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**PROGRAM REACCREDITATION REVIEW REPORT TEMPLATE**

**Introduction**

The purpose of this template is to provide supporting information for the completion of a Program Reaccreditation Review Report under clause 7.5 of policy [*A35A: Quality assurance and improvement: Programs, courses and teaching arrangements*](http://w3.unisa.edu.au/policies/policies/academic/A35A.asp). Other information may also be included in the report where appropriate. Where a program is externally accredited, the Re-accreditation Report may also refer to or replicate relevant information submitted as part of the external process.

In the penultimate year of a program’s accreditation period, the program will undergo a review to evaluate the performance, value, relevance and ongoing viability of the program. The Program Reaccreditation Review Report will present a case for re-accreditation based on analysis of program performance data over the accreditation period and other relevant information and, in particular, will consider and provide evidence on the issues listed in this template.

The final Program Reaccreditation Report should be no more than ten pages.

Data to support the evaluation is available from the BI Hub: <https://sp14teamsites.unisa.edu.au/sites/bip/bihub/SitePages/Home.aspx>

Relevant data should be included in the Report where appropriate.

**Program Reaccreditation Review Report Proforma**

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| **1 Program summary** | | | | |
| **Program** | ***Name:*** | | | ***Code:*** |
| **Division** |  | | | |
| **School** |  | | | |
| **Summary details** | ***Year first offered:*** | ***Duration of the program:***  *(in equivalent full-time years)* | ***Total unit value:*** | |

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| **2 Purpose of the program and strategic considerations** |
| **Comment on the ongoing relevance and viability of the program and how it will continue to contribute to the strategic goals of the University**. Key points for consideration include:  Strategic considerations:   * current and future contribution of the program to University, division and school strategic goals. * relationship to other programs in the University. * emergence of any new markets and how the program might exploit those markets. * the impact of other providers of similar programs and market share * if this is a unique program, what are the strategies to identify possible competitors or other threats to market position * graduate employment performance for the past five years   Based on the data available **comment** on:   * enrolment patterns * the current student profile of the program * the Cut-off score, Median TER for undergraduate programs * 1st year retention and success rates of students * alignment of bases of admission and student success rates * access and participation of equity groups * any other data/ information relevant to the standing of the program (eg stakeholder views, age of program, strategic importance, relation to competitor programs)   For offshore programs and programs with other formal or informal collaborative arrangements associated with the delivery of the program **comment** on:   * the success of the arrangement * whether the arrangement is to continue and the process for renewal of the contract |

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| **3 Aims and objectives of the program** |
| **Comment on the aims and objectives of the program and how the program structure and teaching arrangements support those objectives.** Key points for consideration include:   * The extent to which the program is meeting its stated aims and objectives * Processes used to review the coherence of the program * Congruence between program objectives and learning outcomes (core capabilities and Graduate Qualities). |

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| **4 Program design** |
| **Comment on the effectiveness of the program design and approaches to curriculum innovation including, for example, blended delivery and practice-based learning.** Key points for consideration include:   * Mechanisms in place to support efficient program design, eg. courses shared between programs * The proportion of courses that are available online * Electivity within the program, and the measures in place to determine the appropriateness of those electives * Opportunities for student placements/internships * Any particular issues associated with aspects of the program design and curriculum innovation which have arisen during the implementation/accreditation period. |

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| **5 Teaching and learning and assessment arrangements** |
| **Comment on the effectiveness of the teaching and learning and assessment arrangements and how those arrangements contribute to student learning, and align with and develop core capabilities and graduate qualities.** Key points for consideration include:   * Processes used to ensure alignment of teaching and learning and assessment arrangements with course and program objectives * Processes to manage student workload and assessment across the program * Processes used to ensure that methods of assessment are consistent with the learning outcomes being assessed and that all stated learning outcomes within the program are appropriately assessed * Congruence between teaching and learning and assessment arrangements and development of the program learning outcomes (core capabilities and Graduate Qualities). |

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| **6 Achievement of student learning outcomes** |
| **Comment on the processes to monitor the achievement of student learning outcomes including processes for external benchmarking against comparable programs of study.** Key points for consideration include:   * Student assessment trends for courses within the program and outcomes across the program (See BI Hub: Course and program activity reports). * Processes used to monitor student achievement and grades over time. * Outcomes of external benchmarking or other external references used to monitor student achievement |

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| **7 Student and stakeholder feedback** |
| **Comment on the processes to monitor the ongoing performance of the program and how student feedback and other stakeholder feedback, including employers and professional bodies, is used to monitor and improve the program and its outcomes.** Key points for consideration include:  Student and graduate satisfaction:   * Based on student and graduate satisfaction data for the program, discuss any issues raised through analysis of this data and comment on any trends that may indicate areas for improvement. * Describe the processes used to determine levels of student and graduate satisfaction other than the corporate student feedback instruments (eg focus groups, interviews).   External Stakeholder satisfaction:   * Identify professional associations, employers, and other major stakeholders relevant to the program and summarise the process for maintaining relationships with these stakeholders, * Summarise any issues identified by these stakeholders and how they have been addressed. |

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| **8 Program management and coordination** |
| **Comment on the processes for effective program management and coordination, particularly processes to ensure that service teaching providers, or double degree partners, make effective contribution to the program.** |

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| **9 Overall performance of the program against national and international benchmarks** |
| **Comment on the overall performance of the program against national and international benchmarks.** |

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| **10 Areas of improvement and how those improvements will be implemented** | |
| Based on the evaluation undertaken and reported here, identify:   * Specific actions that will be taken to respond to issues identified * How those actions will be implemented. | |
| **Summary of proposed actions** | **Implementation** |
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| **11 Sign off** | | |
| **Program Director** |  |  |
| **Name:** | **Signed:** | **Date**: |
| **Head of School** |  |  |
| **Name:** | **Signed:** | **Date:** |
| **Dean: Teaching and Learning** |  |  |
| **Name:** | **Signed:** | **Date**: |
| **Division PVC** |  |  |
| **Name:** | **Signed:** | **Date**: |