



Course Monitoring and Review Procedure

Policy supported	Course Monitoring and Review Procedure
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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

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 (especially regarding staff time)
- Rigorous
- Transparent
- Objective

4. Scope

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

5. Definitions

See the *AIH Glossary of Terms* for definitions.

6. Responsibilities and Actions

6.1 Responsibilities

Refer also to *AIH Course Monitoring and Review Policy*, p3.

Course level

Corporate approving body: Board of Directors

Academic approving body: Academic Board

Internal review: Course Advisory and Review Committee

External review: external academic/subject experts

Reviewers: Program Managers

On completion of a course level review, a report from the Academic Board will be submitted to the Board of Directors. The report will contain recommendations and an outline implementation plan.

Unit level

Academic approving body: Academic Board

Internal review: Course Advisory and Review Committee

External review: external academic/subject experts

Reviewers: Program Managers

On completion of a unit level review, a report from the Course Advisory and Review Committee will be submitted to the Academic Board. The report will contain recommendations and an outline implementation plan.

Teaching, Learning and Assessment level

Academic approving body: Teaching and Learning Committee

Internal review: Program Managers

Reviewers: Lecturers

On completion of a teaching, learning and assessment level review, a report from the relevant Program Manager will be submitted to the Teaching and Learning Committee. The report will contain recommendations and an outline implementation plan.

6.2 Stages of Course Review

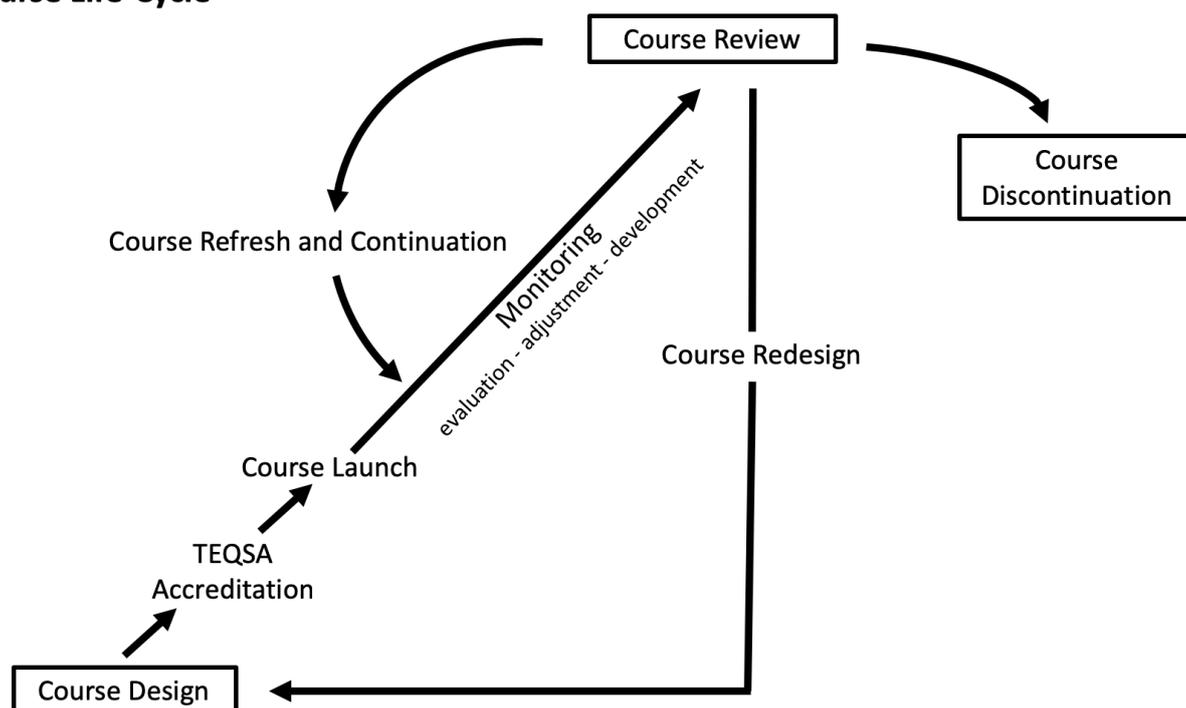
6.2.1 Monitoring

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*, p3).

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* (p2) and other relevant AIH policies and procedures and which should be used to guide monitors in their evaluation, adjustment and development of teaching, learning and assessment components. These policies and procedures are listed as 'related documents' in the table on page one 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



6.2.2 The Review

A formal course review is initiated under the circumstances given in the *AIH Course Monitoring and Review Policy* (p3) and comprises of the following activities:

Course level

- External constructive alignment
 - Evaluate the degree to which the constellation of units (course architecture) form a course that is congruent with the requirements of employers and students, including the capacity of the courses to equip students for continual participation in changing environments.
 - Evaluate the degree to which the course rationale provides a valid overview of the course and a statement of intended student outcomes.
 - 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.
 - 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.
 - Calibrate the alignment of graduate attributes with relevant external regulatory, advisory and industry bodies. Benchmark with national and international comparators.
- Performance
 - Evaluate the results and trends of any external benchmarking of the course.
 - 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
 - Evaluate the degree to which the unit learning outcomes are contemporary, relevant and relate clearly to the subject.
 - Evaluate the degree to which the unit learning outcomes are informed by, and align with, the course learning outcomes.

- Evaluate the degree to which the unit learning outcomes are informed by, and align with, the graduate attributes.
- 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.)
- Evaluate the degree to which the description in the unit outline effectively introduces and provides a rationale for the subject.
- Evaluate the degree to which the topics in the unit outline are contemporary/seminal, sequenced appropriately and are relevant to the subject with no lacunae.
- Evaluate the degree to which the prescribed and recommended reading lists are valid and sufficient.
- Performance
 - Analyze the results and trends of any external benchmarking of the unit.
 - 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
 - Evaluate the degree to which the summative assessments are described effectively in the unit outline.
 - Evaluate the degree to which the summative assessments are suitable for the subject and level taught in terms of their:
 - Number
 - Type
 - Weighting
 - Timing
 - Rigour (including resistance to academic dishonesty)
 - Mode of delivery
 - Evaluate the degree to which the summative assessments are informed by, and align with, the unit learning outcomes.
 - Evaluate the degree to which the summative assessments are informed by, and align with, the graduate attributes.
 - 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.)
 - Evaluate the degree to which summative assessment briefings/marketing rubrics/marketing 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.
 - Evaluate the degree to which marking is moderated and the degree of reliability.
 - 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.
 - Analyze the results and trends of any external benchmarking of summative assessments.
- Teaching and learning material
 - Evaluate the efficacy of e-learning and classroom materials.
 - Evaluate teaching and learning content effectiveness.
 - 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.

6.2.3 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.

7. Version Control

This Policy has been endorsed by the Australia Institute of Higher Education Academic Board as at October 2018 and is reviewed every 3 years. The Policy is published and available on the Australian Institute of Higher Education website <http://www.aih.nsw.edu.au/> under 'About > 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