



IONA COLLEGE
TRINITY

TEQSA Provider ID PRV14376 • CRICOS Provider Code 04294D

Course Monitoring and Review Policy and Procedure

Approved by the Academic Board on 19 October 2021

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1. Purpose

This Course Monitoring and Review Policy and Procedure sets out the guiding principles and procedure for the quality assurance monitoring and review of existing higher education courses at Iona Trinity College of Higher Education (**the College**).

2. Scope

This Policy and Procedure apply to:

- All higher education courses offered at the College, and
- All governing bodies and individuals, who are accountable for monitoring and reviewing higher education courses.

3. Policy

3.1 Statement

This policy outlines a framework for continuous improvement of the College's courses to ensure the content is relevant and captures emerging concepts, and the learning outcomes consistent with by the *Australian Qualifications Framework (AQF)*.

3.2 Principle

Review of the College's courses will be undertaken guided by the following principles:

- **Evidence-based:** monitoring and review of courses and their individual units will be based on student and staff feedback, student performance data and benchmarking.
- **Robustness:** comprehensive course reviews will be informed by interim course monitoring, external course reviewers' feedback and benchmarking.
- **Contemporary:** course reviews will reflect emerging developments in the discipline and community needs.
- **Rigour:** the College will conduct a rigorous review process comprising of interim monitoring of units at the end of each semester, annual review of courses and a comprehensive review after five years, taking into consideration internal and external evidence and feedback.

4. Procedure

4.1 Interim Monitoring

At the end of each semester, all units will be evaluated based on the following:

- Results of student evaluation of units that are collated by teaching staff for detailed analysis by the Principal
- Academic staff feedback on the delivery of the unit (e.g. are content and textbooks appropriate to the level of the unit)
- Outcomes of assessment moderation and
- Analysis of grade distributions and student progression data at the unit level.

The Principal will collate the evaluation outcomes and provide a report to the Teaching and Learning Committee (**TLC**) for their consideration and recommendations to Academic Board (**AB**) as appropriate.

4.2 Annual Review

The College will review its courses annually.

At the end of the academic year, the following student performance data will be collated and analysed:

- grade distributions
- progression rates
- attrition rates
- completion rates and times
- graduate outcomes.

The student performance data will be disaggregated into the following categories and analysed:

- Residency: domestic / international
- Country of origin
- Entry pathway (e.g. direct from secondary school, articulate from a registered training organisation, credit transfer)
- Education agent

Analysis of the above student performance data will be used to identify areas for improvement in how the College operates and delivers its courses, such as entry requirement, student support strategies and measures, student recruitment strategies.

A report containing the data analysis and recommendations for improvement will be submitted to the TLC, which will inform the AB of the improvement measures required.

If improvement measures require minor course changes, the AB will convene a working group to oversee changes to course content and structure.

4.3 Comprehensive Review

Five years after accreditation by the Tertiary Education Quality and Standards Agency (**TEQSA**), a course will undergo a comprehensive course review, which will be conducted by an independent discipline expert selected and appointed according to the *Course Development and Approval Policy and Procedure*.

The following aspects of the course will be covered in a comprehensive review:

- Course content and structure, which will be reviewed against relevant provisions in the *Higher Education Standards Framework (Threshold Standards) 2021* (**HESF**) and informed by research on emerging developments in the discipline of the course
- Student outcomes through:
 - Benchmarking with other Institutes of Higher Education offering similar courses:
 - expected learning outcomes

- consistency of expected learning outcomes with their assessment methods
- extent of students' achievement of those learning outcomes
 - Analysis of trends in student performance data
- The adequacy of academic teaching staff including
 - numbers (load, ongoing/casual), qualifications
 - discipline related scholarly activity
 - professional development activities relating to teaching and learning

The comprehensive course reviews will be informed by findings from all annual reviews and interim monitoring undertaken.

Outcomes, findings and recommendations arising from a comprehensive review of each of the College's course will be detailed in a report, which will be provided to:

- the AB for decision on changes to the course, and
- the Board of Directors (**BOD**) for noting and approval where the recommendations fall within the BOD's delegated decision making power.

5. Responsibilities

The Principal is responsible for monitoring implementation of this policy and procedure, including:

- Delegating to other staff the collation and analysis of student performance data for analysis
- Preparation of reports for outcomes of interim monitoring, annual reviews and comprehensive reviews of the College's courses.

The TLC is responsible for:

- Considering reports for outcomes of interim monitoring, annual reviews and comprehensive reviews of the College's courses
- Making recommendations in response to findings from the interim, annual and comprehensive course reviews.

The AB is responsible for:

- Approving recommendations for minor changes to units and courses arising from interim, annual and comprehensive course reviews
- Convening working groups to implement these minor course changes
- Ensuring the College's courses meet the HESF and the AQF.

The BOD is responsible for approving:

- Any recommendations from the interim, annual and comprehensive course reviews that falls within the remit of the BOD's delegated decision making powers
- The submission of applications to TEQSA for renewal of the College's courses following the Academic Board's approval.

6. Definitions

For the purposes of this Policy, the following terms are defined as follows:

Annual review	Review of courses at the end of the academic year and after finalisation of student grades
Comprehensive review	Review of courses four years after accreditation by TEQSA to be undertaken by an external discipline expert
Courses	The College's TEQSA accredited courses
Independent discipline expert	A person who: <ul style="list-style-type: none"> • Has significant knowledge in the discipline of the course • Holds appropriate qualifications combined with relevant and recent professional experience, and • is recognised as an expert by peers which is evident from relevant publications, memberships, academic grants and awards.
Learning outcomes	Learning outcomes at the unit and course level
Interim monitoring	Evaluation of units at the end of each semester

7. Version history

Version #	Changes	Approval Body	Approval Date
1.0	Original Version	Academic Board	19/10/21

8. Additional Information

Policy Status	Approved
Policy Owner	Principal
Next Review Date	3 years from Approval Date
Associated Internal Documents	Course Development and Approval Policy and Procedure
Higher Education Standards Framework (Threshold Standards) 2021	All standards under Section 5.3
National Code of Practice for Providers of Education	No relevant standard

and Training to Overseas
Students 2018

Other Applicable Legislation Australian Qualifications Framework
and Instruments

Tertiary Education Quality and Standards Agency Act 2011

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