**Quality Assurance Course Review Checklist**

| **Areas of Focus for Audit** | **Possible sources of evidence** | **Unit Convenor’s comments** |
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| Course performance data and benchmarking[[1]](#footnote-1) | Comparative performance data include:* Grade distributions;
* Student progress rates;
* Student attrition rates;
* Completion rates by entry pathway, mode of study, and place of study;
* Student satisfaction; and
* Other comparative data.
 |  |
| Learning outcomes | Learning outcomes are aligned to the AQF specification at the applicable level and alignment can be demonstrated.If a course of study is delivered in a language other than English (LOTE), equivalence in learning outcomes is assured for each site, mode of study and/or delivery in LOTE. |  |
| Graduate attributes | The appropriate development and attainment of key graduate attributes, including English language proficiency.Key graduate attributes are integrated with curriculum design, assessment practices and course delivery. |  |
| Assessment, moderation of assessment and integrity of assessment | Approach to assessment in line with the University’s assessment and moderation policies, procedures and guidelines.Variations in assessment to cater for students with special needs.Approach to moderation – evidence of consistency and reliability of assessment and grading.Effective use of plagiarism software and other mechanisms to uphold the integrity of assessment.Timely and adequate feedback to students on assessed work.Use of student input in the development of assessment. |  |
| Professional accreditation and/ or registration | Copies of accreditation and/or registration activities and outcomes during the most recent accreditation period, the main findings and outcomes from these activities, and actions taken.  |  |
| Course monitoring and review | The course of study has been systematically updated through internal and external review and course monitoring activities.Examples of data used in the review and course monitoring processes.Reports containing findings from review processes conducted for the course of study and evidence of action taken to address any recommendations or opportunities for improvement identified.  |  |
| Development of course content | Course content takes into consideration external standards and requirements and market demand.  |  |
| Teach out or course transition arrangements | Teach out or course transition plans. |  |
| Admission criteria and processes | The rationale for, and details of, the actual admissions criteria used by student cohort, for each delivery site.Statistics on the number of students admitted through a special or alternative admission arrangement over the last five years. |  |
| Benchmarking of comparable admission criteria | Admission criteria for comparable courses of study identified through external benchmarking and how these have been taken into account in setting the admission criteria. |  |
| Articulation and credit transfer arrangements | Clear, accessible and transparent processes that provide award pathways and credit arrangement with students.Articulation and credit arrangements are effective and have been adhered to. Any decision to give credit is information based, equitable, transparent, timely and academically defensible.The granting of credit takes into account the comparability and equivalence of the learning outcomes, volume of learning, program of study including content, and learning and assessment approaches.A publically available registers of all formalised agreements and common credit transfer articulation arrangements. |  |
| Use of stakeholder feedback to improve teaching | How feedback from stakeholders (such as students, graduates, staff and employers of graduates) have been shared with teaching staff.Examples of how staff have been supported to use the data to improve their teaching. |  |
| Quality of Work-integrated learning[[2]](#footnote-2) | Arrangements to assure the academic quality of any work-integrated learning activities.Evidence of ongoing evaluation of work-integrated learning arrangements and of student experience (to make improvements and assess how best to prepare students undertaking work-integrated learning). |  |
| Effectiveness of e-learning | Examples of strategies, features and resources used to ensure the effectiveness of e-learning. |  |
| Quality assurance of third party, agents, and/ or partner arrangements | Moderation reports and evidence of use.Outline of responsibilities of every party involved in offering the course of study, and how performance of these responsibilities is monitored and assured. |  |

**Resources**:

* [Future directions for TEQSA's regulatory processes](http://www.teqsa.gov.au/sites/default/files/FutureDirectionsForTEQSARegulatoryProcesses.pdf) (relating to: renewal of registration; course accreditation; and renewal of course accreditation)
* [Application for renewal of accreditation for a course of study](http://www.teqsa.gov.au/sites/default/files/ApplicationFormRenewalCourseAccreditationUpdatedDec2013_1_0.docx)
* [Guide for renewal of accreditation for a course of study](http://www.teqsa.gov.au/sites/default/files/GuideCourseAccredRenewal_v2.3.pdf)
* [Application for accreditation of a higher education course of study](http://www.teqsa.gov.au/sites/default/files/ApplicationFormCourseAccreditationUpdatedDec2013_1_0.doc)
* [Guide to application for accreditation of a higher education course of study](http://www.teqsa.gov.au/sites/default/files/GuideCourseAccredAQF_v2.3.pdf)
1. Benchmarking according to TEQSA’s definition is recognised as a means by which an entity can: demonstrate accountability to stakeholders; improve networking and collaborative relationships; generate management information; develop an increased understanding of practice, process or performance; and garner insights into how improvements might be made. In the context of course accreditation, benchmarking involves comparing performance outcomes and/or processes of similar courses of study delivered by other providers. ‘Internal benchmarking’ against other relevant courses offered by the provider may also be undertaken. [↑](#footnote-ref-1)
2. Examples of work-integrated learning include: clinical and other practical placements; work observation; work experience; simulated work environments; clinical rotations; practical projects; cooperative education; and community-based learning. [↑](#footnote-ref-2)