

**AUN-QA ASSESSMENT PLANNING (PROGRAMME LEVEL)**

Appendix B

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| AUN-QA Assessment No.: | Date of Assessment: |
| Name of Programme Assessed: | |
| Name of University: | |
| Name of Faculty/School: | |
| Name of Management Representative/Designation: | Email: |
| Name of Assessors: | |

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| **Criteria** | | **Strengths** | **Interview Questions** | **Sources of Evidence** | **Areas for Improvement** |
| 1. Expected  Learning  Outcomes | 1.1 The  expected learning outcomes have been clearly formulated and aligned with the vision and mission of the university [1,2] |  |  |  |  |
| 1. Expected  Learning  Outcomes | 1.2 The  expected learning outcomes cover both  subject specific and generic  (i.e. transferable) learning outcomes [3] |  |  |  |  |

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| **Criteria** | | **Strengths** | **Interview Questions** | **Sources of Evidence** | **Areas for Improvement** |
| 1. Expected  Learning  Outcomes | 1.3 The  expected learning outcomes clearly reflect the requirements of the  stakeholders  [4] |  |  |  |  |
| 2. Programme  Specification | 2.1 The  information in the programme specification is comprehensive and up-to-date [1, 2] |  |  |  |  |

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| **Criteria** | | **Strengths** | **Interview Questions** | **Sources of Evidence** | **Areas for Improvement** |
| 2. Programme  Specification | 2.2 The  information in the course specification is comprehensive and up-to-date [1, 2] |  |  |  |  |
| 2. Programme  Specification | 2.3 The  programme and course specifications are communicated and made available to the stakeholders  [1, 2] |  |  |  |  |

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| **Criteria** | | **Strengths** | **Interview Questions** | **Sources of Evidence** | **Areas for Improvement** |
| 3. Programme  Structure and  Content | 3.1 The  curriculum is designed based on constructive alignment with the expected learning outcomes [1] |  |  |  |  |
| 3. Programme  Structure and  Content | 3.2 The  contribution made by each course to achieve the expected learning outcomes is clear [2] |  |  |  |  |

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| **Criteria** | | **Strengths** | **Interview Questions** | **Sources of Evidence** | **Areas for Improvement** |
| 3. Programme  Structure and  Content | 3.3 The  curriculum is logically structured, sequenced, integrated and up-to-date [3,  4, 5, 6] |  |  |  |  |
| 4. Teaching and  Learning  Approach | 4.1 The  educational philosophy is well articulated and communicated to all stakeholders  [1] |  |  |  |  |

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| **Criteria** | | **Strengths** | **Interview Questions** | **Sources of Evidence** | **Areas for Improvement** |
| 4. Teaching and  Learning  Approach | 4.2 Teaching  and learning activities are constructively aligned to the achievement of the expected learning outcomes [2, 3,  4] |  |  |  |  |
| 4. Teaching and  Learning  Approach | 4.3 Teaching  and learning activities enhance life- long learning [5] |  |  |  |  |

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| **Criteria** | | **Strengths** | **Interview Questions** | **Sources of Evidence** | **Areas for Improvement** |
| 5. Student  Assessment | 5.1 The student  assessment is constructively aligned to the achievement of the expected learning outcomes [1, 2] |  |  |  |  |
| 5. Student  Assessment | 5.2 The student  assessments including timelines, methods, regulations, weight distribution, rubrics and grading are explicit and communicated to students [4,  5] |  |  |  |  |

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| **Criteria** | | **Strengths** | **Interview Questions** | **Sources of Evidence** | **Areas for Improvement** |
| 5. Student  Assessment | 5.3 Methods  including assessment rubrics and marking schemes are used to ensure validity, reliability and fairness of student assessment [6,  7] |  |  |  |  |
| 5. Student  Assessment | 5.4 Feedback  of student assessment is timely and helps to improve learning [3] |  |  |  |  |

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| **Criteria** | | **Strengths** | **Interview Questions** | **Sources of Evidence** | **Areas for Improvement** |
| 5. Student  Assessment | 5.5 Students  have ready access to appeal procedure [8] |  |  |  |  |
| 6. Academic Staff  Quality | 6.1 Academic  staff planning (considering succession, promotion, re- deployment, termination,  and retirement) is carried out to fulfil the needs for education, research and service [1] |  |  |  |  |

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| **Criteria** | | **Strengths** | **Interview Questions** | **Sources of Evidence** | **Areas for Improvement** |
| 6. Academic Staff  Quality | 6.2 Staff-to-  student ratio and workload are measured and monitored to improve the quality of education, research and service [2] |  |  |  |  |
| 6. Academic Staff  Quality | 6.3  Recruitment and selection criteria  including ethics and academic freedom for appointment, deployment  and promotion are determined and communicated [4, 5, 6, 7] |  |  |  |  |

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| **Criteria** | | **Strengths** | **Interview Questions** | **Sources of Evidence** | **Areas for Improvement** |
| 6. Academic Staff  Quality | 6.4  Competences of academic staff are identified and evaluated [3] |  |  |  |  |
| 6. Academic Staff  Quality | 6.5 Training  and developmental needs of academic staff are identified and activities are implemented to fulfil them [8] |  |  |  |  |

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| **Criteria** | | **Strengths** | **Interview Questions** | **Sources of Evidence** | **Areas for Improvement** |
| 6. Academic Staff  Quality | 6.6  Performance management including rewards and recognition is implemented to motivate and support education, research and service [9] |  |  |  |  |
| 6. Academic Staff  Quality | 6.7 The types  and quantity of research activities by academic staff are established, monitored and benchmarked for improvement [10] |  |  |  |  |

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| **Criteria** | | **Strengths** | **Interview Questions** | **Sources of Evidence** | **Areas for Improvement** |
| 7. Support Staff  Quality | 7.1 Support  staff planning (at the library, laboratory, IT facility and student services) is carried out to fulfil the needs for education, research and service [1] |  |  |  |  |
| 7. Support Staff  Quality | 7.2  Recruitment and selection criteria for appointment, deployment and promotion  are determined and communicated [2] |  |  |  |  |

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| **Criteria** | | **Strengths** | **Interview Questions** | **Sources of Evidence** | **Areas for Improvement** |
| 7. Support Staff  Quality | 7.3  Competences of support staff are identified and evaluated [3] |  |  |  |  |
| 7. Support Staff  Quality | 7.4 Training  and developmental needs of support staff are identified and activities are  implemented to fulfil them [4] |  |  |  |  |

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| **Criteria** | | **Strengths** | **Interview Questions** | **Sources of Evidence** | **Areas for Improvement** |
| 7. Support Staff  Quality | 7.5  Performance management including rewards and recognition is implemented to motivate and support education, research and service [5] |  |  |  |  |
| 8.Student Quality  and Support | 8.1 The student  intake policy and admission criteria are defined, communicated, published, and up-to-date [1] |  |  |  |  |

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| **Criteria** | | **Strengths** | **Interview Questions** | **Sources of Evidence** | **Areas for Improvement** |
| 8.Student Quality  and Support | 8.2 The  methods and criteria for the selection of students are determined and evaluated [2] |  |  |  |  |
| 8.Student Quality  and Support | 8.3 There is an  adequate monitoring system for student progress, academic performance, and workload [3] |  |  |  |  |

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| **Criteria** | | **Strengths** | **Interview Questions** | **Sources of Evidence** | **Areas for Improvement** |
| 8.Student Quality  and Support | 8.4 Academic  advice, co- curricular activities, student competition, and other  student support services are available to improve learning and employability  [4] |  |  |  |  |
| 8.Student Quality  and Support | 8.5 The  physical, social and psychological environment is conducive for education and research as well as  personal well- being [5] |  |  |  |  |

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| **Criteria** | | **Strengths** | **Interview Questions** | **Sources of Evidence** | **Areas for Improvement** |
| 9. Facilities and  Infrastructure | 9.1The  teaching and learning facilities and equipment (lecture halls, classrooms, project rooms, etc.) are adequate and updated to support education and research [1] |  |  |  |  |
| 9. Facilities and  Infrastructure | 9.2 The library  and its resources are adequate and updated to support education and research [3, 4] |  |  |  |  |

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| **Criteria** | | **Strengths** | **Interview Questions** | **Sources of Evidence** | **Areas for Improvement** |
| 9. Facilities and  Infrastructure | 9.3 The  laboratories and equipment are adequate and updated to support education and research [1, 2] |  |  |  |  |
| 9. Facilities and  Infrastructure | 9.4 The IT  facilities including e- learning infrastructure are adequate and updated to support education and research [1, 5,  6] |  |  |  |  |

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| **Criteria** | | **Strengths** | **Interview Questions** | **Sources of Evidence** | **Areas for Improvement** |
| 9. Facilities and  Infrastructure | 9.5 The  standards for environment, health and safety; and access for people with special needs are defined and implemented  [7] |  |  |  |  |
| 10. Quality  Enhancement | 10.1  Stakeholders’ needs and feedback serve as input to curriculum design and development  [1] |  |  |  |  |

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| **Criteria** | | **Strengths** | **Interview Questions** | **Sources of Evidence** | **Areas for Improvement** |
| 10. Quality  Enhancement | 10.2 The  curriculum design and development process is established and subjected to evaluation and enhancement  [2] |  |  |  |  |
| 10. Quality  Enhancement | 10.3 The teaching and  learning processes and student assessment are  continuously  reviewed and evaluated to ensure their relevance and alignment [3] |  |  |  |  |

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| **Criteria** | | **Strengths** | **Interview Questions** | **Sources of Evidence** | **Areas for Improvement** |
| 10. Quality  Enhancement | 10.4 Research  output is used to enhance teaching and learning [4] |  |  |  |  |
| 10. Quality  Enhancement | 10.5 Quality of  support services and facilities (at the library, laboratory, IT facility and student services) is subjected to evaluation and enhancement [5] |  |  |  |  |

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| **Criteria** | | **Strengths** | **Interview Questions** | **Sources of Evidence** | **Areas for Improvement** |
| 10. Quality  Enhancement | 10.6 The  stakeholder’s feedback mechanisms are systematic and subjected to evaluation and enhancement [6] |  |  |  |  |
| 11. Output | 11.1 The pass  rates and dropout rates are established, monitored and benchmarked for improvement [1] |  |  |  |  |

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| **Criteria** | | **Strengths** | **Interview Questions** | **Sources of Evidence** | **Areas for Improvement** |
| 11. Output | 11.2 The  average time to graduate is established, monitored and benchmarked for  improvement  [1] |  |  |  |  |
| 11. Output | 11.3  Employability of graduates is established, monitored and benchmarked for  improvement  [1] |  |  |  |  |

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| **Criteria** | | **Strengths** | **Interview Questions** | **Sources of Evidence** | **Areas for Improvement** |
| 11. Output | 11.4 The types  and quantity of research activities by students are established, monitored and benchmarked for improvement [2] |  |  |  |  |
| 11. Output | 11.5 The satisfaction  levels of stakeholders are established, monitored and  benchmarked  for improvement [3] |  |  |  |  |