

Guide for Course Review

A useful way to do a course review is to reflect on the feedback gathered in response to the items listed in the template for course planning (e.g. learning outcomes, content, learning activities, assessment and feedback for evaluation). Review should include the facets of the curriculum elements and other issues which are found to be relevant. Sources of feedback specified in the course plan should be used to provide evidence for reflections.

Course review will be the responsibility of the teachers of the courses and their departments (the term “department” may also refer to “school” in this document). Each of the courses, including those offered for non-major students, should normally be reviewed once every two to three years. The review should result in an action plan for the improvement of the course. New courses or those which are substantively changed may benefit from being reviewed in each of the first two years offered.

Learning outcomes

Reflections on learning outcomes should examine evidence for the achievement of outcomes specified in the course plan.

Relevant sources of feedback are:

Qualitative feedback from student panels/ forums/ internet forums/ staff-student consultative committees	if useful
Course and Teaching Evaluation (CTE) and other course questionnaires, if any	mandatory
Tailored questionnaire	optional
Reflection of teachers (including evidence from assessment, other relevant data and information)	mandatory

Content

Review of content should include coherence between elements of a course, particularly where multiple teachers are involved.

Relevant sources of feedback are:

Visiting Committee/ external examiner report	optional
Peer review	optional
Reflection of teachers (including evidence from assessment, other relevant data and information)	mandatory

Learning activities

Reflections on the choice of learning activities should focus on balance and appropriateness for the specified learning outcomes.

Relevant sources of feedback are:

Qualitative feedback from student panels/ forums/ internet forums/ staff-student consultative committees	optional
CTE and other course questionnaires, if any	mandatory
Tailored questionnaire	optional
Reflection of teachers (including evidence from assessment, other relevant data and information)	mandatory
Peer review	optional

Assessment

Reflections on the choice of assessment should focus on whether formative feedback is supplied and whether the assessment scheme appropriately measures the specified learning outcomes.

Relevant sources of feedback are:

CTE and other course questionnaires, if any	mandatory
Visiting Committee/ external examiner report	if useful
Peer review	optional

Action plan

A list of refinements to be made to the course the next time it is offered.