

IEFT COURSE EVALUATION AND REVIEW POLICY

PURPOSE

This document sets out the policy by which IEFT evaluates and reviews its accredited higher education courses in an ongoing quality assurance cycle in order to ensure:

- The currency of curriculum design, delivery, teaching and learning, assessment and the effectiveness of Work-Integrated Learning experiences; and
- that IEFT's qualifications continue to meet the standards for the AQF level they purport to meet.

SCOPE

This policy applies to the evaluation and review of all IEFT higher education courses.

DEFINITIONS

Course Co-ordinator means the academic staff member, designated by the Dean (Emotionally Focused Therapy), to be responsible for the management, conduct, teaching and assessment of courses.

RESPONSIBILITIES

The Academic Board is delegated responsibility by the Board of Directors for the academic governance and leadership of IEFT. The Academic Board oversees the evaluation and review of IEFT higher education courses. This includes consideration of IEFT courses in relation to:

- similar courses offered by other higher education providers;
- contemporary research in the discipline;
- innovation in course design and teaching and learning.

Course Advisory Committees are responsible for overseeing, revising and revising IEFT's accredited courses and units of study. Discipline-specific committees ensure that:

- courses and units of study are suited to the intended student cohort and achieve the intended learning outcomes;
- course structures and sequencing continue to provide coherent and contemporary learning experiences for students.

POLICY

1. IEFT's higher education courses are reviewed according to a regular cycle in order to:
 - ensure the continuing integrity of courses;
 - evaluate the extent to which courses develop in graduates those skills, attributes and learning outcomes stated for the course and consistent with the AQF level;
 - ensure 'progression and completion rates are within an acceptable range, especially when benchmarked against rates for similar fields of education at other providers'¹;
 - monitor Work-Integrated Learning activities and ensure such activities are valued by students as effective means of developing professional skills and preparing them for employment within the field;

¹ TEQSA Guidance Note: Course Approval, Design and Delivery.
http://www.teqsa.gov.au/sites/default/files/CourseApprovalDesignDeliveryGNFinal_0.pdf

- provide a ‘feedback loop’ for students regarding their perceptions of the structure, content and value of their courses;
 - provide opportunities for peer review of the course curriculum, pedagogy, and assessment to ensure continuing relevance and viability of the courses; and
 - encourage academic staff to engage in scholarship in teaching through reflection on course design and delivery.
2. IEFT values and therefore proactively seeks student feedback on its courses and units of study, which inform course and unit reviews.
 3. Course evaluations and reviews are conducted in accordance with IEFT’s Quality Assurance Framework.
 4. **IEFT’s Course Review Cycle:**
 - Each Semester
Ongoing course monitoring and review process takes place through regular scheduled staff and Faculty meetings.
The Teaching and Learning Committee presents a review and evaluation of cohort performance to the Academic Board.
 - Annually
 - The Dean (Emotionally Focused Therapy) engages informally with professional bodies, industry associations and IEFT’s benchmarking partners, and reports to the Academic Board.
 - The Teaching and Learning Committee reports to the Academic Board against the key performance indicators in the Teaching and Learning Plan.
 - The Curriculum Advisory Committee reviews and evaluates a unit of study and reports to the Academic Board.
 - Every Three Years
The Teaching and Learning Committee conducts a benchmarking review of a course and reports its findings to the Academic Board.
 - Every Four Years
The Academic Board initiates and oversees a full review of IEFT’s courses and units of study (in line with TEQSA’s period of accreditation). This review is delegated to Course Advisory Committees.
 5. The objective of all course reviews is to ensure that:
 - the aim, structure, learning outcomes, assessment activities, resources, delivery modes of courses and units of study, are based on current discipline-specific and pedagogical research and scholarship;
 - the content is consistent with IEFT policy, the AQF level of each higher education course, and the standards and requirements set by professional associations and other external stakeholders;
 - the expected outcomes for Work-Integrated Learning activities are imbedded in course and unit of study learning outcomes; and
 - the academic and business case for the course which formed the basis of accreditation approval by TEQSA has been, and continues to be, demonstrated in the delivery of higher education courses.

RELATED

Course Evaluation and Review Procedure
Quality Assurance Framework

Quality Assurance Procedure
 Course Design Development and Approval Policy
 Course Design Development and Approval Procedure
 Moderation of Assessment Policy
 Moderation of Assessment Procedure
 Benchmarking Policy
 Benchmarking Procedure
 Work-Integrated Learning Policy

Version Control

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