

TE KURA TOI WHAKAARI  
O AOTEAROA:  
NEW ZEALAND DRAMA SCHOOL

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PROGRAMME REVIEW POLICY AND PROCEDURES

2015

## INTRODUCTION

*Kia karanga ake ki te taumata i te maurea*

Bring us closer to our indefinable potential

The following excerpts from Te Kura Toi Whakaari o Aotearoa: New Zealand Drama School's strategic plan underpin a commitment to strive towards excellence in teaching and learning.

### Our Values

**Insight:** Artists *see*. They see the situation. They see the challenge. They see what they need to change; both in themselves and in their approach to that challenge. This means making your own map.

**Sustainability:** It is the ability to keep contributing that counts. We develop and implement systems that enable our teaching, delivery and learning to be ongoing and life-giving. Great work is created step by step, day by day, involving hundreds of little actions, by many players. It all counts. Each and every bit.

and

### Our Learning Environment

Best practice in our art form involves highly individuated creators and technicians collaborating in teams with independence, innovation and a shared direction. It involves students and staff working to become the best they can be in their chosen discipline so they can lead, contribute and collaborate appropriately.

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.

The Master of Theatre Arts (Directing) which is delivered co-jointly with Victoria University of Wellington (VUW) is reviewed according the Programme Review Policy of VUW.

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 complements, 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.

## GUIDING PRINCIPLES FOR PROGRAMME REVIEWS

A programme review focuses on an assessment and enhancement of programme design and quality.

The programme review process asks the following questions;

*Is the programme*

- *achieving its intended objectives and learning outcomes, at the required standard?*
- *meeting the needs of students, the 'industry', employers and the community?*
- *based on a strong, well-organised and coherent curriculum?*
- *integrating research into learning and teaching activities?*
- *supported by appropriate regulations?*
- *monitoring its performance effectively?*
- *maintaining beneficial links to relevant social and professional communities and other academic institutions?*
- *anticipating future challenges and making improvements as required to maintain relevance?*

## CONTENT, PROCEDURES AND GUIDELINES

### Terms of Reference

The following generic Terms of Reference outline the focus of the programme review. Additional terms may also be included at the request of the Board of Studies, the Director or 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 this 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 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, e.g. 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 (HOD) or a nominated departmental representative (NDR) of the department which delivers the programme is responsible for coordinating the review in accordance with the Terms of Reference.

### Programme Review Portfolio

The HOD/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 reassignment, 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 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/NDR the review coordinator will propose and engage a final review panel. The suggested composition of this panel is the Director of the School, the relevant HOD/NDR, a recent programme graduate, 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 Board of Studies**

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

### **NZQA notification**

After consideration by the BOS, 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 Programme Review Policy**

Programme Review Policy will be monitored by the School's Board of Studies.

The Programme Review Policy is reviewed at least triennially by the Curriculum Committee, and the Board of Studies.

### **Approval**

Submitted to and approved by the Toi Whakaari Board of Studies 3 February 2015.

For review before February 2018



Appendix 1: **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"> <li>• significant points in the history of the programme</li> <li>• special characteristics or factors that have influenced development since the last review (where relevant)</li> <li>• current strengths and weaknesses</li> <li>• key matters that are of particular interest or concern</li> <li>• plans for future development</li> <li>• reorganisation or other plans that may affect the programme under review</li> </ul>	<ul style="list-style-type: none"> <li>• copy of the qualification document establishing the programme</li> <li>• the previous programme review and or External Monitor's report as it relates to the department</li> <li>• the formal departmental response(s) to these previous review reports</li> <li>• a table showing the current status of implementation of the recommendations of these previous review reports</li> </ul>
Programme purpose and design	<ul style="list-style-type: none"> <li>• 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</li> <li>• brief description of contributing subject areas and their contribution to the programme (ie core subjects)</li> <li>• composition of the student body and analysis of the capacity of the programme to attract high-quality students</li> </ul>	<ul style="list-style-type: none"> <li>• Toi Whakaari Strategic Plan</li> <li>• programme Graduate Profile</li> <li>• tables showing composition of the programme's student body, achievement and completion data</li> </ul>
Curriculum content and organisation	<ul style="list-style-type: none"> <li>• coverage and currency of curriculum content, including consideration of areas that should be introduced, expanded or reduced</li> <li>• methods used for ensuring the continued relevance of curriculum content</li> <li>• the measures taken to link research and teaching in the programme</li> <li>• the measures taken to integrate national and international perspectives into the curriculum</li> </ul>	<ul style="list-style-type: none"> <li>• the programme handbooks</li> </ul>

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

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