

Policy Title: Curriculum Evaluation and Review

Policy Owner: Pro-Vice-Chancellor (Education)

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1. INTENT

This policy informs staff of the approaches and principles to be applied in the evaluation and review of curriculum items.

2. ORGANISATIONAL SCOPE

This policy applies to all staff involved in the delivery of all curriculum items.

3. DEFINITIONS

TERM	DEFINITION
Callista	The university's official student record keeping system.
Course	A program of study necessary to qualify for an award of the University.
CAPS	Curriculum Approval Publication System
Curriculum	Course, unit set or unit.
Unit	A unit of study or unit of competency
UTEI	Unit and Teaching Evaluation Instrument

4. POLICY CONTENT

4.1 Student Evaluation of Units and Teaching

- a. The Unit and Teaching Evaluation Instrument (UTEI) is a centrally administered survey which generates student feedback on the quality of units and teaching experience of students.
- b. The data generated about the student experience is for use in improving the design of units and teaching practice. The UTEI data will inform the annual review of:
 - i. Teaching performance;
 - ii. Promotion and probation decisions; and
 - iii. School Reviews.
- c. A Report on UTEI Outcomes providing information and analysis of the UTEI data will be provided after each administration of the survey to the Academic Board, by Strategy and Performance from Strategic and Governance Services (SGS). The details of the UTEI instrument are attached to this policy as [Attachment 2](#).

4.2 Administration of the Survey

- a. The administration of the UTEI for any unit will be online. Where the Associate Dean (Teaching and Learning) (AD (TL)) can provide strong evidence to the Pro-Vice-Chancellor (Education) (PVC (E)) that online administration in a unit is inappropriate or not possible, paper-based administration may be permitted.
- b. Strategy and Performance from SGS, in consultation with schools, will administer the UTEI across all offerings irrespective of when, how or where the unit is taught.
- c. AD (TL) may from time to time authorise that a unit delivered in a particular teaching period, or in a particular location not be evaluated by the UTEI, where non-evaluation is likely to be beneficial.
- d. A list of all units not evaluated will be generated after each survey and provided to Academic Board with a report on UTEI outcomes, by Strategy and Performance from SGS.
- e. The UTEI Administration Guidelines are attached to this policy as [Attachment 1](#).

4.3 UTEI Survey Data

- a. The data will be available as reports in the following forms:
 - i. individual lecturer and tutor evaluations;
 - ii. individual unit evaluations;
 - iii. aggregated lecturer and tutor evaluations by unit, lecturer and tutor, school and university; and
 - iv. aggregated unit evaluations by unit, campus, school, and university.
- b. The data collected will be used to conduct a regular and systematic review of the teaching and learning performance in all units offered by the school in the previous teaching period.
- c. The AD (TL) will use the data for the following purposes:
 - i. to improve the quality of teaching and learning in all units under their control in processes such as:
 - ii. School reviews; and
 - iii. course reviews.
- d. to improve the performance of individual staff in the school in relation to the quality of teaching and learning; and
- e. to inform the assessment of academic staff in processes such as:
 - i. Academic Promotions;
 - ii. academic management for performance;
 - iii. Academic Management for Performance;
 - iv. academic probation; and
 - v. other related policies adopted by the University from time to time.

4.4 Feedback to Students

- a. Unit coordinators will include information for students in the Unit Plan indicating how the results of the unit evaluation have been used to improve the unit, the next time it is offered.
- b. Data aggregated to school and University levels will be publicly available on the University web-site.
- c. Data is published by the University at:
http://www.ecu.edu.au/GPPS/qatl/utei_public.html

4.5 Unit Reviews

- a. Unit reviews must be completed using ECUonQ
- b. All coursework units must be reviewed:
 - Units offered in semester one must be reviewed in the ECUonQ midyear unit review period.
 - Units offered in semester two, both semester one and two and full year units must be reviewed in the ECUonQ end of year unit review period.
- b. The unit coordinator is responsible for the completion of their unit reviews.
- c. Where there is a change in unit coordinators and the unit review is not complete prior to the change, the new unit coordinator must complete the unit review.
- d. The text and references in every unit outline should be reviewed at least once every two years.
- e. When it is identified that revisions to units are required, the revisions must be made and approved via the Curriculum Approval and Publication System (CAPS). Consult the [Curriculum Approval Policy](#) for the unit amendment processes.
- f. At the end of each year, the Course Coordinator (as part of their ECUonQ Course Review) must complete a review of the unit review in ECUonQ.
- g. The data that informs ECUonQ should come from a variety of sources including the UTEI responses, learning outcomes, student performances and benchmarking activities.

4.6 Annual Course Reviews

- i. An Annual Course Report must be completed and submitted by the Course Coordinator by the end of Semester 1 of the following year.
- ii. The Annual Course Report must be completed for each Major within a course.
- iii. The Annual Course Report must be submitted through the course coordinator to the AD (TL). The AD (TL) will provide to the PVC

- (E) an overview of the key issues identified in the Annual Course Reports.
- iv. The Annual Course Report will draw from such data sources as:
- I. The Annual Course Review Data provided for each course;
 - II. The Moderation reports for all units in the course;
 - III. Unit Review Reports provided by Unit Coordinators;
 - IV. Relevant information from Consultative Committee meetings; and
 - V. Benchmarking data.
- v. The Annual Course Report will include a brief reflection on the success of the course outcomes including the attainment of the ECU Curriculum Framework principles and priorities.
- vi. The Annual Course Report must include a description of the revisions/actions that will be taken to address any issues or problems that have been identified.

4.6 Major Course Reviews

- a. All courses are required to undergo a Major Course Review every 5 years. The Major Course Review can be undertaken as part of an accreditation process by an external body or as part of the 5 Yearly School Review.
- b. The purpose of a major course review is to review the past and present effectiveness of a course and to set future directions in the context of the mission and vision of the University and school.
- c. A major course review will consider and report on:
 - i. the structure, content and quality of the course in relation to the policies of the University, including evidence of outcomes in relation to:
 - ii. the attainment of the principles and priorities of the ECU Curriculum Framework;
 - iii. performance of students in different locations; and
 - iv. the needs of students, potential employers and other stakeholders.
- d. the nature of students entering the course and outcomes for graduates after completion;

- e. the quality and appropriateness of teaching and learning processes including methods of assessment within the course in relation to the course's objectives;
- f. the appropriateness, level of resourcing and support provided to staff and students in the course;
- g. the scope and extent of strategies used to enhance the student learning experience including:
 - i. support during first year at university;
 - ii. support for transition to work; and
 - iii. plans and procedures for improving the course.

5. RELATED DOCUMENTS

Other documents which are relevant to the operation of this policy are as follows:

- [Admission, Enrolment and Academic Progress Rules](#)
- [Curriculum Planning and Development Policy](#)
- [Curriculum Approval Policy](#)
- [Curriculum Delivery and Assessment Policy](#)

6. CONTACT INFORMATION

For queries relating to this document please contact:

Policy Owner	Pro-Vice-Chancellor (Education)
All Enquiries Contact:	Manager, Academic Governance and Standards
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7. APPROVAL HISTORY

Policy Approved by:	Vice-Chancellor
Date Policy First Approved:	5 December 2012
Date last modified:	26 April 2016
Minor Revisions:	21 December 2015 - Minor revision update to reflect academic organisation re-design 27 February 2017 - Minor revision update to reflect the academic organisation re-design
Next Revision Due:	25 April 2019
HPRM File Reference	SUB/3249

Attachment 1: UTEI Administration Guidelines

1. Where an AD (TL) considers it necessary to administer the UTEI for a unit in a paper-based form, approval must be gained from the PVC (E) – refer to 4.2 above for details.
2. The reports are prepared by the relevant University office and made available to all the academic teaching and managerial staff within four weeks of receipt of evaluations.
3. When the UTEI reports are available, the AD (TL) will:
 - 3.1 review the reports; then, if appropriate,
 - 3.2 invite the staff member for an interview to discuss the data.
4. When the UTEI reports are available, a staff member may request an interview with the AD (TL) to discuss the data.
5. All teaching staff have access to:
 - 5.1 all of their individual UTEI reports (unit, lecturer and tutor) from units where they have been evaluated either as a lecturer or as a tutor; and
 - 5.2 the School Unit Report summarising the UTEI data for all School units.
6. Unit Coordinators, Course Coordinators and Campus Coordinators have access to all reports relating to their units, courses or campuses respectively.
7. AD (TL) have access to all School UTEI reports summarising the UTEI data for all School units and teachers.
8. School AD (TL) have access to all the UTEI reports for their school.
9. Senior Deputy Vice-Chancellor and PVC (E) have access to all School UTEI Reports.
10. Responsibility for the administration of the UTEI process lies with the AD (TL) This includes:
 - 10.1 Choice of administration – online or paper (see 1 above);
 - 10.2 Arrangements for administration of the UTEI; and
 - 10.3 Using the data appropriately.
11. Offensive and inappropriate responses to open-ended questions may be removed from the database at the discretion of the PVC (E)

Attachment 2: UTEI Survey Questions

1. Unit Evaluation

1	In this unit I had a clear understanding of what was required of me <i>(I always felt well informed about what was expected from me)</i>
2	The learning materials in this unit were helpful <i>(The Blackboard site, notes, textbook, recordings, etc. where appropriate supported my learning)</i>
3	The assessments in this unit accurately evaluated my learning <i>(The assessments covered most aspects of the course and my marks reflected what I had learned)</i>
4	The unit improved my general skills <i>(General skills include teamwork, communication, writing, reasoning, problem solving etc.)</i>
5	The unit was well organised <i>(Most things about the unit were well planned and efficiently carried out)</i>
6	The unit challenged my thinking <i>(The unit encouraged me to think more critically and deeply about the subject matter)</i>
7	This unit extended my learning <i>(The unit helped me to learn a substantial amount more about this subject)</i>
8	I am satisfied with this unit <i>(The unit met my expectations in most ways)</i>
9.	What were the best aspects of this unit?
10.	What changes would you suggest for this unit?

2. Lecturer Evaluation

1	The lecturer was well organised <i>(The lecturer was well prepared and the unit delivery reflected this)</i>
2	The lecturer communicated clearly <i>(The lectures presented, and instructions given, were able to be understood and followed)</i>
3	The lecturer made the unit interesting and engaging <i>(The lecturer's teaching approach motivated and encouraged me to participate and learn)</i>
4	The lecturer was approachable <i>(The lecturer invited and encouraged my communication and interaction)</i>
5	The lecturer encouraged me to think in this unit <i>(The lecturer led me to reflect critically on the subject matter)</i>
6	I am satisfied with this lecturer <i>(The lecturer met my expectations in most ways)</i>
7.	What aspect of this lecturer's approach to teaching best helped your learning?
8.	Would you have liked this lecturer to have done anything differently?

3. Tutor Evaluation

1	The tutor communicated clearly <i>(The tutor always made clear any directions or information he/she delivered)</i>
2	The tutor provided useful help and guidance <i>(The tutor was responsive to my needs by offering assistance and support)</i>
3	The tutor assisted in developing my understanding of the subject matter <i>(The tutor helped me to gain more insight and improved my grasp of the subject matter)</i>
4	The tutor encouraged my learning <i>(The tutor inspired and motivated me to participate in learning activities)</i>
5	The tutor assessed my work well <i>(The tutor provided appropriate feedback on my assignments in a timely fashion)</i>
6	I am satisfied with this tutor <i>(The tutor met my expectations in most ways)</i>
7.	What aspect of this tutor's approach to teaching best helped your learning?
8.	Would you have liked this tutor to have done anything differently?