

Programme Reviews

Framework and Terms of Reference

(Revised July 2008)



Framework

Programme co-ordinators/Directors are encouraged to see a review as an opportunity to critically analyse their goals and objectives and to receive affirmation that their plans will have long term benefits to their staff and students. The key part of the review is the self review of the Programme in which the following questions need to be addressed in light of terms of reference below:

- What is the current situation of the Programme?
- Where does the Programme want to be in 5 years' time?
- What does the Programme need to do to get there?
- What can the University do to support the Programme to achieve this goal?
- What does the Programme do well?

The purpose is to review and evaluate the Programme with reference to:

- its core activities:
 - (a) Teaching
 - (b) Research
 - (c) Service and/or Professional/Clinical practice
 - (d) Others as appropriate (to be determined for each individual programme)
- the Programme's administration, operational processes, support structures for staff and students, including adequate space, facilities and resources both within the contributing Department(s) and through other central areas of the University, such as the Library
- the Programme's internal, regional, national and international contexts – including alignment to Divisional and University plans;
- the University's commitment to the Treaty of Waitangi as expressed in the University's Māori Strategic Framework;
- the Programme's future direction, strategic planning and goals, and challenges in achieving those.

Terms of Reference

In relation to Teaching, to review and evaluate:

- the papers and majors – including the range and scope; effectiveness of processes for determining core curriculum, relevance to students, employers, Programme objectives, national and international trends; effectiveness of processes for curriculum review and for the development of new papers, including resourcing issues; effectiveness of processes for the revision and

rationalisation of existing papers; distance teaching, Summer School, interdisciplinary papers;

- pedagogy – quality and excellence in teaching, including innovative teaching, use of new technologies; effectiveness of programme delivery;
- course advising – ensuring appropriate learning pathways that are clearly articulated to students;
- learning – developing learning outcomes for students as reflected in the programme’s attributes;
- assessment – range and effectiveness of assessment methods; monitoring of student progress; nature of feedback;
- student support

In relation to Research, to review and evaluate:

- research-teaching nexus – recognising, promoting and reinforcing the interdependent nature of research and teaching;
- postgraduate students – including quality of supervision; induction and support materials; facilities for interaction; adequate study/research space and computing facilities;
- staff research – including productivity and quality; PBRF; supporting academic freedom and integrity¹;
- resourcing – including planning for purchase and replacement of research equipment

In relation to Service, to review and evaluate:

- staff participation in and contribution to community service; professional societies and associations locally, regionally, nationally and internationally
- Programme’s relationship with professional associations, major employer groups, and the public sector
- links with alumni groups

In relation to Professional/Clinical Practice (as appropriate), to review and evaluate:

- the recognition of the importance of professional/clinical experience for staff in these areas;

In relation to administration and operational processes, to review and evaluate the standard (quality, appropriateness, effectiveness and efficiency) in the Programme of:

- structure and management – including institutional oversight, committee structure, the processes and procedures for ensuring effective programme co-ordination and monitoring across contributing departments; leadership in regard to developing and maintaining the professional standing and reputation of the Programme; the relevance and appropriateness of programme

¹ Academic Integrity refers to the recognition that research and how it is carried out reflects certain standards of behaviour as articulated in the University’s policies on ethical practices in research, research consultation with Maori, intellectual property rights for both staff and students, and responsible practice in research.

regulations; Programme objectives, coherence of underlying philosophy and flexibility; liaison with the Library, ITS and other central services;

- planning – including identifying, considering and responding to problems and challenges; alignment to Divisional and University strategic plans;
- monitoring and evaluation – including consultation and liaison with staff, students and other members of the university and wider community, incorporating feedback into planning, core activities and operations, identifying and making improvements to the core activities;
- physical and IT resources;
- Health and Safety.