

Written submissions to be received by: Friday 12 April 2024

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 Women's and Children's Health, DSM.

Convenor: Professor Tony Dowell, University of Otago, Wellington

Panel Members:

International: Professor Katrina Williams, Monash University, Australia
External: Associate Professor Michelle Wise, University of Auckland
External: Professor Cameron Grant, University of Auckland
Internal: Associate Professor Esther Willing, Kōhatu – Centre for Hauora Māori
Graduate: Dr Annika Sjoeholm
Secretary: [Juliet Anderson](#), Quality Advancement Unit

Scroll down for the Reviews Framework and Terms of Reference below.

Written submissions

Interested parties are invited to make submissions relevant to the Terms of Reference 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.

Such submissions should be sent to the Review Secretary, **by Friday 12 April 2024**. Emails (PDF format preferred) and envelopes should be marked "Confidential: Submission for Review of the Department of Women's and Children's Health, DSM".

Oral submissions

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

Review of the Department of Women's and Children's Health, Dunedin School of Medicine 2024

Framework

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

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?
- How do the activities of the Department support the University in the delivery of its strategic goals, as outlined in *Vision 2040*, *Pae Tata 2030* 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 headings for the following Terms of Reference are listed below:

- (1) Teaching and Student Support,
- (2) Research,
- (3) External Engagement
- (4) Organisational Resources
- (5) Service
- (6) Alignment with the University's Strategic Imperatives from Vision 2024

Terms of Reference

(1) Teaching and Student Support

The Department's teaching responsibilities are in the undergraduate medical programme (primarily years 5 and 6, but some into years 2, 3 and 4) and in postgraduate diplomas in Child Health and Obstetrics and Gynaecology. Both undergraduate and postgraduate teaching includes Hauora Māori.

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

- Quality and effectiveness of undergraduate teaching
- Quality and effectiveness of postgraduate teaching
- Commitment to teaching of Hauora Māori as expressed in the University's Māori Strategic Framework.
- Commitment to teaching of Pacific health as expressed in the University's Pacific Strategic Framework
- Student support arrangements including specific supports for Māori and Pacific students.
- Scope and effectiveness of processes for determining the core curriculum and curriculum review
- Pedagogy: are learning outcomes for students reflected in programmes and assessments?
- How does the department gain and respond to feedback on MBChB modules?
- Staff wellbeing, support and performance, teacher development and teaching loads

(2) Research

The Department conducts research at a number of levels from Summer Scholarship students to government contracts with a research component to competitive University and external grants

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

- Commitment to Te Tiriti O Waitangi and teaching of Hauora Māori as expressed in the University's Māori Strategic Framework.
- Strengths within core groups and collaborations (internally, across Departments, Universities, government and industry partners nationally and internationally)
- Strengths in research productivity, quality and translation
- Research culture (mentoring, supervision, fostering of leadership, staff retention)
- Responsiveness to Pacific Health
- Responsiveness to sustainable research practices
- 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.
- Quality of supervision; planning for successful completion rates and times
- Successful integrating students within the Department
- Effective exchange of research ideas with others
- Opportunities to develop experience in publication, conference presentation, and teaching

(3) 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 level.
- Departmental and University service.
- Key stakeholder groups.
- Governance relationships and communication with Te Whatu Ora and Te Aka Whai Ora (Health New Zealand)

(4) Organisational Resources

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

- Departmental structure, leadership and management
- Prioritization of Māori staff and resources to support to improved Hauora outcomes.
- Succession and strategic planning for future development of the Department.
- Department's administrative and operational processes, equity, facilities and resources
- Administrative, finance, HR, communications and event management and HR support.
- Adequacy, health and safety of the current space and facilities for staff and students.
- Adequacy and transparency of budget processes, particularly for external research and PBRF

(5) Service

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

- Staff participation in and contribution to the Department and University
- Staff participation in and contribution to professional societies and community associations

(6) Alignment with the University's Strategic Imperatives from Vision 2024

- Alignment with the University's Māori Strategic Framework.
- Alignment with the University's Pacific Strategic Framework
- Alignment with the University's Sustainability Strategic Framework
- Alignment with Division of Health Sciences strategic plan and Pae Tata

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 e.g. DHBs
- 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?