

# Taught Postgraduate Program Review

## Guidelines for External Reviews

An External Review Panel should undertake a visit to the University as part of Taught Postgraduate Program Review, to review documentation, observe the program's teaching and learning facilities and resources, and discuss the program (including its quality assurance) with the Dean (and, where appropriate, the responsible Department Head), the Program Director and staff who deliver the program, students, employers and alumni. The documentation to be reviewed and the visit program should be agreed between the Program Director and the External Review Panel Chair. **Guidance** is given below.

### Nomination of Panel Members

Panels should comprise the following:

- A Panel Chair, who should be an academic/subject specialist from a peer institution outside Hong Kong, preferably with QA experience, for example as a Program Director, Head of Department, Dean, etc.
- A local stakeholder (e.g. an employer or alumnus)
- A HKUST senior academic from another School (primarily to comment on and provide advice on the program's management and quality assurance arrangements in relation to the University's procedures and quality assurance framework, and to guide the external members of the Panel accordingly)

### Visit Program (to be scheduled at a time when current students are available)

Panel visits ideally should be conducted in 1.5-2 days, to allow scrutiny of documentation, and meetings and discussion of review outcomes and recommendations. Visits should be completed by 31 August, to allow program review reports to be submitted to Deans and the Committee on Teaching and Learning Quality prior to the start of the next annual reporting exercise.

It is anticipated that External Review Panels would wish to meet the following:

- The Dean (and, where appropriate, the responsible Department Head)
- The Program Director, the program teaching team and the program's administrators
- Support, including technical, staff as appropriate
- Current students (both full-time and part-time, where appropriate)
- The program's graduates, if available
- Local employers of the program's graduates
- The Dean (and, where appropriate, the responsible Department Head) and Program Director at the conclusion of the visit

External Review Panels also may wish to meet some staff individually, tour the facilities and review the learning resources available to the program and its students.

### Documentation

**Self-Evaluation Documents should be discussed with External Review Panels during their visits.** Additionally, the documentation and data that underpin internal reviews should be made available to External Review Panels ahead of time and during their visits, to allow sufficient time for Panels to peruse the documentation and undertake a thorough review. The documentation is likely to include the following:

- the program specification, to include the course structure and program and course objectives, as approved by the University;
- course outlines and other documentation provided to students for all courses in the academic year of review;
- a summary of approved changes to the program since its inception, with the rationale;

- the program management structure, including details of the teaching team and committees concerned with the quality assurance of the program;
- details of any benchmarking (local or international) of the program and/or the assessments;
- the Program Annual Report on Taught Postgraduate Education for each year of the review period, with a critical commentary on actions taken arising from the reports;
- Minutes of the Staff Student Liaison Committee and other committees associated with the program, for the year of review and the previous two years;
- critical commentaries on feedback from stakeholders during the review period and on the relative success of any actions taken arising from such feedback (to include results of Student Feedback Questionnaires (SFQ), the TPg Exit Survey and any employer feedback; and feedback from Staff Student Liaison Committees);
- a range of assessments and associated marking schemes, model answers and student work from each year of the review period, across a sample of courses;
- Intake data, for each year of the review period, with a critical analysis - Section 3 of the Self-Evaluation Document refers;
- marks/grades and program award data for each year of the review period, with a critical analysis - Section 3 of the Self-Evaluation Document refers.