

## SUBJECT REVIEW PROCEDURE

### Governing policy

[Subject Review Policy](#)

### Purpose

This procedure sets out the guidelines and details of operationalising the Subject Review Policy.

### Definitions

Unless otherwise defined in this document, all capitalised terms are defined in the [glossary](#).

**Academic Leadership Team** refers to the senior leaders of the AIB academic team as appointed by the Academic Dean.

### Procedure

#### 1. Subject Reviews:

- 1.1. The Academic Dean is responsible for ensuring that 2-3 subject reviews are conducted every year, and that the recommendations from these reviews are implemented.
  - (a) The Academic Leadership Team is responsible for identifying and advising the Academic Dean of subjects requiring review according to the review cycle or when AIB benchmarks expectations have not been met.
  - (b) When Subjects fail to meet a range of success factors as set out in the Academic Quality Assurance Framework over a sustained period they will be identified as requiring a Subject Review.
- 1.2. The Academic Dean is responsible for convening the Subject Review Committee that is responsible for undertaking the review. The Subject Review Committee for MBA subjects will comprise all roles with research coursework subjects excluding role (d):
  - (a) a suitably qualified senior external academic leader (Chair)
  - (b) the relevant Associate Dean or nominee
  - (c) an OLF who has taught into the Subject within the preceding year
  - (d) Director of Academic Operations (or nominee)
  - (e) Director of Online Learning (or nominee)
  - (f) a student member that has completed the subject in preceding 12 months.

The Chair, Student member and OLF will be briefed prior to the first committee meeting by the Academic Dean.

- 1.3. The Subject Review Committee will be provided with all items for MBA subjects and items (a)-(g) where available for research coursework subjects:
  - (a) the Subject Brief
  - (b) the Subject Changes in the past 24 months

- (c) access to Moodle subject site for the term which they are reviewing, including the Subject Announcements, Class Forum, Webinar Hub (including access to the Webinar Recordings), and Facilitators' Forum
- (d) the subject teaching team pack including webinar schedule
- (e) the Course Brief
- (f) AIB Graduate Qualities
- (g) Subject Improvement Logs
- (h) the most recent Peer Review report as related to the discipline of the subject
- (i) an external assessment benchmarking report.

1.4. The Subject Review Committee will be provided with a statistically viable trend data over 2-4 years against the following measures, and where appropriate, AIB benchmarks including:

- (a) number of enrolments
- (b) For MBA Coursework Subjects:
  - (i) Student Evaluation of Teaching (SET) (minimum 10 responses or at discretion of the Academic Dean)
  - (ii) Student Evaluation of Subject (minimum 10 responses or at discretion of the Academic Dean)
- (c) For Research Coursework Subjects:
  - (i) End of subject survey results
- (d) Subject Success Rate
- (e) Subject Withdrawal Rate
- (f) Subject Grade Distribution
- (g) Subject Retention Rate
- (h) relevant learning analytics
- (i) Re-enrolment Rate
- (j) AIB Course and Subject Institutional Benchmarks
- (k) any other relevant information as requested by the Chair of the Subject Review Committee.

1.5. Qualitative comments from the SESTs in the preceding 2 years will be provided to the Subject Review Committee.

1.6. The Subject Review Committee may conduct interviews with the students, OLFs who recently taught the subject, Subject Steward(s), Subject Coordinator(s) and/or other AIB academics teaching the subject, and other relevant stakeholders such as Educational Designers/members of Online Learning department and representative from Student Central.

1.7. Subject reviews are to be completed by the Chair on the template in [Appendix A](#) and submitted to the Academic Dean for approval and noting of any actions. The Academic Dean may liaise with the relevant Associate Dean and Discipline Lead in this process.

1.8. Once approved by the Academic Dean, the Subject Review Report is to be submitted by the relevant Associate Dean to the Teaching and Learning Committee and/or Research and Higher Degree Committee for approval.

1.9. Where actions have been identified and approved, a follow up report noting the implementation and outcomes of the actions is to be submitted by the relevant Associate Dean to the Academic Dean, the Teaching and Learning / Research and Higher Degrees

Committees and Academic Board after two subsequent offerings following receipt of the review.

- 1.10. The Director of Academic Operations will ensure that a brief report advising of the Review outcomes will be made available to staff and students via the Moodle Platform; the report should be uploaded after the relevant Teaching and Learning Committee / Research and Higher Degrees Committee meeting.

## **2. Peer-to-Peer Subject Reviews:**

- 2.1. The relevant Associate Dean is responsible for ensuring that Peer-to-Peer Subject Reviews are conducted as scheduled, or required, and that the recommendations from these reviews are considered and implemented as appropriate.
- 2.2. The relevant Associate Dean, in consultation with the Discipline Leaders, will be responsible for the selection of subjects and the identification of an AIB academic to conduct the Peer-to-Peer Subject Reviews.
- 2.3. Each Peer-to-Peer Subject Reviewer will be provided the following with respect to each subject in the sample set:
  - (a) the Subject Brief
  - (b) the Course Brief
  - (c) AIB Graduate Qualities
  - (d) a copy of assessment items and rubric provided to students
  - (e) a copy of the subject teaching team pack including webinar schedule and the marking guides
  - (f) samples of de-identified student assessments from each grade level awarded in that subject
  - (g) marks and feedback provided by Online Facilitator or marker
  - (h) moderation coversheets
  - (i) access to Moodle subject site for the term which they are reviewing, including the Subject Announcements, Class Forum, Webinar Hub (including access to the Webinar Recordings), and Facilitators' Forum
  - (j) the Subject Improvement Log.
- 2.4. Peer-to-Peer Subject Reviews reports are to be completed by the Subject Reviewer on the template in [Appendix B](#) and submitted to the relevant Associate Dean who will provide the report to the Academic Dean with the proposed AIB response. The Associate Dean will liaise with the Academic Dean in this process.
- 2.5. Where actions have been identified and approved, status reports advising progress of implementation and outcomes of the actions is to be submitted by the relevant Associate Dean to the Academic Dean, who will provide an annual collated report of all Peer-to-Peer Subject Reviews and outcomes to the Teaching and Learning / Research and Higher Degrees Committees and Academic Board.

## **Related Forms and Documents:**

AIB Course and Subject Benchmarks (Internal)

Course Brief

Subject Brief

Subject Review Template (See [Appendix A](#))

Peer-to-Peer Subject Reviews Template (See [Appendix B](#))

**Responsibility:**

Academic Dean

<b>Current Status:</b>	<b>Version 3.2</b>
<b>Approved By:</b>	Academic Board
<b>Date of Approval:</b>	10 December 2025
<b>Effective From:</b>	<b>10 December 2025</b>
<b>Previous Versions:</b>	29 June 2025 14 September 2022 17 May 2022 18 January 2021 23 June 2020 11 February 2020 11 December 2019 superseded <i>Course and Subject Review Policy and Procedure V5</i>
<b>Date of Next Review:</b>	10 December 2028

## Appendix A – SUBJECT REVIEW TEMPLATE

### Governing Policy

[Subject Review Policy](#)

### Associated Procedure

[Subject Review Procedure](#)

## Subject Review Template

Please complete the information below and attach:

1. the subject brief and
2. subject data as identified in the Subject Review Procedures and to be provided by Academic Operations.

### Basic Information

Subject Name & Discipline

Core or Elective Subject

Course(s) where the subject is offered

(i.e., GCM/MBA/RHD Courses)

When was it last offered?

When will it be offered next?

**Who was the Subject Coordinator and who were the other staff, if any, who taught the Subject in the past year?**

Please provide SET scores for each term. And provide commentary on the SET results and details of actions proposed to address and remedy issues, as required.

**How does the subject fit with other subjects in the Course / Specialisation?**

Provide a rationale as to whether the subject is a standalone or part of a scaffolded learning experience. Provide evidence on how students are undertaking the subject (in what sequencing order and with what other subjects). Are there any patterns that we need to be aware of in student enrolments? Are there any implications for the current entry requirements to the course where the subject is first or second offered?

**Number of Enrolments**

Approximately how many students enrolled in the Subject in all offerings in each instance in the past 2 years? Comment on any positive or adverse trend and describe any actions proposed to address and remedy issues, as required.

**Subject Retention Rate**

Please comment on the Subject retention data over the past 2 years and describe any actions proposed to address and remedy issues, as required.

**Success Rate**

Please comment on the Subject Success data over the past 2 years and describe any actions proposed to address and remedy issues, as required.

**Re-enrolment Rate**

Please comment on the Subject re-enrolment data over the past 2 years and describe any actions proposed to address and remedy issues, as required.

## **Student Satisfaction**

Please comment on student satisfaction levels over the last 2 years and how persistent issues raised in student feedback have been addressed and communicated.

## **Use of Webinars**

Please provide an analysis of the Webinars provided for students including scheduling, attendance, purpose (i.e., revision, Q&A). Please cross reference this with SET feedback and comments on the effectiveness of the webinars. Describe any actions proposed to address and remedy issues, as required.

## **Moderation Processes**

Please describe and comment on the moderation processes and their effectiveness. Describe any actions proposed to address and remedy issues, as required.

## **Quality Assurance**

What quality assurance processes are used in the assessment of students' work? (Example: external moderation; double marking of low scoring papers; plagiarism checking etc.). Describe any actions proposed to address and remedy issues, as required.

## **Assessment Feedback**

Briefly outline the effectiveness and timeliness of feedback on assessed work provided to students participating in the Subject. Describe any actions proposed to address and remedy issues, as required.

## **Support Strategies**

What support strategies are used in the Subject to ensure the needs of student cohorts including those with different learning preferences, disability access plans and/or culturally diverse backgrounds are addressed? Describe any actions proposed to address and remedy issues, as required.

### Subject Changes

Have there been any changes to Subject topics, assessment, or any other aspect of the Subject in the past 2 years? Please detail the changes and consider the impact of the changes on student satisfaction and success (if any).

### Conclusions

Describe your conclusions about the overall structure and academic merit of the Subject.

## **Curriculum Design**

Are the Subject Learning Outcomes, curriculum, and learning resources appropriate to create a learning experience consistent with the requirements of the applicable AQF level?

Describe any actions proposed to address and remedy issues, as required.

Are prerequisite subjects required? Does this subject build on the skills or knowledge developed in the prerequisite?

Are the Subject Learning Outcomes consistent with, and contributing to, the development of AIB's expected graduate qualities?

Describe any actions proposed to address and remedy issues, as required

Please comment on how assessment within the subject is:

- designed to evaluate students' learning outcomes consistent with the Subject Learning Outcomes and the Graduate Qualities
- at an appropriate level of difficulty to separate skill levels and measure attainment
- designed using appropriate marking rubrics for assignments and tasks at the standard expected of the AQF level.

Describe any actions proposed to address and remedy issues, as required

Please comment on how content:

- flows from easier to more difficult concepts
- reads well and is easily understood
- is correct and incorporates the current research in the field
- is free from typos and errors
- is enhanced by appropriate resources (readings, videos, activities, discussions etc.).

Describe any actions proposed to address and remedy issues, as required

<b>Summary of findings:</b>	
<b>Commentary:</b>	
<b>Commendations:</b>	1. 2. (etc)
<b>Recommendations:</b>	1. 2. (etc)
<b>Optional Considerations:</b>	1. 2. (etc)

<b>SUBMITTED BY:</b>	
<b>Chair of Subject Reviewer (name):</b>	
<b>Signature:</b>	
<b>Date:</b>	

<b>APPROVED BY:</b>	
<b>Academic Dean:</b>	
<b>Signature:</b>	
<b>Date:</b>	

## Appendix B – PEER-TO-PEER SUBJECT REVIEW TEMPLATE

### Peer Review Template

<i>Subject being reviewed</i>				
<i>Name of Reviewer</i>				
<i>Signature of Reviewer</i>				
<i>Date of review</i>				

#### 1. Subject Learning Outcomes

<i>The Subject Learning Outcomes are consistent with the requirements of the AQF level</i>	<i>Yes</i>	<i>Yes, but</i>	<i>No, but</i>	<i>No</i>
<u>Comment:</u>				
<i>The Subject Learning Outcomes are consistent with, and contribute to, the achievement of the Course Learning Outcomes, and this is appropriately mapped in the Constructive Alignment table in the subject brief</i>	<i>Yes</i>	<i>Yes, but</i>	<i>No, but</i>	<i>No</i>
<u>Comment:</u>				
<i>The Subject Learning Outcomes are consistent with, and contribute to, the development of AIB's expected graduate qualities, and this is appropriately mapped in the Constructive Alignment table in the subject brief</i>	<i>Yes</i>	<i>Yes, but</i>	<i>No, but</i>	<i>No</i>
<u>Comment:</u>				
<i>There is appropriate alignment between the Subject Learning Outcomes, the Subject Summary and the Subject Purpose in the subject brief document</i>	<i>Yes</i>	<i>Yes, but</i>	<i>No, but</i>	<i>No</i>
<u>Comment:</u>				

#### 2. Learning Resources: Subject Appearance and Organisation

<i>The subject appears visually clear, consistent, and appealing throughout the subject</i>	<i>Yes</i>	<i>Yes, but</i>	<i>No, but</i>	<i>No</i>	<i>Not Applicable</i>
<u>Comment:</u>					
<i>An overview of the content is provided and explains why the subject is important/interesting, and how it fits into the larger context of the AIB MBA and relevant AIB MBA Specialisations (if applicable)</i>	<i>Yes</i>	<i>Yes, but</i>	<i>No, but</i>	<i>No</i>	<i>Not Applicable</i>

<u>Comment:</u>					
<i>The SC welcome video is clear and provides an overview of the subject</i>	Yes	Yes, but	No, but	No	Not Applicable
<u>Comment:</u>					
<i>Each OLF has a welcome video, and students are encouraged to introduce themselves to the OLF and each other in the class forum in week 1.</i>	Yes	Yes, but	No, but	No	Not Applicable
<u>Comment:</u>					
<i>The Subject Coordinator has utilised the Subject Announcements forum to orient students to the Subject, explaining how the subject is organised, and provided information about the course</i>	Yes	Yes, but	No, but	No	Not Applicable
<u>Comment:</u>					
<i>Students are provided with clear information about timeframes with regard to student enquiries made through the Forum, e-mail, or Moodle Messaging</i>	Yes	Yes, but	No, but	No	Not Applicable
<u>Comment:</u>					
<i>Students are provided with clear information about timeframes with regards to assessment feedback and grade releases</i>	Yes	Yes, but	No, but	No	Not Applicable
<u>Comment:</u>					

### 3. Learning Resources: Subject Design

<i>The learning resources are appropriate to create a learning experience consistent with the requirements of the AQF level</i>	Yes	Yes, but	No, but	No	
<u>Comment:</u>					
<i>The learning resources are appropriate to create a learning experience consistent with the Subject Learning Outcomes</i>	Yes	Yes, but	No, but	No	
<u>Comment:</u>					
<i>The learning resources are appropriate to create a learning experience consistent with AIB's expected graduate qualities</i>	Yes	Yes, but	No, but	No	
<u>Comment:</u>					
<i>Module objectives are clearly stated with measurable outcomes</i>	Yes	Yes, but	No, but	No	
<u>Comment:</u>					
	Yes	Yes, but	No, but	No	

<i>Module objectives are aligned with resources, activities, and assessments</i>				
<u>Comment:</u>				
<i>Descriptive marking rubrics are provided for the evaluation of students' work</i>	Yes	Yes, but	No, but	No
<u>Comment:</u>				
<i>Activities are designed to support interactive learning and learning outcomes to provide students with early and frequent feedback appropriately</i>	Yes	Yes, but	No, but	No
<u>Comment:</u>				
<i>Subject design facilitates integration of new concepts into practical outcomes through demonstration, reflection, creation, or similar activities</i>	Yes	Yes, but	No, but	No
<u>Comment:</u>				
<i>Subject design fosters interaction and collaboration with both OLFs and with other students</i>	Yes	Yes, but	No, but	No
<u>Comment:</u>				
<i>Evidence of continuous improvement process as evidenced by the implementation of the Subject Improvement Log</i>	Yes	Yes, but	No, but	No
<u>Comment:</u>				

#### 4. Assessments: design

<i>Assessments in the unit are seamlessly integrated into learning processes and support learner engagement</i>	Yes	Yes, but	No, but	No
<u>Comment:</u>				
<i>The assessment methods are appropriate to evaluate students' learning outcomes consistent with the Subject Learning Outcomes</i>	Yes	Yes, but	No, but	No
<u>Comment:</u>				
<i>The assessment methods are appropriate to evaluate students' learning outcomes consistent with AIB's expected graduate qualities</i>	Yes	Yes, but	No, but	No
<u>Comment:</u>				
<i>The assessment has been designed to prioritise the achievement of learning outcomes over the testing of content knowledge</i>	Yes	Yes, but	No, but	No
<u>Comment:</u>				

	Yes	Yes, but	No, but	No
<i>The marking rubrics for assignments and tasks are at the standard expected of the AQF level</i>				
<u>Comment:</u>				

	Yes	Yes, but	No, but	No
<i>The purpose, requirements and criteria of assessment are clearly articulated to students</i>				
<u>Comment:</u>				

<b>Summary of findings:</b>	
<b>Commentary:</b>	
<b>Recommendations:</b>	1. 2. (etc)
<b>Affirmations:</b>	1. 2. (etc)
<b>Commendations:</b>	1. 2. (etc)
<b>Optional considerations:</b>	1. 2. (etc)