1. **ACADEMIC DEVELOPMENT INCLUDING STUDENT SUPPORT**

**5.1**

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| **Instructions:**   * Interrogate each statement, consider all relevant data available and rate whether the programme:   + exceeds minimum standards   + meets minimum standards   + partially meets minimum standards, but with improvement needed   + partially meets minimum standards, but with significant improvement needed   + does not meet the majority of the minimum standards. * Justify the ratings in a concise, analytical and reflective summary. * Where the programme needs improvement, indicate what actionable improvements will be taken by the institution within specified timeframes to ensure that programme meets minimum requirements. * Compile supporting evidence to substantiate the institution’s response and list it systematically in the space provided. The actual supporting evidence should be uploaded on HEQC Online system at the time of submission and should correspond to the list of evidence below. |

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| **STATEMENT** | **Exceeds minimum standards** | **Meets minimum standards** | **Partially meets minimum standards, but with improvement needed** | **Partially meets minimum standards, but with significant improvement needed** | **Does not meet the majority of the minimum standards** |
| Student and staff development initiatives are responsive to the needs of the students and staff. This includes foundational and skills-oriented provision for students. |  |  |  |  |  |
| Curriculum development at programme and course/module levels includes strategies for language skills development, numeracy and cognitive skills which enhance the use of disciplinary discourse and skills by students. |  |  |  |  |  |
| The effectiveness of academic development initiatives is regularly monitored and feedback is used for improvement. |  |  |  |  |  |
| Academic support programmes provide appropriate assistance to underperforming or at-risk students on the programme. |  |  |  |  |  |
| The procedures for monitoring teaching and learning, and assessment in online learning or the use of technology in support of teaching and learning are clear and aligned to the teaching and learning and assessment strategy. |  |  |  |  |  |
| The Institution has the capacity in terms of systems, structures, policies, procedures and processes for materials design, development and delivery for online learning in relation to the programme. |  |  |  |  |  |

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| **OVERALL RATING**  **(Consider the individual ratings above and provide an overall rating)** | **Exceeds minimum standards** | **Meets minimum standards** | **Partially meets minimum standards, but with improvement needed** | **Partially meets minimum standards, but with significant improvement needed** | **Does not meet the majority of the minimum standards** |
| Academic development including student support |  |  |  |  |  |

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| **JUSTIFY THE RATINGS (in a concise, analytical and reflective summary)** |
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| **ACTIONABLE IMPROVEMENTS (within specified timeframes to ensure that programme meets minimum requirements)** |
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| **SUPPORTING EVIDENCE (to substantiate response where necessary)** |
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**5.2**

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| **Instructions:**   * Respond to each statement in the space provided * Attach supporting evidence to substantiate the institution’s response where necessary |

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| **STATEMENT** |
| Reflect upon the academic development of students and staff in the programme and comment on the adequacy and effectiveness of the **current academic development strategy** and set of practices for the programme in relation to the module/course/subject outcomes, the exit-level outcomes of the programme, the target graduate attributes of the programme, student enrolments in the programme and staff participation in the programme. |
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| **SUPPORTING EVIDENCE (to substantiate response where necessary)** |
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| **STATEMENT** |
| Reflect upon the student support and development arrangements for the programme and comment on the adequacy and effectiveness of the **current student support services and practices** for the programme in relation to the management and coordination of the programme, the exit-level outcomes of the programme, the target graduate attributes of the programme and the student enrolments in the programme. |
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| **SUPPORTING EVIDENCE (to substantiate response where necessary)** |
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| **STATEMENT** |
| Provide a summary of any planned changes in relation to the identified needs. Explain the mechanisms and procedures to bring about these changes (e.g. financial resourcing and policy adjustments) including arrangements for the approval thereof. |
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| **SUPPORTING EVIDENCE (to substantiate response where necessary)** |
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