

Course Quality Annual Assessment Procedure

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Purpose

This procedure establishes a framework for the **systematic, evidence-based assessment of course quality** at Federation University. Its primary purpose is to ensure that all coursework courses consistently meet academic standards, support student success, and remain relevant to industry and societal needs.

The annual assessment process enables:

- Continuous improvement of academic courses through timely analysis and feedback.
- Support for HDR courses through annual monitoring of research training quality, supervision practices, and candidate outcomes.
- Alignment with regulatory requirements, including the University's Scope of Registration.
- Strategic oversight and informed decision-making by governance and management bodies.

This procedure supports the implementation of the Academic Governance Policy and Regulation 14 of the Federation University Academic Regulations 2022, which mandate comprehensive course and unit reviews and interim monitoring processes.

Framing and Engagement

This procedure is designed to support a **positive culture of continuous improvement** across the University. It is not intended as a compliance burden, but as a developmental tool that enables staff to reflect on course performance, celebrate strengths, and identify areas for enhancement.

The annual assessment process complements existing quality assurance activities and provides a structured, evidence-informed foundation for improvement, planning, and recognition. See **Course Quality Framework** for more information.

Scope

This procedure applies to all coursework Higher education award courses offered by Federation University, including undergraduate and postgraduate courses. It excludes higher degrees by research, and exit-only awards, unless otherwise specified. Courses in teach-out may be included where relevant to quality assurance.

This procedure aligns with **Regulation 13** of the **Federation University Academic Regulations 2022**, which outlines the requirements for course establishment, including course specifications and governance oversight.

This procedure complements the University's Review of Established Sealed Award Courses (Higher Education) Procedure, which mandates comprehensive course reviews on a five-year cycle. The annual assessment process provides regular monitoring and quality assurance between formal reviews, ensuring timely reporting of course performance to inform continuous improvement and support scheduled comprehensive review.

It also applies to **Higher Degrees by Research (HDR)**, ensuring that HDR programs are monitored annually for quality, performance, and compliance. HDR-specific metrics include **supervision quality, completion rates, equity outcomes**, and **alignment with Section 4.2 of the Higher Education Standards Framework (Threshold Standards) 2021**.

This procedure operates within the broader Course Quality Framework, which outlines the interconnection between annual assessment, course review, and benchmarking. Staff are encouraged to refer to the framework summary for context, definitions, and visual representation of the quality cycle.

Legislative Context

- Higher Education Standards Framework (Threshold Standards) 2021
- Tertiary Education Quality and Standards Agency Act 2011
- Federation University Australia Statute 2021
- Federation University Australia Academic Regulations 2022
- Federation University Academic Governance Policy

Definitions

Definitions in this procedure align with the University's central glossary of academic terms (or reference the glossary for the Higher Education Course Quality Assurance and Review Procedure).

Term	Definition
ACPC	Academic Course Portfolio Committee

Attainment Categorisation	A quality classification system applied to a course based on defined metrics. The categories for attainment are Gold, Silver, Bronze and Not Meeting Threshold.
Course Quality	A Federation University course demonstrates quality through consistent student engagement, progression, successful outcomes, curriculum integrity, and sustainable delivery, as measured across the EPSIS domains.
Improvement Action Plan	A structured response developed by Course Coordinators to address identified quality concerns.
VCST	Vice-Chancellor's Senior Team

Actions

Course Quality Annual Assessment

	Activity	Responsibility	Steps
A	Preparation of Course Quality Reports	Manager, Strategic Course Quality	1. Compile annual reports for each course using standardised metrics under five domains: • Student experience • Student progress • Student success • Course integrity • Course sustainability 2. These reports provide an annual point-in-time assessment of course quality and serve as the foundation for categorisation and governance reporting. <i>Note: Annual reports generated under this procedure must be used to populate the Course Quality Review Report and inform the Course Review Outcome Report as part of the Higher Education Course Quality Assurance and Review Procedure.</i>
B	HDR Annual Assessment	Dean, Graduate Research School Manager, Strategic Course Quality	1. Ensure HDR annual assessment processes are implemented and aligned with regulatory standards. 2. Compile annual HDR reports using metrics aligned to EPSIS domains: supervision quality,

			candidate progression, completion rates, equity outcomes, and training environment. 3. Include mapped compliance with HESF Section 4.2 and TEQSA's Guidance Note on Research Training. 4. Identify risks and improvement actions. 5. Submit HDR summary to Graduate Research School Board, LTQC, and Academic Board.
C	Categorisation of Courses	Manager, Strategic Course Quality	1. Apply attainment categorization using the following measures: • Gold - Course exceeds demonstrated excellence across all domains. • Silver – demonstrated excellence in some domains, and all domains exhibit satisfactory performance. • Bronze – satisfactory performance across all domains. • Not Meeting Threshold - Course falls below expected standards in one or more domains, requiring targeted intervention. 2. Categorisation is determined through analysis of standardised metrics across the following domains: • Student experience (e.g., satisfaction scores, feedback themes) • Student progress (e.g., retention, progression rates) • Student success (e.g., completion rates, graduate outcomes) • Course integrity (e.g., curriculum alignment, moderation outcomes) • Course sustainability (e.g., enrolment trends, staffing stability)

			<i>Note: A rubric outlining thresholds and indicators for each category will be included in the supporting documentation.</i> 3. Distribute individual course reports to Course Coordinators, including: • Current year categorisation • Summary of performance metrics, trajectory of course performance since the last formal course review, highlighting improvements, declines, or stability across key domains. 4. Distribute course reports to ADLTs, HODs and Executive Deans, or equivalent in GRS.
D	Institute/School-Level Review	ADLTs / Executive Deans or equivalent for HDR	1. Review submitted reports and contextual data. 2. Where appropriate, incorporate findings into Institute/School-level continuous improvement planning.
E	Central Monitoring and Reporting	Manager, Strategic Course Quality	1. Compile an aggregated annual Course Quality Assessment Report, including: • Categorization summaries • Thematic analysis and emerging trends 2. Submit the report to LTQC, Academic Board, ACPC, and VCST for oversight, performance monitoring, and strategic planning. 3. Reports will be structured to support governance decision-making at multiple levels: • LTQC: Institutional trends and thematic analysis • ACPC: Business analysis and strategic recommendations • VCST: Executive oversight and alignment with university priorities • Academic Board: Assurance of academic

			standards and regulatory compliance 4. Ensure distribution of relevant summary data to Institutes/ School and governance bodies to support local and strategic decision-making. <i>Note: Annual reports generated under this procedure must be used to populate the Course Quality Review Report and inform the Course Review Outcome Report as part of the Higher Education Course Quality Assurance and Review Procedure.</i>
F	Ongoing Monitoring and Support	Quality and Accreditation Team	1. Track course performance over time using the Course Review Register. 2. Monitor the impact of support strategies and identify persistent concerns. Triggers for ongoing monitoring include categorisation as 'Not Meeting Threshold', significant year-on-year declines in key metrics, or identification of risks through governance reporting. 3. Use data from successive annual assessments to evaluate trends and inform future interventions. 4. Report to ACPC (or VCST) about any courses with persistent concerns.
G	Governance Oversight	LTQC, Curriculum Committee, Academic Board	1. Review annual course quality data and reports. Provide strategic guidance and oversight. Engage with relevant committees for curriculum-related actions. 2. Ensure that strategic insights, recommendations, and decisions from governance bodies are communicated back to Institutes to support local planning, continuous improvement, and alignment with institutional priorities. <i>Note: Strategic oversight and business analysis of course</i>

			<i>performance is supported by the Academic Course Portfolio Committee (ACPC) and Vice-Chancellor's Senior Team (VCST), in accordance with their respective Terms of Reference.</i> <i>These bodies receive aggregated institutional reports and thematic insights to inform strategic planning, resource allocation, and continuous improvement initiatives.</i>
H	Recognition and Sharing of Good Practice	PVCLT	1. Courses that receive Gold Standard status will receive formal recognition from the PVCLT. <i>Note: This process is designed to also provide evidence of effective leadership in support of an academic promotion application.</i>

Supporting Documents

- Higher Education Course Quality Assurance and Review Procedure
- Academic Quality (Higher Education) Benchmarking Procedure
- Student Feedback Survey Procedure
- EPSIS Domain Mapping Table
- Federation Course Quality Framework

Responsibility

- Deputy Vice-Chancellor (Global, Engagement and Quality) (as the Approval Authority) is responsible for monitoring the implementation, outcomes and scheduled review of this procedure.
- Dean, Quality and Accreditation (as the Document Owner) is responsible for maintaining the content of this procedure as delegated by the Approval Authority.
- Manager, Strategic Course Quality (as the Subject Matter Expert) is responsible for coordinating with the Policy team and updating the procedure on behalf of the Document Owner.

Promulgation

This procedure will be communicated throughout the University community via:

1. A FedNews announcement and on the 'Recently Approved Documents' page on the University's Policy Central website.
2. Distribution of e-mails to Head of Institute/School / Head of Department / University staff.
3. Notification to Institutes/Schools/Federation TAFE.

Implementation

This procedure will be implemented throughout the University via:

1. A FedNews announcement and on the 'Recently Approved Documents' page on the University's Policy Central website.
2. Training sessions.

Records Management

Document title	Location	Responsible officer	Minimum retention period
HDR Annual Assessment Report	GRS Records System	Dean, Graduate Research	7 years
Annual Course Assessment report	The University's approved data management system	Dean, Quality and Accreditation	7 years