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## 1 ESTABLISHMENT

Course review panels are established to undertake comprehensive course reviews as part of CQUniversity's five-yearly course review and re-accreditation process.

These panels will provide reports and/or recommendations to the Head of Course<sup>1</sup> and relevant committees for consideration as part of course re-accreditation.

Course review panels established under these terms of reference may review higher education coursework and research courses, enabling courses, English language intensive courses for overseas students (ELICOS), and Foundation courses where offered.

Courses not reviewed under these terms of reference include vocational education and training (VET) courses and training products, and micro-credentials.

## 2 FUNCTIONS AND RESPONSIBILITIES

This panel's functions and responsibilities are an extension of the [Higher Education Qualifications Policy and Procedure](#) and the [Non-Award Courses and Micro-credentials Policy and Procedure](#). This panel's role will support the University to achieve its objectives of monitoring, reviewing and enhancing courses (and constituent units) to assure their quality.

<sup>1</sup> The Head of Course for research award courses is the Dean School of Graduate Research.

This panel will:

- a) evaluate the course or suite of courses against relevant external and internal references, and benchmarks, including discipline, professional and/or industry standards (where established)
- b) advise Academic Board (or delegated course accrediting committees) on whether any conditions should be imposed on the continuation or enhancement of the course
- c) review the quality, scope, focus, direction, balance and flexibility in the course's curricula, teaching, and research supervision in the light of enrolment trends, student success rates, student and graduate satisfaction, perceptions of key external stakeholders, the availability of competitive courses elsewhere in Australia, future developments in the field, and the University's distinct multidisciplinary focus
- d) consider the course data specified in [Appendix A](#) as part of its review of higher education award course performance
- e) consider the course review requirements specified in the Non-Award Courses and Micro-credentials Policy and Procedure for enabling and English language intensive (ELICOS) courses
- f) review the course's context to ensure that research and scholarship informs and enhances learning and teaching
- g) review the success of the course's plans and strategies, including to develop the curricula, in teaching and learning, research and external partnerships, and
- h) review the adequacy of resources available, and identified risks to the quality of the course in reporting review findings and recommendations.

The panel will submit a succinct report of its five-year course review using the [Course Review Panel Report Template](#).

Details of course review requirements relating to the panel's formation, role, panel composition, site visits, reporting and procedures are prescribed in the Higher Education Qualifications Policy and Procedure and the Non-Award Courses and Micro-credentials Policy and Procedure.

### **3 REFERRAL OF MATTERS**

This panel may refer any item to the relevant Course Committee for discussion, consideration and/or action, and may refer relevant matters for action or noting to Academic Board or relevant committee, and/or the relevant Senior Executive as appropriate.

### **4 SUB-COMMITTEES**

This panel may establish standing or ad hoc sub-committees and approve their terms of reference, which must be constructed to ensure consistency and coordination between the functions of all sub-committees.

This panel will receive reports from its sub-committees and be responsible for monitoring and evaluating each sub-committee's activities against their functions and responsibilities.

### **5 MEMBERSHIP AND TERMS OF OFFICE**

#### **Review panel composition**

##### **Courses with University accreditation only**

This panel's composition will be relevant and appropriate to the course or suite of courses under consideration.

Representation from external stakeholders may include, but is not limited to, a range of interested parties including industry, practitioners, employers, community representatives and senior academic leaders from other institutions.

The majority of panel members will be external to the University and may include appropriately qualified CQUniversity alumni who are at least three years post-graduation. CQUniversity adjuncts would not normally be considered external members.

Normally, the panel's membership will be:

- an external member who is an acknowledged industry or employer representative with national and/or international standing and expertise in the discipline/s and is not a current member of the Course Reference Committee, or involved with the course or suite of courses under review
- a senior academic external to the University with relevant course or curriculum development expertise, and
- a senior CQUniversity academic employee with relevant expertise in course design, delivery and assessment, and who is independent of employees directly involved in those aspects of the course or suite of courses under review (e.g. an employee external to the discipline and/or the school or division hosting the course). For research-based course reviews where an independent employee is not available, a panel member with some involvement in course delivery (e.g. through research higher degree supervision) may be deemed eligible, if it can be shown that they bring a desirable or highly regarded skill set.

### **Courses with University and external accreditation**

This panel's composition will be relevant and appropriate to the course or suite of courses under consideration.

If external re-accreditation is due no more than 12 months before University re-accreditation of a course is due, or if University and re-external accreditation is undertaken concurrently, panel membership will be modified to accommodate external re-accreditation and University re-accreditation requirements.

Normally, the panel's membership will be:

- a senior academic external to the University with relevant course or curriculum development expertise, and
- a senior CQUniversity academic employee, with relevant expertise in course design, delivery and assessment, and who is independent of employees directly involved in those aspects of the course or suite of courses under review (e.g. an employee external to the discipline and/or the school or division hosting the course). For research-based course reviews where an independent employee is not available, a panel member with some involvement in course delivery (e.g. through research higher degree supervision) may be deemed eligible, if it can be shown that they bring a desirable or highly regarded skill set.

### **Proposing and approving panel membership**

The Head of Course will submit details of proposed panel membership using the Course Review Panel Membership Form in the University's Academic Information Management System, [AIMS](#). Panel membership, which requires justification on the AIMS Form, also requires the following approval:

- Coursework courses (including enabling and ELICOS): Dean of School (or equivalent role), and Curriculum Committee.
- Research courses: Dean School of Graduate Research, and Curriculum Committee.

A brief curriculum vitae (CVs) for each panel member that includes, for example, the roles held, responsibilities and achievements in higher education/tertiary education sector, should accompany this submission. For privacy reasons, the CV should not include private details (e.g. date of birth, personal phone details, home address).

Honorariums may be paid to external panel members at the discretion of the relevant School or College.

### **Review panel term of office**

The term of office for panel members will be the duration of the course review process, concluding with the submission of the panel's report.

## **6 RIGHTS OF AUDIENCE AND DEBATE**

This panel may extend rights of audience and debate on either a standing or ad hoc basis. Rights of audience and debate may participate in meetings, but have no voting rights.

## 7 OBSERVERS

Observers are welcome with the Chair's prior permission and provided they advise the Secretary in advance.

Observers are entitled to see and hear the proceedings of the meeting but have no voting rights and no right to speak at meetings, unless invited to do so by the Chair. Observers must leave the meeting when requested by the Chair, or if any matters are to be considered in closed session.

## 8 CHAIR

The Curriculum Committee will approve the Chair's appointment from the panel's membership, and based on the recommendation made by the Head of Course. The Chair will be independent of the course, school and business areas involved in delivering units in the course/s under review.

## 9 SECRETARY

The Dean of School (or equivalent role) shall nominate the Secretary.

## 10 QUORUM

The quorum for a panel meeting will be 100 per cent of the membership.

## 11 CONFLICT OF INTEREST

Panel members are required to declare to the Chair any real, perceived or potential conflict of interest they may have with any item on the agenda.

If the Chair or panel deems a member to have a conflict of interest in a matter before the panel, the member will be excused from panel discussions and deliberations on that matter.

Further details on identifying and dealing with a conflict of interest are provided in the [Conflict of Interest Policy and Procedure](#).

## 12 MEETINGS

Panel meetings may be held face-to-face, by telephone, videoconference, or other electronic means. The panel will determine a meeting schedule which will enable it to discharge its functions and responsibilities.

Panel decisions may be made at a duly called and constituted meeting. Panel members are required to fully prepare for each meeting and make every reasonable effort to attend each meeting.

## 13 AGENDAS AND MINUTES

Agenda papers will be distributed at least five working days before the meeting, via email.

Panel records are subject to the Queensland [Public Records Act 2002](#) and must be retained by the Secretary in accordance with the University's [Records Management Policy and Procedure](#).

Minutes will be prepared for each meeting. The Chair will review the draft minutes and action sheet of each meeting, after which the Secretary will circulate the documents to all members and include them in the agenda papers for the next meeting.

## 14 REPORTING

The panel submits the completed report to the Head of Course using the [Course Review Panel Report Template](#).

The Head of Course will write a succinct response to the panel's report, including a work plan in AIMS, to address each of the report's recommendations. The five-yearly course review (FYCR) reporting and approval process is set out in the Higher Education Qualifications Policy and Procedure and Non-Award Courses and Micro-credentials Policy and Procedure.

The panel's report and the work plan (and any supporting documents) will inform the University's decision whether to re-accredit or terminate the course or suite of courses.

## 15 RELATED LEGISLATION AND DOCUMENTS

[AIMS proposal and report forms](#)

[Course Review Panel Report Template](#)

[Higher Education Qualifications Policy and Procedure](#)

[Higher Education Standards Framework \(Threshold Standards\) 2021](#) (Cwlth)

[Non-Award Courses and Micro-credentials Policy and Procedure](#)

## 16 FEEDBACK

Feedback about this document can be emailed to [policy@cqu.edu.au](mailto:policy@cqu.edu.au).

## 17 APPROVAL AND REVIEW DETAILS

Approval and Review	Details
Approval Authority	Academic Board
Delegated Approval Authority	N/A
Advisory Committee	Curriculum Committee
Administrator	Director Educational Quality and Integrity
Next Review Date	26/05/2024

Approval and Amendment History	Details
Original Approval Authority and Date	Academic Board 14/10/2010
Amendment Authority and Date	Standing Committee of Academic Board 23/03/2011; Template links updated 12/10/2011; Academic Board 21/11/2012; Pro Vice-Chancellor (Learning and Teaching) 30/11/2012; Academic Board 29/05/2013; Pro Vice-Chancellor (Learning and Teaching) 30/05/2014; Academic Board 25/05/2016; Pro Vice-Chancellor (Learning and Teaching) 10/03/2017 and 02/05/2017; Academic Board 25/07/2018; Pro Vice-Chancellor (Learning and Teaching) 16/08/2018; Learning and Teaching Committee 10/04/2019; Pro Vice-Chancellor (Learning and Teaching) 19/05/2019; Director, Educational Quality and Standards 26/02/2020; Editorial amendment 06/04/2020; Editorial amendment 23/07/2020; Editorial amendment 04/01/2021; Academic Board 26/05/2021.
Notes	

## 18 APPENDIX A: HIGHER EDUCATION AWARD COURSE REVIEW REQUIREMENTS

- 18.1 Course review and re-accreditation is essential to the continuous improvement system the University applies to assure the quality of its courses and units.
- 18.2 The requirement to undertake a comprehensive review is prescribed in the [Higher Education Qualifications Policy and Procedure](#).
- 18.3 Course review requirements, including the information to be considered by course review panels, are prescribed in these terms of reference and this appendix.
- 18.4 The information and course performance data to be considered as part of a comprehensive course review has been selected to enhance courses and units, meet CQUniversity's quality assurance standards, and to comply with the [Higher Education Standards Framework \(Threshold Standards\) 2021](#) (CwIth).
- 18.5 The table below links sections of the Higher Education Standards Framework and the areas of focus panels will consider, and which are intended to indicate evidence of meeting these standards or the need for improvement.
- 18.6 The following is not a complete list of considerations; however, the table illustrates the underlying rationale for selecting the information and course performance data to be considered, which are listed in the [course information and performance data requirements](#) section.

Higher Education Standard	Focus of course review
2. Learning environment	<ul style="list-style-type: none"> <li>The facilities and infrastructure, including physical/ electronic or virtual, are fit for purpose including work-integrated learning (work placements) (2.1).</li> </ul>
	<ul style="list-style-type: none"> <li>Participation, progress and completion by identified student subgroups are monitored. Findings are used to inform admission policies and improve teaching, learning and support (2.2).</li> </ul>
3. Teaching	<ul style="list-style-type: none"> <li>Appropriateness of course design, staffing, learning resources and educational support (facilities and information), e.g. currency, access, availability, timeliness (3.3).</li> </ul>
4. Research and research training	<ul style="list-style-type: none"> <li>Appropriateness of the supervision arrangements, resources and study environment. Monitoring student progress (4.2).</li> </ul>
5. Institutional quality assurance	<ul style="list-style-type: none"> <li>Course approval and accreditation requirement are considered, e.g. the appropriateness of resources to deliver the course, and course design, delivery and assessment (5.1).</li> </ul>
	<ul style="list-style-type: none"> <li>Monitoring, review and improvements are undertaken to consider the following (5.3):                             <ul style="list-style-type: none"> <li>Comprehensive reviews informed by regular interim monitoring that includes external referencing or other benchmarking activities.</li> <li>Review of course design and content, expected learning outcomes, methods for assessing learning outcomes, student cohort achievement of learning outcomes, emerging developments in the field of education, delivery modes, changing student needs and risks to course quality.</li> <li>Review of externally referenced student cohort success measures across comparable courses and delivery locations (comparison of CQUniversity locations).</li> <li>Evidence of student feedback informing review and improvement.</li> <li>Evidence of course monitoring, reviews, external referencing, and student feedback being used to mitigate risk to education quality, using student progress and success data to inform admission criteria and improve course design, teaching supervision, learning and academic support.</li> </ul> </li> </ul>
	<ul style="list-style-type: none"> <li>The quality of work-integrated learning placements and collaborative research with external partners, and third-party delivery is considered if relevant (5.4).</li> </ul>

## Course information and performance data requirements

- 18.7 The Head of Course will undertake a course self-evaluation in line with five-yearly course review requirements in the Higher Education Qualification Policy and Procedure. The following information and data are to be included in the self-evaluation report and considered by the panel.

### Overall course information

- Course entry/admission requirements
- Course overview
- Course structure and design
- Course learning outcomes
  - mapping of expected course learning outcomes to the relevant Australian Qualifications Framework (AQF) descriptor
  - mapping of expected course learning outcomes to units
- University graduate attributes
- External accreditation details, if applicable (i.e. professional practice or learned society accreditation)
- Work-based learning
- External articulations
- Internal pathways
- Delivery with other parties (work placements, collaborative research, course delivery, if applicable)
- Self-evaluation report on the course to include:
  - role and justification of the course
  - embedded VET award function/performance (if applicable)
  - alignment with the University's strategic direction
  - learning and teaching strategy
  - assessment strategy
  - benchmarking (external and internal referencing)
  - modes of study (online, on-campus, mixed-mode, hyperflexible)
  - scholarship and research
  - Indigenisation
  - social innovation
  - internationalisation
  - disability
  - resources
  - staffing
  - research training environment (if applicable)
  - feedback from students, employees and other relevant stakeholders (e.g. industry, delivery partners, external accrediting body)
  - a review and report on the following:
    - emerging developments in the field of education and action or strategies in response
    - changing needs of students and action or strategies in response, and
    - identified risks to the quality of the course and action or strategies to mitigate these risks, and
  - proposals for renewing the course.

### Specific data sets to be included in the self-evaluation report to the panel

- Enrolments by location
  - first-year enrolments (or first eight units studied)
  - overall enrolments
- Externally referenced completion times and rates (graphical representation of completion rate trend analysis)
- Externally referenced comparison of course performance trends for:
  - attrition rate

- progression rate
- completion times and rates
- Externally referenced comparison of student cohort course performance trends by:
  - entry pathways
    - o VET
    - o school-leaver
    - o enabling
    - o other (including mature-age, direct entry)
  - international
  - domestic
  - low socio-economic status background
  - students living with a disability
  - Indigenous
  - online attendance mode
  - on-campus attendance mode
  - mixed-mode attendance
- Internally referenced comparison of ELICOS direct entry student cohort course performance trends against student cohorts in the same award course (if applicable) or in similar award courses who enter via other pathways at the same required English language levels:
  - entry pathways
    - o VET
    - o school-leaver
    - o enabling
    - o other (including mature-age, direct entry)
- Comparison of Annual Course Enhancement Reports (ACERs) for the previous five years
- Comparison of Annual Unit Enhancement Reports (AUERs) that incorporate data on external referencing of assessment.