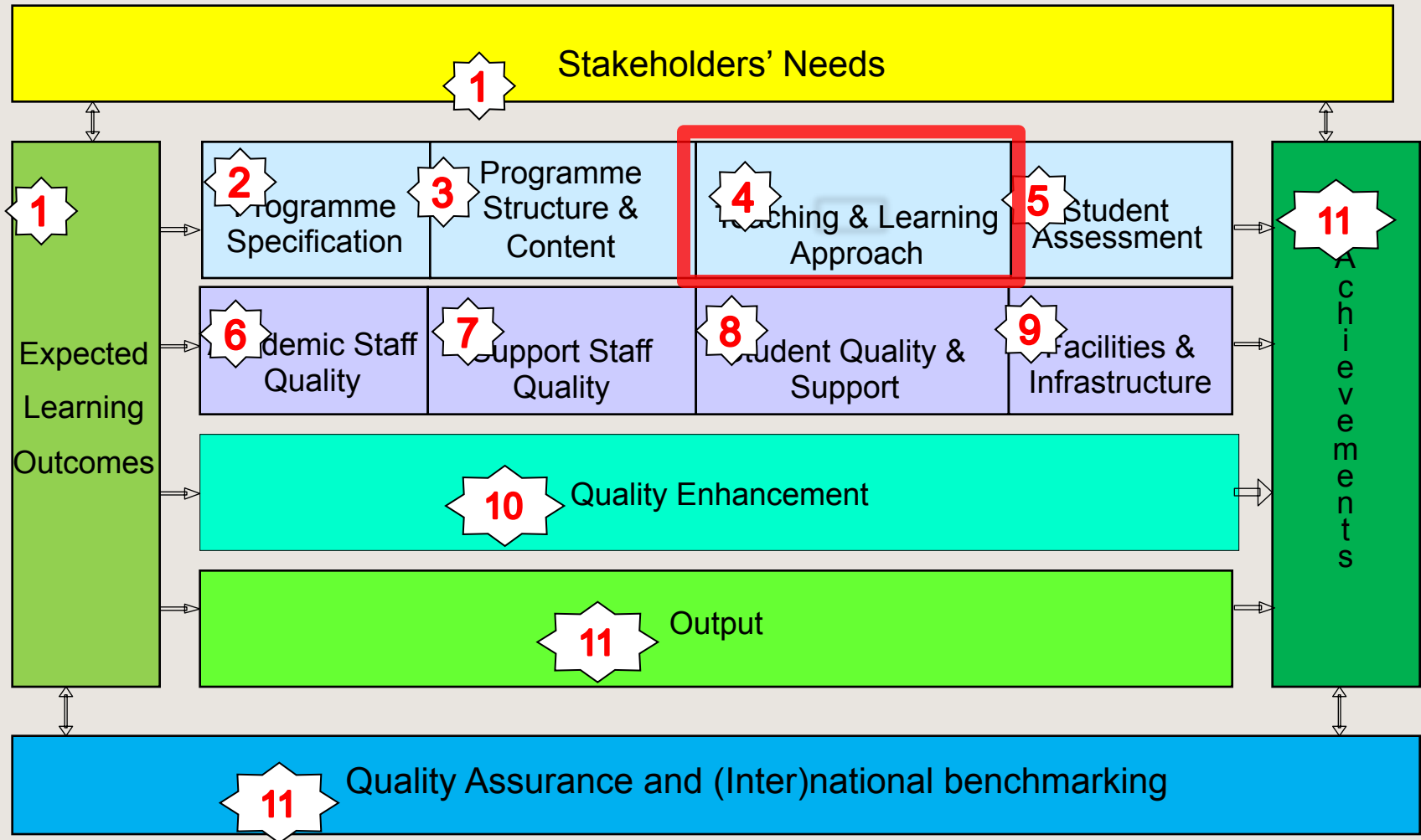


Features of AUN-QA Model for Higher Education QA @ Programme Level

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

AUN-QA at Programme Level (3rd Version)



Criterion	# Sub-criteria	# Checklists
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

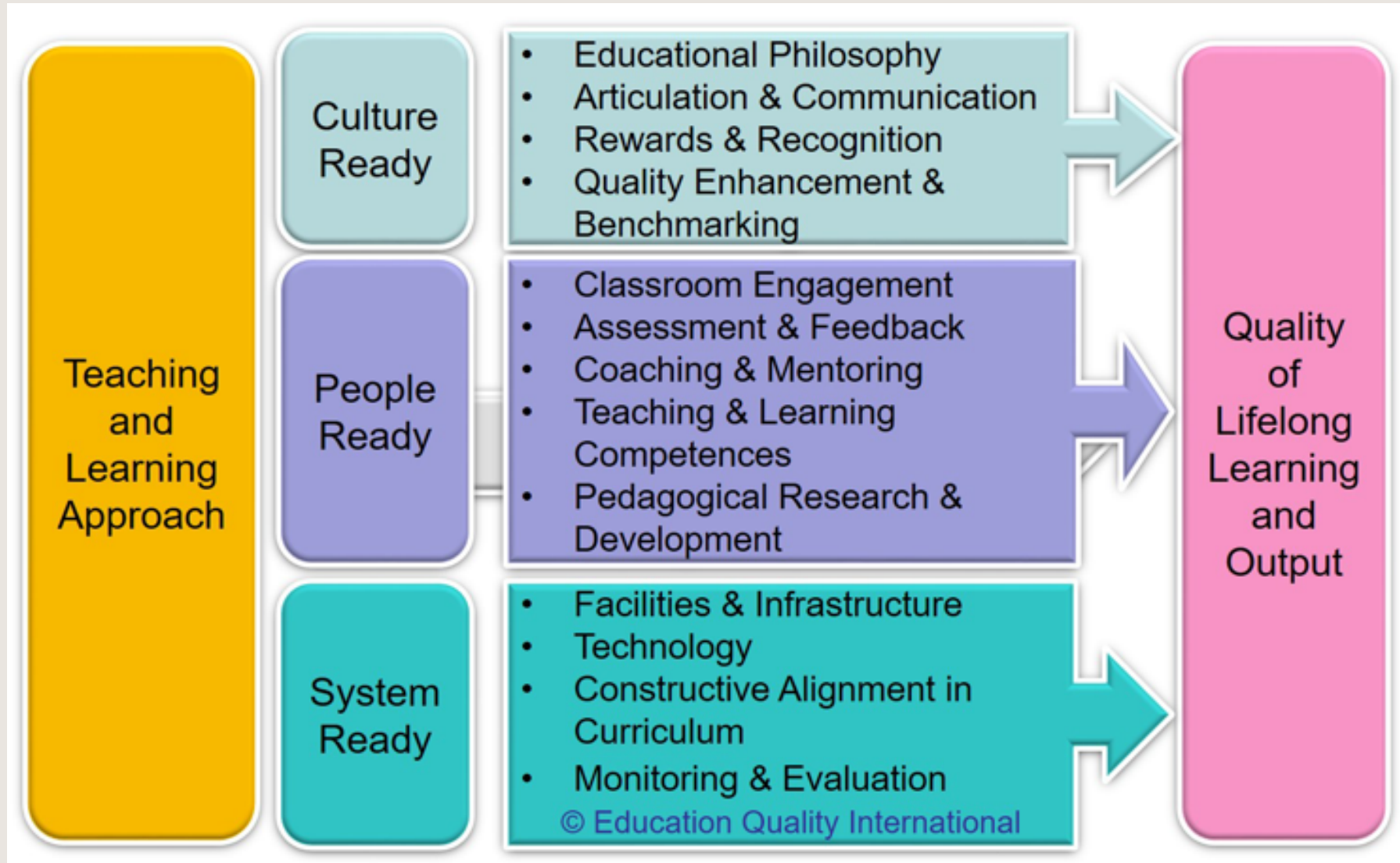
4. Teaching and Learning Approach

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

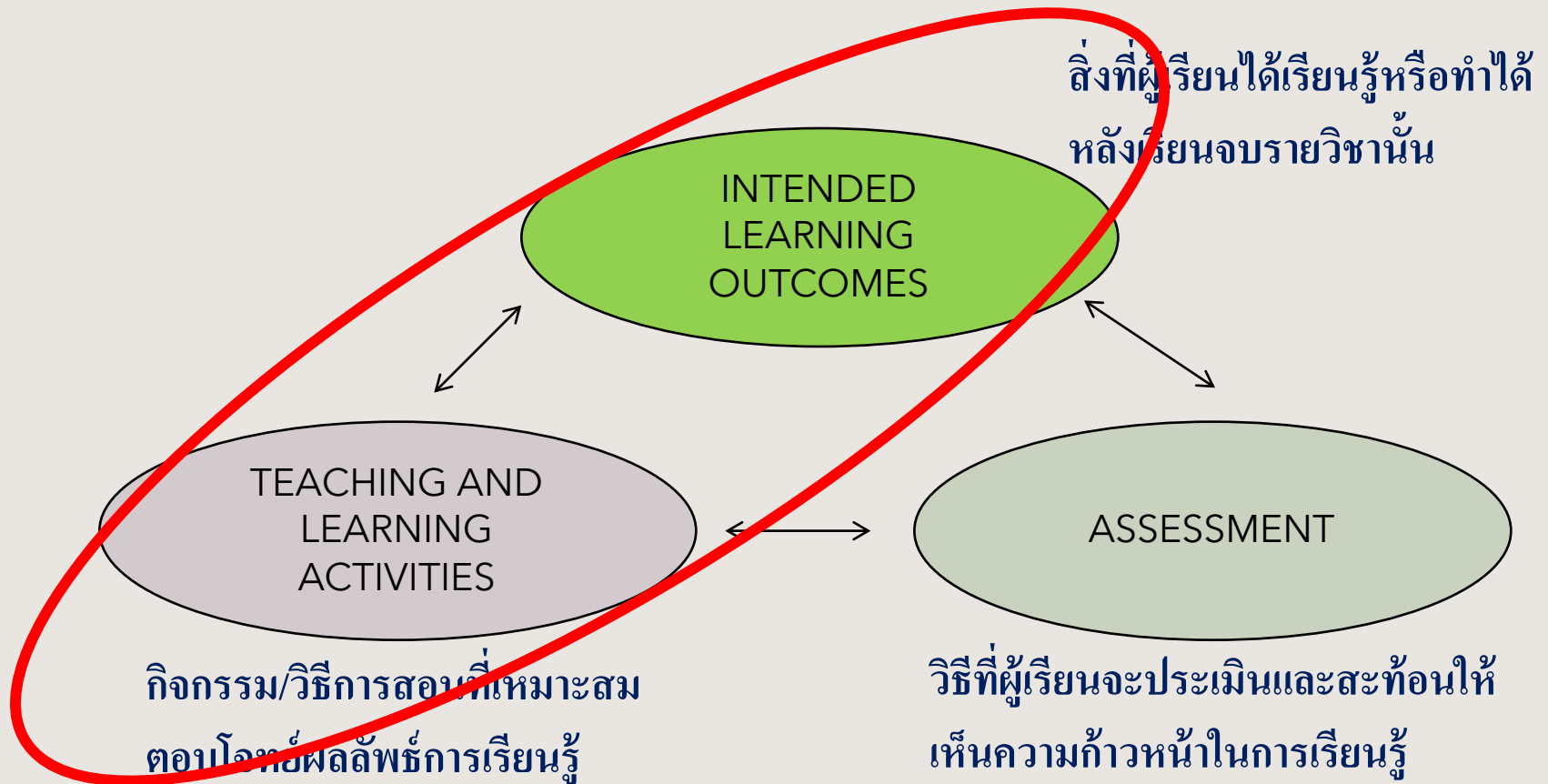


Educational Philosophy: PSU

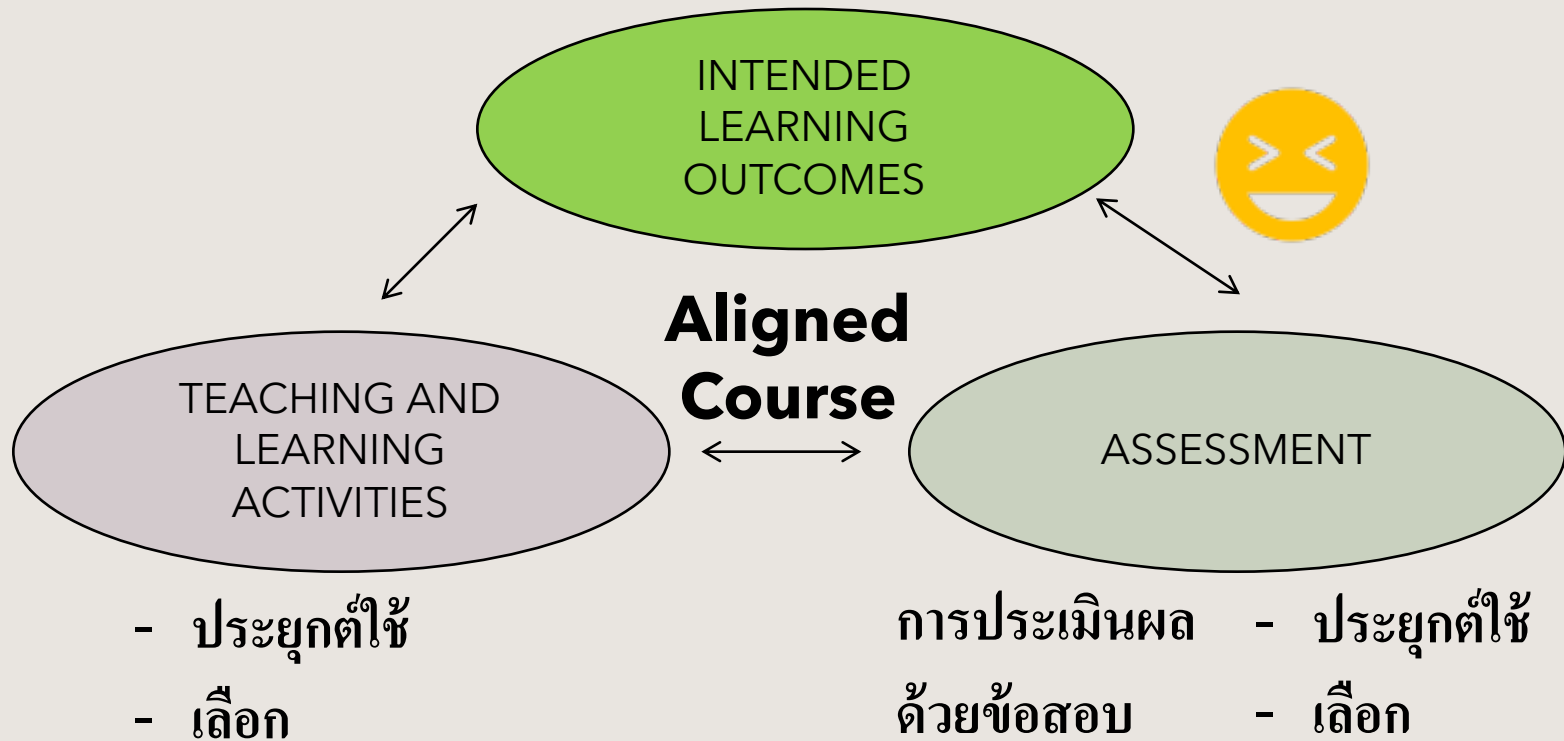
ปรัชญาการศึกษาของมหาวิทยาลัยสงขลานครินทร์ จึงเป็นการจัดการศึกษาตามแนวทางพัฒนาการนิยม (Progressivism) คือการพัฒนาผู้เรียนในทุกด้าน เพื่อให้พร้อมที่จะอยู่ในสังคมได้อย่างมีความสุข และปรับตัวได้ดีตามสถานการณ์ที่เปลี่ยนไป โดยใช้กระบวนการจัดการเรียนรู้เป็นเครื่องมือในการพัฒนาผู้เรียนโดยให้ผู้เรียนเป็นศูนย์กลางของการเรียนรู้ และพัฒนาจากความต้องการของผู้เรียน ผ่านกระบวนการแก้ปัญหาและค้นคว้าด้วยตนเอง กระบวนการที่ต้องลงมือปฏิบัติทั้งในและนอกห้องเรียน ซึ่งจะนำไปสู่การเรียนรู้ที่ยั่งยืน และจากแนวคิดที่ว่า การพัฒนา คือการเปลี่ยนแปลง การเรียนรู้จึงไม่ได้หยุดอยู่เพียงภายในมหาวิทยาลัยแต่จะดำเนินไปตลอดชีวิต การจัดการศึกษาของมหาวิทยาลัยจึงมุ่งเน้นถึงการเรียนรู้ตลอดชีวิตด้วย

จากหลักการดังกล่าวข้างต้นนำสู่การจัดการศึกษาที่มุ่งเน้นผลลัพธ์ (Outcome Based Education) โดยการพัฒนาหลักสูตร กระบวนการจัดการเรียนรู้ ที่มหาวิทยาลัยเชื่อว่าสามารถตอบสนองหลักการดังกล่าวได้ คือ การจัดการเรียนรู้ ที่ใช้กิจกรรมหรือการปฏิบัติ (Active learning) ที่หลากหลาย โดยเฉพาะการใช้ปัญหาเป็นฐานในการเรียนรู้ (Problem-based Learning) การใช้โครงงานเป็นฐาน (Project-based Learning) และการเรียนรู้โดยการบริการสังคม (Service Learning) และยึดพระราชปณิธานของสมเด็จพระบรมราชชนก “ขอให้ถือประโยชน์ของเพื่อนมนุษย์เป็นกิจที่หนึ่ง” เป็นแนวทางในการดำเนินการ

การจัดการเรียนการสอนโดยประยุกต์ใช้ทฤษฎี **Constructive Alignment**



- ประยุกต์ใช้
- เลือก



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
	<ul style="list-style-type: none"> • Explicit Teaching • Lecture • Didactic Questions • Demonstrations • Drill & Practice 	Tends to benefit auditory learners	Shorter attention span of passive listeners
	<ul style="list-style-type: none"> • Inquiry • Problem Solving • Case Studies • Concept Formulation 	Promotes meaningful understanding and ownership of learning	Time consuming
	<ul style="list-style-type: none"> • Simulations • Focused Imaging • Role Play • Models • Games • Field Trip 	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
	<ul style="list-style-type: none">• 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
	<ul style="list-style-type: none">• 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

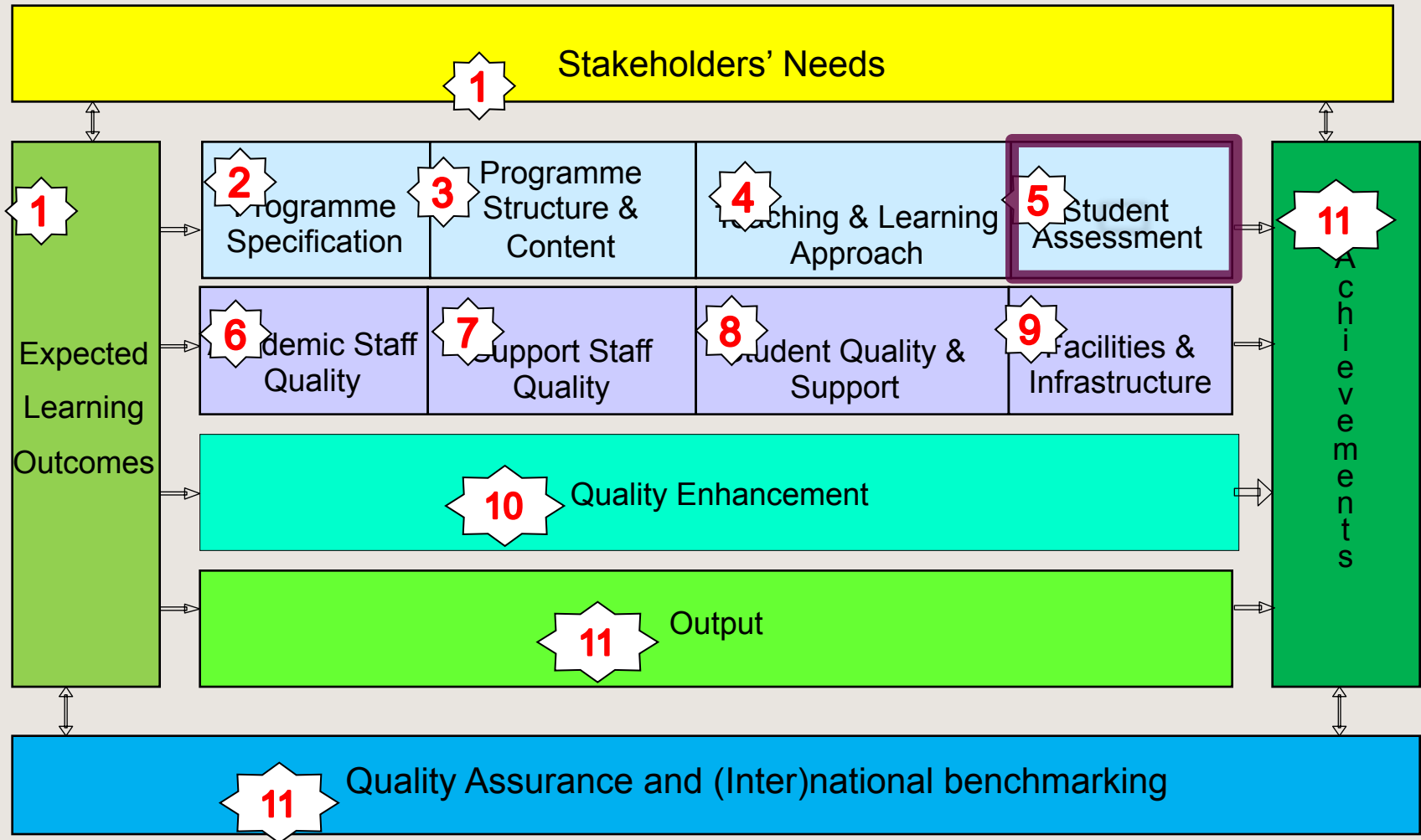
Lifelong Learning

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

AUN-QA at Programme Level (3rd Version)



Criterion	# Sub-criteria	# Checklists
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

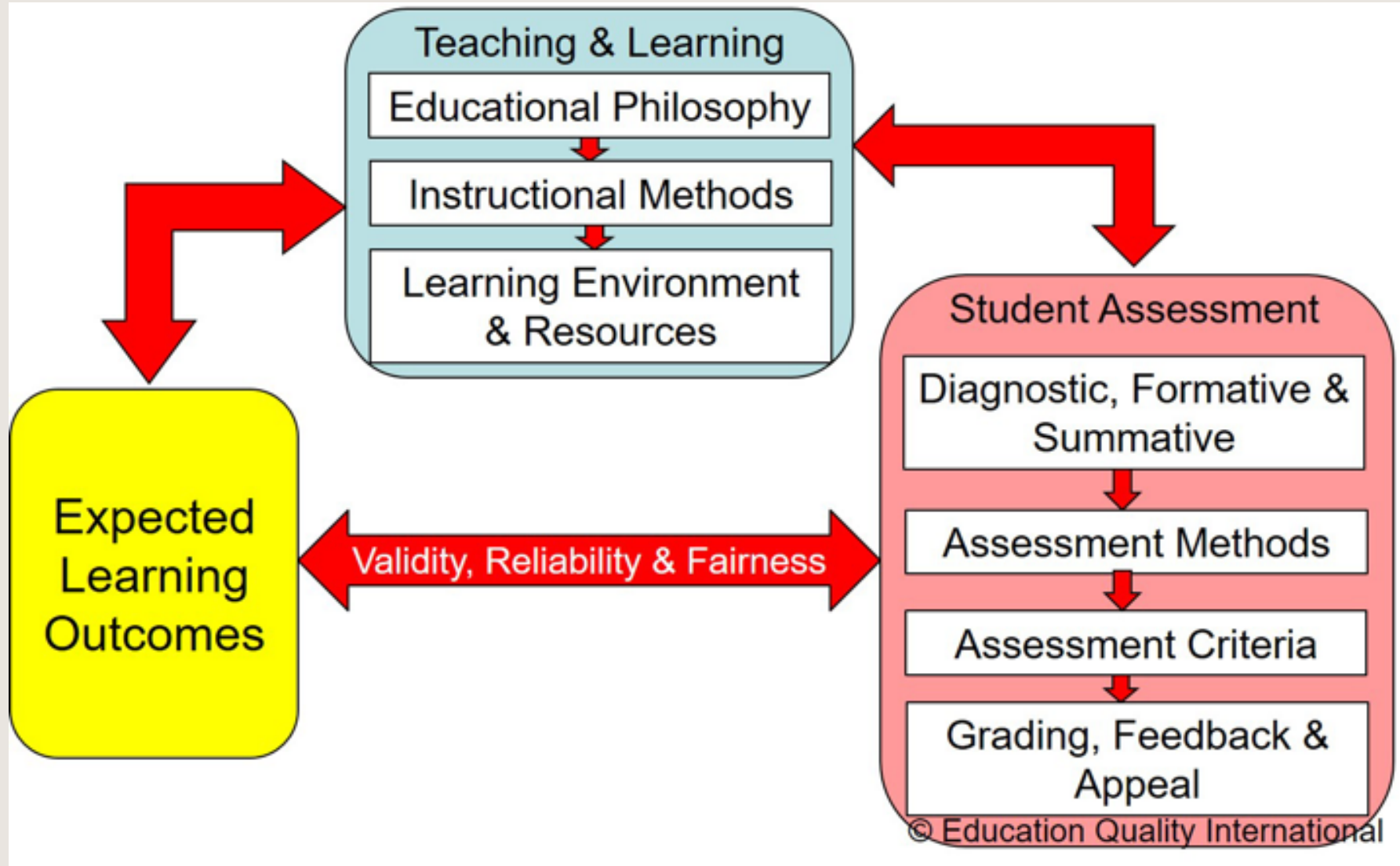
5. Student Assessment

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

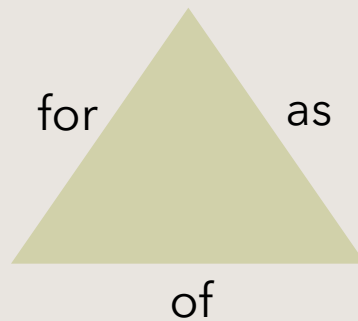


นิยามคำศัพท์ที่เกี่ยวข้อง

- การวัด (Measurement) คือ การกำหนดตัวเลขเพื่อบ่งชี้ปริมาณคุณสมบัติ หรือลักษณะของวัตถุ หรือเหตุการณ์ใด ๆ ที่สนใจตามกฎเกณฑ์บางประการ
- การทดสอบ (Testing) คือ กระบวนการหรือระบบของการวัดค่าเพื่อค้นหาสารสนเทศเกี่ยวกับบุคคลหรือสิ่งที่สนใจ
- การประเมินค่า (Evaluation) คือ การตัดสินคุณค่าและมูลค่าของบุคคล วัตถุ เหตุการณ์ หรือสิ่งใด ๆ ที่สนใจตามการตีความข้อมูลสารสนเทศ (โดยเฉพาะข้อมูลสารสนเทศจากการวัดในรูปตัวเลข) ที่รวบรวมได้
- การวัดประเมิน (Assessment) คือ กระบวนการรวบรวมและใช้ข้อมูลสารสนเทศเพื่อประเมินค่าบุคคล วัตถุ เหตุการณ์ หรือสิ่งใด ๆ ที่สนใจ

Assessment For Learning

Occurs when teachers use inferences about student progress to inform their teaching



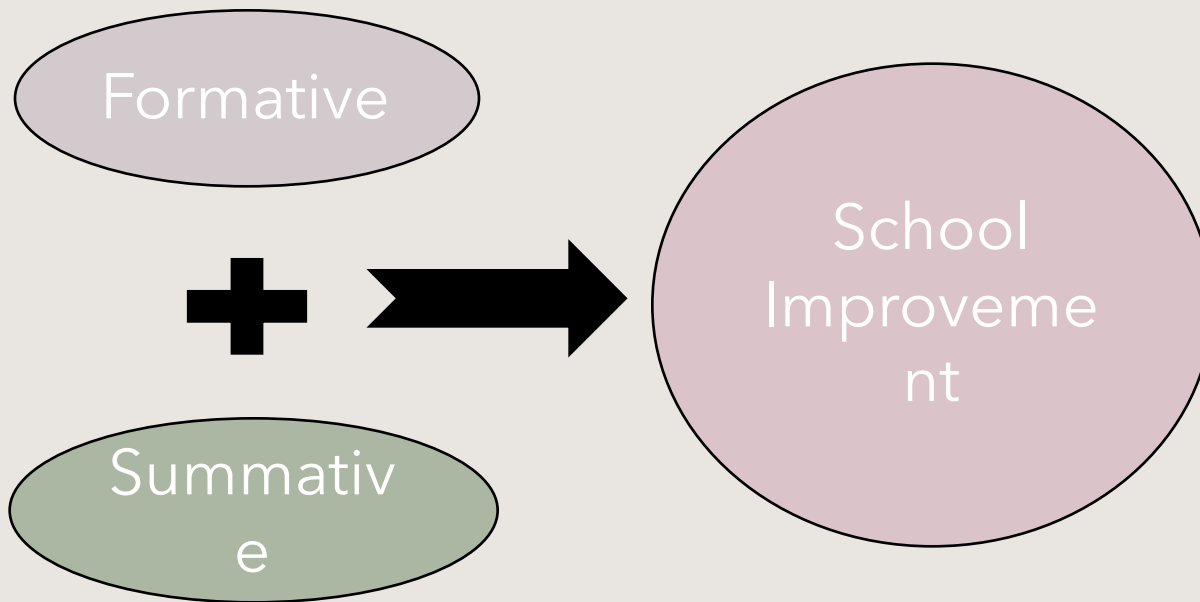
Assessment As Learning

Occurs when students reflect on and monitor their progress to inform their future learning goals

Assessment Of Learning

Occurs when teachers use evidence of student learning to make judgements on student achievement against goals and standards

Formative and Summative Assessment



- Summative assessment is for summarize student achievement at a particular time.
- Formative assessment is use to promote further improvement of student attainment (Crooks,2001)
- Summative assessment can also be used formatively, if it provides feedback to the student and lead to further improvement.

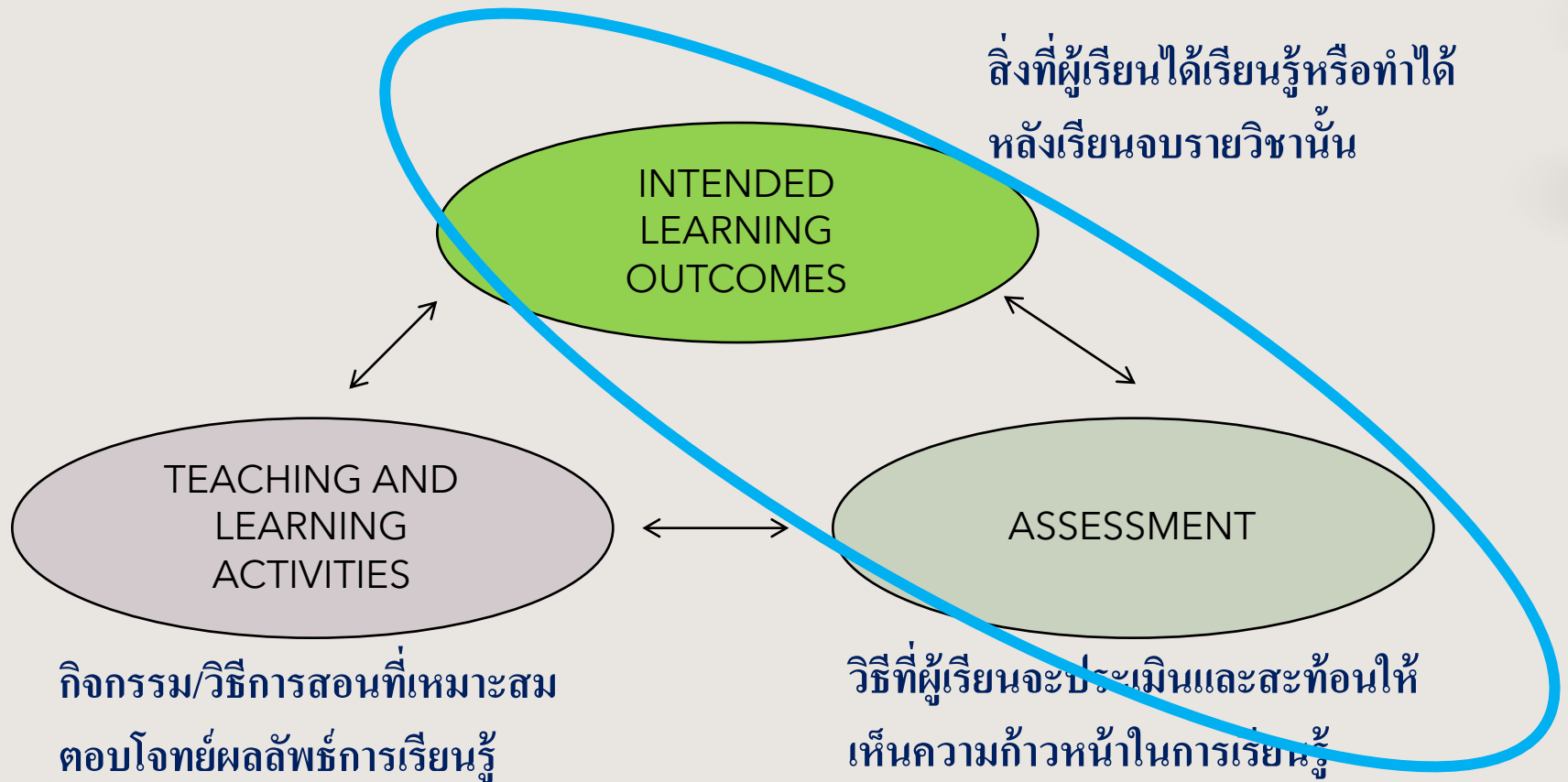
Student Assessment

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.

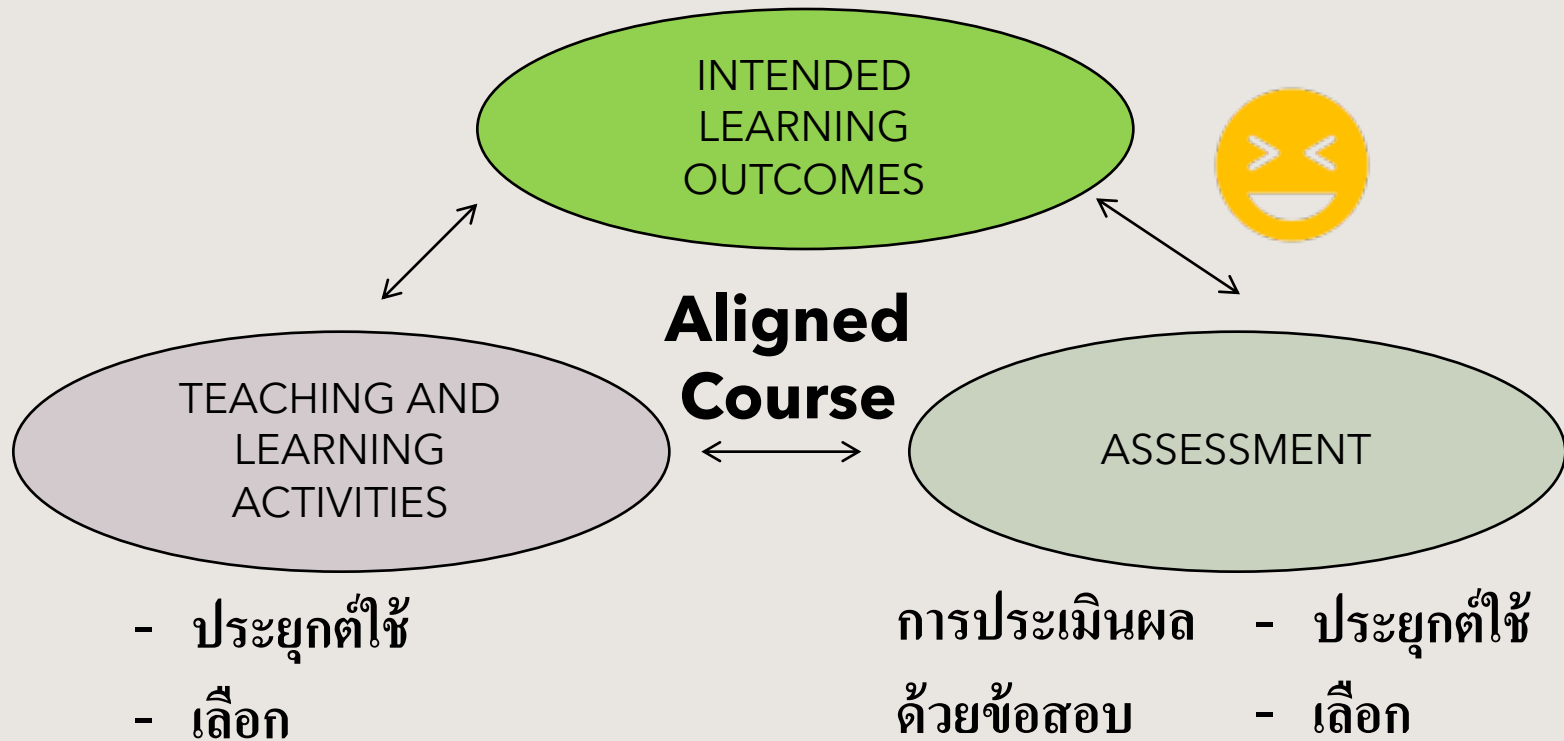
By definition, learning outcomes are performance-based. Learners must go beyond knowing to being able to *show what they know*.

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.

การจัดการเรียนการสอนโดยประยุกต์ใช้ทฤษฎี **Constructive Alignment**



- ประยุกต์ใช้
- เลือก



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

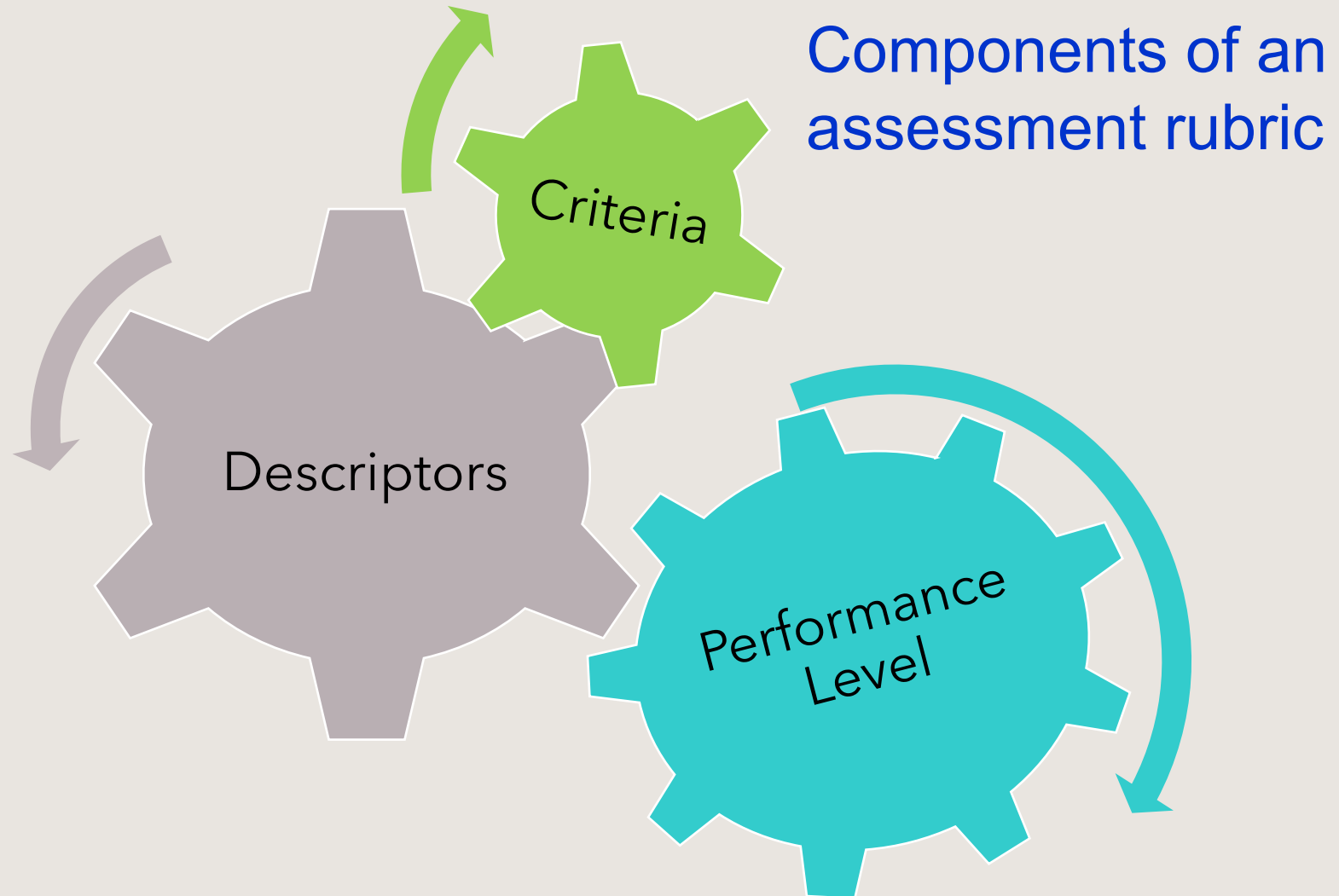
Learning outcomes specify the minimum acceptable standard to enable a student to pass a module. Student performances above this basic threshold level are differentiated by applying grading criteria.

A _____ is a grading tool used to describe the criteria used in grading the performance of students. In general, each rubric consists of a set of criteria and marks or grades associated with these criteria.

Thus, rubrics help to define the criteria of the system of assessment by describing performance at different points on a rating scale.

Appendix 5b: Writing Assessment Criteria and Standards

Student Assessment



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

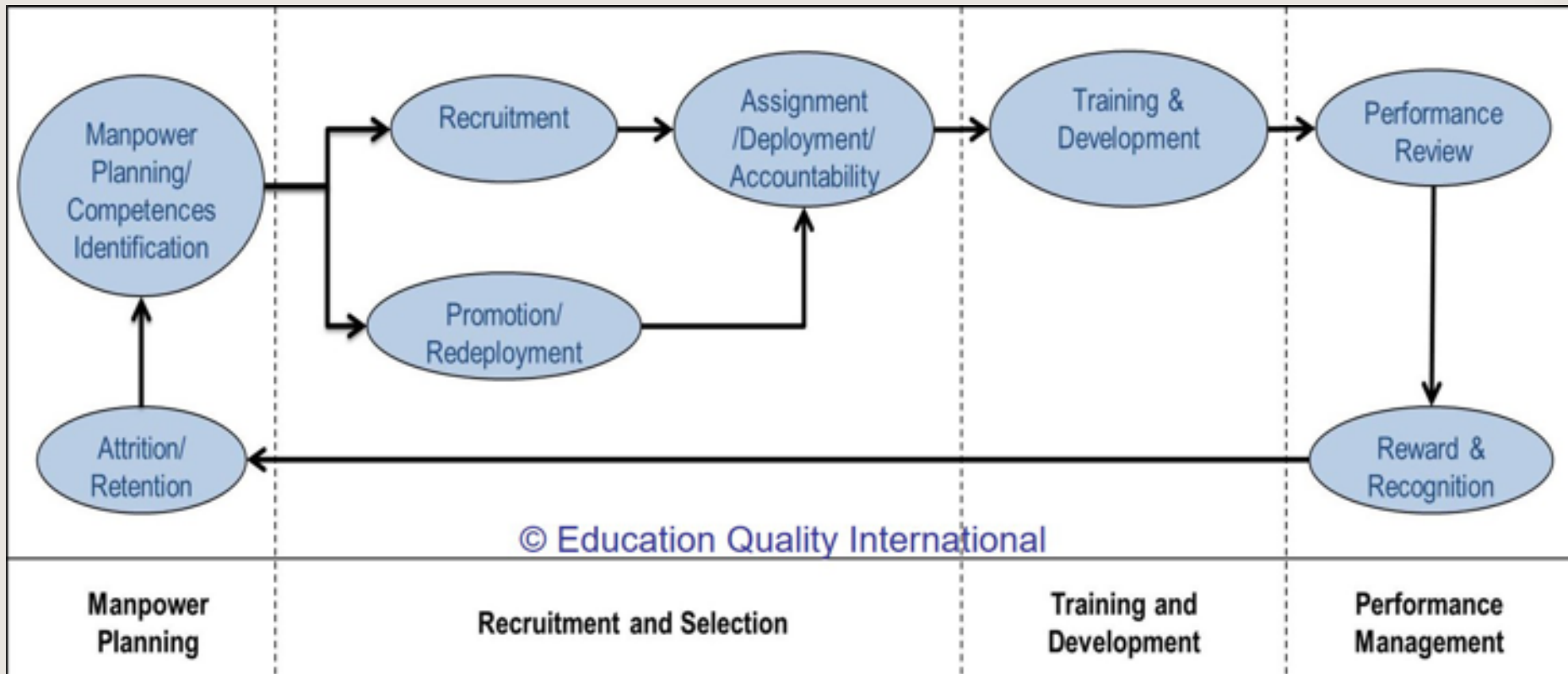
6. Academic Staff Quality

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

How to calculate FTEs?

Investment of Time

Academic Staff

For example, if 1 FTE is equal to 40 hours per week (full-time employment), then the FTE of an academic staff member with a teaching load of 8 hours per week will be _____ (i.e. $8/40$).

Student

For example, if 1 FTE student has to attend 20 hours of lesson a week, then the FTE of a part-time student with 10 hours of lesson a week will be _____ (i.e. $10/20$).

6. Academic Staff Quality

Teaching Load

Academic Staff

For example, if the official full-time teaching load of an academic staff is 4 courses per semester, then each course accounts for 0.25 FTE. If an academic staff member is assigned 2 courses per semester, then the FTE will be _____ (i.e. 2×0.25 FTE).

Study Load

Student

The investment of time method can also be used for calculating FTEs of student. For example, if 1 FTE student has to attend 20 hours of lesson a week, then the FTE of a part-time student with 10 hours of lesson a week will be _____ (i.e. $10/20$).

6. Academic Staff Quality

Calculating FTEs

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

6. Academic Staff Quality

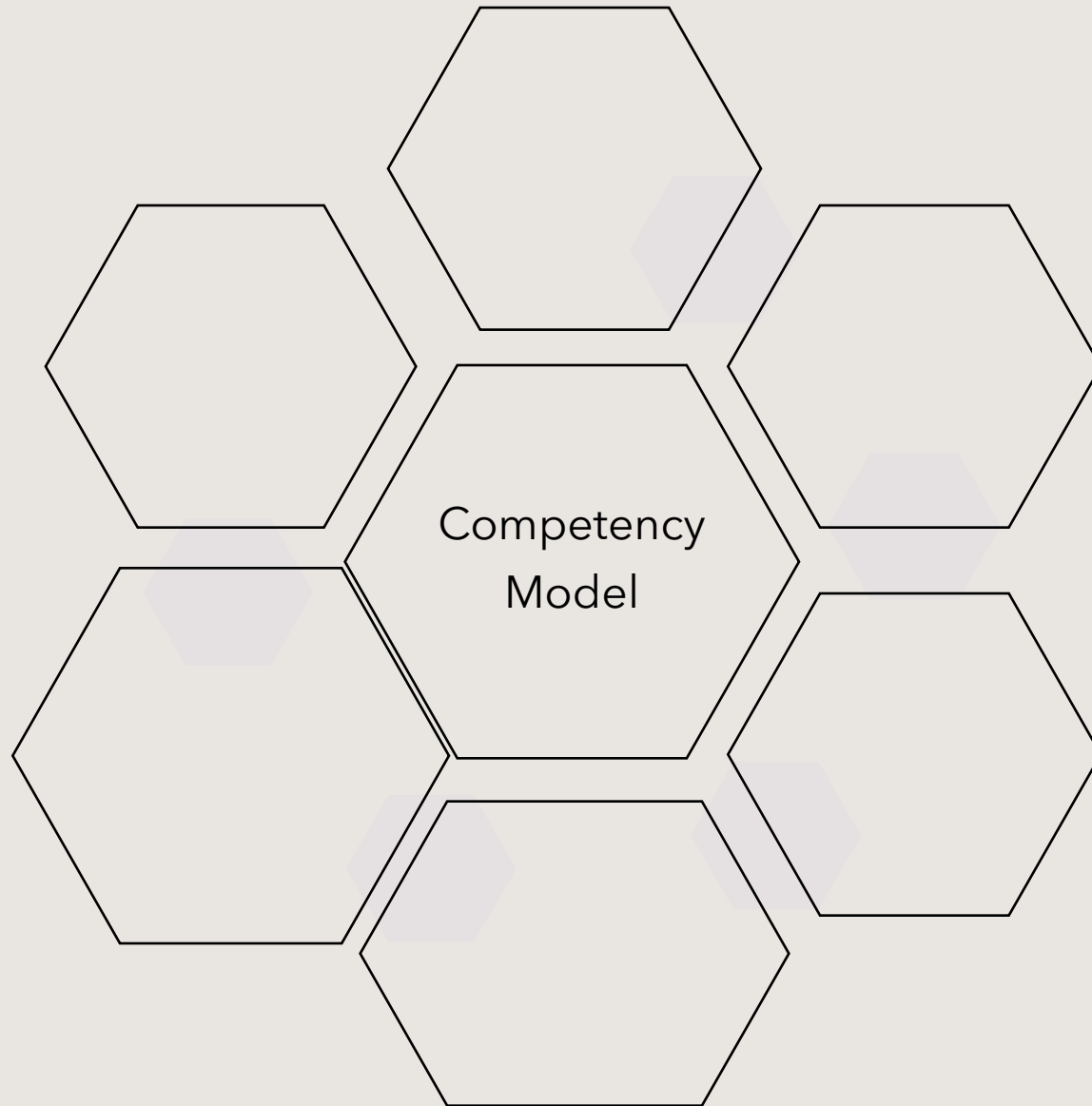
Staff-to-student Ratio

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		

Competencies of Academic Staff



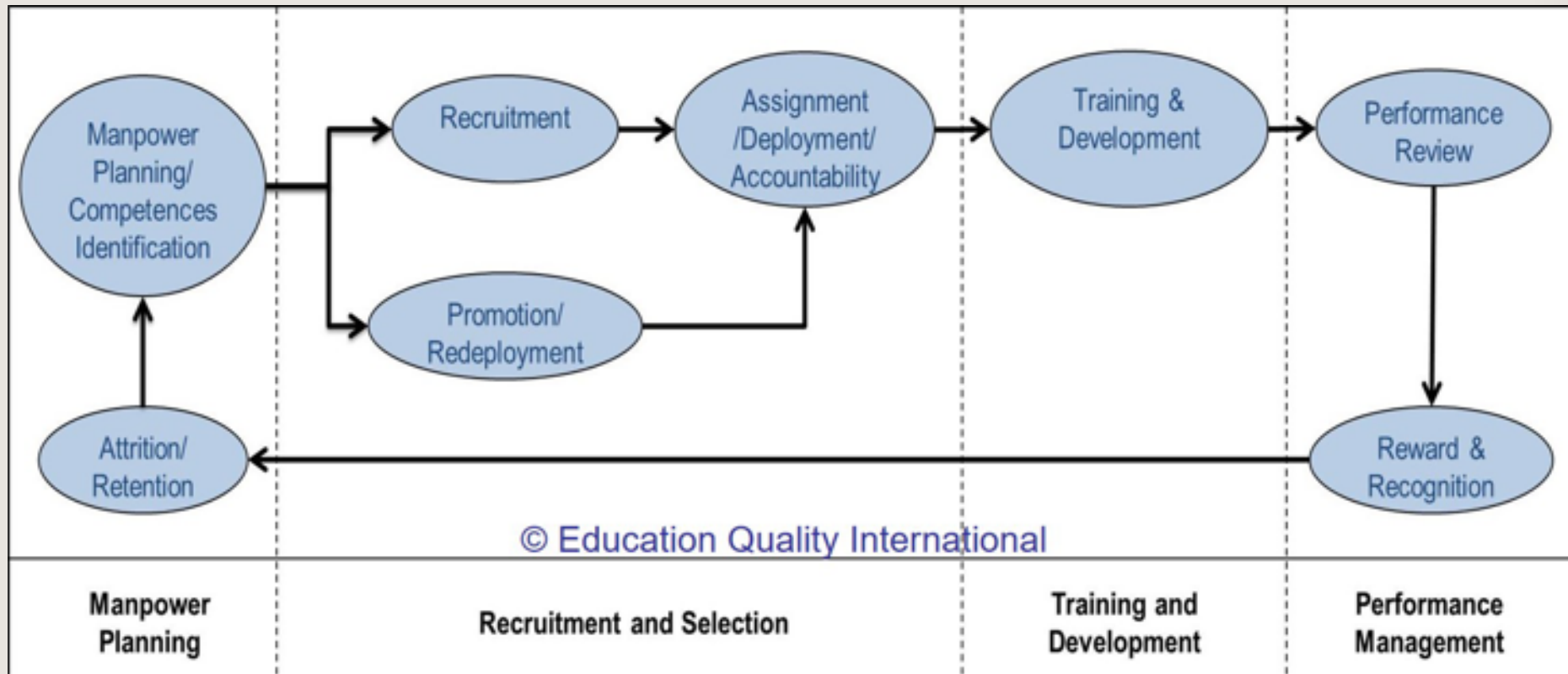
7. Support Staff Quality

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

Support Staff	Highest Educational Attainment				Total
	Master	Bachelor	Diploma	High School	
Library Personnel	2	21	12		35
Laboratory Personnel		1	2	1	4
Administrative Personnel	3	10	2	24	39
Others				17	17
Total					

7. Support Staff Quality

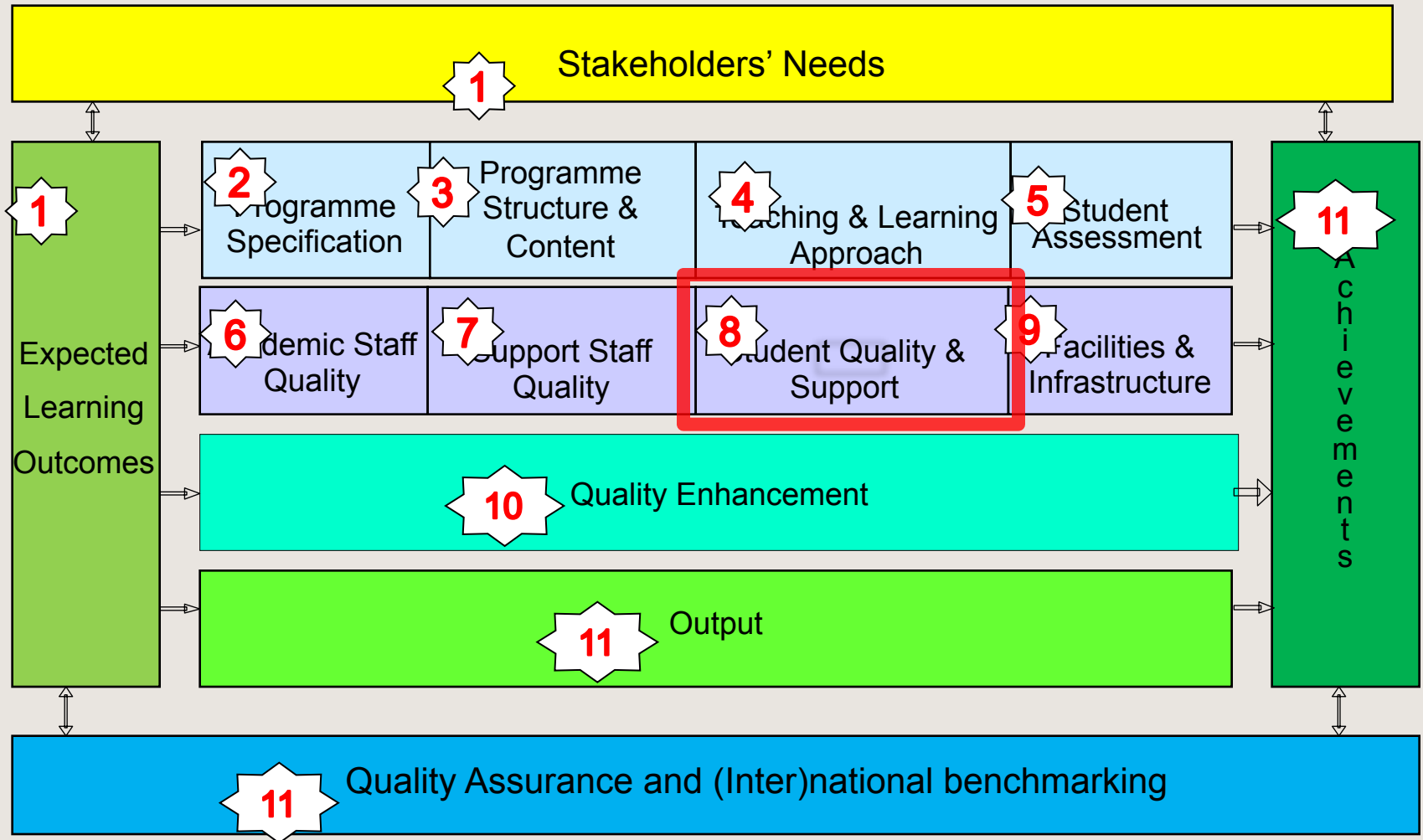
Support Staff	Qualification			Total
	Bachelor's	Master's	Doctoral	
Library Personnel	18	18	0	36
Laboratory Personnel	1	20	2	23
IT Personnel	3	13	1	17
Administrative Personnel	4	7	4	15
Student Services Personnel (student affairs, medical, dorm, cultural center)	37	6	0	43
Total				

7. Support Staff Quality

Core & Managerial Competencies	Non-Supervisory Positions	Supervisory Positions	Leadership Positions
	<ul style="list-style-type: none"> • Creativity & Thinking skills • Problem-solving & Quality Improvement 	<ul style="list-style-type: none"> • Performance Appraisal • Coaching 	<ul style="list-style-type: none"> • Leadership • Performance Management • Coaching
	<ul style="list-style-type: none"> • Customer Service Delivery 	<ul style="list-style-type: none"> • Supervisory Skills • Creativity & Thinking Skills • Problem-solving & Quality Improvement 	<ul style="list-style-type: none"> • Supervisory & Management • Creativity & Thinking skills • Problem-solving & Quality Improvement
	<ul style="list-style-type: none"> • Working in Teams 	<ul style="list-style-type: none"> • Customer Service Leadership • Leading Teams 	<ul style="list-style-type: none"> • Customer Service Management • Leading/Managing Teams
	<ul style="list-style-type: none"> • Personal Effectiveness • Communication • Interpersonal Skills 		
KSEs	<ul style="list-style-type: none"> • IT, Work Safety, Literacy • Job-specific technical skills 		
	Non-Supervisory Positions	Supervisory Positions	Leadership Positions

An Example of a Competency Model for Support Staff

AUN-QA at Programme Level (3rd Version)



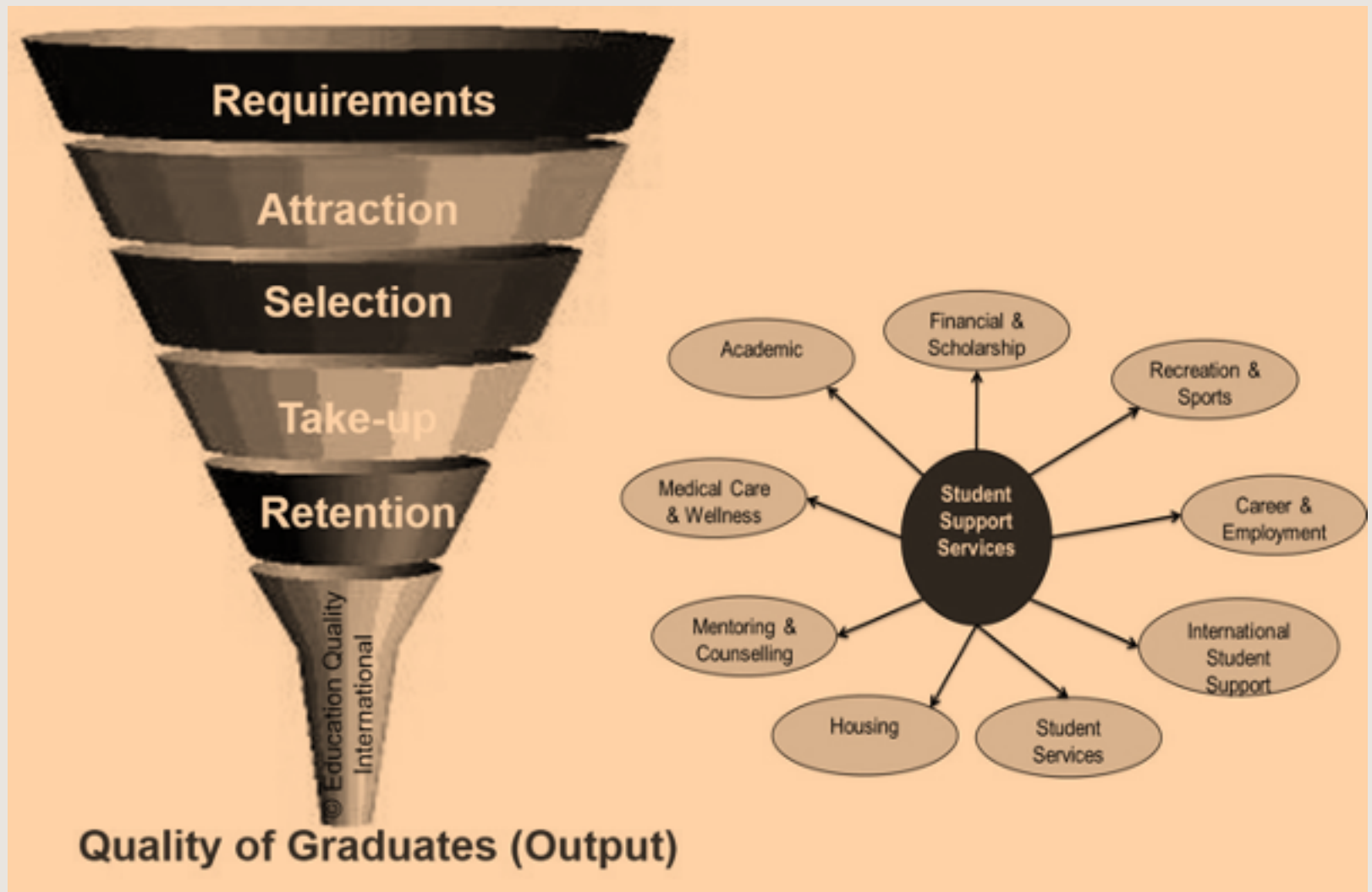
8. Student Quality and Support

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