

Course Review Checklist Mock-up

Title page	All courses being reviewed are identified, earliest proposed date for introducing any changes is used, and date of introduction is inside allowed timelines
Rationale for review [Part A: Overview: Rationale for Review]	Standard schedule/other reasons
Continued offering [Part A: Overview: Continued Offering of the Course]	Date(s): previous reviews/year & session course introduced
Changes in the Course since Approval / last Review [Part A: Overview: Previous Course Changes]	Reason for any delay provided
Advisory Process [Part A: Working Party: CSU Staff Involved in the Review Process] [Part A: Working Party: Advisers] [Part A: Working Party: Professional Bodies] [Part A: Advisory Process: Advisory Process] [Part A: Advisory Process: Future Process] [Part A: Working Party Recs: Working Party/Advisory Process: Recommendations: Executive Summary: Advisory Process]	Statement: ‘Based on the review process, the Faculty has determined that continued offering of this course, in its current modes (specify these), is appropriate.’
	Brief summary provided of reasons for determination, taking account of:
	<ul style="list-style-type: none"> • advice received in review advisory process
	<ul style="list-style-type: none"> • continued relevance of the course
	<ul style="list-style-type: none"> • analysis of all relevant performance indicators (see fields 3 and 4, and Appendices)
	<ul style="list-style-type: none"> • any notification of the course being ‘on notice’
	<ul style="list-style-type: none"> • context of other course offerings
	<ul style="list-style-type: none"> • justification for continuation of underperforming course (check fields 2,3 &4 for adequate analysis and discussion of problems).
	If continuation is inappropriate, notification to UCPC to suspend intakes, and Phase Out docs. required as follows:
	<ul style="list-style-type: none"> • stand alone course – course review doc not needed, just notification and Phase-Out doc
	<ul style="list-style-type: none"> • articulated set/4 year degree with honours ALL to go – as for stand-alone course
	<ul style="list-style-type: none"> • applies to some parts of a set, or integrated honours stream, proposals included in this doc.
	Any changes to the following, with rationale:
	<ul style="list-style-type: none"> • Course structure
	<ul style="list-style-type: none"> • subjects
	<ul style="list-style-type: none"> • standard credit packages
	<ul style="list-style-type: none"> • admission requirements
	<ul style="list-style-type: none"> • point value
	<ul style="list-style-type: none"> • nomenclature
	<ul style="list-style-type: none"> • other
	List of names, titles and positions of CSU staff is provided, to include educational designers, learning skills advisors, library staff, and staff from other schools or faculties whose subjects are included in this or an associated double degree.
	List of advisors provided, including:
	<ul style="list-style-type: none"> • name
	<ul style="list-style-type: none"> • position
	<ul style="list-style-type: none"> • why their contribution addresses policy objectives under L1.1, S4.10. In sum, these are: <ul style="list-style-type: none"> ○ intellectual challenge & stimulating learning experience ○ clear & appropriate aims and objectives ○ content (inc. T/L strategies and assessment) is at appropriate level & consistent with aims and objectives ○ relevance to the profession/industry , the community, reputation and trends ○ presence of independent external experts ○ provide for community input into and enhancement of courses ○ encourage professional recognition and ○ assist in course promotion • representatives of professional bodies are not included (belong in S2.3) • students (current and graduate), are included here • Indigenous/international representation included here
	List of professional bodies, including:
	<ul style="list-style-type: none"> • their role (review and/or accreditation)
	<ul style="list-style-type: none"> • extent of their involvement
	<ul style="list-style-type: none"> • their recommendations

	<p>High quality account of the advisory process, not a reiteration of what each person said –details are provided in attachments, which match the summary statements. The account is to be a synthesis of:</p> <ul style="list-style-type: none"> • type and frequency of interactions • whether specifically for the review or ongoing • input, including specific recommendations, from those listed under S2.2 • documentation attached • relevant extracts incorporated in the description
	<p>Arrangements for monitoring course effectiveness specified (only at major reviews or ongoing)</p> <p>Arrangements for continuing professional accreditation specified</p> <p>Faculty decisions arising from the advisory process are summarised, incorporating:</p> <ul style="list-style-type: none"> • summary of advisory recommendations • rationale for any decisions (including <i>not</i> following advice • how the decision has been addressed in this document
<p>Course Performance and Teaching Quality <i>[Part A: Need and Demand: Need]</i> <i>[Part A: Need and Demand: Demand and Student Enrolment Figures]</i> <i>[Part A: Other Perf Indicators: Quality of Teaching]</i></p>	<p>High quality account of industry need, and demand is required, with appropriate data and analysis</p> <p>Has the need and/or demand identified in the previous course document been shown to be real/unchanged/different? Evidence includes, for each mode (internal/DE/onshore with/out partner):</p> <ul style="list-style-type: none"> • claims and predictions of previous course document • internal UG – 1st to 3rd preferences and total preferences for preceding 5 years <i>or</i> • other courses – numbers of applications over the last 5 years • UAI cut-off & other criteria used to fill quota • Enrolment figures: intake, retention, progress, completions • performance indicators (Graduate Destination Survey; graduate full-time employment figures) • Information from Division of Communications & Internal Relations • advice from advisory process • any other relevant information <p>Future demand outlined and intake quota specified</p> <p>An analysis of the quality of teaching since the last major course document, inclusive of service teaching indicators, is provided. Paucity of information in areas such as the CEQ must be supplemented by other information on the quality of teaching</p> <p>For effective teaching</p> <ul style="list-style-type: none"> • CEQ Broad Agreement: Good teaching scale • Student Subject Surveys – aggregated data • Other advice on the quality of teaching (EDs, LSAs, field personnel, etc.) <p>For appropriate assessment</p> <ul style="list-style-type: none"> • CEQ Broad Agreement: Appropriate assessment scale <p>Statement about the learning experiences of students is provided</p> <p>Recommendations for the improvement of course quality are provided</p>
<p>Resources <i>[Part A: Other Perf Indicators: Resources]</i></p>	<p>High quality account is required, with appropriate data and analysis. This field is one of those for which contact with relevant divisional staff is required</p> <p>Description of previously identified resource needs (staff, teaching rooms, equipment)</p> <p>Resource needs that still exist or will arise are identified</p>

Graduate attributes [Part A: Other Perf Indicators: Graduate Attributes]	UG courses <i>only</i> provide evidence of students' acquisition of graduate attributes.
	CEQ Broad Agreement: Generic Skills scale is drawn on.
	CSU Graduate Attributes build students' capacity to contribute to their community and to the wider society. By the conclusion of their studies, students are able to:
	<ul style="list-style-type: none"> • Demonstrate a broad overview of their field of knowledge
	<ul style="list-style-type: none"> • Communicate effectively in a manner relevant to their discipline
	<ul style="list-style-type: none"> • Demonstrate analytical skills, including the exercise of critical and reflective judgement
	<ul style="list-style-type: none"> • Address unfamiliar problems
	<ul style="list-style-type: none"> • Plan their own work
<ul style="list-style-type: none"> • Work as a team member 	
<ul style="list-style-type: none"> • Demonstrate a national and international perspective 	
<ul style="list-style-type: none"> ○ Demonstrate an understanding of, and commitment to, values-driven practice in their field of study that takes account of open enquiry, ethical practice, social justice, cultural diversity, and environmental sustainability. 	
Details of the measures used to ascertain their acquisition are provided.	
<ul style="list-style-type: none"> • Ways in which the Graduate Attributes can be demonstrated to external bodies (an e-portfolio; a 'map' of the course; charts of the focus of each subject in Subject Outlines; etc.) are provided in an attachment 	
Recommendations to ensure they will be achieved in future are provided.	
Aims and Objectives [Part A: Aims and Objectives: Aims]	Aims and objectives of the course are provided. In assessing the need for change, consider:
	<ul style="list-style-type: none"> • Their continued relevance, given the current need and their capacity to ensure the achievement of CSU Graduate Attributes
	<ul style="list-style-type: none"> • Conformity to AQF Guidelines as to the level of the course
	<ul style="list-style-type: none"> • Any changes suggested are borne out in course structure and/or content
Course Structure and Content [Part A: Course Str & SrvTeach: Any Proposed Changes to Course Structure and/or Enrolment Pattern] [Part A: Other Courses - Effects: Effects on Other Courses]	Statement that 'There are (no) changes to the course structure or enrolment pattern' is supported with a rationale
	Proposed changes are listed
	<ul style="list-style-type: none"> • Subject levels are appropriate to the level of the award
	<ul style="list-style-type: none"> • Implications for other courses (upon partners, or upon other Schools and/or Faculties) are identified
<ul style="list-style-type: none"> • Proposals to phase out parts of a course, or to create an exit only course in an articulated set, are included here 	
Admission	Academic or other qualifications required for entry are described, including for each course in a double degree, non-school leaver applicants, and international students
	Standard entry for PhD, Master by research covers standard qualifications, other qualifications and preliminary candidature
	Prof. doctorate entry covers academic/other requirements compliant with Admission Regs (5) and sufficiently detailed to show students are capable of this level of study
	Level of performance required to get into hors. (integrated or add-on), or a specialist stream to which students are not admitted directly, or to the next course in an articulated set, is clear
	Any changes to admission requirements are indicated.
Implications for current students [Part A: Student Implications: Implications for Current Students]	Impact of proposed changes on students is outlined in terms of:
	<ul style="list-style-type: none"> • cohorts
	<ul style="list-style-type: none"> • effects on each cohort
	<ul style="list-style-type: none"> • steps being taken to alleviate problems for each cohort
	Where cohorts are to complete within the <i>existing</i> structure, how this will be achieved is set out
	If there is to be a change of course nomenclature, the opportunity (or not) to transfer is outlined
	Any differences between modes/partners are outlined
	Where no current cohorts are affected, this is stated

	Implications for double degrees are set out
	Only current (not proposed) courses are considered
	Implications for phased out courses/integrated honours streams are set out (must include coverage of different modes and enrolment patterns x year), and how any substitutions will work, as well as how, and in what form, advice to cohorts is/will be managed)
Proposed date(s) of introduction of changes [Part A: Dates: Proposed Date(s) for Introduction of Modifications]	Dates are within required timelines
	Session/year is indicated for any course change to a current course (taking account of different modes, specialisations, etc.), and where these differ, all dates of introduction are specified
	In an articulated set, all changes would normally be introduced simultaneously: if different dates are specified, credit issues must be addressed
	Bachelor degrees with separate add-on honours have same year of introduction if students can choose a changed nomenclature; otherwise, the first date of graduation from the degree with the old title is specified for the add-on honours
	If there is a new exit-point only course, the phrase: ‘First session in which the requirements of the exit point only course could be met: session/year’.
	If a course/stream is being phased out, last session/year of intake is specified
Current Course Structure & Enrolment Pattern	Existing Course Structure is automatically inserted, and should include the following:
	a) point value of each course in set, including any which are exit points only
	b) current course structure (no. of cores, restricted and free electives, majors and minors – in groups if there is more than one set), supported by list of subjects by code and title under each type
	c) current key subjects
	c) current enrolment pattern, session by session, including
	<ul style="list-style-type: none"> Any non-CSU or articulated components and points they contribute Subject codes, titles and points, where these vary from the standard 8 points
New Course Structure and Enrolment Pattern [Part B: Subjects/Curriculum]	Any necessary changes to the overview of the course structure are made (core/elective subjects)
	Key subjects are identified
	Changes to subjects in the course are completed as follows
	4.2.3.1 completely new subjects
	4.2.3.2 new subjects based on other subjects, where those subjects still serve other courses,
	4.2.3.3 new subjects with subject profiles in another course document under approval
	4.2.3.4 existing subject has been revised for inclusion in this course. If an existing subject has a change of code or title, it is described thus:
	<ul style="list-style-type: none"> ABC123 Title previously XYZ*** Title
	4.2.3.5 existing subjects with revised profiles in another course document
	4.2.3.6 subjects which continue unchanged
	4.2.3.7 subjects already in the course revised as a result of the review. If an existing subject has a change of code or title, it is described thus:
	<ul style="list-style-type: none"> ABC123 Title previously XYZ*** Title
	4.2.3.8 subjects already in the course for which no revision is required
	4.2.3.9 subjects that will continue to be offered in other courses, but not in this one
	4.2.3.10 subjects to become obsolete, with final session/trimester and year of offering specified
Implications of this decision for other courses have been identified	
4.2.3.11 subjects in a course which partially articulates, such as a professional doctorate with a masters, a new course in an articulated set, all subjects in a course that includes an integrated honours stream, only the integrated honours stream subjects for a course that already exists	
Appendix includes: new or revised subject profiles (under status categories 1, 2, 4, and 7 above).	