

RMIT UP ELICOS Program and Course Review Instruction

Section 1 – Context

- (1) RMIT UP is committed to the continuous improvement of our programs and courses to ensure that they meet the learning needs and expectations of our students and RMIT University. RMIT UP considers program and course review as an ongoing, iterative quality assurance process, providing an opportunity to reflect meaningfully on our programs and courses, including learning and teaching content, and to refresh these for the contemporary context.
- (2) This instruction is intended to support an effective and robust system of academic governance that maintains compliance and integrity in course design and addresses legislative requirements detailed in the ELICOS Standards, notably P3, P4 and P5 respectively.

Section 2 – Authority

- (3) Authority for this document is established by the RMIT Program and Course policy.

Section 3 – Scope

- (4) This procedure applies to RMIT UP ELICOS programs delivered onshore and to all RMIT UP staff involved in their development, delivery, co-ordination and review.
- (5) RMIT UP Assessment review is described in the RMIT UP Assessment Review Instruction. Recommendations and activities from course or assessment review processes should be taken into consideration when assessing the performance and alignment of RMIT UP ELICOS programs and proposing changes.

Section 4 – Purpose

- (6) The program and course review procedures are designed to ensure that the ELICOS program and courses delivered at RMIT UP maintain compliance, subject relevance, quality, and effectiveness in preparing students across all proficiency levels and courses.
- (7) There are two key levels of review: Annual Monitoring and Review, and Comprehensive Course Review.
- (8) This procedure draws on best practices and is informed by:
 - a. RMIT's Quality Assurance Framework
 - b. NEAS Quality Principles (specifically A6)
 - c. TEQSA guidance
 - d. The ELICOS Standards 2018

Section 5 – Instruction

- (9) Program and Course review activities include 4 key stages:
 - a. Analysis of collated data

- b. Action planning arising from analysis of data
- c. Implementation and documentation of course improvements
- d. Reporting to relevant stakeholders and the Academic Quality Committee.

Data Collection

- (10) Gathering and collation of relevant data, may include:
 - a. student interaction with the online learning management system (LMS)
 - b. course feedback from students
 - c. course feedback from teachers and academic support staff
 - d. grade performance or pass rate data
 - e. a comparison of student academic performance in RMIT UP ELICOS programs, RMIT Foundation Studies, Vocational and Higher Education

Course feedback

- (11) Evaluation and improvement of RMIT UP ELICOS programs must include input from all relevant stakeholders.

RMIT UP Student Feedback

Course Feedback Survey

- (12) All RMIT UP ELICOS students are given the opportunity to provide feedback on their current course anonymously via the Course Feedback Survey.
- (13) The Course Feedback Survey is administered in the final two weeks of an RMIT UP ELICOS course, before end-of-course assessments have been completed.
- (14) Teachers explain the purpose and impact of the survey to students who complete the survey online in class. Students who are absent when the survey is completed in class are invited to complete the survey in their own time.
- (15) Student feedback is automatically collated in the RMIT UP ELICOS Course Review database.
- (16) The Curriculum Manager or delegate summarises feedback in the Annual Monitoring and Review Report and presents it for discussion in the ELICOS Program and Course Review.

Learning Management System

- (17) Data on student interactions from the Learning Management System (Canvas) and learning activities within are collected at appropriate intervals and may be analysed for the following:
 - a. what content is accessed
 - b. time, frequency and duration of access
- (18) student performance
 - a. student rating of activities.

RMIT UP Teacher Feedback

Course Feedback Form for Teachers

- (19) Teachers and Academic Support staff are given the opportunity to provide course feedback at any time via the online Course Feedback Form for Teachers. Feedback provided by teachers must include a proposal for how to address any issues relevant to course content and/or delivery.
- (20) Feedback from the Course Feedback Form is automatically collated in the RMIT UP ELICOS Course Review Database.
- (21) Academic Co-ordinators may record any student feedback received indirectly via staff or students onto the RMIT UP ELICOS Course Review Database or forward it to the Curriculum Design Manager or delegate.

RMIT UP ELICOS Course Review Database

- (22) Feedback provided by staff and students is collated in the RMIT UP English Pathways Course Review Database.
- (23) Feedback and suggestions regarding administrative amendments to the text of courses can be communicated via email directly to the Curriculum Manager and do not need to be entered into the RMIT UP Course Review Database. Examples of administrative amendments include formatting, typographical errors, web links or improving the clarity of language etc.

Annual Course Monitoring and Review

- (24) Each teaching period is concluded with a grade finalisation review, course level performance consideration of the impact of any major or minor changes made and recommendations for further review by the appropriate level of governance (see Academic Governance).
- (25) During the first calendar non-teaching period, the Curriculum Manager collates the previous calendar year's course changes and recommendations from the Course Review Database, Course Experience Survey, Academic Governance reports including academic performance reports.
- (26) The Curriculum Manager recruits a team according to resourcing needs and availability, approved by the Director, consisting of academic faculty to support the Annual Course Monitoring and Review. The team will collaborate to collate, analyse, develop findings and compile a comprehensive report to be presented in Q2 AQC with recommendations and actions to be governed by the Learning and Teaching subcommittee.
- (27) The Annual Monitoring and Review Report should include a summary of the following, guided by the [RMIT Annual Program Review Methodology](#):
 - a. Program details
 - b. Program Enhancements and Planning Progress
 - c. Changes to Pedagogy and Curriculum
- (28) Changes to Staff Capability and Resourcing
 - a. Reflective Data check (e.g., academic performance, student trends, LMS analytics)

Comprehensive Review Schedule for evaluation, action planning and implementation of course change proposals

- (29) All courses will undergo comprehensive review within any 5-year period.

- (30) Courses selected for comprehensive review will not be required to undergo additional annual monitoring and review for the given year.

Quarter 1

- (31) In the first non-teaching period of the year, the Curriculum Manager and/or delegate conducts Teacher Focus Groups or workshops to:
- a. provide updates on any course improvements that are in progress, or which have been completed
 - b. share any insights from student feedback
 - c. collect teacher feedback on RMIT UP ELICOS courses

Student Focus Groups

- (32) The Curriculum Manager or delegate convenes student focus groups at appropriate intervals to gather and discuss students' feedback on courses selected for comprehensive review.
- (33) Student focus groups consist of students who are either near to completion of the course or who have recently completed it.
- (34) Key points of feedback gathered from the Student Focus Group meetings that are pertinent to course content and/or delivery are entered into the RMIT UP English Pathways Course Review Database within one week of the conclusion of the meetings.

Course Feedback Sessions / Educator Focus Groups

- (35) The Curriculum Design Manager or delegate convenes meetings with educators and other staff (e.g. Academic Coordinators, Academic Support) at appropriate intervals to gather feedback on courses.
- (36) Key points of feedback gathered from these meetings are added to the RMIT UP ELICOS Course Review Database.
- (37) The Curriculum Manager or delegate commences work on any issues which do not require wider consultation or approval.

Quarter 2

- (38) The ELICOS Program and Course Review is a formal appraisal process that serves to monitor and document critical reflection on the content and delivery of each course. Feedback that has been previously submitted through focus groups, feedback forms and surveys is evaluated and areas for improvement are identified. Once areas have been identified, work is prioritised, planned or deferred.
- (39) Required attendees for the ELICOS Program and Course Review are:
- a. the Curriculum Manager
 - b. the Assessment Manager
 - c. Deputy Director, English
 - d. One or more Academic Coordinators.
- (40) The Curriculum Manager or delegate prepares a summary of feedback from students and staff, a summary of relevant LMS data, and proposals for course improvements. This is shared with the Committee members at least a week before the ELICOS Program and Course Review.

- (41) The Committee members (or their appointed delegates) make an independent evaluation of survey data, summaries of feedback and LMS data and proposals for course improvement in preparation for discussion at the ELICOS Program and Course Review.
- (42) The agenda of the ELICOS Program and Course Review meeting includes:
 - a. Overview of course feedback, relevant LMS data and proposals for course improvements
 - b. Review and evaluation of all minor and major course changes proposed
 - c. Determination to accept, reject or defer judgement on each minor and major course change proposal.
- (43) The ELICOS Program and Course Review evaluation of proposed course and program changes must give consideration to all of the following:
 - a. a transformative student experience;
 - b. RMIT UP ELICOS programs, and each of their respective courses, are a coherent experience;
- (44) Curriculum and assessments align and are driven by learning outcomes;
 - a. learning activities have purpose, and this purpose is self-evident to students or is made evident by teachers;
 - b. learning resources are relevant and contemporary;
 - c. technology tools enable optimal learning and teaching experiences.
- (45) When making determinations to accept, reject or defer judgement on each minor and major course change proposal, the ELICOS Program and Course Review Committee considers:
 - a. the evaluation of each proposed change;
 - b. the impact on teaching and learning;
 - c. the urgency of any proposed improvements;
 - d. available resourcing and time required to implement changes;
 - e. practicality and feasibility.
- (46) Decisions to accept, reject or defer judgement on course change recommendations are reached through consensus of the ELICOS Program and Course Review Committee where possible. In cases where consensus cannot be achieved, the final decision falls to the Deputy Director, English.
- (47) For all minor and major course change recommendations, the Deputy Director, English seeks approval to proceed from the approval authority as per Academic Governance requirements.
- (48) The Curriculum Manager or delegate documents recommendations, decisions and actions for course improvements in an ELICOS Program and Course Review Report. This report includes:
 - a. summary of feedback from staff and students and any relevant LMS data
- (49) recommendations for program and/or course improvements
- (50) decisions to accept, reject or defer judgement on recommended changes that are made during the ELICOS Program and Course Review and academic governance processes
 - a. action plans for implementing accepted suggestions

- b. record of approval or rejection by the designated authority of proposed changes
- c. confirmation by the staff member responsible for implementing the change that the action plan has been carried out and communicated to stakeholders.

The ELICOS Program and Course Review Report is made available to all relevant stakeholders.

- (51) The Curriculum Manager and Deputy Director, RMIT UP English work to allocate resources and schedule projects so that work can begin on areas identified for action.

Quarters 3 and 4

- (52) The Curriculum Manager and/or delegate report to RMIT UP staff and teachers on decisions made in the ELICOS Program and Course Review; including what proposed changes have been approved, what work has been completed and what work is ongoing or deferred.
- (53) The Curriculum team continues to work on areas identified for action.

Academic Governance

Approval for course changes

- (54) Each proposed course enhancement must receive the appropriate level of approval in order to be implemented.
 - (55) Administrative amendments to course text may be made by the Curriculum Manager without further consultation. Administrative amendments are recorded and submitted to the Learning and Teaching Subcommittee for noting.
 - (56) Course level amendments that do not impact course integrity, design or alignment may be:
 - (57) Endorsed by the Course Review Committee; and
 - (58) Approved by the RMIT UP Learning and Teaching Subcommittee
 - (59) Program amendments that do not impact program integrity, design and alignment may be:
 - a. Endorsed by the RMIT UP Learning and Teaching Subcommittee; and
 - (60) Approved by the RMIT UP Academic Quality Committee
 - (61)
 - (62) Material changes, and/or new program proposals, or discontinuations of ELICOS programs must be:
 - a. Endorsed by the RMIT UP Academic Quality Committee and the RMIT Programs Committee; and
 - b. Approved by the RMIT Academic Board; and
 - c. Noted by the Tertiary Education Quality and Standards Agency.
- as specified in the RMIT [Program and Course Schedule – Approval and Discontinuation](#).

TEQSA requirements

- (63) Where course or program changes are approved that result in either;
 - a. changed admission requirements;

- b. half or more of the course content being replaced;
- c. differing delivery location

the Deputy Director, English or delegate submits a Notification of Material Change or an application for CRICOS registration of a new course to TEQSA, as required, prior to implementation.

Section 6 – Compliance

- (64) Compliance is monitored by the Learning and Teaching Subcommittee. All Course review reports are submitted to the Learning and Teaching subcommittee for review.
- (65) Breaches of this instruction can be reported through the [Organisational Breach Reporting Portal](#) and are managed in accordance with the Compliance Breach Reporting Procedure'.

Section 7 – Definitions

Term	Definition
Course content	Curriculum, syllabus, learning outcomes, learning activities, assessment and ancillary course documentation developed and provided by RMIT UP (NB. does not refer here to supplementary teaching and learning resources developed independently by teachers)
Course review	Course evaluation based on stakeholder feedback as well as ensuing course improvements
Administrative amendments	Changes that do not change the skill, activity type or learning outcome. This type of 'fix' or enhancement may include: <ul style="list-style-type: none"> • amending typographical errors • amending minor formatting inconsistencies • repairing or replacing dead hyperlinks • rewriting, reordering, removing or supplementing reading or listening texts • rewriting, reordering or supplementing learning activity elements, such as comprehension questions or writing prompts
ELICOS	English Language Intensive Courses for Overseas Students
Material Change	Where a major change is required to maintain RMIT UP's ability to meet HES Framework compliance, the change thus requires a 'material change' and notification to TEQSA must be completed.
Program course changes	Changes of a more substantial nature that may have a significant impact on integrity, design and alignment of the program. Such changes may include: <ul style="list-style-type: none"> • the addition, deletion, or substantial modification of a learning outcome or unit • Changing delivery mode or location • Changing summative assessment tasks impacting constructive alignment

Course level amendments	<p>Changes that are not expected to impact unduly on program design or on the operations of the course deliveries.</p> <p>Such amendments may include:</p> <ul style="list-style-type: none"> • Changing required texts • Changing learning and teaching activities • Changing summative assessment instructions not impacting protecting constructive alignment

Section 8 - Document Details

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Section 9 - Associated Information

Documents

[RMIT Program and Course Policy](#)

RMIT UP ELICOS Assessment Review Instruction

Version Table

Version	Last updated	Changes
1.0	January 2026	De Novo creation in alignment with RMIT Program and Course Policy