

Major Course Review

<<insert course name>>

Year <<insert year>>

Presented at Deakin College's **Academic Board of Studies**, <<insert date>>

Major Course Review Form

Course Name:	
Course Code:	
Academic Coordinator:	

This form is to be completed by the Academic Coordinator throughout the Major Course Review (MCR). The text in **orange** is to provide guidance and can be deleted during the completion of this form.

Before you commence your Major Course Review, it is recommended that you:

- *read through the Unit and Course Review Policy and Unit and Course Review Procedures;*
- *meet with the Academic Director and Director Quality and Student Services; and*
- *collate documentation and store it on the MS Teams site, where it is accessible to all team members.*

Hints and Tips

Keep your analysis short, sharp and to the point. A maximum of 300 – 400 words per section, focussing on the areas in which performance is not optimal, the reasons for this and how this might be addressed. Findings and statements should be evidence-based, with reference to data and/or benchmarking.

The Calibration of Assessment Grading benchmarking exercise requires a significant amount of time to find an agreeable partner and have the feedback returned to you. It is recommended that you select an appropriate benchmarking partner/s and make contact as soon as possible.

Deakin College has developed policies, procedures and strategies to address important issues such as curriculum design, assessment design, retention and technology-enhanced learning. It is recommended that where findings from your review of the course identify that there is remedial action required in one of these areas, you should refer to these policies, procedures and strategies to identify actions to implement.

DOCUMENTATION

Upload the following documents, if applicable, into the Course Review MS Teams site:

- ☐ Unit Outlines
- ☐ Course brochure
- ☐ Recommendations from the Learning and Teaching Committee and Academic Board of Studies
- ☐ Annual Course Reviews
- ☐ Moderation Reports
- ☐ Student survey data
- ☐ Academic Misconduct data
- ☐ Student performance data (retention, attrition, pass, performance and progression)
- ☐ Formal Reviews, Formal Complaints and Student Appeals relating to the course
- ☐ A list of Material Change Notifications submitted to TEQSA since the last Accreditation
- ☐ Minutes from Course Advisory meetings with Deakin University
- ☐ Feedback from Deakin College Jakarta
- ☐ Aligned Curriculum document
- ☐ Action Plan from the previous MCR

Major Course Review Form

Table of Contents

A. COURSE OVERVIEW	5
1 COURSE RATIONALE	5
1.1 Course Rationale	5
1.2 Actions Taken to Improve the Course	5
1.3 Summary: Course Rationale	5
2 COURSE REPUTATION.....	6
2.1 Student Trends	6
2.2 Student Experiences	6
2.3 Graduate Outcomes	6
2.4 Course Consultative Committees	6
2.5 Summary: Course Reputation	6
B. COURSE QUALITY AND DESIGN	7
3 CURRICULUM DESIGN	7
3.1 Entry Requirements.....	7
3.2 Course Structure.....	7
3.3 Course Learning Outcomes	7
3.4 Constructive Alignment.....	8
3.5 Emerging Developments: Discipline and Delivery	8
3.6 Alignment with Policy.....	8
3.7 Summary: Curriculum Design.....	8
4 LEARNING AND TEACHING	9
4.1 Learning and Teaching Methods	9
4.2 Learning and Teaching Resources	9
4.3 External Referencing - Learning and Teaching Effectiveness – Institutional Data Comparison	9
4.4 Summary: Learning and Teaching	9
5 ASSESSMENT	10
5.1 Course Assessment Regime.....	10
5.2 Academic Integrity	10
5.3 Moderation.....	10
5.4 Student Feedback on Assessment Tasks	10
5.5 External Referencing: Assessment Methods – Desktop Review	10
5.6 External Referencing: Calibration of Assessment Grading with a Benchmarking Partner	10
5.7 Summary: Effectiveness of Assessment.....	11
C. CONCLUSIONS	12

Major Course Review Form



D. ACTION PLAN	12
E. APPROVAL	13

A. COURSE OVERVIEW

1 COURSE RATIONALE

1.1 Course Rationale

Review the aim or rationale of the course, considering:

- the need the course aims to fulfil;
- the field/sector for which it prepares students; and
- the content and skills that the course covers.

Review the continued strategic need for the course, considering:

- how it leverages Deakin College's teaching and learning strengths;
- how the course benefits or impacts other courses;
- whether is it delivered with any of Deakin's partners; and
- other benefits for the College.

1.2 Actions Taken to Improve the Course

Refer to Material Change Notifications to TEQSA and *Learning and Teaching Reports* for changes made since the last Major Course Review and outline the key actions or strategies that have been implemented to improve the course as a result of the last Major Course Review. If this is the first Major Course Review, reference any key changes made to the course since it was last accredited by TEQSA.

1.3 Summary: Course Rationale

List the key findings from your analysis here and transfer actions to the Action Plan in Section D.

2 COURSE REPUTATION

2.1 Student Trends

Are the student numbers indicating a positive demonstration of the course reputation? Provide an overview of trends in student demand including characteristics of students enrolled in the course, sub-cohorts including: domestic / international; age; standard or alternative entry; levels of RPL granted upon entry; and equity including Aboriginal and /or Torres Strait Islander participation.

2.2 Student Experiences

Consider QILT (Student Experience) and Deakin College Unit and Teacher Survey data for Deakin College (and Jakarta campus, if applicable) for 2-3 years and comment on the student experience trends over the review period time including:

- whether the feedback has been stable, improving or declining;
- changes have been implemented over time to address student feedback; and
- feedback from students from focus groups, formal committees etc.

Performance of the course in comparison to State and National benchmarks should be referenced in your response.

Comment on how you consult with students about the course. This should include examples of conducting your own interviews, focus groups or surveys of current students or graduates.

2.3 Graduate Outcomes

What are the graduate outcomes for students that have completed this course?

- Have these been stable, declining or improving over time?
- How do these outcomes compare with other courses in the sector?

Refer here to Deakin University Tracer Studies for the course.

2.4 Course Consultative Committees

What have you learned about the course from Course Consultative Committees or other meetings with Deakin University? (i.e. future directions, planned curriculum changes etc.)

2.5 Summary: Course Reputation

List the key findings from your analysis here and transfer actions to the Action Plan in Section D.

B. COURSE QUALITY AND DESIGN

3 CURRICULUM DESIGN

In this section you are required to review the suitability of the current Course Learning Outcomes (CLOs) in comparison to other similar courses in the sector. You will need to refer to the current CLO map for the course to complete this section; and conduct desktop benchmarking of the CLOs for three comparable courses offered at other higher education institutions.

3.1 Entry Requirements

You are required to conduct a desktop review of the entry standards of three comparable courses offered by other Australian higher education providers and use the findings to draw conclusions about the suitability of the entry standards set for your course. Refer to the *Admissions Policy* when drawing your conclusions.

Selection of Benchmarking Comparator Institutions

List the institutions you have chosen to benchmark against and provide rationale for selection.

Comparative Data Analysis

Briefly outline your analysis of the entry standards of the other institutions and the conclusions drawn from this.

Deakin College	Provider 1	Provider 2	Provider 3
Course title here	Course title here	Course title here	Course title here

Summary: Entry Standards

List the key findings from your analysis of entry standards benchmarking. If any of the findings require action to address, transfer them to the Action Plan (Section E) and develop actions to improve entry standards that are aligned to Deakin College's *Teaching and Learning Plan*.

3.2 Course Structure

Briefly outline the structure of the course, including modes and locations of delivery. A diagram or table outlining course structure is useful.

3.3 Course Learning Outcomes

Review the Course Learning Outcomes (CLOs) for the course. Benchmark the Course CLOs against three other comparable courses offered at other higher education institutions, preferably including one international. Refer to the *How to Benchmark for a Major Course Review* document for tips on completing this task.

Deakin College	Provider 1	Provider 2	Provider 3
Course title here	Course title here	Course title here	Course title here

Major Course Review Form

CLO 1			
CLO 2			
CLO 3			
CLO 4			
CLO 5			

Briefly discuss the benchmarking you undertook, which institutions/courses you chose and what this exercise revealed about the CLOs. Are they consistent with CLOs across the sector for a similar course?

3.4 Constructive Alignment

Review the current Constructive Alignment of the course. How are students made aware that each unit contributes to the CLOs? Does the course documentation demonstrate that the course has an overall coherence (alignment between CLOs, unit learning outcomes and assessment tasks)?

3.5 Emerging Developments: Discipline and Delivery

Does the current design of the course reflect emerging developments in the discipline, delivery modes and changing needs of students?

3.6 Alignment with Policy

Comment on how the course meets the requirements of Deakin College Policies and Procedures, including those listed in the policy checklist (Appendix 1).

3.7 Summary: Curriculum Design

List the key findings from your analysis here and transfer actions to the Action Plan in Section D.

4 LEARNING AND TEACHING

In this section you are required to reflect on the information provided by Unit Coordinators and Teachers and assess the teaching and learning methods used in your course.

4.1 Learning and Teaching Methods

Focusing on the delivery methods for the course, how do students experience the whole course? Consider contact hours, synchronous delivery options, spanned classrooms, use of technologies etc. To what extent is technology-enhanced learning used in the course?

4.2 Learning and Teaching Resources

Are the learning resources current and relevant? Are there specialised teaching facilities for the course and if so, are they adequate for the course of study? Is the type and amount of learning support that is available consistent with the needs of the course cohort?

4.3 External Referencing - Learning and Teaching Effectiveness – Institutional Data Comparison

What is the evidence to show that the learning and teaching methods are successful? In this section you are required to analyse data on student performance in relation to other Australian higher education institutions that offer comparable courses in the Field of Education.

Conduct External Referencing in the form of an Institutional Data Comparison focusing on course retention, success rates and course completion results.

Selection of Benchmarking Comparator Institutions

Provide a rationale for your selection of comparator institutions.

Comparative Data Analysis

Analyse the comparative data, with consideration to overall Deakin targets

Summary: Student Progress and Outcomes

List the key findings from your analysis of student progress and outcomes benchmarking. If any of the findings require action to address, transfer them to the Action Plan (Section E) and develop actions to improve student progress and outcomes that are aligned to Deakin College's *Teaching and Learning Plan*.

Deakin College	Provider 1	Provider 2	Provider 3
Course title here	Course title here	Course title here	Course title here
Retention			
Pass rates			
Completion rates			

4.4 Summary: Learning and Teaching

List the key findings from your analysis here and transfer actions to the Action Plan in Section D.

5 ASSESSMENT

5.1 Course Assessment Regime

Consider the Assessment Regime for the Units and across the course, including type, weighting and timing.

5.2 Academic Integrity

Review the academic integrity data for the course and reflect on the issues that have presented over the last five years. Briefly outline:

- What have been the common breaches and concerns (if any);
- To what extent does the report indicate a consistent, whole-of-course approach to the prevention and detection of academic misconduct; and
- What intentional improvements have been made to the course, core units or assessment design to address any persistent academic integrity concerns and mitigate breaches in the future?

5.3 Moderation

Describe the types of moderation activities used across the course, the success of these activities and any issues that have been identified in consistency of grades across modes, locations and units.

5.4 Student Feedback on Assessment Tasks

Describe the student feedback on assessment tasks and standards, including the feedback on rubrics and criteria.

5.5 External Referencing: Assessment Methods – Desktop Review

You are required to select two units in the course and conduct a desktop review of the assessment methods of equivalent units within at least three other Australian higher education providers.

Selection of Benchmarking Comparator Institutions

List the institutions you have chosen to benchmark against and provide rationale for selection.

Assessment Methods Comparative Data Analysis

Briefly outline your analysis of the assessment methods used by the other institutions and the conclusions drawn from this.

Summary: Assessment Methods

List the key findings from your analysis of assessment methods benchmarking. If any of the findings require action to address, transfer them to the Action Plan (Section E) and develop actions to improve assessment methods that are aligned to Deakin College's *Teaching and Learning Plan*, in collaboration with the required stakeholders.

5.6 External Referencing: Calibration of Assessment Grading with a Benchmarking Partner

In this section you are required to identify and contact a 'peer' or 'aspirational' higher education institution to review the grades awarded for one assessment from two units of the course.

When identifying Units for external review, consider:

- Final Units to measure the assurance of CLOs and/or graduate learning outcomes;
- First year Units with high attrition or Student failure rates;

Major Course Review Form

- Newly-developed Units that require external input;
- Units that have been identified as requiring review through internal governance channels;
- Academic integrity processes and outcomes.

Selection of Benchmarking Comparator Institutions

List the units selected from the course and the rationale for selecting these units. Describe the rationale behind the institution(s) you have selected to participate.

Deakin College Unit Title	Assessment Title and Description	Benchmarking Partner Name, Title and Institution

Summary of Feedback from Benchmarking Partner

Briefly outline the feedback from the benchmarking partner in the Calibration of Assessment Grading Partner Response Sheet(s).

Summary: Calibration of Assessment

List the key findings from your analysis of assessment grading calibration. If any of the findings require action to address, transfer them to the Action Plan (Section D) and develop actions to improve assessment grading calibration that are aligned to Deakin College's *Teaching and Learning Plan*, in collaboration with the required stakeholders.

5.7 Summary: Effectiveness of Assessment

Describe the key outcomes from the benchmarking. How will this feedback inform improvements to the course, assessment tasks and standards, including rubrics and criteria?

List the key findings from your analysis here and transfer actions to the Action Plan in Section D.

C. CONCLUSIONS

In this section you can add in any other relevant matters or comments resulting from your review of the course that were not covered in the review elsewhere. You may also summarise the top 5 findings as arising from your review here.

D. ACTION PLAN

The 'Findings' you have identified in each section of the review that require action should be collated in either Section 1, or Section 2 of the Action Plan. Additional rows may be added where required.

Not all findings require actioning!

Actions must be measurable and there must be appropriate evidence identified that will demonstrate satisfactory completion of the action. The Action Plan is a live document throughout the approval process as feedback from the Learning and Teaching Committee and Academic Board of Studies may need to be incorporated.

Course Rationale

Key finding	Actions for Improvement	Timeframe

Course Reputation

Key finding	Actions for Improvement	Timeframe

Curriculum Design

Key finding	Actions for Improvement	Timeframe

Learning and Teaching

Key finding	Actions for Improvement	Timeframe

Assessment

Key finding	Actions for Improvement	Timeframe

Major Course Review Form

E. APPROVAL

Submitted by Academic Coordinator:

Sign:	Date:
--------------	--------------

Approved by Academic Director:

Sign:	Date:
--------------	--------------

Approved by College Director and Principal:

Sign:	Date:
--------------	--------------

Approved by Course Review Committee:

Date of Meeting:		Sign by Chair:	
<input type="checkbox"/> Approve as submitted <input type="checkbox"/> Approve with conditions			

Approved by Academic Board of Studies

Date of Meeting:		Resolution Number:	
<input type="checkbox"/> Approve as submitted <input type="checkbox"/> Approve with conditions			

Appendix 1 – Course Compliance with Policy

Academic Integrity

Academic Integrity Policy		✓
1	Students are given Academic Integrity training at the start of the course	
2	Teaching staff report Academic Misconduct	
3	Teaching staff model best practice through course materials	
4	Each unit takes an educative approach to Academic Integrity	
5	The Academic Coordinator the oversee Academic Integrity education in the course	
6	The Academic Coordinator analyses trends in Academic Misconduct in the course	
Academic Integrity Procedures		✓
7	Academic Misconduct in Assessment is reported	
8	Teachers investigate potential cases of Academic Misconduct	
9	The Academic Coordinator investigates potential cases of Academic Misconduct	
10	Academic Misconduct penalties are applied in the course	
11	Academic Misconduct is reported to the T&L Committee & Academic Board of Studies	
Course-specific Academic Integrity		
Comments here regarding:		
<ul style="list-style-type: none"> Additional initiatives undertaken to suit the specific course / units Problems, challenges and gaps in the course in this area Ideas / plans for future action to address these 		

Course Development, Course Review and Unit Review

Course Development, Course Review and Unit Review Policy		✓
1	Minor changes to units and the course reported to T&L Committee & Academic Board of Studies	
2	The curriculum design throughout the course is aligned with and reflective of the curriculum design principles established by Deakin University.	
6	A Major Course Review has been conducted in the last 5-7 years	
7	Major Course Review outcomes reported to the T&L Committee & Academic Board of Studies	
Course Development, Course Review and Unit Review Procedure		✓
8	The Academic Coordinator analyses unit and course results from every study period	
9	The Academic Coordinator communicates with Deakin University Unit Chairs and the Dean (Teaching and Learning) regarding course content, quality and direction	
10	The Academic Coordinator communicates with Deakin College Jakarta regarding course content, quality and direction (if relevant)	
11	Moderation Reports from Deakin College Unit Coordinators are collated and analysed	
12	Feedback gathered from teaching staff and students is analysed	
13	Student performance data in units and courses is tracked regularly	
14	Changes, innovations and improvements are reported to T&L Committee & Academic Board of Studies	
15	Material Change Notifications (MCN) are made to TEQSA (where relevant) in a timely manner	
Course-specific Review and Improvement		
Comments here regarding:		
<ul style="list-style-type: none"> Additional initiatives undertaken to suit the specific course / units Problems, challenges and gaps in the course in this area Ideas / plans for future action to address these 		

Assessment

Assessment Policy	✓
-------------------	---

Major Course Review Form

1	The assessment process ensures fairness, validity and reliability of marking and assessment across all units	
2	Assessments clarify the requirements for learner success	
3	Assessments are criterion- and standards-based	
4	Assessments align with the Australian Qualifications Framework (AQF) level of the course	
5	Assessments take a variety of forms and are fair and equitable	
6	Assessments assess students against predetermined standards and criteria, not against the performance of other students	
7	Assessments that require academic judgment are supported by detailed marking rubrics	
8	The Assessment Regime exposes students to multiple perspectives	
9	The Assessment Regime provides students with opportunities to judge independently	
10	The Assessment Regime promotes the building of higher-level skills	
11	The Assessment Regime builds affective and cognitive skills	
Assessment Procedures		✓
12	Assessments are approved by the Deakin University Unit Chair	
13	Unit Outlines and Moodle are updated each study period in time for Week 1	
14	Deakin College Jakarta is provided with timely access to Unit Outline and Moodle (if relevant)	
15	Learning and Assessment Plans are supported and implemented in the course	
16	Each unit provides an early, low-weighted formative or summative assessment	
17	Assessment is consistent across delivery modes, teachers, classes and locations	
18	Students are fully informed about Assessments at the start of each unit	
19	Consensus Moderation is conducted at Deakin College and Deakin College Jakarta (if applicable)	
20	Assessment-specific Academic Integrity information and expectations are clearly communicated to students	
21	Adhoc variations to Assessment are approved by the Academic Director (Clause 1.4)	
22	Marks are cumulatively uploaded to the Grade Book across the Study Period	
23	Students are provided with feedback on Assessment Task achievement	
24	Marking is completed and uploaded within the required timeframes (Clause 4.2)	
25	The Academic Coordinator quality checks results before they are submitted to the Board of Examiners	
26	Deakin College Jakarta's final unit results are approved by Deakin College the Academic Coordinator before they are submitted to the Deakin College Board of Examiners	
27	Board of Examiners approves all individual student results in the course	
28	Results are released after approval from the Board of Examiners	
Course-specific Assessment		
Comments here regarding:		
<ul style="list-style-type: none"> • Additional initiatives undertaken to suit the specific course / units • Problems, challenges and gaps in the course in this area • Ideas / plans for future action to address these 		

Academic Progress

Academic Progress Policy		✓
1	Course admission standards are confirmed as appropriate	
2	Orientation and transition activities help students engage with the course	
3	All students in the course are monitored and supported	
4	A proactive approach to study is encouraged in the course	
5	SAS and academic staff work in partnership to support academic progression, particularly in terms of early identification and appropriate intervention	
6	When required, restrictions on individual student enrolment in units are implemented to address academic progress issues	

Major Course Review Form

8	Students who are deemed at the point of entry to the College to be at risk of poor academic progress are added to the Students At Risk register at the commencement of their course	
9	Students at risk of poor academic progress due to late enrolment are subject to a 75% course load to mitigate this risk	
10	During the trimester, staff identify students who are at risk of poor academic progress	
11	At the end of the study period, students deemed at risk of poor academic progress are notified that an intervention program has been implemented	
12	Students are encouraged to meet with the Student Counsellor when appropriate	
13	Sponsored students are encouraged to meet with the Student and Academic Services Officer (Specialist) responsible for the sponsored student cohort when appropriate	
Course-specific Academic Progression		
Comments here regarding: <ul style="list-style-type: none"> Additional initiatives undertaken to suit the specific course / units Problems, challenges and gaps in the course in this area Ideas / plans for future action to address these 		

Enrolment

Enrolment, Fees and Charges Policy		✓
1	Students are enrolled in the course only when they meet the enrolment requirements	
2	Students have satisfied any Course prerequisites or additional selection criteria established for entry to the course	
3	Policy timeframes for course enrolment and unit registration are adhered to	
4	The college monitors student progression to ensure they finish within the course duration	
5	Appropriate study loads for domestic and international students are maintained	
6	ACs, Admissions staff, prospective students and the Student Counsellor consider reasonable adjustments and determine whether a student with a disability is enrolled in the course	
7	Students with a disability are supported to form a Learning and Assessment Plan with the Student Counsellor	
Enrolment, Fees and Charges Procedures		✓
8	ACs liaise with SAS and Admissions regarding students who wish to change their enrolment status	
9	ACs monitor and follow up on individual student enrolment in units to ensure students are enrolled in the correct units and given the correct study load, within specified timeframes	
10	ACs monitor and approve student enrolment in pre- and co-requisite units, where relevant	
11	ACs refer students to the AD for issues relating to academic penalties, the suspension, cancellation or re-instatement of a student's enrolment or registration	
12	ACs provide students with guidance when they wish to change into or change from the course	
Course-specific Academic Progression		
Comments here regarding: <ul style="list-style-type: none"> Additional initiatives undertaken to suit the specific course / units Problems, challenges and gaps in the course in this area Ideas / plans for future action to address these 		

Health and Safety

Health and Safety Policies and Procedures		✓
1	Teaching staff and students are informed about Deakin College's Health and Safety policies (and associated Procedures)	
2	Teaching staff are provided with slides to inform classes about Evacuation procedures	
3	Classes have successfully evacuated during Emergency Drills or Critical Incidents	
4	Health and Safety protocols for the use of specific classrooms, technology and equipment are established and accessible	

Major Course Review Form

5	Health and Safety protocols for the use of specific classrooms, technology and equipment are followed	
6	Students are provided with classroom- and unit-specific health and safety inductions when required (e.g. Science Lab, Computer Labs)	
7	Teaching staff have access to and use resources to promote safety in the online environment	
8	Underage Students (Minors) enrolled in the course are supported with the help of the Student Counsellor	
9	Inappropriate student behaviour is addressed according to the <i>Student Code of Conduct Policy</i>	
10	Inappropriate staff behaviour is addressed according to the <i>Staff Conduct Policy</i> and Navitas HR policies	
11	Confidentiality of student information is protected in the course	
12	Course-specific Student Complaints are addressed according to the <i>Complaints Policy</i> and procedures, and where relevant, the <i>Appeals Policy</i> and procedures	
Course-specific Health and Safety		
<p>Comments here regarding:</p> <ul style="list-style-type: none"> • Additional initiatives undertaken to suit the specific course / units • Problems, challenges and gaps in the course in this area • Ideas / plans for future action to address these 		