

Program Management Policy and Procedure Manual – Coursework

Document Number: 000967
Date Approved: 3 August 2011
Date of Commencement: 1 January 2012

2012

CONTENTS

Foreword.....	1
Significant amendments or additions to this edition	2
Relevant Definitions.....	2
Authorising Policy.....	2
1. Program Development	3
1.1. Nomenclature.....	3
1.2. Rationale for Creating a New Program.....	3
1.3. Planning a New Program	3
1.4. Business Plan and Profile	3
1.5. Equity Groups	3
1.6. Approval for Inclusion in the University's Profile.....	4
1.7. Approval of Academic Content.....	4
1.8. Program Documentation	4
1.9. Resourcing of Programs.....	5
1.10. Fees	5
1.11. Authority to Promote a New Program.....	5
2. Structure of Coursework Programs.....	6
2.1. Program Listing	6
2.2. Program Components	6
2.3. Delivery of Content.....	7
2.4. Maximum Time for Completing a Program.....	8
2.5. Professional Accreditation.....	8
3. Equity and Support	9
3.1. Equitable Access.....	9
3.2. Learning Support.....	9
3.3. Scholarships.....	9

4.	Learning Outcomes, Graduate Attributes and Generic Skills	10
4.1	Learning Outcomes	10
4.2	Graduate Attributes	10
4.3	Generic Skills	11
4.4	Mapping Learning Outcomes	11
4.5	Auditing – Learning Outcomes	11
5.	Engaged Learning	12
5.1.	Exchange	12
5.2.	Study Abroad	12
5.3.	Placement	12
5.4.	Work Integrated Learning (WIL)	12
6.	Academic Program Pathways, Credit and Articulation.....	13
6.1.	Academic Program Pathways	13
6.4.	Appeals Against Decisions on Credit	15
7.	Management and Quality Assurance.....	16
7.1.	Program Convenor	16
7.2.	Program Management Groups.....	18
7.3.	External (Professional or Industry) Advisory Groups.....	18
7.4.	Programs – Annual Program Reports	18
7.5.	Student Feedback on Programs and Courses	19
8.	External Program Reviews	21
8.1.	Initiating the Review	21
8.2.	External Review Panel Membership.....	22
8.3.	Role of Chair of the External Review Panel	22
8.4.	Role of External Review Panel members	23
8.5.	Post-Review Actions	23
8.6.	Role of Pro Vice-Chancellor	24
8.7.	Documentation Required for the External Program Review	25

9.	Student Progression	27
9.1.	Identifying Students <i>at Risk</i>	27
9.2.	Managing Students <i>at Risk</i>	27
9.3.	Identifying Students who are Required to <i>Show Cause</i>	28
9.4.	Managing Students who are Required to <i>Show Cause</i>	28
9.5.	Outcome of <i>Show Cause</i> Appeals.....	30
9.6.	Appeals Against Faculty Progress and Appeals Committee Outcomes	30
10.	Amendments to Programs	32
10.1.	Major Program Revision.....	32
10.2.	Minor Program Revisions	33
11.	Alignment Between Programs and the University Strategic Plan	35
12.	Strategic Planning	35
12.1.	Review of Program Completion Rates	35
12.2.	Encouraging Students to Progress to Research	35
12.3.	Indigenous Collaboration.....	35
13.	Related Documents	35
14.	Appendices	35
	Appendix 1 - Program Management Group Terms of Reference	36
	Appendix 2 - External (Professional or Industry) Advisory Groups Terms of Reference ..	40
	Appendix 3 – Annual Report Template	43
	Appendix 4 – Annual Report Action Plan Template	49
	Appendix 5 –Program Self-Review Report Template	51
	Appendix 6 –Course Alignment Template	60
	Appendix 7 –Staffing Profile Template	64
	Appendix 8 –Action Plan Template	66

Foreword

This manual should be read in conjunction with the *Rules Governing Awards and Programs* its associated Schedules and the *Coursework Program Management Policy*. In the event of an inconsistency between lower level policy documents and a Rule(s) or Schedule to the Rule(s), the Rule(s) made by Council prevails to the extent of the inconsistency.

In the event of an inconsistency between an Academic Senate policy document and a Faculty policy, procedure or guideline, the policy document of Academic Senate prevails to the extent of the inconsistency.

The *Coursework Program Management Policy and Procedures Manual – 2012* applies to:

- enabling programs;
- undergraduate and postgraduate coursework programs; and
- programs offered by the University of Newcastle students studying in Australia and offshore, including those enrolled through a partner institution.

This manual was developed as part of an Academic Senate initiative. The intention is to rationalise and streamline the Rules and policies for which Academic Senate has been responsible. The most current version of the procedure manual will be published on the University website and will remain *in effect* for the calendar year (January to December). Changes will only be made if required by external legislation or by Academic Senate.

Application of this Procedure Manual

This procedure manual is designed to provide clear and concise directions for staff and students of the University when designing, managing, reviewing programs and when recommending the discontinuation of coursework programs offered by the University.

Acknowledgements

Some content in this manual is based on policy documents of the University of South Australia (May 2011).

Further information for staff

Where there is a perceived need for a variation from the processes described in the procedure manual, staff should contact the Office of the President of Academic Senate or the Academic Registrar.

Where assistance is required with the interpretation of policies and/or procedures, staff should contact the Governance and Policy team in Student and Academic Administration.

Staff may provide feedback on the *Coursework Program Management Policy and Procedures Manual* by emailing policy@newcastle.edu.au

Further information for students

For further information or clarification of the contact contained in this procedure manual contact policy@newcastle.edu.au

Communication with Students

The University's primary method of communication with students is electronic, through the UoN student email account. Students may re-direct their University email to a personal account.

All students are expected to check their UoN student email account on a regular basis.

Significant amendments or additions to this edition

Section 6 – Academic Program Pathways, Credit and Articulation

This section includes parts of current policy and has also been significantly amended to reflect current practices and a move towards greater student mobility,

Relevant Definitions

terms means a period of time for the delivery of a course in which students enrol and for which they are charged fees; standard terms include, semesters; trimesters; and summer terms. Non-standard terms include: blocks; intensive; and professional development.

This document is to be read in conjunction with the *University's Policy Glossary*.

Authorising Policy

The *Coursework Program Management Policy and Procedures Manual* has been developed under the authority of the *Coursework Program Management Policy*

1. Program Development

1.1. Nomenclature

Reflects the level and content of the program.

1.2. Rationale for Creating a New Program

New programs may be developed in response to the strategic directions of the University, or to market or student demand.

1.3. Planning a New Program

Any proposed new program must

- i. align with the strategic directions of the University as described in the current approved University Strategic Plan;
- ii. ensure a breadth of expertise and stakeholder input by the inclusion of external representatives in the program planning team;
- iii. ensure input from other Faculties which may be involved in or affected by the introduction of the new program; and
- iv. involve the University Services Division.

1.4. Business Plan and Profile

Any proposed new program requires a Business Plan that addresses:

- i. the expected level of demand for the program;
- ii. an assessment of the financial viability of the program; and
- iii. any similar offerings at other institutions.

All Business Plans associated with programs will be held in a central repository within the Program Tracking System.

1.5. Equity Groups

When Faculties are developing a program to attract applicants from a designated equity group, the program design should include a description of the specific strategies proposed in the areas of admission, program delivery and support. Equity groups include one or more of the following:

- i. Aboriginal and Torres Strait Islanders;
- ii. People from non-English speaking backgrounds;
- iii. People with a disability;
- iv. Women in non-traditional areas of study;

- v. People from rural and isolated areas; and
- vi. People from socio-economically disadvantaged backgrounds.

Student Support Services, Wollotuka Institute and Planning, Quality and Reporting (PQR) are available to provide information on specific target groups, as required.

1.6. Approval for Inclusion in the University's Profile

Any proposal for a new program must be approved by the Vice-Chancellor who will determine its viability and whether it is consistent with the profile of the University.

For postgraduate coursework programs requests for approval for inclusion in the Profile should be submitted to the Vice-Chancellor through the Deputy Vice-Chancellor (Academic and Global Relations).

The information required by the Vice-Chancellor includes:

- i. the Business Plan;
- ii. how the program will contribute to the University's Institutional Strategic Plan;
- iii. if a HECS funded program, an indication of which other programs will reduce their enrolments to accommodate the program;
- iv. expected enrolments for the first five years of the program; and
- v. the development of any strategic alliances required (eg, TAFE, Area Health Services, other universities).

This information and the Vice-Chancellor's approval should be included as an appendix to the submission to the Program and Course Approval Committee.

1.7. Approval of Academic Content

The academic content of new programs will be approved by Program and Course Approval Committee on behalf of Academic Senate.

The academic content of new courses associated with new programs will be approved by the relevant Faculty Board(s) and submitted to the Program and Course Approval Committee for approval and addition to the University's course availability list.

1.8. Program Documentation

The official program documentation is available in either:

- i. the Pro Forma¹; or
- ii. the Program Tracking System² (PTS).

¹ The Pro Forma is a MS Word Document used for the new and revised programs as well as existing programs: refer to the table above. These programs will remain in Pro Forma format and will not be stored in PTS. The Pro Forma contains hyperlinks to detailed background information to assist staff. Please click in the table for a Pro Forma template.

TABLE 1

ELICOS programs	Pro Forma
Enabling programs	Pro Forma
Undergraduate programs	Program Tracking System (PTS)
Postgraduate Coursework programs	Program Tracking System (PTS)
Honours programs	Program Tracking System (PTS)
Doctorates by Coursework programs	Program Tracking System (PTS)
Research Doctorate programs incorporating coursework	Program Tracking System (PTS)

Once a program has been approved by the Program and Course Approval Committee, selected data fields in the PTS will be used to populate the program eHandbook.

The eHandbook is the official record of program requirements available to students, the community and the Commonwealth Government.

1.9. Resourcing of Programs

The resourcing of programs is the responsibility of the Pro Vice-Chancellor of the relevant Faculty.

1.10. Fees

The setting of course fees is the Vice-Chancellor's responsibility.

1.11. Authority to Promote a New Program

Preliminary marketing of a new program is permitted, with appropriate disclaimers, to **domestic students and students studying off-shore only**, following approval of the academic content of the program by Program and Course Approval Committee (PCAC).

A proposed new award must be approved by Council and have received CRICOS registration prior to being marketed to international on-shore students.

² PTS is an online system used for reporting new programs and revised programs as well as existing programs. Staff will either:

- enter the data for a new program in PTS or
- find the existing active program in PTS and update the data for review or revision: refer to the existing approved Program information to assist with this process.

2. Structure of Coursework Programs

2.1. Program Listing

All coursework programs are listed in the relevant Award and Program Schedule to the Rules Governing Awards and Programs. The Award and Program Schedules also define the structure and requirements of coursework programs.

2.2. Program Components

2.2.1. Courses

Courses and course management are described in the Course Management Policy and procedure manual.

2.2.2. Major

A major is a sequence of courses, approved by the Academic Senate, which students may be required to complete as part of their undergraduate program. Majors approved by Academic Senate will be included on the official academic transcript.

Where a major is offered:

- a. in a 240 unit program it must contain at least 80 units but no more than 160 units comprising a sequence of compulsory and / or directed courses with at least 40 units at 3000 or 4000 level.
- b. in a 320 unit program it must contain of at least 80 units but no more than 240 units comprising a sequence of compulsory and / or directed courses with at least 40 units at 3000 or 4000 level.
- c. in a structured program, the major may not contain more than:
 - i. 20 units of core courses in a 240 unit program; or
 - ii. 30 units of core courses in a 320 unit program.

2.2.3. Double Major

A double major consists of two majors taken within a single program, each major must conform to the requirements described in the program documentation. A minimum of 60 units of courses, including at least 20 units at the 3000 or 4000 level, must be unique to each major.

2.2.4. Specialisation

A specialisation is a sequence of courses, approved by Academic Senate, which students may be required to complete as part of their postgraduate coursework program. Specialisations approved by Academic Senate will be included on the official academic transcript.

- a. where a specialisation is offered it must contain at least:
 - i. 20 units in a 40 unit graduate certificate;
 - ii. 40 units in an 80 unit graduate diploma; or
 - iii. 40 units in an 80 or 120 unit masters program.
- b. a specialisation may not include any undergraduate courses.

2.2.5. Compulsory Program Components (CPC)

A compulsory program component is a course or other element in a program which is:

- a. defined as compulsory in the approved program documentation and included in the eHandbook entry;
- b. either graded or ungraded; and
- c. required to be completed satisfactorily to either progress in the program or satisfy program requirements.

Compulsory program components are typically elements which have a requisite associated with a placement or activity. This definition does not include core courses in the program.

2.3. Delivery of Content

If a program is offered in different modes or locations the student outcomes must be the same.

- i. Modes
 - a. Face to Face
 - b. Distance
 - c. Online
 - d. Mixed Mode, a combination of a-c, above.

The mode of delivery of a coursework program, and the courses within a program, may differ between locations of offer.

- ii. Locations

The University of Newcastle is a multi-campus institution and the Vice-Chancellor is responsible for the approval of locations of offer.

- iii. Academic Terms

In accordance with the Rules Governing Admission and Enrolment, all term dates (standard and non-standard) must be approved by Academic Senate.

2.4. Maximum Time for Completing a Program

- a. The maximum time for completing each program is described in the Rules Governing Awards and Programs and detailed in the relevant Schedule.
- b. Under ESOS legislation an international student visa holder must complete within the 'expected duration of their Confirmation of Enrolment'. This means they must complete within the minimum duration specified unless they have compassionate or compelling circumstances or are on an intervention plan.

2.5. Professional Accreditation

Where relevant, the Faculty will be responsible for the establishment and maintenance of professional accreditation for its approved programs.

The professional accreditation of a program will only be promoted following the receipt of written advice from the accrediting authority by the University through the Pro Vice-Chancellor of the relevant Faculty.

Professional accreditation will be noted by the Program and Course Approval Committee on behalf of Academic Senate.

3. Equity and Support

3.1. Equitable Access

Academic Senate supports the University's commitment to providing equitable access through enabling programs offered to Australian and international students. The content, skill development, confidence building and induction to University culture delivered by these programs provide a high quality preparation for University study. Programs offered include Open Foundation, Newstep, International Foundation, Yapug and a range of English language courses.

3.2. Learning Support

a. Managing Diversity

Students with special needs admitted to a program are required to complete the requirements of that program (with reasonable adjustments if required).

When a student is accepted into a program, the Faculty (in liaison with the Student Support Unit) is responsible for providing any reasonable accommodations necessary to allow the student to complete the program. Refer to the *Students with a Disability Policy* [000334] for further information.

b. Learning Development

The Centre for Teaching and Learning is responsible for the development and implementation of strategies to support and engage student learning.

3.3. Scholarships

The University offers a variety of Scholarships to support students and provide access to our programs. Refer to the *Rules Governing Postgraduate Research Scholarships* [000307] and the *Rules Governing University Undergraduate Scholarships* [000312].

4. Learning Outcomes, Graduate Attributes and Generic Skills

4.1 Learning Outcomes

Learning Outcomes at the University of Newcastle are integral to the program design of all coursework programs. They express the knowledge, skills and the application of knowledge and skills that a student will acquire as a consequence of completing their program. Graduates should be aware of the learning outcomes to be acquired during the completion of their studies. At the program level, learning outcomes include the graduate attributes and generic skills.

Each course will also have learning outcomes, assessed during the course, and contributing to the overall learning outcomes for the program.

4.2 Graduate Attributes

The University identifies three broad domains of attributes for its graduates. These attributes reflect the University's scholarly values in relation to teaching and research, the employability of its graduates and its partnerships with the community. They continue to support the intent of the University: "to make a difference in people and society by preparing graduates who are lifelong learners...(and) who contribute to society by being adaptable, critical and global citizens" (Building Distinction: Strategic Plan 2007-2011).

The domains of attributes are generic to all undergraduate programs and defined as follows:

4.2.1 Professionalism: an attitude or stance towards work and activity.

Graduates of the university, through well-founded knowledge and skills within their fields of study will be enabled to act professionally with honesty and integrity within a global context. They will have the capacity to act effectively and ethically in decision-making and problem-solving and to work both autonomously and collaboratively. They will have the ability to respond effectively to change, and to seek continuous improvement in practice.

4.2.2 Community responsiveness: an attitude or stance towards society.

Graduates will be enabled to play effective and responsible roles as members of local, national and global communities. They will have a capacity for perspective forming and an appreciation of the philosophical and social contexts of their disciplines. They will have the ability to engage in constructive public discourse to sustain communities.

4.2.3 Scholarship: an attitude or stance towards knowledge and learning.

Graduates of the university will have a scholarly attitude towards knowledge and learning, demonstrated in a commitment to the expansion of knowledge and a respect for intellectual integrity and the ethics of scholarship. As scholars with an

international perspective, they will be enabled to apply logical, critical and creative thinking to the advancement of knowledge and understanding through a capacity for rational enquiry and self-directed learning. They will be able to communicate their knowledge effectively.

4.3 Generic Skills

Within each of these overarching attributes is a combination of six overlapping clusters of skills and abilities:

- 4.3.1 **Oral and written communication:** Graduates of the University will utilise and value oral and written communication as tools for negotiating, creating, interacting, relating to others, supporting new understanding, and furthering their own learning. Where proficiency in oral communication is not demonstrable an alternative approach will be identified to achieve this skill;
- 4.3.2 **Teamwork:** While graduates of the University are able to work independently, they also understand and recognise the importance of collaboration and being a reliable, committed, responsible and productive team member;
- 4.3.3 **Information literacy:** Graduates of the University are able to locate, analyse, evaluate and synthesise information from a wide variety of sources;
- 4.3.4 **Ability to use technology:** Graduates of the University are proficient in the appropriate use of contemporary technologies and are adaptable to emerging technologies within their disciplinary context;
- 4.3.5 **Problem solving:** Graduates of the University are curious and imaginative thinkers with a desire to meet new challenges and uncover creative solutions; and
- 4.3.6 **Ability to critically analyse:** Graduates of the University will question existing knowledge by identifying, defining, analysing and resolving problems. Our graduates have the curiosity to explore, create, be imaginative when presenting alternative solutions.

4.4 Mapping Learning Outcomes

The domains of graduate attributes and the cluster of skills and abilities will be mapped and integrated into the teaching and assessment of all undergraduate programs. Their gradual development will be monitored, and documented by the Program Convenor in the Annual Program Report.

4.5 Auditing – Learning Outcomes

The Program and Course Approval Committee will oversee and monitor program compliance with Graduate Attributes and Generic Skills for all undergraduate programs offered by the University.

5. Engaged Learning

5.1. Exchange

Student Exchange provides students with an opportunity to study overseas and to receive credit in their degree program at the University of Newcastle for the volume of learning undertaken. The University has reciprocal student exchange agreements with various international institutions, also enabling international students to study with the University for a single term or a whole year. University of Newcastle students who study overseas on exchange are currently eligible to retain Commonwealth support for the duration of the overseas study.

5.2. Study Abroad

Study abroad is a formal arrangement between the University and partner overseas universities which send students to study in Australia for a single term or a whole year and credit that study to the students' home degrees. Each student's study plan is agreed with their own institution and a tuition fee paid prior to their arrival in Australia.

5.3. Placement

A placement means a clinical placement, practicum, internship and any similar form of professional, industrial or vocational experience included in a course or program, in which students are:

- a. assessed; and/or
- b. awarded a grade; and/or
- c. required to complete for an award of the University.

5.4. Work Integrated Learning (WIL)

Work Integrated Learning is the term used to describe educational activities that integrate theoretical learning with its application in a workplace, profession, career or future employment. WIL is now available for a broad range of undergraduate programs. In some instances WIL may be recognised through assessment and credit.

The WIL experience can be off or on campus, real or simulated, depending on the discipline area, but must involve clearly stated outcomes and assessment and be consistent with quality teaching and learning.

6. Academic Program Pathways, Credit and Articulation

6.1. Academic Program Pathways

Academic Senate supports the University of Newcastle's commitment to lifelong learning and recognises the need to maximise the credit students can gain for learning already undertaken.

The information on credit and articulation below outlines the requirements for the assessment and granting of credit and the development and approval of institutional articulation arrangements. It must be read in conjunction with the Credit and Articulation Procedure [000862] and the credit provisions of the Schedules to the Rule Governing Awards and Programs, Recognition of Prior Learning Policy [000282], and the Education Services for Overseas Students (ESOS) Act 2000 (Cth) and National Code for Registration Authorities and Providers of Education to Overseas Students - which it supports.

6.2. Credit

- 6.2.1.** Provisions regarding the granting of credit within undergraduate and postgraduate coursework programs are stipulated in the relevant Award and Program Schedule to the *Rule Governing Awards and Programs*.
- 6.2.2.** Eligibility for credit will be determined on the basis of the University's assessment of an individual's application and information they have provided about prior study or learning.
- 6.2.3.** Existing credit transfer agreements will be honoured for the life of those agreements.
- 6.2.4.** All new credit transfer agreements must be developed in accordance with the AQF Qualifications Pathways Policy³ using the following as the basis of negotiations:
- 50% credit for an Advanced Diploma or Associate Degree linked to a 3 year Bachelor Degree
 - 37.5% credit for an Advanced Diploma or Associate Degree linked to a 4 year Bachelor Degree
 - 33% credit for a Diploma to a 3 year Bachelor Degree
 - 25% credit for a Diploma to a 4 year Bachelor Degree.
- 6.2.5.** Specified credit will generally be granted for the successful completion of a specific course or courses where there is substantial overlap of content, as

³ Australian Qualifications Framework – Qualifications Pathways Policy July 2011, page 77, section 2.1.10.
000967-v01 Program Management Policy and Procedure Manual – Coursework – As approved by Academic Senate 3 August 2011
Refer to the Policy Library for the current official version

determined by the Faculty, and where the level is deemed to be equivalent to a University of Newcastle course or courses.

- 6.2.6.** Unspecified credit will generally be granted for the successful completion of courses deemed to be at an appropriate level and in an appropriate field of study.
- 6.2.7.** Credit will not be granted for courses awarded:
- i. a terminating pass; or
 - ii. conceded pass; or
 - iii. equivalent pass; or
 - iv. fail grade.
- 6.2.8.** Where specified credit has been approved, such approval may be used as a precedent for the awarding of that credit in matching circumstances for three years, subject to any guidelines approved by the relevant Pro Vic-Chancellor.
- 6.2.9.** Credit precedents will be stored in the Credit Application Tracking System (CATS) for the term of their currency and may be applied by the Pro Vice-Chancellor (or nominee) or the relevant Program Officer.
- 6.2.10.** The Pro Vice-Chancellor as Chair of the Faculty Board may approve guidelines for the granting of credit towards courses within programs for which they have responsibility, ensuring such guidelines are compliant with the policies established by Academic Senate for the granting of credit. Faculty guidelines may include:
- i. provisions relating to currency of courses;
 - ii. limitation on the use of precedence deemed appropriate by the Faculty;
 - iii. limitations on the granting of credit for particular programs.
- 6.2.11.** The Pro Vice-Chancellor of the Faculty (or nominee) may grant credit for courses and awards completed at:
- i. Australian higher education institutions;
 - ii. recognised overseas tertiary institutions;
 - iii. registered private providers of accredited tertiary education courses;
and
 - iv. Vocational Education and Training providers.

6.2.12. The Pro Vice-Chancellor of the Faculty (or nominee) may grant credit for courses and awards completed as part of an articulation, cross-institution studies, study abroad or exchange agreement.

6.3. Articulation Arrangements

6.3.1. In accordance with the *Rules Governing Awards and Programs*, the Pro Vice-Chancellor of the Faculty may approve articulation arrangements with recognised overseas tertiary institutions, registered private providers of accredited tertiary education courses, and the Vocational Education and Training sector.

6.3.2. Private Registered Training Organisations (RTO) and private VET Colleges wishing to have credit articulation arrangements with the University of Newcastle will need to lodge an application for approval.

6.3.3. The Academic Registrar (or nominee) will refer all such applications to the relevant Pro Vice-Chancellor who will make a determination as to whether the University will proceed with the application, and will advise the RTO of the outcome.

6.3.4. Where articulation arrangements have been approved they may be applied by the relevant Program Officer without additional approval.

6.3.5. Approved articulation arrangements must be reported by the Pro Vice-Chancellor to the Academic Registrar for inclusion in the Credit Application Tracking System (CATS).

6.4. Appeals Against Decisions on Credit

6.4.1. The University offers the right of appeal against decisions on credit.

6.4.2. An appeal must be lodged in writing within ten working days of the date of notification of the outcome of the application for credit and must state the grounds for appeal.

6.4.3. The President of the Academic Senate will determine the outcome of the appeal in consultation with the relevant responsible officers.

6.4.4. An appellant will be notified in writing of the outcome of the appeal within twenty working days of the date of lodgement of the appeal.

6.4.5. Appellants will also have access to the University's Complaints Resolution Policy.

7. Management and Quality Assurance

7.1. Program Convenor

7.1.1. Definition and Appointment

A “Program Convenor” is the academic staff member of the University appointed by the Pro Vice-Chancellor (PVC) of a Faculty with overall responsibility for the management and quality of a program (and the courses offered within that program) leading to an award of the University. The Program Convenor may be a Head of School, Head of Discipline or an academic appointed specifically for the task, depending on the structure of the Faculty.

- i. each program is required to have a duly appointed Program Convenor;
- ii. where more than one Faculty is involved (for example, combined programs) the appointment of the Program Convenor should be based on decisions of the relevant PVCs;
- iii. where a program is offered on a number of campuses the PVC may appoint Assistant Program Convenors for each campus to assist the Program Convenor;
- iv. a Program Convenor will typically be an academic at a Level C or above;
- v. the PVC will determine the term of office of a Program Convenor at the time of the appointment. The usual term of office for a Program Convenor will be two years;
- vi. the PVC may designate an alternate to act as Program Convenor in the absence of the appointed staff member;
- vii. the Program Convenor must be appointed at least 6 weeks prior to the start of any teaching period; and
- viii. each PVC will maintain a list of Program Convenors within their Faculty as a quality assurance mechanism when managing programs.

7.1.2. Roles & Responsibilities

The management and quality of existing programs are primarily the responsibility of the Program Convenor with support from the relevant PVC and Head(s) of School.

- i. Program Management.

A Program Convenor as Chair of the Program Management Group is responsible for:

- a) writing the Annual Report on Program(s) for submission to first Faculty Board in a year, refer to clause 7.4 Program – Annual Program Reports;
- b) overseeing the development of the documentation required for an external review of the program, refer to clause 8 External Program Review; and
- c) any other program related activity as required by the PVC of the Faculty in which the program exists or is the lead faculty for a combined degree.

7.1.3. Program Quality

The Program Convenor is responsible to the PVC for program conduct, quality and performance and thus will be responsible for:

- i. assisting the Head(s) of School to ensure:
 - the quality and accuracy of course outlines and other materials used in the program; and
 - adequate staffing and resourcing of courses within the program
- ii. assisting with course coordinators for core courses to ensure congruency of assessment tasks with the learning objectives, and that the instructions, requirements and criteria are clear, appropriately weighted and timed;
- iii. supporting peer review of teaching into the program;
- iv. ensuring that content meets the graduate attributes of the program, and that course objectives are consistent with program objectives;
- v. identifying possible issues in students' timetables;
- vi. monitoring the program and addressing issues which may affect student success;
- vii. monitoring program performance including admission criteria, rates of attrition, progression, any articulation arrangements and professional or accreditation requirements; and
- viii. regularly reviewing and evaluating the performance of the program in accordance with University policy.

7.1.4. Student Matters

Program Convenors are responsible for contributing to the experience of students in the program and thus for:

- i. engaging with students and providing an approachable and supportive environment;
- ii. endorsing aspects of a student's program of study if an amended program is required;
- iii. providing recommendations on matters pertaining to the progress of students through the program, in consultation with the relevant Course Coordinators;
- iv. facilitating active engagement by relevant academic staff in student orientation and transition activities for the program;
- v. developing effective means of communicating with students about the program and being responsive to their feedback. This should include meeting with students from the program at least once per teaching term in an environment enabling informal input and general group discussion (including face to face or online discussion forums);
- vi. considering applications for credit and articulation in accordance with the Course coordinator and the University Policy; and
- vii. keeping appropriate written or electronic records of advice provided to students.

7.2. Program Management Groups

All programs will be required to have a Program Management Group. The Generic Program Management Group Terms of Reference are available as Appendix 1 to this document.

7.3. External (Professional or Industry) Advisory Groups

Each program or suite of programs (i.e. cluster of coursework programs from the same discipline or program area) with Professional Accreditation will be required to have an External (Professional or Industry) Advisory Group. The Generic External (Professional or Industry) Advisory Group Terms of Reference are available as Appendix 2 to this document.

7.4. Programs – Annual Program Reports

An annual program report on the performance of each academic program over the previous year will be prepared for the relevant Faculty Board by the Program Convenor. The annual program report for each program will usually be submitted to the first Faculty Board meeting of the year following delivery.

To promote efficiencies and to achieve the best outcome from the review process, programs that are similar in nature should be reported in a single document. Programs

are not required to produce an annual report in the year an external program review is scheduled.

- a. Using the annual program report template (Appendix 3), the report will be produced by the Program Convenor in liaison with relevant academics and Faculty and School administrative staff.
- b. The annual program report will highlight successes, areas for improvement and potential development. It will also contain an action plan outlining actions to be undertaken to address the goals and issues identified within the report.
- c. The annual program report will be evidenced based and include supporting data. For example data indicating student demand, success and satisfaction levels.
- d. Current student and graduate data can be obtained by the Faculty from the Program Performance Report (PPR) and in the Program and Core Course Reports which will be provided by Planning, Quality and Reporting (PQR) annually. Other relevant data not available in these reports may be requested from PQR.
- e. Following the submission of each annual program report to the relevant Faculty Board, the Pro Vice-Chancellor of the relevant Faculty must submit a summary report for all programs offered by the Faculty including any action plans to the Program and Course Approval Committee for consideration.
- f. A copy of the each annual program report will be forwarded to PQR after submission to the relevant Faculty Board. PQR will monitor the implementation of any actions highlighted in the annual program reports for reporting to the Program and Course Approval Committee.
- g. Annual program reports will be retained by the University through Records Management Office for use in external program reviews.
- h. The Program and Course Approval Committee will provide an annual summary report on the annual program reports usually to the second meeting of the Academic Senate of the year.

7.5. Student Feedback on Programs and Courses

The University uses a number of surveys designed as indicators of learning and teaching practices from the student perspective. They are an important source of information to inform individual teaching practice, decisions about teaching duties, as well as program and course curriculum design. They also enable the University to assess how effectively its learning environments and teaching practices facilitate student engagement and learning outcomes.

7.5.1. Student surveys currently used by the University include:

- i. Student Feedback on Programs (SFP);
- ii. Student Feedback on Courses (SFC);
- iii. Student Feedback on Teaching (SFT);
- iv. Student Feedback on the University of Newcastle (SFUN);
- v. Australian Graduate Survey (AGS);
- vi. Australasian Survey of Student Engagement (AUSSE); and
- vii. Commencing Students Survey.

7.5.2. Implementation and evaluation of Student Feedback

The Planning, Quality and Reporting (PQR) Unit is responsible for the implementation, evaluation and management of surveys in the University.

8. External Program Reviews

A program review is the formal appraisal by a group of academic and professional experts and stakeholders of the quality, currency and sustainability of an academic program or programs.

All external program reviews will be conducted by an External Review Panel in accordance with the provisions listed below.

The Academic Senate and the University's quality enhancement framework require that every program in the University is externally reviewed in a seven-year period. The cycle of external program reviews is approved by Academic Senate.

Within the External Program Review process Academic Senate requires that:

- a. each external program review addresses the External Program Review - Terms of Reference, which may be extended to include other foci relating to the program(s) under review.
- b. the external program reviews process be transparent and clearly documented.
- c. where programs are offered in more than one location (including onshore and offshore) a single external program review is undertaken. This single review will consider the comparability of quality and learning experiences.
- d. where appropriate, external program reviews may be linked to a professional accreditation review and conducted within a shorter timeframe than the seven year period prescribed by Academic Senate.
- e. the relevant Faculty produces a Program Self-Review Report prior to an external program review. This Program Self-Review Report will be provided to the External Review Panel as background for each program and the Faculty's plans for it.
- f. the Faculty ensures the timely implementation of Program and Course Approval Committee approved review reports and agreed outcomes. This will be monitored by the Program and Course Approval Committee, with the assistance of Planning, Quality and Reporting (PQR). The Faculties will be required to report regularly to the Program and Course Approval Committee as outlined in in the following sections.
- g. all external program review documentation, annual program reports, Faculty responses and action plans are retained by the University in the Records Management Office.

8.1. Initiating the Review

- 8.1.1.** Programs that are similar in nature (including undergraduate and postgraduate) should be reviewed simultaneously as this may promote efficiencies and achieve the best outcome from the review process. Core, compulsory and directed courses offered within the program(s) must also be reviewed at the same time.

- 8.1.2.** Wherever relevant and/or practical, external accreditation documentation can be used to support the review process, as it will likely contain much of the required information.
- 8.1.3.** At the commencement of the review process the Centre for Teaching and Learning will offer training to Faculty staff involved in the review.
- 8.1.4.** The consultation, data collection and analysis process should begin at least one year prior to the scheduled review.
- 8.1.5.** A Call for Submissions will be forwarded by the Deputy Vice-Chancellor (Academic and Global Relations), with the assistance of PQR, to all staff and students and other relevant stakeholders of the program.
- 8.1.6.** Non-confidential submissions are included in the program documentation compiled and distributed by the relevant Faculty Quality Assurance, Teaching and Learning Officer.
- 8.1.7.** Confidential submissions are distributed to the External Review Panel by PQR during the review visit and collected at the conclusion of the review.

8.2. External Review Panel Membership

- 8.2.1.** The External Review Panel must comprise no less than seven members, including four external to the University, consisting of at least one:
 - i. employer from a related industry/service;
 - ii. senior academic teaching in a related field at another University;
 - iii. graduate of the program(s);
 - iv. an indigenous representative, nominated by the Director, Wollotuka Institute;
 - v. member of the University's Academic Senate who is not teaching into the program(s) (who will usually chair the review);
 - vi. senior member of the University Services Division, nominated by the Deputy Vice-Chancellor (Services); and
 - vii. member of the Centre for Teaching and Learning, nominated by the Director, Centre for Teaching and Learning.
- 8.2.2.** The Chair will be appointed by the Pro Vice-Chancellor from among the senior academic members of the External Review Panel.
- 8.2.3.** The Director of Planning, Quality and Reporting (PQR) will appoint a member of PQR to act as secretary.

8.3. Role of Chair of the External Review Panel

8.3.1. The Chair of the External Review Panel will:

- i. chair the External Review Panel meetings, ensuring all Terms of Reference for that external program(s) review are adequately addressed;
- ii. ensure that all members of the External Review Panel have equal and fair opportunity for input; and
- iii. compile the review report in consultation with External Review Panel members, within the prescribed 6 week timeframe (as per clause 8.4.1. iii).

8.4. Role of External Review Panel members

8.4.1. The External Review Panel will:

- i. review the documentation supplied to them. This will be forwarded to members by the relevant Faculty within four weeks prior to them visiting the University;
- ii. conduct interviews with the Program Convenor(s), students, members of staff involved in teaching in the Program(s) and any other person or people relevant to the External Review Panel's deliberations; and
- iii. report the finding of the external program review to the relevant Pro Vice-Chancellor(s) no more than six weeks following the completion of the review visit.

8.5. Post-Review Actions

8.5.1. The external program review report will be sent to the relevant Pro Vice-Chancellor for checking of errors no later than 6 weeks following the External Review Panel meeting.

8.5.2. The revised and agreed report is circulated to the Faculty for the development of a Faculty response and action plan. The Faculty action plans are to be developed no later than 6 weeks following receipt of the final report (Appendix 8). These are forwarded to Program and Course Approval Committee for approval and PQR for noting and subsequent follow-up.

8.5.3. PQR, with the assistance of the Centre for Teaching and Learning, will liaise with Faculties to assist with the implementation of the action plan, track progress against timelines and share good practices across the University.

8.5.4. Faculties, with the assistance of PQR, will forward annual reports to Program and Course Approval Committee as to the progress of implementation of review outcomes.

8.5.5. External program review outcomes will be communicated to stakeholders, including students, staff, industry, professional and community bodies, and the External Review Panel. This will include, among other strategies:

- i. A brief summary of the external program review report being placed on the Faculty website within two weeks of the approval of the report. This is to be facilitated by the Program Convenor and approved by the appropriate PVC or delegate.
- ii. A summary of the Faculty response and action plans placed on the Faculty website within four weeks of its approval by the Program and Course Approval Committee.
- iii. The Program and Course Approval Committee will provide advice to Academic Senate on the status of the Faculty Response and Action Plans.

8.6. Role of Pro Vice-Chancellor

8.6.1. The Pro Vice-Chancellor of the Faculty is responsible for:

- i. ensuring the relevant Faculty staff coordinate the review visit schedule.
- ii. ensuring that external program reviews occur in accordance with the Academic Senate approved cycle of review;
- iii. approving the Program Self-Review Report and providing this report to PQR no less than five weeks prior to the external program review;
- iv. approving the terms of reference for the review in consultation with relevant stakeholders, President of the Academic Senate and Deputy Vice-Chancellor (Academic and Global Relations);
- v. approving of the final composition of the External Review Panel including appointing the Chair;
- vi. forwarding the final Review Report, together with the draft response and action plan to the Faculty Board(s), via the Faculty Teaching and Learning Committee, then to the Program and Course Approval Committee for approval;
- vii. ensuring the communication of review findings to stakeholders, including students and staff of the program, via website, forums and other means. Where more than one Faculty contributes to a program the Pro Vice-Chancellor of the Faculty which owns the program will have overall responsibility for the review;
- viii. ensuring that the Faculty implements the approved action plan.

8.7. Documentation Required for the External Program Review

The following information is to be prepared by the relevant Faculty(ies) and provided to PQR at least five weeks ahead of the panel visit for checking. It will be subsequently forwarded to the External Review Panel at least four weeks prior to their visit to the University by the Faculty responsible for a program.

8.7.1. Program Self-Review Report

- i. An executive summary of the program, as per the University supplied template, supported by the documentation requested below, to be facilitated by the Program Convenor and/or other relevant persons and approved by the Pro Vice-Chancellor. (Appendix 5)

8.7.2. Supporting Documentation (*provided by PQR to the faculties as required or requested*)

- i. The latest Program and Core Course Report, which contains trend data on demand, student success, attrition and retention. In generalist programs course reports will be organised by discipline or major.
- ii. The previous external program review and subsequent actions and progress on their implementation (where possible).
- iii. Analysis of the alignment of course objectives with content, teaching, learning and assessment methods and graduate capabilities in existing and proposed core and directed courses. In the case of generalist programs, this would include representative examples from the majors and disciplines. The Course Alignment template is attached to assist with this (Appendix 6).
- iv. Program Handbook entry.
- v. Submissions (non-confidential): staff, service centres (including the Library), industry and other community stakeholders. Confidential submissions will be distributed by the external program review secretary during the review visit and collected at the conclusion of the external program review.
- vi. The accreditation report (where relevant), if undertaken since the last review, and subsequent actions and progress on their implementation.
- vii. The last three annual program reports.
- viii. A table indicating recent and relevant School linkages with industry, the community, and/or other non-University bodies/groups to ensure program relevance and/or currency.

8.7.3. Student Feedback (*provided by PQR to the faculties as required or requested*)

- i. Student submissions and results from focus groups, if undertaken.
- ii. Summary results for the last three years from the Student Feedback on Courses (SFC), formerly known as Student Evaluation of Courses (SEC), for core, compulsory and directed courses.
- iii. Latest Student Feedback on Programs (SFP) reports, formerly known as the Composite Student Questionnaire (CSQ).

8.7.4. Other Student Survey Data (*provided by PQR to the faculties as required or requested*)

If not included in Annual Program Reports, the latest Australian Graduate Survey Data (AGS) data, including Course Experience Questionnaire (CEQ) and Graduate Destination Survey (GDS) data on the employment status and salary range of graduates.

8.7.5. Staffing profile and governance

- i. A breakdown of academic staff, indicating student staff ratios and ratios of fulltime versus sessional /casual staff.
- ii. Complete the Staffing Profile Template (Appendix 7), to provide a list of ongoing academic staff, indicating courses taught and other responsibilities, qualifications, published research outputs and grants for the previous five years and professional development activities related to improving their teaching OR attach individual resumes with this information.
- iii. List key support (administrative) staff positions and their roles/responsibilities.

8.7.6. Other Information

- i. Any additional information considered relevant for the evaluation of the program(s).
- ii. Summary comment on similar offerings at other institutions.

8.7.7. The External Review Panel should invite contributions from persons with particular expertise not represented on the External Review Panel to assist in its deliberations.

9. Student Progression

Secretaries' note: Section 9 – Student Progression is currently under review. To review the latest iteration or provide feedback on the current process please contact policy@newcastle.edu.au

In accordance with the *Rules Governing Awards and Programs* a student is expected to maintain a reasonable rate of progression throughout their program. This section has been developed to ensure appropriate monitoring and support for the timely completion of a degree.

9.1. Identifying Students *at Risk*

Students will be deemed to be *at risk* and unable to maintain a satisfactory rate of progress if they have undertaken more 40 units of coursework and then either:

- i. failed more than 50% of units attempted in a subsequent term; or
- ii. failed a compulsory program component (CPC).

9.2. Managing Students *at Risk*

a. Student Administration will:

- i. identify *at risk* students as soon as possible after the release of official examination results in a term;
- ii. record *at risk* status against a student record within the student system;
- iii. email *at risk* students and also supply a hard copy letter from the Deputy Vice-Chancellor (Services) including the following information:
 - indication of why they are described as *at risk*;
 - identification of remedial actions students should take;
 - advice about assistance and support; and
 - a warning that failure to improve their academic performance in the subsequent term will result in a formal requirement to explain why actions, including suspension or exclusion from the program, should not be taken.
- iv. supply the Assistant Academic Registrar of the Faculty (or nominee) with a list of the relevant students.

- b. Assistant Academic Registrars (or nominees) will ensure that this information is distributed to the Program Convenors for information and action as required.

9.3. Identifying Students who are Required to *Show Cause*

- a. Students who continue to be *at risk* in a subsequent term in which they are enrolled are required to *show cause* to their Faculty Progress and Appeals Committee as to why they should not be excluded from the program.

An *at risk* student will be required to *show cause* if they satisfy one or more of the following criteria:

- i. failure in more than 50% of the courses attempted in two consecutive terms of study, regardless of program and any intervening periods of absence including leave of absence, suspension, exclusion, non-enrolment;
- ii. withdrawal without failure from 50% or more of courses;
- iii. failure in the same compulsory program component (CPC) for a second time, regardless of the period lapsed.

These students will be identified by the student system as continuing to be *at risk* of failing to maintain satisfactory progress.

9.4. Managing Students who are Required to *Show Cause*

9.4.1. Student Administration will:

- a. identify students who continue to be *at risk* as soon as possible after the release of official examination results in a term;
- b. record the continuing *at risk* status against a student record within the student system;
- c. email continuing to be *at risk* students and supply a hard copy letter from the Deputy Vice-Chancellor (Services) via express post and including the following information:
 - i. an explanation of why they are described as continuing to be *at risk* of failing to maintain satisfactory progress;
 - ii. a formal request to show cause as to why they should not be suspended from the program;
 - iii. the requirement for an *at risk* student to respond to the *show cause* letter in writing (ie in hard copy, by fax or by email) within the time period set out in the letter;
 - iv. a pro-forma *show cause* appeal document;
 - v. advice that failure to *show cause* will lead to automatic suspension from the program for a period of one calendar year; and

- vi. information as to who a student should contact for assistance and advice about any aspect of lodging a *show cause* appeal.
 - d. supply the Assistant Academic Registrar of the Faculty (or nominee) with a list of the relevant students;
 - e. ensure that students who fail to comply with the requirements to submit a *show cause* appeal within the prescribed period will be suspended from the program for a period of one calendar year.
- 9.4.2.** Assistant Academic Registrars (or nominees) will ensure that information is distributed to the Program Convenors for information and action as required.
- 9.4.3.** *At Risk* students will:
- a. submit a *show cause* appeal addressed to the Chair of the Faculty Progress and Appeals Committee within the prescribed time period, including the following:
 - i. an explanation for their poor academic performance including supporting documentary evidence;
 - ii. information about the remedial action that they have undertaken since first being advised of their *at risk* status; and
 - iii. strategies that they plan to follow to improve academic performance, if permitted to continue.
 - b. *be subject to the sanctions outlined in Clause 9.5.1 (b) if they fail to respond to a show cause request.*
- 9.4.4.** The Faculty Progress and Appeal Committee will:
- a. convene to consider the *show cause* appeals submitted by *at risk* students;
 - b. interview students who have elected to attend the committee hearing in person or by teleconference (where distance is an issue);
 - c. permit students to be accompanied by a support person, noting that the support person will have no right of speech, except at the invitation of the Chair;
 - d. make a determination based on each student's previous academic record and the information provided by them;
 - e. advise the student of their decision within fourteen days of the committee; and
 - f. endeavour to resolve all *show cause* appeal hearings by the end of the second week of the relevant term.

9.5. Outcome of *Show Cause* Appeals

9.5.1. The Faculty Progress and Appeals Committee is authorised by Academic Senate to resolve *show cause* appeal hearings on its behalf.

The Faculty Progress and Appeals Committee may determine that:

- a. a student has attempted to address their poor academic performance and the Committee may resolve to permit the student to either:
 - i. continue in the program; or
 - ii. continue in the program with specified conditions on enrolment;
- b. a student is failing to make satisfactory progress and the Committee may apply one of the following sanctions:
 - i. suspend the student from the program or Faculty for a specified period;
 - ii. exclude the student from the program or Faculty for a specified period.

9.5.2. The Secretary to the Faculty Progress and Appeals Committee will:

- a. provide official notification of the outcome of the *show cause* appeal hearing by email and a hard copy letter sent via express post.

9.5.3. The Pro Vice-Chancellor will:

- a. report annually to the Academic Senate on the decisions of the Faculty Progress and Appeals Committee; and
- b. recommend strategies to support student progression as appropriate.

9.6. Appeals Against Faculty Progress and Appeals Committee Outcomes

9.6.1. The Student Progress Sub-Committee is authorised by Academic Senate to review outcomes and decisions made by a Faculty Progress and Appeals Committee for students who have been required to *show cause*.

- a. In hearing an appeal, the Student Progress Sub-Committee may either determine that the Faculty Progress and Appeals Committee:
 - i. has followed due process and confirm the decision made by the Committee;
 - ii. has not followed due process and request that the Chair of the Committee reconsider the original *show cause* appeal;

- iii. may not have followed due process and request that the Pro Vice-Chancellor (Academic), in consultation with the Pro Vice-Chancellor of the Faculty, make the final decision.
- b. The Student Progress Sub-Committee will ensure that appeals are considered within ten working days of receipt, to allow students time to make decisions about their program of study.

9.6.2. Student appeals must be:

- a. made in writing (either in hard copy or by email);
- b. addressed to the Chair, Student Progress Sub-Committee; and
- c. provided within ten working days of the receipt of the official notification from the Faculty Progress and Appeals Committee.

10. Amendments to Programs

10.1. Major Program Revision

10.1.1. A major revision to an existing coursework program is any change that:

- a. may require additional resources from the Faculty, the University or support areas;
- b. requires consultation external to the University;
- c. has an impact on academic content including the addition or deletion of an undergraduate major or postgraduate specialisation;
- d. requires a change to the name of an award (with no change to the course content);
- e. alters the core or compulsory course lists;
- f. alters program requirements (this includes the requirement to complete compulsory program components or compulsory course components);
- g. may affect professional accreditation;
- h. alters the attendance pattern or mode of offer of an existing program (e.g. external/off shore, on line); or
- i. is deemed by the Pro Vice-Chancellor of the relevant Faculty to be a major revision.

10.1.2. Approval of major revisions

Major revisions to academic programs must be submitted on the Program Tracking System (PTS) Executive Report and be approved by the Program and Course Approval Committee under the authority of Academic Senate.

10.1.3. Notifying staff and students

The Assistant Deans, Teaching and Learning, and the Program Convenor of the program working with the Assistant Academic Registrar will be responsible for notifying relevant Faculty(ies), the Academic Registrar, other relevant staff and students of any impact caused by a major revision.

10.1.4. Impact on students

As per Clause 13.2 of the Rules Governing Awards and Programs, continuing students will not be disadvantaged by a program revision.

10.1.5. Discontinuation of a program

The approval authority for the discontinuation of a program is contained in the Rules Governing Awards and Programs.

10.2. Minor Program Revisions

10.2.1. A minor revision to an existing coursework program is any change that:

- a. has minimal impact on academic content;
- b. do not impact the mode of delivery of a program;
- c. involves changes to the Program Tracking System (PTS) that do not impact on the program delivery, including amendments to the following PTS text fields;
 - Program Description
 - Why Study With Us
 - Professional Recognition
 - Career Opportunities
 - Additional Information
 - Accrediting Body
 - Transition Requirements
 - Articulated Credit Transfer
 - Admission Requirements
 - International Students
 - Students with Special Needs
- d. involves the addition and/or deletion of a course(s) to a directed course list;
- e. includes a variation to program sequence (e.g. variation in program offerings);
- f. changes the nomenclature of a course(s) in a program (with no change to award title);
- g. changes the CRICOS and/or UAC codes; and
- h. changes the descriptors used for marketing purposes.

10.2.2. Implementation of Minor Revision

The Quality Assurance, Teaching and Learning Officers will be responsible for the implementation of a minor revision.

10.2.3. Approval of minor revision

As per the Rules Governing Awards and Programs, minor program revisions are approved by the Program and Course Approval Committee (PCAC) and may be

submitted on a standard committee coversheet. A PTS Executive Report is not required.

10.2.4. Notifying staff and students

The Assistant Deans, Teaching and Learning will be responsible for notifying relevant Faculty(ies), the Academic Registrar, other relevant staff and students of any impact caused by a minor revision.

11. Alignment Between Programs and the University Strategic Plan

From time to time Academic Senate will develop procedures to ensure that the programs on offer align to the University of Newcastle Strategic Plan.

The detail of the procedures will be included in this section as required.

12. Strategic Planning

12.1. Review of Program Completion Rates

12.2. Encouraging Students to Progress to Research

12.3. Indigenous Collaboration

13. Related Documents

List any documents: Acts, Standards, Rule, Policies, Procedures or Guidelines that are related to this policy.

14. Appendices

Program Management Group Terms of Reference

External (Professional or Industry) Advisory Groups Terms of Reference

Annual Program Report Template

Annual Report Action Plan Template

Program Self Review Report Template

Course Alignment Template

Staffing Profile Template

Action Plan Template

Approval Authority	Academic Senate
Amendment Authority	President of Academic Senate
Date Approved	3 August 2011
Policy Sponsor	President of Academic Senate
Policy Owner	Pro Vice-Chancellor (Academic)
Policy Contact	Deputy Academic Registrar, Governance and Academic Administration
Amendment History	

Appendix 1 - Program Management Group Terms of Reference

Program Management Group Terms of Reference

1. Background & Establishment

- 1.1 The Program Management Groups (PMGs) were designed by the University Working Party on Programs and approved for introduction by Academic Senate on 1 January 2011. The PMGs support an integral component of the Academic Senate Quality Framework, and the University Quality Enhancement Framework.
- 1.2 The PMG was established by the Faculty Board, Faculty of XXX on XX.
- 1.3 The Terms of Reference for this XXX were approved by the Faculty Board, Faculty of XXX on XX with effect from xxx.

2. Purpose

- 2.1 Each program will have a PMG that is responsible for:
 - 2.1.1 Assisting the Program Convenor to undertake their duties as outlined in Clause 7.1 of the Coursework Program Management Policy and Procedure Manual;
 - 2.1.2 Providing an accurate and informed annual report on the program to the Pro Vice-Chancellor; and
 - 2.1.3 Overseeing quality assurance for each program.

3. Program Management Group

- 3.1 A PMG will be established by the Faculty Pro Vice-Chancellor to cover each existing undergraduate and postgraduate coursework program offered by a Faculty (including all combined programs); and
- 3.2 The total number of PMGs in a Faculty may be minimised by “clustering” coursework programs from the same discipline or program area for consideration by a parent PMG.

4. Membership

- 4.1 Chair
 - 4.1.1 The Chair of each PMG will usually be the Program Convenor for that program (unless otherwise determined by the PVC, based on Faculty requirements);
 - 4.1.2 A single PMG covering a cluster of related programs will be chaired by one of the Program Convenors, as selected by the Pro Vice-Chancellor (PVC) of the Faculty responsible for the program(s); or

4.1.3 PMGs for combined programs will be chaired by the relevant Program Convenor from the lead Faculty of the program, as selected by the Pro Vice-Chancellor of the Faculty responsible for the program.

4.2 Other members

4.2.1 The other members of each PMG will be approved by the PVC and include a minimum of:

4.2.1.1 At least one academic staff member who teaches into the program;

4.2.1.2 All Program Convenors if the PMG covers a cluster of programs

4.3 Rights of Audience and Debate

4.3.1 The Chair may grant rights of audience and debate for a specific meeting or item(s) in a meeting to such a person, persons or categories of person as deemed appropriate.

5. Responsibilities

5.1 Each PMG will:

5.1.1 Monitor and improve the standards and quality of a program;

5.1.2 Obtain and address current student feedback regarding the program(s)⁴;

5.1.3 Provide information to the Program Convenor that may contribute to the Annual Report on Program(s) (Planning, Quality and Reporting Unit will provide all the necessary data);

5.1.4 Provide a completed Annual Report on the Program(s) to the relevant Faculty Board(s).⁵ The Annual Report on the Program(s) will include consideration of:

5.1.4.1 Any staff and student feedback and responses made to it by the Program Convenor;

5.1.4.2 Actions taken to improve the quality and relevance of teaching and assessment;

5.1.4.3 Evidence of the currency and relevance of curriculum content of programs with regard to graduate attributes; and

5.1.4.4 Actions taken to ensure the programs continue to meet professional or accreditation requirements, if relevant;

⁴ Feedback sources may include that from the results of student forums or focus groups, students being invited to attend a PMG, and/or from formal student surveys conducted by the PQR Unit.

⁵ Reports can be clustered for coursework programs from the same discipline area.

- 5.1.5 Consider the completed Annual Report and any feedback made by the University and will assist in the implementation of any items identified under the Annual Report Action Plan.

6. Timing

- 6.1 Each PMG will follow the reporting timeframe as outlined in the table below:

Action	Month	Report	Responsibility	To
1.	January/ February	Annual Report on each program (data to be provided by PQR)	Program Convenor	HOS Faculty Teaching and Learning Committee Faculty Board
2.	March	Summary document for all programs in the Faculty (of Action 1)	PVC (as Chair of Faculty Board)	Program and Course Approval Committee
3.	April	Summary document (of Action 2)	Chair PCAC	Academic Senate
4.	June	Academic Senate feedback report (of Action 3)	PAS	Faculty Boards

7. Meetings

- 7.1 Each PAG will be convened at least once per year as determined by the Pro Vice-Chancellor.

8. Quorum

- 8.1 The quorum for meetings of PMG is at least half of its membership.

9. Essential Supporting Documents

Program Convenor Policy (000266)

Programs – Annual Reports Procedure (000550)

External Advisory Group Terms of Reference

Appendix 2 - External (Professional or Industry) Advisory Groups Terms of Reference

External (Professional or Industry) Advisory Groups

Terms of Reference



1. Background & Establishment

- 1.1 The External (Professional or Industry) Advisory Groups were designed by the University Working Party on Programs and approved for introduction by Academic Senate on 1 December 2010 for introduction on 1 January 2011.
- 1.2 The External Advisory Groups support an integral component of the Academic Senate Quality Framework, and the University Quality Enhancement Framework.
- 1.3 The External Advisory Group was established by the Faculty Board, Faculty of XXX on XX.
- 1.4 The Terms of Reference for this XXX were approved by the Faculty Board, Faculty of XXX on XX with effect from xxx

2. Purpose and Functions

2.1 Purpose

- 2.1.1 The External Advisory Group provides a consultative forum to allow an exchange of ideas between relevant Faculty, industry, professionals, and community members.
- 2.1.2 Each program or suite of programs (i.e. cluster of coursework programs from the same discipline or program area) should have an External Advisory Group.

2.2 Functions

Specific functions should include, but are not limited to, the following:

- 2.2.1 Provide a forum for community/professional discussions and interactions to contribute to the continual improvement of an individual program (or group of programs) offered by a Faculty;
- 2.2.2 Suggest suitable strategies and directions that the Faculty should consider to ensure individual programs, or groups of programs, remain professionally relevant, state-of-the-art, and best able to meet the present and future needs of industry and the community;
- 2.2.3 Offer suggestions for new areas to be explored through informed consideration of new initiatives, potential markets and program promotion;
- 2.2.4 Provide opportunities for discussion of possible co-operative research or training;
- 2.2.5 Contribute to the Annual Report on the Program(s).

2.3 Meetings

2.3.1 The External Advisory Group will meet at least once per year; and

2.3.2 Background papers will be prepared and forwarded to the External Advisory Group up to one week before a scheduled meeting.

3. Reporting

3.1 The External Advisory Group will be serviced by the relevant Faculty and will report to the relevant Program Management Group (PMG) in a timely manner for inclusion and discussion within the program annual performance report.

3.2 All such record keeping will be managed by the Faculty.

4. Membership

Members of the External Advisory Groups will include the following as a minimum:

4.1 At least two persons external to the University, drawn from relevant industry organisations. One of these may be the Chair of the External Advisory Group.

4.2 The Chair of the relevant PMG(s);

4.3 At least one member of academic staff teaching into the program(s);

4.4 Relevant Head of School(s) (or nominee); and

4.5 The Executive Officer (or nominee) of the relevant Faculty.

4.6 Rights of Audience and Debate:

The Chair may grant rights of audience and debate for a specific meeting or item(s) in a meeting to such a person, persons or categories of person as deemed appropriate.

5. Quorum

5.1 The quorum for meetings of the External Advisory Group will be at least one half of its total membership.

6. Contact

Relevant Program Convenor.

7. Essential Supporting Documents

Program Convenor Policy (000266)

Program Management Group – Terms of Reference

Appendix 3 – Annual Report Template



[Title of Program] Annual Report Template

Date:

Author:

The following is designed to assist the development of an annual report for the above program. This procedure supports the University's External Program Review Policy and its commitment to assuring the quality of its teaching and learning.

Through a series of guiding questions, it offers an opportunity to consider and reflect on a program's short term performance. In particular, it asks for analysis as to how the various components of a program cohere with and support its overall aims and objectives.

It is recommended that this report be developed in consultation with all relevant academic and administration staff.

It is recommended that, wherever possible, answers are kept brief and to the point.

This report will be evidenced based.

The questions are offered as guidelines and might not be applicable in all instances.

Please carry relevant actions into the action plan template at the end of this document.

Writers are asked to directly type their responses into the provided expanding boxes. Please do not insert formatted text, such as bullets or numbering.

Assistance and advice on the completion of this template can be obtained by contacting Planning Quality and Reporting and or Centre for Teaching and Learning.

The annual program report for each program will usually be submitted to the first Faculty Board meeting of the year following delivery.

1. Introduction

Briefly outline the key information in this report, emphasizing the significant successes and challenges of the reporting year.

Please insert your response in this expanding text box.

2. Curriculum

- i. Briefly outline what worked particularly well in regard to the delivery of the program this year, and why was it so effective. Consider:
 - Teaching and learning methods
 - Assessment

- Curriculum content
- Program structure
- Embedding graduate attributes
- Resourcing
- Other

ii. In terms of the above, what issues arose this year, if any, and what actions were developed in response? Please note actions in the action plan below.

iii. In terms of the above, what changes not already mentioned are proposed for next year? What is the rationale for these? Please note actions in the action plan.

3. Demand

i. Did the program meet or exceed its EFTSL targets? What are the causes of any shortfall/surplus? How has the program responded to the shortfalls? Please note actions in the action plan below.

4. Student Demographics

i. Have there been any significant demographic shifts within the student body in recent years? Consider age, gender, ethnicity, qualification levels at entry, etc.

If so, how has or will the program respond to these changes? Please note in the action plan.

5. Student orientation and support

i. What methods were used this year to support first year students to orientate into the program and the University? What are students and staff saying about their effectiveness?

ii. What other pastoral support strategies were used in the program to support overall student success? What are students and staff saying about the effectiveness of these?

- iii. What changes, if any, are planned for these processes and why? Please note actions in the action plan.

6. Student Feedback

- i. In addition to University wide surveys, what other means are employed to gather feedback from students about their experiences on this program?

- ii. On a general level, what are students saying about their experiences on this program?
What are the main strengths for students? What are the main issues for students? What actions are in place or are planned to address these issues or further the successes? Please note actions in the action plan.

7. Staff Feedback

- i. What is in place to enable staff to provide feedback on their perceptions of this program?

- ii. What are staff most positive about in terms of their involvement with this program? What are the main issues raised by them? What actions are in place or are planned to address any issues? Please note ongoing and those you consider significant in the action plan.

8. Student Success, Progression and Attrition

- i. Have there been significant increases/decreases in overall success rates and attrition in recent years?

If so, how does the program account for this?

- ii. Are there particular courses which stand out for their high success/failure rates? What are the causes of this? What has been done to address student failure rates?

- iii. Are there particular demographic groups which stand out for their high success/failure rates? What are the causes of this? What has been done to address student failure rates?

- iv. Have there been any overall/significant increases in student attrition from the program this year? What the causes of this? What has been done to address this?

9. Engagement with Industry, the Professions and the Community

- i. Briefly outline existing, new and or planned relationships with industry, the professions and the community. How have they provided input into the program this year?

- ii. What opportunities exist for students, through Work Integrated Learning (WIL) or other means, to directly engage with professional, community or industry bodies on this program?

- iii. What has been the feedback from industry, the professions and or the community, about the program this year? How was this obtained?

10. Progress Against Review Recommendations

- i. Outline the status of implementation of any program review or accreditation recommendations, including evaluations of their effectiveness.

If a review and/or accreditation has been undertaken in the year, please include the recommendations in the appendices.

11. Changes to the Program

- i. What other changes have been made to the program, or are planned, outside of those resulting from the external review and those already mentioned, in the last 12 months? What was the rationale for these changes? What was their effectiveness?

Program:

Program Convenor:

Signature:

Date:

APPENDICES: (Documents to be included with the submission of the Annual Report)

Appendix 1: Program and Core Courses Report

Appendix 2: Latest Student Feedback of Programs Report

Appendix 3 Student Feedback on Courses summary reports for Core and Directed Courses

Appendix 4 Other documents (e.g. Program Performance Report (PPR), external program review reports, accreditation reports, etc)

Appendix 5: Action plan from previous year including commentary on implementation

Appendix 6: Action plan for coming year (including incomplete actions from previous year) (template)

Appendix 4 – Annual Report Action Plan Template

Annual Report Action Plan Template

Action	Intended outcome	Persons responsible	Expected Completion date	Progress on implementation
1.				
2.				
3.				
4.				
5.				

Appendix 5 –Program Self-Review Report Template



Program Self-Review Report Template

[Insert name of Program]

Date:

Primary Author:

The following is designed to assist the development of a report to address the aims and scope of a program review.

Through a series of guiding questions, it offers an opportunity to consider and reflect on a program's longer term performance. In particular, it asks for analysis as to how the various components of a program cohere with and support its overall aims and objectives, and provides a platform from which to plan future initiatives.

Writers are encouraged to submit one report where more than one program is being reviewed at any one time, and when these are strongly linked.

It is recommended that this report be developed in consultation with all relevant academic and administration staff.

It is recommended that, wherever possible, answers are kept brief and to the point.

This report will be evidenced based.

The questions are offered as guidelines and might not be applicable in all instances.

1. BACKGROUND AND AIM OF THE PROGRAM

Briefly outline the programs aims and objectives, its background, and development over time. How does it fit within the strategic priorities of the University?

Please insert response here.

2. PROGRAM STRUCTURE

Briefly outline the program structure, or if changes are planned, how the program will be structured in the future. Consider:

- How the program is/will be organised, in terms of core, compulsory and directed courses?
- Are there any new courses, majors, or other structural innovations proposed?
- What is the rationale for any changes? If there are no changes/innovations proposed, what is the justification for this?

3. CURRICULUM

3.1 Program content: Briefly outline the core knowledge, skills (cognitive and practical), and attitudinal outcomes that are required to be learnt by students studying this program.

3.2 Teaching and Learning: Briefly outline and provide a rationale for the teaching and learning approaches that underpin the learning in this program. Specifically:

- How will these relate to and support the program objectives?
- How will these develop graduate attributes and prepare students for post-university life, such as to enter the workforce and or undertake further learning?
- What is in place to enable students to engage with research and Work-Integrated Learning (WIL)?
- What opportunities are or will be in place to enable students to link/integrate the various parts of their learning in this program? This might include capstone projects, integrated assessments, and the like.

3.3 Assessment: Briefly outline and provide a rationale for the assessment approaches/methods to be used in this program. Specifically:

- How will these relate to and support student learning and the program outcomes?
- How will these relate to the industry/professional environment, and the development of graduate attributes?

3.4 Blackboard: How is this to be integrated into the program?

- In what ways are lecturers making use of this tool to support students' learning? Are they doing this as effectively as they might?

- How are lecturers supported in developing skills in using electronic learning tools such as Blackboard and developing E-resources?
- How effectively are students engaging with these tools?
- What is in place to ensure all students can access Blackboard and other E-resources?

3.5 What other changes, if any, are proposed to the learning, teaching and assessment design of this program? Why are these planned?

4 QUALITY ASSURANCE PROCESSES

Briefly outline the QA processes/methods used to ensure academic rigour, coherency and consistency within this program. Consider:

- How is consistent quality of delivery ensured across courses?
- How are assessment practices monitored to ensure fairness, consistency and validity?
- How is the quality of course outlines, handbooks and other provided study information/resources monitored and maintained?
- What future changes if any are proposed to the quality assurance processes, and for what purpose?

5 STAFFING PROFILE AND GOVERNANCE

Briefly outline the governance structure and challenges of the program. Specifically:

- What is the location of the various Program offerings?
- Are there any challenges within the governance structure, academic staffing profile and administration support for this program? What is required to address these?

- What changes, if any, are proposed to the staffing profile and governance of this program, and why?

6 STUDENT DEMOGRAPHICS

Briefly outline the demographic mix of students and how these are catered for.

Specifically:

- Briefly outline the demographic mix of students at entry, including qualification levels, as well as age, gender, and ethnic mix.
- What has been put in place, if anything, to cater for/accommodate this demographic mix?
- How are or will the needs of students with a disability be accommodated?
- How are or will the needs of Indigenous students be accommodated?
- How are or will the needs of international students be accommodated?
- What other developments are proposed, if any, to better cater for the student demographic of this program?

7 DEMAND

Outline the trends in demand for the program in recent years. Specifically:

- Has this program met or exceeded its EFTSL targets since the last review? What are the probable causes of any shortfall/surplus?
- If applicable, what has been done or is planned to address any EFTSL shortfalls?

8 STUDENT ORIENTATION, SOCIALISATION AND SUPPORT

Briefly outline how students are orientated into and supported within the program.

- Orientation: How are students orientated into this program and how effective is this process at settling students into learning?
- What strategies/processes are in place to provide academic and pastoral support for students? In particular, what specific support exists to enhance the experience/support of first year students?
- What is in place to counsel students as to which learning pathways to take?
- What are students saying about the effectiveness of these strategies/policies in terms of assisting them with their learning? What evidence is there to support this?
- What future changes, if any, are proposed to the way students are orientated and supported in this program?

9 STUDENT FEEDBACK

Briefly outline the themes in student feedback about this program. Specifically:

- What are students and graduates saying, in general, about this program and the courses within it?
- Consider curriculum, teaching, assessment, management as well as any other aspect seen as being relevant.
- Refer to specific evidence provided in: student forums, past SEC, SFC, CSQ, SFP, AGS reports and other relevant sources.
- What has been or will be the response to this feedback? What actions have been put in place, and how effective are/were these?
- How is information communicated to students regarding their feedback and the Faculty's response to it?
- What other changes, if any, are proposed in the way student feedback is gathered and issues addressed?

10 STUDENT SUCCESS, PROGRESSION AND ATTRITION

Briefly outline the patterns of student success since the last review. Consider:

- Have there been significant increases/decreases in overall success rates? How is this accounted for?
- Are there particular courses which stand out for their high success/failure rates? How is this accounted for?
- Are there particular year groups, or demographic groups, which stand out for their high success/failure rates? How is this accounted for?
- If applicable, what has been done or will be done to address decreasing or low student success?
- Briefly outline the patterns of student attrition from the program since the last review.
 - i. Have there been any significant increases/decreases in student attrition? How is this accounted for?
 - ii. How have or will the program address any increases in attrition?

11 PROGRAM CURRENCY

Briefly outline the strategies used to ensure the program remains current in terms of the core knowledge, skills and attitudes that students learn. Consider:

- What processes/strategies are in place to ensure the program retains currency with, and is informed by, contemporary professional and industry trends and practices?
- What are the relevant professional, industry and community bodies and other stakeholders saying about this program, in terms of its curriculum relevance and quality of graduates? Where/how has this feedback been obtained? What changes have been made in response to this feedback?
- What is planned to assist the program to remain current?

12 TEACHING AND RESEARCH CURRENCY

Briefly outline what mechanisms and supports are in place to assist academic staff remain current in their research and teaching practices. Outline:

- What processes and support mechanisms are in place to ensure academic staff are current in their teaching practice? What hindrances are there?
- What processes and support are in place to ensure academic staff remain current in their research? What hindrances are there?
- What else is proposed, if anything, to assist the program to retain teaching and research currency in the future?

13 PROGRAM CHANGES

Briefly outline any other major changes made to this program since the last review, not already mentioned, including rationale and evaluation.

14 PROGRAM ACCREDITATION

If this program has undergone an accreditation process since the last review, briefly outline the outcome. Include any recommendations/requirements and actions developed to ameliorate these.

15 OTHER INFORMATION

Briefly outline any information relevant to this program and review not already mentioned above. Consider, in particular:

- What other issues, not already mentioned, are impacting on the effectiveness of this program? Please provide supporting detail.

- What other plans and innovations, not mentioned above, are planned for this program? Why are these proposed?
- Are there any other important points to be raised that are not already covered in this report?

Appendix 6 –Course Alignment Template

Course Alignment Template

The completion of this is to be facilitated by Course Coordinators

Insert course number & title	Brief content outline:	Teaching/learning strategies: What are they, and how do they support the program outcomes and develop graduate capabilities?	Assessments: What are they and how do they support student learning and develop graduate capabilities?	Resources: Are these adequate? If not, what is required and why?	Student feedback: What have students said about the course? What has been done to address any concerns?
Summarised objectives and/or course description					

Exemplar

Critical Skills 1001	Brief content outline:	Teaching/learning strategies: What are they and how do they support the program outcomes and develop student capabilities?	Assessments: What are they , how are they weighted, and how do they support student learning and develop student capabilities?	Resources: are these adequate or not? If not, what is required, and why?	Student feedback: What have students said about the course? What has been done to address any concerns?
Summarised objectives and or course description					
Develop skills in	Functions, styles and contexts of critical	Emphasis is placed on structured and planned	Assessments are designed to overtly engage students with the practices of	NA	This is a new course and no feedback has been

<p>analytical and critical thinking and writing</p>	<p>written communication; key theories and methods of analysis and critique; self and peer critique</p>	<p>seminar type delivery of material in which students openly discuss and dispute the notions/theories/arguments presented to them by the lecturer, and in which their discreet analytical/critical skills are developed alongside core subject knowledge.</p> <p>This also enables students to develop social-learning interactions which enhances their development through this course.</p> <p>Students will regularly critique work prepared by peers, as well as material they have taken from their discipline to share with their cohort. This occurs within a carefully structured environment, which is</p>	<p>analytical and critical thinking and communication. It is considered a key learning opportunity in this course. The seminar delivery method will prepare and support students in these assessments. Students are openly encouraged to link assessment material to their own discipline contexts/interests.</p> <p>1. Journal (30%): to record a student's engagement with the course, by diarising their reading and actual engagement with course material, and analytical/critical writing and thinking, as well as providing a practice ground to develop their skills. Students will receive ongoing formative feedback from peers and staff as part of the journal process.</p> <p>This will be assessed twice, initially at week 5, to give students early success, engage them early with the course content. Students will be encouraged to link this material to</p>		<p>received.</p>
--	---	--	---	--	------------------

		<p>strongly facilitated by the lecturer. Blogs form a part of this. Students are openly encouraged to link course material to their own discipline contexts/interests.</p>	<p>their other assignments.</p> <p>2. An Essay or a collection of small formal written texts of up to 2,500 words total (40%), to be determined by the student in consultation with the lecturer, where students are able to contextualise specific areas of interest/relevance.</p> <p>3. A debate (30%) where students discuss and deliberate on provided contemporary topics/scenarios. This will develop their overall critical skills and oral articulation skills. Students are each required to provide a one page written submission of their argument to support their positions. They are encouraged to link this course work with assessment 2 and their journal.</p> <p>There is no examination.</p>		
--	--	--	--	--	--

Appendix 7 –Staffing Profile Template

Staffing Profile Template

Name	Relevant qualifications (including teaching)	Courses taught and other responsibilities	Research publications/grants/awards over last 5 years	Professional development regarding teaching improvement over last 5 years
1.				
2.				
3.				
4.				
5.				
6.				

Appendix 8 –Action Plan Template

Action Plan Template

Recommendations	Action(s), including explanation as to how this will address the issues identified in the recommendation	Persons responsible	Completion date	Progress
1.				
2.				
3.				
4.				
5.				
6.				