

# **Course Monitoring and Review Policy and Procedures**

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## 1. PURPOSE

The Course Monitoring and Review Policy and Procedures outline the process and procedures by which Barton Business School ("BBS") courses are monitored and reviewed. Their purpose is to ensure that all BBS courses meet the [Higher Education Standards Framework \(Threshold Standards\) 2021](#) and the requirements of the appropriate [Australian Qualifications Framework](#) (AQF) level as well as the requirements of relevant professional bodies.

## 2. SCOPE

This policy and these procedures apply to all (a) BBS courses that are accredited by TEQSA, and (b) BBS staff, internal governing bodies and committees, and external parties involved in monitoring and reviewing existing BBS courses.

## 3. DEFINITIONS

Refer to BBS's *Glossary of Terms*.

## 4. POLICY

- a. The Academic Board ("AB") manages and oversees course monitoring and review processes. It receives, considers, and approves course review reports and recommendations from the Learning and Teaching Committee ("LTC").
- b. During a course monitoring and review process, the AB must seek recommendations from the LTC, Course Advisory Committee ("CAC"), and internal and external experts.
- c. BBS is bound by TEQSA's provider registration and renewal of accreditation processes.
- d. BBS understands the need for external referencing, benchmarking, and industry consultation to keep its courses up-to-date and relevant.
- e. BBS must monitor and review all its courses to meet relevant professional-body accreditation standards.

### 4.1. POLICY PRINCIPLES

The primary principles that underpin this policy are that all higher-education courses at BBS must be monitored and reviewed to:

- a. comply with the [Higher Education Standards Framework \(Threshold Standards\) 2021](#) requirements;
- b. comply with the requirements of the [Australian Qualifications Framework](#) (AQF) for the relevant level;
- c. be timely, evidence-based, efficient, rigorous, and transparent;

- d. where applicable, align with the needs of industry and government;
- e. comply with the requirements of professional accreditation bodies;
- f. align with BBS's Learning and Teaching Plan;
- g. be academically strong and coherent, allowing students to progress from one semester to the next;
- h. enable students to achieve course-learning outcomes and graduate attributes;
- i. have a clear, overarching statement of their aims that informs decision-making about individual unit content, teaching methods, and assessment strategies;
- j. demonstrate a process of constructive alignment in the assessment and review of learning outcomes;
- k. undergo external referencing, benchmarking, and continuous improvement;
- l. reflect good practice principles in course review and monitoring.

## 4.2. MONITORING

Monitoring involves course-performance evaluation, achieved through continuous observation and recording of course and unit progress and performance. This data is usually collected each semester to be analysed before the start of the next semester. Monitoring may include:

- a. academic progression, completion, and student attrition;
- b. distribution of grades;
- c. scope, quality, and adequacy of course and unit materials;
- d. appropriateness and flexibility of the unit and course delivery methods;
- e. analyses of important trends drawn from teacher and student evaluation and feedback data.

## 4.3. REVIEW OF THE COURSE

The course must be reviewed in the event of any of the following:

- a. at the end of three (3) years or twelve months before the required date for re-accreditation by TEQSA (whichever comes sooner);
- b. in response to major concerns that have arisen about the academic integrity or pedagogic performance of the course;
- c. as a result of monitoring findings that a course continues to underperform;
- d. because significant concerns exist about the continuing viability or suitability of the course for industry and/or government;
- e. at the behest of the AB following other quality-assurance or performance concerns;
- f. because the course does not meet current or planned regulatory legislation or peak-body standards.
- g. in response to requirements for periodic review by professional bodies.

In all cases, the AB must give the authority to undertake a review.

Poor course performance and other problematic matters that motivate a Course Review are identified through BBS's monitoring process.

#### 4.4. LEVELS OF INTERVENTION

Three levels of interventions may be undertaken:

- a. *Course level*: A course-level intervention is required if the circumstances specified in section 4.2 occur.
- b. *Unit level*: A unit of study within a course, undertaken usually during a single semester concurrent with other units. The unit may be core or elective, and its successful completion contributes to a student's progress in a course.
- c. *Learning, Teaching, and Assessment level*: This involves a unit's pedagogic components.

The levels of intervention are hierarchical. A review at a higher level must include reviews at the level(s) below. The two lower levels of intervention are evaluated continually through the monitoring process. Therefore, they will be subject to more frequent interventions than course-level interventions.

### 5. PROCEDURES

#### 5.1. STAGE 1 – MONITORING

- a. This stage occurs immediately after the introduction of a new course and continues until either temporal or situational circumstances lead to the commencement of a formal Course Review.
- b. Monitoring occurs mainly at the Learning, Teaching, and Assessment level as per sections 4.2 and 4.3 of this policy and procedures and other relevant BBS policies and procedures (see “Related Documents” in section 7). These documents must guide those staff who are responsible for monitoring in their adjustment, evaluation, and development of learning, teaching, and assessment components.
- c. The findings from monitoring activities outlined in this policy and other relevant BBS policies must be communicated to the relevant board and/or committee (e.g., Board of Directors, Academic Board, Learning and Teaching Committee). The responsible board and/or committee may seek input/recommendations from the CEO, the Dean, or any BBS committee, BBS working group, or external experts. For identified sub-groups, the responsible board/committee must take all necessary steps to have (a) admission policies modified appropriately, and (b) teaching, learning, and support strategies improved.

- d. Adjustment and development are planned within the TEQSA provisions. They require no notification or permission for changes.
- e. Auditable records of processes and outcomes must be kept for all scholarly evaluation and academic development work.

## 5.2. STAGE 2 – REVIEW OF THE COURSE

A formal course review is commenced under the circumstances specified in section 4.2. It comprises the following activities:

### 5.2.1. Course Level

#### *Performance*

- a. Evaluate the results of the external referencing and benchmarking of the course.
- b. Analyse and report on data concerning demand and enrolments, student attrition, progress rates, course completions, and graduate satisfaction.
- c. External constructive alignment
- d. Evaluate the extent to which the course rationale provides a statement of intended student outcomes and a valid overview of the course.
- e. Evaluate the extent to which the course-learning outcomes are relevant, contemporary, and related to the field of study. Benchmark with external comparators.
- f. Evaluate the extent to which the course-learning outcomes are aligned with and informed by the requirements of relevant regulatory bodies such as the Higher Education Standards Framework (Threshold Standards) 2021 and the AQF, as well as standards set by professional associations, industry, and government.
- g. Calibrate the alignment of graduate attributes with relevant external regulatory, advisory, and industry bodies. Benchmark with external comparators.

### 5.2.2. Unit Level

#### *Performance*

- a. Analyse the results of the external referencing and benchmarking of the unit.
- b. Analyse and report on data concerning demand and enrolments, grade distribution, teaching evaluations, student-to-staff ratios, student feedback, and unit completions.
- c. External constructive alignment
- d. Evaluate the extent to which the unit learning outcomes are aligned with and informed by the course-learning outcomes.
- e. Evaluate the extent to which the unit-learning outcomes are aligned with and informed by BBS's graduate attributes.
- f. Evaluate the extent to which the unit-learning outcomes are contemporary, relevant, and relate clearly to the subject matter of the unit.

- g. Evaluate the extent to which the description in the unit outline effectively introduces the unit and provides a rationale for the unit.
- h. Evaluate the extent to which the topics in the unit outline are contemporary, sequenced appropriately, and relevant to the unit-learning outcomes.
- i. Evaluate the extent to which the prescribed and recommended reading lists are relevant, up to date, and sufficient.

### 5.2.3. Learning, Teaching, and Assessment level

- a. Learning and teaching material
  - i. Evaluate learning and teaching content effectiveness.
  - ii. Evaluate the efficacy of e-learning and classroom materials.
  - iii. Evaluate the efficacy of formative assessments.
- b. Summative assessments
  - i. Evaluate the extent to which the summative assessments are suitable for the unit and level taught in terms of their number, type, weighting, timing, rigour (including resistance to academic dishonesty), and mode of delivery.
  - ii. Evaluate the extent to which the summative assessments are described effectively in the unit outline.
  - iii. Evaluate the extent to which the summative assessments are aligned with and informed by the unit-learning outcomes.
  - iv. Evaluate the extent to which the summative assessments are aligned with and informed by BBS's graduate attributes.
  - v. Evaluate the extent to which summative assessment briefings/marketing rubrics/marketing guides provide the grade and marking criteria needed by students to prepare their assessment responses.
  - vi. Evaluate the extent to which feedback is made available to students on each summative assessment performance, its mode of delivery, and the amount of guidance given to improve their future performance.
  - vii. Evaluate the extent to which marking is moderated reliably.
  - viii. Analyse the results of any external referencing and benchmarking of summative assessments.

## 5.3. STAGE 3 - THE REVIEW OUTCOMES

Following a course review, a course or unit may be discontinued, refreshed, or redesigned. These three possible outcomes are explained below.

#### 5.3.1. Course Discontinuation

- a. If the discontinuation option is chosen, following the BoD's approval for the course level or the AB's approval for the unit level, the BBS *Course Discontinuation and Teach-Out Policy and Procedures* will be used.

#### 5.3.2. Course Refresh and Continuation

- a. As with monitoring (see 5.1. Stage 1 – Monitoring), course or unit refresh and continuation will be planned within the TEQSA-provided provisions requiring no notification or permission for changes.

#### 5.3.3. Course Redesign

- a. Course redesign involves an iteration of the course development in accordance with the BBS *Course Design, Development, and Approval Policy and Procedures* documents.

## 6. ROLES AND RESPONSIBILITIES

### 6.1. BOARD OF DIRECTORS

- a. The AB has the authority to deal with all academic matters (including course monitoring and review), but the BoD provides strategic oversight of the AB.
- b. On completion of a course-level review, a report from the AB must be submitted to the BoD. The report must contain recommendations and an outline of an implementation plan.
- c. Refer to the *Board of Directors: Terms of Reference* for further understanding of the BoD's broader role in BBS.

### 6.2. ACADEMIC BOARD

- a. The AB is the peak academic body of BBS. It is responsible for managing and overseeing the course monitoring and review process.
- b. The AB formulates and reviews policies, rules, guidelines, and procedures concerning course development, review, and approval.
- c. On completion of a unit-level review, a report from the LTC must be submitted to the AB. The report must contain recommendations and an outline implementation plan.
- d. Refer to the *Academic Board: Terms of Reference* for further understanding of the AB's broader role in BBS.

### 6.3. LEARNING AND TEACHING COMMITTEE

- a. The LTC is responsible for undertaking detailed course monitoring and review.
- b. The LTC ensures that course monitoring and reviews meet regulatory requirements.
- c. Refer to the *Learning and Teaching Committee: Terms of Reference* for further understanding of the LTC's broader role in BBS.



#### 6.4. COURSE ADVISORY COMMITTEE

- a. The CAC is responsible for providing industry and content-specific advice on industry needs, relevant professional accrediting body or association requirements, innovations relating to the monitoring and review, and ongoing revision of BBS courses.
- b. Refer to the *Course Advisory Committee: Terms of Reference* for further understanding of CAC's broader role in BBS.

## 7. VERSION CONTROL

Document title	Course Monitoring and Review Policy and Procedures	
Approved By	Academic Board and Board of Directors	
Date of Review	This document is to be reviewed every two years at a minimum from the date of final approval.	
Related Documents	<ul style="list-style-type: none"> <li>• Assessment Policy and Procedures</li> <li>• Course Design, Development, and Approval Policy and Procedures</li> <li>• Course Discontinuation and Teach-Out Policy and Procedures</li> <li>• External Referencing and Benchmarking Policy</li> <li>• Learning and Teaching Plan</li> <li>• Terms of Reference - Board of Directors</li> <li>• Terms of Reference - Academic Board</li> <li>• Terms of Reference - Course Advisory Committee</li> <li>• Terms of Reference - Learning and Teaching Committee</li> </ul>	
Related Legislation and References	<ul style="list-style-type: none"> <li>• <a href="#">Higher Education Standards Framework (Threshold Standards) 2021</a></li> <li>• <a href="#">Tertiary Education Quality and Standards Agency (TEQSA) Act 2011</a></li> </ul>	
Version	Notes	Date Approved
1.0	<ul style="list-style-type: none"> <li>• The first draft was tabled and approved with minor changes discussed in Sections 4a and 4g.</li> </ul>	25/11/2022
2.0	<ul style="list-style-type: none"> <li>• Document approved subject to changes to correct 'semester' study period and other editorial changes throughout the document. This update includes the recommendations by the external reviewers.</li> </ul>	13/10/2023
3.0	<ul style="list-style-type: none"> <li>• New clause added in section 5 of the document to further align it with the Threshold Standards 2.2.3. New clause added is 5(c).</li> </ul>	14/03/2024