

## Course Monitoring and Review Policy and Procedure

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<b>Related Documents</b>	<p>Academic Continuous Improvement Policy and Procedure</p> <p>Student Assessment Policy and Procedure</p> <p>Course Design Policy and Procedure</p> <p>Course Discontinuation Policy and Procedure</p> <p>External Moderation and Benchmarking Policy and Procedure</p> <p>Internal Assessment Moderation Policy and Procedure</p> <p>Internal Review Register</p> <p>Policy Framework</p> <p>Governance Charter</p> <p>AIH Glossary of Terms</p> <p>Quality Assurance Framework</p>
<b>HESF (Threshold Standards) 2021</b>	5.3
<b>Policy Visibility</b>	Public

### 1. Purpose

This Policy and Procedure seeks to provide a framework for the monitoring and review of courses delivered by the Australian Institute of Higher Education Pty Ltd ('the Institute') to ensure the continuous quality, viability and relevance of its

academic programs. The Course Monitoring and Review Policy and Procedure is informed by the prevailing legislation and related AIH policies and procedures.

## 2. Principles

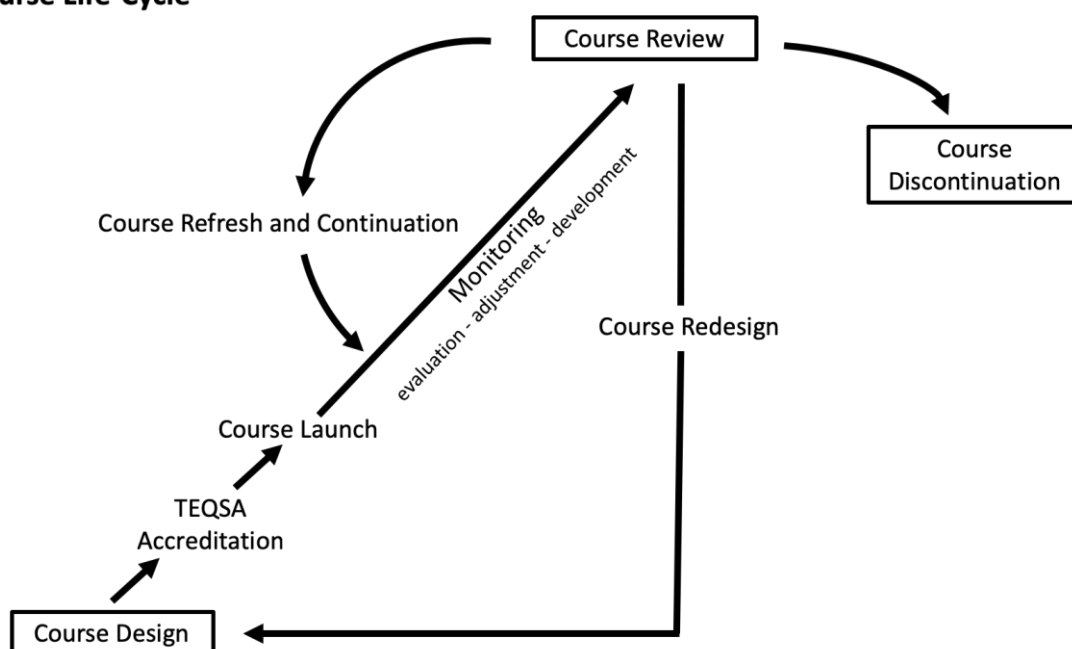
Key principles informing this Policy and the associated Procedure are that monitoring and reviews should be:

- Timely
- Evidence based
- Efficient
- Rigorous
- Transparent
- Objective

## 3. Context

This Policy and Procedure has been developed in order to establish the course life-cycle process. Course monitoring and review are the prime determinants of a course or unit life-cycle.

### Course Life-Cycle



## 4. Scope

This Policy and Procedure applies to all full-time, part time and sessional academic staff and to all courses and their components offered by the Institute.

## 5. Definitions

See the AIH Glossary of Terms for definitions.

## 6. Policy details

### 6.1 **Monitoring**

Monitoring involves course performance evaluation. This is achieved through the continual observation and recording of course and unit progress and performance. This data is normally collected during each semester to be collated and analysed before the start of the next semester. The range of monitoring includes (but is not limited to):

- student progression, completion, and attrition;
- grade distribution;
- the quality, scope and adequacy of course and unit material;
- the appropriateness and flexibility of course and unit methods of delivery;
- analysis of significant trends drawn from student and teacher evaluation and feedback data.

### 6.2 **Initiation of a Course Review**

Courses will be reviewed:

- within three years in the case of a unit level review; or
- after five years and within seven years in the case of a course-level review, in alignment with section 5.3 of the Higher Education Standards Framework (HESF; Threshold Standards) 2021; or
- 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; or
- at the behest of the Dean/Director of Teaching and Learning following other quality assurance or performance concerns; or
- because there are concerns regarding the continuing commercial viability or industry sector suitability of the course; or
- if the course no longer meets current or planned regulatory legislation or peak body standards.

In all cases, the authority to review shall be given by the Dean/Director of Teaching and Learning. Reviews are conducted and recorded in accordance with the Internal Review Register and monitored by the Audit and Risk Advisory Committee.

Impoverished course performance and other concerns that initiate a Course Review are likely to be identified through AIH's monitoring process. All courses offered by the Institute are subject to ongoing monitoring and evaluation of course content. For further information, refer to the AIH Quality Assurance Framework and AIH Academic Continuous Improvement Policy and associated Procedure.

## 6.3 Course Review Levels

Three levels of course review intervention may be undertaken:

1. **Course level:** a comprehensive review of an accredited qualification, including the approved sequence of units for academic study known as the course structure. A course level review occurs after 5 years of delivery to ensure a minimum of 5 years of relevant student data is available, and completed within seven years, consistent with legislative requirements in the HESF for comprehensive reviews, unless triggered earlier as per section 6.2 above.
2. **Unit level:** a review of discrete units of learning and assessment within a course, undertaken usually during a single Study Period concurrent with other units. The unit may be core, elective, specialization or integrative, and the successful completion by the student will contribute to their progress on a course. Unit level reviews occur every three years, or more frequently as required.
3. **Teaching, Learning and Assessment level:** a review of the pedagogic components of a unit of study. These reviews occur as part of continuous monitoring and improvement.

The levels of intervention are hierarchical and a review at a higher level will include reviews at lower levels. Lower levels of intervention are evaluated continually through the monitoring process and therefore will be subject to review more frequently than the course level of intervention.

## 7. Responsibilities and Actions

### 7.1 Responsibilities

Refer also to AIH Course Monitoring and Review Policy, Section 6.2.

#### **Course level**

Corporate approving body: Board of Directors

Academic approving body: Academic Board

Internal review: Course Advisory and Review Committee

External review: external academics, industry experts or professional bodies

Reviewers: Dean and Program Directors

After conducting a review at course level, the Dean submits the review to CARC for review and feedback, followed by the Academic Board. The Academic Board will prepare a report for the Board of Directors, which will include recommendations and a plan for implementing them.

#### **Unit level**

Academic approving body: Academic Board

Internal review: Teaching and Learning Committee

External review: external academic/unit experts

Reviewers: Program Directors and Program Coordinators or delegate

After conducting a review at unit level, the Dean and/or delegated authority submits unit results, performance metrics, and any proposed changes to the Teaching and Learning Committee and Academic Board.

### **Teaching, Learning and Assessment level**

Academic approving body: Teaching and Learning Committee

Internal review: Program Directors and Program Coordinators

Reviewers: Program Coordinators, Unit coordinators and Lecturers

After conducting a review at a teaching, learning and assessment level, the Program Director and/or delegated authority submits updates to the Teaching and Learning Committee, including findings, and any proposed changes/recommendations.

## **7.2 Stages of Course Review**

### **7.2.1 Monitoring**

This stage occurs immediately following the launch of a new course (see Course Life-Cycle diagram in section 3) and continues until a formal Course Review is initiated by either temporal or situational circumstances (refer to AIH Course Monitoring and Review Policy, Section 6.2). Temporal circumstances include the scheduled course level review after five years and within seven years, and interim lower-level reviews every three years or twelve months before the date when it needs to be re-accredited by TEQSA, whichever comes first.

The activities in this stage occur mainly at the Teaching, Learning and Assessment level and are determined by the AIH Course Monitoring and Review Policy (Section 6.1). Reviewers should refer to other applicable AIH policies and procedures to direct their assessment, modification, and enhancement of teaching, learning, and assessment elements. These policies and procedures are identified as "related documents" in the table on the first page of this document.

Adjustment and development should be planned to occur within the provisions provided by TEQSA that require no notification or permission for changes. As with all scholarly evaluation and academic development work, auditable records of processes and outcomes should be kept.

### **7.2.2 The Review**

A formal course review is initiated under the circumstances given in the AIH Course Monitoring and Review Policy (Section 6.2) and comprises of the following activities:

#### **Course level**

Conducted after 5 years and within seven years, in accordance with the HESF.

- External constructive alignment

- Assess the coherence of the course by examining how the individual units are arranged (i.e., course architecture) and determining whether it aligns with the needs and expectations of both, prospective employers, and students. The aim is to ensure that the course is relevant and valuable to both students and prospective employers, and that it equips students with the skills and knowledge needed to succeed in their future careers.
- Evaluate the degree to which the course rationale provides a valid overview of the course and a statement of intended student outcomes.
- Evaluate the degree to which the course learning outcomes are informed by, and align with, the requirements of relevant external bodies such as the AQF and the Australian Higher Education Threshold Standards as well as standards set by professional associations and industry itself.
- Evaluate the degree to which the course learning outcomes are contemporary, relevant and relate clearly to the field of study. Benchmark with national and international comparators.
- Calibrate the alignment of graduate attributes with relevant external regulatory, advisory and industry bodies. Benchmark with national and international comparators.
- Performance
  - Evaluate the results and trends of any external benchmarking of the course.
  - Analyze and report on data concerning demand and enrollments, student attrition, progress rates, course completions, graduate satisfaction and resultant employment.

### **Unit level**

Conducted within three years or as part of continuous monitoring and improvement.

- Internal constructive alignment
  - Evaluate the degree to which the unit learning outcomes are contemporary, relevant and relate clearly to the unit.
  - Evaluate the degree to which the unit learning outcomes are informed by, and align with, the course learning outcomes.
  - Evaluate the degree to which the unit learning outcomes are informed by, and align with, the graduate attributes.
  - Evaluate the degree to which the unit learning outcomes are informed by, and align with, the relevant levels of Bloom's taxonomy. (Refer to the AIH Course Design Procedure for information regarding the application of Bloom's taxonomy.)
  - Evaluate the degree to which the description in the unit outline effectively introduces and provides a rationale for the unit.
  - Evaluate the degree to which the topics in the unit outline are contemporary/seminal, sequenced appropriately and are relevant to the unit with no lacunae.

- Evaluate the degree to which the prescribed and recommended reading lists are valid and sufficient.
- Performance
  - Analyze the results and trends of any external benchmarking of the unit.
  - Analyze and report on data concerning demand and enrollments, grade distribution, teaching evaluations, student to staff ratios, student feedback and unit completions.

### **Teaching, Learning and Assessment level**

Conducted as part of continuous monitoring and improvement.

- Summative assessments
  - Evaluate the degree to which the summative assessments are described effectively in the unit outline.
  - Evaluate the degree to which the summative assessments are suitable for the unit and level taught in terms of their:
    - Number
    - Type
    - Weighting
    - Timing
    - Rigour (including resistance to academic dishonesty)
    - Mode of delivery
  - Evaluate the degree to which the summative assessments are informed by, and align with, the unit learning outcomes.
  - Evaluate the degree to which the summative assessments are informed by, and align with, the graduate attributes.
  - Evaluate the degree to which the summative assessments are informed by, and align with, the relevant levels of Bloom's taxonomy. (Refer to the AIH Course Design Procedure for information regarding the application of Bloom's taxonomy.)
  - Evaluate the degree to which summative assessment briefings/marketing rubrics/marketing guides provide grade and marking criteria necessary and sufficient for students to be guided in their assessment responses. The degree to which specimen answers or exemplars are provided where appropriate.
  - Evaluate the degree to which marking is moderated and the degree of reliability.
  - Evaluate the degree to which feedback is made available to students on each of their summative assessment performances, its mode of delivery and the amount of guidance given on how to improve their future performance.
  - Analyze the results and trends of any external benchmarking of summative assessments.
- Teaching and learning material
  - Evaluate the efficacy of e-learning and classroom materials.
  - Evaluate teaching and learning content effectiveness.
  - Evaluate the efficacy of formative assessment.

### 7.2.3 Outcomes of the Review

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

#### **Discontinuation**

If the discontinuation option is chosen then, following Board of Directors approval (course level) or Academic Board approval (unit level), the AIH Course Discontinuation Policy and Procedure should be implemented.

#### **Refresh and Continuation**

As with monitoring (see above), 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 AIH Course Design Policy and AIH Course Design Procedure documents.

## 7. Legislation

This Policy and the associated Procedure comply with Higher Education Standards Framework Domain 5: Institutional quality assurance standard 5.3 (Monitoring, Review and Improvement), which specifies that:

- 'All accredited courses of study are subject to periodic (at least every seven years) comprehensive reviews that are overseen by peak academic governance processes and include external referencing or other benchmarking activities.
- A comprehensive review includes the design and content of each course of study, the expected learning outcomes, the methods for assessment of those outcomes, the extent of students' achievement of learning outcomes, and also takes account of emerging developments in the field of education, modes of delivery, the changing needs of students and identified risks to the quality of the course of study.
- Comprehensive reviews of courses of study are informed and supported by regular interim monitoring, of the quality of teaching and supervision of research students, student progress and the overall delivery of units within each course of study.
- Review and improvement activities include regular external referencing of the success of student cohorts against comparable courses of study, including:
  - analyses of progression rates, attrition rates, completion times and rates and, where applicable, comparing different locations of delivery, and
  - the assessment methods and grading of students' achievement of learning outcomes for selected units of study within courses of study.
- All students have opportunities to provide feedback on their educational experiences and student feedback informs institutional monitoring, review and improvement activities.

- All teachers and supervisors have opportunities to review feedback on their teaching and research supervision and are supported in enhancing these activities.
- The results of regular interim monitoring, comprehensive reviews, external referencing and student feedback are used to mitigate future risks to the quality of the education provided and to guide and evaluate improvements, including the use of data on student progress and success to inform admission criteria and approaches to course design, teaching, supervision, learning and academic support'.  
In addition, this Policy and the associated Procedure comply with the Australian Qualifications Framework (AQF).

## 8. Version Control

This Policy and Procedure has been endorsed by the Australian Institute of Higher Education's Academic Board as at October 2025 and is reviewed every 3 years. The Policy and Procedure is published and available on the Australian Institute of Higher Education website <http://www.aih.edu.au/> under 'Policies and Procedures'.

<b>Change and Version Control</b>				
<b>Version</b>	<b>Authored by</b>	<b>Brief Description of the changes</b>	<b>Date Approved:</b>	<b>Effective Date:</b>
2018.1	Dr Stephen Fox	New policy	3 October 2018	4 October 2018
2019.1	Principal	Updated titles to reflect org. chart	19 December 2019	20 December 2019
2021.1	CEO/Principal	Updated the policy owner and responsible officer to CEO/Principal and Contact Officer to the Dean	14 April 2021	15 April 2021
2022.1	Registrar	Updated Higher Education Standards Framework [Threshold Standard] 2021	25 May 2022	26 May 2022
2023.1	Dean and Program Managers	General update and Review	5 April 2023	6 April 2023
2025.1	Associate Dean, Academic Quality	Policy and procedure merged; General update and review	8 October 2025	9 October 2025