**UNIT REVIEWS**

A unit review involves an evaluation and peer review of currency of content and learning outcomes, relevancy for the courses that it relates to, pedagogy and assessment, achievement of learning outcomes, and benchmarking of the curriculum and assessment standards.

**UNIT REVIEW FORM**

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| **SCHOOL** |  |
| **UNIT CODE AND NAME** |  |
| **CURRENT UNIT COORDINATOR** |  |
| **COURSES/MAJORS IN WHICH THE UNIT IS CORE, PRESCRIBED OR LISTED** |  |
| **NAMES OF REVIEWERS** |  |
| **DATE OF REVIEW** |  |

The most recent Student Unit Evaluations should be accessed for background to the review together with the final results for the unit’s last offering (The unit outcomes distribution report).

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| **ELEMENT AND CRITERIA** | **NOT APPLICABLE** | **MEETS CRITERION** | **DOES NOT MEET CRITERION** | **COMMENTS/RECOMMENDATIONS** |
| **Currency of content and learning outcomes** |  |  |  |  |
| Unit description and Learning outcomes in CAUC are clear, appropriate to the AQF level of the unit and relevant to the unit content. |  |  |  |  |
| Unit content is current and appropriate to the AQF level of the unit. |  |  |  |  |
| **Relevancy for the courses/majors that the unit relates to** |  |  |  |  |
| The unit’s learning outcomes and assessment are aligned to the relevant course aims and learning outcomes (include TRIM reference number where the relevant course maps can be accessed). |  |  |  |  |
| Pre-requisites and co-requisites are clearly justified and appropriate to the majors and courses that the unit contributes to. |  |  |  |  |
| The unit contributes, where applicable, to the achievement of discipline threshold standards and/or accreditation standards. |  |  |  |  |
| **Pedagogy and assessment** |  |  |  |  |
| The overall design of the unit is clear and appropriate. |  |  |  |  |
| Unit content and design contributes to the achievement of the learning outcomes. |  |  |  |  |
| The volume of work required to complete this unit seems to reasonably equate with a workload of 150 hours. |  |  |  |  |
| Assessment is sequenced and appropriate for the unit level and content, and facilitates the achievement of learning outcomes. |  |  |  |  |
| Assessment criteria are available and easily accessible for each summative assessment task. |  |  |  |  |
| Formal student feedback is considered and students are informed of the outcomes. |  |  |  |  |
| **Achievement of learning outcomes** |  |  |  |  |
| Unit outcomes data related to the achievement of learning outcomes (GPA, grade distribution and completion rate) has been benchmarked against similar units in the same or a cognate discipline either internally or externally and are consistent with disciplinary norms. (include TRIM Reference number for achievement of learning outcomes) |  |  |  |  |
| **Benchmarking of the curriculum and assessment standards** |  |  |  |  |
| The unit content including assessment have been benchmarked with comparable units either internally or externally. (include TRIM Reference number for Benchmarking) |  |  |  |  |
| The unit content and learning outcomes have been benchmarked, where applicable, against discipline threshold standards and/or accreditation requirements (include TRIM Reference number for Benchmarking). |  |  |  |  |

Informed by: Wood D, Scutter S & Wache D (2011) Peer review of online learning and teaching: Final report. Australian Learning and Teaching Council. Available <https://ltr.edu.au/resources/PP7-334%20UniSA%20Wood%20Peer%20review%20of%20online%20teaching%20Final%20report%202011.pdf>

UNE Quality Assurance Procedures for Units and Courses (Coursework) <http://policies.une.edu.au/view.current.php?id=00226>