

Course and Subject Lifecycle: Monitoring, Review and Change Procedure

1. Purpose and Scope

- 1.1 Course and Subject Lifecycle: Monitoring, Review and Change Procedure gives effect to the Course and Subject Lifecycle: Monitoring, Review and Change Policy so that:
 - 1.1.1 course and subject review and monitoring requirements and processes are applied consistently, objectively and are documented;
 - 1.1.2 course and subject review and monitoring activities are conducted systematically, effectively, and efficiently;
 - 1.1.3 course and subject review and monitoring activities contribute to the improvement of student outcomes and the achievement of strategic objectives.
- 1.2 This procedure applies to all courses and subjects at AIAT and academic and non-academic staff involved in course monitoring, review and change activities.

2. Definition

Refer to *Glossary of Terms* for commonly used terms. The definitions below are those specific to this policy and procedure.

Course Component - A course component is a part of a whole course. It usually comprises a collection of subjects which represent a major area of study.

Substantial course changes – Changes to existing courses including

- name of course or subject,
- course structure, which includes addition or removal of subjects or majors and minors,
- course learning outcomes
- course admissions and course rules,
- subject administrative details, weighting, student workload
- delivery mode for course or subject.

These changes must be approved by the Board of Directors.

3. Procedure

- 3.1 Comprehensive reviews occur for subjects every three years and courses every five years.

Comprehensive Subject Review (CSR)

- 3.2 Subjects are comprehensively reviewed every three years. Comprehensive Subject Reviews (CSR) include subject statement and learning outcomes and students' ability to assure Graduate Attributes, relevance of subject curriculum to students and employers, external factors which impact delivery, innovations and improvements in learning and

teaching methods, learning resources, delivery modes and content to ensure inclusive teaching, research skills, internationalisation, assessment, plagiarism and academic integrity, course evaluation and benchmarking.

- 3.3 Subjects with a fail rate in excess of 30%, or fail rates higher than 20% twice in a two-year period, are the subject of a CSR regardless of when they are next scheduled to be reviewed.
- 3.4 The broad aims of Comprehensive Subject Reviews are:
 - 3.4.1 evaluate the quality of the subject and its delivery in relation to the expectations set out in relevant strategies and the Graduate Attributes, national and international trends in the discipline(s), compliance with HESF (2021) and, where relevant, accreditation by professional and regulatory bodies;
 - 3.4.2 evaluate the continued relevance of the subject and its delivery to the skills requirements of relevant industry sectors;
 - 3.4.3 evaluate the quality of subject governance, management and enhancement processes, including approaches to working with students as partners and to external engagement;
 - 3.4.4 assess the subject's progress since the previous review, with reference to the outcomes of the implementation plan in response to the recommendations of that review;
 - 3.4.5 identify opportunities and priorities for development and enhancement, including for curriculum renewal and delivery changes, and with a focus on student experience, engagement, satisfaction, retention, academic performance;
 - 3.4.6 identify areas where resources and support might be needed to enable enhancement priorities to be addressed;
 - 3.4.7 ensure that a high standard of subjects is maintained.
- 3.5 A Subject Review Schedule is developed by the Learning and Teaching Committee to ensure that all subjects are comprehensively reviewed at least every three years. The Subject Review Schedule is approved by the Academic Board and any proposed changes to the schedule is reported by the Teaching and Learning Committee to the Academic Board for approval.
- 3.6 Comprehensive Subject Review processes include:
 - 3.6.1 assess the subject's progress since the previous review, with reference to the outcomes of the implementation plan in response to the recommendations of that review;
 - 3.6.2 self-evaluation and consultation with key stakeholders including students, employers, industry, alumni and the wider community;
 - 3.6.3 independent feedback, advice and recommendations in response to self-evaluation and planning, benchmarked, with reference to national and international institutions, standards and quality assurance frameworks, and relevant institutional data;

- 3.6.4 an evidence-based, outcomes-focused identification of future prospects and enhancement priorities; and
 - 3.6.5 implementation plans for strategic and enhancement initiatives.
- 3.7 The review process must:
- 3.7.1 assess the subject's progress since the previous review, with reference to the outcomes of the implementation plan in response to the recommendations of that review;
 - 3.7.2 address any issues specific to the subject concerned;
 - 3.7.3 address the quality of the subject offered; and
 - 3.7.4 consider priorities determined by AIAT's strategic direction.
- 3.8 The Subject Coordinator compiles the following information using the Comprehensive Subject Review form:
- 3.8.1 Survey results/trends;
 - 3.8.2 Student results/trends; and
 - 3.8.3 Benchmarking data.
- 3.9 Comprehensive Subject Reviews are conducted by the Subject Coordinator, Course Director, and one other academic staff member in a related discipline area. They can access additional advice and input as required. They may invite submissions or representations from stakeholders, including current and former students, to present their views of the subject.
- 3.10 The Comprehensive Subject Review form is finalised when the review is completed and submitted to the Director, Learning and Teaching.
- 3.11 On receipt of the form, the Director, Learning and Teaching drafts a review report, with a focus on developing recommendations. A set of recommendations will be finalised within one month following the review commencement. The Director, Learning and Teaching presents the review report and recommendations to Learning and Teaching Committee which considers the report and recommendations and presents a report to the Academic Board outlining recommendations and if required, identifying reasons why recommendations were not accepted or changed by the Learning and Teaching Committee. Academic Board is responsible for approving the final recommendations.
- 3.12 The Director, Learning and Teaching develops an Implementation Plan addressing the approved recommendations of the Comprehensive Subject Review report. A finalised Implementation Plan is to be provided to the Learning and Teaching Committee and the Academic Quality, Compliance and Risk Committee (AQCRC) within one month of Academic Board's approval of recommendations.
- 3.13 The Director Learning and Teaching is required to submit updates on the progress of the actions described in the Implementation Plan to the Learning and Teaching Committee

and the AQCRC. These updates are required every three months following the initial Implementation Plan, until the Implementation Plan is completed.

Comprehensive Course Review

3.14 Courses are comprehensively reviewed every five years to assure quality and compliance with HESF 2021. Outcomes may include recommend continuation, suspension or discontinuation of the course or course component. Comprehensive Course Reviews are the responsibility of Learning and Teaching Committee. Subjects are assessed at the time in regard to their contribution towards Course Learning Outcomes. The broad aims of Comprehensive Course Reviews are:

- 3.14.1 evaluate the quality of the curriculum and its delivery in undergraduate and postgraduate courses in relation to the expectations set out in relevant strategies and the Graduate Attributes, national and international trends in the discipline(s) and, where relevant, accreditation by professional and regulatory bodies;
- 3.14.2 evaluate the quality of course governance, management and enhancement processes, including approaches to working with students as partners and to external engagement;
- 3.14.3 evaluate the continued relevance of the curriculum and its delivery to the skills requirements of relevant industry sectors;
- 3.14.4 assess the course's progress since the previous review, with reference to the outcomes of the implementation plan in response to the recommendations of that review;
- 3.14.5 identify opportunities and priorities for development and enhancement, including for curriculum renewal and delivery changes, and with a focus on student recruitment, experience, engagement, satisfaction, retention, academic performance, graduate destinations and employer satisfaction;
- 3.14.6 identify areas where resources and support might be needed to enable enhancement priorities to be addressed;
- 3.14.7 ensure that a high standard of courses is maintained.

3.15 A Course Review Schedule is developed by the Learning and Teaching Committee to ensure that all courses are comprehensively reviewed at least every five years. The Course Review Schedule is approved by the Academic Board and any proposed changes to the schedule is reported by the Teaching and Learning Committee to the Academic Board for approval.

3.16 Comprehensive Course Review processes include:

- 3.16.1 assess the course's progress since the previous review, with reference to the outcomes of the implementation plan in response to the recommendations of that review;
- 3.16.2 self-evaluation and consultation with key stakeholders including students, employers, industry, alumni and the wider community;
- 3.16.3 review of reports on engagement with industry;

- 3.16.4 independent feedback, advice and recommendations in response to self-evaluation and planning, benchmarked, with reference to national and international institutions, standards and quality assurance frameworks, and relevant institutional data;
 - 3.16.5 an evidence-based, outcomes-focused identification of future prospects and enhancement priorities; and
 - 3.16.6 implementation plans for strategic and enhancement initiatives.
- 3.17 Comprehensive Course Reviews are conducted by the Course Review Committee, and reports to the Learning and Teaching Committee accordingly, in consultation with at least one external reviewer, as approved by Academic Board. The review process must:
- 3.17.1 assess the course's progress since the previous review, with reference to the outcomes of the implementation plan in response to the recommendations of that review;
 - 3.17.2 address any issues specific to the course(s) concerned;
 - 3.17.3 address the quality of the course(s) offered; and
 - 3.17.4 consider priorities determined by AIAT's strategic direction.
- 3.18 The Course Review Committee convenes a formal Comprehensive Review meeting for the purposes of the course review. The committee may invite submissions or representations from stakeholders, including current and former students, to present their views of the course.
- 3.19 The Course Director prepares a submission for the course review prior to the Comprehensive Review meeting using the Comprehensive Course Review form. The Course Director compiles the following information:
- 3.19.1 Survey results/trends;
 - 3.19.2 Student results/trends;
 - 3.19.3 Benchmarking data; and
 - 3.19.4 report from the external reviewer.
- 3.20 The Director, Learning and Teaching commences drafting of the review report during the final session of the Comprehensive Review meeting, with a focus on developing the recommendations. A set of recommendations will be finalised within one month following the special meeting. The Director, Learning and Teaching presents the review report and recommendations to Learning and Teaching Committee which considers the report and recommendations and presents a report to the Academic Board outlining recommendations and if required, identifying reasons why recommendations from the Course Review Committee were not accepted or changed by the Learning and Teaching Committee.
- 3.21 Academic Board is responsible for reviewing the report, approving non-substantial course changes and recommending substantial course changes to the Board of Directors for approval.

- 3.22 The Director, Learning and Teaching develops an Implementation Plan addressing the approved recommendations of the Comprehensive Course Review report. A finalised Implementation Plan is to be provided to the Learning and Teaching Committee and the AQCRC within one month of Academic Board's approval of recommendations.
- 3.23 The Director Learning and Teaching is required to submit updates on the progress of the actions described in the Implementation Plan to the Learning and Teaching Committee and the AQCRC. These updates are required every three months following the initial Implementation Plan, until the Implementation Plan is completed.
- 3.24 Feedback on the outcomes of Comprehensive Subject Reviews and Comprehensive Course Reviews should be provided to students through LMS sites.

Regular Monitoring Reviews

- 3.25 Regular Monitoring Reviews (RMR) of subjects are conducted annually or more frequently if the subject is offered more than once a year and there are indicators of risk in student feedback, retention or results. RMR are conducted for core subjects after each offering. Subject RMR will include student evaluation of learning and teaching (SELT) surveys. The Learning and Teaching Committee will develop the detailed scope of subject RMR and make recommendation to the Academic Board for approval.
- 3.26 For each subject RMR, the Subject Coordinator completes the Subject Regular Monitoring Review Form and provides it to the Learning and Teaching Committee within two weeks of receipt of student feedback and grade submission. The review may identify amendments to ensure the ongoing success of the subject. The Learning and Teaching Committee can approve changes to subjects as per the Delegations Register. All other amendments to a subject require the approval of Academic Board.
- 3.27 Where the subject RMR identifies serious or multiple concerns the Learning and Teaching Committee may recommend to Academic Board that the CSR be brought forward.
- 3.28 Regular Monitoring Reviews (RMR) of courses are conducted annually. Course RMR will include student evaluation of the course and the review of course data relating to student success including retention, new enrolments including diversity of and targeted student cohorts, progression and completion. The Learning and Teaching Committee will develop the detailed scope of course RMR and make recommendation to the Academic Board. The Academic Board will make recommendations to the Board of Directors for approval.
- 3.29 A course RMR may identify changes to ensure the ongoing success of the course.
- 3.30 Where the RMR identifies serious or multiple concerns regarding a course the Learning and Teaching Committee may recommend to Academic Board that the Comprehensive Course Review be brought forward. Concerns could relate to:
- 3.30.1 Student feedback
 - 3.30.2 Enrolment numbers
 - 3.30.3 Attrition, progression and completion data.

- 3.31 At the end of each Academic Calendar year, the Course Director completes the Course Regular Monitoring Review Form and provides it to the Learning and Teaching Committee by March of the following year.
- 3.32 The appropriate Subject and Course review forms are used for guidance for comprehensive reviews and for regular monitoring reviews.

4. Roles and responsibilities

- 4.1 The Board of Directors is responsible for approving substantial course changes.
- 4.2 The Academic Board is responsible for
- 4.2.1 ensuring the effective implementation of course monitoring, review and change;
 - 4.2.2 approving course and subject review cycles and course and subject monitoring schedules;
 - 4.2.3 approving subject changes as per the Delegations Register;
 - 4.2.4 recommending course changes to the Board of Directors and overseeing implementation of approved recommendations;
 - 4.2.5 overseeing and recommending to the Board of Directors all aspects of the development and re-accreditation of courses and associated qualifications;
 - 4.2.6 approving external discipline experts; and
 - 4.2.7 reviewing the following to make a final recommendation on approval, suspension or discontinuation:
 - a. course review documentation;
 - b. reports and minutes from the Course Review Committee (via the Learning and Teaching Committee);
 - c. the review and recommendations from the external experts;
 - d. the consultation and rigour of course monitoring and review process; and
 - e. if appropriate, academic approval of course for submission to TEQSA for re-accreditation or notify them of suspension or discontinuation of the course.
- 4.3 The Learning and Teaching Committee is responsible for:
- 4.3.1 ensuring course reviews are undertaken by the Course Review Committee in accordance with Academic Board approved schedules and AIAT policy and procedure;
 - 4.3.2 review Course Review Committee recommendations on course and subject changes and make recommendations to the Academic Board;
 - 4.3.3 managing and ensuring regular review and monitoring of courses and subjects;
 - 4.3.4 approve minor changes to subjects in accordance with the Delegations Register.
- 4.4 The Course Review Committee is responsible for:
- 4.4.1 monitoring recent trends in the field of study, government policy changes likely to impact on curriculum issues, employer expectations and job opportunities for graduates, and any innovative practices in learning and teaching;

- 4.4.2 reviewing course documentation to ensure that it meets standards of rigour and depth appropriate to the level of the award and that the rationale, aims and subject content are consistent with, and reflect best practice;
 - 4.4.3 seeking additional expert advice where necessary and ensuring courses and subjects are in line with regulatory and industry guidelines; and
 - 4.4.4 considering the existing quality assurance mechanisms to ensure that learning outcomes from courses are as expected, paying particular attention to assessment procedures and any benchmarking undertaken with other education providers.
- 4.5 Director, Learning and Teaching, Head of Institute or Course Directors are responsible for identifying opportunities for, and initiating, course reviews outside scheduled reviews.

Schedule A – Approvals for Changes to Courses and Subjects

The **Board of Directors** is responsible for approving changes to existing courses including:

- name of course or subject,
- course structure, which includes addition or removal of subjects or majors and minors,
- course learning outcomes
- course admissions and course rules,
- subject administrative details, weighting, student workload
- delivery mode for course or subject.

The **Academic Board** is responsible for approving changes to existing subjects including:

- pre-requisites or co-requisites,
- learning outcomes,
- assessment tasks

The **Learning and Teaching Committee** is responsible for approving changes to existing subjects including:

- textbook changes,
- subject description,
- topics and activities and
- prescribed and recommended readings.

The Academic Board and Learning and Teaching Committee responsibilities are delegated in the Delegations Register.

5. Procedure Details

Institution	Australian Institute of Advanced Technologies (AIAT)
Procedure name	Course and Subject Lifecycle: Review, Monitoring and Change Procedure
Procedure Reference No.	PROC – 25
Procedure Approval	Board of Directors

Procedure Authority	Academic Board
Responsible Officer	Learning and Teaching Committee
Governance Reference Threshold Standards	HESF 2021: 3.1.2a, 3.1.2b, 3.1.2c, 5.3, 6.3.2c
Related Documents	AIAT Governance Charter Assessment Policy Course and Subject Lifecycle: Review, Monitoring and Change Policy Delegations Register External Referencing and Benchmarking Policy External Referencing and Benchmarking Procedure Learning and Teaching Policy Student Access and Equity Policy Student Survey and Feedback Policy Course and Subject Lifecycle: Discontinuation, Transition and Teach-out Policy and Procedure
Related Legislation	Commonwealth Education Services for Overseas Students Act 2000 (ESOS) Higher Education Standards Framework (Threshold Standards) 2021 (HESF) National Code of Practice for Providers of Education and Training to Overseas Students 2018
References	AIAT has referred and benchmarked with the following institutions and policies during the creation of this procedure: Charles Sturt University (2020) Course and Subject Management Procedure – Subject Reviews Charles Sturt University (2020) Course and Subject Management Procedure – Course Reviews
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Policy Category	Academic

6. Document Version Control

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Version No	1.0	NA	Initial version approved by Board of Directors
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