Course Review – Step 1

[Course Name (s)]

SELF-REVIEW REPORT

[insert date of report]

*This template has been designed to meet the specific needs of UNE in terms of internal quality assurance and improvement activity with strong reference to the requirements of the of the Higher Education Standards Framework 2015, in particular section 5.3.*

## *Course(s) included in this self-review*

|  |  |  |
| --- | --- | --- |
|  | **Course Name** | Add columns as needed for each additional course |
| **Year introduced** |  |  |
| **Professional Accreditation** | Yes/No If yes, period of current accreditation |  |
| **AQF Level** |  |  |
| **Date of last review** |  |  |
| **Course Duration (yrs)** | FT:  PT: |  |
| **Fees** | CSP  Full Fee  International |  |
| **Study Options** | On Off  Tri1 Tri1  Tri2 Tri2  Tri3 Tri3 |  |
| **CRICOS registration** | Yes/No, If yes, please provide CRICOS Course Code |  |

## *About this self review*

|  |  |  |
| --- | --- | --- |
| **School:** |  | |
| **Report Author(s):** | [The Course Coordinator is responsible for the preparation of this report] | |
| **Date of this report:** |  | |
| **Date set for the review:** |  | |
| **Accompanying appendices:** | **No:** | **Name** |
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|  | <use tab for additional rows> |
| **TRIM REF:** | Please ensure that this document is lodged in the Course Review Container set up for this review, even if it is in draft you can create different versions culminating in the finalised/approved version. | |

*Next steps: This Self-Review should be made available to the Course Review Panel members no fewer than ten working days prior to the scheduled date of the Course Review Panel meeting.*

*Could you please also forward to Academic Quality and Analytics (*[*quality@une.edu.au*](mailto:quality@une.edu.au)*) for noting.*

General Guidance:

* You may wish to refer to the HESF 2015 Specific Guidance Notes provided by TEQSA for interpretation of the standards and the associated requirements at <http://www.teqsa.gov.au/hesf-2015-specific-guidance-notes>
* Wherever it is relevant and appropriate please refer to appropriate benchmarks, this might be around course structure, student outcomes, eg you might compare the structure of your course to that of other institutions, or the student outcomes being achieved across the sector. Refer TEQSA Guidance Note on External Referencing
* Make recommendations as you work through each section as needed to describe where you feel action should be taken to change aspects of the course.

# Course Overview

May include but not limited to the following headings….

## *Brief history of the course(s)*

You might include discussion changes that were made as a result of previous course review and major amendments arising from that, whether all recommendations have been implemented from last review.

## Course Philosophy / Rationale

Please outline for the Panel the philosophy and/or rationale for the course.

## Course Design and Content

May include but not limited to the following headings and you may wish to reference the following sources of information:

* [UNE Course and Unit Catalogue](https://my.une.edu.au/courses/courses/list)
* TRIM: Course Advisory Board minutes
* TRIM: Course amendment forms to APC
* TRIM: Latest Course Mapping document
* TEQSA Guidance Note: [Course Design (including Learning Outcomes and Assessment)](https://www.teqsa.gov.au/latest-news/publications/guidance-note-course-design-including-learning-outcomes-and-assessment)

### *Overview of course structure and course rules.*

You may wish to outline for the review panel the logic behind the structure of the course, which units have been chosen as core and elective, introductory and advanced, how the program of study enables students to commence, progress, and complete if they are studying full-time or part-time, on-campus or online and how the Trimester system is used to enable commencement, progression and completion for example.

You might consider here also how the structure and rules compare with similar courses at other institutions. Please also include detail where relevant of majors/specialisations and/or combined courses.

You might also flag here any changes that are envisaged for the course structure, what the drivers are for the changes and what implications this might have for partnership arrangements, offering to international students etc.

You may also wish to describe the relationship between courses where you might expect students to transition from Bachelors, to Honours, to Masters, to PhD (where appropriate) for example or other nested arrangements. Perhaps also the mechanisms in place to facilitate this transition.

### *Overview of course mapping and achievement of learning outcomes*

The following might be described:

* How the learning objectives, learning outcomes and assessment are aligned to achievement of the graduate attributes.
* How the overall delivery of units within the course of study enables the achievement of the course learning outcomes and graduate attributes.
* Internationalisation and Indigenisation have been highlighted as Strategic Priorities for the University. You might describe here how the course currently contributes, or plans to contribute to these priorities in terms of culture, graduate attributes, curriculum etc.

### *Rationale for course amendments since last review*

### *Impact of current research and scholarship on course content and course relevance to students’ needs*

Are there developments in the field that may need to be accommodated in the structure of the course? You might reference here Section 2.1 Student Demographics.

### *Requirements for international students (if relevant)*

If the course is specifically targeting on campus international students what arrangements are in place to ensure compliance with ESOS and National Code?

## Admission

### Admission Requirements

Comment on the course in terms of its compliance with the relevant Admission Policy, Advanced Standing Policy and English Language entry requirements.

It will be important to reflect here upon the engagement and success of students by the various bases of admission, ie are students entering via a particular admission pathway performing better or worse than their peers.

You might also benchmark the admission requirements with those of similar courses at UNE or other institutions and consider whether the requirements are set at an appropriate standard to enable students to enter and to succeed.

Refer:

* [UNE Course and Unit Catalogue](https://my.une.edu.au/courses/courses/list)
* [UNE Policy Register](https://www.une.edu.au/policies)

### *Admission Pathways*

Describe the admission pathways into the course and the rationale.

### *Admission Periods*

It might be worth considering whether the course could be structured to accommodate students commencing in more teaching periods. Is the course structured to enable commencement and progression in each of the Trimesters (where appropriate and relevant to do so?).

Refer:

* [UNE Course and Unit Catalogue](https://my.une.edu.au/courses/courses/list)

## Articulation Arrangements

If relevant provide details of the articulation arrangements in place, how they are monitored and reviewed, are any new arrangements planned for future.

## Teaching approaches / strategies employed across the course

The HESF requires that the assessment methods and grading of students’ achievement of learning outcomes for selected units of study within courses of study be reviewed.

You may want to explore the variety of teaching approaches and strategies employed in the units (incl. core units) that comprise the course.

You may wish to consider the extent to which courses and units make use of appropriate flexible learning techniques, innovative teaching practices, adherence to the University’s standards for teaching and learning, delivery modes and methods and learning support.

You might also describe any specific course level strategies used to create a course community for the students e.g. course portal, society, community network.

## Governance, Management, Staffing and Resources

### Governance and Management

Describe the governance and management arrangements that are in place within the School to support the development, review and oversight of the course(s). This might include discussion of the role of the Teaching and Learning Committee and the Course Coordinator. The interaction with Curriculum Committee need not necessarily be discussed here unless there are particular issues you wish to raise.

### Professional Accreditation

Where applicable, describe accreditation requirements for the course, any issues that have arisen in achieving accreditation, regular monitoring requirements etc. or whether there are any potential issues that may impact ongoing accreditation of the course.

### Staffing

Please refer to [section 3.2 of the HESF](https://www.legislation.gov.au/Details/F2015L01639/Html/Text#_Toc428368860) regarding the requirements in terms of staffing and respond as appropriate. This includes

* staffing complement for each course and how the educational, administrative needs of student cohorts are met
* academic oversight
* how staff who do not meet the standards of knowledge are guided and overseen
* availability to respond to and support students appropriate to cohort

*Refer:*

* *TEQSA Guidance Note:* [*Staffing, Learning Resources and Educational Support*](https://www.teqsa.gov.au/latest-news/publications/guidance-note-staffing-learning-resources-and-educational-support)

### Stakeholder input

In this section you might include a description of the mechanism by which feedback from stakeholder groups is considered (e.g. students, industry, employers…) regarding the quality of the course, student outcomes, graduates and how this is used to improve practice as well as to ensure that the course remains relevant to the market (employers and potential students).

It is also important that there is evidence of external input into the course and that employer and/or industry needs are reflected upon (this is a requirement under the Higher Education Standards Framework). If possible please provide a description of the mechanism whereby external input is enabled and examples of the key areas where external needs have been incorporated, currently Course Advisory Boards are required for this purpose. Please describe how the Course Advisory Board contributes to this process, including the membership, terms of reference, meeting frequency, effectiveness etc

### Physical spaces

Please describe the particular physical spaces used to deliver this course, their fitness for purpose (HESF requirement), this might include reference to teaching space, laboratory facilities, field trips, prac placements, research facilities for research training as required under new HESF.

# QUALITY

## Teaching and Learning

What is the overarching teaching and learning approach used in the course to ensure quality outcomes for students and an authentic learning experience?

What mechanisms are in place within the School to monitor student outcomes, feedback and improvement at the course level?

## Student Demographics

Describe student demographic profile in terms of ATSI, citizenship (domestic / international), age group, SES, mode (int/ext) of enrolment, attendance (full v part-time), admission basis, gender and location.

Compare these to the school and university profiles.

Refer:

* Student Profile - student\_profile.xlsx

<https://planning.une.edu.au/Staff/reviews/index.htm>

Select the “Student profile” report from the ‘Data based on government submissions’ section of the above webpage

* Student Profile (admission) – admit\_student\_profile\_weekly.xlsx

<https://planning.une.edu.au/Staff/reviews/index.htm>

Select the “Student profile (admission)” report from the ‘Data based on Callista extracts’ section of the above webpage

* Course Review Data Report

To be requested from Business Intelligence

Ideally these should be externally referenced and benchmarked wherever possible.

Have the student demographics in the course changed substantially, does this require consideration in terms of course structure?

## Student Progress and Success

You might consider looking at the main demographic groups of the students in your course and comparing their outcomes with those of their peers as well as with comparable courses of study at UNE whether in the same discipline, same course level eg Bachelor-Pass. Wherever possible use external reference points and benchmarking outcomes with similar courses, providers etc to locate the outcomes for your course/discipline within sector norms. If discipline standards exists, please also refer to those here.

Refer:

* AQ produces an annual report on student progress and success that is reported to Academic Board, this could be a worthwhile reference for this section.

### Course Progress Rate

The Course Progress Rate calculates the percentage of students with pass results within units as part of course enrolment. It is common practice to discern between the progress of commencing and continuing students.

Refer:

* Course Review Data Report

As provided by Business Intelligence

### Course Retention Rate

The Course Retention Rate measures the proportion of students in a particular year who either graduate or continue to study in an award course at the same institution in the following year. It therefore assumes that students study continuously until they complete and does not account for students who move to other institutions – see the Definition tab in the file.

In considering this data it is important to take into account the dominant demographic features of the students in the course e.g. attendance mode of students in the course (i.e. full-time or part-time) as this will impact the retention rate reported

Refer:

* Crude Retention Data (retention\_crude\_crs.xlsx)

<https://planning.une.edu.au/Staff/reviews/index.htm>

Select the “Crude Retention Data” report from the ‘Data based on government submissions’ section of the above webpage

* UNE Retention Data (retention\_une\_crs\_weekly.xlsx)

<https://planning.une.edu.au/Staff/reviews/index.htm>

Select the “UNE Retention Data” report from the ‘Data based on Callista extracts’ section of the above webpage

### Course Grade Distribution

It is important to reflect on the trends in the distribution of grades over time as this may be reflective of changes in course structure, unit content or student demographics.

It may also be worth looking here at grade distribution per unit, particularly core units.

Refer:

* Course Review Data Report

To be requested from Business Intelligence

* Grade by course (grade\_course.xlsx)

<https://planning.une.edu.au/Staff/reviews/index.htm>

Select the “Grade by Course” report from the ‘Data based on government submissions’ section of the above webpage

* Grade by unit (grade\_unit.xlsx)

<https://planning.une.edu.au/Staff/reviews/index.htm>

Select the “Grade by Unit ” report from the ‘Data based on government submissions’ section of the above webpage

This file can be manipulated to show the grades achieved by unit. This can help to identify units in which students in your course are excelling or struggling.

### Course Completions

Refer:

* Course Review Data Report

To be requested from Business Intelligence

### Student Experience and Feedback

Reflect on outcomes of national student survey results, namely the Student Experience Survey and Graduate Outcomes Survey. These provide both quantitative and qualitative feedback about the experience of commencing and completing students as well as graduates 4 months after they complete across a variety of areas encompassing the whole student experience. It is important the outcomes for the course(s) / discipline are benchmarked against similar courses (generally this is only possible at the field of education level, unless you have a benchmarking relationship with another institution to share course level data).

Please include reflection upon the text-based feedback students provide about the course.

Refer:

* Course Surveys Dashboard (AQD)

<https://app.powerbi.com/groups/me/getapps/myorg> > AQ Course Level Surveys (login required)

* Course Monitoring Dashboard (BIS)

<https://app.powerbi.com/groups/me/getapps/myorg> > Course Monitoring (login required)

### *Graduate Employment Outcomes*

What are the employment prospects and outcomes for graduates of this course(s)?

Refer:

* [Job Outoook data](http://joboutlook.gov.au/)
* [Graduate Destination Survey data](https://www.qilt.edu.au/qilt-surveys/graduate-employment)
* [ABS data](https://www.abs.gov.au/census)
* [Skills shortage information](https://www.employment.gov.au/national-state-and-territory-skill-shortage-information)
* [IBIS World information](https://www.ibisworld.com.au/)

## Identified Risks to the quality of the course of study

If any risks to course quality can be identified (from the above sections / data, or elsewhere), include discussion of these here.

# VIABILITY

In this section you might refer back to the original business case (if one exists depending upon when the course was approved) that was made to Curriculum Committee or its predecessors, and report the actual outcomes against those projected in the Business Case.

## Demand

### Market position

Some of the questions you might consider. Is there a defined market for this course and what competition is there in the sector for this group? What are the characteristics of the potential students this course is targeting? Is this a unique offering in the sector?

### Applicants, Offers, Enrolments and Conversion

An indicator of course demand is the trend in volume of applicants, conversion to offers and their conversion to commencing enrolments. It may be instructive to compare these trends to that for other courses at the same level (e.g. all Bachelors courses), or for the School and the University.

You might also consider here whether the characteristics of the potential students at which the course is targeted is reflected in the types of students entering the course (refer back to Student demographics section).

Is the course meeting the load targets approved in the Business Case prepared during course development – this may only be relevant for newer courses.

Please report here and reflect upon the data provided in:

* Course Review Data Report

As provided by Business Intelligence

### *Fee types*

For some courses it may be worth considering the fee-types by which the course is offered, eg. CSP, Domestic Full-Fee and/or International as changes in the fee-type offering over the past may have impact on viability and it may be worth considering in some cases whether courses focus on the Domestic Full-Fee or International market. Remember at the Sub-degree and Masters level CSPs are capped which can impact on the viability of some courses as the CSPs are regularly exhausted.

Refer:

* [Course and Unit Catalogue](https://my.une.edu.au/courses/courses/list)

Fees Section on Course Overview Tab

* Student Profile - student\_profile.xlsx

<https://planning.une.edu.au/Staff/reviews/index.htm>

Select the “Student profile” report from the ‘Data based on government submissions’ section of the above webpage

### Enrolments and load

Trends in commencing and continuing enrolments and load are useful in understanding the impact of changes in demand, student demographics, course changes etc. It may be instructive to compare these trends to that for other courses at the same level (e.g. all Bachelors courses), or the School and the University.

Please report here and reflect upon the data provided in:

* Course Review Data Report

As provided by Business Intelligence

## Partnership

Please outline for the Panel any partnerships in place, formal arrangements, status of review of partnerships, etc.

## Internal Enablers (staffing, infrastructure, etc)

Please include here discussion regarding staffing, infrastructure etc.

# STRATEGY

## Strategic Context

You might consider including here an environmental scan of current and/or future changes or challenges in regulatory or accreditation requirements, competitor landscape, internal strategic considerations such as the Strategic, Teaching and Learning, or Research Plan or any other opportunities and threats for the course and/or discipline.

### Alignment with UNEs Strategic Goals

Refer:

[UNE’s current strategic plan](file:///C:\Users\sostler\AppData\Local\Temp\•%09https:\www.une.edu.au\staff-current\une-areas\executive\vice-chancellor\strategic-plan)

### Regulatory or Accreditation Requirements (changes, challenges)

### Competitor Landscape

# submissions to the review

Staff and students of the University are invited to make written submissions to the Review Panel. If time allows, please include a summary of the issues received in submissions and include all submissions in full as an appendix.

# Items for consideration by the Review Panel

## Questions and issues

Please list here any questions or issues that you would like the review panel to consider.

## Self-review Recommendations

Please list all recommendations from the self-review here.