

COURSE EVALUATION AND REVIEW POLICY

PURPOSE

This document sets out the policy by which CG Spectrum Institute (CGSI) evaluates and reviews its accredited courses in an ongoing quality assurance cycle in order to ensure:

- The currency of curriculum design, teaching delivery, learning outcomes and assessment and the effectiveness of Work-Integrated Learning experiences (if relevant); and
- That CGSI's qualifications continue to meet the standards for the Australian Qualifications Framework (AQF).

SCOPE

This policy applies to the evaluation and review of all CGSI courses.

DEFINITIONS

Course Director means the academic staff member, designated by the CEO/Executive Dean to be responsible for the management, conduct, teaching and assessment of individual CGSI courses.

RESPONSIBILITIES

The **Academic Board** is delegated responsibility by the Board of Directors for the academic governance and leadership of CGSI.

The **Learning and Teaching Committee** under the auspices of the Academic Board oversees the evaluation and review of CGSI courses. This includes consideration of CGSI courses in relation to:

- similar courses offered by other higher education providers;
- contemporary research in the discipline;
- innovation in course design and teaching and learning; and
- ongoing student feedback.

The **Course Advisory Committee** is responsible for providing advice in relation to CGSI's accredited courses and subjects to ensure that:

- courses and subjects are suited to the intended student cohort and achieve the intended learning outcomes; and
- course structures and sequencing continue to provide coherent and contemporary learning experiences for students.

POLICY

1. CGSI's higher education courses are reviewed according to a regular cycle in order to:
 - ensure the continuing integrity of courses;
 - evaluate the extent to which courses develop in graduates those skills, attributes and learning outcomes stated for the course and consistent with the AQF level;
 - ensure 'progression and completion rates are within an acceptable range, especially when benchmarked against rates for similar fields of education at other providers'¹;
 - monitor Work-Integrated Learning activities (where applicable) and ensure such activities are valued by students as effective means of developing professional skills and preparing them for employment within the field;
 - provide a 'feedback loop' for students regarding their perceptions of the structure, content and value of their courses;
 - provide opportunities for peer review of the course curriculum, pedagogy, and assessment to ensure continuing relevance and viability of the courses; and
 - encourage academic staff to engage in scholarship in teaching through reflection on course design and delivery.
2. CGSI values and therefore proactively seeks student feedback on its courses and subjects, which inform course and subject reviews.
3. CGSI's Course Review Cycle:
 - Each trimester
 - Subjects are reviewed following each trimester of delivery using a range of formal and informal processes including: consideration by assessment committee of subject and staff evaluations completed by students; consideration by assessment committee of moderation reports completed by subject coordinators and feedback from markers and examiners; consideration by Dean Learning and Teaching of relevant databases (including Academic Integrity and Student Grievances databases); and any other formal or informal feedback from staff or students.
 - The Dean Learning and Teaching presents a report of cohort performance to the Academic Board for formal approval.
 - Annually
 - The Dean Learning and Teaching reports to the Academic Board against any course specific objectives outlined within the Learning and Teaching Plan

¹ TEQSA Guidance Note: Course Approval, Design and Delivery.
http://www.teqsa.gov.au/sites/default/files/CourseApprovalDesignDeliveryGNFinal_0.pdf

- o A summary of the advice provided by the Course Advisory Committee in relation to updates to or changes within subjects is summarised and provided to the Academic Board.
- Every Three Years
 The Learning and Teaching Committee conducts a benchmarking review of any courses that have been taught for a three year period and will continue to be offered by CGSI. The Committee reports its findings to the Academic Board.
- Twelve months prior to the end of accreditation
 Unless the benchmarking process and/or student feedback analysed by members of the Learning and Teaching Committee reveals that there are issues with a course that need more urgent review, the Academic Board will initiate and oversee a full review of a course at least 12 months prior to the end of its accreditation period. These reviews will be completed in conjunction with the relevant Course Advisory Committees.

4. The objective of all reviews is to ensure that:

- o the aim, structure, learning outcomes, assessment activities, resources, delivery modes of courses and subjects, are based on current discipline-specific and pedagogical research and scholarship;
- o the content is consistent with CGSI policy, the AQF level of each course, and the standards and requirements set by professional associations (if applicable) and other external industry stakeholders; and
- o the expected outcomes for Work-Integrated Learning activities (if applicable) are embedded in course and relevant subjects learning outcomes.

RELATED

Course Evaluation and Review Procedure
 Quality Assurance Framework
 Course Design Development and Approval Policy
 Course Design Development and Approval Procedure
 Assessment and Moderation Policy
 Assessment and Moderation Procedure
 Benchmarking Policy
 Benchmarking Procedure
 Work-Integrated Learning Policy

Version Control

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| | Reviewed, with new academic titles and organisational responsibilities amended. | |
| V2.1 | Amendments and logo added | |