

**Appendix D**

**INTERNAL ASSESSMENT REPORT (PROGRAM LEVEL)**

**SRINAKHARINWIROT UNIVERSITY**

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| Date of Assessment: | |
| Name of Program Assessed: | |
| Name of Faculty/School: | |
| Name of Lead Assessors: | Email: |
| Name of Assessors: | |

**Report Summary**

This report is based on the information provided in the self-assessment report (SAR), evidences, site tour and interviews with selected stakeholders including academic and support staff, students, alumni and employers. It should be read together with the preliminary findings presented at the closing ceremony where the key strengths and areas for improvement were highlighted.

The assessment at Program level covers 11 criteria and each criterion is assessed based on a description rating. The summary of the assessment results is as follows:

|  |  |
| --- | --- |
| **Criteria** | **Score** |
| 1. Expected Learning Outcomes |  |
| 2. Program Specification |  |
| 3. Program Structure and Content |  |
| 4. Teaching and Learning Approach |  |
| 5. Student Assessment |  |
| 6. Academic Staff Quality |  |
| 7. Support Staff Quality |  |
| 8. Student Quality and Support |  |
| 9. Facilities and Infrastructure |  |
| 10. Quality Enhancement |  |
| 11. Output |  |
| Overall Verdict |  |

Based on the assessment results, the Bachelor of XXX Program fulfilled the requirements. Overall the quality assurance implemented for the program is

| **Criteria** | | **Strengths** | **Areas for Improvement** | **Score**  **(1 – 7)** | **Overall**  **Score** |
| --- | --- | --- | --- | --- | --- |
| 1. Expected  Learning  Outcome | 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] |  |  |  |  |
| 2. Program Specification | 2.1 The information in the Program 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 Program and course specifications are communicated and made available to the stakeholders [1,2] |  |  |  |  |
|  |  |  |
| 3. Program  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] |  |  |  |  |
| 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 the achievement of the expected learning outcomes [2, 3, 4]  4.3 Teaching and learning activities enhance life-long learning [5] |  |  |  |  |
| 5. Student  Assessment | 5.1 The student assessment is 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 [6, 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] |  |  |  |  |
| 6. Academic Staff Quality | 6.1 Academic staff planning (considering succession, promotion, re- deployment, termination, and retirement) is carried out to fulfil the needs for education, research and service [1]  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]  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 fulfil them [8]  6.7 The types and quantity of research activities by academic staff are established, monitored and benchmarked for improvement [10] |  |  |  |  |
| 7. Support Staff  Quality | 7.1 Support staff planning (at the library, laboratory, IT facility and student services) is carried out to fulfil the needs for education, research and service [1]  7.2 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 fulfil them [4]  7.5 Performance management including rewards and recognition is implemented to motivate and support education, research and service [5] |  |  |  |  |
| 8.Student Quality and Support | 8.1 The student intake policy and admission criteria are defined, communicated, published, and up-to-date [1]  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]  8.4 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] |  |  |  |  |
| 9. Facilities and  Infrastructure | 9.1The teaching and learning facilities and equipment (lecture halls, classrooms, project rooms, etc.) are adequate and updated to support education and research [1]  9.2 The library and  its resources are adequate and updated to support education and research [3, 4]  9.3 The laboratories  and equipment are adequate and updated to support education and research [1, 2]  9.4 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] |  |  |  |  |
| 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]  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 stakeholder’s feedback mechanisms are systematic and subjected to evaluation and enhancement [6] |  |  |  |  |
| 11. Output | 11.1 The pass rates and dropout rates are established, monitored and benchmarked for improvement [1]  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] |  |  |  |  |
| Overall Verdict | | | |  | |