



Course Review

Core elements of a course review

All course reviews should consider a common set of elements or domains (the **Core**):

1. Student learning growth
2. Curriculum
3. Assessment approaches and design
4. Student experience and engagement
5. Teaching quality

This facilitates course coordinators to collect baseline information for comparison across course deliveries. This is evidence that assists with:

- monitoring and assuring educational quality and the strategic alignment of the course with University policies, standards and frameworks (and those of external, professional and discipline bodies);
- assessing the impact of past decisions and practices; and
- informing decision-making. For example, the analysis of course data during a review may reveal opportunities for incremental improvement and innovation or highlight trends to be monitored in future deliveries of the course.

In practice, course reviews are undertaken by course and program coordinators for a range of different purposes, depending on the context of the learners, the course, program, and discipline, as well as emerging strategic priorities, opportunities, or risks.

Course reviews can be used to focus in detail on one or more of the core domains (or some other, self-defined element). This is termed a **Core Plus** review. For example, opportunities or issues may have emerged during teaching, or identified prior to the review from feedback by students, peers or accreditation panels, which need further detailed consideration.

A Core Plus review may also be requested by the Head of School. Approved third parties (Program Director, Associate Head L&T, Associate Dean, Deputy Dean L&T, Executive Dean) may also make request, via the Head of School.

If approved by the Head of School, the course coordinator will be requested to investigate the nominated focus / Core Plus elements at the next course review.

For each of the core domains, the following table outlines criteria against which a course can be evaluated.

Review Criteria	Prompting Questions
1. Student Learning Growth	
The needs and preparedness of individual students and cohorts are understood and accounted for.	<ul style="list-style-type: none"> • Does the course reflect an understanding of the learners and the context in which they are learning? (How?) <ul style="list-style-type: none"> ○ What do I know about current and future learners in this course? How do I know my students are being supported to learn effectively? What do I know about the students that excel in this course or those that struggle to succeed? ○ How do I know that a student's learning (their knowledge, skills, attitudes, motivations, dispositions) has developed across the life of the course? • Are the course aims and processes made transparent to potential and current students? Are the expectations for prerequisite knowledge, skills and competencies clearly stated? • Are students supported to succeed? <ul style="list-style-type: none"> ○ How is the need for any additional learning supports identified? ○ How are students connected to relevant support within the course (eg extra homework), previous courses (eg pre-requisite learning) or outside the curriculum (eg the Maths Learning Centre)? ○ What opportunities are provided for early, formative feedback on academic progress? • Are students provided with a safe space in which learning can occur? <ul style="list-style-type: none"> ○ What options are provided for students to exercise choice, advocate, or collaborate in the design of the learning environment? ○ Are students provided with access to information and learning resources in multiple formats so they can choose alternatives?
Student learning is accessible and inclusive	
2. Curriculum	
Students are engaged in authentic learning	<ul style="list-style-type: none"> • Is learning situated within the contexts in which it is or will be applied? <ul style="list-style-type: none"> ○ Are students supported to actively connect their learning across the course (other courses, the program, the field, the 'real world')? ○ Is the relevance of course learning outcomes demonstrated to students, and their alignment with associated program learning outcomes, graduate attributes, and discipline or professional standards? • Does the curriculum (structure, sequencing, learning supports) enable students to progressively achieve the course learning outcomes? <ul style="list-style-type: none"> ○ What evidence is provided by student performance and assessment outcomes in the course? • Do the learning activities provide opportunities for interactions (with staff, peers, course materials) that support learning? • Does the curriculum meet (or exceed) standards? <ul style="list-style-type: none"> ○ Are the course methods, content, mode of delivery, learning environments, learning activities, tools and resources, pedagogically appropriate, relevant, and up-to-date? ○ Is the curriculum compliant with relevant University policies and standards (eg CAPP, ACPP)? ○ What is excellent or outstanding? How do you know (eg peer discussion, peer review or other benchmarking)? How does the course compare with similar courses in the University or other institutions?
Curriculum is fit-for-purpose	

3. Assessment approaches and design	
Assessment encourages and reinforces learning	<ul style="list-style-type: none"> • Does assessment in this course enable students to demonstrate their learning? • Does the assessment design allow for timely and constructive feedback to be given to students? <ul style="list-style-type: none"> ○ Are students provided with multiple opportunities to track their progress? • Are the teaching team, markers, and students supported to make consistent judgements about assessment criteria and performance standards? <ul style="list-style-type: none"> ○ Are judgements consistent across multiple deliveries of the course, in different modes, locations or years)? • Are students provided with guidance on what constitutes academic or research misconduct and how to develop good practices in maintaining integrity? <ul style="list-style-type: none"> ○ What strategies are used to identify and address potential breaches of academic integrity policy?
Assessment enables robust and fair judgements about a student's performance	
Assessment practices are fair and equitable and give students the opportunity to demonstrate what they have learnt	
Assessment maintains academic standards	
4. Student experience and engagement	
Students are actively engaged in learning	<ul style="list-style-type: none"> • Do student performance and assessment outcomes demonstrate learning? • How do students perceive the quality of the course and their educational experience? <ul style="list-style-type: none"> ○ Do course SELT ratings meet the University's expectation standards? ○ Consider SELT ratings and feedback in the context of your own experience and the student cohort, course, program and discipline, and across multiple course deliveries. • Are opportunities provided for students to interact with each other, with the teaching staff, and with course learning activities in ways that support active learning? <ul style="list-style-type: none"> ○ What kinds of formal and informal interactions are supported? ○ Are there opportunities to connect international and domestic students? ○ Do students take up those opportunities? What are the barriers or enablers? Consider the evidence of LMS learning analytics, student attendance and participation in forums and other activities.
Students positively perceive the quality of the course and their educational experience	
5. Teaching quality	
Course management and teaching support effective learning	<ul style="list-style-type: none"> • Is the course well organised (eg teaching arrangements, tutor management, LMS, communication and feedback)? • Do teachers: <ul style="list-style-type: none"> ○ communicate clearly? ○ provide useful and timely feedback on student work? ○ communicate high expectations? ○ focus student effort on productive learning activity? ○ encourage participation? ○ promote collaboration and active learning? ○ demonstrate respect for learners as individuals?

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