



Resource Kit: ***Course Quality Review***

by
Learning and Teaching Support Unit (LTSU)
and
Sustainable Business Management and Improvement (SBMI)

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What is the Course and Program Quality Review?

The Course and Program Review (CPR) is a function of the [Course and Program Management System \(CPMS\)](#). It is composed of two review processes. One for courses called the Course Quality Review (CQR), and the other for programs called the Program Quality Review (PQR). The CPR has been specifically designed as a tool to facilitate staff in the review and improvement of courses and/or programs.

It stems from the University's quality intention which requires regular evaluation of its learning and teaching, courses and programs in all modes and at all campuses, using student and other stakeholder feedback as appropriate as stated in the following:

- Item 2.3 of the [USQ Policy Section 7.5.1 on the Evaluation of Teaching, Courses and Programs](#) states that each course shall be evaluated or monitored by the teaching team or discipline team once in each year it is offered.
- Item 9.1 of the [USQ Policy Section 4.2 on the Planning, Accreditation and Review Process for Academic Programs](#) states that each faculty is required to report on the academic performance of all programs at the mid-point of the term of accreditation.

The CPR is a workflow enabled automatic system with pre-populated student data for staff's consideration when reviewing the courses and/or programs. This means that staff will be alerted by the system, usually via an email, with the intended task and time period to complete the task. More importantly, for staff's ease of use and convenience, staff need not physically search for the relevant quantitative student data to complete the review. The quantitative data will be pre-populated in the form.

Courses will be evaluated through the CQR process once in each year they are offered. There are two cycles of review for courses.

Programs will be evaluated through the PQR process at the mid-point of the term of accreditation.

Aims of CPR

- To promote reflection on teaching and learning practice
- To identify and share good practice
- To trace trend data about student load, retention, progression, student satisfaction, and student results
- To identify areas for improvement
- To facilitate faculties in the continuous monitoring of, and reporting on, the academic performance of all programs

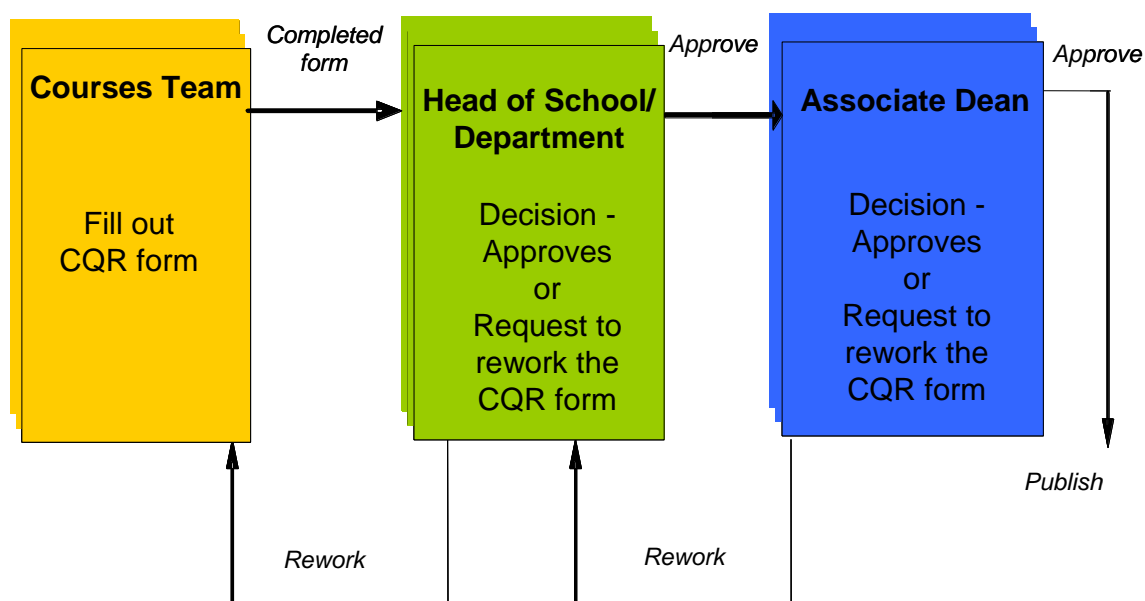
What is the Course Quality Review?

Courses will be evaluated through the CQR process once in each year they are offered. There are two cycles of review for courses.

Schedule

- It is expected that each course is reviewed annually after its main semester of offer.
- Semester 1 courses will be expected to commence review in August of each year.
- Semester 2 courses will be expected to commence review in Mid December of each year.
- Semester 3 and Semester 6 courses will be expected to commence review at the request of faculties in the following August or Mid December cycle .
- Where a course has multiple offerings, the Faculty will nominate one offering for review, during the August or Mid December review period .

Workflow



Staff involved

Role	Responsibilities
Course Team (course examiner, moderator and members of the teaching team)	<ul style="list-style-type: none"> completes the Course Quality Review form consisting of quantitative questions which are pre-populated by SBMI with data about student grade distribution and student satisfaction with the course, as well as qualitative questions about learning and teaching. Included in the Course Quality Review form is a space for the Course Team to develop an action plan for improvement
Course Examiner	<ul style="list-style-type: none"> meets with course team to discuss the data before completing the course review template is responsible for completing and submitting the course review template by the due date
Moderator	<ul style="list-style-type: none"> provides comments after the course examiner completes the review form
Head of School/Discipline/Department	<ul style="list-style-type: none"> receives the completed course reviews from the course examiners and provides input into the course reviews submits course reviews to nominated Associate Dean by the due date is provided with two weeks to review and submit the course reviews
Associate Dean (Learning and Teaching)	<ul style="list-style-type: none"> provides final input to the course reviews by the due date is provided with two weeks to provide final input Associate Dean (Learning and Teaching) presents course review report via the Faculty Learning and Teaching Committee through to the Faculty Board and USQ Learning and Teaching Committee

What are the sections in the Course Quality Review form?

The sections in the Course Quality Review form are:

- Student retention, performance and satisfaction (two quantitative questions)
- Learning and teaching issues (four qualitative questions)
- Moderation and Benchmarking (two qualitative questions)
- Action Plan (Good Practice and Actions to be taken in the next revision)
- Moderator's Feedback

See Appendix 1: [Course Quality Review Form](#)

“HOW TO” operate the Course Quality Review system

This section refers to the instructions on how to operate the Course Quality Review system for each role of the workflow/ process.

Course Team

Start of Review

When the process starts SharePoint automatically sends an e-mail to nominated course examiner and moderator which contains links to open the course quality review form and also to view the course summary data.

You and your course team are invited to participate in the Course Quality Review. It provides an opportunity for the course team to evaluate the quality of the course.
The deadline for completing the review is **21/07/2009 12:00:00 AM**.
To start the review, please click on the link to open the document.

Links

- [Open the Course Quality Review form](#)
- [View Course Summary data](#)

Note:
Please do not reply to this message. It is sent from an unmonitored account.
To contact us for any enquiries or to provide any feedback, please send an email to CPR.support@usq.edu.au.

1. Click the link **“Open the Course Quality Review form”** to open the form (a partial form is shown below).

USQ UNIVERSITY OF
SOUTHERN QUEENSLAND
Course Quality Review

Faculty:	Course:
Examiner(s):	Moderator(s):
Offer:	

[Click to view reference data](#)

Please ensure that you save your work frequently via the "save" button. The system security measure is in place for a session time out which expires when you do not save the form within 30 minutes from the last 'save' function.

Save & Close

Student performance and satisfaction Save

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

Grade distribution across campuses

[Click to view reference data](#)

Grade distribution between domestic and international students

[Click to view reference data](#)

2. Fill out the CQR form.
3. The **“Save”** button at the start of each section allows you to save data as you fill out the form.

Caution:

It is advisable that you save your form frequently to prevent any loss of changes due to system timeouts or loss of internet connection.

4. Click **“Save & Close”** when you have completed the form.
5. Click **“Print View”** at the top of the form to access a printer friendly version of the document.

Note:

The system automatically forwards the form at the due date to the next level for approval.

To re-enter the system

You can access the form again by either of the below methods:

1. Go back to the course review email and open the form from there.
2. Go to the CPR sharepoint site at <https://intranet.usq.edu.au/sites/cpr> , navigate to My Course Quality Reviews and then open your course form.

Reminder to complete the review

Before the due date, the course team will receive a reminder email to complete their review.

<p>On 21/07/2009 12:31:54 PM you received an email message advising you and your course team to assist in evaluating the quality of your course by filling out the web-based document.</p> <p>If you have completed the review, thank you.</p> <p>If you have not had the opportunity, please complete by 21/07/2009 12:00:00 AM.</p>
<h3>Links</h3>
<ul style="list-style-type: none">• Open the Course Quality Review document
<p>Note:</p> <p>Please do not reply to this message. It is sent from an unmonitored account.</p> <p>To contact us for any enquiries or to provide any feedback, please send an email to CPR.support@usq.edu.au.</p>

Follow the steps outlined above to complete the review if you have not already done so.

Rework Task

Scenario – Rework from HOS/HOD

If the HOS/HOD requires more work or changes on the form, you will receive an email requesting you complete this rework.

Thank you for contributing to the recent request for information on Course Quality Review for 2009 S1 ABC1234. The Head of Department has reviewed this document and has the following comments:

needs more work

The Head of Department has requested that a task be assigned to the course team to update the document to reflect these comments. Please update the review document and click Complete Task on the assigned task.

Links

- [Open the task](#)

Note:

Please do not reply to this message. It is sent from an unmonitored account. To contact us for any enquiries or to provide any feedback, please send an email to CPR.support@usq.edu.au.

1. Click **“Open the task”** to open the task form.

Title: Rework Review Document

Description: The Head of Department has requested changes to the Course Review Document. Please review their comments and adjust the document accordingly. When finished click Complete Task.

Related list item: 2009 S1 ABC1234

2. Click the **“<Course Link>”** (circled above) to open the Course Quality Review form to make the necessary changes and or incorporate HOS/HOD’s comments.
3. After completing the necessary changes, click **“Save & Close”**.

Caution:

It is advisable that you save your form frequently via the **“Save”** buttons at the start of each section to prevent any loss of changes due to system timeouts or loss of internet connection.

4. After closing the form you will be returned to the task form.
5. Click on the **“Complete Task”** button on the task form when you have completed your changes. This will then send the form back to the HOS/HOD for approval.

Accessing Quantitative Data

1. Summary format

From the course review email you receive; there is a link to the reference data summary for your course. The summary data will look similar to below.

You and your course team are invited to participate in the Course Quality Review. It provides an opportunity for the course team to evaluate the quality of the course. The deadline for completing the review is **21/07/2009 12:00:00 AM**. To start the review, please click on the link to open the document.

Links

- [Open the Course Quality Review form](#)
- [View Course Summary data](#)

Note:
Please do not reply to this message. It is sent from an unmonitored account. To contact us for any enquiries or to provide any feedback, please send an email to CPR.support@usa.edu.au.

SBMI Course 001

2009

Colour Legend	
1	Above Average
2	
3	Average
4	
5	Below Average

Benchmark Legend	
NSR	Self Referent (item)
NSRG	Self Referent (group)
ARC	Average Annual Rate of Change
NRF	Relative to Faculty
NRU	Relative to University
NRDrg	Relative to Distance Education Intensive Reference group
NRS	Relative to Sector
Ce	Course Enrolments
pCe	Proportion of course enrolments for group instance
P	Progression Rate

Dimension	Student Group	Self Referent		Internal Benchmark			External Benchmark		Ce	pCe	P
		NSR	NSRG	ARC	NRF	NRU	NRDrg	NRS			
Course overall results	All Students	1	1	3	3	3			83	98%	0.764
Attendance Type	Full time attendance	1	2	3	3	3			68	81%	0.842
	Part time attendance	5	5	4	4	4			15	18%	0.487
Attendance mode	Distance	3	3	3	3	3			19	23%	0.684
	Oncampus	2	2	3	4	3			64	76%	0.792
Delivery Channel	Domestic - Oncampus	2	3	3	4	3			61	73%	0.780
	Domestic - Oncampus - Fraser Coast		3		4	4			9	11%	0.750
	Domestic - Oncampus - Toowoomba	2	3	3	3	3			52	62%	0.786
	Domestic - Distance	3	4	3	3	3			19	23%	0.684
	Domestic - Distance - Standard Distance	3	4	3	3	3			19	23%	0.684
	International - Oncampus	2	1	2	2	2			3	4%	1.000
	International - Oncampus - Fraser Coast		1			3			1	1%	1.000
	International - Oncampus - Toowoomba	2	1	2	2	2			2	2%	1.000
Gender	Female	2	2	3	3	3			49	58%	0.821
	Male	3	4	3	4	3			34	40%	0.697
Nationality	Domestic	1	3	3	4	3			80	95%	0.754
	International	2	1	2	2	2			3	4%	1.000

2. Comprehensive format

From within the course review form there is a link at the top to access all reference data for your course. This will give you all the reference data in one pdf document if you want to print it all out.



USQ UNIVERSITY OF SOUTHERN QUEENSLAND
Course Quality Review

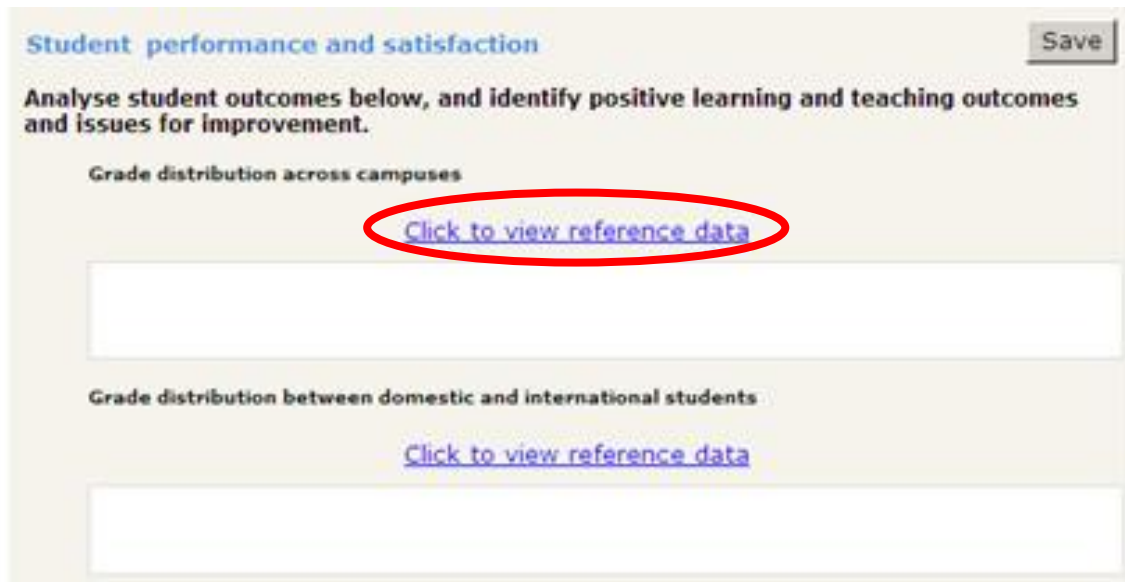
Faculty: Course:
Examiner(s): Moderator(s):
Offer:

[Click to view reference data](#)

Please ensure that you save your work frequently via the "save" button. The system security measure is in place for a session time out which expires when you do not save the form within 30 minutes from the last 'save' function.

3. Question-specific format

For each quantitative question in the form; there is a link access to just the data associated with that question.



Student performance and satisfaction

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

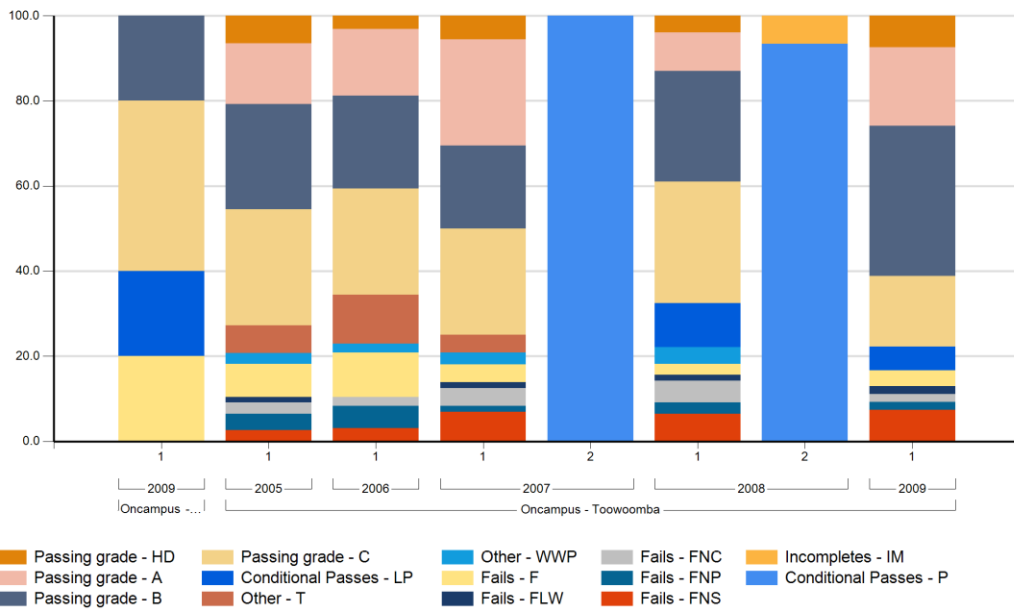
Grade distribution across campuses

[Click to view reference data](#)

Grade distribution between domestic and international students

[Click to view reference data](#)

Grade Distributions by Campus

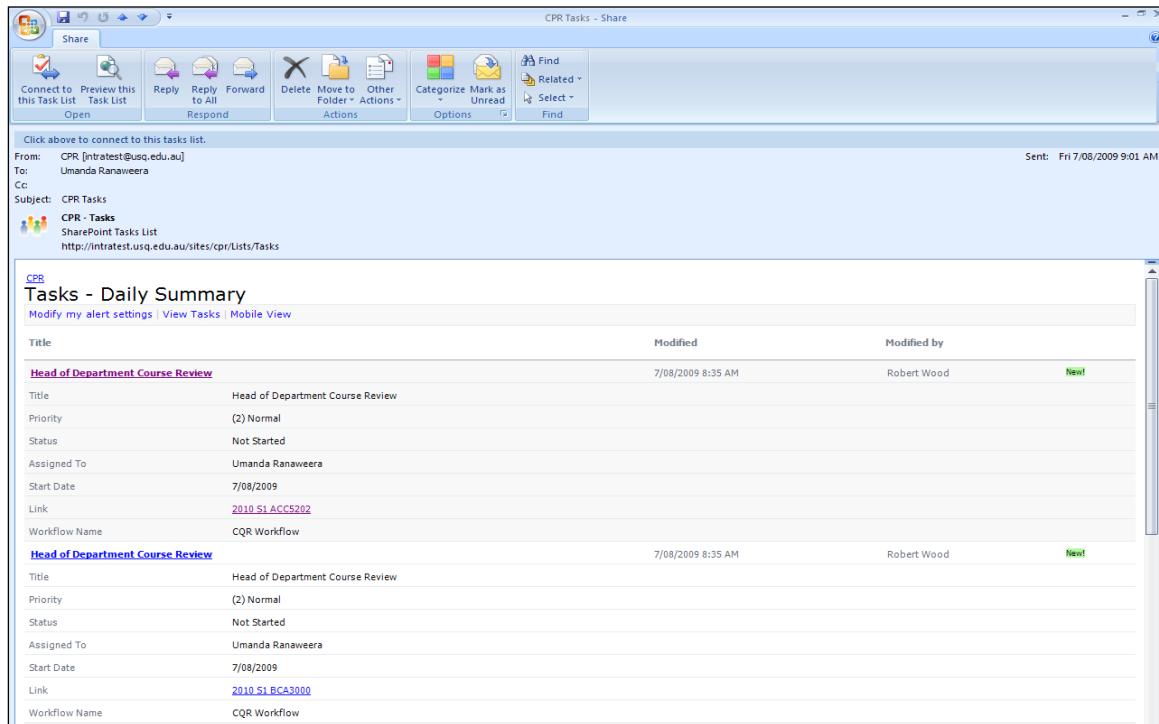


Head of School/ Department (HOS/HOD)

Start of Review

After the completion of the review by all the Course Teams, you will be notified with a summary email to review the documents. It will contain all the links to the tasks assigned to you.

You will also receive an email that contains a link to the reference data for your courses.



The screenshot shows an email interface with a task summary table. The email header includes the sender 'CPR [intratest@usq.edu.au]', recipient 'Umanda Ranaweera', and subject 'CPR Tasks'. The main content is a table titled 'Tasks - Daily Summary' with columns for Title, Modified, and Modified by. Two tasks are listed, both titled 'Head of Department Course Review', with details such as priority, status, assigned to, start date, link, and workflow name.

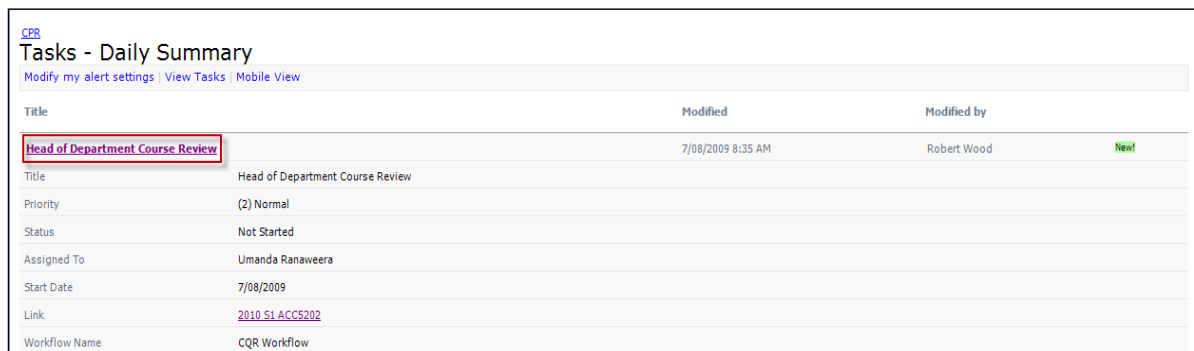
Title	Modified	Modified by
Head of Department Course Review	7/08/2009 8:35 AM	Robert Wood
Title: Head of Department Course Review		
Priority: (2) Normal		
Status: Not Started		
Assigned To: Umanda Ranaweera		
Start Date: 7/08/2009		
Link: 2010 SL ACC5202		
Workflow Name: CQR Workflow		
Head of Department Course Review	7/08/2009 8:35 AM	Robert Wood
Title: Head of Department Course Review		
Priority: (2) Normal		
Status: Not Started		
Assigned To: Umanda Ranaweera		
Start Date: 7/08/2009		
Link: 2010 SL BC63000		
Workflow Name: CQR Workflow		

There are several ways you can navigate to a task.

- Editing individual tasks.
- Navigating to the task list and editing the tasks.

Editing individual tasks

1. Click the heading of a task to navigate to the task form.



This screenshot shows the same task summary table as above, but with a red box highlighting the heading 'Head of Department Course Review' of the first task, indicating the action to click on it to navigate to the task form.

2. Following task screen will be displayed

CPR > Tasks > Head of Department Course Review

Tasks: Head of Department Course Review

Close

New Item Edit Item Delete Item Manage Permissions Alert Me Version History

Title	Head of Department Course Review
Priority	(2) Normal
Status	In Progress
% Complete	
Assigned To	Umanda Ranaweera
Description	
Start Date	7/08/2009
Due Date	8/08/2009
Workflow Name	CQR Workflow
Ready for Associate Dean review?	
Head of Department Comments	

Content Type: Head of Department Course Review
Version: 2.0
Created at 7/08/2009 8:35 AM by Robert Wood
Last modified at 7/08/2009 8:35 AM by Robert Wood

Close

3. Click **Edit Item** to navigate to the task form.

Title: Head of Department Course Review

Description: Please review the attached Course Quality Review document. Then fill out this form and click Complete Task.

Ready for Associate Dean review?:
 Yes, ready for Associate Dean review
 No, needs more work

Head of Department Comments:
Please enter any comments

Related list item: 2009 S1 ABC1234

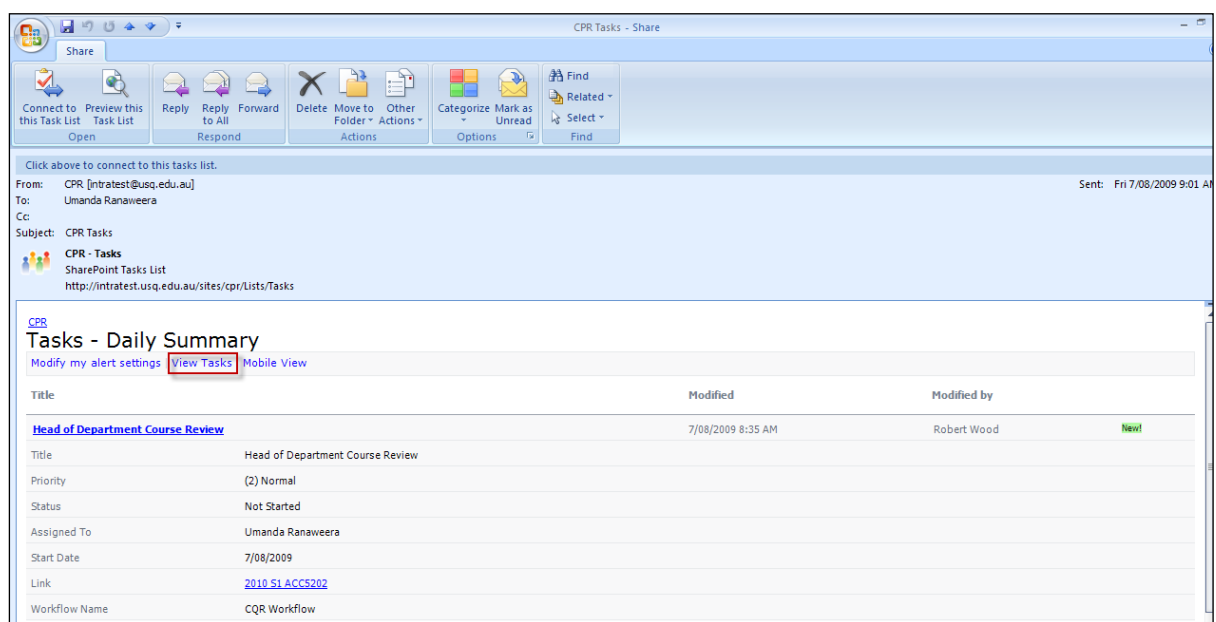
Save Draft Complete Task Cancel

4. To view the completed Course Quality Review form, click the “<Course Link>” (circled above)
5. When the HOS/HOD has finished reviewing the form, click the “Save & Close” button on the Review form to return to the task form.
6. If the HOS/HOD decides to approve the document, click on the “Yes, ready for Associate Dean Review” button. By selecting this option, a task form will be assigned to the AD.

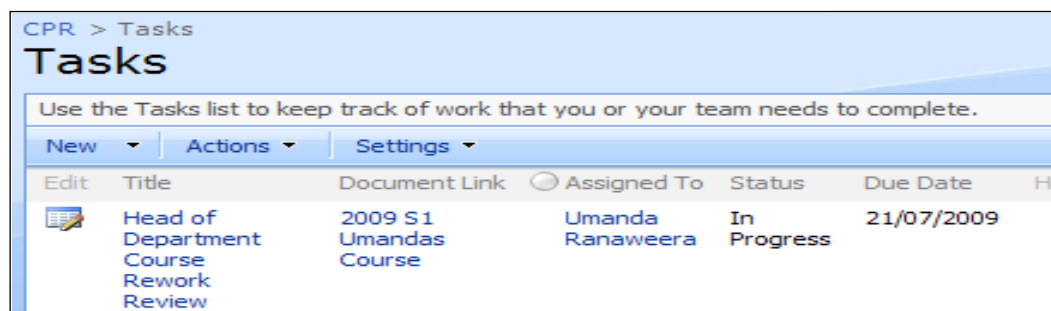
7. If the HOS/ HOD decides that the course team need to make changes, click on the **“No, needs more work “**button. By selecting this option, a rework task will be assigned to the Course Team.
8. Click **“Complete Task”** button when a final decision is made.

Navigating to the task list and editing tasks.

1. You also can navigate to the last list, where all the tasks will be listed.
2. In the summary e-mail, click **View Tasks** link



3. This will navigate to the task list. Task list contains all your active tasks



4. To edit a task Click the drop down menu of the Title and select Edit Item

Edit	Title	Document Link	Assigned To	Status	Due Date
Head of Department Course Rework Review	2009 S1 Umandas Course	Umanda Ranaweera	In Progress	21/07/2009	
View Item	2009 S1 ENG1101	Umanda Ranaweera	In Progress	31/07/2009	
Edit Item	2010 S1 ACC5202	Umanda Ranaweera	In Progress	8/08/2009	
Manage Permissions	2010 S1 BCA3000	Umanda Ranaweera	In Progress	8/08/2009	
Delete Item					
Version History					
Alert Me					

5. Following task screen will be displayed

6. Complete the task form and click **“Complete Task”**

Title:	Head of Department Course Rework Review
Description:	Please review the updated Course Quality Review document. Then fill out this form and click Complete Task.
Reworked document ready for Associate Dean review? *:	<input type="radio"/> Yes, ready for Associate Dean review <input type="radio"/> No, needs more work
Head of Department Rework Comments:	<div style="border: 1px solid gray; height: 30px; width: 100%;"></div> Please enter any comments
Related list item:	2009 S1 Umandas Course
<input type="button" value="Save Draft"/> <input type="button" value="Complete Task"/> <input type="button" value="Cancel"/>	

Rework Tasks

Scenario 1 – Rework from Course Team

When HOD/HOS decides that course team needs to make changes, a task will be assigned to the Course team. After the course team have completed the rework, HOD/HOS will receive a rework task e-mail for next action.

Task assigned by CQR Rework Workflow on 21/07/2009 12:58:08 PM.
To complete this task:
1. Fill out this task form , and then click the Complete Task button to mark the task as completed.
Note:
Please do not reply to this message. It is sent from an unmonitored account. To contact us for any enquiries or to provide any feedback, please send an email to CPR.support@usq.edu.au .

1. Click **“this task form”** to open up the rework task form.

Title:	Head of Department Course Rework Review
Description:	Please review the updated Course Quality Review document. Then fill out this form and click Complete Task.
Reworked document ready for Associate Dean review? *:	<input type="radio"/> Yes, ready for Associate Dean review <input type="radio"/> No, needs more work
Head of Department Rework Comments:	<input type="text"/> Please enter any comments
Related list item:	2009 S1 ABC1234
<input type="button" value="Save Draft"/> <input type="button" value="Complete Task"/> <input type="button" value="Cancel"/>	

2. Click the **“<Course Link>”** (circled above) to review the reworked Course Quality Review form completed by the Course Team.
3. Click **“Close”** to return to the TASK form.
4. Click **“Complete Task”** button when a final decision on the rework is made.

Scenario 2 – Rework at the request of the AD

If the AD requires more work on the form, you will receive an email requesting for a rework.

Task assigned by CQR Workflow on 21/07/2009 1:27:24 PM.

To complete this task:

1. Fill out [this task form](#), and then click the **Complete Task** button to mark the task as completed.

Note:

Please do not reply to this message. It is sent from an unmonitored account.
To contact us for any enquiries or to provide any feedback, please send an email to CPR.support@usq.edu.au.

1. Click **“this task form”** to open the rework task form.

Title:	Head of Department Course rework required
Description:	The Associate Dean has requested changes to the Course Review Document. Please review their comments and adjust the document accordingly. When finished click Complete Task.
Related list item:	2009 S1 ABC1234
<input type="button" value="Save Draft"/> <input type="button" value="Complete Task"/> <input type="button" value="Cancel"/>	

2. Click the **“<Course Link>”** (circled above) to open the Course Quality Review form to make the necessary changes and or incorporate comments.
3. After completing the necessary changes, click **“Save”**.

Note:

The SAVE button allows you to save data multiple times. That is, when you next open this document - after some time and before the due date, the last saved document will be presented for you to resume work.

Caution:

The system automatically forwards the last saved document at the due date to the next level for action.)

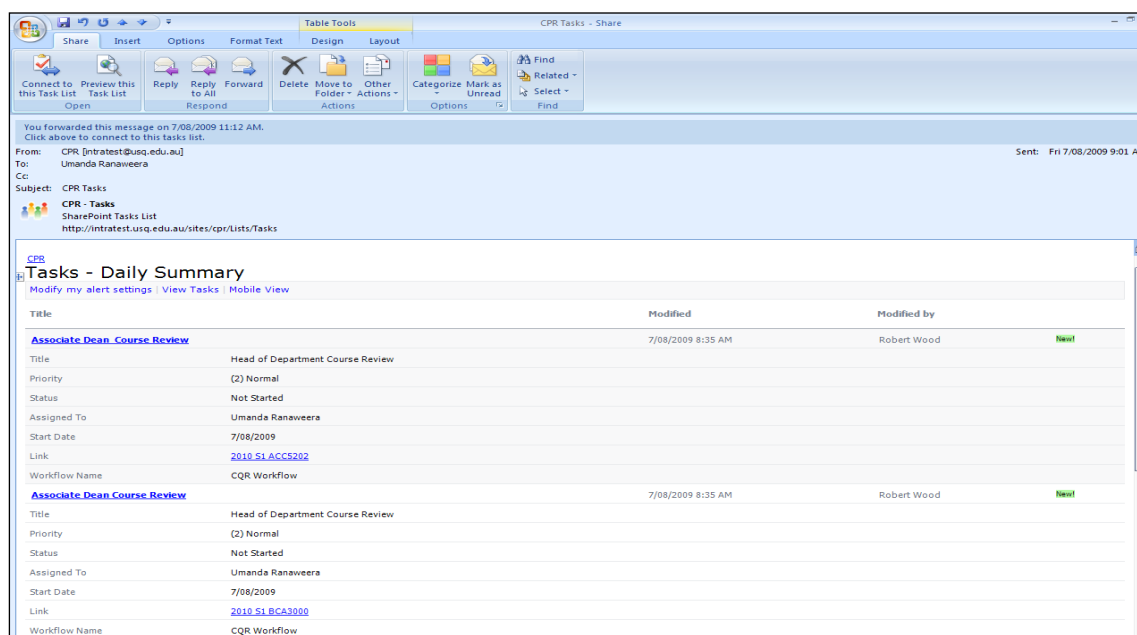
4. Click **“Close”** to return to the TASK form.
5. Click on the **“Complete Task button”** on the task form when you have completed the changes. This will then send a new review task to AD for final approval.

Associate Dean

Start of Review

After the completion of the review by the HOS/HODs, you will be notified with a summary email to review the documents. It will contain all the links to the task assigned for you.

You will also receive an email that contains a link to the reference data for your courses.

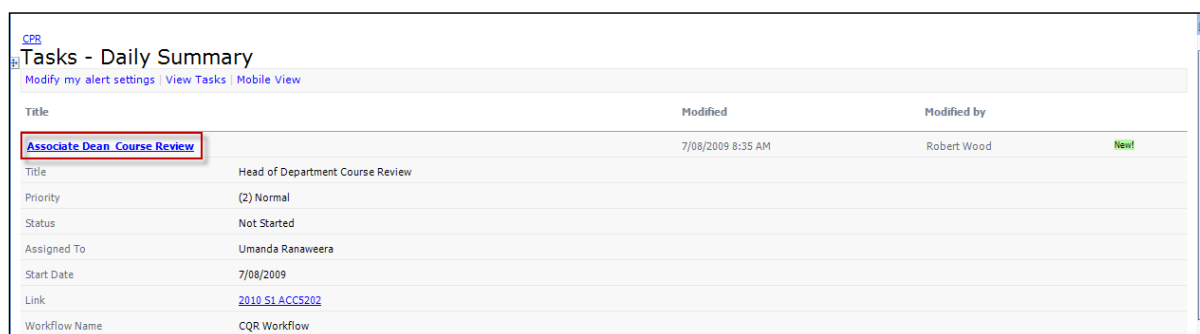


There are several ways you can navigate to a task.

- Editing individual tasks.
- Navigating to the task list and editing the tasks.

Editing individual tasks

1. Click the heading of a task to navigate to the task form.



2. Following task screen will be displayed

CPR > Tasks > Associate Dean Course Review

Tasks: Associate Dean Course Review

Close

New Item | **Edit Item** | Delete Item | Manage Permissions | Alert Me | Version History

Title	Associate Dean Course Review
Priority	(2) Normal
Status	Completed
% Complete	100%
Assigned To	Noel Francis
Description	
Start Date	30/07/2009
Due Date	1/08/2009
Workflow Name	CQR Workflow
Ready for publishing?	Yes, ready for publishing
Associate Dean Comments	

Content Type: Associate Dean Course Review
Version: 4.0
Created at 30/07/2009 1:57 PM by Robert Wood
Last modified at 30/07/2009 2:13 PM by System Account

Close

3. Click **Edit Item** to navigate to the task form.

Title: Associate Dean Course Rework Review

Description: Please review this document. Then fill out this form and click Complete Task.

Reworked document ready for publishing? *:
 Yes, ready for publishing
 No, needs more work

Associate Dean Rework Comments:

Related list item: [2009 S1 ABC1234](#)

Save Draft | Complete Task | Cancel

9. To view the completed Course Quality Review form, click the “<Course Link>” (circled above)
10. When the AD has finished reviewing the form, click the “Close” button at the bottom of the Review form to return to the task form.
11. If the AD decides to approve the document, click on the “Yes, ready for publishing” button. By selecting this option, a task form will be assigned to the AD.

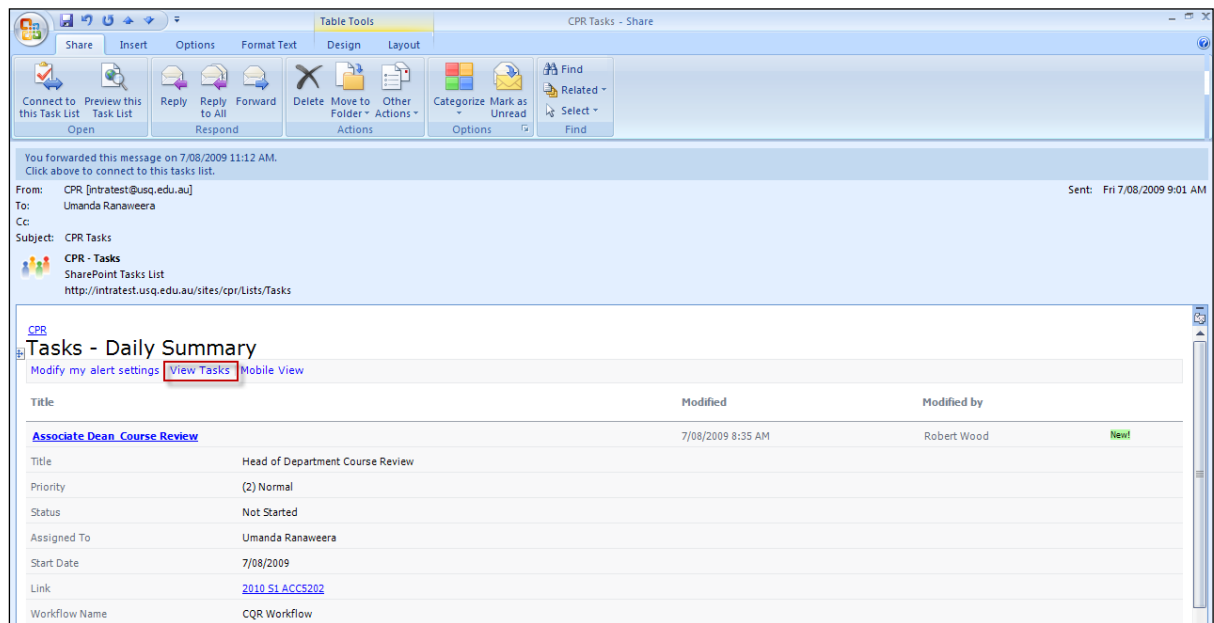
12. If the AD decides that the HOS/HOD needs to make changes/ rework, , click on the **“No, send task to Head of Department to update document ”**button. By selecting this option, a rework task will be assigned to the HOS/HOD.

13. Click **“Complete Task”** button when a final decision is made.

Navigating to the task list and editing tasks.

7. You also can navigate to the last list, where all the tasks will be listed.

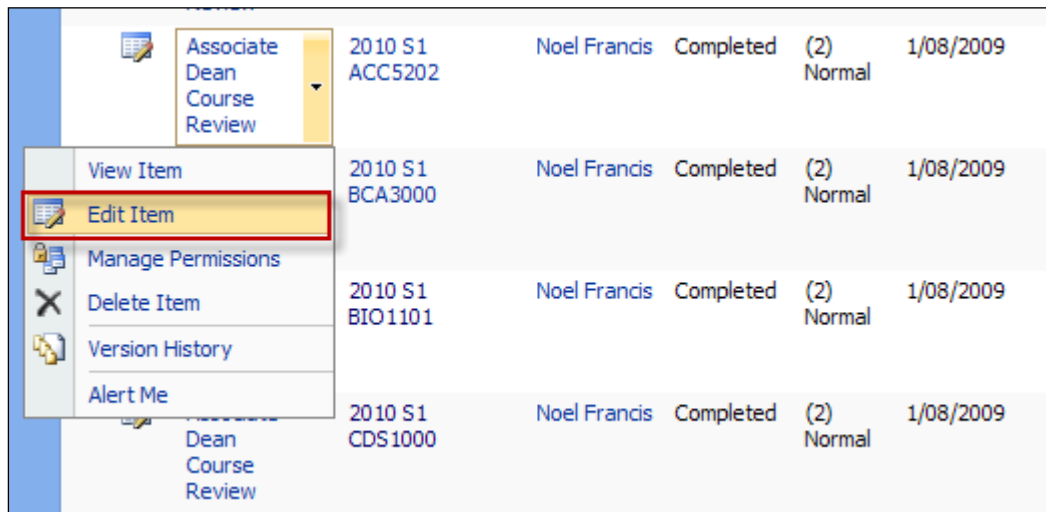
8. In the summary e-mail, click **View Tasks** link



9. This will navigate to the task list. Task list contains all your active tasks

	Associate Dean Course Review	2010 S1 CDS1000	Noel Francis	Completed	(2) Normal	1/08/2009
	Associate Dean Course Review	2010 S1 CIS3002	Noel Francis	In Progress	(2) Normal	1/08/2009
	Associate Dean Course Review	2010 S1 BCA3002	Noel Francis	Completed	(2) Normal	1/08/2009

10. To edit a task Click the drop down menu of the Title and select Edit Item



11. Following task screen will be displayed

12. Complete the task form and click **Complete Task**

The screenshot shows a task form with the following fields and options:

- Title:** Head of Department Course Rework Review
- Description:** Please review the updated Course Quality Review document. Then fill out this form and click Complete Task.
- Reworked document ready for Associate Dean review? *:** Yes, ready for Associate Dean review; No, needs more work
- Head of Department Rework Comments:** A text area with the placeholder text 'Please enter any comments'.
- Related list item:** 2009 S1 Umandas Course
- Buttons:** Save Draft, Complete Task, Cancel

Rework Task

Scenario – Rework from HOS/HOD

After the HOS/HOD has completed the rework, AD will receive a rework task e-mail for next action.

Task assigned by CQR Rework Workflow on 21/07/2009 1:30:47 PM.

To complete this task:

1. Fill out [this task form](#), and then click the **Complete Task** button to mark the task as completed.

Note:

Please do not reply to this message. It is sent from an unmonitored account.
To contact us for any enquiries or to provide any feedback, please send an email to CPR.support@usa.edu.au.

1. Click “**this task form**” to open up the rework task form.

Title:	Associate Dean Course Rework Review
Description:	Please review this document. Then fill out this form and click Complete Task.
Reworked document ready for publishing? *:	<input type="radio"/> Yes, ready for publishing <input type="radio"/> No, needs more work
Associate Dean Rework Comments:	<input type="text"/>
Related list item:	2009 S1 ABC1234
<input type="button" value="Save Draft"/> <input type="button" value="Complete Task"/> <input type="button" value="Cancel"/>	

2. Click the “<Course Link>” (circled above) to review the reworked Course Quality Review form completed by the HOS/HOD.
3. Click “**Close**” to return to the TASK form.
4. Click the “**Yes, ready for publishing**” OR “**No, needs more work**”.
5. Add any comments in the comment box.
6. Click “**Complete Task**” button to finish task.

“HOW TO” approach the Course Quality Review

The suggested approach to completing the review is to have a conversation or dialog among the course team members when looking at the data **before** filling the form electronically by the course examiner.

The following is a suggestion on how the course team can approach a review.

Before completing the review form electronically

1. Print out the review form (blank copy) and reference data associated with the course and have previous course reviews (if applicable/ available) made available for every member of the course team.
2. This gives the team an opportunity to reflect on the course. The main purpose is so the course team does not attempt completing the form immediately and submit it.
3. Begin a discussion/dialog with all members of the course team regarding the actions required from the previous course reviews, the contexts, and current review questions (if applicable/ available).
4. Discuss the different components of the form and find out what is required for each section.
5. Use the supplementary resources in the Resource Kit to assist with each review question, if needed.
6. Having discussions/ dialogs/ reflections or conversations with the team on the different components of the review may take a few iterations or at least one meeting.
7. The course examiner is responsible for completing the form, have the course moderator review and provide his/ her feedback on the completed review, and ensure that the review form is completed within the specified timeframe.
8. The moderator is to provide his/her feedback on the course review after it is fully written up by the course examiner.

After ‘completing’ the review form electronically

Upon completing the review, the form will be forwarded to the HOS/HOD for their review by the system automatically at the specified due data.

One of two outcomes may occur.

1. The course team will be notified via an email to rework the form if the HOS/HOD requests for a rework.
 - a. If this is the case, the course examiner is required to revise the form.
 - b. You may wish to make the revisions personally or after having discussions with the team. You are strongly suggested to get the team involved again for the revision as this also acts as a closing of the loop on course review for all the members of the team.
2. The course team will receive an email that the review is approved by the HOS/HOD.

“HOW TO” communicate the Course Quality Review

To assist the course teams facing the task of completing the Course Quality Review report, the following resources are prepared.

On the left-hand panel is the CQR form as viewed at the start of the review period. The second panel provides the course team with a series of questions to consider in answering the questions. The third panel contains the relevant policy documents for the team’s reference.

Course Quality Review Form	Questions for consideration	Related Policies/ Resources
Student performance and satisfaction		
1. Analyse student outcomes below, and identify positive learning and teaching outcomes and issues for improvement.	<ul style="list-style-type: none"> • What are the anomalies? • What are the highlights/ positive outcomes? 	
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.	<ul style="list-style-type: none"> • What are the anomalies? • What are the highlights/ positive outcomes? 	
Learning and Teaching Issues		
3. To what extent do the teaching activities and assessment support student learning?	<ul style="list-style-type: none"> • How was teaching strategies varied to accommodate the different learning needs of students? • Do students know that student feedback is acted on (closing the loop on student feedback)? • Are there any scholarship of teaching and learning and/or research associated with learning and teaching to inform teaching activities and/or assessment to further 	<p>USQ Mission and Vision Statements http://www.usq.edu.au/resources/11.pdf http://www.usq.edu.au/resources/111.pdf</p> <p>USQ Good Teaching Guidelines http://www.usq.edu.au/resources/usqtlguidelines.pdf</p> <p>USQ Academic Regulations - Assessment Policy 5.6 http://www.usq.edu.au/policy/calendar/part5</p>

	<p>enhance student learning being carried out for the course?</p> <ul style="list-style-type: none"> • How was feedback on students' assignments and/ or assessments to enhance student learning used? • Are academic learning skills and graduate skills embedded in the course e.g. in the learning objectives, assessment tasks? • Are the assessment tasks for the course for learning or of learning? • Have the assessments in the course provided opportunities for students' personal development and documentation of students' achievements through e-portfolios? • Is a criterion-referenced approach to assessments adopted? • What is the extent of the alignment of the course learning objectives, learning activities and assessments of the course? Are they aligned? • Was the students' overall workload considered when designing the course e.g. the assessment tasks? • Are the assessments manageable from the staff members' perspective? 	<p>Final Report of the Assessment Working Group 2006 http://www.usq.edu.au/resources/assessworkgroupreport.pdf</p> <p>LTSU Information Flyers & Resources on various learning and teaching areas http://www.usq.edu.au/learnteach</p>
<p>4. To what extent do the flexible learning opportunities provided, enhance the course.</p>	<ul style="list-style-type: none"> • How have "flexibility" being incorporated into the course i.e. course design, teaching and delivery of the course, course materials, and assessments? • Are the three minimum standards for courses on USQ Study Desk being met i.e. (1) have a welcome 	<p>USQStudyDesk – Minimum Service Standards http://www.usq.edu.au/resources/iminstandardsusqstudydesk.pdf</p>

	message; (2) checking of discussions and other student access areas at least three working days per week; and (3) student requests to be responded within 48 hours during the working week?	
5. How well are the Indigenous, international and intercultural perspectives embedded in the learning and assessment activities in this course?	<ul style="list-style-type: none"> • How are the Indigenous, international and intercultural perspectives deployed in the course (if appropriate to the course)? • If appropriate to the course, are the learning objectives rewritten to reflect the Indigenous, international and intercultural perspectives? • Are the rewritten (new) learning objectives updated in the course specifications? • Are the course learning objectives, Indigenous, international and intercultural perspectives and assessment criteria aligned? • For some ideas of the learning and teaching activities for managing an inter-cultural classroom, see LTSU Information Flyer on TIPS For Managing an Inter-cultural Classroom 	<p>LTSU Information Flyer on Embedding Indigenous Perspectives at USQ http://www.usq.edu.au/resources/embeddingindigenouspro.pdf</p> <p>LTSU Information Flyer on Internationalisation of USQ Programs http://www.usq.edu.au/resources/internationalisationofusqprograms.pdf</p> <p>LTSU Information Flyer on TIPS For Managing an Inter-cultural Classroom http://www.usq.edu.au/resources/graphicsreadyinformationflyertipsmanaginginterculturalclassroomfin.pdf</p>
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)	<ul style="list-style-type: none"> • What are the deficiencies? • What are some possible ideas to overcome the deficiencies? 	
Moderation & Benchmarking		
7. Comment on the moderation process used within the course.	<ul style="list-style-type: none"> • What was the moderation process used in the course to ensure that all students were treated fairly and 	<p>USQ Academic Regulations - Assessment Policy 5.6 http://www.usq.edu.au/resources/561.pdf (Pls note: New policy</p>

	<p>equitably?</p> <ul style="list-style-type: none"> • Were all the summative assessment items of the course moderated? • Have the course examiner and moderator met to confirm the recommended course grades before the Board of Examiners' meeting? 	<p>– Work in progress)</p> <p>LTSU Information Flyer on Moderation of Assessments http://www.usq.edu.au/resources/moderationofassessments.pdf</p>
8. Identify required actions for course enhancement arising from the Board of Examiners.	<ul style="list-style-type: none"> • What were the actions identified at the Board of Examiners meeting? 	
<p>Action Plan Using the review above and course experiences through the semester,</p>		
9. Summarise examples of good learning and teaching practice in this course.	<ul style="list-style-type: none"> • What are some outstanding contributions to the development of students' learning? 	
10. Summarise actions that should be undertaken to enhance the learning experiences of students in the next revision of the course:	<p>To develop the actions, the following may be considered - an easy three-step template to develop the action plan where the 'actions' required can be extracted.</p> <p>Step 1. Review last year's Action Plan Step 2. Perform a situation analysis of this year's review Step 3. Develop actions for continuous improvement</p> <p>Refer to the section "HOW TO" develop an action plan</p>	

“HOW TO” develop an action plan

This is an easy three-step to develop an action plan.

Step 1. Review last year’s Action Plan (Ignore this step if this is a new course review or there is no existing LY’s review document).

Review the progress made on issues and actions identified in previous year’s report and the results of the actions.

Last Year’s Recommendation/ Actions	Last Year’s Target/ Indicators	Outcomes/ Results	Comments/ Actions

Step 2. Perform a situation analysis

A situation analysis involves the examination of the situation surrounding the course before generating alternatives for the course. Think of this step as taking a step away from the numerous data and vast information recovered in this review (internal information), and putting them in perspective within the wider environmental context (external information) that the course also faces.

By performing a situation analysis, the course team is in a better position to leverage the strengths of the course, correct any weaknesses, capitalise on opportunities, and deter potential threats.

Areas of Opportunities (refers to the environment/ trends/ situations outside your course which are beyond your control)

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Areas of Threat (refers to the environment/ trends/ situations outside your course which are beyond your control)

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Areas of Strength (refers to strengths in your course – those within your control. They are most likely to be those information discovered in the review.)

Areas for Improvement (refers to weakness in your course which you can improve)

What are some barriers/ challenges encountered during the course?

Step 3. Develop strategies for improvement

Consider last year's review and current review's situation analysis. Identify the changes required as a result of this review. What are some key areas for course improvement *(consider not more than three actions for each area/ and work on a maximum of three areas)*

Areas for improvement	Rationale – Optional (What are the reasons for selecting the category to focus?)	Actions (What are the changes to be made?)	Targets/ Indicators (What quantity or quality of these activities do you expect to achieve this year? How will achievement of these activities be measured?)	Outcomes (to be completed at next review) (What quantity or quality of these activities did you achieve?)
Course design				
Assessment				
Flexible learning				
Moderation				
Retention, performance, satisfaction				

Appendix 1: Course Quality Review Form



Student performance and satisfaction

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

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

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

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

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

Please rate between 1 (lowest) and 5 (highest)

1 2 3 4 5

Comment

To what extent do the flexible learning opportunities provided enhance the course?

Please rate between 1 (lowest) and 5 (highest)

1 2 3 4 5

Comment

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

Indigenous perspective

International perspective

Intercultural perspective

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).

Laboratory work

Studio work

Work-based learning

Clinical placements

Professional placements

Other

Moderation and Benchmarking

Comment on the moderation process used within the course.

Comment

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

Comment

Action Plan

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

Comment

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

Course design

Assessment

Flexible learning

Moderation

Retention, performance, satisfaction

Moderator's Feedback

Comment on this course quality review.

Comment