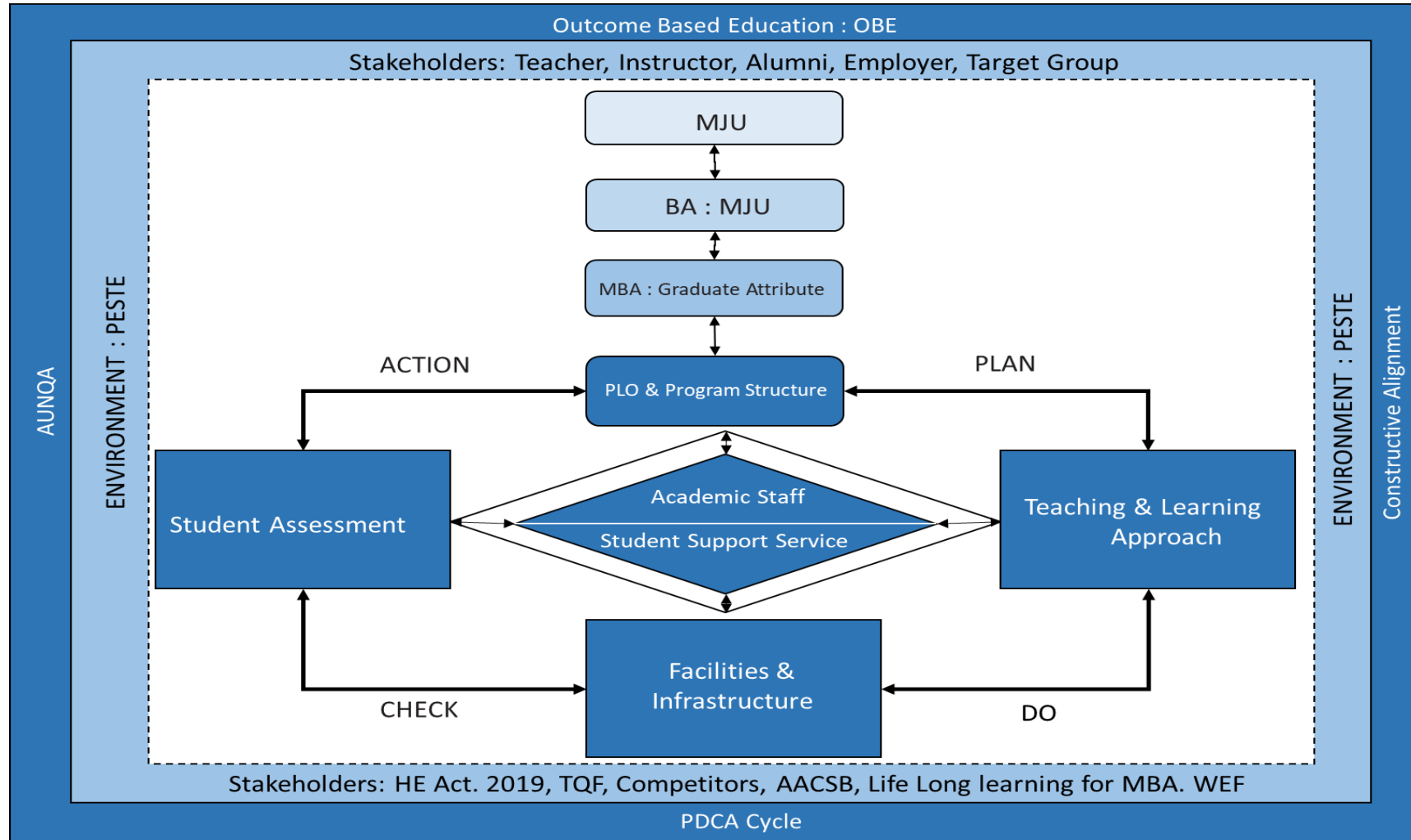


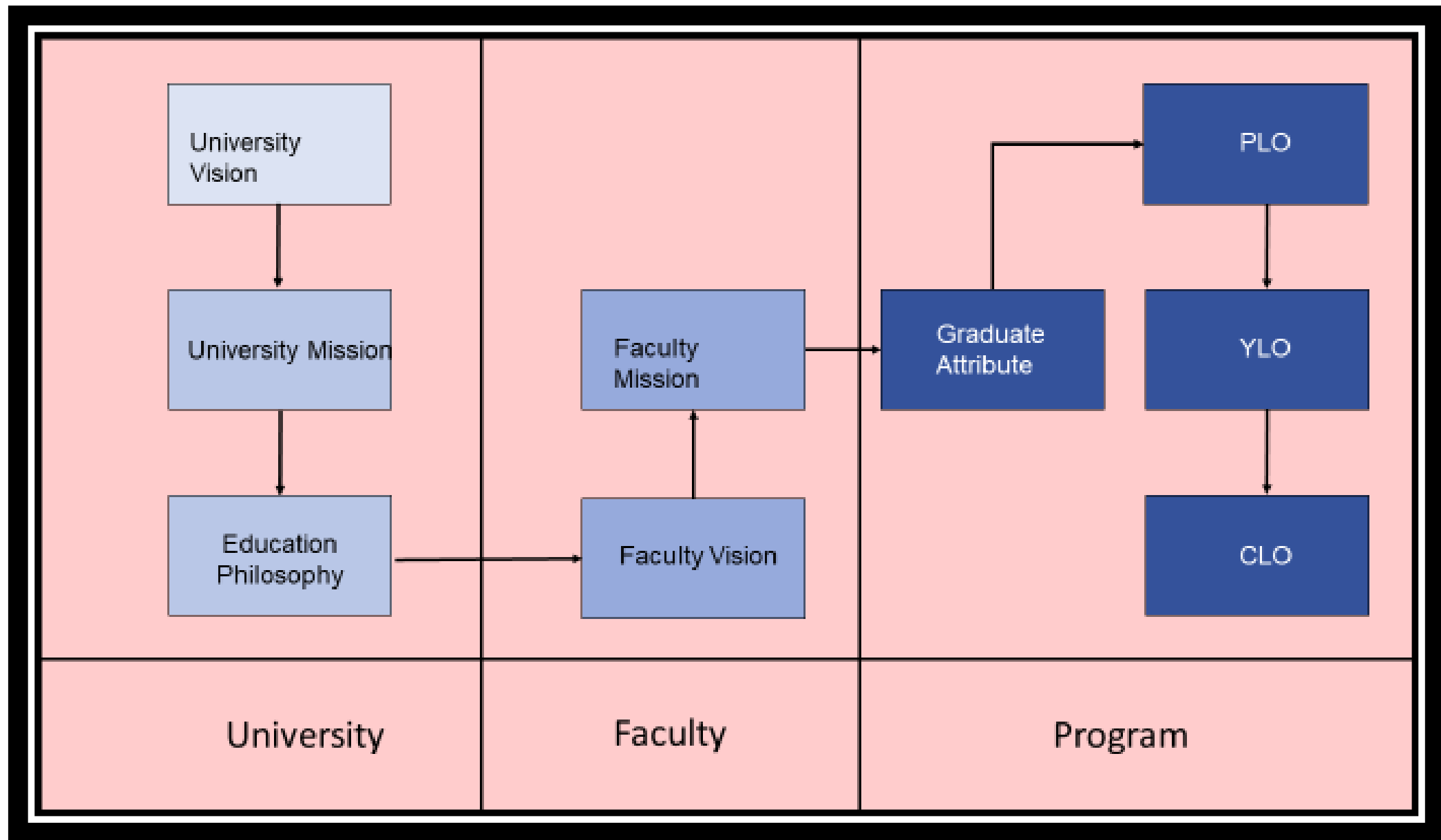
1. Expected Learning Outcomes

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.

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							

1.1 The expected learning outcomes have been clearly formulated and aligned with the vision and mission of the university [1,2]





การวิเคราะห์ความต้องการของผู้มีส่วนได้ส่วนเสีย (Stakeholder Analysis)

ขั้นตอนที่ 1 การระบุผู้มีส่วนได้ส่วนเสียกับหลักสูตร (Identify Stakeholders)

1.1

Primary Data Group		Methodology
1	Teacher in charge of the course	Meeting
2	Course Instructor	Meeting
3	Alumni	Surveys/Focus Groups
4	Employers	Focus Groups
5	Target Group (Organization)	Focus Groups
6	Target Group (Individual)	Interviews

Secondary Data Group		Methodology
1	University & Faculty Vision Mission and ELO	Documents
2	Higher Education Act. 2019	Documents
3	TQF	Documents
4	QS Global MBA Rankings 2021	Websites
5	Lifelong Learning Crucial For Business Schools In 2020, Say MBAs	Websites
6	Top 21 MBA Programs in Thailand 2020 FIND MBA	Websites
7	AACSB	Websites
8	World Economic Forum	Websites

การวิเคราะห์ความต้องการของผู้มีส่วนได้ส่วนเสีย (Stakeholder Analysis)

ขั้นตอนที่ 2 การวิเคราะห์และจัดลำดับผู้มีส่วนได้ส่วนเสีย (Prioritize Stakeholders)

Stakeholders		Power	Impact	Total
Primary Data				
1	Teacher in charge of the course	3	0.05	0.15
2	Course Instructor	3	0.05	0.15
3	Alumni	3	0.1	0.3
4	Employers	3	0.1	0.3
5	Target Group (Organization)	3	0.1	0.3
6	Target Group (Individual)	2	0.025	0.05
Secondary Data				
1	University & Faculty Vision Mission and ELO	2	0.1	0.2
2	Higher Education Act. 2019	2	0.1	0.2
3	TQF	2	0.1	0.2
4	QS Global MBA Rankings 2021	1	0.05	0.05
5	Lifelong Learning Crucial For Business Schools In 2020, Say MBAs	1	0.05	0.05
6	Top 21 MBA Programs in Thailand 2020 FIND MBA	3	0.1	0.3
7	AACSB	1	0.05	0.05
8	World Economic Forum	1	0.025	0.025
Total			1	

Power/Impact	Low	Medium	High
3	*Teacher in charge of the course *Course Instructor	*Employers	* Target Group (Organization) * Top 21 MBA Programs in Thailand 2020
2	*Target Group (Individual)	*University & Faculty Vision Mission and ELO *TQF	*Alumni
1	*AACSB *World Economic Forum	*QS Global MBA Rankings 2021 *Lifelong Learning Crucial For Business Schools In 2020, Say MBAs	*Higher Education Act. 2019

การวิเคราะห์ความต้องการของผู้มีส่วนได้ส่วนเสีย (Stakeholder Analysis)

ขั้นตอนที่ 3 การวิเคราะห์ความต้องการของผู้มีส่วนได้ส่วนเสีย (Stakeholders' Need Analysis)

Stakeholders	Stakeholder Needs	
	Generic Skills	Subject Specifics
1 Teacher in charge of the course		<ul style="list-style-type: none"> Business Diagnostic, Entrepreneur Mindset, Technological Adaptation Crisis Management Resilience Organization Agility
2 Course Instructor	<ul style="list-style-type: none"> Teamwork collaboration, Leadership, Creativity, Self-Learning 	
3 Alumni	<ul style="list-style-type: none"> Collaborative Teamwork, Interaction with People, Crisis Handling, Strategic Research & Analysis, Communication Skills 	<ul style="list-style-type: none"> Digital transformation (AI, IOT, Blockchain, Cloud, Big Data)
4 Employers	<ul style="list-style-type: none"> Problem-solving, Design solutions, Effective Use of Electronic Information and Knowledge tools 	
5 Target Group (Organization)	<ul style="list-style-type: none"> Growth Mindset, Critical thinking, Complex problem Solving, Judgement and Decision Making 	
6 Target Group (Individual)	<ul style="list-style-type: none"> Resilience Entrepreneur, Change Management, Business Model, Digital Skills 	

Stakeholders	Stakeholder Needs	
	Generic Skills	Subject Specifics
1 University & Faculty Vision Mission and ELO	Education Philosophy <ul style="list-style-type: none"> Learning by doing Lifelong learning Organic U, Green U และ Eco U	
2 Higher Education Act. 2019	Act.31 <ul style="list-style-type: none"> Module-based Continuing Education (Non Age Group) Lifelong Learning (Upskill, Reskill) Act. 35 <ul style="list-style-type: none"> Work Integrated Learning (WIL) Credit Bank Micro Credential 	<ul style="list-style-type: none"> New S-curve New Growth Engines Innovative skills Experience integrated learning
3 TQF	<ul style="list-style-type: none"> Ethic & Moral Development Knowledge Cognitive Skills Interpersonal Skills & Responsibility Numerical analysis, Communication and ICT Skills 	
4 QS Global MBA Rankings 2021	<ul style="list-style-type: none"> Effectiveness skills, or what some refer to as social intelligence or EQ, are skills that are valuable to a student's long-term career. 	<ul style="list-style-type: none"> Technical skills are important since many entry-level jobs now require familiarity with various technologies and software.
5 Lifelong Learning Crucial For Business Schools In 2020, Say MBAs	<ul style="list-style-type: none"> Valuable alumni networks, Focused leadership training, Personalized careers support, Digital skills 	

1.2 The expected learning outcomes cover both subject specific and generic (i.e. transferable) learning outcomes [3]



Subject Specifics	PLO
Business Functional/Foundation Skills	S1. Graduates develop proficiency in core business knowledge.
Integration of Business Functions and exposure to practice	S2. Graduates demonstrate their skills in integrating all business functions, including, Management, Marketing, Accounting, Finance and Operations Managements and exposure to practice.
Strategic thinking Skills and Adaptability	S3. Graduates prepare to effectively lead in diverse and dynamic business environments
Technology transformation	S4. Graduates synthesize and analyze information to make sound business decisions using appropriate technology.
Strategic Research and Analysis	S5. Graduate should be equipped with knowledge and theoretical understanding, have competence in their research methodology and be able to demonstrate their capability to contributions to the knowledge and practical.

Generic Skills	PLO
Leadership	G1. Graduates apply leadership skills and perform as an effective and ethical team player.
Growth Mindset	G2. Graduates demonstrate growth mindset in business and research applications.
Entrepreneurial Skills	G3. Graduates demonstrate entrepreneurial skills in the local and global context.
Ethics and Social Responsibility	G4. Graduates should always focus on good corporate governance practices, business ethics and corporate social responsibility on various stakeholders of the corporation.

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

PLO/Stakeholders	Teacher	Instructor	Alumni	Employers	Target Group (Organization)	Target Group (Individual)
S1. Graduates develop proficiency in core business knowledge.	/					
S2. Graduates demonstrate their skills in integrating All business functions, including, Management, Marketing, Accounting, Finance and Operations Managements and exposure to practice.	/			/		
S3. Graduates prepare to effectively lead in diverse and dynamic business environments	/			/	/	/
S4. Graduates synthesize and analyze information to make sound business decisions using appropriate technology.	/		/	/	/	/
S5. Graduate should be equipped with knowledge and theoretical understanding, have competence in their research methodology and be able to demonstrate their capability to contributions to the knowledge and practical.			/			
G1. Graduates apply leadership skills and perform as an effective and ethical team player.	/	/	/	/	/	
G2. Graduates demonstrate growth mindset in business and research applications.	/	/	/	/	/	/
G3. Graduates demonstrate entrepreneurial skills in the local and global context.	/		/			/
G4. Graduates should always focus on good corporate governance practices, business ethics and corporate social responsibility on various stakeholders of the corporation.			/			

PLO/Stakeholders	University	HE	TQF	C1	C2	Life Long	AACSB	WEF
S1. Graduates develop proficiency in core business knowledge.			/					
S2. Graduates demonstrate their skills in integrating All business functions, including, Management, Marketing, Accounting, Finance and Operations Managements and exposure to practice.			/				/	
S3. Graduates prepare to effectively lead in diverse and dynamic business environments		/	/	/			/	
S4. Graduates synthesize and analyze information to make sound business decisions using appropriate technology.		/	/	/	/		/	
S5. Graduate should be equipped with knowledge and theoretical understanding, have competence in their research methodology and be able to demonstrate their capability to contributions to the knowledge and practical.		/	/	/			/	
G1. Graduates apply leadership skills and perform as an effective and ethical team player.	/	/	/	/	/	/	/	/
G2. Graduates demonstrate growth mindset in business and research applications.	/	/	/	/	/	/	/	/
G3. Graduates demonstrate entrepreneurial skills in the local and global context.	/	/	/	/	/	/		
G4. Graduates should always focus on good corporate governance practices, business ethics and corporate social responsibility on various stakeholders of the corporation.	/		/	/		/		/

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.

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							

2. Programme Specification

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

มคอ. 2

- 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

2. Programme Specification

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

มคอ. 3 และ 4.

- 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.

Stakeholders ?



Content ?



Omni-Channle ?

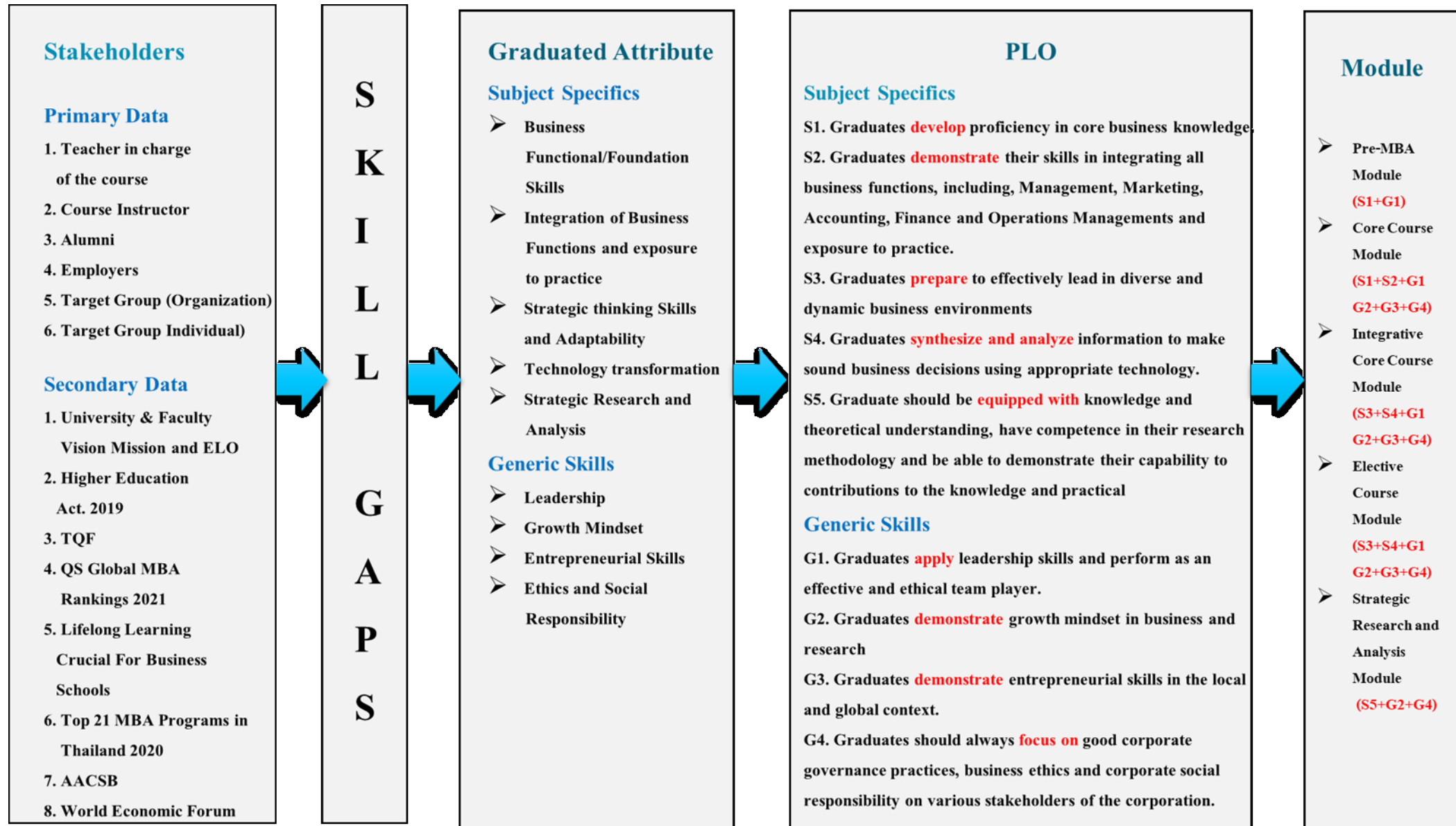
3. Programme Structure & Content

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.

3. Programme Structure & Content

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							

3.1 The curriculum is designed based on constructive alignment with the expected learning outcomes [1]



Pre-MBA Module (S1+G1)

- Introduction to business in digital context

Core Course Module (S1+S2+G1+G2+G3+G4)

- Organizational Behavior and Leadership
- Modern Marketing Management
- Managerial Accounting
- Financial Management
- Operation Management for Competitive Advantage

Integrative Core Course Module (S3+S4+G1+G2+G3+G4)

- Business Diagnostics for strategic management
- Entrepreneurship for New Venture Creation
- Business Technology Management

Strategic Research and Analysis Module (S5+G2+G4)

- Business Research Methodology
- Seminar 1
- Seminar 2
- Seminar 3
- Seminar 4
- Thesis 1
- Thesis 2
- Thesis 3
- Thesis 4
- Independent Study

Elective Course Module (S3+S4+G1+G2+G3+G4)

Leadership in Digital Context Module

- *Competing in the Digital Age: Business Transformation
- *Leadership and Managing Change in Challenging Times
- *Management of People at Work

Digital Marketing and Marketing Innovation Module

- * Digital Marketing Management
- * Digital Branding Management
- *Marketing 5.0, Future Model for Marketing

Finance and Accounting for Manager Module

- * Financial and Accounting Professional
- *Technological Disruptions in Finance and Data Analytics
- *Strategic Tax Planning

Innovative Supply Chain and Logistics Management Module

- *Innovative Supply Chain and Logistics Transformation
- *Distribution Center and Transportation Management
- *Sustainable Supply Chain and Circular Economy

Smart Agriculture Entrepreneur Module

- *Design Thinking and Business Model for Agriculture Entrepreneur
- *Smart Agriculture Business Management
- *Sufficient Economy and Smart Farming

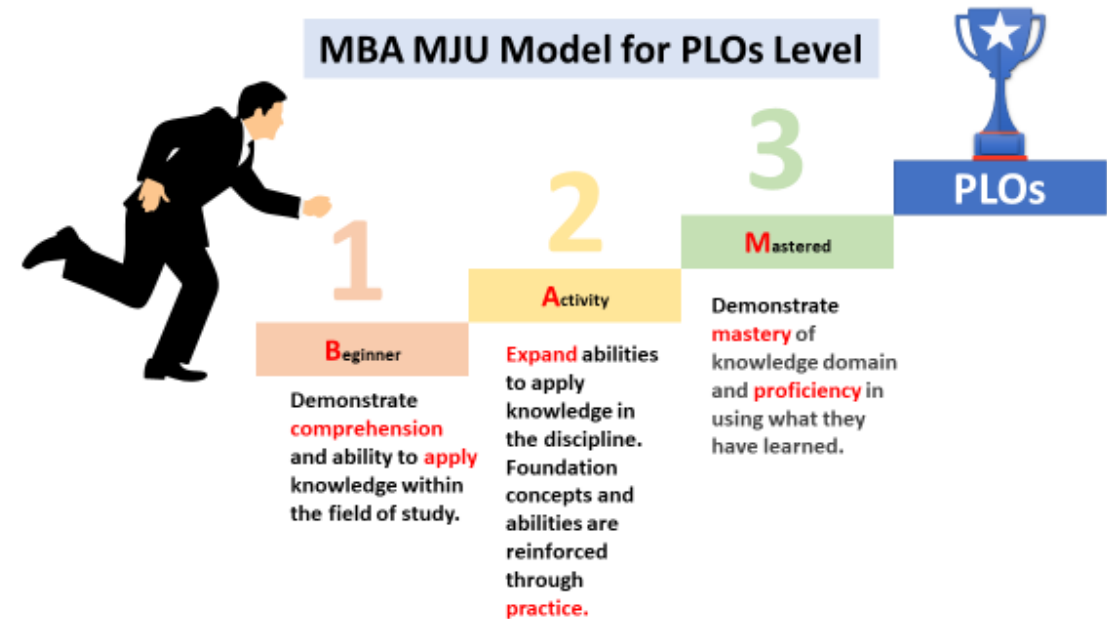
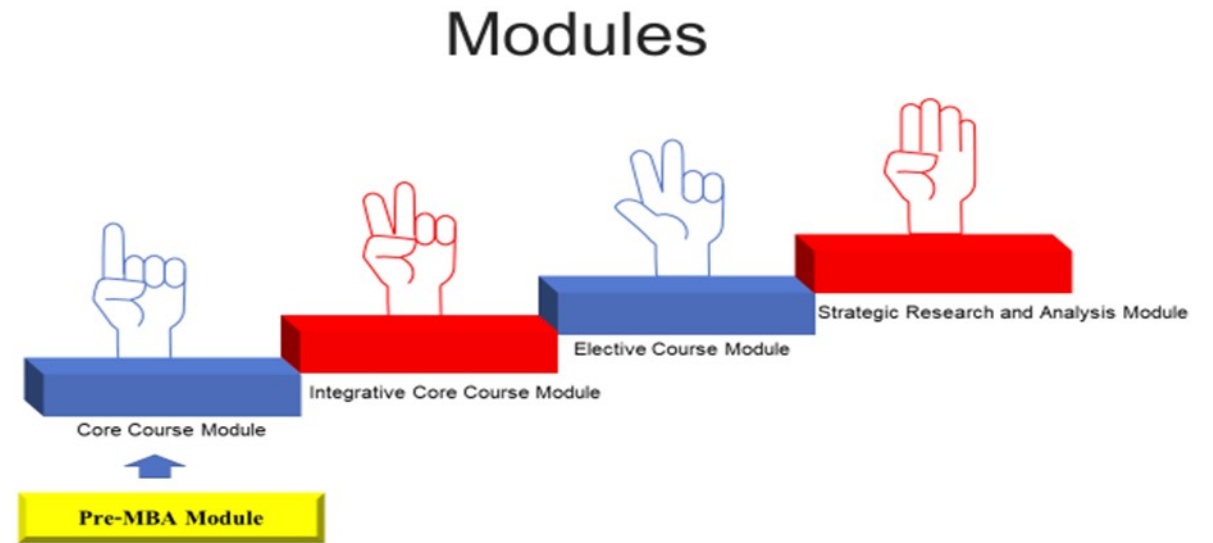
PLO/TQF	Ethics & Morals	Knowledge	Cognitive Skills	Interpersonal Skills & Responsibility	Numerical Analysis, Communication and Information Technology Skills
S1. Graduates develop proficiency in core business knowledge.		✓			
S2. Graduates demonstrate their skills in integrating All business functions, including, Management, Marketing, Accounting, Finance and Operations Managements and exposure to practice.			✓		
S3. Graduates prepare to effectively lead in diverse and dynamic business environments			✓		
S4. Graduates synthesize and analyze information to make sound business decisions using appropriate technology.			✓		✓
S5. Graduate should be equipped with knowledge and theoretical understanding, have competence in their research methodology and be able to demonstrate their capability to contributions to the knowledge and practical.	✓		✓		✓
G1. Graduates apply leadership skills and perform as an effective and ethical team player.				✓	
G2. Graduates demonstrate growth mindset in business and research applications.				✓	
G3. Graduates demonstrate entrepreneurial skills in the local and global context.				✓	✓
G4. Graduates should always focus on good corporate governance practices, business ethics and corporate social responsibility on various stakeholders of the corporation.	✓				

Subject Specifics	PLO	PLO Breakdown
Business Functional/Foundation Skills	S1. Graduates develop proficiency in core business knowledge.	S1.1. Graduates attain information literacy and acquire theories and concepts from core functional areas of business. S1.2 Graduates compile and analyze relevant information to address complex business challenges.
Integration of Business Functions and exposure to practice	S2. Graduates demonstrate their skills in integrating all business functions, including, Management, Marketing, Accounting, Finance and Operations Managements and exposure to practice.	S2.1 Graduates have sufficient knowledge in various business functions to enable integration in an organization. S2.2 Graduates demonstrate their abilities to relate various business functions in an organization.
Strategic thinking Skills and Adaptability	S3. Graduates prepare to effectively lead in diverse and dynamic business environments	S3.1 Graduates demonstrate the ability to understand and adapt to local and global market changes. S3.2 Graduates evaluate business situations, recommend suitable leadership practices, and choose appropriate strategies to optimize organization performance. S3.3 Graduates integrate knowledge and develop innovative solutions to remain competitive given industry dynamics.
Technology transformation	S4. Graduates synthesize and analyze information to make sound business decisions using appropriate technology.	S4.1 Graduates use appropriate technologies in gathering and analyzing data relevant to managerial decision-making. S4.2 Graduates understand decision making methods, formulate sound, innovative proposals for improving business processes using appropriate technology.
Strategic Research and Analysis	S5. Graduate should be equipped with knowledge and theoretical understanding, have competence in their research methodology and be able to demonstrate their capability to contributions to the knowledge and practical.	S5.1. Graduates demonstrate theoretical understanding. S5.2 Graduate demonstrate competence in the appropriate research methodology. S5.3 Graduate expected to have one peer-reviewed publication derived from their independent-study and dissertation as a requirement for graduation.

Generic Skills	PLO	PLO Breakdown
Leadership	G1. Graduates apply leadership skills and perform as an effective and ethical team player.	G1.1. Graduates demonstrate appropriate group techniques to lead a team task that results in effective performance. G1.2 Graduates demonstrate effective leadership and collaborative teamwork skills in a group project.
Growth Mindset	G2. Graduates demonstrate growth mindset in business and research applications.	G2.1. Graduates demonstrate their growth mindset skills to implement the changes for an organization.
Entrepreneurial Skills	G3. Graduates demonstrate entrepreneurial skills in the local and global context.	G3.1 Graduates apply entrepreneurial skills in diverse business situations.
Ethics and Sustainability	G4. Graduates should always focus on good corporate governance practices, business ethics and corporate social responsibility on various stakeholders of the corporation.	G4.1 Graduates have demonstrated concern of business ethics and can apply code of conducts and good corporate governance practices in doing business. G4.2. Graduates demonstrate concern for the society and apply Sustainable Development Goal (SDG) in doing business.

PLO Breakdown	K	S	A	Courses/Module
S1.1 Graduates attain information literacy and acquire theories and concepts from core functional areas of business.	Identify (K) and Discuss (U) theories and concepts of core business function.	Recognize (Per) theories and concepts of core business function.	Acknowledge (Rec) theories and concepts of core business function.	<ul style="list-style-type: none"> ● Pre MBA Module ● Core Course Module
S1.2 Graduates compile and analyze relevant information to address complex business challenges.	Apply (Ap) and Investigate (An) relevant information to address complex business challenges.	Adapt (Adap) relevant information to address complex business challenges.	Use resources to (Val) address complex business challenges.	<ul style="list-style-type: none"> ● Pre MBA Module ● Core Course Module
S2.1. Graduates have sufficient knowledge in various business functions to enable integration in an organization.	Employ (Ap) various business functions to integrate in an organization.	Choose (Per) various business functions to integrate in an organization.	Acknowledge (Rec) various business functions to integrate in an organization.	<ul style="list-style-type: none"> ● Core Course Module
S2.2. Graduates demonstrate their abilities to relate various business functions in an organization.	Relate (Ap) various business functions in an organization.	Adapt (Adap) various business functions in an organization.	Discuss (Res) various business functions in an organization.	<ul style="list-style-type: none"> ● Core Course Module
S3.1. Graduates demonstrate the ability to understand and adapt to local and global market changes.	Describe (U) and Adapt (Ap) to local and global market changes.	Adapt (Adap) to local and global market changes.	Be aware (Rec) and Care for (Res) local and global market changes.	<ul style="list-style-type: none"> ● Integrative Core Course Module ● Elective Course Module
S3.2 Graduates evaluate business situations, recommend suitable leadership practices, and choose appropriate strategies to optimize organization performance.	Evaluate (Eva) business situations, Recommend (Eva) suitable leadership practices, and Choose (Eva) appropriate strategies to optimize organization performance.	Measure (Com) business situations, Relate (Per) suitable leadership practices Adapt (Adap) appropriate strategies to optimize organization performance.	Describe (Rec) business situations, Comply (Res) suitable leadership practices Integrate (Orga) appropriate strategies to optimize organization.	<ul style="list-style-type: none"> ● Integrative Core Course Module ● Elective Course Module
S3.3 Graduates integrate knowledge and develop innovative solutions to remain competitive given industry dynamics.	Integrate (Anal) knowledge and Develop (Eva) innovative solutions to remain competitive given industry dynamics.	Adapt (Adap) knowledge and Create (Org) innovative solutions to remain competitive given industry dynamics.	Adopt (Org) knowledge and Choose (Org) innovative solutions to remain competitive given industry dynamics.	<ul style="list-style-type: none"> ● Integrative Core Course Module ● Elective Course Module

3.3 The curriculum is logically structured, sequenced, integrated and up-to-date [3, 4, 5, 6]



3.3 The curriculum is logically structured, sequenced, integrated and up-to-date [3, 4, 5, 6]

Segmentation	Module		Credit	Qualification	1-S1	2-S1	2-S1	2-S2
	Plan A1	Research Module	36	S1-S4 + G1, G3	R	R	R	R
		(Thesis 1-4)						
		Total	36					
		Core Course Module	15	Pre-MBA	C+R	C+R		
Part-time	Plan A2	Integrative Module	9				I+R	
2 Years		Research Module	12					R
		(Thesis 1-2)						
		Total	36					
	Plan B	Core Course Module	15	Pre-MBA	C+R	C+R		
		Integrative Module	9				I+R	
		Elective Module	6					E+R
		Research Module	6					R
		(IS)						
		Total	36					
	Plan B	Integrative Module	9	Core Course Module (B)	I+R			
		Elective Module	6			E+R		
Dual Degree		Research Module	6			R		
1 Year		(IS)						
		<i>Transfer Core Course Module</i>	<i>15</i>					
		Total	36					
	Plan B	Core Course Module	15	2 Years Experience	C+R			
		Integrative Module	9			C+R		
Organization		Research Module	6				I+R	
1.5 Year		(IS)					R	
		<i>Transfer Elective Course</i>	<i>6</i>					
		Total	36					

PLO	Assessment Method	Teaching/Learning Approaches
<p>S1. Graduates develop proficiency in core business knowledge.</p>	<p>Diagnostic assessment</p> <ul style="list-style-type: none"> ➤ Gap Closing <p>Formative assessment</p> <ul style="list-style-type: none"> ➤ Strategic questioning (Why? How?) <p>Summative assessment</p> <ul style="list-style-type: none"> ➤ Projects ➤ Oral presentations ➤ Exam/Test 	<ul style="list-style-type: none"> ➤ Reflective thinking ➤ Lecture ➤ Project-based instruction
<p>S2. Graduates demonstrate their skills in integrating all business functions, including, Management, Marketing, Accounting, Finance and Operations Managements and exposure to practice.</p>	<p>Diagnostic assessment</p> <ul style="list-style-type: none"> ➤ KWL (what do I know, what do I want to know, what have I already learned) <p>Formative assessment</p> <ul style="list-style-type: none"> ➤ Skill demonstration <p>Summative assessment</p> <ul style="list-style-type: none"> ➤ Projects ➤ Oral presentations ➤ Field Report 	<ul style="list-style-type: none"> ➤ Case Study ➤ Problem-based instruction ➤ Project-based instruction ➤ Field work
<p>S3. Graduates prepare to effectively lead in diverse and dynamic business environments</p>	<p>Diagnostic assessment</p> <ul style="list-style-type: none"> ➤ Pre-class assignment <p>Formative assessment</p> <ul style="list-style-type: none"> ➤ Three-two-one (Learned, want to know more, and questions) ➤ Field Report <p>Summative assessment</p> <ul style="list-style-type: none"> ➤ Projects ➤ Oral presentations 	<ul style="list-style-type: none"> ➤ Case study ➤ Field work ➤ Problem-based instruction ➤ Project-based instruction

11. Output

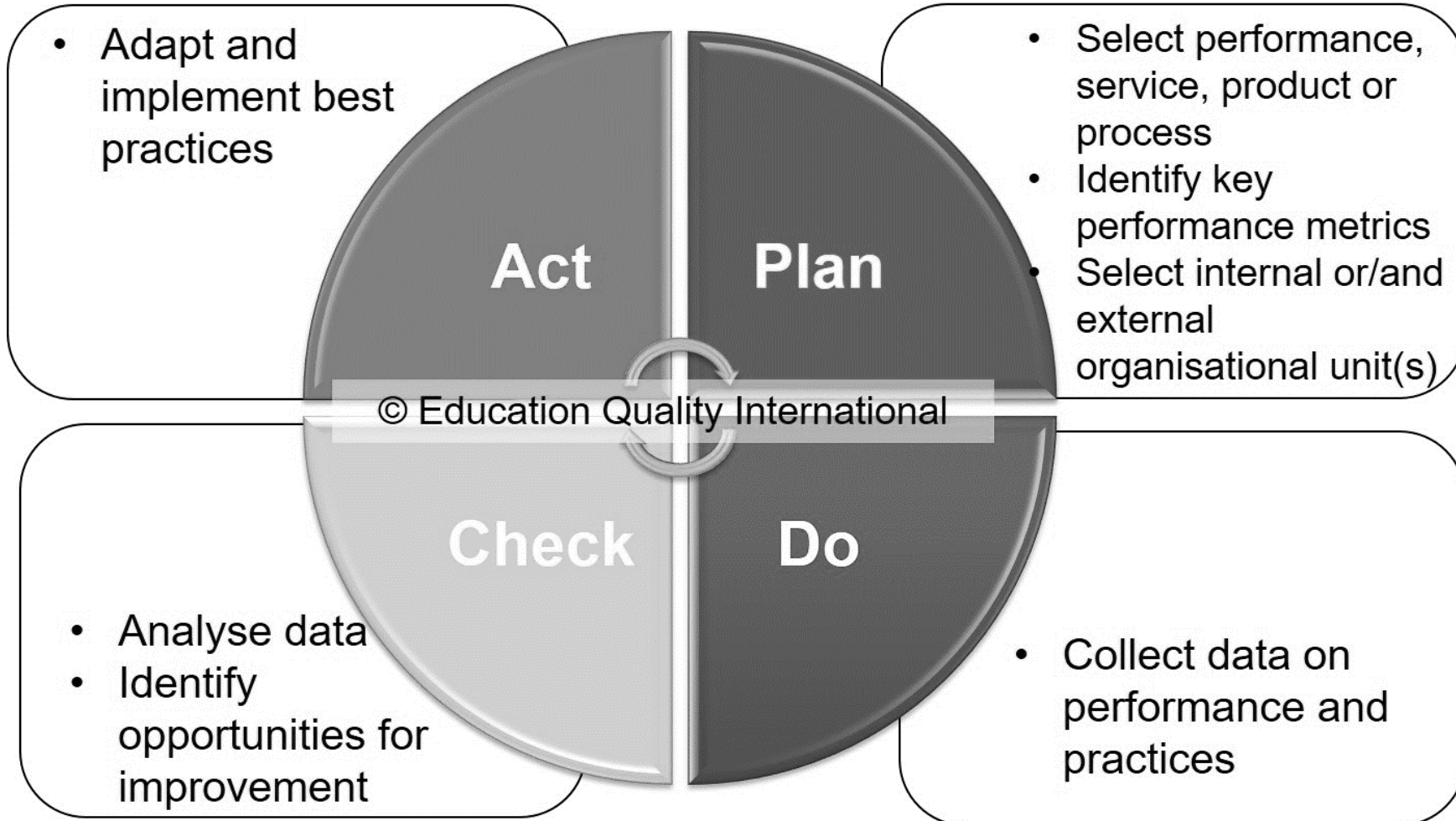
1. The quality of the graduates (such as pass rates, dropout rates, average time to graduate, employability, etc.) is established, monitored and benchmarked; and the programme should achieve the expected learning outcomes and satisfy the needs of the stakeholders.
2. Research activities carried out by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

11. Output

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							

Principle of Output

Benchmarking Process



11. Output

- Current and past performance indicators
- Performance targets
- Trend (upwards or downwards) and its reasons
- Comparison with other competitive universities
- Benchmark with targeted universities



Benchmarking

Benchmarking can be defined as a “systematic and continuous process of comparing elements of performance in an institution against best practices within and outside the organisation with the purpose of improving its performance”.



Types of Benchmarking

 benchmarking focuses on the business processes (such as curriculum design, stakeholder's feedback, student admission, etc.)

 benchmarking focuses on the competitive position of the institution and its products and services.

 benchmarking focuses on the performance or operation of a function (such as human resource, academic services, computer services, etc.)

 benchmarking focuses on studying the leading competing institutions or best practices carried out by other institutions.

Stakeholders' Satisfaction

