

## Program Quality Review

- Completed by program coordinator (or equivalent) in group discussion with program team annually at the end of S3
- Forwarded to Associate Dean (L & T) for discussion at Faculty LTEC and integration into Faculty Annual Quality Report (FAQR) and linked Faculty Learning and Teaching Plan

### Student retention, performance and satisfaction

1. Identify positive program trends and issues for improvement in tables 1.1 to 1.4 and compare outcomes for the following student experiences:
  - on campus
  - distance education
  - international partner students

- 1.1 Student attrition
- 1.2 Student retention
- 1.3 Student progression
- 1.4 Student completion

Comment if relevant:	
Student attrition	
Student retention	
Student progression	
Student completion	

2. Analyse and compare student satisfaction with this program for student experience settings 2.1 to 2.5. Refer specifically to student evaluation data provided (eg SET, CEQ and GDS) and how this program compares with faculty and USQ means. Note positive outcomes and identify points for improvement for inclusion in the FAQR and Faculty Learning and Teaching Action Plans.

- 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

Comment if relevant:	
On campus students Toowoomba	
On campus students Springfield	
On campus students Fraser Coast	
On campus students Fraser Coast	
International partner students	

### Learning and Teaching Issues

3. To what extent is the program structured so that students progress through concepts with increasing levels of complexity?

1 Low <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 High <input type="checkbox"/>
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Comment:	
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4. To what extent does the assessment in this program provide an appropriate mix of summative and formative assessment opportunities for students?

1 Low <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 High <input type="checkbox"/>
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Comment:

5. To what extent does the program use a range of flexible learning opportunities to enhance learning?

1 Low <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 High <input type="checkbox"/>
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Comment:

6. To what extent are students' academic and graduate skills appropriately developed and assessed across all levels of this program?

1 Low <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 High <input type="checkbox"/>
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Comment		
	Developed	Assessed
Academic skills		
Graduate skills		

7. To what extent is the development of practical and professional skills developed across all year levels of this program (laboratory work, studio work, work-based learning, clinical or professional placements)

1 Low <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 High <input type="checkbox"/>
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Comment if relevant:	
Laboratory work	
Studio work	
Work-based learning	
Clinical placements	
Professional placements	
Other	

8. How well are the Indigenous, international and intercultural perspectives embedded across the program?

1 Low <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 High <input type="checkbox"/>
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Comment if relevant:	
Indigenous perspective	
International perspective	
Intercultural perspective	

9 Comment on the benchmarking activities undertaken in the program.

Comparative Institution/ Organisation	Period	Areas tracked/bench-marked

### Using the review above and action plans from Course Quality Reviews

10. Summarise examples of good learning and teaching practice in this program

Comment:

11. Prioritise recommended actions arising from Course Quality Reviews

Comment:	

12. Summarise actions that should be undertaken to enhance the learning experiences of students in this program. Consider issues related to:

Program Quality Review

- Program design
- Assessment
- Flexible learning
- Moderation
- Retention, performance, satisfaction
- Staffing (eg casualisation, international partners etc)

Comment if relevant:	
Program design	
Assessment	
Flexible learning	
Moderation	
Retention, performance, satisfaction	
Staffing	

DRAFT