澳　門　科　技　大　學
MACAU UNIVERSITY OF SCIENCE AND TECHNOLOGY

UNDERGRADUATE PROGRAM REVIEW

In this document 'Faculty' is taken to include any academic Faculty, Department, School and Centre in the University.

WHAT IS AN UNDERGRADUATE PROGRAM REVIEW?

A Program Review is a rigorous, systematic, objective, impartial, expert-based

3. What *processes* does the Faculty have for planning, monitoring, reviewing, developing what it says it does and values about the program?
4. How does the Faculty know and inform itself and stakeholders if these procedures and processes are *working/being used*?
5. Are the procedures and processes 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 program?
6. How does the Faculty *inform itself and stakeholders* about the procedures and processes for planning, monitoring, reviewing, developing what it says it does and values about the program?
7. How does the Faculty inform itself/stakeholders about how these procedures and processes for the program are effective in terms of *outcomes* and *quality* (i.e. impact analysis)?
8. How high is the quality of the program and its elements?
9. What benchmarks and benchmarking does the Program operate?
10. How has the program *improved* its quality over time, and how do we know?

- 'Reality testing' achievements toward strategic goals
- Increasing engagement with change
- Disclosing weaknesses and forcing confrontation
- Promoting honest communication
- Encouraging benchmarking, internally and/or externally
- Providing a base for ongoing comparison and benchmarking
- Identifying activities that are misaligned with organizational [and program] goals/objectives
- Providing evidence of quality processes in place
- Promoting empowerment and engagement of participants
- Promoting an evidence-based culture
- Promoting learning
- Enabling self-identification of improvement gaps and development of associated strategies to address these prior to external audit.'

A 'program' is defined here as an entire set of courses leading to an award.

A 'course' is defined here as a single element of a program to which an identifying code has been assigned.

'Examination' is defined here as any formal assessment, examination, and/or evaluation of performance which contributes to the grading of students in a course or program.

'Assessment' here is defined as the process of reaching a decision on the marks/grades to be awarded to students. It also includes the provision of formative feedback to students where appropriate (see also below: releasing marks).

An 'award' here is defined as the degree/certificate/diploma awarded, together with its classification (where appropriate).

A program review involves: evaluation and self-evaluation; internal peer review; the involvement of external parties with the appropriate disciplinary expertise; and student, alumni, faculty and administrative input.

BENEFITS OF A PROGRAM REVIEW

A Program Review enables a program and its staff to identify strengths and weaknesses of a program, and to know where to intervene to make effective and sustainable, continuous improvements. It brings internal benefits to the program and the staff, and external benefits to the students and the reputation of the institution.

A Program Review enables leaders and staff involved in the program to formulate, clarify and articulate its mission, vision, goals, objectives and its relation to those of the Faculty and the university, including their intended student learning outcomes, their scholarly accomplishments,

outcomes, so that these can be improved where necessary, i.e. the Program Review has a clear formative agenda.

Program Review can also be used in the presentation of proposals for research applications and grants, as some grant applications require applicants to provide information on institutional or organizational capability and capacity; program reviews can provide a useful source of information here.

For accountability purposes, Program review enables the Faculty and university to know and to understand the distinctive strengths, accomplishments, needs, and future plans of the program. In turn, this enables the Faculty/university to offer support, identify areas of common interest in the Faculty, to link individual members of staff or entire Faculties with relevant resources on- and off-campus, and to meet identified resource needs.

Program Review is designed to ensure consistency, reliability and excellence in meeting the demands of fitness *of* purpose and fitness *for* purpose, and in a timely fashion ('right first time'). It ensures that the program is aligned not only to its own aims, objectives and intended learning outcomes, but also that, these, in turn, are aligned to the strategic direction of the Faculty and the university. It indicates where the program in practice is, and is not, matched to the program's intentions. It improves the quality of the program, the work of the staff and students, the learning and achievement of the intended outcomes of the program.

A Program Review enhances communication and within a program and its members, it improves morale and a sense of working towards a common aim of the best performance and operation of the program, by enhancing the efficiency and effectiveness of the program.

Program review also enhances the reputation of the institution as well as the program, and it meets external demands for demonstrating quality, quality assurance and quality enhancement.

Quality enhancement is the act of taking planned steps to bring about continuous improvement in the effectiveness and efficiency of the learning experiences of students.

One of the effects of program review is to compile thorough and complete documentation of a program, such that new members of staff can understand, and, indeed fit into, a new program with maximum ease and minimum time; this can be useful if staff turnover is an issue.

PURPOSES OF A PROGRAM REVIEW

A Program Review is designed to contribute to the ongoing processes of

TERMS OF REFERENCE FOR A PROGRAM REVIEW PANEL

The Program Review Panel is established to review, examine, evaluate, comment and report on the quality of the program, and to make recommendations for its improvement and development. The Program Review Panel must conduct scrutiny of relevant documents and materials, and make a formal visit to program members in connection with the Program Review, interviewing members of the program, and, provide a formal report on the program, included in which are recommendations for improvement to the program. The Program Review Panel must review the quality, scope, focus, direction and coverage of all the program's activities, including: leadership and management; teaching; learning; staff-related and student-related matters; research activity, training and outcomes; publication; supervision; internal and external relations; quality assurance; development and strategic planning; and internationalization. These are all in respect of:

1. how, and how well, the program meets its own and the Faculty's/university's mission and strategy;
2. how effectively the program meets its stated aims and objectives, and the evidence that the program uses to evaluate its own achievement of these;
3. the quality of the program and its achievement of intended learning outcomes by students;
4. the quality of the contents, structure, delivery, teaching, learning and assessment on the program, and the mechanisms and procedures to assure and enhance these in the program;
5. the quality of the awards gained by students on completion of the program;
6. admission, retention, progression, achievement and graduation rates and levels of the students on the program and how these can be improved;
7. the quality of the staffing of the program and their suitability for the courses that they teach;
8. workloads of the staff;
9. the quality of the resources, support and training for teaching, research, publication and learning that are provided on the program;
10. links that the program makes to outside parties, and the public information that is provided on the program;
11. the quality of the leadership and management of the program;
12. the quality of the quality assurance mechanisms and procedures of the program;
13. standards reached by students and the strategies to review and improve these;
14. comparability of standards of the program and student achievement with those elsewhere;
15. student representation and support;
16. the quality of the program evaluation and self-evaluation, review and self-review, and development;
17. strategic planning and action planning on the program;

18. staff recruitment, retention and development on the program;
19. gathering, commenting on and acting on students' views and experiences of the program;
20. administrative support on the program;
21. strengths and weaknesses of the program;
22. identifying areas for development and improvement in the program and the terms of an action plan to achieve these.

The Program Review Panel reports to the Quality Assurance Office, to the Faculty and the Program Committee.

STAGES OF A PROGRAM REVIEW

The Dean of the Faculty is responsible for coordinating the Program Review. The administrative offices of the university must be involved in Program Review. The Faculty must produce a self-evaluation report on the program. The Faculty must include an action plan in the self-evaluation report on the program.

The following are guidelines for a Program Review:

Step One: No less than seven months before the Program Review Panel visit takes place, the Head of the Quality Assurance Office, discuss the membership of the Program Review Panel. They normally comprise:

a. two or more senior officers of the university (one of whom may be the Head of the Quality Assurance Office or his/her nominee);
b. a senior academic from another Faculty in the university;
c. one or more external consultants who have the appropriate academic expertise and experience in the field concerned;
d. the Dean of the Faculty in question.

Step Two: No less than seven months before the Program Review Panel visit takes place, the Head of the Quality Assurance Office informs the Dean of the Faculty of the Program Review and consults with the Dean of the Faculty on the scope of the review and membership of the Program Review Panel. The Program Review Panel is appointed, convenes and makes arrangements for the immediate release of documents that are required for the -4.15614(t)-9.83821(y)16.8454( )278]TJ Fmi(t)01.164(l)-14n884686(f)-9.6362(e)0.441715(t)0.441715(h)0.884686(e)11.1646( )-9.83821(Q)7

Step Four: No less than six months before the Program Review Panel visit takes place, the Head of the Quality Assurance Office briefs the Faculty Working Group on the review procedure and on how to prepare the Self-evaluation document and associated documentation. Members of the Quality Assurance Office will also be available for ongoing discussion and consultation.

Step Five: No less than six months before the visit of the Program Review Panel, the formal request is sent to the Dean of the Faculty for documents from the Faculty to be prepared and sent by the Dean to the Head of the Program Review Panel. The Program Review Panel must receive these no less than one month before the visit of the Program Review Panel.

Step Six: The Working Group identifies, plans and reviews the required data and their collection for the provision of documentation and the self-evaluation report. It circulates its suggestions to appropriate staff for feedback and advice. The Working Group analyzes the data collected and prepares a draft of the self-evaluation report, circulating its drafts to appropriate staff for feedback and advice.

Step Seven: The Working Group sets program goals for the program, including, *inter alia*, its curriculum analysis, plans for development and improvement, staffing, student admission, program content, learning and teaching, resources, staff development, ongoing assessment of student achievement, student support, records, program evaluation, quality assurance. These can be done in conjunction with the template for Program Goals. It circulates its suggestions to appropriate staff for feedback and advice.

Step Eight: The draft of the final self-evaluation report is produced. The Working Group circulates its suggestions to appropriate staff for feedback and advice.

Step Nine: No less than two months before the visit of the Program Review Panel, The final version of the self-evaluation report is completed and approved by the Dean of the Faculty.

Step Ten: No less than two months before the visit of the Program Review Panel, the self-evaluation report and documentation are submitted to the Learning and Teaching Committee and the Quality Assurance Office prior to, and for, the meeting of the Program Review Panel. The Program Review Panel must receive the self-evaluation document no less than six weeks before the Program Review panel visit.

Step Eleven: No less than five weeks before the visit of the Program Review Panel, it meets to discuss the self-evaluation report and to consider the program and the program review.

Step Twelve: No less than four weeks before the visit of the Program Review Panel, the Panel agrees with the Dean of the Faculty the meetings, agenda, persons and documentation to be present for the review meeting(s) with staff and students on the program. The Dean arranges for staff and students to be present as required.

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DOCUMENTS TO BE PROVIDED TO THE PROGRAM REVIEW PANEL BY THE DEAN OF THE FACULTY

The Program Review Panel must receive documentation as follows, no less than one month before the visit of the Program Review Panel.

Handbooks and Public Information

- Staff handbook
- Program handbook
- Student handbook
- Quality assurance handbook
- Public information documents and materials
- Faculty handbook
- Prospectus
- Website screen prints

Regulations, Policies and Codes of Practice

- Regulations for the program and instructions to examiners
- Regulations on attendance and discipline
- Admission requirements
- Policy, procedure and codes of practice documents on:
    - (i) External advisory consultation and boards
    - (ii) Program design and amendment
    - (iii) Teaching loads
    - (iv) Study leave/research leave
    - (v) Staff development
    - (vi) Attendance
    - (vii) Academic appeals
    - (viii) Disciplinary matters
    - (ix) Scholarly activity
    - (x) Admissions
    - (xi) Staff engagement in scholarly and professional activity
    - (xii) Research training for staff and students
    - (xiii) External and internal benchmarking
    - (xiv) Admission, retention, assessment
    - (xv) Equity and equal opportunities
    - (xvi) Admitting students with disabilities
    - (xvii) Evaluation of the program, staff and students
    - (xviii) Language requirements for the program
    - (xix) Non-standard entry to the program
    - (xx) Learning
    - (xxi) Teaching
    - (xxii) Assessment, marking and examinations

(xxiii) Student support
(xxiv) Plagiarism and cheating
(xxv) Quality assurance
(xxvi) Credit accumulation, transfer and exemption
(xxvii) Transfer, deferral and suspension
(xxviii) Remedial and support work
(xxix) Awarding of credit
(xxx) Public service

Reports and Plans

- Annual program reviews for the last three years for the program under review
- Annual program review data
- Strategic plan for the next three years, together with projections of resources required, student and staff numbers, sources of income, developments on the program
- External Examiners reports for the last three years
- Faculty strategic plan
- Action plans for program improvement and enhancement
- Reports and documents from external advisors
- Outside evaluation or accreditation reports that may relate to the program

Program Documentation and Data

- Indication of the level of the program (undergraduate)
- Program mission statement, aims and objectives
- Program documentation
- Course-by-course documentation
- Minutes of meetings of the Program Committee and Boards of Examiners
- Minutes of meetings of curriculum development bodies and advisory groups
- Credit weighting and hours of the program and its constituent courses
- Study plan, course by course, for the whole program, to indicate the sequence with, and structure of, the whole program
- Materials and pro-formas used in the academic development and reviewing process
- Statement to show that the program meets an evidence-based need
- Instruments and procedures used to measure program effectiveness
- Fees, including break-even costs and student numbers per program
- Documentation in the approval of the program
- Remedial or bridging courses or programs
- Admission scores of the applicants and admitted students for the current academic year and preceding two years

- Application rates, offer rates, selectivity rates and graduation rates for the current academic year and preceding two years
- English language requirements and levels
- Numbers and dropouts, transfer in and transfer out of the program, and throughput, for the current academic year and the preceding two years
- Time taken to complete by students, how many take 4/5/6 years
- Completion rates for the current academic years and preceding two years
- Attendance requirements
- Attendance data for each course for the current academic year and preceding two years
- Awards made for the preceding three years, for the program and courses, together with summaries of grade/GPA distributions for these
- Indicators used in reviewing the program
- Process of student admission
- Budgets and estimates for the preceding two years, current year, and the next three years
- Unit costs per student

Leadership and Management

- Organizational chart, including student representation on/membership of committees and Boards and administrative support
- Membership of the Program Committee and its terms of reference
- Duties and responsibilities of the program leader(s)
- Structures/personnel with responsibility for staff development
- Membership of the Board of Examiners, External Examiners, and their terms of reference
- Student records: student data, attendance, academic reports and monitoring
- Record of staff development for the current academic year and the preceding two academic years

Examining and Assessment

- Marks, grades and awards made for the preceding three years, by program and by course, together with summaries of grade distributions for these
- Examination papers set for each course for the last three academic years
- Policy and procedures for Boards of Examiners and External Examiners
- Membership of the Board of Examiners, External Examiners, and their terms of reference
- Selected examples of student work and examination scripts that illustrate the different levels of achievement at different points in the program

Faculty

- Summary CVs of all staff teaching on the program
- Summary data on all staff teaching on the program, including, for each person, and in tabular form: sex; ethnicity; nationality/home; qualifications (percentages with doctorates, Master's etc); selected publications; areas of expertise and experience; number of years teaching; level of appointment (e.g. Assistant Professor, Associate Professor); courses on which each is working on the program; teaching loads; administrative work; community/service work; research undertaken; research grants awarded
- Number and ratio of full-time and part-time academic and administrative staff
- Remuneration and conditions of service for staff at each rank
- Data on teaching assistants on the program, including, for each person, and in tabular form: sex; age; ethnicity; nationality/home; qualifications; selected publications; areas of expertise and experience; area(s) in which working on the program; teaching assistant loads
- Number of new faculty and faculty who have left each year over the preceding three years and the present year
- Faculty to graduate ratio
- Faculty to student ratio

Students

- Copies of the program's student evaluation form and a summary of students' evaluations of faculty and courses for the current year and preceding two years
- Description of learning support services
- Description of student support services
- Characteristics and profile of students on the program

Resources

- Description of resources available to the program
- Planned increases to the resources and upgrading of resources
- Policy and procedures for staff and student input into resource acquisition and usage (e.g. books)

Quality Assurance

- Quality assurance procedures. mechanisms and process
- Responsibilities for QA on the program, and who is responsible for what
- Involvement of staff and students in quality assurance
- Documentation on quality assurance

DOCUMENTS TO BE PROVIDED BY THE PROGRAM REVIEW PANEL TO THE DEAN

Within one month of the Program Review Panel being convened, it must provide the following documents to the Dean of the Faculty whose program is going to be reviewed:

- Principles, purposes and intended outcomes of Program Review
- Membership and terms of reference of the Program Review and the Program Review Panel
- Procedures for the Program Review
- Responsibilities and tasks of all parties involved in the Program Review
- Program, schedule, dates and times of submissions, events and requirements for the Program Review
- Key events before, during and after the visit of the Program Review Panel
- Follow-up requirements from the Program review
- Agendas and arrangements for meetings and the visit of the Program review
- List of documents required by the Program Review Panel
- Templates and pro-formas for submission of data
- Code of conduct for the Program Review and the Program Review Panel
- Request for a suitable and secure room for the Program Review Panel and documentation

PREPARING THE SELF-EVALUATION REPORT

The following are guidelines for preparing for a self-evaluation report:

THE EVIDENCE BASE

The self-evaluation document should be factual, explicit and should indicate its data sources. It should include evidence from, and make reference to, the following:

- Program specifications
- Annual program reviews
- External Examiners' reports
- Student recruitment, admission, progression and completion data
- Reports (if any) from accrediting or other bodies
- Feedback from former students and their employers;
- Data on the first destination of graduates;
- Comparability with other higher education institutions or other external benchmarks
- Internal policy and review documents, as appropriate

The following documents, *inter alia*, should be referred to/included in the document pack to accompany the report:

- Program specifications for the programs under review
- Staff handbook
- Program handbook
- Student handbook
- Quality assurance handbook
- Annual program reviews for the last three years for the program under review
- Annual program review data
- External Examiners reports for the last three years
- Course handbooks
- Prospectuses and program documentation
- Full course documentation
- Admission requirements
- Organizational chart
- Website screen prints
- Faculty strategic plan
- Record of staff development for the current academic year and the preceding two academic years
- Departmental policy documents and codes of practice on curricula, equal opportunities, learning, teaching, assessment, student support, marking and examinations, plagiarism and cheating, Boards of Examiners, External Examiners, appeals, disciplinary action, quality assurance, strategy and action plans.
- Summaries of studies regarding: (a) the effectiveness of the degree program, and (b) the effectiveness of graduates
- Evidence that annual goals are set and that assessment of success occurs
- Summaries of studies of alumni and former students' satisfaction with their preparation
- Findings from surveys of student satisfaction
- Minutes of meetings of curriculum development bodies and advisory groups
- Instruments and procedures used to measure program effectiveness
- Selected examples of student work that illustrate the different levels of achievement at different points in the program
- Documentation of students' success in achieving program outcomes, including collections of student work
- Examples of assessment tools used to assess student achievements, attainments and competencies, and the 'value added' provided by the program

- Any outside evaluation or accreditation reports that may relate to the program
- Copies of the program's student evaluation form and a summary of students' evaluations of faculty and courses
- Materials and pro-formas used in the academic development and reviewing process
- Summaries of grade/GPA distribution studies
- Copies of policies regarding admission and retention of students, remedial and support work, awarding of credit, and policies governing public service
- Evidence the curriculum has breadth, depth, balance, progression, coherence, relevance, continuity, differentiation, sequencing and structure
- Program exit outcomes: knowledge, skills, dispositions, competencies
- Program proficiency levels: exit and midpoint
- Evidence that the general education outcomes are integrated into the degree requirements
- Evidence that library skills are integrated into the learning process
- Instruments and procedures used to measure educational program effectiveness
- Reports and documents from external advisors and External Examiners
- Documentation of students' success towards achieving program outcomes
- Faculty CVs

WHAT SHOULD A PROGRAM SELF-EVALUATION DOCUMENT CONTAIN?

This is a suggested framework for a program self-evaluation document. For each area it is important to provide both data and a commentary. It is important to comment on the quality and the evidence for the statements of quality.

A self-evaluation report addresses eight main areas and appendices, as follows. It may also include an Executive Summary at the start. It should include a Table of Contents, cross-referencing to documents, and appendices/annexes of data.

SECTION ONE: PRELIMINARY INFORMATION

1. Title and code number of the program
2. Indication of the level of the program (undergraduate)
3. Credit weighting and hours of the program and its constituent courses
4. Introduction to the program:
    a. background to the program (brief history of the program);
    b. intended student recruitment and market
    c. external consultation on program development
    d. number of students in each year
    e. the demand for graduates of the program
    f. key features and characteristics of the program
    g. committee structure for the program
5. Major market of the program
6. Strategies to ensure that best possible students are recruited
7. Student and stakeholder evaluation and satisfaction
8. Quality of admitted students (what it is, how it is reviewed, monitored and evaluated, whether admission requirements are 'delivering' the suitable quality and calibre of students, and the evidence of this)
9. Recruitment strategies and practices and their impact
10. Strategies for student retention, and their impact
11. Quality of students admitted to the program; comments on
    a. academic quality
    b. equity
    c. numbers and dropout, transfer in and transfer out of the program, and throughput
    d. time taken to complete by students, how many take 4/5/6 years
    e. completion rates
12. Quality of staff admitted to the program; commenting on:
    a. academic quality
    b. equity
    c. staff turnover (how many new staff each year and how many staff leave each year, for the current year and preceding two years)
13. Class size
14. Indicators used in review
15. Current strengths and weaknesses

16. Knowledge of stakeholders
17. Stakeholder, advisory and committee input into the program
18. Career development
19. Stakeholder evaluation and satisfaction
20. External relations: industry; consultants; community; public agencies; graduate employers; professional bodies
21. Public information, which is accurate and up-to-date, about
    a. the program
    b. contact details
    c. intended learning outcomes
    d. qualifications awarded
    e. teaching and learning
    f. assessment procedures
    g. learning opportunities
    h. internships, exchanges and special features
    i. views of previous and present students
    j. views of employers
22. External review and quality assurance
23. Proposed student and staffing numbers over the next three years
24. Current strengths and weaknesses
25. Future directions
26. Key challenges and prospects
27. Key opportunities

SECTION TWO: LEADERSHIP AND MANAGEMENT OF THE PROGRAM

1. Leadership and management of the program
2. Membership of the Program Committee
3. How and how well, the program leaders guide, steer, develop and lead the program
4. How senior leaders: develop and reach the program vision and values; promote a culture that emphasizes academic quality; promote an environment that fosters, requires and results in ethical behaviour and high academic standards; create a sustainable faculty; create and sustain an environment for organizational performance, program improvement and student and staff learning; develop future leaders for the program; encourage frank, multi-directional communication; take an active role in reward and recognition of high standards of performance; create a focus on actions to accomplish the program's objectives; improve academic performance
5. How does the program leadership promote a safe, secure and supportive environment?
6. How does the program leadership identify key factors that affect workforce engagement and satisfaction, and foster and measure a culture conducive to high standards of academic performance and a motivated workforce?

7. How does the leadership promote cooperation, effective communication and sharing of skills and information at all levels?
8. How does the program leadership promote innovativeness in the work environment, and draw on the benefits of diverse ideas, cultures and thinking?
9. How does the program leadership promote a climate of change and sustainable development?
10. Staff professional development and maximization: breadth, needs-driven, depth, uptake and impact
11. How is communication handled within and beyond the program, and its effectiveness in supporting high standards of academic performance?
12. How frank and open is the communication?
13. How are staff informed of decisions, changes and developments?
14. What are the duties and roles of the Faculty administrative officers?
15. How are decisions reached?
16. Which meetings are minuted?
17. Information systems for program monitoring, review and development
18. How is information used to improve the program, the performance of students and staff and the processes of the program administration?
19. How are priorities for development identified and derived from monitoring and review, and how are these communicated to, and shared with staff?
20. Relationships to other programs
21. How are workloads decided and allocated?
22. Do all staff know what the workloads are?
23. Are workloads spread evenly and equitably?
24. External review and quality assurance
25. What student involvement is there in management and on committees and forums for the program?
26. Performance appraisal of staff on the program
27. What provisions are there for the long-range planning of the program?
28. Current strengths and weaknesses
29. Future directions
30. Key challenges and prospects

SECTION THREE: PROGRAM DETAILS

1. What does the program seek to achieve for itself and the discipline?
2. 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?
3. How the program aligns itself to the Faculty's and University's missions
4. Meeting students' and stakeholders' needs

5. Aims and purposes of the program, their comprehensiveness, realism/practicability, specificity, appropriacy for the curriculum
6. Aims and goals, and in relation to Faculty and university plans, and national and international trends
7. What are the aims that are geared towards quality assurance?
8. Program's role in advancing the state of the field or discipline
9. How does the Program Committee know that its aims, goals, purposes and objectives have been achieved?
10. What are the specific objectives of the program?
11. What is the alignment between the program aims, objectives and exit outcomes?
12. Intended learning outcomes of the program: intended exit competencies, knowledge, skills, attitudes, and how recently they have been reviewed or amended
13. Medium of instruction
14. Equity principles
15. Commentary on how issues of employability and career development are taken into account in the design and delivery of the program
16. Curriculum content of the program: course by course
    a. quality of the curriculum
    b. coherence of the curriculum within and across courses and Faculty

21. Accelerated learning on the program
22. 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
23. 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

24. Time and timetabling for optimal learning
25. 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
26. Health and safety on the program
27. Ethical matters relating to the program
28. 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

29. Marking, grading and confirmation
30. Student coursework
31. Communication of criteria to students for judging their work
32. 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

33. 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

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

SECTION FOUR: STUDENTS

1. What does the program seek to achieve for its students?
2. What are the expectations of the students? How and how well are these met?
3. How are students challenged, their higher order thinking and critical judgement increased on the program?
4. Knowledge of students and stakeholders
5. How are students' needs, expectations and preferences identified and addressed in the Faculty?
6. How does the Faculty build relationships, networks, contacts and strategies for recruitment, retention and satisfaction of students and stakeholders?
7. Target students populations, and how these are/are not changing over time, and why
8. Profile of student population
9. Equity principles

10. Student progress and success rates, and their monitoring
11. Student understanding of the program
12. Mentoring of students
13. Student support on the program
    a. nature and amount of student support
    b. quality of student support on the program
    c. the number and utilization of assistants
    d. counselling support
    e. extra-curricular support
14. Students with disabilities
15. How is student performance enhanced and assured to be of the highest quality?
16. What contact mechanisms exist on the program for staff and students to communicate, how well are these used, and with what outcomes?
17. How does the program build positive relationships with students in the achievement of their, the Faculty's and the program's objectives?
18. Feedback *to* students and action taken from this
19. Feedback *from* students and action taken from this
    a. collecting and using student feedback
    b. questionnaires
    c. discussion and dissemination of feedback
    d. staff/student consultative committees
20. How is student satisfaction determined on the program? Are there surveys of student satisfaction, and how are they used?
21. How is student feedback (including complaints) handled? What use is made of feedback for the program, research and administrative development?
22. How is student feedback kept up to date as programs change and new developments occur?
23. How are student feedback and other data used for program improvement?
24. How are student complaints handled?
25. Career development
26. Status of, and attention given to, orientation, guidance, career guidance and academic advice
27. Integration of students into the Faculty
28. Student representation on committees
29. Arrangements for consultations with students
30. How are students kept informed of developments and decisions on the program?
31. Are staff available for consultation with students?
32. Are there office hours for staff to be available?
33. Student evaluation and satisfaction
34. Student morale
35. Post-graduation career and employment of students
36. Alumni: communication, satisfaction, loyalty
37. External review and quality assurance

38. Student records
39. Strategies for improving student support, and the impact of these
40. Strategies for staff development to improve student support, and the impact of these
41. Current strengths and weaknesses
42. Future directions
43. Key challenges and prospects
44. Key opportunities

SECTION FIVE: FACULTY

1. What does the program seek to achieve for its staff?
2. Academic staffing of the program
3. How staff are recruited and appointed to, and promoted and appraised on the program
4. Are there sufficient staff to service the program?
5. Are there sufficient staff to ensure health and safety in the program?
6. Equity principles
7. Number of (regular) faculty and areas of expertise: full-time and part-time
8. Quality, credentials and experience of the faculty
9. Match between background, expertise and qualifications of the staff and the program and courses on which they work
10. Induction and support for new staff
11. Expectations of faculty in respect of teaching, research, scholarly activity and service
12. Research training for staff
13. Publications of faculty (in Annex)
14. How does the program provide for the realization of the full potential of the staff, and reward staff in their movement toward achieving the highest possible standards of performance?
15. How are data used to improve staff and to enable them to achieve their highest performance?
16. How is a climate of staff support promoted on the program?
17. How are staff complaints, grievances and concerns identified and addressed on the program?
18. How are cooperative activities, teaching, planning and mutual support addressed on the program?
19. How can, and do, staff share and benefit from innovative ideas on the program?
20. How are staff professional development needs identified?
21. Staff professional development programs/activities and engagement of staff in staff professional development
22. What staff development is provided for curriculum content, teaching, learning, research, supervision, assessment, quality assurance, community networking and relationships
23. Why do staff engage/not engage in staff professional development?

24. How relevant, timely, sufficient and useful are the staff development activities?
25. How does the Program Committee know that the skills and capabilities of the staff are sufficient for the demands of their work, teaching, research, changes in the external environment etc.?
26. Teaching loads, their calculation and distribution
27. Teaching assistants
28. Commentary on the number of new faculty and faculty who have left each year over the preceding three years and the present year
29. Commentary on the faculty to graduate ratio
30. Commentary on the faculty to student ratio
31. Staff morale
32. Staff consultation and involvement in program matters, e.g. staffing, student numbers, budgeting, teaching, learning, assessment?
33. Staff promotion and appointments
34. External review and quality assurance
35. Strategies for staff career development, and the impact of these
36. Number of support staff
37. Future directions
38. Key challenges and prospects
39. Key opportunities

SECTION SIX: QUALITY ASSURANCE

1. Policy on, and strategy and procedures for, quality assurance
2. How does the university know that the program is meetings its aims, goals and intended learning outcomes to the highest possible standards?
3. Quality assurance:
   a. responsibilities for QA on the program, and who is responsible for what
   b. involvement of students in quality assurance
   c. stakeholder involvement in quality assurance
   d. external review of the program, and its outcomes
4. Quality assurance mechanisms, processes, timeliness, frequency, contents, standards, outcomes and impact with respect to monitoring, developing and improving (i.e. how does the university inform itself about, and guarantee, the quality here)
5. How and where is quality and its enhancement discussed and continuously ensured in the program?
6. Information systems and indicator systems
7. Admissions
8. Faculty
9. Equity principles
10. Staff professional development
11. Administration
12. Stakeholder input

13. Leadership and management
14. Programs and courses
15. Curriculum content, structure, sequence and progression
16. Suitability and efficacy of aims, purposes and intended learning outcomes
17. Learning
18. Teaching
19. Research training
20. Learning resources
21. Student support
22. Monitoring student progress
23. Assessment and examining of students
24. Standards of achievement and attainment
25. Student success rates
26. How much 'value added' the Faculty provides, and how this is measured
27. Student outcomes and careers
28. Public information
29. External Examiners and accreditation agencies
30. Value for money
31. Program evaluation
32. Program developments
33. Program review, monitoring and changes
34. Use of data and information in development planning
35. Periodic review of programs
36. Performance review
37. How policy is implemented, monitored and revised
38. Involvement of students in quality assurance
39. External review and quality assurance
40. Benchmarking
41. Strategies for improving quality assurance, and the impact of these
42. Strategies for staff development to improve quality assurance, and the impact of these
43. Current strengths and weaknesses
44. Future directions
45. Key challenges and prospects
46. Key opportunities

WHAT SHOULD AN ACTION PLAN INCLUDE?

The Action Plan is prepared by the Faculty Board in response to the report from the Faculty/Program Review Panel. Within 30 working days of receipt of the final Faculty/Program Review Panel's report, the Faculty Board produces the action plan to address points raised and recommendations made in the Faculty/Program Review Panel's report. The Action Plan is sent by the Dean to the Faculty/Program Review Panel and to the Learning and Teaching Committee, and the Learning and Teaching Committee monitors its implementation and effects in a time scale that it (the Learning and Teaching Committee) determines.

An Action Plan address questions such as:

- Where are we now?
- Where do we want to be?
- How will we get there?
- How will we know when we have got there?
- How will we know if we have been successful?

Put into greater detail it raises questions such as:

- Where are we now?
- What is the staff capability/capacity to move ahead?
- Which existing staff have the required expertise?
- What are the specific goals and targets?
- What is to be done (clear, specific, concrete action/activities)?
- Who is to do it (responsibilities)?
- When it is to be done by?
- How progress will be monitored (by whom, when, how)?
- How progress will be evaluated (by whom, when, how)?
- What are the success criteria (with quantitative targets against which to judge progress)?
- What timescales are there for different stages of implementation?
- What resources are required?

The Action Plan comprises:

- A series of 'SMART' objectives to address the areas of need identified in the Faculty Review report, e.g.:

    a. **Specific**/Significant/Short-term
    b. **Measurable**/Motivating/Manageable
    c. **Achievable**/Agreed/Aligned/Advantageous
    d. **Relevant**/Realistic/result-oriented/Resourced
    e. **Time-framed**; Time-bound/Timely/Tangible

- Intended outcomes and success criteria;
- A detail of what is to be addressed (the contents and priorities);
- How the objectives and intended outcomes will be met;
- Defining tasks, targets and responsible individuals, resource allocation and costings, and time frames/dates for completion;
- Success criteria and evidence;
- Monitoring progress;
- Producing the public version of the plan in summary form.
- Targets, tasks and success criteria to check progress (monitoring) and to evaluate/check success
- Initial tasks and checks for readiness
- Tasks and routes to the achievement of targets, and means to monitor and check progress;
- Targets and intended destinations, and success criteria to check when and how well these have been achieved/reached.

A good action plan:

- Addresses all the key issues;
- Is concise and clearly written;
- Identifies priorities, specific targets and outcomes;
- Is clearly focused on classroom improvement;
- Lists manageable steps towards raising standards of achievement;
- Includes reference to monitoring and evaluation of intended outcomes and student achievement;
- Provides indicators and criteria to recognize improvement;
- Identifies and quantifies resources;
- Is drawn up consultatively.

The action plan can be set out following these headings, for each item:

(a) Recommendation
(b) Response
(c) Objectives of the action
(d) Action proposed
(e) Responsibility
(f) Time frame
(g) Progress indicators
(h) Expected outcome
(i) Success criteria and indicators

An action plan works when:

- Leaders have a clear oversight of its implementation;

- Everyone knows what they are expected to do;
- Strategies are implemented to address under-achievement, raise expectations, and improve the ethos and standards of education;
- Resources are available;
- Mechanisms are used for monitoring the implementation and progress of plan;
- Mechanisms are in place for evaluating the effectiveness of the action.

Steps in action planning include:

1. Select the issue and decide whom to involve;
2. Review evidence of existing performance;
3. Make a self-assessment of strengths and weaknesses;
4. Describe the ideal future state of affairs;
5. State the objectives concisely and recognizably;
6. Select key features of the 'ideal future state' for use as indicators and evaluation headings;
7. Generate a list of options for action to be taken to lead to the objective;
8. Select a limited, related set of these actions;
9. Cost the actions proposed, Show plans for acquiring or allocating further resources;
10. Define tasks, targets and responsible individuals, resource allocation and dates for completion;
11. Complete a project planning chart to show how different tasks are related;
12. Choose an evaluator and agree stages and audiences for reports on progress;
13. Produce the public version of the plan in summa

FOUR PROCESSES IN DEVELOPMENT PLANNING

IMPLEMENTATION

CONSTRUCTION

EVALUATION

AUDIT

GETTING STARTED
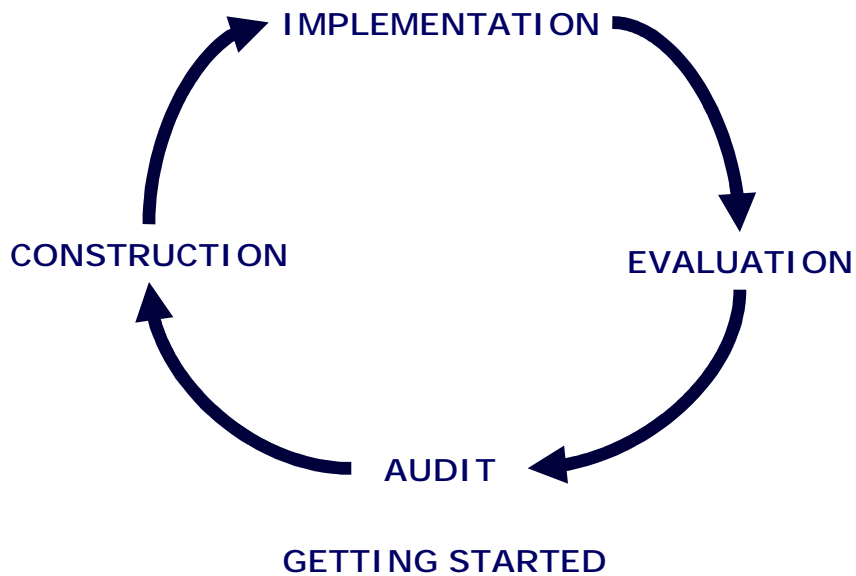
The process of development planning can be set out thus:

Action plans:
targets, tasks and
success criteria

IMPLEMENT

EVALUATE

Sustain
commitment

Check
progress

Overcome
problems

Check
success

CONSTRUCT
THE PLAN

Take stock

AUDIT

REPORT

GETTING STARTED

The development planning process (Hargreaves and Hopkins, 1991)

ACTION PLANS:
targets, tasks and
success criteria

IMPLEMENTATION
ACTIVITIES

PREPARATIONS

(Initial tasks)

CHECK FOR
READINESS

CHECK
PROGRESS

CHECK
SUCCESS

THE DEVELOPMENT PLANNING PROCESS
(Hargreaves and Hopkins, 1991)