

Course Quality Advisory Group (CQAG) Brief Summary Report

Course Quality Advisory Group Members *(add rows for additional members)*

Name	Position
	CHAIR - Teaching Program Director or their nominee for the course/s overseen by the Course Quality Advisory Group, one of whom must serve as the Chair
	Additional Teaching Program Director or nominee
	Academic lead for any professional accreditation relating to the course/s (if applicable)
	An additional Flinders University academic staff member with expertise in a related discipline area
	Student Representative
	Student Representative
	CQAG member with academic or industry expertise in the relevant discipline area, who is not a staff member of Flinders University
	Representative from a professional body, government, community or other organisation with expertise in the discipline area.

Course/s overseen by the Course Quality Advisory Group *(add rows for additional courses, including specialisations and combined courses)*

Course Code	Course Title	General observations based on Course Level Key Accountability Measures (KAMs) data and Course Summary Profiles
SATAC code 224831	Bachelor of Engineering (Mechanical) (Honours) - BENGMCH	“First Preference”, “Load”, “Domestic Commencing Attrition” and “Domestic Graduate Employment Rate” are all Above Expectation. The domestic graduate employment rate is 100% which is a very positive outcome for both students and the course provider. “Success Rate” meets Expectation and is almost constantly the same (around 80%) over the period of 2015-2019. The only KAM which is Below Expectation is “Overall Quality of Education Experience”.

Course Code	Course Title	General observations based on Course Level Key Accountability Measures (KAMs) data and Course Summary Profiles
SATAC code 224871	Bachelor of Engineering (Mechanical) (Honours), Master of Engineering (Biomedical)	“First Preference” and “Load” Below Expectation. This seems reasonable as this is a combined degree in which we have generally a low number of students (mostly high achieving students). No data reported for “Domestic Commencing Attrition”, “Overall Quality of Education Experience” and “Domestic Graduate Employment Rate”. “Success Rate” Above Expectation ranging 86%-98% over the period of 2015-2019. One interesting observation is for “First Preference % Change (2019-20)” which is 300%! This may indicate that this combined degree has become extremely popular in the very recent year(s).

Recommendations for quality improvement at the Course level

Bachelor of Engineering (Mechanical) (Honours)

This course includes a great range of well-designed topics educating students with the essential areas in Mechanical Engineering. It is one of the most successful engineering courses in the College. In terms of enrolments, Enrolments by Commencing Status in 2020 had an increase of 20% with respect to 2019.

Continuous discussions take place in our regular Mechanical Engineering Discipline meetings where topic coordinators and lecturers share and discuss the way they run topics, changes they make to improve learning outcomes, and any issues they have faced. These collectively help improve the quality of the course across various years of study.

A more detailed investigation and discussion are needed to better understand the outcome of the student experience survey around “Overall Quality of Education Experience” which is 63% for domestic students but 100% for international students (both in 2019). This will help enhance the overall quality for the course.

One recommendation for quality improvement, which is listed as an agenda item for discussion in the next discipline meeting, is to design and include more projects in our topics (particularly 3rd and 4th year topics) so that students can more directly apply the theory they learn in lectures to address real-life mechanical projects relevant to their topics. This will help enhance the practical/applied aspect of the course.

Bachelor of Engineering (Mechanical) (Honours), Master of Engineering (Biomedical)

A very successful course with high achieving students. The course provides students with the knowledge and skills required for both Mechanical and Biomedical Engineering. The enrolments may be still low (e.g. 5 in 2020), however, this combined degree is becoming more popular. There was a 150% increase with respect to 2019 and the success rate is often very high. No major issues identified in this course. Ongoing matters and improvements are discussed and addressed through regular discipline meetings of both mechanical and biomedical engineering.

Topics within the relevant courses *(add rows for any additional topics with identified risk)*

General observations based on Key Accountability Measures (KAMs) at the topic level

Bachelor of Engineering (Mechanical) (Honours)

Lowest satisfaction, less than 70% (Overall Satisfaction in 2020):

ENGR2781 Mechanical Design Project	33%
ENGR7711 Advanced Control Systems	50%
ENGR1732 Engineering Mechanics	54%
ENGR2752 Mechanics of Machines	62%
ENGR3711 Control Systems	62%

It is needed to discuss with the topic coordinator of these topics (especially the first two that are less than 50%) to identify the issues and work towards improving the topic and its outcomes for next year(s). One possible contributor could be the Covid-19 impact in 2020 (especially semester 1), however, this needs to be discussed in the context of the above topics.

Highest satisfaction, more than 90% (Overall Satisfaction in 2020):

ENGR2711 Engineering Mathematics	98%
ENGR2741 Mechanics and Structures	94%
ENGR1711 Engineering Design	92%
MATH1122 Mathematics 1B	90%

It is noted that the Overall Satisfaction results were reported for 15 topics only (21 topics didn't have this result).

Lowest Pass Rate (2019):

ENGR1721 Engineering Programming	41%
ENGR7702 Biomaterials	50%
MATH1121 Mathematics 1A	51%
MATH1122 Mathematics 1B	58%

ENGR1721 Engineering Programming, as a first-year topic, needs to be investigated as it has a very low pass rate and the highest withdraw rate (34%).

General observations based on Key Accountability Measures (KAMs) at the topic level

Bachelor of Engineering (Mechanical) (Honours), Master of Engineering (Biomedical)

Lowest satisfaction, less than 70% (Overall Satisfaction in 2020):

ENGR2781 Mechanical Design Project 33%

ENGR1732 Engineering Mechanics 54%

ENGR7781 Innovation in Medical Devices 69%

It is needed to discuss with the topic coordinator of these topics (especially the first one that is less than 50%) to identify the issues and work towards improving the topic and its outcomes for next year(s). One possible contributor could be the Covid-19 impact in 2020 (especially semester 1), however, this needs to be discussed in the context of the above topics.

Highest satisfaction, more than 90% (Overall Satisfaction in 2020):

MMED2933 Fundamental Neuroscience 100%

ENGR2711 Engineering Mathematics 98%

MMED1005 How Your Body Works 93%

ENGR1711 Engineering Design 92%

MATH1122 Mathematics 1B 90%

It is noted that the Overall Satisfaction results were reported for 14 topics only in this course.

Lowest Pass Rate (2019):

ENGR1732 Engineering Mechanics 50%

ENGR1721 Engineering Programming 50%

ENGR1711 Engineering Design 50%

MATH1121 Mathematics 1A 50%

Topics with indicators of risk (in the context of the course/courses that are the focus of the CQAG)		
Topic Code	Topic Title	General observations based on structured Topic Summary Reports submitted by Topic Coordinators

Recommendations for quality improvement at the Topic level (in the context of the course/courses that are the focus of the CQAG)

College Education Committee Endorsement and Recommendations

Endorsed Recommendations from CQAG	
No	Recommendation
1	
2	
3	

Endorsed Recommendations from CQAG	
No	Recommendation
Additional Recommendations from CEC	
No.	Recommendation
1	
2	
3	