Course Monitoring and Review Procedure

Policy supported	Course Monitoring and Review Procedure
Procedure Code	ACA-HE-28
Owner	Dean
Responsible Officer	Dean
Approving authority	Academic Board
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Related Documents	Academic Continuous Improvement Policy | Academic Continuous Improvement Procedure Academic Quality and Governance Framework AIH Glossary of Terms AIH Teaching and Learning Plan Course Design Policy | Course Design Procedure Course Discontinuation Policy | Course Discontinuation Procedure Course Monitoring and Review Policy External Moderation and Benchmarking Policy | External Moderation and Benchmarking Procedure Internal Assessment Moderation Policy and Procedure Intellectual Property Policy Policy Framework Quality Assurance Framework Resources Planning and Review Framework Scholarly Activity Policy | Scholarly Activity Procedure Student Assessment Policy | Student Assessment Procedure
HESF (Threshold Standards) 2021	5.3 Monitoring, Review and Improvement

1.   Purpose

This Procedure defines the structure and processes necessary and sufficient for the implementation of the AIH Course Monitoring and Review Policy as issued by the Australian Institute of Higher Education Pty Ltd ('the Institute').

2.   Principles

Key principles informing this Procedure and the associated Policy are that reviews should be:

- Timely
- Evidence based
- Efficient
- Rigorous
- Transparent
- Objective

3. Scope

This Procedure applies to all full-time, part-time and sessional academic staff and to all courses and their components offered by the Institute.

4. Definitions

See the AIH Glossary of Terms for definitions.

5. Responsibilities and Actions

5.1 Responsibilities

Refer also to AIH Course Monitoring and Review Policy, Section 6.2.

Course level

Corporate approving body: Board of Directors

Academic approving body: Academic Board

Internal review: Course Advisory and Review Committee

External review: external academic/unit experts or professional bodies

Reviewers: Program Managers and Program Coordinators or delegate

After conducting a review at course level, the Academic Board will prepare a report for the Board of Directors, which will include recommendations and a plan for implementing them.

Unit level

Academic approving body: Academic Board

Internal review: Course Advisory and Review Committee

External review: external academic/unit experts

Reviewers: Program Managers and Program Coordinators or delegate

After conducting a review at a unit level, the Course Advisory and Review Committee will prepare a report to the Academic Board, which will include recommendations and a plan for implementing them.

Teaching, Learning and Assessment level

Academic approving body: Teaching and Learning Committee

Internal review: Program Managers and Program Coordinators

Reviewers: Unit coordinator and Lecturers

After conducting a review at a teaching, learning and assessment level, the Program Manager will prepare a report for the Teaching and Learning Committee which will include recommendations and a plan for implementing them.

After conducting a review at a unit level, the Course Advisory and Review Committee will prepare a report to the Academic Board, which will include recommendations and a plan for implementing them.

## 5.2   Stages of Course Review

5.2.1 Monitoring

This stage occurs immediately following the launch of a new course (see Course Life-Cycle diagram below) and continues until a formal Course Review is initiated by either temporal or situational circumstances (refer to AIH Course Monitoring and Review Policy, Section 6.2).

The activities in this stage occur mainly at the Teaching, Learning and Assessment level and are determined by the AIH Course Monitoring and Review Policy (Section 6.1). Reviewers should refer to other applicable AIH policies and procedures to direct their assessment, modification, and enhancement of teaching, learning, and assessment elements. These policies and procedures are identified as "related documents" in the table on the first page of this document.

Adjustment and development should be planned to occur within the provisions provided by TEQSA that require no notification or permission for changes. As with all scholarly evaluation and academic development work, auditable records of processes and outcomes should be kept.

Course Life-Cycle
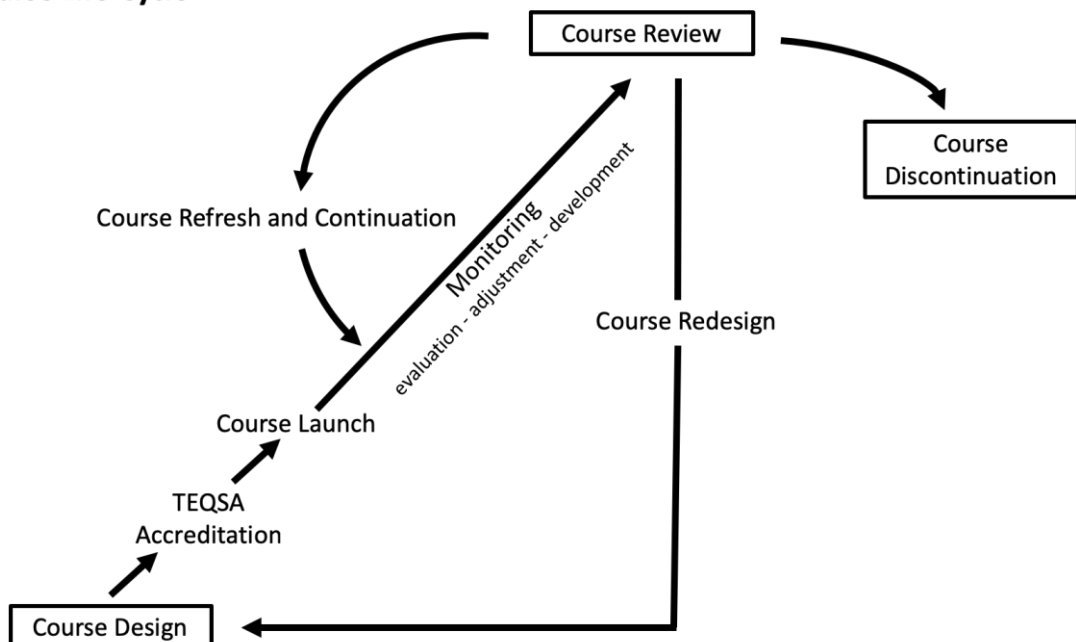
5.2.2 The Review

A formal course review is initiated under the circumstances given in the AIH Course Monitoring and Review Policy (Section 6.2) and comprises of the following activities:

Course level

- External constructive alignment

  o Assess the coherence of the course by examining how the individual units are arranged (i.e., course architecture) and determine whether it aligns with the needs and expectations of both, prospective employers, and students. The aim is to ensure that the course is relevant and valuable to both students and prospective employers, and that it equips students with the skills and knowledge needed to succeed in their future careers.

  o Evaluate the degree to which the course rationale provides a valid overview of the course and a statement of intended student outcomes.

  o Evaluate the degree to which the course learning outcomes are informed by, and align with, the requirements of relevant external bodies such as the AQF and the Australian Higher Education Threshold Standards as well as standards set by professional associations and industry itself.

  o Evaluate the degree to which the course learning outcomes are contemporary, relevant and relate clearly to the field of study. Benchmark with national and international comparators.

  o Calibrate the alignment of graduate attributes with relevant external regulatory, advisory and industry bodies. Benchmark with national and international comparators.

- Performance

  o Evaluate the results and trends of any external benchmarking of the course.

  o Analyze and report on data concerning demand and enrollments, student attrition, progress rates, course completions, graduate satisfaction and resultant employment.

  Unit level

- Internal constructive alignment

  o Evaluate the degree to which the unit learning outcomes are contemporary, relevant and relate clearly to the unit.

  o Evaluate the degree to which the unit learning outcomes are informed by, and align with, the course learning outcomes.

  o Evaluate the degree to which the unit learning outcomes are informed by, and align with, the graduate attributes.

  o Evaluate the degree to which the unit learning outcomes are informed by, and align with, the relevant levels of Bloom's taxonomy. (Refer to the AIH Course Design Procedure for information regarding the application of Bloom's taxonomy.)

  o Evaluate the degree to which the description in the unit outline effectively introduces and provides a rationale for the unit.

- o Evaluate the degree to which the topics in the unit outline are contemporary/seminal, sequenced appropriately and are relevant to the unit with no lacunae.
  - o Evaluate the degree to which the prescribed and recommended reading lists are valid and sufficient.

- • Performance
  - o Analyze the results and trends of any external benchmarking of the unit.
  - o Analyze and report on data concerning demand and enrollments, grade distribution, teaching evaluations, student to staff ratios, student feedback and unit completions.

Teaching, Learning and Assessment level

- • Summative assessments
  - o Evaluate the degree to which the summative assessments are described effectively in the unit outline.
  - o Evaluate the degree to which the summative assessments are suitable for the unit and level taught in terms of their:
    - ▪ Number
    - ▪ Type
    - ▪ Weighting
    - ▪ Timing
    - ▪ Rigour (including resistance to academic dishonesty)
    - ▪ Mode of delivery
  - o Evaluate the degree to which the summative assessments are informed by, and align with, the unit learning outcomes.
  - o Evaluate the degree to which the summative assessments are informed by, and align with, the graduate attributes.
  - o Evaluate the degree to which the summative assessments are informed by, and align with, the relevant levels of Bloom's taxonomy. (Refer to the AIH Course Design Procedure for information regarding the application of Bloom's taxonomy.)
  - o Evaluate the degree to which summative assessment briefings/marking rubrics/marking guides provide grade and marking criteria necessary and sufficient for students to be guided in their assessment responses. The degree to which specimen answers or exemplars are provided where appropriate.
  - o Evaluate the degree to which marking is moderated and the degree of reliability.
  - o Evaluate the degree to which feedback is made available to students on each of their summative assessment performances, its mode of delivery and the amount of guidance given on how to improve their future performance.
  - o Analyze the results and trends of any external benchmarking of summative assessments.

- • Teaching and learning material
  - o Evaluate the efficacy of e-learning and classroom materials.

- o   Evaluate teaching and learning content effectiveness.
- o   Evaluate the efficacy of formative assessment.

Responses may take the form of:

Completely – Adequately – Inadequately – Not at all.

In all cases, responses should be supported with evidence-based narrative justification and recommendations.

5.2.3 Outcomes of the Review

Following a course review it may be decided that a course or unit might be discontinued, refreshed or redesigned. These three possible outcomes are explained below.

Course Discontinuation

If the discontinuation option is chosen then, following Board of Directors approval (course level) or Academic Board approval (unit level), the AIH Course Discontinuation Policy and Procedure should be implemented.

Course Refresh and Continuation

As with monitoring (see above), course or unit refresh and continuation should be planned to occur within the provisions provided by TEQSA that require no notification or permission for changes.

Course Redesign

Course redesign involves an iteration of the course design in accordance with the AIH Course Design Policy and AIH Course Design Procedure documents.

6.   <u>Version Control</u>

This Procedure has been endorsed by the Australia Institute of Higher Education Academic Board as at April 2023 and is reviewed every 3 years. The Procedure is published and available on the Australian Institute of Higher Education website http://www.aih.nsw.edu.au/ under 'Policies and Procedures'.

Change and Version Control				
Version	Authored by	Brief Description of the changes	Date Approved:	Effective Date:
2018.1	Dr Stephen Fox	New policy	3 October 2018	4 October 2018
2019.1	Principal	Updated titles to reflect org. chat	19 December 2019	20 December 2019
2021.1	CEO/Principal	Updated the policy owner and responsible officer to CEO/Principal and Contact Officer to the Dean	14 April 2021	15 April 2021

2022.1	Registrar	Updated Higher Education Standards Framework [Threshold Standard] 2021	25 May 2022	26 May 2022
2023.1	Dean and Program Managers	General Review and update Policy owner changed from CEO to Dean	5 April 2023	6 April 2023