Course Quality Assurance and Review Procedure

1 Purpose

To outline the process for monitoring the quality of the University's Courses.

2 Scope

This Procedure applies to all Courses that are part of Coursework Programs and non-award programs leading to Admission into Award Programs offered by, or on behalf of, the University.

3 Procedure Overview

This Procedure outlines the process used to assure the quality of the University's Courses.

This Procedure aligns with the:

- *Higher Education Standards Framework (Threshold Standards) 2021:* Standard 5.3 Monitoring, Review and Improvement

4 Procedures

The purpose of the quality assurance process for Courses is to:

- ensure regular monitoring of the quality of Courses to assure the University that the Course is contributing to learning in the program as intended and that the Learning Outcomes are consistent with those stated for the Course
- provide a mechanism for Students to provide feedback regarding the quality of key elements of a Course and teaching within the Course
- enable academic Employees to engage in scholarship of teaching by reflecting on feedback and Course performance
- identify any actions that will lead to improvement of Course performance and Students' experience of teaching and learning at the University
- gather evidence as part of the Employee performance planning and review process and performance management discussions with the Course teaching team

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- gather evidence as part of reporting requirements to professional, statutory, and regulatory bodies.

4.1 Quality assurance cycle

Each Study Period, Course are monitored as part of the quality assurance cycle. Monitoring is undertaken with reference to Student feedback survey data compiled in the Survey Report and/or Course performance data generated in the Course Report.

Course Reports are refreshed regularly and are accessible by all Employees.

There are two stages involved in the Course quality assurance cycle:

- mid-Study Period Course quality enhancement
- end-Study Period Course quality review.

A Sentinel Indicator for overall satisfaction with Course quality in the Student survey is set by Academic Board and informs the quality assurance process.

4.2 Student feedback surveys

At the start of the year, a schedule of Student Feedback Survey administration dates is released for all Study Periods.

Normally, a mid and end-Study Period survey is automatically released in each Study Period of offer for Courses with 10 or more enrolments.

Survey participants are based on Students recorded in the Curriculum Management System as being currently enrolled in the Course as close as possible to the time of deployment of the survey. Students who have withdrawn from a Course after the Census Date for the Study Period are excluded from participating in the associated survey.

Once Student feedback surveys are closed to Student responses, the data is consolidated into a Student Survey Report. The Report is made available on the Academic Quality SharePoint site as soon as practicable after each mid and end-Study Period survey.

Access to Student Survey Reports is limited to the Course Coordinator, the Associate Head (Learning and Teaching Student Success), Dean (Learning and Teaching Futures) Dean (Academic Curriculum and Quality), evaluations unit staff and line supervisors from Head of School upwards.

4.2.1 Alternative evaluation methods

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Courses with nine (9) or fewer enrolments, including dissertation and project-based Courses, are required to use alternative methods for evaluating Student satisfaction with the Course, such as open-comment questions or in-class instant response mechanisms.

Alternative evaluation methods will be determined by the Course coordinator.

4.2.2 Mid-Study Period Course Enhancement Conversations

For Courses flagged as not meeting the Sentinel Indicator at the mid-Study Period evaluation point, the Course Coordinator and teaching team and relevant Associate Head (Learning, Teaching and Student Success) participate in a Course Enhancement Conversation.

A Course Enhancement Conversation will validate the Sentinel Indicator where there is teaching team agreement that there are quality issues with the Course.

Where the Sentinel Indicator is validated, the Course Coordinator and teaching team initiate agreed changes to the teaching and/or delivery of the Course to enhance Student learning experiences early in the Course.

A summary report on Course Enhancement Conversations conducted is prepared and submitted to Associate Heads and School Learning, Teaching and Student Success Committee and Learning and Teaching Committee, for noting at the end of each Study Period.

4.2.3 End-Study Period Course quality reviews

The Course Coordinator reviews the following Course data and materials at the conclusion of each relevant Study Period with Course teaching staff:

- Student evaluation data, whether through the Student feedback survey or alternative methods of evaluation
- Course Report data on Student performance outcomes
- Academic Misconduct data, as available
- Course design, Assessment and learning materials.

The Course Coordinator and teaching team is expected to engage in a scholarly process of critical reflection, interpretation and, where appropriate, identification of improvements to both the teaching of the Course and the Course itself. The process will be facilitated by the relevant Associate Head (Learning, Teaching and Student Success).

For Courses flagged as not meeting the Sentinel Indicator at the end-Study Period evaluation point, the Course Coordinator and teaching team will participate in a Course Enhancement Conversation facilitated by the Head of School.

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4.2.4 Course Action Plans

Outcomes of the Course quality assurance process are documented through the Course Action Plan.

The Course Coordinator is responsible for:

- writing the Course Action Plan and lodging it in the approved University system within two (2) weeks of the release of the Student Survey Report for their Course(s)
- including within the Course Action Plan a summary of actions and improvements, if applicable, arising from the consideration of evaluation data, including those that will not result in changes to the Course and the reasons for the decision
- implementing the Course Action Plan
- ensuring a summary of Student feedback received and any resulting actions in the Course outlines or other general Course information is made available to current and future Students
- initiating the change approval process, where changes are proposed for a Course, in accordance with the relevant Policy Instruments and internal processes.

The Course Action Plan is approved by the Course Coordinator's Associate Head (Learning, Teaching and Student Success).

Course improvement actions may include full or partial Course redesign, professional development activities for teaching staff and other support activities. Where practicable, actions are implemented in the next Study Period for the Course (or within six (6) months for shorter duration Courses), with progress reported on in the next monitoring cycle.

Course Action Plans are provided to the relevant Program Directors to inform the interim and comprehensive program review processes (refer to the Coursework Program Quality Assurance and Review Procedure).

4.2.5 Monitoring and review

Associate Heads (Learning, Teaching and Student Success) will monitor and review Course Action Plans through the School Learning, Teaching and Student Success Committees. A summary report on Course Action Plans is submitted to the Learning and Teaching Committee for noting at the end of each Study Period.

The Dean (Learning and Teaching Futures) will review Course Action Plans for Courses that fall below expected levels of performance for two consecutive Study Periods and make appropriate

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recommendations to the Head of School for consideration and, where applicable, suitable action.

5 References

Nil.

6 Schedules

This procedure must be read in conjunction with its subordinate schedules as provided in the table below.

7 Procedure Information

Accountable Officer	Deputy Vice-Chancellor (Students and Education)
Responsible Officer	Dean (Curriculum and Quality)
Policy Type	University Procedure
Policy Suite	Academic Programs and Courses Quality Policy
Subordinate Schedules	
Approved Date	2/7/2026
Effective Date	2/1/2026
Review Date	2/8/2028
Relevant Legislation	Higher Education Standards Framework (Threshold Standards) 2021
Policy Exceptions	Policy Exceptions Register
Related Policies	Assessment Policy Coursework Curriculum Design Policy Learning and Teaching Policy Student Academic Integrity Policy
Related Procedures	Assessment Procedure Coursework Curriculum Design and Structure Procedure Student Academic Misconduct Procedure

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	Work Integrated Learning Activities Procedure
Related forms, publications and websites	Assessment and Grades - Roles and Responsibilities Schedule Assessment Pattern Schedule Assessment Types Schedule Australian Qualifications Framework Course Enhancement Conversations Supporting Protocol Coursework Curriculum Design and Structure Schedule
Definitions	**Terms defined in the Definitions Dictionary**
	Academic Misconduct Academic Misconduct encompasses all behaviours, including doing as well as attempting to do, any of the acts, omissions or activities that constitute Academic Misconduct: involving the misrepresentation of academic achievement; or undermining the core values (honesty, trust, fairness and respect) of Academic Integrity; or breaching Academic Integrity; whether intentional or unintentional. Academic Misconduct includes, but is not limited to the following: Plagiarism and Self-plagiarism; using (including for Assessment or review) the work prepared by another person or software, including generative artificial intelligence, as their own without appropriate attribution; Collusion, such as any unauthorised collaboration in preparation or presentation of work, including knowingly allowing personal work to be copied by others; all forms of Cheating in examinations and other Assessment tasks; Contract Cheating; Promoting ways to breach Academic Integrity or using University resources to support others in breaching Academic Integrity; offering or accepting bribes (money or other favours), e.g. for Admission or for Marks/Grades; and fabrication or falsification of information or Student identity (TEQSA Guidance Note: Academic Integrity, Version 1.2, 28 March 2019). Admission The process of submission and assessment of applications for entry to study at the University. Assessment The process of evaluating the extent to which Students have achieved the Learning Outcomes of a Course. Award Program

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A sequence of study which leads to an academic qualification granted by the University and conferred by Council.

Course

A discrete element of a program, normally undertaken over a single Study Period, in which the Student enrols, and on completion of which the Student is awarded a grade.

Course Coordinator

Responsibilities of Course Coordinators include but are not limited to: Course planning, design and development Course Specifications and alignment with Program Learning Outcomes Assessment design, implementation and marking Course delivery and Student learning experiences by providing Student support leadership and guidance of teaching teams engagement with professional and accreditation bodies ensuring currency of disciplinary and content knowledge and expertise reflecting on evaluations for the purpose of quality enhancement of Courses.

Coursework

A method of teaching and learning that leads to the acquisition of skills and knowledge and does not include a major research component.

Coursework Program

A sequence of study consisting predominantly of Coursework.

Head of School/College

An academic staff member responsible for the administration of the Course offerings in one or more discipline areas.

Sentinel Indicator

Within the learning and teaching ecosystem a Sentinel indicator would suggest the need for investigation to determine the nature of the quality of the student experience.

Student

A person who is enrolled in a UniSQ Upskill Course or who is admitted to an Award Program or Non-Award Program offered by the University and is: currently enrolled in one or more Courses or study units; or not currently enrolled but is on an approved Leave of

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	Absence or whose admission has not been cancelled. Study Period The period during which a Course or study unit is offered. Examples of Study Period include, but are not limited to, semesters, trimesters, blocks, intensives and sessions. University The term 'University' or 'UniSQ' means the University of Southern Queensland.
	Definitions that relate to this procedure only
Keywords	
Record No	21/304PL

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