1. Overview

The document relates to the process for monitoring the quality of learning, teaching and curriculum at UNSW. The process is a key element of UNSW’s quality enhancement efforts in Learning and Teaching.

2. Purpose

The purposes of the Faculty Review of Learning and Teaching (FRLT) process are to:

a. ensure that learning, teaching, and curricula are monitored, reviewed and benchmarked annually as part of UNSW’s quality assurance processes;
b. assure alignment between learning and teaching programs and practices with the University’s goals, values and strategic objectives;
c. identify areas of practice in learning, teaching or curriculum in need of improvement;
d. develop strategies to address areas in need of improvement;

3. Process, Responsibilities and Timing

Process:

The process requires Faculties to prepare a FRLT Portfolio comprising three parts:

PART A: **A Description of the Faculty’s processes for assuring and improving the quality of**:

- Learning (Student Experience and Outcomes)
- Teaching (Staff Practice and Scholarship),
- Curriculum (Programs and Courses), and
- Infrastructure for Learning and Teaching (Organisational, Physical and Technological)
Part B: A Faculty Performance Report including reports of a Faculty’s performance in:

- UG coursework programs against UNSW’s Core Learning and Teaching Indicators (CLTIs)
  https://www.julia.unsw.edu.au/SASPortal
  If you require training or further information, please contact iar.julia@unsw.edu.au

- Achieving UNSW’s goals for improvement of learning and teaching as articulated from time to time. In 2012 this requires faculties to report upon their achievements in improving the quality AND efficiency of assessment of student work.

- Achieving any additional goals for learning and teaching enhancement as articulated in the Faculty’s Learning and Teaching Enhancement Plan (FLTEP).

PART C: A Revised Faculty Learning and Teaching Enhancement Plan (FLTEP)

FLTEPs should articulate goals, desired outcomes and strategies for improving learning and teaching in each of the following areas:

- Learning (Student Experience and Outcomes)
- Teaching (Staff Practice and Scholarship),
- Curriculum (Programs and Courses), and
- Infrastructure for Learning and Teaching (Organisational, Physical and Technological)

These plans should:

- be for a period of twelve months aligned with the FRLT reporting cycle
- address UNSW and Faculty learning and teaching development priorities, and
- address any performance issues related to learning and teaching identified in the Faculty’s Performance Report.

The following documents should be referenced in the preparation and review of annual Faculty Review of Learning and Teaching (FRLT) portfolios:

- UNSW Learning and Teaching Enhancement Plan (http://teaching.unsw.edu.au/enhancement-plan)
- UNSW Statement of Desired Graduate Capabilities (http://teaching.unsw.edu.au/sites/default/files/upload-files/graduate-capabilities_0.pdf)
- UNSW Beliefs About Learning (http://teaching.unsw.edu.au/beliefs)
UNSW Core Learning and Teaching Indicators
(https://www.julia.unsw.edu.au/SASPortal)

Responsibilities:

Faculty Reviews of Learning and Teaching (FRLT) are overseen by the Associate Dean Education (ADE) in each faculty.

FRLT Portfolios are reviewed by a Panel comprising:

- Director, LTU (Chair)
- President of Academic Board (or nominee)
- two external experts on Learning and Teaching development
- an UG student representative
- a PG student representative

Panels review portfolios against specified criteria (see Appendix A).

Panels prepare:

a. A Report to each Faculty that contains:

   - Commendations on the Faculty’s achievements in developing Learning, Teaching, Curriculum, and/or Faculty Infrastructure for Learning and Teaching in the reporting year
   - Affirmations for the Faculty’s efforts (although perhaps incomplete) to identify issues and develop and implement strategies to address these issues
   - Recommendations for improvement of the Faculty’s quality assurance and improvement processes in relation to Learning, Teaching, Curricula and the Faculty’s Infrastructure for Learning and Teaching

b. A Report to the Academic Board outlining, in a general fashion:

1. the strengths/highlights of current practice/performance in learning and teaching enhancement throughout the University
2. any key issues associated with current practice/performance in learning and teaching enhancement

Timing for Portfolio Submission:

Completed FRLT Portfolios are submitted to the Director, Learning and Teaching Unit (LTU) by 5.00pm Friday, 2 November 2012.
### 4. Schedule of Activities

<table>
<thead>
<tr>
<th>Month</th>
<th>Activity</th>
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<tbody>
<tr>
<td>June</td>
<td>Review (and revision if necessary) of FRLT Procedures DVC(A), Director LTU, ADEs</td>
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<tr>
<td>July</td>
<td>Publication of Procedures for current year (Director LTU)</td>
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<tr>
<td>August</td>
<td>Update of UNSW Core Learning &amp; Teaching Indicators Data in L&amp;T Dashboard (IARO). Dissemination of the UNSW revised Learning and Teaching Enhancement Plan.</td>
</tr>
<tr>
<td>October</td>
<td>Review Panel Established and briefed (Director LTU)</td>
</tr>
<tr>
<td>November</td>
<td>Faculties submit their FRLT Portfolio by 5.00pm on Friday, 2 November (Faculty ADEs)</td>
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<tr>
<td></td>
<td>FRLT Portfolios Reviewed (Review Panel)</td>
</tr>
<tr>
<td>December</td>
<td>FRLT Reports Prepared and Disseminated (Director LTU)</td>
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</tbody>
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Appendix A  Criteria for Reviewing FRLT Portfolios.

Part A – Description of Faculty QA&I Processes for L&T

1. Are all phases of the ADRI cycle (Approach, Deploy, Reflect, Improve) evident in the Faculty’s overall approach to QA&I of learning and teaching?

2. Does the Faculty’s approach to QA&I for learning and teaching address all four key areas for development of learning and teaching:
   - Learning (Student Learning Experience and Outcomes)
   - Teaching (Staff Teaching Practice and Scholarship),
   - Curriculum (Programs and Courses), and
   - Infrastructure for Learning and Teaching (Organisational, Physical and Technological)

3. Does the Faculty provide evidence of how it utilises the ADRI cycle approach in the planning, implementation, review and improvement of performance in each of these key areas for learning and teaching development?

4. Does the Faculty provide evidence of how it engages staff in their QA&I processes for learning and teaching?

5. Does the Faculty provide evidence of how it establishes benchmarks and standards for performance in learning and teaching?

6. Does the Faculty provide evidence of how it monitors the effectiveness of its QA&I processes for learning and teaching?

Part B – Faculty Performance Report

Performance in UG Coursework Programs against UNSW CLTIs

1. Does the Faculty provide evidence of having reviewed and evaluated their performance in UG Coursework programs? (against UNSW’s Core Learning and Teaching Indicators? – from 2012)

2. Does the Faculty provide data to support any claim or inference that it’s performance in UG coursework programs is satisfactory?

3. Does the Faculty provide evidence of the standards that they have used to evaluate their performance in UG Coursework programs? Does the faculty provide a justification for these standards?
4. Has the Faculty identified issues or possible areas in need of improvement in UG coursework programs from their review? Does the evidence provided support the issues or possible areas in need of improvement identified? Is there evidence that other areas should also be addressed? If so, what are they?

5. Has the Faculty articulated plans to address these issues or areas in need of improvement?

**Performance in Achieving Institutional Goals for Improvement in Learning and Teaching as defined form time-to-time**

1. Does the Faculty clearly articulate its specific goals for improvement in these areas of institutional priority?

2. Does the Faculty clearly articulate desired outcomes, indicators and metrics for assessing achievement of these specific goals in response to institutional priorities?

3. Does the Faculty provide evidence of progress towards the achievement of these institutional goals?

4. Does the Faculty provide evidence of having achieved the desired outcomes associated with these institutional goals and priorities?

5. Where a faculty is not yet able to demonstrate achievement of the outcomes associated with institutional goals and priorities, does it describe how it intends to ensure that these outcomes are realised in the next cycle of development?

**Performance in Achieving additional goals for L&T Enhancement as Articulated in the Faculty’s LTEP**

1. Does the Faculty provide evidence of having reviewed their performance in achieving the goals and outcomes included in their last Learning and Teaching Enhancement Plan?

2. Does the Faculty provide evidence of having implemented the strategies aimed at realising these goals and outcomes?

3. Where implementation has occurred, is implementation partially or fully complete?
4. Where complete, does the Faculty provide evidence that they have realised their desired performance targets?

5. Where incomplete, does the Faculty articulate a plan to complete implementation of these strategies?

6. Where implementation of these strategies has not taken place does the Faculty provide an appropriate justification for this inaction? Does the Faculty articulate a new plan for implementation of these strategies, or does the Faculty plan to adopt a new strategy to realise these goals and outcomes?

**Part C – Revised Faculty LTEP**

1. Does the Faculty provide evidence of having developed a revised Faculty Learning and Teaching Enhancement Plan?

2. Do the goals, outcomes and strategies included in the Faculty’s revised Learning and Teaching Enhancement Plan:

   - reflect the **goals, outcomes, strategies and priorities** for learning and teaching development outlined in **B2B: UNSW Strategic Intent** and **UNSW’s Learning and Teaching Enhancement Plan**?

   - reflect **UNSW’s Beliefs About Learning** and **UNSW’s Guidelines on Learning that Inform Teaching**

   - address any issues or areas in need of improvement identified through the Faculty’s:
     a. ongoing monitoring of its performance in UG coursework programs? OR
     b. Academic Program Review processes?

3. Does the Faculty’s revised Learning and Teaching Enhancement Plan articulate goals, outcomes and strategies for development/performance improvement in each of the following areas:

   - Learning (Student Experience and Outcomes)
   - Teaching (Staff Practice and Scholarship),
   - Curriculum (Programs and Courses), and
   - Infrastructure for Learning and Teaching (Organisational, Physical and Technological)

4. Does the revised Faculty Learning and Teaching Enhancement Plan clearly articulate timelines and responsibilities for implementation of the plan?