



# COURSE REVIEWS GUIDELINES

## Guidelines for Course Reviews

### Definition of Course

Course is defined as a component of study of an Academic Program assigned a unit value.

<http://www.adelaide.edu.au/policies/glossary/#C>

### Purpose

Course reviews, together with program and unit reviews, form an integral part of the University's quality assurance system.

### Focus

The focus of course reviews is on:

- appropriateness of the content and assessment methods in order to achieve the learning outcomes;
- consistency and relevance of the objectives of the course with the academic program and faculty objectives;
- currency of course content, teaching materials and assessment.

### Responsibility

Responsibility for course evaluation and recommendations being addressed rest with the Head of School. Responsibility for conducting the review is of the Course Coordinator under the direction of the Head of School. Executive Deans have overall responsibility for the reviews and reporting these annually to the DVC&VP(A).

### Frequency

Each course is reviewed at least once every three to five years. It is advisable that a schedule is established in order to minimise over-surveying stakeholders and to ensure that courses are reviewed systematically on a three to five year cycle.

### Timing

Courses should be reviewed before the next course offering takes place so that, when possible, recommendations raised from the review process could be implemented in the next course offering.

### Reporting

- A brief report focusing on the strengths and plans for improvement identified during the review will be submitted to the Faculty Learning and Teaching Committee or equivalent.
- Course reviews undertaken during a given year will be reported to Academic Board via the University Education Committee (UEC).

## Topics that might be addressed when conducting Course Reviews

### Course Overview

- Course Title
- Course Coordinator
- Subject Area
- Year Level
- Terms offered
- Catalogue No.
- Unit Value
- No. of students enrolled
- Distribution of students (local, international)
- Course offered offshore
- Parallel Teaching
- Course part of a Professional Accredited academic program
- Assessment results
- Non-graded marking scheme

### Student Feedback

- Student Experience of Learning and Teaching (SELT) surveys' results
- Other feedback (e.g. focus groups)

### Performance Indicators

- SELTs results
- Retention/progression/attrition rates
- Enrolment trends
- Student performance trends (e.g. high fail rate reports)
- Student/staff ratio

### Benchmarking

(Contact colleagues in other Universities; search other universities websites)

- Learning Outcomes
- Content
- Resources
- Delivery methods
- Assessment

Please email any queries to [lqscompliance@adelaide.edu.au](mailto:lqscompliance@adelaide.edu.au)