



REVIEW OF THE DEPARTMENT OF OBSTETRICS, GYNAECOLOGY AND WOMEN'S HEALTH, UNIVERSITY OF OTAGO WELLINGTON
25 – 27 June 2024

Submissions Close: Monday 17 June

As part of the University's quality assurance programme a Panel has been convened to review, evaluate and report to the Deputy Vice-Chancellor (Academic) on matters pertaining to the Department of Obstetrics, Gynaecology and Women's Health, UOW.

Convenor: Associate Professor Selene Mize, Faculty of Law

Panel Members:

International: Associate Professor Kayli Wild, Charles Darwin University

External: Professor Beverly Lawton, Te Tātai Hauira o Hine, Te Herenga Waka

Internal: Associate Professor Jean Hay-Smith, RTRU, UOW

Internal: Dr. Joe Llewellyn, Equity and Diversity

Graduate: TBC

Secretary: [Megan Wilson](#), Quality Advancement Unit

Amended Terms of Reference can be found below.

Written Submissions

Interested parties are invited to make submissions to the Review Panel. The University wants its reviews to be based on all relevant information and accordingly assures you that submissions are treated in the strictest confidence. Submissions are confidentially disposed of on completion of the review process.

Such submissions should be sent to the [Review Secretary](#), by **Monday 17 June**. Emails and envelopes should be marked "Confidential: Submission for Review of the Department of Obstetrics, Gynaecology & Women's Health, UOW".

Oral submissions

Interested parties are invited to make oral submissions to the Review Panel. Please contact the [Review Secretary](#).

Framework

A review is an opportunity to critically analyse the goals and objectives of a Department and to receive affirmation that current plans and priorities will have long term benefits for students and staff, and to ensure that Department strategy is aligned with University strategy.

The overarching goal for our Department is to grow and foster equity, inclusivity and responsiveness for our:

1. teaching programmes, and
2. research portfolio.

In the Department's Self Review, the following questions are addressed considering the Terms of Reference:

Current State

- What is the current situation of the Department?
- What does the Department do well?
- How does the Department contribute to the wider goals of the Division (and School when applicable) of which it is a part?
- How do the activities of the Department 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 Department want to be in five to ten years time?
- What does the Department need to do to get there?
- What challenges face the future development of the Department?
- What changes might be required to strengthen the Department's contribution to University and Divisional goals and priorities?
- What can the University and Division do to support the Department to achieve its goals?

Alignment with the University's Strategic Imperatives

The core activities of university departments are grouped under four broad headings: (1) Teaching and Student Support, (2) Research, (3) External Engagement and (4) Organisational Resources, which in turn are aligned to the University's Strategic Imperatives.

Terms of Reference

(1) Teaching and Student Support

The Department's two main teaching programmes are the:

- i) Bachelor of Medicine and Bachelor of Surgery (MB ChB) degree
- ii) Post-graduate Diploma Obstetrics and Medical Gynaecology.

Review, evaluate and identify opportunities for development over the next five years in relation to:

- sustained development in teaching practice to give effect to the University's Māori Strategic Framework and the University's Pacific Strategic Framework
- responsiveness to Māori and Pacific students
- responsiveness to students with disabilities and special needs

- an inclusive department that respects and celebrates diversity
- staff recruitment, wellbeing, and development and teaching loads
- range and effectiveness of assessment methods; monitoring of student progress; nature of feedback; guidance on academic integrity
- pastoral care and support
- identifying and addressing problems raised by students.

(2) Research

The Department's research activities are centred in medical education and health services research. Review, evaluate and identify opportunities for development over the next five years in relation to:

- responsiveness to Māori health advancement
- responsiveness to Pacific health advancement
- research strengths and collaborations (internally, across Departments, Universities, government and industry partners nationally and internationally)
- research culture (mentoring, supervision, fostering of leadership, staff retention)
- integration of research in teaching and vice versa (research-teaching nexus).

In relation to Research Degree Students, review, evaluate and identify opportunities for development of:

- success in attracting high quality Māori students and supporting them including cultural supervision
- success in attracting high quality Pacific and international students and supporting them including cultural supervision.

(3) Organisational Resources

In relation to Organisational Resources, review, evaluate and identify opportunities for development of:

- 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 Te Tiriti o Waitangi
- sustainability – demonstrating practices across all core activities that promote sustainability, reduce the Department's environmental footprint, improve resource efficiency and enhance the quality of life on campus
- 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
- physical and IT resources, including planning for purchase and replacement of equipment used for research and/or teaching
- Department's administrative and operational processes.

(4) External Engagement

In relation to Service and Community Engagement, review, evaluate and identify opportunities for development over the next five years of:

- mana whenua and local Māori communities
- decision makers at local, national and international levels
- departmental and University service
- key stakeholder groups

- governance relationships and communication with Te Whatu Ora.

Clinical Insert

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

- Appropriate recognition of the contribution of professional staff/clinicians working in academic departments
- Recognition of the importance of professional/clinical experience for staff in academic disciplines.

In relation to Joint Campus/Te Whatu Ora/Health New Zealand entities:

- Appropriate responsibility for and oversight of facilities which are shared with other entities
- Staffing processes which ensure appropriate balances of academic and professional contributions to the health system where appropriate
- Appropriate processes for communication and liaison in relation to health system contributions
- Presence of good governance relationships with Te Whatu Ora/Health New Zealand entities as they affect academic and clinical staff and service responsibilities.

In relation to teaching and academic clinical activities:

- Availability of appropriate clinical teaching placements and learning experiences for students
- Processes for ensuring appropriate standards of professional and academic supervision, support and services, and professional registration and maintenance of competencies of staff.

Otago Medical School

As all Departments within the Otago Medical School contribute to the MB ChB programme, this should be addressed specifically in the Terms of Reference for the review. The Division has agreed that the following Terms of Reference are required.

- Describe your plan for teacher development
- How does the department gain and respond to feedback on the modules within the MBChB course, to which your department contributes?
- What is your department doing to promote curriculum (including assessment) integration and collaboration with other departments, schools, and campuses?