

### SECTION THREE: UNDERGRADUATE PROGRAM DETAILS

- 2 What does the program see to achieve for itself and the discipline?
- 2 Rationales for the program
  - Key principles of and for, and ideas behind the program
  - Expected benefits from the program
  - What does the program see to achieve for the Faculty and the university?
  - What does the program see to achieve for the wider community?
- 4 How does the program align itself to the Faculty's and university's missions?
  - Meeting students' and stakeholders' needs
  - Aims and purposes of the program, their comprehensiveness, relevance, practicality, specificity, appropriacy for the curriculum
  - Aims and goals, and in relation to Faculty and university plans, and national and international trends
  - What are the links that are geared to address quality assurance?
  - Program's role in advancing the state of the field or discipline
  - How does the Program Committee know that its aims, goals, purposes and objectives have been achieved?
  - What are the specific objectives of the program?
- 2 What is the significant fit between the program's aims, objectives and its outcomes?
  - Intended learning outcomes of the program intended exit competencies, knowledge, skills, attitudes, and

- 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 amended

Structure and sequence of the program and its contributing courses

Coordination of organizing principles of the program

- 2 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
- 22 Accelerated learning on the program
- 2 Learning on the program
  - provision for learning
  - suitability of learning opportunities and strategies for ignorant 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
  - e-learning and blended learning, and the support for these e.g. hardware, software, access, speed, suitability 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 classroom 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, rate and penalties
- 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
- 24 Teaching on the programme
  - 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 programme
  - 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 international arrangements in the Faculty for reviewing teaching strategies
  - j improvements, enhancements to the teaching on the Faculty's programmes over a specified period
  - k staff development provided for developing teaching on the programme
  - 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
- 2 Learning and teaching for optimal learning
- 2 Resources for the programme
  - a Adequacy of resources for learning and student support on the programme
  - b quality of resources
  - c quality of facilities
  - d physical space and requirements
  - e library, computing, digital resources
  - f new technologies
  - g health, safety, student assistance, should could purchase for the programme, 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 accessibility of students to resources and equipment
  - n programme costs
  - o planned increases in resources
- 2 Health and safety on the programme
- 2 Ethical matters relating to the programme
- 2 Student assessment and evaluation on the programme

- a) assessment measures and activities used
- b) frequency of evaluations
- c) persons responsible for assessment, evaluation and coordination of
- d) coordination of
- e) Board of Examiners
- f) External Examiners
- g) assessment
- h) evaluation and invigilation procedures
- i) evaluation and invigilation circumstances
- j) degree classification
- k) assessment of intended learning outcomes and other programme objectives
- l) clarity and suitability of purposes, contents, criteria, type, methods and uses of assessment for the achievement of the intended learning outcomes, curriculum, standards and purposes of the programme
- m) that proficiency levels must the students reach and demonstrate in order to exit from the programme successfully and before the ordinary and high proficiency levels
- n) reliability, validity, consistency of application, transparency, coordination, reporting, efficiency and monitoring of assessments
- o) marking criteria and conventions
- p) commentary on standards, standards given, and grade distributions
- q) consideration of invigilation and evaluation circumstances
- r) evidence of outcomes of assessment
- s) uses of student assessment and evaluation
- t) evidence of impact of assessment on students, academic staff, programme
- 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
- Monitoring, grading and confirmation
- Student course or
- 2) Communication of criteria to students for judging their or
- Actual student outcomes and standards
- Actual student outcomes
- Standards reached by the students' achievements and attainments
- Competencies demonstrated by the students
- Trends in evaluation results
- Comparability of standards with other institutions
- Comments of External Examiners

- g action taken by the Faculty's result of diffusion 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 surveys 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 programs graduates success of graduates
- l external measures of success
- m acceptance standards
- n 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

#### 4 Program Evaluation

- a annual program review
- b periodic review how frequently and regularly and by how
- 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
- m External review and quality assurance
- n Current strengths and weaknesses
- o Future directions
- p key challenges and prospects
- q key opportunities