Writing AUN-QA Self-Assessment Report

Chavalit Wongse-ek
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April 23, 2019 At The Windsor suites hotel

โปรดประเมินกิจกรรมเพื่อการพัฒนา...ได้ที่

แบบประเมินกิจกรรม

Writing
AUN-QA Self-Assessment Report

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Workshop

2

09.00-09.30	Introduction: How to write AUNQA-SAR
09.30-10.30	Workshop: Writing the SAR focus on Criteria 1 to 5
10.30-10.45	Coffee break
10.45-12.00	Workshop: Writing the SAR focus on Criteria 1 to 5
12.00-13.00	Lunch
13.00-14.30	Workshop: Writing the SAR focus on Criteria 1 to 5
14.30-14.45	Coffee break
13.45-16.00	Workshop: Writing the SAR focus on Criteria 8, 10,11 and 6-9
16.00-16.15	AAR and Closing session

Learning Outcomes

3

- **Apply** process approach to AUN-QA SAR development
- **Practice** writing AUN-QA SAR: Criteria 1 to 5, 8, 10, and 11
- **Learning** the requirements for writing Criteria 6 to 7, and 9

4

Benchmarks: National/International **C1.1**

National Compliances: TQF, Professional Agency, …

Vision/Mission/Graduate Attributes

Requirements **Stakeholders** **C1.3** ***Requirements***

Program Educational Objectives

Expected Learning Outcomes **C1.2**

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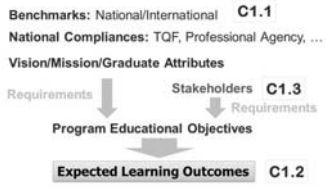

Expected Learning Outcomes

Backward Technique

C3.3 **Curriculum Design/Development**
curriculum is logically structured, sequenced, integrated and up-to-date.

C3.1
C3.2 **Program Structure:** study plan, course content, major, senior project, internship
Curriculum Map

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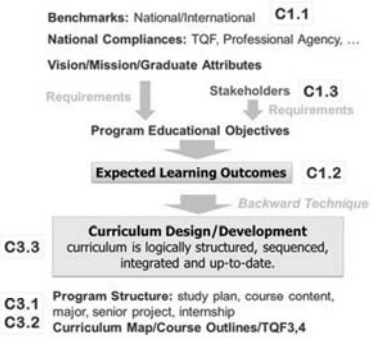

Curriculum Map

COURSES	ELO1	ELO2	ELO3	ELO4	ELO5
GE Courses					
Core Courses					
MU 301	R/A			I/R	
MU 302		R/A	R		R
MU 320	R		R/A		R
Specialize Courses					
MU 421	M/A			R/M	
MU 441		M/A	M/A		M/A
MU 495	M/A	M/A	M/A	M	M/A
Senior Project	M/A			M/A	

Expected Learning Outcomes

Curriculum Design/Development

Course Design
Course Specification/
Course Syllabus/
Course Outlines/
Course Plan

- Course Learning Outcomes
- Teaching and Learning
- Assessment

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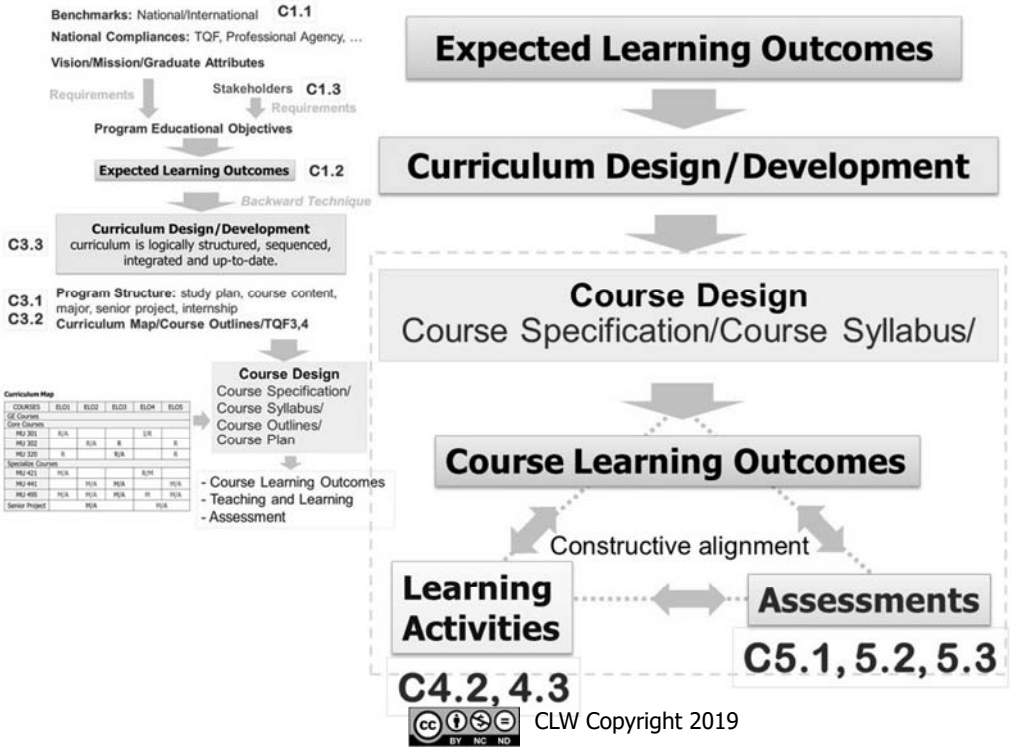

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PDCA Approach to SAR Development

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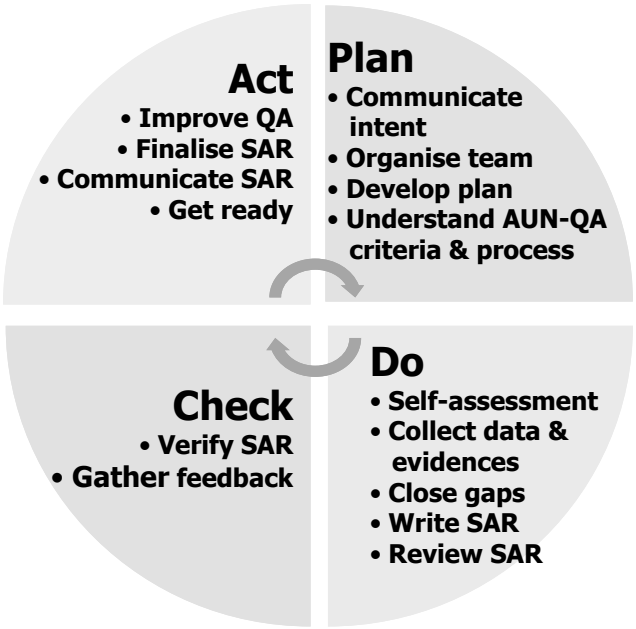
PDCA approach to SAR development

9



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SAR Writing Team

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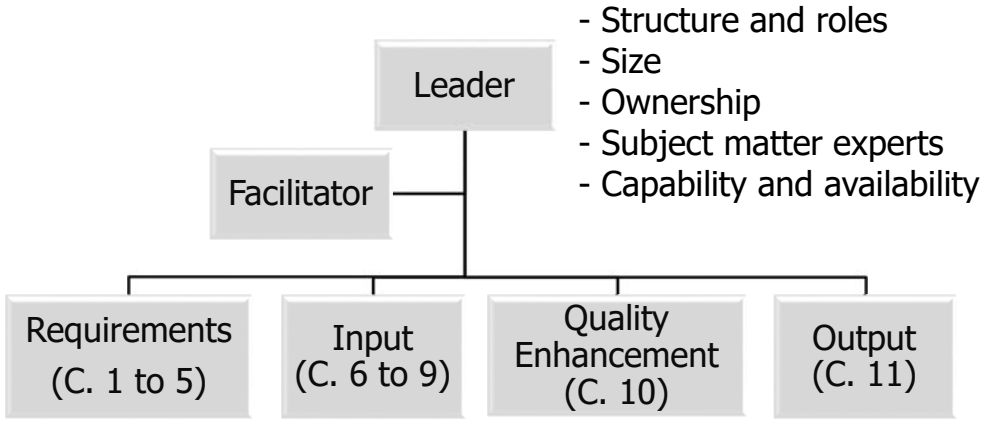

System Criteria

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Develop SAR Plan

	Activity/Month	1	2	3	4	5	6	7	8	9	10	11	12	Deadline	Assigned to	Status
PLAN	Communicate Intent															
	Organise Team															
	Develop Plan															
	Understand AUN QA criteria and process															
DO	Self-assessment															
	Collect data & evidences															
	Close gaps															
	Write SAR															
	Review SAR															
CHECK	Verify SAR															
	Gather Feedback															
ACT	Improve QA															
	Finalise SAR															
	Communicate SAR															
	Get Ready															

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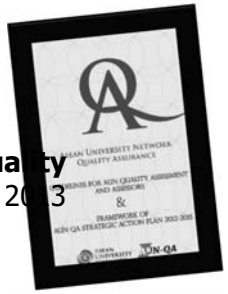
Understand AUN QA Criteria and Process

12

Guide to AUN Actual Quality Assessment at Programme Level (3rd Version, 2015)



Guidelines for AUN Quality Assessment and Assessors (V.2, 2013)

- Obtain copy of the AUN-QA manual
- Educate stakeholders
- Organise training for relevant stakeholders
- Seek clarifications with internal and external experts

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SAR Format

13

- It is important for the SAR to **follow a specific format** based on the AUN-QA criteria and checklist.
- Focus on **information and data** (objective evidences) that directly **address the criteria**.
- The report has to be **concise and factual**. Provide trends and statistics to show achievements and performance. The quantitative data requires special attention. The manner in which data is presented is important for the right interpretation of the data.

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Content of the SAR

14

- The SAR should not be more than **50 A4 pages** and printed in a consistent typeface with **font size 12**. The content of the SAR should consist of 4 parts :

  Part 1: Introduction

  Part 2: AUN-QA Criteria Requirements

  Part 3: Strengths and Weaknesses Analysis

  Part 4: Appendices

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Part 1: Introduction

15

- Executive summary of the SAR
- Organization of the self-assessment – how is the self-assessment carried out and who are involved?
- Brief description of the university, faculty and department – outline the history of quality assurance, mission, vision, objectives and quality policy of the university followed by a brief description of the faculty and department.

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Part 2: AUN-QA Criteria Requirements

16

- This section contains the write-up on how the university, faculty or department addresses the requirements of the AUN-QA criteria. Follow the criteria **listed in the self-assessment checklist**.

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Part 3: Strengths and Weaknesses Analysis

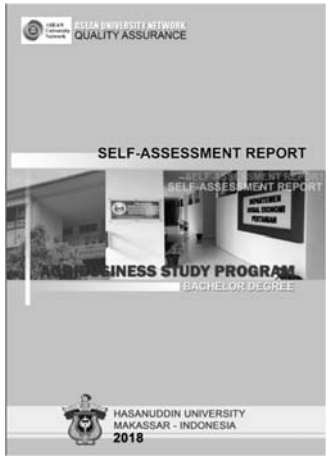
17

- Summary of **strengths** - Summarize the points that the department considers to be its strengths and mark the points that you are proud of.
- Summary of **Weaknesses** - Indicate which points the department considers to be weak and in need of improvement.
- **Completed checklist**
- **Improvement plan** – recommendations to close the gaps identified in the self-assessment and the action plan to implement them.

Part 4: Appendices

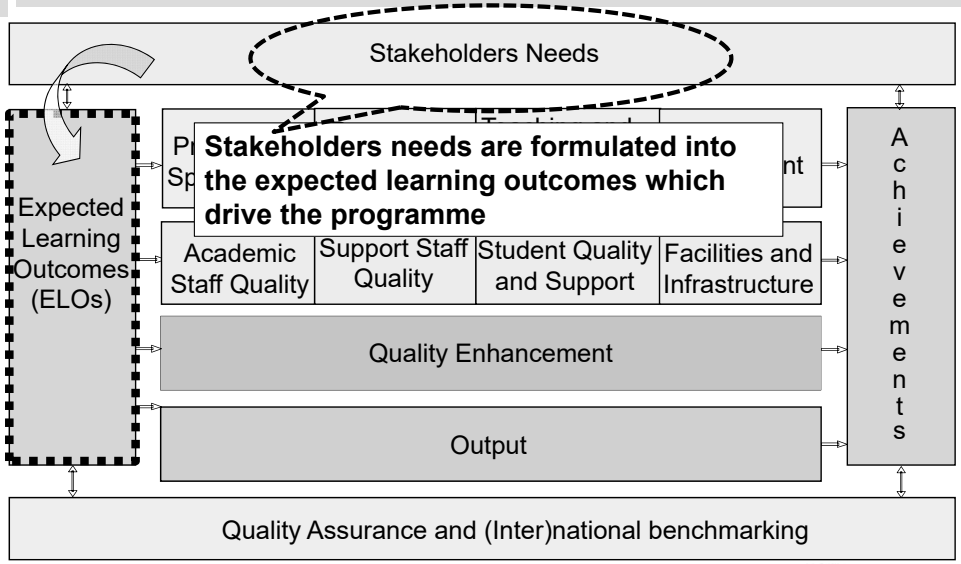
18

- Glossary and supporting documents and evidences



Started with Expected Learning Outcomes

19



The first row

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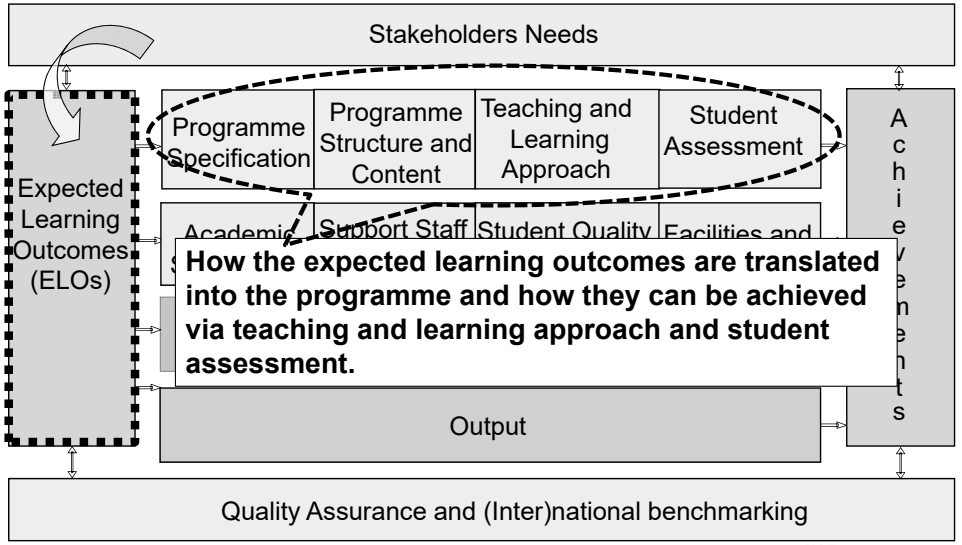

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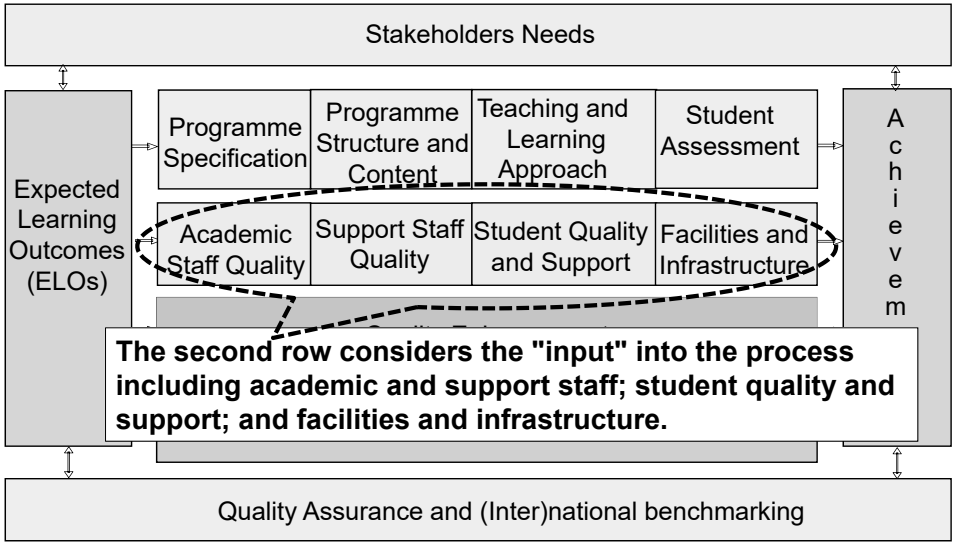

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Third row

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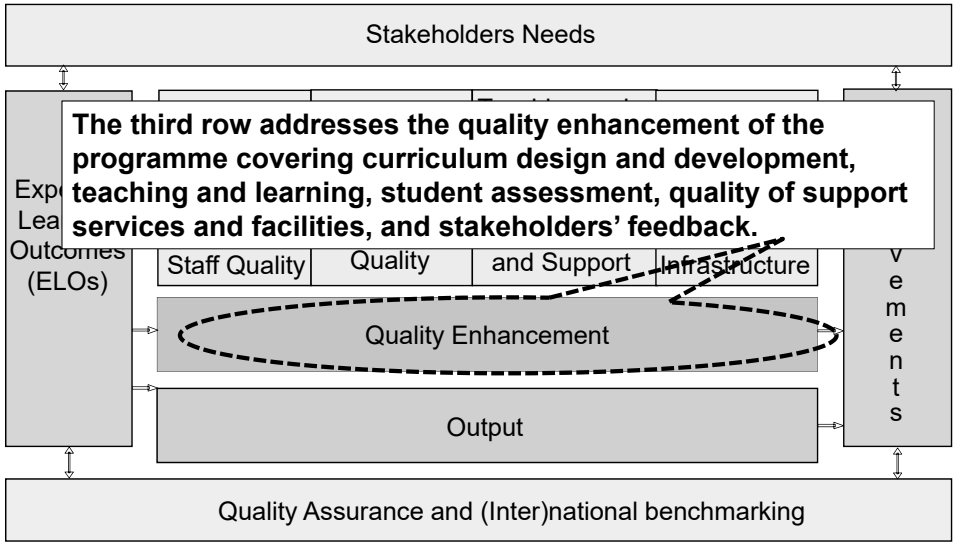

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The fourth row

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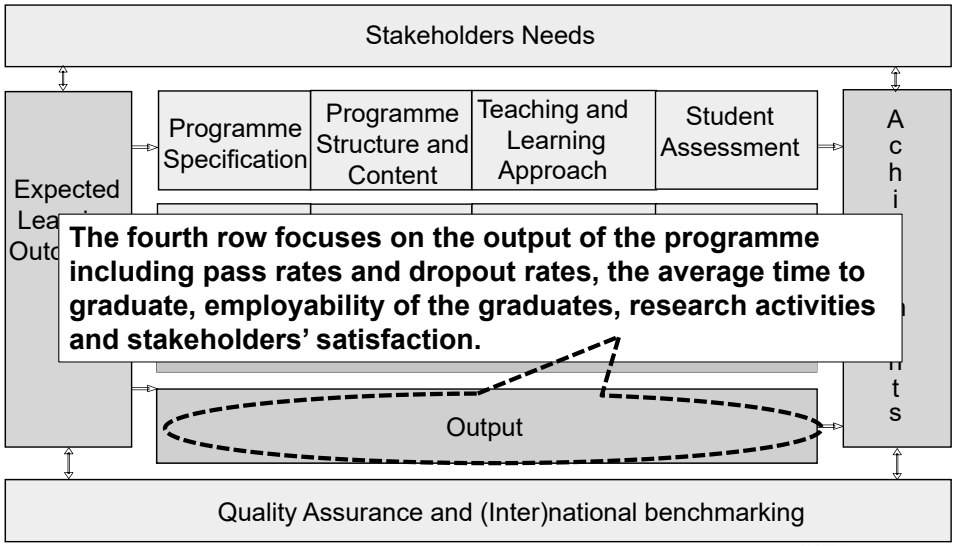

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The final column

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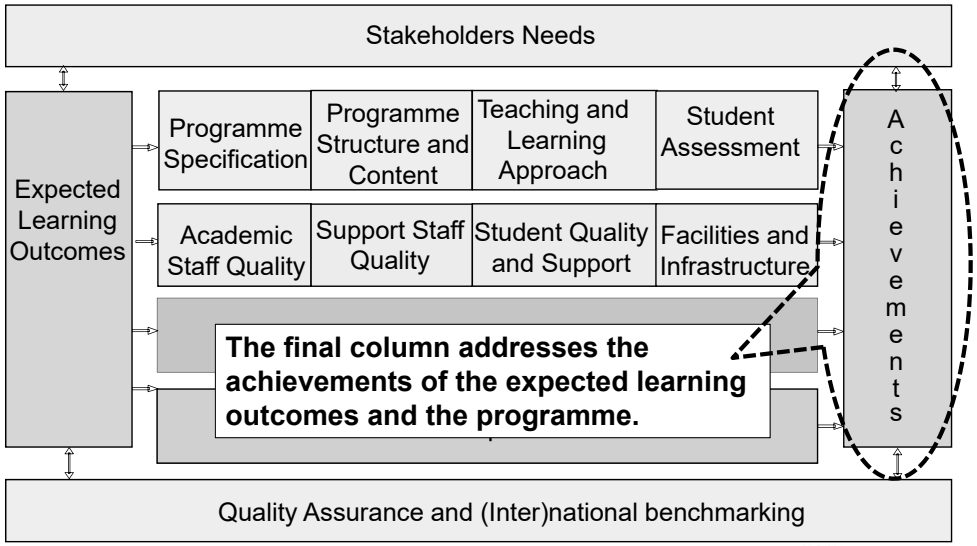

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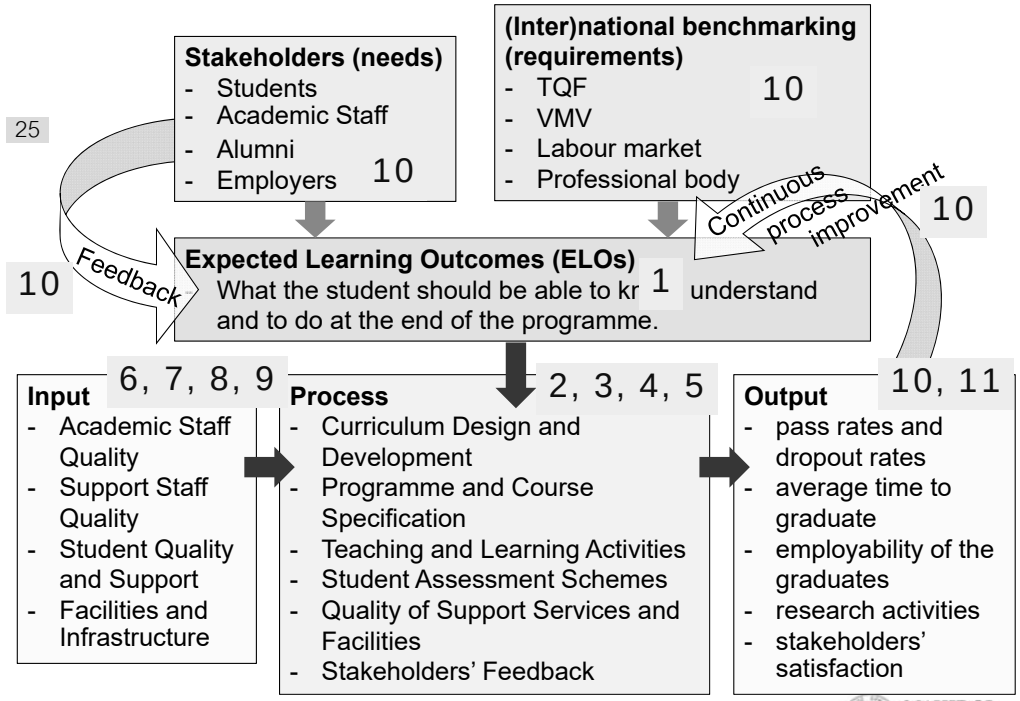

Guidelines for writing an effective SAR (1/4)

- The SAR should follow a specific format based on the AUN-QA guidelines.
- The SAR is not just descriptive but
  - it is also analytical.
  - It includes an evaluation of the problems.
  - At the same time, it provides an indication of how the problems identified will be dealt with.
  - Use the diagnostic questions provided in each of the AUN-QA criteria to do this.

Guidelines for writing an effective SAR (2/4)

- Illustrate clearly what, where, when, who and how the QA mechanisms or instruments are implemented and managed to fulfill the criteria. This will help you to piece all related information together.
- The content has to be concise and factual.
  - Focus on information and data (objective evidences) that directly address the criteria.
  - Provide trends and statistics to show achievements and performance.

Guidelines for writing an effective SAR (3/4)

- The quantitative data requires special attention.
  - The manner in which data is presented is important for the right interpretation of the data.
  - There is a clear need for standardisation of data such as student numbers, appointment of teaching staff, staff/student ratios, pass rates, etc.

Guidelines for writing an effective SAR (4/4)

29

- Self-assessment forms the starting point for improvement between the performance of programme and the Goals of Fac/Uni as well as a document for IQA/EQA assessment.
  - When conducting a self-assessment report, it is important to draw up an institution own standards and criteria, but it is also essential to take account of the criteria formulated by outsiders, such as OHED and an accrediting body.

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How to Write SAR

30

In writing the SAR, the following factors need attention:

- Adopt a standard format and style to address the AUN-QA criteria
- **Determine whether the criterion is qualitative, quantitative or both**; and what is it asking for: a requirement, a process, a resource, a result….
- **Write the content in criterion using 5Ws** (what, where, when, who and why) **and 1H** (how) **and PDCA or ADRI approach**

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How to Write SAR

31

- Content should be written in a positive tone
- Write what is being practiced
- Focus on information and data (objective evidences) that directly address each criterion
- Make reference or link related criteria in the report (e.g. Criteria 1, 3, 4 and 5)
- Provide a glossary of abbreviations and terms used in the report.
- **Review** what you have written

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Step of Criterion Writing

32

1. Determine whether the criterion is qualitative, quantitative or both
2. Understand the requirements of each Criterion
   >> Mark and Note the relevance…
3. Draft the answer of each requirement in ADRI approach?
   >> May be in bullet format…first
4. Evidences' support?
   >> List more Evidences to support?
5. Writing a draft in narrative format...
   >> Note and prepare to meet with Facilitators

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ADRI Methodology

33

- **Approach**
  What ...purpose, objective, process ...**is it trying to achieve**?
- **Deployment**
  How ....communication, implementation, resources, training .... **achieve its approach**?
- **Results**
  What ... performance measure, output, outcome, trend, target, comparative, evidence ....**that the approach is being achieved**?
- **Improvement**
  What processes are in place for **improvement?**

Approach

34

- What is the name of the process or approach?
- What is its purpose or goal?
- How is it aligned to vision, mission, objectives, learning outcomes and integrated with other approaches or processes?
- What are the key steps?

Deployment

35

- When it was first deployed?
  How long has it been deployed?
- Who is involved in deploying it ? What level/type of employee?
- Where is it deployed? Which faculty, school, department?

Results

36

- What is the performance measure for this process or criterion?
- What are the past and current results?
  What is the trend?
  What is the target?
- What are the comparative or competitive results?

Improvement

37

- Has the process ever been improved?
- Is there an example of improvement that you can describe?
- Was the improvement effectiveness?

Possible Data, Documents and Evidences

38	AUN-QA Criteria	Data, Documents and Evidences
1	Expected Learning Outcomes	Programme & course specifications, syllabus, course brochure & prospectus, skills matrix, stakeholders' inputs, curriculum map, university & faculty website, curriculum review minutes, accreditation & benchmarking reports
2	Programme Specification	
3	Programme Structure & Content	
4	Teaching & Learning Approach	Educational philosophy, student feedback, online learning portal, course specifications, syllabus, lesson plans
5	Student Assessment	Syllabus, assessment rubrics, samples of in-course assessment, project work, final examination, marking scheme, moderation process, appeal procedure

Possible Data, Documents and Evidences

39	AUN-QA Criteria	Data, Documents and Evidences
6	Academic Staff Quality	Manpower plan, recruitment criteria, staff qualifications, peer review & appraisal system, career plan, student feedback, award & recognition systems, staff workload, allocation of roles and duties, termination & retirement schemes, training and development policy and plan, scholarships, research & publications
7	Support Staff Quality	Manpower plan, number, type and qualification of support staff, career plan, training plan, appraisal system, award & recognition schemes, student/faculty feedback, training and development policy and plan, scholarships

Possible Data, Documents and Evidences

40

AUN-QA Criteria		Data, Documents and Evidences
8	Student Quality & Support	Student selection process, trend of student intakes, credit system, student workload, student performance reports, student monitoring, student competition and awards, CCA/ECA activities
9	Facilities and Infrastructure	Number and type of facilities, utilisation rates, downtime/uptime, maintenance plan, new facilities and upgrading plans, safety & health policy, facilities booking system

Possible Data, Documents and Evidences

41

AUN-QA Criteria		Data, Documents and Evidences
10	Quality Enhancement	Curriculum design, review & approval process and minutes, QA of assessments, stakeholders' inputs, external examiners, stakeholders' feedback report, tracer studies, service indicators
11	Output	Pass/drop-out rates, employment statistics, entry-level salary, employers feedback, average time to graduate, student research, satisfaction surveys

Qualitative Criterion

42

Criterion 1, 2, 3, 4, 5	
What	What is it? Describe the criterion or situation
How	How is it done? How is it aligned to …..? Who is involved? When is it done? Where is it done? Describe the approach (process) and deployment
Why	Why does the gap exist? Describe the gap and its improvement plan

Quantitative Criterion

43

Criterion 11	
What	What is the current result or performance? What are the past results or performance? What is the target? Trend? Describe the result or performance
How	How is it performing when compared to past years? How is it performing when compared or benchmarked with other competing universities or benchmarking partners? Describe the comparison of result or performance
Why	Why the result or performance is on a downward trend or fall below expectation? Describe the gaps and its improvement plan

Mixed Criterion

Criterion 6, 7, 8, 9, 10		
What	What is it? Describe the criterion or situation	What is the current result or performance? What are the past results or performance? What is the target? What is the trend? Describe the result or performance
How	How is it done? How is it aligned to …..? Who is involved? When is it done? Where is it done? Describe the approach (process) and deployment	How is it performing when compared to past years? How is it performing when compared or benchmarked with other competing universities or benchmarking partners? Describe the comparison of result or performance
Why	Why does the gap exist? Describe the gap and its improvement plan	Why the result or performance is on a downward trend or fall below expectation? Describe the gap and its improvement plan

Writing Step for Criterion 1.1

Exercise : Writing SAR: Criterion 1.1

1. **Read the requirements** of each sub-criterion: understand what the **requirements ask**? (ADRI approach). Write down the **Answer**..?
2. **Write the answer of each question in a bullet format**
3. **What are the support evidences of the answers?** Most of the evidences come from OBE implementation of your programme, e.g. ELOs, BCD, CM, Syllabus, etc.
4. **Rewrite in a narrative form** (ADRI approach)

1. See the Guideline

Criterion 1 Expected Learning Outcomes

1. *The formulation of the expected learning outcomes takes into account and reflects the vision and mission of the institution. The vision and mission are explicit and known to staff and students.*
2. *The programme shows the expected learning outcomes of the graduate. Each course and lesson s... its ... should be aligned t... outc...*
3. *The progra... ...bjec... the knowled... ...e; ... ...erable skills) outcomes that relate to any and all disciplines e.g. written and oral communication, problem-solving, information technology, teambuilding skills, etc.*
4. *The programme has clearly formulated the expected learning outcomes which reflect the relevant demands and needs of the stakeholders.*

Requirements → **To be Answered**

1	Expected Learning Outcomes	1	2	3	4	5	6	7
1.1	The expected learning outcomes have been clearly formulated and aligned with the vision and mission of the universi...							
1.2	The expected le... ...ubjec... specific and ge... outcomes [3]							
1.3	The expected learning outcomes clearly reflect the requirements of the stakeholders [4]							
	Overall opinion							

Checklist → **To write**

Diagnostic Questions

- What is the purpose o... ...?
- What are the expected lea...
- How are the expected l... ...mulate
- Do the learning ou... ...ion and ... ...aculty or department?

QA → **To inquire**

1. Expected Learning Outcomes

Requirements (4)

1. The formulation of the expected learning outcomes takes into account and reflects the vision and mission of the institution. The vision and mission are explicit and known to staff and students.
2. The programme shows the expected learning outcomes of the graduate. Each course and lesson should clearly be designed to achieve its expected learning outcomes which should be aligned to the programme expected learning outcomes.

To answer the requirements of Criterion 1.1, what are the questions? Using ADRI approach

Example: Criterion 1.1

Criterion	1.1 The expected learning outcomes have been clearly formulated and aligned with the vision and mission of the university. [1,2]
Plan/ Approach	
Do/Deploy	
Check/Result	
Act/ Improvement	

Example: Criterion 1.1

Criterion	1.1 The expected learning outcomes have been clearly formulated and aligned with the vision and mission of the university. [1,2]
Plan/ Approach	• How are the ELOs formulated? • What are the key steps? • Who is involved in doing it? • and integrated with other approaches or processes?
Do/Deploy	
Check/Result	
Act/ Improvement	

Example: Criterion 1.1

Criterion	1.1 The expected learning outcomes have been clearly formulated and aligned with the vision and mission of the university. [1,2]
Plan/Approach	
Do/Deploy	• When it was developed? What is the cycle? • How do they align with vision and mission of university, faculty and department? • How do they aligned with programme aims and objectives? • How do they comply with national regulation, professional agency, benchmarking, etc?
Check/Result	
Act/ Improvement	

Example: Criterion 1.1

Criterion	1.1 The expected learning outcomes have been clearly formulated and aligned with the vision and mission of the university. [1,2]
Plan/Approach	
Do/Deploy	
Check/ Result	• What are the key changes from the last revision? • What are the comparative or competitive results?
Act/ Improvement	

Example: Criterion 1.1

53

Criterion	1.1 The expected learning outcomes have been clearly formulated and aligned with the vision and mission of the university. [1,2]
Plan/Approach	
Do/Deploy	
Check/Result	
Act/ Improvement	• Has the process been improved? • Example of improvement that can be describe? • How can the improvement be measured?

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2. Answer of each question in a bullet format

54

C 1.1: Answer to requirement 1 and 2

- *Vision*: University is determined to be a world-class university.
- *Mission*: To excel in sciences, arts, and innovation with integrity for the betterment of society and the benefit of mankind
- *Vision*: To be the world-class Science Faculty.
- *Mission*: To produce graduates with knowledge and virtue, and research of international quality.
- Vision and mission from the university and faculty have been communicated to all students and staffs by several means including web site, newsletter, orientation, etc.
- In 2017, Programme reviewed and redesigned to comply with the Accreditation of Degree Programmes, 2017 recommended by Royal Society of Chemistry (www.rsc.org/accredit).
- Graduates have been employed in both public and private sectors and also internationally.

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3. Support evidences

55

- .....
- .....
- .....

From the AUN-QA Guide book
- ELOs and the key changes
- Course brochure and prospectus or bulletin
- University and faculty VMV
- University and faculty websites
- Stakeholder requirements
- Review minutes and documents
- Benchmarking issues

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4. Rewrite in a narrative form

56

A **narrative** (fiction or non-fiction) is the story told and the order in which it is told.

Story telling in statements of fact or information which are relevant to the assessment criteria and evidences

.

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C 1.1 : Converting the bullet text into narrative writing

57

Both University and the Faculty of Science share the same vision and mission as aiming to be a world-class institution by providing high-quality education and producing international-standard research outputs. Such strong intents from the university and faculty have been communicated to all students and staffs by several means including web site, newsletter, orientation, etc. Our programs' ELOs simply align well to those goals. The study Programs in Chemistry at the Faculty of Science aim to produce graduates with international-level of knowledge and skills in biochemical research. In doing so, the program ELOs have been formulated by taking into account the "Accreditation of Degree Programmes, 2017 recommended by Royal Society of Chemistry (www.rsc.org/accredit). RSC is an internationally-recognized organization and the accreditation has been accepted by 54,000 members and a knowledge business that spans the globe (see Appendix 1). Alignment of our programs' ELOs with the recommended standard from RSC is presented in Table 2. By achieving our programs' internationally-standard-conforming ELOs, the graduates can be employed as researcher or technician in laboratory and in industry anywhere in the world while they can further continue their education at the master level in chemistry or other related areas. Thus, our programs' ELOs are clearly aligned with the vision/mission of the university.

Exercise : Writing SAR: Criterion 1.2, 1.3

58

1. **Read the requirements** of each sub-criterion: understand what the **requirements ask**? (ADRI approach). Write down the **Answer**..?
2. **Write the answer of each question in a bullet format**
3. **What are the support evidences of the answers?** Most of the evidences come from OBE implementation of your programme, e.g. ELOs, BCD, CM, Syllabus, etc.
4. **Rewrite in a narrative form** (ADRI approach)

1. Expected Learning Outcomes (3)

59

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]
1.2	The expected learning outcomes cover both subject specific and generic (i.e. transferable) learning outcomes. [3]
1.3	The expected learning outcomes clearly reflect the requirements of the stakeholders. [4]

60

Criterion 1 Expected Learning Outcomes

1. *The formulation of the expected learning outcomes takes into account and reflects the vision and mission of the institution. The vision and mission are explicit and known to staff and students.*
2. *The programme shows the expected learning outcomes of the graduate. Each course and lesson should clearly be designed to achieve its expected learning outcomes which should be aligned to the programme expected learning outcomes.*
3. *The programme is designed to cover both subject specific outcomes that relate to the knowledge and skills of the subject discipline; and generic (sometimes called transferable skills) outcomes that relate to any and all disciplines e.g. written and oral communication, problem-solving, information technology, teambuilding skills, etc.*
4. *The programme has clearly formulated the expected learning outcomes which reflect the relevant demands and needs of the stakeholders.*

1	Expected Learning Outcomes	1	2	3	4	5	6	7
1.1	The expected learning outcomes have been clearly formulated and aligned with the vision and mission of the university [1,2]							
1.2	The expected learning outcomes cover both subject specific and generic (i.e. transferable) learning outcomes [3]							
1.3	The expected learning outcomes clearly reflect the requirements of the stakeholders [4]							
	Overall opinion							

Diagnostic Questions

- What is the purpose of the study programme?
- What are the expected learning outcomes?
- How are the expected learning outcomes formulated?
- Do the learning outcomes reflect the vision and mission of the university, faculty or department?

1. Expected Learning Outcomes

61

Requirements (4)

3. The programme is designed to cover both subject specific outcomes that relate to the knowledge and skills of the subject discipline; and generic (sometimes called transferable skills) outcomes that relate to any and all disciplines e.g. written and oral communication, problem-solving, information technology, teambuilding skills, etc.
4. The programme has clearly formulated the expected learning outcomes which reflect the relevant demands and needs of the stakeholders.

What are the questions?

62

Q: Who is your key stakeholders? How is importance?

Ans .....

Evidences .....

Q: What are the requirements of each stakeholder: students, academic staff, alumni and employers?

Ans .....

Evidences .....

Q: How do the requirements align to the ELOs?

Ans .....

Evidences .....

Bullet list

63

1. .....
2. .....
3. .....

Rewrite in a narrative form

.....

.....

.....

3. Support evidences

64

- .....
- .....
- .....

For example:

- ELOs and the key changes
- Course brochure and prospectus or bulletin
- University and faculty VMV
- University and faculty websites
- Programme aims
- Programme educational objectives
- Stakeholder requirements
- Review minutes and documents
- Benchmarking issues

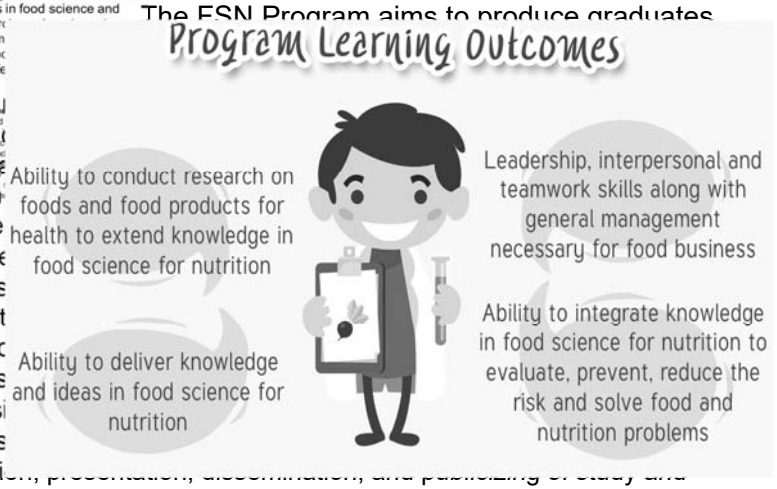
Master of Science in Food Science for Nutrition

65

VM → to be recognized as a world leader in FSN

The FSN Program aims to produce graduates who are able to integrate the knowledge and skills in food science and nutrition to conduct advanced research, transfer knowledge to develop and m... international work in the areas of food... morality, academic integrity and profe...

1. Possess...
2. Able to ... nutrition ... to preve... generate...
3. Possess... compilat... methodo...
4. Possess... responsi...
5. Possess... conclusi..., presentation, dissemination, and publicizing of study and research findings



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66

Benchmarks: National/International **C1.1**

National Compliances: TQF, Professional Agency, …

Vision/Mission/Graduate Attributes

Requirements ↓ **Stakeholders** **C1.3** ↓ ***Requirements***

Program Educational Objectives

↓

Expected Learning Outcomes **C1.2**

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67

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68

Benchmarks: National/International **C1.1**
National Compliances: TQF, Professional Agency, …
Vision/Mission/Graduate Attributes
Requirements ↓ Stakeholders **C1.3** ↓ Requirements
Program Educational Objectives
Expected Learning Outcomes **C1.2**

Expected Learning Outcomes

Backward Technique

C3.3 **Curriculum Design/Development**
curriculum is logically structured, sequenced, integrated and up-to-date.

Expected Learning Outcomes **C1.2**

C3.1 **C3.2** **Program Structure:** study plan, course content, major, senior project, internship
Curriculum Map

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3. Programme Structure and Content (3)

69

3	Programme Structure and Content
3.1	The curriculum is designed based on constructive alignment with the expected learning outcomes. [1]
3.2	The contribution made by each course to achieve the expected learning outcomes is clear. [2]
3.3	The curriculum is logically structured, sequenced, integrated and up-to-date. [3,4,5,6]

Direct relate to Criterion 1

3. Programme Structure and Content

70

Requirements (6)

1. The curriculum, teaching and learning methods and student assessment are constructively aligned to achieve the expected learning outcomes.
2. The curriculum is designed to meet the expected learning outcomes where the contribution made by each course in achieving the programme's expected learning outcomes is clear.
3. The curriculum is designed so that the subject matter is logically structured, sequenced, and integrated.

3. Programme Structure and Content

71

Requirements (6)

4. The curriculum structure shows clearly the relationship and progression of basic courses, the intermediate courses, and the specialised courses.
5. The curriculum is structured so that it is flexible enough to allow students to pursue an area of specialisation and incorporate more recent changes and developments in the field.
6. The curriculum is reviewed periodically to ensure that it remains relevant and up-to-date

Exercise : Writing SAR: Criterion 3

72

1. **Read the requirements** of each sub-criterion: understand what the **requirements ask**? (ADRI approach). Write down the **Answer**..?
2. **What are the support evidences of the answers?** Most of the evidences come from OBE implementation of your programme, e.g. ELOs, BCD, CM, Syllabus, etc.
3. **Write a draft of each Criterion in a bullet format**
4. **Rewrite in a narrative form** (ADRI approach)

What are the questions?

73

Q: How the expected learning outcomes translated into the programme and its courses?

Ans .....

Evidences .....

Q: How is the curriculum designed?

Q: How are the courses in the curriculum aligned with the ELOs?

Q: What is the programme structure? How flexible for students to pursue the specialized content, majors, internship and incorporate changes in the field?

Q: How does the programme content show the sequence and integration of learning?

Q: How has the curriculum been periodically reviewed and up-to-date?

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Bullet list

74

1. .....
2. .....
3. .....

Rewrite in a narrative form

.....

.....

.....

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Support evidences

75

- .....
- .....
- .....

For example:

- Programme structure
- Curriculum map
- Skills matrix
- Study plan
- Course syllabus, course outline
- University and faculty websites
- Curriculum review minutes and documents
- Benchmarking

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76

Master of Science in Food Science for Nutrition

VM → to be recognized as a world leader in FSN

The FSN Program aims to produce graduates who are able to integrate the knowledge and skills in food science and nutrition to conduct advanced research, and apply and transfer knowledge to develop and manage national and international work in the areas of food and nutrition with morality, academic integrity and professional ethics.

CURRICULUM DESIGN
FS + N → RESEARCH
Advance FS+N + Field trip 20 Credits (2/3)
+ Elective 4 Credits
Research 12 Credits (1/3)

ELO 1, 3, 4 (Semester 1, 2)

1. F/N Science/Processing
   - Current trend
   - Imerging Tech
   - Update
2. Safety/ QA&QC system update
   - Recommendation
   - Practice
3. Real-life exposure
   - Field trip
   - Co-curricular activities

ELO 2

- Research methodology (Semester 2)
- Proposal (Semester 3)
- THESIS (5 Areas) (Semester 3+4)

Electives

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Programme structure of DVM

77

Example

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Curriculum Structure of BSP

78

Example

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79

Concentration		Public Policy	Public Service	Developmental	Governmental
Genetic & Specialized Knowledge and Skill		Religion, Pancasila, Citizenship Education, Indonesian Language, English Language, Introduction to Public Administration Science, Organizational Theory, Administration Analysis, Law of Public Administration, History of Administrative Science Thinking, Indonesian Social Cultural System, Management Principles, Ethics in Public Administration, Organizational Communication, Organizational Behavior & Development, Statistic, Public Administration Theory, Research Method, Entrepreneurship, Performance in Public Sector Organization, Bureaucracy, Strategic Management for Public Sector, Leadership, Methods of Scientific Writing, Governance Theory, Global Governance, Qualitative & Quantitative Data Analysis, Development of Capacity and Institutional of Public Sector, Public Finance Management, Comparative of Public Administration, Human Resource Management for Public Sector, Administrative Reform, Ecology of Administration, Empowerment of Local Community and Resource, Internship			
	Course Support	Public Policy I, Public Policy II, Indonesian Political System, Decision Making, Fiscal & Financial Policy	Public Service Management, Public Management Theory, Information System Management of Public Sector	Theory of Development, Administration of Development, Developmental Planning, Political Economy of Development, Urban Developmental Policy	Indonesian Public Administration System, Local Governmental System
Concentration course		Seminar of Public Policy Issues	Seminar of Public Service Issues	Seminar of Developmental Issues	Seminar of Governmental Issues
Final Project		Thesis	Thesis	Thesis	Thesis

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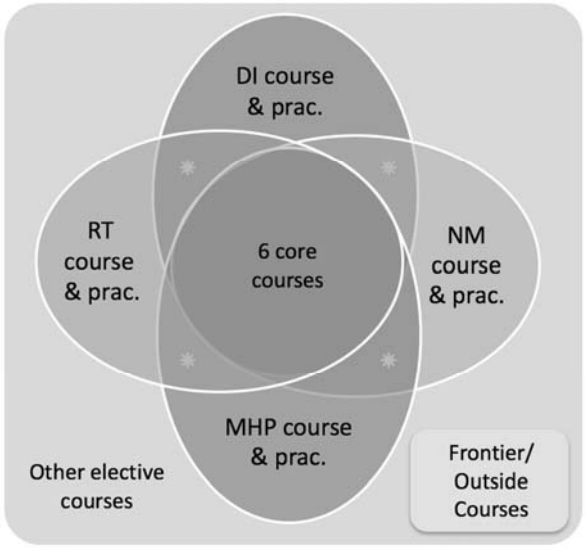
Medical Physics Program Curriculum



*1 minor track courses for PhD (optional for MS)

https://medicalphysics.duke.edu/programs

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Programme Structure

81

Example

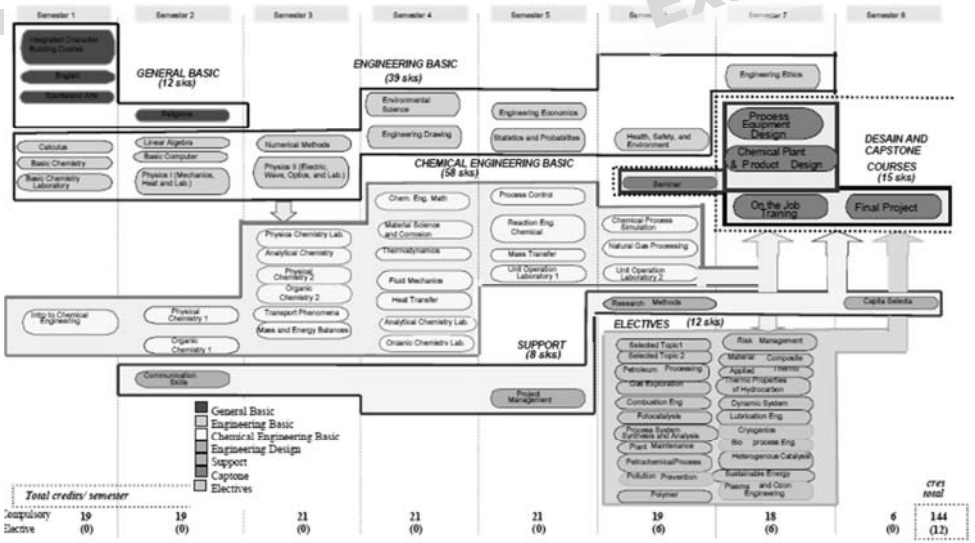


Figure 2.2 Curriculum Structure of ChESP

Source: Chemical Engineering, Universitas Indonesia

Curriculum Map

82

COURSES	LO1(K/S)	LO2(S/C)	LO3(RC)	LO4(GS)	LO5(GS)
MU 101	**I**	**I**	**I**	**I**	**I**
MU 102	**I**	**I**	**I**	**I**	**I**
MU 120	**I**	**E**	**E**	**E**	**E**
MU 121	**E**	**E**	**E**	**E**	**E**
MU 253		**E**	**E**	**E**	**E**
MU 241	**E/A**	**M**	**M**	**M**	**M**
MU 295	**M/A**	**M/A**	**M/A**	**M/A**	**M/A**
MU 296	**A**	**A**	**A**		

I = introduced; **E** = emphasized; **M** = mastered; **A** = assessed

QA at Programme Level

Ph.D. – Economic Programme

83

PhD Program Requirements	ELO1	ELO2	ELO3	ELO4	ELO5	ELO6	ELO7
Core Courses	**I, R**	**I**	**I**	**I**	**I**		
Qualifying Exams	**R**	**R**					**I, A**
Field Courses	**R**	**R**	**I, R**	**I, R**	**I, R**	**I, R**	
Research Seminar	**R**	**R**	**R**	**I, R**	**R**	**R**	**R, A**
Electives	**R**	**R**	**R**	**R**	**R**	**R**	
Proposal Defense	**R, A**	**R, A**	**R, A**	**R, A**	**R**	**R**	**R**
Thesis Defense	**M, A**	**M, A**	**M, A**	**M, A**	**M**	**M**	**R**
Thesis Submission	**M**	**M**	**M**	**M**	**M**	**M**	**A**

I = Introduced; R = Reinforced & opportunity to practice; M = Mastery at the senior or exit level;
A = Assessment evidence collected

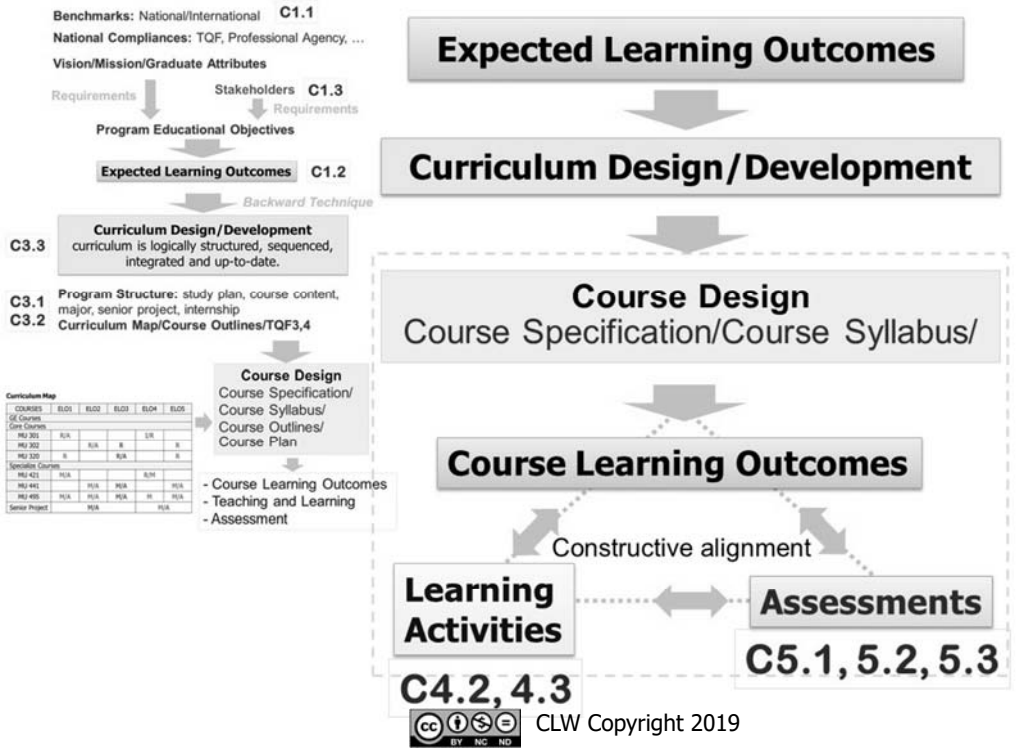
1. **Demonstrate an understanding of economic theory and analytical and quantitative tools.**
2. **Demonstrate an ability to understand, integrate, and apply the various tools, concepts, and principles of economics and quantitative methods to analyze and to develop solutions to economic problems in a clear and concise written form.**
3. **Demonstrate a "frontier" level competency and familiarity with the literature in the student's perceived specialty area.**
4. **Demonstrate the ability to conduct independent and original research in economics.**
5. **Have the skills necessary to qualify for teaching positions at the university and college levels, and for research positions in the public or private sector.**
6. **Program graduates will be able to obtain employment that uses the level of expertise obtained in the Ph.D. program.**
7. **Complete these goals according to the timeline described in the graduate program guidelines.**

Example

84

S/N	Course title	Code Course	Credit	Lecture	Practice	Self-study	Knowledge					Skills							Attitude		
				Credit hours			ELO1.1	ELO1.2	ELO1.3	ELO1.4	ELO1.5	ELO2.1	ELO2.1	ELO2.3	ELO2.4	ELO2.5	ELO2.6	ELO2.7	ELO3.1	ELO3.2	ELO3.3
							1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
42	Geography of Vietnam	GEO3231	5	45	25	5		2		3	2			2					x	x	x
43	Nature Fieldtrip	GEO2303	2		30		2	2		2	1	2	2	2	2	2	2	2	x	x	x
44	Practice on Geodesy	GEO3210	2	10	15	5	3	2	3	2	2	2	2	2	2	2	2	3	x	x	x
45	Physical Geography Fieldtrip	GEO3226	2		30		2	2		2	2	2	2	2	2	2	3	3	x	x	x
46	Fieldtrip for specific purposes	GEO4070	2		30		3	2		3	3	3	3	3	3	2	3	3	x	x	x
47	Essay	GEO4071	2		30		3	2		3	3	3	3	3	3	2	3	3	x	x	x
V.2	*Elective courses*		13/ 89																		
48	Landscape science and applications	GEO3212	4	25	25	10		2		3	4	4				3			x	x	x
49	Environmental Economics and Ecological Economics	GEO3213	2	20	5	5		2		3	4	3				3			x	x	x
	Methods and technologies for																				

1- Remember, 2 - Understand/Appy, 3 - Analyze/Evaluate, 4- Create



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4. Teaching and Learning Approach (3)

4	Teaching and Learning Approach
4.1	The educational philosophy is well articulated and communicated to all stakeholders. [1]
4.2	Teaching and learning activities are constructively aligned to achievement of the learning outcomes. [2,3,4,5]
4.3	Teaching and learning activities enhance life-long learning. [6]

4. Teaching and Learning Approach

Requirements (6)

1. The teaching and learning approach is often dictated by the educational philosophy of the university. Educational philosophy can be defined as a set of related beliefs that influences what and how students should be taught. It defines the purpose of education, the roles of teachers and students, and what should be taught and by what methods.
2. Quality learning is understood as involving the active construction of meaning by the student, and not just something that is imparted by the teacher. It is a deep approach of learning that seeks to make meaning and achieve understanding.

4. Teaching and Learning Approach

89

Requirements (6)

3. Quality learning is also largely dependent on the approach that the learner takes when learning. This in turn is dependent on the concepts that the learner holds of learning, what he or she knows about his or her own learning, and the strategies she or he chooses to use.
4. Quality learning embraces the principles of learning. Students learn best in a relaxed, supportive, and cooperative learning environment.

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4. Teaching and Learning Approach

90

Requirements (6)

5. In promoting responsibility in learning, teachers should:
   a. create a teaching-learning environment that enables individuals to participate responsibly in the learning process; and
   b. provide curricula that are flexible and enable learners to make meaningful choices in terms of subject content, programme routes, approaches to assessment and modes and duration of study.

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4. Teaching and Learning Approach

91

Requirements (6)

6. The teaching and learning approach should promote learning, learning how to learn and instil in students a commitment of lifelong learning (e.g. commitment to critical inquiry, information-processing skills, a willingness to experiment with new ideas and practices, etc.).

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Exercise : Writing SAR: Criterion 4

92

1. **Read the requirements** of each sub-criterion: understand what the **requirements ask**? (ADRI approach). Write down the **Answer**..?
2. **What are the support evidences of the answers?** Most of the evidences come from OBE implementation of your programme, e.g. ELOs, BCD, CM, Syllabus, etc.
3. **Write a draft of each Criterion in a bullet format**
4. **Rewrite in a narrative form** (ADRI approach)

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What are the questions?

93

Q: How do you ensure the constructive alignment of assessment at both programme and course level?

Ans .....

Evidences .....

Q: How does the education philosophy transfer to teaching and learning?

Q: How the OBTL has been implemented?

Q: How the education philosophy is communicated?

Q: How has the course syllabus (T&L) been periodically reviewed and up-to-date?

Q: How the T&L approached support SCL?

Q: What are the teaching activities enhance LLL?

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Support evidences

94

- .....
- .....
- .....

For example:

- Educational philosophy
- Evidence of action learning such as project, practical training, assignment, industrial attachment, etc.
- Course evaluation
- Student feedback
- Online learning
- Programme and course specifications, Syllabus
- Internship reports
- Community involvement
- Memorandum of Understanding (MOU)

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Educational Philosophy of Mahidol University

95

Our primary focus is on educating the learners, as for them to attain academic achievement through learning-centered education, outcome-based and constructivism. To become a wisdom graduate, learners construct their own learning from previous knowledge and what they have learned so far with the new knowledge, and with experiential learning activities

ปรัชญาการศึกษา มหาวิทยาลัยมหิดล

มุ่งการเรียนรู้ของผู้เรียนเป็นสำคัญในการจัดการศึกษา เพื่อผลสัมฤทธิ์ของผู้เรียน โดยผู้เรียนสามารถสร้างความรู้ด้วยตนเองจากความรู้เดิมและจากประสบการณ์ การเรียนรู้และการปฏิบัติในกิจกรรมต่างๆ

95

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96

Programme Goals

Educational philosophy
can be defined as a set of related beliefs that influences what and how students should be taught
(T/L approach)

Programme Assessments

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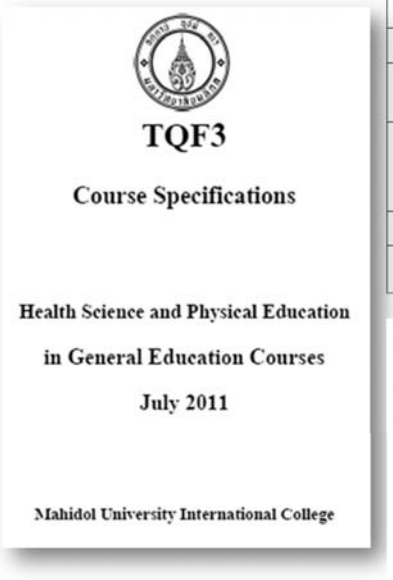


TQF3

Course Specifications

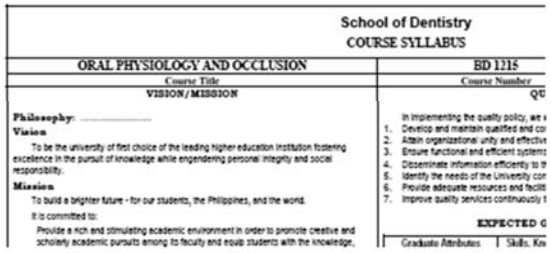
Health Science and Physical Education

in General Education Courses

July 2011

Mahidol University International College

No.	Information on Course
1.	Course Name : QUANTITATIVE SCIENCE TECHNIQUES I
2.	Course Code: SQQP1014
3.	Name(s) of Academic Staff: Dr. Zurina Hanafi
4.	Rationale for the inclusion of the course in the programme: This is a compulsory course for Bachelor of Decision Science students.
5.	Semester/Year Offered: 2/1
6.	Total Student Learning Time (SLT) — Face to face — SL — TLT



School of Dentistry
COURSE SYLLABUS

ORAL PHYSIOLOGY AND OCCLUSION — Course Title
BD 1215 — Course Number

VISION/MISSION

Philosophy:

Vision

To be the university of first choice of the leading higher education institution fostering excellence in the pursuit of knowledge while engendering personal integrity and social responsibility.

Mission

To build a brighter future - for our students, the Philippines, and the world.

It is committed to:

Provide a rich and stimulating academic environment in order to promote creative and scholarly academic pursuits among its faculty and equip students with the knowledge,

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Constructive Alignment at course level

MU 320: .....

CLO 1: ..... (ELO .....)
CLO 2: Action Verb + Object + Modification ..... (ELO .....)
CLO 3 ..... (ELO .....)
CLO 4 ..... (ELO .....)

	Content	CLO No.	T/L Approach	Assessment Scheme
1				
2				
3				
4				

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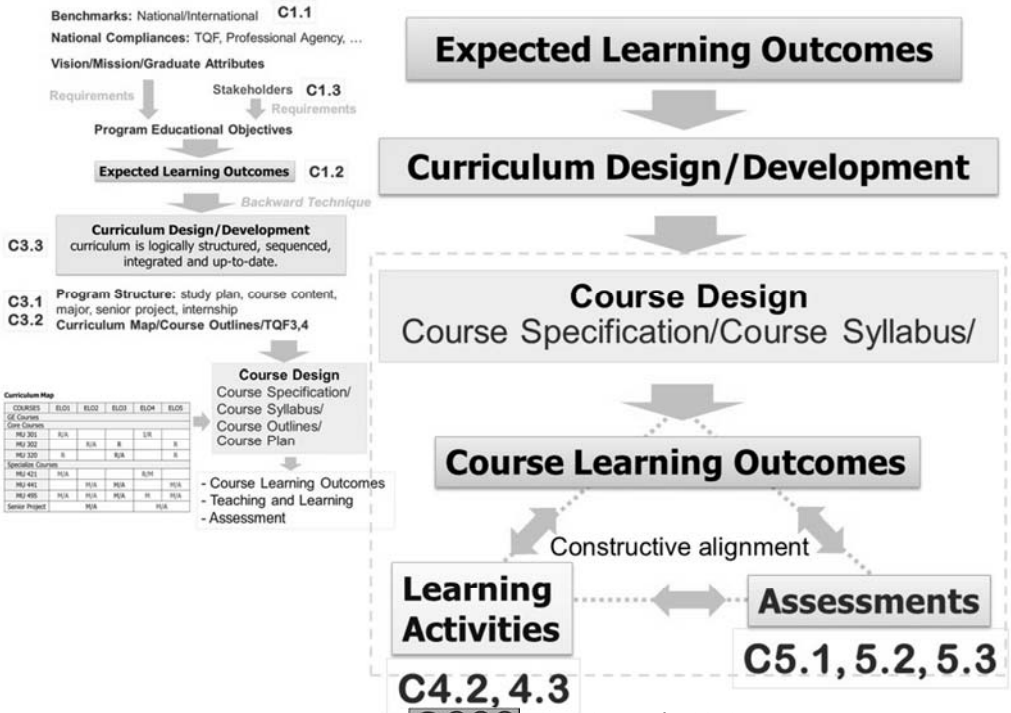

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5. Student Assessment

5	Student Assessment
5.1	The student assessments are constructively aligned to the achievement of the expected learning outcomes. [1,2]
5.2	The student assessments including timelines, methods, regulations, weight distribution, rubrics and grading are explicit and communicated to students. [4,5]
5.3	Methods including assessment rubrics and marking schemes are used to ensure validity, reliability and fairness of student assessment. [7]

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5. Student Assessment

5.4	Feedback of student assessment is timely and helps to improve learning. [3]
5.5	Students have ready access to appeal procedure. [8]

5. Student Assessment (5)

Requirements (8)

1. Assessment covers:
   - New student admission
   - Continuous assessment during the course of study
   - Final/exit test before graduation
2. In fostering constructive alignment, a variety of assessment methods should be adopted and be congruent with the expected learning outcomes. They should measure the achievement of all the expected learning outcomes of the programme and its courses.

121

5. Student Assessment

Requirements (8)

3. A range of assessment methods is used in a planned manner to serve diagnostic, formative, and summative purposes.
4. The student assessments including timelines, methods, regulations, weight distribution, rubrics and grading should be explicit and communicated to all concerned.
5. Standards applied in assessment schemes are explicit and consistent across the programme.

5. Student Assessment

Requirements (8)

6. Procedures and methods are applied to ensure that student assessment is valid, reliable and fairly administered.
7. The reliability and validity of assessment methods should be documented and regularly evaluated and new assessment methods are developed and tested.
8. Students have ready access to reasonable appeal procedures.

Exercise : Writing SAR: Criterion 5

105

1. **Read the requirements** of each sub-criterion: understand what the **requirements ask**? (ADRI approach). Write down the **Answer**..?
2. **What are the support evidences of the answers?** Most of the evidences come from OBE implementation of your programme, e.g. ELOs, BCD, CM, Syllabus, etc.
3. **Write a draft of each Criterion in a bullet format**
4. **Rewrite in a narrative form** (ADRI approach)

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What are the questions?

106

Q: How do you assess the new students? (input quality)? C5.1 → related to C8.1, 8.2

Ans .....

Evidences .....

Q: What is the exit/final assessment?

Q: How do you manage the student assessment during the course of study? → Assessment plan, formative and summative assessments

Q: How do you ensure the constructive alignment of assessment at both programme and course level?

Q: How has the course syllabus been periodically reviewed and up-to-date?

Q: How the rubric assessments are implemented?

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Support evidences

107

- ....
- ....
- ....

For example:

- Assessment plan
- Samples of in-course assessment, project work, thesis, final examination, etc.
- Rubrics, performance indicators and standard
- Marking scheme
- Course evaluation
- Student feedback
- Online learning
- Appeal procedure
- Programme and course specifications, course syllabus
- Examination regulations

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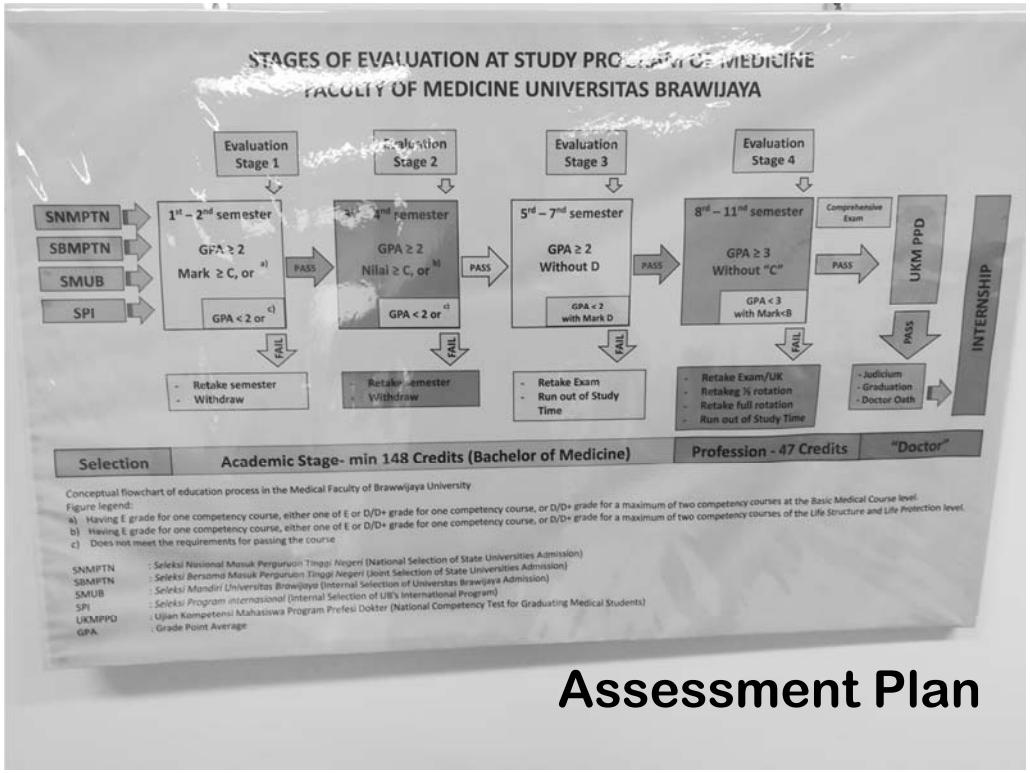

Assessment Plan

Scoring Rubrics

10

PRESENTATION

	LEVEL 4	LEVEL 3	LEVEL 2	LEVEL 1
	Exceptional	Effective	Acceptable	Developing
Knowledge / Understanding				
Demonstrates an understanding of the topic	thorough understanding	considerable understanding	moderate understanding	emerging understanding
Inquiry / Thinking				
Develops and supports an original idea or opinion about the topic	thorough development and support	considerable development and support	moderate development and support	emerging sense of development and support
Communication				
Addresses audience and speaks clearly with fluency, structure, and purpose	high degree of fluency, structure, and purpose	considerable fluency, structure, and purpose	moderate fluency, structure, and purpose	emerging fluency and sense of structure and purpose
Application				
Exercises rhetorical skills such as emphasis, timing, pacing, reasoning, and questioning	high degree of skill	considerable skill	moderate skill	emerging skill

Overall Grade: $\frac{9}{16} = 56\%$

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Curriculum Map: Course matrix

110

COURSES	ELO1	ELO2	ELO3	ELO4	ELO5
GE Courses					
Core Courses					
MU 301	R/A			R	
MU 302		R/A	R		R
MU 320	R		R/A		R
Specialize Courses					
MU 421	M/A			GS1	
MU 441		M/A	M/A		M/A
MU 495	M/A	M/A	M/A	M	M/A
Senior Project		M/A		M/A	

A = ELO assessment and timeline

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Assessment Schemes: ELO3

Identify the method of assessment

111

Scheme	Timelines	Identify student performance (task)	Assessment method
Course assessment	MU 320	Final exam	MCQ/ Assignment
	MU 441	Final exam/ Lab results	MCQ/ Assignment
	MU 495	SS4, SS5, SS8	Rubric
Senior project	Seminar presentation	Methodology	Rubric
		Apply knowledge	
		Report and presentation	
		Life-long learning	
		Team work	
Fieldwork	End of work	SS9-SS11	Portfolio
Exit assessment	End of year 4th	Integration of knowledge and skills	Interview

Constructive Alignment at course level

112

MU 320: .....

CLO 1: ..... (ELO .....)
CLO 2: Action Verb + Object + Modification ..... (ELO .....)
CLO 3 ..... (ELO .....)

	Content	CLO No.	T/L Approach	Assessment Scheme
1				
2				
3				
4				

Assessment of CLOs

.....

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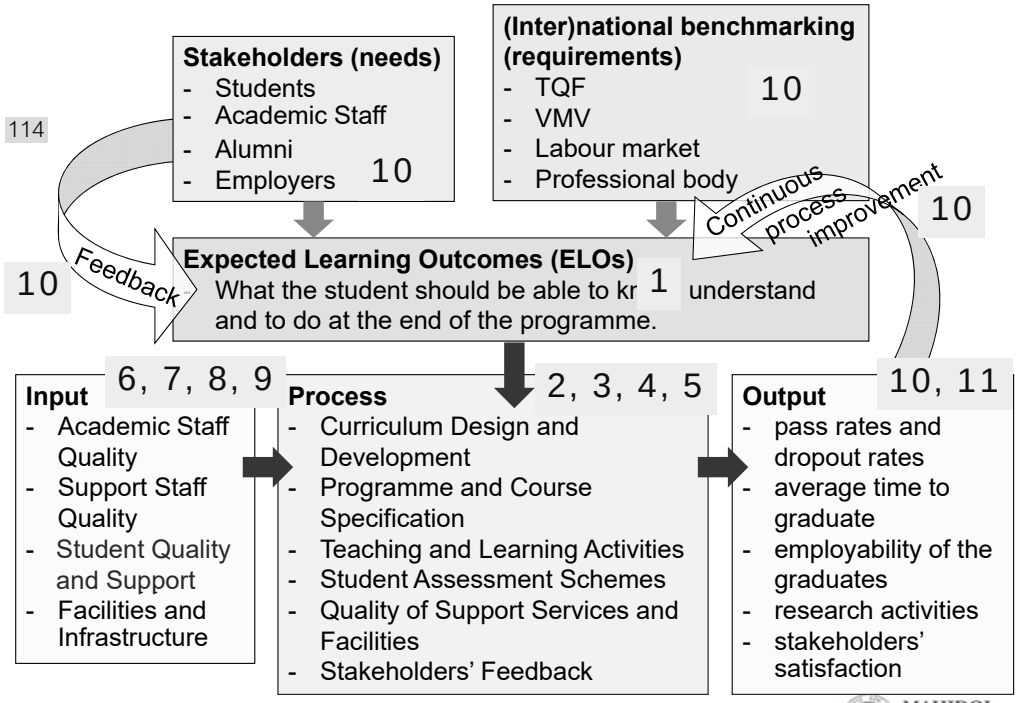
Table 3.2. Alignment of ELOs and the coursework activities contributing to achievement of ELOs – Doctoral Degree (for candidates from M.Sc. in Anatomy)

	Assessment Scheme	Assessment Indicator
ELO 1:	-Evaluation during discussion -Evaluation on participation and discussion -Report and thesis evaluation -Behavioral observation; -Records of assignment -Proposal examination -Evaluation of thesis -Evaluation at thesis defence	-No ethical misconduct in research -Pass the plagiarism check -Manuscript accepted for publication
ELO 2:	-Evaluation during discussion -Report and thesis evaluation -Behavioral observation; -Records of assignment -Formative assessment (pre- and post-test) -Written exam (Summative) -Proposal examination -Evaluation of thesis -Evaluation at thesis defence	-Able to explain fundamental knowledge SCAN 617 -Able to answer scientific questions -Receive at least "B" in coursework -Proposal approved -Pass the thesis defense -Manuscript accepted for publication

	No.	Code	Course	Credit	ELO1	ELO2	ELO3	ELO4	ELO5	ELO6	ELO7
		Required Courses									
		SCID 502	Cell Science	2(2-0-4)	R	M/A	I	I	I	P	I
		SCAN 606	Advanced Topics in Cellular and Structural Biology	1(1-0-2)	R	M/A	I	I	I	P	I
		SCAN 615	Advanced Topics in Neuroscience	1(1-0-2)	R	M/A	I	I	I	P	I
		SCAN 617	Seminar in Frontier Research of Anatomy and Structural Biology I	1(1-0-2)	R	M/A	I	I	I	P	P
		ar Courses & Thesis									
		SCAN618	Seminar in Frontier Research of Anatomy and Structural Biology II	1(1-0-2)	R	M/A	P	P	P	P	P
		SCAN 619	Seminar in Frontier Research of Anatomy and Structural Biology III	1(1-0-2)	R	M/A	P	P	P	P	P
	12	SCAN 699	Thesis	36(0-108-0)	M/A	M/A	M/A	M/A	M/A	M/A	M/A

I = ELO is introductory & assessed; P = ELO is practiced & assessed;
R = ELO is reinforced & assessed; M = Level of Mastery is assessed



8. Student Quality and Support (5)

8	**Student Quality and Support**
8.1	The student intake policy and admission criteria are defined, communicated, published, and up-to-date. [1]
8.2	The methods and criteria for the selection of students are determined and evaluated. [2]
8.3	There is an adequate monitoring system for student progress, academic performance, and workload. [3]

8. Student Quality and Support (5)

8.4	Academic advice, co-curricular activities, student competition, and other student support services are available to improve learning and employability. [4]
8.5	The physical, social and psychological environment is conducive for education and research as well as personal well-being. [5]

8. Student Quality and Support

117

Requirements (5)

1. The student intake policy and the admission criteria to the programme are clearly defined, communicated, published, and up-to-date.
2. The methods and criteria for the selection of students are determined and evaluated.
3. There is an adequate monitoring system for student progress, academic performance, and workload. Student progress, academic performance and workload are systematically recorded and monitored, feedback to students and corrective actions are made where necessary.

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8. Student Quality and Support

118

Requirements (5)

4. Academic advice, co-curricular activities, student competition, and other student support services are available to improve learning and employability.
5. In establishing a learning environment to support the achievement of quality student learning, the institution should provide a physical, social and psychological environment that is conducive for education and research as well as personal well-being.

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Exercise : Writing SAR: Criterion 8

119

1. **Read the requirements** of each sub-criterion: understand what the **requirements ask**? (ADRI approach). Write down the **Answer**..?
2. **What are the support evidences of the answers?** Most of the evidences come from policy and at national, university and faculty levels, OBE implementation and support services for students.
3. **Write a draft of each Criterion in a bullet format**
4. **Rewrite in a narrative form** (ADRI approach)

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What are the questions?

120

Q: How are student intakes monitored and analysed? C8.2 → related to C5.1

Ans .....

Evidences .....

Q: How are students selected?

Q: What measures are taken to influence the quality and the size of the intake students?

Q: How is the student workload monitored?

Q: Does the department have a monitoring system for recording study progress and following graduates (for example, tracer surveys)?

Q: How is the data of the monitoring system used?

Q: Are students satisfied with the support services available?

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Support evidences

121

- ..
- ..
- ..

For example:

- Student selection process and criteria
- Trend of student intakes
- Credit system
- Student workload
- Student performance reports
- Participation in academic and non-academic activities, extracurricular activities, competition, etc.
- Mechanisms to report and feedback on student progress
- Provision of student support services at university and faculty level
- Coaching, mentoring and counselling schemes
- Student feedback and course evaluation

A summary of the intake of first year students

122

Provide data on the intake of first year students in the last 5 academic years

Academic Year	Applicants			
	No. Applied	No. Offered	No. Admitted	Total

A summary of the total number of students enrolled in the programme

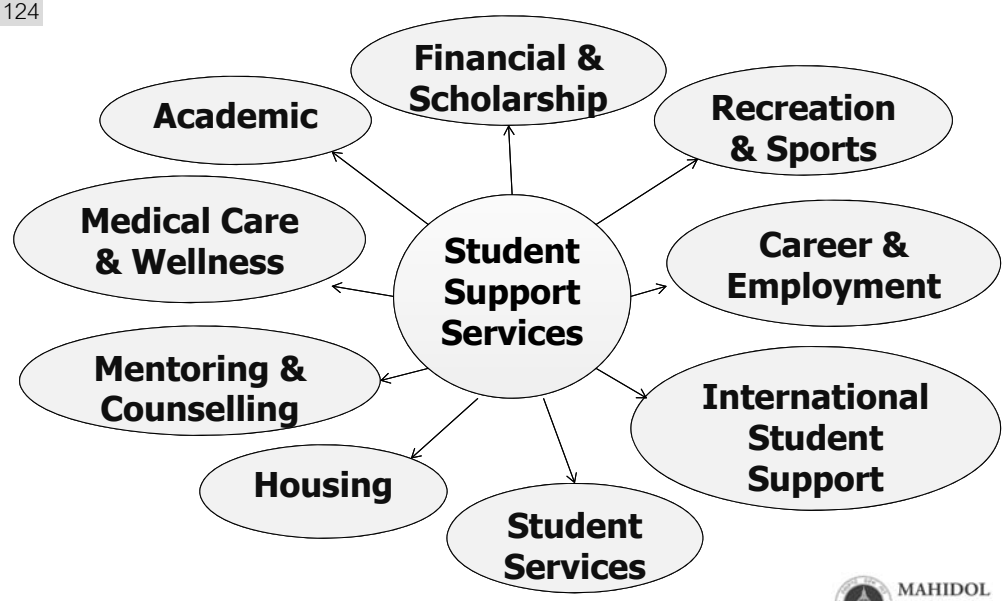
123

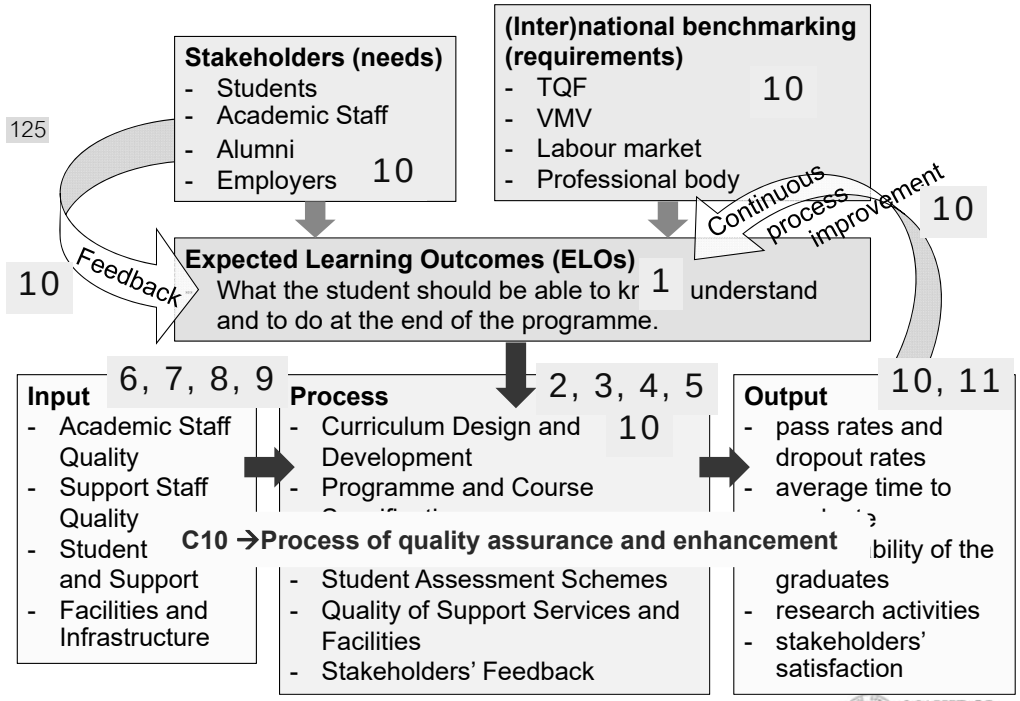
Provide data in the last 5 academic years

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

Student Support Services

124





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10. Quality Enhancement (6)

10	Quality Enhancement
10.1	Stakeholders needs and feedback serve as input to curriculum design and development. [1] C1.3
10.2	The curriculum design and development process is established and subjected to evaluation and enhancement. [2] C3.1, 3.2
10.3	The teaching and learning processes, and student assessment are continuously reviewed and evaluated to ensure their relevance and alignment. [3] C4.2, 5.1-5.3

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10. Quality Enhancement (6)

10.4	Research output is used to enhance teaching and learning. [4] C4.2
10.5	Quality of support services and facilities (at the library, laboratory, IT facility and student services) is subjected to evaluation and enhancement. [5] C7.2, C9
10.6	The stakeholders feedback mechanism is systematic and subjected to evaluation and enhancement. [6] C11, C1-5, C6-9

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10. Quality Enhancement

Requirements (6)

1. The curriculum is developed with inputs and feedback from academic staff, students, alumni and stakeholders from industry, government and professional organizations.
2. The curriculum design and development process is established and it is periodically reviewed and evaluated. Enhancements are made to improve its efficiency and effectiveness.
3. The teaching and learning processes and student assessment are continuously reviewed and evaluated to ensure their relevance and alignment to the expected learning outcomes.

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10. Quality Enhancement

129

Requirements (6)

4. Research output is used to enhance teaching and learning.
5. Quality of support services and facilities (at the library, laboratory, IT facility and student services) is subject to evaluation and enhancement.
6. Feedback mechanisms to gather inputs and feedback from staff, students, alumni and employers are systematic and subjected to evaluation and enhancement.

Exercise : Writing SAR: Criterion 10

130

1. **Read the requirements** of each sub-criterion: understand what the **requirements ask**? (ADRI approach). Write down the **Answer**..?
2. **What are the support evidences of the answers?** Most of the evidences come from OBE implementation and QA processes involved.
3. **Write a draft of each Criterion in a bullet format**
4. **Rewrite in a narrative form** (ADRI approach)

What are the questions?

131

Q: Describe the process of curriculum design and development ?
Q: What are the roles of the stakeholders in the design and review of the curriculum?
Q: When designing curriculum, how the information of benchmarking institutions are involved?
Q: How are the programme and its courses evaluated?
Q: What feedback mechanisms are used to gather inputs and feedback from staff, students, alumni and employers?
Q: Is the way to gather feedback from stakeholders structured and formal?
Q: How is the quality of support services and facilities evaluated?
Q: How is feedback analysed and used for improvement?

Support evidences

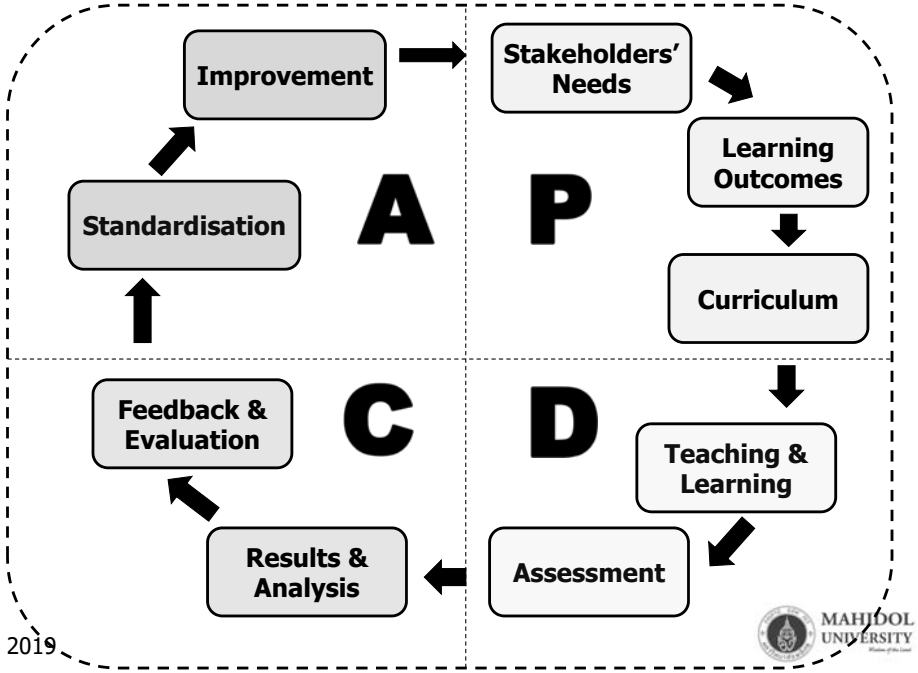
132

- ..
- ..
- ..

For example:

- Curriculum design, review and approval process
- Stakeholders input
- Evaluation of T&L and assessment processes
- QA of assessment and examination
- External examiners
- Local and international benchmarking
- Programme and course feedback
- Uses of feedback for improvement
- Sample of feedback questionnaire
- Reports from surveys, focus group, dialogue, tracer study, etc.

Curriculum Design/Development Process



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Common Formal Feedback Mechanisms

- Surveys:
  - Questionnaire
  - Mail survey
  - Electronic/internet survey
  - Face-to-face interview
  - Telephone interview
- Tracer studies
- Focus group discussions
- Dialogues
- Complaint/suggestion system

- Stakeholders
- Frequency
- Sample size
- Response rate
- Quantitative and qualitative feedback
- Improvement strategy

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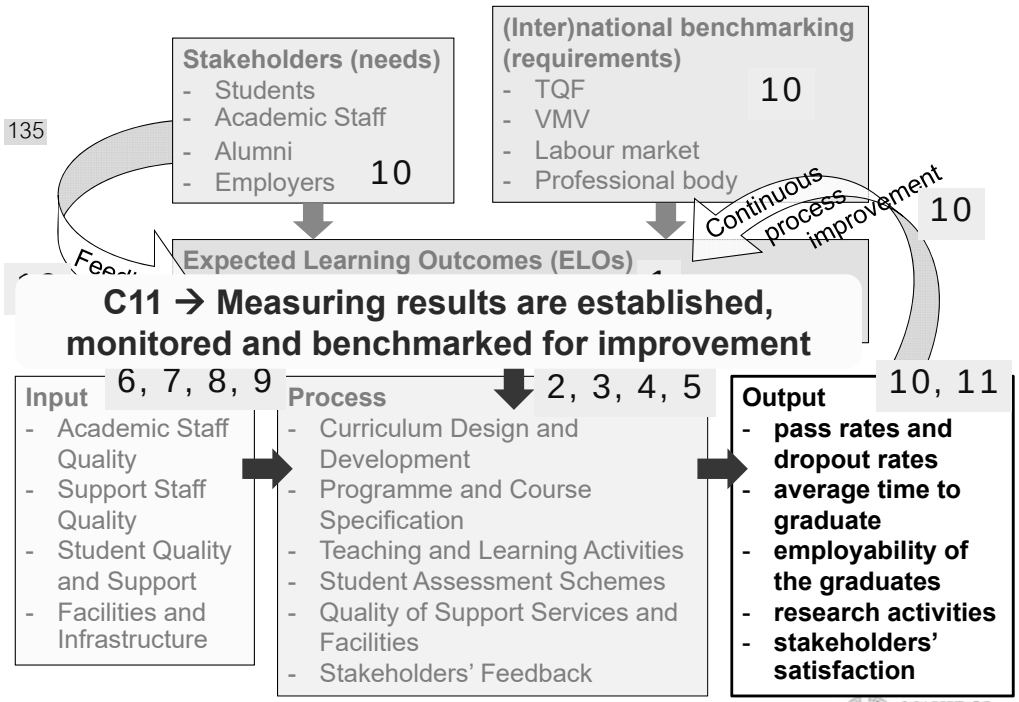

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11. Output (5)

11	Output
11.1	The pass rates and dropout rates are established, monitored and benchmarked for improvement. [1]
11.2	The average time to graduate is established, monitored and benchmarked for improvement. [1]
11.3	Employability of graduates is established, monitored and benchmarked for improvement. [1]

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11. Output (5)

137

11.4	The types and quantity of research activities by students are established, monitored and benchmarked for improvement. [2]
11.5	The satisfaction levels of stakeholders are established, monitored and benchmarked for improvement. [3]

11. Output

138

Requirements (3)

1. The quality of the graduates (such as pass rates, dropout rates, average time to graduate, employability, etc.) is established, monitored and benchmarked; and the programme should achieve the expected learning outcomes and satisfy the needs of the stakeholders.
2. Research activities carried out by students are established, monitored and benchmarked; and they should meet the needs of the stakeholders.
3. Satisfaction levels of staff, students, alumni, employers, etc. are established, monitored and benchmarked; and that they are satisfied with the quality of the programme and its graduates.

Output

139

- Current and past performance indicators
- Performance targets
- Trend (upwards or downwards) and its reasons
- Comparison with other competitors or universities
- Benchmark with targeted universities

Pass Rates and Dropout Rates (last 5 cohorts)

140

Academic Year	Cohort Size	% completed first degree in			% dropout during			
		3 Years	4 Years	>4 Years	1st Year	2nd Year	3rd Year	4th Years & Beyond

Exercise : Writing SAR: Criterion 11

141

1. **Read the requirements** of each sub-criterion: understand what the **requirements ask**? (ADRI approach). Write down the **Answer**..?
2. **What are the support evidences of the answers?** Most of the evidences come from **the results** (outputs, employability, graduate achievements, trend, comparison, benchmarking) of OBE implementation to your programme.
3. **Write a draft of each Criterion in a bullet format**
4. **Rewrite in a narrative form** (ADRI approach)

What are the questions?

142

Q: Does the institution have an efficient system to monitor the output data (pass & dropout rates, average time to graduate?

Q: What mechanisms are available to gather the satisfaction or dissatisfaction about the programme, resources, facilities, processes, policies, etc. from the stakeholders?

Q: Do the achieved standards match the expected standards?

Q: Do graduates get jobs easily? What are the career prospects of graduates over the last few years?

Q: What types of research activities are carried out by students? Are these activities aligned to the ELOs?

Q: How is the feedback from the stakeholders used to improve the programme?

Q: Are employers satisfied with the quality of the graduates?

Support evidences

143

- ….
- ….
- ….

For example:

- Process and indicators for measuring output data
- Process and indicators for measuring stakeholders' satisfaction. Stakeholders' satisfaction trends
- Graduates, alumni and employers surveys
- Tracer study of graduates
- Employment surveys and statistics
- Employers feedback
- Results of benchmarking
- Press reports

AUN 2: Programme Specification (3)

144

2	Programme Specification
2.1	The information in the programme specification is comprehensive and up-to-date. [1,2]
2.2	The information in the course specification is comprehensive and up-to-date. [1,2]
2.3	The programme and course specifications are communicated and made available to the stakeholders. [1,2]

Documents
→ comprehensive, communicate, up-to-date
→ for all stakeholders

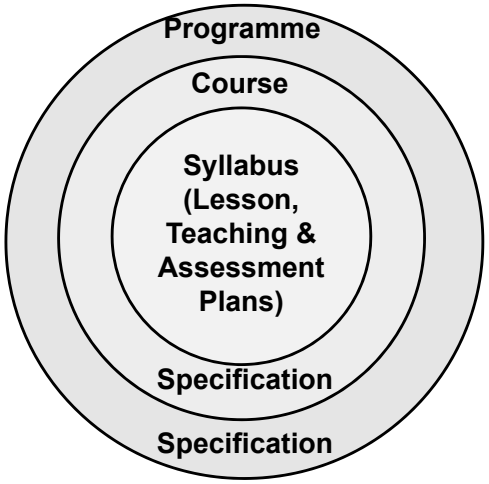
2. Programme Specification (Requirements)

145

1. The Institution is recommended to publish and communicate the programme and course specifications for each programme it offers, and give detailed information about the programme to help stakeholders make an informed choice about the programme.
2. Programme specification including course specifications describes the expected learning outcomes in terms of knowledge, skills and attitudes. They help students to understand the teaching and learning methods that enable the outcome to be achieved; the assessment methods that enable achievement to be demonstrated; and the relationship of the programme and its study elements.

Programme & Course Specifications

146



Programme specification (p.18)

147

Programme specification is **a set of documents** that describes the study programme offered by the university. The programme specification usually encompasses the following items:

- a summary of programme aims and intended outcomes;
- an outline of the course structure;
- a matrix showing how the programme learning outcomes are achieved through the courses; and
- a set of course specifications

Course specification

148

The information to be included is listed below.

- Course title
- Course requirements such as pre-requisite to register for the course, credits, etc.
- Expected learning outcomes of the course in terms of knowledge, skills and attitudes
- Teaching, learning and assessment methods to enable outcomes to be achieved and demonstrated
- Course description and **outline or syllabus**
- Details of student assessment
- Date on which the course specification was written or revised.

What are the questions?

149

Q: What information is documented in the programme and course specifications?
Q: Is the programme specification published and made available or known to stakeholders?
Q: Is the course specification standardised across the programme?
Q: What is the process for reviewing the programme and course specifications?
Q: when is the programme and course specifications updated?
Q: What types of research activities are carried out by students? Are these activities aligned to the ELOs?
Q: How is the feedback from the stakeholders used to improve the programme?
Q: Are employers satisfied with the quality of the graduates?

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Support evidences

150

- ….
- ….
- ….

For example:
- Process and indicators for measuring output data
- Process and indicators for measuring stakeholders' satisfaction. Stakeholders' satisfaction trends
- Graduates, alumni and employers surveys
- Tracer study of graduates
- Employment surveys and statistics
- Employers feedback
- Results of benchmarking
- Press reports

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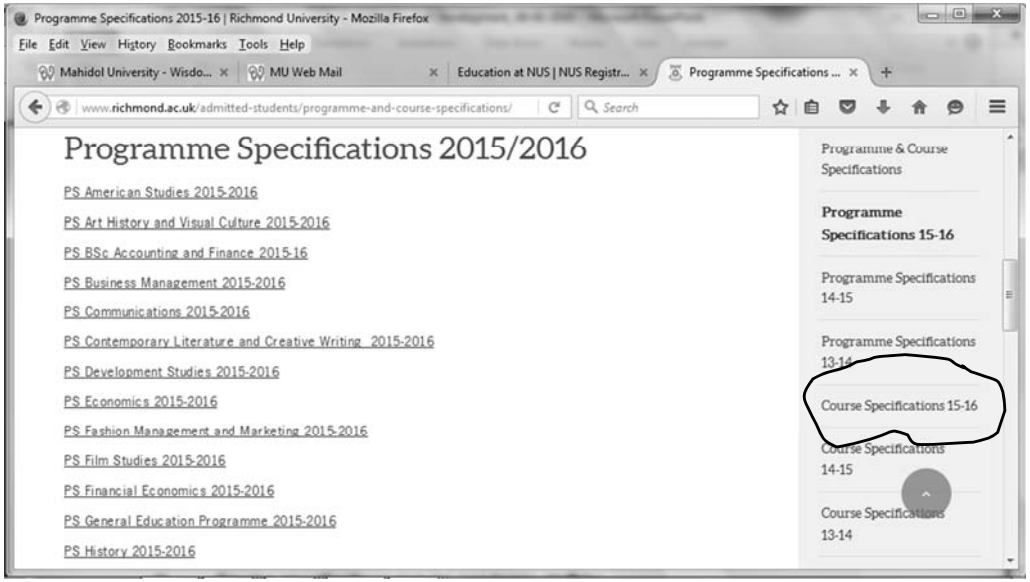
http://www.richmond.ac.uk/admitted-students/programme-and-course-specifications/programme-specifications-2015-16/



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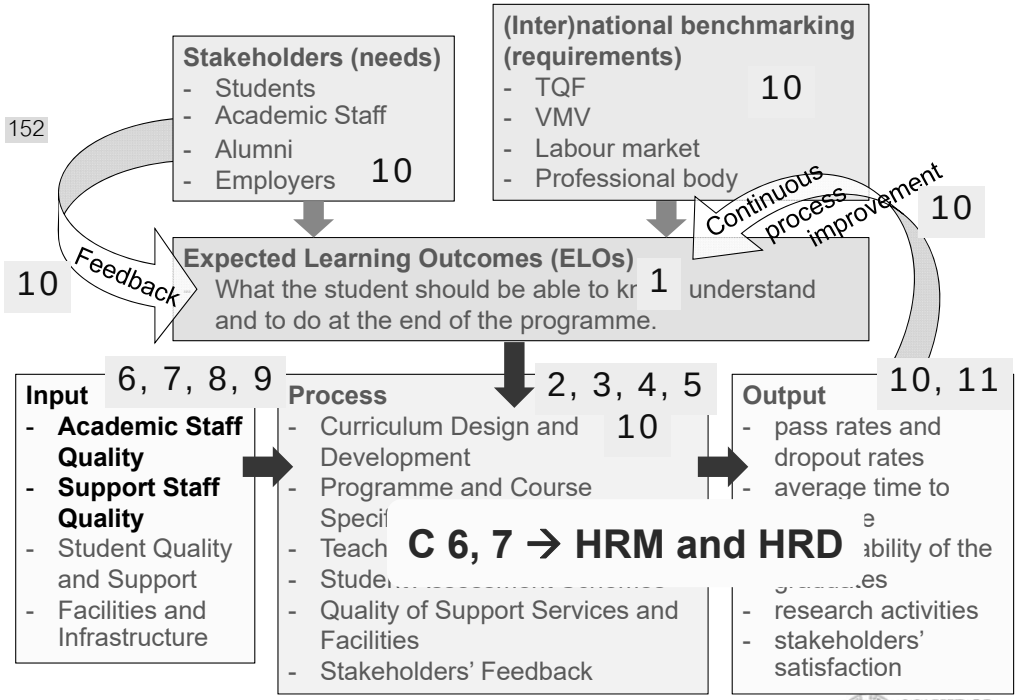

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6. Academic Staff Quality (7)

153

6	Academic Staff Quality
6.1	Academic staff planning (considering succession, promotion, re-deployment, termination, and retirement) is carried out to fulfill the needs for education, research and service. [1]
6.2	Staff to student ratio and workload are measured and monitored to improve the quality of education, research and service. [2]
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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6. Academic Staff Quality (7)

154

6.4	Competences of academic staff are identified and evaluated. [3]
6.5	Training and developmental needs of academic staff are identified and activities are implemented to fulfill them. [8]
6.6	Performance management including rewards and recognition is implemented to motivate and support education, research and service. [9]
6.7	The types and quantity of research activities by academic staff are established, monitored and benchmarked for improvement. [10]

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6. Academic Staff Quality

155

Requirements (10)

1. Both short-term and long-term planning of academic staff establishment or needs (including succession, promotion, re-deployment, termination, and retirement plans) are carried out to ensure that the quality and quantity of academic staff fulfill the needs for education, research and service.
2. Staff-to-student ratio and workload are measured and monitored to improve the quality of education, research and service.

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6. Academic Staff Quality

156

Requirements (10)

3. Competences of academic staff are identified and evaluated. A competent academic staff will be able to:
   - design and deliver a coherent teaching and learning curriculum;
   - apply a range of teaching and learning methods and select most appropriate assessment methods to achieve the expected learning outcomes;
   - develop and use a variety of instructional media;
   - monitor and evaluate their own teaching performance and evaluate courses they deliver;
   - reflect upon their own teaching practices; and
   - conduct research and provide services to benefit stakeholders

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6. Academic Staff Quality

157

Requirements (10)

4. Recruitment and promotion of academic staff are based on merit system, which includes teaching, research and service.
5. Roles and relationship of academic staff members are well defined and understood.
6. Duties allocated to academic staff are appropriate to qualifications, experience, and aptitude.
7. All academic staff members are accountable to the university and its stakeholders, taking into account their academic freedom and professional ethics.

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6. Academic Staff Quality

158

Requirements (10)

8. Training and development needs for academic staff are systematically identified, and appropriate training and development activities are implemented to fulfill the identified needs.
9. Performance management including rewards and recognition is implemented to motivate and support education, research and service.
10. The types and quantity of research activities by academic staff are established, monitored and benchmarked for improvement.

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What are the questions?

159

Q: What are the challenges institutions meet or encounter with regards to human resources difficulties in filling vacancies or in attracting qualified academic staff?
How do institutions handle these challenges?
Q: How the competencies and expertise of the academic staff adequate for delivering the programme?
Q: How many Master's and PhD degree holders are there among the academic staff?
Q: How the staff-to-student ratio satisfactory?
Q: What is the accountability of academic staff in terms of roles, responsibilities, academic freedom, and ethics?
Q: What is the number of research papers published? IP?
Q: What is the performance management system?
Q: What is the career development plan for academic staff?

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Support evidences

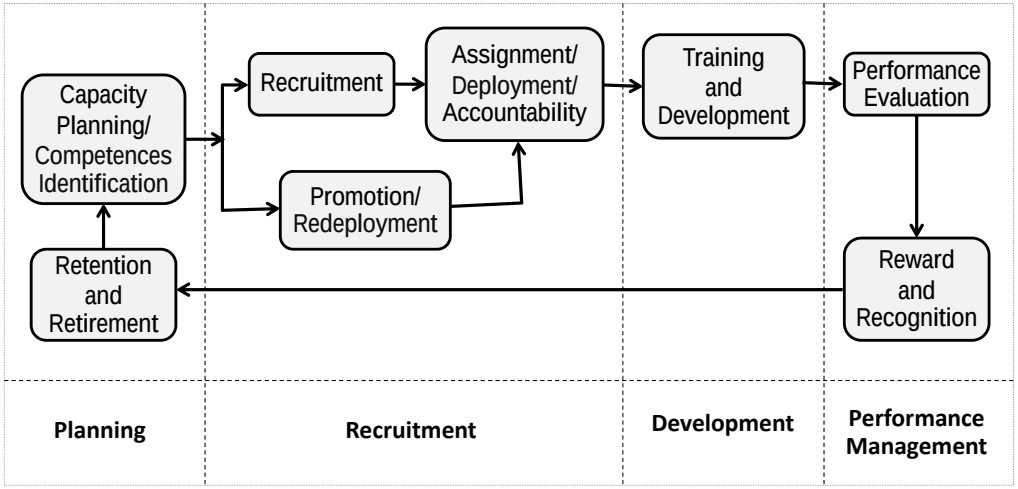
160

- ..
- ..
- ..

- Manpower plan
- Faculty distribution in terms of age, gender, expertise ….
- Career and succession plans
- Recruitment criteria
- Staff qualifications
- Training needs analysis
- Training and development plan and budget
- Peer review and appraisal system
- Student feedback
- Award and recognition schemes
- Assign workload
- Staff handbook
- Job description
- Employment contract
- Research and publication data
- National and/or professional license/certificate

Processes required

161



FTE: Use this Table to specify the number of academic staff and their FTEs in the last 5 academic years.

162

Category	M	F	Total		Percentage of PhDs
			Headcounts	FTEs	
Professors					
Associate/ Assistant Professors					
Full-time Lecturers					
Part-time Lecturers					
Visiting Professors/ Lecturers					
Total					

specify reference date and method of calculation used for FTE of Students

Full-Time Equivalent (FTE): Teaching Load

163

- In calculating the FTEs of academic staff, institutions should define what constitutes full-time student loads and faculty teaching loads including part-time students and faculty at their percentage of full time loads.
- One of the methods to calculate FTEs is based on the investment of time. For example, if 1 FTE is equal to 40 hours per week (full-time employment), then the FTE of an academic staff member with a teaching load of 8 hours per week will be 0.2 (i.e. 8/40).

Full-Time Equivalent (FTE): Student load

164

- The investment of time method can also be used for calculating FTEs of student.
- For example, if 1 FTE student has to attend 30 hours of lesson a week, then the FTE of a student with 21 hours of lesson a week will have a FTE of 0.7 (i.e. 21/30).

staff-to-student ratio: Use this Table to specify the staff-to-student ratio in the last 5 academic years.

Academic Year	Total FTEs of Academic Staff	Total FTEs of students	Staff-to-student Ratio

specify reference date and method of calculation used for FTE of Academic Staff

Types and number of research publications

Provide data on the types and number of research publications in the last 5 academic years

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

7. Support Staff Quality (5)

7	Support Staff Quality
7.1	Support staff planning (at the library, laboratory, IT facility and student services) is carried out to fulfill the needs for education, research and service. [1]
7.2	Recruitment and selection criteria for appointment, deployment and promotion are determined and communicated. [2]
7.3	Competences of support staff are identified and evaluated. [3]

7. Support Staff Quality (5)

7.4	Training and developmental needs of support staff are identified and activities are implemented to fulfill them. [4]
7.5	Performance management including rewards and recognition is implemented to motivate and support education, research and service. [5]

7. Support Staff Quality

169

Requirements (5)

1. Both short-term and long-term planning of support staff establishment or needs of the library, laboratory, IT facility and student services are carried out to ensure that the quality and quantity of support staff fulfill the needs for education, research and service.
2. Recruitment and selection criteria for appointment, deployment and promotion of support staff are determined and communicated. Roles of support staff are well defined and duties are allocated based on merits, qualifications and experiences.

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7. Support Staff Quality

170

Requirements (5)

3. Competences of support staff are identified and evaluated to ensure that their competencies remain relevant and the services provided by them satisfy the stakeholders' needs.
4. Training and development needs for support staff are systematically identified, and appropriate training and development activities are implemented to fulfill the identified needs.
5. Performance management including rewards and recognition is implemented to motivate and support education, research and service.

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What are the questions?

171

Q: How are the roles and competencies identified and classified?
Q: How are the competence of support staff evaluated and monitored?
Q: How is support staff members satisfied with their roles?
Q: How manpower planning of support staff is carried out?
Q: What are the recruitment and promotion criteria of support staff?
Q: What is the performance management system?
Q: Are the rewards and recognition activities implemented to motivate and engage support staff?
Q: What is the career development plan for support staff?
Q: How are the training and development needs managed?

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Support evidences

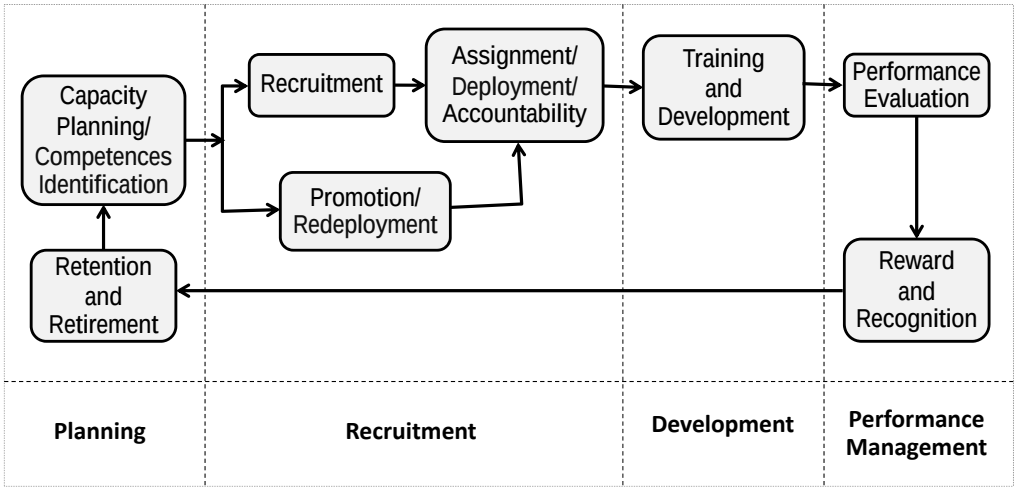
172

- ..
- ..
- ..

- Manpower plan
- Staff distribution in terms of age, gender, expertise ….
- Career and succession plans
- Recruitment criteria
- Staff qualifications
- Training needs analysis
- Training and development plan and budget
- Peer review and appraisal system
- Student feedback
- Award and recognition schemes
- Assign workload
- Staff handbook
- Job description
- Employment contract

Processes required

173



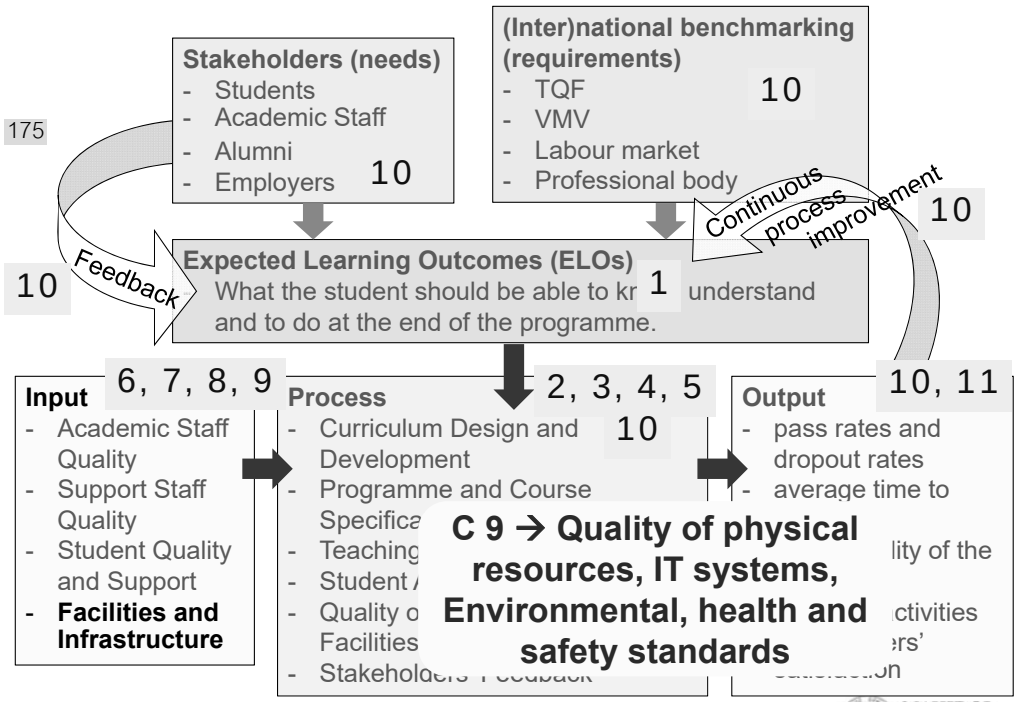
Number of Support Staff (specify reference date)

174

specify the number of support staff available in the last 5 academic years

Support Staff	Highest Educational Attainment				Total
	High School	Bachelor's	Master's	Doctoral	
Library Personnel					
Laboratory Personnel					
IT Personnel					
Administrative Personnel					
Student Services Personnel (enumerate the services)					
Total					

175



9. Facilities and Infrastructure (5)

176

9	Facilities and Infrastructure
9.1	The teaching and learning facilities and equipment (lecture halls, classrooms, project rooms, etc.) are adequate and updated to support education and research. [1]
9.2	The library and its resources are adequate and updated to support education and research. [3,4]
9.3	The laboratories and equipment are adequate and updated to support education and research. [1,2]

9. Facilities and Infrastructure (5)

9.4	The IT facilities including e-learning infrastructure are adequate and updated to support education and research. [1,5,6]
9.5	The standards for environment, health and safety, and access for people with special needs are defined and implemented. [7]

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9. Facilities and Infrastructure

Requirements (7)

1. The physical resources to deliver the curriculum, including equipment, materials and information technology are sufficient.
2. Equipment is up-to-date, readily available and effectively deployed.
3. Learning resources are selected, filtered, and synchronised with the objectives of the study programme.
4. A digital library is set up in keeping with progress in information and communication technology.

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9. Facilities and Infrastructure

Requirements (7)

5. Information technology systems are set up to meet the needs of staff and students.
6. The institution provides a highly accessible computer and network infrastructure that enables the campus community to fully exploit information technology for teaching, research, services and administration.
7. Environmental, health and safety standards and access for people with special needs are defined and implemented.

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What are the questions?

Q: How are the lecture-halls, seminar rooms, laboratories, reading rooms, and computer rooms available? Do they meet the needs of students and staff?

Q: How is the library sufficiently equipped for education and research?

Q: How are the laboratory facilities and equipment sufficient to support student and staff? Do the laboratories meet the relevant requirements?

Q: How hardware and software are made available to meet the needs of education and research?

Q: How are the facilities and infrastructure being maintained?

Q: How the health and safety of students and staff are managed?

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Support evidences

181

- ..
- ..
- ..

- List of facilities, equipment, computer hardware and software, etc.
- Facilities booking, utilization rates, downtime/uptime, operating hours
- Maintenance plan
- New facilities and upgrading plans
- Safety, health and environmental policy
- Emergency plan
- Student and staff feedback
- Budgets for facilities and infrastructure
- Evaluation of quality services

Homework

- Assign a SAR TEAM
- Plan for WRITING SAR (in 1 year)
- SAR Draft 1 → April 2010

Key of success

- SHARE and LEARN each others
- Follow up the progression every 3 months

Thank You

Question Please