



DETAILED COURSE REPORT INTERPRETATION GUIDE

Learning Enhancement and Innovation, Learning Analytics

This guide provides contextual information to assist interpretation of data available in the Detailed Course Reports.

Table 1 Detailed Course Report Indicators and Rationale

Indicators	Rationale
Course content	<p><i>Information adapted from TEQSA's Risk Assessment Framework 2011 & 2015 (Tertiary Education Quality and Standards Agency)</i></p> <ul style="list-style-type: none">• Course outline information – A mapping of where expected course learning outcomes are taught, practised and assessed and how they are aligned with unit learning outcomes and assessment• This information should be checked and if required updated prior to the commencement of the period of study• Not only is this information a mandatory requirement but it assists students with course comparison and selection for career planning.
Course offerings	<ul style="list-style-type: none">• A summary of previously delivered courses including alternate offerings• May highlight delivery considerations for the course based on delivery period or offering.
Course coordinator	<ul style="list-style-type: none">• An academic member of staff must be designated as a Course Coordinator for each course.• Course Coordinators are responsible for planning and coordinating the teaching and assessment arrangements of a Course, and for upholding its academic quality and integrity in consultation with the Executive Dean and/or Head of School, who has the final responsibility.
Restrictions	<ul style="list-style-type: none">• Pre-requisites, co-requisites, assumed knowledge, incompatible courses, and other restrictions that may impact the student's choice of course.• Restrictions can be specified to protect students from enrolling in a course unless they have the appropriate background skills and knowledge to succeed

Course enrolments	<ul style="list-style-type: none"> • Demographic and cohort data inform the focus of ensuring that equivalent opportunities for student academic success as defined in quality standards and institutional policies • Tailored orientation programs, learning resources, well-being, safety and support tailored for specific student cohort groups, e.g. international vs domestic, disability, etc. • A significant increase in student enrolments has the potential to impact on the quality of student experience unless planned for and managed, for example, student support strategies to maximise retention • A significant and continuing unplanned decline in student enrolment may signal a decline in the quality or value of the course offerings.
Academic background	<ul style="list-style-type: none"> • Aligned with Course Enrolment information, this section contains information about the academic background of students in the course • Students from differing academic background may require adjustments in approaches to teaching or resources that are made available • Student cohorts from differing academic backgrounds may also form risk groups that could contribute to HFR or achieve poor academic course outcomes • Attention to students who have previously failed the course is warranted. Students that have unsuccessfully attempted the course previously may benefit from additional engagement from teaching staff or access to central support services. • Information about other courses that students are concurrently enrolled in should be evaluated to ensure that assessment tasks do not overlap with those of the course. Preventing overlap may contribute to better student academic outcomes.
Course results	<ul style="list-style-type: none"> • Grade distribution and pass rate are core indicators of student success and quality of academic environment. • At very high or low levels or if rapidly increasing/decreasing, pass rate can provide a major signal of quality problems in admission processes, learning and assessment processes, and overall student experience. • Methods of assessment also need to provide students with timely feedback on their progress towards achieving course learning outcomes • It's important to be able to demonstrate the appropriateness, fitness of purpose and effectiveness of all methods of assessment