

QUALIFICATION REVIEW PROCEDURES

Section	Academic
Contact	Academic Policy and Regulations Unit
Last Review	October 2014
Next Review	October 2017
Approval	AB14/109

Contents

	Page
1. Introduction	1
2. Overview of Qualification Review Procedures	2
2.1 Overview Summary (Table 1)	2
3. Review Planning (Stage 1)	3
3.1 Review Schedule	3
3.1.1 Exemption from a Qualification Review	3
3.2 Resourcing	3
3.3 Information Generation	3
3.4 Review Participation	3
3.5 Self-Review	4
3.6 Identifying a Review Convenor and Review Panel	4
3.6.1 Composition and Functions of a Review Panel (Table 2)	5
4. Review Implementation (Stage 2)	5
4.1 Staff Preparation	5
4.2 Terms of Reference	5
4.2.1 Terms of Reference Details (Table 3)	6
4.3 Writing the Review Report	6
5. Monitoring and Improvement (Stage 3)	7
5.1 Consideration of the Review Report	7
5.2 Review Report Response	7
5.3 Progress Toward Implementation	7
Appendix 1: List of Review Documents	9
Appendix 2: Qualification Review Report Template	10

1. Introduction

Qualification reviews are a key element of the University's quality assurance and enhancement framework which provide a basis for evaluation of an entire qualification, or group of related qualifications based upon engagement with a variety of individuals, groups and units, and evidence from multiple sources.

Reviews of university qualifications are complex and there will always be some degree of subjectivity when it comes to judgements of acceptability and quality. The Massey University Qualification Review Procedures seek to acknowledge the complexity of qualification evaluation by providing flexibility in some areas and standards to ensure consistency in others. Fundamentally, the success of any qualification review depends upon the knowledge and experience of those entrusted with the task.

These procedures take into account the following considerations relating to qualification reviews at Massey University:

- qualifications that require review for professional accreditation and/or approval may be eligible for exclusion from the Massey University Qualification Review Procedures if it can be demonstrated that the external review procedures are equivalent (refer Section 2.1.1). Applications for exclusion must be approved by the Academic Policy & Regulations Unit (APRU) on behalf of the Assistant Vice-Chancellor with portfolio responsibility for Academic matters.
- in addition to a Massey University Qualification Review, new qualifications are subject to a Graduating Year Review in accordance with the Universities New Zealand Committee on University Academic Programmes (CUAP) Academic Programmes Handbook. Where a qualification is reasonably well established, it may be appropriate to combine the Graduating Year Review and the Qualification Review. In these cases a single panel (as per the Qualification Review Procedures (Section 2.6) which comprises staff members outside the qualification to be reviewed) may be constituted to undertake a review which meets both the Graduating Year Review and Qualification Review requirements. In such instances the panel will prepare a Graduating Review Report (as per CUAP requirements) as well as a Qualification Review Report.

2. Overview of Qualification Review Procedures

The Qualification Review Process can be divided into three stages – Planning, Implementation and Monitoring / Improvement which are described in these Procedures according to the groupings that appear in Table 1.

2.1 Overview Summary

Table 1:	Procedures Section Number		Responsibility
Stage 1: Planning	3.1	Review Schedule	APRU in consultation with senior College officers
	3.2	Resourcing	APRU
	3.3	Information generation	APRU in consultation with Colleges and the Student Evaluation and Engagement Unit
	3.4	Self-Review	College with assistance from APRU
	3.5	Identifying a Review Convener and Review Panel	College/s in conjunction with APRU
Stage 2: Implementation	4.1	Staff preparation	College/s in conjunction with APRU
	4.2	Terms of Reference Overview	APRU and College/s
	4.3	Writing the Review Report	Review Panel
Stage 3: Monitoring and Improvement	5.1	Consideration of the Review Report	AVC with portfolio responsibility for Academic matters, Academic Committee, College Boards, Colleges
	5.2	Review Report response – includes action plan to address the recommendations from the Report.	College Boards in consultation with PVCs and the College Executive
	5.3	Monitoring of Progress Toward Implementation of Action Plan	College Boards and Academic Committee

3. Review Planning (Stage 1)

3.1 Review Schedule

The review schedule is developed by the Academic Policy and Regulations Unit (APRU) and the Colleges (in consultation with other Colleges as appropriate). Every qualification offered by Massey University will be formally reviewed via the qualifications review process (or equivalent review approved via the exemption process) at least once every seven years.

There may be good academic reasons to group reviews in the case of qualifications and specialisations that have a common structure, overlap, or share significant resources. The decision to proceed with a grouped review should be made at the College level and advised to APRU. Suites of qualifications should normally be reviewed together.

3.1.1 Exemption from a Qualification Review

In the event that a qualification is regularly reviewed and accredited by a professional body, Colleges may apply for an exemption from the Massey University Qualifications Review. To be considered for an exemption, the PVC or their nominee must submit a brief memorandum to APRU, stating the reasons for exemption. In all cases, a copy of the existing external body procedures for review and accreditation must be attached. In some cases it may be beneficial to conduct a QR in addition to the accreditation process. This is possible and Colleges should contact the QR Administrator to add this to the Review Schedule.

3.2 Resourcing

Financial resources for the qualification reviews are set aside as part of the budget of the AVC with portfolio responsibility for Academic matters. Budgeting procedures are reviewed on an ongoing basis. APRU provides organisational resources. Panel Convenors assign areas of interest from the ToR to Panel members who are then responsible for note-taking and writing up a record of panel deliberations that will form the review report. Staff associated with the qualifications being reviewed are invited to provide a confidential written submission and/or meet with the panel. Qualification Coordinators are responsible for preparing the self-review (see section 3.4 below).

3.3 Information Generation

APRU will consult with the relevant Pro Vice-Chancellor's Office(s) and/or Qualification Coordinator (or equivalent) in order to identify any specific information/documentation to include in the Review. Information and statistics relevant to the qualifications under review are compiled and confidential submissions from stakeholders (staff, students, graduates and other interested individuals and groups, for example professional bodies and employers) are sought. The panel also has available to it relevant Massey University policies, procedures and strategies.

A summary of information that is normally collated for consideration during the review is provided in Appendix 1. The Qualification Review Administrator will distribute the collated information to the panel members prior to the panel meeting. The information, excluding confidential submissions, is also sent to the College/s.

During the course of the review, members of the review panel will have access to a great deal of information about a particular qualification, some of which may be sensitive. The Review Panel is expected to treat as confidential any personal or commercially sensitive material provided to it, including individual submissions from staff, students or external communities of interest.

3.4 Review Participation

All staff teaching into the qualification are encouraged to provide a confidential written submission to the Panel. Invitations for submissions will also be extended to other staff with an interest in the qualification. Submissions may be sent by individuals or groups.

Where the qualification has relatively small numbers of teaching staff all these staff will be invited to meet with the

panel. Where the qualification has a large teaching staff, key and/or senior staff and qualification/ specialisation coordinators will be invited to meet with the Panel. Other staff as appropriate (or their nominees) are also invited to meet with the Panel. This includes the Pro Vice-Chancellor/s, senior College members, AVC Maori & Pasifika, administrative staff, marketing/external relations, international, library, centre for teaching and learning and central services. Staff may meet with the Panel individually or in groups.

Recent and current students and recent graduates will also be invited to provide a written submission. The Qualification Review Administrator liaises with the qualification coordinator to identify a range of students to meet with the Panel.

Industry/employer participation is important. Colleges will be consulted in order to identify appropriate groups and individuals to invite to either provide a submission or meet with the Panel. These groups might include employers of our graduates, organisations involved in placement/internships, members of advisory boards, guest lecturers/speakers and industry organisations.

3.5 Self-Review

A process of self-review in relation to the Review Terms of Reference (see Section 4.2) is included in the Qualification Review process. The self-review is run by the College hosting the qualification with assistance and guidance provided by APRU. Appropriate information, documents and statistical data will be provided by APRU in a similar fashion to that provided for the QR. A QR Guide for Self-reviews is available to assist Colleges in conducting the self-review.

The self-review has two purposes: (1) to assess the impact of the actions initiated to address the recommendations from the previous Qualification Review offering a commentary as to the effectiveness of the actions, and providing an update on implementation; and (2) to evaluate the qualification in preparation for the next QR. Colleges are encouraged to self-identify areas for improvements that can be presented to the QR Panel with comments on how the College plans to rectify or support any identified problem areas or strengthen any areas of good practice. Where a qualification is new, has not had a QR conducted before, or the previous QR is out of date, the self-review will focus on looking forward and be used as a starting point for the next QR.

Colleges should look critically at the qualification and specialisations taking account of the QR ToR. The self-review may recommend further action to be taken in relation to the previous QR findings and / or make new recommendations for supplementing the previous actions. It should also where appropriate consider areas that need improvement or refinement and make suggestions to address these areas. In this way the QR Panel has the opportunity to gain a better understanding of the qualification and the College's vision for that qualification. The self-review report will be included in the QR documentation and the Review Panel can be expected to be guided by the self-review as providing a direction from the College.

The self-review comes in year five of the seven year Qualification Review cycle:

Qualification Review conducted (Year 1)

Six months after the Review Report is released the College responds to the Report

One year after the release of the Review Report an update on action taken is provided

Colleges progress action plan

Self-review is conducted five years after the previous QR and two years prior to the next QR

Further information on conducting a self-review can be obtained through APRU.

3.6 Identifying a Review Convenor and Review Panel

The Qualification Review Administrator from APRU coordinates the identification of the Review Convenor and Panel members. The Qualification Coordinator and/or senior College staff provide nominations for each position on the panel.

The proposed Review Panel is approved by the Pro Vice-Chancellor(s) of the relevant College(s) and panel members should include people with relevant experience and expertise. The number of panel members will vary depending upon the size of the review, the availability of panel members, the number of students in the

qualification/s under review and the subject area. As a guideline, the composition of a panel is outlined in Table 2 but it is accepted that a review panel with a different composition may be appointed where this is appropriate.

3.6.1 Table 2: Composition and Functions of a Review Panel

Position	Description	Function
Convener	Normally a staff member (current or recently retired) from outside of the qualification(s) to be reviewed.	Chairs the Review and oversees writing the Review Report.
Overseas Representative	Normally a senior staff member of an overseas university, related professional group or business.	Representation on panels will vary according to the features and context of the qualification(s) to be reviewed. For example, for a qualification seen as having potential to attract international enrolments, the inclusion of an overseas representative may be important for benchmarking purposes. Reviews of qualifications preparing graduates for entry into professional practice are likely to include representation from the relevant professional group. Graduate representation provides an important student/stakeholder perspective.
External NZ Representatives(s)	Normally a staff member from another NZ university and/or a senior member of a related professional group or business.	The Review Panel members are expected to assist the Convener in drafting the Review Report. Following receipt of information pertinent to the qualification review, panel members may request additional information.
Internal Representatives	Staff members from Massey University and outside the qualification under review. Consideration should also be given to the appropriateness of a Māori representative on the Review Panel.	
Student Representatives	Normally one or two recent graduates or senior students of the qualification.	
Administrator	Qualification Review Administrator	The Qualification Review Administrator provides all organisational support for the review.

4. Review Implementation (Stage 2)

4.1 Staff Preparation

The Qualification Review Administrator provides staff participating in the review (eg. staff teaching in the qualification) with the appropriate information. This includes the Terms of Reference, Panel membership information and access to the review documentation (excluding confidential submissions). An induction session is usually held at the beginning of the year for staff directly involved in a QR. A QR Quick Guide for Staff is available for staff participating in a Review.

4.2 Terms of Reference

A qualification review involves an examination of numerous aspects of qualification management and delivery that interact and contribute to the overall quality and acceptability of the qualification and these are reflected in the Review Terms of Reference. Not all of the considerations under the ToR may apply to all qualifications. Colleges may wish to include additional ToR that are specific to the qualification/s under review. These Broad Areas, Considerations and their associated information requirements are summarised in Table 3.

4.2.1 Table 3: Terms of Reference Details

Broad Area	Considerations
Qualification Objectives	<ol style="list-style-type: none"> 1. Consistency with University Policy 2. Consistency with University and College Strategic Plans 3. Acceptability to communities of interest including academic, industrial, public sector, non-profit and professional communities
Qualification Structure and Management	<ol style="list-style-type: none"> 4. Relevance and appropriateness of qualification regulations 5. Consideration of the ways in which curriculum design and papers contribute to the overall qualification objectives and Graduate Profile 6. Appropriateness of admission procedures 7. Appropriateness of enrolment procedures 8. Procedures for equivalence 9. Links to other qualifications and disciplines 10. Processes to support continuous improvement 11. Marketing and recruitment 12. Existing plans for future development
Teaching, Learning and Assessment	<ol style="list-style-type: none"> 13. Physical and IT resources 14. Library resources and information literacy development 15. Staff numbers, qualifications, expertise and staff development 16. Interdependence of research and teaching 17. Research supervision and research profile (for postgraduate qualifications in particular) 18. Student assessment including moderation procedures 19. Student retention, progression, completion and employability 20. Student support 21. Health and safety in terms of qualification content and delivery. (Consideration should be given to physical, cultural and psychological factors.)
Overarching Considerations	<ol style="list-style-type: none"> 22. Application of Treaty of Waitangi principles 23. Enables Equity of educational opportunity 24. Internationalisation

4.3 Writing the Review Report

The Review Panel is responsible for writing the Report. The Report is set out under headings aligned with the Terms of Reference and comments under each of these are made as appropriate to the qualifications under review. The Panel is expected to put forward recommendations commendations and observations.

Recommendations provide specific targeted guidance to the College in areas the panel has identified as being appropriate for improvement. The recommendations might specify particular activities for the College to undertake or they might identify the area and the College determines the activity that will address the recommendation.

Commendations are areas of good practice the Panel has observed through the Review. Commendations can relate to any facet of the qualification objectives, management, structure, teaching, learning or overarching considerations. Areas of good practice will be shared with a wider university audience.

Observations are areas the Panel has identified that further investigation and action might support the development of the qualification or that include issues that should be addressed at a University-wide level. Specific activities are not expected to be detailed under observations. These are suggestions for exploration by the College and/or University of identified matters.

The Review Report is standardised in order to increase comparability across the University offerings and facilitate the implementation of the recommendations. The factual details for the qualification/s are provided to the Panel in the Report template by APRU as part of the initial documentation. The template for the Review Report is provided in Appendix 2 of these procedures.

The timeframe for completion of the Review Report is within three months following the conclusion of the Review.

A QR Quick Guide for Review Panel Members is available to provide guidance to panels in conducting a QR.

5. Monitoring and Improvement (Stage 3) ²

5.1 Consideration of the Review Report

The Draft Review Report is submitted to the AVC(A, R & E) and relevant PVC(s) for comment on factual accuracy. Appropriate staff within the qualification may be consulted at this point. Appropriate revisions are made by the Review Convenor in consultation with the Review Panel, and the Final Report is submitted to APRU.

APRU submits the report to Academic Committee (Part II) for noting, brief comment, and referral to the relevant PVC(s) and College Board(s). Colleges are responsible for disseminating the report to appropriate staff within the College.

5.2 Review Report Response

The Review Report is considered by the relevant College Board(s) which will be responsible for overseeing and monitoring progress towards the implementation of the recommendations as appropriate.

Where additional resources are required for implementation of the recommendations, implementation will be dependent on the qualification's alignment with the College Strategic and University Investment Plans. Resource allocation will be at the discretion of the relevant PVC(s) in consultation with the College Executive.

Six months after receiving the review report, the College will be required to submit a College Response Report to Academic Committee outlining the actions planned, or underway, as a result of the Review recommendations. This should include a timeline for implementation of initiatives.

5.3 Progress Toward Implementation

One year after the College Response report is sent to Academic Committee a progress report is required to be submitted to Academic Committee outlining progress made on achieving the initiatives outlined in the response.

Prior to the next Qualification Review a final progress report will be required. This final report is to enable the College and the next review panel to sign off on achieved plans, pick anything up that may need further consideration at the next review or close off issues that may no longer be relevant.

Audience:

All staff
Qualification Review Panel members

Related Procedures / Documents:

[Qualification Review Policy](#)
Guidelines for Qualification Review Self-reviews
Qualification Review Quick Guide for Staff
Qualification Review Quick Guide for Review Panel Members
Qualification Review Self-review Guidelines
[Massey University Qualifications Policy](#)
[Qualification Framework](#)
Qualification Lifestyle Strategy

[Teaching & Learning Policy](#)
[Treaty of Waitangi Policy](#)
[Equity of Access to Educational Opportunity Policy](#)

Document Management Control:

Prepared by: Academic Policy and Regulations Unit
Authorised by: AVC (Research, Academic & Enterprise)
Approved by: AB14/109 - Academic Board
Date issued: 20 July 2011
Last review: October 2014
Next review: October 2017

² In the case of a partnership arrangement with another provider, consideration of the Review Report and implementation of recommendations will include the CEO (or equivalent) of the partner provider.

Appendix 1: List of Review Documents

During the course of the review, members of the review panel will have access to a great deal of information about a particular qualification, some of which may be sensitive. The Review Panel is expected to treat as confidential any personal or commercially sensitive material provided to it, including individual submissions from staff, students or external communities of interest. The following document list summarises information likely to be of value during the review. Not all the documentation / information listed below will be provided to every review. Some may not be available or relevant. In some cases access to the information / documentation will be through the web rather than hard copy.

- Massey University Qualification Review Policy and Procedures*
- Massey University Investment Plan
- Organisation flow charts of the University, College / department (where available)
- Enrolment and Calendar Regulations and Information from the Massey University Web pages
- CUAP Proposals (where appropriate – if a qualification is more than 10 years old these may no longer be relevant)
- Staff Profiles
- Paper Outlines (where appropriate – where the number of papers in a qualification or suite of qualifications is large this may not be feasible to provide outlines for every paper. In these cases only core paper outlines may be provided.
- Student Demographic Information
- EFTs, Headcount and Completion Data
- Results of Student Evaluations (eg GDS, SES)
- Graduate Profiles
- Library Report
- Confidential submissions from students, graduates, staff and other stakeholders (these are voluntary and are confidential to the submission maker and the Review Panel only. The submission maker may, if they wish, circulate their own submission further)
- College / department / central unit reports (these differ from the confidential submissions in that they are usually more widely circulated outside the Panel and form the collective vision / view of the unit)
- Self-Review Report
- Qualification Committee information (eg ToR, Minutes, Membership) where a Committee exists
- Other reports as appropriate – these may be from other units within the University with an interest or active role in the qualification/s.

The Panel also has available to it University policies, procedures, strategies and documents which include ((but may not be limited to):

Shaping the Nation Taking the Best to the World the Road to 2025

University Calendar

Qualifications Policy

Qualifications Framework

Equivalence Policy

Health & Safety Policy

Assessment Strategy, Principles and Guidelines,

Equity of Access to Educational Opportunities Policy

Teaching & Learning Policy

Teaching & Learning Framework

Treaty of Waitangi Policy

Kia Marama - Māori@Massey 2020 Strategy

Growing Pearls of Wisdom – Pasifika@Massey 2020 Strategy

Research Strategy

Internationalisation Strategy

Annual Report

Appendix 2: Qualification Review Report Template



Qualification Review Report

Name of qualification/s

CONFIDENTIAL

Month and Year of Report

Table of Contents

1.	OVERVIEW	12
1.1	Qualification/s.....	12
1.2	Specialisations.....	12
1.3	Study modes / locations.....	12
1.4	Brief qualification aim	12
1.5	Brief qualification content	12
1.6	Main assessment methods	12
1.7	Entry requirements	12
1.8	College(s).....	12
1.9	Qualification coordinator / director.....	12
1.10	Review convener	12
1.11	Review date	12
1.12	Review panel.....	12
2.	INTRODUCTION.....	12
2.1	Review objective	12
2.2	Terms of reference.....	12
2.3	Materials submitted to the review panel.....	13
2.4	Submissions.....	13
2.5	List of people meeting with the review panel.....	13
2.6	History and development of the qualification/s	13
3.	QUALIFICATION OBJECTIVES.....	13
3.1	Consistency with University and College strategic plans	14
3.2	Acceptability to communities of interest including academic, industrial and professional communities	14
3.3	Quality and adequacy of qualification objectives	14
4.	QUALIFICATION STRUCTURE AND MANAGEMENT.....	14
4.1	Relevance and appropriateness of qualification regulations.....	14
4.2	Consideration of the ways in which curriculum design and papers contribute to the overall qualification objectives	14
4.3	Appropriateness of admission and enrolment procedures	14
4.4	Procedures for equivalence	14
4.5	Links to other qualifications and disciplines	14
4.6	Processes to support continuous improvement	14
4.7	Marketing and recruitment.....	14
4.8	Existing plans for future development.....	14
4.9	Quality and adequacy of qualification structure and management	14
5.	TEACHING, LEARNING AND ASSESSMENT	14
5.1	Physical and IT resources (including library).....	14
5.2	Staff and staff development.....	14
5.3	Interdependence of research and teaching.....	14
5.4	Research supervision and research profile (for postgraduate qualifications in particular).....	14
5.5	Student assessment including moderation procedures.....	14
5.6	Student progression and completion.....	14
5.7	Student support	14
5.8	Health and safety in terms of qualification content and delivery.....	14
5.9	Quality and adequacy of teaching, learning and assessment	14
6.	OVERARCHING CONSIDERATIONS	15
6.1	Treaty and Equity of Educational Opportunity:	15
6.2	Internationalisation:.....	15
7.	CONCLUSIONS.....	15
7.1	Commendations:	15
7.2	Recommendations:	15

<Remove all italicised notes before submission. Sections in the Overview that are not relevant may be deleted.>

1. OVERVIEW

1.1 Qualification/s

Qualification/s	Credits	Code	Length (Full-time)

1.2 Specialisations <if applicable>

1.3 Study modes / locations

1.4 Brief qualification aim

1.5 Brief qualification content

1.6 Main assessment methods

1.7 Entry requirements

1.8 College(s)

1.9 Qualification coordinator / director<or equivalent>

1.10 Review convener

1.11 Review date

1.12 Review panel

2. INTRODUCTION

2.1 Review objective

This is a report of the review of the <insert qualification/specialisation name/s> within the College of <insert College name/s>.

The objective of the review was to assess the numerous aspects of qualification management and delivery that interact and contribute to the overall quality and acceptability of the qualification; and to recommend any administrative and programme changes that would strengthen and support the qualifications.

2.2 Terms of reference

Broad Area	Considerations
Qualification Objectives	<ol style="list-style-type: none"> 1. Consistency with University Policy 2. Consistency with University and College Strategic Plans 3. Acceptability to communities of interest including academic, industrial, public sector, non-profit and professional communities

Qualification Structure and Management	<ul style="list-style-type: none"> 4. Relevance and appropriateness of qualification regulations 5. Consideration of the ways in which curriculum design and papers contribute to the overall qualification objectives and Graduate Profile 6. Appropriateness of admission procedures 7. Appropriateness of enrolment procedures 8. Procedures for equivalence 9. Links to other qualifications and disciplines 10. Processes to support continuous improvement 11. Marketing and recruitment 12. Existing plans for future development
Teaching, Learning and Assessment	<ul style="list-style-type: none"> 13. Physical and IT resources 14. Library resources and information literacy development 15. Staff numbers, qualifications, expertise and staff development 16. Interdependence of research and teaching 17. Research supervision and research profile (for postgraduate qualifications in particular) 18. Student assessment including moderation procedures 19. Student retention, progression, completion and employability 20. Student support 21. Health and safety in terms of qualification content and delivery. (Consideration should be given to physical, cultural and psychological factors.)
Overarching Considerations	<ul style="list-style-type: none"> 22. Application of Treaty of Waitangi principles 23. Enables Equity of educational opportunity 24. Internationalisation

2.3 Materials submitted to the review panel

The Review Panel had available to it: *<add or delete as appropriate>*

The Road to 2025, MU 2014 Calendar, Review Terms of Reference, College Profile, statistical and demographic data, student headcounts, EFTS, grade distribution, qualification overview, programme information from website, course regulations, staff profiles, original CUAP proposal, paper outlines and submissions. The following Massey University policies and procedures were also made available: Qualification Review Policy, Qualification Review Procedures, Equivalence Policy, Health & Safety Policy, Assessment Strategy, Principles and Guidelines, Equity of Access to Educational Opportunities Policy, Teaching & Learning Policy, Teaching & Learning Framework, Treaty of Waitangi Policy, Māori@massey Strategy, Pasifika@massey Strategy, Internationalisation Strategy, Research Strategy 2012 – 2014, Qualifications Policy, Qualifications Framework and the 2012/3 Annual Report.

2.4 Submissions

The Review Panel received *<insert number>* written submissions, *<insert number>* from staff and *<insert number>* from students.

2.5 List of people meeting with the review panel

Insert list of people and school/department/institute/group

2.6 History and development of the qualification/s

<Significant points about the history and development of the qualification/s may be added here.>

3. QUALIFICATION OBJECTIVES

<An introduction to the report or general comments may be added here>

- 3.1 Consistency with University and College strategic plans
- 3.2 Acceptability to communities of interest including academic, industrial and professional communities
- 3.3 Quality and adequacy of qualification objectives
<Summary comment>

4. QUALIFICATION STRUCTURE AND MANAGEMENT

- 4.1 Relevance and appropriateness of qualification regulations
- 4.2 Consideration of the ways in which curriculum design and papers contribute to the overall qualification objectives
- 4.3 Appropriateness of admission and enrolment procedures
- 4.4 Procedures for equivalence
- 4.5 Links to other qualifications and disciplines
- 4.6 Processes to support continuous improvement
- 4.7 Marketing and recruitment
- 4.8 Existing plans for future development
- 4.9 Quality and adequacy of qualification structure and management
<Summary comment>

5. TEACHING, LEARNING AND ASSESSMENT

- 5.1 Physical and IT resources
- 5.2 Library resources and information literacy development
- 5.3 Staff and staff development
- 5.4 Interdependence of research and teaching
- 5.5 Research supervision and research profile (for postgraduate qualifications in particular)
- 5.6 Student assessment including moderation procedures
- 5.7 Student progression and completion
- 5.8 Student support
- 5.9 Health and safety in terms of qualification content and delivery
- 5.10 Quality and adequacy of teaching, learning and assessment
<Summary comment>

6. OVERARCHING CONSIDERATIONS

6.1 Treaty of Waitangi and Equity of Educational Opportunity:

6.2 Internationalisation:

7. CONCLUSIONS

<An Executive Summary will be added here>

7.1 Commendations:

<Collated list of all commendations, sequentially numbered>

7.2 Recommendations:

<Collated list of all recommendations with narrative if appropriate and reference to duplication>