

Coursework Course Review Procedures - - Terms of Reference (detailed Table)

Coursework Terms of Reference	Description	Examples of supporting evidence and sources of data
<p>2.1 Alignment to the strategic direction</p> <p>Describe how the course aligns to the strategic direction of the University as outlined in Monash Directions 2025 and the Draft Education Strategic Plan 2011 - 2015.</p>	<ul style="list-style-type: none"> • Draw on the KPIs as appropriate to demonstrate how the course aligns to University's strategic plans. 	<ul style="list-style-type: none"> • Key Performance Indicators - Education
<p>2.2 Business Case</p> <p>Complete the Course Profitability model and provide an analysis on the financial performance of the course.</p>	<ul style="list-style-type: none"> • Submit a completed course profitability spreadsheet. • Provide trends and projections of the demand and load over the last five years. • Provide a brief competitor analysis including an environmental scan of the future direction of the course. 	<ul style="list-style-type: none"> • Course Profitability Model • BI – Admissions Report • Student Load
<p>2.3 Curriculum</p> <p>a) Review the structure, content and outcomes of the course with reference to:</p> <ul style="list-style-type: none"> • maintaining and exceeding national and international academic standards; • preparing graduates to be responsible and effective global citizens and critical and creative scholars as outlined in the Monash Graduate Attributes Policy; and • alignment with the Curriculum Design Policy, which includes, AQF, Bologna and Research Skills Development Framework and the Course Structure Policy. 	<ul style="list-style-type: none"> • Describe the rationale for the amendments to structure and content of the course since the initial approval or last review. • Describe how the content of the course is informed by current research and scholarship. • Describe how research and scholarship contributes to the relevance of the curriculum. • Describe how the academic standards are established, maintained and exceeded. 	<ul style="list-style-type: none"> • List of the amendments and associated approval history to the course since the previous review. • Provide a course map identifying outcomes against Monash Graduate Attributes Policy, Australian Qualifications Framework (AQF) and the Bologna Process. • Provide examples in which research and scholarship informs the relevance of the curriculum. • Provide examples of any benchmarking activities which reflect national or international disciplinary or interdisciplinary standards, e.g. Go8, Tuning.

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<p>b) Consider the ability and preparedness of students entering the course and their progression through to completion of the course.</p>	<ul style="list-style-type: none"> • Describe how the course will continue to attract high achieving students and to what extent are the marketing strategies successful in meeting targets. • Describe the student demographic profile in terms of domestic and international students, age group, and mode of delivery, gender and location. • Comment on the course in terms of its compliance with the admission policy, credit for previous studies or skills and the effectiveness of the academic and English language entry requirements. • Outline the credit and articulation arrangements that are in place, how they are monitored and reviewed and what new arrangements are planned for the future. • Compare the student's progress rates against other Go8 Universities in the same field of education. 	<ul style="list-style-type: none"> • Business Intelligence System • Business Intelligence Reports • Pivot table data, e.g.: in undergraduate courses - the median ATAR and number of school leavers in the top 5% of VTAC entrants. • Student load over the last five years. • Progression and performance of students from pathway programs. • Progression and performance by cohort by delivery mode, location and pathway where appropriate. • Group of Eight Dashboard
<p>c) Consider the effectiveness of the teaching approaches employed across the course.</p>	<ul style="list-style-type: none"> • Describe how the approaches to teaching support the course and unit learning outcomes. • Describe how teaching strategies incorporate technology to support improved course and unit learning outcomes. • Comment on the staffing profile required to deliver the course including, staff development opportunities and how staff keep up-to-date with the discipline knowledge and skills. • List the activities made available to staff to assist them in improving their professional teaching practice. 	<ul style="list-style-type: none"> • Provide examples of how the teaching strategies are aligned to the eEducation strategy. • Number and percentage of staff with education qualifications. • Examples of staff development activities, including peer review assessments, that have been completed by staff since the last review. • Orientation for new and sessional staff. • Staff development policies, procedures and practices. • Teaching awards, e.g.: ALTC. • Unit evaluation data from Student Evaluation of Teaching Units (SETU) • Course Experience Questionnaire (CEQ).
<p>d) Consider the effectiveness of the assessment approaches employed across the course.</p>	<ul style="list-style-type: none"> • Explain how the assessment tasks support the course and unit learning outcomes. • Describe the Board of Examiners and moderation processes 	<ul style="list-style-type: none"> • Review average marks and grades including across locations. • Review grade distributions over time.

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	<p>and how these are managed when units are delivered across multi-campus locations.</p> <ul style="list-style-type: none"> • Demonstrate that robust processes are in place to ensure that the academic standards are comparable to similar courses at a national and international level. • Explain how issues of academic integrity are addressed. 	<ul style="list-style-type: none"> • Include the recommendations from the Go8 Quality Verification System (link to website). • Discuss compliance with assessment policies, procedures and practices.
<p>e) Consider the destinations and graduate outcomes for those who complete the course.</p>	<ul style="list-style-type: none"> • Provide details of where the students who successfully complete the program go on to further study or work. • Include comments from employers about the technical and general skills. 	<ul style="list-style-type: none"> • Graduate Destination Survey data (GDS) including graduate average earnings and further study. • Employer surveys results. • HDR conversions.
<p>f) Stakeholder input</p> <p>Review the perceptions about the quality of the course held by stakeholder groups including current students and recent graduates, prospective employers and professional bodies.</p>	<ul style="list-style-type: none"> • Describe how key stakeholder groups provide feedback on the course and how this feedback is used to improve practices. 	<ul style="list-style-type: none"> • SETU • Professional accreditation. • Industry/Course Advisory Boards. • CEQ • GDS • Other surveys as applicable.
<p>2.4 Course Management</p> <p>a) Review the academic and support services available to students including orientation and transition, course advice, fee information, career advice, information and learning support services, counselling and health services.</p>	<ul style="list-style-type: none"> • Describe how the approach to orientation and transition supports students. • Discuss the effectiveness of student-at-risk strategies. • Describe the support services available to students including student grievance processes. • Describe how often the facilities supporting the teaching and learning environment are upgraded or reviewed for projected enrolments. • Comment on the appropriateness and accessibility of the technology available to support the course. 	<ul style="list-style-type: none"> • Progression from first year to second year data. • Education policies and procedures. • Campus plans. • Support Services. • Academic English Skills.

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<p>b) Review the issues associated with the management of the course, for example:</p> <ul style="list-style-type: none"> • Governance • Compliance 	<ul style="list-style-type: none"> • Discuss course governance and how amendments to the course are managed. • For courses delivered across campuses include a description of how the course management group works. • Describe how compliance with University policies is monitored. 	<ul style="list-style-type: none"> • TEQSA Provider Standards • Australian Qualifications Framework • Malaysian Qualifications Agency • South African Qualifications Authority • Monash statutes and regulations • Education Policies and Procedures • Academic Programs at Multiples Campuses Policy