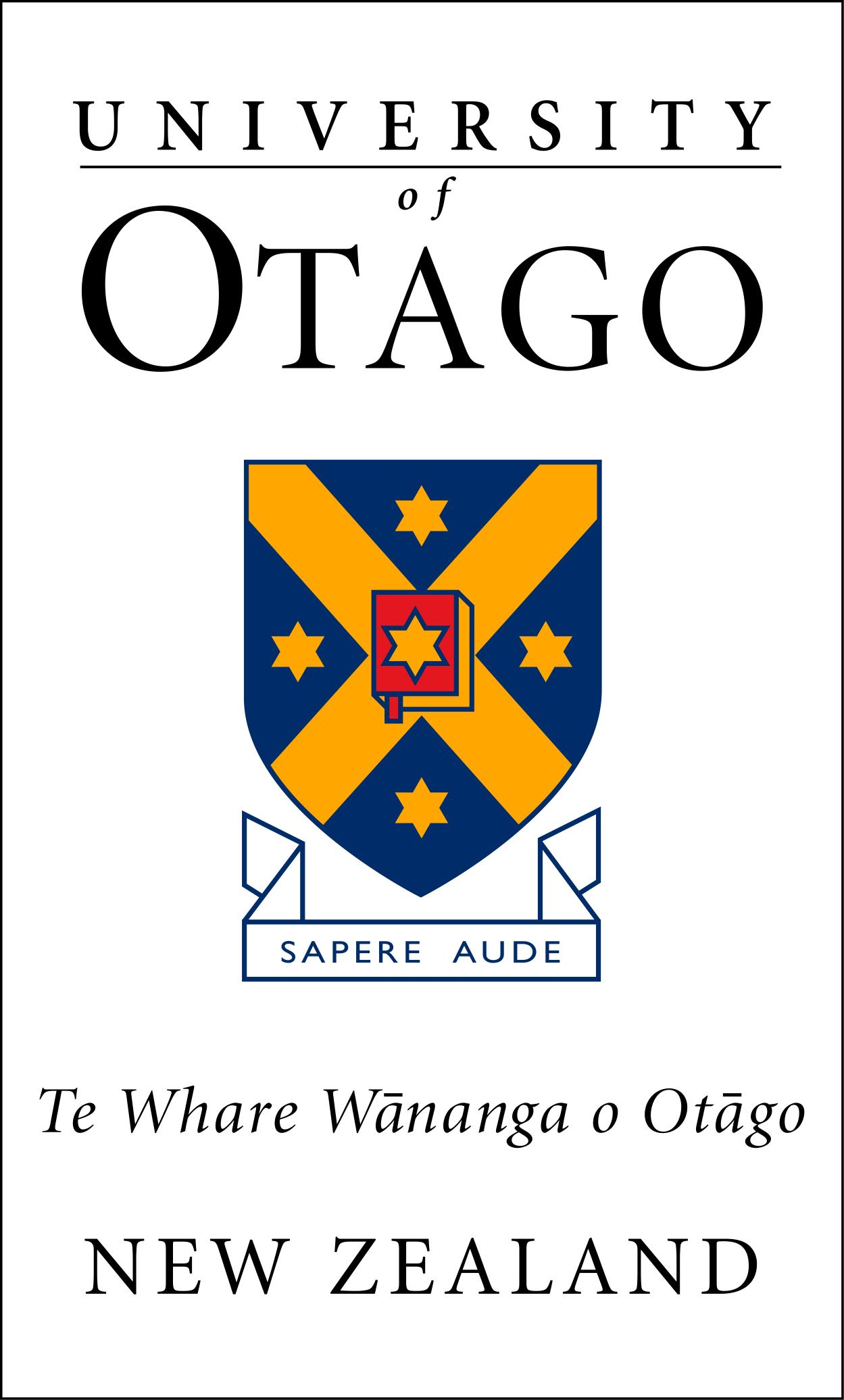
**Table of Contents Page**

University of Otago

Review of Name of Department/Programme

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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2. Introduction

3. Strategic Positioning

4. Administration and Operational Management

5. Space, IT and Resources

6. Teaching

7. Research

8. Community Connections and Service

9. Final Comment

**APPENDICES**

APPENDIX A: Review Panel Members

APPENDIX B: Terms of Reference

APPENDIX C: Method

APPENDIX D*: e.g. structure charts, statistics, report extracts, etc…*

* 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. to the PVCs, HOD, Programme Director, etc...*

1.

2.

**Summary of Suggestions**

*List any other good ideas to be explored by the Department/Programme after the review...*

# **2. Introduction**

*A brief summary/overview of:*

*The history of the department/Programme;*

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

*Current staffing - #s academic, general, technical; contracted, etc.*

*State any particular focus areas the Department/Programme identified for the Panel to consider.*

# **3. Strategic Positioning**

Internally

*How the Department/Programme contributes to the University’s strategic focuses and key imperatives?*

*Consider the following:*

* *Excellence in Research, e.g. contribution to interdisciplinary and collaborative research excellence that benefits.*
* *Excellence in Teaching, e.g. research-informed, excellence and innovation in teaching.*
* *Outstanding Student Experiences, e.g. consider student feedback and outcomes; achieving graduate attributes?*
* *An Outstanding Campus Environment, e.g. being responsive to the changing student mix and maximising opportunities afforded by new technologies.*

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

*• Strong External Engagement, e.g. recognising that many long-term and mutually beneficial relationships may begin in the Residential College environment.*

*• Sustaining Capability - ensuring a return on investment (i.e. property) by creating a diverse and vibrant culture and community of University of Otago students, year after year.*

*What has it achieved and what is it aiming to achieve short/long term?*

Nationally

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

*How does the Department/Programme compare with those offered by other Institutions, i.e. benchmarking?*

*How does it contribute to the economic well-being of NZ?*

*How does this Department/Programme contribute to the UO’s international profile?*

*Reputational aspects and identity?*

Internationally

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

*Reputational aspects and identity?*

*How does this Department/Programme contribute to the UO’s international profile?*

Planning

*Key focus areas for the Department/Programme?*

*How should this best be done?*

*What does it want to achieve and when?*

**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 Department/Programme.*

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. Administration and Operational Management**

Department/Programme Structure

*Programme governance arrangements?*

*Leadership of Departmental/Programme aims?*

*Clear reporting lines?*

*Clear responsibility lines?*

*Workloads – how are these managed?*

*Business Continuity Planning?*

*Succession Planning?*

Communication

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

*Tools for communication, e.g. Blackboard, email, meeting minutes, etc...*

*Is everyone included?*

*Style – consultative/directive/inclusive/etc...*

*Decision-making – how is this done?*

Marketing

*Promotion and Place, e.g. trade shows, websites, links to alumni, brochures, posters, graduate profiles, social media, etc.*

*Ongoing pastoral care of students, e.g. student feedback and course advice, etc.?*

*Consistent UO branding?*

Financial Management

*Timely and accurate reporting?*

*Risks?*

*Cost-Centre model – discuss appropriateness or alternatives.*

*UO Policies and Procedures upheld?*

**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 Department/Programme.*

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

*Needs met or not, i.e. fit for purpose/best use of space?*

*Risks?*

*SPAM Model (from Property Services) % allocation*

*Distance/Proximity to other relevant areas?*

*Visibility and signage?*

*Shared spaces? How well are these managed?*

*Flexibility/Adaptability of Departmental/Programme spaces?*

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

*Sustainability matters?*

Information Technology (IT)

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

*IT resources, e.g. appropriateness of and access to soft/hard-ware?*

*Technical support?*

*Connectivity with ????*

Resources

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

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

*Lab requirements (if applicable)*

Health and Safety

*Comment on findings from H&S Report (if relevant).*

*Standards upheld?*

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

*Hazard reporting is done?*

*Monitoring/Management of hazards is 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 Department/Programme.*

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. Teaching *(Departmental/Programme Reviews)***

Curriculum

*Papers, majors, qualifications – current situation and future planned changes. Curriculum map/flow from one level to next, i.e. consider both vertical and horizontal integration.*

*Consider annual programme reports, GYR reports, student/graduate survey data, etc.*

*Graduate profile met? How is this assessed?*

*Research-informed teaching? How is this done?*

*Use of external links for, e.g. guest lecturing/placements?*

*Use of technology? Innovation in teaching and efficiency gains?*

*Reducing duplication of effort?*

*Assess EFTS data. Consider long-term viability.*

Pedagogy

*Innovations in delivery?*

*Excellence? Research-informed?*

*Benchmarking data?*

Clinical Skills

*How is the teaching of clinical skills done by this Department/Programme?*

*How well is the teaching of clinical skills keeping pace with advances in clinical practice/innovation/technology/employer expectations?*

*What resources/supports are required to maximise student learning within clinical settings e.g. placement providers, pastoral care, technology, improvements, etc.?*

*What is the plan for teacher development to ensure quality teaching of clinical skills?*

*What processes are used to improve course material/opportunities for teaching clinical skills?*

*Graduate profile met?*

*Consistency of teaching compared with other UO departments?*

*Benchmarking for quality?*

Assessment

*Quality and range of assessments used?*

*Use of external Assessors? Accreditors?*

*Innovations with examinations, e.g. opportunities from new technologies?*

*Assessment of Graduate Attributes?*

*Monitoring and knowledge of Graduate Destinations?*

*Benchmarking data?*

Summer School and Continuing Education

*Effectiveness?*

*What outcomes are/could be achieved?*

*Contribution to Graduate Attributes?*

*Opportunities for undergraduate/postgraduate/professional education?*

*Contribution to UO Strategic aims?*

**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 Department/Programme.*

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. Research**

Focus Areas

*Reputation - known for ??? (nationally/internationally)? Narrow or broad?*

*Research clusters? Centres? Links to other Clusters/Centres/Industry?*

*Link back to teaching? Informs teaching content/clinical practice…*

Research Grants

*Consider $$ data, e.g. how many grants are submitted vs those approved?*

*How well are research grants managed?*

*What administrative supports are accessed, if any?*

*What strategy is used by staff in the unit to maximise research grant funding?*

PBRF

*Standard of publications? Number, quality and variety of publications?*

*Opportunities for improvement?*

*Workload factors on research time?*

Practical Support (*for early career academics),*

*Departmental/Programme induction?*

*Provision of supports to e.g. write grant applications, establish links, access professional development i.e. via HEDC/Research Office?*

*Supervision - joint, internal/external, shared with, etc.?*

*Grant income and teaching buy-out?*

Postgraduate Students

*Feedback on quality of supervision received?*

*Timeliness of completion? Number of completions? Consider EFTS data.*

*Access to $$/Conferences/Publishers?*

**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 Department/Programme.*

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...*

**8. Community Connections and Service**

Internal Links

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

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

*Divisional/Campus connections, i.e. cross-skilling; knowledge sharing; consistency, reducing duplication, etc...*

External Links

*Community service, e.g. community groups, service programmes; etc.?*

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

*What are the mutually beneficially relationships and why?*

Professional Associations

*National/International professional body links/service?*

*Relationship with external accreditation bodies?*

*How are relationships managed/maintained/developed?*

*Professional/Industry/Vocational courses – how well are the ever changing expectations being met?*

Clinical Skills

*Discuss the sharing of facilities and resources necessary for teaching clinical skills.*

*What is the nature of the relationship between this Department/Programme and the relevant DHB(s)?*

*What can be done, if anything, to improve the relationship with the DHB(s)?*

*What are the opportunities for teaching clinical skills to students, i.e. placements with providers other than the DHB(s)?*

*Is the relationship between the placement provider and the UO mutually beneficially?*

*What processes/supports are required to improve the relationship with the DHB(s)/placement provider(s)*

**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 Department/Programme.*

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...*

**9. 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 reports (i.e. due 4 years from report release), and the timing of the next Quality Review*
* *Should the next review be earlier than 10 years?*
* *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:

External NZ Rep:

Internal Rep:

Internal Rep:

Student Rep:

Review Secretary:

**APPENDIX B: Terms of Reference**

**Department (Standard)**

**Framework**

Department staff 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 students. The key part of the review is the Department’s/Programme’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 Department?
* Where does the Department want to be in 5 years’ time?
* What does the Department need to do to get there?
* What can the University do to support the Department to achieve this goal?
* What does the Department do well?

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

* Its core activities:

1. Teaching
2. Research
3. Service and Professional/Clinical practice
4. Others as appropriate (to be determined for each individual department);

* The Department’s administration, operational processes, equity, support structures for staff and students, including adequate space, facilities and resources both within the Department and through other central areas of the University, such as the Library;
* The Department’s internal, regional, national and international contexts – including alignment to Divisional and University plans;
* The Department’s support for and contribution across all core activities to the University’s sustainability initiative;
* The University’s commitment to the Treaty of Waitangi as expressed in the University’s Māori Strategic Framework;
* The Department’s future direction, strategic planning and goals and challenges in achieving those.

**Terms of Reference**

In relation to Teaching, to review and evaluate:

* The papers and majors – including the range and scope; effectiveness of processes for determining core curriculum, relevance to students, employers, departmental objectives, 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; staff teaching loads; distance teaching, Summer School, inter-disciplinary papers;
* Pedagogy – quality and excellence in teaching, including innovative teaching, use of new technologies;
* Course advising – ensuring appropriate learning pathways that are clearly articulated to students;
* Learning – developing learning outcomes for students as reflected in the attributes of the relevant programmes;
* Assessment – range and effectiveness of assessment methods; monitoring of student progress; nature of feedback;
* Student support.

In relation to Research, to review and evaluate:

* Research strengths and clusters – including scope of research activities; support for research; processes for identifying emerging areas of research; identification of research strengths; strategic research planning including research quality and for PBRF; links and collaborations interdepartmentally and with other organisations nationally and internationally;
* Research-teaching nexus;
* Postgraduate students – including quality of supervision; planning for successful completion rates and times; induction and support materials; facilities for interaction; adequate study/research space and computing facilities;
* Staff research – including productivity and quality; PBRF; balancing workloads; conference opportunities; supporting early career researchers; supporting academic freedom and integrity[[1]](#footnote-1); and
* Resourcing – including planning for purchase and replacement of research equipment

In relation to Service, to review and evaluate:

* Staff participation in and contribution to Departmental and University service;
* Staff participation in and contribution to community service; professional societies and associations locally, regionally, nationally and internationally;
* Departmental relationship with professional associations, major employer groups, and the public sector; and
* Links with alumni groups.

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

* The 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.

In relation to planning, to review and evaluate:

* Planning – including identifying, considering and responding to problems and challenges, alignment to Divisional and University strategic plans.

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

* Structure and management – including institutional oversight, committee structure, leadership in regard to developing and maintaining the professional standing and reputation of the Department, ensuring employee capability;
* 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; and
* 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.

**Programme (Standard)**

**Framework**

Programme Coordinators/Directors 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 students. The key part of the review is the self-review of the Programme in which the following questions need to be addressed in light of terms of reference below:

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

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

* Its core activities:

1. Teaching
2. Research
3. Service and/or Professional/Clinical practice
4. Others as appropriate (to be determined for each individual programme);

* The Programme’s administration, operational processes, equity, support structures for staff and students, including adequate space, facilities and resources both within the contributing Department(s) and through other central areas of the University, such as the Library;
* The Programme’s internal, regional, national and international contexts – including alignment to Divisional and University plans;
* The Programme’s support for and contribution across all core activities to the University’s sustainability initiative;
* The University’s commitment to the Treaty of Waitangi as expressed in the University’s Māori Strategic Framework; and
* The Programme’s future direction, strategic planning and goals, and challenges in achieving those.

**Terms of Reference**

In relation to Teaching, to review and evaluate:

* The papers and majors – including the range and scope; 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;
* Pedagogy – quality and excellence in teaching, including innovative teaching, use of new technologies; effectiveness of programme delivery;
* Course advising – ensuring appropriate learning pathways that are clearly articulated to students;
* Learning – developing learning outcomes for students as reflected in the Programme’s attributes;
* Assessment – range and effectiveness of assessment methods; monitoring of student progress; nature of feedback; and
* Student support.

In relation to Research, to review and evaluate:

* Research-teaching nexus – recognising, promoting and reinforcing the interdependent nature of research and teaching;
* Postgraduate students – including quality of supervision; induction and support materials; facilities for interaction; adequate study/research space and computing facilities;
* Staff research – including productivity and quality; PBRF; supporting academic freedom and integrity[[2]](#footnote-2); and
* Resourcing – including planning for purchase and replacement of research equipment.

In relation to Service, to review and evaluate:

* Staff participation in and contribution to community service; professional societies and associations locally, regionally, nationally and internationally;
* Programme’s relationship with professional associations, major employer groups, and the public sector; and
* Links with alumni groups.

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

* the recognition of the importance of professional/clinical experience for staff in these areas.

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

* Structure and management – including institutional oversight, committee structure, the processes and procedures for ensuring effective programme co-ordination and monitoring across contributing departments; leadership in regard to developing and maintaining the professional standing and reputation of the Programme; the relevance and appropriateness of programme regulations; Programme objectives, coherence of underlying philosophy and flexibility; liaison with the Library, ITS and other central services;
* Planning – including identifying, considering and responding to problems and challenges; alignment to Divisional and University strategic plans;
* 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 across all core activities that promote sustainability, reduce the Programme’s environmental footprint, improve resource efficiency and enhance the quality of life on campus.

**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/DHBs:

* 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 DHBs 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 School of Medicine

As all Departments within the Otago School of Medicine 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?

**APPENDIX C: Method**

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

Standard Department/Programme or Amended Terms of Reference were used for this Review.

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

The Panel received a comprehensive Self-Review together with associated Appendices from the name of Department/Programme 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 Department/Programme under review, staff external to the Department/Programme and those who requested to meet with the Panel.

The Panel toured the accommodation of the Department/Programme 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 HOD/Programme Director and staff of the Department/Programme on the afternoon of date.

**APPENDIX 4:**

1. Academic Integrity refers to the recognition that research and how it is carried out reflects certain standards of behaviour as articulated in the University’s policies on ethical practices in research, research consultation with Māori, intellectual property rights for both staff and students, and responsible practice in research. [↑](#footnote-ref-1)
2. Academic Integrity refers to the recognition that research and how it is carried out reflects certain standards of behaviour as articulated in the University’s policies on ethical practices in research, research consultation with Maori, intellectual property rights for both staff and students, and responsible practice in research. [↑](#footnote-ref-2)