



MACAO POLYTECHNIC INSTITUTE, QAA NURSING SUBJECT REVIEW 2016 – ACTION PLAN

Response to Recommendations

Recommendations	Actions	Timescale	Progress
<p>1. Revise the assessment strategy to demonstrate the achievement of all intended learning outcomes and the progressive achievement of higher level academic skills (1.3)</p>	<ul style="list-style-type: none">● Review and revise assessment methodology according to the academic level for each year of each course.● Adopt and utilise level descriptors for each academic level that demonstrate progressive achievement of higher academic levels.● Undertake a mapping process for each programme to ensure that all intended learning outcomes are assessed at the appropriate level.● Assessments in essay form written are encouraged in both mid-term test and final examination, particularly in senior years.● Increase the proportions of essay and case study questions while reducing the MCQ questions in all written assessments in senior years.● Invite external examiner and/or education experts to provide assessment training course for academic staff.● In nursing laboratory for clinical nursing courses,	<p>Starting from 1st Semester of Academic Year 2017/18</p>	<p>In progress - Assessment methodology for nursing specialty courses have been reviewed and revised in 2nd Semester of Academic Year 2016/17. Revised assessment methods will be implemented from 1st Semester of Academic Year 2017/18. An assessment training course for academic staff will be held in June, 2017.</p>



		utilise simulation and Objective Structured Clinical Examination (OSCE) to evaluate students' comprehensive abilities.		
2.	Develop a consistent approach to the provision of formal written feedback on assessed work and the sharing of good practice amongst staff engaged in marking (1.3)	<ul style="list-style-type: none">● Written feedback on students' assessed works will be formalised and provided to students.● All markers will utilise academic level descriptors to ensure consistency in the marks awarded and the feedback provided.● A marking template will be utilised to ensure feedback is developmental, individualised and that focuses on strengths as well as areas for development.● Feedback meetings with students will be conducted in order to achieve clarity and a student-centred approach.● Formal written feedback on mid-term exam and final exam as well as students' homework should be given, and the feedback will be given through Canvas system, or face to face talk, or in class meeting.● Invite external examiner and/or education experts to offer training to all academic staff in terms of how to assess students and how to give formal written feedback on assessed work.	Starting from 1 st Semester of Academic Year 2017/18	In progress - New practice will be started from 1 st Semester of Academic Year 2017/18.



3.	Formalise processes for the internal moderation of marking to ensure the reliability of outcomes (1.3)	<ul style="list-style-type: none">● A formal process for the internal moderations of marking among academic staff will be established in 2017/18.● Cross-marking or double-marking will be employed to internal moderation of marking.● A sample of each assessment will be taken from across the range of marks, including all fails and will be subject to internal moderation.● A sample of moderated work will be reviewed by the external examiner for the programme.● Continue to employ a standard and marking scheme for each assessment.● Anonymous marking will be employed.	Starting from 1 st Semester of Academic Year 2017/18	In progress - New practice will be started from 1 st Semester of Academic Year 2017/18.
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Continuing Development of Actions Affirmed in the Report

Affirmation		Actions	Timescale	Progress
1.	The School's plans to implement the use of the new virtual learning environment in line (CANVAS) with the institutional strategy.	<ul style="list-style-type: none"> ● CANVAS workshops for students and staff are running continuously. ● All teaching and learning activities will be implemented through CANVAS. 	Starting from 2 nd Semester of Academic Year 2016/17.	In progress - training workshops provided and some courses have been implemented through CANVAS and it will be expected to implement in all level of courses in Academic Year 2018/19.

Capitalising on the Good Practice identified in the Report

Good practice		Commentary
1.	Strong relationships with external stakeholders, including external examiners, employers and the Special Administrative Region Government (1.1 and 1.2)	Continue to maintain the good relationship with external stakeholders, employers and the Special Administrative Region Government.
2.	The strong partnership between academic staff and clinical preceptors which ensures excellent levels of support for student learning in clinical placements (1.3).	Continue to maintain current reward and support systems.
3.	Engagement of students as formal helpers in the	Continue to maintain current system and provide opportunities for students' learning.



	clinical skills laboratories which provides enhanced opportunities for peer learning (1.4)	
4.	The well-established and systematically monitored peer review of teaching, which significantly enhances the quality of teaching (1.5).	Continue to maintain and develop this system to enhance the quality of teaching.
5.	The proactive approach to identifying learning resource requirements, which is supported by high levels of investment (1.6).	Continue to maintain and support the high level investment in learning resource requirements.
6.	The ‘Rainbow Family’ system for providing student support, which ensures that students have an enduring personal and professional peer network (1.6)	Continue to maintain and developing support system and networking to students.