

### SECTION THREE: POSTGRADUATE PROGRAM DETAILS

1. What does the program see 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 see to achieve for the Faculty and the university?
    - e. What does the program see to achieve for the wider community?
    - f. How does the program align itself to the Faculty's and university's missions?
  4. Meeting students' and stakeholders' needs
    - a. Aims and purposes of the program, their comprehensiveness, relevance, practicality, specificity, appropriacy for the curriculum
    - b. Aims and goals, and in relation to Faculty and university plans, and national and international trends
    - c. What are the risks that are regarded to impede quality assurance?
    - d. Program's role in advancing the state of the field or discipline
    - e. How does the Program Committee know that its aims, goals, purposes and objectives have been achieved?
    - f. What are the specific objectives of the program?
    - g. What is the alignment between the program's aims, objectives and expected outcomes?
  2. Intended learning outcomes of the program intended to meet competencies, knowledge, skills, attitudes, and how recently they have been reviewed or updated
    - a. Medium of instruction
  4. Equity principles
    - a. Consideration on how issues of equity and career development are taken into account in the design and delivery of the program
    - b. Curriculum content of the program
      - 1. course by course
        - a. Quality of the curriculum
        - b. Coherence of the curriculum within and across courses and Faculty
        - c. Depth, breadth and relevance of the curriculum
        - d. Level and level of demand on the program
        - e. Achievability of the curriculum
        - f. Clarity and guidance for students
        - g. Suitability for achievement of aims, purposes and intended learning outcomes
      - 2. identification and communication of priorities
      - 3. curriculum structure and changes
      - 4. Academic quality and integrity of the program
      - 5. How recently the program has been reviewed or updated
      - 6. How does the Program Committee assure itself of the continuing relevance of the program and its contents?

- how does the Program Committee assure itself that the highest academic quality is ensured in the program, to meet the needs of stakeholders?
- how is input from different stakeholders and partners gathered and used on the programs in the program?
- relevance of the program
- priority of images to targets and how recently they have been reviewed or updated

Structure and sequence of the program and its contributing courses

Coordination of organizing principles of the program

Progression on the program and its courses

2 Differentiation of the program to meet students' different needs, rates of learning, and learning strategies and styles

2 Accelerated learning on the program

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provision for learning

availability of learning opportunities and strategies for engagement to, and achievement of curriculum content, its purposes, intended learning outcomes and assessment requirements

quality of learning

active student learning on the program and engagement in it

students' higher order thinking and application in the program

opportunities for, and uptake of, internship

student exchange arrangements

learning and blended learning, and the support for these e.g. hardware, software, access, speed, availability of systems

incorporation of new technologies for student learning

collaborative and cooperative learning

field or

depth and breadth of student learning

- strategies for ensuring maximum student participation in cross-section sessions

implementation and evolution of the Faculty's learning strategies and international arrangements for reviewing these

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

students' submissions of work on time, and penalties

quality international 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

staff development provided for developing students' learning on the program

strategies for improving students' learning, and the impact of these

- u strategies for staff development on improving students learning, and the impact of these
- 2 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 supervision of research students
  - f full-time and part-time adjunct teachers on the program
  - g suitability of teaching strategies for curriculum content and achievement of its purposes, intended learning outcomes and assessment requirements
  - h relevance and suitability of instructional practices
  - i evaluation of the teaching strategies and how they support students in their achievement of intended learning outcomes
  - j interrelationships in the Faculty for reviewing teaching strategies
  - k improvements/enhancements to the teaching on the Faculty's programs over specified period
  - l staff development provided for developing teaching on the program
  - m relationship between teaching and research
  - n strategies for improving teaching, and the impact of these
  - o strategies for staff development of teaching, and the impact of these

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2 Research

- a provision for, support for, and quality of, research and participation
- b how the support for research is evaluated, and how effective that support is
- c funded and non-funded research in the program
- d research teams, individuals, their roles and its impact
- e evaluation of the research and participation in the program or does the Program Committee evaluate the quality of its research?
- f relevance and coherence of research on the program
- g interrelationships on the program for reviewing research, participation and their development
- h alignment of the research to the program's and Faculty's mission and goals
- i improvements/enhancements to the research in the program over specified period
- j relationship between teaching and research
- k strategies and methods for improving student research, research supervision and participation, and the impact of these staff development provided for developing student research, research supervision and participation on the program and the impact of these

- provision and support for encouraging excellence in student research and publication
- how staff and students are inducted into research
- research training for staff and students, and knowledge transfer provided on the programme, for hours, and the uptake, impact and effectiveness of these
- opportunities for dissemination of student research to key communities
- performance of research seminars and other related programmes on the programme
- research evaluation and productivity how it is monitored, developed and its quality improved on the programme
- how new research opportunities are identified and addressed
- resources for research on the programme
- how students are encouraged to undertake, report and disseminate research
- how research culture and climate is developed and sustained in the programme, for staff and students
- what key services are provided on the programme for research and its development, and how these are evaluated

## 2 Supervision

- how supervision of research is undertaken, how effective it is, and how this is evaluated and improved
- 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, on the programme
- improvements, enhancements to the supervision arrangements and practices on the programme over specified period
- strategies for improving supervision, arrangements, practices and quality, and the impact of these staff development provided for developing supervision on the programme and the impact of these

## 2 Resources for the programme

- Adequacy of resources for learning and student support on the programme
- quality of resources
- quality of facilities
- physical space and requirements
- library, computing, editing matters
- new technologies
- how the facilities student must, should, could purchase for the programme, and how they are used
- administrative and technical support
- support personnel
- physical facilities classrooms, laboratories, office space, tutorial rooms
- equipment and instruments, and equipment needs

- specific dedicated resources
- access by students to resources and equipment
- program costs
- planned increases in resources
- 2 ethical and safety on the program
- 2 Ethical matters relating to the program
- Student assessment and evaluation on the program
  - assessment measures and activities used
  - frequency of evaluations
  - persons responsible for assessment, evaluation and coordination of
  - assessors
  - administration of assessors
  - Board of Examiners
  - External Examiners
  - evaluation assessment
  - evaluation and investigation procedures
  - evaluation and marking circumstances
  - degree classification
  - assessment of intended learning outcomes and other program objectives
  - credibility and suitability of purposes, contents, criteria, type, methods and uses of assessment for the achievement of the intended learning outcomes, curriculum, and purposes of the program
  - highest proficiency levels must the students reach and demonstrate in order to exit from the program successfully and meet the overall and high proficiency levels
  - reliability, validity, consistency of application, transparency, administration, reporting, efficiency and monitoring of assessments
  - ordering criteria and conventions
  - competency on assessors, grades, marks given, and grade distributions
  - consideration of marking and evaluation circumstances
  - evidence of outcomes of assessment
  - uses of student assessment and evaluation
  - evidence of impact of assessment on students, academic staff, program
  - anticipated and planned changes to assessment
  - appeals and disciplinary procedures
  - strategies for improving student assessment and the impact of these
  - strategies for staff development on student assessment and the impact of these
- Monitoring, grading and confirmation
- 2 Student course or
- Communication of criteria to students for judging their or
- 4 Actual student outcomes and standards

- g student outcomes
- h standards reached by the students' achievements and attainments
- i competencies demonstrated by the students
- j trends in education results
- k comparability of standards with other institutions
- l components of External Examiners
- m action taken by the Faculty's result of duration standards and achievements
- n employment and career outcomes of the students
- o feedback from former students and on their career destinations and post graduation activities
- p surveys of studies indicating the degree of success of graduates in obtaining suitable employment in the fields relevant to their studies
- q surveys of employment satisfaction with the programs graduates success of graduates
- r external measures of success
- s benchmarks
- t strategies for improving students' achievements and standards, and the impact of these
- u strategies for staff development to improve student outcomes, and the impact of these
- Program Evaluation
  - v annual program review
  - w periodic review how frequently and regularly, and by how
  - x plans for ongoing program review
  - y 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
  - z regularity and frequency of program evaluation
  - aa outcomes and impact of program evaluation on program development
  - ab use of data of program evaluations
  - ac comprehensiveness and appropriateness of programs
  - ad reliability, validity, transparency, reporting, efficiency and monitoring of program and its evaluation
  - ae external and internal review
  - af strategies for improving program evaluation, and the impact of these
  - ag strategies for staff development to improve program evaluation, and the impact of these
- External review and quality assurance
- Current strengths and weaknesses
- Future directions
  - ah challenges and prospects
  - ai opportunities