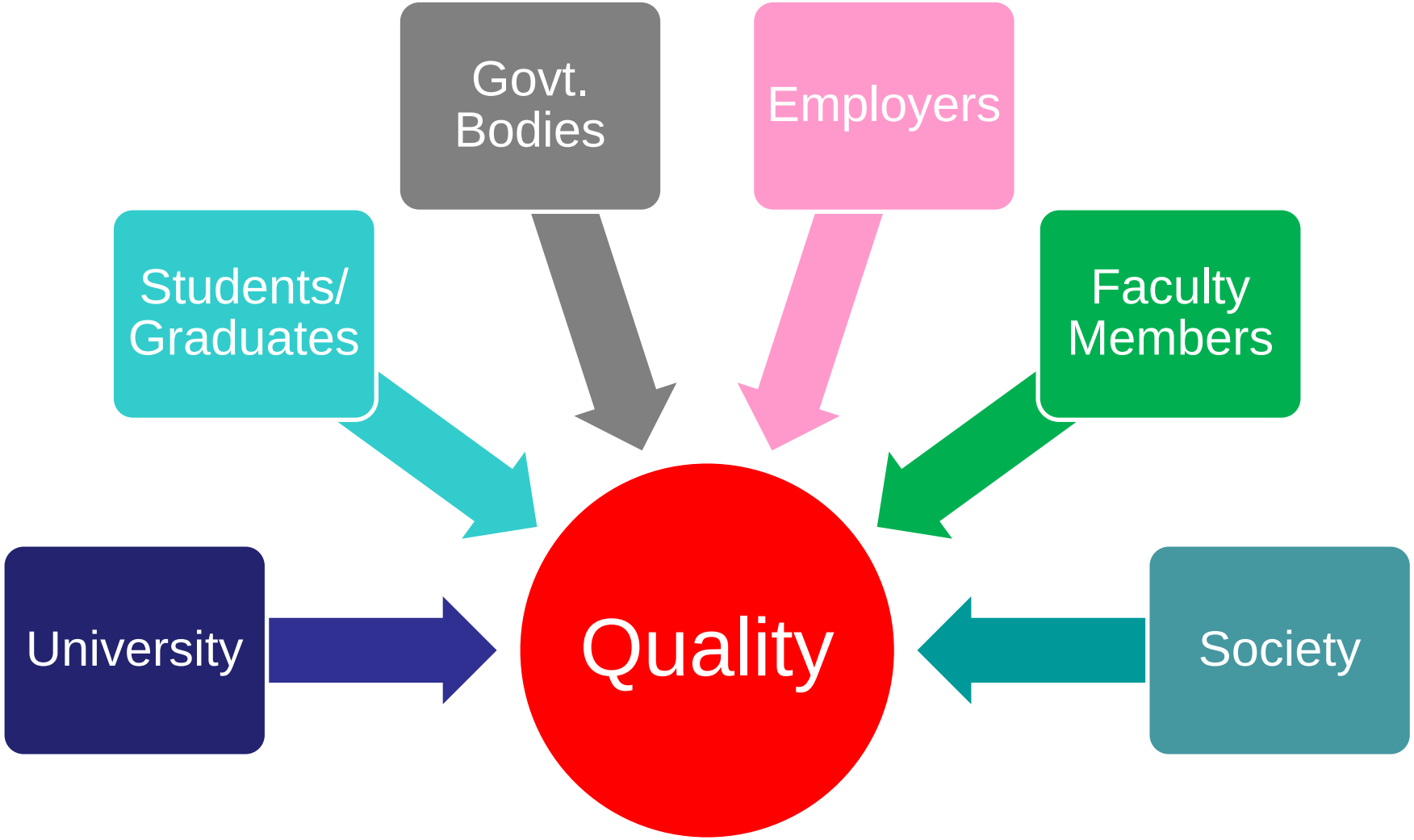
ASEAN University Network

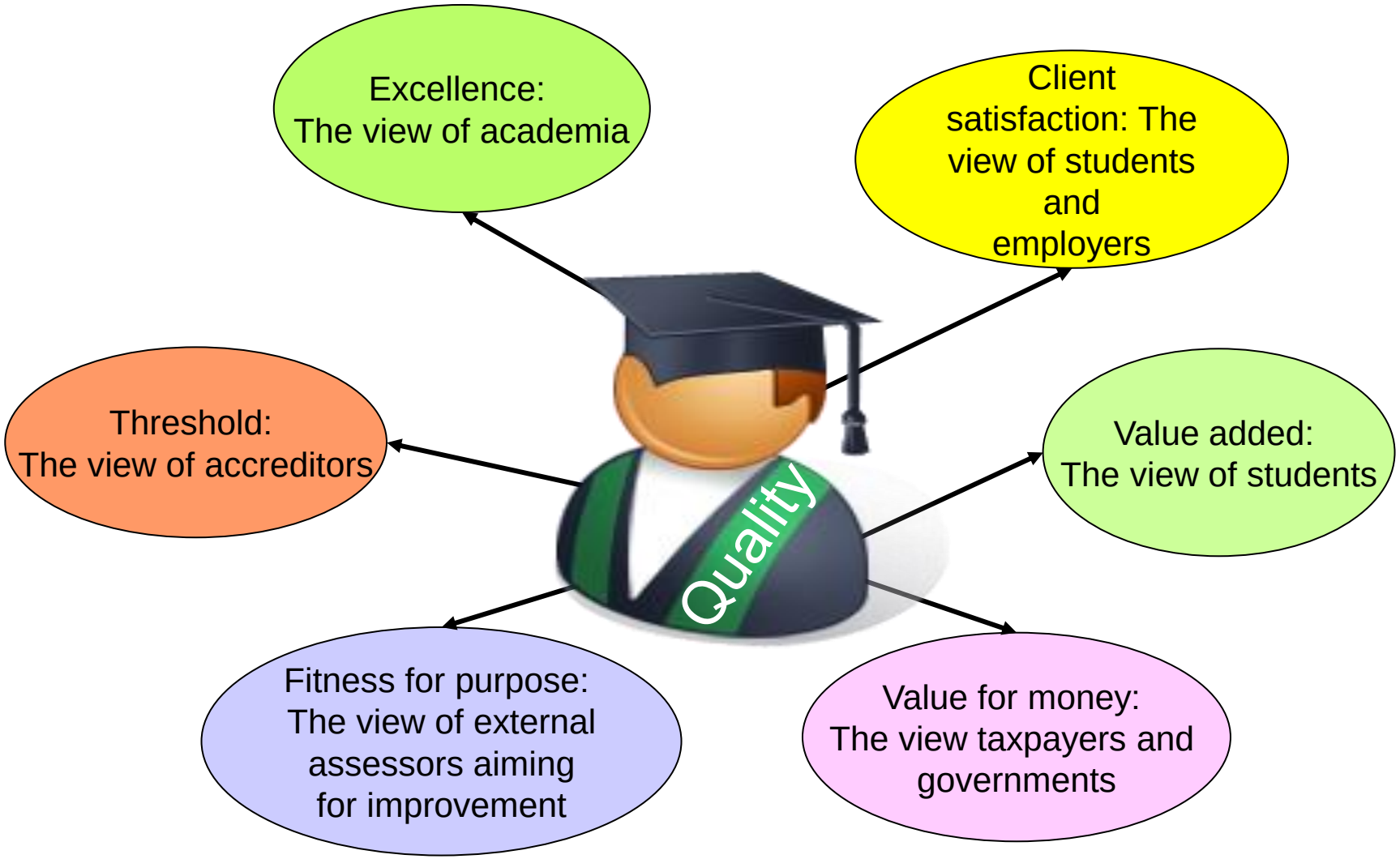
ประกันคุณภาพการศึกษาระดับหลักสูตร
AUN QA version 3.0

MJU AUN QA Team

What is Quality?

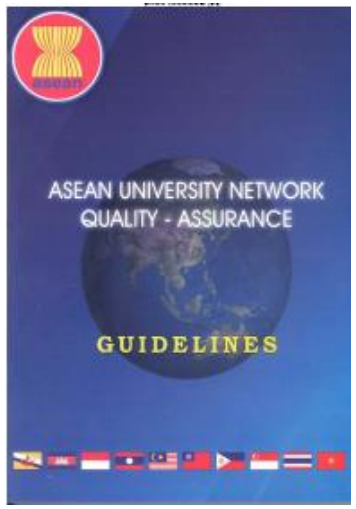


Quality in Higher Education

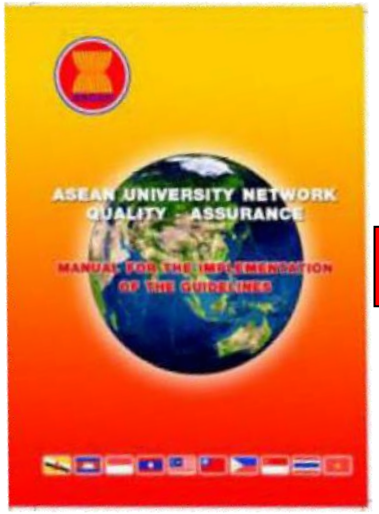


Source: Green, D. What is Quality in Higher Education? Concepts, Policy and Practice 1994

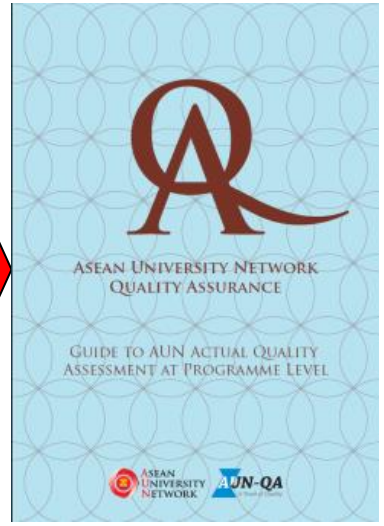
AUN-QA at Programme Level



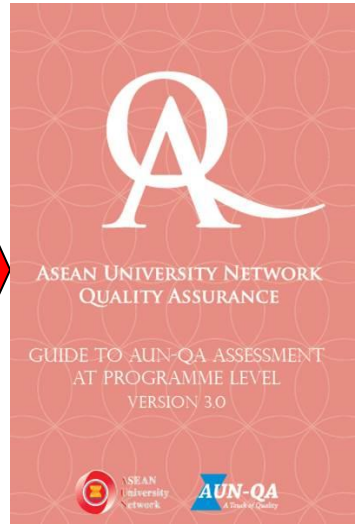
Version 0



Version 1
2007 – 2010
18 Criteria



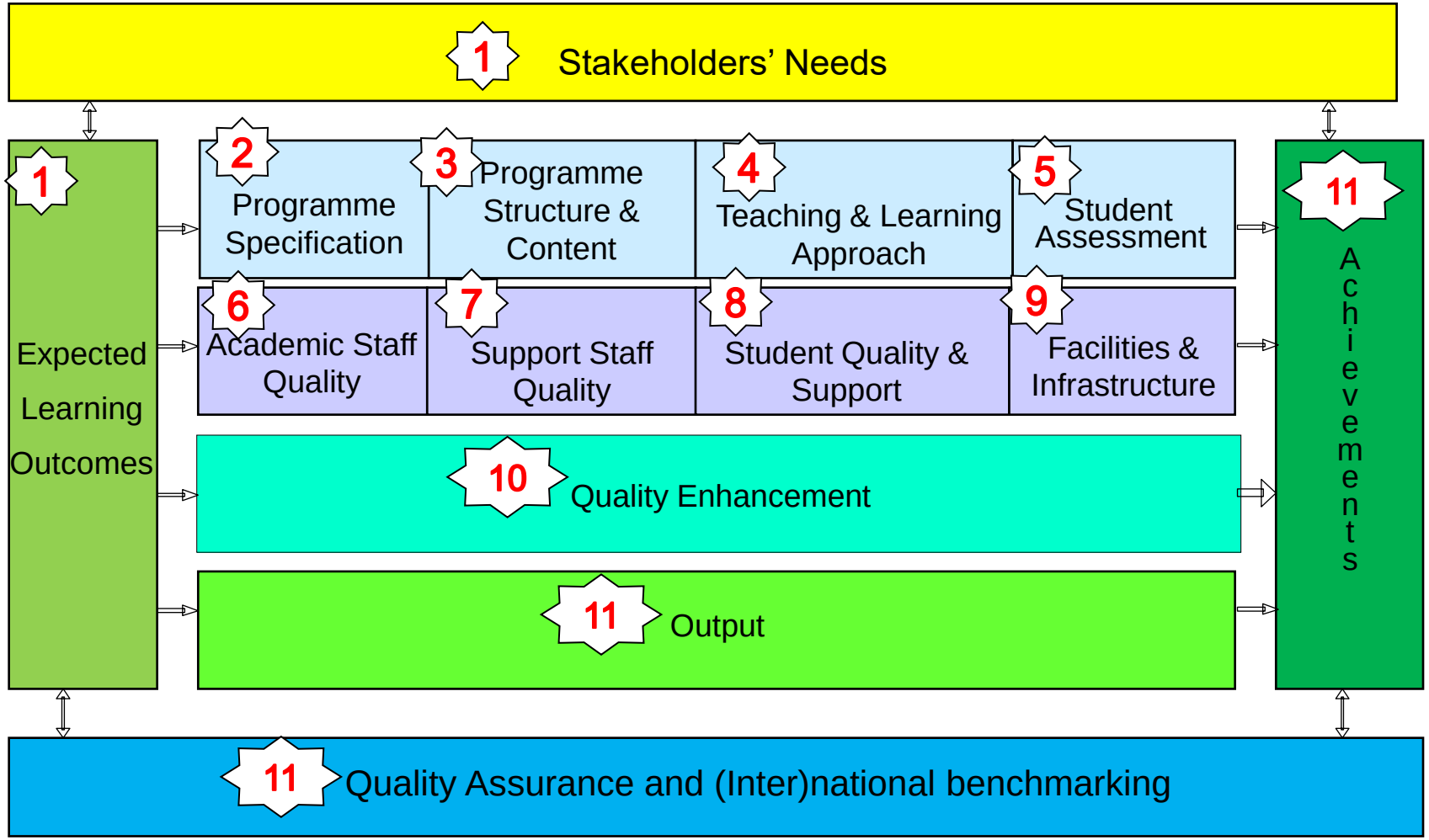
Version 2
2011 – 2016
15 Criteria



Version 3
2016/17
onwards
11 Criteria

1st Version	2nd Version	3rd Version
1. Goals and Objectives; Expected Learning Outcomes	1. Expected Learning Outcomes	1. Expected Learning Outcomes
2. Programme Specification	2. Programme Specification	2. Programme Specification
3. Programme Content	3. Programme Structure and Content	3. Programme Structure and Content
4. Programme Organisation		
5. Didactic Concept and Teaching/Learning Strategy	4. Teaching and Learning Strategy	4. Teaching and Learning Approach
6. Student Assessment	5. Student Assessment	5. Student Assessment
7. Staff Quality	6. Academic Staff Quality	6. Academic Staff Quality
8. Quality of Support Staff	7. Support Staff Quality	7. Support Staff Quality
9. Student Quality	8. Student Quality	8. Student Quality and Support
10. Student Advice and Support	9. Student Advice and Support	
11. Facilities and Infrastructure	10. Facilities and Infrastructure	9. Facilities and Infrastructure
12. Quality Assurance of Teaching/Learning Process	11. Quality Assurance of Teaching and Learning Process	10. Quality Enhancement
13. Student Evaluation		
14. Curriculum Design		
15. Staff Development Activities	12. Staff Development Activities	6. Academic Staff Quality 7. Support Staff Quality
16. Feedback Stakeholders	13. Stakeholders Feedback	10. Quality Enhancement
17. Output	14. Output	11. Output
18. Stakeholders Satisfaction	15. Stakeholders Satisfaction	

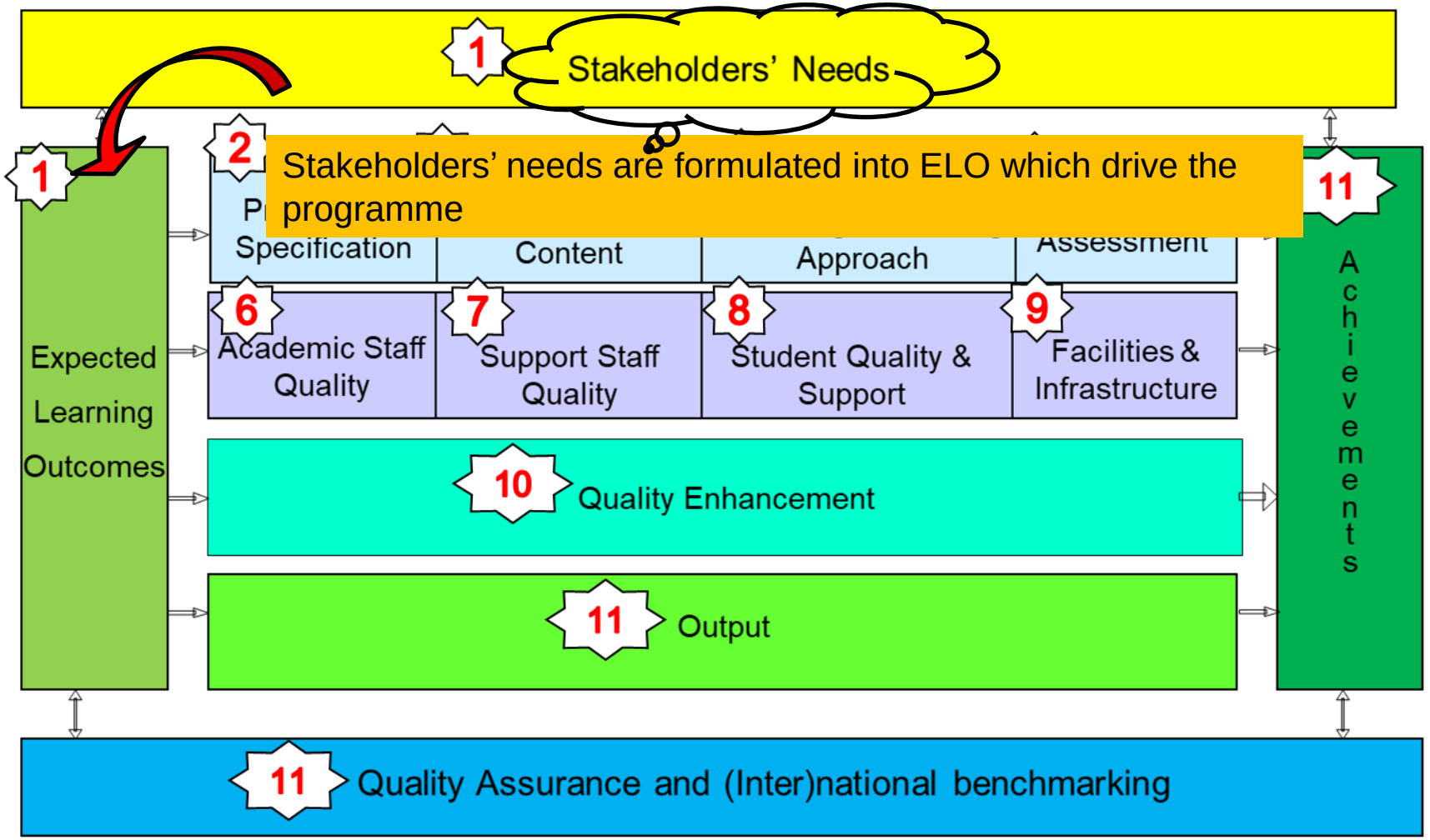
AUN-QA at Programme Level (3rd Version)



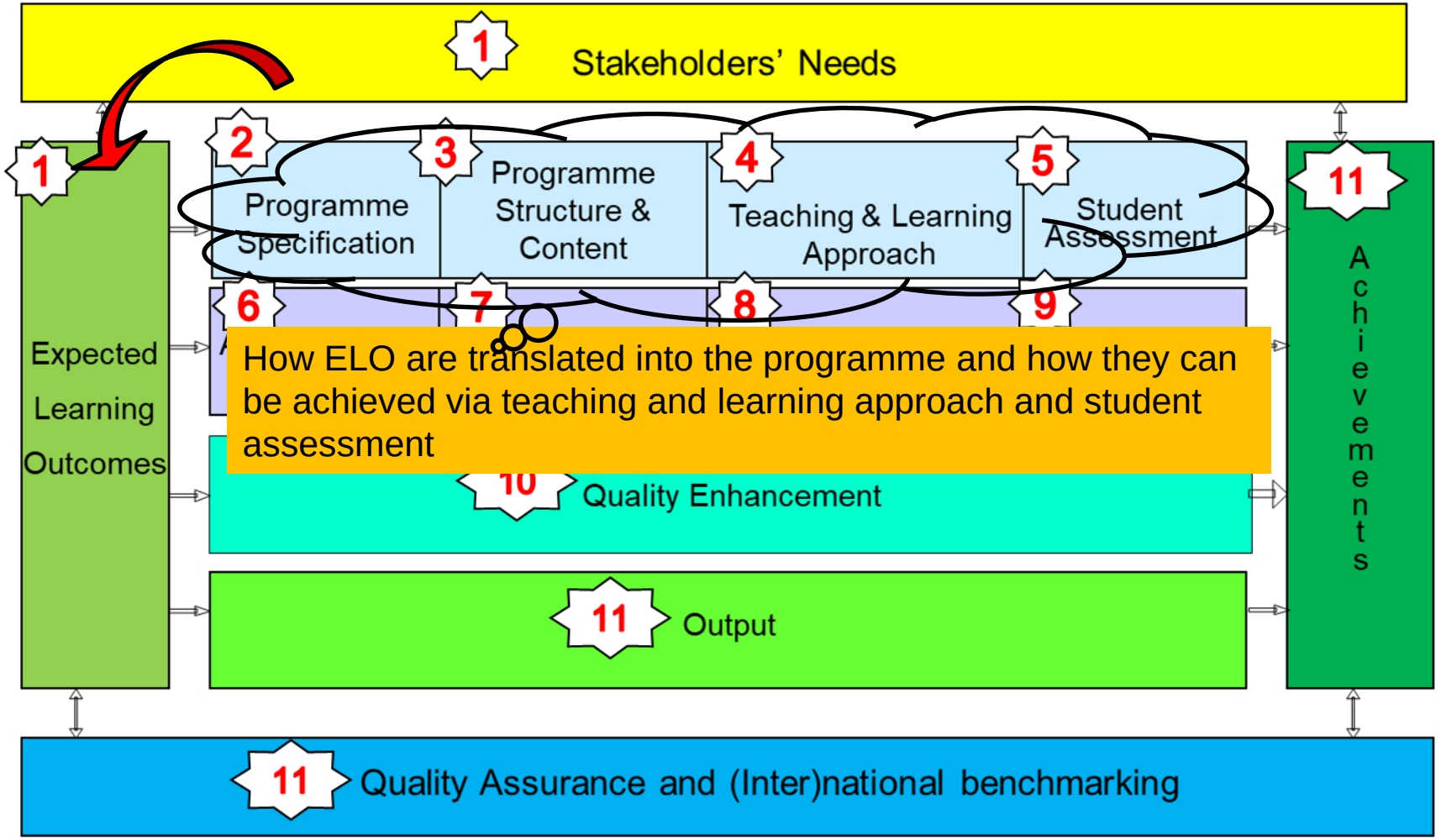
AUN-QA at Programme Level (3rd Version)

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

AUN-QA at Programme Level (3rd Version)



AUN-QA at Programme Level (3rd Version)



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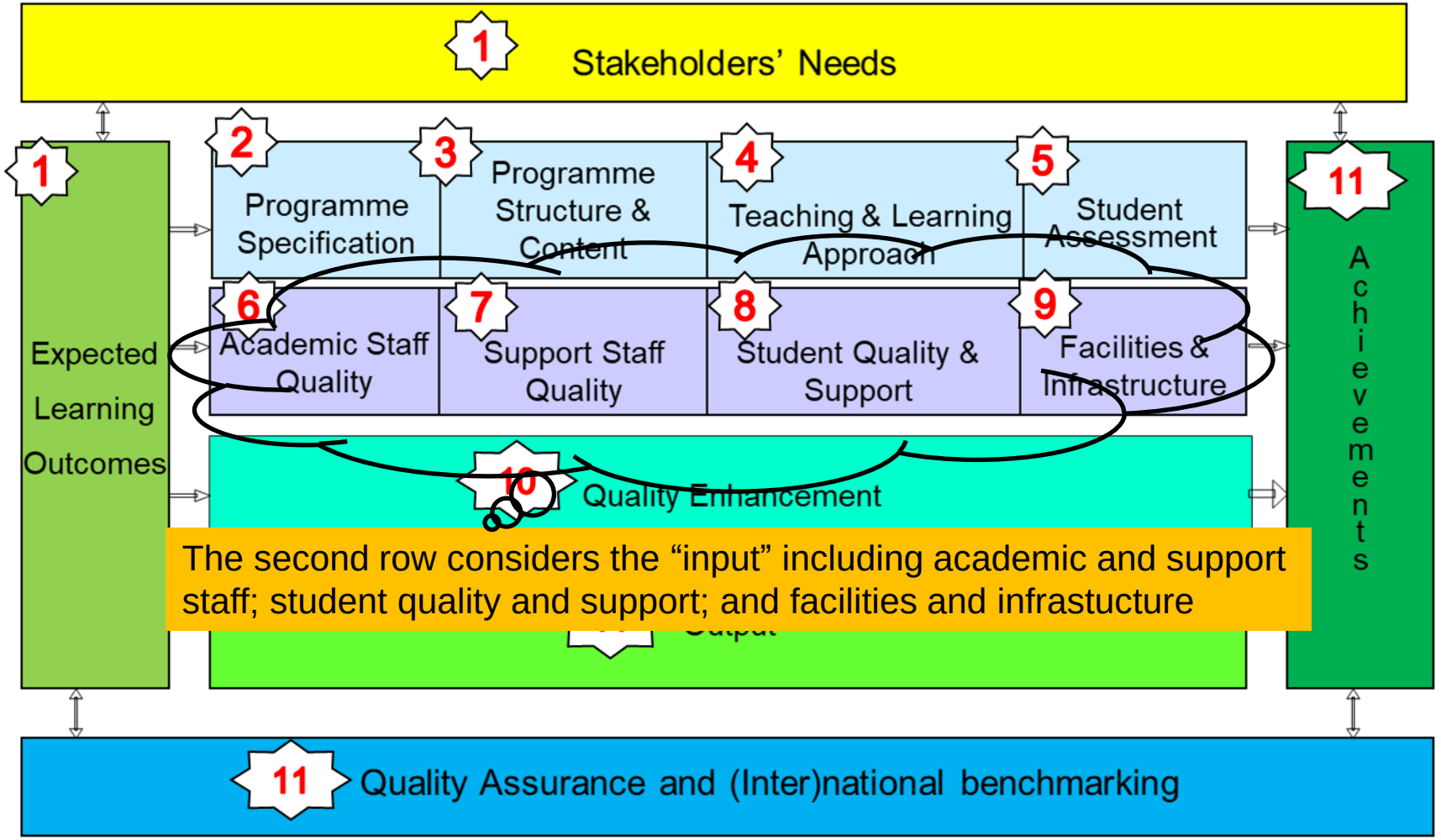

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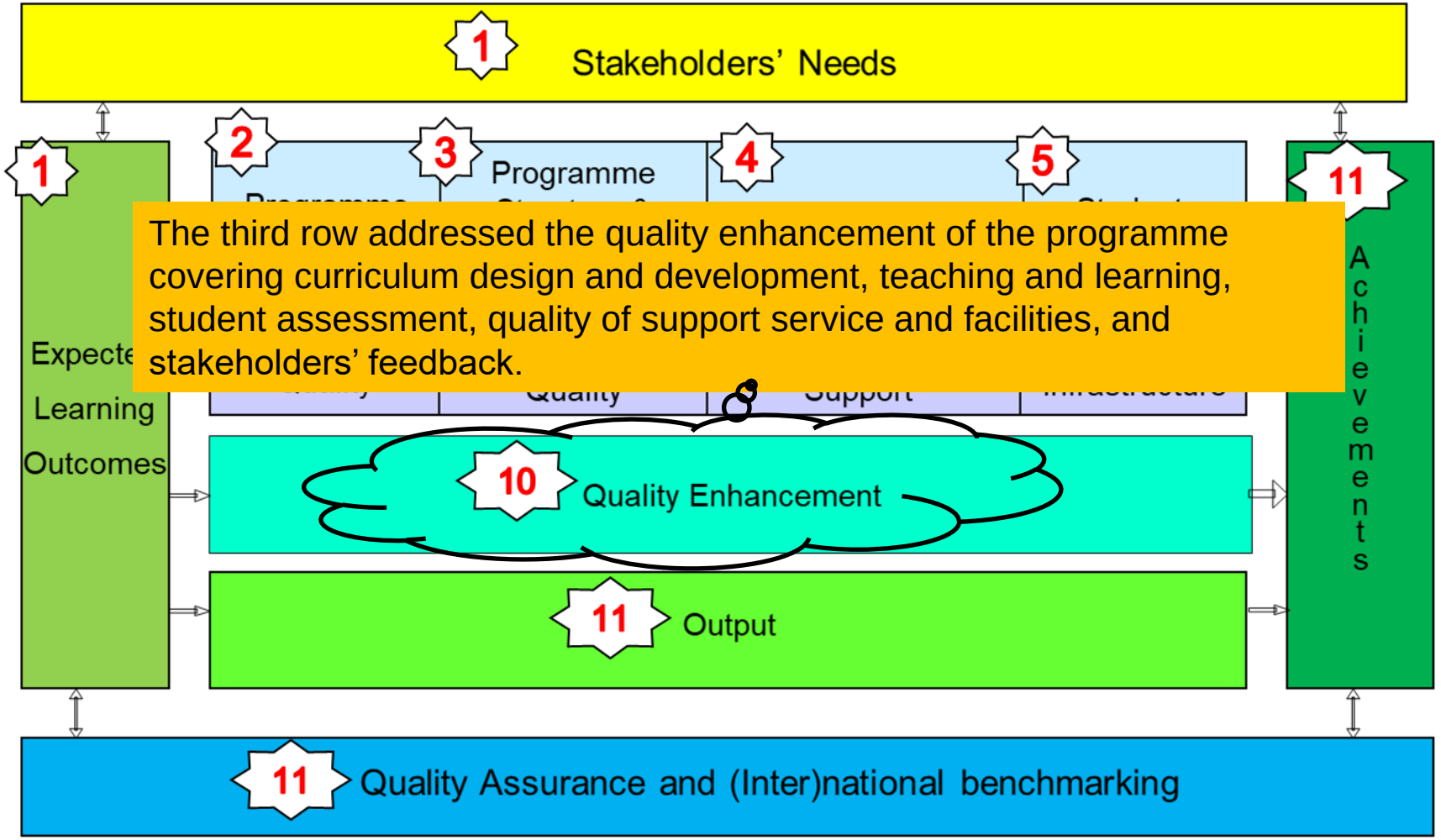

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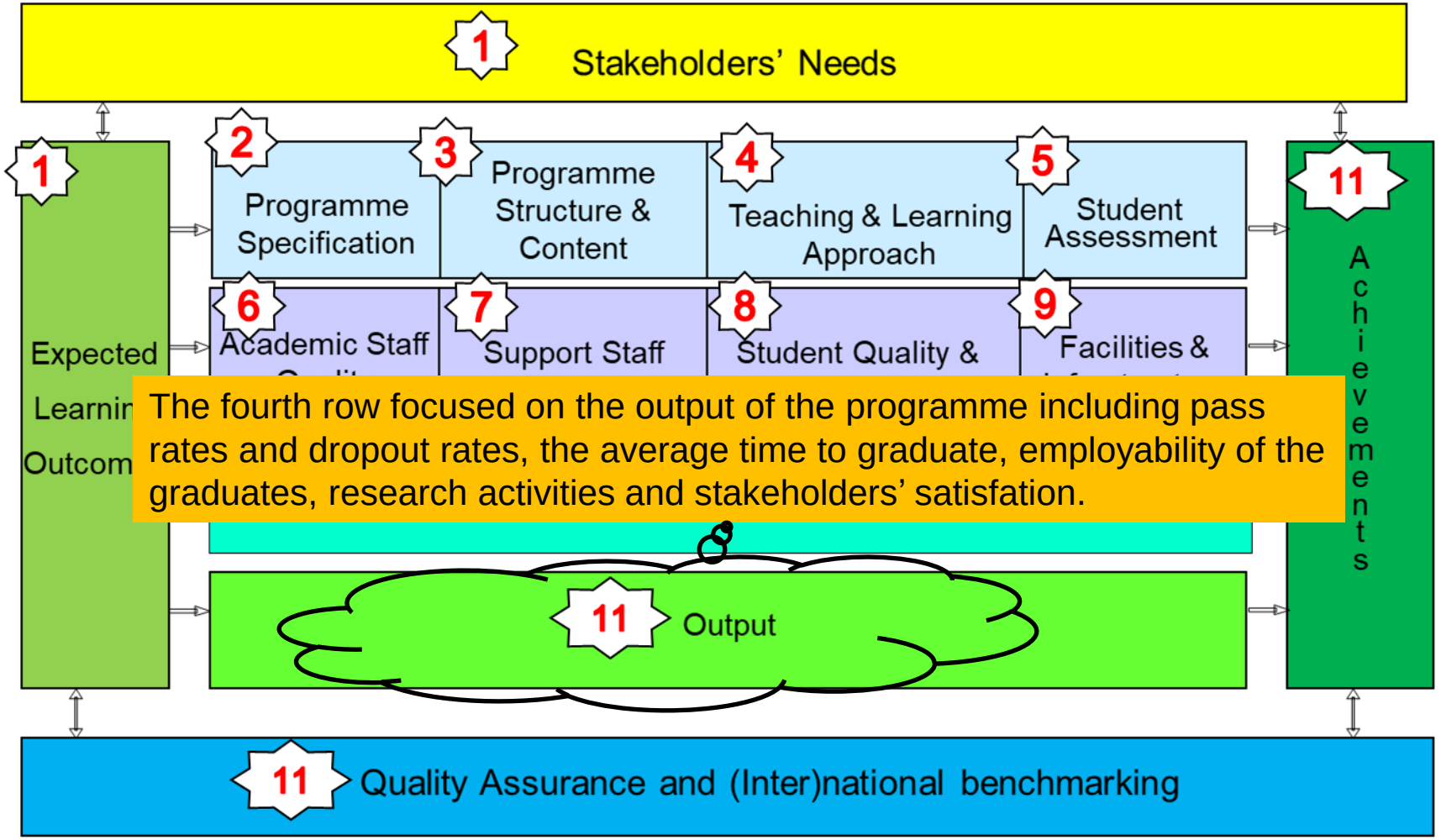

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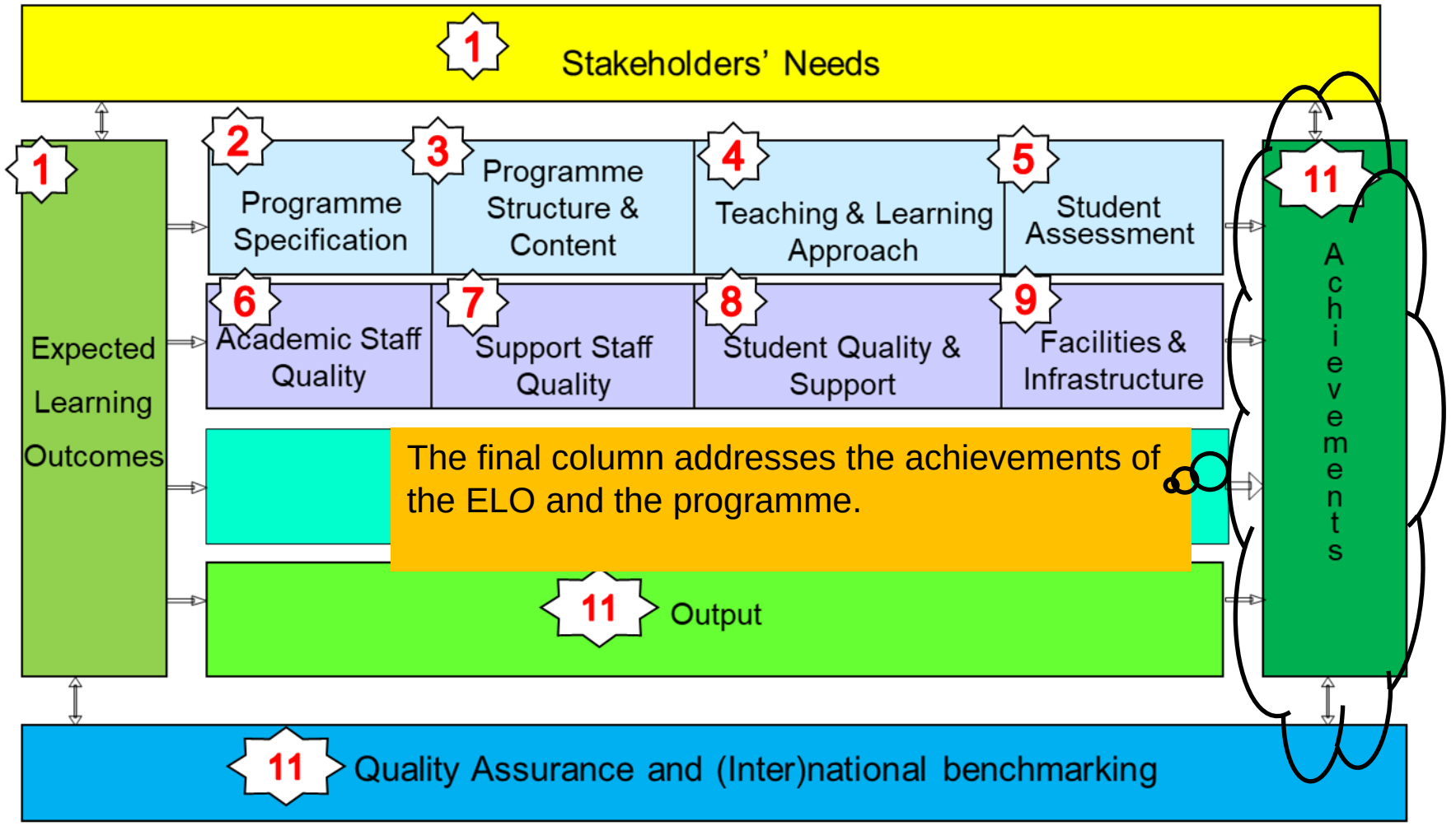
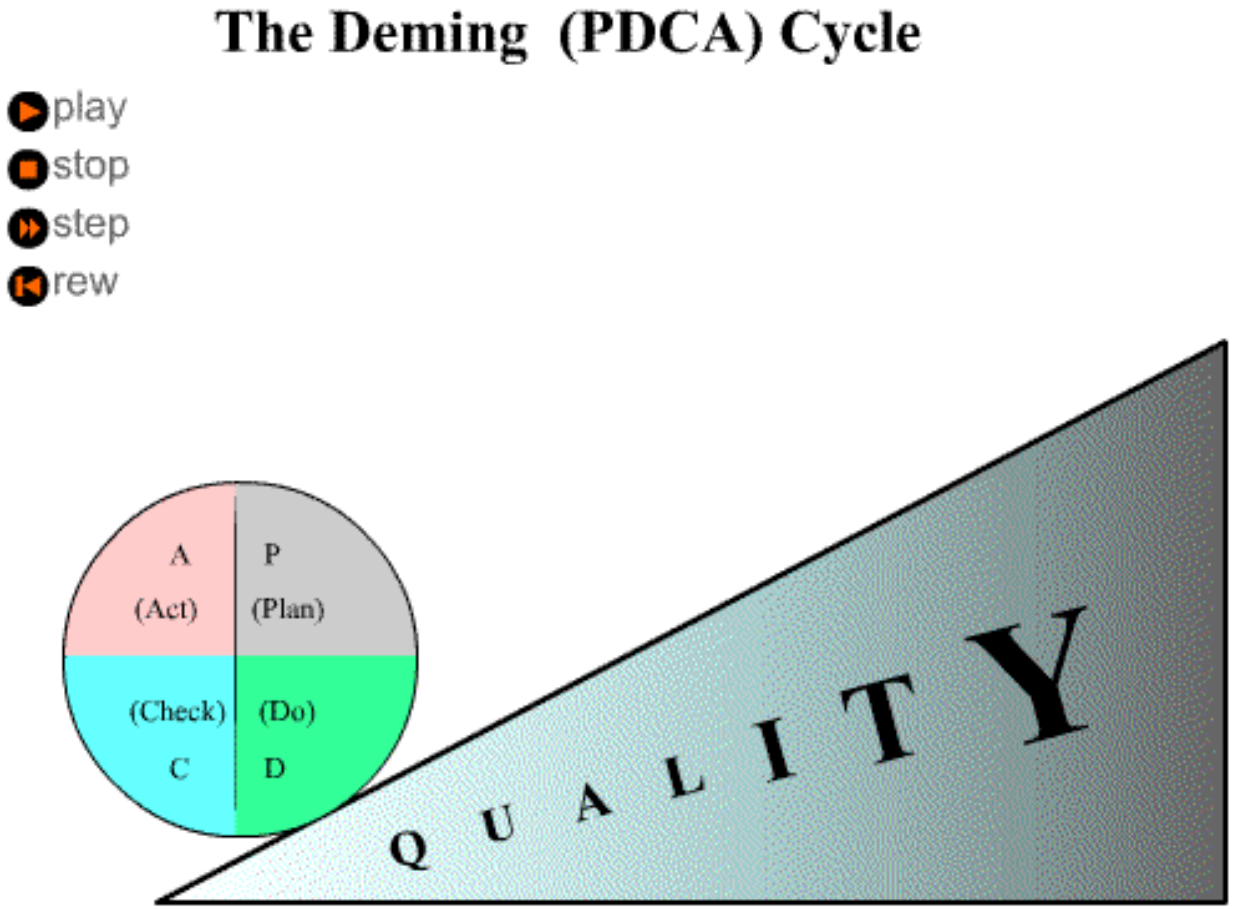


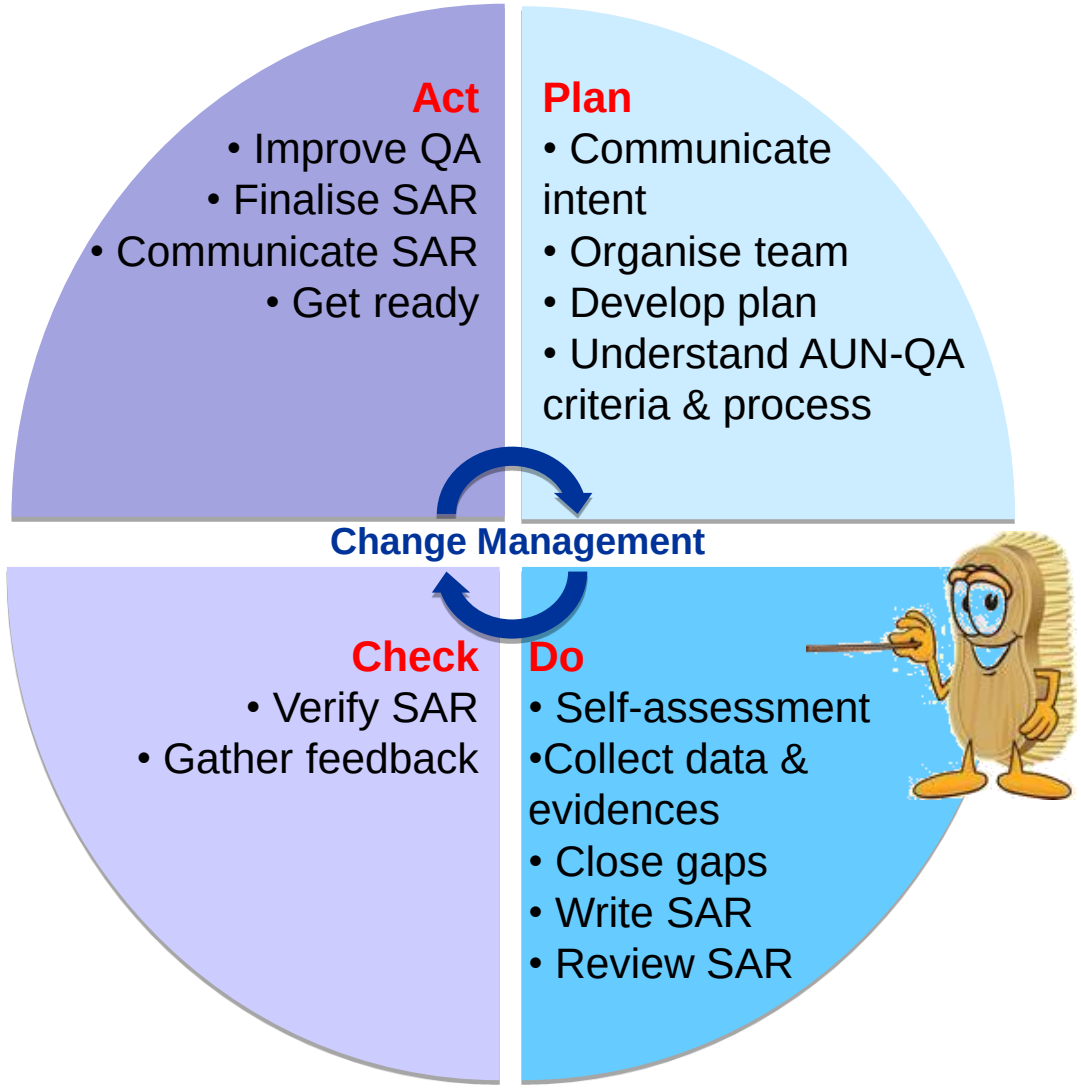
Rationale for QA

- Quality graduates
- Labour market expectations
- Internationalisation of profession and globalisation
- Consumer protection
- From elite university to Institute of mass higher education
- Pressure to meet society's needs
- Increasing importance of quality in higher education
- Student exchange and international cooperation

PDCA Approach to Self-Assessment at Programme Level



PDCA Approach to Self-assessment at Programme Level

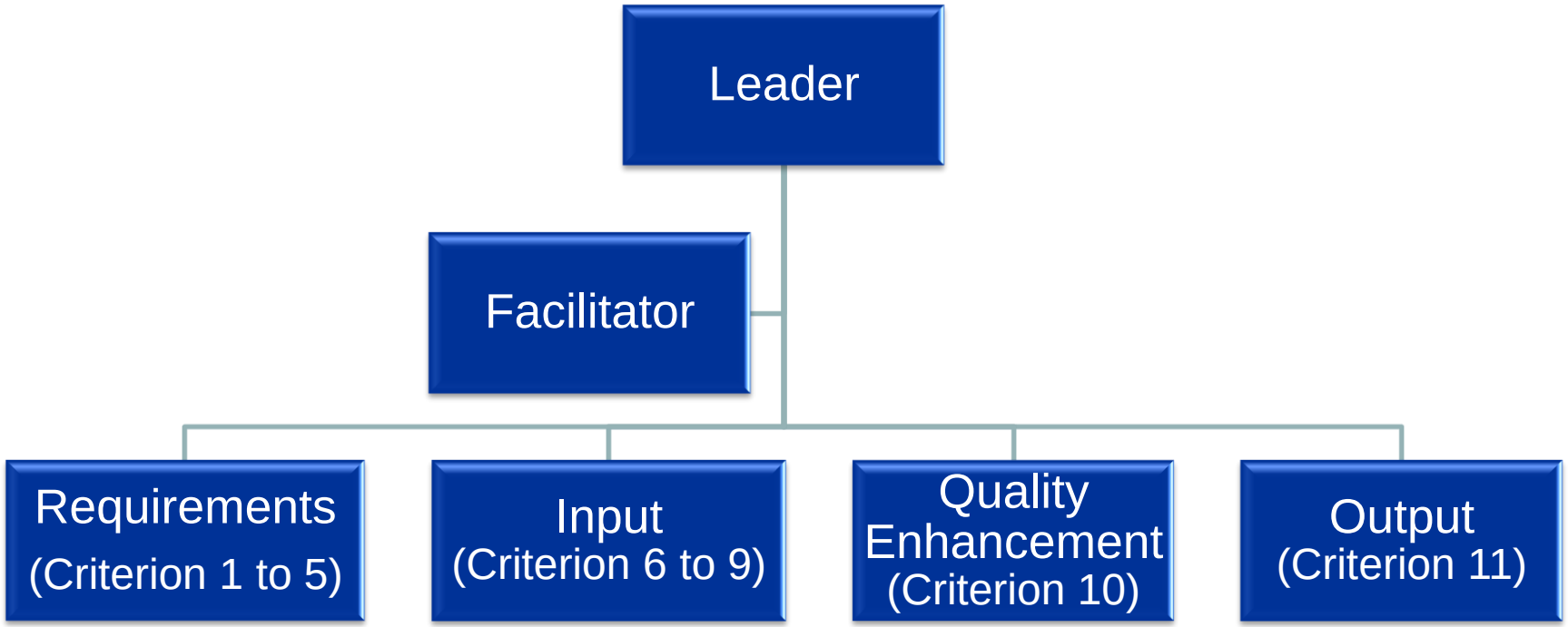


Organise Team

- 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

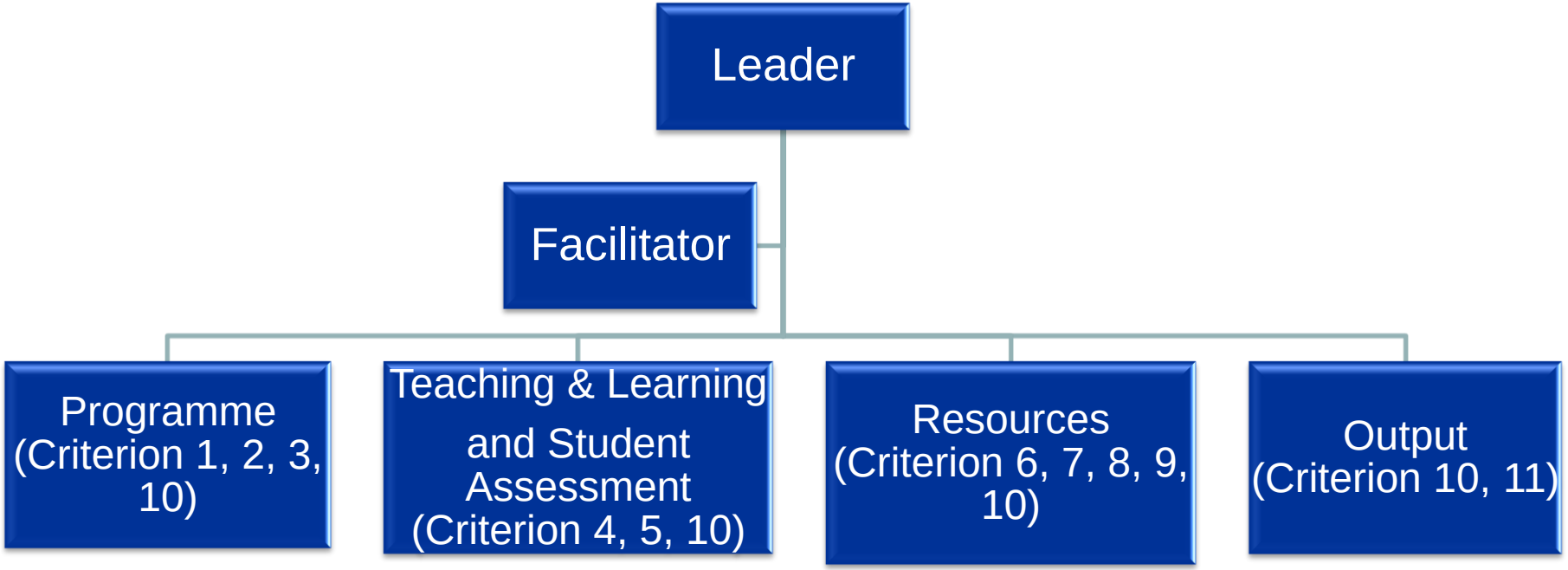
Structure and Roles

System Criteria



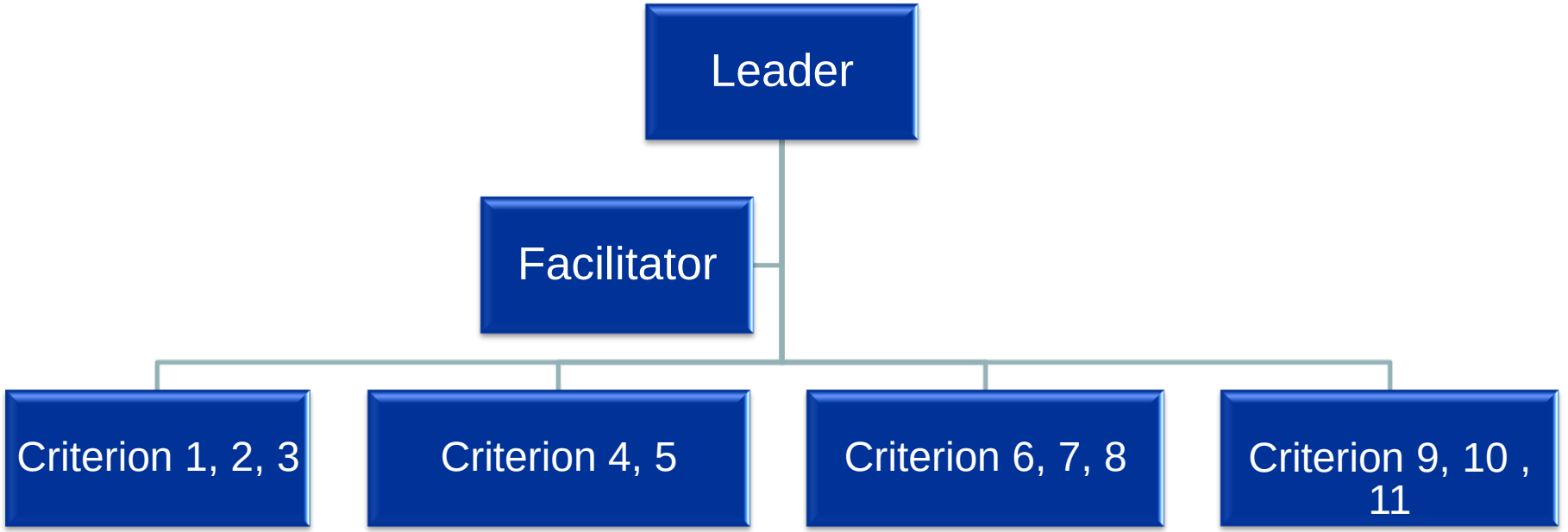
Structure and Roles

Related Criteria



Structure and Roles

Random Criteria



Structure and Roles

Key Roles & Responsibilities (example)

Leader	Responsibilities
Dean	• Link between faculty, QA Office and university administration
Head of Academic Affair of the Faculty	• Link between department, Dean and QA office • Link between faculty and data center
Head of Department	• Provide leadership • Link between Dean, Academic Affair and Team
Head of Team	• Lead team • Develop plan • Assign and review task • Divide team structure and roles • Link between members with data center • Collate and edit SAR

Structure and Roles

Define Key Roles & Responsibilities (example)

Key Role	Responsibilities
Facilitator (QA Office)	• Provide leadership • Guide internal assessors • Guide SAR team • Train internal assessors • Train SAR team • Encourage and motivate SAR team • Review SAR • Link between faculty and university
Facilitator (Faculty)	• Guide SAR team • Encourage and motivate SAR team • Review SAR
Member (Department)	• Gather and organize information • Write SAR

Develop Plan

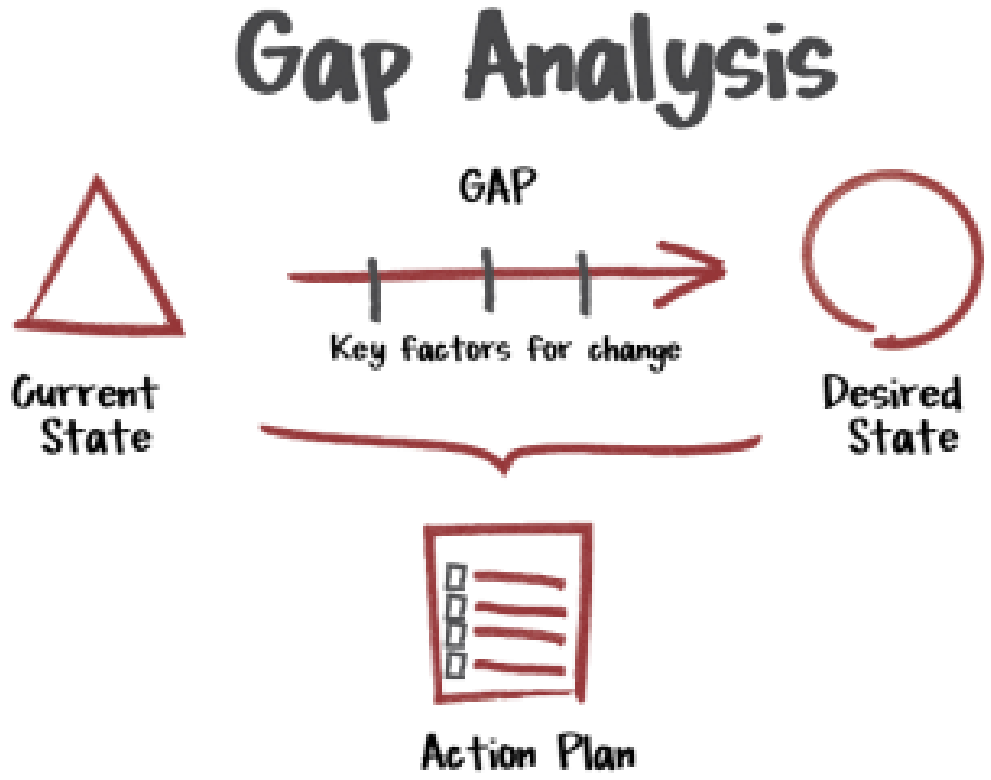
	Activity/Month	1	2	3	4	5	6	7	8	9	10	11	12	Deadline	Assigned to	Status
PLAN	Communicate Intent															
	Organise Team															
	Develop Plan															
	Understand AUN QA criteria and process															
DO	Self-assessment															
	Collect data & evidences															
	Close gaps															
	Write SAR															
	Review SAR															
CHECK	Verify SAR															
	Gather Feedback															
ACT	Improve QA															
	Finalise SAR															
	Communicate SAR															
	Get Ready															
	Change Management															

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

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)

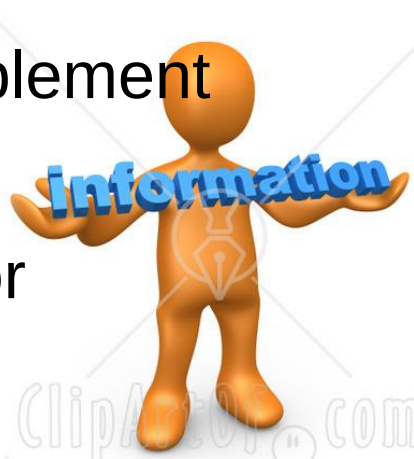
SAR Review

- Identify the gaps in the SAR
- Indicate the strengths and areas for improvement

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

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

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**

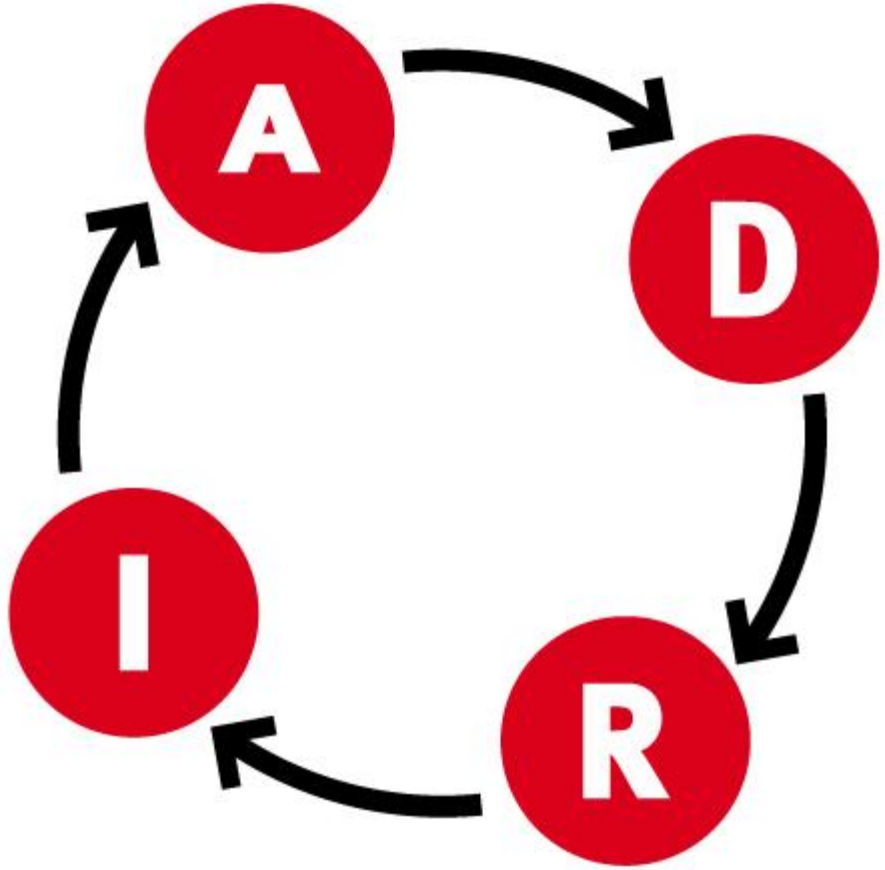
ADRI Approach

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?

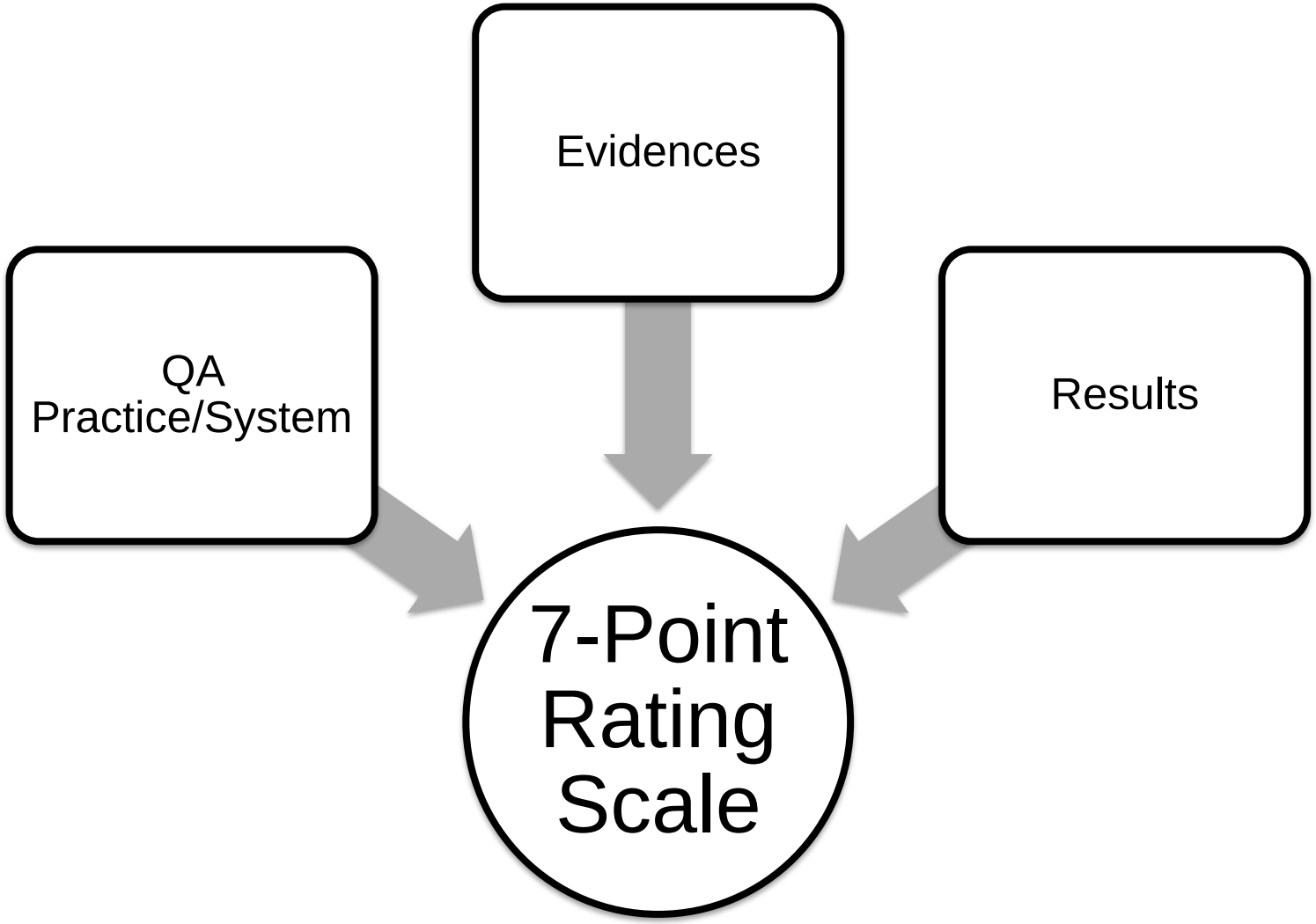
Results

- 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?

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.

แนวทางการเตรียมรับการประเมิน

- ศึกษาเกณฑ์และเกณฑ์ย่อยของแนวทางการประเมิน AUN QA version 3 (criterion, checklist, explanation, diagnostic questions, sources of evidence)
- เขียนรายงานประเมินตนเอง (SAR) อย่างละเอียดตามข้อเท็จจริงที่ได้ทำ โดยยึดวงจรคุณภาพ (PDCA) พร้อมแนบหลักฐานเอกสารจากข้อมูลที่ลิงค์และเวบไซด์ที่เกี่ยวข้อง (ตามบริบทของมหาวิทยาลัยและคณะในภาพรวม)
- นำข้อเสนอแนะจากผลการประเมินปี 2562 มาพิจารณาประกอบการเขียนรายงาน
- วิเคราะห์จุดแข็งและจุดที่ควรพัฒนา (Gap Analysis) เพื่อใช้ในการพัฒนา
- เตรียมการให้สัมภาษณ์โดยกำหนดผู้ที่มีส่วนเกี่ยวข้อง เช่น อาจารย์ผู้สอน นักศึกษา ผู้ใช้บัณฑิต เพื่อตอบข้อสงสัยจากผู้ประเมิน