

## Course Quality Review

- Completed by course teams within 3 weeks of release of grades in nominated semesters.
- Forwarded to Program Coordinator or equivalent for incorporation in Program Quality Review process.
- Use review for discussion with course teams to identify successful teaching and learning outcomes and points for improvement.

|           |               |
|-----------|---------------|
| Faculty   | Pre-populated |
| Course    | Pre-populated |
| Offer     | Pre-populated |
| Examiner  | Pre-populated |
| Moderator | Pre-populated |

### Student retention, performance and satisfaction

1. Analyse student outcomes below, and identify positive learning and teaching outcomes and issues for improvement.

- 1.1 Grade distribution across campuses
- 1.2 Grade distribution between domestic and international students
- 1.3 Grade distribution between international and international partner students
- 1.4 Grade distribution between on campus and external students
- 1.5 Grade distribution between equity groups
- 1.6 Grade distribution for major offer (as required)
- 1.7 % passes and fails

|   |  |
|---|--|
| <b>Comment if relevant:</b>   |  |
| Grade distribution across campuses  |  |
| Grade distribution between domestic and international students              |  |
| Grade distribution between international and international partner students |  |
| Grade distribution between on campus and external students                  |  |
| Grade distribution between equity groups                                    |  |
| Grade distribution for major offer (as required)                            |  |
| % passes and fails  |  |

2. Analyse and compare student satisfaction with this course for different learning settings. Refer specifically to SET data and how this course compares with faculty and USQ means. Note positive outcomes and identify points for improvement.

- 2.1 On campus students Toowoomba
- 2.2 On campus students Springfield
- 2.3 On campus students Fraser Coast
- 2.4 Distance Students
- 2.5 International Partner Students
- 2.6 Majors (as required)

|                                 |  |
|---------------------------------|--|
| <b>Comment if relevant:</b>     |  |
| On campus students Toowoomba    |  |
| On campus students Springfield  |  |
| On campus students Fraser Coast |  |
| Distance Students               |  |
| International Partner Students  |  |
| Majors (as required)            |  |

### Learning and Teaching Issues

3. To what extent do the teaching activities and assessment support student learning?

|                                |                            |                            |                            |                                 |
|--------------------------------|----------------------------|----------------------------|----------------------------|---------------------------------|
| 1 Low <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> | 5 High <input type="checkbox"/> |
|--------------------------------|----------------------------|----------------------------|----------------------------|---------------------------------|

Comment:

4 To what extent do the flexible learning opportunities provided, enhance the course.

|                                |                            |                            |                            |                                 |
|--------------------------------|----------------------------|----------------------------|----------------------------|---------------------------------|
| 1 Low <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> | 5 High <input type="checkbox"/> |
|--------------------------------|----------------------------|----------------------------|----------------------------|---------------------------------|

Comment:

5. How well are the Indigenous, international and intercultural perspectives embedded in the learning and assessment activities in this course?

|                                |                            |                            |                            |                                 |
|--------------------------------|----------------------------|----------------------------|----------------------------|---------------------------------|
| 1 Low <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> | 5 High <input type="checkbox"/> |
|--------------------------------|----------------------------|----------------------------|----------------------------|---------------------------------|

|                           |                      |
|---------------------------|----------------------|
| Comment if relevant:      |                      |
| Indigenous perspective    | <input type="text"/> |
| International perspective | <input type="text"/> |
| Intercultural perspective | <input type="text"/> |

6. Identify, as appropriate, successful outcomes and points for improvement in any practical components of this course (laboratory work, studio work, work-based learning, clinical or professional placements)

|                         |                      |
|-------------------------|----------------------|
| Comment if relevant:    |                      |
| Laboratory work         | <input type="text"/> |
| Studio work             | <input type="text"/> |
| Work-based learning     | <input type="text"/> |
| Clinical placements     | <input type="text"/> |
| Professional placements | <input type="text"/> |
| Other                   | <input type="text"/> |

### Moderation and Benchmarking

7 Comment on the moderation process used within the course.

Comment:

8. Identify required actions for course enhancement arising from the Board of Examiners.

Comment:

### Action Plan

Using the review above and course experiences through the semester,

9. Summarise examples of good learning and teaching practice in this course.

Comment:

10. Summarise actions that should be undertaken to enhance the learning experiences of students in the next revision of the course:

- at the course level
- at the program(s) level

|   |
|---|
| <p>Issues to consider for improvement could include:</p> <ul style="list-style-type: none"> <li>• Course design</li> <li>• Assessment</li> <li>• Flexible learning</li> <li>• Moderation</li> <li>• Retention, performance, satisfaction</li> </ul> |
|---|

|                                      |  |
|--------------------------------------|--|
| Comment if relevant:                 |  |
| Course design                        |  |
| Assessment                           |  |
| Flexible learning                    |  |
| Moderation                           |  |
| Retention, performance, satisfaction |  |

FINAL