Terms of Reference: External Review

Background

Reframe: QUT’s Evaluation Framework is a personalised and customisable approach to the evaluation of courses, units, teaching and student experience. Through it, QUT also aims to provide students with more timely access to constructive feedback and support for their learning, whilst meeting institutional regulatory reporting requirements. The Framework avoids reliance on any single source of data; seeking to draw valid, evaluative conclusions about courses, units, teaching and student experience from multiple sources of qualitative and quantitative data.

Our approach to evaluation was developed through collaborative efforts led by the Learning and Teaching Unit in collaboration with Reporting and Analysis, other technology departments and contributions by students, staff, institutional management and external groups. It adopts the Australasian Evaluation Society Inc., AES Guidelines for the Ethical Conduct of Evaluations (AES: 2010).

The Framework consists of:

- Personal evaluation strategy
- Automated unit and learning evaluation activities: Pulse survey, Insight survey, Unit exit survey
- Self-selected, endorsed evaluation suite: Tailored teacher survey, Peer Review, instant response, Existing Data, Customised Approach

The review of Reframe has been self-initiated by the Learning and Teaching Unit as part of its commitment to quality and improvement.

Terms of reference for Review of Reframe: QUT’s Evaluation Framework

1. Are the intentions of Reframe, associated tools and support meeting the needs of the stakeholders? Specifically, to what extent does Reframe:
   a. Help individual academics (including sessional academics) and teaching teams engage in personalised and customised evaluation activities to improve the quality of their teaching?
   b. Help individual academics and teaching teams design and deliver high quality learning experiences?
   c. Help individual academics and teaching teams review the impact of their teaching practice on student learning?
   d. Help individual academics and teaching teams receive more timely access to specialised support?
   e. Help supervisors to identify and respond to any issues associated with evaluation and its impact on workload for individual academics and teaching teams?
   f. Help the Institution to make strategic decisions based on learning and teaching and the broader student experience?
   g. Help the Institution to meet external reporting requirements regarding course quality?

2. What are the elements of Reframe that require implementation, further refinement or enhancements?

3. How can QUT be assured that the collected data is systematically used
   a. within current policy that assures appropriate data interpretation and multiple lines of evidence leading to decision-making?
   b. In a strategic, appropriate and ethical manner?
   c. With further opportunities for use explored over time?

4. To what extent does Reframe support the enactment of interrelated policies within the Institution?
   a. MOPP B/3.5 Academic leadership roles in teaching and learning.
   b. MOPP B/5.3 Promotion for academic staff.
   c. MOPP B/9.0 Performance, planning and review.
   d. MOPP C/4.5 Units.
   e. MOPP C/4.6 Course quality assurance.