

## **Annex 1: Key Questions for consideration by Review Panels**

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The University of Auckland Strategic Plan 2013-2020 specifies the University's objectives in teaching and learning and research.

Objective 4 is "A diverse student body of the highest possible academic potential". (Strategic Plan p.8)

Objective 5 is "A student body growing at 1% per annum with increased proportions of international, postgraduate taught and postgraduate research students". (Strategic Plan p.9)

Objective 6 is "A substantial increase in annual completions of taught masters, research masters and doctorates". (Strategic Plan p.10)

Objective 7 is "A high quality learning environment that maximises the opportunity for all our students to succeed and provides them with an inclusive, intellectually challenging and transformative educational experience". (Strategic Plan p.10)

Objective 9 is "A growing output of excellent research across all our disciplines". (Strategic Plan p.12)

Objective 10 is "Dissemination of high quality research that has the greatest possible impact on and value for New Zealand and the world". (Strategic Plan p.12)

Objective 11 is "Partnerships in which the University and Māori work together to achieve their shared aspirations". (Strategic Plan p.13)

### **1. Key Questions for Evaluation of the Academic Programme**

#### ***Breadth, comprehensiveness and coherence of courses offered***

- Does the curriculum embed diverse international and intercultural perspectives and reflect New Zealand and its distinctive place in the Asia-Pacific region?
- Is the range and scope of courses offered consistent with national and international trends in the discipline?
- Does the academic unit have effective mechanisms for maintaining the overall currency and coherence of the curriculum?
- Are curricula aligned to learning outcomes, the acquisition of disciplinary skills, and to the relevant Graduate Profile?
- Does the curriculum embed learning experiences for students that either resemble those expected of working graduates in their early careers or are proximal to the workplaces or spaces, physical or digital, where professional work occurs?
- Are the academic programmes structured in such a way as to provide effective pathways through the undergraduate degree and to postgraduate study?
- Is appropriate international experience integrated into the curriculum?

#### ***Currency of course content***

- Is content informed by current national and international research, including research and creative work by staff?
- Does the curriculum incorporate findings from disciplinary-specific pedagogical research?

## **2. Key Questions for Evaluation of Teaching**

### ***Characteristics and quality of delivery and assessment***

- Are innovations in teaching and learning informed by current pedagogical research? What evidence is there for the impact of teaching innovations on enhanced learning?
- Is international best practice in the use of new technologies, innovative or flexible teaching methods being employed? How effective are the systems and processes in place to secure and propagate these advancements?
- How is SET and pass rate information used to inform adjustments to teaching approaches?
- Are research-informed initiatives and programmes in place to support equity students?
- Are students at all levels provided with opportunities to interact with senior staff and researchers?
- How well do assessments align with best practice in assessment in the discipline?

### ***Achievement of Learning Outcomes***

- What evidence is there that students are achieving generic and disciplinary specific learning outcomes?

### ***Student engagement***

- What strategies does the academic unit use to foster and monitor student engagement, and how are these efforts tailored for diverse student groups?

### ***Extent and quality of engagement in PG supervision***

- Is the range of research expertise sufficient to support supervision?
- What evidence is there of the effectiveness of supervision? (e.g. comparison of completion rates with benchmark institutions, postdoctoral fellowships etc.)
- What strategies or initiatives does the academic unit use to monitor and enhance the quality of the postgraduate research student experience, both within and beyond the supervisory relationship?
- How well does the academic unit tap into the pool of potential international postgraduate students and potential students from under-represented/ equity groups?
- Is student research aligned to important developments in the discipline?
- Where appropriate, are the publication outcomes (or equivalent outputs) of student research comparable with disciplinary norms in benchmark institutions?

### ***Teaching development and support***

- How are staff inducted into, and encouraged to contribute to, the teaching culture of the academic unit?
- How is effective teaching practice identified and shared?

## **3. Key Questions for Evaluation of Research**

### ***Impact and value of research***

- Is there evidence of the impact and value of research for both NZ (including research relevant to Māori and Pacific people) and internationally?

***Identification of research opportunities***

- Is there evidence that opportunities in research, including funding opportunities, are being identified and taken up?

***Quantum and quality of publications and other research outputs***

- How does the quantum and quality of publications and other research outputs compare with departments/disciplines in benchmark institutions?
- Is there evidence of international recognition of research? (e.g. citation rates, measures of impact, rankings, invitations etc.)
- Are staff publishing in high quality, internationally recognised journals and other avenues for publication and dissemination?

***Participation in cross-disciplinary/transnational research teams***

- What are the outcomes of research alliances and collaborations, internal and external to the University including internationally?
- How effective are the strategies for engaging in and enhancing the quality of cross-disciplinary and transdisciplinary research?

***Research development and support***

- Is succession planning in place for ongoing research success?
- How effective are the academic unit's strategies for supporting research (including both staff and student research) and attracting research funding?
- What are the barriers to enhanced research performance as perceived by the academic unit and the panel?