



**MACAO POLYTECHNIC INSTITUTE, QAA INSTITUTIONAL REVIEW 2013 – ACTION PLAN**

**Response to Recommendations**

Recommendations	Actions	Timescale	Progress (as of Oct 2016)
1. Develop a systematic mechanism for recording incremental change at course and programme level which maintains clear institutional oversight of the cumulative effect of change over a sustained period of programme evolution.	Revise the current Guidelines and Report template of the Annual Programme Review to ensure that academic programmes at MPI monitor incremental change at course and programme level systematically. Periodic Reviews will consider the need for the development (resubmission) of new programmes.	2 <sup>nd</sup> Semester, Academic Year 2013/14	Complete - The Guidelines and Report template have been endorsed by the Technical and Scientific Committee and have been implemented since 2013/14.
2. Develop a more formal process to underpin the current informal system for supporting the learning opportunities of students, so that it is less dependent on the commitment of individual staff.	Revise the current Guidelines and Report template of the Annual Programme Review requiring all academic programmes of MPI to evaluate their current informal systems. Any informal systems identified may be formalised through the Annual Programme Review if they are appropriate to and enhance the students learning opportunities.	2 <sup>nd</sup> Semester, Academic Year 2013/14	Complete - The Guidelines and Report template have been endorsed by the Technical and Scientific Committee and have been implemented since 2013/14.
3. Review the method of reporting of student satisfaction at course level to ensure that specific concerns in individual areas are not lost within the aggregation and averaging of results.	Introduce and implement a screening process to find classes with small size and/or high standard deviation. Focus Groups will be arranged for those classes to ascertain specific concerns in individual areas.	1 <sup>st</sup> Semester, Academic Year 2014/15	Complete - The screening process has been introduced since 2014/15.

4.	Develop a more systematic mechanism to share external examiners' reports with students.	<p>Share external examiners' reports with staff and students on the Intranet, linked specifically to their programme of study.</p> <p>Revise the current Report template to make external examiners aware of this new arrangement.</p>	2 <sup>nd</sup> Semester, Academic Year 2013/14	Complete - Reports for academic year 2013/14 and onwards are now available on the Intranet.
5.	Develop a more systematic approach to the collation, application and consideration of good practice and of management information at institutional level in order to underpin the enhancement of students' learning opportunities.	Develop and implement a new set of guidelines to provide a systematic approach to the Institute-wide sharing of good practices for the continuous enhancement of student learning opportunities.	Academic Year 2014/15	Complete - A new set of Guidelines has been developed and endorsed by our Technical and Scientific Committee. The new system has been put into practice since 2014/15.

### **Continuing Development of Actions Affirmed in the Report**

Affirmation		Actions	Timescale	Progress (as of Oct 2016)
1.	The Institute's progress to date to develop and implement periodic review at programme level.	<p>All Academic Programmes at MPI are required to implement periodic programme reviews (PPR).</p> <p>UK Academic Advisors and External Examiners will be invited to suggest and introduce UK practices of PPR.</p>	Ongoing	Several academic programmes will start the PPR exercise in 2017.

2.	The Institute's continued development of deliberative structures to comply with current legislative restrictions while maintaining effective and appropriate student engagement in core quality assurance activities.	Revision of the MPI Charter allows more student engagement in core quality assurance activities.	Ongoing.	The team responsible for revision of the MPI Charter is aware of this goal and is negotiating technical terms with internal legal advisors and the Government.
3.	The Institute's continued progress towards portfolio development at postgraduate level in order to seek local accreditation in the future for postgraduate taught and research programmes.	Continue to consolidate the Institute's academic collaboration network and encourage MPI academic staff to participate more in teaching activities for the collaborative postgraduate programmes.  Continue to provide support for staff engagement in research activities.	Ongoing.	MPI requires all new agreements for collaborative postgraduate programmes to include terms about MPI participation in joint teaching endeavours.  The team responsible for revision of the MPI Charter is aware of this goal and is negotiating technical terms with internal legal advisors and the Government.

### **Capitalising on the Good Practice identified in the Report**

<b>Good practice</b>		<b>Commentary (Oct 2016)</b>
1.	Reward and support for staff to promote teaching excellence, funding for PhD and research activities and attendance at international conferences.	Continue to maintain the current reward and support system.  Recent development of collaborative PhD programmes provides more PhD opportunities for MPI academic staff and continues the expanding research activities.
2.	Support for new staff (including induction processes for staff entering the Institute).	Continue to maintain this induction system – The effectiveness of these processes is monitored and gauged through the recent introduction of a survey for new academic staff.

3.	The effective deployment of learning resources to support the learning opportunities of students, particularly the attention to the maintenance of a positive relationship between staff and students.	Continue to ensure and maintain oversight of the effective deployment of learning resources. An e-Portfolio system was introduced in 2015 and it further assists MPI in maintaining a positive relationship between staff and students.
4.	The flexibility and responsiveness of the Institute to student feedback.	Continue to encourage all staff to maintain their commitment to this, and highlight to new staff the importance of this.  Discussions around revisions to the Charter will also allow more student input and engagement at various levels.
5.	The effectiveness of the induction and orientation processes for students entering the Institute.	Continue to maintain these processes – The effectiveness of these processes is monitored and gauged via first year student engagement survey.
6.	The effective organisation and monitoring of work-based and placement learning opportunities focusing on the educational benefit and professional development benefit of students.	Continue to maintain and develop this - Recent developments aim to encourage different academic programmes to share good practices during an Institute-wide annual meeting for placement learning.