# COURSE AND UNIT REVIEW PROCEDURE

| Category | Policy |
|---|---|
| **Review** | 3 years from date of Approval |
| **Code** | AP011P |
| **Contact** | policy@imc.edu.au |

| Version | Approval Authority | Approval Date | Review Date |
|---|---|---|---|
| 2024.10 | Deputy President (Education) | 10 October 2024 | 10 October 2027 |

## 1. PURPOSE

The processes of reviewing, monitoring and evaluating academic courses and units are key components of the Institute's quality assurance framework. They are conducted in accordance with the policies, procedures, standards and strategic directions of the Institute, and with reference to relevant comparative and evaluative data.

The procedures outlined in this document provide the framework within which the Course Advisory Committee (CAC), on behalf of the Academic Board (AB), oversees the review and evaluation of the Institute's academic courses and units.

This document should be read in conjunction with the *Course and Unit Review Policy*.

## 2. PROCEDURES

### 2.1 Major/Reaccreditation Course Reviews
A Major/Reaccreditation review of every course will be initiated by the Academic Board and will be conducted by CAC not less than every seven years.

An out-of-cycle major review of a course may be initiated by the Chair of the Academic Board or the Deputy President (Education) / (DP(E)).

### 2.2 Overview of the process for a Major Review/Reaccreditation
1. The Chair of CAC or Deputy President (Education) calls for an internal review and seeks an Internal Review Report, (Appendix 1), which is subsequently scrutinised by CAC.
2. In consultation with the Chair of Academic Board, the Chair of CAC establishes a Review Panel.
3. The Review Panel conducts interviews and considers all relevant documents, submissions, and any other matters of interest within the Terms of Reference for the review which are established by the Chair of CAC in consultation with DP(E).
4. The External Reviewer/s provide, independently, the completed *Course Evaluation and Review* template (Appendix 2) OR *Course Evaluation and Review (Research)*, (Appendix 4) template to the Chair of CAC

5. The Deputy President (Education) provides a Statement of Response (to the Course Evaluation and Review Reports), and an Implementation Plan (including time frame, monitoring responsibilities and responsible parties).
6. The reports/documentation outlined in points 1, 4 and 5 above are advanced through IMC's governance processes.

Appendix 3 provides a suggested timeline of essential steps in the Major/Reaccreditation review process. This timeline and associated processes can be adapted in consultation with the CAC / AB Chair and DP(E) depending on the circumstances related to the Course being reviewed / reaccredited, the scope of this review / reaccreditation process, and associated TEQSA guidelines and as aligned to the IMCSP and / or changes to the regulatory environment.

## 2.3 Details Regarding a Major Review/Reaccreditation

*Administrative Assistance.*

Prior to the commencement of a scheduled review, the Vice-President (internal) and Registrar will appoint an Administrative Assistant to work with the Chair of the Review Panel and to manage the relevant processes.

*Responsibilities of the Deputy President (Education),* are:

1. To provide access to all documentation and details pertaining to the course (including course learning outcomes, course structure, unit guides, professional accreditation, curriculum mapping, exam papers, staffing details if required);
2. To provide information on external referencing, including benchmarking with other institutions;
3. To provide a summary of the Institute's Quality Assurance processes and, where relevant, peer review and moderation;
4. To work with IMC colleagues to ensure appropriate student data has been included in the Internal Review Report. This data includes admissions, enrolments, and student progress; and relevant student feedback from sources such as graduate surveys, student experience surveys and student satisfaction surveys.

*Constitution of the Review Panel.*

For major/reaccreditation reviews, a Panel of at least three members who have relevant expertise, is to be constituted by the Chair of CAC after consultation with the Chair of Academic Board. The Panel will consist of a Chair, and at least one external expert. Where the course requires regulatory or professional accreditation for its graduates to achieve the expected outcomes, the Panel will include an expert with current knowledge and experience in the regulated field or relevant profession to assess the course structure and content against the specific accreditation requirements.

*Appointment of External Experts for Review Panels.*

External experts will be identified using the following process:

- First, seeking suggestions from the person responsible for proposing the course(s) and members of Course Advisory Committee (CAC), Learning Teaching and Scholarship Committee (LTSC) and Academic Board;
- Secondly, seeking suggestions from identified experts who decline to be personally involved, and
- Finally, any other appropriate means to identify discipline leaders/experts who may be able to help or advise of suitable reviewers.

*Interviewees.*

The Review Panel will conduct interviews with relevant stakeholders including the Deputy President (Education) or delegate, the Chair of CAC (if not on the Panel), at least one student and one graduate of the course, and at least one staff member teaching in the course. These may be adjusted depending on the current status of the Course under SAA.

*Academic Board Consideration of documents.*

The Academic Board will either:
- approve the course to be reaccredited and advise SAA and the IMC Governing body;
- recommend to the relevant IMC governing body that the course should not be reaccredited and be removed from IMC's offerings; or
- determine other actions be taken.

*Implementation of Recommendations.*

The Deputy President (Education) will provide to the Academic Board updates on implementation every six months commencing at three months after reaccreditation, and until the Chair of Academic Board deems the process to be completed.

**3 Offshore Delivery**
In addition to the review processes outlined above, an Offshore Campus Advisory Committee will conduct annual reviews of offshore campuses. For those offshore campuses involving course delivery in a language other than English, an external assessor who is proficient in English and the language of instruction and expert in the relevant discipline will conduct a review once every two years or more regularly as required. See the *Offshore Course Delivery Policy* and *Course Delivery in a Language Other Than English Policy* for further information.

**4 Third Party Arrangements**
Third Party Arrangements are bound by a legal agreement that includes arrangements for review of course delivery. Depending on the scope of functions undertaken by the Third Party, the review may include procedures over and above those outlined above. The review will be the responsibility of a Third Party Arrangement Review Task Group. See the *Third Party Arrangements Policy* for details on this review function.

**5 Unit Review and Evaluation**
A review of each unit will be conducted by the Deputy President (Education) or delegate in collaboration with the relevant Discipline Coordinator, the Director of Learning and Teaching and in consultation with the Learning, Teaching and Scholarship Committee. Unit

reviews will be conducted not less than every two years and are informed by continuous unit monitoring by teaching staff, feedback from students and other stakeholders and moderation processes, which include peer review activities and external referencing (See the *Moderation Policy* and *Moderation Procedures*).

5.1 Reviews will consider the ongoing relevance and value of the unit, taking account of the aims and learning outcomes of the course in which it is offered, and any implemented changes or improvements having regard to:

    i. student demand and enrolments;
    ii. fulfilment of the relevant IMC Learning and Teaching Plans;
    iii. content, mode of delivery, teaching and learning methods, assessment methods, grade distributions, student progression and cohort analysis;
    iv. the extent to which students meet learning outcomes;
    v. outcomes of internal and external moderation processes;
    vi. feedback from students obtained from the Student Experience Survey and Student Satisfaction Survey;
    vii. progression rates on unit completion for each year of the course; and
    viii. equivalence of student performance and experience across onshore, offshore and online delivery of units.

5.2 A student evaluation of a unit and its teaching methods will be conducted at the end of each semester. Information derived from student evaluations of units and teaching methods will be evaluated to:

    i. assist teaching staff and unit coordinators to monitor, develop and evaluate the unit by gaining feedback from students about the unit structure, content and resources and appraisal of teaching performance
    ii. compare online and face-to-face delivery modes;
    iii. provide data for the two-year review of units and the seven-year major course review/reaccreditation; and
    iv. identify patterns of grades and initiate action where required.

Refer to the *Student Survey Policy* and *Student Survey Procedures* for further information on student evaluations.

5.3   **Feedback from Reviews** - The Deputy President (Education) is to ensure that information about changes made to courses, teaching methods and assessments as a result of the processes of course and unit review is published and effectively disseminated to staff and students. Students must be given reasonable notice of any consequences that may affect their study choices.

## 5  RELATED DOCUMENTS
i. *Academic Quality Assurance Framework*
ii. *Artificial Intelligence Policy*
iii. *Blended Learning Policy*
iv. *Course and Unit Development Policy*
v. *Course and Unit Review Policy*
vi. *Course Delivery in a Language Other Than English Policy*
vii. *Course Review Report Template*
viii. *Moderation Policy*
ix. *Offshore Course Delivery Policy*

*x.*      *Student Survey Policy*
*xi.*     *Student Survey Procedures*
*xii.*    *Third Party Arrangements Policy*

## 6 VERSION CONTROL

| Historical Version | Approved by | Approval Date |
|---|---|---|
| 2024.10 | Deputy President (Education) | 10 October 2024 |
| 2021.09 | Provost | 14 September 2021 |

*The Deputy President (Education) oversees the implementation and compliance of this procedure. Please contact the Deputy President's office via - policy@imc.edu.au  for any enquiries or clarifications.*

**Internal Course Review Report**

**Australian Institute of Management and Commerce**
**Major Course Review (and preparation for Course Reaccreditation)**

Report prepared by:

Date:

Name of course(s) under review:

**Table of Contents** *(please insert a list of headings and sub-headings)*

*Please note:*
*A) This report is designed to present key findings concerning in the terms of reference for major/reaccreditation reviews, as shown in the Course and Unit Review Policy.*

*B) The headings and sub-headings below may need to be supplemented and / or adapted depending on the context of the review and this will be approved by the Deputy President (Education).*

**1. Background**

This report applies to [*name of program*], which has been subjected to a course review process during [*time period*]. TEQSA requirements (consistency with AQF level) and the Institute's 'Course and Unit Review Policy' have been taken into consideration.

**2. Course rationale**
    2.1. Expected graduate employment opportunities
    2.2. Emerging developments, if any, in the field of study

**3. Review of curriculum**
    3.1. Course design and content
    3.2. Course (and unit) learning outcomes
    3.3. Methods of assessment of those outcomes, including major types of assessment, their justification, and if applicable, the use of projects and capstone units and the strategies implemented with the assessment tasks in consideration of AI
    3.4. Alignment of unit assessment tasks with course learning outcomes (include mapping of course learning outcomes to AQF level specifications, unit learning outcomes and unit assessment)
    3.5. Structure, duration and modes of delivery (including appropriateness and any trends)

**4. Review of student participation and achievement**
    4.1. Analysis of student outcomes data including student feedback

4.2. Feedback, if any, from students regarding curriculum (including implications of any changes in student cohorts and/or the needs of students)

5. **Benchmarking and its implications**
   5.1. Updated benchmarking, sector standards and/or practice
   5.2. Suggested changes to accredited course, if any
   5.3. Implications for course consistency with AQF and TEQSA Threshold Standards

6. **Learning resources available and the student experience**
   6.1. Learning support and appropriateness of teaching spaces/resources
   6.2. Statement outlining the overall quality of the student experience
   6.3. Use of Technology and AI

7. **Potential risks to the quality of the course**
   7.1. Management of academic integrity and AI
   7.2. Currency of knowledge in the course
   7.3. Effectiveness of learning strategies
   7.4. Adequacy of staffing and resources
   7.5. Other potential risks

8. **Recommendations from internal review**
   (to be considered by the Review Panel)
   8.1. Major issues and possible proposals for change
   8.2. Other issues/comments based on the internal review

<center>*** END OF REPORT ***</center>

# Australian National Institute of Management & Commerce

# Course Evaluation and Review

| | |
|---|---|
| **Course Name** | |
| **Reviewer's Name** | |
| **Current position** | |
| **Brief summary of expertise and experience relevant to this report** | |
| **Signature** | |
| **Date** | |

## Preamble

The Institute of Management & Commerce (IMC) requests an assessment and review of the course noted above, which may be a new course or an existing course.

This evaluation and review form is to be used by:
- an independent external expert appointed by IMC
- the Deputy President (Education) at IMC, or
- an internal expert not closely associated with the course under review.

The principal purpose of the <u>evaluation</u> is to provide an opinion on the compliance of the course with respect to the Higher Education Standards Framework[1](HESF 2021) with particular regard to the course learning outcomes, course structure, course duration and admission rules. Evaluation also requires consistency with the Australian Qualifications Framework[2].

The principal purpose of the <u>review</u> is to provide an opinion on the content of the course with reference to the units (subjects) contained in the course, the learning outcomes of each unit, the extent to which unit learning outcomes collectively align with course learning outcomes, the topics to be studied in each unit, the quality and appropriateness of the assessment tasks contained in each unit, the use of technology and AI in the course / units, relevance of prescribed and recommended readings and importantly, suggested improvements to any of the above. These details are captured in the seven questions that constitute the body of this report. References to the relevant sections of the HES Framework are provided.

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[1] https://www.teqsa.gov.au/higher-education-standards-framework-2021
[2] https://www.teqsa.gov.au/australian-qualifications-framework

**QUESTION 1: Do the <u>course learning outcomes</u> align with the Levels and Qualifications Descriptors[3] of the Australian Qualifications Framework? If not, then why not and what needs to be changed?**

HES Framework Section 1.4.1 Course Learning Outcomes and Assessment

**QUESTION 2: Are the <u>course learning outcomes</u> appropriately designed (encompass discipline-related and generic outcomes) for the course? If not, then why not and what improvements can be made?**

HES Framework Section 1.4.2 Course Learning Outcomes and Assessment

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**QUESTION 3: Does the set of proposed <u>units in the course</u> represent a substantial, coherent and current body of knowledge and scholarship? If not, then why not and which units are not relevant, and which other units should the course include?**

HES Framework Section 3.1.2 Course Design

**QUESTION 4: For each unit, are the <u>unit learning outcomes</u> consistent with:**

    a) **The learning outcomes of the course as a whole;**

    b) **The topics to be studied in the unit; and**

    c) **The readings, activities and other learning resources?**

**If not, then what amendments should be made to learning outcomes, topics, activities or readings?**

HES Framework Sections 1.4.4 Learning Outcomes and 3.1.3 Course Design

**QUESTION 5: For each unit, is the design of each <u>assessment task</u> such that it will provide a**

**measure of the competence achieved by a student in the unit learning outcomes to which it is aligned? If not, which types of assessment and/or which units do not have alignment between assessment tasks and unit learning outcomes? How do the assessment items incorporate the ethical use of AI as per IMC Policy? Specific examples will be helpful.**

HES Framework Section 1.4.3 Learning Outcomes and Assessment

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**QUESTION 6: Please consider the overall assessment regime of the course and comment on:**

  a) **The balance of types of assessment, with special reference to AQF level;**
  b) **The (over) reliance on any particular type of assessment;**
  c) **Any potential improvements to the overall assessment regime, and;**
  d) **Any specific considerations related to AI.**

HES Framework Section 1.4.4 Learning Outcomes and Assessment

**QUESTION 7: Please provide an opinion on the following items:**

- **e) The rationale for the course;**
- **f) The sequence of units over the course;**
- **g) The course duration;**
- **h) The pre-requisite structure of units in the course;**
- **i) The potential for units in the course to generate positive student engagement;**
- **j) The required English language level designated for the course; and**
- **k) The admission rules for the course.**

HES Framework Sections 1.1.1 and 1.4.2 Student Participation and Engagement

**QUESTION 8: Please comment on the following:**

- **a) Whether the course meets the requirements of the appropriate AQF level, and**
- **b) Any perceived or potential risks to the quality of the course.**

**CONCLUDING COMMENTS: Please add any other comments**

**Thank you for your cooperation and assistance.**

# Appendix 3 – Proposed timeline* for major/reaccreditation review

| Step | Target date | Action | Responsibility | Status |
|------|-------------|--------|----------------|--------|
| 1 | 15 months before accreditation due date: Starting Point (SP) | CAC calls for internal review report from DP(E) (template to be used, and deadline set) (up to 4 months) | Chair CAC (on behalf of Academic Board) | |
| 2 | 4 months after SP | Suggestions for external reviewers sought from the DP(E), CAC, LTC, AB | Chair CAC | |
| 3 | 4 months after SP | Internal review report from DP(E) scrutinized by CAC and amended if necessary | DP(E) and Chair CAC | |
| 3 | 1 month later (5 months from SP) | Panel Chair, and details planned (including remuneration for reviewers, administrative support, potential Panel date determined) | Chair Academic Board and Chair CAC, in consultation with Vice Principal | |
| 4 | During next month (i.e. during 6th month from SP) | Potential external reviewers, and other individuals who may be recommended, approached; external experts established; panel date finalized | Chair CAC in consultation with Chair Academic Board | |
| 5 | Simultaneously with step 4 (during 6th month from SP) | DP(E) to provide Internal Review document and full program documentation to Dropbox | DP(E) | |
| 6 | During final part of 6th month from SP | All panel interviewees and details finalized | Chair CAC and Administrative Assistant (DP(E), at least one graduate and one student, staff) | |
| 7 | During next month (7th month from SP) | Panel convenes for half day | Administrative Assistant in consultation with Panel Chair and members | |
| 8 | During next week | Chair CAC provides Panel Notes to Panel members | Panel Chair and Administrative Assistant | |
| 9 | End of 8th month from SP | External reviewer reports due to Chair CAC (passed immediately to DP(E) for step 10) | External reviewers DP(E) | |
| 10 | End of 9th month from SP | The Statement of Response and Implementation Plan are provided by DP(E) to Chair of CAC | DP(E) | |
| 11 | ASAP – and within 10th month from SP | CAC discusses the Review Reports, and determines whether any further action is required to complete the review | CAC members | |
| 12 | ASAP after step 11 – expected to be within 11th month from SP | Academic Board discusses the Review Report, and the Statement of Response and Implementation Plan | Chair CAC Academic Board | |
| 13 | After step 12 (conclusion of the process, up to 12 months from SP) | Chair Academic Board progresses documents to IMC Council and any other appropriate bodies (SAA or TEQSA; professional accreditors) | Chair Academic Board | |

- Please note the timeline is indicative and associated processes / timing can be adapted in consultation with the CAC / AB Chair and DP(E) depending on the circumstances related to the Course being reviewed / Reaccredited, the scope of this review / reaccreditation process and associated TEQSA guidelines and as aligned to the IMCSP and / or changes to the regulatory environment.

# External Course Evaluation and Review

| | |
|---|---|
| Review Course Name | |
| Reviewers Name | |
| Areas of Expertise: | |
| Print Name: | |
| Signature: | |
| Date: | |

*IMC acknowledges use of TEQSA's external expert review template. This template provided guidance for IMC's self-review and self-improvement processes.*

**1. Course Design**

**Based on the materials provided, conduct an overview of the appropriateness of the course of study as a whole, including the course design, with reference to the generic learning outcomes (or graduate**

**attributes) as embedded in the course rationale, learning outcomes, and sample subject outlines. Consider the following in your response:**

1.1 Is the content drawn from a substantial, coherent and current body of knowledge and scholarship in one or more academic disciplines, and includes the study of relevant theoretical frameworks and research findings?

*HES Framework Standard 3.1.2*

1.2 Are the rationales, objectives, structures, delivery methods, assessment approaches and student workload requirements appropriate and consistent?

*HES Framework Section 1.4 & 3.1.2*

1.3 Do aspects of the course mentioned in 1.2 above align with the Qualification Standards at the appropriate AQF level?

*HES Framework Section 1.4 & 3.1.2*

1.4 Does the course of study have an overall coherence? Does the sequence of units support this coherence?

*HES Framework Standard 3.1.3*

1.5 Is the course designed to appropriately engage students in intellectual inquiry consistent with the nature and level of the units being taught, and the course's expected learning outcomes? Does the course content, including readings, support this?

*HES Framework Standard 3.1.2*

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1.6 Does the design of the course with respect to its learning outcomes, volume of learning, program of study including content, and learning and assessment approaches achieve comparability and equivalence with national and international benchmarks?

*HES Framework Standards 1.2, 1.4 & 3.1*

[ blank box ]

## 2. Assessment

**Based on the information provided, conduct a specific evaluation of the approach to assessment of at least one unit of study for each year for the course. Consider the following in your response:**

2.1 Do the assessment tasks for the course allow students to demonstrate achievement of the expected learning outcomes for the course as a whole?

*HES Framework Standard 1.4.3 & Section 3.1*

2.2 Are the expected learning outcomes supported by assessment tasks for individual subjects, based on analysis of a sample selection of subjects?

*HES Framework Standard 1.4.3 & Section 3.1*

2.3 Do course management and coordination, including moderation procedures, ensure consistent and appropriate assessment?

*HES Framework Section 1.4*

**3. Learning Outcomes and Graduate Attributes Against the AQF**

**Review the stated Learning Outcomes against the Australian Qualifications Framework (AQF) and assess the generic learning outcomes (graduate attributes) against course content and learning outcomes. Consider the following questions in your response:**

3.1 Does the curriculum design provide students with adequate knowledge and skills to exhibit the

discipline related learning outcomes specific to this course of study?

*HES Framework Section 1.4 & 3.1*

3.2 Does the course of study provide for the appropriate development of generic learning outcomes (or graduate attributes) in students?

*HES Framework Section 1.4 & 3.1*

3.3 From your assessment of the course do you believe the Australian Qualification Standards level criteria are met?
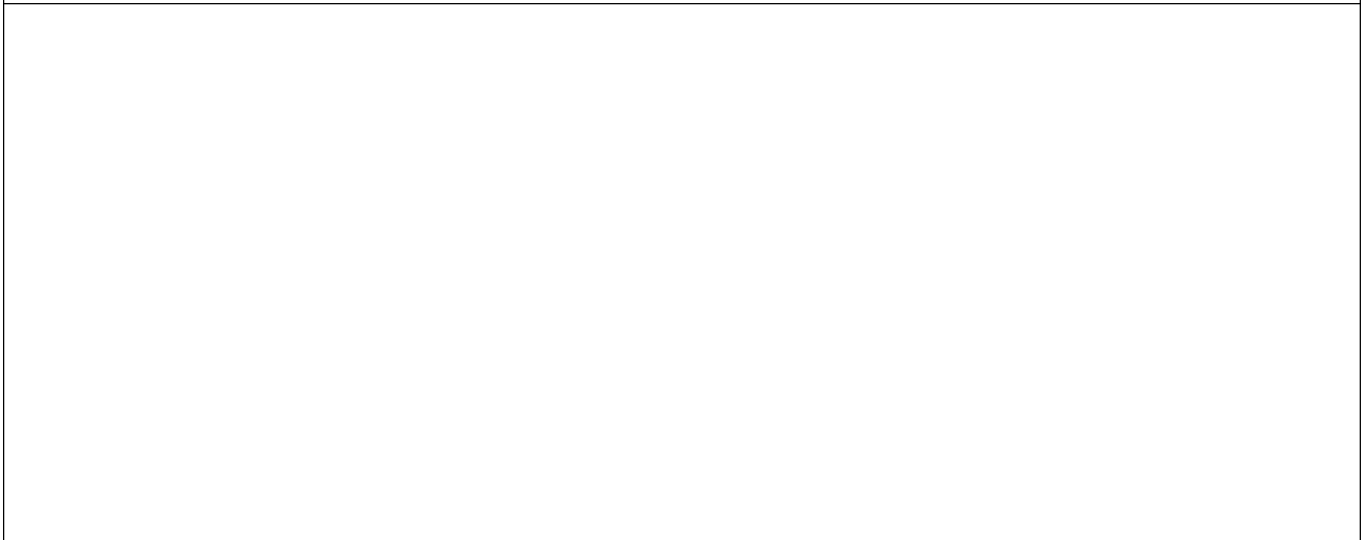
*HES Framework Section 1.4 & 3.1*

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## 4. Course Resourcing

**Review the course budgets, academic staffing, and library and information resources, and consider the following questions:**

4.1 Are financial allocations adequate to meet projected enrolments and for students to achieve the expected learning outcomes?

*HES Framework Section 2.1 & 3.3*

4.2 Are library and information resources adequate to enable students to achieve the learning outcomes of the course(s)?

*HES Framework Section 3.3*

4.3 Is academic staffing, and the nature of the staffing, appropriate to the delivery of the course?

*HES Framework Section 3.2*

**5. Admission Criteria**

**In the context of the course, review the provider's evidence (where available) relating to admission criteria, including English language requirements, credit policy and recognition of prior learning**

**arrangements, and any evidence on decision-making about the admission of students and granting of credit. Please consider the following questions:**

5.1 Are the admission criteria for the course appropriate for the relevant AQF level and the required learning outcomes, taking into account external benchmarks, and ensuring that students have adequate prior knowledge and skills to succeed in the courses?

*HES Framework Section 1.1*

5.2 Are English language requirements appropriate to the level and English-taught nature of the course?

*HES Framework Section 1.1*

5.3 Do credit and recognition of prior learning arrangements preserve the integrity of the award?

*HES Framework Section 1.2*

5.4 Do decisions on the admission of students appear to be made by appropriately qualified personnel?

*HES Framework Standard 1.1.1*

**6. Research and Research Training**

**Review research and research Training and consider the following questions:**

6.1 Are research and its associated activities conducted in accordance with a research policy framework that is designed to achieve:
  a. ethical conduct of research and responsible research practice
  b. clarification of ownership and management of intellectual property
  c. successful management of research partnerships
  d. clarification of requirements for publication and authorship, and
  e. resolution of allegations of misconduct in research.

*HES Framework Standard 4.1.1*

6.2 Is research conducted, or overseen, by staff with qualifications, research experience and skills relevant to the type of research undertaken and their role?

*HES Framework Standard 4.1.2*

6.3 Is there a system for accurate and up-to-date recording of the research outputs of staff and research students is maintained?

*HES Framework Standard 4.1.3*

6.4 Is research training guided by an institutional research training policy framework that is designed to achieve:
  **a.** definition and recognition of the rights and responsibilities of research students and supervisors
  **b.** induction and orientation of research students and supervisors to their roles
  **c.** monitoring of the progress of research students
  **d.** assessment and examination of students' work
  **e.** independence of examiners
  **f.** presentation and communication of research outputs by students, and
  **g.** resolution of disputes.

*HES Framework Standard 4.2.1*

6.5 Are students admitted to research training where the training can be provided in a supervisory and study environment of research activity or other creative endeavour, inquiry and scholarship, and the supervision and resources required for their project are available?

*HES Framework Standard 4.2.2*

6.6 Is each research student supported by continuing supervisory arrangements, including:
  a. a principal supervisor who holds a doctoral degree, or has equivalent research experience, and who is active in research and publishing in, or otherwise making original contributions to, a relevant field or discipline
  b. at least one associate supervisor with relevant research expertise, and
  c. the principal supervisor is a member of the staff of the higher education provider, or has a relevant adjunct appointment, or is otherwise formally contracted and accountable to the provider for supervisory duties.

*HES Framework Standard 4.2.3*

6.7 Do research students participate in an induction to research that includes codes of conduct, ethics, occupational health and safety, intellectual property and any additional matters that are necessary for the type of research to be undertaken?

*HES Framework Standard 4.2.4*

6.8 Does coursework that is included as a formal assessable requirement in a course of study that involves research training, whether as a component of or an adjunct to the research training, meet the academic governance and quality assurance requirements required at the AQF Level of the course

*HES Framework Standard 4.2.5*

## 7. Limitations

7.1 Description of any limitations in the supplied course documentation (if applicable):