

Teaching and Learning Quality Assurance Manual



Office of Pro Vice-Chancellor Teaching and Learning

Title:	Review of Units
Last Revised:	August 2003
Antecedents:	<p>“Quality Management at the University of Tasmania” May 1992</p> <p>“AVCC Guidelines for Quality Assurance in University Course Development and Review”, Academic Senate March 1993</p> <p><i>Policy and Procedure for Review of Courses and Schools</i>, Academic Senate, 3/1998</p> <p><i>Terms of Reference of Course Reviews</i>, Academic Senate, 1 May 1998</p> <p><i>Section BV Course/Discipline and School Reviews</i> 2000 Quality Assurance Manual, Academic Senate, 1 May 1998</p> <p><i>General Checklist for Use by the Course Review Committee</i>, Academic Senate 1 May 1998</p> <p><i>Benchmarking for Teaching and Learning</i>, Academic Senate, 31 Oct 1998</p> <p><i>A proposal for quality audits of University quality assurance processes</i>, Academic Senate 27 Oct 2000, minute 2.1.2</p> <p><i>Mapping Quality Assurance Framework</i>, Academic Senate 27 April 2001, minute 2.1.2</p>
Date Approved:	Academic Senate, 15 June 2001, minute 2.13

Reviews of Units

Units, as the basic organisational component contributing to the quality of teaching and learning within the University, will be reviewed at least every three years to ensure their continuing suitability to meet the needs of students. The process of reviewing units may be relatively informal, but a systematic approach is nevertheless necessary.

1. Heads of School will implement a cycle whereby every unit offered through the School is reviewed at least once every three years. Schools may group units in various ways to simplify the review process.
2. Academic staff with responsibility for co-ordinating units (Unit Co-ordinators) are responsible for conducting the reviews and for reporting their outcomes to the Head of School.
3. Unit reviews will involve a discussion among all staff who teach in or are associated with the unit.
4. Discussions during unit reviews will focus on:
 - The role of the unit within School, Faculty and [University plans](#)
 - The role of the unit within the course or courses in which it is offered and its relationship to other units in that course/s
 - The success of the unit in achieving its aims and objectives
 - SETL results and other student feedback
 - Enrolment, retention, progression and assessment data related to the unit
 - The extent to which the unit complies with relevant School, Faculty and University policies
 - The extent to which the unit contributes to the [Policy on Generic Attributes of Graduates of the University of Tasmania](#)
 - Staffing and resource issues associated with the unit
 - Perceived strengths and weaknesses of the unit
 - Improvements made to the unit since the previous review, and the outcomes of these improvements
 - Recommended improvements to be made to the unit following the review
 - Other issues considered relevant by the Head of School or Unit Co-ordinator
5. Performance indicators for units will include:
 - Number of SETL responses
 - SETL scores on each dimension and overall SETL score
 - Student and staff feedback
 - Retention/progression rates

- Enrolment trends
- Assessment outcomes
- Student/staff ratio
- Innovative teaching

Note: Data on key performance indicators is available on the MIRU website and is updated annually. See <http://miru.utas.edu.au:9001/>.

6. A brief report on the unit review will be submitted to the Head of School. The report will focus on:
 - The strengths and weaknesses of the unit identified through the review
 - Plans for improvement arising from the review
7. Unit reviews will be used as input to annual course reports and to cyclic course reviews.