# Course Outline Review Template

# Before starting

* An overall program or study plan structure, which positions the course being reviewed (a curriculum map, showing the way the CLOs are mapped to the PLOS, is helpful if available).
* In providing written feedback it’s important to remember that the feedback may be discussed widely within Faculties/Schools, and in forums that include students. The language should therefore reflect:
	+ A growth mindset;
	+ Sensitivity to the peer review nature of the process; and
	+ Cognisance of a potentially wide audience, e.g. accrediting bodies, committees.
* The peer reviewer:
	+ Rate each item by placing a tick, based on the information provided, and to the best of your knowledge; and
	+ Make comments that would be helpful to the coordinator, including commendations, particularly where the example is interesting, as well as suggested areas for change.
* The course coordinator:
	+ To close the feedback loop, provides comments responding to the peer review feedback; and
	+ Amends course outline, where appropriate, to reflect the response.

**Course Name & Code:** **Course Coordinator:**

**Peer Reviewer:**

| **Item** | **Yes** | **Yes but**  | **Not Yet** | **Comments** | **Response to feedback** |
| --- | --- | --- | --- | --- | --- |
| **Constructive alignment** |
| CLOs aligned with relevant PLOs and appropriate to AQF level (NB if changes are suggested this can only occur by submission to PCAC) |  |  |  |  |  |
| Workload expectations reasonable and appropriate to AQF level |  |  |  |  |  |
| Graduate statement clearly outlines course’s unique contribution to selected GAs |  |  |  |  |  |
| Constructive alignment between CLOs, learning activities & assessment  |  |  |  |  |  |
| **Learning schedule** |
| Clear description of how students will move through the learning materials |  |  |  |  |  |
| Provides advice on how students can best engage in self-directed learning &/or how they can prepare for sessions |  |  |  |  |  |
| Explains how the above will assist students’ learning in scheduled teaching sessions |  |  |  |  |  |
| **Active & engaged learning** |
| Apparent students will be involved in active learning that is engaging e.g. flipped learning, group work, opportunities for choice, fosters cooperative relationships (as appropriate to context) |  |  |  |  |  |
| Opportunity for Work Integrated Learning exists (as appropriate to context) |  |  |  |  |  |

| **Item** | **Yes** | **Yes but**  | **Not Yet** | **Comments** | **Response to feedback** |
| --- | --- | --- | --- | --- | --- |
| **Assessment** |  |  |  |  |  |
| Assessment task schedule enable students to demonstrate attainment of relevant CLOs & PLOs |  |  |  |  |  |
| Formative assessment appropriate |  |  |  |  |  |
| Assessment meet University’s Assessment [Policy](https://www.notredame.edu.au/__data/assets/pdf_file/0018/142227/POLICY-Assessment-in-Higher-Education-Coursework%2C-ELICOS-and-Enabling-Courses.pdf), [Procedure](https://www.notredame.edu.au/__data/assets/pdf_file/0017/142226/PROCEDURE-Assessment-in-Higher-Education-Coursework%2C-ELICOS-and-Enabling-Courses.pdf) and [Guideline](https://www.notredame.edu.au/about/policies/pdfs-nd/GUIDELINE-Good-Practice-in-Assessment.pdf), [Academic Integrity Policy](https://www.notredame.edu.au/__data/assets/pdf_file/0012/2037/POLICY-Student-Academic-Integrity.pdf), and [Course Outline Procedure](https://www.notredame.edu.au/about/policies/pdfs-nd/Procedure-Course-Outlines.pdf) |  |  |  |  |  |
| Assessment Task (1) **AND for each task provide feedback on:** |  |  |  |  |  |
| Type, length, weighting appropriate |  |  |  |  |  |
| Rationale clear |  |  |  |  |  |
| Description clear |  |  |  |  |  |
| Challenge appropriate |  |  |  |  |  |
| Authentic /engaging |  |  |  |  |  |
| Appears difficult for students to breach academic integrity |  |  |  |  |  |
| Rubric provides students with clear information for each criteria & standard (not required for MCQs, SAQs)  |  |  |  |  |  |
| **Feedback** |
| When & how feedback to students is provided is clear |  |  |  |  |  |
| Students given opportunity to use feedback |  |  |  |  |  |

Are there other matters not covered above that you wish to draw to the attention of the course team?