

Terms of Reference for Review of the School of Arts and Social Sciences Courses 2018

Terms of reference – Course Review

The Course Reviewer(s) will be required to assess and make comment on the following criteria in the Course Review Report. These criteria align with the [Higher Education Standards Framework \(Threshold Standards\) 2015](#) , and specifically those standards which are relevant at the course level.

1. Admission and Student Transition

Are the course's admission requirements transparent and appropriate?

Are students provided with appropriate assistance in their transition to their studies?

2. Course Financial Viability

Is the course financially viable?

How has the course performed over time? Consider demand, student count, EFTSL, success and retention over a seven-year period.

3. Course Design and Delivery

Does the structure and overall design of the course provide a clear, distinct and coherent program of study? Consider:

- a) alignment of learning outcomes and graduate attributes;
- b) appropriate balance in the sequencing of core units, majors, minors and electives to achieve learning outcomes;
- c) appropriate entry pathways (e.g., advanced standing) and exit points;
- d) alignment with the [Australian Qualifications Framework](#) and the University's [Course Structures and Levels of Learning Policy](#);
- e) appropriateness of the course delivery model;
- f) extent to which the curriculum and resources are innovative, engaging and leverage technological advancements in education;
- g) success in meeting, and relevance to, industry needs.

4. Course Content

Does the content and learning activities of the course engage with advanced knowledge and practice consistent with the AQF level and the expected learning outcomes? This will include consideration of the extent to which the course:

- a) engages with current and emerging knowledge and scholarship in relevant academic disciplines;
- b) addresses the underlying theoretical and conceptual frameworks of the relevant academic disciplines;
- c) uses appropriate and current unit materials, including readings, topic selection, supporting materials, case studies, tutorial exercises etc.; and

d) has a real world focus derived from the professions which with the course is aligned.

5. Course Alignment

Does the course align strategically with:

- other courses of the School and the University;
- the School's Operational Plan; and
- the University's Strategic Plan and/or other priorities articulated by the University?

6. Professional Accreditation

Does the course meet the Professional Accreditation/Recognition standards appropriate for the course?

Where professional accreditation of a course is required for graduates to be eligible to practise, has the course maintained appropriate certification by the relevant external agency?

7. Academic Quality

Do the assessment content, weighting, type and variety across all units in the course support students' achievement of learning outcomes and acquisition of the University's graduate attributes? This will include consideration of:

- a) appropriateness and relevance of the assessment materials, including assessment volume and context;
- b) appropriateness of scaffolding of learning;
- c) methods for assessment and assessment moderation; and
- d) integration of community-engaged learning and work-integrated learning.

Are the teaching and learning approaches and course delivery effective with regards to location, mode(s) of delivery and student entry pathways? In part, effectiveness is demonstrated through:

- success rates;
- progression rates;
- attrition rates;
- completion times.

How does the Course perform with regard to student and graduate satisfaction, including experiences of Blackboard (Learning Management System)? Comparison with University and sector averages should be made.

Have the Course Coordinator and Unit Assessors responded appropriately to student feedback on their educational experiences?

Are there any identified risks to the quality of the course?

8. Staffing and Other Resources

Is the staffing complement for the course sufficient to meet the educational, academic support and administrative needs of the various student cohorts undertaking the course?

Is the academic staffing profile for the course appropriate and sufficient to provide the level and extent of academic oversight and teaching capacity needed to lead students in intellectual inquiry necessary for level of expected learning outcomes?

Are academic staffing resources and expertise utilised effectively?

Is there effective engagement of Unit Assessors in each Unit, and timely development and availability of unit materials?

Is there timely grading of assessment, finalisation of grades and notification of grades to students?

9. Learning Resources and Educational and Other Support

Do the learning resources (e.g., library collections and services, creative works, notes, laboratory facilities, studio sessions, simulations and software) that are specified or recommended for the Course relate directly to the learning outcomes? Are they up to date and, where supplied as part of the Course, accessible when needed by students?

Do students have access to learning support services that are consistent with the requirements of their Course, their mode of study and the learning needs of student cohorts, including arrangements for supporting and maintaining contact with students who are off campus?

10. Any Other Matters

These may include: *Quality and appropriateness of the School's relationship with its professional community, locally and internationally, in the context of the Course; Work integrated learning and other Industry or business links (existing, proposed or potential); Articulation arrangements or pathways (existing, proposed or potential); Relevance of the Course to other courses offered by the School, to the School Plan, the Academic Plan and the Strategic priorities of the University.*