# 'In-depth' Course Review

***Please note:*** *This template can be used in its current form or can be adjusted according to faculty and school needs.*

## Section A: Attached Documents

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| [ ]  | [Course Outline](http://www.adelaide.edu.au/course-outlines/) |
| [ ]  | Relevant page/s from [Course Review Book](https://www.adelaide.edu.au/learning/reviews/course-reviews/business-intelligence-reports) (data for review, *Staff only*) |
| [ ]  | Student Experience of Learning and Teaching (SELT) results *(available from the Head of School)* |

## Section B: Course Evaluation

### The course in context of its program/s

#### Course aims and objectives

Do the current aims and objectives of the course reflect the course content and the aims and objectives of the program/s? How is this achieved? Consideration also needs to be given to the relevance of the course curriculum to students and employers.

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#### Graduate attributes (see attached Course Outline)

Do students have the opportunity to acquire the graduate attributes identified in the Course Outline?

### Teaching methods and learning activities & resources

#### Learning and teaching methods (see attached Course Outline)

Are the learning and teaching methods used relevant? Briefly describe any innovations and/or improvements in teaching methods and learning activities introduced to the course since the last review (example: online exercises; podcasts).

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#### Learning resources

Are the learning resources current and relevant? To what extent is technology-enhanced learning used in the course and is the currency of the material maintained?

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#### Inclusive teaching

What are the teaching strategies and delivery modes used in this course to ensure the needs of students with different learning styles and/or from culturally diverse backgrounds are addressed? How are allowances for students with disabilities incorporated?

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#### Research

Describe the teaching methods used in this course to develop students’ research skills.

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#### Internationalisation

Outline the components of the course curriculum that provide an international perspective (example: international case study; lectures from visiting overseas academics).

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### Assessment

#### Design and process

1. Are the learning outcomes of the course reflected in the assessment components? Describe how this is done.

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1. What quality assurance processes are used in the assessment of students’ work? (Example: marking schemas; external moderation; double marking of low scoring papers)

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#### Feedback on assessed work

Briefly outline the ways feedback on assessed work is given to students participating in this course.

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#### Plagiarism and cheating

What strategies are used to identify and address any plagiarism and cheating issues in this course?

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### Student/Staff course evaluation

* 1. Attach the histograms and responses of the course SELTs for the last 3 years. If there are areas of concern, how will these be addressed?

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* 1. Give a summary of the most informative and useful feedback from students through the course SELTs over the previous 3 years, referring to any action taken as a result. (Student focus groups can also be used to obtain additional feedback.)

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* 1. Briefly outline any other methods used to assess the quality of this course, e.g. peer review, stakeholder input and describe the outcome of the assessment.

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### Benchmarking

* 1. List the benchmarked institutions. Benchmark against Go8 universities or most reputable or appropriate university in field. (Example: contact colleagues in field; exchange course outlines.)
	2. Reflect on and attach the Go8 Quality Verification System results (*if relevant;* *available from the Head of School*).

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* 1. Compare the topics covered, textbook and teaching material utilised and assessment and teaching methods used.

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* 1. How do the course standards compare to other universities? Is there any good practice that we can adapt from other universities?

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## Section C: Overview & Recommendations

### Overall Conclusion

Describe your conclusions of the overall structure and value of the course.

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### Summary of recommendations for action as a result of the review

List the specific actions that have been identified in order to enhance the quality of the course.

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## Section D: Approval

### Submitted by Course Reviewer:

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| Click here to enter name of course reviewer. | Click here to enter reviewer position title. |
| sign:  | date:  |

### Additional Reviewer (if applicable):

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| Click here to enter name of reviewer. | Click here to enter reviewer position title. |
| sign:  | date:  |

### Approved by Program / Curriculum Committee Convenor:

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| Click here to enter name of convenor. |
| sign:  | date:  |

### Approved by Head of School:

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| Click here to enter name of Head of School. |
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