

# **Philadelphia University**



## **Quality Assurance Handbook**

**2006-2007**

# **CONTENTS**

## **Preface**

**Chapter 1: Introduction**

**Chapter 2: University Mission, Organization, Structure, and Constitution**

**Chapter 3: Curriculum Design, Content, and Organization**

**Chapter 4: Teaching and Learning**

**Chapter 5: Student Progression, Achievement, and Assessment**

**Chapter 6: Student Support and Guidance**

**Chapter 7: Quality Management and Enhancement**

## **PREFACE**

Philadelphia University has been keen on taking up the matter of acceleration in international development in term of science, technology, information, communication and electronic networks with all necessary seriousness, sense of responsibility and commitment. So it has paid due attention to quality of the teaching by making it keep abreast of all new developments. The impacts of this acceleration are thus reflected on the students, the faculty members, on the university facilities and administration and directly on the relation of the university with the national as well an international community.

The University has expanded its international relation with teaching institutions in advanced countries, aiming thereby to assess the viability and quality of its program.

What has been achieved during the year 2000 was great. This naturally poses a difficult task for Philadelphia not only to maintain these accomplishments, but also to develop and enhance them in order that Philadelphia will really be a road to the future.

# CHAPTER 1

## INTRODUCTION

---

Philadelphia University has recently started to organize new procedures for Quality Assurance. In year 2001, it first started to improve the academic quality of the Department of Computers and Information Systems in Faculty of Science through its participation in the Hussein Fund for Excellence prize that uses the British Quality Assurance Agency for Higher Education (QAAHE) as external reviewer. Since then, the University works seriously on the development of the quality of all its departments and faculties by modifying its procedures or issuing new ones. Therefore, the University is intended to issue the Quality Assurance Handbook to assist staff and students in the every-day process and in their longer-term quality planning. This is achieved by providing a convenient means of reference to the University's quality assurance policies and procedures as they relate to teaching and learning. The Handbook also provides staff and students with information on their role in the effective operation of these procedures to improve quality.

The quality assurance of teaching is the responsibility of every member of academic staff. That is why this Handbook is to be distributed to all academic staff in the University.

Constructive student feedback is essential to the effective operation of these procedures, which provide course organizers with information, which is necessary to improve the effective delivery of courses, thereby enhancing continually, the quality of the University's educational provision for all students.

This Handbook will be of general interest to University members and it may be useful to those Departments preparing for subject review. This Handbook contains Chapters, which are structured to reflect broadly the criteria for assessment used by the British Quality Assurance Agency for Higher Education.

For this Handbook, we have tried to collect information as much as possible. The University's policies and processes are constantly being revised and updated to improve their effectiveness. Therefore, the Handbook forms a way of arrangements as they stand at the start of the academic year. According to the revisions and changes done on some of these processes at the beginning of each academic session, a new edition of the Handbook must therefore be updated every year.

This electronic version is the second version of the University Quality Assurance Handbook that will be updated throughout each academic year as changes are approved and applied.

## CHAPTER 2

# UNIVERSITY MISSION, ORGANISATION, STRUCTURE AND CONSTITUTION

---

- 2.1 Statement of the University Mission
- 2.2 The University Structure
- 2.3 Policy Statement on Equal Opportunities
- 2.4 Guidelines for the Establishment of Academic Centres, Units, and Groups
- 2.5 Committee Structure of the University

### 2.1 STATEMENT OF THE UNIVERSITY MISSION

The University, in order to be successful and to fulfil its mission, needs to provide quality courses for its students. The University's mission is to provide education of the highest quality coupled with a leading contribution to the advancement of knowledge, thereby developing in our students the imagination, talents, creativity and skills necessary for the varied and rapidly changing requirements of modern life.

In pursuit of its mission, the University aims to:

- enhance its status as a distinguished academic institution and commit itself to becoming a full partner in the development of Jordanian society in particular as well as other societies at the regional and global levels;
- provide high-quality relevant education supported by problem-oriented, inter-disciplinary and inter-institutional research, which is the only means of leading society to become an active and productive partner in human civilization;
- provide excellent teaching at all levels in an environment that students may develop intellectually and individually;
- produce graduates who are adaptable and alert to the benefits of lifelong learning and who meet the requirements of employers (local, national and international) from all sectors;
- recruit and retain very good staff and improve their effectiveness through the provision of appropriate training and development in accordance with a policy of equal opportunities;

### 2.2 THE UNIVERSITY STRUCTURE

#### **2.2.1 Model of Governance and Management**

Philadelphia University is a Private University owned by a private share holding company, i.e. Philadelphia Education Investment Company (PEIC). The Owners of PEIC are around 50, mostly academicians with a number of people from business.

PEIC is controlled by an Administrative Committee (Ad.Com.) elected by the General Assembly, which is composed of the individual owners. Voting in the General Assembly is according to the number of share in the PEIC. The Ad.Com is responsible for the administration of the company and not of the University.

The University has to prepare an annual budget, which has to be approved by the Administrative Committee.

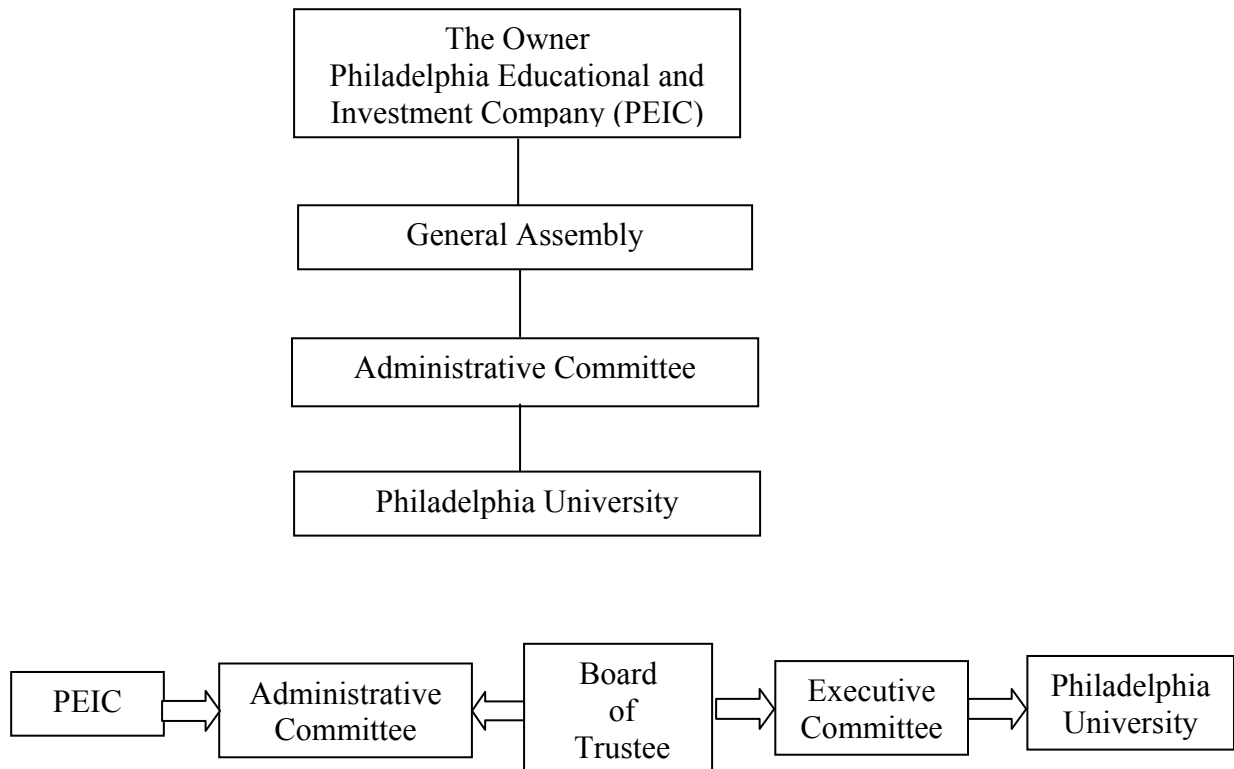
PEIC as a legal entity has to comply fully with the Laws and Regulations of the Ministry of Industry and Trade, mainly the Companies Law, while the University has to abide by the Laws and Regulations of the Council of Higher Education (CHE), mainly the Law of Private Universities (LPU). The Owners of the University have no right to interfere in the running of the University. However, the supreme controlling body of the University is the Board of Trustees (BOT), which is composed of 15 persons, headed by the Chairperson, who is currently Madam Layla Sharaf, a well-known intellectual and former Minister of Information. The members of the BOT are chosen by consensus for 3 year.

The Board of Trustees elects an Executive Committee. The Executive Committee undertakes work on behalf of the BOT and makes initial decisions and recommendations, which are normally subject to the approval of the BOT.

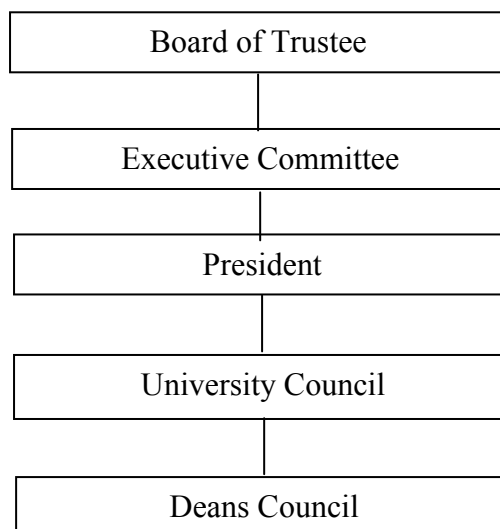
The President / Chief Executive of the University is Dr. Marwan kamal.

### **2.2.2 Structure of the University**

**The governance model:**



**The main academic management:**



**University Council** Comprises

- the President (Chair);
- Deputy and Assistant Presidents;
- Deans of Faculties
- one Professor from each Faculty elected by the staff of the Faculty at the beginning of each academic year with a period of one year (in some cases an Associate Professor may be elected);
- one student appointed by the president for one year;
- two persons from the local community nominated by the President and approved by the Board of Trustees.

**The Deans Council** comprises:

- the President (Chair);
- Assistant and Deputy Presidents;
- Dean of Faculty;
- University Registrar

**Faculty Structure**

The University currently has eight Faculties. Each Faculty has the following common structure:

- Faculty Council;
- Dean of the Faculty
- Assistant Dean;
- Department Councils;
- Department Heads;
- Teaching Staff;
- Dean's Secretary;
- Administrative Staff

**The Faculty Council** comprises:

- the Dean (Chair);
- Departments Head;
- one staff member elected by and from the Faculty staff.

**The Department Council** comprises:

- the Department Head (Chair);
- All academic staff members within the Department.

## **2.3 POLICY STATEMENT ON EQUAL OPPORTUNITIES**

\*\*\*\*\* to be provided later \*\*\*\*\*

## **2.4 GUIDELINES FOR THE ESTABLISHMENT OF ACADEMIC CENTRES, UNITS, AND GROUPS**

\*\*\*\*\* to be provided later \*\*\*\*\*

## **2.5 COMMITTEE STRUCTURE OF THE UNIVERSITY**

The University has many committees some of them deal with issues relating to quality assurance. However, certain groups have been established specifically to address quality assurance and enhancement in the University. These groups are as follows:

#### **a) The University Quality Assurance Committee (UQAC)**

At the beginning of each academic year, this committee is formed. It comprises:

- the University President (Chair);
- the Deputy President for Academic Affairs;
- the Deputy President for Administration Affairs;
- the Assistant President for Scientific Consultations and International Relations.

This committee has the following terms of reference:

1. to provide a focus for the quality assurance of University taught programs, and to ensure that the procedures used are sufficient to meet the demands of external and internal assessment and audits of quality;
2. to consider proposals for the establishment of taught programs offered by the University and their major amendment, and to make recommendations on these to the University Council;
3. to resolve proposals for the minor amendment of taught programs and the approval or amendment of individual modules;
4. to ensure a continuous process of self-review through annual program monitoring of all taught programs, which includes the consideration of external examiners reports;
5. to oversee and comment on the process of program continuation review throughout the University;
6. to consider proposals arising from the periodic, major reviews of academic policy relating to quality assurance and to make recommendations on these to the University Council;
7. to ensure the dissemination of the outcomes of the above processes (including, for example, the comments of external examiners) to ensure that good practice is shared and built on.

#### **b) Staff Training and Development Centre**

Because the development of staff plays such a crucial role in any successful quality assurance process, the terms of reference of this centre on Staff Training and Development are provided below:

- to devise and periodically review the University's policy on staff development and training for all categories of staff;
- to review the staff development and training needs of the University annually, drawing on the needs identified by key University committees, managers and the general outcome of the appraisal process;
- to recommend a central training budget;
- to receive an annual report from the Staff Development and Training Adviser, and to monitor progress.

The Other University Committees are:

- The Teaching Load Committee
- Curriculum Committee
- General Accreditation Committee
- Academic Proposition Committee
- Committee of Budget and Financial Affairs
- Appointment and Promoting Committee
- Staff Disciplinary Committee
- Transportation Committee
- Graduation Committee
- Committee of Seminars
- Annual Report Committee
- Promotion Committee
- Committee for System of Salaries and Merit Increases
- Scholarship and Grant Committee
- Special Committee for the Best Academic Teacher and the Best Researcher of the Year
- Fees Committee
- Committee of Philadelphia University Prize for the Best Book of the Year
- Philadelphia University Directory Committee
- Marketing Committee

- Committee For Identifying the Actual Need of the Academic Staff Members in Various Faculties
- Permanent Appointment and Sabbatical Leave Committee
- A Committee for Following up the Affairs of Newly Registered Students
- Special Committee for Establishing the Principles for Granting Bonuses and Reviewing the Assessment of Employees
- Textbook Committee
- Recruiting Committee for Administrative Jobs

## CHAPTER 3

### CURRICULUM DESIGN, CONTENT AND ORGANISATION

---

#### 3.0 Background

#### 3.1 Procedures for the Approval of New Programs and Modules, Changes to Existing Programs and Modules, and Withdrawal of Programs

##### 3.1.1 Introduction

##### 3.1.2 Links with Approval Bodies' Code of Practice

##### 3.1.3 Form and Reports

##### 3.1.4 Procedures of Stage I and Stage II of the Approval

##### 3.1.5 Timing

##### 3.1.6 Checklist for Detailed New Program Proposals

##### 3.1.7 Module Descriptor

##### 3.1.8 Procedures for the Approval of Amendments to Existing Degree Programs and Modules

#### 3.2 Guidelines for Preparing Definitive Program Document, Including Program Specifications

#### 3.3 Guidelines for Members of the University's Program Approval and Review Panel for External Experts

### 3.0 BACKGROUND

Philadelphia University starts to develop all its quality assurance procedures, relying mainly on the documents provided by the QAAHE, which can be found on the web site [www.qaa.ac.uk](http://www.qaa.ac.uk)

### 3.1 PROCEDURES FOR THE APPROVAL OF NEW PROGRAMS AND MODULES

#### 3.1.1 Introduction

1- This section describes the procedures and criteria laid down by the Ministry of Higher Education in Jordan and applied in Philadelphia University for the consideration and approval of new programs of study leading to awards of the University. There should be a full and systematic review of proposals for new programs of study to ensure that the academic rationale is fully exposed and understood, that the intended learning outcomes are clearly stated, and that resources can be provided to deliver the program to standards acceptable to the University. Proposals also need to be examined as to their consistency with the University's current Institutional Plan.

The following procedures apply to undergraduate and postgraduate programs offered at Philadelphia University. They involve two separate stages:

Stage I: approval of the resource implications of new taught programs;

Stage II: approval of the academic implications of new taught programs.

A procedure is also detailed for the withdrawal of existing programs.

Advice on the form and content of submission and on the timetable is available in the first instance from the Secretary of the Dean of the appropriate **Faculty Quality Assurance Committee**. If Quality Assurance Committees are uncertain on the contents of the report consequently to be submitted to **Curriculum Committee**, advice can be obtained from that Committee.

This Handbook provides information about each of the above stages. This information is to describe

- what Faculties need to do to prepare for each Stage; which Faculty Committees are involved (where appropriate); and the timing of this work in Faculties.
  - what information Faculties need to present to the University Committees involved in approving proposals at each Stage.
  - the procedures and criteria used by University Committees to approve proposals at each Stage; which University Committees are involved; the timing for submission of proposals to University Committees at each Stage (including any final deadlines)
- 2- Proposers of new program (or module) or program withdrawals must ensure that they have been discussed fully by the relevant **Department Council** and **Faculty Council** or equivalent body.
- 3- Faculties will continue to be wholly responsible to the **University Council and the Senate** for all matters of curriculum and academic content.

### **3.1.2 Links with Approval Bodies' Codes of Practice**

The University aims to ensure that its procedures for the approval of new Degree Programs are consonant with relevant parts of:

- the Jordanian Higher Education Accreditation Council's (JHEAC) Code of Practice for the Assurance of Academic Quality and Standards in Higher Education: Program Approval, Monitoring and Review.
- the Jordanian Higher Education Accreditation Council's Code of Practice for the Assurance of Academic Quality and Standard in Higher Education for private universities: Jordanian Higher Education Specific Accreditation Norms (JHESAN)

### **3.1.3 Forms and Reports**

- 1- The following forms should be completed as the basis for new program submissions or program withdrawals:

#### **For new program proposals:**

- a. Proposal cover sheet
- b. Approval form
- c. Program specification form (as template) (**Appendix A**)
- d. Assessor's report (to be provided)

#### **For program withdrawal**

- e. Proposal cover sheet

- 2- The forms may be obtained from the **Curriculum Committee** of the University.
- 3- The proposal cover sheet (form a above) should be completed where appropriate by the Faculty or other appropriate academic unit and submitted to the **Faculty Curriculum Committee**. The form will be completed by the Committee for submission to the Faculty Council and **Curriculum Committee**.
- 4- The approval form (form b above) comprises two parts:
- Approval for Stage I
  - Approval for Stage II
- Each section of the form must be addressed.

A named modular pathway may be proposed within an existing program, and given a sub-title to reflect its specialised contents. Once a new pathway has been accredited, it constitutes a route within a program, and cannot be considered a standalone program in its own right.

A new pathway may lead to the award of a standard degree title with the pathway title in parentheses. A new pathway in an existing program shall consist of at least 50% pre-accredited modules (excluding dissertation modules) from the existing program. A new pathway will not require assessors' reports for accreditation. A pathway may not alter the duration of a program.

Proposers of new pathways should complete sections of the accreditation documents marked with a \*p, and submit an updated version of the program specification for the whole program, amended to include the new pathway.

- 5- A complete program specification (**Appendix A**) should be submitted in respect of all new proposals.
- 6- Assessors' reports (form d) should be completed as detailed in section 4 of the form.
- 7- The program withdrawal proposal cover sheet (form e) should be completed where appropriate by the Faculty or other appropriate academic unit and submitted to the **Faculty Curriculum Committee**. The form will be completed by the Committee for submission to the Faculty Council and **University Curriculum Committee**.

### **3.1.4 Procedures of Stage I and Stage II of the Approval**

The following are the general procedures that are used for approving new Degree program or withdrawal of a program in Stage I and Stage II:

- 1- Proposals for new programs of study and/or new degrees and for program withdrawals will be considered by the appropriate **Faculty Curriculum Committee**, which is empowered to take the following action:
  - to recommend approval to **University Curriculum Committee** subject to revisions/clarification of the proposal to the satisfaction of the Chair;
  - to refer back the proposal to the originating Faculty for further information or review.
- 2- The appropriate **Faculty Council** will receive a summary report of the **Accreditation Committee's** recommendations for information.
- 3- **Curriculum Committee** will receive a summary of the **Accreditation Committee's** recommendations and approve or refer back the proposal. The Committee will forward a list of approved programs to Academic Policy Committee for information.
- 4- Approval in principle by **Curriculum Committee** signifies that the University is committed to offering the program from the date indicated. The relevant Faculty may then proceed to detailed academic planning, to publicising the program and to the recruitment of students.
- 5- Approval of the proposal in detail by **Curriculum Committee** and of any required Regulation changes by the University Council, on the recommendation of the Senate, will complete the process of formal approval.

The detailed procedures of Stage I and Stage II are described as follows:

#### **a) Procedures for Stage I**

The primary purpose of Stage I of the new program approval procedures (mentioned previously) is as follows:

- to ensure that the rationale for the program is consonant with the overall aims of the University and of the Faculty concerned;
- to ensure that the program is likely to meet demand from all its 'spectators';
- to establish whether the necessary resources in physical and human terms are available or obtainable to offer the program.

The Faculty proposing the new Degree program submits for approval all proposals at Stage I. Such proposals are known as 'outline new program proposals'.

Advice is available from the **Curriculum Committee** of the University on the development and approval of outline new program proposals. In the first instance, staff members are asked to contact their Faculty's Scientific Committee.

The following are the steps and procedures of the approval of outline new program proposals in Faculties:

- The development of outline new program proposals should be considered and included in the Faculty Plans, and the resources for their delivery should be approved annually through the Faculty Plans. These proposals have to be approved by the Faculty Council, which also approves the wider Plan. The signature of the Dean of the Faculty is required on the New Program Proposal Form.
- Guidelines for Faculties on developing their plans, and the outline new program proposals contained in these plans, are included in University Planning Guidance, which will be available as electronic version in future.
- The Library, Computer Centre, and the Facilities Department must be involved in the preparation of outline new program proposals, before the proposals have been adopted formally by Faculties. The Library and Facility Department budgets are based on student numbers and are focused on supporting existing programs. In their outline new program proposals, Faculties should identify and make provision to support any significant new Library or computing expenditure. Faculties need to initiate discussions at the earliest opportunity with the Library and Computer Centre about learning support resource implications, and to submit the New Program Proposal Form to them in time for it to be considered properly. If learning support implications cannot be determined in time, it may not be possible to provide the appropriate Library/IT resources when required. This means that the program might not be able to run. Faculties are also reminded to keep the Curriculum Committee informed as quickly as possible of any *changes* in resource implications after approval (e.g. that the program is likely to be withdrawn, owing to insufficient student numbers). Once materials have been purchased, their costs are normally re-charged to the appropriate Faculties, whether the program runs or not.
- Faculties should also liaise with the Estates and Facilities Department about proposed new programs, before submitting outline new program proposals for approval. This liaison is necessary to ensure that any space implications are taken into account.
- When the outline new program proposal is submitted as part of a Faculty Plan, the following information is required in the proposal and should be appended in full to the Plan.
  - i) A case for support and rationale, which indicates:
    - the expected level of demand for the program;
    - its resource implications;
    - how the program contributes towards the University's mission.
  - ii) A New Program Proposal form for each proposed program.

The New Program Proposal Form includes a statement, signed by the University Librarian (Academic Services), and the manager of Computer Centre, which indicates:

- the learning support resource implications of the new program(s);
  - how these are to be met: whether from the existing Faculty budget or whether a variation on this budget is sought;
  - that the above has been discussed with the relevant staff from the Library and Computer Centre.
- The 'chain of approval' at the University level is as follows:
    - Working Group on the Resource Implications of New Programs (WGRINC);
    - Planning and Budgeting Committee (PBC);
    - Council Planning and Resources Committee (CPARC);
    - Council.

Final approval for Faculty budgets for the next academic session, including resources for any new programs, is recommended each year by the PBC at the end of second semester.

- In approving outline new program proposals, the University committees involved seek to assure themselves:
  - that the rationale for the program is consonant with the overall aims of the University and the Faculty concerned;
  - that there is sufficient evidence of demand for the program;

- that the necessary resource base in physical and human terms is available or obtainable;
  - that the program provides a match between potential students and anticipated career pathways on the one hand, and academic requirements, resources, and any professional demands, on the other.
- The University Council generates a report at the end of Stage I, to inform the various parties involved of the outcome. The report is copied to the Faculties concerned, the Learning Support Planning Module and the Facilities Department.

## b) Processes for Stage II

The primary purpose of Stage II of the procedures for new program approval is to assure:

- the academic and pedagogic coherence of curricula;
- that the standard of intended academic attainment is appropriate to the level of study;
- clear progression from one Stage to another;
- that the program is structured to provide an interesting and stimulating learning experience for students;
- that the program meets the requirements of any professional or statutory bodies (where relevant).

All proposals for new Degree programs have to be submitted for approval of their academic implications by the Faculty sponsoring the program, in addition to resource approval at Stage I. Such proposals are known as 'detailed new program proposals'.

Advice is available from the **Curriculum Committee** of the University on the development and approval of proposals at Stage II. In the first instance, staff are asked to contact their Faculty's Scientific Committee.

The following are the steps and procedures of the approval of outline new program proposals in Faculties:

- Faculties normally start to prepare detailed new program proposals in the session before they plan to offer a program. Detailed program planning can take a long time, and Faculties are advised to begin the process as early as possible.
- The Faculty in which a new program is to be proposed has to establish a Program Planning Team (PPT) to develop a detailed new program proposal. The PPT is responsible for the preparation of the program submission document, reporting to the Faculty, and the presentation of the proposals to the relevant Faculty and University committees.
- Detailed new program proposals must be considered by the Faculty Scientific Committee (SC) then the Faculty Council. When the Faculty Council is satisfied with a detailed new program proposal, it recommends its approval to the Curriculum Committee which is a University-level committee. This committee reports to the University Quality Assurance Committee (QAC) on the Quality Assurance of the program.
- Before recommending a detailed new program proposal to a Curriculum Committee, the Faculty Council should focus on the detailed content and structure of the program. The Program Specification and module descriptors play a key role in this consideration. Faculty committees will seek to assure themselves that:
  - the curriculum is academically and pedagogically coherent, with particular reference to available Quality Assurance benchmark statements;
  - progression from one level to another flows logically and the intended standard of academic attainment is appropriate to the level of study;
  - the program is structured to provide an interesting and stimulating learning experience for students;
  - the requirements and regulations of professional or statutory bodies have been addressed fully, where accreditation or recognition of a program is sought from such bodies;
  - the needs of different groups of students which might take the program have been addressed, such as full-time and part-time students;

- the proposal follows University guidelines, and conforms with taught program Regulations and Ordinances. Any variation from Regulations or Ordinances must be requested specifically, and a rationale given.
- The Faculty Council may require amendments to be made to the detailed new program proposal, before it can be recommended to the University Curriculum Committee. The Faculty Council should specify deadlines by which these amendments must be made, and should ensure that the amendments are included and taken into account in the documentation submitted to the Curriculum Committee.
- The Faculty submits to the Curriculum Committee a checklist following its consideration of a detailed new program proposal. The checklist identifies issues, which have been considered at Faculty level.
- The detailed new program proposal should include the following information:
  - a completed **checklist**;
  - a **rationale** for the program;
  - if applicable, an indication of **any changes to the resource implications of the program**, particularly in terms of learning support resources, which have arisen since Stage I approval was given.
  - the **definitive program document**, which comprises:
    - a **program specification** for the program, including annexes (teaching methods matrix, assessment matrix, learning outcomes matrix);
    - a set of **program regulations**, which conform with the University's taught program Ordinances and Regulations. Any variations from these Ordinances and Regulations must be identified clearly and the reasons why they are needed must be indicated;
    - **module descriptors** for each module or module to be offered as part of the program (including modules taught by other Faculties or departments). If the proposal contains any recommendations for the approval of new or amended module(s), the associated module descriptors must be prepared. Hard copies of the new or amended descriptors must be sent to the Curriculum Committee as part of the proposal. The definitive program document must contain the full title and duration of the program, and any requirement for a separate Foundation entry program code.
- The 'chain of approval' at University level is as follows:
  - Scientific Committee for the Faculty (SC);
  - Faculty Council;
  - Curriculum Committee;
  - General and Special Accreditation Committee (GASAC)
  - Quality Assurance Committee (QAC);
  - University Council.

The Quality Assurance Committee (QAC) has the responsibility to establish the procedures and criteria to be used in the approval, monitoring and review of programs, and to monitor and keep under review those procedures and criteria. The QAC does not itself expect to examine program proposals in detail, provided that it is satisfied that the procedures have been followed correctly.

- When a detailed new program proposal has been submitted formally to the QAC, it will be sent to an approved expert external to the University for a Written Commentary. The commentary is submitted to the QAC for consideration alongside the program proposal.

The Quality Assurance Committee (QAC) focuses on the overall coherence of the proposal, and its compliance with University and external regulations and policy. The annexes to the Program Specification and the program regulations play a key role in this consideration. The principal areas for the consideration of a detailed proposal by the QAC are listed below.

- Does the program meet in concept, content, and delivery a standard appropriate to the award and to the level of award in question? The QAC seeks to assure itself that the program fulfils the requirements of the Jordanian Higher Education Accreditation Council (JHEAC).

- Does the program conform to University Ordinances and Regulations, and follow University guidelines? Where a variation to the Ordinances or Regulations is requested, the QAC considers its rationale carefully, and makes a specific recommendation about whether the variation should be permitted;
  - Is the program coherent and internally consistent, in its curriculum and organisation?
  - Is the program structured to provide an interesting and stimulating learning experience for students?
  - Is the program supported by appropriate frameworks for organisation, admissions, assessment, resources and quality assurance?
  - Is the balance of assessment within the program appropriate? For undergraduate programs, does it reflect the University's Guidelines on the Volume of Assessment for Undergraduate Programs and Modules?
  - Is the program consonant with, and does it reflect University policies, particularly equal opportunities and wider access policies?
  - Where appropriate, does the program provide a relevant and effective experience in the context of preparation for vocational/professional practice?
- The minutes of the QAC are brief and focus on actions, whilst including sufficient information to enable the Curriculum Committee and the University Council to come to a decision on the recommendations without need for further documentation. The minutes are copied for information to the Faculty Council from which the proposal originated.
  - The overall outcome of the approval process is a recommendation that the program be:
    - approved without conditions;
    - approved subject to minor modifications (these to be listed in the recommendation). In such cases, the QAC will determine the time-scale and the procedure by which the conditions will be addressed and submitted for consideration;
    - not approved and that major amendments be made to the proposal. In such cases, re-presentation to the QAC will normally be necessary.
  - At the conclusion of the approval process, the PPT lodges a copy of the definitive program document with the Academic Standards and Support Module. A copy must also be kept in the Faculty.
  - Full approval at Stage II triggers the following actions:
    - Report of final approval is made by the QAC to the Faculty concerned including Planning, Recruitment Publications, Admissions (i.e. JHEAC Correspondent), Student Registry and the Learning Support Planning Module.
    - A full JHEAC Code is allocated to full-time undergraduate programs.
    - Program (and module) details are added to the University's central, computerised information system.
    - Entries are made by Admissions and Recruitment Publications to the hard-copy and on-line of the University Prospectus.

### **3.1.5 Timing**

- 1- The **Faculty Scientific Committee** aims to facilitate the timely approval of new programs of study, subject to its meeting the criteria set in the procedures. As a general rule, accreditation procedures allow for the approval of new programs within a year of their initial design, or even less where the need for rapid action is identified.
- 2- Proposers should ensure that they are aware of constraints that might necessitate a longer process than originally envisaged. For instance, in the case of undergraduate degree programs, early deadlines for University prospectus copy (and QA Handbook) dates necessitate the approval in principle of most undergraduate programs almost two years before they are due to be introduced if they are to receive the

full benefit of the usual recruitment and publicity processes. Advice on time scales can be obtained from the General and Special Accreditation Committee (GASAC) of the University.

- 3- Where the period between the approval and in detail stages exceeds two years, the proposer will be required to resubmit the in-principle documentation (revised as appropriate) for re-approval.
- 4- Proposals for the withdrawal of programs should also take account of such constraints as deletion from prospectuses and the QA handbook. Again, advice should be sought from the Secretary of the Accreditation Committee.
- 5- Sometimes a Faculty needs resources, which exceed the budget already agreed by the University to develop a new program. Alternatively, a Faculty may need major new learning support materials, such as new IT equipment, to develop materials for a new program. This situation might arise where a Faculty plans to enter an entirely new market, or to develop a major suite of new programs. In such cases, a proposal to this effect should be included in Plans produced **one year** before the program is to be offered. This allows time for the additional resource to be approved and used in the following session.
- 6- A *minimum* of **two weeks** should be allowed between the submission of the program document by the Faculty to the Curriculum Committee of the University and the date of the University Council meeting.  
  
Faculties can submit detailed new program proposals to any of the scheduled meetings of the University Council in a session, and are encouraged to submit them to the first or second meetings of the University Council. This allows time for proposals to be referred back for further work and re-submitted. All detailed new proposals for programs should be submitted no later than to the **final meeting of the University Council each session**. The final meeting of the Council is normally scheduled in **May (or around 4 months before a program is to be offered)**. If proposals are submitted to the final Council meeting, and the Council finds the program proposal unacceptable, it will not be able to recommend it for approval in the next session.
- 7- Faculties should aim to develop outline new program proposals as early as possible in a session. Outline new program proposals are normally included in Faculty Plans, which are submitted in draft form to the Budgeting Sub-Committee (and the Working Group on the Resource Implications of New Programs) in **January**. Exceptionally, if Faculties are not able to meet this deadline, they may submit proposals separately to either of the following two meetings of the Working Group on the Resource Implications of New Programs in the session.
- 8- Early in the program development stage, the PPT should agree a schedule for the consideration of the detailed proposal with the QAC and the Dean of the Faculty making the detailed program proposal. This schedule must allow time for a proper consideration of the proposal, including submission to an expert external to the University. A minimum of two weeks (and preferably longer) should be allowed between the submission of the program documentation to the Secretary of the QAC and the date of the QAC meeting.

#### **3.1.6 Checklist for Detailed New Program Proposals**

Before recommending a detailed new program proposal to a Curriculum Committee, a Faculty Council should have considered in detail the content and structure of the program. The Program Specification and module descriptors play a key role in this consideration as the Faculty Council seeks to assure itself, in terms of quality, of the new program provision it wishes to offer.

The following Checklist should be completed by Faculties, following the consideration of a detailed new program proposal by the appropriate relevant Faculty Committees. It should then be appended to the detailed new program proposal document for submission to the Curriculum Committee.

The Checklist has been designed to assist the Curriculum Committee members in their deliberations by clearly demonstrating that the Faculty Council has considered the areas shown in the checklist shown below.

**Checklist:**

<b>Name of Program</b>		
<b>Name of Faculty and Department(s) Offering Program:</b>		
<b>Date From Which Program To Be Offered:</b>		
<b>UCAS/Identifying Number</b> (if available):		
<b>Date Approval Given By Appropriate Faculty Committee:</b>		
<b>Means Of Approval At Faculty Level:</b> (i.e. Faculty Scientific Committee, Faculty Quality Control Committee, and Faculty Council)		
1	Does the Faculty consider that the curriculum is academically and pedagogically coherent, with particular reference to available standard benchmark statements?	
2	Does the Faculty consider that the progression from one level to another flows logically and the standard of attainment is appropriate to the level of study? Has reference been made to the QAAHE qualification descriptors when considering the level of the program as a whole and the University's level descriptors when considering the level of individual modules?	
3	Does the Faculty consider that the program is structured to provide an interesting and stimulating learning experience for students?	
4	Does the Faculty consider that the requirements and regulations of professional or statutory bodies have been fully addressed, where accreditation or recognition of a program is sought?	
5	Does the Faculty consider that the needs of different groups of students who might take the program have been addressed, such as full-time and part-time students?	
6	Can the Faculty confirm that the program proposal follows University guidelines and conforms to taught program Regulations and Ordinances?	
7	If any amendments to the program proposal were required by the Faculty Council (or Scientific Committee), have these been made and included in the documentation to be considered by the Curriculum Committee?	
8	Has the Faculty Council (or Scientific Committee) set any conditions which must be met before the program can be approved? If so, please attach the relevant minutes, which list these conditions.	
9	Have these conditions been met, and if not, when is it anticipated that they will be met?	
10	Are any changes required to previously identified/approved resource implications of the new program, particularly its learning support resources?	
11	Is there a clear rationale for the proposed new program?	
12	Has a program specification been included in the documentation to be considered by the Curriculum Committee?	
13	Has a set of Program Regulations been provided?	
14	Has a specific document for any variation to University Regulations or Ordinance been requested? If so, has an appropriate rationale been given?	
15	Has a full set of module descriptors been provided?	
16	Does the definitive program documentation contain the full title and duration of the program and any requirement for a separate Foundation Entry program code?	
17	Are there any other specific issues, which the Faculty wishes to draw to the attention of Curriculum Committee members? Please itemise these below:	

Signature of Chair of Faculty Council: .....

Date: .....

**3.1.7 Module Descriptor**

The Module descriptor contains the components shown below:

**Module Number, Module Title****Providing Department:****Module Coordinator(s):****Level:****Credit:****Prerequisites:** Required modules or background**Prerequisite for:****Aims:****Teaching Method:****Learning Outcomes:****Assessment of Learning Outcomes:****Modes of Assessment:****Contribution to Program Learning Outcome:****Syllabus:**Bulleted list providing an outline of the topics covered.**Textbook and Supporting Materials:****Guidance for Completing the Module Descriptor**

The module descriptor that forms a definitive record of the module contains accurate information about the module delivered within the University. It is useful for quality assurance and program development purposes. The following points guide you for completing the module descriptor:

**1. Module Number** (six digits)

A unique 6 digits number assigned to each module by the Scientific Committee of the Faculty by which this module is offered, (see **Appendix D** for Module numbering).

**2. Providing Department**

The name of the Department and the Faculty, which administer the module.

**3. Module Title** (maximum field length 80 characters)

The title of the module.

**4. Module Coordinator(s)** (maximum field length 75 characters)

The name of the staff member(s) within the Department offering the module who have responsibility for co-ordinating its delivery.

**5. Level**

A unique one digit number applying to the module, in terms of the level or difficulty of the study undertaken in that module and which implies a logical, structured progression of academic study. The Table below shows these levels. The level of the module will remain the same even if it is available to students, normally in different Departments, whose other modules are at a different level (for example, in the case of a third year Engineering student studying a Computer Skills 1 of First Year level).

Year Level	Number
First Year	1
Second Year	2
Third Year	3
Fourth Year	4

**6. Credit** (1 digit number)

The credit value expressed in terms of a points system recognising a successful outcome for a given number of learning hours at a particular Level.

**7. Prerequisite(s)** (a list of one or more module number separated by commas)

The **code** of any module(s), which forms a *necessary initial requirement* or the equivalent for the study of the module, which will normally involve having undertaken assessment in the pre-requisite module (but not necessarily having achieved a pass mark in the module). Up to 10 codes may be entered.

**8. Prerequisite for** (a list of one or more module numbers separated by commas)

The **code** of any module(s) that are taken after the completion of the module specified in (3) above. Up to 10 codes may be entered.

**9. Aims** (maximum field length 315 characters, about 50 words)

A statement of the overall academic goal, which the module is designed to enable students to attain. For example, "to adapt rapidly to changing technology and have the ability to recognize technological business trends".

This point should be distinct from point (11) on Learning Outcomes, which should specifically relate to the knowledge and skills each student will have acquired on successful completion of the module. It should also be distinct from point (15) 'Syllabus', which should be a list of the subject areas covered in the module.

**10. Teaching Method** (maximum field length 500 characters, about 80 words)

Detail the teaching method in hours.

Detail the types and number of hours of sessions provided: e.g. Lectures, Laboratory, Example classes, Student or Staff-led seminars, Tutorials, Group presentations in tutorials.

Indication of how, and in which sessions, feedback is given to students to promote learning; e.g. 'knowledge disseminated in large lectures supported by and assessed in student-led seminars, with skills being taught, practised and assessed in laboratory sessions. Oral feedback given during labs and seminars; open session for feedback on research critique.

**11. Learning Outcomes** (a numbered list)

A specification of the skills and knowledge, which a student will have acquired on successful completion of the module. This should be expressed in terms of:

1. Knowledge and understanding gained;
2. Intellectual skills gained;
3. Discipline-specific skills that will have been acquired;
4. Personal transferable skills gained.

*Note:* To save space only use the phrase, 'Having successfully completed the module students will:' at the start of the text, *not* for each of the knowledge, discipline and key skills detailed. An example is shown below

Having successfully completed the module students will

1. be able to solve problems algorithmically
2. be able to design and code C++ programs to meet simple requirements, expressed in English.
3. be able to test and debug simple C++ programs.
4. have a clear understanding of the need for a development process.

**12. Assessment of Learning Outcomes:**

To show how each learning outcome of the module shown in point (11) above is assessed. For example, the assessment of the learning outcome shown in point (11) above could be stated as follows:

Learning outcome (1) is assessed by tutorial and examinations.

Learning outcomes (2) and (3) are assessed by laboratory, tutorial, and examinations.

Learning outcome (4) is assessed by examination.

**13. Modes of Assessment (including supplementary assessment)** (maximum field length 190 characters, about 30 words)

The Mode of Assessment for the module should be designed to test the learning outcomes listed in point (11) above. You should

- Always include the percentage for each item of assessment.
- If the examination is not closed book, please state what sort it is, i.e. seen exam, open book exam.
- Details of individual items of program work required should be specified with appropriate weighting.

The following is an example of modes of assessment:

Two 1-hour midterm exams during the semester (15% each); Course work (15%); Tutorial contribution (5%); Final (unseen) written exam (50%).

**14. Contribution to Program Learning Outcome**

A List contains the corresponding numbers of the points in the learning outcomes list of the whole program that are matched with those mentioned in point (11) above.

**15. Syllabus** (a bulleted list, about 250 words)

An indication of the sub-areas of academic knowledge covered in the module, outlining how these areas will be developed during the module. For Example, the outline syllabus for the module 750322, Design and Analysis of Algorithms is:

- Introduction, Algorithm definition, Algorithm Analysis
- Mathematical Induction
- Summation Techniques
- Recurrence Relations, Tutorial
- Design & Analysis of Algorithms:
- Divide and conquer
- Greedy Algorithm
- Dynamic Programming
- Backtracking
- Branch-Bound
- Lower Bound Theory, Sorting and Searching
- NP-Complete Problems: Basic Concepts
- NP-Hard & NP-Complete Problem

**16. Textbook and Supporting Materials:**

List textbook(s) and any relevant books that may support learning

**3.1.8 Procedure for the Approval of Amendments to Existing Degree Programs and Modules**

The purpose of the procedures for the approval of amendments to existing programs and modules is to assure the maintenance of quality and standards, and to ensure that the necessary resources are available or obtainable, to support the changes.

Faculties should note that approval is also required to *withdraw* programs or modules, using the approval procedure outlined below. Where a registered program is withdrawn, applicants are entitled to a replacement program through JHEAC. It is therefore helpful if Faculties could indicate alternative programs, which might be of interest to students, when withdrawing a program.

Advice is available from the **Curriculum Committee** of the University on the development and approval of proposals for changes to existing programs and modules. In the first instance, staff are asked to contact their Faculty's Scientific Committee.

The following are the steps and procedures of the approval of proposals for Amendments to existing programs and module in Faculties:

- Faculties should use the module descriptor to amend modules. At the Faculty level, proposals should be considered and recommended by the Faculty Council. Where approval is sought through the Council, the signature of the Dean of the Faculty will be required.
- Before recommending a proposal to amend a program or module to a Curriculum Committee, a Faculty Council seeks to assure itself that the various criteria, which applied when the program or module was first approved, would continue to apply if the change were approved, with a particular focus on the discipline-specific implications of the change.
- It is important that the effects of the amendment on all parties involved have been discussed and addressed (e.g. that other Faculties or departments have been consulted about the change, if their students take a module as a core or optional part of their program, which the Faculty responsible for the module seeks to change or withdraw).

The Faculty Council also needs to consider the implications for JHEAC registration. Advice on these matters is available from the Curriculum Committee. If a Faculty wishes to withdraw a program, it should also provide, where possible, the title of alternative program(s), which might be of interest to students.

- Proposals for amendments to programs and modules will normally be processed through Chairperson's Action, when they are considered to be of a routine nature. The decision on what constitutes a routine proposal for change is made according to the consultation with the members of the Quality Assurance and Scientific Committees

Examples of routine proposals include:

- changes to awards and modules which do not alter fundamentally the focus and/or purpose of the award or module (such as a minor addition to outline syllabus);
  - changes to program regulations which conform with the University's taught program Ordinances and Regulations, and which do not require an approved exemption before they can be implemented (such as modifications to the admission requirements for an award);
  - minor changes to the title of an award.
- Proposals for amendments to programs and modules should take the following form
    - i) A brief covering statement for proposed changes to modules or for changes to program which do not affect individual modules: such as changes to program regulations. This statement includes
      - the nature of the change, including its effects on existing programs or modules (e.g. where a change to a module is proposed, will the module continue to be offered as part of the same program(s) as before, and at the same Level(s)? Is there any change to its core or optional status? Where a change to a program is proposed, does the change require a new registration?) Where a program is withdrawn, the title of any program(s) that might make suitable alternatives for students, offered by the Faculty or other Faculties of the University;
      - the reason for the change;
      - when it is proposed that the change will take effect;
      - where it is proposed to amend or withdraw existing modules, confirmation that the changes have been discussed with all other Faculties for whose programs the modules under consideration form an approved part (either as core or optional modules). Whilst these Faculties do not have a veto on such changes, they must at least be given the opportunity to comment on the proposals, and to make alternative arrangements if necessary;
      - whether the change has implications for learning support resources (e.g. new books or IT equipment, or reduction/withdrawal of the same). If this is the case, the resource implications should be specified, following discussion with relevant staff in the Library and Computer Centre.
    - ii) A revised Module Descriptor, if a change is proposed to an existing module;
    - iii) If the proposed change requires amendments to any of the definitive program documents other than a module descriptor (e.g. to the Program Specification or associated annexes, or the program regulations), a full copy of the amended documentation will be needed at the next review of the

program. The next review could be a Program Continuation Review, Academic Review, or professional body review.

- Where the proposal relates to a **change to an existing module**, the direct use of the module descriptor is necessary.
- Where the proposal relates to a **change to an existing program, which does not require changes to be made to module descriptors, or new descriptors to be added** (e.g. where the change relates to program regulations or to the admissions criteria for programs), the information should be submitted in hard copy to the Curriculum Committee. Only a brief covering statement will be needed for small or minor changes.
- Where the proposal relates to a **change to an existing program to introduce a new module or modules**, the procedures for the approval of new modules apply (as mentioned above).
- The 'chain of approval' for new modules at the University-level is as follows:

**1- For proposals with *no* additional resource implications, over and above the budget agreed for the Faculty:**

- Scientific Committee for the Faculty concerned;
- Faculty Quality Assurance;
- the Curriculum Committee and the University Quality Assurance Committee (QAC) and the Deans Council, for changes to programs (as opposed to modules alone). Any change to the title of an award of the University requires approval by the Senate.

**2- For proposals with *additional* resource implications, over and above the budget agreed for the Faculty:**

- The above committees **plus**:
- Working Group on Resource Implications of New Programs;
- Planning and Budgeting Sub-Committee.

The QAC will consult the Planning section on all proposals to change programs or modules, to check whether they contain additional resource implications, before forwarding them for approval. This involves checking whether proposals have learning support resource implications.

In recommending proposals to amend an existing program or module, Curriculum Committee seeks to assure itself that the various criteria, which applied when the program or module was first approved, would continue to apply if the change were approved. It also considers the effect of the proposal on other Faculties, if the proposal relates to module(s) which form an approved part of those other areas' programs.

- The Quality Assurance Committee for the Faculty concerned reports for the approval of amendments to programs and modules to the Faculty. The approval is then reported to Recruitment Publications and the Admissions Office, so that changes can be made, where appropriate, to published information about the University's programs. On approval of changes to existing modules, the Quality Assurance Committee also authorizes the addition of the revised module descriptors to the centrally held program details, which ensure that the student will be able to be registered on the amended module.
- The approval of new programs and changes to existing programs and modules specifies that a detailed new program proposal should include:
  - a completed checklist (of issues considered by Faculty Committees);
  - a rationale for the program;
  - if applicable, an indication of any changes to the resource implications of the program particularly in terms of learning support resources, which have arisen since Stage I approval given;

- the definitive program document (Program Specification and annexes, program regulations, module descriptors).
- The following guidelines provide information about the issues that may be included in the rationale and form part of the supporting documentation for the definitive program document:

#### ***1- General***

- A full list of the program and award titles covered by the Program Specification including all pathways and Ordinary routes.
- The Faculty and institutional context, including the experience, expertise and aspirations of the sponsoring Faculty(s) in providing a program in the area concerned.
- Indication of demand for the program from potential students, including the existence of any programs in the same field outside the University.
- Indication of demand for students completing the program successfully.
- The possible impact of this program on other programs leading to an award of the University.
- Arrangements for transition from any existing program, where applicable.

#### ***2- Link with Institutional Strategies:***

- How the program relates to the University Teaching and Learning Strategy. For example, the balance of differing teaching and learning strategies (e.g. lectures/laboratory work/seminars and tutorials/directed private study/active experiential learning) in the proposed program and how this contributes to implementation of the University's Teaching and Learning Strategy.
- How the program relates to other University policies, particularly on equal opportunities and wider access. For example, how the curriculum design, content, and organisation and learning support arrangements address the needs of students: from a variety of backgrounds (reflected in the admission requirements and procedures); with different modes of attendance; undertaking other programs of study.

#### ***3- Assessment Strategy:***

- Rationale for the assessment strategy for the program as a whole, with reference to the University's Guidelines on the Assessment for Undergraduate Program and Modules (for UG programs only), and taking into account the implications of the total assessment load for students, academic staff and Faculty administration.
- Strategy for assessment of placement(s) where appropriate.

#### ***4- Program and Quality Management:***

Arrangements for the management of the program, and the procedures to be put in place for assuring the quality of the program including:

- The membership of the Program Planning Team (which in the case of a program taught entirely by one Faculty may also be an existing Faculty Committee), which is responsible and accountable to the Faculty sponsoring the program;
- Curriculum vitae for those teaching on the program who are not members of the academic staff of the University;
- where appropriate, arrangements for the preparation of students for placement and for contact with students during the placement;
- mechanisms for quality control of placement experience.

#### ***5- For New Programs for which Professional Accreditation is sought:***

- From which professional or statutory bodies is accreditation sought?
- Have the requirements of the accreditation been taken into account in the detailed new program proposal? For example, if the professional body requires progression/award criteria, which are different from the standard criteria in the University's regulations, is a specific request for an exemption included in the documentation, together with rationale?

- The Timing for the procedure of approving amendment of programs and modules is as follows:

- The Development of Proposals to Amend Existing Programs and Modules in Faculties requires the same deadlines apply as those which apply to the development of new modules, including the different deadlines for submission of proposals which are likely to raise issues of strategy and/or policy, and those which are routine.
- Proposals which are considered to raise issues of strategy and/or policy are normally submitted for approval to a full meeting of a committee, as is the case for new module proposals (see above). The same time-scale (i.e. normally by **early May** each session) and implications also apply when a Curriculum Committee is unable to recommend the proposal for approval directly. In some cases, a proposal for a major change to a program triggers the need for a full Program Continuation Review at a date earlier than that on which it would normally take place.
- The decision as to whether a full Program Continuation Review is needed will be made by the Chairperson of the Quality Assurance Committee of the University, in consultation with the relevant Scientific Committee of the Faculty concerned. Such a Review will be conducted according to the provisions of the University's Program Continuation Review Guidelines. Examples of proposals which raise issues of strategy and/or policy include:
  - o changes which do not conform to the University's taught program Ordinances and Regulations, and which would require an approved exemption before they could be implemented;
  - o radical changes to the aims or learning outcomes of an award or module, which would alter, in a fundamental manner, the focus and/or purpose of the award or module;
  - o a major change to the title of the award, representing a fundamental change to its focus or purpose.
- The normal deadline for *latest* submission of 'routine' proposals from Faculties to the Curriculum Committee is the same as that for routine new module proposals: i.e. **end of the session preceding implementation of the proposed change**. Earlier submissions are encouraged and can be made at any time in the session preceding implementation.
- Only in exceptional circumstances (such as a member of staff leaving at short notice) are changes to programs and modules approved *after* the beginning of the academic session, no matter how minor these are. This restriction is necessary to meet the University's obligation to students to be clear and consistent about our expectations of them.

## 3.2 GUIDELINES FOR PREPARING PROGRAM DOCUMENTS, INCLUDING PROGRAM SPECIFICATIONS

### 3.2.1 Introduction

### 3.2.2 Contents of Program Specifications

### 3.2.3 Annexes

### 3.2.4 The Program Document

### 3.2.5 Developing a Program Specification

### 3.2.6 The Review Timetable

### 3.2.7 Reviewing a Program Specification

### 3.2.8 The Relationship with Program Continuation Review

#### 3.2.1 Introduction

This section provides guidance on developing and reviewing a definitive program document, with particular emphasis on the program specification.

On its web site [www.qaa.ac.uk](http://www.qaa.ac.uk), the QAAHE defines the purpose of a program specification to encourage teaching teams to set out clearly and concisely:

1. the intended learning outcomes of programs;
2. the teaching and learning methods that enable learners to achieve these outcomes;
3. the assessment methods used to demonstrate their achievement;
4. the relationship of the program and its study elements to the qualifications framework.

Philadelphia University has first implemented this in the Department of Computers and Information Systems/Faculty of Science and continue implementing it on all of its faculties, so that it becomes the single source of information about an award. This information is re-used for a number of purposes, including internal course approval, external reviews, student handbooks, and publicity material. All material in the program specification should exist already, in some form.

A program specification is required for all awards by the start of the academic year 2007-2008 at the latest, according to the University's course continuation review guidelines and procedures for annual review and accreditation.

### **3.2.2 Contents of Program Specifications**

A program specification, which should be prepared as a template (see **Appendix A**), contains the following information:

1. Awarding body and teaching institution
2. Final award, with a pointer to the national qualifications framework
3. Program title
4. Duration, including mode(s) of attendance
5. Accredited by and, if available, length of accreditation period
6. Identity code (if available)
7. Reference to the QAAHE subject benchmark statement(s), if applicable and available
8. Date originally produced; date modified; date for which the program specification is effective or valid.

These first eight appear together in a boxed header at the start of the program specification.

9. Program aims
10. Learning outcomes (in terms of 'you will be able to')
11. The curriculum (including all unit titles, codes, levels and credits; the semester and stage in which each is taken, links with any other awards, and exit awards)
12. Teaching, learning and assessment strategies, including the method of program and teaching delivery
13. Admission criteria, including the recognition or assessment of prior learning
14. An indication of how many students are admitted to the award each year or cohort
15. Progression criteria and exit points (likely to be university-standard text in most cases)
16. Regulations summary: either university-standard text or a pointer to one of a number of university-standard diagrams, plus an indication of how those regulations for the particular award differ from the standard University regulations (if applicable)
17. Student support arrangements, including university learning support facilities
18. A disclaimer that the information is subject to change

Special or distinctive features of the award(s) should be included, where appropriate, within areas 9-17.

### **3.2.3 Annexes**

The supporting annexes are used for the purposes of course review and approval (including circulation to external examiners), and are available to students who are register, but not to potential students. They comprise:

1. teaching matrix;
2. assessment matrix;
3. learning outcomes matrix;

The annexes are produced from the module descriptors themselves, and merely re-present information available on the module descriptors already. By definition, they introduce no new information. Initially, these annexes will be produced by the Scientific Committee of the Faculty. The facility will be made available to academic staff during the academic year 2007-2008.

In practice, it is likely that modules will come from two sources: those that have been already approved and those that are being developed (and are proposed but not yet approved). Consequently, an initial version of the annexes may be produced when the first draft of new modules are available, which results in subsequent modification to the module descriptors and a new set of annexes being produced for the formal internal review.

#### **3.2.4 The Program Document**

The definitive program document for an award comprises:

- the program specification;
- the three annexes;
- the module descriptors;
- any program-specific regulations, or a statement that standard university regulations apply.

The program-specific regulations should include a reference to the undergraduate regulation and ordinance. The university regulations should *not* be reproduced.

#### **3.2.5 Developing a Program Specification**

Although the minimum content of a program specification is prescribed, there is flexibility in what additional information may be included, and in its presentation. In particular, there is no single required form for the presentation of the curriculum, although one of a small and limited number of formats is used in each case. Consequently, before starting to develop a program specification, you should contact the Vice President for the academic affairs who will provide guidance on presentation.

For an existing award, the development of a program specification is initially an assembling of existing information. For a new award, the information will necessarily have been developed by a program team to define the award.

A program specification may be developed for a single award or a related suite of awards. The latter may be different pathways through a single named award, or a number of different named awards, which use the same set of modules. The department decides the approach after consultation with staff in the University Accreditation Committee. For such award, the information will be the same for all titles included in the award. The only difference between the program specifications is the learning outcomes that should be on page one. Developing the program specifications in this way will not only ease the subsequent management of information, but presents readers and reviewers with all of the related awards and shows the similarities and differences between them.

The relevant subject benchmark(s) should be used to inform the design and development of a program specification, but should not dictate curriculum content. Where use has been made of an entry in a subject benchmark, a reference may be included in the learning outcomes of the appropriate module descriptor, which will be carried forward into the appropriate annexes.

Creating a program specification is an academic exercise, not an administrative one, but presentation may be an administrative task after the academic work has been completed.

The primary audience for a program specification and its annexes is students, with text written appropriately. Employers, academic staff within the discipline and reviewers from other disciplines comprise the secondary audience. The language used in the program specification should reflect this; for example: it is good practice for learning outcomes to be written in the form 'you will be able to...' rather than the impersonal 'a typical successful student will...'.

#### **3.2.6 The Review Timetable**

There is a phased program for introducing program specifications across the University, so that each award will have a program specification by the start of the academic year 2007/2008.

A program specification should be reviewed each academic year. If no changes are made, then this requires to be affirmed positively using the 'date of affectivity' in the header. It is more likely that changes will occur within the module descriptors, but the majority of these are unlikely to percolate up to the program specification itself. Consequently, only the automatic regeneration of the annexes will need to take place in order to produce an up to date definitive program document.

### **3.2.7 Reviewing a Program Specification**

There is an initial check to ensure that program specification fulfils university requirements:

- are all compulsory components present in the program specification?
- are there 18 credit hours per semester, 36 per year?
- are compulsory and optional modules clear, and consistent with regulations?
- are any core units documented clearly?
- are there sufficient credits at each level?
- is there a statement that the learning outcomes for the awards are consistent with those of the national qualifications framework for Jordan?

This is undertaken by the Department, and is confirmed when received by the University Accreditation Committee.

The department focuses on curricular issues, in the program specification itself:

- is the balance between core and optional modules appropriate?
- are sufficient weight and time given to the final-year project or dissertation?
- are the knowledge, understanding and skills at program level clear at the module level?
- are subject topics built on progressively in successive levels?
- are any modules for which students need to attain a specific mark identified clearly?

The university program approval and review team also addresses curricular issues, but focuses more on the information presented in the annexes:

- are skills built on progressively in successive levels?
- is the teaching strategy appropriate and clear?
- is the method of program delivery specified (on-site, distance learning, combination)?
- for distance learning programs, is the method used to deliver the teaching materials included in the program proposal (web-based, e-mail, postal, off-site by travelling tutor or by a tutor at a partner institution)?
- does each module have an appropriate number of assessments?
- are program-specific regulations appropriate and is a clear case made for requests for exemptions from standard university regulations?

### **3.2.8 The Relationship with Program Continuation Review**

The definitive program document is one of four key documents required for Program Continuation Review. It can be considered as presenting *what* the curriculum is and *how* it is delivered. The accompanying critical appraisal presents *why* it has been designed in that particular way. Once the award is approved, the timetable indicates *who*, *where* and *when*. Alternatively, the first comprises factual information about the curriculum; the second provides the educational justification.

The Philadelphia University Code of Practice for Program approval, monitoring, and review shows how the national code of practice is fulfilled at the University, and provides references to detailed procedures on each of the forms of approval, review and monitoring employed by the University.

## CHAPTER 4

### TEACHING AND LEARNING

---

- 4.1 Teaching and Learning Strategy
- 4.2 Guidelines for Effective Teaching
- 4.3 Code of Practice on the Place of Teaching and Learning in the Career Development of Academic Staff
- 4.4 Role of the Teaching Quality Enhancement Group
- 4.5 Role of the Academic Staff Training and Development Centre
- 4.6 Role of the Teaching Liaison Officer

#### 4.1 TEACHING AND LEARNING STRATEGY

Philadelphia University tries to make knowledge work through accessible programs of teaching, learning and research. It aims to support students in developing the knowledge, understanding, and skills that will enable them to fulfil their intellectual and personal potential, and thereby to make a mature and critical contribution to society. It aims to attract and retain high quality academic staff, from Jordan and from Arab or some other countries, actively engaged in teaching and research.

The University has to satisfy the aims that follow through very good teaching and learning strategy.

- 4.1.1 Aim 1: developing knowledge and understanding
- 4.1.2 Aim 2: supporting student learning
- 4.1.3 Aim 3: providing a basis and opportunities for lifelong learning
- 4.1.4 Aim 4: preparing students for citizenship and employment

##### **4.1.1 Aim1: Development Knowledge and Understanding**

The University aims to be an institution that fosters and encourages learning, which imbues its members with a spirit of critical enquiry and develops their knowledge, understanding, key skills and personal attributes to a high standard that might compete to other universities. This aim has the following objectives:

##### **Objectives**

###### *1. Knowledge and Understanding*

To introduce students to, and develop their understanding of, a coherent, current, and intellectually stimulating body of knowledge.

###### *2. Critical Thinking*

To support students and staff in developing a critical, independent and scholarly approach to their discipline that will enable them to apply their knowledge.

###### *3. Autonomous Learning*

To develop the skills that will enable students to engage autonomously in learning.

###### *4. Key Skills and Personal Attributes*

To help students to develop a valuable range of key skills and personal attributes.

##### **Strategy**

These aims and objectives may be achieved by:

###### *1. Knowledge and Understanding*

- Designing curricula which are academically coherent, intellectually challenging and accessible;

- Keeping curricula up-to-date by feeding into teaching programs advances in knowledge and understanding gained through the scholarship and research of staff: for example, in the form of subject-specific;
- Ensuring that academic standards are both internally and externally consistent and comparable: for example, by means of internal regulation and review and the external examiner system.
- Providing high-quality teaching, based on interaction between academic staff and students through a variety of media;
- Testing the knowledge and understanding gained by students through assessment methods that are appropriate to the learning outcomes and Levels of study at each year, to inform further support and development;
- Maintaining the rigour and currency of curricula through the individual professional judgement of members of academic staff; internal departmental scrutiny; University review of programs; and by taking into account the views of students, external examiners, professional bodies, and other external agencies;
- Identifying staff development needs in relation to learning and teaching, for example through student feedback, the University appraisal scheme and peer observation of teaching;
- Supporting and encouraging departments to design, deliver and develop programs and modules;
- Maximising the breadth of the learning experience, for example by supporting a range of different learning styles, and, where appropriate to the aims and learning outcomes of programs, by providing innovative multi- and/or inter-disciplinary programs;
- Obtaining and acting on student feedback.

## *2. Critical Thinking*

- Providing mechanisms to support and guide students in their development of scholarly skills, for example, through small-group seminars, tutorials and appropriate methods of assessment.

## *3. Autonomous Learning*

- Making explicit and transparent the learning outcomes and skills content of modules, which will assist students in assessing and monitoring their own learning objectives;
- Providing an element of student choice within coherent subject areas through a modular structure, which encourages students to engage autonomously in learning;
- Encouraging and providing staff development and training aimed at helping members of academic staff to engage actively with students, to identify learning outcomes, and to help their students realise these outcomes through their teaching and assessment methods;
- Where appropriate, making use of information and communication technologies.

## *4. Key Skills and Personal Attributes*

- Devising and implementing methods of study and assessment, which develop and test key skills: for example, by embedding the development of key skills within curricula.
- Encouraging the wider development of such abilities through activities, both within and outside the curriculum, which students own themselves.

### **4.1.2 Aim 2: Supporting Student Learning**

The University aims to help its students realise their intellectual and personal potential by providing a level of support for their learning which gives them the confidence and ability to develop autonomously, and which is accessible to students from a wide variety of backgrounds.

#### **Objectives**

##### *1. Teaching Delivery*

To identify and use methods of teaching delivery which help students to build on the knowledge and understanding they have gained.

##### *2. Learning Resources*

To provide a range of learning resources that will help students with different learning styles and from a wide variety of backgrounds to develop their own knowledge and understanding.

### *3. Equality of Opportunity for Learning*

To fulfil the commitment, addressed in the University's Equal Opportunities Policy, to create the conditions that provide equality of opportunity for learning.

#### **Strategy**

These aims and objectives may be achieved by:

##### *1. Teaching Delivery*

- Facilitating and motivating members of academic staff to develop teaching and assessment methods which support autonomous learning, and which in turn encourage students to make the most of the opportunities presented to them: for example through staff development, educational research, the dissemination of good practice and through the appropriate use of information and communication technologies.

##### *2. Learning Resources*

- Consulting with students on their learning support needs and feeding these needs into curriculum design and review processes, departmental learning resource plans, and the development plans of the University's central support services;
- Providing a range of learning resources: chiefly teaching, academic guidance, and the resources of the University Library, complemented, as appropriate, by developments in information and communication technologies;
- Exploring and striving to meet the demand for part-time and distance learning, taking into account experience and good practice within and outside the University. This may be achieved, for example, through flexible (modular) program structures and the use of appropriate communication and information technologies.

##### *3. Equality of Opportunity for Learning*

- Continuing to develop, implement and monitor an Equal Opportunities Policy which applies to all members of the University, and which involves dissemination of good practice on equal opportunities;
- Endeavouring to make the University's provision accessible to all its members, both physically and in terms of access to the curriculum;

#### **4.1.3 Aim 3: Providing a Basis and Opportunities for Lifelong Learning**

The University aims to provide opportunities for Higher Education to those who potentially have the ability to benefit and the capacity to succeed, at all stages in their adult lives and careers.

#### **Objectives**

##### *1. Widening Access*

To endeavour, within the constraints imposed by professional accrediting bodies where appropriate, to widen access to study to people traditionally under-represented in Higher Education, through admission policies and modes and means of study.

##### *2. Motivating Learning*

To provide an environment in which students enjoy and are stimulated by the acquisition of knowledge, which will act as a basis for autonomous, lifelong learning.

##### *3. Professional Development*

To work towards providing further opportunities for future professional development, appropriate both to the needs of learners and their employers.

#### **Strategy**

These aims and objectives may be achieved by:

##### *1. Widening Access*

- Identifying the market for and needs of lifelong learners and endeavouring to meet these needs when designing new programs and developing existing programs;

- Developing and implementing policies and practices designed to increase the flexibility of admission criteria (e.g. through the accreditation of prior learning (APL));
- Endeavouring to make programs of study accessible to all students, in terms of when, where and how programs are offered, for example, through flexible, modular program structures.

## *2. Motivating Learning*

- Providing high-quality and challenging programs of study, and effective teaching, assessment and support for students of the University (see also Aim1 and Aim2 above), and through the commitment of students to respond fully to these opportunities.

## *3. Professional Development*

- Working with a range of organisations and groups to identify their professional development needs;
- Taking these professional development needs into account when designing new programs and modules;
- Integrating professional development needs within existing programs, as appropriate to their aims and learning outcomes.

### **4.1.4 Aim 4: Preparing Students for Citizenship and Employment**

The University aims to equip its graduates with the knowledge and skills that will enable them to make a valued contribution to society, nationally and internationally, for example through their subsequent employment.

#### **Objectives**

##### *1. Knowledge and Skills for Citizenship and Employment*

To work in partnership with relevant interest groups to identify the knowledge and skills that graduates need to play productive roles in the community and to address these needs. Those involved may include students, graduates, employers, Advisory Board members, professional and statutory bodies, the Government, and other members of the national and international community.

##### *2. Supporting the Development of Appropriate Knowledge and Skills*

To help students develop for themselves the knowledge and skills that will equip them for citizenship and employment.

#### **Strategy**

These aims and objectives may be achieved by:

##### *1. Knowledge and Skills for Citizenship and Employment*

- Establishing effective and responsive links with interest groups and taking their needs into account when designing and developing programs and modules which are intellectually rigorous and current (see also Aim1 above);
- Attaining and retaining professional accreditation for those programs where registration with a professional or statutory body is a pre-requisite of subsequent employment;
- Where appropriate and feasible, using the resources available within the University, including expertise, experience and physical resources, to develop effective and innovative solutions to the needs of interest groups;
- Where appropriate, incorporating periods of extramural training in an appropriate context.

##### *2. Supporting Students in the Development of Appropriate Knowledge and Abilities*

- Supporting students in developing knowledge, understanding and key skills and attributes of a high standard through teaching, learning, assessment and self-initiated activity (see also Aim1 and Aim2 above);
- Supporting students to self-/peer-assess their own progress to self-development;
- Providing sound advice and information to help students to form and implement their career plans.

## 4.2 GUIDELINES FOR EFFECTIVE TEACHING

### 4.2.1 Comments on Effective Teaching

Academic staff members are expected to:

- exhibit to their students a commitment to scholarly values, to lifelong learning, to professional and personal growth through critical reflection and self-evaluation, to accountability for their own professional activities, and to a responsible and ethical practice of their profession;
- acquire and develop knowledge and understanding of a wide range of teaching and assessment methods and the principles which underlie student learning;
- instil in their students a respect for their discipline and for learning generally, the need for personal progress towards competence and maturity, and a commitment to maximise the opportunities that each graduate will have to contribute to society;
- be in touch with current research and scholarship, and to integrate into their teaching the knowledge and understanding which they or others create;
- teach their subjects in such a way that all students, regardless of their background or characteristics, have an equal opportunity to learn and to demonstrate that learning, in accordance with the aims of the subject, and as defined by the University's admission procedures.

### **Good practice means that academic staff:**

- provide students with opportunities to be involved in the structuring of their own learning experiences and encourage them to take control of their own learning and facilitate that process;
- develop students' confidence by setting assignments which are challenging and relevant to module aims, and by providing constructive and timely feedback;
- develop students' analytical and critical thinking skills by demonstrating these skills, and providing students with tasks appropriate to the development of these skills;
- provide learning experiences that will enable students to develop both individual initiative and the skills needed to work co-operatively with their peers;
- encourage and enable students to assess their own and each other's work critically;
- provide mechanisms for identifying and addressing learning enhancement strategies.
- select from a range of teaching approaches and teaching media those which will help students to meet module and their own learning objectives most effectively;
- select from a range of assessment methods for each module, a combination of methods which meets the criteria of validity, fairness, and appropriateness for module goals and specify these clearly and unambiguously;
- provide constructive and timely feedback on each student's achievement and progress;
- communicate to students their enthusiasm for the modules they teach and arouse students' curiosity and creative interest in the subject matter;
- draw on students' life and work experiences in their teaching and, wherever possible, make the subject matter relevant to students' career goals and link theory with professional practice and societal concerns.
- select content, skills and learning experiences in the module they design or teach which will foster students' intellectual and personal growth, and meet the requirements of the relevant profession;
- express module aims and objectives in the context of what students should expect to gain from their overall learning experience;
- make available to students the aims and objectives of the module, as well as assessment methods and timing, and the relative weight and number of assessment tasks so that students have guidance in module choice and can monitor their own progress towards the achievement of aims and objectives;
- organise module content coherently and at a level appropriate to the student group and level of study;
- where appropriate, integrate field work and other activities such as industrial placements into the curriculum and organise them to enhance student learning;
- liaise with colleagues teaching pre-requisite and subsequent modules to ensure coherence in the program;
- make use of other expertise, where appropriate, to provide breadth of program content;
- discuss with colleagues, particularly part-time staff, who are teaching in the module, the aims of the subject and how teaching and assessment are designed to help students to realise module aims;

- encourage part-time staff teaching in their subject to make use of available professional development opportunities;
- monitor teaching and assessment by part-time staff teaching in their subjects;
- review regularly the content and focus of a module, make revisions as required, and reflect critically upon their own teaching using feedback from a variety of sources to ascertain to what extent they are being successful in helping students realise their own as well as module aims.

Assessment provides an evaluation of the student's competence in meeting specified objectives. However, it is also an essential part of the teaching and learning process. Properly selected assessment tasks signal the importance of particular content, concepts and skills, an influence approach to study and help students to allocate their time appropriately. Constructive and timely feedback on assessment helps students to gain a sense of achievement and progress, an appreciation of the performance and standards expected in a particular discipline or professional area, and to learn from their endeavours.

#### **4.2.2. Encouragement of Effective Teaching**

Faculties can give teaching and students a high or low priority - students experience this in their daily interaction with departmental staff inside and outside the classroom. Faculties set the curriculum or part of it; establish conventions for teaching and assessing, for one-to-one consultation, and for involving students in subject and teaching reviews. Faculties also need to establish an ethos where academics feel free, are encouraged, and supported to teach and assess in innovative ways, and where all students feel valued as partners in learning.

Deans of Faculties are responsible for their Faculties as a learning environment for students. They acknowledge this responsibility by:

- ensuring that university policies and guidelines affecting teaching, learning and interaction with students are implemented, including those on student assessment, equity issues and ethical conduct;
- acknowledging in the distribution of staff workloads the important task of counselling and assisting individual students;
- establishing procedures for regularly seeking, considering and responding to feedback from students on all matters affecting them in their studies and for involving them, where appropriate, in decisions and discussions affecting their learning;
- providing induction procedures for new students.

Deans of Faculties encourage effective teaching by fostering a climate and conventions in which scholarship and inquiry are expected and encouraged; university teachers are committed to reflecting on and monitoring how their teaching enhances student learning; staff are open to giving and receiving feedback from their peers and are committed to the department's goal of excellence in teaching and working collaboratively.

#### **The work of effective Deans is to:**

- initiate regular Faculty discussions and reviews of teaching, learning and assessment, involving also student representatives, and, where feasible, external members of Program Advisory Committees or Faculty Council;
- review regularly with individual staff their contribution to teaching and learning in the Faculty and the assistance they may need in developing their understanding of teaching strategies and learning processes;
- provide opportunities and incentives for staff, both full-time and part-time, and particularly for those new to teaching, to develop their knowledge and skills in teaching diverse groups of students and their understanding of learning processes; such opportunities may include undertaking an award program (e.g. a certificate in Teaching and Learning in higher education), and participating in seminars and conferences on teaching and learning and personal development offered through such units as the University's Teaching Quality Enhancement Group and the Academic Staff Development and Training Centre;
- assist new staff in their teaching role through a variety of means: by supporting participation in the University's Training and developing program and by providing induction into the teaching ethos of the Faculty; giving them a reduced teaching and administrative load to enable them to develop their

teaching skills; appointing a Faculty mentor where appropriate; and providing other professional development opportunities;

- encourage the collaborative development of programs and modules, and investigations of innovative ways of teaching and assessing, by making available time and resources to individuals and teams;
- support staff who are seeking promotion on the basis of excellent teaching;
- encourage research into teaching and learning within the disciplinary or professional context;
- provide an appropriate role model for academic staff.

**Deans of Faculties encourage a high standard of programs and modules offered through their Faculties by:**

- ensuring that each program and module makes explicit the teaching methods to be applied, has clear and appropriate aims and objectives, and that these are made known to students to help guide their course and module choice; and ensuring that assessment practices and criteria reflect these aims and objectives, are communicated to students clearly, and are not amended without reference to the students directly affected;
- undertaking regular diagnostic reviews of programs and modules, including reviews of failure rates, attrition rates and student workloads, an assessment of whether programs and modules constitute intellectually challenging and stimulating learning experiences and are being taught at an appropriate level, are consistent with the stated educational objectives, and are meeting the needs of students, employers, the professions and the community; and, where necessary, taking appropriate corrective action.

**4.2.3 Responsibilities of Students**

A program of study requires active co-operation between staff and students if it is to achieve its educational objectives. Other guidelines have addressed the responsibilities of the staff towards the students, but the students must be in no doubt of their responsibilities toward the staff and to each other. Students have an active part to play in maintaining the quality of teaching.

**Students are expected to:**

- regard enrolment on a program as a contractual agreement which they are expected to take to its conclusion. They should ensure that they are prepared for the program in that they satisfy its stated prerequisites and undertake any required preliminary study;
- attend scheduled activities arranged for their benefit, such as lectures, tutorials, seminars, practical classes. They are expected to observe common courtesies to teaching and ancillary staff, including advance information if they are unable to attend, or have to be late for a scheduled activity. If they are prevented by illness from attending a scheduled activity, they should inform the staff concerned as soon as practicable;
- meet agreed deadlines for assigned work. If they are unable to meet an agreed deadline, they should inform staff in advance but should not assume that the deadline will be negotiated. Students attending some modules taught through seminars should ensure that seminar papers are available for distribution to the lecturer in good time;
- assume responsibility for engaging in an appropriate style and quantity of study to complete the course successfully. A student who recognises the need for guidance in these matters should approach his/her personal tutor who will advise on the facilities available for future counselling if necessary;
- fulfil their responsibility to fellow students and their obligation to help create a mutually-supportive learning atmosphere.

**4.2.4 University's Valuing of Teaching**

*University's ethos and climate influence the status of teaching within the University and the quality of the students' learning environments. University commitment to the priority of teaching would be shown by:*

- mission statements or aims which express the educational ethos of the University and how it might be realised;
- administrative practices, and practices associated with teaching-related services, which support the educational ethos of the University;

- adequate resources for effective teaching and learning (e.g. appropriately appointed classrooms, libraries, computer facilities, laboratories, and learning skills centres as well as support and technical staff) and the means of assuring that resources are applied effectively to achieve desired educational outcomes;
- allocation of responsibilities which allows staff time to consult with individual students and to conduct teaching as a scholarly activity instead of as a routine task;
- a policy on academic appointments that encourages the recruitment of individuals with demonstrated teaching commitment, and on tenure and promotion which give teaching parity of esteem with research;
- policies on matters affecting student learning opportunities, for example, policies on assessment and supervision of students' undergraduate projects;
- policies addressing ethical issues which might arise in the relationship between staff and students, for example, issues of abuse of power and rights to intellectual property;
- professional experience or study leave programs or provisions which allow for a focus on teaching, course design, teaching materials and curriculum development;
- professional development programs, personnel or units to assist all staff in defining and enhancing their teaching role and, in particular, programs aimed at the induction of staff new to teaching, including formal courses leading to certification;
- the availability of funds for exploring, developing and implementing new approaches to teaching aimed at improvement of student learning;
- publications which describe and commend effective teaching and learning environments within the University;
- procedures for the review of new and existing programs to ensure that programs of study are coherent, properly organised, and that they provide students with learning experiences that meet the program aims and that assess students in ways consistent with these aims;
- procedures for regular contributions from students and external groups (e.g. employers and professional associations) into the development of teaching and learning practices and the design or review of courses;
- a framework for enabling the University to review and change its practices related to the quality of teaching and learning, and for managing change.

### **Possible Applications**

The guidelines complement the University's [Code of Practice on the Place of Teaching and Learning in the Career Development of Academic Staff](#) and should be useful in the development or promotion of:

- self appraisal
- peer observation of teaching
- Personal Teaching/Learning and Research Development Plans
- documentation for promotion purposes

## **4.3 CODE OF PRACTICE ON THE PLACE OF TEACHING AND LEARNING IN THE CAREER DEVELOPMENT OF ACADEMIC STAFF**

### **4.3.1 Introduction**

The University is committed to the delivery of very good standards of teaching and learning. As part of this policy, it has adopted this *Code of Practice on the Place of Teaching and Learning in the Career Development of Academic Staff*.

### **4.3.2 Induction**

1) All staff appointed to a post which includes substantial teaching responsibilities and who are new to teaching in a University should undertake the University's initial induction (or orientation) program for new academic staff, which includes a significant element relating to University teaching.

2) Other newly appointed staff members who have substantial teaching responsibilities may undertake part(s) of the University's initial induction (or orientation) program for new academic staff as part of their induction to the University.

#### **4.3.3 Post-induction**

1) All staff whose appointment involve substantial teaching responsibilities and who are new to teaching (or have had limited experience of such teaching) will be required to follow a program of development activities in teaching and learning agreed with their Dean of Faculty and mentor. Staff who fall into this category will be identified on appointment. This program will be agreed as part of their *Personal Teaching, Learning and Research Development Plan* and may cover attendance at all or part of the Academic Training courses or equivalent activities within the University's staff development program. Participation in relevant development activities may be taken into account in the decision on whether to confirm the appointment.

2) Other staff will be expected to undertake development activities in the area of teaching and learning as part of their *Personal Teaching, Learning and Research Development Plan*. These activities may include a selection of modules offered on the Academic Training course, the full course, or alternative courses(s)/training or other development activities provided by the University or externally. Again, participation in relevant development activities may be taken into account in the decision on whether to confirm the appointment.

#### **4.3.4 'Post-probation' Review**

A meeting will be organised each year for the staff who have just finished or who are coming to the end of their probationary period, (and other staff who have held academic appointments for a similar period of time). In this meeting, the staff are reviewed in the whole range of academic activities, including an evaluation of their current teaching and learning skills and a plan for further development.

#### **4.3.5 Established Academic Staff**

Deans of Faculties should be expected to encourage all established academic staff, through the annual Career Development and Staff Appraisal process, to adopt individual development plans to assist in their long-term professional growth in matters relating to teaching and learning as well as research. These plans could include modules from the Academic Training courses or other activities provided either by the University or externally.

#### **4.3.6 Faculty Strategy for Teaching and Learning**

The on-going development of a Faculty strategy for teaching and learning should be the focus of at least one meeting of the academic staff for the Faculty per annum. This is to provide evidence for the existence of such a strategy for purposes of QAAHE.

### **4.4 ROLE OF THE TEACHING QUALITY ENHANCEMENT GROUP**

Teaching and research have constituted the fundamental mission of the University since its inception in 1989. The major responsibility for the quality of teaching and learning lies with each department and the Deans of the Faculties, supported by the Pro-Vice-Chancellor (Academic).

With the disestablishment of the Academic Staff Training and Development Centre, its primary functions have been re-allocated. One of these primary functions is Teaching Quality Enhancement, which will become an identifiable group within the Centre for Continuing Education, reporting to a Steering Group consisting of the Deans, the Pro-Vice-Chancellor (Academic) and the Academic Secretary.

Teaching Quality Enhancement is perceived as a critical element in fostering good practice in teaching and learning and addressing any issues identified by quality assurance mechanisms as requiring intervention.

The core functions of Teaching Quality Enhancement are:

- the development of an integrated program of staff educational development;
- the development and support of specific teaching and learning initiatives;
- specific support to departments with the Subject Review process;
- support for curriculum development initiatives;
- supporting the Teaching Liaison Officer network;
- developing and disseminating good practice and in teaching and learning.

## **4.5 ROLE OF THE ACADEMIC STAFF TRAINING AND DEVELOPMENT CENTRE**

1. Staff development is the responsibility of the Dean of Faculty.
2. The University's Academic Staff Training and Development Centre has two full-time staff development advisers and a number of other staff formally or informally attached to it who can support Deans of Faculties in three important ways:
  - as advisers on specific issues raised by Deans of faculties (and others);
  - as organisers and facilitators of Faculty meetings called to address specific development issues and which are usually additional to the normal, routine business/committee meetings of the Faculty;
  - devising, organising and running a program of staff development events for the University as a whole.
3. The courses run by the Academic Staff Training and Development Centre cover:
  - the management of staff (e.g. recruitment and selection, appraisal), including generic management skills which can also be used in staff-student interactions;
  - areas of professional development in teaching & learning and in research (in collaboration with the Teaching Quality Enhancement Group, Research Support and Industrial Liaison and others);
  - personal development, teamwork and communication skills for all University staff.
4. There is close collaboration between the Academic Staff Training and Development Centre and the Student Development Co-ordinator (in the Careers Service) over the provision of training for student course reps.
5. There is also a team of people co-ordinated through the Academic Staff Training and Development Centre, establishing a program of training and development for contract research staff.

## **CHAPTER 5**

# **STUDENT PROGRESSION, ACHIEVEMENT, AND ASSESSMENT**

---

- 5.1 Undergraduate Awards Ordinance
- 5.2 Regulation Governing Undergraduate Awards
- 5.3 Regulation on External Examiners for a taught Course
- 5.4 Administrative Regulations Relating to Assessment
- 5.5 Guidelines on Formative and Summative Assessment
- 5.6 Final Year Project Regulation
- 5.7 Invigilation of Examinations Guidance

### **5.1 UNDERGRADUATE AWARDS ORDINANCE**

#### **Honours Degree of Bachelor**

1. An undergraduate award may be conferred only upon students who, have matriculated as prescribed by Ordinance, have followed the course of study and have achieved the assessment requirements prescribed by the relevant Regulations for the award.
2. Students shall pursue their course of study continuously, unless the University Council shall determine otherwise in a particular case on the grounds of illness or other good cause.
3. Courses of study shall extend over a period not less than the equivalent of full-time attendance, including vacations, for:
  - 3.1. Three academic years for (Art, Science, Law, IT, Administrative and Financial Science, and Nursing) Faculties.
  - 3.2. Four academic years for (Engineering, and Pharmacy) Faculties.
4. An applicant for admission to a course of study may be permitted to import specific academic credit for prior certificate learning and/or prior experiential learning, subject to the conditions prescribed in the Regulation Governing Undergraduate Awards and to any which may be prescribed in the Regulations for that particular course of study.
5. A student may change from one course of study to another only on conditions approved by the Registrar in the beginning of the first/second semester of each academic year on the following conditions:
  - 5.1. The student should not be dismissed previously from the department he/she wishes to register in it.
  - 5.2. His/her average in the Tawjehe exam should be in the range of averages accepted by the department at the year of admission in the University or the year he/she that applied for change.
  - 5.3. There is a vacancy available in the desired department.
6. The names of students who have successfully achieved the conditions for the conferment of an award shall be published in such form as to distinguish the main subject or subjects covered by the award.
7. No award shall be conferred on students who, otherwise eligible, have not fully discharged their financial obligations to the University.

8. The Honours Degree of Bachelor may be conferred on students who have successfully completed the relevant course of study with accumulated average of at least 60%.
9. The student should not exceed the period allowed in the Regulation Governing Undergraduate Awards.
10. The Student should attend in the University continuously the last three semesters prior to his/her graduation.

## 5.2 REGULATION GOVERNING UNDERGRADUATE AWARDS

### 5.2.1 General Provisions

- 1) This Regulation covers undergraduate awards in general. Detailed provisions for particular courses of study leading to these awards are set out in the individual Course Regulations.
- 2) Exceptionally and with the explicit approval of the relevant Faculty Council and the University Council, the Course Regulations for a particular course of study may contain provisions which amend and supersede parts of these Regulations.
- 3) Faculties are required to supply to students both this Regulation and any Regulations, provisions, guidelines and procedures for their particular course of study.

### 5.2.2 Definition of Terms

- 1) In this Regulation, the following terms are employed:
  - 1.1 **Course of Study**: the whole of a specific scheme leading to a named award.
  - 1.2 **Pathway**: an approved combination of units within a course of study, which provides for specialisation within that course of study.
  - 1.3 **Program of Study**: the combination of units for which an individual student is registered.
  - 1.4 **Faculty**: the Faculty responsible for the administration of the course of study concerned.
  - 1.5 **Unit (Module)**: an identifiable component of learning within the curriculum which is separately assessed and for which a discrete assessment mark is returned.
  - 1.6 **Credits**: the numerical value attached to a unit.
  - 1.7 **Level**: the classification of a unit in terms of the level of study, which it entails, according to the following definitions:
 

Level 1:	First Year	(0 - 29) Credit Hours
Level 2:	Second Year	(30 - 59) Credit Hours
Level 3:	Third Year	(60 - 89) Credit Hours
Level 4:	Fourth Year	(90 - 132) Credit Hours
*Level 5:	Fifth Year	(120 - 160) Credit Hours

\*(Engineering and Pharmacy Faculties)
  - 1.8 **Core Unit**: a unit which every student, without exception, following a particular course of study, or a particular pathway within a course of study (where this exists), is required to study.
  - 1.9 **Elective Unit**: a unit selected by a student from a range made available across the University.
  - 1.10 **Assessment**: the variety of methods by which the performance of a student on a unit is formally measured.
  - 1.11 **Supplementary Assessment**: extra assessment(s) set by a Faculty, as may be required, for a unit and designed to provide a student who has not passed at the initial attempt at the assessment(s) with a further opportunity of passing.

### 5.2.3 Matriculation

Every student for admission to a course of study leading to one of the awards must satisfy the Ordinance on Matriculation, the requirements set out in the Regulation for the Admission of Students to Undergraduate

Programs of Study, and the Course Admission Requirements that are set out under the Course Regulations for each course of study.

#### **5.2.4 Courses of Study and Credit Importation**

- 1) All modules at a given Level shall count equally, according to their Credit value, in the calculation of the overall average mark for that Level.
- 2) Every student shall pursue the course of study laid down in the Course Regulations and in the Scheme of Study there under, and shall be required to gain the assessments prescribed in the Scheme of Assessment, and also to fulfil such other requirements as are laid down in the Course Regulations.
- 3) For the purposes of this Regulation, the pursuit of the course of study shall be defined to include regular attendance by students at seminar, tutorial classes, and, where appropriate, practical and laboratory periods, together with the satisfactory completion and submission by the due dates prescribed by the Faculty of all assessed coursework and such other practical and written exercises as may be required by the relevant Course Regulations.
- 4) Students failing to pursue the course of study as set out under (2) and (3) above shall be deemed by the Faculty to have withdrawn from the course.
- 5) A student may be permitted by the Faculty to import specific academic credit for prior certificate learning and/or prior experiential learning up to a maximum limit of 50% of the balance of the named award for which the student wishes to be registered, (and in special cases and on the approval of the University president the student may be permitted to import no more than 75% of the balance of the named award) subject to the conditions set out in (a) below and to any which may be prescribed in the Regulations for that named award.
  - (a) The import of specific academic credit for certificated prior learning shall be permitted only on the basis of either a certificate of an award or a transcript of credit achieved within an award-bearing framework, which has been authorised by an institution or body acceptable to the Faculty.

### **5.3 REGULATION ON EXTERNAL EXAMINERS FOR A COURSE TAUGHT**

#### **5.3.1 Appointment of External Examiners**

- 1) There shall be at least one External Examiner for each unit at Level 2, 3 or 4.
- 2) There shall be at least one External Examiner for each taught course of study leading to the award of a degree of the University.
- 3) An External Examiner for a course of study shall also be an External Examiner for a reasonable proportion of the units, which comprise that course of study.
- 4) External Examiners, having been nominated in the first instance by the Faculty concerned, shall be appointed by the Deans Council on the recommendation of the appropriate Faculty Council.

#### **5.3.2 Duties of External Examiners for Modules**

- 1) An External Examiner for a unit shall be responsible, jointly with the Dean of the Faculty which provides the unit, for assuring the quality of the assessment of that unit.
- 2) All scripts and other pieces of work submitted for formal assessment for a unit shall be available to an External Examiner for that unit.
- 3) An External Examiner may only recommend to the Head of the Department that the marks assigned to an individual student for a particular assessment be amended where the External Examiner has reviewed the work submitted by all of the students who have undertaken that assessment.
- 4) Where an External Examiner, having reviewed a sample of the work submitted by the students for a particular assessment, wishes to recommend to the Head of the Department that the marks assigned to students should be varied, this may only be achieved through the scaling by an appropriate factor of all of the marks for that assessment.
- 5) An External Examiner for a unit shall consider the standard of marking of that unit and, having consulted with the Internal Examiners concerned, may propose such revisions of the marking as he/she may consider necessary

### **5.3.3 Duties of External Examiners for Courses of Study**

- 1) An External Examiner for a course of study shall be responsible, in conjunction with the Dean of the Faculty for the administration of that course of study, for the standards for progression and for the award of degrees of the University on that course of study, and for assuring the quality of the course of study overall.
- 2) An External Examiner for a course of study shall, jointly with the Head of the Department, moderate and approve all assessment procedures and practices relating to the course of study overall.

## **5.4 ADMINISTRATIVE REGULATIONS RELATING TO ASSESSMENT**

- 1) The arrangements detailed in this Regulation govern all assessments relating to courses of study leading to undergraduate awards, together with all qualifying assessments modules.
- 2) The assessment and moderation of a module shall be the responsibility of the Faculty providing that module and shall be subject, in the case of assessments relating to the award of a degree of the University, to approval by the External Examiner(s) for the module.
- 3) Marks are given for each question in the exam paper.
- 4) For each assessment the range of marks from 0% to 50% shall be available for use by the Examiner(s).
- 5) The marking of all assessments at all Levels shall be subject to an accuracy check.
- 6) A minimum 10% sample of scripts for individual assessments for modules should be subject to double consideration to confirm the quality of marking.
- 7) Those responsible for this double consideration and the External Examiner(s) for the module shall have available to them the syllabus and the criteria for the assessment(s) for the module.
- 8) Where, in any form of assessment, the handwriting of a particular student has been deemed to be illegible by the Internal Examiner(s) considering the work of the student, the matter shall in the first instance be referred to the Dean of the Faculty responsible for the module to which the assessment relates.
- 9) If the Dean of the Faculty (or, where the Dean of the Faculty is the Internal Examiner, another senior member of academic staff of that Faculty), having seen the student's work, confirms the view of the Internal Examiner(s) that it is illegible, a mark of 0% shall be recorded and this fact shall be reported to the registrar.
- 10) Where a student has answered more questions in a formal examination than is specified on the question paper *either* for the question paper as a whole *or* for a given section or other division within it where these are used, all answers must be marked and the relevant number of answers to which the highest marks are given must be used to determine the overall mark for the examination as a whole or for the sections or other divisions within it.
- 11) Students who have been prevented for good cause from attending required assessments or from completing a particular assessment, shall be required to inform the Dean of the Faculty responsible for administering the course for which the student is registered of the circumstances in writing at the earliest opportunity and at least three working days in advance of the appropriate meeting of the Faculty Council; the letter shall be accompanied by a medical certificate or other form of report or evidence, as appropriate.
- 12) Each Faculty shall establish one or more Assessment Committees, according to need and with regard to the requirement to ensure comparability of standards between modules, for the consideration of the marks to be assigned to the modules which are provided by that Faculty.
- 13) The membership of an Assessment Committee shall comprise all those members of academic staff in the specified Department.
- 14) The Chairperson of an Assessment Committee shall be the Head of the Department or his or her nominee.
- 15) The date, time and place of a meeting of an Assessment Committee shall be notified at least one week in advance by the Chairperson of the Assessment Committee to the members of the Assessment Committee.
- 16) Minutes shall be taken at each meeting of an Assessment Committee by the Faculty concerned.

## **5.6 CODE OF PRACTICE FOR THE FINAL YEAR PROJECT**

Each three students may take a final year project. The project supervisor is responsible for guiding and advising his/her students in the course of their projects. No single style of project supervision is appropriate for all staff, students and projects; the guidelines are based on three principles:

- a) Ensuring the availability of the supervisor to give advice and guidance where it is needed.
- b) Identifying lack of progress, or errors in the direction of progress, as early as possible and advising suitable corrective actions.
- c) The ultimate responsibility of the students, not the supervisor, for carrying out the project.

To help ensure that these principles are followed, it is recommended that the supervisor and students agree on regular meeting times from an early stage of the project. Such meetings can be short but allow the supervisor to monitor progress even if the students need no advice.

Lack of contact from the students should be noted by the supervisor in an e-mail to the students, with a request for an update on progress. A copy of such e-mails should be sent to the Head of the Department. The students' responsibility to keep regular contact with the supervisor, and seek his or her advice, is emphasised there.

## **5.7 INVIGILATION OF EXAMINATIONS GUIDANCE**

It is the responsibility of invigilators to supervise examinations in accordance with the Regulations for the Conduct and Invigilation of Examinations.

- 1) Invigilators and relief invigilators are required to attend at a place specified by the Examination Committee at least 15 minutes before the time scheduled for the commencement of the examination.
- 2) Relief invigilators are required to:
  - a) Make themselves known to the Invigilators;
  - b) Stand in for an invigilator who fails to arrive on time;
  - c) Monitor the progress of the setting out of examination papers with a view to assisting where necessary.
  - d) Make arrangements with invigilators to provide temporary relief during the examination;
  - e) Monitor the progress of the collection of scripts with a view to assisting where necessary.
- 3) Invigilators should receive and sign for sealed packets containing question papers and any other appropriate materials.
- 4) A security officer will attend shortly before the scheduled start of the examination to ensure that all doors are open and emergency exits are clear ready for the room to be used by candidates.
- 5) Invigilators should set out the question papers in the examination room according to the arrangements on the Daily Record of Examinations and check that all other appropriate material is set out.
- 6) The invigilators should then admit candidates to the examination room.
- 7) In admitting candidates to the examination room, invigilators should note that other than those items to which reference is made in the examination paper, candidates may only bring into the examination room small handbags which must be left on the floor by their desks.
- 8) Invigilators should ensure that candidates sit in the correct places for their particular examination.
- 9) Invigilators should ensure that the examination commences on time by telling the candidates when they may commence working.
- 10) Invigilators should collect attendance slips immediately after their completion by candidates
- 11) Invigilators should not admit candidates to the examination room later than the first thirty minutes after the start of the examination.

No additional time should be allowed to examination candidates who arrive at the examination room after the commencement of the examination.
- 12) Any candidates wishing to make a temporary withdrawal from the examination room for personal reasons should normally be accompanied by an invigilator or by a person authorized by the invigilator. Invigilators should note that, if in an emergency such as illness or distress, a candidate leaves the examination room the possibility of his being permitted to continue the examination subsequently depends upon his being accompanied by an authorized person at all times.
- 13) Invigilators should ensure that the examinations terminate promptly at the appropriate time.
- 14) Invigilators should receive a worked script from each candidate and candidates should not be dismissed until all worked scripts have been received.

- 15) Invigilators should hand over all worked scripts, or a receipt for the scripts, and the examination room key at the place from which the papers were collected after the number of scripts has been checked from the registers. The scripts together with spare question papers and the registers must be returned with the envelope, which contains the question papers.

## CHAPTER 6

### STAFF SUPPORT AND GUIDANCE

---

- 6.1 Where to find further information
- 6.2 Code of practice for staff and student liaison.
- 6.3 Student feedback
- 6.4 Student evaluation questionnaires
- 6.5 Code of practice for staff-student relationship

#### 6.1 WHERE TO FIND FURTHER INFORMATION

The following section provides an outline of the University's policies and procedures for student support and guidance as they relate to quality assurance. Students are reminded that the Deanship of Student's Affairs has been established as a first point of contact outside the department for all taught course students. The following list of publications is not an exhaustive list, but should provide a good starting point.

Service	Publication	Contact	Phone
Computer Centre	Computer Centre Brochure	Computer Centre	
Library	Learning Support Services Introductory Guide	Library Information Desk	
Student Information Service		Deanship of Student's Affairs	
Catering	Catering information booklet	Deanship of Student's Affairs	
Arts on Campus	Leaflets on Theatres, music on campus etc.	Deanship of Student's Affairs	
Careers Service		Deanship of Student's Affairs	
Health and Safety	'Health and Safety: What You Should Know'; 'Health and Safety Manual'	Health Centre	
Student Counselling	'The Counselling Service'	Deanship of Student's Affairs	
Physical Recreation	Information available on facilities, opening times etc.	Deanship of Student's Affairs	
Students' Union	'Students' Union Handbook'	Students' Union	

A range of publications for students, including the Undergraduate prospectuses and many individual course booklets are also available. To get an idea of what's on offer, please feel free to visit the Faculties and University Liaison Office where many of these publications are on display. Some of these publications will also be available on the University Web.

#### 6.2 CODE OF GOOD PRACTICE FOR STAFF AND STUDENT LIAISON

##### 6.2.1 Introduction

- 1) The University is committed to receiving and responding to student feedback in order to improve the teaching and learning environment at the Philadelphia University. Feedback is gathered in a variety of ways: through the personal tutorial system, informal contact with academic staff, formal meetings between staff and students and the evaluation questionnaires.
- 2) Formal meetings between students and staff are recognised by the University as an important channel of communication between the University students and its staff.
- 3) This code is intended to be used by Faculties as a framework for its formal meetings between staff and students. It is recognised that this is conducted through a variety of appropriate methods, and that what follows may need to be tailored according to the specific needs of individual Faculties.

- 4) The phrase "student-staff liaison committee" is used as a generic term to describe the various departmental committees that provide this formal opportunity for student course representatives to give feedback to their department and for the department to give feedback to their students.

#### **6.2.2 Course Representatives and Elections**

- 1) There should be one representative for each module in addition to the representatives of the Student Council.
- 2) Faculties should hold properly constituted elections by ballot, for the selection of course representatives.
- 3) The names of all course representatives should be sent to the Head of the Department and the Dean of the Faculty.

#### **6.2.3 Introduction to the Staff / Student Committee**

- 1) The Academic Head of department, or delegated other, should arrange a short introductory session for all course representatives at least one week prior to the first scheduled committee meeting of the academic year.
- 2) The introductory session should be held by the sixth week of semester one and should cover the purpose, powers and procedures of the student/staff committee.

#### **6.2.4 Frequency of Students / Staff Meetings**

- 1) Departments should arrange a minimum of two-scheduled committee meetings per semester. These meetings should be convened at appropriate stages in each semester that are convenient to both students and staff. The dates for the full academic year should be presented to the committee at the introductory meeting.
- 2) An extraordinary meeting can be called by the department or by the course representatives, with ten working days notice.

#### **6.2.5 Agenda of the Meeting**

- 1) An announcement requesting items for agenda should be made to all students and staff members at least two weeks in advance of the meeting, via the departmental notice board or e-mail.

#### **6.2.6 Minutes of the Meeting**

- 1) Minutes should be distributed to all course representatives as soon as possible, but at most within ten working days of the committee meeting.
- 2) There should be an automatic reporting mechanism, in form of a summary of issues raised/action taken, from student/staff liaison committee to the relevant committee (e.g. Faculty Council), to ensure that adequate consideration is given by the department(s) to the points raised by the course representatives.

#### **6.2.7 Conduction of the Meeting**

- 1) Training is provided by the department, for course representatives in how to engage in constructive dialogue, committee procedures and how to help the department resolve any problems encountered by the students. In return, course representatives expect a similar approach from members of staff.
- 2) There should be some flexibility in who assumes the role of chair of the meeting, allowing students to chair meetings or alternate meetings if the students so wish.

#### **6.2.8 Responsibilities of Course Representatives**

- 1) Course representatives should make every effort to gather representative feedback from their constituents to present to the department. They should also present the position of the staff to students, where appropriate and report back to students the outcomes of student/staff liaison committee meetings.
- 2) The course representatives should present constructive feedback to their departments and work actively with their department on any resolutions to the issues raised/action to be taken.

#### **6.2.9 Responsibilities of Department**

- 1) Departmental staff should make every effort to report back to their staff the outcomes of the student/staff committee meetings and present the position of the students to the staff.

- 2) Departmental staff should present constructive feedback to the students and work actively with the students on solutions to the problems encountered.

### **6.3 CODE OF PRACTICE FOR FEEDBACK FROM STUDENTS QUESTIONNAIRE**

At the end of each module, normally in the final week of lectures for the module, a staff member (from the Guidance Committee) assigned by the Head of the Department will distribute a student questionnaire. This contains questions about the contents of the module, the associated coursework, textbooks, laboratory facilities and other such aspects. It also contains questions about the lecturer's performance, such as audibility, legibility, style of interaction with the class, lecture notes and handouts and other aspects of the delivery of taught material. It is completed anonymously and the lecturer will allow time during a lecture. The assigned staff member collects the forms and handed out later to the Academic Training and Development Centre in order to make a summary. In the case of questions whose answer is a number on a scale, the average should be worked out. In the case of other comments, a summary of the main points should be made.

The summary is sent to the Faculty, then to the Head of the Department to inform the corresponding lecturer and the module coordinator. The results of questionnaires are considered

- During the annual review of courses by the Scientific Committee.
- When planning coursework schedules for the following semester.
- Staff-Student Meetings.

The Quality Assurance committee should receive a report at the end of each semester from the course coordinator confirming the receipt of the summaries for each module.

### **6.4 STUDENT EVALUATION QUESTIONNAIRES**

Student evaluation questionnaires form an essential part of the University's quality assurance processes. In order to ensure the integrity of the evaluation process in a modularised system, whereby students from several different Departments may take the same study module, a standard procedure is adopted across the entire University. The procedure is intended to:

- ensure that **all** students receive a questionnaire for each Module studied;
- encourage good response rates;
- ensure anonymity of those completing the questionnaires;
- facilitate appropriate feedback.

The University uses three types of questionnaire: a module questionnaire, a level questionnaire related to the first middle, and final levels of study, and a leaver questionnaire which is mailed to graduates within six months of receiving an award, with a mail shot from the Alumni Office.

Since student evaluation questionnaires comprise part of the Annual Monitoring Review that is undertaken by Departments responsible for the named degree program, those Departments should be the focus of the student questionnaire procedure.

#### **6.4.1 Distributing and collecting the questionnaires**

- Departments may distribute a paper copy of the evaluation questionnaires to their students. Alternatively, they may provide students with information about the electronic version located on the Web. Both methods enable students to complete the information anonymously.
- In order to encourage a high return, it is recommended that each Department should organize a specific session at which the questionnaires are completed and returned.
- Whatever method is chosen, it is the responsibility of 'owning' Department to decide how best to collect the results of the questionnaire for the particular degree course(s) or for individual modules for which it is responsible.

#### **6.4.2 Processing and analyzing the Unit evaluation questionnaire**

- Responsibility for the module evaluation questionnaire has been devolved to the department responsible for the annual monitoring of that module. Each module should be sampled at least once every year. A list of modules sampled, or a description of the method chosen for sampling, coupled with a statement that this sampling has been carried out, should be included in the annual monitoring report each year.
- A standard module evaluation questionnaire has been designed; however, departments may adopt or adapt it according to their wishes, or design their own unit evaluation questionnaires. The same Department is responsible for processing the data for the questionnaire.
- In the case of module evaluation questionnaires, the above data is available to: the lecturer(s) concerned with the delivery of the module; the Chair of the Academic Committee; the Head of Department that owns the module and (if appropriate) the Head of Department of the member of staff providing the teaching. Once processed, these can give lecturers qualitative as well as quantitative feedback.

#### **6.4.3 Processing and Analysing the Level Evaluation Questionnaire**

- The level evaluation questionnaire is used towards the end of each level (equivalent to each year, for full-time courses) and is processed centrally by the Quality Control Committee.
- The results are collated, analysed and returned to each department by the Quality Assurance Committee; issues are also sent to the appropriate central services (library, careers etc.) for feedback purposes and should be addressed in annual monitoring reports.
- In the case of the level evaluation questionnaire, once processed by Quality Assurance Committee, the 'owning' Department makes the full data available to their Department Council. The aggregate responses, showing the "mean", the responses and the response rate are included in the Annual Monitoring Report.
- Much more sophisticated analysis is possible using the electronic processing method, for instance, checking responses to particular combinations of questions.

#### **6.4.4 Ensuring feedback**

- The processes outlined above should ensure that Departments receiving teaching and those providing teaching receive appropriate feedback.
- Feedback should be given by Departments to students on any action taken as a result of issues raised by the completion of the questionnaire as soon as possible after the end of a module. A written summary of action should also be included into the Annual Monitoring Report.
- Many departments schedule an annual meeting to discuss the overall quality of the student learning experience in their department and to plan changes in the curriculum portfolio: this practice is to be encouraged.

### **6.5 CODE OF PRACTICE ON RELATIONS BETWEEN STAFF AND STUDENTS**

Relationships between staff and those students for whom staff have, or are likely to have, some specific academic or other professional responsibility, are an important professional issue. They raise serious questions of conflict of interest, of trust, confidence and dependency in working relations and of equal treatment in teaching, learning, selection, assessment and research. For the protection of staff and students the boundaries and moral obligations of the professional role of staff must be fully recognised and respected. It is the responsibility of academic and related staff to ensure that this happens. The conduct of staff should be based on the following principles:

- 1) That staff recognise their professional and ethical responsibility to protect the interests of students, to respect the trust involved in the staff/student relationship and to accept the constraints and obligations inherent in that responsibility.
- 2) That the establishment of an academic relationship with family members or with friends or associates who are or become students also raises ethical and professional issues.

- 3) That in the event of involvement in a relationship with a student, the member of staff is required to declare it to an appropriate superior. Such a declaration will be treated sensitively and in confidence, and there will not be a requirement to give details of the nature of the involvement. On the receipt of the information, it is then the duty of the appropriate authorities within the Faculty or University to facilitate the reorganisation of the member of staff's professional duties in order to avoid contact with the student concerned or, where this is impractical or inappropriate to the circumstances. This is to ensure that the member of staff does not have responsibility for any aspect of the academic assessment of the student's work.
- 4) In circumstances where a student declares a relationship with a member of staff the declaration will be treated in accordance with point 3 above.

## CHAPTER 7

### QUALITY MANAGEMENT AND ENHANCEMENT

---

- 7.1 Module Continuation Review Guidelines
- 7.2 Curriculum Review Procedure
- 7.3 Feedback on Teaching
- 7.4 Student Evaluation Questionnaires
- 7.5 External Examination Procedure and Reports
- 7.6 Quality Management Forms
- 7.7 Preparation for External Assessment
- 7.8 Annual Monitoring

#### 7.1 MODULE CONTINUATION REVIEW GUIDELINES

##### **7.1.1 The Purpose and Importance of Module Continuation Review**

The principal aim of the module continuation review is to review the quality of learning provided by the module, through a discussion between the university review team and the module team, based on the information provided by the latter.

##### **7.1.2 Who Undertakes the Review?**

A review team is convened by the Department Quality Assurance Team. The review team does not contain members who are associated directly with the module(s) being reviewed. The review team is required to identify the source of any external advice obtained.

External input to a module continuation review is an integral part of the review itself. At least one member of the review team should be from outside the planning module that is responsible for the awards being reviewed. Additionally, input from outside the university should be provided: this may be directly from an external member of the team, or indirectly through an Advisory Board or using the results of an accreditation or subject review.

Departments identify to the Academic Standards and Support Module the names and contact details of external experts who are appropriate to act as members of review teams. Standard forms are available for expenses and fees.

##### **7.1.3 Oral Briefing**

Before the review takes place, a (written or oral) briefing for the Department can be provided in order to stress the importance of the review and to encourage ownership of the process.

##### **7.1.4 Documentation to be Supplied by the Module Team**

Four documents are required. The information is grouped into these four documents to facilitate their production and review; for example: annual-monitoring reports can easily be made available, as can other external views. The definitive document will become the key reference document during the approval period of the award, whereas the critical appraisal will inform subsequent reviews and planning.

#### **1) Module Documentation**

- The definitive document, which comprises the *Program Specification* and supporting annexes, i.e. a learning outcomes matrix; a teaching methods matrix and an assessment matrix, module descriptors

for all modules offered as part of the module as core or optional elements, and module-specific regulations.

- The result of any proposed amendments to an existing award.

## 2) A Critical Appraisal (per award or portfolio of awards)

The format includes an analysis of changes and development since the last major review.

It is of paramount importance that the appraisal is evaluative (rather than descriptive) and that the strategy for each of the aspects is articulated clearly. For example, there is no need to describe the curriculum, because the programme specification provides an overview which, when coupled with the module descriptors, give sufficient detail to the review team.

### A. Curriculum design, content and organisation (or, preferably, curricula and assessment), including:

- reference(s) to the definitive document(s);
- an analysis of how effective the curriculum is in enabling the learning outcomes for the programme to be achieved;
- an analysis of whether the design of the curriculum and assessments is such that all students following the programme have the opportunity to achieve and demonstrate the intended outcomes;
- an analysis of whether there is a sufficient volume of assessed study that will demonstrate that the learning outcomes have been achieved;
- reference to the relevant *Subject Benchmark*, where these are available, and an indication of how any have been used to inform the design of the award;
- the assessment strategy, including the roles of diagnostics, formative and summative assessment, and how effective the assessment strategy is in measuring the fulfilment of the learning outcomes, and in discriminating between different levels of performance
- references to external views of the curriculum, including professional and statutory body accreditation, input from an advisory board, QAAHE subject review reports and overview reports

### B. Teaching and learning, including:

- how the University's Teaching and Learning Strategy is implemented
- the teaching and learning strategy, and an analysis of how effective the range of methods employed in delivering the curriculum

### C. Student progression and achievement, including:

- how the overall aims and learning outcomes of the module have been met and remain valid
- the extent to which such aims and learning outcomes are fulfilled by the students

### D. Student support and guidance:

- an analysis of the effectiveness of strategies of academic and pastoral support
- the extent to which such strategies are informed by the ability of the student intake in relation to the aims of the award(s)
- an analysis of the effectiveness of feedback to students on their progress

### E. Learning resources, including:

- an analysis of the effectiveness of the utilisation of physical resources, including the Library, computing, equipment, accommodation and other supporting provision, both departmental and university-wide
- an analysis of the effectiveness of staff induction, mentoring and staff development

### F. Quality management and enhancement, including:

- the arrangements for the management of the module and the procedures in place for assuring its quality (a diagram is helpful)
- examples of changes identified through such arrangements

There are three additional sections in the critical appraisal:

*G. A strategy for the future*, including a rationale for the continued delivery of the module within the context of the appropriate Planning Module(s), in terms of:

- continuing demand for the module(s)
- consideration of different pathways or named awards
- its contribution to knowledge in the field
- student employment and other outputs

*H. Action plan*

- prioritised actions for the future
- any proposed amendments, using the University forms

*I. Progress on issues raised since the last major review* (in annual monitoring reports, during accreditation, from subject review, by students, by staff, by employers...)

**3) Annual Monitoring Reports Since the Last Module Continuation Review** (including external examiner reports, statistics, and evaluation questionnaire summaries, including the Department's review of questionnaire responses and actions taken in response to this feedback. [Note: minor changes are not required in annual monitoring reports and are not included in module continuation review specifically.]

**4) External Views of the Module** not already covered in the annual monitoring reports, such as:

- QAA self-assessment and public report (if available)
- Professional and statutory body accreditation reports
- Advisory Board minutes.

It should be noted that annual monitoring reports must be prepared each session. Reports are required whether or not a module is subject to Module Continuation Review or other form of review (either internal or external, including Subject Review) in the same session.

During the review, the review team may consider a number of issues.

### **7.1.5 Possible Outcomes**

At the conclusion of the review, a report is produced, with one of the following recommendations:

- 1) that the module can continue to be offered;
- 2) that the module can continue to be offered subject to minor amendments;
- 3) exceptionally, that the module be permitted to be offered for one further year only, pending major amendments;
- 4) exceptionally, that the module be closed.

### **7.1.6 How the Module Team Addresses Conditions Raised by the Review Team**

In the case of approval to continue subject to minor amendments, the review team determines the time scale and the procedure by which the conditions will be addressed and submitted for consideration. Representation to a meeting of the review team is not normally necessary, the revised submission being circulated for comment and certification that the required amendments have been made.

Where major amendments are required, presentation of the new proposals to the review team is necessary. Actions taken in response to the conditions imposed by the review team or at the suggestion of the review team should be reported at the next available review. This is most likely to be the annual monitoring exercise, but may also be a professional and statutory body accreditation, or other external review. This would be facilitated by the provision of a departmental plan, onto which actions are gathered from module continuation review, student evaluation questionnaires, staff-student liaison committees, advisory boards, subject review, accreditation and annual monitoring.

### **7.1.7 Reporting the Outcome**

The report should be sufficiently detailed and explicit to enable university committees to resolve or reject the recommendations without need for further documentation. Its format should reflect that of the critical appraisal.

A pro-forma is used for the summary report that captures the outcome. This facilitates departmental planning and processing of module continuation. It includes:

- date of review;
- dates for which the approval is effective;
- scope: a list of the awards considered;
- outcome;
- conditions (if any) that must be fulfilled for approval;
- suggestions from the review team (that should be considered by the module team but which are not necessary for the continuation of the award(s)).

### **7.1.8 After the Review**

The Module Team lodges a copy of the amended definitive module document with Academic Standards and Support Module following the completion of the review process, normally before the commencement of the module for the next cohort.

### **7.1.9 When Does a Module Continuation Review Take Place?**

Normally, a module continuation review will take place every four years: this allows external and internal reviews to become more integrated. However, if amendments are proposed to an award during this time, which have implications for university academic policy, then a module continuation review will be scheduled. There is a Faculty timetable of module continuation reviews.

The timetable for the activities that take place during a module continuation review (including suggested dates for providing documentation) is given below.

two semesters before:	The Department Quality Assurance Team reminds the Head of the Department of the module continuation reviews that are due to take place in the next academic session and sends relevant information and guidance. This includes a list of approved awards extracted from the list maintained centrally.
one semester before:	The module team and the Department Quality Assurance Team agree review team membership and date of review.
four weeks before:	The module team sends documentation to Department Quality Assurance Team
	Department Quality Assurance Team checks that the documentation complies with the modular regulations and systems.
three weeks before:	The Department Quality Assurance Team sends documentation to review team.
one hour before:	The review team meets privately to agree agenda and issues.
one week after:	The Department Quality Assurance Team provides the summary sheet to the module team, the review team, the Head of the Department and the Dean of the Faculty. It is also made available on the Web Philadelphia users.

## **7.2 CURRICULUM REVIEW PROCEDURE**

### **7.2.1 Reviewing Modules**

During module review go through the following checklist for each module:

- 1) Review items raised by module questionnaire
- 2) Review items raised by external examiner
- 3) Prerequisites: correct and minimal? (do not build a transitive closure)
- 4) Objectives: crispy and to the point?

- 5) Syllabus: Is it necessary to change the syllabus because of other modules (either more advanced modules demanding specific skills or modules in earlier years teaching other skills)?
- 6) Syllabus: Do demands or developments outside the department require us to change the syllabus?
- 7) Books: Any new books that should be considered? Has each book a label "Essential" / "Recommended". If there are multiple recommended books, you must specify what the difference is. There must be at least 1 Essential book or module notes.
- 8) Teaching: Is the number of hours of lab classes, lectures, homework spelled out?
- 9) Assessment: proper split between coursework and lectures (either of 100/0, 70/30, 50/50 or 0/100)? Check that this is reflected in the sums above.

### **7.2.2 Reviewing Program**

- 1) Check for inappropriate duplication between modules (any other module in the department).
- 2) Check for material, which should not have been left out.
- 3) Check for logical progression through modules.
- 4) Check for appropriate total distribution of coursework / exam.

## **7.3 FEEDBACK ON TEACHING**

### **7.3.1 Feedback from Students**

- **Module Questionnaire**

The module questionnaire discussed in section 6.3 is very important aspect in the enhancement of teaching.

The Quality Assurance committee should receive reports about the summary results of modules questionnaires to prepare action plans for module review and enhancement.

- **Lecturer Questionnaire**

Each lecturer distributes a questionnaire at least twice during the year. It would normally be given out to a class after at least six hours' teaching to that class. It contains questions about the lecturer's performance, such as audibility, legibility, style of interaction with the class, lecture notes and handouts and other aspects of the delivery of taught material. It is completed anonymously and the lecturer will allow time during a lecture. The lecturer collects the forms and makes a summary. In the case of questions whose answer is a number on a scale, the average should be worked out. In the case of other comments, a summary of the main points should be made.

The summary is sent by the lecturer to his or her Staff Development interviewer, and then to the Head of Department.

The Quality Assurance committee should receive an annual report from the Head of Department confirming the receipt of the summaries for each lecturer.

The results of these questionnaires can be considered by the Staff Development interviewer and the Head of Department when discussing the career development needs of the lecturer.

- **Staff Student Meetings**

Staff meets students at three different levels:

- 1) Module Committee. Each section, of a multi-sections module, is represented by a student in the Module Committee. These students discuss with the Module Team all the aspects of the module.
- 2) Administrative meetings. Staff meets student at least two times in each semester. They discuss problems of the provided programs
- 3) Open meetings. Staff meets students informally, several times during a semester, in cafeterias or in sports areas, where opinions were exchanged.

### **7.3.2. Peer Observation**

Staff are encouraged to share experience and good practice in teaching. Peer observation encourages this, and is intended to be of benefit to both observer and the lecturer observed.

The Head of the Department draws up an appropriate list of all teaching staff at the start of each year. The list contains a schedule for each lecturer who will observe and the lectures that will be attended.

The observer attends a lecture, which is previously agreed by the lecturer. As soon as possible after the lecture, both discuss the main points arising. The lecturer then writes a short summary, picking out any positive points and constructive criticism noted by the observer. Once this is agreed between both observer and lecturer the summary is sent to the Head of Department.

The Quality Assurance committee should receive a regular report from the Head of Department confirming the receipt of the summaries for each lecturer.

The results of these questionnaires can be considered by the Dean of the Faculty and the Head of Department when discussing the career development needs of the lecturer.

### **7.3.3 Staff Training**

Each new staff member follows the new staff training process, which is enacted at two levels: university level, and department level. The university organises a general training session at the beginning of each semester, where the general fundamentals of teaching and learning process are studied. The department specialises the above general process. It introduces new lecturers in teaching groups related to their speciality. In the first stages of their training they only observe, and in advanced stage they give lectures and are evaluated by the lecturers of the group. Based on this evaluation they are accepted in the department or refused.

The Academic Training and Development Centre frequently offers seminars, short courses, or workshops in different subjects that might help in staff development.

## **7.4 EXTERNAL EXAMINATION PROCEDURE AND REPORTS**

### **7.4.1 Introduction**

External Examiners play an essential part in the quality assurance of a university. They are fundamental to maintaining academic standards nationally across subjects. The University is expected to demonstrate that external examiners' reports are considered at the highest level and when necessary that appropriate action is taken to address any issues raised. Accordingly the University has developed a system which ensures that such reports are considered and addressed comprehensively across the university.

### **7.4.2 General guidance**

The report is intended to allow the examiner to raise any issues concerning assessment of the subject concerned, ranging from procedural matters in the conduct of the assessment to syllabus content and levels of student ability. The examiner should also include any comment on the judgements arrived at by a Board of Examiners with which he or she has disagreed. Annual comments from external examiners give departments the opportunity to make revisions to any part of the assessment process in time to affect the next cohort of students.

The examiner's final report is intended to provide an overview of the examiner's experience during the term of office and is an opportunity for him/her to comment on the University's academic standards in the relevant subject. In particular, the report should comment on any significant changes in standards over the three or four year period.

### **7.4.3 Content and scope of reports - checklist**

a) It is considered important that external examiners comment on the following as part of their report:

#### **THE ASSESSMENT PROCESS**

- The range and depth of the assessment methods used, including assessment of practical work
- Coverage of the programme/unit content in the assessment as a whole
- Opportunity for them to comment on the appropriateness of examination papers and other forms of assessment (e.g. instructions for projects, coursework, etc.)

- The number and range of examination scripts and other samples of assessed work made available to them
- Overall impressions of the assessment process, including the marking scheme(s) used by the Department, the Faculty guidelines, the criteria used for degree classification, and administration of the process
- Opportunity to discuss the assessment process with staff

#### ***THE STANDARD OF STUDENT WORK***

- The general quality of the candidates' work and how it compares with their level of study
  - The quality of work associated with the various degree classifications (including borderline judgements), and its comparability to that of other institutions with which you are familiar
- b) External examiners are also **invited to comment** on any of the following, on the basis of their involvement in the assessment process and their visits to the University:

#### ***CURRICULUM DESIGN AND DELIVERY***

- Programme structure and content, and unit content, including currency
- Suitability of programme and unit aims and learning outcomes and the extent to which they were achieved
- Opportunity to comment on any proposed changes to the programme during the year/term and the outcome of any consultation

#### ***TEACHING AND LEARNING METHODS***

- Range and suitability of teaching and learning methods experienced by students
- Staff expertise
- Level of general and learning resources available in the subject been examined (including the standard of accommodation and equipment for teaching and learning)

#### **7.4.4 Procedures for External Examiner reports**

Some External Examiners during the last semesters felt the need to comment on the response, or lack of response that had been received to their reports. A procedure is therefore proposed to deal with External Examiner reports to ensure that all reports are received and read by the Dean of the concerned Faculty and that all External Examiners receive a response to their reports.

#### **7.4.5 Proposal**

The procedures for External Examiners reporting to the University will essentially remain the same. It is proposed however, that the pathway of the external examiner reports should be as follows:

- The External Examiner will be asked by the Faculty to report by a specified date.
- The reports will continue to go first to the Faculty, who will then authorize payment of the External Examiner.
- The Faculty will be responsible for forwarding reports to:
  - The Head(s) of Department for action
  - The Chair of the relevant Faculty Quality Assurance Team for information
- The reports received by the Head of Department will be accompanied by a pro-forma within which the Head of Department will note any issues, the actions required and any actions taken. The report, the pro-forma and a copy of the correspondence with the external examiner advising him/her of action taken should be returned to the Quality Assurance Committee, following discussion within the department, by the 1 November or an appropriate specified deadline. (This information is also a requirement of Departmental Annual Program Review).

## 7.5 QUALITY MANAGEMENT FORMS

### 7.5.1 External Examiner Report

**Philadelphia University**

**Faculty:**

**Department:**

### ***External Examiner Report***

---

#### **1. External Examiner**

*External Examiner Name* :

*Speciality* :

*Grade* :

*Institution* :

---

#### **2. Evaluated Exam**

*Module* :

*Exam type* : *First/ second/ Final/coursework/other*

*Received Documents* : *Syllabus/Examination paper/ Marking scheme/ Copy of exam sheet*

*Document received date* :

*Report sent-date in* :

---

#### **3. Evaluation**

##### ***Quality of the exam***

• <i>Presentation:</i>
• <i>Understandability:</i>
• <i>Conformity to the objectives:</i>
• <i>Relevance of Questions weighting:</i>
• <i>Discrimination between students:</i>
• <i>Appropriateness to the students level:</i>
• <i>Scrutiny</i>

##### ***Marking***

• <i>Appropriateness of the marking scheme:</i>
• <i>Feedback to students (comments):</i>
• <i>Errors in marking:</i>

##### ***Students achievement***

#### **4. Global evaluation:**

**External Examiner**

**Department Chair**

### 7.5.2 Module Coordinating Committee Report

**Philadelphia University**

**Faculty:**

**Department:**

#### ***Module Coordinating Committee Report First / Second / Final***

**Date :**

**Coordinator :**

**Lecturer (s) :**

**Module :**

**Section (s) :**

**Hour (s) :**

**Classroom (s) :**

**Present Lecturer (s) :**

**Absent Lecturers :**

**Present students :**

**Absent students :**

**Comments :**

**Lecturer (s)**

**Students**

**Department Chair**

### 7.5.3 Module Assessment Report

**Philadelphia University**

**Faculty:**

**Department:**

#### ***Module Assessment Report First / Second / Final***

---

**Date :**

**Coordinator :**

**Module :**

**Section (5) :**

**Hour (s) :**

**Classroom (s) :**

**Curve:**

**Comments:**

**Coordinator**

**Department Chair**

#### 7.5.4 Library Use Report

**Philadelphia University**

**Faculty:**

**Department:**

***Library Use Report***  
***First / Second / Final***

---

**Date** :

**Coordinator** :

**Module** :

**Section(s)** :

**Hour(s)** :

**Classroom(s)** :

**Library Data** :

**Comments:**

**Coordinator**

**Department Chair**

### 7.5.5 Peer Review Report

**Philadelphia University**

**Faculty:**

**Department:**

#### ***Peer Review Report***

---

**Date :**

**Lecturer :**

**Module :**

**Section :**

**Hour :**

**Classroom :**

**Number of students :**

**Presents:**

**Absents:**

**Subject:**

**Comments:**

**Observer**

**Department Chair**

## 7.6 PREPARATION FOR EXTERNAL ASSESSMENT

### 7.6.1 Introduction

The purpose of this section is to provide some guidance to departments preparing for a QAA Subject Review visit. Set out below are some suggested actions and time scales, based on the experience of departments, which have already been assessed. Details of the subject review methodology are set out in the QAA Subject Review Handbook 1998-2000 (Ref 1/97, December 1997), but a brief outline is provided below.

### 7.6.2 Departmental Preparations

The following list of suggested preparations draws on the good practice of these departments, which have been assessed. Whilst few of the activities listed are mandatory, most have proved useful. Some departments will already have embarked on their preparations, in which case the proposals set out below may be of value as a checklist.

In the course of their preparations, departments may identify areas where there is room for improvement. Wherever possible, these shortcomings should be dealt with before the visit. In general, departments have found it beneficial to be open about these areas of weakness and the steps which have been taken to remedy them. In part this is because it demonstrates the department's ability to be self-critical and to address its problems, but it is also because it is difficult to hide weaknesses from such a detailed level of scrutiny as the subject review process.

The timings proposed below represent the **minimum** amount of time before the visit is due to take place: departments may wish to consider introducing some or all of these measures irrespective of when the next Subject Review is due.

#### *Two to three years before the visit*

- Complete a QAA Information Form: information required by QAA about the taught programmes of study and numbers of students within the course of Assessment.
- Nominate individuals from the Department who would be willing to train and act as subject reviewers. The experience which successful nominees will be able to bring back to the Department from their training and visits to other institutions will be invaluable.

#### *Two years before the visit*

- **Nominate a Core Team:** a small group of staff who will drive preparations for the QAA visit, be familiar with QAA's requirements, meet regularly, involve the department, ensure that all documentation is prepared on time, enhance the teaching/learning environment, and ensure all arrangements are made. These functions may be fulfilled by a departmental Teaching and Learning Committee, which may already exist or which departments may wish to constitute.
- **Raise awareness in the Department** Although the preparations may need to be driven by a core Assessment Team, it is important that all members of the department understand and are aware of the process and have (and are able to convey to the subject reviewers) a sense of ownership of the department's aims and objectives. This might be achieved by providing basic information to **all** academic and support staff in the department about Subject Review (self assessment, six aspects of education, grading scheme, process of visit, outcomes) at a very early stage.
- **Contact** Quality Assurance Committee for further sources of information and support for the preparations the department wishes to make.
- **Contact other departments** which have already had a Subject Review/TQA about their experience of the process, how they prepared and what documentation they assembled. Use subject networks to consult colleagues in other Universities who have already received a Subject Review visit.
- **Read** reports of other assessments (available from the Library or on WWW). Draw on the experience of any staff who have been appointed as Subject Reviewers.
- **Staff development** Attend events offered by Training and Development Unit designed for departments preparing for QAA subject review.

- Begin process of **preparing documentation**; decide what information needs to be assembled, and what needs to go in the module boxes. Inform staff responsible for taught modules and brief them as to what information is required about each module.  
**Appendix C** contains the list of box files that should be available in the base room. In addition, there is a box file for each module.
- Introduce **teaching observation** scheme in the department, involving all academic staff. (see University QA Handbook for Notes of Guidance on observation of teaching). The QAA Subject Review Handbook contains the pro-forma subject reviewers will use when observing teaching (Annex H).
- Begin to **review and update information about departmental systems and policies**, e.g. for admissions, teaching and learning, assessment, student liaison, student evaluation, tutoring, monitoring of programmes and modules, staff development etc. Do systems work? Are policies implemented? Are they in writing? Are there up to date staff and student handbooks? What evidence is there which could be made available to the assessors? Is any change needed? Are there effective and closed quality loops?
- Check departmental **Web pages** to ensure that they are up to date, informative and accurate. Some subject reviewers will look at the WWW page for information as soon as they are invited to join the subject review team.
- Consider whether the department needs to bring in any **additional assistance** (administrative or clerical) to support the Core Team, compile documentation, ensure deadlines are met etc.

#### *One year before the visit*

- **Hold an Away day(s)** for all members of the department to increase awareness of QAA requirements and how the process works. Focus on the self assessment document and what are the aims and objectives of the department's teaching.
- **A first draft of the self-assessment document** should be drawn up by the Core Team for circulation and debate amongst all colleagues but it will need to be 'owned' and agreed by the whole department. Use QAA subject review handbook for guidance: Annex A in the handbook lists the questions the subject reviewers will be addressing under each aspect of provision.  
The department's statement of aims and objectives is central to the process, everything else in the self-assessment document (and on the visit in due programme) must relate to it and provide evidence of how it is being achieved. There should be nothing in the statement of aims and objectives for which the department cannot provide evidence.
- **Consult other departments** for their inputs at Faculty and University level to the self assessment document and check drafts with them, including Graduate Students Service for destinations of students, Faculty Deputy Dean about quality assurance at Faculty level. Seek advice on drafting and comments on early drafts from the University Quality Assurance Committee.
- **Ensure that the department has appropriate links** with other departments in the University, such as academic support services (Library, Computing Services), with student services. Ensure that departments which teach your students are aware of the timing of the visit, and what you will require of them.
- **Set up 'aspect teams'**, one for each of the six aspects of assessment, to review strengths and weaknesses in that aspect, plan what evidence should be gathered, oversee its collection and contribute to the self assessment document.
- **Prepare for visit to be made by the Subject Review Chair.** Some thought should be given to what the department wants to get out of the meeting, particularly in terms of determining the scope of the visit, e.g. where there are options, whether they are all included in the scope of the visit, what service teaching is included, and other matters.

#### *9 months before the visit*

- **Draft self-assessment document** should be submitted to the University Quality Assurance Committee. A working group, composed of individuals with experience of QAA subject review, will be set up to scrutinise the draft and advise the document on modifications.

### *6 months before the visit*

- **Submit self-assessment document to QAA.**

### *3-6 months before the visit*

- During this period of time, a **preparatory visit to the department** is conducted by the Subject Review Chair. He/she will have a set agenda including clarification of any issues in the self-assessment, the scope of the visit, documentation, schedule of meetings, protocols observed by QAA and practical arrangements (QAA subject review handbook Annex D). The Subject Review Chair is not a specialist but manages the whole visit and is therefore a key figure.
- After the preparatory visit, **contact past students** and invite them to attend meeting with the subject reviewers.
- After the visit, where relevant **contact employers** and invite them to a meeting with the subject reviewers.
- **Scrutinise the list of subject reviewers** to ensure that the team will have a range of expertise appropriate to the experience in the department and that no individual assessor has had contact with the department which might unfavourably prejudice his/her view. The University can challenge the nominations on the grounds of conflict of interest. Other challenges, for example on the grounds of inadequate or unbalanced spread of expertise may also be made, but may result in additions being made to the team of reviewers.
- **Identify a base room** for the subject review team where they can hold private meetings, study documentation, draft reports etc. The base room will need to be secure, but subject reviewers may want lengthy hours of access

### *2-3 months before the visit*

- **Hold series of meetings** to ensure that all staff are familiar with the aspects of subject review, departmental policies and procedures and are aware of whose particular responsibility it is to implement them. Some departments have successfully used briefing documents on key areas of departmental policy as a means of ensuring that all staff are generally well-informed.
- **Inform students** about the visit and what they can expect to happen whilst the subject reviewers are visiting. Emphasise that this is not an assessment of their work but of the quality of their experience and of education the department provides and that it is important that the department does well. Ask student representatives to nominate groups of students to meet the subject reviewers, bearing in mind the need for balance in the groups in line with the subject review chair's requirements (i.e. a selection across programmes, years, options/routes, gender balance, and mature/non A mature). Annex G of the subject review handbook sets out the assessors' agenda for meetings with students.
- **Assemble documentation** for the base room, including items required by the subject reviewers (see QAA subject review handbook Annex E) and other supporting documentation.
- **Prepare timetable** of all teaching and learning activities in the department during the visit. Ensure that a varied and representative menu of lectures, seminars, workshops, practical, group work, supervisions and other activities will be available during the two and a half days when assessors observe teaching, including any particular strengths of the department which it would be helpful for assessors to see.

### *2-3 weeks before the visit*

- **Circulate** to each subject reviewer the documentation required in advance of the visit (in bold type in QAA handbook Annex E) and ensure that all documentation is assembled in base room.
- Involve all staff in a half-day **mock assessment** exercise; this can be arranged by the Quality Assurance Committee who will invite three or four academics with subject review experience to question staff about their aims and objectives and the evidence they have compiled in the base room, identify any remaining areas of difficulty and suggest practical ways of dealing with them.

### *The visit*

- be positive and welcoming to the subject review team
- nothing is off the record - off the cuff remarks can be damaging
- respond quickly to requests for additional documentation

- politely challenge any breaches by subject reviewers of their own protocols.

## **7.7 ANNUAL MONITORING**

### **7.7.1 General Introduction**

#### **Why Annual Monitoring (AM)?**

1. Monitoring is a retrospective process to assess whether the University's academic provision is delivered effectively, assessed fairly and is meeting the University's standards expectations. More importantly, the process of critical reflection offers insight into how to improve things next time the module/programme is delivered by building on the lessons learnt over the last year. It is an opportunity for the subject team to reflect on factors influencing the delivery of the module, and to make plans for the future. Last but not least, thorough and conscientious annual monitoring will lessen the burden of internal and external review events by providing accurate and full information about the operation of a programme within a subject area.
2. The overall purposes of monitoring at the subject level are:
  - To evaluate the overall experience of students enrolled on programmes in the subject area in relation to: the curriculum; teaching, learning and assessment; learning resources and student support, including, for example, experience of assessment load and timing, availability of module choice, timetabling issues and the learning environment;
  - To consider whether the curriculum and assessment as delivered contributes to the achievement of the learning outcomes/objectives for the programmes in the subject area;
  - To reflect on the outcome standards for the programmes in the subject area in relation to subject benchmark standards;
  - To reflect on student progression and achievement data for the programmes contributing to the subject, and to relate these to the entry profiles of students;
  - To identify modules in which the percentages of students who fail or withdraw are seen as atypical either in the context of the subject or more widely; to trigger enquiry as to the reasons for atypical performance and to take prompt action as deemed necessary;
  - To monitor trends in the take-up of the programmes, to inform the management and development of the portfolio of programmes in the subject area;
  - To identify any indicators of good practice in the operation of modules and programmes;
  - To draw up a strategy for the subject's academic development over the coming academic year.

#### **Who is involved?**

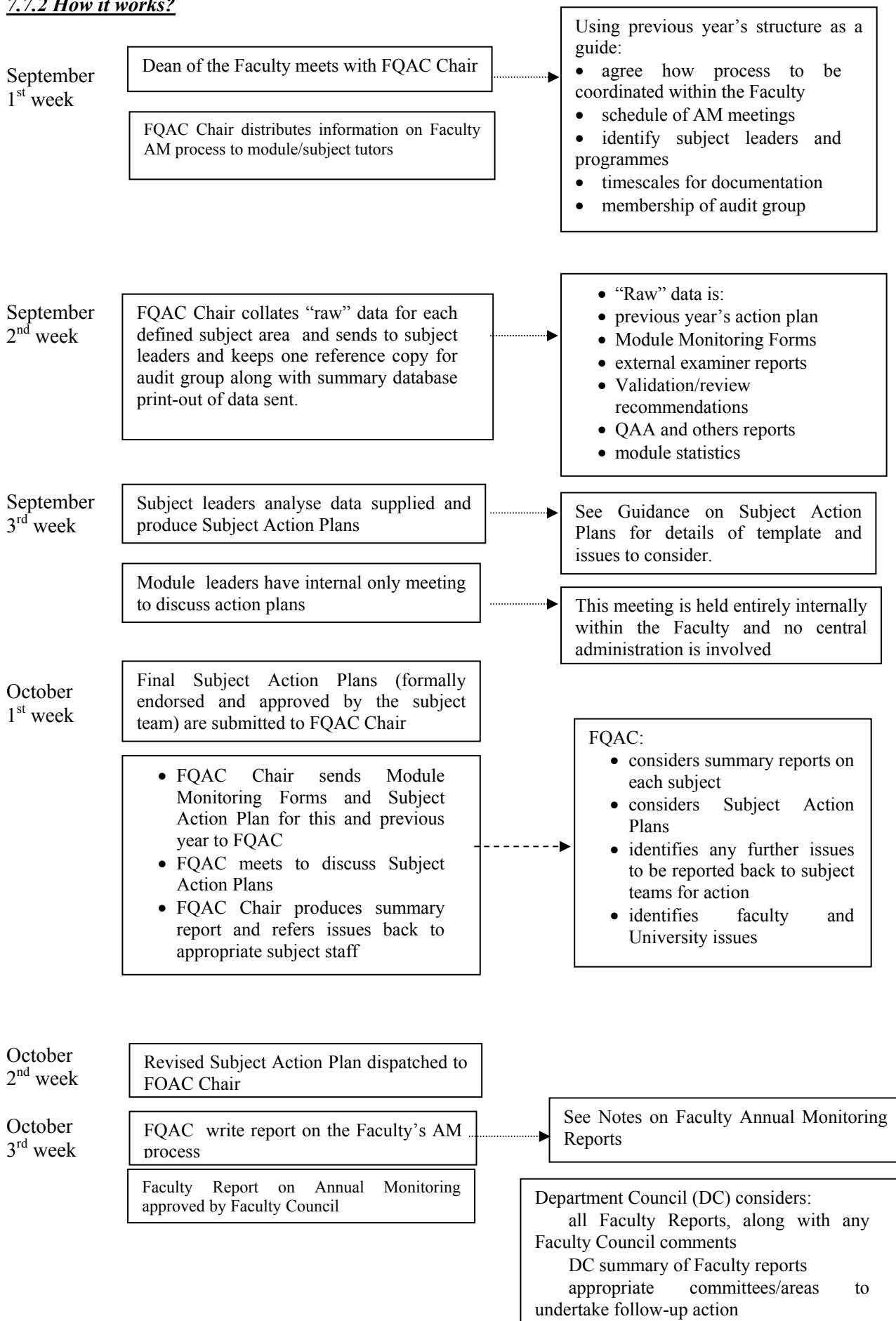
1. Primary responsibility for quality and standards rests with those most closely involved in delivery, i.e. the subject team. It is this primary responsibility which the Faculty and ultimately the University expects each of its academic staff to exercise in the annual monitoring exercise. However, the process of monitoring as described below is not meant to replace or supplant the normal activities of subject teams in developing their programmes. The procedures described are designed to cover all taught provision other than those designated as short/commercial programmes.
2. The Quality Assurance Committee plays a key role in assisting the effectiveness of the Annual Monitoring exercise, and provides the overall administrative support.

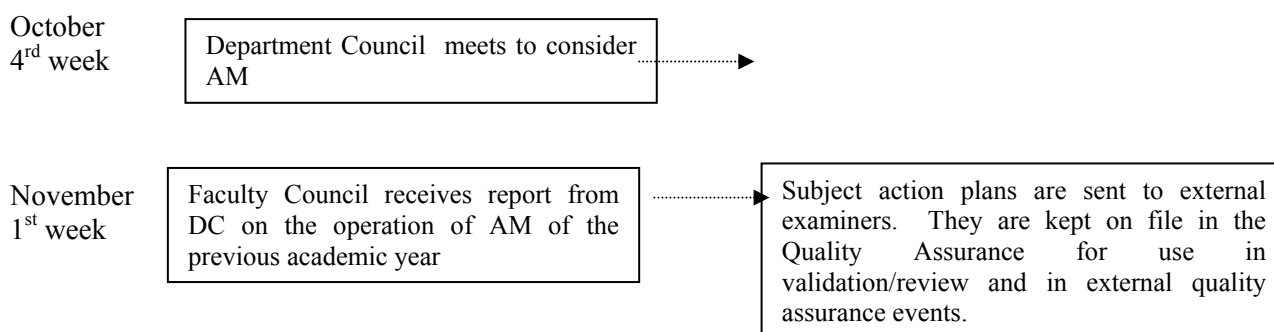
#### **What are we monitoring?**

Subject teams are monitoring the academic health of each module as it has run in the previous academic year and Heads of Faculties and Department Leaders are monitoring the coherence of the structures contained in the subject area, i.e. programmes. Checking to ensure that provision has been

monitored effectively is the responsibility of the Faculty Quality Assurance Committee, and ultimately, the University's Quality Assurance Committee. Common issues are dealt with at the Faculty and the University level. The primary focus for monitoring is on the module, but the administrative focus is on the programme or subject area. Every award in the University is subject to monitoring.

### 7.7.2 How it works?





### **7.7.3 Guidance on Subject Action Plan**

#### **I. Guidance**

1. The template for the Action Plan consists of six sections.
2. The first section, for the benefit of readers, should set the context for the Action Plan by listing the programmes in the subject area followed by a very brief statement about the situation of the programmes that are the subject of the report. This statement can be used to explain why the report pays particular attention to certain issues. For example, you may wish to reflect on curriculum development which has taken place in the previous year or which is planned because of review/validation events, benchmark statements, QAA review, professional body requirements, etc.
3. Section 2 of the template allows subject teams to evaluate and review last year's action points. Each action point from last year should be cross-referenced and an indication given of whether action has been completed or whether it is still going on. If it has still not been addressed, it should be added to this year's Action Plan, with an explanation of why this is necessary, or why it is no longer relevant. A brief summary evaluation of the action taken should be included.
4. Section 3 of the template is structured according to the four areas defined in QAA Academic Review - outcome standards, teaching and learning, student progression, and learning resources. The kinds of questions it might be useful for subject teams to consider when writing this section, drawn from the QAA Code of Practice on Programme Approval, Monitoring and Review, are listed underneath each area in *Italics* for ease of reference.

#### **Outcome standards**

*Does the assessment process enable learners to demonstrate achievement of the intended outcomes?*

Are there criteria that enable internal and external examiners to distinguish between different categories of achievement?

*Can there be full confidence in the security and integrity of assessment procedures?*

Does the assessment strategy have an adequate formative function in developing student abilities?

*What evidence is there that the standards achieved by learners meet the minimum expectations for the award, as measured against relevant subject benchmarks and the qualifications framework?*

#### **Aims and outcomes**

*How do the learning outcomes relate to external reference points (computing benchmark, Jordan qualification framework, JHE Accreditation)?*

*How do they relate to the overall Aims?*

*How do they appropriate to the aims?*

*How does the provider ensure that the curriculum content enable students to achieve the intended learning outcomes?*

*How does the provider ensure that the design and the organisation of the curriculum is effective in promoting students learning and achievement in the intended learning outcomes?*

*How are the intended outcomes of the programme and its constituents parts communicated to staff, students, and external examiners?*

*Do the students know what is expected of them?*

### **Curriculum design, content and organisation**

*Do the design and content of the curriculum encourage achievement of the intended learning outcomes in terms of knowledge and understanding, cognitive skills, subject-specific skills (including practical/professional skills), transferable skills, progression to employment and/or further study, and professional development?*

*Is there evidence that curriculum content and design is informed by recent development in techniques of teaching and learning, by current researches and scholarship, and by any changes in relevant occupational or professional requirements?*

*How is the academic and intellectual progression within the curriculum?*

*Is the content of the curriculum appropriated in relation to the level of the award?*

*Does the curriculum reflect best practice in pedagogy?*

*How Innovation of Curriculum?*

### **Teaching and learning and assessment**

*What is the range of appropriateness of teaching methods employed?*

*What are the strategies for staff development to enhance teaching performance?*

*How is the effectiveness of team teaching?*

*How is the student's workload?*

*How effective is teaching in relation to curriculum content and programme aims?*

*How effectively do staff draw upon their research, scholarship or professional activity to inform their teaching?*

*How good are the materials provided to support learning?*

*Is there effective engagement with and participation by students?*

*Is the quality of teaching maintained and enhanced through effective staff development, peer review of teaching, integration of part-time and visiting staff, effective team teaching and induction and mentoring of new staff?*

*How effectively is learning facilitated in terms of student workloads?*

*Does the assessment process enable learners to demonstrate achievement of the intended outcomes?*

*Are there criteria that enable internal and external examiners to distinguish between different categories of achievement?*

*Can there be full confidence in the security and integrity of assessment procedures*

*Does the assessment strategy be effective in discriminating between different categories of performances?*

*Does the assessment strategy have an adequate formative function in developing students' abilities?*

*What evidence is there that standards achieved by learners meet the minimum expectation for the award, as measured against computing benchmark and the qualification framework?*

### **Student progression and achievement**

*Is there an appropriate overall strategy for academic support, including written guidance, which is consistent with the student profile and the overall aims of the provision?*

*Are there effective arrangements for admission and induction which are generally understood by staff and applicants?*

*How effectively do academic guidance, feedback and supervisory arrangements facilitate learning?*

*Are the arrangements for academic tutorial support clear and generally understood by staff and students?*

### **Learning resources**

*Is the collective expertise of the academic staff suitable and available for effective delivery the curricula, for the overall teaching, learning and assessment strategy and for the achievement of the intended learning outcomes?*

*Are appropriate staff development opportunities available?*

*Is appropriate technical and administrative support available?*

*Is there an overall strategy for the deployment of learning resources?*

*How effectively is learning facilitated in terms of the provision of resources?*

*Is suitable teaching and learning accommodation available?*

*Are the subject book and periodical stocks appropriate and accessible?*

*Are suitable equipment and appropriate IT facilities available to learners?*

### **Quality management and enhancement**

*How is the course continuation review?*

*How is the student's feedback monitored?*

*How is the peer observation monitored?*

*How is staff development and training managed and enhanced?*

*How does the subject provider review and seek to enhance standards?*

5. Section 3 of the template will include grids under each area for issues at the subject level to be addressed, where appropriate – it is not expected that subject teams should complete grids for the sake of it. Where an issue is specific to a particular module, list the module code. (Alternatively, you may wish to generate a checklist of module-specific issues, using a tailored version of the template and append these to the Action Plan.) Subject teams should identify the more problematic aspects of the provision as delivered in the subject area, and summarise response and action taken, as shown below and as indicated in the template. Each Action Plan will eventually go to FQAC and then be circulated to External Examiners.
6. It is very important that issues identified as requiring further action are self-explanatory, as the source data are only provided to FQAC's sub-group and the AC representative. Summarising issues therefore must be done in discursive prose where possible rather than bullet points, as in the (actual) example below.
7. It is also very important that responsibility for action is accurately assigned, especially for issues at the University level; these issues especially can be subject to misinterpretation. Faculties are advised to be aware of the possibility of inappropriate assignation of responsibility when perusing Subject Action Plans.

***Example***

<b><i>Issue</i></b>	<b><i>Evaluation</i></b>	<b><i>Evidence</i></b>	<b><i>Action</i></b>	<b><i>Responsibility</i></b>	<b><i>Completion date Date</i></b>
Consistency in presentation of module handbooks, assessment criteria, procedures for aggregating marks	This has been a problem partly arising from the relative lack of cohesion within the "team" of tutors contributing to Subject X	External Examiner's report, Name – March 2000	Stronger emphasis on shared practice among tutors – through discussion in course meetings, provision of exemplars, etc	XX and XX (roles)	

8. Section 4 gives the subject team the opportunity to report on other aspects, and is optional. It could be used to report on a theme which the group considers important, but which does not fit any of the four main areas or on a theme to which particular attention has been given which is relevant to many aspects, e.g. recruitment, the part-time student experience, professional body issues, etc. It could also be used for current issues which the subject team wishes to raise at the Faculty or University level.
9. Section 5 should contain the subject team's Academic Development Plan for the next year. It should be written in discursive prose and include: summary of key points arising from the foregoing analysis to be addressed in the forthcoming year; any anticipated academic developments in the subject generally, which might manifest themselves in changes to the structure, aims or objectives of programmes within the subject; any proposed additions or deletions in terms of modules or pathways. The Academic Development Plan should provide readers with a glimpse of the future development of the subject as envisaged by the subject team and endorsed by the Head of School and Dean as contributing to the achievement of the Faculty and University Strategic Plan.
10. The final section of the template should identify positive aspects of the programme that you wish to highlight as evidencing good practice. These must be based on documentary evidence (e.g.

recruitment, student achievement, external examiners' comments, and student opinion). You could also list examples of good practice noted during last session or specific initiatives which others might like to use. These might be in any area – e.g. a learning support method, an approach to induction or student information, a way of maximising effective contact with personal tutors, an admissions selection or recruitment method, etc.

## II. Subject Action Plan Template

Philadelphia University  
Faculty of  
Department of

ANNUAL MONITORING FOR ACADEMIC YEAR .....

### SUBJECT ACTION PLAN FOR

#### SECTION 1 - GENERAL

Checklist of programmes covered in Subject Action Plan

Brief general statement on overall context of provision during (previous academic year)

#### SECTION 2 – ANNUAL MONITORING (TWO ACADEMIC YEARS PREVIOUS) PROGRESS

<i>Action agreed</i>	<i>Action taken</i>	<i>Evaluation (did it work?)</i>

#### SECTION 4 - SPECIFIC ISSUES

Note: add extra boxes for each item if necessary

**Issue** - Give a brief summary statement of the issue arising from the performance indicators. This may be an adverse external examiner's comment, a poor pass rate on a component of the course, a complaint from the student body, or any other matter that requires attention.

**Evaluation** - Evaluate the issue. It may be that an external comment reflects a misunderstanding and that the issue is not what it appears. If the matter is self-evident, this section may be omitted.

**Action** - State what action has or will be taken to address the issue raised.

**Responsibility for action** - State who is responsible for carrying out this action (by post rather than personal name).

**Timescale** - State the timescale or deadline for implementation.

Outcome standards					
Issue	Evaluation	Evidence	Action	Responsibility	Completion date

Aims and outcome					
Issue	Evaluation	Evidence	Action	Responsibility	Completion date

Teaching, learning and assessment					
Issue	Evaluation	Evidence	Action	Responsibility	Completion date

Student progression and achievement					
Issue	Evaluation	Evidence	Action	Responsibility	Completion date

Learning resources					
Issue	Evaluation	Evidence	Action	Responsibility	Completion date

Quality management and enhancement					
Issue	Evaluation	Evidence	Action	Responsibility	Completion date

## 5. ACADEMIC DEVELOPMENT PLAN FOR (PREVIOUS ACADEMIC YEAR)

To include: summary of key points arising from the foregoing analysis to be addressed in the forthcoming year; any anticipated academic developments in the subject generally, which might manifest themselves in changes to the structure, aims or objectives of programmes within the subject; any proposed additions or deletions in terms of modules or pathways

## 6. GOOD PRACTICE NOTED DURING (PREVIOUS ACADEMIC YEAR)

Positive aspects of the subject/programmes that you wish to highlight as evidencing good practice

### **7.7.4 Faculty Annual Monitoring Reports**

These notes are primarily designed for those who will be most involved in writing Faculty monitoring reports, that is, Chairs of Faculty Quality Assurance Committees. They are included in this document for the sake of completion.

#### Committee process

1. The Quality Assurance Handbook includes the following statements on annual monitoring reports:

FQAC will produce a summary report of the monitoring exercise, identifying general issues either of good practice or of concern. The report must demonstrate that Subject Action Plans have (or will) address all issues arising from the background information. The report will also be forwarded to Boards of Study. The report will follow a standard format:

Issues of general or wider concern arising from the monitoring process, appropriate to a number of subject areas and action recommended for their resolution. Summary report on each subject highlighting the particular issues. General comments on the monitoring process.

The FQAC should report to the November meeting of AM. The Faculty Council's comments and conclusions should also be presented where appropriate. Monitoring reports and Action Plans will be provided for future Field Boards to ensure continuity within the overall process.

2. Faculties should indicate in their report whether issues identified have been satisfactorily followed up and resolved, and what action they have taken.
3. Once action plans have been approved by FQAC, they are forwarded to the external examiners.
4. It is often difficult to identify at the University level precisely what issue the Faculty was raising in its Annual Monitoring report, thereby making it very difficult to address. It is very important that FQAC reports are clear as to the issue and preferably what action the Faculty intends to take/want taken. It is also very important that the Faculty is clear about the extent of central responsibility and that FQAC has signed off the report.

### **Guidance to Faculties on Monitoring Reports**

Faculty Monitoring Reports, which should be produced to a consistent format across Faculties, should include:

- confirmation that the previous year's reports have been checked against comments made by DC and any amendments notified

- comment on the Subject Action Plans, of each subject area (howsoever defined by the Faculty) and indicate any outstanding Plans, together with action taken to secure missing information;
- comment on the subject areas' Academic Development Plans;
- bullet-point summary front sheet, clearly setting out: issues raised last year for resolution; a summary of the action taken to address issues; and a summary of the Faculty's Academic Development Plan. By producing this summary, Faculties will assist University Quality Assurance Committee in the identification of general, widespread or University-wide issues, as well as those which are by their nature subject/Faculty specific. Academic Committee will also be able to monitor Academic Development Plans in subject areas and Faculties;
- clearly identified action points, outlining the action required and what has been done to achieve this. Where action points relate to areas "outside the Faculty's control", an indication must be given of the steps that have been taken to take issues forward;
- general comments on the monitoring process;
- issues of general or wider concern arising from the monitoring process, appropriate to a number of subject areas, and action recommended for their resolution (these should be listed in order of priority/importance);
- comment on each collaborative link (domestic or international) for which the Faculty is responsible;
- comment on short course provision;
- signature of FQAC Chair.

### **7.7.5 Appendices to Annual Monitoring Reports**

#### **1. MODULE STATISTICS**

The Faculty Quality Assurance Committee provides statistics for all mainstream modules which should be used to support the assessments and evaluations made in the reports. The statistics (based closely on those required by the QAAHE for Academic Review) are as follows:

- entry profile;
- progression rates, for particular cohorts;
- awards made;
- employment and further study.

#### **2. STUDENT EVALUATION QUESTIONNAIRES**

Two kinds of questionnaire are evaluated:

- the level evaluation questionnaire is processed and summarised by the FQAC;
- Module evaluation questionnaires are processed by individual Departments.

The system for processing student evaluation questionnaires produces charts and statistics. Departments should use this data to support the assessments and evaluations made in the reports, even where there have been a low percentage of the questionnaires returned. To validate the data extracted from the results and to set a context, the percentage of responses returned should also be included in the report.

The information produced by processing each level questionnaire should be appended to the appropriate report. Results from module evaluation questionnaires should not be included in annual monitoring reports.

### **3. EXTERNAL EXAMINERS REPORTS**

Copies of each report relating to the session under review should be appended to the report. The provision of annual monitoring reports to external examiner normally replaces the need for separate responses by Department to external examiners, but if any substantive responses are made by Department to external examiners in addition to the annual monitoring report, these should also be appended.

External examiners should be given an opportunity to comment on the annual monitoring report before it is submitted to the University Quality Assurance Committee. For this reason, it should be sent by Departments to their external examiners as soon as it is prepared.

### **4. OTHER APPENDICES**

- Recommendations made at a Module Continuation Review for the module under review, if one occurred in the previous session, should be appended;
- Recommendations arising from any external quality review of the module, such as Academic Review or Professional Body Accreditation, which occurred in the previous session, should also be appended.

This evidence should be reviewed in the annual monitoring report, and particularly in Quality Management and Enhancement. The report should indicate how these recommendations are being implemented, and/or plans for implementing these recommendations in the future, and, as with all appendices, should be used in a constructive manner, with clear mapping to the analytical content of the report.

## **APPENDIX A**

### **PROGRAMME SPECIFICATIONS TEMPLATE**

# Philadelphia University

## Undergraduate Programme Specifications

Note: To add a new row to any table sit in the last column of the last row and press the Tab key.

### 1. GENERAL INFORMATION

Award	Programme Title	Duration	Mode of study

Faculty	
Awarding Institution	
Programme Accreditation	
Relevant QAA benchmark(s)	

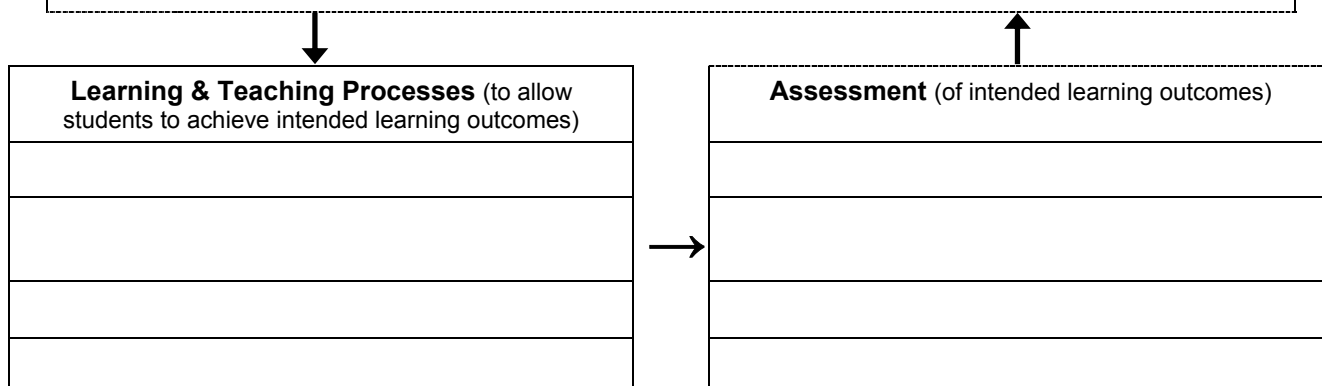
### 2. AIMS OF THE PROGRAMME(S)

The programme aims to:

01.
02.
03.

### 3. INTENDED LEARNING OUTCOMES OF THE PROGRAMME(S)

A. Knowledge & Understanding
Able to:
A1.
A2.
A3.



B. Intellectual Skills
Able to:
B1.
B2.
B3.
B4.
B5.



Learning & Teaching Processes



Assessment



C. Practical Skills
Able to:
C1.
C2.
C3.
C4.
C5.



Learning & Teaching Processes



Assessment



D. Transferable Skills and Personal Qualities
Able to:
D1.
D2.
D3.
D4.
D5.



Learning & Teaching Processes



Assessment

#### 4. THE STRUCTURE OF THE PROGRAMME(S)

Year	Programme structure and credits	Credits
------	---------------------------------	---------

##### Year 1

Compulsory	
Optional (Choice of __ from __ )	

##### Year 2

Compulsory	
Optional	

##### Year 3

Compulsory	
Optional	

##### Year 4

Compulsory	
Optional	

(Please add rows as needed)

#### 5. CURRICULUM PROGRESSION: INTENDED LEARNING OUTCOMES FOR EACH YEAR

Year	Intended learning outcomes
Year 1 (Certificate of Higher Education)	
Year 2 (Diploma of Higher Education)	

<b>Year 3</b>	
<b>Year 4</b> (Please delete where necessary)	

**6. STUDENT INDUCTION, SUPPORT AND DEVELOPMENT** (in order to deliver the year learning outcomes)

--

## 7. CURRICULUM MAP OF COURSE UNITS AGAINST INTENDED LEARNING OUTCOMES OF THE PROGRAMME

Course Unit Title and Code (including placements, field courses and other programme components)				Knowledge & Understanding					Intellectual Skills					Practical Skills					Transferable Skills & Personal Qualities				
Yr	Co de	Course Unit title	C/O	A1	A2	A3	A4	A5	B1	B2	B3	B4	B5	C1	C2	C3	C4	C5	D1	D2	D3	D4	D5
Year 1																							
Year 2																							
Year 3																							



## 8. CRITERIA FOR ADMISSION

Candidates must be able to satisfy the general admissions criteria of the University and of the School in one of the following ways:

## 9. PROGRESSION AND ASSESSMENT REGULATIONS

*General single University assessment regulations to be inserted here.*

<b>Date of original production:</b>	
<b>Date of current version:</b>	

## APPENDIX B

### DOCUMENTATION TO BE PROVIDED BY THE INSTITUTION

---

This appendix is extracted from QAA Subject Review Handbook October 1998 to September 2000.

The items in bold, italicised type are usually sent to the review team three weeks in advance of the visit. A single duplicate copy of this material should also be provided in the base room.

#### Institutional

- *prospectus*
- *location map*
- *site/building plan*
- *name and designation of the institutional facilitator for the visit.*

#### Programme-related

- *a copy of the self-assessment document*
- *a supplement containing updated information if necessary; for example, the student intake and progression data for the most recent cohort*
- *the main subject information provided for students (for example, subject/programme handbook)*
- *external examiners' reports for each programme for the three last years, with guidelines and protocols for external examiners where these are used*
- *the most recent available subject monitoring report*
- *teaching/learning timetables for each programme for the period of the visit*
- *HE academic staffing list and profile (giving main teaching/research interests and administrative responsibilities)*
- internal subject monitoring reports for the last three years, concluding those from professional bodies, students or other sources as appropriate
- minutes of relevant meetings
- module or unit outlines and relevant associated documentation (for example, booklists), typically for the core modules and a range of specialist options for each programme.

#### Student Work

This should typically include a sample of the work of the most recently assessed cohort from:

- each level and year of study
- the core modules, units or courses and a range of specialist options for each programme of study
- a representative range of attainment/marks
- a range of assessment methods, for example continuous assessments/coursework; practical/laboratory work and projects; videotapes and artefacts; and examination scripts, essays and dissertations.
- marking and feedback sheets, and assessment criteria (where they are in use) should accompany the samples.

#### Aspect-related

Additional evidence relating to each aspect, to exemplify and support statements made in the self-assessment.

## APPENDIX C

### INFORMATION PROVIDED IN BASE ROOM

---

In addition to programme modules, there is a set of box files that contain information relating to matters described in the Self-Assessment Document. These are numbered 1-29.

To further assist in finding information, some aspects described under the headings in the Self-Assessment Document are noted and their locations given.

In some instances, paperwork is duplicated as different parts of a document relate to different provisions.

#### The Framework

- The University Strategic Plan and Mission Statement [*Box file 1*]
- Faculty Mission Statement [*box file 1*]
- Departmental management structure [*Box file 1*]
- Teaching staff list and staff duties [*Box file 1*]
- List of all staff [*Box file 1, item 3*]
- Academic staff CVs [*Box files 3(a), (b), (c)*]
- Academic staff 'potted' biographies [*Box file 3*]
- Facilities [*Box file 1, items 2,4*]

#### 1. Curriculum Design, Content and Organisation

##### *Undergraduate degree programs*

- Programme and curriculum development [*Box file 15*]
- Overall structure of undergraduate degree programmes [*Box file 16*]
- Prospectuses [*Box files 11 and 28*]
- Modules and electives contained in student information booklets [*Box file 16*]
- Undergraduate programme management [*Box file 19*]
- Managing information [*Box file 3*]
- Foundation Year [*Box file 10*]

##### *Postgraduate degree (M.Sc.) programs*

- Programme and curriculum development [*Box file 15*]
- Overall structure of postgraduate degree programmes [*Box file 17*]
- Prospectuses, etc. [*Box files 17 and 28*]
- Modules and electives contained in student information booklets [*Box file 17*]
- Postgraduate programme management [*Box file 20*]

#### 2. Teaching, Learning and Assessment

##### *Undergraduate degree programs*

- Overall structure of undergraduate degree programmes [*Box file 16*]
- Undergraduate taught modules [*Individual box files for each module*]
- Undergraduate examinations and assessment [*Box files 21*]
- Undergraduate projects [*Box file D*]
- Directed Studies [*Box file B - Part 1; Module boxes for Part 2*]

- Semester I seminar programme [*Box file 14*]

### ***Postgraduate degree programs***

- Overall structure of postgraduate degree programmes [*Box file 17*]
- Postgraduate taught modules [*Individual box files for each module*]
- Postgraduate examinations and assessments [*Box file 21*]
- Postgraduate dissertations [*Box file H*]

## **3. Student Support and Guidance**

### ***Undergraduate***

- Admissions: Central University procedures [*Box file 11*]
- Faculty procedures [*Box file 11*]

Foundation Year [*Box file 10*]

- Information provided to students
- Programme booklets [*Box file 16*]

- Student support
- Central University provision [*Box file 5*]

Tutorial arrangements [*Box file 13*]  
Careers and industrial placements [*Box file 14*]

- Safety procedures [*Box file 1*]

### ***Postgraduate***

- Admissions: Central University procedures [*Box file 11*]
- Faculty procedures [*Box file 11*]

Information provided to students  
Programme booklets [*Box file 17*]

- Student support
- Central University provision [*Box file 5*]
- Tutorial arrangements [*Box file 13*]
- Careers and industrial placements [*Box file 14*]

- Safety procedures [*Box file 1*]

## **4. Student Progression and Achievement**

- Information on progression and placement for both undergraduates and postgraduate programmes [*Box file 14*]

## **5. Learning Resources**

### ***Staff profiles***

- Departmental staff profile [*Box file 3*]
- The full CVs for staff are contained in *Box files 3(a), (b), (c)*

### ***Resources***

- Central University resources for staff and students [*Box file 8*]
- Departmental resources [*Box file 8*]

## **6. Quality Assurance and Enhancement**

- Quality assurance procedures (University and Faculty) [*Box file 6*]

- · Assessment of Departmental Performance [*Box files 7(a), (b)*]
- Faculty Academic Policy Committee [*Box file 9*]
- Undergraduate Programme Committee minutes [*Box file 19*]
- M.Sc. Programme Committee minutes [*Box file 20*]
- Departmental Council minutes [*Box file 2*]
- Observation of teaching [*Box file 21*]
- Student comments (in each programme module box file)
- External Examiners' reports [*Box file 23*]
- Programme module reviews [*Box file 24*]
- External accreditation [*Box file 25*]
- Scientific Advisory Committee minutes [*Box file 26*]
- Staff development [*Box file 4*]

## APPENDIX D

### MODULE NUMBERING SCHEME

---

The scheme of module numbering is illustrated in Figure (D-1). In the example shown, the module number 750322 indicates that Faculty of Information Technology, Department of Computer Science offers this module, in the third year, in the area of Theory/Languages, and the module is Design and Analysis of Algorithms.

**Figure (D-1) Module Numbering Scheme**

