Course Review – Step 2

 [Course Name (s)]

PANEL REPORT

[insert date of report]

**Details of Course Review**

|  |  |
| --- | --- |
| **Name of Course(s) and/or Discipline to be reviewed:** |  |
| **Date of this Review:** | *The forward schedule for course reviews is developed in conjunction with the Schools and is reported to the annually to the December meeting of Academic Board*  |
| **Review Panel Members:** | *For membership requirements refer clauses 22 to 25 of the Quality Assurance Procedures for Courses and Units (Coursework)* |
| **Report Authors:** |  |
| **Accompanying appendices:**  | **No:** | **Name** |
|  |  |
|  |  |
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|  |  |
|  | <use tab for additional rows> |
| **Date of last review:** |  |
| **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**

*Following completion of the Panel Report, the next step is to prepare the School Response to the Panel Report. Once complete please provide a copy of both documents plus the self-review report to Academic Quality and Analytics (**quality@une.edu.au**), who will liaise with the P&DVC. The P&DVC will consider all documents and has approval authority for the School Response.*

EXECUTIVE SUMMARY

# Terms of Reference for the Review

Suggested Terms of Reference are provided in the Quality Assurance Procedures for Courses and Units (Coursework)

# Summary of Review Outcomes

## Commendations

## Recommendations

COURSE REVIEW

# Context

## Overarching Philosophy of the Course

## Alignment with UNE Strategic Goals

## Major Changes to the Course

# Self-Review Summary

Please reflect here upon the key findings of the Self-Review, including any proposed changes to the course (including admission, progression and completion requirements, course structure, why they are needed and proposed timeline for implementation.

# Summary of Course Performance

Please reflect here upon the findings of the Self-Review.

# Effectiveness of Course Structure/Design for achieving stated goals

## Learning Outcomes Achieved

Include here how these are assessed in the course and the outcomes achieved

## Graduate Attributes Achieved

Include here how these are assessed in the course and the outcomes achieved

## Curriculum

### Currency

### Pedagogy

### External benchmarking

### Changes to the Discipline

# Quality of Teaching and Learning

## Learning Materials

## Assessment

## Student Perceptions

Reflecting upon feedback received from students in the National Student Experience Survey and Graduate Outcomes Survey, how do they perceive the quality of teaching and learning in this course? May include but not limited to the following topics.

Part 26c of the policy says:

(requires student feedback, survey data from units, results of course monitoring and results of unit and assessment benchmarking);

## Feedback from professional, accrediting or employer groups

## Achievement of HESF standards[[1]](#footnote-1), relevant discipline standards and/or professional standards as appropriate

# Relevance to Employers and Students

## Feedback from Employers

## Feedback from Students

# Governance and Management

## Course Advisory Board

## External Input to Course

# Future Directions for the Course(s) / Discipline

# Identified risks to the Quality, Viability and/or Strategic Alignment of the course.

# Commendations, areas of innovation and good practice

May include areas of good practice that could be shared more widely across the University in any area covered by the review/self-review.

## Commendation 1:

## Commendation 2:

# Recommendations

Recommendations identifying areas for improvement and actions to be taken and by whom.

## Recommendation 1

## Recommendation 2

1. On this matter TEQSA states:

the Standards are intended to be useful to higher education providers as a framework for internal monitoring of the quality of their higher education activities. The Standards encompass the matters that a higher education provider would ordinarily be expected to address in the course of directing and monitoring its higher education activities and managing any associated risks. Each Standards statement addresses an underlying area of risk(s) to be managed. This may be a risk to the sustainability and viability of the provider, to the quality of education provided, to the experiences of students in relation to a higher education provider, to the quality of learning outcomes on graduation, to the reputation of higher education in Australia or a combination of these.

http://www.teqsa.gov.au/teqsa-contextual-overview-hes-framework#G [↑](#footnote-ref-1)