

Unit and Course Monitoring Procedures

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Related policies or other documents:	Academic Quality Management Policy UNE Strategic Plan

1. Introduction

Units and courses are monitored annually through the Unit and Course Monitoring process, a data collection, reflection, and improvement process which is a key component of the University's Academic Quality Management system.

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 align with the University (and School and Faculty) strategic priorities – which are also monitored and updated annually.

1.2 Frequency of monitoring

All units and courses are monitored each time they are offered. Units which are offered on a two year rotational basis will be monitored at the end of the semester in which they were offered.

1.3 Responsibility for Unit and Course Monitoring

Ensuring that annual unit and course monitoring occurs is the responsibility of the Head of School to which units and courses are assigned. Each School may elect to undertake the monitoring exercise in the way that best suits the School's structure, disciplinary groupings, governance processes, course and unit load, and needs.

In circumstances where a unit or course involves significant cross-School teaching load the Head of School, in conjunction with the PVC/Dean or Deans, will consult with all stakeholders to the unit or course during the monitoring process.

2. The Annual Unit and Course Monitoring Process

2.1 Performance Indicator Data

Unit and course monitoring is based on collection and evaluation of key indicators of unit and course performance. The aim of this data collection is to facilitate reflection on the strengths of a unit or course, and to assist in determining priorities for the improvement of units and courses.

The data to be collected as part of unit and course monitoring are as follows:

Unit Monitoring

Indicator Type	Data Set
Enrolment	Number of students enrolled in a unit (at semester census date)
EFTSL	Sum of load for all students enrolled in the unit (at census date)
Unit Attrition	The percentage of students withdrawn from the unit between the end of the first day of the second teaching week and the semester census date.
Pass Rate	The number of unit enrolments with a Pass result, or better, expressed as a percentage of students who successfully complete the unit
Assessment Outcomes	Grade Point Average for all enrolments in a unit expressed as a mean
	Grade Distribution: Number of results at each of the 6 grade points expressed as a percentage of the total number of results for the unit
Student Feedback	Results on the 8 unit evaluation items expressed as a mean on a 5 point Likert scale: <ul style="list-style-type: none">• Clear Learning Outcomes• Learning Outcomes Achieved• Intellectual Stimulation• Helpful Resources Provided• Constructive Feedback Received• Timely Feedback Provided• Appropriate Amount of Work• Overall Satisfaction

Course Monitoring

Indicator Type	Data Set
Enrolment	Number of commencing students
	EFSTL – commencing students
Progress Rate	Percentage of students with a pass result in units enrolled in as part of their enrolment in the course
Retention Rate	The proportion of students from the previous year’s enrolment who have either graduated or enrolled in a course at the same level.
Student Feedback	CEQ: Generic Skills Scale
	CEQ: Good Teaching Scale
	CEQ: Overall Satisfaction Index
Student Outcomes	GDS: Full time employment Proportion of respondents in full time employment (as a percentage of those available for full time work)
	GDS: Further study Percentage of respondents in full time or part time further study
	GDS: Average starting salary Average starting salary for respondents in full time employment
Financial	Course income

2.2 Data Collection and Reporting

Performance indicator data are collected from a range of existing University data sources and uploaded to the University’s data warehouse system. Data reports are available electronically, as web-available reports, and can be downloaded and printed from the Business Intelligence website (www.une.edu.au/bi). A printed School report is provided to each Head of School.

2.3 The Annual Unit and Course Monitoring Cycle

The annual unit and course monitoring cycle occurs in two reporting periods, as follows:

Reporting Period 1: All units taught in Semester 1, Trimester 1, Summer Semester

Reporting Period 2: All units taught in Semester 2, Trimester 2 and 3, and all Course data for courses taught in the previous calendar year.

The following project plan provides a guide to the normal cycle of data collection, reporting, reflection and planning for improvement undertaken each year as part of the annual monitoring cycle.

The reporting cycle is as follows:

Stage	Activity	Responsibility	Reporting Period 1	Reporting Period 2
Data Collection	Data on all measures are collected in the business intelligence system	BI Team / PIR	End August	End January
Data Reflection	Data reports are provided to Heads of Schools	BI Team / PIR	End September	End February
	Discussion of unit and course performance occurs within the School. Unit coordinators reflect on their unit results and provide initial interpretation to the Head of School. School Reports are prepared using the unit and course monitoring templates (see appendix 1 and 2).	Head of School	October	March
	Priority areas for improvement are determined and reported on to PVC/Dean.	Head of School	Mid-November	Mid-April
Planning for Action	Discussion between Head of School, PVC/Dean, PVC(Academic) and DVC of the priorities for action, resulting in an agreed improvement Action Plan. Targets for the next year are set. Consultations begin with Teaching and Learning Centre and faculty improvement resources for assistance with improvement activities. PVC(A) and DVC approve the action plans for each School.	DVC	End November	End April
Implementation	School commences implementation of changes to units / courses.	Head of School	December	May
Reporting on Monitoring Outcomes	Outcomes of monitoring activities reported to Academic Board Teaching and Learning Committee	PVC (Academic)	December	May
	Outcomes reported to Academic Board	PVC (Academic)	February	June
	Outcomes reported to Council	President, Academic Board	March	July

Appendix 1

Unit Monitoring – Report Template

Unit Number: _____ Unit Name: _____

Unit Coordinator: _____

Reporting Period and Year: **1 / 2009**

Attendance Mode: **Internal/External / Mixed**
(please circle one)

Instructions:

Having reviewed the unit monitoring data report for this unit, please provide responses to the following questions.

1. What were the best aspects of this unit indicated by the data?

2. What were the aspects most in need of improvement in this unit, according to the data?

3. What are the planned improvement activities for this unit? (indicate also if further investigation into the unit is warranted)

Head of School

I endorse the unit coordinator's response Yes / No Signature: _____ Date: _____

Further comments:

Pro Vice-Chancellor / Dean

I endorse the School's response Yes / No Signature: _____ Date: _____

Further comments:

Pro Vice-Chancellor (Academic)

I endorse the School's action plan for this unit

Yes / No

Signature: _____ Date: _____

Deputy Vice-Chancellor

I endorse the School's action plan for this unit

Yes / No

Signature: _____ Date: _____

Appendix 2

Course Monitoring Template 2009

Course Name: _____

Course Coordinator: _____

Internal/External / Mixed

Attendance Mode: (please circle one)

Instructions:

Having reviewed the course monitoring data report for this course, please provide responses to the following questions.

1. What were the best aspects of this course indicated by the data?

2. What were the aspects most in need of improvement in this course, according to the data?

3. What are the planned improvement activities for this course? (indicate also if further investigation into the course is warranted)

Head of School

I endorse the course coordinator's response Yes / No Signature: _____ Date: _____

Further comments:

Pro Vice-Chancellor / Dean

I endorse the School's response Yes / No Signature: _____ Date: _____

Further comments:

Pro Vice-Chancellor (Academic)

I endorse the School's action plan for this course

Yes / No

Signature: _____ Date: _____

Deputy Vice-Chancellor

I endorse the School's action plan for this course

Yes / No

Signature: _____ Date: _____