

Course Review Policy



Purpose/objective

The purposes of this Policy are to ensure that:

- a) AAHE courses maintain the highest possible standards
- b) all courses conform to AAHE's academic policies and procedures, and
- c) all AAHE courses meet their obligations under the *Higher Education Standards Framework (Threshold Standards) 2021*.

Scope

This Policy applies to all staff engaged in courses leading to an award at AAHE. (Course approval, revision and discontinuation are the subject of separate policies.)

Definitions

Annual Course Performance Review	A review of course performance conducted each year by Academic Board taking the form of a response to key performance data.
Comprehensive Course Review	An in-depth assessment of all aspects of a course using both qualitative and quantitative indicators conducted according to a 5-yearly schedule.

Policy

1. Principles

AAHE course reviews aim to:

- a) ensure that admission arrangements are clear, transparent and systematic
- b) ensure that all AAHE courses are sustainable
- c) ensure that courses are designed in consultation with industry, professions, partners and stakeholders and align with AAHE's policies and strategic priorities
- d) ensure that courses support students' success and enable them to achieve the learning outcomes
- e) embed support for students to develop graduate attributes for the future
- f) ensure that ongoing course approval is contingent on evidence-based decision-making and external benchmarking
- g) facilitate the development and operation of collaborative communities through team-based course review

- h) ensure that AAHE courses are informed by peer review and scholarly understanding of theory and practice derived from discipline knowledge, pedagogy, and understanding of professional and industry contexts
- i) ensure together with the Course Revision and Discontinuation Policy that students are not disadvantaged where course review leads to significant changes to or the discontinuation of a course
- j) ensure that AAHE's course development, approval and review processes comply with regulatory requirements.

2. Review types

2.1 The course review principles are implemented through two types of course review:

- an *annual Course Performance Review*, which draws on data that are routinely collected throughout the year, and
- a *Comprehensive Course Review*, which is conducted according to a schedule established by Academic Board and is more extensive than the annual review. The *Comprehensive Course Review* determines whether internal approval of the course will continue.

3. Responsibilities

- 3.1 Academic Board has authority to approve changes to courses following their establishment by the Board of Directors, after considering advice from the Dean and the Course Advisory Committee.
- 3.2 Academic Board provides annual *Course Performance Reviews* to the Board of Directors on every course along with key outcomes and recommendations to the Board of Directors.
- 3.3 Academic Board ensures that courses are comprehensively reviewed at least every five years.
- 3.4 Academic Board provides a report to the Board of Directors on all *Comprehensive Course Reviews* along with the key outcomes and recommendations to the Board of Directors. Where appropriate the Academic Board may recommend to the Board of Directors that a course be discontinued.
- 3.5 Academic Board ensures that feedback on course reviews is provided to students.
- 3.6 The Course Coordinator and Dean are responsible for implementing Academic Board course review decisions and reporting on their actions to Academic Board.

Related documents and relevant legislation

Course and Unit Development Policy and Procedure

Course and Unit Revision and Discontinuation Policy and Procedure

Quality Assurance Policy and Procedure

TEQSA Guidance Note: *Academic Quality Assurance (2017)*

Higher Education Standards Framework (Threshold Standards) 2021 (S5.3.1 - 5.3.7)

National Code of Practice for Providers of Education and Training to Overseas Students 2018 (*cf.* 'Quality Standards')

Document information

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1	Board of Directors	4/11/21	1/10/23	

Course Review Procedure

1. The Annual Course Performance Review

1.1 At the conclusion of each academic year, the Dean is responsible for populating the following table for all of AAHE’s award courses.

Annual Performance Review Data
<p><u>Course Demand and Viability</u></p> <ul style="list-style-type: none"> • Number of applications • Commencing student load (EFTSL) • Total student load (EFTSL) • Enrolments commencing • Total enrolments • Enrolments commencing domestic • Enrolments commencing international • Enrolments commencing low SES • Enrolments commencing Indigenous • Average load (Part Time Ratio) • Conversion of offers to enrolments • Financial performance
<p><u>Retention</u></p> <ul style="list-style-type: none"> • Raw and Adjusted Attrition • Grade Distribution
<p><u>Outcomes</u></p> <ul style="list-style-type: none"> • Total Completions • Domestic completions • International completions • Completion rate • Breaches of academic integrity • Student misconduct • Student complaints
<p><u>Student Experience</u></p> <ul style="list-style-type: none"> • Results of QILT Survey • Results of TEAL Survey¹ • Unit satisfaction survey results • AAHE Student Support Services Questionnaire • WIL Survey (where applicable)

¹ TEAL is the acronym for Technology Enabled Active Learning and the standardised TEAL Survey is one of AAHE’s student feedback performance measures (see L&T Plan).

Professional Performance

- Course Accreditation Profile
- Industry Linkages

- 1.2 The Course Coordinator provides a response to these data, including analysis of any major indications of variations in quality with any recommendations for action and sends the consolidated document to the Dean.
- 1.3 The Dean countersigns the Course Coordinator's response and adds further remarks or recommendations as appropriate.
- 1.4 The documents are forwarded to Course Advisory Committee for consideration and recommendations as appropriate.
- 1.4 Academic Board considers the reports and takes action as appropriate.
2. **The Comprehensive Course Review**
 - 2.1 The Academic Board will establish a Comprehensive Course Review Panel on a 5-yearly cycle for all AAHE courses. The Panel's Terms of Reference are:
 - a) to consider the strategic alignment of the course with AAHE's Strategic Plan, policies and priorities
 - b) to re-assess the business case for the course particularly in relation to market positioning and demand, and the economics of sustaining the course at an appropriate level of quality
 - c) to consider emerging developments in the relevant field and profession
 - d) to review the academic standards of the course, particularly the appropriateness of the entry criteria and standards and the learning outcomes in relation to AQF levels and the appropriateness and validity of the course's external benchmarking
 - e) to review the academic design of the course including curriculum relevance and currency, course structure, pedagogy, assessment strategies, and related academic support initiatives for students
 - f) to comment on the adequacy of course resources
 - g) to evaluate student outcomes from the course: academic success, student satisfaction, graduate employment and employer satisfaction, and with reference to equity and diversity in the student profile
 - h) to assess the adequacy of the academic resources provided to the course
 - i) to review the academic governance and management arrangements for the course
 - j) to benchmark the course against high quality comparators
 - k) to provide recommendations and a summary judgement to Academic Board and the Board of Directors as to whether the course is of appropriate quality, standard and viability to continue.
 - 2.2 Membership of the Comprehensive Course Review Panel will include the Dean, one other member of Academic Board who will act as chair and an external member with expertise in the discipline and/or industry experience. The Registrar will act as Secretary to the Review Panel and arrange for any information requested by the Panel to be collated.

- 2.3 Stage 1 of the Comprehensive Course Review will be a self-review conducted by the Course Coordinator and at least one other member of the teaching team. The self-review must reference data from drawing Annual Performance Reviews together with peer and student review discussions.
- 2.4 In Stage 2, the Review Panel will consider the self-review and provide their independent assessment of the course according to each of their Terms of Reference.
- 2.5 In Stage 3, Academic Board will consider the self- and Panel reviews, take whatever action it considers necessary and provide a recommendation to the Board of Directors on continuation, revision or termination of the course.
- 2.6 Revisions or discontinuation will be managed in accordance with the Course and Unit Revision and Discontinuation Policy and Procedure.

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