

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

Appendix B

|  |  |
| --- | --- |
| 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: |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Criteria** | **Strengths** | **Interview Questions** | **Sources of Evidence** | **Areas for Improvement** |
| 1. ExpectedLearningOutcomes | 1.1 Theexpected learning outcomes have been clearly formulated and aligned with the vision and mission of the university [1,2] |  |  |  |  |
| 1. ExpectedLearningOutcomes | 1.2 Theexpected learning outcomes cover bothsubject specific and generic(i.e. transferable) learning outcomes [3] |  |  |  |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Criteria** | **Strengths** | **Interview Questions** | **Sources of Evidence** | **Areas for Improvement** |
| 1. ExpectedLearningOutcomes | 1.3 Theexpected learning outcomes clearly reflect the requirements of thestakeholders[4] |  |  |  |  |
| 2. ProgrammeSpecification | 2.1 Theinformation in the programme specification is comprehensive and up-to-date [1, 2] |  |  |  |  |

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

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Criteria** | **Strengths** | **Interview Questions** | **Sources of Evidence** | **Areas for Improvement** |
| 3. ProgrammeStructure andContent | 3.1 Thecurriculum is designed based on constructive alignment with the expected learning outcomes [1] |  |  |  |  |
| 3. ProgrammeStructure andContent | 3.2 Thecontribution made by each course to achieve the expected learning outcomes is clear [2] |  |  |  |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Criteria** | **Strengths** | **Interview Questions** | **Sources of Evidence** | **Areas for Improvement** |
| 3. ProgrammeStructure andContent | 3.3 Thecurriculum is logically structured, sequenced, integrated and up-to-date [3,4, 5, 6] |  |  |  |  |
| 4. Teaching andLearningApproach | 4.1 Theeducational philosophy is well articulated and communicated to all stakeholders[1] |  |  |  |  |

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

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

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

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

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

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

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

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Criteria** | **Strengths** | **Interview Questions** | **Sources of Evidence** | **Areas for Improvement** |
| 7. Support StaffQuality | 7.1 Supportstaff 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 StaffQuality | 7.2Recruitment and selection criteria for appointment, deployment and promotionare determined and communicated [2] |  |  |  |  |

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

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

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

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

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

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

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

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Criteria** | **Strengths** | **Interview Questions** | **Sources of Evidence** | **Areas for Improvement** |
| 10. QualityEnhancement | 10.2 Thecurriculum design and development process is established and subjected to evaluation and enhancement[2] |  |  |  |  |
| 10. QualityEnhancement | 10.3 The teaching andlearning processes and student assessment arecontinuouslyreviewed and evaluated to ensure their relevance and alignment [3] |  |  |  |  |

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

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

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

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