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University of Otago

Review of Name of Unit

Dates of Review



*(These are suggested headings - only use what is relevant - and the order of the suggested headings may also be changed as required).*

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* Note: This is a confidential document within the University of Otago community and distribution outside this group requires the authorisation of the Deputy Vice-Chancellor, Academic

# **1. Executive Summary**

* + - * *The main goal of an Executive Summary is to provide a condensed version of the content of the full report.*
			* *It is usually no longer than 10% of the original document.*
			* *Accuracy is essential because decisions may be made based on your summary and/or by people who have not read the full report.*
			* *It should NOT be written until the content of the report is finalised.*
			* *Before writing this section, try*
* *Summarizing the major sections of this report; or*
* *Editing down larger sections of the report and use this in the Executive Summary; or*
* *Talking aloud or recording yourself summarizing sections of your report.*
	+ - * *The Executive Summary should briefly answer the following questions:*
* *What is this report about?*
* *Why is it important?*
* *What is included in the report?*
* *What are the main points/highlights from each section?*

**Summary of Commendations**

*To be inserted once all text is finalised by the Panel*

A.

B.

**Summary of Recommendations**

*To be inserted once all text is finalised by the Panel and to be directed as appropriate to the, e.g. PVCs, Director, Manager, etc...*

1.

2.

**Summary of Suggestions**

*List any other good ideas to be explored by the unit after the review...*

# **2. Introduction**

*A brief summary/overview of:*

*The history of the unit;*

*Current structure and where it sits within the University;*

*Current staffing - #s general/technical/academic; reporting lines, etc.*

*Current main purpose of the Unit.*

*State any particular focus areas the Unit identified for the Panel to consider.*

# **3. Strategic Planning**

Internally

*In what ways does this particular Unit help to achieve the University’s strategic aims?*

*Consider the following…*

* *Excellence in Research – i.e. for units that promote and support interdisciplinary and collaborative research excellence.*
* *Excellence in Teaching – i.e. for units that promote and support research-informed, excellence and innovation in teaching.*
* *Outstanding Student Experiences – i.e. for units that consistently/routinely support healthy and sustainable student/graduate lifestyles.*
* *An Outstanding Campus Environment – i.e. units are able to maximise the opportunities afforded by new technologies and connect across all campuses (where relevant) to benefit both students and the wider UO.*

*• Commitment as a Local, National and Global Citizen – being mindful of and responsive to the changing needs of our wider community, including Māori and those from other Pacifica nations.*

*• Strong External Engagement – Being responsive to opportunities that come from being well connected externally; ensuring mutually beneficial relationships exist with communities.*

*• Sustaining Capability – internal decisions will be mindful of fiscal constraints’ internal activities, processes and structure will be efficient and effective; and there will be a return on investment (e.g. property) by ensuring space is fully utilised for appropriate purposes.*

*What has it achieved so far?*

*What is it aiming to achieve short/long term?*

Nationally

*Set the scene – economic forces, technological changes, etc.*

*How does the Unit compare with those of other Institutions, i.e. benchmarking?*

*Reputational aspects and identity?*

Internationally

*Set the scene – economic forces, technological changes, etc.*

*Reputational aspects and identity...*

*How does this Unit contribute to the UO’s international profile (if relevant)?*

Planning

*What has the Unit achieved so far?*

*What is it aiming to achieve in the short/long term?*

*Key focus areas for the Unit?*

*How will this best be done?*

**Commendations**

The Panel commends the:

* *insert job title* or *group name of people* *for what they did or still do well*

Risks

*Identify and discuss the different risks and their potential impacts on the unit.*

Management of Risks

*Conclusion of discussion on risks and state the reasoning for the following recommendations to manage/reduce/counter those risks*

**Recommendations**

* *That the insert job title and then the “to do” bit...*

**4. Operational Management**

Unit Structure

*Clear lines for reporting? Clear lines of responsibility?*

*Business Continuity Planning?*

*Succession Planning?*

Communication

*Lines of communications, e.g. roles, methods, frequency, etc...*

*Tools for communication, e.g. Procedures manuals, meeting minutes, etc.? ?*

*Decision-making – how is this done? Who is involved?*

Marketing

*Website? Or other tools e.g. brochures, posters, emails, etc. (if relevant)?*

*Benchmarking? If not, why not? If yes, then how and how well is it done?*

*How do people know what they do?*

Financial Management

*Timely and accurate reporting?*

*Risks?*

*Cost-Centre model – discuss appropriateness or alternatives, if relevant.*

Functions/Tasks of the Unit

*What are they doing and why?*

*How well are these duties performed?*

*Policies and Procedures– are these adhered to/enforced? Any changes required?*

*Areas of strength? How and why?*

*Identification of good practice that can be shared with the wider UO?*

*Outcomes? Results?*

**Commendations**

The Panel commends the:

* *insert job title* or *group name of people* *for what they did or still do well*

Risks

*Identify and discuss the different risks and their potential impacts on the unit, e.g. areas of weakness?*

*What happens if this unit changes in any way?*

Management of Risks

*Conclusion of discussion on risks and state the reasoning for the following recommendations to manage/reduce/counter those risks*

**Recommendations**

* *That the insert job title and then the “to do” bit...*

**5. Space, IT and Resources**

Physical Layout

*Is the current space fit for purpose?*

*Is this Unit in the right place? Or should it be situated elsewhere?*

*Visibility – can we find this Unit easily?*

*Risks?*

*SPAM Model (from Property Services) % allocation*

*Shared spaces? How well are these managed?*

*Flexibility of space within the unit?*

*Review and comment on the Space Report from Property Services (if available)*

*Sustainability matters?*

Information Technology (IT)

*Website – updated, relevant, easy to navigate, accurate and timely information, etc.?*

*IT resources – is the current soft/hardware fit-for-purpose?*

*Technical support – adequate?*

Resources

*Can they do the job with what they have?*

*Links to central/devolved resources (where relevant)?*

Health and Safety

*Comment on findings from H&S Report.*

*Standards upheld?*

*Unresolved issues, e.g. ventilation, heating, etc.?*

*Hazard reporting?*

*Monitoring/Management of hazards?*

**Commendations**

The Panel commends the:

* *insert job title* or *group name of people* *for what they did or still do well*

Risks

*Identify and discuss the different risks and their potential impacts on the unit.*

Management of Risks

*Conclusion of discussion on risks and state the reasoning for the following recommendations to manage/reduce/counter those risks*

**Recommendations**

* *That the insert job title and then the “to do” bit…*

**6. Relationship Management**

Professional Associations

*National/International professional body links/service?*

*How are such relationships managed/maintained/developed?*

Internal Links

*University service, e.g. committees, training, professional advice, projects?*

*In support of the student experience, e.g. Māori Centre, PI Centre, DI&S, Kaiawhina, etc.?*

*Divisional/Campus links, i.e. cross-skilling; knowledge sharing; across campuses, reducing duplication of effort, etc.?*

External Links

*Local community, e.g. interest groups, service programmes; local Council(s), etc.?*

*Links with Māori, i.e. Hapu / Iwi; Marae visits; MOUs, DHBs, etc.?*

*Benchmarking? If not why not? If yes, then how and how well is it done?*

**Commendations**

The Panel commends the:

* *insert job title* or *group name of people* *for what they did or still do well*

Risks

*Identify and discuss the different risks and their potential impacts on the unit.*

Management of Risks

*Conclusion of discussion on risks and state the reasoning for the following recommendations to manage/reduce/counter those risks*

**Recommendations**

* *That the insert job title and then the “to do” bit...*

**7. Final Comment/Future Direction**

*This is a good place to highlight priorities e.g. the top 3 things the Panel wants the unit to be aware of, work on or manage.*

*Leave them on a positive/encouraging/supportive note.*

*And discuss where to from here for the unit.*

* *Give consideration to expectations from their upcoming status reports (i.e. due at 6 months and 2 years after the Report is released).*
* *Give consideration to the progress report (i.e. due 4 years from report release), and the timing of the next Quality Review.*
* *Should the next review be earlier than the 10-year cycle?*
* *Should there be a Special/Topic Review, under certain conditions, at some point before the next full 10 year Review? If so, when?*

**APPENDIX A**: **Review Panel Members**

*Names, roles and where from – cut and paste from Panel list.*

Convenor:

Overseas Rep:

External NZ Rep:

Internal Rep:

Internal Rep:

Student Rep:

Review Secretary:

**APPENDIX B: Terms of Reference**

1. **Administration (Standard)**

**Framework**

Administrative Units are encouraged to see a review as an opportunity to critically analyse their goals and objectives and to receive affirmation that their plans will have long term benefits to their staff and the wider University community. The key part of the review is the Unit’s self-review in which the following questions need to be addressed in light of terms of reference below:

* What is the current situation of the Unit?
* Where does the Unit want to be in 5 years’ time?
* What does the Unit need to do to get there?
* What can the University do to support the Unit to achieve this goal?
* What does the Unit do well?

The purpose is to review and evaluate the Unit with reference to:

* Its core activities as appropriate (to be determined for each individual unit)
* The Unit’s administration, operational processes, equity, support structures for staff and students (on campus & distance), including adequate space, facilities and resources both within the Unit and through other central areas of the University, such as the Library
* The Unit’s internal, regional, national and international contexts – including alignment to Divisional and University plans;
* The Unit’s commitment to the Treaty of Waitangi as expressed in the University’s Māori Strategic Framework;
* The Unit’s support for and contribution to the University’s sustainability initiative;
* The Unit’s future direction, strategic planning and goals and challenges in achieving those.

**Terms of Reference**

In relation to the core activities of the Unit, to review and evaluate:

1. The range and scope of the Unit’s services and activities with reference to its internal, regional, national and international contexts, and the continuing relevance of these activities;
2. The identification of key stakeholders (including internal and external clients), the services and activities provided to meet their needs, including the provision of appropriate information and materials;
3. The processes and procedures for monitoring, and where necessary improving, the quality of services and activities offered to clients
4. The processes and procedures for introducing, revising, resourcing and rationalising services and activities undertaken by the Unit to ensure effective and efficient use of resources, including plans for new services and activities or improvements to existing services;
5. The processes and procedures for considering the Unit’s services and activities with reference to its internal, region, and national context;

In relation to administration and operational processes, to review and evaluate the standard (quality, appropriateness, effectiveness and efficiency) in the Unit of:

* Structure and management – including institutional oversight, committee structure, leadership in regard to developing and maintaining the professional standing and reputation of the Unit, ensuring employee capability;
* Monitoring and evaluation – including consultation and liaison with staff, students (on campus & distance) 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;
* Physical and IT resources;
* Health and Safety;
* Sustainability – demonstrating practices that promote sustainability, reduce the Unit’s environmental footprint, improve resource efficiency and enhance the quality of life on campus.

In relation to planning, to review and evaluate:

* Planning – including identifying, considering and responding to problems and challenges, and alignment to Divisional and University strategic plans;
* The Unit’s commitment to the Treaty of Waitangi as expressed in the University’s Māori Strategic Framework.

Any other aspect of the Unit considered appropriate by the Review Panel.

1. **Student Services (Standard)**

**Framework**

Administrative Units are encouraged to see a review as an opportunity to critically analyse their goals and objectives and to receive affirmation that their plans will have long term benefits to their staff, the students and the wider University community. The key part of the review is the Unit’s self-review in which the following questions need to be addressed in light of terms of reference below:

* What is the current situation of the Unit?
* Where does the Unit want to be in 5 years’ time?
* What does the Unit need to do to get there?
* What can the University do to support the Unit to achieve this goal?
* What does the Unit do well and what could it do better?

The purpose is to review and evaluate the Unit with reference to:

* Its core activities as appropriate (to be determined for each individual unit)
* The Unit’s administration, operational processes, equity, support structures for staff and students, including adequate space, facilities and resources both within the Unit and the Student Services Division and through other central areas of the University;
* The Unit’s internal, regional, national and international contexts – including alignment to and implementation of the Division’s Mission/Vision/Values, Goals and Objectives and University Strategic documents;
* The Unit’s commitment to the Treaty of Waitangi as expressed in the University’s Māori Strategic Framework;
* The Unit’s support for and contribution to the University’s sustainability initiative;
* The Unit’s future direction, strategic planning and goals and challenges in achieving those.

**Terms of Reference**

In relation to the core activities of the Unit, to review and evaluate:

• The range and scope of the Unit’s services and activities with reference to its internal, regional, national and international contexts, and the continuing relevance of these activities;

• The identification of key stakeholders (including internal and external clients), the services and activities provided to meet their needs, including the provision of appropriate information and materials;

• The processes and procedures for monitoring, and where necessary improving, the quality of services and activities offered to clients

* + The processes and procedures for introducing, revising, resourcing and rationalising services and activities undertaken by the Unit to ensure effective and efficient use of resources, including plans for new services and activities or improvements to existing services;

• The processes and procedures for considering the Unit’s services and activities with reference to its internal, region, and national context;

In relation to Student Welfare and Support, to review and evaluate the standard (quality, appropriateness, effectiveness and efficiency) in the Unit of:

* Provision of guidance and advice to students, including pastoral care and support;
* Identifying and addressing problems raised by students;
* Responsiveness to students with special needs;
* Responsiveness to students from different cultures;
* Responding to the University’s Code of Conduct;
* Provision and use of information technology services.

In relation to administration and operational processes, to review and evaluate the standard (quality, appropriateness, effectiveness and efficiency) in the Unit of:

* Structure and management – including institutional oversight, committee structure, leadership in regard to developing and maintaining the professional standing and reputation of the Unit, ensuring employee capability through mentoring, training and development, and the PDR process;
* Monitoring and evaluation – including 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;
* Physical and IT resources;
* Health and Safety;
* Sustainability – demonstrating practices that promote sustainability, reduce the Unit’s environmental footprint, improve resource efficiency and enhance the quality of life on campus.
* Budgeting and reporting.

In relation to planning, to review and evaluate:

* Planning – including identifying, considering and responding to problems and challenges, and alignment to Divisional and University strategic plans;
* The Unit’s commitment to the Treaty of Waitangi as expressed in the University’s Māori Strategic Framework.

Any other aspect of the Unit considered appropriate by the Review Panel.

**APPENDIX C: Method**

*(Only use this section if it not so well covered such things in the Introduction)*

Standard (i.e. chose one - Administration or Student Services) or Amended Terms of Reference were used for this Review.

The Convenor and Review Secretary liaised/met with name of unit under review staff meeting to explain the review process.

The Panel received a comprehensive Self-Review together with associated Appendices from the name of unit under review well in advance of the Review.

The Review was advertised in the University Bulletin twice and ???? and by way of email to all Departments in the University.

## written submissions were received.

The Convenor and Review Secretary met with staff absent during the Review period, on date and if applicable. Written summary notes were taken and provided to the full Panel.

On dates the Review Panel engaged in a series of interviews which included staff of the name of the unit under review, staff external to the Unit and those who requested to meet with the Panel.

The Panel toured the accommodation of the Unit on date.

The Review Panel summarised its findings during the morning and afternoon of date based on the information supplied and via the written submissions and interviews.

An initial oral report was provided to the Director/Head/Manager and staff of the Unit on the afternoon of date.

**APPENDIX D:**