



FIJI NATIONAL
UNIVERSITY

10 ANNIVERSARY
CELEBRATING
2010-2020
YEARS

Academic Quality Assurance Manual Learning & Teaching



Acknowledgement and Appreciation

“People work for money but go the extra mile for recognition, praise and rewards”

Dale Carnegie.

The Academic Quality Assurance Manual (AQAM) is the initiative and a product of the Pro Vice Chancellor (Learning and Teaching), Professor James Pounder.

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Note: This AQAM has been developed by adopting and benchmarking quality assurance practices of international universities particularly, Adelaide, Aberdeen, Loughborough, Nottingham and London South Bank University.

Message from Pro Vice Chancellor – Learning and Teaching

I would like to welcome you to the pages of the Academic Quality Assurance Manual and the pathway for accreditation of Fiji National University (FNU) academic programmes. It is my pleasure to introduce you to the Academic Quality Assurance Manual (AQAM), a major initiative of the 2019 academic year.

The launch of the AQAM at FNU will now consolidate a tradition of excellence and will enable the institution to be ranked amongst some high performing and advanced Universities of the world. The Office of the Pro-Vice Chancellor Learning & Teaching (OPVC-L&T) will be the central point for all the academic quality issues involving external/internal quality review preparations and activities designed to support a cycle of continuous quality improvement.

The OPVC-L&T will enhance academic quality through its various functions designed to support the University. The AQAM contains policies, procedures, planned processes, guidelines and actions that are intended to maintain and develop a systematic evaluation of the existing and new programmes of study.

The agenda is to build quality and trust with the learners, employers, industries and stakeholders and make the Fiji National University academic programmes locally, regionally and globally coherent and recognized. The overall aim of the AQAM is to establish, implement and maintain academic standards that facilitate regional and global good practices with a commitment to quality delivery and customer satisfaction.

The AQAM is committed to maintain excellence in learning and teaching and has designed reputable graduate attributes that will enhance international recognition and mobility of our graduates.

This manual is a working document for quality assurance in the academic arena at FNU. AQAM contains academic policies, regulations and guidelines that are subject to revision as such it will be updated annually by the Quality Office/ Monitoring and Compliance Section in the Office of the PVC-L&T.

James Pounder

Fiji National University 2020

Academic Quality Assurance Manual Learning & Teaching

Office of the
Pro - Vice Chancellor Learning & Teaching



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1) Relevant Legislations and Authorities

- I. Fiji Higher Education Act, 2008, No. 24
- II. FNU Act
- III. University Academic & Student Regulations (UASR) Revised Version 2017.
- IV. Fiji Higher Education Commission (Policy on guidelines for the conduct of the external evaluation and review of higher education institutions including universities)
- V. FNU Strategic Plan (2018-2020)
- VI. FNU Learning & Teaching Strategic Plan

2) Readers Note: *The Academic Quality Assurance Manual (AQAM) is to be read in-conjunction with Terms of Reference (TOR) for Academic Quality Assurance Committee (AQAC) and the University Academic & Student Regulations (UASR).*

3) Acronyms

1	ACR	Annual Course Review
2	AD	Associate Deans
3	APR	Academic Portfolio Review
4	AQAC	Academic Quality Assurance Committee
5	CFEL	Centre for Flexible &E-learning
6	CLTE	Centre for Learning Teaching Enhancement
7	CTE	Course and Teacher Evaluation
8	DAB,SAB,CAB	Department, School & College Academic Board
9	EQP	Examination Question Paper
10	EQA	External Quality Assurance
11	FHEC	Fiji Higher Education Commission
12	FNU	Fiji National University
13	HEA	Higher Education Academy
14	HEI	Higher Education Institution
15	HOS	Head of School
16	IAC	Industry Advisory Committee
17	IER	Internal Evaluation and Review
18	IRPIRO	Institutional Research, Planning and International Relations Office
19	IQA	Internal Quality Assurance
20	KEQ	Key Evaluation Questions
21	OPVC-L&T	Office of the Pro-Vice Chancellor Learning & Teaching
22	PPRR	Periodic Programme Review Report
23	PSRB	Professional and Statutory and Regulatory Bodies
24	PVC-L&T	Pro-Vice Chancellor Learning & Teaching
25	QA	Quality Assurance
26	QAC	Quality Assurance Committee
27	QAS	Quality Assurance System
28	QO	Quality Office
29	SAS	Student Academic Services
30	SSCC	Student Staff Consultation Committee
31	TOR	Terms of Reference
32	UASR	University Academic and Student Regulation
33	UoF	University of Fiji
34	USP	The University of the South Pacific

4) Definitions

Academic Quality	Is how well an institution supports students in their learning: the teaching, the support available, how they are assessed with the available resources.
Academic Standard	Benchmark of quality and excellence in education.
Action Plan	A plan of action for monitoring and evaluation reports.
Assessment	Activities that students are required to complete that contribute to the final course grade.
Audit	A process of identifying and ensuring that appropriate internal quality assurance processes are in place and operational.
Continuous Improvement	Continuous improvement is the process of consistently striving to improve the products and services according to benchmarked standards.
Course	Is a unit of teaching that typically lasts one academic term.
Educational Performance	The extent to which the College achieves educational, outcomes of quality and value.
Evaluation	Evaluation is the process of reviewing, assessing and reporting on quality gaps in the academic programmes.
External Examiners	A person external to the university appointed by Dean of a College to examine and advice on assessment components within the provision of policies.
Feedback to student	Reporting to the students.
Feedback from student	Collecting information from students on the delivery of courses and teacher performance.
Industrial Attachment	Hands on training in the practical experience.
Informal Feedback	Feedback from focus group discussions and comments.
Internationalisation	Creating opportunities for international exchange with high quality institutions for student and academics.
Moderation	Is a quality assurance process by which an appropriately qualified independent individual or group confirms that course assessments are continuously conducted with integrity, accuracy, consistency and fairness.
Programme Review	Programme review is a process of holistic appraisal of a course/programme and resources, with a view to its further evolution and improvement.
Quality Assurance	Is the process for checking that the standards and quality of higher education provision meet agreed expectations.
Quality Control	Is where outcomes are assessed to determine the prescribed standard.
Quality Framework	Agenda towards excellence in programme delivery.
Quality Management	Refers to the processes in place to facilitate excellence in an institution.
Self-evaluation	The processes used by a College to evaluate its performance and take appropriate actions to ensure continuous quality improvements.
Stakeholders	Include agencies (government and private) that control tertiary institutions, individuals, groups that have responsibilities towards tertiary education.

5) In the Learning and Teaching Context

Academic Quality Assurance Manual

Vision Statement

To be the leader in Institutional Quality Assurance in Fiji and the region

Mission Statement

To develop a sustainable system of learning and teaching structures that will continuously improve academic quality of the University.

Goals and Objectives

Effective institutional quality assurance processes assess quality against their mission and related objectives. FNU will strive to be an example of an efficient and effective QA system development in Fiji.

The University in this QA framework has adopted Quality as **“fitness for purpose”**: a concept that stresses the need to meet or **conform to generally accepted standards** such as those defined by an accreditation or quality assurance body with:

- The focus being on the efficiency of the processes at work in the institution or programme in fulfilling the stated and given objectives and mission.
- The **Goals and Objectives** are the key drivers of a fitness for purpose model of quality assurance and they need to be set clearly and explicitly, and in ways that can be operationalized effectively. The goals and objectives set the framework for planning, monitoring and measuring outcomes. They also facilitate communication with stakeholders such as employer, industry, government, students and parents.

The **Academic Quality Assurance Manual aims** to support the university’s efforts to achieve its Mission and Vision through development and implementation of academic programmes that meet national, regional and international standards.

The **objectives** include the following:

1. To provide guidance in development and implementation of internal and external quality assurance procedures and practices.
2. To ensure that the quality of academic programmes at FNU meet the standards expected by stakeholders.
3. To ensure that graduates have attained skills and knowledge through FNU academic programmes stakeholders value that.
4. To enable FNU to assure itself, its stakeholders and the Fiji Higher Education Commission (FHEC) that the University polices, systems and processes for the development, maintenance

- and enhancement of quality in all its educational provisions are functioning effectively.
5. To assist in maintaining and developing quality of academic programmes through enhanced support processes.
 6. To facilitate development of a culture of continuous quality improvement to achieve academic excellence.
 7. To enable identification of areas of strength and excellence as well as areas in need of focused attention for continuous improvement in the short, medium and long-term.

6) University Graduate Attributes

The University aims to develop and nurture attributes in all its students as a foundation for the ongoing engagement with all aspects of sustainability of life in Fiji and the Pacific. Therefore, FNU students or graduates should possess the following six core attributes:

1. Professionalism	Commits to the highest standards of professionalism, providing excellence and confidentiality in all that He/ she undertakes, in producing quality output.
2. Social Responsibility	Acts ethically, with integrity and social responsibility, acknowledging the social and ethical implications of his/her actions with respect to the community.
3. Problem Solving	Effective problem solver, capable of applying logical, critical and creative thinking in addressing a range of problems.
4. Communication Skills	Ability to communicate effectively using the medium and form of communication appropriate for given situations in their profession.
5. Information Literacy	Ability to locate, analyse, evaluate and synthesise information from a wide variety of sources in a planned and timely manner.
6. Global Perspective	Recognises and applies a global perspective and inter-cultural competence in their professional lives, demonstrating an awareness of the global context of his/her discipline and professional life.

7) Learning and Teaching Strategic Plan

Strategic Plan for Learning and Teaching at Fiji National University (2018-2021)

Vision

Learning and teaching at Fiji National University will be a life-changing experience for students and faculty.

Mission

The mission driving this strategic plan is the development and highlighting of learning and teaching at FNU such that it will become the University of Choice for students and faculty who wish to engage in high quality learning and teaching.

Objectives

1. To create a culture of continuous improvement and self-reflection aimed at enhancing learning and teaching in FNU's dual sector university environment
2. To showcase learning and teaching at FNU
3. To promulgate best practice in curriculum and programme design and development that not only meets the requirements of the FHEC but exceeds them
4. To implement and maintain Flexible & E-learning via the latest developments in technology that are relevant to FNU as a multi-campus, geographically dispersed university
5. To provide mechanisms designed to support students' transition to university life
6. To promote and encourage learning and teaching scholarship
7. To facilitate the development and recognition of excellent teaching faculty
8. To review and rationalise the FNU programme portfolio
9. To propose an appropriate structure and information system to deliver the strategic plan

Strategies

Objective 1

To create a culture of continuous improvement and self-reflection aimed at enhancing learning and teaching

The Pro-Vice Chancellor (Learning and Teaching) will:

1. Continually review the scholarship on excellent university teaching in a dual-sector context to move towards a model of pedagogical best practice in this context
2. Present relevant scholarship internally to Deans, Heads and faculty in university-wide and Faculty-based workshops and externally via presentation of papers at international conferences and/or articles in international refereed journals
3. Strongly encourage key players in learning and teaching support (e.g., members of the Quality Office, College Associate Deans (Learning and Teaching) to pursue Senior Fellowship or Principal Fellowship of the Higher Education Academy (HEA)
4. Organize and conduct workshops involving recognized experts in the field of university teaching
5. Introduce a learning and teaching development programme, tied to HEA Fellowship, for all faculty that will focus on teaching enhancement and critical self-reflection
6. Introduce a student consultants programme to provide a student perspective on teaching
7. Monitor and refine the current Student Evaluation of Teaching (SET) system and develop an on-line version to be activated mid-semester for each course.
8. Develop a university wide system of peer observation aimed at facilitating self-reflection on, and enhancement of, teaching performance based on collegial feedback
9. Develop a faculty mentoring programme aimed at faculty new to university teaching and/or to the Fiji context

Objective 2

To showcase learning and teaching at FNU

The Pro-Vice Chancellor (Learning and Teaching) will:

1. Develop a Centre of Excellence in Learning and Teaching (CELT) that will provide a repository for exemplary teaching and learning via learning objects, videos, articles and texts. USP and UOF will be invited to join and collaborate in the mode of a community of practice.

Objective 3

To promulgate best practice in curriculum and programme design and development that not only meet the requirements of the FHEC but also exceed them.

The Pro-Vice Chancellor (Learning and Teaching) will:

1. Work with the Manager, Programme Design & Standards and College Associate Deans (Learning and Teaching), refine the model of good practice in curriculum and course design
2. Work with the Manager, Programme Design & Standards introduce a system of international peer review of new and selected existing programmes to establish their international currency

3. Work with the Manager Monitoring & Compliance and College Associate Deans (Learning and Teaching), collaborate with academic staff to selectively review courses to ensure alignment of learning outcomes, teaching and learning activities and assessment
4. Work with the College Associate Deans (Learning and Teaching), promote curriculum and course design collaborations within and across Faculties where appropriate and inclusion of the products of these collaborations in the CELT
5. Work with the Manager Monitoring & Compliance and College Associate Deans (Learning and Teaching), encourage and support faculty in the internationalization of curricula.

Objective 4

To implement and maintain Flexible & E-learning via the latest developments in technology that are relevant to FNU's multi-campus, geographically dispersed university.

The Pro-Vice Chancellor (Learning and Teaching) will be:

1. Working through the Associate Dean (Flexible and E-Learning), initiate a programme of conversion of courses to a blended or fully online mode
2. Working with the Associate Dean (Flexible and E-Learning), conduct various training workshops in the Colleges designed to share best practice in flexible and E-learning
3. Working with the Associate Dean (Flexible and E-Learning), develop a system of incentivising staff to convert their courses to a blended or fully online mode.
4. Working with the Associate Dean (Flexible and E-Learning), establish a set of criteria that have to be met for a blended or fully online course to be approved for delivery.

Objective 5

To provide mechanisms designed to support students' transition to university life.

The Pro-Vice Chancellor (Learning and Teaching) through his functions will be:

1. Working with the Associate Dean (Learning and Teaching Enhancement) develop the concept of a Learning Centre housed in Colleges which will be a one-stop shop for student support especially in the first year. Included in the Learning Centre will be such functions dealing with enhancement of English language and numeracy skills, a Student Peer-Assisted Learning System, an Early Alert System and a Voluntary English Tutor (VET) programme.

Objective 6

To promote and encourage learning and teaching scholarship.

The Pro-Vice Chancellor (Learning and Teaching) will:

1. Introduce a Learning and Teaching Development Grant (TDG) system and working with the Pro-Vice Chancellor (Research) assist in turning the outcomes of TDG projects into scholarly output.
2. Working with the College Associate Deans (Learning and Teaching) encourage and mentor staff to ensure take-up of TDGs

Objective 7

To facilitate the development and recognition of excellent teaching faculty.

The Pro-Vice Chancellor (Learning and Teaching) will:

1. Institute a teaching excellence award system
2. Develop a stock of excellent teachers for the purpose of mentoring new faculty (i.e., the Faculty Mentoring Programme mentioned above)

Objective 8

To review and rationalize the FNU Programme portfolio.

The Pro-Vice Chancellor (Learning and Teaching) will:

1. Working with the Manager- Institutional Research, Planning and Internationalisation and the relevant Deans compile information on programme enrolment, completion and graduate employment with a view to rationalising and reducing the number of programmes offered by FNU on the basis of non-viability.

Objective 9

Propose an appropriate structure and information system to deliver the strategic plan.

The Pro-Vice Chancellor (Learning and Teaching) will be:

1. Working with Deans and the Directors of NTPC and TCF, propose a structure for the optimal delivery of TVET programmes and courses.
2. Working with the Pro-Vice Chancellor (Research) and the Deans, propose a structure for the optimal delivery of taught postgraduate programmes.
3. Working with the Associate Dean (Learning and Teaching Enhancement) and the Manager, Institutional Research and Planning, administer and refine the various teaching and learning related surveys such as those related to graduate exit, employers' perceptions of FNU graduates, and alumni views on the quality of FNU education.
4. Working with the Manager, Institutional Research and Planning, produce easily digestible data on the performance of FNU programmes in terms of enrolment, completion and employability with a view to programme rationalisation.
5. Working with the Associate Dean (Learning and Teaching Enhancement), the Associate Dean (Flexible and E-learning) and the Manager Institutional Research, Planning and International Relations institute a learning analytics system aimed at identifying the various influences on student success for the purpose of focusing attention on the critical success factors.

Chapter 1

Academic Quality and Standards

The Teaching Quality Management Structure is underpinned by the following general principles that;

- What gets measured is improve without an oversight of what is difficult to measure will be reviewed, re-planned, implemented and re-evaluated.
- Continuous improvement of the student/learning experience is at the core of all quality assurance and enhancement activities.
- All members of staff take a personal responsibility for the quality of their contribution to the student / learning experience.

The main components that support academic standards are:

- The formation of a quality framework to ensure consistency of standards whilst enabling appropriate diversity in local and global practice.
- A teaching quality management structure designed to support quality assurance and enhancement and foster a culture of critical review and reflection. (*Appendix 1.1, PVC-L&T Quality Assurance Functional Structure. Pg. 39*). The formation of a quality framework to ensure consistency of standards whilst enabling appropriate diversity in local and global practice.

The University's quality framework is developed and maintained by the Academic Quality Assurance Committee (AQAC) and managed by the Office of the Pro-Vice Chancellor Learning and Teaching (OPVC-L&T). (*Appendix 1.2, TOR for AQAC. Pg. 40*)

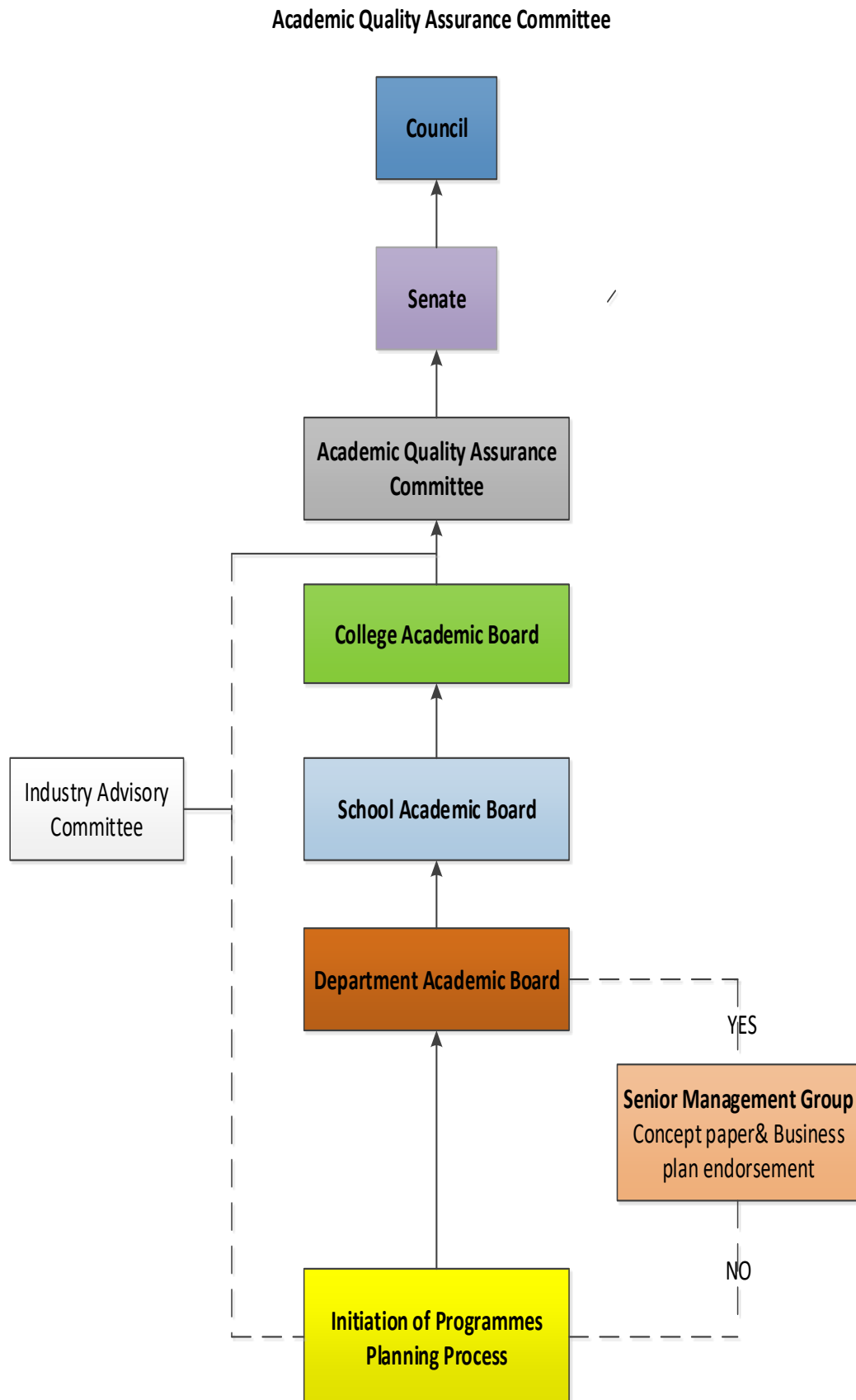
The framework is compliant with relevant Acts, Legislations and regulations pertaining to learning and teaching. The Framework consists of five key elements of quality assurance:

- I. **Quality programmes**
- II. **Quality delivery**
- III. **Quality assessments**
- IV. **Quality resources**
- V. **Quality services**

The purpose

The quality framework assures academic quality through monitoring and enhancement of academic standards and the quality of the student/learning experience. The framework operates within the context of established standards, determined by Senate, and expressed within the University's undergraduate and postgraduate taught Rules of Assessment credit frameworks and the assessment and marking policy. (*Refer to the UASR Pgs. 10 – 15*).

Fig 1.1



Chapter 2

Quality Assurance in Programme Development

Procedure for Programme Initiation, Planning, Designing, Development, Approval and Recording of New and Changes to Existing Programme.

1. Purpose

This chapter provides general guidance on the approval and recording process for new programmes and changes to existing programmes.

2. Scope

This chapter describes the processes of approval and recording and the roles of the following bodies and Academic Quality and Assurance Committees including Fiji Higher Education Commission (FHEC), Fiji Qualifications Council (FQC), FNU Council, FNU Senate, and Academic Quality Assurance Committee (AQAC) previously known as Senate Programme Review Committee (SPRC), College Academic Board (CAB) and School Academic Board (SAB).

The procedure and the associated forms and guidelines shall be used when seeking approval and recording for new programmes or when making major amendments to existing programmes of study that lead to a named award of the University.

This procedure excludes approval of Higher Degrees by Research (HDR) programmes.

3. References and Applicable Document

- Higher Education (Qualifications) Regulations 2010 and its subsequent amendments;
- Policy on the Registration of Qualifications on the Fiji Qualifications Framework;
- Application Form for Recording of University Qualifications on the Fiji Qualifications Framework;
- University Students and Academic Regulations;
- FNU Teaching, Learning and Assessment Policy;
- FNU Examination Policy;
- FNU Industry Advisory Policy;
- FNU Guidelines for development and application for the approval of cross-school or cross-college programmes;
- FNU - Guidelines for Writing Programme Proposals;
- FNU Academic Quality Manual;
- Higher Education Quality Standards 2019;
- Fiji Qualifications Framework 2019.

4. Abbreviations and Definitions

ADL&T	Associate Dean Learning & Teaching
AQAC	Academic Quality Assurance Committee.
CAB	College Academic Board (Established by the Senate at each Colleges and is responsible for the teaching, research and other academic work of the College and for the regulation and superintendence of the education, training and discipline of the students of the College.)
CFEL	Centre for Flexible and E-Learning
DAB	Department Academic Board (Established by the Senate at the Colleges and schools and is responsible

	for the teaching, research and other academic work of the school at the college and for the regulation and superintendence of the education, training and discipline of the students of the department. This may be optional across the Colleges.)
DMC	Division of Marketing and Communications who handles the marketing of new and revised programmes.
FHEC	Fiji Higher Education Commission
FNU	Fiji National University
FQC	Fiji Qualifications Council
FQF	Fiji Qualifications Framework is an instrument for the development and classification of qualifications to a set of criteria for levels of learning achieved.
HDR	Higher Degree by Research
IAC	Industry Advisory Committee
PAC	Programme Advisory Committee
PDSO	Programme Design and Standards Office is a team of curriculum experts that assist academic staff in the development of programmes of study in accordance with the national and international standards.
Programme Developer (PD) / Programme Development Team (PDT)	Academic staff/s of the department at a school who leads /proposes and develops a new programme or revises an existing programme.
Recording	Process of registration of university qualifications on the FQF
Registrar	Senior Official of the University who handles all academic records of enrolment and academic standing.
SAB	School Academic Board (Established by the Senate at the Colleges and is responsible for the teaching, research and other academic work of the school at the college and for the regulation and superintendence of the education, training and discipline of the students of the school.)
Senate	An academic body established by the University Council that is responsible for the learning & teaching, research and other academic work of the University and for the regulation and superintendence of the education, training and discipline of the students of the University.
SMG	Senior Management Group
University Council	The Council is the University's governing body and may exercise on behalf of the University, all powers conferred on the University by the FNU Decree.
Validation	The process to assess new programme development and review proposals for approval. Validation establishes that the evidences presented are: I. Reliable II. Sufficient III. Authentic IV. Current

5. Responsibility

Initial Stage	Approving Authority	Activation & Marketing	Regulatory Authority
PD/PDT IAC/PAC CAB SAB DAB PDSO	AQAC Senate University Council	Registrar DMC	FHEC FQC

6. Procedure

6.1. Programme Initiation

- 6.1.1 New programmes or major changes to existing programmes may be initiated by Donor Agencies, Government, Review Teams, or by the University and a request must be made to the College Dean to develop a new programme or any major changes to existing recorded programme.
- 6.1.2 The College **ADL&T** who oversees the programme development and design process at College level advises College Dean to appoint the **PD/PDT**.
- 6.1.3 **PD/PDT** must provide rationale for new programmes or major changes to existing programme. The rationale must be supported with relevant documentation and evidences.
- 6.1.4 **PD/PDT** must prove that there is a need, sufficient demand and sustainability for the new programme or major changes to existing programme/s.

Note:

1. **Major changes** to existing recorded programmes requires approval from the FNU Senate and the FQC. Major changes include the following:
 - Title and/or type of the qualification;
 - Type of qualification awarded;
 - Level of the qualification;
 - Credit value/point of the qualification;
 - Outcome statement of the qualification;
 - Entry requirements;
 - Length of the qualification;
 - Compulsory components (addition or deletion);
 - Assessment of a component (qualitative change);
 - Regulations for award of qualification;
 - Changes to the mode of delivery;
 - Change to allow for delivery at another site (including overseas sites);
 - Change to the scope of accreditation (e.g. new standards).
2. Documentation required for approval for a **Major change** should include details and evidence of:
 - Full details of the changes;
 - Rationale for the changes;
 - Internal consultation and support for the changes;
 - External consultation and support for the changes;

- *Transition arrangements for existing learners (where necessary);*
- *Internal formal approval for the changes (academic board or equivalent);*
- *Resourcing (teaching/learning resources, library resources etc.);*
- *Staffing (numbers, qualifications);*
- *Resulting changes to quality management systems;*
- *Meeting the requirements for overseas delivery.*

6.2. Preparation and Approval of Programme Proposal

- 6.2.1 The **PD/PDT** would prepare a new programme proposal using **New Programme Proposal Summary Form [AQP – PDS – 01 – C Rev 00]** (*Appendix 2.1, New Programme Proposal Summary Form. Pgs.41-46*).
- 6.2.2 The **PD/PDT** would prepare an **Application Form for Approval of Major Change/s to an Existing Programme [AQP – PDS– 01 – B Rev 00]** (*Appendix 2.2, Application Form for Approval of Major Change/s to existing Programmes. Pgs.47-48*).
- 6.2.3 The **PD** scopes for relevant personnel has to be part of the development process. The selection must be on basis of relevant qualification and experiences.
- 6.2.4 The **PD** and **ADL&T** select and recommend relevant personnel to the College Dean for approval and appointment.
- 6.2.5 With appropriate consultation and deliberation with the appointed academia, industry and professional bodies, **IAC/PAC** and the **PDSO**, the **PD** compiles and completes the following documents:
- I. Application Form for Approval of Major Change/s to an Existing Programme **[AQP – PDS – 01 – B Rev 00]** (*Appendix 2.2, Pgs. 47 - 48*) for major changes to the existing programme only,
 - II. New Programme Proposal Summary Form **[QP – PDS – 01 – C Rev 00]** (*Appendix 2.1, Pgs. 41 - 46*). for new programmes only,
 - III. Programme Resources Form **[AQP – PDS – 01 – D Rev 00]** (*Appendix 2.3, Pgs. 49 - 50*). This includes:
 - Personnel Resource;
 - Consumables and Equipment;
 - Space Requirements;
 - ICT Requirements;
 - Library Resources;
 - Financial Budget
 - Flexible and E-Learning
 - IV. Business Case Analysis **[AQP – PDS – 01 – E Rev 00]** (*Appendix 2.4, Pg. 51*).
- 6.2.6 The **PD** shall present the completed Application Form for Approval of Major Change/s to an Existing Programme **[AQP – PDS – 01 – B Rev 00]** (*Appendix 2.2, Pgs. 47-48*) or New Programme Proposal Summary Form **[QP – PDS – 01 – C Rev 00]** (*Appendix 2.1, Pgs. 41-46*) and the Business Case Analysis Form **[AQP – PDS – 01 – E Rev 00]** (*Appendix 2.4, Pg. 51*), to the **SAB** for approval. After incorporating the changes required by the **SAB** and with the **SAB** Chair approval memo, the programme proposal must be submit in the **CAB** for approval. As part of the internal programme proposal, approval process of the College the **SAB** shall recommend the new programme proposal/changes to the existing programme to the **CAB** for validation and approval.

6.2.7 In validating the proposal, the **CAB** must ensure that the evidences in the proposal are:

- Reliable
- Sufficient
- Authentic
- Current

6.2.8 Before approving a new proposal, the **CAB** must carefully consider the following:

- I. There is any evidence as to community need and student demand for the proposed programme;
- II. The proposed programme has distinct characteristics which differentiate it from other or similar programmes been offered in Fiji;
- III. The proposed programme is consistent with the role and the direction of development of the university;
- IV. The proposed programme complements the other degree programs in the university;
- V. They can justify the level of resources (support, staff, space, library, computers) needed for the programme;
- VI. The universities overall resource provisions can accommodate the new programme;
- VII. There is adequate academic and technical expertise within the university to support the programme; and
- VIII. Any additional academic and technical expertise required can be readily obtained.

Note:

- ***Evidence must be provided to demonstrate that relevant consultation has occurred as per the requirement of the two forms.***
- ***Once approval is granted PD progresses to develop the programme document.***

6.3.Planning, Preparing of the Programme Document

6.3.1 The **PD** forms the **PDT** from members selected and appointed by College Dean. **PD** shall remain the chair of the **PDT**. The **PDT** prepares the full programme document in accordance with the University, national and international standards for both its quality and content. In doing so, the **PDT** would consult:

- a) The **IAC/PAC** – advises the **PDT** on the programme content, level, assessment activities, delivery mode and method to meet the industry standards.
- b) Relevant Industry Stakeholders advises on the rationale for the programme, demand and business planning.
- c) Relevant internal and external academic staff advises on the content details.
- d) Relevant accreditation and professional bodies for advises accreditation, registration and licensing requirements.
- e) PDSO provides ongoing advises on the programme development process.
- f) External adviser/s or peer reviewer/s shall be appointed where required by the College Dean (this may be in the case of professional qualifications requiring registration, licensing, and accreditation).

6.3.2 The main responsibility of a **PDT** is to plan and prepare the programme in final detail and to prepare the full submission for validation by the **PDSO**.

6.3.3 The general format of the full submission is given in **Programme Document Template [AQP – PDS – 01 – A Rev 00]** (Appendix 2.5, Pgs.52-58). The document shall give a prominent place to outcome-based approaches to learning, teaching and assessment. It shall cover the intended

learning outcomes of the programme, how the programme curriculum, the learning and teaching activities lead to achievement of these outcomes and what measures would be taken or evidence would be gathered to determine the intended outcomes are achieved.

- 6.3.4 The **PDT** should invite the **PDSO** to provide on-going input to the outcome based elements in the programme proposal. In addition, for a self-financed programme the proposed Business Plan of the programme should be submitted. The **Business Case Analysis Form [AQP – PDS – 01 – E Rev 00]** (*Appendix 2.4, Pg. 51*) and the **Business Plan** (*Appendix 2.6, Pgs.59-61*) should be approved by the **SMG**.
- 6.3.5 When planning the detailed curriculum, the **PDT** should understand clearly and bear in mind the broad resource parameters, which the university has agreed for the programme. This is to avoid rejection of the full submission on resource grounds. The fine-tuning of the resources demands should be referred to appropriate department and division(s) for consideration with the validation process. A detailed list of all existing resources and resources that are to be acquired (Resource Acquisition Plan) with quotations and costing must be provided for validation (the provision for a detailed list on resources is in Section A.5 of the **Programme Document Template [AQP – PDS – 01 – A Rev 00]** (*Appendix 2.5, Pgs. 52-58*).
- 6.3.6 With appropriate consultation and deliberation with relevant academia, industry and professional bodies, **IAC/PAC**, the **PDSO** and the following are to be completed by the **PDT**:
- Programme Document Template [AQP – PDS – 01 – A Rev 00],
 - Application Form for the Recording of a University Qualification on the Fiji Qualifications Framework (FQF) – [FORM IA - 06]
 - Approved Programme Proposal Summary Form [AQP – PDS – 01 – C Rev 00]
 - Programme Resources Form [AQP – PDS – 01 – D Rev 00]. This includes
 - Personnel Resource;
 - Consumables and Equipment;
 - Space Requirements;
 - ICT Requirements;
 - Library Resources;
 - Business Case Analysis [AQP – PDS – 01 – E Rev 00],
 - Business Plan [AQP – PDS – 01 – H Rev 00].

Note: Evidence/s to demonstrate relevant consultation and references must be provided.

6.4 Programme Validation and Approval Process

- 6.4.1 The general aim of validation is to establish that the submission merits the full support of the University. In more specific terms, the following aspects would be priority considerations:
- a) The rationale and coherence of the following items for the programme:
- Uniqueness;
 - Community needs;
 - Student demand;
 - Admission requirements;
 - Aims and learning outcomes;
 - The required standard/s (course) at relevant level;
 - The consistency between the programme standards;
 - Programme design Philosophy and structure;
 - Programme curriculum and content
 - Programme operation, management, quality assurance and enhancement;

- Teaching/ learning activities;
 - Assessment methods and regulations;
 - Employment opportunities and their match with output;
 - The overall intellectual level of the programme and the intellectual demands it places on students.
- b) The adequacy of the staff and resource support, both current and planned, and any resource implications for the University over and above the previously agreed levels.
- c) The quality and experience of academic staff who would teach the programme, together with any staff development plans and intended staff appointment.
- 6.4.2 The PDT submits all documents to SAB and later to CAB for validation and approval. SAB and CAB decision may include:
- a) Approval and progress to **AQAC**.
 - b) Return for further improvement/s.
- 6.4.3 The CAB-approved Programme Document and attachments are submitted to the PDSO for validation of evidence against FNU and National Academic Standards. A validation report is generated and presented to AQAC to further approve the programme.
- 6.4.4 Once satisfied with the above, the chair of the **CAB** shall present the documentations of the new programme/ changes to the existing programme to the **AQAC**. The **AQAC** would deliberate on the completeness of the submission, with reference to:
- a) The quality of the evidence of community support, consultation, the fulfilment of strategic requirements; and
 - b) The quality of the business plan and all other documents submitted.
- 6.4.5 Once satisfied with the above, the chair of the **AQAC** chair shall present the documentations of the new programme/ changes to the existing programme to the **Senate**. The **Senate** would deliberate on the completeness of the submission, with reference to:
- a) The quality of the evidence of community support, consultation, the fulfilment of strategic requirements; and
 - b) The quality of the business plan and all other documents submitted.
- 6.4.6 If satisfied with the above, the Senate shall accredit/approve of the new programme/ changes to the existing programme up to seven years. As FNU is a self-accrediting institution, the Senate has the final authority for the approval for new programme/changes to existing programme.
- 6.4.7 The **Senate** shall make a decision on the offer date for the new programme and the effective date for the major changes to the existing programs.
- 6.4.8 The **Senate** resolution number shall be part of programme document and as footer to be the identifier at all times, including copies given to students. This shall be inserted by the **PDSO** in the Programme Document Template.

6.5 Notification for Registration on the University Management System and Marketing

- 6.5.1 The PDSO shall provide the Office of Registrar the document/s for new programme and/or revised programme/s for registrations of programme document and programme structures on the university management system.
- 6.5.2 The **PDSO** shall also notify to confirm with Director Marketing and Communications of approval of all new and revised programme/s for publications on FNU website as and when requested by the College Dean.

6.6 Application for Recording of Qualifications on the Fiji Qualification Framework

- 6.6.1 The **Senate Secretariat** shall submit the following approved documents to the **PDSO**:
- a) Application Form for the Recording of a University Qualification on the Fiji Qualifications Framework (FQF); (*Appendix 2.7, Application Form for Recording of University Qualifications on FQF. Pgs. 62-71*).
 - b) Application for Amendment (for major changes to existing programme);

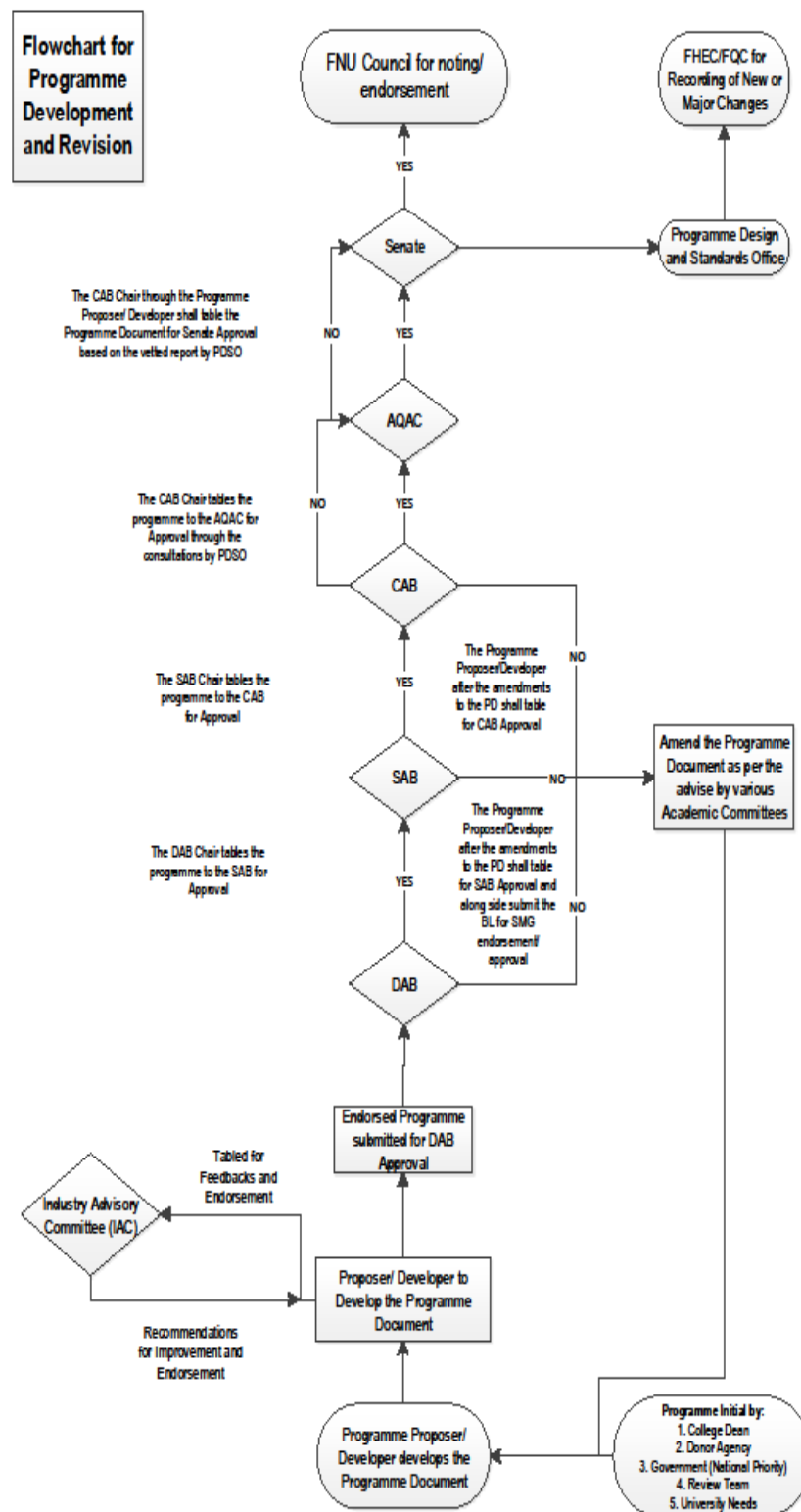
Note: These documents must be submitted both in hard and soft copies.

- a) **Programme Document Template [AQP – PDS – 01- A Rev 00],**
 - b) **Approved Programme Proposal Summary Form [AQP – PDS – 01 – C Rev 00]**
 - c) **Programme Resource Form [AQP – PDS – 01 – D Rev 00]. This includes**
 - d) **Personnel Resource;**
 - e) **Consumables and Equipment;**
 - f) **Space Requirements;**
 - g) **ICT Requirements;**
 - h) **Library Resources;**
 - i) **Business Case Analysis [AQP – PDS – 01 – E Rev 00];**
 - j) **Business Plan including Financial Budget [AQP – PDS – 01 – H Rev 00];**
 - k) **Course Descriptor [AQP – PDS – 01 – F Rev 00].**
- 6.4.2 The **PDSO** shall make an application for Recording of Qualifications on the FQF or an Application for Amendment (for major changes to existing programme) with the FHEC for recording of new programs or changes to recorded programs on the FQF Register.
- 6.4.3 The **PDSO** shall follow up with the FHEC and keep the **PD** and **College Dean** informed of the decision on Application.
- 6.4.4 The relevant application fee shall be borne by the concerned College or Centre.

7. Documentation

No	Type of Record	Document ID	Retention Time	Location	Responsibility
7.1	Application for Recording of University Qualification	FORM IA-06		PDSO	PD/PDT/SAB/CAB/ PDSO
7.2	Application Form for Approval of Major Change's to an Existing Programme	AQP – PDS – 01 – B Rev 00		PDSO	PD/PDT/SAB/CAB/ PDSO
7.3	Assessment Spreadsheet	AQP – PDS – 01 – G Rev 00		PDSO	PD/PDT
7.4	Business Case Analysis	AQP – PDS – 01 – E Rev 00		PDSO	PD/PDT/SAB/CAB/ PDSO
7.5	Business Plan	AQP – PDS – 01 – H Rev 00		PDSO	PD/PDT/SAB/CAB/ SMG
7.6	Course Descriptors	AQP – PDS – 01 – F Rev 00		PDSO	PD/PDT/SAB/CAB
7.7	New Programme Proposal Summary Form	AQP – PDS – 01 – C Rev 00		PDSO	PD/PDT/SAB/CAB
7.8	Programme Document Template	AQP – PDS – 01 – A Rev 00		PDSO	PD/PDT/SAB/CAB
7.9	Programme Resources Form	AQP – PDS – 01 – D Rev 00		PDSO	PD/PDT/SAB/CAB

Fig. 2.1



Chapter 3

Quality Assurance in Academic Programmes

Policy, Procedures and Tools

1.0 Purpose

Is to provide a framework to measure the University's performance in meeting the objectives, targets and strategies defined within the system-planned arrangements.

2.0 Scope

This chapter extends to all taught courses and programmes offered at the University and includes the organisational sections that support and form part of the academic process.

3.0 Applicability

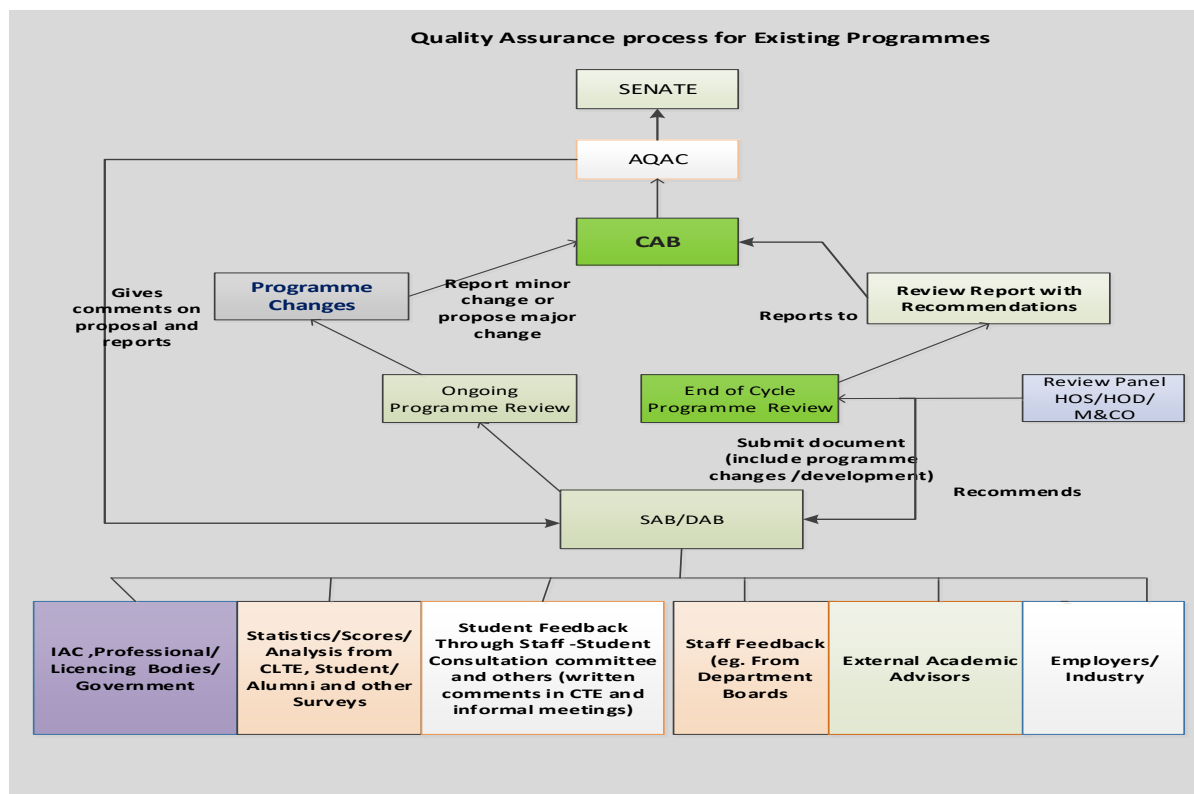
This chapter applies to all the Colleges and various organizational sections that support the Learning & Teaching process of the University.

4.0. Quality Assurance of Existing Programmes

4.1 The Process

The Quality Assurance (QA) of the existing programmes is a rigorous monitoring and review process that involves well-structured committees that have standard mechanisms to safeguard and enhance the quality of learning and teaching, student assessment, programme reviews, external advice, benchmarking and collection of feedbacks from various stakeholders. This framework ensures that the quality of undergraduate /postgraduate programmes are maintained and enhanced continually. The Processes are depicted in **Figure 3.1**

Fig 3.1



5.0 Quality Assurance (QA) Committees

- 5.1 The Senate, being the supreme academic body of the University, oversees academic quality through Academic Quality Assurance Committee (AQAC) for all academic programmes.
- 5.2 The AQAC is the key committee, which monitors the various levels of learning and teaching quality assurance and enhancement processes and supports the Senate in its decision-making on academic issues. The AQAC confirms that the quality assurance and enhancement mechanisms are in place. Together with a rigorous and sound evaluation and review procedures and tools. The idea is to maintain consistency across the institution. (*Appendix 1.2, TOR for AQAC, Pg.40*)
- 5.3 The AQAC, has committees (*Refer to Fig 1.1, Pg. 2*) which raises the profile of learning & teaching to stimulate greater attention to improving the quality of teaching, improving assessment practices, and supporting staff to engage in innovative teaching development work.

6.0 Types of Evaluation and Reviews

Note - (It is mandatory that evaluations and reviews be conducted as per the procedures and guidelines provided in the appendix.)

6.1 Student – Staff Consultation Committee (SSCC)

Formal evaluation of courses and teaching (through student feedback) is required for internal review & evaluation, academic promotion processes, academic programme reviews, accreditation applications, academic audits and other quality assurance and enhancement processes (*Appendix 3.1, TOR for SSCC. Pg.79*).

6.2 Academic Portfolio Review

Academic Portfolio Review (APR) focusses on the quality of the programme, paying attention to the content and structure and overall programme success indicators. This process assists the Colleges to identify those programmes that need to go through an internal evaluation and review (*Appendix 3.2, Procedures, Guidelines and Quality Action Plan for APR Pgs. 80-83*).

6.3 Programme and Course Review

The University requires all academic programmes and courses to be monitored periodically. The Colleges in consultation with Quality Office are responsible for the design, delivery and assessment of programmes and courses. The responsibility for such monitoring rests with AD L&T. The Quality Assurance Committee through the Monitoring & Compliance Office provides an oversight of the monitoring and review processes (*Appendix 3.3, Policy, Procedures and Templates for Programme and Course Review. Pgs. 84-89*). Colleges are encouraged to enter into a Memorandum of Cooperation (MOC) with external accrediting agencies, which will allow for external evaluation and monitoring of their programmes.

6.4 Learning & Teaching Support Unit Review

It is important to carry out internal reviews and where needed external reviews of the learning & teaching support sections that may have an influence on the quality assurance of learning and teaching (*Appendix 3.4, Policy & Procedure on Learning and Teaching Unit Review. Pgs. 90-91*).

6.5 Internal Evaluation and Review

The purpose of this review is to internally evaluate and review College/Centre programmes. This review will enable the independent evaluators to identify gaps and recommend for improvements. This review is for assurance of quality and in preparation for external accreditation. This procedure will also enable the programme to be evaluated externally by FHEC. (*Appendix 3.5, IER Policy, Procedures, Questionnaires & Cross Reference Document. Pgs. 92-107*).

6.6 Employability Survey

The aim of this exercise is to determine the effectiveness and success of the programmes offered by FNU. The major focus of this exercise is to evaluate the achievements of the Fiji National University's mission on the support for the economic and social development of Fiji through relevant, high quality education and training to maximize the graduate employability and applied research that has positive societal impact. Employability survey would help to realign programmes that address the human resources needs of the nation. FRCS will be a partner in provision of all the necessary information on graduate employability. (*Appendix 3.6, Flowchart on Graduate Employability Survey Report Preparation. Pg. 108*).

6.7 Internal Audits

Internal quality audit at FNU is a systematic and independent investigation with the purpose of determining whether the actions and the results referring to quality are in accordance to academic regulations and to confirm that these regulations are implemented and are suitable and achieving the set goals.

The Monitoring and Compliance section from Office from the PVC-L&T in collaboration with the College AD-L&T's will monitor and evaluate this through "site visit checks" by making reference to the set standards and UASR (Pg. 37). The audits will be randomly instituted and on the request of the Deans (*Appendix 3.7, Internal Audit Policy, Procedures and Templates. Pgs.109-115*).

6.8 Suggestion Box Survey

Suggestion box survey is a great and easy way to collect feedback from the learners. The M&CO will monitor the delivery of courses using the suggestion box. This process will involve keeping a labelled empty box in the lecturer rooms and giving learners the freedom to make their comment about the delivery of the course and its contents.

This will be a random exercise and it will assist the Monitoring and Compliance Section to identify the strengths and gaps in the courses/course delivery and recommend for improvements to the respective HOS/HOD/academics through analyzed results and written reports. (*Appendix 3.8, Picture Depicting the Criteria for Suggestion Box Survey. Pg.116*)

6.9 Course and Teacher Evaluation

Course and Teacher Evaluation is a critical component of assessing and improving teaching and instruction. All students are invited to complete a Course and Teacher Evaluation (CTE) form for each of their courses at the end of every semester. The CTE Report is used as a tool for making course selections, Information about teacher effectiveness, course difficulty, and time commitment.

Student feedback on Lecturer/ Instructor and course content are valuable elements to the improvement of FNU course offerings and for the professional development of the teachers. Evaluation results are used by individual Colleges/Schools/Departments in contract renewal and promotion processes. Programme coordinators/lecturers themselves find them very useful when designing course structure, syllabi, and content, as well as for personal development (*Appendix 3.9, CTE Policy, Processes, Guidelines and Evaluation Form. Pgs.117-122*).

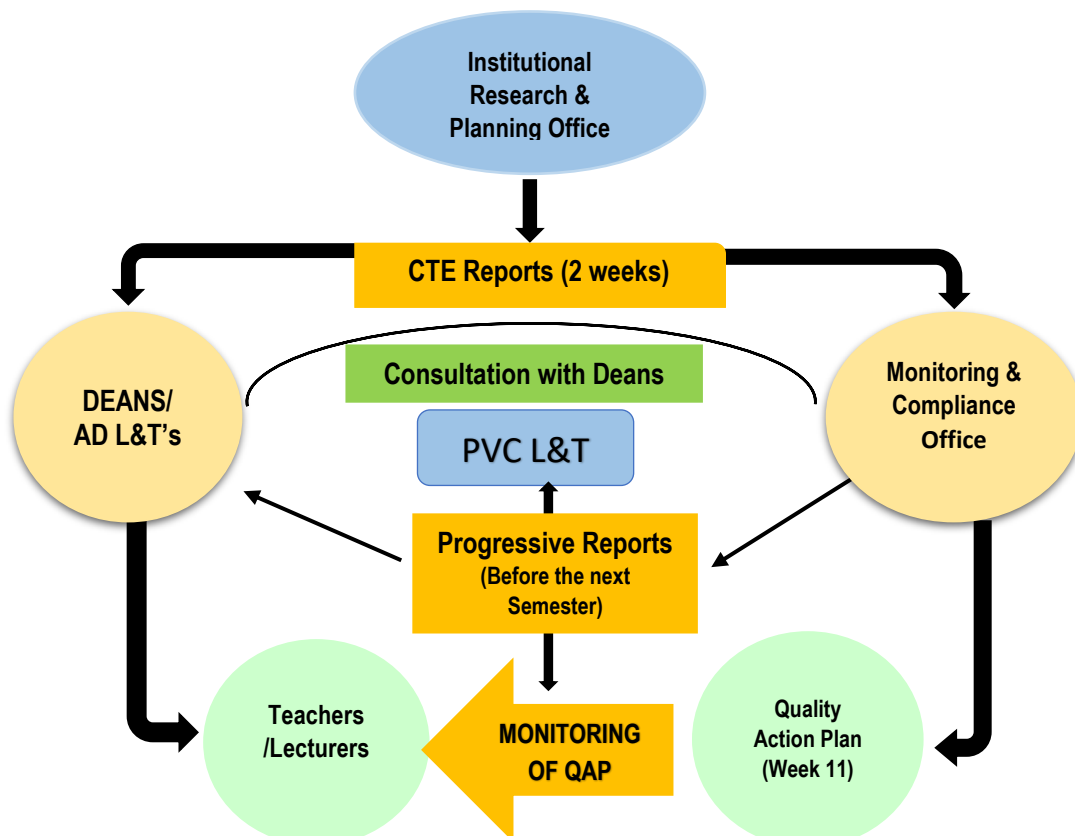
6.9.1 Survey Procedure for CTE

The following flow chart illustrates the reporting process of the CTE results to the lecturers.

Fig 3.2 Flow chart depicting the CTE survey procedure



Fig 3.3 Course and Teacher Evaluation Monitoring Process



The Monitoring and Compliance Office will ensure that the CTE results are obtained, improvement plan is initiated and developed, implemented, monitored and the outcome report is generated and submitted to Office of PVC L&T.

The Associate Deans -Learning & Teaching will play an important role at the college level and ensure that the improvement plan is implemented, the identified lecturers are monitored and progress reports are generated as per the plan (*Appendix 3.10, Performance Rating Criteria, Student feedback Form, Action Plan for Monitoring the Lecturers Needing Support (Red) and Reporting Template for Lecturers Needing Support. Pgs.123-130*).

6.10 A Focused Teaching Portfolio

This is the centre-piece of the teaching portfolio with the remainder of the portfolio designed to provide evidence that you actually operationalize your philosophy (*Appendix 3.11, A Teaching Philosophy Statement, Examples and Evidence. Pgs.131-132*).

6.11 Peer Observation

Peer observation is about teachers observing each other's' practice and learning from one another to improve their teaching. This review aims to support the sharing of best practices and to observe pedagogical practices—in real-time—as they play out in the classroom, and to lay the groundwork for an open and constructive follow-up discussion between colleagues with a shared mission of improving teaching and learning (*Appendix 3.12, Peer Observation Guidelines and Peer Observation Proforma. Pgs.133-134*).

6.12 Self – Assessment / Evaluation

Self-assessment is an assessment conducted by the institution to gauge whether programmes offered by the institution meet their educational objectives and outcomes. The purpose is to improve programme's quality and enhance student learning. The evaluation procedure is made up of three stages: the gathering of data, the drawing up of the self-evaluation report, and the evaluation of the evidence by an external review panel. The criteria governing the self-evaluation are provided by the accrediting agency.

6.13 Accreditation

Accreditation is a quality assurance process of gaining official recognition of an institution/college/school/programme by a reputable agency based on meeting that agency's quality assurance and quality enhancement criteria. The primary purpose of accreditation is to provide international confirmation and external recognition of the quality of an institution as a whole and/or its colleges, schools and programmes. As a by-product of accreditation, graduates of the institution are afforded enhanced employment opportunities and mobility for further study. During the process of accreditation, assessment is made against predetermined criteria within certain specified categories (for example, mission/objectives, quality assurance processes, curriculum content, resourcing, staff profile) for the purpose of ascertaining whether the standards set by the relevant accrediting body have been *met* (*Appendix 3.13, Accreditation Policy, Procedures and Responsibilities. Pgs. 135-140*).

Chapter 4

Quality Assurance in Student Assessment

1.0 Overview

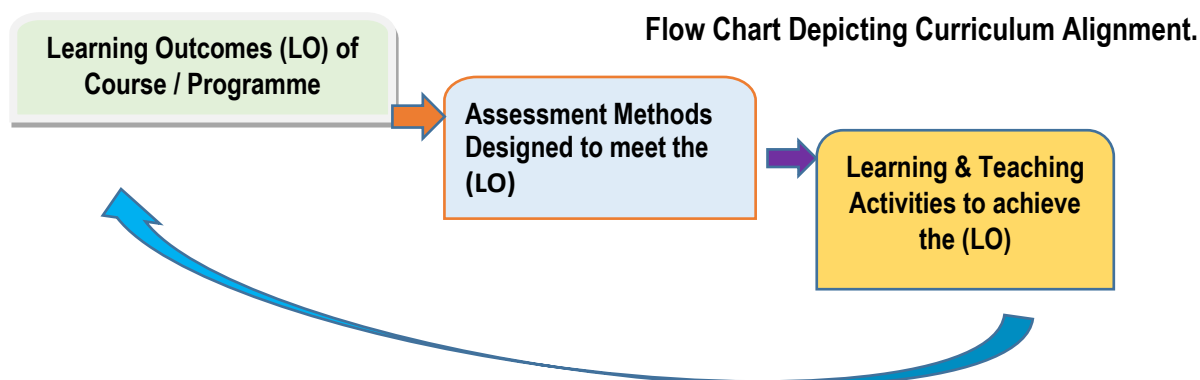
Striving for effective, consistent, fair and transparent assessment at all levels is essential for the continuous improvement of educational experience of students at FNU. For reference of staff and students, the document entitled *Assessment Guidelines for Fiji National University* is outlined below in.

- 1.1 **The assessment guideline** provides well-established best practices for continuous improvement aligned between assessment and the learning outcomes in all courses and programmes of the University.
- 1.2 Grades across the University have comparable meanings in terms of broadly defined levels of achievement. The University has a set of academic regulations and guidelines in order to achieve consistency across programmes and courses in student assessment.
 - The UASR, (Pgs. 39 – 53) lists the Academic Regulations of the University.
 - The UASR, (Pgs. 19 – 36) sets Academic Standards of University Programme.
 - The FNU Examination policy and FNU Assessment Policy applies to all examinations and assessment process for the University's award programmes.
- 1.3 A student may appeal for a review of grades and/or for a reassessment. Details are given in the UASR (Pgs. 48 – 49) under Reconsideration of Grades and Appeals.
- 1.4 The School and College Examination Boards are responsible for consideration of matters related to examinations, assessments, and course grading and award classifications for all programmes.
- 1.5 In alignment with outcome-based approach to learning & teaching (OBALT), class attendance should not be a standalone assessment component. However, class attendance can be part of the assessment in connection with class participation subject to the development of a clear rubric that shows the weighting of class attendance as part of the class participation when it is an item in course assessment.
- 1.6 As part of reference for student assessment under outcome-based assessment a document on norm-based vs criterion-based assessment is given (*Appendix 4.1, Criterion vs Norm-Based Assessment. Pg.141*).

2.0 Assessment Guidelines for Fiji National University.

This guideline outlines some well-established best practices for continuous improvement aligned to assessment and the learning outcomes in all courses and programmes at FNU. The Curriculum alignment is about assessment methods mapped with the learning outcomes in all the learning and teaching activities.

Fig 4.1



2.1 These assessment guidelines are based upon the principles inherent in good teaching practice.

They aim to ensure that:

- a. Assessment tasks are aligned with its LOs.
- b. The students understand in advance what is expected of them in the programme;
- c. Fairness is upheld in the administration of assignments and assessment tasks in all courses of the programme; and
- d. Evidence is available for (a-c) above for the purpose of quality assurance in assessments.

The guidelines affirm the lecturer's academic freedom in constructing and delivering the course content while recognizing that the taught curriculum is fundamental to the student experience and should align well with the goals of the individual programme and the University as a whole. This helps the University to justify clearly the alignments among;

- The learning outcomes set by each programme and its constituent courses,
- The discipline-specific contents involved, and
- The design of assessment tasks and other appropriate student learning activities.

2.2 Curriculum alignment implies a number of principles:

2.2.1 That the students are informed of the criteria set for grading specific assignments, and that grading adheres to those criteria. Marking criteria and procedures and other assessment processes in a course need to be clear to teachers and students. Students in particular need to be given sufficient and timely information about the assessment tasks.

2.2.2 Students should be expected to evaluate, articulate and apply a wide range of high-level cognitive skills and values as well as subject-based knowledge. That assessment tasks should have sufficient variety to meet the range of LOs, initially at the course level and ultimately at the programme level;

- 2.2.3 Throughout any given course, students should have opportunities to gain insights into their progress and how they might further improve. To that end, formative assessment tasks need to be followed by timely and appropriate feedback so that students are given adequate time for reflection and improvement.
- 2.2.4 The Course Coordinator should return the marked student work well before the start of examination period. The UASR further explains procedures on the management of student progress (*Refer to UASR, Pgs. 41 – 42*)

2.3 Purpose of Assessment

Appropriate assessment strategies support a high quality education that should provide evidence:

- About student learning progress, in order to facilitate the development of knowledge, skills, attitudes and values.
- For the teachers and their peers, about the particular curriculum set-up, modes of teaching, and the methods of assessment adopted across the programmes in order to further improve teaching and learning through review and evaluation; and
- For the University, the public and the wider community about student attainment of learning outcomes initially at the course level, then the programme, and ultimately at the level of FNU graduate; as well as about the appropriate level of achievement of our graduates that is recognized by the society at large.

2.4 Assessment Practices

The University generally accepts formative and summative assessments as part of student achievement of LO and contribute to final grades or marks. Summative assessment focuses on learning outcomes achieved by the end of the course, and are higher-level outcomes. Formative assessment is generally intended to provide feedback to students in order to enhance their learning during the course (or, more broadly, over an entire programme of study).

Ideally, the assessment of LOs will:

- Indicate the variety, timing, and evidence of student learning,
- Contribute to the future quality audit process requirements,
- Promote recognition by the wider community of the value and rigour of a FNU degree.

Informal assessments/non-mark bearing take the form of observations acquisition of a specific (usually lower-level learning outcome) skill, process or knowledge.

2.5 General principles for assessment at Fiji National University (Course and Programme levels)

The Course Coordinator determines the significance, nature and extent of the assessment based upon the LOs, best teaching and assessment practices, and specific needs of the academic discipline.

- Summative and formative assessments will contribute to final grades; however, a summative or a formative assessment can be used in its entirety to a final grade.
- Teamwork is embedded in FNU Graduate Attributes and group tasks will provide opportunities for students to demonstrate cooperation and collaboration. The Course Coordinator must ensure

that a group assessment and marking criteria is clearly explained.

- Peer assessment is potentially an excellent opportunity for students to develop comprehensive understanding of the dynamics of teams, and is a means of judging the quality of their own and others' work. It must be noted that to administer peer assessment sufficient resources (e.g., rubrics, in-class discussions, modelling the process by the teacher, exemplars from past courses etc.) for students to undertake this process in a fair and scholarly manner.
- Not all programme-level learning outcomes need to be assessed in each course.

At the programme level, assessment tasks may be expected to span a wide range of learning outcomes.

- It is imperative that students should be made aware of how the learning outcomes and assessment tasks in any given course align with programme level learning outcomes.
- The Quality Office (Programme Designs & Standards, Monitoring & Compliance) will review the extent to which various assessments are aligned with the programme goals.
- The Quality Office (Programme Designs & Standards, Monitoring & Compliance) shares relevant information about assessment with the individual teachers and evaluates how the programme goals and learning outcomes have been achieved. This may also be done in conjunction with scheduled Programme Reviews (*Appendix 4.2, Guidelines for a Holistic Approach to Assessment within Programmes. Pg.142*).

2.6 Marking and Grading

The key principles of fairness, awareness and transparency imply that marking and grading must be as equitable as possible, particularly in multi-section courses. Some assessment strategies that can help teachers achieve these goals are highlighted in the *FNU Moderation Policy (Pgs.3-4)*.

In addition, the general expectation is that:

- The marking criteria of an assignment should be made explicit to students in a timely fashion and linked to the LOs. (All assignments must be submitted through TURNITIN or similar software to ensure there is consistency and transparency)

The implementation by the programme of procedures to ensure comparability of grading across sections of the same course (e.g., double marking of a set of sample scripts from each grade level, or marking of a certain part of an assessment task by a single teacher, etc.). These are especially important when multiple teachers are involved in grading across multiple sections.

2.6.1 The archiving of marking criteria and sample scripts for:

- Scheduled course and programme reviews;
- Scrutiny by external reviewers if requested/ required; and
- Future reference and mentoring of new staff and as exemplars for students.

2.6.2 Assessment tasks that are weighted relatively more heavily should be designed to provide opportunities for students to demonstrate that they can perform at optimum levels.

- 2.6.3. Care should be taken to ensure that the descriptors provided for assessing student achievement of learning outcomes are sufficiently comprehensive to differentiate student performance across a range of levels.

2.7 Programme and Course Outlines, and Assessment Descriptors

In the effort to align programme with its LO's it is good practice for:

- assessment goals across all its courses to be made available to students using multiple platforms
- each programme to include a statement of programme-level learning outcomes linked to the FNU Graduate attributes in each programme description as per the programme document
- course coordinators to provide students with information on how the specific assessment tasks (e.g., classroom discussions, attendance, online forums, quizzes, mid-semester, end-of-semester examination, group work, artefacts etc.) relate to course-level and programme-level learning outcomes;
- the link between the assessment tasks and the LOs should be indicated to the students and should be documented for the purpose of quality assurance and enhancement;
- major changes would normally not be made to the assessment tasks after the commencement of a course, and minor changes would be made in consultation with the students, and would be recorded;
- major changes to the assessment tasks for a course should be approved by the College Academic Board;
- The grading/marking procedures for individual contributors to group projects to be specified clearly to allow the instructor to allocate grades fairly based on the contribution each student has made to the final product (*Refer to FNU Assessment Policy. Pg.5*).

2.8 Academic Integrity:

The presentation of another person's work without proper acknowledgement of the source, including exact phrases, or summarised ideas, or even footnotes/citations, whether protected by copyright or not, as the student's own work is deemed as plagiarism, and students should be made aware of the policies of the University and the resultant action. (*Refer to FNU Plagiarism Policy, Pgs.3-5 and UASR: Pg. 57 on Academic Dishonesty*)

- Teachers are strongly advised to inform/remind all students (particularly in the early stages of university life) as to the penalties for plagiarism and other forms of academic misconduct.
- It is important that there is a common understanding by all teachers in a programme as to the actions that will result if academic misconduct is shown to have occurred, and that these actions follow University policy.
- It is mandatory to use TURNITIN, a similarity check tool, to check all written assignments for all courses. Teachers can also refer to the instructor guide by clicking on the link:
<https://help.turnitin.com/feedback-studio/turnitin-website/instructor/quickstart.html>

Chapter 5

Quality Assurance in Learning and Teaching Enhancement & Flexible and E-Learning

5.0 Overview

This chapter explains the quality assurance processes and activities for Learning and Teaching Enhancement (LTE) and Flexible and E-Learning (FEL) at FNU. These core areas form a cohesive relational approach to ensuring that learning and teaching activities continue to evolve in terms of pedagogies, technologies, access and equity.

5.1 Learning and Teaching Enhancement (LTE)

Core Document: Learning and Teaching Enhancement Strategy & Implementation Plan

Contact: clte@fnu.ac.fj

Learning and Teaching Enhancement (LTE) activities at FNU are built on the principles that there is maintenance and monitoring of standards related to learning and teaching, and that continuous improvement of learning and teaching is informed by robust evaluation data. The Centre for Learning and Teaching Enhancement (CLTE) is the unit responsible for implementing key learning and teaching enhancement activities at FNU.

The Learning and Teaching Enhancement Strategy, which stems from the Learning, Teaching and Training Policy, guide the work of CLTE. It has four (4) key goals or areas of focus:

- I. Increase student retention.
- II. Optimise student-learning experience.
- III. Support employability and entrepreneurship skills development.
- IV. Promote good learning and teaching practices that facilitate student learning.

The CLTE collaborates with students, staff and university committees including the College Associate Deans (Learning & Teaching), the Centre for Flexible & E-Learning, Registrar's Office, Library and the FNU Student Association.

There are two (2) main areas under which LTE activities are implemented: Learner Enhancement and Teacher Enhancement. The core activities are listed below each of these areas.

5.1.1 Learner Enhancement

Early Alert and Response System (EARS) is an online diagnostic and early intervention tool to support the academic recovery of students at risk of non-continuation. Teachers are encouraged to submit an Alert when concerned about a student's performance in their course. Assistance is provided to students by the Student Success Specialists, whose focus is to connect students directly to the support they need to get and stay on track for success in their courses.

English Language Hub (ELH) is dedicated to helping students from all disciplines and abilities to become more effective writers (both in academic and non-academic genres) and oral communicators—both of which are essential to student success at FNU and beyond. By tutoring, conducting workshops, and providing resources, CLTE's Student Success Specialties nurture students' English language skills to prepare them for communicative competence in both written and oral discourse. ELH services are offered in both face-to-face and virtual modalities, free, and open to all students needing assistance in English language skills.

The ELH also offers two online English as a Second Language courses: Beginning to Intermediate English as a Second Language (BE101), and Intermediate English as a Second Language (IE101). The courses are available to all students and are free of charge, self-directed and self-paced. They do not require any prerequisite and are not prerequisites to any course, these courses are voluntary and not for credit.

First Year Experience Mobile App is designed to help first-year students to navigate their first year at FNU. The app contains a range of features including, information, schedule and contact of various student support services, inbox messages, to-do list and timetable, and Q&A. The app is available in both Android and iOS.

First-Year Students Webinars (x2) are held a week before the orientation week. The webinars intend to start engaging with the students even before they set foot on the campuses. CLTE staff to introduce the students to CLTE's services and resources conduct first webinar—enhancing my learning in my First Year @ FNU—. In the second webinar—surviving my First Year @ FNU—current students share their real-life experiences about what it's like to study at FNU.

International Student Mentorship Programme (ISMP) is a volunteer peer-mentor programme in which new international students (known as “mentees”) are connected with current FNU students (known as “mentors”) who volunteer their time to help mentees settle into the University and life in Fiji.

Math Help Hub (MHH) provides mathematics and statistics support and advice to students from all disciplines. It is a free face-to-face service facilitated by the School of Mathematical and Computing Sciences (SMCS) staff, open to all students taking courses that involve mathematics and statistics.

Peer Assisted Learning (PAL) offers—free of charge—structured study sessions facilitated by peer students (PAL Leaders) who are students with a strong academic record and have successfully completed the courses themselves. Sessions run from week 3 to week 15, which target difficult courses rather than struggling students. Attendance is voluntary but highly recommended to all students studying the targeted courses.

Student Feedback plays an integral role in the continuous improvement of student learning experiences and outcomes. The CLTE facilitates data collection for conventional courses (i.e. excluding project/practicum, research supervision, or thesis courses) through mid-semester and end-of-semester Course Experience Surveys (CESs) to inform course and programme enhancements. The survey findings are analyzed and fed back to course teachers, Departmental Heads, School Heads, College Deans and Associate Deans (Learning and Teaching). Follow-up actions are expected in response to the student feedback where appropriate.

In addition to CESs, student feedback on diverse aspects of student experience of learning and teaching is collected regularly via a number of various methods, including questionnaires such as the Student Satisfaction Survey, Course & Teacher Evaluation mechanisms, individual and group feedback meetings, representation on committees at all levels of the institution, and participation in the periodic Educational Enhancement and Assurance Review procedures. Students also have an opportunity to raise issues via their College Learning & Teaching Committee (CLTC) and Student Staff Consultation Committees (SSCC).

Succeed@FNU is an online course designed to assist first year students in identifying their potentials to achieve their academic goals, become familiar with FNU's expectations and regulations, learn about the support systems available at FNU and the importance of taking care of themselves. All new students are encouraged to complete this course, which is free of charge, self-directed and self-paced.

Workshops and Seminars are conducted on a regular basis to help students develop academic skills and strategies, avoid plagiarism, deal with personal situations, and plan and better manage their finances. The CLTE also provides a variety of self-help resources to advance the learning experience of students. Sessions for these workshops and seminars will be posted on the CLTE website from time to time and sent out by FNUPR.

5.1.2 Teacher Enhancement

Communities of Practice are designed for teachers to learn about effective teaching strategies and tools, and to share their experiences and solutions with each other.

Continuous Professional Development (CPD) is the ongoing process of tracking and documenting the skills, knowledge and experience gained formally and informally during work. This process flows from the Orientation for New Teachers Module to reflect a teacher's professional growth from orientation through their first contract and beyond where appropriate.

Open Educational Resources (OER) are learning, teaching and research materials in any format and medium that reside in the public domain or are under copyright that have been released under an open license, that permit no-cost access, re-use, re-purpose, adaptation and redistribution by others. CLTE supports the adoption of OER across all Colleges through training, support, and system integration in order to improve equitable access and support student success. OER adoption is a process of learning design under flexible and E-learning.

Orientation for New Teachers (ONTM) is a mandatory online module designed to orient new teachers with a better understanding of specific issues relating to teaching and learning context at FNU and to address common questions with a quick answer and a resource to consult or contact for further information. This module is part of the new teacher induction programme, which is offered in conjunction with the People Performance and Development section of the Human Resource Department.

Teaching Guides on a variety of teaching topics with summaries of best practices, links to other online resources are also available to assist teachers enhance their teaching and improve their students' learning. These will be posted on the CLTE website from time to time.

Workshops and Seminars relating to teaching and pedagogy are organized at regular intervals to deepen and enrich teaching practices.

5.2 Flexible and E-Learning (FEL)

Core Document: Flexible and E-Learning Strategy & Implementation Plan

Contact: cfel@fnu.ac.fj

Flexible & E-Learning (FEL) "is a principle of practice in education, concerned with increasing flexibility in the requirements, time and location of study, teaching, assessment and certification" (ANTA 2003¹)

The Centre for Flexible & E-Learning (CFEL) is the unit that implements the key activities driving FEL at FNU. The Flexible & E-Learning Strategy cascades from the Learning, Teaching and Training Policy. The CFEL collaborates with students, staff and university committees including the College Associate Deans (Learning & Teaching), the Centre for Learning and Teaching Enhancement (CLTE), Registrar's Office, Library and the FNU Student Association. The work of CFEL is guided by four (4) key goals or areas of focus:

- I. Quality Assurance – Quality underpins the (re)design, delivery and evaluation of learning experiences in flexible learning.
- II. Learning Experience – The learning experience in flexible learning should be appropriately developed and supported through courses/ programmes.
- III. Teacher Development – Staff engaged in flexible learning should be equipped to provide enriching learning experiences through courses/ programmes.
- IV. Learning Environment – Technology enhanced learning environments must be appropriate and adequate in order to effectively deliver and support flexible learning.

5.2.1 Learning Design, Development & Delivery

Learning Design is the core activity that implements the flexible & e-learning strategy. Learning Design "describes the educational process of the entire learning and teaching experience. These are pedagogically informed activities, pragmatically following instructional design models which make effective use of appropriate tools and resources" (Gráinne & Fill 2005). The Learning Design process is implemented by a team of Learning Designers, Learning Technologists and Multimedia Producers and coordinated by the Associate Dean (Flexible & E-Learning).

The following DICE guide guides learning Design at FNU:

- I. **Design** – application of pragmatic learning design principles.
- II. **Implement** – activation of proper storyboards based on the learning design.
- III. **Cultivate** – facilitation of course delivery to ensure quality-learning experiences.
- IV. **Enhance** – evaluate learning experiences, from design to delivery.

Key documents supporting the DICE guide are:

- I. Blended Toolkit & Storyboard.
- II. Blended/Online Course Quality Checklist (BCQC).

Modes of Delivery at FNU as supported by learning design, development and delivery are:

- I. **Face to Face (F)** – where a course is mainly delivered in a classroom-based setting orally or in writing. Technology use is minimal and may be used for tutorials or course announcements and assignments submission for example.
- II. **Blended (B)** – where a course uses online and face-to-face delivery. Technology use is substantial whereby the content is delivered online, typically using online discussions and assessment methods, and has some Face-to-Face teaching.
- III. **Online (O)** – where a course is mainly delivered online using a learning management system and conferencing tools. Technology use is substantial and will typically have no face-to-face teaching.

5.2.2 Learning Systems & Good Practice

Learning Systems facilitate the learning design and delivery process. Simply stated, it is a collection of appropriate tools that are properly organized to create an environment that facilitates the learning process. At FNU, learning systems are referred to in the context of technology use to support learning and teaching. Core learning systems implemented and supported at FNU are:

- Moodle – learning management system.
- Turnitin – plagiarism assessment tool.
- Mahara – e-Portfolio tool.

The key document to guide the use of learning systems at FNU is the Learning Management Systems Guidelines.

Good Practice underpins the work of CFEL. As an on-going commitment to ensuring flexible & e learning is appropriately embedded in the learning and teaching experiences of students and teachers at FNU, the Centre for Flexible & E-Learning develops and disseminates good practice resources and offers regular professional development workshops to teachers. Additionally, a mailing list is maintained by CFEL in an effort to disseminate good practice developments and advice on flexible & e learning to all current students and teachers. Good practice guides developed but not limited to the following areas include:

- A Student's Guide to e-Portfolios: Mahara.
- A Teacher's Guide to e-Portfolios: Mahara.
- Getting Started with Moodle: a student guide.
- Getting Started with Moodle: a teacher guide.
- Learning Online.
- Moodle Template Guide: for teachers.
- Open Educational Resources (OER): an introductory guide.
- Teaching Online.
- Turnitin: a student guide.
- Turnitin: a teacher guide.

Chapter 6

Quality Assurance in Student Resource Centres

Fiji National University Library Website link: <https://www.fnu.ac.fj/library/>

1.0 Library Resource Centre

Fiji National University Library has established a student support system that forms part of research, learning and teaching enhancement beyond the students' capacity and capabilities. All the FNU libraries offer diverse collections of library resources (printed and electronic materials) served by trained and helpful staff. The primary goal is to serve its students, staff, researchers, visitors, alumni and the public. The FNU library ensures quality assurance with the aim to be an internationally recognized modern academic research library for delivering excellence and innovative information services.

The University Library has a huge range of services that are available to support student learning, it is recommended that students navigate through the library portal to explore information that is readily available from anywhere at any point in time (*Appendix 6.1, Library Services. Pgs.143-146*).

2.0 Disability Support Centre

The University considers disability support as an integral part of the learning and teaching process. The disability unit has been established to support students with disabilities with their learning needs, a minor part of the role is also to advocate and provide awareness to the university community on the issues faced by persons with disabilities.

2.1 Responsibilities of the Disability Unit:

- 2.1.1 Facilitate the learning needs of students with disabilities in conjunction with the colleges:
- 2.1.2 Provide support during the admission and enrolment process for the students:
- 2.1.3 Work with the ICT department to identify, procure and administer the assistive software that students will need during their studies;
- 2.1.4 Coordinate with external service providers to ensure that students receive appropriate services such as sign language interpreters for hearing-impaired students and orientation and mobility training for vision-impaired students:
- 2.1.5 Coordinate with the Examinations Office and the relevant colleges to ensure that the students receive the relevant accommodation during their examinations to enable them to successfully complete their programmes.
- 2.1.6 Liaise with the Division of Estates and Facilities to ensure that the university environment and facilities are accessible and safe for students with disabilities.
- 2.1.7 Assist the students by ensuring that all their materials are in accessible formats, e.g. Braille, enlargements and soft copy of documents so that they could be read using screen readers.

- 2.1.8 Work with the colleges and the departments of the university to ensure that disability issues are mainstreamed into their policies and procedures; and
- 2.1.9 Conduct small awareness programmes within the university community to highlight the challenges and the achievements of persons with disabilities.

2.2 Student Support Services – Quick Links

- [Accommodations](#)
- [Academics](#)
- [Campus Life](#)
- [Policies and Guidelines](#)

Chapter 7

Quality Assurance in Industrial Attachment and Industry Advisory Committee

1.0 Overview

Fiji National University is a dual sector University that offers both the higher education and TVET programmes.

The aim of the University is to educate students to succeed in the labour market and contribute to the economic and social development of the nation. All the FNU programmes focus on graduate employability and are jointly developed in consultation with industry/employers. All students enrolled at FNU are required to undertake an 'industrial attachment' (internship) as part of their graduating requirements.

2.0 Purpose

This chapter describes quality assurance in all the industrial attachment/placements organized by the colleges. Fiji National University has a set of guidelines which sets the parameters for the University, College and the placement student (*Appendix 7.1, Guidelines and Responsibilities for Industrial Attachment. Pgs147-149*).

3.0 Definition

Industrial attachments refer to the formal placement of trainees in the workplace to facilitate the achievement of specific learning outcomes that would potentially lead to their employability on completion of a training programme (*Refer to UASR, Pg. 4*).

4.0 Process

The Industrial Attachment typically involves training providers (University) and industries (employers) forming partnerships to offer situated learning opportunities in the workplace so that learners and practitioners have access to authentic experiences that only the workplace can offer.

The lecturers/academics from the respective colleges continuously meet with the industries for consultations and discussions regarding the qualifications and skills delivered. These consultations are an avenue for FNU to ensure that quality assurance is conducted and maintained in the qualifications awarded by the College/School/Department (*Appendix 7.2, Industry Consultation Form. Pgs.150-152*).

The discussions via consultations confirm that the programmes are adequately designed to equip students for the particular employment. The focus of the consultations is to:

- Define/confirm current workplace requirements.
- Confirm whether or not proposed assessments actually fit what they really do.
- Confirm whether or not the assessment tools are workable in the context and Identify any helpful improvements.

At FNU, industrial attachments/work experiences are an integral component of all the programmes of study and only the bonafide students of the University are sent out on attachments.

The University through the respective college provides the work experience record books to all the learners going out on attachment. These work experience record books are to be filled by the students and signed off by the supervisors at the industry.

The completed/filled books are checked/marked and graded prior to graduation. Those students who do not complete the work experience record books are denied the opportunity to graduate (*Appendix 7.3, Work Experience Record Book.Pgs.153-160*).

5.0. Industry Advisory Committee (IAC)

5.1 Description

The **Industry Advisory Committee (IAC)** is the body that provides non-binding strategic and academic advice to the colleges/schools/departments of the University. At FNU, the IAC is an important link between the colleges/schools/departments and its stakeholders, namely the industries, professional bodies and the society at large.

5.2. Practice and process for IAC

- 5.2.1. Every College/School/Department at FNU conducts its IAC meetings on annual basis or as and when required for programme development, curriculum reform, employment prospects for graduates, internships, applied research opportunities establishing the need for new programme, and as an external advocate to the administration.
- 5.2.2. The IAC further advises the University on matters associated with the delivery and assessment of higher education programmes. Its (IAC) involvement confirms that the programmes remain relevant to the graduates, and to the needs of employers by providing feedback on the relevance and responsiveness of the programmes and the changing needs of industry.
- 5.2.3. To achieve these goals, FNU through its colleges exercises care in the selection of the IAC members through good scrutiny of the industries. This is done to ensure that the industries are satisfied with the programme objectives and would be able to generate employment to the present and future programme graduates.
(Appendix 7.4, Industry Advisory Committee Quality Assurance Policy. Pgs161-167).

Chapter 8

Quality Assurance in Internationalization

1.0 Overview

The International Relations Office (IRO) has been established to assist the University's academic and administrative departments in the design and implementation of international activities that meet the objectives set out in the University's Strategic Plan. The office centralizes, coordinates and handles international cooperation activities at the University.

The mission of the IRO is to enrich the academic and cultural environment of the Fiji National University by facilitating student exchange programmes and promoting activities that instil an international outlook and appreciation of the cultural diversity in our students.

The IRO serves the following functions:

- Acts as information hub to advise the University community about various international scholarship and exchange programmes available to all staff and students.
- Promotes and facilitates staff and student mobility to and from foreign institutions, within the framework of programmes such as ERASMUS+ (*European Region Action Scheme for the Mobility of University Students*) and other inter-institutional cooperation programmes.
- Acts as the first point of contact for external organisations and academic institutions and diplomatic missions in conducting courtesy visits or joint activities at the University.
- Develops collaborative agreements, exchange programmes, memoranda between various local, international organisations and institutions
- Monitors and analyses existing cooperation agreements and memoranda.
- Liaison and diplomacy – the office arranges incoming official visits by international partners.

2.0 Partner Selection and Evaluation

The quality of the student exchange programmes hinges on the quality of partner institutions. assessing (potential) partners is very important and clear criteria inform the relevant process. Institutional changes are inevitable and over time, the level and nature of FNU's cooperation with partners may evolve. It is therefore vital, as part of the quality assurance and enhancement system, that each partner/partnership be evaluated on a regular basis.

The mobility projects that the IRO coordinates and are beneficiaries of, have their own selection and evaluation criteria, which are in line with the respective programmes:

- I. ERASMUS Charter for Higher Education (ECHE)
- II. Call for proposal – EACEA/45/2012 Intra-ACP academic mobility scheme (Lot 2 – Caribbean & Pacific) (*Appendix 8.1, Scholarship Application Flowchart. Pg.168*).

No	Objectives	Quality Assurance and Enhancement Measures
1	To assess (potential) partners in order to ensure that the necessary level of comparability or the requisite degree of diversity exists	<ul style="list-style-type: none"> i. There should be clear criteria for setting up a new partnership. It is also important to have a demarcation between key strategic partners and foundation strategic partners. ii. The agreement proponent should have a Checklist for proposed partners. Checklists for prospective partners are dependent on the calls for proposal (from the donors) - especially for mobility proposals. iii. Proponent can be any college or department from FNU. The application will come through the IRO and sent to the proposed partner university/organization/business/agency - local or international. iv. Agreements are sent to the Legal Office for vetting before signing. v. Signed copies are registered and stored at the IRO for monitoring and evaluation.
2	To evaluate each partner regularly	<ul style="list-style-type: none"> i. There should be a set of clear criteria for renewal and termination of partnership agreements. ii. This exercise is carried out by the IRO to ascertain active MoU/MoA and disengage from non-active ones. iii. When the student exchange agreements are coming up for renewal (usually every 3 or every 5 years), the International Relations Office will review the partnership in light of the criteria and make appropriate recommendations on the renewal or termination of the partnership. iv. Faculty/Centre/Unit concerned should, six months before an exchange/collaborative agreement is due to expire, arrange for the provision of information on the outcomes and deliverables of the agreement, including as appropriate, level of research activity, the number and performance of students, etc. v. The Faculty/Centre/Unit concerned will reassess the partner institution based on these criteria and then seek approval from the Dean(s) for renewal or termination as appropriate. vi. The International Relations Office maintains frequent and in-depth communication, both via emails and meetings with partners.
3	To identify popular exchange destinations where future partnerships may be located.	<ul style="list-style-type: none"> i. The international Relations Office should make use of BI business intelligence reporting to locate the preferred exchange partners.

3.0 Quality of Exchange Students

Fiji National University aims to increase the quality of its student mobility. The IRO is responsible for monitoring the quality of the exchange students and staff, both “incoming and outgoing”.

3.1 Incoming Exchange Students

No	Objectives	Quality Assurance and Enhancement Measures
1	To ensure that all incoming exchange students have achieved or met suitable academic standards.	<ul style="list-style-type: none"> i. All incoming exchange students must prove by means of an official transcript the number of credits that they have earned thus far. ii. All incoming exchange students from non-English speaking countries must provide IRO with proof of their English proficiency. iii. All incoming exchange students should apply to their home institutions and follow the selection processes of their corresponding home institutions. iv. The exchange coordinators of partner universities will nominate to IRO all their successful applicants. v. All incoming exchange students need to submit a recommendation letter to IRO from a faculty member or the international office of their home institutions. vi. The eligibility requirements of incoming exchange students (e.g. their English language scores, GPA etc.) should be listed out clearly in the IRO website and clearly conveyed to exchange coordinators of all partners. vii. All eligible nominated incoming exchange student applications need to be approved by the Registrar's Office.
2	To ensure that the information provided by all incoming exchange students is accurate and that their applications are efficiently handled.	<ul style="list-style-type: none"> i. There is online admission application available for all students, but the IRO recommends manual application to be sent directly to IRO. ii. All application materials must be verified and endorsed by partner institutions before being submitted to IRO. iii. Personal particulars of all incoming exchange students are checked against the copy of official personal identification document, e.g. student's passport/identity card. This helps to ensure that the data submitted by students are valid.
3	To ensure that all incoming exchange students meet the minimum credit requirement at Fiji National University.	<ul style="list-style-type: none"> i. It is mandatory that incoming exchange students take the required credits to maintain a full-time student status. This minimum credit requirement should be mentioned clearly on the online application form for Student Exchange Programme.

4	To ensure that all incoming exchange students are well informed about the basic information of Fiji and FNU as well as rights and obligations during their studies.	<p>i. The IRO provides the students with the following:</p> <ul style="list-style-type: none"> ➤ admission and enrolment guidelines ➤ accommodation information ➤ Online information of the campus/directory/contacts, map of location. Emergency contact information, eating and recreational facilities, insurance, etc. need to be developed.
5	To ensure that all incoming exchange students have adequate protection against accidents and medical expenses during their studies.	<p>i. All incoming exchange students are required to submit insurance proof to IRO in order to ensure that they have adequate insurance covering travel, personal accident, medical expenses (accident and non-accident), hospitalisation and emergency evacuation/repatriation throughout the entire period of their studies.</p>
6	To ensure that all incoming exchange students settle comfortably into FNU	<p>i. Accommodation office arranges home stay options for all incoming students, as they do not have adequate facilities to host the exchange students on campus. Similarly, the IRO provides a list of off-campus accommodation options to the exchange students. Exchange students who are currently studying at FNU and stay off-campus also provide information and offer advice to the incoming students on accommodation.</p> <p>ii. The Registrar's office, through their international section arranges various excursion trips.</p>
7	To ensure that all incoming exchange students' feedback is heard and properly dealt with.	<p>i. This is carried out specifically for projects, whereby the student's pre-departure; during mobility and post-departure feedback of their exchange phase is obtained through online questionnaires.</p> <p>ii. The information is stored, analysed and reported to senior management and donors to improve the services provided by IRO and the University.</p> <p>iii. These testimonials and interviews are collected and published online, or through the FNU newsletters regularly.</p> <p>iv. The IRO through FNU does this through project-related exchange. Schemes and regular contact with partner institutions.</p>

3.2 Outgoing Exchange Students

No	Objectives	Quality Assurance and Enhancement Measures
1	To clearly formulate the aim of student exchange programmes.	i. This is done through the learning agreement signed by both institutions. The credit transfer policy under the UASR is also followed.
2	To establish selection criteria and procedures for partners in accordance with the purpose of the exchange programme.	i. This is conducted by the host and home institutions under the relevant mobility scheme, through a validation, evaluation and selection process.
3	To assure the quality of all students going on student exchanges.	i. This is carried out by the IRO under clear set put guidelines. ii. Colleges can request for interviews on student selection. iii. The Registrar's office administers this - however, all international exchange students are requested to fill in a manual application form for admission and submit the relevant documents with the signed admission form to the IRO for further processing. iv. All proposed academic plans specified in students' applications are reviewed and recommended by their academic advisers. Students are also required to submit reference letters from faculty members to support their participation in student exchange programmes, academic plans and advice is provided by the IRO in consultation with the relevant colleges.
4	To ensure that all students going on student exchange programmes have all the relevant information pertaining to their exchange overseas.	i. Pre-departure briefings are carried out for all outgoing students. ii. IRO conducts individual meetings with every student going on exchange overseas, advising them on a personal basis on module selection, study plan, credit exemption, accommodation arrangements and any other issues that students may have.
5	To ensure that students going on student exchange programmes understand the academic requirements while studying abroad.	i. Guidelines on completing study plan for all outgoing exchange students and the guidelines to be made available to the students. ii. All students are required to draw up a clear study plan before going on exchange. This is a separate learning agreement and is signed by both home and host institutions to ensure that credit transfers are approved upon successful completion of the respective courses by the student.

6	To establish selection criteria and procedures for allocation of scholarships and financial aid schemes in accordance with donors' requirements.	<ul style="list-style-type: none"> i. There is an online application process for scholarships (full or exchange schemes) e.g. ECCAM Erasmus+ AUSAID, etc. that have their own selection processes which are strictly adhered to. ii. The IRO ensures that the students fulfil the requirements and obligations of particular scholarships.
7	To ensure that the outgoing exchange students receive adequate guidance during the exchange period	<ul style="list-style-type: none"> i. Works with all exchange partners to ensure that they will provide orientation and guidance to our outgoing students during their studies overseas. ii. The IRO explicitly informs the students to regularly contact IRO at the host institution for guidance during their study abroad.
8	To ensure that the quality of the exchange programme is evaluated and assessed for future improvement.	<ul style="list-style-type: none"> i. Online surveys/pre/during and post mobility surveys are regularly conducted.
9	To ensure that the academic courses offered by the host institutions are suitable for FNU students.	<ul style="list-style-type: none"> i. IRO sets up individual meetings with students who fail course(s) during the exchange semester to understand the relevant reasons. Follow-up actions are taken with host institutions if appropriate.

3.3 Internationalisation at Home

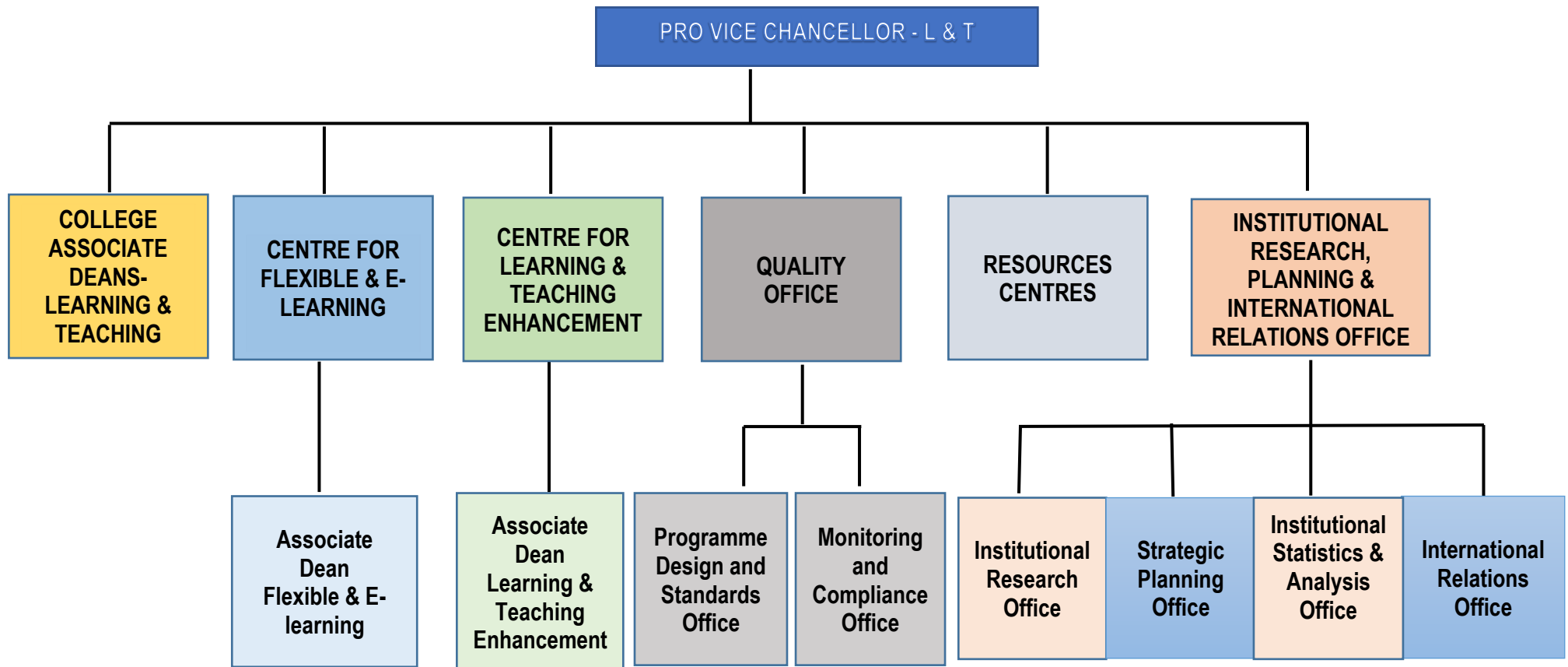
No	Objectives	Quality Assurance and Enhancement Measures
1	To promote integration between local and incoming exchange students.	<ul style="list-style-type: none"> i. Integration is done through excursions and field trips organized by the Academic Office and through courses/classes hosted by the colleges with both local and international students, ii. Academic Office organises activities, such as excursions and tours to different places. Local students and incoming exchange students participate in these activities. Participation records of these student activities are kept by the Academic Office.
2	To enrich students' exposure to intercultural exchanges and broaden students' horizons to prepare them to excel in a globalised world.	<ul style="list-style-type: none"> i. Seminars and talks conducted by external guests (such as faculty members from partner institutions, etc.) to enable exchange students to learn about other cultures.

Note: Selection procedure/criteria for staff is currently based on application by the interested staff, endorsement and recommendations by the supervisor/section head and the final decision by the selection panel.

Appendixes

Appendix 1.1

**PRO VICE CHANCELLOR – LEARNING AND TEACHING QUALITY ASSURANCE
FUNCTIONAL STRUCTURE**



Appendix 1.2

Terms of Reference for AQAC

The Academic Quality Assurance Committee (AQAC) is a sub-committee of the Senate responsible for advising on all matters related to academic standards. In this advisory capacity, the AQAC will engage in:

1. Articulating, reviewing, refining and benchmarking a definition of academic standards applicable to the University.
2. Developing and refining the University's graduate outcomes
3. Receiving and approving new and revised regulations, codes of practice, policies, manuals and guidance to ensure that sufficient quality assurance processes are in place to maintain academic standards.
4. Receiving, reviewing and recommending for Senate approval, all documentation pertaining to international accreditation including self-evaluations, responses to accreditors' reports etc.
5. Receiving, reviewing and recommending for Senate approval new programme proposals on the basis of evidence of demand, stakeholder support, financial viability and the potential for accreditation.
6. Ensuring that new and existing taught programmes are constructed and taught in such a way that there is a clear alignment among learning outcomes, course content and delivery, and assessment.
7. Ensuring that suitable programme audit processes are in place including regular programme monitoring, and annual and five-year programme reviews.
8. Considering and making recommendations on general issues that arise within the University that affect academic standards.
9. Receiving academic portfolio data and making recommendations for rationalization of programmes where necessary.
10. Establishing sub-committees/working groups as deemed necessary to engage in focused analysis of issues related to quality assurance and academic standards.

Appendix 2.1

New Programme Proposal Summary Form

New Programme Proposal Summary Form [AQP – PDS – 01 – C Rev 00]

This form should be used for:

- (i) Proposals for all new programmes at both undergraduate and postgraduate level whether on-campus or DFL.
 - (ii) All existing programmes that require a major revision.
- (Note: A guideline is available to assist staff to write a programme proposal and to obtain approval.)**

SECTION A: PROGRAMME INFORMATION

<input type="checkbox"/> New Programme	<input type="checkbox"/> Revised Programme
--	--

PROGRAMME PROFILE	
Programme Code:	
Programme Title:	
Semester(s)/Trimester(s)/Quarter(s)/Block(s) on offer	
Delivery Modes:	<input type="checkbox"/> DFL <input type="checkbox"/> Face-to-Face <input type="checkbox"/> Blended (_____ % Blended)
Location(s) or Delivery Sites:	
Minimum intake of students for programme viability:	
Contact Hours per week:	Lectures: Tutorials: Labs/Workshops/Practical's/Clinical: Workplace Attachment:
Self-Directed Learning Hours	
Pre-Requisite(s):	
Co-Requisite(s):	
Programme Developer:	
Workload of teaching staff (% contribution)	
Course/Programme Shares: (% by Course/Programme)	
Programmes Structure: Specifying majors/minors which include courses which are Core/Compulsory, Optional, Service or Electives	

PROGRAMME RATIONALE
Briefly explain the need of this programme as per the FNU guidelines for writing programme proposals;

PROGRAMME AT A GLANCE
Provide a summary (less than 150 words) that gives students a concise and useful picture about the programme.

PROGRAMME CONTENT
Indicate the main topics (or courses) you will cover in this programme:

PROGRAMME LEARNING OUTCOMES	
On successful completion of this programme, students will be able to:	
1.	
2.	
etc.	

Graduate Profile, Attributes and Qualities		
<i>Programme outcomes listed here should be linked to the FNU graduate profile, Attributes and qualities</i>		
Programme Learning Outcomes	Graduate Profile	Attributes and Qualities

ASSESSMENT ACTIVITIES	
Learning Outcomes (LOs)	Assessment Methodologies Used to measure each LOs.

STUDENT WORKLOAD PER TERM	
Activity	Workload Hours
Lectures	
Tutorials	
Assignments	
Research/Projects	
Oral Presentations/Class participation	
Test(s)	
Test Prep	
Examination	
Exam Prep	
Laboratory	
Clinical Attachment/ Work Placement	
Field Work	
Related Reading	

SECTION B: RESOURCES IMPACT STATEMENT

IMPACT ON COLLEGE/UNIVERSITY	
What are the foreseeable implications for the following? Please explain how they have been addressed.	
Staffing Requirements	
College Budget	<ul style="list-style-type: none"> Provide Business Case Analysis as per Business Case Analysis [QP – PDS – 01 – E Rev 00] form. This should be done in consultation with Finance Officers and signed off
Computing/ICT	
Space Requirements	
Will any programmes be deleted to make way for this new programme? Please list.	
Number of students anticipated to enroll annually for each of the next 5 years? Please justify numbers (survey report is required)	
Identify flexible delivery methods that are or will be used for all or part of this programme.	
<i>* Please use University statistics available on request from the Institutional Research, Planning and International Relations Office, relating to the programme/major to justify. If it is a programme revision, please give numbers over the past 5 years. If it is a new programme please explain where it sits in the overall major/minor while determining proposed numbers.</i>	
IMPACT ON ICT	
Have any additional requirements been discussed with ICT? If so, please list additional resources required and attach evidence of consultation.	

IMPACT ON ACADEMIC SUPPORT SERVICES	
LIBRARY	
Key Programme Terms	Library Catalogue Search Results
<i>Eg. Environmental Management</i>	<i>List the titles</i>
Relevant Library Databases	Relevant Journals
List the titles	List the titles

Do you consider existing library resources are appropriate in terms of:			
Number of students	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Unsure
Currency of information	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Unsure
Mode(s) of delivery	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Unsure
Total Anticipated Enrolment _____			
CAFF-based Numbers _____			
CBHTS-based Numbers _____			
CEST-based Numbers _____			
CMNHS-based Numbers _____			
NTPC-based Numbers _____			
Other(s) - Specify _____			
Will there be any external/extra funding available for Library resources for this programme?	YES/NO/UNSURE		
If you have answered <u>NO</u> or <u>UNSURE</u> , please contact the College Associate Dean Learning and Teaching or the Liaison Librarian who will assist in identifying suitable resources. These resources will be purchased from new/revised programme funds (Provide evidence of commitment to purchase to acquire new resources):			
If <u>"YES"</u> Please indicate source, amount and number of years of recurrent funding(Provide evidence of commitment):			
List Required Resources to be purchased for the collection			
Prescribed Texts & Current Costs (Provide evidence of costs, quotations, links etc.)			
Recommended Readings & Current Costs (Provide evidence of costs, quotations, links etc.):			
List new journals required and current costs. Note that new subscriptions may require cancellation of existing subscriptions (Provide evidence of costs, quotations, links etc.):			
Information and Communication Technology (ICT)			
Training and/or support is required for	<input type="checkbox"/> Learning Management System (Moodle) use <input type="checkbox"/> Video conferencing use		

	<input type="checkbox"/> Other training or support _____ <input type="checkbox"/> Not required
This programme requires access to:	<input type="checkbox"/> Video conference facilities <input type="checkbox"/> Other audio visual facilities <input type="checkbox"/> Not required
<i>Students in this programme will require equipment loans for presentations</i>	<input type="checkbox"/> Laptop computers <input type="checkbox"/> Portable projection equipment <input type="checkbox"/> Other audio-visual equipment <input type="checkbox"/> Not required
Educational resource development* is required for this programme	<input type="checkbox"/> I intend to apply for support for IT assistance <input type="checkbox"/> Not required
* learning design, text, web, video, audio, animation, simulation, graphics, multimedia	
If you require assistance in completing this section please contact an ICT representative	

LEARNING DEVELOPMENT		
Is this a core course in a particular programme?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Are many students in this programme at a key transition point where their academic skills are likely to need development? (e.g. from one kind of educational institution or type of programme to another or into education after a significant break)	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Have you accessed Flexible E - Learning (FEL) assistance as to what language and/or academic skills development resources and/or which teaching and learning strategies might be suited to this programme?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
If you require assistance in completing this section please contact the Programme Developer, College ADL&Ts and/or Centre Flexible E - Learning (CFEL)		

SECTION C: APPROVAL SECTION

Information provided in this form is used as the basis for approval of proposed new programmes and the source for various University and College documents, publications and databases. These include University Calendars, College Handbooks and the Student On-line System. Note that it is the responsibility of Colleges to ensure the documentation is complete, accurate and concise. All programmes eligible for scrutiny of quality assurance processes, as part of the annual review, are randomly selected for this exercise.

ACADEMIC SUPPORT SERVICES			
Approval of this proposal by the Sections confirms appropriate Library, ICT and FEL resources (text books) are available for the programme.			
Approved by: University Librarian Date:/...../..... dd/mm/yy	Approved by: Director ICT Date:/...../..... dd/mm/yy	Approved by: Associate Dean CFEL Date:/...../..... dd/mm/yy	Approved by: Finance Officer Date:/...../..... dd/mm/yy

COLLEGE APPROVAL		
Approval of this proposal by the College confirms that:		
1.	The resources are available to offer this programme for the year proposed	
2.	The issues raised related to staffing have been addressed (e.g. accommodation of teaching hours in each staff members teaching load, implications for part-time teaching staff and leave arrangements if coordinator is unavailable)	
3.	Appropriate consultations have been made within and across other Schools/Colleges where the broad subject of the programme may be perceived to overlap. (Evidence of this consultation should be attached.)	
4.	Academic support units have been consulted.	
5.	CAB Chair has approved the proposal and certified that it links to the overall L&T priority area in the Strategic Plan and complies with College Business Plans, and QA Guidelines.	
Completed by: Programme Developer Date:/...../..... dd/mm/yy	HOS Approval: <div style="display: flex; align-items: center; margin-bottom: 10px;"> <input type="checkbox"/> Approved </div> <div style="display: flex; align-items: center; margin-bottom: 10px;"> <input type="checkbox"/> Declined </div> Head of School Date:/...../..... dd/mm/yy	CAB Approval: <div style="display: flex; align-items: center; margin-bottom: 10px;"> <input type="checkbox"/> Approved </div> <div style="display: flex; align-items: center; margin-bottom: 10px;"> <input type="checkbox"/> Declined </div> CAB Chair Date:/...../..... dd/mm/yy

Appendix 2.2.

Application Form for Approval of Major Changes to an Existing Programme

Application Form for Approval of Major Changes to an Existing Programme

[QP – PDS – 01 – B Rev 00]

1. College: ☐CAFF ☐CBHTS ☐CEST ☐CMNHS ☐NTPC

Summary of major amendment

2. Full title of programme:

Title Code:

3. Proposed date for change activation:

4. Programme Developer: Name:

Phone Contact:

Email:

Academic and strategic considerations

5. Does this change fit into one of the following categories?

- ☐ Title and/or type of the qualification;
- ☐ Type of qualification awarded;
- ☐ Level of the qualification;
- ☐ Credit value of the qualification;
- ☐ Outcome statement of the qualification;
- ☐ Entry requirements;
- ☐ Length of the qualification;
- ☐ Compulsory components (addition or deletion);
- ☐ Assessment of a component (qualitative change);
- ☐ Regulations for award of qualification;
- ☐ Changes to the mode of delivery;
- ☐ Change to allow for delivery at another site (including overseas sites);
- ☐ Change to the scope of accreditation (e.g. new standards).

6. Precisely, what is being changed? Provide summary of the changes and attached full details, track changed programme document, course descriptors etc.

Changed programme outline (list here the units that will make up the amended programme):

Note: It will be necessary to attach **draft course descriptions** for all new programme that are integral to this development.

7. Rationale for the changes; why is this change being made? Provide details and evidences to support the rationale for the change. Is this change consistent with University/College strategic plans?

8. Internal consultation and support for the changes. Provide attachments of consultations, endorsements and attention to priorities.

- ☐ **Evidence of consultation with cross-school or cross-college (if applicable).**
- ☐ **Endorsement by Dean of each cross-school or cross-college (if applicable).**
- ☐ **Proposed course descriptions for all new programmes that are integral to this development are attached.**
- ☐ **Evidence of consultation with Library (if appropriate).**
- ☐ **Evidence of consultation with Information and Communication Technology Services (if appropriate).**

9. External consultation and support for the changes. Provide attachments of consultations, endorsements and attention to priorities.

10. Transition arrangements for existing learners (where necessary). Provide transition arrangement for current cohort or those learners who have deferred their studies.

11. Resource Implication. Provide summary below with details as attachment of resources required to bring about the proposed changes with costing. This may include staffing (numbers, qualifications); capacity building, teaching/learning resources, library resources etc.

12. Resulting changes to quality management systems.

Signature of Programme Developer:

Date:

Appendix 2.3

Programme Resource Form

Programme Resource Form [AQP – PDS – 01 – D Rev 00]

This form should be attached to new and for review of existing programme or pathway proposals. The resource requirements must be reflected in the financial model for the proposal. For cross-school/college programmes, all schools/colleges must agree to provide the required resources for the proposed programme/pathway and state those resources to be provided by each participating school.

Proposed programme/pathway		
Programme start date		
School		
College		
HOS		
	Telephone:	Email:
Dean		
	Telephone:	Email:

A: Personnel Resource	
Include all internal and external categories such as academic, technical, support, and contributions from other schools	
How many new or significantly modified course/units (and credit value) are needed?	
How many existing course/units (and credit value) will no longer be needed?	
Are the staff already in post to provide these units?	Yes / No
If not, how do you plan to resource the staff requirement? ----- -----	
For external staff, what level of experience will they be expected to possess; how will they be selected; what training will they undergo; how will the quality of these staff be monitored? ----- -----	
Explain, if necessary, how your strategy for staff appointments, especially in terms of investment in research strengths is consistent with the needs of this programme. Include consideration of any potential future staff losses, which may affect the ability to run this programme.	

B: Consumables and equipment	
Does school strategy for equipment and/or consumables allocation take into account the needs of this programme? If No, then what is the school's acquisition plan?	Yes / No
Are there any costs associated with study abroad, field courses or placements? If yes, how will the costs be met?	Yes / No
Are there any other consumable or equipment issues to be considered? If yes, what are these issues and how will these issues be addressed?	Yes / No
C: Space requirements	
What space is required in addition to your current programmes including all types such as lecture theatres; laboratories; seminar rooms; social space; group work space; independent study space; computer clusters?	
Have you discussed your requirements with the Room Request Service and/or with contributing schools?	Yes / No
Are there any aspects of the programme that will require residence or access to University facilities outside the normal semester periods or that will have required students to take up or leave residence at other than the standard dates? If yes, state these needs.	Yes / No
D: ICT Resources	
Has the ICT Resource Form been completed and approved by the Director ICT?	Yes / No
Will there be any additional ICT resources required? If yes, list items required, quantities and the acquisition plan?	Yes / No
How will the computing needs of the eLearning element of formal learning, informal learning, assessment, and for student support and communication, be met?	
What additional training or support requirements are there for staff and students in relation to the delivery of the eLearning elements of the programme?	
E: Library Resources	
Has the Library Resource Form been completed and approved by the University Librarian?	Yes / No
Will there be any additional Library resources required? If yes, list items required, quantities and the acquisition plan?	Yes / No
Are there any Library resources that University Library cannot provide? If yes, list items required quantities and the acquisition plan.	Yes / No
F: Financial Budget	
Has a financial budget for the proposed programme/pathway been completed? It must be attached to the Programme Budget Analysis Template [QP – AO – 01 – D Rev 00] section of the proposal, ensuring that any additional resource requirements identified in this form are accounted for.	Yes / No
G: Approval by Head/s of School/s (Multiple approvals will be required for cross-school programmes). The additional resources required for the delivery of this proposed new programme / pathway will be provided by the School unless stated otherwise.	
Name:	
Signature:	Date
Name:	
Signature:	Date

Appendix 2.4

Business Case Analysis Form

[illegible]

Appendix 2.5

Programme Document Template [AQP – PDS – 01 – A Rev 00] for.....



College

School

Department

Programme Title:

Approving Authority: FNU Senate

Date Approved:

Planned Date of Next Review:

Programme Code:

Version Number:

Section 1: Title, Purpose, Learning Outcomes and Coherence

Requirements	Activity																										
1.1 Title	Title: Field of Learning: Sub Field:																										
1.2 Credits by levels	Summary of Credits for Learning Outcomes: <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th><i>Levels of Outcomes</i></th><th><i>Credit Points</i></th></tr> </thead> <tbody> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> </tbody> </table>	<i>Levels of Outcomes</i>	<i>Credit Points</i>																								
<i>Levels of Outcomes</i>	<i>Credit Points</i>																										
1.3 Purpose statement	Aim: Programme Objectives: Students are expected to..... Limitations of scope of practice of the graduate (if any):																										
1.4 Learning outcomes represented by attainment of the whole qualification – graduate profile	Graduate Profile: Graduate Qualities and Attributes: Graduate Destinations:																										

1.5 Structure	<p>Summary of Courses:</p> <p>i. Compulsory Set</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 15%;">Course Code</th><th style="width: 30%;">Course Title</th><th style="width: 30%;">Course Outcomes</th><th style="width: 15%;">Learning</th><th style="width: 10%;">Level</th><th style="width: 10%;">CP</th></tr> </thead> <tbody> <tr><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td></tr> </tbody> </table> <p>ii. Elective Set (if applicable)</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 15%;">Course Code</th><th style="width: 30%;">Course Title</th><th style="width: 30%;">Course Outcomes</th><th style="width: 15%;">Learning</th><th style="width: 10%;">Level</th><th style="width: 10%;">CP</th></tr> </thead> <tbody> <tr><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td></tr> </tbody> </table>	Course Code	Course Title	Course Outcomes	Learning	Level	CP																															Course Code	Course Title	Course Outcomes	Learning	Level	CP																								
Course Code	Course Title	Course Outcomes	Learning	Level	CP																																																														
Course Code	Course Title	Course Outcomes	Learning	Level	CP																																																														
1.6 Any component delivered and/or assessed by another institution/College	<p>Courses delivered and/or assessed by another Institution/College:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 60%;">Course (Code and Title)</th><th style="width: 40%;">Institution/College delivered by</th></tr> </thead> <tbody> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> </tbody> </table>	Course (Code and Title)	Institution/College delivered by																																																																
Course (Code and Title)	Institution/College delivered by																																																																		
1.7 Access by learners to learning outcomes	Describe how access to information on learning outcomes is made available to learners.																																																																		
1.8 Requirements for specialisations /majors	<p>Requirements for specialisations /majors:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 50%;">Majors/Specialisations</th><th style="width: 50%;">Requirements</th></tr> </thead> <tbody> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> </tbody> </table>	Majors/Specialisations	Requirements																																																																
Majors/Specialisations	Requirements																																																																		
1.9 Professional registration/licensing requirements	List any such requirements relevant to the professional outcomes of the qualification																																																																		
1.10 Progression pathways to other qualifications	Identify further qualifications able to be accessed by graduates of this programme including the Progression and Credit Transfer Arrangements:																																																																		

Section A 2: Delivery and Learning Methods

Requirements	Activity				
2.1 Delivery and Learning Methods	Delivery mode and teaching/learning methodologies employed:				
	Course	Site	Delivery Mode/s	Teaching / Learning Methodologies	Appropriateness of delivery modes & learning methods to the LOs
2.2 Workplace Attachment	Policies, procedures, guidelines for workplace attachment:				

Section A.3: Assessment Methodology and Quality Assurance

Requirements	Activities		
3.1 Assessment Methodologies	Assessment methodologies used:		
3.2 Assessment activities by component outcomes	For each component list the principal learning outcomes and the assessment activities used to measure the achievement of each outcome.		
	Course (Code and Title)	Learning outcomes	Assessment activities
3.3 Internal moderation policies /procedures			
3.4 External moderation policies /procedures			
3.5 Procedures for providing feedback to students			

Section A.4: Acceptability of Qualification

Requirements	Activities																
4.1 Support for qualification	List all sources of support and attach evidence (letters, minutes of meeting, etc.)																
4.2 Stakeholder involvement in programme development	<p>External Consultation (Industry Advisory Committee - IAC)</p> <table border="1"> <thead> <tr> <th><i>Stakeholder</i></th><th><i>Date</i></th><th><i>Process</i></th><th><i>Summary of Issues and Actions</i></th></tr> </thead> <tbody> <tr> <td> </td><td> </td><td> </td><td> </td></tr> </tbody> </table> <p>Internal College consultation</p> <table border="1"> <thead> <tr> <th><i>Stakeholder</i></th><th><i>Date</i></th><th><i>Process</i></th><th><i>Summary of Issues and Actions</i></th></tr> </thead> <tbody> <tr> <td> </td><td> </td><td> </td><td> </td></tr> </tbody> </table>	<i>Stakeholder</i>	<i>Date</i>	<i>Process</i>	<i>Summary of Issues and Actions</i>					<i>Stakeholder</i>	<i>Date</i>	<i>Process</i>	<i>Summary of Issues and Actions</i>				
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<i>Stakeholder</i>	<i>Date</i>	<i>Process</i>	<i>Summary of Issues and Actions</i>														
4.3 Rationale for offering qualification where a similar qualification already exists	Against other similar qualifications offered by other universities/HEIs in Fiji.																

Section A.5: Resources

Requirements	Activities																			
5.1 Teacher: Learner ratio as applied to this programme and its courses.	<p>Teacher Learner Ratio for the Programme/Courses:</p> <table border="1"> <thead> <tr> <th rowspan="2"><i>Course</i></th><th colspan="4"><i>Teacher Learner Ratio</i></th></tr> <tr> <th><i>Lecture</i></th><th><i>Tutorial</i></th><th><i>Lab Class</i></th><th><i>Field Work</i></th></tr> </thead> <tbody> <tr> <td> </td><td> </td><td> </td><td> </td><td> </td></tr> <tr> <td> </td><td> </td><td> </td><td> </td><td> </td></tr> </tbody> </table>	<i>Course</i>	<i>Teacher Learner Ratio</i>				<i>Lecture</i>	<i>Tutorial</i>	<i>Lab Class</i>	<i>Field Work</i>										
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	<i>Lecture</i>	<i>Tutorial</i>	<i>Lab Class</i>	<i>Field Work</i>																
5.2 Academic staff qualifications and experience	<p>List all academic staff to be involved in the delivery of the programme with their relevant qualifications and experience, including research activity.</p> <p>Existing Staff:</p> <table border="1"> <thead> <tr> <th><i>Staff member's name</i></th><th><i>Relevant Qualifications</i></th><th><i>Relevant Experience</i></th><th><i>Research Activity</i></th></tr> </thead> <tbody> <tr> <td> </td><td> </td><td> </td><td> </td></tr> </tbody> </table>	<i>Staff member's name</i>	<i>Relevant Qualifications</i>	<i>Relevant Experience</i>	<i>Research Activity</i>															
<i>Staff member's name</i>	<i>Relevant Qualifications</i>	<i>Relevant Experience</i>	<i>Research Activity</i>																	
5.3 Criteria for appointment of new staff	<p>Proposed Staff:</p> <table border="1"> <thead> <tr> <th><i>Academic Staff Position</i></th><th><i>Position Description</i></th><th><i>Key Appointment Criteria</i></th><th><i>Number Required</i></th></tr> </thead> <tbody> <tr> <td> </td><td> </td><td> </td><td> </td></tr> </tbody> </table>	<i>Academic Staff Position</i>	<i>Position Description</i>	<i>Key Appointment Criteria</i>	<i>Number Required</i>															
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5.4 Teaching /learning resources available to support the delivery of the programme.	<p>Existing Resources:</p> <table border="1"> <thead> <tr> <th><i>Resource/Item Description</i></th><th><i>Number</i></th><th><i>Condition</i></th></tr> </thead> <tbody> <tr> <td> </td><td> </td><td> </td></tr> </tbody> </table>	<i>Resource/Item Description</i>	<i>Number</i>	<i>Condition</i>																
<i>Resource/Item Description</i>	<i>Number</i>	<i>Condition</i>																		

5.5 Teaching /learning resources to be purchased	Resources Acquisition Plan:			
	Resource/Item Description	Number Required	Estimated Cost	How and when will it be acquired
5.6 Provision for support and guidance of students System	Student Support and Guidance System:			
5.7 Evidence of financial support for the delivery of the programme.	Details of budgetary provisions. Business Plan and Financial Resources (For A New Programme)			

Section A.6: Monitoring, Evaluation and Review

Requirements	Activities
6.1 Monitoring, Evaluation and Review	Internal Monitoring: Review of Programme and Courses/ Assessment Plan: i. Internal (Self)Evaluation and Review: ii. Peer Review: iii. External Evaluation and Review: Recognition & Accreditation:
6.2 Transition Arrangements	Transitional arrangements for the current cohort and continuing students if the programme and courses has significant changes/ amendments

Section A.7: Documented Regulations

Requirements	Activities
7.1 Entry Requirements	Entry Requirements:
7.2 Student Selection Guidelines	Selection Guidelines:
7.3 Credit Transfer Arrangements	Permitted proportion of credit transfers:
7.4 Provision of Recognition of prior learning, re- assessment and appeals	Recognition of prior learning: Re-assessment: Appeals:
7.5 Provisions for situations where performance in assessment has been adversely affected as a result of unavoidable circumstances	

7.6 Structure of the programme and requirements for the award of the qualification	7.6.1 Structure of the programme: Programme Structure Template <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <thead> <tr> <th style="text-align: center;">Course Code</th> <th style="text-align: center;">Course Title</th> <th style="text-align: center;">Pre-requisite</th> <th style="text-align: center;">Contact Hours</th> <th style="text-align: center;">SDL</th> <th style="text-align: center;">Level</th> <th style="text-align: center;">Credit Points</th> <th style="text-align: center;">E/NE</th> </tr> </thead> <tbody> <tr><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td></tr> </tbody> </table> <p style="margin-top: 10px;"><u>Key:</u> E – examinable NE – non-examinable</p> <p>7.6.2 Duration of the Programme: a) Full Time: b) Part Time:</p> <p>7.6.3 Requirements for the award of the qualification: a) Total credit points required b) Workplace Attachment c) Any other requirement</p>	Course Code	Course Title	Pre-requisite	Contact Hours	SDL	Level	Credit Points	E/NE																																																
Course Code	Course Title	Pre-requisite	Contact Hours	SDL	Level	Credit Points	E/NE																																																		

Section A.8: Partnership Arrangements

This section should be completed where a programme is to be offered in partnership with another organisation.

Requirements	Activities
8.1 Name of other organisation	Details of Partnership Organisation:
8.2 Documented agreement	The formal agreement on which the partnership is based must be attached and a summary of the key responsibilities: Registration of candidates: Award of the qualification: Conduct of external quality control: Determination of assessment standards and processes:

2.3 Minimum intake for programme viability

--

3.0 MARKETING ARRANGEMENT AND COST

- a) Market Segments: _____
- b) Promotion Plan: _____

4.0 RESOURCE ISSUES AND FINANCIAL ARRANGEMENT

--

5.0 RISK ASSESSMENT

--

6.0 PROJECTED BUDGET FORM

6.1 PROJECTED INCOME for _____.

	Terms of Delivery			
Year				Total

6.2 PROJECTED EXPENSES for _____.

Expenses Projection			
Salary Expenses	Number of Staff	Salary per Staff	Total

6.3 PROJECTED NET INCOME for....

	Year 1	Year 2	Year 3
Income			
Expenses			
Total			

6.4 DETAILS OF INCOME

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Appendix 2.7

Application form for the Recording of a University Qualification on FQF

FIJI HIGHER EDUCATION COMMISSION

APPLICATION FORM FOR THE RECORDING OF A UNIVERSITY QUALIFICATION ON THE FIJI QUALIFICATIONS FRAMEWORK (FQF)

Applications must be completed in electronic format using the template below. Additional documents should be attached where indicated, hard copies to be scanned as necessary.

The first page must also be submitted in e-copy, duly signed by the authorised university officer.

Name of University	
Designated contact person	
Physical address:	
Email address:	
Title of Qualification	
Date qualification approved by responsible institutional committee (e.g. Senate or equivalent):	
Date of submission of Application to FHEC	

Criteria agreed by the Fiji Higher Education Commission for the Accreditation of Qualifications are used as a basis for recording university qualifications on the Fiji Qualifications Framework. A list of criteria is attached for reference.

DECLARATION BY AUTHORISED UNIVERSITY OFFICER

I confirm that the [title of qualification] has been subject to the process of approval authorised by the University Senate and Council and was formally approved by the University Senate on [date of approval.]

I confirm that the data relating to the aforesaid qualification which is included in this application is an accurate description of the qualification as it (is)/(is to be) delivered and that the FHEC will be notified of any substantive changes which may be approved by the Senate from time to time.

(Signed)

(Authorised University Officer)

SUPPORTING DOCUMENTS INCLUDED WITH APPLICATION

Supporting document (s) detailed in the following table are required and must be included with the application.

#	<i>Supporting Documentation Required</i>	Confirm Attached
1	<i>Qualification Document (e-copy)</i>	
2		
3		
4		
5		
6		
7		
8		
9		
10		
11		
12		
13		
14		
15		
16		
17		
18		
19		
20		

A. Title purpose, learning outcomes and coherence

1. Title of the qualification.

[Note: Include the full title and the recognised abbreviation, e.g. Bachelor of Commerce in Accounting (B.Com. (Accounting))

--

2. Purpose statement specifying the aims and objectives of the qualification.

Enter in the box below.

<u>Aim:</u>
<u>Objectives:</u>

3. Learning outcomes represented by attainment of the whole qualification (graduate profile).

[Note: This will normally be presented as a graduate profile indicating the knowledge and skills acquired by the graduate as a result of their successful completion of the qualification.]

Enter text in box below.

<u>Graduate Profile:</u>
<u>Graduate Qualities and Attributes:</u>
<u>Graduate Destinations:</u>

4. (i) Credit Profile

Level	Credit
Total	

ii) Components of the programme showing outcomes, level and credit value.

*[Note: "Components" may be termed "courses", "units", "papers", etc. according to the practice of the institution. **Levels and credits are as defined for the Fiji Qualifications Framework.**]*

Expand table as necessary.

As an alternative to completing the table, existing documentation which contains all this information may be submitted as a supporting document.

Components (Units, courses, etc.)	Outcomes (Units, courses, etc.)	Level	Credit Point

5. Requirements for specialisations/ majors.

Expand table as necessary.

Majors/Specialisations	Requirements

B. Qualification structure

6. Qualification Structure.

[Note: This should include the components required to be credited, the relationship between the component courses, any requirements as to prerequisites and levels and any other non-course related requirements for being awarded the qualification such as work experience if relevant.]

Enter text in box below or provide references to attached documentation.

Course Code	Course Title	Prerequisites	Contact Hours	SDL Hours	Levels	Credit Point	E/NE

7. The length of the programme.

Provide information on the time normally taken to complete the qualification. (e.g. 3 years, 4 years, etc.

Full Time of Study:

Part Time of Study:

8. Professional registration/licensing requirements.

List any requirements relevant to the professional outcomes of the qualification. E.g. Postgraduate Diploma in Legal Programme is required for law graduates to enter the Bar.

<i>Professional Body(s)</i>	<i>Requirement(s)</i>

9. Entry requirements.

List the requirements for entry to the programme and the criteria used for selection of students where the number of applicants exceeds the places available.

Minimum Entry Requirements (MER):

Student Selection Criteria:

C. Delivery and learning methods

10. Delivery mode and learning methods.

[Note: This will be relevant when more than one delivery mode is utilised as when distance education methods are used on off-campus sites in conjunction with face-to-face methodology on campus. In particular, note any distance learning options and strategies used to ensure their effectiveness.]

Enter text in box below.

Course	Site	Delivery Mode/s	Teaching / Learning Methodologies	Appropriateness of delivery modes & learning methods to the LOs

D. Acceptability of qualification

11. Rationale/Support for the qualification

Provide information on the need for the qualification and its relevance, particularly when other similar qualifications are available, e.g. location of institution or some special emphasis in the outcomes. Also list the stakeholders that support the qualification.

Enter text in box below.

Rationale/Support:

External Consultations:

List of Stakeholder(s)	Date	Process	Summary of Issues and Actions

Internal Consultations:

List of Stakeholder(s)	Date	Process	Summary of Issues and Actions

E. Resources

12. Teacher: Learner ratio as applied to this programme.

Where relevant, separate information should be provided for different modes of teaching, e.g. lectures, laboratories, etc.

Course Code	Teacher Learner Ratio			
	Lecture	Tutorial	Lab Class	Field Work

13. Academic staff qualifications and experience

In an attached document, list all academic staff involved in the delivery of the programme with information on the following

- Relevant qualifications (in detail. E.g. MSc (Chemistry), PhD (Psychology))
- Teaching and workplace experience (as relevant to the programme being delivered)
- Research activity. (List significant, relevant publications and current research focus.)

Existing Staff:

Staff member's name	Relevant Qualifications	Relevant Experience	Research Activity

Where staff has not yet been appointed list the criteria to be used when appointments are made.

Proposed Staff:

Academic Staff Position	Position Description (Job Description-JD)	Key Appointment Criteria (Minimum Qualification Requirements-MQR)	Number Required

14. Teaching/ learning Resources available to support the delivery of the programme

Where specialist facilities and/or equipment are required for the delivery of the programme. A general description must be provided (Example: laboratories/ workshops and associated equipment used in the delivery of the programme)

Existing Resources:

<i>Resource/Item Description</i>	<i>Number</i>	<i>Condition</i>

Resources Acquisition Plan:

<i>Resource/Item Description</i>	<i>Number Required</i>	<i>Estimated Cost</i>	<i>How and when will it be acquired</i>

F. Monitoring, evaluation and review

15. Periodic monitoring, evaluation and review of the programme.

Provide information on the process used to regularly monitor and review the programme.

Periodic Monitoring:

Evaluation and Review of Programme:

CRITERIA USED AS A BASIS FOR RECORDING UNIVERSITY QUALIFICATIONS ON THE FIJI QUALIFICATIONS FRAMEWORK.

1. Title of the qualification.

Criterion: The title is concise, distinctive, appropriate and indicative of the outcomes.

2. Purpose statement specifying the aims and objectives of the qualification.

Criterion: The aims and objectives of the programme are clearly identified in a purpose statement.

3. Learning outcomes represented by attainment of the whole qualification (graduate profile).

Criterion: The programme learning outcomes represented by the attainment of the whole qualification are stated clearly and are consistent with the aims and objectives in the purpose statement.

4. Components of the programme showing outcomes, level and credit value.

Criteria: The components (courses, papers or units) that make up the programme are stated. The learning outcomes for each component are measurable, clear and explicit and are assigned appropriate levels and credit values.

5. Requirements for specialisations/majors.

Criterion: Requirements for specialisations and majors are provided.

6. Qualification Structure

Criterion: The structure of the programme and the requirements for the award of the qualification are coherent, clearly presented and appropriate to the purpose and learning outcomes.

7. The length of the programme

Criterion: The minimum time to complete the qualification is clearly defined and is appropriate in relation to the learning outcomes.

8. Professional registration/licensing requirements

Criterion: Professional registration or licensing requirements relevant to the learning outcomes, if applicable, are stated.

9. Entry Requirements

Criterion: Requirements for entry into the programme are appropriate, fair, transparent and fully documented.

10. Delivery mode and learning methods

Criterion: The delivery mode and learning methods are appropriate to the nature of the qualification, the learning outcomes and the prospective learners.

11. Rationale/ Support for the qualification

Criterion: A rationale for offering the qualification is provided. Where a similar national qualification already exists, or another higher education institution is already providing a similar programme, convincing argument in support of the need for the qualification is provided. There is evidence of support for the qualification from relevant stakeholders.

12. Teacher: Learner ratio as applied to this programme.

Criterion: Teacher to learner ratio for the delivery of the programme is compliant with the norm for the relevant field of study and mode of delivery.

13. Academic staff qualifications and experience

Criterion: Academic staff are adequately qualified and/or experienced to deliver the qualification.

14. Teaching/learning resources available to support the delivery of the programme

Criterion: Teaching and learning resources are sufficient and fit for purpose

15. Periodic monitoring, evaluation and review of the programme.

Criterion: The programme is subject to periodic monitoring, evaluation and review.

Appendix 2.8

Course Descriptor

Course Descriptor [AQP – PDS– 01 – F Rev 00]

FIJI NATIONAL UNIVERSITY				
COLLEGE				
SCHOOL				
DEPARTMENT				
PROGRAMME				
LECTURER:				
OTHER LECTURERS:				
COURSE CODE:				
TITLE:				
MODE:				
TERM:				
VENUE:				
LECTURES:	Students are to attend ____ hours of lectures per week			
TUTORIALS:	Students are to attend ____ hours of tutorials per week			
LABS/PRACTICALS:	Students are to attend ____ hours of labs/Practicals per week			
WORKSHOPS:	Students are to attend ____ hours of workshops per week			
FIELD TRIPS:				
CONSULTATION TIME				
PREREQUISITE:				
E-INFORMATION:	All pertinent information relating to the course shall be posted on Moodle, Class shares and emails. Students are required to check emails regularly for communication from the lecturer.			
TOTAL LEARNING HOURS:	Contact Hours		0	
	Lectures		0	
	Tutorials		0	
	Labs/Workshops/Practicals		0	
	SDLHours		0	

	Total Recommended Learning Hours		0	
	Credit Points		0	
1.0 Welcome				
I welcome you to this Course and hope that you will find it enriching and interesting				
1.1 Course Description				
The purpose of this course is to provide				
1.2 Learning Targets/Outcomes				
On successful completion of this course, students will be able to:			Level	Credits
2.0 Resources/Readings				
2.1 Supplementary Materials				
Supplementary notes will either be given during the lectures or placed on class share.				
3.0 Course Content and Reading References				
Week 1: Topic				
Week 2: Topic				
Week 3: Topic				
Week 4: Topic				
Week 5: Topic				

Week 6: Topic		
Week 7: Topic		
Week 8: Mid-Semester Break		
Week 9: Topic		
Week 10: Topic		
Week 11: Topic		
Week 12: Topic		
Week 13: Topic		
Week 14: Topic		
Week 15: Topic		

Week 16: Study Break				
Week 17-18: Examination				
4.0 Assessment				
Component		Weighting	Minimum Level	
Assignment				
Laboratory Work				
Short Tests				
Project Work				
Final Examination				
Dates:				
(a) Short Test and Other assessment will be as follows:				
Assessment		Date/Week/Day	Weighting	
(b) In order to pass the course, that is, to obtain a grade of C- or better, it is necessary for students to get a minimum attendance of 75% and pass the coursework and score at least 50% (i.e. 50/100) in the final examination. It is <u>highly recommended</u> that students attend all tutorials/labs/workshops. The following grading system will be used:				
Letter Grade Scale:				
Grade	Marks	Description	Grade Point Average	
A+	90-100	High Distinction	4.33-5.00	
A	85-89	Distinction	4.00-4.27	
A-	80-84	Distinction	3.73-3.93	
B+	75-79	High Credit	3.33-3.60	
B	70-74	Credit	3.00-3.27	
B-	65-69	Credit	2.67-2.93	
C+	60-64	Pass	2.33-2.60	
C	55-59	Pass	2.00-2.27	

C-	50-54	Pass	1.67-1.93
D+	45-49	Fail	1.33-1.60
D	40-44	Fail	1.00-1.27
D-	35-39	Fail	0.67-0.93
E	Below 35	Fail	0
DNQ	Did Not Qualify: Student received over 50% of total marks but did not meet other specified conditions for a pass.	Fail	0
CT		Credit Transfer	0
NV		Null & Void for Dishonest Practice	0
I		Results Withheld/Incomplete Assessment	0
X		Continuing course	0
DNC		Did Not Complete	0
CP		Compassionate Pass	0
Aeg		Aegrotat Pass	0
PT		Pass Terminating	0
P		Pass	0
NP		Not Passed	0
Comp		Competent	0
NComp		Not Competent	0
Dissatisfaction with Assessment			
The academic conduct of the students is governed by the University Academic and Students Regulation (UASR). All students must obtain a copy of the UASR from the FNU academic office and familiarize themselves with all academic matters.			
Should a student be dissatisfied with either the internal or external assessment, they can take the following steps to get redress of their grievance.			
Internal Assessment: The student can refer the work back to the unit coordinator for checking and reassessment. Following this reassessment, if the student is still dissatisfied, the student may refer the work to the HOD. The HOD will then appoint another lecturer to examine the work and result will then stand.			
Final Exam: The student can apply for re-check of the grade as per the procedures laid down in the UASR.			
Plagiarism and Dishonest Practice Regulations			
Plagiarism is taking another person's words or ideas and using them as if they were your own. It can be either deliberate or accidental. Plagiarism is taken very seriously in higher education. If even a small section of your work is found to have been plagiarised, it is likely that you will be assigned a mark of '0' for that assignment. In more serious cases, it may be necessary for you to repeat the course completely. In some cases, plagiarism may even lead to your expulsion from the university.			
Actions that constitute plagiarism			
1. Downloading and turning in a paper from the Web including a Web page or a paper from an essay writing service.			

2. Copying and pasting phrases, sentences, or paragraphs into your paper without showing a quotation and adding proper citation.
3. Paraphrasing or summarising a source's words or ideas without proper citation.
4. Including a graph, table or picture from a source without proper citation.
5. Getting so much help from a tutor or writing helper that the paper or part of the paper is no longer honestly your own work.
6. Turning in previously written work when that practice is prohibited by your instructor.
Notes
1. Each point must be filled in the fresh row
2. Paragraph description should be in the same row
3. Often insert rows, delete, rows, merge, wrap text features should be used
4. For hours fill in the white cells only. Do not touch the red portion of the sheet.
5. Indirect hours please count # of hours is allocated for assignments, clinic supervision, field trips, industrial attachments etc. Lecturer can estimate this and put the figure in the appropriate cell.

Appendix 2.9

Assessment Spreadsheet [AQP-PDS-01-G]

Assessment Spread Template																													
Semester 1															Semester 2														
Courses Code	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13	Week 14	Courses	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13	Week 14
Year 1															Year 1														
Year 2															Year 2														
Year 3															Year 3														
Year 4															Year 4														

Appendix 3.1

Terms of Reference for SSCC

1.0 Introduction:

Student-Staff Consultative Committee is a forum that hears students' voice on learning experience and learning environment relevant to their programme of study through student representatives. The SSCC is an excellent platform for students to raise their concerns on issues related to the programme and its courses. This committee provides a mechanism by which the management is kept informed of issues relevant to the programme and the students' learning experience and environment.

2.0 Objectives for the SSCC

- 2.1 To be a forum between students and FNU management to discuss programme related issues;
- 2.2 To discuss issues during running of the programme, such as course structure, programme structure, teaching methods, teaching materials, assessments, time tabling, load of students learning hours, access of resources and facilities, and any other matters relevant to the programme;
- 2.3 To seek suggestions from students to resolve issues raised by students and report to head of department/head of school/AD-LT in a timely manner on unresolved matters for further action;
- 2.4 To report to the student community actions taken on matters of related to the programme. SSCCs do not deal with complaints or grievances about staff or students, and student rights issues (such as appeals) which have separate processes.

3.0 Composition of the SSCC

- 3.1. Programme coordinator – Chairperson Student representatives of the programme/course
- 3.2. Student representatives are nominated by themselves for the role at the start of the year.
(In case of high numbers in nomination, an election will be held by the school and the enrolled students in the study of the programme can vote).
 - 3.2.1 The Programme coordinator will be the election officer;
 - 3.2.2 The results will be announced by Head of school;
 - 3.2.3 The HOS will endorse the student representatives.

4.0. Frequency of the SSCC meetings

- 4.1 Twice a semester with first and second meetings typically held in week 6 and week 12 respectively.
- 4.2 Under special circumstances, additional meetings are held at any time chaired by HOD/HOS/AD-L&T.

Appendix 3.2

Procedures, Guidelines and Quality Action Plan for APR

1.0 Academic Portfolio Review Procedures

To assess the quality of our programmes in a meaningful way which provides an agenda to either invest in the development of (or close/suspend/shelve) weak programmes requires agreement on what constitutes a 'high quality' programme and a systematic review of objective data on how our various programmes measure up to this benchmark (*Refer to UASR Pgs. 37 – 38*).

2.0 Indicators of Academic Quality

Conceptually, a programme might be defined as high quality if it meets the three conditions:

2.1 Student Demand

There is high or growing demand from students to enrol in the programme; in other words, the programme is well regarded by applicants. If no students want to enrol, the programme fails this condition.

2.2 Student Success

Student who enrol in the programme are successful, in the sense that they are able to complete the programme on time with reasonable grades. If students enrol, but then drop out in large numbers so that few complete, the programme fails this condition.

2.3 Graduate Employment:

Students who complete the programme and graduate are able to find good jobs in their chosen sector; in other words, the programme is well regarded by employers. If employers do not want to employ our graduates, the programme fails this condition.

3.0 Methodology

3.1 Academic Portfolio Review Working Committee will review the data currently available on indicators of Student Demand, Student Success and Graduate Employment and determine the appropriate minimum thresholds for high quality. The Working Group will make recommendations to SMG on the indicators and thresholds to be used by 30th September of the year under review.

3.2 Once the indicators and thresholds are agreed, Institutional Research, Planning and International Relations Office (IRPIRO) will compile and submit to the PVC L&T, data for the most important clusters of courses for each College/NTPC in consultation with the Deans/Director. A report will be submitted to SMG by 30 November of the year by the Pro Vice Chancellor Learning & Teaching PVC L&T.

3.3 Monitoring & Compliance office will oversee APR process. There will be quality action plans and improvement plans developed which will then be monitored and evaluated. This will be followed up with progress reports.

4.0 Appointment of Working Committee

The PVC-L&T. will appoint the Working Committee for the APR process.

5.0 Academic Portfolio Review Indicators Guideline and Quality Action Plan

A. Portfolio Review Indicators Guideline

The next step is to determine the objective indicators and the appropriate thresholds by which we assess how well programmes meet these conditions.

Possible indicators of Student Demand	Possible indicators of Student Success:	Proxy indicators of Student Success:	Possible indicators of Graduate Employment	Proxy indicators of Graduate Employment
<p>I. Three-year trend for applications</p> <p>II. Applications per place</p> <p>III. Average entry grades of students enrolling</p> <p>IV. Percentage of students enrolling who are Toppers</p>	<p>I. Pass rates for each year of study</p> <p>II. Progression rates from one year to the next (i.e., percentage of students starting year t who successfully re-enrol in year t+1)</p> <p>III. Dropout rates for each year of study</p> <p>IV. Average GPA for each year of study</p> <p>V. Completions rates (i.e., percentage of students who enrol in the programme who graduate on time)</p> <p>VI. Average GPA of graduating students</p>	<p>I. Results of student satisfaction surveys</p>	<p>I. Percentage of graduates who are employed (or in further study) within six (or twelve) months of graduation</p> <p>II. Average salaries of graduates who are employed six (or twelve) months after graduation</p>	<p>I. Programme accreditation by the relevant professional body</p> <p>II. Results of employer surveys of the quality of graduates by programme</p>

B. Academic Portfolio Review (APR)



1. Quality Action Plan Template

1.1 Following the identification of our quality measurement dimensions, Colleges have been asked to provide their own Quality Action Plan for each approved programme (undergraduate and graduate) offered by the department/school.

1.2 The Table below is our standard template for the construction of Quality Action Plan which Colleges are advised to use for each of their programmes.

Name of College: _____

(Template 3.1)

Number (Programme)	Issue	Source	Action to be taken	Target date	Action by	Success indicators	Traffic Light 
1. Bachelor of Accounting							

1.3 The Guidelines for completion of the **Quality Action Plan template** is given hereunder:

- Number:** Each entry are to be sequentially numbered and prefaced by the year of the quality action plan in the format provided. This box should be shaded using the 'traffic light' system.
- Issue:** A brief description of the issue is to be provided.
- Source:** The source(s) of the issue must be identified: (e.g. enrolment trend, student success, employability, external examiner feedback; course/teacher evaluations etc.).

- d) **Action to be taken:** Ensure that actions are clearly defined and are capable of addressing the issue identified. It may be that several actions are required to address one issue.
- e) **Target date:** A target date for completion of each action should be provided. The use of the term 'on-going' should be avoided wherever possible as this generally leads to issues remaining unresolved.
- f) **Action by:** An indication of those responsible for undertaking the specified action should be provided. This might include the role (e.g. Programme Coordinator, Head of Department, Head of School, Dean). Please do not name individuals. You will need to discuss with your College Dean when assigning actions outside of the programme team.
- g) **Success indicators:** Please indicate how the programme team will know that the action has been undertaken successfully and the issue addressed.
- h) **Traffic light:** Programmes may be 'red flagged' according to agreed criteria, e.g. the number of new entrants was 5 or less, applications have fallen by more than 10% year on year, etc. Red-flagged programmes are areas of concern where an action plan is required.

Key	
	Serious issue(s) needing immediate attention Major issue(s) addressed in action plan
	Minor issue(s) addressed in action plan
	No issues; no entry in action plan

Appendix 3.3

Policy, Procedures and Templates for Programme and Course Review

A. Policy and Procedures for Programme and Course Review

1.0. Policy statement

It is the requirement of the University that all undergraduate and postgraduate courses and programmes be periodically monitored. Colleges are encouraged to establish Memorandum of Cooperation (MOC) with external accrediting bodies which will assist in external evaluation and monitoring of their programmes.

2.0. Aim

The aim of periodic monitoring is to examine the effectiveness of our courses and programmes and to ensure that they remain current and valid in light of the developing knowledge in the discipline.

3.0. Scope

This policy applies to all the Colleges.

4.0. Responsibility

The responsibility for such monitoring and review rests with the Colleges.

5.0. Procedure

The following process is to be involved in the periodic monitoring;

5.1 Student Feedback

- a. Collation of **Student Feedback** via the Course and Teacher Evaluation (CTE).
- b. Staff - Student Consultation Committees (SSCC)
- c. Other in - School methods undertaken to capture student opinion such as focus groups eg. Talanoa sessions, suggestion box etc.
- d. Graduating students
- e. Alumni

5.2 Annual Course Report

The Annual Course Report is prepared by the AD L&T and HOS through the completion of the Annual Course Report (ACR) template attached. (*Refer to Template 3.2: Periodic Programme Review Report, Pg.94*)

- a. Monitoring & Compliance Office shall oversee that Annual Course Report are generated and a copy of the report is submitted to M&CO.
- b. AD L&T's are to present the report to the ULTC for consideration.

5.3 Periodic Programme Review Report

The College Deans will initiate Periodic Programme Reviews in consultation with Heads of Schools who will then conduct the programme and course review and prepare (PPRR).

PPRRs for the full academic cycle will incorporate

- a. Feedback from External Examiners, (Refer UASR page 3 (2.1.32).
- b. Industry Advisory Committee (IAC) or equivalent. Professional, Statutory, and Regulatory Bodies PSRBs).
- c. Student feedback
- d. Employer feedback

5.4 It is obligatory that all the academic programmes get reviewed via the processes listed a-f:

- a. Complete PPRRs for programmes that have completed their cycle.
- b. PPRRs must also be produced for the courses delivered by other colleges/collaborative partners;
- c. PPRRs be submitted to the College Learning and Teaching Committee (CLTC);
- d. The CLTC receives the completed PPRRs, discuss and endorse it;
- e. The chair of the CLTC, the AD-L&T, signs it off and;
- f. All the issues arising from the review gets referred to the University Learning & Teaching Committee (ULTC/AQAC). **Templates I and II are to be used for the reports.**

I. Reporting Format for Annual Course Review

COURSE INFORMATION:		
Course code	Course Title	Course Co-ordinator
Period:	Year :	Semester :
No. students registering:		
No. students withdrawing:		
Pass Rate (%) based on first attempt		
COURSE APPRAISAL:		
a) PASS RATE: Please provide a reflective commentary on the pass rate		
b) STRENGTHS: What worked well in the course (e.g. with respect to assessment, feedback on assessment, teaching methods, opportunity to develop graduate attributes)? You should use student feedback gathered by any method, which could include CTE, SSCC meetings, informal feedback during classes, mid-term evaluations, as well as feedback from external examiners, Industry Advisory Board (IAC) Advisory Boards, Professional and Statutory Bodies and the teaching team if available.		
c) WEAKNESSES: What did not work well in the course (e.g. with respect to assessment, feedback on assessment, teaching methods, opportunity to develop graduate attributes)? You should use student feedback gathered by any method, which could include CTE, SSCC meetings, informal feedback during classes, mid-term evaluations, as well as feedback from external examiners, Industry Advisory Boards (IAC), Professional and Statutory Bodies and the teaching team if available		
d) IDENTIFIED GOOD PRACTICE: Reflect on any new/innovative or particularly effective teaching or assessment methods. Indicate whether this good practice has been disseminated more widely within the School, College, University or outside of the University		

COURSE DEVELOPMENT:					
a) EVALUATION OF CHANGES MADE DURING THE PERIOD: Evaluate any changes implemented during this PERIOD as a result of feedback from previous years. Changes made that were not successful are just as important as changes that have been successful.					
b) PROPOSED CHANGES FOR NEXT PERIOD : Summarise changes planned in the light of this review					
c) APPROVAL:					
Will approval be needed to make changes to the course using the Curriculum Management System?				YES	NO
Quantitative summary from CTE:					
Student Enrolled in course.		Number of CTE returns		% of CTE Returns	
Was teaching effective? State % of Satisfaction Teacher Evaluation					
Did students enjoy the course? % of Satisfaction Course Evaluation					
Name :					
Signature :					
Date :					

II. Periodic Programme Review Report

To be completed by the Head of School and subsequently the form should be considered by the College Learning & Teaching Committee (CLTC)

- Part A should provide a review of the Discipline's courses
- Part B should focus on the programmes offered by the Discipline (or cognate area if appropriate)
- Part C should be completed if the School is engaged in any Collaborative Provision with other Institutions/organisations where students are involved.

SCHOOL INFORMATION:		
School:	Programme:	Academic year:
Period of Review		
A. Analysis of Course Reviews		
1. Comment on courses that have performed well in terms of student feedback. Have particular teaching or assessment methods been employed that could be disseminated more widely?		
2. Comment on the pass rates for courses within the discipline. Specifically comment on courses with less than average (for the discipline) pass rates. What actions are planned to address the low pass rates? Actions could include, for example, changes to previous year's courses to better prepare the students or inclusion of more formative assessments.		
3. Comment on courses that are causing concern. Please include courses where staff or students at SSCC meetings or by external examiners have raised concerns. What measures could be put in place to address the concerns raised?		
B. Review of the discipline's (Or Cognate Area's) Programmes		
1. Critically review the programmes offered by the Discipline / Programme. For instance: Do they continue to meet the subject benchmark statements? How well do all constituent courses work together to provide the core knowledge required? Do they continue to attract and retain students? (Annual Portfolio Review Results)		

2. What actions have been taken forward after the review in light of the previous feedback from the Course and Programme Review process, External Examiners, Industry Advisory Committees, and Professional Statutory Body, SSCC.		
3. What is working well within the Discipline's programme(s)? What is new/innovative?		
<div style="margin-left: 20px;"> a) at Course level b) at Programme level </div>		
4. What area(s) require or are intended for development in the next cycle and how do you intend to address them?		
C. Review of the Collaborative		
1. Where applicable, list the Collaborative Provision agreements (Partnerships) that the Discipline is engaged in and the numbers of students involved (add rows as necessary)		
Partner Institution	Type of Partnership	Number of students involved
2. Comment on the progress students admitted under each partnership have made in their programme and whether any changes to the programme, or arrangements with the partner, need to be made.		
3. For each partnership comment on any issues that have arisen as a result of the partnership and critically evaluate the success of the partnership.		
D. Issues to be raised at School/College or ULTC level		
Comments from Head of School*:		

I confirm have read and agreeing with the contents of this form and, where applicable, support the proposed actions.

Head of School

Date :	
Name :	
Signature :	

Appendix 3.4

Policy and Procedure on Learning and Teaching Unit Review (Support Sections)

1.0. Policy Statement

This policy provides a framework for the support section reviews at the University. It covers both the academic and non-academic support sections of the University.

2.0. Scope and applicability

Reviews of all academic sections at the University will be conducted as and when required in a systematic way.

3.0. Procedure

The review process will be conducted with full participation of the staff and other stakeholders of the section under review. *(The academic section review will only be conducted upon requests by the Deans and that too upon the provision of a TOR to the OPVC-L&T).*

3.1. Process

- 3.1.1 The review process will include a self- review followed by an evaluation by the Monitoring and Compliance office.
- 3.1.2 A panel will evaluate the documents, reflections and conclusions of the self-review.
- 3.1.3 The review process must be forward-looking and strategic. It has to incorporate an analysis of past performance as a basis for refining the setting of objectives, reviewing strategies and ensuring continuous improvement. In particular, the review should draw on existing documentation and available data as much as possible.

3.2. Time and Frequency

- 3.2.1 The review process should not take more than 24 weeks from the date of the initiation and meeting between the Section Head and Monitoring & Compliance Office.
- 3.2.2 The Manager Monitoring & Compliance may at any time initiate a review outside of the normal schedule upon the advice of Pro Vice Chancellor Learning & Teaching.

4.0. Composition and Appointment of Review Panel

A review panel shall normally consist of three members:

- 4.1.1 Two external to the Section and one internal member from an area outside the academic section being reviewed.
- 4.1.2 The Head of the relevant Division can consider expanding the membership where this is deemed necessary to ensure a suitable range of skills and experience on the panel.
- 4.1.3 The PVC L&T will approve the membership of the panel.

Each panel will normally include:

- a. Chair external to the Section.
- b. One or more persons with expertise in the disciplines of the College or other academic section, or the major activities section under review.

- c. A senior member of staff of the University from a different College from the section under review.
- d. A range of skills and experience that will position the panel to address any specialist or distinctive aspects of the academic section under review. The Monitoring & Compliance Office will provide secretariat support.
- e. At least one member of the panel must be female and at least one male, unless no suitably qualified person of that gender is available.
- f. All members of the panel must be independent of the academic section under review.

5.0. Review Report

A detailed review report should be presented to the OPVC-L&T within 24 weeks with findings and recommendations for discussions with respective Deans and Directors.

6.0. Given below is the format for self-review report:

- a. Title page
- b. Table of Contents
- c. Introduction
- d. Strengths, Weaknesses, Opportunities and Threats (SWOT) Analysis
- e. Progress on Action Plan of Previous Review
- f. Vision, Mission and Values
- g. Current Status
- h. Leadership and Management
- i. Functional Areas and Business Processes
- j. Resource Provision
- k. Support towards University Strategic Goals
- l. Future Directions
- m. Appendices (evidence documents could be part of the appendices)

Appendix 3.5

Internal Evaluation and Review (IER) Policy, Procedures, Questionnaires & Cross Reference Document

A. Policy on Internal Evaluation and Review (IER)

1.0. Policy Objective

The purpose of this policy is to provide a framework for ensuring that all the FNU programmes are fit for the purpose and give value for money.

2.0. Scope and applicability

This policy applies to all the Colleges and the FNU programmes of study.

3.0. This framework contains the following:

- 3.1 Evaluative Tools
- 3.2 Procedures
- 3.3 Questionnaires for students, alumni, staff and stakeholders
- 3.4 The cross reference document for self-evaluation

4.0. Evaluative Tools for Internal Evaluation and Review

4.1 Undertaking Internal Evaluation and Review

Internal evaluation and review uses evaluation methods, tools and processes to reach reliable and valid judgements about educational performance and capability in self-evaluation.

The following sections describe evaluative tools developed for internal evaluation and review evaluation methods and processes including guidelines to inform the conduct of each stage of external evaluation and review.

4.2 Tools Supporting an Evaluative Approach to Quality Assurance

The tools used in self-evaluation and internal evaluation and review are:

- 4.2.1 Key evaluation questions
- 4.2.2 Evaluation indicators
- 4.2.3 Performance criteria descriptors for reviews

5.0 Key Evaluation Questions (KEQs)

Seven key evaluation questions are used to provide the structure and direction for the process. The objective is to provide answers to questions focused on the quality, value and importance of higher education in meeting the needs of learners and other relevant parties. These high-level, open-ended questions focus on either the outcomes achieved or the key processes contributing to the outcomes.

5.1 Outcome Questions

These questions focus on the value of the outcomes achieved in respect to higher education programme delivery.

5.2 How well do learners achieve?

Evidence of actual learner achievement is the primary indicator of effective educational delivery. The outcomes include both the specific outputs of higher education represented by measures such as retention rates, course and qualification completion rates as well as other less formal ways in which students have enhanced their knowledge and skills and acquired other useful personal attributes. There must be evidence that achievement is appropriately monitored through assessment processes that include external benchmarking and moderation.

5.3 What is the value of the outcomes for key stakeholders, including learners?

The focus here is on learners, but the outcomes for other groups (such as employers, and local and wider communities) are also important. All these groups are the users of the educational products of the University. The HEI should be able to identify how the needs of these users are met as well as long term outcomes for graduates in terms of employment, further study, and the social and economic contribution they make to the wider community.

6.0 Process Questions

These questions focus on the quality and value of the key processes which contribute to valued educational outcomes.

6.1 How well do programmes and other educational activities match the needs of learners and other stakeholders?

Systematic identification and analysis of needs provide the basis for programme design and the mode of delivery. This question focuses on the evidence of the extent to which stakeholder needs are understood and used as a basis for the design and delivery of programmes. The outcomes for KEQ2 can be met once the programmes provided are relevant to the needs of stakeholders.

6.2 How effective is the teaching?

Good teaching is known to be the most important contributing factor to learner achievement. Teaching is taken to include the broader learning strategies provided by the institution. It may include the use of on-the-job training and/or work experience and distance learning strategies as well as the more conventional classroom-based instructional activities. It also includes the provision of instructional technology and practical facilities such as laboratories and workshops, which support the teaching, function. Effective teaching is also supported by the use of formative assessment.

6.3 How well are learners guided and supported?

Services, which provide support and guidance to learners, are important to ensure that they undertake appropriate programmes and receive the assistance necessary to address their learning needs, including those specific to individual learners or categories of learners. Guidance to learners are important to ensure that they undertake appropriate programmes and receive the assistance

necessary to address their learning needs, including those specific to individual learners or categories of learners.

6.4 Research and Cultural Enhancement

Universities, in particular, are expected to contribute to the advancement of knowledge and the enhancement of culture through research and other associated activities.

6.5 How effective is the institution in supporting the development of new knowledge and the conservation of the cultural and ecological environment?

Colleges are expected to demonstrate strategies, which enhance the opportunities for academic staff to achieve quality research outputs. There is also an expectation that academic staff will contribute.

6.6 What is the value of the outcomes for key stakeholders, including learners?

The focus here is on learners, but the outcomes for other groups (such as employers, and local and wider communities) are also important. All these groups are the users of the educational products of the University. The HEI should be able to identify how the needs of these users are met as well as long term outcomes for graduates in terms of employment, further study, and the social and economic contribution they make to the wider community.

7.0 Process Questions

These questions focus on the quality and value of the key processes which contribute to valued educational outcomes.

7.1 How well do programmes and other educational activities match the needs of learners and other stakeholders?

Systematic identification and analysis of needs provide the basis for programme design and the mode of delivery. This question focuses on the evidence of the extent to which stakeholder needs are understood and used as a basis for the design and delivery of programmes. The outcomes for KEQ2 can be met once the programmes provided are relevant to the needs of stakeholders.

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8.0 Research and Cultural Enhancement

Universities, in particular, are expected to contribute to the advancement of knowledge and the enhancement of culture through research and other associated activities.

8.1. How effective is the institution in supporting the development of new knowledge and the conservation of the cultural and ecological environment?

Colleges are expected to demonstrate strategies, which enhance the opportunities for academic staff to achieve quality research outputs. There is also an expectation that academic staff will contribute effectively as individuals or groups to research in their disciplinary fields normally evidenced by refereed publications.

9.0 Support of the University

This question focuses on the extent to which the University as a whole plays a role in supporting the achievement of high quality outcomes.

9.1. How effective are governance and management in supporting educational achievements?

An organizational approach to managing educational performance and capability is likely to ensure that systems, processes, policies and practices are aligned to this effect.

10.0 Stages of Internal Evaluation and Review

An internal evaluation and review involves four (4) key stages:

- a. TOR from the Deans
- b. Developing the scope and the plan of enquiry,
- c. Undertaking the enquiry on-site,
- d. Making organisational judgements of educational performance and self-evaluation capability
- e. Reporting the findings.
- f. Action plan
- g. Monitoring and evaluation
- h. M&E reports

11.0 Internal Evaluation and Review Standard Operating Procedures and Processes

11.1 Purpose

The purpose of this procedure is to internally evaluate and review College/Centre programmes for accreditation purposes by FHEC and any other relevant accreditation agency.

11.2 Scope

The scope of this procedure covers all the respective areas that fulfil the requirements in order to carry out the IER.

11.3. References and Relevant Documents

- 11.3.1 Notes on Implementing IER
- 11.3.2 Programme Documents
- 11.3.3 UASR
- 11.3.4 Colleges

11.4 Roles and Responsibilities for Internal Evaluation and Review Team

The following is a general guide to the roles and responsibilities of OPVC-L&T in the conduct of the Internal Evaluation and Review (IER) of HEIs.

11.4.1 PVC-L&T

- Approves the processes to be used by the Monitoring & Compliance Office.
- Oversees the scheduling of IER, assign evaluators and delegate responsibilities to the lead evaluator(s).
- Approves final IER report.

11.4.2 Lead Evaluator(s)

- Negotiate the scope of the IER with the HEI.
- Manage the IER team and process in relation to their designated HEI.
- Make judgements on performance and capability in consultation with the team of evaluators assigned to each review.
- Prepare the report.

11.4.3 Evaluators

- Conduct discussions and contribute to judgements under the direction of the lead evaluator.
- Contribute to the final report as directed by the lead evaluator.

11.4.4 Colleges

- Deans to identify the programmes to be evaluated or reviewed.
- Devise TOR and submit to the OPVC-L&T
- Deans to facilitate data collection from their respective sections/schools.

11.5 Planning

11.5.1 Criteria for Conduct:

Evaluation team to prepare the checklist to commence IER.

11.5.2 Scope and Focus

The scope of the evaluation will cover seven (7) focus areas:

1. Quality of the Programme
2. Quality of the Resources
3. Quality of Delivery
4. Quality of Management

5. Industry Partnership
6. Consultation with Professional Associations
7. Effectiveness of Student Support Services

11.5.3 Methods and sources of Information

The following methods will be employed to collect data for the IER:

- Surveys
- Interviews;
- Meetings with stakeholders
- Focus group interview
- Telephone interviews
- Talanoa sessions
- E-mail communications
- Library
- IRPIRO
- CLTE

11.5.4 Logistics Arrangement

- Transportation
- Accommodation
- Venue
- Meeting Schedule
- Appointment with stakeholders and students and their contacts
- Allowances and Per-diems

11.6 Compilation of Report

11.7 Draft Report to Deans

11.8 Decision for improvement

11.9 Final Report to PVC-L&T

11.10 Report presentation to SMG & Senate

11.11 Action Plan

11.12 Monitor Action/Implemented for Improvement.

B. Evaluation Questionnaires for Staff (Interview Questions)

Name:	
College	
School/Department	
Years of Experience:	
Discipline of Study:	
Specialized Field of Study:	

1. How well do learners achieve?

- What conclusions have you drawn from the retention/completion data for this programme?
- What do you know about the students who don't complete/succeed? How do you know this?
- What strategies have been put in place to improve retention and completion?

2. What is the value of the outcomes for key stakeholders, including learners?

- How do you know if graduates are 'work-ready'?
- Is the programme contributing to an increase in skill level in local, regional or national industries?
How do you know?
- Other ways in which the programme had added value to students' lives, communities, families.

3. How well do programmes and activities match the needs of the learners and other stakeholders?

- How are stakeholder/student needs identified?
- If applicable - How well do advisory committees inform programme design and/or review?
- What other ways do you have of engaging with stakeholders?
- How does the information from them inform programme design and delivery?
- How do programme staff know what needs to be improved e.g. programme design and delivery?
- What happens to the information from student surveys of their programmes?
- Can you think of an example of a change that was made to the programme design or delivery as a result of feedback from students?

4. How effective is the teaching?

- How do you know how good your teaching practices are? What do you do in response to this information?
- How do you engage learners and cater for differing learning styles? How do you know if these strategies are effective?

- c. What professional development activities have been undertaken and how have these impacted on teaching practices/programme delivery?
- d. What are the outcomes of moderation activities i.e. internal and external, pre and post moderation? What improvements have been (or need to be) made?
- e. When was the last time someone sat in on your class and gave you feedback about your teaching?
- f. What did your last teaching evaluation tell you? Did you make any changes as a result?

5. How well are learners guided and supported?

- a. How do you know what support services students are using? [Explore what information is received from central support services].
- b. How are cultural differences catered for within this programme?
- c. How are the literacy and numeracy needs of students addressed in the programme?

6. Governance and Management or Others

- a. How was the programme evaluated last year? (This can be more specific in relation to the evaluation process used by the HEI.)
- b. What feedback have you had regarding the reports/action plans e.g. Programme Leader, Board of Studies, Academic Board or others.
- c. How does the organization recognize and reward good teaching?
- d. What is the process if you think that resources are insufficient to deliver the programme effectively?

C. Evaluation Questionnaires for Stakeholders. (Interview Questions)

Name of Department:	
College	
School / Department	
No. of FNU Students Working:	
No. of FNU Students Attached:	

1. How well do programmes and activities match the needs of learners and other stakeholders?

- a. What is your role on the Committee (if applicable)? Or who do you represent, or what are you representing? How long have you been on the committee?
- b. Have you had students for work experience/work placement?

2. What is the value of the outcomes for key stakeholders, including learners?

- a. From your perspective, are the programme structure - and the way it is delivered - providing the desired outcomes for students and employers? If not, why not? Or well do teaching staff keep up to date with developments in the industry/community?
- b. How well do tools /equipment /facilities used in delivering this programme reflect that which is used in the industry/ community? i.e. is it adequate for students' learning?
- c. Have you employed graduates from the programme? If yes, would you employ future graduates?
- d. Would you recommend graduates to other employers?

3. Would you recommend the programme to your own children or family members? (Overall)

- a. What do you think works well and is good about the programme?
- b. What do you think needs to be improved?

D. Evaluation Questionnaires for Graduates (Interview Questions)

Name:	
Year of Graduation	
ID Number (Optional)	

1. How well do programmes and activities match the needs of learners and other stakeholders?

- Have you enjoyed the course?
- Is it providing you with the skills/knowledge that you thought it would?
- Were there any surprises once you enrolled? I.e. is it what you thought/were told it would be?
- Were you given opportunities to make suggestions on course / programme improvement and delivery?
E.g. tutor discussions, class reps, questionnaires, study forums?
- Have you had the opportunity to complete a survey or evaluation about the programme?
- What happens to those surveys?

2. How well do learners achieve?

- Did the tutors tell you how well you progressed with your study?
- Did you get good feedback about your achievement with assignments/tests?
- Have other students dropped out of the programme? Do you know why?

3. What is the value of the outcomes for key stakeholders, including learners?

- Did the course help you achieve what you wanted to become?
- Has the knowledge gained at the University helped you in your work experience?
- What sort of feedback did you get from your work experience provider about the programme?

4. How effective is the teaching?

- Have you got all the equipment/materials you need to do the work/ assignments/practicals?
- Do you feel comfortable that you can approach tutors when you have not understood some parts of the course?
- Do you get to go on work experience?

5. How well are learners guided and supported?

- Do you know what support was available to you as students?
- Do you feel comfortable approaching tutors or other HEI staff if you have a concern or need help with something?
- How do you find out about these?
- Do you think these services are easy/ comfortable for students to access if they want to? Is there anything that you feel the HEI could do better?

E. Cross Reference Documents

Academic Programme is vetted against the CAUQ requirements of FHEC

A.1 TITLE, PURPOSE (AIMS AND OBJECTIVES), LEARNING OUTCOMES AND COHERENCE

Criterion No.	Requirements	Remarks/Comments/further information required	Criterion met/Not
1	The title is concise, distinctive, appropriate and indicative of the outcomes.		
2	The title includes a classification category (or subject) e.g. B.E. (Electrical)		
3	The qualification fits the outcome, credit and level requirements for the relevant type of qualification on the FQF as a minimum.		
4	The aims and objectives of the programme are clearly identified in a purpose statement.		
5	The programmes learning outcome(s) represented by attainment of the whole qualification are stated clearly and are consistent with the aims and objectives in the purpose statement.		
6	The components (courses, papers or units) that make up the programme are stated.		
7	The learning outcomes for each component are measureable, clear and explicit in describing what students are expected to know and able to do as a result of the satisfactory completion of the programme.		
8	The component outcomes are appropriately assigned levels and credit values.		
9	The credits are shown for each level of the programme.		
10	The total number of credits is shown.		
11	Any component of the programme that is being delivered and/or assessed by another institution is identified and the terms under which this service is to be provided are specified.		
12	Details of component or course learning outcomes are publicly accessible and include criteria for assessment decisions.		
13	Requirements for specialisations and majors are provided.		
14	Professional registration or licensing requirements relevant to the learning outcomes, if applicable, are stated.		
15	Clear progression pathways from the proposed qualification to other qualifications are provided.		

A.2 DELIVERY AND LEARNING METHODS

Criterion No.	Requirements	Remarks/Comments/further information required	Criterion met/Not
16	The delivery mode and the learning methods are appropriate to the nature.		
17	If the programme is delivered at more than one site, the delivery mode for each site is stated.		
18	<p>The policy, procedures and guidelines for workplace attachment, where relevant, contain provisions for the following:</p> <ul style="list-style-type: none"> (a) Selection of the workplace appropriate for the conduct of the attachment. (b) Statement on the minimum duration of attachment. (c) Selection of a suitably qualified workplace supervisor. (d) Feedback mechanism from supervisors/employers to the university. (e) Specification of roles and responsibilities of learners, trainers and supervisors. (f) Measures to enable the learner to be exposed to all relevant aspects of the job. (g) Identification of the personnel responsible for carrying out assessment, moderation and evaluation of practical work-based components. (h) Coordination and reporting on assessment, moderation and evaluation. (i) Processes to ensure that appropriate provision is made for the occupational health and safety of students. 		

A.3 ASSESSEMENT METHODOLOGY AND QUALITY ASSURANCE

Criterion No.	Requirements	Remarks/Comments/further information required	Criterion met/Not
19	Assessment methodologies are described and are appropriate for the nature of the qualification and the learning outcomes.		
20	Assessment plan(s) are outlined and practicable in terms of resources, personnel and timeliness.		
21	There are assessment activities for all learning outcomes.		
22	The assessment activities are spread appropriately through the duration of the programme.		
23	Relevant learning outcomes for the assessment of each component of the programme are listed.		
24	Internal moderation policies and procedures are provided and are credible.		
25	External moderation policies and procedures are provided and are credible.		
26	There is a system for the provision of regular feedback to students on their progress and final achievement.		

A.4 ACCEPTABILITY OF QUALIFICATION

Criterion No.	Requirements	Remarks/Comments/further information required	Criterion met/Not
27	There is evidence of support for the qualification from relevant stakeholders.		
28	Details of stakeholder involvement in the development of the qualification are provided.		
29	A rationale for offering the qualification is provided and, where a similar national qualification already exists, or another higher education institution is already providing a similar programme, convincing argument in support of the need for the qualification is provided.		

A.5 RESOURCES

Criterion No.	Requirements	Remarks/Comments/further information required	Criterion met/Not
30	Teacher to learner ratio for the delivery of the programme is compliant with the norm for the relevant field of study and mode of delivery.		
31	Academic staff are adequately qualified and/or experienced to deliver the qualification. Where new staff are to be appointed the criteria to be used for their selection are provided.		
32	Teaching and learning resources are sufficient and fit for purpose. For items not yet purchased, there is a detailed and acceptable acquisition plan.		
33	The learning package is appropriate for all intended modes of delivery.		
34	A support and guidance system that is suitable, sufficient and accessible is provided for learners.		
35	There is evidence of financial support for the implementation and sustainable delivery of the qualification.		

A.6 MONITORING, EVALUATION AND REVIEW

Criterion No.	Requirements	Remarks/Comments/further information required	Criterion met/Not
36	There is a reliable and valid process for the regular monitoring, evaluation and review of the programme and its components.		
37	Where changes are made to any programme or component parts of a programme, there is provision for adequate transition arrangements to be put in place to protect learner interests.		

A.7 DOCUMENTED REGULATIONS

Criterion No.	Requirements	Remarks/Comments/further information required	Criterion met/Not
ACADEMIC REQUIREMENTS			
38	Requirements for entry into the programme are appropriate, fair, transparent and fully documented.		
39	Requirements for student selection are fair, transparent and equitable.		
40	The proportion of credit transfers permitted is stated and is consistent with the requirements of the university concerned.		
41	Assessment provisions including recognition of prior learning, re-assessment and appeals are documented.		
42	There are provisions for dealing with impaired performance in assessments resulting from unavoidable circumstances.		
43	The requirements for the award of the qualification are coherent and clearly stated.		
44	Any provisions for transition arrangements are based on the compatibility of the learning outcomes		
QUALIFICATION STRUCTURE			
45	The structure of the qualification is appropriate to the purpose and learning outcomes.		
46	The length of the qualification is clearly defined, is appropriate in relation to the learning outcomes and consistent with the minimum requirements of the Fiji Qualification Framework.		
47	An appropriate classification is identified (subject area or field, sub field)		

A.8 DETAILS OF PARTNERSHIP ARRANGEMENTS A.5

[To be provided when a qualification is offered in partnership with another organization.]

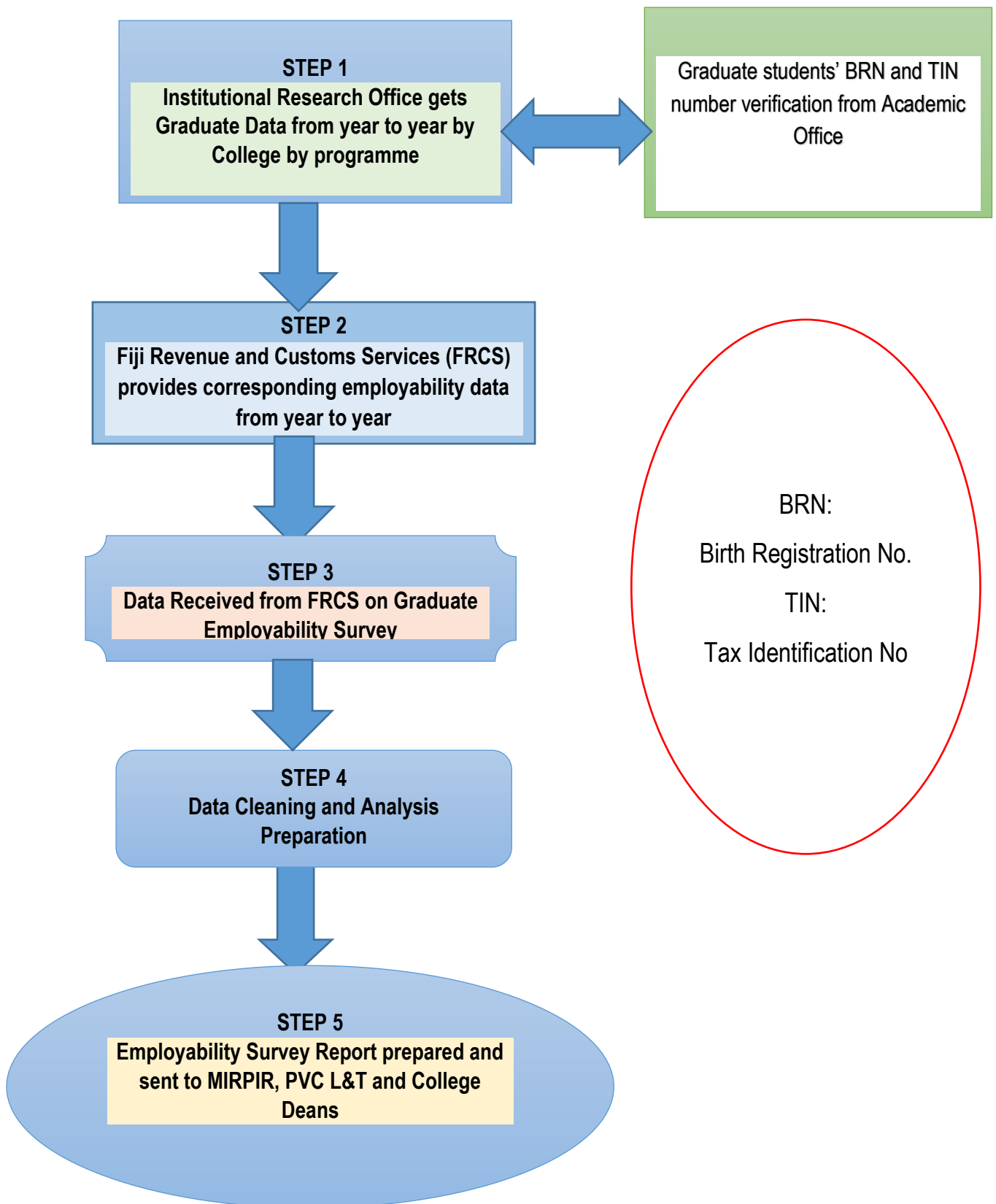
Criterion No.	Requirements	Remarks/Comments/further information required	Criterion met/Not
48	Where a programme is offered in partnership with another organization the name of the partner is provided and there is a documented agreement that clearly specifies the responsibilities and quality assurance provisions of the partners.		
49	There is a documented agreement that clearly specifies the responsibilities and quality assurance provisions of the partners.		
50	The organization(s) responsible for the following tasks is/are stated and is/are legally established and recognized: (a) registration of candidates; (b) award of the qualification; (c) conduct of external verification/external quality control; and (d) Determining assessment standards and processes.		

Summary of Assessment:

Outcomes	Met	Not Met	Not Applicable
Total 50			

Appendix 3.6

Flow Chart on Graduate Employability Survey Report Preparation



Appendix 3.7

Internal Audit Policy, Procedures and Templates

A. Policy

1.0. Aim

This policy describes the planning and implementation of the internal quality audit at Fiji National University (FNU).

2.0. Purpose

The purpose is to assess and ensure conformance to the University's Academic learning and teaching process.

3.0. Scope

The scope of Quality Audits (QA) includes the setting and maintaining of academic standards

4.0. Application

This procedure ensures that internal audits are planned, and conducted regularly. Unscheduled audits may be conducted to investigate problems that are identified.

5.0. Applicable Document

Customer Feedback, Audit Plan, Audit reports, Corrective/Preventive Action, Minutes of the review meeting.

6.0. Definitions and abbreviations

Audit	Systematic, independent and documented process for obtaining audit evidence and evaluating it objectively to determine the extent to which audit criteria are fulfilled
Audit Criteria	Set of policies, procedures or requirements
Audit Evidence	Records, statements of facts, or other information, which are relevant to the audit criteria and verifiable
Audit findings	Results of the evaluation of the collected audit evidence against the audit criteria
Audit Programme	A set of internal audit schedules planned of a year /or for a specified time frame and directed to a specific purpose
Audit Schedule	A set of one audit planned for a specified time frame and directed to a specific purpose
Audit Plan	Description of the on-site activities and arrangements for an audit
Audit Programme	Set of one or more audits planned developed for a year and directed to a specific purpose.
Audit Team	One or more Internal Quality Auditors conducting an audit, supported if needed by a technical expert
Auditee	Organizations / Sections / Department being audited.
CPA	Corrective and Preventive Action
Lead Auditor	Audit Team Leader
Non-conformance	Non-fulfilment of a specific requirements
MM&C	Manager Monitoring and Compliance
M&CO	Monitoring and Compliance Office

7.0 Responsibilities

The Manager monitoring and Compliance (MM&C) shall:

- Produce an internal quality audit schedule.
- Circulate a copy of the schedule to the Deans.
- Where necessary, organize logistics for audits.
- Record unscheduled audit on the Internal Quality audit schedule.
- Ensure that internal quality audits are performed in accordance with the procedure.
- Ensure that patterns of observation across are looked for and combined into non-conformance.
- Ensure that all audit finding are reported to the Deans and filed.

8.0 Lead Auditor shall:

- Review documentation
- Plan an audit
- Guide audit team members
- Inform auditee of the time and scope of the audit
- Conduct audit meetings
- Participate in the audit, including the verification of effectiveness of corrective and preventive action taken
- Collect objective evidence to support findings and record findings
- Prepare audit report
- Raise CPA (corrective and preventive actions) for all non-conformances and also recommendations or suggestions for the sections/ department that has been audited.

9.0 Audit Team shall assist the Lead Auditor to collect objective evidence to support findings and CPA verifications and record findings.

10.0 Auditee shall:

- Inform the sections/departments/school of the time and scope of the audit.
- Ensure that timely access to processes and documentation needed by the auditors(s).
- Attend audit meetings, and sign audit report.

11.0 Procedures

Monitoring and Compliance office shall conduct internal quality audits to verify that quality activities and the results of the activities in learning and teaching comply with the AQAM.

12.0 Audit Planning and Scheduling

The M&CO shall prepare the quality audit programme and the quality audit schedules.

13.0 Unscheduled Audit

The M &CO shall request for unscheduled audit to be performed on the basis of the status of importance of the activities.

14.0. Select Audit Team

- Training shall be provided to auditors in audit method and techniques.

15.0 Prepare for Audit

- The M&CO shall inform the auditors of the respective area to be audited, the day, time of audit and the date the audit reports are to be handed in.

16.0 Conduct Audit

- Each auditor shall conduct the opening and closing meetings with their auditee.
- The auditor shall:
 - ✓ Interview appropriate personnel and determine whether actual practices conform to the requirements of the documented policies, plans, procedures,

17.0. Audit Closure

- **Prepare Audit Report**
 - ✓ The auditor shall use the Internal Audit Report form to prepare internal audit report.

18.0 The M&CO shall:

- Review the audit findings to ensure that complete and adequate descriptions of the discrepancies are documented and CPA is issued for non-conformances.
- Assign the reference number to each CPA after which it shall be forwarded to the Deans of the respective College.
- Follow up on all the CPAs issued.
- Shall summarize the audit report and table the report at the ULTC.

19.0 The Audit team will:

- Establish a checklist in accordance with standards established for the internal audit program.
- Conduct audit, consultation and investigation activities as planned.
- Go through the pre-established checklist.

B. Internal Audit Reporting Template

ASSESSMENT REPORT

OPERATIONAL CONTROL AUDIT

Date Conducted.....

Assessment Criteria:

Scope of Audit:

Assessment Team: -----

Other Participants: -----

Sites Assessed

SITE ADDRESS	DATE	AUDITOR

Report Presented to and received by

Name:	
Position:	
Date:	

Executive Summary

--

Findings Classification

CODE	FINDING	DESCRIPTION
NCR	Major Non-conformance	A total absence of the criteria for conformance with the guideline or a significant breach of legislation.
A	Area of concern	A departure from a particular system requirement, or failure to consistently implement a requirement.
O	Observation	An isolated or incidental discrepancy
I	Improvement Opportunity	An opportunity that, if considered by the contractor, may provide a potential improvement to their system.
E	Evidence of Conformity	Evident conformance to the requirements of the guideline.

FINDINGS

Note: Findings have been described by way of an observation and where appropriate an opportunity for improvement. Positive findings often will not have an opportunity for improvement noted.

Major non-conformance (NCR)

CODE	REQUIREMENT	AUDIT FINDING
NCR		

Area of concern (A)

CODE	REQUIREMENT	AUDIT FINDING
A		

OBSERVATIONS (O)

CODE	REQUIREMENT	AUDIT FINDING
O		

OPPORTUNITY FOR IMPROVEMENT (I)

CODE	REQUIREMENT	AUDIT FINDING
I		

Evidence of conformity to standards

CODE	CRITERIA	AUDIT FINDING
E1		
E2		
E3		

C. Corrective and Preventive Action Plan

Monitoring and Compliance Office	Audit Date:
CPA number:	Auditor:
Action Plan due date:	Accepted: YES/ NO
Users own Corrective and Preventive Action submitted and Accepted: YES/NO	

☒ The Academic Standards comply with the requirements of the nominated Criteria/ Standard(s). **(YES / NO)**

☒ The auditor recommends -----

Reference	Description of The Issue	Recommendations	Action To Be Taken-Correction	Corrective Action – Action To Be Taken To Prevent Recurrence	Date (For Implementation of Corrective Action)	Person Responsible	Completion Timeline
N1 (Eg)	Acids and bases were stored together in the bunded area at the rear of the process plant	Staff had not been given adequate training during the recent chemical handling training sessions provided by the external consultant	<ul style="list-style-type: none"> Chemicals are to be re-located, acids and bases will be contained in separately bunded areas 	1. Follow up training to be conducted with staff 2. Regular site inspections to include review of compatibility in the chemical storage area (site inspection form to be updated) 3. inspection form to be updated) 4. Re-fresher training to be conducted with site on designated training days	14/10/19	<ul style="list-style-type: none"> Dean HOS 	14/10/2020

Appendix 3.8

Picture Depicting Method for Suggestion Box Survey



Note:

Students will drop in their written suggestions regarding learning and teaching issues in their course whenever the evaluators will want to administer the suggestion box survey or submit an online suggestion to the Monitoring and Compliance Office.

Appendix 3.9

Course and Teacher Evaluation (CTE) Guidelines, Policy, Processes and Evaluation Forms

A. Guidelines

1.0 Evaluation of student feedback

Evaluation of courses and teaching (through student feedback) is important when it comes to academic programme reviews, accreditation applications, academic audits and other quality assurance and enhancement processes

2.0 Administration of the student feedback process

The Institutional Research Office under the direction of the PVC L&T sets out appropriate operational procedures to collect and report student feedback, in order to ensure the security, validity and usefulness of the information collected.

3.0 Types of feedback

FNU has two types of summative feedback that can be sought:

- **Course feedback** - Feedback from students on the quality of the learning opportunities in a particular course.
- **Teaching feedback** - Feedback from students on the quality of the teaching of an individual staff member including tutors.

4.0 Policy requirements for CTE

Teaching feedback for the range of teaching activities that a staff member is engaged in is required for every academic term and the student feedback on courses must be sought:

- When revised course is offered, including a change in teaching mode (e.g. online teaching).
- When a course/programme is being reviewed.
- When a programme is being prepared for accreditation.

5.0 Responsibilities

- Heads of school are responsible for ensuring that student feedback on courses and teaching is sought in compliance with the policy.
- Deans are required to take responsibility for ensuring that feedback is collected for the CTE.
- Deans and the Monitoring and Compliance Office/AD L&T's shall obtain the analysed CTE report from IRPIR Office, initiate and develop an improvement plan and monitor its progress.

B. Policy on Course and Teacher Evaluation

1. Understanding the Course and Teacher Evaluation System

This policy document has been prepared to provide staff and students with a complete picture of the University's Course and Teacher Evaluation (CTE) system. Institutional Research and Planning Office (IRPO) will be pleased to discuss questions related to the system and to the evaluation results. Staff and students who have questions or comments related to this policy, the processes and/or the questionnaire should communicate with the Manager of IRPO which is the office responsible for monitoring the Course and Teacher Evaluation system.

The University runs a formal and discretionary paper-based CTE exercise generally for all courses to collect students' feedback on courses and teaching. Institutional Survey Office uses the same questions as in the paper-based CTE forms.

The following sections of this document are applicable to the paper-based and online CTE exercise.

2. The Course and Teacher Evaluation (CTE) Questionnaires

There is a standard questionnaire with two sections to collect student feedback. One for the evaluation of course: outline, assessments, feedback on assessments, information technology, learning resources, consultation time, learning experience; and another for the evaluation of teachers: punctuality, availability, language and pronunciation, appropriate help, knowledge of course content and learning experience. The questionnaires represent the core instruments designed to measure some key aspects of course and teacher performance across the institution.

3. Purposes of Course and Teacher Evaluation

There are many positive reasons for seeking students' perceptions of courses and of teaching and learning.

Some of these include:

- Students feel positive about educators who seek feedback on their teaching performance.
- Educators need feedback from their students, as it assists them in monitoring and improving performance, irrespective of whether the feedback is positive or negative.
- Course and Teacher Evaluation (CTE) provides useful information for the review and improvement of courses and of learning resources and processes.
- Fiji National University is committed to monitoring and improving the quality of course teaching and learning. Students are well placed to provide feedback on many aspects of course teaching and learning.
- CTE results provide staff applying for promotion, substantiation and contract renewal with one form of evidence on some aspects of teaching.
- We view excellence in teaching and learning as an element intrinsic to the achievement of our Mission and Goals as a liberal arts institution.
- CTE results provide one avenue for collecting evidence for inclusion in Teaching Portfolios and in applications for a Teaching Excellence Award.

4. The timing and implementation of Course and Teacher Evaluation

Term and Year courses will be evaluated each academic term. Term and Year courses will be evaluated in as per academic calendar (which may also be tentative).

From 2019 - Semester 1, paper-based CTE becomes discretionary which helps Institutional surveys staff to collect feedback from students as per academic calendar.

From 2019 - Semester 2, the on-line CTE becomes mandatory and serves as an instrument for Institutional surveys staff to collect feedback from students in the mid and end of the semester.

5. Who receives Course and Teacher Evaluation reports?

Full analysed reports will also be sent to the Monitoring and Compliance section of the OPVC-L&T, the staff member's academic supervisor, usually the Heads of Academic Units ie College Deans, Associate Dean Learning & Teaching and Head of Schools.

Reports shall include evaluation of teachers and courses taught by the relevant staff members.

- For Deans, reports on academic staff in departments under their responsibility only.
- Associate Dean Learning & Teaching shall receive evaluation reports of the courses offered under the relevant Programme, in order to help them monitor course teaching and learning quality of the relevant courses.
- Head of schools, identify courses that are considered at risk as indicated by consistently low course ratings in order to instigate an internal review process that leads to improvements in areas regularly identified by students as problematic.

6. Conducting the Course and Teacher Evaluation

The questionnaire for Lectures/Tutorials/Workshops/Practical will be distributed to students during the Lectures/Tutorials/Workshops/Practical session at a time that suits the needs of individual courses and instructors. In order to facilitate student objectivity in completing the questionnaire, the instructor concerned should not be present during the evaluation exercise. The questionnaire will be distributed by a designated staff member of the IRC and the staff member is responsible for the distribution and collection of the questionnaires for subsequent data processing. The staff member will liaise with the instructor in each course to arrange the optimal time for students to complete the evaluation questionnaire and organize the distribution and collection of the questionnaires.

7. Directions for staff development

The purpose of Course and Teacher Evaluation is to monitor and improve the quality of teaching and learning. With the written comments from students, the Head of the Academic Unit shall be able to identify which staff member may need assistance.

The Head of the Academic Unit shall then initiate discussion with the staff member concerned to formulate a staff development plan for the coming term(s)/year(s). During the meeting, the relevant staff member should be given an opportunity to engage in reflection on his/her teaching performance. The Head of the Academic Unit shall give advice and assistance for teaching enhancement such as encouraging the staff member to acquire the on-line CTE to get students' feedback at an earlier stage so that improvements can be made that are of direct benefit to the students currently taking

the course(s) in question, arranging class visits by a senior colleague, and advising the staff member to take part in teaching enhancement initiatives run by the Department/Faculty.

8. All forms, including completed, blank and those mis-marked or damaged, should be returned. The responsible staff member should mark "VOID" on the top right-hand corner of each mis-marked form.

C. Operational procedures for conducting course teaching and learning evaluation

1. Survey Officers from Institutional Research Office will distribute the evaluation forms to all students enrolled in a course in class. The subject lecturer/ instructor will move out of the class during the duration of the survey so that students could independently fill the evaluation forms.
2. Students will be given 10-15 minutes to complete the form/s in class.
3. A packing label detailing the number of students, course code, course title etc. will be provided.
4. When distributing the evaluation forms in class, the responsible staff member should make sure with the students what course and teacher is to be evaluated.
5. For courses taught by more than one teacher (i.e. team teaching), the students should complete evaluation forms and write the name of the Principal Lecturer for the course.
6. All forms, including completed and blank should be returned to the officer conducting the survey.
7. All evaluation forms will be compiled and kept in IRP Office for Data Entry and CTE Report preparation.
8. The results of analysis will be revealed to the College Deans concerned only after course grades are handed and to the individual Lecturers who request for feedback from Institutional Surveys Office

D. Student Course & Teacher Evaluation Survey

Student Course & Teacher Evaluation Survey Fiji National University

P.O. Box 7222, Nasinu, Fiji. Tel:
(679) 3394 000. Fax: (679) 3394
003. www.fnu.ac.fj

Colleges:
Agriculture, Fisheries & Forestry
Business, Hospitality and Tourism Studies
Engineering, Science & Technology Humanities and Education
Medicine, Nursing & Health Sciences
National Training & Productivity Centre

Student Course & Teacher Evaluation Survey

Dear Students: The university-wide Teaching and Learning Evaluation exercise provides a channel for you to voice your opinion on courses, teaching and learning. Your feedback is valuable and will contribute to the continuous improvement of the course, teaching and learning quality. The University values your input. This survey is **CONFIDENTIAL** and **ANONYMOUS**. The information collected will be analysed and a summary made available to improve teaching and learning across the University.

Age :	Gender :	Teachers Name:	
Course Code		Programme :	College:

Please answer all questions by filling the oval that corresponds with your opinion

1 - Strongly Disagree 2 - Disagree 3 - Neutral 4 - Agree 5 - Strongly Agree

(1) The Course

Course outline was distributed and followed.	①	②	③	④
The workload was just what was needed to achieve the course learning outcomes.	①	②	③	④
I believe the course will help me in my future career.	①	②	③	④
The course moved smoothly through the content and it was evident how content was linked together.	①	②	③	④
Feedback given on assessment tasks was useful in helping me to be successful in the course.	①	②	③	④

(2) The Teacher

The teacher was well prepared and organised for classes.	①	②	③	④
The teacher made the subject matter stimulating.	①	②	③	④
The teacher encouraged me to think critically.	①	②	③	④
The teacher encouraged me to participate in discussions.	①	②	③	④
The teacher was approachable and provided me with appropriate assistance during consultation time.	①	②	③	④
The teacher explained concepts clearly.	①	②	③	④

Appendix 3.10

Performance Rating Criteria, Student Feedback Form, Action Plan for Monitoring the Lecturers Needing Support (Red) and Reporting Template for the Lecturers Needing Support.

A. Performance Rating Criteria

(To be administered by the immediate supervisor/content specialist for teachers marked red in the CTE survey report)

Name of the college	
Name of the Lecturer	
Programme/course	
Date	
Venue/Campus	
School/Department	

Rating Scale: 0 - Unsatisfactory 1 - Needs Development 2 - Satisfactory 3 - Very Good 4 – Excellent

Competency		Indicators	Ratings					Comments
			0	1	2	3	4	
1.	Organisation	• Begins class on time						
		• Appears well prepared for class						
		• States clearly the aims/objectives/activities of the class						
		• Engages a variety of organisational and preparation activities aimed at facilitating student learning.						
2.	Presentation	• Speaks audibly and clearly and without distracting speech characteristics.						
		• Selects teaching methods appropriate to the course content.						
		• Communicates a sense of enthusiasm toward and interest in course content.						
		• Incorporates various instructional supports. (e.g. video, slides etc) effectively.						

		<ul style="list-style-type: none"> • Recognises and responds effectively to changes in student attentiveness. 						
		<ul style="list-style-type: none"> • Uses a variety of appropriate techniques to maintain student interest and attentiveness. (e.g. eye contact, body language, gestures etc). 						
3.	Student engagement and interaction	<ul style="list-style-type: none"> • Is there a step by step progression of procedures and intended activity outcomes? 						
		<ul style="list-style-type: none"> • Allows sufficient opportunity for student input, discussion, questioning and interaction with the lecturer. 						
		<ul style="list-style-type: none"> • Provides individuals constructive feedback. 						
		<ul style="list-style-type: none"> • Properly paces instruction, allowing sufficient time for activity completion. 						
		<ul style="list-style-type: none"> • Provides clear modelling and demonstration to all students. 						
		<ul style="list-style-type: none"> • Does the teacher ensure that each and every student gets an equal opportunity and no bias prevails? 						
		<ul style="list-style-type: none"> • Engages in a variety of teaching techniques aimed at engaging students. (e.g. providing sufficient session time & “wait time” during questioning, answers student questions clearly and directly, encourages & clues student response etc). 						
4.	Demonstrates knowledge of content and pedagogy	<ul style="list-style-type: none"> • Selects examples and illustrations clearly related to course content and student experiences. 						

		<ul style="list-style-type: none"> • Makes course content relevant by using authentic, real- world applications. 						
		<ul style="list-style-type: none"> • Explains new/ difficult terms and concepts clearly and in multiple ways. 						
		<ul style="list-style-type: none"> • Integrates text and other course resource material into every class session. 						
		<ul style="list-style-type: none"> • Establishes clear context for instruction. (e.g. provides necessary conceptual background, relates session content to prior & future content covered to course project/ assignments & to other view and fields of study). 						
5.	Assessment	<ul style="list-style-type: none"> • Produces meaningful and challenging learning experiences. • Includes a variety of activities which are responsive to varying student interests, abilities and learning styles. • Are appropriate to course objectives and content level. 						
6.	Supplement materials /teaching aids	<ul style="list-style-type: none"> • Handouts are relevant, structured and error free. • Visual materials are clear, legible and illustrate different aspects of the content. • The technology used is appropriate and simple models for quick learning. • Use of blackboard/ white board is appropriate 						

7.	POINTS FOR DISCUSSION AND REFLECTIONS WITH REGARDS TO:	
1.	Planning and expectation	
2.	Teaching Methods	
3.	Pupils learning Outcome	

8. Teaching methods /pedagogy (evidences like pictures, demonstrations, lecture notes, lesson planetc)

9. Analysis of the ratings

Rating Scale: 0 - Unsatisfactory 1 - Needs Development 2 - Satisfactory 3 - Very Good 4 – Excellent

Ratings					Comments
0 Unsatisfactory	1 Needs Development	2 Satisfactory	3 Very good	4 Excellent	

10. Analysis of the student ratings

	Excellent	Good	Satisfactory	Weak	Ineffective
Overall effectiveness as an University Lecturer					
Total number of students					
Remarks					

11. Additional comments

1.	
2.	
3.	
4.	
5.	

12. Signature Line

Observer		Lecturer	
Date		Date	
Signature		Signature	

B. Student Feedback Form to be administered with the teachers requiring support

(Only to be administered by supervisors for teachers identified in red in the CTE survey report)

Date	
College	
Programme	
Course Code	
Semester	

Dear Student

Please give your frank opinion about the teaching staff by filling in one of the responses given on the five-point scale. Your response will be strictly confidential and it will help us improve and maintain the quality of teaching

Section A						
No.	Points	Very Poor	Poor	Average	Good	Excellent
1	Ability to bring conceptual clarity and promotion of thinking ability by teacher					
2	Motivation provided					
3	Teacher's Communication Skill					
4	Teacher's Regularity and Punctuality					
5	Teacher's Subject Knowledge					
6	Completion and Coverage of course					
7	Complements theory with practical examples					
8	Teacher interaction and guidance outside of the class					
9	Teacher's computer / IT skills, if applicable.					
10	Teacher's overall performance					

Section B

No.	Points	Yes	No	No Comments
1	Results of test declared within 2 weeks of it being conducted			
2	Adequate number of assignments and cases given			
3	Would you recommended him/her to teach the same subject to your juniors			
4	Would you recommended him/her to teach you any other subject			

Section C

Any other comments on the teacher's strengths and weaknesses
--

Thank you
AD-L&T/HOS/HOD

C. Monitoring Template

File copy/20

Action Plan for Monitoring the Lecturers Needing Support (Red- CTE)

To be administered by supervisors /AD-L&T

Description of the Issue	Action Steps (What task will be done?)	Person Responsible	1 st Target Date:	Progress	2 nd Target Date:	Progress	Evidence / Indicators of Improvement	Result/ Comments

D. Reporting Template

File copy/20

College

Course and Teacher Evaluation Monitoring Reports FOR TEACHERS NEEDING SUPPORT

1.0

(To be administered by AD-L&T, HOS/HOD)

Lecturer	Issues	Date	Notes on Progress

2.0

Comments by HOS/HOD	Comments by AD-L&T	Comments by MM & C

3.0 PVC-L&T

--

To be returned to Monitoring & Compliance Section upon completion

Appendix 3.11

A Focused Teaching Portfolio

1. A Teaching Philosophy Statement

This is the centre-piece of the teaching portfolio with the remainder of the portfolio designed to provide evidence that you actually operationalize your philosophy.

The following provides a simple framework incorporating some critical questions that will enable you to construct a portfolio.

Students

1. In your view, how do university students learn?
2. What, for you, constitutes evidence of student learning?
3. In your view, what is the key to keeping students engaged?

You

1. Why are you a university teacher?
2. What are your goals as a teacher and how do you evaluate whether you have achieved them?
3. How does your teaching approach align with how you believe students learn?
4. What plans have you got to enhance your teaching?

The Learning Context

1. How would you describe the FNU applied learning and teaching process?
2. How does your teaching reflect the process you have just described?
3. In what ways do you think your teaching adds-value to your students?

Your teaching philosophy statement should normally not exceed 2 pages of A4 paper if single spaced. The following section requires you to provide examples and evidence in support of your philosophy. The implication of this is that your philosophy should not contain empty, unsupportable statements.

2. Examples and Evidence

Include only examples and evidence that support your philosophy statement and you should aim for your teaching portfolio not to exceed 10 pages in length assuming single spacing excluding appendices. Remember, your portfolio has to be read by someone who may be reading a number of them so be as concise as possible consistent with showcasing your teaching philosophy and supporting evidence.

Documentation that you may wish to include relevant to the period covered by your portfolio:

- List of courses taught
- A sample syllabus/course outline that you have developed
- A sample examination paper/assignment/project and relevant assessment scheme/rubric prepared by you.

- An example of written feedback given to students by you
- An example of an innovative delivery approach
- A summary of Course Teaching and Learning Evaluation Results for courses taught
- Feedback received from the use of the on-line Course Teaching and Learning Enhancement system.
- Evaluations/comments received and given in Peer Observation exercises
- Evidence of professional development activities e.g., attendance at the Learning and Teaching Development Programme.
- Name and brief synopsis of any Teaching Development Projects in progress or completed.
- Teaching Awards

Appendix 3.12

A. Peer Observation Guidelines

1.0. Purpose

- 1.1 To enhance the importance attached to quality of teaching.
- 1.2 Designed to develop and share good practice.
- 1.3 To encourage all staff to reflect on the effectiveness of their own teaching and identify their development needs.
- 1.4 In the case of contract renewal, substantiation and promotion, to inform personnel action.

2.0. System

- 2.1 To be a collegial system agreed by consensus between colleagues.
- 2.2 A negotiated not an unannounced event. Observer and observed typically set up a mutually agreeable time and the faculty being observed chooses the class.

3.0. Process

- 3.1 The observer(s) (agreed by the faculty member to be observed) and observed have a short discussion to develop a shared understanding of the learning outcomes for the session and the areas that the observed would like to highlight.
- 3.2 During the observation, the observer(s) take(s) notes as a preliminary to completing the proforma.
- 3.3 After the peer observation process, the observer(s) and observed meet for a post Peer Observation Feedback session in which both engage in a dialogue about the session, usually structured around the headings of the proforma, which may be filled out either prior to the meeting or after it.
- 3.4 The observer(s) and observed develop, where appropriate, constructive solutions to any agreed difficulties. An action plan may be agreed.

B. Peer Observation Proforma

Peer Observation Form

Teaching Behaviour	Observer Notes/Recommendations	Observed Faculty Member's Comments / Improvement Plan
Rapport and engagement with students (Informality, steps taken to encourage to participate in the learning process, ensuring all who wish to speak are heard)		
Structure, pacing and variety (Statement of learning outcomes, clear segments, varying teaching activities/strategies)		
Subject knowledge (Evidence of current knowledge in the area, own critique/contribution etc.)		
Use of technology and other resources that support teaching (Powerpoint, clickers, video and film, visual material such as posters, pictures, diagrams, integration of Moodle/Mahara)		
General presentation skills (Voice clarity, tone, enthusiasm, distracting idiosyncracies etc.)		
Other Comments (either from the Faculty being observed or the observer)		

- 1) Must be completed. Should focus on observed strengths and weaknesses
- 2) May include disagreement with observer comments and reasons and/or plans to enhance future teaching.
- 3) Observer's signature:
- 4) Signature of faculty member under observation



Accreditation Policy, Procedures And Responsibilities

Office of the Pro-Vice-Chancellor (Learning and Teaching)

July 2019

Definition

Institutional/College/School/Programme accreditation is a process of gaining official recognition of an institution/college/school/programme by a reputable agency based on meeting that agency's quality assurance and quality enhancement criteria.

Accreditation Overview

The primary purpose of accreditation, as defined above, is to provide international confirmation and external recognition of the quality of an institution as a whole and/or its colleges, schools and programmes. As a by-product of accreditation, graduates of the institution are afforded enhanced employment opportunities and mobility for further study. During the process of accreditation, assessment is made against predetermined criteria within certain specified categories (for example, mission/objectives, quality assurance processes, curriculum content, resourcing, staff profile) for the purpose of ascertaining whether the standards set by the relevant accrediting body have been met.

Regulated and Non-regulated Accreditation

Accreditation can either be regulated or non-regulated. Regulation is enforced by government on behalf of the public in occupations where public safety needs to be ensured. Professions such as architecture, nursing, medicine, and psychology are regulated whereas, for example, engineering, business and journalism are unregulated. In regulated professions, accreditation authorities are established by government but responsibility for operational procedures is delegated in large part to members of the profession. In unregulated professions, international and/or national professional associations themselves may establish an accreditation function as part of their wider professional services and operations.

Accreditation and Registration

Accreditation and Registration are two separate and different processes and should not be confused. Registration indicates the institution has met specific standards of operation. Registration provides a legislated 'floor'. Accreditation builds on that floor by focusing on factors that determine quality and international recognition. For instance, in the Fiji context in relation to programmes of study, the Fiji Higher Education Commission (FHEC) is a registration body that records programmes developed by FNU in its capacity as a self-accredited institution. However, this is only baseline, local recognition and it is the central policy of FNU to go far beyond FHEC recording and gain international accreditation wherever possible.

Registration	Accreditation
Mandatory	Voluntary
First form of recognition	Provides international recognition
Indicates that the institution has met specific standards to operate	Indicates that the institution/college/school/programme has met internationally recognized standards of quality assurance and quality enhancement
Involves a general overview of the institution as a whole e.g., an acceptance that the institution has self-accrediting status.	Involves a thorough investigation of an institution/college/school/programme against criteria determined by the accrediting agency
Provides local recognition of the institution/individual programme	Provides local and international recognition of an institution/college/school/programme and may facilitate student employability and transferability of credits
Certificate of Registration issued or recording takes place	Certificate of Accreditation and Quality Mark Certificate issued

Benefits of Accreditation

Accreditation provides the following benefits:

- enhanced recognition of the institution/college/school/programme internationally
- adherence to a code of ethics
- independent quality assurance
- currency of curriculum content and standards
- a standard for national and international comparison
- employment and study mobility for graduates

Managing Accreditation

Accreditation at Fiji National University

The University needs to establish certain procedural practices to ensure that all instances of accreditation are recorded, that a schedule of impending accreditations is maintained and that issues identified through accreditation are formally addressed by the University. This document set out such procedural practices. The University also recognizes that reports by accrediting bodies are a valuable source of information about the University and its quality assurance processes generally. For these reasons copies of all reports provided by accreditation bodies and any associated documentation are to be held centrally within the University by the Institutional Research., Planning and International Relations (IRPIR) Office that acts as the University's information repository.

In order to provide the focus on accreditation, the University has adopted the following policy:

Details of Accreditation Policy

The University will actively seek accreditation wherever feasible and possible. In so doing it:

- Will reflect accreditation plans, progress and attainment in a new KPI for the PVC (L&T) and College Deans
- Will require Colleges to produce an accreditation plan and progress report annually that will be presented to the Academic Quality Assurance Committee (AQAC) and subsequently lodged in the IRPIR Office. In the case of institutional accreditation, this action will fall within the responsibility of the Office of the Pro-Vice-Chancellor (Learning and Teaching).
- Will maintain a schedule of all impending accreditations via the IRPIR Office.
- Will maintain a record of all previous accreditations via the IRPIR Office.
- Will financially support the seeking of accreditation whenever such accreditation is viewed as improving the profile of the University and its programmes, and enhancing the employment opportunities and mobility of its graduates.
- Will require that all issues identified through accreditation are reported to the appropriate University committee(s), normally the AQAC.
- Will require that information obtained from accreditations is lodged with the Programme Design and Standards (PDS) Office and the Programme Monitoring and Compliance (PMC) Office of the OPVC (L&T) for follow up on quality assurance issues.
- Will requires that issues identified through accreditation processes are addressed promptly and systematically by the OPVC (L&T) in collaboration with the relevant Colleges.

Accreditation Procedures

Self-Evaluation

Normally, accreditation exercises require that the Institution/College/School/Programme that seeks accreditation undertake a comprehensive self-evaluation. This will be under the direction of the relevant College Dean [or in the case of institutional accreditation, the PVC (L&T)]. The criteria governing the self-evaluation are provided by the accrediting agency. Usually, the self-evaluation forms the basis of a subsequent site visit by an accrediting team. The self-evaluation document will be submitted to the PVC (L&T) for scrutiny by the AQAC. The AQAC may make recommendations for changes that will be actioned by the PVC (L&T) in the case of institutional accreditation and the College Dean in the case of college/school/programme accreditation. These changes will be reviewed/approved by the AQAC in full committee or, if the committee agrees, by Chairman's action and then forwarded for Senate approval.

Site Visits

Individual Colleges/Schools will coordinate site visits and meetings with school staff in accordance with the requirements of the accrediting body and in liaison with the OPVC (L&T). In the case of institutional accreditation, this function will be performed by the OPVC (L&T). Upon completion of the visit, the members of the accrediting body will meet with the Dean of College, the PVC (L&T) and the VC to discuss issues identified during the visit. In the case of institutional accreditation, the Senior Management Group will replace the Dean of College.

Responses

Upon completion of the accreditation process the accrediting body will consider the information that it has collected and produces a report that identifies any issues that need attention in order to satisfy the requirements for accreditation.

In the case of College/School/Programme accreditation, the relevant College Dean is to ensure that a response addressing these issues and a plan to address them, with proposed timelines, is forwarded to the AQAC for review. In the case of institutional accreditation, this will be carried out by the PVC (L&T). The AQAC may make recommendations for changes to the response/plan. The recommendations must be addressed by the relevant College Dean or the PVC (L&T). These will then be reviewed/approved by the AQAC and forwarded for Senate approval. The response to the issues identified in the accreditation report will then be sent to the accrediting body under the VC's hand.

Copies of the report, the University/College/School/Programme response and the implementation plan are to be lodged in the IRPIR Office for action by the PVC (L&T) where University-wide issues have been noted in the accreditation process.

Responsibilities

In order to facilitate the accreditation process, the University has identified the following responsibilities:

Responsibility of the OPVC (L&T)

Through the IRPIR Office, the OPVC (L&T) will contact each Dean of College annually in the second semester in order to plan for and obtain details of all accreditations occurring during the following year. In the case of institutional accreditation, the IRPIR Office will contact the PVC (L&T).

The PVC (L&T), in the capacity of Chair of the AQAC, will be responsible for guiding discussions of the self-evaluation and response to the accreditation report documents through the AQAC and taking Chair action, if agreed to by full committee, to approve any recommendations to the self-evaluation and/or response documents for onward approval by the Senate.

The PVC (L&T) will also be responsible for identifying any University-wide issues that arise out of accreditation exercises for further discussion and action at the AQAC and the Senate.

The PVC (L&T) will oversee the accreditation process relevant to the institution as a whole, which includes preparation of the accreditation submission, coordination of site visits and the lodging of copies of all correspondence, reports, implementation plans and accreditation certificates with the IRPIR Office. Furthermore, the PVC (L&T) will ensure that all documentation associated with applications for accreditation (e.g., self-evaluation, response to the accreditation report) are submitted to the AQAC and Senate for approval and that final versions are issued by the University under the hand of the VC or his designated representative.

Responsibility of the Colleges

The Deans of College, in collaboration with the OPVC (L&T), will oversee the accreditation process relevant to the Colleges/Schools/Programmes, which includes preparation of the accreditation submission, coordination of site visits and the lodging of copies of all correspondence, reports, implementation plans and accreditation certificates with the IRPIR Office. Furthermore, the Deans of College will ensure that all documentation associated with applications for accreditation (e.g., self-evaluation, response to the accreditation report) are submitted to the PVC (L&T) for AQAC and Senate approval and that final versions are issued by the University under the hand of the VC or his designated representative.

Budgetary Implications

An accreditation process attracts costs such as accreditation body fees and internal costs associated with implementing improvement initiatives to ensure compliance to accreditation body requirements.

A. The accreditation body fees can include

- (i) an upfront fee for processing the submission.
- (ii) site visit.
- (iii) Annual fees may also be applicable for some accreditation bodies for maintaining accreditation.

It is the responsibility of Colleges and Schools to liaise with the accreditation bodies regarding the initial and annual fees for maintaining accreditation. The cost of these initial and annual fees will be borne by the OPVC (L&T) with a specific line item in his/her budget designed for this purpose.

A Register of International Accreditation Agencies

The Programme Design and Standards (PDS) Office will be responsible for compiling a repository of international accreditation agencies relevant to the Colleges within FNU. In this, it will liaise closely with the relevant Colleges. This repository will be reviewed periodically by the AQAC and will be forwarded to the College Deans as a reference point for their annual plans for accreditation.

Appendix 4.1

Criterion Vs Norm - Based Assessment

Criterion - Referenced Test

A criterion-referenced test is an assessment that measures students' performance against a fixed set of predetermined criteria. It is usually made to determine whether a student has mastered the material taught in a course. The test/ quiz may include multiple – choice questions, true – false questions, “open – ended” question or a combination of all.

Norm – Referenced Test

A norm – referenced test measures students' performance in comparison to other students. The age and the question paper is same for both. This test measures whether the students have performed better or worse than the other test takers. It is the theoretical average determined by comparing scores.

Tabulated - Criterion - Reference Vs Norm - Reference Test

Basis	Criterion-Referenced Test	Norm-Referenced Test
Performance	Each student is independently assessed.	Judged on the basis of other student's performance.
Comparison	It does not compare a student's performance with other students.	It compares a student's performance with other students.
Objective	Its main objective is to help students learn without getting questioned about grades.	Its main objective is to assess a student's performance with other students.
Criteria	They have fixed criteria for assessment.	Their criteria changes with outcomes.
Results	Results can be derived quickly.	Takes little time to derive results.
Examples	Clinical skill competency tools.	Class examination.

Appendix 4.2

Guidelines for a Holistic Approach to Assessment within Programmes

Programmes may wish to adopt some version of the **checklist below** for their own internal purposes.

Possible items for consideration

1. Are the course assessment schemes developed in sufficient time to inform students at the beginning of term, and are they available via the internet?
2. Are the course assessment schemes integrated with the programme-level assessment scheme, and is such information made available to teachers and students via the internet?
3. Are assessment rubrics and criteria shared with all departmental colleagues particularly when there is more than one teacher teaching a course?
4. Are student guidelines, suitable for the core discipline(s) on how to avoid plagiarism, developed and consistently applied?
5. Is there a programme-wide policy on how marks will be moderated, if required?
6. Is there a programme-wide policy on the grading of group projects?
7. In courses with more than one section taught by different teachers, is there a process to ensure comparability across the different sections and a means by which sample scripts are double marked to ensure grade consistency and fairness?
8. Have the criteria for grades in the core discipline(s) been clearly defined, and is there a process to ensure that staff have the opportunity to reach consensus?
9. Is there a programme-wide policy regarding the nature and timing of student feedback?
10. If peer assessment is required in a particular course, are there resources to assist students and staff (e.g., peer assessment instruments) in this process?

Appendix 6.1

Library Services

1.0 Library Key Services

The key areas that the Library service deliveries are:

1.1 User Education Services: This provides students with the opportunity to use citations in their assessments and tasks (<https://www.fnu.ac.fj/library/library-services/user-education>). Students can use various citation styles that the FNU approves off.

1.2 Reference and Information Services: There are large number of information that the library holds and it is important that students have application knowledge of different styles of referencing and information services. <https://www.fnu.ac.fj/library/library-services/reference-and-information-services>.

Some of the reference services are:

EndNote X9

EndNote is bibliographic referencing software that can be used to store and sort references, manage PDF documents, and insert referencing information into Word documents. It is designed to store and organize references, import references from article databases and catalogues, instantly generate bibliographies in different referencing styles, sync with Word to insert in-text citations and full references directly into assignments and support collaboration by making it easy to share references. <https://endnote.com/>

Refworks

RefWorks enables references in four ways:

- i. Direct Imports – Databases allow to direct export citations to RefWorks.
- ii. Entering References Manually – Create new references and type or cut and paste the data into the citation.
- iii. Search Online Catalogues – Library catalogues can be searched from within RefWorks and references directly imported into database. Access the search menu and choose online catalogue.
- iv. Importing Citations and Abstracts from a Text File – While some databases do not offer direct import, save data (or format as a text file) and import it to RefWorks. https://www.fnu.ac.fj/library/images/documents/Research_Tools/ProQuest_Refwork_Flow_Guide.pdf

1.0 Plagiarism Software (Turnitin with Moodle Integration)

Turnitin allows checking students' work for improper citation or potential plagiarism by comparing it against continuously updated databases. Turnitin is used to manage and avoid plagiarism. The FNU library have integrated plagiarism checking software with the Moodle platform. This initiative will not only encourage best practices for using and citing others written material, but also play a significant role in lifting the quality in teaching, learning and research. This service offers a complete web-based service to manage the process of submitting and tracking papers electronically, providing better-and faster-feedback to students.

<https://www.turnitin.com/>

3.0 Open Learning Commons

The FNU library introduced Open Learning Commons (OLC) concept which is being integrated as part of the strategic plan. OLC incorporates the programs that support teaching and learning and the structural designs and setup.

The OLC concept incorporates following:

3.1 Collection development and user engagement services

- Developing reading, information skills and 'writing help' services for students and academic staff to be able to benefit optimally from the library service e.g. formation of reading and writing clubs to promote the value and status of writing and reading.
- Increasing the participation of library professionals on related statutory committees of the University, publishers, and other organisations across the disciplines and developing a network of library liaisons to academic departments and programmes and collaborating with academic staff to integrate information resource content and competencies into programmes/courses/units and coach students and academic staff to effectively navigate an information-intense environment.
- Providing expertise and guidance for academic staff, students, and researchers on intellectual property, data management, indexing, citation analysis, publication avenues and copyright issues etc. to enhance Learning, Teaching and Research roles of the University.
- Developing a network of library liaisons to academic departments and programmes across the University to strengthen the relationships between library and academia including but not limited to building liaisons' subject and information expertise to enhance Teaching, Learning and Research functions of the university.
- Using classroom experience, informal and formal assessments to comprehend how informational needs and expectations of the users are changing and modify service provision, information dissemination and related instructional services to meet such needs accordingly.
- Providing all forms and models of information collection development and delivery with information resources related to resource-based learning and teaching to students and academic staff in the University.
- Document Delivery Services is available exclusively for Post Graduate Students and Academic Staff and it can be requested as per specific needs.
- <https://www.fnu.ac.fj/library/library-services/document-delivery>

3.2 Interactive media services

- Coordinating the development, management and assessment of the library's online presence, including but not limited to the library web site, mobile sites and vendor-hosted digital products and integrating Library's website, social media and other electronic venues for easy access to relevant content and different services of the library.
- Working collaboratively with non-instructional areas such as IT, Academic Services, Student Associations and blended and flexible learning departments of the University to enhance online student experience and skills developments which cultivate designing

client-driven experiences and systems permitting instinctive navigation of user needs in the wider community.

- Administrating and managing research related systems and tools such as Turnitin, Refworks, EDS, mathematical, SPSS, Write N Cite, AMOS, Atlas- Ti. Silverlight, Publish or Perish etc. and coordinating with Subject Liaison Librarians to provide online information literacy tutorials and hands-on trainings to students and academic staff on such tools and systems.
- Subject Liaison Librarians to provide information guides for electronic databases and printed collections in different subject areas to assist the students and academics to improve learning and teaching experience of academic staff and students.

3.3 Library systems and digital libraries

- Providing an environment for the long-term stewardship in digital form of all FNU's intellectual output – whether born-digital or created through digitization activity providing with the latest technology to offer access to all library resources and services via a seamless environment by a unified search environment to all content owned and licensed by FNU Libraries and other global open access platforms enabling students, academic and research staff to navigate all authentic information resources for their Learning, Teaching and Research work.
- Developing digital libraries that capture the original research output and other academic intellectual property generated by the academia and researchers of the University, making them as integral parts of the future of research libraries, allowing researchers to perform self-archiving and, by so doing, self-management of the publishing of their research output.
- Developing a Student Relationship Management (SRM) system in the library to enhance Library's responsiveness to user queries, requests and suggestions, that is aimed at improving overall service delivery to all users in the library and implementing and improving information architecture and user experience of mobile applications (apps) based on user analytics and testing on collected data in the library service.
- <https://www.fnu.ac.fj/library/library-services/user-manual>

3.4 Campus library services

- Providing all possible access to information available in library and outside by using ICT combined with the University library and information service facilities to offer a one-stop information hub to all types of users in the library and acting as a community centre responsive to all kinds of needs in different user segmentations in the University and provide a dynamic and supportive environment where students can work peer to peer and with faculty to create and discover knowledge outside the classroom.
- Building proactive approaches to develop skilled graduate outputs by designing of suitable mechanisms such as promotion of reading and writing, education and learning, community and other useful information provision, democracy and citizenship, fostering creativity and cultural expression, support of businesses, social cohesion and the fostering of appreciation of cultural diversity, access to and the mediation of ICT, information literacy to allow the whole community to participate in the knowledge society.

- Implementing copyright policies, services and educational openings to promote legally permitted use of information for learning, teaching and research work as well as developing in-house expertise in evolving technologies and implementing them in libraries to meet the evolving user needs in electronic environment.
- Exploring location-specific guidance tools and promoting personalised library services based on user preferences and promoting 'personal librarian' concept in all libraries and adopting strategic priorities of the library, policies, related practices, and procedures as well as collaborative tools to improve efficiency of services.
- Enhancing the Library's support to postgraduate programmes through-out and research output for all kind of researchers including PG students, and tendering services which directly help the research initiatives of the user community and Increasing the exceptional customer service skills of library workforce and culture to be more responsive to advanced and emerging changes in technologies and changing user needs.

4.0 Service quality and quality standards

- Achieving library quality assurance operational objectives via customer-service standards including ISO 9001: 2015, Quality Circles, identifying and resolving problems, determining system improvements, implementing change etc.
- Promoting engagement with external professional organizations and associations to develop user satisfaction, etc. and collaborating with Colleges in bringing community events to the library and participating in University-sponsored community activities
- Identifying services to be significantly changed or divested and expanding partnerships with international office of the University to promote services to the international students, researchers and staff of the University.

5.0 Library Policy and Procedures

Libraries have developed to maintain quality assurance through 'Policy and Procedures' to avoid any disappointments and mishaps. <https://www.fnu.ac.fj/library/policy-and-procedure>

Appendix 7.1

Guidelines and Responsibilities for Industrial Attachment

A placement is defined as a period of professional level experience in the programme of enrolment and it is linked to the following:

- A direct transfer of supervision of a student to a third party.
- The placement is assessed and is integral to the students' programme.
- The student is a bonafide student of the Fiji National University during this period.

The guidelines are specific to responsibilities given below:

A. Responsibilities of the (FNU), University /Colleges/Schools/Departments

The University through the Colleges must ensure that

1. The learning outcomes are clearly identified and contribute to the overall aim of the programme and are assessed appropriately.
2. Students are informed of their responsibilities and are provided with appropriate and timely information support and guidance throughout the placement process.
3. Host organisation are provided with appropriate and timely information support and guidance throughout the placement process.
4. Placement staff are appropriately trained, resourced and competent to fulfil their roles.
5. Policies and procedures for securing, monitoring, administering and reviewed regularly and are up to date and effective.
6. The school's placement office must:
 - Guide students through the procedures set out in the University Health and Safety OHS Policy,
 - Student Placements, and
 - ensure suitable Health & Safety arrangements are in place,
 - confirm the Host Organisation supplies the required information, and
 - monitor and review the placement in accordance with the Health & Safety Policy.
 - Publish an Industrial Attachment or Work Experience specification for the placement, setting out the aims and intended learning outcomes and the method of assessment.
 - Brief students on the structure, timing and method of assessment learning, and how the placement is integrated with the taught part of their programme.
 - Inform and support students about how to find and apply for placements, and other professional work experience Attend pre-placement briefings and/or participate in any preparation activities as required by the School, including but not limited to; preparing a CV, attending placement talks/meetings/presentations, attending timetabled and non-time-tabled Placement Fairs, Health & Safety.
7. Prepare students in sufficient time, before they go on placement. Including providing information about professional conduct.
8. Check that the placement presents an appropriate learning opportunities at a 'graduate-level'.
9. Ensure that initial and regular contact with the student is maintained on placement.

10. Nominate an Academic Placement Supervisor who will act as a tutor to their placement students and:
 - a. Visit placement students during their placement year.
 - b. Check during site visits that the student does not have any concerns about their health, safety or welfare.
 - c. Complete a site visit report to record and evidence that the visit has taken place, the necessary checks have been carried out and any follow up actions are noted and actioned.
 - d. Provide academic supervision and undertake the assessment of the placement in collaboration, where appropriate, with the field officer.
11. Respond promptly to enquiries from placement students.
12. Inform the Placement Host if the student studies are terminated or suspended.
13. Mark assignments in a timely manner and inform students of their progress

B. Responsibilities of Placement Student

A placement student is an Undergraduate student who undertakes a placement or other forms of work experience as part of their programme of study. His/her responsibilities:

1. Placement students must: follow procedures as set out in the OHS Policy and excursions policy
2. Proactively engage with the process of finding and applying for suitable placement opportunities, accessing support from Fiji National University if required.
3. Promptly inform the School on acceptance of an offer from a Host Organisation.
4. Abide by the rules and regulations regarding Health & Safety and other working practices and procedures of the Host Organisation.
5. Report any Health & Safety concerns either before or during the placement (which have not been addressed by their Host Organisation) to the School.
6. Contact the College /School or Department at the earliest opportunity if any significant matters arise during the placement, including any areas of concern relating to their welfare and safety, well-being, and any other placement or academic related matter.
7. Contact the School if their contact details change or any other circumstances of their placement changes, such as site and/or duties.
8. Monitor their student e-mail and respond promptly to any enquiries from their School.
9. Conduct themselves in a responsible and professional manner when liaising with Host Organisations.

C. Responsibilities of the Host Organisation/ Industry

The Host Organisation is a third party, who during the placement has direct supervision of the student

1. Host Organisations should ensure the Health & Safety of the placement student engaged in placement activities.
2. All Students on placement should be treated as employees of the Host Organisation for the purposes of ensuring Health & Safety

3. Confirm: That suitable Health & Safety arrangements, policies, procedures and risk assessments are in place and that they accept their duty of care towards the student during their placement
4. Nominate an appropriately trained, resourced and competent member of staff to act as the 'Placement Supervisor' to the placement student.
5. Provide the student with a full and clear induction to the organisation (preferably on the first day and within 14 days) and its working practices, regulations and policies, including Health & Safety arrangements, appropriate risk assessments, fire precautions, emergency evacuation procedures, how to report accidents, incidents and unsafe conditions.
6. Provide the student with an appropriate working environment and necessary equipment to carry out their job.
7. Facilitate visits to the student by visiting FNU staff.
8. Inform FNU/School of any significant placement related matters which may arise, such as an accident or incident at work, and/or any unauthorised absence
9. All Host Organisations are expected to respect equality and diversity and be inclusive in their practice. This includes but is not limited to:
 - a. Making reasonable adjustments for disabled students; both physical and mental
 - b. Ensuring the working culture is inclusive of people from diverse backgrounds and protected characteristics
 - c. FNU reserves the right to withdraw placement opportunities if it determines that the Host Organisation is unable to meet the criteria above and therefore does not fulfil the requirements for an academic placement and appropriate safeguarding of the student

D. Important note

1. All parties are expected to maintain appropriate levels of confidentiality regarding personal and professional information, recognizing that the Host Organisation must take all reasonable measures protecting its own information.
2. To that end, the Host Organisation will work with the Placement Student to remove, disguise and protect any commercially sensitive or confidential information in any submissions made to University, while ensuring no detriment to the conclusions drawn in the submissions.
3. The University will only enter into confidentiality agreements in exceptional circumstances

Appendix 7.2

Industry Consultation Form

Fiji National University Industry Consultation Form			
Details			
Training Package:			
Qualification/Units of Competence:			
Section 1: Overview			
Purpose Qualifications offered by the college/School/Department at FNU are generally designed to equip students for a particular employment. Consequently, the purpose of consultation is to: <ol style="list-style-type: none"> 1. Define /confirm current workplace requirements. 2. Confirm whether or not proposed assessments actually fit what they really do. 3. Confirm whether or not SCA assessment tools would work in the context, and 4. Identify any helpful improvements. 			
Section 2: Consultation			
Contact Details			
Name	Company	Phone	Email
Questions		Yes	No
Is the overall Training and Assessment Strategy presented suitable for your organisation?			
Do the qualification and/or units selected meet the needs of your organisation?			
Are the training strategies for the qualification and/or each unit flexible enough to meet your organisation's needs?			
Are the assessment strategies for the qualification and/or each unit flexible enough to meet your organisation's needs?			
Do you feel that participants will gain sufficient skills and knowledge and be able to apply them within the work environment?			
Section 3: Training and Assessment			
Training Plan, Instruments and Resources		Yes	No

Does the training plan and delivery schedule meet your organisation's needs?			
Is the training plan flexible enough to meet your organisation's needs?			
Are there any specific requirements from your organisation in relation to the training plan and delivery schedule?			
Do the training instruments and process outlined meet your organisation's needs?			
Is there any specific training requirement from your organisation to be added to the training plan, instruments and resources?			
Assessment Plan, Instruments and Resources	Yes	No	Comments
Does the assessment plan and schedule meet your organisation's needs?			
Is the assessment plan flexible enough to meet your organisation's needs?			
Are there any specific requirements from your organisation in relation to the assessment plan schedule?			
Do the assessment instruments and process outlined meet your organisation's needs?			
Is there any specific assessment requirement from your organisation to be added to the assessment plan, instruments and resources?			
Section 4: Validation			
Question	Yes	No	Comments
Would you or a representative from your organisation be willing to participate in validation and/or moderation sessions during the training and assessment program?			
Section 5: General Comments			

Note: FNU keeps the form under review. What changes would you suggest to this one (for example things that were confusing or didn't quite make sense)

[illegible]

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Appendix 7.3

Work Experience Record Book



WORK EXPERIENCE RECORD BOOK

Identification No: _____

Surname: _____

First Name: _____

Programme: _____

College / School: _____

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**NOTE TO FINDER: THIS IS A UNIQUE RECORD OF WORK EXPERIENCE. PLEASE RETURN TO THE
ADDRESS SHOWN ABOVE OR**

Assistant Registrar, Student Academic Services

POBOX 7222, NASINU

IMPORTANT EXPLANATORY NOTES

1.0 AIM OF RECORD BOOK

The aim of the Work Experience Record Book is to enable students to make a record of work experience gained during the completion of the FNU Certificate requirements.

2.0 USE OF RECORD BOOK

- 2.1 It is your responsibility to ask the employer/ supervisor to certify the details required on your Work Experience Record Sheet; also when you change jobs or move from one department / section to another.
- 2.2 Suitable work experience is a prior or concurrent requirement for study at the advanced stages of the FNU courses.
- 2.3 No certificate, will be issued until you have produced evidence that you have completed the relevant Industrial / Field training.

3.0 SUITABLE WORK EXPERIENCE

- 3.1 SUITABLE WORK EXPERIENCE is work experience related to a student's chosen course of study.
- 3.2 It is not expected that a student's work experience be directly related especially to the subject's studies in a course. However, work experience will be accepted as suitable only if:
 - a) the students are in employment or placement on full-time
 - b) the organization within which the student obtains suitable work experience requires the skills and knowledge appropriate to the course being studied.
 - c) the work experience allows the student reasonable access to information equipment and process that are related to his or her current study, and permits the student to consult with experienced staff in ways that will assist the student in relating syllabus concepts to their practical application.
- 3.3 FNU subject syllabus take into account knowledge, skills and attitudes acquired both whilst in suitable work and during periods of study at FNU. In certain courses, it is necessary to define the particular work experience requirements more explicitly. Such requirements are specified in the attached Work Experience guidelines.

.....

PLEASE NOTE: FNU Certificate will be issued when all examination has been passed and when the student has submitted evidence for approval that the student has complied with the requirements for suitable work experience.

INSTRUCTIONS FOR STUDENTS

1. Suitable Work experience is essential for your training and must be carried out as directed by your Head of School.
2. Your final certificate / diploma can be awarded only on your satisfactory completion of the required on-the-job-training.
3. It is your responsibility to arrange for appropriate industrial attachment with the help of your course tutor.
4. Please make yourself familiar with the Work Experience Guidelines provided by your Head of School.
5. You are advised to keep a weekly personal diary of jobs done and work experience gained. From this information, you can complete your "Work Experience Record Sheet", covering a period of time devoted to completed section of work.
6. You should get your record sheet with an employer, general assessment report needs to be made on your overall performance.
7. During your work experience, it will an employer, general assessment report needs to be made on your overall performance.
8. During your work experience, it will be helpful to keep in touch with your tutor who can guide and facilitate your training.
9. You should submit your certificate Record Book to the Head of School without delay. He/ She will stamp it as approved and inform accordingly, for the purpose of ;
 - i. Progress to higher stages of course
 - ii. Award to certificate / diploma

Head of School

WORK EXPERIENCE RECORD SHEET

1. Before completing the work experience statements, below, please read notes on type of work experience required.
2. Your record sheets should include the activities listed in the Work Experience Guidelines
3. Any other activities performed during this period must be recorded in the work experience record sheet
4. Your completed record sheets must be attached to your work experience Record Book.
5. After each activity, rule a line and leave space for supervisor's comments.

ACTVITIES PERFORMED	DURATION	SUPERVISOR INTIAL

SECTION TO BE COMPLETED BY EMPLOYER SUPERVISOR

COMMENTS (Please tick appropriate boxes)

	Excellent	Good	Satisfactory	Poor
Skill				
Safety				
Attitude				
Punctuality				
Initiative				

I certify that

Students Name in Block Letters

For the period

from.....to.....

has completed satisfactory Work Experience as shown on the reverse side.

Name		Position in the organization	
Organization		Telephone No	
Address		Date	
Signature			

WORK EXPERIENCE GUIDELINES

(To be provided by the School before the students goes on Industrial Attachment)

COURSE

ACTIVITY	DURATION

WORK EXPERIENCE GUIDELINES

(To be provided by the School before the students goes on Industrial Attachment)

COURSE

ACTIVITY	DURATION

WORK EXPERIENCE RECORD SHEET

1. Before completing the work experience statements, below, please read notes on type of work experience required.
2. Your record sheets should include the activities listed in the Work Experience Guidelines
3. Any other activities performed during this period must be recorded in the work experience record sheet
4. Your completed record sheets must be attached to your work experience Record Book.
5. After each activity, rule a line and leave space for supervisor's comments.

ACTIVITIES PERFORMED	DURATION	SUPERVISOR INITIAL

SECTION TO BE COMPLETED BY EMPLOYER SUPERVISOR

COMMENTS (Please tick appropriate boxes)

	Excellent	Good	Satisfactory	Poor
Skill				
Safety				
Attitude				
Punctuality				
Initiative				

I certify thatStudents

Name in Block Letters

For the period

from.....to.....

.....

has completed satisfactory Work Experience as shown on the reverse side.

Name		Position in the organization	
Organization		Telephone No	
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WORK EXPERIENCE RECORD SHEET

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ACTVITIES PERFORMED	DURATION	SUPERVISOR INTIAL

WORK EXPERIENCE RECORD SHEET

- 1 Before completing the work experience statements, below, please read notes on type of work experience required.
- 2 Your record sheets should include the activities listed in the Work Experience Guidelines
- 3 Any other activities performed during this period must be recorded in the work experience record sheet
- 4 Your completed record sheets must be attached to your work experience Record Book.
- 5 After each activity, rule a line and leave space for supervisor's comments.

ACTVITIES PERFORMED	DURATION	SUPERVISOR INTIAL

Appendix 7.4

Industry Advisory Committee Quality Assurance Policy

1.0 Preamble

- 1.1 The Industry Advisory Committee (IAC) will become the body that provides non-binding strategic and academic advice to the Colleges/Schools of Fiji National University (FNU). The informal nature of the IAC gives greater flexibility in structure and management to carry out the functions outlined in the Policy.
- 1.2 The IAC is an important link between the Schools/Colleges and its stakeholders, namely the industries, professional bodies and the members of society at large. The underlying purpose of the IAC would be to enable delivery of high quality educational programmes that is both relevant and optimal in its content, duration and evaluation. The IAC will serve as a platform to facilitate proactive engagement and collaboration with business corporations and industries, relevant government ministries and professional bodies. Such an engagement is considered vital quality input towards the School/College/FNU's overall Strategic Plan.
- 1.3 The IAC does not have the authority to vote on corporate matters or bear legal responsibilities.
- 1.4 The IAC should provide FNU with expertise, knowledge, understanding and strategic thinking of the industry, the relevancy of its programmes to meet industry and government's current and future manpower requirements of Fiji.

Mission Statement

2.0 The mission of the Industry Advisory Committee (IAC) is:

- 2.1 To build a strong foundation of support and communication between industry, government, academia and the relevant Professional bodies (e.g. Fiji Institute of Engineers, Institute of Land Surveyors, Institute of Quantity Surveyors, Master-Builders Association, Fiji Institute of Accountants and others)
- 2.2 To play a fundamental role in assisting the Fiji National University (FNU) to achieve a position of relevance and prominence within industry, government and other stakeholders locally, regionally and internationally.

3.0 The purpose of the IAC is:

- 3.0 To provide review and guidance on education and training programmes offered by the FNU;

- 3.1 To provide ongoing advice on the relevance of existing programmes and the need to review them as and when required;
- 3.2 To provide guidance in development of new education programmes in emerging areas of national, regional and international relevance;
- 3.3 To develop Graduate Profiles for each programme;
- 3.4 To ensure the highest level of local, national, and international recognition of FNU programmes;
- 3.5 To assist FNU in promoting the profession and ensuring the integrity of the industrial professions are upheld;
- 3.6 To advance FNU involvement with industry partners;
- 3.7 To promote FNU's efforts in securing the resources it needs in order to achieve its goals;
- 3.8 To identify the needs of industry and government through a corporate partnership model that will benefit all stakeholders; To ensure the provision of quality undergraduate, graduate, and professional education which prepares students for successful careers and leadership positions in industry, government, and academia;
- 3.9 To encourage research for teaching staff in selected focus areas that complements the educational mission and addresses the evolving needs of industry and society;
- 3.10 To give regular feedbacks to government on focus areas of scholarships and government funding for upgrading of existing facilities and other physical resources;
- 3.11 To assist FNU in identifying the training needs of teaching staff in key-skilled areas;
- 3.12 To define ways for all stakeholders to gain greater corporate participation at conferences and training collaborations;
- 3.13 To assist and support FNU in the placement of students for compulsory Industrial/Industry Attachment.

4.0 Terms of Reference

- 4.1 Provide regular feedback to the School/College on the quality of the programme delivery and professionalism of its students on industrial attachment/employment. Keep such feedbacks focused on specific areas of knowledge/management so that gaps in programs, if any, can be easily identified and addressed.

- 4.2 Identify new trends in technology and its applicability in terms of its scale and significance.
- 4.3 Identify the need for incorporation of the knowledge in programmes and activities so that alignment between the programmes and the industrial/market needs can be maintained.
- 4.4 Identify the need for review or strengthening of the existing programmes as well as to start a new programme should there be a need.
- 4.5 Support the School/College in the review or initiation of new programmes by analyzing its content, extent of practical/laboratory work, duration and assessment methodologies.
- 4.6 Support the School/College in finding graduate placements and industrial attachment opportunities.
- 4.7 Assist the School/College in optimizing supervision of students undergoing Industrial Attachments.
- 4.8 Assist the School/College in identifying research and consultancy for its staff and students.
- 4.9 Strengthen and support the School/College's engagement with the industry and other stakeholders at all levels for soliciting advice on graduate placements, career choices, collaborative education/research opportunities, industry trends, identifying guest speakers etc.
- 4.10 Participate in quality assurance review process.
- 4.11 Approve the **Graduate Profile** for each Council/Senate-approved academic programme.

5.0 Composition of the IAC

- 5.1 The IAC should be made up of professionals with extensive experience and responsibility in corporations ranging in size from small to large. Each member brings a unique and valuable perspective of the challenges faced in today's global economy and how FNU can partner with industry and other stakeholders to meet the challenges of the future.
- 5.2 The IAC must be composed of competent industry personnel from a wide spectrum of organizations that are strongly involved in the application of the skill/subject area.
- 5.3 The IAC at its first sitting must appoint a Chairperson other than a FNU representative.
- 5.4 The Executive Secretary shall be the Head of School (HOS). A Minute Secretary, appointed by the HOS, from within the administrative pool of staff within the

School/College; shall be in attendance to record the minutes and undertake other administrative duties delegated by the HOS.

6.0 Membership

- 6.1 At least 50% of the members should be from the industries/professional bodies.
- 6.2 The members from the industries/professional bodies should be selected based on their professional reputation and upon recommendation from the existing IAC/professional body.
- 6.3 As far as possible only one member would be selected from an organization.
- 6.4 The members would be selected based on their individual professional expertise and experience and therefore they will not be representing their organization.
- 6.5 The Head of School shall be a bona-fide member of the IAC.
- 6.6 All other FNU staff shall be present and may be consulted during the meeting proper.

7.0 Quorum

The quorum of the IAC will be maintained by the presence of at least 50% of the members.

8.0 Criteria for Selection

- 8.1 The criteria for selection to IAC would be, but not restricted to, the following:
 - Eminent professionals;
 - Affiliation with professional bodies/associations/;
 - Long and rich experience in the relevant field;
 - Member of a government organization;
 - Higher level management representative of a business/organization.

9.0 Chairperson & Deputy Chairperson

- 9.1 The chairperson of the IAC should be a member from outside the College and elected by IAC members.
- 9.2 Nomination and election of both the chairperson and deputy chairperson shall be by a show of hands or a secret ballot as seen suitable.
 - 9.1.1 In the absence of the chairperson, the deputy chairperson shall chair the meeting.
 - 9.1.2 The Secretary in consultation with the chairperson shall organize the annual meeting schedule and the agenda for each meeting prior to the IAC sitting.
 - 9.1.3 Ensure that the schedules and agenda for meetings are being adhered to.
 - 9.1.4 Ensure that the action items are followed up in a timely manner.

- 9.1.5 Ensure that the chairperson is briefed on his/her role, the role of the IAC and is well-versed on how meetings are conducted.
- 9.1.6 The chairperson shall provide leadership to IAC and ensure that its broad objectives are met through regular meetings and interactions.
- 9.1.7 He / She shall proof-read and approve IAC minutes prior to its distribution.

- 9.3 The Executive Secretary in consultation with the College Dean shall organize sitting allowances for external members.
- 9.4 The Office Administrator (OA) or a delegated officer will record all proceedings of the meeting proper.
- 9.5 The minutes of the meeting must be circulated at least a week after the meeting.
- 9.6 A list of IAC members showing all contacts and addresses must be kept by the Executive Secretary. (HOS)

10.0 Confidentiality

- 10.1 The IAC members will maintain the confidentiality of all programme-related documents they have access to and appropriate discretion would be observed at all times in exchanging information with members of the public external to the IAC.
- 10.2 Conflict of interest, if any, shall be voluntarily disclosed by the members and managed appropriately by the IAC.

11.0 Remuneration

- 11.1 The IAC members serve for a range of reasons, from personal loyalty to direct interest in the field/programme of study. Compensations are important as they give incentives to IAC members to commit to the objectives of FNU by giving quality advice.
- 11.2 Compensations or rewards of a reasonable amount is left to the discretion of the College Deans.

12.0 MQR of IAC Industry Members

- 12.1 The following will be considered when choosing an external IAC member:
 - 12.1.1 Current Position
 - 12.1.2 Formal/academic Qualification
 - 12.1.3 Relevant Experience
 - 12.1.4 Professional Membership
- 12.2 A File with all external members Curriculum Vitae (CVs) must be kept by the College.

13.0 Standard Letter of Invitation

- 13.1 A standard letter of invitation will be sent to each prospective IAC member on behalf of the Vice-Chancellor signed by the College Dean, extending an invite to join the IAC.
- 13.2 The letter must include a Copy of the IAC Policy.

- 13.3 A specimen of the letter is attached as supporting document A.

14.0 Size of the IAC

- 14.1 Size of an IAC influences the efficiency of delivering ongoing information and effectiveness of organizing meetings. A large IAC may result in numerous issues.
- 14.2 It is recommended that a manageable number would be decided by the College. Some IAC's mandate may require more significant representation. This can be left to the discretion of the IAC after its first sitting.

15.0 Meeting Organization and Frequency

- 15.1 The functioning of an IAC is affected significantly by how effectively the group's activities are organized and directed.
- 15.2 It is imperative that the IAC meet at least annually, could be more as warranted by the purpose of the meeting such as deliberations towards the development of new programmes.
- 15.3 The IAC members must be well informed of the purpose and background information of the meeting sent 2 weeks prior to a meeting proper to allow IAC members preparation time in order for them to provide valuable advice.
- 15.4 The Chair of the IAC must be committed and be time-conscious so that meetings are kept lively with informative, relevant and intelligent discussions.
- 15.5 The meeting must be guided by its Agenda with irrelevant discussions avoided at all times. This shall be the responsibility of the Chairperson.

16.0 Term of Membership

- 16.1 The IAC members must be appointed for a specific term to ensure their active commitment to the Fiji National University. The term of membership ensures that the IAC remains efficient and manageable.
- 16.2 Both the Chairperson and Executive Secretary shall serve for duration of three (3) years.

(Given below is the supporting document: A)

A. Letter Specimen

Date

Forwarding Address

Dear Mr/Mrs -----

The Department of ----- under the School of ----- and the College of -----
----- cordially invite your good self to serve on its Industry Advisory Committee
(IAC) for a term of -----years, beginning on ----- (Day/Month/Year).

The IAC is a very important link between the Fiji National University (FNU) and all its key stakeholders, as such, collaborating with Industry, Government and various organisations and forums is crucial. This is to measure feedback and exchange information pertaining to Educational/ Training Programme issues, Graduate Profiles, Student Internship/Industrial Attachment components, technology directions and other pertinent issues that are relevant to FNU's **Core Strategic Area 1 of its Strategic Plan 2020 which reads "Meeting Fiji & the Pacific Human Resources needs through Learning, Teaching & Training."** This is through certain objectives like assuring the delivery of the highest quality and standards of teaching and training at all FNU locations.

The IAC will convene at least annually. Meeting dates shall be announced at least a month in advance and its meeting Agenda sent out at least 2 weeks prior to the meeting proper.

Please find a copy of the FNU IAC Policy for your perusal. If you are willing to serve on this forum; please fill and return the enclosed Form (**Appendix 2**) with your Curriculum Vitae (CV) for our record.

FNU welcomes you on board and we look forward to your valuable contribution in partnering with you via the IAC.

Yours sincerely

-

Dean- College of -----

Appendix 8.1

Scholarship Application Flow chat

