

SCHOOL REVIEW POLICY AND PROCEDURE



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1 PURPOSE

- 1.1 This policy and procedure establishes a framework for quality assuring the activities of, and performance and outcomes achieved by, schools in the Tertiary Education Division at CQUniversity.

2 SCOPE

- 2.1 This policy and procedure applies to all schools in CQUniversity's Tertiary Education Division.

3 POLICY STATEMENT

- 3.1 The University is committed to a program of systematic review of schools in the Tertiary Education Division, as an integral part of strategic planning and quality assurance processes. This involves continuous monitoring, review, and improvement.
- 3.2 As part of this commitment, schools will undergo a comprehensive review on a five-yearly basis or at the discretion of the Vice-President (Academic).
- 3.3 The University's quality assurance and continuous improvement processes operate within the following regulatory framework:
- the [Central Queensland University Act 1998](#) (Qld), which requires Academic Board to monitor the academic activities of the University's faculties (herein referred to as schools)
 - the Tertiary Education Quality and Standards Agency (TEQSA), the national regulator for Australia's higher education sector. TEQSA regulates and assures the quality of Australia's higher education providers through the [Higher Education Standards Framework \(Threshold Standards\) 2021](#) (HESF) (Cwlth), which requires higher education providers to undertake monitoring, quality assurance, and quality improvement of activities through external referencing, benchmarking, and other forms of external review

- c) the Australian Skills Quality Authority (ASQA), the national regulator for Australia’s vocational education and training (VET) sector. ASQA regulates courses and training providers to ensure nationally approved quality standards are met in accordance with the [Standards for Registered Training Organisations \(RTOs\) 2015](#) (RTO Standards) (Cwth)
 - d) the [National Code of Practice for Providers of Education and Training to Overseas Students 2018](#) (the National Code) (Cwth), which sets out nationally consistent standards under the [Education Services for Overseas Students Act 2000](#) (Cwth) to support providers in delivering quality education and training to overseas students, and
 - e) the Commonwealth Register of Institutions and Courses for Overseas Students (CRICOS) is a register of Australian education institutions that recruit, enrol and teach overseas students. CRICOS registration allows providers to offer courses to overseas students studying or intending to study in Australia on student visas. CRICOS lists all Australian education providers approved to offer courses to these overseas students and the courses offered by these providers.
- 3.4 Reviews will be undertaken in the context of the University as a whole, with a focus on current performance and the capacity of schools to meet the University’s strategic and future needs.
- 3.5 Reviews will have an external focus, with significant membership from outside the University.
- 3.6 Reviews will evaluate the performance and future plans and directions of each school, in the context of current and anticipated future developments in the school’s constituent disciplines where relevant, with a focus on the following areas:
- a) management and governance, including academic leadership, structure, staffing profiles, professional accreditation requirements, planning and budget management, space and facilities, practices and processes such as compliance with relevant legislation, and the use of feedback from employees and students for continuous improvement
 - b) learning and teaching, including:
 - student success: enrolment trends, attrition rates, completion rates and times, pass rates and student grades, and student satisfaction, by delivery location
 - the efficacy of the school’s activities promoting, monitoring and assuring academic employee learning and teaching and discipline scholarship
 - the management of professional accreditation activities, and
 - other learning and teaching related expectations (e.g. course alignment with the [Curriculum Blueprint](#) where relevant, minimal exams)
 - c) research, including publications, income, research higher degree student load and completions, collaborations and ERA¹ outcomes
 - d) engagement and social innovation, including employee awards, education and research partnerships including global connections, engagement with relevant external organisations, alumni-related activities, promotional and outreach activities, and externally funded scholarships and prizes
 - e) scholarship and scholarly activity, and vocational currency assurance systems/processes, including school strategies and activities to promote and support participation, and systems and processes to monitor and maintain compliance, and
 - f) implementation of recommendations arising from previous reviews of the school.
- 3.7 The review methodology will include:
- a) a focus on standards, evidence and outcomes
 - b) benchmarking of current structures, activities and performance of the school against appropriate comparable organisations
 - c) external referencing of student success in each school’s courses against comparable courses and/or fields of education
 - d) identifying areas of excellence, potential, and initiatives in progress, and

¹ ‘ERA’ means Excellence in Research Australia (Australia’s national research evaluation framework).

- e) evaluation of future opportunities in the context of the University's strategic goals, resources and planning activities, and internal and external opportunities.
- 3.8 Review panels will conduct school reviews in accordance with this policy and procedure and the [School Review Panel Terms of Reference](#).
- 3.9 Schools will respond to review panel recommendations in the form of an implementation plan and [12-month progress report](#) to Academic Board.
- 3.10 The Vice-President (Academic), in consultation with the Dean of School, may decide that an unscheduled investigation or review of school will be undertaken.

4 PROCEDURE

Review panel process

- 4.1 The following process will be implemented for all reviews by review panels (in accordance with [Appendix A – Suggested program for a review by review panel](#)):
- a) a schedule of reviews will be made available to the Deans of School 12 months before the reviews
 - b) the Vice-President (Academic) will appoint the review panel membership in accordance with the [School Review Panel Terms of Reference](#), and will nominate the chair and secretarial support
 - c) the Dean will draft a [self-review report](#) of no more than 50 pages (excluding appendices), based on the school's performance over the previous five years, including reporting against the school's operational plans and the data sets as outlined in [Appendix B – Self-review report](#), and will forward the report to the Vice-President (Academic) five weeks before the review for consideration
 - d) the review will normally take place over three days, and will normally include a site visit. The visit will include but not be limited to interviews with the Vice-Chancellor and President, Vice-President (Academic), Dean, educators and professional employees, students, and any other relevant stakeholders (e.g. Heads of Course, alumni, employers or professional experience/work-integrated learning stakeholders)
 - e) University employees will have an opportunity to make a written submission or attend an interview with the panel to contribute to the review. All submissions are confidential
 - f) the review panel will draft a [review panel report](#) based on the review and will include an executive summary, commendations, and recommendations, drawing on an analysis of the self-review report and interviews with relevant stakeholders, and taking into account the University's resources, vision, and strategic goals
 - g) the draft report will be forwarded to the Vice-President (Academic) and Dean of School within one month of completing the review to allow for comment on errors of fact or emphasis
 - h) the Dean will draft a [response to recommendations and work plan](#) within one month of the receipt of the review panel report, or a timeframe as approved by the Vice-President (Academic), identifying actions and a relevant implementation plan to address the report's recommendations for Academic Board's approval
 - i) where review panel recommendations are identified as unachievable or contrary to the University's strategic direction, the Dean may include an explanation in the response to the review report, and
 - j) the Dean will submit a [12-month progress report](#) to Academic Board for approval, with Academic Board to request subsequent progress reports as deemed necessary, for example, where progress on recommendations is insufficient.

Unscheduled investigations and reviews

- 4.2 An unscheduled investigation or review may be undertaken to provide the Vice-President (Academic) or relevant Dean with advice regarding a particular issue of concern or interest, for example:
- a) the outcome of a risk assessment
 - b) to measure the effectiveness of transition or change of structure within a school
 - c) to identify emerging opportunities

- d) to identify non-compliance with critical legislation or other government frameworks
 - e) to ensure alignment with the University's strategic direction and key priorities, or
 - f) budgetary challenges.
- 4.3 The Vice-President (Academic) will determine, in consultation with the Dean, whether an investigation or review is required.
- 4.4 An unscheduled investigation or review may consider a school, an aspect of a school, or an issue of concern or interest to the University which may involve one or more schools.
- 4.5 The investigation or review will be carried out in accordance with this policy and procedure and the [School Review Panel Terms of Reference](#).

5 RESPONSIBILITIES

Compliance, monitoring and review

- 5.1 The Director Educational Quality and Integrity is responsible for implementing, monitoring, reviewing and ensuring compliance with this policy and procedure.

Reporting

- 5.2 The Vice-President (Academic) is responsible for reporting to the Academic Board on issues of implementation, compliance, monitoring, and review for this policy and procedure.

Records management

- 5.3 Employees must manage records in accordance with the [Records Management Policy and Procedure](#). This includes retaining these records in a recognised University recordkeeping information system.
- 5.4 University records must be retained for the minimum periods specified in the relevant [Retention and Disposal Schedule](#). Before disposing of any records, approval must be sought from the Records and Privacy Team (email records@cqu.edu.au).

6 DEFINITIONS

- 6.1 Terms not defined in this document may be in the University [glossary](#).

7 RELATED LEGISLATION AND DOCUMENTS

[12-month Progress Report](#)

[Central Queensland University Act 1998](#) (Qld)

[Commonwealth Register of Institutions and Courses for Overseas Students](#)

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

[National Code of Practice for Providers of Education and Training to Overseas Students 2018](#) (CwIth)

[Review Panel Report Template](#)

[Response to the Review Report with Work Plan Template](#)

[School Review Panel Terms of Reference](#)

[Self-Review Report Template](#)

[Standards for Registered Training Organisations \(RTOs\) 2015](#) (CwIth)

8 FEEDBACK

- 8.1 Feedback about this document can be emailed to policy@cqu.edu.au

9 APPROVAL AND REVIEW DETAILS

Approval and Review	Details
Approval Authority	Academic Board
Delegated Approval Authority	N/A
Advisory Committee	N/A
Required consultation	N/A
Administrator	Director Educational Quality and Integrity
Next Review Date	28/07/2024

Approval and Amendment History	Details
Original Approval Authority and Date	Academic Board 29/03/2017
Amendment Authority and Date	Learning and Teaching Committee 14/11/2018; Acting Provost 17/01/2019; Editorial amendment 04/01/2021; Academic Board 28/07/2021; Director Educational Quality and Integrity 09/08/2021.
Notes	This document was formerly known as the Review of Schools Policy and Procedure (last approved 29/03/2017). This document replaced the Review of Schools and Academic Units Policy (last approved 12/08/2015) and Review of Schools and Academic Units Procedure (last approved 9/09/2015).

10 APPENDICES

Appendix A – Suggested program for a review by review panel

Before the review panel meeting

Time	Activity
12 months	Vice-President (Academic) (or nominee) to circulate schedule of reviews to Deans of School.
6 months	Vice-President (Academic) to forward a formal letter to the Dean of School advising of their upcoming review.
3 months	Vice-President (Academic) to appoint review panel, panel chair and secretarial support.
3 months	Secretary to book travel, accommodation, venue, and catering.
	Dean of School (or nominee) to prepare comprehensive self-review report.
6 weeks	Vice-President (Academic) to call for written submissions and expressions of interest to attend an interview.
5 weeks	Dean of School to submit comprehensive self-review report to Vice-President (Academic).
3 weeks	Secretary to provide draft timetable, the school's self-review report and written submissions to the review panel.
2 weeks	Review panel to provide requests for additional information to the secretary for communication to the Dean of the School under review.
	Secretary and review panel chair finalise timetable and confirm attendees.
1 week	Secretary to provide any additional information and final timetable to the review panel.

After the review panel meeting

Time	Activity
1 to 3 months	Dean of School to submit to Academic Board a response to the review panel report identifying actions and a relevant implementation plan. This response is typically submitted one month after receiving the review panel report unless approved otherwise by the Vice-President (Academic).
12 months	Dean of School to forward to Academic Board a 12-month progress report against the responses to recommendations.

Appendix B – Self-review report

It is recommended that the self-review report includes data and information on the following areas, as well as information about the implementation of recommendations arising from previous reviews of the school, as applicable:

1. Executive Summary

2. Management and Governance

The overview of the school's management and governance will include comment on the following aspects in relation to the previous 12 months and into the future:

- the school's academic governance arrangements, including committee roles, student participation on committees, internal quality assurance, risk management, and compliance measures
- suitability of the school/college structure and academic leadership profile
- suitability of the school's staffing profile (level, qualifications, employee workload) and for units taught and student to employee ratios
- workforce matters including employee recruitment planning and retention, culture, and an overview of the school's performance review process
- professional accreditation requirements of courses offered by the school, including details of the oversight, management and current status of courses with professional accreditation, with particular regard to professional practice accreditation
- planning and budget management in relation to the past 12 months and into the future
- suitability of the school's physical resources (e.g. space, information technology infrastructure)
- the school's contribution to Indigenous engagement in curriculum and employment
- feedback from students, employees and other stakeholders; the management of complaints or grievances from students or employees; and the effectiveness of student and employee support mechanisms
- effectiveness of VET–higher education integration operations
- review and improvement activities aligned with HESF and RTO Standards' requirements.

3. Learning and Teaching

Analysis of the school's learning and teaching performance will include:

- a brief overview of the strategic context of learning and teaching within the school
- effectiveness of learning and teaching governance, including consideration of course committee, course reference committee and discipline meeting minutes
- reviewing learning and teaching leadership, including the school's planning and priorities, and course and unit management
- reviewing learning and teaching outcomes, including previous school reviews, course reviews, unit feedback, professional accreditation of courses, student experience, graduate outcomes, QILT² data, and employee feedback
- reviewing learning and teaching performance, including enrolments, retention/attrition, completions and completion times, pass rates and student grades, student experience, graduate outcomes, employee feedback and Learning and Teaching Grant outcomes
- comparing learning and teaching performance across campuses and study centres/hubs
- alignment with the HESF and RTO Standards' requirements, and
- compliance with other learning and teaching related expectations (e.g. alignment of courses with the Curriculum Blueprint, minimal exams).

Data on enrolment trends, attrition rates, pass rates and grades, completion rates and times, student and graduate satisfaction by course can be included at the end of the report as appendices. The appendices will not count towards the 50-page report limit.

² 'QILT' means Quality Indicators in Learning and Teaching ([QILT website](#)).

4. Research

Analysis of the school's research performance will include, but not necessarily be limited to:

- the strategic planning to decide support the school's research focus areas
- the school's research governance
- the school's support of its research institutes and centres, and their engagement with the school's research focus areas
- research output achievements and their contribution to the University's research key performance indicators in the following areas:
 - research publications, including citation data
 - research excellence (e.g. ERA outcomes)
 - research income generated by the school, by HERDC³ category
 - research higher degree student load and completions, by course (separated into high-cost and low-cost), domestic or fee-paying and Indigenous candidates
 - research collaborations locally, nationally, and internationally
- Research outcome achievements including:
 - evidence of research impact (social, economic, environmental, cultural changes beyond academia)
 - research awards, prizes, other achievements, and
- alignment with HESF requirements, including Category Standards' requirements regarding research and scholarly activity.

5. Engagement and Social Innovation

Engagement and social innovation should be evident throughout the school's learning and teaching, research and innovation, and service activities, with a clear link to their strategic or operational objectives. These activities should also align with HESF requirements for universities (see Category Standards).

Engagement activities included in the report should involve mutually beneficial partnerships or collaborations between school employees and internal as well as external stakeholders, including global connections. These activities maybe evidenced through a report produced from the University's engagement database, E-DNA, and may include, as an example:

- an employee serving on an external organisation's board or committee
- personnel from an external organisation being involved in the school or unit's activities, including serving on advisory committees
- mutually beneficial relationships with professional accrediting organisations and government agencies, business, or industry
- social innovation projects
- alumni-related activities, and
- outreach activities.

6. Scholarship, scholarly activity, and vocational currency assurance systems/processes:

- school activities to promote and support teaching skills in contemporary teaching, learning and assessment principles and practices in tertiary education
- school activities to promote and support employee scholarly activity within the discipline in which they teach
- school strategies for ensuring that employees are skilled in contemporary teaching, learning and assessment principles relevant to their discipline, their tertiary education sector, their role, the modes of delivery in which they teach and the needs of particular student cohorts within their courses

³ HERDC means Higher Education Research Data Collection

- school strategies, systems, and processes for monitoring employee outcomes and maintaining compliance regarding the scholarship of learning and teaching/vocational education currency, and disciplinary scholarship/industry currency (applicable to VET or higher education teaching), and
- alignment with HESF requirements, including Category Standards' requirements regarding research and scholarly activity, and RTO Standards' requirements.