SECTION THREE: FACULTY DETAILS

1. What does the Faculty seek to achieve for itself and the discipline?
2. Rationale for the Faculty:
      Mission, key aims and purposes of the Faculty, how these are determined, and how these align themselves to the university's plans, and national and international trends
      What does the Faculty seek to achieve for the university?
      What does the Faculty seek to achieve for the wider community?
3. What are the specific objectives of the Faculty?
4. How the Faculty aligns itself to the university mission
5. Meeting students' and stakeholders' needs
6. What are the aims that are geared towards quality assurance?
7. Faculty's role in advancing the state of the field or discipline
8. How does the Faculty know that its aims, goals, purposes and objectives have been achieved?
9. Medium of instruction
10. Equity principles
11. Commentary on how issues of employability and career development are taken into account in the design and delivery of the Faculty's programs
12. How are new and modified programs designed, approved and brought into effect?
13. Curriculum content of the Faculty: program by program:
      quality of the curriculum
      coherence of the curriculum within and across programs (and, where appropriate, other Faculties)
      clarity and guidance for students
      academic quality and integrity of the Faculty
      how recently the curricula and programs have been reviewed or amended
      how does the Faculty assure itself of the continuing relevance of its programs and their contents?
      How does the Faculty assure itself that the highest academic quality is ensured in its programs, to meet the needs of stakeholders?
      How is input from different stakeholders and partners gathered and used on the programs in the Faculty?

14. Structure of the Faculty and its contributing programs
15. Communication of organizing principles of the Faculty
16. How the Faculty meets students' different needs, abilities, rates of learning, and learning strategies and styles
17. Accelerated learning on the Faculty's programs
18. Student learning in the Faculty:

> provision for, and suitability of, learning opportunities for students on different programs in the Faculty
>
> quality of student learning
>
> active student learning on the programs and engagement in them
>
> students' higher order thinking and application in the programs
>
> opportunities for, and uptake of, internship
>
> student exchange arrangements
>
> e-learning and blended learning, and the support for these (e.g. hardware, software, access, speed, stability of system)
>
> incorporation of new technologies for student learning
>
> collaborative and cooperative learning
>
> fieldwork
>
> depth and breadth of student learning
>
> strategies for ensuring maximum student participation and sustained success and high quality
>
> implementation and evolution of the Faculty's learning strategies and internal arrangements for reviewing these
>
> internal arrangements in the Faculty for reviewing its provision of learning opportunities
>
> improvements/enhancements to the learning on the Faculty's programs over a specified period
>
> evaluation of the ways of judging, and the criteria for judging, how students progress through the Faculty, and how this progression is supported, monitored and reviewed, from admission to graduation
>
> disciplinary procedures and appeals in the Faculty
>
> staff development provided in the Faculty, and the uptake and impact of these

19. Teaching in the Faculty

> provision for, and quality of, teaching
>
> diversity and suitability of teaching strategies and processes

guidance provided on teaching

supervision of research students

what core teaching competencies are there, how are they determined, and how do these relate to the Faculty's mission and for teaching and learning and to their programs and curricula?

how, and how high, is the quality of teaching and learning, how are data gathered on this, and how are improvements made?

evaluation of the teaching in the Faculty and how it supports students in their achievement on programs

internal arrangements in the Faculty for reviewing teaching

improvements/enhancements to the teaching on the Faculty's programs over a specified period

staff development provided for developing teaching in the Faculty

relationship between teaching and research

strategies and processes for improving teaching, and the impact of these

strategies and processes for staff development of teaching, and the impact of these

is any of the teaching outsourced, and, if so, how is the quality assured?

20. Research

provision for, and quality of, research and publication

diversity and research

support for research and publication

funded and non-funded research in the Faculty

research teams, individuals, their work and its impact

functioning of research centres

evaluation of the research and publication in the Faculty. How does the Faculty evaluate the quality of its research?

What national, international and cross-institutional research is undertaken in the Faculty?

range and coherence of research in the Faculty

percentage of full-time and part-time staff who are active in research

internal arrangements in the Faculty for reviewing research, publication and their development

alignment of the research to the Faculty's mission and goals

improvements/enhancements to the research in the Faculty over a specified period

relationship between teaching and research

strategies and methods for improving research and publication, and the impact of these; staff development provided for developing research and publication in the Faculty and the impact of these

study leave and its uptake

provision and support for encouraging excellence in research and publication at local, national and international levels

research training and knowledge transfer provided in the Faculty and by the university, for whom, and the uptake, impact and effectiveness of these

dissemination of research to key communities

research seminars and other related programs in the Faculty

research evaluation and productivity: how it is monitored, developed and its quality improved in the Faculty

how the support for research is evaluated, and how effective that support is

how new research opportunities are identified and addressed resources for research in the Faculty

developing competencies for staff and students in research

how staff and students are encouraged to undertake, report and disseminate research at local, national and international levels

how a research culture and climate is developed and sustained in the Faculty for staff and students

how supervision of research is undertaken, how effective it is, and how this is evaluated and improved

how staff and students are inducted into research

what key services are provided by the Faculty for research and its development, and how these are evaluated

21. Supervision

provision for, and quality of, supervision

support for supervision of research and research students

supervisor training and development

evaluation and review of the supervision arrangements and practices, and their effectiveness, in the Faculty

surveys of employer satisfaction with the Faculty's graduates.

external measures of success

strategies for improving students' achievement and standards, and the impact of these

strategies for staff development to improve student outcomes, and the impact of these

29. Faculty evaluation

annual Faculty Review

peer review and assessment

sharing of best practice

benchmarking

periodic review (how frequently and regularly, and by whom)

plans for ongoing Faculty Review

fitness for purpose and fitness of purposes of the kinds, criteria, contents, methods, comprehensiveness, rigour of Faculty evaluation, and the clarity and suitability of these for the Faculty

regularity and frequency of Faculty and program evaluation

outcomes and impact of Faculty evaluation on Faculty and program development

use made of Faculty and program evaluations

comprehensiveness and appropriacy of Faculty reviews

external and internal review

strategies for improving Faculty evaluation, and the impact of these

strategies for staff development to improve Faculty evaluation, and the impact of these

how are data collected and used (and what data) for Faculty development and improvement

how does the Faculty manage the organizational knowledge and information for transfer and sharing in the Faculty (from, and to, staff, students and stakeholders)?

30. What measures of academic performance does the Faculty use? How are measures of academic performance used for decision making, improvement and development, and to identify priorities and opportunities?

31. External review and quality assurance

32. Current strengths and weaknesses

33. Future directions