

# AUN-QA INDICATORS and CRITERION

Source: AUN-QA Handbook

AUN Member Universities



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## Introduction

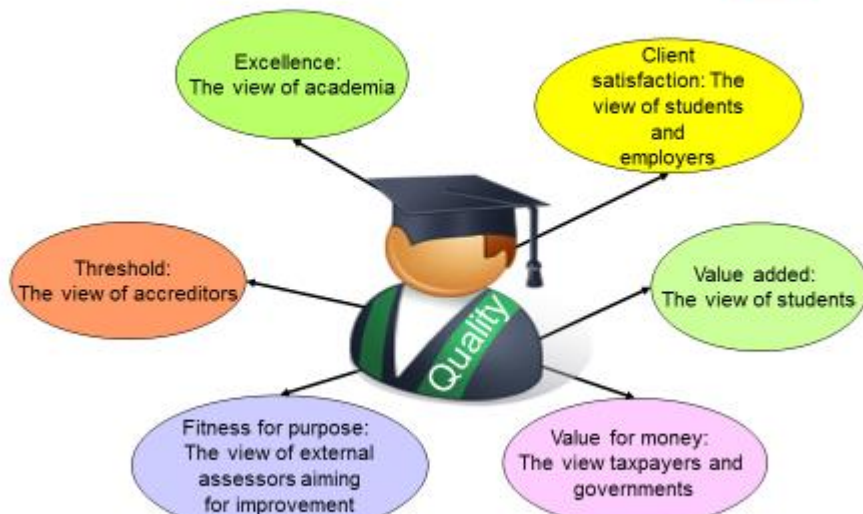
- Quality Assurance in Higher Education
- Evolution of AUN-QA



Introduction

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## Quality in Higher Education



Source: Green, D. What is Quality in Higher Education? Concepts, Policy and Practice 1994

## Quality in Higher Education

Quality in higher education is a multi-dimensional concept, which should embrace all its functions, and activities: teaching and academic programmes, research and scholarship, staffing, students, buildings, facilities, equipment, services to the community and the academic environment. Internal self-evaluation and external review, conducted openly by independent specialists, if possible with international expertise, are vital for enhancing quality.

Source: The World Declaration on Higher Education for the Twenty-First Century: Vision and Action (October 1998), Article 11, Quality Evaluation.

## What is Quality Assurance (QA)?



Quality assurance can be described as the systematic, structured and continuous attention to quality in terms of maintaining and improving quality.

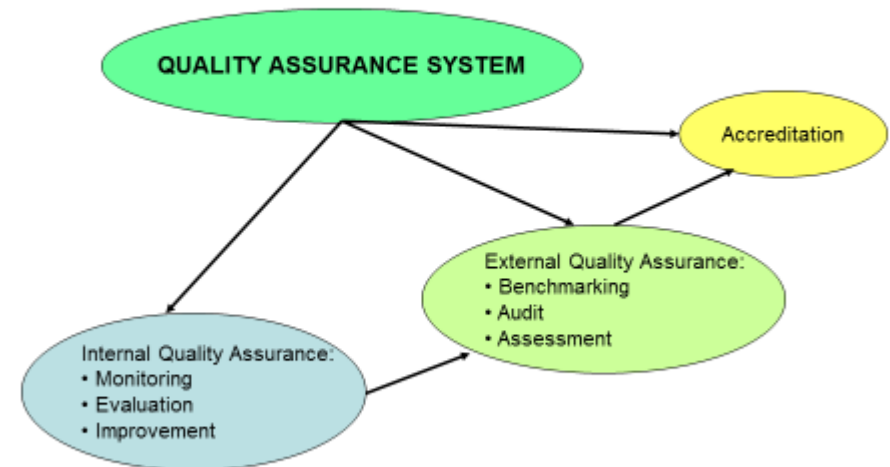
Source: AUN-QA Manual for the Implementation of the Guidelines, P20

Quality assurance in higher education can be defined as systematic management and assessment procedures to monitor performance of higher education institutions.

Source: The Regional Report of Asia and the Pacific (UNESCO, 2003b)



## QA Mechanisms



## Rationale for QA



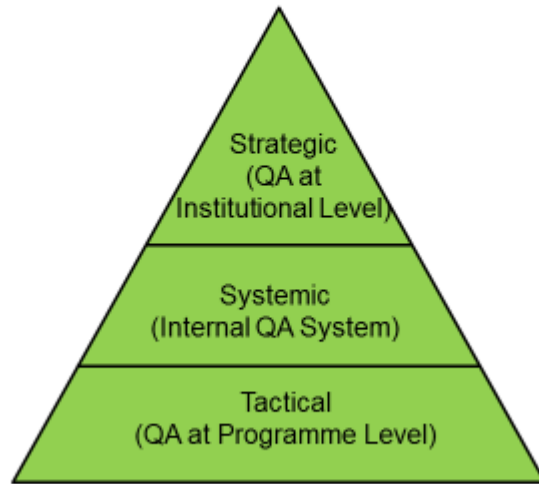
- Quality graduates
- Labour market expectations
- Internationalisation of profession and globalisation
- Consumer protection
- From elite university to Institute of mass higher education
- Pressure to meet society's needs
- Increasing importance of quality in higher education
- Student exchange and international cooperation



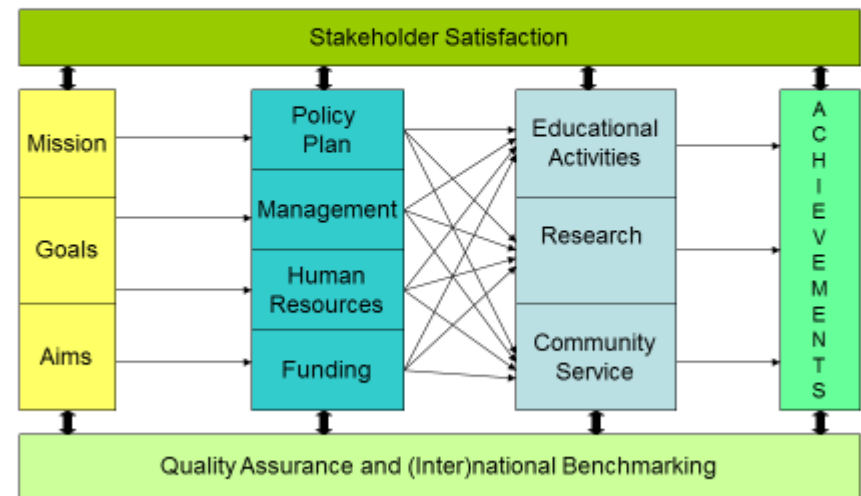
## Evolution of AUN-QA



- 1995 - Establishment of ASEAN University Network (AUN)
- 1998 - Establishment of AUN-QA Network
- 1999 - Establishment of AUN-QA Network Task Force
- 2000 - Establishment of the AUN-QA Centre for Chief Quality Officers (CQOs)
- 2001 - AUN-QA Common Policies, Criteria and Strategic Plan
- 2004 - Endorsement of "AUN-QA Guidelines"
- 2006 - Endorsement of the "Manual for the Implementation of the Guidelines"
- 2007 - Actual quality assessment at programme level
- 2008 - Training of new AUN-QA assessors
- 2011 - Guide to AUN Actual Quality Assessment at Programme Level
- 2011 - Guidelines for AUN Quality Assessment & Assessors
- 2011 - Training Course - ASEAN-QA



QA at Institutional Level



1. The Mission Statement

**Benchmark Criterion:**

- The university has a clearly formulated mission statement.
- The mission statement is publicly known.
- The mission statement is in line with the academic and social context.

**Checklist:**

**1. The Mission Statement**

- 1.1 The university has a clearly formulated mission statement
- 1.2 The mission statement is publicly known
- 1.3 The mission statement is in line with the academic and social context

1. The Mission Statement

**Diagnostic questions:**

- What is the university's vision for the academic training it gives?
- What is the university's vision for its research activities?
- What is the university's vision for its role in the society?
- Has the vision (= the long-term aims) been translated into a clearly formulated mission statement (= targets to be met in the short-term)?
- Has the mission statement been translated into achievable and operationalised goals and objectives?
- What is the specific profile of this university compared with other universities in the country in question?

## 2. The Policy Plan



### Benchmark Criterion:

- The university has a clear policy and strategic plan formulated in line with its mission statement.

### Checklist:

#### 2. The Policy Plan

2.1 The university has a clear policy and strategic plan formulated in line with the mission statement.

## 2. The Policy Plan



### Diagnostic questions:

- Does the university have a clear policy in line with its mission and vision?
- Has the policy been adequately translated into the strategic plan?
- Who was involved in formulating the policy and strategic plan?
- Are policy and strategic plan well known to all academic staff and students? Is there general agreement on this?
- Does the strategic plan reflect:
  - The types of programme you are offering?
  - The choice of research fields?
  - The priorities set?
  - The main activities of the university?

## 3. The Management



### Benchmark Criterion:

- The university has a clear management structure in which the decision-making process, competencies and responsibilities have been clearly fixed.

### Checklist:

#### 3. The Management

3.1 The university has a clear management structure in which the decision-making process, competencies and responsibilities have been clearly defined.

## 3. The Management



### Diagnostic questions:

- What kind of management structure does the university have: centralised and top down or decentralised and bottom up?
- Have the role and functions of the central management, faculty management and the staff been clearly described?
- Does the academic staff participate in the decision-making process on teaching and research?
- Do students participate in the decision-making process in relation to their education?
- Has the management structure of the university been endorsed by the academic community?
- Is the internal organisation structure fit for purpose?
- What management committees are in place? Are they working adequately?

## 4. Human Resources



### AUN-QA Criterion:

- The university develops and retains high-quality faculty members and supporting personnel by clearly defining their responsibility, and by evaluating their performance on a regular basis.
- The university develops the body of knowledge possessed by its faculty members and supporting personnel to keep paces with changes in each academic discipline.
- The university provides for:
  - establishment of a system to consider the ability, potential and need to enhance the knowledge possessed by its faculty and supporting staff in their conducting of activities that have a direct influence on the quality of teaching/learning. This should include the formulation of a concrete personnel development plan;
  - provision of training to develop the potential of faculty members and supporting personnel in accordance with the plan;
  - evaluation of the effectiveness of the provided training such as to ensure that its faculty members and supporting staff comprehend both the importance of and the relationship between the duties and activities that fall within their responsibility. This will affect the way the organization attains its quality goals.
  - compilation of records of education, experience, training, and other essential qualifications required of lecturers and supporting staff.

## 4. Human Resources



### AUN-QA Criterion:

- The university sets up a system of evaluation by committee to be conducted according to a set timetable at least twice a year prior to pay salary increments or promotions, or to the imposition of penalties.
- The university establishes an activity plan and evaluates activities to encourage students, faculty members and other personnel to be conscientious in their thought, speech, and behaviour, to be kind, compassionate and honest, to possess equanimity, to be circumspect, logically-minded and far-sighted, to be responsible and willing to make sacrifices for the good of society.
- The university enhances the professional ethics of its students, faculty members and other personnel

## 4. Human Resources



### Checklist:

#### 4. Human Resources

- 4.1. The university develops and retains high-quality academics and support staff by clearly defining their responsibility, and by evaluating their performance on a regular basis.
- 4.2. The university develops the body of knowledge possessed by its academics and support staff to keep paces with changes in each academic discipline.

## 4. Human Resources



### Checklist:

#### 4. Human Resources

4.3. The university:

- a) establishes a system to consider the ability, potential and need to enhance the knowledge possessed by its academics and support staff in conducting activities that have a direct influence on the quality of teaching-learning. This should include the formulation of a concrete staff development plan;
- b) provides training to develop the potential of academics and Support staff in accordance with this plan;
- c) evaluates the efficiency of the training provided to ensure that its academics and support staff comprehend both the importance of and the relationship between the duties and activities that fall within their responsibility. This will affect the way the organisation attains its quality goals.
- d) Compile records of education, experience, training, and other essential qualifications required of lecturers (academic staff) and support staff.

## 4. Human Resources



### Checklist:

#### 4. Human Resources

- 4.4 The university sets up a system of evaluation by committee to be conducted according to a set timetable at least twice a year prior to pay salary increments or promotions, or to the imposition of penalties.
- 4.5. The university establishes an activity plan and evaluates activities to encourage students, academics and other staff to be conscientious in thought, speech, and behaviour, to be kind, compassionate and honest, to possess equanimity, to be circumspect, logically-minded and far-sighted, to be responsible and willing to make sacrifices for the good of society.
- 4.6. The university enhances the professional ethics of its students, academics and other staff.

## 4. Human Resources



### Diagnostic questions:

1. How does the university select and appoint its academic staff?
2. Is an adequate staff appraisal system in place for use in evaluating performance and promotion?
3. How is staff performance evaluated?
4. What opportunities are given for staff/HR development and training?
5. How does the university evaluate the efficiency of its staff/HR development activities?
6. How does the university stimulate the ethics of its students, academics and other staff?

## 5. Funding



### Benchmark Criterion:

- The university has adequate funding to achieve its goals and aims.

### Checklist:

#### 5. Funding

- 5.1 The university has adequate funding to achieve the goals and aims.

## 5. Funding



### Diagnostic questions:

1. How is the university funded? (What percentage of the budget is public funding, student contributions, external funding?)
2. The sources of the financial resources and the conditions attached to the funding are stated transparently and do not restrict the university's decision-making autonomy in teaching and research?
3. Are the goals and aims realistic and achievable with the provided funding?

## 6. Educational Activities



### AUN-QA Criterion:

- Based on AUN-QA criteria on teaching/learning (see self-assessment at programme level)

### Checklist:

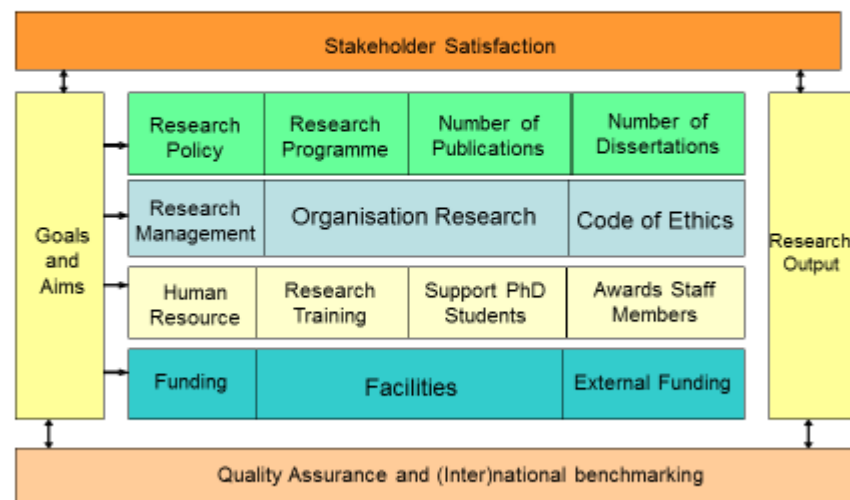
#### 6. Educational Activities

6.1 Use the outcomes of the self-assessment at programme level taking into account the aspects from Appendix 5 – checklist on quality of a programme.

### Diagnostic questions:

Refer to diagnostic questions in self-assessment at programme level

## 7. Research



## 7.1 Governance and Organisation



### AUN-QA Criterion:

- The university has established, implemented, and ensured uniform compliance with university-wide research policies to main the integrity of the university, protect the safety and welfare of employees and experimental subjects and ensure compliance with all other regulations governing the research process.
- The university has designed policies and guidelines as guiding principle to conduct research and development activities.
- The policies and guideline set out the obligations on all researchers to be aware of good conduct in research and comply with institutional and regulatory requirements.
- The university support scholarly, research and creative activities, which contribute to the mission of the university and ultimately provide intellectual, social and economic benefits to society.
- The university is committed to the highest professional standards of scholarly research and research ethics.
- The researchers have familiarised themselves with the contents of research policies and procedures. Misconduct in conducting or reporting research is considered to be a serious breach of academic responsibilities.

## 7.1 Governance and Organisation



### Diagnostic questions:

- Has a University Research Council been established? How does it work?
- Has a University Research Management Unit been established? What are its functions? Is it working?
- How does the university manage the research funding?

## 7.2 University Research Policy



### AUN-QA Criterion:

- The university has a clear research policy, setting the direction of research and deciding about research profile and research activities

### Diagnostic questions:

Does the university's research policy cover the above-mentioned topics?

## 7.3 The University Intellectual Property Rights Policy



### AUN-QA Criterion:

- The university has a clear policy, for the protection of creative efforts and especially for the protection of economic investment in creative efforts (Intellectual Property Right Policy).

### Diagnostic questions:

- Has the university formulated a policy to protect intellectual property rights?
- Does it function adequately or are there any problems?
- How does the university cope with the problems?

## 7.4 Code of Conduct for Research/ Code of Ethics for Research



### AUN-QA Criterion:

- The university has a clear code of conduct for research, including a code of ethics.

### Diagnostic questions:

- Has the university formulated a code of conduct and a code of ethics?
- Does the university have a Research Ethics Committee
- If no such committee is in place, how does the university cope with ethical questions?

## 7. Research



### Checklist:

#### 7. Research

- 7.1 The university establishes, implements and ensures uniform compliance with university-wide research policies to maintain the integrity of the university, protect the safety and welfare of staff and experimental subjects and to ensure compliance with all other regulations governing the research process.
- 7.2 The university has designed policies and guidelines as guiding principles to conduct research and development activities.
- 7.3 The policies and guidelines set out the obligations on all researchers to be aware of good conduct in research and to comply with institutional and regulatory requirements.
- 7.4 The university supports scholarly research and creative activities that contribute to the mission of the university and ultimately provide intellectual, social and economic benefits to society.



## 7. Research



### Checklist:

#### 7. Research

- 7.5 The university is committed to the highest professional standards of scholarly research and research ethics.
- 7.6 The researchers have familiarised themselves with the contents of research policies and procedures. Misconduct in conducting or reporting research is considered a serious breach of academic responsibilities.
- 7.7 The university has a clear research policy, setting the direction of research and deciding on the research profile and research activities.
- 7.8 The university has a clear code of conduct for research including a code of ethics.

## 8. The Contribution to Society and the Community



### Benchmark Criterion:

- The university has clear guidelines for consultancy and community service

### Checklist:

#### 8. The Contribution to Society and the Community

- 8.1 The university has clear guidelines on consultancy and on the contribution to society and community service

## 8. The Contribution to Society and the Community



### Diagnostic questions:

- What role does the university play in the local, national and international community
- What are the key activities, which of these lie outside normal teaching or research? How do they relate to the mission?
- What are the non-profit activities of the university?
- Is there a clear policy on consultancy and the contribution to society and the community?
- How is the income from consultancy regulated?

## 9. Achievements



### Benchmark Criterion:

- A university has the means and opportunity to check whether the achievements are in line with the expected outcomes.

### Checklist:

#### 9. Achievements

- 9.1 The university has the means and opportunities to check whether the achievements are in line with the expected outcomes.

## 9. Achievements



### Diagnostic questions:

- Are the achieved outcomes in line with the formulated goals and aims?
- How does the university check that it achieves what it wants to achieve?
- If the achievement is not satisfactory, what action does the university take?

## 10. Stakeholder Satisfaction



### Benchmark Criterion:

- A university has a structured method for obtaining feedback from the stakeholders.

### Checklist:

#### 10. Stakeholder Satisfaction

- 10.1 The university has a structural method for obtaining feedback from stakeholders.

## 10. Stakeholder Satisfaction



### Diagnostic questions:

- Is regular student evaluation carried out? How is it done? Is it adequate?
- What is done with the results of student evaluations?
- Does the university have an insight into the opinion and feedback of graduates when they are employed?
- Are the complaints or positive feedback received from alumni used to adapt the programmes?
- Are there any structured contacts with employers and the labour market for obtaining feedback?
- How do the employers appreciate graduates?
- Are there any specific complaints?
- Are specific strengths appreciated by employers?
- Does the university have any tools to obtain feedback from society?

## 11. Quality Assurance and (Inter)national Benchmarking



### Benchmark Criterion:

- A university has an efficient internal quality assurance system.

### Checklist:

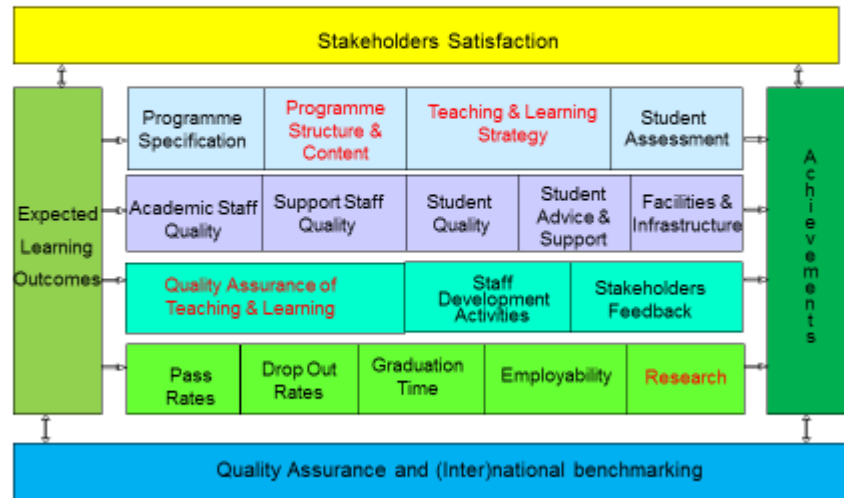
#### 11. Quality Assurance and (Inter)national Benchmarking

- 11.1 The university uses the outcomes of the self-assessment of the IQA system (see Appendix 4).

### Diagnostic questions:

Refer to diagnostic questions in self-assessment of the IQA System.

## QA at Programme Level (Revised)



Original Criteria	Sub-criterion	Revised Criteria	Sub-criterion
1. Goals and Objectives; Expected Learning Outcomes	4	1. Expected Learning Outcomes	4
2. Programme Specification	3	2. Programme Specification	3
3. Programme Content	4	3. Programme Structure and Content	7 (-1)
4. Programme Organisation	4		
5. Didactic Concept and Teaching/Learning Strategy	5	4. Teaching and Learning Strategy	4 (-1)
6. Student Assessment	8	5. Student Assessment	7 (-1)
7. Staff Quality	10	6. Academic Staff Quality	10
8. Quality of Support Staff	4	7. Support Staff Quality	4
9. Student Quality	4	8. Student Quality	3 (-1)
10. Student Advice and Support	5	9. Student Advice and Support	4 (-1)
11. Facilities and Infrastructure	5	10. Facilities and Infrastructure	5
12. Quality Assurance of Teaching/Learning Process	4	11. Quality Assurance of Teaching/Learning Process	7 (-2)
13. Student Evaluation	2		
14. Curriculum Design	3		
15. Staff Development Activities	2	12. Staff Development Activities	2
16. Feedback Stakeholders	2	13. Stakeholders Feedback	3 (+1)
17. Output	2	14. Output	4 (+2)
18. Stakeholders Satisfaction	1	15. Stakeholders Satisfaction	1
Total	72	Total	68 (-4P 11)

## Past Actual AUN-QA Quality Assessment



No.	Period	University	Programme
1 <sup>st</sup>	Dec 2007	University of Malaya	<ul style="list-style-type: none"> <li>Biomedical Engineering</li> <li>Computer-Aided Design /Manufacture Engineering</li> </ul>
2 <sup>nd</sup>	Aug 2008	De La Salle University	<ul style="list-style-type: none"> <li>Chemical Engineering</li> <li>Applied Economics</li> </ul>
3 <sup>rd</sup>	Dec 2008	Universitas Indonesia	<ul style="list-style-type: none"> <li>Civil Engineering</li> <li>Mechanical Engineering</li> </ul>
4 <sup>th</sup>	Dec 2008	Institut Teknologi Bandung	<ul style="list-style-type: none"> <li>Physics</li> <li>Pharmacy</li> </ul>
5 <sup>th</sup>	Oct 2009	Universitas Gadjah Mada	<ul style="list-style-type: none"> <li>Pharmaceutical Sciences</li> <li>Chemistry</li> <li>Medical Education</li> </ul>

## Past Actual AUN-QA Quality Assessment



No.	Period	University	Programme
6 <sup>th</sup>	Dec 2009	Vietnam National University - Hanoi	<ul style="list-style-type: none"> <li>Information Technology</li> </ul>
7 <sup>th</sup>	Dec 2009	Vietnam National University – Ho Chi Minh City	<ul style="list-style-type: none"> <li>Information Technology</li> <li>Computer Science &amp; Engineering</li> <li>Electronics &amp; Telecommunications</li> </ul>
8 <sup>th</sup>	Oct 2010	Universitas Indonesia	<ul style="list-style-type: none"> <li>Architecture</li> <li>Electrical Engineering</li> <li>Chemistry</li> <li>Metallurgy &amp; Material Engineering</li> </ul>
9 <sup>th</sup>	Nov 2010	De La Salle University	<ul style="list-style-type: none"> <li>Chemistry</li> <li>Psychology</li> <li>Literature</li> </ul>
10 <sup>th</sup>	Dec 2010	Vietnam National University - Hanoi	<ul style="list-style-type: none"> <li>Economics</li> </ul>
11 <sup>th</sup>	Jun 2011	Universitas Gadjah Mada	<ul style="list-style-type: none"> <li>Civil Engineering</li> <li>Geology Engineering</li> <li>Biology</li> </ul>

# 1. Expected Learning Outcomes



1. The curriculum is developed to promote learning, learning how to learn and to instill in students a commitment of lifelong learning (e.g. commitment to critical inquiry, development of study and information-processing skills, a willingness to experiment with new ideas and practices).
2. The curriculum offers to graduates the ability to do advanced studies, to develop their own personality, to have an academic attitude and to be competent in their field of study. The graduates should also have transferable skills, leadership skills, and should be oriented to the job market and be able to develop their careers (1.9).
3. The curriculum has clearly formulated learning outcomes, reflecting the relevant demands and needs of all stakeholders.(1.2)

1	Expected Learning Outcomes	1	2	3	4	5	6	7
1.1	The expected learning outcomes have been clearly formulated and translated into the programme (3)							
1.2	The programme promotes life-long learning (1)							
1.3	The expected learning outcomes cover both generic and specialised skills and knowledge (2)							
1.4	The expected learning outcomes clearly reflect the requirements of the stakeholders (3)							
	<b>Overall opinion</b>							

# 1. Expected Learning Outcomes

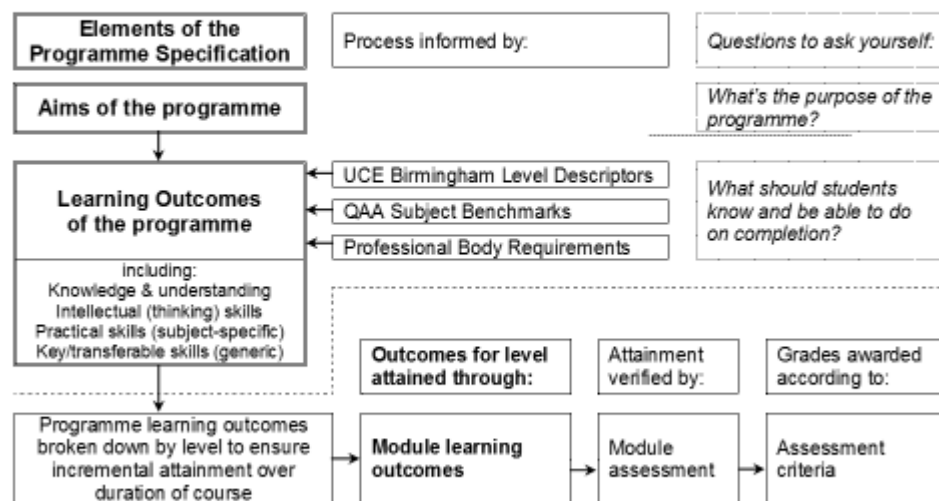


## Diagnostic questions:

- Why are we educating?
- What is the educational philosophy behind the programme?
- What are the expected learning outcomes?
- How are the programme learning outcomes formulated?
- Do the learning outcomes reflect the department's goals?
- Does the labour market set any specific requirements for graduates to meet?
- To what extent and how do we try to tune the programme to the labour market?
- Is there a well-defined job profile?
- How are the learning outcomes made known to staff and students?
- To what extent do we think that the learning outcomes have been achieved?
- Do we review the learning outcomes?
- How are the learning outcomes translated into the concrete requirements of the graduate (i.e. knowledge, skills and attitudes; and professional ethics)?

# 1. Expected Learning Outcomes

## Guide to writing learning outcomes



# 2. Programme Specification



1. Universities are recommended to publish, for each programme they offer, a programme specification which identifies potential stopping off points and gives the intended outcomes of the programme in terms of:
  - The knowledge and understanding that the students will have upon completion
  - Key skills: communication, numeracy, the use of information technology and learning how to learn
  - Cognitive skills, such as an understanding of methodologies or ability in critical analysis
  - Subject specific skills, such as laboratory skills, clinical skills, etc.(1.10)
2. Programme specification is a concise description of the intended outcomes of learning from a higher education programme, and the means by which these outcomes can be achieved and demonstrated.(1.11)
3. Programme specification makes explicit the intended outcomes in terms of knowledge, skills and attitudes. They should help students to understand the teaching and learning method that enables the outcome to be achieved; the assessment method that enable achievement to be demonstrated; and the relationship of the programme and its study elements to the qualification frameworks in each member country and to any subsequent professional qualification or career path.(1.1)

## 2. Programme Specification

2	Programme Specification	1	2	3	4	5	6	7
2.1	The university uses programme specification (1)							
2.2	The programme specification shows the expected learning outcomes and how these can be achieved (1,2,3)							
2.3	The programme specification is informative, communicated, and made available to the stakeholders (1,3)							
	<b>Overall opinion</b>							

## 2. Programme Specification

The following information should be included in the programme specification:

- Awarding body/institution
- Teaching institution (if different)
- Details of the accreditation by a professional or statutory body
- Name of the final award
- Programme title
- Learning outcomes of the programme
- Admission criteria or requirements to the programme
- Relevant subject benchmark statements and other external and internal reference points used to provide information on programme outcomes
- Programme outcomes such as knowledge, skills and attitudes
- Teaching, learning and assessment strategies to enable outcomes to be achieved and demonstrated
- Programme structure and requirements including levels, modules, credits, etc.
- Date on which the programme specification was written or revised

## 2. Programme Specifications

### Diagnostic questions:

- Are the learning outcomes translated into the programme and its courses or modules?
- Does the university have a programme specification as formulated by the AUN-QA?
- Is the programme specification published and made available or known to stakeholders?
- What is the process for reviewing the programme specification?

## 3. Programme Structure & Content

1. The curriculum shows a balance between specialised contents, general knowledge and skills. The curriculum is designed to meet the needs of the stakeholders. (1.3)
2. The curriculum takes into account and reflects the vision, mission, aims and objectives of the institution. The vision, mission, aims and objectives are explicit and are known to staff and students. (1.1)
3. The curriculum shows the expected competences of the graduate. Each course should clearly be designed to show the expected outcomes of the course competencies. To obtain this, a curriculum map should be constructed. (1.5)
4. The curriculum is designed so that the subject matter is integrated and strengthens other courses in the curriculum (1.4)
5. The curriculum is structured to show range, depth, coherence and organisation of the courses (1.6)
6. The curriculum structure shows clearly the basic courses, the intermediate courses, the specialised courses and the final project, thesis or dissertation (1.7)

### 3. Programme Structure & Content



3	Programme Structure and Content	1	2	3	4	5	6	7
3.1	The programme content shows a good balance between generic and specialised skills and knowledge (1)							
3.2	The programme reflects the vision and mission of the university (2)							
3.3	The contribution made by each course to achieving the learning outcomes is clear (3)							
3.4	The programme is coherent and all subjects and courses have been integrated (4)							
3.5	The programme shows breadth and depth (5)							
3.6	The programme clearly shows the basic courses, intermediate courses, specialised courses and the final project, thesis or dissertation (6)							
3.7	The programme content is up-to-date (1)							
	<b>Overall opinion</b>							

### 3. Programme Structure & Content



#### Diagnostic questions:

- Do the contents reflect the mission and vision of the university?
- Do the contents of the undergraduate programme reflect the expected outcomes and can they be considered capable of achieving the expected outcomes?
- Are the courses in the programme clearly related? Is the programme coherent?
- Has a proper balance been struck between specific and general courses?
- Is the programme content up-to-date?
- Why was this programme structure chosen?
- Has the educational programme been changed structurally over recent years? If so, why?
- Do the courses demonstrate growing complexity over the years?
- Were any requirements specified on the internal coherence of the courses? Who set these requirements?
- Does the first year of the programme provide sufficient insight into the remaining parts of the programme?
- Is the connection between basic programme and specialisation correct?
- Is the organisation of the various specialised courses satisfactory?
- Is the relation between basic courses, intermediate courses and specialised courses in the compulsory programme and the optional sections satisfactory?
- Are bottlenecks experienced within the programme?
- What organisational form does the university use (term, semester, modular, problem oriented)? What do those involved think of this?

### 3. Programme Structure & Content

#### Skills Matrix or Curriculum Map



		BA BUSINESS ECONOMICS															
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
<b>A. Knowledge and Understanding</b>																	
01	Demonstrate knowledge of economic principles	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
02	Demonstrate knowledge of Business Analysis	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
03	Describe standard mathematical and statistical techniques and business analysis	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
04	Explain economic models and apply them appropriately	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
05	Apply quantitative economic analysis	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
06	Critically analyse economic arguments and relate them to business issues	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
07	Produce clear and concise economic arguments and models	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
08	Produce clear and concise quantitative economic analysis and models	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
09	Write an extended original research report	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
10	Critically appraise relevant economic research	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
11	Critically appraise the results from quantitative economic and business analysis	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
<b>B. Transferable Skills</b>																	
01	Research and present economic arguments in analysis models	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
02	Produce clear visual aids to accompany an oral presentation	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
03	Produce clearly written material with appropriate use of evidence	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
04	Use word processing in preparation of written work	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
05	Use the internet to access appropriate information	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
06	Use spreadsheets for data analysis and presentation	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
07	Use appropriate packages for statistical analysis	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
08	Apply general, contextual, mathematical and statistical skills	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
09	Demonstrate team team working skills	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
10	Demonstrate problem formulation and solution	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
11	Find and use appropriate information from a variety of sources	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
12	Collect and apply new ideas and concepts	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
13	Combine new knowledge and techniques with prior understanding	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
14	Demonstrate and produce independent work	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
15	Use a variety of sources of knowledge appropriately	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
16	Students following the Year in Enterprise programme demonstrate ability to learn in a different cultural environment	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X

PS Module outline for EC2002 is not yet provided. Contact Sarah Lence

Examples: Refer to Sample Programme Specification from University of Leicester and Universiti Teknologi Malaysia

### 4. Teaching & Learning Strategy



1. Staff are encouraged to employ action learning. Action learning is a continuous process of learning and reflection, supported by peers, with the intention of achieving quality student learning. Through action learning, university teachers learn with and from each other by working on real problems and reflecting on their own experiences. A programme of facilitated action learning is aimed at the improvement of student learning and the environment in which it occurs. (2.14)
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. Hence, the conception of teaching is the facilitation of learning. (4.1)
3. It is the students who achieve the aims of higher education. Quality learning is 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. (4.2)
4. Quality learning embraces the principles of adult learning. Adults learn best in a relaxed, supportive, cooperative and informal learning environment. Deep learning is likely to take place in environments which foster collaborative learning. (4.3)
5. In promoting responsibility in learning, teachers should:
  - a. create a teaching-learning environment that enables individuals to participate responsibly in the learning process
  - 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 (4.9)
6. In engaging with feelings and values as well as intellectual development, teachers provide learning opportunities and encounters which involve the whole person, feelings as well as intellect (4.10)

## 4. Teaching & Learning Strategy



4	Teaching and Learning Strategy	1	2	3	4	5	6	7
4.1	The faculty or department has a clear teaching and learning strategy (5)							
4.2	The teaching and learning strategy enables students to acquire and use knowledge academically (2, 6)							
4.3	The teaching and learning strategy is student oriented and stimulates quality learning (3, 4)							
4.4	The teaching and learning strategy stimulates action learning and facilitates learning to learn (1)							
	<b>Overall opinion</b>							

## 4. Teaching & Learning Strategy



### Diagnostic questions:

- Is there an explicit teaching and learning strategy shared by all staff members? Is this adequate?
- Is diversity of learning environment promoted including exchange programme?
- Is the instruction/teaching provided by other departments satisfactory?
- Are the instructional methods used (organisation of self-instruction for the students, size of classes, organisation of seminars, practical courses/internships, etc.) satisfactory?
- How is technology used in the instruction?
- How is the teaching and learning strategy evaluated? Do the chosen methods fit into the learning outcomes of the courses? Is there sufficient variety in the methods?
- Are there any circumstances that prevent these desired instructional methods from being used (number of students, material infrastructure, lecturer skills)?

## 4. Teaching & Learning Strategy



### Diagnostic questions:

- If research is a core activity for the university:
- When do students come into contact with research for the first time?
- How is the interrelationship between education and research expressed in the programme?
- How are the research findings included in the programme?
- The practical training of students (trainees) is a specific aspect in the teaching and learning strategy. Describe the practical training in the programme:
- Is practical training a compulsory part?
- What is the size of practical training credit points?
- Have any criteria been formulated for the practical training to comply with?
- Preparation of practical training in the programme (concerning content, method and skills).
- Is the level of the practical training satisfactory?
- Are there any bottlenecks in the practical training? If so, what causes them?
- How are students coached?
- How is the assessment done?

## 5. Student Assessment



1. *Assessment covers:*
  - New student entrance by means of input competency
  - Student's study progress by means of matrix/map/portfolio of the competency and outcome-based curriculum
  - Final/ Exit test of the graduates by means of Graduate Competency Checklist or comprehensive and integrated assessment
2. *In line with principle of adult learning, adults prefer to be assessed by criterion-referenced methods and by a combination of peer, self- and teacher assessment.(3.1)*
3. *In fostering open, flexible, reflective and outcome-based assessment, the teachers should provide a variety of assessment methods of students' learning, through self, peer and teacher assessment where the criteria are made explicit following negotiation with the course members. The assessment strategies adopted should be congruent with clearly defined learning outcomes.(3.2)*
4. *Assessment methods correspond to all the aims and aspects of the curriculum as taught (3.3)*
5. *A range of assessment methods is used in a planned manner to serve diagnostic, formative, and summative purposes. (3.4)*
6. *The scope and weighting of assessment schemes are clear and known to all concerned. (3.5)*
7. *Standards applied in assessment schemes are explicit and consistent across the curriculum. (3.6)*
8. *Procedures are regularly applied to ensure that, as far as possible, assessment schemes are valid, reliable and fairly administered. (3.7)*
9. *Students have ready access to reasonable appeal procedures.(3.9)*
10. *The reliability and validity of assessment methods should be documented and regularly evaluated and new assessment methods are developed and tested.(3.10)*

## 5. Student Assessment



5	Student Assessment	1	2	3	4	5	6	7
5.1	Student assessment covers student entrance, student progress and exit tests (1)							
5.2	The assessment is criterion-referenced (2)							
5.3	Student assessment uses a variety of methods (3, 5)							
5.4	Student assessment reflects the expected learning outcomes and the content of the programme (3)							
5.5	The criteria for assessment are explicit and well-known (3,6)							
5.6	The assessment methods cover the objectives of the curriculum (4)							
5.7	The standards applied in the assessment are explicit and consistent (7, 8, 9, 10)							
<b>Overall opinion</b>								

## 5. Student Assessment



### Diagnostic questions:

- Is entry assessment done on new students?
- Is exit assessment done on departing (graduating) students?
- To what extent do the assessment and examinations cover the content of the courses and programme? To what extent do the assessment and examinations cover the objectives of the courses and of the programme as a whole?
- Is the assessment criterion-referenced (i.e. a specified set of criteria)?
- Is a variety of assessment methods used? What are they?
- Are the pass/fail criteria clear?
- Are the assessment/examination regulations clear?
- Are the procedures clear? Are they well known? Well followed?
- Are any safeguards in place to ensure objectivity?
- Are the students satisfied with the procedures? What about complaints from students?
- Do clear rules exist for re-assessment and are students satisfied with these?

## 5. Student Assessment



### Diagnostic questions:

A special form of student assessment is the final project (essay, thesis or assignment). This requires students to demonstrate their knowledge and skills and their ability to manipulate the knowledge in a new situation.

- Do clear regulations exist for the final project?
- Have criteria been formulated that the final project has to comply with?
- What does the preparation for producing the final project in the programme involve (in terms of content, methods, and skills)?
- Is the level of the final project satisfactory?
- Do any bottlenecks exist for producing final project? If so, why?
- How are students being coached?

## 6. Academic Staff Quality



1. *Competent university teaching staff are able to:*
  - design and deliver a coherent teaching and learning programme
  - apply a range of teaching and learning methods and select methods most appropriate to desired learning outcomes
  - develop and use a variety of instructional media
  - employ a range of techniques to assess students' work and match these to intended learning outcomes
  - monitor and evaluate their own teaching performance and evaluate programmes they deliver
  - reflect upon their own teaching practices
  - identify needs and develop plans for continual development. (2.13)
2. *The teaching staff establishment or staffing is sufficient to deliver the curriculum and suitable in terms of the mix of qualifications, experience, aptitudes, age, etc. (2.1)*
3. *Recruitment and promotion of academic staff are based on merit system, which includes teaching, research and service. (2.3)*
4. *Roles and relationship of staff members are well defined and understood (2.4)*
5. *Duties allocated are appropriate to qualifications, experience, and aptitude. (2.5)*
6. *Time management and incentive system are directed to support quality of teaching and learning. (2.6)*
7. *All staff is accountable to the Owner of the University (e.g. the Government, Board of Trustees, or the Foundation) through the Rector, President or Vice-Chancellor and to the stakeholders, taking into account their academic freedom and professional ethics. (2.9)*
8. *There are provisions for review, consultation, and redeployment. (2.10)*
9. *Termination, retirement and social benefits are planned and well implemented. (2.11)*
10. *There is a well-planned staff appraisal based on fair and objective measures in the spirit of enhancement which are carried out regularly (2.12)*



## 6. Academic Staff Quality



6	Academic Staff Quality	1	2	3	4	5	6	7
6.1	The staff are competent for their tasks (1)							
6.2	The staff are sufficient to deliver the curriculum adequately (2)							
6.3	Recruitment and promotion are based on academic merits (3)							
6.4	The roles and relationship of staff members are well defined and understood (4)							
6.5	Duties allocated are appropriate to qualifications, experience and skills (5)							
6.6	Staff workload and incentive systems are designed to support the quality of teaching and learning (6)							
6.7	Accountability of the staff members is well regulated (7)							
6.8	There are provisions for review, consultation and redeployment (8)							
6.9	Termination and retirement are planned and well implemented (9)							
6.10	There is an efficient appraisal system (10)							
	<b>Overall opinion</b>							

## 6. Academic Staff Quality



### Size of the staff and their qualifications

Category	M	F	Total		Percentage of PhDs
			People	FTEs*	
Professors					
Associate/ Assistant Professors					
Full time lecturers					
Part time lecturers					
Visiting professors/ lecturers					
Total					

\* FTE stands for Full-Time Equivalent. This is a unit to calculate the investment of time. 1 FTE is equal to about 40 hours per week (full-time employment). A staff member with a weekly appointment of 8 hours is 0.2 FTE.

## 6. Academic Staff Quality



Staff/student ratio and staff/graduate ratio  
(please specify the year)

Total FTE of teaching staff*	Number of students	Number of graduates	Number of students per FTE of teaching staff	Number of graduates per FTE of teaching staff

\* Realistic estimate of the number of FTEs of teaching staff. The number of students enrolled in the programme at the beginning of the academic year. If this number is not considered to be representative, please specify what it should be.

## 6. Academic Staff Quality



### Diagnostic questions:

- Are the staff competent and qualified for their job?
- Are the competencies and expertise of the staff adequate for delivering this programme?
- Are there any problems with the human resources? Age structure? Vacancies difficult to fill? How many Master's and PhD degree holders are there among the staff? What difficulties are there in attracting qualified staff?
- What policy is pursued with regard to the employment of staff, both in teaching and research?
- Is conscious effort made to involve professors in mentoring and/or training junior/new academic staff?
- Is a policy in place with regard to the involvement in seminars, supervision of final papers, practical courses and/or practical training internships?
- What about teaching loads? The staff/student ratio? The staff/graduate ratio?
- How many contact hours service-instruction are given in other programmes and departments?
- What is the accountability of staff to their roles, responsibilities and professional ethics?

## 6. Academic Staff Quality

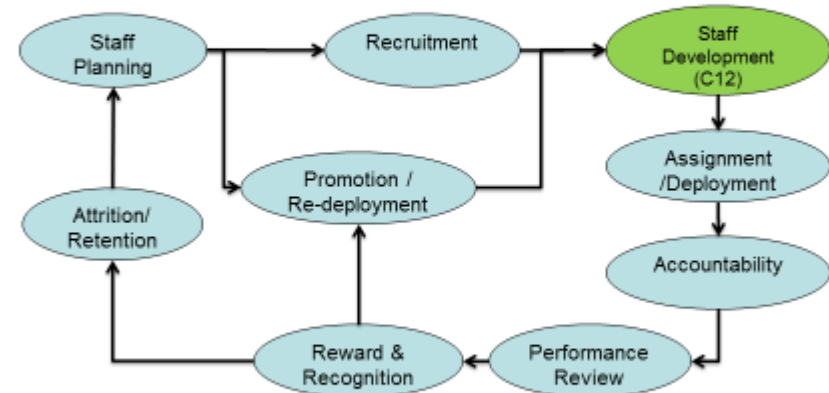


### Diagnostic questions:

#### Staff management

- Does the department have a clearly formulated staff management structure?
- Is staff recruitment based on experience in teaching and research?
- Is there a system of staff appraisal?
- What role do teaching qualifications and teaching activities play in the career of the staff members?
- How does the department think of its HR policy so far?
- What future developments are there?
- How are teachers prepared for the teaching task?
- Is the teaching delivered by the staff supervised and assessed?

## 6. Academic Staff Quality



## 7. Support Staff Quality



*There is adequate support in term of staffing at the libraries, laboratories, administration and student services. (2.2)*

7	Support Staff Quality	1	2	3	4	5	6	7
7.1	The library staff are competent and adequate in providing a satisfactory level of service							
7.2	The laboratory staff are competent and adequate in providing a satisfactory level of service							
7.3	The computer facility staff are competent and adequate in providing a satisfactory level of service							
7.4	The student services staff are competent and adequate in providing a satisfactory level of service							
	<b>Overall opinion</b>							

## 7. Support Staff Quality



### Diagnostic questions:

- Are the support staff for the library competent and sufficient?
- Are the support staff for the laboratories competent and sufficient?
- Are the support staff for the computer facilities competent and sufficient?
- Are the support staff for the administration competent and sufficient?
- What is the ratio of academic staff to support staff? Is the support staff competent and sufficient in giving services to staff and students?

## 8. Student Quality



*There is a clear student intake policy and the admission criteria to the programme are formulated and reviewed periodically.*

8	Student Quality	1	2	3	4	5	6	7
8.1	There is a clear student intake policy							
8.2	The student admission process is adequate							
8.3	The actual study load is in line with the prescribed load							
	<b>Overall opinion</b>							

## 8. Student Quality



**Give a summary of the intake of first year students**

Academic year	Full-time			Part-time		
	M	F	Total	M	F	Total

**Give a summary of the total number of students enrolled in the programme (last 5 academic years)**

Academic year	Full-time			Part-time		
	M	F	Total	M	F	Total

## 8. Student Quality



### Diagnostic questions:

- How do you analyse the development of the student intake: Reasons to worry? Causes of problems? Prospects for the future?
- Are students selected?
- If so, how are they selected? What are the requirements?
- What policy is pursued with regard to the intake of students? Does it aim to increase the intake or to stabilise it? Why?
- What measures are taken to affect the quality and the size of the intake?
- What effect do these measures have?
- How does the programme take into account the level of achievement of entering students? How are the programme and secondary education linked?

## 8. Student Quality



### Diagnostic questions:

Student study load and performance

- Does the department have a credit points system? How are credits calculated?
- Does the programme's actual study load correspond with the prescribed study load?
- Is the study load divided equally over and within the academic years?
- What measures are taken in the field of programme development and/or student advice when parts of the programme deviate from the prescribed study load (too difficult/heavy or too easy)? Are these measures effective?
- Can an average student complete the programme in the planned time?
- What are the indicators used to monitor student progress and performance?

## 9. Student Advice and Support

1. Student progress is systematically recorded and monitored, feedback to students and corrective actions are made where necessary.( 3.8)
2. In establishing a learning environment to support the achievement of quality student learning, teachers do all in their power to provide not only a physical and material environment which is supportive of learning and which is appropriate for the activities involved, but also a social or psychological one (5.1).

9	Student Advice and Support	1	2	3	4	5	6	7
9.1	There is an adequate student progress monitoring system (1)							
9.2	Students get adequate academic advice, support and feedback on their performance (1)							
9.3	Mentoring for students is adequate (1)							
9.4	The physical, social and psychological environment for the student is satisfactory (2)							
	<b>Overall opinion</b>							

## 9. Student Advice and Support

### Diagnostic questions:

- Does the department have a monitoring system for:
  - recording study progress
  - following graduates (for example, tracer surveys)
- How is the data of the monitoring system used?
- What role do staff members play in informing and coaching students?
- What role do they play in integrating students into the department?
- How is the information to potential students organised? Is sufficient attention paid to requirements of their educational background? Does the future student get a good impression of the education offered? Is the information evaluated? If so, what happens with the results?
- How are students informed about study facilities? How is the information provided with regard to the programme?
- Is student progress recorded? Does the recording lead to problems being pointed out in time? When is the first contact made with problematic cases? Does this result in remedial and/or preventive actions being introduced for the individual student or programme development?
- Is special attention paid to the coaching of first year students? If so, how does it work?
- Is attention paid to study progress?

## 9. Student Advice and Support

### Diagnostic questions:

- Are specific facilities available to provide study skills for students with problems? Are these available within the department, the faculty or centrally? How is information on these matters organised?
- Is separate attention paid to coaching of advanced students?
- Is assistance given in completing the final project? Where can students who get stuck with their practical training or final project get help?
- How are students advised on problems concerning course options, change of options, interruption or termination of studies?
- Is information provided on career prospects? Do students have the opportunity to familiarise themselves with the labour market by means of practical training, application courses and the like?
- If students wish to extend their course of study, are the reasons examined? If yes, what are usually the findings and what measures do they result in?
- To what extent do the structure and organisation of the programme contribute to students taking on an active study approach?
- To what extent does the programme challenge students to make a satisfactory investment in their studies/programme?
- Are you satisfied with the tools available to improve study progress?

## 9. Student Advice and Support



## 10. Facilities and Infrastructure



1. The physical resources to deliver the curriculum, including equipment, materials and information technology are sufficient (6.1)
2. Equipment is up-to-date, readily available and effectively deployed (6.2)
3. Learning resources are selected, filtered, and synchronized with the objectives of the study programme (6.4)
4. A digital library is set up in keeping with progress in information and communication technology (6.5)
5. Information technology systems are set up or upgraded (6.7)
6. University computer centres provide continuously a highly accessible computer and network infrastructure that enables the campus community to fully exploit information technology for teaching, research and development, services and administration. (6.8)
7. Environmental Health and Safety Standards meet the local requirements in all aspects (5.2)

## 10. Facilities and Infrastructure



10	Facilities and Infrastructure	1	2	3	4	5	6	7
10.1	The lecture facilities (lecture halls, small course rooms) are adequate (1)							
10.2	The library is adequate and up-to-date (3, 4)							
10.3	The laboratories are adequate and up-to-date (1, 2)							
10.4	The computer facilities are adequate and up-to-date (1, 5, 6)							
10.5	Environmental health and safety standards meet requirements in all aspects (7)							
	<b>Overall opinion</b>							

## 11. Facilities and Infrastructure



### Diagnostic questions:

#### Teaching rooms

- Are enough lecture-halls, seminar rooms, laboratories, reading rooms, and computer rooms available? Do these meet the relevant requirements?
- Is the library sufficiently equipped for education?
- Is the library within easy reach (location, opening hours)?
- Do you have sufficient laboratory facilities? Including support staff?
- Do the laboratories meet the relevant requirements?

#### Teaching aids and tools

- Are sufficient audio-visual aids available?
- Are there enough computers? Appropriate and enough computer programmes (computer-aided education, maths programmes, design programmes, etc)?
- To what extent do the facilities/infrastructure promote or obstruct delivery of the programme?
- Is the total budget for aids and tools sufficient?

## 11. Quality Assurance of Teaching & Learning Process



1. The curriculum is developed as a group to ensure the representation from the faculty Quality Committee, the faculty Teaching and Learning Committee, the programme team, students and stakeholders from industry, government and professional organisations (page 22 Introduction)
2. The curriculum is periodically reviewed and evaluated as to its effectiveness. Adjustments are made after reasonable time periods.(1,8)
3. A prime condition for constantly improving teaching and learning is a planned and regular process of evaluation. In this regard, teachers should foster a climate which values student involvement in the evaluation of teaching and the assessment of learning outcomes (end of page 30).

## 11. Quality Assurance of Teaching & Learning Process



11	Quality Assurance of Teaching and Learning Process	1	2	3	4	5	6	7
11.1	The curriculum is developed by all teaching staff members (1)							
11.2	The curriculum development involves students (1)							
11.3	The curriculum development involves the labour market (1)							
11.4	The curriculum is regularly evaluated at reasonable time periods (2)							
11.5	Courses and curriculum are subject to structured student evaluation (3)							
11.6	Feedback from various stakeholders is used for improvement (3)							
11.7	The teaching and learning process, assessment schemes, the assessment methods and the assessment itself are always subject to quality assurance and continuous improvement (3)							
	<b>Overall opinion</b>							

## 11. Quality Assurance of Teaching & Learning Process



### Diagnostic questions: Curriculum design

- Who is responsible for designing of the curriculum?
- How are academic staff and students involved in the curriculum design?
- What are the roles of the stakeholders in the design and review of the curriculum?
- How do curriculum innovations come about? Who takes the initiative? On the basis of what signals?
- Who is responsible for implementation?
- When designing curricula, is there any benchmarking with other institutions?
- In which international networks does the department participate?
- With which institution abroad does exchange take place?
- Has the programme been recognised abroad?

## 11. Quality Assurance of Teaching & Learning Process



### Diagnostic questions: Curriculum design

- Briefly outline how the department tries to guarantee quality. Is a structured quality assurance in place? If so, please describe it and how it works?
- Which boards and/or committees are involved in internal quality assurance?
- Is there a curriculum committee? What is its role?
- Is there an examination committee? What is its role? Does it work?
- Are the functions and responsibilities of the committees and administrators clear to everyone? Are there any problems with the division of responsibilities?

## 11. Quality Assurance of Teaching & Learning Process



### Diagnostic questions: Course and curriculum evaluation

- How is the programme (curriculum) evaluated? At course level? At curriculum level?
- Is the evaluation done systematically?
- How are the students involved in evaluating the education and training?
- How and to whom the results are made known?
- Is anything done with the results? How this is made transparent?

### Student evaluation

- Does the university use student evaluations in a structured manner?
- Who is responsible for the evaluations?
- What is done with the outcome of the evaluations? Are there any examples of this contributing to improvements?
- What input do the students give to those who are in the committees involved in the internal quality assurance process?

## 11. Quality Assurance of Teaching & Learning Process



## 12. Staff Development Activities

1. Training and development needs for academic and support staff are systematically identified, in relation to individual aspirations, the curriculum and institutional requirements. (2.7)
2. Academic and support staff undertake appropriate staff development programmes related to the identified needs (2.8)

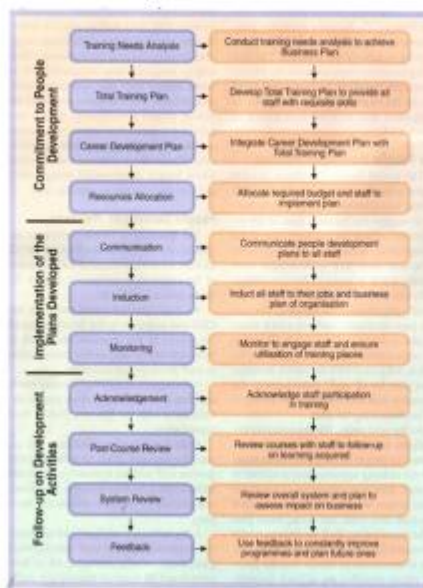
12	Staff Development Activities	1	2	3	4	5	6	7
12.1	There is a clear plan on the needs for training and development of both academic and support staff (1)							
12.2	The training and development activities for both academic and support staff are adequate to the identified needs (2)							
	<b>Overall opinion</b>							

## 12. Staff Development Activities

### Diagnostic questions:

- Who is responsible for both academic and support staff training and development activities?
- What are the training and development process and plan? How are training needs identified?
- Does the training and development plan reflect the university and faculty mission and objectives?
- Is there a system to develop strategic and technical competencies of support staff?
- What are the training hours and number of training places for academic and support staff per year?
- What percentage of payroll or budget is allocated for training of academic and support staff?

## 12. Staff Development Activities



## 13. Feedback Stakeholders

1. Universities are encouraged to have a built-in regular curriculum evaluation and course appraisal, involving all stakeholders (decision makers, employers, students, alumni, etc). (1.15)

13	Stakeholders Feedback	1	2	3	4	5	6	7
13.1	There is adequate structured feedback from the labour market							
13.2	There is adequate structured feedback from the students and alumni							
13.3	There is adequate structured feedback from the staff							
<b>Overall opinion</b>								

## 13. Feedback Stakeholders

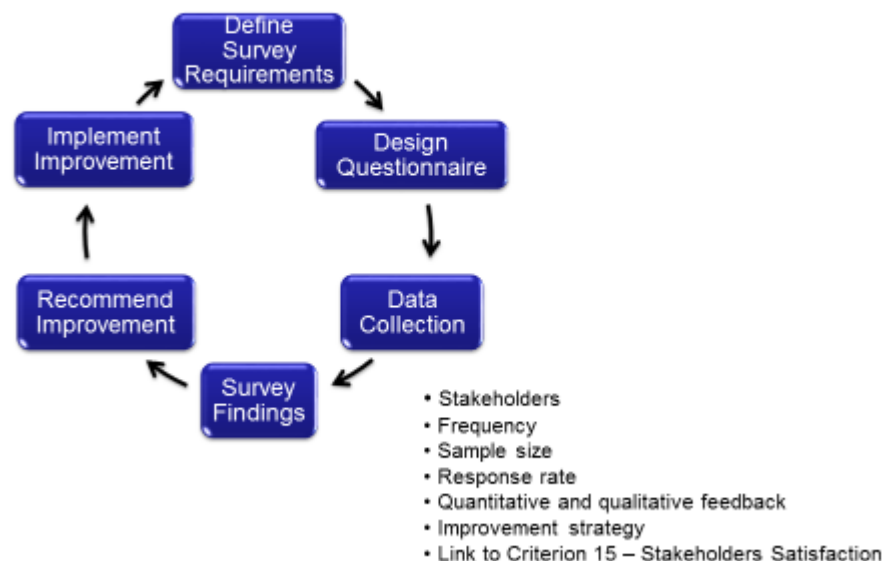
### Diagnostic questions:

- Does the university have an efficient monitoring system, including:
  - structured feedback from the labour market
  - structured feedback from staff
  - structured feedback from the students
  - structured feedback from the alumni

### Contact with graduates

- Does the department maintain contact with its graduates after graduation? Is there an association of graduates/alumni?
- What do graduates think about the programme?
- Is information from graduates used (feedback about their programme, information about developments in the labour market) to adjust the programme, if necessary?

## 13. Feedback Stakeholders



## 14. Output

The quality of the graduates should achieve the expected learning outcomes and the needs of the stakeholders. Research activities carried out by academic staff and students should meet the requirements of the stakeholders.

14	Output	1	2	3	4	5	6	7
14.1	The pass rate is satisfactory and dropout rate is of acceptable level							
14.2	Average time to graduate is satisfactory							
14.3	Employability of graduates is satisfactory							
14.4	The level of research activities by academic staff and students is satisfactory							
<b>Overall opinion</b>								



## 14. Output



### Pass rate and dropout rate

Academic year	Size cohort *	% first degree after			% dropout after			
		3 year	4 years	>4years	1 years	2 years	3 years	>3 years
			**			**		

Provide information on the pass rate and dropout rates of the various years (last 8 – 10 cohorts)

#### Diagnostic questions

- Does the university have an efficient monitoring system including:
  - a system to follow student progress?
  - a system to register pass rates and dropout rates?
- What does the department think of the pass rate? If not satisfactory, what measures have been taken to improve the pass rate?
- Have any fluctuations in the success rate been seen over the last five years?
- How high is the dropout rate? Are there explanations for the dropout rate?
- Does the department know where the dropout students are going?

## 14. Output



### Diagnostic questions:

Achieved outcomes (graduates)

- Is the average standard of the graduate satisfactory?
- Do the achieved standards match the expected standards?
- Do graduates get jobs easily? Are the jobs that the graduates get in accordance with the level of graduation?
- Have any changes been signalled in the labour market prospects of graduates over the last few years? What are the prospects?

## 14. Output



### Diagnostic questions:

#### Average time to graduation

- Indicate the average number of years a student spends on a programme. If necessary, categorise the students in groups.
- What does the department think of the average time to graduate?
- What measures have been taken to promote graduation and to shorten the average time to graduate?
- What effect do these measures have?

#### Graduate Employability

- What percentage of graduates found a job within six months of graduation over the past five years? What percentage of graduates found a job within a year?
- What percentage of graduates are still unemployed 2 years after graduation?

## 14. Output



### Diagnostic questions:

#### Research

- What types of research activities are carried out by academic staff and students? Are these activities aligned to the vision and mission of the university and faculty?
- What is the level of research funding and how it is utilised?
- What is the volume of research papers? Are the research papers published in local, regional and international journals?

# 14. 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



# 15. Stakeholder Satisfaction

*Stakeholders are satisfied with the programme and the quality of the graduates.*

15	Stakeholders Satisfaction	1	2	3	4	5	6	7
15.1	The feedback from stakeholders is satisfactory							
	<b>Overall opinion</b>							

# 15. Stakeholder Satisfaction

## Diagnostic questions:

### Students

- Does the department know what students think about the courses, programme, teaching, examinations, etc?
- How does the department cope with complaints from students?

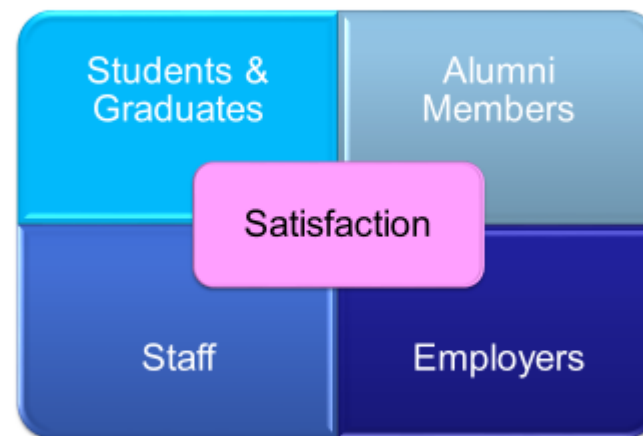
### Alumni (graduates)

- What is the opinion and feedback of the graduates about the competencies that they acquired?
- Are the complaints or positive feedback of the alumni used to improve the programme?

### Labour market

- Do employers appreciate the graduates?
- Are there any specific complaints about the graduates?
- Are specific strengths of the graduates appreciated by the employers?

# 15. Stakeholder Satisfaction

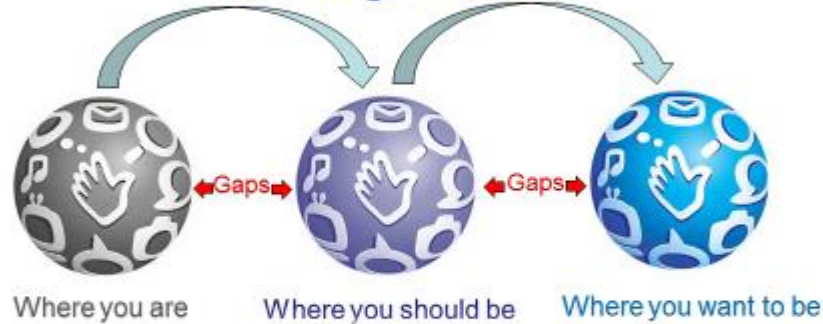


Link to Criterion 13 – Stakeholders Feedback

## Self-Assessment (Gaps Analysis)



How to get there?



Do

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## Rating Scale



Score	Value Interpretation	Quality & Improvement Interpretation
1	Nothing (no documents, no plans, no evidence) present	Absolutely inadequate; immediate improvements must be made
2	This subject is in the planning stage	Inadequate, improvements necessary
3	Documents available, but no clear evidence that they are used	Inadequate, but minor improvements will make it adequate
4	Documents available and evidence that they are used	Adequate as expected (meeting the AUN-QA guidelines and criteria)
5	Clear evidence on the efficiency of the aspect	Better than adequate (exceeding the AUN-QA guidelines and criteria)
6	Example of best practices	Example of best practices
7	Excellent (world-class or leading practices)	Excellent (world-class or leading practices)

As weight is not allocated to each criterion, the overall opinion should be based on the achievement or fulfillment of the criterion as a whole. It should not be computed based on the average score of the statements under each criterion. **The overall score for the 15 criteria has been removed as the focus is on improvement rather than the ratings.**

Do

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## Site Assessment



### Site Tour

- Lecture halls and tutorial rooms
- Laboratories
- Workshops
- Libraries
- Computer labs
- Student services
- Sports and recreation



Quality Assessment Process

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