

# Subject Quality Assurance and Reflection System Project

**Proposed Timeline: policy and pilot for 201890; full implementation for 201930**

Purpose Why are we changing?	Particulars What are we changing?	People Who is involved?	Payoffs What are the benefits?
<ul style="list-style-type: none"> <li>∅ Our approach to quality assurance and continuous improvement of subject quality needs to be improved in order to better align with <a href="#">The Higher Education Standards Framework (2015)</a> (HESF).</li> <li>∅ CSU's subject quality-assurance policies, systems, processes, tools and practices need to evolve to enable these needed improvements.</li> <li>∅ Currently much responsibility for subject quality rests with individual academics, many of whom are casual. CSU needs to build a School culture of collegial and collective responsibility for quality of subject design and delivery.</li> <li>∅ Academics already reflect on their subjects and plan improvements for them. However,               <ol style="list-style-type: none"> <li>1. Helpful data is not always easy to get or in the right format;</li> <li>2. the end of session post-moderation timeline is rushed;</li> <li>3. the Online Moderation tool does not facilitate and record changes nor integrate with other systems;</li> </ol> </li> </ul>	<p><b>Change to policy</b></p> <ul style="list-style-type: none"> <li>∅ Moderation policy will be changed to separate the post-delivery moderation process from the assurance of grade accuracy and processing; and to improve the quality of the moderation process through allowing more time for reflection on subject quality. Policy will also incorporate new clauses on external benchmarking.</li> <li>∅ Update terms of reference for committees as per recommendations to academic senate March 2018 meeting. In particular increasing oversight of subject quality assurance and improvements.</li> <li>∅ Produce a Quality Handbook which will guide the quality assurance processes.</li> </ul> <p><b>Change to governance</b></p> <ul style="list-style-type: none"> <li>∅ School boards will have oversight the quality assurance and improvements of their subjects. (In many cases detailed review will be done by sub-committee and full school board will have oversight).</li> <li>∅ Senate and faculty boards will have oversight of subject and course quality assurance at respectively the university and faculty levels.</li> </ul>	<ul style="list-style-type: none"> <li>∅ Academic staff</li> <li>∅ Teaching Teams</li> <li>∅ Heads of School</li> <li>∅ Course teams</li> <li>∅ Course Directors</li> <li>∅ Chair and members of School Boards and School Assessment Committees.</li> <li>∅ Chairs and Members of Faculty Boards, Assessment and Courses Committees.</li> <li>∅ Learning Technologies Unit (DLT)</li> <li>∅ Course Design Lead (DLT)</li> <li>∅ Learning Academy (DLT)</li> <li>∅ Subject and Course Administration Teams</li> </ul>	<ul style="list-style-type: none"> <li>∅ Improved quality of subjects which lead to a greater student experience.</li> <li>∅ The government will be satisfied we are achieving the HESF and hence the university can keep operating.</li> <li>∅ Academic staff will have a collegial as well as individual responsibility for quality of subject design and delivery.</li> <li>∅ Subject teaching teams have the data and time to properly reflect on their subjects and so improve them.</li> <li>∅ Subject reflection will be separated from the busy end of session time period. As an aspirational goal, is to make the system take over some current end of sessions processes and so reduce number of emails and have clearer tracking.</li> </ul>

<p>4. changes are not checked against the original approved subject design to ensure course integrity;</p> <p>5. There is confusion about which changes can be implemented immediately and which are not able to be implemented for 12-18 months.</p> <p>Ø Elements of our subject design, delivery and improvement systems, processes and practices need to be streamlined.</p>	<p>Ø Shorter timelines from CASIMS change to implementation.</p> <p><b>Change to the tools</b></p> <p>Ø The Online Moderation System will be revamped with improved workflow to become the Quality Assurance and Reflection System.</p> <p>Ø The Pre-delivery section will be removed. Relevant questions will be move to the subject outline tool and a few parts moved to the (new) reflection section.</p> <p>Ø The During-delivery section will be changed to moderation and grade assurance. Together these will encompass all the script, mark and grade aspects of moderation that need to be known before grade release. An aspirational goal is to make the system replace some of the current end of session process (eg replace the subject declarations).</p> <p>Ø The Post-delivery section will be changed into a subject reflection and planning section. All the relevant data will be available within the tool. Timelines will be increased in order to enhance the review. There will be integration into other systems (and future sessions).</p> <p>Ø Subjects that are new or recently revised by a course review will have a new section to check that the planned design has been implemented.</p> <p><b>Change to reporting</b></p> <p>Ø The system will create reports with appropriate levels of granularity and visibility to assist in the sharing of good practice, governance and alignment with HESF. At school, course and faculty levels.</p>	<p>Ø Office of Academic Governance (OAG)</p> <p>Ø Divisions who manage infrastructure: Division of Information Technology (DIT) and Division fo Facility Management (DFM)</p>	<p>Ø Subject improvements will be linked to workload and EDRS reducing duplication and getting the right resources to academic staff.</p> <p>Ø Documentation automatically generated through the subject improvement processes will feed into other CSU systems that enable oversight of CSU policies, Higher Education Standards and accreditation bodies.</p> <p>Ø Improved workflow benefits (eg questions relevant to the subject outline will directly be included in subject outline process; a transfer system for other sections to make it clear where the form is up to)</p>
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