

Charles Darwin University

Internal Audit and Risk Management – School External Reviews Scope of Works

Title: Review of the School of Education

Introduction & Background:

This review is part of the regular cycle of internal quality audits.

School Reviews form part of the University's continuing cycle of planning, development and improvement. The overall aim of School Reviews is to achieve improvement in the performance of a School through a process of self-assessment, benchmarking, critical reflection, forward planning and external peer review.

Schools are reviewed to ensure their regular renewal, to benchmark and improve the quality of their teaching and research activities, to assess the allocation of resources and the management of their strategic priorities and their future development in relation to University directions.

The principles which underpin the School Review process are:

- School Reviews have an external focus, with membership from outside the University;
- The Review is to encompass all of the School's major activity areas – teaching, research, community service, and links with particular professions;
- In reviewing the School's teaching and learning progress, a review of the courses which are taught in the School, or which form a major component of the School's teaching, should form an explicit part of the School review process and terms of reference;
- In reviewing courses which have an external professional accreditation requirement, due regard should be given to the findings and requirements of professional accreditation bodies;
- Centralized oversight of the schedule, execution, and implementation of review processes and outcomes is provided by the University's senior executive and Academic Board structures, in order to strengthen the conduct of reviews and the implementation of recommendations/outcomes.

Engagement Objectives:

1. to assess the current state of the of the School from both academic and operational view points;
2. to identify opportunities for academically related initiatives and recommend appropriate strategies
3. to identify opportunities for improvement in operational efficiency and effectiveness;
4. to raise matters regarding the relationship of the School with other areas of the University which may have an impact on the efficiency and the effectiveness of the School or of the University;
5. to consider other matters identified as pertinent to the School at the time of the review

Method:

The review will be undertaken by a panel of expert external academic staff with experience in the areas covered by the School. Appropriate documentation covering the relevant activities of the School will be developed and provided to the Review Panel. Members of the University and external stakeholders will have an opportunity to make written submissions to the Review. The Review Panel will visit the University to meet with staff and stakeholders. A report of the Review including recommendations on the School's future strategic directions

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will be considered by Academic Board and the Senior Management Group.

The following elements will be completed during the engagement:

1. Teaching and Learning

Achievements, comparative performance and areas for improvement relating to teaching will particularly focus on the quality, scope, focus, direction, balance and content of discipline courses and teaching at undergraduate and postgraduate levels, including any current or future collaborative teaching arrangements, in light of teaching and learning indicators, which may include (but not be limited to):

- enrolment trends;
- markets and products;
- modes of delivery;
- attrition/retention rates;
- success rates;
- student and graduate satisfaction;
- the perception of key external stakeholders;
- student requirements (cultural, language or otherwise);
- comparisons with alternative programs within Australia; and
- teaching grants (internal and external) awarded to the School and its members, and the purposes for which grant monies have been spent.

The panel will assess the extent to which courses and units currently make use of appropriate flexible learning techniques (including the LMS presence, the degree of online development and student usage, the extent of podcasting and other relevant teaching aids, and the currency of online materials). The panel will further assess the extent to which strategies have been implemented to address enrolment, attrition, and learning issues, and otherwise improve quality outcomes of courses within the School.

2. Research

Achievements, comparative performance and areas relating to research will particularly focus on the research performance of the School and its constituent disciplines, including any collaborative research activities, with regard (but not be limited to) to:

- research activity, quality and impact, outcomes,
- awarded research grants,
- research publications,
- research consultancies; and
- research training quality

3. Community Service

Achievements, comparative performance and areas for improvement relating to service to the University, the community and the constituent discipline/s will particularly focus on the role played by the School and its constituent disciplines in relation to its relevant industries, professions, professional associations, partners and the community..

4. Business Development and Partnerships

Achievements, comparative performance and areas for improvement relating to business development activities with a focus on the role played by the School and its constituent disciplines in relation to its relevant industries, professions, professional associations, partners and the community.

The Review Panel will assess (but not limited to):

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- Business development activities
- Strategic alliances
- International student activities

5. Indigenous Participation

The Review will assess how the School and its constituent disciplines have met within their activities the University's strategic focus on achieving best practice in Indigenous participation and relevance.

6. Financial, Organisational, Staffing and Resource Management

The Review Panel will assess the School's management of its resources, and will recommend improvements in the organization, staffing profile and resource management of the School in the context of forward estimates, budgetary and resource constraints, School staffing profile, discipline expertise, anticipated developments in the constituent disciplines, and the strategic plans of the University, Faculty, Institute and School.

The Review Panel will assess:

- the organizational structure of the School;
- administration and staffing arrangements of the Schools;
- the effectiveness of the School's use of resources in relation to accommodation, space, and teaching and research equipment and other facilities;
- the financial management of the School, its budgetary strategies and financial allocations; and
- the performance of the School in providing an effective working and learning environment for staff and students in each of their disciplines.

7. Any further issues as the Review Panel may determine

8. Strategic Directions for the School's Future:

The Panel will provide recommendations for the School's future strategic directions.

Timetable:

Commence preparations:	June 2009
Complete review portfolio:	August 2009
Review period:	September 14 to 17, 2009
Draft report issued to University:	Mid-October 2009
Final report issued:	November 2009

Key Stakeholders:

- Council
- Academic Board
- Vice-Chancellor

Collaboration Partners:

- Dean, Faculty of Education, Health & Science
- Head of School, School of Education
- Deputy Vice-Chancellor, Teaching & Learning
- Deputy Vice-Chancellor, Research
- Pro-Vice-Chancellor, Indigenous Leadership
- Executive Director, Business Development

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- Executive Director, Finance & Asset Services
- Pro-Vice-Chancellor, Community & Access
- School Academic staff
- School Administrative staff
- Faculty Executive Officer;
- Faculty Management Accountant;
- Course Advisory Group members;
- Key external stakeholders
- Other staff as required.