

## TERMS OF REFERENCE

### REVIEW OF THE POST

The Review is conducted within the University's seven-year process and will consider the views of relevant internal stakeholder groups, including relevant academic areas of the University, and relevant external stakeholders, including alumni and representatives of relevant professions.

The Faculty self-evaluation process and report should address the following areas below.

The Independent Reviewer is asked to assess the Faculty's current and proposed enhancement proposals, and to make evidence-based recommendations to the aims. These recommendations will inform decision-making and strategic 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 p1ip.5150(s)-5 (it) 92h (e)-3.3so

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

