

Comprehensive Program Review – Terms of Reference

Master of Special and Inclusive Education [40123]



The review will consider the:

1. Curriculum

- 1.1. The design and content of the program including learning outcomes.
- 1.2. Developments in the field of education, modes of delivery, emerging technologies, the changing needs of students and identified risks to the quality of the program.
- 1.3. Aboriginal and Torres Strait Islander knowledges and content, developed in consultation with Aboriginal and Torres Strait Islander people, in the program.*
- 1.4. Research components including the proportion and nature of research or research-related study in the course. (included only in for Bachelor Honours, Masters or Doctoral qualifications)
- 1.5. The incorporation of appropriate work-integrated and/or research-integrated learning opportunities, where relevant.

2. Teaching and Learning

- 2.1. The level of influence the Program Convenor has over the learning activities and assessments within core courses to ensure they support the progressive and verifiable achievement of expected program learning outcomes.
- 2.2. Teaching and learning activities are appropriate for the mode in which the program and courses are delivered.
- 2.3. Assessment design, including methods, the reliability, validity and appropriateness of the assessment strategies (with reference to the alignment of tasks with course and program learning outcomes and students' achievement of these learning outcomes).
- 2.4. The appropriateness and availability of teaching and learning resources relevant to the program. For example, teaching spaces and learning materials.
- 2.5. Entry requirements and pathways.
- 2.6. Exit pathways, articulation arrangements, and further learning pathways.

3. Student Participation, Success and Outcomes

- 3.1. Student participation by student demographic including equity and diversity for cohorts from low socioeconomic backgrounds, Aboriginal and Torres Strait Islander people, individuals with disabilities, first-generation students, those from non-English speaking backgrounds, rural and isolated areas, international students, and women in non-traditional and postgraduate studies.
- 3.2. Student academic success including academic performance, grade trends, retention and completion rates including assessment by student demographic listed in clause 3.1.
- 3.3. Student outcomes including graduate skills, employment rates and employer satisfaction.

4. Quality Assurance and Stakeholder Engagement

- 4.1. The program's compliance with current University policies and procedures, and program structures, acknowledging that these changed across time.
- 4.2. Program governance, including management and advisory groups.

*Under review with Wollotuka. Approval has been granted to utilise as written until an update is provided.

- 4.3. Continuous improvement strategies, including feedback from students and stakeholders.
- 4.4. The program is externally accredited and continues to be accredited by the relevant professional body. (only where relevant)

5. Strategic Value and Viability

- 5.1. Factors potentially impacting the financial viability, cost of delivery, ability for the program to expand or other operational limitations.
- 5.2. Adequacy of staff to support students, including educational, academic support and administrative needs.
- 5.3. Academic staffing capacity to provide the level and extent of academic oversight and teaching capacity needed.
- 5.4. Positioning in the higher education sector (using external benchmarking).

Review Report

The College will have the opportunity to correct any factual inaccuracies. The College will make a submission to the Program and Course Approval Committee outlining the recommendation of the panel and seeking approval for the re-accreditation or discontinuation of the program.