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Preliminary Analysis of Self-Evaluation Report

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| **Name of Institution** |  |
| **Name of Programme** |  |

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| **Criterion 1: Programme design- Input**  The programme is consonant with the institution’s mission, forms part of institutional planning and resource allocation, meets national requirements, the needs of students and other stakeholders, and is intellectually credible. It is designed coherently and articulates well with other relevant programmes, where possible. | |
| **Information Required:** |  |
| **Preliminary Analysis:** |  |
| **INSTITUTION’S OWN RATING:** |  |

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| **Criterion 10: Programme coordination- Process**  The programme is effectively coordinated in order to facilitate the attainment of its intended purposes and outcomes. | |
| **Information Required:** |  |
| **Preliminary Analysis** |  |
| **INSTITUTION’S OWN RATING:** |  |

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| **Criterion 2: Student recruitment, admission and selection- Input**  Recruitment documentation informs potential students of the programme accurately and admission adheres to current legislation. Admission and selection of students are commensurate with the programme’s academic requirements, within a framework of widened access and equity. The number of students takes into account the programme’s intended learning outcomes, its capacity to offer good quality education and in the case of professional and vocational programmes, the needs of the particular profession. | |
| **Information Required:** |  |
| **Preliminary Analysis** |  |
| **INSTITUTION’S OWN RATING:** |  |

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| **Criterion 17: Student retention and throughput rates – Output and Impact**  Student retention and throughput rates in the programme are monitored, especially in terms of race and gender equity, and remedial measures are taken, where necessary. | |
| **Information Required:** |  |
| **Preliminary Analysis** |  |
| **INSTITUTION’S OWN RATING:** |  |

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| **Criterion 3: Staffing - Input**  Academic staff responsible for the programme, are suitably qualified and have sufficient relevant experience and teaching competence, and their assessment competence and research profile are adequate for the nature and level of the programme. The institution and/or other recognised agencies contracted by the institution provide opportunities for academic staff to enhance their competences and to support their professional growth and development. | |
| **Information Required:** |  |
| **Preliminary Analysis** |  |
| **INSTITUTION’S OWN RATING:** |  |

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| **Criterion 4: Staffing- Input**  The academic and support staff complement is of sufficient size and seniority for the nature and field of the programme and the size of the student body to ensure that all activities related to the programme can be carried out effectively. The ratio of full-time to part-time staff is appropriate. The recruitment and employment of staff follows relevant legislation and appropriate administrative procedures, including redress and equity considerations. Support staff are adequately qualified and their knowledge and skills are regularly updated. | |
| **Information Required:** |  |
| **Preliminary Analysis** |  |
| **INSTITUTION’S OWN RATING:** |  |

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| **Criterion 11: Academic development for student success - Process**  Academic development initiatives promote student, staff and curriculum development and offer academic support for students, where necessary. | |
| **Information Required:** |  |
| **Preliminary Analysis** |  |
| **INSTITUTION’S OWN RATING:** |  |

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| **Criterion 5: Teaching and learning strategy - Input**  The institution gives recognition to the importance of promoting student learning. The teaching and learning strategy is appropriate for the institutional type (as reflected in its mission), mode(s) of delivery and student composition, contains mechanisms to ensure the appropriateness of teaching and learning methods, and makes provision for staff to upgrade their teaching methods. The strategy sets targets, plans for implementation, and mechanisms to monitor progress, evaluate impact and effect improvement. | |
| **Information Required:** |  |
| **Preliminary Analysis** |  |
| **INSTITUTION’S OWN RATING:** |  |

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| **Criterion 12: Teaching and learning interaction – Process and review**  Effective teaching and learning methods and suitable learning materials and learning opportunities facilitate the achievement of the purposes and outcomes of the programme. | |
| **Information Required:** |  |
| **Preliminary Analysis** |  |
| **INSTITUTION’S OWN RATING:** |  |

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| **Criterion 6: Student assessment policies and practices - Input**  The different modes of delivery of the programme have appropriate policies and procedures for internal assessment; internal and external moderation; monitoring of student progress; explicitness, validity and reliability of assessment practices; recording of assessment results; settling of disputes; the rigour and security of the assessment system; RPL; and for the development of staff competence in assessment. | |
| **Information Required:** |  |
| **Preliminary Analysis** |  |
| **INSTITUTION’S OWN RATING:** |  |

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| **Criterion 13: Student assessment policies and procedures - Process**  The programme has effective assessment practices which include internal (or external) assessment, as well as internal and external moderation. | |
| **Information Required:** |  |
| **Preliminary Analysis** |  |
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| **Criterion 14: Student assessment policies and procedures - Process**  The programme has taken measures to ensure the reliability, rigour and security of the assessment system. | |
| **Information Required:** |  |
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| **Criterion 7: Infrastructure and library resources - Input**  Suitable and sufficient venues, IT infrastructure and library resources are available for students and staff in the programme. Policies ensure the proper management and maintenance of library resources, including support and access for students and staff. Staff development for library personnel takes place on a regular basis. | |
| **Information Required:** |  |
| **Preliminary Analysis** |  |
| **INSTITUTION’S OWN RATING:** |  |

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| **Criterion 8: programme administrative services - Input**  The programme has effective administrative services for providing information, managing the programme information system, dealing with a diverse student population, and ensuring the integrity of processes leading to certification of the qualification obtained through the programme. | |
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| **Criterion 17: Student retention and throughput rates – output and impact**  Student retention and throughput rates in the programme are monitored, especially in terms of race and gender equity, and remedial measures are taken, where necessary. | |
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| **Criterion 15: Coordination of work-integrated learning -Process**  The coordination of work-based learning is done effectively in all components of applicable programmes. This includes an adequate infrastructure, effective communication, recording of progress made, monitoring and mentoring. | |
| **Information Required:** |  |
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| **Criterion 18: programme Impact – Output and impact**  The programme has taken steps to enhance the employability of students and to alleviate shortages of expertise in relevant fields, in cases where these are the desired outcomes of the programme. | |
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| **Criterion 19: Programme Reviews – Programme review**    User surveys, reviews and impact studies on the effectiveness of the programme are undertaken at regular intervals. Results are used to improve the programme’s design, delivery and resourcing, and for staff development and student support, where necessary. | |
| **Information Required:** |  |
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