



## Worksheet: Adapting Course Plan Proficiency Rating & Formative Feedback

Section	Guiding Question	Your Notes/Context
<b>Quality Assurance Objective</b>	What curriculum coherence or teaching-quality issue is this proficiency rating intended to address?	
<b>Institutional Context</b>	Unit, programme, or institution-wide scope; accreditation or policy drivers	
<b>Standards &amp; Criteria</b>	What pedagogical principles or standards will course plans be evaluated against (e.g. constructive alignment, priority themes)?	
<b>Rating Framework</b>	What proficiency levels or criteria will be used to assess course plans?	
<b>Review Process</b>	Who reviews course plans, when, and how often (e.g. termly, annually)?	
<b>Formative Feedback Loop</b>	How will feedback be provided, discussed, and translated into course revisions?	
<b>Capacity-Building Link</b>	How will insights from reviews inform faculty development or training programmes?	
<b>Role of Pedagogical Leads</b>	What responsibilities will unit-level pedagogical leads hold (review, mentoring, escalation)?	
<b>Alignment with Curriculum Maps</b>	How will course plans align with programme outcomes and curriculum maps?	
<b>Evidence of Impact</b>	What indicators will show improved course quality and coherence over time?	
<b>Key Enablers</b>	What leadership backing, templates, data access, or coordination are required?	
<b>Local Adaptation Notes</b>	Constraints, sequencing considerations, or contextual modifications	