

Course Review Template

It is a requirement of the [Learning and Teaching Policy 2015](#) that faculties ensure that award courses receive a comprehensive review including external referencing or other benchmarking at least every seven years and forward a report of the review to the Academic Board. In accordance with the [Higher Education Standards Framework](#), this review must include the design and content of each course of study, the expected learning outcomes, the methods for assessment of those outcomes and the extent of students' achievement of learning outcomes, and also take account of emerging developments in the field of education, modes of delivery, the changing needs of students and identified risks to the quality of the course of study. These comprehensive reviews must be informed and supported by regular interim monitoring of the quality of teaching and supervision of research students, student progress and the overall delivery of units within each course of study.

Course review panels should be established by the faculty/University school responsible for the award course and comprise at least six members including:

- A Chair, who may be an academic member of staff internal or external to the faculty / University school, or an external stakeholder with appropriate expertise;
- At least two representatives from the academic disciplines responsible for teaching in the award course;
- At least two academic staff members from two different faculties/University schools other than the faculty/University school responsible for the award course;
- At least one student enrolled in, or recently graduated from the award course; and
- Relevant stakeholders from professions or industry, as determined by the committee responsible for oversight of the award course.

All academic members of the course review panel should be selected on the basis of recognised educational excellence.

Where a course has been reviewed or accredited by an external professional body, the faculty may choose to complete some sections of this template by referring to the relevant sections or pages of the accreditation report, which should be attached to the completed template.

A new "Know Your Course" dashboard report including key statistics and benchmarking data relevant to reviews is being developed. It is anticipated that this will be available by mid-2018.

Completed course review templates should be submitted to the Academic Quality Committee of the Academic Board. The annual calendar of relevant committee meetings is located online at: <http://sydney.edu.au/secretariat/academic-board-committees/academic-board/index.shtml>

Faculties/University schools are required to report to the Academic Quality Committee on the implementation of the recommendations of the review on an annual basis until all recommended actions have been taken.

Enquiries about this template may be submitted to Matthew Charet (matthew.charet@sydney.edu.au).

PART 1: COURSE DETAILS

1.1	Course name:	e.g. Master of Social Studies (International)		
1.2	Course abbreviation:	e.g. MSocStud		
1.3	Combined degree?	<input type="checkbox"/> Yes <input type="checkbox"/> No		
1.4	Combined type: (if applicable)	<input type="checkbox"/> Combined means a single program with a single set of course Resolutions leading to the award of two degrees unless otherwise specified in the Resolutions <input type="checkbox"/> Double means a program where students are permitted by participating faculties (and/or by specific Resolutions within a single award) to transfer between courses in order to complete two awards <input type="checkbox"/> Combined Level means a single program with a single set of course Resolutions leading to the award of two degrees at two different levels unless otherwise specified in the Resolutions		
1.5	Honours offered?	<input type="checkbox"/> Yes <input type="checkbox"/> No		
1.6	Honours type: (if applicable)	<input type="checkbox"/> Appended Students satisfy requirements for the award of a Bachelor (Pass) degree and on this basis qualify for admission to an additional Honours year <input type="checkbox"/> Integrated Students undertake Honours components in Year 2, Year 3 etc. of the Bachelor course		
1.7	Course group:	<input type="checkbox"/> Undergraduate <input type="checkbox"/> Postgraduate coursework <input type="checkbox"/> Postgraduate research		
1.8	<u>Course AQF Level</u> Click the link to view approved accreditation criteria before nominating a Level	<input type="checkbox"/> Level 5: Diploma <input type="checkbox"/> Level 6: Advanced Diploma / Associate Degree <input type="checkbox"/> Level 7: Bachelor Degree <input type="checkbox"/> Level 8: Bachelor Honours Degree, Graduate Certificate, Graduate Diploma <input type="checkbox"/> Level 9: Masters Degree (research, coursework and extended) <input type="checkbox"/> Level 10: Doctoral Degree		
1.9	Short course description: for the UAC Guide, Good Universities Guide (max. 40 words)			
1.10	Full course description: for Sydney Courses (max. 200 words)			
1.11	Expected normal length of candidature:	Full-time	Min:	Max:
		Part-time	Min:	Max:
1.12	Minimum credit points for completion:			
1.13	Location/campus for student attendance:	<input type="checkbox"/> Camperdown and Darlington <input type="checkbox"/> Camden <input type="checkbox"/> Cumberland <input type="checkbox"/> Rozelle <input type="checkbox"/> Conservatorium <input type="checkbox"/> Mallett Street <input type="checkbox"/> Fully online <input type="checkbox"/> Offshore (please specify): <input type="checkbox"/> Other (please specify): <input type="checkbox"/> Hospital (Clinic) (please specify):		
1.14	Mode of delivery:	Face-to-face teaching	<input type="checkbox"/> Yes <input type="checkbox"/> No ____%	
		Will international students be able to study in 'face-to-face' mode for at least 75% of the time each semester?	<input type="checkbox"/> Yes <input type="checkbox"/> No ____%	

		Distance education	<input type="checkbox"/> Yes <input type="checkbox"/> No ___%
		Offshore delivery	<input type="checkbox"/> Yes <input type="checkbox"/> No ___%
1.15	Timetabling:	<input type="checkbox"/> Standard <input type="checkbox"/> Non-standard (e.g. Summer or Winter School)	
1.16	Does the course involve clinical or industrial placement/experience?		<input type="checkbox"/> Yes <input type="checkbox"/> No
	If yes, please provide details, including a list of the Units of Study, and advise whether or not appropriate clinical/internship partnerships are in place		
1.17	Does the course involve internships or overseas study?		<input type="checkbox"/> Yes <input type="checkbox"/> No
	If yes, please provide details, including a list of the Units of Study and location (city/region)		
1.18	Is this a course that provides entry to a profession i.e. needs professional accreditation?		<input type="checkbox"/> Yes <input type="checkbox"/> No
	Please provide the name of the agency/agencies and the current accreditation status of each		

PART 2: REVIEW DETAILS

2.1 REVIEW COMMITTEE MEMBERSHIP

Name	Position title and organisation (if applicable)	Student or recent graduate (Y/N)	External to University (Y/N)

2.2 SUMMARY OF CONSULTATION

Date	Consultees	Method of consultation	Evidence of consultation

PART 3: COURSE CONTEXT

3.1 STRATEGIC AND ACADEMIC RATIONALE

Explain the purpose and value of the course and describe its alignment with University and faculty strategy. Comment on any specific issues raised by the portfolios in the course data pack (if applicable).

3.2 ACADEMIC OBJECTIVES AND LEARNING OUTCOMES

Describe the overall academic aims of the course and specify the learning outcomes that graduates will demonstrate and achieve by the conclusion of the course. Note if these have changed since course approval / the previous course review (whichever is more recent). Relate these outcomes to the University's Graduate Qualities and the outcomes specified at the appropriate course level in the Australian Qualifications Framework (AQF).

3.3 MARKET ANALYSIS

Describe the general level of demand, competition, pricing etc. for the course in the market, emphasising changes since course establishment / previous review (whichever is more recent).

3.4 DOMESTIC AND INTERNATIONAL COMPARATORS

Institution	Name of comparable course	Domestic Fees / EFTSL	International Fees / EFTSL

3.5 COURSE HISTORY

Describe any major changes to the course since course approval / the previous course review (whichever is more recent). If the learning outcomes have changed, show how the new outcomes map to AQF learning outcomes (in terms of knowledge, skills and application of knowledge and skills descriptions of learning outcomes) at the appropriate course level.

3.6 DEVELOPMENTS IN FIELD OF EDUCATION

Describe recent or emerging developments in the field of education e.g. changing content, student demographics, course delivery methods or emerging issues in the field.

PART 4. STUDENT COHORT

Data related to questions 4.1 and 4.2 are provided in the Course Review Pack.

4.1 STUDENT PROFILE

Indicate the optimal size and composition of the student cohort for this course. Has the cohort been achieved, and if not, how is this being addressed?

4.2 STUDENT DEMAND

Describe any significant trends or changes in student demand for the course or specific majors (if applicable) within the course since the last review. Indicate if student demand is sufficient to sustain the desired enrolment profile for the course.

4.3 ADMISSIONS

Specify the major admissions methods/pathways for this course. Evaluate the effectiveness of admissions criteria, pathways and processes.

PART 5. LEARNING AND TEACHING

5.1 COURSE STRUCTURE

Briefly describe the overall structure of the course. Specify any core, barrier or capstone units, and list available majors. Evaluate the overall structure of the course. Consider questions such as: is the course structure current and relevant? Does the content in the core and the majors reflect recent developments in the field of education? Do the core and majors (if available) provide a coherent sequence of learning aligned to learning outcomes and supporting the achievement and evaluation of graduate qualities?

5.2 PEDAGOGICAL APPROACH

Describe the pedagogical approach adopted within core units and across the award course as a whole (lectures and tutorials, laboratory-based learning, one-to-one instruction, experience-based learning in professional placement etc.). Do the chosen modes of delivery facilitate student learning; for example, what is the purpose of the use of lectures / tutorials / online units / laboratory work / studio or performance experience in terms of achieving the stated learning outcomes? Provide details of any mandatory placements or fieldwork.

5.3 ASSESSMENT PROCEDURES

Specify the assessment regime in each core, barrier and capstone Unit of Study i.e. the proportion of coursework to practical components and examinations. Indicate whether external assessors are used and describe the benchmarking or reporting role of such assessors.

Unit of Study	Assessment (%)	Use of external assessors/examiners (Yes/No) (if yes, please provide details)

5.4 ASSURANCE OF LEARNING

Evaluate if the assessment regime in 5.3 ensures that the learning outcomes and graduate qualities have been achieved. This section should address the issue of how assessments provide an assurance of learning in terms of the learning outcomes of the course described in 3.2 above.

5.5 QUALITY ASSURANCE

What quality assurance processes are used in the assessment of students' work, and measuring the extent of students achieving learning outcomes? Have any subject areas within the course been evaluated through the Group of Eight's Quality Verification System, a similar external benchmarking process or a professional body, and with what outcome?

5.6 ACCESSIBILITY AND SUPPORT

Describe and evaluate the teaching strategies and delivery modes used in this course to ensure the needs of students with different learning styles and/or from culturally diverse backgrounds and/or with disability are addressed.

5.7 TEACHING QUALITY

Describe how teaching quality is monitored, including how feedback from Unit of Study surveys and any other formal and/or informal feedback on teaching has been used to improve teaching quality in this course.

5.8 BENCHMARKING

Evaluate the content and quality of the course in relation to similar courses at other universities. Describe any examples of good practice that could be adopted from other universities. (Some benchmarking data are provided in the course review pack; course review committees may also consider other sources of information such as course outlines from similar courses or feedback from advisory panels, graduate employers, industry groups or peers at other institutions).

PART 6. STUDENT OUTCOMES

Data related to questions in Part 6 are provided in the Course Review Pack.

6.1 STUDENT RETENTION

Is the retention rate (percentage of students who have either re-enrolled in or completed the course year-on-year) both a) similar to that of comparable internal and external courses and b) satisfactory in terms of course and University objectives? Describe any plans or current initiatives designed to improve retention rates (if applicable).

6.2 STUDENT SUCCESS AND COMPLETION

Are success (Unit of Study pass rates), and completion rates (percentage of students who complete course requirements) both a) similar to that of comparable internal and external courses and b) satisfactory in terms of course and University objectives? Are there any specific areas of concern regarding student success or completion? Describe any plans or current initiatives designed to improve student success and completion rates within the course (if applicable).

6.3 ACHIEVEMENT OF LEARNING OUTCOMES

Describe the outcomes of the assurance of learning processes described at 3.2. Indicate to what extent students are achieving course learning outcomes. Evaluate if the assessment regime provides valid and reliable data about student achievement of learning outcomes. Describe any plans or current initiatives designed to support or improve achievement of learning outcomes (if applicable).

6.4 ACHIEVEMENT OF GRADUATE QUALITIES

For courses where graduate outcomes are currently tracked: Indicate to what extent graduates demonstrate achievement of graduate qualities. Evaluate if the assessment regime provides valid and reliable data about student achievement of graduate qualities. Describe any plans or current initiatives designed to support or improve achievement of graduate qualities (if applicable).

6.5 STUDENT MOBILITY

Is the level of study mobility within the course satisfactory? Does the course structure provide opportunities for students to undertake international mobility experiences?

6.6 STUDENT FEEDBACK

Indicate how students are involved in course governance and the mechanisms available for students to provide feedback on their educational experience in this course. Describe any changes made in response to student feedback.

6.7 GRADUATE DESTINATIONS

What are the graduate destinations of students who have completed this course? What action to ensure successful graduate outcomes is planned or underway?

6.8 GRADUATE SURVEYS

Does the course perform substantially better or worse on any specific aspects of the Course Experience Questionnaire and the Graduate Outcomes Survey than comparable programs? Describe any plans or current initiatives designed to improve graduate outcomes overall or in relation to specific elements of the CEQ or GOS.

PART 7: RESOURCES

7.1 RESOURCE SUFFICIENCY

Indicate whether adequate resources for the delivery of the program are currently available in each of the following areas:

Resource	Available? Y/N (if no, specify any plans to address unmet resource needs)
Teaching and support staff	
Teaching spaces	
Professional placement locations	
IT requirements	
Library resources	
Other resources (please specify)	

PART 8: OUTCOMES OF REVIEW

8.1 SUMMARY

Summarise the overall findings/conclusions and recommendations of the course review committee. (Note that any changes to the course will require approval through the [Course Amendment process](#).)

8.2 STRENGTHS AND OPPORTUNITIES

Identify the major strengths of the course, and specify if any opportunities for development or improvement have been identified.

8.3 RECOMMENDATIONS

List of the recommendations of the review panel in order of priority, where 1 is the most important.

8.4 IMPLEMENTATION PLAN

Provide an action plan specifying how each recommendation will be implemented, who is responsible, the due date and how it will be reviewed. The faculty/University school should report to the Academic Board on the progress of the implementation of recommendations on an annual basis, with the first update due 12 months after the submission of this initial review report.

Recommendation	Responsibility	Date	KPI / measure of success

8.5 REVIEW SCHEDULE

Courses must be reviewed at least every seven years, but may be reviewed more frequently.

Date of next review (month/year)	Full or partial review? (for partial review, please detail)	Purpose of review internal / external / accreditation (include name of accrediting body) / other