –
22. **Review of the Curriculum and Teaching Quality Appraisal (CTQA) Instrument** (cont’d)

- A broad, flexible, and annual quality monitoring, enhancement, and excellence instrument that would inform teaching and learning decision-making.
- Reports or reporting processes were required at the course, major, program, School, and Faculty levels.
- Flags (indicators of high and low points, excellence, or exceptions) should be used to help schools and faculties prioritise discussions, decision-making and other actions to support improvements/enhancements to teaching and learning quality in courses, majors, and programs.
- There were complexities with cross-overs of:
  - courses between programs, schools, and faculties
  - majors and programs between schools and faculties
- Preference for an online system for reporting, monitoring, and capturing feedback (with printable option).
- Data needed to be provided in a timely manner and be relevant to the targeted end-users.
- Reporting timelines should be finalised within the first quarter of the year.

The Evaluation and Learning Analytics team at ITaLI drafted prototypes of reports and procedures/processes for a meeting with the Chairs of School Teaching and Learning Committees on Friday, 27 March. Further feedback was sought from this group, then consolidated and distributed for the next meeting of the University’s Teaching and Learning Committee meeting in April 2015.

A summary of responses from the Chairs of Teaching and Learning committees included –

- Purposes: to identify problems and to fulfil the quality assurance process
- Useful for course/program accreditation
- Course and program reports provide data in one place
- Suggestions:
  - Integrate data in relation to a suite of programs in one report?
  - Report attrition by year-level or groups of students
  - Types of measures
  - Benchmarking
- Who was responsible for providing feedback in the course/program reports?
- The aims of the reports were to feed information (e.g., low SES enrolments) from the School (course) level, up to the Faculty (program) and institutional levels, and the University needed to develop an overall strategy to address issues.