

# Course Monitoring and Review Policy and Procedure

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## Purpose

This Policy and Procedure specifies principles and lays out a process for monitoring and reviewing existing higher education courses at the Australia Institute of Future Education (AIFE).

## Scope

This Policy and Procedure applies to:

- AIFE's higher education courses that are accredited by the Tertiary Education Quality and Standards Agency (TEQSA), and
- All governing bodies and individuals who are responsible for monitoring and reviewing AIFE's higher education courses.

## Policy

AIFE will monitor and review its TEQSA accredited courses as part of continuous improvement to ensure the courses' content and learning activities:

- Engage with advanced knowledge and inquiry,
- Reflect current knowledge and scholarship, and
- Include emerging concepts informed by recent scholarship and research findings.

Course monitoring and review is also essential to ensure the learning outcomes for AIFE's courses are consistent with the *Australian Qualifications Framework (AQF)*.

## Principle

Review of AIFE's courses will be:

- **Evidence based** – monitoring and review of courses and their individual units will be based on student and staff feedback, student performance data and benchmarking,
- **Robust** – AIFE will conduct comprehensive course reviews, informed by interim course monitoring, feedback from external course discipline experts and benchmarking,
- **Current** – AIFE's courses will reflect emerging developments in the discipline, and
- **Rigorous** – course reviews will follow a rigorous process consisting of:
  - Interim monitoring of units at the conclusion of each teaching period,
  - Annual review of the course, and
  - Comprehensive course review after five years. This comprehensive course review will include internal and external evidence and feedback.

## Procedure

### Interim Monitoring

At the end of each teaching period, all taught units will be evaluated based on:

- Results of student evaluation of units collated by teaching staff for detailed analysis,
- Academic staff feedback on the delivery of the unit (e.g. are content and textbooks appropriate to the level of the unit),
- Outcomes of pre- and post-assessment moderation, and
- Analysis of grade distributions and student progression data at the unit level.

The Associate Dean will collate the results from unit evaluation and provide a report to the Learning and Teaching Committee (**LTC**) for their consideration and the Dean makes recommendations to Academic Board (**AB**), as appropriate.

### Annual Review

AIFE's TEQSA accredited courses will be reviewed on an annual basis.

At the end of one or more teaching periods, the following student performance data will be collated and analysed:

- Grade distributions,
- Progression rates,
- Attrition rates,
- Completion rates and times, and
- Graduate outcomes.

Analysis of the student performance data will be used to identify areas for improvement in how AIFE operates and delivers its courses, such as student support strategies and measures.

A report containing the data analysis and recommendations for improvement will be submitted to the LTC, which will inform the AB of the improvement measures required.

If improvement measures require changes to the course, the AB will convene a working group to oversee these changes.

### Comprehensive Review

Five years after TEQSA accreditation, the course will undergo a comprehensive course review.

An independent discipline expert, selected and appointed according to the process set out in the *Course Development Policy and Procedure*, will conduct the comprehensive review.

The comprehensive review will examine:

- Course content and structure, which will be reviewed against relevant provisions in the *Higher Education Standards Framework (Threshold Standards) 2021* (HESF) and informed by research on emerging developments in the discipline of the course,

- Learning outcomes specified for course and units, and the extent that the specified learning outcomes are consistent with the assessment methods used ,
- Trends in student performance data,
- The adequacy of academic teaching staff, which includes:
  - Numbers (load, ongoing/casual), qualifications,
  - Discipline related scholarly activity,
  - Teaching and learning related professional development activities, and
- Findings from the annual course reviews and interim course monitoring.

Outcomes, findings and recommendations arising from a comprehensive review of each of AIFE's courses will be detailed in a report, which will be provided to:

- The AB for decision on changes to the courses, and
- The Board of Directors (**BoD**) for noting and approval where the recommendations fall within the BoD's delegated decision making power.

## Responsibilities

The Dean:

- Delegates to other staff the collation and analysis of student performance data for analysis, and
- Prepares reports on the outcomes of interim monitoring, annual reviews and comprehensive reviews of AIFE's courses.

The LTC:

- Considers the outcomes of interim monitoring, annual reviews and comprehensive reviews of AIFE's courses, and
- Makes recommendations in response to these findings.

The AB:

- Approves recommendations for minor unit and course changes arising from interim, annual and comprehensive reviews,
- Convenes working groups to implement these changes, and
- Assures itself that AIFE's courses meet the HESF and the AQF.

The BoD approves:

- Recommendations from the interim, annual and comprehensive course reviews that falls within the remit of the BoD's delegated decision making powers, and
- The submission of applications to TEQSA for renewal of AIFE's courses following the AB's approval.

## Definitions

For the purpose of this Policy and Procedure, the following terms are defined as follows:

Annual review	Review of courses at the end of one or more teaching periods and after finalisation of student grades
Comprehensive review	Review of courses five years after accreditation by TEQSA to be undertaken by an independent discipline expert
Assessment task	Any piece of work assigned to students in a subject which is given a mark or grade that counts towards the final result for the subject
Courses	AIFE's TEQSA accredited courses
Independent discipline expert	A person who: <ul style="list-style-type: none"> <li>• Has significant knowledge in the discipline of the course</li> <li>• Holds appropriate qualifications combined with relevant and recent professional experience, and</li> <li>• Is recognised as an expert by peers as evident from relevant publications, memberships, academic grants and awards.</li> </ul>
Interim monitoring	Evaluation of units at the end of each teaching period
Learning outcomes	Learning outcomes at the unit and course level

## Version history

Version #	Changes	Approval Body	Approval Date
1.0	New Policy	Academic Board	22 March 2022
2.0	Update header and footer	Academic Board	

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## Additional Information

Policy Status	Approved
Policy Owner	Dean
Next Review Date	5 years from Approval Date
Related Internal Documents	Course Development and Approval Policy and Procedure
Higher Education Standards Framework (Threshold Standards) 2022	Standards 5.3.1 to 5.3.7

Other legislative or  
regulatory instruments

Not applicable