

# Course and Unit Review Procedure

## Purpose

1. This Procedure gives effect to the Course and Unit Review Policy and outlines the processes for the ongoing monitoring and periodic review of Global Higher Education's (GHE) higher education courses and units.

## Scope

2. This Procedure applies to all GHE higher education courses and units.

## Definitions

3. Definitions for key terms are presented in the Glossary of Terms which may be accessed on the GHE website at <https://www.globalhe.edu.au/policy>

## Suite documents

4. This Procedure is linked to the following suite documents:
  - a. Course and Unit Review Policy;
  - b. Course and Unit Review Procedure: Schedule One: Metrics for Unit Monitoring;
  - c. Course and Unit Review Procedure: Schedule Two: Metrics for Course Monitoring;
  - d. The Internal Quality Benchmarks should also be referenced.

## Procedure

### Unit monitoring

5. Unit monitoring involves the analysis of longitudinal data on student outcomes, unit evaluations and feedback to assess the performance of the unit and levels of student satisfaction.
6. Metrics for monitoring unit-level performance are attached at **Schedule One** to this Procedure.
7. Unit monitoring occurs at the conclusion of each teaching period or when teaching of a unit concludes, should the teaching period be longer than one standard teaching period.
8. All units offered in a given teaching period are subject to the monitoring process.
9. The Operations Director ensures that:
  - a) students receive an electronic copy of the unit evaluation survey in the second last week of teaching, with the survey window closing at the end of the examination period;
  - b) the results of the evaluation survey and data detailed in **Schedule One** are collated for distribution to the Academic Director.
10. An outcome of this data collection and subsequent analysis is the identification of units by the Academic Director in each teaching period that are to be commended and those that require an action plan for improvement. The criteria applied to identify these are as follows:
  - a) Commendation: a unit is eligible for commendation when the criteria for high overall satisfaction (OS) value (based on class size) and low attrition rate are met:
    - i. high OS: value = >4.5 and
    - ii. low attrition: value = <10%.
  - b) Action Plan: an action plan to be prepared by the Unit Coordinator in collaboration with the relevant Course Coordinator (s) is required for a unit when the thresholds for low OS values

and high attrition rates are exceeded:

- i. low OS: value  $\leq 3.0$  and
- ii. high attrition: value  $\geq 18\%$ .

11. The Academic Director:

- a) ensures that analysis and reporting of outcomes is undertaken at the end of each teaching period with summary reports submitted to the Course Coordinator, the Unit Coordinator, Teaching, Learning and Quality Committee (TLQC), and through TLQC to Academic Board and the Board of Directors;
- b) ensures that commendations are awarded to eligible units;
- c) ensures that requests for action plans are issued to the Course Coordinator for dissemination to, and completion by, the Unit Coordinator;
- d) receives and approves completed action plans, signed by the Course Coordinator;
- e) returns approved action plans to the Course Coordinator for implementation;
- f) monitors implementation of action plans on a six-monthly basis;
- g) reports on progress of implementation through TLQC to Academic Board and the Board of Directors.

### Course monitoring

12. Course monitoring involves the longitudinal analysis on an annual basis of key performance indicators such as demand, progression, completions, student feedback and graduate outcomes to facilitate annual reflection to identify areas of good performance and those for improvement via the preparation of an action plan.
13. The metrics for monitoring courses are outlined in **Schedule Two** to this Procedure and the specific benchmarks are defined in the **Internal Quality Benchmarks**.
14. Course monitoring occurs at the conclusion of each academic year when all academic data is finalised and available for analysis.
15. All courses offered in an academic calendar year are subject to the monitoring process.
16. The Operations Director ensures that:
  - a) students receive an electronic copy of the course evaluation;
  - b) the results of the evaluation survey and data detailed in **Schedule Two** are collated for distribution to the Academic Director.
17. The Academic Director ensures that analysis and reporting of outcomes is undertaken annually with summary reports submitted to the Course Coordinator, TLQC, and through TLQC to Academic Board and the Board of Directors.
18. The TLQC will review the outcomes of the course monitoring process and provide a report to Academic Board on the outcome of their deliberations.
19. The Academic Board may request an action plan for a course when indicated by a decline in the key performance indicators for the course.
20. Any approved changes arising from monitoring will be managed as follows:
  - a) changes required to the curriculum will be delegated to the Course Development and Advisory Committee (CDAC). The CDAC will make the changes and submit the revised course package to Academic Board for approval or endorsement as appropriate (see **Course Development, Approval, Amendment and Discontinuation Policy**).
  - b) other required changes, such as changes to policies, admissions requirements or quality assurance processes will be delegated to the TLQC for implementation.

### Comprehensive course reviews

21. All new courses must be comprehensively reviewed by an independent credentialed external reviewer as part of the development phase as specified in the **Course Development, Approval,**

### **Amendment and Discontinuation Policy.**

22. All courses must be comprehensively reviewed once every five years at a minimum, which will include the review of all units in the course. A course may be reviewed earlier at the discretion of Academic Board and/or the Board of Directors should academic or corporate risk be identified through the annual monitoring process or through external changes such as professional requirements for example.
23. A course review schedule with a three-year horizon will be developed by the Academic Director and approved by Academic Board.
24. The Academic Board will instruct the Academic Director to engage an independent, credentialed external reviewer to conduct the comprehensive review.
25. A comprehensive course review evaluates the following, at a minimum:
  - a) the course structure;
  - b) course and unit learning outcomes and graduate attributes and their assessment and achievement;
  - c) currency of the curriculum and pedagogy, based on external benchmarking;
  - d) changes to the discipline;
  - e) the quality of teaching and learning including assessment, student perceptions and feedback;
  - f) feedback from relevant professional, accrediting and employer groups. The achievement of threshold standards, discipline standards and any professional standards should also be considered.
26. The Academic Director will ensure that course monitoring reports for the review period are provided to the external reviewer to facilitate the review.

### *Review reports and recommendations*

27. The Academic Director will submit the final external review report with recommendations and an implementation plan to the Academic Board.
28. The Academic Board will consider the report, recommendations and the implementation plan and make its decision on what changes to approve.
29. Any approved changes arising from the review will be managed as follows:
  - a) changes required to the curriculum will be delegated to the CDAC for oversight. The CDAC will oversee the changes and recommend the revised course package to Academic Board for approval or endorsement as appropriate (see **Course Development, Approval, Amendment and Discontinuation Policy**).
  - b) other required changes, such as changes to policies, admissions requirements or quality assurance processes will be delegated to the TLQC for oversight of implementation.

### **Advice**

30. The CDAC can provide advice at any time in relation to the consideration of curriculum against professional and sector developments, drawing on the expertise of its independent members and disciplinary experts. Any recommendations for changes to curriculum will be made through CDAC minutes to Academic Board.

## **Communication of review outcomes**

31. The outcomes of each monitoring and review exercise detailed in this Procedure will be made available to students, staff and other stakeholders as appropriate, via one or more of the following communication channels:
  - a) GHE website;
  - b) electronic communication (email, electronic newsletter etc);
  - c) forum or meeting;
  - d) organisational planning documents.
32. Stakeholders are given the opportunity to provide feedback or to make suggestions for improvement on an ongoing basis.

## **Roles and responsibilities**

33. The Board of Directors is responsible for reviewing the outcomes of course monitoring and review and making any decisions in relation to the ongoing viability of courses.
34. The Academic Board is responsible for reviewing and approving recommendations for changes to courses arising from monitoring, review or advice and approving action plans.
35. The Course Development and Advisory Committee is responsible for implementing changes to curriculum as required by Academic Board and providing advice to the Board on disciplinary and professional developments.
36. The Teaching, Learning and Quality Committee is responsible for the regular monitoring of courses and units and making recommendations to Academic Board.
37. The Operations Director is responsible for ensuring that:
  - a) students receive an electronic copy of the unit and course evaluation surveys at the appropriate time;
  - b) the results of surveys and data are collated for distribution to the Academic Director.
38. The Academic Director is responsible for:
  - a) ensuring that analysis and reporting of outcomes is undertaken at the end of each survey period and summary reports are submitted to appropriate staff and committees/ the Board;
  - b) communicating, managing, and reporting on action plans
  - c) the engagement of an external reviewer for comprehensive reviews and subsequent liaison, including provision of internal review outcomes to the reviewer and submission of the reviewer's report to Academic Board;
  - d) the management of any records arising from this Procedure.
39. Course Coordinators are responsible for:
  - a) the development of any action plans with Unit Coordinators as appropriate;
  - b) the implementation of and reporting on action plans.
40. The Manager, Quality and Compliance is responsible for:
  - a) ensuring compliance with this Procedure;
  - b) benchmarking GHE policy and standards with those adopted elsewhere in the tertiary sector;
  - c) monitoring of information available from the review of records relating to the implementation of this Policy and Procedure.
41. All staff are responsible for becoming familiar and complying with this Procedure.

## Associated information

<b>Related Internal Documents</b>	<p>Course and Unit Review Procedure</p> <p>Course and Unit Review Procedure: Schedule One: Metrics for Unit Monitoring</p> <p>Course and Unit Review Procedure: Schedule Two: Metrics for Course Monitoring</p> <p>Academic Progress Policy</p> <p>Admissions Policy</p> <p>Assessment Policy</p> <p>Course Design Policy</p> <p>Course Development, Approval, Amendment and Discontinuation Policy</p> <p>Governance Framework</p> <p>Internal Quality Benchmarks</p> <p>Quality Assurance Policy</p> <p>Student Complaints, Grievances and Appeals Policy</p> <p>Student Disability Policy</p> <p>Student Diversity and Equity Policy</p> <p>Work-Integrated Learning Placement Policy</p> <p>Glossary of Terms</p>
<b>Related Legislation, Standards and Codes</b>	<p><i>Tertiary Education and Quality Standards Agency Act 2011</i></p> <p><i>Higher Education Standards Framework (Threshold Standards) 2021</i></p> <p><i>TEQSA Guidance Note: Academic Quality Assurance, Version 2.2</i></p> <p><i>Education Services for Overseas Students Act 2000</i></p> <p><i>National Code of Practice for Providers of Education and Training to Overseas Students 2018</i></p> <p><i>Disability Discrimination Act 1992</i></p> <p><i>Disability Standards for Education 2005</i></p>
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## Change history

Version Control		Version 1.4
Change Summary	17-Mar-20	V1.0 Draft considered by Academic Board (AB) 27-April-20 with major revisions requested
	7-Jul-20	V1.1 Revised draft approved by AB 7-Jul-20 incorporating requested revisions, editorials and administrative updates and recommended to the Board of Directors for endorsement with minor amendments
	28-Jul-20	V1.2 Administrative updates
	4-Dec-20	V1.3 minor amendments approved by Academic Director removal of ambiguity relating to external reviews (add cl21, amend cl 23,26,27,28)
	10-Oct-23	V1.4 administrative updates following TEQSA registration

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# Schedule One:

## Metrics for Unit Monitoring

MEASURE	DEFINITION
Unit Enrolment	Number of students enrolled in a unit at census date
Unit EFTSL	Equivalent Full Time Student Load – calculated as the sum of load for all students enrolled in a unit at census date
Unit Attrition	The percentage of students who have withdrawn from the unit between the end of the first day of the second week of teaching and census date
Unit Pass Rate	Unit enrolments with a Pass result, or better, expressed as a percentage of the completed unit enrolments with a valid result outcome
Unit GPA	Grade Point Average for all enrolments in a unit expressed as a mean
Unit Grade Distribution	Number of results at each of the grade points, expressed as a percentage of the total number of results for the unit
Unit Evaluations	<p>Results on each of the 8 student unit evaluation items (expressed as a mean on a 5-point Likert scale):</p> <p>CLO (Clear Learning Outcomes) - The learning outcomes of this unit were made clear to me</p> <p>LOA (Learning Outcomes Achieved) - The unit enabled me to achieve the learning outcomes</p> <p>IS (Intellectual Stimulation) - The unit was intellectually stimulating</p> <p>HRP (Helpful Resources Provided) - I found the resources provided for the unit (e.g. online, print) to be helpful</p> <p>CFR (Constructive Feedback Received) - I received constructive feedback on my work</p> <p>TFP (Timely Feedback Provided) - The feedback I received was provided in time to help me improve</p> <p>AAW (Appropriate Amount of Work) - The overall amount of work required of me for this unit was appropriate</p> <p>OSI (Overall Satisfaction Index) - Overall, I was satisfied with the quality of this unit</p>
Responses	The number of students who responded to the unit evaluation items, this is an indication of the validity of the score for each item
Response Rate	Percentage of students who responded to the unit evaluations survey compared to the total number of surveys administered for that unit

# Schedule Two: Metrics for Course Monitoring

The **Internal Quality Benchmarks** document articulates the benchmarks which are set with reference to the most recent publicly available datasets.

MEASURE	DEFINITION (commencing and continuing cohorts where possible)
Course Enrolment	Number of students enrolled in a course at census date
Course EFTSL	Equivalent Full Time Student Load – calculated as the sum of load for all students enrolled in a course at census date
Course Attrition	The percentage of students who have withdrawn from the course between year x and x+1 at census date
Course Pass Rate	Unit enrolments within a course with a Pass result, or better, expressed as a percentage of the completed unit enrolments with a valid result outcome
Course GPA	Grade Point Average for all enrolments in units within a course expressed as a mean
Course Grade Distribution	Number of results at each of the grade points, expressed as a percentage of the total number of results for units within a course
Graduate Outcomes and Evaluations	Outcomes on the following QILT indicators SES: Overall Quality of Education Experience SES: Teaching Quality SES: Learner Engagement SES: Learner Resources SES: Student Support SES: Skills Development GOS: Full-time employment GOS: Overall employment GOS: Further study GOS: Median salary CEQ: Overall satisfaction CEQ: Good teaching CEQ: Generic skills ESS: Overall satisfaction ESS: Foundation skills ESS: Adaptive skills ESS: Collaborative skills ESS: Technical skills ESS: Employability skills
Responses	The number of responses to the course evaluation items, this is an indication of the validity of the score for each item
Response Rate	Percentage of responses to the course student evaluations survey compared to the total number of surveys administered for that unit
Gross Margin	Difference between revenue and cost of course delivery, divided by revenue, expressed as a percentage