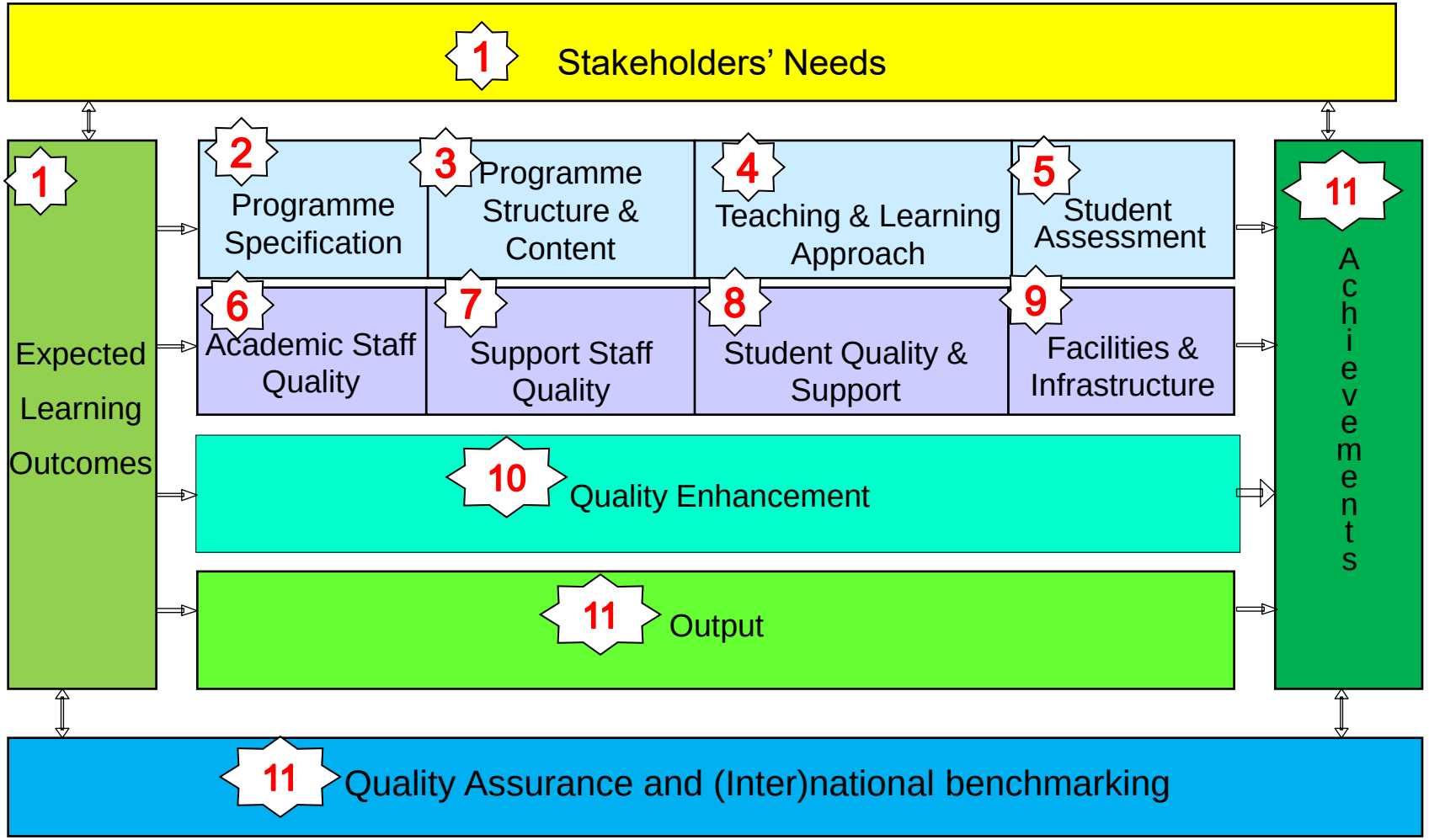
ASEAN University Network

Introduction of OBE and AUN-QA

AUN QA Team

26 & 28 April 2021

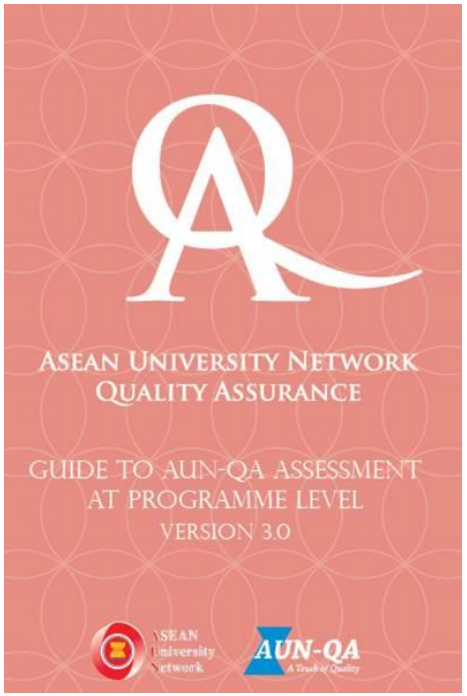
AUN-QA at Programme Level (3rd Version)



AUN-QA at Programme Level (3rd Version)

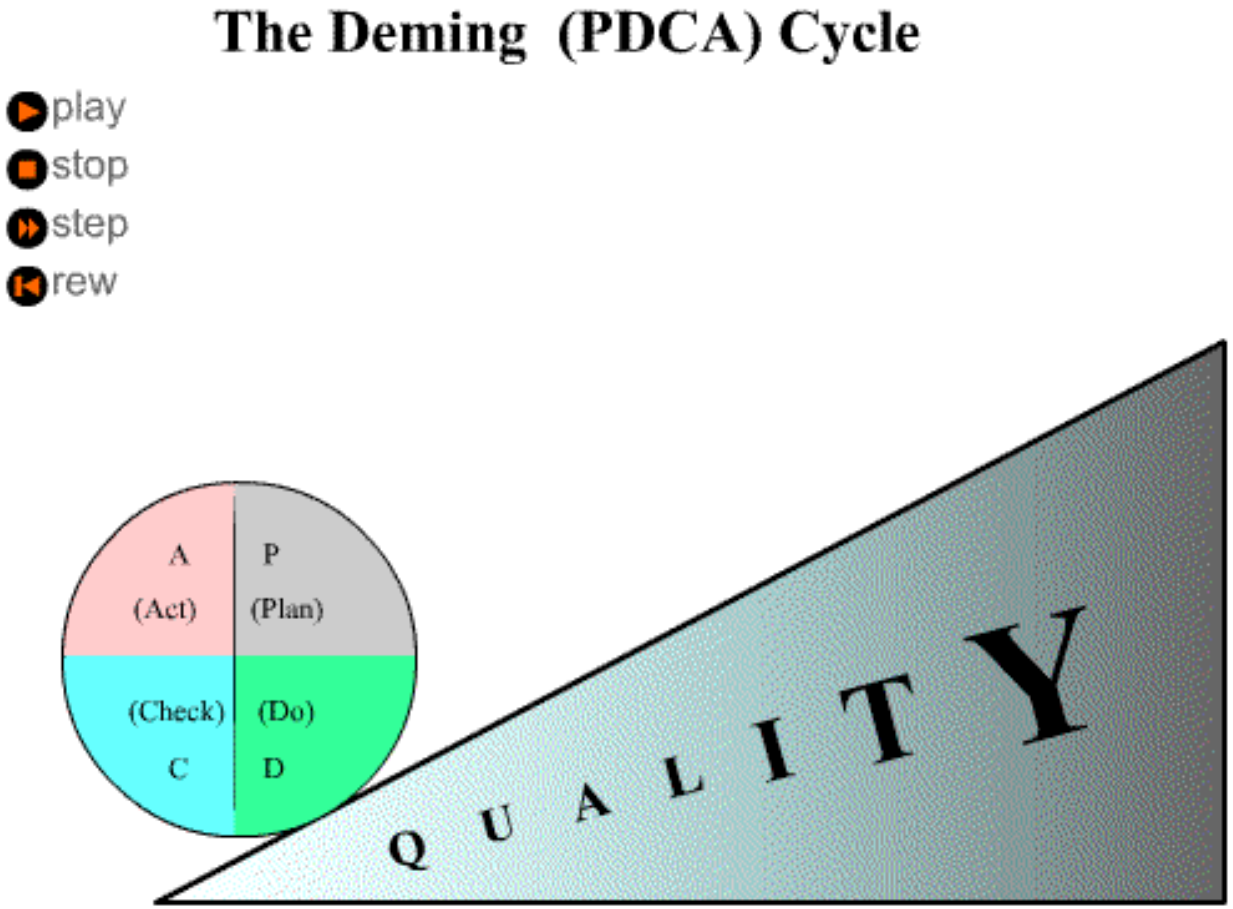
Criterion	Sub-criterion	Checklist
1. Expected Learning Outcomes	4	3
2. Programme Specification	2	3
3. Programme Structure and Content	6	3
4. Teaching and Learning Approach	6	3
5. Student Assessment	8	5
6. Academic Staff Quality	10	7
7. Support Staff Quality	5	5
8. Student Quality and Support	5	5
9. Facilities and Infrastructure	7	5
10. Quality Enhancement	6	6
11. Output	3	5
Total	62	50

Guide to AUN-QA Assessment at Programme Level (3rd Version)

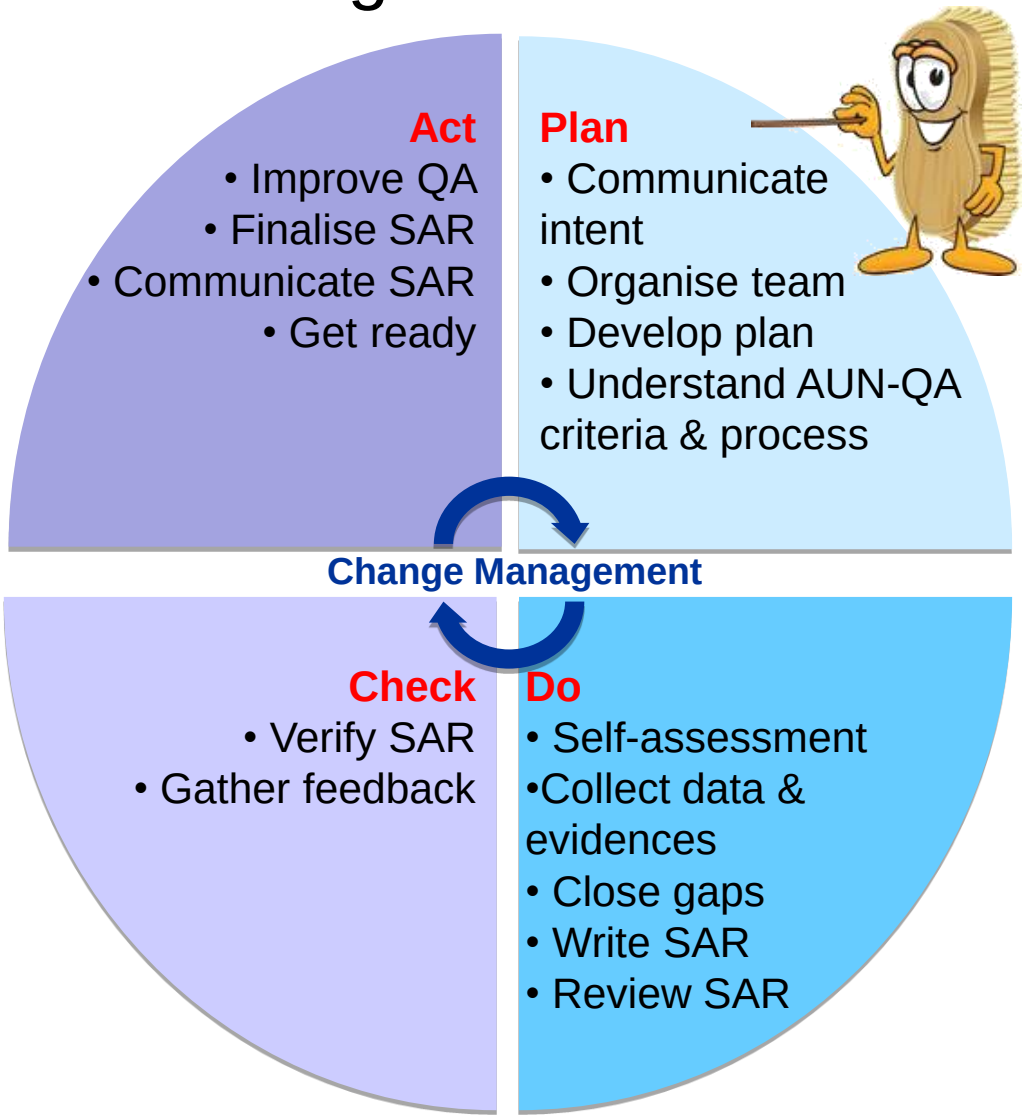


- Towards a principles-based framework
- Reduced overlapping and ambiguity
- From 15 to 11 AUN-QA criteria
- 3rd version is effective from January 2017.

PDCA Approach to Self-Assessment at Programme Level



PDCA Approach to Self-assessment at Programme Level



Communicate Intent

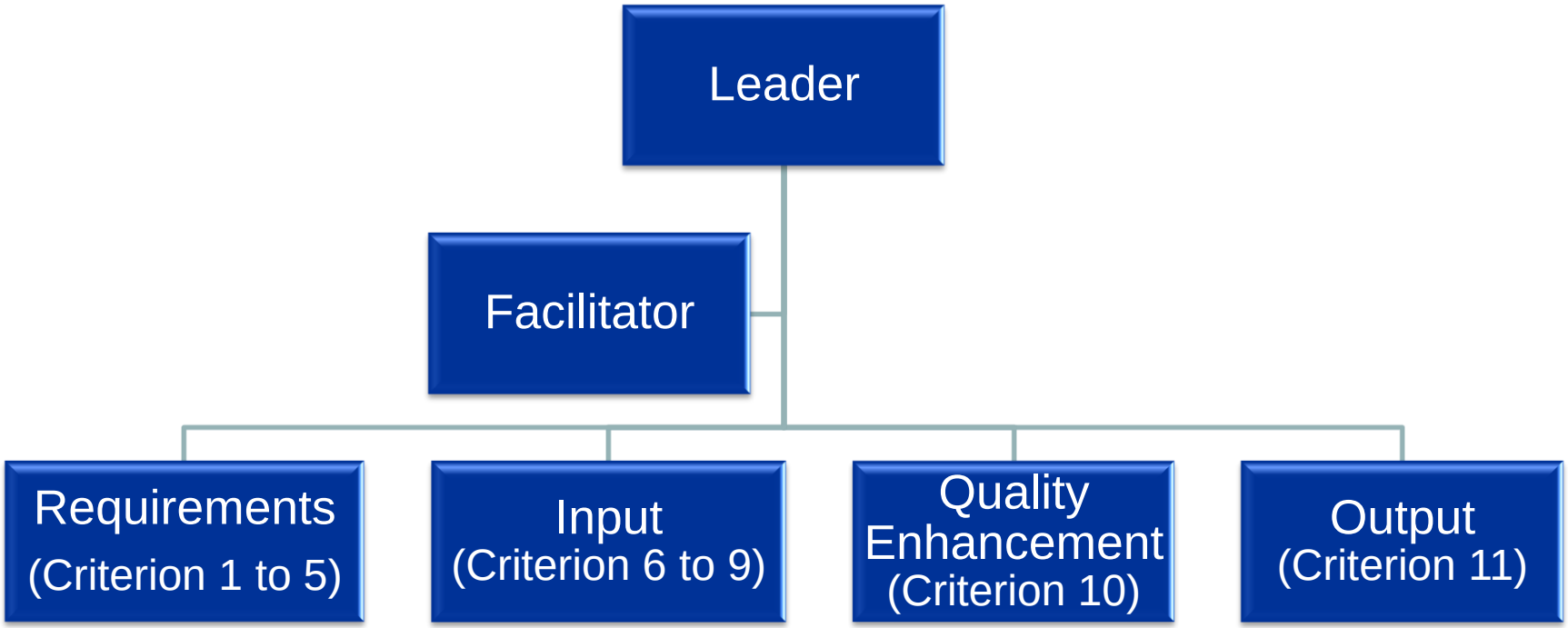
- Engage stakeholders
- Objective and scope
- Plan
- Stakeholders roles and involvement
- Set expectations and climate
- Start of change management

Organise Team

- Structure and Roles
  - ✓ System criteria
  - ✓ Related criteria
  - ✓ Random criteria
- Size
  - ✓ Main and sub-groups
- Ownership
- Subject matter experts including English language proficiency
- Capability and availability
- Support from sponsor, management and peers

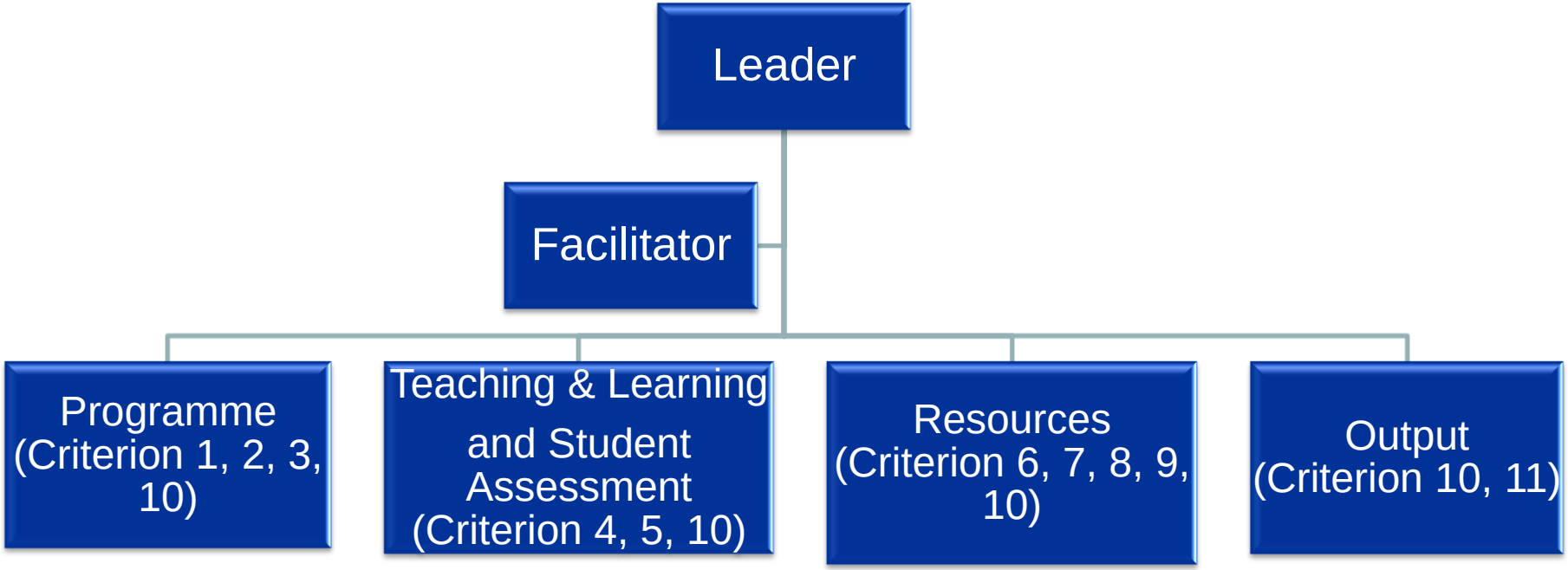
Structure and Roles

System Criteria



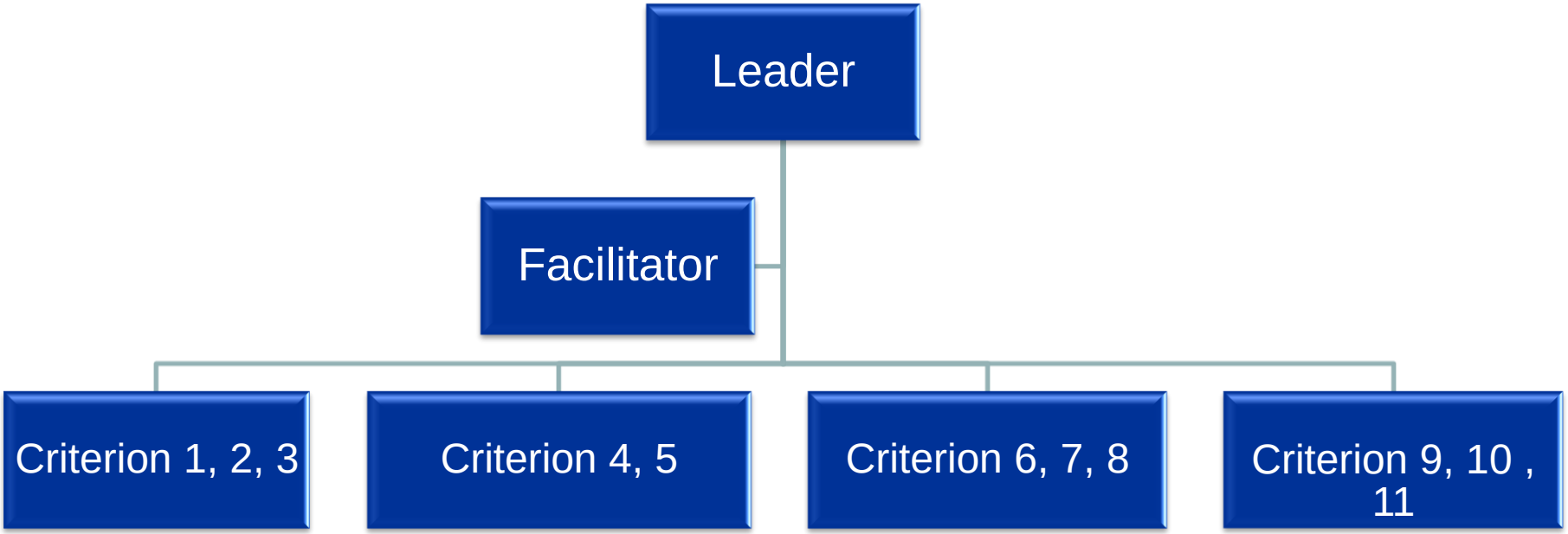
Structure and Roles

Related Criteria



Structure and Roles

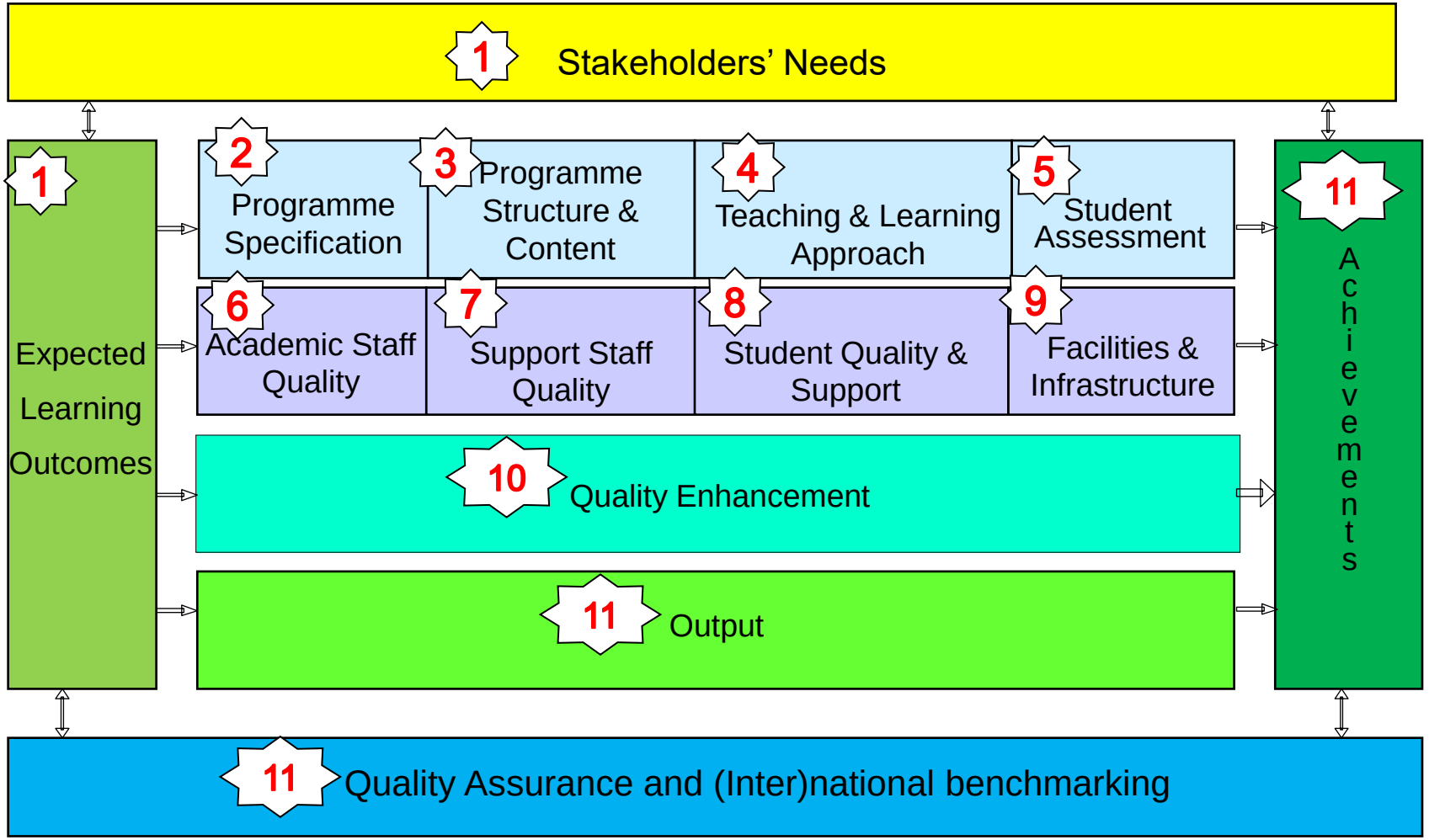
Random Criteria



Understand AUN QA Criteria and Process

- Obtain copy of the AUN-QA manual
- Educate stakeholders
- Organise training for relevant stakeholders
- Seek clarifications with internal and external experts

AUN-QA at Programme Level (3rd Version)

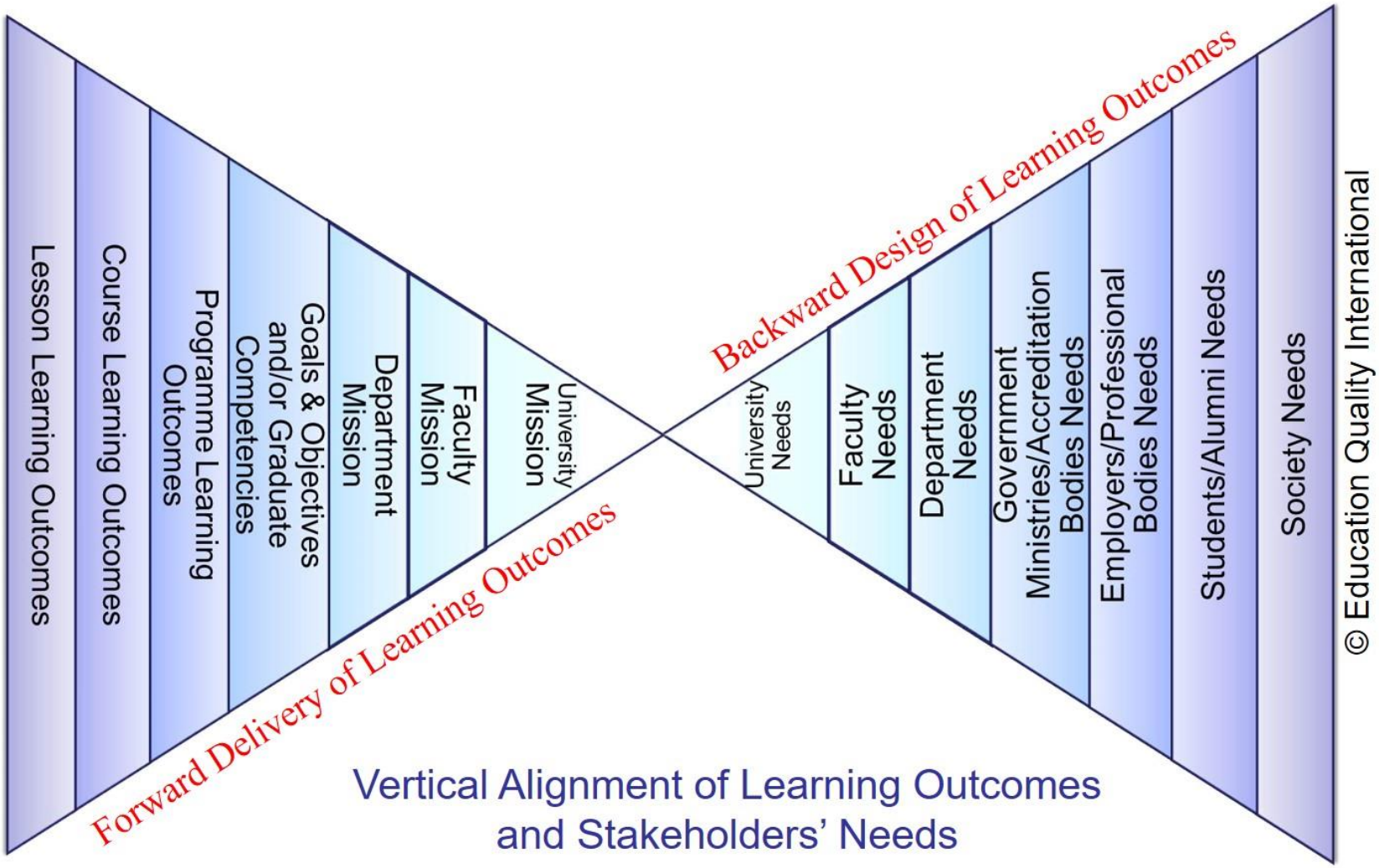


1. Expected Learning Outcomes

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							

Principle of Expected Learning Outcomes



Outcome-based Education (OBE)

"A way of designing, developing, delivering and documenting instruction in terms of its intended goals and outcomes. Exit outcomes are a critical factor in designing the curriculum which is developed from the outcomes that students need to demonstrate".

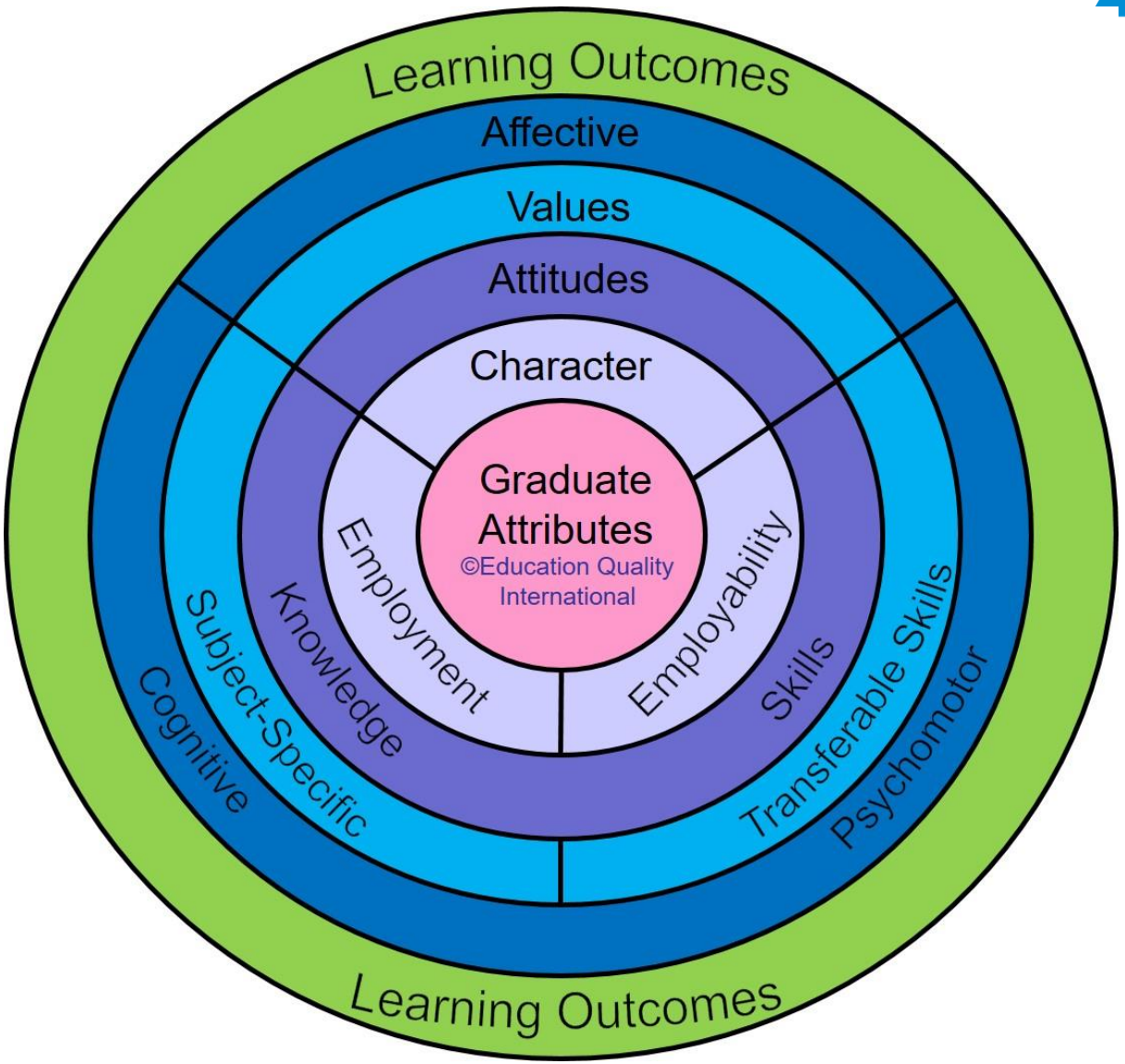
Source: Spady (1988)

Outcome-based Education (OBE)

Key concepts and Principles of OBE

- Focus on learning outcomes
- Backwards curriculum design
- Constructive alignment (assessment – learning activities – learning outcomes)
- Create learning opportunities

Learning Outcomes



Learning Outcomes :

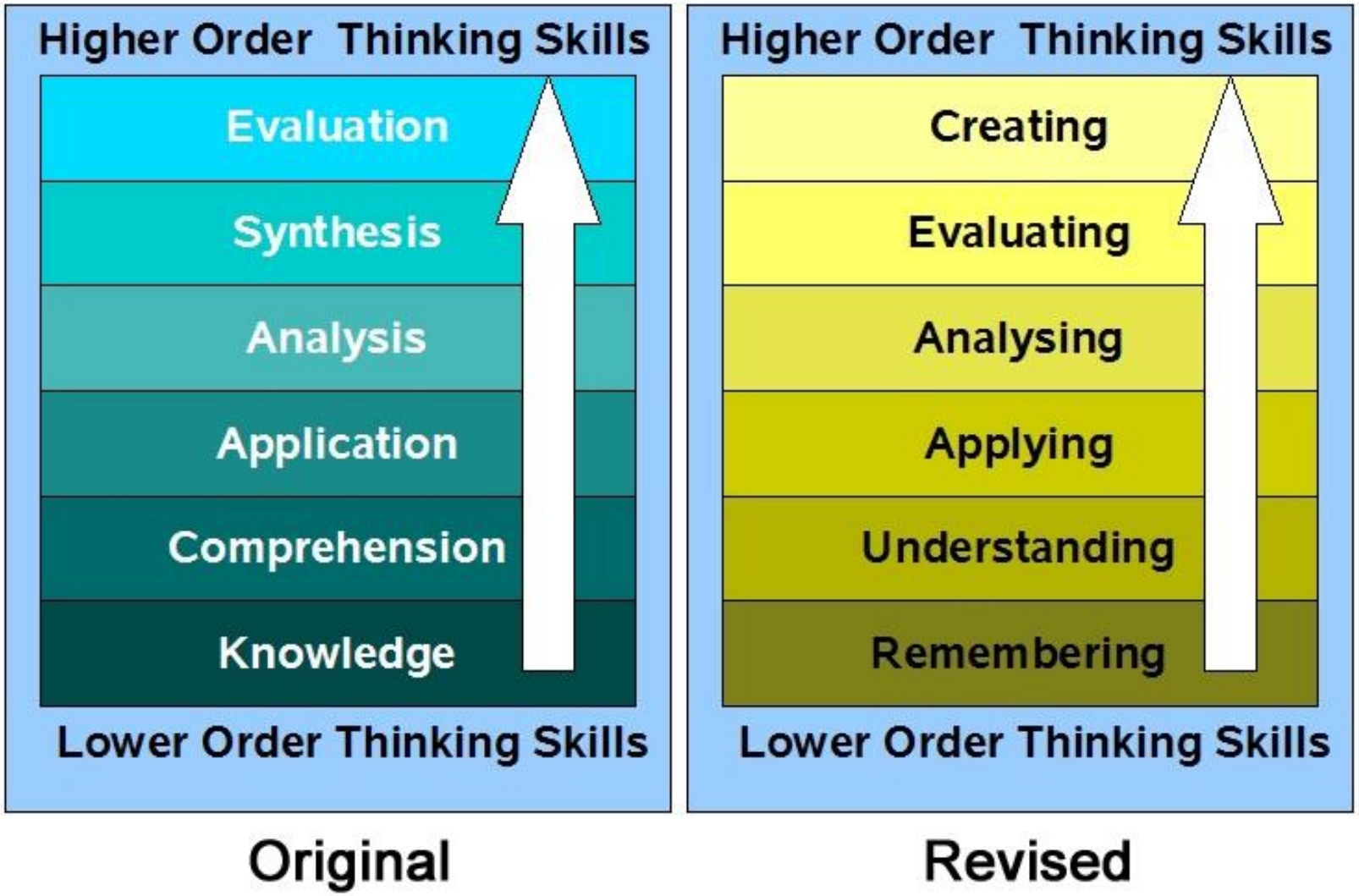
Statements of what a learner is expected to know, understand and/or be able to demonstrate after completion of a process of learning.

Benjamin Bloom (1913 – 1999)

Bloom's Taxonomy of Educational Objectives - 3 Domains of Learning:

- Cognitive
- Affective
- Psycho-motor

Bloom's Taxonomy (Revised)



Bloom's Taxonomy (Revised)

Four Knowledge Domains		
Factual Knowledge	• Knowledge of terminology • Knowledge of specific details and elements	Basic elements used to communicate, understand, organise a subject: terminology, scientific terms, labels, vocabulary, jargon, symbols or representations; and specific details such as knowledge of events, people, dates, sources of information.
Conceptual Knowledge	• Subject-specific classifications and categories • Subject-specific principles and generalisations • Theories, models, structures	Knowledge of classifications and categories, principles, theories, models or structures of a subject.

Bloom's Taxonomy (Revised)

Four Knowledge Domains		
Procedural Knowledge	• Skills and algorithms • Techniques and methods • Criteria for determining when to use appropriate procedures	Knowing how to do something: performing skills, algorithms, techniques or methods.
Metacognitive Knowledge	• Strategic knowledge • Knowledge about cognitive tasks, including appropriate contextual and conditional knowledge • Self-knowledge	The process or strategy of learning and thinking; an awareness of one's own cognition, and the ability to control, monitor, and regulate one's own cognitive process.

Bloom's Taxonomy (Revised)

Six Cognitive Process Skills	
Levels / Cognitive Categories	**19 Cognitive processes**
Create Put elements together to form a coherent or functional whole; reorganise elements into a new pattern or structure	Generating, Planning, Producing
Evaluate Make judgments based on criteria and standards	Checking, Critiquing
Analyse Break material into its constituent parts and determine how the parts relate to one another and to an overall structure or purpose	Differentiating, Organising, Attributing
Apply Carry out or use a procedure in a given situation	Executing, Implementing
Understand Construct meaning from instructional messages, including oral, written, and graphic communication	Interpreting, Exemplifying, Classifying, Summarising, Inferring, Comparing, Explaining
Remember Retrieve relevant knowledge from long-term memory	Recognising Recalling

Bloom's Taxonomy (Revised)

Six Cognitive Process Skills	
Levels / Cognitive Categories	**Other verbs**
Create	Generate, plan, compose, develop, create, invent, organise, construct, produce, compile, design, devise
Evaluate	Rank, assess, monitor, check, test, judge
Analyse	Analyse, break down, compare, select, contrast, deconstruct, discriminate, distinguish, identify, outline
Apply	Implement, organise, dramatise, solve, construct, demonstrate, discover, manipulate, modify, operate, predict, prepare, produce, relate, show, solve, choose
Understand	Illustrate, defend, compare, estimate, explain, classify, generalise, interpret, paraphrase, predict, rewrite, summarise, translate
Remember	Define, describe, identify, know, label, list, match, name, outline, recall, recognise, reproduce, select, state, locate

Bloom's Taxonomy (Revised)

Two Dimensions: Knowledge Levels and Cognitive Process Skills

Levels	Remember	Understand	Apply	Analyse	Evaluate	Create
Factual Knowledge	ELO1/ Test A					
Conceptual Knowledge		ELO2/ /Test A				ELO4/ Project
Procedural Knowledge			ELO3/ Learning Activity 1/ Journal			ELO4/ Project
Meta-cognitive Knowledge					ELO5/ Self-Reflection	

Learning Outcomes

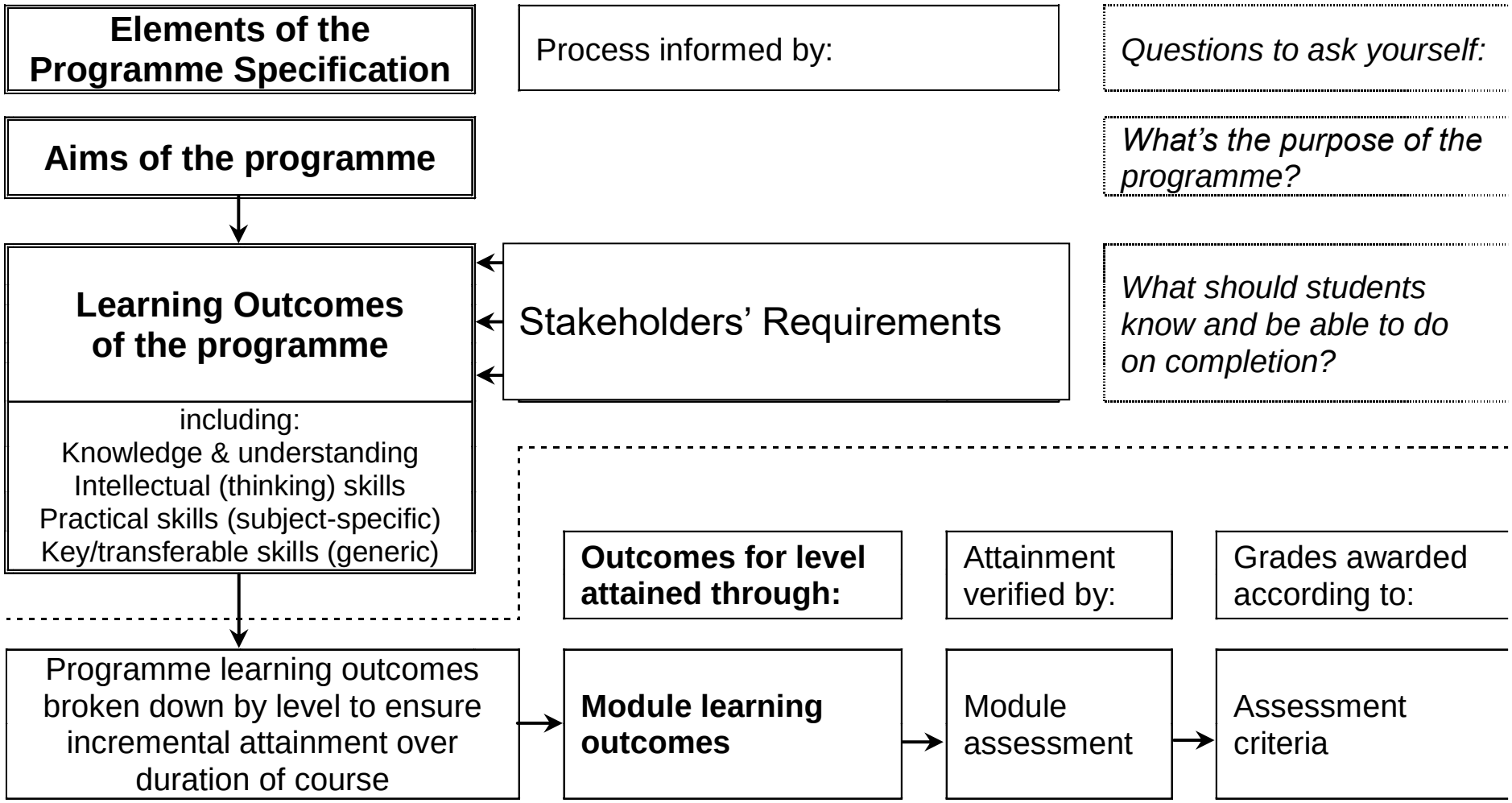
Tips on writing learning outcomes:

- Begin each learning outcome with an action verb, followed by the object of the verb followed by a phrase that gives the context.
- Use only one verb per learning outcome.
- Avoid vague terms like know, understand, learn, be familiar with, be exposed to, be acquainted with, and be aware of.
- Avoid complicated sentences. If necessary use more than one sentence to ensure clarity.
- Ensure that the learning outcomes of the module relate to the overall outcomes of the programme.
- The learning outcomes must be observable and measurable.
- Ensure that the learning outcomes are capable of being assessed.
- When writing learning outcomes, bear in mind the timescale within which the outcomes are to be achieved.

Learning Outcomes

- As you work on writing the learning outcomes, bear the mind how these outcomes will be assessed, i.e. how will you know if the student has achieved these learning outcomes
- Before finalising the learning outcomes, ask your colleagues and possibly former students if the learning outcomes make sense to them.
- When writing learning outcomes, for students at levels beyond first year, try to avoid overloading the list with learning outcomes which are drawn from the bottom of Bloom's taxonomy

Learning Outcomes and Constructive Alignment



Appendix 1b - Guide to write learning outcomes

Aligning Stakeholders' Needs to Learning Outcomes

LOs	University	MOE	Industry	ABET	ETC.
1	F	F	M	F	?
2		F	M	F	
3	F	F	F	F	
4	F	F	F	F	
5		F	P	F	
6		F	P		
7	F	F	F		
8	F	F	F	F	?

F – Fully fulfilled
M – Moderately fulfilled
P – Partially fulfilled

Relationship Between Graduate Profile and Programme Learning Outcomes

Graduate Profile/Competences	LO1	LO2	LO3	LO4	LO5	LO6	LO7
1. A strong fundamental chemical engineering knowledge and the ability to apply and integrate knowledge to identify, formulate and solve problems of chemical engineering fields	X	X	X				
2. The professional skills necessary to be effective and succeed in the modern workforce including work well in multi-disciplinary teams, the ability to design and solve problems, and the ability to communicate effectively, and to uphold standards of ethics and professionalism	X		X	X	X	X	
3. The ability to engage in life-long learning by acquiring new skills and to remain relevant in today's fast changing environment				X			X

Source: Chemical Engineering, Universitas Indonesia

Relationship Between Programme and Course Learning Outcomes

Table 1.2 Relationship between Courses and Expected Learning Outcomes (Continued)

No	Code	Course	Credit	Expected Learning Outcome (ELO)						
				ELO 1	ELO 2	ELO 3	ELO 4	ELO 5	ELO 6	ELO 7
27	CHS220802	Analytical Chemistry Lab.	1	5	5	1	1	1	5	1
28	CHS210801	Mass and Energy Balance	3	5	1	1	1	1	5	1
29	CHS210802	Transport Phenomena	3	5	1	3	5	1	4	1
30	CHS220804	Fluid Mechanics	3	5	1	1	5	1	4	1
31	CHS220805	Material Construction and Corrosion	3	5	1	1	1	4	4	3
32	CHS220806	Thermodynamics	3	5	1	1	1	1	5	5
33	CHS220807	Heat Transfer	3	5	1	1	5	1	5	5
34	CHS220801	Chemical Engineering Mathematics	3	5	1	5	5	1	5	1
35	CHS310802	Mass Transfer	4	5	1	2	5	1	5	1
36	CHS310803	Unit Operation Lab. 1	2	5	5	1	5	1	5	1
37	CHS320803	Unit Operation Lab. 2	2	5	5	1	5	1	5	1
38	CHS310804	Chemical Reaction Engineering	4	5	1	1	1	1	5	5
39	CHS310806	Process Control	3	5	1	5	1	1	5	1
40	CHS320801	Chemical Process Simulation	3	5	1	5	5	1	5	1
41	CHS320802c	Natural Gas Processing	3	5	1	4	5	1	5	5
42	CHS120801	Communication Skill	2	5	1	1	1	1	5	5
43	CHS310805	Project Management	2	5	1	1	1	5	5	5
44	CHS320804	Research Methods	2	5	5	1	5	1	5	1
45	CHS400803	Capita Selecta	2	5	1	1	1	5	4	5
46	CHS410801	Process Equipment Design	4	5	1	5	1	1	5	5
47	CHS410802	Chemical Plant and Product Design	4	5	5	5	5	5	5	5
48	CHS300805	Seminar	1	5	1	1	1	5	4	5
49	CHS400801	On the Job Training	2	5	1	5	5	5	5	5
50	CHS400802	Final Project	4	5	5	4	5	4	5	5
51	CHF410801c	Composite Material	3	4	1	1	1	4	5	4
52	CHF410802	Applied Thermodynamics	3	5	1	3	1	1	4	4
53	CHF410803	Dynamic Systems	3	4	1	5	4	3	3	1

Note: The figures in the ELO column relate to:
1 Not directly related to ELO
2 Quite related to ELO
3 Related to ELO
4 Closely related to ELO
5 Specifically related to ELO

Source: Chemical Engineering, Universitas Indonesia

Relationship Between Course and Lesson Learning Outcomes

Course name

Learning Outcome Tracking Chart:

1. From your course outline, copy and paste the Intended Leaning into the first column.
2. Copy and paste your learning outcomes into the top row next to the Intended Learning Column.
3. Insert a '1' into the cells that the Learning Outcomes are delivered in the Intended Learning week
4. The chart will calculate the frequency of the LO's per week and per course.

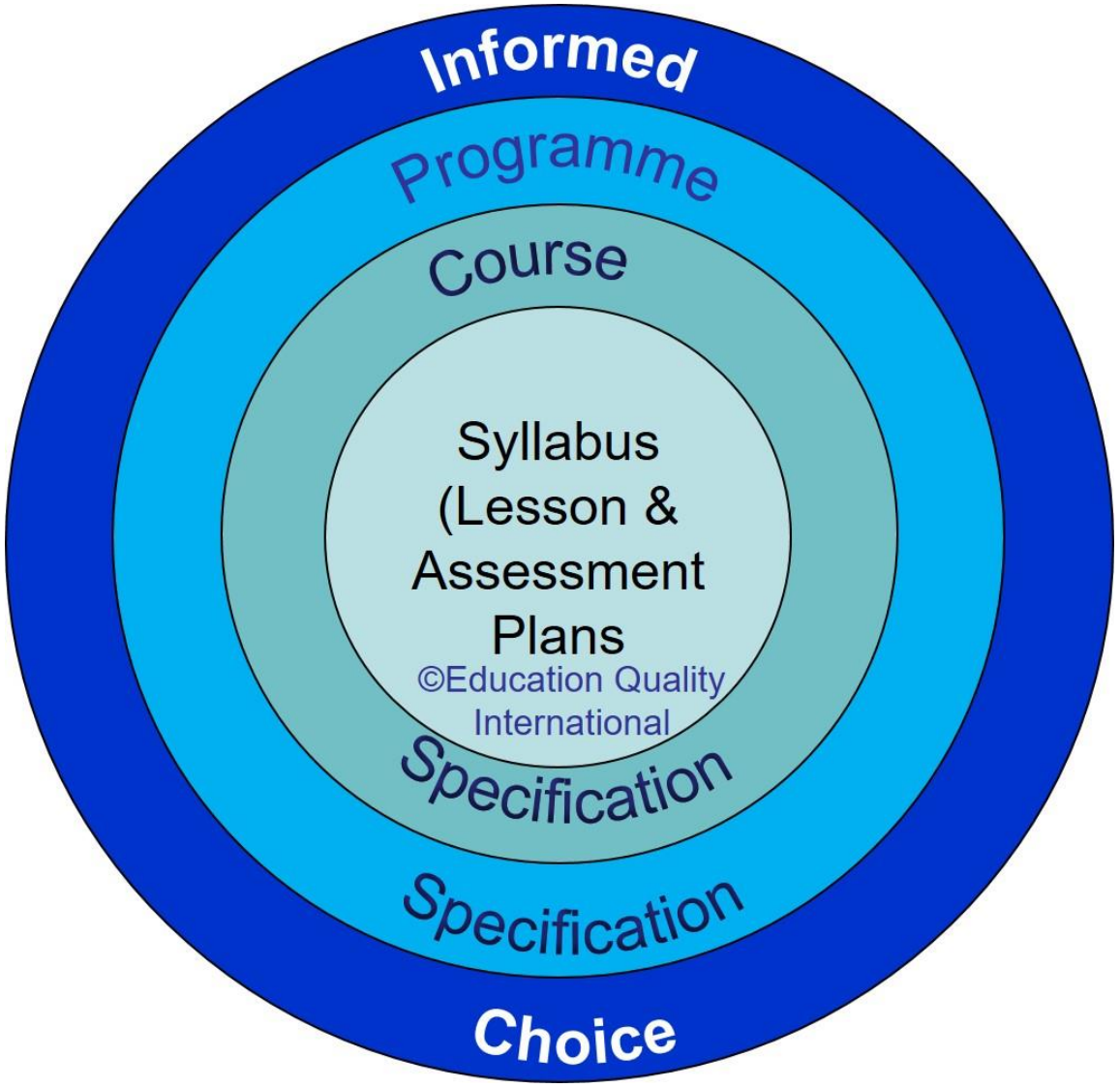
Wk	Intended Learning	Course Specific Learning Outcomes Learning Outcomes References 1. Describe the structure and organization of a bakeshop or baking station in a contemporary professional kitchen.	2. Identify and describe basic baking ingredients, their function in the baking process and their appropriate handling and storage.	3. Explain when, where and how to use basic baking methodologies to produce desired results.	4. Use baking terminology correctly.	5. Communicate clearly, concisely, and correctly in the written, spoken, and visual form that fulfils the purpose and meets the needs of the audience.	6. Execute mathematical operations accurately.	7. Use a variety of thinking skills to anticipate and solve problems.	# of outcomes in lesson
		1	2	3	4	5	6	7	
1	Course Introduction	1				1			2
2	The Baking Process		1	1	1		1	1	5
3	Weights and Measures Review		1	1	1			1	4
4	Wheat Flour		1	1	1			1	4
5	Variety Flours and Grains, Starch Based Thickeners		1	1	1			1	4
6	Leavening agents		1	1	1			1	4
7	Salt, sugars and Sweeteners		1	1	1			1	4
8	Fats, Oils and Emulsifiers	1	1	1	1	1	1	1	7
	Test #1: Contents to date								
9	Return and Review Test # 1		1	1	1			1	4
10	Fruits		1	1	1			1	4
11	Chocolate and Chocolate Products		1	1	1			1	4
12	Troubleshooting		1	1	1			1	4
13	Cook's Desserts		1	1	1	1		1	5
14	Test #2: Weeks 1-13	1	1	1	1	1		1	6
		3	13	13	13	4	2	13	

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							

Principle of Programme Specification



2. Programme Specification

Programme specification is a set of documents that describes the study programme offered by the university. The programme specification usually encompasses the following items:

- a summary of programme aims and intended outcomes;
- an outline of the course structure;
- a matrix showing how the programme learning outcomes are achieved through the courses; and
- a set of course specifications

Appendices 2a to 2c: Samples of Programme & Course Specifications

2. Programme Specification

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

2. Programme Specification

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.

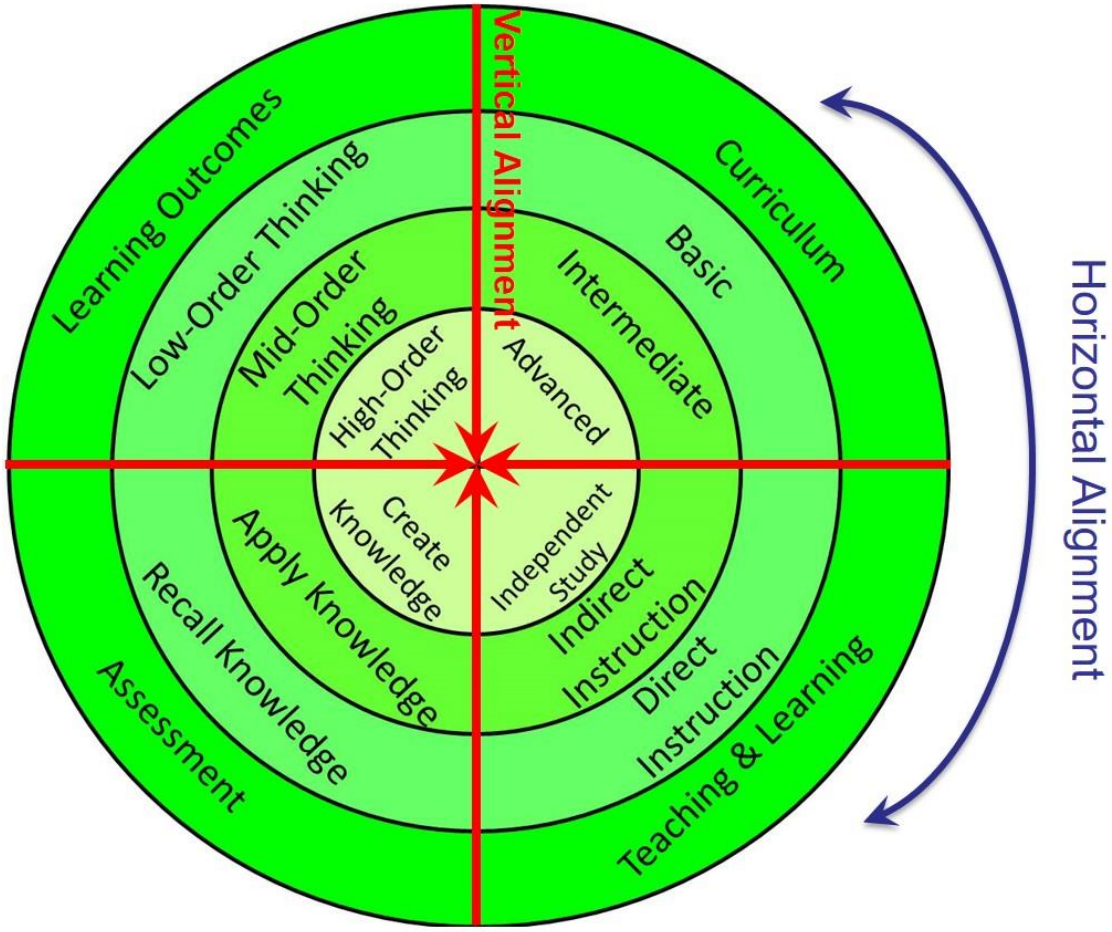
3. Programme Structure & Content

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							

Principle of Programme Structure & Content



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Constructive Alignment

The curriculum should be designed so that the teaching activities, learning activities and assessment tasks are co-ordinated with the learning outcomes.

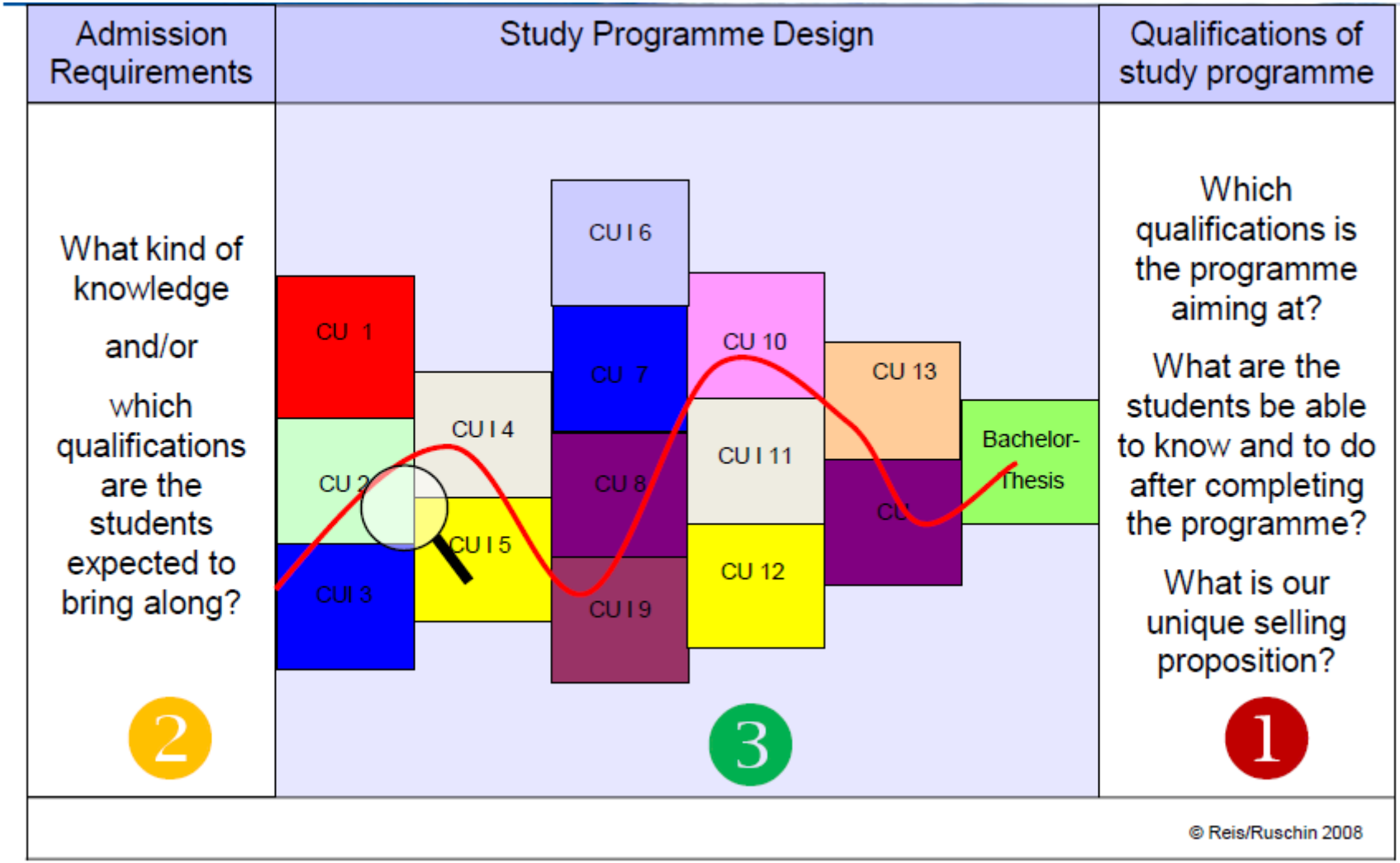
Biggs (2003) refers to this type of process as involving _____ alignment. **(**The *constructive* part refers to the type of learning and what the learner does. The *alignment* part refers to what the teacher does).

Curriculum Mapping

Curriculum mapping is a planning tool that can be used at any stage in the curriculum development cycle.

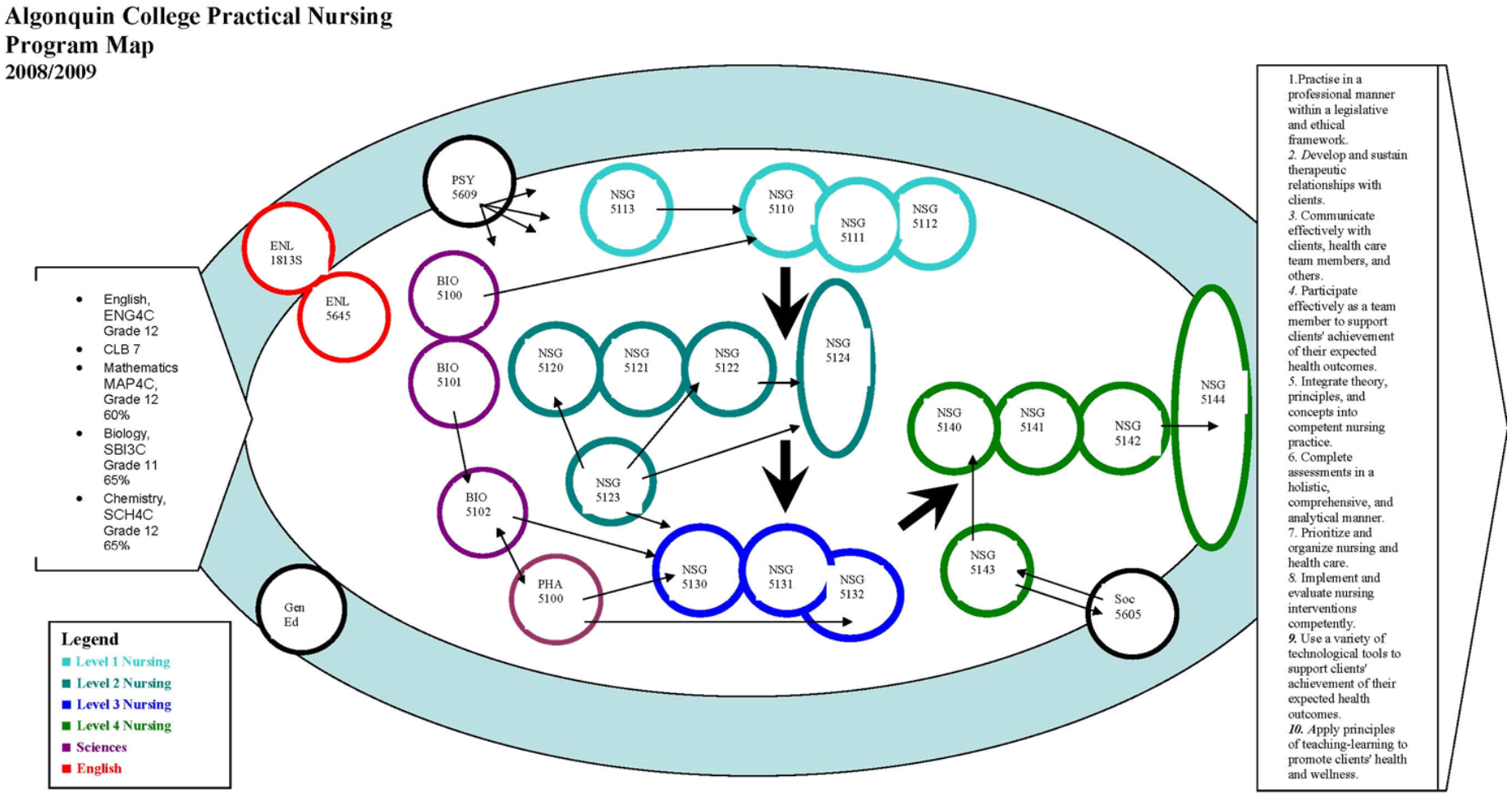
It provides a curriculum map which is a graphical description or a synopsis of curriculum components that can be used to align courses and lead to the achievement of the programme learning outcomes.

Curriculum Mapping



S. Ruschin | Center for Higher Education and Quality Assurance (ZfH)

Curriculum Mapping



Curriculum Mapping

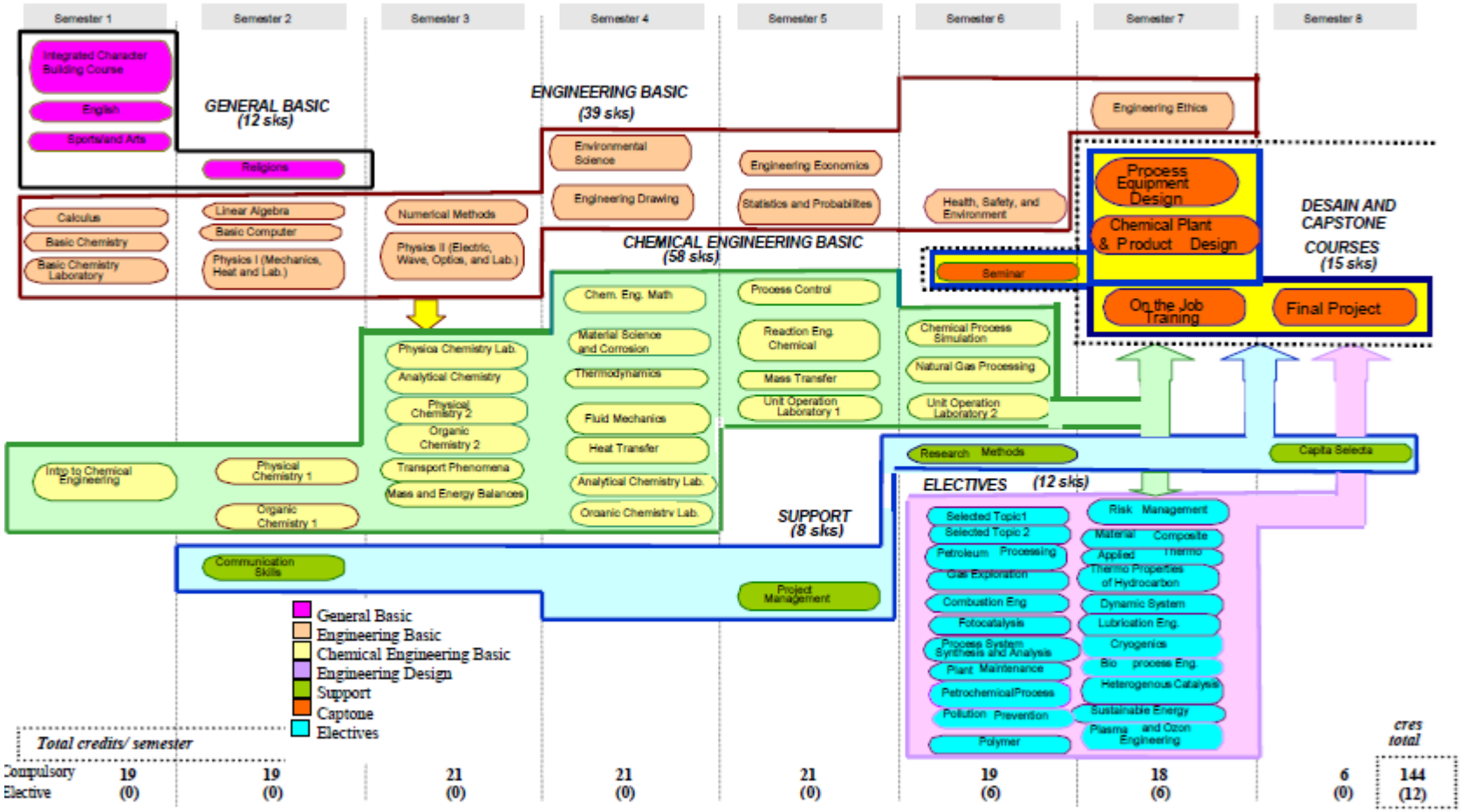


Figure 2.2 Curriculum Structure of ChESP

Source: Chemical Engineering, Universitas Indonesia

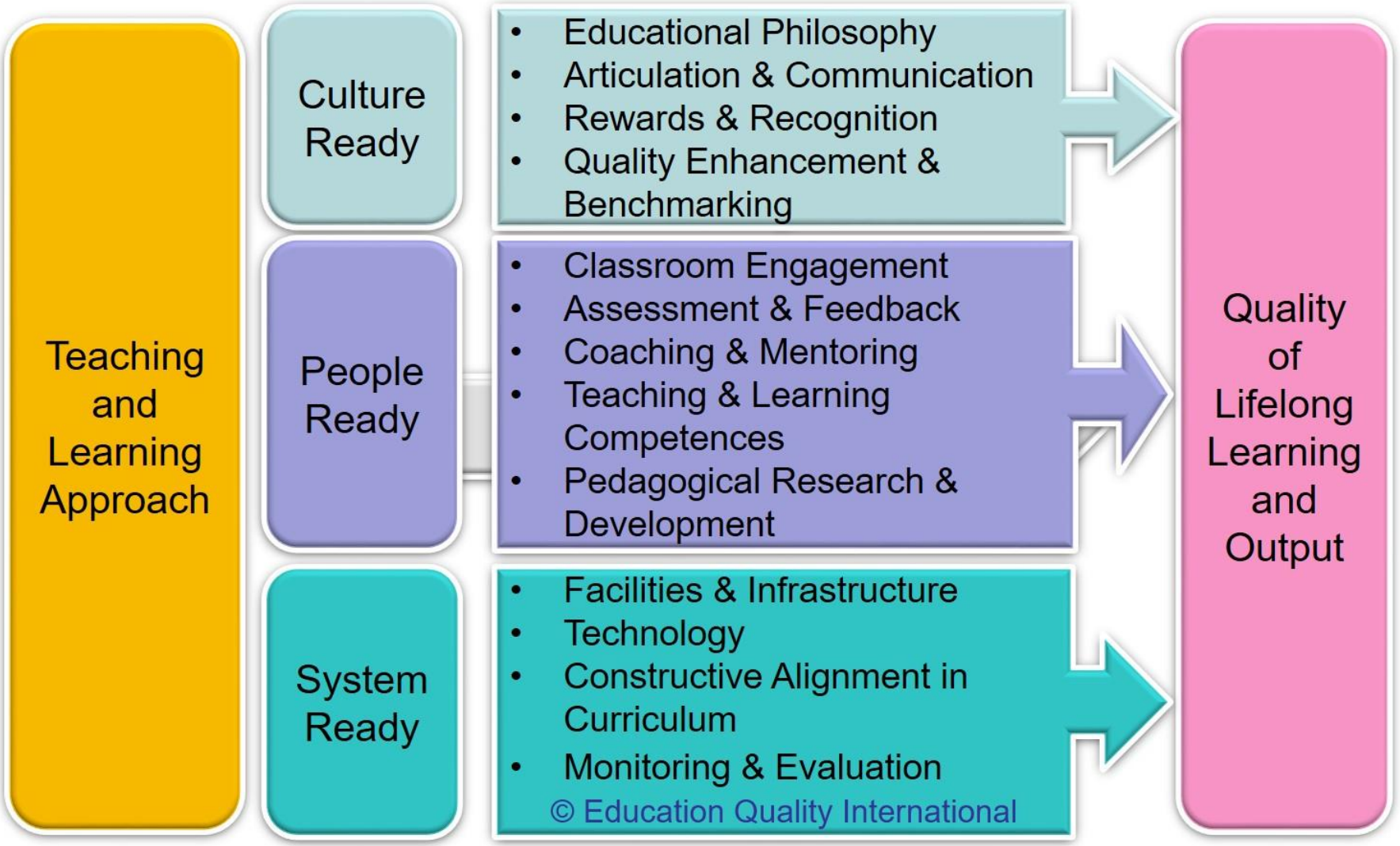
4. Teaching and Learning Approach

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 instil 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.).

4. Teaching and Learning Approach

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							

Principle of Teaching and Learning Approach



Educational Philosophy (NUS)

NUS Educational Philosophy

The NUS community of students, teachers, and administrators, seeks to help students become individuals with **questioning** minds, willing and able to examine what is taken for granted, and who engage in rigorous inquiry within and beyond assumed disciplinary borders; individuals of **well-rounded** mind and character; **constructive and responsible** members of a community, ready to assume leadership and conscious of the impact of their activities on others; **global citizens**, who are sensitive to diverse cultural settings, aware of the potential they offer, and capable of operating in them, while conscious of the particularity, value, and limits of their own perspectives; bearers of a **resourceful and enterprising** spirit, in public and private life; and able **communicators** who can articulate and defend ideas effectively.

The University seeks to inculcate students with the above qualities through both formal and informal education that extends from the classroom environment to a larger institutional culture outside the classroom. The latter includes the myriad learning opportunities in residential living.

NUS recognizes its distinctive educational role as a university with both an **Asian and international identity**. This unique position creates the possibility of equally unique perspectives, and allows the University to retain a global outlook while drawing from and reflecting upon the character and resources of the region.

Source: http://www.nus.edu.sg/registrar/edu.html

Educational Philosophy (DLSU)

Source: http://www.dlsu.edu.ph/offices/osa/cao/

Teaching and Learning Approach

Learning activities are designed, grouped and sequenced to facilitate the achievement of learning outcomes.

Through these learning activities, learners receive feedback about their progress and are prepared for assessment where they can demonstrate their achievement of the learning outcomes.

Teaching and Learning Approach

Terminology	Description
Teaching/ Learning Paradigm	A set of underlying beliefs about how learning takes place
Instructional Strategy	A broad and distinct approach that adheres to a given learning paradigm
Instructional Method	Nature of activity that facilitators and learners are involved during the lesson.

Teaching and Learning Approach

Paradigm	Strengths	Weaknesses
Behaviourism	Learner is provided with clear goal and can respond to cues of that goal in a predictable manner under certain conditions	Learner does not respond when the cues are removed.
Cognitivism	Organised structure to learning. Problems are broken down into smaller and more manageable parts in an organised manner.	Learner might have difficulty adapting to changes as learning is too structured.
Constructivism	Learner relate information with his/her own experiences, beliefs and attitudes to construct knowledge. Able to better deal with real-life situations.	In situations where conformity is essential, divergent thinking and action may cause problems.

Teaching and Learning Approach

Strategy	Description
Direct Instruction	Information is conveyed to the learners in the most direct manner.
Indirect Instruction	Learners are facilitated in the learning process without any overt teaching being done by the teacher.
Experiential Learning	Learners learn best when they go through an experience of learning.
Interactive Instruction	Learning occurs from peers and teacher via multiple interactions.
Independent Study	Any educational activity carried out by an individual with little or no guidance.

Teaching and Learning Approach

Strategies	Methods	Strengths	Weaknesses
	• Explicit Teaching • Lecture • Didactic Questions • Demonstrations • Drill & Practice	Tends to benefit auditory learners	Shorter attention span of passive listeners
	• Inquiry • Problem Solving • Case Studies • Concept Formulation	Promotes meaningful understanding and ownership of learning	Time consuming
	• Simulations • Focused Imaging • Role Play • Models • Games • Field Trip • Experiment	Engaging, facilitates transfer of knowledge and skills, first hand impactful experience	Risks being artificial or superficial in terms of learning quality

Teaching and Learning Approach

Strategies	Methods	Strengths	Weaknesses
	• Debates • Discussions • Problem Solving • Brainstorming • Peer Learning • Reflection	Motivating for students. Interact with others broadens the educational experience	Dependent upon the expertise of the teacher in structuring and developing the dynamics of the group
	• Work Assignment • Research Projects • Computer-Aided Instruction • Reflection	Learn on demand. User is able to stop for breaks. Tutorials can be developed by experts outside the institution	Not possible to ask questions in the absence of the instructor. Individuals must be motivated enough to complete tutorial

Teaching and Learning Approach

Tips on choosing instructional strategies and methods

- Match methods to learning outcome
- Match learner characteristics and expectations
- Policy of university
- Teacher's skills & comfort level
- Time available
- Ensuring variety
- Ensuring interaction
- Logistical constraints (e.g. cost, space, etc)

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

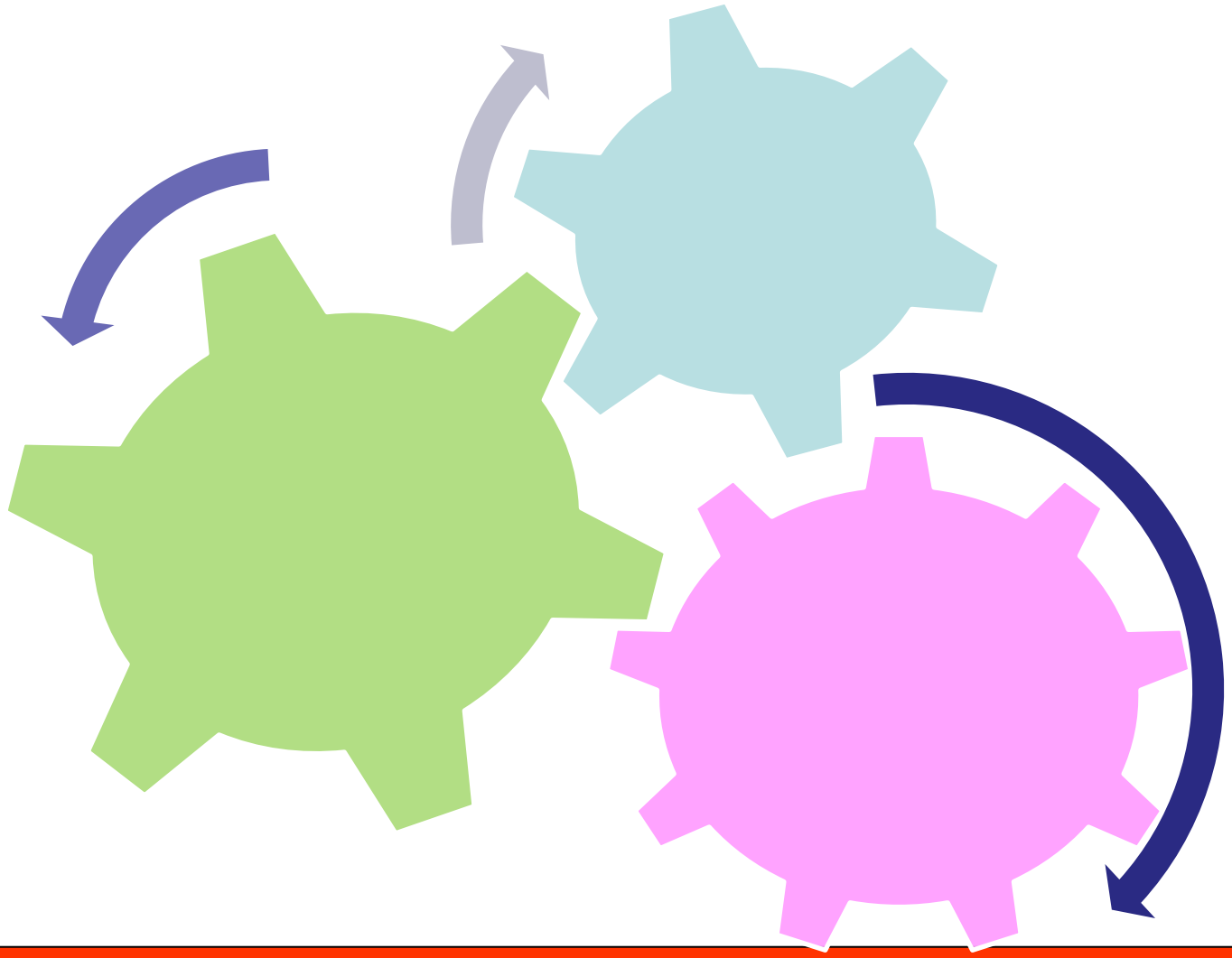
Lifelong Learning

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

Lifelong Learning



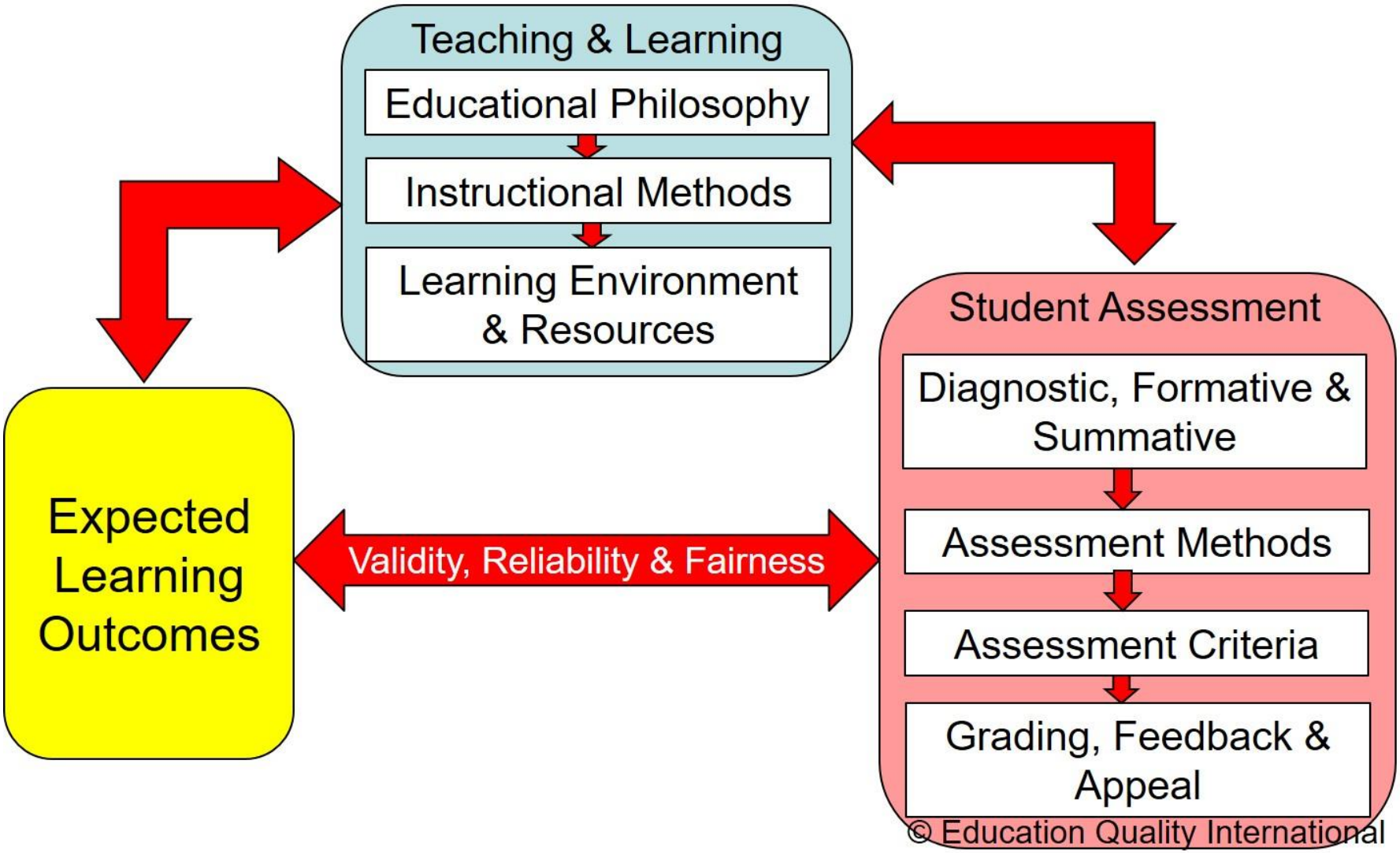
5. Student Assessment

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.

5. Student Assessment

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							

Principle of Student Assessment



Student Assessment

It is also important that assessment aligns with learning outcomes. In an outcomes-based learning environment the focus is on helping a variety of learners achieve learning outcomes.

By definition, learning outcomes are performance-based. Learners must go beyond knowing to being able to *show what they know*.

In short, well planned assessments allow learners to demonstrate that they have achieved the learning outcome(s) or provide feedback that identifies the progress they are making towards their achievement.

Student Assessment

Principles of Assessment

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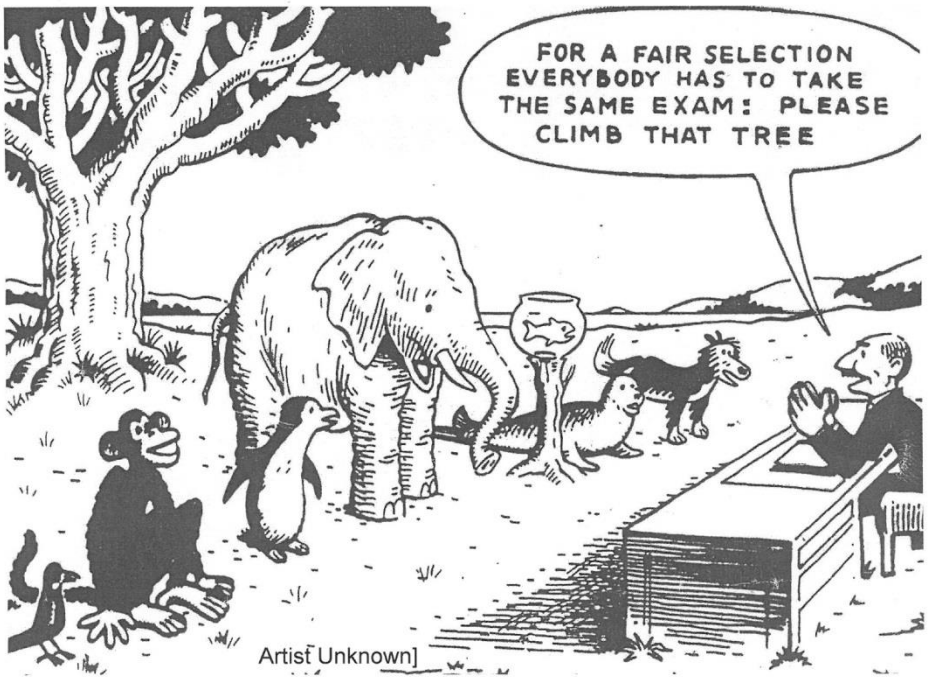


Student Assessment

Assessment Methods

- MCQs
- Short Answer Test
- Essay
- Performance Test
- Written Test
- Fieldwork/Practicum
- Projects
- Laboratory Test
- Thesis
- Presentation
- Portfolios
- Case Studies
- Posters
- Journals/Blogs

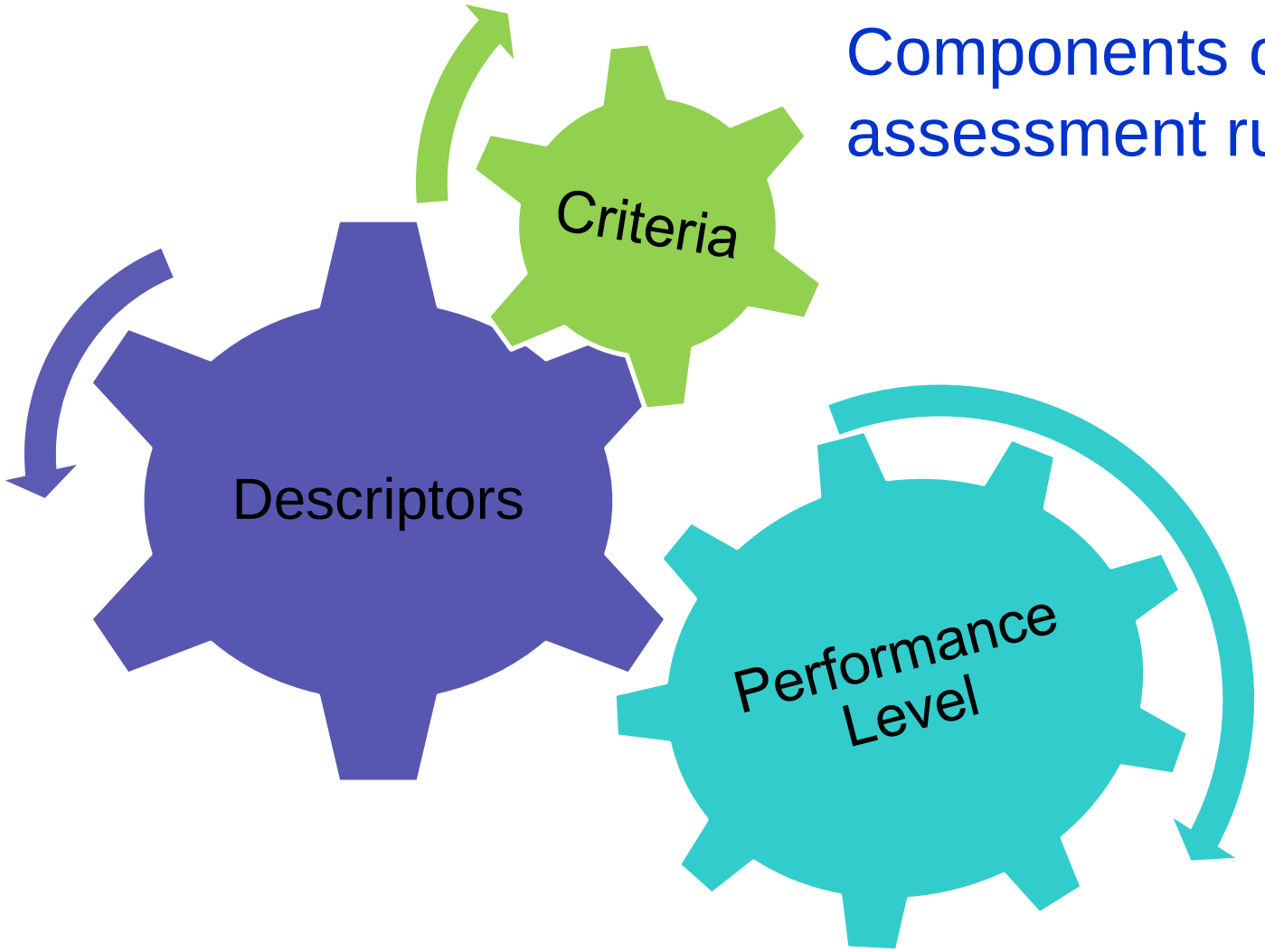
Refer to Appendix 5a

Student Assessment

Choosing the most appropriate assessment method

- Does the method assess the intended learning outcomes?
- Should the method be time-constrained?
- Is it important that the method you choose includes cooperative activity?
- Is a visual component important?
- Is it important that students use information technology?
- Do you want to assess innovation or creativity?
- Do you want to encourage students to develop oral skills?
- Do you want to assess the ways in which students interact?
- Is the assessment of learning done away from the institution important?
- Is your aim to establish what students are able to do already?

Student Assessment



Components of an assessment rubric

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 is briefly introduced.	The topic is introduced, and the direction of the report is clear.	The topic is well introduced, and the direction of the report 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 accuracy	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

Student Assessment (Exercise 1)

Aspect	Discipline	Preparation	Building Rapport	Implementation	Scoring	Description
Max Score	10	10	10	35	35	

Student Assessment (Exercise 2)

		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 3)

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

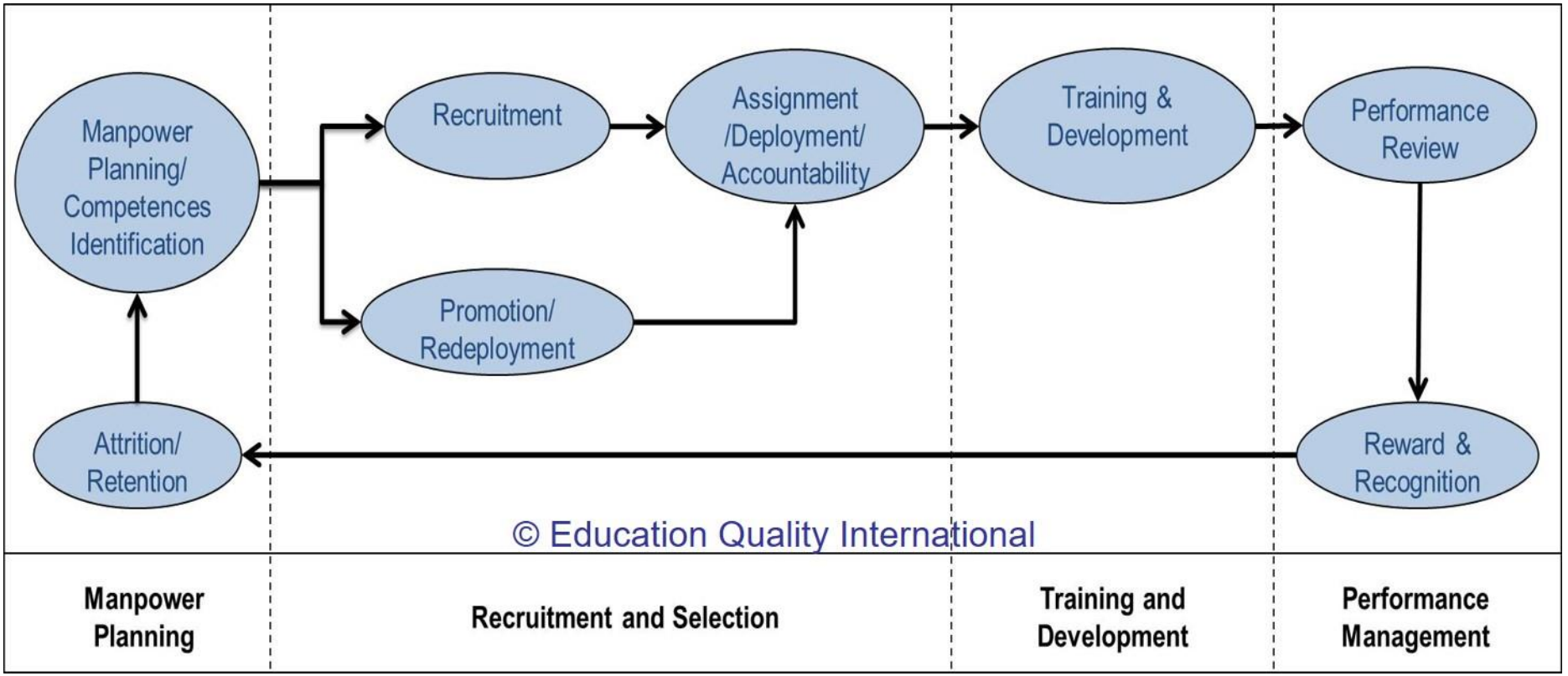
6. Academic Staff Quality

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
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.

6. Academic Staff Quality

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 fulfil 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]							
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]							
	Overall opinion							

Principle of Academic Staff Quality



6. Academic Staff Quality

Calculating FTEs

Category	M	F	Total		Percentage of PhDs
			Headcounts	FTEs	
Professors					
Associate/ Assistant Professors					
Full-time Lecturers					
Part-time Lecturers					
Visiting Professors/ Lecturers					
Total					

6. Academic Staff Quality

Staff-to-student Ratio

Academic Year	Total FTEs of Academic Staff	Total FTEs of students	Staff-to-student Ratio

6. Academic Staff Quality

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

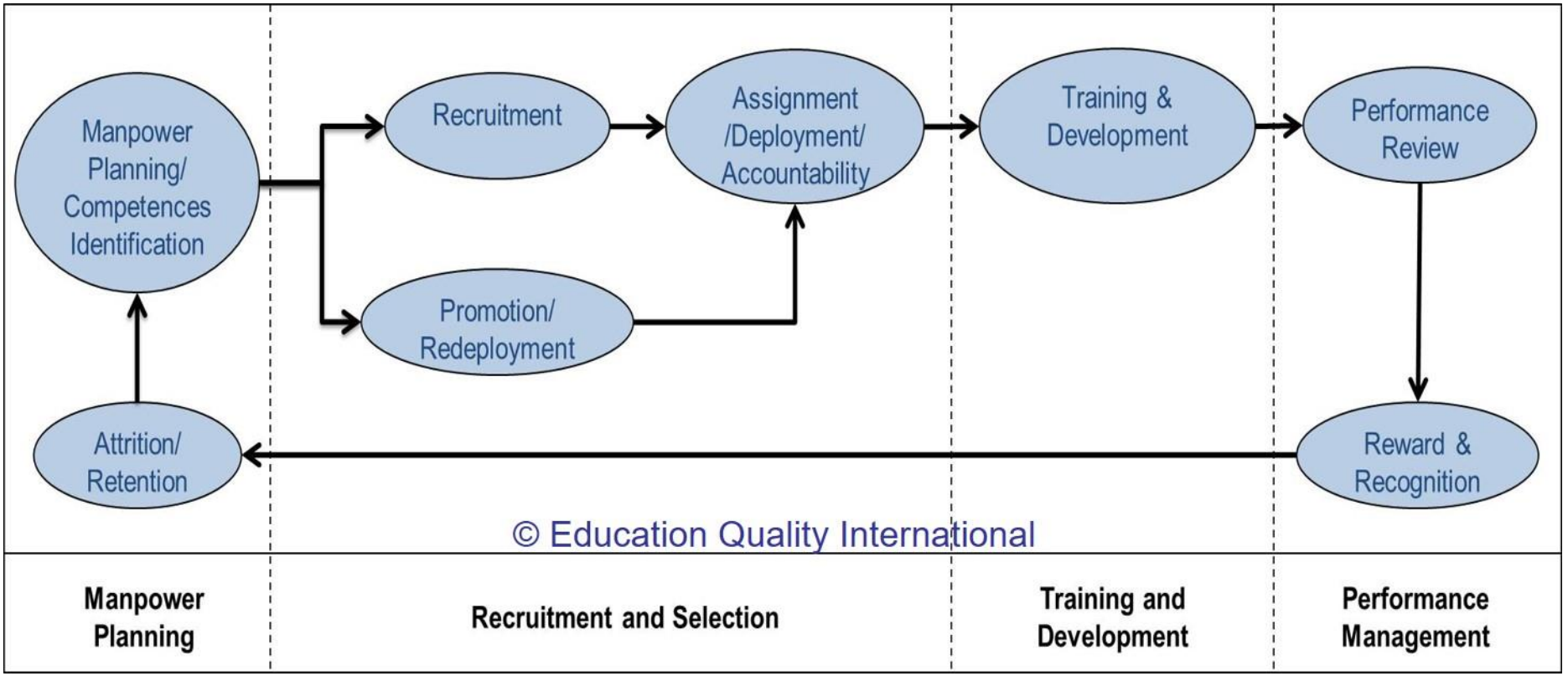
7. Support Staff Quality

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.

7. Support Staff Quality

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							

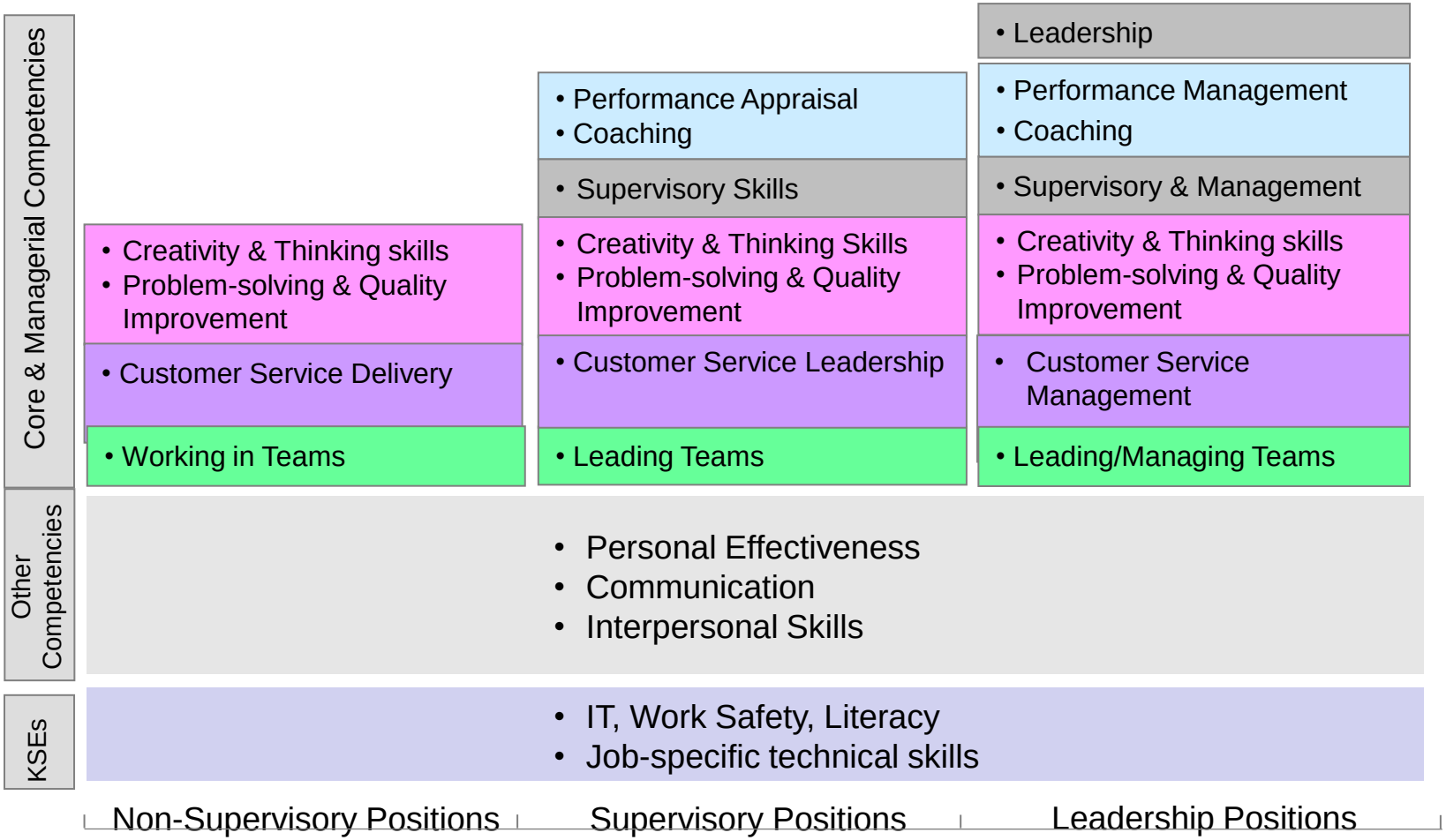
Principle of Support Staff Quality



7. Support Staff Quality

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					

7. Support Staff Quality



An Example of a Competency Model for Support Staff

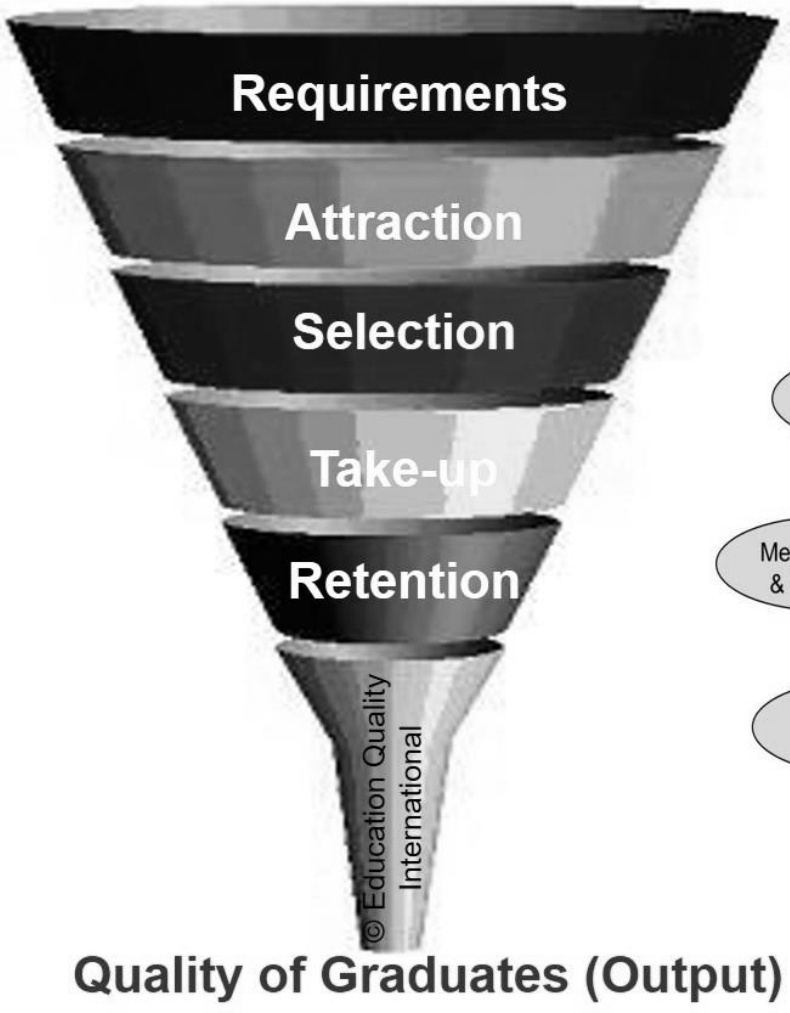
8. Student Quality and Support

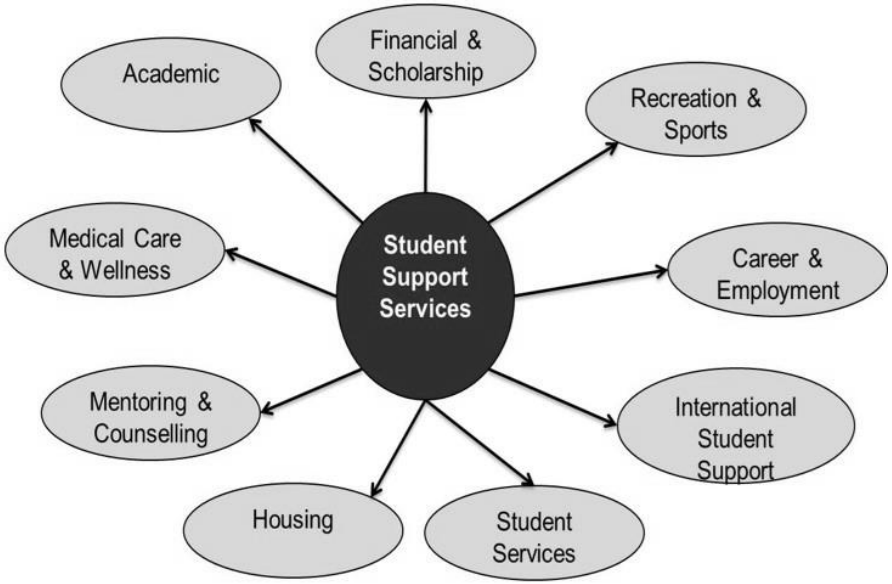
1. The student intake policy and the admission criteria to the programme are clearly defined, communicated, published, and up-to-date.
2. The methods and criteria for the selection of students are determined and evaluated.
3. There is an adequate monitoring system for student progress, academic performance, 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.

8. Student Quality and Support

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-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]							
	Overall opinion							

Principle of Student Quality and Support





8. Student Quality and Support

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

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

Total Number of Students (last 5 academic years)

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

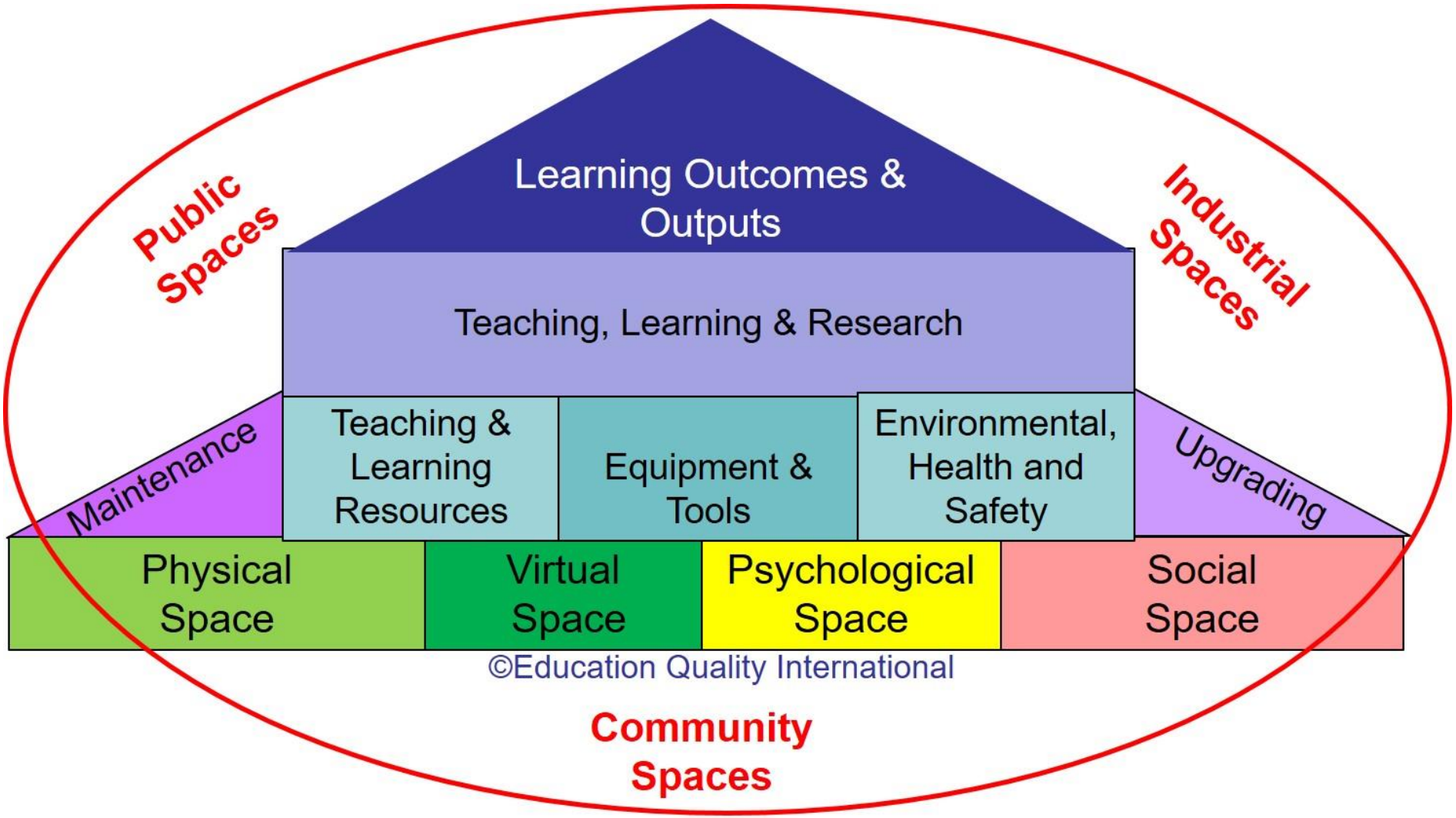
9. Facilities and Infrastructure

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.

9. Facilities and Infrastructure

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							

Principle of Facilities and Infrastructure



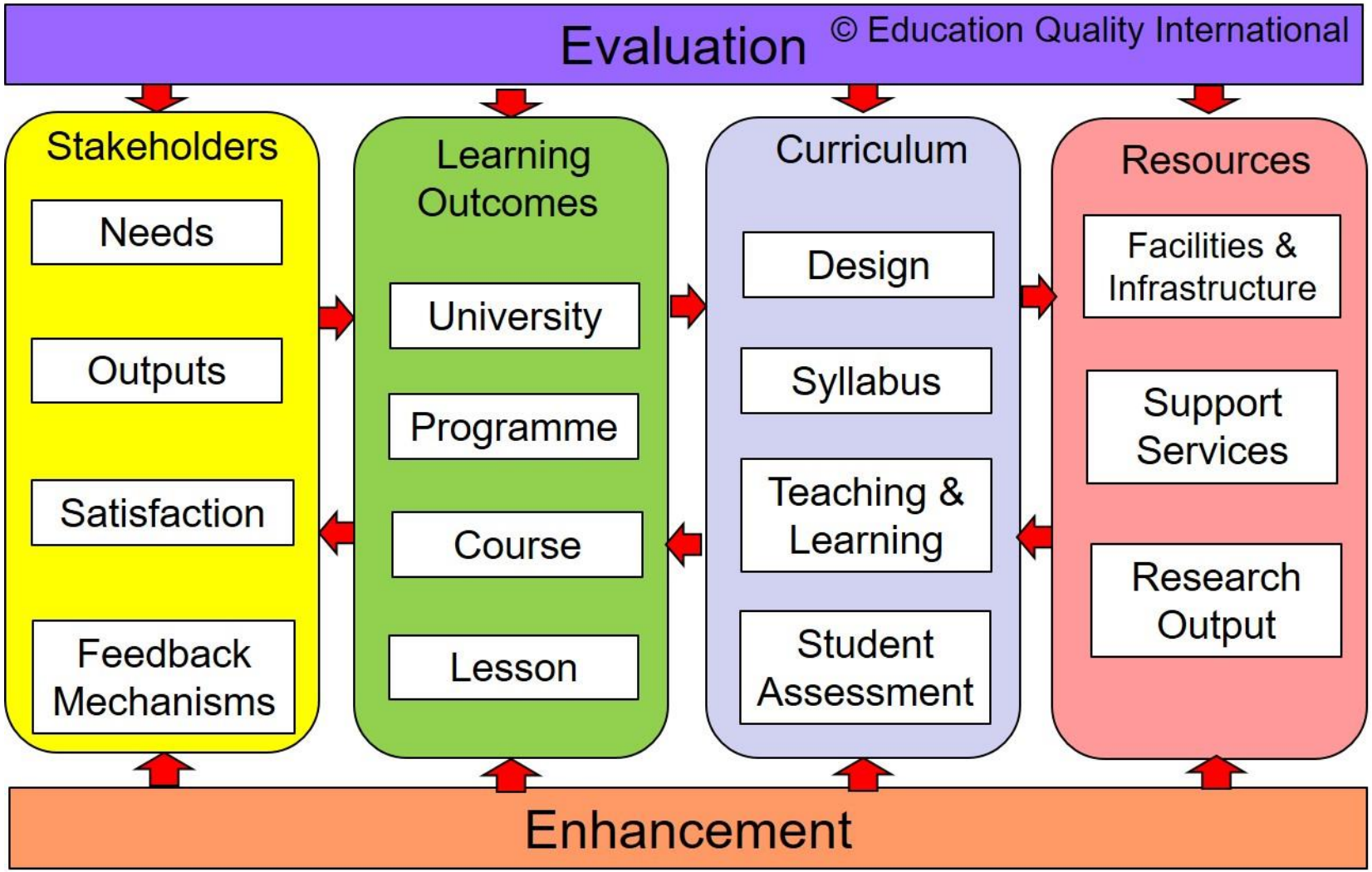
10. Quality Enhancement

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.

10. Quality Enhancement

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							

Principle of Quality Enhancement



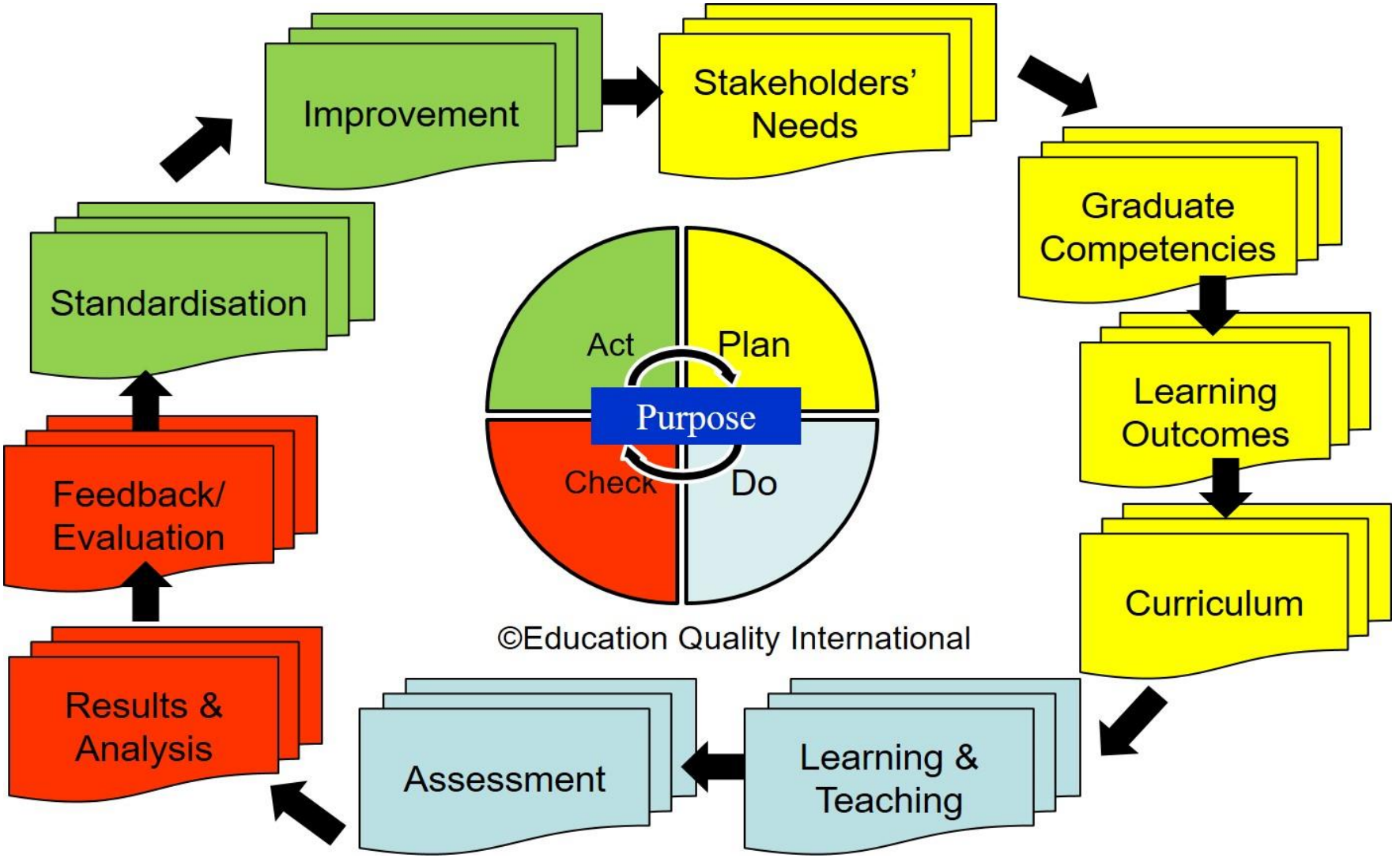
What is Quality Enhancement?

Quality enhancement in higher education refers to the improvement of:

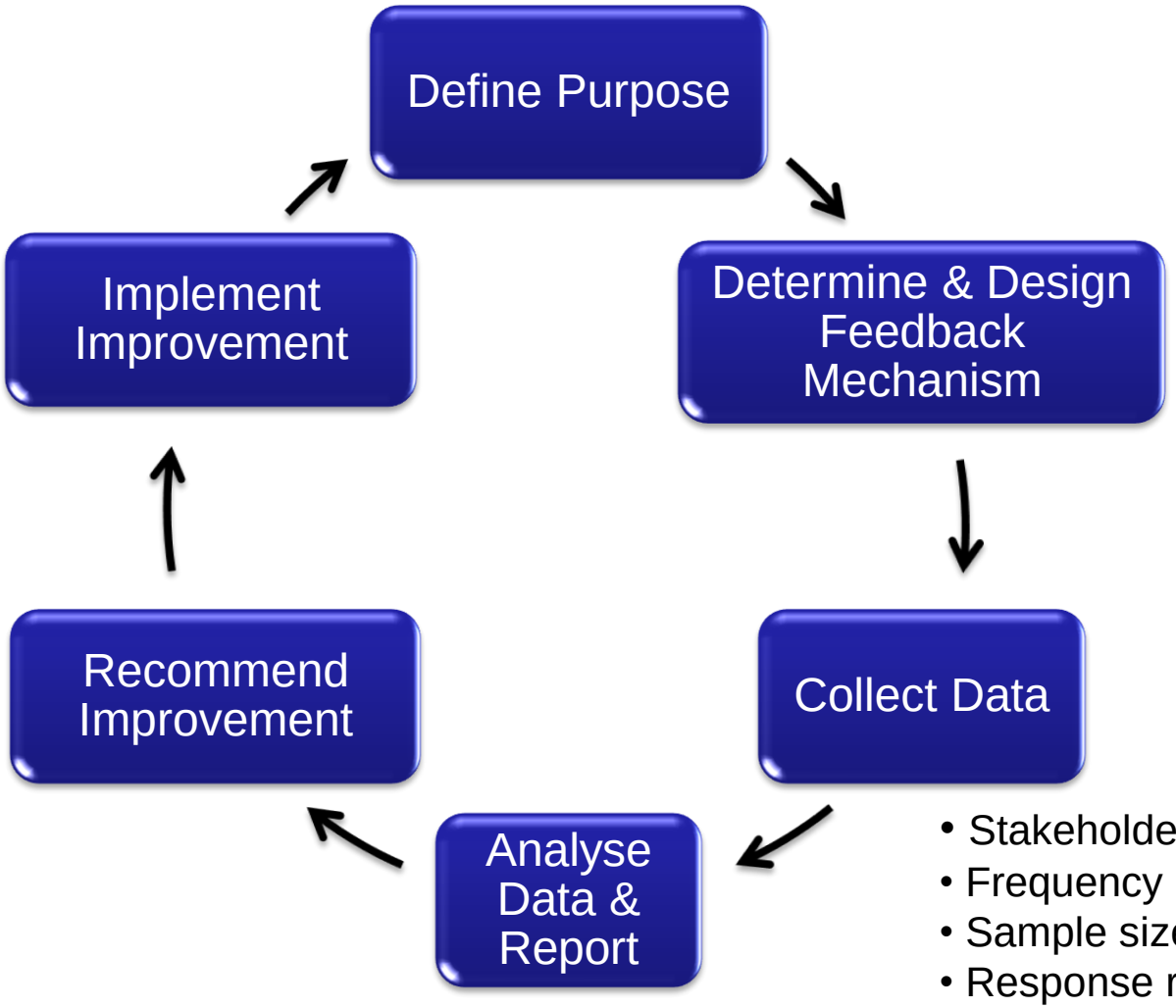
- students' knowledge, skills and attitudes or competencies;
- students' learning environment and opportunities; and
- quality of an institution or a programme.

A _____ initiative that is implemented for the purpose of quality assurance and improvement. It is the continuous search for improvement and best practices.

Curriculum Development



Stakeholder's Feedback



- Stakeholders
- Frequency
- Sample size
- Response rate
- Quantitative and qualitative feedback
- Improvement strategy

Quality of Support Services

Service	Standards
Phone calls to NUS (Public Hotlines only)	• Answer 80% of calls within 30 seconds
Emails to NUS (Generic email accounts for public enquiries and feedback only)	• Respond to 90% of emails within 3 working days
Admissions	• Attend to 90% of walk-in customers within 10 minutes of arrival during peak period from January to July • Provide access to the website for Admissions, Scholarship and Financial Aid 99% of the time
<u>Academic Administration</u> **Processing of Transcript Requests**	• Within 4 working days for graduate degrees and students on non-graduating programmes; • Within 7 working days for undergraduate degrees (excludes delivery time by post)

Quality of Support Services

Service	Standards
<u>Study and Learning Support</u> **Library**	• Keep to the library opening hours published on the portal • Attend to 95% of in-person queries within 3 minutes • Provide access to the library portal and Library Integrated Catalogue (LINC) 99% of the time • Provide access to subscribed e-resources 99% of the time • Make available all books returned at the Loans Desk within half an hour
IT Support	<u>IT Care Service Desk</u> • Answer 90% of calls within 25 seconds • Respond to 90% of emails within 8 business hours <u>Integrated Virtual Learning Environment (IVLE)</u> • Ensure 24/7 availability with an uptime of 99.9% <u>Webcast Services and eLearning</u> • Maintain an uptime of 99.9% for systems providing Webcast Services and for eLearning Week

Quality of Support Services

Service	Standards
Student Services	Student Service Centre • Attend to 90% of walk-in customers within 8 minutes of waiting time

Source: http://www.nus.edu.sg/about-nus/overview/service-commitment/

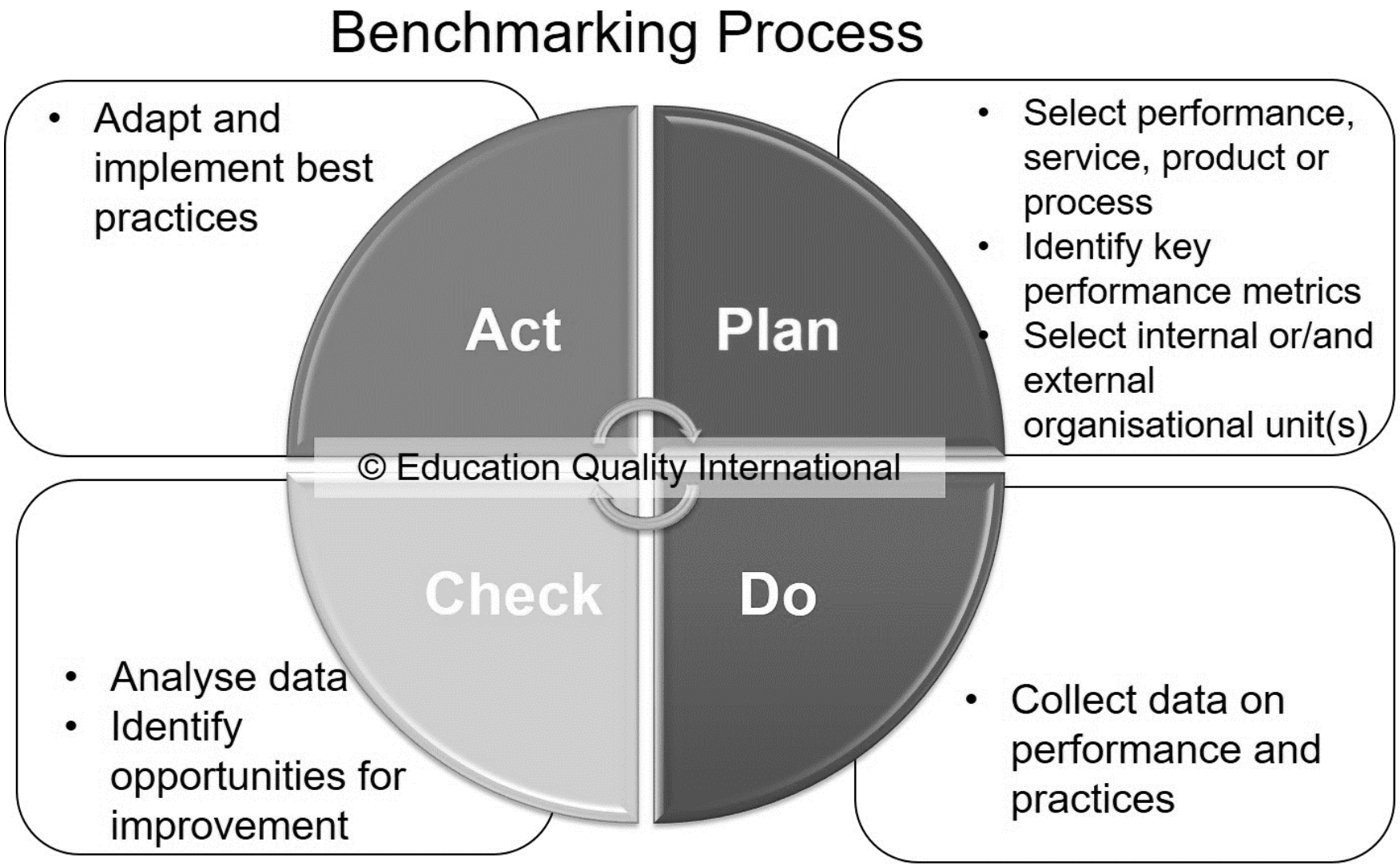
11. Output

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



11. Output

Pass rate and dropout rate

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

11. Output

- Current and past performance indicators
- Performance targets
- Trend (upwards or downwards) and its reasons
- Comparison with other competitors or 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”.

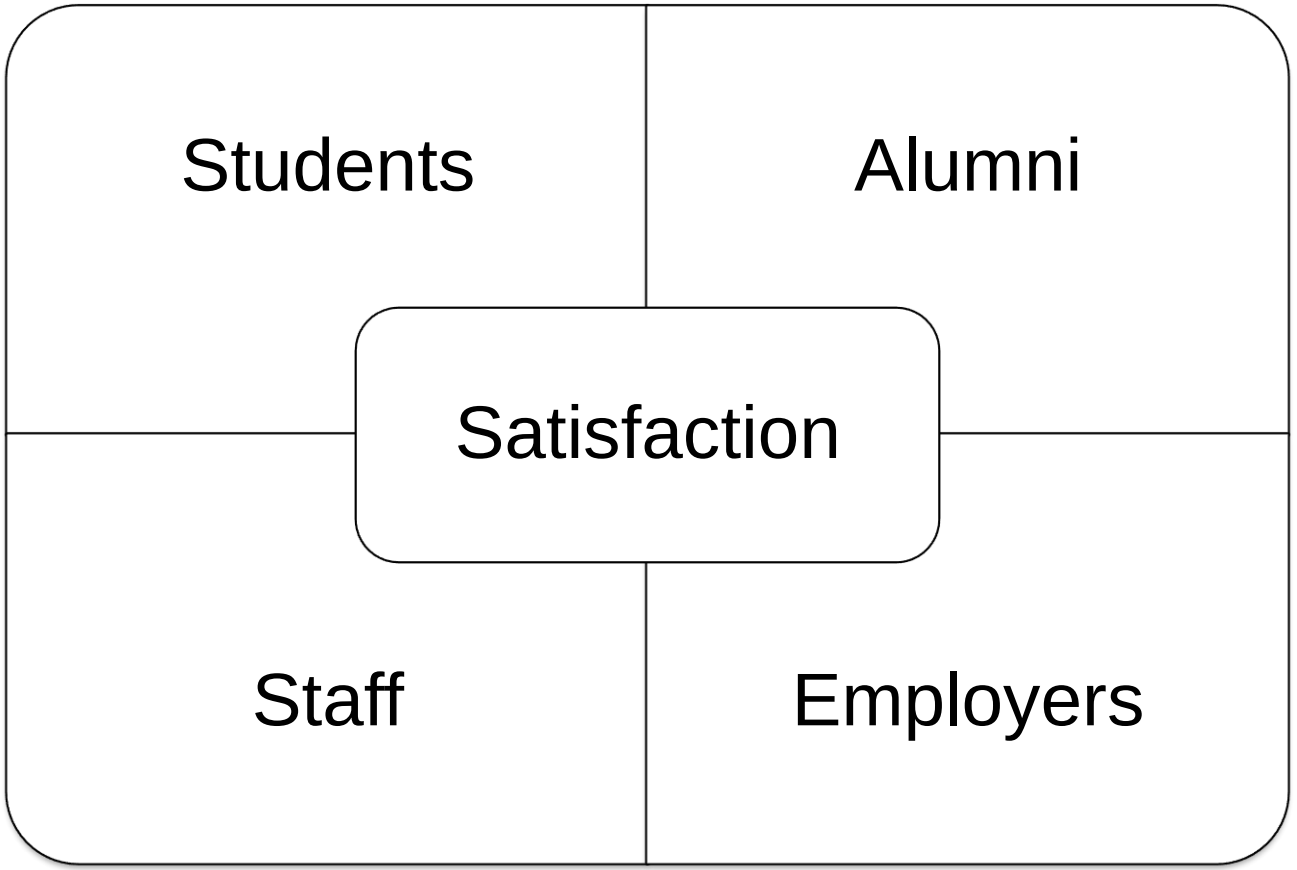
Benchmarking

Employment Rate And Monthly Gross Starting Salary Of University Graduates (2014)

Course Duration	Course Cluster	Degree	University	Employment Rate (%)	Median Monthly Gross Starting Salary ($)
3-year	Business	Bachelor of Accountancy	NTU	96.1	2,840
		Bachelor of Business Administration (Accountancy)	NUS	89.8	2,838
		Bachelor of Business Administration; Bachelor of Business	NUS, NTU	81.1	3,000
	Humanities, Social Sciences and Others	Bachelor of Arts	NUS	65.3	2,800
	Science	Bachelor of Science	NUS	61.4	3,000

Source: http://stats.mom.gov.sg/

Stakeholders' Satisfaction



Student Satisfaction

Question	% Fav (Strongly Agree/Agree)		
	2010	2008	+/-
Teaching staff are generally effective in teaching and helping students to learn.			
It is generally easy to get the modules I want.			
An NUS education develops independent thinking.			
Learning resources (e.g. library, lab equipment, computing facilities, etc.) for students are generally of good quality and readily available.			
There are adequate internships and opportunities to participate in them.			
There are sufficient comfortable study areas around campus.			

Source: National University of Singapore

Faculty Staff Satisfaction

Please provide your opinion on the various service areas:	% Agree/Tend To Agree		
	2010	2008	+/-
The University Administrative Offices act as a supportive body to the Faculty/School/Institute.			
The current University Administrative structure of NUS facilitates cross-unit teamwork			
I understand the role of each individual University Administrative Office.			

Source: National University of Singapore

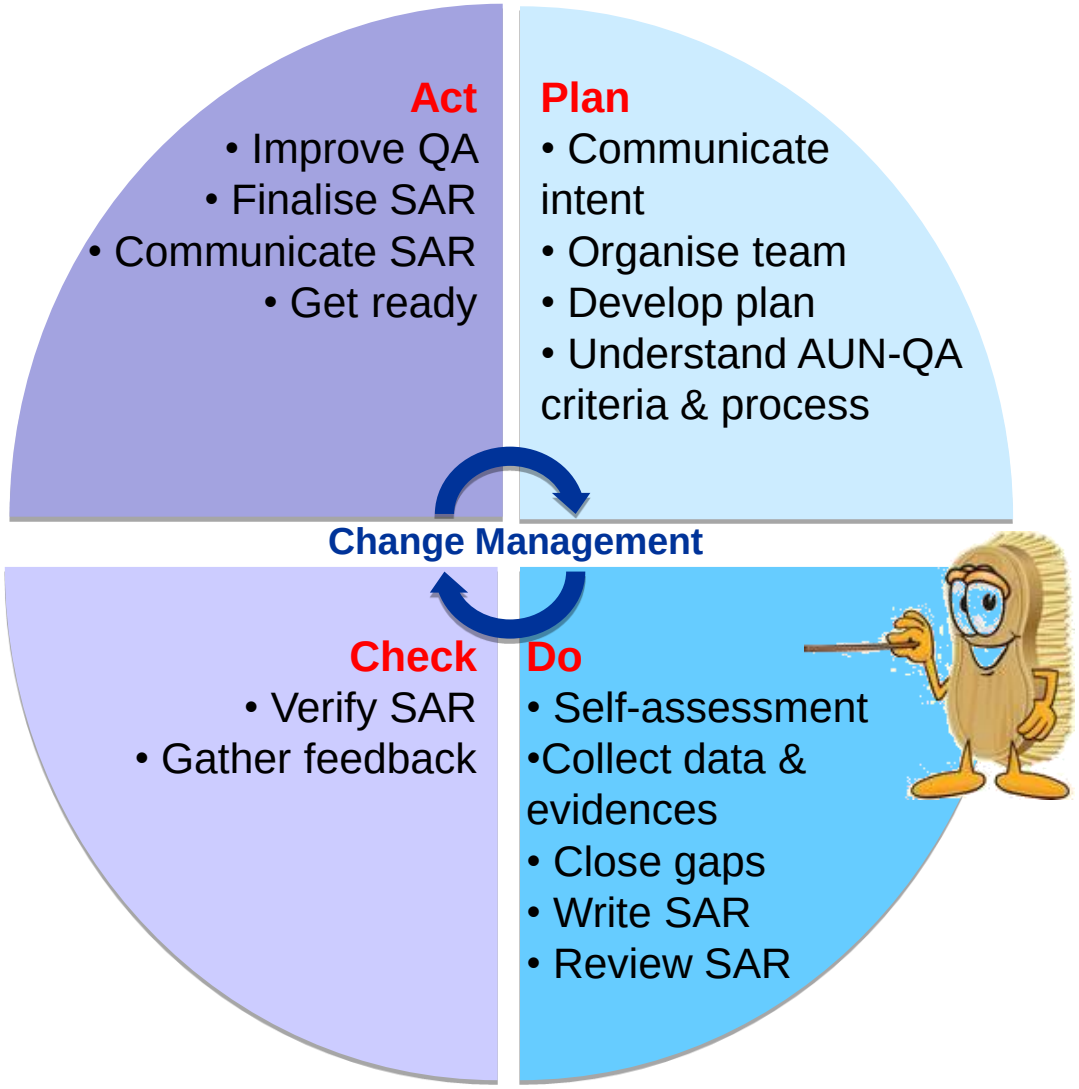
Customer Satisfaction

Customer Satisfaction Index Singapore

CSISG	2007	2008	2009	2010
 Universities	**70.9**	**68.7**	**70.7**	**65.5**
SMU Singapore Management University	**72.2**	**69.4**	**74.7**	**69.8**
SIM University	**NA**	**69.3**	**65.7**	**60.8**
Nanyang Technological University	**70.8**	**69.2**	**69.5**	**69.3**
NUS National University of Singapore	**70.6**	**67.1**	**69.0**	**71.0**

Source: Institute of Service Excellence (ISE)

PDCA Approach to Self-assessment at Programme Level

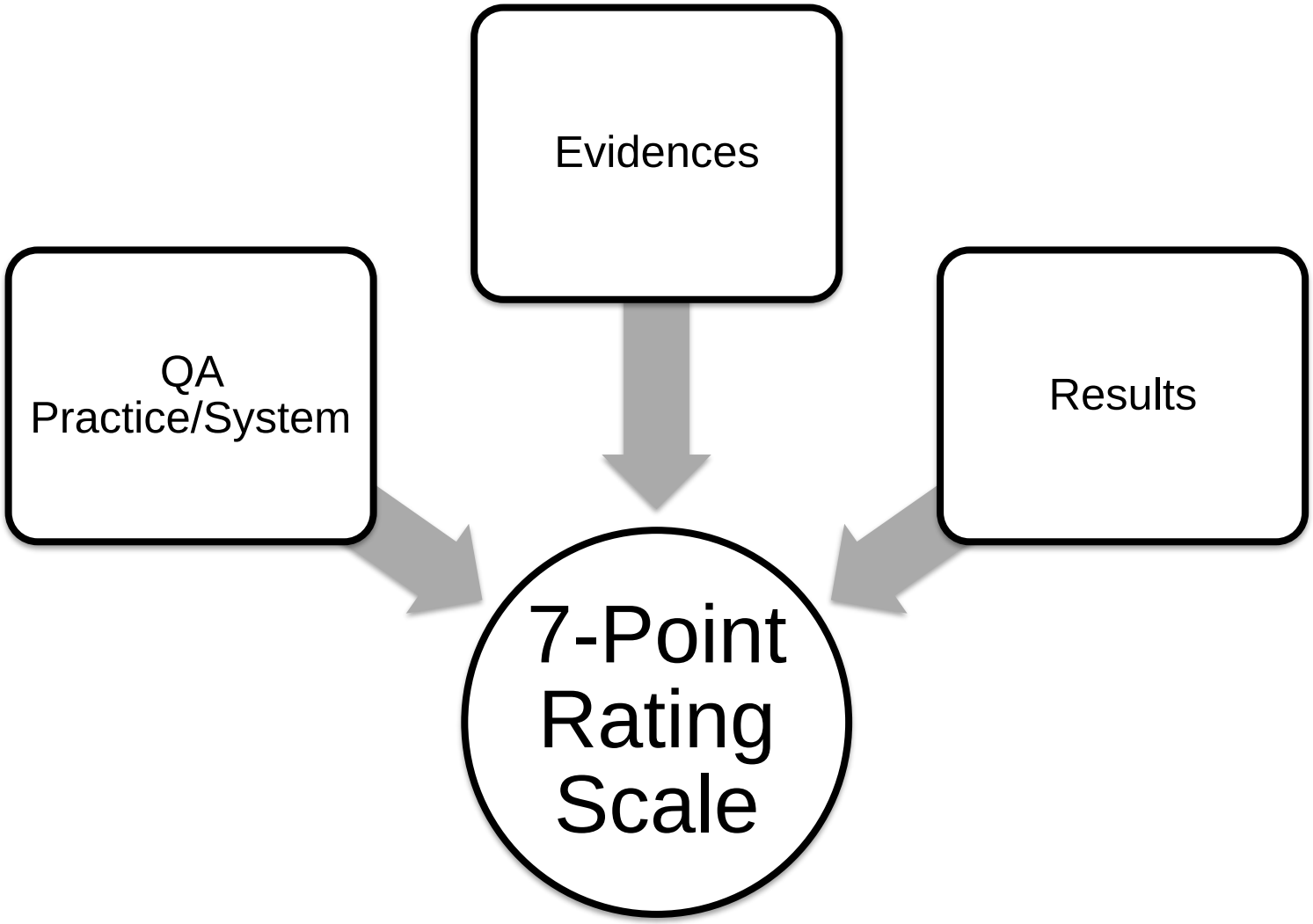


Self-Assessment (Gaps Analysis)

_____ is a technique for determining what actions need to be taken in order to move from its current state to its desired or future state.

Self-Assessment (Gaps Analysis)

Rating Scale



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.

Rating Scale

Rating	Description
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.
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.

Collect Data and Evidences

- Identify and interview people within the university that can provide information and data for each criterion
- Verify the reliability and accuracy of the information and data
- Identify the sources of evidence and review documentation
- Identify information and data gaps and implement plan to collect new information and data
- Identify and gather information and data for comparison and benchmarking

Collect Data and Evidences

AUN-QA Criteria		Possible Evidences
1	Expected Learning Outcomes	Programme & course specifications, syllabus , course brochure & prospectus, skills matrix, stakeholders' inputs, curriculum map, university & faculty website, curriculum review minutes, accreditation & benchmarking reports
2	Programme Specification	
3	Programme Structure & Content	
4	Teaching & Learning Approach	Educational philosophy, student feedback, online learning portal, course specifications, syllabus, lesson plans
5	Student Assessment	Syllabus, assessment rubrics, samples of in-course assessment, project work, final examination, marking scheme, moderation process, appeal procedure
6	Academic Staff Quality	Manpower plan, recruitment criteria, staff qualifications, peer review & appraisal system, career plan, student feedback, award & recognition systems, staff workload, allocation of roles and duties, termination & retirement schemes, training and development policy and plan, scholarships, research

Collect Data and Evidences

AUN-QA Criteria		Possible Evidences
7	Support Staff Quality	Manpower plan, number, type and qualification of support staff, career plan, training plan, appraisal system, award & recognition schemes, student/faculty feedback, training and development policy and plan, scholarships
8	Student Quality & Support	Student selection process, trend of student intakes, credit system, student workload, student performance reports, student monitoring, student competition and awards, CCA/ECA activities
9	Facilities and Infrastructure	Number and type of facilities, utilisation rates, downtime/uptime, maintenance plan, new facilities and upgrading plans, safety & health policy, facilities booking system
10	Quality Enhancement	Curriculum design, review & approval process and minutes, QA of assessments, stakeholders' inputs, external examiners, stakeholders' feedback report, tracer studies, service indicators

Collect Data and Evidences

AUN-QA Criteria		Possible Evidences
11	Output	Pass/drop-out rates, employment statistics, entry-level salary, employers feedback, average time to graduate, student research, satisfaction surveys

Close Gaps

- A gap occurs when the current situation does not meet:
  - one or more of the requirements in the criterion
  - targeted score of one or more criteria
  - targeted performance or results
- Identify short and long term gaps
- Know the reason(s) for the gaps
- Plan and implement solutions to close the short and long term gaps

Content of the SAR

Part 1: Introduction

- Content page
- Executive summary
- Organisation of the self-assessment
- Brief description of the university, faculty and department
- How recommendations from the previous AUN-QA assessment were addressed (for re-assessment only)

Part 2: AUN-QA Criteria Requirements

- Write-up on how the university, faculty or department addresses the requirements of the AUN-QA criteria (use Appendix A - Checklist as a reference)

Part 3: Strengths and Weaknesses Analysis

- Summary of strengths
- Summary of Weaknesses
- Completed checklist
- Improvement plan

Part 4: Appendices

- Glossary
- Supporting documents and evidences

Invalid SAR

An Invalid SAR is defined as a SAR or its part that does not reflect the current QA practices (including but not limited to inaccurate, outdated, untruthful data and information) of the system and the study programme.

An invalid SAR found before and during the assessment shall lead to a cancellation of the assessment and the study programme shall be deemed to have “failed” the assessment. The results of an assessment shall be considered “null and void” if an invalid SAR is found after the assessment.

Write SAR

- Reflect truthfully and accurately the current QA practices and systems of the study programme
- Adopt a standard format and style to address the AUN-QA criteria
- Illustrate clearly what, where, when, who and how the QA mechanisms or instruments are implemented to fulfill each criterion
- Focus on information and data (objective evidences) that directly address each criterion
- Make reference or link related criteria in the report (e.g. Criteria 1, 3, 4 and 5)
- Written/translated into a language (for example, English) that is easy for external assessors to comprehend.
- Provide a glossary of abbreviations and terms used in the report.

Write SAR

1. Determine whether the criterion is qualitative, quantitative or both; and what is it asking for: a requirement, a process, a resource, a result….?
2. Write the criterion using 5Ws and 1H or ADRI approach
3. Report should be written in a **positive tone**
4. Write **ONLY** what is being practised
5. Review what you have written

Write SAR

Qualitative Criterion

Criterion 1, 2, 3, 4, 5	
What	**What is it?** **Describe the criterion or situation**
How	**How is it done?** **How is it aligned to …..?** **Who is involved?** **When is it done?** **Where is it done?** **Describe the approach (process) and deployment**
Why	**Why does the gap exist?** **Describe the gap and its improvement plan**

Write SAR

Quantitative Criterion

Criterion 11	
What	**What is the current result or performance?** **What are the past results or performance?** **What is the target?** **What is the trend?** **Describe the result or performance**
How	**How is it performing when compared to past years?** **How is it performing when compared or benchmarked with other competing universities or benchmarking partners?** **Describe the comparison of result or performance**
Why	**Why the result or performance is on a downward trend or fall below expectation?** **Describe the gaps and its improvement plan**

Write SAR
Mixed Criterion

Criterion 6, 7, 8, 9, 10		
What	**What is it?** **Describe the criterion or situation**	**What is the current result or performance?** **What are the past results or performance?** **What is the target?** **What is the trend?** **Describe the result or performance**
How	**How is it done?** **How is it aligned to …..?** **Who is involved?** **When is it done?** **Where is it done?** **Describe the approach (process) and deployment**	**How is it performing when compared to past years?** **How is it performing when compared or benchmarked with other competing universities or benchmarking partners?** **Describe the comparison of result or performance**
Why	**Why does the gap exist?** **Describe the gap and its improvement plan**	**Why the result or performance is on a downward trend or fall below expectation?** **Describe the gap and its improvement plan**

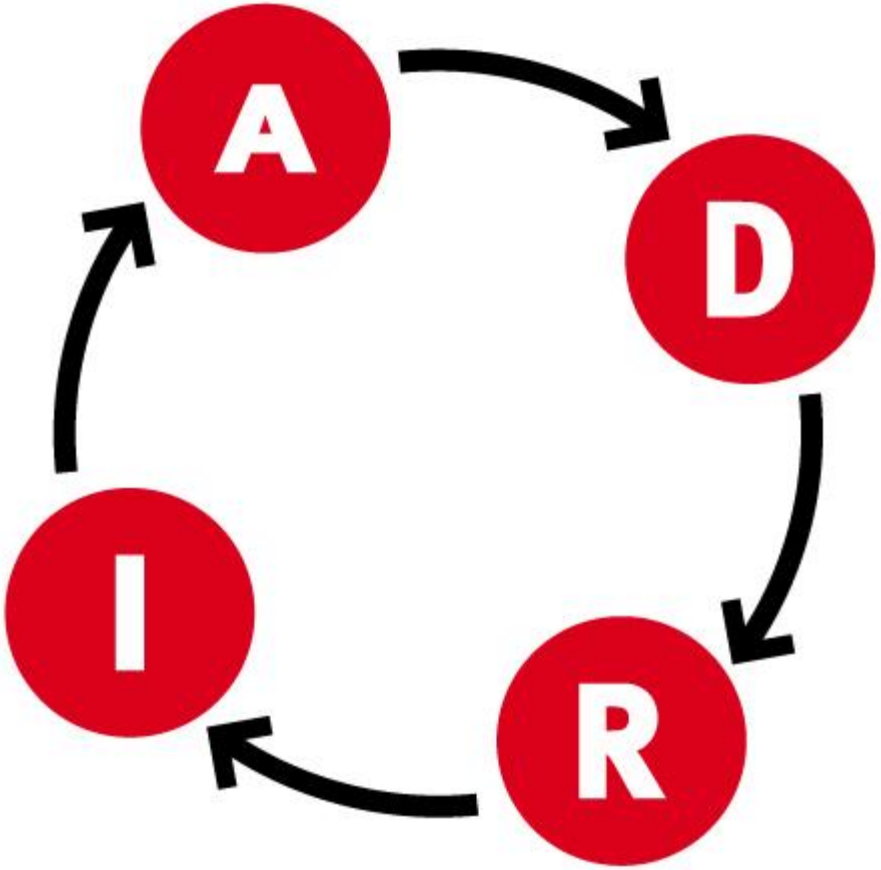
ADRI Approach

Approach

Deployment

Results

Improvement



Approach

What is the name of the process or approach?

What is its purpose or goal?

How is it aligned to vision, mission, objectives, learning outcomes and integrated with other approaches or processes?

What are the key steps?

Deployment

- When it was first deployed? How long has it been deployed?
- Who is involved in deploying it ? What level/type of employee is involved?
- Where is it deployed? Which faculty, school, department?

Results

- What is the performance measure for this process or criterion?
- What are the past and current results?
- What is the trend?
- What is the target?
- What are the comparative or competitive results?

Improvement

- Has the process ever been improved?
- Is there an example of improvement that you can describe?
- Is the improvement effective?

AUN-QA
A Touch of Quality