Framework

A review is an opportunity to critically analyse the goals and objectives of a Programme and to receive affirmation that current plans and priorities will have long term benefits for students and staff, and to ensure that Programme's strategy is aligned with University strategy. It is designed to help the area being reviewed plan its future direction, set strategic goals and identify the challenges it will face.

The key part of the review is the Self Review, in which the Programme is expected to address the following questions in the context of the Terms of Reference:

Current State

- What is the current situation of the Programme?
- What does the Programme do well?
- How does the Programme contribute to the wider goals of the Division(s) (and School when applicable) of which it is a part?
- How do the activities of the Programme support the University in the delivery of its strategic goals, as outlined in *Vision 2040,* and in the University's *Māori Strategic Framework*, *Pacific Strategic Framework*, and *Sustainability Strategic Framework*?

Future State

- Where does the Programme want to be in five to ten years time?
- What does the Programme need to do to get there?
- What challenges face the future development of the Programme?
- What changes might be required to strengthen the Programme's contribution to University and Divisional goals and priorities?
- What can the University and Division(s) do to support the Programme to achieve its goals?

Alignment with the University's Strategic Imperatives

The core activities of university programmes are grouped under four broad headings: (1) Programme objectives, (2) Curriculum design, teaching quality and student support, (3) External Engagement and (4) Organisational Resources, which in turn are aligned to the University's Strategic Imperatives from *Vision 2040*.

The Terms of Reference are generic and may be customised by the Programme Director/Co-ordinator and Pro-Vice-Chancellor to emphasise or add individual items within each heading.

Generic Terms of Reference

Programme Objectives

In relation to the **Programme's Objectives** to review, evaluate and identify opportunities for development over the next 5 years of:

- Programme objectives, coherence of underlying philosophy and flexibility;
- the relevance and appropriateness of programme regulations;
- the Programme's entry criteria and suitability of graduates for progress to higher degrees;
- the Programme's status and distinction relative to other cognate programmes offered in New Zealand and internationally;
- the Programme's Profile of Graduate attributes;
- (where appropriate) the Programme's relationships with professional bodies, industry and service sector employers.

Curriculum Design, Teaching Quality and Student Support

In relation to **Curriculum Design and Teaching Quality**, to review, evaluate and identify opportunities for development over the next 5 years of:

- the papers and majors – including the range and scope; relationship of curriculum to that of cognate disciplines; 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, inter-disciplinary papers;
- research-teaching nexus – recognising, promoting and reinforcing the interdependent nature of research and teaching;
- pedagogy – quality and excellence in teaching, sustained development in teaching practice including innovative teaching, use of new technologies; effectiveness of programme delivery;
- course advising – ensuring appropriate learning pathways that are clearly articulated to students;
- clarity of learning pathways – including admission criteria, pre-requisites and progression through the programmes of study – ensuring that students have adequate prior learning to undertake and progress through the programmes;
- assurance of learning – effectiveness of processes to ensure development of Graduate Profile attributes in students;
- assessment – range and effectiveness of assessment methods; monitoring of student progress; nature of feedback.

In relation to **Student Support and Welfare**, to review, evaluate and identify opportunities for development over the next 5 years of:

- provision of academic guidance and advice to students;

- pastoral care and support; sympathetic management of student issues, and prompt reference to University services for specialist support within the student lifecycle;
- identifying and addressing problems raised by students;
- responsiveness to students with special needs; respect for cultural differences and diversity;
- responding to the University's Code of Conduct;
- provision and use of information technology services.

External Engagement

In relation to **service and community engagement**, to review, evaluate and identify opportunities for development over the next 5 years of:
- the importance of community engagement to the success of the programme. e.g. professional societies and associations locally, regionally, nationally and internationally;
- the quality of relationships with regional and national governments and policy agencies, professional associations, major employer groups and relevant industry groups;
- links with alumni groups;

In relation to **Professional/Clinical Practice** (as appropriate), to review, evaluate and identify opportunities for development over the next 5 years of:
- recognition of the importance of professional/clinical experience for staff in these areas;
- workload - the processes for ensuring an appropriate workload balance for staff in these areas, including the use of an effective workload model.

Organisational Resources

In relation to **Organisational Culture**, to review, evaluate and identify opportunities for development over the next five years of:
- cultural norms that foster joint effort towards shared goals
- integrating the University's guiding principles and core values including intellectual independence and academic freedom; collegiality and collaboration; ethical standards; equity[1] and social justice; stewardship of the University's reputation, assets and intellectual capital; and staff values (as articulated by Kā Mātāpono)
- alignment to Divisional and University plans and policies, including commitment to the goals of the University's Māori Strategic Framework and Pacific Strategic Framework and its honouring of the Treaty of Waitangi
- sustainability – demonstrating practices across all core activities that promote sustainability, reduce the Programme's environmental footprint, improve resource efficiency and enhance the quality of life on campus.

In relation to **Administration and Operational Processes**, to review, evaluate and identify opportunities for development over the next five years of:
- structure and management – including committee structures, the processes and procedures for ensuring effective co-ordination of activities; leadership in regard to developing and maintaining professional standing and academic reputation; liaison with the Library, ITS and other central services;
- planning – including identifying, considering and responding to problems and challenges; awareness of the constraints acting on the University's resources

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[1] *For example: Rainbow Tick or Disabilities*

- monitoring and evaluation – including effective use of surveys at University and other levels, 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
- workload - the processes for ensuring an appropriate workload balance for all contributing staff, including the use of an effective workload model for academic staff
- physical and IT resources, including planning for purchase and replacement of equipment used for research and/or teaching
- Health and Safety protocols; Risk, Assurance and Compliance procedures.