Formal Course Review– Five Yearly Review of [Course Name]

This template is to be used as a framework for evaluating an undergraduate course once every five years

For each course there shall be a report on:
- *background of the course*
- *analysis of the course*
- *future directions for the course*
- *recommendations.*

Responsibility for reporting is with the Course Coordinator. The report should focus on matters of strategic importance. Once the report is complete, it should be forwarded to the Chair of the Teaching and Learning Committee for review in consultation with the Course Advisory Committee.

A copy of the Course Review Form and evidence of discussions and recommendations of the Teaching and Learning Committee and the Course Advisory Committee will be presented to the Academic Board.

Course Coordinator _____

Review Team Members

Name	Position

Date of this review: **Date of last review (if applicable):**

Details of review process including meeting minutes.

Please attach relevant documentation

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Formal Course Review Template – Five Yearly Review

1. Background	
1.1 Course name	
1.2 Course code	
1.3 Course aims and objectives	
2. Course Design	
2.1 Course Information and Course Details	Explain changes that have been made since approval date or the last review, whichever is the most recent, and the reasons for the changes. (e.g. owner of course, mode, teaching periods, delivery location, accreditations)
2.2 Relationship between Course Learning Outcomes and Graduate Attributes	Detail any changes to Course Learning Outcomes and Graduate Attributes and map the relationship between them.
2.3 Course Learning Outcomes and Subject Learning Outcomes	What changes, if any, have been made to the Course Learning Outcomes and Subject Learning Outcomes since the last review (if applicable)? Map the Subject Learning Outcomes to the Course Learning Outcomes using the template provided.
2.4 Methods of assessment (e.g. % written assessment, % oral assessment, % attendance, examination, % group, %individual)	What changes, if any, have been made to the subject assessments since the last review? Detail the methods of assessment and their weightings used in the Course. A Course Assessment Schedule Template is provided. Outline why the changes have been made. Make reference to external referencing in relation to assessment methods.
2.5 Work Integrated Learning (WIL)	What has been the experience with WIL over the past 5 years.? Detail positive experiences and problems from the point of view of students, hosts and AIHE staff. List subjects that incorporate WIL.
2.6 Design and content of each subject	Detail any changes to the Course structure and Course rules. Provide the schedule of individual subject reviews that have taken place over the 5 year period and the action that was taken as a result of those reviews. Provide a separate folder of subject reviews.

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3. Student Participation and Attainment

3.1 Admission Data Compare the proposed admission criteria	Proposed guaranteed entry thresholds Refer to Admissions Policy and Procedure

	Proposed	Actual min/median/mode/max
ATAR		
GPA		
STAT		

English language proficiency (ELP) requirements

English Language Test	Requirement	Actual min/median/mode/max
International English Language Testing System (IELTS) – Academic		
Test of English as a Foreign Language (TOEFL) – Paper Based Test		
Test of English as a Foreign Language (TOEFL) - Internet Based Test (iBT)		
Pearson Test of English (PTE)		
Cambridge English Advanced (CAE)		

The proposed ELP criteria higher is consistent with the Institute's minimum ELP requirements

3.2 Enrolments in each of the last five years (EFTSL)?	- domestic - international - students from a non-English speaking background (NESB) - students with disability - women in non-traditional areas of study (WINTA) - Aboriginal and Torres Strait Islander students - low socio-economic status (LSES) students - students from regional and remote areas
3.3 Completions in each of the last five years (EFTSL)?	- domestic - international - students from a non-English speaking background (NESB) - students with disability - women in non-traditional areas of study (WINTA) - Aboriginal and Torres Strait Islander students - low socio-economic status (LSES) students - students from regional and remote areas

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3.4 Retention rates in each of the last 5 years	- domestic - international - students from a non-English speaking background (NESB) - students with disability - women in non-traditional areas of study (WINTA) - Aboriginal and Torres Strait Islander students - low socio-economic status (LSES) students - students from regional and remote areas
3.5 Summary of Grades in each of the last 5 years	- domestic - international - students from a non-English speaking background (NESB) - students with disability - women in non-traditional areas of study (WINTA) - Aboriginal and Torres Strait Islander students - low socio-economic status (LSES) students - students from regional and remote areas

4. Resources	
4.1 Academic load and other resources devoted to the course (full-time staff equivalent)	Provide in detail for each year 1-5
4.2 Does the Course require changes to resourcing?	☐ Yes ☐ No If yes please provide recommendations

5. Student feedback and responses/outcomes		
5.1 Student feedback from the Teaching and Subject Evaluation Survey (TSES) to be included that relates to the Course Include details about TSES open-ended questions, feedback from focus groups and other questionnaires and surveys used. Please specify how the data is collected and how many students were involved (if relevant)	Year 1 results	Response/outcomes
	Year 2 results	Response/outcomes
	Year 3 results	Response/outcomes
	Year 4 results	Response/outcomes
	Year 5 results	Response/outcomes
Include relevant student feedback from TSES, Student and Staff Consultative Committee meetings and any focus groups.		

6. External Referencing (Refer to the External Referencing Policy and Procedure)	

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6.1 External referencing in relation to course learning objectives, content and activities.	Detail the external referencing initiatives applied to this course since approval or review date. Include reports.
6.2 External referencing in relation to subject assessment methods and grading.	Detail the external referencing initiatives applied to this course since approval or review date. Include reports.
6.3 What action has been taken over the five year period to ensure the Course takes account of emerging developments in the field of education and the changing needs of students?	Include details of external referencing, advice received from advisory boards and individual independent experts, engagement with professional and industry bodies and other initiatives. Include dates of meetings, surveys etc. and the outcomes.

7. Recommendations	
7.1 Is the course meeting its stated objectives?	☐ Yes ☐ No Briefly explain reason(s) for your answer
7.2 Should the course continue to be offered?	☐ Yes ☐ No Briefly explain reason(s) for recommendation
7.3 Are modifications required to the course content and/or method of delivery?	☐ Yes ☐ No Briefly explain reason(s) for recommendation

8. Additional comments

_____   _____

Signature (Course Coordinator)   Date

_____

Name

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