

## University of Fiji Action Plan

### Based on Key Findings of QAA's International Quality Review (IQR)

(Posted- May 2023)

Recommendation	Action to be taken	Date for completion	Action by	Success Indicators
<p>Review the University's key quality assurance practices to ensure they include critical analysis and actions to drive continuous improvement.</p>	<p>A Quality Manual will be developed with supporting Standard Operating procedures for each section. The SOPs will measure success/failure and data analysed. The process will follow the continuous improvement strategy as documented in the Continuous Improvement SOP.</p> <p>All current quality assurance practices to be reviewed.</p>	<p>2024</p>	<p>Respective Sections Heads through Director Quality Assurance (DQA).</p>	<p>All key quality assurance practices reviewed and new practices developed.</p> <p>All relevant QA practices include critical analysis with actions to drive continuous improvement.</p>
<p>Take advantage of existing and readily-available resources to develop a more sophisticated understanding and approach to academic integrity.</p>	<p>The University to hold two Learning and Teaching Symposia to develop better understanding of academic integrity amongst Academic staff. Students are explained the policies and procedures relating to plagiarism and dishonest practice during orientation each semester. The University acquired additional features in Turnitin to detect AI generated resources.</p>	<p>Ongoing</p>	<p>Office of the Registrar (OREG) and all Academic staff</p>	<p>Students and staff fully understand policies and procedures relevant to academic misconduct to ensure academic integrity.</p>

<p>Continue its policy drive beyond the Fiji Higher Education Commission to achieve sustainable awards developed in-house to meet an international, as well as emergent, national economic market need.</p>	<p>The Office of the Registrar to provide the Schools/Centres with feedback and suggestions received by the Office on programme development and requests for new programmes/courses. The University has commenced working on courses being developed for the local market and Regional/International market.</p> <p>Subject-oriented approach with professional bodies and stakeholders to drive policy reviews, for example, the Fiji Law Society, the Fiji Accountants Institute and the Fiji Nursing Council which are crucial for programme Continuous Improvement.</p>	<p>On-going</p>	<p>OREG through Academic Programme Development Committee</p>	<p>Qualifications developed to meet international and national economic and labour market needs, as well as the Vision, Mission and Goals of the University.</p>
<p>Establish internal independent Moderation Policy and Practice document for marking assessments to minimise the risk of perceived bias in student assessment and attainment.</p>	<p>The University shall develop and implement an internal Moderation Policy and Practice Document for marking assessments.</p>	<p>2024</p>	<p>OREG and DQA</p>	<p>Eliminate or minimise complaints of perceived bias.</p>
<p>Thorough address of assessment practises for marking, moderation, use of academic external examiners, and external reference to other higher education standards to align to international good practice in other higher education systems.</p>	<p>The University to establish an internal Moderation Policy and Practice Document for marking assessments will assist the University to address marking and moderation without bias. Adjunct Professors to be included as part of external examiners.</p>	<p>2024</p>	<p>Human Resources Manager (HRM) and DQA</p>	<p>Assessments are standardised in line with ESG and international benchmarks.</p>
<p>Expedite Senate approval of the Admissions and Grievance Appeals Policy.</p>	<p>The University shall include the Appeals process in the Student Regulations. Recognition of Prior Learning to be included as part of the review process.</p>	<p>2023</p>	<p>OREG with oversight by DQA.</p>	<p>Inclusion of RPL will close the minor gaps that exist in admissions, especially of mature students.</p>

<p>Develop effective monitoring arrangements to ensure that the University's published regulations for admissions are consistently applied in practice.</p>	<p>The Quality Manual in progress will cover Internal Audits thus facilitating effective monitoring to ensure published regulations are consistently applied in practice.</p>	<p>2024</p>	<p>DQA with ADO, OREG and Quality Assurance (QA) Unit.</p>	<p>Internal Audit adds value to improve the University's operations. It will accomplish the University's audit objectives by applying a systematic and disciplined approach to evaluate and improve the effectiveness of the regulatory processes.</p>
<p>Focus on staff continued professional development (CPD) to address the challenge of post-pandemic digital platform in teaching, securing the highest quality staff, and potential for curriculum development.</p>	<p>The University shall conduct a Training Needs Analysis to identify short term training needs as well as long term development needs for all staff. Once a needs assessment is done a Training plan shall be developed and implemented.</p> <p>Academic staff are expected to attend TopHat webinars for capacity building on digital platforms and learning and teaching upskilling.</p>	<p>2024</p>	<p>HRM</p>	<p>Implementation of the Training plan will help address any competency gaps. Continued professional development will result in the University securing the highest quality of staff.</p>
<p>Adopt periodic in-class observations of teaching to all staff including short-term contract staff and part-time staff members engaged in student-facing activity.</p>	<p>The University will strengthen its in-class observations by Deans or Heads of Departments. Appropriate corrective actions will be taken to address any lapse in meeting the requirements.</p> <p>Online reviews conducted by the QA Unit to be strengthened to address any shortfalls.</p>	<p>2023</p>	<p>Deans Heads of Departments QA Unit.</p>	<p>Early identification of staff development needs, provision of necessary coaching, mentoring or training. The University will train staff internally for local needs using international benchmarks.</p>

<p>Adopt a more proactive approach to identifying additional student needs beyond existing processes for self-declaration.</p>	<p>Critical assessment of Student Evaluation forms and re-draft forms to enable University to identify student needs. Student Evaluations to be conducted twice every semester (mid and end of semester) to allow mid-semester issues to be addressed well before assessment week.</p> <p>Academic staff and academic advisors trained to immediately identify any needs which may not be declared by the student.</p> <p>University student Councillors to host student sessions to encourage performance and to ensure student needs in the broadest sense are identified.</p>	<p>2023</p>	<p>QA Unit and OREG.</p>	<p>The University will have a consistently higher student measurable retention and success rate over time.</p>
<p>Develop student support on careers services to enhance student employability.</p>	<p>Conduct four (4) workshops annually to enhance students' emotional intelligence skills in Negotiation Communication, Time Management and Leadership, alongside teaching strategies for successful employment interviews and career development for promotion and advancement.</p> <p>The University shall develop a database for Alumni and receive feedback on student support for employability.</p> <p>The University to hold a careers workshop for final year students in early October annually.</p>	<p>2023</p>	<p>OREG through each School/Centre; planning and oversight by DQA and QA Unit.</p> <p>HR and QA Units with Schools and Centre.</p>	<p>Enhance student support for successful interviews for employment and career advancement and success.</p> <p>Being able to write a winning curriculum vitae, stand-out employment applications and to give excellent employment interviews</p>
<p>Broaden the University's KPI on academic performance and outcomes, including success of particular student cohorts,</p>	<p>School Sub-Strategic Plans to be tactically designed for inclusion of indicators for past students,</p>	<p>2024</p>		<p>The University able to operationalise future</p>

progression and completion rates, graduate destinations, and student satisfaction, and any indicators relating to monitoring actions taken in response to academic performance and outcomes issues.	monitoring strategies-based KPIs. A Tactical Plan to be included in the Sub-strategic Plans based on past history and outcome statement of the Discipline or subject.		Deans, Heads of Departments/ Centre with DQA.	planning based on Disciplinary and subject outcomes and past performance of individual Schools and Departments/Centre.
Review the roles and responsibilities for information collection, analysis and dissemination to establish an integrated and strategic approach to meet its quality assurance needs going forward.	The Quality Manual (under development) to address Internal Communication and specific SOPs for performance of each School, Department and Centre.	2024	DQA and QA Unit, supported for data collection and analysis by OREG.	Comprehensive information provided to senior managers and Deans and HODs for instant analysis and training, outcomes and quality assurance planning for the future to provide the University with the data required for future QA reviews and reporting to Senate and Council.
Strengthen information about pass rates and graduate employment on its website for interested stakeholders.	Methodology for data on pass rates and graduate employment analysis to be reviewed.  Website to be re-designed and updated with comprehensive analysis of the necessary information and data for public view.	2023-2024	DQA, OREG and Information Technology (IT) Section with Marketing Officer.	Clear, concise and easily readable statistics and information on the University's website.