

Course and Unit Performance Monitoring and Review Procedure

Version 1 - Approved 20 February 2024

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Purpose

This procedure specifies the key steps and responsibilities for:

- performance monitoring and major reviews of coursework courses;
- performance monitoring of units of study; and

and their improvement.

This procedure applies to all award coursework courses and their constituent units, delivered both onshore and offshore by the University and/or in partnership with other providers.

This procedure does not apply to Vocational Education and Training courses or Higher Degree by Research courses.

Processes relating to the accreditation of courses by external professional bodies are outlined separately in the [Professional Accreditation Procedure](#).

Applicable governance instruments

Instrument	Section	Principles
Higher Education Standards Framework (Threshold Standards), 2021	5.3 Monitoring, review and improvement	N/A
<i>Course Design and Delivery Policy</i>	1 Course design and delivery	1.7
<i>Quality Assurance Policy</i>	1 Quality assurance	All

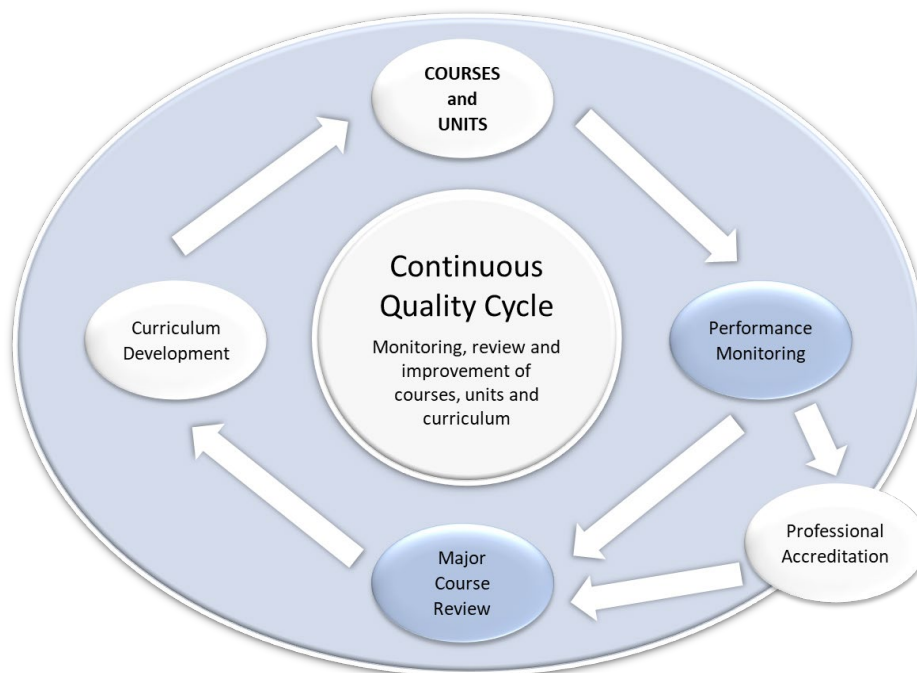
Procedure

1. Background

The University is committed to ensuring that its courses remain relevant and current and provide students with a high-quality learning experience.

This procedure should be read in conjunction with the University [Accountabilities in Educational Quality](#) which establishes a clear framework of accountabilities for different roles and levels within the organisation (Vice-Chancellor, Deputy Vice-Chancellors, Executive Deans, Associate Deans, Heads of Schools/Institutes, Associate Heads of Schools/Institutes, Course Coordinators and Unit Coordinators).

A robust, sustainable performance monitoring, review and improvement system is integral to the maintenance of the quality of the University's courses and units. This system is expressed in the following process diagram. Additional process diagrams are included as Schedule A.



This commitment to continuous improvement applies to all University coursework offerings, be they foundational, sub-bachelor, undergraduate or postgraduate, including those that are professionally accredited by external bodies or delivered collaboratively with third parties.

The following key guiding principles underpin the institutional approach to course and unit quality assurance generally:

- a) course and unit quality assurance is a continuous process, incorporating regular monitoring, review, benchmarking and improvement;
- b) course and unit quality assurance is evidenced-based and is both strategic and operational in focus;
- c) the cyclical nature of course and unit quality assurance is closely connected to the development of the curriculum and informs the development, improvement and amendment of courses; and
- d) course and unit quality assurance closes the loop on previously identified issues and actions and enables us to monitor the impact of curriculum change.

An integral part of this quality assurance is the regular and systematic performance monitoring of courses and units. Colleges are required to undertake regular monitoring in order to identify and implement proactive teaching quality improvement initiatives.

The results of regular performance monitoring activities form an important input into major course reviews and professional accreditation exercises (see section 3).

2. Performance Monitoring of Courses

2.1. Purpose of Course Monitoring

The University draws on national teaching quality data with the aim of all courses being above the national average. Monitoring teaching quality in this data-driven and purposeful way is aimed at improvement, contributes to major course review exercises, and is a key consideration in maintaining compliance with the [Higher Education Standards Framework \(Threshold Standards\) 2021](#), (specifically, section 5.3 Monitoring, Review and Improvement).

The monitoring process allows the University to:

- a) capture insights and teaching innovations from high-achieving courses;
- b) provide support for all teaching staff to continuously improve their practice; and
- c) establish consistent standards and clear expectations for teaching quality.

In the longer term, systemised monitoring of teaching quality enables scrutiny of significant trends and issues, actions taken and outcomes. Actions arising from monitoring teaching quality often lead to the improvement of curriculum and pedagogical approaches.

Monitoring teaching quality enables Colleges to analyse performance against key indicators to identify areas of strength and initiatives for improvement.

In this way, monitoring teaching quality allows all teaching staff and course teams to be aware of what is expected of them, where they can access resources to improve their teaching, and how they can access and share their good practice.

2.2. Performance Indicator

The performance of courses is monitored against national [Student Experience Survey](#) (SES) results. This survey forms part of the national [Quality Indicators for Learning and Teaching](#) (QILT) suite of government-endorsed surveys for higher education.

The SES measures satisfaction of commencing and later year undergraduate and postgraduate coursework students enrolled in Australian higher education institutions, including both domestic and onshore international students.

The SES is the only comprehensive survey of current higher education students in Australia. It focuses on aspects of the student experience that are measurable, linked with learning and development outcomes, and potentially able to be influenced by higher education institutions.

National teaching quality data is current, can be benchmarked nationally at the level of narrow field of education, measures factors within the University's direct control, correlates highly with overall student satisfaction, discriminates between courses, and forms the basis of approved University key performance indicators for student success.

For these reasons teaching quality is assessed at our University based on the percentage of students who rate the quality of teaching they have experienced positively. The relevant excerpt from the SES questionnaire is included as Schedule B.

2.3. Timing and Frequency

The monitoring of courses is administered by the Academic Division on an annual basis once the national data set for the previous round of the SES have been received by the University from the federal government. This

means that monitoring activity only takes place once the national benchmark is publicly available and is clearly understood.

2.4. Assessment of Course Performance

Once the national data set has been released, the Academic Division provides a list of courses to each College Associate Dean (Learning and Teaching Performance) for distribution to Course Coordinators (in their capacity as the leader of the full course teaching team).

Courses are grouped according to narrow fields of education as set by the [Australian Standard Classification of Education \(ASCED\)](#) which groups higher education courses, specialisations and units of study with the same or similar vocational emphasis. This allows the University to develop course-specific and targeted teaching improvement interventions. The narrow fields are:

- a) subdivisions of the broad fields;
- b) denoted by 4-digit codes – the relevant broad field code plus two additional digits; and
- c) distinguished from other narrow fields in the same broad field on the basis of the objects of interest, and the purpose for which the study is undertaken.

There are 71 narrow fields of education. The narrow fields of education are included as Schedule C.

The course list is grouped in the following three categories: (where applicable): excellent standing; good standing; and poor standing. The thresholds associated with these three groupings, are as follows:

- a) excellent standing: for courses more than 10 percentage points above the national average or at least 90%;
- b) good standing: for courses at the national average (+/-10 percentage points); and
- c) poor standing: for courses more than 10 percentage points below the national average.

A relatively high tolerance (+/-10pp) is currently used to ensure sufficient capacity to support poor standing courses. This tolerance will be nuanced over time.

2.5. Commendation and Innovation Capture

Where a course is assessed as being of excellent standing, the Deputy Vice-Chancellor (Education) will send the Course Coordinator a commendation letter acknowledging the teaching team's success. The letter:

- a) may be used to demonstrate teaching excellence as part of the academic staff promotions process;
- b) will encourage the Course Coordinator to submit details about their good practice to the Academic Division so that learnings can be shared more broadly; and
- c) will invite the Course Coordinator to identify the teaching team's good practice and innovation and showcase these at development sessions for fellow teaching staff, in order that others can learn from what is working well.

2.6. Planning for Improvement

Planning for improvement is the responsibility of the Course Coordinator and takes the form of either:

- a Teaching Development Plan for courses assessed to be of good standing, which does not require formal approval; or
- a Teaching Transformation Plan for courses assessed to be of poor standing, which must be:
 - endorsed by the relevant Head of School or Institute and College Associate Dean (Learning and Teaching Performance);

- submitted by the College Associate Dean (Learning and Teaching Performance) to the Deputy Vice-Chancellor (Education) for approval by the end of March that year; and
- submitted by the Deputy Vice-Chancellor (Education) to the University Academic Leadership Team (UALT) for noting.

2.7. Support for Establishing Improvement Plans

A template for Teaching Development and Teaching Transformation Plans is available from the [Course and Unit Performance Monitoring and Review](#) staff intranet site. This template includes guidance for Course Coordinators.

Plans are required to include, at a minimum:

- a) brief details on the course, its current level of teaching quality and proposed approaches to improving teaching quality;
- b) brief details of the projects that will be undertaken to improve teaching quality, what these projects are intended to achieve, deliverables (for example a new approach to assessment, or a redesigned course structure), timelines, milestones and measures of success. (These improvement projects should be mapped/referenced to the relevant elements of the Teaching Quality Indicator from the SES);
- c) a brief statement of the overall approach to peer review; and
- d) a brief statement of the overall approach to academic development.

2.8. Progress Reports (Transformation Plans only)

Course Coordinators will develop a bi-annual, risk-based progress report against the initiatives in the Teaching Transformation Plan to ensure that adequate progress is being made against the Plan. Any variation to approved schedules or milestones will require approval by the Head of School or Institute.

A template for reporting on progress is available from the [Course and Unit Performance Monitoring and Review](#) staff intranet site. This template includes guidance for Course Coordinators.

Progress reports must be endorsed by the Head of School or Institute before being approved by the College Associate Dean (Learning and Teaching Performance).

Once approved, copies of progress reports are forwarded by the College Associate Dean (Learning and Teaching Performance) to the Deputy Vice-Chancellor (Education) for noting.

3. Major Reviews of Courses

3.1. Purpose of Major Course Reviews

Major course reviews are a fundamental part of the maintenance of academic quality and standards and are conducted to ensure that courses continue to meet and/or exceed minimum requirements in terms of:

- a) strategic alignment – judged by reference to the strategic priorities of the University and of the College;
- b) quality – judged by reference to relevant sector and disciplinary standards and through benchmarking and other comparators; and
- c) viability – judged by reference to financial and academic sustainability measures.

Major course reviews should be designed to:

- a) support a reflective learning and teaching culture;
- b) recognise, disseminate and model exemplary learning and teaching practices;

- c) provide an opportunity to refresh a course in relation to contemporary concerns and contexts;
- d) demonstrate maintenance of standards and adherence to regulatory requirements;
- e) provide judicious feedback to those involved in course delivery;
- f) include external input, benchmarking and use of external reference points;
- g) draw on multiple stakeholders as appropriate;
- h) consider multiple sources of information and data, including feedback from students; and
- i) be conducted in a coordinated, collegial and transparent manner.

3.2. Frequency and College Schedules

Major course reviews are typically carried out once every five years. Consistent with the [Higher Education Standards Framework \(Threshold Standards\), 2021](#), standard 5.3.1:

- a) no course can extend beyond seven years without having undergone a major course review except where: the course has been placed into teach-out following approval of discontinuation; or it is intended that the course be discontinued or replaced by a substantially different course within the next twelve months;
- b) course reviews must be overseen by peak academic governance processes; and
- c) course reviews must include external referencing or other benchmarking activities.

For any newly approved courses, a major course review must be conducted within five years of the first enrolment intake.

Major course reviews are conducted in accordance with College-specific schedules, as determined by the Executive Dean in consultation with the Associate Dean (Learning and Teaching Performance).

The schedule should provide for courses to be reviewed in conjunction with *related* courses and to be the subject of a single major course review report. Related courses may include:

- a) related double degree courses led by the College;
- b) nested courses;
- c) courses in the same or related disciplines;
- d) areas of major study in the same or related disciplines; or
- e) cognate courses (for example, a related Honours course).

College schedules must also:

- a) provide for the review of each course (and where a course includes majors or specialisations, the review of those majors or specialisations);
- b) provide for each course to be reviewed at least once every five (5) years; and
- c) as far as practicable, align with the program of external professional accreditation of courses that are externally accredited (see below).

Colleges will forward their approved schedule to Academic Quality and Standards at academic.quality@utas.edu.au for reporting purposes and will advise of any amendments at the end of each calendar year.

Courses that are subject to external or professional accreditation must apply a consistent approach to the scheduling of major course reviews in relation to professional accreditation exercises. Professional accreditation does not supplant the requirement for major course review.

3.3. Scope of Major Course Reviews

Major course reviews are comprehensive. This is in keeping with the [Higher Education Standards Framework \(Threshold Standards\), 2021](#), standard 5.3.2. Reviews need to cover areas such as: design and content; expected learning outcomes; methods for assessment; and the extent of students' achievement of learning outcomes.

Reviews should also take 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.

The following domains will constitute the scope areas for major course reviews, although supplementary scope areas may be added:

- a) Strategic alignment (alignment with the University of Tasmania Strategic Plan and College planning).
- b) Curriculum: structure, content and learning outcomes; teaching and student satisfaction; assessment methods; modes of delivery; student admission, progress and completion; graduate outcomes; stakeholder engagement.
- c) Student experience: course advice, orientation and transition; learning support services; wellbeing and safety; facilities and infrastructure.
- d) Financial viability.

Additional areas of scope may also be added as required and with the approval of the Deputy Vice-Chancellor (Education) (e.g., educational partnerships, academic integrity, student placements, course participation requirements etc).

A College may determine to evaluate a course or courses first against the viability criteria to determine if the course(s) remains viable. If not viable, the College may decide to recommend that the course(s) be discontinued without further review.

Where an external accreditation process includes evidence of an evaluation of the course against any parts of the review scope, the outcome of that evaluation may be used as supporting evidence against that or those criterion/criteria.

A model scope for a major course review forms part of the review agreement template (see section 3.4).

3.4. Review Agreements

Major course reviews are initiated by the owning College through a *Major Course Review Agreement*. This agreement must be endorsed by the College Associate Dean (Learning and Teaching Performance), prior to approval by the Deputy Vice-Chancellor (Education).

Once approved, the Review Agreement must be submitted to Academic Quality and Standards at academic.quality@utas.edu.au for reporting purposes.

Agreements are prepared using a standardised template, which is available from the [Course and Unit Performance Monitoring and Review](#) staff intranet site. The template includes important information to guide the review including:

- a) titles and codes of the courses under review;
- b) responsible officers (Associate Dean (Learning and Teaching Performance), Course Review Leader, and other involved staff);
- c) suggested Review Panel membership (and capacities);
- d) professional accreditation status (where applicable);
- e) indicative timelines and milestones; and
- f) review scope, including any additional particular areas of focus.

Any perceived or material conflicts of interest on the part of the members of the Review Panel must be disclosed to the Deputy Vice-Chancellor (Education).

The owning College is responsible for notifying relevant organisational units, staff, and other Colleges that own double degree major study areas, that the review will proceed.

3.5. Preparation and Support

It is the responsibility of the College to manage the preparation for any major course review.

An Administrative Officer must be assigned to each major course review by the College Associate Dean (Learning and Teaching Performance). The Administrative Officer assists with the preparation of the Briefing Report and supports the Review Panel.

The Administrative Officer, on behalf of the Review Panel, will:

- a) prepare a shareable folder that holds all content relevant to the major course review;
- b) issue a general invitation to the University community to make written submissions to the review;
- c) support the Panel in the development of an appropriate site visit schedule and liaise with the Course Coordinator in practical arrangements for interviews;
- d) ensure that calendar invitations are made in accordance with the agreed site visit schedule, and that other necessary logistical arrangements [such as catering, inter-campus travel (if any)] are made;
- e) coordinate the provision of information and answers to questions that the Panel may have prior to and during the site visit;
- f) participate in the site visit, taking notes of interviews and supporting the Panel's work; and
- g) ensure Akari information relevant to course review is updated.

Costs associated with the review, including the travel, accommodation (if applicable) and any other associated costs of the Review Panel, will be borne by the owning College of the course under review.

3.6. Briefing Report to Inform the Panel

The Briefing Report is an evidence-based self-assessment document, designed to inform the Review Panel. The Briefing Report:

- a) is prepared by staff from the owning College of the course under review, typically the Course Coordinator;
- b) should involve input from academic staff involved in the delivery of the course/s;
- c) reflects on course data relevant to the scope of the review; and
- d) is presented using the Major Course Review Briefing Report template, which is available from the [Course and Unit Performance Monitoring and Review](#) staff intranet site.

Where more than one School or College is involved (for example, double degrees, or those courses involving more than one campus), staff from all relevant disciplines and locations are to be consulted in the development of the Briefing Report.

The Briefing Report is structured according to the scope of the review, and should include information and analysis of:

- a) course profile and context (this will include, at a minimum, the design and content of the course, expected learning outcomes, and methods of assessment);
- b) course and unit performance and quality assurance (this will include, at a minimum, student achievement of learning outcomes, and analysis of course performance indicators (see below));
- c) identification of opportunities, challenges and risks to quality;
- d) an assessment of progress since the previous review (if available); and

- e) the future direction of the course (this will include, at a minimum, analysis of identified risks to the course, emerging developments in the field, and the changing needs of students).

Course performance indicators for major course reviews will include:

- a) student satisfaction based on SES data;
- b) demand and load, including load targets/projections;
- c) student retention;
- d) student performance/progression;
- e) completion times and rates.

The analysis of course performance indicators should include the following:

- a) analysis of student sub-group cohorts to inform any improvements that may support the participation of such groups;
- b) external referencing of retention, progression and completion data against comparable courses of study; and
- c) where a course is delivered via multiple modes of delivery, consideration of course performance in each mode.

3.7. Review Panel Procedure

Course Review Panels should comprise, at a minimum:

- a) one level D or E academic member of staff to act as chair. A chair (external to the University) may be used to meet the professional standards of a discipline;
- b) one senior academic member (external to the University), from a cognate area, preferably with industry knowledge; and
- c) one senior University staff member outside the owning College.

The College may nominate additional members to the Course Review Panel.

Normally at least one Panel member will have relevant expertise in curriculum design and learning and teaching approaches.

The College Associate Dean (Learning and Teaching Performance) will consult with the Deputy Vice-Chancellor (Education) on the proposed membership of the Panel as part of the review agreement process.

The Panel will meet, normally via videoconference, to consider the Briefing Report any other submitted materials. At that meeting it will also consider whether any other information is required, who should be interviewed and what questions/issues will be raised during interviews.

3.8. Consultation and Stakeholder Engagement

Consultation is of particular value for obtaining more qualitative information about the course that cannot be obtained from other data sources.

The Panel may choose to convene to invite individuals and groups to an interview. These individuals may include, for example:

- a) Course Coordinator/s and other staff involved in the delivery of the course;
- b) relevant Head/s of School/s or Institutes/s;
- c) staff teaching into the course, including those from multiple locations and/or schools where the course is offered;
- d) staff involved in the delivery of the course at that or those locations where the course is offered onshore outside of Tasmania;

- e) staff at UTAS and/or TNE partners involved in the delivery of the course offshore where the course is offered offshore;
- f) current students;
- g) graduates;
- h) professional and/or industry representatives (if appropriate), including independent members of the Course Advisory Committee.

A variety of other consultation methods and tools may be used as appropriate, such as: submissions; surveys/questionnaires; focus groups; and forums.

3.9. Major Course Review Report

The Course Review Panel will assess the course and make evidence-based commendations and recommendations and produce a report on the major course review.

The final afternoon of the interview schedule should be set aside for the Panel members to discuss their findings and develop an initial draft of the Review Report.

The report should be completed no later than four weeks after the Panel has convened.

The findings will include commendations and recommendations with a brief rationale for each.

The Chair of the Panel will prepare the report using the Major Course Review Report template, in consultation with the other Panel members. This template is available from the [Course and Unit Performance Monitoring and Review](#) staff intranet site. This template sets out minimum requirements for a Course Review Report. Additional information may be included where necessary.

The Course Review Report will include:

- a) an executive summary comprising a brief overview of the key findings and recommendations;
- b) details of the Course Review Panel and any supporting groups;
- c) a summary of the course review process;
- d) commentary on the course(s) against the relevant evaluation criteria including, where relevant, references to data and issues identified in the analysis of the Briefing Report and supporting material and issues arising from the consultation process; and
- e) recommendations for improvement.

Where an external accreditation process is relied upon as part of the review, the accreditation report should be provided, together with additional information with respect to those criteria not addressed in the accreditation report.

The report as drafted will be provided to the Course Review Leader to allow them the opportunity to request amendments to any factual errors, after which the report will be finalised.

Once the Major Course Review Report is finalised, it is approved by the Panel Chair and presented to the Associate Dean (Learning and Teaching Performance), College Executive Dean and the Deputy Vice-Chancellor (Education).

A copy of the final report should also be provided to Academic Quality and Standards at academic.quality@utas.edu.au for recording purposes.

3.10. Quality Action Plans and Progress Reports

In consultation with relevant staff, the Course Review Leader will prepare a Quality Action Plan against the recommendations contained in the report, using the Quality Action Plan template. This template is available from the [Course and Unit Performance Monitoring and Review](#) staff intranet site.

No later than four weeks after receipt of the final report, the Associate Dean (Learning and Teaching Performance) will submit the draft Quality Action Plan to the Executive Dean and Deputy Vice-Chancellor (Education) for consideration.

The final Quality Action Plan, including any revisions requested by the College Executive Dean or Deputy Vice-Chancellor (Education), will be submitted to the Deputy Vice-Chancellor (Education) within two weeks of the draft Plan being returned to the Associate Dean (Learning and Teaching Performance).

The Course Review Leader has responsibility for monitoring the implementation of the Quality Action Plan.

No later than six months after the endorsement of the Quality Action Plan, the Course Review Leader will submit a Progress Report to the Executive Dean and Deputy Vice-Chancellor (Education), using the Progress Report template. This template is available from the [Course and Unit Performance Monitoring and Review](#) staff intranet site.

A copy of the Progress Report will also be provided to Academic Quality and Standards at academic.quality@utas.edu.au for recording purposes.

4. Performance Monitoring of Units

4.1. Purpose of Unit Monitoring

The unit performance monitoring process is led by the Academic Division and assesses a unit's performance against defined metrics and performance thresholds. The process provides Colleges with the opportunity to pursue improvement actions that are both:

- a) appropriate to the specific unit and discipline; and
- b) nuanced by the scale of the issue in an individual unit (for example, a unit with a 30% failure rate may need significantly more attention than one that performs barely above the baseline threshold).

The process recognises that some improvement initiatives designed to improve unit performance, particularly around curriculum renewal, may take time to have a positive effect.

Colleges are given sufficient time to carefully plan future improvement initiatives, particularly around complex issues related to high failure rates and/or low student satisfaction.

The unit monitoring process ensures that there is well-documented consideration of the ways in which a unit might be improved over time. For example, there are many reasons that a unit might have low enrolments, particularly in more advanced units.

This process also serves as an ongoing mechanism to consider the scale of a College's investment in low-enrolment units and whether this is increasing or decreasing (and sustainable) over time. Being able to provide a clear chain of evidence is necessary to meet the University's obligations under the [Higher Education Standards Framework \(Threshold Standards\), 2021](#).

4.2. Monitoring Process

The unit monitoring process begins with the generation of two reports by the University data analytics team. The first report includes data for coursework units that have been delivered with a census date in the preceding six calendar months and that had:

- a) 20 or more unit enrolments at census date; and
- b) a failure rate of 15% or higher; or
- c) at least 20 responses to the unit-level student satisfaction survey and an overall satisfaction rate of 70% or less.

The second report includes data for coursework units that have been delivered with a census date in the preceding six calendar months and had fewer than 20 enrolments at census date.

A 'unit' includes all campus offerings of a unit code in the same teaching period viewed collectively. For example, all performance data for unit ABC101 delivered in semester 1 are combined for analysis, even if the unit is offered across multiple delivery sites.

The 'failure rate' is calculated based on the number of students who received a grade of NN as a proportion of all students who completed the unit. Grades of AN and WN are excluded from the failure rate calculation.

The Academic Division undertakes an initial analysis of the units included in the reports and develops summary reports. The Academic Division then provides a list of identified units to each College Associate Dean (Learning and Teaching Performance) as soon as is practicable.

4.3. Unit Improvement Plans

For each unit that falls below the agreed performance thresholds for enrolment, student satisfaction, and/or failure rate, Unit Coordinators are required to submit a Unit Improvement Plan using a standard template. This template is available from the [Course and Unit Performance Monitoring and Review](#) staff intranet site.

The Unit Improvement Plan must be submitted within four weeks of request and must outline the steps that will be taken to address student success and/or satisfaction levels. Each improvement initiative must be accompanied by an anticipated completion date.

If a unit is found to have low enrolment, the Unit Improvement Plan must include an overview of the College's position and whether any actions will be taken to increase load. Colleges may, however, state that the low enrolment for some (or all) of these units will be tolerated and defrayed by revenue from other units.

Unit Improvement Plans are submitted to the Deputy Vice-Chancellor (Education) for approval.

The Deputy Vice-Chancellor (Education) will review the Unit Improvement Plan and either approve the content or seek further advice from the College.

Once each Unit Improvement Plan is complete, it will be provided to Academic Quality and Standards for record keeping purposes, at academic.quality@utas.edu.au.

Related procedures

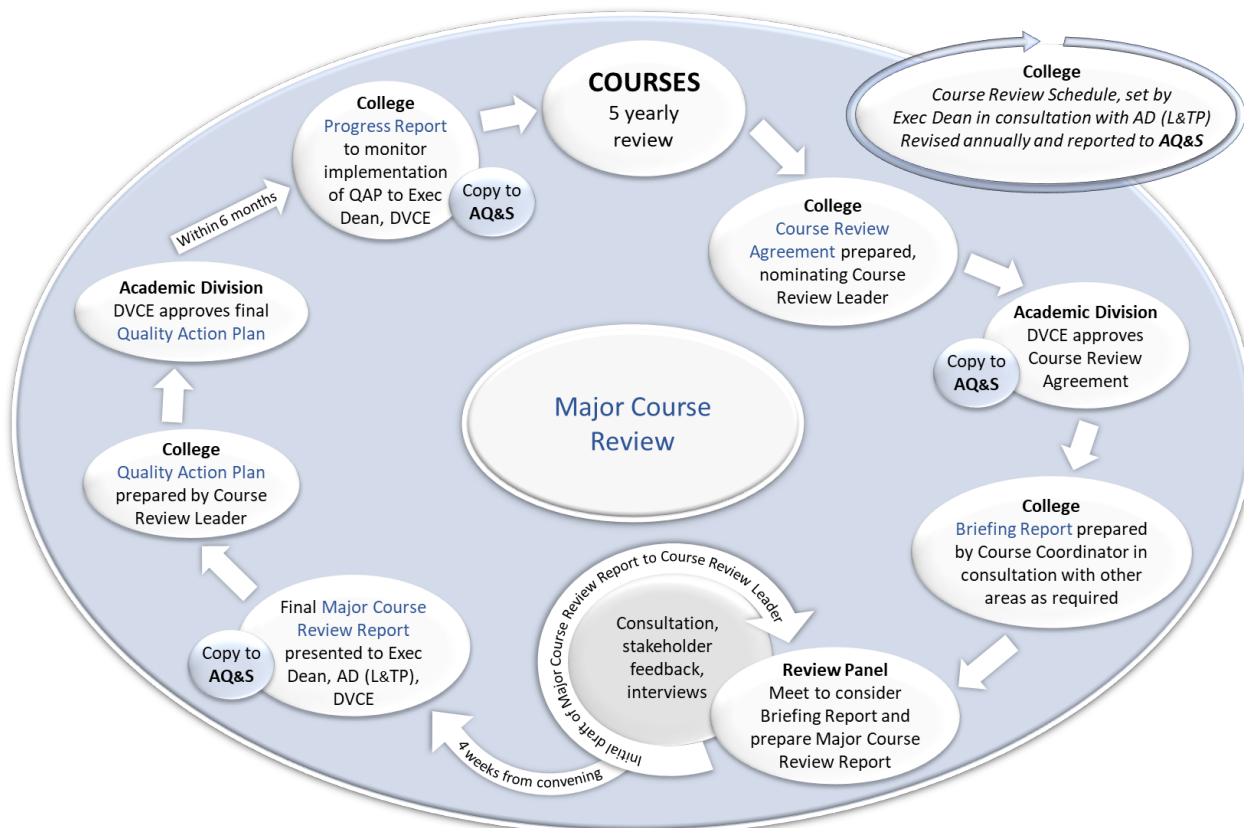
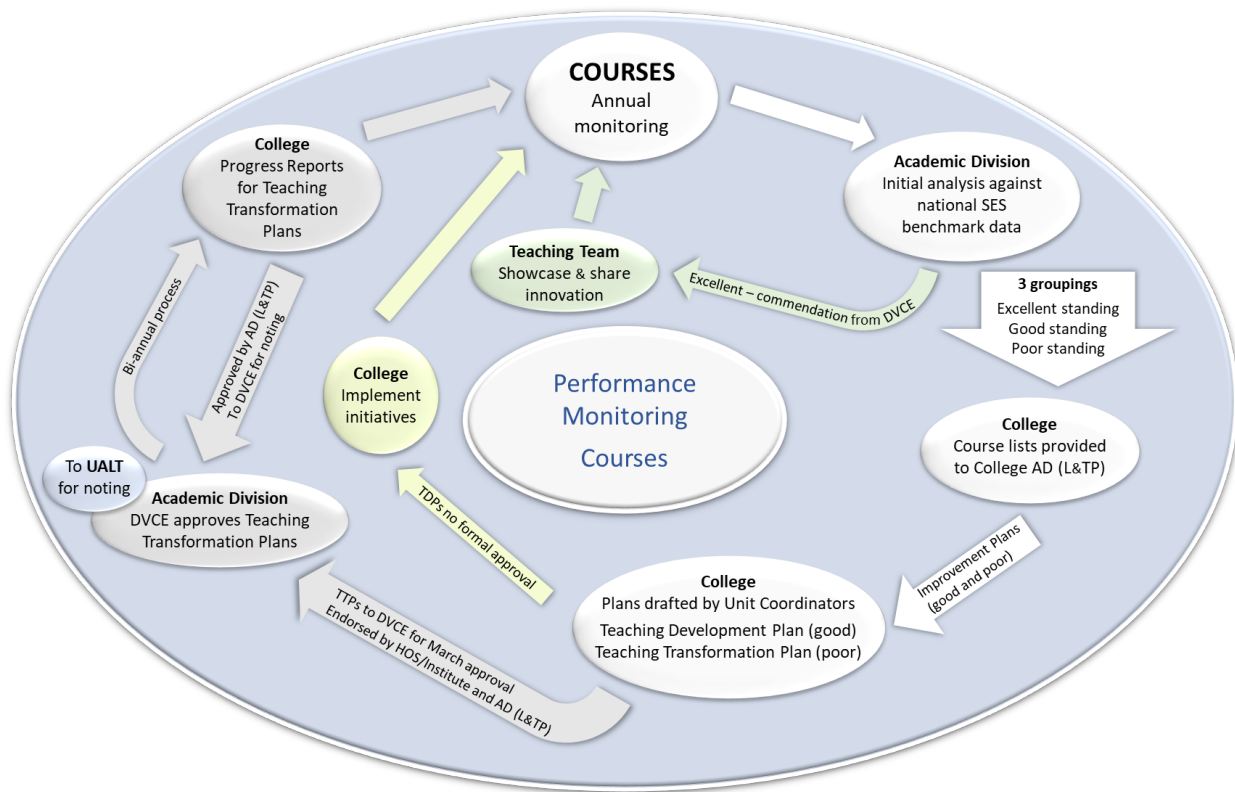
Professional Accreditation Procedure

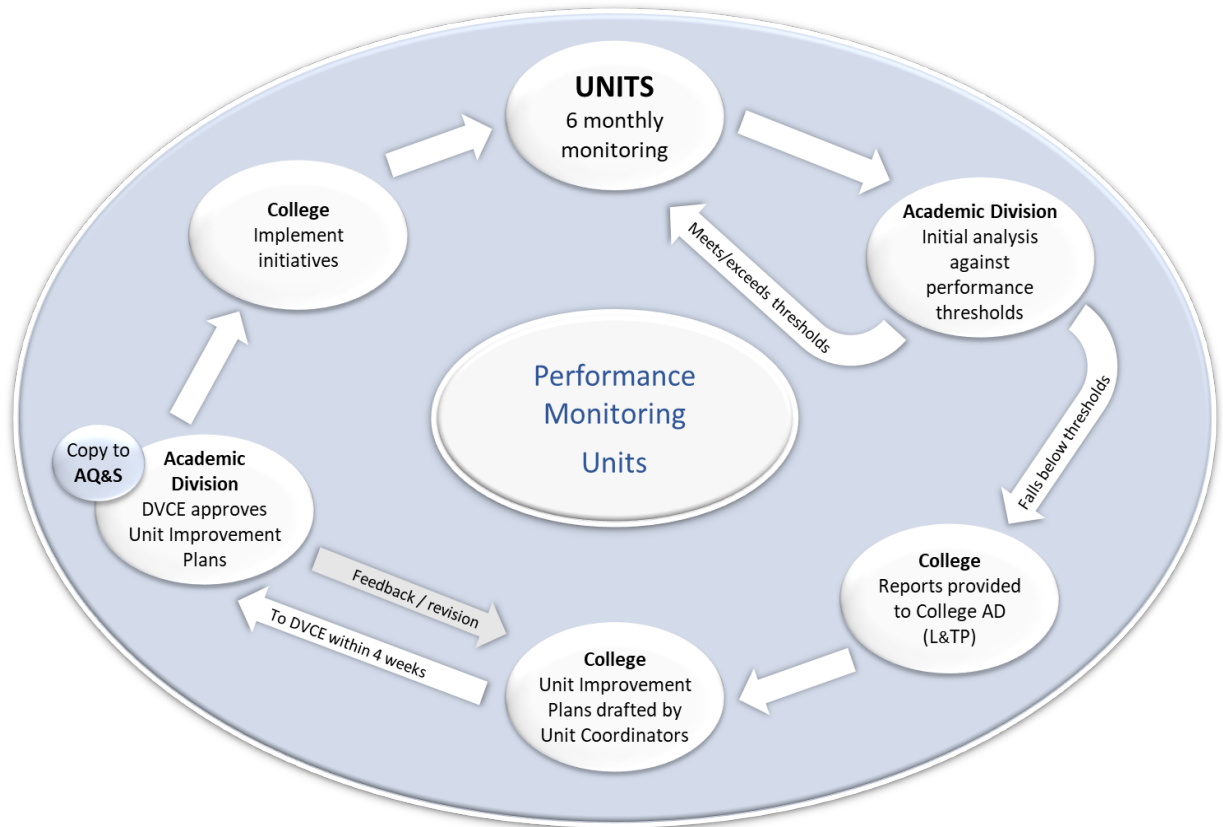
Course Discontinuation and Teachout Procedure

Versions

Version	Action	Approved By	Business Owner/s	Approval Date
1	Approved	Deputy Vice-Chancellor (Education)	Director, Academic Quality and Standards	20 February 2024

Schedule A: Additional Process Diagrams





Schedule B: Excerpt from QILT Student Experience Survey

This indicator is based on the average of a student's responses to the following 11 questions from the SES:

Thinking about your course:

1. overall how would you rate the quality of your entire educational experience this year?
2. how would you rate the quality of the teaching you have experienced?

During {year of survey}, to what extent have the lectures, tutors and demonstrators:

1. engaged you actively in your learning?
2. demonstrated concern for student learning?
3. provided clear explanations on coursework and assessment?
4. stimulated you intellectually?
5. commented on your work in ways that help you learn?
6. seemed helpful and approachable?
7. set assessment tasks that challenge you to learn?

In {year of survey}, to what extent has your course been delivered in a way that is:

1. well-structured and focussed?
2. relevant to your education as a whole?

Schedule C: Narrow Fields of Education

Source: [Australian Standard Classification of Education \(ASCED\)](#)

Code	Study area name	Broad field of education	Narrow/detailed field of education
01	Science and Mathematics	01 Natural and Physical Sciences	0101 (Mathematical Sciences), 0103 (Physics and Astronomy), 0105 (Chemical Sciences), 0107 (Earth Sciences), 0109 (Biological Sciences), 0199 (Other Natural & Physical Sciences), 010000 (Natural & Physical Sciences)
02	Computing and Information Systems	02 Information Technology	0201 (Computer Science), 0203 (Information Systems), 0299 (Other Information Technology), 020000 (Information Technology)
03	Engineering	03 Engineering and Related Technologies	0301 (Manufacturing Engineering and Technology), 0303 (Process and Resources Engineering), 0305 (Automotive Engineering and Technology), 0307 (Mechanical and Industrial Engineering and Technology), 0309 (Civil Engineering), 0311 (Geomatic Engineering - includes Surveying), 0313 (Electrical and Electronic Engineering and Technology), 0315 (Aerospace Engineering and Technology), 0317 (Maritime Engineering and Technology), 0399 (Other Engineering and Related Technologies), 030000 (Engineering and Related Technologies)
04	Architecture and Building	04 Architecture and Building	0401 (Architecture and Urban Environment), 0403 (Building), 040000 (Architecture and Building)
05	Agriculture and Environmental Studies	05 Agriculture, Environmental and Related Studies	0501 (Agriculture), 0503 (Horticulture and Viticulture), 0505 (Forestry Studies), 0507 (Fisheries Studies), 0509 (Environmental Studies), 0599 (Other Agriculture, Environmental and Related Studies), 050000 (Agriculture, Environmental and Related Studies)
06	Health Services and Support	06 Health	0609 (Optical Science), 0613 (Public Health), 0615 (Radiography), 061700 (Rehabilitation Therapies), 061705 (Chiropractic & Osteopathy), 061707 (Speech Pathology), 061709 (Audiology), 061711 (Massage Therapy), 061713 (Podiatry), 061799 (Rehabilitation Therapies n.e.c.), 0619 (Complementary Therapies), 0699 (Other Health), 060000 (Health)
07	Medicine	06 Health	0601 (Medical Studies)
08	Nursing	06 Health	0603 (Nursing)
09	Pharmacy	06 Health	0605 (Pharmacy)
10	Dentistry	06 Health	0607 (Dental Studies)

Code	Study area name	Broad field of education	Narrow/detailed field of education
11	Veterinary Science	06 Health	0611(Veterinary Studies)
12	Rehabilitation	06 Health	061701 (Physiotherapy), 061703 (Occupational Therapy)
13	Teacher Education	07 Education	0701 (Teacher Education), 0703 (Curriculum and Education Studies), 0799 (Other Education), 070000 (Education)
14	Business and Management	08 Management and Commerce 09 Society and Culture	0801(Accounting), 0803 (Business and Management), 0805 (Sales and Marketing), 0809 (Office Studies), 0811 (Banking, Finance and Related Fields), 0899 (Other Management and Commerce), 080000 (Management and Commerce), 0919 (Economics and Econometrics)
15	Humanities, Culture and Social Sciences	09 Society and Culture	0901 (Political Science and Policy Studies), 0903 (Studies in Human Society), 0913 (Librarianship, Information Management and Curatorial Studies), 0915 (Language and Literature), 0917 (Philosophy and Religious Studies), 0999 (Other Society and Culture), 090000 (Society and Culture)
16	Social Work	09 Society and Culture	0905 (Includes Social Work and Counselling)
17	Psychology	09 Society and Culture	0907 (Includes Psychology and Behavioural Science)
18	Law and Paralegal Studies	09 Society and Culture	0909 (Law), 0911(Justice and Law Enforcement)
19	Creative Arts	10 Creative Arts	1001 (Includes Music, Dance and Theatre Studies, Dance, Performing Arts n.e.c.), 1003 (Visual Arts and Crafts), 1005 (Graphic and Design Studies), 1099 (Other Creative Arts), 100000 (Creative Arts)
20	Communications	10 Creative Arts	1007 (Includes Journalism)
21	Tourism, Hospitality, Personal Services, Sport and Recreation	08 Management and Commerce 09 Society and Culture 11 Food, Hospitality and Personal Services	0807 (Tourism), 0921 (Sport and Recreation), 1101 (Food and Hospitality), 1103 (Personal Services), 110000 (Food, Hospitality and Personal Services), 1201 (General Education Programs), 1203 (Social Skills Programs), 1205 (Employment Skills Programs), 11299 (Other Mixed Field Programs), 120000 (Mixed Field Programs)