Course and Programs Performance Procedure

Section 1 - Purpose

(1) This document details the steps and responsibilities of the Course and Programs Performance Procedure.

(2) This procedure should be read in conjunction with the Education Quality Assurance Policy.

Section 2 - Overview

(3) The Course and Programs Performance Procedure has been established by the Education Quality Enhancement Sub-Committee to support quality assurance & enhancement by monitoring course and programs performance, providing triage, support, and evaluation of courses and programs or where education quality may be at risk.

(4) Leveraging data insights from the Course and Program Performance dashboard and other available institutional data, the EQESC will consider the three-year trends for:

a. program performance across (as a minimum):
    i. Retention;
    ii. Success;
    iii. Feedback; and
    iv. Equivalent Full Time Study Load (EFTSL).
b. Course performance across (as a minimum):
    i. Survey Results;
    ii. Pre-census withdrawal rates;
    iii. Pass rate; and
    iv. Equivalent Full Time Study Load (EFTSL).

(5) The Course and Program Performance dashboard contains an algorithm that analyses each program and courses performance data and places them into benchmarked and ranked categories.

Section 3 - Audience

(6) This procedure should be read and understood by all Associate Dean (Education), Program Convenor, Senior Manager Education and Innovation, Pro Vice-Chancellor Education Innovation, and other members of the Education Quality Enhancement Sub-Committee.

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Section 4 - Details

(7) The following steps will be undertaken:

a. for programs:

Step	Action	Responsibility
1	Annual review and analysis of reported data wtihin the Program and Course Performance dashboard. Programs in the lower quartile of performance are identified.	EQESC
2	Lower quartile programs are triaged for support with the Associate Dean (Education).	EQESC, Associate Dean (Education)
3	A local heuristic is used within the Colleges to select lower quartile programs that require targeted support and action plans.	Associate Dean (Education), Program Convenor, Course Co-ordinator.
4	The EQESC will work with the Associate Dean (Education) and liaise with the Learning Design and Teaching Innovation (LDTI) team to develop the support and action plans for the selected programs.	EQESC, Associate Dean (Education), Program Convenor, Course Co-ordinator, LDTI
5	The selected Programs support and action plans are implemented.	Associate Dean (Education), Senior Manager Education and Innovation, Course Co-ordinator, LDTI
6	The EQESC will monitor, review, and report on the implementation and success of support and action plans within Annual Course and Programs Review that is sent to Teaching and Learning Committee (TLC).	EQESC, Associate Dean (Education)

a. for Courses:

Step	Action	Responsibility
1	Regular monitoring and analysis of reported course data within the Program and Course Performance dashboard. Courses in the lower quartile of performance are identified.	EQESC
2	Lower quartile courses are triaged for support with the Associate Dean (Education).	EQESC, Associate Dean (Education)
3	A local heuristic is used within the Colleges to select lower quartile courses that may require a targeted support and action plan.	Associate Dean (Education), Program Convenor, College members
4	The Associate Dean (Education) will contact the selected courses Course Co-ordinator to discuss the courses performance and may liaise within the Learning Design and Teaching Innovations (LDTI) team to develop the support & action plans.	EQESC, Associate Dean (Education), Program Convenor, Course Co-ordinator, and LDTI.
5	If appropriate, selected programs support and action plans are implemented.	Associate Dean (Education), Senior Manager Education and Innovation, Course Co-ordinator, LDTI
6	The EQESC will monitor, review, and report the implementation and success of selected courses support and action plans within annual Course and Programs Review that is sent to TLC.	EQESC, Associate Dean (Education)

Section 5 - Related Documents

(8) Education Quality Assurance Policy

(9) Strategy, Planning and Performance provide a variety of reports and learner analytics that are available to staff to support informed decision making around the quality improvements in their courses and programs.

Status and Details

Status	Current
Effective Date	15th November 2023
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Responsible Executive	Belinda Yourn Senior Deputy Vice-Chancellor (Academic & Global)
Enquiries Contact	Office of the Pro Vice-Chancellor Education Innovation

Glossary Terms and Definitions

"Risk" - Effect of uncertainty on objectives. Note: An effect is a deviation from the expected, whether it is positive and/or negative.

"Course" - When referring to a course offered by the University, a course is a set of learning activities or learning opportunities with defined, assessed and recorded learning outcomes. A course will be identified by an alphanumeric course code and course title. Course types include core courses, compulsory courses, directed courses, capstone courses and electives. For all other uses of this term, the generic definition applies.

"Program" - When referring to learning, a program is a sequence of approved learning, usually leading to an Award. For all other uses of this term, the generic definition applies.

"Program Convenor" - The academic staff member with overall responsibility for the management and quality of a program.

"Staff" - Means a person who was at the relevant time employed by the University and includes professional and academic staff of the University, by contract or ongoing, as well as conjoint staff but does not include visitors to the University.

"College" - An organisational unit established within the University by the Council.

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