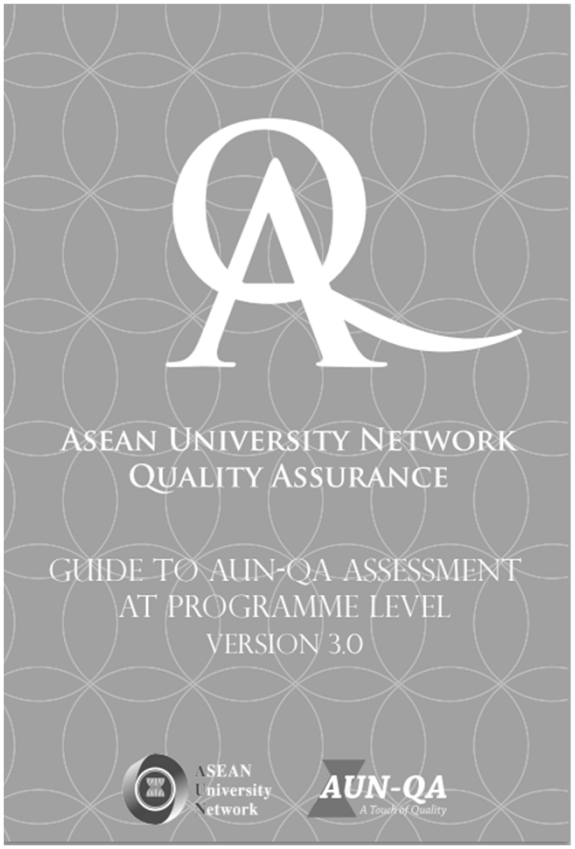
AUN-QA Implementation and Gap Analysis at Programme Level



Assoc.Prof. Dr. Kunyada Anuwong
Lead Assessor, AUN-QA
Srinakharinwirot University
kunyadaj@gmail.com

Principle References:

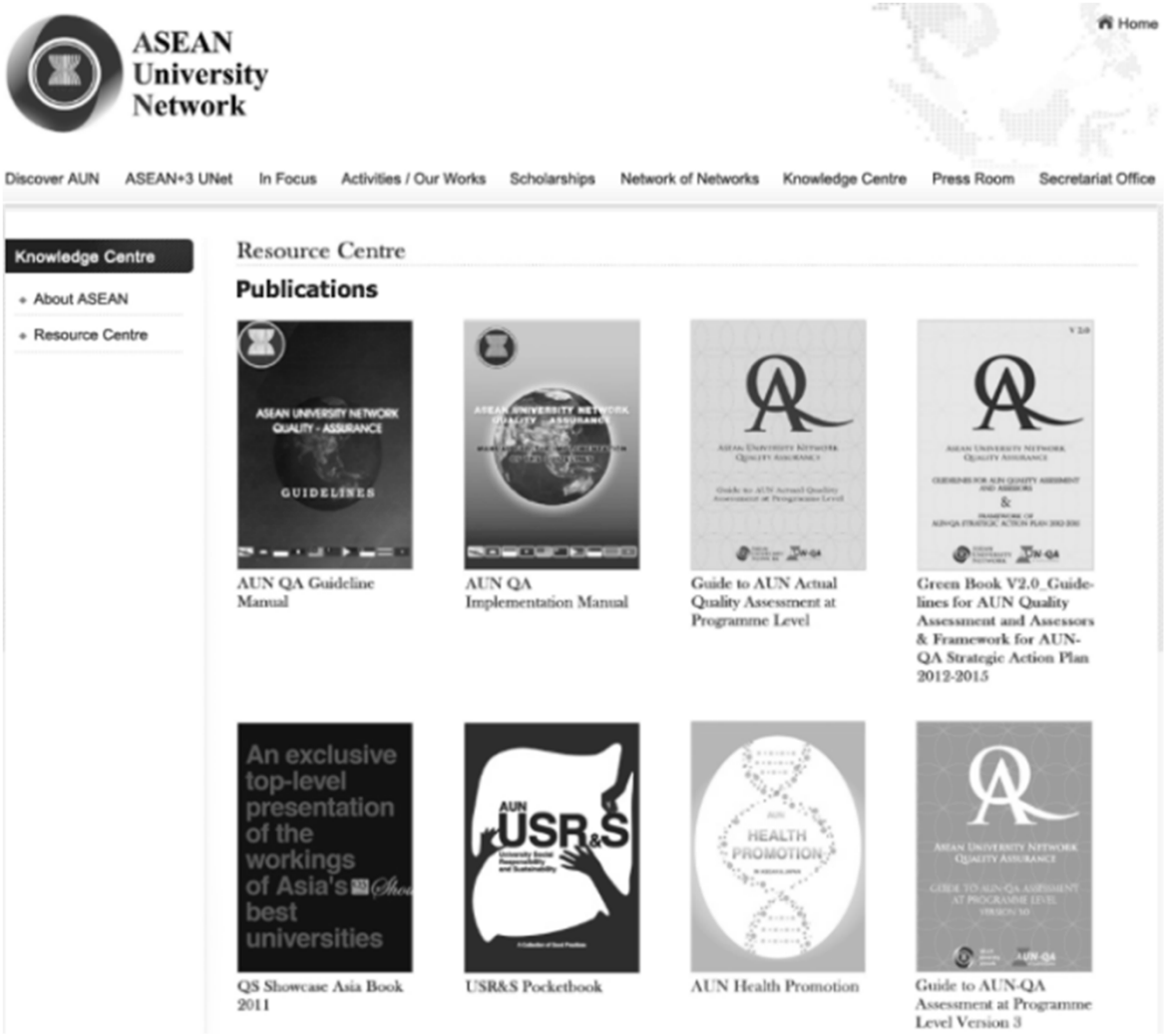
Guide to AUN-QA Assessment at Programme Level Version 2.0 and Version 3.0

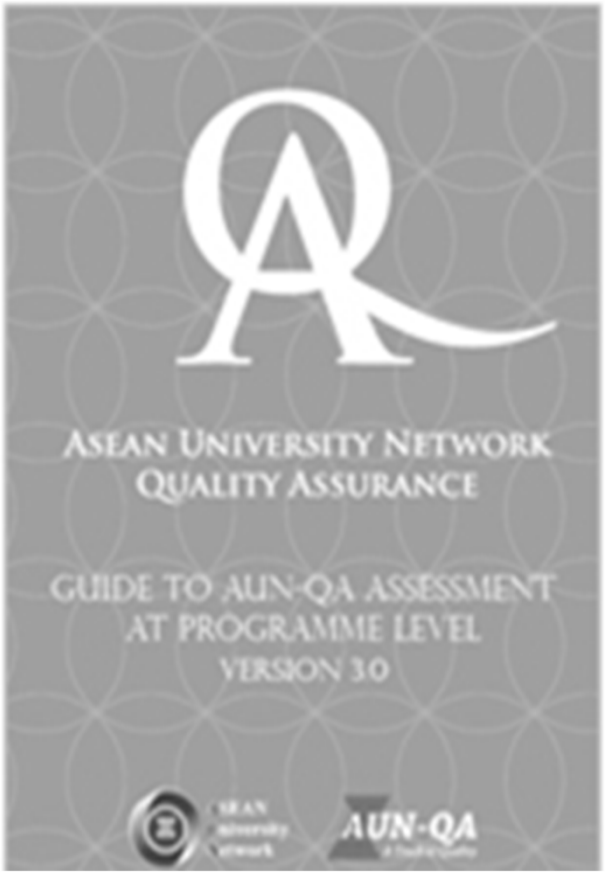
8th AUN-QA Workshop for Accomplishing Programme Assessment (Bangkok, 27 – 30 April 2015)

Workshop Expected Learning Outcomes (ELOs)

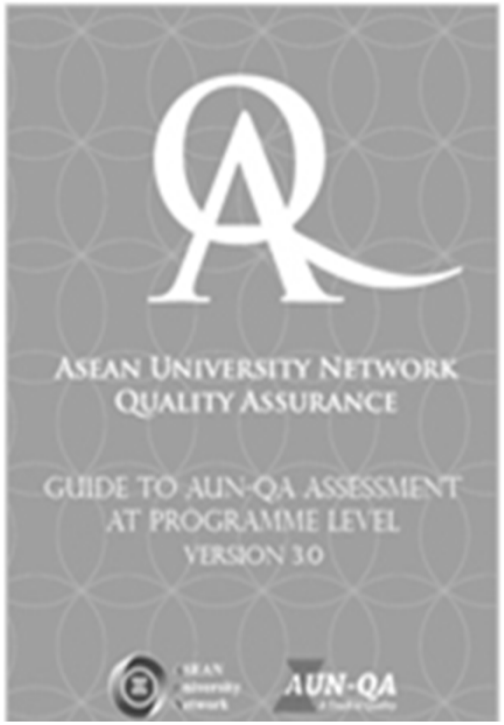
- **Explain AUN-QA model and criteria**
- **Apply content of AUN-QA criteria and process to QA practice at programme level**
- **Self-assess the current QA practice**
- **Identify gaps in current QA practice**
- **(Draft SAR)**

http://www.aunsec.org/publications.php





Guide to AUN-QA Assessment at Programme Level Version 3.0



- **Model, Criteria and Assessment Process of AUN Actual Quality Assessment at Programme Level**
- **Associated resources (templates and samples)**
- **Effective October 2015 - on voluntary basis**
- **Fully implemented in January 2017**

PDCA Approach to AUN-QA Implementation at Programme Level

Plan
- Communicate intent
- Organize team(s)
- Develop implementation plan
- Understand AUN-QA criteria & process

Do
- Self-assessment
- Gaps analysis (Improvement needs)
- Close gaps
- Write SAR

Check
- Monitor progress on improvement
- Internal quality assessment
- Gather feedbacks on QA practice

Act
- Improve QA practice
- Standardize some effective processes

Anuwong, K. 2019

Features of AUN-QA Model for Higher Education QA @ Programme Level

- **Principle-based QA model**
- **Design based on Outcome-based Education framework**
- **PDCA approach to quality**
- **Designed for continuous improvement to good/best practice**

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Outcome-Based Education (OBE)

Clearly focusing and organizing everything in an educational system around what is essential for all students to be able to do successfully (ELOs) at the end of their learning experiences. This means staring with a clear picture of what is important for students to be able to do, then, the organizing the curriculum, instruction, and assessment to make sure this learning ultimately happens. (Adjusted from Spady, 1994)

OBE Key Concept: Constructive Alignment

1. **Clearly define the expected learning outcomes (ELOs or PLOs)**
2. **Design the curriculum aligning to the ELOs (Backward Curriculum Design: Content, Courses, Structure, Study Plan, Curriculum Mapping)**
3. **Select appropriate teaching and learning activities that are likely to ensure that the ELOs will be achieved for each course**
4. **Choose appropriate assessment methods to assess the student learning outcomes validly and reliably**

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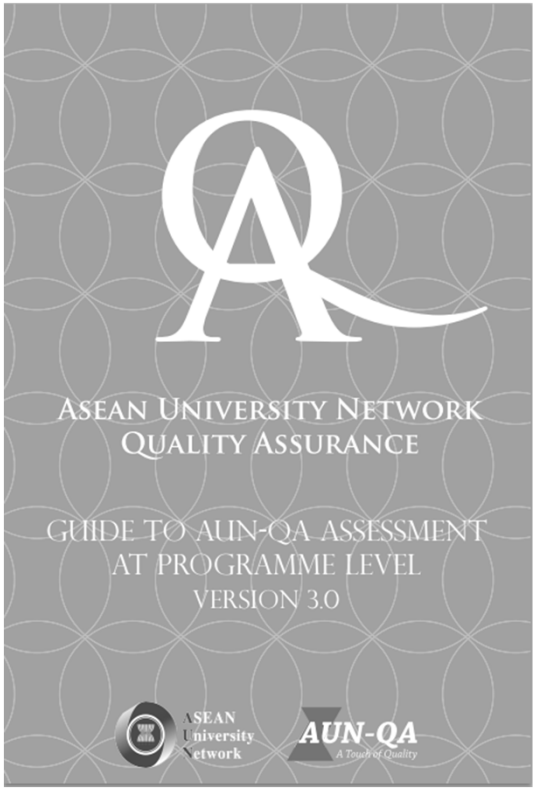
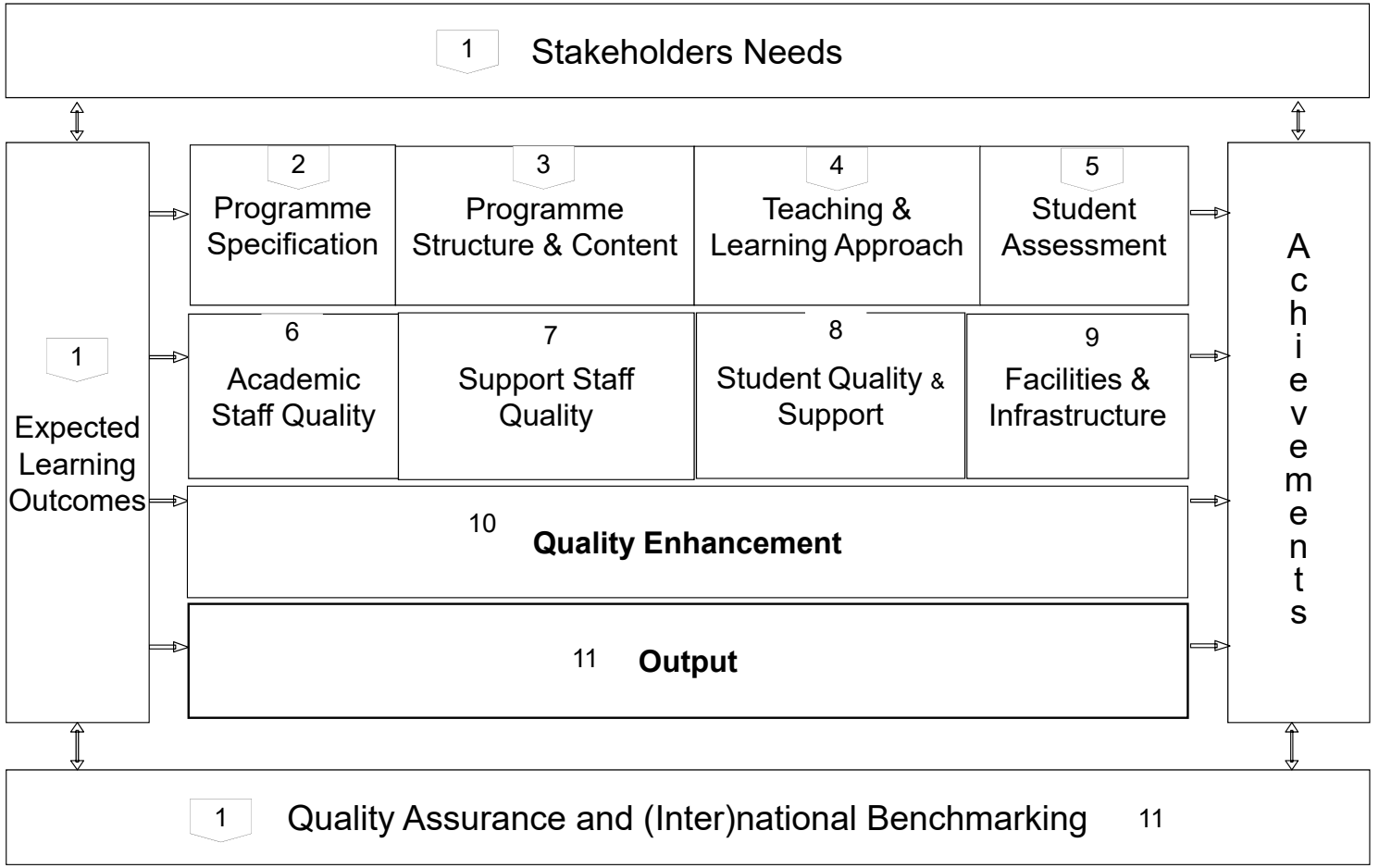
AUN-QA Model for Higher Education Quality Assurance at Programme Level





Criteria	Sub-criteria
1. Expected Learning Outcomes	3
2. Programme Specification	3
3. Programme Structure and Content	3
4. Teaching and Learning Approach	3
5. Student Assessment	5
6. Academic Staff Quality	7
7. Support Staff Quality	5
8. Student Quality and Support	5
9. Facilities and Infrastructure	5
10. Quality Enhancement	6
11. Output	5
Total	50

Example: AUN-QA Criterion 1 – Check List

1	Expected Learning Outcomes	1	2	3	4	5	6	7
1.1	The expected learning outcomes have been clearly formulated and aligned with the vision and mission of the university [1,2]							
1.2	The expected learning outcomes cover both subject specific and generic (i.e. transferable) learning outcomes [3]							
1.3	The expected learning outcomes clearly reflect the requirements of the stakeholders [4]							
	Overall opinion							

Rating Scale

Rating	Description
1	**Absolutely Inadequate** The QA practice to fulfil the criterion is not implemented. There are no plans, documents, evidences or results available. Immediate improvement must be made.
2	**Inadequate and Improvement is Necessary** The QA practice to fulfil the criterion is still at its planning stage or is inadequate where improvement is necessary. There is little document or evidence available. Performance of the QA practice shows little or poor results.
3	**Inadequate but Minor Improvement Will Make It Adequate** The QA practice to fulfil the criterion is defined and implemented but minor improvement is needed to fully meet them. Documents are available but no clear evidence to support that they have been fully used. Performance of the QA practice shows inconsistent or some results.
4	**Adequate as Expected** The QA practice to fulfil the criterion is adequate and evidences support that it has been fully implemented. Performance of the QA practice shows consistent results as expected.

Rating Scale

Rating	Description
5	**Better Than Adequate** The QA practice to fulfil the criterion is better than adequate. Evidences support that it has been efficiently implemented. Performance of the QA practice shows good results and positive improvement trend.
6	**Example of Best Practices** The QA practice to fulfil the criterion is considered to be example of best practices in the field. Evidences support that it has been effectively implemented. Performance of QA practice shows very good results and positive improvement trend.
7	**Excellent (Example of World-class or Leading Practices)** The QA practice to fulfil the criterion is considered to be excellent or example of world-class practices in the field. Evidences support that it has been innovatively implemented. Performance of the QA practice shows excellent results and outstanding improvement trends.

Only whole number is used when assigning rating to criterion and sub-criterion.

~~The overall verdict of the assessment = arithmetic average of 11 criteria with one decimal place.~~

1	Expected Learning Outcomes	1	2	3	4	5	6	7
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1.3	The expected learning outcomes clearly reflect the requirements of the stakeholders [4]							
	Overall opinion							

The process/practice, evidence and results are assessed for each sub-criterion.

1. Expected Learning Outcomes

1. *The formulation of the expected learning outcomes takes into account and reflects the vision and mission of the institution. The vision and mission are explicit and known to staff and students.*
2. *The programme shows the expected learning outcomes of the graduate. Each course and lesson should clearly be designed to achieve its expected learning outcomes which should be aligned to the programme expected learning outcomes.*
3. *The programme is designed to cover both subject specific outcomes that relate to the knowledge and skills of the subject discipline; and generic (sometimes called transferable skills) outcomes that relate to any and all disciplines e.g. written and oral communication, problem-solving, information technology, teambuilding skills, etc.*
4. *The programme has clearly formulated the expected learning outcomes which reflect the relevant demands and needs of the stakeholders.*

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	Overall opinion							

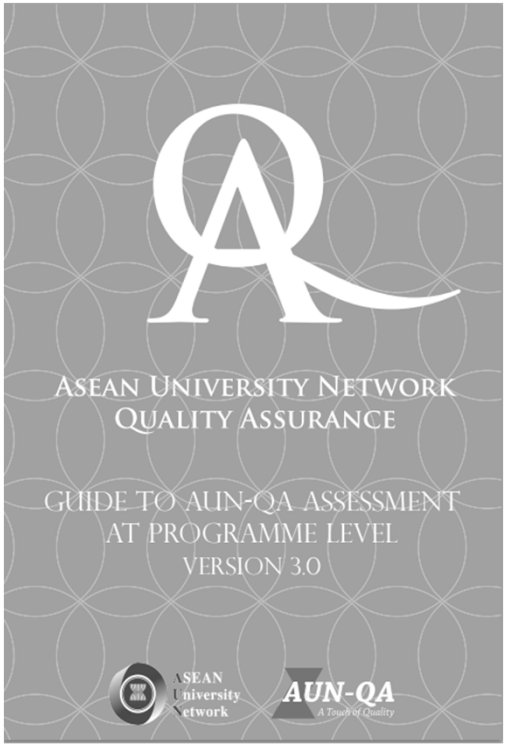
Explanation

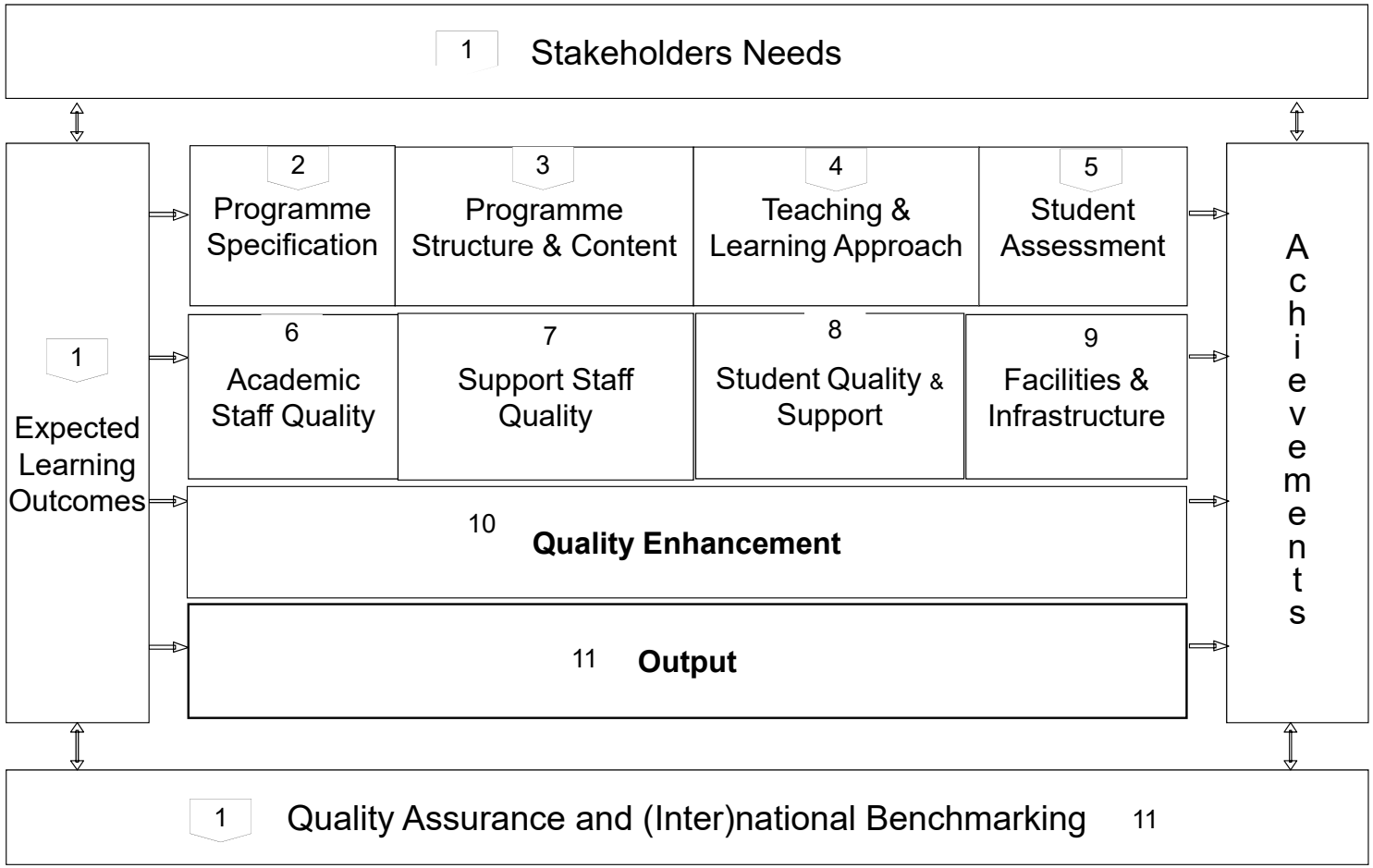
Diagnostic questions

- What is the purpose of the study program?
- What are the expected learning outcomes?
- How are the expected learning outcomes formulated?

P 14-15

AUN-QA Model for Higher Education Quality Assurance at Programme Level





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AUN-QA Criterion 1 – Check List

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1.3	The expected learning outcomes clearly reflect the requirements of the stakeholders [4]							
	Overall opinion							

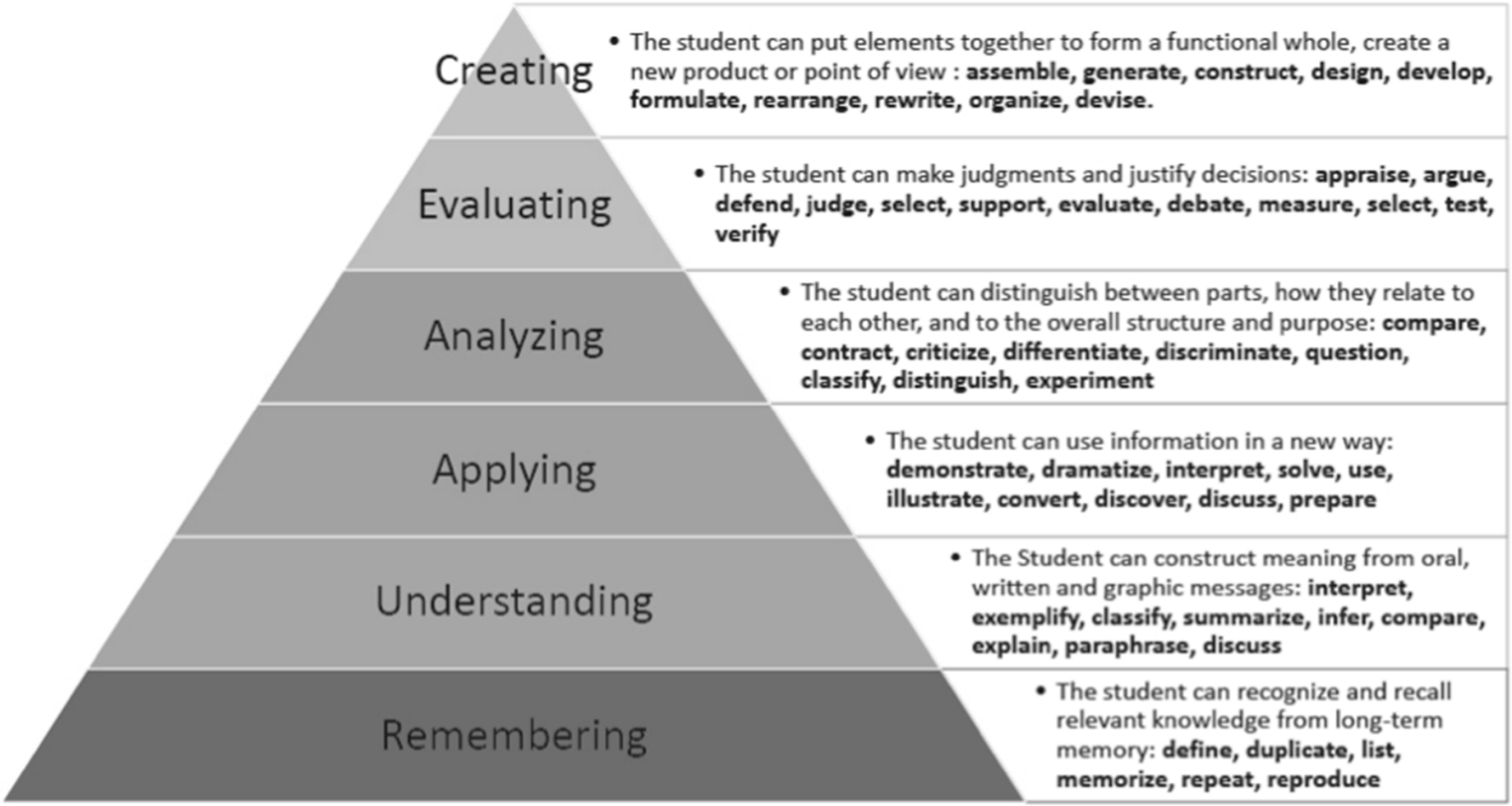
Workshop: Gap Identification

Criterion checklist number (หมายเลขเกณฑ์ย่อย)	**Current Practice** (การดำเนินการในปัจจุบัน)	**Available Data/ Evidences** (หลักฐาน/ข้อมูลที่มี)	**Gaps in Practice** (ช่องว่างในการดำเนินการ)	**Data Needed** (ข้อมูลที่จำเป็นเพิ่มเติม)

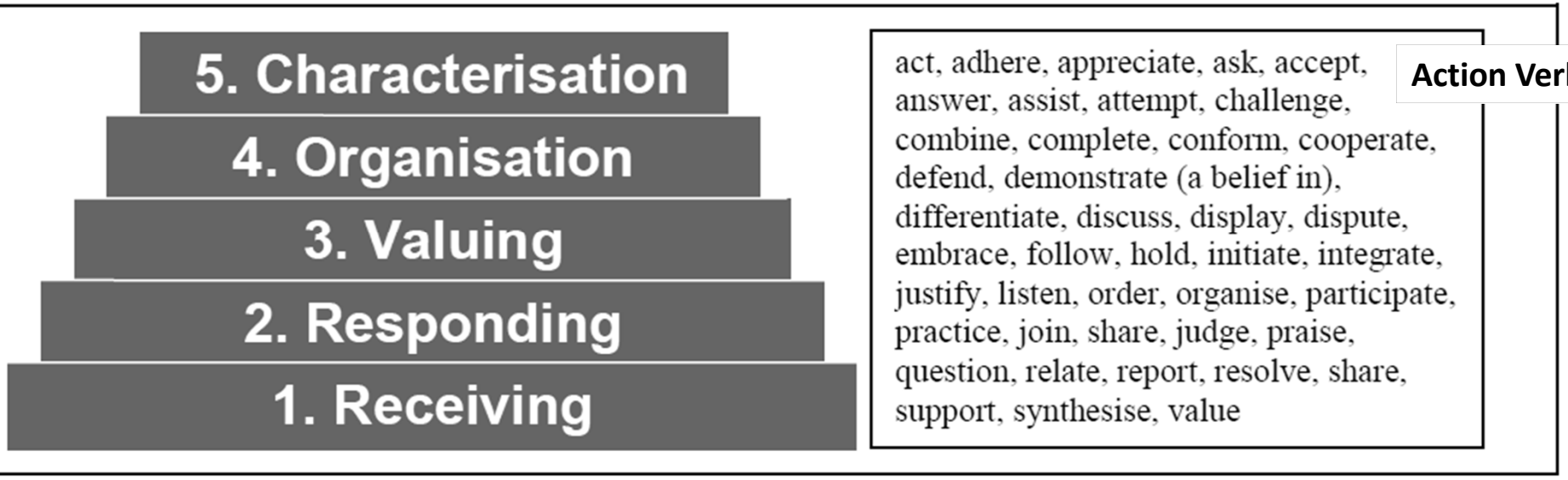
Expected Learning Outcomes

- Statements of what students are expected to be able to do as a result of engaging in the learning process (studying a subject/programme).
- Expressed from the students' perspective.
- Expressed in the form of action verbs leading to observable and assessable outcomes.
- Related to criteria for assessing student performance.

Bloom's Taxonomy (Revised): Cognition

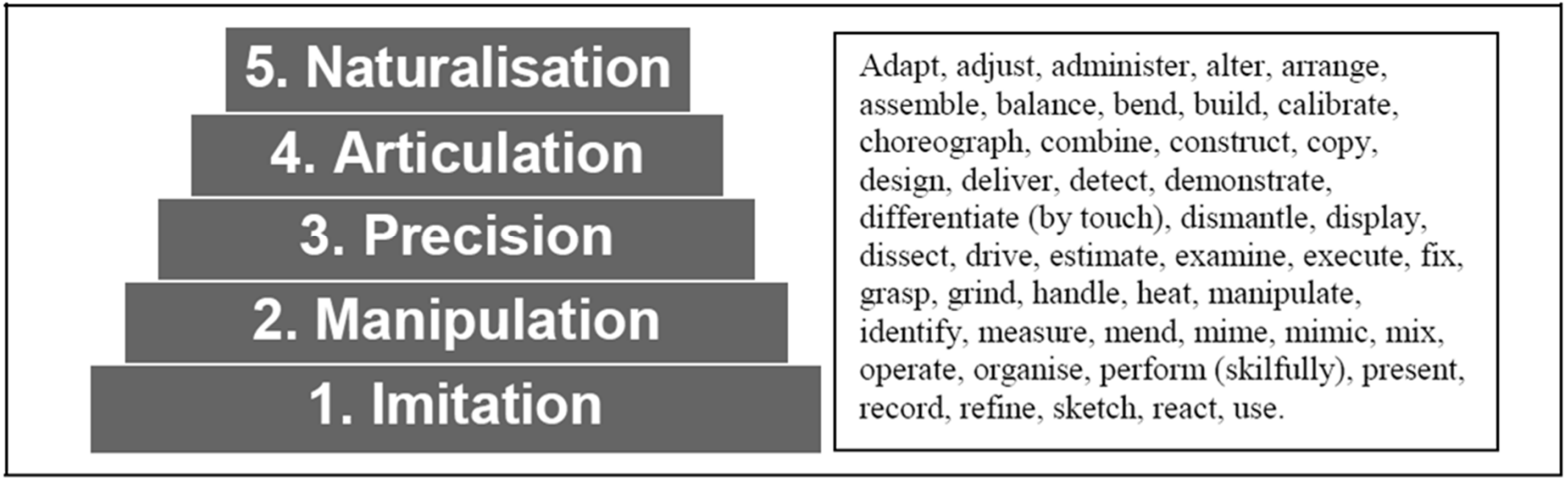


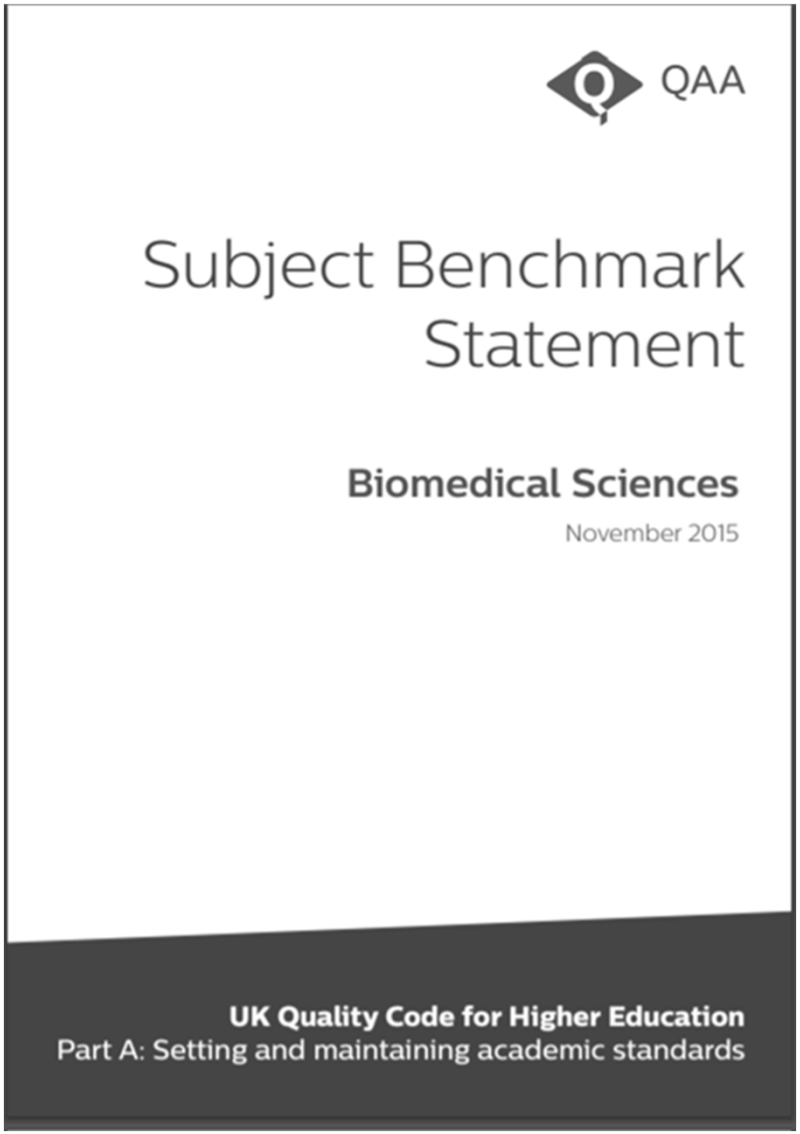
Affective domain



"Writing and Using Learning Outcomes: a Practical Guide" by Declan Kennedy, Aine Hyland, and Norma Ryan

Psychomotor domain (Dave, 1970)





4 Graduate and key transferable skills

4.1 The subject content of individual programmes of study in the biomedical sciences depends on the specific degree being offered and the institutional context. However, it will include the opportunity to develop a range of more generic graduate and transferable skills (detailed in this section) along with core biomedical knowledge, understanding and skills (detailed in section 5) and specialist, subject-specific knowledge, understanding and skills (detailed in section 6). Whatever the subject, students should expect to be confronted by some of the scientific, moral and ethical questions raised by their subject of study, to consider viewpoints other than their own, and to engage in critical assessment and intellectual argument.

Intellectual skills

4.2 Biomedical sciences graduates should be able to:

i recognise and apply subject-specific theories, paradigms, concepts or principles (for example, the relationship between genes and proteins, or the nature of essential similarities and differences between prokaryote and eukaryote cells)
ii make evidence-based decisions
iii obtain and integrate several lines of subject-specific evidence to formulate and test hypotheses
iv apply subject knowledge and understanding to address familiar and unfamiliar problems
v recognise the moral and ethical issues of investigations and appreciate the need for ethical standards and professional codes of conduct.

Practical and professional skills

4.3 Biomedical sciences graduates should be able to:

i demonstrate competence in the basic experimental skills appropriate to the subject(s) studied
ii demonstrate an awareness and knowledge of quality assurance and quality control principles as part of an understanding of the need for quality management systems and a culture of continued quality improvements of relevance to the subject(s) of study
iii plan an experiment in terms of hypothesis, sample, test or observation, controls, observable outcomes and statistical analysis
iv conduct and report on investigations, which may involve primary or secondary data (for example from a survey database). These data may be obtained through individual or group projects in the appropriate subject
v obtain, record, collate and analyse data using appropriate practical techniques, working individually or in a group, as is most appropriate for the subject
vi undertake practical investigations in a responsible way for ethical purposes

2. Programme Specification

1. The institution is recommended to publish and communicate the programme and course specifications for each programme it offers, and give detailed information about the programme to help stakeholders make an informed choice about the programme.
2. Programme specification including course specifications describes the expected learning outcomes in terms of knowledge, skills and attitudes. They help students to understand the teaching and learning methods that enable the outcome to be achieved; the assessment methods that enable achievement to be demonstrated; and the relationship of the programme and its study elements.

AUN-QA Criterion 2 – Check List

2	Programme Specification	1	2	3	4	5	6	7
2.1	The information in the programme specification is comprehensive and up-to-date [1, 2]							
2.2	The information in the course specification is comprehensive and up-to-date [1, 2]							
2.3	The programme and course specifications are communicated and made available to the stakeholders [1, 2]							
	Overall opinion							

The information to be included in the *programme* specification is listed below.

- Awarding body/institution
- Teaching institution (if different)
- Details of the accreditation by a professional or statutory body
- Name of the final award
- Programme title
- Expected Learning outcomes of the programme
- Admission criteria or requirements to the programme
- Relevant subject benchmark statements and other external and internal reference points used to provide information on programme outcomes
- Programme structure and requirements including levels, courses, credits, etc.
- Date on which the programme specification was written or revised

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The information to be included in the *course* specification is listed below.

- Course title
- Course requirements such as pre-requisite to register for the course, credits, etc.
- Expected learning outcomes of the course in terms of knowledge, skills and attitudes
- Teaching, learning and assessment methods to enable outcomes to be achieved and demonstrated
- Course description and outline or syllabus
- Details of student assessment
- Date on which the course specification was written or revised.

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3. Programme Structure and Content

1. The curriculum, teaching and learning methods and student assessment are constructively aligned to achieve the expected learning outcomes.
2. The curriculum is designed to meet the expected learning outcomes where the contribution made by each course in achieving the programme's expected learning outcomes is clear.
3. The curriculum is designed so that the subject matter is logically structured, sequenced, and integrated.
4. The curriculum structure shows clearly the relationship and progression of basic courses, the intermediate courses, and the specialised courses.
5. The curriculum is structured so that it is flexible enough to allow students to pursue an area of specialisation and incorporate more recent changes and developments in the field.
6. The curriculum is reviewed periodically to ensure that it remains relevant and up-to-date.

AUN-QA Criterion 3 – Check List

3	Programme Structure and Content	1	2	3	4	5	6	7
3.1	The curriculum is designed based on constructive alignment with the expected learning outcomes [1]							
3.2	The contribution made by each course to achieve the expected learning outcomes is clear [2]							
3.3	The curriculum is logically structured, sequenced, integrated and up-to-date [3, 4, 5, 6]							
	Overall opinion							

Example: Curriculum Mapping

ชั้นปี	รายวิชา	1. คุณธรรมจริยธรรม			2. ความรู้		3. ทักษะทางปัญญา				4.ทักษะความสัมพันธ์ระหว่างบุคคลและความรับผิดชอบ			5.ทักษะการวิเคราะห์เชิงตัวเลข การสื่อสารและการใช้เทคโนโลยีสารสนเทศ			6. ทักษะการปฏิบัติทางวิชาชีพ			
		1	2	3	1	2	1	2	3	4	1	2	3	1	2	3	1	2	3	**4**
1	ภาษาไทยเพื่อการสื่อสาร	●					●				●				●					
	ภาษาอังกฤษเพื่อประสิทธิภาพการสื่อสาร 1	●					●				●				●					
	ภาษาอังกฤษเพื่อประสิทธิภาพการสื่อสาร **2**	●					●				●				●					
	ชีวิตในโลกดิจิทัล	●					●				●			●	●	●				
	การศึกษาทั่วไปเพื่อพัฒนามนุษย์	●					●				●				●					
	มนุษย์ในสังคมแห่งการเรียนรู้ **(2)**	●					●				●				●					
	พลเมืองวิวัฒน์	●					●				●				●					
	โยคะ (1)	●					●				●				●					
	เคมีพื้นฐาน **1**	●			●		●													
	ปฏิบัติการเคมีพื้นฐาน **1**	●			●		●													

Example: Curriculum Structure

4. Teaching and Learning Approach

1. The teaching and learning approach is often dictated by the educational philosophy of the university. Educational philosophy can be defined as a set of related beliefs that influences what and how students should be taught. It defines the purpose of education, the roles of teachers and students, and what should be taught and by what methods.
2. Quality learning is understood as involving the active construction of meaning by the student, and not just something that is imparted by the teacher. It is a deep approach of learning that seeks to make meaning and achieve understanding.
3. Quality learning is also largely dependent on the approach that the learner takes when learning. This in turn is dependent on the concepts that the learner holds of learning, what he or she knows about his or her own learning, and the strategies she or he chooses to use.
4. Quality learning embraces the principles of learning. Students learn best in a relaxed, supportive, and cooperative learning environment.
5. In promoting responsibility in learning, teachers should:

   a. create a teaching-learning environment that enables individuals to participate responsibly in the learning process; and

   b. provide curricula that are flexible and enable learners to make meaningful choices in terms of subject content, programme routes, approaches to assessment and modes and duration of study.
6. The teaching and learning approach should promote learning, learning how to learn and instill in students a commitment of lifelong learning (e.g. commitment to critical inquiry, information-processing skills, a willingness to experiment with new ideas and practices, etc.).

AUN-QA Criterion 4 – Check List

4	Teaching and Learning Approach	1	2	3	4	5	6	7
4.1	The educational philosophy is well articulated and communicated to all stakeholders [1]							
4.2	Teaching and learning activities are constructively aligned to the achievement of the expected learning outcomes [2, 3, 4, 5]							
4.3	Teaching and learning activities enhance life-long learning [6]							
	Overall opinion							

Educational Philosophy

What is an educational philosophy?

A set of related beliefs (behind every school and every teacher) that influences what and how students are taught. It represents answers to questions about the purpose of schooling, a teacher's role, and what should be taught and by what methods.

Source: © 2005 McGraw-Hill Higher Education

Chang Gung University
of
Science and Technology, Taiwan

Example: Educational Philosophy

What are some major philosophies of education in the United States today?

•Essentialism focuses on teaching the essential elements of academic and moral knowledge. Essentialists urge that schools get back to the basics; they believe in a strong core curriculum and high academic standards.

•Perennialism focuses on the universal truths that have withstood the test of time. Perennialists urge that students read the Great Books and develop their understanding of the philosophical concepts that underlie human knowledge.

•Progressivism is based largely on the belief that lessons must be relevant to the students in order for them to learn. The curriculum of a progressivist school is built around the personal experiences, interests, and needs of the students.

•Social reconstructionists separated from progressivism because they desired more direct and immediate attention to societal ills. They are interested in combining study and social action, and believe that education can and should go hand in hand with ameliorating social problems.

•Existentialism is derived from a powerful belief in human free will, and the need for individuals to shape their own futures. Students in existentialist classrooms control their own education. Students are encouraged to understand and appreciate their uniqueness and to assume responsibility for their actions.

http://highered.mheducation.com/sites/0072877723/student_view0/chapter9/index.html

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http://highered.mheducation.com/sites/0072877723/student_view0/chapter9/index.html

Example: Educational Philosophy

How are these philosophies reflected in school practices?

•Essentialism and perennialism give teachers the power to choose the curriculum, organize the school day, and construct classroom activities. The curriculum reinforces a predominantly Western heritage while viewing the students as vessels to be filled and disciplined in the proven strategies of the past. Essentialists focus on cultural literacy, while perennialists work from the Great Books.

•Progressivism, social reconstructionism, and existentialism view the learner as the central focus of classroom activities. Working with student interests and needs, teachers serve as guides and facilitators in assisting students to reach their goals. The emphasis is on the future, and on preparing students to be independent-thinking adults. Progressivists strive for relevant, hands-on learning. Social reconstructionists want students to actively work to improve society. Existentialists give students complete freedom, and complete responsibility, with regard to their education.

http://highered.mheducation.com/sites/0072877723/student_view0/chapter9/index.html

Alignment of ELO and TLA

Typical ELO	Possible TLAs
Describe	Set reading, lecture, report on
Explain	Tutorial, activities, write essay
Integrate	Project, assignment
Apply	Project, case study
Solve problem	PBL, case study
Design, create	Project, poster
Hypothesise	Experiment, project
Reflect	Reflective diary

- The point is not how you are going to teach but how and what you want your students to learn.
- NOTE! Many of these TLAs can be assessments tasks as well. Then you have excellent alignment.

PLOs from Curriculum Mapping

Course/Subject……

CLO 1: Action verb + Object + Modification

CLO 2: ……

CLO 3: ……

Topic	CLO Number	Content	Teaching and Learning Methods	Assessment Methods
1				
2				
3				
4				

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Lifelong Learning

Lifelong learning is defined as “all learning activity undertaken throughout Life, with the aim of improving knowledge, skills and competence, within a personal, civic, social and/or employment-related perspective”

Source: European Commission

Lifelong Learning

The European Reference Framework sets out eight key competences for lifelong learning:

1. **Communication in the mother tongue;**
2. **Communication in foreign languages;**
3. **Mathematical competence and basic competences in science and technology;**
4. **Digital competence;**
5. **Learning to learn;**
6. **Social and civic competences;**
7. **Sense of initiative and entrepreneurship;**
8. **Cultural awareness and expression**.

Source: European Commission

Criterion 4: Subset of Diagnostic Questions (p.24)

If research is a core activity for the university:

- When do students come into contact with research for the first time?
- How is the interrelationship between education and research expressed in the programme?
- How are research findings applied in the programme?

If practical training and/or community service is a specific aspect of the teaching and learning approach:

- Is practical training a compulsory or optional part of the programme?
- How many credits are allocated to these activities?
- Is the level of the practical training and/or community service satisfactory?
- What benefits do communities gain from the service provided by the programme?
- What benefits do employers and students gain from the practical training?
- Are there any bottlenecks in the practical training? If so, what causes them?
- How are students being coached?
- How is the assessment done?

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5. Student Assessment

1. Assessment covers:
   - New student admission; Continuous assessment during the course of study; Final/exit test before graduation
2. In fostering constructive alignment, a variety of assessment methods should be adopted and be congruent with the expected learning outcomes. They should measure the achievement of all the expected learning outcomes of the programme and its courses.
3. A range of assessment methods is used in a planned manner to serve diagnostic, formative, and summative purposes.
4. The student assessments including timelines, methods, regulations, weight distribution, rubrics and grading should be explicit and communicated to all concerned.
5. Standards applied in assessment schemes are explicit and consistent across the programme.
6. Procedures and methods are applied to ensure that student assessment is valid, reliable and fairly administered.
7. The reliability and validity of assessment methods should be documented and regularly evaluated and new assessment methods are developed and tested.
8. Students have ready access to reasonable appeal procedures.

AUN-QA Criterion 5 – Check List

5	Student Assessment	1	2	3	4	5	6	7
5.1	The student assessment is constructively aligned to the achievement of the expected learning outcomes [1, 2]							
5.2	The student assessments including timelines, methods, regulations, weight distribution, rubrics and grading are explicit and communicated to students [4, 5]							
5.3	Methods including assessment rubrics and marking schemes are used to ensure validity, reliability and fairness of student assessment [6, 7]							
5.4	Feedback of student assessment is timely and helps to improve learning [3]							
5.5	Students have ready access to appeal procedure [8]							
	Overall opinion							

Alignment of ELO and Assessment Tasks

Common ELOs	Possible Assessment
Describe	Assignment, essay question exam
Explain	Assignment, essay question exam,
Integrate	Project, assignment
Analyse	Case study, assignment
Apply	Project, case study, experiment
Solve problem	Case study, project, experiment
Design, create	Project, experiment, poster
Reflect	Reflective diary, portfolio, self-assessment
Communicate	A range of oral, writing or listening

Student Assessment

An example of a assessment rubric – criterion-referenced

Criteria	Skill Domains	Fail	Pass	Credit	Distinction	Higher Distinction
Introduction	5	0 – 49% (0 < 2.5)	50 – 59% (2.5 - <3)	60 – 69% (3 - <3.5)	70 – 79% (3.5 - <4)	80 – 100% (4 – 5)
	Knowledge and Understanding of Research Topic	Neither implicit nor explicit reference is made to the topic that is to be examined	The topic that is to be examined	The topic is introduced,	The topic is well introduced, and the rection of the eport is clear.	The topic is well introduced, and the direction of the report is very clear.
Findings	10	0 – 49% (<5)	50 – 59% (5 – <6)	60 – 69% (6 - <7)	70 – 79% (7 - <8)	80 – 100% (8 – 10)
	Thinking and Inquiry Skills	Insufficient and/or inappropriate research sources Ineffective organisation Material is interpreted with limited accuracy	Research sources are sufficient and appropriate Organisation of material is somehow effective Material is interpreted with some ac	Research sources are sufficient and appropriate Organisation of material is effective Material is interpreted with accuracy	Research sources are abundant and appropriate Organisation of material is highly effective Material is interpreted with high accuracy	Research sources are abundant and completely appropriate Organisation of material is highly effective Material is interpreted with very high accuracy

Performance Levels

Criteria

Descriptors

Student Assessment (Exercise)

		Poor	Passable	Excellent	Comments
1	Source Problems (5%)	1 2 3 4	5 6 7	8 9 10	
2	Secondary Problems (10%)				
	- clarity of definition	1 2 3 4	5 6 7	8 9 10	
	- comprehensiveness	1 2 3 4	5 6 7	8 9 10	
3	Analysis (45%)				
	- application of concepts	1 2 3 4	5 6 7	8 9 10	
	- data analysis (financial, marketing)	1 2 3 4	5 6 7	8 9 10	
	- use of critical reasoning skills	1 2 3 4	5 6 7	8 9 10	
4	Recommended Alternative (10%)				
	- is justification convincing?	1 2 3 4	5 6 7	8 9 10	
	- use of theory to justify	1 2 3 4	5 6 7	8 9 10	
5	Overall Presentation Standard (10%)				
	- structure and organisation	1 2 3 4	5 6 7	8 9 10	
	- writing mechanics	1 2 3 4	5 6 7	8 9 10	
	- proof reading	1 2 3 4	5 6 7	8 9 10	
	- referencing	1 2 3 4	5 6 7	8 9 10	
	- bibliography	1 2 3 4	5 6 7	8 9 10	

Student Assessment (Exercise)

Assessable Components	Marker's Comments	Weight
Structure and Layout Legibly and professionally presented Effective paragraph structure Writing Spelling		2.5
Content *Case study*: Synopsis, discussion and identification of the case study issues *Diagnostic tools*: Application and justification of at least two diagnostic tools from the OD Consultant's Toolkit to identify the primary problem, the secondary problem/s and/or to suggest solutions *Recommendations*: Clearly linked to the primary problem and secondary problems, prioritised, justified and supported by relevant theories *Conclusion*		20
References Chicago style only, in-text citations, reference list accurate & alphabetical		2.5

Criterion 5: Diagnostic Questions on Student Project

A special form of student assessment is the final project (dissertation, thesis or project). This requires students to demonstrate their knowledge and skills and their ability to manipulate the knowledge in a new situation.

- Do clear regulations exist for the final project?
- What criteria have been formulated to assess the final project?
- What does the preparation for producing the final project involve (in terms of content, methods, and skills)?
- Is the level of the final project satisfactory?
- Do any bottlenecks exist for producing final project? If so, why?
- How are students being coached?

6. Academic Staff Quality

1. Both short-term and long-term planning of academic staff establishment or needs (including succession, promotion, re-deployment, termination, and retirement plans) are carried out to ensure that the quality and quantity of academic staff fulfil the needs for education, research and service.

2. Staff-to-student ratio and workload are measured and monitored to improve the quality of education, research and service.

3. Competences of academic staff are identified and evaluated. *A competent academic staff will be able to:*

- *design and deliver a coherent teaching and learning curriculum;*
- *apply a range of teaching and learning methods and select most appropriate*
- *assessment methods to achieve the expected learning outcomes;*
- *develop and use a variety of instructional media;*
- *monitor and evaluate their own teaching performance and evaluate courses they deliver;*
- *reflect upon their own teaching practices; and*
- *conduct research and provide services to benefit stakeholders*

6. Academic Staff Quality

4. Recruitment and promotion of academic staff are based on merit system, which includes teaching, research and service.

5. Roles and relationship of academic staff members are well defined and understood.

6. Duties allocated to academic staff are appropriate to qualifications, experience, and aptitude.

7. All academic staff members are accountable to the university and its stakeholders, taking into account their academic freedom and professional ethics.

8. Training and development needs for academic staff are systematically identified, and appropriate training and development activities are implemented to fulfil the identified needs.

9. Performance management including rewards and recognition is implemented to motivate and support education, research and service.

10. The types and quantity of research activities by academic staff are established, monitored and benchmarked for improvement.

AUN-QA Criterion 6 – Check List

6	Academic Staff Quality	1	2	3	4	5	6	7
6.1	Academic staff planning (considering succession, promotion, re-deployment, termination, and retirement) is carried out to fulfill the needs for education, research and service [1]							
6.2	Staff-to-student ratio and workload are measured and monitored to improve the quality of education, research and service [2]							
6.3	Recruitment and selection criteria including ethics and academic freedom for appointment, deployment and promotion are determined and communicated [4,5,6,7]							
6.4	Competences of academic staff are identified and evaluated [3]							

AUN-QA Criterion 6 – Check List

6	Academic Staff Quality	1	2	3	4	5	6	7
6.5	Training and developmental needs of academic staff are identified and activities are implemented to fulfill them [8]							
6.6	Performance management including rewards and recognition is implemented to motivate and support education, research and service [9]							
6.7	The types and quantity of research activities by academic staff are established, monitored and benchmarked for improvement [10]							
	Overall opinion							

6. Academic Staff Quality

Size of the staff and their qualifications (last 5 academic years)

Category	M	F	Total		Percentage of PhDs
			Headcounts	FTEs*	
Professors					
Associate/ Assistant Professors					
Full time lecturers					
Part time lecturers					
Visiting professors/ lecturers					
Total					

Figure 2.3 – Number of Academic Staff (specify reference date and method of calculation used for FTE of academic staff)

Example: Full-Time Equivalent (FTE) Calculation

Method 1: Investment of time

1 FTE = 40 hours per week (full-time employment)

FTE of a staff working 8 hours per week of work = 0.2

Method 2: Teaching load

Official full-time teaching load is 4 courses/semester/person

Each course = 0.25 FTE

Staff member who is assigned 2 courses = 2 X 0.25 = 0.5FTE

Other methods can be used as well. Just need to specify it.

6. Academic Staff Quality

Staff-to-Student Ratio

Academic Year	Total FTEs of Academic Staff	Total FTEs of Students	Staff-to-Student Ratio

Figure 2.4 – **Staff-to-Student Ratio** ***(specify the method of calculation used for FTE of students)***

6. Academic Staff Quality

Research Activities

Academic Year	Types of Publication				Total	No. of Publications Per Academic Staff
	In-house/ Institutional	National	Regional	International		

Figure 2.5 - Types and Number of Research Publications

7. Support Staff Quality

1. Both short-term and long-term planning of support staff establishment or needs of the library, laboratory, IT facility and student services are carried out to ensure that the quality and quantity of support staff fulfil the needs for education, research and service.

2. Recruitment and selection criteria for appointment, deployment and promotion of support staff are determined and communicated. Roles of support staff are well defined and duties are allocated based on merits, qualifications and experiences.

3. Competences of support staff are identified and evaluated to ensure that their competencies remain relevant and the services provided by them satisfy the stakeholders' needs.

4. Training and development needs for support staff are systematically identified, and appropriate training and development activities are implemented to fulfil the identified needs.

5. Performance management including rewards and recognition is implemented to motivate and support education, research and service.

AUN-QA Criterion 7 – Check List

7	Support Staff Quality	1	2	3	4	5	6	7
7.1	Support staff planning (at the library, laboratory, IT facility and student services) is carried out to fulfil the needs for education, research and service [1]							
7.2	Recruitment and selection criteria for appointment, deployment and promotion are determined and communicated [2]							
7.3	Competences of support staff are identified and evaluated [3]							
7.4	Training and developmental needs of support staff are identified and activities are implemented to fulfil them [4]							
7.5	Performance management including rewards and recognition is implemented to motivate and support education, research and service [5]							
	Overall opinion							

7. Support Staff Quality

Use Figure 2.6 to specify the number of support staff available in the last 5 academic years.

Support Staff	Highest Educational Attainment				Total
	High School	Bachelor's	Master's	Doctoral	
Library Personnel					
Laboratory Personnel					
IT Personnel					
Administrative Personnel					
Student Services Personnel (enumerate the services)					
Total					

Figure 2.6 - Number of Support Staff (specify reference date)

8. Student Quality and Support

1. The student intake policy and the admission criteria to the programme are clearly defined, communicated, published, and up-to-date.

2. The methods and criteria for the selection of students are determined and evaluated.

3. There is an adequate monitoring system for student progress, academic performance, and workload. Student progress, academic performance and workload are systematically recorded and monitored, feedback to students and corrective actions are made where necessary.

4. Academic advice, co-curricular activities, student competition, and other student support services are available to improve learning and employability.

5. *In establishing a learning environment to support the achievement of quality student learning, the institution should provide a physical, social and psychological environment that is conducive for education and research as well as personal well-being.*

AUN-QA Criterion 8 – Check List

8	Student Quality and Support	1	2	3	4	5	6	7
8.1	The student intake policy and admission criteria are defined, communicated, published, and up-todate [1]							
8.2	The methods and criteria for the selection of students are determined and evaluated [2]							
8.3	There is an adequate monitoring system for student progress, academic performance, and workload [3]							
8.4	Academic advice, co-curricular activities, student competition, and other student support services are available to improve learning and employability [4]							
8.5	The physical, social and psychological environment is conducive for education and research as well as personal well-being [5]							
	Overall opinion							

Student Intakes

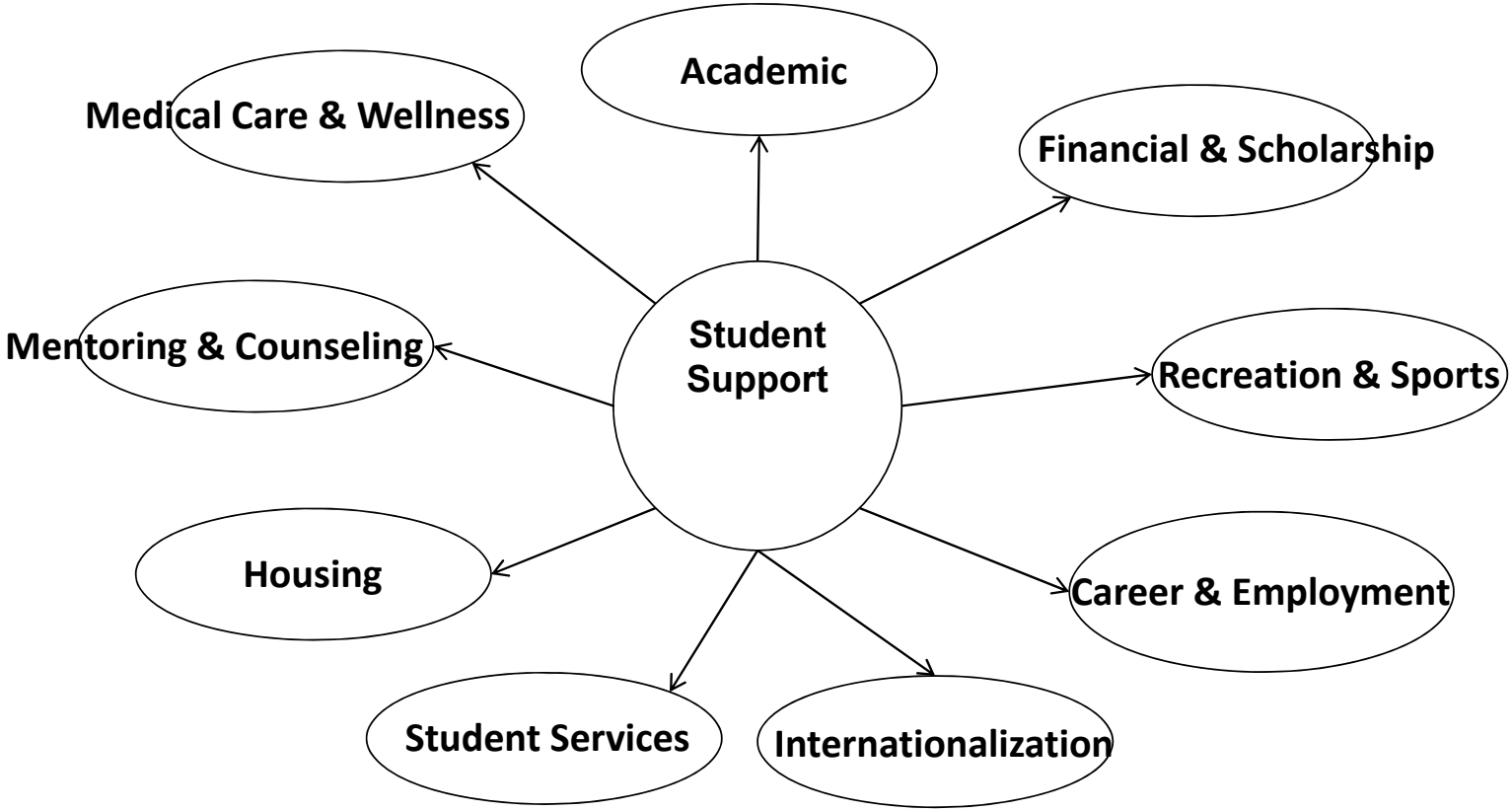
Academic Year	Applicants		
	No. Applied	No. Offered	No. Admitted/Enrolled

Figure 2.7 - Intake of First-Year Students (last 5 academic years)

Academic Year	Students					
	1st Year	2nd Year	3rd Year	4th Year	>4th Year	Total

Figure 2.8 - Total Number of Students (last 5 academic years)

8. Student Support



9. Facility and Infrastructure

1. The physical resources to deliver the curriculum, including equipment, materials and information technology are sufficient.

2. Equipment is up-to-date, readily available and effectively deployed.

3. Learning resources are selected, filtered, and synchronised with the objectives of the study programme.

4. A digital library is set up in keeping with progress in information and communication technology.

5. Information technology systems are set up to meet the needs of staff and students.

6. The institution provides a highly accessible computer and network infrastructure that enables the campus community to fully exploit information technology for teaching, research, services and administration.

7. Environmental, health and safety standards and access for people with special needs are defined and implemented.

AUN-QA Criterion 9 – Check List

9	Facilities and Infrastructure	1	2	3	4	5	6	7
9.1	The teaching and learning facilities and equipment (lecture halls, classrooms, project rooms, etc.) are adequate and updated to support education and research [1]							
9.2	The library and its resources are adequate and updated to support education and research [3, 4]							
9.3	The laboratories and equipment are adequate and updated to support education and research [1, 2]							
9.4	The IT facilities including e-learning infrastructure are adequate and updated to support education and research [1, 5, 6]							
9.5	The standards for environment, health and safety; and access for people with special needs are defined and implemented [7]							
	Overall opinion							

10. Quality Enhancement

1. The curriculum is developed with inputs and feedback from academic staff, students, alumni and stakeholders from industry, government and professional organisations.

2. The curriculum design and development process is established and it is periodically reviewed and evaluated. Enhancements are made to improve its efficiency and effectiveness.

3. The teaching and learning processes and student assessment are continuously reviewed and evaluated to ensure their relevance and alignment to the expected learning outcomes.

4. Research output is used to enhance teaching and learning.

5. Quality of support services and facilities (at the library, laboratory, IT facility and student services) is subject to evaluation and enhancement.

6. Feedback mechanisms to gather inputs and feedback from staff, students, alumni and employers are systematic and subjected to evaluation and enhancement.

AUN-QA Criterion 10 – Check List

10	Quality Enhancement	1	2	3	4	5	6	7
10.1	Stakeholders' needs and feedback serve as input to curriculum design and development [1]							
10.2	The curriculum design and development process is established and subjected to evaluation and enhancement [2]							
10.3	The teaching and learning processes and student assessment are continuously reviewed and evaluated to ensure their relevance and alignment [3]							
10.4	Research output is used to enhance teaching and learning [4]							
10.5	Quality of support services and facilities (at the library, laboratory, IT facility and student services) is subjected to evaluation and enhancement [5]							
10.6	The stakeholder's feedback mechanisms are systematic and subjected to evaluation and enhancement [6]							
	Overall opinion							

11. Output

1. The quality of the graduates (such as pass rates, dropout rates, average time to graduate, employability, etc.) is established, monitored and benchmarked; and the programme should achieve the expected learning outcomes and satisfy the needs of the stakeholders.

2. Research activities carried out by students are established, monitored and benchmarked; and they should meet the needs of the stakeholders.

3. Satisfaction levels of staff, students, alumni, employers, etc. are established, monitored and benchmarked; and that they are satisfied with the quality of the programme and its graduates.

AUN-QA Criterion 11 – Check List

11	Output	1	2	3	4	5	6	7
11.1	The pass rates and dropout rates are established, monitored and benchmarked for improvement [1]							
11.2	The average time to graduate is established, monitored and benchmarked for improvement [1]							
11.3	Employability of graduates is established, monitored and benchmarked for improvement [1]							
11.4	The types and quantity of research activities by students are established, monitored and benchmarked for improvement [2]							
11.5	The satisfaction levels of stakeholders are established, monitored and benchmarked for improvement [3]							
	Overall opinion							

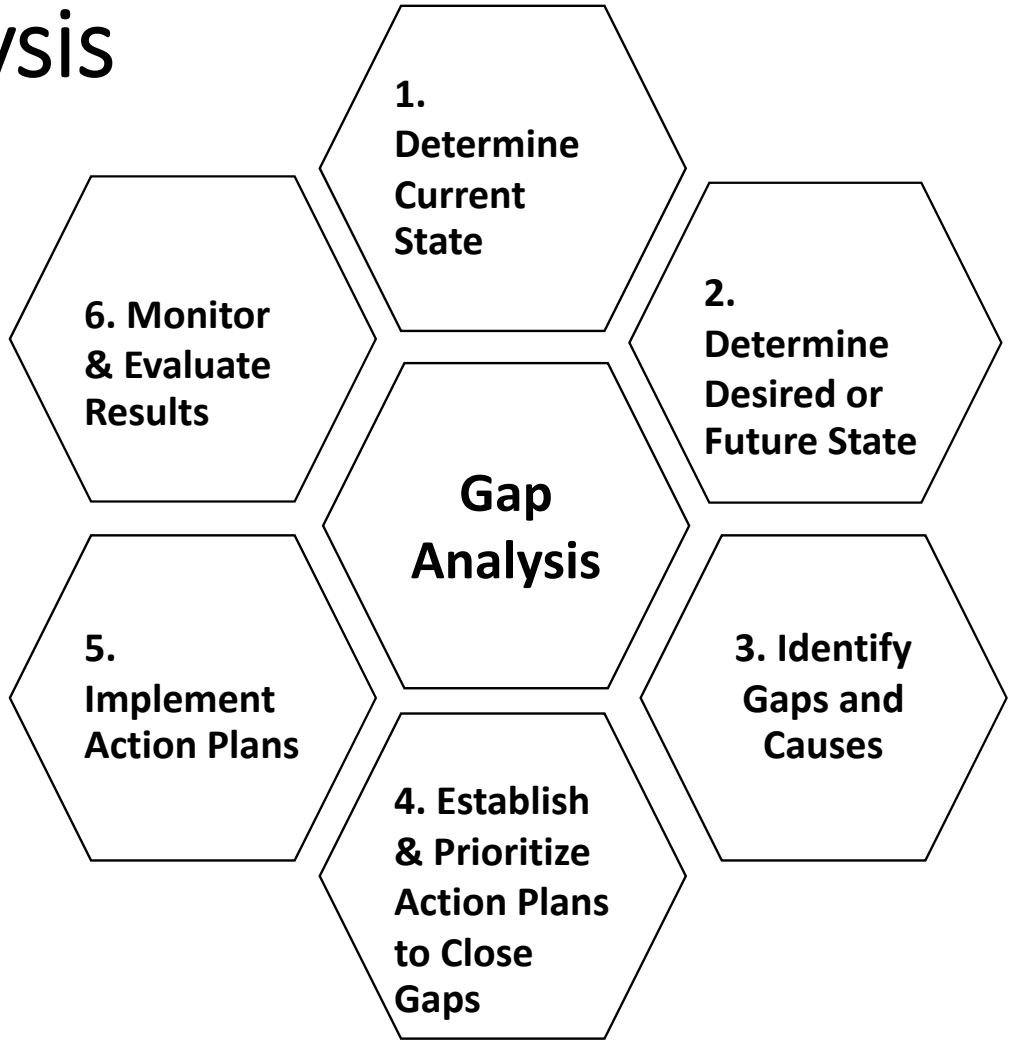
AUN-QA Criterion 11: Output on Pass Rate and Dropout Rate

Provide information on the pass rates and dropout rates of the last 5 cohorts in Figure 2.9.

Academic Year	Cohort Size	% completed first degree in			% dropout during			
		3 Years	4 Years	>4 Years	1st Year	2nd Year	3rd Year	4th Years & Beyond

Figure 2.9 - Pass Rates and Dropout Rates (last 5 cohorts)

Gap Analysis



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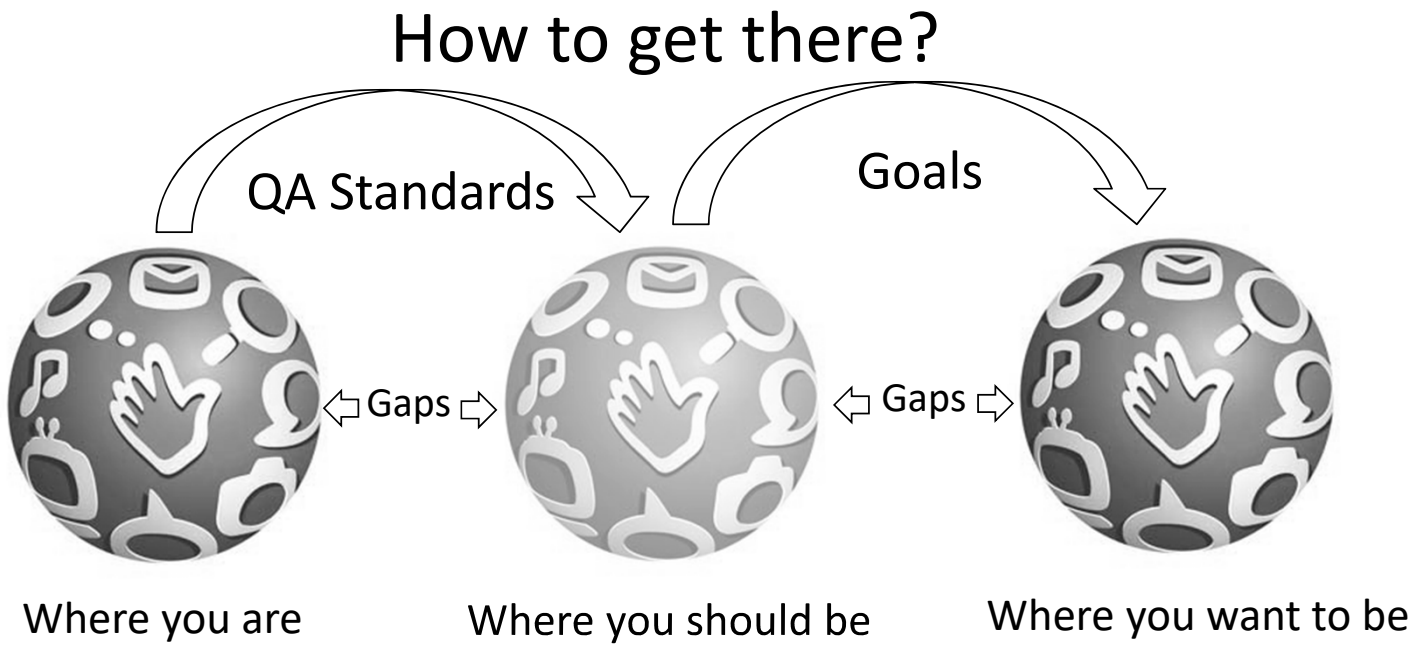
Self-Assessment (Gaps Analysis)



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