COURSE REVIEW
GUIDELINES FOR DRAFTING THE SELF REVIEW REPORT

STRATEGIC CASE
Rationale and demand for the course

**COURSE JUSTIFICATION**

1. How does the course contribute to achieving and realising University and Faculty strategic objectives and plans? (Please focus on any relevant changes and improvements made to the course since it was initially approved or last reviewed.)

**Supporting documentation:**

- *Monash Directions 2025*
- *Academic Plan*
- *Monash Passport*
- *Campus Directions Statements*
- *Monash Quality Cycle*
- Annual reports
- *Faculty Operational Plan*
- *National and external agency plans (if applicable)*

2. What strategic or competitive relationships exist between the course and other Monash courses or sets of units?

**DEMAND FOR THE COURSE**

1. Undergraduate courses only: Provide and analyse data for each of the five years under review for the following performance indicators:

   - VTAC Preferences
   - VTAC Final Offers and acceptance rate
   - Proportion of VTAC school-leavers in the course that are in top 5%
   - International applications
   - International offers and acceptance rate
   - Clearly-In score
   - Median ENTER scores

   Include data both for the course and for relevant University and faculty benchmarks (e.g. for comparable courses, or for the University as a whole). If the course is taught on multiple campuses or offered or delivered via different modes, these figures should be given separately for each campus or mode.

2. All courses: Provide and analyse data for the following categories of demand for each year of the five-year review period:

   - Course Enrolments (DEEWR submission data) (Provide breakdown by domestic and international)
   - Load (DEEWR submission data) (Provide breakdown by domestic and international)
   - Number of completions (overall and by student status)

   Other indicators should also be considered if these are relevant and available.

   If the course is taught on multiple campuses or offered or delivered via different modes, these figures should be given separately for each campus or mode.

3. Do these statistics reveal any significant trends?

**Supporting documentation:**

- *University pivot tables*
- *Kronos*
4. What are the key characteristics of the student mix? (Relevant categories to consider include gender, age, access and equity measures, part-time/full-time, international/domestic and entry pathways.) What strategic implications does this student mix have? How has the course’s academic approach been shaped by this student mix?

Supporting documentation:
- University pivot tables

ACADEMIC CASE

Information on course structure, operation and education design standards and outcomes, course management and cross-institutional issues.

EDUCATIONAL DESIGN, LEARNING OUTCOMES AND GRADUATE ATTRIBUTES

1. Outline the current learning outcomes of the course. Are these existing learning outcomes appropriate?

Supporting documentation:
- Monash University Handbooks

2. a) How are disciplinary developments and the course’s relevance to professional and/or industry needs monitored? (This might include course/departmental advisory boards).

b) How is the discipline likely to develop over the next five-year period? What projections can be made for professional and/or industry needs over the next five years?

c) What steps have been taken, or are being taken, to address these projected developments and needs in the course’s learning outcomes?

3. Which teaching approaches, learning activities and assessment activities have been most useful in helping students to achieve the course learning outcomes? Which approaches and activities have been least useful?

4. If the course is offered at different campuses or delivered through different modes, are there any differences in teaching approaches and learning activities? Have these differences been effective for achieving the same learning outcomes? Are these the best delivery modes for this course?

5. What steps have been taken since approval or last review to internationalise the course content and student experience and to increase staff and student mobility (e.g. unit reviews, content revision, field studies, internships, volunteer programs)?

6. Do the course content and learning outcomes reflect research-led teaching? In what areas and ways can research-led teaching be strengthened?

7. How do the course’s educational activities contribute to the development of the Monash Graduate Attributes and discipline specific graduate attributes?

COURSE STRUCTURE

1. Outline the course structure (as shown in the current handbook). Is this structure effective and appropriate to meet the course objectives?

Supporting documentation:
- Monash University Handbooks

ADMISSION REQUIREMENTS

1. Are the admission requirements and English language requirements for domestic, international, non-school leavers and special application entrants effective and appropriate?

2. If there are any special credit arrangements in place (e.g. changes to caps on credit, requirements for credit, exclusions of units from credits, formal articulation arrangements), are these appropriate?
KEY PERFORMANCE INDICATORS AND OTHER PERFORMANCE MEASURES

1. Provide and analyze course data and University-wide data for the following KPIs and other performance measures for each year of the five-year period under review:
   - CEQ overall student satisfaction
   - CEQ Good teaching
   - CEQ Generic skills
   - GDS Full time employment rate
   - GDS Further study rate
   - Retention rate within the course
   - MEQ?

Include data both for the course and for relevant University or faculty benchmarks (e.g. for comparable courses, or for the University as a whole). If the course is taught on multiple campuses or offered or delivered via different modes, these figures should be given separately for each campus and mode.

2. Provide and analyse Unit Evaluation reports for any core or compulsory units for each year of the five-year period under review. What implications do these results have for the course?

3. For each year of the five-year period under review, provide and analyse course results and University-wide results for:
   - Overall performance of students in the program (weighted average mark)
   - Grade distributions, giving the percentages of course grades at each grade level

As above, provide benchmarking and a break-down by campus and mode if appropriate. In addition, figures should be given separately for international and domestic students to allow comparisons between these groups. Figures may also be broken down by other categories as appropriate (e.g. gender and entry pathway).

4. What are the key strengths and weaknesses identified by this data? What steps have been taken, or could be taken, to address any weaknesses?

5. If the course is offered at different campuses or delivered through different modes, are there any significant differences in these indicators for different campuses or modes? If so, what steps have been taken, or could be taken, to address these differences?

Supporting documentation:
- University pivot tables
- Unit Evaluation reports

COURSE MANAGEMENT AND QUALITY ASSURANCE

1. What is the management structure for the delivery of the course (e.g. course director, course reference group)? If the course has more than one faculty, campus or mode, how is this managed? What is the involvement of the academic staff of each faculty or campus in the management of the course?

2. Outline the staffing profile for the course. Has this profile proven adequate for the purpose of the course? What are the key professional development needs?

3. What resources are available for staff development (including orientation and management of sessional teaching staff)? Are these adequate?

4. How are teaching quality and academic standards monitored for the course? How have course and unit evaluation data been used to improve the course? What steps have been taken, or could be taken, to improve academic standards?

5. Are student support services adequate?

6. Has the course been subject to any domestic or international professional accreditation reviews? If so, indicate outcomes.

Supporting documentation:
- Please attach review reports or executive summaries.
## Cross-Institutional Issues

1. What are the nature contributions and forms of partnership of any cross-institutional partners involved in delivering the course?
2. What is the process for staff recruitment and appointment for teaching into the course?
3. Have the academic credentials, experience and level of teaching of the partner’s teaching staff met the Faculty’s expectations and standards?
4. Are facilities provided and maintained at the standard stated in the original agreement (classrooms, laboratories, computers and library)? How is this monitored?
5. How is marketing of the program managed by Monash and the partner? Have there been any contribution costs? Has the Faculty had to deal with any cultural marketing issues or international government marketing requirements?
6. Have the financial and contractual arrangements been supported by both the Faculty and partner? Did the course/Faculty/University receive the expected return as provided in the original proposal?
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## Business Case

**Enrolment Planning**

1. Provide and analyse data for EFTSL by funding source for each year of the last five years, (i.e. CSP, Domestic fee-paying, International).
2. Have the EFTSL levels for each funding source and the commencing and returning levels for each year met the original course projections?

*Supporting documentation:*
- *University pivot tables*
- *Kronos*

**Resourcing**

1. Please complete and attach a course profitability model (for Australia) or an offshore campus course costing model (for South Africa and Malaysia). Have there been significant variances from the original course costing projections?

*Supporting documentation:*
- *Off-shore course costing model (Malaysia and South Africa)*
- *Course profitability model (Australian campuses)*
2. What resources are available for enhancing the student experience (eg study tours, work placements, course scholarships, study abroad)? How can these aspects of the course be improved?
3. Does the course have appropriate space at all campuses where it is offered?
4. Have ICT resources proven to be adequate for course needs?
5. Have library resources proven to be adequate for course needs?
## Compliance with University and External Policies

1. If any changes have been made to the course since the original approval date, please provide details of approval (as relevant) by:
   - Malaysia: the Board of Directors of Sunway Group
   - South Africa: the Board of Directors of Monash South Africa Ltd
   - All campuses: DVC(E) or delegate, if amendments are of strategic significance

   **Supporting documentation:**
   - Please provide the board meeting date or copy of approval letter.

2. Is the course compliant with University education policies and procedures? If not, please outline the areas of non-compliance and the actions being taken to rectify these.

3. Is the course compliant with relevant government protocols at all locations where it is offered? Please highlight any inconsistencies, and outline why these have occurred and what steps will be taken to address them.

   **Supporting documentation:**
   - **Australia:**
     - [AQF Qualifications Framework](#)
       - National Guidelines for Australian Qualifications
       - Policies and guidelines for articulation, credit transfer and recognition of prior learning (see pp 83 – 97)
   - **Malaysia:**
     - [Ministry of Higher Education Guidelines](#)
     - [Malaysian Qualifications Framework](#)
   - **South Africa:**
     - [National Qualifications Framework](#)
   - [Criteria for Program Accreditation](#)