



# Teaching and Learning Statement



**Lincoln  
University**  
*Te Whare Wānaka o Aoraki*

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This is the second edition of the University's Teaching and Learning Statement, which was first developed during 1999 as part of the University's academic quality function. The Teaching and Learning Statement provides a framework for managing teaching and learning policies, strategies, activities and processes for the University. It is intended to be an accurate portrayal of 'what' we do and 'how' we do it. The Statement should be a useful reference document for all academic staff and managers, and it should be particularly valuable for new academic staff.

Lincoln University puts considerable emphasis on the achievement of high standards in teaching and on creating an appropriate learning environment where students can meet or exceed their own expectations and where they can be assessed fairly.

An analysis of progress against relevant operational objectives and associated performance targets outlined in the Lincoln University Profile, 2005-2007 has been undertaken as part of preparing this Statement. The Statement also reflects internal and external factors that are likely to affect the provision of teaching and learning at Lincoln University. Finally, the Statement acknowledges the Education Amendment Act 1990, which defines the characteristics of a New Zealand University and draws on the Statement of Tertiary Education Priorities prepared by the Tertiary Education Commission in 2004.

The University is preparing for the academic audit in 2006. The theme for this audit is teaching and learning, with the sub-themes of: teaching quality, programme delivery and achievement of learning outcomes. The Teaching and Learning Statement is a key document for this audit.



Professor Roger Field

Vice-Chancellor

## 1. Introduction

### 1.1 Purpose of the Teaching and Learning Statement

The Teaching and Learning Statement is intended to be a practical document that will provide background information for academic staff, managers and organisational units with responsibility for promoting quality in teaching and learning. It also aims to provide a comprehensive statement of existing structures and processes underpinning the University's commitment to high quality teaching and learning.

It is intended that the Teaching and Learning Statement will:

- foster the development of good practice in teaching and learning and the sharing of information; and
- provide performance targets that will enable the University to assess rigorously how well the teaching and learning objectives are being achieved.

The Teaching and Learning Statement is a component of the University's academic quality function. The University has a holistic approach to quality and therefore its quality processes and outcomes are embedded throughout its operations. Much of the detailed quality improvement activity occurs under the auspices of Academic Board. The target for the University is to enhance the student experience and also to increase satisfaction, retention and completion rates and to enhance graduate outcomes.

The outcomes of the Lincoln University academic quality improvement activities include:

- learning experiences for students that are of high and established quality;
- identification and sharing of good practice as well as priorities for improvement;
- reporting that is timely and facilitates effective performance management; and
- academic programmes that are relevant and have clear objectives, current and appropriate delivery and assessment methodologies.

### 1.2 The University's Planning Framework

The University's vision, as defined in its Charter, is to provide the national and international leadership in research and teaching that will contribute to ensuring a sustainable environmental, social and economic future for New Zealand.

The mission and goals of the University provide the platform for the achievement of this vision through improving the social, economic and environmental fabric of New Zealand, and the well-being of its people and those in its wider sphere of activity.

To achieve its vision, Lincoln University will:

- provide an innovative and challenging learning environment that is focused on enabling its students to achieve their potential;
- contribute to the creation of sustainable environmental, social and economic outcomes through education and research that expands knowledge and understanding of the science and management of natural resources;
- work with its communities in New Zealand and beyond to address national and international issues by maintaining, strengthening and integrating its core competencies in commerce, physical, biological and social sciences; and
- recognise and provide for the Treaty of Waitangi/Te Tiriti o Waitangi and the status of Tangata Whenua.

The University's vision is expanded in its planning documents, which include the Statement of Strategic Direction for 2005-2015, the Lincoln University Profile 2005-2007 and the Operational Plan for 2005. There are eight strategic objectives that drive the University's commitment over the next ten years:

- Teaching and Learning Excellence
- Research Excellence
- Student Experience and Support
- Community Engagement
- Māori Aspirations
- Pacific Peoples' Aspirations
- Internationalisation
- Management and Stewardship

These objectives are inter-related and achievement of quality in teaching and learning depends on recruiting and maintaining the highest quality students and staff, advancing internationalisation across the University, maintaining a strong linkage between teaching and research and providing support services and physical facilities to support the teaching and learning process.

The strategic objective that relates to teaching and learning excellence, states that the University is "To provide highly relevant research-informed qualifications of recognised quality". The strategic objective is expanded in the following five operational objectives:

- To encourage, recognise and support excellence in teaching.
- To develop further the University's academic programmes to ensure they are aligned to educational and employment needs.
- To develop and implement a coordinated flexible delivery strategy for the University.
- To implement quality management systems that ensure high standards are achieved in all aspects of teaching and learning.
- To reinforce the teaching and research linkage.

Also relevant is the strategic objective "To enhance the student experience and study environment", which is expanded in four operational objectives:

- to provide a flexible, accessible and supportive learning environment;
- to foster a culture of internationalisation and cross-cultural understanding amongst staff and students;
- to enhance academic support and pastoral care for all students; and
- to improve student retention.

The performance indicators associated with teaching and learning are contained in Appendix 1. The University will report on its performance in the Annual Report, which will include, where relevant, qualitative indicators and narrative.

### 1.3 The Student Profile

Lincoln University is a specialised research-led university focussed on providing the best learning and research opportunities for New Zealanders and for people from around the world.

Lincoln University places a major emphasis on the quality of the 'Lincoln Experience' for students. In undertaking this commitment, the University is mindful of the changing pressures of student life. These pressures include part-time study and part-time work, an increasingly diverse student population, demands for more flexible delivery and an increased consciousness of the cost of study.

The high number of international students has significant implications for the management of teaching. There is considerable variation across Divisions in the numbers of international students and the proportion that they represent of the total student load. The increase in the numbers of international students over the past five years has implications for the management of teaching and learning and the student profile is forecast to continue to have a strong reliance on international students.

## 2. Management of Teaching and Learning

### 2.1 Structural Arrangements for Teaching and Learning

The majority of teaching and learning takes place within four Divisions :

- Agriculture and Life Sciences;
- Bio-Protection and Ecology;
- Commerce; and
- Environment, Society and Design.

Teaching and learning also occurs in the Foundation Studies and English Language Centre.

References to 'Division Director' in the Teaching and Learning Statement include the Director of the Foundation Studies and English Language Centre.

Although the senior management team (Vice-Chancellor, Deputy Vice-Chancellor, Assistant Vice-Chancellor (Business Development), Assistant Vice-Chancellor (Academic), Assistant Vice-Chancellor (Maori), Human Resources Director, Finance Director) has a role in the overall management of teaching and learning, the operational management and reporting on academic quality resides with:

- Academic Board (including the Academic Administration Committee and the Subjects Committee);
- Academic Programmes Committee;
- Division Structures (including the Divisional Teaching Committees and Academic Programme Managers); and
- Teaching and Learning Services.

#### Academic Board

Academic Board advises Council on academic matters and exercises Council's delegations on more minor academic matters. The Academic Administration Committee and Subjects Committee are sub-committees of Academic Board. Appendix 2 shows the relationship between each of the sub-committees in diagram form.

Key functions of Academic Board and its sub-committees include:

- to monitor and report on the quality of teaching and research in the University (includes the work of Divisions and Academic Administration Committee);
- to monitor, develop and implement academic policy;
- to advise on matters relating to courses of study or training, awards and other academic matters including the establishment and disestablishment of academic programmes at the University, and revision of any course or general academic regulations;
- pursuant to course regulations to maintain subject prescriptions; course schedules, and to approve personal courses of study for students;
- to approve examination results for students; and
- to recommend the award of degrees, diplomas and other University qualifications.

The Academic Administration Committee advises Academic Board on matters relating to the administration and maintenance of the academic standards of the academic programmes of the University. The Committee has specific delegations from the Vice-Chancellor that relate to: student admissions; monitoring of academic progress; appointment of examiners, assessors, supervisors and course advisors; and provision for relief of hardship. The Committee also has the functions of: course approval; examination processes and confirming grades and clearances; cross credits; and dispensations from regulations.

The Subjects Committee is responsible for detailed scrutiny of the integrity, quality and rigour of subjects. The Subjects Committee advises the Academic Board on matters that relate to subject development and in particular the:

- rationale for a subject and any overlaps with existing subjects, including any restrictions that may need to be imposed between the proposed subject and existing subjects;
- coding level of the subject, according to the established criteria;
- appropriateness of the proposed prerequisites or recommended preparation for the subject, especially where alternatives are proposed, according to the established criteria;
- appropriateness of the code prefix with respect to University conventions;
- implications for all relevant academic programmes; and
- appropriateness of proposals for assessment, given the nature of the subject material and the level of the subject.

For the purposes of the Teaching and Learning Statement, a single unit of study is generally referred to as a 'subject'. The term 'subject' is the same as a 'course' or 'paper'.

The Academic Programmes Committee makes recommendations to the Academic Board on matters that relate to academic programmes. The Committee has particular responsibilities for:

- the introduction of new programmes (majors, qualifications);
- the deletion of existing programmes;
- monitoring and review of current programmes to ensure currency and relevance, consistency and equality across the University, and compliance with CUAP and TEC and professional accreditation bodies.

The Academic Programmes Committee advises Academic Board on matters relating to the portfolio of programmes and papers offered by the University and the way(s) in which these are delivered. The Committee also advises the Senior Management Group on matters relating to the strategic development and management of academic programmes. Finally, the Academic Programmes Committee develops initiatives to enhance quality of academic programmes across the University and where appropriate, reviews and develops academic policy.

### **Division Structures**

Each Division has a Committee that deals with teaching and learning issues. The Committee structure and terms of reference are tailored to meet the needs of each Division. The Agriculture and Life Sciences and the Bio-Protection and Ecology Divisions have a joint Committee. The Committees comprise academic staff, the Academic Programme Manager(s) and, in some cases, student representation. In general the Committees are responsible for:

- enhancing the quality of teaching and learning, including contributing to academic staff teaching development (in consultation with Teaching and Learning Services);
- considering proposals for changes in course and subjects; and
- responding to relevant institutional issues eg. timetable revision, assessment, partial waivers, class representative system.

Each Division has an Academic Programme Manager, who is responsible to a Division Director, and who has a reporting relationship to the Assistant Vice Chancellor (Academic). Although the exact functions vary between Divisions, in general the Academic Programme Managers:

- assist with New Academic Programme Development;
- assist Division Directors to manage the performance of existing academic programmes ensuring that statutory obligations are upheld;
- provide support and course advice to students where necessary;
- assist Division Directors to achieve academic excellence within the Division; and
- develop relevant external linkages with professional bodies and employers.

### **Teaching and Learning Services**

The central function of Teaching and Learning Services (TLS) is to enhance the teaching and learning experience of staff and students at Lincoln University.

The four areas that comprise Teaching and Learning Services are:

- Student Learning Centre – A variety of programmes and resources are offered that can help students study more efficiently, communicate more effectively and generally get more enjoyment out of university study;
- Student Evaluations – Standard evaluations include lecturer, tutor, studio lecturer and studio tutors evaluations and subject and studio subject evaluations;
- Online Learning – Lincoln's course managements system, Learn@lincoln, provides a web space for every subject at Lincoln; and
- Professional Development – provides a wide range of professional development services for all Lincoln staff.

## 2.2 Policies

### The Calendar

The Calendar, which is published annually, contains the University's key policies in addition to the statutes and regulations for all courses of study. The Calendar is published in electronic form on the University website, <http://www.lincoln.ac.nz/calendar/>.

Key policies contained in the Calendar include: Admission; Aegrotats; Assessment; Cross Crediting; Dishonest Practice and Breach of Instructions; Equal Opportunities; Examinations; Unsatisfactory Progress; Fees; General Regulations; Library Regulations; Matriculation; Regulations for Courses of Study (Programmes); Scholarships; Transfer of Credit and Recognition of Prior Learning. The Calendar includes other policies in addition to those listed here.

### Policies and Procedures Manual

The University maintains an electronic Policies and Procedures Manual, which stores policy from three broad areas: Academic Policy, Business Policy and Student Policy. Individual policies are reviewed on either an as-required basis or to a set review schedule. The manual may be accessed by all registered students and staff through the University intranet, <http://registry.lincoln.ac.nz/lpp/>.

Policies contained in the Policies and Procedures Manual govern conduct in respect of: Conflict/Disclosure of Interest; Course Advice and Approval; Discipline (Staff); Employment and Human Resources; Environmental Sustainability; Ethics; External Stakeholder Relations; Health and Safety; Intellectual Property; Lincoln University Student Charter; Programme and Subject Monitoring, Evaluation and Review; Research; Standing Committees of the University Council (including Academic Board, Audit and Risk Management Committee, Fees Task Force, Human Ethics Committee, Mori Development Task Force, Planning Task Force); Student Complaints, Grievances and Appeals; Teaching and Learning; Vice-Chancellor's Committees (including Animal Ethics Committee, Postgraduate Committee, Research Committee, Subject Committee). The Policies and Procedures Manual includes other policies in addition to those listed here.

### Student Handbooks and Subject/Course Outlines

Divisions prepare a handbook, or similar, for students, containing or referring to important policies and guidelines for the Division. Students are also issued with subject (course) outlines at the commencement of every subject, which contain information about the aims and objectives of the subject and the teaching and assessment methods that will be employed. The outlines also contain, or refer students to, policies on dishonest academic practice, extensions/lateness and other important matters.

Subject outlines, produced by individual examiners, state the aims and objectives of a subject. The Subject Outline Template is contained in Appendix 3.

## 2.3 Student Input

The University has a close working relationship with the Lincoln University Students Association (LUSA). The President and/or one or more nominees, are members of key committees, including the University Council and Academic Board. The University and LUSA have a Service Level Agreement in place that covers student support, clubs, student representation and advocacy, entertainment and events. The University holds focus groups with students on a regular basis.

Student representation and advocacy includes the operation of a class representative system that is run by the Education Co-ordinator. The Education Co-ordinator, who reports to LUSA, acts as a link between the student body and the University to address student issues and complaints of both an academic and non academic nature.

## 3. Teaching Performance and Quality

### 3.1 Appointment and Induction

Academic staff describe themselves as professional teachers, based on their experience, commitment, and the proportion of their working life devoted to teaching. This is supported by the importance given to assessing potential teaching performance at the time of appointment. Once an academic staff member is appointed, they participate in a formal induction to the University, which is co-ordinated by Teaching and Learning Services. All new members of staff also receive an employment handbook containing, or referring staff to, relevant policies. Many human resources policies are contained in the Policy and Procedures Manual discussed above, in Section 2.2.

All new teaching staff have an observation of teaching undertaken by Teaching and Learning Services staff, which is used to assist the teacher in formulating their own personalised teaching professional development plan.

Division Directors are instructed to take a strong interest in the performance of individual academic staff and to use personal observation or the appointment of mentors as a means of monitoring performance and, if required, ensuring that appropriate remedial action occurs.

### 3.2 Professional Development and Appraisal

As part of an on-going professional development programme, academic staff are exposed to a range of informative articles on teaching techniques, learning style differences, and other educational issues. Circulation of this and other teaching-related literature is co-ordinated by Teaching and Learning Services. Teaching and Learning Services are also responsible for running induction and orientation courses for new and experienced teachers, which emphasise the importance of effective delivery, examination and assessment. The University emphasises to all academic staff the importance of continuous improvement in all these areas, with the expectation that individual delivery styles will match the current curriculum and the changing expectations of students and employers of graduates.

The salary review and promotion process recognises the importance of teaching performance and the criteria refer explicitly to teaching and the facilitation of learning. The relevant policy (Salary Advancement and Promotion Procedures) states that information required to support a case for promotion should include evidence of competence in teaching and facilitation of learning. This should include evidence of involvement in designing, developing and delivering academic course material for students at undergraduate and/or postgraduate level.

Specific innovative contributions to the development of teaching and learning theory and practice will be viewed positively. Student evaluations must be part of the application. Where appropriate the inclusion of peer evaluations may assist.

### 3.3 Student Evaluations

#### Lecturer and Subject Evaluations

Student evaluations serve a dual purpose: they provide academic staff with student perceptions on the teaching and learning taking place, and they allow staff to document their achievements should they wish to apply for promotion.

Student evaluations seek to:

- ensure that students provide feedback to academic staff and the University on teaching quality, subject design and presentation;
- enable academic staff to modify the teaching and subject design and presentation as the result of student feedback;
- enhance subjects to better meet academic programme and student needs;
- encourage staff development of teaching skills, subject design and presentation skills;
- provide information for the Salary Advancement and Promotion Process, the Probationary Appointment of academic staff new to the University, and for Professional Development and Appraisal procedures; and
- ensure appropriate feedback to students.

There are two main types of evaluation – lecturer evaluations and subject evaluations

**Standard Lecturer Evaluation** - Lecturer evaluations are voluntary. Students are asked to provide feedback on questions that ask about the organisation of classes, the clarity in which the material is presented, assessment, and the lecturer's willingness to provide help. In addition, open-ended questions provide students with the opportunity to comment on various aspects of teaching. Special evaluation forms have also been developed for tutors and studio teachers. Evidence from recent lecturer evaluations is required if staff wish to apply for promotion on the basis of teaching.

**Standard Subject Evaluation** - Subject evaluations are mandatory and are carried out biennially. Students are asked to comment on the organisation and delivery of subject content. These are automatically shared with the appropriate Divisional Director as part of the ongoing performance monitoring process.

#### **Additional Feedback**

In addition to the standard form for evaluation of academic staff, students have the opportunity to provide feedback to lecturers by specific, anonymous comment, involvement in normative evaluations, small group interviews and through subject reviews. Some lecturers use more direct feedback from students in teaching situations.

Mid-semester feedback has been trialled by some lecturers and is encouraged as a feedback tool. The class representative system, which was established in 1999, is run by the LUSA education co-ordinator. The class representation system provides for student advocacy as well as representation.

Enhancement of teaching performance and the development of new methodologies are team activities within the University. They involve academic staff in a peer review capacity, Division Directors for oversight, students through their participation in evaluations of subjects and Teaching and Learning Services for professional development. This multi-faceted approach meets the diverse needs of, and opportunities in, different disciplines, better than a simple and potentially misleading formula for assessment and improvement of teaching performance or methodology.

The University has not adopted a universal process of peer evaluation of teaching performance.

The formal use of tertiary qualifications in the development of teaching skills for academic staff is highly desirable. The University is currently exploring the provision of a modular teaching qualification that can be accessed by all academic staff. Such a qualification would be formally recognised (accredited) and could be developed in association with other tertiary institutions.

### **3.4 Awards for Excellence in Teaching**

Lincoln University has a commitment to recognising excellent teaching by academic staff. The purpose of the University teaching awards is to recognise in a tangible way the outstanding accomplishments and exceptional individual achievements of Lincoln University teachers in pursuit of the University's objectives and mission.

There are three categories for the Awards for Excellence in Teaching:

- Sustained Excellence – awarded to teachers who demonstrate continuing excellence in their teaching over a period of six years;
- Excellence in Innovation – awarded to the teachers who demonstrate innovation in their teaching methods, curriculum design or materials which enhance learners' learning; and
- Excellence in Collaboration – awarded to groups or teams that demonstrate the ability to work in a collaborative way for the betterment of learners' learning.

The University makes up to two awards annually to recognise teaching excellence. The monetary value for each award is \$5,000 and is linked to professional development activity. Recipients of the Lincoln teaching awards are nominated by the University for the national tertiary teaching excellence awards established by the Government.

The Government encourages good teaching through the National Tertiary Teaching Excellence Awards. The awards are competed for by all tertiary teachers in New Zealand – university, polytechnic, colleges of education, wananga and private training establishments. Over the two years the programme has been running, Lincoln University has won three awards.

## 4. Programme Delivery

### 4.1 Curriculum Design and Delivery

The delivery approaches for academic programmes are designed to fit the desired learning outcomes. Lincoln University has a tradition of developing delivery modes that are appropriate for applied programmes that require a strong experiential component. Field trips and tours, and other off-campus experiences, are features of the aims and objectives of many subjects, while workplace experience is an integral part of a number of programmes.

Developments in on-campus delivery include computer-assisted learning, the use of multi-media technologies and an increased emphasis on delivery centred around student involvement. These approaches emphasise the importance of combining a strong theoretical background with the practical implications of the concepts and material under consideration. In some disciplines, particularly in applied management areas, there has traditionally been use of case studies and student-based problem solving approaches.

Lincoln University supports curriculum development that is innovative, varied, and appropriate to the objectives and context of the individual subject and the overall academic programme, and enhances learning. The University uses various devices to ensure that curriculum development meets the stated programme objectives which include: care in the selection of new staff; orientation and initial support and training for new staff; and on-going professional support.

Inter-disciplinary and multi-disciplinary study is encouraged both at the level of individual subjects and across academic programmes.

The inter-disciplinary approach to teaching is enhanced through designing subjects to meet the demands of more than one programme. This has the effect of obliging examiners to gear the material and learning objectives to students with different perspectives and ensuring students interact with students in other programmes.

Divisions teach subjects in association with partners from other Divisions. This requires great care in curriculum design and an assurance that delivery is well co-ordinated and achieves expected high standards. The responsibility for this is vested in individual subject examiners and their Division Directors. Evaluation of performance is conducted through student evaluations, Academic Administration Committee scrutiny of grade distributions and by Academic Programme Managers, who consider not only programme performance but also the employability of graduates.

The other major feature of curriculum design that pervades the University is the relationship between theory and practice as exemplified by the strong experiential component of applied academic programmes.

### 4.2 The Learning Environment

The student evaluations of subjects and the student satisfaction surveys indicate that students find the academic environment conducive to learning and that their learning experiences at the University are positive.

Lincoln University has a reputation for promoting learning by “doing” and for using experiential approaches to problem solving. This is particularly the case in applied programmes where the learning environment reaches outside traditional approaches to delivery, is student-centred and based on solutions to real world problems. The emphasis on process, in addition to content and delivery, has been a feature of 300 level delivery but increasingly, is an important attribute in subjects at 100 and 200 levels. The use of tutorials and lecture/discussions at more advanced levels of teaching is designed to stimulate students to be reflective and to challenge both the material and the form of delivery.

The Student Learning Centre provides support to students and aims to help them to learn how to work and study more effectively. The Centre works with students at all stages of study, from first year undergraduates to postgraduates completing their thesis.

#### Library

The University’s experiential, problem-solving emphasis in learning means that the Library is heavily used and actively involved in the teaching programmes. To assist the students in their study and research, a compulsory Library Skills session is given to all first-year undergraduates and information literacy modules are taught into several degree programmes.

There is a medium-sized print collection which is closely targeted to the University's profile and extensive, broader electronic collections of both serials and books. The Library is linked into approval processes for programme and subject changes so that collections can be matched to needs. To supplement Lincoln's collections, students have reciprocal access to local tertiary and other university libraries, and postgraduates may use inter-library loan.

### **Teaching Research Nexus**

The relationship between research and teaching is strongly established. There is a clear expectation that delivery of subjects at the 300 level or higher will be closely linked to current research, and that this relationship will also be a feature of 100 and 200 level subjects. The University has a policy of appointing, rewarding and promoting staff who can meet the requirements of the research/teaching relationship. The delivery of 300 level subjects frequently requires student involvement in research-oriented exercises that may be laboratory, field, Library or computer-based.

The close inter-relationship between teaching and research has been easier to achieve in applied academic programmes, than may be the case in institutions with more basic or theoretical disciplines.

This is because the University's research is often closely related to the current needs of industry, and the take-up time of much of its applied research is much more rapid than is typically the case for basic and theoretical research.

The linkage between teaching and research is also established through the supervision of postgraduate students by academic staff.

### **Generic Outcomes**

The University has, for a long time, offered subjects in some generic skills areas. For example, COMN 105 (Professional Studies for Recreation Management), which includes modules on information management and retrieval and on communication, is a core requirement for the Bachelor of Recreation Management. In the subjects COMN 101 (Communication) and COMN 202 (Business and Professional Communication), core competencies are taught alongside communication as an academic subject. There are similar developments at the postgraduate level, including subjects in research methods.

Surveys of prospective employers and graduates, carried out as part of academic programme review processes, have highlighted the need for generic skill development. The introduction of generic skill subjects, plus the retention of more traditional requirements in mathematics and computing, has been a response to this need.

The approach requires that the teaching in related subjects within a programme reinforces the generic skills learned in the formal setting of a specific subject. This is achieved by identifying particular generic skills that will be emphasised by examiners in identified subjects. While this has worked satisfactorily for relatively highly prescribed academic programmes, it has raised difficulties in those programmes that have considerable elective choice.

### **Equal Educational Opportunity**

Lincoln University is committed to equal opportunity in the provision of education and seeks to provide equal access and encouragement in areas of student recruitment, admission, enrolment, assessment and examination. This enables students to pursue education without their opportunities being reduced by factors that are irrelevant to the requirements of their studies, for example: race, gender, marital or parental status, age, religious or political beliefs, country of origin, physical disability and sexual orientation. The University monitors the application of the equality of opportunity through the Equal Opportunities Committee, which reports to the Vice-Chancellor.

The Inclusive Education Co-ordinator provides support for students with disabilities or other specific requirements. There is a fund established for diagnostic work and for purchasing specialist equipment. Through these means, and through a network of divisional contacts for students with disabilities, the University provides support for students with learning difficulties, such as dyslexia or hearing impairment.

The University has adopted a flexible policy in meeting the assessment requirements of students with identified disabilities. This is not to suggest any relaxation of academic requirements, but an empathetic approach to allowing all students to achieve at a level that is commensurate with their academic abilities. An aim of inclusive education provisions is to ensure a level playing field, not to give advantage to one group of students over another.

The Inclusive Education Co-ordinator oversees the provision of special examination facilities for students with documented special needs. These facilities include reader-writers, opportunities for additional time in examinations, opportunities to use devices that help compensate for the disability and the provision of alternative forms of examination accommodation. There is an established role for course advisers in meeting the needs and concerns of individual students, although the emphasis is largely on academic rather than personal matters.

The University has had a student support system in place that was established in 2001 as part of the 'enhancing the student experience' project. The focus of the system is on first year students.

Other mechanisms available to staff and students to promote equal opportunities include:

- an Equal Employment Opportunity Coordinator;
- an Harassment Co-ordinator and procedures for dealing with harassment problems;
- seminars and workshops covering specific issues, such as gender inclusive language, bicultural awareness, Treaty of Waitangi and internationalisation.

### **Māori and Pacific Students**

Improving Māori participation and completion rates is an important part of Lincoln's contribution to Māori development aspirations and its practical commitment to the Treaty of Waitangi. Lincoln is continuing to strengthen its relationships with Ngai Tahu through the Te Tapuae partnership and consolidating its links with various papatipu runanga, including Te Taumutu Runanga and Te Runanga o Ngai Tuahuriri. The need to develop additional strategic alliances with other iwi and non iwi-based providers and tertiary education organisations is also critical. These will enable the University to enhance its contribution to Māori development by providing research and education in the areas in which it has specialist capability and expertise. The Assistant Vice-Chancellor (Māori) has institutional responsibility for overseeing and advising on the implementation of Treaty principles.

The University has developed staircased programmes from Diploma to Masters level in Māori and Indigenous Planning and Development. The Bachelors and Masters programmes are the first of their kind to be accredited by the New Zealand Planning Institute. In addition, formatting programmes for distance delivery through the Tatai Whetu initiative has enabled the University to broaden its student reach.

The University has also developed Akoranga Putake, a specialised Certificate in Foundation Studies for Māori students. Other Māori development initiatives underway include Te Papa Kaitawhai, the Māori Sport Foundation initiative and development of a series of Māori subject 'minors' or specialisations, which enable students in other degree programmes to access a coherent Māori curriculum in either, Māori language, Māori Governance, Māori Resource Management of Māori Society.

The University acknowledges the need to improve Pacific Island participation and support by developing a more comprehensive approach to Pacific Island education. To date, Lincoln University's involvement with Pacific communities has been most significant in in-country settings but locally has not been managed in a structured way. The University is revising its Pacific peoples' strategy in 2005 to ensure it is delivering outcomes appropriate for Lincoln University and its Pacific Island communities. The strategy will include a co-ordinated approach for interacting with Pacific Island communities, both domestically and internationally.

Specific activities and initiatives aimed at improved academic, personal and cultural support for both Māori and Pacific students include:

- providing cultural support for students through wananga, cultural workshops, powhiri, student hui, fono and cultural workshops;
- a Māori and Pacific student monitoring system which tracks progress/retention of Māori students;
- identifying Māori and Pacific students at time of enrolment and providing targeted information on support services that are available to them;
- running workshops for Māori and Pacific student mentors and contacts;
- promoting Māori and Pacific student support services to students enrolled at Lincoln;

- initiating a divisionally based (i.e. academic programme based) Māori and Pacific student support network, programme based tutorial support and mentoring;
- providing targeted academic support services through Teaching and Learning Services and other academic support mechanisms e.g. study skills workshops;
- providing a service to follow up Māori and Pacific student absences, non achievement, withdrawal and risk of exclusion and developing individualised learning support plans to assist these students;
- providing information to Māori and Pacific students on the range of scholarships and grants available to them;
- providing an information site for Māori and Pacific students on the Lincoln University website;
- providing a dedicated space for the sole Pacific students for study, social and cultural activities; and
- ongoing support to Te Awhioraki (Māori students association) and LUPISA (Lincoln University Pacific Island Students Association).

### 4.3 Programme Review, Approval and Accreditation

#### Programme Review

Academic programmes are monitored using the following indicators: EFTS; student heads; complete withdrawals; geographic origin; academic quality at entrance; pass rates; completions; and financial performance. If it is deemed that an academic programme requires a substantive review, a panel will be established to undertake a review. The purpose of such a review is to report on the extent to which the programme:

- remains consistent with the University's goals and objectives;
- is of appropriate academic rigour;
- has adequate focus on particular industries or fields of application, where appropriate;
- had adequate focus on academic disciplines;
- had adequate flexibility and range of elective subjects; and
- meets external requirements.

New and changed academic programmes are approved by the Committee on University Academic Programmes (CUAP) and the University has professional accreditation for a limited number of degree programmes. Before the University submits a proposal for a new programme or a modified existing programme to CUAP, there is a rigorous internal process of development and consultation. This process involves the Divisional Teaching Committee, Academic Programmes Committee, Academic Board and finally Council.

The Committee for University Academic Programmes requires that all academic programmes be reviewed within three years of graduation of the first student cohort. This is called a Graduating Year Review (GYR).

#### Professional Accreditation

The University has a limited number of academic programmes that are granted formal professional accreditation by external organisations these include the; Bachelor of Landscape Architecture; Bachelor of Commerce and Management (Accountancy specialisation); Bachelor of Science (Food Science); Bachelor of Commerce (Food Industry); Postgraduate Diploma in Applied Science (Food Quality Management); Bachelor of Environmental Management (Policy and Planning); Bachelor of Commerce (Valuation and Property Management) and Bachelor of Commerce (Agricultural) (Farm Management Specialisation); Bachelor of Commerce (Transport); and Bachelor of Māori Planning & Development (Policy and Planning).

In addition, there are professional organisations that, while not demanding specific accreditation, are influential in establishing both the design and aspects of delivery of academic programmes for the design and aspects of delivery of academic programmes. For example, the Bachelor of Applied Computing has a strong link to its profession without a specific requirement for accreditation.

#### 4.4 Academic Audit

Lincoln University participates in academic audit activity carried out by the New Zealand Universities Academic Audit Unit. The last substantive audit was carried out in 2000 and had the themes of research and postgraduate teaching and international activities. In 2004, the University underwent an audit of compliance with the Code of Practice for the Pastoral Care of International Students.

The next audit is scheduled for 2006 and has the theme of teaching and learning. This is further broken down into:

- teaching quality - assignment of staff, development of teaching competence, evaluation of teaching and feedback;
- programme delivery – context, design, evaluation and feedback; and
- achievement of learning outcomes - alignment with goals and objectives, assessment practices, excellence of scholarly standards and effective benchmarking.

The Academic Audit enables the University to demonstrate its commitment to excellence by prompting a self-review of our quality systems. The results of the self-review are submitted to the Academic Audit Unit, in the form of an Audit Portfolio, to provide evidence for an objective opinion of whether the systems will enable Lincoln to achieve our stated goals.

Lincoln University will undertake a self-review process in 2005. This process will triangulate information from a variety of sources in order to evaluate our system strengths, weaknesses and priorities for improvement.

The Academic Audit Manual (NZUAAU, 2002, page 3) states that 'Meaningful self-review has several merits, including:

- the recognition of institutional autonomy and responsibility,
- the maintenance of a process of critical self-development,
- the production of information, and reflection on it, some of which is not normally evident.

Self review should go beyond description to analysis of strengths and weaknesses, and to consideration of ways for addressing the latter...'

The Audit Manual also states:

'...In each audit, the process begins and ends with the institution's own programme of continuous improvement – from institutional self-review of systems and processes and their effectiveness, to the integration of audit recommendations which build out of those systems and processes, and which feed into the improvement of those systems and processes so as to increase the institution's effectiveness in ensuring highest quality research, teaching, learning and community service...'

The primary output of the self-review process is the Academic Audit Portfolio which provides a snapshot of the systems for teaching and learning. Another important outcome of the self-review process is identifying priorities for improvement for Lincoln University. In previous audits (in 1995, 1997 and 2000) the self-review exercise has been immensely valuable in setting priorities.

To prepare for the audit, a small 'steering committee' has been established to oversee the self-review process and writing of the audit portfolio. This group is led by the Vice-Chancellor's Office and includes representation from across the University.

## 4.5 Student Surveys

The University has three surveys in place which ask students to provide feedback on their experiences and programme of study. The three surveys are: The Graduate Feedback Survey, Undergraduate Student Satisfaction Survey and Postgraduate Student Satisfaction Survey.

The Graduate Feedback Survey is carried out on an annual basis to assemble data about graduates' perceptions of the quality of the qualifications they completed in the previous year. The survey asks graduates to express opinions about: the quality of teaching; the clarity of goals and standards; the nature of assessment; the level of the workload; the enhancement of generic skills; and overall satisfaction with the course of study.

In late 2004, Government announced the introduction of a Student Component Performance Measure. The Performance Measure reinforces a focus on the needs of student learners and one indicator used will be a tertiary education sector-wide survey. The tertiary-wide survey will be trialled in 2005, with the first formal survey in July 2006. Depending on the final form of the tertiary-wide survey, the Lincoln Graduate Feedback Survey may be discontinued.

The Undergraduate Student Satisfaction Survey is carried out on a biennial basis and includes all degree, graduate certificate, graduate diploma, certificate and diploma students. The survey asks students to rate satisfaction and importance in: enrolment and registration; academic courses; student services; the university environment; computing facilities; library services; and overall satisfaction and value for money.

The Postgraduate Student Satisfaction Survey is carried out on a biennial basis and includes PhD, Masters, Honours, Postgraduate Diploma, Postgraduate Certificate and Postgraduate Certificate of Proficiency students. The survey asks students to rate satisfaction and importance in: supervision; associate supervision; programme organisation; research culture; library services; computing facilities; student services; university environment; and overall satisfaction and value for money.

## 5. Teaching and Learning Outcomes

### 5.1 Teaching Outcomes

Lincoln University puts considerable emphasis on the achievement of high standards in teaching and on creating an appropriate learning environment where students can meet or exceed their personal expectations. The expectations for individual subjects are contained in subject outlines and the expected learning objectives are clearly stated.

Since 1994, when the University undertook a major review of academic programme delivery, the emphasis has been on defining learning outcomes. The approach has been to work with subject examiners to configure delivery and assessment so as to meet outcomes rather than placing emphasis on the form and duration of teaching inputs. This shift is consistent with modern educational thinking.

Grade distributions, clearance rates, graduation rates and cohort performance analyses, together give a picture of overall teaching quality. The principal mechanism for monitoring the linkage between student learning, the subject's objectives and the expected learning outcomes, is through examination results and the moderation of examinations (setting and marking). Lecturer effectiveness is one variable linked to student learning and performance. Other variables include student motivation and student time devoted to studying. The University is attempting to establish effective performance indicators in this area beyond the current assessments.

The role of subjects in meeting the learning objectives of qualifications is also reviewed regularly by Division Directors and forms part of programme reviews. Additional processes to monitor effectiveness of subject delivery by contract lecturers will be developed.

The subject outlines include a statement about learning outcomes, and how they can be achieved by individual students. The outline, in conjunction with the subject prescription, is the basis of a formal relationship between the examiner (representing the University), and individual students. The student evaluations, plus additional informal peer comment, are used by Division Directors in conjunction with more global measures of the success of subject delivery, to determine overall performance.

#### **Graduate Profile**

Graduate attributes are outlined in the graduate profile. This is a statement of the generic and specific attributes and skills of graduates of the programme, including the body of knowledge attained. Although attributes are different for individual programmes, attributes could include the following:

Personal attributes include:

- intellect, including higher level skills of analysis, critiques, synthesis, and problem-solving;
- knowledge, especially understanding of the basis principles of the (subject) discipline, and the ability to acquire new knowledge;
- willingness and the ability to learn and continue learning, to appreciate that learning is continuous throughout life;
- information literacy, including the ability to locate, evaluate and use information in a range of contexts;
- computer technology skills;
- organisation, time management skills;
- independent judgement;
- a multi-disciplinary perspective;
- an international perspective to knowledge; and
- an awareness of ethical issues.

Interactive attributes include:

- oral and written communication skills, involving an ability to communicate formally and informally with a wide range of people;
- team-working skills, including the ability to work effectively in teams;
- interpersonal skills, including an ability to relate to people from a wide range of backgrounds; and
- negotiation skills.

Specific programme attributes include:

- the ability to obtain and analyse (programme specific) information;
- knowledge of the concepts, characteristics and nature of (programme specific) as an academic area of study;
- an ability to integrate theories and practices of (programme specific) issues; and
- have a detailed understanding of (programme specific) issues.

## 5.2 Assessment

### Overall Assessment Practice

Learning objectives are presented in subject outlines by examiners and are supported by a wide range of assessment practices, which are detailed for the information of students in the subject outlines. Assessment practices involve a range of approaches that include essays, tests and assessments of oral and practical exercises, plus formal examinations, which at the undergraduate level, are required to contribute not less than forty percent of the overall assessment for an individual subject. In specific cases, the Academic Administration Committee may allow this requirement to be relaxed, provided certain criteria are met. Typically, the relaxation of this requirement is associated with subjects that require continuous and longitudinal assessment such as studio work associated with the Bachelor of Landscape Architecture. Another example where the requirement for a final examination is waived is RECN 212, where the major assessment takes the form of a practical demonstration of event management skills via students organising a KiwiSport module.

One of the key tenets of the policy on assessment is that the process assesses the progressive academic achievement of students and encourages academic excellence, through: providing students with regular feedback on their progress, providing an opportunity for students to apply their learning and establishing a measure of each student's proficiency. The Assessment Policy seeks to:

- ensure students' learning experience will be enhanced by assessment;
- ensure the form and mode of assessment will be appropriate to the level of the subject;
- ensure assessment will be aligned with the learning objectives set out in the subject outline;
- ensure pass rates, grade distributions and student progression will be consistent with quality norms; and
- ensure, wherever possible and appropriate, assessment will include practical experience.

### Assessment Criteria

The assessment of grade distributions and pass rates provides a key indicator of the effectiveness of subject assessment. This process extends to degree classification procedures and the award of degrees with honours, which are determined by the Academic Administration Committee, under delegation from Academic Board.

Subject grades are aggregated and reviewed in stages. First, Divisions are required to review the grades in each subject formally on a student by student basis. This is designed to ensure accuracy and compliance with institutional conventions, as well as to 'test' grade threshold cases. In addition, at this stage, grade distributions are considered against the historic institutional norms for subjects of that type. Second, aggregate 'whole of student' assessments, and any problematic student grades, are reviewed at an institutional examiners' meeting. The Academic Administration Committee monitors this process.

These processes permit the University to be confident that standards are applied demonstrably and consistently across the academic programmes offered by the University. The processes also ensure consistency in the use of aegrotat procedures and special grades.

The expectations of subject examiners and the maintenance of appropriate assessment standards are achieved by a combination of analysis of the data referred to above, historical experience based on peer evaluation and review, and the contribution made by external examination processes. The University does not have a simple overall process for establishing assessment criteria, although the activity of the Subjects Committee places particular emphasis on ensuring that the coding of individual subjects meets established criteria do contribute to doing so. The Subjects Committee provides feedback on assessment protocol in relation to academic level and adherence to stated objectives and content.

## Examination Procedures

The Lincoln Policy and Procedures manual contains detailed statements on all aspects of examination procedures, including:

- Subject Examiner Roles;
- Proportion of Continuous Assessment to Examination Statement;
- Guidelines on the Structure of Examinations;
- Divisional Examination Moderator Roles;
- Enable Examination Scripts in the Maori Language Procedure; and
- Scrutinise Grade Distributions of Examinations

As part of its examination policy, the University has provision for aegrotat assessment. Aegrotats are available to students who have been prevented by injury or illness, or non-medical reasons (trauma, bereavement, critical circumstances) from presenting for an examination, or who feel their performance may have been impaired.

Students need to complete an aegrotat application form and forward it to the Assistant Vice-Chancellor (Academic). Students may also apply to the Assistant Vice-Chancellor (Academic) for a recount or reconsideration of an examination script.

## Feedback to Students

Examiners are obliged to ensure that students receive prompt feedback on progress associated with internal assessments. The policy is that the maximum time for the return of assessment material is three weeks after submission and prior to delivery of the last lecture in the subject. Examiners are also required to ensure that key submission dates for internal assessment are included in the subject outline submitted to students at the beginning of each semester. Examiners may place marks for on-course assessments on a real or virtual notice-board. The marks are listed by student number only, without reference to names of individual students. Examiners are expected to provide students with adequate commentary about their performance in individual internal assessments.

## Appeals Procedures

Students who are aggrieved as a result of particular assessments including final examinations or the overall grading have the right of appeal. This line of appeal is to the subject examiner, the Division Director or Manager, the Academic Administration Committee, the Vice-Chancellor and finally the Ombudsman. The policy on student complaints, grievances and appeals and associated procedures set out the process for appeal. The appeals framework is designed to enable student grievances, where possible, to be resolved close to the level at which they arose in the University's management structure. This is to ensure that:

- there is an opportunity for the student and the staff member concerned to resolve the grievance directly;
- the relevant managers or delegation holders also have the opportunity to resolve the grievance;
- the management structure is respected in tracking the appeal;
- there is 'arm's length' between the stages; and
- there is a wholly independent stage in the process.

## External Examination

The University appoints external examiners for masters (normally one) and PhD (normally two) degrees. The appointment of an external examiner is the responsibility of the Academic Administration Committee. In considering the nomination of a potential examiner, the Academic Administration Committee takes account of:

- the academic qualifications of the nominee and their relevance;
- the nominee's publications record and their relevance; and
- the nominee's career, including experience in the evaluation of research work, and in particular, theses.

The intention is to appoint examiners with credibility, independence and integrity. Examiners must not have had contact with the candidate during the research, other than fleeting contact at conferences and symposia. There are clear and consistent rules for appointment of external examiners.

Examiners follow defined procedures in the way that they report back to the University on their assessment of a thesis, and the extent to which they contribute to any further oral or written examination of the candidate.

The balance of assessment of theses submitted for PhD degrees is weighted in favour of the external examiner(s). For Masters theses the examiners' marks are averaged. The Academic Administration Committee has the responsibility for ensuring that where discrepancies in assessment occur, the appropriate process is followed in reaching final agreement. This may involve the appointment of additional examiners or assessors.

In the case of a major discrepancy between examiners of a thesis, as determined by established process, the Academic Administration Committee will invoke a series of procedures that lead to determination of a final assessment.

The University sometimes appoints external examiners for undergraduate degrees and has arrangements to involve professional practitioners in the assessment of the major design exercise for the Bachelor of Landscape Architecture.

### 5.3 Achievement of Standards

#### Unsatisfactory Progress

The delivery effectiveness in individual subjects, in relation to stated objectives, is the responsibility of Division Directors, and individual academic staff. They monitor these requirements through a number of informal processes, including the ability of students to make satisfactory progress in the subject or discipline area having cleared pre-requisite subjects, and through the appointment of examination moderators who oversee the preparation of final examination papers.

From 2004, students receive a pre-exclusion letter if their grades and academic performance are below an acceptable standard. The students are encouraged to seek learning assistance. The introduction of additional procedures to monitor student academic progress during term-time before the final examination is also used by some lecturers.

If a student makes unsatisfactory academic progress, they may be excluded from further enrolment in a particular subject, or suspended for a period of time. The regulations regarding exclusion are contained in the University Calendar.

#### Dishonest Academic Practice

All forms of dishonest or improper practice are unacceptable to Lincoln University. The following are non-exhaustive examples of what may constitute dishonest or improper practice:

- Plagiarism – the presentation of any material (text, data or figures on any medium including computer files) from any source without clear and proper acknowledgement of the source of the material.
- Collusion – the submission of work performed in whole or in part in conjunction with another person or persons, but submitted as if it had been completed by the named author alone (or joint authors if a group item of work).
- Inappropriate Copying – the use of material produced by another person or persons with or without their acknowledgement, knowledge or approval, but submitted as if it were the candidate's own work (see note below).
- Ghost Writing – the use of another party (with or without any form of payment) to prepare all or part of an item of work submitted by the candidate for assessment.
- Fabrication of Data – the presentation of data which is not obtained through experimentation or research.
- Cheating in Examinations or Tests – bringing forbidden material (such as notes) or illegal communications into rooms where examinations or tests are being held.

In the case of formal examinations, tests and other work being taken for credit, any dishonest or improper practice shall be deemed to be a breach of discipline and the Discipline Regulations shall apply. These regulations are contained in the University Calendar.

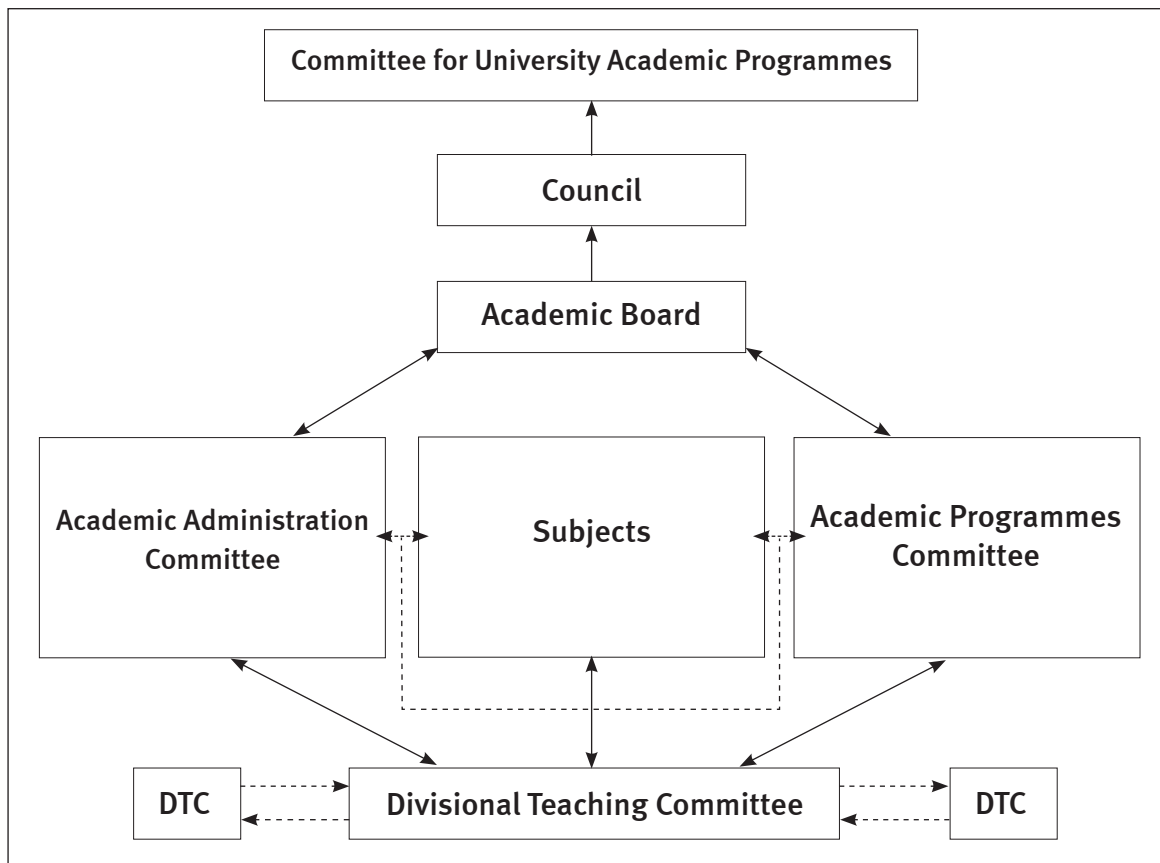
## Appendix 1 – Student Profile and Performance Indicators

	2003 Actual	2004 Forecast	2005 Target	2006 Target	2007 Target
Total EFTS	3,382	3,649	3,694	3,733	3,801
- Domestic	1,803	1,778	1,806	1,911	1,986
- International	1,579	1,870	1,888	1,822	1,815
Postgraduate	475	488	506	511	535
Undergraduate/Sub-degree	2,120	2,749	2,837	2,848	2,888
Entry Level	787	380	351	374	378

Teaching and Learning Excellence	2003 Actual	2004 Forecast	2005 Target	2006 Target	2007 Target
Lecturer Evaluations - proportion of students evaluating lecturers as 'Excellent' or 'Very Good'	83%	84%	85%	85%	85%
Undergraduate Student Satisfaction Survey – Proportion of students expressing 'broad satisfaction' with teaching and learning	-	85%	-	85%	-
CEQ Graduate Feedback Survey – Good Teaching scale	83%	84%	85%	85%	85%
National Tertiary Teaching Awards received	2	1	1	1	1
Number of subject evaluations performed	189	195	200	200	200
Graduations					
- postgraduate	246	722	-	250	800
- undergraduate & sub-degree	320	265	910	300	280
- entry level	940	315	280	940	320
Progression to employment	87%	89%	90%	90%	90%

Student Experience and Support	2003 Actual	2004 Forecast	2005 Target	2006 Target	2007 Target
Subjects delivered in flexible format:					
- regional	42	45	47	50	52
- learn@lincoln (significant online content)	198	207	215	230	250
- summer school	18	16	18	20	22
Postgraduate students receiving scholarships (all funding sources)	87	81	100	110	125
Undergraduate students receiving scholarships (all funding sources)	282	300	310	315	320
Scholarship expenditure (all funding sources)	\$2,515,000	\$2,924,000	\$3,100,000	\$3,300,000	\$3,500,000
Extent of open entry to undergraduate programmes	100%	100%	100%	100%	100%
Students with disabilities, injuries or illness					
- students with long-term conditions	75	75	75	75	75
- staff participating in training	35	35	35	35	35
Student Satisfaction Survey – overall satisfaction					
- Undergraduate	-	96%	-	96%	-
- Postgraduate	95%	-	96%	-	96%
Graduate Feedback Survey – overall satisfaction	94%	96%	96%	96%	96%
Student Retention – Bachelor degrees	93%	94%	95%	95%	95%

Reference: Lincoln University Profile 2005 – 2007



## Appendix 3 – Subject Outline Template

Descriptive Data	
Code:	Name:
Degrees:	Semester:
Block:	Rooms:
Pre-Requisites:	Contact hours:
Recommended Preparation:	
Examiner:	Group:
Lecturers:	
Tutors:	
Aims & Objectives	
Prescription:	
Aims:	
Key Objectives:	
Other Objectives:	
Contribution to the degree programme:	
Policies	
Policies on extensions/ lateness:	
Policy on dishonest academic practice:	
Policy on any mandatory components e.g. passing all assessment events:	
Policy on use of calculators:	
Policy on use of dictionaries:	
Policy on scaling and any other relevant issues:	
Teaching/Learning Arrangements	
Student workload:	
Contact hours:	
Assessment:	
Content:	
Lecture/Laboratory/Tutorial/Field trip programme:	
Link to contemporary research and professional practice	
Feedback Opportunities:	
Evaluation methods/dates:	
Text books:	
E-mail contact:	
Office Hours:	
WWW Resources:	
PowerPoint notes:	
Share Directory:	
Student Learning Centre Courses:	
Reading List:	
Library Resources:	



