

# Recovery:

*Understanding and interpreting national expectations and measures in learning and teaching: A summary of the 'Good Universities Guide', 'Quality Indicator for Learning and Teaching' (QILT) and Performance Based Funding schemes*

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(Interim) Pro Vice Chancellor, Teaching Quality and Innovation

**Final – 3.12.2020**

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# Abstract

This presentation will provide a short presentation on the following:

Collaborative Conversations: *Understanding and interpreting national expectations and measures in learning and teaching: A summary of the [‘Good Universities Guide’](#), [‘Quality Indicator for Learning and Teaching’ \(QILT\)](#) and [Performance Based Funding](#) schemes*

This 30 minute presentation will provide a brief overview of 3 key sources of information/schemes that indicate overall learning and teaching and student engagement and success measures. These measures have an impact on both internal and external university perception and reputation, and assist university stakeholders in future planning to meet quality assurance and government expectations. This presentation will focus on the following questions pertaining to each information/scheme.

- What is it?
- Why is it important?
- Who is the target audience for the source?
- When is the source most relevant?

How can each university stakeholder be more involved in the outcome of these measures?

The will also be 15 minute, *Question and Answer* session available as part of this presentation.

# Good Universities Guide

## 1. What is it?

- Good Universities Guide (GUG) – [Good Universities Guide](#)
- Up-to-date website that is Australia's largest course comparison
- Platform for wide range of university associated dissemination, marketing and communications to broad audience

## 2. Why is it important?

- Comprehensive
- National benchmarking
- Simplification of accessing relevant information

## 3. Who is the target audience for the source?

- Students (range of backgrounds)
- Parents
- Educators (Secondary, Tertiary)
- Marketing staff, social media focused etc

The screenshot shows the homepage of The Good Universities Guide. The header includes the logo and navigation links for Courses, Institutions, Careers, Ratings, Scholarships, Events, Study Info, Edu Blogs, Login, and a 'Compare your shortlists' button. The main banner features the text 'Australia's Largest Course Comparison Website!' and 'Find Courses, Compare University Ratings, Explore Careers.' Below this is a search bar with the text 'Search for courses in marketing, engineering, business, nursing' and a search icon. A 'more options >' link is also visible. The page includes several promotional banners: 'THE GOOD CAREERS GUIDE 2020 THE FIRST STEP IN YOUR CAREER JOURNEY', 'ONLINE CHANGE OF PREFERENCE EXPO', and 'GOOD UNIVERSITIES GUIDE'. A 'Featured Institutions' section is partially visible, with a highlighted box containing the text: 'Good Education Group is Australia's leading independent provider of high-quality education and career information, empowering students and job seekers to achieve their goals. We offer accessible data and analysis, which allows students and families to make informed decisions about education and career pathways. Our multi-platform resources help education providers and industry partners meet the needs of their audience.' At the bottom, there is a small text snippet: 'you to choose your direction and create a unique degree.'

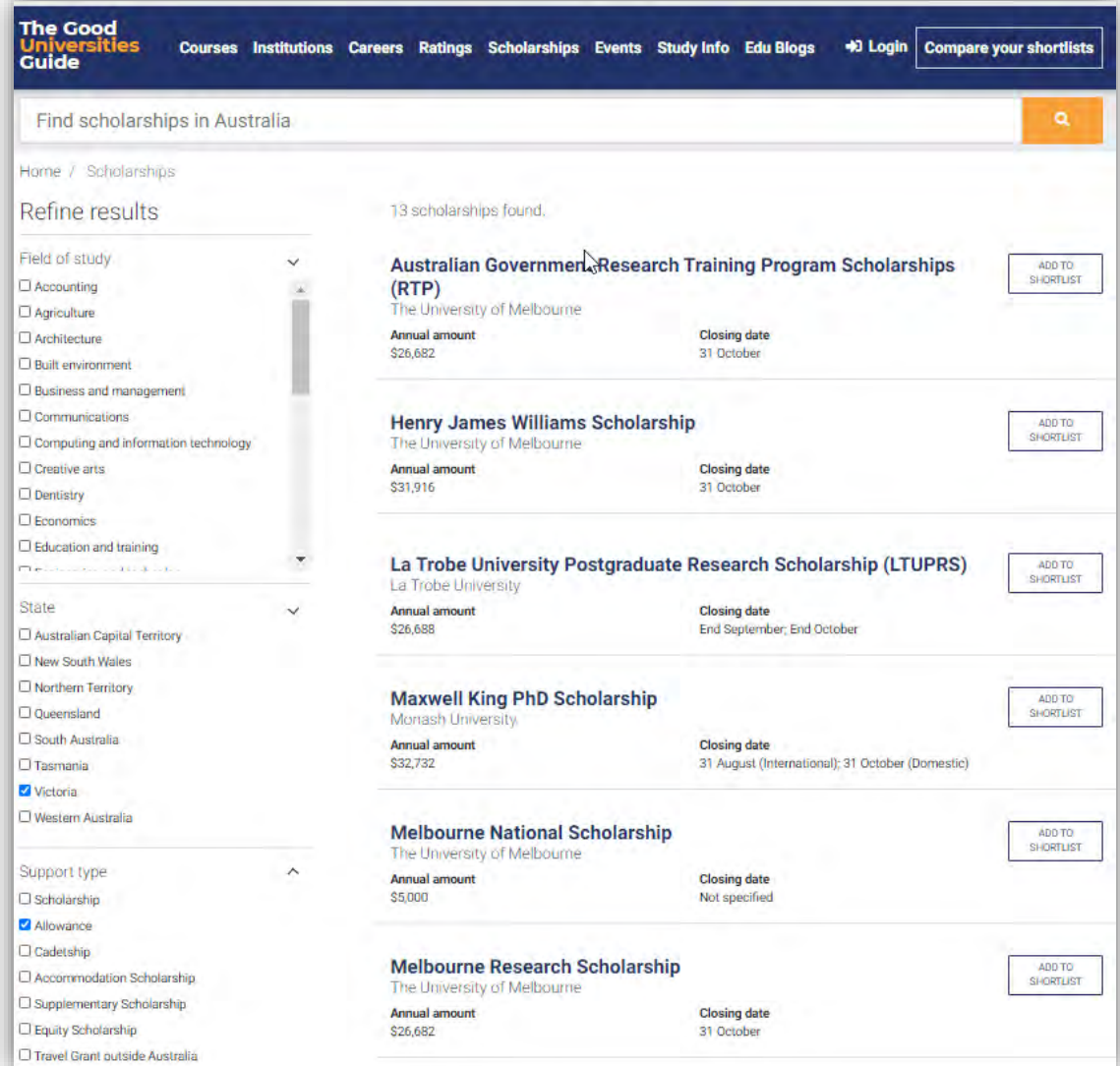
# Good Universities Guide

4. When is the source most relevant?

- Planning to commence studying at tertiary level
- Reviewing open day options
- Reviewing changes to study options
- Needing support

5. How can each university stakeholder be more involved in the outcome of these measures?

- Some comparisons are linked to our practice (IE Teaching Quality)
- Being aware of comparisons
- Activity working with Marketing regarding events that you would like shared
- Ensuring program and course information is up to date



The screenshot displays the 'The Good Universities Guide' website interface. At the top, there is a navigation bar with links for Courses, Institutions, Careers, Ratings, Scholarships, Events, Study Info, Edu Blogs, a Login button, and a 'Compare your shortlists' button. Below the navigation bar is a search bar containing the text 'Find scholarships in Australia'. The main content area shows a list of 13 scholarships found. The first scholarship listed is the 'Australian Government Research Training Program Scholarships (RTP)' from The University of Melbourne, with an annual amount of \$26,682 and a closing date of 31 October. Other scholarships include the Henry James Williams Scholarship, La Trobe University Postgraduate Research Scholarship (LTUPRS), Maxwell King PhD Scholarship, Melbourne National Scholarship, and Melbourne Research Scholarship. Each scholarship entry includes an 'ADD TO SHORTLIST' button. On the left side, there are filters for 'Field of study' and 'State'. The 'Field of study' filter is currently set to 'All', and the 'State' filter is set to 'Victoria'. There is also a 'Support type' filter at the bottom left.



# GUG

## Five star ratings

Welcome to the latest edition of The Good Universities Guide ratings. On this tab you will find your institution's overall rating results.

Hover over the icons for more information about each rating.

Scroll through the tabs above to view your results by field of study as well as results for other universities and year-on-year comparisons.

Your ratings results will be presented to a prospective student audience across multiple platforms and mediums. For more information about how your rating results are viewed and used by our audiences, please get in touch.

### NEW FIVE STAR RATING RESULTS

LEARNER ENGAGEMENT

66%



### CHARACTERISTICS



### THE EDUCATIONAL EXPERIENCE



### GRADUATE OUTCOMES



# GUG – Ratings – Events

The Good Universities Guide

Courses Institutions Careers Ratings Scholarships Events Study Info Edu Blogs Login Compare your shortlists

Find events and open days for Australian institutions

Home / Events

Refine results

Event type

Location

**MURDOCH FIRST \$3000\***

Study a Bachelor of Professional Accounting

**50% OFF a second pair by Dec 31**

**Change of Preference – Online Expo**

The Good Universities Guide

Our Change of Preference Expos will be online, enabling students to connect directly with university and TAFE staff. On the day of your event you will have the opportunity to attend webinars or chat directly with institutions via a live chat system. Register to attend!

FIND OUT MORE

10 events found.

**USQ**

**Virtual Open Day: your 24/7 access**

University of Southern Queensland USQ

On demand

You asked, we've delivered! Check out on-demand webinars by our academics, 360° campus tours, and insights into student life at USQ. Discover more.

**Murdoch University**

**Open Every day**

Murdoch University

On demand

We're all about helping you find your path and achieve your goals. That's why we've created Open Every Day. Open Every Day is where you'll find all things Open Day, all day, every day. Meet students, see what campus life is like, what your study options are and more. Plus, you can join us on one of our many Open Every Day campus tours! Address: Murdoch Perth Campus, 90 South Street, Murdoch WA

**RMIT UNIVERSITY**

**NSW Change of Preference – Online Expo**

RMIT University

Friday 18th December 2020 10:00am to 3:00pm

We will be attending Good Universities Guide's Change of Preference Expo. On the day of your event you will have the opportunity to attend webinars or chat directly with us via our live chat system. Register to attend!

# GUG – Careers Comparisons

Careers Courses Institutions Scholarships

Medical Scientist
  Forensic Scientist
  Exercise Scientist

Career	Medical Scientist	Forensic Scientist	Exercise Scientist
Average age	39 years	37 years	28 years
Future Growth	Moderate	Moderate	Very strong
Gender Share	71% female	63% female	52% female
Gender Share	71% female	63% female	52% female
Average full-time	42 hours	42 hours	43 hours
Weekly Pay	\$1,871	\$1,794	\$2,094
Skill level rating	Very high skill	Very high skill	Very high skill
Unemployment	Lower unemployment	Average unemployment	Lower unemployment
Full-Time Share	71% Full-Time	70% Full-Time	66% Full-Time
Employment Size	24,200 workers	1,000 workers	2,600 workers



# GUG – Ratings – Teaching Quality

The Good Universities Guide

Courses Institutions Careers Ratings Scholarships Events Study Info Edu Blogs Login Compare your shortlists

Select institution

Home / Ratings

## Australian university ratings and rankings 2020/2021

The section below provide a series of ratings and insights across a range of indicators. On the premise that no institution is superb at everything, these rankings are high-level indicators and should be used to gain comparative insights into the varying strengths and characteristics of each institution.

Refine results

Level of study  
Undergraduate







Rating type  
Teaching Quality


Field of study  
-


Location

- Australian Capital Territory
- New South Wales
- Northern Territory
- Queensland
- South Australia
- Tasmania
- Victoria
- Western Australia

Undergraduate Teaching Quality ratings in Australia.  
This rating looks at the proportion of students who were satisfied with the quality of teaching they experienced.

	<b>Bond University</b> ★★★★★ 90%	ADD TO SHORTLIST
	<b>The University of Notre Dame Australia</b> ★★★★★ 90%	ADD TO SHORTLIST
	<b>Edith Cowan University (ECU)</b> ★★★★★ 86%	ADD TO SHORTLIST
	<b>University of New England (UNE)</b> ★★★★★ 85%	ADD TO SHORTLIST
	<b>Deakin University</b> ★★★★★ 84%	ADD TO SHORTLIST
	<b>Federation University</b> ★★★★★ 84%	ADD TO SHORTLIST

  
**MURDOCH FIRST**  
Begin Uni with a



# GUG – Ratings – Student Support

The Good Universities Guide Courses Institutions Careers Ratings Scholarships Events Study Info Edu Blogs Login Compare your shortlists

Select institution

Home / Ratings

## Australian university ratings and rankings 2020/2021

The section below provide a series of ratings and insights across a range of indicators. On the premise that no institution is superb at everything, these rankings are high-level indicators and should be used to gain comparative insights into the varying strengths and characteristics of each institution.

Refine results

Level of study  
Undergraduate







Rating type  
Student Support


Field of study  
-

Location

- Australian Capital Territory
- New South Wales
- Northern Territory
- Queensland
- South Australia
- Tasmania
- Victoria
- Western Australia

Undergraduate Student Support ratings in Australia.  
This rating looks at the proportion of students who were satisfied with the support they received from their institution.

	<b>Bond University</b> ★★★★★ 90%	ADD TO SHORTLIST
	<b>The University of Notre Dame Australia</b> ★★★★★ 83%	ADD TO SHORTLIST
	<b>University of New England (UNE)</b> ★★★★★ 82%	ADD TO SHORTLIST
	<b>Southern Cross University</b> ★★★★★ 80%	ADD TO SHORTLIST
	<b>Edith Cowan University (ECU)</b> ★★★★★ 80%	ADD TO SHORTLIST
	<b>Federation University</b> ★★★★★ 80%	ADD TO SHORTLIST

  
**MURDOCH FIRST**  
Begin Uni with a Scholarship of up to...

# Quality Indicators of Learning and Teaching (QILT)

## 1. What is it?

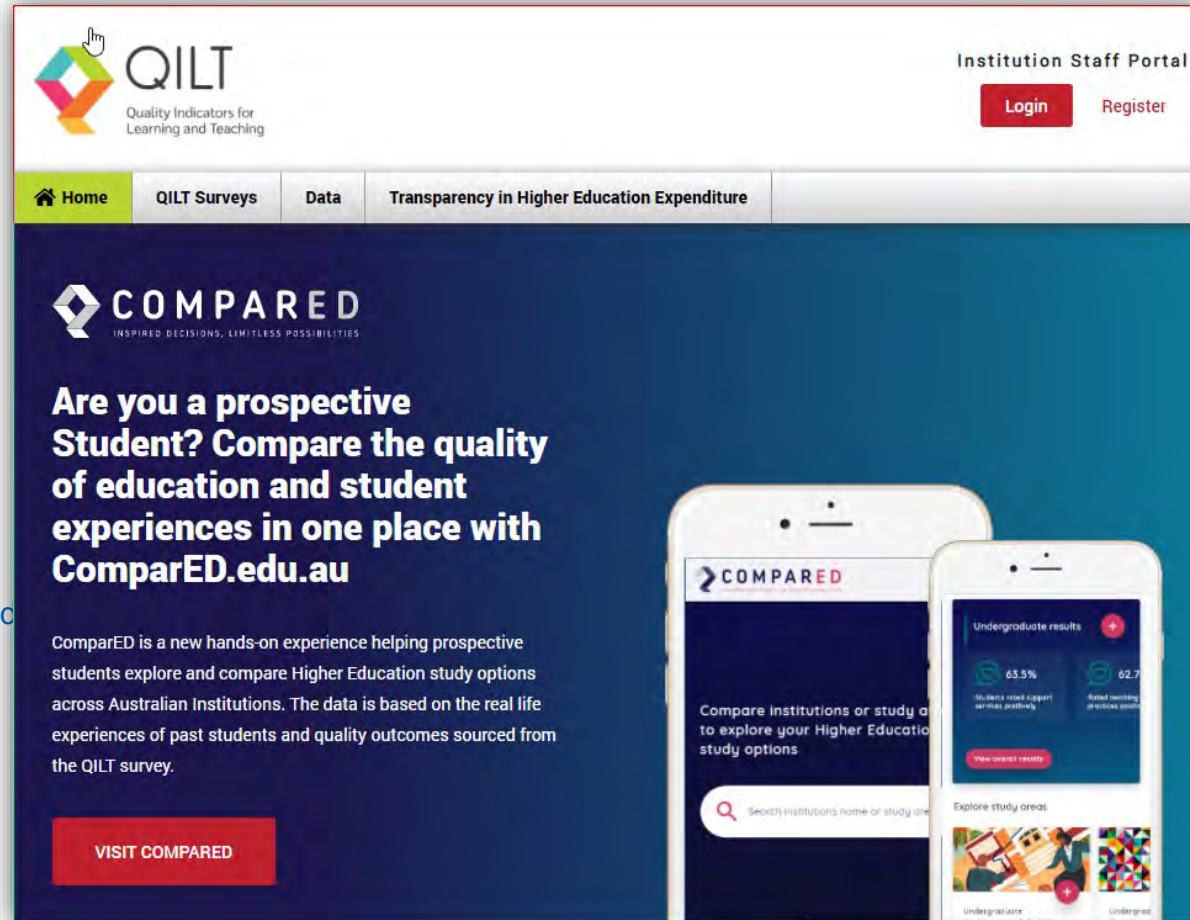
- [QILT](#)
- Website platform that allows comparisons between Australian universities based on national survey data

## 2. Why is it important?

- It informs information on the Good University Guide
- It may influence student choice to attend
- It may influence parent and teacher perceptions of disciplines quality and student support

## 3. Who is the target audience for the source?

- Students (range of backgrounds)
- Parents
- Educators (Secondary, Tertiary)
- Marketing staff, social media focused etc



The image shows a screenshot of the QILT website and the ComparED mobile app. The website header includes the QILT logo (Quality Indicators for Learning and Teaching) and an "Institution Staff Portal" with "Login" and "Register" buttons. The navigation menu has "Home", "QILT Surveys", "Data", and "Transparency in Higher Education Expenditure". The main content area features the ComparED logo with the tagline "INSPIRED DECISIONS, LIMITLESS POSSIBILITIES" and a large headline: "Are you a prospective Student? Compare the quality of education and student experiences in one place with ComparED.edu.au". Below this, a paragraph describes ComparED as a hands-on experience for prospective students to explore and compare Higher Education study options across Australian institutions, based on real-life experiences and QILT survey data. A red "VISIT COMPARED" button is visible. To the right, two smartphones display the ComparED app interface, showing undergraduate results and search options.



# Quality Indicators of Learning and Teaching (QILT)

4. When is the source most relevant?

- Informs information captured and disseminated as part of the Good University Guide
- Peak enrolment periods
- Short-term and long-term government comparison activities and reports

5. How can each university stakeholder be more involved in the outcome of these measures?

- Be aware of the questions in the survey (**SES is key focus**)
- Reconceptualise **your L&T practice and how it relates to these indicators**
- Look at performance of your discipline through QILT **Dashboard – at Focus Areas (discipline level)**

## QILT Surveys

The Quality Indicators for Learning and Teaching (QILT) are a coherent suite of surveys that cover higher education from commencement to employment. The surveys provide robust, timely and transparent information about Australian higher education institutions from the perspective of recent students and graduates.

The surveys include:

- the [\*Student Experience Survey\*](#), measuring learning experiences and satisfaction of current students
- the [\*Graduate Outcomes Survey\*](#), examining labour market outcomes of newly qualified higher education graduates
- the [\*Graduate Outcomes Survey – Longitudinal\*](#), providing information on medium-term graduate labour market outcomes
- the [\*Employer Satisfaction Survey\*](#), assessing the generic skills, technical skills and work readiness of graduates.

This website provides access to high level results from the QILT, including national research reports and data visualisation tools. Data from the QILT surveys also underpins the [\*\*ComparED website\*\*](#), where users can compare key results by institution and study area.

This website is maintained by the [\*\*Social Research Centre\*\*](#).

All queries about the website, including requests for data, should be directed to the Social Research Centre.

The QILT initiative, including this website, are funded by the Australian Government Department of Education.

# QILT – SES – 6 banks of questions

Federation University Focus Area Scores 2017, 2018, 2019 by Faculty for All Programs

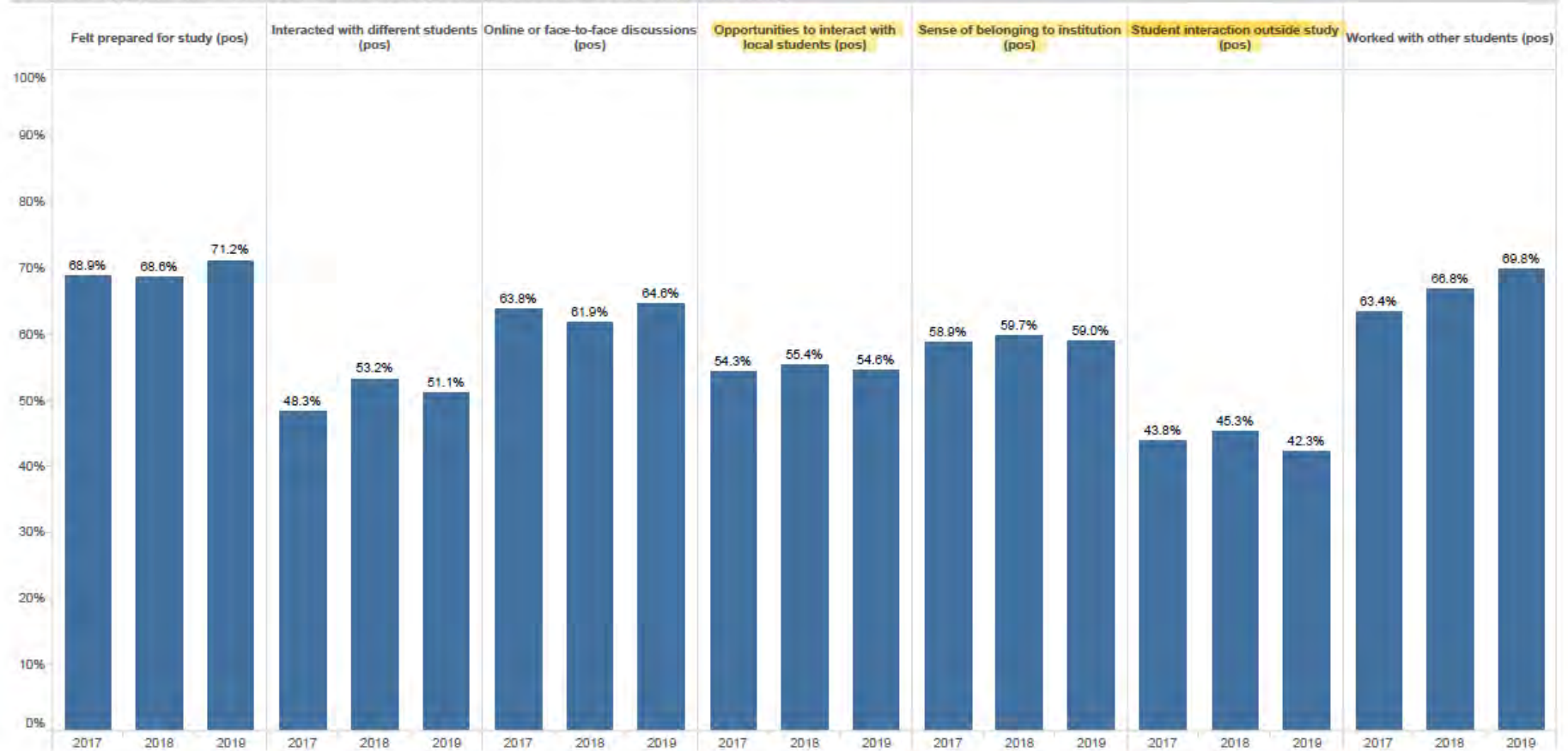
Year ..	Federation University										
	BUS	EDART	HLTH	SITE	FBS	SA	SE	SHLS	SNHP	SSEIT	
Overall Experience - Positive Responses	2017	88.5%	77.0%	78.6%	80.3%						
	2018	81.8%	81.0%	82.7%	82.4%						
	2019					83.5%	78.8%	73.6%	87.6%	80.6%	75.4%
Skills development - Positive Responses	2017	84.8%	80.8%	83.2%	81.0%						
	2018	81.4%	84.4%	88.1%	78.9%						
	2019					88.2%	84.1%	78.4%	87.4%	87.8%	80.6%
Learner engagement - Positive Response	2017	51.1%	61.6%	58.3%	60.6%						
	2018	54.0%	64.4%	65.9%	62.8%						
	2019					64.1%	61.7%	57.9%	67.9%	61.7%	59.0%
Teaching quality - Positive Responses	2017	88.3%	81.4%	81.6%	85.6%						
	2018	80.8%	85.8%	84.8%	85.4%						
	2019					83.3%	83.0%	77.3%	90.2%	85.2%	77.8%
Student support - Positive Responses	2017	82.9%	77.3%	80.4%	85.6%						
	2018	75.7%	78.4%	80.3%	83.3%						
	2019					74.5%	78.8%	73.4%	86.3%	82.8%	82.0%
Learning resources - Positive Responses	2017	89.3%	79.9%	84.9%	91.3%						
	2018	83.7%	85.7%	88.9%	90.3%						
	2019					88.5%	83.9%	83.7%	90.4%	91.6%	85.9%



# QILT – SES – ‘Learner Engagement’ Focus Area

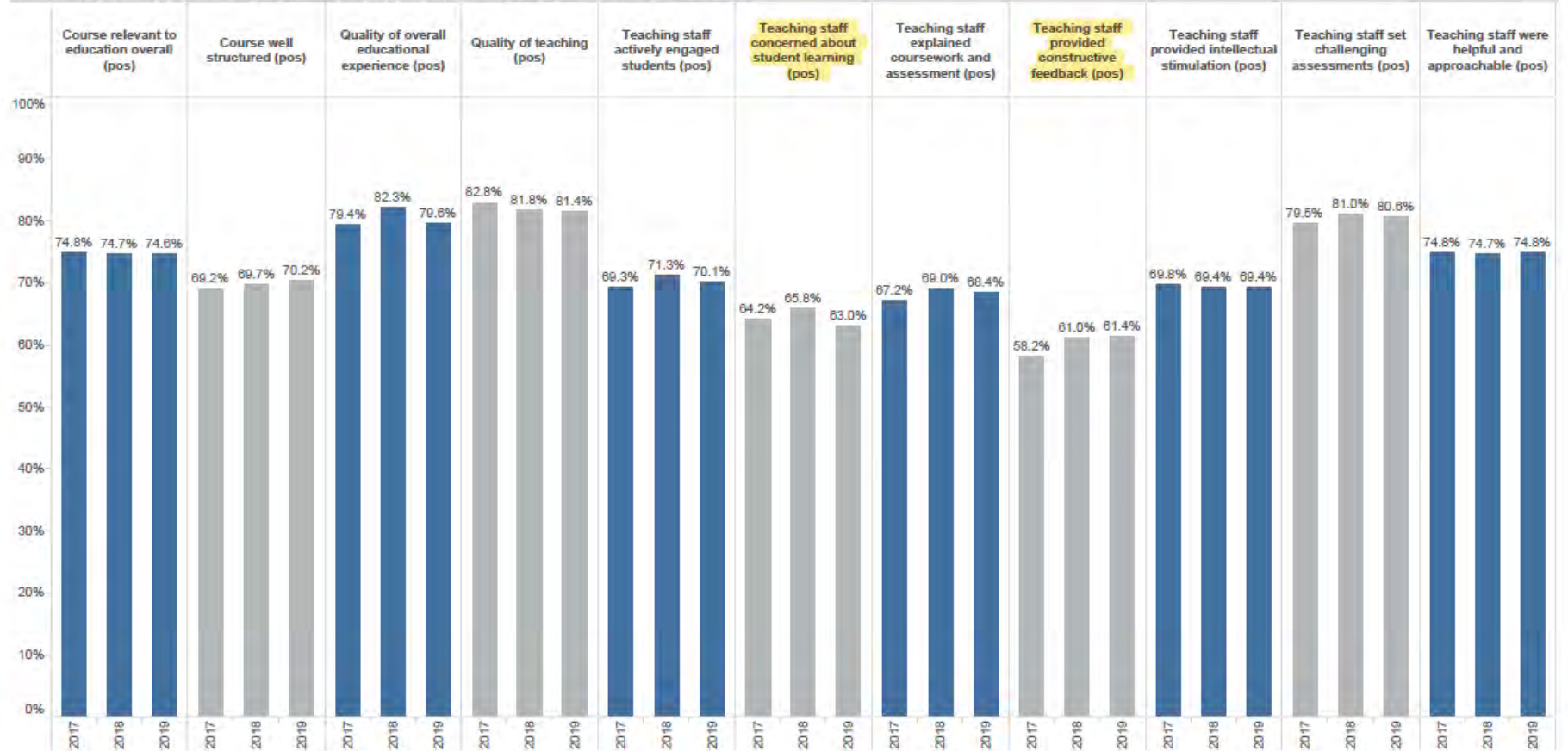


Learner Engagement Focus Area Items 2017, 2018, 2019 for Federation University



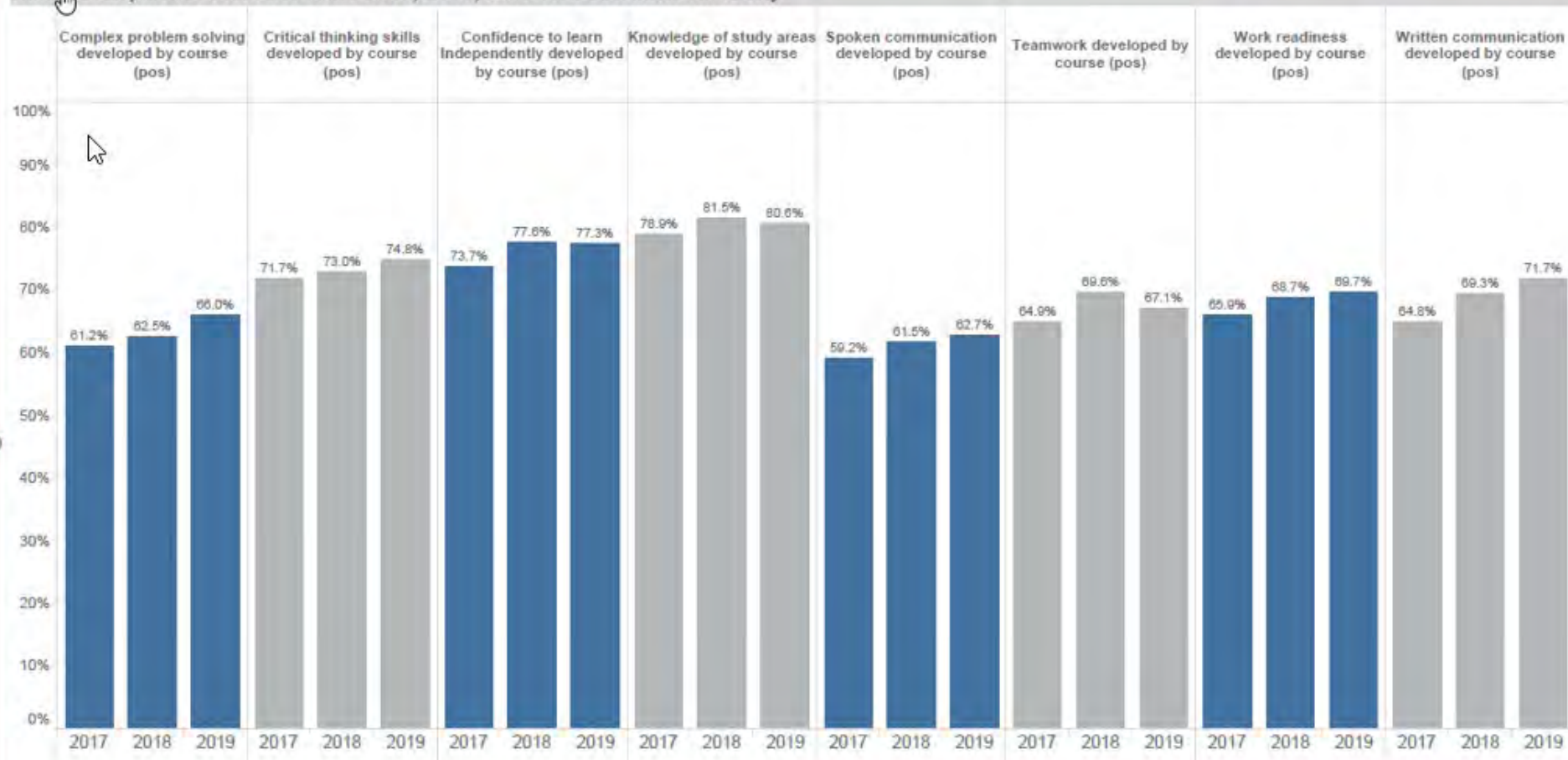
# QILT – SES – ‘Teaching Quality’ Focus Area

Teaching Quality Focus Area Items 2017, 2018, 2019 for Federation University



# QILT – SES – ‘Skills Development’ Focus Area

Skills Development Focus Area Items 2017, 2018, 2019 for Federation University



# QILT – Employer Satisfaction Survey

**Table 1: ESS Summary Statistics**

	Foundation		Adaptive		Collaborative		Technical		Employability		Overall Satisfaction	
	%	C1	%	C1	%	C1	%	C1	%	C1	%	C1
Federation University Australia	93.5	89.5, 96.0	89.6	85.0, 93.0	88.0	83.2, 91.6	92.1	87.8, 95.0	90.4	85.9, 93.6	81.2	75.7, 85.6
Total Universities	93.3	92.9, 93.7	89.9	89.4, 90.3	87.9	87.4, 88.3	93.5	93.1, 93.8	85.8	85.3, 86.3	84.3	83.8, 84.8

Extract from [2019 QILT ESS Report](#) - Table 7: Employer satisfaction by institution (universities only), 2017 - 2019 Page 25-26

**Table 2: Further explanation of ESS parameters**

<p><b>Foundation:</b></p> <ol style="list-style-type: none"> <li>1. Oral communication skills</li> <li>2. Written communication skills</li> <li>3. Numeracy skills</li> <li>4. Ability to develop relevant knowledge</li> <li>5. Ability to develop relevant skills</li> <li>6. Ability to solve problems</li> <li>7. Ability to integrate knowledge</li> <li>8. Ability to think independently about problems</li> </ol>	<p><b>Adaptive Skills and Attributes:</b></p> <ol style="list-style-type: none"> <li>9. Broad background knowledge</li> <li>10. Ability to develop innovative ideas</li> <li>11. Ability to identify new opportunities</li> <li>12. Ability to adapt knowledge to different contexts</li> <li>13. Ability to apply skills in different contexts</li> <li>14. Capacity to work independently</li> </ol>	<p><b>Teamwork/Collaborative:</b></p> <ol style="list-style-type: none"> <li>15. Working well in a team</li> <li>16. Getting on well with others in the workplace</li> <li>17. Working collaboratively with colleagues to complete tasks</li> <li>18. Understanding different points of view</li> <li>19. Ability to interact with co-workers from different or multi-cultural backgrounds</li> </ol>
<p><b>Technical:</b></p> <ol style="list-style-type: none"> <li>20. Applying professional knowledge to job tasks</li> <li>21. Using technology effectively</li> <li>22. Applying technical skills in the workplace</li> <li>23. Maintaining professional standards</li> <li>24. Observing ethical standards</li> <li>25. Using research skills to gather evidence</li> </ol>	<p><b>Employability:</b></p> <ol style="list-style-type: none"> <li>26. Ability to work under pressure</li> <li>27. Capacity to be flexible in the workplace</li> <li>28. Ability to meet deadlines</li> <li>29. Understanding the nature of your business or organisation</li> <li>30. Demonstrating leadership skills</li> <li>31. Demonstrating management skills</li> <li>32. Taking responsibility for personal professional development</li> <li>33. Demonstrating initiative in the workplace</li> </ol>	

# QILT - GOS

**Table 3: Further explanation of GOS parameters**

University	In full-time employment (as proportion of those available for full-time work) (%)	Overall employed (as a proportion of those available for any work) (%)	Labour force participation rate (%)	Median salary, employed full-time (\$)
Federation University Australia	75.3 (72.0, 78.2)	90.7 (89.1, 92.0)	93.5 (92.2, 94.5)	\$64,000 (62,000, 66,000)
All universities	72.5 (72.2, 72.8)	87.0 (86.8, 87.2)	92.4 (92.3, 92.6)	\$62,600, (62,600, 62,600)

Extract from [2019 QILT GOS Report](#): Table 4 Undergraduate labour force indicators, 2019 (universities only), Page 13-14



# QILT – Access to Data Dashboards

**Access to the Federation  
University Facts & Figures:**

<https://federation.edu.au/about-us/our-university/facts-and-figures>  
Further located the QILT (SES) Dashboard

**Power BI – Open comparison provided by QILT organisation**

<https://app.powerbi.com/view?r=eyJrljoiNjM3ODUxOTAtNmJhNi00YTlmLWlzN2UtNjc4YzVhMjYzMTUxliwidCI6IjBhNGQ1MDgwLTUxNWMtNDVINi1hN2FiLTFiZjI1OTZhNTY0OCJ9>

# Performance Based Funding

## 1. What is it?

[The Hon Dan Tehan MP](#) - *Media Release – Oct 2, 2019*

- “University funding growth will be linked to their **ability to produce job-ready graduates**.
- **Graduate employment outcomes** will be the most important factor under the performance-based funding model for universities that was finalised today.
- The Morrison Government will provide additional funding for universities through the Commonwealth Grant Scheme (CGS) in line with the population growth of the 18-64 year old cohort and performance under the performance-based funding model.
- Performance will be assessed across four measures: **graduate employment outcomes, student success, student experience, and participation** of Indigenous, low socio-economic status, and regional and remote students. Graduate employment outcomes will account for **40 per cent of funding**, with the other three measures weighted at **20 per cent each**”(Reference link)

## 2. Why is it important?

“Performance-based funding is intended to ensure universities focus sufficient attention on the **quality of their teaching**, and **student support** to ultimately achieve the best possible **graduate outcomes**”. (Reference LINK)

## 3. Who is the target audience for the source?

- Government senior staff
- University senior management



[Reference Link](#)

# Performance Based Funding

## 4. When is the source most relevant?

- The government requests submission and demonstrates traction in alignment with the performance measures
- Senior management need to be aware of preparation time for submissions and demonstrated improvements (even incrementally)
- Qualitative response also optional

*“The Australian Government will introduce a PBF scheme from 2020 to ensure universities focus sufficient attention on the **quality of their teaching** and **student support** to ensure the best possible **graduate outcomes**. By linking CGS funding for domestic bachelor students to university performance, the scheme will incentivise universities to further improve their performance and consequently ensure the higher education system remains world-class” (page 19 ,[PBF](#))*

## 5. How can each university stakeholder be more involved in the outcome of these measures?

- Understand the performance measures and how they relate to QILT measures
- Look for opportunities within your own practice that impact on QILT measures
- Raise areas of concerns with appropriate managers
- Collect relevant data to demonstrate your possible innovation to address a performance area

### *Performance-based funding Scheme – \$80m in 2020*

*A university funding scheme that awards funding based on a university’s performance against a set of predetermined measures*

*It promotes continuous improvement amongst universities and promotes quality in the sector as a whole by incentivising increased performance against both university-specific and sector-wide measures*

*\$80 million of additional funding to be offered in the first year of its implementation (2020) (page 21 ,[PBF](#))*

# Performance Based Funding - Objectives

## 2.1 Objectives

The Panel has defined the following objectives of the PBF scheme:

- create more **accountability** for the spending of public money on specific national higher education priorities
- promote and develop **sound performance assessment of teaching and learning** at universities
- **create financial incentives** to improve specific areas of university performance.

To the extent that they apply to the CGS for domestic bachelor students, the objects of the *Higher Education Support Act 2003* (HESA) offer additional guidance to the aims of a performance-based funding system, including to:

- support Australia's higher education sector
- support the distinctive purposes of universities
- strengthen Australia's knowledge base and support students undertaking higher education.

(page 12 ,[PBF](#))

# Performance Based Funding - Key 4 measures

## Design, measures and thresholds

The Panel proposes a small set of core measures for 2020, in order to implement and administer a simple model and to allow the Government to align the scheme to national priorities of the day. The scheme will also include the option for universities to submit a qualitative narrative to help contextualise their performance against the core measures. Further contextualised measure thresholds will recognise the varied missions of these universities and their students' characteristics.

The *Terms of Reference* have defined broadly the parameters of performance measures. The Panel proposed four measures for the scheme based on the following considerations:

- **Student success** As widely supported by the sector, adjusted attrition rates are a contemporaneous measure (lagging by a year). The first-year attrition rates are a very good proxy for long-term failure to complete (9-year non-completion rates). A potential dimension should include students transitioning from higher education to the vocational education and training (VET) sector.
- **Equity group participation** Widely supported at the consultations, with little to no opposition from submissions, participation by Indigenous, low socio-economic status, and regional and remote students has also been a focus of recent government equity policy. The Panel supports a measure with equal weightings given to participation of these student groups to recognise their vital importance.
- **Graduate outcomes**: 'Overall employment rate' is a relevant measure to capture the complexity of employment in terms of the changing nature of professions and varied job seeking patterns, despite the limitation of this short-term measure in reflecting a contemporary view of graduate outcomes. This is also in line with the sector support for a broader definition of employment rates based on a similar notion.
- **Student experience** A large proportion of stakeholders were in favour of this measure. It is also the only student-centric measure currently under consideration that directly links to student experience. The Panel proposes the measure of student satisfaction with teaching quality due to its relevance to the purpose of this scheme.

(page 13, [PBF](#))



# PBF – Thresholds for the performance measures

Thresholds for these performance measures have been set with contextualisation in mind, as shown below:

- A university-specific 'improvement' approach is applied to the **Quality Indicators for Learning and Teaching (QILT)**-based measures (graduate outcomes and student experience), whereby a university's threshold is based on its own historical performance. This threshold setting approach, well supported by the sector, presents a strong method for contextualising a university's performance. A further contextualised element to these measures is applied: the graduate outcomes measure is adjusted to account for local employment rates, and the student experience measure is adjusted to account for correlation with study area.
- A sector-wide approach is applied to the **equity group measure**, whereby a university's performance threshold is set relative to the sector average. The nature of this particular measure—rewarding enrolment of equity groups—is itself a contextualisation method and so does not employ modifications to determine performance thresholds.
- A sector-contextualised approach is applied to the **measure of attrition**, whereby a university's performance threshold is set through a statistical means to accounting for the university's student and course characteristics.

# Performance Based Funding – QILT impact

## 6.1.1 Student experience

The Student Experience Survey is part of the QILT suite of surveys. All 41 Australian universities participated in the 2018 survey, with a 48.8 per cent response rate of students.

The Student Experience Survey presents six indicators of student experience: quality of entire educational experience (a questionnaire item), and five different focus areas (i.e. skills development, learner engagement, teaching quality, student support and learning resources) that are underpinned by 46 individual questionnaire items.

The most relevant measures for performance funding appear to be teaching quality, quality of entire educational experience, and student support, with the former having been widely discussed by the sector stakeholders.

**Teaching quality:** (Example of questionnaire items) *Thinking of this year, overall at <institution> how would you rate the quality of the teaching you have experienced in your <course>?* This measure is based on summated rating scales of 11 questionnaire items.

**Student support:** (Example of questionnaire items) *At <institution> during 2018, to what extent have you received support from your institution to settle into study?* This measure is based on summated rating scales of 13 questionnaire items.

**Quality of entire educational experience:** *Thinking about your <course> overall how would you rate the quality of your entire educational experience this year?* This measure relates to a single question within the teaching quality focus area.

(page 61 , [PBF](#))

# Performance Based Funding – Selected measures for PBF Scheme

## 6.4 Selected measures for the performance-based funding scheme

Based on the analysis in this chapter, the Panel recommends the PBF scheme should comprise the following performance measures relating to domestic bachelor students:

- **Student success** – measured by the adjusted attrition rate
- **Equity group participation** – measured by an equally weighted participation rate of Indigenous students, low SES students, and regional students
- **Graduate outcomes** – measured by overall graduate employment rate
- **Student experience** – measured by student satisfaction with teaching quality.

Further details on how these measures will be implemented in the scheme from 2020 are in Chapter 8.

(page 70 ,[PBF](#))

# PBF – Qualitative Submission – Nov 2019

(page 1 of Case 1)

## Priority to be addressed: Student experience

### Intervention to be undertaken (eg. What, who, how, when, why):

One example of a current interventions relevant to improving factors associated with *Student Experience* (ie teaching quality, student support and quality of entire educational experience (pg 45, PBF 2019, Report for Minister of Education, June 2019) is the university-wide rollout and uptake of the [Blended Online and Digital \(BOLD\) Learning and Teaching \(L&T\) Practices](#) (Refer to the University Learning and Teaching Plan – Objective 1.2 (Action 1)

**What:** The BOLD L&T Practices were developed in 2018 with further revisions approved by Academic Board in 2019. The practices were collaboratively developed by a number of stakeholders including academic staff, Associate Deans (Teaching Quality), learning designers, learning skills advisors and learning and teaching technology support officers. These practices describe 5 focus areas: (1) *Course information and learner support*; (2) *Teacher presence and communication, facilitation and interaction*; (3) *Learning activities*; (4) *Learning resources*; (5) *Student progress, assessment and feedback*. This document is available in a variety of formats.

**Who:** The practices enable academic teaching staff to perform self-assessments of their courses and curriculum relevant to face-to-face, blended, flexible and wholly online student cohorts. Professional staff and academic senior stakeholders utilise these practices in staff capability scenarios and also reference curriculum improvements related to the practices within newly developed [Teaching Expectations \(Part A and Part B\)](#).

**How:** Program and course quality is determined via internal student online evaluation systems, QILT measures and internal database analysis programs. Programs/courses identified using these instruments are provided with 1:1 and group peer learning opportunities as part of the practices review process.

**When:** The review process can occur at any time, however preferably 1-2 months prior to the commencement of the teaching semester. This will most likely enable improvements to occur prior to students commencing with their study.

**Why:** The key in addressing teaching quality is tacking the student learning experience through courses. Students interact with their courses progressively over 3-4 years and build relationships with peers and teachers via this interaction. A positive course experience can have a significant impact on student retention, sense of belonging and overall educational experience. The review and continuous improvement process must be held accountable by senior school leaders progressively and as part of the annual staff PRDP (Performance Review Development Plan).

# PBF – Qualitative Submission – Nov 2019

(page 2 of Case 1)

## **Justification for the proposed intervention:**

Federation University acknowledges that teaching quality, particularly in areas of online and cross-campus delivery, requires further scrutiny and focused strategies. Since embarking in online learning and digital education offerings in 2014, the university acknowledges the multifactorial impact of changing delivery modes while developing staff capability and creating positive, sustainable and impactful learning experiences for students.

## **Methodology for assessing the proposed intervention:**

The uptake, rollout and peer review processes associated with the BOLD L&T Practices is dependent on academic teaching staff, senior school leaders (ie Discipline Leads, Program Leaders, Associate Deans (Teaching Quality), School Learning and Teaching Committee's) and learning designers. In 2019, the university performed a pilot of using the practices to identify teaching quality across 6 schools. This pilot identified that further work is required to ensure consistent teaching quality across all courses. This project is to be expanded into 2020-2021.

## **Evidence to be used to assess the impact of the proposed intervention (eg. Measurable, trackable data)**

There are 3 measures associated with the proposed intervention: (1) The number of courses that that been reviewed using the practices; (2) The course improvements within three months of review phase; (3) eVALUate feedback from students related to the specific courses.



# PBF – How to assign funding based on Funding Band

1. Clarity of the 4 parameters: Student success (20%); Student Experience (20%); Equity (20%); Graduate Outcomes (40%)
2. Determine thresholds in each area
3. Assign weighting for each parameter based on funding band
4. Undertake assessment and decide funding allocation

## 8.1.1 Performance measure funding bands

As mentioned in Chapter 7, the proposed model uses an incremental approach to allocating funding to universities for each measure. The incremental funding bands presented in Table 7 are used for all measures for the proposed model.

Table 7: Incremental funding allocation bands for all measures

Funding band	Allocated funding
1	100%
2	80%
3	60%

# PBF – Threshold parameters

Table 8: Student success measure parameters

Student success measure parameters	
Measure	Adjusted attrition rate for first-year domestic bachelor students
Model	Contextualised thresholds estimated through regression model
Performance	2018 rates
Threshold	Regression estimates for 2018
Funding allocation rules	<ul style="list-style-type: none"><li>Performance better than regression estimate: Funding band 1</li><li>Performance within 2 standard deviations of regression estimate: Funding band 2</li><li>Performance not within 2 standard deviations of regression estimate: Funding band 3</li></ul>

Equity group participation measure parameters	
Threshold	Within reasonable distance to the 2018 sector average
Funding allocation rules	<p>For Indigenous and regional participation rates:</p> <ul style="list-style-type: none"><li>Performance better than <math>\frac{1}{2}</math> of sector average: Funding band 1</li><li>Performance better than <math>\frac{1}{4}</math> of sector average: Funding band 2</li><li>Performance worse than <math>\frac{1}{4}</math> of sector average: Funding band 3</li></ul> <p>For low SES participation rates:</p> <ul style="list-style-type: none"><li>Performance better than 1 standard deviations below sector average: Funding band 1</li><li>Performance better than 2 standard deviations below sector average: Funding band 2</li><li>Performance worse than 2 standard deviations below sector average: Funding band 3</li></ul>

# PBF – Threshold parameters

## Graduate outcome measure parameters

<b>Measure</b>	Overall graduate employment rates for domestic bachelor students, contextualised for local employment rates through linear regression model
<b>Model</b>	University-specific incremental improvement model
<b>Performance</b>	2018 rates, contextualised
<b>Threshold</b>	Previous 5-year rolling average, contextualised
<b>Funding allocation rules</b>	<ul style="list-style-type: none"> <li>▪ Performance is significantly above 5-year average: Funding band 1</li> <li>▪ Performance is not significantly above or below 5-year average: Funding band 2</li> <li>▪ Performance is significantly below 5-year average: Funding band 3</li> </ul>

**Table 12: Student experience measure parameters**

## Student experience measure parameters

<b>Measure</b>	Student satisfaction with teaching quality for domestic bachelor students, contextualised through system-weighted adjustment by study area
<b>Model</b>	University-specific incremental improvement model
<b>Performance</b>	2018 rates, contextualised
<b>Threshold</b>	Average of 2013-2017 pooled data, contextualised
<b>Funding allocation rules</b>	<ul style="list-style-type: none"> <li>▪ Performance is significantly above 5-year average: Funding band 1</li> <li>▪ Performance is not significantly above or below 5-year average: Funding band 2</li> <li>▪ Performance is significantly below 5-year average: Funding band 3</li> </ul>

Thank you for your attention

Any questions?