UNRE Teaching Quality Assurance Systems

PNG-UNRE is committed to producing high quality graduates with the skills and knowledge required to help lead our agricultural, fisheries, forestry and tourism industries. To do this we require stringent Quality Assurance Systems which regulate our teaching provision. These systems are set out in this document. The associated forms required by these systems are found in the Appendix of this document and are indicated in **bold** in the text below.

Course Development and Validation

All UNRE degree, diploma and taught post-graduate courses are internally validated through a five stage process.

Stage 1. The idea is discussed in principle at our Learning and Teaching Committee and if given approval this should be recorded in the minutes.

Stage 2. The Head of Department completes a Proposed New or Restructured Course Form (**PNRCF**) which makes the case for the new course. The **PNRCF** describes the course learning outcomes, the course structure, and maps how these will be delivered over the individual modules. (It is important that the course learning outcomes are cross referenced to the PNG-NQF). Any specific rules and regulations pertaining to this course are explained and justified here. The Form also documents, the resources required for the course to function (human, building, library, IT resources etc) and comments on their availability. The form must be submitted along with ALL associated Module Approval Forms (**MAF**) even when these modules are already approved. The module learning outcomes must be mapped to ensure they deliver all the course learning outcomes.

Stage 3. The completed **PNRCF** and associated **MAFs** are sent to three independent external partners for their feedback. These are: a representative of local or national government, a relevant industry partner and an academic from another institution. The job of these reviewers is to ensure the proposed course is relevant to the needs of PNG and at the required standard. They complete their reviews on Partner Comments on New Course Forms (**PCNCF**) which are returned to UNRE.

Stage 4. The Pro-Vice Chancellor Academic chairs a Course Validation Panel which reviews all of the above forms and determines and documents whether all the criteria have been satisfied. This meeting is documented using the Course Approval Panel Report (**CAPR**). It records whether UNRE is satisfied there is a need and demand for this course. Is the course appropriate in structure, content and level? Are the QA process in place to ensure the course can be effectively run? Do we have all the resources required to run the course. If these conditions are not satisfied – what alternative outcomes are recommended?

Stage 5 (External to UNRE). DHERST accreditation.

The Annual Review of Teaching Process

All UNRE taught courses must be reviewed annually. This process must be documented on a Course Annual Review Form (**CARF**). It is a requirement of this process that the Head of Department must consider all the comments made by an External Examiner from another University via our External Examiners Report Form (**EERF**). The individual student voice is captured from each year of the course via the Course Feedback Form (**CFF**) and the Head of Department is also required to consider the points made by each cohort.

The course annual review process requires that the Head of Department considers student academic performance and retention rates over the last five years. Student satisfaction levels must also be monitored and commented upon. The Head of Department is required to comment on all significant feedback and identify targets to address any point made.

The **EERF** is laid out in a dialogue format and the University is required to return the completed forms to its External Examiner promptly. The Pro-Vice Chancellor Academic is responsible for overseeing all such forms, identifying and addressing any common themes directly to our External Examiners.

To close the loop on student concerns, the completed **CARF** must be on the agenda of the Student Representative Council meeting.

All individual modules taught within UNRE must also be reviewed by the module leader on an annual basis and the process documented on a Module Annual Review Form (**MARF**). The individual student voice at the level of the module is captured anonymously via Module Feedback Forms (**MFF**) and then collectively via the departmental Staff Student Liaison Committee. (SSLC).

MARFs must also review student performance and satisfaction levels. Any issues of concern must be addressed by module leaders' targets for the next academic year.

To close the loop on student concerns, at the module level the completed **MARFs** must be on the agenda for the departmental SSLC and discussed at a Learning and Teaching Committee.

Checking Coursework Briefs and Exams

To ensure that coursework briefs and exams papers, assess the appropriate module learning outcomes, are at the appropriate level and are free from mistakes, they must be checked by the module moderator. This process is documented using Draft Exam Form (**DEF**).

Mark Moderation

To ensure that coursework and exams scripts have been marked fairly with reference to UNRE Marking Criteria (**MC**), the marks awarded are at the appropriate level, and feedback to the students is clear and constructive, they must be checked by the module moderator. This process is documented using Marking Moderation Form (**MMF**). Samples of coursework and exam scripts (across the mark range) must be filed for later independent checking.
The Marking Criteria (**MC**) are available to students as part of every Module Coursework Brief (**MCB**).

Peer Observation and Staff Development

Teaching quality and staff development are ensured by a process of peer observation of teaching documented via our Peer Observation of Teaching Form (**POTF**) and mentoring of new academic staff and in-house teaching focused seminars.

Within UNRE all our staff agree to realistic annual targets being set to ensure that we achieve the strategic aims of the University. These are agreed and recorded using the Target Setting and Appraisal Form (**TSAF**)

The Teaching Quality Assurance Form (TQA) 14 Forms

1. Proposed New or Restructured Course Form (PNRCF)
2. Partner Comments on New Course Form (PCNCF)
3. Course Approval Panel Report (CAPR)
4. Module Approval Form (MAF)
5. Course Annual Review Form (CARF)
6. Module Annual Review Form (MARF)
7. Course Feedback Form (CFF)
8. Module Feedback Form (MFF)
9. Draft Exam form (DEF)
10. Module Coursework Brief (MCB)
11. External Examiners Report Form (EERF)
12. Marking Moderation Form (MMF)
13. Peer Observation of Teaching Form (POTF)
14. Target Setting and Appraisal Form (TSAF)