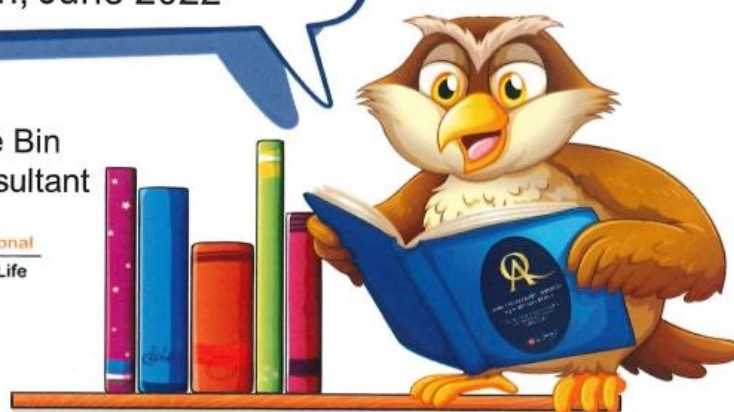


Definition of
Key Terms and Words
in the
AUN-QA
Programme Framework
(Version 4)
5th Edition, June 2022

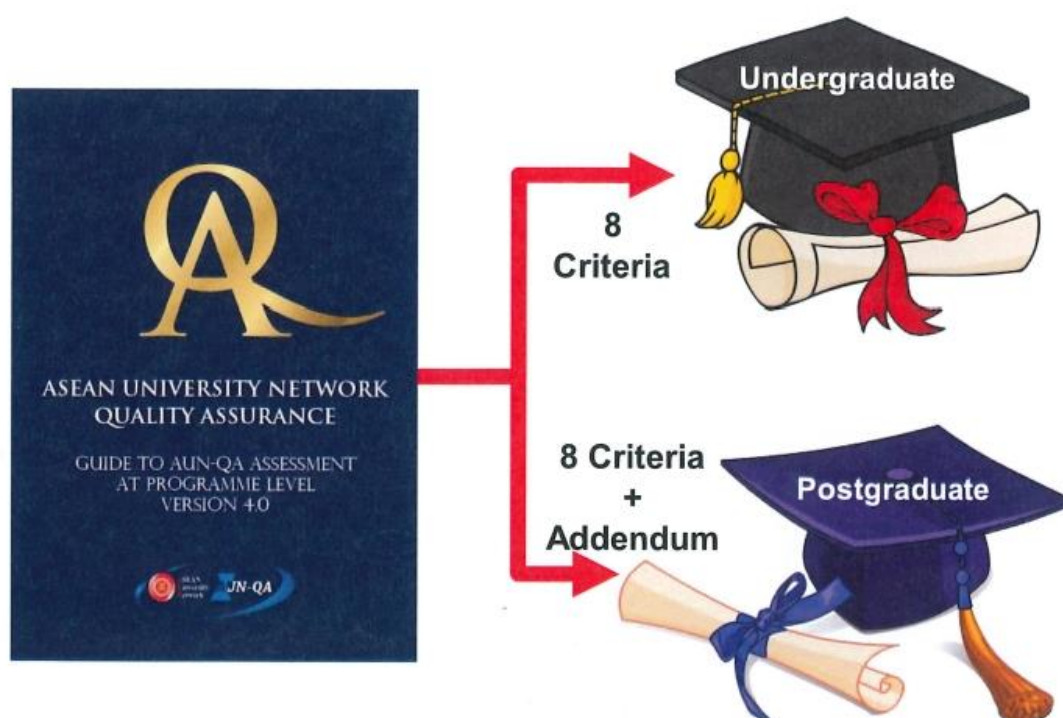
Mr. Johnson Ong Chee Bin
Founder & Principal Consultant



Introduction

The “Definition of Key Terms and Words in the AUN-QA Programme Framework (Version 4)” is published to complement the “Guide to AUN-QA Assessment at Programme Level (Version 4)”. The definitions of key terms and words in each of the 53 requirements of the 8 AUN-QA criteria are contextualised to narrow the gap of interpretation. It aims to improve clarity and the validity of implementing the framework and to enhance the reliability of programme assessment. It is hoped that the publication meets the aspirations and needs of the AUN-QA community.

AUN-QA Programme Framework



3

Addendum

ADDENDUM:

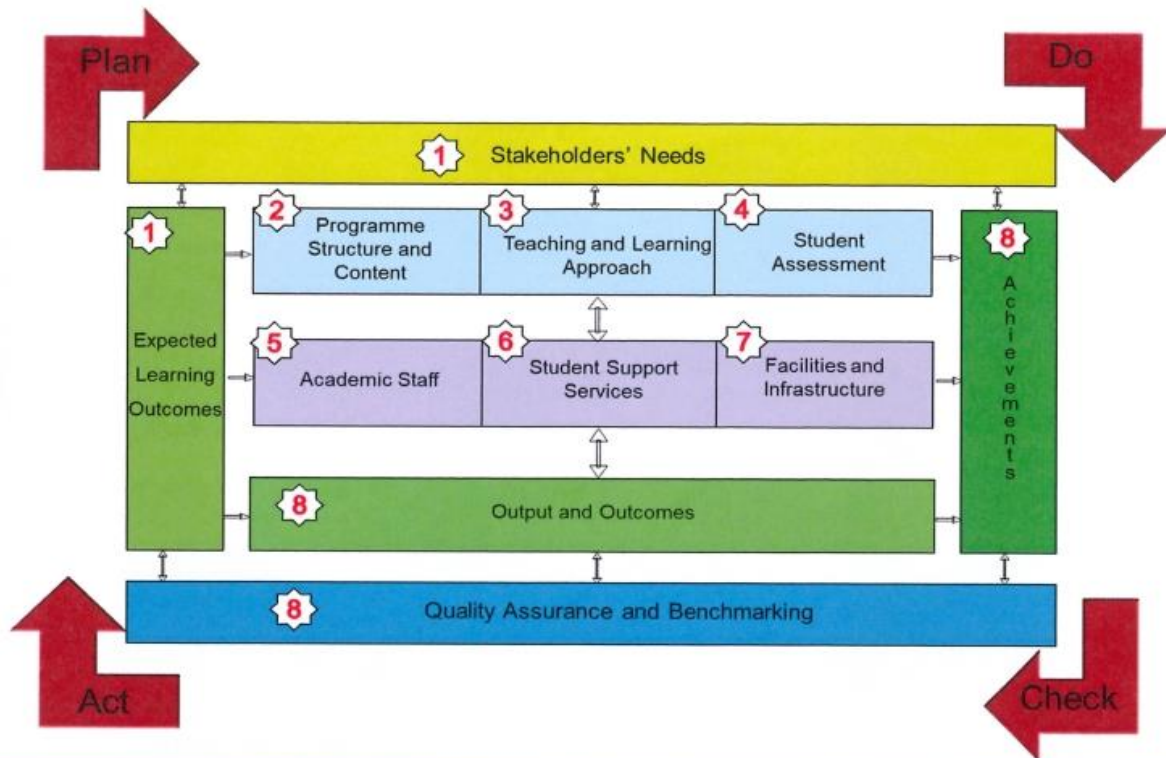
Supplementary Notes for the Assessment of Postgraduate Programmes with Dominant Research Component

The addendum is prepared to serve as a supplement to the "Guide to AUN-QA Assessment at Programme Level Version 4.0" that provides additional notes and interpretations for assessment of the research component for the postgraduate programmes. In addition, it may also be used for assessment of programmes where the research component is dominant or is not given any credit rating or credit hour to represent its learning loads. Similar to the requirements for all criteria in this guide, the addendum can also be referred to and read together when writing the self-assessment report of such programmes.

Source: Guide to AUN-QA Assessment at Programme Level Version 4.0, ©AUN-QA Network

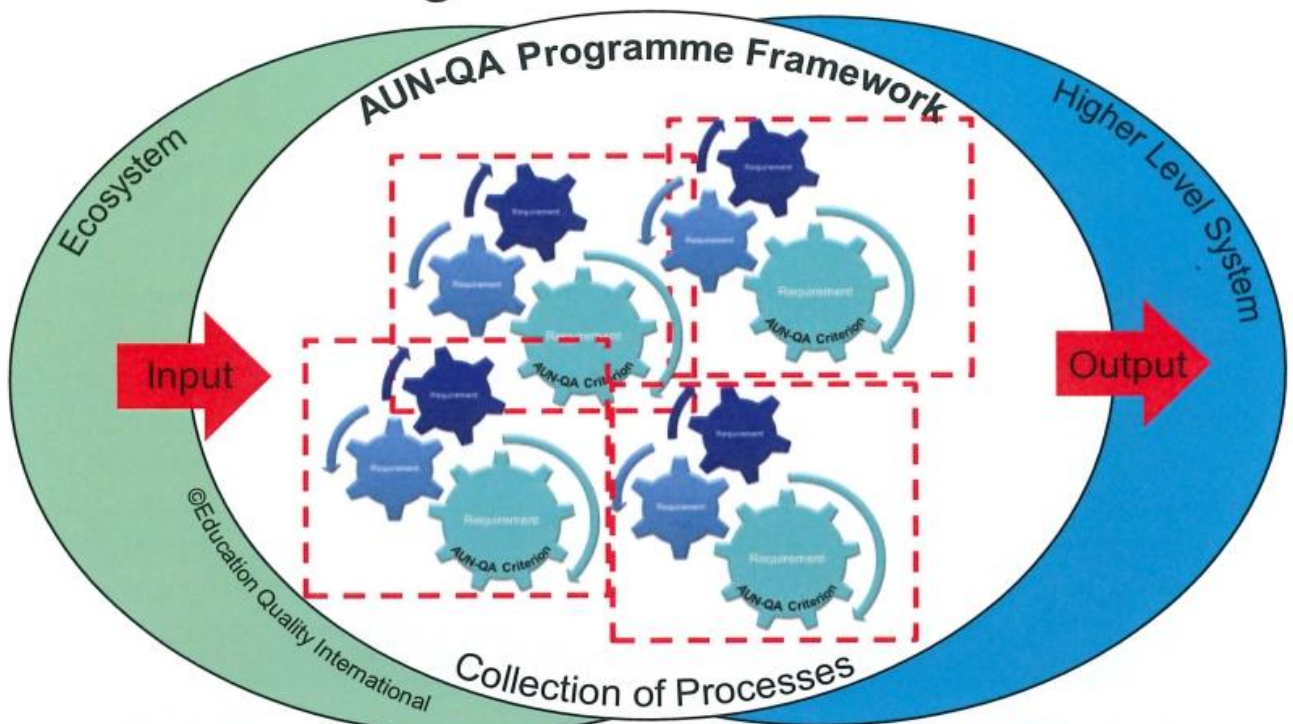
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AUN-QA Programme Framework



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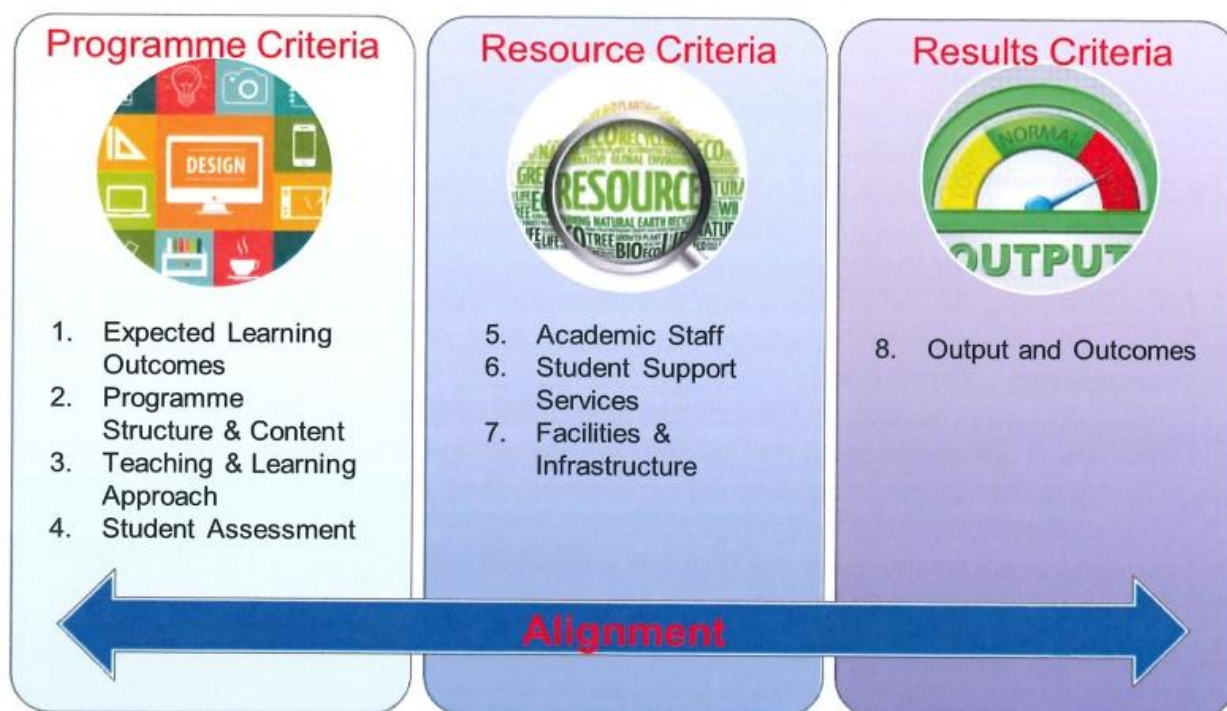
AUN-QA Programme Framework



Each AUN-QA Criterion can be referred to as a "micro-system" which comprises of "collection of processes" as in the requirements.

6

AUN-QA Programme Framework



7

1. Expected Learning Outcomes

- 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.
- 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.
- 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).
- 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.

Source: Guide to AUN-QA Assessment at Programme Level (Version 4.0), ©AUN-QA Network

Addendum

AUN-QA Criterion 1 – Expected Learning Outcomes



Related Requirements for AUN-QA Criterion 1

- 1.1. The programme to show that the expected learning outcomes^a 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.
- 1.3. The programme to show that the expected learning outcomes^a 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).
- 1.5. The programme to show that the expected learning outcomes are achieved by the students^b by the time they graduate.

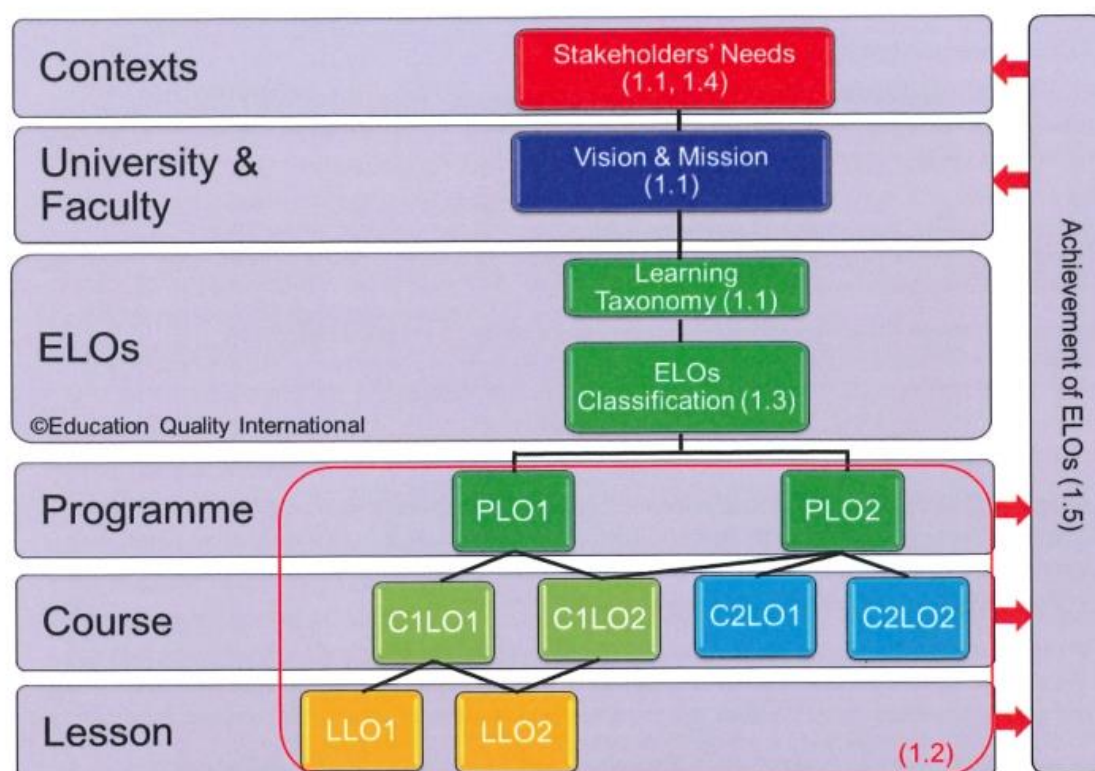
Additional Notes for Assessment of Programme Research Component

^aFormulation of the “expected learning outcomes” shall consider the national, regional and global points of reference of a similar Ph.D. or doctorate programme. As such, elements related to original research, novelty, emerging theories and practice in solving real-world problems, etc., in the graduate profile should be assessed and benchmarked.

^bThe phrase “achieved by the students” may include student’s contribution after graduation in applying their doctorate-level and other employability skills, that may be triangulated with the referred qualification descriptors and/or the requirements of stakeholders for the degree.

Source: Guide to AUN-QA Assessment at Programme Level Version 4.0, ©AUN-QA Network

1. Expected Learning Outcomes (System View)



The totality of knowledge, skills and attitudes or learning outcomes that a student is expected to acquire, master or perform at the end of a period of learning. They include programme, course and lesson learning outcomes.

Source: Adapted from International Standard Classification of Education (ISCED 2011)

A system to categorise or classify the domain and level of student's learning or achievement.

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.

Individuals, groups or entities with invested interest, contractual relationship or who may be impacted by the institution's corporate and social actions.

A vision describes the desired future position of the institution. A mission defines the institution's business, its objectives and approach to reach those objectives.
Source: Bain & Company

Course learning outcomes (CLOs) and lesson learning outcomes (LLOs).

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.

In a systemic way using a learning taxonomy.

Vertical alignment from LLOs to CLOs to programme learning outcomes (PLOs).

Learning outcomes that relate to any and all disciplines. Sometimes called "transferable skills".

- 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).

Learning outcomes that relate to the subject discipline and the knowledge, skills and attitude particular to it.

Requirements that are stated (specified), implied (custom or common practice) or obligatory (contractual, statutory or regulatory).

- 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.

Requirements collected via various mechanisms from stakeholders that are relevant to the institution & its constituents.

Stakeholders' requirements are expressed in the ELOs.

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

The process showing the achievement results (8.4) of the ELOs upon completion of the programme.

2. Programme Structure and Content

- 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.
- 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.
- 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.

Addendum

AUN-QA Criterion 2 – Programme Structure and Content

Related Requirements for AUN-QA Criterion 2

- 2.1. The specifications of the programme and all its courses^c are shown to be comprehensive, up-to-date, and made available and communicated to all stakeholders.
- 2.2. The design of the curriculum is shown to be constructively aligned^d with achieving the expected learning outcomes.
- 2.4. The contribution made by each course^c in achieving the expected learning outcomes is shown to be clear.
- 2.5. The curriculum to show that all its courses^c are logically structured, properly sequenced (progression from basic to intermediate to specialised courses), and are integrated.

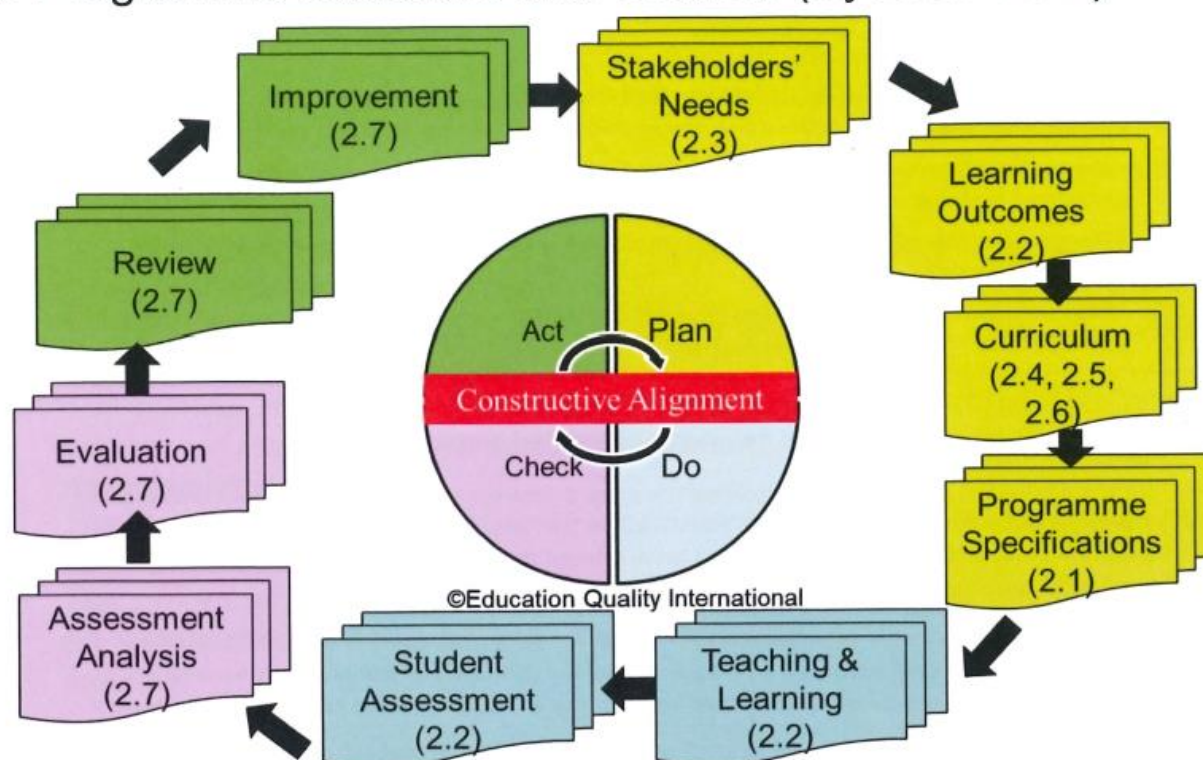
Additional Notes for Assessment of Programme Research Component

^cIn the context of planning and delivering the programme research component that is aligned to the expected learning outcomes, the term “course” or “courses” should be referred to programme activities or/and assessment tasks related to monitoring progression and reviewing academic performance of a doctorate candidate or student.

^dConsequently, the term “constructive alignment” for the programme research component could be shown or demonstrated by mapping between the ELOs of the programme with activities or/and assessment tasks related to progress and performance reviews of a doctorate candidate/student.

Source: Guide to AUN-QA Assessment at Programme Level Version 4.0, ©AUN-QA Network

2. Programme Structure and Content (System View)



A set of documents that describes the programme and its courses.

Programme and course specifications are to include all elements as specified with the latest information.

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.

Availability of specifications and their information is shared or conveyed to stakeholders that are relevant to the institution and its constituents.

Curriculum defines the educational foundations and contents, their sequencing in relation to the amount of time available for the learning experiences, the characteristics of the teaching institutions, the characteristics of the learning experiences, in particular from the point of view of methods to be used, the resources for learning and teaching (e.g. textbooks and new technologies), evaluation and teachers' profiles.

Source: "The Curriculum" by Dr. Cecilia Braslavsky

A principle that focuses on designing and aligning the curriculum to achieve the ELOs. It requires systemic alignment between the ELOs and the curriculum especially in both the learning activities and the student assessments to facilitate the construction of meaning by the students in their learning, and in achieving the ELOs.

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.*

Requirements and information from stakeholders being used as a basis for curriculum design, review and improvement.

The curriculum of each course adds to the achievement of the ELOs. The contribution or relationship is established to facilitate curriculum design and in achieving the ELOs through constructive alignment.

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

The contribution or relationship of the course to the ELOs should be explicit and coherent.

A particular order in which the courses follow one and another.

Arrangement of and relationship between courses are based on rationale.

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.

Courses are linked in a unified way as one coherent body of knowledge-complete set of concepts, terms and activities of a professional domain defined by the institution, relevant learned society, professional body or authority of higher education.

A variety of choices or pathways for students to choose within and/or outside the faculty and institution.

A major is a concentration of specialised subjects in the field of study in addition to the core curriculum of a programme. Often about half or a third of the subjects in the programme are related to the major.

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

A minor is a complementary or secondary discipline, or specialisation in addition to the major in a programme.

Documented set of instructions to accomplish a task or activity.

Formal analysis, evaluation or assessment in a systemic and cyclical manner.

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.

Incorporating the latest development and trends that reflect the current and future needs of the economic activities and businesses as well as national and social development.

3. Teaching and Learning Approach

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

Addendum

AUN-QA Criterion 3 – Teaching and Learning Approach

Related Requirements for AUN-QA Criterion 3

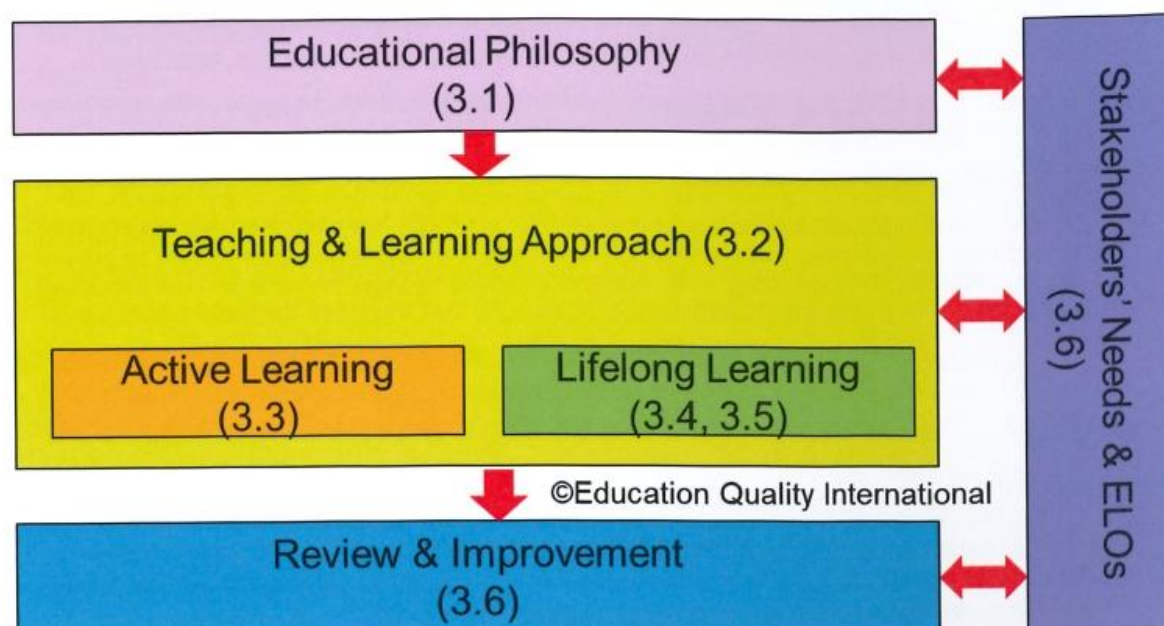
- 3.1. The educational philosophy is shown to be articulated and communicated to all stakeholders. It is also shown to be reflected in the teaching and learning activities^e.
- 3.2. The teaching and learning activities^e are shown to allow students to participate responsibly in the learning process.
- 3.3. The teaching and learning activities^e are shown to involve active learning by the students.
- 3.4. The teaching and learning activities^e 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^e are shown to inculcate in students, new ideas, creative thought, innovation, and an entrepreneurial mindset.

Additional Notes for Assessment of Programme Research Component

^eThe term “teaching and learning activities” for the programme research component may include discussion and consultation with the supervisors as well as programme activities and assessment tasks that are related to progress monitoring and performance reviews of a doctorate candidate or student.

Source: Guide to AUN-QA Assessment at Programme Level Version 4.0, ©AUN-QA Network

3. Teaching and Learning Approach (System View)



A set of related beliefs (behind every institution and every teacher) that influences what and how students are taught. It represents answers to questions about the purpose of education, a teacher's role, and what should be taught and by what methods.

Source: © 2005 McGraw-Hill Higher Education

To define and express clearly, and to share and convey the meaning to the stakeholders that are relevant to the institution and its constituents.

- 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.

Activities that are designed or deployed by teacher to facilitate student learning and to create the conditions for learning.

Being engage or take part in the teaching and learning activities and having control over one's learning.

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

The process of acquiring knowledge, skills and attitudes which resulted from that experience.

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

Active learning is "a method of learning in which students are actively or experientially involved in the learning process and where there are different levels of active learning, depending on student involvement."

Source: Bonwell, Charles; Eison, James (1991). *Active Learning: Creating Excitement in the Classroom*

Learning to learn is the ability to pursue and persist in learning, to organise one's own learning, including through effective management of time and information, both individually and in groups. This key competence includes awareness of one's learning process and needs, identifying available opportunities, and the ability to overcome obstacles in order to learn successfully. This competence means gaining, processing and assimilating new knowledge and skills as well as seeking and making use of guidance. Learning to learn engages learners to build on prior learning and life experiences in order to use and apply knowledge and skills in a variety of contexts. Motivation and confidence are crucial to an individual's competence.

Source: European Parliament (2006).

Support or actively encourage the acquisition of knowledge, skills and attitudes.

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).*

"All learning activity undertaken throughout life, with the aim of improving knowledge, skills and competences within a personal, civic, social and/or employment-related perspective".

Source: European Commission (2000)

Instil or teach in an intentional and continuing manner.

Suggest or introduce something new.

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

Ability to conceive something in a new way.

Practical implementation of ideas in creating value.

The inclination to discover, evaluate, and exploit opportunities.
 Source: L. Bosman and S. Fernhaber, Teaching the Entrepreneurial Mindset to Engineers, DOI 10.1007/978-3-319-61412-0_2

Combined processes of assessing students' learning needs, formulating learning outcomes, developing and implementing teaching and learning activities and assessment plan, and evaluating the outcomes of the instruction.

Adapted from Source: <https://www.igi-global.com/dictionary/teaching-learning-process/48941>

Ongoing effort in seeking improvement.

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.*

Requirements that are essential to the current and future economic activities and businesses as well as national and social development.

4. Student Assessment



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

Source: Guide to AUN-QA Assessment at Programme Level (Version 4.0), ©AUN-QA Network

Addendum



AUN-QA Criterion 4 – Student Assessment

Related Requirements for AUN-QA Criterion 4

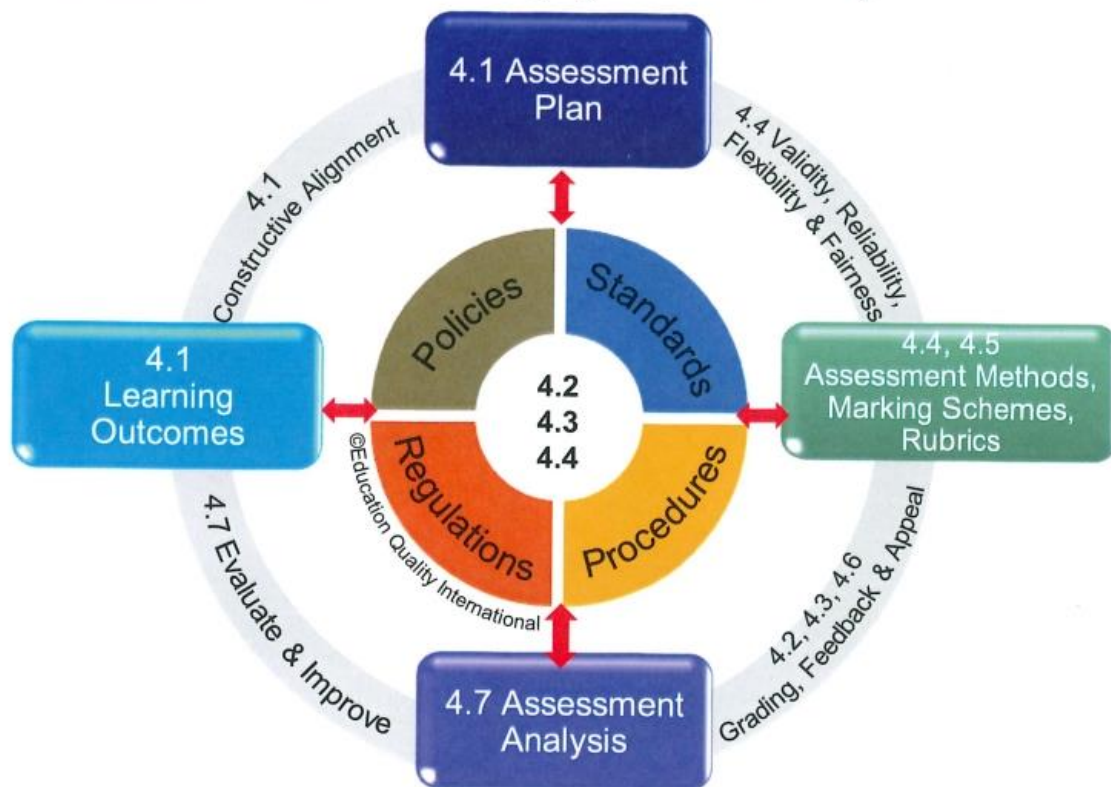
- 4.1. A variety of assessment methods^f are shown to be used and are shown to be constructively aligned to achieving the expected learning outcomes and the teaching and learning objectives.
- 4.4. The assessment methods^f are shown to include rubrics, marking schemes, timelines, and regulations, and these are shown to ensure validity, reliability, and fairness in assessment.
- 4.5. The assessment methods^f are shown to measure the achievement of the expected learning outcomes of the programme and its courses.

Additional Notes for Assessment of Programme Research Component

The term “assessment methods” for the programme research component may include semester-based and/or annual progress monitoring and reviews of student’s academic performance, as well as the final assessment of the thesis or dissertation leading to award of the master’s or doctorate degree. The final assessment of the thesis or dissertation, may also be referred to as *viva-voce* or thesis/dissertation defence.

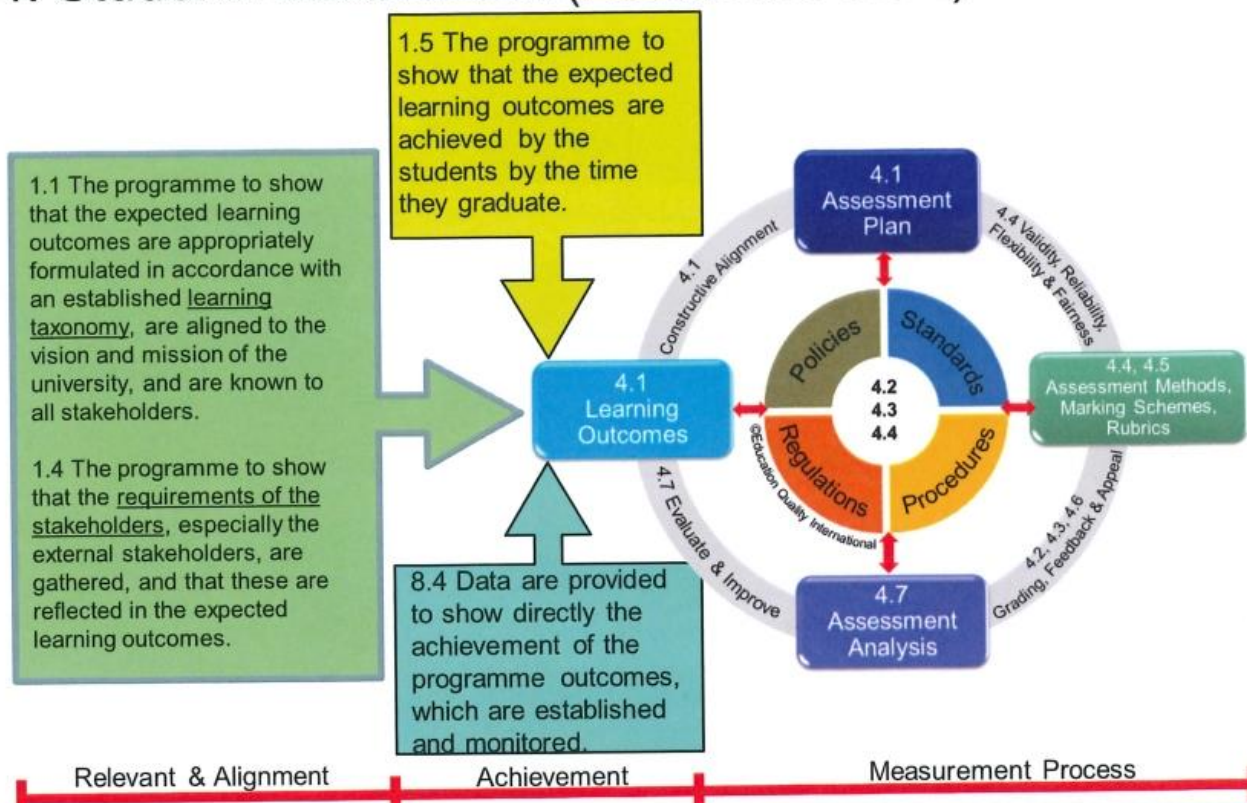
Source: Guide to AUN-QA Assessment at Programme Level Version 4.0, ©AUN-QA Network

4. Student Assessment (System View)



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4. Student Assessment (Relational View)



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Techniques or ways in measuring and making judgement whether the student has achieved the learning outcomes or not.

- 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.

Defined intention of teaching and in engaging students to facilitate their acquisition of knowledge, skills and attitudes.

A systematic process to measure and judge the student's progress and achievements of the expected learning outcomes.

A set of guidelines or rules to guide decision making in achieving rational outcomes.

Source Wikipedia

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

A formal request to review the assessment result or grade.

Administer in a fair and impartial manner.

Defined level of achievements or performance in which all students are expected to meet or exceed.

An established series of steps or actions carried out in a certain order.

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

Clearly stated and documented in detail with no room for confusion or doubt.

Rules or directives.

A rubric is a grading tool with performance criteria, levels and descriptors used for grading the student's work or performance. It is usually used for constructed responses (i.e. without model answers).

A system for marking or awarding marks to assessment task. It includes rubrics and marking (answer) keys. Marking keys are usually used for controlled responses (i.e. with model answers)

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.

Chronological arrangement of assessments in the order of their occurrence.

Consideration of student's needs and characteristics, and any reasonable adjustments that need to be applied to take account of them including an avenue for appeal. Adapted from Glossary of Curriculum Terminology (UNESCO, IBE)

Validity refers to assessment that reflects the learning outcomes or skills, knowledge and attitudes it intends to assess. Reliability refers to consistency and accuracy of the interpretation of evidence and to the consistency of assessment outcomes.

Ability to determine or quantify the level of attainment in a valid, reliable and fair manner.

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

Information relating to the student's performance or achievement and action to nurture his/her development.

Occurring at favourable or appropriate time.

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

A variety of ways or methods to determine students' progress, learning and achievements with the aim of improving their learning.

- 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.*

5. Academic Staff

- 5.1. *The programme to show that academic staff planning (including succession, promotion, re-deployment, 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.*
- 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.*

Addendum

AUN-QA Criterion 5 – Academic Staff

Related Requirements for AUN-QA Criterion 5

- 5.3. The programme to show that the competences^g of the academic staff are determined, evaluated, and communicated.
- 5.7. The programme to show that the training and developmental needs^h of the academic staff are systematically identified, and that appropriate training and development activities are implemented to fulfil the identified needs.

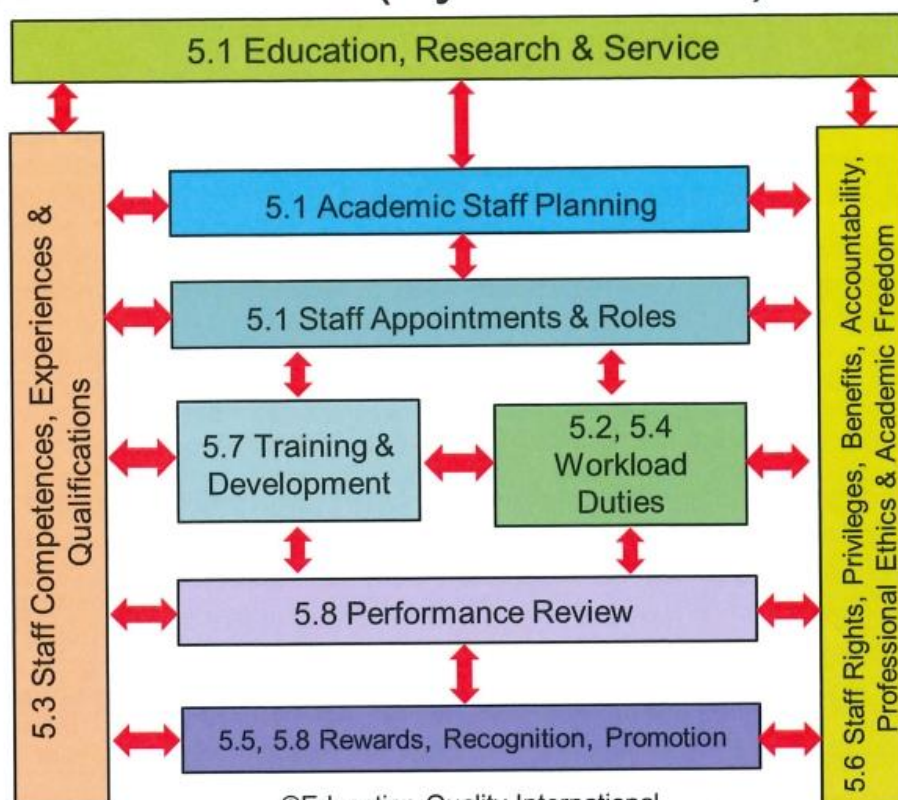
Additional Notes for Assessment of Programme Research Component

^gThe term “competences” of academic staff appointed to be a supervisor for a master’s or doctorate candidate or student should include competence to provide an effective supervision for a doctorate-level project. This may include skills in providing guidance for the students to carry out their research works based on their study plan and monitor the student’s progression as according the plan in order to ensure that they can finish their as planned.

^hAs such, the phrase “training and developmental needs” of the academic staff may include training on how to be an effective supervisor for a master’s or doctorate candidate or student.

Source: Guide to AUN-QA Assessment at Programme Level Version 4.0, ©AUN-QA Network

5. Academic Staff (System View)



Education is the process of facilitating learning or the acquisition of knowledge, skills, and attitudes in both formal and informal settings and in any experience that has a formative effect on the way one thinks, feels, or acts.

Source: Wikipedia

Staff planning is the continuous process of systematic planning ahead to achieve optimum use of an organisation's human resource and in ensuring the best fit between employees and jobs while avoiding manpower shortages or surpluses.

Source: Investopedia

- 5.1. *The programme to show that academic staff planning (including succession, promotion, re-deployment, 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.*

Research is defined as the creation of new knowledge and/or the use of existing knowledge in a new and creative way so as to generate new concepts, methodologies and understandings. This could include synthesis and analysis of previous research to the extent that it leads to new and creative outcomes.

Source: Western University Sydney.

Service is broadly defined as the act of supporting through effort the University community, the broader society (as either a representative of the University or through the use of relevant expertise), and a faculty member's chosen academic profession beyond the scope of that faculty member's official teaching and/or research expectations.

Source: The Pennsylvania State University

The amount of work assigned or to be done by a particular person in a period of time.

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

Competence is the proficiency of applying the knowledge, skills and attitudes in performing a task effectively to meet the required or expected performance standards.

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

Tasks, actions and responsibilities that are assigned in performing one's job.

- 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.*

A system in which the promotion is awarded on the basis of competence or performance.

Taking ownership and being responsible for the outcomes and consequences resulting from one's action, behaviour, decision or performance.

A right is the ability to legally engage in behaviour that is protected by law or social sanction, free from interference by others.(e.g. academic freedom, free from discrimination, safe workplace etc.).

Privilege is a special right, advantage, or immunity granted or available only to a particular person or group (e.g. personal carpark lot, business class travel, personal secretary etc.).

Benefits are non-financial compensation provided to an employee as part of the employment contract. They may be required by law, industry or provided voluntarily by the employer (e.g. medical, vacation, retirement benefits etc.).

- 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.*

Academic freedom is the "right, without constriction by prescribed doctrine, to freedom of teaching and discussion, freedom in carrying out research and disseminating and publishing the results thereof, freedom to express freely their opinion about the institution or system in which they work, freedom from institutional censorship and freedom to participate in professional or representative academic bodies."

Source: UNESCO Declaration on Status of Higher Education Teaching Personnel, 1997

Training and development can be defined as the process for planning, designing, implementing and evaluating activities that develop organisational capabilities and employees' competences to meet present and future organisational and individual needs.

- 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.*

Performance management is a management tool that monitors and evaluates employees' work performance and achievements with the aim to create an environment where people can perform to the best of their abilities in producing the highest quality work most efficiently and effectively.
Source: Investopedia

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

Teaching quality is the effectiveness of applying pedagogy to create meaningful learning experience and environment in achieving the students' learning outcomes.

Research quality is research that stands the test of being scrutinized by highly recognised peers within the field, has a substantial impact on the development of the research field, and finally, provides a useful contribution to society in the short or long term, either directly or indirectly.

Source: Carlsson, Kettis, Söderholm: Research Quality and the Role of the University Leadership

6. Student Support Services



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

Source: Guide to AUN-QA Assessment at Programme Level (Version 4.0), ©AUN-QA Network

Addendum



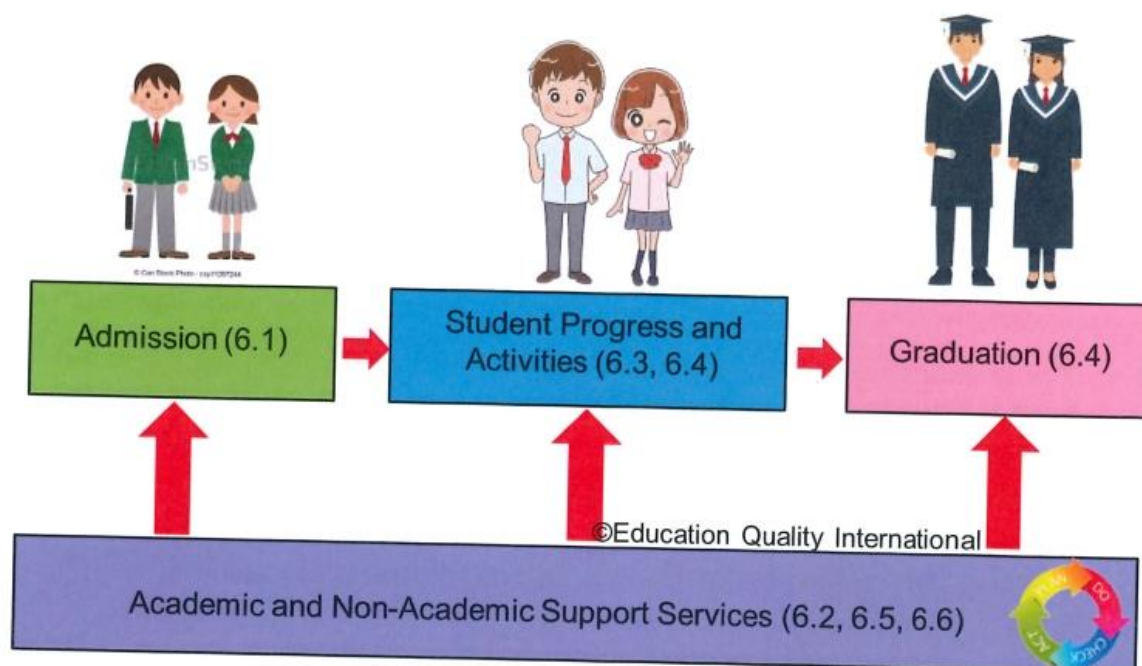
AUN-QA Criterion 6 – Student Support Services

Additional Notes for Assessment of Programme Research Component

As the academic and non-academic requirements of postgraduate students may be different from other students, the AUN-QA Criterion 6, namely Requirements 6.1, 6.3 and 6.4, may be customised and contextualised accordingly. Due to different nature of their study and social life in the campus, postgraduate students may require different kind of systems for monitoring their academic progression and services in providing support and guidance to them. As such, special consideration may be given to certain types of requirement or to specific support systems and services that are more relevant to the postgraduate programmes and/or frequently used by the postgraduate students.

Source: Guide to AUN-QA Assessment at Programme Level Version 4.0, ©AUN-QA Network

6. Student Support Services (System View)



A set of guidelines or rules that guides the acceptance of candidates by an institution at a particular time.

A set of standards or tests used to decide whether to allow a student entry to an educational programme.
Source: American Psychological Association.

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.

The processes of applying, selecting, offering and admitting a candidate a place of study in an educational programme.

Services and assistance provided to students in designing their plans of study, making decisions about major or minor selection and course registration, and guiding students in their academic career.

Services and assistance provided to students relating to housing, financial aid, medical, counselling, special needs etc.

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.

Short-term refers to a time period of within a year.
Long-term refers to a time period of 5 years.

Services volunteered by individuals, groups or an organisation to benefit a community or its institutions as well as those enabling students to acquire life skills and knowledge in the process of providing the service.

Workload is defined as the number of hours or the amount of effort required (e.g. credit hours) for studying and completing a period of learning (e.g. a course).

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.

Actions or activities to improve students' learning and achievement, as well as their personal well-being.

Co-curricular refers to activities, programmes, and learning experiences that complement what students are learning and are connected to the academic curriculum.

Source: Glossary of Education Reform

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

Employability refers to the knowledge, skills and attitudes of a person that make that person able to gain and maintain employment and be successful in their chosen careers or occupations.

Source: Wikipedia

Learning experience refers to any interaction, course, programme, or other experience in which learning takes place.

Source: Glossary of Education Reform

Competence is the proficiency of applying the knowledge, skills and attitudes in performing a task effectively to meet the required or expected performance standards.

Academic and non-academic services

- 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.

The general process of a systematic and critical analysis leading to judgments and recommendations for improvement.

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

Benchmarking is defined as the process of measuring products, services, and processes against those of organisations known to be leaders in one or more aspects of their operations.

Source: American Society for Quality

The enhancement of the service and experience relating to its value, quality, desirability or attractiveness.

7. Facilities and Infrastructure

- 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.
- 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.

Addendum

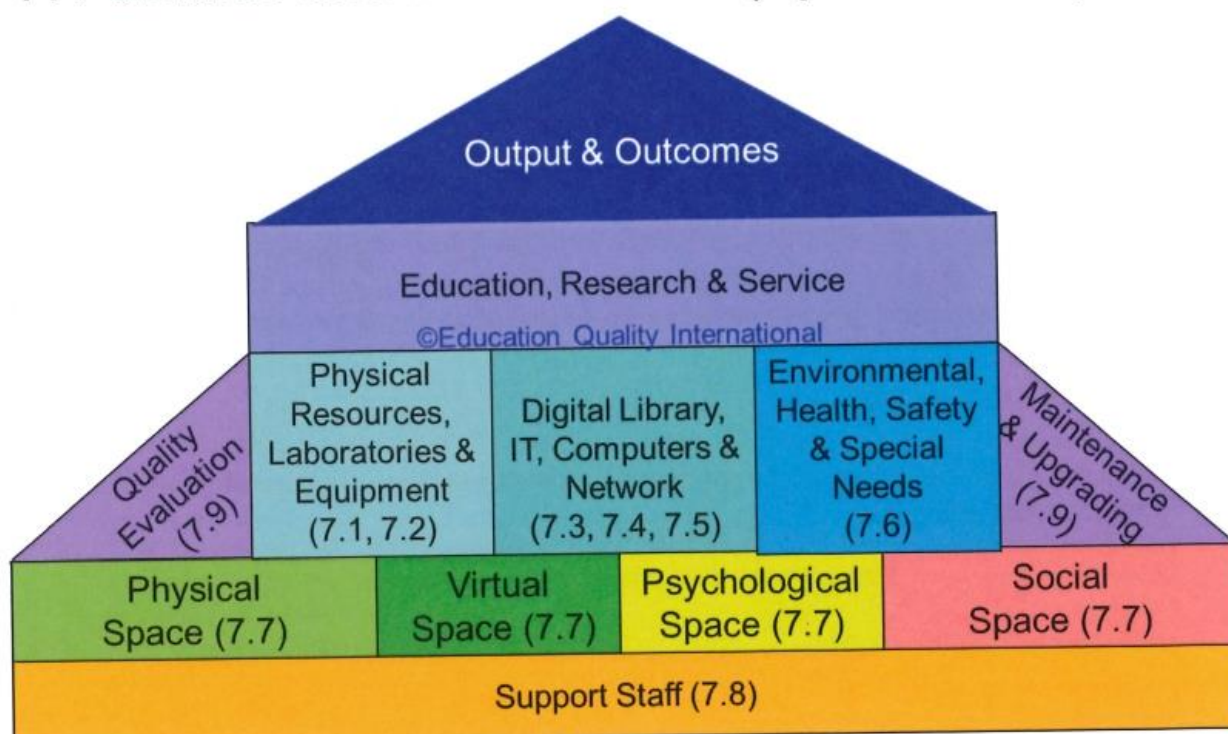
AUN-QA Criterion 7 – Facilities and Infrastructure

Additional Notes for Assessment of Programme Research Component

Due to different nature of postgraduate programmes, the postgraduate students may require different kind of learning environment and educational eco-system that are more conducive to their needs, which may be different from other types of programme. Hence, the AUN-QA Criterion 7, namely Requirements 7.1 – 7.7, may be customised and contextualised accordingly. As such, special consideration may be given to certain types of equipment, infrastructure and facilities, that are more relevant to the postgraduate programmes and for the postgraduate students.

Source: Guide to AUN-QA Assessment at Programme Level Version 4.0, ©AUN-QA Network

7. Facilities and Infrastructure (System View)



Others than those listed in Criterion 7, physical resources include all buildings; teaching and learning facilities (e.g. classrooms, seminar rooms, lecture halls, discussion rooms, study areas etc.); training aids, materials and equipment; air-conditioning and ventilation systems; furniture, research facilities (e.g. offices, incubators, makerspaces etc.); service centres and offices; staff offices etc.

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

Meeting or exceeding the needs of a situation or purpose without compromising them.

Facilities equipped for research or experimental study, testing and analysis. They includes wet labs which are used for manipulating liquids, biological matter, and chemicals; and dry labs which are for computational analysis, modelling and simulations.

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

The DELOS Digital Library Reference Model defines a digital library as:
 "A tool at the centre of intellectual activity having no logical, conceptual, physical, temporal, or personal borders or barriers to information. Generally accepted conceptions have shifted from a content-centric system that merely supports the organisation and provision of access to particular collections of data and information, to a person-centric system that delivers innovative, evolving, and personalised services to users. Conceptions of the role of Digital Libraries have shifted from static storage and retrieval of information to facilitation of communication, collaboration, and other forms of dynamic interaction ... [and] the capabilities of Digital Libraries have evolved from handling mostly centrally located text to synthesising distributed multimedia document collections, sensor data, mobile information, and pervasive computing services."
 Source: Preprint: Exploring Digital Libraries, Chapter 1, Karen Calhoun, Cornell University Library

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

Digital and electronic media for creating, storing, manipulating receiving and sending information and they include smartphones, tablets, the Internet, wireless network, computer, radio, television, satellites etc.

An integrated and co-ordinated network of components connected together to convert data into information. It made up of five components hardware, software, database, network and people which are integrated to perform input, process, output, feedback and control. Examples may include student information system, staff information system, curriculum information system, learning management system, e-Library and catalogue system, research management system, financial system etc.

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

The hardware and software resources of an entire network that enable network connectivity, communication, operations and management of an enterprise network. The entire network infrastructure is interconnected and used for internal and external communications. A typical network infrastructure includes:

- Networking Hardware: Routers, switches. LAN cards, wireless routers, cables
- Networking Software: Network operations and management, operating systems, firewall, network security applications
- Network Services: T-1 Line, DSL, satellite, wireless protocols, IP addressing

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.*

Refer to laws, rules, and regulations to protect the health and safety of employees and the public as well as the environment from hazards associated with the workplace.

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

Design of buildings, furniture, equipment, devices, services, or environment are accessible and usable by people with disabilities.

Natural and built environments as well as the provision of services, programmes, activities etc. that are combined to create the right conditions for education, research and well-being of students and staff.

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

Competence is the proficiency of applying the knowledge, skills and attitudes in performing a task effectively to meet the required or expected performance standards.

- 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.

Measures of the distinctive attributes or characteristics of the facilities in fulfilling the needs of the stakeholders and in meeting the required standards.

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

8. Output and Outcomes

- 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.*
- 8.4. *Data are provided to show directly the achievement of the programme outcomes, which are established and monitored.*
- 8.5. *Satisfaction level of the various stakeholders are shown to be established, monitored, and benchmarked for improvement.*

Addendum

AUN-QA Criterion 8 – Output and Outcomes

Related Requirements for AUN-QA Criterion 8

- 8.1. The pass rate, dropout rate, and average time to graduateⁱ are shown to be established, monitored, and benchmarked for improvement.
- 8.2. Employability^j 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.

Additional Notes for Assessment of Programme Research Component

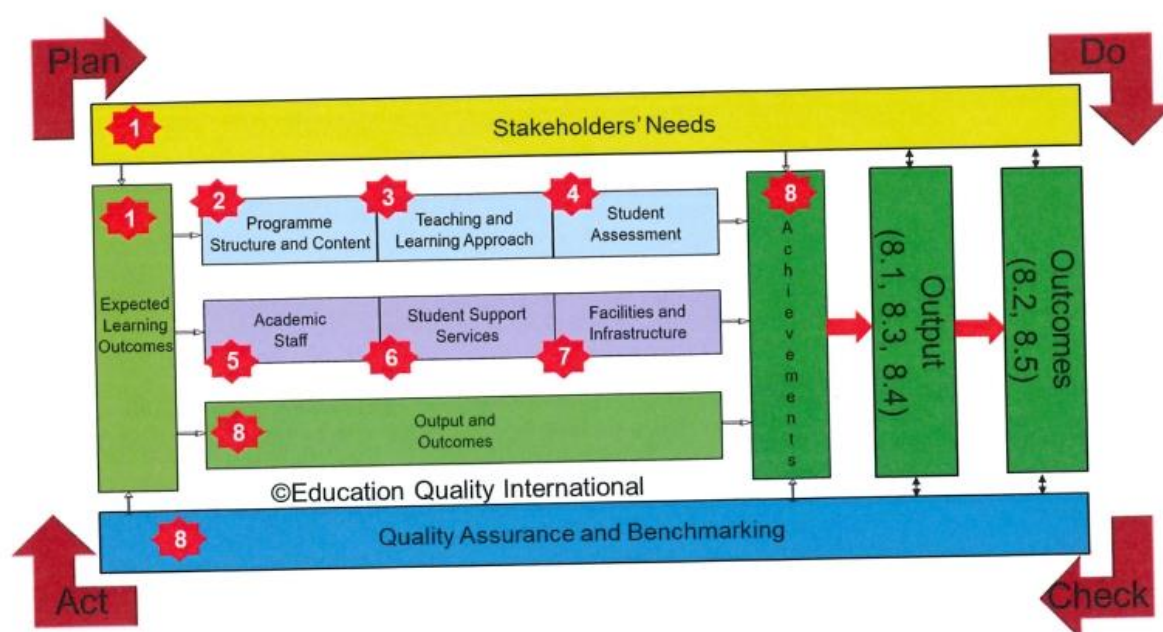
ⁱThe component “average time to graduate” may be or may not be considered based on contexts of the discipline and the country. While average time to graduate could indicate programme efficiency, if average time to graduate for a doctorate programme is not considered important in the country’s higher education eco-system of the assessed institution, this component may be omitted from the sub-criteria in the evaluation process. However, the consideration of this component is subject to the judgement by the lead assessor, upon consultation with the chief assessor.

^jThe component “employability” for a doctorate degree holder may be or may not be considered based on the country’s contexts. If employability of a doctorate programme is not a typical indicator or norm for measurement of programme metrics in the country of the assessed institution, this component or the whole sub-criterion 8.2 may be omitted in the evaluation process. Similar to the sub-criterion 8.1, the consideration of this component or the whole sub-criterion 8.2 is subject to the judgement by the lead assessor, upon consultation with the chief assessor.

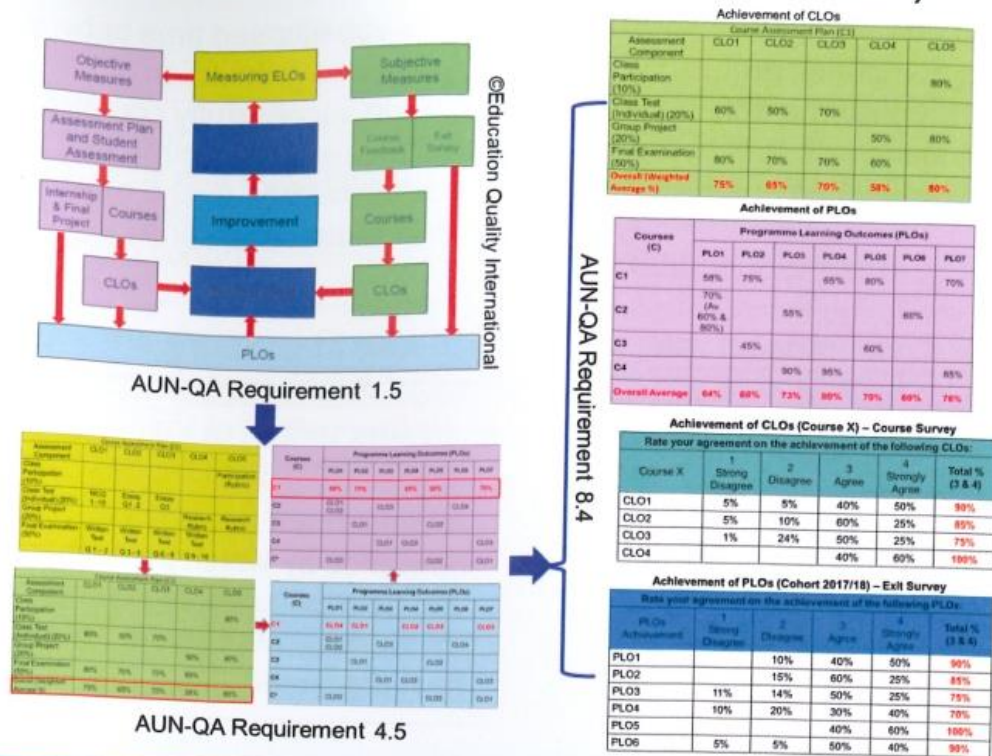
^kThe term “research and creative work output” may include any kind of output or deliverables produced the academic staff and students in conjunction the research and creative work activities carried out and performed by the academic staff and students involved in the programme. The output or deliverables may be in form of publication materials such as journal articles, articles or chapters in books, technical reports, monographs, artefacts, etc.

Source: Guide to AUN-QA Assessment at Programme Level Version 4.0, ©AUN-QA Network

8. Output and Outcomes (System View)



8. Output and Outcomes (Relational View)



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The number, percentage and trend of students who have successfully completed an educational programme with the required standards over 5 most recent graduating cohorts.

The average elapsed time between enrolment and graduation of students in successfully completed an educational programme with the required standards over 5 most recent graduating cohorts.

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

The number, percentage and trend of students who failed or unable to complete an educational programme over 5 most recent graduating cohorts.

A benchmark is a point of reference by which performance can be measured and compared for improvement and in seeking best practices.

The graduate employment status, rates and outcomes over 5 most recent graduating cohorts.

Graduates earning income directly from their own businesses, trades or professions rather than working for employers.

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

Owning a business or the act of creating a business.

May include but not limited to research published and cited in refereed journals, conference proceedings, books, policy reports, works of fine art, software and hardware, artifacts, scholarly blogs, the type and amount of intellectual property produced (e.g. patents, licenses, spin-offs), the type and amount of research awards and grants, the nature and number of highly qualified personnel developed by the researcher or group, and publication acceptance rates (the proportion of papers or conference presentations accepted compared to the number submitted).

Source: University of Waterloo Working Group on Bibliometrics, Winter 2016. White Paper on Bibliometrics, Measuring Research Outputs through Bibliometrics, Waterloo, Ontario: University of Waterloo.

- 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.

Facts and statistics collected for monitoring, reporting and analysis.

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

Statements that describe what students are expected to know and be able to do by the time of graduation. These relate to the skills, knowledge, and behaviours that students acquire in their matriculation through the programme. In ABET, they are referred to as student outcomes, which is similar to programme learning outcomes.

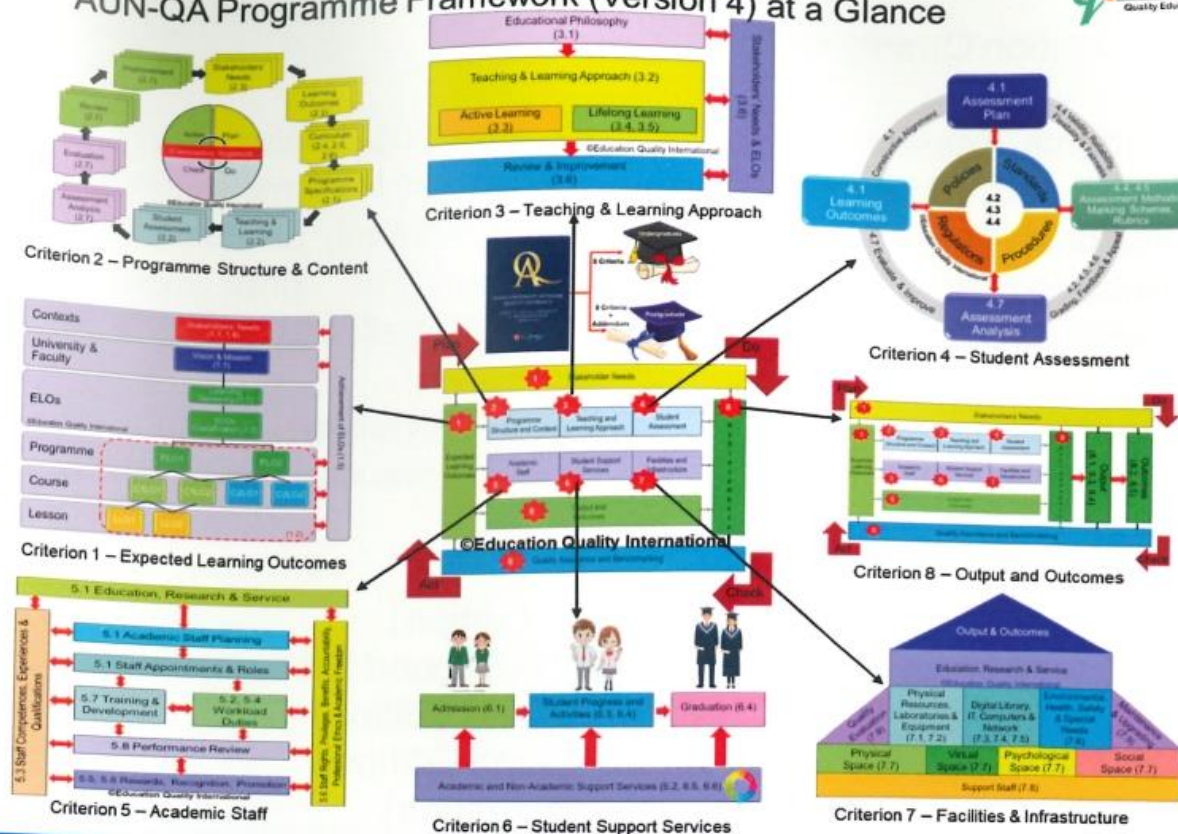
Source: ABET

Measurement that determines how happy or satisfied the stakeholders are with the institution's products, services, and capabilities.

Source: American Society for Quality

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

AUN-QA Programme Framework (Version 4) at a Glance



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