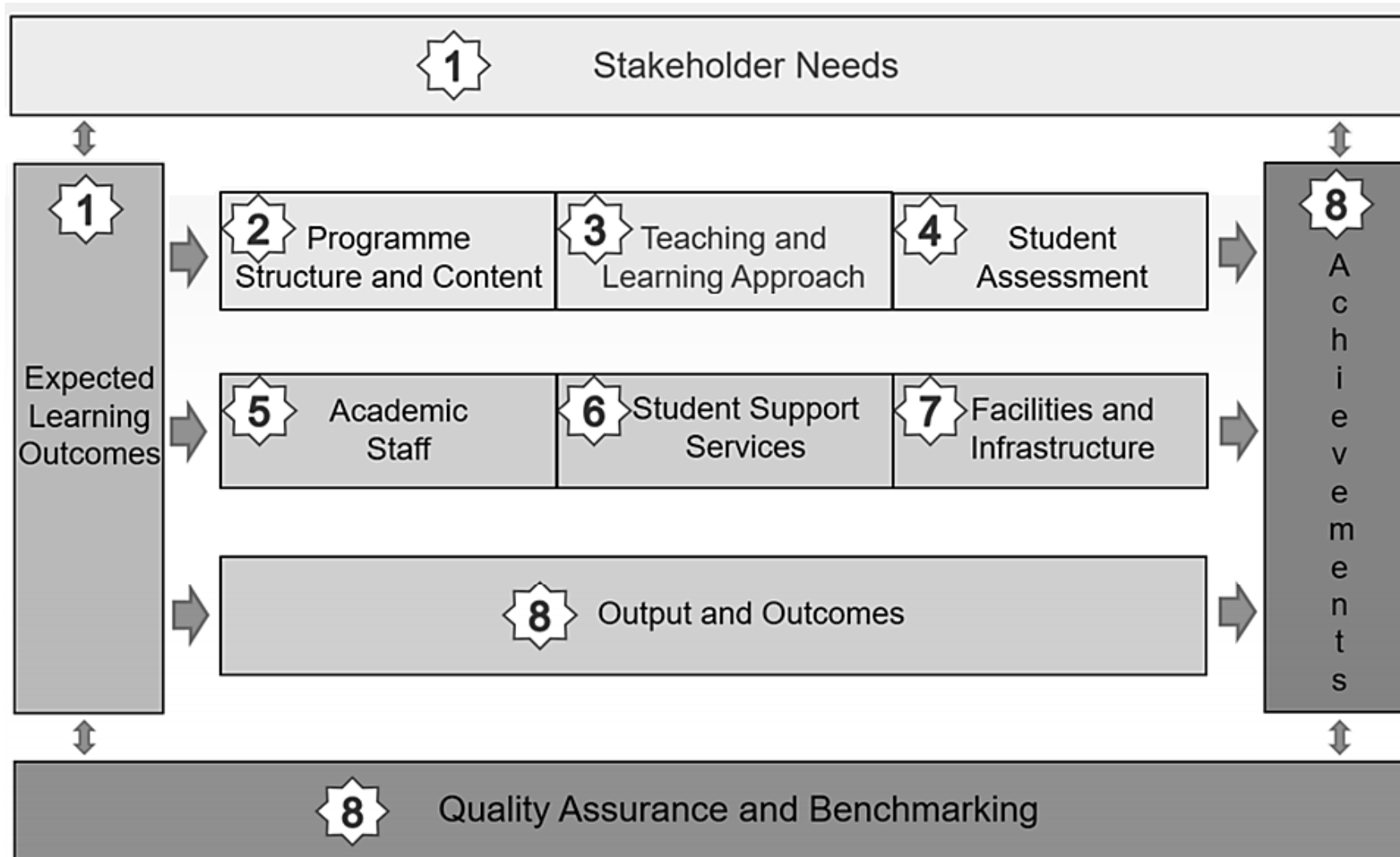


# **AUN-QA Assessment at Programme Level Version 4.0 (Overview)**

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For Maejo University  
21 January 2022

# V 4.0 : Concept

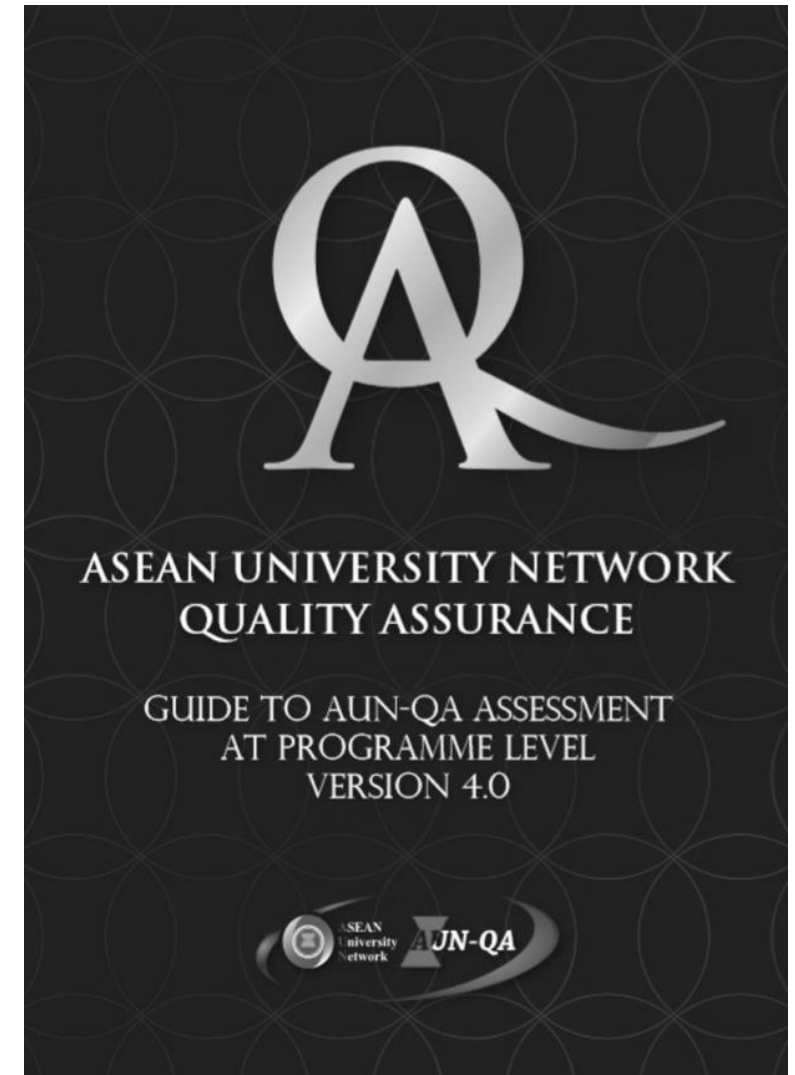


# V 3.0 vs V 4.0

V 3.0	V 4.0
1. Expected Learning Outcomes	1. Expected Learning Outcomes
2. Programme Specification	2. Programme Structure and Content
3. Programme Structure and Content	
4. Teaching and Learning Approach	3. Teaching and Learning Approach
5. Student Assessment	4. Student Assessment
6. Academic Staff Quality	5. Academic Staff
7. Support Staff Quality	6. Student Support Services
8. Student Quality and Support	
9. Facilities and Infrastructure	7. Facilities and Infrastructure
10. Quality Enhancement	<merge into the other criteria>
11. Output	8. Output and Outcomes

# AUN-QA PA V 4.0 : Criteria

<b>Programme</b>	<ol style="list-style-type: none"><li>1. Expected Learning Outcomes</li><li>2. Programme Structure and Content</li><li>3. Teaching and Learning Approach</li><li>4. Student Assessment</li></ol>
<b>Resources</b>	<ol style="list-style-type: none"><li>5. Academic Staff</li><li>6. Student Support Services</li><li>7. Facilities and Infrastructure</li></ol>
<b>Results</b>	<ol style="list-style-type: none"><li>8. Output and Outcomes</li></ol>



# Criterion 1 – Expected Learning Outcomes

## Requirements

1.1 The programme to show that the expected learning outcomes are appropriately formulated in accordance with an established learning taxonomy, are aligned to the vision and mission of the university and are known to all stakeholders.

### Ex. Bloom's Taxonomy



# Criterion 1 – Expected Learning Outcomes

## Requirements

1.2 The programme to show that the expected learning outcomes for all courses are appropriately formulated and are aligned to the expected learning outcomes of the programme.

### ❖ PLOs vs CLOs

1.3 The programme to show that the expected learning outcomes consist of both *generic outcomes* (related to written and oral communication, problem-solving, information technology, teambuilding skills, etc.) and *subject specific outcomes* (related to knowledge and skills of the study discipline).

# Criterion 1 – Expected Learning Outcomes

## Requirements

1.4 The programme to show that the requirements of the stakeholders, especially the external stakeholders, are gathered, and that these are reflected in the expected learning outcomes.

1.5 The programme to show that the expected learning outcomes are achieved by the students by the time they graduate.

Programme Learning Outcome	Achievement of LO			
	25%	50%	75%	100%
PLO1		X	X	
PLO2				X
PLO3	X	X	X	
PLO4			X	
PLO5		X	X	X
...				
...				

Table 2.1. Extent of Achievement of Programme Learning Outcomes by the Time that Students Graduate

# Criterion 2 – Programme Structure and Content

## Requirements

2.1 The specifications of the programme and all its courses are shown to be comprehensive, up-to-date, and made available and communicated to all stakeholders.

- ❖ Programme Specification
  - ❖ Course Specification
- } What information should be included?

2.2 The design of the curriculum is shown to be *constructively aligned* with achieving the expected learning outcomes.

2.3 The design of the curriculum is shown to include feedback from stakeholders, especially external stakeholders.



# Criterion 2 – Programme Structure and Content

## Requirements

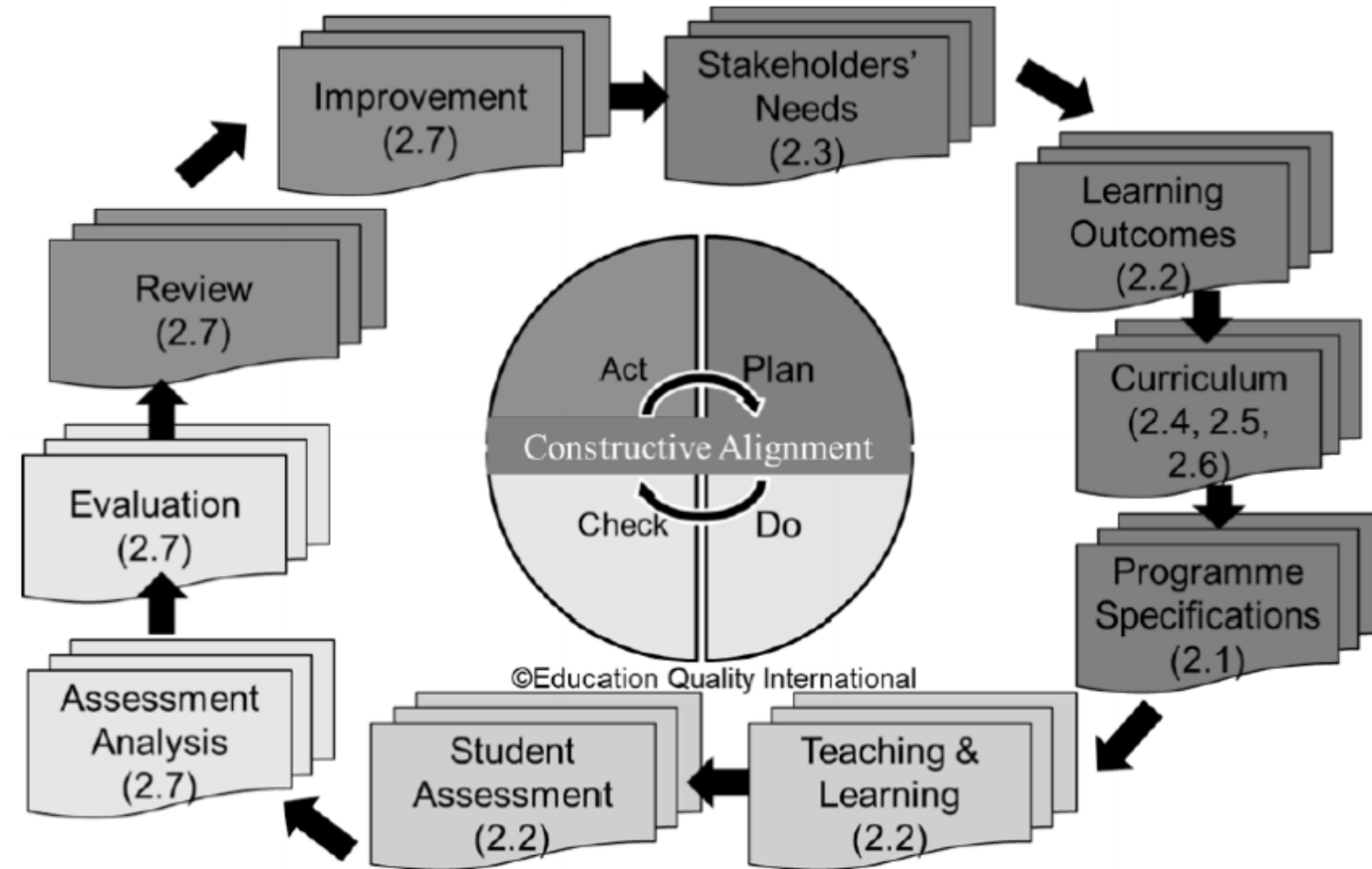
2.4 The contribution made by each course in achieving the expected learning outcomes is shown to be clear.

2.5 The curriculum to show that all its courses are logically structured, properly sequenced (progression from basic to intermediate to specialised courses) and are integrated.

2.6 The curriculum to have option(s) for students to pursue major and/or minor specialisations.

2.7 The programme to show that its curriculum is reviewed periodically following an established procedure and that it remains up-to-date and relevant to industry.

# Criterion 2 – Programme Structure and Content



# Criterion 3 – Teaching & Learning Approach

## Requirements

3.1 The educational philosophy is shown to be articulated and communicated to all stakeholders. It is also shown to be reflected in the teaching and learning activities.

3.2 The teaching and learning activities are shown to allow students to participate responsibly in the learning process.

- ❖ Students be the master of their own learning; independent of T&L methods used.

3.3 The teaching and learning activities are shown to involve active learning by the students.

- ❖ Active participation by students; use of different T&L methods.

Sources: 1. Guide to AUN-QA Assessment at Programme Level (Version 4.0), ©AUN-QA Network  
2. Definition of Key Terms and Words in the AUN-QA Programme Framework (Version 4.0) by Johnson Ong Chee Bin and Additions by Tan Kay Chuan

# Criterion 3 – Teaching & Learning Approach

## Requirements

3.4 The teaching and learning activities are shown to promote learning, learning how to learn, and instilling in students a commitment for life-long learning (e.g., commitment to critical inquiry, information-processing skills, and a willingness to experiment with new ideas and practices).

3.5 The teaching and learning activities are shown to inculcate in students, new ideas, creative thought, innovation, and an entrepreneurial mindset.

Examples:

- ❖ Open-ended questions
- ❖ Cross- / Multi-disciplinary teaching and student teams
- ❖ Project/Business implementation
- ❖ Courses teaching creativity, innovation, entrepreneurship

3.6 The teaching and learning processes are shown to be continuously improved to ensure their relevance to the needs of industry and are aligned to the expected learning outcomes.

# Criterion 4 – Student Assessment

## Requirements

4.1 A variety of assessment methods are shown to be used and are shown to be constructively aligned to achieving the expected learning outcomes and the teaching and learning objectives.

4.2 The assessment and assessment-appeal policies are shown to be explicit, communicated to students, and applied consistently.

4.3 The assessment standards and procedures for student progression and degree completion, are shown to be explicit, communicated to students, and applied consistently.

4.4 The assessments methods are shown to include rubrics, marking schemes, timelines, and regulations, and these are shown to ensure validity, reliability, and fairness in assessment.

# Criterion 4 – Student Assessment

## Requirements

4.5 The assessment methods are shown to measure the achievement of the expected learning outcomes of the programme and its courses.

❖ Example of assessment method measuring achieving of ELO. The lecturer fills the table at the time of setting the exam/test questions.

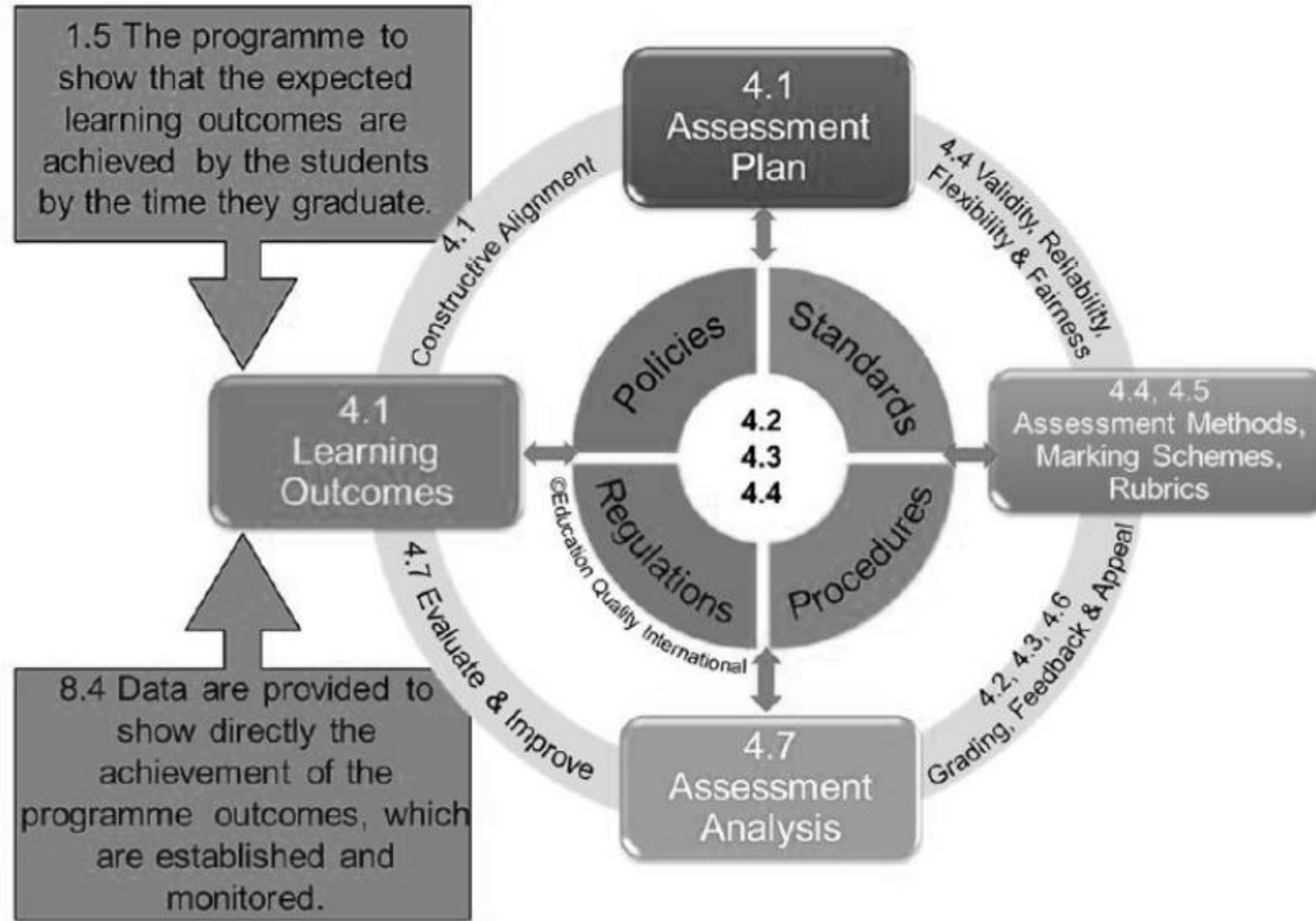
Exam / Test Question	ELO Achievement				
	ELO1	ELO2	ELO3	ELO4	ELO5
1	X		X		
2			X		X
3		X		X	
4			X		X
5	X			X	
.			X		
.		X		X	

4.6 Feedback of student assessment is shown to be provided in a timely manner.

4.7 The student assessment and its processes are shown to be continuously reviewed and improved to ensure their relevance to the needs of industry and alignment to the expected learning outcomes.

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# Criterion 4 – Student Assessment



# Criterion 5 – Academic Staff

## Requirements

5.1 The programme to show that academic staff planning (including succession, promotion, redeployment, termination, and retirement plans) is carried out to ensure that the quality and quantity of the academic staff fulfil the needs for education, research, and service.

5.2 The programme to show that staff workload is measured and monitored to improve the quality of education, research, and service.

5.3 The programme to show that the competences of the academic staff are determined, evaluated, and communicated.

Category	M	F	Total		Percentage of PhD
			Headcount	FTE	
Professors					
Associate/ Assistant Professors					
Full-time Lecturers					
Part-time Lecturers					
Visiting Professors/ Lecturers					
Total					

Table 2.2. Number of Academic Staff (specify reference date and method of calculation used for FTE of academic staff)



# Criterion 5 – Academic Staff

## Requirements

5.4 The programme to show that the duties allocated to the academic staff are appropriate to qualifications, experience, and aptitude.

5.5 The programme to show that promotion of the academic staff is based on a merit system which accounts for teaching, research, and service.

5.6 The programme to show that the rights and privileges, benefits, roles and relationships, and accountability of the academic staff, taking into account professional ethics and their academic freedom, are well defined and understood.

5.7 The programme to show that the training and developmental needs of the academic staff are systematically identified, and that appropriate training and development activities are implemented to fulfil the identified needs.

5.8 The programme to show that performance management including reward and recognition is implemented to assess academic staff teaching and research quality

# Criterion 6 – Student Support Service

## Requirements

6.1 The student intake policy, admission criteria, and admission procedures to the programme are shown to be clearly defined, communicated, published, and up-to-date.

- ❖ Intake policy
- ❖ Admission criteria
- ❖ Admission procedures

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

Table 2.4. Intake of First-year Students (last five academic years)

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

Table 2.5. Total Number of Students (last five academic years)

# Criterion 6 – Student Support Service

## Requirements

6.2 Both short-term and long-term planning of *academic* and *non-academic* support services are shown to be carried out to ensure sufficiency and quality of support services for teaching, research, and community service.

6.3 An adequate system is shown to exist for student progress, academic performance, and workload monitoring. Student progress, academic performance, and workload are shown to be systematically recorded and monitored. Feedback to students and corrective actions are made where necessary.

6.4 Co-curricular activities, student competition, and other student support services are shown to be available to improve learning experience and employability.

# Criterion 6 – Student Support Service

## Requirements

6.5 The competences of the support staff rendering student services are shown to be identified for recruitment and deployment. These competences are shown to be evaluated to ensure their continued relevance to stakeholders needs. Roles and relationships are shown to be well-defined to ensure smooth delivery of the services.

Support Staff	Highest Educational Attainment				Total
	High School	Bachelor	Master	Doctoral	
Student Services Personnel (enumerate the services)					
Total					

Table 2.3. Number of Support Staff (specify reference date)

6.6 Student support services are shown to be subjected to evaluation, benchmarking, and enhancement.

# Criterion 7 – Facilities and Infrastructure

## Requirements

7.1. The physical resources to deliver the curriculum, including equipment, material, and information technology, are shown to be sufficient.

7.2. The laboratories and equipment are shown to be up-to-date, readily available, and effectively deployed.

7.3. A digital library is shown to be set-up, in keeping with progress in information and communication technology.

7.4. The information technology systems are shown to be set up to meet the needs of staff and students.

7.5. The university is shown to provide a highly accessible computer and network infrastructure that enables the campus community to fully exploit information technology for teaching, research, service, and administration.

# Criterion 7 – Facilities and Infrastructure

## Requirements

7.6. The environmental, health, and safety standards and access for people with special needs are shown to be defined and implemented.

7.7. The university is shown to provide a physical, social, and psychological environment that is conducive for education, research, and personal well-being.

7.8. The competences of the support staff rendering services related to facilities are shown to be identified and evaluated to ensure that their skills remain relevant to stakeholder needs.

7.9. The quality of the facilities (library, laboratory, IT, and student services) are shown to be subjected to evaluation and enhancement.

# Criterion 8 – Output and Outcomes

## Requirements

8.1. The pass rate, dropout rate, and average time to graduate are shown to be established, monitored, and benchmarked for improvement.

8.2. Employability as well as self-employment, entrepreneurship, and advancement to further studies, are shown to be established, monitored, and benchmarked for improvement.

8.3. Research and creative work output and activities carried out by the academic staff and students, are shown to be established, monitored, and benchmarked for improvement.

Academic Year	Cohort Size	% Completed First Degree in			% Dropout During			
		3 Years	4 Years	>4 Years	1 <sup>st</sup> Year	2 <sup>nd</sup> Year	3 <sup>rd</sup> Year	4 <sup>th</sup> Years & Beyond

Table 2.6. Pass Rates and Dropout Rate (last five cohorts)

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

Table 2.7. Types and Number of Research Publication

# Criterion 8 – Output and Outcomes

## Requirements

8.4. Data are provided to show directly the achievement of the programme outcomes, which are established and monitored.

❖ PLOs achievement by courses or modules

❖ Other ways

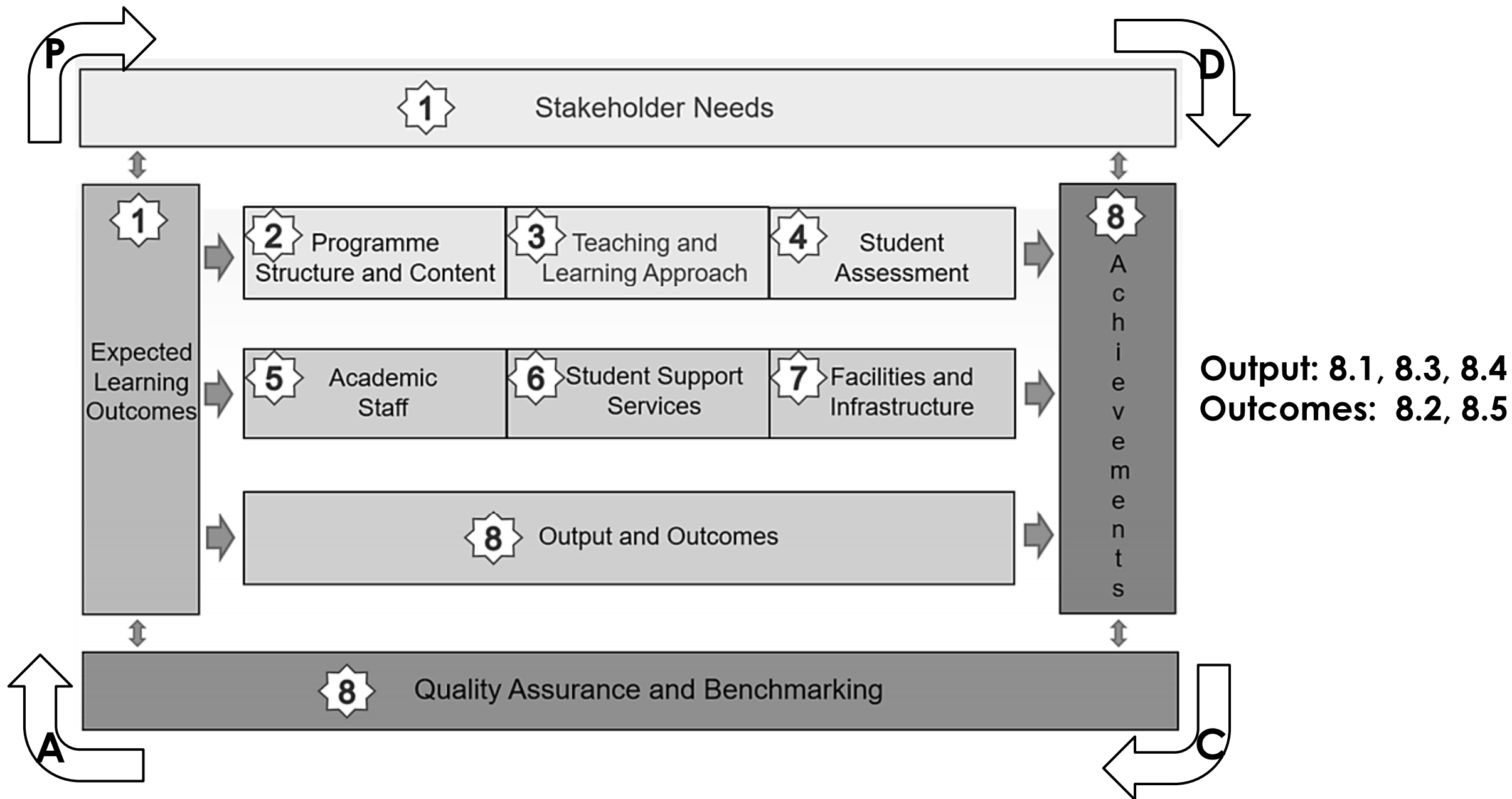
- Exit survey
- Internship survey
- Alumni survey
- Employer survey

Courses	PLO1	PLO2	PLO3	PLO4	PLO5
aaaaaa	75%	50%			
bbbbbb		50%	75%		
cccccc		75%		75%	50%
dddddd			100%	75%	75%
eeeeee	50%	50%	75%	100%	100%

8.5. Satisfaction level of the various stakeholders are shown to be established, monitored, and benchmarked for improvement.

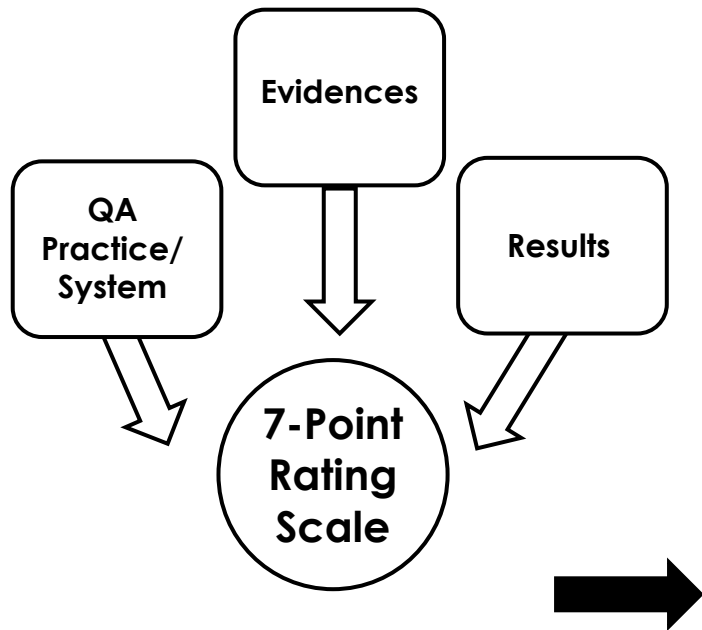
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# AUN-QA Rating Scale



Rating	Description
1	<b>Absolutely Inadequate</b> The QA practice to fulfil the criterion is not implemented. There are no plans, documents, evidences or results available.
2	<b>Inadequate and Improvement is Necessary</b> The QA practice to fulfil the criterion at planning stage or is inadequate where improvement is necessary. Little documents or evidence available.
3	<b>Inadequate but Minor Improvement Will Make It Adequate</b> The QA practice fulfil the criterion is defined and implemented but need minor improvement. Documents available but no clear evidence of use.
4	<b>Adequate as Expected</b> The QA practice to fulfil the criterion is adequate and evidences to show. Performance of the QA practice shows consistent results as expected.
5	<b>Better Than Adequate</b> The QA practice to fulfil the criterion is better than adequate. Evidences support that it has been efficiently implemented.
6	<b>Example of Best Practices</b> The QA practice to fulfil the criterion is example of best practices in the field. Evidences support that it has been effectively implemented.
7	<b>Excellent (Example of World-class or Leading Practices)</b> The QA practice to fulfil the criterion is considered to be excellent, world-class practices in the field. Evidences of innovative implementation.