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| **NZQA Degree Monitoring Report** |  **He Pūrongo Aroturuki** **Tohu Paetahi**  |

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| **Programme Name:** | **Ingoa o te Hōtaka Ako** |

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| **Name of TEO:** |  **Ingoa o te whare Mātauranga** |

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| **Monitor’s name:**  |  **Ingoa o te Kaiaroturuki** |

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| **Date of visit:** |  **Te rā** |
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The purpose of monitoring programmes of study that lead to diplomas, degrees and related qualifications at levels 7-10 is to provide assurance to NZQA and stakeholders that a programme and its delivery consistently meet the criteria for ongoing approval and accreditation and are being delivered in line with current best practice.

Monitoring reports must provide evidence that:

* the programme is being managed, planned and implemented as it was approved
* consideration has been given to any recommendations made during the programme approval and accreditation process
* any minor modifications and enhancements made by the TEO are consistent with the intent of the approval and the ongoing development of a quality programme,
* there is independent, external academic input during reviews and consideration of significant programme enhancements
* NZQA is made aware of issues affecting the satisfactory provision of the programme
* the quantity and quality of staff research outputs are consistent with the development and maintenance of an ongoing research culture in support of the programme.

The monitor’s report will also provide constructive feedback on the delivery of a programme. The report is based on what is seen and discerned during the visit and on the documents submitted to the monitor in advance of, or during the visit.

As an experienced practitioner in the related discipline or field it is expected that the monitor brings their expertise to make comments, observations and recommendations in an objective and constructive manner.

The *Guidelines for monitoring programmes leading to diplomas, degrees and related qualifications at levels 7 to 10* are available on the NZQA website at the following link: <https://www.nzqa.govt.nz/assets/Providers-and-partners/Registration-and-accreditation/guidelines-degree-monitoring.pdf>

The *NZQF Programme Approval and Accreditation Rules 2018* are also available on the NZQA website at the following link: <https://www.nzqa.govt.nz/assets/About-us/Our-role/Rules/prog-app-accred-rules-2019.pdf>

*The report should be written with evidence-based definitive statements and provide as much information as possible under the following headings. If issues of concern arise, please contact NZQA to discuss.*

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| **Introduction** | **He Whakataki** |

* Give a brief introduction to the programme being monitored.
* Comment on student number growth, decline, and cohort makeup, e.g. domestic, international, etc.
* Clarify the number of times the programme has been monitored, e.g. the programme is in the fifth year of delivery/this is the first monitoring visit since the programme was approved.

**Previous recommendations**  **Ngā putanga o mua**

* List previous monitoring recommendations or, if this is a first visit, list requirements and recommendations made during the Degree Approval and Accreditation panel visit. Describe actions taken by the TEO to address these and the progress achieved. List any significant issues and actions taken to address these.
* Provide a brief account of the issues that were identified in any recent EER report that pertain to this discipline or field (if applicable), the actions undertaken or arrangements planned for, and the extent to which the issues have been addressed.
* For a first-time visit, ensure that requirements made by the approval panel (where applicable) have been implemented by the TEO.

**Summary of the visit He Whakarāpōpoto**

* State what documents were provided and reviewed prior to and at the visit, and which documents were not provided but were expected as per the Monitoring Guidelines (if applicable).
* A list of required documents is attached to this template as Appendix Two.
* Provide a brief summary of the monitoring visit and attach the agenda for the day to this report as Appendix One. List individuals met, sites visited, and summarise the particular ‘focus’ of the visit (e.g. the following subheadings, issues identified in the last monitoring report/the final evaluation report if it is the first monitoring visit).

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| **Evaluation of the programme** | **Te Aromātaitanga o te Hōtaka Ako** |

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| **Programme content and currency** | **Ngā hua me ngā whakaritenga o te Hōtaka Ako** |

*This section is included to provide assurance to NZQA that the programme is being regularly reviewed (as appropriate) in accordance with the relevant Rules and Guidelines and that reviews have been sanctioned by the TEO’s Academic Board.*

Comment on:

* any programme reviews that have taken place (formal and informal reviews).
* the stakeholder consultation that is undertaken with internal stakeholders (for example staff and learners) and external stakeholders (for example employers, industry etc.) to inform the ongoing development of the programme.
* any changes to the programme that the TEO has made in the last 12 months or since the last monitoring visit (e.g. new components developed, changes to electives) and elaborate on any significant change applications.
* the impact the changes have had and will have on learners and other stakeholders, including staff.
* the currency of the programme or component content where appropriate, from the position of a subject matter expert.

**Teaching/learning strategies Ngā rautaki o ngā whakaakoranga**

Comment on:

* the teaching/learning strategies for the programme(s). How well are the teaching/learning strategies achieving the desired outcomes of the programme (from the perspectives of staff and learners)?
* the appropriateness of delivery methods in relation to programme/component content.
* the staff supervision and management of internship/practical work/project-based/work-based learning, including the operation of an MOU if applicable.

**Assessment Aromatawai**

Comment on:

* the effectiveness of assessment tools/methods in terms of enabling students to meet component learning outcomes.
* how any group assessments are conducted to ensure each learner meets the learning outcomes.
* the appropriateness of assessment methodologies and the effectiveness of any changes made if applicable.
* academic integrity issues, in particular the application of plagiarism policies for all assessments within this programme.

Moderation

* Outline internal and external moderation practices, state any issues and comment on how feedback was actioned (if applicable).
* the suitability/appropriateness of internal/external moderation including moderation plans.

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| **Programme delivery/learner achievement** | **Ngā Whakaakoranga/ Ngā Whakatutukitanga** |

Comment on:

* learner support and guidance from teaching and learning support staff and how this enhances programme delivery.
* whether staff are suitably qualified and experienced.
* the support for student research projects conducted internally or with external stakeholders, in particular the supervision and management of these projects.
* where practicum, internship work-placements are involved, comment on the student support including the management of the MoU and ongoing pastoral care.
* learner retention, withdrawals and achievement measured, recorded and used.
* employment outcome statistics if applicable.
* enrolment numbers and achievement/success rates for Māori/Pasifika.
* feedback from learners regarding the programme and its delivery and how programme review is informed by this feedback.

**Resources Ngā Rauemi**

Staffing

Comment on:

* current staffing (academic and support staff) as well as the facilities and physical resources dedicated to this programme.
* the staff:student ratio.
* changes to the teaching staff, if any, since approval or last monitoring including their qualifications, supervision experience, tertiary teaching experience and/or New Zealand industry experience.
* staff professional development activities and plans.

Multicampus

* the suitability, operation and resourcing of all delivery sites for the programme (ensuring they have been approved by NZQA) (including any international sites).
* the TEO’s systems and resources for managing and quality assuring multi-site delivery and any approved subcontracting arrangements.

Facilities

* the operation and effectiveness of any collaborative arrangements that are in place with other providers, as per the [Degree Approval Guidelines](https://www.nzqa.govt.nz/assets/Providers-and-partners/Registration-and-accreditation/Degree-approval-and-monitoring/guidelines-degree-and-related-quals-v2.pdf).

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| **Key stakeholder feedback** |  **He whakahokinga kōrero tā te Hunga Whaipānga Matua** |

*Rule 4 Criterion 4 in the NZQF Programme Approval and Accreditation Rules; Consultation and feedback, where appropriate, with the relevant communities (including ākonga, whānau, hapū, iwi and hāpori Māori) and other key stakeholders (including the qualification developer and any relevant academic, employer, industry, professional and other bodies).*

Comment on:

* the TEO’s practices for seeking feedback on the programme from staff, learners and stakeholders, particularly employers, work placement partners, and representatives of industry.
* the formal programme review processes carried out since the last monitoring event and specifically how feedback from learners, teaching staff, and external stakeholders (as appropriate) has been effectively used to inform programme improvements. This should also include feedback received from local iwi and, where relevant, Māori as industry stakeholders.
* whether the outcome of any review has influenced the programme content and/or delivery.

**Research He Rangahau**

*Section 253B part (3) of the Education Act 1989 (the Act) requires that the award of a degree must recognise the completion of a programme of advanced learning that is “taught mainly by people engaged in research”.*

Comment on:

* how the programme’s teaching staff research activities inform the programme curriculum.
* the research plan presented at the last visit, and whether those intended research outputs have been successfully progressed.
* whether the quantity and quality of staff research outputs are consistent with the development and maintenance of an ongoing research culture in support of the programme.
* the relevance of staff research activities and whether these align with the intent of section 253B of [the Act.](http://www.legislation.govt.nz/act/public/1989/0080/latest/DLM3983192.html?search=sw_096be8ed8192c85a_degree+approval_25_se&p=2)
* The future research plans for the teaching staff.
* the level of support provided by the TEO for staff engaging in research (financial, time, collaboration, and other support structures).

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| **Recognition and award of credit for learning (RPL and CRT)** | **Te Whakaaetanga o ngā Akoranga o Mua, me Te Whakaaetanga o te Whiwhinga** |

Comment on:

* the processes involved when students have been enrolled via Recognition of Prior Learning (RPL) or Credit Recognition and Transfer (CRT). This applies to all learners whose prior learning at another TEO or programme has been recognised.
* whether there are arrangements in place with other providers (domestic or international) to facilitate entry into various points on the programme.
* where RPL or CRT has been granted, how have those enrolments been analysed and documented in each case? Are there any risks/ benefits of the process provided?

**Issues and challenges Ngā here, me ngā wero**

Comment on:

* any significant risks or challenges to the programme that are likely to be encountered in the next 12 months (e.g. falling enrolments, need for major equipment or accommodation upgrades, changes to specific professional requirements etc.).
* the processes the TEO has put in place to deal with these challenges as well as the processes the TEO needs to put in place to identify and deal with significant risks and challenges.
* based on the information gained from the visit and your expertise as an academic or practitioner in the relevant field, include observations (if any) that you wish to make on the programme content or delivery that may add value to the programme.

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| **Recommendations**  |  **Ngā Taunaki** |

*This is a consolidation of recommendations made earlier in this report.*

**To the TEO**

* List the recommendations you wish to provide to the TEO for the sustainable delivery of the programme.
* Advise whether the programme is being delivered as approved.
* Include recommendations for self-monitoring if appropriate (in accordance with section 3 of [*The guidelines for monitoring programmes leading to diplomas, degrees and related qualifications at Levels 7 to 10*](https://www.nzqa.govt.nz/assets/Providers-and-partners/Registration-and-accreditation/guidelines-degree-monitoring.pdf)).

*This draft report is to be sent to NZQA for fact-checking. NZQA will then send the report to the TEO for confirmation of factual accuracy before finalisation.*

Monitor’s Signature Date

[Name]

Please submit this report to DegreeMonitoring@nzqa.govt.nz.

This report was confirmed as accurate by [Name of person at TEO], [position at institute] on [date]. (Any changes to be incorporated through tracked changes prior to resubmission to NZQA).

Signature: Name of person at TEO Date

[Name]

**Appendix One: Agenda/Summary of the Visit**

**Appendix Two: Documentation required to be provided prior to the visit (as per the** [**Monitoring Guidelines**](https://www.nzqa.govt.nz/assets/Providers-and-partners/Registration-and-accreditation/guidelines-degree-monitoring.pdf)**)**

At least one month before the visit, the TEO is expected to provide the monitor with information, including but not limited to:

* the programme document
* enrolment information
* learner retention and achievement
* graduate destination information
* internal and external moderation activities
* feedback from learners, teaching staff and external stakeholders
* consultation with external stakeholders
* how the TEO has addressed any recommendations from:
* the initial evaluation report and/or
* the most recent monitor's report
* changes to the programme and/or its delivery since the last report
* staffing changes since the last report
* current resources to maintain delivery of the programme
* staff professional development activities
* research activities of staff
* significant issues and challenges
* collaborative and/or sub-contracting arrangements.

**Appendix 3**

**Annual Statistics Report for *[name of programme] [academic year]***

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|  | NZ European / Pakeha | Māori | Pasifika | International | 20 and under | 21+ | Total for programme (most recently completed academic year) | Total for programme (previous academic year) |
| Number of students enrolled |  |  |  |  |  |  |  |  |
| EFTS enrolled |  |  |  |  |  |  |  |  |
| Number of course withdrawals1 |  |  |  |  |  |  |  |  |
| Number of course passes |  |  |  |  |  |  |  |  |
| Number of course fails2 |  |  |  |  |  |  |  |  |

Notes

1. number of withdrawals from courses (ignore withdrawals with full refunds) e.g. 1 student enrolled into 3 courses and withdrawing from 2 of these course would be recorded as 2 course withdrawals.
2. Number of course fails. This must include all students enrolled into a course, other than those withdrawals with full refunds. Eg 1 student enrolled into 2 courses and withdraws from both, 1 in week 1 with a full refund of the student and government funding and 1 in week 7 with no refund, will be recorded as 1 fail.