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

PRIORITY AREAS IN QUALITY ASSURANCE FOR FACULTY REVIEW

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INTRODUCTION

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.

SIX KEY AREAS

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.

STRUCTURE OF EACH OF THE SIX KEY AREAS:

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.

THREE KEY QUESTIONS IN EACH OF THE SIX AREAS

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

    i. How high is the quality of each of (1) - (6) above in the Faculty?
    ii. How do we know and how will we continue to know?
    iii. What is being done to improve teaching, learning and assessment?

CORE QUESTIONS IN EACH OF THE SIX AREAS

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,

For the core questions, 'X' refers to the particular item from (1) – (6) above:

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?

SEVEN KEY FOCI WITHIN EACH AREA

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

1. **POLICIES AND MAIN STRATEGIES:**
   - **Faculty policies and strategies for each of the six areas.**
2. **MAIN PRACTICES IN THAT AREA:**
   - **Main practices in that area: what is happening in each of the six areas.**
3. **JUDGEMENTS OF QUALITY IN THAT AREA**
   - **Judgement of overall quality in each of the six areas.**
4. **STRENGTHS AND WEAKNESSES IN THAT AREA**
   - **Identification of strengths and weaknesses in each of the six areas.**
5. **QUALITY ASSURANCE PRACTICES IN THAT AREA:**
   - **Practices for monitoring and reviewing the actual quality in each of the six areas.**

6. **DEVELOPMENT AND IMPROVEMENT PLANS IN THAT AREA**

- **Plans for interventions and staff development to improve the quality of each of the six areas**
7. **STAFF DEVELOPMENT FOR IMPROVEMENT IN THAT AREA**
   - **The provision of, uptake of, and effects of staff development in each of the six areas.**

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.

SUMMARY IN EACH OF THE SIX AREAS

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):

1. **Current strengths and weaknesses in X in the Faculty.**
2. **Future directions X in the Faculty.**
3. **Key challenges and prospects for X in the Faculty.**
4. **Key opportunities for developing X in the Faculty.**

TEACHING, LEARNING AND ASSESSMENT

EMBOLDENED QUESTIONS

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.

KEY AREAS OF FOCUS

1. **Faculty policies and strategies for teaching, learning and assessment.**
2. **Overall quality of teaching, learning and assessment.**
3. **Main kinds of teaching and assessment strategies being used in the Faculty.**
4. **Identification of strengths and weaknesses in teaching, learning and assessment.**
5. **The uses made of assessment of students.**
6. **Quality assurance practices for monitoring and reviewing the actual quality of teaching, learning and assessment.**
7. **Plans for interventions and staff development to improve the quality of teaching and learning in the Faculty.**

KEY QUESTIONS

1. **How high is the quality of the teaching, learning and assessment in the Faculty?**
2. **How do we know and how will we continue to know?**
3. **What is being done to improve teaching, learning and assessment?**

CORE QUESTIONS

1. **What are the policies and strategies for teaching, learning and assessment in the Faculty?** 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.
2. **What procedures and processes does the Faculty have for planning, monitoring, reviewing, and developing the teaching, learning and assessment in the Faculty?** Minutes of meetings of curriculum development bodies and advisory groups, materials and pro-formas used in the academic development and reviewing process.
3. **How does the Faculty know and inform itself and stakeholders if these procedures and processes are working/being used?** Minutes of meetings of curriculum development bodies and advisory groups, materials and pro-formas used in the academic development and reviewing process.
4. **Are the procedures and processes for planning, monitoring, reviewing, and developing the teaching, learning and assessment 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 the teaching, learning and assessment in the Faculty, and how does the Faculty know?** Minutes of meetings of curriculum development bodies and advisory groups, materials and pro-formas used in the academic development and reviewing process.

7. **How has the Faculty improved the quality of its teaching, learning and assessment over time, and how does it know?** Minutes of meetings of curriculum development bodies and advisory groups, materials and pro-formas used in the academic development and reviewing process.

8. **What recommendations can be made for needed interventions and developments to develop further the teaching, learning and assessment in the Faculty?**

9. **What does the Faculty do to monitor and improve the teaching, learning and assessment in the Faculty?**

10. **What does the Faculty do to monitor and improve the teaching and learning in English medium in the Faculty?**

TEACHING AND LEARNING

1. **What are the strengths and weaknesses observed in teaching and learning in the Faculty?**

2. **How wide-ranging and appropriate are the teaching methods used in the Faculty? How do we know?**

3. **What innovations and developments in teaching/pedagogy are taking place in the Faculty? How innovative and up-to-date are the teaching strategies in the Faculty? How do we know?**

4. **To what extent are curricula and teaching framed in terms of intended learning outcomes (i.e. what the students must be able to demonstrate that they have learnt by the end of the program)?**

5. **What staff development is offered to support learning and teaching?**

6. **How much use is made of ICT in teaching and learning in the Faculty, and where does this occur?**

7. **How effective is the Faculty in promoting English medium teaching? How do we know?**

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.

ASSESSMENT

1. **How far is assessment used as to promote learning as well as a means of judging performance, i.e. how far does the overall assessment strategy have an adequate *formative* function for students and programs (i.e. helps students to know what to do to improve and helps teachers to know what to do to help them improve)?**

2. **How strong is the match between the methods of assessment and the intended learning outcomes of the programs?**

3. **How secure and equitable are the assessment procedures and their moderation?**
4. **What are the activities of Boards of Examiners?**
5. **What are the main types of assessment that are practised in the Faculty, and why?**
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?

SUMMARY FOR TEACHING, LEARNING AND ASSESSMENT

1. **Current strengths and weaknesses in teaching, learning and assessment in the Faculty.**
2. **Future directions in teaching, learning and assessment in the Faculty.**
3. **Key challenges and prospects for teaching, learning and assessment in the Faculty.**
4. **Key opportunities for developing teaching, learning and assessment in the Faculty.**

STUDENT SUPPORT, FEEDBACK AND INVOLVEMENT

EMBOLDENED QUESTIONS

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.

KEY AREAS OF FOCUS

1. **Faculty policies and strategies for student support, feedback and involvement.**
2. **Overall quality of student support, feedback and involvement.**
3. **Main kinds of student support, feedback and involvement in the Faculty.**
4. **Identification of strengths and weaknesses in student support, feedback and involvement.**
5. **Provision for student support, feedback, involvement and representation.**
6. **The uses made of student feedback.**
7. **Quality assurance practices for monitoring and reviewing the actual quality of student support, feedback and involvement.**
8. **Plans for interventions and staff development to improve the quality of student support, feedback and involvement in the Faculty.**

KEY QUESTIONS

1. **How high is the quality of the student support, feedback and involvement in the Faculty?**
2. **How do we know and how will we continue to know?**
3. **What is being done to improve student support, feedback and involvement?**

CORE QUESTIONS

1. **What are the policies and strategies for student support and guidance in the Faculty?** 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.
2. **What formal arrangements does the Faculty have to provide student support, to receive and act on student feedback, and to involve students in the workings (and decision making) of the Faculty?** 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.

3. **What procedures and processes does the Faculty have for planning, monitoring, reviewing, and developing the student support and guidance in the Faculty?** Minutes of meetings of development bodies and advisory groups, annual program reviews for the last three years for the program under review.

4. **How does the Faculty know and inform itself and stakeholders if these procedures and processes are working/being used?** Minutes of meetings of development bodies and advisory groups, annual program reviews for the last three years for the program under review.

5. **Are the procedures and processes for planning, monitoring, reviewing, and developing the student support and guidance 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?**

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

7. **How high is the quality of the student support and guidance in the Faculty, and how does the Faculty know?** Minutes of meetings of development bodies and advisory groups, annual program reviews for the last three years for the program under review.

8. **How has the Faculty improved the quality of its student support and guidance over time, and how does it know?** Minutes of meetings of development bodies and advisory groups, annual program reviews for the last three years for the program under review

9. **What recommendations can be made for needed interventions and developments to develop further the student support and guidance in the Faculty?**

10. **What does the Faculty do to monitor and improve the student support and guidance in the Faculty?**

ACADEMIC GUIDANCE

1. **How is student learning facilitated by academic guidance, support, feedback and supervision in the Faculty?**

2. **What are the arrangements for academic support? Are they clear, understood by staff and students, and well matched to the curriculum, and teaching, learning and assessment methods?**

3. **How is student participation encouraged and students' learning facilitated?**

4. 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?

GENERAL SUPPORT AND GUIDANCE

1. **In the Faculty, what is: (a) the nature, amount and quality of student support; (b) the counselling and guidance support for students; (c) the support for students with disabilities or difficulties?**

2. 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?

STUDENT EVALUATIONS, FEEDBACK AND SATISFACTION DATA

1. **What are the mechanisms and processes to obtain feedback from students on the quality of teaching, assessment, and student support? What are the mechanisms for these feedbacks to be acted upon for the improvement of teaching, learning and the enhancement of the work of the Faculty?**
2. **Data and commentary on student transfers in and out of the Faculty, retention and dropout. What do they show?**
3. **What feedback is given** *to* **students and what action is taken on this by students? How do we know?**
4. **What feedback is gathered** *from* **students and what action is taken on this by the Faculty, in respect of: (a) collecting and using student feedback; (b) questionnaires; (c) discussion and dissemination of feedback; (d) staff/student consultative committees; (e) Faculty, program, supervision, research and administrative improvement?**
5. **What action is taken on student evaluations and data on student satisfaction?**
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?

STUDENT REPRESENTATION

1. **What student representation on committees is there in the Faculty?**
2. **What strategies does the Faculty have for staff development to improve student support, and what is the impact of these?**
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?

SUMMARY FOR STUDENT SUPPORT, FEEDBACK AND INVOLVEMENT

1. **Current strengths and weaknesses in student support, feedback and involvement in the Faculty.**
2. **Future directions in student support, feedback and involvement in the Faculty.**
3. **Key challenges and prospects in student support, feedback and involvement in the Faculty.**
4. **Key opportunities for student support, feedback and involvement in the Faculty.**

QUALITY ASSURANCE IN THE FACULTY

EMBOLDENED QUESTIONS

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KEY AREAS OF FOCUS

1. **Faculty policies and strategies for quality assurance.**
2. **Overall quality of quality assurance in the Faculty.**
3. **Main kinds of quality assurance strategies being used in the Faculty.**
4. **Identification of strengths and weaknesses in quality assurance in the Faculty.**
5. **The uses made of quality assurance practices and data in the Faculty.**
6. **Practices for monitoring and reviewing the actual quality of quality asurance in the Faculty.**
7. **Plans for interventions and staff development to improve the quality of quality assurance in the Faculty.**

KEY QUESTIONS

1. **How high is the quality of quality assurance in the Faculty?**
2. **How do we know and how will we continue to know?**
3. **What is being done to improve quality assurance in the Faculty?**

CORE QUESTIONS

1. **What are the Faculty's policies and strategies for monitoring the quality of its educational provision and the effectiveness of its operations?** Policy documents, handbooks for each program and course, student handbooks, staff handbook, Faculty handbook, 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, policies regarding admission and retention of students, remedial and support work, awarding of credit, and policies governing public service.
2. **What procedures and processes does the Faculty have for planning, monitoring, reviewing, and developing the quality assurance 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, minutes of meetings for QA in the Faculty, responsibilities for QA on the program, and who is responsible for what.
3. **How does the Faculty know and inform itself and stakeholders if these procedures and processes are working/being used?** 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.

4. **Are the procedures and processes for planning, monitoring, reviewing, and developing the quality assurance 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)?** 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.

6. **How high is the quality of the quality assurance the Faculty, and how does the Faculty know?** 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.

7. **How has the Faculty improved the quality of its quality assurance over time, and how does it know?**

8. **What recommendations can be made for needed interventions and developments to develop further the quality assurance in the Faculty?**

9. **What does the Faculty do to monitor and improve the quality assurance in the Faculty?**

10. **How effective are arrangements for periodic review of courses, modules and new programs of study?** 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.

11. **Who has formal responsibility for quality assurance and development in the Faculty (who is responsible for which aspects)? Who are the senior personnel in the Faculty who take responsibility for the monitoring, control, review and continuous enhancement of the quality of programs and the work of the Faculty?**

12. **How are students in the Faculty involved in quality assurance in the Faculty?**

13. **What are the quality assurance mechanisms, processes, timeliness, frequency, contents, standards, outcomes and impact with respect to monitoring, developing and improving the work of the Faculty (i.e. how does the university inform itself about, and guarantee, the quality here)?**

IMPLEMENTATION OF QUALITY ASSURANCE

1. **What strategies does the Faculty have for improving quality assurance, and what is the impact of these on learning and outcomes?**

2. **What use is made of student feedback in quality assurance?**

3. **What strategies are there for staff development to improve quality assurance, and what is the impact of these?**

4. **What information systems and indicator systems does the Faculty use to assure itself of the quality of its work?**

5. **What use is made of quantitative and qualitative data for quality assurance? What data exist and are used?**

6. How and where are quality and its assurance and development discussed, promoted and continuously ensured in the Faculty?

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?

SUMMARY FOR QUALITY ASSURANCE IN THE FACULTY

1. **Current strengths and weaknesses in quality assurance in the Faculty.**
2. **Future directions in quality assurance in the Faculty.**
3. **Key challenges and prospects in quality assurance in the Faculty.**
4. **Key opportunities for quality assurance in the Faculty.**

LEADERSHIP AND MANAGEMENT OF THE FACULTY

EMBOLDENED QUESTIONS

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.

KEY AREAS OF FOCUS

1. **Faculty policies and strategies for effective leadership and management in the Faculty.**
2. **Overall quality of leadership and management in the Faculty.**
3. **Main kinds of leadership and management tasks in the Faculty.**
4. **Identification of strengths and weaknesses in leadership and management in the Faculty.**
5. **The uses made of leadership and management data in the Faculty.**
6. **Practices for monitoring and reviewing the actual quality of leadership and management in the Faculty.**
7. **Plans for interventions and staff development to improve the quality of leadership and management in the Faculty.**

KEY QUESTIONS

1. **How high is the quality of the leadership and management in the Faculty?**
2. **How do we know and how will we continue to know?**
3. **What is being done to improve leadership and management in the Faculty?**

CORE QUESTIONS

1. **What are the leadership and management policies and strategies in the Faculty?** Policy documents, handbooks for each program and course, student handbooks, staff handbook, Faculty handbook, Faculty policy documents and codes of practice on ass aspects of the work of the Faculty, organizational chart, Faculty/Department/School strategic plan.
2. **What procedures and processes does the Faculty have for planning, monitoring, reviewing, and developing the leadership and management in the Faculty?** Minutes of meetings of Faculty Boards and subject coordinators. Materials and pro-formas used in the academic development and reviewing process.
3. **How does the Faculty know and inform itself and stakeholders if these procedures and processes are working/being used?** Annual program reviews for the last three years for the program under review, annual program review data.
4. **Are the procedures and processes for planning, monitoring, reviewing, and developing the leadership and management 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)?** Annual program reviews for the last three years for the program under review, annual program review data.
6. **How high is the quality of the leadership and management the Faculty, and how does the Faculty know?** Annual program reviews for the last three years for the program under review, annual program review data.
7. **How has the Faculty improved the quality of its leadership and management over time, and how does it know?**
8. **What recommendations can be made for needed interventions and developments to develop further the leadership and management in the Faculty?**
9. **What does the Faculty do to monitor and improve the leadership and management in the Faculty?**

LEADERSHIP IN THE FACULTY

1. **Who are the leaders in the Faculty, and what are their leadership responsibilities in the Faculty?**
2. **How does the leadership promote cooperation, effective communication and sharing of skills and information at all levels?**
3. **How does the Faculty leadership promote innovativeness in the work environment, and draw on the benefits of diverse ideas, cultures and thinking?**
4. **How does the Faculty leadership promote, improve and enhance the quality of teaching, learning, supervision, research and publication in its work?**
5. **How do the leaders in the Faculty exercise leadership in respect of staff professional development and maximization of talent and expertise?**
6. How and how well, do the Faculty leaders guide, steer, develop and lead the Faculty in its academic activities? How do we know?
7. 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.
8. How does the Faculty leadership promote a safe, secure and supportive environment for the work of the Faculty?
9. 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?
10. How does the Faculty leadership promote a climate of change/ sustainable development?

COMMUNICATION, DECISION MAKING AND STAFF INVOLVEMENT IN SETTING AGENDAS

1. **How is communication handled within and beyond the Faculty, and its effectiveness in supporting high standards of academic performance?**
2. **How frank and open is the communication?**
3. How are staff informed of, and involved in, decisions, changes and developments?
4. How are decisions reached?
5. How are agendas for meetings set and communicated?

6. Which meetings are minuted?

STAFF MANAGEMENT MATTERS IN THE FACULTY

1. **How are workloads decided and allocated in the Faculty? Who decides these?**
2. **What are the teaching loads, and how are they calculated and distributed?**
3. **Are workloads spread evenly and equitably?**
4. **What performance appraisal of staff is there in the Faculty, for what purposes and with what effects?**
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?

SUMMARY OF LEADERSHIP AND MANAGEMENT OF THE FACULTY

1. **What provisions are there for the long-range planning of the Faculty?**
2. **Current strengths and weaknesses in leadership and management of the Faculty.**
3. **Future directions in leadership and management of the Faculty.**
4. **Key challenges and prospects in leadership and management of the Faculty.**
5. **Key opportunities for leadership and management of the Faculty.**

STAFFING AND STAFF DEVELOPMENT

EMBOLDENED QUESTIONS

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.

KEY AREAS OF FOCUS

1. **Faculty policies and strategies for effective staffing and staff development in the Faculty.**
2. **Overall quality of staffing and staff development in the Faculty.**
3. **Quality of the English language abilities and use in the Faculty.**
4. **Main areas of staff development in the Faculty.**
5. **Identification of strengths and weaknesses in staffing and staff development in the Faculty.**
6. **The provision of, uptake of, and effects of staff development in the Faculty.**
7. **Practices for monitoring and reviewing the actual quality of staffing and staff development the Faculty.**
8. **Plans for interventions and staff development to improve the quality of staffing and staff development in the Faculty.**

KEY QUESTIONS

1. **How high is the quality of the staffing and staff development in the Faculty?**
2. **How do we know and how will we continue to know?**
3. **What is being done to improve staffing and staff development?**

CORE QUESTIONS

1. **What are the policies and strategies for staffing and staff development in the Faculty? What procedures and processes does the Faculty have for planning, monitoring, reviewing, and developing these in the Faculty?** Staff handbook, departmental handbook, summary CVs of all staff teaching on the program
2. **How does the Faculty know and inform itself and stakeholders if these procedures and processes are working/being used?** Minutes of meetings.
3. **Are the procedures and processes for planning, monitoring, reviewing, and developing the staffing and staff development 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?**
4. **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)?**
5. **How high is the quality of the staffing and staff development the Faculty, and how does the Faculty know?**

6. How has the Faculty improved the quality of its staffing and staff development over time, and how does it know?
7. What recommendations can be made for needed interventions and developments to develop further the staffing and staff development in the Faculty?
8. What does the Faculty do to monitor and improve the staffing and staff development in the Faculty?
9. What does the Faculty seek to achieve for its staff?

ACADEMIC STAFF

1. Details of the academic staffing in the Faculty and a commentary on what the data show (e.g. quality, credentials and experience of the academic staff in the Faculty; number of full-time and part-time academic staff and their areas of expertise: full-time and part-time, with a commentary on what the data show).
2. How does academic staff recruitment, appointment, promotion and appraisal operate in the Faculty? What are the mechanisms, criteria, and processes for the appointment, appraisal, and promotion of staff? Are these mechanisms and criteria transparent to all staff?
3. Match between background, expertise and qualifications of the academic staff and the programs and courses on which they work. Are academic staff qualified and experienced to work at the level at which they are working? How do we know?
4. What induction and support for new academic staff are provided in the Faculty?
5. Commentary on the number of new faculty and faculty who have left each year over the preceding three years and the present year; retention and turnover rates.
6. Commentary on the faculty-to-student ratios for programs.
7. What system is there to ensure the quality of full-time and part-time academic staff? How well does it work? How do we know?
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?

STAFF DEVELOPMENT

1. What are the Faculty's policies, strategies and measures for providing orientation/training/staff development to existing and newly appointed staff, and what is the impact of these?
2. How does the Faculty provide for the realization of the full potential of the staff, and reward staff in their moving toward achieving the highest possible standards of performance?
3. What are the strategies for career development in the Faculty, and what is the impact of these?
4. How are staff professional development needs/wishes identified and addressed?

5. **What research training is there for academic staff in the Faculty, and how does the Faculty assure itself that this is effective and sufficient?**
6. **What supervision training is there for academic staff in the Faculty, and how does the Faculty assure itself that this is effective and sufficient?**
7. **What training in teaching, learning and assessment in higher education is there for academic staff in the Faculty, and how does the Faculty assure itself that this is effective and sufficient?**
8. **What staff development is provided for the Faculty, and what are the uptake of staff professional development and its impact on practice? How do we know?**
9. **Why do staff engage/not engage in professional development? How do we know?**
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?

SUMMARY OF STAFFING AND STAFF DEVELOPMENT IN THE FACULTY

1. **Current strengths and weaknesses in staffing and staff development in the Faculty.**
2. **Future directions in staffing and staff development in the Faculty.**
3. **Key challenges and prospects in staffing and staff development in the Faculty.**
4. **Key opportunities for staffing and staff development in the Faculty.**

RESEARCH

EMBOLDENED QUESTIONS

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:

    i.   **How high is the quality of the research in the Faculty?**
    ii. **How do we know and how will we continue to know?**
    iii. **What is being done to improve research in the Faculty?**

CORE QUESTIONS FOR RESEARCH

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

1. **What are the policies and strategies for research in the Faculty?**
2. **What procedures and processes does the Faculty have for planning, monitoring, reviewing, and developing research 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 research 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 research in the Faculty, and how does the Faculty know?**
7. **How has the Faculty improved research over time, and how does it know?**
8. **What recommendations can be made for needed interventions in, and development of, research in the Faculty?**
9. **What does the Faculty do to monitor and improve research in the Faculty?**

SUMMARY OF THE AREAS OF RESEARCH

1. **Current strengths and weaknesses in research in the Faculty.**
2. **Future directions for research in the Faculty.**
3. **Key challenges and prospects for research in the Faculty.**
4. **Key opportunities for developing research in the Faculty.**

KEY AREAS OF FOCUS

1. **Faculty policies and strategies for research and supervision.**
2. **Overall quality of research and supervision.**
3. **Main kinds of research in the Faculty.**
4. **Identification of strengths and weaknesses in research and supervision in the Faculty.**
5. **Provision for research.**
6. **The uses made of research in the Faculty.**
7. **Quality assurance practices for monitoring and reviewing the actual quality of research and supervision in the Faculty.**
8. **Plans for interventions and staff development to improve the quality of research and supervision in the Faculty.**

QUESTIONS FOR CONSIDERATION

In the material that follows, the priority questions are **emboldened**. 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.

1. **What is the Faculty's research strategy and policy?**
2. **What are the Faculty's research priorities and main areas? How are these decided and pursued?**
3. **How is the quality of research, publication and supervision monitored, reviewed, developed, evaluated and improved in the Faculty?**
4. **How, and how far, does the Faculty promote, support and sustain research and publication activity, and a research culture?**
5. **Who leads and manages the Faculty's research activity?**
6. **What are the strengths and weaknesses observed in research/research activity and output in the Faculty? How does the Faculty know?**
7. **Which members of staff and proportion of full-time and part-time are 'research active', and how does the Faculty know?**
8. **What support for research and what research training, induction and knowledge transfer is provided for new and existing staff and novice researchers, how effective is this (quality, timeliness, uptake, impact), and how does the Faculty inform itself of such effectiveness?**
9. **What research grants have been awarded to the Faculty, for what projects/research, from whom, and for what sums of money?**
10. **How high is the quality of the research supervision, and how does the Faculty know?**
11. **What research supervision training and development is provided in the Faculty?**
12. **What strategies does the Faculty have for improving its supervision arrangements, practices and quality, and what is the impact of these?**
13. **What innovations and developments in research are taking place in the Faculty?**
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?

SUMMARY OF RESEARCH IN THE FACULTY

1. **What provisions are there for the long-range planning of the Faculty?**
2. **Current strengths and weaknesses in leadership and management of the Faculty.**
3. **Future directions in leadership and management of the Faculty.**
4. **Key challenges and prospects in leadership and management of the Faculty.**
5. **Key opportunities for leadership and management of the Faculty.**

Research-related Documents

- 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-time and part-time staff.
- List of research grants awarded over the last two years, to whom, and for what.
- List of papers published, and an indication of their status (e.g. internationally peer-reviewed journals, peer-reviewed conference papers, non-reviewed academic journals, nationally peer-reviewed journals, professional journals, magazines etc.).
- Student admission policy, detailing entry qualifications and language proficiency requirements, if any.
- The process of student admission.
- Planned student numbers of proposed research programs for the next 2/3 years.