

External Program Review Bachelor of Visual Communication Design/Bachelor of Visual Communication Design (Honours)

TERMS OF REFERENCE

The purpose of this review is to evaluate the relevance, quality and viability of the Bachelor of Visual Communication Design and the Bachelor of Visual Communication Design (Honours) programs

The review will consider the following Terms of Reference:

- 1. Outcomes –**
that the outcomes of the programs are current, relevant and of high quality.

Specifically the Review will consider whether:
 - i. the programs represent the most current knowledge, skills, values and practices of the sector;
 - ii. graduates of these programs are suitably prepared for post-university life, whether for entry into the workforce or further study.

- 2. Curriculum –**
that the programs are well designed.

Specifically the Review will consider whether:
 - i. the structure and design of the curriculums are holistic, coherent and flexible;
 - ii. the core and directed courses adequately support students to achieve the programs' graduate attributes
 - iii. the curriculum ensures the relevant AQF learning outcomes and, University requirements are met.

- 3. Learning and Teaching –**
that the programs are well taught and appropriately assessed.

Specifically the Review will consider whether:
 - i. the learning and teaching methods used in these programs are valid, and support students achieving the graduate attributes for the programs;
 - ii. assessment practices in the programs are valid, as they are relevant and align with each programs graduate attributes;
 - iii. the overall quality of learning, teaching and assessment in the programs are of the highest possible standard.

- 4. Quality Assurance –**
that there are effective continuous improvements processes in place to ensure the ongoing quality of these programs.

Specifically the Review will consider:
 - i. the quality of learning and teaching;
 - ii. the quality of graduate outcomes;
 - iii. curriculum and assessment currency and relevance.

- 5. Feedback –**
that stakeholder feedback about the programs gleaned through formal and informal processes indicates high levels of satisfaction and that the programs respond to feedback, and addresses issues raised.

Specifically the Review will consider:

- i. the perceptions
 - a. and experiences of students;
 - b. and experiences of graduates;
 - c. of external stakeholders, such as relevant professional and community bodies.

- 6. Support and transition –**
that students are effectively supported throughout their programs.

Specifically the Review will consider whether:

- i. appropriate levels of orientation into these programs and university life are provided;
- ii. appropriate levels of student support are provided throughout the programs;
- iii. quality engaged learning and research opportunities are provided, for example Work-Integrated Learning (WIL), which supports student transition into post university life.

- 7. Student Success –**
that the progression and retention rates of students in the programs are high.

Specifically the Review will consider:

- i. the overall success rates of all students;
- ii. the success rates of equity target groups*, with particular reference to Indigenous students and international students
- iii. the success patterns of specific disciplines and courses;
- iv. rates of attrition from the programs.

- 8. Indigenisation –**
that the programs adequately support Indigenous students and appropriately promotes Indigenous content and values.

Specifically the Review will consider whether:

- i. specific processes are in place to recruit and support Indigenous students;
- ii. students are engaged with Indigenous perspectives and values throughout the programs.

- 9. Staffing –**
that the programs are adequately and appropriately staffed.

Specifically the Review will consider whether:

- i. the qualifications, experience, and levels of appointment of academic staff, in terms of their capability to deliver the programs now and in the context of possible future developments;
- ii. the teaching and research currency of academic staff, as evidenced by their research and professional development activities/portfolio.

- 10. Resources –**
that the programs are adequately and appropriately resourced.

Specifically the Review will consider:

- i. the appropriateness and levels of administrative support to the programs;
- 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.

- 11. Sustainability –**

that the programs are sustainable, in the long and short term, with consideration given but not limited to:

- i. student load trends, including those for international students
- ii. revenue generated by the programs and
- iii. costs (direct and indirect) of the programs, including additional costs associated with any proposed increase in student numbers.

12. Internationalisation –

evaluate how the programs meet the University's requirements for internationalisation of the curriculum:

Specifically the Review will consider whether:

- i. the curriculum reflects an awareness of relevant developments internationally in the program discipline; and
- ii. students are engaged with multi-cultural perspectives and values related to the content of the programs

13. International Student Cohort –

Specifically the Review will consider whether:

- i. specific processes are in place to recruit and support international students;
- ii. students are engaged with the perspectives and values of all other students throughout the programs

14. Research Higher Degree Programs –

Specifically the Review will comment on the postgraduate opportunities (research and coursework) available in the same discipline in the University.

The above Terms of Reference should be considered in light of the self-review and supporting documentation on the programs 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.*