



# Course Review and Quality Assurance Procedure

## Purpose

This procedure outlines the processes that Victorian School of Commerce (VSC) takes in its academic review and continuous improvement of its higher education courses and the units/modules that make up each course. It guides the conduct of reviews and should be read together with *the Course Review and Quality Assurance Policy*. The purpose is to provide quality assurance through regular internal and external reviews and to facilitate quality improvement that meets industry and professional standards and complies with the *Higher Education Standards Framework (Threshold Standards) 2021*.

## Scope

The policy applies to all Academic Staff, the Academic Board (AB), the Learning and Teaching Committee (LTC), the Course Advisory Committee (CAC), the VSC Governance Board and all who are involved in the design and development and review of any higher education courses at VSC.

## Definitions

**Benchmarking** – a means by which an institution can demonstrate accountability to stakeholders; improve networking and collaborative relationships, generate management information, develop an increased understanding of practice and process and gain insights into how improvement can be made. Benchmarking involves comparing performance outcomes with similar providers.

**Grade Distributions** – set by each HE provider and involve analysing the aggregation of final grades using data by unit, course of study, student cohort and other groupings.

**Higher Education Standards** refer to the *Tertiary Quality and Standards Agency Act* and as set out in the TEQSA document on Quality Assurance.

**Quality Assurance** - the management and processes and procedures in place for ensuring that the quality of higher education provided by VSC meets education sector requirements and norms.

**Quality Improvement** means the management and processes in place for ongoing improvement of all courses and related matters provided by VSC.

**Student Progression Rates** – the equivalent full-time student load (EFTSL) passed as a percentage of the EFTSL (comprising units passed, failed and withdrawn and excluding work experience).

## Procedures

VSC employs a range of quality assurance practices and mechanisms to inform the process of continual improvement to course delivery and the practices are both internal and external. All staff and students are involved in the process of monitoring and review and have varied **roles and responsibilities**:

**The Governance Board** has overall responsibility for quality management and in particular for VSC's

- Strategic direction



- Academic and general reputation
- Financial viability
- Maintenance of high standards of conduct and probity

**The Academic Board (AB)** has responsibility for

- Reviewing academic courses, their quality and outcomes
- Ensuring moderation and maintenance of academic quality standards
- Ongoing review of course to provide directives for enhancement and improvement of courses and teaching
- Ongoing benchmarking of the content of courses and the outcomes
- Ensuring the quality of academic delivery, monitoring of the courses, student progress, students at risk, and academic integrity.

**The Learning and Teaching Committee (LTC)** has responsibility for

- Monitoring and recording student performance, progression, retention, learning outcomes, graduate attributes and graduate destination to ensure continuous improvement.
- Evaluating courses and units and making recommendations to the Academic Board for improvement to courses and units and their relevance.
- Undertake an annual report on quality assurance of teaching and learning
- Advise the Academic Board on the current quality of teaching and scholarship and their recommendations for improvement.

**Course Advisory Committee (CAC)** has responsibility to

- Identify and advise on current trends and developments in specific areas of study topics and industry.
- Review and make recommendations to the LTC on the course reviews and improvements.
- Review the mechanisms for quality assurance and pay particular attention to all assessment procedures, feedback from stakeholders and benchmarking with other higher education providers.

**Academic Staff** have responsibility for

- Providing feedback on their own teaching and learning
- Advising the LTC of any issues which may affect the course

**Students** have responsibility for

- Providing feedback on their educational experience
- Providing feedback on the teaching and learning process provided by the academic staff.

**The Comprehensive Review**

This review takes place at the time of reaccreditation of the course with TEQSA. This review may also take place as a result of monitoring that finds a course continues to underperform despite intervention at that level or in response to significant concerns that have otherwise arisen about the pedagogic performance or academic integrity of the course. It follows the same process as taken for the initial accreditation of the course.

- The Board delegates the Academic Board (AB) to oversee and undertake the entire process



- The AB delegates the LTC and the CAC to commence and conduct the comprehensive review
- The CAC meets and discusses on changes in current trends and developments in the specific area of study and advises the LTC. They also carefully examine the assessment procedures, feedback from stakeholders and feedback from benchmarking with other HE providers.
- The AB will make recommendations to the LTC and suggest any changes.
- The LTC will develop the comprehensive report including
  - The current relevance and appropriateness of the design and content of the course
  - The relevance of the expected CLO's and LO's
  - The methods of assessment and whether they still meet industry and AQF standards
  - A review of student's achievement of learning outcomes and how that may impact the quality of the course
  - All annual review outcomes including progression, attrition, completion and other performance data)
  - The effect emerging development in the field have upon the design and structure of the course
  - All student feedback data
  - The modes of delivery and their appropriateness
  - Whether the needs of students are still being met by the current learning and teaching of the course
  - External benchmarking where available
  - Any other risks that have been identified

The LTC and the CAC will revise and complete the form according to the TEQSA requirements and then give it to the AB for review and any further changes.

When approved by the AB the whole document will be sent to an external reviewer.

- **External Review**  
When the document is finalised and the AB has also reviewed any other documents required by TEQSA, an external reviewer will be engaged by VSC to review all the materials. Where possible the external reviewer will be obtained from the TEQSA Register of Experts and be a person who is familiar with the field of study.
- The AB and LTC will take into account any change recommended by the external reviewer and incorporate those changes.
- When approved by the AB and the Governance Board, management will be instructed to submit the Course reaccreditation documents to TEQSA.

#### **Some Key Questions that may be useful for the reviews**

- Will proposed changes alter learning outcomes (LO's) and will these then also affect the Course Learning outcomes (CLO's)?
- Are methods of assessment still in keeping with CLO's and LO's? Are they consistent with LO's being met?



- Does the Course/Unit content reflect current knowledge in the field?
- Are the teaching and learning activities arranged in such a way as to foster progressive and coherent achievement of expected LO's throughout the Course/Unit?
- Will the changes impact on the workload of the course?
- Will the proposed changes constitute a "Material Change" as defined by TEQSA? If so refer to the section on Material Changes in the TEQSA document.
- Does the Course still meet the requirements of the applicable standards of the *Higher Education Standards Framework (Threshold Standards) 2021*, the *Australian Qualifications Framework (AQF)* and the other external accreditation requirements where relevant?

### Outcomes of the Review

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

#### Course Discontinuation

Board of Directors or Academic Board may approve to discontinue a course.

#### Course Refresh and Continuation

Course or unit refresh and continuation should be planned to occur within the provisions provided by TEQSA that require no notification or permission for changes.

#### Course Redesign

Course redesign involves an iteration of the course design in accordance with the *Course Creation and Development Policy* and *Course Creation and Development Procedure* documents.

## Related policy instruments

*Assessment and Moderation Policy*

*Assessment and Moderation Procedure*

*Academic Progression and At-Risk Policy*

*Academic Progression and At-Risk Procedure*

*Admissions Policy*

*Admissions Procedure*

*Course Creation and Development Policy*

*Course Creation and development Procedure*

*Delegations Policy*

*Delegations Register*

*External Referencing Policy*

*Feedback Policy and Procedure*

*Professional Development Policy*

*Risk Management Policy*

*Strategic Plan*

*Teaching and Learning Policy*



*Teaching and Learning Plan*

*Terms of Reference (Academic Board)*

*Terms of Reference (Course Advisory Committee)*

## Related documents and legislation

*Higher Education Standards Framework (Threshold Standards) 2021 Tertiary Education and Quality Standards Agency Act 2011*

*Australian Qualifications Framework 2013*

*Australian Higher Education Graduation Statement* <https://www.education.gov.au/australian-higher-education-graduation-statement>

*Education Services for Overseas Students (ESOS) legislation*

*National Code of Practice for Providers of Education and Training to Overseas Students 2017*

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## Administration

### Revision History

Version	Approval date	Approval body	Review date
0.1	30/01/2020	Academic Board	
0.2	26/06/2020	Academic Board	
0.3	21/08/2020	Academic Board	
1.0	02/06/2021	Academic Board	30/06/2022