

Discipline Review of the Community Welfare Major in the Bachelor of Social Science November 2015

TERMS OF REFERENCE

The purpose of this review is to evaluate the relevance, quality and viability of the discipline of Community Welfare and Human Services.

The review will consider the following Terms of Reference:

- 1. Outcomes:** What is the performance of the Discipline in terms of national Benchmarks?

Specifically the Review will consider:

- i. national benchmarking
- ii. the provision of quality academic programs in accordance with the AQF
- iii. innovative educational delivery models
- iv. an outstanding student experience.

- 2. Currency:** What is the currency of the Discipline and its programs?

Specifically the Review will consider:

- i. the discipline delivery of contemporary community welfare practices and contexts
- ii. the presence of interdisciplinary approaches
- iii. the role and delivery of new technologies
- iv. the relevance of the suite of courses listed in the major
- v. the relationship of the major to the core courses in the BSocSci
- vi. the curriculum's awareness of relevant developments internationally in community welfare education

- 3. Learning and Teaching:** What is the quality and appropriateness of teaching and assessment?

Specifically the Review will consider the:

- i. learning and teaching methods and their appropriateness to support students to achieve the graduate attributes for a program based in contemporary community welfare practices
- ii. assessment practices, their relevance and alignment with graduate attributes
- iii. the overall quality of learning, teaching and assessment to achieve the highest possible currency and standard
- iv. presence of effective and continuous improvement processes to ensure the ongoing quality of the Discipline's programs.

- 4. Staffing:** Is the Discipline adequately and appropriately staffed?

Specifically the Review will consider:

- i. the capability of academic staff to deliver the discipline now and in the context of possible future developments, including external accreditation
- ii. academic staff engagement in high quality research based in contemporary developments in the community welfare arena
- iii. the degree and efficacy of professional support
- iv. the capacity for cross-disciplinary teaching.

5. Feedback and Review: Does formal and informal stakeholder feedback indicate high levels of satisfaction?

Specifically the Review will consider:

- i. the perceptions and experiences of students
- ii. the perceptions and experiences of graduates
- iii. the perceptions of external stakeholders, such as relevant professional and community bodies
- iv. the effectiveness and impact of feedback processes.

6. Support and Transition: Are students effectively supported throughout their study?

Specifically the Review will consider:

- i. the appropriateness of orientation into university life
- ii. the appropriateness of student support provided
- iii. the quality of engaged learning and research opportunities provided, for example Work-Integrated Learning (WIL), which supports student transition into post university life.
- iv. the curriculum support of student transition into a community welfare and human services career

7. Student Success: What are the progression and retention rates of students?

Specifically the Review will consider:

- i. rates of attrition
- ii. the overall success rates of all students
- iii. the success rates of equity target groups*, with particular reference to Indigenous students and international students.

8. Indigenisation: Does the discipline adequately support Indigenous students and appropriately promote Indigenous content and values?

Specifically the Review will consider:

- i. the appropriateness of specific processes to recruit and support Indigenous students
- ii. the extent that students are engaged with Indigenous perspectives and values throughout their study.

9. Resources: Is the Discipline adequately and appropriately resourced?

Specifically the Review will consider:

- i. the appropriateness and levels of administrative support to the discipline
- ii. the appropriateness and adequacy of learning support materials, technology, physical environments and other facilities and equipment within the relevant Faculty and in the University.

- 10. Sustainability:** Are the programs viable and the overall Discipline sustainable, in the long and short term?

Specifically the Review will consider:

- i. student load trends
- ii. revenue generated by the programs
- iii. costs (direct and indirect) of the Discipline, including additional costs associated with any proposed change in student numbers due to external accreditation requirements
- iv. the appropriateness of extant staff expertise and experience.

- 11. Relationship to TAFE:** What is the nature and quality of the relationship with TAFE?

Specifically the Review will consider:

- i. The preparedness of TAFE students who enter at an advanced level
- ii. The support provided to TAFE students to matriculate into an advanced year
- iii. Potential future partnership options, such as a pre-university preparation course for Community Welfare Diploma students and an exit pathway for BSocSci students
- iv. If the program could be delivered in partnership or cooperatively.

The above Terms of Reference should be considered in light of the self-review report and supporting documentation supplied.

** People from low SES backgrounds, Aboriginal and Torres Strait Islander people, people with a disability, people from a non-English speaking background, people from rural and isolated areas, women in non-traditional areas of study and postgraduate study.*