

**Course Review:**

**Self-Review Report**

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[insert Course code and name]

Course Coordinator: [insert name] | [insert title]

Date: [insert day, month & year]

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The Self Review Report, combined with the *Curriculum Approval Form* and *Unit Outline Form*, addresses Federation University and TEQSA requirements to ensure the appropriate level of quality and review in approved course.

All questions in the Self Review Report must be completed. Please ensure that all appendices are combined as one document in PDF format.

## SECTION A | Introduction

|  |
| --- |
| **Lead to complete:** Course Coordinator |
| **Support:** Quality and Accreditation (DVC, Engagement and Quality) |

1. Course title: Click here to enter text.
2. Course code: Click here to enter text.
3. Post nominal: Click here to enter text. *\*\*As listed on* the ‘Current Course Higher Education’. *Add all courses and nested/alterative exit courses that are to be included in this review*
4. Administering Institute: Click here to enter text. \*\**insert the Institute/School that administers the course structure and content*
5. Partner Institute/School: Click here to enter text. \*\**List all partner faculties/Schools/institutions that offer this course*
6. Modes of Delivery:

|  |  |  |
| --- | --- | --- |
| On-line | On-campus | Flexible |
| Other (please specify): Click here to enter text. | | |

1. Locations (Federation University campuses):

|  |  |  |
| --- | --- | --- |
| Mt Helen | Brisbane | Horsham |
| Berwick | SMB | Online |
| Gippsland | Camp St |  |
| Other (please specify): Click here to enter text. | | |

1. List the titles and codes of any course that immediately preceded the course(s) under review, and whether any of these courses are still current. Note that current courses are listed on “Award Courses” on the FedUni website. Any courses that are no longer active should be discontinued by Institute/School Board.

Click here to enter text.

|  |
| --- |
| **Section A completed by:** [*insert name and title*] |
| **Date:** [DD/MM/YYYY] |

## SECTION B | Course review and analysis

|  |
| --- |
| **Lead to complete:** CourseCoordinator (and Unit Coordinator(s) where appropriate) |
| **Support:** Quality and Accreditation (DVC, Engagement and Quality) |

### COURSE AND LEARNER PROFILE

**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 dashboard  Link 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 |  |  |

1. What does the course data reveal about the course?

Click here to enter text.

1. Describe the enrolments and flexibility in delivery modes of the course as presented in the data. What to the statistics indicate about the future viability of the course?

Click here to enter text.

1. What is student demand for places in the discipline area and what can be done to increase demand?

Click here to enter text.

### 

### PARTICIPATION, ACCESS, STUDENT RETENTION AND PROGRESSION

**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 |  |  |

1. Please compare the range of student cohorts (ie based on location, domestic versus international, year levels etc) with key factors and provide a summary of strengths, challenges and potential areas of opportunity:

Click here to enter text.

1. Describe inclusive teaching practices that cater for diverse learners, including low SES and students articulating from VET?

Click here to enter text.

1. How does this course contribute to regional and rural communities and/or regional growth?

Click here to enter text.

1. Summarise any issues evidenced by the data, and approaches to increasing or improving the access, participation, retention and/or success of equity cohorts.

Click here to enter text.

### MAIN COMPETITORS AND TRENDS IN DEMAND

**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 |  |  |

1. Identify the main competitors, demand trends and employment opportunities for graduates.

Click here to enter text.

1. Identify any changes to the needs of students studying in the course over the last five years and for potential students in the immediate future?

Click here to enter text.

1. Identify potential developments in the field of education considering competitor benchmarking relevant to the course.

Click here to enter text.

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| **Section B completed by:** [*insert name and title*] |
| **Date:** [DD/MM/YYYY] |

## SECTION C | Course structure review and analysis

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| **Lead to complete:** Course Coordinator (and Unit Coordinator(s) where appropriate) |
| **Support:** Quality and Accreditation (DVC, Engagement and Quality), Academic Secretariat, Institutes |

### COURSE MONITORING AND REVIEW

**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 |  |  |

*Upon review of this data, please respond to the following questions and open text:*

1. What benefits occurred as part of the recommendations of the previous Course Review Panel Report? What challenges were experienced and how did the Course team overcome these?

Click here to enter text.

### COURSE DESIGN AND CONTENT

**Table 5 - Course Design and Content**

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

*Upon review of this data, please respond to the following questions and open text:*

1. Do the unit descriptions comply with Australian Qualification Framework (AQF) requirements?

Yes  No

1. Do the unit descriptions comply with the approved unit outlines, university policy and other Academic Board requirements including released 2 weeks prior to the teaching commencement date? If no to any of these questions, please describe in open text.

Yes  No

Click here to enter text.

1. What is the current structure of the course? Summarise modifications to the course since the last review, or if no review, unit modifications over the last five years.

Click here to enter text.

ASSESSMENT AND GRADE RATIFICATION

**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 of [FedLT@federation.edu.au](mailto:FedLT@federation.edu.au) | 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 |  |  |

1. Review the data input aligned to unit assessment. Describe the learning tasks, assessment types and weightings of assessment across the course, including the proportion of invigilated assessment. How have the learning outcomes been constructively aligned to assessment? Please describe the trends, themes, strengths, challenges, and opportunities for improvements.

Click here to enter text.

1. Discuss the grade distribution for the unit. Are there units with high fail rates or elevated High Distinction (HD) rates? Do these differ across delivery modes or locations? Explain.

Click here to enter text.

### PATHWAYS

1. Describe the credit transfer and articulation arrangements for students, including those from VET into HE courses. List reasons if there are no pathways from VET.

Click here to enter text.

1. If credit is given for work experience, is a suitable portfolio template used that specifies the learning outcomes achieved, and the evidence required?

Click here to enter text.

1. What articulation arrangements exist with external providers and are they still suitable?

Click here to enter text.

### CONTRACT COMPLIANCE

1. List all contractual requirements in place in relation to this course.

Click here to enter text.

1. Does the course meet all contractual requirements?  Yes  No

If not, what requirements were not met and why?

Click here to enter text.

### EXTERNAL ACCREDITATION AND BENCHMARKING

**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 |  |  |

1. Is this course externally accredited?  Yes  No

If so, by which accrediting body? Provide links to appropriate standards etc.

Click here to enter text.

1. When is the accreditation renewal due?

Click here to enter text.

1. What resources/staffing requirements are needed to achieve and maintain accreditation?

Click here to enter text.

### COURSE PARTNERSHIPS (Including Work Integrated Learning (WIL), Internships and Industry Facing Experience)

1. Does the course have partnership arrangements including Work Integrated Learning and Internships?

Click here to enter text.

1. What consultation and feedback was provided by partners relevant with the arrangement?

Click here to enter text.

1. Have potential new partners been identified relevant to the arrangement, including WIL, Internships and Industry Facing Experiences?

Click here to enter text.

### INTERNATIONALISATION

1. How has the delivery and curriculum of the course been internationalised? If more is required regarding curriculum enhancement, what measures will be taken to address this moving forward?

Click here to enter text.

1. List international mobility experiences/opportunities for students in the course.

Click here to enter text.

1. How does the curriculum reflect a global perspective?

Click here to enter text.

### FIRST NATIONS PEOPLES

1. How does the course curriculum and delivery align with Australia’s First Nations voice? Where there is insufficient evidence of enhancement, what measures will be taken to address this moving forward?

Click here to enter text.

1. List indigenous mobility experiences/opportunities for students in the course.

Click here to enter text.

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| **Section C completed by:** [*insert name and title*] |
| **Date:** [DD/MM/YYYY] |

## SECTION D | Teacher review and analysis

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| **Lead to complete:** Course Coordinator (and Unit Coordinator(s) where appropriate) |
| **Support:** Academic Secretariat, Institutes, Dean, Quality & Accreditation (or nominee) |

### STAFFING AND RESOURCES

**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 | Dean, Q&A or 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. | ADLT  Head of Discipline  UC |  |  |
| 1. Provide summary table of other SoLT activity that the staff have engaged with over the past 2-3 years (and evidence). Template is available to support collection. | CC |  |  |

1. How is the academic staff profile maintained for the course?

Click here to enter text.

1. Is the number of staff sufficient/justified?

Click here to enter text.

1. How is staff feedback used in the course to inform improvements to teaching?

Click here to enter text.

1. What formal Scholarship of Learning and Teaching (SoLT) activities have staff teaching in the course engaged in over the last three years?

Click here to enter text.

1. What staff professional learning has been completed? Provide an update and plans or strategies for staff Professional Development (PD).

Click here to enter text.

1. Given staff feedback, what are key strengths, challenges, areas of improvement and opportunities identified?

Click here to enter text.

1. Over the next 5 years what will be the major infrastructure/equipment resources requiring renewal or replacement?

Click here to enter text.

|  |
| --- |
| **Section D completed by:** [*insert name and title*] |
| **Date:** [DD/MM/YYYY] |

## SECTION E | Student review and analysis

|  |
| --- |
| **Lead to complete:** Course Coordinator (and Unit Coordinator(s) where appropriate) |
| **Support**: Chief Experience Learning Office (CXLO), Student Integrity Unit, Business Intelligence Team, Survey Team |

### STUDENT EXPERIENCES AND FEEDBACK

**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 or 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 |  |  |

1. Summarise student feedback data for the unit in this course for the last 12-24 months.

Click here to enter text.

1. How is student feedback used to inform unit and course monitoring review and improvement?

Click here to enter text.

1. What curriculum design and delivery issues, and course implementation have been identified from student feedback and how have these been addressed?

Click here to enter text.

1. What reasons have students provided for student withdrawal from the course?

Click here to enter text.

1. Is there a level of consistency in these reasons that might indicate an issue?

Click here to enter text.

1. Are there issues occurring in the administration of the course?

Click here to enter text.

### STUDENT SERVICES AND SUPPORT

1. List and address the adequacy of current student services and support provision.

Click here to enter text.

1. What other support and resources would be desirable?

Click here to enter text.

1. Is access to Library resources available and sufficient at all locations?  Yes  No

If no, what measures will be taken to address the issue?

Click here to enter text.

### ITS AND ONLINE LEARNING

1. How are online learning technologies being used to support student learning in the course?

Click here to enter text.

1. What does student feedback indicate about use of online learning technologies?

Click here to enter text.

1. Outline any new ITS requirements that have been suggested by students as part of the feedback process.

Click here to enter text.

|  |
| --- |
| **Section E completed by:** [*insert name and title*] |
| **Date:** [DD/MM/YYYY] |

## SECTION F | Aligning to the Minimum Co-operative Standards

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| --- |
| **Lead to complete:** Course Coordinator (and Course Coordinator(s) where appropriate) |
| **Support**: Co-Operative Experiential Learning |
| **Resource:** See [Sharepoint | Minimum Co-operative Standards](https://federationuniversity.sharepoint.com/sites/FedUni/academic/ctiq/PD/SitePages/Minimum-Co-operative-Standards.aspx) |

### MINIMUM CO-OPERATIVE STANDARDS (MICS)

*Federation University’s Co-operative model is founded on seven key criteria to form the Minimum Cooperative Standards (MiCS). All courses are asked to map their current co-operative practices against the MiCS expectations for the AQF level of the course, to identify opportunities to enhance future co-operative learning opportunities.*

*Access the* [*Sharepoint | Minimum Co-operative Standards*](https://federationuniversity.sharepoint.com/sites/FedUni/academic/ctiq/PD/SitePages/Minimum-Co-operative-Standards.aspx) *site to:*

* *Download the MiCS expectations applicable to the AQF level of this course*
* *Download the MiCS calculator template*
* *View the online resources to support teaching staff to self-map current curricula (at a course level) against the MiCS to determine current collective status (at course level).*
* *Request a 30-min workshop to guide teaching staff on utilising the online resources to support their mapping needs.*

**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** |
| 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 |  |  |

*Upon completion of the self-mapping of units against MICS,* ***attach the course level outcome as an appendix to this report.*** *Review this information, and respond to the following questions and open text:*

1. Essential – State which criteria fall below the minimum expectations (if any).

Click here to enter text.

1. Desired – State which criteria would be considered a priority for the course to improve and progress along the spectrum to enhance the student co-operative learning experience(s)

Click here to enter text.

1. For the above essential and desired criteria for progression, provide examples of identified co-op opportunities for enhancement.

Click here to enter text.

1. For the above identified co-op opportunities for enhancement, what is the anticipated timeline for implementation?

Click here to enter text.

### INDUSTRY ENGAGEMENT

**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 |  |  |

1. Describe the external input into your course reviews processes, including professional recognition and accreditation where appropriate.

Click here to enter text.

1. Does the course have an industry advisory committee?  Yes  No

If YES, briefly describe the structure, composition and role of the industry advisory committee in relation to the course.

Click here to enter text.

If NO, what progress has been made in forming an industry advisory committee?

Click here to enter text.

1. Describe the opportunities that students are provided as part of the student placement, Work Integrated Learning and Industry facing experiences.

Click here to enter text.

|  |
| --- |
| **Section F completed by:** [*insert name and title*] |
| **Date:** [DD/MM/YYYY] |

## SECTION G | Curriculum review and analysis

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| --- |
| **Lead to complete:** Course Coordinator (and Unit Coordinator(s) where appropriate) |
| **Support**: Library Liaison, Learning Skills Advisor, Institutes staff |
| **Resource:** See [Learning and Teaching - Home](https://federationuniversity.sharepoint.com/sites/FedUni/academic/ctiq/PD?xsdata=&sdata=ak5ibFRKcFAwY2x1NEFQZ054aGNJV25jakNmUzY1N0sySjFzQXROWUpVbz0%3D) |

### CURRICULUM DATA

**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. Further support is available on the L&T Sharepoint Site. | Unit Coordinators  Institute Learning Designers |  |  |
| 1. **Moderation of Assessment:** Evidence of practice – FDL summary reports. Further support is available on the L&T Sharepoint Site. |  |  |
| 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) |  |  |

1. Unit Coordinators are required to undertake the **BOLD Learning & Teaching Practices (BLTP)** **| Checklist A: Teacher self-review** for the last delivery of each course. Generate a ‘heat map’ from fdlGrades highlighting practices that meet or exceed minimum standards, and those that need attention*.* Provide a brief summary outlining the context of the above information (no more than 150 words)

Click here to enter text.

1. Demonstrate staff engagement in **moderation of assessment** processes (see Moderation of Assessment Manual). Generate the following reports from fdlGrades on the engagement of staff with undertaking moderation of assessment:

* design (type I) prior to course delivery
* marking (type II) during course delivery
* practice (type III) post course delivery

Click here to enter text.

1. Demonstrate correct attribution practice and **copyright compliance** when using text, images, videos and other artefacts sourced from others. Provide a summary outlining the context of the above information (no more than 150 words)

Click here to enter text.

1. Demonstrate use of the **Learning Resources** widget for all online reading and video materials to ensure currency, consistency of access and copyright compliance. Provide data as graph/figure/image to demonstrate use of Learning Resources service.

Click here to enter text.

1. Are learning resources current and less than 5-years old? Please provide a course wide report of resource currency. Demonstrate current learning resource currency as per sector expectations and best practice. Provide a summary outlining the context of the above information (no more than 150 words)

Click here to enter text.

**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](mailto: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

**Updated –**

* V4 – 22.12.23
* V5 – 30.1.25
* V5.1 – 6.2.25
* V5.2 – 21.2.25

**End document**