Tshwane University of Technology
We empower people

Programme Review Manual

Directorate of Quality Promotion
2010

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1. Introduction

Higher education institutions (HEI) need to assure their internal and external stakeholders that they provide high quality academic programmes that demonstrate fitness of and fitness for purpose. In addition, there are statutory requirements emanating from the Department of Higher Education and Training (DHET), the South African Qualifications Authority (SAQA) and the Higher Education Quality Committee (HEQC) regarding programme approval, registration and accreditation that must be fulfilled to protect stakeholders from poor quality programmes.

The quality assurance of academic programmes is underpinned by policies, strategies, processes, procedures and guidelines as well as the necessary structures, resources and management systems to deliver academic provisioning at the requisite level of quality. The next step in the assurance cycle is the evaluation of the extent to which the HEI delivers high quality academic programmes. In so doing, the HEI celebrates best practices and effects remediation measures where necessary.

The self-evaluation of academic provisioning, in the form of programme review, by programme groups is generally accepted as one of the most effective means of conducting an authentic review of academic practice. When it is accompanied by peer validation of practice it has the potential to yield significant programme intelligence to underpin improvement initiatives.

2. The programme review framework

2.1. Definition of key terms

It may be useful to define, at the outset, some of the terms that are used in this document and in quality management.

A programme is a purposeful and structured set of learning experiences that leads to one or more qualifications. It enables learners to achieve the pre-specified outcomes of a qualification.

A qualification is the formal recognition, through certification, of learning achievement, awarded by an accredited provider.

Quality assurance is the process of ensuring that institutional arrangements for meeting specified quality standards or requirements of education provision are effective

Quality management is the sum total of assurance, monitoring, evaluation, planning and resource allocation to improve quality.

Programme evaluation is the *external process of quality assurance*, undertaken by an external agent such as the HEQC or a professional body ETQA or SETA. The process is undertaken in order to make an independent assessment of a programme's development and management and outcomes through validation of the findings of an internal programme self evaluation

Programme review refers to *internal quality assurance* procedures that an HEI uses to reflect, monitor and assess the quality of its academic programmes.

Programme team refers to all the academic staff (full-time, part-time, service subject providers) teaching in a programme.

Programme self-evaluation refers to the process by which a programme group critically reviews their academic programme using the TUT programme review approved manual (or other Senate approved criteria). The process results in the development of the self evaluation report and culminates with a programme improvement plan.

Supporting evidence policies, procedures, records and any other source of evidence that is used to support and enhance the quality of teaching and learning

3. The TUT review approach and model

3.1. The TUT approach

The aim of this manual is to guide you through the process of reviewing your academic programmes. The most basic set of questions that underpins a deliberate and authentic review are:

- *Why do we do what we do*?

- *Why do we do it in that way?*

- *How well are we doing it?*

- *How do we know how well we are doing?*

- *What can we do better?*

To respond to these questions systematically, so that all the relevant elements of academic provisioning and their performance judged, an adapted version of the Excellence Model is the university's preferred model for programme review. The Excellence model forms the framework of the self-assessment model, while the criteria and self-evaluation questions have been developed in-house after extensive research.
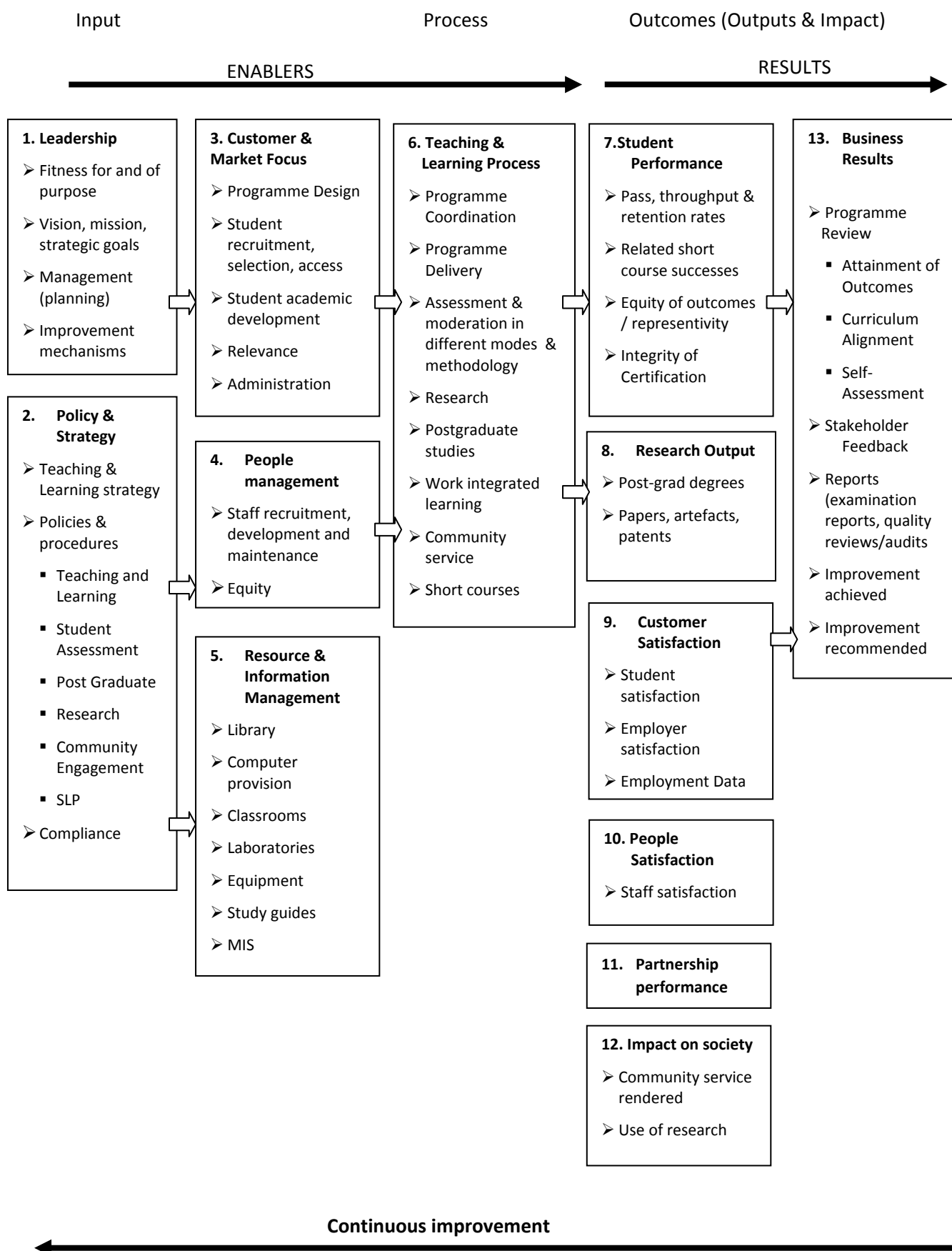
The TUT framework takes into account the HEQC framework for programme accreditation, but does not attempt to follow it closely or exclusively. The point of departure is that programme review is a natural activity within our concept of quality and our quality management systems, focuses on continuous improvement and customer care, and is inextricably linked to our strategic goals and objectives.

The review assists us in making judgements about the value or worth of a programme within the local and wider national and even international contexts. It also signals to us where we are in our developmental trajectory in a programme or in a department and assists us in formulating our self-improvement plans.

Thus programme review is premised upon a reflective, diagnostic, and continuous improvement attitude. It requires us, as professionals, to make self-judgements regarding all our teaching, research and community service activities in a critical but constructive manner, and to signal our intentions to remedy any possible weaknesses and improve practices.

Although our programme review is not in the first place undertaken to fulfil HEQC requirements, the rigour with which we conduct the review process will be a critical factor in determining whether the HEQC awards self-accreditation status to TUT. Therefore the institution need to demonstrate through the review process that none of its programmes are of questionable quality, and that it has effective and efficient internal programme quality assurance mechanisms in place.

3.2.   The self-evaluation model

Input   Process   Outcomes (Outputs & Impact)

ENABLERS ──────────────────────▶   RESULTS ──────────────────────▶

1. Leadership

➢ Fitness for and of purpose

➢ Vision, mission, strategic goals

➢ Management (planning)

➢ Improvement mechanisms

2. Policy & Strategy

➢ Teaching & Learning strategy

➢ Policies & procedures

  ▪ Teaching and Learning

  ▪ Student Assessment

  ▪ Post Graduate

  ▪ Research

  ▪ Community Engagement

  ▪ SLP

➢ Compliance

3. Customer & Market Focus

➢ Programme Design

➢ Student recruitment, selection, access

➢ Student academic development

➢ Relevance

➢ Administration

4. People management

➢ Staff recruitment, development and maintenance

➢ Equity

5. Resource & Information Management

➢ Library

➢ Computer provision

➢ Classrooms

➢ Laboratories

➢ Equipment

➢ Study guides

➢ MIS

6. Teaching & Learning Process

➢ Programme Coordination

➢ Programme Delivery

➢ Assessment & moderation in different modes & methodology

➢ Research

➢ Postgraduate studies

➢ Work integrated learning

➢ Community service

➢ Short courses

7.Student Performance

➢ Pass, throughput & retention rates

➢ Related short course successes

➢ Equity of outcomes / representivity

➢ Integrity of Certification

8. Research Output

➢ Post-grad degrees

➢ Papers, artefacts, patents

9. Customer Satisfaction

➢ Student satisfaction

➢ Employer satisfaction

➢ Employment Data

10. People Satisfaction

➢ Staff satisfaction

11. Partnership performance

12. Impact on society

➢ Community service rendered

➢ Use of research

13. Business Results

➢ Programme Review

  ▪ Attainment of Outcomes

  ▪ Curriculum Alignment

  ▪ Self-Assessment

➢ Stakeholder Feedback

➢ Reports (examination reports, quality reviews/audits

➢ Improvement achieved

➢ Improvement recommended

Continuous improvement ◀──────────────────────

4. Concept of Quality

Our concept of quality includes the notions of fitness of and for purpose, value for money and transformation (i.e. developing the capabilities of individual learners for personal enrichment as well as the requirements for social development and economic and employment growth). But how do we judge whether what we do and whether the results of our actions can be described as 'quality'?

We have over the past few years been using a number of indicators as criteria to reflect on the inputs, process and outputs of the teaching and learning process (such as number of students, their race and gender profiles, pass rates, throughput rates, graduation rates; profiles of teaching staff, research output, infrastructure provision, etc). Important as such statistical data may be, data is in itself insufficient and meaningless if not accompanied by reflective analysis, which identifies good practice underpinning good results, and areas for improvement to improve results.

The review manual further assists you in planning your review process. It addresses the quality management focus areas and criteria on programme planning, management, delivery and monitoring and evaluation that should be included in a review report. For every criteria to be addressed, the manual indicates the type of evaluative questions to respond to and what information and documentary evidence should typically be available to support your self-evaluation.

Please note: The guidance notes are not aspects to be ticked off as you address them. They are only suggestions as to what could be addressed, and should in no way limit your self-reflection process.

5. Where to start and what to do?

The quality cycle (Plan-Do-Check-Act) is as useful a basis for self-evaluation as it is for every other aspect of our academic planning, delivery, monitoring and evaluation. The unfolding of the process in terms of the quality cycle is provided below to further assist you.

Plan

Quality

Act   Do

Check
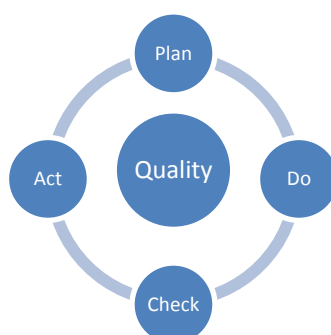
5.1. Plan

A good place to start is to plan the review project which entails planning for the actual event on a specific date, as well as planning within the perspective of the entire improvement cycle. This includes roles and responsibilities, data collection, collation, review and analysis, writing the self-evaluation report, preparing for the site visit and compiling the quality improvement plan.

5.2. Do

In this phase, all the information and data necessary are collected and collated and a self evaluation report, based on the elements and criteria set out in the programme review model is prepared. This self evaluation report will be made available to the review panel, prior to the review site visit. In this phase, all the information and data relevant to criteria are scrutinised, as well as any additional information or documentation that could serve as evidence of practice, planning and performance collated.

The development of a Quality Management System (QMS) lies at the heart of a successful self-evaluation process. Where quality manuals have been developed, containing the implemented policies, processes and procedures, with retrievable records of performance; self-evaluation merely requires systematic reflection on what we planned to do, how we intended doing it, how we executed our plans in practice, and how well we did this.

5.3. Check

A review panel comprising peers from the relevant discipline, industry, academia and quality management assesses the self-evaluation report (SER). The panel reflects on all the input, process and output information and supporting data, and evaluates these against the criteria of the review framework. The panel then conducts a site visit to interview staff and students and inspect facilities to pursue further lines of enquiry and to validate the claims made in the SER.

A review report outlining commendations (best practices), affirmations (good practice) and recommendations (areas in need improvement) is then forwarded to the programme team.

5.4. Act

Based on the review panel report, the programme team develops a quality improvement plan to address areas of weakness. The review report also serves as the starting point of the new planning cycle

6. The self- evaluation report (SER)

While a programme is generally considered the unit of analysis for the purposes of external accreditation, the programme team, should they offer programmes from diploma to doctorates, is expected to prepare two SERs. One SER should focus on the diploma and B.Tech while the other focuses on the master and doctoral programmes. In addition, programme teams that offer service subjects are also expected to compile an SER using the accompanying *Manual for Service Subjects*. Programmes with unique circumstances should consult the Directorate of Quality Promotion (DQP) for additional guidance.

6.1.   The Audience

The SER is prepared in the first instance for the programme team (i.e. those involved in with the programme). It serves as a reference point for continuous programme renewal and improvement. It presents a foundation for future reports, enabling a programme group to up-date and edit the report annually against the programme performance and improvement action plans and activities.

Second, the SER is prepared for the faculty for the purposes of providing a profile of faculty performance for annual reporting, programme monitoring and evaluation, and planning and resource allocation. Third, a faculty composite report is prepared for the Senate to monitor and evaluate academic provisioning at the university in terms of Senate's oversight responsibilities.

Finally, the SER enables the HEQC and other statutory professional bodies judge whether the standard of programme planning and delivery meets their pre-determined requirements for programme accreditation and professional recognition.

6.2.   The portfolio

The portfolio consists of the self evaluation report and all the supporting evidence that may be relevant to verify the claims and statements in your report. Although   you are not required to attach hard copies of all relevant information and records, it would expedite the work of the review panel if all the relevant supporting are indexed and referenced.
In the event of technical problems prohibiting access for review panels to the electronic documents and records, at least one hard copy of the quality manual per department, containing the relevant documents, is required.

6.3.   The format of the self evaluation report

The format below is the recommended organising structure for your self-evaluation report. You may add other elements that you consider relevant for the review. While no limit is set on how much information you should provide, or how long the report may be, it is recommended that reporting should be succinct without omitting important descriptions, analysis and conclusions.

6.3.1.   Part A: Programme detail

1. Programme Name
2. Faculty
3. Name of the Department
4. Name of campus or learning site
5. Name(s) head of department and programme co-ordinator
6. Names of programme team members
7. Other Faculties/departments involved in offering the programme
8. Qualification specifications (SAQA format)

    - Purpose
    - Outcomes
    - Assessment criteria
    - Summative assessment
    - Moderation
    - Levels
    - Credits
    - Entrance assumptions and requirements
    - Articulation possibilities

9. Programme specifications

    - Curriculum (modules per level, as specified in your information flyer for the programme)
    - Entrance requirements

10. Accreditation status

6.3.2. **Part B: The SER**

1. The self-assessment exercise and self assessment report
2. Leadership
3. Policy and strategy
4. Customer and market focus
5. People management
6. Resource and information management
7. Process management
8. Student performance
9. Research output
10. Customer focus
11. People satisfaction
12. Partnership performance
13. Impact on society
14. Business results

7. The review criteria

In the tables below, the different review ccriteria and elements are addressed, together with evaluative questions and an indication of possible data and other evidence to corroborate your review statements in the SER. You may include additional evaluative questions as you see fit.

7.1. Leadership

Focus Area	Evaluative Questions	Supporting Evidence
7.1.1. **Fitness for purpose** (Links with section 3.1)	How are programme goals aligned to the institutional vision, mission and strategic goals (Fitness for Purpose)?	Evidence of alignment between departmental/programme and institutional strategic plan and Institutional mission and strategic goals
	Is this programme part of the approved TUT PQM?	Record of approved PQM
	How does the qualification add value to the institutional PQM?	Contextualised programme vision, mission and strategic goals.
	How does the qualification add value to the advancement of the discipline?	Stated goals and purpose of the programme, and how these will be operationalised through
7.1.2. **Fitness of purpose**	How does the qualification and its learning programme (purpose, rationale, outcomes, and curriculum) respond to national, regional and local employment and socio-cultural and socio-economic needs (fitness of purpose)?	Mechanisms used to conduct needs analysis and needs analysis report, Reports on advisory boards feedback and how this feedback is solicited Proof that programmes complies with NQF Reference to national policies in programme planning, and other strategic and planning documents.
	How does the programme address transformational issues including equity of access and equity of outcomes?	Recruitment, selection and admission policy, plans to deal with diversity of students enrolled including the RPL route, Student development strategy, Student success, throughput and graduation rates disaggregated according to racial groups, gender and disability
7.1.3. **Management and planning**	What defined lines of accountability, responsibility, communication and reporting exist in the programme?	Programme organogram with accountability lines clearly specified, Evidence that management

Focus Area	Evaluative Questions	Supporting Evidence
	What mechanisms and internal structures are put in place to ensure programme coordination	responsibilities and lines are clearly communicated, understood and operational, Communication strategy and procedures Regular departmental meetings
	How are programme coordination activities used to support collegiality and mutual support?	Time tabling arrangements Procedure for allocation of academic workloads Evidence of regular meetings and the use of rituals and symbols to ensure true collegiality
	How does programme ensure that part time staff and service provider staff are managed effectively for quality delivery of the programme?	Policy on management of part time staff and evidence of application thereof
	How does programme leadership ensure equity of provisioning between part time staff and fulltime staff?	Effective work allocation strategies
	What evidence can the department present of its capacity to manage the programme adequately?	Planning documents , programme management and coordination mechanisms,
	How is provision made for new proposed programmes in the programme planning and resource allocation processes?	Evidence of linking programme planning and resource allocation
	How is academic planning in the faculty, department and programme linked to the institutional teaching and learning policy and plan	Links are reflected in the academic and strategic planning documents
	How are planning, strategic choices, resource allocation and quality management linked (Alignment of programme planning and budgeting)?	Review results and budgetary planning linked to quality objectives and improvement targets. Evidence that the budget is appropriately aligned to programme planning to ensure an adequately resourced and managed learning environment.
	How is the strategic plan translated into clear objectives with specified times frames?	Strategic and action plans.

Focus Area	Evaluative Questions	Supporting Evidence
	How are issues of feasibility and resource implication considered prior to its approval?	Business plans and accurate projections.
	How has programme team approached the task of developing and maintaining a quality management system in terms of policies and procedures for planning, delivery and monitoring of the programme (s)?	Agenda and minutes of meetings relating to quality management system, Guidelines for setting up a quality management structure, QMS, Reports
	Describe the programme quality management system (QMS)?	Evidence of a documented QMS, its functioning, impact and improvement cycles
	How is programme quality maintained at every site of delivery of the programme?	Evidence that there are policies, and a system for assuring quality (QMS), Programme QMS is applied at all campuses equitably.
7.1.4. **Improvement mechanisms**	How is continuous improvement for this programme planned and managed?	Evidence of mechanisms (policy/rules, procedures, guidelines which support continuous improvement and implementation thereof; Monitoring and evaluation (M & E) reports, Evidence of review cycles , action plans and their implementation, results, and improvements implemented.
	What internal mechanisms have been put in place to ensure a comprehensive sustained and integrative approach of assessment and evaluation	Internal reviews (course and subject reviews) Peer reviews Collaborative teaching Invitations to colleagues to observe and comment on teaching practice An effort to sustain and build communities of practice (CoP) Symbolic events which help all focus on assessment e.g. assessment day

7.2. Policies and strategy

Focus Area	Evaluative Questions	Supporting Evidence
7.2.1. **Teaching and learning strategy**	How has the institutional teaching and learning strategy been used to guide the formulation of the faculty/programme strategy?	Institutional teaching and learning strategy, Faculty teaching and learning strategy, Programme related teaching and learning strategy
	How is this strategy being used to inform teaching, learning and assessment policies and practices in the faculty, department and programme?	Alignment of the institutional teaching and learning strategy to that of the faculty and departments Programme teaching and learning strategic documents
	Does the programme have its own T&L & Assessment strategy and plan to guide teaching and learning practices	Programme teaching and learning strategic documents
	Does the programme use teaching and learning with technology modes of delivery?	Programme related teaching and learning strategic documentation,,
	What kind of curriculum planning documents are used to infuse teaching and learning with technology in the programme?	Course/modules/ subjects documentation
	How does the department manage and guide the development and approval of new qualifications and changes to existing programmes?	Policy and processes used by the curriculum committees Processes and procedures associated with application to offer new programmes, Teaching and learning strategic documentation Business plans
	What mechanisms exist for the following: • phasing in of new programmes • phasing out of existing /old programmes • budgetary allocations for each implementation phase of new programmes • resource allocation for the different phases of implementation of new programmes • meeting of HEQC and statutory professional bodies accreditation conditions (including review, output and impact assessment)	Programme strategic planning documents,

Focus Area	Evaluative Questions	Supporting Evidence
7.2.2. **Policies and procedures**		
Teaching and learning	What defined policies and/or procedures exist and are operational for the design, development, approval and delivery of learning materials	Policies and procedures
Student assessment	What defined policies and/or procedures exist and are operational for the assessment of students and for the management of assessment	Student assessment policies and procedures
Distance education policies	What defined policies and procedures exist and are operational for the management of distance education?	Policies and procedures
Post-graduate studies	What defined policies and/or procedures exist and are operational for the management of post-graduate studies	Post-graduate studies policies and procedures
Research	What defined policies and/or procedures exist and are operational for the management of research	Research policy and procedures
Community engagement	What defined policies and/or procedures exist and are operational for the management of community service	Community engagement policies and procedures and evidence of their effectiveness in the quality management of community service.
Short learning programmes (SLP)	What defined policies and/or procedures exist and are operational for the management of SLP at faculty and departmental level	SLP Integrated learning policies and procedures and other documentation e.g. blueprint documents
Recognition of prior learning (RPL)	How is RPL specifically catered for?	RPL policies and procedures
Work Integrated learning (WIL)	What defined policies and/or procedures exist and are operational for the management of work integrated learning	WIL policies and procedures at programme level
7.2.3. **Compliance**	How has the even implementation of these policies and associated procedures been ensured across the programmes in relation to teaching and learning delivery, assessment, postgraduate studies, research, community service and short learning programme?	monitoring and impact reports Programme performance reports

7.3.   Customers and market focus

Focus Area	Evaluative Questions	Supporting Evidence
7.3.1. **Programme design**	How do programme design, development, and approval take into account the needs, requirements and inputs of legitimate external stakeholders (industry, local community, students, professional bodies, external academic peers, outside the institution)?	Evidence of market research, needs analysis, regional clearance, professional boards support Reports of meetings or any form of interaction / communication with professional bodies
	How coherent is the learning programme design and how feasible is the delivery of its design?	Curriculum structure for every exit level, including experiential learning component to show intellectual coherence.
	How does the programme design maintains an appropriate balance of theoretical, practical and experiential knowledge and skills. It has sufficient disciplinary content and theoretical depth, at the appropriate level, to serve its educational purposes	Thorough breakdown of theory and practicals and experiential learning into percentages by weight/ credits
	Are the modules/subjects coherently planned with regard to content, level, credits, purpose, learning outcomes, rules of combination, and relative weight?	Evidence that modules/subjects are integrated to realize the purpose of the qualification
	Have you outsourced the delivery of the programme or any part thereof? What has been the effect of the outsourcing on the quality delivery of the programme?	Contracts or partnership agreements Impact reports
	How well does the design of the programme offer learning and career pathways to students including opportunities for access to and articulation with other programmes within and across institutions?	SAQA registered qualification Learning programme specifications
	How well does the programme's design, learning outcomes, degree of curriculum choice, expected completion time, teaching methods and modes of delivery cater for the needs of its student intake?	Student target group analysis, and evidence of enrolment planning and intervention programmes, tutorials, academic development strategies
Programme design (cont)	How are assessment criteria and assessment strategies coherently linked to learning outcomes	Learning programme specifications and assessment strategies.

Focus Area	Evaluative Questions	Supporting Evidence
	How does the programme team manage the development and evaluation of learning materials to ensure alignment with the programme purpose, outcomes, assessment and underpinning learning and teaching philosophy?	Policy on design and development of learning materials Variety of learning materials available in the subject files
	How are members of staff being trained to develop learning materials?	Training programmes and schedules, attendance lists, and training reports
	Do programme outcomes meet national and / or regional labour market, knowledge or other socio-cultural needs?	Learning programme specifications, curriculum review meetings and minutes, and curriculum development reports
	How are the requirements of professional boards taken into consideration in the revision of the programme?	
7.3.2. **Student Recruitment, Selection and access**	How are recruitment, selection and admission policy and procedures used to ensure that sufficient numbers of adequately prepared students enter the programme?	Recruitment strategy Programme administration documents
	How does the programme support the enrolment targets set by the institution to address equity?	Enrolment plan and data to show how size & shape and equity targets are met,
	Does the institution's and programme's advertising and promotional material reflect accurate and sufficient information regarding admission policies, application procedures, completion requirements and academic standards?	Promotional material, Calendar/programme handbook, course outlines, and information brochures. Evidence of systematic and regular review of advertising and promotional material.
	How does the programme liaise with potential pools of students in the local communities, How effectively is information on the faculty offerings disseminated	Marketing plan (targeted marketing)
	How fair and effective are selection methods and mechanisms?	Programme planning documentation.
	How does the programme apply the institutional admission policy and how is it aligned to the programme's mission and strategic plan?	Institutional and programme admissions policies and procedures. Alignment of programme strategic and academic plans to institutional admission policy

Focus Area	Evaluative Questions	Supporting Evidence
	How does the faculty, department and programme in its recruitment and admission procedures, provide for flexible entry routes that take into account level of preparedness and prior learning?	Student admissions policy and procedures RPL policies and procedures
	Does the programme allow for flexible entry routes with RPL not exceeding ten percent (10%) of the student intake? (See above)	RPL policy and procedures available Evidence of flexible access and entry routes through use of RPL
7.3.3. **Student Academic Development**	How well do student support and development policies guide student support services How does the faculty and departments implement policy on student development in their academic programmes and teaching and learning activities? How accessible are student development and support services to students across campuses where programme is delivered?	Student academic development policies Evidence of planning and budgeting for academic development programmes
	How are student development programmes integrated into the programme curriculum?	Programme design documents
	Do academic development programmes cater for the diverse group of students?	Range of academic support programmes
	How well is the availability and scope of these programmes communicated to the students?	Prospectus, advertising brochures student diaries Time tables Evidence of a sustained communications strategy.
	How is institutional language policy implemented and what strategies are employed to ensure that language is not a barrier to learning and progress?	Language policy. Evidence of awareness workshops on Language policy to assist in interpretation and monitoring
	How is student progress monitored, how is this used to identify 'at risk' students, and how are interventions provided for such students?	A battery of diagnostic assessments pre session Analysis of student performance data Analysis of student counselling services rendered
7.3.4. **Relevance**	How effective are student academic support services in improving student success?	Data on student performance and referrals; evidence of counselling, guidance; Programme outcomes and student performance records,

Focus Area	Evaluative Questions	Supporting Evidence
	How student performance is monitored and how are students at risk of failure identified? Is timely educational intervention provided for such students?	Strategy for indentifying at risk students (not after first test) and sustained intervention
	What staff development opportunities does the institution provide to enable teaching staff to improve their curriculum development and teaching practice in order to cater for a diversity of student learning needs?	
	In particular, how are teaching staff encouraged and rewarded for specific curriculum innovations that address the needs of educationally disadvantaged students, and the needs of students for whom the institutional language of learning is a second (or even third) language?	Evidence of such innovations and their impact and a reward strategy
	What student development and support services does the institution provide and how well are these resourced and managed? How have the student support services been adapted to serve a diversity of students?	List of services, and strategy to promote awareness amongst the student body evidence of access and evaluation of impact
	Are the admission requirements in line with the assumptions of learning stipulated for this programme?	Programme planning documentation.
	How are the needs of a vocational and professional programme taken into account in selection?	Student admissions policy and procedures RPL policies and procedures
	How does the programme group/dept and faculty respond to applicants who meet admission criteria but are not offered places?	
	How are applicants provided with guidance and assistance on flexible entry routes such as RPL	Support mechanisms
7.3.5. **Administration**	How well are admissions and selection processes integrated and coordinated between the programme group and the Administration Registrar's environment	Programme advisors guides, counselling session report

Focus Area	Evaluative Questions	Supporting Evidence
	How effectively are selection arrangements and outcomes communicated to students?	Mechanisms linking the department and administration (Registrar's environment)
	How accurate is the programme administration database, and how does this support student registration and certification?	Procedures linking programme and administration
	How effective and efficient is student registration for this programme?	Registration procedures and student feedback on effectiveness of these including how you solicit such feedback
	How is the accuracy of students' academic records ensured?	Mechanisms to institute controls and checks.
	How does the administrative service in the programme provide for information to students on venues, timetables, availability of staff, consultation hours, re-admission to programmes and referral to appropriate academic development programmes?	Programme procedures and records Controls and checks

7.4. People management

Focus Area	Evaluative Questions	Supporting Evidence
7.4.1. **Staff recruitment and profile**		
Staff recruitment	Do appropriate policies and procedures exist for the selection, appointment, induction and remuneration of fulltime and part time academic staff?	Staff recruitment policies and procedures
	How effectively is the policy and procedures applied to ensure appropriately qualified staff for this programme are appointed?	Staff appointments and staff resumes
Staff equity	Are there equity targets set for the staff in this programme, and how does the staff profile compare with these targets?	Equity targets, plans and strategies
Staff profile	How appropriate is the staff profile and capacity for the quality and adequate delivery of the programme?	Documented staff profile, indicating position, qualifications, experience, subjects/modules and the levels they are teaching in the programme

Focus Area	Evaluative Questions	Supporting Evidence
	What benchmark requirements are set in respect of relevant academic qualifications, professional experience, teaching experience, assessment, and monitoring and evaluation of practical and experiential learning?	The qualifications of academic staff were awarded by recognised higher education institutions
	How does part time and contract academic staff members meet the same teaching and professional criteria as full-time staff?	Policies and procedures for part time and contract staff induction practice and development.
7.4.2. **Staff development**	Does the faculty and department have a staff development plan?	
	Is there an organised professional development programme for new, part time and existing academic staff members?	Staff orientation policies, procedures and records Evidence of how well or how effectively (or the opposite) staff orientation leads to impact on the quality of teaching of those who participated, as seen in changes in the quality of learning.
	How does the staff development plan relate to programme performance? How is staff development plan aligned to the teaching and learning strategy of the institution?	Programme review reports Programme performance reports Programme quality indicators
	How are new and part time staff mentored?	Staff development programmes Mentorship plans, contracts and reports
	How are staff provided with opportunities to improve their curriculum development and teaching practice capabilities to enable them to respond to diverse students needs especially the under prepared and second language students?	Staff development programmes Training attendance records
	How is the academic staff equipped with skills to ensure that students are exposed to a diversity of ideas, styles and approaches?	Staff development programme topics cover developments in Higher Education environment, and examples of such topics
	Is ongoing professional development and training of staff as assessors performed according to accepted higher education standards?	Training and development plans and attendance records
	How is academic leadership developed in	Record of staff appraisal policy,

Focus Area	Evaluative Questions	Supporting Evidence
	the HOD and Deans?	procedures, Key Performance Areas (KPAs), appraisal. Records of intervention strategies, outcomes and follow up. Appropriate programmes for the leadership development and arrangements to enable academic leaders to attend/ participate in such
7.4.3. **Staff Appraisal**	How do the results of staff appraisal inform staff development plans?	Record of staff appraisal policy, procedures, KPAs, appraisal. Records of intervention strategies, outcomes and follow up.
	What procedures are in place to manage staff performance, How is support and training provided for under-performing staff?	Mechanisms for assessing performance Strategies for intervention Mentoring Collaborative teaching and observation sessions
	How is participation in national and international conferences used to support benchmarking of teaching practice and the development of staff?	Conference papers and linkages to teaching practice, Staff development and support programmes
	How is the quality management system in this department used to promote self-reflection on teaching practice, and what incentives/awards are provided	Evidence of QMS alignment with professional development Review data and inputs used in strategic planning
7.4.4. **Research Capacity**	How are research outputs aligned with staff profile and curricula requirements?	Scholarly/research requirements of staff
	How is research capacity developed in new and less experienced staff?	Research development, CoPs, joint projects, collaborative research – staff and staff, staff and students
7.4.5. **Support Staff**	How is the support and administrative staff for this programme developed?	Staff development policy and skills development plan
7.4.6. **Staff capacity**	How satisfied is staff with the working environment (including workload, remuneration, and appraisal)?	Lecturer- student ratios and arrangements for academic workload allocation
	Is specific and sufficient time allocated for staff to fulfil their responsibilities related to the programme?	Record of teaching schedules, consultancy schedules Satisfaction surveys

Focus Area	Evaluative Questions	Supporting Evidence
	Is there sufficient opportunity for students to consult with the teaching staff? Are the times and modes of contact for consultation between academic staff and students made known?	Students satisfaction surveys Consultation schedules

7.5.   Resource and information management

Focus Area	Evaluative Quations	Supporting Evidence
7.5.1. **Library and Information Support (LIS)**	How well and systematic are the library resources integrated into the programme curriculum? Are library resources sufficient in size and scope to: • Complement the curriculum, • Provide incentives for students to learn according to their own need, capacity and pace • Support appropriate professional and scholarly activities of staff and students in the programme	LIS stock database: data on books, journals, library usage; Prescribed texts, lists of recommended books and other resources
	How adequate is access to the library facilities?	Circulation statistics and visiting times?
	Are resources available in electronic format? What is the proportion of electronic resources to those of print media?	Evidence of format of LIS resources available for the programme
	What provision is made for training staff and students in the use of electronic LIS resources?	Training programmes Records of training
7.5.2. **Information technology (IT) infrastructure**	How adequate is the IT infrastructure (hardware, software) for this programme and how well is it maintained?	Curricula requirements, asset records, maintenance plans
	Is a financial plan available for the maintenance and continuous upgrading of the infrastructure?	Budget plan Maintenance plan
	How effective is implementation of suitable recent versions of industry standard software and databases in computer venues required by the programme?	Industry/advisory board recommendations

Focus Area	Evaluative Quations	Supporting Evidence
	Are students in the programme adequately provided for in the electronic resources centres in terms of both space and and ratio of computer per students?	Ratio of computers available to students
	How adequate is electronic access to information for students at different levels of study (postgraduate and undergraduate) Is the library open after hours and during weekends?	Information access plan
7.5.3. **Classrooms**	How well are classrooms equipped and how does this impact on the success of learning?	Infrastructure and asset register
	How effective is the planning of venue allocation and timetabling to accommodate the needs of students of this programme?	Programme specifications, student numbers, modes of delivery, adequacy of facilities, space, teaching technology, equipment
7.5.4. **Laboratories and Equipment**	How well are laboratories equipped and how does this impact on the success of learning?	Laboratory asset register, usage records
	Does a code of conduct for laboratory practice and safety exist and is it adhered to?	Code of conduct, safety notices, training and records
	Are staff and students trained in the use of technology and advanced equipment required for the programme?	Training records and schedules
7.5.5. **Study Guides**	How informative are study guides with regard to the purpose of the programme, its structuring, responsibilities of students, the learning and assessment schedule, the content of the individual modules, the expectations regarding assignments and projects, the expectation regarding experiential learning and its assessment?	Study guides that corroborate claims about the quality, value and use of study guides
	How are study guides provided timely and seen to be guiding the teaching learning process	Monitoring reports for study guides distribution across all learning sites
	To what extend do study guides adhere to the prescribed university policy and format?	Study guides
	How does the programme team ensures continuous improvement of the study guides	Study guide evaluation procedures and guidelines

Focus Area	Evaluative Quations	Supporting Evidence
	To what extend does the study guide address a blended learning approach	Evidence of alignment of study guide with all resources including e-learning
7.5.6. **MIS**	How is the MIS (management information system) and ICT used to record and disseminate programme information, track learning progress and results?	MIS records, Success rates reports Evidence that data rich reports are used as inputs to programme planning, delivery and performance monitoring
	Are reliable and accurate records of students in the programme, including admission, progression, grades/marks, fees and graduation, available?	Student records as per programme performance
	How accessible is the MIS to lecturers and how does it enable them to follow student success on a continuous basis to identify "at risk" students? How does staff use the MIS to monitor and improve student performance in the programme?	Evidence of the use of MIS to improve quality of programme delivery, Monitoring reports

7.6. Process management (teaching and learning)

Focus Area	Evaluative Questions	Supporting Evidence
7.6.1. **Programme Coordination** (link with leadership criterion)	Is a programme team established and does it operate within a framework of an agreed upon mandate and defined procedures and responsibilities?	Programme organogram with clear lines of accountability
	How does the programme team manage the following at all sites of learning? - Ensuring that all conditions for delivery of the programme are met. - day to day coordination of programme delivery - equity of assessment management - review and evaluation of the programme - All aspects of the programme quality management system. - monitoring of expenditure in terms	Documented programme QMS, programme organogram, role allocation and reporting lines., subject teams, monitoring reports, guideline documents,

Focus Area	Evaluative Questions	Supporting Evidence
	of the programme budget	
	Does opportunity exists for student input and participation in relevant activities of the programme team?	Programme group membership, use of student feedback to improve quality of programme delivery
7.6.2. **Programme delivery**	How do the programme purpose and outcomes direct the teaching-learning process?	Programme specification, teaching and learning strategy
	How has the integration of technology into teaching and learning delivery been utilised to improve the quality of teaching, learning, assessment in the programme?	Programme performance monitoring reports
	How are suitable learning opportunities provided to ensure acquisition of the knowledge, skills and attitudes specified in the programme outcomes?	Teaching and learning methodologies and linkage to programme outcomes
	How are principles and practices of instructional design put into practice, including appropriate balance and mix between teaching methods, fitness of teaching methods for the nature of the learning material, design and use of learning materials, and the design and use of instructional and learning technology? How does learning facilitation accommodate student diversity?	Instructional design strategies and examples Course materials Study guides Learning guides
	How are learning opportunities provided to ensure that theory is put into practice?	Teaching and learning methodologies and linage to programme outcomes
	How well are institutional / faculty / professional rules governing assessment published and communicated to students and relevant stakeholders	Teaching and learning strategies, assessment rules and procedures, disciplinary policies, procedures and records
7.6.3. **Assessment and moderation**	Does the programme have as assessment policy and effective procedures to support its implementation? Has the institutional assessment policy been contextualised to address assessment needs of the programme?	Institutional assessment policies and procedures. Programme specific contextualised assessment policy and procedures aligned with teaching and learning strategies and approach
	How well are rules governing assessment published and communicated to students and relevant stakeholders?	Assessment rules and procedure/ publication material
	How well and effectively are breaches of assessment regulations dealt with?	Disciplinary policies, procedures and records

Focus Area	Evaluative Questions	Supporting Evidence
	How prevalent is plagiarism in the programme? What strategies are used contain the incident of plagiarism?	Policy and procedures on plagiarism Communication strategy on plagiarism for staff and students How prevalent is plagiarism in the programme? Documented mechanisms
	Are there procedures for student appeals regarding explicitness and fairness of assessment?	Assessment policies, procedures and records
	To what extent does the assessment policy and procedures ensure academic and professional standards in the design, approval, implementation and review of assessment strategies for subject/ modules in the programmes?	Assessment policy Evidence of efforts to promote policy awareness through discussion and interpretation and of even implementation, M&E of implementation and continuous evaluation of effectiveness of policy for purposes of review
	To what extent are academic staff experienced and competent to conduct assessment? What staff development opportunities does the faculty and department offer to the academic staff in order to improve and professionalise assessment practice?	Assessment training schedules Attendance registers Evidence of impact of training on assessment performance
	How does the programme team moderate and validate its assessment procedures and results, in order to ensure their validity and reliability and the integrity of the qualifications it awards?	Moderation policy and procedures Evidence of systematic utilisation of external examiners and moderators' comments to improve assessment
	How do moderators and external examiners meet or comply with TUT's teaching and learning policy?	Functional relationship between moderators and HoDs, and timely provision of moderators with other programme and institutional documentation which ensures their understanding of context in which they operate
	How are moderators and external examiners results used to improve the quality of teaching and learning and assessment?	Policy on moderation which provides for systematic use of moderator's comments for the improvement of assessment and programme content, and functional relationship between moderators and HoDs.

Focus Area	Evaluative Questions	Supporting Evidence
	To what extent is assessment conducted securely and with rigour and fairness?	Assessment policy. Evidence of efforts to promote policy awareness through discussion and interpretation and of even implementation, M&E of implementation and continuous evaluation of effectiveness of policy for purposes of review
	To what extent are the assessment methods and tasks aligned to the learning outcomes, content and teaching–learning activities of the programme/ subject/ course/ module?	Teaching and learning materials Student guides
	How effectively are the purposes for which assessment is used explicitly communicated to students?	Teaching and learning materials Student guides
	To what extent are assessment decisions recorded and documented securely, accurately and systematically over time?	Assessment procedures and guidelines at departmental level Assessment records Monitoring mechanisms
	Are policies and rules in place to ensure the security of the assessment system, especially with regard to plagiarism and other misdemeanours?	Approaches to plagiarism which looks at the reasons and the development of intervention strategies to address causes
	Do the assessment instruments at the different levels of the programme reflect a progression in both depth and scope and complexity of cognitive skill? Are learning activities and assessment aligned with the learning outcomes at both the programme and the modular level?	Qualification specification and learning programme Use of appropriate cognitive taxonomy (Blooms' educational objectives) to ensure appropriate spread of question types in tests and examination papers Learning programme specification, student guides and assessment instruments
	How are fairness, reliability and validity of assessment planned for and achieved and how satisfied are students in this regard?	Assessment appeals procedures and records Student feedback reports on evaluation of teaching and assessment
	Are assessment procedures effective in measuring student attainment of the intended learning outcome?	Examiner reports
	How is assessment used to systematically	Statistical and diagnostic analyses of

Focus Area	Evaluative Questions	Supporting Evidence
	and purposefully to generate data for summative purposes (such as grading, ranking, selection, predicting) and also for formative purposes (such as providing timely feedback to inform teaching and learning)?	assessment events
	How accessible is assessment data to academic coordinators, administrators, teaching staff and students	Assessment records and planning inputs
	How is assessment data used diagnostically to inform assessment practice and to improve the curriculum?	Assessment results: Student retention rates per subject/module and per level of the programme
	What procedures are available to receive, record, process, and return assignments within a time frame that allows students to benefit from formative feedback prior to submission of further assessment tasks?	Assessment procedures
	What policies and procedures exist for secure and reliable recording of assessment results?	Procedures for recording and verifying assessment records. ITS reports
	Do clear, consistent and published guidelines/regulations exist for: Marking and grading of results. Aggregations of marks and grades. Progression and final awards. Compensation and/or condonement of RPL.	Assessment policies and procedure
	What system is in place for maximizing the accuracy, consistency and credibility of results regardless of who is assessing, including consistency of marking.	Assessment policy and procedure and reporting structure.
	Are the approved policies, processes and procedures for assessment and moderation of the institution rigorously adhered to in the programme?	Assessment and moderation policies and procedures
	Is assessment conducted by appropriately qualified staff who are appointed in terms of clear criteria and procedures and who conduct their responsibilities in terms of clear guidelines	Assessor and moderator appointment criteria and records.
	How well is internal moderation conducted to provide a reliability check on	Internal moderator reports.

Focus Area	Evaluative Questions	Supporting Evidence
	the marking process and to provide developmental feedback to staff on the quality of their assessment practice?	
	How well are external examiners' reports completed regarding validity of the assessment instruments used in relation to the specific learning outcomes, the quality of student performance, and standard of attainment in relation to the learning outcomes, relevant generic qualification standards and professional standards?	External examiner and moderator reports
	What else does the programme do to foreground and highlight assessment as a critical component of teaching and learning?	Attendance of assessment training courses, seminars and workshops Research on assessment Training on assessment Internal indabas on assessment Assessment featuring in agenda and minutes of meetings to indicate that there is a sustained focus on this critical aspect
	What mechanisms are in place to ensure the systematic analysis and interpretation of reports to facilitate implementation of recommendations contained therein? How effectively are the recommendations for improvement discussed and implemented by academic staff?	Policy on moderation and associated procedures which support implementation
7.6.4. **Management of post-graduate studies**	Are policies, procedures and regulations in place for the following? • Admission arrangements. • Selection criteria. • Rules of progression. • Selection and development of supervisors. • Supervision and reporting arrangements. • Assessment and examination requirements. • Mechanisms to deal with plagiarism and fraud. • Mechanisms to deal with student	Policies, procedures and regulations

Focus Area	Evaluative Questions	Supporting Evidence
	complaints and appeals.	
	Are these policies, procedures and regulations for post-graduate study clearly communicated to post-graduate students?	Communication brochures
	Are there appropriate policies/procedures for the appointment of supervisors, internal and external examiners, and for the examining process?	Policies, procedures and reports and evidence of policy interpretation and review
	How regularly and how well are post-graduate progress, completion and outputs monitored?	Throughput and retention reports, programme evaluation documentation
	Is a senior academic allocated the responsibility to coordinate research programmes, monitor the progress to post graduate students and oversee assessment procedures? How do they perform? What hinders performance and what is done about this?	Role allocation and responsibilities and progress reports.
	Does monitoring and review of this system take place regularly and include student feedback on the quality of the research experience, supervision and support?	Student feedback surveys Monitoring reports
	Is there appropriate induction to research and research skills?	Research induction strategies
	Does the programme have provision made for additional research training, language and writing skills development and support for under-prepared students, both prior to and during the research process?	Research training programmes and attendance records
	Is equity and access responsibly built into the selection criteria and protocols (RPL and alternative assessment protocols, including a combination of interviews, presentations, references and portfolios of previous work)?	Equity profile and access policy
	Are selection criteria in place to ensure that students admitted to particular research programmes are adequately prepared to undertake the required research?	Admissions requirements and selection criteria

Focus Area	Evaluative Questions	Supporting Evidence
	Are programme guidelines available which make explicit the role and responsibility of both the supervisor w r t performance of research? Do the guidelines address the: • Nature, format and expected turn-around time regarding work submitted to the supervisor. • Forms of assessment, and communication of feedback to the student, • The periodicity of contact between student and supervisor, • The schedule for the submission • Research ethics, code of conduct, and regulations on plagiarism and intellectual property rights. • Examination and qualification requirements	Guidelines, role and responsibilities allocation Student feedback surveys
	How effective and accessible is funding for post-graduate research?	Research niche areas and funding policies.
	Are exit level outcomes and assessment criteria (including an understanding of the quality of research achievement required) clearly communicated to students on commencement of study? Is at least one external examiner to the institution per dissertation/thesis appointed?	Student guidelines
	Are examiners appointed on the basis of qualifications, experience, expert knowledge in the research area and independence?	Examiner appointment policies and procedures and evidence of their effectiveness and mechanisms for review
	Are clear institutional guidelines available to external examiners on the standard/ quality of research achievement required, on the nature of their task and on institutional examining regulations?	Examiners résumés
	Without undermining the principle of assessment by academic judgement, are assessment decisions made transparently and students are afforded reasonable access to information (e.g. examiner's report)?	Assessment guidelines

Focus Area	Evaluative Questions	Supporting Evidence
	Are opportunities and appeal mechanisms available to students to defend their thesis? (E.g. through an oral defence).	Assessment policies and procedures
	Are higher degree committees or similar structures in place to consider examiner's reports qualitatively and make considered decisions about examination outcomes?	Faculty board, research committees records
	Are there clear guidelines on the quality of research to be attained, including the presentation of research in verbal and written forms?	Assessment criteria
	Are there clear guidelines for post-graduate supervision and are these adhered to?	Post-graduate supervision policies and reports
	Do supervisors have qualifications in the relevant field of study at the same level as (or higher than) the exit level of the postgraduate programme he/she is supervising?	Guidelines on appointment of supervisors Supervisors résumés
	Do supervisors have relevant and appropriate research expertise, track record in supervising students?	Guidelines on appointment of supervisors Records of supervisors résumé
	Are the selection and appointment criteria for supervisors strictly applied? What mechanisms are used to ensure strict adherence to appointment criteria for supervisors?	Appointment criteria and applicant records
	Are training opportunities provided in the case of inexperienced or new supervisors provided and joint supervision explored as an option?	Staff development programmes and attendance reports and instances of successful joint supervision
	Are staff provided with opportunities to engage in research in order to keep the discipline knowledge current?	Research plan
	What are the obstacles towards research and how is the programme team contributing towards their resolution?	Reports
7.6.5. **Work Integrated Learning (WIL)**	How is work-integrated learning integrated into the curriculum	Learning programme specifications (detailed description of the curriculum)
	How is WIL coordinated, delivered,	Work-integrated learning plan, Role

Focus Area	Evaluative Questions	Supporting Evidence
	monitored and managed?	allocation and responsibilities, Evaluation and monitoring reports
	How is WIL assessed and moderated?	Assessment and moderation of WIL, samples of student assessment, with comments from host companies
	How is WIL learning recorded by the institution and employer, How does the programme team keep track of the progress of the student's learning experience in the workplace?	Work-integrated learning records Monitoring reports
	How effective is the communication between institution, student, mentors and employers?	Communication records
	What mechanisms are used to monitor WIL provision How regularly is the monitoring done?	Monitoring plans and records
	How is the feedback from WIL activities utilized to improve the services rendered to students?	Programme planning input data and records
	How well is the mentoring system implemented to ensure that students recognize their strengths and weaknesses in their work develop new and existing abilities and gain knowledge of work practices?	Mentoring plans, records and student survey results
	Has WIL been integrated into the main stream curriculum?	Policy on WIL
	What measures are in place to support the implementation of service learning?	Policies, procedures, plans, time tables
7.6.6. **Community engagement**	How are students and staff involved in community engagement, in this programme?	Evidence of community engagement projects and their outcomes
	How is community engagement integrated in the learning programme?	Linkage to curriculum design
7.6.7. **Short learning programmes (SLP)**	Are there any short learning programmes attached this programme?	Policy and procedures on the management of SLPs, List of SLPs Profile of staff involved in SLPs

Focus Area	Evaluative Questions	Supporting Evidence
	Describe the quality management system of the short learning programmes at departmental and faculty level?	
	What is the level of engagement in short learning programme provision by staff and students in this programme?	Data and information on the number and range of short courses, frequency of provision, and level of courses
	Does such provision contribute to knowledge acquisition in this field and does it open up further learning opportunities?	Evidence of awareness and successful enforcement of this policy
	What impact does the delivery of short learning programmes have on the quality of delivery of main stream programmes?	Monitoring and evaluation reports
	If negative, what recourse is available to stem this and is it effective?	
	What mechanisms are in place to solicit students feedback in SLPs	Procedures Surveys instruments Reports

7.7. Student performance

Focus Area	Evaluative Questions	Supporting Evidence
7.7.1. **Pass, through-put and retention rates**	How do students at undergraduate level in this programme perform?	Data on subject performance, programme performance per level, through-put rates
	What student performance tracking systems do you use and how useful have these been?	Evidence of existence of tracking systems use of these and what this has helped programme achieve
	How has performance improved in this programme over the past three years?	Performance tracking reports
	How do examiners' reports (internal and external) provide evidence that qualifying and progressing students are attaining the specified learning outcomes?	Examiner's reports Qualitative evidence showing that outcomes are being achieved
	How does student performance at undergraduate level compare to that in comparable higher education institutions	Tracking of cohorts to demonstrate performance trends

Focus Area	Evaluative Questions	Supporting Evidence
	nationally and/or internationally?	
	How is student performance monitored and tracked, and how does such information feed into improvement plans?	Procedures used by programme group Performance relative to benchmarks of the Department of Higher Education & Training (DoHET) Programme performance reports Throughput and retention reports
	Do programme coordinators have access to accurate information on the retention and throughput rates for the programme?	Throughput and retention reports
	Do programme coordinators have systems, procedures and processes in place to ensure that retention and throughput rates are satisfactory and communicated to relevant authorities?	Throughput and retention analysis and reports
	Can the programme justify its race and gender profile in relation to the historical profile of its field and in relation to institutional equity targets?	Equity profile and programme analysis
	Does the composition of the qualifying class resemble that of the entering class?	Equity of access and equity of outcomes Throughput and success rates reports classified according to gender and race
	How satisfactory are the completion rates of post-graduate students?	Data to reflect post-graduate success and throughput rates Programme performance reports

7.8. Research output

Focus Area	Evaluative Questions	Supporting Evidence
7.8.1. **Research**	How satisfactory are staff performing regarding published research, participation in national and international conferences and the production of patents and artefacts?	Data to support statements on lecturer performance regarding research
	How satisfactory are staff performing with regard to the agreed research output in	Staff research performance data

Focus Area	Evaluative Questions	Supporting Evidence
	their Key Performance Areas?	
	How has research output in this programme improved over the past three years?	Trends data Reports
	What is the department hosting the programme doing to support the development of a culture of research?	Policy and guidelines, Agenda and minutes of staff meetings reflecting discussions on the culture of research Existence of research committees Research mentorship programmes, Collaboration between experienced and novice researchers, Joint research projects between staff and students

7.9. Customer satisfaction

Focus Area	Evaluative Questions	Supporting Evidence
7.9.1. **Students**	How is student feedback obtained about the effectiveness of the teaching-learning process and the content of modules and the programme as a whole, and how is such feedback used to improve teaching practice and the curriculum?	Data and qualitative evidence or feedback
	How satisfied are students with the support services such as academic literacy support, financial aid, residences, library, laboratories, orientation to the campus and programme, curriculum and career guidance, health and wellness, support for students with disabilities, access to ICT facilities, Support with experiential learning	Student survey results and how these results have been used to improve the quality and accessibility of these services Mechanisms for soliciting feedback from students about the quality and accessibility of these services and ways in which this feedback has been used to address the concerns of students Student feedback reports
	How aware are students of these support services and do they find them accessible? If the answer is no, what mechanisms are in place to ensure effective access to such services?	Strategies for publicising these services and monitoring and evaluation of this strategy Mechanisms for improving the quality and accessibility of the support services Evidence that the concerns of students has been addressed

Focus Area	Evaluative Questions	Supporting Evidence
	How does the department handle students' academic complaints in this programme (s)?	Effective departmental students complaint system which entail: • a documented student complaints system (policy and procedures to handle students complaints at department and faculty level) • documented roles and responsibilities of staff, class representatives and students • mechanisms for recording complaints, identifying actions taken and tracking of resolutions of the student complaints agenda item on the departmental meetings for tracking remedial actions taken to resolve student complaints
7.9.2. **Employer satisfaction**	How is employer feedback obtained about the effectiveness of the students, the content of modules and the programme as a whole, and how is such feedback used to improve teaching practice and the curriculum?	Employer survey results Evidence of use of the feedback to improve teaching and learning
7.9.3. **Employment data**	How are employment trends analysed and how do they inform programme planning	Employment trends analyses industry needs
	How is feedback on the employment of graduates obtained?	Survey instruments and results and how results are used
	Is the quality of the education and training in the programme acknowledged in the workplace/community/other institutions?	Letters of commendation

7.10. People satisfaction

Focus Area	Evaluative Questions	Supporting Evidence
7.10.1. **Staff Satisfaction**	How has staff feedback been obtained regarding the programme provision, teaching and research?	Survey instruments Staff satisfaction survey reports
	Apart from survey instruments and in view of the frequency of these what other internal mechanisms are used to solicit staff feedback?	Mechanisms for obtaining staff satisfaction feedback Reports

Focus Area	Evaluative Questions	Supporting Evidence
	How satisfied is staff with their workload, performance expectations, appraisals and the allocation of resources for programme delivery?	Survey analysis Workload matrix
	How has such staff feedback been utilised to improve the quality of the programme?	
	How has lecturer self-evaluation and peer evaluation been used to improve teaching practice?	Evaluation report. Links to staff development and programme planning
	Are staff satisfied with the financial resources provided for the quality delivery of the programme?	Allignment of planning and resource allocation Departmental and programme team meeting agenda and minutes

7.11. Partnership performance

Focus Area	Evaluative Questions	Supporting Evidence
7.11.1. **Partnership performance**	What types of partnerships exist and how effective have they been in improving quality of delivery in key aspects of the programme	List of partnership agreements, and synopsis on how these have benefitted the programme. Evidence on partnerships and performance related to these aspects
	How has the partnership contributed to student success?	Evidence of monitoring and evaluation of the partnership provision

7.12. Impact on society

Focus Area	Evaluative Questions	Supporting Evidence
7.12.1. **Impact on society**	How effective has teaching and learning, community service and partnerships been in terms of the value added to students' industry and civil society?	Evidence of services rendered
	How does research in this programme contribute to economic development, innovation, and competitiveness?	

7.13. Business results

Focus Area	Evaluative Questions	Supporting Evidence
7.13.1. **Programme review**	What programme review mechanisms exists in this programme?	Effective quality management system (QMS)
	How did the review process and methodology assist you in achieving the main objectives of the review?	
	How are the review outcomes used in programme planning, staff development, curriculum development and improving student success?	Progress reports on the implementation of previous review Quality Implementation Plan
	How are subjects, modules, learning materials, teaching and learning strategies, modes of assessment and moderation reviewed?	Review mechanisms, schedules and reports.
	Is the cost effectiveness of the programme reviewed by considering costs, retention and throughput rates, and quality?	Cost benefit analysis Review reports
7.13.2. **Stakeholder feedback**	How are findings from graduate tracking and employer surveys utilised in programme review for purposes of improving the quality of certain aspects of programme delivery?	Survey results and programme strategic planning documents
7.13.3. **Reports**	How are examiner, moderator, quality review and other reports utilised to effect improvements in the quality of delivery in the programme?	Reports and strategic planning documents Guidelines should exist for doing this
7.13.4. **Improvements achieved**	Overall what improvements have been achieved in this programme over the last three years? Have improvement plans been supported by resource provision and staff development?	Trends and indicators report Alignment of resource allocation and improvement targets
7.13.5. **Improvement recommended**	What improvements have you identified as a result of this review, and what are your plans for effecting these improvements?	Improvement identified