

# Course Handover Tool



## Guidelines

- Keep information brief and to the point. Bullet points are preferable.
- The tool can be used as a standalone document; however, it best used to guide conversations between an outgoing coordinator and a new coordinator.
- Not all aspects of the tool will be relevant to every course and in some sections links to external documents may be required.
- Some parts of the tool will need updating each time the course is offered while other parts will only be amended if a course is formally modified.

## Brief outline of the tool's components (CHATTS)

<b>C</b>	<b>Context</b>	A course is positioned within the context of a program or programs. In this section the person responsible for the program should explain the purpose of the course, how it links with other courses in the program, and how it forms an integral component of the program.
<b>H</b>	<b>Handover process</b>	The tool is designed to facilitate conversations between a person who understands the course, such as the outgoing course coordinator, and the incoming or new course coordinator. This section requires an agreement about how and when the handover process will occur.
<b>A</b>	<b>Assessment</b>	Assessment is often considered to be the most critical aspect of a course. In this section assessment items for the course are listed; their purpose, due dates, and specifically what is being assessed should be included. There should be consideration given to the component of quality assessment practices.
<b>T</b>	<b>Teaching Quality</b>	Quality matters. A new course coordinator needs access to previous course evaluations and information should be provided about when and how the current offering of the course will be evaluated.
<b>T</b>	<b>Timeline</b>	For a course to run smoothly there is a sequence of events that must occur and a number of items that need to be addressed. This section lists and identifies the dates of these key events.
<b>S</b>	<b>Staff</b>	New course coordinators need to know the roles and functions of the key staff members. In this section staff members who are critical to the efficient running of the course should be listed.
	<b>Students</b>	New coordinators may not have a clear understanding of the assumed knowledge for a course and what to expect of the students they will be teaching. In this section the expectations of students should be documented in terms of what they should already know and what they should be able to achieve.

**Course Name:**

**Other course details:**

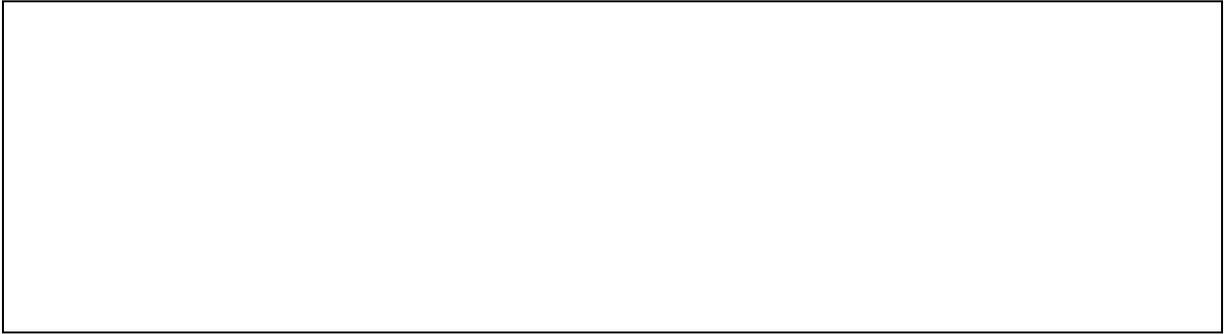
**C = Context**

**Key Questions:**

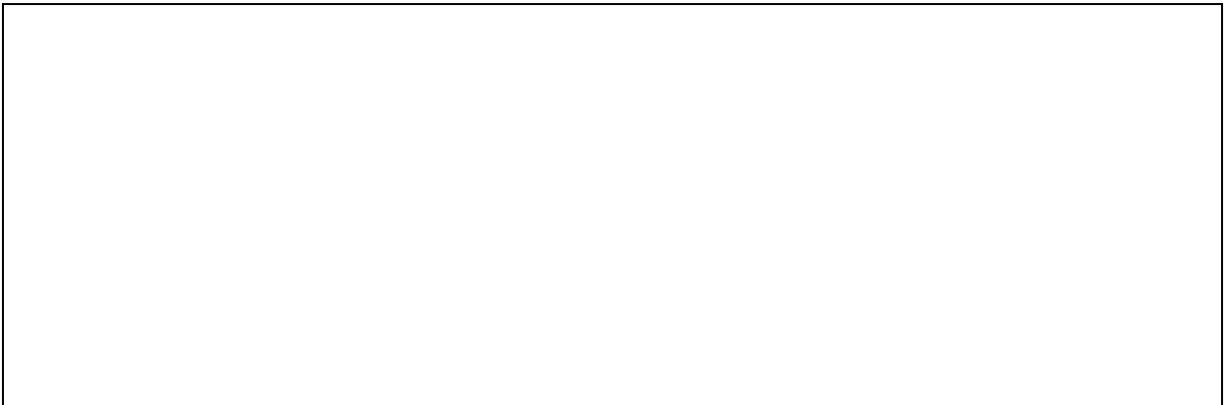
- What is the purpose of this course within the program as a whole?

- How does this course link with other courses in the program such as pre-requisites and concurrent courses?

- What is this course designed to achieve in terms of accreditation?

A large, empty rectangular box with a thin black border, intended for the user to provide an answer to the question above.

- More questions/notes?

A large, empty rectangular box with a thin black border, intended for the user to provide an answer to the question above.

## H = Handover Process

### Key Questions:

- How and when will the handover between course coordinators occur? Consider location, timing, modes of communication, and provision of ongoing support.

- Where are the teaching resources (hard copy and electronic) for this course located and how will they be shared?

- More questions/notes?

## A = Assessment

Type	Assessment	Due date	Purpose and what is being assessed

### Key Questions:

- What are the 'big ideas' captured by each assessment item?

- How do the assessment items relate to each other?

- What preparation activities must students undertake prior to each assessment item?

- How much scope is there to modify the assessment items?

- Are the elements of the marking criteria clearly explained?

- How and when will students receive feedback?

- To what extent do assessment items provide an opportunity to feed forward?

- More questions/notes?

## T = Teaching Quality

### Key Questions:

- What are the results of previous course evaluations and what changes have or could be made in response?

- How are previous evaluation results and changes to the course communicated to students?

- How and when will teaching be evaluated? ([link to institution information](#))

- How and when will the course be evaluated? ([link to institution information](#))

- What other forms of evaluation can or will be used to determine the quality of learning and teaching in this course?

## T = Timeline

### Key Questions:

- What are the major events that occur in this course?

Event	Date	Details

- What resources / bookings need to be managed e.g. rooms, IT, facilities/equipment etc?

- Who is responsible for organising these events?

- Who is responsible for organising these events?

## S = Staff

### Key Questions:

- What is the process and time frame for staff recruitment and allocation in this course?

- Are there any particular staff essential to the success of this course?

- What are the expectations of teaching staff? Eg: attending meetings, marking, responding to emails etc.

## S = Students

### Key Questions:

- Are there any aspects of the course students have found particularly challenging in the past?

- What workload is expected of students in this course?

- How are students advised to communicate with staff?

### Final words of advice:

- Are there any 'hidden' aspects in this course that a new course coordinator needs to be aware of?

- Is there any unfinished business from previous iterations of this course that needs to be managed? Eg: repeating students, unresolved assessment issues etc.

**Helpful links and contact details**