

Course and Unit Review Policy

Purpose

1. The purpose of this Policy is to outline the principles behind the ongoing monitoring and periodic review of Global Higher Education's (GHE) higher education courses and units in line with the requirements of the *Higher Education Standards Framework (Threshold Standards) 2021*.

Scope

2. This Policy 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 Policy is linked to the following suite documents:
 - a) Course and Unit Review Procedure;
 - b) Course and Unit Review Procedure: Schedule One: Metrics for Unit Monitoring;
 - c) Course and Unit Review Procedure: Schedule Two: Metrics for Course Monitoring.

Policy

Principles

5. GHE is committed to ensuring that all students receive an outstanding learning experience by providing the courses, learning resources, assessment, and academic, pastoral and language support required to provide all students with the ability to achieve set learning outcomes, graduate attributes and their own academic and professional ambitions.
6. In addition to the broader institutional quality assurance measures outlined in the **Quality Assurance Policy** GHE assures the quality of its courses and units through:
 - a) the provision of courses that are academically rigorous, and that align with the Australian Qualifications Framework and GHE's strategic direction;
 - b) regular collection and analysis of data to monitor performance and inform improvements including:
 - i. measures of student success (e.g. retention, progression and completion) and outcomes (e.g. graduate employment) which are benchmarked to institutional, national and international data where possible;
 - ii. measures of student and graduate satisfaction (e.g. QILT Experience Surveys) and other feedback and input from stakeholders including students, staff, advisory bodies, employers, and professional bodies as relevant.
 - c) review of longitudinal data, periodic external peer review of standards, and assessment of viability prior to applications for reaccreditation of courses;

- d) a focus on benchmarking and external referencing to inform inputs (e.g. admission criteria, course content, assessment and delivery, learning resources) and the determination of quality indicators or benchmarks, these are expressed in the **Internal Quality Benchmarks**;
- e) regular application of internal performance indicators as defined in **the Internal Quality Benchmarks** with reference to external benchmarking activities;
- f) a commitment to open and transparent communication of quality outcomes and engagement with key stakeholders in relation to improvement plans;
- g) a commitment to academic innovation and encouraging a culture of peer review and continuous improvement;
- h) compliance with the *Higher Education Standards Framework (Threshold Standards) 2021* and other Commonwealth laws, GHE's policies and procedures, and professional / statutory accreditation standards.

Course and unit monitoring and review

7. Academic Board has the overall responsibility for assuring the ongoing quality and relevance of GHE's courses and units through a combination of ongoing monitoring and periodic review. These processes are supported by committees of Academic Board.

Monitoring

8. The Teaching, Learning and Quality Committee (TLQC) is responsible for the ongoing monitoring of courses and units, via the analysis of all unit and course quality and student performance data collected on a semester and annual basis. The TLQC provides summary reports to Academic Board with any advice or recommendations arising from such monitoring which are then reported through to the Board of Directors.

Review

9. Courses and units are reviewed comprehensively at least once every five years by a minimum of one independent reviewer. However, courses and units may need to be reviewed at short-notice in response to global or national events.
10. The review of courses and units considers internal and external (national and international) benchmarks and includes a review of the course against the **Course Design Policy**. Additionally, reviews consider:
 - a) trends in industry and applicable professions that may inform new or significantly revised course and unit content;
 - b) review of available market data as to job trends which can inform the skills and knowledge outcomes required of graduates from the course;
 - c) changes in external policy, legislation, regulation or professional practice and standards, which may require the amendment of the course(s);
 - d) whether recommendations to changes in courses or units are classified as either a minor or major. Where proposed changes are major, the review will include advice to the Academic Board concerning the notification or approval processes required by regulatory and accreditation bodies including TEQSA.
11. Courses and units may be reviewed earlier, at the discretion of Academic Board and/or the Board of Directors, should academic, financial or operational risks be identified through the ongoing monitoring process.

Advice and response to monitoring and reviews

12. The Course Development and Advisory Committee (CDAC) is responsible for:

- a) providing advice and recommendations to Academic Board on an ongoing basis on the currency and relevance of the curriculum, particularly in relation to any developments in related sectors or professions;
- b) overseeing any changes to curriculum arising from monitoring and external reviews of courses under instruction from Academic Board.

Associated information

Related Internal Documents	<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>
Related Legislation, Standards and Codes	<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>
Date Approved	7 July 2020
Date Endorsed	10 July 2020
Date of Effect	10 July 2020
Date of Review	June 2026
Approval Authority	Academic Board
Policy Custodian	Academic Director
PinPoint DocID	2639

Change history

Version Control		Version 1.3
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
	10-Oct-23	V1.3 administrative updates following TEQSA registration

Warning - Document uncontrolled when printed! The current version of this document is maintained on the GHE website at <https://www.globalhe.edu.au/policy>