



# Embedding evaluation and research into curriculum design and delivery

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# OUTLINE

1. Context
2. Curriculum Evaluation and Research (CER) Framework
  - i. a way of thinking about the *teaching* (curriculum design and delivery) component of academic work
  - ii. an approach for embedding evaluation and research into teaching at the level of a unit and course
  - iii. practical resources (generic ethics application, with accompanying method for using an institutional LMS to collect data and a survey mechanism for establishing consent)
3. Application of the CER framework in the context of the Higher Education Standards Framework (HESF)

# CONTEXT: ACADEMIC PROFESSIONALISATION IN HIGHER EDUCATION

## **A loaded question for academics**

How to combine the activities of what we *have* to do with what *want* to do?

- Meeting requirements *as well as* creating opportunities to *do* good teaching and to *be* good teachers.

## **Consider requirements**

- What is expected of academics in relation to teaching?
- What is measured?

## **Identify opportunities**

- What do teachers want to do?
- What resources are provided to support 'good' teaching processes and outcomes?
- What are the rewards for 'good' teaching?

# OUR CONTEXT: TEACHING AT UTAS

## Teaching Performance Expectations (TPEs)

- **Engagement** in quality activities
- **Evidence** of evaluation and scholarship
- **Leadership** in curriculum quality activities

## Quality Assurance reporting

- HESF
- UTAS Quality Management Framework and award degrees (courses)
  - **Reports:** Unit Review; Course Review; Course Portfolio
  - **Evidence** (including outcomes and impact): assessment moderation, benchmarking and external peer review of assessment, student surveys, peer review of teaching

# QUALITY ACTIVITIES CYCLE

Quality Assurance activities required for unit level curriculum compliance

- ROUTINE QUALITY IMPROVEMENT ACTIVITIES COMPLETED AND REPORTED EACH SEMESTER OF DELIVERY
- SCHEDULED QUALITY ASSURANCE ACTIVITIES FOR SELECTED UNITS (E.G. EXTERNAL PEER REVIEW OF ASSESSMENT)
- VOLUNTARY PEER REVIEW OF TEACHING (TEACHING PERFORMANCE EXPECTATIONS)
- MANDATORY PEER REVIEW OF TEACHING (PROMOTION, PROBATION, PERFORMANCE IMPROVEMENT PLAN)

# DATA and EVIDENCE

Generated in the process of developing, delivering, reviewing and improving unit level curricula

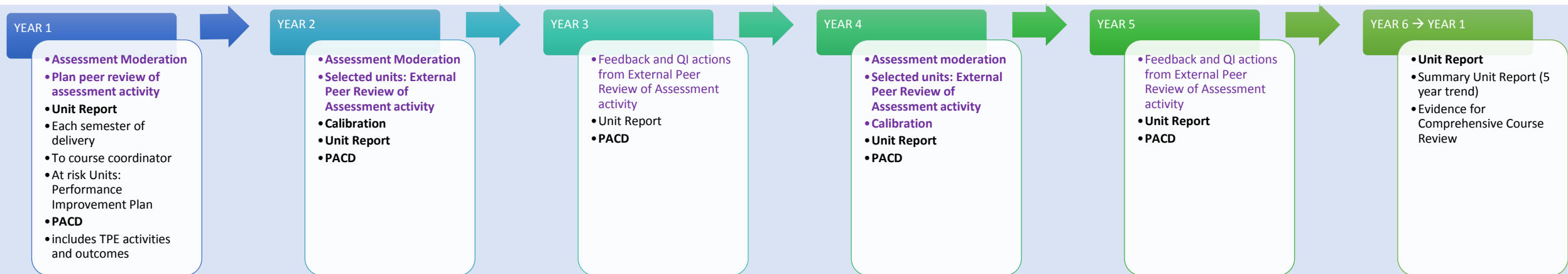
- UNIT REPORT TEMPLATE (all sections completed: BLM, GRADE PROFILE, MODERATION, EVALUATE SURVEY RESULTS, STUDENT FEEDBACK, STAFF FEEDBACK) supported by additional reports (
- UMAP – UNIT PERFORMANCE REPORT (unit survey data, grade data, load data)
- eVALUate UNIT STUDENT SURVEY REPORT
- PEER REVIEW TEACHING REPORT
- UNIT STATUS = GOOD STANDING OR QI PLAN: IN PLACE OR IN PROGRESS OR COMPLETED; BLM level; QM met
- APPROVAL PROCESS (Currently embedded in Section 6 of UNIT REPORT TEMPLATE (also called UNIT REVIEW REPORT FORM))

# REPORTING

Hard and dotted line reports related to institutional compliance (HESF)

- UNIT REPORT to COURSE COORDINATOR EACH SEMESTER OF DELIVERY
- Contributes to COURSE PORTFOLIO and ANNUAL COURSE REPORT
- UNIT REPORT to AHLT / HOS when flagged for review.
  - HOS sign off and send to Curriculum and Quality /Faculty DDLT
- PERFORMANCE AND CAREER DEVELOPMENT (PACD)
  - TPE-level A: 2 X DOMAIN 1; 2 X DOMAIN 2; 1 X DOMAIN 3 || TPE level B: 3 X DOMAIN 1; 3 X DOMAIN 2; 1 or 2 X DOMAIN 3 over three years)

## Quality Cycle for professional accreditation

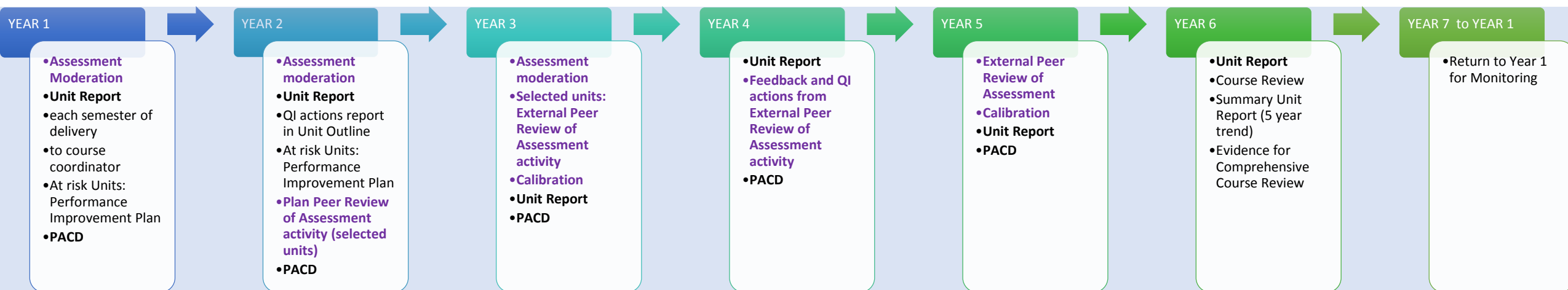


# REFERENCE DOCUMENTS

*Policy and Procedures specify and guide activities  
Templates and Forms for documenting and reporting*

- **UNIT MANAGEMENT (APPROVAL)**
  - COURSE AND UNIT APPROVAL AND AMENDMENT POLICY and PROCEDURE
  - COURSE ADVISORY COMMITTEE POLICY
  - **TEMPLATES:** COURSE AND UNIT PROPOSAL AND AMENDMENT, RESOURCE IMPACT STATEMENT, THIRD PARTY ARRANGEMENT MOU, DISCONTINUATION AND TEACHOUT PLANNING – UNIT
- **UNIT MANAGEMENT (PERFORMANCE MONITORING)**
  - COURSE AND UNIT PERFORMANCE MONITORING POLICY and PROCEDURE
  - ANNUAL UNIT REPORT FORM (*to replace current version: Unit Review report – submit each delivery*)
- **CURRICULUM**
  - ASSESSMENT POLICY and PROCEDURE and 3-POINT MODERATION OF ASSESSMENT
- **TEACHING**
  - ROLES AND RESPONSIBILITIES OF UNIT AND COURSE COORDINATORS
  - GUIDELINES FOR PEER REVIEW OF ASSESSMENT (DRAFT)
  - STRATEGY FOR INSTITUTIONAL LEVEL PEER REVIEW 2016-2018 (Sept 2015 -TEACHING)
  - TEACHING PERFORMANCE EXPECTATIONS (TPE)

## Quality Cycle for institutional comprehensive course reviews



# QUALITY ACTIVITIES CYCLE

*Quality Assurance activities required for course level curriculum compliance*

- **ROUTINE QUALITY IMPROVEMENT ACTIVITIES** COMPLETED AND REPORTED IN ANNUAL COURSE REPORT
- **SCHEDULED QUALITY ASSURANCE ACTIVITIES FOR SELECTED UNITS** (E.G. CURRICULUM MAPPING, EXTERNAL PEER REVIEW OF ASSESSMENT)
- **MANDATORY PEER REVIEW OF TEACHING FOR IDENTIFIED UNITS** (PERFORMANCE IMPROVEMENT PLAN)
- **MANDATORY PEER REVIEW OF TEACHING FOR IDENTIFIED AND SELF-NOMINATED STAFF** (PROMOTION, PROBATION, PERFORMANCE IMPROVEMENT PLAN)

# DATA and EVIDENCE

*Generated in the process of developing, delivering, reviewing and improving course level curricula*

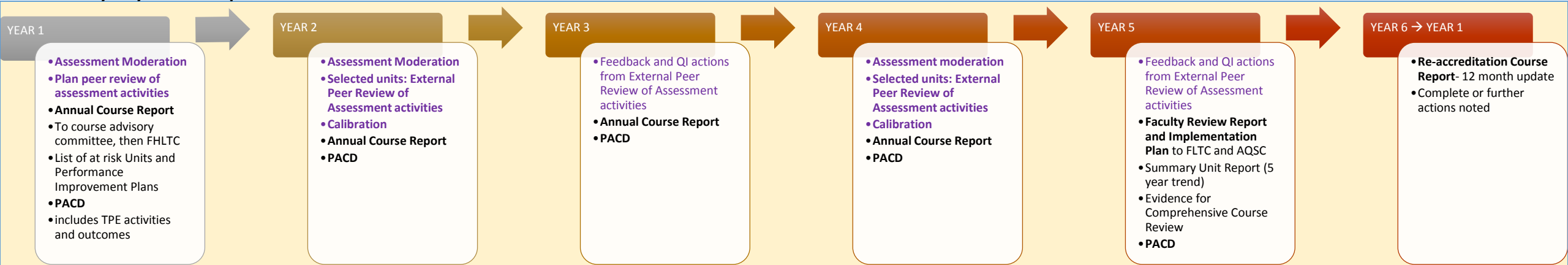
- **ANNUAL COURSE REPORT** (use TEMPLATE)
- Summary of collated UNIT REVIEW reports
- List of units with UNIT PERFORMANCE IMPROVEMENT PLAN and outcomes into ANNUAL COURSE REPORT.
- UMAP – COURSE PERFORMANCE REPORT (eVALUate survey data, retention/attrition, student performance data Unit Reports)
- PEER REVIEW TEACHING REPORT
- **COURSE STATUS** = (full re-accreditation; conditional, reaccreditation, discontinuation)
- **APPROVAL PROCESS** (Quality Assurance Trajectory for Courses)

# REPORTING

*Hard and dotted line reports related to institutional compliance (HESF)*

- ANNUAL COURSE REPORT to COURSE ADVISORY COMMITTEE and then FLTC
- COURSE PORTFOLIO and ANNUAL COURSE REPORT
- FACULTY REVIEW REPORT AND IMPLEMENTATION PLAN LIST to FTLC (year 6/7)
- RE-ACCREDITATION COURSE REPORT
- PERFORMANCE AND CAREER DEVELOPMENT (PACD)
- **TPE level B: 3 X DOMAIN 1; 3 X DOMAIN 2; 1 or 2 X DOMAIN 3) // TPE level C: 4 X DOMAIN 1; 4 X DOMAIN 2; 2 X DOMAIN 3) over three years**

## Quality Cycle for professional accreditation

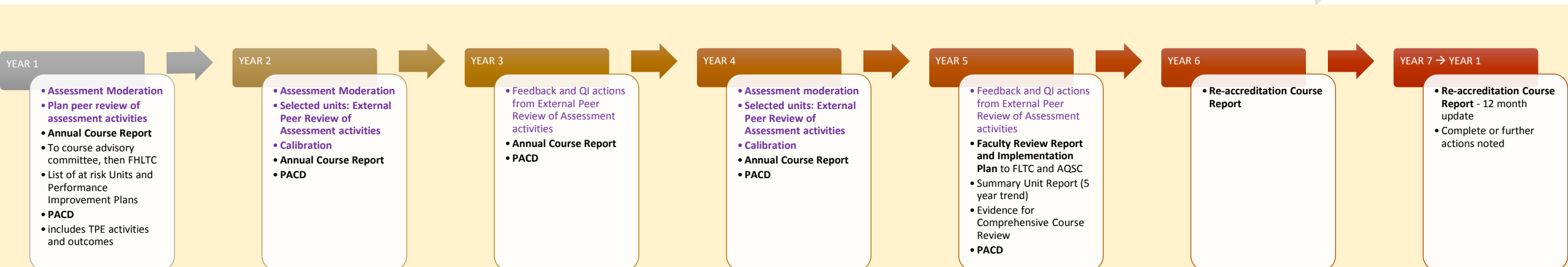


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  - COURSE AND UNIT PERFORMANCE MONITORING POLICY and PROCEDURE
  - ANNUAL UNIT REPORT FORM
  - ANNUAL COURSE REPORT FORM
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  - TEACHING PERFORMANCE EXPECTATIONS (TPE)

## Quality Cycle for institutional comprehensive course reviews





# COURSE FOCUSED QUALITY MANAGEMENT

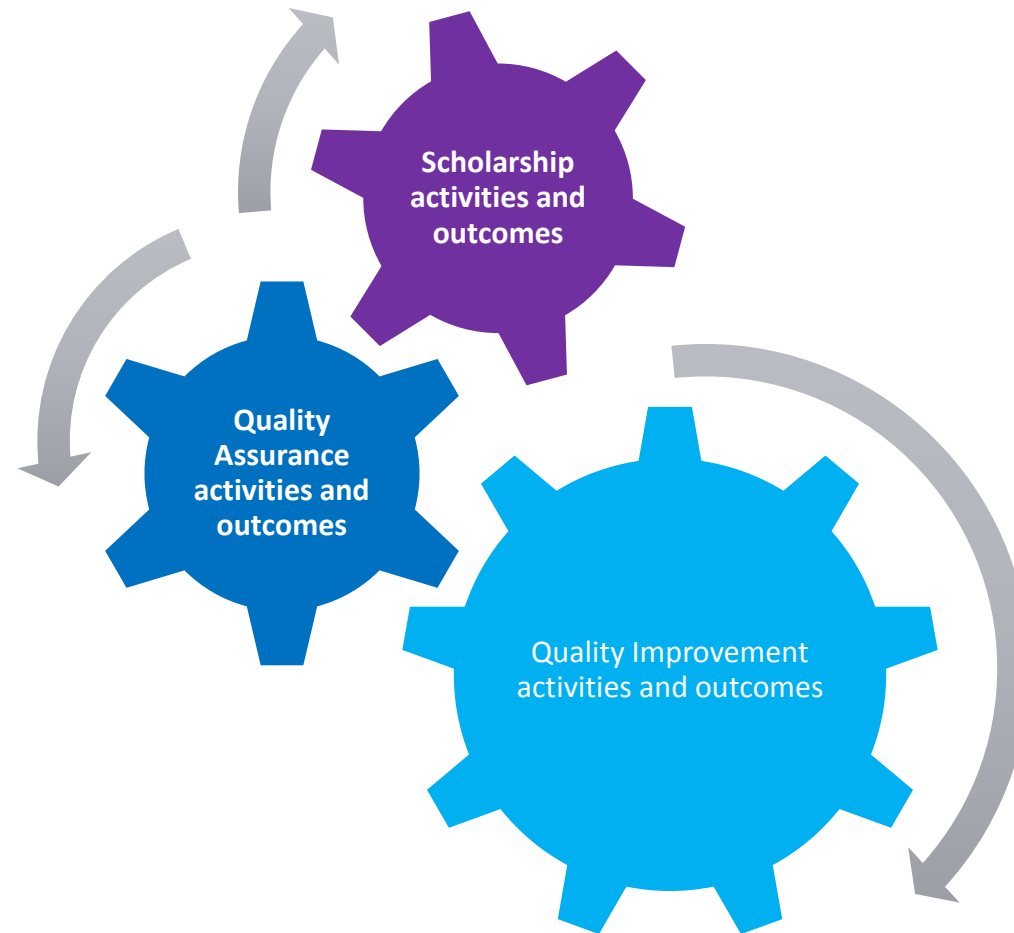
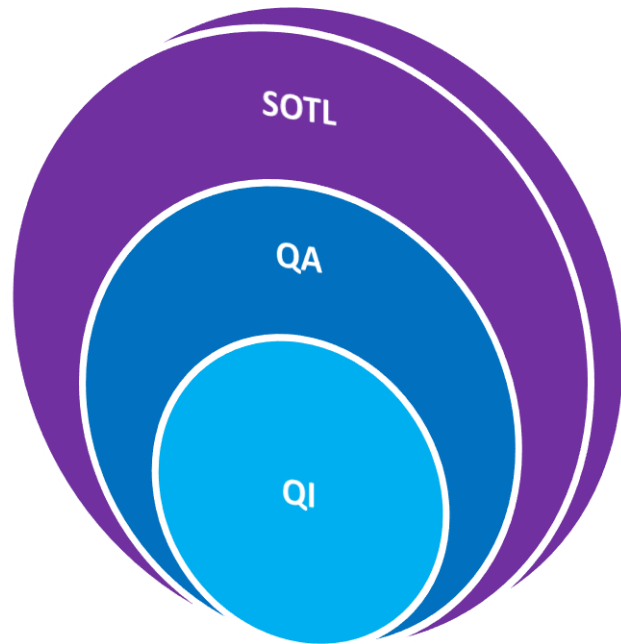
## **Barriers to effective management of curriculum and teaching**

- Individual academic's workload and employment status (casualisation)
- Silo culture: "I teach a unit" vs "We teach into a course"

## **Response A Course Evaluation and Research Framework**

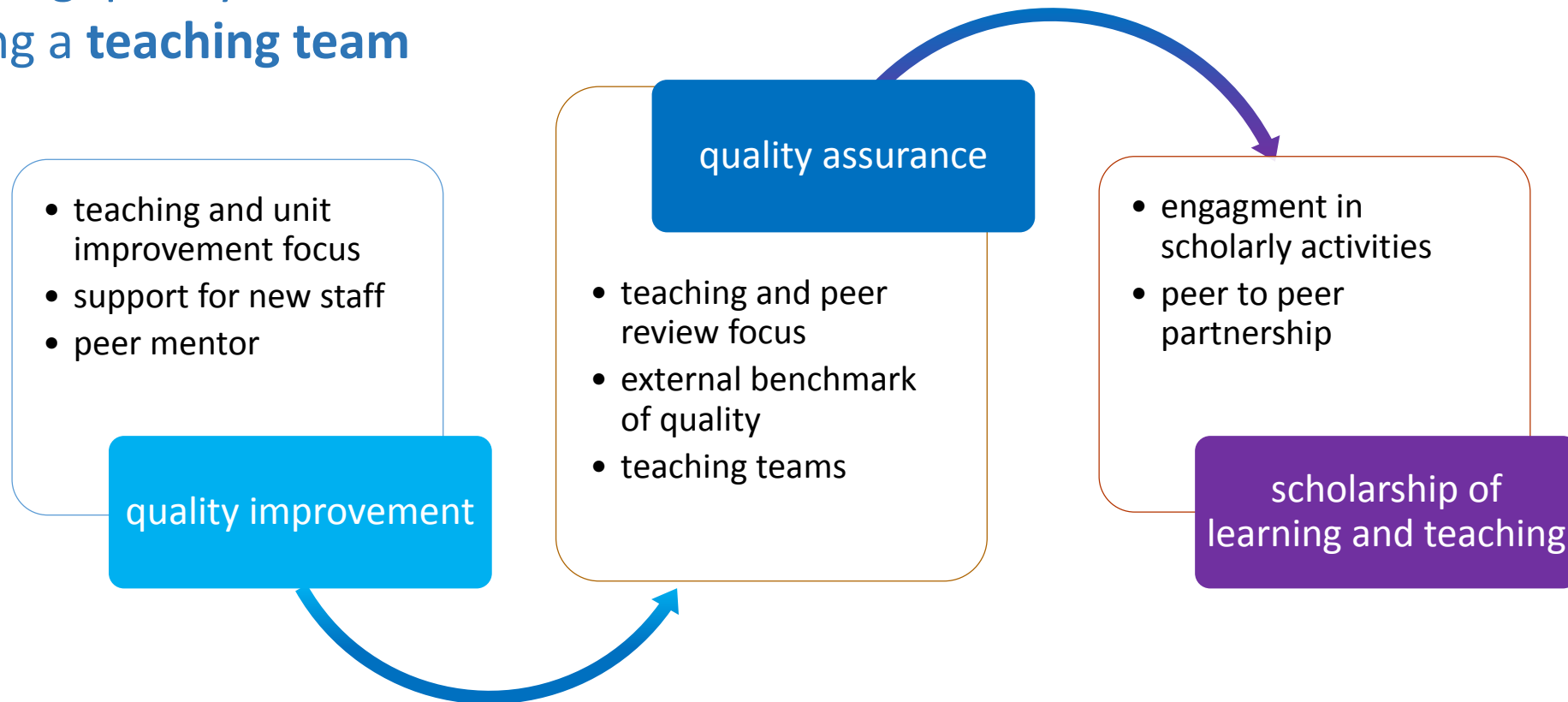
- Relevant unit of activity is the **teaching team**
- Relevant scope of activity is the **course**
- **Standardised** and **validated** approach to course evaluation (with scope for research)
- Resources to simplify the set up and maintenance

# QUALITY ACTIVITIES CONTINUUM: LEVERAGING ROUTINE DATA COLLECTION



# CONNECTING ACADEMICS TO QUALITY

- integrating quality activities into a **course**
- engaging a **teaching team**



# THE CER FRAMEWORK

KEY ELEMENTS	KEY ACTIVITIES	SUPPORTING RESOURCES
LEADERSHIP (DISTRIBUTED; SHARED)	EVALUATION RESEARCH PLAN	INSTITUTIONAL RESEARCH MANAGEMENT AND CURRICULUM MANAGEMENT POLICIES ETC
TEACHING TEAM COLLABORATION	ROUTINE DATA COLLECTION (NATURAL DATA)	GENERIC ETHICS APPLICATION
STUDENTS PARTICIPATION	ROUTINE ANALYSIS FOR QI AND QA	'RESEARCH ROOM'
INSTITUTIONAL SUPPORT (RECOGNITION AND REWARD)	REGULAR ANALYSIS (POST CURRICULUM DELIVERY) FOR PUBLICATIONS, AWARDS, GRANTS	CONSENT MECHANISM

# CHALLENGES

- **Leadership**

- Build team-based approach (distributed leadership culture)
- Planned and consistent attention to evidence-based curriculum improvements (QI) and assurance of standards (QA)
- Strategic use of natural data from curriculum design and delivery for scholarship (SOTL)

- **Team collaboration**

- Organising and maintaining momentum
- Handover and key person dependency

- **Students' participation**

- Ethical use of natural data (data management)
- Building a research culture that includes students in curriculum development, QI and QA

- **Institutional support**

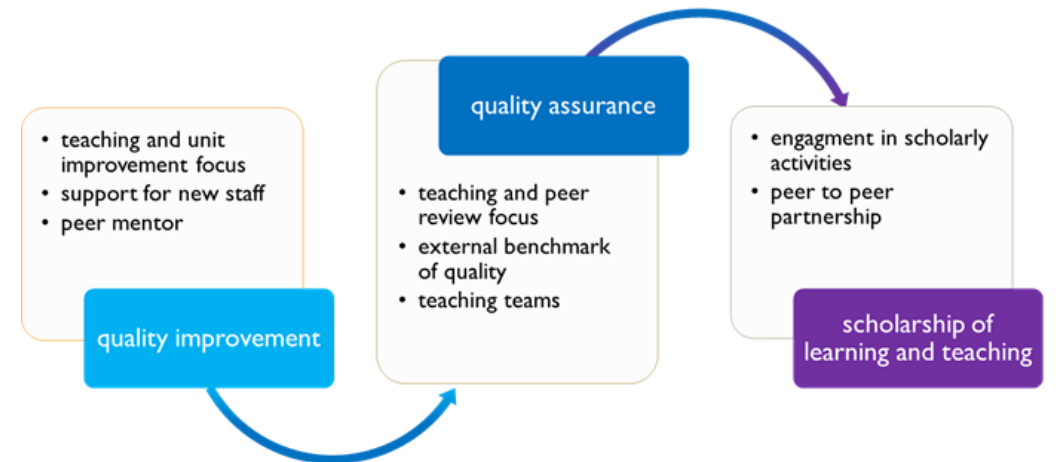
- Resourcing course level QI, QA
- Data management systems
- Recognition and reward (e.g. UTAS Teaching Performance Expectations)

## KEY SUCCESS FACTORS

- Collaborative culture
- Distributed leadership model
- Good research management practice
  - Explicit alignment with institutional policies; ethics approval
- Evaluation Plan
  - Aligned with HESF/University Quality Management Framework/Faculty Quality Framework
- Research Plan
  - Investigating outcomes and impact arising from opportunities for innovation or remediation; publication plan

# WHY WOULD YOU DO IT?

- QI, QA and SoTL is **NOT** optional (HESF)
- Legitimises and enables collegial, scholarly activity – directed toward learning and teaching
- Capacity/team building and leadership development
- Supporting institutional quality requirements
- We care about quality – students become aware and we model good practice to students



# INVITATION

- **KEEP IN TOUCH!**
- All our work is under Creative Commons Attribution Share-Alike (CC BY-SA) licence
- If you decide to use and build on our work, please let us know
- **JOIN US!**
- The resources we have developed are part of a research project investigating
  - How to embed evaluation and research into curriculum design and delivery for quality improvement, quality assurance and scholarship, focused on the teaching team of an award degree curriculum
  - The impact and effectiveness of designing quality enhancement using the “teaching team and the award degree curriculum” unit of analysis



## ACKNOWLEDGEMENTS

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- The resources have been developed as a collaborative effort by **Dr Andrea Carr, Dr Jo-Anne Kelder** and **Ms Bethany Lusk**. **Dr Carolyn King** developed significant improvements to the mechanism for recruiting participants and establishing consent.
- **Professor Paula Swatman** provided invaluable expert review and suggestions to ensure the resources comply with the National Statement on Ethical Conduct in Human Research.