CRICOS 00103D

# **Course Review Data Source Input Summary (V3.2 – 4.1.24)**

This is a data input summary of documents required as outlined within the *“Review of Established Sealed Award Courses (Higher Education) Procedure”*. This summary highlights the valuable inputs required by the Course Coordinator to ensure the data received is timely, accurate and informs robust decisions as part quality assurance discussions.

**Course Review: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Course Coordinator: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Section B: Product Review and Analysis**

**Table 1 – Course and Learner Profile**

|  |  |  |  |
| --- | --- | --- | --- |
| **Data Item** | Responsible Team | Uploaded | Date |
| 1. Course enrolment data for the past 5 years
	* *Domestic vs international*
	* *Commencing vs continuing*

Link to access the report: [SE-RPT-001 HE Enrolments - Power BI](https://app.powerbi.com/groups/me/apps/13a5cca3-0d8c-4b29-a08c-944c86902cd0/reports/f0892d36-eaa6-4d43-9308-afbc1fd77dc3/ReportSectionb073803870814434a3d5?ctid=cdf54d0f-cccc-4bf5-a773-9107927d3c5b&experience=power-bi) | ASSD |  |  |
| 1. Attach a copy of VTAC Course demand and enrolment data for the Course and for any competitor programs
 | ASSD |  |  |
| 1. Student profile data for the past 5 years aligned to key factors listed below:
	* Age
	* socio-economic status
	* gender
	* First Nations Peoples
	* Disability or medical condition
	* Rural/regional/isolated
	* Domestic vs international
	* Non-English-speaking background

Note: Some factors are not currently available in the dashboardLink to access the report: [SE-RPT-003 HE Demographics - Power BI](https://app.powerbi.com/groups/me/apps/13a5cca3-0d8c-4b29-a08c-944c86902cd0/reports/dc90c262-2e42-4c8e-a1cb-2722ae7740d9/ReportSection1ad931b4d9bc4c7bdcb0?ctid=cdf54d0f-cccc-4bf5-a773-9107927d3c5b&experience=power-bi) | ASSD |  |  |
| 1. Course delivery in modes of delivery and teaching periods
 | ASSD |  |  |

**Table 2 - Participation, Access, Student Retention and Progression**

|  |  |  |  |
| --- | --- | --- | --- |
| **Data Item** | Responsible Team | Uploaded | Date |
| 1. Attrition rates linked to key factors listed in Table 1

Link to access report: [Attrition Report - Power BI](https://app.powerbi.com/groups/me/apps/f25a1aa7-06b3-4c73-81bb-95fce683184c/reports/399963b3-459a-4851-aaa9-d655e9a65ada/ReportSectione9e2811b6df3f0a8b764?ctid=cdf54d0f-cccc-4bf5-a773-9107927d3c5b&experience=power-bi) | ASSD |  |  |
| 1. Progression rates linked to key factors listed in Table 1

Link to access report: [Semester Progression - Power BI](https://app.powerbi.com/groups/me/apps/f25a1aa7-06b3-4c73-81bb-95fce683184c/reports/a1c3e958-407c-4325-8aa9-577ef5876709/ReportSectiond822ff08fda8b6d84e74?ctid=cdf54d0f-cccc-4bf5-a773-9107927d3c5b&experience=power-bi) | ASSD |  |  |
| 1. Volume of completion linked to key factors listed in Table 1

Link to access report: [SC-RPT-001 HE Completions - Power BI](https://app.powerbi.com/groups/me/apps/f925ccb1-23ca-414c-ae28-18fefe89bd6a/reports/695a6ad8-afcc-4e61-b0dd-d0c98b0f0f73/ReportSectionec97822e55c676040f8c?ctid=cdf54d0f-cccc-4bf5-a773-9107927d3c5b&experience=power-bi) | ASSD |  |  |

**Table 3 - Main Competitors and Trends in Demand**

|  |  |  |  |
| --- | --- | --- | --- |
| **Data Item** | Responsible Team | Uploaded | Date |
| 1. Undertake brief desktop competitor Course offerings (Can use HEIMS data)

Link to access report: [HEIMS Program Analytics - Power BI](https://app.powerbi.com/groups/me/apps/f25a1aa7-06b3-4c73-81bb-95fce683184c/reports/0cbd2c85-6686-45e2-80f2-be34be174bd9/ReportSection60d35e1a000668d54720?ctid=cdf54d0f-cccc-4bf5-a773-9107927d3c5b&experience=power-bi) | ASSD |  |  |
| 1. Attach a copy of VTAC Course demand and enrolment data for the Course and for any competitor programs

Link to access the report: [VTAC Program Analytics - Power BI](https://app.powerbi.com/groups/me/apps/f25a1aa7-06b3-4c73-81bb-95fce683184c/reports/10ff9f25-8259-4e2d-900f-170f886bc5db/ReportSectionff996db214b0aeee808e?ctid=cdf54d0f-cccc-4bf5-a773-9107927d3c5b&experience=power-bi) | ASSD |  |  |

**Section C: Course structure review and analysis**

**Table 4 – Course Monitoring and Review**

|  |  |  |  |
| --- | --- | --- | --- |
| **Data Item** | Responsible Team | Uploaded | Date |
| 1. Previous Course Review Panel Report endorsed at university level
 | EOCR |  |  |
| 1. Evidence of demonstrated action aligned to the Course Review Panel Report
 | CC/Discipline Lead |  |  |

**Table 5 - Course Design and Content**

|  |  |  |  |
| --- | --- | --- | --- |
| **Data Item** | Responsible Team | Uploaded | Date |
| 1. Unit Outlines for core courses – Available via FDL
 | ASSD |  |  |
| 1. Curriculum Approval Forms, Course Modification Forms, Unit Modification Forms
 | ASSD from Institute Board Minutes (Future Curriculum Centre) |  |  |

**Table 6 - Assessment and Grade Ratification Design and Content**

|  |  |  |  |
| --- | --- | --- | --- |
| **Data Item** | Responsible Team | Uploaded | Date |
| 1. The Centre for Academic Innovation (CAI) will provide the Course Coordinator with a Course Assessment Map in the form of an excel spreadsheet.
 | Executive Officer, CAI |  |  |
| 1. Examples (n = 5) of Course Coordinator reports as part of the ratification of grades process
 | ASSD |  |  |
| 1. Course Summary Report as part of Ratification of Grades discussions (at least n = 2 examples)
 | CCASSDInstitute Exec Officer |  |  |
| 1. Evidence of grade distribution as part of ratification process
 | ASSD via FDL reports |  |  |

**Table 7 - External Accreditation and Benchmarking**

|  |  |  |  |
| --- | --- | --- | --- |
| **Data Item** | Responsible Team | Uploaded | Date |
| 1. Provide a copy or link to the appropriate standards, requirement and outcomes required
 | ASSD/CC |  |  |
| 1. Provide evidence of most recent accreditation approval documents (as appropriate)
 | ASSD/CC |  |  |
| 1. Explore any other external benchmarking options that relate to this Course or its courses, beyond already listed documents
 | CC |  |  |
| 1. Comparisons with QILT Field of Education and Course related data (SES, ESS, GOS) (where available)
 | Survey Team |  |  |

**Section D: Teacher review and analysis**

**Table 8 – Staffing and Resources**

|  |  |  |  |
| --- | --- | --- | --- |
| **Data Item** | Responsible Team | Uploaded | Date |
| 1. Send a survey to all current teaching staff (anonymous) with 5 key questions – MS Forms can be utilised. Student emails to be provided to EOCR to send the survey. The data can be provided as a summary document to the Course Coordinator
 | EOCR |  |  |
| 1. CAI can provide the Course Coordinator with a summary of staff from the institute that were engaged with the Professional Development (include staff engaging with Academic Induction Program and GCETE) monitored through CAI for the previous 2-year period
 | Executive Officer, CAI |  |  |
| 1. Provide summary table of other SoLT activity that the staff have engaged with over the past 2-3 years (and evidence)

(NB: (CAI provided template) | CC  |  |  |

**Section E: Student review and analysis**

**Table 9 – Student experiences and feedback**

|  |  |  |  |
| --- | --- | --- | --- |
| **Data Item** | Responsible Team | Uploaded | Date |
| 1. Student Evaluation of Learning and Teaching (SELT) feedback for past 24 months across all locations, including partner provider reports (unit feedback – quantitative only)
 | Survey Team |  |  |
| 1. Quality Indicators of Learning and Teaching (QILT) relevant to the discipline including reasons for withdrawal (Discipline level benchmarking – internal and external)
 | Survey Team |  |  |
| 1. Summary of academic integrity issues related to the Course (Previous 12 months summary aligned to type, volume, year level, outcome)
 | ASSD |  |  |
| 1. Summary of student appeals (university level) related to the Course (12 months; Outcome; Type of appeal)
 | EOCR |  |  |
| 1. Feedback from the CXLO/ASSD aligned to enrolment and other student facing experiences linked to the Course
 | ASSD/CXLO |  |  |
| 1. Send a survey to 5-10 graduate students as nominated by the Course Coordinator using MS Forms. Student contact emails to be provided to EOPR to send the survey. The data can be provided as a summary document to the Course Coordinator. The timing of the survey should be led by the Course Coordinator.
 | EOCR |  |  |
| 1. Student engagement with student academic support services including PASS, Learning Skill Advisor Drop-In’s and Online Study Support (Studiosity) over the past 12 months
 | SEAS/LSA |  |  |

**Section F: Aligning to the Minimum Co-operative Standards (MiCS)**

**Table 10 – Minimum Co-operative Standards (MiCS) (Link to** [**Sharepoint Resources**](https://federationuniversity.sharepoint.com/sites/FedUni/academic/ctiq/PD/SitePages/Minimum-Co-operative-Standards.aspx)**)**

|  |  |  |  |
| --- | --- | --- | --- |
| **Data Item** | Responsible Team | Uploaded | Date |
| 1. Criteria 1 | Co-design with industry and students

 Criteria 2 | Co-develop with industry and students  Criteria 3 | Co-delivery with industry  Criteria 4 | FedTASK alignment Criteria 5 | Workplace learning and career preparation  Criteria 6 | Authentic Assessment  Criteria 7 | Industry-link/industry-facing experiences  | Unit Coordinator into Excel spreadsheet (or in Curriculum Centre)Collated by Course Coordinator |  |  |

**Table 11 – Industry engagement**

|  |  |  |  |
| --- | --- | --- | --- |
| **Data Item** | Responsible Team | Uploaded | Date |
| 1. Terms of Reference and membership of any industry advisory committees for the course, and meeting minutes, if relevant
 | Course Coordinator |  |  |
| 1. Details regarding student placement aligned with community, government, and industry organisation. This includes WIL opportunities and alignment to hours, industries, and locations.
 | CEL team |  |  |

**Section G: Curriculum review and analysis**

**Table 12 – Curriculum Data**

|  |  |  |  |
| --- | --- | --- | --- |
| **Data Item** | Responsible Team | Uploaded | Date |
| 1. Online learning and teaching standards and practices: Insert image of **BOLD Learning and Teaching Practices (BLTP) heatmap** or provide link to heatmap document housed in allocated MS Teams space.

For a heat map to be completed, all core unit in a Course should demonstrate they have undergone a self-review process  | Unit CoordinatorsUnit CoordinatorCAI Learning Designers Assessment Transformation Lead  |  |  |
| 1. **Moderation of Assessment:** Evidence of practice – FDL summary reports
 |  |  |
| 1. **Copyright data and Unit Readings**: Insert graph/figure/image or provide link to copyright compliance of online materials and related unit readings summaries
 | Library Liaison  |  |  |

**Appendix AA – Additional Student Feedback Options**

**Legend**

* ASSD: Academic Services Support Directorate
* BI: Business Intelligence
* CAI: Centre for Academic Innovation
* CEL: Cooperative Experiential Learning team
* CC: Course Coordinator
* CXLO: Chief Experience Learning Officer
* EO,CR: Executive Officer, Course Review
* LSA: Learning Skills Advisors
* QILT: Quality Indicators of Learning and Teaching
* SELT: Student Evaluation of Learning and Teaching
* UC: Unit Coordinator

**End of document – Updated 4.1.24 (V3.2)**