School Name

# Purpose of the Review

# The purpose of the Annual Self Review (Internal School review) is to assist the Provost and Deputy Vice Chancellor and Faculty Dean to assess the School’s performance within the context of the University’s strategic direction and objectives. Internal school reviews should be conducted annually, and should generate evidence to support the School’s capacity to deliver its mission. The annual self-review will critically evaluate the current performance of the School, the extent to which the School supports the Faculty and University’s strategic plans, benchmark the current activities and performance, and identify potential opportunities for the School to ensure sustainability and enhance its strategies for the future.

The review process is one piece in the continuous improvement cycle of Plan – Act – Evaluate – Improve within UNE’s Quality Framework. School review sits below Faculty review and above Course and Unit review processes within the overarching strategy of academic programs delivered by the Schools, as per the Guiding Principles:

|  |  |
| --- | --- |
| **LEVEL OF GOVERNANCE** | **GUIDING PRINCIPLE** |
| **Faculty** | Design of Strategy |
| **School** | Informing of Strategy |
| **Course** | Conceptualising Strategy |
| **Unit** | Application of Strategy |

An internal school review allows the University to critically evaluate and review the continuous improvement of the School’s teaching and learning, research, engagement and support activities. The Annual Internal School Review process involves self-assessment, ensuring the School has capacity to continue to deliver its mission. Reviewers should refer to UNE’s Quality framework:

* **Plan** is planning to achieve – the extent to which the School has designed its teaching, learning and research activities to support UNE’s strategic direction and objectives
* **Act** is how we do it – the current performance of the School, including the deployment of resources, budget allocation, support of students, adherence to standards, equity engagement, retention activities
* **Evaluate** is how we manage the quality process – the School’s adherence to quality standards, both internal and external
* **Improve** is how we improve it – enhancement strategies including recommendations and closing the loop

# Process of the Review

In conjunction with the Provost and Deputy Vice Chancellor, the Head of School will establish a School Review Panel drawn from key stakeholders at the University. The standard School Terms of Reference will be customised by the School, reviewed by the Academic Quality Directorate, and approved by the Provost and Deputy Vice Chancellor. A Panel Chair will be appointed.

A Panel Report will be completed to enable review and comment on recent School performance including:

* the role of the School in UNE and Faculty Strategic plans;
* the objectives and strategic plans for the School;
* achievements relating to teaching, research and service to the University, the community and professional bodies measured against the objectives and priorities set out in the Faculty and UNE Strategic Plans;
* details of the School’s organisation, management arrangements and mechanisms for quality assurance;
* demonstrated strengths and weaknesses;
* external benchmarking, to determine how the School aligns with similar schools in other Australian universities;
* recommendations made in this review; and
* other issues considered relevant by the Head of School, Dean or PDVC.

The Panel conducting the Internal School Review (annual self-review) will consult with staff, students and other stakeholders. The Head of School will be available during the entire period that the Panel meets to answer any questions and provide any additional information that may be required. At the end of the review process, the Panel must have completed the Internal School Review Panel Report (Annual Self-Review Report) in its entirety.

The Chair of the Internal School Review Panel will forward the signed, completed report to the Head of School. The recommendations will be highlighted for consideration and agreement by the School, with the opportunity to correct errors of fact. The Panel Report, with an addendum correcting any errors of fact, will be forwarded by the Head of School (with a copy to the Dean) to the Provost and Deputy Vice-Chancellor for consideration and endorsement. Following endorsement, the final Panel Report will be forwarded to the Vice-Chancellor for approval.

Following endorsement, a timeframe and milestones for implementing the recommendations agreed to, must be established by the Head of School in consultation with the Provost and Deputy Vice-Chancellor. The Head of School is responsible for ensuring that the implementation plan is carried out. An Internal School Review Implementation report from the Head of School documenting the successful application of the review recommendations will be forwarded to the Provost and Deputy Vice-Chancellor no later than 12 months from the date of approval by Vice-Chancellor.

# Outcomes of the Review

The outcomes of the Internal School Review Process (annual self-review) includes commendations, affirmations and recommendations. A commendation refers to the achievement of a stated goal which is particularly significant, exemplars of good practice or areas of innovation. Affirmations recognise improvements the School is already making as a result of its self-review. Recommendations refer to areas within the School in need of attention and improvement.

# Panel Report Considerations

As the Internal School Review Panel considers the following key areas they are required to observe the UNE Quality Framework criteria of Plan, Act, Evaluate and Improve, to document and understand:

* recent performance against the UNE Strategic Plan;
* recent performance against Faculty Strategic Plans and objectives;
* value of activity;
* continuous improvement; and
* adherence to quality standards (both internal and external).

Within each Key Area, the Review Panel is to provide the narrative of findings, and any other pertinent information, in the section below the list of activities. Where the Panel has developed review measures (Commendations, Affirmations and Recommendations) against the activities, the review measure is to be added as a new row to the table and numbered according to the activity it relates to, for example a Commendation relating to activity 1.1 is to be numbered C1.1, an Affirmation relating to activity 2.8 is to be A2.8, and a Recommendation relating to activity 5.1 is to be R5.1.

# Panel Report Key Areas

# Teaching & Learning: Course design, delivery and quality

***Review the School’s course design, delivery and quality activities, including:***

* 1. Current practices and performance;
	2. Appropriateness of the design, currency and quality of learning programs;
	3. External and professional benchmarking of curriculum;
	4. Curriculum and pedagogy relative to the University and Faculty’s strategic priorities and objectives;
	5. Professional accreditation;
	6. Third Party Arrangements and Partnerships;
	7. Engagement with the University and Faculty’s Indigenous and equity strategic priorities and objectives;
	8. Other T&L Course design, delivery and quality factors, as appropriate.

***Narrative/Findings for the School’s course design, delivery and quality activities:***

***Commendations, Affirmations and Recommendations for the School’s course design, delivery and quality activities:***

|  |  |  |
| --- | --- | --- |
| **Key Area** | **Commendation / Affirmation / Recommendation****Eg C1.1, A1.4, R1.6** | **Detail** |
| **1.1** |  |  |
| **1.2** |  |  |
| **1.3** |  |  |
| **1.4** |  |  |
| **1.5** |  |  |
| **1.6** |  |  |
| **1.7** |  |  |
| **1.8** |  |  |

# Research: Program support, training and quality

***Review the School’s research program support, training and quality including:***

## Current research disciplines relative to the University and Faculty strategic plan and objectives;

## Research outputs;

## Research grants;

## Research activity;

## Publications;

## Research collaboration;

## Research impact;

## HDR training;

## Research supervision standards;

## Research capabilities relative to the University’s strategic priorities and objectives;

## Opportunities for developing research and knowledge leadership;

## External and Professional benchmarking of research;

## Other Research factors, as appropriate.

***Narrative/Findings for the School’s research program support, training and quality activities:***

***Commendations, Affirmations and Recommendations for the School’s research program support, training and quality activities:***

|  |  |  |
| --- | --- | --- |
| **Key Area** | **Commendation / Affirmation / Recommendation** | **Detail** |
| **2.1** |  |  |
| **2.2** |  |  |
| **2.3** |  |  |
| **2.4** |  |  |
| **2.5** |  |  |
| **2.6** |  |  |
| **2.7** |  |  |
| **2.8** |  |  |
| **2.9** |  |  |
| **2.10** |  |  |
| **2.11** |  |  |
| **2.12** |  |  |
| **2.13** |  |  |

# Community Engagement and Entrepreneurship

***Review the School’s community engagement and entrepreneurship activities, including:***

## Cultural competency;

## Industry engagement;

## Range of community engagement activities (eg. Board memberships);

## Tender opportunities;

## Research applications;

## Delivery models;

## Non-CSP revenue.

***Narrative/Findings for the School’s community engagement and entrepreneurship activities:***

***Commendations, Affirmations and Recommendations for the School’s community engagement and entrepreneurship activities:***

|  |  |  |
| --- | --- | --- |
| **Key Area** | **Commendation / Affirmation / Recommendation** | **Detail** |
| **3.1** |  |  |
| **3.2** |  |  |
| **3.3** |  |  |
| **3.4** |  |  |
| **3.5** |  |  |
| **3.6** |  |  |
| **3.7** |  |  |

# Internationalisation

***Review the School’s strategic direction in Internationalisation activities, including:***

## Third Party Arrangements and partnerships;

## Internationalisation of the curriculum;

## Adherence to CRICOS and ELICOS requirements.

***Narrative/Findings for the School’s strategic direction in Internationalisation activities:***

***Commendations, Affirmations and Recommendations for the School’s strategic direction in Internationalisation activities:***

|  |  |  |
| --- | --- | --- |
| **Key Area** | **Commendation / Affirmation / Recommendation** | **Detail** |
| **4.1** |  |  |
| **4.2** |  |  |
| **4.3** |  |  |

# Student Engagement, Support and Outcomes

***Review the School’s support of and engagement with students, including:***

## Student engagement, support and outcomes;

## Admission strategies, including HDR;

## Participation and support strategies, including HDR;

## Mentoring strategies;

## HDR Supervision strategies;

## Completion rates;

## Attrition and Retention rates;

## Graduate outcomes;

## Engagement with Indigenous Communities;

## Engagement with Student Equity Groups.

***Narrative/Findings for the School’s student support and engagement activities:***

***Commendations, Affirmations and Recommendations for the School’s student support and engagement activities:***

|  |  |  |
| --- | --- | --- |
| **Key Area** | **Commendation / Affirmation / Recommendation** | **Detail** |
| **5.1** |  |  |
| **5.2** |  |  |
| **5.3** |  |  |
| **5.4** |  |  |
| **5.5** |  |  |
| **5.6** |  |  |
| **5.7** |  |  |
| **5.8** |  |  |
| **5.9** |  |  |
| **5.10** |  |  |

# Teaching and Learning: Student Experience

***Review the School’s engagement with the student experience, including:***

## Student satisfaction and feedback standards;

## Formal complaint processes;

## Academic student recruitment activities;

## Academic student support activities.

***Narrative/Findings for the School’s engagement with the student experience activities:***

***Commendations, Affirmations and Recommendations for the School’s engagement with the student experience activities:***

|  |  |  |
| --- | --- | --- |
| **Key Area** | **Commendation / Affirmation / Recommendation** | **Detail** |
| **6.1** |  |  |
| **6.2** |  |  |
| **6.3** |  |  |
| **6.4** |  |  |

# Management and Governance

***Review the School’s effectiveness to support and improve the University and Faculty’s strategic priorities, including the School’s adherence to:***

## Committees and Committee structure;

## Mechanism for quality assurance;

## Internal and external quality standards;

## Accrediting body requirements;

## Internal reporting requirements;

## External and professional benchmarking of curriculum;

## External and professional benchmarking of research;

## Adherence to UNE TEQSA, CRICOS and ELICOS processes.

***Narrative/Findings for the School’s effectiveness to support and improve the University’s strategic priority activities:***

***Commendations, Affirmations and Recommendations for the School’s effectiveness to support and improve the University’s strategic priority activities:***

|  |  |  |
| --- | --- | --- |
| **Key Area** | **Commendation / Affirmation / Recommendation** | **Detail** |
| **7.1** |  |  |
| **7.2** |  |  |
| **7.3** |  |  |
| **7.4** |  |  |
| **7.5** |  |  |
| **7.6** |  |  |
| **7.7** |  |  |
| **7.8** |  |  |

# Structure and Resourcing

***Review the School’s organisational structure and resourcing activities, including:***

## Staffing (which includes the Professional to Academic staffing mix, and the development of staff to complement the strategic intent of the Faculty);

## Budget;

## Facilities and Assets utilisation, including the adequacy of current facilities to support future growth and strategic intent;

## Relationship management across the University;

## Effectiveness of the School’s management and leadership structure in supporting the University and Faculty’s strategies for teaching, research and HDR initiatives;

## Reward and recognition – proportion of staff that are promoted, awards (T&L and research), proportion of staff that are at senior levels.

***Narrative/Findings for the School’s organisational structure and resourcing activities:***

***Commendations, Affirmations and Recommendations for the School’s organisational structure and resourcing activities:***

|  |  |  |
| --- | --- | --- |
| **Key Area** | **Commendation / Affirmation / Recommendation** | **Detail** |
| **8.1** |  |  |
| **8.2** |  |  |
| **8.3** |  |  |
| **8.4** |  |  |
| **8.5** |  |  |
| **8.6** |  |  |

# The Future of the School

In this section of the Internal School Review Report please consider the following and provide guidance on:

* The extent to which the School is meeting its stated mission and strategic aims, and their relationship to the UNE Strategic Plan, Faculty Strategic Plan, UNE Teaching and Learning Plan and UNE Research Plan;
* Your overall impression of the School’s current position and ability to achieve its ambitions over the next year.

# About this Internal School Review

|  |  |
| --- | --- |
| **School:** |  |
| **Report Author(s):** | *[The Chair of the Internal School Review Panel is responsible for the preparation of this report]* |
| **Date of this report:** |  |
| **Date of the review:** |  |
| **Accompanying appendices:**  | **No:** | **Name** |
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| **TRIM Reference:** | *Please ensure that this document is lodged in the Internal School Review Container set up for this review, even if it is in draft you can create different versions culminating in the finalised/approved version.* |

*Next steps: This Internal School Review Template (annual self-review) should be made available to the Internal School Review Panel members no fewer than ten working days prior to the scheduled date of the Internal School Review Panel meeting.*