



TERMS OF REFERENCE

REVIEW OF THE POSTGRADUATE PROGRAMS IN CYBERSECURITY OFFERED BY THE FACULTY OF SCIENCES, ENGINEERING AND TECHNOLOGY

The programs to be considered under the Review are:

Graduate Certificate in Cyber Security
Graduate Diploma in Cyber Security
Master of Cyber Security

Graduate Certificate in Cyber Security [Online]
Graduate Diploma in Cyber Security [Online]
Master of Cyber Security [Online]

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 academic areas of the University, and 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 Independent Reviewer is asked to assess the Faculty's self-evaluation report and its enhancement proposals, and to make evidence-based recommendations that address the review aims. These recommendations will inform decision-making in the near term, but also assist with the planning for transition to a new, merged University.

The aims of the program review are as follows:

1. General

1.1. To examine the relevance, sustainability, and viability of programs and courses, considering:

- University strategic goals and priorities, including the transition to a merged University;
- curriculum quality, student experience, engagement and success, including student recruitment and retention, graduate destinations and employer satisfaction; and
- future demand and growth opportunities for the programs (based on available evidence and in relation to domestic and international markets).

- 1.2. To assess progress since the previous review (if applicable) with reference to the outcomes of the implementation plan for the recommendations of that review.
- 1.3. To identify and acknowledge best practice and successful outcomes.
- 1.4. To identify opportunities and priorities for enhancement and optimisation.

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 evaluate student experience, 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

Email: eq@adelaide.edu.au

Web: <https://www.adelaide.edu.au/learning/reviews>