Writing AUN-QA Self-Assessment Report

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Learning Outcomes

- 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

PDCA approach to SAR development

Plan
- Communicate intent
- Organise team
- Develop plan
- Understand AUN-QA criteria & 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

SAR Writing Team

System Criteria

- Structure and roles
- Size
- Ownership
- Subject matter experts
- Capability and availability

Leader

Facilitator

Requirements (C. 1 to 5)
Input (C. 6 to 9)
Quality Enhancement (C. 10)
Output (C. 11)
Develop SAR Plan

<table>
<thead>
<tr>
<th>Activity/Month</th>
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Deadline Assigned to Status

Understand AUN QA Criteria and Process

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


- 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


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

AUN-QA Requirements for Self-Assessment Report
SAR Format

- 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.

Content of the SAR

- 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

Part 1: Introduction

- 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.

Part 2: AUN-QA Criteria Requirements

- 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.
Part 3: Strengths and Weaknesses Analysis

- 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.

Started with Expected Learning Outcomes

- Stakeholders needs are formulated into the expected learning outcomes which drive the programme
- How the expected learning outcomes are translated into the programme and how they can be achieved via teaching and learning approach and student assessment.

Part 4: Appendices

- Glossary and supporting documents and evidences
### The second row

*Stakeholders Needs*

<table>
<thead>
<tr>
<th>Expected Learning Outcomes (ELOs)</th>
<th>Programme Specification</th>
<th>Programme Structure and Content</th>
<th>Teaching and Learning Approach</th>
<th>Student Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Academic Staff Quality</strong></td>
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<tr>
<td><strong>Support Staff Quality</strong></td>
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<tr>
<td><strong>Student Quality and Support</strong></td>
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<td><strong>Facilities and Infrastructure</strong></td>
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</tbody>
</table>

The second row considers the "input" into the process including academic and support staff; student quality and support; and facilities and infrastructure.

### Third row

*Stakeholders Needs*

<table>
<thead>
<tr>
<th>Expected Learning Outcomes (ELOs)</th>
<th>Programme Specification</th>
<th>Programme Structure and Content</th>
<th>Teaching and Learning Approach</th>
<th>Student Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Quality Enhancement</strong></td>
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</table>

The third row addresses the quality enhancement of the programme covering curriculum design and development, teaching and learning, student assessment, quality of support services and facilities, and stakeholders' feedback.

### The fourth row

*Stakeholders Needs*

<table>
<thead>
<tr>
<th>Expected Learning Outcomes (ELOs)</th>
<th>Programme Specification</th>
<th>Programme Structure and Content</th>
<th>Teaching and Learning Approach</th>
<th>Student Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Output</strong></td>
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</table>

The fourth row focuses on the output of the programme including pass rates and dropout rates, the average time to graduate, employability of the graduates, research activities and stakeholders' satisfaction.

### The final column

*Stakeholders Needs*

<table>
<thead>
<tr>
<th>Expected Learning Outcomes (ELOs)</th>
<th>Programme Specification</th>
<th>Programme Structure and Content</th>
<th>Teaching and Learning Approach</th>
<th>Student Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Achievements</strong></td>
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</table>

The final column addresses the achievements of the expected learning outcomes and the programme.
Expected Learning Outcomes (ELOs)
- What the student should be able to know, understand and do at the end of the programme.

(Inter)national benchmarking requirements
- TQF
- VMV
- Labour market
- Professional body

Process
- Curriculum Design and Development
- Programme and Course Specification
- Teaching and Learning Activities
- Student Assessment Schemes
- Quality of Support Services and Facilities
- Stakeholders’ Feedback

Continuous process improvement

Input
- Academic Staff Quality
- Support Staff Quality
- Student Quality and Support
- Facilities and Infrastructure

2, 3, 4, 5

Process
6, 7, 8, 9

Output
10, 11

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)

- 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.

How to Write SAR

- 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

Step of Criterion Writing

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
ADRI Methodology

Approach
- 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
- 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
- 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**

- 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**

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

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

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

<table>
<thead>
<tr>
<th>AUN-QA Criteria</th>
<th>Data, Documents and Evidences</th>
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<tbody>
<tr>
<td>10 Quality Enhancement</td>
<td>Curriculum design, review &amp; approval process and minutes, QA of assessments, stakeholders’ inputs, external examiners, stakeholders’ feedback report, tracer studies, service indicators</td>
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<tr>
<td>11 Output</td>
<td>Pass/drop-out rates, employment statistics, entry-level salary, employers feedback, average time to graduate, student research, satisfaction surveys</td>
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Qualitative Criterion

<table>
<thead>
<tr>
<th>Criterion 1, 2, 3, 4, 5</th>
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<td><strong>What</strong></td>
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Quantitative Criterion

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<td><strong>Why</strong></td>
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Mixed Criterion

<table>
<thead>
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<th>Criterion 6, 7, 8, 9, 10</th>
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<tbody>
<tr>
<td><strong>What</strong></td>
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</table>
What are you looking for each Criterion?

Example: **Criterion 1.1**

<table>
<thead>
<tr>
<th>Criterion</th>
<th>1.1 The expected learning outcomes have been clearly formulated and aligned with the vision and mission of the university. [1,2]</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Plan/Approach</strong></td>
<td>• What is(are) the name of the process(es) or approach(es)?</td>
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<td><strong>Do/Deploy</strong></td>
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<tr>
<td><strong>Check/Result</strong></td>
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<tr>
<td><strong>Act/Improvement</strong></td>
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</table>

Example: **Criterion 1.1**

<table>
<thead>
<tr>
<th>Criterion</th>
<th>1.1 The expected learning outcomes have been clearly formulated and aligned with the vision and mission of the university. [1,2]</th>
</tr>
</thead>
</table>
| **Plan/Approach** | • 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** | |

Example: **Criterion 1.1**

<table>
<thead>
<tr>
<th>Criterion</th>
<th>1.1 The expected learning outcomes have been clearly formulated and aligned with the vision and mission of the university. [1,2]</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Plan/Approach</strong></td>
<td></td>
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</tbody>
</table>
| **Do/Deploy** | • 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** | • 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** | |
**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 |
| • Has the process ever been improved? |
| • Is there an example of improvement that can be describe? |
| • Was the improvement effectiveness? |

**Example: Criterion 3.1**

| Criterion | 3.1 The curriculum is designed based on constructive alignment with the expected learning outcomes [1] |
| Plan/Approach |
| • How is the curriculum designed? |
| • What is its purpose or goal? |
| • What are the key steps? |
| Do/Deploy |
| • How is it aligned to objectives, learning outcomes and integrated with other approaches or processes? |
| Check/Result |
| • How does the curriculum mapping indicate? |
| Act/Improvement |
| • How the curriculum has been improved? |

**Writing with evidences**

- 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**

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

- 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.

Example: Converting the text into narrative form

**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 website, 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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### 1. Expected Learning Outcomes (3)

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]
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.

Exercise: Writing SAR: Criterion 1
- 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

Learning Outcomes for HE Students

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?
C 1.2 : Categories of Learning Outcomes

- **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.

Syntax of ELO Statement

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

C 1.3 Requirements of stakeholders

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

3. Programme Structure and Content (3)

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

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.

Constructive Alignment

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.

Programme structure of DVM

- Doctor of Veterinary Medicine Courses: Immunology, Parasitology, Veterinary Public Health, Veterinary Epidemiology, Veterinary Pathology, Veterinary Clinical Pathology, Veterinary Laboratory Medicine, Veterinary Microbiology, Veterinary Virology, Veterinary Immunology, Veterinary Physics, Veterinary Pharmacology, Veterinary Surgery, Veterinary Obstetrics, Veterinary Dentistry, Veterinary Oncology, Veterinary Dentistry, Veterinary Radiology, Veterinary Dentistry, Veterinary Surgery, Veterinary Obstetrics, Veterinary Dentistry, Veterinary Dentistry, Veterinary Dentistry.
- Bachelor of Veterinary Science Courses: Veterinary Clinical Pathology, Veterinary Laboratory Medicine, Veterinary Microbiology, Veterinary Virology, Veterinary Immunology, Veterinary Physics, Veterinary Pharmacology, Veterinary Surgery, Veterinary Obstetrics, Veterinary Dentistry, Veterinary Dentistry, Veterinary Dentistry, Veterinary Dentistry, Veterinary Dentistry, Veterinary Dentistry, Veterinary Dentistry, Veterinary Dentistry, Veterinary Dentistry, Veterinary Dentistry, Veterinary Dentistry, Veterinary Dentistry, Veterinary Dentistry, Veterinary Dentistry, Veterinary Dentistry, Veterinary Dentistry, Veterinary Dentistry, Veterinary Dentistry, Veterinary Dentistry, Veterinary Dentistry, Veterinary Dentistry, Veterinary Dentistry, Veterinary Dentistry, Veterinary Dentistry, Veterinary Dentistry, Veterinary Dentistry, Veterinary Dentistry, Veterinary Dentistry, Veterinary Dentistry, Veterinary Dentistry, Veterinary Dentistry, Veterinary Dentistry, Veterinary Dentistry, Veterinary 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Curriculum Structure of BSP

STRENGTHENING THE UNDERSTANDING & PRACTICAL OF RESEARCH BY USING INTERDISCIPLINARY APPROACHES (related to Biological Conservation and Biotechnology)

- Application of competencies in internship as consultant, researcher and entrepreneur
- Developing bio-entrepreneurship skills and capability in communicating both in Indonesian language and English

COORDINATION, REGULATION, GROWTH, DEVELOPMENT AND THEIR ANALYSIS

- Coordination & communication in the biotransformation
- Growth & development
- Problem analyzing & solving in the biosystems
- Biosystems modeling

STRUCTURE & FUNCTION IN LIVING CREATURE ORGANIZATION

- 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-organisms

BASIC SCIENCES SUPPORTING THE MODERN BIOLOGY & SUCCESS LIFE SKILLS

Basic sciences that support the role understanding and contribution of biology in the future

Success skills guidance to be an outstanding learner in UB & in the society

Medical Physics Program Curriculum

DI course & prac.

RT course & prac.

6 core courses

NM course & prac.

MHP course & prac.

Other elective courses

Frontier/Outside courses

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

https://medicalphysics.duke.edu/programs

Programme Structure

Source: Chemical Engineering, Universitas Indonesia
## Curriculum Map

<table>
<thead>
<tr>
<th>COURSES</th>
<th>LO1(K/S)</th>
<th>LO2(S/C)</th>
<th>LO3(RC)</th>
<th>LO4(GS)</th>
<th>LO5(GS)</th>
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<tbody>
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</tbody>
</table>

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

## Ph.D. – Economic Programme

<table>
<thead>
<tr>
<th>PhD Program Requirements</th>
<th>ELO1</th>
<th>ELO2</th>
<th>ELO3</th>
<th>ELO4</th>
<th>ELO5</th>
<th>ELO6</th>
<th>ELO7</th>
</tr>
</thead>
<tbody>
<tr>
<td>Qualifying Exams</td>
<td>R</td>
<td>R</td>
<td>I</td>
<td>I</td>
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<td>I</td>
<td>I, A</td>
</tr>
<tr>
<td>Field Courses</td>
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<td>I, R</td>
<td>I, R</td>
<td>I, R</td>
<td>I, R</td>
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<td>I, R</td>
<td>I, R</td>
<td>I, R</td>
<td>I, R</td>
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<tr>
<td>Electives</td>
<td>R</td>
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<td>R</td>
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<td>R</td>
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<tr>
<td>Thesis Submission</td>
<td>M</td>
<td>M</td>
<td>M</td>
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<td>M</td>
</tr>
</tbody>
</table>

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

### Exercise: Writing SAR: Criterion 3

- 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
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.

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.

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.
4. Teaching and Learning Approach

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.).

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

Programme Goals

Educational Philosophy (NUS)

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.

Educational Philosophy (DLSU)

LASALLIAN EXCELLENCE IN THE ARTS

- ARTIST-STUDENT ORIENTATION
  - Artistic training & performances
- ORGANIZATIONAL ORIENTATION
  - Leadership and management skills for the arts organization
- SOCIAL ORIENTATION
  - Artist as a citizen of the nation
  - Artist as a teacher of culture
  - Artist as a voice for the poor
  - Artist as a teacher of youth
  - Artist as a keeper of FilIPino heritage

LASALLIAN ACADEMIC EDUCATION

LASALLIAN SPIRIT
(Faith, Zeal in Service, Communion in Mission)

Source: http://www.dlsu.edu.ph/offices/osa/caoa/
Constructive Alignment at course level

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

Exercise: Writing SAR: Criterion 4

- 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
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]

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.
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.

Scoring Rubrics

<table>
<thead>
<tr>
<th>LEVEL 4</th>
<th>LEVEL 3</th>
<th>LEVEL 2</th>
<th>LEVEL 1</th>
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<tbody>
<tr>
<td>Knowledge / Understanding</td>
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<tr>
<td>Demonstrates an understanding of the topic through understanding</td>
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<tr>
<td>Considerable understanding</td>
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<tr>
<td>Moderate understanding</td>
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<tr>
<td>Emerging understanding</td>
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<tr>
<td>Inquiry / Thinking</td>
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<tr>
<td>Develops and supports an original idea or opinion about the topic through development and support</td>
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<tr>
<td>Considerable development and support</td>
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<tr>
<td>Moderate development and support</td>
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</tr>
<tr>
<td>Emerging sense of development and support</td>
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<tr>
<td>Communication</td>
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<td>Considerable fluency, structure, and purpose</td>
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<td>Emerging fluency and sense of structure and purpose</td>
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<td>Application</td>
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<td>Exercises rhetorical skills such as emphasis, timing, pacing, reasoning, and questioning high degree of skill</td>
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<td>Considerable skill</td>
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<tr>
<td>Moderate skill</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Emerging skill</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

Curriculum Map: Course matrix

<table>
<thead>
<tr>
<th>COURSES</th>
<th>ELO1</th>
<th>ELO2</th>
<th>ELO3</th>
<th>ELO4</th>
<th>ELO5</th>
</tr>
</thead>
<tbody>
<tr>
<td>GE Courses</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MU 301</td>
<td>R/A</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MU 302</td>
<td></td>
<td>R/A</td>
<td>R</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MU 320</td>
<td>R</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Core Courses</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>MU 421</td>
<td>M/A</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MU 441</td>
<td>M/A</td>
<td>M/A</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MU 495</td>
<td>M/A</td>
<td>M/A</td>
<td>M/A</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Specialize Courses</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MU 421</td>
<td>M/A</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MU 441</td>
<td>M/A</td>
<td>M/A</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MU 495</td>
<td>M/A</td>
<td>M/A</td>
<td>M/A</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Senior Project</td>
<td>M/A</td>
<td></td>
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</tr>
</tbody>
</table>

Assessment Plan
Assessment Schemes: ELO3

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

Constructive Alignment at course level

MU 320: ........................................

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

<table>
<thead>
<tr>
<th>Content</th>
<th>CLO No.</th>
<th>T/L</th>
<th>Assessment Scheme</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
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<td>3</td>
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<tr>
<td>4</td>
<td></td>
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</tr>
</tbody>
</table>

Exercise: Writing SAR: Criterion 5

- 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

8. Student Quality and Support (5)

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

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.

A summary of the intake of first year students

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

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Applicants</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No. Applied</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
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</tr>
</tbody>
</table>
A summary of the total number of students enrolled in the programme

Provide data in the last 5 academic years

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>1st Year</th>
<th>2nd Year</th>
<th>3rd Year</th>
<th>4th Year</th>
<th>&gt;4th Year</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
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</tbody>
</table>

Student Support Services

- Financial & Scholarship
- Recreation & Sports
- Medical Care & Wellness
- Career & Employment
- Mentoring & Counselling
- International Student Support
- Housing
- Student Services

Sources of Evidence

- 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

Exercise: Writing SAR: Criterion 8

- 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
10. Quality Enhancement (6)

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

| 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] |

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.
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.
Curriculum Development

- Improvement
- Stakeholders' Needs
- Learning Outcomes
- Curriculum
- Standardisation
- Feedback & Evaluation
- Results & Analysis
- Teaching & Learning
- Assessment

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

Sources of Evidence

- 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.

Exercise: Writing SAR: Criterion 10

- 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
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]

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]

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

- 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)

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Cohort Size</th>
<th>% completed first degree in 3 Years</th>
<th>% completed first degree in 4 Years</th>
<th>% completed first degree in &gt;4 Years</th>
<th>% dropout during 1st Year</th>
<th>% dropout during 2nd Year</th>
<th>% dropout during 3rd Year</th>
<th>% dropout during 4th Years &amp; Beyond</th>
</tr>
</thead>
<tbody>
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</tbody>
</table>

### Stakeholders’ Satisfaction

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

### Sources of Evidence

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

### Exercise: Writing SAR: Criterion 11

- 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
Exercise: Writing SAR: Criterion 2

- 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

AUN 2: Programme Specification (3)

2. Programme Specification (Requirements)

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 specification (p.18)

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

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
### 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] |

### 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.

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.
6. Academic Staff Quality

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.

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.

Sources of Evidence

- 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
Full-Time Equivalent (FTE): Teaching Load

- 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

- 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.

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Total FTEs of Academic Staff</th>
<th>Total FTEs of students</th>
<th>Staff-to-student Ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Types of Publication</th>
<th>In-house/Institutional</th>
<th>National</th>
<th>Regional</th>
<th>International</th>
<th>Total</th>
<th>No. of Publications Per Academic Staff</th>
</tr>
</thead>
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</table>

**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]

- **7.4**: 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

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.

Sources of Evidence

- 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

- Capacity Planning/Competences Identification
- Recruitment
- Assignment/Deployment/Accountability
- Training and Development
- Performance Evaluation

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.
Number of Support Staff (specify reference date)

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

<table>
<thead>
<tr>
<th>Support Staff</th>
<th>Highest Educational Attainment</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>High School</td>
<td>Bachelor’s</td>
</tr>
<tr>
<td>Library Personnel</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Laboratory Personnel</td>
<td></td>
<td></td>
</tr>
<tr>
<td>IT Personnel</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Administrative Personnel</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student Services</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Personnel</td>
<td>(enumerate the services)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td></td>
</tr>
</tbody>
</table>

Exercise: Writing SAR: Criterion 6-7

- 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.

9. Facilities and Infrastructure (5)

<table>
<thead>
<tr>
<th>Facilities and Infrastructure</th>
</tr>
</thead>
<tbody>
<tr>
<td>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]</td>
</tr>
<tr>
<td>9.2 The library and its resources are adequate and updated to support education and research. [3,4]</td>
</tr>
<tr>
<td>9.3 The laboratories and equipment are adequate and updated to support education and research. [1,2]</td>
</tr>
<tr>
<td>9.4 The IT facilities including e-learning infrastructure are adequate and updated to support education and research. [1,5,6]</td>
</tr>
<tr>
<td>9.5 The standards for environment, health and safety, and access for people with special needs are defined and implemented. [7]</td>
</tr>
</tbody>
</table>
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.

Sources of Evidence

- 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

Thank You
... for joining us.