**Graduating Year Review Self-Review Template (2021)**

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| **Current year** | 2021 |
| **Name of programme** | e.g. Master of Higher Education |
| **Identifier for the original proposal** | e.g. 05.UO-13.MHEd |
| **Name of Self-Review Coordinator and position held** |  |

**1. Programme Statement**

**(a) Description**

*Provide a brief description of the programme structure and levels and its papers as approved by CUAP (include paper titles, points, NZQF Level) and how it has been introduced and consolidated. Describe succinctly, but in sufficient detail so that the review panel can understand the programme structure without reference to the original proposal, the Calendar or websites.*

*If any concerns were raised or changes requested by CUAP at the time of approval, indicate how they have been addressed. If the programme has had a delayed start, say so and explain why.*

**(b) Purpose**

*Set out the stated goals in the original proposal and provide a brief statement on the extent to which these goals have been achieved. Note: This section is intended to focus on the goals of the programme itself. The Graduate Profile and Learning Outcomes are better discussed in Section 3(a).*

*The ‘goals’ should be presented as a summary of the stated goals of the programme in the original proposal (that is with reference to those described under the ‘Justification and Relationship to Strategic Planning Goals’ heading).*

*The ‘extent to which the stated goals have been achieved’ should be demonstrated by including examples of how each of the goals has been met (examples and other supporting material to be included as part of the Supporting Evidence, see Section 4 of this Template).*

**(c) Changes**

*Mention (and explain) any significant changes (from the original proposal) that have been made to the programme since approval, such as deletion of papers, introduction of new papers, changes to the programme structure, changes to regulations etc. Have any changes affected the goals of the programme? If there have been no changes, please make this clear. Changes to assessment may be described here or later in section 3(b). Any supporting information to be included as part of the Supporting Evidence (Section 4 of this template).*

**2. Review Processes**

*Provide a brief account of the internal evaluation (self-review) processes that have been applied (to monitor or review) this specific programme since its introduction. This could include student evaluations of papers (but don’t give the results of the evaluations that belong in section 3(a), meetings with class representatives, annual programme reporting, programme meeting notes, surveys, feedback to staff and consequential adjustments, other stakeholder feedback, any internal or external reviews etc. and references to available documentation.*

*Briefly describe how the GYR Self-Review was undertaken, including production of the GYR Self-Review Report and collation of the Supporting Evidence.*

**3. Review Outcomes**

*Summarise the outcomes of the review (internal evaluation) processes under the following headings:*

**(a) Acceptability**

*Provide a statement of the ongoing acceptability/appropriateness of the programme to the relevant academic, student, industrial and professional communities. Include supporting examples e.g. letters from academic colleagues, employers, relevant surveys, etc.) as Supporting Evidence (see Section 4 of this template). If the evidence is anecdotal only and therefore not documented, say so.*

*Provide a statement about student feedback on the acceptability/appropriateness of the programme, and, include any documentary evidence on graduate destinations, subsequent jobs or enrolment in further qualifications as Supporting Evidence (Section 4). Note: CUAP consider student feedback as an important component.*

*Provide evidence that the Graduate Profile is being achieved[[1]](#footnote-1). Explain how the Graduate Attributes (as in the original proposal plus any subsequent or intended amendments) have been achieved and comment on whether the graduate attributes are being met fully or partially – include supporting examples/documents as Supporting Evidence (Section 4). Similarly, provide evidence that the stated learning outcomes of the papers comprising the programme have been achieved and are acceptable (include this as part of Supporting Evidence, Section 4).*

**(b) Assessment and student performance**

*Provide a statement on the ongoing appropriateness of methods of assessment including any procedures for external assessment or moderation. Provide a summary of the assessment procedures that are being used currently (type: internal (formative and summative); final exams (give balance/weighting); external examiners or moderators for 400-level and above). Explain any changes to assessment procedures from those in the original proposal (if not already covered in Section 1(c)). Data and details should be included in Section 4 as Supporting Evidence.*

*Comment on the overall student achievement in the programme (e.g. key papers). Provide data and a short commentary on recent student performance noting relativity with previous years, assessment feedback given to students (and their evaluation of that feedback) and comments from external examiners/moderators. Data and details should be included in Section 4 Supporting Evidence.*

**(c) Data**

*Provide information on student numbers actually enrolling and completing. This should be provided in an easily interpreted format with a commentary. Use the data supplied by the Strategy, Analytics and Reporting Office (cut and paste is fine but delete the coding numbers of 1, 2 etc. from column headings) and provide a brief commentary on any anomalies or trends and likely reasons. Note: the University reports against the original student numbers predicted. If departmental/programme records differ from the Strategy, Analytics and Reporting Office’s data, state this and provide documentary evidence of the conflicting data in Section 4 Supporting Evidence.*

**(d) External reviews**

*Provide a statement about any other reviews of the programme. If the programme has been subject to any external reviews e.g. by professional or accreditation bodies, include, where relevant, a statement of intention, or revisions, to address any recommendations identified in an external review. Report any relevant review recommendations and progress on these recommendations – include a copy of the relevant review with key sections highlighted in Section 4 Supporting Evidence.*

**(e) Summary statement**

*Provide a summary evaluation of the programme including comment on ongoing adequacy and appropriateness of the programme’s title, regulations, aims, stated learning outcomes and internal coherence.*

*State when the programme is intended to be next reviewed (include both internal and external reviews, if appropriate).*

*Provide a statement on whether or not the programme should continue or be discontinued. Describe any changes or actions that are necessary to improve the performance of the programme if it is to be continued.*

*Note: The GYR panel and the PVC, BUGS or BoGS may reach a different conclusion as to whether the programme should be continued or discontinued.*

**4. Supporting Evidence**

*Please submit this Report and copies of all the supporting evidence to the GYR Administrator in the Quality Advancement Unit (QAU) by* ***30 April****.*

*Please ensure that the supporting evidence can be readily linked to the relevant sections of the Self-Review Report, and if a piece of evidence (such as a survey or review report) supports more than one section make this clear.*

*For further information, refer to Section 8 of the ‘University of Otago Graduating Year Review (GYR) Handbook’.*

*If you have any queries about this aspect of the Self-Review, please contact one of the QAU Review Administrators:*

*Annabel Rutherford, Ext: 8432,* [*annabel.rutherford@otago.ac.nz*](mailto:annabel.rutherford@otago.ac.nz)

*Pete Dulgar, Ext: 8861, pete.dulgar@otago.ac.nz*

1. *You may refer to the document* [*Evidence for the Achievement of the Graduate Profile: Best Practice Guidelines*](https://www.otago.ac.nz/administration/academiccommittees/proformas.html#Graduating_Year_Review__GYR_) *on the University website*. [↑](#footnote-ref-1)