

Name of Policy	PROGRAMME REVIEW POLICY AND PROCEDURES
Description of Policy	A framework to guide decisions, development and implementation of programme reviews
Policy applies to	<input checked="" type="checkbox"/> Staff only <input type="checkbox"/> Students only <input type="checkbox"/> Staff and Students <input type="checkbox"/> Fee paying guests
Policy status	<input type="checkbox"/> New policy <input checked="" type="checkbox"/> Revision of existing policy

Approval authority	<input checked="" type="checkbox"/> Academic Board <input type="checkbox"/> Director
Governing authority	<input type="checkbox"/> Director
Responsible officer	Academic Lead

Approval date	19 Feb 2021
Effective date	19 Feb 2021
Approval date of last revision	27 Feb 2018
Effective date of last revision	27 Feb 2018
Date of next policy review*	3 yearly cycle, next review due Feb 2024

**unless otherwise indicated, this policy will still apply beyond the review date*

Related legislation, policies, procedures, guidelines and local protocols	<ul style="list-style-type: none"> • Education and Training Act 2020 • TW Student Policy and Procedures 2019 • TW Assessment, Moderation, Exceptional Circumstances and Assessment Review Policy and Procedures 2020 • TW Research and Intellectual Property Policy and Procedures 2021 • TW Disciplinary and Grievance Policy and Procedures 2019 • TW Strategic Plan 2016-2021
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Introduction

Kia karanga ake ki te taumata I te maurea
Bring us closer to our indefinable potential

Te Kura Toi Whakaari o Aotearoa: New Zealand Drama School's Strategic Plan 2016-21 states the purpose of the School is -

"Opening up the future and potential of performance practice"

And part of our mission is to -

"...teach in a way that prepares exceptional professional practice, and develops skills in leadership, collaboration and community building. We strengthen artists and the artistry of all who come here."

This implies a commitment to strive towards excellence in teaching and learning.

The regular review of academic programmes assists in assuring Te Kura Toi Whakaari o Aotearoa: New Zealand Drama School (the School), its students and its relevant communities that this commitment is being acted on and carried out effectively.

Purpose

This policy provides the framework to guide decisions concerning regular programme reviews and outlines the development and implementation of programme reviews at the School

Definitions

Programme

Programme is a generic term for a group of courses, projects or other work which on satisfactory completion leads to the award of a qualification: a degree or diploma

Programme Review

A programme review is a systematic review of the overall academic quality of a programme, its purpose, structure, curriculum, teaching and learning, student outcomes, resources and management.

General Principles

All programmes should be subject to periodic review on a five to seven year rotating cycle.

New academic programmes should be reviewed in accordance with any NZQA requirements and within at least three years of the first cohort of students graduating.

The programme review compliments, but does not replace, each department's commitment to ongoing and regular scheduling of performance monitoring and quality assurance procedures including internal and

external moderation (see *Assessment and Moderation Policy*), collecting student and industry feedback, and external monitoring.

The results of programme reviews can be used to provide assurance of quality for students, staff, external stakeholders and the wider community and can provide feedback to the School and departments to assist in identifying and making programme improvements.

A programme review should not be used to determine the viability of a programme.

Terms of Reference for Programme Reviews

The following generic Terms of Reference outline the focus of the programme review. Additional terms may also be included at the request of the Academic Board, the Director of the Department involved. The overall purpose of a programme review is to evaluate the programme's academic quality and to ensure that it meets certain standards and the needs of students. A review should focus on the following aspects of the programme.

Programme Purpose and Design

- Does the programme have a clear purpose and objectives and is it designed to meet that purpose and those objectives effectively?
- Is it coherent, balanced and well structured?
- Are the regulations governing the programme adequate, appropriate, and clear?
- Does the programme attract a diverse range of students?

Curriculum Content and Organisation

- Is the curriculum comprehensive, based on appropriate and up-to-date knowledge, and well organised, including a clear sense of progression at each level?
- Is the curriculum relevant in relation to the current state of knowledge, academic and industry environments?
- How is continued relevance assured?
- Are there content areas that should be introduced, expanded, reduced or deleted?

Teaching, Learning and Assessment

- What is the overall quality of the teaching and learning in the programme and how is this supported and improved?
- Are the teaching methods appropriate to the curriculum and course content?
- Are assessment methods appropriate and how are they moderated?
- Do teaching methods meet the needs of a diverse student body?

Learning Resources

- Are the learning resources appropriate and adequate to maintain the quality of the programme?

Student Achievement

- Is the programme meeting its objectives in terms of achievement indicators such as pass rates and completion rates?
- Is the stated graduate profile being achieved?

Programme Management, Quality Assurance and Enhancement

- How appropriate and informative is the guidance and advice offered to students concerning the programme?
- How well are programme processes, eg timetabling, assessment and feedback managed?
- How are feedback and other inputs from students, potential employers, external tutors, advisory groups, the external monitor or standard-setting bodies taken into account in curriculum design and improvements?
- How is quality monitored and assured?
- How are changes and improvements planned and implemented?

Process of Assessment

Responsibility

The Head of Department/Course (HOD/C) or a nominated departmental representative (NDR) of the programme being reviewed is responsible for coordinating the review in accordance with the Terms of Reference.

Programme Review Portfolio

The HOD/C or NDR will prepare a programme review portfolio (PRP). To minimise workload and duplication, the portfolio will, to a large extent, utilise existing sources of data and information.

The programme review portfolio should contain both factual information about the programme and reflection and critical analysis. The PRP should be brief and to the point and use diagrams and tables where possible. The structure should reflect the structure of the Terms of Reference.

Among the issues that the PRP should address are

- How does the programme relate to the School's Strategic Plan?
- What are the objectives of the programme?
- Are the programme activities the best means of achieving its objectives?
- What are the programme's current strengths and weaknesses?
- How does the programme attempt to meet the attributes of the programme's Graduate Profile?
- What mechanisms and processes does the programme use to ensure quality, benchmarking and to report on the effectiveness of the programme?
- What innovations have been made in the programme recently and how well have they worked?
- What strategies and activities, or resource assignment, can further improve the performance of the programme?

A suggested structure for the PRP is included in the attached Appendix 1

Wider Dissemination, Consultation and Feedback

Once the PRP has been completed the review coordinator will request specific feedback by disseminating the document to selected and relevant stakeholders including, but not limited to, the Director and other Toi Whakaari staff, graduates, industry professionals, and (where appropriate) other academics conducting similar programmes at institutions nationally and internationally.

When the feedback has been received it will be collated by the review coordinator.

Final Review Panel

In consultation with the Director and the HOD/C or NDR the review coordinator will propose and engage a final review panel. The suggested composition of this panel is the Director/Tumuaki of the School, the relevant HOD/C or NDR, a recent graduate of the programme, an external academic and one or two industry representatives with the appropriate expertise.

The panel will be sent the Programme Review Portfolio and the collated feedback. Subsequent to this the panel will meet in person, discuss the material and where deemed necessary make suggestions or recommendations for changes to the programme in review.

Report to the Academic Board

The review coordinator will forward the final review panel's recommendations along with the documented material to the Academic Board for consideration.

NZQA Notification

After consideration by the Academic Board, the review coordinator will forward the results of the review to NZQA and is responsible for applying for approval of any Type 2 changes to the programme.

Monitoring and Review of Policy

The Programme Review Policy and Procedures will be monitored by the Academic Board. The Programme Review Policy is reviewed at least triennially by the Curriculum Committee and the Academic Board.

Approval

Submitted to and approved by the Toi Whakaari Academic Board 19 February 2021

For review before February 2024

APPENDIX 1

SUGGESTED STRUCTURE FOR
PROGRAMME REVIEW PORTFOLIO

SUGGESTED STRUCTURE FOR PROGRAMME REVIEW PORTFOLIO

Section	Suggested areas for reflective comment may include:	Supporting information that may be included in the main text or as appendices
Introduction	Overview of the programme including: <ul style="list-style-type: none"> • significant points in the history of the programme • special characteristics or factors that have influenced development since the last review (where relevant) • current strengths and weaknesses • key matters that are of particular interest or concern • plans for future development • reorganisation or other plans that may affect the programme under review 	<ul style="list-style-type: none"> • copy of the qualification document establishing the programme • the previous programme review and or External Monitor's report as it relates to the department • the formal departmental response(s) to these previous review reports • a table showing the current status of implementation of the recommendations of these previous review reports
Programme purpose and design	<ul style="list-style-type: none"> • programme purpose and objectives and alignment with the School's strategic plan, department objectives, including how the programme aligns with the programme's graduate profile • brief description of contributing subject areas and their contribution to the programme (ie core subjects) • composition of the student body and analysis of the capacity of the programme to attract high-quality students 	<ul style="list-style-type: none"> • Toi Whakaari Strategic Plan • programme Graduate Profile • tables showing composition of the programme's student body, achievement and completion data
Curriculum content and organisation	<ul style="list-style-type: none"> • coverage and currency of curriculum content, including consideration of areas that should be introduced, expanded or reduced • methods used for ensuring the continued relevance of curriculum content • the measures taken to link research and teaching in the programme • the measures taken to integrate national and international perspectives into the curriculum 	<ul style="list-style-type: none"> • the programme handbooks

<p>Teaching, learning and assessment</p>	<p><i>Teaching and learning</i></p> <ul style="list-style-type: none"> • analysis of staff/student ratios • contribution to teaching by: department staff other specific contributing departments external and guest tutors • description of teaching methods in general and any specific instances of different methods including innovative or flexible teaching methods and use of teaching technologies • initiatives for responding to diversity <p><i>Assessment</i></p> <ul style="list-style-type: none"> • description of assessment methods used and links to programme objectives and outcomes • faculty procedures for establishing: student workloads coursework requirements • faculty procedures for moderation of assessment 	<p><i>Assessment</i></p> <ul style="list-style-type: none"> • examples of a brief (3 at each year level) for the most recent year • documentation for the current year on coursework and assessment requirements
<p>Learning resources</p>	<ul style="list-style-type: none"> • a description of teaching and learning environment and facilities • statement on physical resources for students (e.g., space, library, computing facilities, equipment) and plans for their development 	<ul style="list-style-type: none"> • a statement of the administrative / financial / IT support resources provided for the programme
<p>Student achievement</p>	<ul style="list-style-type: none"> • an analysis of pass and completion rates • an analysis of retention rates and progression trends • an analysis of graduate destination and employment trends prizes and scholarships awarded to graduates 	<ul style="list-style-type: none"> • tables showing pass and completion rates, • retention rates and progression trends

<p>Programme management, quality assurance and enhancement</p>	<p><i>Programme management and planning</i></p> <ul style="list-style-type: none"> • brief description of programme processes for enrolment, timetabling, and assessment • programme processes for responding to disciplinary developments and, student demand and interest, • teaching links with other departments or groups within the industry and plans to develop these links • relationship with professional or industry organisations and their input into the programme <p><i>Student advice and information</i></p> <ul style="list-style-type: none"> • a description of programme methods for academic advice and information available to students <p><i>Quality assurance and enhancement</i></p> <ul style="list-style-type: none"> • the processes for faculty monitoring of teaching evaluation plans for departments • processes within the programme for use of student evaluation of courses at the programme management level and how feedback is provided to students • processes for annual monitoring of programme quality (eg, external assessments, professional monitoring or appraisal, departmental and faculty monitoring of course quality etc.) • selection and use of external assessors • other programme performance indicators, eg, benchmarking data, internal student satisfaction surveys. 	<p><i>Programme management and planning</i></p> <ul style="list-style-type: none"> • planning documents specific to the programme • student application trends • examples of employer, professional or industry comment (if available) <p><i>Student advice and information</i></p> <ul style="list-style-type: none"> • current programme prospectuses, or department handbooks, website references • examples of a current course handbook(one at each year level) <p><i>Quality assurance and enhancement</i></p> <ul style="list-style-type: none"> • systematically analysed results of student evaluation of courses and over the last three years • reports of external examiners or assessors • evidence of stakeholder input into programme planning, design and content
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