
Teaching Quality Assurance Policy¹

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1. Purpose

The purpose of this policy is to assist the University to improve and enhance the quality of teaching and learning by requiring:

- regular student and peer evaluations of teaching and
- appropriate knowledge, skills and qualifications for teaching staff.

2. Scope

- a. This policy applies to all Flinders University staff engaged in teaching in topics, onshore and offshore.
- b. The evaluation of courses and topics is covered in the [Courses Policy](#).

3. Policy statement

3.1. Preamble

- a. Flinders University seeks to foster excellence, innovation and flexibility in teaching in order to create a learning experience that is interactive, personalised and empowers students to achieve to the best of their abilities irrespective of their background or individual circumstances.
- b. Teaching excellence is demonstrated by approaches that motivate students to learn, are up to date in knowledge and delivery, are supported by robust and fair opportunities for reflection, continuous improvement, and engagement with the scholarship of teaching and learning.

¹ This policy was established to maintain continuity of quality assurance matters previously in the disestablished *Policy on Evaluation, Monitoring and Review of Academic Programs and Teaching*, while the University's teaching quality assurance framework is under review. The review outcomes and consequential policy amendments are anticipated in 2018.

3.2. Accountability

All staff with teaching duties are accountable to the Vice-Chancellor through the relevant Vice-President and Executive Dean for the quality of their teaching performance.

3.3. Student Evaluation of Teaching

- a. SET surveys are used only for the following purposes:
 - to enhance staff understanding about teaching and learning
 - to enable staff to improve and develop their teaching approaches and practices, on the basis of student perceptions of their individual performance, and through reflection upon their teaching skills
 - to assist staff to develop and evaluate the topic through student feedback on topic structure, content and resources
 - to support discussion between the topic coordinator, teaching team members and the Dean (Education) about development of the topic
 - to assist course coordinator(s) to monitor course performance
 - to assist Colleges with evaluations of topics, as required under the Courses Policy
 - to inform discussion between supervisors and staff in performance reviews, and assists staff with planning their own professional development in the area of teaching practice; and
 - to inform decision-making about staff promotion, confirmation of continuing appointment, conversion to continuing posts, and other human resources processes.
- b. All academic staff with teaching responsibilities in continuing, convertible or fixed-term positions participate in the SET online survey program established within their College at least every two years, and are encouraged to participate more frequently. Sessional and adjunct staff are also encouraged to participate in the SET process.
- c. An alternative to a SET online survey is used only if prior approval is obtained (see 4. Authority).
- d. The results of SET evaluations are accessed in accordance with the Teaching Evaluation Procedures.
- e. Information derived from student evaluations of teaching using a SET instrument is retained for historical reference.

3.4. Peer Evaluation of Teaching

- a. Peer evaluation of teaching is used only for the following purposes:
 - to enable staff to improve and develop their teaching approaches and practices
 - to inform discussion between supervisors and staff in performance reviews, and assists staff with planning their own professional development in the area of teaching practice
 - to provide a learning opportunity for both the evaluator and the person being evaluated
 - to inform decision-making about staff promotion, confirmation of continuing appointment, conversion to continuing posts, and other human resources processes.
- b. All academic staff in continuing positions with teaching responsibilities are expected to participate in evaluation of teaching by one or more peer evaluators trained in the peer evaluation process.
- c. Information derived from peer evaluations of teaching is retained for historical reference.

3.5. Teaching staff

All staff who teach in a topic, including casual staff, will have qualifications, skills and knowledge required to support student learning as required by the Higher Education Standards Framework.

4. Authority

Deputy Vice-Chancellor (Students), on advice of relevant Vice-President and Executive Dean or nominee

Approval of an alternative SET instrument to an online survey, and the conditions applying to its use, if satisfied that the circumstances are exceptional and it would provide a more appropriate basis for evaluating teaching of individual staff members within a particular environment.

5. Responsibility

Vice-President and Executive Dean and/or Dean (People and Resources)

Ensure that staff teaching in a topic meet the requirements of s.3.5.

6. Supporting Procedures

Supporting procedures are part of this policy and provide additional detail to give practical effect to the policy principles.

[Teaching Evaluation Procedures](#)

Approval Authority	Academic Senate
Responsible Officer	Deputy Vice-Chancellor (Students)
Approval Date	13 September 2017
Effective Date	19 December 2017
Review Date*	September 2018
HPRM file number	CF18/36

*** Unless otherwise indicated, this procedure will still apply beyond the review date.**

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