

# SCHOOL REVIEW POLICY AND PROCEDURE



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## 1 PURPOSE

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

## 2 SCOPE

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

## 3 POLICY STATEMENT

- 3.1 CQUniversity is committed to a program of systematic review of its schools in the Tertiary Education Division, as an integral part of its 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 Provost’s discretion.
- 3.3 CQUniversity’s quality assurance and continuous improvement processes operate within the following regulatory framework:
- the [Central Queensland University Act 1998](#) (Qld), which requires the Academic Board to monitor the academic activities of CQUniversity’s faculties
  - the Tertiary Education Quality and Standards Agency (TEQSA), which is 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 \(Threshold Standards\) 2015](#) (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), which is 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) (Cwlth)
- d) the [National Code of Practice for Providers of Education and Training to Overseas Students 2018](#) (the National Code) (Cwlth), which sets out nationally consistent standards under the [Education Services for Overseas Students Act 2000](#) (Cwlth) to support providers to deliver 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 CQUniversity's strategic and future needs.
- 3.5 Reviews of each school will focus on the following areas:
- a) management and governance, including academic leadership, workforce profiles, professional accreditation requirements, planning and budget management, space and facilities, 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, and
  - the management of professional accreditation activities
- c) research, including publications, income, student load and completions, collaborations and ERA<sup>1</sup> outcomes, and
- d) engagement and social innovation, including employee awards, engagement with relevant external organisations, alumni-related activities, recruitment, promotional and outreach activities, and externally-funded scholarships and prizes.
- 3.6 The review methodology will include:
- a) a focus on standards, evidence and outcomes
- b) benchmarking of current structures, activities and performance of schools against appropriate comparable organisations
- c) external referencing of student success in each school's courses against comparable courses and/or fields of education, and
- d) evaluation of future opportunities in the context of CQUniversity's strategic goals, resources and planning activities, and internal and external opportunities.
- 3.7 Review panels will conduct school reviews in accordance with this policy and procedure and the [School Review Panel Terms of Reference](#).
- 3.8 Schools will respond to review panel recommendations in the form of an implementation plan and 12-monthly progress reports to Academic Board.
- 3.9 The Provost, in consultation with the Dean of School, may decide that an unscheduled investigation or review of school will be undertaken.

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<sup>1</sup> 'ERA' means Excellence in Research Australia (Australia's national research evaluation framework).

## 4 PROCEDURE

### Review panel

4.1 The review panel will seek to:

- a) examine the current performance and future plans of the school, and any improvements made since its previous review
- b) benchmark the school's current structures, activities, data and performance, nationally and internationally wherever possible, and
- c) identify potential opportunities and make recommendations on the school's future direction, including but not limited to strategic alignment and compliance with CQUniversity's requirements
- d) review the school's leadership and planning, including budget, people, culture and overall management.

### Review panel process

4.2 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 Provost 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 Provost four weeks before the review for consideration
- d) the review will normally take place over three days, and will include but not be limited to interviews with the Vice-Chancellor and President, Provost, Dean, academic 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 submit a written submission or attend an interview with the panel to contribute to the review
- f) the review panel will draft a report of findings from 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 CQUniversity's resources, vision and strategic goals
- g) the draft report will be forwarded to the Provost and Dean to allow for comment on errors of fact or emphasis
- h) the Dean will draft a response to the review report within one month of the review, or a timeframe as approved by the Provost, 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 CQUniversity's strategic direction, the Dean may include an explanation in the response to the review report
- j) the Dean will submit a 12-month progress report to Academic Board for endorsement every 12 months until all recommendations are finalised or the school undergoes its next review.

### Unscheduled investigations and reviews

4.3 An unscheduled investigation or review may be undertaken to provide the Provost 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 CQUniversity's strategic direction and key priorities

f) budgetary challenges.

- 4.4 The Provost will determine, in consultation with the Dean, whether an investigation or review is required.
- 4.5 An unscheduled investigation or review may consider a school, an aspect of a school, or an issue of concern or interest to CQUniversity which may involve one or more schools.
- 4.6 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 Provost is responsible for monitoring, reviewing and ensuring compliance with this policy and procedure.

### Reporting

- 5.2 The Provost 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 All records relevant to this document are to be maintained in a recognised University recordkeeping system.

## 6 DEFINITIONS

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

## 7 RELATED LEGISLATION AND DOCUMENTS

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

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

[Higher Education Standards Framework \(Threshold Standards\) 2015](#) (Cwlth)

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

[School Review Panel Terms of Reference](#)

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

## 8 FEEDBACK

- 8.1 University staff and students may provide feedback about this document by emailing [policy@cqu.edu.au](mailto:policy@cqu.edu.au)

## 9 APPROVAL AND REVIEW DETAILS

| Approval and Review                      | Details                         |
|--|---------------------------------|
| Approval Authority                       | Learning and Teaching Committee |
| Advisory Committee to Approval Authority | N/A                             |
| Administrator                            | Provost                         |
| Next Review Date                         | 14/11/2021                      |

| 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; Minor Amendments Administrator Approved – Acting Provost 17/01/2019.   |
| Notes                                | This document was formerly known as the Review of Schools Policy and Procedure (29/03/2017). This document replaced the Review of Schools and Academic Units Policy (12/08/2015) and Review of Schools and Academic Units Procedure (9/09/2015). |

## 10 APPENDICES

### Appendix A – Suggested program for a review by review panel

#### Before the review panel meeting

| Time            | Activity   |
|-----------------|--|
| 12 months       | Provost sets the review dates in advance.  |
| 3 months        | Provost to appoint review panel, panel chair and secretarial support.  |
| 3 to 2.5 months | Secretary to book travel, accommodation, venue, and catering.  |
|                 | Dean of School (or nominee) to prepare comprehensive self-review report.   |
| 6 weeks         | Provost to call for written submissions and expressions of interest to attend an interview.  |
| 4 weeks         | Dean of School to submit comprehensive self-review report.   |
| 2.5 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. |
| 2 to 1.5 weeks  | Secretary and review panel chair finalise timetable, and confirm attendees.  |
| 1 to 0.5 weeks  | 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 the School submit to Academic Board a response to the review panel report identifying actions and a relevant implementation plan.  |
| 12 months     | Dean of the School forward to Academic Board a 12-month progress report against the responses to recommendations every 12 months until all recommendations are addressed or finalised. |

## Appendix B – Self-review report

It is recommended that the self-review report includes data and information on the following (where 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's workforce 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, QILT<sup>2</sup> 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.

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.

### 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

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

- 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 CQUniversity'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 HERDC<sup>3</sup> 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
- 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. These activities should be evidenced through a report produced from CQUniversity'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
- outreach activities.

## 6. Academic and teaching employee scholarly/vocational currency activity:

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

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<sup>3</sup> HERDC means Higher Education Research Data Collection