

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) recognise 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 that 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 annexed, 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

Date: _____	Time: _____
A brief description of the points which were noted during the session observed.	
<p>Strengths:</p> <p>Professional Knowledge</p> <p>Preparation and Planning</p> <p>Teaching/Learning Process</p> <p>Professional and Personal Qualities</p> <p>Improvement/CPD Opportunities:</p> <p>Targets for Development:</p>	
General Comments (following Appraisal Meeting):	
Signature of Critical Friend	Date:
Academic comments/reactions, if any:	
Signature of Academic	Date:

Internal Audit Checklist for Quality Teaching, Learning and Assessment - Educational and Tecnological Standards

SCALES - LEGEND

Descriptor	Verbal Risk Assessment	Numeric Rating (1: minimum)
Meets criterion fully	None	5
Practically meets criterion	Negligible	4
Almost meets criterion	Moderate/Minor	3
Partially meets criterion	Critical	2
Does not meet criterion	Major	1

1. Educational Standards

Sections	Nr	1. Demographics/General Information 2.-8. Standards	Prompts	Comments
Section 1 - General Info (DOC 020 S1; DOC 054 S6; MFHEA Standard 6)	1.1	Institute	The following characteristics and skills are perceived as critical to the success of the learner: • Having a strong academic self-concept. • Exhibiting fluency in the use of 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. Learners should possess or develop collaborative learning skills independent of technologies, including transversal skills, social learning skills, discursive or dialogical skills, self and group evaluation skills and reflection skills.	
	1.2	Auditee Name		
	1.3	Auditee Status		
	1.4	Programme Level		
	1.5	Programme Title/Code		
	1.6	Unit Title/Code		
	1.7	Assessment Title/Number		
	1.8	Class Code/Student Numbers		
	1.9	Class Profile to aid inclusion by focusing on diversity		
	1.1	Type of planned learning activity/assessment		
	1.11	Audit Mode (Desk study, observation, meeting, interview, focus group etc.)		

1a. General standards for quality learning

			Rating	Comments
Section 2 - Quality learning - GS (DOC 020 S2.1; DOC 054 S6; MFHEA Standard 6)	2.1	Types of learning: solely traditional or blended learning/e-learning based, i.e., EdTech Supported - AI, AR, VR, ET, Robotics, 5G		
	2.2	where the latter is incorporated, 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 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' conduct			
	2.1	Online attendance recorded			
	2.11	Students encouraged to keep the camera on throughout during online delivery			
	2.12	Academic intermittently verifies presence of registered participants during online delivery			
	2.13	Academic responds to the students' online/traditional 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 during online delivery.			
	2.15	A variety of assessment methodologies	Formative, e.g., an average of 3, and summative		
1b. QA Compliance standards for traditional or full or partially online (blended) or 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;	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 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.			

MFHEA Standards 3 & 4)	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 & Feedback (DOC 020 S2.2.3; MFHEA Standard 4)	4.1	Goals and objectives – the learners are aware of what is expected of them when they are assessed.	<p>Determining what the learner has learnt and subsequent accreditation: Learners are provided with constructive, relevant and frequent feedback based on their activities within the learning object.</p> <p>Essential criteria</p> <ol style="list-style-type: none"> 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. <p>Desirable criteria</p> <ol style="list-style-type: none"> 4. Feedback uses language that encourages learners. 		
	4.2	Strategies – internally verified, clear, well-defined and measurable assessment of learning outcomes suited to the level of the 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 environment that fosters peer learning and engagement.	<p>Exchanges between academic and learners that build a community that supports teaching and learning.</p> <p>Motivation - The learning environment is engaging, interactive and relevant to the intended learner.</p> <p>Essential criteria</p> <ol style="list-style-type: none"> 1. Learning environment provides appropriate and engaging learning opportunities. 2. Learning object provides true-to- life learning activities and 		
	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.	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.		
Section 6 - Instructional resources for teaching and learning (<i>DOC 020 S2.2.5; MFHEA Standard 7</i>)	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 (<i>DOC 020 S2.2.6; MFHEA Standard 7</i>)	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	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.		

learning (DOC 020 S2.2.8; MFHEA Standard 4)	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	