SECTION THREE: UNDERGRDUATE PROGRAM DETAILS

1. What does the program seek to achieve for itself and the discipline?
2.
3. Rationale for the program:
   a. reasons for the program
   b. key principles of and for, and ideas behind the program
   c. expected benefits from the program
   d. what does the program seek to achieve for the Faculty and the university?
   e. what does the program seek to achieve for the wider community?
4. How the program aligns itself to the Faculty's and University's missions
5. Meeting students' and stakeholders' needs
6. Aims and purposes of the program, their comprehensiveness, realism/practicability, specificity, appropriacy for the curriculum
7. Aims and goals, and in relation to Faculty and university plans, and national and international trends
8. What are the aims that are geared towards quality assurance?
9. Program's role in advancing the state of the field or discipline
10. How does the Program Committee know that its aims, goals, purposes and objectives have been achieved?
11. What are the specific objectives of the program?
12. What is the alignment between the program aims, objectives and exit outcomes?
13. Intended learning outcomes of the program: intended exit competencies, knowledge, skills, attitudes

    m. how does the Program Committee assure itself that the highest academic quality is ensured in the program, to meet the needs of stakeholders?

    n. how is input from different stakeholders and partners gathered and used on the programs in the program?

    o. relevance of the program

    p. clarity of linkages to targets and how recently they have been reviewed or amended

18. Structure and sequence of the program and its contributing courses
19. Communication of organizing principles of the program
20. Progression on the program and its courses
21. Differentiation of the program to meet students' different needs, rates of learning, and learning strategies and styles
22. Accelerated learning on the program
23. Learning on the program:

    a. provision for learning

    b. suitability of learning opportunities and strategies for alignment to, and achievement of curriculum content, aims, purposes, intended learning outcomes and assessment requirements

    c. quality of learning

    d. active student learning on the program and engagement in it

    e. students' higher order thinking and application in the program

    f. opportunities for, and uptake of, internship

    g. student exchange arrangements

    h. e-learning and blended learning, and the support for these (e.g. hardware, software, access, speed, stability of system)

    i. incorporation of new technologies for student learning

    j. collaborative and cooperative learning

    k. fieldwork

    l. depth and breadth of student learning

    m. strategies for ensuring maximum student participation in classroom sessions

    n. implementation and evolution of the Faculty's learning strategies and internal arrangements for reviewing these

    o. evaluation of the ways of judging, and the criteria for judging, how students progress through the program), and how this progression is supported, monitored and reviewed, from admission to graduation

    p. students' submissions of work on time, late and penalties

    q. internal arrangements in the Faculty for reviewing its provision of learning opportunities

    r. improvements/enhancements to the learning on the Faculty's programs over a specified period

    s. staff development provided for developing students' learning on the program

    t. strategies for improving students' learning, and the impact of these

u. strategies for staff development on improving students' learning, and the impact of these

24. Teaching on the program
    a. provision for teaching
    b. quality of teaching
    c. diversity and suitability of teaching strategies
    d. guidance provided on teaching strategies
    e. full-time and part-time/adjunct teachers on the program
    f. suitability of teaching strategies for curriculum content and achievement of aims, purposes, intended learning outcomes and assessment requirements
    g. relevance and suitability of instructional practices
    h. evaluation of the teaching strategies and how they support students in their achievement of intended learning outcomes
    i. internal arrangements in the Faculty for reviewing teaching strategies
    j. improvements/enhancements to the teaching on the Faculty's programs over a specified period
    k. staff development provided for developing teaching on the program
    l. relationship between teaching and research
    m. strategies for improving teaching, and the impact of these
    n. strategies for staff development of teaching, and the impact of these

25. Time and timetabling for optimal learning

26. Resources for the program
    a. Adequacy of resources for learning and student support on the program
    b. quality of resources
    c. quality of facilities
    d. physical space and requirements
    e. library, computing, media matters
    f. new technologies
    g. what materials student must/should/could purchase for the program, and how they are used
    h. administrative and technical support
    i. support personnel
    j. physical facilities: classrooms, laboratories, office space, tutorial rooms
    k. equipment and instruments, and equipment needs
    l. specialist/dedicated resources
    m. access by students to resources and equipment
    n. program costs
    o. planned increases in resources

27. Health and safety on the program
28. Ethical matters relating to the program
29. Student assessment and examination on the program

a. assessment measures and activities used
b. frequency of examinations
c. persons responsible for assessment, examination and collation of marks
d. moderation of marks
e. Board of Examiners
f. External Examiners
g. e-assessment
h. examination and invigilation procedures
i. extenuating and mitigating circumstances
j. degree classification
k. assessment of intended learning outcomes and other program objectives
l. clarity and suitability of purposes, contents, criteria, type, methods and uses of assessment for the achievement of the intended learning outcomes, curriculum, aims and purposes of the program
m. what proficiency levels must the students reach and demonstrate in order to exit from the program successfully? What are the low, mid, and high proficiency levels?
n. reliability, validity, consistency of application, transparency, moderation, reporting, efficiency and monitoring of assessments
o. marking criteria and conventions
p. commentary on marks/grades/awards given, and grade distributions
q. consideration of mitigating and extenuating circumstances
r. evidence of outcomes of assessment
s. uses made of student assessment and examination
t. evidence of impact of assessment on students, academic staff, program
u. anticipated and planned changes to assessment
v. appeals and disciplinary procedures
w. strategies for improving student assessment, and the impact of these
x. strategies for staff development on student assessment, and the impact of these
30. Marking, grading and confirmation
31. Student coursework
32. Communication of criteria to students for judging their work
33. Actual student outcomes and standards
    a. student outcomes
    b. standards reached by the students: achievements and attainments
    c. competencies demonstrated by the students
    d. trends in examination results
    e. comparability of standards with other institutions
    f. comments of External Examiners

g. action taken by the Faculty as a result of data on standards and achievements
h. employment and career outcomes of the students
i. feedback from former students and on their career destinations and post-graduation activities;
j. summaries of studies indicating the degree of success of graduates in obtaining suitable employment in the fields relevant to their studies;
k. surveys of employer satisfaction with the program's graduates.
l. success of graduates
m. external measures of success
n. excellence awards
o. strategies for improving students' achievement and standards, and the impact of these
p. strategies for staff development to improve student outcomes, and the impact of these

34. Program evaluation
    a. annual program review
    b. periodic review (how frequently and regularly, and by whom)
    c. plans for ongoing program review
    d. fitness for purpose and fitness of purposes of the kinds, criteria, contents, methods, comprehensiveness, rigour of program evaluation, and the clarity and suitability of these for the program
    e. regularity and frequency of program evaluation
    f. outcomes and impact of program evaluation on program development
    g. use made of program evaluations
    h. comprehensiveness and appropriacy of programs
    i. reliability, validity, transparency, reporting, efficiency and monitoring of program and its evaluation
    j. external and internal review
    k. strategies for improving program evaluation, and the impact of these
    l. strategies for staff development to improve program evaluation, and the impact of these

35. External review and quality assurance
36. Current strengths and weaknesses
37. Future directions
38. Key challenges and prospects
39. Key opportunities