



## COURSE AND UNIT REVIEW POLICY: EDUCATION; COUNSELLING, CHAPLAINCY AND SPIRITUAL CARE

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<b>Responsible officer</b>	Chief Academic Officer		
<b>Contact</b>	Policy Coordinator, policy@morling.edu.au		
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<b>Superseded documents</b>	Course and Unit Review Policy: Education and Counselling 2015		
<b>Higher Education Standard</b>	HES_1.4; HES_5.3		
<b>Policy classification</b>	Academic - HEP		

### 1. PURPOSE

To ensure the courses offered by Morling College as a Higher Education provider are regularly reviewed, refined, and improved, as well as continuing to meet the requirements of the Tertiary Education Quality and Standards Agency (TEQSA), the Australian Qualifications Framework (AQF) and Higher Education Standards (HES).

### 2. DEFINITIONS

<b>Key Term or Acronym</b>	<b>Definition</b>
MC	Morling College
TEQSA	Tertiary Education Quality and Standards Agency
AQF	Australian Qualifications Framework
HES	Higher Education Standards
QILT	Quality Indicators for Learning and Teaching
CEQ	Course Experience Questionnaire

### 3. SCOPE

This policy applies to courses in Education, and in Counselling, Chaplaincy and Spiritual Care.

### 4. POLICY STATEMENT

Morling College (MC) is committed to offering transformational education which meets the highest quality standards. In addition to interim monitoring, regular systematic reviews of units and courses are undertaken, and improvements implemented to ensure our offerings are up-to-date, relevant, compliant, and pedagogically excellent.

Deans are responsible for reviews. Course reviews are reported to the Academic Board. Changes in units are approved and reported as per the Unit Changes Policy: Education; Counselling, Chaplaincy and Spiritual Care.

Benchmarking is valuable in the review process and is an essential component of a comprehensive external review.

Reviews also are informed and supported by regular interim monitoring including student survey data, progression data and monitoring of the quality of lecturers.

### 5. PRINCIPLES

#### Unit Reviews

- 5.1 Improvements to units can be initiated in response to a range of prompts. For example, student and lecturer feedback, the moderation process, changes to professional accreditation or registration requirements.
- 5.2 Ongoing revisions of units can be undertaken as frequently as each time they are taught.
- 5.3 Units are also subject to regular internal review and external comprehensive review which are part of the course review process. See below.
- 5.4 Changes to units are governed by the Unit Changes Policy: Education; Counselling, Chaplaincy and Spiritual Care.

#### Course reviews

##### ***Frequency and Scope***

- 5.5 Reviews of each course will be conducted at least twice during the seven (7) year accreditation period, one of which will be a comprehensive external review.
- 5.6 The scope of a review will be specified prior to the review commencing. The scope may vary, addressing different considerations, according to the objective of the review. Over a seven-year period of accreditation, reviews are expected to comprehensively address issues relating to the alignment to the purpose of MC, academic excellence, and workforce relevance.

### ***MC alignment***

5.4 MC issues covered in a course review may include:

- contribution to MC's vision, mission, and strategic plan
- the place of the course withing MC's overall academic offerings
- ongoing relevance, value, and viability
- suitability of graduate attributes
- learner demand, progression rates, retention, and attrition rates

### ***Academic excellence***

5.5 An assessment of the academic quality of a course will include consideration of the following issues:

- whether the course has a clear rationale, appropriate structure and content and course learning outcomes mapped to the appropriate AQF levels and align with the Graduate Attributes
- whether the course has currency and is appropriately resourced
- whether the course provides students with opportunity to engage in an intellectually challenging and rewarding learning environment
- whether the course content, including progression of the knowledge, skills and application required to be demonstrated as course learning outcomes, is mapped appropriately to assessment strategies at appropriate course levels and is consistent with the aims and objectives of the course whether course delivery is appropriate in terms of engagement, innovation, and standards
- input from Indigenous Advisory Panel (or a representative of that panel) on issues to do with course content and student experience
- student feedback data: QILT, Student Experience Survey (SES), etc.
- extent of students' achievements of the learning outcomes
- whether course design and delivery arrangements take note of developments in the relevant fields of education and changing needs of students
- comparisons between different locations and modes of delivery, if applicable
- benchmarking: admission requirements, progression rates; completion time and rates; assessment methods and grading of students' achievements and learning outcomes for selected units of study with the course.

Workforce relevance

5.6 An assessment of the course's relevance to current and anticipated workforce requirements and challenges will include the following issues:

- workforce standards and expectations
- changing needs or focus of the profession and industry environment
- workforce risks and challenges.

## 6. COURSE REVIEW COMMITTEE

The Dean shall determine the appropriate composition of a review committee.

A comprehensive external review committee will comprise:

- the Dean, Chair
- the Chief Academic Officer
- *for CCSC only*: the relevant Associate Dean
- at least one external academic in the relevant field of study
- at least one industry representative
- at least one casual or sessional academic who has taught within the Faculty in the previous three years
- at least one graduate from the previous three years, and
- at least one student currently enrolled in the course under review.

## 7. RELATED DOCUMENTS

[Unit Changes Policy: Education; Counselling, Chaplaincy and Spiritual Care](#)

## 8. HIGER EDUCATION COMPLIANCE REFERENCE

Higher Education Standards 2015: HES\_1.4; HES\_5.3

## 9. REFERENCES

Avondale University College, Course External Advisory Committee – Terms for Reference, 2014

TEQSA, Guidance Note: External Referencing (including Benchmarking), Version 2.5,16 April 2019)

TEQSA, Guidance Note: Admissions (coursework), Beta version 1.0, 8 February 2021

## 10. VERSION HISTORY

Version	Approved by	Approval Date	Effective Date	Changes made
2.01	Policy Coordinator	Feb 2023	Feb 2023	Header table updated to latest version, including addition of keywords.

2.00	Academic Board	28 April 2021	28 April 2021	Formatted to template. Extensively restructured, revised, and expanded. The Course review committee composition expanded. The review process to include Aboriginal and Torres Strait Islander considerations.
1.00	Academic Board	February 2015	February 2015	

*Download this policy anew with each use, as it may have changed.*