

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

Appendix D

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| AUN-QA Assessment No.: | Date of Assessment: |
| Name of Programme Assessed: | |
| Name of University: | |
| Name of Faculty/School: | |
| Name of Management Representative/Designation: | Email: |
| Name of Assessors: | |

**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 AUN-QA assessment at programme level covers 11 criteria and each criterion is assessed based on a 7-point scale. The summary of the assessment results is as follows:

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| Criteria | Score |
| 1. Expected Learning Outcomes |  |
| 2. Programme Specification |  |
| 3. Programme 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 Programme fulfilled the AUN-QA requirements. Overall the quality assurance implemented for the programme is “ ”.

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| Criteria | | Strengths | Areas for Improvement | Score  (1 – 7) | Overall  Score |
| 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. Expected  Learning  Outcomes | 1.2 The expected  learning outcomes cover both subject specific and generic (i.e. transferable) learning outcomes [3] |  |  |  |  |

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| Criteria | | Strengths | Areas for Improvement | Score  (1 – 7) | Overall  Score |
| 1. Expected  Learning  Outcomes | 1.3 The expected  learning outcomes clearly reflect the requirements of the stakeholders [4] |  |  |  |  |
| 2. Programme  Specification | 2.1 The information  in the programme specification is comprehensive and up-to-date [1, 2] |  |  |  |  |

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| Criteria | | Strengths | Areas for Improvement | Score  (1 – 7) | Overall  Score |
| 2. Programme  Specification | 2.2 The information  in the course specification is comprehensive and up-to-date [1, 2] |  |  |  |  |
| 2. Programme  Specification | 2.3 The programme  and course specifications are communicated and made available to the stakeholders [1,  2] |  |  |  |  |

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| Criteria | | Strengths | Areas for Improvement | Score  (1 – 7) | Overall  Score |
| 3. Programme  Structure and  Content | 3.1 The curriculum  is designed based on constructive alignment with the expected learning outcomes [1] |  |  |  |  |
| 3. Programme  Structure and  Content | 3.2 The contribution  made by each course to achieve the expected  learning outcomes is clear [2] |  |  |  |  |

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| Criteria | | Strengths | Areas for Improvement | Score  (1 – 7) | Overall  Score |
| 3. Programme  Structure and  Content | 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] |  |  |  |  |

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| Criteria | | Strengths | Areas for Improvement | Score  (1 – 7) | Overall  Score |
| 4. Teaching and  Learning Approach | 4.2 Teaching and  learning activities are constructively aligned to the achievement of the expected learning outcomes [2, 3, 4] |  |  |  |  |
| 4. Teaching and  Learning Approach | 4.3 Teaching and learning activities  enhance life-long learning [5] |  |  |  |  |

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| Criteria | | Strengths | Areas for Improvement | Score  (1 – 7) | Overall  Score |
| 5. Student  Assessment | 5.1 The student  assessment is constructively aligned to the achievement of the expected learning outcomes [1, 2] |  |  |  |  |
| 5. Student  Assessment | 5.2 The student  assessments including timelines, methods, regulations, weight distribution, rubrics and grading are explicit and communicated to students [4, 5] |  |  |  |  |

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| Criteria | | Strengths | Areas for Improvement | Score  (1 – 7) | Overall  Score |
| 5. Student  Assessment | 5.3 Methods  including assessment rubrics and marking schemes are used to ensure validity, reliability and fairness of student assessment [6, 7] |  |  |  |  |
| 5. Student  Assessment | 5.4 Feedback of student assessment  is timely and helps to improve learning [3] |  |  |  |  |

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| Criteria | | Strengths | Areas for Improvement | Score  (1 – 7) | Overall  Score |
| 5. Student  Assessment | 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] |  |  |  |  |

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| Criteria | | Strengths | Areas for Improvement | Score  (1 – 7) | Overall  Score |
| 6. Academic Staff  Quality | 6.2 Staff-to-student  ratio and workload are measured and monitored to improve the quality of education, research and service [2] |  |  |  |  |
| 6. Academic Staff  Quality | 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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| Criteria | | Strengths | Areas for Improvement | Score  (1 – 7) | Overall  Score |
| 6. Academic Staff  Quality | 6.4 Competences of  academic staff are identified and evaluated [3] |  |  |  |  |
| 6. Academic Staff  Quality | 6.5 Training and  developmental needs of academic staff are identified and activities are implemented to fulfil them [8] |  |  |  |  |

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| Criteria | | Strengths | Areas for Improvement | Score  (1 – 7) | Overall  Score |
| 6. Academic Staff  Quality | 6.6 Performance  management including rewards and recognition is implemented to motivate and support education, research and service [9] |  |  |  |  |
| 6. Academic Staff  Quality | 6.7 The types and quantity of research  activities by academic staff are established, monitored and  benchmarked for  improvement [10] |  |  |  |  |

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| Criteria | | Strengths | Areas for Improvement | Score  (1 – 7) | Overall  Score |
| 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. Support Staff  Quality | 7.2 Recruitment and selection criteria for  appointment, deployment and promotion are determined and  communicated [2] |  |  |  |  |

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| Criteria | | Strengths | Areas for Improvement | Score  (1 – 7) | Overall  Score |
| 7. Support Staff  Quality | 7.3 Competences of  support staff are identified and evaluated [3] |  |  |  |  |
| 7. Support Staff  Quality | 7.4 Training and  developmental needs of support staff are identified and activities are implemented to fulfil them [4] |  |  |  |  |

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| Criteria | | Strengths | Areas for Improvement | Score  (1 – 7) | Overall  Score |
| 7. Support Staff  Quality | 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] |  |  |  |  |

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| Criteria | | Strengths | Areas for Improvement | Score  (1 – 7) | Overall  Score |
| 8.Student Quality  and Support | 8.2 The methods  and criteria for the selection of students are determined and evaluated [2] |  |  |  |  |
| 8.Student Quality  and Support | 8.3 There is an  adequate monitoring system for student progress, academic performance, and workload [3] |  |  |  |  |

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| Criteria | | Strengths | Areas for Improvement | Score  (1 – 7) | Overall  Score |
| 8.Student Quality  and Support | 8.4 Academic  advice, co-curricular activities, student competition, and other student  support services are available to improve learning and employability [4] |  |  |  |  |
| 8.Student Quality  and Support | 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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| Criteria | | Strengths | Areas for Improvement | Score  (1 – 7) | Overall  Score |
| 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. Facilities and  Infrastructure | 9.2 The library and  its resources are adequate and updated to support education and research [3, 4] |  |  |  |  |

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| Criteria | | Strengths | Areas for Improvement | Score  (1 – 7) | Overall  Score |
| 9. Facilities and  Infrastructure | 9.3 The laboratories  and equipment are adequate and updated to support education and research [1, 2] |  |  |  |  |
| 9. Facilities and  Infrastructure | 9.4 The IT facilities  including e-learning infrastructure are adequate and updated to support education and research [1, 5, 6] |  |  |  |  |

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| Criteria | | Strengths | Areas for Improvement | Score  (1 – 7) | Overall  Score |
| 9. Facilities and  Infrastructure | 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] |  |  |  |  |

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| Criteria | | Strengths | Areas for Improvement | Score  (1 – 7) | Overall  Score |
| 10. Quality  Enhancement | 10.2 The curriculum  design and development process is established and subjected to evaluation and enhancement [2] |  |  |  |  |
| 10. Quality  Enhancement | 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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| Criteria | | Strengths | Areas for Improvement | Score  (1 – 7) | Overall  Score |
| 10. Quality  Enhancement | 10.4 Research  output is used to enhance teaching and learning [4] |  |  |  |  |
| 10. Quality  Enhancement | 10.5 Quality of  support services and facilities (at the library, laboratory, IT facility and student services) is  subjected to evaluation and enhancement [5] |  |  |  |  |

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| Criteria | | Strengths | Areas for Improvement | Score  (1 – 7) | Overall  Score |
| 10. Quality  Enhancement | 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] |  |  |  |  |

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| Criteria | | Strengths | Areas for Improvement | Score  (1 – 7) | Overall  Score |
| 11. Output | 11.2 The average  time to graduate is established, monitored and benchmarked for improvement [1] |  |  |  |  |
| 11. Output | 11.3 Employability of  graduates is established, monitored and benchmarked for improvement [1] |  |  |  |  |

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| Criteria | | Strengths | Areas for Improvement | Score  (1 – 7) | Overall  Score |
| 11. Output | 11.4 The types and  quantity of research activities by students are established, monitored and benchmarked for improvement [2] |  |  |  |  |
| 12. Output | 11.5 The satisfaction  levels of stakeholders are established, monitored and benchmarked for improvement [3] |  |  |  |  |
| Overall Verdict | | | |  | |