

Quality assurance

AUN QA

- *refresher course*

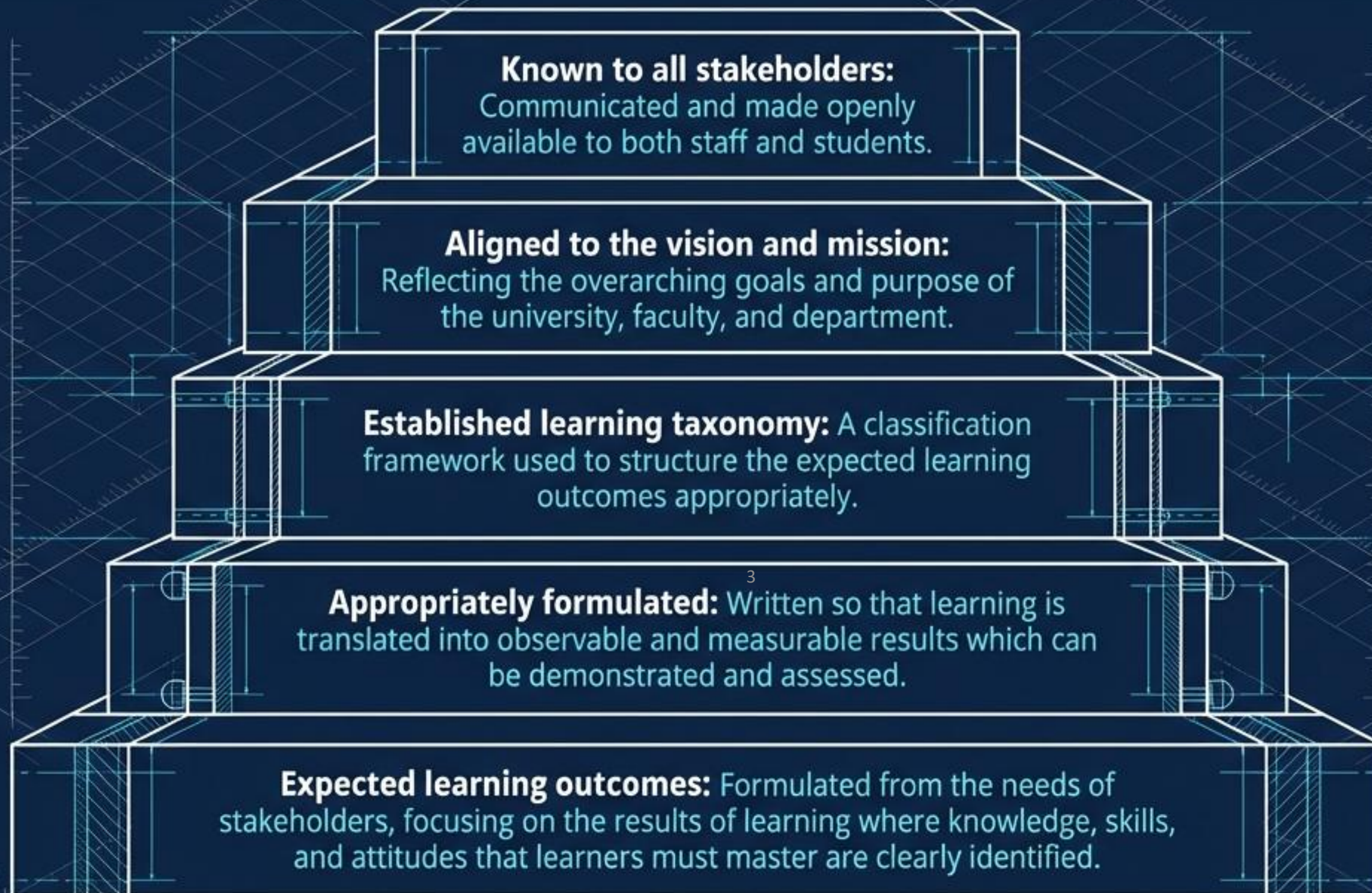
Presented by

**Assoc. Prof. Jorge Fidel Barahona and
Assoc. Prof. Wanvilai Chulapham**

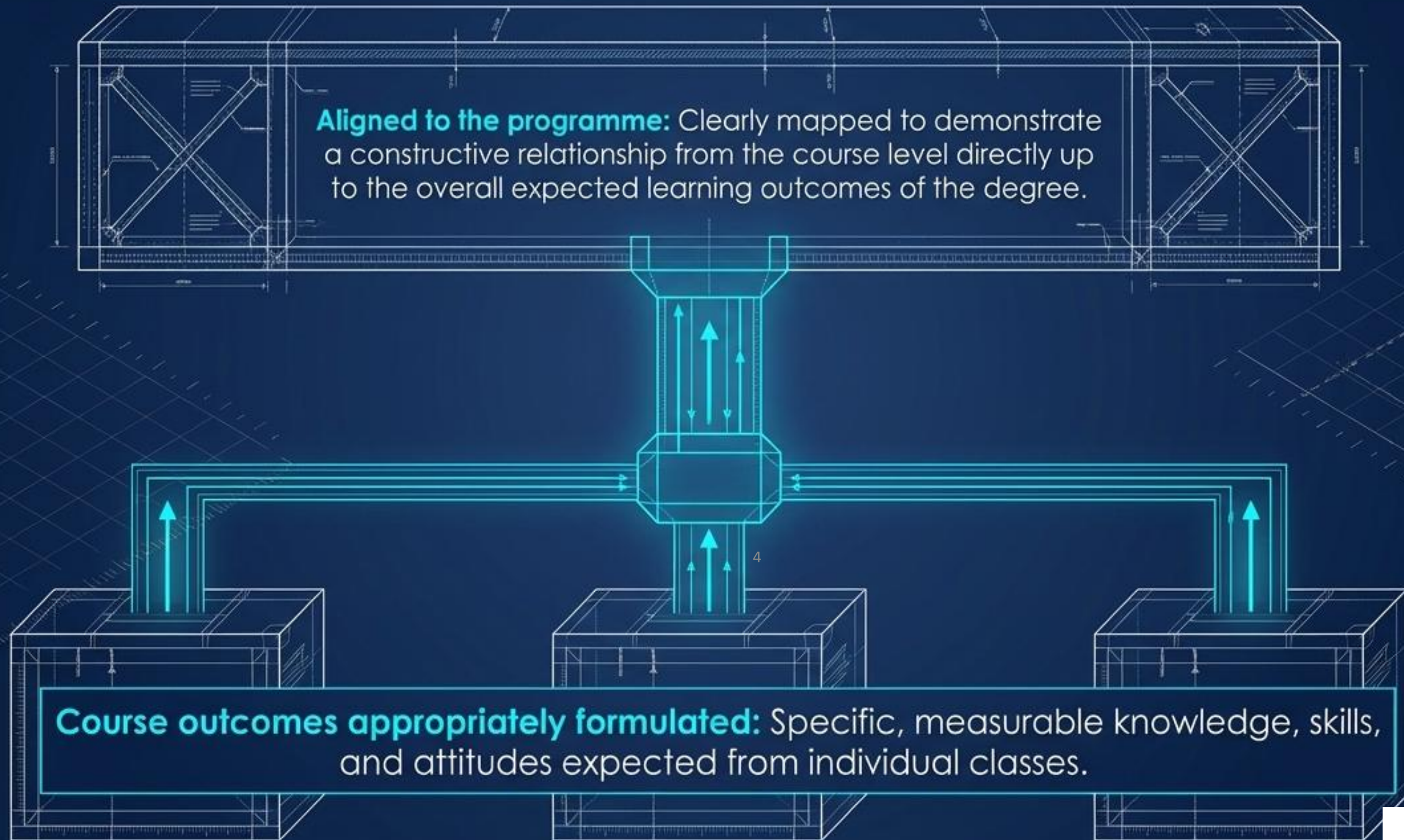
Criteria 1. Expected Learning Outcomes

2

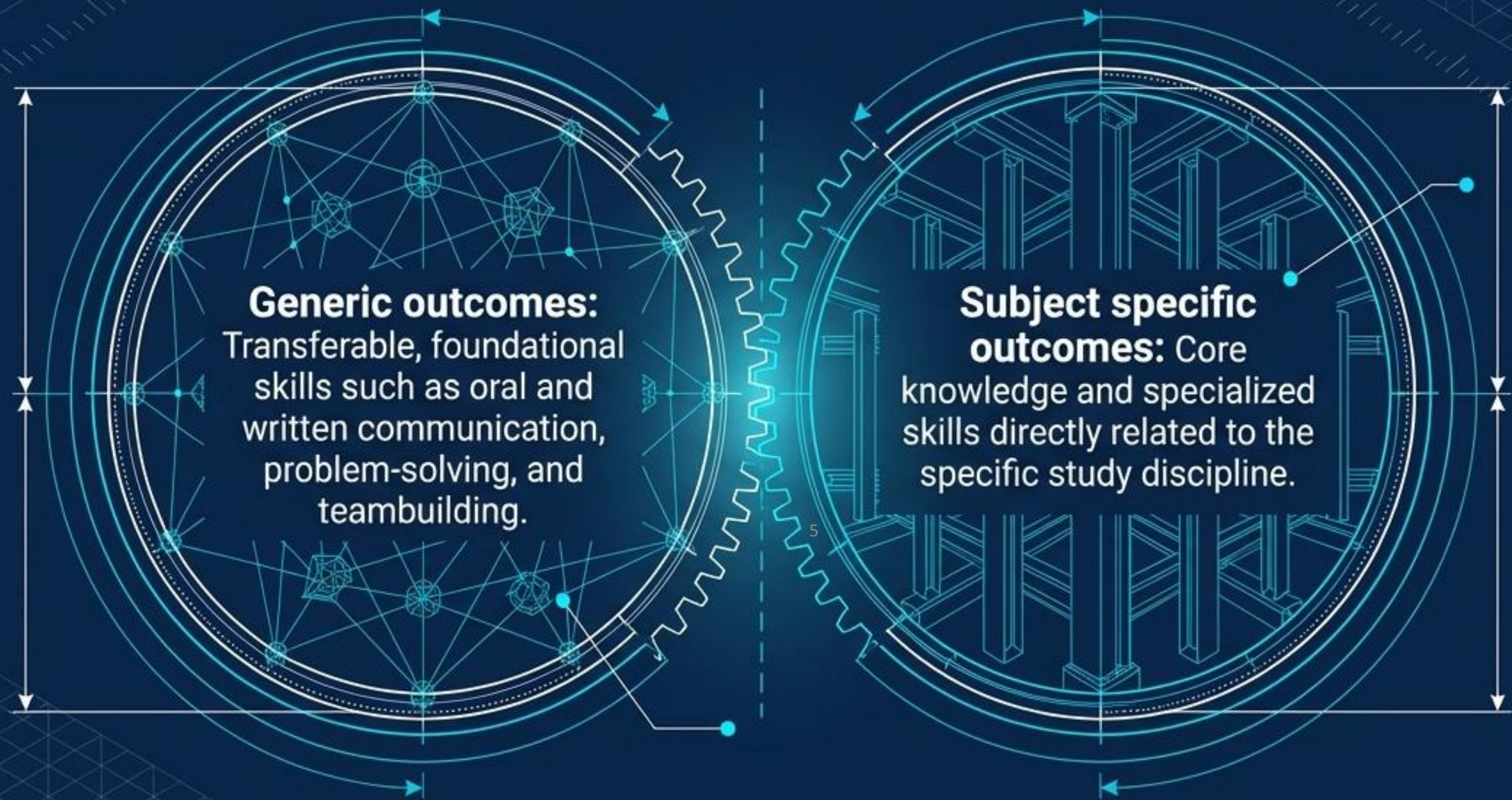
1.1 The programme to show that the expected learning outcomes are appropriately formulated in accordance with an established learning taxonomy, are aligned to the vision and mission of the university, and are known to all stakeholders.



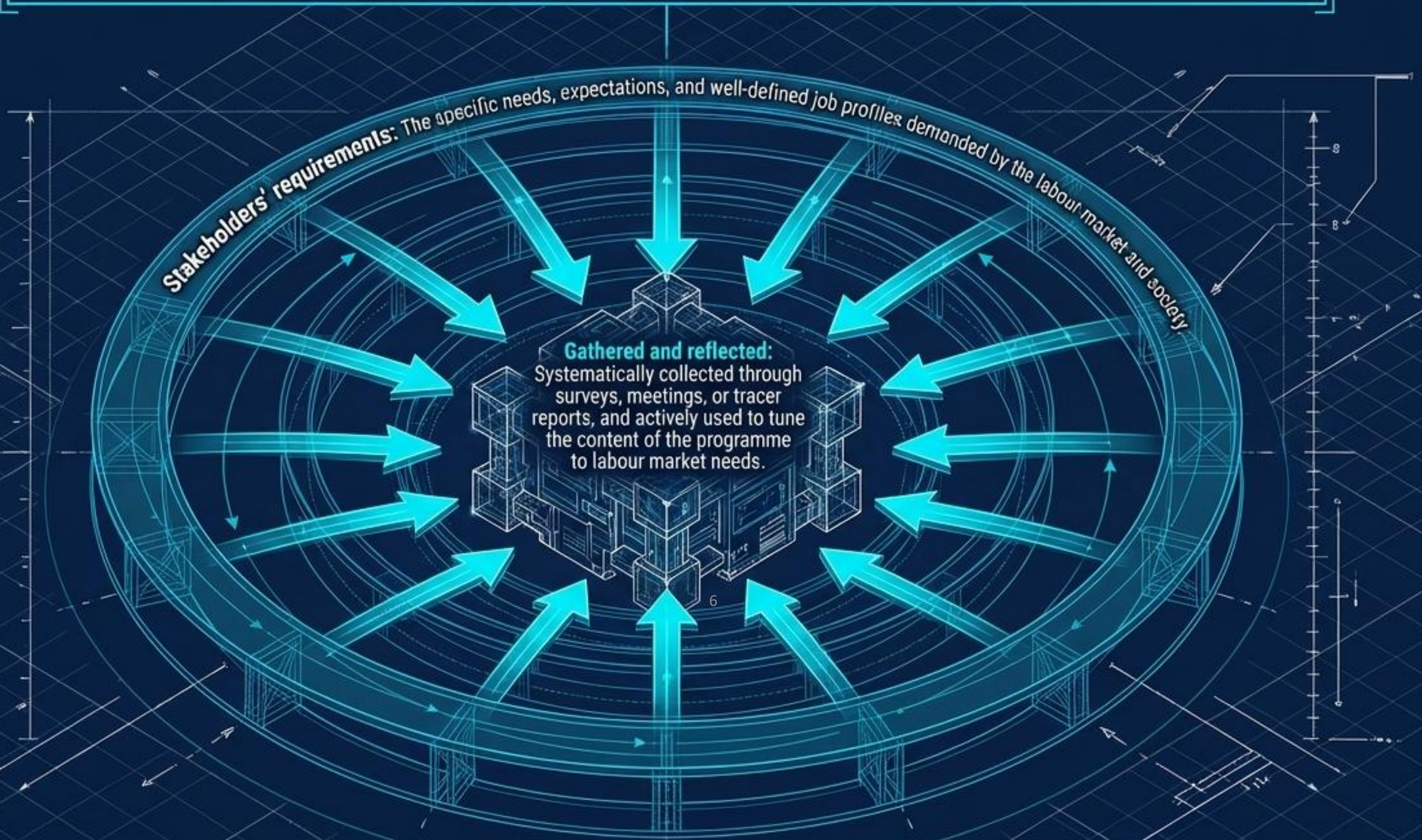
1.2 The programme to show that the expected learning outcomes for all courses are appropriately formulated and are aligned to the expected learning outcomes of the programme.



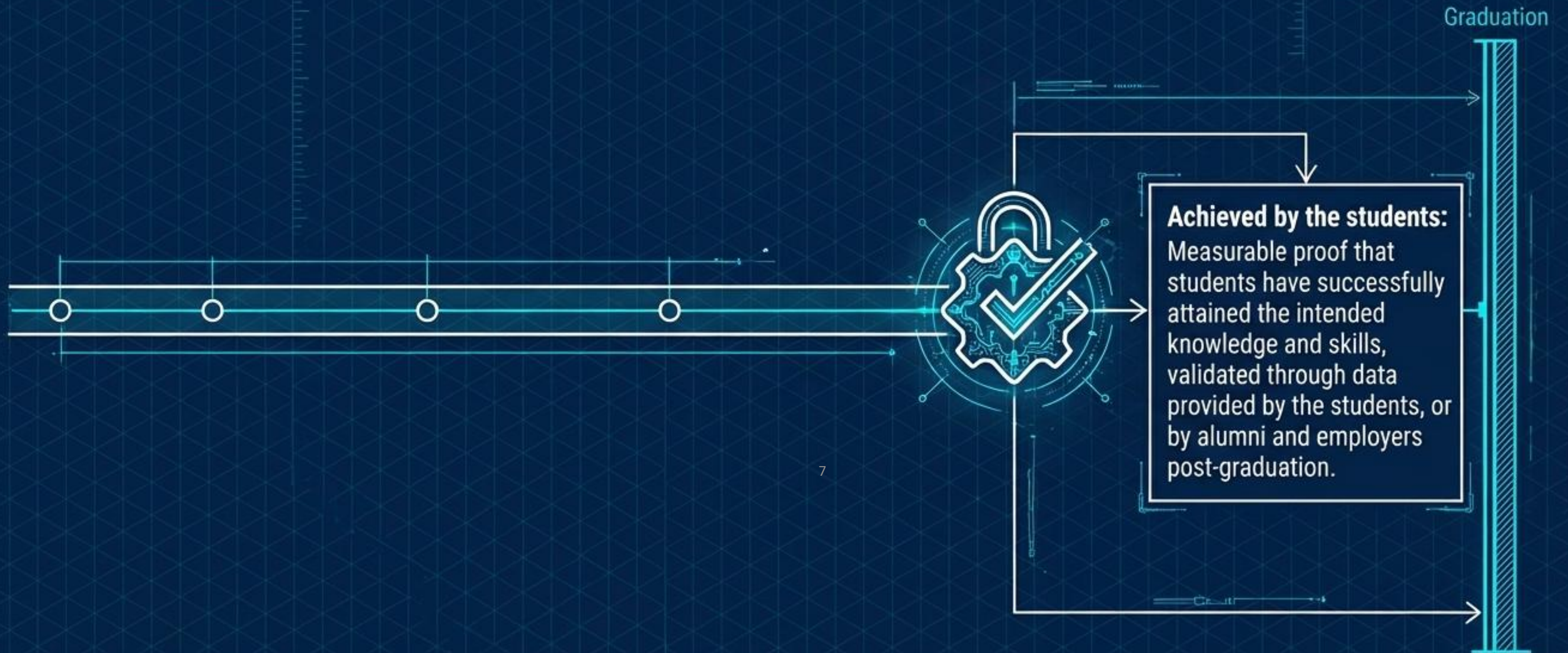
1.3 The programme to show that the expected learning outcomes consist of both generic outcomes (related to written and oral communication, problem-solving, information technology, teambuilding skills, etc) and subject specific outcomes (related to knowledge and skills of the study discipline).



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.



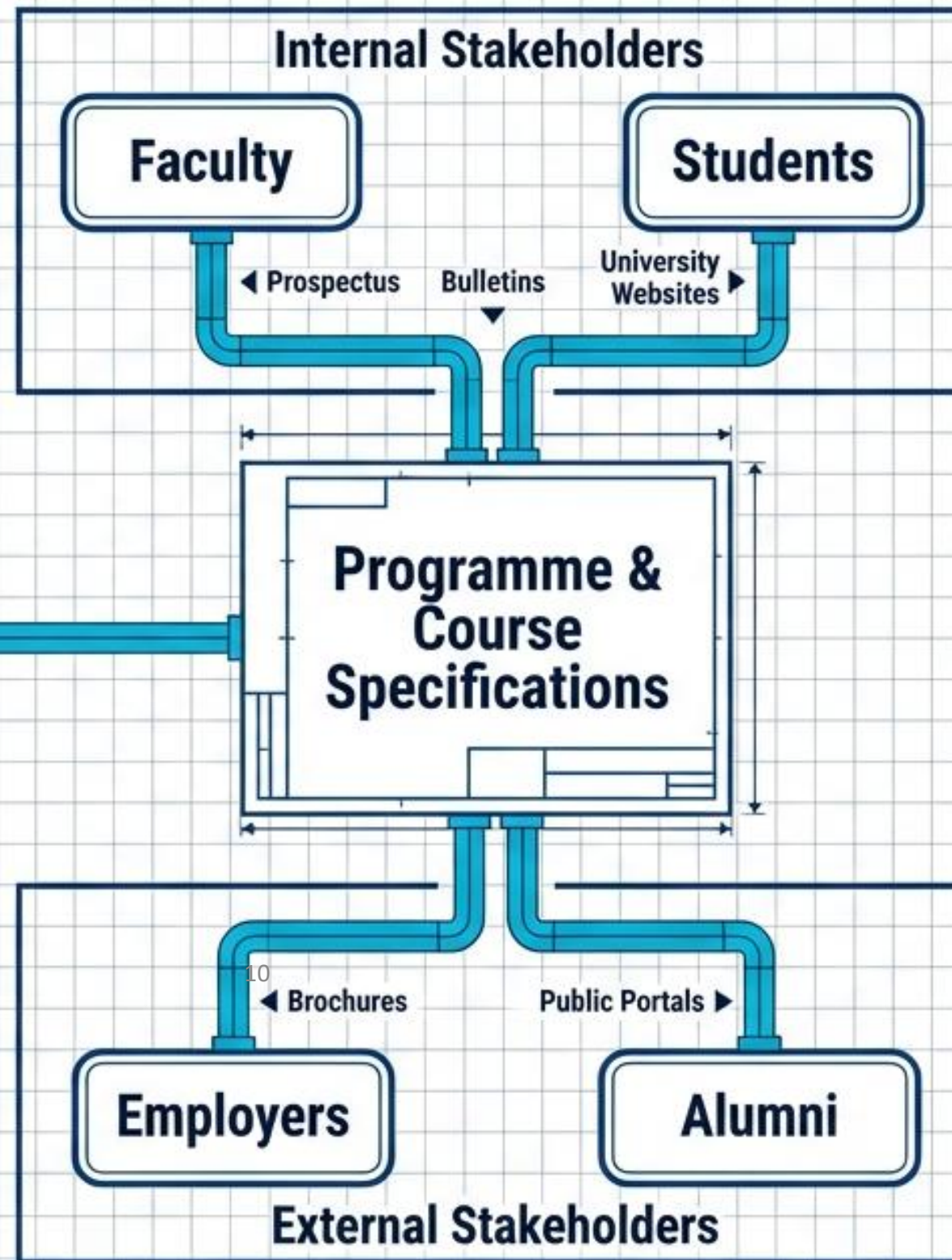
For discussion in workshop

Criteria 2. Programme Structure and Content

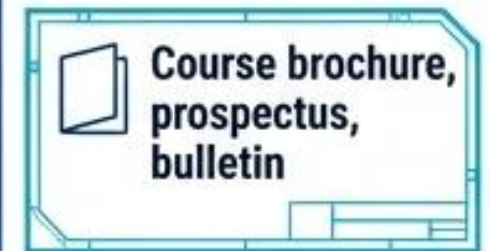
9

2.1

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.

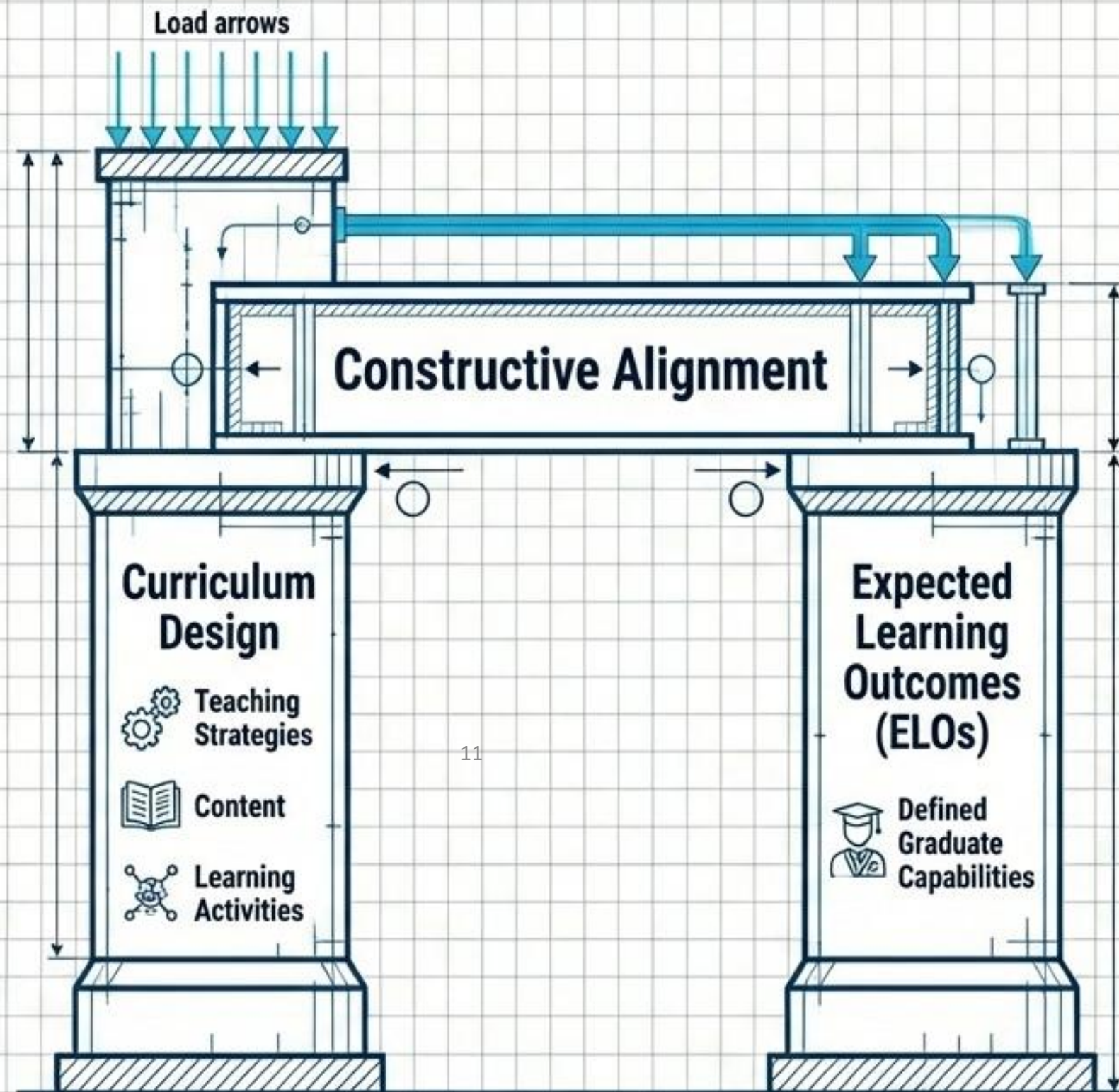


Sources of Evidence



2.2

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



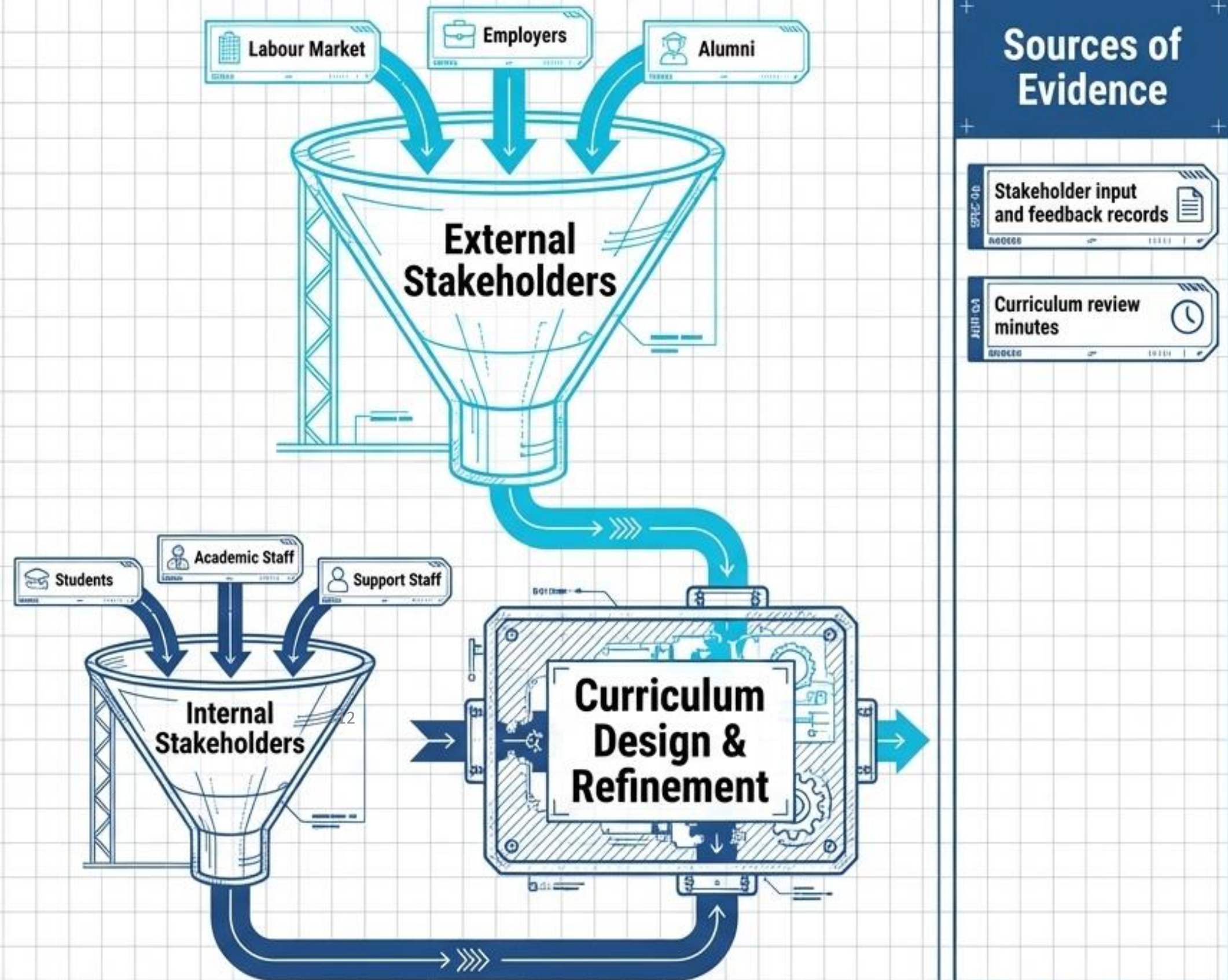
Sources of Evidence

 Skills matrix

 Curriculum map

2.3

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



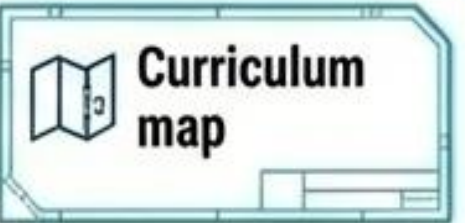
2.4

	ELO 1	ELO 2	ELO 3
Course A	I		
Course B		R	
Course C			M

I = Introduce | R = Reinforce | M = Master

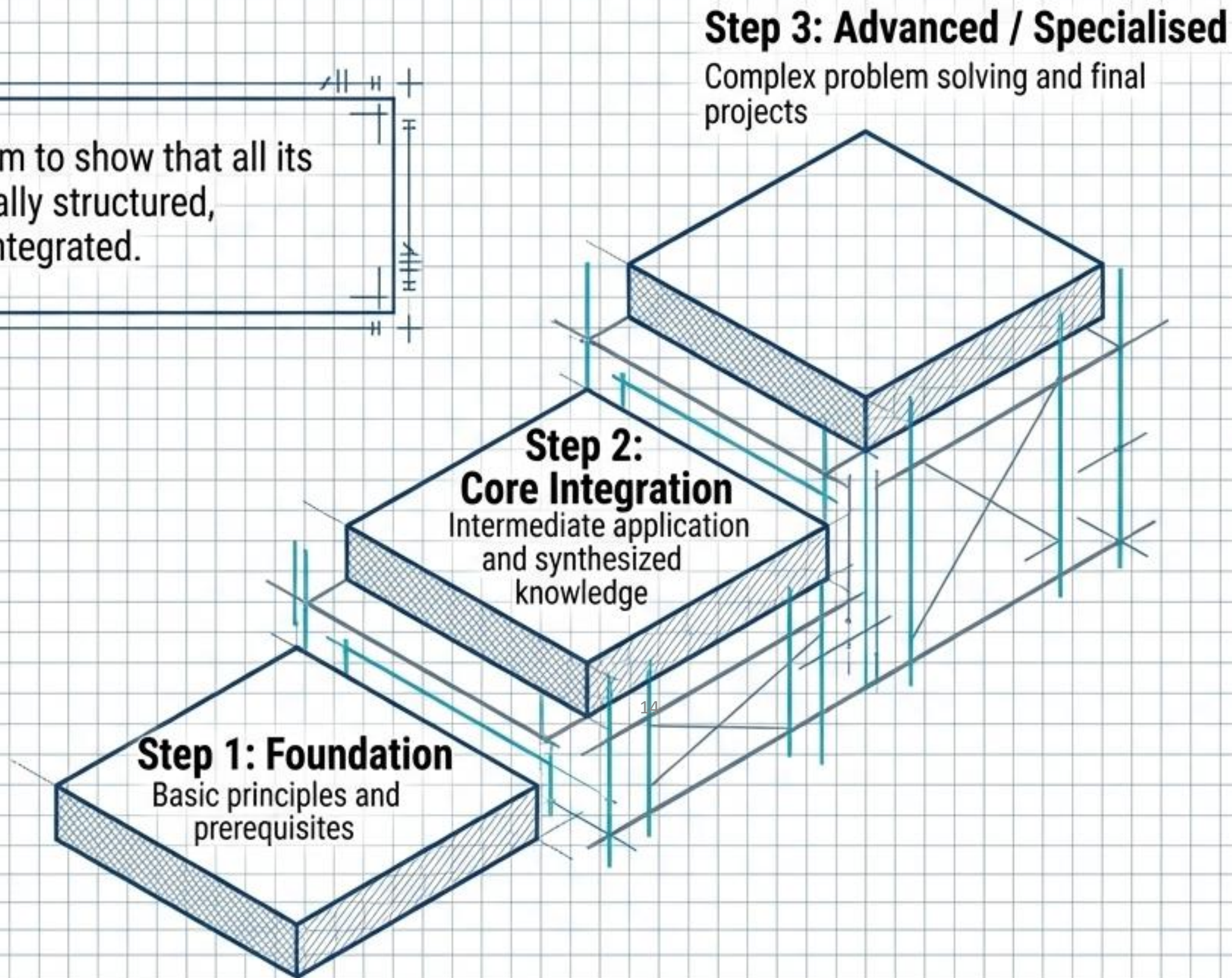
2.4. The contribution made by each course in achieving the expected learning outcomes is shown to be clear. statutory requirement.

Sources of Evidence



2.5

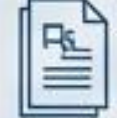
2.5. The curriculum to show that all its courses are logically structured, sequenced, and integrated.



Sources of Evidence

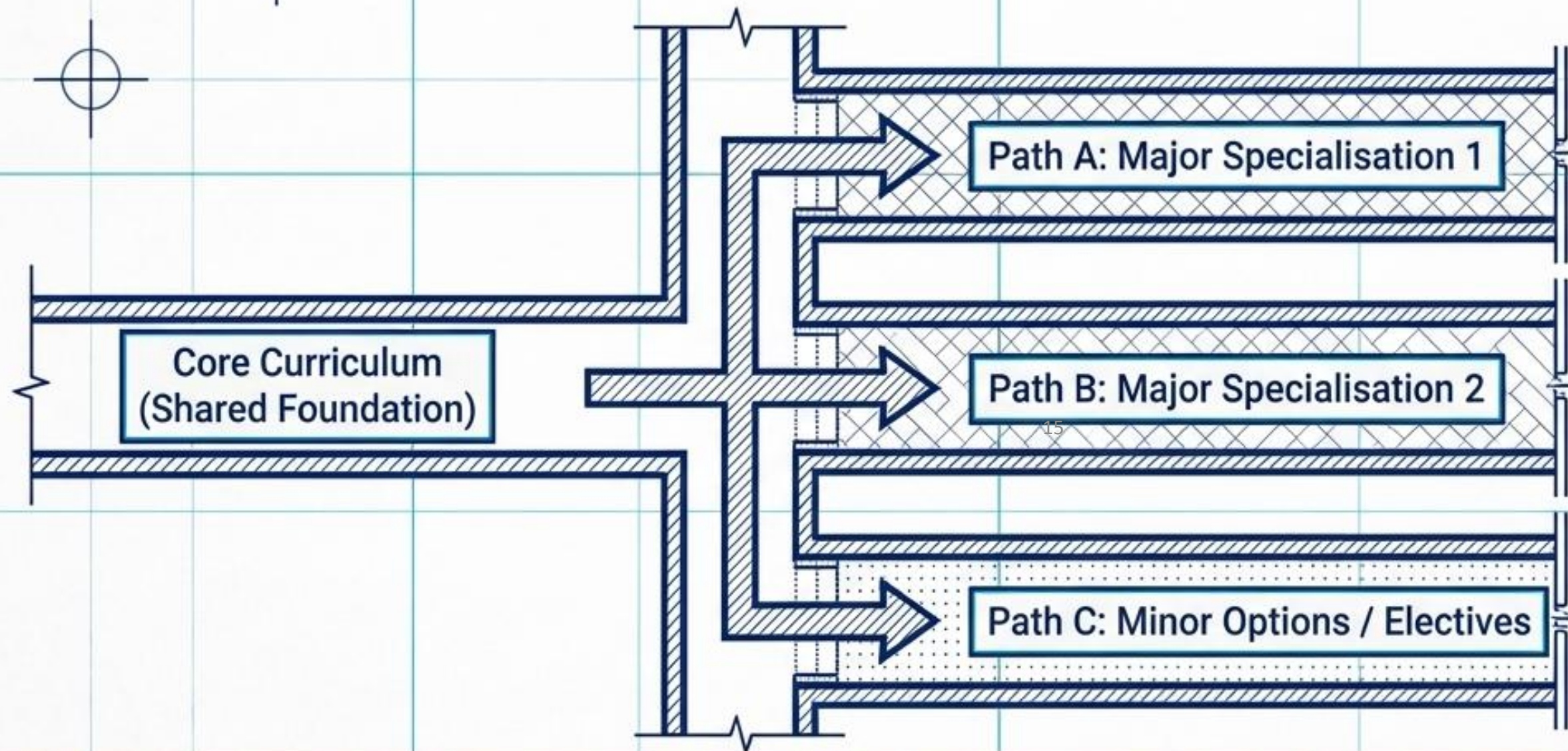
 Programme structure

 Course sequence charts

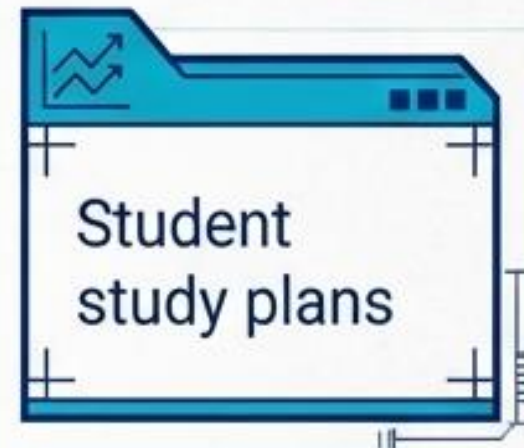
 Prerequisite mapping

2.6

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

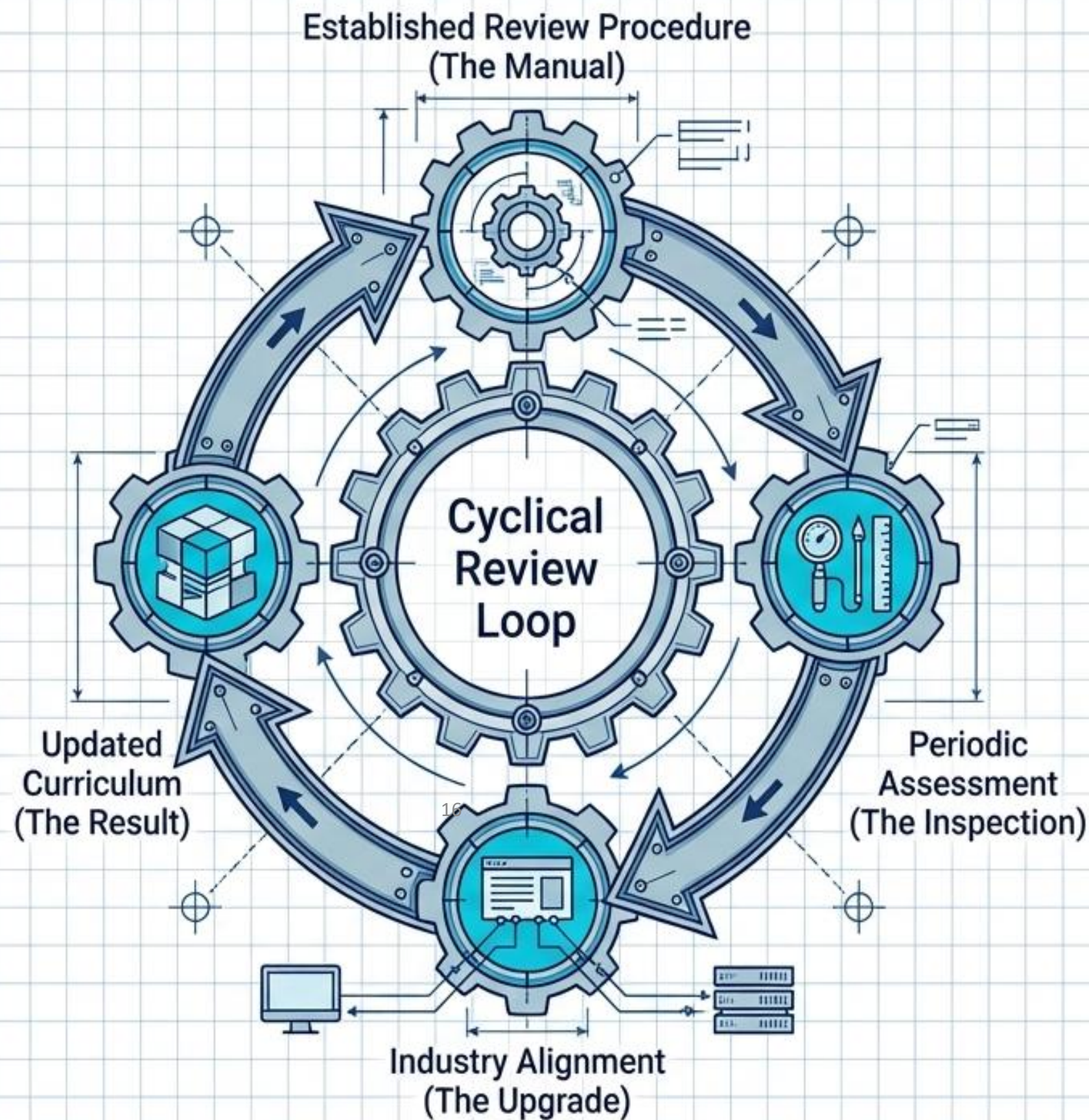


Sources of Evidence



2.7

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.

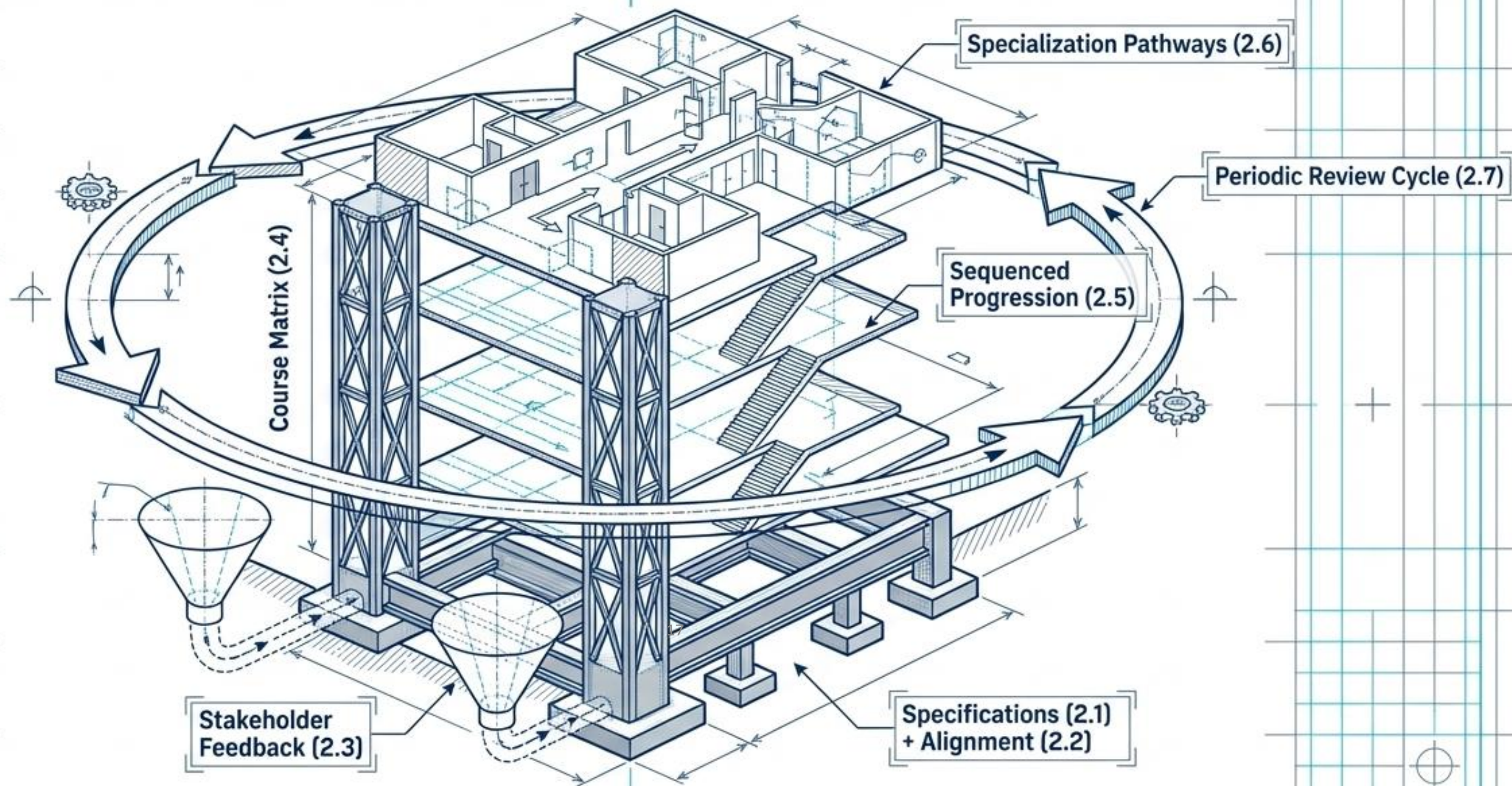


Sources of Evidence

Curriculum review minutes and documents

Accreditation and benchmarking reports

The Completed Blueprint: Criterion 2 Synthesized



Compliance in AUN-QA is not achieved through isolated documents, but through the structural integrity of the entire curriculum ecosystem

For discussion in workshop

Criteria 3. Teaching & Learning Approach

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Requirement 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.

Operational Definitions

Educational philosophy:
A set of related beliefs shared by the teaching staff that defines the purpose of education, what should be taught, and using what methods.

Reflected in activities:
Translating the philosophy into practices where quality learning involves the active construction of meaning.

**Shared Beliefs
(Educational Philosophy)**

Communication
to Stakeholders

**Teaching &
Learning Activities
(Active
construction of
meaning)**

Sources of Evidence

Documented
Educational Philosophy

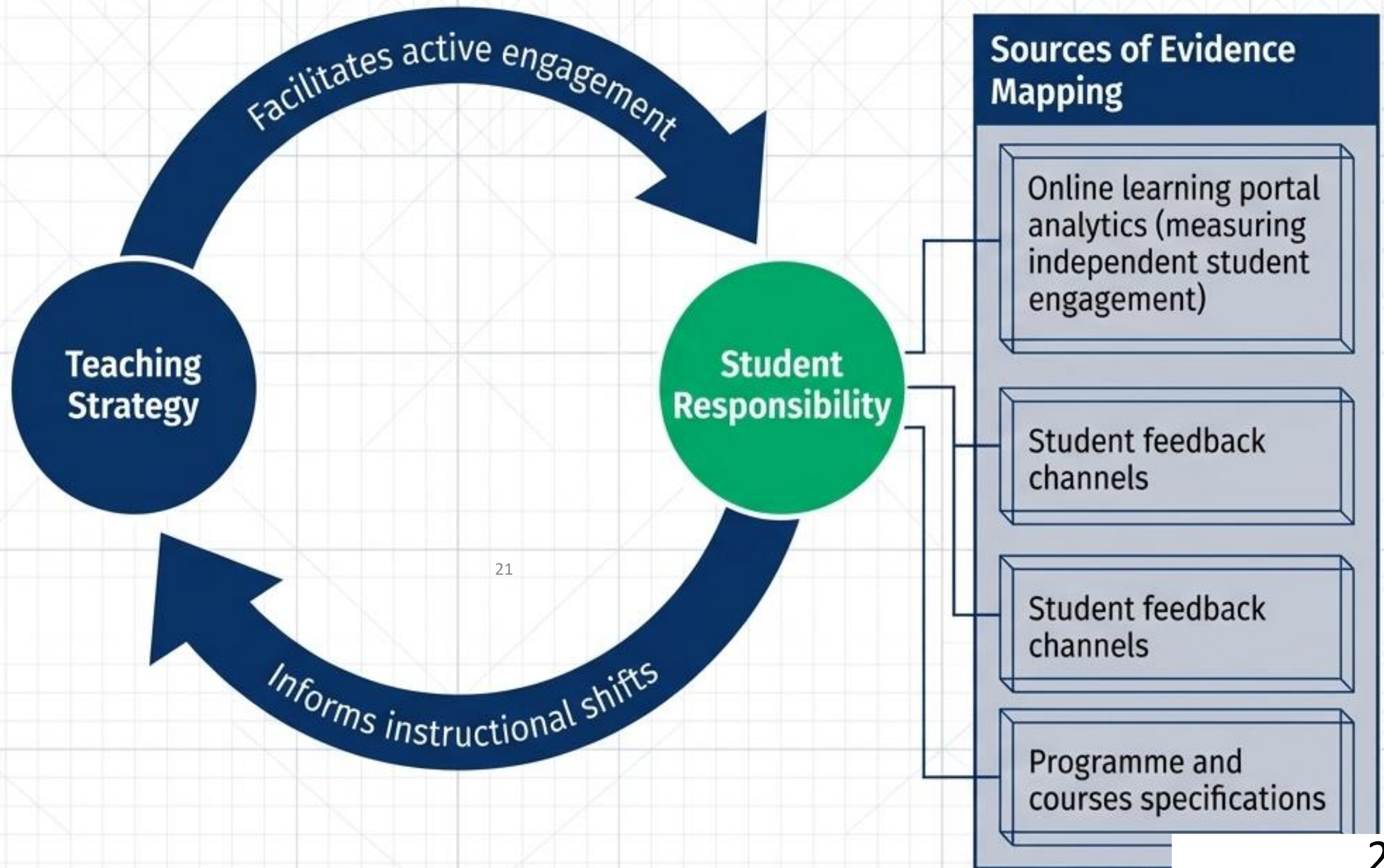
Programme and
Courses Specifications

Student Feedback

Online Learning Portal

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



Diagnostic Focus

Are there any circumstances that prevent the desired teaching and learning methods from being used (e.g., number of students, infrastructure, teaching skills)?

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



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Diagnostic Questions

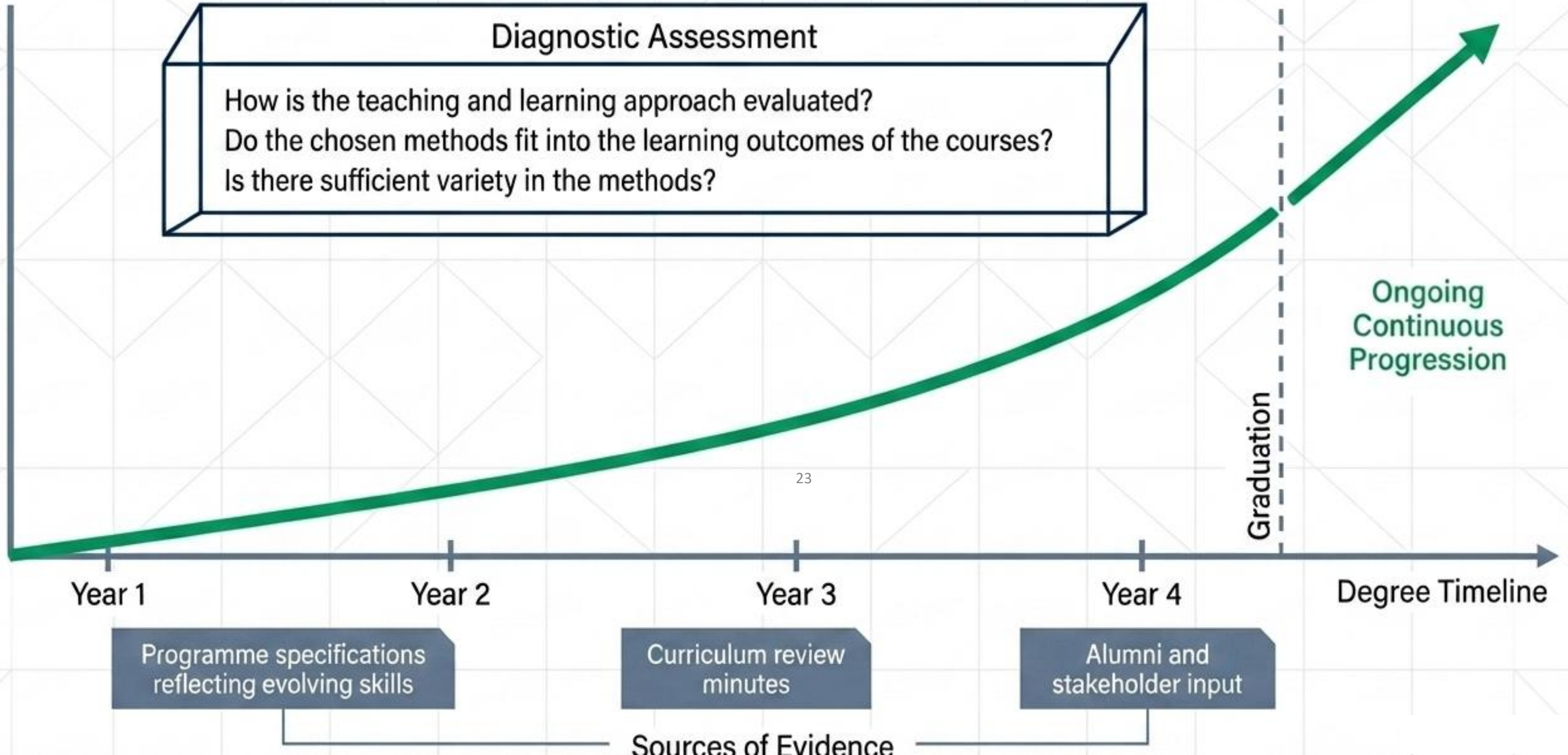
How is technology used in the teaching and learning activities?

When do students come into contact with research for the first time?

How are research methodologies introduced to students?

How are research findings applied in the programme?

Requirement 3.4: The teaching and learning activities are shown to enhance life-long learning.



Requirement 3.5: The teaching and learning activities are shown to help develop an entrepreneurial mindset.

Diagnostic Questions

How do students and staff collaborate with industry for research?

What benefits do employers and students gain from the practical training?

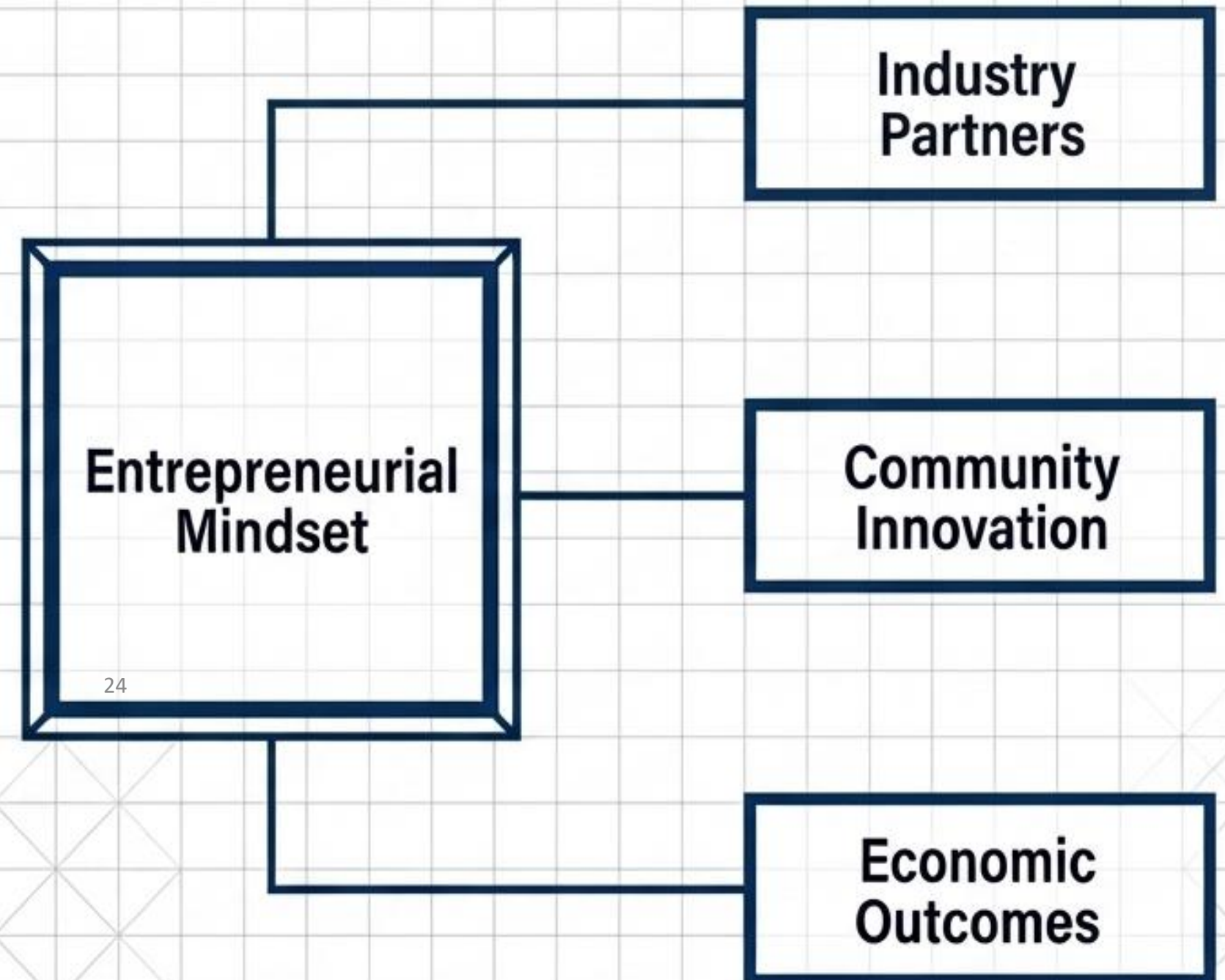
What benefits do communities gain from the service provided by the programme?

Sources of Evidence

Memorandum of Understanding (MOU) with industry partners

Internship reports

Community involvement records



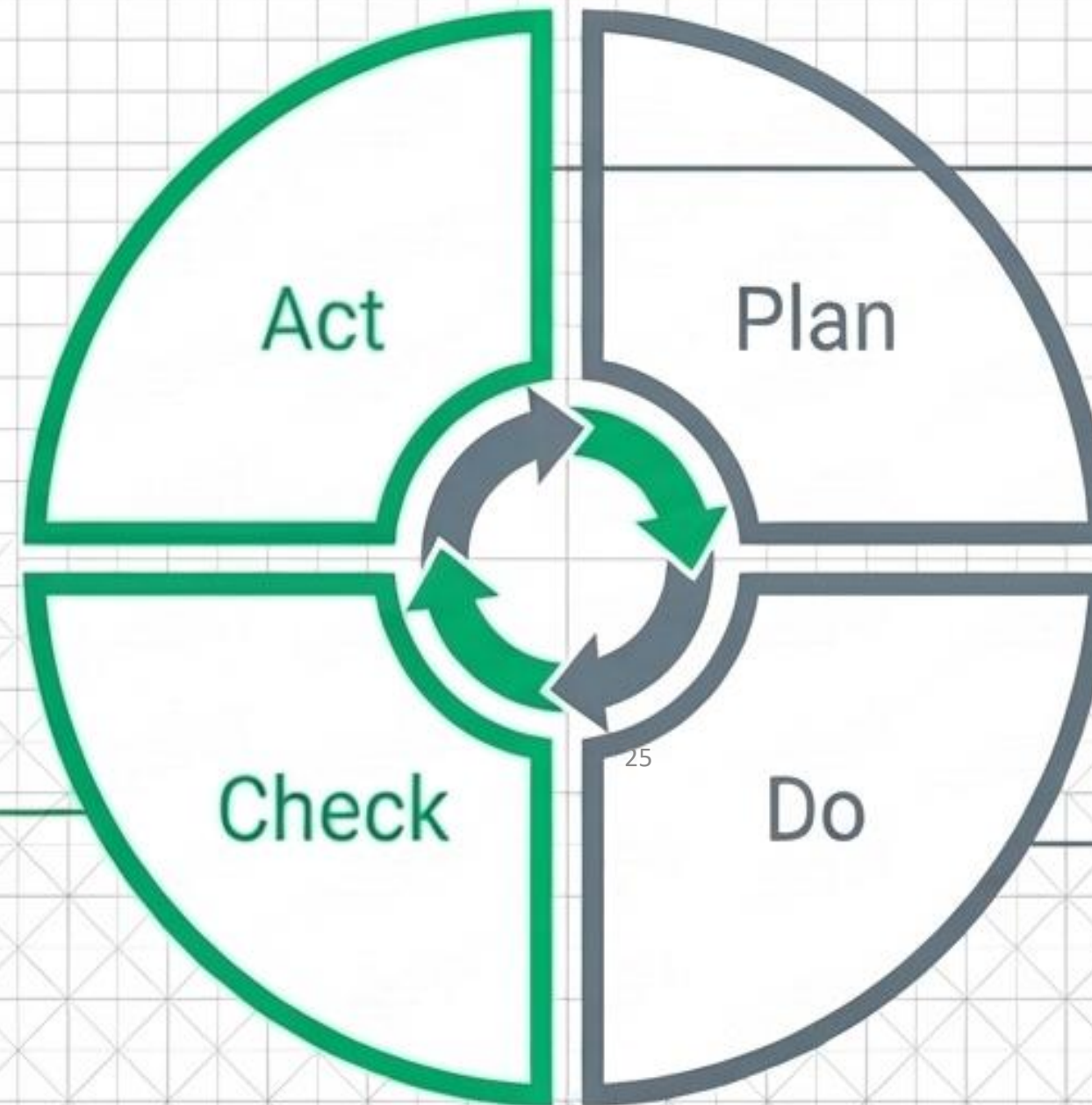
Requirement 3.6: Continuous improvement of teaching and learning activities for industry relevance.

**Diagnostic Questions
(The 'Check' Phase):**

How are industry trends incorporated into teaching methods?

Is there a mechanism to gather feedback from industry partners on student skills?

Do current teaching activities align with evolving industry needs?



**Corrective Actions
(The 'Act' Phase):**

Integrate latest industry tools and case studies into the curriculum.

Revise teaching strategies based on industry partner and alumni feedback.

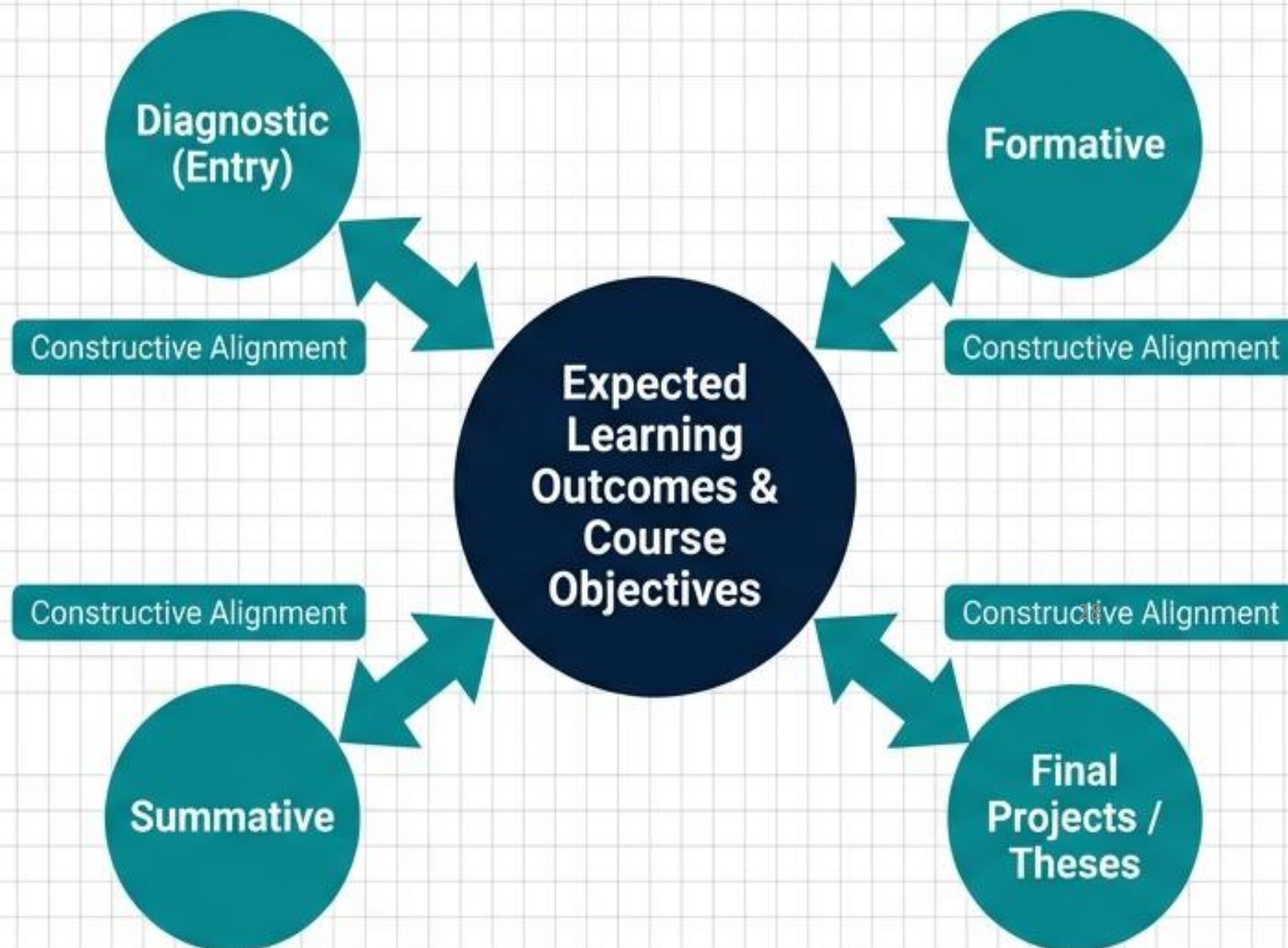
Implement professional development for faculty on industry-relevant skills.

For discussion in workshop

Criteria 4. Student Assessment

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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.



Audit Checklist

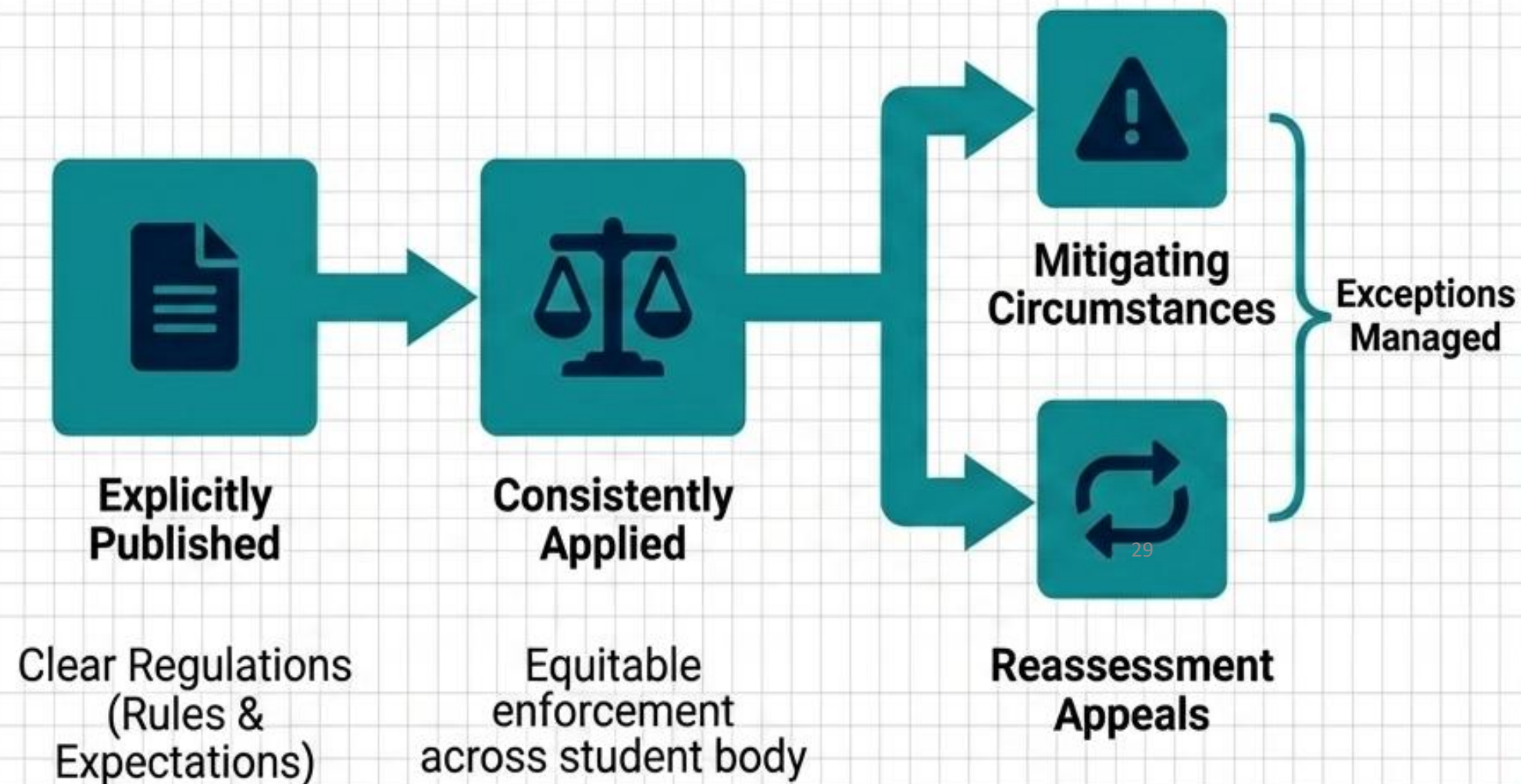
Diagnostics

- Are entry/exit assessments carried out?
- Is assessment criterion-referenced?

Evidence Required

- Samples of in-course assessments
- Project work
- Final exams

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



Audit Checklist

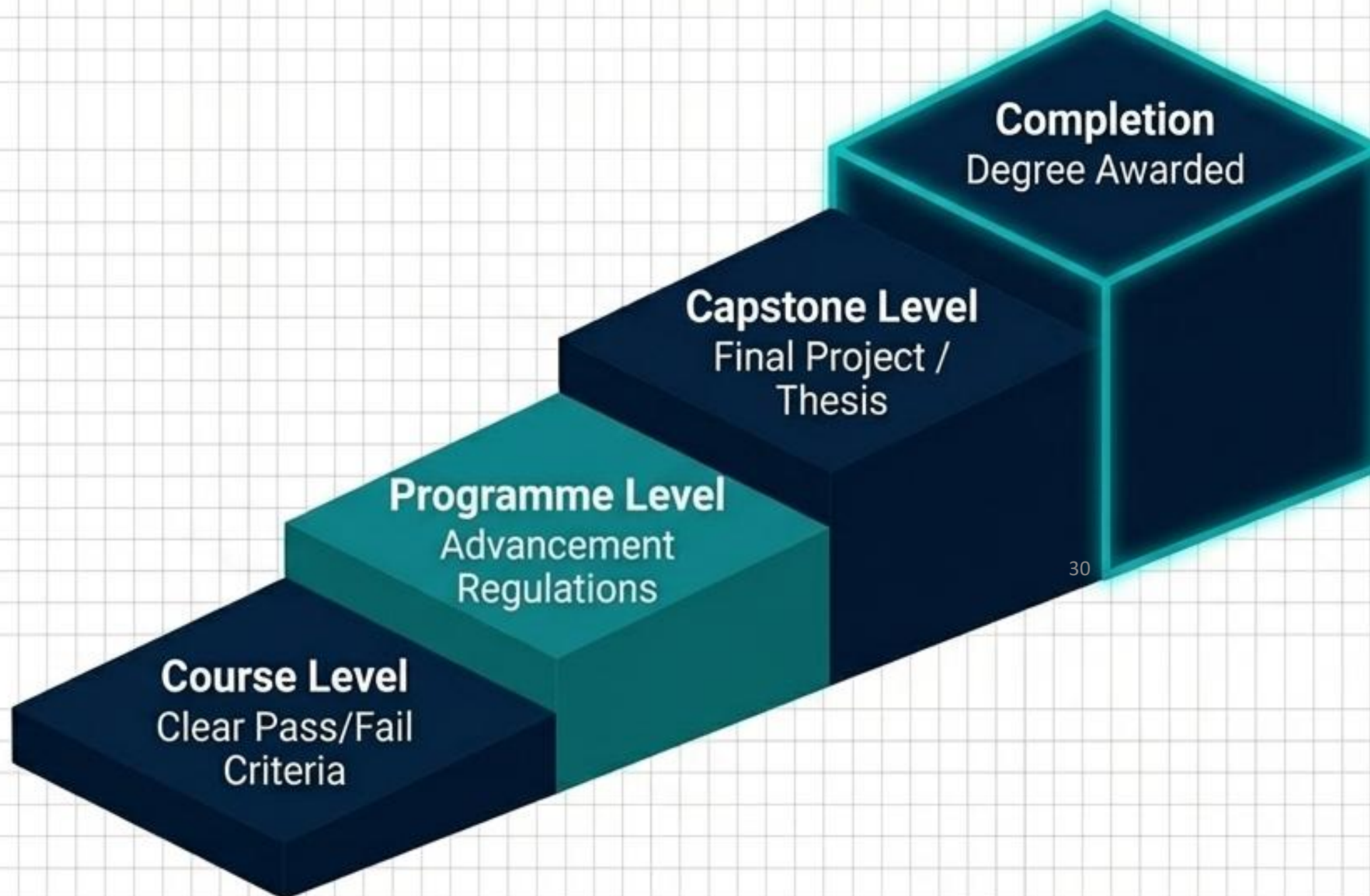
Diagnostics

- Do clear rules exist for re-assessment?
- Are students satisfied with appeal procedures?

Evidence Required

- Published examination regulations, formalized formalized appeal procedures.

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



Audit Checklist

Diagnostics for Final Project:

- What preparation is involved?
- Are there bottlenecks?
- How are students coached?

Evidence Required:

- Programme and course specifications.

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.



Diagnostic Definitions

- **Content Validity:** Extent to which assessments cover course content.
- **Construct Validity:** Extent to which assessments cover program objectives.

Evidence:

- Assessment/marketing rubrics, moderation logs.

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



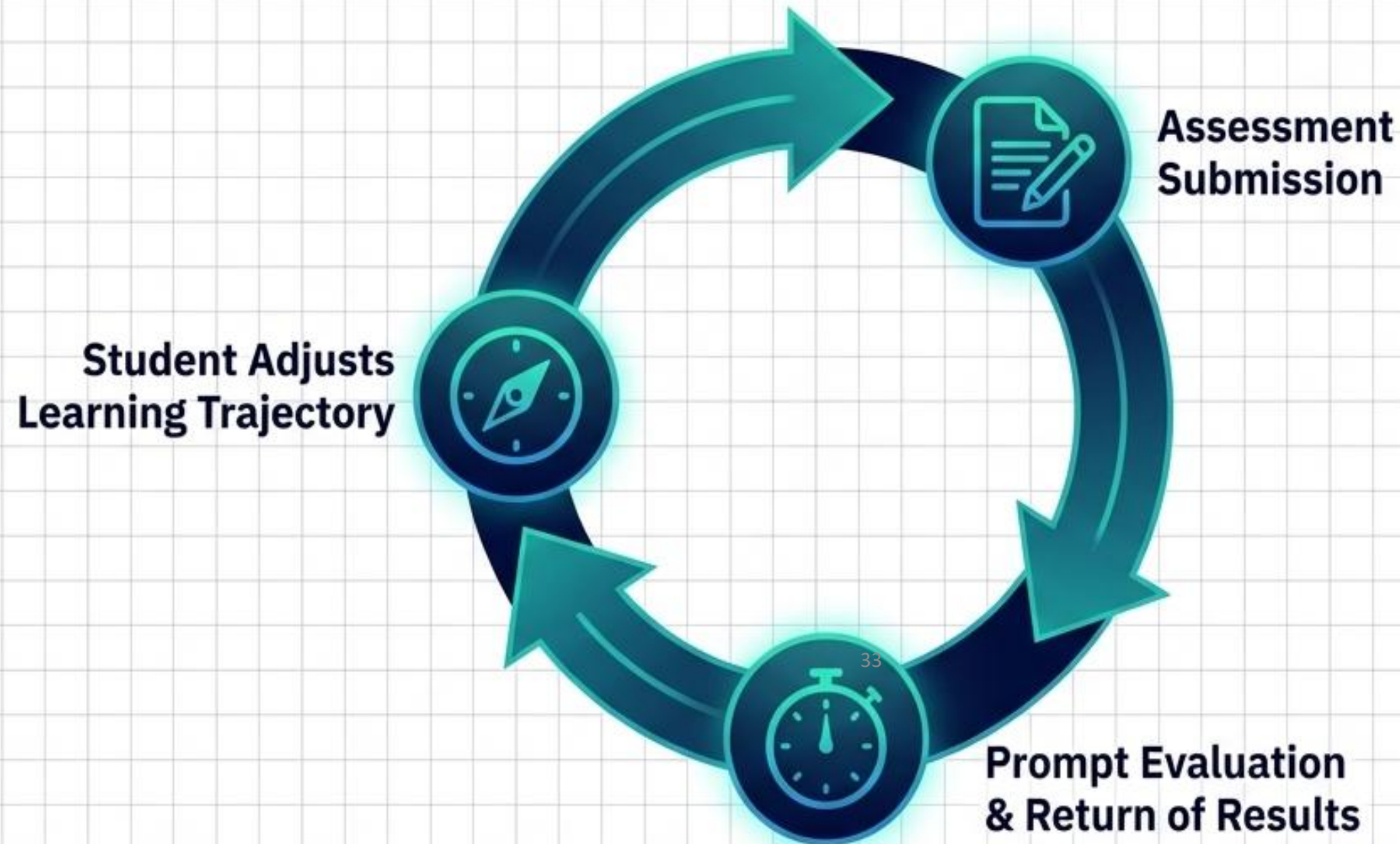
Core Principle

Assessment is not just about grading; it is direct, measurable proof evaluating student performance to confirm successful attainment of predefined knowledge, skills, and attitudes.

Evidence

Samples of in-course assessments mapped directly to the skills matrix.

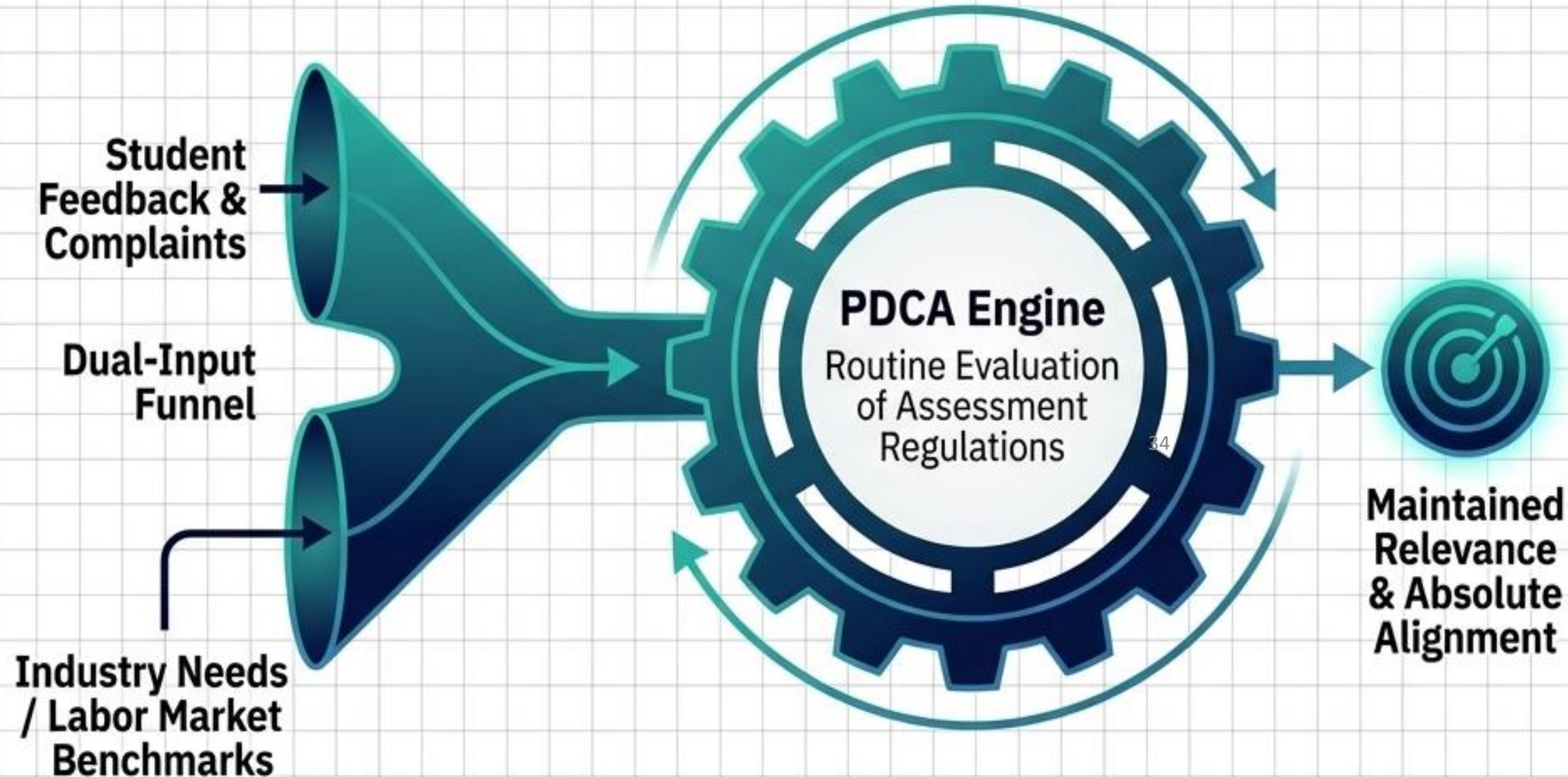
4.6. Feedback of student assessment is shown to be provided in a timely manner.



Functional Purpose: Timely feedback informs students of their current progression status, allowing immediate adjustments before the next summative evaluation.

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.

The Improvement Engine



Audit Checklist

Diagnostics

- How are complaints regarding assessments processed?
- How frequently are assessment regulations reviewed against external relevance?

Evidence Required

- Curriculum review minutes
- Stakeholder input records

For discussion in workshop

Criteria 5. Academic Staff

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Requirement 5.1: Strategic Human Resource Planning

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.

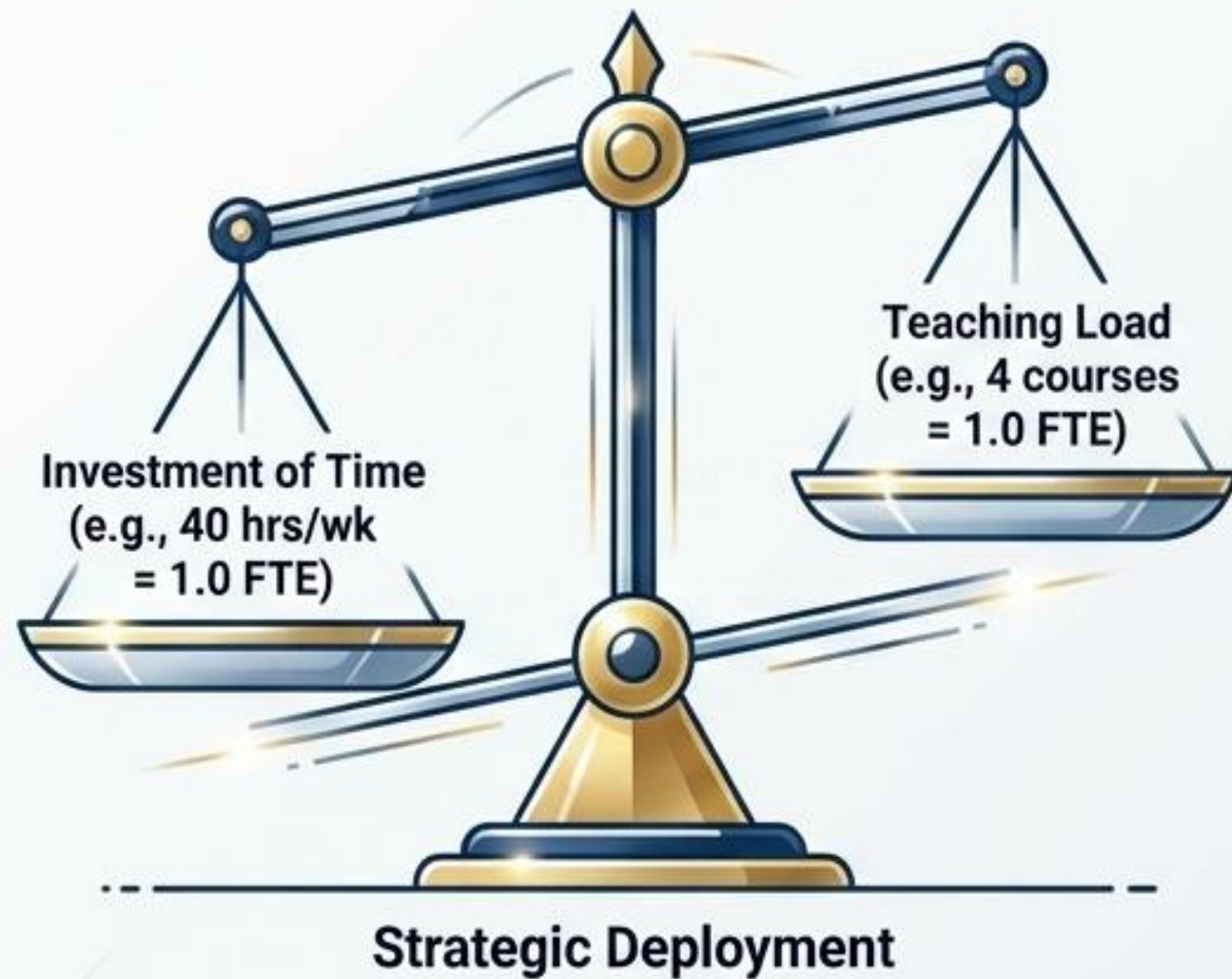


Sources of Evidence:

- Manpower plan
- Faculty distribution data (age, gender, expertise)
- Career and succession plans

Requirement 5.2: Workload Measurement and Monitoring

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



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

Strategic Goal: Ensure academic staff are satisfied, effectively deployed, and perfectly scaled to the student population.

Requirement 5.3: Core Competences

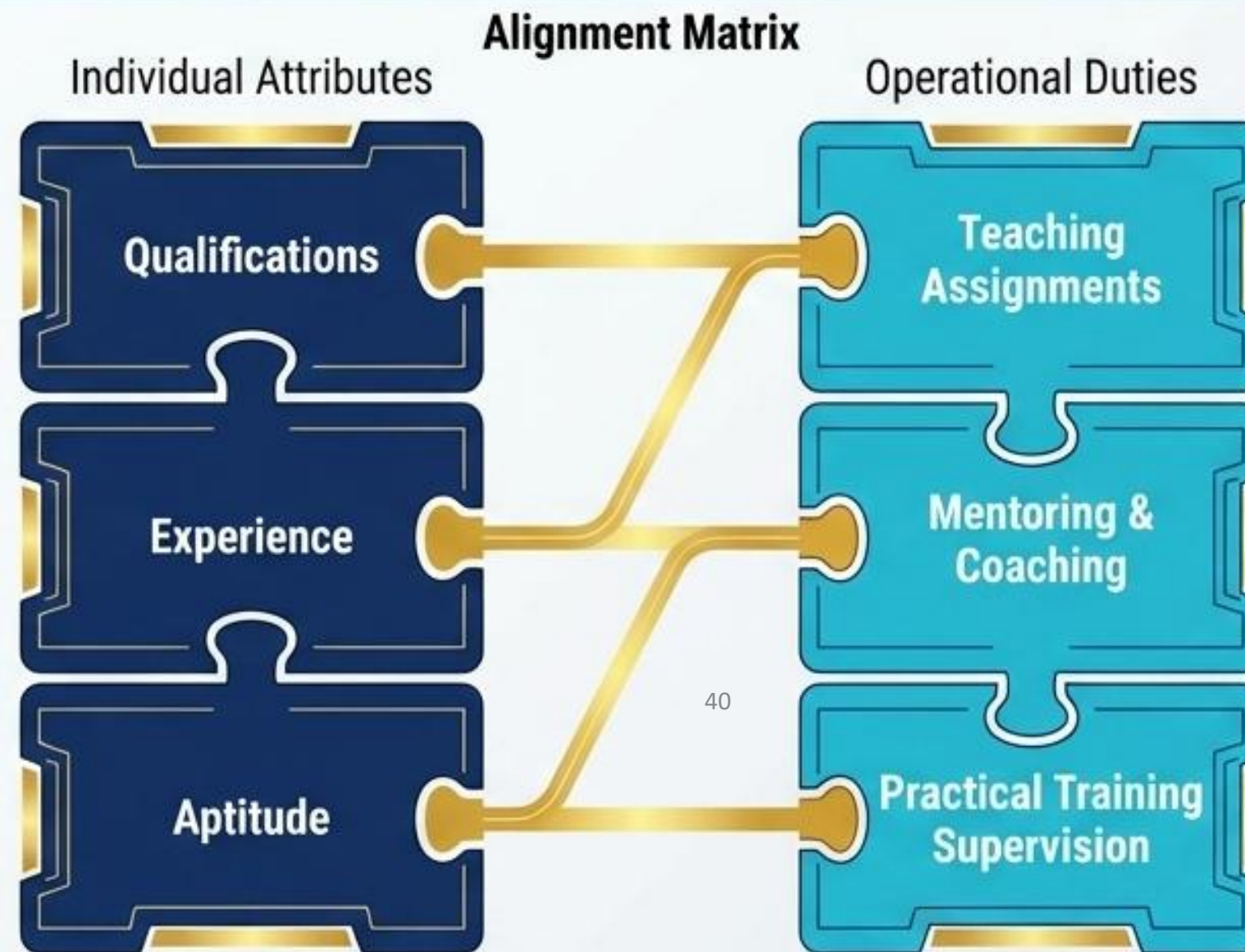
5.3. The programme to show that the competences of the academic staff are **determined, evaluated, and communicated.**



Diagnostic Focus: Are the competencies of the academic staff adequate for delivering the programme?
Is the teaching delivered by the academic staff supervised and assessed?

Requirement 5.4: Duties Allocation

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



Application in Practice:

- Assigning courses aligning with an individual's specific level of education.
- Allocating supervision of final papers or internships based on proven subject matter expertise.

Evidence Required: Staff qualifications, job descriptions, deployment records, national/professional licenses.

Requirement 5.5: Merit-Based Promotion

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.



System Integrity:

Relies on clear recruitment and promotion criteria, ensuring all verifiable achievements across the three pillars are objectively measured.

Requirement 5.6: Rights, Ethics, and Accountability

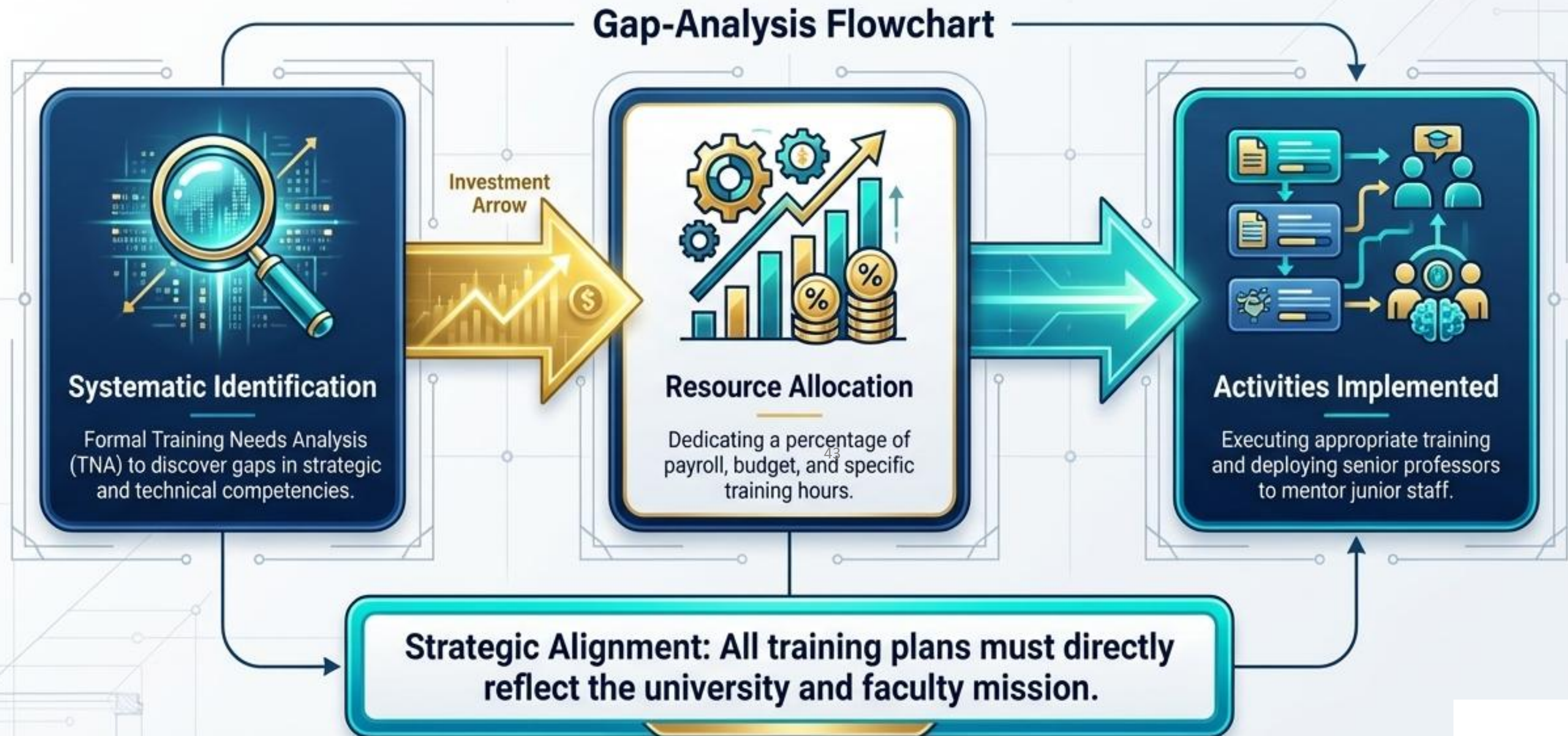
5.6. The programme to show that the rights and privileges, benefits, roles and relationships, and accountability of the academic staff, taking into account professional ethics and their academic freedom, are well defined and understood.



Sources of Evidence: HR policies, Staff handbook, Employment contracts, Organization chart.

Requirement 5.7: Training and Development

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.



Requirement 5.8: Performance Management

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



The Ultimate Outcome: A self-sustaining ecosystem where objective assessment directly incentivizes institutional excellence.

For discussion in workshop

Criteria 6. Student Support Services

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AUN-QA Criterion 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. ⁴⁷

AUN-QA Criterion 6 – Student Support Services

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.



AUN-QA Criterion 6 – Student Support Services

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.



AUN-QA Criterion 6 – Student Support Services

Academics

Co-curricular

Student

6.4

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

Employability

AUN-QA Criterion 6 – Student Support 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.

AUN-QA Criterion 6 – Student Support Services



For discussion in workshop

Criteria 7. Facilities and Infrastructure

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AUN-QA Criterion 7 – Facilities and Infrastructure

Establishing Core Educational Spaces



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.

AUN-QA Criterion 7 – Facilities and Infrastructure

Powering the Digital Learning Ecosystem



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.

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AUN-QA Criterion 7 – Facilities and Infrastructure

Bridging Connectivity and Competent Management



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.



7.8

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.

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AUN-QA Criterion 7 – Facilities and Infrastructure

Cultivating Environment, Health, and Conduciveness



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.

AUN-QA Criterion 7 – Facilities and Infrastructure

Mandating Quality Assurance



⁵⁹
7.9

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

Preparing for Assessment: Sourcing the Evidence

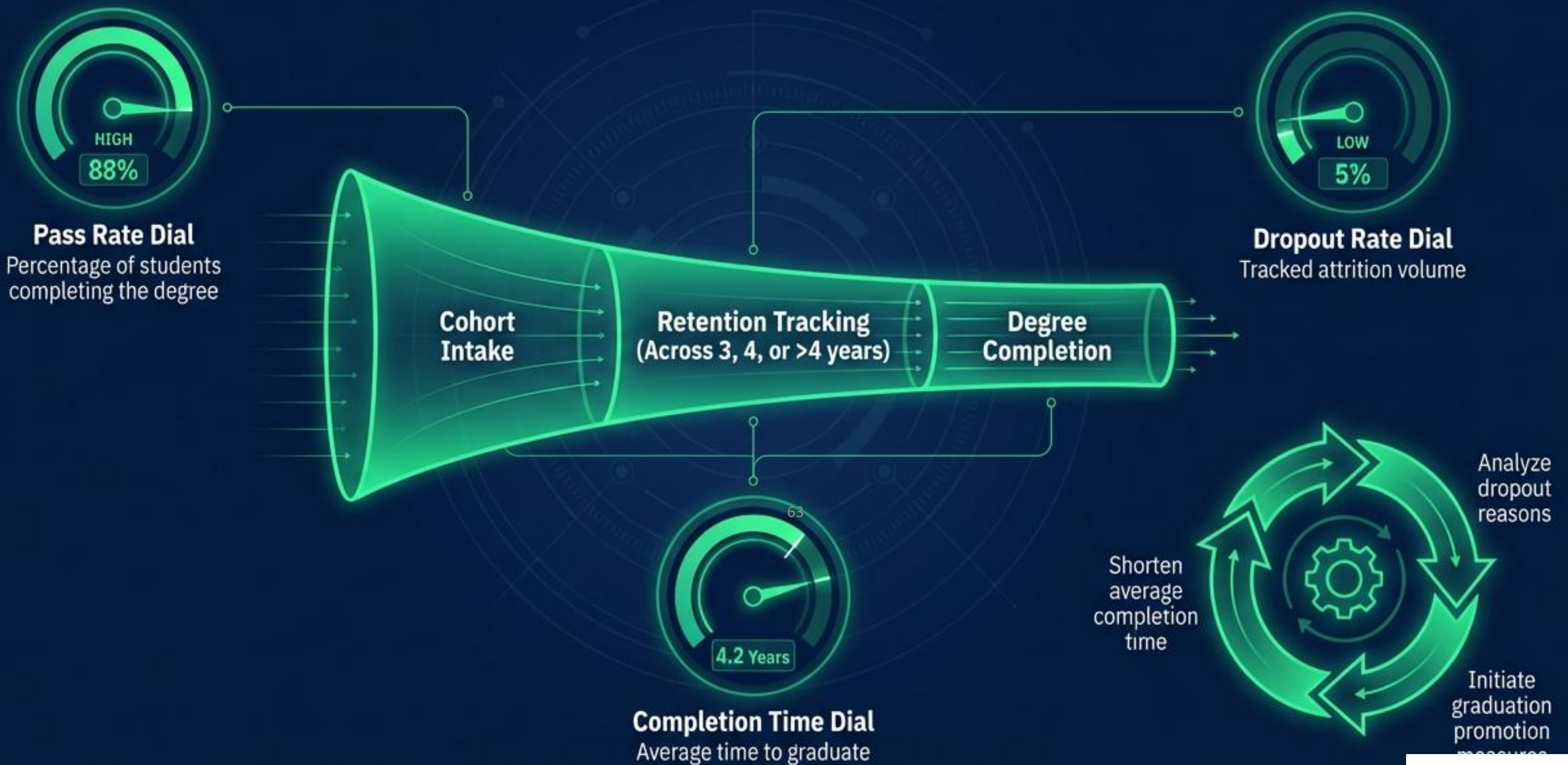
	Crit 6: Human Services	Crit 7: Physical Infrastructure
Implementation Phase	Student selection criteria, mapped credit systems, managed workload reports, documented academic/non-academic activities.	Comprehensive facility lists, safety and environmental policies, formalized maintenance plans, emergency protocols.
Evaluation Phase	Progress reporting mechanisms, coaching logs, formalized student feedback and course evaluations. ⁶⁰	Facility booking and utilization rates, IT downtime/uptime logs, enhancement budgets, staff/student facility feedback.

For discussion in workshop

Criteria 8. Output & Outcomes

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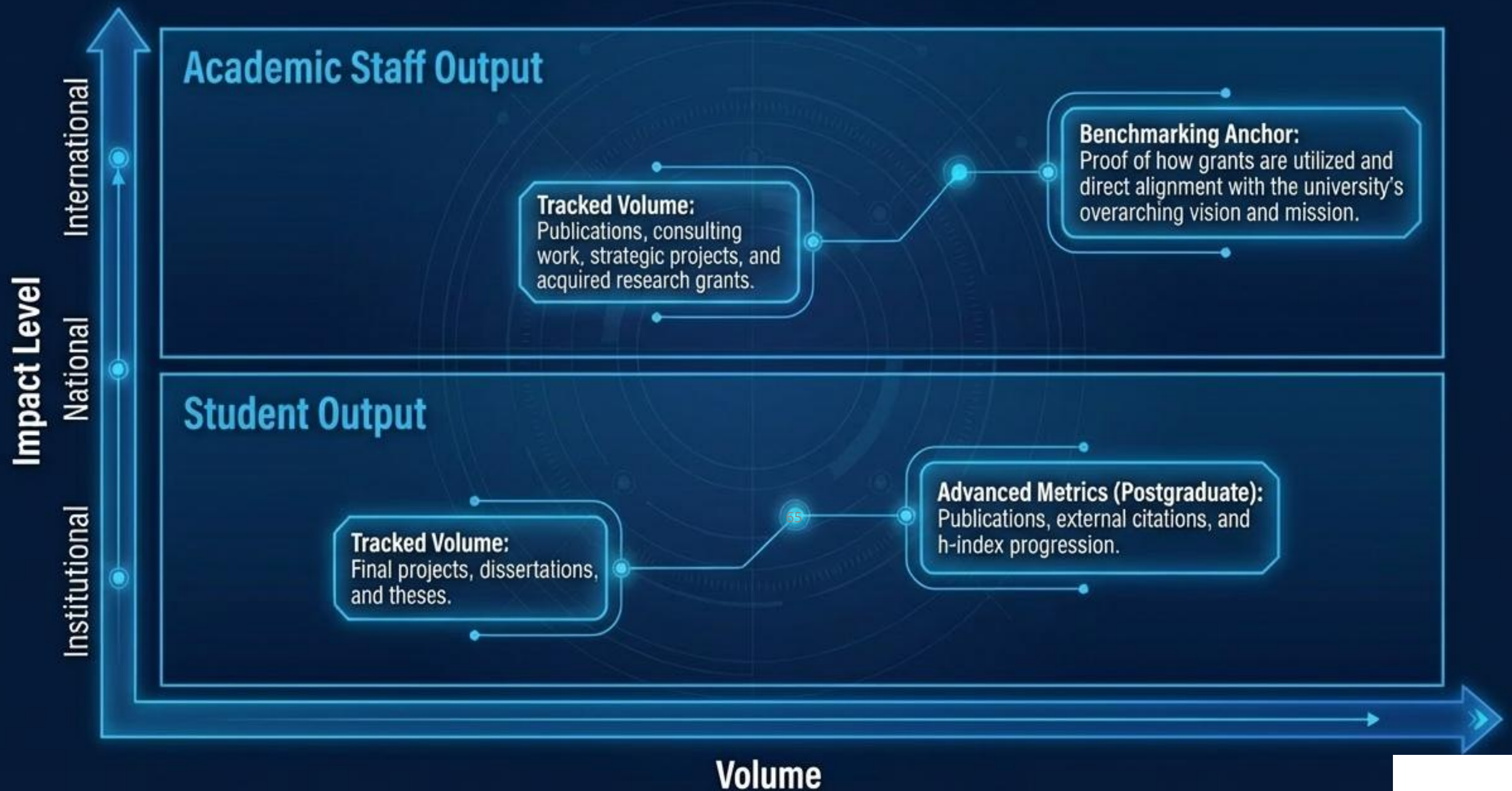
8.1 The pass rate, dropout rate, and average time to graduate are shown to be established, monitored, and benchmarked for improvement.



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.



For discussion in workshop



Important
points to
consider for
assessment

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