Terms of Reference – program reviews

Following consultation with staff involved in the program(s) under review, Executive Deans will submit draft Terms of Reference (ToR) to Education Quality for Pro Vice-Chancellor (Student Learning) approval. While the use of standard ToR is recommended (see below), the Executive Dean can provide modified or alternative ToR.

TERMS OF REFERENCE

REVIEW OF THE (INSERT DETAILS OF THE PROGRAM/S) OFFERED BY THE FACULTY OF (INSERT DETAILS OF THE FACULTY)

The programs to be considered under the Review are:

Undergraduate

- (INSERT DETAILS OF THE PROGRAM)

Postgraduate

- (INSERT DETAILS OF THE PROGRAM)

The Review is conducted within the University's seven-year Program Review cycle. The Review will consider the views of relevant internal stakeholder groups, including students, staff and other relevant academic areas of the University, and of relevant external stakeholder groups including employers, alumni and representatives of relevant professions.

The Faculty Self-Evaluation process and report should address the aims of the review outlined below.

The Review Panel is asked to assess the Faculty's self-evaluation report and its enhancement proposals for the program(s) under review and make evidence-based recommendations that address the review aims.

The aims of the program review are as follows:

1. General

1.1. To identify and acknowledge best practice and successful outcomes.

1.2. To examine future demand and growth opportunities for the programs (based on available evidence and in relation to domestic and international markets).

1.3. To identify opportunities and priorities for development and enhancement, including for curriculum renewal and enhancement of delivery, with a focus on student recruitment, experience, engagement, satisfaction, retention, academic performance, graduate destinations and employer satisfaction.

1.4. To assess progress since the previous review (if applicable) with reference to the outcomes of the implementation plan for the recommendations of that review.

2. Curriculum Quality and Student Experience

2.1. To evaluate the design, content, quality and overall coherence of the program curriculum, including expected learning outcomes, methods of assessment, structure, and modes of delivery (HESF 1.4, 3.1, 5.3.2, 5.3.4), in relation to:

- relevant University strategies and policies;
- the Australian Qualification Framework;
- the University's Graduate Attributes;
- accreditation by professional statutory and regulatory bodies, where applicable;
- national and international discipline trends;
- the changing needs of stakeholders, including students, community and employers/industry;
- any identified risks to the quality of the program;
- the Program Learning Outcomes;
- the appropriateness and effectiveness of teaching methods and methodologies to deliver the aims and objectives of the program;
- students' achievement of learning outcomes;
- graduate outcomes and employer satisfaction; and
- external referencing of performance and outcomes against comparable programs.

2.2. To identify opportunities for enhancement of student engagement and success, considering:

- development and innovation in learning and teaching;
- academic aspects of student orientation (HESF 1.3);
- continued transition and progression support, especially in the first year (HESF 1.3; 3.3.4);

- the adequacy and transparency of information provided to prospective students and current students, and effectiveness of communications with students (HESF 7.2); and
- performance against internal targets and benchmarked indicators relating to student satisfaction, equity, diversity, retention and progression, and to graduate employment destinations and graduate employer satisfaction (HESF 5.3.4).

2.3. To assess the coherence and quality of Service Teaching provision into the program(s).

2.4. To ensure the efficacy of pathways articulating into the program (HESF 5.4).

3. Governance

3.1. To evaluate the quality of program governance, management, and enhancement processes, including approaches to working with students as partners and to external engagement (HESF 5.3.4, 5.3.5, 5.3.7.

3.2. To consider Faculty/School governance and management of the program(s) (HESF 5.3.7) and the extent to which these ensure:

- that the structure, content, quality and overall coherence of the program(s) and its courses are developed, evaluated and enhanced; and
- inclusive and systematic participation and input from all relevant stakeholder groups, including internal specialist services, students, alumni and employers.

4. Resources

4.1. To consider the use of human, physical and financial resources in delivering the program and identify areas where resources and support might be needed to optimise future performance and enable enhancement priorities to be addressed, noting that decisions on the provision of additional resources remain at the University's discretion (HESF 3.3).

* The Terms of Reference refer to the relevant Domains in the *Higher Education Standards Framework (Threshold Standards) 2021 (HESF).*

Further enquiries

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