

Course Governance and Quality Business Process

SCOPE

The Faculty of Medicine, Nursing and Health Sciences (FMNHS) is committed to ensuring excellence in education across all its coursework courses.

In line with [Monash Impact 2030](#), and the University's [Education Plan 2022-2025](#), the FMNHS aims for students to experience rich education and transformative teaching and learning, through excellent degrees and programs, designed and delivered by inspiring and impactful educators.

All Sub-faculties/Schools that offer coursework programs must implement appropriate *Course Governance* structures including *Continuous Quality Improvement* (CQI) processes to manage its education portfolio.

Course Governance is the system that oversees the direction, leadership and management of a course, and the means by which the course and its relevant stakeholders are responsible.

Continuous Quality Improvement, in the context of health education, is a process of collecting, analysing and using data to improve the quality and outcomes of services on an ongoing basis. CQI is distinct from education research. Health professions and science educators who utilise CQI in their educational practices can help create learning environments that impact positively on learners and contribute to better outcomes (Wong et.al., 2020). In comparison, health education research focuses on a gap in evidence from the literature and then designs a study to generate new knowledge to answer that research question which often involves human ethics approval (Rees et.al., 2023).

This business process applies to all undergraduate and postgraduate coursework courses offered and owned by the FMNHS.

PURPOSE

This business process aims to provide guidance on course governance, and foster CQI of all courses within the FMNHS in line with the university's [course accreditation procedure](#) and [course review procedures](#).

Each Sub-faculty/School/Department can choose the relevant course governance structures and systems to achieve CQI and ensure a whole-of course or program approach in relation to improvements. These course governance structures and systems must be documented and approved by the Office of the Deputy Dean Education with clear roles and responsibilities of personnel involved in course leadership and management.

All courses, through their education governance systems, must be reviewed and reported annually to the Faculty Education Committee.

PROCESS

The course leadership and management personnel are responsible for ensuring courses are aligned with strategic and educational plans as well as all [University policies, procedures](#) and [Faculty business processes](#). The course leadership and management will provide academic leadership of the course, ensuring teaching oversight, educational quality, and compliance (see Appendix 1). It is acknowledged that the course leadership and management personnel will be different from each course and discipline. The course leadership and management will work closely with professional staff, chief examiners, unit coordinators and relevant placement staff and take ultimate responsibility, in consultation with the professional staff and students, for the student lifecycle inclusive of the delivery, management and teach-out of retiring courses, including timely course completions.

Key stakeholders involved in implementation of course governance may include:

- Sub-faculty/School Director of Education
- Heads of Department
- Professional staff responsible for the administration of the course
- Course Director/ Deputy Director (if relevant)
- Unit Coordinators/Chief Examiners
- Year Level Coordinators (for larger courses where relevant)
- Education designers (faculty or school)
- Relevant committees, working group or advisory group representatives
- Recent graduates/current students
- Discipline leads, including assessment and curriculum leads
- Interfaculty representatives (double degrees or contributing units)
- University campus or location representation (for courses offered at multiple locations), university and/or faculty administration
- Representatives of appropriate professional organisation/s including research and employer organisations (as appropriate)
- Industry partners (including health care and broader health and science systems)
- Healthcare consumers
- Members of government
- Professional accreditation/registration bodies

Students are also key to course governance processes and systems. Students' experience of teaching and learning is a key data point to support CQI of units and courses. Student input into unit/course quality and governance shall be obtained through four levels:

1. Classroom - teaching and learning strategies should enhance student agency in learning as described in the universities [Students as Partners resource](#)
2. Unit - Student Evaluation Teaching (qualitative and quantitative data). It is the responsibility of Unit Coordinators and Chief Examiners to read and reflect on feedback obtained in SETU and recommend appropriate changes as part of CQI systems. The university SETU data is to be treated as high quality data and no additional formalised student feedback (other than informal feedback opportunities described in point 3 below), are required.
3. Student experience (may include unit and course level) - Student groups for the year levels of the course who provide *continuous feedback* to appropriate academic staff throughout a semester with processes in place to action critical feedback to improve teaching and learning as it is being implemented. Course governance systems must ensure that students have access to relevant academics and that any conflict or power imbalance is managed.
4. Faculty - a small group of diverse, yet representative students will be appointed as casual staff through a competitive process by the Office of the Deputy Dean Education to co-design relevant processes and activities. Students will cover diversity in undergraduate and post-graduate students and modes of delivery and but not represent each individual course or discipline.

The Monash University [course accreditation procedure](#), [course design procedure](#) and [course review procedures](#) state that each course must appoint a **Course Director** who should form part of the course leadership and management. The Course Director is an academic staff member employed by Monash University and is appointed by the Head of School or Department and Director of Education and approved by the Deputy Dean Education on behalf of the Dean. The Course Director is responsible for ensuring that regular quality improvement of the course is undertaken, to inform and improve course quality, course design and learning and teaching approaches. See Appendix 2 for examples of Course Director operational activities.

In the FMNHS, the Course Director works closely with the Head of School and/or Department, and the School/Sub-faculty Director of Education in this quality improvement function. This supports the work of the Deputy Dean (Education) and Associate Dean (Student Experience) who has responsibility for education strategy within the Faculty and ultimate responsibility under the Dean for courses, curriculum, teaching, learning, and assessment. This support may include assisting with, or leading the implementation of strategic initiatives. The Course Directors work closely with the Faculty and Sub-faculty/School or Department Education Services team, who provide professional support and advice on all matters including, policy and procedure, governance, quality, and teaching and learning.

The Course Director must at a minimum have demonstrated:

- Excellence in education, as evidenced by a strong teaching record, student centred approach to teaching, and experience as a unit coordinator and chief examiner at a tertiary education level;
- Leadership and commitment to continuous quality improvement in teaching and learning innovation; and
- Interpersonal skills with the proven ability to drive successful relationships and outcomes through collaboration, mentorships and partnerships, and the demonstrated ability to work effectively, collaboratively, supportively and appropriately with key stakeholders.

External accreditation authorities may have additional specific requirements for Course Directors.

Course Directors will be appointed for a 3-year term with an option for renewal. The Course Director is an important education leadership opportunity for staff therefore turnover of the position is recommended to support and build capacity across the FMNHS in education leadership.

Given internal and external accreditation requirements, it is mandatory that each course establishes a **Course Advisory Board** that will provide relevant, collegial external perspectives into the course and the broader market and needs of the relevant course. A single **Course Advisory Board** may provide perspectives into multiple courses.

The Course Advisory Board must meet at least once per annum and address:

- The relevance of the curriculum to the workplace in Australia and overseas
- Employer's perspective on the strengths and weaknesses of the course;
- Graduates perspectives on the courses ability to prepare them for practice;
- Strategies for the incorporation of new developments in the workplace into the curriculum;
- Strategies for improving the recruitment of local and international students;
- Strategies for improving and maintaining relations with relevant professional bodies; and
- Opportunities and threats that currently exist within the discipline and into the future.

The course must demonstrate partnership with Course Advisory Board members and the courses responsiveness to the provided perspectives.

Other structures that support continuous quality improvement may include: Course education quality committee, teaching teams, placement committees, year level committee, assessment and curriculum committee, unit level committee or others relevant to the course.

The course leadership and management must ensure regular quality improvement of units in the course, and the course overall, and this is to be undertaken and used to inform and regularly improve the course in the following areas:

- Strategic alignment (Monash Impact, Education Plan 2022-2025 and Faculty Education Plan, School/Sub-faculty Plan, etc.)
- Market position, demand, viability (trends, marketing, recruitment, benchmarking)
- Industry consultation
- Accreditation requirements (internal and external)
- Academic standards (admissions, credit, pathways, graduate outcomes)
- Placements/Work-Integrated Learning (industry partners, agreements, strategy)
- Academic design and curriculum renewal (Learning and teaching strategy, programmatic approach, best practices, online engagement, activities and resources, teaching methods)
- Assessment (assessment regime, feedback, marking, academic support)
- Student outcomes
- Graduate outcomes and destinations (relevance of curriculum to the workplace in Australia and overseas, outcome data review and reflection on curriculum)
- Appropriateness of course learning outcomes and unit level learning outcomes
- Leadership and administration

Course leadership and management are responsible for completing an annual Course Quality and Governance Report and for meeting with the Office of the Deputy Dean, Education to discuss continuous quality improvement planning. In situations where schools and departments offer units and are not responsible for a specific course, the unit coordinator and chief examiner must be fully cognisant and compliant with the capabilities to review unit quality.

Compliance with Faculty Course Quality and Governance will be monitored by the Office of the Deputy Dean Education. Each sub-faculty/school must submit their course governance and annual CQI processes and systems to Faculty Education Committee for approval.

The Course Director must submit an Annual Course Quality and Governance Report inclusive of a CQI plan to the Deputy Dean Education and for noting at FEC. The Deputy Dean Education may request a meeting to discuss the report. Courses undergoing external or internal accreditation will be exempt from the annual reporting for the year they are undergoing accreditation.

References

Rees CE, Monrouxe LV, O'Brien BC, Gordon LJ, Palermo C. (eds). Foundations of Health Professions Education Research. Principles, Perspectives and Practice. Wiley Blackwell 2023.

Wong BM, Headrick LA. Application of CQI to medical education. Med Educ. 2021;55(1):72-81.

Appendix 1

LEADERSHIP AND MANAGEMENT ACTIVITIES

- Conduct course and associated education evaluation and/or research to inform course review and development.
- Support course governance structures to implement the outcomes of course reviews and contribute to self-review reports, gap analyses, accreditation requirements.
- Promote teaching excellence and advise the Faculty Education Committee (FEC), School/Sub-faculty Education Committee and/or School Executive on education matters of quality and governance.
- Evaluate the student experience and graduate preparedness to address current and emerging health challenges.
- Monitor:
 - continuous improvement processes for academic standards and quality assurance in relation to teaching and assessment practices.
 - implementation of University education policy and procedures and faculty business processes and provide feedback to FEC as required.
- Contribute to the development and review of:
 - Sub-faculty/School strategic and operational plans in alignment with [Monash Impact 2030](#), [Monash Education Plan 2022-2025](#) and the [Faculty Education Plan 2022](#).
 - Faculty business processes and guidelines, and review University policies and procedures as required.
 - unit/course review and approvals processes to ensure appropriate academic rigour and strategic relevance, and make recommendations to FEC
- Consider and make recommendations to FEC on, and action:
 - course reviews and accreditation matters
 - matters relating to admissions, pathways, scholarships and prizes, selection, equivalence and entry requirements for coursework domestic and international students
 - appointment of Course Directors and other leadership roles.
 - matters referred by School Executive, FEC, faculty sub-committees, working groups or advisory groups, and ensure appropriate Sub-faculty/School/Department representation.

Appendix 2

COURSE DIRECTOR OPERATIONAL RESPONSIBILITIES

Note: This is not an exhaustive list and may vary depending on course, Department or School.

AREA OF RESPONSIBILITY	TASKS
Committee engagement and reporting	<ul style="list-style-type: none"> work collaboratively with Course stakeholders (ie. UC/CEs, Year level coordinators, assessment, curriculum, and simulation/placement leads) and professional staff to ensure Course Advisory Board outcomes are implemented In conjunction with sub-Faculty/School Director of Education and/or Head of Department develop education quality improvement system for the course and ensure its implementation and review. chair and provide education leadership to the Pre-BoE Review of Results Meetings that precede Faculty Board of Examiners (BoE) meetings and complete and submit the pre-BoE Review of Results minutes to the Office of the Deputy Dean Education. This also includes oversight of the timely submission of results and ensuring Chief Examiners attend the Pre-BoE meetings. Approve pre-BOE result amendments via the results management platform. contribute to and attend relevant Sub-faculty/School Education Committee meetings Undertake continuous quality improvement of your course as directed by the Deputy Dean Education via submission of annual reports be a member of the Academic Progress Committee (APC) (as required)
Student lifecycle management	<ul style="list-style-type: none"> Student welfare, pastoral care, support, referral to support services of university and faculty In collaboration with professional staff: create course maps to assist with course progression for complex enrolments, particularly in relation to new course versions and the teach out of courses review 'at risk' students
Quality management	<ul style="list-style-type: none"> ensure review of results meetings and post BoE amendments are accurate, transparent and appropriately completed manage the performance of the course and ensure continuous improvement in regard to teaching, learning and content, using evaluation data including feedback provided by the Course Advisory Board and ensure vertically and horizontally alignment with the teaching and learning outcomes of the course as well as the Monash Course Design procedures review course learning outcomes regularly and provide expert advice and guidance to Chief Examiners/Unit

	<p>Coordinators in the process of unit development/amendments and delivery</p> <ul style="list-style-type: none"> • ensure all course/unit Handbook entries are accurate and verified for the annual course update process in collaboration with professional staff • work collaboratively with the Directors of Education and Faculty's Marketing and Recruitment teams to promote the course and improve uptake • support implementation of changes to systems and processes related to education practices with teaching staff
Review and accreditation	<ul style="list-style-type: none"> • be part of the internal university self-review panel working collaboratively with the Office of the Deputy Dean of Education to ensure that there is appropriate documentation and follow-up for all activities associated with the course life cycle • oversee the implementation of recommendations and action plans following course reviews and accreditation
Policy and procedures	<ul style="list-style-type: none"> • Be cognisant of teaching and learning policies and procedures and Faculty business processes and ensure all decisions in relation to student administration, teaching, assessment and unit coordination reflect both university policies and procedures and faculty business processes
Events	<ul style="list-style-type: none"> • Attend information sessions/Open Day activities and student enrolment sessions

Date Effective	February 2024
Review Date	January 2026
Process Owner	Office of the Deputy Dean Education
Category	Learning and Teaching
Version Number	4
Content Enquiries	med-quality-fmnhs@monash.edu
Responsibility for implementation	Course Directors School Directors of Education Heads of Department Heads of School
Status	Amended
Approval Body	Name: Faculty Education Committee Meeting: 1/2024 Date: 12/02/24 Agenda item: 5.2
Related Policies	
Related Documents	