

Programme Review

Appendices to Guidelines (internal): 2026

Appendices for Review Guidelines

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This flyer outlines the role of reviews within the University and the responsibilities of Panel Members in a review. It is intended to help you make an informed decision about whether to take on this role. If you choose to accept the role, you will receive an official letter of invitation together with the Review Guidelines and other necessary documents. You should make yourself familiar with the contents and discuss anything you are unsure of with the Convenor or the Review Secretary. The Review Secretary will be your main point of contact for the Review and will send you any necessary information.

The Role of Reviews

The primary purpose of the internal review process is to ensure top quality academic and administrative services across the University and to effect on-going improvement in all University activities. To this end, each aspect of the University's operations is reviewed a minimum of once every ten years on a rolling schedule. The review process is managed by the Quality Advancement Unit under the overall direction of the Deputy Vice-Chancellor (Academic).

The Review

The review is an in-depth peer assessment conducted by a panel of senior members of the University of Otago, experts from other universities in New Zealand and overseas, and members of relevant employer and professional groups as appropriate. The Panel is selected by the Unit under review and approved by the Head of Division, the Quality Advancement Unit and the Deputy Vice-Chancellor (Academic).

The process begins with a Self-Review written by the Unit under review. The review is then advertised, and staff and other interested parties are invited to make oral and written submissions. Standard but amendable "Terms of Reference" give context, focus and consistency to all aspects of the Review Panel's investigations.

The review itself is usually held over three days. The Panel submits the final Report to the Deputy Vice-Chancellor (Academic) 6–8 weeks after the review. When released by the Deputy Vice-Chancellor (Academic), the Report becomes a public document within the University.

The Commitment Required

Prior to the review visit you are expected to read the review documents (the Self-Review report is usually sent out at least 4 weeks prior to the review). For the review visit itself, you should plan to arrive in Dunedin, Christchurch or Wellington (depending on where the review is to be held) the day before the review begins. You may be expected to attend a pre-review dinner on the evening before the scheduled review and you will be required to stay through to the end of the review.

Your involvement in drafting of the report may continue for several weeks after the review until the final review report is submitted to the University.

Confidentiality

All aspects of the review process are confidential to the Review Panel. The final and "released" Report is the only aspect of the review that is available to interested parties. This confidentiality is critical to the integrity of the process and is strictly upheld.

Costs

All costs related to the review visit (flights, taxi, accommodation, meals, etc.) will be covered by the University of Otago (within the “moderate/reasonable” limits of the University’s travel policy).

For information on honorarium payments and eligibility criteria, refer to the ‘Policy on Payment of Panel Members’ <https://www.otago.ac.nz/quality/reviews/information/panel>

If you have any questions, please contact us at the Quality Advancement Unit:

Megan Wilson, Reviews Manager, Tel: 021 279 1778 m.wilson@otago.ac.nz

Juliet Anderson, Review Coordinator, Tel: 021 279 0166 juliet.anderson@otago.ac.nz

Dr Megan Gollop, Review Coordinator, Tel: 027 445 5474 megan.gollop@otago.ac.nz

Further information is available at

www.otago.ac.nz/quality/reviews

This flyer outlines the place of a Review within the University and the role of the Graduate representative on a Review Panel. It is intended to help you make an informed decision about whether to take on this role.

The Quality Advancement Unit co-ordinates the University's ongoing cycle of internal academic and administrative Reviews. Further information can be found at www.otago.ac.nz/quality. You can also contact the Quality Advancement Unit (see below for details).

Why do we have Reviews?

The term 'quality' has generally come to mean that the University can reach the goals that it has set itself as an institution; that it not only says that it provides high levels of expertise and commitment to its stakeholders, but that it can also prove it and that, where necessary, processes will be put in place to address weaknesses via improvement initiatives.

This process ensures that students receive a qualification that stands up both nationally and internationally and that standards are maintained and improved. It also allows staff and students the opportunity to voice their aspirations and concerns to an impartial Panel.

The role of the student/graduate representative

You can find out about the usual composition of Review Panels in the Review Guidelines for Panel Members at www.otago.ac.nz/quality. Panels consist of senior members of the University of Otago and experts from other universities in New Zealand and internationally. The Graduate Panel Member brings a different perspective to the Review than other Panel Members. They are often the only Panel Member with an intimate knowledge of the unit being reviewed and are in a position to draw on those experiences and those of their peers.

If you are not enrolled at Otago, you may be eligible for an honorarium payment. Please refer to the 'Policy on Payment' at <https://www.otago.ac.nz/quality/reviews/information/panel>

If you choose to accept the role as a Panel Member, you will be expected to read documentation prior to the Review, participate in the Review and contribute to the final Review Report.

"Don't underestimate your value on a Review Panel! I was quite worried going into the Review... surrounded by extremely experienced academics. But belonging to the Department under Review gives you a lot of insight. Don't be afraid to speak up. And enjoy yourself!"

Professional development

- You will be working with specialists in your field from New Zealand and internationally and you will have excellent networking opportunities!
- You will be able to include in your CV the fact that you have participated in a formal University committee.
- Being a Review Panel member is an excellent opportunity for you to find out more about the University and how it works.

"It was a really good time to do some networking...the external reps were both highly regarded scholars in my field and I now feel confident asking them for advice on my research."

“Being involved in the Review process was probably the single most useful exercise for understanding how the University works that I have ever had. It was enormously enlightening.... I think it is important for a student to be there.”

The Review Process

1. The Self-Review Report

If you choose to accept the role, you will receive an official letter of invitation together with the Review Guidelines and other necessary documents. The first stage in the actual Review process begins about six weeks before the review visit when you receive the Self-Review Report written by staff of the unit being reviewed. The Self-Review contains information that students would not normally encounter during their university experience. You should make yourself familiar with the contents and discuss anything you are unsure of with either the Review Secretary or the Convenor.

The Review Secretary will be your main point of contact for the Review and will send you any necessary information. All material relating to the Review is **confidential** to the Review Panel.

2. Submissions

The Review is advertised and interested parties are invited to make oral and written submissions. Be aware that you will be privy to highly confidential discussions and documents – at times these can be controversial and of a sensitive nature.

3. The Review Visit

The Review is normally held over three days with two days of meetings and the third day reserved for discussion of findings and initial drafting of the Report. You will be expected to be present throughout the three days and be prepared for long days! Meetings can be with individuals or groups, with University staff members at all levels, undergraduates, postgraduates or with people outside of the University. Some people ask to meet with the Panel and others are people who have been identified by the Panel as someone they would like to talk to. The Panel also makes a presentation of findings to the Head of the unit being reviewed and staff, as appropriate.

“Be informed and prepared as possible...and to not hang back with questions.”

4. After the Review

Reports are expected to be submitted to the Deputy Vice-Chancellor (Academic) 6 – 8 weeks after the Review has taken place. Generally, Panel Members are asked to contribute to the Draft Report and the Convenor will collate and edit, seeking final approval from the Panel before submitting. Be prepared to spend time after the review visit, reading and commenting on the Draft Report.

“Soak it all up. It is a good experience.”

If you have any questions, please contact us at the Quality Advancement Unit:

Megan Wilson, Reviews Manager, Tel: 021 279 1778 m.wilson@otago.ac.nz

Juliet Anderson, Reviews Coordinator juliet.anderson@otago.ac.nz

Dr Megan Gollop, Reviews Coordinator megan.gollop@otago.ac.nz

Introduction

The programme of internal reviews forms the basis of the University of Otago's quality assurance framework. The University is committed to the transparency of the processes surrounding the reviews and wishes to recognise formally the work of Convenors and Secretaries of Review Panels and Panel members.

Objective

This procedure has been developed to provide a framework for the recognition of the expertise provided by review panel members through an appropriate scale of remuneration across the University.

Levels of Remuneration

Internal Otago Staff Members (excluding review secretary)

The University recognises the work undertaken by staff who serve on review panels through the Academic Promotion and Progression criteria for academic staff and the Performance Development Review for general staff, so there is no remuneration.

Staff Members of Other Tertiary Institutions

Service on a review panel by staff members of other tertiary institutions is generally recognised by their home institution, and therefore there is no remuneration.

University of Otago Graduates enrolled at another tertiary institution¹

For graduate panel members who are enrolled at another tertiary institution the University of Otago provides an honorarium of \$2000.

Retired Staff from Otago and Other Tertiary Institutions

The University of Otago recognises that the expertise of retired staff members can make a valuable contribution to the reviews process. Retired staff will be paid an honorarium of \$2000 for panel members and \$5000 for panel convenors for a standard three day review; panel convenors will receive an additional \$1000 per day for reviews that exceed three days.

¹ For Otago postgraduates your role is seen as Professional development, therefore there is no remuneration.

- You will be working with specialists in your field from New Zealand and overseas and you will have excellent networking opportunities.
- You will be able to include in your CV the fact that you have participated in a formal University committee.
- Being a review panel member is an excellent opportunity for you to find out more about the University and how it works.

Panel Members from Outside Tertiary Education

For panel members from outside Tertiary Education, including former students, the University of Otago provides an honorarium of \$2000.

Review Secretaries

The University of Otago recognises that review secretaries provide an invaluable support to convenors and other panel members. Staff who take on this role in addition to other employment within the University are provided with a one-off payment of \$750 for each full review they undertake.

Review secretaries are not eligible for time off in lieu or overtime for the work of the review. (This section does not apply to the permanent review secretaries within the Quality Advancement Unit.)

Graduating Year Reviews

For Graduating Year Reviews (GYRs) the levels of remuneration are as detailed above. However, as the amount of work is less than in a full review, the honorarium for retired staff acting as panel members is \$250 per GYR and for retired staff acting as convenors is \$500 per GYR. External discipline specialists will be paid an honorarium of \$250 for each GYR.

Process and Taxing of Remuneration

Remuneration of panel members and secretaries is managed and administered by the Quality Advancement Unit. Like all review expenses, this remuneration is funded by the Divisions.* Payment to convenors and panel members is via the “Schedular Payment Request form” and payment to secretaries is via the “Review Secretary Payment Recommendation Form”. All reviews remuneration is subject to tax: honoraria are schedular payments subject to withholding tax and review secretary remuneration is subject to PAYE. NZ payees must submit (or have on file with Payroll Services) an IR330 Tax Code Declaration. Questions regarding remuneration should be directed to the Quality Advancement Unit.

Variations

The Deputy Vice-Chancellor (Academic) may, in exceptional circumstances, approve a payment arrangement which does not comply with this procedure.

* Some exceptions apply.

Purpose

To ensure that reviews travel is cost effective and consistent with the University of Otago Travel Policy.¹

Applicability

This applies to Panel Members requiring travel and accommodation for participation in the University of Otago Internal Reviews process. This policy covers all travel, both domestic and international.

Travel and Accommodation

Travel and accommodation is usually arranged and booked through the University's Mandatory Travel Agents or an approved on-line booking system by the Review Coordinator.² All air travel is to be Economy Class.

Where an invited Panel member requests to travel First Class, Business Class or Premium Economy, they may do so only when:

(a) the Traveller specifically agrees (prior to making the booking) to pay the difference between the Economy airfare and the First Class, Business Class or Premium Economy airfare;

And

(b) an external organisation or individual has agreed to pay, or reimburse the University, for a Panel Member to travel at a class above economy, either by paying the full cost of the travel or the full cost of the upgrade, the Panel Member must provide evidence of this before the travel is confirmed.

Where a Panel Member wishes to change confirmed flights for personal reasons, they will be liable for any additional costs incurred as a consequence of that change.

The University will not pay for travel by private motor vehicle where travel by other means is more practical or cost-effective. Where private motor vehicles are used, Panel Members will be reimbursed at the lower cost of the rental equivalent (including petrol costs) or mileage.

The use of taxis, airport shuttle services and ride sharing apps should be moderate and cost-effective relative to other forms of transport available to the Panel Member.

Travel Insurance: International travel will be insured through the University's travel insurance plan and arranged by the Review Coordinator.

¹ <https://www.otago.ac.nz/administration/policies/otago025562.html>

² If a Panel Member wishes to make their own travel bookings, reimbursement would be for an Economy fare, as quoted by the University Travel Agent, and in line with the University Travel Policy.

Sustenance

The cost of meals will only be reimbursed or provided during the period that the Panel Member is on Review business. Original GST receipts must be provided in order to obtain reimbursement.

Generally, the cost of meals (including non-alcoholic drinks) paid by the University of Otago should be in the mid-range, both in respect of the eating establishment concerned and in respect of the menu of the eating establishment. As a guide they should not exceed \$65 per head for dinner and \$45 per head for lunch.

In keeping with other University of Otago policy, the purchasing of alcoholic drinks will not be approved or reimbursed.

PAE TATA AND DEPARTMENTAL REVIEWS



This information was provided by Te Urungi, which facilitates the implementation of Pae Tata. For further assistance email paetata@otago.ac.nz

Background to Pae Tata, The University's Strategic Priorities to 2030

Pae Tata sets the University's direction to 2030. It sets University-wide work programmes via five domain plans and three enabler plans but is also an important context for divisional and departmental strategic reviews and planning. Pae Tata includes high-level success measures and targets, along with supporting indicators and monitoring. Read more and see the latest developments at the [Pae Tata SharePoint site](#).

The University is also implementing a Strategic Planning Framework, to improve how we prioritise strategic goals and coordinate implementation of Pae Tata and our strategic frameworks across the University, and to align planning, budgeting and reporting.

Departmental Reviews are an opportunity to consider a department's responsiveness to Pae Tata and how engaged it is with the University's strategic planning and reporting processes, and the community of teams working towards our strategic goals.

Pae Tata Prompts for Departmental Reviews

1. How is the department organised (e.g. culture, set-up, and capacity) for encouraging, planning and implementing change and improvement?
2. How does the department bring together a cohesive approach and view of how it is progressing across its strategic priorities?
3. How engaged is the department with divisional plans? Which Divisional initiatives are most relevant to your department and in what ways?
4. Which Pae Tata priorities are most relevant to the department's priorities, challenges and aspirations? How might the department pursue opportunities from this alignment?
5. How aligned to Pae Tata are the department's major initiatives (for example, in their focus, priority or timeline)? What are the reasons for differences?
6. Are the department staff connected to teams that can assist with planning or implementation, or with common focuses or challenges?
7. What barriers or challenges does the department face in aligning with Pae Tata or pursuing opportunities under Pae Tata? What steps might overcome them?
8. Does the department have progress tracking and measures in place that align with the University's strategic reporting framework?

Pae Tata: Whakamana i Te Tiriti o Waitangi Domain & Te Aka Matua | Māori Strategic Framework GUIDE



BACKGROUND

The Office of the Deputy Vice-Chancellor Māori (ODVCM) oversees the strategic implementation of the Whakamana i Te Tiriti o Waitangi (Te Tiriti) Domain of Pae Tata | Strategic Plan to 2030 and Te Aka Matua | Māori Strategic Framework 2030 (MSF).

Te Tiriti Domain Plan integrates and is built on the firm foundations of the MSF, which was first launched in 2007. Pae Tata, the Te Tiriti Domain especially, informs the new direction of Ōtākou Whakaihū Waka to become a Te Tiriti-led university, as committed to in Vision 2040 and reinforced through our Mana-to-Mana Agreement – Te Kaha Uia Te Kaha – signed with Kā Rūnaka o Ōtākou in 2025. We are on our way to achieving this, but we must ensure our efforts are purposeful, intentional, coordinated, and collaborative. This places a greater degree of responsibility on our people (i.e., kaimahi/staff) to contribute to the advancement of Te Tiriti related priorities across all Domains and Enabling Plans of Pae Tata within their respective spheres of influence.

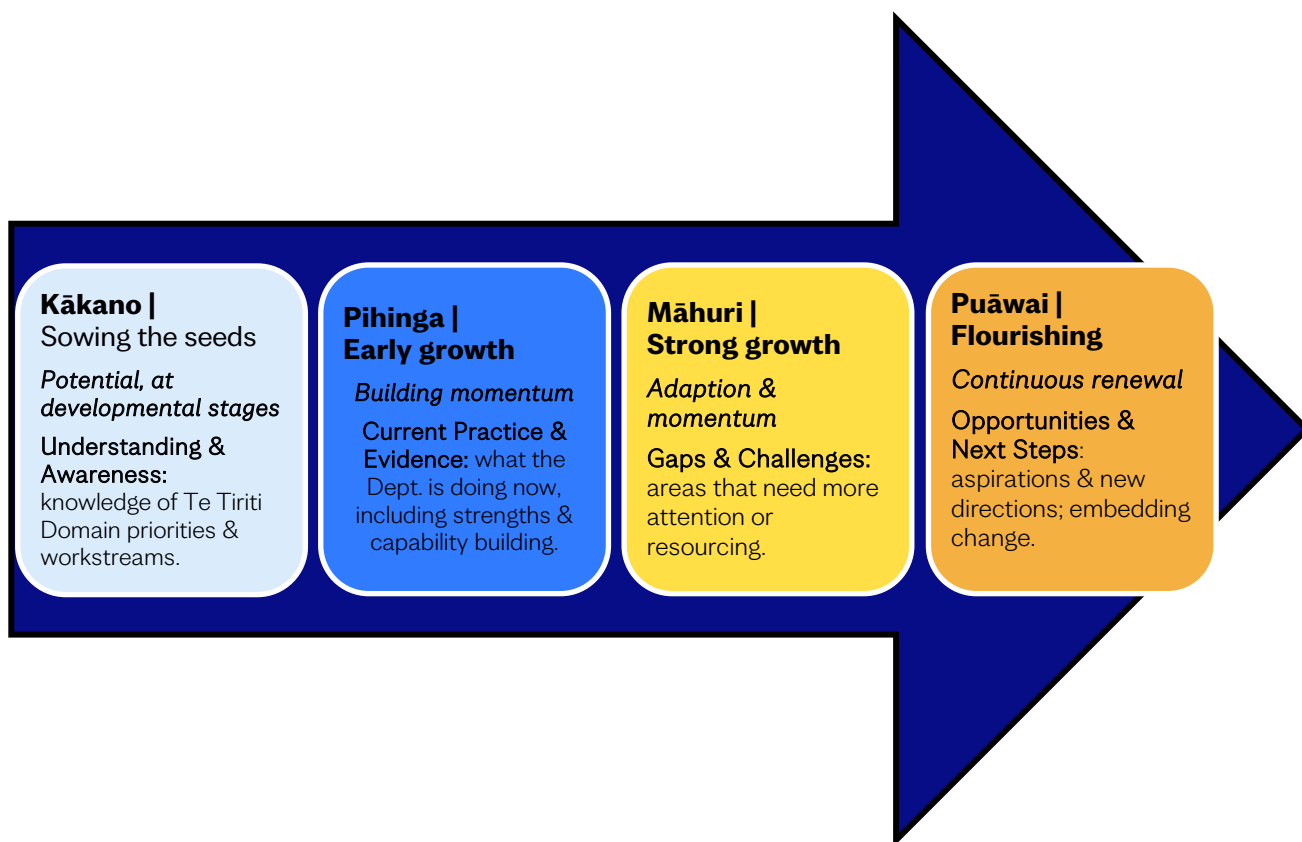
PURPOSE OF THIS GUIDE

This guide for the Pae Tata Te Tiriti Domain supports our leaders and staff as they prepare for Quality Assurance Self-Reviews. It provides prompts to reflect on progress in relation to the University's strategic commitments with particular focus on Te Tiriti Domain Action Plans developed by Academic Divisions in 2025. Providing examples of initiatives that have impact or illustrate progress made on the goals of these Action Plans, however small those may be, is encouraged. A developmental 'poutama' (progressive levels of learning) is included in this guide as a framework to monitor incremental progress towards the achievement of our strategic priorities – he waka eke noa, ki te hoe.

Ko te pae tawhiti, whāia kia tata
Ko te pae tata, whakamaia kia tina

FRAMEWORK FOR SELF-REVIEW

This guiding framework provided here is based on four developmental stages, each of which show current state reporting and can be used to show progression ‘along’ a continuum using the metaphor of growth, from the stages of a seed (kākano) to the full flourishing of the plant (puāwai), a cycle of continuous renewal.



GENERAL REFLECTION

How would you describe your department’s progress toward becoming Te Tiriti-led?

REFLECTIVE PROMPTS

Kākano: Sowing the Seed

1. How well do your staff understand Te Tiriti priorities, values, and expectations outlined in the Te Tiriti Domain Plan of Pae Tata and your Divisional Action Plan?
2. In what ways is your area beginning to align your work, committees, curriculum, or internal processes with Te Tiriti-aligned values? What early actions can you point to?
3. What resources, knowledge, or capability does your area still need to build before you can confidently embed te ao Māori in your work?
4. How are you ensuring your staff have access to foundational training (e.g., Te Rito) and opportunities to understand their own cultural identities?

Pihinga: Early Growth

1. Where can you demonstrate early examples of successfully incorporating Te Tiriti-aligned practice in your teaching, support, leadership structures research or daily work?
2. How are pathways to achieving Te Tiriti outcomes becoming clearer to you, and how well are these pathways understood across your team?
3. What evidence shows developing capability in your area in relation to te ao Māori, e.g.: staff training (Te Rito), Māori content in programmes, strengthened networks, departmental processes?
4. How are you supporting Māori staff, students and/or communities through mentorship, networks, partnerships, support services (e.g., Te Huka Mātauraka, Kōhatu, etc.) or inclusive departmental practices? What indications show that this is starting to have a positive impact?

Māhuri: Strong Growth

1. How are we proactively shaping and leading Te Tiriti-aligned initiatives in our area, and how are we supporting others to do so?
2. What changes in curriculum, leadership, research, internal operations or departmental processes show a shift towards embedded mātauranga Māori and te ao Māori?
3. How do you capture the number of Māori staff and students in your department, and monitor Māori student engagement and completion rates? How do you ensure Māori students know about your Divisional Māori students' association and Kaiāwhina Māori support available to them?
4. What formal or informal processes help your area evaluate your progress, identify capability gaps or monitor how well you are meeting outcomes for Māori (i.e., students, staff, communities, etc.)?
5. How are you collaborating with hapū, iwi or other Māori entities to support or advance research that matters to Māori communities?

Puāwai: Flourishing

1. How does your leadership structures or decision-making processes demonstrate a meaningful shift toward a Te Tiriti-led approach in your area?
2. What evidence shows equitable Māori leadership, participation, and/or involvement in your staffing, research, curriculum development and student experience processes?
3. How do you systematically monitor and review outcomes for Māori staff and students, and what improvements, innovations or achievements have resulted from this?
4. In what ways is your area contributing to the strengthening of the University's partnership with mana whenua? How do you ensure your teaching, research and/or service contributes to Māori imperatives, either locally or nationally?

HOW TO USE THIS GUIDE

This self-review is an opportunity to reflect on and demonstrate best practice through examples or case studies, including the identification of gaps in your area's journey toward supporting the University's commitment to become a Te Tiriti-led institution by 2040. Your reflections will assist

review panels to provide commendations and recommendations that will guide and further strengthen continuous improvement in your department.

Office of the Deputy Vice-Chancellor Māori
April 2026



CONTINUOUS IMPROVEMENT: WHAKAMANA I TE TIRITI O WAITANGI

VARIABLE	Kākano Sowing the Seed <i>Potential</i>	Pihinga Early Growth <i>Building momentum</i>	Māhuri Strong growth <i>Strong momentum</i>	Puāwai Flourishing <i>Continuous renewal</i>
Current State: examples of progress and implementation (not all will be relevant and there will be many examples unique to each department).	Our staff are aware of the priorities and workstreams of the Pae Tata Whakamana i Te Tiriti o Waitangi (“Te Tiriti”) Domain, and these are reflected in our planning. We seek advice and guidance from Māori staff in our area to help inform departmental academic, research, service and administrative processes. We have started a review of our curriculum and/or processes to increase te ao Māori perspectives and pedagogies. All staff have enrolled in and started Te Rito Bicultural Training. We are reporting on the numbers of Māori staff and students to show achievements across key Te Tiriti priorities. How do you ensure Māori students know about your Divisional Māori students’ association, Kaiāwhina Māori support and other services available to them?	We are becoming more comfortable with and have exemplars of successful initiatives and approaches set out in our department/Divisional Te Tiriti Domain Action Plan; our department is actively working to implement these. We utilise the expertise of Māori staff in our area to inform departmental academic, research, service and administrative processes. At least 50% of all staff and 100% of all leadership have completed the modules (Courses 1-7) and wānanga of Te Rito. We are using the reporting on the number of Māori staff and students to inform future planning.	Staff are appropriately proactive in contributing towards achieving outcomes in our Divisional Te Tiriti Action Plan. We include the expertise of Māori staff in our area to review and further enhance departmental academic, research, service and administrative processes. We are working with hapū and iwi on research, teaching or initiatives to support research and outcomes that matter to them. Our curriculum and internal practices reflect mātauraka Māori and all students and staff are provided with opportunities to learn. Te Tiriti Domain outcomes are being achieved and we are consistently improving outcomes for Māori staff and students. There is an established understanding, awareness and integration of te ao Māori across our approaches. All staff have completed all modules (Courses 1-7) and wānanga of Te Rito. Evidence of bicultural training and/or kaupapa Māori and Te Tiriti training forms part of our departmental performance review processes. We are actively reporting and monitoring on the number of Māori staff and students to inform future planning, enhance departmental processes and show improvements across key Te Tiriti priorities.	Our Divisional/departmental operational processes have been reviewed with reporting showing evidential shift to a Tiriti approach. We have Māori leadership involved in all departmental decision making processes to continuously improve departmental academic, research, service and administration. Our kaimahi Māori retention rates are (more than) equal to population numbers and included in designated leadership roles. Staff who have completed Te Rito are scaffolding into other courses or completing qualifications in te reo, tikanga or te ao Māori. Māori perspectives and pedagogies are included in papers and course work, and in all recruitment, induction, and promotion processes for staff. Māori-led research and kaupapa Māori research-informed solutions are contributing to local, national and global issues. Māori staff networks and Māori students’ associations are fully resourced and flourishing. Māori student numbers completing papers and programmes meet or exceed TEC and Otago benchmarks. Māori student evaluations and Graduate Opinions surveys consistently achieve > 90% satisfaction. There is continuous improvement and quality peer reviewed integration of te ao Maori, mana whenua and tangata whenua priorities throughout our departmental processes.
Kākano Sowing the seeds <i>Potential, at developmental stages.</i> Understanding & Awareness: knowledge of Te Tiriti Domain priorities.	Pihinga Early growth <i>Building momentum</i> Current Practice & Evidence: what the Dept. is doing now, including strengths & capability building.	Māhuri Strong growth <i>Adaption & momentum</i> Gaps & Challenges: areas that need more attention or resourcing.	Puāwai Flourishing <i>Continuous renewal</i> Opportunities & Next Steps: aspirations & new directions; embedding change.	

This information was provided by the Office of the Deputy Vice-Chancellor, Pacific.

Background to the Pacific Strategic Framework

The University of Otago Pacific Strategic Framework 2022-2030 (PSF) was endorsed by the University of Otago Council in October 2022. This document builds on the foundational work undertaken as part of the first framework and is another significant milestone for the University's longstanding commitment to meeting the needs of Pacific Peoples¹. The Pacific Strategic Framework identifies five over-riding goals, supported by strategies and a comprehensive action plan. It encompasses the University's engagement with all Pacific peoples, within Aotearoa New Zealand and into the Pacific regions, with a focus on equity, inclusivity, and responsiveness. The Pacific Strategic Framework supports decision making and developments that promote improved rates of access, retention, and qualification completion among students of indigenous Pacific descent and positions this institution as a university for and in the Pacific. The Framework will also catalyse further activities and measures in support of University of Otago Pacific staff. Realising the Goals and actions within the Pacific Strategic Framework requires a whole of University approach. To support departments in incorporating implementation of the Pacific Strategic Framework into their future planning, we have provided some prompts.

PSF Prompts for Departmental Reviews

1. Do you know what the five goals of the University's PSF are?
2. What is the Divisional response to the PSF?
3. In what ways does your department contribute to your Divisional PSF Plan?
4. What range of initiatives, projects and/or activities exist in your department which contribute directly to any of the goals and actions which support the five PSF goals?
5. How can your department meaningfully support the five PSF goals in the future?
 - Building Pacific capability and leadership
 - Growth and development of Pacific students and Pacific staff
 - Growth and development of Pacific research
 - Pacific content, perspectives, and pedagogy in curriculum development
 - Professional development in Pacific cultural awareness and cultural competencies
 - Relationship development / partnerships and Pacific community engagement
 - Dedicated marketing and promotions of specialised Pacific programmes to Pacific communities and stakeholders.

Click this [link](#) to access the digital version of the PSF 2022-30.

Contact:

Tel: 03 479 8834

Email: dvc.pacific@otago.ac.nz

¹ The term 'Pacific Peoples' used here is as defined by Statistics NZ Census Guidelines for Ethnicity identification.

SUSTAINABILITY AT OTAGO 2026

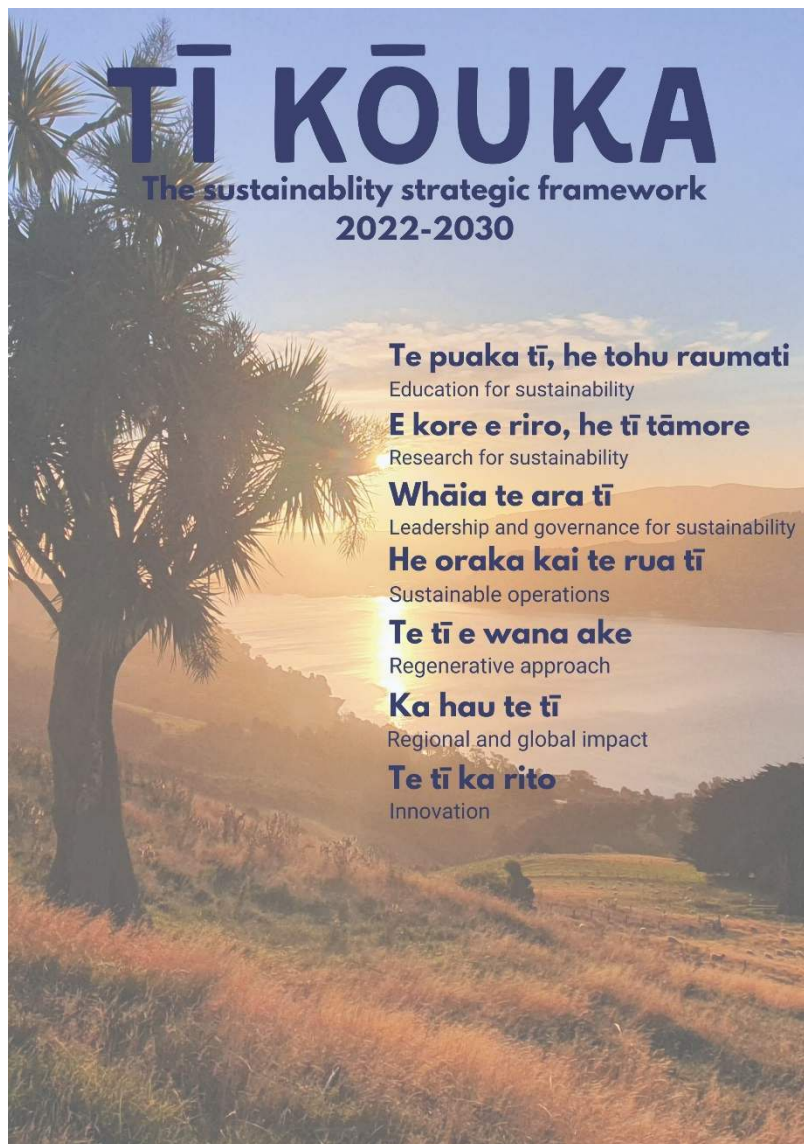
UPDATED March 2026



This information was provided by the Sustainability Office (see below for contact details).

Sustainability is strongly positioned in Vision 2040 as a guiding principle which should underpin and inspire activities and plans across the University. We embrace sustainability in its broadest sense as demonstrated by our commitment to the United Nations Sustainable Development Goals.

Ti Kōuka 2030: The Sustainability Strategic Framework provides direction for our sustainability transition, including our commitment to be carbon neutral by 2030. The seven themes of Ti Kōuka are shown in the image below. Ti Kōuka and its implementation plan will be integrated with the University's strategic planning environment, forming part of a unified work plan aligned with Pae Tata: Strategic Plan to 2030.



A number of groups across the University are already working to identify and progress context-specific sustainability goals, which will either sit in sustainability actions plans for their area, or be integrated and reported upon within the context on wider strategic planning.

Some questions are listed below to assist you in considering how the current and future impact of your research, teaching and learning, engagement, and operational activities, can contribute to the University's sustainability transition.

Further support is available, so please do not hesitate to make use of it (refer to Resources & Key Contacts List). We can provide data on how your area contributes to the research and learning about sustainability.

Sustainability Prompts for Reviews

1. What does sustainability mean within the context of your area?
2. Do you know what the University's commitment to sustainability means for your area?
3. Have you considered the relationship between your core activities and the broader commitment to sustainability (e.g. The United Nations Sustainable Development Goals)?
4. Have you established sustainability goals and begun measuring progress towards them?
5. Climate change is perhaps the biggest challenge we face. Have you considered how you incorporate climate action into your operational decisions such as travel, or your academic activity such as course content?
6. What initiatives, projects or activities currently exist within your department that directly support the University's sustainability transition?
7. How do leaders within your department enable other staff to act upon their values of sustainability?
8. Do you believe your staff will find it useful having a programme (GYS) that directly connects them with immediate actions they can do to support Tī Kōuka?
9. Is it obvious to (new & current) staff and students that you support the University's sustainability initiative, and their involvement in sustainability-related activities?
10. Can you identify other opportunities for your department to contribute to the sustainability transition?

Contacts:

Ray O'Brien, Tumuaki o Toitū te Taiao/Head of Sustainability sustainability@otago.ac.nz

[Sustainability at Otago](#),

[Tī Kōuka 2030: The Sustainability Strategic Framework](#)

[United Nations Sustainable Development Goals](#)

Tī Kōuka Update report [<https://www.otago.ac.nz/sustainability/doing/framework>]

EQUITY AND DIVERSITY AT OTAGO 2026

UPDATED March 2026



This information was provided by the Equity Advisory Committee.

The University of Otago's Equity and Diversity Strategic Framework (EDSF), Action Plan and Policy commit the University to actions that support a campus-wide culture of equity and diversity in which all individuals are valued, different ways of thinking are embraced and all members of the University community are enabled to achieve to their fullest potential.

The Equity and Diversity Policy recognises Māori and Pacific peoples as partners in the advancement of the Strategic Framework. It identifies the following as equity groups:

- i. Students and staff with disability and/or impairment
- ii. Students who are first in their family to attend university
- iii. LGBTTIQA+ students and staff
- iv. Students from low socio-economic backgrounds
- v. Students and staff from migrant and/or refugee backgrounds and those whose first language is not English
- vi. Women where there are barriers to access and/or success

Equity: Deliberate action to identify and work against bias and discrimination with an aim to ensure fair treatment, access, participation, opportunity and advancement in every stage of education or career.

Diversity: A departmental community that represents and respects myriad differences in Aotearoa New Zealand communities, including race and ethnic identity, gender and gender identity, sexual orientation, socioeconomic status, language, culture, national origin, religious commitments, age, (dis)ability status and political perspective.

Inclusivity: Ensuring equitable access and opportunity and resources for people who might otherwise be excluded or marginalised.

Equity, Diversity and Inclusivity (EDI) Prompts for Departmental Reviews

1. How does your Department promote equity, diversity and inclusivity?
 - a. How do you ensure that diverse perspectives are included in Departmental planning and governance? Does your Department have an EDI-themed committee?
 - b. What are its (your department's) EDI priorities and goals? Who are your priority groups?
 - c. What resources and expertise are available to work toward those goals?
 - d. How do those goals relate to your Division's goals under all four Strategic Frameworks (Māori, Pacific, Sustainability, Equity and Diversity)?
2. What is your Department's demographic profile (staff and students)?
 - a. How is your profile changing and how would you like it to change in the future?
 - b. How does your profile compare to the University as a whole?
 - c. How does your profile compare to Aotearoa New Zealand society?
3. Inclusive environments
 - a. Are staff knowledgeable about inclusive practices across your areas of activity?
 - b. Do diverse staff, students and visitors feel welcomed, safe, heard and respected?
 - c. Are departmental facilities accessible and non-disabling?

Templates for stocktakes can be found at [Quality Advancement](#) or contact:
[Joe Llewellyn](#), Adviser, Equity, Diversity and Inclusion, Human Resources
[Professor Christina Hulbe](#), Chair, Equity Advisory Committee

This information was provided by the Director of the International Office.

This document has been prepared to assist academic units incorporate internationalisation in an intentional and strategic manner as part of the QAU Review process.

In order for programmes to meet the needs of both domestic and international students, Departments / Units should ensure that in addition to meeting the academic standards of a given discipline, students should also be exiting with enhanced global citizenship, cultural competencies and intercultural communication skills.

The [Internationalisation Framework](#) and Pae Tata are important resources that should be reviewed prior to the preparation of the Self Review.

Departments / Units should consider the key objectives and targets in both documents, and to what degree these goals have been met. As part of this process consideration should be given to Divisional Internationalisation strategies, and unit alignment to these. In particular Divisional and programme international student growth goals should be addressed.

Specific questions to consider are:

- How does the Department align with the Divisional international student growth targets.
- How are international students supported by the Department / Unit?
- What are the international education opportunities (including outbound exchange) available to enrolled students?
- What initiatives are being undertaken by the Department / Unit to increase the international student cohort (recruitment and retention).
- In what ways has the Department / Unit innovated in the area of internationalisation?
- How has the Department / Unit engaged with the Matariki Network of Universities and other international partners?
- What has been the contribution of the Divisional Associate Dean (International) or PVC in relation to addressing internationalisation as part of the Self-Review document?

<https://www.otago.ac.nz/international/index.html>

For further information, please contact Jason Cushen; jason.cushen@otago.ac.nz

As part of your report on [Teaching and Student Support](#), consider the following prompts that concern your distance teaching and programmes. These prompts will be applicable for papers and programmes that are formally approved as 'DL', but they will also be relevant for 'OC' papers and programmes that are hybrid in nature or have components that facilitate flexible and online learning.

Strategic Alignment

- What are the goals of your distance learning programmes or suite of papers?
- How do those goals align with the aspirations of your department/programme and division?
- How do your distance learning offerings contribute to your department/programme and division response to [Pae Tata](#) (including the [Teaching and Learning Plan](#), [Pacific Strategic Framework](#), [Māori Strategic Framework](#), [Sustainability Framework](#), [Learner Success Plan](#), [Disability Action Plan](#), [Internationalisation Framework](#)) and other plans relevant to the specific programme under Review such as the [University of Otago Rural Health Plan](#) and the [Interprofessional Education \(IPE\) Strategy](#).
- What range of initiatives or activities exist that capitalise on making use of the distance mode to achieve departmental, divisional or University goals?

Student Services and Support

- What range of initiatives or activities exist to actively support your distance students?
- What range of activities or initiatives exist to ensure facilitation of distance student access and use of academic, functional, technical and welfare services and support? In particular, consider this question with regard to *international* students.
- What are you doing well?
- How do you market your distance courses to potential students?

Course Design and Teaching

- How have your distance programmes been developed *specifically* for online and distance teaching and learning?
- What evidence do you collect to demonstrate the quality of your distance papers and programmes and/or quality of the integrated distance components?
- How do you manage staff workload and succession planning for all staff, both academic and professional, who contribute to distance teaching and learning, but particularly for those who are new to it?
- What range of professional development and support initiatives or activities exist for both teaching and administrative staff, no matter their experience, role or set of responsibilities?

Partnerships and Relationships

- What are the internal (UO), but external (to department/programme) relationships required to sustain/maintain/develop the distance programme, and how are they developed or maintained?
- What external (to UO) relationships/partnerships are needed to sustain/maintain/develop the programme, and how are these supported?

Contact: distance.learning@otago.ac.nz

This information was provided by Disability Information and Support.

Disability Action Plan

In May 2024, the University Council endorsed Te Kokeka Whakamua, the University of Otago Disability Action Plan (DAP). The plan reflects the University's commitment to fostering an inclusive, accessible, and supportive environment for disabled students¹. It outlines actions to remove barriers to participation, achievement, and belonging, helping ensure all students can thrive as part of the Otago experience. The DAP aligns with the University's Vision 2040 and Pae Tata strategic plans, focusing on equity in student participation and achievement and upholds Article 24 of the United Nations Convention on the Rights of Persons with Disabilities, which affirms the right to education without discrimination and on the basis of equal opportunity. The DAP provides the foundation for transformational change, recognising that achieving its goals will require coordinated action and commitment across the entire University.

DAP Prompts for Departmental Reviews

1. How familiar is the department with the five goals of the DAP, and what current initiatives align with them?
2. How are disabled students currently supported by the department?
3. How does the University's commitment to fostering an inclusive, accessible, and supportive environment for disabled students shape the department's culture, practices, and priorities?
4. What further opportunities can the department identify to advance disability inclusion and strengthen alignment with the DAP goals? Consider areas such as leadership, curriculum development, inclusive teaching practices, universal design for learning, language and culture, and staff professional development.

[Te Kokeka Whakamua – University of Otago Disability Action Plan 2024 - 2027](#)

For information on supporting students with disabilities contact Disability Information and Support:

T: 03 479 8235

E: disabilites@otago.ac.nz

W: www.otago.ac.nz/disabilities

For information on supporting the DAP goals contact Student Services Divisional Office:

T: 03 479 5033

E: learnersuccessplan@otago.ac.nz

¹ The term 'disabled students' is used to emphasise that attitudinal and environmental barriers, rather than individual impairment, can disable a person. Some people may prefer the term 'students with disabilities' or opt for no label at all. We fully respect each person's right to determine the terminology that feels most appropriate to them.

Prior to finalisation of a Review Report by the Panel, the Convenor will send a copy of the Report to the Head of the Unit to check for factual inaccuracies. The Head will have two weeks from receipt of the Report to reply with any factual corrections. If no corrections are received within the two weeks, it will be assumed that the Report is factually accurate and the Report will go forward “as is” to the Report Approval Meeting.

Notes:

The Review Report reflects the views of the Review Panel only.

No response by the Head does not constitute “approval of” or “agreement with” the Report in any way other than to accept its factual accuracy.

The Status Reports provide the Unit with an opportunity to respond to the Review Report and its recommendations as well as to provide information about any implementation steps taken and/or planned.

Confidentiality Reminder: Until formally released by the DVC (Academic), this Report remains confidential to the Review Panel and the Head of Unit only. Although limited consultation to verify factual accuracies may be required, the Report has not yet been finalised and is not to be shared or circulated with others.

Review Report

The Review Panel produces a formal report of its findings, commendations and recommendations following the Review. Once released (see below) the Report is a public document within the University and can be obtained from the Quality Advancement Unit (QAU) by any member of the University community.

Time Frame: Reports are expected from the Panel within two months of the Review and are generally released for general distribution approximately one month later.

What happens to the Review Report?

Prior to finalisation by the Panel, a copy of the Review Report is provided to the Head of the Unit who has two weeks to check for factual inaccuracies. The Report is then sent by the Convenor to the Deputy Vice-Chancellor (Academic) who facilitates a Report Approval meeting with relevant representatives from the Unit's Senior Leadership, the Convenor of the Review Panel, and the QAU Reviews Manager, to discuss the Report's key findings, reflect on the Review, the Report and the outcomes. The DVC (Academic) also discusses the Report's key findings with the Vice-Chancellor as appropriate.

Time Frame: Depending on schedules, this stage can take up to several weeks.

When will the Review Report be released?

The DVC (Academic) normally authorises release of the Review Report at the conclusion of the Report Approval Meeting. QAU then distributes the Report, initially to those directly involved in the Review, then broadly across the University, as per QAU distribution procedures. Notification of recently released Review Reports is also periodically made via an all-departments email.

Time Frame: Distribution to the Unit usually begins the day following the Report Approval Meeting; distribution to the wider University community commences a week after the Reports initial approval.

How are the recommendations implemented?

The Review process requires two formal reports in the follow-up phase, followed by a Four Year Mid-Cycle Assessment to determine the date of the next Review. Further details relating to this process is discussed in the next section.

Prior to the status reports and immediately following receipt of the Review Report it is suggested that an "Implementation Plan" is prepared by the Head of the Unit (and/or the Pro-Vice-Chancellor or Divisional Head). This plan does not need to be submitted to QAU - it is for the unit's own use and will provide a framework for action to be taken in response to the recommendations in the Review Report. The Plan can then be updated and used as starting point for the formal status reports which must be submitted. The Plan may, for example:

- prioritise the recommendations
- identify steps to be taken on each recommendation
- delegate responsibility for action
- provide a time-line for implementation.

A guideline for the Implementation Plan is available on the QAU website.

Where recommendations are targeted to areas or individuals outside the remit of the Unit reviewed (e.g., Property Services, ITS, etc.), it is the responsibility of the Head of the Unit to liaise with the

relevant parties to discuss what steps or actions are required and develop a timeframe that ensures implementation of the recommendations.

Time Frame: An Implementation Plan should be developed within a month of receipt of the Report

How is implementation monitored?

Progress towards implementation of the Review recommendations is monitored through the submission of two Status Reports to the DVC (Academic) by the PVC or Divisional Head and the Head of Unit.

The Status Report is a detailed report on the progress made towards implementation of each recommendation in the Review Report. It reports on those recommendations implemented successfully as well as those not yet implemented, and the reasons for this. The preferred reporting format is for the Head of the Unit to submit a full Status Report to their PVC or Divisional Head, and then for the PVC or Divisional Head, and Dean where appropriate, to prepare their own Report(s); all reports are then submitted to the DVC (Academic).

For those recommendations targeted to areas or individuals other than the area reviewed, such as Property Services or ITS, it is expected that the Head of Unit will contact the relevant group to obtain an update in order that they can report on progress.

Two formal reports are required during the follow-up phase:

- the first Status Report: to be submitted to the DVC (Academic), via the PVC/Divisional Head, after 1 year; and,
- the second Status Report: to be submitted to the DVC (Academic), via the PVC/Divisional Head, after 2 years.

What format should the Status Report take?

There is no standardised style for reporting on review recommendations; however, the Status Report should record action taken and outcomes to date with respect to each recommendation. It can be useful to produce this report in tabulated form in order to record who or which roles are responsible for oversight of activity related to each recommendation and the timeframe in which action is expected. If a recommendation has not been addressed or has been rejected then a brief explanation of why should be included along with a timeline for any action planned.

(See 'Tips for Status Reports' below)

When are the Status Reports due?

The First Status Report is due one year after release of the Review Report. The Second Status Report is due two years after release of the Report. Official requests for the Status Reports will be sent by the DVC (Academic) to the PVC/Divisional Head approximately six weeks prior to the due date.

What happens to the Status Report?

The DVC (Academic) responds in detail to the Status Reports and reports back to the Vice-Chancellor on progress as appropriate. The DVC (Academic) response will comment on the progress made on each recommendation and may request that further action be taken and/or that further information be supplied. A copy of the Status Report will be supplied to the Review Convenor for their information.

Conclusion of the process

The process usually concludes with the DVC (Academic) response to the Second Status Report. On occasion, further follow up may be required by the DVC (Academic) prior to final closure.

Mid-Cycle Assessment

A Mid-Cycle Assessment is required at four years and its primary purpose is to confirm the next review date for the Unit concerned.

This task is undertaken by the relevant PVC/Divisional Head in consultation with the Head of Unit and reported on using a pre-populated template that will be provided by QAU. Consideration is to be given to any outstanding recommendations and an assessment of the level of commitment to the recommendations; the current status of the area including significant changes; commentary on whether the review has added value to the department/Division; and, either a recommendation for an earlier review date, a targeted topic review to address particular outstanding issues, or confirmation of the 10 year review date will be required.

The University norm for departmental, programme, area review is at least once every 10 years, but the University's Quality Advancement Reviews Policy allows for earlier interim and targeted reviews as appropriate.

Further information

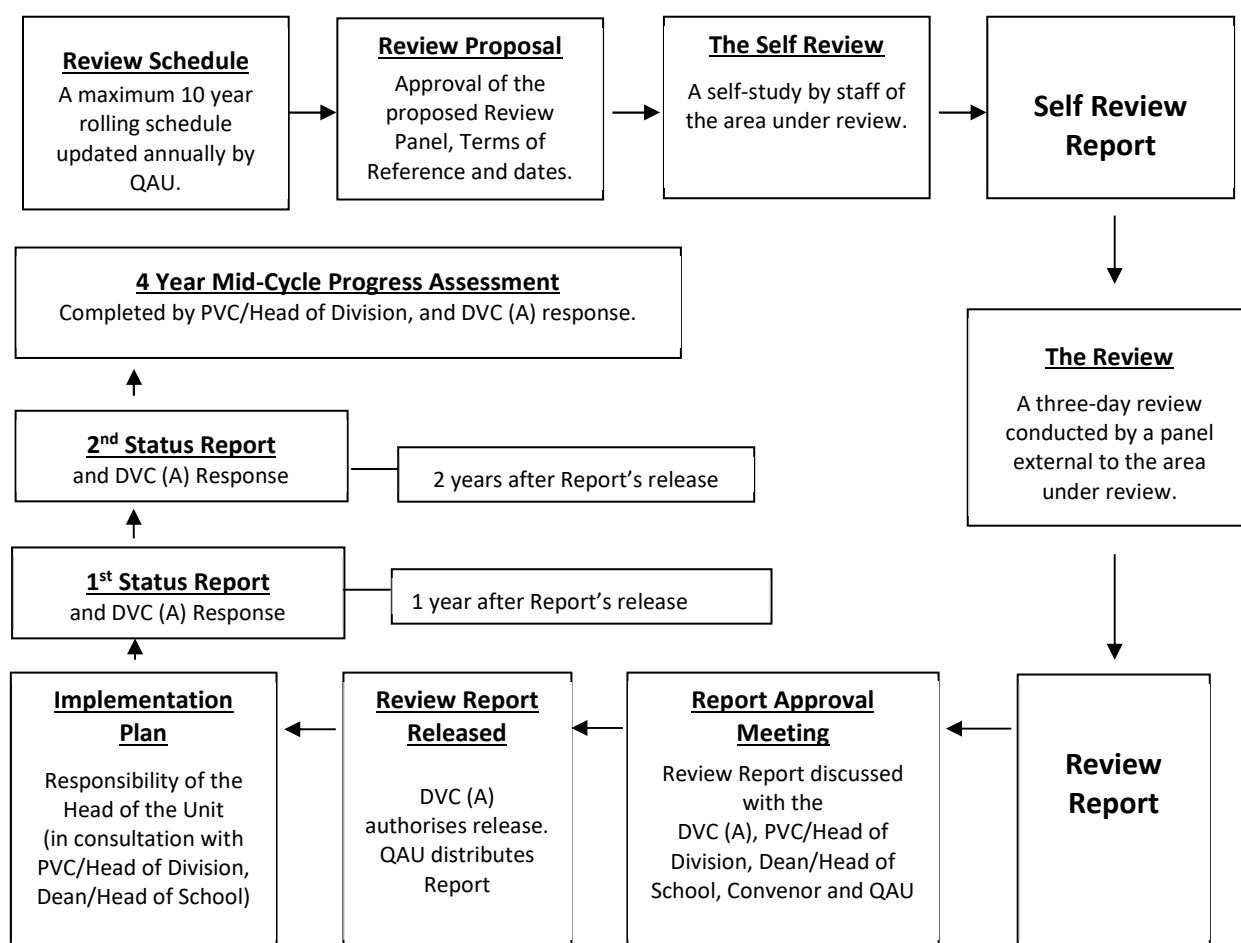
For further information about the internal review process please contact:

Megan Wilson, Reviews Manager at the Quality Advancement Unit

m.wilson@otago.ac.nz T: 021 279 1778

or consult the QAU website at www.otago.ac.nz/quality

Overview of the Review Process



Tips for Status Reports

Status Reports should include:

- detailed feedback on the progress of each recommendation, including who or what role has oversight of activity, indicative timeframe for actions;
- feedback on those recommendations successfully completed and
- the reasons/details as to why recommendations are NOT yet implemented and an indicative timeframe for action.

PVC/Dean comment is required before the Status Report is returned to QAU, and this may be embedded in the HOD's Status Report or added in a separate document.

BE PREPARED – as the DVC Academic will comment on your progress, report to the Vice-Chancellor as necessary, and may request further action or ask for additional information.

There is no standardised format for responding to Review recommendations, however a template is available on request. Alternatively, the following examples may be considered for the Status Report structure:

1.

Recommendation written in full	1-Year Status report	2-Year Status report
	Comments from HOD	Comments from HOD
	Comments from PVC	Comments from PVC
Recommendation written in full	1-Year Status report	2-Year Status report
	Comments from HOD	Comments from HOD
	Comments from PVC	Comments from PVC

2.

1-Year Status Report

Recommendation 1: cut and paste from Report

Comments on progress
PVC/Dean response

Recommendation 2: Cut and paste from Report

Comments on progress
PVC/Dean response

Etc...

2-Year Status Report

Repeat for each Recommendation as above...

POLICY ON PROVISION OF STATUS REPORTS TO REVIEW CONVENORS

Updated February 2020



In the interest of providing Review Convenors with follow up information on the Review they convened, the Quality Advancement Unit will provide Convenors with a copy of the Unit's first Status Report. The Status Report will be confidential to the Convenor and must be destroyed once read.

Notes:

The First Status Report is provided to Convenors as a courtesy and is for the Convenor's information only. The Convenor has no role in the Status Report process or any other aspect of the Review follow up.

Convenors will be provided with the First Status Report in its entirety.

The Status Report is strictly confidential to the Convenor personally and must be destroyed appropriately by the Convenor once read. Convenor's who wish to provide fellow Panellists with follow up information may *advise* them of the contents of the Report but may not copy or circulate the Status Report itself.

The substance of this Policy will be communicated to Convenors in a covering memo along with a copy of the Post Review information flyer to ensure understanding and transparency of this procedure.

Refer also to the relevant Review Guidelines available at <http://www.otago.ac.nz/quality/reviews/>

The Self-Review document forms the basis of the Department's/Programme's submission to the Panel. The Self-Review needs to include factual information that contextualises the Department/Programme, outlines its structure and management, current status, and anticipated future developments; it should also be considered, thoughtful and analytical. The document should highlight strengths and identify areas for improvement. The structure of the Self-Review document should reflect the Terms of Reference of the Review.

Matters for consideration and/or inclusion are:

- Succession planning
- Workload
- Funding environment
- Resources
- Internal and external collaboration
- Promotion
- Enrolments – both undergraduate and postgraduate.

The Self-Review document should also include discussion of:

- Challenges, concerns
- Successes
- Restrictions/Wants or aspirations
- Realities.

Introduction

- Provide a short history/evolution of the Department/Programme, highlight any special factors that have influenced development.
- Provide a short summary of changes made since the previous Department/Programme Review e.g., recommendations enacted and resultant outcomes, etc...
- What does the Department/Programme want from the review process e.g., Panel ideas, endorsements?

Management/Organisational Structure/Resources

- Outline the management structure and describe the processes for decision making.
- Academic and general staff profile (names, age profiles, levels) – and comments on the adequacy of the level of support.
- Describe committee structures and key roles e.g., Research Committee.
- Information on opportunities for staff training, development initiatives and associated procedures
- How is communication handled e.g., to staff/students/wider University/external individuals/groups/interested parties?
- Overview of basic financial position, forecasts and future expectations – including any constraints and/or access to additional resources.
- How is marketing undertaken?
- Discuss Health and Safety aspects.
- Discuss space aspects including, research space, labs, shared spaces, equipment maintenance, etc...

Appendices might include:

- Workload model – including: information relating to the distribution of teaching, research and administrative responsibilities.
- Diagrams, charts or descriptions of the Departmental organisational structure (academic and general staff), details of committee membership and committee Terms of Reference.
- Details of uptake of training, list of conferences attended.
- Biosketches with photos of academic and general staff. NOTE: CVs are not usually required but staff should be aware that a Panel may request to see electronic copies.
- Current Health & Safety Report (Health, Safety and Wellbeing office) and Security Audit (from the Deputy Proctor).
- Space Register.
- Marketing material.

Strategic Focus

- Detail the key areas that directly support the University's strategic aims e.g., Vision 2040, Pae Tata, Māori Strategic Framework, Pacific Strategic Framework, Tī Kōuka etc.
- Discuss compatibility between the University's and Division's strategic aims and those of the Department/Programme.
- Discuss how to best achieve all strategic aims.
- Discuss staff related issues. For example: recruitment; current and future staff profile in relation to the strategic direction.
- How is strategic success measured and/or demonstrated?
- Can this be maintained or improved upon?

Appendices might include:

- Copies of Divisional Plan and any other relevant planning documents

Teaching

- Give an overview of the curriculum for which the Department/Programme is responsible and the rationale for the focus of the curriculum. Is it relevant? Consider the staff profile in relation to the curriculum. Does the curriculum meet industry needs?
- How is the curriculum structured e.g., Foundation courses? Co/Pre-Requisites? Summer School?
- Who does the teaching (TFs? PPFs?) How is that organised? Is it shared with other units/campuses? Are guest lecturers utilised? How is international expertise captured? Student placements? Tutorials? Team Teaching or another system? Ensuring teaching is research-informed?
- Consider technological advances, innovative teaching methods and the resources required to deliver and maintain quality teaching, professional development e.g., IT training. (This may be further covered in a section on IT resources).
- Consider the value of and acknowledgement of student feedback and support e.g., use of Class Reps and/or survey data.
- Discuss matters relating to external accreditation.
- Discuss departmental relationships with external individuals/groups/interested parties e.g., industry links, employers (internships, advisory boards etc.)

Appendices might include:

- Information on papers and majors offered – such as examples of paper profiles, teaching and assessment methods, examples of external examiners reports, distance-taught papers and details about the programmes to which they contribute.

- EFTS and Headcount Data – including: enrolment patterns, completion rates, numbers of graduates, postgraduates, international and exchange students, student-to-staff ratios, and academic-to-general staff ratios.
- Information on and an evaluation of graduate profiles and attributes for programmes: adherence to University Key Performance Indicators.
- If available, initial proposals for new programmes and final GYRs submitted to CUAP.
- Graduate and Student Opinion Surveys – including free text comments. Information on teaching evaluations and/or any other informal surveys undertaken by the Department e.g., employer surveys.

Research

- What are the primary areas of research conducted within the Department/Programme? Describe the research profile and future research directions.
- Access to grants and funding? What is the support for academic staff working on grant applications (particularly for junior staff)?
- Consider research space and access and availability of up-to-date resources.
- Discuss laboratories and standards, if relevant.
- Discuss teaching buy-out and what impact this has and any other methods of meeting research expectations.
- Discuss support for research students including supervision, funding, conference attendance, symposia etc.
- How do research students contribute to the Department/Programme?
- Discuss collaboration e.g., internal/external research centre/cluster/groups?

Appendices might include:

- Evidence of the Department's national and international research standing, including collaborative research and funding, list of publications (available from Research Integrity Office).
- Journal contributions – are the appropriate journals being targeted?
- List conference attendances and symposia held.
- Information on any inter- and intra-departmental collaboration across the University.
- Information on departmental relationships with external individuals/groups/interested parties e.g., industry links, commercialisation, employers.

Community Service/Outreach

- Outline staff contributions to University service on committees/Boards/etc. and consider the pros and cons of this service.
- Discuss Department/Programme outreach to the wider community e.g., media coverage; expertise provided to businesses or the City Council, national or international groups.
- Discuss the profile of the Department/Programme locally/nationally/internationally.
- Discuss vocational links/expectations with relevant industry and the response to industry needs.
- Discuss commercialisation.

Appendices might include:

- Information on professional, consultancy and community service contributions by staff
- Information on departmental relationships with external individuals/groups/interested parties e.g., MoUs, industry links, employers.

For more information please contact: Megan Wilson, Reviews Manager, m.wilson@otago.ac.nz
T: 021 279 1778

1. A Review is your opportunity to make progress, effect change or consolidate.
2. Success is all in the preparation – this is the only bit of the process you have control over.
3. Start with a careful stock take.
4. Choose people you and your staff respect for the Panel.
5. Involve all staff, academic, technical and professional in the process and provide different avenues for staff to buy into the process.
6. Develop clear aspirations.
7. Familiarise yourself with the University's strategic documents.
8. Make sure your strategic plan is real, meaningful and useful to you.
9. Bare your soul in the Self-Review document.
10. Make sure you work with the Convenor of the Panel in advance.

Questions?

Contact Megan Wilson, Reviews Manager, Quality Advancement Unit

m.wilson@otago.ac.nz T: 021 279 1778

A review of a Department/Programme/Unit is not a matter of compliance. It is intended to be constructive and forward looking.

1. Approach the Review positively as an opportunity for self-assessment of the Department/Programme/Unit, and to seek confirmation and advice in developing and strengthening the Department/Programme/Unit over the next 5-7 years. Imbue staff with the same attitude.
2. Select Panel Members with expertise and experience relevant to your aims for the Review and choose a graduate representative on the Panel who has experience, maturity and confidence to contribute to the Review.
3. Identify the major goals that the Department/Programme/Unit wishes to achieve in the next 5-7 years and clearly state these in your Self-Review.
4. Identify any issues in achieving those goals and possible strategies to deal with them and include these in your Self-Review, or in a written submission to the Panel.
5. Structure your Self-Review according to the terms of reference for the Review.
6. Provide, as Appendices to the Self-Review or as 'on-call' supporting documents, the evidence needed to support 3 and 4. (e.g., numbers of research students and their subsequent employment over the past 5-7 years/details relating to external funding, grants, research, publications).
7. When possible, alert the Panel Convenor to any issues outside the scope of the Review that may be raised and/or constitute a conflict of interest.
8. In the Self-Review, provide a list of ALL acronyms that appear in the Review with their full title; provide a separate list for relevant taught papers with acronym and number.
9. In the Self-Review, provide brief descriptions of the title and role of each staff member in teaching, research and administration of the Department/Programme/Unit (a bio sketch).
10. Be open, frank and fair in discussions with the Panel.

Questions?

Contact Megan Wilson, Reviews Manager, Quality Advancement Unit

m.wilson@otago.ac.nz T: 021 279 1778

FREQUENTLY ASKED QUESTIONS

(OCT 2022)



Who selects the Review Panel?

The Review Panel is selected by the Unit under Review; this may be done in consultation with the relevant PVC and/or Dean. Once the Panel has been selected the Review Proposal Form is submitted to the DVC (Academic) for final approval (in the case of Reviews in the Operations Group the Chief Operating Officer also approves the Review Proposal Form). The DVC (Academic) may challenge Panel Members or recommend changes and/or additions to a Panel.

QAU can also provide a list of academic and general staff that have expressed interest in participating in Reviews.

Who sets the dates of the Review?

The dates of the Review are decided by the Unit under Review. This may be done in consultation with the Unit's proposed Convenor and Panel Members.

Where is the Review held?

The Review takes place on the campus of the unit under review. Panel members are expected to attend in person. Participating via Zoom, whilst not ideal, may be an option if needed (e.g., For COVID related needs).

Does QAU invite the prospective Panel Members or do I?

The Unit under Review makes initial contact with the prospective Panel to confirm their willingness to participate and their availability. At this time the Unit under Review must also confirm with the Panel Members the three days over which the Review is to be held. Panel Members must be aware that the commitment is for three full days. There is often a pre-review dinner the evening before which is an important part of the process. Panel members should ensure that they arrive in time for this if possible.

Once all of the proposed Panel have agreed to participate the Review Proposal Form should be completed and sent to the PVC/Director/Dean as required for authorisation. Following authorisation by the DVC (Academic) an official letter of invitation from the DVC (Academic) will be sent to the Panel Member with the confirmed Review dates, information pertaining to the Review and their role on the Panel.

What value does a Graduate Panel Member have?

The graduate member of the Panel is the only person who has an intimate knowledge of the unit under Review. If this is a departmental review they have often been through a programme and experienced the teaching and research environment of the department. As a graduate they are also in the unique position of knowing how prepared they felt when they entered the workforce.

We prefer a recent graduate rather than a student as there can be issues raised during a Review that it is difficult for a student to hear or for staff to feel comfortable speaking about freely and candidly in front of a student. Consistent with this, we prefer that the graduate member is not employed by the Unit, even in a part-time capacity nor should they be supervised (if they are postgraduate students in another department) by any staff members in the unit under review.

How many Panel Members should I have?

Although we do not require you to fill all seven positions available there are key roles that must be filled such as the Convenor and an External Representative. The number of Panel Members that the Unit selects will reflect what the Unit wishes to achieve in the Review. Each position has a distinct focus in terms of expertise that can be utilised by the Unit.

Who sets the Terms of Reference?

QAU has generic Terms of Reference for all styles of review but we strongly recommend that the Unit being reviewed amend these in order to make the Review as relevant as possible to them. If there are specific matters that the Unit would appreciate advice on or they wish to focus the Panel's attention on then add these to the Terms of Reference. Although QAU would recommend that the Unit retains the Framework for the Review the Unit may simply write Terms of Reference as a short list of points for investigation.

What about the Self Review?

The Self Review is a confidential document produced by the Unit and provided to the Panel. We strongly encourage staff to contribute to this document and, regardless of who produced this document, all staff should have the opportunity to view the final version of the Self Review prior to its submission to the Review Panel. There is no requirement to provide a copy of the Self Review to the PVC/Director of the Unit being reviewed; however, a Unit may choose to do this if they wish to.

Questions?

Contact Megan Wilson, Reviews Manager, Quality Advancement Unit

m.wilson@otago.ac.nz T: 021 279 1778

Timeline of action points prior to the Review

