**Checklist for AUN-QA Assessment at Programme Level**

**Name of Programme : ………………………..**

**Faculty/College : …………………………………**

**Academic Year 2018**

**---------------**

| **Criterion** | **Score** |
| --- | --- |
| **1 Expected Learning Outcomes** |  |
| **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]** |  |
| [**2**](https://esar.tsu.ac.th/qareportcoursepub/indicatorlist.jsp?action=detail&id=MTA0MjI=&idm=MzA5&eid=MzU=)  **Programme [Specification](https://esar.tsu.ac.th/qareportcoursepub/indicatorlist.jsp?action=detail&id=MTA0MjI=&idm=MzA5&eid=MzU=)** |  |
| **2.1 The information in the** [**programme specification is comprehensive and up-to-date [1, 2]**](https://esar.tsu.ac.th/qareportcoursepub/indicatorlist.jsp?action=detail&id=MTA0MjM=&idm=NDMw&eid=MzU=) |  |
| **2.2 The information in the course specification is comprehensive and up-to-date [1, 2]** |  |
| [**2.3 he programme and course specifications are communicated and made available to the stakeholders [1, 2]**](https://esar.tsu.ac.th/qareportcoursepub/indicatorlist.jsp?action=detail&id=MTA0Mjg=&idm=NDMy&eid=MzU=) |  |
| [**AUN.3**](https://esar.tsu.ac.th/qareportcoursepub/indicatorlist.jsp?action=detail&id=MTA0MjU=&idm=MzE0&eid=MzU=)  **Programme** [**Structure and Content**](https://esar.tsu.ac.th/qareportcoursepub/indicatorlist.jsp?action=detail&id=MTA0MjU=&idm=MzE0&eid=MzU=) |  |
| **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]** |  |
| **4 Teaching and Learning Approach** |  |
| **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]** |  |
| **AUN.5 Student Assessment** |  |
| **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]** |  |
| **6 Academic Staff Quality** |  |
| **6.1 Academic staff planning (considering succession, promotion, re-deployment, termination, and retirement) is carried out to** [**fulfil the needs for education, research and service [1]**](https://esar.tsu.ac.th/qareportcoursepub/indicatorlist.jsp?action=detail&id=MTA0NDE=&idm=NDQ0&eid=MzU=) |  |
| **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]** |  |
| **6.5 Training and developmental needs of academic staff are identified and activities are implemented to fulfil 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]** |  |
| **7 Support Staff Quality** |  |
| **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]**](https://esar.tsu.ac.th/qareportcoursepub/indicatorlist.jsp?action=detail&id=MTA0NDk=&idm=NDUx&eid=MzU=) |  |
| **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]** |  |
| **8 Student Quality and Support** |  |
| **8.1 The student intake policy and admission criteria are defined, communicated, published, and up-to-date [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]** |  |
| **9 Facilities and Infrastructure** |  |
| **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]** |  |
| **10 Quality Enhancement** |  |
| **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]** |  |
| **11 Output** |  |
| **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 Verdict** |  |