

Writing AUN-QA Self-Assessment Report

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Learning Outcomes

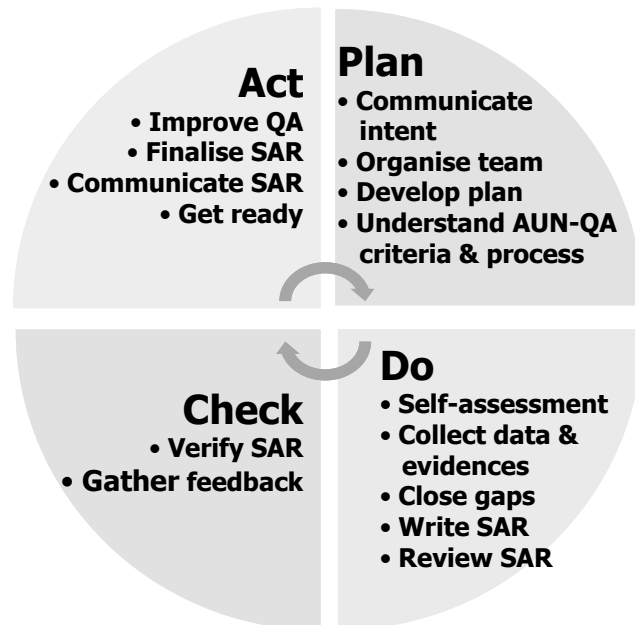
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- **Writing** AUN-QA Self-Assessment Report SAR: Criteria 1 to 5, 8, 10, and 11
- **Writing** AUN-QA Self-Assessment Report SAR: Criteria 6 to 7, and 9

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PDCA approach to SAR development

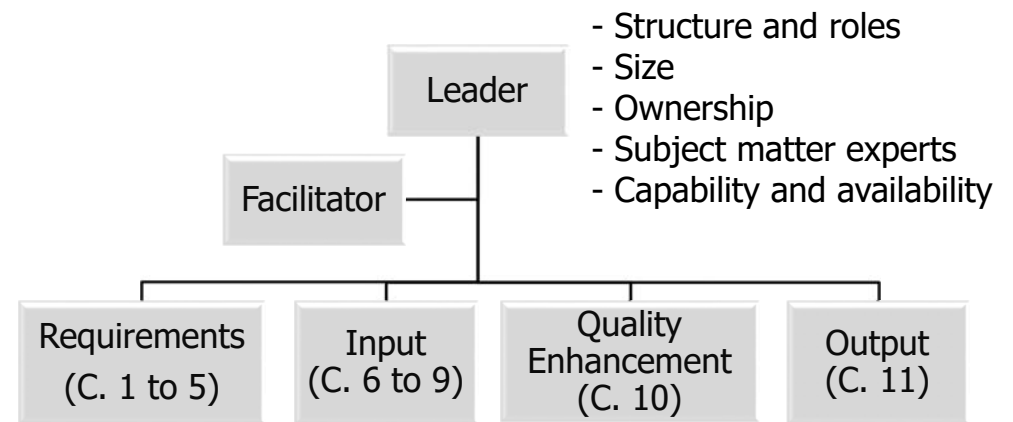
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SAR Writing Team

4



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
P L A N															
Communicate Intent															
Organise Team															
Develop Plan															
Understand AUN QA criteria and process															
D O															
Self-assessment															
Collect data & evidences															
Close gaps															
Write SAR															
Review SAR															
C H E C K															
Verify SAR															
Gather Feedback															
A C T															
Improve QA															
Finalise SAR															
Communicate SAR															
Get Ready															

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Understand AUN QA Criteria and Process

6

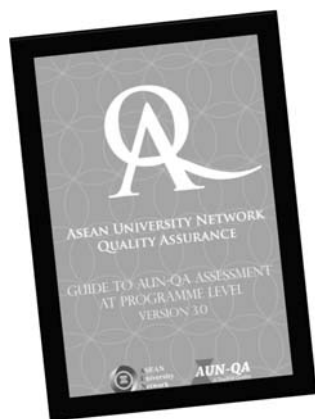
- Obtain copy of the AUN-QA manual
- Educate stakeholders
- Organise training for relevant stakeholders
- Seek clarifications with internal and external experts

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Plan



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

7



- Criteria and assessment process of AUN Actual Quality Assessment at Programme Level
- Associated resources (templates and samples)
- 3rd version will be effective from January 2017

http://www.aunsec.org/pdf/Guide%20to%20AUN-QA%20Assessment%20at%20Programme%20Level%20Version%203_2015.pdf

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



AUN-QA Requirements for Self-Assessment Report



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SAR Format

9

- 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

10

- 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

11

- 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

12

- 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

13

- 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.

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Part 4: Appendices

14

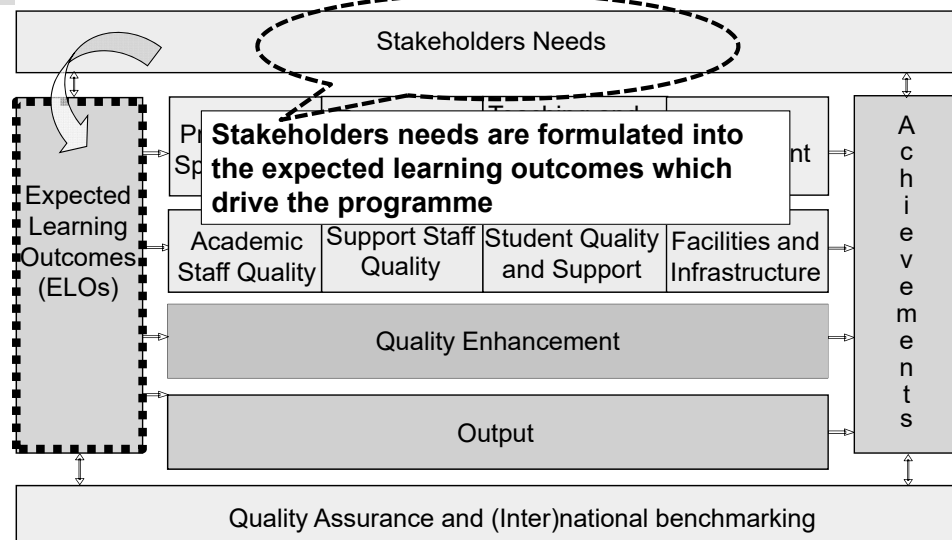
- Glossary and supporting documents and evidences

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Started with Expected Learning Outcomes

15

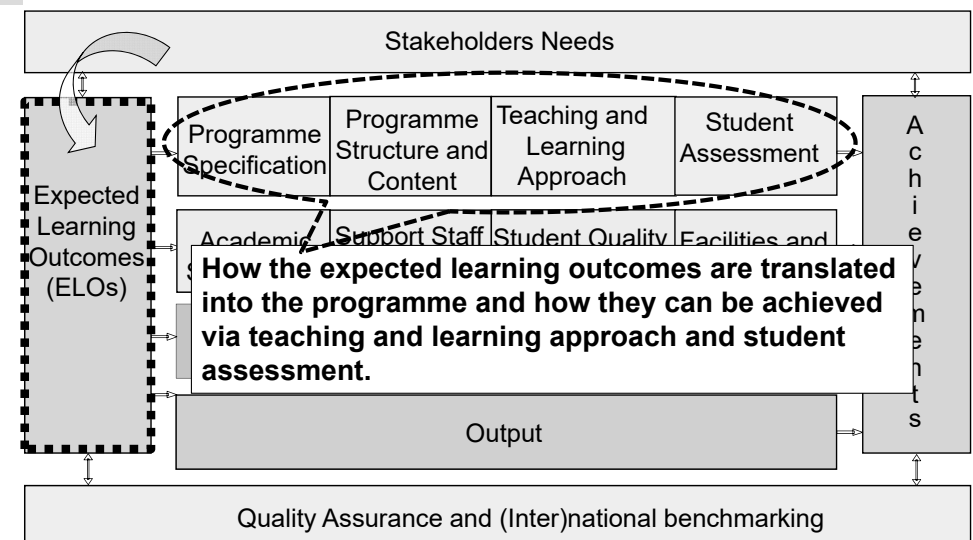


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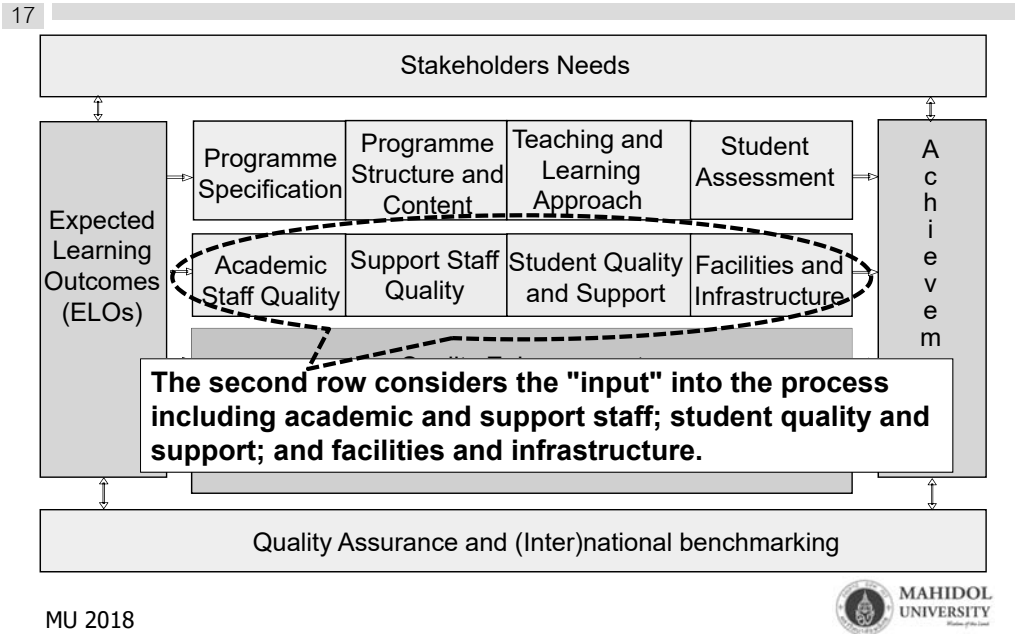
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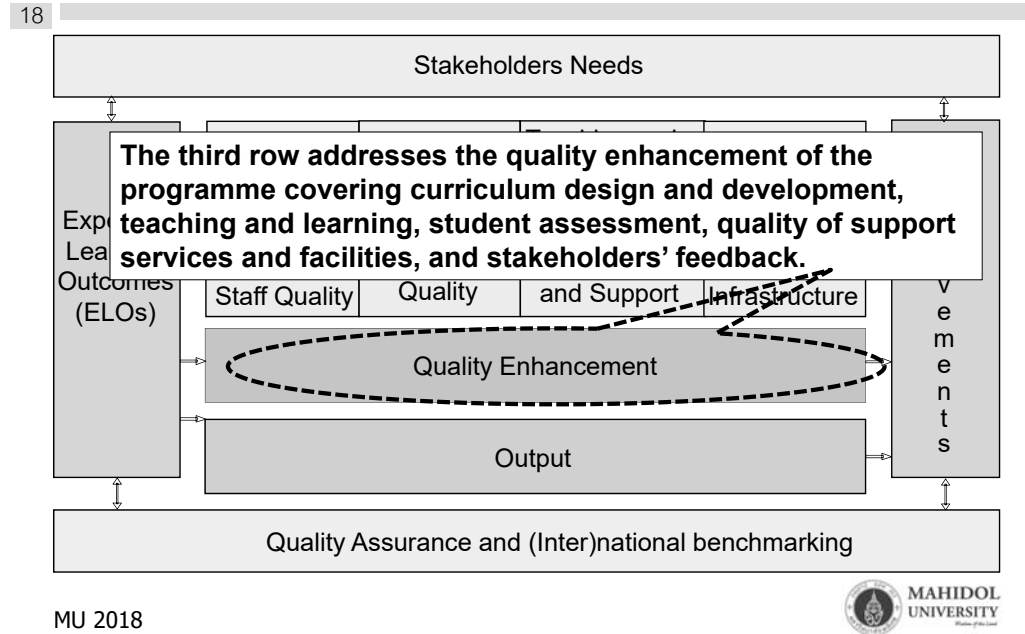
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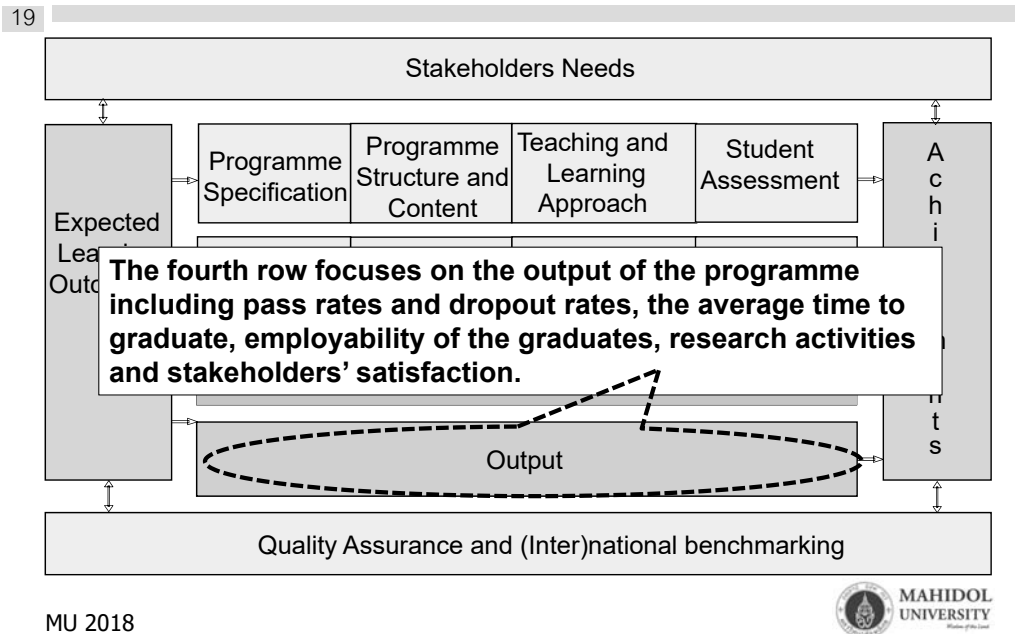
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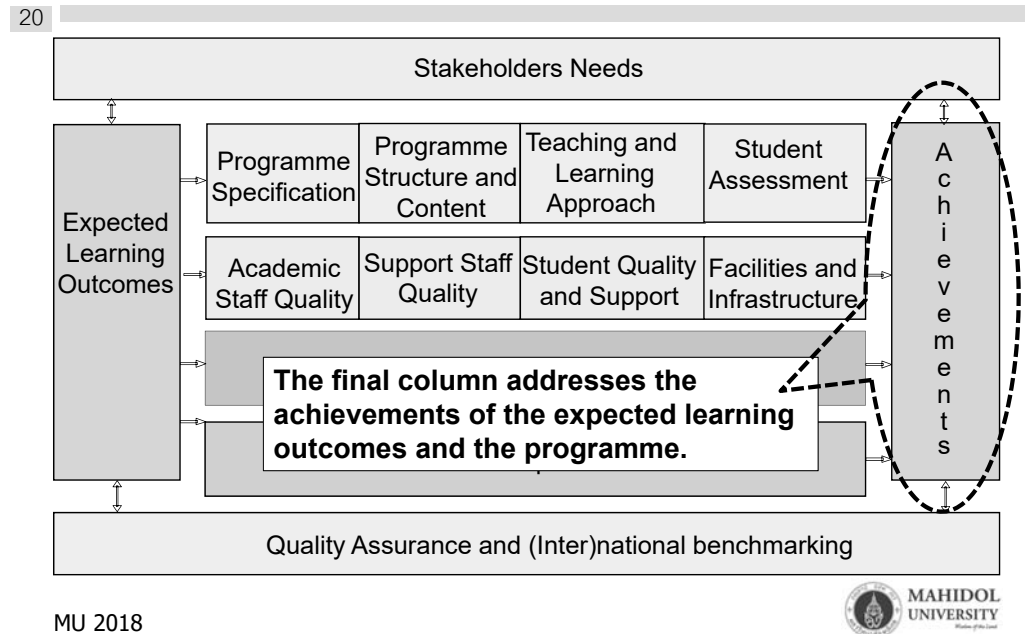
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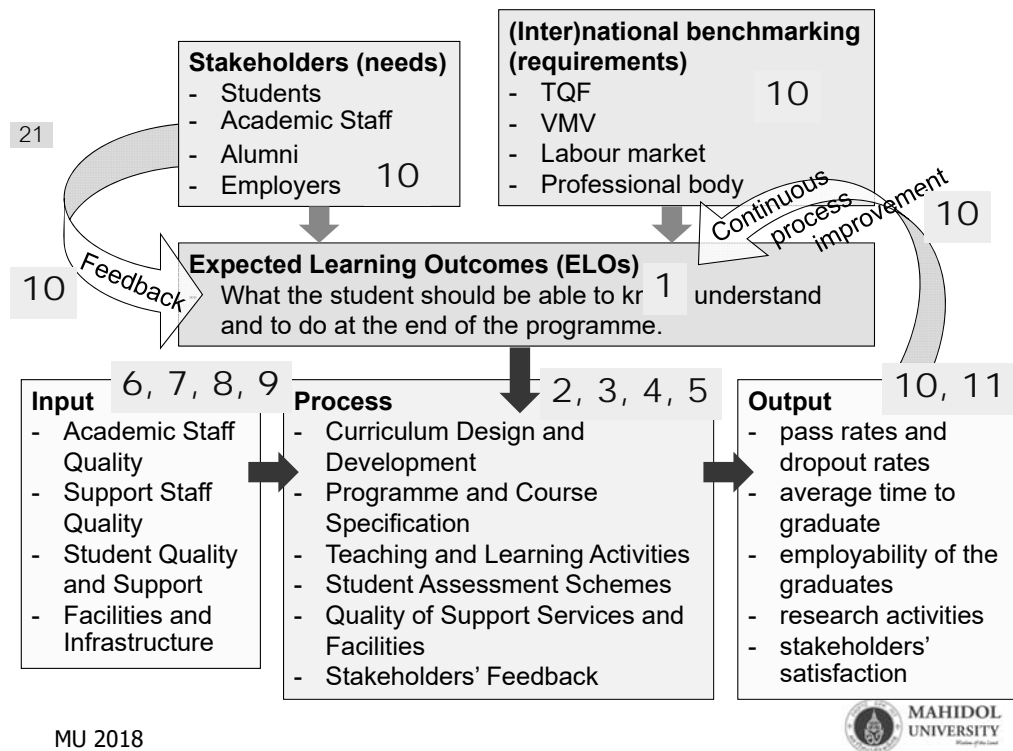


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The final column





Guidelines for writing an effective SAR (1/4)

22

- 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.

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Guidelines for writing an effective SAR (2/4)

23

- 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.



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Guidelines for writing an effective SAR (3/4)

24

- 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.



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Guidelines for writing an effective SAR (4/4)

25

- 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

26

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

27

- 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

28

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

29

- **Approach**

What ...purpose, objective, process ...**is it trying to achieve?**

- **Deployment**

Howcommunication, 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?**

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Approach

30

- 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?

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Deployment

31

- 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?

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Results

32

- 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?

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Improvement

33

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

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Possible Data, Documents and Evidences

34	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

35	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

36	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

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Possible Data, Documents and Evidences

37

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

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Qualitative Criterion

38

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

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Quantitative Criterion

39

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

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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

What are you looking for each Criterion?

Example: Criterion 1.1

41

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	<ul style="list-style-type: none"> What is(are) the name of the process(es) or approach(es)?
Do/Deploy	
Check/Result	
Act/ Improvement	

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Example: Criterion 1.1

42

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	<ul style="list-style-type: none"> How are the ELOs formulated? What are the key steps? How is it aligned to vision, mission, objectives, learning outcomes and integrated with other approaches or processes?
Do/Deploy	
Check/Result	
Act/ Improvement	

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Example: Criterion 1.1

43

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	<ul style="list-style-type: none"> 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?
Check/Result	
Act/ Improvement	

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Example: Criterion 1.1

44

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	<ul style="list-style-type: none"> What is the performance measure for this process or criterion? What are the past and current results? What is the target and trend? What are the comparative or competitive results?
Act/ Improvement	

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Example: Criterion 1.1

45

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	<ul style="list-style-type: none"> • Has the process ever been improved? • Is there an example of improvement that can be describe? • Was the improvement effectiveness?

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Example: Criterion 3.1

46

Criterion	3.1 The curriculum is designed based on constructive alignment with the expected learning outcomes [1]
Plan/Approach	<ul style="list-style-type: none"> • How is the curriculum designed ? • What is its purpose or goal? • What are the key steps?
Do/Deploy	<ul style="list-style-type: none"> • How is it aligned to objectives, learning outcomes and integrated with other approaches or processes?
Check/Result	<ul style="list-style-type: none"> • How does the curriculum mapping indicate?
Act/Improvement	<ul style="list-style-type: none"> • How the curriculum has been improved?

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Writing with evidences

- 47
- Writing with evidences is based on:
 - Narrative writing** as *fact or nonfiction*:
 - The story must be a true story with real people and events
 - Statements of fact or information which are relevant to the assessment criteria and verifiable



Narrative Writing

48

A **narrative** is the story (fiction or non-fiction) told and the order in which it is told. Sometimes, there is a narrator, a character or series of characters, who tell the story. Sometimes, as with most non-fiction, the author himself/herself in the narrator.



Narrative Writing as Nonfiction

49

- Usually, narrative writing is categorized as **fiction**, which is based on imaginative events or stories that did not actually happen.
- As **nonfiction**, it would be writing based on real facts. However, some nonfiction can in fact tell a story, which would classify it as **narrative writing**. In the case of nonfiction, the story must be a true story with real people and events.

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Example: Converting the text into narrative form

50

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.

15 minutes



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50

Criterion 1 Expected Learning Outcomes

51

- 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.
- The programme shows the expected learning outcomes of the graduate. Each course and should
- To meet Requirements Content the transferable (skills) outcomes that relate to any and all disciplines e.g. written and oral communication, problem-solving, information technology, teambuilding skills, etc.
- 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							
1.2	The To write Checklist Context							
1.3	The expected learning outcomes clearly reflect the requirements of the stakeholders [4]							
	Overall opinion							

Diagnostic Question

- What is To inquire QA Construct
- What are
- How
- Do the learning outcomes reflect the vision and mission of the university, faculty or department?

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1. Expected Learning Outcomes (3)

52

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]

QW20085



1. Expected Learning Outcomes

53

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.



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1. Expected Learning Outcomes

54

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.



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Exercise : Writing SAR: Criterion 1

55

- Read the requirements of each sub-criterion
- Using the information from OBE implementation to your programme as evidences; ELOs, BCD, CM, Syllabus, etc.
- Write a draft of each Criterion in a bullet format (ADRI approach)
- Rewrite in a narrative writing



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C 1.1: Answer to requirement 1 and 2 in Bullet text

56

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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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.



Dr.

Learning Outcomes for HE Students

58

Reginal Level → AQRF → 3 domains, 8 level
National level → NQF → 3 domains, 8 levels
National/International Accreditation Requirements

- **University level → GAs**

What are the attributes of an ideal graduate of the University?

- **Programme level → ELOs, ILOs, SLOs**

What are the intended learning outcomes for students enrolled in the programme?

- **Course/Subject/Module/Unit level**

What are the intended learning outcomes for students taking a particular course/subject/module/unit at a particular level within the programme?

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C 1.2 : Categories of Learning Outcomes

59

- **Specific outcomes:**

The outcomes that relate to the subject discipline and the knowledge, skills and/or competences particular to it;

- **Generic outcomes (sometimes called transferable skills)**

The outcomes that relate to any and all disciplines e.g. written, oral, problem-solving, information technology, and team working skills, etc.



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QA at Programme Level

Syntax of ELO Statement

60

Upon completion of this **programme**, the student will be able to:

- Action verb (Bloom's Taxonomy)
+ Objects + Modification (T&L / Assessment)

Example

- Apply + Modern Biology + especially related to molecular biology and nano-biology
- Relate + modern biology + concept to conserve the biodiversity

QW20085



C 1.3 Requirements of stakeholders

61

- What are the requirements of each stakeholder: students, academic staff, alumni and employers?
- How do the requirements align to the ELOs

3. Programme Structure and Content (3)

62

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]

3. Programme Structure and Content

63

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

64

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

Constructive Alignment

65

Expected Learning Outcomes

Statement on what students should know, understand and can do upon completion of a period of study.

Student-Centered Learning

Learning Activities

Assessments

The teaching and learning methods which the teachers use to achieve each of the Learning Outcomes. Students will know exactly why they are being asked to engage in certain teaching and learning activities in their courses.

An on-going process aims improving students' learning by measuring the learning outcomes they have achieved. Feedback will be given so that students know what they need to do in order to get better grades.

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Programme structure of DVM

66



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Curriculum Structure of BSP

67

STRENGTHENING THE UNDERSTANDING & PRACTICAL OF RESEARCH BY USING INTERDISCIPLINARY APPROACHES (Related to Biological Conservation and Bioengineering)				Applying research methodology & scientific writing	Work as Biologist in the laboratory and field area	Sem 7-8
Application of competencies in internship as consultant, researcher and entrepreneur		Developing bio-entrepreneurship spirit, and capability in communicating both in Indonesian language and English				
COORDINATION, REGULATION, GROWTH, DEVELOPMENT AND THEIR ANALYSIS						Sem 5-6
Coordination & communication in the biosystematics	Growth & development	Problem analyzing & solving in the biosystematics	Biosystematics modelling			Sem 2-4
STRUCTURE & FUNCTION IN LIVING CREATURE ORGANIZATION						Sem 1
Biodiversity From border life to macroorganism	Structure of living creature organization: From molecule, cell, tissue, organ, individual, population, community to		Interaction between structure & function in micro-macroorganism			
BASIC SCIENCES SUPPORTING THE MODERN BIOLOGY & SUCCESS LIFE SKILLS						
Basic sciences that supports the role understanding and contribution of Biology in the future		Success skills guidance (to be outstanding learner in UB & in the society)				

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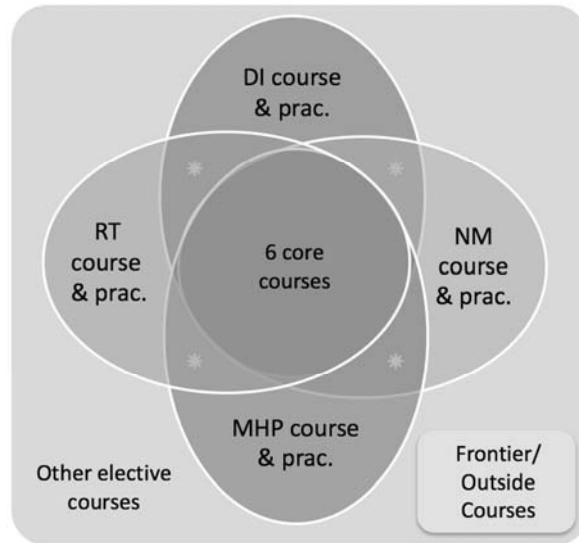
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Concentration	Public Policy	Public Service	Developmental	Governmental
Generic & Specialized Knowledge and Skill	Religion, Pancasila, Citizenship Education, Indonesian Language, English Language, Introduction to Public Administration Science, Organizational 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			
	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)

CLW 2015

<https://medicalphysics.duke.edu/programs>

Programme Structure

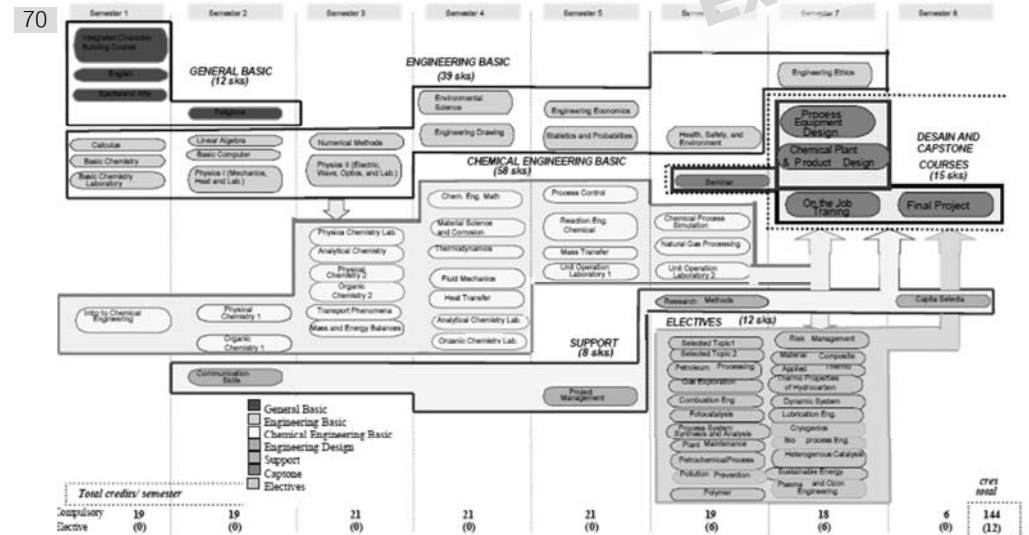


Figure 2.2 Curriculum Structure of ChESP

Source: Chemical Engineering, Universitas Indonesia

Curriculum Map

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

MU 2018

Ph.D. – Economic Programme

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.

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Example

73

S/N	Course title	Code Course	Credit	Lecture	Practice	Self-study	Knowledge					Skills							Attitude		
							ELO1.1	ELO1.2	ELO1.3	ELO1.4	ELO1.5	ELO2.1	ELO2.2	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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Exercise : Writing SAR: Criterion 3

74

- Read the requirements of each sub-criterion
- Using the information from OBE implementation to your programme; ELOs, BCD, CM, Syllabus, etc.
- Using the Template to write a draft of each Criterion (process/approach, deploy, results, improvement) to develop a draft SAR of criterion 3

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4. Teaching and Learning Approach (3)

75

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]

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4. Teaching and Learning Approach

76

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.

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4. Teaching and Learning Approach

77

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

78

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

79

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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80

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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Educational Philosophy (NUS)

81

NUS Educational Philosophy

The NUS community of students, teachers, and administrators, seeks to help students become individuals with **questioning** minds, willing and able to examine what is taken for granted, and who engage in rigorous inquiry within and beyond assumed disciplinary borders; individuals of **well-rounded** mind and character; **constructive and responsible** members of a community, ready to assume leadership and conscious of the impact of their activities on others; **global citizens**, who are sensitive to diverse cultural settings, aware of the potential they offer, and capable of operating in them, while conscious of the particularity, value, and limits of their own perspectives; bearers of a **resourceful and enterprising** spirit, in public and private life; and able **communicators** who can articulate and defend ideas effectively. The University seeks to inculcate students with the above qualities through both formal and informal education that extends from the classroom environment to a larger institutional culture outside the classroom. The latter includes the myriad learning opportunities in residential living.

NUS recognizes its distinctive educational role as a university with both an **Asian and international identity**. This unique position creates the possibility of equally unique perspectives, and allows the University to retain a global outlook while drawing from and reflecting upon the character and resources of the region.

MU 2018
QA at Programme Level

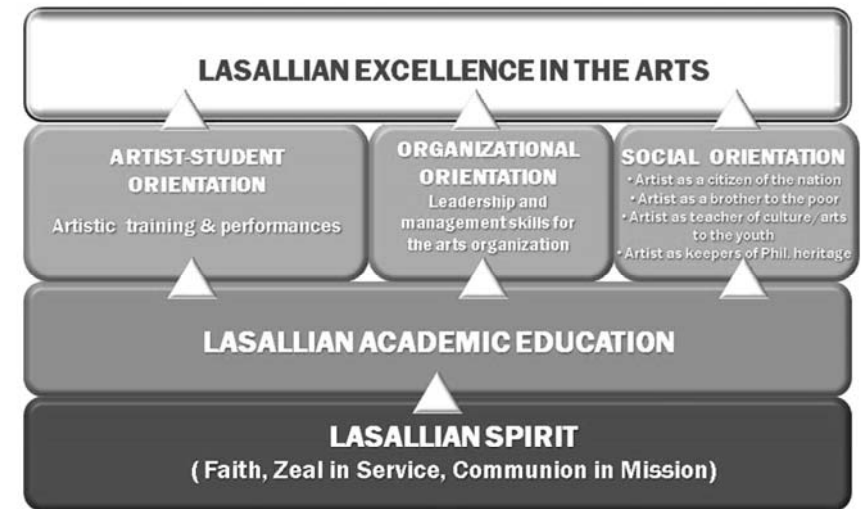
81

Source: <http://www.nus.edu.sg/registrar/edu.html>



Educational Philosophy (DLSU)

82



MU 2018
QA at Programme Level

82

Source: <http://www.dlsu.edu.ph/offices/osa/cao/>



<https://www.cs.washington.edu/education/philosophy>

The screenshot shows the 'Educational Philosophy' page of the University of Washington's Computer Science & Engineering department. It includes a navigation menu with links like 'News & Events', 'People', 'Education', 'Research', 'Current Students', 'Prospective Students', 'Faculty Candidates', 'Alumni', 'Industry Affiliates', and 'Support CSE'. The main content area features a section titled 'Educational Philosophy' with a video thumbnail and text describing the department's commitment to excellence and its four-point philosophy.

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84

The image shows the cover of a document titled 'TQF3 Course Specifications' for 'Health Science and Physical Education in General Education Courses'. It is dated 'July 2011' and is published by 'Mahidol University International College'. The cover features the Mahidol University logo.

MU 2018

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	BD 1215
Course Title	Course Number
VISION/MISSION	QU
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 faculty and equip students with the knowledge,	In implementing the quality policy, we are committed to: 1. Develop and maintain qualified and competent faculty 2. Attain organizational unity and effective communication 3. Ensure functional and efficient systems 4. Disseminate information efficiently to the community 5. Identify the needs of the University and the community 6. Provide adequate resources and facilities 7. Improve quality services continuously EXPECTED GRADUATE ATTRIBUTES Graduate Attributes Skills: Key



Constructive Alignment at course level

85 **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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Exercise : Writing SAR: Criterion 4

- 86
- Read the requirements of each sub-criterion
 - Using the information from OBE implementation to your programme; ELOs, BCD, CM, Syllabus, etc.
 - Using the Template to write a draft of each Criterion (process/approach, deploy, results, improvement) to develop a draft SAR of criterion 4

MU 2018



5. Student Assessment

87

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

88

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

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5. Student Assessment (5)

89

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.

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5. Student Assessment

90

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.

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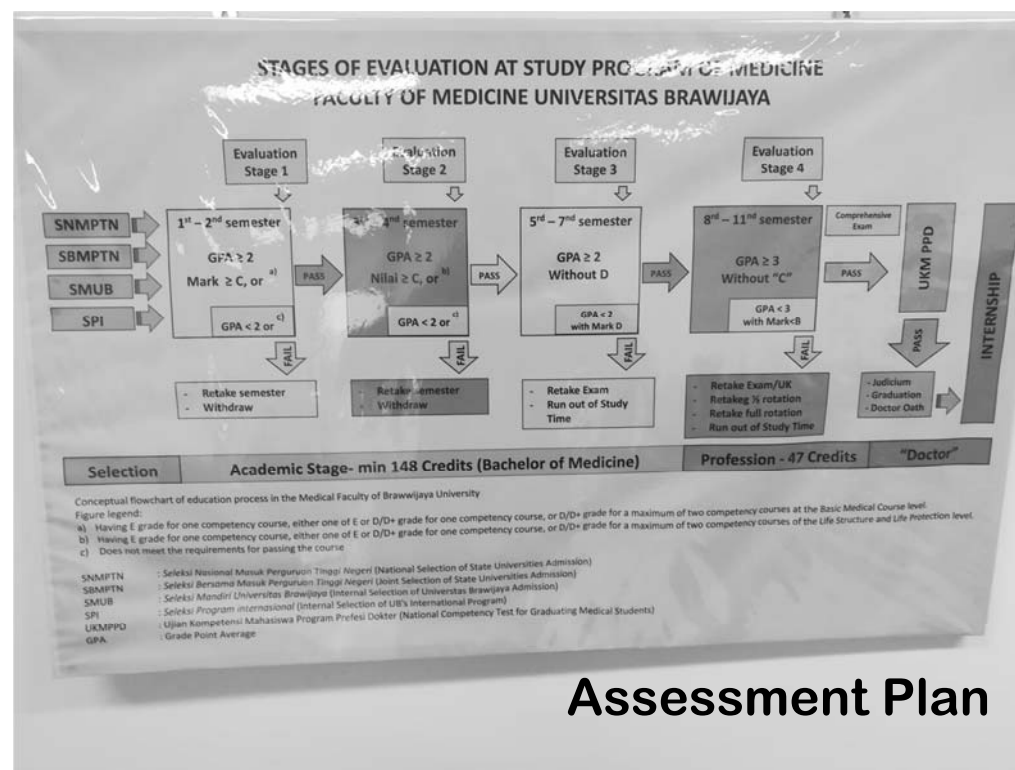
5. Student Assessment

91

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.

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Scoring Rubrics

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

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	



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Assessment Schemes: ELO3

Identify the method of assessment

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 4 th	Integration of knowledge and skills	Interview

Constructive Alignment at course level

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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Exercise : Writing SAR: Criterion 5

97

- Read the requirements of each sub-criterion
- Using the information from OBE implementation to your programme; ELOs, BCD, CM, Syllabus, etc.
- Using the Template to write a draft of each Criterion (process/approach, deploy, results, improvement) to develop a draft SAR of criterion 5

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8. Student Quality and Support (5)

98

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]

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8. Student Quality and Support (5)

99

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]

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8. Student Quality and Support

100

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

101

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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A summary of the intake of first year students

102

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

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

103

Provide data in the last 5 academic years

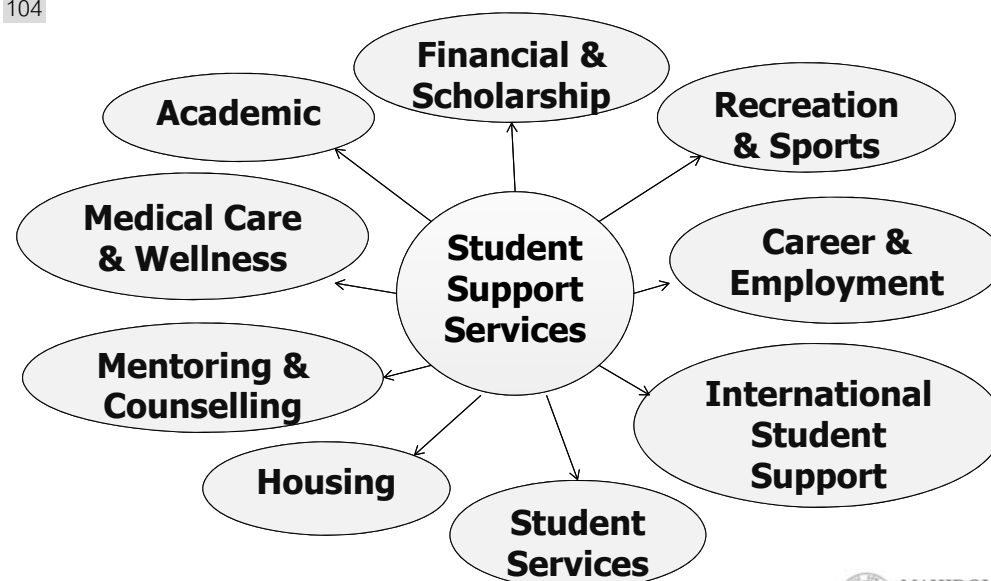
Academic Year	Students					Total
	1st Year	2nd Year	3rd Year	4th Year	>4th Year	

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Student Support Services

104



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Sources of Evidence

105

- 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

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Exercise : Writing SAR: Criterion 8

106

- Read the requirements of each sub-criterion
- Using the information from OBE implementation to your programme; ELOs, BCD, CM, Syllabus, etc.
- Using the Template to write a draft of each Criterion (process/approach, deploy, results, improvement) to develop a draft SAR of criterion 8

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10. Quality Enhancement (6)

107

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

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10. Quality Enhancement (6)

108

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

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10. Quality Enhancement

109

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

110

Requirements (6)

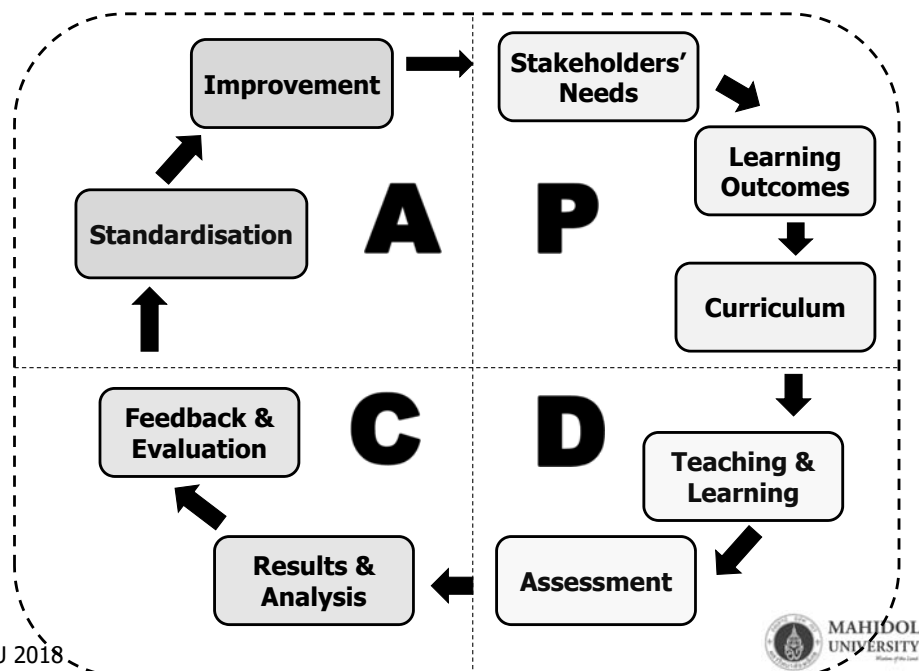
4. Research output is used to enhance teaching and learning.
5. Quality of support services and facilities (at the library, laboratory, IT facility and student services) is subject to evaluation and enhancement.
6. Feedback mechanisms to gather inputs and feedback from staff, students, alumni and employers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

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Curriculum Development

111



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Common Formal Feedback Mechanisms

112

- 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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112



Sources of Evidence

113

- Curriculum design, review and approval process and minutes
- Stakeholders input
- 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.

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Exercise : Writing SAR: Criterion 10

114

- Read the requirements of each sub-criterion
- Using the information from OBE implementation to your programme; ELOs, BCD, CM, Syllabus, etc.
- Using the Template to write a draft of each Criterion (process/approach, deploy, results, improvement) to develop a draft SAR of criterion 10

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11. Output (5)

115

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)

116

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]

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11. Output

117

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.

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Output

118

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

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118



Pass Rates and Dropout Rates (last 5 cohorts)

119

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

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Stakeholders' Satisfaction

120

- The satisfaction level of stakeholders should be measured and monitored.
- How do you go about measuring stakeholders' satisfaction?

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120



Sources of Evidence

121

- Process and indicators for measuring stakeholders' satisfaction
- Stakeholders' satisfaction trends
- Graduates, alumni and employers surveys
- Press reports
- Employment surveys
- Employment statistics
- Employers feedback

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Exercise : Writing SAR: Criterion 11

122

- Read the requirements of each sub-criterion
- Using the information from OBE implementation to your programme; ELOs, BCD, CM, Syllabus, etc.
- Using the Template to write a draft of each Criterion (process/approach, deploy, results, improvement) to develop a draft SAR of criterion 11

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123

AUN-QA Criterion	1	2	3	4	5	6	7	8	9	10	11
1	1.1 1.2 1.3	2.1 2.2	3.1 3.2	4.2 4.3	5.1 5.3	6.4				10.1 10.3	11.5
2	1.1 1.2	2.1 2.2 2.3	3.1 3.2 3.3	4.2	5.1 5.2 5.3	6.4		8.4			11.5
3	1.1 1.2	2.1 2.2 2.3	3.1 3.2 3.3	4.2 4.3	5.1 5.2 5.3	6.4				10.2 10.3	11.5
4	1.1 1.2	2.1 2.2	3.1 3.2	4.1 4.2 4.3		6.4		8.5	9.1 9.2 9.3 9.4	10.3	11.5
5	1.1 1.2	2.1 2.2 2.3	3.1 3.2		5.1 5.2 5.3 5.4 5.5	6.4		8.3 8.4 8.5		10.3	11.5
6	1.1 1.2 1.3	2.3	3.1 3.2 3.3	4.1 4.2 4.3	5.1 5.2 5.3 5.4	6.1 6.2 6.3 6.4 6.5 6.6 6.7		8.3 8.4	9.1 9.2 9.3 9.4	10.1 10.3 10.4 10.6	11.4 11.5
7							7.1 7.2 7.3 7.4 7.5		9.1 9.2 9.3 9.4 9.5	10.1 10.3 10.4 10.6	11.5
8		2.3		4.1 4.2 4.3	5.2 5.3 5.4 5.5	6.4	7.3 7.5	8.1 8.2 8.3 8.4 8.5	9.1 9.2 9.3 9.4 9.5	10.1 10.3 10.4 10.5 10.6	11.4 11.6
9				4.2 4.3		6.7	7.1 7.2 7.3 7.4 7.5	8.5	9.1 9.2 9.3 9.4 9.5	10.5 10.6	11.4 11.5
10	1.3		3.1 3.2 3.3	4.1 4.2 4.3	5.1 5.2 5.3 5.4 5.5	6.7	7.3	8.3 8.4 8.5	9.1 9.2 9.3 9.4 9.5	10.1 10.2 10.3 10.4 10.5 10.6	11.5
11	1.3	2.3	3.3	4.2 4.3	5.2 5.4 5.5	6.1 6.2 6.3 6.4	7.2 7.3 7.4 7.5	8.3 8.4 8.5	9.1 9.2 9.3 9.4	10.5 10.6	11.1 11.2 11.3 11.4

Relationship of AUN-QA Criteria and Sub-Criteria

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Exercise : Writing SAR: Criterion 2

124

- Read the requirements of each sub-criterion
- Using the information from OBE implementation to your programme, etc.
- Using the Template to write a draft of each Criterion (process/approach, deploy, results, improvement) to develop a draft SAR of criterion 2

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AUN 2: Programme Specification (3)

125

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]

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2. Programme Specification (Requirements)

126

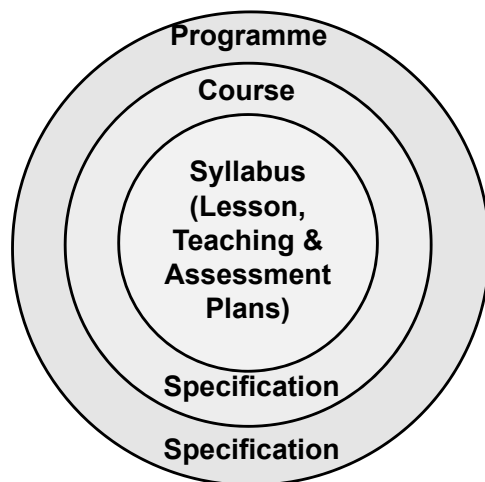
1. The Institution is recommended to publish and communicate the programme and course specifications for each programme it offers, and give detailed information about the programme to help stakeholders make an informed choice about the programme.
2. Programme specification including course specifications 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.

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Programme & Course Specifications

127



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Programme specification (p.18)

128

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

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Course specification

129

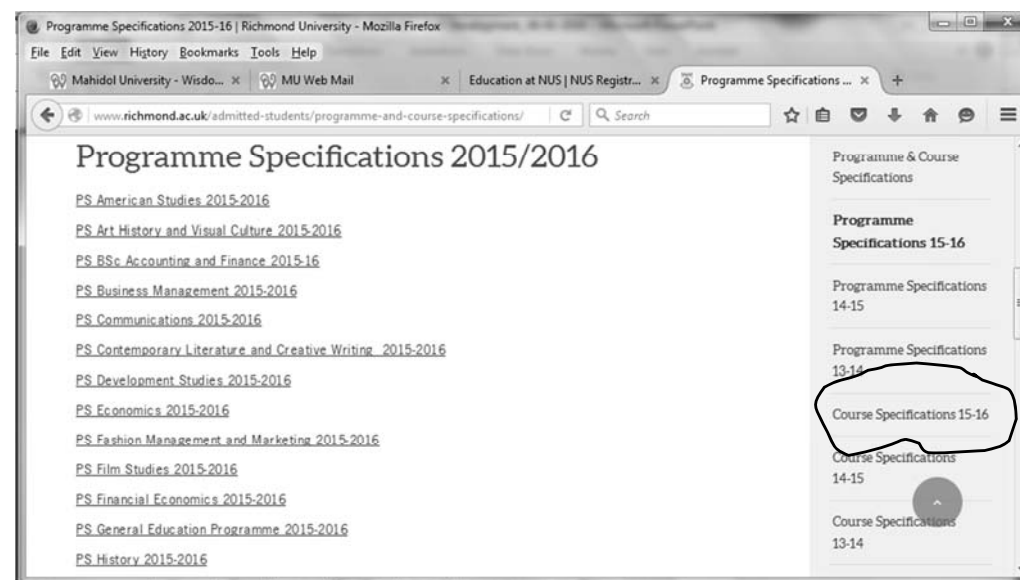
The information to be included is listed below.

- 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.

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



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6. Academic Staff Quality (7)

131

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)

132

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

133

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

134

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

135

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

136

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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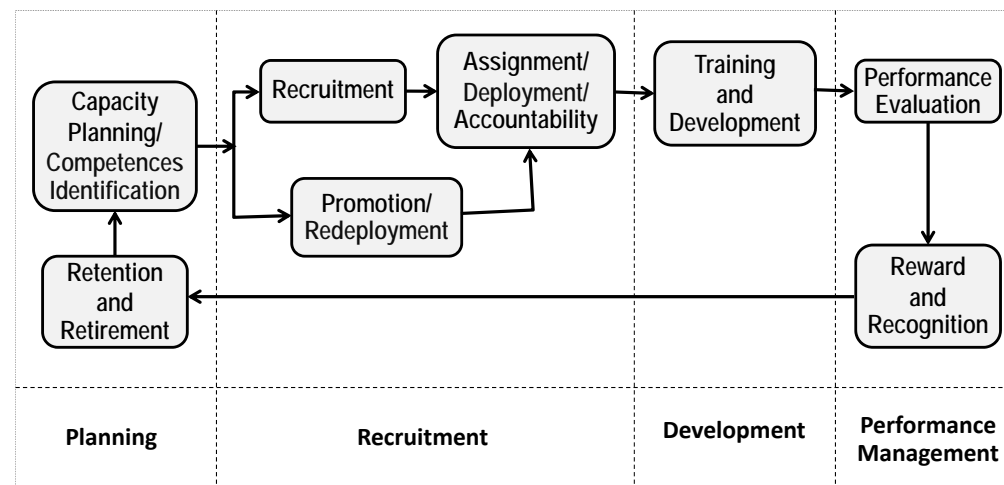
Sources of Evidence

137

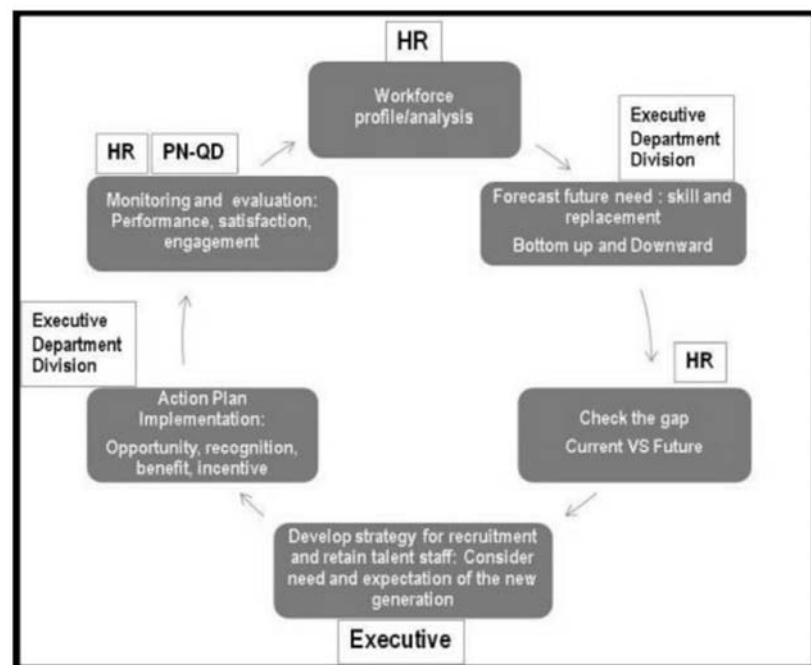
- Manpower plan
- Faculty distribution in terms of age, gender, expertise, etc.
- Career and succession plans
- Recruitment criteria
- Staff qualifications
- Training needs analysis
- Training and development plan and budget
- Peer review and appraisal system
- Student feedback
- Award and recognition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

Processes required

138



139



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

140

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

141

- 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. $8/40$).

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Full-Time Equivalent (FTE): Student load

142

- 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. $21/30$).

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

143

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

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Types and number of research publications

144

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		

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7. Support Staff Quality (5)

145

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]

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7. Support Staff Quality (5)

146

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]

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7. Support Staff Quality

147

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

148

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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Sources of Evidence

149

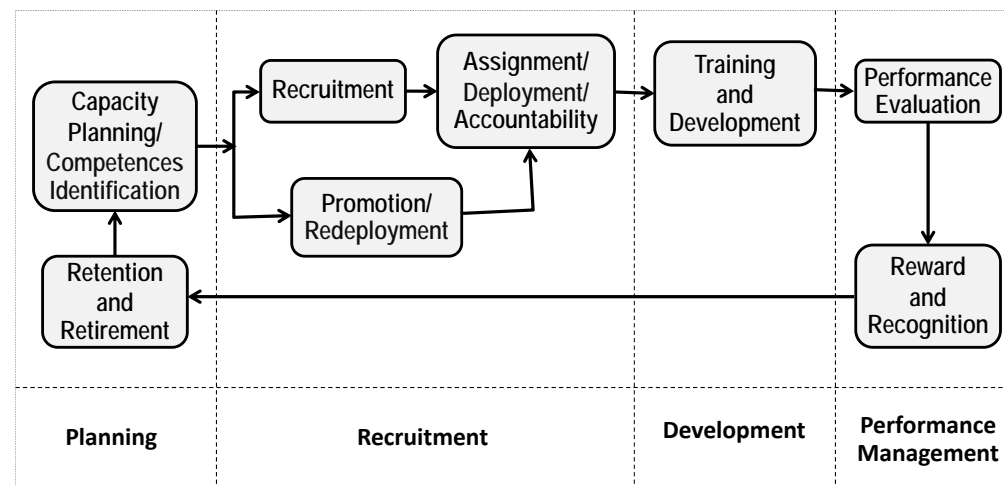
- Manpower plan
- Faculty distribution in terms of age, gender, expertise, etc.
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- Recruitment criteria
- Staff qualifications
- Training needs analysis
- Training and development plan and budget
- Peer review and appraisal system
- Student feedback
- Award and recognition schemes
- Staff workload
- Organisation chart
- HR policies
- Staff handbook
- Job description
- Employment contract
- Research and publication data
- National and/or professional licence/certificate

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Processes required

150



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Number of Support Staff (specify reference date)

151

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					

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Exercise : Writing SAR: Criterion 6 - 7

152

- Read the requirements of each sub-criterion
- Using the information from OBE implementation to your programme, etc.
- Using the Template to write a draft of each Criterion (process/approach, deploy, results, improvement) to develop a draft SAR of criterion 6 – 7.

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9. Facilities and Infrastructure (5)

153

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]

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9. Facilities and Infrastructure (5)

154

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

155

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

156

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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Sources of Evidence

157

- List of facilities, equipment, computer hardware and software, etc.
- Facilities booking, utilisation 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

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Thank You

... for joining us.



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