ACADEMIC PROGRAM REVIEW - COURSEWORK PROGRAMS PROCEDURE

UNSW THE UNIVERSITY OF NEW SOUTH WALES

Policy Hierarchy link	Academic Program Review Policy		
Responsible Officer	Deputy Vice-Chancellor (Academic)		
Contact Officer	Pro-Vice-Chancellor (Students) and Registrar Director, Learning & Teaching @ UNSW Manager, Student Administrative Services, UNSW Canberra		
Superseded Documents			
File Number			
Associated Documents			
Version	**Authorised by**	**Approval Date**	**Effective Date**
1.0	Acting Vice-President and Deputy Vice-Chancellor (Academic)	23 July 2012	1 August 2012

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1. Purpose

These procedures enact UNSW Academic Program Review Policy in relation to the review of UNSW coursework programs, as a key element of UNSW's approach to assuring and continually improving the quality of its academic programs and courses. These procedures apply to all Academic Program Reviews (APR) in relation to undergraduate and postgraduate coursework programs at UNSW.

2. Definitions

Academic Program Review (APR) is the principal mechanism by which UNSW ensures that its coursework programs are reviewed comprehensively every 5-7 years. APR is a key element of UNSW's approach to assuring and improving the quality of its academic programs and courses.

3. Procedure

3.1 Planning an Academic Program Review Cycle

3.1.1 Scheduling Academic Program Reviews

APR Schedule

All programs should be subjected to a review in a 5-7 year cycle. Flexibility to bring forward a planned APR should be available to faculties, when the need arises, such as significant concerns over the viability and/or quality of a program.

Faculties may also perform other reviews outside of the 5-year cycle, such as accreditation reviews.

These reviews may substitute for the planned APR, provided that they are:

- consistent with the APR Policy and processes outlined in this procedure;

- reported to the Academic Board.

An APR schedule, noting program name, year of last review, and semester of proposed review over the following 5-7 years, will be established and submitted for noting by the Academic Board. This schedule will be updated on an annual basis by each faculty. For Schedule template, please see Appendix B.

Cross-faculty Program Reviews

Where more than one faculty contributes to the design and delivery of a program, the Dean/Associate Dean (Education) of the administering faculty is responsible for the timing and oversight of the APR and for ensuring appropriate input into the review from all faculties concerned.

3.1.2   APR Process

Prior to commencing an APR, Faculties need to determine:

- Terms of Reference

- APR Panel

- Timeline and Milestones

a)   Terms of Reference

Scope of Review

The scope of an APR will include:

- **Program Objectives and Strategic Alignment** (including relevance to UNSW and faculty strategic initiatives);

- **Program Compliance** (such as UNSW policies and procedures, accreditation, and government requirements);

- **Student Experience** (including development of UNSW Graduate Attributes, achievement of program learning outcomes, levels of demand, student satisfaction, retention, completion and participation);

- **Teaching Quality and Curriculum** (including alignment with UNSW's *Beliefs About Learning and Assessment*);

- **Infrastructure and Innovation** (including staffing, facilities, systems and administrative processes and the use of technology in teaching).

Review Method

The method of an APR will:

- be evidence-based and include, as a minimum, consideration of the quality of the Program in terms of UNSW's Core Learning and Teaching Indicators;

- identify and consult with stakeholders (including cross-faculty staff, industry experts, employers and student representatives);

- identify the strengths of the program;

- identify gaps and areas for improvement.

b)   APR Panel

APR Review Panels will, as a minimum, comprise:

- a chair, who is not directly involved in the program under review;

- at least one member external to UNSW [such as an academic with expertise in the program's field, a representative of industry or a relevant profession, or an alumnus of the program being reviewed];

- at least one UNSW member external to the Faculty responsible for the program [such as an Associate Dean (Education), or other senior academic].

It is recommended that Panels include a current or recently graduated student.

Faculties may propose larger panels where particular expertise is required.

c) Timeline and Milestones

At the establishment of an APR, Faculties will determine:

- key review dates and milestones;

- when the outcomes will be expected;

- reporting dates.

3.2 Conducting an Academic Program Review

- The Dean/Associate Dean (Education) or equivalent has overall responsibility for the APRs conducted in the faculties.

- The Dean/Associate Dean (Education) or equivalent will recommend the APR Terms of Reference, Panel members and Timeline to the Faculty Standing Committee for approval.

- The Dean/Associate Dean (Education) or equivalent will ensure that the Review Panel is supported, including with resources to cover costs incurred by appointing external panel members.

- The Panel will review all evidence necessary to evaluate the Program according to the Terms of Reference.

- The Chair of the Panel will submit a written report documenting the outcomes of the review and recommendations. For Panel Report template, please see Appendix C.

- The Dean/Associate Dean (Education) or equivalent will develop the Faculty Response to the Panel Report, addressing recommendations and outlining a Faculty Plan with revised goals, responsibilities, intended outcomes, and an implementation strategy.

- Where there are disagreements between the Panel and the Faculty over the recommendations contained in the Panel Report, these disagreements will be identified in the Faculty Response, with reasons for the disagreement, and an outline of alternate courses of action.

- The Panel Report, including Terms of Reference, Review outcomes and recommendations, and the Faculty Response, will be tabled by the Dean/Associate Dean (Education) or equivalent at the next meeting of the Faculty Standing Committee. For Faculty Response template, please see Appendix D.

- The Dean/Associate Dean (Education) or equivalent is responsible for ensuring implementation of strategies for improvement.

3.3 Reporting Academic Program Reviews

- The Associate Dean (Education) or equivalent will collate and send the following documentation to the Academic Board by the last working day of October each year.

  o Completed/updated APR Schedule reflecting 5-7 year review cycle (see Appendix B);

  o Completed APR Reports for any reviews undertaken in the previous year (see Appendix C);

o Completed APR Faculty Responses for any reviews undertaken in the previous year (see Appendix D):

o Supporting documentation relating to the APRs conducted (including any updates or forward planning where implementation occurs over a longer period.

- The APR Reports will be reviewed by a Working Group of the Academic Board, comprising the Deputy President of Academic Board (as Chair), the President of Academic Board, the Director of Learning and Teaching, a member of the Committee on Education, and such other persons as appropriate.

- The Working Group will review the APRs and provide feedback to faculties.

- The President of Academic Board will ensure that Academic Board monitors progress in implementing agreed outcomes and recommendations of the APRs.

- Academic Board will maintain a register of the APR Schedules and APR Reports (as stipulated in the APR Policy Statement 4.2).

4. Review & History

These procedures should be reviewed within three years from its date of effect.

Appendix A: History

Version	Authorised by	Approval Date	Effective Date	Sections modified
1.0	Acting Vice-President and Deputy Vice-Chancellor (Academic)	23 July 2012	1 August 2012 to 13 August 2013	This is a new procedure

Appendix B: Academic Program Review Schedule Template

ACADEMIC PROGRAM REVIEW SCHEDULE (5-7 year cycle)

Please email the completed review schedule to
Lynda Ho at l.ho@unsw.edu.au

Faculty: **Date:**

Total Number of Faculty Programs: Undergraduate:
                                                          Postgraduate:

Please provide a list of:

- Program/s to be reviewed;
- Year and semester in which the review will commence
- Type of review (i.e. major, minor or other)
- Any other review being conducted (e.g. accreditation)

Year	Semester	Program	Last Review Date	Type of Review	Other Review/s Undertaken
2013					
2014					
2015					
2016					
2017					
2018					
2019					

[Please insert additional rows, as required]

Signatures

Dean:

Associate Dean (Education):

Date Submitted to Academic Board:

Appendix C: Academic Program Review Reporting Template

ACADEMIC PROGRAM REVIEW REPORT

Please email the completed review schedule to
Lynda Ho at l.ho@unsw.edu.au

Submission: To be submitted to the Academic Board Date: The last working day of October each year

PART A: OVERVIEW

Program Name	
Faculty	
School/s	
Name of Program Director	
Name of Associate Dean (Education)	
List dual program offerings	
Date of last 5-7 year Review	
Date of last external accreditation review (if applicable)	
Is this review being conducted at the same time as an external review?	

PART B: DETAILS OF REVIEW & SIGN-OFF

Date of Review	
Chair of Review Team	
Members of Review Team	
External Member	
How was external and student input sought?	

Chair of Review Team:
(**Signature & Date**)

Dean/Associate Dean (Education):
(**Signature & Date**)

Date submitted to Faculty Standing Committee:

PART C: SCOPE OF REVIEW

Please provide approved Review Scope here

PART D: PROGRAM REVIEW AND EVALUATION

PROGRAM OBJECTIVES AND STRATEGIC ALIGNMENT
Comment on the program's objectives, their strategic alignment, and how the program meets those objectives.

PROGRAM COMPLIANCE
Comment on the program's compliance with policies and procedures relevant to it, including UNSW policies and procedures, accreditation standards, government requirements.

CURRICULUM DEVELOPMENT
Review the program's curriculum and structure, including majors, minors, compulsory gateway and capstone courses and vertical and horizontal integration.

STUDENT EXPERIENCE
Review the graduate attribute mapping for the program, discuss 5-year trends in student load and demand, including cut-offs for undergraduate programs, and reflect on the viability of the program. For undergraduate programs, consideration must be given to the viability of all dual offerings. Discuss 5-year trends in retention, completion rates and participation of equity groups in the program. Discuss 5-year trends in CEQ responses (for U/G programs) and in comparison to other Go8 programs (where applicable). Describe the outcomes of any other processes in place to evaluate the current student satisfaction, including focus groups and other surveys.

TEACHING QUALITY AND CURRICULUM
Consider the appropriateness of the methods of delivery, including the use of blended learning techniques, new generation teaching spaces and on-line resources. Outline the activities used to facilitate acquisition of stated graduate attributes (project-based teaching, practical skills training, workplace & placement learning). Discuss the CATEI outcomes across the program. Discuss the alignment with 'UNSW Beliefs about Learning and Teaching'. Review the amount and spread of assessment tasks across the program, the balance between summative and formative assessment, and the fit of assessment tasks with the program aims. Discuss trends in grade distributions and outcomes of any external assessment/moderation efforts. Comment on student satisfaction with assessment and feedback.

INFRASTRUCTURE AND INNOVATION
Review the appropriateness of the number, mix and quality of staffing in the program; address the adequacy of facilities, systems and administrative process that support the program; discuss the use of technology, especially in support of teaching in the program in relation to its value in supporting the program's objectives.

INTERNATIONALISATION OF THE CURRICULUM
Outline any current initiatives relating to internationalisation of the curriculum, or future plans to internationalise the curriculum.

PART E: SUMMARY & OUTCOMES

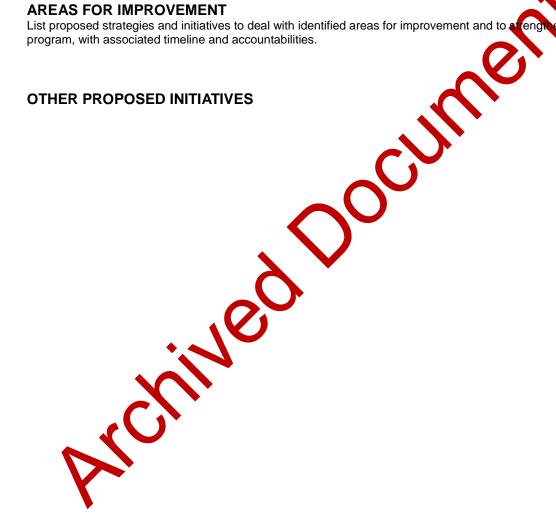### SUMMARY OF ANALYSIS & EVALUATION
Briefly summarise the major findings of Review, including strengths of the program, weaknesses, and recent trends.

AREAS FOR IMPROVEMENT
Clearly identify areas for improvement. Include instances where performance has declined recently, where the CEQ data indicate that the program is not in the top four Go8 universities on any one of the focal CEQ scales, and where areas of concern have been identified through external and student input.

PROPOSED PLAN AND TIMELINE TO STRENGTHEN PROGRAM AND ADDRESS AREAS FOR IMPROVEMENT
List proposed strategies and initiatives to deal with identified areas for improvement and to strengthen the program, with associated timeline and accountabilities.

OTHER PROPOSED INITIATIVES

Acknowledgement: We acknowledge the Information for this Template from the Academic Program Review documents of the University of Queensland.

Appendix D: Academic Program Review Faculty Response Template

Please email the completed Faculty Response to Lynda Ho at l.ho@unsw.edu.au

ACADEMIC PROGRAM REVIEW FACULTY RESPONSE

Program Name	
Faculty	
Date of Review	
Dean/Associate Dean (Education)	

PART A: SUMMARY OF KEY RECOMMENDATIONS

Provide all recommendations in summary form.

PART B: SUMMARY OF FACULTY RESPONSE TO RECOMMENDATIONS

Identify disagreements to Recommendations, with reasons for the disagreement, and an outline of alternative courses of action.

PART C: FACULTY PLAN IN RESPONSE TO REVIEW

To address the Panel Report Recommendations, the Faculty Plan should include:
- Goals
- Implementation Strategies
- Responsibilities
- Outcomes and Indicators
- Timelines