



## TERMS OF REFERENCE

### **REVIEW OF THE BACHELOR OF MATHEMATICAL SCIENCES (HONOURS) OFFERED BY THE FACULTY OF SCIENCES, ENGINEERING AND TECHNOLOGY**

The programs to be considered under the Review are:

- Bachelor of Mathematical Sciences (Honours)
- Bachelor of Mathematical Sciences (Honours) [Direct Entry]

The Review is conducted within the University's five-year Program Review cycle. The Review will consider the views of relevant internal stakeholder groups, including students, staff and other academic areas of the University, and relevant external stakeholder groups including employers, alumni and representatives of relevant professions.

The Faculty self-evaluation process should address the aims of the review outlined below. The findings of the self-evaluation will be reported on the template provided by Education Quality.

The Independent Reviewer is asked to assess the Faculty's self-evaluation report and its enhancement proposals, and to make evidence-based recommendations that address the review aims. These recommendations will inform decision-making in the transition to the new, merged Adelaide University and will inform future planning and delivery of the program in the new 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:
  - the transition to a merged University;
  - curriculum quality, student experience, engagement and success, including student recruitment and retention, graduate destinations and employer satisfaction; and
- 1.2. To assess progress since the previous review (if applicable) with reference to the outcomes of the implementation plan for the recommendations of that review.
- 1.3. To identify and acknowledge best practice and successful outcomes.

## 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, including the potential impact of generative Artificial Intelligence on program integrity;
- 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

2.3. 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).

2.4. To ensure the efficacy of pathways articulating into the program (HESF 5.4).

### **3. Governance**

- 3.1. To evaluate the quality of program governance, management, and enhancement processes, including approaches to working with students as partners and to external engagement (HESF 5.3.4, 5.3.5, 5.3.7).

### **4. Resources**

- 4.1. To consider the use of human, physical and financial resources in delivering the program and identify areas where resources and support might be needed to optimise future performance and enable enhancement priorities to be addressed, noting that decisions on the provision of additional resources remain at the University's discretion (HESF 3.3).

\* The Terms of Reference refer to the relevant Domains in the [Higher Education Standards Framework \(Threshold Standards\) 2021 \(HESF\)](#).

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#### **Further enquiries**

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