4RICOS 00103D

# **Course Review Data Source Input Summary (V3.6 – 21.2.25)**

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) | Quality and Accreditation (Q&A) |  |  |
| 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
	* 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) | Q&A |  |  |
| 1. Course delivery in modes of delivery and teaching periods
 | Q&A |  |  |

**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: [SP-RPT-000 HE Attrition](https://app.powerbi.com/groups/me/apps/f925ccb1-23ca-414c-ae28-18fefe89bd6a/reports/5f7e54dc-8405-4bc9-9f0e-96fbd2c1fde0/ReportSection?ctid=cdf54d0f-cccc-4bf5-a773-9107927d3c5b&experience=power-bi) | Q&A |  |  |
| 1. Progression rates linked to key factors listed in Table 1

Link to access report: [SP-RPT-000 Semester Progression](https://app.powerbi.com/groups/me/apps/f925ccb1-23ca-414c-ae28-18fefe89bd6a/reports/7aa9b5d1-a1d7-4fce-9bc1-0bcf511bd1a5/ReportSectiond822ff08fda8b6d84e74?ctid=cdf54d0f-cccc-4bf5-a773-9107927d3c5b&experience=power-bi) | Q&A |  |  |
| 1. Volume of completion linked to key factors listed in Table 1

Link to access report: [SC-RPT-001 HE Completions](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) | Q&A |  |  |

**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: [SE-RPT-004 UA Enrolments - Power BI](https://app.powerbi.com/groups/me/apps/13a5cca3-0d8c-4b29-a08c-944c86902cd0/reports/524261fd-6dd8-4ba0-8d01-2b3a2f67b2a0/ReportSectionc936f79048e3b9024c21?ctid=cdf54d0f-cccc-4bf5-a773-9107927d3c5b&experience=power-bi) | Q&A |  |  |
| 1. Attach a copy of VTAC Course demand and enrolment data for the Course and for any competitor courses.

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) | Q&A |  |  |

**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
 | Chair, LTQC, Academic Secretariat  |  |  |
| 1. Evidence of demonstrated action aligned to previous Course Review Panel Report (where possible to locate)
 | CC/Head of Discipline  |  |  |

**Table 5 - Course Design and Content**

|  |  |  |  |
| --- | --- | --- | --- |
| **Data Item** | Responsible Team | Uploaded | Date |
| 1. Unit Outlines for core courses – Available via FDL
 | Q&A |  |  |
| 1. Curriculum Approval Forms, Course Modification Forms, Unit Modification Forms
 | Q&A |  |  |

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

|  |  |  |  |
| --- | --- | --- | --- |
| **Data Item** | Responsible Team | Uploaded | Date |
| 1. The Learning and Teaching Capability Support Officer will provide the Course Coordinator with a Course Assessment Map in the form of an excel spreadsheet. Contact Manisha Singh for further information.
 | Learning and Teaching Support Capability Officer  |  |  |
| 1. Examples (n = 5) of Course Coordinator reports as part of the ratification of grades process
 | ADLT |  |  |
| 1. Course Summary Report as part of Ratification of Grades discussions (at least n = 2 examples)
 | ADLT |  |  |
| 1. Evidence of grade distribution as part of ratification process
 | ADLT  |  |  |

**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
 | Q&A |  |  |
| 1. Provide evidence of most recent accreditation approval documents (as appropriate)
 | Q&A |  |  |
| 1. Explore any other external benchmarking options that relate to this Course or its courses, beyond already listed documents
 | CC |  |  |
| 1. Comparisons with Quality Indicator of Learning and Teaching 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 Student Communications team to distributed. The data can be provided as a summary document to the Course Coordinator
 | Dean, Quality and Accreditation (Q&A)/nominee  |  |  |
| 1. Evidence of Scholarship of Learning and Teaching (SoLT) for staff involved with the course, is the responsibility of each institute. Dr. Emma Price can be contacted for specific information relative to Academic Induction Program and Graduate Certificate of Education (Tertiary Teaching) only.
 | ADLTHead of DisciplineUC |  |  |
| 1. Provide summary table of other SoLT activity that the staff have engaged with over the past 2-3 years (and evidence). Template needs to clearly identify staff names, delivery type, topic area and duration.
 | 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). Contact Deb Micallef (Manager, Student Integrity).
 | Academic Integrity Unit |  |  |
| 1. Summary of student appeals (university level) related to the Course (12 months; Outcome; Type of appeal). Contact Deb Micallef (Manager, Student Integrity).
 | Academic Integrity Unit |  |  |
| 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 Alumni Email to distribute 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.
 | Dean (Q&A)/nominee |  |  |
| 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. Contact Kiri Rawson (Manager, Learning and Academic Skills Success (LASS)
 | LASS |  |  |

**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 Work Integrated Learning (WIL) opportunities and alignment to hours, industries, and locations.
 | Cooperative Experiential Learning (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.
 | Unit CoordinatorsInstitute Learning Designers  |  |  |
| 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/Kerryn Murphy. |  |  |

**Appendix AA – Additional Student Feedback Options**

**Legend**

* ADLT: Associate Dean, Learning and Teaching (See Institute ADLT for specific support)
* BI: Business Intelligence
* CC: Course Coordinator
* CEL: Cooperative Experiential Learning team (See advice from Helen Ryan)
* CXLO: Chief Experience Learning Officer (See advice from Cindy Cash if required)
* LASS: Learning and Academic Skills Success (See advice from Kiri Rawson)
* Q&A: Quality and Accreditation: Email: GPS.Academic.Services@federation.edu.au
* QILT: Quality Indicators of Learning and Teaching
* SELT: Student Evaluation of Learning and Teaching (See advice from Mathew Morton)
* UC: Unit Coordinator

**Version History**

* Updated 4.1.24 (V3.2)
* Updated 30.1.25 (V3.4)
* Updated 6.2.25 (V3.5)
* Updated 21.2.25 (V3.6)

**End of document**