



澳 門 科 技 大 學
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Key priority areas in the university are: (1) teaching and learning, and related to this is assessment. Closely related to teaching is (2) student support, feedback and involvement. Both of these are concerned with quality, so a related issue is (3) quality assurance in the Faculty. For quality to be continuously improved in the Faculty, attention has to be given to its leadership and management (4), also to its staffing and staff development (5) and to research (6). These six areas, then, are the main focus for Faculty Review, with the first three and the last being particularly significant, and with teaching and learning being the priority.

X YA A

The Faculty Review and quality assurance in the Faculty must bring real, tangible improvements in the university, not just be paper exercises. Hence, whilst Faculty Review can focus on a whole range of issues, at this present these *six areas* are the main priorities:

1. Teaching, learning and assessment
2. Student support, feedback and involvement
3. Quality assurance in the Faculty
4. Leadership and management of the Faculty
5. Staffing and staff development
6. Research

As Faculty Review is a sizeable undertaking, it is proposed that key points (only) in each of these six areas are identified, and these are set out in the following pages, in the form of a deliberately limited set of: (a) key areas of focus within each of the six areas; and (b) main questions to be addressed.

C AC X YA A

Within each of the six main areas set out above ((1) – (6)) there are specific sub-areas, thus:

- (a) Key areas of focus (these link to the 7 points mentioned below ((1) – (7)));
- (b) Key questions (these are the three key questions outlined below((i) – (iii)));
- (c) Core questions (the core questions are set out directly below);
- (d) Main sub-areas (these vary according to the particular field of the six key areas set out above)
- (e) Summary of key points for each of the six key areas.

Y N N AC X A A

For the initial Faculty Reviews, there are *three* key questions to be asked for each area:

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C N N AC X A A

There is a *common core* of 9-10 questions that are asked of each main area in the following pages, and some supplementary priority questions,

o e co e e on X e e o ep c e o ove

1. What are the policies and strategies for X in the Faculty?
2. What procedures and processes does the Faculty have for planning, monitoring, reviewing, and developing X in the Faculty? (*'Procedures' are the mechanisms, whereas 'processes' are how the mechanisms actually come to life – how they work in practice.*)
3. How does the Faculty know and inform itself and stakeholders if these procedures and processes are working/being used?
4. Are the procedures and processes for planning, monitoring, reviewing, and developing X in the Faculty in place, operating and effective in meeting the Faculty's stated mission, values, purposes, policies, self-evaluation contents and criteria for the effectiveness of the Faculty?
5. How does the Faculty inform itself/stakeholders about how these procedures and processes for the Faculty are effective in terms of outcomes and quality (i.e. impact analysis)?
6. How high is the quality of X in the Faculty, and how does the Faculty know?
7. How has the Faculty improved X over time, and how does it know?
8. What recommendations can be made for needed interventions in, and development of, X in the Faculty?
9. What does the Faculty do to monitor and improve X in the Faculty?

N Y C N AC A A

The key foci within each of the six areas, themselves, address have deliberately *common* features to be addressed with reference to each Faculty:

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MAN AC C N A A A

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AL YA ANC AC C N A A A

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L M N AN M M N LAN N A A A

- **o** **n** **e** **v** **e** **n** **o** **n** **d** **d** **e** **v** **e** **l** **o** **p** **e** **n** **o** **p** **o** **v** **e** **e** **y** **o** **e** **c**
- **e** **p** **o** **y** **o** **n** **o** **p** **e** **o** **n** **d** **e** **c** **o** **d** **e** **v** **e** **l** **o** **p** **e** **n** **n** **e** **c** **o** **e**

It is intended that these areas are not only the main focus for the Faculty Review and Panel visit, but that they should also be the focus for the self-evaluation report prepared by the Faculty. It is strongly advised that the self-evaluation report addresses these.

MMA Y N A C X A A

Each of the six main areas concludes with a four-point summary of the main points to be extracted from that area of focus (X' refers to the particular item from the key areas (1) – (6) above):

- **C** **e** **n** **e** **n** **d** **e** **n** **e** **n** **X** **n** **e** **c** **y**
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AC N L A N N AN A M N

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Y A A C

Policy documents, handbooks for each program and course, student handbooks, Faculty policy documents and codes of practice on curricula, equal opportunities, learning, teaching, assessment, student support, marking and examinations, plagiarism and cheating, policies regarding admission and retention of students, remedial and support work, awarding of credit, program & course regulations and instructions to examiners.

Y N

Minutes of meetings of curriculum development bodies and advisory groups, materials and pro-formas used in the academic development and reviewing process.

C N

Minutes of meetings of curriculum development bodies and advisory groups, materials and pro-formas used in the academic development and reviewing process.

A e e p o c e e d e e o e c n e n n e e n n e c y

Minutes of meetings of curriculum development bodies and advisory groups, materials and pro-formas used in the academic development and reviewing process.

A e e p o c e e d e e o p n n n o n o n e e n n d d e v e o p n e e c n e n n e e n n e c y n p c e

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AC N AN L A NN

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8. What teaching and learning activities have been observed in the Faculty in terms of:
- the representativeness of the sample e.g. by level, program, staff;
 - the range of sessions (e.g. lectures, seminars, practicals, tutorials);
 - the range of materials for self-directed learning that may form part of an overall strategy for independent learning.

A M N

The process of evaluation of the faculty of education is a continuous process that involves the faculty of education, the students, the parents, the community, and the government. The process of evaluation of the faculty of education is a continuous process that involves the faculty of education, the students, the parents, the community, and the government. The process of evaluation of the faculty of education is a continuous process that involves the faculty of education, the students, the parents, the community, and the government.

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6. What developments in assessment are practised in the Faculty?
7. How innovative, up-to-date and varied are the assessment strategies in the Faculty?
How do we know?
8. How are criteria used to differentiate levels of student achievement, and how are these communicated to students?

MMA Y AC N L A NN AN A M N

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Y A A C

Policy documents, handbooks for each program and course, student handbooks, Faculty policy documents and codes of practice on assessment, student support, plagiarism and cheating, policies regarding admission and retention of students, remedial and support work, prospectuses and program documentation, admission requirements, public information documents and materials, website screen prints, full course-by-course and whole-program documentation, policies in relation to admission, retention, assessment and evaluation of the program, staff and students, equity principles and admitting students with disabilities, English language requirements for the program, non-standard entry to the program, remedial or bridging courses or programs.

Minutes of meetings of development bodies and

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Minutes of meetings of development bodies and

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Policy documents, handbooks for each program and course, student handbooks, Faculty policy documents and codes of practice on assessment, student support, plagiarism and cheating, policies regarding admission and retention of students, remedial and support work, prospectuses and program documentation, admission requirements, public information documents and materials, website screen prints, full course-by-course and whole-program documentation, policies in relation to admission, retention, assessment and evaluation of the program, staff and students, equity principles and admitting students with disabilities, English language requirements for the program, non-standard entry to the program, remedial or bridging courses or programs.

Minutes of meetings of development bodies and

advisory groups, annual program reviews for the last three years for the program under review, public information documents and materials.

Minutes of meetings of development bodies and advisory groups, annual program reviews for the last three years for the program under review.

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ACA MC ANC

What provision is made to identify and meet individual students' academic needs?

5. How is student performance enhanced and assured to be of the highest quality?
6. What research training is provided for students in the Faculty?
7. What mentoring services are provided for students in the Faculty?
8. How does the Faculty build positive relationships with students in the achievement of their on and the Faculty's objectives?

NAL AN ANC

What does the Faculty seek to achieve for its students?

3. What are the expectations of the students? How, and how well, are these met? How do we know? How are students' needs, expectations and preferences identified and addressed in the Faculty?
4. Are staff available for consultation with students? How does this operate?

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6. How does the Faculty build relationships, networks, contacts and strategies for recruitment, retention and satisfaction of students?
7. What contact mechanisms exist in the Faculty for staff and students to communicate, how well are these used, and with what outcomes?
8. How is student satisfaction determined in the Faculty? Are there surveys of student satisfaction, and how are they used?

N N A N

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3. How are students kept informed of developments and decisions in the Faculty?
4. What strategies does the Faculty have for improving student support, and what is the impact of these?

MMA Y N BAC AN N L M N

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Y A A C

Curriculum and **teaching** processes
and **learning** experiences
and **assessment** and **marking** processes
and **student support** and **examinations**
and **plagiarism and cheating** and **admission and retention**
of students, remedial and support work, awarding of credit, program & course regulations
and instructions to examiners, policies regarding admission and retention of students,
remedial and support work, awarding of credit, and policies governing public service.

Y N

Quality and **teaching** processes
and **learning** experiences
and **assessment** and **marking** processes
and **student support** and **examinations**
and **plagiarism and cheating** and **admission and retention**
of students, remedial and support work, awarding of credit, program & course regulations
and instructions to examiners, policies regarding admission and retention of students,
remedial and support work, awarding of credit, and policies governing public service.

C N

Curriculum and **teaching** processes
and **learning** experiences
and **assessment** and **marking** processes
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of students, remedial and support work, awarding of credit, program & course regulations
and instructions to examiners, policies regarding admission and retention of students,
remedial and support work, awarding of credit, and policies governing public service.

years for the program under review, annual program review data, full course-by-course and whole-program documentation, minutes of meetings for QA in the Faculty.

Annual program reviews for the last three years for the program under review, annual program review data, full course-by-course and whole-program documentation.

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M L M N A N AL YA ANC

Annual program reviews for the last three years for the program under review, annual program review data, full course-by-course and whole-program documentation, minutes of meetings for QA in the Faculty, policies in relation to admission, retention, assessment and evaluation of the program, staff and students.

7. What are the internal processes and systems for new proposals, for regular review and for changes to programs?
8. What are the processes for collating feedback from staff/students/external parties, including employers, on the work of the Faculty, and what are the processes for action to be taken and results to be monitored?
9. What stakeholder input is there into the quality assurance in the Faculty?

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LEARNING AND MANAGERIAL ACCOUNTS

EMBEDDED QUESTIONS

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LEARNING AND ASSESSMENT

How do you ensure that the learning objectives are met? **1**
How do you ensure that the learning objectives are met? **2**
How do you ensure that the learning objectives are met? **3**
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How do you ensure that the learning objectives are met? **10**

LEARNING AND RESEARCH

How do you ensure that the learning objectives are met? **1**
How do you ensure that the learning objectives are met? **2**
How do you ensure that the learning objectives are met? **3**

COURSE AND PROGRAM

How do you ensure that the learning objectives are met? **1**
How do you ensure that the learning objectives are met? **2**
How do you ensure that the learning objectives are met? **3**
How do you ensure that the learning objectives are met? **4**
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How do you ensure that the learning objectives are met? **50**

Annual program reviews for the last three years for the program under review, annual program review data.

Annual program reviews for the last three years for the program under review, annual program review data.

Annual program reviews for the last three years for the program under review, annual program review data.

LEADERSHIP AND FACULTY

How and how well, do the Faculty leaders guide, steer, develop and lead the Faculty in its academic activities? How do we know?

How and how well, do the leaders in the Faculty achieve the following, and how do we know: (a) develop and reach the Faculty's vision and values, and create a focus on actions to achieve the Faculty's objectives; (b) promote a culture of academic quality; (c) promote an environment that fosters, requires and results in ethical behaviour and high academic standards; (d) create a sustainable Faculty and staffing; (e) create and sustain an environment for Faculty improvement and student and staff learning; (f) develop future leaders for the Faculty; (g) take an active role in reward and recognition of high standards of performance; (h) improve academic performance of staff and students.

How does the Faculty leadership promote a safe, secure and supportive environment for the work of the Faculty?

How does the Faculty leadership identify key factors affecting workforce engagement and satisfaction, and foster and assess a culture that is conducive to high standards of academic performance and a motivated workforce?

How does the Faculty leadership promote a climate of change/ sustainable development?

COMMUNICATION AND MANAGEMENT AND LEADERSHIP

How are staff informed of, and involved in, decisions, changes and developments?

How are decisions reached?

How are agendas for meetings set and communicated?

6. Which meetings are minuted?

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5. Do all staff know what everyone's workloads are?

6. What staff involvement is there in management/committees/forums in the Faculty?

7. How are staff complaints/grievances/ concerns identified and addressed in the Faculty?

MMA Y LA AN MANA MAN AC LY

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Y A A C
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8. Are there sufficient academic staff to service the Faculty and its programs?
9. What equity principles are practised in the academic staffing of the Faculty?
10. What are the expectations of the academic staff in the Faculty in respect of teaching, research and publication, supervision, scholarly activity and service?
11. What Teaching Assistants are there in the Faculty, how and where are they used, with what effect, and how does the Faculty assure itself that they are being used to maximum benefit?
12. Is there an appropriate academic staffing structure in the Faculty, with competitive remuneration packages, benefits and conditions of service to attract, retain and motivate qualified staff members?
13. Is there a sufficient pool of full-time staff to provide the appropriate level of teaching, tutoring and counselling for students?

A L M N

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 e c y e e e e c v e n d c e n
 n n n e c n e n n n d e e n n e e d c o n e e o
 c d e c n e c y n d o d o e e c y e e e
 e e q v e n d c e n
 d e v o p e n p o v i d e d o e c y n d e e p e o
 p o e o n d e v o p e n n d p c o n p c e o d o e n o
 y d o e n e n o e n e n p o e o n d e v o p e n o d o e n o

10. What is happening in the Faculty for quality assurance in respect of staff development and its impact on teaching, learning, assessment and students?
11. How can, and do, staff share and benefit from innovative ideas in the Faculty?
12. What staff development is provided for curriculum content, teaching, learning, research, supervision, assessment, and quality assurance?
13. How relevant, timely, sufficient and useful are the staff development activities?
14. What incentives are given to staff to undertake staff development? What is the staff's record in this respect?

MMA Y A N AN A L M N N AC L Y

C e n e n n d e n e n n n d d e v o p e n n e c y
 e d e c o n n n n d d e v o p e n n e c y
 e y c e n e n d p o p e c n n n d d e v o p e n n e c y
 e y o p p o n e o n n d d e v o p e n n e c y

AC

MB L N N

The priority questions and points are **emboldened**. These are intended to act as a guide and help in deciding to what to address/include in preparing the report on the each area. They are intended to help report compilers to identify points for inclusion.

The emboldened questions and points are followed by unemboldened words and numbers. The unemboldened words indicate useful sources of documentation, whilst the numbers refer to the number of the pro-formas distributed as part of the documentation for the Faculty Review.

For initial Faculty Reviews, there are *three* key questions to be asked for each area:

o **How do you see your research contributing to the development of the discipline?**
o **How do you see your research contributing to the development of the discipline?**
o **How do you see your research contributing to the development of the discipline?**

C N AC

There is a *core* of 9 questions that are asked of research, and some supplementary priority questions:

o **How do you see your research contributing to the development of the discipline?**
o **How do you see your research contributing to the development of the discipline?**
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o **How do you see your research contributing to the development of the discipline?**

MMA Y A A AC

o **How do you see your research contributing to the development of the discipline?**
o **How do you see your research contributing to the development of the discipline?**
o **How do you see your research contributing to the development of the discipline?**
o **How do you see your research contributing to the development of the discipline?**

Y A A C

... c y p o c e n d e e o e e c n d p e v o n
ve y o e e c n d p e v o n
M n n d o e e c n e c y
den c o n o e n e n e e c n d p e v o n n e
c y
ov o n o e e c
e e d e o e e c n e c y
y n c e p c c e o o n o n n d e v e n e c y o
e e c n d p e v o n n e c y
n o n e v e n o n d d e v e o p e n o p o v e e y o e e c
n d p e v o n n e c y

N C N A N

In the material that follows, the priority questions are **e o d e n e d**. These are intended to act as a guide and help in deciding to what to address/include in preparing the part of the (self-evaluation) report on research.

... e c y e e g e y n d p o c y
e e c y e e c p o e n d n e o e e e d e c d e d
n d p e d
o e y o e e c p c o n n d p e v o n o n o e d e v e e d
d e v e o p e d e v e d n d p r o v e d n e c y
o n d o d o e e c y p o o e p p o n d n e e c n d
p c o n c v y n d e e c c e
o e d n d n e e c y e e c c v y
e e e n n d e n e e o e v e d n e e c e e c c v y
n d o p n e c y o d o e e c y n o
c e e o n d p o p o n o e n d p e e e e c
c y e n d o d o e e o y n o
p p o o e e c n d e e c n n n d c o n n d n o e d e
n e p o v d e d o n e n d e n n d n o v c e e e c e o
e e c v e y e n e p e p c n d o d o e e c y
n o e o o e e c v e n e
e e c n v e e e n d e d o e c y o
p o e c e e c o o n d o o n e y
o e y o e e e c p e v o n n d o d o e e c y
n o
e e c p e v o n n n n d d e v e o p e n p o v d e d n e c y
e e d o e e c y v e o p o v n p e v o n n e e n
p c c e n d y n d e p c p e e n p c e n e c y
n n o v o n n d d e v e o p e n n e e c e n p c e n e c y

- 14. What improvements to the supervision arrangements and practices in the Faculty have been made over the last two years?
- 15. What research teams are there in the Faculty, what is their work and its impact?
- 16. What is the percentage of full-time and part-time staff who are active in research?
- 17. How is the research in the Faculty aligned to its mission and goals?
- 18. What improvements/enhancements to research and supervision in the Faculty have been made over the last two years?

19. What funded and non-funded research has taken place in the Faculty over the last two years?
20. What research seminars and other related programs take place in the Faculty?
21. What research evaluation and productivity takes place in the Faculty?
22. How is the support for research evaluated in the Faculty? How effective is that support in the Faculty, and how does the Faculty know?
23. How are research supervisors allocated, how effective is this, and how is this evaluated and improved?
24. What are the admission requirements for research degrees and research projects, and what is the level of compliance with the admission requirements?
25. How does the Faculty's research performance compare to those it sees as its local and international peers?
26. How, and how far, does the Faculty engage in commercialization and knowledge transfer activity from its research?
27. How, and how successfully, does the Faculty attract and support doctoral students?
28. Which research in the Faculty is of local, national and international significance?
29. What national, international and cross-institutional research is undertaken in the Faculty?
30. How is the Faculty's research disseminated to key communities?
31. How are new research opportunities identified and addressed?
32. What resources for research are there in the Faculty?
33. What key services are provided by the Faculty for research and its development, and how are these evaluated?
34. How does the Faculty evaluate and review its supervision arrangements and practices, and their effectiveness?

MMA Y A C N A C L Y

C en en nd e ne e n e de p nd n e en o e c y
 e d ec on n e de p nd n e en o e c y
 ey c en e nd p o pec n e de p nd n e en o e c y
 ey oppo n e o e de p nd n e en o e c y
 e e c e ed oc en

- List of current research students, thesis topics, and supervisors.
- Numbers of research students per capita for full-time and part-time staff.
- Number of doctorates awarded per capita for full-t