

COURSE EVALUATION AND REVIEW POLICY

PURPOSE

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

- The currency of curriculum design, delivery, teaching and learning, assessment and the effectiveness of Work-Integrated Learning experiences; and
- That CGSI's qualifications continue to meet the standards for the AQF level they purport to meet.

SCOPE

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

DEFINITIONS

Course Co-ordinator means the academic staff member, designated by the CEO to be responsible for the management, conduct, teaching and assessment of courses.

RESPONSIBILITIES

The Academic Board is delegated responsibility by the Board of Directors for the academic governance and leadership of CGSI. The Academic Board oversees the evaluation and review of CGSI higher education 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.

Course Advisory Committees are responsible for overseeing, revising and revising CGSI's accredited courses and subjects. Discipline-specific committees ensure that:

- courses and subjects are suited to the intended student cohort and achieve the intended learning outcomes;
- 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 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. Course evaluations and reviews are conducted in accordance with CGSI’s *Quality Assurance Framework*.
- 4. CGSI’s Course Review Cycle:**
- Each session
Ongoing course monitoring and review process takes place through regular scheduled staff and Faculty meetings.
The Teaching and Learning Committee presents a review and evaluation of cohort performance to the Academic Board.
 - Annually
 - The Academic Director engages informally with professional bodies, industry associations and CGSI’s benchmarking partners, and reports to the Academic Board.
 - The Teaching and Learning Committee reports to the Academic Board against the key performance indicators in the *Teaching and Learning Plan*.
 - Report on the work integrated learning activities within subjects and placements
 - The Course Advisory Committee reviews and evaluates subjects in the courses offered in that session and reports to the Academic Board.
 - Every Three Years
The Teaching and Learning Committee conducts a benchmarking review of a course and reports its findings to the Academic Board.
 - Every Four Years
The Academic Board initiates and oversees a full review of CGSI’s courses and subjects (in line with TEQSA’s period of accreditation). This review is delegated to Course Advisory Committees.

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

5. The objective of all course reviews is to ensure that:

- 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;
- the content is consistent with CGSI policy, the AQF level of each higher education course, and the standards and requirements set by professional associations and other external stakeholders;
- the expected outcomes for Work-Integrated Learning activities are imbedded in course and relevant subjects learning outcomes; and
- the academic and business case for the course which formed the basis of accreditation approval by TEQSA, has been, and continues to be, demonstrated in the delivery of higher education courses.

RELATED

Course Evaluation and Review Procedure

Quality Assurance Framework

Course Design Development and Approval Policy

Course Design Development and Approval Procedure

Moderation of Assessment Policy

Moderation of Assessment Procedure

Benchmarking Policy

Benchmarking Procedure

Work-Integrated Learning Policy

Version Control

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V2.1	Amendments and logo added	