

Guidelines for Course Quality Assurance

No. 5 – Faculty Academic Research Reports

Research Students Centre

Contact:
Manager

Last Updated: February 2008

CRICOS Institution Code 00213J

Guidelines for Course Quality Assurance

No. 5 – Faculty Academic Research Reports

In 2007 the Teaching and Learning Committee approved that from 2008 reporting of research courses would be separated from that of coursework awards. The following are details of the requirements for the submission of the Faculty Academic Research Reports.

General

The Faculty Academic Research Reports (FARRs) are a review of a faculty's research program through a consideration of component courses. The FARRs should be not more than **4-5 pages** with appendices if required.

In 2008 faculties may, where available/appropriate, include "Course Reports" already completed as appendices to FARR.

Faculty level consideration of the FARR should be at the Academic Board at least, but may include other forums

Process

The process for the FARR will mirror the process for the Faculty Academic Programs Reports (FARR). and for 2008 will be as follows:

- Call for Faculty Research Program Report (FARR): 15 February 2008
- FARR due date: 2 May 2008
- Review of FARR forming body of submission to Research Degrees Committee: by 18 May 2008
- Research Degrees Committee (RDC): 2 June 2008
- Summary of RDC discussion possibly using Commendations, Affirmations, Recommendations format: by 13 June 2008
- University Research and Innovation Committee (URIC): 27 June 2008
- Summary of URIC discussion: by 11 July 2008
- Due date for Faculty Summary of FARR/FARRs: 11 July 2008 (executive summaries of each + response to questions raised by T&L and URIC)
- UAB: 25 July 2008

Faculty's will be asked to provide summaries of both their FARR and FARR for University Academic Board (first requested in 2007). These summaries should include the executive summary of each of the FARR and FARR and responses to specific questions raised at either T&L or URIC.

PROFORMA

FACULTY OF <FACULTY NAME>

ANNUAL COURSE REPORT <YEAR>

Course Code	Course Title

1. Executive Summary

The Executive Summary should provide a short (not more than one page) summary highlighting exceptions, themes, and trends. This section should also incorporate feedback on performance and outcomes of the previous year's strategic implementations.

2. Evaluation and Analysis of Data

This section of the report provides the opportunity for faculty to analysis of relevant data and highlight any particular issues impacting the faculty or the course under specified headings. Faculties are asked to identify exceptions, themes and trends and to comment on strategies the faculty has put in place to deal with any identified issues. The analysis should incorporate consideration of any relevant key performance indicators and faculty strategic plans. Particular issues to be included are detailed in each section below.

The Research Students Centre will provide statistical HDR and course performance data and related reports to support comment on the following issues. Please see shared document "evaluation and analysis for assistance in accessing reports" for advice on how to access materials and strategies to support evaluation and analysis. Please note there are links through this document to data contained in QCR (QUT Corporate Reporting) site. To access the links you will have to initially login. To login go to [QUT Corporate Reporting](#) and click on the QCR reports link.

Faculties should also use any other relevant faculty data as a basis for the analysis and discussion of issues.

2.1 Admissions and recruitment strategies

The section on Admissions and recruitment strategies should include consideration of the following:

- Trends and issues impacting on admissions and enrolments, including any plans for changes to recruitment strategies for 2008/9.
- Trends or patterns in the needs or expectations of admitted students impacting on the provision of high quality teaching and learning
- Issues of resourcing or management impacting delivery or the provision of high quality teaching and learning
- The success of postgraduate and honours promotional events held during 2007.
- The success of the faculty Vacation Research Experience Scheme in attracting potential Honours and or Higher Degree Research students.

Related data:

- [Review \(QCR\) admissions data](#)
- Review historical admissions data (see sharepoint shared document “Admissions Record”)
- VRES data (see sharepoint shared document “VRES Report”)
- Postgraduate Showcase report 2007 (see sharepoint shared document PG Showcase report 2007”)

2.2 Enrolments and Progress

The section on enrolments and progress should include consideration of the following:

- Trends (e.g., employment opportunities) impacting on student progression.
- International student enrolments by course in terms of
 - Increase in proportion consistent with QUT target figures
 - Faculty activities to support and encourage the international cohort.
- Trends or patterns in the needs or expectations of admitted students impacting on the provision of high quality teaching and learning. (Master scholarship)
- Issues of resourcing or management impacting delivery or the provision of high quality teaching and learning to commencing students?

Related data:

- [\(QCR\) enrolment data](#)
- Historical enrolments (see sharepoint shared document Historical Enrolments)
- Consumed efts (see sharepoint shared document consumed efts)
- APR comments
- Any other faculty data, if required by faculty

2.3 Research Outcomes

The section on research outcomes should include discussion of:

- Publication rates of students
- Attendance at conferences, overseas field work and research visits by students (including comment on participation in the Grant in Aid Scheme)
- Graduate Destination Data available on students
- Action the faculty may take to improve research activity and outcomes of students as a result of the analysis of the data provided.

Related data:

- Student Publications 2004-2006 (see sharepoint shared document “Student Publications 2004-2006”)

- GIA data (see sharepoint shared document “GIA data”)

2.4 Supervisor Accreditation

The section on supervisor accreditation should consider:

- Availability of suitable supervisors to meet student needs in terms of range of topics, expectations.
- Availability of suitable supervisors in terms of workload limitations and range of duties
- Needs of internal and external supervisors for specialisation support and training to meet needs of students within the cohort.

Related data:

- Accredited supervisor report (see sharepoint shared document Supervisor Accreditation 2006 and 2007)
- Any other faculty data, if required by faculty

2.5 Scholarships

The section on scholarships should consider:

- The number and type of scholarships held by students of your faculty.
- Your faculty’s performance in the last scholarship round in terms of number of applications, number of new scholarship holders admitted in 2008 etc.
- Current funding provisions for students in your faculty.
- Unmet funding/infrastructure needs of current students that need to be addressed.
- Any strategies or directions for the faculty in terms of attracting new scholarships or scholars (i.e., any proposed funding arrangements by the faculty, the faculty in combination with the institutes or other external partners for 2009).

Related data:

- Analysis of the round (see sharepoint shared document “Scholarship Round Summary”)
- Current scholarship holders (see sharpoint shared document “Scholarship Holders”)

2.6 Examinations

The section on examinations should consider:

- The profile of examiners being approached to complete reports
- The recommendations of examiners and the time taken to provide reports
- The quality of the thesis as indicated by examiner recommendations and any action the faculty would take to improve quality.

Related data:

- Thesis examiner (see sharepoint shared document “Thesis Examiner”)
- Student examination (see sharpoint shared document “Student exam status”)
- Any other faculty data, if required by faculty

2.7 Completions, Transfer and Discontinuation Rates

The section on completions, transfer and discontinuation rates should include consideration of the following:

- The faculty’s performance in completions against University targets and the success of the faculty's strategies to increase completions
- The impact of completion times on quality of teaching and learning experience
- Examination processes within the faculty and university and how these have affect completion rates
- Changes to process recommended/required to improve examination quality and efficiency

- Whether transfer and discontinuation rates are consistent with the faculty's expectations.
- Trends in rates or time taken in candidature prior to completion/transfer/discontinuation that are exceptional, if so what and why
- Any action the faculty will be taking to address rates in the future either in terms of course structure, advice to students and supervisors or revisions to process or faculty policy.

Related data:

- Completions data (see sharepoint shared document “Completions”)
- [Graduate Destination Data](#)
- [Postgraduate Research Experience Questionnaire](#)
- Any other faculty data, if required by faculty

3. Research Training Any Other Issues

The section on Other Issues in Research Training should incorporate consideration of the following:

- The faculty view on whether training provided both face to face (i.e., Orientation, IRIS, AIRS, Workshops) and via online resource (i.e., eGSA, ATN Leap and More Modules) is meeting student needs in terms of
 - Managing milestones and their research candidature
 - Code of conduct matters including IP, Ethics, H&S
 - Statistical skills
 - Writing Skills for thesis and publication
 - Preparing for future employment

- Preparing for teaching at University
- Information Literacy
- Graduate Capabilities
- Training needs of supervisors in light of changes in the cohort (e.g., increasing international numbers, increasing interdisciplinary projects etc) and whether the QIPS and Supervisor Solutions materials are meeting needs.
- Training provided or proposed by the faculty to support its research aspirations.

Related data:

- Training Report 2007 (see sharepoint shared document "Training Report 2007")

4. Recommendations, Actions, and Future Improvements

In half a page or less the Faculty is welcome to highlight any activities or strategies the faculty will be putting in place during 2008 to research training needs within the faculty. It is likely these will relate to issues already identified in the report.