

Institution	Universal Higher Education (UHE)
Policy name	Course Review Policy
Policy Governance	Academic Board
Policy review Date	16 Jan 2024

1. Introduction

Review of courses is an important part of quality assurance. Course review is critical to ensure that UHE courses are *financially viable, industry relevant, course currency, academic quality and standards* are maintained and their alignment with UHE's strategic plan. UHE courses will be reviewed on a cycle of five years. In some cases, such reviews may be undertaken earlier and be approved by UHE's Academic Board.

2. Policy principles

UHE is committed to ensuring that its courses are industry relevant, and that they provide students with a high-quality learning experience. A robust and sustainable quality assurance system is integral to maintenance of the quality of UHE's courses. Course review at UHE is a cyclical process, incorporating regular monitoring, review, benchmarking, improvement, and re-accreditation.

UHE's course review is based on the following principles:

- Course review informs planning and performance evaluation, and is part of UHE's Quality Assurance and Enhancement Policy
- Course review will be undertaken in two stages
 - Stage 1: annual review of courses using performance measures
 - Stage 2: five yearly holistic review of courses to examine curriculum content, teaching quality, assessments, and the overall pedagogy
- Course review is evidenced-based and is both strategic and operational in focus
- Course review applies to all courses with provision of higher levels of scrutiny for under-performing courses
- UHE is required to undertake regular reviews of each of their courses and implement ongoing proactive improvements, ensuring that curriculum change is approved consistent with the Course Development and Approvals Policy
- Course Review is a continuous process which closes the loop on previously identified issues and actions
- The Academic Board and the Course Review Committee play a leading role in initiating course review process.

3. Policy Outcomes

The policy for course review is designed to:

- facilitate the provision of high-quality curriculum and pedagogy that delivers recognised academic standards
- enhance strategic outcomes by providing timely identification of high performing and 'underperforming' courses
- ensure that the courses are aligned with the changing trends in industry and professions
- provide a single Institute-wide policy and procedure on the process for course development, approval, review and evaluation.

- facilitate strong links to the planning, quality and review systems to support the UHE’s strategic objectives
- support the cyclical improvement and re-accreditation of courses through evidence-based decision making.
- ensure compliance with relevant requirements including the Higher Education Standards Framework (Threshold Standards).

4. Course review process

UHE’s approach to course review involves an ongoing cycle of monitoring and improvement that requires a minimum level of annual review for all courses and more intense levels of examination of all courses. Course review includes the following elements:

- Annual review of each course including
 - Use of trend key performance indicators (KPI) to assess course viability, relevance, and quality. The following KPIs will be used:

Viability	Relevance	Quality
<ul style="list-style-type: none"> • Demand • Enrolment • Student cohort • Profit margin 	<ul style="list-style-type: none"> • Employer feedback • Graduate/alumni feedback 	<ul style="list-style-type: none"> • Student experience of the course • Graduate outcomes • Graduate employment • First year retention • Progression into second/third year • Completions

- Use of Student Evaluation on Teaching and Subject Survey (SETSS) to assess quality of student experience at each subject level. The SETSS will focus on teaching quality, generic skills, and overall satisfaction.
- Five yearly cyclical review of each course. The holistic review will examine trend performance data on each course and engage external experts through the Course Review Committee. The review will focus on the following criteria:
 - Examine trend performance data on each course
 - Curriculum content and its relevance
 - Engagement of external stakeholders in course Review
 - Teaching quality
 - Assessment methods, moderations, standards
 - Work-based learning
 - Admissions criteria
 - Academic credit and Recognition to Prior Learning
 - Compliance with external reference points e.g. AQF, Threshold Standards
 - Academic risks
 - Resource alignment (library, IT, academic support, video production and post-production equipment)
 - Teaching staff (qualifications, staff-student ratios)
 - QA for partnership or flexible delivery

The cyclical nature of course review is closely connected to the course development and approvals process. Course review informs the development, improvement and re-accreditation of courses and monitors the progress of curriculum changes.

5. Annual Review of Courses

The annual review of the course will be undertaken at the end of each year. The annual report on each course will be presented to the Academic Board. The report will include trend KPIs on measures outlined in this policy. The Academic Board will review each report and suggest areas needing improvement. The Academic Board will request the Chief Academic Officer to provide a brief report on actions planned/taken as a direct result of course review. The report and the key actions will be monitored by the Academic Board.

6. Five yearly cyclical review

On a cycle of five years, the Academic Board will initiate the review of course(s) with the Course Review Committee. UHE will prepare a course self-review report based on:

- Trend KPIs for each course on viability, relevance and quality
- SETSS for each subject of study
- Commentary on each criterion outlined in a-m in section (4)

Academic Board upon the advice of the Course Review Committee will engage two experts with discipline expertise to review the overall curriculum including course structure and each subject outline. The two experts will also examine the KPIs, most recent SETSS results, and commentary on each criterion outlined in A-M in (4). The experts will prepare a report using a standard template provided by UHE. The external experts will be asked to provide the report in four weeks.

The Chair of the Course Review Committee will review the two reports with other members. Further changes in the course will be made based on the feedback from the two external experts. The Course Development Committee will provide a report to the Academic Board for discussion. The report will include:

- Report by two external experts on each course
- Actions taken by the Course Review Committee based on the two reviews
- Revised course documentation

The Academic Board will review the report and make a final decision. The Academic Board's decision will be reported to the UHE Board. In case if the course is not approved by the Academic Board, the Course Review Committee will be asked to undertake further work. The Academic Board will also initiate Course Review Committee after course assessment is undertaken by TEQSA or any professional bodies.

7. Major and Minor Changes

7.1 Major Changes

The Academic Board may make major changes to courses and subjects, on recommendation by the Teaching and Learning Committee following advice from the relevant Course Review Committee.

7.2 Minor change

Where the Academic Board has delegated to relevant Course Review Committee authority to make particular minor changes to courses and subjects, all changes made under delegated authority will be reported each semester to the Teaching and Learning Committee and in course Coordinator reports to the Academic Board.

7.3 Course change

Major course changes are defined as significant changes to courses that may have: a direct or indirect impact on the learning outcomes of a course, or a significant impact on students; and /or require notifications to the TEQSA.

Major changes include major restructuring of an accredited course, addition of new core subjects, or any changes to the learning outcomes of a course. Such major change will result in notification to TEQSA of a material change.

Examples of major and minor changes to the course are listed below.

Examples of Major Changes to the Course	Examples of Minor changes to the Course
Change of course name	Addition of an elective subject
Change to the course structure	Replacing an elective subject
Changing Credits points required to complete the course	Removing an elective subject.
Change to admission criteria to the course	
Changes to Course Learning Outcomes (CLOs)	
Change to the Graduate Attributes (GAs)	
Change to the expected time to complete the course (course duration)	
Changes to the stream or specializations within the course	
Changes to compulsory subjects within the course	
Change to course completion requirements / criteria	
Any course changes that TEQSA considers as material change	

7.4 Subject change

Examples of major and minor changes to subjects are listed below.

Examples of Major Changes to Subject	Examples of Minor changes to Subject
Change of subject name /code	Changes to subject description/content Grammar, and syntax, refining current subject learning. outcomes, format (to improve clarity but not to change learning outcomes), additional information for students (such as adding information relating to warning against academic integrity breaches).
Change of subject prerequisites	Prescribed textbooks (s) (outdated)
Significant changes to the subject overview (more than 40%)	Time commitment
Changes to assessments which leads towards assessed subject learning outcomes.	Generic skills obtained from the subject.
Changes to the student contact hours	Changes to the assessment that does not change the assessed learning outcomes
Changes to the Subject Learning Outcomes (SLOs)	Teaching method
Any subject changes TEQSA considers as material change.	Teaching staff responsible
	Core participation requirements of the subject.

8. Compliance Monitoring

All programs are reviewed on a regular cycle. The Academic Board may require, under certain circumstances, courses to be reviewed earlier.

Student evaluation of subjects and teaching are conducted with the aim of assessing delivery and learning experiences for quality improvement. The survey results are used to gauge the student satisfaction with courses they are enrolled in including various aspects of their UHE's educational experience and to provide important data for quality assurance and benchmarking purposes.