

## Course and Unit Review Policy

Date of Approval by Governing Board: 7<sup>th</sup> April 2016

Date of review: 7<sup>th</sup> April 2019

### 1. Purpose

1.1 The purpose of this policy is to ensure that *Leaders Institute* continues to demonstrate high academic standards in its learning and teaching programs and related services.

1.2 As the key academic quality assurance committee of the Institute, Academic Board will assess the quality through conducting Course and unit reviews.

1.3 Course and unit reviews are an important part of the Institute's continuous quality assurance and improvement processes.

1.4 Course review is a method for gauging how well a course is performing with respect to overall curriculum planning, resourcing, structure, student demand, learning outcomes and teaching delivery as well as external engagement.

1.5 Unit reviews provide more regular critical data about student performance in and overall satisfaction with specific aspects of a unit within a Course.

### 2. Principles

2.1 Each Course offered by *Leaders Institute* will be subject to a four-yearly cyclical review.

2.2 Each unit within a Course will be reviewed annually to support continuous quality improvement.

2.3 Course reviews will support ongoing academic quality and continuous improvement of academic processes and outcomes at *Leaders Institute*.

2.4 Reviews will provide opportunities to reflect on course achievements against course goals.

2.5 Reviews will identify both strengths to be built on as well as opportunities for improvement.

2.6 The Academic Board will have general oversight of the academic review processes.

### 3. Scope

3.1 This policy applies to all coursework award courses offered by *Leaders Institute*.

3.2 Responsible agents include:

- The Academic Dean (or delegate)
- The relevant Program Director
- Chair of Academic Board (or delegate)

3.3 This policy should be read in conjunction with the following documents:

- *Course and Unit Review Procedures*
- *Academic Quality Assurance Processes*
- *The Learning and Teaching Plan*
- *Benchmarking Framework*
- *Teaching and Learning Guide*

## Course and Unit Review Procedures

### 1. Context

1.1 Course and unit reviews are an important part of the Institute's continuous quality assurance and improvement processes.

1.2 Course review is a method for gauging how well a course is performing with respect to overall curriculum planning, resourcing, structure, student demand, learning outcomes and teaching delivery as well as external engagement.

1.3 Unit reviews provide more regular critical data about student performance in and overall satisfaction with specific aspects of a unit within a Course.

1.4 Reviews are to be conducted taking into account the policies and strategic directions of the Institute, and with reference to relevant comparative and evaluative data. The evidence that is derived from the review will be used to develop and continuously improve the quality of the teaching and learning environment for all relevant stakeholders.

### COURSE REVIEW

#### 2. Initiating Course Reviews

2.1 The Academic Board through its Learning, Teaching and Curriculum Committee (LTCC) will ensure the Courses offered by *Leaders Institute* are reviewed on a four yearly cycle.

2.2 The LTCC will propose to Academic Board relevant appointments to a review panel for each course review.

#### 3. The Self Assessment Process

3.1 A Course self-assessment will be undertaken by the relevant Program Director in consultation with the teaching and administrative team for the course.

3.2 The Dean must sign off on the self assessment report before it is issued to the Review panel.

3.3 The course self assessment report must at minimum include evidence and commentary about the following quality assurance practices and standards:

- Overall aims of the course
- Course structure
- Course learning outcomes
- Expected graduate attributes
- Processes to ensure the effectiveness of assessment and how assessments contribute to student learning
- The relationship between learning outcomes, graduate attributes and assessment practices
- Processes used to monitor student outcomes and performance
- Processes for how student feedback is used to improve course outcomes
- Processes to ensure effective course management and academic co-ordination
- Evidence that demonstrates how the standard of teaching and the learning outcomes meet national benchmarks

- Benchmarking relative to one or two appropriate higher education providers addressing at minimum - progression, attrition, completions, assessment methods and grading of student achievement.
- Proposals for improvement(s)

3.4 The review panel will receive and evaluate the course self-assessment along with other relevant documentation.

#### **4. The Review Panel**

4.1 The Review panel will include a LTCC member, a recent graduate (no more than 2 years), one external discipline expert, one member of Academic Board and one employer of graduates of the course.

4.2 The review panel will receive and evaluate the course self-assessment along with other relevant documentation.

4.3 The terms of reference for the Review Panel are to consider and report, based on evidence received, the following practices of quality assurance:

- How academic standards are developed and maintained
- How well the course is representative of contemporary knowledge, skills and teaching-learning strategies
- How teaching quality is encouraged and developed
- The appropriateness of entry levels
- How satisfied students are overall with various elements of the course
- How adequate the staff profile is to meet the educational aims of the course
- How adequate the learning resources, Library, ICT, student learning support and physical facilities are in providing a satisfactory and successful learning experience for students
- The on going economic viability of the course
- Graduate destination outcomes

4.4 The panel will also interview individuals associated with the development, implementation and management of the course as required. The latter may take the form of focus group meetings with students, staff, and from professional and industry groups where relevant.

4.5 The report from the Review Panel will be submitted to Academic Board on completion of the review.

4.6 The Program Director will provide a response to Academic Board through the LTCC about the Review findings and recommendations and an initial implementation plan for proposed improvements.

4.7 A progress report on the plan of action is to be provided to LTCC 12 months after the review took place. The progress report should include an update on actions taken to address the recommendations and outcomes.

### **UNIT REVIEW**

#### **5. The Unit Review Process**

5.1 All units offered for study at *Leaders Institute* will be systematically reviewed each year.

5.2 The unit review process will include both commentary from the Unit Coordinator and student survey data.

5.3 The Unit Coordinator will use the *Teaching and Learning Guide* checklist questions to critically reflect on the adequacy of:

- the expected student learning outcomes
- content presented to students
- teaching methods
- learning activities students engage in
- learning materials to support students in their learning
- assessment tasks set for students to demonstrate achievement of learning outcomes
- student progression rates
- grade distribution for the unit

5.4 The Unit Coordinator's reflections together with the student survey results will be discussed with the relevant Program Director.

5.5 A student survey will be administered at the end of each teaching period for all units taught in that semester. The survey is a means for students to provide feedback on their learning and the overall quality of the unit.

## **6. Student Survey Management**

6.1 The Academic Board will approve the development and management of the student survey and survey questions on the recommendation of the LTCC.

6.2 Administration of the surveys is managed by Student Administration who dispense the surveys to students online to complete.

6.3 The Unit Coordinator, the Program Director and Dean receive the student survey data, discuss the outcomes of the survey and determine if any required actions are required to improve the quality of units.

6.4 Survey results are not released until after the date that all subject results have been released to students.

6.5 A report is prepared for Academic Board on each semester's outcomes and trends over time and for institutional performance monitoring.

## **7. Feedback to Students**

7.1 The Dean and Program Directors will put in place mechanisms and processes (including websites), to ensure students are provided with feedback about survey outcomes and to communicate actions taken as a result of survey outcomes.