

## Academic Quality Management Policy

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### Rationale and Scope

The purpose of this policy is to define and establish the University's approach to management of the quality of its academic activities, to ensure systematic monitoring and improvement of its teaching and learning policies, procedures and activities. This policy applies to all academic activities of the University of New England and any associated teaching partnerships

### Definitions

**Annual Curriculum Monitoring:** The annual collection of data about courses and units, using key performance indicators, to analyse the student profile, demand, student feedback, assessment outcomes, resources, and graduate outcomes. Monitoring provides the opportunity to address the strengths and weaknesses of a course or unit through annual enhancement plans.

**Course Review:** The in-depth evaluation of an academic program, including the course structure and alignment of learning objectives to learning outcomes, in the context of the University's strategic priorities, the currency of the curriculum, changes to the discipline, quality of teaching and learning including assessment, student perceptions and feedback, and feedback from relevant professional, accrediting and employer groups.

**School Review:** The periodic assessment of a School's academic performance, management and planning, incorporating review of the courses and discipline/s which are integral to the academic activities of the School.

**Performance Indicators:** Qualitative and quantitative data measures which provide a framework for measuring the extent to which performance objectives are being achieved on an on-going basis.

**Quality Assurance:** The ongoing, internal process of assessing a university's outcomes against its aims

**Quality Improvement:** The use of tracking processes on agreed quantitative and qualitative measures in order to identify processes which are working well and those which may be enhanced.

**Quality Management:** A system which integrates effective strategic planning with quality assurance and quality improvement activities to monitor a university's performance against its plans.

**Benchmarking:** The use of qualitative and quantitative measures to place achievement of objectives within a broader environmental context, enabling the assessment of an institution's performance in both comparative and absolute terms.

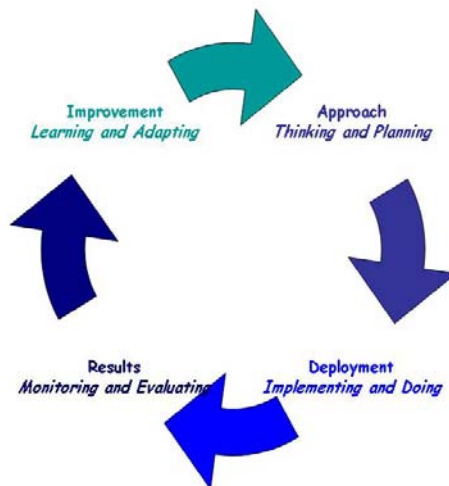
**Standards:** An agreed specification or other criterion used as a rule, guidelines or definition of a level of performance or achievement.

## Principles

The goal of the Academic Quality Management System is to assist the University to formulate strategies for continuous improvement and quality assurance of its academic activities, within the context of the strategic priorities established via its planning methodology.

The Academic Quality Management System is based on the following principles:

- A clear understanding of the internal and external policies, procedures and activities which impact on the University's teaching and learning activities,
- A culture of continuous improvement based on the four-stage Approach, Deployment, Results, Improvement (ADRI), as follows:



- Integration of strategic priorities with the operational processes of the University;
- A focus on improvement, enhancement and regular, constructive reflection leading to change;
- An understanding that quality is a goal common to all members of the university;
- The designation of accountabilities for action;
- The use of meaningful indicators to measure performance and outcomes; and
- Openness of reporting on quality assurance and quality improvement activities across the University.

## **Policy**

### **1. Strategic Planning and Quality**

- 1.1 Strategic Planning is an essential component of the University's quality management system. The University Strategic Plan establishes the top-level Vision for the University and priority areas for the institution to work towards, accompanied by action and implementation plans which are systematically reviewed and measured.
- 1.2 The University's Strategic Plan operates on a five year cycle, and involves annual monitoring of goals and strategies against outcomes. Overall accountability for implementing the Strategic Plan and its strategies rests with the Vice-Chancellor and the executive management of the University.
- 1.3 In addition to the Strategic Plan, the University develops a range of subsidiary plans for action in particular areas. The subsidiary plan which guides the development of academic priorities and plans is the Teaching and Learning Plan.
- 1.4 The Teaching and Learning Plan develops strategies, actions and measurable targets which follow visibly from the Strategic Plan. The University measures and reports its performance and outcomes against its stated aims. Prioritisation to achieve the goals in each of the Strategic and subsidiary plans occurs through operational planning. These are revised annually.

### **2. Framework for Assuring the Quality of Units, Courses and Schools**

- 2.1 A framework for monitoring and review of the University's undergraduate and postgraduate teaching programs is provided by three integrated processes: Annual Curriculum Monitoring, Course Review, and the teaching and learning component of the School Review process.

#### **2.2 Annual Curriculum Monitoring**

- 2.2.1 Courses and units are monitored annually through the Annual Curriculum Monitoring process. The aim of monitoring is to determine priority initiatives for enhancement of the course / unit.
- 2.2.2 Annual monitoring provides the opportunity to respond promptly to both positive and negative student feedback, to changes in the student profile or disciplinary environment, and to make changes which are in line with the University (and School and Faculty) strategic priorities – which are also monitored and updated annually. Annual monitoring also assists individuals' performance monitoring processes and provides evidence of achievement which academic staff can use in promotions processes or when applying for teaching and learning awards or grants.
- 2.2.3 Ensuring that annual monitoring occurs is the responsibility of:
  - (a) for Units, the Unit Coordinator, under the direction of the Head of School;
  - (b) for Courses, the Course Coordinator, under the direction of the Head of School / Faculty Academic Director
- 2.2.4 Annual curriculum monitoring involves the analysis of key performance indicators regarding the student profile, demand, student feedback, assessment and graduate outcomes. Monitoring addresses key questions regarding the perceived strengths and weaknesses of a course or unit.
- 2.2.5 Course and unit monitoring reports are endorsed by the Head of School, and a summary report for each School (including action plans for addressing enhancement and improvement activities) forwarded to the Academic Board Teaching and Learning Committee each year.

- 2.2.6 The summary report for each school is approved by the Academic Board Teaching and Learning Committee and then forwarded to the Academic Board for noting. The Academic Board will provide an annual report to Council.
- 2.2.7 The Head of School will ensure that action plans are linked to the strategic priorities of the University, the Faculty and the School.

Attachment: *Guidelines for Annual Curriculum Monitoring*

### **2.3 Course Review**

- 2.3.1 An in-depth Course Review is an optional process to ensure continuing high quality, relevant, viable courses.
- 2.3.2 Course Review may be periodic (ie once every 3 – 5 years) or triggered by a University-wide or School-specific strategic priority.
- 2.3.3 The unit of review may be a course (eg the Bachelor of Rural Science), a suite of courses (eg the graduate certificate, graduate diploma and masters level postgraduate awards) or a group of cognate majors or sequences of study.
- 2.3.4 Course Review involves evaluating the academic program of an award – the course structure, alignment of learning objectives to learning outcomes and assessment, in the context of the University’s graduate attributes, currency of the curriculum, changes to the discipline, quality of teaching and learning including assessment, student perceptions and feedback, and feedback from the relevant professional, accrediting and employer groups.
- 2.3.5 Approval to proceed with a Course Review is provided by the Academic Board Teaching and Learning Committee following endorsement of the Head of School. The need for Course Review is established through the annual curriculum monitoring process and forms part of the Action Plan arising out of this process.
- 2.3.6 The results of the Course Review, including an Implementation Plan, are reported through the Academic Board Teaching and Learning Committee to the Academic Board. Academic Board Teaching and Learning Committee monitors the implementation of the Review recommendations and reports on it to the Academic Board.
- 2.3.7 The Head of School, in conjunction with the Course Coordinator, is responsible for implementing the recommendations of the Review committee.

Attachment: *Guidelines for Course Review*

### **2.4 Reviews of Schools**

- 2.4.1 School Reviews provide a forum for periodic self-assessment by the School and external assessment by a panel of peers, of the School’s academic performance and planning, incorporating review of the courses and discipline/s which are integral to the academic activities of the School.
- 2.4.2 The School Review process is overseen centrally at all stages by the Vice-Chancellor’s Committee, which supervises the scheduling, establishment, execution and implementation of School Review processes and outcomes.
- 2.4.3 Schools are reviewed cyclically, at least once every five years.
- 2.4.4 School Reviews are undertaken by a review panel, approved by the Vice-Chancellor’s Committee, with substantial membership from outside the University.
- 2.4.5 Terms of Reference for each Review are endorsed by the Vice-Chancellor’s Committee. School performance will be reviewed in the context of University,

Faculty and School plans and the improvements made in the School since its previous review. Teaching, research and community service performance of the School will be analysed in the context of current and anticipated future developments in its constituent discipline/s. Specifically the review will assess:

**Teaching and Learning:**

Achievements relating to teaching will particularly focus on the quality, scope, focus, direction and balance of the School's courses and teaching at undergraduate and postgraduate levels in light of agreed teaching and learning indicators, which may include (but not be limited to): enrolment trends, attrition rates, success rates, student and graduate satisfaction and the perception of key external stakeholders, and comparisons with alternative programs within Australia, and the award and application of teaching grants monies.

**Research:**

Achievements relating to research will particularly focus on the research performance of the School and its constituent disciplines, including their research activity, quality and impact, outcomes, awarded research grants, research publications, consultancies and research training quality;

**Community Service:**

Achievements relating to service to the University, the community and the constituent discipline/s will particularly focus on the role played by the School and its constituent disciplines in relation to its relevant industries, professions, professional associations, partners and the community;

**School Management & Administration:**

Administration of the School will focus on internal management, organization, administration and staffing arrangements of the School in the context of its functions and resource allocation, and the effectiveness of the School's use of resources in relation to accommodation, space, and teaching and research equipment and facilities. It will also comment on the performance of the School in providing an effective working and learning environment for staff and students.

- 2.4.6 The Vice-Chancellor's Committee may augment or change these terms of reference for individual Reviews.
- 2.4.7 The composition of each School Review committee will be determined by the Vice-Chancellor's Committee in consultation with the relevant PVC/Dean and the Head of School. The overall composition of the School Review Panel should aim to provide as broad coverage as possible of all the major disciplines in the School. The School Review panel will comprise:
- At least two (not more than three) external members with nationally / internationally recognized expertise from relevant disciplines or professional fields;
  - One Head of School from another Faculty of the University;
  - The Faculty PVC / Dean;
  - At least one (not more than two) representative/s of the relevant profession/s or employer group/s.
- 2.4.8 The Review Report and a response by the School is provided to the Vice-Chancellor's Committee. The Vice-Chancellor's Committee works with the School to formulate an Implementation Plan, which is then forwarded to Academic Board for endorsement. Academic Board will forward the Review Report and Implementation Plan to Council for approval.

2.4.9 The Head of School, under the direction of the PVC/Dean of the relevant Faculty, is responsible for implementing the recommendations of the Review panel.

Attachment: *Guidelines for the Conduct of School Reviews*

## **2.5 Reviews of Research Centres and Institutes Outside of Faculties**

Research Centres and Institutes outside of faculties are reviewed cyclically, at least once every three years. The review process is overseen by the Vice-Chancellor's Committee.

# **Guidelines for Annual Curriculum Monitoring**

## **1 Introduction**

### **1.1 What is Annual Curriculum Monitoring?**

Courses and units are monitored annually through the Annual Curriculum Monitoring process, a formalization of the data collection and reflection process that occurs annually. The aim of the process is to determine priority initiatives for enhancement of courses and units.

Annual monitoring provides the opportunity to respond promptly to both positive and negative student feedback, to changes in the student profile or disciplinary environment, and to make changes which are in line with the University (and School and Faculty) strategic priorities – which are also monitored and updated annually. Annual monitoring also assists individuals' performance monitoring processes and provides evidence of achievement which academic staff can use in promotions processes or when applying for teaching and learning awards or grants.

### **1.2 Responsibility for Course and Unit Monitoring**

Ensuring that annual curriculum monitoring occurs is the responsibility of:

- (a) for Units, the Unit Coordinator, under the direction of the Head of School;
- (b) for Courses, the Course Coordinator, under the direction of the Head of School/Faculty Academic Director

In the case of courses operated across Schools and / or Faculties, the PVC/Deans will designate ensure that the membership of the course monitoring team includes stakeholder representation from all areas of study within the course. Academic Board Teaching and Learning Committee oversees the Annual Curriculum Monitoring process and receives a summary report annually from each School of the action plans developed to address weaknesses / challenges identified.

## **1. The Annual Curriculum Monitoring Process**

### **2.1 Data Collection and Analysis – Unit Monitoring**

Performance indicator data are collected from a range of sources and are provided through the University's intranet. Information to be collected as part of Unit monitoring includes:

- Enrolment data – EFTSL / numbers;
- Attrition rate (percentage of students who commence but do not complete the unit);
- Student satisfaction – results of the Unit evaluation survey;
- Assessment data – grade distribution across the Unit, pass rate;
- Evidence that the Unit meets UNE policies and presentation standards, including:
- A Study Guide with:
  - A clear statement of unit objectives linked to both graduate attributes and assessment;
  - Lecturer contact details and consultation times;
  - A weekly schedule of work;
  - Evidence that the Unit complies with the UNE Policy on Assessment;
  - A clear statement on plagiarism in the Unit, linked to the University's procedures for investigating suspected cases and possible penalties for proven plagiarism;

- Evidenced that the Study Guide has been proof-read and signed off by the Head of School or nominee.
- Evidence that the Unit's teaching and learning materials comply with good practice in Unit design and delivery, including:
  - Currency of teaching and learning materials (for example, as evidenced by involvement of the Unit coordinator in peer review of teaching activities);
  - A standard LMS site at least to Level B, with a plan in place and monitored to raise the Unit to Level D;
  - Processes for monitoring and reporting on random samples of assessment feedback by the Head of School;
  - That assessment answer guides are made available to students within 14 days of the due date of the assignment.

## **2.2 Data Collection and Analysis – Course Monitoring**

Performance indicator data are collected from a range of sources and are provided through the University's intranet. Information to be collected for Course monitoring includes:

- Enrolment data – EFTSL / numbers;
- Entry data – first preference numbers, median entry scores;
- Attrition rate / Progress rate (percentage of students who commence but do not continue / complete the course);
- Student satisfaction – CEQ results;
- Graduate outcomes – employment / further study outcomes;
- Employer feedback / feedback from professional accrediting bodies;
- Assessment data – grade distribution across the unit, pass rate;
- Teaching and learning materials and delivery methods;
- Adequacy of the staff profile, teaching and learning space, learning resources and learning support.

## **2.3 Identification of Strengths and Areas for Improvement**

As part of the annual monitoring process, a report should be prepared by Unit / Course Coordinator which analyses the strengths and areas for improvement in the unit / course, within the context of the following factors:

- changes in disciplinary trends;
- changes made to the course / unit or modes of delivery during the previous year;
- other factors which facilitate a contextual discussion of the statistical data

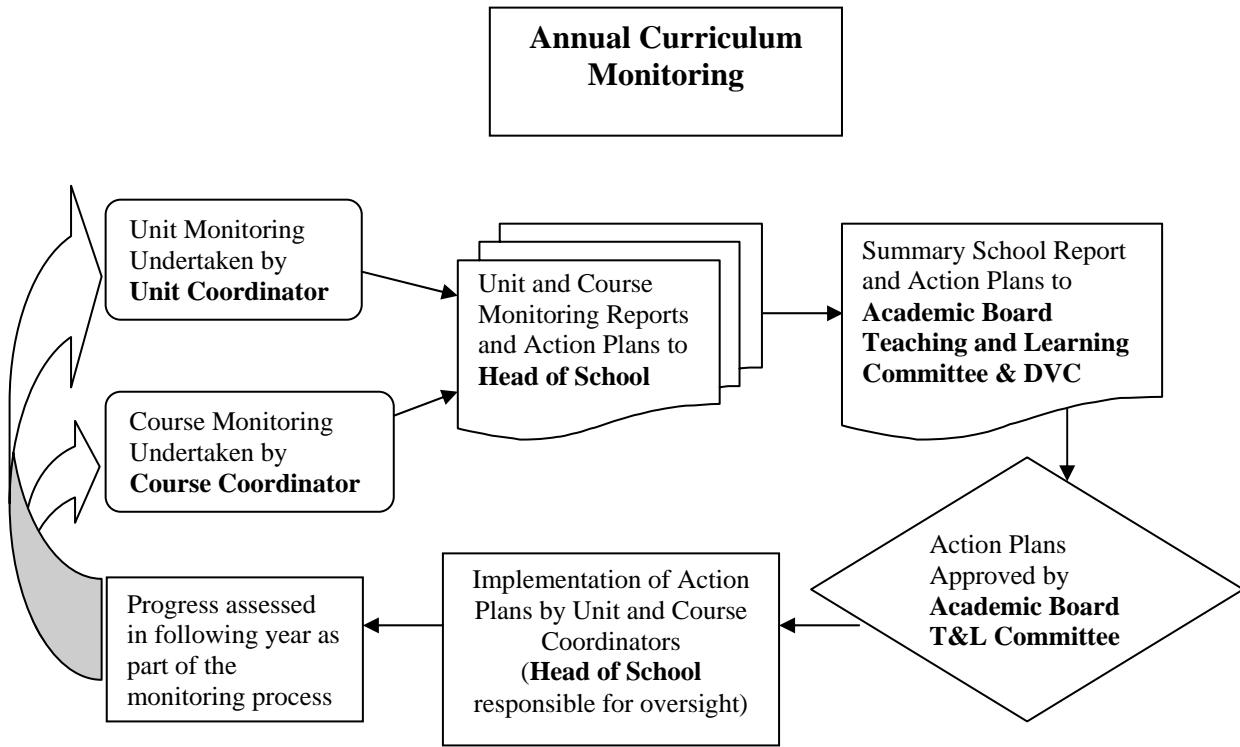
## **2.4 Action Plans**

The Head of School will collect annual monitoring reports by February of each year, indicating action to be taken on priority areas for improvement. It is expected that a report should not be more than two pages long. The Head of School may refer the report to the Faculty Teaching and Learning Committee (or equivalent) for identification of Faculty-wide implications and/or to the relevant Academic Director for input.

## **2.5 Reporting and Monitoring Process**

Following endorsement by the Head of School a summary report of all course / unit action plans will be compiled and submitted to the Academic Board Teaching and Learning Committee by April of the following year.

### Flow Chart of Annual Curriculum Monitoring Process



## **Guidelines for Course Review**

### **2. Introduction**

#### **1.1 What is a Course Review?**

Course Review is the in-depth evaluation of the quality, scope, focus, viability and outcomes of an academic program, as part of the process of assuring the ongoing improvement of a course. The process of course review incorporates examining the course structure and the alignment of learning objectives to learning outcomes, or to the University's graduate attributes, and evaluating the currency of the curriculum in light of changes to the discipline. Feedback is obtained from both internal (course teaching staff) and external (eg relevant professional, accrediting and employer group) sources.

#### **1.2 Unit of Review**

The unit of review may be a single course (eg the Bachelor of Rural Science), a suite of postgraduate courses (eg the graduate certificate, graduate diploma and masters level awards in a discipline area) or a group of cognate majors or sequences of study.

#### **1.3 Rationale for and Timing of a Course Review**

The School which is the designated 'owner' of the course will determine the timing for course review. In general, all courses will be reviewed at least once every five years, and not more than once in three years. Schools will set a schedule for course reviews and submit this to Academic Board Teaching and Learning Committee for approval. Academic Board Teaching and Learning Committee, in conjunction with the PVC (Academic) will ensure that all courses are reviewed in a five year cycle.

From time to time a course review may be required which falls outside of the usual course review schedule. A School may decide to initiate course review on the basis of one or more of the following conditions:

- As part of a University-wide strategic priority, such as Academic Renewal, or the adoption of changes to academic activities (eg assessment changes, adoption of e-Learning strategies);
- In the case of professional degrees, following recommendations from accrediting bodies that a significant overhaul of the curriculum or method of delivery should be considered;
- Following data which identifies changes in the teaching and learning within the discipline generally, changes in the student cohort or changes in the external climate (eg competition in the marketplace);
- Through recognition that planned changes to delivery modes will be augmented by changes to the structure and/or content of a course.

Schools will, as part of the annual monitoring process, report to Academic Board Teaching and Learning Committee on those courses which are to be reviewed in that calendar year.

#### **1.4 Oversight of Course Reviews**

Academic Board Teaching and Learning Committee endorses the Course Review process and oversees the implementation of the results of reviews. Under the direction of the Head of School, the Course Coordinator is responsible for ensuring the Course Review is completed.

The Head of School is responsible for reporting the results of a Course Review to the Academic Board Teaching and Learning Committee and for overseeing the implementation of the recommendations of the review.

### **1.5 Composition of Course Review Teams**

The Course Review team should include the Head of School, Course Coordinator, staff involved in teaching the course(s) and external membership (1 – 2) of persons representing relevant industry groups or cognate academic areas. Membership may also include the Academic Director of the Faculty.

The final composition of a Course Review team will depend to some extent on the nature and type of course review (ie whether the unit of review is a course or sequence of study within one School, or across a faculty or faculties, and whether the unit of review is a single course, a suite of postgraduate courses, or a group of cognate majors or sequences of study)

## **3. The Course Review Process**

### **Preparation for Course Review**

As part of its annual report to Academic Board Teaching and Learning Committee following annual course monitoring, a School recommends the course, courses or sequences of study which it intends to review. Course Coordinators, in consultation with the Head or Heads of Schools of the relevant discipline areas, recommend the membership of a Course Review team. Academic Board Teaching and Learning Committee endorses the Course Review process and the composition of the Course Review team.

### **2.2 Data Collection and Analysis**

The Course Review team assesses and reviews the course against a set of indicators performance. Such data will include (but not be limited to):

- Annual course and unit monitoring outcomes and progress made with regard to annual course monitoring action plans;
- Enrolment and Attrition trends;
- Demand trends – competition for entry and places;
- The Student Profile – equity groups, international places, on and off-campus participation;
- Student Feedback (eg via unit evaluation surveys);
- Course Experience Questionnaire (CEQ) results;
- Student progression rates;
- Program completions;
- Graduate Destinations Survey (GDS) results;
- Feedback from current students, graduates, employers, the professions and other community groups;
- Reports on accreditation activities undertaken by relevant professional bodies
- Assessment outcomes;
- The extent to which courses and units make use of appropriate flexible learning techniques, including adherence to the University's standards for teaching and learning delivery modes, methods and learning support.
- Adequacy of the staff profile, teaching and learning space, learning resources and support.

### **Analysis: Identification of Strengths and Areas for Improvement**

The Course Review team analyses all data collected, including feedback provided by students, employers and other external stakeholders, and through professional accreditation reviews, with regard to the quality, scope, focus, viability and relevance of the course.

Learning outcomes of the course as a whole should be a major consideration of this analysis, including an assessment of the embeddedness of Graduate Attributes in the Course and across units within the Course.

The Course Review should summarise the overall trends indicated by the accumulated performance indicator data sets, paying particular attention to:

- The appropriateness of teaching and learning (including assessment) materials, activities and approaches;
- The appropriateness of resources, including learning support;
- Efficiency and effectiveness of the content and delivery of the units which comprise the Course, and the overall structure of units within the Course;
- Feedback from employer groups regarding graduate attributes, course structure and relevance of the Course;
- Feedback from students regarding learning experiences, delivery methods and graduate outcomes; and
- Overall financial viability of the Course.

### **Strategies for Improvement – the Course Action Plan**

The Course Review team develops strategies to address areas of weakness or challenge identified through the Course Review. These should be aligned to the University strategic plan and to Faculty and School operational plans.

### **Reporting Process**

Once completed the Course Review report, including all review data, a summary of findings and an action and implementation plan, is signed off by the Head of School and submitted to through the Academic Board Teaching and Learning Committee to the Academic Board for approval.

Academic Board Teaching and Learning Committee monitors the implementation of Course Review recommendations and may request updated reports on progress towards implementation of Course Review outcomes from time to time.

Under the direction of the Head of School the Course Coordinator is responsible for ensuring implementation of the agreed actions from the Course Review.

## **Guidelines for School Reviews**

### **1. Introduction**

#### **General Purpose of School Reviews**

The overall aim of School Reviews is to achieve improvement in the academic performance of a school through a process of self-assessment, benchmarking, critical reflection, forward planning and external peer review. School Reviews form part of the University's continuing cycle of planning, development and improvement.

Schools are reviewed to ensure their regular renewal, to improve the quality of their teaching and research activities, the allocation of resources, the management of their strategic priorities and their future development. School reviews also provide information to assist the University in evaluating its performance against strategic priorities and targets, in planning future directions and in demonstrating the quality of its activities.

### **1.2 Scheduling and Oversight of School Reviews**

Responsibility for establishing the schedule of School Reviews and for oversight and implementation of review recommendations rests with the Vice-Chancellor's Committee.

Schools are reviewed not more than once every 5 years.

Results of Reviews are reported to VCC and thereafter to the Academic Board and to Council for approval.

### **2. Specific issues considered in a review**

#### **2.1 General Terms of Reference:**

School performance will be externally reviewed in the context of University, Faculty and School plans and the improvements made in the School since its previous review. Teaching, research and community service performance of the School will be analysed in the context of current and anticipated future developments in the relevant constituent discipline/s.

Specifically the review will assess:

**(i) Teaching and Learning:**

Achievements relating to teaching will particularly focus on the quality, scope, focus, direction and balance of the School's courses and teaching at undergraduate and postgraduate levels in light of agreed teaching and learning indicators, which may include (but not be limited to): enrolment trends, attrition rates, success rates, student and graduate satisfaction and the perception of key external stakeholders, and comparisons with alternative programs within Australia, and the award and application of teaching grants monies.

**(ii) Research:**

Achievements relating to research will particularly focus on the research performance of the School and its constituent disciplines, including their research activity, quality and impact, outcomes, awarded research grants, research publications, consultancies and research training quality;

- (iii) **Community Service:**  
Achievements relating to service to the University, the community and the constituent discipline/s will particularly focus on the role played by the School and its constituent disciplines in relation to its relevant industries, professions, professional associations, partners and the community;
- (iv) **School Management & Administration:**  
Administration of the School will focus on internal management, organization, administration and staffing arrangements of the School in the context of its functions and resource allocation, and the effectiveness of the School's use of resources in relation to accommodation, space, and teaching and research equipment and facilities. It will also comment on the performance of the School in providing an effective working and learning environment for staff and students.

## **2.2 Approval of Terms of Reference**

Prior to a School Review the Vice-Chancellor's Committee will consider the terms of reference and, in consultation with the Head of School and PVC/Dean, may augment, alter or revise the general terms of reference to allow for specific School circumstances.

## **3. Composition of Review Panels**

### **3.1 Approving the Review Panel Membership**

The composition of each School Review committee will be determined by the Vice-Chancellor's Committee in consultation with the relevant PVC/Dean and the Head of School. The PVC/Dean and the Head of School are responsible for recommending appropriate external members of the panel.

The PVC/Dean is also responsible for ensuring that the panel's focus is in line with current policy and strategic University directions, however they would not chair the review.

### **3.2 Composition of the School Review Panel**

The overall composition of the School Review Panel should aim to provide as broad coverage as possible of all the major disciplines in the School.

The School Review panel will comprise:

- At least two (not more than three) external members with nationally / internationally recognized expertise from relevant disciplines or professional fields;
- One Head of School from another Faculty of the University;
- The Faculty PVC / Dean;
- At least one (not more than two) representative/s of the relevant profession/s or employer group/s.

### **3.3 Administrative Support**

A member of the School administrative staff will serve as Secretary to the Review Panel.

## **4. Preparation for School Review**

Approximately 12 months prior to each review the Vice-Chancellor's Committee will consider the general terms of reference and, in consultation with the PVC/Dean and

Head of School, will recommend special terms of reference where considered necessary.

The Vice-Chancellor's Committee will approve the composition of the Review Panel in consultation with the relevant PVC/Dean and the Head of School.

At least 9 months in advance of the review VCC will supply Schools with the finalized terms of reference and an approved Review Panel membership.

The School will then commence a self-study or internal review, analyzing the strengths and weaknesses of the School and opportunities for the future, and prepare a submission to the Review Panel based on this internal review (see 5. *The Internal Self-Review Report*, below).

Submissions will be called from all interested parties within the University and from selected external stakeholders of the School.

## **5. The Internal Self-Review Report**

### **Self-Review Process**

The review will commence with a self-study or internal review, carried out under the leadership of the Head of School. The Head of School will coordinate the internal review and write the report on its outcomes, which will be presented to the relevant PVC/ Dean and forwarded to the Vice-Chancellor's Committee.

The internal review report will make a critical and analytical assessment of the strengths and weaknesses of the School as well as suggestions for future directions. The report should be comprehensive yet concise, with the main body of the report not exceeding 15,000 words. Appendices should be kept to a minimum necessary to support discussions in the report.

The full report must be forwarded to Review Panel members at least four weeks prior to the visit of the Review Panel.

### **Contents of the Self-Review Report**

The internal self-review report will make a critical and analytical assessment of the strengths and weaknesses of and opportunities for the School. The Self-Review Report is a self-assessment of progress towards meeting School, Faculty and University strategic plans and targets, in the context of:

- i. Trends and issues identified through annual monitoring of courses and units, using performance indicators of demand, quality of teaching and learning, resource management, graduate and student outcomes, course viability, including:
  - Enrolment numbers / EFTSL;
  - Entry and demand data;
  - Student feedback (including Unit Evaluations);
  - Attrition / retention / progress data;
  - Assessment data;
  - Course satisfaction data (eg CEQ);
  - Graduate employment and further study outcomes (eg GDS data);
  - Accreditation reports conducted by relevant professional bodies
- ii. Proposed / in-action curriculum changes and changes to course offerings, in response to curriculum monitoring and strategically identified market opportunities;
- iii. Proposed / in-action changes to modes of teaching and learning;
- iv. Details of the School's organisation, resource allocation, administrative and management arrangements;

- v. Relationships between the School and partner organizations, including international activities or professional associations, where applicable;
- vi. Data on research publications, research grants and consultancies;
- vii. The extent to which courses and units make use of appropriate flexible learning techniques, including adherence to the University's standards for teaching and learning delivery, modes, methods and support.

## **6. The Review**

The Review Panel meets to consider the Self-Review submission and to interview the Head of School, School staff, students and other stakeholders. The PVC/ Dean and the Head of School will also be available at call during the entire period that the Panel meets, to answer any questions and provide any additional information the Panel may require.

## **7. The Review Report and Response**

### **Phase 1 – Initial Feedback**

A draft of the Review Report, with completed recommendations, should be prepared prior to the external Panel members' departure. At the finalization of the review period verbal feedback (including recommendations) will be provided to the Head of School and the PVC/ Dean and other relevant staff and, (separately) to the Vice-Chancellor and the Deputy Vice-Chancellors.

### **7.2 Phase 2 – Written Report**

The Chair of the Review Panel, with the assistance of the Secretary, will provide to the PVC/ Dean and the Head of School, within 6 weeks of the review, a brief written report commenting on the Self-Review report and the discussions held, and including the recommendations of the Review Panel.

Copies of the written report will be provided to:

- the PVC/Dean, Academic Director and Head of School within six weeks of the review;
- the Vice-Chancellor;
- the Deputy Vice-Chancellor and Pro-Vice-Chancellors;
- members of the School reviewed.

### **7.3 Phase 3 - Response to the Report**

The Head of School, in consultation with the staff of the School, will provide to the PVC / Dean, within 6 weeks of receipt of the report, a written response to the report which includes a set of proposed actions in response to the recommendations. The response may also, where applicable, correct errors of fact and / or challenge perceived occurrences of inappropriate emphasis in the review report.

After incorporating his/her comments the PVC / Dean will forward to the Vice-Chancellor's Committee for consideration the Review Panel Report, the Response by the Head of School, together with actions proposed by the School.

## **8. Approval Process**

Following receipt of the Review Report and the Response by the School, the Vice-Chancellor's Committee will meet with the Head of School and PVC/Dean to formulate an implementation action plan, setting out the action to be taken on each of the recommendations.

The Vice-Chancellor's Committee will forward the Review Report and Implementation Action Plan to Academic Board for endorsement. Academic Board will forward the Report and Plan to Council for approval. Following approval by Council, copies of the written report should be distributed to all people who made submissions to the review.

**9. Implementation of Review Recommendations**

The Head of School, under the direction of the PVC/Dean, is responsible for implementation of the adopted recommendations.

Implementation of the recommendations will be monitored through the follow-up processes (see *Follow up*, below).

**10. Follow up**

Within 12 months of approval by Council of the Review Report, the Vice-Chancellor's Committee requests a follow-up Implementation Report from the Head of School to show progress against each of the recommendations of the Review Report.

The Implementation Report will be forwarded to VCC, and thereafter to Academic Board and to Council for noting.