

Teaching and Learning Quality Assurance Manual



Office of Pro Vice-Chancellor Teaching and Learning

Title:	Annual Course Reports
Last Revised:	January 2008
Antecedents:	<p>“Quality Management at the University of Tasmania” May 1992</p> <p>“AVCC Guidelines for Quality Assurance in University Course Development and Review”, Academic Senate March 1993</p> <p><i>Policy and Procedure for Review of Courses and Schools</i>, Academic Senate, 3/1998</p> <p><i>Terms of Reference of Course Reviews</i>, Academic Senate, 1 May 1998</p> <p><i>Section BV Course/Discipline and School Reviews 2000</i> Quality Assurance Manual, Academic Senate, 1 May 1998</p> <p><i>General Checklist for Use by the Course Review Committee</i>, Academic Senate 1 May 1998</p> <p><i>Benchmarking for Teaching and Learning</i>, Academic Senate, 31 Oct 1998</p> <p><i>A proposal for quality audits of University quality assurance processes</i>, Academic Senate 27 Oct 2000, minute 2.1.2</p> <p><i>Mapping Quality Assurance Framework</i>, Academic Senate 27 April 2001, minute 2.1.2</p>
Date Approved:	University Teaching & Learning Committee, 1 February 2008, minute 3.4

Annual Course Reports

To assist the Faculty Teaching and Learning Committees to fulfil their responsibilities, they will receive brief course reports on an annual basis. The internal process of preparing annual course reports will ensure that there is regular monitoring and improvement of all key facets of the University's course offerings.

1. Associate Deans (Teaching and Learning) will implement a process whereby those responsible for co-ordinating courses (Course Co-ordinators) in the Faculty will each submit a brief annual course report to the Faculty Teaching and Learning Committees. For large, complex courses, it may be necessary for Associate Deans to allocate this responsibility on the basis of disciplines or majors.
2. Annual course reports should be prepared in consultation with the staff who teach in or are associated with the course.
3. Annual course reports should be prepared in time for submission to the May meeting of the University Teaching and Learning Committee in the following year. To ensure their timely submission, course reports can be prepared progressively during the year.
4. A comprehensive set of data is available to Faculties to assist with preparing course reports. Note: Data on key performance indicators is available on the MIRU website and is updated annually. See <http://miru.utas.edu.au:9001/>. The Manager, Data and Statistics will provide assistance to Faculties with any queries.
5. Discussions on which the course reports are based will focus on:
 - The role of the course within School, Faculty and [University plans](#)
 - The relationship of the course to other courses within the Faculty and University
 - The success of the course in achieving its aims and objectives
 - Student demand for the course and the entry scores of students in the course
 - SETL results and other student feedback
 - Course Experience and Graduate Destination Survey data
 - Enrolment, retention, progression and assessment data related to the course
 - The extent to which the course complies with relevant Faculty and University policies
 - How the course develops the [Generic Attributes of Graduates of the University of Tasmania](#)
 - Staffing and resource issues associated with the course
 - Perceived strengths and weaknesses of the course
 - Improvements made to the course since the previous course report, and the outcomes of these improvements
 - Recommended improvements to be made to the course in the following year
 - Other issues considered relevant by the Associate Dean or Course Co-ordinator
6. Performance indicators for courses will include:
 - Number of units evaluated through SETL, and their response rates
 - SETL scores on each dimension and overall SETL scores
 - Student and staff feedback

- Course Experience Questionnaire and Graduate Destination Survey data
 - Retention/progression rates
 - Enrolment trends and entry scores of students
 - Assessment outcomes
 - Student/staff ratios
 - Innovative teaching
7. The course report submitted to the Associate Dean (Teaching and Learning) will be relatively brief and will focus on:
- The strengths and weaknesses of the course identified through the analysis
 - A summary of progress against the planned improvements specified within the course report from the previous year/s
 - Plans for improvement based on current report findings
8. Associate Deans (Teaching and Learning) will prepare a summary of the common themes/faculty priorities arising from the annual course reporting process. The summary document and annual course reports will be submitted, following approval by the Dean, for the May meeting of the University Teaching and Learning Committee each year. The annual course reports will be submitted to the Committee using the template provided.
9. Annual course reports will be used as input to cyclic course reviews and quality audits.
10. The University Teaching and Learning Committee will undertake a process of peer review, whereby teams of Committee members will be assigned the task of reviewing the annual course reports for a particular faculty, giving consideration to the following criteria:
- Progress made against plans for improvement specified in the previous years' reports, including success or failure of actions listed
 - Review of appropriateness of actions listed within each improvement plan given:
 - current University priorities
 - review findings
 - performance indicator data
 - Peer review team recommendations for additional actions to be included in the improvement plans
 - Incorporation of previous year's peer review feedback
11. Peer review teams will provide a covering summary and brief written comments relating to each annual course report to the University Teaching and Learning Committee, so that feedback can be returned to relevant staff and used to inform future planning and reporting.

TEMPLATE FOR ANNUAL COURSE REPORTS

Course Name	
Code	
Co-ordinator	
Length	
Review History	a) When was the last full course review? b) When is the next full course review due/planned?
Professional Accreditation	a) When was the course last accredited? b) When is the next accreditation due?
Review process	a) Provide a summary of review findings b) Provide performance indicator data including: Number of units evaluated through SETL, and their response rates <ul style="list-style-type: none"> • SETL scores on each dimension and overall SETL scores • Student and staff feedback • Course Experience Questionnaire and Graduate Destination Survey data • Retention/progression rates • Enrolment trends and entry scores of students • Assessment outcomes • Student/staff ratios • Innovative teaching
Strengths	
Weaknesses	
Progress against Plans for Improvement specified in the previous year's report	
Plans for Improvement	
Is there anything in this report that suggests there be an alteration to the timetable for a full course review?	Yes/No Comment:.....