

**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) | OverallScore |
| 1. ExpectedLearningOutcomes | 1.1 The expectedlearning outcomes have been clearly formulated and aligned with the vision and missionof the university [1,2] |  |  |  |  |
| 1. ExpectedLearningOutcomes | 1.2 The expectedlearning 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) | OverallScore |
| 1. ExpectedLearningOutcomes | 1.3 The expectedlearning outcomes clearly reflect the requirements of the stakeholders [4] |  |  |  |  |
| 2. ProgrammeSpecification | 2.1 The informationin the programme specification is comprehensive and up-to-date [1, 2] |  |  |  |  |

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| Criteria | Strengths | Areas for Improvement | Score(1 – 7) | OverallScore |
| 2. ProgrammeSpecification | 2.2 The informationin the course specification is comprehensive and up-to-date [1, 2] |  |  |  |  |
| 2. ProgrammeSpecification | 2.3 The programmeand course specifications are communicated and made available to the stakeholders [1,2] |  |  |  |  |

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| Criteria | Strengths | Areas for Improvement | Score(1 – 7) | OverallScore |
| 3. ProgrammeStructure andContent | 3.1 The curriculumis designed based on constructive alignment with the expected learning outcomes [1] |  |  |  |  |
| 3. ProgrammeStructure andContent | 3.2 The contributionmade by each course to achieve the expectedlearning outcomes is clear [2] |  |  |  |  |

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| Criteria | Strengths | Areas for Improvement | Score(1 – 7) | OverallScore |
| 3. ProgrammeStructure andContent | 3.3 The curriculumis logically structured, sequenced, integrated and up- to-date [3, 4, 5, 6] |  |  |  |  |
| 4. Teaching andLearning Approach | 4.1 The educationalphilosophy is well articulated and communicated to all stakeholders [1] |  |  |  |  |

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

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| Criteria | Strengths | Areas for Improvement | Score(1 – 7) | OverallScore |
| 5. StudentAssessment | 5.1 The studentassessment is constructively aligned to the achievement of the expected learning outcomes [1, 2] |  |  |  |  |
| 5. StudentAssessment | 5.2 The studentassessments 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) | OverallScore |
| 5. StudentAssessment | 5.3 Methodsincluding assessment rubrics and marking schemes are used to ensure validity, reliability and fairness of student assessment [6, 7] |  |  |  |  |
| 5. StudentAssessment | 5.4 Feedback of student assessmentis timely and helps to improve learning [3] |  |  |  |  |

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| Criteria | Strengths | Areas for Improvement | Score(1 – 7) | OverallScore |
| 5. StudentAssessment | 5.5 Students haveready access to appeal procedure [8] |  |  |  |  |
| 6. Academic StaffQuality | 6.1 Academic staffplanning (considering succession, promotion, re- deployment, termination, and retirement) is carried out to fulfil the needs for education, research andservice [1] |  |  |  |  |

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| Criteria | Strengths | Areas for Improvement | Score(1 – 7) | OverallScore |
| 6. Academic StaffQuality | 6.2 Staff-to-studentratio and workload are measured and monitored to improve the quality of education, research and service [2] |  |  |  |  |
| 6. Academic StaffQuality | 6.3 Recruitment and selection criteriaincluding ethics and academic freedom for appointment, deployment andpromotion aredetermined and communicated [4, 5,6, 7] |  |  |  |  |

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| Criteria | Strengths | Areas for Improvement | Score(1 – 7) | OverallScore |
| 6. Academic StaffQuality | 6.4 Competences ofacademic staff are identified and evaluated [3] |  |  |  |  |
| 6. Academic StaffQuality | 6.5 Training anddevelopmental 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) | OverallScore |
| 6. Academic StaffQuality | 6.6 Performancemanagement including rewards and recognition is implemented to motivate and support education, research and service [9] |  |  |  |  |
| 6. Academic StaffQuality | 6.7 The types and quantity of researchactivities by academic staff are established, monitored andbenchmarked forimprovement [10] |  |  |  |  |

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| Criteria | Strengths | Areas for Improvement | Score(1 – 7) | OverallScore |
| 7. Support StaffQuality | 7.1 Support staffplanning (at the library, laboratory, IT facility and student services) is carried out to fulfil the needs for education, research andservice [1] |  |  |  |  |
| 7. Support StaffQuality | 7.2 Recruitment and selection criteria forappointment, deployment and promotion are determined andcommunicated [2] |  |  |  |  |

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| Criteria | Strengths | Areas for Improvement | Score(1 – 7) | OverallScore |
| 7. Support StaffQuality | 7.3 Competences ofsupport staff are identified and evaluated [3] |  |  |  |  |
| 7. Support StaffQuality | 7.4 Training anddevelopmental 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) | OverallScore |
| 7. Support StaffQuality | 7.5 Performancemanagement 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 andadmission criteria are defined, communicated, published, and up-to-date [1] |  |  |  |  |

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

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| Criteria | Strengths | Areas for Improvement | Score(1 – 7) | OverallScore |
| 8.Student Qualityand Support | 8.4 Academicadvice, co-curricular activities, student competition, and other studentsupport services are available to improve learning and employability [4] |  |  |  |  |
| 8.Student Qualityand 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) | OverallScore |
| 9. Facilities andInfrastructure | 9.1The teaching andlearning facilities and equipment (lecture halls, classrooms, project rooms, etc.) are adequate and updated to support education and research [1] |  |  |  |  |
| 9. Facilities andInfrastructure | 9.2 The library andits resources are adequate and updated to support education and research [3, 4] |  |  |  |  |

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| Criteria | Strengths | Areas for Improvement | Score(1 – 7) | OverallScore |
| 9. Facilities andInfrastructure | 9.3 The laboratoriesand equipment are adequate and updated to support education and research [1, 2] |  |  |  |  |
| 9. Facilities andInfrastructure | 9.4 The IT facilitiesincluding 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) | OverallScore |
| 9. Facilities andInfrastructure | 9.5 The standardsfor environment, health and safety; and access for people with special needs are defined and implemented [7] |  |  |  |  |
| 10. QualityEnhancement | 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) | OverallScore |
| 10. QualityEnhancement | 10.2 The curriculumdesign and development process is established and subjected to evaluation and enhancement [2] |  |  |  |  |
| 10. QualityEnhancement | 10.3 The teachingand 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) | OverallScore |
| 10. QualityEnhancement | 10.4 Researchoutput is used to enhance teaching and learning [4] |  |  |  |  |
| 10. QualityEnhancement | 10.5 Quality ofsupport services and facilities (at the library, laboratory, IT facility and student services) issubjected to evaluation and enhancement [5] |  |  |  |  |

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| Criteria | Strengths | Areas for Improvement | Score(1 – 7) | OverallScore |
| 10. QualityEnhancement | 10.6 Thestakeholder’s feedback mechanisms are systematic and subjected to evaluation and enhancement [6] |  |  |  |  |
| 11. Output | 11.1 The pass ratesand dropout rates are established, monitored and benchmarked for improvement [1] |  |  |  |  |

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| Criteria | Strengths | Areas for Improvement | Score(1 – 7) | OverallScore |
| 11. Output | 11.2 The averagetime to graduate is established, monitored and benchmarked for improvement [1] |  |  |  |  |
| 11. Output | 11.3 Employability ofgraduates is established, monitored and benchmarked for improvement [1] |  |  |  |  |

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