

UNIVERSITY OF ABERDEEN  
QUALITY ASSURANCE COMMITTEE  
**ANNUAL COURSE REVIEW PROFORMA TEMPLATES**  
**SHORT ANNUAL COURSE REVIEW REPORT**

Please note: the detailed Annual Course Review forms should be completed in the following instances:

- Where a course has a new course coordinator;
- Where a course has been newly introduced (those in their first or second year of running);
- Where a course has an anomalous pass or satisfaction rate; OR
- Where a course is undergoing a more in-depth review, such as substantive changes to content and assessment.

~~Note: new courses (those in their first or second year of running) must complete the full Annual Course Review.~~

Programme Leaders for programmes that have accrediting body requirements may require course coordinators to complete the full Annual Course Review or add specific questions to this shortened form.

COURSE INFORMATION:		
Course code	Course Title	Course Co-ordinator
Period of review: <del>(1<sup>st</sup> / 2<sup>nd</sup> half session (or summer term for PGT) Term 1, 2 or 3 (PGT) and academic year)</del>		

<p><u>For the below questions, reflect on your course, taking account of student feedback (through whatever means this has been gathered) and comment on anything that you feel went particularly well and that other courses could benefit from. Reflect on skills development (e.g. MySkills highlights) and any aspects of the course that could enhance student employability. Reflect on aspects of equality, diversity and inclusion, such as decolonising the curriculum.</u></p>
<p><b>WHAT HAS WORKED WELL IN THE COURSE?</b> <del>Reflect on your course, taking account of student feedback (through whatever means this has been achieved) and e</del>Comment on anything that you feel went particularly well and that other courses could benefit from. <del>Reflect also on issues of decolonising the curriculum and their application within this course, and equality, diversity and inclusion.</del></p>

<p><b>WHAT DO YOU THINK NEEDS FURTHER DEVELOPMENT IN THE COURSE?</b> <del>Reflect on your course, taking account of student feedback (through whatever means this has been achieved) and e</del>Comment on anything that you feel could have gone better. <del>Reflect also on issues of decolonising the curriculum and their application within this course, and equality, diversity and inclusion.</del></p>

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<b>ANY PROPOSED CHANGES FOR NEXT YEAR:</b> Summarise proposed changes planned in light of this review.
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Signed: ..... Date: .....  
(Course Co-ordinator)

COPIES OF THIS FORM SHOULD BE:

1. UPLOADED TO THE [QUALITY AND PLANNING SHAREPOINT SITE](#) AS SOON AS POSSIBLE FOLLOWING COMPLETION OF THE COURSE. DEADLINES WILL BE DETERMINED BY THE SCHOOL, WITH AN OVERALL CENTRAL DEADLINE OF **31 AUGUST (UG)** AND **30 NOVEMBER (PG)**
2. PUBLISHED TO STUDENTS AND STAFF VIA MYABERDEEN
3. CONTRIBUTE TO THE ANNUAL PROGRAMME REVIEW

\* Phase Co-ordinator for the MBChB curriculum; Interdisciplinary Degree Programme Co-ordinator, or Vice-Principal (Education) where appropriate.

## ANNUAL COURSE REVIEW REPORT

COURSE INFORMATION:		
Course code	Course Title	Course Co-ordinator
Period of review: ( <del>1<sup>st</sup> / 2<sup>nd</sup> half session (or summer term for PGT)</del> <u>Term 1, 2 or 3 (PGT)</u> and academic year)		
No. students registering:		
No. students withdrawing:		
Pass Rate (%) based on first attempt and excluding any C7, NP, GC or MC:		
<u>Main skills developed (from Course Reflection Form if available):</u>		

COURSE APPRAISAL:
a) <b>PASS RATE:</b> Please provide a reflective commentary on the <b>pass rate</b>
b) <b>STRENGTHS:</b> What worked well in the course (e.g. with respect to assessment, feedback on assessment, teaching methods, <del>opportunity to develop graduate attributes</del> )? You should use student feedback gathered by any method, which could include the Course <u>Reflection</u> <del>Feedback</del> Form, SSLC meetings, informal feedback during classes, mid-term evaluations, as well as feedback from external examiners, Programme Advisory Boards, Professional and Statutory Bodies and the teaching team if available.
c) <b>WEAKNESSES:</b> What did not work well in the course (e.g. with respect to assessment, feedback on assessment, teaching methods, <del>opportunity to develop graduate attributes</del> )? You should use student feedback gathered by any method, which could include the Course <del>Feedback</del> <u>Reflection</u> Form, SSLC meetings, informal feedback during classes, mid-term evaluations, as well as feedback from external examiners, Programme Advisory Boards, Professional and Statutory Bodies and the teaching team if available

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d) **IDENTIFIED GOOD PRACTICE:** Reflect on any new/innovative or particularly effective teaching or assessment methods. Indicate whether this good practice has been disseminated more widely within the School, University or outside of the University

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e) **EMPLOYABILITY and SKILLS:** Reflect on aspects of the course that embed or support employability of students and areas where skills development opportunities have been made available, for example, ways in which the course supports the MySkills framework.

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e)f) **DECOLONISING THE CURRICULUM:** Reflect on ~~issues~~-aspects of decolonising the curriculum and their application within this course, for example, including the decolonising agenda, and the anti-racist curriculum.

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f)g) **EQUALITY, DIVERSITY AND INCLUSION:** Reflect on ~~issues~~-aspects of equality, diversity and inclusion within the course, for example, EDI issues raised by way of Student-Staff Liaison Committee.

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<b>COURSE DEVELOPMENT:</b>
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a) <b>EVALUATION OF CHANGES MADE THIS YEAR:</b> Evaluate any changes implemented during this year as a result of feedback from previous years. Changes made that were not successful are just as important as changes that have been successful.		
b) <b>PROPOSED CHANGES FOR NEXT YEAR:</b> Summarise changes planned in the light of this review		
c) <b>APPROVAL:</b>		
Will approval be needed to make changes to the course using the Curriculum Management System?	YES	NO

Signed: ..... Date: .....  
 (Course Co-ordinator)

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