



University of Seychelles
Knowledge hub of the Indian Ocean

QUALITY ASSURANCE MANUAL

Version 1, May 2018.

Acknowledgements

Quality Assurance in higher education is now a global practice. The University of Seychelles has come late onto the scene and is a small institution. As such, in formulating our own processes we have taken advantage of the experience of others.

Our intention has been, not to imitate what is practised elsewhere but to adapt good practice to our own unique situation as the sole university in a small island state. We are indebted to all those institutions and individuals who have made this possible – in particular, those that have placed their own QA policy documents in the public domain. We also valued the conversations we had with experienced individuals in some of our partner institutions. Special mention, however, should be made of invaluable assistance from QA specialists in the University of London International Programmes Office. Additionally, we have benefited from the expert advice offered to us by Professor Jethro Newton (formerly of the University of Chester). Although we have not listed all of these many sources we acknowledge the collegiate spirit of this international network.

Within UniSey, the task of compiling the present Manual has been a joint effort. As the Chair of the university's QA Committee, I am indebted to the other members, namely:

Luciana Lagrenade, Director of Quality Assurance
Indra Persaud, Head of Department of Education
Beryl Camille, Head of Department of Health & Social Care
Diana Ithier, Quality Assurance Officer

Emeritus Professor Dennis Hardy, Chair of QA Committee



Endorsement

I am delighted to be able to endorse the progress the University of Seychelles has made towards designing and implementing robust systems for setting and maintaining academic standards, and for the quality assurance of learning, teaching, and the student experience. This is truly evidenced in the completion of this Quality Assurance Manual.

In working alongside colleagues at the University of Seychelles over several years I have observed the progress made in putting in place the academic governance arrangements, the academic regulations, and the quality frameworks that enable a university to demonstrate that it has appropriate structures and arrangements for self-regulatory status. This Manual demonstrates that the University is well placed for assuming the responsibilities that come with the relative autonomy that is bestowed upon today's universities.

It has been a great pleasure to witness how enthusiastically the staff of the University have engaged with and embraced the international best practice which is now informing the systems, procedures, and documentation being put in place at UniSey. This is reinforced by the ability of the University Senate to exercise the institutional oversight necessary to satisfy both internal and external requirements and challenges, and for contributing to the achievement of national development goals.

I wish the University and its staff every success in continuing its onward quality journey. This Quality Assurance Manual will no doubt enable sound progress to be made in the time ahead.

Professor Jethro Newton
Emeritus Professor, University of Chester (UK)
Executive Editor, *Quality in Higher Education*



The University of Seychelles is still a young university and, while generic lessons from more established institutions need to be adapted, there seems little point in re-inventing the wheel. Where there is already evidence of good practice in the public domain, it makes sense to learn from this.

We gratefully acknowledge the following sources:

From the United Kingdom

- Queen Mary's College of the University of London
- University of Warwick
- University of Kent
- University of Middlesex
- University of Leicester
- University of Exeter
- University of Coventry
- University of Liverpool
- University of Leeds
- University of Brighton
- University of Sussex

Australia

- University of Sunshine Coast
- James Cook University

FOREWORD

Quality Assurance at UniSey is about having in place processes and procedures that meet statutory requirements and are benchmarked against international best practice. We wish to provide the best possible learning experience for our students and confidence for all of our stakeholders in the university's integrity and credibility as a higher education institution.

This Manual is UniSey's first. The intention is to provide a document that is accessible to all staff and which will put the various activities in context. In addition to this written document, expert advice will always be available from the QA Office. The two sources of support should be seen as complementary.

Through the Manual, UniSey focuses on encouraging a quality culture across the whole of the university. It commits to the systematic monitoring and assessment of its processes and procedures. It obliges each section of the university to ensure that their respective staff are fully conversant with the contents of the Manual. Compliance across the board is an essential objective.

The Manual also requires UniSey to remain current with international developments and enhancement practices in the field, as well as with stakeholder satisfaction in relation to:

- programmes, services and facilities on offer;
- human, infrastructural and financial resources;
- the overall implementation of quality assurance and enhancement strategies; and
- the constant evaluation of quality assurance activities and procedures.

UniSey is a learning organisation and, as such, this Manual will be kept under constant review. At the end of each calendar year, the QA Office will ensure that a report is presented to Senate to summarise changes made during the preceding twelve months.

The QA Office is the custodian of the Manual and any suggestions for amendments should be directed to this office.

Luciana Lagrenade
Registrar and Director of Quality Assurance
University of Seychelles





ITEM NO	3
DATE SUBMITTED	27 th September 2018
CLASSIFICATION	Policy Statement

AUTHOR	QA DIRECTOR
COMMITTEE	QA OFFICE
PAPER TITLE	Addendum to Quality Assurance Manual, Version 1, May 2018
PURPOSE OF SUBMISSION	To request the Senate to approve the proposed changes to the QA Manual

BRIEF INTRODUCTION

The following amendments are proposed as an addendum to the Quality Assurance Manual, which was approved by the Senate on the 6th June 2018. The amendments followed the decision that the Quality Assurance Committee would not be a standing committee of the Senate as of the 6th June 2018. In addition, the Seychelles Qualifications Authority remarked on few inconsistencies in few areas of UniSey QA Manual and the SQA Manual. These amendments are necessary to align the QA Manual with these changes.

MAJOR POINTS FOR DISCUSSION

The changes are as follows:

Part 1

1.1 External Framework – page 8

In the illustration after the sentence “The University, in turn, reports to the following individuals and agencies” replace the statement “Seychelles Qualifications Authority within the above ministry” with “Seychelles Qualification Authority **at arms’ length** of the above Ministry.

1.2 Internal Framework

(b) – Committee Structure (new sentence - Quality Assurance is represented on the Senate by the QA Director) to explain the position of QA in the diagram.

In addition, the paragraph that follows has been rephrased as advised by the Senate, upon the dissolution of the QA Committee. The paragraph is proposed to read:

“Senate is in a position to ensure that there is no conflict of interest in the workings of QA and that it is, essentially, a democratic process and that body which has oversight on all policies/policy documents, programmes/projects (academic and non-academic) and procedures. The Quality Assurance administrative team comprises the Director of QA and the QA Officers of which the senior QA Officer serves as Secretary. The Director has the ultimate jurisdiction to appoint working groups or co-opt other members of staff to perform specific QA tasks. In addition to the minutes of the Quality Assurance administrative team, a report of each work/meeting of the working group(s) over matters of policy and procedures is presented to the Executive Team (management) appropriately and to the Senate on a monthly basis. The QA administrative team and working groups have the following in terms of reference, to”. (Page 13).

RECOMMENDATIONS

The QA Office is proposing these changes as an addendum to the QA Manual.

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Foreword

Part 1 Governance and Management Framework

Part 2 Academic Programmes

Part 3 Research

Part 4 Services

Part 5 Institutional Performance

Part 1

GOVERNANCE AND MANAGEMENT FRAMEWORK

1.1 External Framework

1.2 Internal Framework

(a) Vision, Mission and Values

(b) Committee Structure

(c) Senior Management

1.1 External Framework

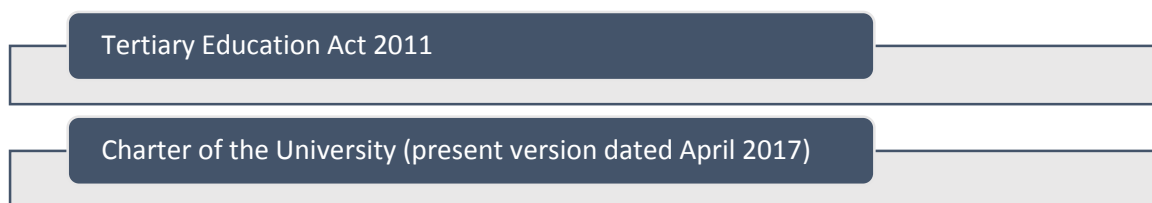
The QA system at UniSey is located within a dual framework of governance: external as well as internal. This dual framework provides the legal basis for the operation of the university and, therefore, the context for the design and implementation of quality assurance.

Although the University of Seychelles enjoys a measure of autonomy, as befits a higher education institution of international standing, it remains indirectly accountable to Government.

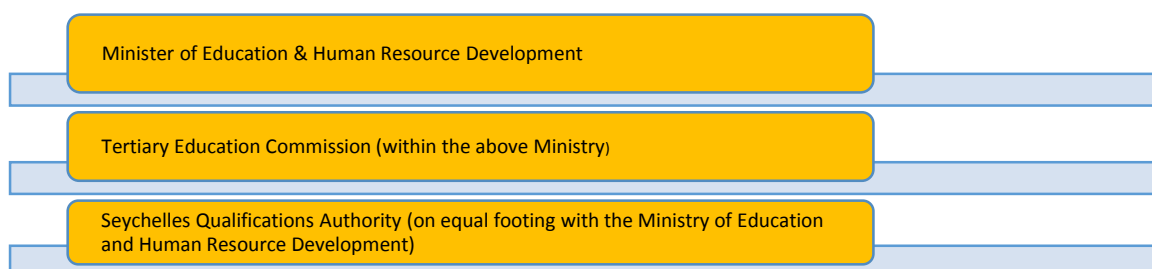
Cabinet decisions are communicated through the Minister of Education and Human Resource Development, either directly to the university or (more regularly) by means of the Tertiary Education Commission.

Additionally, reports on the performance of the functions of the university are made by the University Council to the Minister of Education & Human Resource Development and an Annual Report is submitted to the Tertiary Education Commission.

Key documents which establish the legal standing of the university are as follows:



The university, in turn, reports to the following individuals and agencies:



Because of the obvious connection with the Seychelles Qualifications Authority (SQA), the following is deemed worthy to be pointed out:

- The SQA is the national accreditation body for tertiary education and the guarantor of standards across the respective institutions.

- In 2015, the SQA granted UniSey accredited status, the importance of which is that the university is benchmarked against international standards.
- The next step for UniSey is to convince the SQA that the university is ready to manage its own validation procedures. Devolved powers to enable this require the operation of a system that is in every way as rigorous and effective as that which is currently operated by the SQA. Preparations are underway to submit a bid to the SQA (at the time of the next institutional review) for devolved powers.
- The main point of contact with the SQA is through UniSey's Director of QA. This relationship is not in the form of line management but, rather, one of consultation, advice and negotiation.

1.2 Internal Framework

Within the context of the external framework, the internal context takes the form of the basic principles, committees and management structure of UniSey.

The university's governance structure has been developed to hold true to the ethos, principles and requirements of good governance in tertiary education. We have a duty to conduct our affairs in a responsible and transparent way, and to take into account the requirements of our stakeholders. Public accountability is derived from:

- the strategic governance exercised by the University Council, comprising a majority of external members;
- the quality assurance framework of the Seychelles Qualifications Authority; and
- the accountability framework of the Tertiary Education Commission.

To explain the workings of the QA system, the governance structure of UniSey is the essential starting point. The system must work within this structure, recognising the legal limits as well as opportunities that this student provides.

As indicated previously, higher education in Seychelles is enabled through a Tertiary Education Act, which in turn, requires a University Charter. In effect, it is the Charter that determines the governance structure, including the appointment of a Chancellor, who must be a senior figure of good standing. A key responsibility of the Chancellor is to appoint members of the University Council. This body ensures that the university operates according to the terms of the Charter and that it acts consistently with its Vision, Mission and Values, none of which can be achieved without the highest regard for quality.

Key internal elements that set the parameters for the operation of QA are as follows:

- (a) Vision, Mission and Values
- (b) Committee Structure
- (c) Organisation of Senior Management

(a) Vision, Mission and Values¹

Unisey's Vision, Mission and Values

Vision: *A recognised knowledge hub in the Indian Ocean, delivering solutions to the challenges of the 21st century and to be the university of choice for local, regional and international students.*

Mission: *To advance knowledge, fostering excellence in teaching, learning and research; to foster an atmosphere of discovery, creativity and innovation; and to build the human resource capacity required to help Seychelles achieve its development goals.*

Values: *The following core values define the character of the university and are the foundation for future development:*

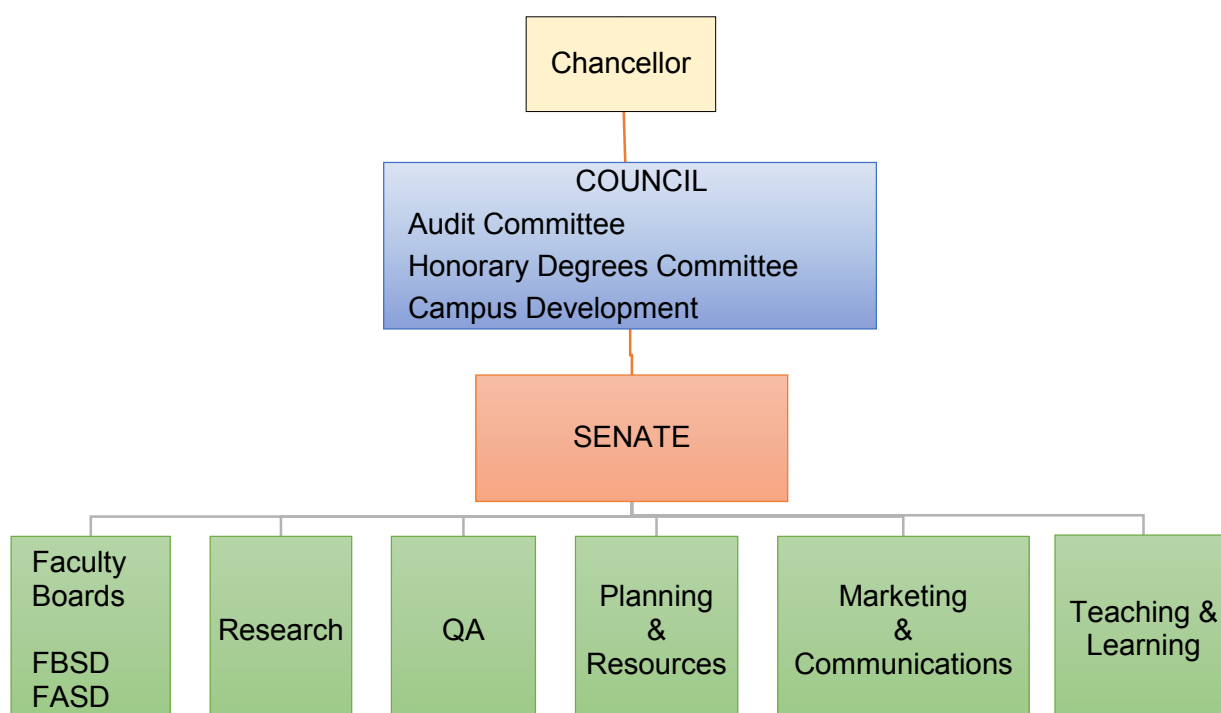
- (a) **Respect:** *UniSey fosters a culture of respect for every person in the university community, as well as intellectual property rights.*
- (b) **Tolerance:** *UniSey nurtures a climate of tolerance of beliefs for the individual and for the culture of others.*
- (c) **Academic Freedom:** *UniSey asserts that academics and researchers shall be fully independent and free to express themselves in the course of their research and teaching activities, within the limits of the university's fundamental values of tolerance and respect.*
- (d) **Transparency:** *UniSey encourages intellectual openness, honesty, professional ethics and transparent communication within the university community.*
- (e) **Team Spirit:** *UniSey promotes a team spirit within the university community, where the faculty, staff and students work together for a common vision. UniSey also works closely with its partner institutions to maintain the highest possible standards.*
- (f) **Quality:** *UniSey uses its resources in striving for excellence, and is consistently aiming for outcomes that are of the highest quality rather than simply satisfactory.*

¹ University of Seychelles Strategic Plan 2017-2021

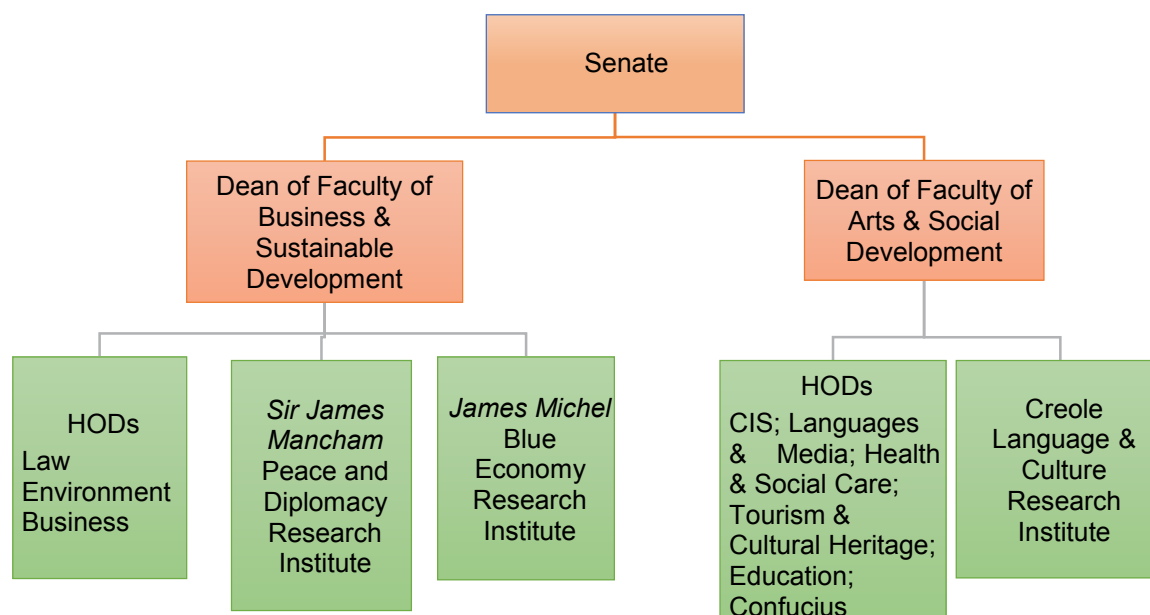
(g) **Innovation:** UniSey promotes creativity, innovation and entrepreneurial spirit for growth and development. Adherence to these values will encourage the university to aspire to achieve new goals. Institutional actions have proven to be more authentic and purposeful when institutional values are evident and tangibly manifested in university actions and relationships. By living its values, UniSey will enjoy a clearer vision, fostering a stronger sense of unity and cohesiveness, and creating a unique and thriving environment for the university community.

(b) Committee Structure

Although the QA system is shaped by the Vision, Mission and Values of the university, it is implemented through an internal network of committees. The Senate is at the apex of the internal committee structure of the university, with a direct reporting line to the University Council. Quality Assurance is represented on the Senate by the QA Director. This is illustrated in the following diagram:



All members of the academic community enjoy access to Senate. The Deans play a crucial role and Faculty Boards, along with other academic committees, have a direct reporting line. This is illustrated in the following diagram:



The Senate is in a position to ensure that there is no conflict of interest in the workings of QA and that it upholds democratic processes and functions as a body that oversees all policies/policy documents, programmes/projects (academic and non-academic) and procedures.

The Director of QA is a senior management post, the main purpose of which is to manage and further develop the quality assurance and enhancement system at UniSey, including liaison with relevant external agencies. The QA Director is in a position to enhance the reputation of the university as a major provider of higher education, within Seychelles and across a wider market. QA, in this context, is directed to all aspects of the university's activities, and is expected to contribute to a culture of continuous improvement. The QA Office is managed by the Director of QA and it has custody of copies of all relevant documents. There are currently two designated QA Officers to assist the Director.

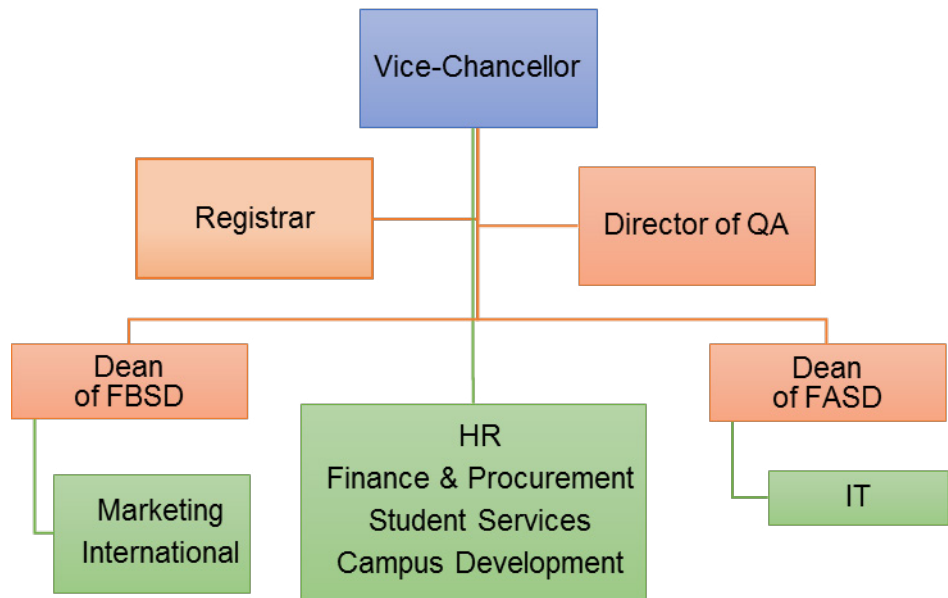
The Director has the ultimate jurisdiction to appoint working groups or co-opt other members of staff to perform specific QA tasks. The terms of reference of the QA administrative team and working groups are to:

- present Quality Assurance policies/procedures and programmes to the Senate for approval;
- prepare a schedule of all academic programmes requiring validation; verify all academic programmes requiring validation;

- verify validation proposals for the above in good time and undertake a rigorous assessment of each item;
- explore, encourage and disseminate good practice and innovation in teaching and assessment;
- make recommendations on proposals that support programme development and other learning, teaching and assessment initiatives;
- monitor the outcomes of – and actions subsequent to – quality audits, annual/periodic reviews, external examiner reports; and modify policy and/or practice accordingly;
- liaise with Deans to ensure that all programmes/courses are validated in good time;
- focus on student feedback to ensure that problems are resolved and standards improved; develop and subsequently monitor an effective self-validation system, in consultation with the SQA;
- provide training across the university to ensure that all key staff understand and can implement self-validation procedures;
- consider procedures for the quality assurance of support services and undertake the necessary assessments;
- examine reports pertaining to any changes in the national context for quality assurance;
- ensure that the UniSey website is regularly updated, and that the outcomes of the Office are duly communicated to all staff and, where appropriate, to the Seychelles Qualifications Authority; and
- attend external events, where appropriate, to learn from others and to communicate on UniSey's own good practice;
- ensure that the website entry for Quality Assurance is clear, accurate and up-to-date;
- appoint and subsequently organise the duties and manage the performance of other staff in the Office.
- produce a report for each Senate meeting to summarise the activities of the QA Office;
- provide a report at each Council meeting.

Organisation of Senior Management

The following diagram illustrates the organisation of the senior management team:



The Vice-Chancellor is responsible to the University Council for the assurance of quality and standards across the university. In furtherance of this requirement, the Vice-Chancellor is required to appoint and line-manage a designated Director of QA.

To avoid any possible conflict of interest (whereby the .V-C. may, for instance, influence outcomes through his/her authority), a separate reporting line between the Director of QA and Council is established.

Part 2

ACADEMIC PROGRAMMES

2.1 Context

2.2 *Programme Development and Validation*

2.3 *Annual Programme Review*

2.4 *Periodic Programme Review*

2.5 *Collaborative Programmes*

2.1 Context

UniSey offers two types of academic programmes:

- (a) Programmes of its own making, designed internally and tailored to meet the specific needs of Seychelles. Programmes of this type are considered in the first three sections (2.2 - 2.4) of this chapter.
- (b) Programmes that are provided by partner institutions and which are subject to their own QA procedures. Programmes of this type are separately considered in the final section (2.5) of this chapter.

For all of the above, UniSey's QA procedures are tailored to meet the requirements of the Seychelles Qualifications Authority (SQA), which provides a national framework for the quality assurance of academic programmes.

The SQA specifies the following:²

Applications for validation of programmes must be submitted as follows:

- ***New programmes:*** at least 6 months before the programme is to be offered.
- ***Substantially changed programmes:*** at least 6 months before the revised programme is to be offered.
- ***Programmes nearing the end of their validation period*** at least 4 months before the current validation expires.

²SQA Programme Validation Guide for Providers, Version 1 July 2012 Pages 5-6 (www.sqa.sc)

2.2 Programme Development and Validation

As a new institution of higher learning, UniSey does not have a prescriptive curriculum but instead decides on programmes that best suit its mandate, as provided in the Charter and detailed in its Strategic Plan. To ensure that standards (both academic and professional) and stakeholder satisfaction are consistently met and maintained, transparent processes for programme development are essential. Such processes cover programme design, programme development and official approval by both UniSey and the Regulatory Body, the Seychelles Qualifications Authority (SQA).

Until UniSey is awarded Delegated Authority, all programmes developed by the university must be submitted to the SQA for validation. The Seychelles Qualifications Authority Act (2005) established the SQA as the national Regulatory Authority for quality in our local educational institutions (Section 4(1) (c)). This means that, in framing internal processes, care has been taken to ensure complete adherence to SQA's requirements, as stipulated in this Authority's *Programme Validation Guide for Providers, Version 1 July 2012*.

A simplified model of the joint process of programme development and validation is shown on the following page:



Section A: Programme Development

This section of Chapter 2.2 looks at two sub-sections:

A.1: the principles of programme development; and

A.2: the way the process is organised.

A.1 Principles of Programme Development

UniSey has adopted the following key principles for its programme design and development:³

Externality

UniSey recognises the “add – vantage” of independent external participation in the design and approval process of its programmes. These will ensure the empowerment of local staff, knowledge-enhancement of programme design and development, as well as transparency to stakeholders. Programme teams will therefore be required to consult stakeholders and seek opinions of external and local academics, and wherever appropriate/applicable, the views of students, graduates, employers and industry experts on all programmes developed at UniSey.

Independence and Expertise

There must be a Quality Assurance Committee, independent of the Faculty submitting the programme, to approve all UniSey programmes and make the relevant recommendations to the QA Office. This panel may comprise external and local academics, and wherever appropriate/applicable, the views of students, employers and industry experts.

Evidence

The specific evidence required by the programme approval process will vary depending on the nature of the programme, but will in general need to demonstrate that there is adequate academic capacity to deliver the proposed programme; that there is sufficient demand and that UniSey can provide the necessary resources.

Enhancement

The programme development process must provide assurance that appropriate standards are being met and that mechanisms to ensure quality teaching and ample opportunities for

³ As recommended in the University of London’s own guidelines.

student learning exist. There must be evidence/indication that teams will be able to see to the changes to enhance the process as applicable.

Evaluation and Improvement of the Process

The programme approval process must be reviewed annually, through the analysis of approval reports provided at the end of each programme approval process. Annual training sessions will be organised as necessary/appropriate for programme developers and approval teams.

Sustainability

New programmes must be designed with financial sustainability in mind. This includes evidence of a viable demand for the programme, a realistic fee level and a business plan to justify the input of resources.

A.2 Organisation of the Process

The organisation of the process of programme development is handled through the QA Office, in close association with either the Head of Department or Head of Programme for the proposal in question. The arrangements include the provision of guidelines and associated documentation, and the formation of a Programme Development Team.

Essential Documentation

The whole process must be properly documented, with the QA Office as the keeper of all records. Key documents will be:

- A Statement of Intent in the form of a specific pro-forma provided by the QA Office. This will be used to inform key individuals at UniSeY that the process will shortly be underway.
- Minutes of planning meetings and the record of the Programme Development Team.
- Completed Proposal *pro forma* for subsequent consideration by a Programme Validation Committee.
- Minutes of the Programme Validation Committee and subsequent records of Faculty and Senate meetings.

Programme Development Team

There must be a programme team with clear Terms of Reference to work on the programme from its design to development and submission to the QA Office. The terms of reference of the Programme Development Team will, namely, be to:

- advise the Executive, through the respective Dean, of the intention to submit a proposal for the programme in question;
- create/design/develop the programme ensuring it is:
 - as per the Faculty's intentions;
 - within the range of qualifications awarded by the university as well as recognised by SQA;
 - as per agreed client or market survey needs or government request;
 - comparable to similar programmes offered regionally and/or internationally.
- keep a record of all documentary evidence in the lead-up to the programme and any other subsequent discussions;
- produce a properly edited version of the programme on the approved Application document⁴, complete with all documentary evidence to support the validation requirement. This will include a sample of the assessment papers and corresponding mark schemes, and for each module on the programme: the programme handbook and the file of documentary evidence.

The membership of the Programme Development Team will be as follows:

Composition of the Programme Development Team
Head of Department* or the responsibility to chair the team may be delegated to the Head of Programme
Head of Programme and Programme Lecturers
Other Faculty Representation
External Experts (Industry and Academic)
Quality Assurance Officer

The main responsibilities of the different members will be as follows:

Head of Department/Programme

- to lead the programme development activities;
- to chair programme development activities;
- to manage the programme development activities/exercises;

⁴ As per SQA requirements until further notice.

- to solicit the team to act on decisions from the meeting;
- to keep proper records/documentation;
- to ensure follow-up of meetings, especially with the External Assessor;
- to advise the QA Office of dates and required logistics for meetings; and
- to ensure that the External Assessor is properly remunerated.

Programme Lecturers

- to assist the Chair of the Programme Team as required, as part of normal contractual duties;
- to provide written and other specialist contributions for the new programme;
- to prioritise attendance to team meetings.

External Experts

- to attend meetings;
- to be independent in the offer of support and contribution to the programme development activities;
- to comment on the suitability of the programme (including structure and assessment) in the context of the industry or in the context of the qualification requirement;
- to ensure that the programme reflects appropriate academic standards; and
- to confirm that staff expertise and experience are suitable and available for effective programme delivery and assessment strategy so as to achieve the specified learning outcomes.

Other Faculty Representation

One member of the team will normally be from a different Faculty or (if appropriate) from a different programme within the same Faculty. The role of this person will be to:

- act as a 'critical friend';
- attend all meetings;
- help the team to ensure that the programme meets the requirements for best practice;
- read applicable documentation and offer suggestions as applicable.

Quality Assurance Officer

- to initiate and manage the validation process;
- to coordinate meetings and all logistical arrangements;
- to liaise with HR for appointment letters and their dispatch;
- to ensure the programme falls within the remit of the qualification requirement;

- to liaise with the QA working groups for all logistical details relating to the Faculty presentation of the programme for approval and validation;
- to keep a record of the proceedings;
- to keep custody of the Definitive Programme Document viz. the final documentation once it has received SQA approval;
- to ensure that HR Department engages in timely payment; and
- to at the end of the process, to thank members in writing.

Section B: Programme Validation

The process of programme validation can only start once the programme development stage has been completed. This is marked by the submission and approval of a formal proposal that is lodged with the QA Office.

The QA Office organises the whole validation process and sets a realistic timeframe for all aspects to be completed.

Central to the next stage is the formation of a **Programme Validation Committee**, with the task of assessing the submitted proposal. Membership of this committee will be weighted towards academics from another Faculty and external experts.

The main tasks of the Validation Committee are to ensure that:

- the **award title** reflects the intended learning outcomes of the programme;
- the **aims and outcomes** of the programme are appropriate;
- the **curriculum content** is appropriate to the delivery of the aims and outcomes and reflects current knowledge and best practice;
- the **level of the programme** is appropriate in terms of its intellectual challenge and value, and is clearly in line with its place in the National Qualification Framework (Level Descriptors);
- there is a **coherent structure** and that the **credit points** assigned to the various components of the programme are appropriate;
- there are clearly defined **exit points** with commensurate awards where appropriate;
- the **learning and teaching approaches** on the programme have been thought through and are appropriate to the delivery of the content and the achievement of the learning outcomes; and make best use of the methods, resources and technologies available;
- the methods of **assessment** are appropriate for the demonstration and measurement of the learning outcomes and are based on a clear **marking schedule and grading system**;
- the programme development takes appropriate account of **external reference points**, including any relevant subject benchmark statements and, where appropriate, the requirements of professional bodies, SQA, and employers as applicable;
- the **profile of entrants** to the programme or particular modes has been considered and the needs of all entrants considered within the curriculum;
- the concept of **progression** has been built into the curriculum, ensuring an increasing level of challenge, developing skills and learner autonomy; and that any progression stages within the programme are set at appropriate levels;

- provision for **RPL** is clearly stated
- the development takes sufficient account of the opportunities potentially available to students on completion of a programme (i.e. **employment opportunities/further study**);
- the programme is balanced, for example in relation to academic and practical elements, personal development and academic outcomes, breadth and depth in the curriculum;
- the **overall experience** of a student has a coherence and an intellectual **integrity** that are related to the programme's/course's purposes;
- adequate thought has been given to the design of the student experience on each of the **mode(s) of study** and to **programme accessibility**;
- the development has been subject to rigorous **internal peer evaluation** by academic colleagues across the Institution;
- the development has been subject to rigorous **external peer evaluation** by colleagues from other academic institutions and/or industry;
- the programme team is **supported** in the development of a high-quality programme and has had the opportunity to enhance its proposals through insights, advice and guidance of external and internal peers, as well as students;
- where appropriate, adequate provision for **placement** learning has been put in place;
- the **resources** necessary and available to support the programme are in place;
- the **documentation** is of a high quality that is likely to meet the requirements of all stakeholders.

The work of the Validation Committee will include:

- attending a briefing by the QA Office;
- internal discussions and identification of key issues;
- attending a presentation by the Programme Team;
- agreeing on a report (prepared with the support of the QA Office).

The QA Office will ensure that all points are captured and that the Validation Committee report is submitted to the QA Office and Senate, and thence to the SQA for final approval. The finally approved document is known as the Definitive Programme Document (DPD) and it is kept in the QA Office.

The programme can only start after all of the approvals have been received and SQA approval granted. Until UniSeY is awarded Delegated Authority, all programmes developed by this university must be submitted to SQA for validation.

This means that while the specific details for the Programme Approval and Development, Programme Monitoring and Review have been benchmarked against international best practices from other Higher Education institutions, care has been taken to ensure complete

adherence to SQA's requirements, as stipulated in this Authority's *Programme Validation Guide for Providers – Version 1 July 2012*.

Validation Supplements

VAL 1 ***Application for Programme Validation***

VAL 2 ***SQA Results Sheet Template***

VAL 1 Application for Programme Validation

(as per the requirements of the Seychelles Qualifications Authority)

COVER PAGE

Name of the provider:

Application for validation of:

Title of the programme:

This application is supported by:

*Department staff/ workplace experience employers/
Advisory committee members*

This application has been approved by:

Internal Board/Committee name/Date:

This application is submitted by:

Name:

Designation:

Date of the application:

DESCRIPTION OF THE PROGRAMME

1. Development of the programme

1.1 Rationale for the programme:	<p>If this is a revision:</p> <ul style="list-style-type: none"> • What currently exists? • When was the programme first offered? • What was the original purpose of the programme? • What problems/issues does the revision respond to? <p>Who is the target group?</p> <p>How will graduates benefit – specify the likely employment outcomes</p> <p>To what extent is the programme responding to community needs or market issues/demands, including availability of job opportunities, skills requirements, capacity building etc.?</p> <p>What indicators are available from the market survey or need assessment?</p> <p>What is the evidence that the programme is needed now in the country and what are the trends internationally and regionally (evidence from NHRDC)?</p> <p>What other evidence is available to support the proposal for a change in programme or new programme development? For example: is there anything in the national strategy or development plans that supports the need for the programme?</p>
1.2 Consultation and support for the development of the programme:	<ul style="list-style-type: none"> • Who led the development of the programme? • What has been the process of developing the programme? • What has been the input of teaching staff, qualified external experts, and industry representatives? • Who has been consulted and how was their feedback incorporated into the design? • What factors were taken into consideration in the development, e.g. alternative modes of delivery, use of technology, International context? • What is the evidence of the international comparability of the programme?
1.3 Projected numbers	<p>Show projected numbers for the next 3-5 years:</p> <ul style="list-style-type: none"> • How many students will be accepted each year? • How many graduates will be produced each year?

2. Programme details	
2.1 Programme leading to the qualification	2.1.1 Title of the programme 2.1.2 Vision/mission/philosophy of the programme 2.1.3 Aim(s) and objectives of the Programme 2.1.4 Profile of graduates of the programme
2.2 Qualification to be awarded	Final, exit or embedded qualifications: 2.2.1 Title of the qualification(s) to be awarded 2.2.2 Level of the qualification 2.2.3 Credit value of the qualification 2.2.4 Awarding authority 2.2.5 Minimum requirements for the attainment of the qualification
2.3 Entry requirements	2.3.1 Entry criteria (<i>Realistic minimum requirements (with no unnecessary barriers) for entry</i>) 2.3.2 Selection criteria (<i>Sound and appropriate justification for selection criteria</i>) 2.3.3 Provision for RPL and credit transfer
2.4 Pathways of the Programme:	Diagram or narrative showing: <ul style="list-style-type: none"> • Entry pathways into the programme • Exit points within the programme • Employment and higher education destinations on completion of the programme
2.5 Structure of the Programme:	2.5.1 Duration of the programme <ul style="list-style-type: none"> • Years and semesters of the programme • Number of teaching weeks per year/semester of the programme • Total hours per week of student learning time divided into contact hours, supervised hours and self-directed learning hours 2.5.2 Courses of the programme <ul style="list-style-type: none"> • Level and credit value of each course • Sequence of courses

	<ul style="list-style-type: none"> • Core, optional and elective courses • Pre-requisites and co-requisites • Total hours of each course divided into contact hours, supervised hours and self-directed learning hours <p>2.5.3 Balance of theory and practice</p> <p>Indicate courses which are mainly fieldwork/work-based practice</p>
2.6 Delivery methods	<ul style="list-style-type: none"> • How will the programme and its components be delivered? • Justify delivery mode in terms of efficiency and effectiveness • Explain how flexible delivery methods meet the needs of the target group of learners • Describe arrangements for managing learner progress and achievement in the field/workplace (e.g. MoU, logbook)
2.7 Assessment and re-assessment	<p>2.7.1 Assessment methods used in the programme</p> <p>2.7.2 Regulations for assessment and re-assessment</p> <p>2.7.3 Recording of marks (<i>What is the grading system to be used for the programme?</i>)</p>
2.8 Other specific regulations of the programme	<p>For example:</p> <ul style="list-style-type: none"> • Regulations for attendance • Regulations for voluntary exit/deferment • Regulations for dismissal/expulsion from the programme • Regulations for work placement components • Regulations for academic dishonesty • Guidelines for dealing with issues of concern, including complaints and appeals against an assessment decision
2.9 Student information	<p>2.9.1 Programme Handbook</p> <p>2.9.2 Textbooks and other required resources to be purchased by learners</p> <p>2.9.3 Any costs or fees over and above basic tuition fees</p>

2.10 Quality assurance processes	<p>2.10.1 Internal and external moderation of assessment</p> <ul style="list-style-type: none"> • What is the system/cycle for internal moderation of assessment? • What is the system/cycle for external moderation of assessment? <p>2.10.2 Programme review processes</p> <ul style="list-style-type: none"> • How frequently will the programme be reviewed? • What process/mechanism will be used for the review? • Who will be involved? • How will international comparability be ensured? <p>2.10.3 Learners' evaluation of teaching and learning</p> <ul style="list-style-type: none"> • What is the cycle/system for obtaining learner feedback on relevant programmes/courses/teachers? <p>2.10.4 Quality assurance of results/eligibility to graduate</p> <ul style="list-style-type: none"> • How does the provider ensure the accuracy of results – what is the process for checking for anomalies/quality problems? <p>2.10.5 Annual reporting</p> <ul style="list-style-type: none"> • What are the processes for preparing/receiving/following up on annual reports? • What information is included in annual reporting?
3 Resources for the programme	
3.1 Staff of the programme	<p>State the qualifications and experience of the relevant:</p> <p>3.1.1 Technical staff (attach CVs)</p> <p>3.1.2 Teaching staff (attach CVs)</p>
3.2 Other resources, facilities and accommodation	<p>For each type of resource, distinguish between what is currently available and what is needed:</p> <p>3.2.1 Physical facilities and resources</p> <ul style="list-style-type: none"> • Laboratories/workshop facilities • Clinical areas, if needed • IT facilities including internet <p>3.2.2 Other resources, facilities and accommodation</p> <ul style="list-style-type: none"> • Specialised materials and equipment

	3.2.2 Library – access on/off 3.2.3 Financial <ul style="list-style-type: none"> • Adequacy of financial resources available to support the programme • Annual budget for the programme
3.3 Academic Committee for the programme	3.3.1 Members of the Academic Committee 3.3.2 Terms of Reference of the Academic Committee 3.3.3 Latest minutes of Academic Committee
3.4 Student support services	Outline the services that are available to learners e.g. Student Association, learning skills support, pastoral care, counselling, health and careers advice

Course descriptors of the programme

For each course state:

- Title of the course
- Level of the course
- Credit value of the course
- Co/pre-requisite courses
- Purpose of the course
- Learning outcomes of the course
- Performance criteria for the achievement of each learning outcome
- Teaching and learning methodology to be used in delivery
- Assessment tasks (showing relationship to learning outcomes)
- Textbook(s) for the course
- List of recommended readings for the course.

Appendices

Examples of documents to be attached as Appendices if not covered in the body of the application:

- Letters of Support, including support from industry and professional bodies
- Market Research Report
- List of Advisory Committee Members; Terms of Reference; Minutes of the Advisory Committee
- Programme Handbook
- Brochure
- Memorandum of Agreement for work-based learning
 - Curriculum vitae of staff
 - List of textbooks, with cost
 - Library conspectus report
 - List of equipment
 - Budget for the programme



VAL 2 Results Sheet for Programme Validation

(as per the requirements of the Seychelles Qualifications Authority)

Name of Institution:

Programme Title:

1. Development of the programme

Criterion	Validated	Provisionally validated	Not validated	Comments
(1.1) The rationale for the programme is well established and relevance is demonstrated using evidence of labour demand, support of employers and the NHRDC; and endorsement by relevant professional bodies	Rationale provides clear evidence of the need for the programme	The case to support the development of the programme needs to be strengthened	There is no clear rationale for the programme	
(1.2) There is evidence that the programme is designed with input from all stakeholder groups	Evidence shows how stakeholder feedback on the design of the programme was considered and used	There is little evidence that stakeholders influenced the design of the programme	There is no evidence of stakeholder input into the design of the programme	

2. Programme details

Criterion	Validated	Provisionally validated	Not validated	Comments
(2.1)	The occupational outcome /learning outcomes to be achieved in the programme are appropriate to the level, length and type of qualification	The level and type of qualification is appropriate for the occupational outcome		The level and type of qualification is not appropriate for the occupational outcome
(2.2)	The credit value of the programme is appropriate to the type and level of qualification to be awarded on the Seychelles Qualifications Framework	The credit value of the programme is appropriate to the qualification(s) to be awarded	Minor adjustments are required to the credit value of the programme	The credit value of the programme is not within acceptable parameters for the qualification to be awarded
(2.3)	The entry level is appropriate to the level and type of programme and entry criteria do not pose any unreasonable barrier to applicants who are reasonably likely to be able to	The entry criteria are appropriate and there are no unreasonable barriers to acceptance into the programme	Minor adjustments are required to the entry criteria	Entry criteria are not appropriate to the level and type of qualification

Criterion		Validated	Provisionally validated	Not validated	Comments
	complete the programme				
(2.3)	There is provision for entry with credit, including Recognition of Prior Learning and Credit transfer, in accordance with SQA guidelines	Provisions for credit transfer and RPL are clearly stated in accordance with SQA guidelines	-	There is no provision for RPL and credit transfer	
(2.4)	Pathways of the programme are clearly described and show how the programme articulates with entry qualifications and higher level qualifications offered locally and internationally	The programme articulates with other related, higher level programmes offered nationally and internationally	Minor adjustments are needed to clarify the pathways of the programme	There are no indications of possible pathways into the programme or what graduates might do upon completion of the programme	
(2.5)	The level of the programme and the level of all the sequenced programme components are aligned to the level	Designated programme and course levels match level descriptors	Minor adjustments are required to align programme/course levels with level descriptors	Designated programme and course levels do not match level descriptors	

Criterion		Validated	Provisionally validated	Not validated	Comments
	descriptors of the Seychelles Qualifications Framework				
(2.5)	The credit value of the programme and all programme components are coherent with the duration of teaching and learning shown in weeks (including teaching and work-based experience and hours (described as contact, non-contact and work-based experience)	Credit values are consistent with notional hours, which are appropriately divided into contact and non-contact hours at each level	Minor changes are required to make the hours of the programme/courses consistent with credit values	Credit values are inconsistent with hours of the programme/courses and/or the allocation of hours to courses raises concerns	
(2.5)	The structure of the programme is coherent and all options for progression through the programme (including the sequence of compulsory, elective	The structure of the programme is coherent and well-presented showing all the options for learners to progress through the programme	Minor changes are required to the presentation of the structure to make it clearer	The structure appears incoherent, illogical, or poorly designed	

Criterion		Validated	Provisionally validated	Not validated	Comments
	and optional components, pre- and co- requisites) and all entry and exit points are clearly presented				
(2.5)	The balance between theory and practice, including amount and type of work-based experience, is in line with the level, length and type of qualification	Balance between theory and practice (including work attachment) is in line with the level, length and type of programme	Minor adjustments are needed to correct the balance of theory and practice	There is disjuncture between the balance of theory and practice (including work attachment) and the nature of the programme	
(2.6)	Learning strategies and activities, as well as appropriate and relevant equipment and other resources are used effectively to engage learners and encourage them to develop critical thinking skills	Strategies, activities and resources are effectively deployed to ensure that all learners are optimally engaged in the learning process	The range of learning strategies, activities and resources needs to be increased to enhance learner engagement and participation	Learning strategies, activities and resources used in the programme effectively limit the participation and involvement of learners	

Criterion		Validated	Provisionally validated	Not validated	Comments
(2.6)	Work-based experience, including induction, monitoring, visits, reporting, and assessment, is well managed, and contributes to the overall standing of the learner in the course	WBE is well managed and is an integral part of the course	There are deficiencies in the management of WBE	WBE is poorly managed and contributes little to the development of the learner	
(2.7)	The level of demand and sequencing of the assessment activities are in line with the objectives of the course and the relationship between assessment tasks and the learning outcomes of the course is specified	Assessment tasks are appropriately demanding and the relationship between each assessment task and learning outcomes of the course is explicit	Clarification of the relationship between assessment tasks and learning outcomes is required to ensure all learning outcomes are assessed, but not over-assessed	The level of demand of assessments is inappropriate and/or no relationship between the assessment tasks and learning outcomes is stated	
(2.7)	A variety of assessment techniques integrates assessment into the	A variety of appropriate assessment methods are used and are well integrated into the	More consideration needs to be given to the tailoring of assessment methods to the level of the course and/or to	Assessment is limited to one or two types and/or is ill-suited to the level of the course	

Criterion		Validated	Provisionally validated	Not validated	Comments
	teaching and learning process and is suited to the needs of learners and to the nature and level of the course	process of teaching and learning	meet the specific needs of learners		
(2.7)	There are clear assessment policies, procedures and regulations which ensure that assessment is carried out in a fair, consistent and constructive manner	Policy and procedures are clear and there is complete transparency in the assessment process	While policies and procedures for assessment reflect good practice principles, these are not implemented consistently	There are no assessment policies and procedures in place	
(2.7)	A schedule for assessments, including the type, weighting, due date and assessment, criteria for each assessment, it is available	The assessment schedule, assessment tasks and assessment criteria are available and are consistent for all programmes	The assessment schedule is not always comprehensive	The assessment criteria and tasks are not available	
(2.8)	Programme regulations are aligned with the policies of the	There is alignment of programme and institution policies/regulations, and		The programme regulations are in conflict with institution policies/regulations	

Criterion	Validated	Provisionally validated	Not validated	Comments
institution and any specific regulations for the programme, including work-based experience regulations, are justifiable	adequate justification for regulations which are specific to the programme			
(2.8) The provider has a clear and appropriate policy on attendance and participation of learners as well as appropriate learner management mechanisms which are known and understood by all educational staff and learners.	The attendance policy is known to staff and learners and is implemented consistently	Implementation of the attendance policy is not consistent	Staff and learners are unaware of attendance requirements and/or attendance is not monitored	
(2.8) The procedures and conditions for leaving the course temporarily or permanently (e.g. dismissal, resignation, deferment) are	Staff and learners are aware of fair procedures and conditions for dismissal, withdrawal, and deferment, and these are implemented consistently	Implementation and application of procedures and conditions for dismissal, withdrawal, and deferment are not consistent	Staff and learners are unaware of procedures and conditions for dismissal, withdrawal, and deferment	

Criterion		Validated	Provisionally validated	Not validated	Comments
	clear, precise and fair for all learners				
(2.8)	Clear and appropriate procedures for handling academic conflicts of interest and academic dishonesty (including plagiarism, cheating, and collusion) are implemented consistently	Clear and appropriate procedures for dealing with academic conflicts of interest and academic dishonesty are implemented consistently	Procedures for dealing with academic conflicts of interest and academic dishonesty are not consistently implemented	Staff and learners are unaware of procedures for dealing with academic conflicts of interest and academic dishonesty	
(2.8)	There are formalised arrangements for learners to appeal and to resubmit work or resit examinations	Learners know the regulations and processes for reassessment and for appealing an assessment decision	Regulations and processes for reassessment and for appealing an assessment decision are not implemented consistently	Staff and learners are unaware of regulations and processes for reassessment and for appealing an assessment decision	
(2.9)	The programme handbook including (at a minimum) programme structure, progression	All learners receive comprehensive programme handbooks in the first week of their programme	The template for programme handbooks needs to be improved to make handbooks an even more useful resources for learners	Students do not receive programme handbooks or handbooks do not contain the information which learners need	

Criterion		Validated	Provisionally validated	Not validated	Comments
	requirements, assessment requirements for each component, programme regulations, textbooks, any additional costs, and availability of support services, is made available to all learners at the commencement of their programme				
(2.10)	The programme is comparable in terms of level and duration with specified similar programmes offered internationally	The course is comparable in terms of level, length and type with similar programmes offered internationally	Comparability of the programme with similar programmes offered internationally needs to be articulated	The course is not comparable with similar programmes offered internationally	
(2.10)	There are formalised arrangements for the moderation and marking of assessments	Every course is subject to cycles of internal and external moderation of assessments	There are pockets of good practice but moderation schedules are not implemented consistently	There is no moderation of assessment	

Criterion		Validated	Provisionally validated	Not validated	Comments
(2.10)	Systematic evaluation of teaching by the management and by learners	Teaching is routinely evaluated and results are used for improvement purposes	Ad hoc learner surveys and/or management observations are conducted	Teaching services are not evaluated	
(2.10)	Regular and effective review and revision of courses incorporating employer, learner and graduate feedback	Programmes and courses are systematically reviewed and improved using stakeholder feedback	Programme reviews are conducted occasionally but without input from all stakeholder groups	There is no system for reviewing and improving programmes and courses	
(2.10)	There are effective systems for the quality assurance of learners' results, including rigorous processes for moderation of assessments, approval of results and eligibility to graduate	There is a quality assurance system for reviewing and approving assessment outcomes at programme, department and institutional levels	Assessment results are approved at some level of the institution before they are released to learners	There is no system for quality assuring assessment outcomes	
3. Resources for the programme					

Criterion		Validated	Provisionally validated	Not validated	Comments
(3.1)	All teaching staff (full-time and part-time) have appropriate qualifications and work experience	All teaching staff (full-time and part-time) hold a qualification higher than the level at which they are teaching and have sufficient work experience (at least 2 years) directly related to the course they are teaching	The majority of teaching staff hold a qualification higher than the level at which they are teaching and some relevant work experience	As many as half of the teaching staff are not qualified at a level higher than the level at which they are teaching and/or do not have relevant work experience	
(3.1)	Technical staff directly involved in training are sufficient in number and have adequate qualifications and work experience	Technical staff are sufficient in number and have relevant qualifications and sufficient work experience to support the programmes	Technical staff are insufficient in number, and/or do not all have adequate qualifications and work experience	Technical staff are insufficient and do not have adequate qualifications and work experience	
(3.2)	Laboratory and/ or workshop facilities are appropriate, available and accessible for the learners and staff on campus	Laboratory and/or workshop facilities are appropriate, available and accessible for the learners and staff on campus	Improved access is required to adequate laboratory and/or workshop facilities	Laboratory and/or workshop facilities are not appropriate and not sufficiently available to meet the needs of staff and learners	
(3.2)	ICT facilities are adequate, open at hours that meet learners' needs, and	ICT facilities are adequate, and are equipped with internet connections; and	ICT facilities are available but insufficient for the student population; internet	ICT facilities, internet connections and opening hours are inadequate to	

Criterion		Validated	Provisionally validated	Not validated	Comments
	adequately equipped with internet connections	opening hours are sufficient to meet the needs of learners	connections are sporadic and the opening hours are not conducive for all groups of learners	meet the needs of all learners	
(3.2)	The library is accessible for learners and staff on or off campus during convenient hours	Staff and learners have access to the library during convenient hours	The library is not always accessible to staff and learners during convenient hours	There is little or no access to the library for staff and learners	
(3.2)	Sufficient specialised equipment are available for the purpose of training the number of learners enrolled in the programmes	Specialized equipment are available for the number of learners enrolled in the specific training programmes	There are some deficits in terms of the availability of specialised equipment	Specialized equipment are inadequate for the training programmes	

2.2 Annual Programme Review

An annual monitoring and review process is in place to ensure that the approved programme is fulfilling the requirements of the validation document and that performance is in line with UniSey's expectations.


As with the original programme development and validation, the process is defined, and in some parts organized by the QA Office, and entails a number of stages. The process is rigorous but it is also realistic in terms of the time and effort spent by members of the programme team and the costs for the institution. Basically, the annual programme review (APR) encourages scrutiny at the departmental level, guided by the respective Faculty.

Annual Programme Review (APR) is a key quality assurance tool in the provision of quality learning experiences for students. It provides Departments with the opportunity to reflect on programmes from the previous year, and how best to strengthen good practice and/or address areas needing attention; hence it aims at continuous improvement of the quality of the taught programme offered by the university. Its main function is to provide a regular check on ongoing learning and teaching provisions at an operational level. Throughout, the focus should be on the student experience, the quality of learning and learning opportunities.

Producing an APR

Each Department should produce, on an annual basis, one report on the performance of each of its programmes. Although this is an annual process, Departments are encouraged to meet regularly in the course of an academic year to discuss their respective programmes. This ensures constant rather than simply periodic monitoring.

A good APR review will draw attention to:

- the appropriateness and effectiveness of the teaching methods, assessment strategies and learning outcomes of a programme;
 - any changes to modules and/or programmes;
 - any problems arising in a particular programme, along with any steps taken to resolve them;
 - how student feedback obtained through module evaluations has been considered and appropriate action taken as and when required;
 - relevant comments on the programmes from external examiners, employers and SQA;
- 

- trends in student recruitment, progression and achievement and, in particular, identification of further ways to support certain groups of students in meeting the learning outcomes of their programme(s);
- any new developments in learning and teaching that might be disseminated within and outside the Department.

It is advisable to have two levels of monitoring and scrutiny: i) at the level of the programme and Department, and ii) institutional.

Departments should:

- monitor programme operation on an ongoing basis throughout the year;
- take prompt action, when appropriate, in response to feedback;
- fully document all matters raised and all outcomes reached.

The QA Office should:

- produce a separate APR summary for all UniSey programmes (including those with partner institutions). This should specify:
 - any actions identified as a result of the review discussions;
 - who should follow up on these actions; and
 - the timeframe for completion and feedback.

Roles of Programmes and Departments

Each Programme should have a Programme Convenor⁵. It is the responsibility of the Programme Convenor to write the APR report for an individual programme. Given the small size of UniSey programme cohorts, the APR can be brief but should focus on how standards are assured and the student experience maintained.

To facilitate the production of APR reports, Departments should consider holding: biannual meetings to discuss their respective programmes and provide evidence-based information on:

- programme management information (*student recruitment, progression and achievement data*);
- learning and teaching developments/enhancements;
- any new features of the programme, teaching and assessment methods, or plans for their introduction;

Account should be taken of:

- external examiners' reports. The APR report should make explicit reference to the reports of external examiners and how recommendations will be addressed;
- periodic review reports and action plans (where actions remain outstanding);

⁵ A Programme Convenor is a member of academic staff with overall responsibility for the management and quality of a specific programme and who is contacted for advice on academic matters.

- student programme and module survey results, both internal and external;
- UniSeY graduate destinations;
- student surveys and external feedback. Feedback from students is imperative, be it from employers, alumni and other external stakeholders.

The means of obtaining the views of students is summarized in the following table:

GETTING THE VIEWS OF STUDENTS

Student evaluation is not only a key part of annual monitoring but it should also be carried forward to inform periodic programme reviews.

It is conducted at the end of each module for local and international programmes, prior to and after all types of assessments follows:

Year cohort	When to complete evaluation
Year 1	At the beginning of the 2 nd year
Year 2	At the beginning of the 3 rd Year
Year 3	Before the end of the 3 rd year

An Evaluation Report Template is designed to provide for a summary of students' experiences, raw scores and graphs. A copy of these reports shall be forwarded to the QA Office and key issues will inform the APR report.

Copies of the various templates currently in use are shown as supplements to this section of the Manual (under the rubric of APR 1a and 1b).

The overall intention is to capture the journey from admission to graduation. Thus, key issues will include:

- Timely receipt of assessments and feedback
- Academic support to students all the way from application , registration and welfare rights through to the end of their studies
- Did the exam meet their expectations
- Did they have enough past papers to practise on
- Did they have enough time in the exam for the questions
- How well did the exams match learning outcomes
- If there were varied facilitation strategies, how students responded
- If there were varied assessment types
- Timely receipt of final results

Amending a Programme

UniSey can make amendments to programmes that have already been validated by the Seychelles Qualifications Authority. The SQA has set criteria to guide providers on the types of amendments that can be made within a programme and when to re-submit for validation. These criteria are found in the Programme Validation Guide for Providers, Version 1, July 2012, and relate to minor and major changes.

The process to make a Minor amendment is as follows:

- The Head of Programme completes the relevant APR Form provided by the QA Office and submits it to the Dean for approval.
- Once approved by the Dean, the form must be submitted to the QA Office.
- The QA Office will convene a meeting for approval.
- The form, noting any changes, is duly signed by the Chair of the meeting and is returned to the Dean for required action.
- The QA Office records the changes against the original DPD.

All changes to the DPD must be shown separately until the next Annual or Periodic Programme Review.

APR Supplements

- APR 1 Student Evaluation Templates***
- APR 2 Minor Amendments to Programmes and Modules***
- APR 3 Report Template***
- APR 4 Examples of Good Practice***
- APR 5 Action Plan to Address Shortcomings***
- APR 6 Update on the Previous Year's Action Plan***

APR 1 STUDENT EVALUATION TEMPLATES

In addition to the guidelines that follow for digital evaluation, detailed evaluation procedures have been established for different types and modes of study. These will be accessible to users of this Manual through a series of links.

APR 1(a) GUIDELINES FOR STUDENT EVALUATIONS (Digital)

Introduction

Evaluation of teaching, learning and student satisfaction with services and facilities at their disposal is key to enhancing student learning experience and positive learning outcomes.

Scope

This set of guidelines outlines the evaluation of student learning across campuses and covers the nature and time-frame for each type of evaluation for different programmes. These guidelines are applicable to surveys conducted online through the use of SurveyMonkey. SurveyMonkey is a tool that allows users to create their own surveys using question format templates. The basic version of SurveyMonkey is free; an enhanced version is also available at a cost (<http://www.surveymonkey.com/>)⁶

Administration of the Survey

Students will be advised to access their IFNOSS account and will be able to access the link which will enable them to respond to the survey within the period of time stated in the advert. All feedback will come back to the administrator of the evaluation, who will compile the analysis generated and prepare a report.

Types of Evaluation

- a) Evaluation of Services and Facilities
- b) Evaluation of Modules and Delivery
- c) Evaluation of Internships/Work-based Experience
- d) Evaluation of Project Supervision

This is also applicable to dissertations at undergraduate and postgraduate level and to Action Research on Diploma programmes.

⁶<http://dots.ecml.at/TrainingKit/Activities/SurveyMonkey/tabid/2813/language/en-GB/Default.aspx>

Timeframes

- a) Evaluation of Services and Facilities. This is a biannual evaluation which is aimed at identifying areas of weakness as well as monitoring and ensuring the provision of quality and effective facilities and services. Facilities and services will include classrooms, library, canteen (snack shop), internet and related IT facilities.
- b) Evaluation of Modules and Delivery. The objectives will be similar to those indicated for a) above but also to check and monitor whether the quality of delivery meets the expected/required standard, participants' progress in the module, and, additionally, identify any worrying shifts. This evaluation is conducted twice during the academic year.
- c) Evaluation of Internships/Work-based Experience. This type of evaluation is applicable to both the intern and the employer. Each individual will respond to a different evaluation form. The aim of the evaluation is to generate feedback on the intern's performance, behaviour and contribution to the organisation, on the one hand, and on the intern's own experience and what he/she has acquired during the internship, on the other. The results collected will allow UniSey to ascertain whether the objectives of the internship have been met, to consider how to enhance the experience and to act if any remediation is required.
- d) Evaluation of Project Supervision. This evaluation is aimed at generating students' views and experiences regarding the support, guidance and monitoring provided by their assigned supervisors. If they are encountering any difficulty, this evaluation will provide the QA Office with the necessary information for the faculty to act upon.

The interns will be advised to access the link via IFNOSS on the day the project is assigned and they will need to provide feedback two weeks before the submission date of the project.

Steps and Procedures

For the different types of evaluation:

- 1) Set the date (for conducting the evaluation and receiving feedback) in accordance with the specific period set by the guidelines. The feedback period should not exceed 3 days.
- 2) Prepare the notices to be placed on the notice boards and IFNOSS to inform the student. Access UNIZONE→QA Section →UniSey's Evaluation for Student→ Student Evaluation Notices Template.

- 3) Log in to the SurveyMonkey account. In case any difficulty is encountered kindly contact UniSey IT Department.
- 4) Open the collector which gives access to the each “Type of Evaluation” and set the closing date for when the link will no longer be accessible.
- 5) Copy and paste the link on IFNOSS and on all the notices.
- 6) Put up all the notices on the notice boards and upload on IFNOSS to inform all students on the relevant campuses (depending where the survey is taking place).
- 7) After the survey is over, the link will automatically close. Kindly verify that it is closed.
- 8) After the date of closure, the administrator should access the SurveyMonkey and select the survey that has just been conducted before selecting “Analyse Results”. Then select “Export All” and choose “All Summary Data”.
- 9) When the ‘export’ process has been completed, the administrator should go to “Exports” and download the form (results) in PDF format. Forms should be saved in Unizone → QA Section → UniSey’s Evaluation of Student→ Student Evaluation Analysis folder.
- 10) Print the results and assess the weaknesses, strengths and suggestions provided by the students. A preliminary report should be written within 4 days.
- 11) On the 5th day, submit the preliminary report to the Director of QA for review. Access Unizone → QA Section → UniSey’s Evaluation of Student → Student Evaluation Reports → Student Evaluation Report template.
- 12) The Director of QA will assess the report and communicate the results and recommendations to the deans for further action.

Feedback and Action Plans

QA office to:

- a) identify key areas for redress and communicate these to the respective Deans or UniSey services within the first 48 hours of receiving students' feedback;
- b) advise students through the Student Support Section that issues raised are being taken care of by the respective faculties. Other student-related feedback will be posted publicly in the form of “You said...We did” posters to keep students informed of the outcome of feedback provided at their end. The link is given to the student on the day the project is assigned. Evaluation should be completed two weeks before the submission date of the project;
- c) provide a more detailed analysis of the strengths and weaknesses within 3 weeks of receiving students' feedback;
- d) circulate analysis to the Executive Team;
- e) request remediation of weaknesses and consolidation of strengths;and

- f) advise students of the outcome of the evaluation (as applicable to them) through the Student Support Office or Student Union. Depending on the severity of the weaknesses, departments/faculties will come up with an action plan for remediation purposes.

APR 1(b) GUIDELINES FOR STUDENT EVALUATIONS (Manual)

The Student Evaluations which are conducted manually, that is through the use of a hard-copy version of the Evaluation forms, are subject to similar provisions detailed out in the 'Introduction' and 'Scope' sections for digitally conducted Student Evaluations.

Types of evaluation

a) Evaluation of Internships/Work-based Experience

This type of evaluation is applicable to the employer. The aim of the evaluation is to generate feedback about the intern's performance, behaviour and contribution to the organisation. The employer will receive hard copies of the evaluation forms (**Template form-Appendix SE1**) two weeks before the end of the internship. Feedback must be submitted before the last week of the completion of the internship to the QA Office or Student Support Services. The results collected will allow UniSey to determine if the objectives of the internship have been met, to determine how to enhance the experience and how to act in case any remediation is required.

b) Evaluation of Workshops, In-house Programmes and Short Courses

This evaluation is aimed at generating the participant's views and experience of the sessions followed, knowledge acquired, administrative support received and the quality of catering services on offer for the time enrolled at UniSey.

The students will be given a copy (**Template form- Appendix SE2, SE3 and SE4**) either through the Student Registration Office or the Lecturer, prior to the start of the sessions. Students should return the questionnaire to the Student Registration Office on the last day of the programme and the Student Registration Office will forward the copies to the QA Office.

Steps and Procedures

To be followed by the administrator of the evaluation:

- 1) set the date (for conducting the evaluations and receiving feedback) in accordance with the specified period set by the guidelines, and as set out in the table below;
- 2) ensure copies of evaluation forms are ready for distribution ahead of the due date of the survey;
- 3) distribute the copies of the survey, either
 - a) directly to the students, or
 - b) through the lecturers, or
 - c) through the Student Support Service Office;
- 4) students and other participants will complete the questionnaire in their own time and submit it before the deadline specified in a schedule that will be provided. ("Feedback Period");
- 5) Students should submit their evaluation sheets to either the Quality Assurance Office or the Student Support Service Office.

- 6) QA Officer analyses the responses, summarises and presents a report to the Director of QA;
- 7) Director of QA assesses the report and communicates the results and recommendations to the Deans for further actions.
- 8) Other student-related feedback will be posted publicly in the form of “*You said...We did*” posters to inform the students of the outcome of their feedback.

Appendix SE1: Internship /Work-based Experience form (Employer)

Date:

Address:

Dear Sir/Madam

Internship /Work-based Experience Evaluation Form

UniSey extends its deep appreciation to you and your (company/Ministry) for being receptive to its (Internship/Work-based Experience) Programme and accommodating its student(s) (name or names inserted here) for the past (number of weeks/months or dates to be inserted here).

To ensure the continuing success of this programme, UniSey welcomes your comments on the performance of the interns. Towards this end, you are kindly invited to assess the work performance of the student using the attached evaluation form.

This form should be completed by whoever was the intern's supervisor during the (Internship/Work- based Experience). In cases where the student(s) had more than one supervisor, we would welcome an assessment that takes into consideration comments from each supervisor. This can either be done on separate evaluation forms or by having all the supervisors provide a combined evaluation on one assessment form.

*It would be appreciated if completed evaluation forms could be sent to **[insert name]**, Director of Student Services, University of Seychelles, Anse Royale, and Email: **[insert as appropriate]** within two weeks of the completion of the (Internship/Work- based Experience).*

UniSey thanks you once again and looks forward to your continued support.

Yours sincerely/faithfully,

[Insert name]

Director of Student Services

INTERNSHIP EVALUATION REPORT⁷

Employer's Evaluation Report

Intern:

Date:

Employer:

	Excellent	Very good	Good	average	Unsatisfactory
Skills/knowledge					
Demonstrates/applies relevant skills/knowledge for duties assigned					
Demonstrates understanding of supervisor /workplace expectations					
Communication skills					
Leadership skills					
Workplace conduct					
Professional behaviour					
Effective time and resource management					
Capacity to makes informed decisions					
Seeks assistance as appropriate					
Sets realistic targets					
Sense of responsibility					
Punctuality					
Regularity of attendance					
Compliance with deadlines					

⁷ Adapted from http://www.d.umn.edu/~jschultz/Evaluation_Report.doc.

Attitude					
Flexibility					
Sense of initiative					
Accepts and makes constructive use of criticisms					
Friendly and courteous					
Relationships with others					
Works well with supervisor					
Works well with colleagues					
Works well with visitors and members of the public (as applicable)					

1. Overall, did your student intern perform the assigned duties in a satisfactory manner and accomplish what you expected of them? ☐ Yes ☐ No

2. Do you have suggestions or comments as to how we might enhance the Internship Programme to benefit your organisation and the experience of UniSey students?

3. Other comments:

Supervisor _____

Date _____ Official stamp

Appendix SE2: Internal Workshop Evaluation

Workshop Evaluation Form (Internal Workshop)

Date:

Venue:

Title of workshop:

Name of Facilitator:

The Logistics	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Sure/NA
1. Participants were notified of the organisation of the workshop sufficiently in advance to make necessary adjustments to their existing schedules					
2.					
3. IT-related equipment for the workshop was appropriate and in proper working condition					
4. The catering services were satisfactory					
5. A variety of quality snacks and beverages were served					
6. Transport arrangements, whenever needed, were satisfactory					
7. The room was comfortable and conducive to learning					
8. UniSey Staff were in general: (a) friendly (b) helpful (c) welcoming					
The Sessions					
9. The objectives were: (a) very clear (b) met					
8. The content of the sessions was relevant to my official/professional responsibilities					

9. The delivery method was clear and easy to understand					
10. The materials and powerpoint presentations were clear and useful					
11. The sessions have enhanced my understanding /knowledge of the subject					
12. The sessions provided opportunities to apply knowledge acquired					
13. The facilitator was well prepared					
14. The facilitator interacted with participants					
15. The facilitator provided sufficient time for questions and answered these promptly					
16. The facilitator used time efficiently					

Beyond the workshop:

• Indicate at least one of the professional enhancements linked to this workshop that you would want to pursue in the future
.....

• Indicate at least three areas you would want UniSey to improve on for any future workshop

1.

2.

3.

• Indicate one different topic area on which you would like UniSey/QA to organise a workshop in the future

.....

Thank you for taking the time to complete this questionnaire

Appendix SE3: External Workshop Evaluation

Workshop Evaluation Form (External)

Date:

Venue:

Title of workshop:

Name of Facilitator:

	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Sure/NA
The Logistics					
1. The schedule was communicated in good time					
2. IT-related equipment for the workshop was appropriate and in proper working condition					
3. The catering services (snacks/beverages) were satisfactory for: (a) midmorning break (b) lunch (c) mid-afternoon break					
4. The room was comfortable and conducive to learning					
5. UniSeY Staff were in general: (d) friendly (e) helpful (f) welcoming					
6. Overall the workshop was well organised					
The Sessions					

7. The objectives were: (c) very clear (d) met					
8. The content of the sessions was relevant to my official/professional responsibilities					
9. The delivery method was clear and easy to understand					
10. The materials and power point presentations were clear and useful					
11. The sessions have enhanced my understanding /knowledge of the subject					
12. The sessions provided opportunities to apply knowledge acquired					
13. The facilitator was well prepared					
14. The facilitator interacted with participants					
15. The facilitator provided sufficient time for questions and answered these promptly					
16. The facilitator used time efficiently					

Beyond the workshop:

- Indicate at least one of the professional enhancements linked to this workshop that you would want to pursue in the future
.....
- Indicate at least one area you would want UniSey to improve on for any future workshop
.....
- Indicate one different topic area on which you would like UniSey/QA to organise a workshop in the future
.....

Thank you for taking the time to complete this questionnaire.

Appendix SE4: In-house/Short Course Evaluation

Student Evaluation Form

Date:

Venue:

Title of workshop (Course Code): Name of Facilitator:

The Logistics	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Sure/NA
1. The schedule was communicated in good time.					
2. IT-related equipment for the sessions was appropriate and in proper working condition					
3. The catering services, snacks/beverages were satisfactory for:					
(a) - midmorning					
(b) – Lunch					
(c)- midafternoon					
4. The room was comfortable and conducive to learning.					
5. Overall the sessions were well organised					
6. UniSeY staff were in general:					
(a) Friendly					
(b) Helpful					
(c) Welcoming					
The Sessions					
7. The objectives were very clear					
8. The content of the sessions was relevant to my official/professional responsibilities					
9. The delivery method was clear and easy to understand					

10. The materials and ppt were very clear and very useful					
11. The sessions have enhanced my understanding /knowledge of the subject					
12. The sessions provided opportunities to apply knowledge acquired					
The facilitator					
13. Was knowledgeable in the subject					
14. Was well prepared for the sessions					
15. Enhanced my interest in the subject					
16. Used time efficiently					
17. Interacted with participants					
18. Provided sufficient time for questions and answered these promptly					
19. Provided prompt feedback on our performance					
20. Provided useful feedback on our assessment					

Beyond the sessions:

- Indicate at least one of professional enhancements linked to this course that you would want to pursue in the future.
.....
- Indicate at least one area you would want UniSeY to improve on for any future courses.
.....
- Indicate one different area you would want UniSeY to organise for next year.
.....

Thank you for taking the time to complete this questionnaire

APR 2 MINOR AMENDMENTS TO PROGRAMMES AND MODULES

This form should be completed and signed by the Head of Department and signed by the Dean of Faculty and External Examiner (as applicable) to indicate the proposed changes.

NAME OF PROGRAMME:		
Estimated percentage to programme	%	Proposed implementation date
Total percentage of changes made since validation	%	Date of Faculty Board meeting
Date reported to the QA Office		
Please tick one of the boxes below then complete all the remaining sections of this form		
Proposal to:	Amend an existing module	
	Delete a module	
	Add a new module	
	Add an existing module from another programme	
	Amend assessment methods	
	Others (please specify):	
Brief outline of the proposed changes		
Reasons for these changes		

Comments from students			
Resource implications			
Dean's signature (to confirm availability of resources within the faculty)			
Financial Controller's signature for resources (as applicable)			
Comments from the external examiner			
Signature of external examiner			
Signature by the QA Office to confirm that the form has been properly completed		Date	
Comments from the QA Director/Officer as applicable			
Code assigned to module	Data entered on	Data entered by	

NOTE: All sections of this Form must be completed. Failure to do so will result in the form being returned. Please write N/A for any particular section that is not applicable.

This form should afterwards be forwarded to the QA Office.

Academic Year	
Programme	
Department/Faculty	
Report Author	

Executive summary

Indicate the overall health of the programme over the past academic year; the effect of any enhancement activity, future direction, relevant opportunities and challenges; and any other relevant areas to be highlighted.

Section 1	
Key changes and events	Reflect and comment on key activities that occurred in the year under review
Analysis of cohort	<p>A) Indicate if there were significant trends or changes relating to:</p> <ul style="list-style-type: none">✓ Retention✓ Progression✓ Performance✓ Degree classification <p>B) Reflect on the identified significant trends taking into account:</p> <ul style="list-style-type: none">✓ Proposed actions by the Department and whether Faculty-level action was required✓ Students' performance, attainment, gender, disability status, etc., as applicable)✓ Any good practices

Employability	<p>A) Indicate if there were significant changes/issues in relation to:</p> <ul style="list-style-type: none"> ✓ Employment trends or any employability initiatives ✓ Any good practices <p>B) Reflect briefly on the trends/changes and, where applicable, indicate any proposed actions at department level and whether faculty actions were necessary</p>
Evaluation	<p>A) Indicate if there were significant trends in the outcome of evaluations carried out</p> <p>B) State the changes in trends and outcomes</p> <p>C) Reflect briefly on the trends in outcomes of the evaluation outcomes</p> <p>D) Note examples of good practice</p>
Provisions for students with disabilities	<p>Indicate if there were students with disabilities</p> <p>Reflect briefly on the suitability of the programme delivery and activities for students with disabilities</p>
Resources	<p>A) Note any good practices</p> <p>B) Reflect on any areas where shortage of resources was an issue</p> <p>C) Note proposed actions at Department and/or Faculty level to redress the matter</p>
Attainment of learning outcomes	<p>A) Indicate the extent to which the programme has achieved its aims</p> <p>B) Indicate the extent to which students have achieved the learning outcomes</p> <p>C) Note any good practices</p>
<p>Student and staff feedback at programme level</p> <p><i>Please include any key issues that students or staff have raised via module evaluations since the last report, and any action taken in response to this feedback (including how changes have been communicated back to students and staff).</i></p>	
<p>Student recruitment data</p> <p><i>Using data available from IFNOSS, please comment on trends in recruitment on the programme over the last three years, making explicit reference to the data. Please</i></p>	

comment (as appropriate) on:

- *any reasons for changes in recruitment levels;*
- *performance against recruitment targets;*
- *performance against wider department trends.*

Progression and retention data

Please comment on trends in progression or retention on the programme over the last three years, making explicit reference to the data. Please comment (as appropriate) on:

- *any reasons for changes in progression or retention at each level of study;*
- *performance against wider department trends.*

Resources

Please provide an account of any significant changes to the resource base for the programme(s) (e.g. staffing levels, library provision, IT and specialist equipment, teaching space) and explain how these have been managed.

External examiners' reports

Evaluate the impact/effectiveness of any action taken or changes made to the programme(s) in response to previous and current external examiner's reports.

Careers and alumni

Using data available from IFNOSS, please comment on the employability of graduates from the programme, including graduate destinations, and identify any trends in alumni careers as appropriate.

Regulatory body visits and/or reviews

Please provide details of any reviews and/or reports by SQA or partner institution since the last APR report. Please outline any significant issues raised during the visit/in the report and identify how these have been addressed (with timescales).

Diversifying the curriculum

Please indicate how/if this programme has attracted students with disabilities. Outline how the programme considers equality and diversity within the curriculum.

Please provide a reflection on what equality and diversity within the curriculum mean in the context of this programme.

Innovative practice and enhancement

Please outline what has been done in the past academic year to improve the student experience of the programme(s) and which might deserve consideration by other departments or more generally across UniSey (e.g. any enhancements that have arisen as a result of student engagement or innovative teaching/learning activities, and/or any instances of good practice identified).

Approval	Name
Faculty Board	Name Signature Date

Note: A copy of this report should be forwarded to the QA Office

APR 4**EXAMPLES OF GOOD PRACTICE**

Subject/topic	Examples of good practice	Who to contact for further information?

Note:

- 1) A copy of this form should be forwarded to the QA Office.
- 2) Instances of good practice to be communicated to Faculties.

APR 5**ACTION PLAN TO ADDRESS****Action Plan for Next Academic Year**

In the table below, outline the action plan for the forthcoming academic year (adding extra rows as required). Reference should be made to any planned changes: e.g. the Teaching and Learning Strategy, issues identified in student feedback, etc.

Problem/issue	Performance indicator	Person responsible	Proposed action	Deadline	Report section number

Note: This form should be sent to the QA Office through the Dean.

Action (include report section number)	Deadline	Person responsible	Update on progress	Report section number

APR 6

UPDATE ON THE PREVIOUS YEAR'S

Action (include report section number)	Deadline	Person responsible	Update on progress	Report section number

2.3 Periodic Programme Review

In addition to the original process of programme development and validation, and to the annual reviews, it is required that all UniSey programmes undergo a periodic programme review.⁸ This will normally take place every five years, in accordance with the SQA's own timeframe for validation and review. However, to provide ample time to complete the internal QA processes and meet the six-months deadline that the application documents are submitted to SQA, the QA Office will initiate the process approximately one year before the validation period expiry date.

A periodic review enables the programme team and all stakeholders to assess whether the programme still has currency and/or whether fundamental changes are needed.

1 Definition and Purpose

The Periodic Programme Review (PPR) is a developmental process which ensures that programme policies, practices and procedures are operating as intended, to safeguard teaching and assessment standards, hence providing a high-quality learning experience for students.

The purpose and aims of PPR are:

- to assess the effectiveness of a programme's academic quality and standards and to ensure that the agreed policies and procedures are operating as intended;
- to enable the Department to consider how to enhance the programme and the student experience;
- to consider how a Department is developing and implementing its *Learning, Teaching and Assessment Strategy*, and how UniSey's graduate profile is reflected in the curriculum;
- to evaluate the currency of a Department's programmes in the context of developments in the discipline and its success in achieving its aims, and to consider its future plans;
- to review all partnerships and partner-supported delivery;
- to commend and disseminate good practice;
- to provide public information on the quality and standards of programmes offered in the Department.

⁸ UniSey's Periodic Programme is informed by the QAA's *Institutional Review of Higher Education Institutions in England and Northern Ireland: A Handbook for Higher Education Providers* (March 2012), the new QAA *Higher Education Review Handbook for Providers* (June 2013), and the QAA *UK Quality Code for HE* (2013) (Chapter B8: Programme Monitoring and Review).

In view of the PPR being key to ensuring programme quality, a degree of formality and objectivity is imperative. There should also be a structured and rigorous evidence-based dialogue, allowing for high levels of transparency and a free flow of information. The review should be undertaken by a panel of peers in partnership with the department and in a spirit of openness which encourages the embedding of good practice.

The process allows for major amendments to the programme, which may comprise some of the following:

- change of title (where this reflects changes to the programme content);
- addition of a new programme pathway;
- the withdrawal or addition of a large number of optional modules at the same time;
- introduction of new modes of study (e.g. distance learning);
- upgrading of Post Graduate Diploma to Master's Status;
- upgrading to Honours level.

2 The Review Procedure

Initiated by the QA Office, the PPR shall take place at the end of the relevant academic year in a 5-year cycle.⁹ The exact dates shall be confirmed beforehand, in liaison with the respective Dean and Head of Department.

Deans shall agree on the composition of a review panel and take into account any accreditation visits which may have been scheduled.

3 Topics for Review

The specific topics for review are as follows:

- to advise how the quality of the educational provision and student learning experience under review might be further enhanced;
- to identify any aspects of the provision that are particularly innovative or represent good practice;
- to ascertain whether the programmes remain current and valid in the light of: developing knowledge in the discipline and developments in teaching, learning and research (including technological advances); and changes in student demand, employer expectations and employer opportunities (as appropriate);

⁹ As determined by the Seychelles Qualifications Authority (SQA).

- to identify whether the programme specifications are being delivered, learning outcomes achieved, and quality and standards maintained (e.g. in the light of international subject benchmark statements);
- to evaluate whether effective links are in place between student learning and discipline-based research in the departments;
- to recommend actions to remedy any shortcomings;
- to report findings of the above to the university;
- to recommend to the university whether the taught programmes of study under review should continue, or continue subject to certain conditions, or be discontinued; and
- to ensure that any partners involved in the programmes remain of sound quality and reputation.

4 The PPR Panel

The review panel will be appointed by the respective Dean (with the approval of the QA Office) and will comprise:

- a Chairperson (an academic);
- two other members of academic staff;
- at least one external member with relevant industrial or other experience but with no operational links to the Faculty or subject under review; the person appointed will provide expert judgment on content and assessment
- a student who should be a Faculty or Programme representative and/or nominated by the Student Union; and
- a QA Office representative (Secretary).

The panel members are expected to:

- identify significant themes/issues for discussion;
- construct and manage an agenda for the Periodic Programme Review which enables them to explore these issues through dialogue with the Department /institute;
- pursue lines of enquiry which allow them to test and verify whether current practices, structures and procedures are fit for purpose;
- make evidence-based judgements about the maintenance and enhancement of quality and standards.

The Secretary of the Panel will brief all members on their respective roles, based on guidelines for panel membership described in Section 2.1 of this document. The Secretary will also explain

- the scope of the PPR;
- the timeframe for the process;
- the rationale for the panel composition.

Other tasks of the Secretary include:

- to provide all advanced documentation;
- to allocate areas of focus to each panel member;
- to ensure proper documentation of panel recommendations;
- to circulate panel decisions for panel approval within the week following the PPR;
- to circulate the final report within a month of the PPR; to follow up and report on any related issues as directed by the Chair; and
- to submit a copy of all documentation to the QA Office

5 Departmental Responsibilities

The Department should, effectively, drive the process and its responsibilities should include:

- advising the QA Office on a suitable composition of panel membership;
- arranging for staff and student representatives (undergraduate and postgraduate) to attend meetings with the panel as requested;
- disseminating the PPR report to all staff concerned;
- nominating a staff member to lead post-PPR responsibilities; and
- addressing recommendations from the PPR report.

PPR Supplements

- PPR 1 Documentation***
- PPR 2 Self-Evaluation Document (SED)***
- PPR 3 Planning Prior to Panel Visit***
- PPR 4 Appointment and Terms of Reference for Review Panel***
- PPR 5 Letter to External Reviewers***
- PPR 6 Student Panelists***
- PPR 7 Supporting Documentation***
- PPR 8 Indicative List of Panel Activities***
- PPR 9 Meetings with Students***
- PPR 10 PPR Report***
- PPR 11 Evaluation of PPR Panel Experience***

PPR 1 DOCUMENTATION

The PPR panel will be informed by various documents, with the key material being provided by the Faculty. Additional documents may be requested during the process of inspection (which takes the form of the panel visiting the institution and assessing the application for renewal) and, additionally, a sample of student work should be available for inspection.

Before the panel visit, the following should be remitted to the QA Office:

A Self-Evaluation Document
Annual Programme Reports
External Examiners Reports
Current Programme Handbook
Teaching and Learning Strategies/Plans
Minutes of Assessment Boards
Student Evaluation Reports
Programme Regulations
Assessment Regulations
A set of longitudinal data that tracks at least the recent graduating programme cohort through the whole programme
Staff (academic and support) CVs

1 Executive Summary

This should include:

- a summary of the strengths, weaknesses and areas for improvement identified throughout the SED;
- the team's proposals for taking the provision forward;
- the issues which the team would particularly wish to focus on during the review day.

Teams may find it useful to start their preparation of the SED by producing a SWOT analysis. Whichever method of reviewing and evaluation is used, it is important that the points which appear here be found and expanded upon in the other sections of the SED.

2 The Scope of the Review

Brief factual information to define the scope of the review in terms of academic provision:

- programme titles within the subject, and associated programmes that draw on the subject, as appropriate;
- student numbers on programmes, indicating mode of study;
- location(s) (where the subject is delivered);
- level (undergraduate, postgraduate, etc.).

Most teams include the information required in table format.

3 Faculty Strategy

- What is it and how does the provision link to this?
- How does the Faculty strategy make links with other – more specific – strategies, such as for learning, teaching and assessment?

This section should make clear the links between the current and future direction of the individual programme(s) and the strategic direction that the faculty intends to take.

4 The Review Process

A brief outline of how the team approached the self-evaluation exercise and the documentation used.

5 Summary of Strengths and Weaknesses

Identify not only areas of good practice but also what needs to be improved.

6 Learning Outcomes (as specified in the Programme Handbook)

In this section, the team sets out what the programme aims to do.

- What has informed the intended outcomes for the programme and how well are the intended outcomes supported by the design and content of the curriculum?
- Do staff and students know about and understand the intended learning outcomes? Can all students reasonably be expected to meet the learning outcomes?
- If appropriate, how has the curriculum changed since validation?

This section of the SED covers what the subject team is providing and how this has been arrived at. In this sense, it differs from the other sections which are concerned with evaluations of *how* that provision is operating and being improved.

7 Curricula and Assessment

In this and the following sections, the team evaluates how the characteristics and outcomes are achieved.

- Teams should include an evaluation of how well the curriculum and its assessment contribute to the achievement of programme outcomes.
- This section should also include an evaluation of the curriculum's approach to students with particular characteristics.

Try to be concise and focused, remembering there are other sections of the SED which also allow you to reflect upon the curriculum you offer and its effectiveness.

The key to this section is to ensure that any description is followed by analysis and reflection and that comments are backed by evidence. Keeping to a self-imposed word limit may help to create a certain discipline and shift the emphasis onto evaluation and away from description.

8 Student Entry, Progression and Employability

- Examination of issues relating to recruitment, retention, progression and employability, and strategies to address them, if appropriate.
- Can all students reasonably be expected to progress?

The emphasis in this section is on an examination and evaluation of the data, rather than its description.

9 Quality of Learning Opportunities

- Are teaching methods effective? Are there strategies for staff development to enhance teaching performance?

- How does the team respond to the ability profile of the student intake?
- Is the approach taken to academic guidance and supervision effective?

Evaluate the effectiveness of the methods used and show how reflection on current teaching and learning methodologies affects future practice.

10 Resource Context

- Evaluative comments on the resource provision available to support the programmes, including staff-student ratio, library provision, IT, calibre and expertise of the staff, response to the needs of students with protected characteristics.
- Is there a strategic approach to ensure that resources are effectively managed to support the curriculum?
- Are resources in place to ensure that students have fair and equal access and – in the case of disabled students – that anticipatory action or reasonable adjustments have been explored?

This section is concerned with the resources, human and non-human, available to the subject team and the ways that these are utilised with particular reference to teaching and learning and to improving the student experience.

11 Programme Management and Quality Assurance

- Has the programme been reviewed? How effective were the procedures?
- Is there particular emphasis on the consideration of certain types of data such as results of student feedback? Have problems been rectified or do they still exist?

12 Students' comments on the SED

Students can insert their comments here.

13 Development of the Subject

Teams should use this section to outline how they would wish to see the provision develop over the next 5 years, taking into account factors such as Faculty and university strategy, economic changes, student demographic changes and government policy.

Teams should ensure that future plans are focused, concise, and in line with the needs and requirements of the faculty, and that they include suggestions relative to how these will be taken forward. It is suggested that teams aim for approximately 3 to 4 key objectives.

14 Issues for Discussion with the Review Panel

For many teams this is an important section because the items raised here will often form the basis for the opening discussions the team will have with the chair of the review panel, and should form at least part of the agenda for the review event itself.

At the end of the review event teams should be able to feel that the issues raised here have been addressed either directly or indirectly. That is not to say that specific answers will always be provided for specific questions/issues, but at least the team should feel that there has been discussion and debate.

Once the SED has been completed by the team, it should be submitted to the Dean. This should take place at least ten weeks prior to the review. The Dean will prepare a briefing statement which confirms that the SED is accurate, that it provides all the necessary information, and has been approved by Faculty.

PPR 3	PLANNING PRIOR TO PANEL VISIT
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Date	Activity	Comments
Six months prior	Department completes the SED and organises internal discussions	Refer to PPR 2
Six weeks prior	Department submits the SED with supporting documentation to the QA Office	Refer to PPR 1 for supporting documentation
	Nomination of two external subject specialists as External Reviewers	
Five weeks prior	Formal meeting to discuss the SED with Department staff	
	Arrange student surveys	The QA Office will produce a report on students' opinions of their programme (in addition to module evaluation) for the panel to consider
Four weeks prior	Department to submit full sets of documentation (electronically) to the QA Office	
Three weeks prior	The Dean or Head of Department nominates a staff member to be available to join the PPR panel for its pre-meeting on the morning of the second day of the review (in case the panel requires assistance with any factual questions or to coordinate further information the panel may need)	This person should have an overview of the Department's teaching and procedures
Two weeks prior	Identify and set up meeting room (Base Room) for the panel	

One week prior	A pre-meeting between the panel Chair and the panel Secretary	<p>The agenda for this meeting will include:</p> <ul style="list-style-type: none"> - Identification of broad areas of discussion(to be emailed to panellists); - Review of issues submitted in advance by the External Reviewers; - Clarification of any issues on request; - Confirmation of those members of staff who will meet with the PPR panel; - Logistics for the review.
The week of the PPR	The panel holds a series of meetings over one or two days with staff and students, using the SED as the core document.	<p>All staff and students will be available to meet the panel. The panel may opt to run parallel sessions, with selected panel members concurrently meeting different groups of staff/students.</p>

PPR 4 APPOINTMENT AND TERMS OF REFERENCE FOR REVIEW PANEL

Membership

The appointment of Review Panels will be approved by the relevant Faculty Dean, in association with the QA Office.

All panel members must be sufficiently independent from the programme under review to be able to provide an impartial view on it. External Examiners currently employed by the University may not be appointed as external members of the Panel. Former external examiners or former members of staff may also not be appointed as external members of the Panel if they were employed by the University during the period of time starting from the previous periodic review onwards (i.e. during the preceding five years).

The Department should provide the relevant Faculty with the CVs of three or more potential external reviewers from which the Dean will select two appropriate appointments.

In line with the above, each Review Panel will normally comprise the following:

- A Chairperson who will normally be an academic within the Faculty, but not from the Department whose programme is under review.
- Another member of academic staff who in this case is not a member of the Faculty.
- Two members who are external to the University and of sufficient status and academic expertise to command authority in the educational provision under consideration.
- A student member (appointed by the Quality Assurance Office) who is not a member of the Department under review.
- A Secretary (nominated by the Quality Assurance Director) who will be an administrator with a working knowledge of the expectations of the University's Code of Practice.

The Panel's Terms of Reference

The Periodic Programme Review is an external process which provides an opportunity for in-depth scrutiny and quality enhancement of all aspects of UniSey's programmes. This includes addressing whether our academic standards are being achieved and maintained.

The following constitute the panel's terms of reference.

- To advise how the quality of the educational provision and student learning experience under review might be further enhanced.
- To identify any aspects of the provision that are particularly innovative or constitute good practice.
- To ascertain whether the programmes remain current and valid in the light of developing knowledge in the discipline and developments in teaching, learning and research (including technological advances); and also changes in student demand, employer expectations and employer opportunities (as appropriate).
- To identify whether the programme specifications are being delivered, learning outcomes achieved, and quality and standards maintained (for example in reference to international benchmark statements).
- To evaluate whether there are effective links between student learning and discipline-based research in the Department.
- To recommend actions to remedy any shortcomings.
- To report findings of the above to the University.
- To recommend to the University whether the taught programmes of study under review should continue, should continue subject to certain conditions, or should be discontinued.
- To ensure that any partners involved in programmes of study remain of sound quality and reputation.

PPR 5 LETTER TO EXTERNAL REVIEWERS

Dear ...

The University of Seychelles will be reviewing its *(insert programme details)* between *(insert date)* and *(insert date)*, in line with our local regulatory requirements as well as existing practices carried out by higher education institutions worldwide.

This Periodic Programme Review (PPR) forms an important part of the University's procedures for quality management and enhancement. It is intended to provide the relevant Faculty with insights into the quality of teaching and learning, and to produce agreed action points towards the enhancement of quality.

The University hopes to conduct this Periodic Programme Review in a constructive and collegial spirit, and the review will comprise the consideration of existing documentation, including a self-evaluation document (SED) and programme specifications. It will also entail a visit to the relevant Faculty and a series of meetings on clearly defined topics.

A number of Unisey staff will be involved in the review, together with an experienced senior academic from a department in a comparable University or a senior practitioner in the field. In this context, your name has been suggested and I am, therefore, writing as Chair of this Periodic Review Panel to enquire whether you would be willing to act as an external reviewer in this case.

I have enclosed for your information a copy of the University's procedures for periodic review.

Your role will include the following:

- a visit to the University, normally over 2 days;
- reading documentation sent prior to the Periodic Programme Review (at least three weeks before the review event) and identifying lines of questioning for all meetings;
- commenting on the quality of the documentation provided, including the Self-Evaluation Document;
- writing brief summative notes on the aspect(s) for which you will have been given responsibility;
- contributing to the overview report on the review, including making a judgement on the quality and standards of the provision, providing constructive criticism to the relevant Department, and making recommendations on where improvements could be made;
- providing brief written feedback on the periodic review process.

You may also be invited to chair group meetings on specific aspects of the review.

All notes and reports should be completed by an agreed deadline: usually within one week of the visit to the institution.

This task entails a remuneration of (*insert current fee*), plus reasonable travel and accommodation costs.

I would be grateful for confirmation, at your earliest convenience, of your willingness and availability to participate in this academic exercise.

For any related queries, please do not hesitate to contact me. (*Insert contact details*)

Yours sincerely,

(*Insert name*)

Chair of the Periodic Review Panel for (*state programme title*)

PPR 6 STUDENT PANELLISTS

The view is taken that the process is enhanced by the involvement of students, for whom the programmes are developed in the first place and, as such, a place on the review panel is reserved for a UniSey student. The only students who are not eligible are those who are following the programme under review.

The Head of Department for the review in question will advertise the process and invite student applications to join the panel. Applicants will be asked to submit a letter, explaining why they believe they will be able to make a valuable contribution to the process.

A student panellist is expected to:

- attend any meetings or short training sessions to prepare them for the role of panellist;
- read all documents, especially those applicable to their student experiences, prior to the meetings;
- be present and attend the two-day Periodic Programme Review visit during which they will be expected to participate actively;
- contribute to the final report.

It is important that Chairs ensure the selected student be:

- well informed about their role in the Periodic Review Process;
- well supported, in view of this new role being uncharted territory for them;
- treated as an equal member of the panel;
- provided with all relevant documentation;
- informed of the specifics of the PPR timetable and what is expected of each individual member.

Additionally, a student input will be obtained through the direct involvement of students on the programme in question. In particular, the panel will wish to meet a group of students to obtain their insights. The Department must ensure that this group is selected in advance and briefed on the process.

PPR 7 SUPPORTING DOCUMENTATION

The following provides an indication of what may constitute supporting documentation:

- External Examiner reports and responses for the past three years.
- A programme specification for each programme of study offered by the Faculty/Department.
- Taught programme action plans and any notes of annual programme review meetings for all provisions (including collaborative).
- Collaborative provision agreements (where appropriate).
- A report from the placement organiser (where appropriate) reviewing student, employer and external examiner feedback on placements.
- Programme handbooks for students.
- A diagrammatic overview of the Department's committee structure for managing teaching and learning quality (including any collaborative provision).
- The Faculty's current teaching and learning strategy.
- Minutes of the Department's teaching-related committees and student-staff liaison committees.
- Reports of student evaluations of the modules/programmes.

PPR 8 INDICATIVE LIST OF PANEL ACTIVITIES

Day 1		
Time	Activity	Comments
8:00	PPR Team reaches UniSey Initial meeting to discuss major points and main lines of inquiry	
8:30	Introduction to key staff	
9:00	Tour of facilities	
9:30	Discussions and sharing of responsibilities	
10:00	Review of files and of students' work	
11:00	Meeting with students	
12:00	Lunch (working lunch is optional)	
1:00	Meeting with students	
2:00	Meeting with staff	
3:00	Meeting with recent graduates and/or employers, as appropriate	
4:00	Day 1 concludes	
Day 2		
Time	Activity	Comments
8:30	PPR team arrives at UniSey	
9:00	Meeting with students and staff as applicable	
9:30	Panel begins work on draft items	
10:00	PPR team works on draft items	
11:00	Discussions on feedback Discussions and preparation of the final report	
12:00	Lunch	
1:00	Discussions on feedback/discussions and preparation of the final report	
2:00	Oral feedback to the Faculty	
3:00 - 4:00	PPR team departs	
	Report within two months	

Details may vary depending on individual programmes. In some cases, meetings will take place in parallel.

PPR 9 MEETINGS WITH STUDENTS

The meeting with students enables the panel to capture the perspective of students on the issues being considered. It provides an opportunity not only to hear the direct views of those present, but also to establish whether there are effective arrangements for student feedback and representation.

Irrespective of information already provided to students ahead of the formal Periodic Programme Review exercise, students must be provided with a brief summary of the review method, the purpose of the meeting, and be sensitised about the importance of transparency throughout the review process.

The meeting should be conducted in one sitting with all parties present (as opposed to splitting the cohort into smaller groups) to allow for the views of students to be heard by all panel members and for comprehensive minutes to be taken by the Secretary.

The dialogue with the students will normally start with a question to establish the basis on which the students were selected to attend the meeting. Throughout the meeting, students should be given opportunities to raise points not covered by the questions prepared by the review team, such as:

General matters in relation to quality and the student experience

- How are student views sought?
- Are students represented on committees? If so, what is their role?
- Are student views influential? Can examples be provided in support?
- Did students make a contribution to the Self-Evaluation Document?

The curriculum

- Are students made aware of the intended learning outcomes by programme specifications or by other means?
- What is the match between the expectations of students, the intended learning outcomes and the curricular content?
- Does the curricular content encourage the development of knowledge and skills?
- What is the relevance of the curricular content to further study and prospective employment?
- Are timetables and workloads appropriate?
- What opportunities are there for practical and vocational experience (if relevant to the programmes offered by the Department)?

- What opportunities are there for international study? Should there be more opportunities?
- How are students engaged in curriculum development and approval?

Assessment and achievement

- Do students understand the criteria for assessment and the methods employed?
- Is assessment formative as well as summative?
- What feedback is provided? Is the feedback effective and promptly provided?
- In their experience, have the intended learning outcomes been achieved?
- Do academic staff discuss student achievement with students?
- Are further study and career aspirations likely to be satisfied?

Teaching and learning

- Is the range of teaching and learning methods appropriate for delivering the curriculum?
- How do students perceive the quality of the teaching?
- Is there effective support and guidance for independent study?

Student support

- What admission and induction procedures are in operation?
- What are the arrangements for academic support?
- Do these arrangements extend to work experience, placements, study abroad and other off-site experiences?
- What skills are acquired? Do they enhance employability?
- Do students receive effective support?

The learning environment

- How good are the library services in terms of opening hours, access, user support, availability of books and journals?
- What IT support is there? Are opening hours, access, user support and availability of workstations and software appropriate?
- Are there suitable, programme-specific materials?
- Are the accommodation and equipment adequate?

PPR 10 PPR REPORT

A final report is produced by the PPR Panel, following consultation with the Faculty and other participants. The required contents are indicated in the template below.

Template for PPR Report

Section 1 Executive Summary

To provide an overview of the key findings of the Review Panel

Section 2 Factual Context

Title of Programme(s) and Department

Date of Review

Objectives of Review

Conduct of the Review

A statement of how the review was conducted; who was involved; and what review methods were used.

Evidence Base

A statement of the evidence that was drawn on – to include an indication of what use was made of, for example:

- external examiners' reports
- reports (if any) from accrediting or other bodies
- staff and student feedback
- feedback from former students and their employers.

External Peer Contributors to Process

A statement on how external peers were involved; how they were selected; and what was their role.

Section 3: Taught Programme Design and Delivery

Responses are to include clear and explicit commentaries on the programme under review, including conclusions on whether:

- the programmes remain current and valid in the light of developing knowledge in the discipline and developments in teaching, learning and research;
- the programme specifications are being delivered, learning outcomes being achieved, and quality and standards maintained (using external reference points such as benchmark statements);

- programme specifications conform to the degree-level requirement;
- evaluation of the effectiveness of the Department's implementation of its teaching and assessment strategies, and how these link to UniSey's strategies;
- examples of innovation and good practice in this area.

Section 4: Student Support and Guidance

Conclusions on the effectiveness of the Student Support Service.

Section 5: Learning Opportunities

Conclusions on the availability and effectiveness of learning resources in the School.

Conclusions on the quality of the student learning environment provided by the Faculty.

Conclusions on innovation and good practice in this area.

Section 6: Maintenance and Enhancement of Quality and Standards

Evaluation of the methods used by the Faculty to enhance and disseminate good practice.

Evaluation of the effectiveness of the Faculty's approach to responding to student feedback, and conclusions on innovation and good practice in this area.

Section 7: Evaluation of Support from the Quality Assurance Office

Peer review of Teaching and Learning
Student Evaluation of Learning

Production and Circulation of Report

The Chair of the Panel will draft a report for circulation amongst Panel members, resulting in a version within two weeks of the visit. This version will be sent through the Vice-Chancellor's Office to the Dean of Faculty.

The report will indicate whether the programme should continue and whether any conditions are attached. If it is recommended that a further visit be made in fewer than five years, this should be stated.

The Dean will arrange for the report to be examined for factual accuracy and the outcome of this exercise should be conveyed to the Panel Chair within a further two

weeks.

The final report should be circulated within six weeks of the date of the visit. A definitive copy will be lodged in the QA Office and copies should be distributed to the Deans and Senate to take note of.

Consequent Action Plan

On receiving the draft version of the report, the Dean should immediately initiate the preparation of an Action Plan. This will respond to all of the recommendations made by the Panel and other comments in the main text of the report.

Department members will be fully involved in the preparation and subsequent implementation of the Action Plan, and students should be kept fully informed of any changes.

A copy of the Action Plan will duly be reported to the Faculty.

PPR 11 EVALUATION OF PPR PANEL EXPERIENCE

Name

Programme or subject
reviewed/validated.....

Date of programme /subject
review.....

Note: the questions require a 'yes'/ 'no' answer but space is also provided for comments

Prior arrangements

Yes

No

1) Were you given sufficient notice of the date of the review/validation?

☐☐

2) Were you given sufficient time to consider the documentation prior to the event?

☐☐

Supporting documentation

3) Was the supporting documentation adequate in terms of:

a) Background information on UniSey's validation/review procedures?

☐☐

b) Background information on UniSey/the Faculty in general?

☐☐

c) Definition of the roles of panel members?

☐☐

Programme of study and other supporting papers.

4) Was the amount of information provided in the documentation:

Too much

☐

About right

☐

Too little

☐

If too little, please indicate what further details you would have found useful.

.....

.....

.....

If too much, what detail could have been omitted?

.....

.....

.....

5) What was your opinion of the programme document and the supporting papers in terms of presentation and layout?

Programme documentation
papers

Supporting

Very good

☐☐

Good

☐☐

Adequate

☐☐

Poor

If adequate or poor, what improvements in presentation and layout could have been brought:

(a) In the document?

.....

.....

.....

(b) In the supporting papers?

.....

.....

.....

Programme

6) Did you find that the arrangements and programme for this event were:

Too structured

☐

About right

☐

Too unstructured

☐

7) What was your opinion of the time allocated to meetings?

	Too much	About right	Too little
With the programme team	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
With students (if applicable)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
With senior Staff (if applicable)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

With the panel in private

☐☐☐

Quality of discussion

8) Did you feel you had sufficient opportunity to contribute to the agenda and discussion?

YES

NO

☐☐

9) Did you feel the major issues were raised?

☐☐

10) Did you think the chairing of the meeting was:

Very good

☐

Good

☐

Adequate

☐

Poor

☐

General

11) In your opinion was the support provided by the officers:

Very good

☐

Good

☐

Adequate

☐

Poor

☐

12) What was your opinion of the following arrangements?

Very good Good Adequate Poor

Hotel accommodation

☐☐☐☐

Lunch

☐☐☐☐

Meeting rooms

☐☐☐☐

And what was your opinion of other logistical arrangements (*please indicate, in brackets, if very good, good, adequate or poor*)?

.....

.....

.....

13) Any other comments?

.....

.....

.....

.....

2.4 Collaborative Programmes

In addition to programmes designed and developed within UniSey, there are programmes which the university delivers through collaborative arrangements with other institutions. Indeed, when the university was launched, all of its degree programmes were delivered on that basis. There were two reasons for this. One was a question of timing, as it enabled the university to open its doors earlier than if each of its first programmes were to be developed in-house. The other reason was that, as the university was still in its infancy, stakeholders could be assured of the credibility of degrees provided by established institutions.

Over time, the proportion of in-house programmes will increase, not least of all because they can be tailored to the specific needs of Seychelles. However, it is probable that there will continue to be a parallel demand for programmes provided by other institutions. Although the procedures for quality assurance will necessarily be different, they must be no less rigorous and standards must be every bit as high as for programmes developed within UniSey. This can be achieved as follows:

- through a careful selection of partner institutions, choosing to collaborate only with those which already have an impeccable record of academic excellence and evidence of quality assurance;
- through a process of due diligence to ensure that there are no impediments to effective collaboration;
- through detailed negotiations to ensure that all aspects of the partnership will work, including not least of all, financial sustainability;
- through the joint signing of a Memorandum of Understanding to embody all aspects of the relationship;
- through approval at key stages to proceed: from the Executive, Faculty, the QA working group/Office and Senate, with final authorization from the SQA.

These various stages are explained more fully below:

Stage 1: Selection of Partner Institutions

The identification of suitable partner institutions will generally originate at subject level although it will sometimes be because of other institutional links. Either way, the proposal needs the full support of the programme team, the relevant Faculty and Executive. New institutional links will also require the approval of Senate.

A *pro forma* to record the findings of an institutional visit is provided shown at the end of this section.

Stage 2: Due Diligence

The quality of the programme(s) and the reputation of UniSey are heavily dependent on an initial process of due diligence. Searching questions must be asked of the potential partner, including:

- the thoroughness of its own procedures of quality assurance;
- the financial probity of the institution;
- the academic reputation of the institution and, in particular, of the programme(s) in question;
- how the institution is regarded in its own country;
- whether there have been any adverse reports about the institution that might still have currency.

A *pro forma* to provide systematic evidence of due diligence is shown at the end of this section.

While due diligence is essential at the start of the process, these issues must be kept under constant review throughout the tenure of the collaboration. Responsibility for due diligence at all stages rests with the QA Office.

Stage 3: Detailed Negotiations

A visit to the partner institution and face-to-face discussions should focus on all of the practical aspects of the collaborative arrangement, such as:

- who will provide the teaching materials and when;
- how will these be delivered to students;
- how and by whom will student work be assessed;
- what part will UniSey play in determining assessment outcomes and final grades;
- what will appear on the graduation certificate and where will graduation ceremonies be located;
- whether there will be requirements for academic staff to be at a particular level in order to be approved by the partner institution;
- how does the partner institution keep QA issues under constant review;
- who will be the link tutors to maintain regular contact;
- what will be included in regular reports between the two institutions;
- what will be the start date for the formal collaboration;
- what is an acceptable level of fees to ensure that the arrangement is financially sustainable.

Stage 4: Signing a Memorandum of Understanding

The MOU is more than an opportunity for a formal signing ceremony. It should be inclusive in its terms and regarded as an essential point of reference to ensure that the collaboration works according to plan. A model template used by UniSey is

provided as a supplement to this section. However, it is accepted that variations may be required in particular circumstances.

As well as providing a clear framework for the operation of the arrangement, the MOU will also allow for its termination if plans do not proceed as intended. In such an eventuality, priority will always be given to student interests.

Stage 5: Clarification of Responsibilities

To ensure that nothing is missed, there must be absolute clarity in designating who does what. In the various networks of contacts, the QA Office has a pivotal role and must be aware of everything that is proposed. This role is illustrated in the following diagram:



Collaboration Supplements

COL 1	<i>Report of Site Visit</i>
COL 2	<i>Report of Due Diligence</i>
COL 3	<i>MOU Template</i>

COL 1 Report of Site Visit

Details of Institution visited, when and by whom:

Where appropriate please consider providing photographic evidence and electronic files as attachments to this report.

Campus

Please provide information on where the campus is located, impressions on the surrounding area, upkeep, etc. and any information on estate improvement plans:

Safety

Please provide information on the perceived safety of the campus and surrounding area and, for international partners, information on the safety of the country/region in which the Institution is based

Teaching Spaces

Please provide information on provision of lecture halls, teaching rooms, seminar rooms, laboratories etc.

Library

Please provide information on the library services available: How big is the library? What resources does it contain? When is the library available to students? How is the space divided? Are there options for group and/or private study, etc.?

IT Resources

Please provide information on provision of IT services for students. How many computer rooms/printing services, etc? What is the ratio of computers to students? Is any specialist equipment provided?

Student Support Services

Please provide information on academic, pastoral and welfare support available to students. If this is an international partner, please describe any specific international student support, e.g. accommodation services or English Language support.

QA Processes and Procedures that must be in place

1. *Peer Review of Teaching*
2. *Student Evaluation of session delivery*
3. *Formative and summative assessments. Do learning outcomes match assessments (formative and summative)?*
4. *Paper moderation (internal, pre- and post- marking)*
5. *Paper moderation (External via EE)*
6. *Clear marking criteria/boundaries*
7. *Timely and meaningful feedback to students*
8. *Assessment Boards*
9. *Assessment Results*
10. *Dissertation supervision and defence*
11. *Assessment policies and procedures*

Additional Information

Version 1, May 2018

Please provide any additional information as required

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Confirmation of completion of checks

Quality Assurance Office			
Signed:		Position	
Name:		Date:	

COL 2	Report of Due Diligence
--------------	--------------------------------

Proposed partner institution	
Address	
Website address	
Date of institution establishment	
What is the legal status of the institution? <i>Attach constitutional documents showing legal status/licences/approvals</i>	
What are the governance and management arrangements at the institution? <i>Attach details of management and governance structure, and membership and composition of governing body.</i>	
Does the institution have the financial means to carry out its obligations under the proposed arrangement?	

Existing academic provision	
<i>Details to be provided of discipline areas, level of current academic provision at the institution, staff expertise, size of relevant department(s), number of permanent and visiting staff within relevant department(s), etc. This will be used to provide an indicator of the ability of the partner to fulfil its role in the proposed collaborative provision and any support needs.</i>	
Relationships with other HEIs	
<i>Details to be provided of any current and previous relationships with other HEIs.</i>	
Reports from external bodies	
<i>Attach the most recent reports from any external bodies, e.g. audit/accreditation/external review reports. Information on overseas institutions will be sought from the British Council/FCO.</i>	
Policies and procedures concerning staffing	
Details of proposed governance of programme/parts of the programme.	
Are there any claims, disputes or legal proceedings involving the institution that may affect the proposed partnership?	

MEMORANDUM OF UNDERSTANDING
between
THE UNIVERSITY OF SEYCHELLES
and
.....

This Memorandum of Understanding is made

between

the University of Seychelles (UniSey), which was formed by the Government of the Republic of Seychelles in 2009 as a not-for-profit institution, offering high-quality, innovative and market-oriented professional, undergraduate, postgraduate and research programmes

and

.....

UniSey andshall hereafter be collectively referred to as 'both Parties'.

PURPOSE

Both Parties enter into this MOU to collaborate in the furtherance of international higher education and research.

The University of Seychelles andare committed to jointly develop a close working relationship in order to encourage and enable:

ARTICLE 1

IMPLEMENTATION

- 1.1 A designated individual from each institution will be responsible for developing this partnership.
- 1.2 Programme-specific Agreements made pursuant to this MOU shall be subject to separate Collaboration Agreements

ARTICLE 2

LAWS AND REGULATIONS

- 2.1 This MOU is subject to Seychelles law and, where different, also the law of
- 2.2 All intellectual property solely conceived and/or developed by a Party during the course of this Agreement shall be owned by that Party. Intellectual property jointly conceived and/or developed by the Parties shall be owned jointly by the Parties. Each Party may use such jointly owned intellectual property for research and scholarly purposes. The Parties agree to collaborate towards the protection, if appropriate, and application, of such intellectual property for commercial or other purposes on mutually acceptable terms to be negotiated in good faith between the Parties.
- 2.3 Both Parties shall abide by all other respective national laws and regulations.

ARTICLE 3

FINANCIAL ARRANGEMENTS

- 3.1 All expenses, including salary, travel, living and varied costs and expenses, shall be determined by the visitor's home institution, unless otherwise agreed upon.
- 3.2 Any profit arising from this MOU shall be distributed between both Parties, the quantum of which shall be determined by the Parties.

ARTICLE 4

CONFIDENTIALITY

- 4.1 Any confidential information shared between both Parties pursuant to this MOU shall not, without prior written consent of the other Party, be disclosed to a third Party.

ARTICLE 5

COMMENCEMENT AND DURATION

- 5.1 This MOU shall commence on the date of its signing by both Parties and shall remain in effect for a period of three years, subject to review, at which both Parties shall by mutual agreement determine the terms and conditions of any extensions or duration of this MOU.
- 5.2 This MOU may be terminated prior to the expiry date by mutual agreement between both Parties, subject to at least three months' prior written notice.

ARTICLE 6

RELATIONSHIP BETWEEN THE PARTIES

- 6.1 This MOU is not intended to be legally binding but it simply expresses the intentions and understanding between both Parties. This MOU may form the basis of a detailed and legally binding agreement to be drafted and executed in the future.
- 6.2 Any notice relating to this MOU shall be in writing and shall be addressed to the Parties at the following address:

For UniSey:

For

The Vice-Chancellor

University of Seychelles

PO Box 1348, Anse Royale

Seychelles

ARTICLE 7

DISPUTE RESOLUTION

- 7.1 Should any dispute arise relating to this collaboration, both Parties will attempt to seek a resolution acceptable to their respective organisation and shall seek to resolve tensions and conflict directly and collaboratively. Should both Parties fail to achieve a resolution, the issue will be referred to independent mediation.
- 7.2 The mediator, mediators and/or mediation service shall be selected by agreement between both Parties. Unless the parties agree otherwise, they shall share equally the costs of mediation.

IN WITNESS WHEREOF, both Parties by their authorized agent or representatives have signed this MOU:

Signed: Vice-Chancellor, University of Seychelles, Seychelles

Signed:

Witnessed by: Registrar, University of Seychelles

Date of Signing

Part 3

RESEARCH

3.1 *Quality Assurance of Research*

3.2 *Student Research in Teaching Programmes*

3.3 *Academic Staff Research*

3.1 Quality Assurance of Research

Research undertaken at UniSey must meet the same high standards as the teaching programmes for a number of reasons: to safeguard the reputation of the university, to ensure that researchers are fairly and properly employed, and to provide reassurance to sponsors and other stakeholders that the declared aims of our research will be achieved.

Research is a central pillar of the academic profile of UniSey. Policies and guidelines are embedded in the university research strategy and the importance of research is highlighted in the current Strategic Plan.¹⁰

This prominence of research is consistent with its place in other universities, internationally. There are few universities now which concentrate on teaching only. Research adds an essential dimension and ensures that teaching itself is informed by up-to-date ideas and subject development.

In terms of organization, a member of Executive will have overall responsibility for the proper conduct of research across the university. Working within this framework, the implementation of research is under the line management of Deans and, consequently, responsibility is located within the Faculties. Reports are submitted on a regular basis to Senate, which oversees the general direction and standards of research development. In turn, the QA Office provides a set of policies and guidelines to ensure that research is conducted according to QA procedures and that it is appropriately assessed. This is reinforced as follows in the Strategic Plan:

Academic and industrial research must follow procedures benchmarked against external related regulations and common standards.

Research varies from one instance to another but in all cases there are shared principles and practices that underpin good research:¹¹

- **Legal and ethical guidelines:** Those involved in research must comply with all legal and ethical requirements and other guidelines (internal and external) that apply to their research.

¹⁰ UniSey Strategic Plan, 2017-2020. Available at <http://www.unisey.ac.se>. See also UniSey Research Strategy, 2014, available at <http://www.unisey.ac.se> and UniSey Research Policy and Procedures, 2014, available at <http://www.unisey.ac.se>.

¹¹ Based on University of Reading, UCGPR, 2012 (updated 2017). Available at <http://www.reading.ac.uk>.
Version 1, May 2018

- **Guidelines for overseas research:** Those involved in conducting or collaborating in, research in other countries must be cognizant of and comply with the legal and ethical requirements existing in that country and *vice versa*.
- **Insurance and indemnity:** Researchers and students involved in research must be guided in ensuring that all research projects entail insurance and indemnity protection prior to conducting the research.
- **Responsibilities:** All parties and stakeholders (researchers, supervisors, students and funders) must be cognizant of their roles and responsibilities.
- **Leadership and supervision:** Guidelines must be provided regarding direction and supervision of research, setting out clear lines of accountability for the organisation, supervision and management of research.
- **Training:** Training must be provided for researchers to enable them to conduct quality research.
- **Research involving human participants, human material or personal data:** All stakeholders involved in research involving human participants, human material or personal data must be cognizant of and abide by legal and ethical requirements and other relevant guidelines.
- **Research involving animals:** All stakeholders involved in research involving animals must adhere to all legal and ethical requirements and other applicable guidelines.
- **Health and safety:** All involved in research carried out under UniSey's auspices, or for which these stakeholders are responsible, must fulfil all requirements of health and safety legislation and good practice (UniSey Health and Safety Policy, 2017)¹².
- **Intellectual property:** The university and all stakeholders involved in research must ensure that any contracts or agreements relating to research include provision for ownership and use of intellectual property. The University must make available guidelines on intellectual property rights for all aspects of the research process and outcomes.
- **Collection and retention of data:** Researchers must comply with legal and ethical (internal and external) requirements for data management during the lifetime of the research project and 3 years after completion of the research. The data will be kept in a form that can be easily retrievable for review on strict legal and ethical bases.

¹² UniSey Health and Safety Policy, 2017. Desk document with HR.
Version 1, May 2018

- **Monitoring and evaluation:** The university must monitor and audit research projects to ensure that they have respected all of the approved procedures, including legal and ethical requirements of related partners.
- **Misconduct in research:** The university is stringent on any aspect of misconduct while conducting research and encourages any researcher who suspects that such misconduct has taken place to report it to the Quality Assurance Office. The University will have in place, guidelines and procedures to identify and report misconduct arising in the course of research. Common types of misconduct include but need not be limited to fabrication; falsification; misrepresentation of data and/or interests and/or involvement; plagiarism; and failures to follow approved procedures.
- **Facilities and equipment:** Besides ensuring that the working environment is appropriate for the safe operation of equipment, maintenance of sample quality and integrity, and good working practices, the university and researchers must ensure that all equipment are appropriate for the tasks in hand and in good working condition. Suitable records of management of equipment and material in general must be kept.
- **Peer review:** The university will maintain peer review of articles for publication in local and international journals or websites and dissemination of research findings. The university will have in place procedures to encourage peer review of applications for grants with the aim of enhancing the standards and potentials of success.
- **Publication and authorship:** The university encourages researchers and students to disseminate and publish research results with accuracy and honesty. The university will continue to support researchers and students to develop their skills in disseminating and publishing research results. The university will put in place guidelines and procedures pertaining to dissemination and publication of research results specifically on the following common areas: confidential or proprietary information; issues relating to patents or intellectual property; findings with serious implications for public health; contractual or other legal obligations; and/or interest from the media or the public in general.

Research, of course, is a generic term and embraces different types of activities. At UniSeY there are currently two categories of research:

- research undertaken by students in teaching programmes (undergraduate and postgraduate);
- research undertaken by staff, both individually and in groups.

In addition to the above, there are plans to develop opportunities for higher degrees by research. As this category is under development, it is not yet included in this version of the Manual.

3.2 Student Research in Teaching Programmes

As part of the undergraduate as well as postgraduate programmes, students may be required to undertake supervised research. The research may vary in terms of the time allocated and word specification and will in many cases represent a significant piece of work. In consequence, it is important that clear and rigorous procedures be in place for all stages of the research process.

The quality assurance of these procedures is provided through the normal process of QA for Academic Programmes (as explained in Part 2 of this Manual). In special cases there may also be a need for an audit and this will be organised through the QA Office. For such purposes, a small team will be formed comprising the Director of QA, an independent assessor (who may be a member of a different Faculty), and a member of the Research Committee. After conducting the audit a report will be sent to the Dean of the Faculty in which the programme is located, inviting a response prior to bringing the matter to the attention of Senate.

Guidelines are in place to assist staff and students and, by way of background, these are included as supplements to this section. These will also assist assessors in the course of an academic programme review and/or a special audit.

Copies of the general guidelines and of procedures for the defence of a project/dissertation are included as supplements to this section.

QAR Supplements

Students:

QAR 1 Guidelines for Dissertation/Project Supervision

QAR 2 Guidelines for Dissertation Defence

QAR 3 Project/Dissertation Progress Report

QAR 4 Roles of Faculty and Panellists

Academics:

QAR 5 Annual Research Assessment

QAR 1 GUIDELINES FOR DISSERTATION/PROJECT SUPERVISION

This set of guidelines applies to all UniSey students, both part-time and full-time, completing projects or dissertations as part of their assessment requirements. It sets out responsibilities for supervisors, from the beginning of the assignment until the submission date.

Responsibilities of Supervisors

The responsibility of the supervisor is to provide guidance and advice to students throughout their dissertation/project assessment.

The supervisor:

- should advise students on the expected standard and quality of work;
- should advise on the planning of the dissertation or project – including timetabling, completion dates, deadlines for the various stages of work as well as the overall assignment deadline;
- should comment on/annotate areas requiring attention or improvement;
- is neither responsible for in-depth checking of the dissertation or project, nor for its editing.

In order to fulfil the above responsibilities, the supervisor is expected:

- to advise if or when the expected standard and quality of work is not being met;
- to comment on the structure of the dissertation/project;
- to advise on the balance of the different sections;
- to advise on the content of the different sections;
- to encourage students to remain aware of any relevant developments in their subject area;
- to agree on a timetable for meeting with students, including when the supervision should start, frequency of supervision, duration of sessions; and to be accessible to students when advice may be needed;
- to make provision for alternative arrangements when extenuating circumstances make this necessary;
- to read a draft section of the students' dissertation/project once only (any further readings are at the discretion of the supervisor);
- to advise the student if their standard of English is adequate;
- to advise the Head of Programme and the student should it become clear that the student is not meeting the required standard and is likely to fail¹³

¹³ Note that this view must be based on an overall assessment of the student's progress and not on a specific section or some sections of the work produced at the point of alerting the HoD.

Responsibilities of Students

Students should understand that they, in consultation with the Head of Programme and/or lecturer, are responsible for choosing their dissertation topic, carrying out the research and submitting it on time. Responsibility for the quality of the assignment also rests with the student and not with the supervisor.

The student should:

- agree with the dissertation supervisor on a schedule of meetings, and attend these meetings;
- inform the supervisor of their contact details;
- inform the supervisor if they are unable to attend a meeting, or of any changes to the agreed timetable;
- understand that their supervisor is not responsible for chasing up a student who fails to attend a meeting;
- note that supervisors have other responsibilities apart from being their supervisor, and that these responsibilities may require them to be away from the campus, thereby rendering it necessary to make alternative arrangements from time to time;
- work according to the agreed plan and inform the supervisor of any necessary changes to this plan, especially prior to moving on to the subsequent stage of the assignment;
- be proactive, taking the initiative to inform the supervisor of any problems or difficulties they may be having, however minor, instead of waiting for the supervisor to comment thereon;
- discuss both the preparation for the assignment and the completion of the assignment with the supervisor and consider any advice offered;
- keep the supervisor up to date with the progress of the assignment;
- edit their own work;
- attend any formal instruction or presentation on campus as required/requested;
- submit their assignment on time;
- make sure they have read and understood the guidelines issued by UniSey on dissertations/projects.

Responsibilities of the Faculty

The responsibility for Faculty actions lies with the Head of Programme, who should:

- ensure that the student is assigned a supervisor at the start of their dissertation/project module and for the duration of their assignment;
- provide the student with information and guidance on the University regulations pertaining to dissertations/projects, making sure the student is aware of and understands the regulations and legal issues including, but not limited to,

plagiarism, copyright, data protection, health and safety, and any ethical issues that might arise in the course of the assignment and research;

- ensure that the student is informed of sources of independent advice, should the student-supervisor relationship break down, and ensure that the student is aware of the procedure for changing supervisor in the event of conflict;
- provide the student with dissertation module templates which, in addition to other necessary guidance, should detail the number of hours of supervision contact the student should expect;
- monitor workloads for supervisors and consider reassigning students of supervisors whose workloads are excessive;
- facilitate extensions to assignments of up to one month, noting that the extension length should be commensurate with the reason for the request (for example, where a request for extension is based on certified sick leave of one week, then an extension of one week should be granted). Extensions of more than one month will require the approval of the Dean of Faculty.

QAR 2 GUIDELINES FOR DISSERTATION DEFENCE

The following guidelines are intended to clarify the role of panelists in a dissertation defence examination and the procedures for this exercise.

Definition of a Dissertation

Dissertations undertaken by students are of different lengths and assume different proportions of a programme's assessment. The full set of procedures for a dissertation defence are applicable only for dissertations of or exceeding 10,000 words. With the approval of the respective external examiners, programmes will make their own arrangements for research work that is of a lesser length.

The Dissertation Defence

The defence of a Dissertation is a formal oral examination of a candidate's research on his/her chosen topic, by academics and experts in the same field.

Objectives of Defence

- Provide an educationally and personally rewarding finale to what may have been a hard and strenuous academic assignment.
- Provide the candidate the benefit of engaging in discussions as well as obtaining advice from experts in the field of his/her research.
- Clarify and/or defend aspects of his or her research.
- Assess the candidate's dissertation content and presentation.
- Ensure that the dissertation is the work of the candidate.

The Defence Panellists

Ideal qualities of the dissertation defence panellists:

- Must have a proven expertise in the field of study on which the dissertation defence is based.
- Will ideally have demonstrated research activity in the subject matter.
- Will understand the criteria for assessment at the level in question.

Selection of Panellists

- A local expert in the field of study is approached to serve as a panellist.
- Inform the Dean of the nominees for final selection.
- Select panellists according to criteria above.
- Officially inform the panellist of his/her selection.
- Faculty identifies a Chair from the pool of specialists.

Appointment of Panellists

Faculty forwards selection details to HR for appointment.

Regulations and Codes of Practice

It is the responsibility of the Chair to ensure that, as appropriate, he/she is familiar with:

- UniSey's Research Ethics policy.
- UniSey's regulations on academic misconduct, e.g. plagiarism.

The Defence Duration

The defence duration is flexible and should be based on the level of the dissertation, e.g. an undergraduate dissertation defence should not exceed 30 minutes.

The Role of the Chair

The main role of the Chair is to ensure that:

- the examiners' preliminary reports have been completed and received prior to the defence;
- the *defence* examination process is rigorous, fair, reliable and consistent;
- the candidate has the opportunity to defend the dissertation and respond to all questions posed by the examiners;
- questioning by the panellists is conducted fairly and professionally;
- the panellists adhere to UniSey's dissertation defence guidelines regulations and procedures, giving advice relating to the regulations to both examiners and the candidate as/if required;
- the candidate receives clear and timely feedback on his/her performance.

The Defence Examination

The Chair should introduce all parties present, and ensure that the candidate has seen a copy of UniSey's Research Ethics policy and the regulations on academic misconduct, e.g. plagiarism.

Panellists engage the candidate in a discussion of his /her dissertation as per their initial reading of it.

Closing the Defence Proceedings

The Chairperson should draw the proceedings to a close and explain the next steps; that the panellists will discuss the candidate's performance and provide him/her with feedback.

The Chairperson will ask the candidate to withdraw from the room and to return at an agreed time, while the examiners consider the outcome(s) of the examination and their recommendations to the Faculty.

Defence/Examination Outcomes

The examiners will record their recommendations on the prescribed Dissertation Defence report template.

Release of Results

Students will be informed of their dissertation defence results as per existing procedures.

After the Defence

The Chair must sign and date a note of the recommendation, ensuring that the other examiner(s) also sign to indicate that it is a joint recommendation.

In the event where specified minor corrections or revisions need to be addressed, the Chair shall provide the student with a list of these, within 5 working days of the defence.

Upon receipt of the corrected version, the dissertation shall be deemed completed and shall be permanently bound within one month unless the panellists allow a longer time.

The Chair is responsible for ensuring that the following forms are sent to the relevant Faculty Dean as soon as possible:

- the completed and signed entry form (original);
- the examiners' pre-defence reports on the dissertation (originals);
- any additional reports from supervisors;
- any additional reports on the conduct of the defence examination;
- copy of the list of minor corrections or additions (if applicable);
- copy of the statement of requirements for a re-submission (if applicable).

The HOD should retain copies of all the relevant forms and send the originals of the first two items above and copies of other forms to the Faculty for the processing of the award recommendation.

Should the defence examination raise concerns either in respect to the conduct of the defence itself, or in respect of the management of or the provision of resources for the research project, the Chair should supplement the report forms with a written report submitted to the QA Office.

QAR 3 PROJECT/DISSERTATION PROGRESS REPORT

This progress report is aimed at helping you meet your various dissertation milestones and to assist your supervisor in guiding you. You are required to complete this form as honestly as you can so that you can benefit from the necessary assistance.

You are advised to take note of the following from the Guidelines on Dissertation Supervision:

- The role of the dissertation supervisor/tutor is to *provide guidance and advice*.
- Responsibility for the quality of the Dissertation rests with the student and not with the supervisor.

Once completed, please submit this form to the Director of Student Services.

Dissertation Progress Report					
Surname					
Name					
Student ID					
Programme					
Part 1 : Work done so far (add rows as necessary)					
Chapter	Title	How much has been completed?	What needs to be done next?	Problems encountered	How these problems are to be resolved
Part 2 : Future Work					
Use a Gantt chart if necessary to show your next plans					

QAR 4 ROLES OF FACULTY AND PANELISTS

Time frame	Role of Faculty	Role of Panellists
<p>At least 8 weeks prior to the defence</p>	<p>Ensure that a pool of trained examiners is constituted for the defence and engage in the training of any new ones as required.</p> <p>Appoint one examiner as the chair of the defence panel.</p> <p>Ensure no one who has not been appropriately trained for thesis defence is appointed or sits on the defence panel.</p> <p>Send the thesis to the appointed panellists for the initial assessment.</p>	<p>Upon receipt of the thesis, the defence panellists may consult with one another through the Dean but they must submit/make separate notes and/or reports.</p> <p>Panellists must ascertain whether theses they have been allocated meet the learning outcomes of the relevant degree as prescribed in the country's Qualifications Framework and as detailed in the relevant Guidelines for Examiners. In the case of joint certification, learning outcomes must match requirements from the Qualifications Framework of the respective countries.</p> <p>Panellists must note any pertinent matters to be addressed at the defence.</p>

		If a panellist is not satisfied with any aspect of the thesis, he/she may submit written questions, via the Dean, to which the candidate will be required to respond in writing. A copy of the questions and answers will be sent to the other examiners and, if appropriate, will be dealt with through an oral examination process.
At least 6 weeks prior	If any panellist has not submitted their report within this stipulated timeframe, the Dean, in consultation with the Panel Chair, may appoint an alternative examiner, normally the nominated replacement panellist.	The panellists must submit their report to the Dean. The replacement panellist must submit his/her report within Weeks.
At least 4 weeks prior	The students should be entered for thesis defence on the University's Thesis Defence list for the year and cohort. All logistics for the defence to be in order: <ul style="list-style-type: none"> • Travel and accommodation logistics • All parties informed 	Each panellist must submit a summary of their views on the prescribed Report form, which includes comments on the <u>quality</u> , <u>significance</u> , <u>originality</u> , <u>cohesiveness</u> and <u>presentation</u> of the thesis within 2 weeks of the defence (The form must be designed to cover the underlined criteria).
At least 2 weeks prior	Notifies the students of the date, time and venue for the defence. Ensure that the students are adequately prepared to participate in the defence of their thesis.	Each panellist must submit a summary of his/her views on the prescribed Report form – which includes comments on the quality, significance, originality, cohesiveness and presentation of the thesis – within 2 weeks of the defence.

		The panellists' reports and examination outcomes will be handled by the Faculty.
At least five working days prior	<ul style="list-style-type: none"> a) Explains to students the purpose of the defence – a constructive, formal and helpful assessment of their work. b) Distributes panel's questions and /or queries to the candidates, as applicable, for them to prepare for their defence. c) Explains the process for the defence, including that defence panellists reserve the right to seek further clarifications aside any questions that may have been sent to candidates ahead of the defence. d) Identifies ushers and brief them on their roles e) Organises for refreshments for the panellists. f) Organises for a waiting area/room for students waiting to go for their defence. 	
The day before	<ul style="list-style-type: none"> 1. Ensures proper sign posting of the room earmarked for the purpose, with details pertaining to timing. 2. Ensures signposting of restroom facilities (details to be in the room too). 3. Ensures availability of ushers. 	

	<ol style="list-style-type: none"> 4. Ensures availability of refreshments for the panellists. 5. Ensures secretarial and related administrative support, e.g. IT. 6. Ensures waiting area is comfortable. 	
The day of the defence	<ol style="list-style-type: none"> 1. Confirm time for refreshments (whether these will be served in the room or not) 2. Ensures ushers are in place 3. Ushers show panelists to the room and ushers, as per stipulated time frame, take students from the waiting area to the thesis defence room. 	

(Indicate qualification level) Dissertation

Declaration of Academic Ownership

I, (write your name here) hereby declare that the dissertation handed in this document is my own unaided work and is free from any form of plagiarism.

Signed

Date



3.3 Academic Staff Research

All academic staff are contracted to undertake some research. This is in line with other practices in place in universities worldwide.

Although UniSey is small, it has the potential to achieve excellence in well-focused areas of research. This is one reason why a rigorous process of quality assurance is so important, demonstrating to others the high standards of enquiry and reporting that characterise research at UniSey.

At the apex of the system, it should be clear who is responsible for research across the whole of the university. This individual will chair a Research Committee, the minutes of which are reported to Senate.

There is also an Ethics Committee, whose terms of reference are approved by Senate. A Chair will be appointed, assisted by a number of designated researchers. All academic staff projects need to be vetted by this committee for their ethical standards.

Where research activities are grouped within an Institute there must be a designated leader and, likewise, the various roles of researchers must also be designated. The university's Scheme of Service provides a template for the different categories of researchers, together with the respective terms of employment.

Where research is undertaken outside one of these groupings – whether individually or in smaller groups – the arrangement should first be agreed upon by the Dean.

How is the Quality Assurance of Academic Research conducted?

There will be an annual assessment of the quality of research at UniSey. To assist with this, the views of external specialists may be invited.

In assessing performance, account will be taken of:

- the relationship of research in the past year to the objectives of the Strategic Plan;
- adherence to the aims and procedures contained in the relevant documents on Research Strategy and on Research Policy and Procedures;
- the records of the Ethics Committee.

The process of annual assessment is triggered by a request from the QA Office to the individual responsible for research across the whole university. This, in turn, will lead to a note to all academic staff, either individually or within one of the Research Institutes, to complete an annual return (see QAR 6).

At the same time, the Research Committee will designate individuals who can form a QA Research Panel. Membership will be designed to ensure that there is no conflict of interest. External specialists may be invited to participate whenever this may add value to the exercise.

The panel will review the respective returns and assess performance on that basis. Results will be reported to the Research Committee and thence, in generic terms, to Senate. The various assessments will then inform the annual staff appraisal process.

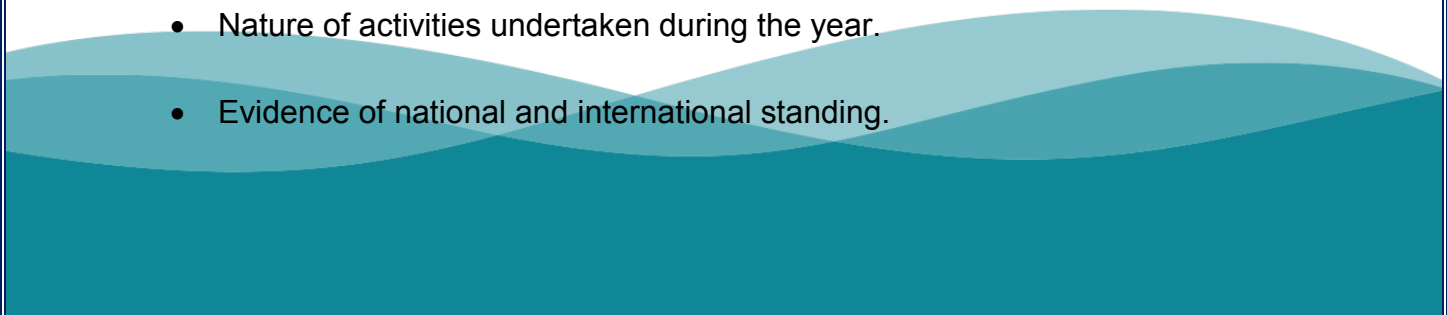
What are key indicators of good research?

The annual request for information on research progress will focus on key indicators of what constitutes good research and how it contributes to the career development of individuals and the academic standing of UniSey. Thus:

For individuals:

- The qualifications of the researcher and their suitability for the type of research undertaken. Evidence that the researcher has or is currently registered for a PhD.
- Record of research accomplishments over the past year, measured in terms of:
 - completed project(s);
 - consultancy reports;
 - conference papers;
 - academic publications.
- Types of publication (independently reviewed or not?) and place of publication.
- External funding obtained in the course of the year.
- Researcher's involvement in external research networks.

For Institutes:

- Achievements over and above the contributions of individuals.
 - Nature of activities undertaken during the year.
 - Evidence of national and international standing.
- 

For All:

- Evidence that any research undertaken at the university has the appropriate attribution for the mention of 'University of Seychelles' to feature thereon.
- Evidence that a record is kept of all research activities and publications undertaken in the university's name.



QAR 5 ANNUAL RESEARCH ASSESSMENT

Personal Details	
Name of Researcher	
Post	
Faculty/Institute	
Qualifications (state if PhD is ongoing and stage reached)	
Individual Achievements in Past Year	
Area(s) of Research	
Details of: (a) completed project(s) (b) consultancy reports (c) conference papers (d) academic publications	
In the case of academic publications, which papers have been independently refereed and where have they been published?	
Details of external funding obtained.	
Involvement in external research networks.	
Institutes (To be completed by Directors only)	
Achievements over and above the contributions of individuals.	
Nature of activities undertaken during the year.	
Evidence of national and international standing.	
All to complete	
Evidence that any research undertaken at the university has the appropriate	

attribution for the mention 'University of Seychelles' to feature thereon.	
Evidence that a record is kept of all research activities and publications undertaken in the university's name.	



Part 4

SERVICES

4.1 Quality Assurance of Services

4.2 Self-Evaluation and Annual Audit

4.3 Periodic Reviews



4.1 Quality Assurance of Services

The success of UniSey is dependent not only on the quality of its academic programmes and delivery but also on the various support services. The university is judged by its users as a whole, from the time of first contact to the completion of business. The very first enquiry sets the tone for all that follows. A courteous, prompt and helpful response should be typical of what our users (including our own staff and students) can expect to receive in all of their dealings with the university.

The QA Office has an important role to play in ensuring that high standards are developed and maintained in all of the Support Services through the following approaches:

- (a) One approach is to use an externally designed template, such as is the one provided by the International Organization for Standardization (ISO), to outsource the quality assurance of these services. This experienced body provides the standards of both products and services:

ISO International Standards ensure that products and services are safe, reliable and of good quality. For business, they are strategic tools that reduce costs by minimizing waste and errors and increasing productivity. They help companies to access new markets, level the playing field for developing countries and facilitate free and fair global trade.

The Seychelles Government is affiliated to the ISO through the Seychelles Bureau of Standards and this would lend credibility to the process if we were to adopt it. Additionally, the Strategic Plan recommends the use of the ISO system. At the stage of compiling this Manual, the necessary preliminaries had not been completed and so, in the interim, an alternative approach is indicated below.

- (b) The alternative approach is to devise our own checklist to determine quality and lay the emphasis on self-evaluation by individual services, backed up by annual and periodic reviews at an institutional level. In other words, rather than outsource the process, it would be internally designed and managed. Details of the evaluation template and an annual audit are provided in the next section.



4.2 Self-Evaluation and Annual Audit

The QA Office will be responsible each year for the distribution of a template to each head of service. This template will comprise two sections, one generic and one specific, to the service in question.

The generic section will require information as follows:

- An up-to-date profile of the service in question, including numbers and organization of staff, purpose of the service and any changes over the past year.
- The budget allocated and whether this has been underspent or overspent.
- A detailed list of standards expected of the service and whether these have been achieved.
- The results of user questionnaires and the level of customer satisfaction.
- Evidence of complaints and how these have been dealt with.
- A self-appraisal of whether the service is operating well or not.

In turn, the specific section will seek information on aspects of the service that are unique to that service, e.g. response rate for IT repairs and employers' responses to internships.

Once the completed annual evaluation form has been returned to the QA Office, a small panel will be formed to discuss the results with the service team in question. A report will be produced and, following its referral to Executive, any immediate actions will be recommended to the QA Office.

All of the records of the QA process will be retained in the QA Office for use in periodic reviews.



SER 1 ANNUAL SELF-EVALUATION OF SERVICE

1 Generic (for all services)	
Present the policy and aims of the service	
Numbers and organisation of staff	
Details of budget allocated and budget spent	
Evidence of standards expected and standards achieved	
Evidence of customer satisfaction	
Evidence of complaints and how these were dealt with	
Main changes over past year	
Self-appraisal: has the service operated according to plan?	
Changes proposed for the coming year	
2 Specific (different for each service)* * to be designed by the QA Office in consultation with the specific service team	



4.3 Periodic Reviews

Every five years (or a shorter period if the situation requires) a panel will be formed through the QA Office to meet the respective service teams. Ideally, this will be synchronized with the timing of the next institutional visit.

The purpose of this periodic review is twofold:

- to look back at the annual reports and responses over previous years; and
- to take consider whether the service in question is keeping pace with professional standards and international practice.

The second of these tasks is especially important, and the panel will need to include one or two relevant professionals in its membership. As it is often the case with QA procedures, it is better to deal with incremental change than with 'step changes'. Thus, questions should be asked not only on whether the service is operating effectively but also whether it should still be offered at all. Current practice is changing rapidly in most fields and a review should be sensitive to this context, helping the service to adapt and evolve.

The review will revolve around the past reports and a critical self-appraisal of whether the service is keeping pace with professional standards and international practice.



Part 5

INSTITUTIONAL PERFORMANCE

UniSey is working towards a system of self-regulation. In such a system, the SQA would delegate authority to the university for validation and for subsequent monitoring and review processes. In turn, the SQA would carry out more of an auditing role to ensure that the internal system is working as it claims.


Towards this end, the QA Office is introducing an annual process to audit the workings of the university. This will provide experience and evidence that the university is capable of auditing its own performance.

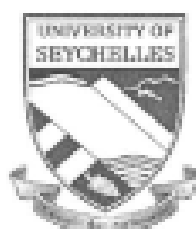
As a first step, the Director of QA will appoint a small team to undertake the audit and report back on its findings. In due course, these reports will be presented to Senate and actions subsequently implemented.

Key subjects for audit will be the:

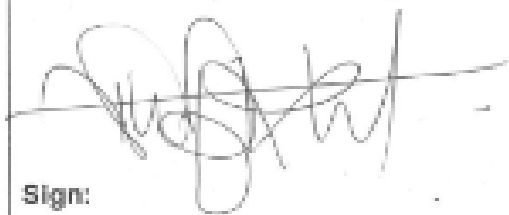
- currency and direction offered by the Strategic Plan;
- place of the Business Plan and associated goals of financial sustainability;
- overall organisation of the university;
- committee system and evidence that it is working well;
- role and functions of the Council;
- currency of legal documents, including the Charter and Statutes;
- evidence of good record keeping;
- performance of academic and support services;
- evidence of annual reports and reviews at all levels;
- performance of students;
- measures of student satisfaction;
- measures of staff satisfaction; and
- views of external stakeholders.

It should be stressed that the purpose of an audit is to ensure that processes are adhered to and that the institution is operating in a fit and proper way, unlike an assessment, which concentrates on what is actually done. For instance, an audit of teaching would ensure that certain practices are followed, while an assessment would see how well the teaching is actually done.





SENATE POLICY APPROVAL STATEMENT

Policy Name: Quality Assurance Manual, Version 1, May 2018	Developed: Quality Assurance Committee, 2017
Approval Statement No: 1	Pages: 137
Statement The Senate, upon the power vested by the University of Seychelles' Charter, approved the first Quality Assurance Manual for UniSey.	
Approval Date: 7 th June 2018	
Approved by: Dr Justin Valentin The Vice-Chancellor as Chairperson of the Senate.  Sign: Dr Justin Valentin	

