

## Inventory of Educational Effectiveness Indicators (IEEI)

The IEEI requests brief narrative information for each degree program, for general education (if applicable), and for the institution as a whole. The IEEI provides a comprehensive overview of the institution's assessment processes that teams, the Commission, and the institution itself may use to evaluate educational effectiveness.

\*The relevant definition of "program" as presented in the glossary of the *2013 Handbook* is "a systematic, usually sequential, grouping of courses that forms a considerable part, or all, of the requirements for a degree in a major or professional field."

**How can institutions use this exhibit?** Institutions will want to be explicit about expectations for student learning and to ensure that every degree program has in place a quality assurance system for assessing, tracking, and improving the learning of its students. This exhibit can assist institutions in determining the extent to which they have assessment systems in place, and what additional components or processes they may need to develop. Institutions may draw upon or reference this document in preparing institutional reports.

**Why is WSCUC interested in this information?** An institution committed to student achievement and educational effectiveness will have in place a system for collecting and using evidence to set standards of student performance and to improve learning. The indicators asked for in this exhibit reflect how an institution approaches quality assurance and improvement systematically. Institutions submit the IEEI to WSCUC as follows:

- **Reaffirmation and Seeking Initial Accreditation** - The evaluation team will review the institution's IEEI to help understand how comprehensively and successfully the institution addresses both the quality of its students' learning and the quality of the learning and assessment infrastructure. Teams and institutions are encouraged to treat this exhibit as a developmental document: the institution can indicate what activities it already engages in and what remains to be done.
- **Mid-Cycle Review** – Institutions submit an update of their IEEI with the Annual Report in the year of the institution's Mid-Cycle Review as a set of indicators related to educational effectiveness and student achievement.
- **Interim Reports** – Institutions submitting Interim Reports concerned with educational effectiveness submit an updated IEEI with their report when requested by the Commission.

### What 2013 Standards are addressed by this exhibit?

The indicators listed in this exhibit collectively demonstrate an institution's commitment to quality assurance and improvement of educational results over time (CFRs 4.1, 4.3, and 4.4). Specific standards related to academic quality and effectiveness are addressed by the IEEI as follows:

- Educational objectives are widely recognized throughout the institution, are consistent with stated purposes, and are demonstrably achieved (CFR 1.2)
- All degrees have clearly defined levels of student achievement (CFR 2.2)
- Undergraduate programs ensure the development of core competencies (CFR 2.2.a)
- Graduate programs establish clearly stated objectives (CFR 2.2.b)
- Student learning outcomes and standards of performance are clearly stated at the course, program, and, as appropriate, institutional level (CFR 2.3)
- Learning outcomes and standards of performance are developed by faculty, who take collective responsibility for establishing appropriate standards of performance and demonstrating through assessment the achievement of these standards (CFR 2.4)
- The institution demonstrates that its graduates consistently achieve its stated learning outcomes and established standards of performance (CFR 2.6)
- All programs offered by the institution undergo systematic program review, which includes analyses of student achievement of the program's learning outcomes; retention and graduation rates; and, where appropriate, results of licensing examination and placement, and evidence from external constituencies such as employers and professional organizations (CFR 2.7).

Rev. 4/14/15

**The University of the South Pacific**  
**Inventory of Educational Effectiveness Indicators**

Category	(1) Have formal learning outcomes (program specific graduate outcomes been developed?  <i>Yes/No</i>	(2) Where are these learning outcomes published (e.g., catalog, syllabi, course outlines, documents of programs which are accredited, external advisers report/recommendations, other materials)? (Please think of possible sources and state as many as possible)	(3) Other than GPA, what data / evidence are used to determine that graduates have achieved stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination, student evaluation courses)?	(4) Who interprets the evidence? What is the process?	(5) How are the findings used?	(6) Date of the last program review for this degree program.	(7) Date of the next program review for this degree program.
At the institutional level:	Yes.  The institution has Graduate Attributes, which have been converted into measurable Graduate Outcomes as stated in CFR 1.2 and CFR 2.2	<i>The Graduate Attributes are published in:</i> <ul style="list-style-type: none"> <li>• Annual Handbook and Calendar (inside front cover)</li> <li>• Strategic Plan 2013-2018 (p. 19)</li> <li>• Annual Reports (p. 3)</li> <li>• Prospectus 2018 (p. 4)</li> <li>• Learning, Teaching &amp; Student Services (LTSS) <a href="#">website</a></li> </ul>	<b>Direct:</b> <ul style="list-style-type: none"> <li>• Assessments for all individual courses for each programme are informed by the USP Graduate Outcomes and Programme Graduate Outcomes</li> <li>• Assessments for designated capstone courses or combination of courses at the final year of the degree programme that indicate achievement of the capstone level of performance</li> <li>• Assessment for the four mandatory generic courses (UU100, UU104, UU200 &amp; UU204)</li> </ul>	<b>Internal Interpretation &amp; Processes:</b>  <i>At the Course level:</i> Course Coordinators & Teaching Team  <i>At the Programme/ Discipline levels:</i> Programme Leaders for some programmes and/ or dedicated Discipline Coordinators  <i>At the School level:</i> Heads of Schools/Deputy Heads of Schools & School Boards of Studies  <i>At the Faculty level:</i> Associate Dean (Learning & Teaching),	<i>At the Course level:</i> Interpretation of the assessment results through the moderation process and individual reflection by the Course Coordinators are used to inform the review of courses and plan for the next iteration.  The use of feedback received through SEC and other surveys to inform teaching and learning practice is monitored through the Quality of Teaching measures (see CFR 2.4, CFR 3.2 and CFR 4.1).  <i>At the Programme/ Discipline level</i> Academic staff discuss the recommendations of	The USP Graduate Outcomes definitions and corresponding rubrics were developed in 2012	The USP Graduate Outcomes definitions and corresponding rubrics were reviewed and revised in 2017. The University Senate approved the revised definitions and rubrics in 2 <sup>nd</sup> Meeting of 2017.

		<ul style="list-style-type: none"> <li>• Programme Accreditation &amp; External Programme Self-Review Reports</li> </ul> <p><i>The Graduate Outcomes are published in:</i></p> <ul style="list-style-type: none"> <li>• LTSS <a href="#">website</a></li> <li>• Course Outlines for individual courses</li> <li>• Programme Accreditation &amp; External Programme Self-Review Reports</li> </ul>	<p><b>Indirect:</b></p> <ul style="list-style-type: none"> <li>• Employer Satisfaction Survey (ESS)</li> <li>• Graduate Destination Survey (GDS)</li> <li>• Total Experience Survey (TES)</li> <li>• Student Evaluation of Courses (SEC) Survey</li> </ul>	<p>Associate Dean (Planning &amp; Quality) and Dean; Faculty Assessment Board</p> <p><i>At the Institutional level:</i> Teaching Quality Committee (TQC) and Deputy Vice-Chancellor (Learning, Teaching &amp; Student Services)</p> <p>There is a mandatory Moderation Process, both around the design of final examinations and for marked examination papers (refer to CFR 2.6 and CFR 4.4). The Quality of Teaching measures verify the alignment between the assessments and learning outcomes at all levels (course, programme and institutional).</p> <p><b>External Interpretation:</b> Academic Quality Audit (AQA); Programme Accrediting Bodies and External Programme Reviewers; Programme Advisory Committee (PAC) including employers</p>	<p>the Accrediting Bodies and Programme Reviewers and how to revise the programme and courses accordingly. This is documented in a formal response and action plan for addressing the recommendations. The recommendations of PAC are also used in improving the programme.</p> <p><i>At the School &amp; Faculty levels:</i> The School Boards of Studies and Faculty Academic Standards &amp; Quality Committee monitor the implementation of the changes/recommendations</p> <p><i>At the Institutional level</i> The institution plans and documents its response to the recommendation of the external auditors such as AQA. The TQC monitors the implementation of the recommendations.</p>		
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## The University of the South Pacific Inventory of Educational Effectiveness Indicators

The Faculty of Arts, Law and Education (FALE) offers the following Bachelor degree programmes and these are presented in turn:

*3-year Bachelor Programmes (in these programmes, students follow a defined sequence of courses linked to a particular choice of majors and/ or minors):*

Bachelor of Arts (Majors and/ or Minors include: Education, History, Journalism, Law, Linguistics, Literature, Literature and Language, Pacific Language Studies, Language Tracks, Pacific Literature, Pacific Policing, Pacific Vernacular Language, Psychology, Social Work (Accredited Programme), Sociology, Technical and Vocational Education and Training)

*3-year Prescribed Bachelor Programmes (in these programmes, students follow a pre-planned sequence of courses):*

Bachelor of Education In-Service

*4-year Prescribed Bachelor Programmes (in these programmes, students follow a pre-planned sequence of courses):*

Bachelor of Laws

*4-year Combined Bachelor Programmes:*

Bachelor of Arts and Graduate Certificate in Education

Bachelor of Commerce and Graduate Certificate in Education

Bachelor of Science and Graduate Certificate in Education

*5-year Combined Bachelor Programmes:*

Bachelor of Arts and Bachelor of Laws

Bachelor of Commerce and Bachelor of Laws

Category	(1) Have formal learning outcomes been developed?	(2) Where are these learning outcomes published?	(3) Other than GPA, what data / evidence are used to determine that graduates have achieved stated outcomes for the degree?	(4) Who interprets the evidence? What is the process?	(5) How are the findings used?	(6) Date of the last program review for this degree program.	(7) Date of the next program review for this degree program
<b>Three Year Bachelor Programmes</b>							
<b>Bachelor of Arts with a major in:</b>							
Education	Yes	<p>The Programme Graduate Outcomes feature in the following places:</p> <ul style="list-style-type: none"> <li>Alignment table in the course outlines for individual courses in programme</li> <li>LTSS <a href="#">website</a></li> <li>External Programme Self-Review Report</li> </ul> <p>The Course Learning Outcomes are required to feature in the individual course outlines</p>	<p><b>Direct:</b></p> <ul style="list-style-type: none"> <li>Assessments for all individual courses in this major are informed by the USP Graduate Outcomes and Programme Graduate Outcomes</li> <li>Courses at capstone level in the final year of this major evaluate the achievement of programme graduate outcomes</li> <li>Students are also assessed in the four mandatory generic courses (UU100, UU104, UU200 &amp; UU204)</li> </ul> <p><b>Indirect:</b></p> <ul style="list-style-type: none"> <li>Employer Satisfaction Survey (ESS)</li> <li>Graduate Destination Survey (GDS)</li> <li>Total Experience Survey (TES)</li> <li>Student Evaluation of Courses (SEC) Survey</li> </ul>	<p><b>Internal Interpretation &amp; Processes:</b></p> <p><i>At the Course level:</i> Course Coordinators &amp; Teaching Team</p> <p><i>At the School level:</i> Heads of Schools/Deputy Heads of Schools &amp; School Boards of Studies</p> <p><i>At the Faculty level:</i> Associate Dean (Learning &amp; Teaching), Associate Dean (Planning &amp; Quality) and Dean; Faculty Assessment Board</p> <p>The courses in this major undergo the mandatory Moderation Process.</p> <p>The Quality of Teaching measures verify the alignment between the course assessments and learning outcomes at all levels (course, programme and institutional).</p>	<p><i>At the Course level:</i> Interpretation of the assessment results through the moderation process and individual reflection by the Course Coordinators are used to inform the review of courses and plan for the next iteration.</p> <p>The feedback received through SEC and other surveys including the newly introduced mid-semester feedback survey is used to inform teaching and learning practice.</p> <p><i>At the Discipline level:</i> Academic staff discuss the recommendations of the Programme Reviewers and how to revise the courses accordingly. This is documented in a formal response and action plan for addressing the recommendations. The recommendations of PAC is also used in improving the major and its courses.</p> <p><i>At the School &amp; Faculty levels:</i> The School Boards of Studies and Faculty Academic Standards &amp; Quality Committee monitor the</p>	2010	2018

				<p><b>External Interpretation:</b> External Programme Reviewers; Programme Advisory Committee (PAC) including employers; Scholarship Providers</p>	implementation of the changes/recommendations.		
History	Yes	<p>The Programme Graduate Outcomes feature in the following places:</p> <ul style="list-style-type: none"> <li>Alignment table in the course outlines for individual courses in programme</li> <li>LTSS <a href="#">website</a></li> <li>External Programme Self-Review Report</li> </ul> <p>The Course Learning Outcomes are required to feature in the individual course outlines</p>	<p><b>Direct:</b></p> <ul style="list-style-type: none"> <li>Assessments for all individual courses in this major are informed by the USP Graduate Outcomes and Programme Graduate Outcomes</li> <li>Courses at capstone level in the final year of this major evaluate the achievement of programme graduate outcomes</li> <li>Students are also assessed in the four mandatory generic courses (UU100, UU104, UU200 &amp; UU204)</li> </ul> <p><b>Indirect:</b></p> <ul style="list-style-type: none"> <li>Employer Satisfaction Survey (ESS)</li> <li>Graduate Destination Survey (GDS)</li> <li>Total Experience Survey (TES)</li> <li>Student Evaluation of Courses (SEC) Survey</li> </ul>	<p><b>Internal Interpretation &amp; Processes:</b></p> <p><i>At the Course level:</i> Course Coordinators &amp; Teaching Team</p> <p><i>At the School level:</i> Heads of Schools/Deputy Heads of Schools &amp; School Boards of Studies</p> <p><i>At the Faculty level:</i> Associate Dean (Learning &amp; Teaching), Associate Dean (Planning &amp; Quality) and Dean; Faculty Assessment Board</p> <p>The courses in this major undergo the mandatory Moderation Process.</p> <p>The Quality of Teaching measures verify the alignment between the course assessments and learning outcomes at all levels (course, programme and institutional).</p>	<p><i>At the Course level:</i> Interpretation of the assessment results through the moderation process and individual reflection by the Course Coordinators are used to inform the review of courses and plan for the next iteration.</p> <p>The feedback received through SEC and other surveys including the newly introduced mid-semester feedback survey is used to inform teaching and learning practice.</p> <p><i>At the Discipline level:</i> Academic staff discuss the recommendations of the Programme Reviewers and how to revise the courses accordingly. This is documented in a formal response and action plan for addressing the recommendations. The recommendations of PAC is also used in improving the major and its courses.</p> <p><i>At the School &amp; Faculty levels:</i> The School Boards of Studies and Faculty Academic Standards &amp; Quality Committee monitor the implementation of the changes/recommendations.</p>	2010	2018

				<p><b>External Interpretation:</b> External Programme Reviewers; Programme Advisory Committee (PAC) including employers and Ministry of Education</p>			
Journalism	Yes	<p>The Programme Graduate Outcomes feature in the following places:</p> <ul style="list-style-type: none"> <li>Alignment table in the course outlines for individual courses in programme</li> <li>LTSS <a href="#">website</a></li> <li>External Programme Self-Review Report</li> </ul> <p>The Course Learning Outcomes are required to feature in the individual course outlines</p>	<p><b>Direct:</b></p> <ul style="list-style-type: none"> <li>Assessments for all individual courses in this major are informed by the USP Graduate Outcomes and Programme Graduate Outcomes</li> <li>Courses at capstone level in the final year of this major evaluate the achievement of programme graduate outcomes</li> <li>Students are also assessed in the four mandatory generic courses (UU100, UU104, UU200 &amp; UU204)</li> </ul> <p><b>Indirect:</b></p> <ul style="list-style-type: none"> <li>Employer Satisfaction Survey (ESS)</li> <li>Graduate Destination Survey (GDS)</li> <li>Total Experience Survey (TES)</li> <li>Student Evaluation of Courses (SEC) Survey</li> </ul>	<p><b>Internal Interpretation &amp; Processes:</b></p> <p><i>At the Course level:</i> Course Coordinators &amp; Teaching Team</p> <p><i>At the School level:</i> Heads of Schools/Deputy Heads of Schools &amp; School Boards of Studies</p> <p><i>At the Faculty level:</i> Associate Dean (Learning &amp; Teaching), Associate Dean (Planning &amp; Quality) and Dean; Faculty Assessment Board</p> <p>The courses in this major undergo the mandatory Moderation Process.</p> <p>The Quality of Teaching measures verify the alignment between the course assessments and learning outcomes at all levels (course, programme and institutional).</p>	<p><i>At the Course level:</i> Interpretation of the assessment results through the moderation process and individual reflection by the Course Coordinators are used to inform the review of courses and plan for the next iteration.</p> <p>The feedback received through SEC and other surveys including the newly introduced mid-semester feedback survey is used to inform teaching and learning practice.</p> <p><i>At the Discipline level:</i> Academic staff discuss the recommendations of the Programme Reviewers and how to revise the courses accordingly. This is documented in a formal response and action plan for addressing the recommendations. The recommendations of PAC is also used in improving the major and its courses.</p> <p><i>At the School &amp; Faculty levels:</i> The School Boards of Studies and Faculty Academic Standards &amp; Quality Committee monitor the implementation of the changes/recommendations.</p>	2010	2019

				<p><b>External Interpretation:</b> External Programme Reviewers; Programme Advisory Committee (PAC) including employers</p>			
Law	Yes	<p>The Programme Graduate Outcomes feature in the following places:</p> <ul style="list-style-type: none"> <li>Alignment table in the course outlines for individual courses in programme</li> <li>LTSS <a href="#">website</a></li> <li>External Programme Self-Review Report</li> </ul> <p>The Course Learning Outcomes are required to feature in the individual course outlines</p>	<p><b>Direct:</b></p> <ul style="list-style-type: none"> <li>Assessments for all individual courses in this major are informed by the USP Graduate Outcomes and Programme Graduate Outcomes</li> <li>Courses at capstone level in the final year of this major evaluate the achievement of programme graduate outcomes</li> <li>Internships assessed by external supervisors</li> <li>Students are also assessed in the four mandatory generic courses (UU100, UU104, UU200 &amp; UU204)</li> </ul> <p><b>Indirect:</b></p> <ul style="list-style-type: none"> <li>Employer Satisfaction Survey (ESS)</li> <li>Graduate Destination Survey (GDS)</li> <li>Total Experience Survey (TES)</li> <li>Student Evaluation of Courses (SEC) Survey</li> </ul>	<p><b>Internal Interpretation &amp; Processes:</b></p> <p><i>At the Course level:</i> Course Coordinators, Teaching Team and Peer Mentors</p> <p><i>At the School level:</i> Heads of Schools/Deputy Heads of Schools &amp; School Boards of Studies</p> <p><i>At the Faculty level:</i> Associate Dean (Learning &amp; Teaching), Associate Dean (Planning &amp; Quality) and Dean; Faculty Assessment Board</p> <p>The courses in this major undergo the mandatory Moderation Process.</p> <p>The Quality of Teaching measures verify the alignment between the course assessments and learning outcomes at all levels (course, programme and institutional).</p>	<p><i>At the Course level:</i> Interpretation of the assessment results through the moderation process and individual reflection by the Course Coordinators are used to inform the review of courses and plan for the next iteration.</p> <p>The feedback received through SEC and other surveys including the newly introduced mid-semester feedback survey is used to inform teaching and learning practice.</p> <p><i>At the Discipline level:</i> Academic staff discuss the recommendations of the Programme Reviewers and how to revise the courses accordingly. This is documented in a formal response and action plan for addressing the recommendations. The recommendations of PAC is also used in improving the major and its courses.</p> <p><i>At the School &amp; Faculty levels:</i> The School Boards of Studies and Faculty Academic Standards &amp; Quality Committee monitor the implementation of the changes/recommendations.</p>	2012	2020



				<p><b>External Interpretation:</b> External Programme Reviewers; Programme Advisory Committee (PAC) including employers</p>			
Linguistics	Yes	<p>The Programme Graduate Outcomes feature in the following places:</p> <ul style="list-style-type: none"> <li>Alignment table in the course outlines for individual courses in programme</li> <li>LTSS <a href="#">website</a></li> <li>External Programme Self-Review Report</li> </ul> <p>The Course Learning Outcomes are required to feature in the individual course outlines</p>	<p><b>Direct:</b></p> <ul style="list-style-type: none"> <li>Assessments for all individual courses in this major are informed by the USP Graduate Outcomes and Programme Graduate Outcomes</li> <li>Courses at capstone level in the final year of this major evaluate the achievement of programme graduate outcomes</li> <li>Students are also assessed in the four mandatory generic courses (UU100, UU104, UU200 &amp; UU204)</li> </ul> <p><b>Indirect:</b></p> <ul style="list-style-type: none"> <li>Employer Satisfaction Survey (ESS)</li> <li>Graduate Destination Survey (GDS)</li> <li>Total Experience Survey (TES)</li> <li>Student Evaluation of Courses (SEC) Survey</li> </ul>	<p><b>Internal Interpretation &amp; Processes:</b></p> <p><i>At the Course level:</i> Course Coordinators &amp; Teaching Team</p> <p><i>At the School level:</i> Heads of Schools/Deputy Heads of Schools &amp; School Boards of Studies</p> <p><i>At the Faculty level:</i> Associate Dean (Learning &amp; Teaching), Associate Dean (Planning &amp; Quality) and Dean; Faculty Assessment Board</p> <p>The courses in this major undergo the mandatory Moderation Process.</p> <p>The Quality of Teaching measures verify the alignment between the course assessments and learning outcomes at all levels (course, programme and institutional).</p>	<p><i>At the Course level:</i> Interpretation of the assessment results through the moderation process and individual reflection by the Course Coordinators are used to inform the review of courses and plan for the next iteration.</p> <p>The feedback received through SEC and other surveys including the newly introduced mid-semester feedback survey is used to inform teaching and learning practice.</p> <p><i>At the Discipline level:</i> Academic staff discuss the recommendations of the Programme Reviewers and how to revise the courses accordingly. This is documented in a formal response and action plan for addressing the recommendations. The recommendations of PAC is also used in improving the major and its courses.</p> <p><i>At the School &amp; Faculty levels:</i> The School Boards of Studies and Faculty Academic Standards &amp; Quality Committee monitor the implementation of the changes/recommendations.</p>	2010	2021

				<b>External Interpretation:</b> External Programme Reviewers; Programme Advisory Committee (PAC) including employers			
Literature	Yes	<p>The Programme Graduate Outcomes feature in the following places:</p> <ul style="list-style-type: none"> <li>Alignment table in the course outlines for individual courses in programme</li> <li>LTSS <a href="#">website</a></li> <li>External Programme Self-Review Report</li> </ul> <p>The Course Learning Outcomes are required to feature in the individual course outlines</p>	<p><b>Direct:</b></p> <ul style="list-style-type: none"> <li>Assessments for all individual courses in this major are informed by the USP Graduate Outcomes and Programme Graduate Outcomes</li> <li>Courses at capstone level in the final year of this major evaluate the achievement of programme graduate outcomes</li> <li>Students are also assessed in the four mandatory generic courses (UU100, UU104, UU200 &amp; UU204)</li> </ul> <p><b>Indirect:</b></p> <ul style="list-style-type: none"> <li>Employer Satisfaction Survey (ESS)</li> <li>Graduate Destination Survey (GDS)</li> <li>Total Experience Survey (TES)</li> <li>Student Evaluation of Courses (SEC) Survey</li> </ul>	<p><b>Internal Interpretation &amp; Processes:</b></p> <p><i>At the Course level:</i> Course Coordinators &amp; Teaching Team</p> <p><i>At the School level:</i> Heads of Schools/Deputy Heads of Schools &amp; School Boards of Studies</p> <p><i>At the Faculty level:</i> Associate Dean (Learning &amp; Teaching), Associate Dean (Planning &amp; Quality) and Dean; Faculty Assessment Board</p> <p>The courses in this major undergo the mandatory Moderation Process.</p> <p>The Quality of Teaching measures verify the alignment between the course assessments and learning outcomes at all levels (course, programme and institutional).</p>	<p><i>At the Course level:</i> Interpretation of the assessment results through the moderation process and individual reflection by the Course Coordinators are used to inform the review of courses and plan for the next iteration.</p> <p>The feedback received through SEC and other surveys including the newly introduced mid-semester feedback survey is used to inform teaching and learning practice.</p> <p><i>At the Discipline level:</i> Academic staff discuss the recommendations of the Programme Reviewers and how to revise the courses accordingly. This is documented in a formal response and action plan for addressing the recommendations. The recommendations of PAC is also used in improving the major and its courses.</p> <p><i>At the School &amp; Faculty levels:</i> The School Boards of Studies and Faculty Academic Standards &amp; Quality Committee monitor the implementation of the changes/recommendations.</p>	2010	2018

				<p><b>External Interpretation:</b> External Programme Reviewers; Programme Advisory Committee (PAC) including employers</p>			
Literature and Language	Yes	<p>The Programme Graduate Outcomes feature in the following places:</p> <ul style="list-style-type: none"> <li>Alignment table in the course outlines for individual courses in programme</li> <li>LTSS <a href="#">website</a></li> <li>External Programme Self-Review Report</li> </ul> <p>The Course Learning Outcomes are required to feature in the individual course outlines</p>	<p><b>Direct:</b></p> <ul style="list-style-type: none"> <li>Assessments for all individual courses in this major are informed by the USP Graduate Outcomes and Programme Graduate Outcomes</li> <li>Courses at capstone level in the final year of this major evaluate the achievement of programme graduate outcomes</li> <li>Students are also assessed in the four mandatory generic courses (UU100, UU104, UU200 &amp; UU204)</li> </ul> <p><b>Indirect:</b></p> <ul style="list-style-type: none"> <li>Employer Satisfaction Survey (ESS)</li> <li>Graduate Destination Survey (GDS)</li> <li>Total Experience Survey (TES)</li> <li>Student Evaluation of Courses (SEC) Survey</li> </ul>	<p><b>Internal Interpretation &amp; Processes:</b></p> <p><i>At the Course level:</i> Course Coordinators &amp; Teaching Team</p> <p><i>At the School level:</i> Heads of Schools/Deputy Heads of Schools &amp; School Boards of Studies</p> <p><i>At the Faculty level:</i> Associate Dean (Learning &amp; Teaching), Associate Dean (Planning &amp; Quality) and Dean; Faculty Assessment Board</p> <p>The courses in this major undergo the mandatory Moderation Process.</p> <p>The Quality of Teaching measures verify the alignment between the course assessments and learning outcomes at all levels (course, programme and institutional).</p>	<p><i>At the Course level:</i> Interpretation of the assessment results through the moderation process and individual reflection by the Course Coordinators are used to inform the review of courses and plan for the next iteration.</p> <p>The feedback received through SEC and other surveys including the newly introduced mid-semester feedback survey is used to inform teaching and learning practice.</p> <p><i>At the Discipline level:</i> Academic staff discuss the recommendations of the Programme Reviewers and how to revise the courses accordingly. This is documented in a formal response and action plan for addressing the recommendations. The recommendations of PAC is also used in improving the major and its courses.</p> <p><i>At the School &amp; Faculty levels:</i> The School Boards of Studies and Faculty Academic Standards &amp; Quality Committee monitor the implementation of the changes/recommendations.</p>	2010	2018

				<b>External Interpretation:</b> External Programme Reviewers; Programme Advisory Committee (PAC) including employers			
Pacific Language Studies	Yes	<p>The Programme Graduate Outcomes feature in the following places:</p> <ul style="list-style-type: none"> <li>Alignment table in the course outlines for individual courses in programme</li> <li>LTSS <a href="#">website</a></li> <li>External Programme Self-Review Report</li> </ul> <p>The Course Learning Outcomes are required to feature in the individual course outlines</p>	<p><b>Direct:</b></p> <ul style="list-style-type: none"> <li>Assessments for all individual courses in this major are informed by the USP Graduate Outcomes and Programme Graduate Outcomes</li> <li>Courses at capstone level in the final year of this major evaluate the achievement of programme graduate outcomes</li> <li>Students are also assessed in the four mandatory generic courses (UU100, UU104, UU200 &amp; UU204)</li> </ul> <p><b>Indirect:</b></p> <ul style="list-style-type: none"> <li>Employer Satisfaction Survey (ESS)</li> <li>Graduate Destination Survey (GDS)</li> <li>Total Experience Survey (TES)</li> <li>Student Evaluation of Courses (SEC) Survey</li> </ul>	<p><b>Internal Interpretation &amp; Processes:</b></p> <p><i>At the Course level:</i> Course Coordinators &amp; Teaching Team</p> <p><i>At the School level:</i> Heads of Schools/Deputy Heads of Schools &amp; School Boards of Studies</p> <p><i>At the Faculty level:</i> Associate Dean (Learning &amp; Teaching), Associate Dean (Planning &amp; Quality) and Dean; Faculty Assessment Board</p> <p>The courses in this major undergo the mandatory Moderation Process.</p> <p>The Quality of Teaching measures verify the alignment between the course assessments and learning outcomes at all levels (course, programme and institutional).</p>	<p><i>At the Course level:</i> Interpretation of the assessment results through the moderation process and individual reflection by the Course Coordinators are used to inform the review of courses and plan for the next iteration.</p> <p>The feedback received through SEC and other surveys including the newly introduced mid-semester feedback survey is used to inform teaching and learning practice.</p> <p><i>At the Discipline level:</i> Academic staff discuss the recommendations of the Programme Reviewers and how to revise the courses accordingly. This is documented in a formal response and action plan for addressing the recommendations. The recommendations of PAC is also used in improving the major and its courses.</p> <p><i>At the School &amp; Faculty levels:</i> The School Boards of Studies and Faculty Academic Standards &amp; Quality Committee monitor the implementation of the changes/recommendations.</p>	2010	2021

				<p><b>External Interpretation:</b> External Programme Reviewers; Programme Advisory Committee (PAC) including employers</p>			
Pacific Policing	Yes	<p>The Programme Graduate Outcomes feature in the following places:</p> <ul style="list-style-type: none"> <li>Alignment table in the course outlines for individual courses in programme</li> <li>LTSS <a href="#">website</a></li> <li>External Programme Self-Review Report</li> </ul> <p>The Course Learning Outcomes are required to feature in the individual course outlines</p>	<p><b>Direct:</b></p> <ul style="list-style-type: none"> <li>Assessments for all individual courses in this major are informed by the USP Graduate Outcomes and Programme Graduate Outcomes</li> <li>Courses at capstone level in the final year of this major (PP300: Action Research in a Policing Environment; PP30: Police Leadership and Command Management; PP302: Ethical Dimensions in Policing) evaluate the achievement of programme graduate outcomes</li> <li>Students are also assessed in the four mandatory generic courses (UU100, UU104, UU200 &amp; UU204)</li> </ul> <p><b>Indirect:</b></p> <ul style="list-style-type: none"> <li>Employer Satisfaction Survey (ESS)</li> <li>Graduate Destination Survey (GDS)</li> <li>Total Experience Survey (TES)</li> <li>Student Evaluation of Courses (SEC) Survey</li> </ul>	<p><b>Internal Interpretation &amp; Processes:</b></p> <p><i>At the Course level:</i> Course Coordinators &amp; Teaching Team</p> <p><i>At the School level:</i> Heads of Schools/Deputy Heads of Schools &amp; School Boards of Studies</p> <p><i>At the Faculty level:</i> Associate Dean (Learning &amp; Teaching), Associate Dean (Planning &amp; Quality) and Dean; Faculty Assessment Board</p> <p>The courses in this major undergo the mandatory Moderation Process.</p> <p>The Quality of Teaching measures verify the alignment between the course assessments and learning outcomes at all levels (course, programme and institutional).</p>	<p><i>At the Course level:</i> Interpretation of the assessment results through the moderation process and individual reflection by the Course Coordinators are used to inform the review of courses and plan for the next iteration.</p> <p>The feedback received through SEC and other surveys including the newly introduced mid-semester feedback survey is used to inform teaching and learning practice.</p> <p><i>At the Discipline level:</i> Academic staff discuss the recommendations of the Programme Reviewers and how to revise the courses accordingly. This is documented in a formal response and action plan for addressing the recommendations. The recommendations of PAC is also used in improving the major and its courses.</p> <p><i>At the School &amp; Faculty levels:</i> The School Boards of Studies and Faculty Academic Standards &amp; Quality Committee monitor the implementation of the changes/recommendations.</p>	The programme has never undergone external review.	It has not been determined when the programme will undergo external review.

				<p><b>External Interpretation:</b> External Programme Reviewers; Programme Advisory Committee (PAC) including employers</p>		
<p>Pacific Vernacular Language <i>Fijian</i></p>	Yes	<p>The Programme Graduate Outcomes feature in the following places:</p> <ul style="list-style-type: none"> <li>Alignment table in the course outlines for individual courses in programme</li> <li>LTSS <a href="#">website</a></li> <li>External Programme Self-Review Report</li> </ul> <p>The Course Learning Outcomes are required to feature in the individual course outlines</p>	<p><b>Direct:</b></p> <ul style="list-style-type: none"> <li>Assessments for all individual courses in this major are informed by the USP Graduate Outcomes and Programme Graduate Outcomes</li> <li>Courses at capstone level in the final year of this major evaluate the achievement of programme graduate outcomes</li> <li>Students are also assessed in the four mandatory generic courses (UU100, UU104, UU200 &amp; UU204)</li> </ul> <p><b>Indirect:</b></p> <ul style="list-style-type: none"> <li>Employer Satisfaction Survey (ESS)</li> <li>Graduate Destination Survey (GDS)</li> <li>Total Experience Survey (TES)</li> <li>Student Evaluation of Courses (SEC) Survey</li> </ul>	<p><b>Internal Interpretation &amp; Processes:</b></p> <p><i>At the Course level:</i> Course Coordinators &amp; Teaching Team</p> <p><i>At the School level:</i> Heads of Schools/Deputy Heads of Schools &amp; School Boards of Studies</p> <p><i>At the Faculty level:</i> Associate Dean (Learning &amp; Teaching), Associate Dean (Planning &amp; Quality) and Dean; Faculty Assessment Board</p> <p>The courses in this major undergo the mandatory Moderation Process.</p> <p>The Quality of Teaching measures verify the alignment between the course assessments and learning outcomes at all levels (course, programme and institutional).</p>	<p><i>At the Course level:</i> Interpretation of the assessment results through the moderation process and individual reflection by the Course Coordinators are used to inform the review of courses and plan for the next iteration.</p> <p>The feedback received through SEC and other surveys including the newly introduced mid-semester feedback survey is used to inform teaching and learning practice.</p> <p><i>At the Discipline level:</i> Academic staff discuss the recommendations of the Programme Reviewers and how to revise the courses accordingly. This is documented in a formal response and action plan for addressing the recommendations. The recommendations of PAC is also used in improving the major and its courses.</p> <p><i>At the School &amp; Faculty levels:</i> The School Boards of Studies and Faculty Academic Standards &amp; Quality Committee monitor the implementation of the changes/recommendations.</p>	

				<p><b>External Interpretation:</b> External Programme Reviewers; Programme Advisory Committee (PAC) including employers; I-Taukei Trust Fund</p>			
<p>Pacific Vernacular Language <i>Hindi</i></p>	Yes	<p>The Programme Graduate Outcomes feature in the following places:</p> <ul style="list-style-type: none"> <li>Alignment table in the course outlines for individual courses in programme</li> <li>LTSS <a href="#">website</a></li> <li>External Programme Self-Review Report</li> </ul> <p>The Course Learning Outcomes are required to feature in the individual course outlines</p>	<p><b>Direct:</b></p> <ul style="list-style-type: none"> <li>Assessments for all individual courses in this major are informed by the USP Graduate Outcomes and Programme Graduate Outcomes</li> <li>Courses at capstone level in the final year of this major evaluate the achievement of programme graduate outcomes</li> <li>Students are also assessed in the four mandatory generic courses (UU100, UU104, UU200 &amp; UU204)</li> </ul> <p><b>Indirect:</b></p> <ul style="list-style-type: none"> <li>Employer Satisfaction Survey (ESS)</li> <li>Graduate Destination Survey (GDS)</li> <li>Total Experience Survey (TES)</li> <li>Student Evaluation of Courses (SEC) Survey</li> </ul>	<p><b>Internal Interpretation &amp; Processes:</b></p> <p><i>At the Course level:</i> Course Coordinators &amp; Teaching Team</p> <p><i>At the School level:</i> Heads of Schools/Deputy Heads of Schools &amp; School Boards of Studies</p> <p><i>At the Faculty level:</i> Associate Dean (Learning &amp; Teaching), Associate Dean (Planning &amp; Quality) and Dean; Faculty Assessment Board</p> <p>The courses in this major undergo the mandatory Moderation Process.</p> <p>The Quality of Teaching measures verify the alignment between the course assessments and learning outcomes at all levels (course, programme and institutional).</p>	<p><i>At the Course level:</i> Interpretation of the assessment results through the moderation process and individual reflection by the Course Coordinators are used to inform the review of courses and plan for the next iteration.</p> <p>The feedback received through SEC and other surveys including the newly introduced mid-semester feedback survey is used to inform teaching and learning practice.</p> <p><i>At the Discipline level:</i> Academic staff discuss the recommendations of the Programme Reviewers and how to revise the courses accordingly. This is documented in a formal response and action plan for addressing the recommendations. The recommendations of PAC is also used in improving the major and its courses.</p> <p><i>At the School &amp; Faculty levels:</i> The School Boards of Studies and Faculty Academic Standards &amp; Quality Committee monitor the implementation of the changes/recommendations.</p>	Has not undergone external review	To be determined

				<p><b>External Interpretation:</b> External Programme Reviewers; Programme Advisory Committee (PAC) including employers</p>			
Psychology	Yes	<p>The Programme Graduate Outcomes feature in the following places:</p> <ul style="list-style-type: none"> <li>Alignment table in the course outlines for individual courses in programme</li> <li>LTSS <a href="#">website</a></li> <li>External Programme Self-Review Report</li> </ul> <p>The Course Learning Outcomes are required to feature in the individual course outlines</p>	<p><b>Direct:</b></p> <ul style="list-style-type: none"> <li>Assessments for all individual courses in this major are informed by the USP Graduate Outcomes and Programme Graduate Outcomes</li> <li>Courses at capstone level in the final year of this major evaluate the achievement of programme graduate outcomes</li> <li>Students are also assessed in the four mandatory generic courses (UU100, UU104, UU200 &amp; UU204)</li> </ul> <p><b>Indirect:</b></p> <ul style="list-style-type: none"> <li>Employer Satisfaction Survey (ESS)</li> <li>Graduate Destination Survey (GDS)</li> <li>Total Experience Survey (TES)</li> <li>Student Evaluation of Courses (SEC) Survey</li> </ul>	<p><b>Internal Interpretation &amp; Processes:</b></p> <p><i>At the Course level:</i> Course Coordinators &amp; Teaching Team</p> <p><i>At the School level:</i> Heads of Schools/Deputy Heads of Schools &amp; School Boards of Studies</p> <p><i>At the Faculty level:</i> Associate Dean (Learning &amp; Teaching), Associate Dean (Planning &amp; Quality) and Dean; Faculty Assessment Board</p> <p>The courses in this major undergo the mandatory Moderation Process.</p> <p>The Quality of Teaching measures verify the alignment between the course assessments and learning outcomes at all levels (course, programme and institutional).</p>	<p><i>At the Course level:</i> Interpretation of the assessment results through the moderation process and individual reflection by the Course Coordinators are used to inform the review of courses and plan for the next iteration.</p> <p>The feedback received through SEC and other surveys including the newly introduced mid-semester feedback survey is used to inform teaching and learning practice.</p> <p><i>At the Discipline level:</i> Academic staff discuss the recommendations of the Programme Reviewers and how to revise the courses accordingly. This is documented in a formal response and action plan for addressing the recommendations. The recommendations of PAC is also used in improving the major and its courses.</p> <p><i>At the School &amp; Faculty levels:</i> The School Boards of Studies and Faculty Academic Standards &amp; Quality Committee monitor the implementation of the changes/recommendations.</p>	2010	2018



				<p><b>External Interpretation:</b> External Programme Reviewers; Programme Advisory Committee (PAC) including employers</p>			
Social Work	Yes	<p>The Programme Graduate Outcomes feature in the following places:</p> <ul style="list-style-type: none"> <li>Alignment table in the course outlines for individual courses in programme</li> <li>LTSS <a href="#">website</a></li> <li>External Programme Self-Review Report</li> </ul> <p>The Course Learning Outcomes are required to feature in the individual course outlines</p>	<p><b>Direct:</b></p> <ul style="list-style-type: none"> <li>Assessments for all individual courses in this major are informed by the USP Graduate Outcomes, Programme Graduate Outcomes and requirements of the Accrediting Body (Australian Community Workers Association, ACWA)</li> <li>Course at capstone level in the final year of this major (SW300: Fieldwork Practice 2, which integrates social work theory and practice) evaluate the achievement of programme graduate outcomes</li> <li>Students are also assessed in the four mandatory generic courses (UU100, UU104, UU200 &amp; UU204)</li> </ul> <p><b>Indirect:</b></p> <ul style="list-style-type: none"> <li>Employer Satisfaction Survey (ESS)</li> <li>Graduate Destination Survey (GDS)</li> <li>Total Experience Survey (TES)</li> <li>Student Evaluation of Courses (SEC) Survey</li> </ul>	<p><b>Internal Interpretation &amp; Processes:</b></p> <p><i>At the Course level:</i> Course Coordinators &amp; Teaching Team</p> <p><i>At the School level:</i> Heads of Schools/Deputy Heads of Schools &amp; School Boards of Studies</p> <p><i>At the Faculty level:</i> Associate Dean (Learning &amp; Teaching), Associate Dean (Planning &amp; Quality) and Dean; Faculty Assessment Board</p> <p>The courses in this major undergo the mandatory Moderation Process.</p> <p>The Quality of Teaching measures verify the alignment between the course assessments and learning outcomes at all levels (course, programme and institutional).</p>	<p><i>At the Course level:</i> Interpretation of the assessment results through the moderation process and individual reflection by the Course Coordinators are used to inform the review of courses and plan for the next iteration.</p> <p>The feedback received though SEC and other surveys including the newly introduced mid-semester feedback survey is used to inform teaching and learning practice.</p> <p><i>At the Discipline level:</i> Academic staff discuss the recommendations of the Programme Reviewers and how to revise the courses accordingly. This is documented in a formal response and action plan for addressing the recommendations. The recommendations of PAC is also used in improving the major and its courses.</p> <p><i>At the School &amp; Faculty levels:</i> The School Boards of Studies and Faculty Academic Standards &amp; Quality Committee monitor the implementation of the changes/recommendations.</p>	2017	2018

				<b>External Interpretation:</b> ACWA; Programme Advisory Committee (PAC) including employers			
Sociology	Yes	<p>The Programme Graduate Outcomes feature in the following places:</p> <ul style="list-style-type: none"> <li>Alignment table in the course outlines for individual courses in programme</li> <li>LTSS <a href="#">website</a></li> <li>External Programme Self-Review Report</li> </ul> <p>The Course Learning Outcomes are required to feature in the individual course outlines</p>	<p><b>Direct:</b></p> <ul style="list-style-type: none"> <li>Assessments for all individual courses in this major are informed by the USP Graduate Outcomes and Programme Graduate Outcomes</li> <li>Course at capstone level in the final year of this major (SO300: Research Methods in Sociology) evaluate the achievement of programme graduate outcomes</li> <li>Students are also assessed in the four mandatory generic courses (UU100, UU104, UU200 &amp; UU204)</li> </ul> <p><b>Indirect:</b></p> <ul style="list-style-type: none"> <li>Employer Satisfaction Survey (ESS)</li> <li>Graduate Destination Survey (GDS)</li> <li>Total Experience Survey (TES)</li> <li>Student Evaluation of Courses (SEC) Survey</li> </ul>	<p><b>Internal Interpretation &amp; Processes:</b></p> <p><i>At the Course level:</i> Course Coordinators &amp; Teaching Team</p> <p><i>At the School level:</i> Heads of Schools/Deputy Heads of Schools &amp; School Boards of Studies</p> <p><i>At the Faculty level:</i> Associate Dean (Learning &amp; Teaching), Associate Dean (Planning &amp; Quality) and Dean; Faculty Assessment Board</p> <p>The courses in this major undergo the mandatory Moderation Process.</p> <p>The Quality of Teaching measures verify the alignment between the course assessments and learning outcomes at all levels (course, programme and institutional).</p>	<p><i>At the Course level:</i> Interpretation of the assessment results through the moderation process and individual reflection by the Course Coordinators are used to inform the review of courses and plan for the next iteration.</p> <p>The feedback received through SEC and other surveys including the newly introduced mid-semester feedback survey is used to inform teaching and learning practice.</p> <p><i>At the Discipline level:</i> Academic staff discuss the recommendations of the Programme Reviewers and how to revise the courses accordingly. This is documented in a formal response and action plan for addressing the recommendations. The recommendations of PAC is also used in improving the major and its courses.</p> <p><i>At the School &amp; Faculty levels:</i> The School Boards of Studies and Faculty Academic Standards &amp; Quality Committee monitor the implementation of the changes/recommendations.</p>	2009	2017

				<p><b>External Interpretation:</b> External Programme Reviewers; Programme Advisory Committee (PAC) including employers</p>			
<p>Technical and Vocational Education</p> <p><i>Food and Nutrition Studies Strand</i></p>	Yes	<p>The Programme Graduate Outcomes feature in the following places:</p> <ul style="list-style-type: none"> <li>Alignment table in the course outlines for individual courses in programme</li> <li>LTSS <a href="#">website</a></li> <li>External Programme Self-Review Report</li> </ul> <p>The Course Learning Outcomes are required to feature in the individual course outlines</p>	<p><b>Direct:</b></p> <ul style="list-style-type: none"> <li>Assessments for all individual courses in this major are informed by the USP Graduate Outcomes and Programme Graduate Outcomes</li> <li>Course at capstone level in the final year of this major (TE313: Applied Nutrition in the South Pacific) evaluate the achievement of programme graduate outcomes</li> <li>Students are also assessed in the four mandatory generic courses (UU100, UU104, UU200 &amp; UU204)</li> </ul> <p><b>Indirect:</b></p> <ul style="list-style-type: none"> <li>Employer Satisfaction Survey (ESS)</li> <li>Graduate Destination Survey (GDS)</li> <li>Total Experience Survey (TES)</li> <li>Student Evaluation of Courses (SEC) Survey</li> </ul>	<p><b>Internal Interpretation &amp; Processes:</b></p> <p><i>At the Course level:</i> Course Coordinators &amp; Teaching Team</p> <p><i>At the School level:</i> Heads of Schools/Deputy Heads of Schools &amp; School Boards of Studies</p> <p><i>At the Faculty level:</i> Associate Dean (Learning &amp; Teaching), Associate Dean (Planning &amp; Quality) and Dean; Faculty Assessment Board</p> <p>The courses in this major undergo the mandatory Moderation Process.</p> <p>The Quality of Teaching measures verify the alignment between the course assessments and learning outcomes at all levels (course, programme and institutional).</p>	<p><i>At the Course level:</i> Interpretation of the assessment results through the moderation process and individual reflection by Course Coordinators are used to inform the review of courses and plan for the next iteration.</p> <p>The feedback received through SEC and other surveys including the newly introduced mid-semester feedback survey is used to inform teaching and learning practice.</p> <p><i>At the Discipline level:</i> Academic staff discuss the recommendations of the Programme Reviewers and how to revise the courses accordingly. This is documented in a formal response and action plan for addressing the recommendations. The recommendations of PAC is also used in improving the major and its courses.</p> <p><i>At the School &amp; Faculty levels:</i> The School Boards of Studies and Faculty Academic Standards &amp; Quality Committee monitor the implementation of the changes/recommendations.</p>	2010	2018

				<p><b>External Interpretation:</b> External Programme Reviewers; Programme Advisory Committee (PAC) including employers</p>			
<p>Technical and Vocational Education</p> <p><i>Technology</i></p>	Yes	<p>The Programme Graduate Outcomes feature in the following places:</p> <ul style="list-style-type: none"> <li>Alignment table in the course outlines for individual courses in programme</li> <li>LTSS <a href="#">website</a></li> <li>External Programme Self-Review Report</li> </ul> <p>The Course Learning Outcomes are required to feature in the individual course outlines</p>	<p><b>Direct:</b></p> <ul style="list-style-type: none"> <li>Assessments for all individual courses in this major are informed by the USP Graduate Outcomes and Programme Graduate Outcomes</li> <li>Courses at capstone level in the final year of this major evaluate the achievement of programme graduate outcomes</li> <li>Students are also assessed in the four mandatory generic courses (UU100, UU104, UU200 &amp; UU204)</li> </ul> <p><b>Indirect:</b></p> <ul style="list-style-type: none"> <li>Employer Satisfaction Survey (ESS)</li> <li>Graduate Destination Survey (GDS)</li> <li>Total Experience Survey (TES)</li> <li>Student Evaluation of Courses (SEC) Survey</li> </ul>	<p><b>Internal Interpretation &amp; Processes:</b></p> <p><i>At the Course level:</i> Course Coordinators &amp; Teaching Team</p> <p><i>At the School level:</i> Heads of Schools/Deputy Heads of Schools &amp; School Boards of Studies</p> <p><i>At the Faculty level:</i> Associate Dean (Learning &amp; Teaching), Associate Dean (Planning &amp; Quality) and Dean; Faculty Assessment Board</p> <p>The courses in this major undergo the mandatory Moderation Process.</p> <p>The Quality of Teaching measures verify the alignment between the course assessments and learning outcomes at all levels (course, programme and institutional).</p>	<p><i>At the Course level:</i> Interpretation of the assessment results through the moderation process and individual reflection by Course Coordinators are used to inform the review of courses and plan for the next iteration.</p> <p>The feedback received through SEC and other surveys including the newly introduced mid-semester feedback survey is used to inform teaching and learning practice.</p> <p><i>At the Discipline level:</i> Academic staff discuss the recommendations of the Programme Reviewers and how to revise the courses accordingly. This is documented in a formal response and action plan for addressing the recommendations. The recommendations of PAC is also used in improving the major and its courses.</p> <p><i>At the School &amp; Faculty levels:</i> The School Boards of Studies and Faculty Academic Standards &amp; Quality Committee monitor the implementation of the changes/recommendations.</p>	2010	2018

				<i>External Interpretation:</i> External Programme Reviewers; Programme Advisory Committee (PAC) including employers			
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Category	(1) Have formal learning outcomes been developed?	(2) Where are these learning outcomes published?	(3) Other than GPA, what data / evidence are used to determine that graduates have achieved stated outcomes for the degree?	(4) Who interprets the evidence? What is the process?	(5) How are the findings used?	(6) Date of the last program review for this degree program.	(7) Date of the next program review for this degree program
<b>Three Year Prescribed Bachelor Programmes</b>							
<b>Bachelor of Education In-Service</b>							
Early Childhood Education and Care	Yes	<p>The Programme Graduate Outcomes feature in the following places:</p> <ul style="list-style-type: none"> <li>Alignment table in the course outlines for individual courses in programme</li> <li>LTSS <a href="#">website</a></li> <li>Programme Accreditation Self-Review Report</li> </ul> <p>The Course Learning Outcomes are required to feature in the individual course outlines</p>	<p><b>Direct:</b></p> <ul style="list-style-type: none"> <li>Assessments for all individual courses in this major are informed by the USP Graduate Outcomes, Programme Graduate Outcomes and requirements of the Accrediting Body (Australian Children's Education &amp; Care Quality Authority, ACECQA)</li> <li>Courses at capstone level in the final year of this major evaluate the achievement of programme graduate outcomes</li> <li>Students are also assessed in the four mandatory generic courses (UU100, UU104, UU200 &amp; UU204)</li> </ul> <p><b>Indirect:</b></p> <ul style="list-style-type: none"> <li>Employer Satisfaction Survey (ESS)</li> <li>Graduate Destination Survey (GDS)</li> <li>Total Experience Survey (TES)</li> <li>Student Evaluation of Courses (SEC) Survey</li> </ul>	<p><b>Internal Interpretation &amp; Processes:</b></p> <p><i>At the Course level:</i> Course Coordinators &amp; Teaching Team</p> <p><i>At the School level:</i> Heads of Schools/Deputy Heads of Schools &amp; School Boards of Studies</p> <p><i>At the Faculty level:</i> Associate Dean (Learning &amp; Teaching), Associate Dean (Planning &amp; Quality) and Dean; Faculty Assessment Board</p> <p>The courses in this major undergo the mandatory Moderation Process.</p> <p>The Quality of Teaching measures verify the alignment between the course assessments and learning outcomes at all levels (course, programme and institutional).</p>	<p><i>At the Course level:</i> Interpretation of the assessment results through the moderation process and individual reflection by the Course Coordinators are used to inform the review of courses and plan for the next iteration.</p> <p>The feedback received though SEC and other surveys including the newly introduced mid-semester feedback survey is used to inform teaching and learning practice.</p> <p><i>At the Discipline level:</i> Academic staff discuss the recommendations of the Programme Reviewers and how to revise the courses accordingly. This is documented in a formal response and action plan for addressing the recommendations. The recommendations of PAC is also used in improving the major and its courses.</p> <p><i>At the School &amp; Faculty levels:</i> The School Boards of Studies and Faculty Academic Standards &amp; Quality Committee monitor the</p>	2017	2021

				<b>External Interpretation:</b> ACECQA; Programme Advisory Committee (PAC) including employers	implementation of the changes/recommendations.		
Primary Education	Yes	<p>The Programme Graduate Outcomes feature in the following places:</p> <ul style="list-style-type: none"> <li>Alignment table in the course outlines for individual courses in programme</li> <li>LTSS <a href="#">website</a></li> <li>External Programme Self-Review Report</li> </ul> <p>The Course Learning Outcomes are required to feature in the individual course outlines</p>	<p><b>Direct:</b></p> <ul style="list-style-type: none"> <li>Assessments for all individual courses in this major are informed by the USP Graduate Outcomes and Programme Graduate Outcomes</li> <li>Courses at capstone level in the final year of this major evaluate the achievement of programme graduate outcomes</li> <li>Students are also assessed in the four mandatory generic courses (UU100, UU104, UU200 &amp; UU204)</li> </ul> <p><b>Indirect:</b></p> <ul style="list-style-type: none"> <li>Employer Satisfaction Survey (ESS)</li> <li>Graduate Destination Survey (GDS)</li> <li>Total Experience Survey (TES)</li> <li>Student Evaluation of Courses (SEC) Survey</li> </ul>	<p><b>Internal Interpretation &amp; Processes:</b></p> <p><i>At the Course level:</i> Course Coordinators &amp; Teaching Team</p> <p><i>At the School level:</i> Heads of Schools/Deputy Heads of Schools &amp; School Boards of Studies</p> <p><i>At the Faculty level:</i> Associate Dean (Learning &amp; Teaching), Associate Dean (Planning &amp; Quality) and Dean; Faculty Assessment Board</p> <p>The courses in this major undergo the mandatory Moderation Process.</p> <p>The Quality of Teaching measures verify the alignment between the course assessments and learning outcomes at all levels (course, programme and institutional).</p>	<p><i>At the Course level:</i> Interpretation of the assessment results through the moderation process and individual reflection by the Course Coordinators are used to inform the review of courses and plan for the next iteration.</p> <p>The feedback received through SEC and other surveys including the newly introduced mid-semester feedback survey is used to inform teaching and learning practice.</p> <p><i>At the Discipline level:</i> Academic staff discuss the recommendations of the Programme Reviewers and how to revise the courses accordingly. This is documented in a formal response and action plan for addressing the recommendations. The recommendations of PAC is also used in improving the major and its courses.</p> <p><i>At the School &amp; Faculty levels:</i> The School Boards of Studies and Faculty Academic Standards &amp; Quality Committee monitor the implementation of the changes/recommendations.</p>	2010	2018

				<p><b>External Interpretation:</b> External Programme Reviewers; Programme Advisory Committee (PAC) including employers</p>			
Special and Inclusive Education	Yes	<p>The Programme Graduate Outcomes feature in the following places:</p> <ul style="list-style-type: none"> <li>Alignment table in the course outlines for individual courses in programme</li> <li>LTSS <a href="#">website</a></li> <li>External Programme Self-Review Report</li> </ul> <p>The Course Learning Outcomes are required to feature in the individual course outlines</p>	<p><b>Direct:</b></p> <ul style="list-style-type: none"> <li>Assessments for all individual courses in this major are informed by the USP Graduate Outcomes and Programme Graduate Outcomes</li> <li>Courses at capstone level in the final year of this major evaluate the achievement of programme graduate outcomes</li> <li>Students are also assessed in the four mandatory generic courses (UU100, UU104, UU200 &amp; UU204)</li> </ul> <p><b>Indirect:</b></p> <ul style="list-style-type: none"> <li>Employer Satisfaction Survey (ESS)</li> <li>Graduate Destination Survey (GDS)</li> <li>Total Experience Survey (TES)</li> <li>Student Evaluation of Courses (SEC) Survey</li> </ul>	<p><b>Internal Interpretation &amp; Processes:</b></p> <p><i>At the Course level:</i> Course Coordinators &amp; Teaching Team</p> <p><i>At the School level:</i> Heads of Schools/Deputy Heads of Schools &amp; School Boards of Studies</p> <p><i>At the Faculty level:</i> Associate Dean (Learning &amp; Teaching), Associate Dean (Planning &amp; Quality) and Dean; Faculty Assessment Board</p> <p>The courses in this major undergo the mandatory Moderation Process.</p> <p>The Quality of Teaching measures verify the alignment between the course assessments and learning outcomes at all levels (course, programme and institutional).</p>	<p><i>At the Course level:</i> Interpretation of the assessment results through the moderation process and individual reflection by the Course Coordinators are used to inform the review of courses and plan for the next iteration.</p> <p>The feedback received through SEC and other surveys including the newly introduced mid-semester feedback survey is used to inform teaching and learning practice.</p> <p><i>At the Discipline level:</i> Academic staff discuss the recommendations of the Programme Reviewers and how to revise the courses accordingly. This is documented in a formal response and action plan for addressing the recommendations. The recommendations of PAC is also used in improving the major and its courses.</p> <p><i>At the School &amp; Faculty levels:</i> The School Boards of Studies and Faculty Academic Standards &amp; Quality Committee monitor the implementation of the changes/recommendations.</p>	2010	2018



				<b>External Interpretation:</b> External Programme Reviewers; Programme Advisory Committee (PAC) including employers			
Secondary Education	Yes	<p>The Programme Graduate Outcomes feature in the following places:</p> <ul style="list-style-type: none"> <li>Alignment table in the course outlines for individual courses in programme</li> <li>LTSS <a href="#">website</a></li> <li>External Programme Self-Review Report</li> </ul> <p>The Course Learning Outcomes are required to feature in the individual course outlines</p>	<p><b>Direct:</b></p> <ul style="list-style-type: none"> <li>Assessments for all individual courses in this major are informed by the USP Graduate Outcomes and Programme Graduate Outcomes</li> <li>Courses at capstone level in the final year of this major evaluate the achievement of programme graduate outcomes</li> <li>Students are also assessed in the four mandatory generic courses (UU100, UU104, UU200 &amp; UU204)</li> </ul> <p><b>Indirect:</b></p> <ul style="list-style-type: none"> <li>Employer Satisfaction Survey (ESS)</li> <li>Graduate Destination Survey (GDS)</li> <li>Total Experience Survey (TES)</li> <li>Student Evaluation of Courses (SEC) Survey</li> </ul>	<p><b>Internal Interpretation &amp; Processes:</b></p> <p><i>At the Course level:</i> Course Coordinators &amp; Teaching Team</p> <p><i>At the School level:</i> Heads of Schools/Deputy Heads of Schools &amp; School Boards of Studies</p> <p><i>At the Faculty level:</i> Associate Dean (Learning &amp; Teaching), Associate Dean (Planning &amp; Quality) and Dean; Faculty Assessment Board</p> <p>The courses in this major undergo the mandatory Moderation Process.</p> <p>The Quality of Teaching measures verify the alignment between the course assessments and learning outcomes at all levels (course, programme and institutional).</p>	<p><i>At the Course level:</i> Interpretation of the assessment results through the moderation process and individual reflection by the Course Coordinators are used to inform the review of courses and plan for the next iteration.</p> <p>The feedback received through SEC and other surveys including the newly introduced mid-semester feedback survey is used to inform teaching and learning practice.</p> <p><i>At the Discipline level:</i> Academic staff discuss the recommendations of the Programme Reviewers and how to revise the courses accordingly. This is documented in a formal response and action plan for addressing the recommendations. The recommendations of PAC is also used in improving the major and its courses.</p> <p><i>At the School &amp; Faculty levels:</i> The School Boards of Studies and Faculty Academic Standards &amp; Quality Committee monitor the implementation of the changes/recommendations.</p>	2010	2018

				<i>External Interpretation:</i> External Programme Reviewers; Programme Advisory Committee (PAC) including employers			
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Category	(1) Have formal learning outcomes been developed?	(2) Where are these learning outcomes published?	(3) Other than GPA, what data / evidence are used to determine that graduates have achieved stated outcomes for the degree?	(4) Who interprets the evidence? What is the process?	(5) How are the findings used?	(6) Date of the last program review for this degree program.	(7) Date of the next program review for this degree program
<b>Four Year Prescribed Bachelor Programmes</b>							
Bachelor of Laws	Yes	<p>The Programme Graduate Outcomes feature in the following places:</p> <ul style="list-style-type: none"> <li>Alignment table in the course outlines for individual courses in programme</li> <li>LTSS <a href="#">website</a></li> <li>External Programme Self-Review Report</li> </ul> <p>The Course Learning Outcomes are required to feature in the individual course outlines</p>	<p><b>Direct:</b></p> <ul style="list-style-type: none"> <li>Assessments for all individual courses in this major are informed by the USP Graduate Outcomes and Programme Graduate Outcomes</li> <li>Courses at capstone level in the final year of this major evaluate the achievement of programme graduate outcomes</li> <li>Internships assessed by external supervisors</li> <li>Students are also assessed in the four mandatory generic courses (UU100, UU104, UU200 &amp; UU204)</li> </ul> <p><b>Indirect:</b></p> <ul style="list-style-type: none"> <li>Employer Satisfaction Survey (ESS)</li> <li>Graduate Destination Survey (GDS)</li> <li>Total Experience Survey (TES)</li> <li>Student Evaluation of Courses (SEC) Survey</li> </ul>	<p><b>Internal Interpretation &amp; Processes:</b></p> <p><i>At the Course level:</i> Course Coordinators, Teaching Team and Peer Mentors</p> <p><i>At the School level:</i> Heads of Schools/Deputy Heads of Schools &amp; School Boards of Studies</p> <p><i>At the Faculty level:</i> Associate Dean (Learning &amp; Teaching), Associate Dean (Planning &amp; Quality) and Dean; Faculty Assessment Board</p> <p>The courses in this major undergo the mandatory Moderation Process.</p> <p>The Quality of Teaching measures verify the alignment between the course assessments and learning outcomes at all levels (course, programme and institutional).</p>	<p><i>At the Course level:</i> Interpretation of the assessment results through the moderation process and individual reflection by the Course Coordinators are used to inform the review of courses and plan for the next iteration.</p> <p>The feedback received through SEC and other surveys including the newly introduced mid-semester feedback survey is used to inform teaching and learning practice.</p> <p><i>At the Discipline level:</i> Academic staff discuss the recommendations of the Programme Reviewers and how to revise the courses accordingly. This is documented in a formal response and action plan for addressing the recommendations. The recommendations of PAC is also used in improving the major and its courses.</p> <p><i>At the School &amp; Faculty levels:</i> The School Boards of Studies and Faculty Academic Standards &amp; Quality Committee monitor the implementation of the changes/recommendations.</p>	2012	2020

				<i>External Interpretation:</i> External Programme Reviewers; Programme Advisory Committee (PAC) including employers			
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Category	(1) Have formal learning outcomes been developed?	(2) Where are these learning outcomes published?	(3) Other than GPA, what data / evidence are used to determine that graduates have achieved stated outcomes for the degree?	(4) Who interprets the evidence? What is the process?	(5) How are the findings used?	(6) Date of the last program review for this degree program.	(7) Date of the next program review for this degree program
<b>Four Year Combined Bachelor Programmes</b>							
Bachelor of Arts and Graduate Certificate in Education	Refer to individual Bachelor of Arts Programmes. The Capstone course for the Graduate Certificate in Education (a non-degree programme) is ED300: Practicum, which involves a 17-week School Practicum. Assessments included are components of teaching and observations of teaching, Associate Teacher's and Principal's observations, including Lecturers' observation.						
Bachelor of Commerce and Graduate Certificate in Education	Refer to individual Bachelor of Commerce Programmes. The Capstone course for the Graduate Certificate in Education (a non-degree programme) is ED300: Practicum, which involves a 17-week School Practicum. Assessments included are components of teaching and observations of teaching, Associate Teacher's and Principal's observations, including Lecturers' observation.						
Bachelor of Science and Graduate Certificate in Education	Refer to individual Bachelor of Science Programmes. The Capstone course for the Graduate Certificate in Education (a non-degree programme) is ED300: Practicum, which involves a 17-week School Practicum. Assessments included are components of teaching and observations of teaching, Associate Teacher's and Principal's observations, including Lecturers' observation.						

Category	(1) Have formal learning outcomes been developed?	(2) Where are these learning outcomes published?	(3) Other than GPA, what data / evidence are used to determine that graduates have achieved stated outcomes for the degree?	(4) Who interprets the evidence? What is the process?	(5) How are the findings used?	(6) Date of the last program review for this degree program.	(7) Date of the next program review for this degree program
<b>Five Year Combined Bachelor Programmes</b>							
<b>Bachelor of Arts and Bachelor of Laws</b>	Refer to Sections on individual Bachelor of Arts and Bachelor of Laws Programmes						
<b>Bachelor of Commerce and Bachelor of Laws</b>	Refer to Sections on individual Bachelor of Commerce and Bachelor of Laws Programmes						

## **The University of the South Pacific**

### **Inventory of Educational Effectiveness Indicators**

The Faculty of Business and Economics (FBE) offers the following Bachelor degree programmes and these are presented in turn:

*3-year Bachelor Programmes (in these programmes, students follow a defined sequence of courses linked to a particular choice of majors and/ or minors):*

Bachelor of Arts (Majors and/or Minors include: Politics)

Bachelor of Commerce (Majors and/or Minors include: Accounting (Accredited Programme), Agricultural Economics and Agribusiness, Banking, Economics, Finance, Human Resource Management and Employment Relations, International Business and Marketing, Land Management, Management and Public Administration, Official Statistics, Population Studies and Demography, Tourism Management)

*3-year Prescribed Bachelor Programmes (in these programmes, students follow a pre-planned sequence of courses):*

Bachelor of Agriculture

Bachelor of Commerce in Professional Accounting

Bachelor of Commerce in Tourism and Hospitality Management (Accredited Programme)

*4-year Prescribed Bachelor Programmes (in these programmes, students follow a pre-planned sequence of courses):*

Bachelor of Commerce in Hotel Management (Accredited Programme)

Category	(1) Have formal learning outcomes been developed?	(2) Where are these learning outcomes published?	(3) Other than GPA, what data / evidence are used to determine that graduates have achieved stated outcomes for the degree?	(4) Who interprets the evidence? What is the process?	(5) How are the findings used?	(6) Date of the last program review for this degree program.	(7) Date of the next program review for this degree program
<b>Three Year Bachelor Programmes</b>							
<b>Bachelor of Arts with a major in:</b>							
Politics	Yes	<p>The Programme Graduate Outcomes feature in the following places:</p> <ul style="list-style-type: none"> <li>Alignment table in the course outlines for individual courses in programme</li> <li>LTSS <a href="#">website</a></li> <li>External Programme Self-Review Report</li> </ul> <p>The Course Learning Outcomes are required to feature in the individual course outlines</p>	<p><b>Direct:</b></p> <ul style="list-style-type: none"> <li>Assessments for all individual courses in this major are informed by the USP Graduate Outcomes and Programme Graduate Outcomes</li> <li>Courses at capstone level in the final year of this major evaluate the achievement of programme graduate outcomes</li> <li>Students are also assessed in the four mandatory generic courses (UU100, UU104, UU200 &amp; UU204)</li> </ul> <p><b>Indirect:</b></p> <ul style="list-style-type: none"> <li>Employer Satisfaction Survey (ESS)</li> <li>Graduate Destination Survey (GDS)</li> <li>Total Experience Survey (TES)</li> <li>Student Evaluation of Courses (SEC) Survey</li> </ul>	<p><b>Internal Interpretation &amp; Processes:</b></p> <p><i>At the Course level:</i> Course Coordinators &amp; Teaching Team</p> <p><i>At the School level:</i> Heads of Schools/Deputy Heads of Schools &amp; School Boards of Studies</p> <p><i>At the Faculty level:</i> Associate Dean (Learning &amp; Teaching), Associate Dean (Planning &amp; Quality) and Dean; Faculty Assessment Board</p> <p>The courses in this major undergo the mandatory Moderation Process.</p> <p>The Quality of Teaching measures verify the alignment between the course assessments and learning outcomes at all levels (course, programme and institutional).</p>	<p><i>At the Course level:</i> Interpretation of the assessment results through the moderation process and individual reflection by the Course Coordinators are used to inform the review of courses and plan for the next iteration.</p> <p>The feedback received though SEC and other surveys including the newly introduced mid-semester feedback survey is used to inform teaching and learning practice.</p> <p><i>At the Discipline level:</i> Academic staff discuss the recommendations of the Programme Reviewers and how to revise the courses accordingly. This is documented in a formal response and action plan for addressing the recommendations. The recommendations of PAC is also used in improving the major and its courses.</p> <p><i>At the School &amp; Faculty levels:</i> The School Boards of Studies and Faculty Academic Standards &amp; Quality Committee monitor the</p>	2011	2018



				<b>External Interpretation:</b> External Programme Reviewers; Programme Advisory Committee (PAC) including employers	implementation of the changes/recommendations.		
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Category	(1) Have formal learning outcomes been developed?	(2) Where are these learning outcomes published?	(3) Other than GPA, what data / evidence are used to determine that graduates have achieved stated outcomes for the degree?	(4) Who interprets the evidence? What is the process?	(5) How are the findings used?	(6) Date of the last program review for this degree program.	(7) Date of the next program review for this degree program
<b>Three Year Bachelor Programmes</b>							
<b>Bachelor of Commerce with a major in:</b>							
Accounting	Yes	<p>The Programme Graduate Outcomes feature in the following places:</p> <ul style="list-style-type: none"> <li>Alignment table in the course outlines for individual courses in programme</li> <li>LTSS <a href="#">website</a></li> <li>Programme Accreditation &amp; External Programme Self-Review Reports</li> </ul> <p>The Course Learning Outcomes are required to feature in the individual course outlines</p>	<p><b>Direct:</b></p> <ul style="list-style-type: none"> <li>Assessments for all individual courses in this major are informed by the USP Graduate Outcomes, Programme Graduate Outcomes and requirements of the Accrediting Body (CPA Australia)</li> <li>Courses at capstone level in the final year of this major (AF301: Accounting Theory and Applications) evaluate the achievement of programme graduate outcomes</li> <li>Students are also assessed in the four mandatory generic courses (UU100A, UU104, UU200 &amp; UU204)</li> </ul> <p><b>Indirect:</b></p> <ul style="list-style-type: none"> <li>Employer Satisfaction Survey (ESS)</li> <li>Graduate Destination Survey (GDS)</li> <li>Total Experience Survey (TES)</li> <li>Student Evaluation of Courses (SEC) Survey</li> </ul>	<p><b>Internal Interpretation &amp; Processes:</b></p> <p><i>At the Course level:</i> Course Coordinators &amp; Teaching Team</p> <p><i>At the School level:</i> Heads of Schools/Deputy Heads of Schools &amp; School Boards of Studies</p> <p><i>At the Faculty level:</i> Associate Dean (Learning &amp; Teaching), Associate Dean (Planning &amp; Quality) and Dean; Faculty Assessment Board</p> <p>The courses in this major undergo the mandatory Moderation Process.</p> <p>The Quality of Teaching measures verify the alignment between the course assessments and learning outcomes at all levels (course, programme and institutional).</p>	<p><i>At the Course level:</i> Interpretation of the assessment results through the moderation process and individual reflection by the Course Coordinators are used to inform the review of courses and plan for the next iteration.</p> <p>The feedback received through SEC and other surveys including the newly introduced mid-semester feedback survey is used to inform teaching and learning practice.</p> <p><i>At the Discipline level:</i> Academic staff discuss the recommendations of the Programme Reviewers and how to revise the courses accordingly. This is documented in a formal response and action plan for addressing the recommendations. The recommendations of PAC is also used in improving the major and its courses.</p> <p><i>At the School &amp; Faculty levels:</i> The School Boards of Studies and Faculty Academic Standards &amp; Quality Committee monitor the</p>	2014	2017

				<p><b>External Interpretation:</b> CPA Australia; Programme Advisory Committee (PAC) including employers</p>	implementation of the changes/recommendations.		
Agricultural Economics and Agribusiness	Yes	<p>The Programme Graduate Outcomes feature in the following places:</p> <ul style="list-style-type: none"> <li>• Alignment table in the course outlines for individual courses in programme</li> <li>• LTSS <a href="#">website</a></li> <li>• External Programme Self-Review Report</li> </ul> <p>The Course Learning Outcomes are required to feature in the individual course outlines</p>	<p><b>Direct:</b></p> <ul style="list-style-type: none"> <li>• Assessments for all individual courses in this major are informed by the USP Graduate Outcomes and Programme Graduate Outcomes</li> <li>• Courses at capstone level in the final year of this major evaluate the achievement of programme graduate outcomes</li> <li>• Students are also assessed in the four mandatory generic courses (UU100, UU104, UU200 &amp; UU204)</li> </ul> <p><b>Indirect:</b></p> <ul style="list-style-type: none"> <li>• Employer Satisfaction Survey (ESS)</li> <li>• Graduate Destination Survey (GDS)</li> <li>• Total Experience Survey (TES)</li> <li>• Student Evaluation of Courses (SEC) Survey</li> <li>• Opinion Survey of employers of graduates (e.g. Ministries of Agriculture, Planning, Banks, etc.)</li> </ul>	<p><b>Internal Interpretation &amp; Processes:</b></p> <p><i>At the Course level:</i> Course Coordinators &amp; Teaching Team</p> <p><i>At the School level:</i> Heads of Schools/Deputy Heads of Schools &amp; School Boards of Studies</p> <p><i>At the Faculty level:</i> Associate Dean (Learning &amp; Teaching), Associate Dean (Planning &amp; Quality) and Dean; Faculty Assessment Board</p> <p>The courses in this major undergo the mandatory Moderation Process.</p> <p>The Quality of Teaching measures verify the alignment between the course assessments and learning outcomes at all levels (course, programme and institutional).</p>	<p><i>At the Course level:</i> Interpretation of the assessment results through the moderation process and individual reflection by the Course Coordinators are used to inform the review of courses and plan for the next iteration.</p> <p>The feedback received through SEC and other surveys including the newly introduced mid-semester feedback survey is used to inform teaching and learning practice.</p> <p><i>At the Discipline level:</i> Academic staff discuss the recommendations of the Programme Reviewers and how to revise the courses accordingly. This is documented in a formal response and action plan for addressing the recommendations. The recommendations of PAC is also used in improving the major and its courses.</p> <p><i>At the School &amp; Faculty levels:</i> The School Boards of Studies and Faculty Academic Standards &amp; Quality Committee monitor the implementation of the changes/recommendations.</p>	2015	To be determined

				<p><b>External Interpretation:</b> External Programme Reviewers; Programme Advisory Committee (PAC) including employers</p>			
Banking	Yes	<p>The Programme Graduate Outcomes feature in the following places:</p> <ul style="list-style-type: none"> <li>Alignment table in the course outlines for individual courses in programme</li> <li>LTSS <a href="#">website</a></li> <li>External Programme Self-Review Report</li> </ul> <p>The Course Learning Outcomes are required to feature in the individual course outlines</p>	<p><b>Direct:</b></p> <ul style="list-style-type: none"> <li>Assessments for all individual courses in this major are informed by the USP Graduate Outcomes and Programme Graduate Outcomes</li> <li>Courses at capstone level in the final year of this major evaluate the achievement of programme graduate outcomes</li> <li>Students are also assessed in the four mandatory generic courses (UU100, UU104, UU200 &amp; UU204)</li> </ul> <p><b>Indirect:</b></p> <ul style="list-style-type: none"> <li>Employer Satisfaction Survey (ESS)</li> <li>Graduate Destination Survey (GDS)</li> <li>Total Experience Survey (TES)</li> <li>Student Evaluation of Courses (SEC) Survey</li> </ul>	<p><b>Internal Interpretation &amp; Processes:</b></p> <p><i>At the Course level:</i> Course Coordinators &amp; Teaching Team</p> <p><i>At the School level:</i> Heads of Schools/Deputy Heads of Schools &amp; School Boards of Studies</p> <p><i>At the Faculty level:</i> Associate Dean (Learning &amp; Teaching), Associate Dean (Planning &amp; Quality) and Dean; Faculty Assessment Board</p> <p>The courses in this major undergo the mandatory Moderation Process.</p> <p>The Quality of Teaching measures verify the alignment between the course assessments and learning outcomes at all levels (course, programme and institutional).</p>	<p><i>At the Course level:</i> Interpretation of the assessment results through the moderation process and individual reflection by the Course Coordinators are used to inform the review of courses and plan for the next iteration.</p> <p>The feedback received through SEC and other surveys including the newly introduced mid-semester feedback survey is used to inform teaching and learning practice.</p> <p><i>At the Discipline level:</i> Academic staff discuss the recommendations of the Programme Reviewers and how to revise the courses accordingly. This is documented in a formal response and action plan for addressing the recommendations. The recommendations of PAC is also used in improving the major and its courses.</p> <p><i>At the School &amp; Faculty levels:</i> The School Boards of Studies and Faculty Academic Standards &amp; Quality Committee monitor the implementation of the changes/recommendations.</p>	2011	2019

				<p><b>External Interpretation:</b> External Programme Reviewers; Programme Advisory Committee (PAC) including employers</p>			
Economics	Yes	<p>The Programme Graduate Outcomes feature in the following places:</p> <ul style="list-style-type: none"> <li>Alignment table in the course outlines for individual courses in programme</li> <li>LTSS <a href="#">website</a></li> <li>External Programme Self-Review Report</li> </ul> <p>The Course Learning Outcomes are required to feature in the individual course outlines</p>	<p><b>Direct:</b></p> <ul style="list-style-type: none"> <li>Assessments for all individual courses in this major are informed by the USP Graduate Outcomes and Programme Graduate Outcomes</li> <li>Courses at capstone level in the final year of this major evaluate the achievement of programme graduate outcomes</li> <li>Students are also assessed in the four mandatory generic courses (UU100, UU104, UU200 &amp; UU204)</li> </ul> <p><b>Indirect:</b></p> <ul style="list-style-type: none"> <li>Employer Satisfaction Survey (ESS)</li> <li>Graduate Destination Survey (GDS)</li> <li>Total Experience Survey (TES)</li> <li>Student Evaluation of Courses (SEC) Survey</li> </ul>	<p><b>Internal Interpretation &amp; Processes:</b></p> <p><i>At the Course level:</i> Course Coordinators &amp; Teaching Team</p> <p><i>At the School level:</i> Heads of Schools/Deputy Heads of Schools &amp; School Boards of Studies</p> <p><i>At the Faculty level:</i> Associate Dean (Learning &amp; Teaching), Associate Dean (Planning &amp; Quality) and Dean; Faculty Assessment Board</p> <p>The courses in this major undergo the mandatory Moderation Process.</p> <p>The Quality of Teaching measures verify the alignment between the course assessments and learning outcomes at all levels (course, programme and institutional).</p>	<p><i>At the Course level:</i> Interpretation of the assessment results through the moderation process and individual reflection by the Course Coordinators are used to inform the review of courses and plan for the next iteration.</p> <p>The feedback received though SEC and other surveys including the newly introduced mid-semester feedback survey is used to inform teaching and learning practice.</p> <p><i>At the Discipline level:</i> Academic staff discuss the recommendations of the Programme Reviewers and how to revise the courses accordingly. This is documented in a formal response and action plan for addressing the recommendations. The recommendations of PAC is also used in improving the major and its courses.</p> <p><i>At the School &amp; Faculty levels:</i> The School Boards of Studies and Faculty Academic Standards &amp; Quality Committee monitor the implementation of the changes/recommendations.</p>	2013	2018

				<b>External Interpretation:</b> External Programme Reviewers; Programme Advisory Committee (PAC) including employers			
Finance	Yes	<p>The Programme Graduate Outcomes feature in the following places:</p> <ul style="list-style-type: none"> <li>• Alignment table in the course outlines for individual courses in programme</li> <li>• LTSS <a href="#">website</a></li> <li>• External Programme Self-Review Report</li> </ul> <p>The Course Learning Outcomes are required to feature in the individual course outlines</p>	<p><b>Direct:</b></p> <ul style="list-style-type: none"> <li>• Assessments for all individual courses in this major are informed by the USP Graduate Outcomes and Programme Graduate Outcomes</li> <li>• Courses at capstone level in the final year of this major evaluate the achievement of programme graduate outcomes</li> <li>• Students are also assessed in the four mandatory generic courses (UU100, UU104, UU200 &amp; UU204)</li> </ul> <p><b>Indirect:</b></p> <ul style="list-style-type: none"> <li>• Employer Satisfaction Survey (ESS)</li> <li>• Graduate Destination Survey (GDS)</li> <li>• Total Experience Survey (TES)</li> <li>• Student Evaluation of Courses (SEC) Survey</li> </ul>	<p><b>Internal Interpretation &amp; Processes:</b></p> <p><i>At the Course level:</i> Course Coordinators &amp; Teaching Team</p> <p><i>At the School level:</i> Heads of Schools/Deputy Heads of Schools &amp; School Boards of Studies</p> <p><i>At the Faculty level:</i> Associate Dean (Learning &amp; Teaching), Associate Dean (Planning &amp; Quality) and Dean; Faculty Assessment Board</p> <p>The courses in this major undergo the mandatory Moderation Process.</p> <p>The Quality of Teaching measures verify the alignment between the course assessments and learning outcomes at all levels (course, programme and institutional).</p>	<p><i>At the Course level:</i> Interpretation of the assessment results through the moderation process and individual reflection by the Course Coordinators are used to inform the review of courses and plan for the next iteration.</p> <p>The feedback received through SEC and other surveys including the newly introduced mid-semester feedback survey is used to inform teaching and learning practice.</p> <p><i>At the Discipline level:</i> Academic staff discuss the recommendations of the Programme Reviewers and how to revise the courses accordingly. This is documented in a formal response and action plan for addressing the recommendations. The recommendations of PAC is also used in improving the major and its courses.</p> <p><i>At the School &amp; Faculty levels:</i> The School Boards of Studies and Faculty Academic Standards &amp; Quality Committee monitor the implementation of the changes/recommendations.</p>	2011	2018

				<b>External Interpretation:</b> External Programme Reviewers; Programme Advisory Committee (PAC) including employers			
Human Resource Management and Employment Relations	Yes	<p>The Programme Graduate Outcomes feature in the following places:</p> <ul style="list-style-type: none"> <li>Alignment table in the course outlines for individual courses in programme</li> <li>LTSS <a href="#">website</a></li> <li>External Programme Self-Review Report</li> </ul> <p>The Course Learning Outcomes are required to feature in the individual course outlines</p>	<p><b>Direct:</b></p> <ul style="list-style-type: none"> <li>Assessments for all individual courses in this major are informed by the USP Graduate Outcomes and Programme Graduate Outcomes</li> <li>Courses at capstone level in the final year of this major evaluate the achievement of programme graduate outcomes</li> <li>Students are also assessed in the four mandatory generic courses (UU100, UU104, UU200 &amp; UU204)</li> </ul> <p><b>Indirect:</b></p> <ul style="list-style-type: none"> <li>Employer Satisfaction Survey (ESS)</li> <li>Graduate Destination Survey (GDS)</li> <li>Total Experience Survey (TES)</li> <li>Student Evaluation of Courses (SEC) Survey</li> </ul>	<p><b>Internal Interpretation &amp; Processes:</b></p> <p><i>At the Course level:</i> Course Coordinators &amp; Teaching Team</p> <p><i>At the School level:</i> Heads of Schools/Deputy Heads of Schools &amp; School Boards of Studies</p> <p><i>At the Faculty level:</i> Associate Dean (Learning &amp; Teaching), Associate Dean (Planning &amp; Quality) and Dean; Faculty Assessment Board</p> <p>The courses in this major undergo the mandatory Moderation Process.</p> <p>The Quality of Teaching measures verify the alignment between the course assessments and learning outcomes at all levels (course, programme and institutional).</p>	<p><i>At the Course level:</i> Interpretation of the assessment results through the moderation process and individual reflection by the Course Coordinators are used to inform the review of courses and plan for the next iteration.</p> <p>The feedback received though SEC and other surveys including the newly introduced mid-semester feedback survey is used to inform teaching and learning practice.</p> <p><i>At the Discipline level:</i> Academic staff discuss the recommendations of the Programme Reviewers and how to revise the courses accordingly. This is documented in a formal response and action plan for addressing the recommendations. The recommendations of PAC is also used in improving the major and its courses.</p> <p><i>At the School &amp; Faculty levels:</i> The School Boards of Studies and Faculty Academic Standards &amp; Quality Committee monitor the implementation of the changes/recommendations.</p>	2014	To be determined

				<p><b>External Interpretation:</b> External Programme Reviewers; Programme Advisory Committee (PAC) including employers</p>			
International Business and Marketing	Yes	<p>The Programme Graduate Outcomes feature in the following places:</p> <ul style="list-style-type: none"> <li>Alignment table in the course outlines for individual courses in programme</li> <li>LTSS <a href="#">website</a></li> <li>External Programme Self-Review Report</li> </ul> <p>The Course Learning Outcomes are required to feature in the individual course outlines</p>	<p><b>Direct:</b></p> <ul style="list-style-type: none"> <li>Assessments for all individual courses in this major are informed by the USP Graduate Outcomes and Programme Graduate Outcomes</li> <li>Courses at capstone level in the final year of this major evaluate the achievement of programme graduate outcomes</li> <li>Students are also assessed in the four mandatory generic courses (UU100, UU104, UU200 &amp; UU204)</li> </ul> <p><b>Indirect:</b></p> <ul style="list-style-type: none"> <li>Employer Satisfaction Survey (ESS)</li> <li>Graduate Destination Survey (GDS)</li> <li>Total Experience Survey (TES)</li> <li>Student Evaluation of Courses (SEC) Survey</li> </ul>	<p><b>Internal Interpretation &amp; Processes:</b></p> <p><i>At the Course level:</i> Course Coordinators &amp; Teaching Team</p> <p><i>At the School level:</i> Heads of Schools/Deputy Heads of Schools &amp; School Boards of Studies</p> <p><i>At the Faculty level:</i> Associate Dean (Learning &amp; Teaching), Associate Dean (Planning &amp; Quality) and Dean; Faculty Assessment Board</p> <p>The courses in this major undergo the mandatory Moderation Process.</p> <p>The Quality of Teaching measures verify the alignment between the course assessments and learning outcomes at all levels (course, programme and institutional).</p>	<p><i>At the Course level:</i> Interpretation of the assessment results through the moderation process and individual reflection by the Course Coordinators are used to inform the review of courses and plan for the next iteration.</p> <p>The feedback received though SEC and other surveys including the newly introduced mid-semester feedback survey is used to inform teaching and learning practice.</p> <p><i>At the Discipline level:</i> Academic staff discuss the recommendations of the Programme Reviewers and how to revise the courses accordingly. This is documented in a formal response and action plan for addressing the recommendations. The recommendations of PAC is also used in improving the major and its courses.</p> <p><i>At the School &amp; Faculty levels:</i> The School Boards of Studies and Faculty Academic Standards &amp; Quality Committee monitor the implementation of the changes/recommendations.</p>	<b>This major has not been reviewed previously</b>	<b>2018</b>



				<p><b>External Interpretation:</b> External Programme Reviewers; Programme Advisory Committee (PAC) including employers</p>			
Land Management	Yes	<p>The Programme Graduate Outcomes feature in the following places:</p> <ul style="list-style-type: none"> <li>Alignment table in the course outlines for individual courses in programme</li> <li>LTSS <a href="#">website</a></li> <li>External Programme Self-Review Report</li> </ul> <p>The Course Learning Outcomes are required to feature in the individual course outlines</p>	<p><b>Direct:</b></p> <ul style="list-style-type: none"> <li>Assessments for all individual courses in this major are informed by the USP Graduate Outcomes and Programme Graduate Outcomes</li> <li>Courses at capstone level in the final year of this major evaluate the achievement of programme graduate outcomes</li> <li>Students are also assessed in the four mandatory generic courses (UU100, UU104, UU200 &amp; UU204)</li> </ul> <p><b>Indirect:</b></p> <ul style="list-style-type: none"> <li>Employer Satisfaction Survey (ESS)</li> <li>Graduate Destination Survey (GDS)</li> <li>Total Experience Survey (TES)</li> <li>Student Evaluation of Courses (SEC) Survey</li> </ul>	<p><b>Internal Interpretation &amp; Processes:</b></p> <p><i>At the Course level:</i> Course Coordinators &amp; Teaching Team</p> <p><i>At the School level:</i> Heads of Schools/Deputy Heads of Schools &amp; School Boards of Studies</p> <p><i>At the Faculty level:</i> Associate Dean (Learning &amp; Teaching), Associate Dean (Planning &amp; Quality) and Dean; Faculty Assessment Board</p> <p>The courses in this major undergo the mandatory Moderation Process.</p> <p>The Quality of Teaching measures verify the alignment between the course assessments and learning outcomes at all levels (course, programme and institutional).</p>	<p><i>At the Course level:</i> Interpretation of the assessment results through the moderation process and individual reflection by the Course Coordinators are used to inform the review of courses and plan for the next iteration.</p> <p>The feedback received though SEC and other surveys including the newly introduced mid-semester feedback survey is used to inform teaching and learning practice.</p> <p><i>At the Discipline level:</i> Academic staff discuss the recommendations of the Programme Reviewers and how to revise the courses accordingly. This is documented in a formal response and action plan for addressing the recommendations. The recommendations of PAC is also used in improving the major and its courses.</p> <p><i>At the School &amp; Faculty levels:</i> The School Boards of Studies and Faculty Academic Standards &amp; Quality Committee monitor the implementation of the changes/recommendations.</p>	2016	2020

				<p><b>External Interpretation:</b> External Programme Reviewers; Programme Advisory Committee (PAC) including employers</p>			
Management and Public Administration	Yes	<p>The Programme Graduate Outcomes feature in the following places:</p> <ul style="list-style-type: none"> <li>Alignment table in the course outlines for individual courses in programme</li> <li>LTSS <a href="#">website</a></li> <li>External Programme Self-Review Report</li> </ul> <p>The Course Learning Outcomes are required to feature in the individual course outlines</p>	<p><b>Direct:</b></p> <ul style="list-style-type: none"> <li>Assessments for all individual courses in this major are informed by the USP Graduate Outcomes and Programme Graduate Outcomes</li> <li>Courses at capstone level in the final year of this major evaluate the achievement of programme graduate outcomes</li> <li>Students are also assessed in the four mandatory generic courses (UU100, UU104, UU200 &amp; UU204)</li> </ul> <p><b>Indirect:</b></p> <ul style="list-style-type: none"> <li>Employer Satisfaction Survey (ESS)</li> <li>Graduate Destination Survey (GDS)</li> <li>Total Experience Survey (TES)</li> <li>Student Evaluation of Courses (SEC) Survey</li> </ul>	<p><b>Internal Interpretation &amp; Processes:</b></p> <p><i>At the Course level:</i> Course Coordinators &amp; Teaching Team</p> <p><i>At the School level:</i> Heads of Schools/Deputy Heads of Schools &amp; School Boards of Studies</p> <p><i>At the Faculty level:</i> Associate Dean (Learning &amp; Teaching), Associate Dean (Planning &amp; Quality) and Dean; Faculty Assessment Board</p> <p>The courses in this major undergo the mandatory Moderation Process.</p> <p>The Quality of Teaching measures verify the alignment between the course assessments and learning outcomes at all levels (course, programme and institutional).</p>	<p><i>At the Course level:</i> Interpretation of the assessment results through the moderation process and individual reflection by the Course Coordinators are used to inform the review of courses and plan for the next iteration.</p> <p>The feedback received through SEC and other surveys including the newly introduced mid-semester feedback survey is used to inform teaching and learning practice.</p> <p><i>At the Discipline level:</i> Academic staff discuss the recommendations of the Programme Reviewers and how to revise the courses accordingly. This is documented in a formal response and action plan for addressing the recommendations. The recommendations of PAC is also used in improving the major and its courses.</p> <p><i>At the School &amp; Faculty levels:</i> The School Boards of Studies and Faculty Academic Standards &amp; Quality Committee monitor the implementation of the changes/recommendations.</p>	2014	To be determined

				<p><b>External Interpretation:</b> External Programme Reviewers; Programme Advisory Committee (PAC) including employers</p>			
Official Statistics	Yes	<p>The Programme Graduate Outcomes feature in the following places:</p> <ul style="list-style-type: none"> <li>Alignment table in the course outlines for individual courses in programme</li> <li>LTSS <a href="#">website</a></li> <li>External Programme Self-Review Report</li> </ul> <p>The Course Learning Outcomes are required to feature in the individual course outlines</p>	<p><b>Direct:</b></p> <ul style="list-style-type: none"> <li>Assessments for all individual courses in this major are informed by the USP Graduate Outcomes and Programme Graduate Outcomes</li> <li>Courses at capstone level in the final year of this major evaluate the achievement of programme graduate outcomes</li> <li>Students are also assessed in the four mandatory generic courses (UU100, UU104, UU200 &amp; UU204)</li> </ul> <p><b>Indirect:</b></p> <ul style="list-style-type: none"> <li>Employer Satisfaction Survey (ESS)</li> <li>Graduate Destination Survey (GDS)</li> <li>Total Experience Survey (TES)</li> <li>Student Evaluation of Courses (SEC) Survey</li> </ul>	<p><b>Internal Interpretation &amp; Processes:</b></p> <p><i>At the Course level:</i> Course Coordinators &amp; Teaching Team</p> <p><i>At the School level:</i> Heads of Schools/Deputy Heads of Schools &amp; School Boards of Studies</p> <p><i>At the Faculty level:</i> Associate Dean (Learning &amp; Teaching), Associate Dean (Planning &amp; Quality) and Dean; Faculty Assessment Board</p> <p>The courses in this major undergo the mandatory Moderation Process.</p> <p>The Quality of Teaching measures verify the alignment between the course assessments and learning outcomes at all levels (course, programme and institutional).</p>	<p><i>At the Course level:</i> Interpretation of the assessment results through the moderation process and individual reflection by the Course Coordinators are used to inform the review of courses and plan for the next iteration.</p> <p>The feedback received through SEC and other surveys including the newly introduced mid-semester feedback survey is used to inform teaching and learning practice.</p> <p><i>At the Discipline level:</i> Academic staff discuss the recommendations of the Programme Reviewers and how to revise the courses accordingly. This is documented in a formal response and action plan for addressing the recommendations. The recommendations of PAC is also used in improving the major and its courses.</p> <p><i>At the School &amp; Faculty levels:</i> The School Boards of Studies and Faculty Academic Standards &amp; Quality Committee monitor the implementation of the changes/recommendations.</p>	2014	2019

				<p><b>External Interpretation:</b> External Programme Reviewers; Programme Advisory Committee (PAC) including employers</p>			
Population and Demography	Yes	<p>The Programme Graduate Outcomes feature in the following places:</p> <ul style="list-style-type: none"> <li>Alignment table in the course outlines for individual courses in programme</li> <li>LTSS <a href="#">website</a></li> <li>External Programme Self-Review Report</li> </ul> <p>The Course Learning Outcomes are required to feature in the individual course outlines</p>	<p><b>Direct:</b></p> <ul style="list-style-type: none"> <li>Assessments for all individual courses in this major are informed by the USP Graduate Outcomes and Programme Graduate Outcomes</li> <li>Courses at capstone level in the final year of this major evaluate the achievement of programme graduate outcomes</li> <li>Students are also assessed in the four mandatory generic courses (UU100, UU104, UU200 &amp; UU204)</li> </ul> <p><b>Indirect:</b></p> <ul style="list-style-type: none"> <li>Employer Satisfaction Survey (ESS)</li> <li>Graduate Destination Survey (GDS)</li> <li>Total Experience Survey (TES)</li> <li>Student Evaluation of Courses (SEC) Survey</li> </ul>	<p><b>Internal Interpretation &amp; Processes:</b></p> <p><i>At the Course level:</i> Course Coordinators &amp; Teaching Team</p> <p><i>At the School level:</i> Heads of Schools/Deputy Heads of Schools &amp; School Boards of Studies</p> <p><i>At the Faculty level:</i> Associate Dean (Learning &amp; Teaching), Associate Dean (Planning &amp; Quality) and Dean; Faculty Assessment Board</p> <p>The courses in this major undergo the mandatory Moderation Process.</p> <p>The Quality of Teaching measures verify the alignment between the course assessments and learning outcomes at all levels (course, programme and institutional).</p>	<p><i>At the Course level:</i> Interpretation of the assessment results through the moderation process and individual reflection by the Course Coordinators are used to inform the review of courses and plan for the next iteration.</p> <p>The feedback received though SEC and other surveys including the newly introduced mid-semester feedback survey is used to inform teaching and learning practice.</p> <p><i>At the Discipline level:</i> Academic staff discuss the recommendations of the Programme Reviewers and how to revise the courses accordingly. This is documented in a formal response and action plan for addressing the recommendations. The recommendations of PAC is also used in improving the major and its courses.</p> <p><i>At the School &amp; Faculty levels:</i> The School Boards of Studies and Faculty Academic Standards &amp; Quality Committee monitor the implementation of the changes/recommendations.</p>	2013	2018

				<p><b>External Interpretation:</b> External Programme Reviewers; Programme Advisory Committee (PAC) including employers</p>			
Tourism Management	Yes	<p>The Programme Graduate Outcomes feature in the following places:</p> <ul style="list-style-type: none"> <li>Alignment table in the course outlines for individual courses in programme</li> <li>LTSS <a href="#">website</a></li> <li>External Programme Self-Review Report</li> </ul> <p>The Course Learning Outcomes are required to feature in the individual course outlines</p>	<p><b>Direct:</b></p> <ul style="list-style-type: none"> <li>Assessments for all individual courses in this major are informed by the USP Graduate Outcomes, Programme Graduate Outcomes and requirements of the Accrediting Body (THE-ICE)</li> <li>Courses at capstone level in the final year of this major (TS309: Tourism Business Operations; TS310: Tourism in Less Developed Countries; TS311: Sustainable Tourism Development) evaluate the achievement of programme graduate outcomes</li> <li>Students are assessed on their performance during internships in a range of tourism &amp; hospitality contexts by external supervisory personnel</li> <li>Students are also assessed in the four mandatory generic courses (UU100, UU104, UU200 &amp; UU204)</li> </ul> <p><b>Indirect:</b></p> <ul style="list-style-type: none"> <li>Employer Satisfaction Survey (ESS)</li> </ul>	<p><b>Internal Interpretation &amp; Processes:</b></p> <p><i>At the Course level:</i> Course Coordinators &amp; Teaching Team</p> <p><i>At the School level:</i> Heads of Schools/Deputy Heads of Schools &amp; School Boards of Studies</p> <p><i>At the Faculty level:</i> Associate Dean (Learning &amp; Teaching), Associate Dean (Planning &amp; Quality) and Dean; Faculty Assessment Board</p> <p>The courses in this major undergo the mandatory Moderation Process.</p> <p>The Quality of Teaching measures verify the alignment between the course assessments and learning outcomes at all levels (course, programme and institutional).</p>	<p><i>At the Course level:</i> Interpretation of the assessment results through the moderation process and individual reflection by the Course Coordinators are used to inform the review of courses and plan for the next iteration.</p> <p>The feedback received though SEC and other surveys including the newly introduced mid-semester feedback survey is used to inform teaching and learning practice.</p> <p><i>At the Discipline level:</i> Academic staff discuss the recommendations of the Programme Reviewers and how to revise the courses accordingly. This is documented in a formal response and action plan for addressing the recommendations. The recommendations of PAC is also used in improving the major and its courses.</p> <p><i>At the School &amp; Faculty levels:</i> The School Boards of Studies and Faculty Academic Standards &amp; Quality Committee monitor the implementation of the changes/recommendations.</p>	2017	2018

			<ul style="list-style-type: none"> <li>• Graduate Destination Survey (GDS)</li> <li>• Total Experience Survey (TES)</li> <li>• Student Evaluation of Courses (SEC) Survey</li> </ul>	<p><b><i>External Interpretation:</i></b>  External Programme Reviewers;  Programme Advisory Committee (PAC)  including employers</p>			
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Category	(1) Have formal learning outcomes been developed?	(2) Where are these learning outcomes published?	(3) Other than GPA, what data / evidence are used to determine that graduates have achieved stated outcomes for the degree?	(4) Who interprets the evidence? What is the process?	(5) How are the findings used?	(6) Date of the last program review for this degree program.	(7) Date of the next program review for this degree program
<b>Three Year Prescribed Bachelor Programmes</b>							
<b>Bachelor of Agriculture</b>							
Bachelor of Agriculture <i>Agribusiness</i>	Yes	<p>The Programme Graduate Outcomes feature in the following places:</p> <ul style="list-style-type: none"> <li>Alignment table in the course outlines for individual courses in programme</li> <li>LTSS <a href="#">website</a></li> <li>External Programme Self-Review Report</li> </ul> <p>The Course Learning Outcomes are required to feature in the individual course outlines</p>	<p><b>Direct:</b></p> <ul style="list-style-type: none"> <li>Assessments for all individual courses in this programme are informed by the USP Graduate Outcomes and Programme Graduate Outcomes</li> <li>Courses at capstone level in the final year of this programme evaluate the achievement of programme graduate outcomes</li> <li>Students are also assessed in the four mandatory generic courses (UU100, UU104, UU200 &amp; UU204)</li> </ul> <p><b>Indirect:</b></p> <ul style="list-style-type: none"> <li>Employer Satisfaction Survey (ESS)</li> <li>Graduate Destination Survey (GDS)</li> <li>Total Experience Survey (TES)</li> <li>Student Evaluation of Courses (SEC) Survey</li> <li>Opinion Survey of employers of graduates (e.g. Ministries of Agriculture, Planning, Banks, etc.)</li> </ul>	<p><b>Internal Interpretation &amp; Processes:</b></p> <p><i>At the Course level:</i> Course Coordinators &amp; Teaching Team</p> <p><i>At the School level:</i> Heads of Schools/Deputy Heads of Schools &amp; School Boards of Studies</p> <p><i>At the Faculty level:</i> Associate Dean (Learning &amp; Teaching), Associate Dean (Planning &amp; Quality) and Dean; Faculty Assessment Board</p> <p>The courses in this major undergo the mandatory Moderation Process.</p> <p>The Quality of Teaching measures verify the alignment between the course assessments and learning outcomes at all levels (course, programme and institutional).</p>	<p><i>At the Course level:</i> Interpretation of the assessment results through the moderation process and individual reflection by the Course Coordinators are used to inform the review of courses and plan for the next iteration.</p> <p>The feedback received through SEC and other surveys including the newly introduced mid-semester feedback survey is used to inform teaching and learning practice.</p> <p><i>At the Discipline level:</i> Academic staff discuss the recommendations of the Programme Reviewers and how to revise the courses accordingly. This is documented in a formal response and action plan for addressing the recommendations. The recommendations of PAC is also used in improving the major and its courses.</p> <p><i>At the School &amp; Faculty levels:</i> The School Boards of Studies and Faculty Academic Standards &amp; Quality Committee monitor the</p>	2015	To be determined

				<b>External Interpretation:</b> External Programme Reviewers; Programme Advisory Committee (PAC) including employers	implementation of the changes/recommendations.		
Bachelor of Agriculture <i>Applied Science</i>	Yes	<p>The Programme Graduate Outcomes feature in the following places:</p> <ul style="list-style-type: none"> <li>Alignment table in the course outlines for individual courses in programme</li> <li>LTSS <a href="#">website</a></li> <li>External Programme Self-Review Report</li> </ul> <p>The Course Learning Outcomes are required to feature in the individual course outlines</p>	<p><b>Direct:</b></p> <ul style="list-style-type: none"> <li>Assessments for all individual courses in this programme are informed by the USP Graduate Outcomes and Programme Graduate Outcomes</li> <li>Courses at capstone level in the final year of this programme evaluate the achievement of programme graduate outcomes</li> <li>Students are also assessed in the four mandatory generic courses (UU100, UU104, UU200 &amp; UU204)</li> </ul> <p><b>Indirect:</b></p> <ul style="list-style-type: none"> <li>Employer Satisfaction Survey (ESS)</li> <li>Graduate Destination Survey (GDS)</li> <li>Total Experience Survey (TES)</li> <li>Student Evaluation of Courses (SEC) Survey</li> <li>Opinion Survey of employers of graduates (e.g. Ministries of Agriculture, Planning, Banks, etc.)</li> </ul>	<p><b>Internal Interpretation &amp; Processes:</b></p> <p><i>At the Course level:</i> Course Coordinators &amp; Teaching Team</p> <p><i>At the School level:</i> Heads of Schools/Deputy Heads of Schools &amp; School Boards of Studies</p> <p><i>At the Faculty level:</i> Associate Dean (Learning &amp; Teaching), Associate Dean (Planning &amp; Quality) and Dean; Faculty Assessment Board</p> <p>The courses in this major undergo the mandatory Moderation Process.</p> <p>The Quality of Teaching measures verify the alignment between the course assessments and learning outcomes at all levels (course, programme and institutional).</p>	<p><i>At the Course level:</i> Interpretation of the assessment results through the moderation process and individual reflection by the Course Coordinators are used to inform the review of courses and plan for the next iteration.</p> <p>The feedback received through SEC and other surveys including the newly introduced mid-semester feedback survey is used to inform teaching and learning practice.</p> <p><i>At the Discipline level:</i> Academic staff discuss the recommendations of the Programme Reviewers and how to revise the courses accordingly. This is documented in a formal response and action plan for addressing the recommendations. The recommendations of PAC is also used in improving the major and its courses.</p> <p><i>At the School &amp; Faculty levels:</i> The School Boards of Studies and Faculty Academic Standards &amp; Quality Committee monitor the implementation of the changes/recommendations.</p>	2015	To be determined



				<p><b>External Interpretation:</b> External Programme Reviewers; Programme Advisory Committee (PAC) including employers</p>			
Bachelor of Commerce in Professional Accounting	Yes	<p>The Programme Graduate Outcomes feature in the following places:</p> <ul style="list-style-type: none"> <li>Alignment table in the course outlines for individual courses in programme</li> <li>LTSS <a href="#">website</a></li> <li>Programme Accreditation &amp; External Programme Self-Review Reports</li> </ul> <p>The Course Learning Outcomes are required to feature in the individual course outlines</p>	<p><b>Direct:</b></p> <ul style="list-style-type: none"> <li>Assessments for all individual courses in this programme are informed by the USP Graduate Outcomes, Programme Graduate Outcomes and requirements of the Accrediting Body (CPA Australia)</li> <li>Courses at capstone level in the final year of this programme (AF301: Accounting Theory and Applications) evaluate the achievement of programme graduate outcomes</li> <li>Students are also assessed in the four mandatory generic courses (UU100A, UU104, UU200 &amp; UU204)</li> </ul> <p><b>Indirect:</b></p> <ul style="list-style-type: none"> <li>Employer Satisfaction Survey (ESS)</li> <li>Graduate Destination Survey (GDS)</li> <li>Total Experience Survey (TES)</li> <li>Student Evaluation of Courses (SEC) Survey</li> </ul>	<p><b>Internal Interpretation &amp; Processes:</b></p> <p><i>At the Course level:</i> Course Coordinators &amp; Teaching Team</p> <p><i>At the School level:</i> Heads of Schools/Deputy Heads of Schools &amp; School Boards of Studies</p> <p><i>At the Faculty level:</i> Associate Dean (Learning &amp; Teaching), Associate Dean (Planning &amp; Quality) and Dean; Faculty Assessment Board</p> <p>The courses in this major undergo the mandatory Moderation Process.</p> <p>The Quality of Teaching measures verify the alignment between the course assessments and learning outcomes at all levels (course, programme and institutional).</p>	<p><i>At the Course level:</i> Interpretation of the assessment results through the moderation process and individual reflection by the Course Coordinators are used to inform the review of courses and plan for the next iteration.</p> <p>The feedback received through SEC and other surveys including the newly introduced mid-semester feedback survey is used to inform teaching and learning practice.</p> <p><i>At the Discipline level:</i> Academic staff discuss the recommendations of the Programme Reviewers and how to revise the courses accordingly. This is documented in a formal response and action plan for addressing the recommendations. The recommendations of PAC is also used in improving the major and its courses.</p> <p><i>At the School &amp; Faculty levels:</i> The School Boards of Studies and Faculty Academic Standards &amp; Quality Committee monitor the implementation of the changes/recommendations.</p>	2014	2017

				<b>External Interpretation:</b> CPA Australia; Programme Advisory Committee (PAC) including employers			
Bachelor of Commerce in Tourism and Hospitality Management	Yes	<p>The Programme Graduate Outcomes feature in the following places:</p> <ul style="list-style-type: none"> <li>Alignment table in the course outlines for individual courses in programme</li> <li>LTSS <a href="#">website</a></li> <li>Programme Accreditation Self-Review Report</li> </ul> <p>The Course Learning Outcomes are required to feature in the individual course outlines</p>	<p><b>Direct:</b></p> <ul style="list-style-type: none"> <li>Assessments for all individual courses in this programme are informed by the USP Graduate Outcomes, Programme Graduate Outcomes and requirements of the Accrediting Body (THE-ICE)</li> <li>Courses at capstone level in the final year of this programme (TS302: Strategic Services Management in Hospitality; TS309: Tourism Business Operations; TS310: Tourism in Less Developed Countries; TS311: Sustainable Tourism Development) evaluate the achievement of programme graduate outcomes</li> <li>Students are assessed on their performance during internships in a range of tourism &amp; hospitality contexts by external supervisory personnel</li> <li>Students are also assessed in the four mandatory generic courses (UU100A, UU104, UU200 &amp; UU204)</li> </ul>	<p><b>Internal Interpretation &amp; Processes:</b></p> <p><i>At the Course level:</i> Course Coordinators &amp; Teaching Team</p> <p><i>At the School level:</i> Heads of Schools/Deputy Heads of Schools &amp; School Boards of Studies</p> <p><i>At the Faculty level:</i> Associate Dean (Learning &amp; Teaching), Associate Dean (Planning &amp; Quality) and Dean; Faculty Assessment Board</p> <p>The courses in this major undergo the mandatory Moderation Process.</p> <p>The Quality of Teaching measures verify the alignment between the course assessments and learning outcomes at all levels (course, programme and institutional).</p>	<p><i>At the Course level:</i> Interpretation of the assessment results through the moderation process and individual reflection by the Course Coordinators are used to inform the review of courses and plan for the next iteration.</p> <p>The feedback received through SEC and other surveys including the newly introduced mid-semester feedback survey is used to inform teaching and learning practice.</p> <p><i>At the Discipline level:</i> Academic staff discuss the recommendations of the Programme Reviewers and how to revise the courses accordingly. This is documented in a formal response and action plan for addressing the recommendations. The recommendations of PAC is also used in improving the major and its courses.</p> <p><i>At the School &amp; Faculty levels:</i> The School Boards of Studies and Faculty Academic Standards &amp; Quality Committee monitor the implementation of the changes/recommendations.</p>	2017	2018

			<p><b>Indirect:</b></p> <ul style="list-style-type: none"> <li>• Employer Satisfaction Survey (ESS)</li> <li>• Graduate Destination Survey (GDS)</li> <li>• Total Experience Survey (TES)</li> <li>• Student Evaluation of Courses (SEC) Survey</li> </ul>	<p><b>External Interpretation:</b> THE-ICE; Programme Advisory Committee (PAC) including employers</p>			
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Category	(1) Have formal learning outcomes been developed?	(2) Where are these learning outcomes published?	(3) Other than GPA, what data / evidence are used to determine that graduates have achieved stated outcomes for the degree?	(4) Who interprets the evidence? What is the process?	(5) How are the findings used?	(6) Date of the last program review for this degree program.	(7) Date of the next program review for this degree program
<b>Four Year Prescribed Bachelor Programmes</b>							
Bachelor of Commerce in Hotel Management	Yes	<p>The Programme Graduate Outcomes feature in the following places:</p> <ul style="list-style-type: none"> <li>Alignment table in the course outlines for individual courses in programme</li> <li>LTSS <a href="#">website</a></li> <li>Programme Accreditation Self-Review Reports</li> </ul> <p>The Course Learning Outcomes are required to feature in the individual course outlines</p>	<p><b>Direct:</b></p> <ul style="list-style-type: none"> <li>Assessments for all individual courses in this programme are informed by the USP Graduate Outcomes, Programme Graduate Outcomes and requirements of the Accrediting Body (THE-ICE)</li> <li>Courses at capstone level in the final year of this programme (TS302: Strategic Services Management in Hospitality; TS303: Food &amp; Beverage Operations Practical; TS304: Front Office &amp; Sales Marketing Practical; TS309: Tourism Business Operations; TS311: Sustainable Tourism Development) evaluate the achievement of programme graduate outcomes</li> <li>Students are assessed on their performance during internships in a range of tourism &amp; hospitality contexts by external supervisory personnel</li> </ul>	<p><b>Internal Interpretation &amp; Processes:</b></p> <p><i>At the Course level:</i> Course Coordinators &amp; Teaching Team</p> <p><i>At the School level:</i> Heads of Schools/Deputy Heads of Schools &amp; School Boards of Studies</p> <p><i>At the Faculty level:</i> Associate Dean (Learning &amp; Teaching), Associate Dean (Planning &amp; Quality) and Dean; Faculty Assessment Board</p> <p>The courses in this major undergo the mandatory Moderation Process.</p> <p>The Quality of Teaching measures verify the alignment between the course assessments and learning outcomes at all levels (course, programme and institutional).</p>	<p><i>At the Course level:</i> Interpretation of the assessment results through the moderation process and individual reflection by the Course Coordinators are used to inform the review of courses and plan for the next iteration.</p> <p>The feedback received through SEC and other surveys including the newly introduced mid-semester feedback survey is used to inform teaching and learning practice.</p> <p><i>At the Discipline level:</i> Academic staff discuss the recommendations of the Programme Reviewers and how to revise the courses accordingly. This is documented in a formal response and action plan for addressing the recommendations. The recommendations of PAC is also used in improving the major and its courses.</p> <p><i>At the School &amp; Faculty levels:</i> The School Boards of Studies and Faculty Academic Standards &amp; Quality Committee monitor the implementation of the changes/recommendations.</p>	2017	2018

			<ul style="list-style-type: none"> <li>• Students are also assessed in the four mandatory generic courses (UU100, UU104, UU200 &amp; UU204)</li> </ul> <p><b>Indirect:</b></p> <ul style="list-style-type: none"> <li>• Employer Satisfaction Survey (ESS)</li> <li>• Graduate Destination Survey (GDS)</li> <li>• Total Experience Survey (TES)</li> <li>• Student Evaluation of Courses (SEC) Survey</li> </ul>	<p><b>External Interpretation:</b> THE-ICE; Programme Advisory Committee (PAC) including employers</p>			
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## **The University of the South Pacific** **Inventory of Educational Effectiveness Indicators**

The Faculty of Science, Technology and Environment (FSTE) offers the following Bachelor degree programmes and these are presented in turn:

*3-year Bachelor Programmes (in these programmes, students follow a defined sequence of courses linked to a particular choice of majors and/or minors):*

Bachelor of Arts (Majors and/or Minors include: Computing Science, Geography, Information Systems and Mathematics)

Bachelor of Commerce (Majors and/or Minors include: Information Systems)

Bachelor of Science (Majors and/or Minors include: Biology, Chemistry, Computing Science, Electrical/Electronic Engineering, Geography, Geospatial Science, Information Systems, Mathematics, Physics)

*3-year Prescribed Bachelor Programmes (in these programmes, students follow a pre-planned sequence of courses):*

Bachelor of Arts (Environment Management)

Bachelor of Arts (Marine Management)

Bachelor of Geospatial Science

Bachelor of Science (Environmental Science)

Bachelor of Science (Marine Science)

*4-year Prescribed Bachelor Programmes (in these programmes, students follow a pre-planned sequence of courses):*

Bachelor of Engineering (Electrical & Electronics) (Accredited Programme)

Bachelor of Engineering (Mechanical) (Accredited Programme)

Bachelor of Net-Centric Computing (Accredited Programme)

Bachelor of Software Engineering (Accredited Programme)

Category	(1) Have formal learning outcomes been developed?	(2) Where are these learning outcomes published?	(3) Other than GPA, what data / evidence are used to determine that graduates have achieved stated outcomes for the degree?	(4) Who interprets the evidence? What is the process?	(5) How are the findings used?	(6) Date of the last program review for this degree program.	(7) Date of the next program review for this degree program
<b>Three Year Bachelor Programmes</b>							
<b>Bachelor of Arts with a major in:</b>							
Computing Science	Yes	<p>The Programme Graduate Outcomes feature in the following places:</p> <ul style="list-style-type: none"> <li>Alignment table in the course outlines for individual courses in programme</li> <li>LTSS <a href="#">website</a></li> <li>External Programme Self-Review Report</li> </ul> <p>The Course Learning Outcomes are required to feature in the individual course outlines</p>	<p><b>Direct:</b></p> <ul style="list-style-type: none"> <li>Assessments for all individual courses in this major are informed by the USP Graduate Outcomes and Programme Graduate Outcomes</li> <li>There is a dedicated capstone course (SC356: Research Skills) at the final year of this major, in which all outcomes are set at the capstone level of performance</li> <li>Students are also assessed in the four mandatory generic courses (UU100A, UU104, UU200 &amp; UU204)</li> </ul> <p><b>Indirect:</b></p> <ul style="list-style-type: none"> <li>Employer Satisfaction Survey (ESS)</li> <li>Graduate Destination Survey (GDS)</li> <li>Total Experience Survey (TES)</li> <li>Student Evaluation of Courses (SEC) Survey</li> <li>Mid-semester feedback survey</li> </ul>	<p><b>Internal Interpretation &amp; Processes:</b></p> <p><i>At the Course level:</i> Course Coordinators &amp; Teaching Team</p> <p><i>At the School level:</i> Heads of Schools/Deputy Heads of Schools &amp; School Boards of Studies</p> <p><i>At the Faculty level:</i> Associate Dean (Learning &amp; Teaching), Associate Dean (Planning &amp; Quality) and Dean; Faculty Assessment Board</p> <p>The courses in this major undergo the mandatory Moderation Process.</p> <p>The Quality of Teaching measures verify the alignment between the course assessments and learning outcomes at all levels (course, programme and institutional).</p>	<p><i>At the Course level:</i> Interpretation of the assessment results through the moderation process and individual reflection by the Course Coordinators are used to inform the review of courses and plan for the next iteration.</p> <p>The feedback received though SEC and other surveys including the newly introduced mid-semester feedback survey is used to inform teaching and learning practice.</p> <p><i>At the Discipline level:</i> Academic staff discuss the recommendations of the Programme Reviewers and how to revise the courses accordingly. This is documented in a formal response and action plan for addressing the recommendations. The recommendations of PAC is also used in improving the major and its courses.</p> <p><i>At the School &amp; Faculty levels:</i> The School Boards of Studies and Faculty Academic Standards &amp; Quality Committee monitor the</p>	2013	2018

				<p><b>External Interpretation:</b> External Programme Reviewers; Programme Advisory Committee (PAC) including employers</p>	implementation of the changes/recommendations.		
Geography	Yes	<p>The Programme Graduate Outcomes feature in the following places:</p> <ul style="list-style-type: none"> <li>Alignment table in the course outlines for individual courses in programme</li> <li>LTSS <a href="#">website</a></li> <li>External Programme Self-Review Reports</li> </ul> <p>The Course Learning Outcomes are required to feature in the individual course outlines</p>	<p><b>Direct:</b></p> <ul style="list-style-type: none"> <li>Assessments for all individual courses in this major are informed by the USP Graduate Outcomes and Programme Graduate Outcomes</li> <li>There is a dedicated capstone course (SC356: Research Skills) at the final year of this major, in which all outcomes are set at the capstone level of performance</li> <li>Students are also assessed in the four mandatory generic courses (UU100, UU104, UU200 &amp; UU204)</li> </ul> <p><b>Indirect:</b></p> <ul style="list-style-type: none"> <li>Employer Satisfaction Survey (ESS)</li> <li>Graduate Destination Survey (GDS)</li> <li>Total Experience Survey (TES)</li> <li>Student Evaluation of Courses (SEC) Survey</li> <li>Mid-semester feedback survey</li> </ul>	<p><b>Internal Interpretation &amp; Processes:</b></p> <p><i>At the Course level:</i> Course Coordinators &amp; Teaching Team</p> <p><i>At the School level:</i> Heads of Schools/Deputy Heads of Schools &amp; School Boards of Studies</p> <p><i>At the Faculty level:</i> Associate Dean (Learning &amp; Teaching), Associate Dean (Planning &amp; Quality) and Dean; Faculty Assessment Board</p> <p>The courses in this major undergo the mandatory Moderation Process.</p> <p>The Quality of Teaching measures verify the alignment between the course assessments and learning outcomes at all levels (course, programme and institutional).</p>	<p><i>At the Course level:</i> Interpretation of the assessment results through the moderation process and individual reflection by the Course Coordinators are used to inform the review of courses and plan for the next iteration.</p> <p>The feedback received through SEC and other surveys including the newly introduced mid-semester feedback survey is used to inform teaching and learning practice.</p> <p><i>At the Discipline level:</i> Academic staff discuss the recommendations of the Programme Reviewers and how to revise the courses accordingly. This is documented in a formal response and action plan for addressing the recommendations. The recommendations of PAC is also used in improving the major and its courses.</p> <p><i>At the School &amp; Faculty levels:</i> The School Boards of Studies and Faculty Academic Standards &amp; Quality Committee monitor the implementation of the changes/recommendations.</p>	2014	2019



				<p><b>External Interpretation:</b> External Programme Reviewers; Programme Advisory Committee (PAC) including employers</p>			
Information Systems	Yes	<p>The Programme Graduate Outcomes feature in the following places:</p> <ul style="list-style-type: none"> <li>Alignment table in the course outlines for individual courses in programme</li> <li>LTSS <a href="#">website</a></li> <li>External Programme Self-Review Report</li> </ul> <p>The Course Learning Outcomes are required to feature in the individual course outlines</p>	<p><b>Direct:</b></p> <ul style="list-style-type: none"> <li>Assessments for all individual courses in this major are informed by the USP Graduate Outcomes and Programme Graduate Outcomes</li> <li>There is a dedicated capstone course (SC356: Research Skills) at the final year of this major, in which all outcomes are set at the capstone level of performance</li> <li>Students are also assessed in the four mandatory generic courses (UU100A, UU104, UU200 &amp; UU204)</li> </ul> <p><b>Indirect:</b></p> <ul style="list-style-type: none"> <li>Employer Satisfaction Survey (ESS)</li> <li>Graduate Destination Survey (GDS)</li> <li>Total Experience Survey (TES)</li> <li>Student Evaluation of Courses (SEC) Survey</li> <li>Mid-semester feedback survey</li> </ul>	<p><b>Internal Interpretation &amp; Processes:</b></p> <p><i>At the Course level:</i> Course Coordinators &amp; Teaching Team</p> <p><i>At the School level:</i> Heads of Schools/Deputy Heads of Schools &amp; School Boards of Studies</p> <p><i>At the Faculty level:</i> Associate Dean (Learning &amp; Teaching), Associate Dean (Planning &amp; Quality) and Dean; Faculty Assessment Board</p> <p>The courses in this major undergo the mandatory Moderation Process.</p> <p>The Quality of Teaching measures verify the alignment between the course assessments and learning outcomes at all levels (course, programme and institutional).</p>	<p><i>At the Course level:</i> Interpretation of the assessment results through the moderation process and individual reflection by the Course Coordinators are used to inform the review of courses and plan for the next iteration.</p> <p>The feedback received through SEC and other surveys including the newly introduced mid-semester feedback survey is used to inform teaching and learning practice.</p> <p><i>At the Discipline level:</i> Academic staff discuss the recommendations of the Programme Reviewers and how to revise the courses accordingly. This is documented in a formal response and action plan for addressing the recommendations. The recommendations of PAC is also used in improving the major and its courses.</p> <p><i>At the School &amp; Faculty levels:</i> The School Boards of Studies and Faculty Academic Standards &amp; Quality Committee monitor the implementation of the changes/recommendations.</p>	2013	2018

				<p><b>External Interpretation:</b> External Programme Reviewers; Programme Advisory Committee (PAC) including employers</p>			
Mathematics	Yes	<p>The Programme Graduate Outcomes feature in the following places:</p> <ul style="list-style-type: none"> <li>Alignment table in the course outlines for individual courses in programme</li> <li>LTSS <a href="#">website</a></li> <li>External Programme Self-Review Reports</li> </ul> <p>The Course Learning Outcomes are required to feature in the individual course outlines</p>	<p><b>Direct:</b></p> <ul style="list-style-type: none"> <li>Assessments for all individual courses in this major are informed by the USP Graduate Outcomes and Programme Graduate Outcomes</li> <li>There is a dedicated capstone course (SC356: Research Skills) at the final year of this major, in which all outcomes are set at the capstone level of performance</li> <li>Students are also assessed in the four mandatory generic courses (UU100, UU104, UU200 &amp; UU204)</li> </ul> <p><b>Indirect:</b></p> <ul style="list-style-type: none"> <li>Employer Satisfaction Survey (ESS)</li> <li>Graduate Destination Survey (GDS)</li> <li>Total Experience Survey (TES)</li> <li>Student Evaluation of Courses (SEC) Survey</li> <li>Mid-semester feedback survey</li> </ul>	<p><b>Internal Interpretation &amp; Processes:</b></p> <p><i>At the Course level:</i> Course Coordinators &amp; Teaching Team</p> <p><i>At the School level:</i> Heads of Schools/Deputy Heads of Schools &amp; School Boards of Studies</p> <p><i>At the Faculty level:</i> Associate Dean (Learning &amp; Teaching), Associate Dean (Planning &amp; Quality) and Dean; Faculty Assessment Board</p> <p>The courses in this major undergo the mandatory Moderation Process.</p> <p>The Quality of Teaching measures verify the alignment between the course assessments and learning outcomes at all levels (course, programme and institutional).</p>	<p><i>At the Course level:</i> Interpretation of the assessment results through the moderation process and individual reflection by the Course Coordinators are used to inform the review of courses and plan for the next iteration.</p> <p>The feedback received through SEC and other surveys including the newly introduced mid-semester feedback survey is used to inform teaching and learning practice.</p> <p><i>At the Discipline level:</i> Academic staff discuss the recommendations of the Programme Reviewers and how to revise the courses accordingly. This is documented in a formal response and action plan for addressing the recommendations. The recommendations of PAC is also used in improving the major and its courses.</p> <p><i>At the School &amp; Faculty levels:</i> The School Boards of Studies and Faculty Academic Standards &amp; Quality Committee monitor the implementation of the changes/recommendations.</p>	2012	2018

				<i>External Interpretation:</i> External Programme Reviewers; Programme Advisory Committee (PAC) including employers			
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Category	(1) Have formal learning outcomes been developed?	(2) Where are these learning outcomes published?	(3) Other than GPA, what data / evidence are used to determine that graduates have achieved stated outcomes for the degree?	(4) Who interprets the evidence? What is the process?	(5) How are the findings used?	(6) Date of the last program review for this degree program.	(7) Date of the next program review for this degree program
<b>Three Year Bachelor Programmes</b>							
<b>Bachelor of Commerce with a major in:</b>							
Information Systems	Yes	<p>The Programme Graduate Outcomes feature in the following places:</p> <ul style="list-style-type: none"> <li>Alignment table in the course outlines for individual courses in programme</li> <li>LTSS <a href="#">website</a></li> <li>External Programme Self-Review Reports</li> </ul> <p>The Course Learning Outcomes are required to feature in the individual course outlines</p>	<p><b>Direct:</b></p> <ul style="list-style-type: none"> <li>Assessments for all individual courses in this major are informed by the USP Graduate Outcomes and Programme Graduate Outcomes</li> <li>There is a dedicated capstone course (SC356: Research Skills) at the final year of this major, in which all outcomes are set at the capstone level of performance</li> <li>Students are also assessed in the four mandatory generic courses (UU100A, UU104, UU200 &amp; UU204)</li> </ul> <p><b>Indirect:</b></p> <ul style="list-style-type: none"> <li>Employer Satisfaction Survey (ESS)</li> <li>Graduate Destination Survey (GDS)</li> <li>Total Experience Survey (TES)</li> <li>Student Evaluation of Courses (SEC) Survey</li> <li>Mid-semester feedback survey</li> </ul>	<p><b>Internal Interpretation &amp; Processes:</b></p> <p><i>At the Course level:</i> Course Coordinators &amp; Teaching Team</p> <p><i>At the School level:</i> Heads of Schools/Deputy Heads of Schools &amp; School Boards of Studies</p> <p><i>At the Faculty level:</i> Associate Dean (Learning &amp; Teaching), Associate Dean (Planning &amp; Quality) and Dean; Faculty Assessment Board</p> <p>The courses in this major undergo the mandatory Moderation Process.</p> <p>The Quality of Teaching measures verify the alignment between the course assessments and learning outcomes at all levels (course, programme and institutional).</p>	<p><i>At the Course level:</i> Interpretation of the assessment results through the moderation process and individual reflection by the Course Coordinators are used to inform the review of courses and plan for the next iteration.</p> <p>The feedback received through SEC and other surveys including the newly introduced mid-semester feedback survey is used to inform teaching and learning practice.</p> <p><i>At the Discipline level:</i> Academic staff discuss the recommendations of the Programme Reviewers and how to revise the courses accordingly. This is documented in a formal response and action plan for addressing the recommendations. The recommendations of PAC is also used in improving the major and its courses.</p> <p><i>At the School &amp; Faculty levels:</i> The School Boards of Studies and Faculty Academic Standards &amp; Quality Committee monitor the</p>	2013	2018

				<p><b>External Interpretation:</b>  External Programme Reviewers;  Programme Advisory Committee (PAC)  including employers</p>	<p>implementation of the changes/recommendations.</p>		
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Category	(1) Have formal learning outcomes been developed?	(2) Where are these learning outcomes published	(3) Other than GPA, what data / evidence are used to determine that graduates have achieved stated outcomes for the degree?	(4) Who interprets the evidence? What is the process?	(5) How are the findings used?	(6) Date of the last program review for this degree program.	(7) Date of the next program review for this degree program
<b>Three Year Bachelor Programmes</b>							
<b>Bachelor of Science with a major in:</b>							
Biology	Yes	<p>The Programme Graduate Outcomes feature in the following places:</p> <ul style="list-style-type: none"> <li>Alignment table in the course outlines for individual courses in programme</li> <li>LTSS <a href="#">website</a></li> <li>External Programme Self-Review Report</li> </ul> <p>The Course Learning Outcomes are required to feature in the individual course outlines</p>	<p><b>Direct:</b></p> <ul style="list-style-type: none"> <li>Assessments for all individual courses in this major are informed by the USP Graduate Outcomes and Programme Graduate Outcomes</li> <li>There is a dedicated capstone course (SC356: Research Skills) at the final year of this major, in which all outcomes are set at the capstone level of performance</li> <li>Students are also assessed in the four mandatory generic courses (UU100, UU104, UU200 &amp; UU204)</li> </ul> <p><b>Indirect:</b></p> <ul style="list-style-type: none"> <li>Employer Satisfaction Survey (ESS)</li> <li>Graduate Destination Survey (GDS)</li> <li>Total Experience Survey (TES)</li> <li>Student Evaluation of Courses (SEC) Survey</li> <li>Mid-semester feedback survey</li> </ul>	<p><b>Internal Interpretation &amp; Processes:</b></p> <p><i>At the Course level:</i> Course Coordinators &amp; Teaching Team</p> <p><i>At the School level:</i> Heads of Schools/Deputy Heads of Schools &amp; School Boards of Studies</p> <p><i>At the Faculty level:</i> Associate Dean (Learning &amp; Teaching), Associate Dean (Planning &amp; Quality) and Dean; Faculty Assessment Board</p> <p>The courses in this major undergo the mandatory Moderation Process.</p> <p>The Quality of Teaching measures verify the alignment between the course assessments and learning outcomes at all levels (course, programme and institutional).</p>	<p><i>At the Course level:</i> Interpretation of the assessment results through the moderation process and individual reflection by the Course Coordinators are used to inform the review of courses and plan for the next iteration.</p> <p>The feedback received through SEC and other surveys including the newly introduced mid-semester feedback survey is used to inform teaching and learning practice.</p> <p><i>At the Discipline level:</i> Academic staff discuss the recommendations of the Programme Reviewers and how to revise the courses accordingly. This is documented in a formal response and action plan for addressing the recommendations. The recommendations of PAC is also used in improving the major and its courses.</p> <p><i>At the School &amp; Faculty levels:</i> The School Boards of Studies and Faculty Academic Standards &amp; Quality Committee monitor the implementation of the changes/recommendations.</p>	2017 (in progress)	2022

				<b>External Interpretation:</b> External Programme Reviewers; Programme Advisory Committee (PAC) including employers			
Chemistry	Yes	<p>The Programme Graduate Outcomes feature in the following places:</p> <ul style="list-style-type: none"> <li>Alignment table in the course outlines for individual courses in programme</li> <li>LTSS <a href="#">website</a></li> <li>External Programme Self-Review Reports</li> </ul> <p>The Course Learning Outcomes are required to feature in the individual course outlines</p>	<p><b>Direct:</b></p> <ul style="list-style-type: none"> <li>Assessments for all individual courses in this major are informed by the USP Graduate Outcomes and Programme Graduate Outcomes</li> <li>There is a dedicated capstone course (SC356: Research Skills) at the final year of this major, in which all outcomes are set at the capstone level of performance</li> <li>Students are also assessed in the four mandatory generic courses (UU100, UU104, UU200 &amp; UU204)</li> </ul> <p><b>Indirect:</b></p> <ul style="list-style-type: none"> <li>Employer Satisfaction Survey (ESS)</li> <li>Graduate Destination Survey (GDS)</li> <li>Total Experience Survey (TES)</li> <li>Student Evaluation of Courses (SEC) Survey</li> <li>Mid-semester feedback survey</li> </ul>	<p><b>Internal Interpretation &amp; Processes:</b></p> <p><i>At the Course level:</i> Course Coordinators &amp; Teaching Team</p> <p><i>At the School level:</i> Heads of Schools/Deputy Heads of Schools &amp; School Boards of Studies</p> <p><i>At the Faculty level:</i> Associate Dean (Learning &amp; Teaching), Associate Dean (Planning &amp; Quality) and Dean; Faculty Assessment Board</p> <p>The courses in this major undergo the mandatory Moderation Process.</p> <p>The Quality of Teaching measures verify the alignment between the course assessments and learning outcomes at all levels (course, programme and institutional).</p>	<p><i>At the Course level:</i> Interpretation of the assessment results through the moderation process and individual reflection by the Course Coordinators are used to inform the review of courses and plan for the next iteration.</p> <p>The feedback received through SEC and other surveys including the newly introduced mid-semester feedback survey is used to inform teaching and learning practice.</p> <p><i>At the Discipline level:</i> Academic staff discuss the recommendations of the Programme Reviewers and how to revise the courses accordingly. This is documented in a formal response and action plan for addressing the recommendations. The recommendations of PAC is also used in improving the major and its courses.</p> <p><i>At the School &amp; Faculty levels:</i> The School Boards of Studies and Faculty Academic Standards &amp; Quality Committee monitor the implementation of the changes/recommendations.</p>	2014	2018

				<p><b>External Interpretation:</b> External Programme Reviewers; Programme Advisory Committee (PAC) including employers</p>			
Computer Science	Yes	<p>The Programme Graduate Outcomes feature in the following places:</p> <ul style="list-style-type: none"> <li>Alignment table in the course outlines for individual courses in programme</li> <li>LTSS <a href="#">website</a></li> <li>External Programme Self-Review Reports</li> </ul> <p>The Course Learning Outcomes are required to feature in the individual course outlines</p>	<p><b>Direct:</b></p> <ul style="list-style-type: none"> <li>Assessments for all individual courses in this major are informed by the USP Graduate Outcomes and Programme Graduate Outcomes</li> <li>There is a dedicated capstone course (SC356: Research Skills) at the final year of this major, in which all outcomes are set at the capstone level of performance</li> <li>Students are also assessed in the four mandatory generic courses (UU100A, UU104, UU200 &amp; UU204)</li> </ul> <p><b>Indirect:</b></p> <ul style="list-style-type: none"> <li>Employer Satisfaction Survey (ESS)</li> <li>Graduate Destination Survey (GDS)</li> <li>Total Experience Survey (TES)</li> <li>Student Evaluation of Courses (SEC) Survey</li> <li>Mid-semester feedback survey</li> </ul>	<p><b>Internal Interpretation &amp; Processes:</b></p> <p><i>At the Course level:</i> Course Coordinators &amp; Teaching Team</p> <p><i>At the School level:</i> Heads of Schools/Deputy Heads of Schools &amp; School Boards of Studies</p> <p><i>At the Faculty level:</i> Associate Dean (Learning &amp; Teaching), Associate Dean (Planning &amp; Quality) and Dean; Faculty Assessment Board</p> <p>The courses in this major undergo the mandatory Moderation Process.</p> <p>The Quality of Teaching measures verify the alignment between the course assessments and learning outcomes at all levels (course, programme and institutional).</p>	<p><i>At the Course level:</i> Interpretation of the assessment results through the moderation process and individual reflection by the Course Coordinators are used to inform the review of courses and plan for the next iteration.</p> <p>The feedback received through SEC and other surveys including the newly introduced mid-semester feedback survey is used to inform teaching and learning practice.</p> <p><i>At the Discipline level:</i> Academic staff discuss the recommendations of the Programme Reviewers and how to revise the courses accordingly. This is documented in a formal response and action plan for addressing the recommendations. The recommendations of PAC is also used in improving the major and its courses.</p> <p><i>At the School &amp; Faculty levels:</i> The School Boards of Studies and Faculty Academic Standards &amp; Quality Committee monitor the implementation of the changes/recommendations.</p>	2013	2018



				<p><b>External Interpretation:</b> External Programme Reviewers; Programme Advisory Committee (PAC) including employers</p>			
Electrical/ Electronic Engineering	Yes	<p>The Programme Graduate Outcomes feature in the following places:</p> <ul style="list-style-type: none"> <li>Alignment table in the course outlines for individual courses in programme</li> <li>LTSS <a href="#">website</a></li> <li>External Programme Self-Review Reports</li> </ul> <p>The Course Learning Outcomes are required to feature in the individual course outlines</p>	<p><b>Direct:</b></p> <ul style="list-style-type: none"> <li>Assessments for all individual courses in this major are informed by the USP Graduate Outcomes and Programme Graduate Outcomes</li> <li>There is a dedicated capstone course (SC356: Research Skills) at the final year of this major, in which all outcomes are set at the capstone level of performance</li> <li>Students are also assessed in the four mandatory generic courses (UU100A, UU104, UU200 &amp; UU204)</li> </ul> <p><b>Indirect:</b></p> <ul style="list-style-type: none"> <li>Employer Satisfaction Survey (ESS)</li> <li>Graduate Destination Survey (GDS)</li> <li>Total Experience Survey (TES)</li> <li>Student Evaluation of Courses (SEC) Survey</li> <li>Mid-semester feedback survey</li> </ul>	<p><b>Internal Interpretation &amp; Processes:</b></p> <p><i>At the Course level:</i> Course Coordinators &amp; Teaching Team</p> <p><i>At the School level:</i> Heads of Schools/Deputy Heads of Schools &amp; School Boards of Studies</p> <p><i>At the Faculty level:</i> Associate Dean (Learning &amp; Teaching), Associate Dean (Planning &amp; Quality) and Dean; Faculty Assessment Board</p> <p>The courses in this major undergo the mandatory Moderation Process.</p> <p>The Quality of Teaching measures verify the alignment between the course assessments and learning outcomes at all levels (course, programme and institutional).</p>	<p><i>At the Course level:</i> Interpretation of the assessment results through the moderation process and individual reflection by the Course Coordinators are used to inform the review of courses and plan for the next iteration.</p> <p>The feedback received through SEC and other surveys including the newly introduced mid-semester feedback survey is used to inform teaching and learning practice.</p> <p><i>At the Discipline level:</i> Academic staff discuss the recommendations of the Programme Reviewers and how to revise the courses accordingly. This is documented in a formal response and action plan for addressing the recommendations. The recommendations of PAC is also used in improving the major and its courses.</p> <p><i>At the School &amp; Faculty levels:</i> The School Boards of Studies and Faculty Academic Standards &amp; Quality Committee monitor the implementation of the changes/recommendations.</p>	2017	Checking Programme viability

				<p><b>External Interpretation:</b> External Programme Reviewers; Programme Advisory Committee (PAC) including employers</p>			
Geography	Yes	<p>The Programme Graduate Outcomes feature in the following places:</p> <ul style="list-style-type: none"> <li>Alignment table in the course outlines for individual courses in programme</li> <li>LTSS <a href="#">website</a></li> <li>External Programme Self-Review Reports</li> </ul> <p>The Course Learning Outcomes are required to feature in the individual course outlines</p>	<p><b>Direct:</b></p> <ul style="list-style-type: none"> <li>Assessments for all individual courses in this major are informed by the USP Graduate Outcomes and Programme Graduate Outcomes</li> <li>There is a dedicated capstone course (SC356: Research Skills) at the final year of this major, in which all outcomes are set at the capstone level of performance</li> <li>Students are also assessed in the four mandatory generic courses (UU100, UU104, UU200 &amp; UU204)</li> </ul> <p><b>Indirect:</b></p> <ul style="list-style-type: none"> <li>Employer Satisfaction Survey (ESS)</li> <li>Graduate Destination Survey (GDS)</li> <li>Total Experience Survey (TES)</li> <li>Student Evaluation of Courses (SEC) Survey</li> <li>Mid-semester feedback survey</li> </ul>	<p><b>Internal Interpretation &amp; Processes:</b></p> <p><i>At the Course level:</i> Course Coordinators &amp; Teaching Team</p> <p><i>At the School level:</i> Heads of Schools/Deputy Heads of Schools &amp; School Boards of Studies</p> <p><i>At the Faculty level:</i> Associate Dean (Learning &amp; Teaching), Associate Dean (Planning &amp; Quality) and Dean; Faculty Assessment Board</p> <p>The courses in this major undergo the mandatory Moderation Process.</p> <p>The Quality of Teaching measures verify the alignment between the course assessments and learning outcomes at all levels (course, programme and institutional).</p>	<p><i>At the Course level:</i> Interpretation of the assessment results through the moderation process and individual reflection by the Course Coordinators are used to inform the review of courses and plan for the next iteration.</p> <p>The feedback received through SEC and other surveys including the newly introduced mid-semester feedback survey is used to inform teaching and learning practice.</p> <p><i>At the Discipline level:</i> Academic staff discuss the recommendations of the Programme Reviewers and how to revise the courses accordingly. This is documented in a formal response and action plan for addressing the recommendations. The recommendations of PAC is also used in improving the major and its courses.</p> <p><i>At the School &amp; Faculty levels:</i> The School Boards of Studies and Faculty Academic Standards &amp; Quality Committee monitor the implementation of the changes/recommendations.</p>	2014	2019

				<p><b>External Interpretation:</b> External Programme Reviewers; Programme Advisory Committee (PAC) including employers</p>			
Geospatial Science	Yes	<p>The Programme Graduate Outcomes feature in the following places:</p> <ul style="list-style-type: none"> <li>Alignment table in the course outlines for individual courses in programme</li> <li>LTSS <a href="#">website</a></li> <li>External Programme Self-Review Reports</li> </ul> <p>The Course Learning Outcomes are required to feature in the individual course outlines</p>	<p><b>Direct:</b></p> <ul style="list-style-type: none"> <li>Assessments for all individual courses in this major are informed by the USP Graduate Outcomes and Programme Graduate Outcomes</li> <li>There is a dedicated capstone course (SC356: Research Skills) at the final year of this major, in which all outcomes are set at the capstone level of performance</li> <li>Students are also assessed in the four mandatory generic courses (UU100A, UU104, UU200 &amp; UU204)</li> </ul> <p><b>Indirect:</b></p> <ul style="list-style-type: none"> <li>Employer Satisfaction Survey (ESS)</li> <li>Graduate Destination Survey (GDS)</li> <li>Total Experience Survey (TES)</li> <li>Student Evaluation of Courses (SEC) Survey</li> <li>Mid-semester feedback survey</li> </ul>	<p><b>Internal Interpretation &amp; Processes:</b></p> <p><i>At the Course level:</i> Course Coordinators &amp; Teaching Team</p> <p><i>At the School level:</i> Heads of Schools/Deputy Heads of Schools &amp; School Boards of Studies</p> <p><i>At the Faculty level:</i> Associate Dean (Learning &amp; Teaching), Associate Dean (Planning &amp; Quality) and Dean; Faculty Assessment Board</p> <p>The courses in this major undergo the mandatory Moderation Process.</p> <p>The Quality of Teaching measures verify the alignment between the course assessments and learning outcomes at all levels (course, programme and institutional).</p>	<p><i>At the Course level:</i> Interpretation of the assessment results through the moderation process and individual reflection by the Course Coordinators are used to inform the review of courses and plan for the next iteration.</p> <p>The feedback received though SEC and other surveys including the newly introduced mid-semester feedback survey is used to inform teaching and learning practice.</p> <p><i>At the Discipline level:</i> Academic staff discuss the recommendations of the Programme Reviewers and how to revise the courses accordingly. This is documented in a formal response and action plan for addressing the recommendations. The recommendations of PAC is also used in improving the major and its courses.</p> <p><i>At the School &amp; Faculty levels:</i> The School Boards of Studies and Faculty Academic Standards &amp; Quality Committee monitor the implementation of the changes/recommendations.</p>	2014	2019

				<p><b>External Interpretation:</b> External Programme Reviewers; Programme Advisory Committee (PAC) including employers</p>			
Information Systems	Yes	<p>The Programme Graduate Outcomes feature in the following places:</p> <ul style="list-style-type: none"> <li>Alignment table in the course outlines for individual courses in programme</li> <li>LTSS <a href="#">website</a></li> <li>External Programme Self-Review Reports</li> </ul> <p>The Course Learning Outcomes are required to feature in the individual course outlines</p>	<p><b>Direct:</b></p> <ul style="list-style-type: none"> <li>Assessments for all individual courses in this major are informed by the USP Graduate Outcomes and Programme Graduate Outcomes</li> <li>There is a dedicated capstone course (SC356: Research Skills) at the final year of this major, in which all outcomes are set at the capstone level of performance</li> <li>Students are also assessed in the four mandatory generic courses (UU100A, UU104, UU200 &amp; UU204)</li> </ul> <p><b>Indirect:</b></p> <ul style="list-style-type: none"> <li>Employer Satisfaction Survey (ESS)</li> <li>Graduate Destination Survey (GDS)</li> <li>Total Experience Survey (TES)</li> <li>Student Evaluation of Courses (SEC) Survey</li> <li>Mid-semester feedback survey</li> </ul>	<p><b>Internal Interpretation &amp; Processes:</b></p> <p><i>At the Course level:</i> Course Coordinators &amp; Teaching Team</p> <p><i>At the School level:</i> Heads of Schools/Deputy Heads of Schools &amp; School Boards of Studies</p> <p><i>At the Faculty level:</i> Associate Dean (Learning &amp; Teaching), Associate Dean (Planning &amp; Quality) and Dean; Faculty Assessment Board</p> <p>The courses in this major undergo the mandatory Moderation Process.</p> <p>The Quality of Teaching measures verify the alignment between the course assessments and learning outcomes at all levels (course, programme and institutional).</p>	<p><i>At the Course level:</i> Interpretation of the assessment results through the moderation process and individual reflection by the Course Coordinators are used to inform the review of courses and plan for the next iteration.</p> <p>The feedback received through SEC and other surveys including the newly introduced mid-semester feedback survey is used to inform teaching and learning practice.</p> <p><i>At the Discipline level:</i> Academic staff discuss the recommendations of the Programme Reviewers and how to revise the courses accordingly. This is documented in a formal response and action plan for addressing the recommendations. The recommendations of PAC is also used in improving the major and its courses.</p> <p><i>At the School &amp; Faculty levels:</i> The School Boards of Studies and Faculty Academic Standards &amp; Quality Committee monitor the implementation of the changes/recommendations.</p>	2013	2018

				<p><b>External Interpretation:</b> External Programme Reviewers; Programme Advisory Committee (PAC) including employers</p>			
Mathematics	Yes	<p>The Programme Graduate Outcomes feature in the following places:</p> <ul style="list-style-type: none"> <li>Alignment table in the course outlines for individual courses in programme</li> <li>LTSS <a href="#">website</a></li> <li>External Programme Self-Review Reports</li> </ul> <p>The Course Learning Outcomes are required to feature in the individual course outlines</p>	<p><b>Direct:</b></p> <ul style="list-style-type: none"> <li>Assessments for all individual courses in this major are informed by the USP Graduate Outcomes and Programme Graduate Outcomes</li> <li>There is a dedicated capstone course (SC356: Research Skills) at the final year of this major, in which all outcomes are set at the capstone level of performance</li> <li>Students are also assessed in the four mandatory generic courses (UU100, UU104, UU200 &amp; UU204)</li> </ul> <p><b>Indirect:</b></p> <ul style="list-style-type: none"> <li>Employer Satisfaction Survey (ESS)</li> <li>Graduate Destination Survey (GDS)</li> <li>Total Experience Survey (TES)</li> <li>Student Evaluation of Courses (SEC) Survey</li> <li>Mid-semester feedback survey</li> </ul>	<p><b>Internal Interpretation &amp; Processes:</b></p> <p><i>At the Course level:</i> Course Coordinators &amp; Teaching Team</p> <p><i>At the School level:</i> Heads of Schools/Deputy Heads of Schools &amp; School Boards of Studies</p> <p><i>At the Faculty level:</i> Associate Dean (Learning &amp; Teaching), Associate Dean (Planning &amp; Quality) and Dean; Faculty Assessment Board</p> <p>The courses in this major undergo the mandatory Moderation Process.</p> <p>The Quality of Teaching measures verify the alignment between the course assessments and learning outcomes at all levels (course, programme and institutional).</p>	<p><i>At the Course level:</i> Interpretation of the assessment results through the moderation process and individual reflection by the Course Coordinators are used to inform the review of courses and plan for the next iteration.</p> <p>The feedback received through SEC and other surveys including the newly introduced mid-semester feedback survey is used to inform teaching and learning practice.</p> <p><i>At the Discipline level:</i> Academic staff discuss the recommendations of the Programme Reviewers and how to revise the courses accordingly. This is documented in a formal response and action plan for addressing the recommendations. The recommendations of PAC is also used in improving the major and its courses.</p> <p><i>At the School &amp; Faculty levels:</i> The School Boards of Studies and Faculty Academic Standards &amp; Quality Committee monitor the implementation of the changes/recommendations.</p>	2012	2019

				<p><b>External Interpretation:</b> External Programme Reviewers; Programme Advisory Committee (PAC) including employers</p>			
Physics	Yes	<p>The Programme Graduate Outcomes feature in the following places:</p> <ul style="list-style-type: none"> <li>Alignment table in the course outlines for individual courses in programme</li> <li>LTSS <a href="#">website</a></li> <li>External Programme Self-Review Reports</li> </ul> <p>The Course Learning Outcomes are required to feature in the individual course outlines</p>	<p><b>Direct:</b></p> <ul style="list-style-type: none"> <li>Assessments for all individual courses in this major are informed by the USP Graduate Outcomes and Programme Graduate Outcomes</li> <li>There is a dedicated capstone course (SC356: Research Skills) at the final year of this major, in which all outcomes are set at the capstone level of performance</li> <li>Students are also assessed in the four mandatory generic courses (UU100, UU104, UU200 &amp; UU204)</li> </ul> <p><b>Indirect:</b></p> <ul style="list-style-type: none"> <li>Employer Satisfaction Survey (ESS)</li> <li>Graduate Destination Survey (GDS)</li> <li>Total Experience Survey (TES)</li> <li>Student Evaluation of Courses (SEC) Survey</li> <li>Mid-semester feedback survey</li> </ul>	<p><b>Internal Interpretation &amp; Processes:</b></p> <p><i>At the Course level:</i> Course Coordinators &amp; Teaching Team</p> <p><i>At the School level:</i> Heads of Schools/Deputy Heads of Schools &amp; School Boards of Studies</p> <p><i>At the Faculty level:</i> Associate Dean (Learning &amp; Teaching), Associate Dean (Planning &amp; Quality) and Dean; Faculty Assessment Board</p> <p>The courses in this major undergo the mandatory Moderation Process.</p> <p>The Quality of Teaching measures verify the alignment between the course assessments and learning outcomes at all levels (course, programme and institutional).</p>	<p><i>At the Course level:</i> Interpretation of the assessment results through the moderation process and individual reflection by the Course Coordinators are used to inform the review of courses and plan for the next iteration.</p> <p>The feedback received through SEC and other surveys including the newly introduced mid-semester feedback survey is used to inform teaching and learning practice.</p> <p><i>At the Discipline level:</i> Academic staff discuss the recommendations of the Programme Reviewers and how to revise the courses accordingly. This is documented in a formal response and action plan for addressing the recommendations. The recommendations of PAC is also used in improving the major and its courses.</p> <p><i>At the School &amp; Faculty levels:</i> The School Boards of Studies and Faculty Academic Standards &amp; Quality Committee monitor the implementation of the changes/recommendations.</p>	2017	2022

				<b><i>External Interpretation:</i></b> External Programme Reviewers; Programme Advisory Committee (PAC) including employers			
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Category	(1) Have formal learning outcomes been developed?	(2) Where are these learning outcomes published?	(3) Other than GPA, what data / evidence are used to determine that graduates have achieved stated outcomes for the degree?	(4) Who interprets the evidence? What is the process?	(5) How are the findings used?	(6) Date of the last program review for this degree program.	(7) Date of the next program review for this degree program
<b>Three Year Prescribed Bachelor Programmes</b>							
<b>Bachelor of Arts</b>							
Bachelor of Arts (Environmental Management)	Yes	<p>The Programme Graduate Outcomes feature in the following places:</p> <ul style="list-style-type: none"> <li>Alignment table in the course outlines for individual courses in programme</li> <li>LTSS <a href="#">website</a></li> <li>External Programme Self-Review Reports</li> </ul> <p>The Course Learning Outcomes are required to feature in the individual course outlines</p>	<p><b>Direct:</b></p> <ul style="list-style-type: none"> <li>Assessments for all individual courses in this programme are informed by the USP Graduate Outcomes and Programme Graduate Outcomes</li> <li>There is a dedicated capstone course (SC356: Research Skills) at the final year of the programme, in which all outcomes are set at the capstone level of performance</li> <li>Students are also assessed in the four mandatory generic courses (UU100, UU104, UU200 &amp; UU204)</li> </ul> <p><b>Indirect:</b></p> <ul style="list-style-type: none"> <li>Employer Satisfaction Survey (ESS)</li> <li>Graduate Destination Survey (GDS)</li> <li>Total Experience Survey (TES)</li> <li>Student Evaluation of Courses (SEC) Survey</li> <li>Mid-semester feedback survey</li> </ul>	<p><b>Internal Interpretation &amp; Processes:</b></p> <p><i>At the Course level:</i> Course Coordinators &amp; Teaching Team</p> <p><i>At the School level:</i> Heads of Schools/Deputy Heads of Schools &amp; School Boards of Studies</p> <p><i>At the Faculty level:</i> Associate Dean (Learning &amp; Teaching), Associate Dean (Planning &amp; Quality) and Dean; Faculty Assessment Board</p> <p>The courses in the programme undergo the mandatory Moderation Process.</p> <p>The Quality of Teaching measures verify the alignment between the course assessments and learning outcomes at all levels (course, programme and institutional).</p>	<p><i>At the Course level:</i> Interpretation of the assessment results through the moderation process and individual reflection by the Course Coordinators are used to inform the review of courses and plan for the next iteration.</p> <p>The feedback received through SEC and other surveys including the newly introduced mid-semester feedback survey is used to inform teaching and learning practice.</p> <p><i>At the Discipline level:</i> Academic staff discuss the recommendations of the Programme Reviewers and how to revise the courses accordingly. This is documented in a formal response and action plan for addressing the recommendations. The recommendations of PAC is also used in improving the programme and its courses.</p> <p><i>At the School &amp; Faculty levels:</i> The School Boards of Studies and Faculty Academic Standards &amp; Quality Committee monitor the</p>	2014	2020



				<b>External Interpretation:</b> External Programme Reviewers; Programme Advisory Committee (PAC) including employers	implementation of the changes/recommendations.		
Bachelor of Arts (Marine Management)	Yes	<p>The Programme Graduate Outcomes feature in the following places:</p> <ul style="list-style-type: none"> <li>Alignment table in the course outlines for individual courses in programme</li> <li>LTSS <a href="#">website</a></li> <li>External Programme Self-Review Reports</li> </ul> <p>The Course Learning Outcomes are required to feature in the individual course outlines</p>	<p><b>Direct:</b></p> <ul style="list-style-type: none"> <li>Assessments for all individual courses in this programme are informed by the USP Graduate Outcomes and Programme Graduate Outcomes</li> <li>There is a dedicated capstone course (SC356: Research Skills) at the final year of the programme, in which all outcomes are set at the capstone level of performance</li> <li>Students are also assessed in the four mandatory generic courses (UU100, UU104, UU200 &amp; UU204)</li> </ul> <p><b>Indirect:</b></p> <ul style="list-style-type: none"> <li>Employer Satisfaction Survey (ESS)</li> <li>Graduate Destination Survey (GDS)</li> <li>Total Experience Survey (TES)</li> <li>Student Evaluation of Courses (SEC) Survey</li> <li>Mid-semester feedback survey</li> </ul>	<p><b>Internal Interpretation &amp; Processes:</b></p> <p><i>At the Course level:</i> Course Coordinators &amp; Teaching Team</p> <p><i>At the School level:</i> Heads of Schools/Deputy Heads of Schools &amp; School Boards of Studies</p> <p><i>At the Faculty level:</i> Associate Dean (Learning &amp; Teaching), Associate Dean (Planning &amp; Quality) and Dean; Faculty Assessment Board</p> <p>The courses in the programme undergo the mandatory Moderation Process.</p> <p>The Quality of Teaching measures verify the alignment between the course assessments and learning outcomes at all levels (course, programme and institutional).</p>	<p><i>At the Course level:</i> Interpretation of the assessment results through the moderation process and individual reflection by the Course Coordinators are used to inform the review of courses and plan for the next iteration.</p> <p>The feedback received though SEC and other surveys including the newly introduced mid-semester feedback survey is used to inform teaching and learning practice.</p> <p><i>At the Discipline level:</i> Academic staff discuss the recommendations of the Programme Reviewers and how to revise the courses accordingly. This is documented in a formal response and action plan for addressing the recommendations. The recommendations of PAC is also used in improving the programme and its courses.</p> <p><i>At the School &amp; Faculty levels:</i> The School Boards of Studies and Faculty Academic Standards &amp; Quality Committee monitor the implementation of the changes/recommendations.</p>	2012	2019

				<i>External Interpretation:</i> External Programme Reviewers; Programme Advisory Committee (PAC) including employers			
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Category	(1) Have formal learning outcomes been developed?	(2) Where are these learning outcomes published?	(3) Other than GPA, what data / evidence are used to determine that graduates have achieved stated outcomes for the degree?	(4) Who interprets the evidence? What is the process?	(5) How are the findings used?	(6) Date of the last program review for this degree program.	(7) Date of the next program review for this degree program
<b>Three Year Prescribed Bachelor Programmes</b>							
<b>Bachelor of Science</b>							
Bachelor of Science (Environmental Science)  <i>Biology Pathway</i>	Yes	<p>The Programme Graduate Outcomes feature in the following places:</p> <ul style="list-style-type: none"> <li>Alignment table in the course outlines for individual courses in programme</li> <li>LTSS <a href="#">website</a></li> <li>External Programme Self-Review Reports</li> </ul> <p>The Course Learning Outcomes are required to feature in the individual course outlines</p>	<p><b>Direct:</b></p> <ul style="list-style-type: none"> <li>Assessments for all individual courses in this programme are informed by the USP Graduate Outcomes and Programme Graduate Outcomes</li> <li>There is a dedicated capstone course (SC356: Research Skills) at the final year of the programme, in which all outcomes are set at the capstone level of performance</li> <li>Students are also assessed in the four mandatory generic courses (UU100, UU104, UU200 &amp; UU204)</li> </ul> <p><b>Indirect:</b></p> <ul style="list-style-type: none"> <li>Employer Satisfaction Survey (ESS)</li> <li>Graduate Destination Survey (GDS)</li> <li>Total Experience Survey (TES)</li> <li>Student Evaluation of Courses (SEC) Survey</li> <li>Mid-semester feedback survey</li> </ul>	<p><b>Internal Interpretation &amp; Processes:</b></p> <p><i>At the Course level:</i> Course Coordinators &amp; Teaching Team</p> <p><i>At the School level:</i> Heads of Schools/Deputy Heads of Schools &amp; School Boards of Studies</p> <p><i>At the Faculty level:</i> Associate Dean (Learning &amp; Teaching), Associate Dean (Planning &amp; Quality) and Dean; Faculty Assessment Board</p> <p>The courses in the programme undergo the mandatory Moderation Process.</p> <p>The Quality of Teaching measures verify the alignment between the course assessments and learning outcomes at all levels (course, programme and institutional).</p>	<p><i>At the Course level:</i> Interpretation of the assessment results through the moderation process and individual reflection by the Course Coordinators are used to inform the review of courses and plan for the next iteration.</p> <p>The feedback received through SEC and other surveys including the newly introduced mid-semester feedback survey is used to inform teaching and learning practice.</p> <p><i>At the Discipline level:</i> Academic staff discuss the recommendations of the Programme Reviewers and how to revise the courses accordingly. This is documented in a formal response and action plan for addressing the recommendations. The recommendations of PAC is also used in improving the programme and its courses.</p> <p><i>At the School &amp; Faculty levels:</i> The School Boards of Studies and Faculty Academic Standards &amp; Quality Committee monitor the implementation of the changes/recommendations.</p>	2014	2020

				<b>External Interpretation:</b> External Programme Reviewers; Programme Advisory Committee (PAC) including employers			
Bachelor of Science (Environmental Science)  <i>Earth Science Pathway</i>	Yes	The Programme Graduate Outcomes feature in the following places: <ul style="list-style-type: none"> <li>Alignment table in the course outlines for individual courses in programme</li> <li>LTSS <a href="#">website</a></li> <li>External Programme Self-Review Reports</li> </ul> <p>The Course Learning Outcomes are required to feature in the individual course outlines</p>	<p><b>Direct:</b></p> <ul style="list-style-type: none"> <li>Assessments for all individual courses in this programme are informed by the USP Graduate Outcomes and Programme Graduate Outcomes</li> <li>There is a dedicated capstone course (SC356: Research Skills) at the final year of the programme, in which all outcomes are set at the capstone level of performance</li> <li>Students are also assessed in the four mandatory generic courses (UU100, UU104, UU200 &amp; UU204)</li> </ul> <p><b>Indirect:</b></p> <ul style="list-style-type: none"> <li>Employer Satisfaction Survey (ESS)</li> <li>Graduate Destination Survey (GDS)</li> <li>Total Experience Survey (TES)</li> <li>Student Evaluation of Courses (SEC) Survey</li> <li>Mid-semester feedback survey</li> </ul>	<p><b>Internal Interpretation &amp; Processes:</b></p> <p><i>At the Course level:</i> Course Coordinators &amp; Teaching Team</p> <p><i>At the School level:</i> Heads of Schools/Deputy Heads of Schools &amp; School Boards of Studies</p> <p><i>At the Faculty level:</i> Associate Dean (Learning &amp; Teaching), Associate Dean (Planning &amp; Quality) and Dean; Faculty Assessment Board</p> <p>The courses in the programme undergo the mandatory Moderation Process.</p> <p>The Quality of Teaching measures verify the alignment between the course assessments and learning outcomes at all levels (course, programme and institutional).</p>	<p><i>At the Course level:</i> Interpretation of the assessment results through the moderation process and individual reflection by the Course Coordinators are used to inform the review of courses and plan for the next iteration.</p> <p>The feedback received through SEC and other surveys including the newly introduced mid-semester feedback survey is used to inform teaching and learning practice.</p> <p><i>At the Discipline level:</i> Academic staff discuss the recommendations of the Programme Reviewers and how to revise the courses accordingly. This is documented in a formal response and action plan for addressing the recommendations. The recommendations of PAC is also used in improving the programme and its courses.</p> <p><i>At the School &amp; Faculty levels:</i> The School Boards of Studies and Faculty Academic Standards &amp; Quality Committee monitor the implementation of the changes/recommendations.</p>	2014	2020

				<p><b>External Interpretation:</b> External Programme Reviewers; Programme Advisory Committee (PAC) including employers</p>			
Bachelor of Science (Marine Science)	Yes	<p>The Programme Graduate Outcomes feature in the following places:</p> <ul style="list-style-type: none"> <li>Alignment table in the course outlines for individual courses in programme</li> <li>LTSS <a href="#">website</a></li> <li>External Programme Self-Review Reports</li> </ul> <p>The Course Learning Outcomes are required to feature in the individual course outlines</p>	<p><b>Direct:</b></p> <ul style="list-style-type: none"> <li>Assessments for all individual courses in this programme are informed by the USP Graduate Outcomes and Programme Graduate Outcomes</li> <li>There is a dedicated capstone course (SC356: Research Skills) at the final year of the programme, in which all outcomes are set at the capstone level of performance</li> <li>Students are also assessed in the four mandatory generic courses (UU100, UU104, UU200 &amp; UU204)</li> </ul> <p><b>Indirect:</b></p> <ul style="list-style-type: none"> <li>Employer Satisfaction Survey (ESS)</li> <li>Graduate Destination Survey (GDS)</li> <li>Total Experience Survey (TES)</li> <li>Student Evaluation of Courses (SEC) Survey</li> <li>Mid-semester feedback survey</li> </ul>	<p><b>Internal Interpretation &amp; Processes:</b></p> <p><i>At the Course level:</i> Course Coordinators &amp; Teaching Team</p> <p><i>At the School level:</i> Heads of Schools/Deputy Heads of Schools &amp; School Boards of Studies</p> <p><i>At the Faculty level:</i> Associate Dean (Learning &amp; Teaching), Associate Dean (Planning &amp; Quality) and Dean; Faculty Assessment Board</p> <p>The courses in the programme undergo the mandatory Moderation Process.</p> <p>The Quality of Teaching measures verify the alignment between the course assessments and learning outcomes at all levels (course, programme and institutional).</p>	<p><i>At the Course level:</i> Interpretation of the assessment results through the moderation process and individual reflection by the Course Coordinators are used to inform the review of courses and plan for the next iteration.</p> <p>The feedback received through SEC and other surveys including the newly introduced mid-semester feedback survey is used to inform teaching and learning practice.</p> <p><i>At the Discipline level:</i> Academic staff discuss the recommendations of the Programme Reviewers and how to revise the courses accordingly. This is documented in a formal response and action plan for addressing the recommendations. The recommendations of PAC is also used in improving the programme and its courses.</p> <p><i>At the School &amp; Faculty levels:</i> The School Boards of Studies and Faculty Academic Standards &amp; Quality Committee monitor the implementation of the changes/recommendations.</p>	2012	2019

				<i>External Interpretation:</i> External Programme Reviewers; Programme Advisory Committee (PAC) including employers			
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Category	(1) Have formal learning outcomes been developed?	(2) Where are these learning outcomes published?	(3) Other than GPA, what data / evidence are used to determine that graduates have achieved stated outcomes for the degree?	(4) Who interprets the evidence? What is the process?	(5) How are the findings used?	(6) Date of the last program review for this degree program.	(7) Date of the next program review for this degree program
<b>Three Year Prescribed Bachelor Programmes</b>							
<b>Bachelor of Geospatial Science</b>							
Bachelor of Geospatial Science  <i>Geospatial Pathway</i>	Yes	<p>The Programme Graduate Outcomes feature in the following places:</p> <ul style="list-style-type: none"> <li>Alignment table in the course outlines for individual courses in programme</li> <li>LTSS <a href="#">website</a></li> </ul> <p>The Course Learning Outcomes are required to feature in the individual course outlines</p>	<p><b>Direct:</b></p> <ul style="list-style-type: none"> <li>Assessments for all individual courses in this programme are informed by the USP Graduate Outcomes and Programme Graduate Outcomes</li> <li>There is a dedicated capstone course (SC356: Research Skills) at the final year of the programme, in which all outcomes are set at the capstone level of performance</li> <li>Students are also assessed in the four mandatory generic courses (UU100, UU104, UU200 &amp; UU204)</li> </ul> <p><b>Indirect:</b></p> <ul style="list-style-type: none"> <li>Employer Satisfaction Survey (ESS)</li> <li>Graduate Destination Survey (GDS)</li> <li>Total Experience Survey (TES)</li> <li>Student Evaluation of Courses (SEC) Survey</li> <li>Mid-semester feedback survey</li> </ul>	<p><b>Internal Interpretation &amp; Processes:</b></p> <p><i>At the Course level:</i> Course Coordinators &amp; Teaching Team</p> <p><i>At the School level:</i> Heads of Schools/Deputy Heads of Schools &amp; School Boards of Studies</p> <p><i>At the Faculty level:</i> Associate Dean (Learning &amp; Teaching), Associate Dean (Planning &amp; Quality) and Dean; Faculty Assessment Board</p> <p>The courses in the programme undergo the mandatory Moderation Process.</p> <p>The Quality of Teaching measures verify the alignment between the course assessments and learning outcomes at all levels (course, programme and institutional).</p>	<p><i>At the Course level:</i> Interpretation of the assessment results through the moderation process and individual reflection by the Course Coordinators are used to inform the review of courses and plan for the next iteration.</p> <p>The feedback received through SEC and other surveys including the newly introduced mid-semester feedback survey is used to inform teaching and learning practice.</p> <p><i>At the Discipline level:</i> The recommendations of PAC is also used in improving the programme and its courses.</p> <p><i>At the School &amp; Faculty levels:</i> The School Boards of Studies and Faculty Academic Standards &amp; Quality Committee monitor the implementation of the changes</p>	<i>New programme</i>	2018

				<b>External Interpretation:</b> Programme Advisory Committee (PAC) including employers			
Bachelor of Geospatial Science  <i>Geospatial Developer Pathway</i>	Yes	The Programme Graduate Outcomes feature in the following places: <ul style="list-style-type: none"> <li>Alignment table in the course outlines for individual courses in programme</li> <li>LTSS <a href="#">website</a></li> </ul> The Course Learning Outcomes are required to feature in the individual course outlines	<b>Direct:</b> <ul style="list-style-type: none"> <li>Assessments for all individual courses in this programme are informed by the USP Graduate Outcomes and Programme Graduate Outcomes</li> <li>There is a dedicated capstone course (SC356: Research Skills) at the final year of the programme, in which all outcomes are set at the capstone level of performance</li> <li>Students are also assessed in the four mandatory generic courses (UU100, UU104, UU200 &amp; UU204)</li> </ul> <b>Indirect:</b> <ul style="list-style-type: none"> <li>Employer Satisfaction Survey (ESS)</li> <li>Graduate Destination Survey (GDS)</li> <li>Total Experience Survey (TES)</li> <li>Student Evaluation of Courses (SEC) Survey</li> <li>Mid-semester feedback survey</li> </ul>	<b>Internal Interpretation &amp; Processes:</b>  <i>At the Course level:</i> Course Coordinators & Teaching Team  <i>At the School level:</i> Heads of Schools/Deputy Heads of Schools & School Boards of Studies  <i>At the Faculty level:</i> Associate Dean (Learning & Teaching), Associate Dean (Planning & Quality) and Dean; Faculty Assessment Board  The courses in the programme undergo the mandatory Moderation Process.  The Quality of Teaching measures verify the alignment between the course assessments and learning outcomes at all levels (course, programme and institutional).  <b>External Interpretation:</b> Programme Advisory Committee (PAC) including employers	<i>At the Course level:</i> Interpretation of the assessment results through the moderation process and individual reflection by the Course Coordinators are used to inform the review of courses and plan for the next iteration.  The feedback received through SEC and other surveys including the newly introduced mid-semester feedback survey is used to inform teaching and learning practice.  <i>At the Discipline level:</i> The recommendations of PAC is also used in improving the programme and its courses.  <i>At the School &amp; Faculty levels:</i> The School Boards of Studies and Faculty Academic Standards & Quality Committee monitor the implementation of the changes	<i>New programme</i>	<b>2018</b>



Category	(1) Have formal learning outcomes been developed?	(2) Where are these learning outcomes published?	(3) Other than GPA, what data / evidence are used to determine that graduates have achieved stated outcomes for the degree?	(4) Who interprets the evidence? What is the process?	(5) How are the findings used?	(6) Date of the last program review for this degree program.	(7) Date of the next program review for this degree program
<b>Four Year Prescribed Bachelor Programmes</b>							
Bachelor of Engineering (Electrical and Electronics)	Yes	<p>The Programme Graduate Outcomes feature in the following places:</p> <ul style="list-style-type: none"> <li>Alignment table in the course outlines for individual courses in programme</li> <li>LTSS <a href="#">website</a></li> <li>Programme Accreditation Self-Review Report</li> </ul> <p>The Course Learning Outcomes are required to feature in the individual course outlines</p>	<p><b>Direct:</b></p> <ul style="list-style-type: none"> <li>Assessments for all individual courses in this programme are informed by the USP Graduate Outcomes, Programme Graduate Outcomes and requirements of the Accrediting Body (Institution of Professional Engineers New Zealand, IPENZ, which is a signatory to Washington Accord)</li> <li>There are dedicated capstone courses (EE388: Project 1 &amp; EE399: Project 2) at the final year of this programme. These involve utilizing skills and knowledge gained throughout the programme to conduct research under the supervision of academic staff.</li> <li>Students are assessed in one of the four mandatory generic courses (UU114)</li> <li>Students are also assessed on 800 hours of industrial work experience through EN001 course.</li> </ul>	<p><b>Internal Interpretation &amp; Processes:</b></p> <p><i>At the Course level:</i> Course Coordinators &amp; Teaching Team</p> <p><i>At the School level:</i> Heads of Schools/Deputy Heads of Schools &amp; School Boards of Studies</p> <p><i>At the Faculty level:</i> Associate Dean (Learning &amp; Teaching), Associate Dean (Planning &amp; Quality) and Dean; Faculty Assessment Board</p> <p>The courses in this programme undergo the mandatory Moderation Process.</p> <p>The Quality of Teaching measures verify the alignment between the course assessments and learning outcomes at all levels (course, programme and institutional).</p>	<p><i>At the Course level:</i> Interpretation of the assessment results through the moderation process and individual reflection by the Course Coordinators are used to inform the review of courses and plan for the next iteration.</p> <p>The feedback received though SEC and other surveys including the newly introduced mid-semester feedback survey is used to inform teaching and learning practice.</p> <p><i>At the Discipline level:</i> Academic staff discuss the recommendations from IPENZ and revise the courses accordingly. This is documented in a formal response for addressing the recommendations. The recommendations of PAC is also used in improving the programme and its courses.</p> <p><i>At the School &amp; Faculty levels:</i> The School Boards of Studies and Faculty Academic Standards &amp; Quality Committee monitor the implementation of the changes/recommendations.</p>	2016	2019

			<p><b>Indirect:</b></p> <ul style="list-style-type: none"> <li>• Employer Satisfaction Survey (ESS)</li> <li>• Graduate Destination Survey (GDS)</li> <li>• Total Experience Survey (TES)</li> <li>• Student Evaluation of Courses (SEC) Survey</li> <li>• Mid-semester feedback survey</li> </ul>	<p><b>External Interpretation:</b> IPENZ; Programme Advisory Committee (PAC) including employers</p>			
Bachelor of Engineering (Mechanical)	Yes	<p>The Programme Graduate Outcomes feature in the following places:</p> <ul style="list-style-type: none"> <li>• Alignment table in the course outlines for individual courses in programme</li> <li>• LTSS <a href="#">website</a></li> <li>• Programme Accreditation Self-Review Report</li> </ul> <p>The Course Learning Outcomes are required to feature in the individual course outlines</p>	<p><b>Direct:</b></p> <ul style="list-style-type: none"> <li>• Assessments for all individual courses in this programme are informed by the USP Graduate Outcomes, Programme Graduate Outcomes and requirements of the Accrediting Body (Institution of Professional Engineers New Zealand, IPENZ, which is a signatory to Washington Accord)</li> <li>• There are dedicated capstone courses (EE388: Project 1 &amp; EE399: Project 2) at the final year of this programme. These involve utilizing skills and knowledge gained throughout the programme to conduct research under the supervision of academic staff.</li> <li>• Students are assessed in one of the four mandatory generic courses (UU114)</li> <li>• Students are also assessed on 800 hours</li> </ul>	<p><b>Internal Interpretation &amp; Processes:</b></p> <p><i>At the Course level:</i> Course Coordinators &amp; Teaching Team</p> <p><i>At the School level:</i> Heads of Schools/Deputy Heads of Schools &amp; School Boards of Studies</p> <p><i>At the Faculty level:</i> Associate Dean (Learning &amp; Teaching), Associate Dean (Planning &amp; Quality) and Dean; Faculty Assessment Board</p> <p>The courses in this programme undergo the mandatory Moderation Process.</p> <p>The Quality of Teaching measures verify the alignment between the course assessments and learning outcomes at all levels (course, programme and institutional).</p>	<p><i>At the Course level:</i> Interpretation of the assessment results through the moderation process and individual reflection by the Course Coordinators are used to inform the review of courses and plan for the next iteration.</p> <p>The feedback received through SEC and other surveys including the newly introduced mid-semester feedback survey is used to inform teaching and learning practice.</p> <p><i>At the Discipline level:</i> Academic staff discuss the recommendations from IPENZ and revise the courses accordingly. This is documented in a formal response for addressing the recommendations. The recommendations of PAC is also used in improving the programme and its courses.</p> <p><i>At the School &amp; Faculty levels:</i> The School Boards of Studies and Faculty Academic Standards &amp; Quality Committee monitor the implementation of the changes/recommendations.</p>	2016	2019

			<p>of industrial work experience through EN001 course</p> <p><b>Indirect:</b></p> <ul style="list-style-type: none"> <li>• Employer Satisfaction Survey (ESS)</li> <li>• Graduate Destination Survey (GDS)</li> <li>• Total Experience Survey (TES)</li> <li>• Student Evaluation of Courses (SEC) Survey</li> <li>• Mid-semester feedback survey</li> </ul>	<p><b>External Interpretation:</b> IPENZ; Programme Advisory Committee (PAC) including employers</p>			
Bachelor of Net-Centric Computing	Yes	<p>The Programme Graduate Outcomes feature in the following places:</p> <ul style="list-style-type: none"> <li>• Alignment table in the course outlines for individual courses in programme</li> <li>• LTSS <a href="#">website</a></li> <li>• Programme Accreditation Self-Review Report</li> </ul> <p>The Course Learning Outcomes are required to feature in the individual course outlines</p>	<p><b>Direct:</b></p> <ul style="list-style-type: none"> <li>• Assessments for all individual courses in this programme are informed by the USP Graduate Outcomes, Programme Graduate Outcomes and requirements of the Accrediting Body (Australian Computer Society, ACS, which is a signatory to Seoul Accord)</li> <li>• There is a dedicated capstone course (CS400: Industry Experience Project) at the final year of this programme. This course provides an environment in which students can develop professional skills and apply their skills acquired during their three years of studies to solve a real-life problem, which will be provided by a client</li> </ul>	<p><b>Internal Interpretation &amp; Processes:</b></p> <p><i>At the Course level:</i> Course Coordinators &amp; Teaching Team</p> <p><i>At the School level:</i> Heads of Schools/Deputy Heads of Schools &amp; School Boards of Studies</p> <p><i>At the Faculty level:</i> Associate Dean (Learning &amp; Teaching), Associate Dean (Planning &amp; Quality) and Dean; Faculty Assessment Board</p> <p>The courses in this programme undergo the mandatory Moderation Process.</p> <p>The Quality of Teaching measures verify the alignment between the course assessments and learning outcomes at all</p>	<p><i>At the Course level:</i> Interpretation of the assessment results through the moderation process and individual reflection by the Course Coordinators are used to inform the review of courses and plan for the next iteration.</p> <p>The feedback received through SEC and other surveys including the newly introduced mid-semester feedback survey is used to inform teaching and learning practice.</p> <p><i>At the Discipline level:</i> Academic staff discuss the recommendations from ACS and revise the courses accordingly. This is documented in a formal response for addressing the recommendations. The recommendations of PAC is also used in improving the programme and its courses.</p> <p><i>At the School &amp; Faculty levels:</i> The School Boards of Studies and Faculty Academic</p>	2015	2017

			<p>from ICT industry in the Pacific region, including small and medium enterprises (SMEs), or community organizations and NGOs</p> <ul style="list-style-type: none"> <li>• Students are assessed in the four mandatory generic courses (UU100, UU104, UU200 &amp; UU204)</li> <li>• Students are also required to develop a programme-wide ePortfolio, which is offered through the CS001: Foundations of Professional Practice course.</li> </ul> <p><b>Indirect:</b></p> <ul style="list-style-type: none"> <li>• Employer Satisfaction Survey (ESS)</li> <li>• Graduate Destination Survey (GDS)</li> <li>• Total Experience Survey (TES)</li> <li>• Student Evaluation of Courses (SEC) Survey</li> <li>• Mid-semester feedback survey</li> </ul>	<p>levels (course, programme and institutional).</p> <p><b>External Interpretation:</b> ACS; Programme Advisory Committee (PAC) including employers</p>	<p>Standards &amp; Quality Committee monitor the implementation of the changes/recommendations.</p>		
Bachelor of Software Engineering	Yes	<p>The Programme Graduate Outcomes feature in the following places:</p> <ul style="list-style-type: none"> <li>• Alignment table in the course outlines for individual courses in programme</li> <li>• LTSS <a href="#">website</a></li> </ul>	<p><b>Direct:</b></p> <ul style="list-style-type: none"> <li>• Assessments for all individual courses in this programme are informed by the USP Graduate Outcomes, Programme Graduate Outcomes and requirements of the Accrediting Body (Australian Computer Society, ACS, which is</li> </ul>	<p><b>Internal Interpretation &amp; Processes:</b></p> <p><i>At the Course level:</i> Course Coordinators &amp; Teaching Team</p> <p><i>At the School level:</i> Heads of Schools/Deputy Heads of Schools &amp; School Boards of Studies</p>	<p><i>At the Course level:</i> Interpretation of the assessment results through the moderation process and individual reflection by the Course Coordinators are used to inform the review of courses and plan for the next iteration.</p> <p>The feedback received though SEC and other surveys including the newly introduced mid-semester feedback survey</p>	2015	2017

		<ul style="list-style-type: none"> <li>Programme Accreditation Self-Review Report</li> </ul> <p>The Course Learning Outcomes are required to feature in the individual course outlines</p>	<p>a signatory to Seoul Accord)</p> <ul style="list-style-type: none"> <li>There is a dedicated capstone course (CS400: Industry Experience Project) at the final year of this programme. This course provides an environment in which students can develop professional skills and apply their skills acquired during their three years of studies to solve a real-life problem, which will be provided by a client from ICT industry in the Pacific region, including small and medium enterprises (SMEs), or community organizations and NGOs</li> <li>Students are assessed in the four mandatory generic courses (UU100, UU104, UU200 &amp; UU204)</li> <li>Students are also required to develop a programme-wide ePortfolio, which is offered through the CS001: Foundations of Professional Practice course.</li> </ul> <p><b>Indirect:</b></p> <ul style="list-style-type: none"> <li>Employer Satisfaction Survey (ESS)</li> <li>Graduate Destination Survey (GDS)</li> <li>Total Experience Survey (TES)</li> </ul>	<p><i>At the Faculty level:</i> Associate Dean (Learning &amp; Teaching), Associate Dean (Planning &amp; Quality) and Dean; Faculty Assessment Board</p> <p>The courses in this programme undergo the mandatory Moderation Process.</p> <p>The Quality of Teaching measures verify the alignment between the course assessments and learning outcomes at all levels (course, programme and institutional).</p> <p><b>External Interpretation:</b> ACS; Programme Advisory Committee (PAC) including employers</p>	<p>is used to inform teaching and learning practice.</p> <p><i>At the Discipline level:</i> Academic staff discuss the recommendations from ACS and revise the courses accordingly. This is documented in a formal response for addressing the recommendations. The recommendations of PAC is also used in improving the programme and its courses.</p> <p><i>At the School &amp; Faculty levels:</i> The School Boards of Studies and Faculty Academic Standards &amp; Quality Committee monitor the implementation of the changes/recommendations.</p>		
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			<ul style="list-style-type: none"><li>• Student Evaluation of Courses (SEC) Survey</li><li>• Mid-semester feedback survey</li></ul>				
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