# Course Quality Attributes

These course attributes are derived from a study of student feedback comments on aspects of courses that could be improved. The attributes are divided into categories and subcategories, and within each category the highlighted attribute is the one that drew most comments in this study.

## Categories

- Lecture
- Tutorial
- Lab
- Assessment
- Resources
- Off Campus

### Lecture

- Support
- Structure
- Delivery
- Content
- Access
- Resources

### Tutorial

- Engagement
- Content
- Resources

### Lab

- Resources

### Assessment

- Alignment
- Content
- Difficulty
- Feedback
- Marking
- Organisation
- Practice
- Quantity
- Specification
- Support
- Timing

### Resources

- Availability
- Content
- Quantity
- Readings

### Off Campus

- Ease of Use
- Support

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### Subcategories

Each category is further divided into subcategories, as follows:

#### Lecture

- Support
  - The assistance provided to students studying in distance education mode
  - The clarity and accuracy of exams, assignments, and deadlines
- Structure
  - The meaningfulness of the course
  - The clarity of the syllabus contents
- Delivery
  - The level of challenge and difficulty of the overall course
- Content
  - The amount of resources
  - How accessible and ready for use is the LMS
- Resources
  - The suitability of the resources
  - The usefulness of the readings

#### Tutorial

- Engagement
  - How quickly the tutorial material is absorbed
  - The amount of support from the tutor to the tutorial
- Content
  - The amount of time allocated to the tutorial
  - The appropriate sequencing of the sessions
- Resources
  - The suitability of the resources
  - The usefulness of the readings

#### Lab

- Resources
  - The suitability of the resources

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### Lecture

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- Delivery
  - The level of challenge and difficulty of the overall course
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- Resources
  - The suitability of the resources
  - The usefulness of the readings

### Tutorial

- Engagement
  - How quickly the tutorial material is absorbed
  - The amount of support from the tutor to the tutorial
- Content
  - The amount of time allocated to the tutorial
  - The appropriate sequencing of the sessions
- Resources
  - The suitability of the resources
  - The usefulness of the readings

### Lab

- Resources
  - The suitability of the resources

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### Assessment

- Alignment
  - The alignment of assessment tasks with course learning objectives
- Content
  - The choice of tasks covered by the assessment items
- Difficulty
  - The level of difficulty of the assessment items
- Feedback
  - The usefulness of the correspondence in relation to the assessment
- Marking
  - Consistency of marking, quality of feedback, timeliness, and clarity of marking criteria
- Organisation
  - Due dates and the allocation of marks to components of assessment
- Practice
  - The amount of similar practice tasks students have experienced
- Quantity
  - The number and size of assessments
- Specification
  - The clarity in which assignments were written, submission process and changing of requirements
- Support
  - The assistance provided to students in relation to their assessment tasks
- Timing
  - When in the teaching term the assessment items are issued and due

### Resources

- Availability
  - How accessible and ready for use is the LMS
- Content
  - The usefulness of the resources
- Quantity
  - The amount of resources
- Readings
  - The suitability of the readings

### Off Campus

- Ease of Use
  - The simplicity with which materials can be found on the LMS
- Support
  - The assistance provided to students studying in distance education mode

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### Conclusion

The course quality attributes are derived from a study of student feedback comments on aspects of courses that could be improved. The attributes are divided into categories and subcategories, and within each category the highlighted attribute is the one that drew most comments in this study.
The PATS process

PATS is open to all academics and teaching associates. Drivers for participation in PATS might result from a poor unit evaluation, strategic educational directives from within your institution, aligning your unit with the AQF, course review, other feedback or new research emerging from the literature.

**PRE-SEMESTER TASKS**

1. **Initiate brief and greet**
2. **Break down the barriers**
3. **Goals for improvement**

**DURING SEMESTER TASKS**

4. **Gather informal student feedback**
5. **Conduct a peer observation of teaching**
6. **Gather informal student feedback**

**POST-SEMESTER TASKS**

6. **Critical reflection on goals**
7. **Performance planning**

**Recruitment/Partnerships**

**Mentor**
- Initial briefing session

**Mentee**
- Mid-semester catch up
- Debrief focus group

**Incentives**
A range of incentives may be made available, subject to individual faculty capacity. These may include coffee vouchers to encourage partners to meet regularly, time relief and financial incentives where significant curriculum enhancement occurs.

**Workshops**
Participating institutions will identify relevant workshops or seminars available from their local department for academic development. These may cover topics such as peer observation of teaching, assessment strategies and curriculum alignment. Ongoing support and monitoring will also be provided by the PATS Coordinator to ensure the successful operation of the partnerships.

**Meetings with PATS Coordinator**
Academics are invited to be part of a PATS partnership. Partners, from the same faculty, meet with their PATS coordinator three times:
1. **Initial briefing** – outlines the scheme, its aims and the tasks involved.
2. **Mid-semester catch up** – meet to discuss progress and raise any issues.
3. **Debrief focus group** – debrief your own experience and give feedback.

**Recommendation Timeline (week)**

- Initial briefing: -4
- Mid-semester catch up: -3
- Debrief focus group: -2
- Week 4: 4
- Weeks 4-9: 4-9
- Weeks 6-9: 6-9
- After unit evaluation results are released: 13

**Rewards/Acknowledgement**

**Peer Meetings**
As part of the scheme, participants are expected to meet with their partner over coffee at least nine times and complete the seven workbook tasks. It is expected that at least three meetings will take place before the unit is next offered, at least four meetings should occur during semester and two after the semester has concluded.
Partners are expected to reflect on the unit, students' feedback, and examiner's report and review teaching materials in order to produce the following deliverables:
1. **An action plan** – identified goals and an associated action plan
2. **A summary of feedback** – identified areas of improvement which are fed back to the current cohort of students
3. **A peer observation of teaching** – including a summary of good practice observed and other issues that need attention
4. **Critical reflection** – a summary reflecting on the identified goals