The University of Auckland

Guidelines for Programme Reviews

Annex 2 - Terms of Reference for Programme Reviews

The overall purpose of programme reviews is to evaluate their academic quality and to ensure that they meet international standards and the needs of students. Review Panels are asked to focus on the following aspects of the programme:

1 Programme purpose and design

Does the programme have a clear purpose and objectives and is it designed to meet that purpose and those objectives effectively? Is it coherent, balanced, and well structured? Are the regulations governing the programme adequate, appropriate, and clear? Does the programme attract a wide range of students (e.g., ethnicity, gender, age range)?

2 Curriculum content and organisation

Is the curriculum comprehensive (e.g., no significant gaps in subject or course offerings), based on appropriate and up-to-date knowledge, and well-organised (including a clear sense of progression at each level)? Is the curriculum relevant in relation to the current and state of knowledge and academic environment, and how is continued relevance assured? Are there content areas that should be introduced? expanded? reduced? deleted?

3 Teaching, learning and assessment

What is the overall quality of teaching and learning in the programme and how is this supported and improved? Are teaching methods appropriate to the curriculum and course content? Are assessment methods appropriate (e.g., in relation to stated learning outcomes), and how are they moderated? Do teaching methods meet the needs of a diverse student body?

4 Learning resources

Are learning resources appropriate and adequate to maintain the quality of the programme?

5 Student achievement

Is the programme meeting its objectives in terms of achievement indicators such as pass rates and completion rates? Is the stated graduate profile being achieved?

6 Programme management, quality assurance and enhancement

How appropriate and informative are the guidance and advice offered to students concerning the programme (including how to structure a programme of study, course selection, timetabling, credit transfer)? How well are programme processes, eg, enrolment, timetabling, examinations, managed? How are feedback and other inputs from students, employers, advisory groups or standards setting bodies taken into

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account in curriculum design and improvements? How is quality monitored and assured, and how are changes and improvements planned and implemented?

The Report should also make a global recommendation as to whether the programme should be:

• continued indefinitely
• continued for a stated time period, with improvements required in the interim
• redeveloped within a timeframe
• merged with another programme(s), or discontinued