



Responsibilities of Executive Deans in the Academic Program and Academic Unit Review processes

The principles and purposes of academic reviews have undergone a significant shift in ethos towards a process aimed at addressing future prospects and enhancement through enhanced formative self-evaluation, benchmarking, and participatory stakeholder engagement.

Reviews continue to play a significant role in ensuring that relevant internal and external regulatory standards and frameworks are being met, as well as relevant professional/industry accreditation standards.

Reviews are designed to support and inform the University's strategic direction, policies and systems

Self-evaluation Report (SER)

A period of self-evaluation and planning takes place, led by an Internal Team (Unit/discipline) in consultation with internal and external stakeholders, which will commence not less than **seven months** prior to the Review Panel's visit.

The self-evaluation report (SER) will be informed by:

- a benchmarked context;
- reference to national and international exemplars, standards and quality assurance frameworks;
- relevant institutional data;
- consultation and collaboration with a range of internal and external stakeholders including students, employers, alumni and other members of the wider community.

The result will be a submission for the Review Panel in which enhancement strategies and plans are provided for the Review Panel's feedback and recommendations.

Responsibilities of Executive Deans

Panel nominations and Terms of Reference

Consult all staff relevant to the areas under review and propose a list of Panel members and Terms of Reference to LQS for approval by PVC(SL). [Appendix I: 1.2.1 Membership of Panels]. Please note faculties bear the cost of the airfares for Panel members external to Australia.

Internal Team

Establish an internal team to coordinate preparation of the SER at least 7 months prior to the scheduled visit of the Review Panel [Appendix I: 1.2.2 Membership of Internal Teams];

Publish membership of the Internal Team across the faculty and encourage staff to participate in the development of the SER. Staff are encouraged to highlight good practice, raise issues and opportunities, and contribute to enhancement plans;

Assist Internal Team with preparations and resources;

Endorse the SER prior to submission to the Review Panel by LQS.

Review Panel

Assist LQS in the development of a Briefing Paper to be submitted to Review Panel together with the SER;

Ensure Briefing Paper and SER is completed at least 1 month prior to Review Panel visit;

Advise Review Panel on faculty and University plans, prior to, and during the Panel's visit;

Attend an exit interview conducted by the Review Panel.

Review Panel Report and Recommendations

Endorse recommendations of the Review Panel Report prior to submission to Academic Board by PVC(SL).

Implementation Plan

Develop, execute and monitor Implementation Plan:

Academic program reviews: establish and assign carriage to an Implementation Working Group; approve membership of the Implementation Working Group in consultation with stakeholders [Appendix I: 1.2.3 Membership of Implementation of Working Group];

Academic unit reviews: with the Unit Head, establish and assign carriage to an Implementation Working Group; approve membership of the Implementation Working Group in consultation with stakeholders;

Other Academic unit reviews: with the Unit Head, establish and assign carriage to an Implementation Working Group; approve membership of the Implementation Working Group in consultation with stakeholders;

Provide Implementation Plan to LQS within 6 weeks of Academic Board's consideration of the Review Report;

Provide progress reports 4 months and 8 months following the initial Implementation Plan to LQS for submission to Academic Board.

- Ends-

APPENDIX I

1.1 LQS services

In accordance with an agreed schedule of Program and Unit reviews, with the former required every 5 years and the latter every 7 years, LQS will:

- contact the Faculty prior to the commencement of the seven month self-evaluation period to advise of the processes including commencing the discussions to finalise the Terms of Reference, to obtain nominees for the Review Panel and to assist with the communications concerning the SER;
- receive confidential submissions from stakeholders to be provided to the Panel;
- provide key data and evidence in support of the SER and assist the Internal Team with preparations;
- assist communications with students as stakeholders (including the development of the SER, membership of the Panel, interviews, and the Review Panel Feedback Forum);
- schedule the Review Panel visit and make arrangements for external members;
- invite key stakeholders to interviews with the Panel;
- prepare a timetable for the Review Panel's interviews;
- send the completed SER to the Review Panel one month before the visit in conjunction with a Briefing paper covering key institutional background;
- support the Review Panel's deliberations including the formulation of recommendations and the drafting of the report;
- scheduling senior managers (ED/HOS) so they are able to attend the Review Panel's exit interview (a high-level summary of its recommendations) with the PVC(SL);
- scheduling the Review Panel Feedback Forum in which all staff and students can be advised of the Review Panel's proposed recommendations and outcomes;
- finalise the draft panel review report so that it can be submitted to the Review Panel members for consultation within 14 days of the visit;
- under the direction of the PVC(SL) refer the report to Faculties for an endorsement of the recommendations;
- prepare Academic Board/VCE cover-sheets to accompany the report;
- upon receipt of the endorsement from Academic Board/VCE ask the Faculty to prepare an Implementation Plan to be completed within 6 weeks of Academic Board/VCE noting the report;
- submit the Implementation Plan to Academic Board;
- obtain progress reports from the post-review Implementation Working Group at the 4 month and 8 month reporting dates so that Academic Board might monitor progress on the implementation of the Review Panel's recommendations.

Resources

In addition to the LQS Officer supporting the review, the following resources are available or are under development and will be accessible via an updated Review website (in development):

- Guidance Note 1: An Approach to Stakeholder Engagement
- Guidance Note 2: Identifying Stakeholders
- Guidance Note 3: Benchmarking Program Reviews
- Guidance Note 4: Timelines for Reviews
- Guidance Note 5: Responsibilities of Executive Deans in the Academic Program and Academic Unit Review processes
- Process Map for Reviews
- Guidelines for the Self-Evaluation Reports (SER) for Academic Program Reviews including SER template
- Guidelines for the Self-Evaluation Reports (SER) for Unit Reviews including SER template
- Factsheet 1: Program Review Terms of Reference (approved generic template available)
- Factsheet 2: Academic Unit Review Terms of Reference (approved generic template available)
- Factsheet 3: Other Academic Unit Review Terms of Reference (approved generic template available)
- Factsheet 4: Responsibilities of Review Panel Members and Learning & Quality Support Staff
- Implementation Plan template (to be developed).

1.2 Membership of committees, Internal Teams and Implementation Working Groups

1.2.1 Membership of Review Panels

Academic Program Reviews	<p>Internal convener independent of the school/discipline area under review, and normally from a different faculty;</p> <p>An external appointee (Professor, from the same or similar discipline to the program(s) under review);</p> <p>A learning and teaching specialist internal to the University;</p> <p>Two students from the program under review; these students may be enrolled currently, or will have graduated very recently from the award program.</p>
Academic Unit Reviews	<p>Internal convener independent of the school under review, and normally from a different faculty;</p> <p>Two external members; at least one of whom is a Professor from the same or similar area under review;</p> <p>Two students: an UG or PGCW student on a program run by the school (currently enrolled, or very recently graduated) and an HDR candidate (or very recent graduate) whose main supervisor is a member of staff of the school under review.</p>
Other Academic Unit Reviews	<p>Internal convener independent of the Unit under review;</p> <p>Two external members; at least one of whom is a Professor from a similar unit;</p> <p>Two students (UG/PGCW and/or HDR) appointed in consultation with the Head of the Unit.</p>

1.2.2 Membership of Internal Team

Academic Program Reviews	<p>Program Coordinator (Convenor);</p> <p>Associate Dean, Learning and Teaching (or equivalent);</p> <p>Course coordinators as determined by the Executive Dean in consultation with relevant Head(s) of School.</p>
Academic Unit Reviews, Other Academic Unit Reviews	<p>Head of School/Unit (Convenor);</p> <p>School/Unit and faculty representation as determined by the Executive Dean in consultation with the relevant Head of School/Unit.</p>

1.2.3 Membership of Implementation Working Group

Academic Program Reviews	<p>Program Coordinator (Convenor);</p> <p>Representation from the following as approved by the Executive Dean in consultation with stakeholders:</p> <ul style="list-style-type: none"> - Course Coordinators - Students - Faculty ADL&T.
Academic Unit Reviews, Other Academic Unit Reviews	<p>Head of School/Unit (Convenor);</p> <p>Representation approved by the Executive Dean in consultation with staff and stakeholders and include student representation.</p>

Version:	Date:	Change:	Initial:
2.0.0	4/2/2019	Standardised "Internal Team" wording, added to list of resources.	PNS
Document Path	I:\reviews\2019\resources\approved\guidancenote#5responsibilitiesofexdeans_v200.docx		
Effective Date:	01/02/2019	Review Date:	01/02/2020
Authorised by:	Manager L&QS		