Underpinning Philosophy

Appraisal Rationale

The rationale behind the appraisal exercise is to:

a) enhance the professional and personal growth of lecturers, through

b) observation of their provision and delivery, so as to

c) recognize accomplishments and good practices by outlining strengths and improvement opportunities, leading to the

d) identification of professional development needs with the overarching aim being the constant enhancement of the level of learning and teaching.

Observation leading to Appraisal

To be appraised effectively, staff members need to know what they are being measured against. The appraisal checklist outlines the standards against which appraisal takes place. The appraisal covers key performance indicators such as "lesson management", "student engagement/feedback", etc., and is intended to avoid difficulties which often ensue when there is only an assumed, informal knowledge of expectations.

Appraisal Meeting following Observation

Following the initial drafting of the preliminary report below, to be read in conjunction with the compiled Appraisal Checklist, an appraisal meeting is scheduled. The appraisal meeting is an opportunity for the Critical Friend from the MCAST Quality Assurance Department and the Lecturer to sit down and discuss the range of issues affecting provision and delivery against the standards set.

MCAST appraisals shall be a two-way process, which both parties should benefit from, aimed at:

1. offering the opportunity to express difficulties or uncertainties on either side, establishing and maintaining good communications.

2. giving and receiving feedback.

3. discussing and agreeing the actions necessary to move forward.

Furthermore, it is hoped that MCAST lecturers shall benefit as a result of:

1. Individual attention from senior management, denoting their contribution is valued.

2. A clear idea of where they are now and a sense of direction for the future.

3. The meeting as a guarantee that the lecturers' efforts are not overlooked.

General Report

INFORMATION DETAILS:	*(to be filled by critical friend/academic)*
Date of visit and time	
Name of Academic	
Academic Status	
Institute	
Class Taught	
Number of Students present	
Level and Title of Unit	
Title/Topic of Learning Experience Observed	
Name of Critical Friend	

A brief description of the points which were noted during the session observed.

Strengths:

Professional Knowledge

Preparation and Planning

Teaching/Learning Process

Professional and Personal Qualities

Improvement/CPD Opportunities:

Targets for Development:

General Comments (following Appraisal Meeting):

Signature of Critical Friend   **Date:**

Academic comments/reactions, if any:

Signature of Academic   **Date:**

Internal Audit Checklist for Online Quality Teaching, Learning and Assessment - Educational & Technological Standards						
1. Educational Standards						
Section	**Nr**	**Standards**	**Prompts**	**Rating 1-5 (1 min)**	**Comments**	
Section 1 - General Info *(DOC 020 S1; MFHEA Standard 6)*	1.1	Institute	The following characteristics and skills are perceived as critical to the success of the online learner: • Having a strong academic self-concept. • Exhibiting fluency in the use of online learning technologies. • Possessing interpersonal and communication skills. • Understanding and valuing interaction and collaborative learning. • Possessing an internal locus of control. • Exhibiting self-directed learning skills. • Exhibiting a need for affiliation. Online learners should possess or develop collaborative learning skills independent of these technologies, inlicuding social learning skills, discursive or dialogical skills, self and group evaluation skills and reflection skills.	5 -	Meets criterion fully	
	1.2	Auditee Name				
	1.3	Auditee Status		4 -	Practically meets criterion	
	1.4	Programme Level				
	1.5	Programme Title/Code		3 -	Almost meets criterion	
	1.6	Unit Title/Code				
	1.7	Assessment Title/Number		2 -	Partially meets criterion	
	1.8	Class Code/Student Numbers				
	1.9	Class Profile to aid inclusion by focusing on diversity		1 -	Does not meet criterion	
	1.1	Type of planned learning activity/assessment				
	1.11	Audit Mode (Desk study, observation, meeting, interview, focus group etc.)				
1a. General standards for e-learning						
Section 2 - EdTech/e-learning *(DOC 020 S2.1; MFHEA Standard 6)*	2.1	Types of learning: solely e-learning based EdTech Supported - AI, AR, VR, ET, Robotics, 5G				
	2.2	synchronous or asynchronous				
	2.3	Use of LMS/KMS/MIS, e.g., MS Teams/Moodle/Classter				
	2.4	Use of other communication tools, e.g., online forum, email, etc.				
	2.5	Adequate and timely educational support to maximise the use of e-learning tools and opportunities.				
	2.6	Academics' use of MCAST intranet maintenance request portal				
	2.7	Related CPD requested/delivered				
	2.8	Academics' contribution to the use of e-learning tools				
	2.9	Academics'/students' online conduct				
	2.1	Online attendance recorded				

	2.11	Students encouraged to keep the camera on throughout			
	2.12	Academic intermittently verifies presence of registered participants			
	2.13	Academic responds to the students' online communications within a reasonable period of time.	Academics shall follow up and respond to the student prior to, or within the lecture that follows. It is to be noted that some tasks are created predominantly to encourage peer to peer input, hence the lecturer's role is not necessarily to respond to each individual student but to probe and prompt further discussion.		
	2.14	Time constrained assessments are to be set a time window including connectivity contingency time but shall have a specific duration once initiated.			
	2.15	A variety of assessment methodologies	Formative, e.g., an average of 3, and summative		
1b. QA Compliance standards for full or partially online (blended) online courses					
Section 3 - Courses/ lessons with a strong blend of e-learning/ EdTech or 100% online learning/ EdTech *(DOC 020 S2.2.2/2; MFHEA Standards 3 & 4)*	3.1	Instructional design – an analysis of the learning needs and the use of appropriate strategies and methods to meet them.	Includes **clear** aims and objectives, learning outcomes, assessment criteria, assessment strategy and learning process.		
	3.2	Accessibility – the academic gives clear instructions on how to access all elements of the online learning environment.			
	3.3	Role – the academic gives clear information about his professional role in the learning environment and the role of the learners.			
	3.4	Behaviour – the learners are made aware of regulations, policies and ethics that govern the course.			
	3.5	Integrity – the academic is aware of and adheres to the academic integrity needed to facilitate learning.			
	3.6	Technical competences – the learners are made aware of the technical competences needed to successfully reach the learning outcomes.			
	3.7	Ownership – the academic gives learners the opportunity to share their own learning goals.			
Section 4 - Assessment &	4.1	Goals and objectives – the learners are aware of what is expected of them when they are assessed.	Determining what the learner has learnt and subsequent		

Feedback *(DOC 020 S2.2.3; MFHEA Standard 4)*	4.2	Strategies – internally verified, clear, well-defined and measurable assessment of learning outcomes suited to the level of the learners.	accreditation: Learners are provided with constructive, relevant and frequent feedback based on their activities within the learning object. **Essential criteria** 1. Feedback supports positive learning outcomes. 2. Learners are provided with timely responses and feedback when asked to answer questions or provide information. 3. Feedback compares learner performance with the relevant criteria and explains how performance can be improved. **Desirable criteria** 4. Feedback uses language that encourages learners.		
	4.3	Grading – grades are given fairly and transparently through appropriate assessment instruments sanctioned by the institution.			
	4.4	Feedback – both academics and learners are given the opportunity to provide feedback related to grading.			
	4.5	Management – learners have access to their internally verified grades and feedback at all times so that they can track their learning progress.			
Section 5 - Interaction and Community *(DOC 020 S2.2.4; MFHEA Standard 4)*	5.1	Fostering – the academic welcomes learners and gives them the opportunity to communicate and create an online environment that fosters peer learning and engagement.	Exchanges between academic and learners that build a community that supports teaching and learning. **Motivation** - The learning environment is engaging, interactive and relevant to the intended learner. **Essential criteria** 1. Learning environment provides appropriate and engaging learning opportunities. 2. Learning object provides true-to- life learning activities and interactivity whenever possible. 3. Learning object defines realistic expectations and standards for success. 4. Learners are given adequate directions and support to engage in the learning object activities.		
	5.2	Management – community building is supported by clear instructions, rules and regulations. While the academic facilitates engagement, learners are invested with the ownership of community building.			
	5.3	Peer learning – group work and other activities that foster peer learning are encouraged and structured not only to fulfil the learning outcomes but also to present learners with an opportunity to learn skills and competences that go beyond such outcomes, e.g., soft skills such as communication, team work, collaboration/cooperation, creativity, critical thinking and innovation, as well as digital literacy.			
Section 6 - Instructional resources for teaching and learning *(DOC 020 S2.2.5; MFHEA Standard 7)*	6.1	Provision – learning materials are either provided by the academic or the learners are given enough time to procure	The difference between compulsory and optional resources is to be made clear.		
	6.2	Application – the academic clearly explains how the resources are going to be applied and utilised.			
	6.3	Entitlement – the academic makes sure that the resources indicated to fulfil the learning outcomes are open and accessible by all the learners without unwarranted technical, financial or administrative barriers.	The use of Open Educational Resources (free of charge) should be encouraged.		

	6.4	Variety – learning resources are varied in terms of multimedia content and multi-modal delivery channels to cater for the different learning styles of learners.			
	6.5	Openness – the academic should give learners the opportunity to suggest their own resources for adoption in the course.			
	6.6	Academic integrity – the academic promotes best practice in the use of third party resources, including anti-plagiarism practices and sound academic research/writing practices.			
Section 7 - Learner support *(DOC 020 S2.2.6; MFHEA Standard 7)*	7.1	Instructional support – the academic explains his/her role in the process.	Learners enabled to achieve their maximum potential		
	7.2	Academic support – learners know how to access support from the academic staff.	Such services as mentoring, advice and other skills that support students in achieving the learning outcomes.		
Section 8 - Learner management over own learning *(DOC 020 S2.2.8; MFHEA Standard 4)*	8.1	Assessment – learners should have access to their internally verified assessment decisions and feedback after the closure of the course via Classter (and/or Moodle).	The final grades should be provided within a reasonable timeframe after the closure of the course.		
	8.2	Resolution – all pending issues between the academic and the learners are resolved.			
	8.3	Archiving – the academic makes sure the course/learning area resources, texts, communication, etc., are backed-up or archived (in line with the institution's access policies) in a safe and secure way.			
Signatures	9	**Critical Friend** **Date**	**Lecturer Comments/Feedback**	**Lecturer** **Date**	