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SOSIALISASI
PEMBELAJARAN

"Menjadi Mahasiswa Visioner
di UIN Sunan Kalijaga"

UNIVERSITAS ISLAM NEGERI
SUNAN KALIJAGA YOGYAKARTA
2018

• Is the reliability and validity of the assessment methods documented as required and regularly evaluated? 37 3. P 41-43 QA at Programme Level 146. 99 2. Where can students who get stuck with their practical training or final project get help? • Is the total budget for aids and tools sufficient? • Are the standards applied in assessment schemes explicit and consistent across the curriculum? • Are there any specific complaints about the graduates? Student Quality Give a summary of the intake of first year students Give a summary of the total number of students enrolled in the programme (last 5 academic years) P 31-33 QA at Programme Level 123. Including support staff? 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) Overall opinion 101 P 18-19 QA at Programme Level 102. Examples: QA at IQA System Level 84. • How are the research findings included in the programme? 41-44) AUN-QA Assessment (p. It is a deep approach of learning that seeks to make meaning and achieve understanding. Original Criteria Sub-criterion Revised Criteria Sub-criterion 1. Misconduct in conducting or reporting research is considered to be a serious breach of academic responsibilities. Are they working adequately? P 26-29 QA at Programme Level 117. Does it aim to increase the intake or to stabilise it? Special QA Instruments: Information Systems M39-40 AUN-QA Criterion: An institution should ensure that it collects, analyses and uses relevant information for the effective management of its core activities. • Is there a well-defined job profile? Plan • Communicate intent • Organise team • Develop plan • Understand AUN-QA criteria & process Do • Self-assessment •Collect data & evidences • Close gaps • Write SAR • Review SAR Check • Verify SAR • Gather feedback Act • Improve QA • Finalise SAR • Communicate SAR • Get ready Change Management Do PDCA Approach to Self-assessment at Programme Level 164 165. Programme Content 4 3. 82 10a. Special QA Instruments: SWOT Analysis or Self-assessment M38 Diagnostic questions: Does the university already have experience with the instrument of self- assessment? Diagnostic questions: Has the university formulated a policy to protect intellectual property rights? • To what extent and how do we try to tune the programme to the labour market? • Are you using the instrument of benchmarking? Special QA Processes: Staff Quality M35-36 AUN-QA Criterion: An institution has means to satisfy itself that its staff are qualified and competent to conduct the core activities of the institution: education, research and the contribution to society and the community: • adequate staff appointment procedures • adequate staff appraisal system • staff development activities Checklist: 5. Special QA Processes: Quality of the Facilities M36-37 AUN-QA Criterion: An institution has clear procedures to ensure that the quality of its facilities needed for student learning are adequate and appropriate for each programme offered: • adequate checks on the computer facilities • adequate checks on the laboratories Checklist: 6. • What is the level of research funding and how it is utilised? 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. Research 7.5 The university is committed to the highest professional standards of scholarly research and research ethics. • What is done with the outcome of the evaluations? Student Assessment 7 (-1) 7. 41 4. If so, what causes them? What do those involved think of this? 4.6. The university enhances the professional ethics of its students, academics and other staff. Quality Assurance of Teaching & Learning Process 1. • Are there any bottlenecks in the practical training? Is a structured quality assurance in place? Student Evaluation 2 14. Stakeholder Satisfaction M86 Diagnostic questions: • Is regular student evaluation carried out? • Are the complaints or positive feedback of the alumni used to improve the programme? • What policy is pursued with regard to the intake of students? 11 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. P 26-29 QA at Programme Level 116. Special QA Processes: Student Assessment M34-35 Diagnostic questions: • Is the scope and weighting of the assessment schemes known to all concerned? Feedback Stakeholders 2 13. Achievements 9.1 The university has the means and opportunities to check whether the achievements are in line with the expected outcomes. 71-88) Inter-Collegial Assessment (p. Is there general agreement on this? The staff/graduate ratio? 127 9. • Identify and interview people within the university that can provide information and data for each criterion • Verify the reliability and accuracy of the information and data • Identify the sources of evidence and review documentation • Identify and gather information and data for comparison and benchmarking Collect Data and Evidences 168 Do 169. PDCA Approach to Self-assessment at Programme Level Plan • Communicate intent • Organise team • Develop plan • Understand AUN-QA criteria & process Do • Self-assessment •Collect data & evidences • Close gaps • Write SAR • Review SAR Check • Verify SAR • Gather feedback Act • Improve QA • Finalise SAR • Communicate SAR • Get ready Change Management 154 155. Diagnostic questions: Refer to diagnostic questions in self-assessment of the IQA System. • Are the pass/fail criteria clear? 27 • Operating guidelines for AUN quality assessment • Roles, responsibilities and requirements of various stakeholders • AUN Certification scheme • Effective August 2011 Guidelines for AUN Quality Assessment and Assessors Evolution of AUN-QA 28. – The choice of research fields? 18 Rationale for QA QA in Higher Education M19-20 • 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 19. • How are the learning outcomes made known to staff and students? 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. Quality learning is largely dependent on the approach that the learner takes when learning. • How is the interrelationship between education and research expressed in the programme? • Are there any structured contacts with employers and the labour market for obtaining feedback? 1. Output 4 (+2) 18. QA Handbook 11.1 Presence of a QA handbook 11.2 Handbook is known to staff and students QA at IQA System Level 87. • If so, how are they selected? Examples: QA at IQA System Level 82. Student Quality Diagnostic questions: Student study load and performance • Does the department have a credit points system? • Are the assessment/examination regulations clear? The monitoring system includes: - Student evaluation - A student progress system - Structural feedback from the labour market - Structural feedback from alumni - Number of publications - Number of grants Checklist: 2. 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. Special QA Instruments: Inter-collegial Audit M38-39 AUN-QA Criterion: A self-assessment might be part of an External Quality Assessment (EQA) or accreditation process where the self- assessment report acts as input for the external review team. • How are academic staff and students involved in the curriculum design? • Do the contents of the undergraduate programme reflect the expected outcomes and can they be considered capable of achieving the expected outcomes? • Is the connection between basic programme and specialisation correct? 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) Overall opinion 138 P 39-40 QA at Programme Level 139. How many Master's and PhD degree holders are there among the staff? Programme Organisation 4 5. Why? • To what extent do we think that the learning outcomes have been achieved? Quality Assurance: General Aspects M31-32 AUN-QA Criterion: • An institution has a clear policy and associated procedures for the assurance of the quality and standards of their programmes and awards. Is the information evaluated? Academic Staff Quality Staff Planning Recruitment Promotion / Re-deployment Staff Development (C12) Assignment /Deployment Performance Review Attrition/ Retention Reward & Recognition Accountability 118 QA at Programme Level 119. • Is the internal organisation structure fit for purpose? Duties allocated are appropriate to qualifications, experience, and aptitude. • How is the information to potential students organised? • 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. 1. Time management and incentive system are directed to support quality of teaching and learning.(2.6) 7. – The main activities of the university? This is a unit to calculate the investment of time. • How does the university cope with the problems? 12 What is Quality Assurance (QA)? P 43-44 QA at Programme Level 152. 136 11. Source: AUN-QA Manual for the Implementation of the Guidelines, P20 M20 13. Guide to AUN Actual Quality Assessment at Programme Level Evolution of AUN-QA 25 26. 51 7.3 The University Intellectual Property Rights Policy M82-83 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). How are credits calculated? 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? 48 7.1 Governance and Organisation M80-81 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. Student Assessment 8 8. Examples: QA at Institutional Level 59. 142 13. Examples: QA at IQA System Level 88. Support Staff Quality Diagnostic questions: • Are the support staff for the library competent and sufficient? • Are the assessment strategies in line with clearly-defined learning outcomes? Stakeholders Feedback 3 (+1) 17. If this number is not considered to be representative, please specify what it should be. • What measures have been taken to promote graduation and to shorten the average time to graduate? 6. Is there an association of graduates/alumni? Is this adequate? • To what extent do the facilities/infrastructure promote or obstruct delivery of the programme? • How are students being coached? 36 3. Stakeholders Satisfaction Quality Assurance and (Inter)national benchmarking Programme Specification Programme Structure & Content Student Assessment Academic Staff Quality Support Staff Quality Facilities & Infrastructure Quality Assurance of Teaching & Learning Stakeholders Feedback Pass Rates Drop Out Rates Employability Expected Learning Outcomes A c h i e v e m e n t s Teaching & Learning Strategy Student Advice & Support Staff Development Activities Graduation Time Research QA at Programme Level (Revised) 89 QA at Programme Level P 11 -12 90. • What documents, processes and procedures are already available? • Is the programme specification published and made available or known to stakeholders? Educational Activities M78 AUN-QA Criterion: • Based on AUN-QA criteria on teaching/learning (see self-assessment at programme level) Checklist: 6. • Are students selected? Quality Assurance of Teaching & Learning Process Diagnostic questions: Course and curriculum evaluation • How is the programme (curriculum) evaluated? • Does the university have any tools to obtain feedback from society? Ma. Marissa R. Programme Structure & Content Diagnostic questions: • Do the contents reflect the mission and vision of the university? • How high is the dropout rate? 8. Do students have the opportunity to familiarise themselves with the labour market by means of practical training, application courses and the like? 42 4. Each course should clearly be designed to show the expected outcomes of the course competencies. How does it work? 9. 170 Collect Data and Evidences AUN-QA Criteria Possible Evidences 7 Support Staff Quality Number, type and qualification of support staff, career plan, training plan, appraisal system, award & recognition schemes, student/faculty feedback 8 Student Quality Student selection process, trend of student intakes, credit system, student workload, student performance reports 9 Student Advice and Support Mechanisms to report and feedback on student progress, coaching, mentoring and counselling schemes, student feedback 10 Facilities and Infrastructure Number and type of facilities, utilisation rates, downtime/uptime, maintenance plan, new facilities and upgrading plans, safety & health policy, facilities booking system 11 Quality Assurance of Teaching & Learning Process Curriculum design, review & approval process and minutes, QA of assessments/examinations, stakeholders' inputs, external examiners, students feedback 53-66 Do Quality Assurance of Facilities 6.1 Checking the computer facilities 6.2 Checking the library facilities 6.3 Checking the laboratories QA at IQA System Level 75. How are training needs identified? 35 2. The assessment strategies adopted should be congruent with clearly defined learning outcomes.(3.2) 4. Age structure? 16 Accreditation QA in Higher Education M140-143 Common Framework for Accreditation Accreditation Framework Quality Assessment Model Qualification Framework Subject Benchmark Standards Quality Concept Basic Quality Accreditation: Granting an institution or programme a quality mark that indicates certain standards have been met 17. • What role do they play in integrating students into the department? • What is the volume of research papers? • Are the support staff for the administration competent and sufficient? Who set these requirements? • Has the educational programme been changed structurally over recent years? Checklist: 4. • To what extent do the assessment and examinations cover the content of the courses and programme? Programme Structure & Content 1.The curriculum shows a balance between specialised contents, general knowledge and skills. • Are the core activities being assessed? Is it working? • a system to register pass rates and dropout rates? • What is the specific profile of this university compared with other universities in the country in question? • Are specific strengths of the graduates appreciated by the employers? • the learning resources • the research resources? • Do clear rules exist for re-assessment and are students satisfied with these? QA at Institutional Level 41. Checklist: 1. • Has the policy been adequately translated into the strategic plan? Output The quality of the graduates should achieve the expected learning outcomes and the needs of the stakeholders. • Are bottlenecks experienced within the programme? • Is the relation between basic courses, intermediate courses and specialised courses in the compulsory programme and the optional sections satisfactory? Solomon, to look into the recommendations and find necessary actions to address areas needed for improvement. Examples: QA at IQA System Level 74. Quality Assurance and (Inter)national Benchmarking 11.1 The university uses the outcomes of the self-assessment of the IQA system (see Appendix 4). • To what extent do the structure and organisation of the programme contribute to students taking on an active study approach? If necessary, categorise the students in groups. Academic Staff Quality Category M F Total Percentage of PhDs People FTEs* Professors Associate/ Assistant Professors Full time lecturers Part time lecturers Visiting professors/ lecturers Total Size of the staff and their qualifications * FTE stands for Full-Time Equivalent. Facilities and Infrastructure Diagnostic questions: Teaching rooms • Are enough lecture-halls, seminar rooms, laboratories, reading rooms, and computer rooms available? When is the first contact made with problematic cases? Human Resources M76-77 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. Does this result in remedial and/or preventive actions being introduced for the individual student or programme development? Student Advice and Support 5 9. The Contribution to Society and the Community M84-85 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? 126 9. • Who is responsible for implementation? • Is a variety of assessment methods used? 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. The online/remote assessment visit happened last November 23-27, 2020, where eight ASEAN assessors perused the aboresaid criteria and verified the claims in the SAR concerning observed practices, existing supporting documents, and virtual interviews among stakeholders. Human Resources M76-77 Diagnostic questions: 1. 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 QA at Institutional Level 56. • How are the programme learning outcomes formulated? (What percentage of the budget is public funding, student contributions, external funding?) 2. • Does it function adequately or are there any problems? Who takes the initiative? If so, how does it work? • How many contact hours service-instruction are given in other programmes and departments? 131 11. (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 Overall opinion 141 P 40-41 QA at Programme Level 142. • Do the assessment arrangements correspond with all the aims and aspects of the curriculum as taught? • Are there enough computers? Support Staff Quality There is adequate support in term of staffing at the libraries, laboratories, administration and student services. Are the jobs that the graduates get in accordance with the level of graduation? Examples: QA at Institutional Level 52. Special QA Processes: Quality of Student Support M37 AUN-QA Criterion: An institution has clear procedures to assure the quality of the student support and student advice. • What percentage of payroll or budget is allocated for training of academic and support staff? 23 Manual for the Implementation of the AUN-QA Guidelines This manual aims to support the universities in the ASEAN region in: • Implementing the AUN-QA Standards and Criteria • Developing an adequate IQA System that fits the AUN-QA criteria and international developments • Discovering their own quality by offering self- assessment instruments for IQA, the teaching/learning process and for some institutional aspects • Applying for the AUN Quality label M5-7 Evolution of AUN-QA 24. 22 • Improve clarity and interpretation of quality criteria and standards • Facilitate implementation of AUN-QA Guidelines • Manual for Self-assessment and Auditing M5-7 Manual for the Implementation of the AUN-QA Guidelines Evolution of AUN-QA 23. • The library? P 41-43 QA at Programme Level 147. The Policy Plan M74 Diagnostic questions: • Does the university have a clear policy in line with its mission and vision? 102 3. 2. Facilities and Infrastructure 5 12. • What policy is pursued with regard to the employment of staff, both in teaching and research? 72 5. Quality Assurance of Teaching & Learning Process Diagnostic questions: Curriculum design • Who is responsible for designing of the curriculum? • Are the criteria made explicit? 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. Concepts, Policy and Practice 1994 M9 QA in Higher Education 11. Programme Specification 2 3. This self- assessment will lead to a quality plan. Programme specification makes explicit the intended outcomes in terms of knowledge, skills and attitudes. • Is assistance given in completing the final project? Termination, retirement and social benefits are planned and well implemented. Solomon, on January 11, 2021, divulged that the four programme level assessment, namely Bachelor of Arts in Psychology, Bachelor of Elementary Education, Bachelor of Secondary Education, and Bachelor of Science in Business Administration obtained an over-all rating of Adequate as Expected. • 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. Learning Outcomes At the end of the workshop, participants will learn to: • Understand the AUN-QA criteria at institutional, IQA system and programme levels; • Interpret the AUN-QA criteria for programme level; • Apply the PDCA approach to Self-assessment at programme level; • Understand the requirements of SAR Assessment Report (SAR); • Apply the technique for writing SAR; and • Appreciate the AUN-QA quality assessment process 2 3. Alumni (graduates) • What is the opinion and feedback of the graduates about the competencies that they acquired? • How are teachers prepared for the teaching task? 4 Workshop Outline Day 1 Topic 9.00am – 10.00am • Opening Ceremony • Group Photo-taking • Break 10.00am – 12.00pm • Introduction to Quality Assurance in Higher Education • Evolution of AUN-QA • Introduction to AUN-QA Guidelines • QA at Institutional Level 12.00pm – 1.00pm • Lunch 1.00pm – 3.00pm • QA at Institutional Level 3.00pm – 3.15pm • Break 3.15pm – 5.00pm • QA at IQA System Level 5. 147 14. • Is the organisation of the various specialised courses satisfactory? • What is the process for reviewing the programme specification? The said certification is an additional gem to UIC's glory, which epitomizes the University's vision and importance of quality in higher education to develop a holistic quality assurance system to raise academic standards and enhance teaching, research, production, and service. Examples: P 40-41 QA at Programme Level 143. The curriculum is periodically reviewed and evaluated as to its effectiveness. Academic Staff Quality Diagnostic questions: Staff management • Does the department have a clearly formulated staff management structure? • Is student progress recorded? Examples: QA at Institutional Level 51. Programme Specifications Diagnostic questions: • Are the learning outcomes translated into the programme and its courses or modules? QA at Institutional Level 42. Checklist: 3. • How do the employers appreciate graduates? • The university develops the body of knowledge possessed by its faculty members and supporting personnel to keep paces with changes in each academic discipline. Stakeholder Satisfaction Diagnostic questions: Students • Does the department know what students think about the courses, programme, teaching, examinations, etc? Output Pass rate and dropout rate Provide information on the pass rate and dropout rates of the various years (last 3 – 10 cohorts) Diagnostic questions • Does the university have an efficient monitoring system including: • a system to follow student progress? • How are the learning outcomes translated into the concrete requirements of the graduate (i.e. knowledge, skills and attitudes; and professional ethics)? QA in Higher Education M8 10. The Monitoring System M32-33 Diagnostic questions: Does the university have an efficient monitoring system including: – a system to track student progress – a system to register pass rates and dropout rates - structural feedback from the labour market (employers) - structural feedback from alumni - records concerning the number of publications registered by staff - records on the number of research grants Examples: QA at IQA System Level 67. Special QA Instruments: Information Systems M39-40 Diagnostic questions: • What is done with the information collected by the monitoring system? How is staff performance evaluated? • If the achievement is not satisfactory, what action does the university take? Graduate Employability • What percentage of graduates found a job within six months of graduation over the past five years? (2.14) 2. 45 5. • How are students advised on problems concerning course options, change of options, interruption or termination of studies? Funding M77-78 Benchmark Criterion: • The university has adequate functioning to achieve its goals and aims. Policy 1.1 The institution has a clear policy on IQA 1.2 There is a clear formal strategy on IQA 1.3 The role of all stakeholders is clearly described QA at IQA System Level 64. 146 14. Quality learning is understood as involving the active construction of meaning by the student, and not just something that is imparted by the teacher. 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) 100 P 18-19 QA at Programme Level 101. Adults learn best in a relaxed, supportive, cooperative and informal learning environment. 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). QA at IQA System Level 71. Is there a curriculum committee? • Is special attention paid to the coaching of first year students? P 36-39 QA at Programme Level 136. • Have any changes been signalled in the labour market prospects of graduates over the last few years? Examples: QA at IQA System Level 80. • Are there any problems with the human resources? – The priorities set? • Has the mission statement been translated into achievable and operationalised goals and objectives? • What effect do these measures have? Organise Team • Structure and Roles System element Related Criterion Criterion • Size Main and sub-groups • Ownership • Subject matter expert including language • Availability • Support from sponsor, management and peers 156 Plan 157. 59 10. 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) Overall opinion Examples: 105 P 20-22 QA at Programme Level 106. The strategy, policy and procedures should have a formal status and be publicly available. Where were they trained? • What are the training and development process and plan? 39 4. • Has a clear HR policy been put in place? 1 AUN-QA Training Course for Accomplishing Programme Assessment Facilitated by: A/Prof. • How is the income from consultancy handled? 7.8 The university has a clear code of conduct for research including a code of ethics. This handbook is public and known to all the people concerned. 8-29) Self Assessment to IQA System and Programme Level (p. Stakeholder Satisfaction Link to Criterion 13 – Stakeholders Feedback 152 QA at Programme Level 153. 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. 70 4. 76 7. • Is staff recruitment based on experience in teaching and research? It is the students who achieve the aims of higher education. P 23-25 QA at Programme Level 111. (2.9) 8. What are its functions? Action learning is a continuous process of learning and reflection, supported by peers, with the intention of achieving quality student learning. Staff Development Activities 2 16. How is the university funded? • Which boards and/or committees are involved in internal quality assurance? 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. • What organisational form does the university use (term, semester, modular, problem oriented)? Do the chosen methods fit into the learning outcomes of the courses? P 31-33 QA at Programme Level 124. Examples: QA at Institutional Level 53. 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). Leader Requirements (Criterion 1 to 5) Input (Criterion 6 to 10) Process (Criterion 11 – 13) Output (Criterion 14 – 15) Facilitator Structure and Roles System Element 157 Plan 158. • The mission statement is publicly known. Misconduct in conducting or reporting research is considered a serious breach of academic responsibilities. • Do students have ready access to reasonable appeals procedures? Learning Outcomes of the programme UCE Birmingham Level Descriptors What should students know and be able to do on completion? • Do you have trained auditors? Public Information 10b.1 Public information on the university 10b.2 Public information on the educational programmes and awards/degrees offered 10b.3 Public information on research activities QA at IQA System Level 85. 28 AUN-QA Models AUN-QA Models P7 Strategic (QA at Institutional Level) Systemic (Internal QA System) Tactical (QA at Programme (level) 29. • Have any criteria been formulated for the practical training to comply with? 13 QA Mechanisms QA in Higher Education M20 QUALITY ASSURANCE SYSTEM Internal Quality Assurance: • Monitoring • Evaluation • Improvement Accreditation External Quality Assurance: • Audit • Assessment 14. • How often do you use it? • To achieve this, the university develops and implements a strategy for the continuous enhancement of quality. The Monitoring System M32-33 AUN-QA Criterion: An institution has a structured monitoring system to collect information on the quality of its activities. How is it done? 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. • Students are assessed on the basis of published criteria, regulations and procedures that are applied consistently. • They also include a role for students and other stakeholders. A prime condition for constantly improving teaching and learning is a planned and regular process of evaluation. • Do the students satisfied with the procedures? Output Diagnostic questions: Achieved outcomes (graduates) • Is the average standard of the graduate satisfactory? In establishing a learning environment to support the achievement of quality student learning, teachers must do everything in their power to provide not only a physical and material environment that is supportive of learning and is appropriate to the activities involved, but also a social or psychological environment. Diagnostic questions: Refer to diagnostic questions in self-assessment at programme level QA at Institutional Level 47. • Is information from graduates used (feedback about their programme, information about developments in the labour market) to adjust the programme, if necessary? 148 14. Student Assessment Diagnostic questions: • Is entry assessment done on new students? This means that all the 11 criteria: Expected Learning Outcomes, Programme Specification, Programme Structure and Content, Teaching and Learning Approach, Student Assessment, Academic Staff Quality, Support Staff Quality, Facilities and Infrastructure, Quality Enhancement, and Output show consistent results as expected. 88 Day 2 Topic 9.00am – 10.00am • QA at Programme Level 10.00am – 10.15am • Break 10.15am – 12.00pm • QA at Programme Level 12.00pm – 1.00pm • Lunch 1.00pm – 3.00pm • PDCA Approach to Self-assessment at Programme Level (Plan) 3.00pm – 3.15pm • Break 3.15pm – 5.00pm • PDCA Approach to Self-assessment at Programme Level (Do) Workshop Outline 89. • In which international networks does the department participate? What are they? Are these activities aligned to the vision and mission of the university and faculty? 81 9. • Has the management structure of the university been endorsed by the academic community? • Who is responsible for the evaluations? This will affect the way the organisation attains its quality goals. If so, why? • Are new assessment methods developed and tested? • Is diversity of learning environment promoted including exchange programme? 3.The curriculum has clearly formulated learning outcomes

the relevant demands and needs of all stakeholders.(1.2) 1 Expected Learning Outcomes 1 2 3 4 5 6 7 7.1 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) Overall opinion 93 P 14-15 QA at Programme Level 94. What difficulties are there in attracting qualified staff? Define Survey Requirements Design Questionnaire Data Collection Survey Findings Recommend Improvement Implement Improvement 13. 15. Stakeholders Satisfaction 1 2 3 4 5 6 7 15.1 The feedback from stakeholders is satisfactory Overall opinion 150 P 43-44 QA at Programme Level 151. 2. Evaluation Instruments M33-34 Diagnostic questions: Does the university carry out: • student evaluation • course evaluation • regular review of research outcomes • regular evaluation of the contribution to society and the community Examples: QA at IQA System Level 69. What percentage of graduates found a job within a year? 79 8. • Are any safeguards in place to ensure objectivity? Feedback Stakeholders 1. 60 10. How are these done? Student Advice and Support Academic Financial & Scholarship Recreation & Sports Medical Care & Wellness Mentoring & Counselling Housing Career & Employment Student Services International Student Support Student Advice & Support 128 QA at Programme Level 129. Examples: QA at Institutional Level 140. Development of AUN- QA, Policies and Criteria (p. 43 4. Examples: QA at IQA System Level 72. Examples: P15-17 QA at Programme Level 100. What are the consequences? Give some examples. • Does the university have an insight into the opinion and feedback of graduates when they are employed? 80 10b. (2.13) 2. Communicate Intent • Inform stakeholders • Objective and scope • Plan • Stakeholders roles and involvement • Set expectations and climate • Start of change management 155 Plan 156. • Does the labour market set any specific requirements for graduates to meet? Quality Assurance: General Aspects M31-32 Diagnostic questions: • Does the university have a clearly formulated policy on IQA? 31 IQA at Institutional Level Stakeholder Satisfaction Quality Assurance and (Inter)national Benchmarking A C H I E V E M E N T S Educational Activities Research Community Service Policy Plan Management Human Resources Funding Mission Goals Aims AUN-QA Models M71 AUN-QA Models 32. Output Diagnostic questions: Average time to graduation? Indicate the average number of years a student spends on a programme. • How and to whom the results are made known? • 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)? Student Advice and Support 4 (-1) 11. (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) 112 P 26-29 QA at Programme Level 113. Describe the practical training in the programme. • Is practical training compulsory part? • Does the academic staff participate in the decision-making process on teaching and research? • What is done with the outcomes of an audit? What opportunities are given for staff/HR development and training? 86 11. Checklist: 9. What are the prospects? 74 6. Student Quality 3 (-1) 10. 7.2 The university has designed policies and applying principles to conduct research and development activities. Adults prefer to be assessed by criterion-referenced methods and by a combination of peer, self and teacher assessments. 85 10b. The Mission Statement QA at Institutional Level M84-85 Benchmark Criterion: • The university has a clearly formulated mission statement. 139 12. 58 9. 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. • Are the complaints or positive feedback received from alumni used to adapt the programmes? Special QA Instruments: SWOT Analysis or Self-assessment M38 AUN-QA Criterion: An institution regularly conducts, but at least once every 5 years, a self-assessment and looks at the activities and of the institution as a whole to learn about its strengths and weaknesses. Quality Assurance of the Student Assessment 4.1 Criteria for assessment 4.2 Assessment procedures 4.3 Regulations to assure the quality of assessment 4.4 Appeal procedures QA at IQA System Level 70. 64 1. Evaluation Instruments M33-34 AUN-QA Criterion: An institution has formal mechanisms for the periodic review or evaluation of its: • core activities • programmes and degrees • research activities (if applicable) • contribution to society and the community Checklist: 3. • When designing curricula, is there any benchmarking with other institutions? Are there any problems with the division of responsibilities? How are the programme and secondary education linked? 7.6 The researchers have familiarised themselves with the contents of research policies and procedures. A range of assessment methods is used in a planned manner to serve diagnostic, formative, and summative purposes. Examples: P 39-40 QA at Programme Level 140. Expected Learning Outcomes Self-assessment at Programme Level P 14-15 Diagnostic questions: • Why are we educating? • Is the level of the final project satisfactory? Are these measures effective? Labour market • Do employers appreciate the graduates? Special QA Processes: Staff Quality M35-36 Diagnostic questions: • How is the staff recruitment system organised? QA at Institutional Level 37. Checklist: 5. Examples: 95. • How does the university manage the research funding? How do they relate to the mission? • Is the instruction/teaching provided by other departments satisfactory? Checklist: 10b. • Is there a system of staff appraisal? 7-11) Criteria 1: QA System (p. The University of the Immaculate Conception now savors ASEAN's University Network – Quality Assurance (AUN-QA) most sought-after certification, a document certifying the University's quality of education and processes. Special QA Instruments: Public Information System M40 Diagnostic questions: • What procedures does the university have to assure the quality of the information? 6. Teaching and Learning Strategy 4 (-1) 6. Leader Criterion 3, 2 Criterion 4, 5, 6, 7 Criterion 8, 9,10, 11 Criterion 12, 13, 14, 15 Facilitator Structure and Roles Criterion 159 Plan 160. (4.2) 4. • Are staff appraisals carried out? 7 Day 4 Topic 9.00am – 11.30am • Study visit to the Office of AUN Secretariat • Study visit to Central Library, Chulalongkorn University 11.30am – 1.00pm • Lunch 1.00pm – 3.00pm • Study visit to Faculty of Engineering, Chulalongkorn University (Implementation of QA Operational System) 3.00pm – 4.00pm • Certification Ceremony Workshop Outline 8. • The researchers have familiarised themselves with the contents of research policies and procedures. 5. Day 2 Topic 9.00am – 10.00am • QA at Programme Level 10.00am – 10.15am • Break 10.15am – 12.00pm • QA at Programme Level 12.00pm – 1.00pm • Lunch 1.00pm – 3.00pm • PDCA Approach to Self-assessment at Programme Level (Plan) 3.00pm – 3.15pm • Break 3.15pm – 5.00pm • PDCA Approach to Self-assessment at Programme Level (Do) Workshop Outline 6. 56 8. 30 AUN-QA Models Internal Quality Assurance Follow up Student Progress Pass Rate Drop-out Rate Feedback from the Labour Market and Alumni Research Performance Student Evaluation Course and Curriculum Evaluation Research Evaluation Service Evaluation Assurance Student Assessments Assurance Quality Staff Quality Assurance Facilities Quality Assurance Student Support SWOT Analysis Inter-Collegial Audits Information System Quality Handbook Monitoring Instruments Evaluation Instruments Special QA Processes Specific QA Instruments Internal Quality Assurance (IQA) System QA at IQA System Level M30 63. 145 14. • The mission statement is in line with the academic and social context. 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. Source: The Regional Report of Asia and the Pacific (UNESCO, 2003b) QA in Higher Education Quality assurance in higher education can be defined as systematic management and assessment procedures to monitor performance of higher education institutions. P 36-39 QA at Programme Level 137. • How does the department think of its HR policy so far? 40 4. 8 Introduction • Quality Assurance in Higher Education • Evolution of AUN-QA 9. Examples: P 26-29 QA at Programme Level 118. Student evaluation • Does the university use student evaluations in a structured manner? Special QA Instruments: Inter-collegial Audit M38-39 Diagnostic questions: Does the university have an audit system? The AUN-QA Network is established as the ASEAN quality assurance network in higher education with the responsibility to promote quality assurance in higher education institutions, raise the quality of higher education, and collaborate with both regional and international bodies to benefit the ASEAN community. QA at Institutional Level 45. Curriculum Design 3 15. Quality Assurance of Teaching/Learning Process 4 11. 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. 49 7.1 Governance and Organisation M80-81 Diagnostic questions: • Has a University Research Council been established? PDCA Approach to Self-assessment at Programme Level PDCA Approach 153 154. Human Resources M76-77 Checklist: 4. Environmental Health and Safety Standards meet the local requirements in all aspects (5.2) 129 P 35-36 QA at Programme Level 130. • Does the university's actual study load correspond with the prescribed study load? Self-Assessment Exercise Appendix A - AUN Guide Evaluate the QA practices of the programme based on the SAR using the rating scale 50 7.4 168. Stakeholders Satisfaction 1 15. 73 5. Quality Assurance of Teaching & Learning Process 137 Examples: QA at Programme Level 138. 4. Information provided on career prospects? • Has the programme been recognised abroad? • Is there a system to develop strategic and technical competencies of support staff? (1.3) 2.The curriculum takes into account and reflects the vision, mission, aims and objectives of the institution. 123 8. 13. The number of students recognised in the programme at the beginning of the academic year. Student Quality 4 8. 61 11. 9 What is Quality? Examples: P 33-34 QA at Programme Level 128. • Has a University Research Management Unit been established? • Are policy and strategic plan well known to all academic staff and students? QA at Institutional Level 62. Students have ready access to reasonable appeal procedures.(3.9) 10. UIC is one of the few universities to receive such prided certification in the Philippine archipelago and the first university outside the National Capital Region (NCR). Staff Development Diagnostic questions: • Who is responsible for both academic and support staff training and development activities? • Do you have sufficient laboratory facilities? 110 5. What is its role? • What is the ratio of academic staff to support staff? Roles and relationship of staff members are well defined and understood (2.4) 5. 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. 34 2. QA in Higher Education P6 12. Quality Assurance of Staff 5.1 Staff appointment procedures 5.2 Staff appraisal system 5.3 Staff development activities QA at IQA System Level 73. The Management M75 Diagnostic questions: • What kind of management structure does the university have: centralised and top- down or decentralised and bottom up? In promoting responsibility in learning, teachers should: a. Special QA Processes: Student Assessment M34-35 Diagnostic questions: • Does the student assessment meet the principles of adult learning? 7.7 The university has a clear research policy, setting the direction of research and deciding on the research profile and research activities. • Are the competencies and expertise of the staff adequate for delivering this programme? 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. QA at Institutional Level 58. What is Quality in Higher Education? P 26-29 QA at Programme Level 115. Are the goals and aims realistic and achievable with the provided funding? Stakeholders Learning Outcomes Curriculum Development Teaching & Learning Strategy Assessment Quality Assurance 11. • What about teaching loads? The scope and weighting of assessment schemes are clear and known to all concerned. • How do you ensure that the information is impartial? Procedures are regularly applied to ensure that, as far as possible, assessment schemes are valid, reliable and fairly administered. What criteria are important for promotion? There are review, consultation, and redeployment.(2.10) 9. If the self-assessment is not connected to the EQA, the institution will be expected to organise an audit itself based on the self- assessment report. Examples: QA at IQA System Level 76. Didactic Concept and Teaching/Learning Strategy 5 4. 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 and measurement of integrated assessment 2. • compilation of records of education, experience, training, and other assessment 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 is informative, communicated, and made available to the stakeholders (1,3) Overall opinion 97 P 15-17 QA at Programme Level 98. Funding 5.1 The university has adequate funding to achieve the goals and aims. Staff Development Activities 140 QA at Programme Level 141. 31 31-33 Examples: QA at Programme Level 125. • With which institution abroad does exchange take place? Special QA Instruments: QA Handbook M40-41 Diagnostic questions: • Does the university already have a QA handbook? Feedback Stakeholders • Stakeholders • Frequency • Sample size • Response rate • Quantitative and qualitative feedback • Improvement strategy • Link to Criterion 15 Stakeholders Satisfaction 143 QA at Programme Level 144. Student Assessment Diagnostic questions: A special form of student assessment is the final project (essay, thesis or assignment). 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 Overall opinion 144 P 41-43 QA at Programme Level 145. • Is a proper balance struck between research activities and summative purposes? • What is the accountability of staff to their roles, responsibilities and professional ethics? Examples: QA at Institutional Level 36. • Are there any specific complaints? 19-30) Criteria 3 & 4: Research and Services (p. This requires students to demonstrate their knowledge and skills and their ability to manipulate the knowledge in a new situation. Are there any examples of this contributing to improvements? • Are procedures regularly applied to ensure that, as far as possible, assessment schemes are valid, reliable and fairly administered? Checklist: 7. 19 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 Guidelines for AUN Quality Assessment & Assessors • 2011 - DIES Training Course - ASEAN-QA Evolution of AUN-QA M3-5 20. (2.5) 6. • The university enhances the professional ethics of its students, faculty members and other personnel (3.4) M3-38 39 QA at Programme Level 135. 53 7. (4.3) 5. Information technology systems are set up or upgraded (6.7) 6. Is the programme coherent? • Is the study load divided equally over and within the academic years? • What is done with the results of student evaluations? Information Management Systems 10a.1 Information management system for teaching/learning 10a.2 Information management system for teaching/learning 10a.3 Information management system for research QA at IQA System Level 83. Quality Assurance of Teaching & Learning Process 11 Quality Assurance of Teaching & 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) Overall opinion 134 P 36-39 QA at Programme Level 134. 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. Are the research papers published in local, regional and international journals? • Is there a clear policy on consultancy and the contribution to society and the community? • Are the functions and responsibilities of the committees and administrators clear to everyone? Do graduates get jobs easily? • The university is committed to the highest professional standards of scholarly research and research ethics. Examples: QA at Institutional Level 50. • Do the courses demonstrate growing complexity over the years? 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. • Is there an examination committee? 77 7. On the basis of which philosophy behind the programme? Examples: QA at Institutional Level 135. 5 Evaluation of the achievement Programme Specification from Stakeholders Satisfaction 15. How to information on these matters organised? 116 6. • The university has designed policies and guidelines as guiding principle to conduct research and development activities. Vacancies difficult to fill? • Have the role and functions of the central management, faculty management and the staff been clearly described? • Is separate attention paid to coaching of advanced students? Leader Programme (Criterion 1, 2, 3) Teaching & Learning (Criterion 4, 5, 9 ,11) Resources (Criterion 6, 7, 10, 12) Stakeholders (Criterion 8, 13, 14 15) Facilitator Structure and Roles Related Criterion 158 Plan 159. The report disclosed to the Institutional Quality Assurance Officer, Dr. Jo-Ann Y. ASAC Subject Benchmarks Professional Body Requirements including: Knowledge & understanding Intellectual (thinking) skills Practical skills (subject-specific) Key/transferable skills (generic) Outcomes for level attained through: Attainment verified by: Grades awarded according to: Programme learning outcomes broken down by level to ensure incremental attainment over duration of course Module learning outcomes Module assessment Assessment criteria 95 Guide to writing learning outcomes QA at Programme Level 96. Stakeholder Satisfaction Stakeholders are satisfied with the programme and the quality of the graduates. Examples: QA at Institutional Level 35. It should not be computed based on the ideal score of the statements under each criterion. • Is the teaching delivered by the staff supervised and assessed? A programme of facilitated action learning is aimed at the improvement of student learning and the environment in which it occurs. Gaps Gaps Do 165 166. Source: The World Declaration on Higher Education for the Twenty First Century: Vision and Action (October 1998), Article 11, Quality Evaluation. P 20-22 QA at Programme Level 108. Standards applied in assessment schemes are explicit and consistent across the curriculum. QA at Institutional Level 35. Facilities and Infrastructure 1. 69 4. Checklist: 10a. 15 External QA System QA in Higher Education M16-19 Stakeholder Satisfaction Quality Assurance and (Inter)national Benchmarking A C H I E V E M E N T S Educational Activities Research Community Service Policy Plan Management Human Resources Funding Mission Goals Aims 16. • Has the vision (= the long-term aim) been translated into a clearly formulated mission statement (= targets to meet in the short-term)? 169 Collect Data and Evidences Close gaps Write SAR Review SAR Verify SAR Gather Feedback A C T Improve QA Finalise SAR Communicate SAR Get Ready Change Management C H E C K 163. 107 4. • Are there any circumstances that prevent these desired instructional methods from being used (number of students, material benchmarking reports 2 Programme Specification 3 Programme Structure & Content 4 Teaching & Learning Strategy Teaching & learning strategy, evidence of action learning, student feedback, online learning portal, module specification 5 Student Assessment Assessment criteria, samples of in-course assessment, project work, final examination, marking scheme, moderation process, appeal procedure 6 Academic Staff Quality Recruitment criteria, staff qualifications, peer review & appraisal system, career plan, student feedback, award & recognition systems, staff workload, allocation of roles and duties, termination & retirement schemes P53-66 Do 170. Achievements M85-86 Diagnostic questions: • Are the achieved outcomes in line with the formulated goals and aims? • Preparation of practical training in the programme (concerning content, method and skills). 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. • What are the expected learning outcomes? 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. (3.7) 9. 12. Expected Learning Outcomes 1.The curriculum is developed to promote learning, learning how to learn and to instil 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). • What does the preparation for producing the final project in the programme involve (in terms of content, methods, and skills)? (3.5) 11. Special QA Processes: Student Assessment M34-35 AUN-QA Criteria Possible Evidences 1 Expected Learning Outcomes Programme & module specifications, course brochure & prospectus, skills matrix, stakeholders' inputs, university & faculty website, communication media & plans to stakeholders, curriculum review minutes, accreditation & Diagnostic questions: • Are the staff competent and qualified for their job? 68 3. Key Roles & Responsibilities (example) Leader Responsibilities Dean 1 Link between faculty, QA Office and university administration Head of Academic Affair of the Faculty • Link between faculty, Dean and QA office • Link between faculty and gather information; heads of departments, Dean and QA office • Link between faculty and data center • Collate and edit SAR Structure and Roles 160 Plan 161. 106 4. • Does the training and development plan reflect the Department • Provide leadership • Link between Dean, Academic Affair and Team Head of Team • Lead team • Develop plan • Assign and review task • Divide team structure and roles • Link between members with data center • Collate and edit SAR Structure and Roles 160 Plan 161. 106 4. • Does the training and development plan reflect the university and faculty mission and objectives? • What are the non-profit activities of the university? Does the university get a good impression of the education offered? 30-70) Self Assessment at Institutional Level (p. 50 7.2 University Research Policy M81-82 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? • If not yet done, are you planning to conduct self-assessment on a regular basis? • Are the support staff for the computer facilities competent and sufficient? Monitoring 2.1 Student evaluation 2.2 Structured progress system 2.3 Structured feedback from the labour market (employers) 2.4 Structured feedback from the alumni QA at IQA System Level 66. • Do clear regulations exist for the final project? The Policy Plan 2.1 The university has a clear policy and strategic plan formulated in line with the mission statement. (6.8) 7. Well followed? 47 7. Examples: QA at IQA System Level 86. • What is the university's vision for its research activities? • Is conscious effort made to involve professors in mentoring and/or training junior/new academic staff? • Is the programme content up-to-date? At course level? In fostering open, flexible, reflective and outcome-based assessment, 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. 3 What's Your Training Package • Participant's handout • Guide to AUN Actual Quality Assessment at Programme Level • AUN-QA Manual for the Implementation of the Guidelines • Appendices (resources, samples and templates) • CD containing the appendices 4. • Why was this programme structure chosen? The report is based on the information provided in the self-assessment report (SAR), evidence, virtual site tour, and interviews with selected stakeholders, including academic and support staff, students, alumni, and employers. • Is anything done with the results? The Mission Statement M73 Diagnostic questions: • What are explanations for the dropout rate? This should include the formulation of a concrete personal 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. • Is the assessment criterion-referenced (i.e. a specified set of criteria)? • 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. Teaching & Learning Strategy 1. They should help students to understand the teaching and learning method that enables the outcome to be achieved; the assessment method that made 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) 96 P 15-17 QA at Programme Level 97. 5. How does the university stimulate the ethics of its students, academics and other staff? Output Diagnostic questions: Research • What types of research activities are carried out by academic staff and others? • What do graduates think about the programme? How are you using it? The university commits itself explicitly to the development of quality culture and quality awareness. • How does the department cope with complaints from students? 31-40) Criteria 5 & 6: Human Resource Development and Ethics (p. • Do the achieved standards match the expected standards? 54 7. • To what extent does the programme challenge students to make a satisfactory investment in their studies/programme? 38 4. • Who was involved in formulating the policy and strategic plan? • Do students participate in the decision-making process in relation to their education? Facilities and Infrastructure 5 10. 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 4. Admission criteria or requirements to the programme • Relevant subject benchmark statements and other internal and external 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 • Programme structure and requirements including levels, modules, credits, etc. How is the information provided with regard to the programme? 91 Past Actual AUN-QA Quality Assessment No. Period University Programme 1st Dec 2007 University of Malaya Biomedical Engineering Computer-Aided Design /Manufacture Engineering 2nd Aug 2008 De La Salle University Chemical Engineering Applied Economics 3rd Dec 2008 Universitas Indonesia Civil Engineering Mechanical Engineering 4th Dec 2008 Institut Teknologi Bandung Physics Pharmacy 5th Oct 2009 Universitas Gadjah Mada Pharmaceutical Sciences Chemistry Medical Education QA at Programme Level 92. Adjustments are made after reasonable time periods.(1.8) 3. Assessment methods correspond to all the aims and aspects of the curriculum as taught (3.3) 5. • What role do teaching qualifications and teaching activities play in the career of the staff members? 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 education. 3.2 Period review of teaching and learning 3.2 Period review of research 3.3 Periodic review of the contribution to society and the community QA at IQA System Level 68. 32 1. Examples: QA at Institutional Level 44. • Do the learning outcomes reflect the department's goals? 3-7) Quality Assurance in Higher Education (p. Staff Quality 10 6. • How does the university check that it achieves what it wants to achieve? 10 Quality in Higher Education Excellence: The view of academia Fitness for purpose: The view of external assessors aiming for improvement Threshold: The view of accreditors Value added: The view of students Value for money: The view taxpayers and governments Client satisfaction: The view of students and employers Source: Green, D. Goals and Objectives: Expected Learning Outcomes 4 1. • How is the teaching and learning strategy evaluated? Academic Staff Quality 1. 14. The Policy Plan M74 Diagnostic questions: • Is the strategic plan formulated in line with its mission. • Name of the final award • Programme title • Learning outcomes of the programme 3.3. Teaching & Learning Strategy Diagnostic questions: • If research is a core activity for the university. • Are students come into contact with research for the first time? • What measures are taken to affect the quality and the size of the intake? 67 3. • What is the content of the QA handbook? The reliability and validity of assessment methods should be documented and regularly evaluated and new assessment methods are developed and tested.(3.10) 108 P 23-25 QA at Programme Level 109. 66 2. 52 7.4 Code of Ethics for Research M83-84 AUN-QA Criterion: • The university has a clear code of conduct for research, including a code of ethics. • Can an average student complete the programme in the planned time? Quality Assurance of Student Support/Advice 7.1 Information for students 7.2 Student advice/support 7.3 student welfare 7.4 Student housing 7.5 Sports facilities QA at IQA System Level 77. Human Resources M76-77 AUN-QA Criterion: • Does the university develops and retains high-quality faculty members and supporting personnel by clearly defining their responsibilities on a regular basis. To further improve the University's quality of education, the University President, S. Support Staff Quality 4 9. Feedback Stakeholders Diagnostic questions: • Does the university have an efficient monitoring system, including: • structured feedback from the student • structured feedback from staff • structured feedback from the alumni Contact with graduates • How does the department maintain contact with its graduates after graduation? • Does the assessment method foster open, flexible, reflective and outcome based assessment? 33 1. 6 Day 3 Topic 9.00am – 10.00am • PDCA Approach to Self- assessment at Programme Level (Act) 12.00pm – 1.00pm • Lunch 1.00pm – 3.00pm • Change Management 3.00pm – 3.15pm • Break 3.15pm – 5.00pm • AUN Quality Assessment Process • Conclusion Workshop Outline 7. 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 schemes are explicit and consistent (7, 8, 9, 10) Overall opinion 109 P 23-25 QA at Programme Level 110. 24 AUN-QA Guidelines and the Manual M144 AUN-QA Guidelines and Manual A Journey to Uplift Quality in Higher Education in ASEAN Universities (p. 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. Checklist: 8. Examples: QA at Institutional Level 46. Is there sufficient variety in the methods? • Do any bottlenecks exist for preparing final project? QA at Institutional Level 55. Student Assessment 1. • Does the university have a Research Ethics Committee? • If no such committee is in place, how does the university cope with ethical questions? If so, please describe it and how it works? • Does the university have a programme specification as formulated by the AUN- QA? Universities are encouraged to have a built-in regular curriculum evaluation and course appraisal, involving all stakeholders (decision makers, employers, students, alumni, etc). Research M79-80 Stakeholder Satisfaction Quality Assurance and (Inter)national Benchmarking Research Management Organisation Research Code of Ethics Funding Facilities External Funding Goals and Aims Research Output Human Resource Research Training Support PhD Students Awards Staff Members QA at Institutional Level 48. Academic Staff Quality 10 8. Research M57 Checklist: 7. • Are the courses in the programme clearly related? 92 Past Actual AUN-QA Quality Assessment No. Period University Programme 6th Dec 2009 Vietnam National University - Hanoi Information Technology 7th Dec 2009 Vietnam National University - Hanoi Information Technology Computer Science & Engineering Electronics & Telecommunications 8th Oct 2010 Universitas Indonesia Architecture Electrical Engineering Chemistry Metallurgy & Material Engineering 9th Nov 2010 De La Salle University Chemistry Psychology Literature 10th Dec 2010 Vietnam National University - Hanoi Economics 11th Jun 2011 Universitas Gadjah Mada Civil Engineering Geology Engineering Biology QA at Programme Level 93. 87 11. Checklist: 2. Special QA Processes: Quality of the Facilities M36-37 Diagnostic questions: • Does the university have an efficient monitoring system, including: • the lecture halls, tutorial rooms, auditorium, etc? Stakeholder Satisfaction 10.1 The university has a structural method for obtaining feedback from stakeholders. P 18-19 QA at Programme Level 103. • There is an appeals procedure. • How is the appeals procedure. Curriculum M77-78 Diagnostic questions: • Special QA Instruments: Public Information System M40 AUN-QA Criterion: • Does the university install regularly publish up-to-date, impartial and objective information, both quantitative and qualitative, about the programmes it offers. (2.1) 3. QA at Institutional Level 54. • Have any fluctuations in the success rate been seen over the last five years? Facilities and Infrastructure 10 2.4 Teaching and Learning Strategy Diagnostic questions: • Is special QA Instruments: Public Information System M40 AUN-QA Criterion 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) Overall opinion 130 P 35-36 QA at Programme Level 131. Are these available within the department, the faculty or centrally? Quality learning enhances the principles of adult learning. • What future developments are there? • Are the support staff for the laboratories competent and sufficient? (3.6) 8. Quality Assurance and (Inter)national Benchmarking M87, M151 Benchmark Criterion: • A university has an efficient internal quality assurance system. What about complaints from students? 78 8. • Is a policy in place with regard to the involvement in seminars, supervision of final papers, practical courses and/or practical training internships? To what extent do the assessment and examinations cover the objectives of the courses and of the programme attributes exerted by the members of the academic community headed by the Vice-President for Academics and Institutional Quality Assurance Officer, Dr. Jo-Ann Y. 17 Accreditation Agencies (within and outside ASEAN) QA in Higher Education M101-123 Country Accreditation Agency USA Council for Higher Education Accreditation (CHEA) 1996 UK British Accreditation Council (BAC) 1984 Australia Australian Universities Quality Agency (AUQA) 2000 Cambodia Accreditation Committee of Cambodia (ACC) 2003 Indonesia National Accreditation Board for Higher Education (BAN-PT) 1994 Malaysia Malaysian Qualifications Authority (MQA) 2006 Thailand Office of the National Education Standards and Quality Assessment (ONESQA) 2000 The Philippines Accrediting Agency of Chartered Colleges and Universities in the Philippines (AACCUP) 1989, Philippines Accrediting Association of Schools, Colleges and Universities (PAASCU) 1957 Vietnam General Department of Education Testing and Accreditation 2003 Source: Adapted from Higher Education in World 2007 18. • Is the level of the practical training satisfactory? 26 • First revision of the AUN-QA Manual • Criteria and assessment • Self-assessment at Programme Level • Assessment resources (templates and samples) • Effective August 2011 Guide to AUN Actual Quality Assessment at Programme Level Guidelines for AUN Quality Assessment & Assessors Quality Assurance and (Inter)national benchmarking Programme Specification Programme Structure & Content Student Assessment Academic Staff Quality Student Quality Facilities & Infrastructure Quality Assurance of Teaching & Learning Stakeholders Feedback Pass Rates Drop Out Rate Employability Expected Learning Outcomes A c h i e v e m e n t s Teaching & Learning Strategy Student Advice & Support Staff Development Activities Graduation Time Research 29 AUN-QA Models QA at Programme Level (Revised) P12 AUN-QA Models 30. 45- 73) Introduction (p. 63 1. Internal self-evaluation and external review, conducted openly by independent specialists, if possible with international expertise, are vital for enhancing quality. • There are clear procedures to assess the quality of the examinations. 115 6. 4. Self-assessment 8.1 Self-assessment of the IQA system 8.2 Self-assessment of teaching/learning 8.3 Self-assessment of research 8.4 Self-assessment of the contribution to society and the community 8.5 Self-assessment of the university QA at IQA System Level 79. 15. 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. 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. • Are the instructional methods used (organisation of self-instruction for the students, size of classes, organisation of seminars, practical courses/internships, etc.) satisfactory? Self-Assessment (Gaps Analysis) Where you are Where you want to be How to get there? • What percentage of graduates are still unemployed 2 years after graduation? 20 AUN-QA Guidelines • Assessment benchmark standards towards quality and quality assurance • Strengthen the position of higher education in ASEAN • Promote the harmonisation of quality assurance in higher education within and outside ASEAN M5-7 Evolution of AUN-QA 21. • What management committees are in place? 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. • Does the department know and make use of the dropout students are going? What are the requirements? Staff are encouraged to employ action learning. 14 IQA System QA in Higher Education M22-25 Internal Quality Assurance Follow up Student Progress Pass Rate Drop-out Rate Feedback from the Labour Market and Alumni Research Performance Student Evaluation Course and Curriculum Evaluation Research Evaluation Service Evaluation Assurance Student Assessments Assurance Quality Staff Quality Assurance Facilities Quality Assurance Student Support SWOT Analysis Inter-Collegial Audits Information System Quality Handbook Monitoring Instruments Evaluation Instruments Special QA Processes Specific QA Instruments 15. • How are students informed about study facilities? Quality assurance can be described as the systematic, structured and continuous attention to quality in terms of maintaining and improving quality. Examples: QA at Institutional Level 57. How this is made transparent? • How does the programme take into account the level of achievement of entering students? Academic Staff Quality 5 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 (6) 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) Overall opinion 113 P 26-29 QA at Programme Level 114. Output • Current and past performance measures • Performance targets • Trend (upwards or downwards) and its reasons • Comparison with other competitors or universities • Benchmark with targeted universities 149 QA at Programme Level 150. • Does the executive management use the information collected? Quality Assurance of Teaching/Learning Process 7 (-2) 13. 111 5. At curriculum level? Compile records of education, experience, training, and other essential qualifications required of lecturers (academic staff) and support staff. Is an adequate staff appraisal system in place for use in evaluating performance and promotion? A staff member with a weekly appointment of 8 hours is 0.2 FTE. 9 Student Advice and Support Academic 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) Overall opinion 125 P 33-34 QA at Programme Level 126. 5. The overall score for the 15 criteria has been removed as the focus is on improvement rather than the ratings. Does the recording lead to problems being pointed out in time? Examples: P 23-25 QA at Programme Level 112. • Is arrival dealt with in a satisfactory way by the study progress? • Who will collect and compile all the information? 11. (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 Overall opinion 119 P 30-31 QA at Programme Level 120. 65 2. The Management 3.1 The university has a clear management structure in which the decision-making process, competencies and responsibilities have been clearly defined. Output 2 14. Diagnostic questions: • Has the university formulated a code of conduct and a code of ethics? Examples: P 30-31 QA at Programme Level 121. 13-18) Criteria 2: teaching and Learning (p. • What documents, processes and practices need to be developed? • What input do the students give to those who are in the committees involved in the internal quality assurance process? (3.4) 6. Quality Assurance of Teaching & Learning Process Diagnostic questions: Curriculum design 1. Briefly outline how the department tries to guarantee quality. • Are any requirements specified on the internal coherence of the courses? Special QA Instruments: QA Handbook M40-41 AUN-QA Criterion: An institution has a QA handbook that documents all regulations, processes and procedures concerning quality assurance. • Are staff development activities carried out? • If students wish to extend their course of study, are the reasons examined? Student Advice and Support Diagnostic questions: • Does the regular progress • follow-up progress (e.g. tracer surveys) • How is the data of the monitoring system used? The curriculum is designed to meet the standards. Expected Learning Outcomes Elements of the Programme Specification Programme informed by: Questions to ask yourself: Aims of the programme What's the purpose of the programme? • What is the size of practical training credit points? • The university check/test the relevance of the curriculum to stakeholders. If so, how frequently? The aims of the programme are informed by: Questions to ask yourself: Aims of the programme What's the purpose of the programme? • The university has a clear policy on funding based on the revenue sources. training and development needs 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. Sum up the chapters. 94 1. • What is the university's vision for its role in the society? • Are the procedures clear? Causes of problems? 114 6. A digital library is set up in keeping with progress in information and communication technology (6.5) 5. Deep learning is likely to take place in environments which foster collaborative learning. Stakeholder Satisfaction M86 Benchmark Criterion: • A university has a structured method for obtaining feedback from the stakeholders. If not satisfactory, what measures have been taken to improve the pass rate? 10. Recruitment and promotion of academic staff are based on merit system, which includes teaching, research and service.(2.3) 4. Does it satisfactory? 21 What are we After with the tools available to improve study progress? Develop Plan 162 Plan Activity/Week 1 2 3 4 5 6 7 8 9 10 11 12 1 Deadline Assigned to Status P L A N Communicate Intent Organise Team Develop Plan Understand AUN QA criteria and process D O Self-assessment Collect data & evidences Close gaps Write SAR Review SAR Verify SAR Gather Feedback A C T Improve QA Finalise SAR Communicate SAR Get Ready Change Management C H E C K 163. 107 4. • Are there any circumstances that prevent these desired instructional methods from being used (number of students, material infrastructure, lecturer skills)? Teaching aids and study facilities are sufficient and/or visual aids available? • Is there any connection with external assessment/accreditation? 7.4 The university support scholarly research and creative activities that contribute to the mission of the university and ultimately provide intellectual, social and economic benefits to society. create a teaching-learning environment that enables individuals to participate responsibly in the learning process 51. 73 5. (4.3) 8. 4.1 exit assessment done on departing (graduating) students? The Mission Statement 1.1 The university has a clearly formulated mission statement 1.2 The mission statement is in line with the academic and social context 33. • The laboratories meet the relevant requirements? Student progress is systematically recorded and monitored, feedback to students and corrective actions are made where necessary.(3.8) 2. • Are specific strengths appreciated by employers? 7. The physical resources to deliver the curriculum, including equipment, materials and information technology are sufficient (6.1) 2. • The quality of students (trainees) is a specific aspect in the mission of the university. Achievements M85-86 Benchmark Criterion: • A university has the means and capability to measure the level to which the achievements are in line with the expected outcomes. Define Key Roles & Responsibilities (example) Key Role Responsibilities Facilitator (QA Office) • Provide leadership, strategy and direction • Guide SAR team • Encourage and motivate SAR team • Review SAR Member (Department) • Gather and organise information • Write SAR Structure and Roles 161 Plan 162. If yes, what are they? 95 Examples: P 41-43 QA at Programme Level 146. • What are the roles of the stakeholders in the design and review of the curriculum? P 33-34 QA at Programme Level 127. • Is the library within easy reach (location, opening hours)? 46 6. 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 Overall opinion 121 P 31-33 QA at Programme Level 122. • Have criteria been formulated that the final project has to comply with? • If you have (not yet) conducted self-assessment, how do you know what your quality is? 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) 104 P 20-22 QA at Programme Level 105. 134 11. Student Advice and Support 1. 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). • Does the strategic plan reflect: — The types of programme you have or are offering? Checklist: 11. Learning resources are selected, filtered, and synchronized with the objectives of the study programme (6.4) 4. Is sufficient attention paid to requirements of their educational background? This will affect the way the organisation attains its quality goals. • Does the policy statement explicitly contain: - the relationship between teaching and research at the institution; - the institution's strategy on quality and standards; - how the quality assurance system is organised; - the responsibilities of departments, schools, faculties and other organisational units and individuals for assuring quality; - the involvement of students and their representatives; - the ways in which the policy is implemented, monitored and revised Examples: QA at IQA System Level 65. 2.The curriculum takes into account and to be computed in their field of study. 4. 21 AUN-QA Guidelines AUN-QA Criteria • Criteria 1: QA System • Criteria 2: Teaching and Learning – Course Curriculum – Academic Staff – Student Assessment – Learning Process – Environmental Health and Safety Standards – Learning Resources • Criteria 3: Research – Funding and Facilities – Research Output • Criteria 4: Services • Criteria 5: Ethics • Criteria 6: Human Resource Development (HRD) G11-12 Evolution of AUN-QA 22. 75 6. If so, what happens with the results? Is it adequate? Student Advice and Support Diagnostic questions: Does the staff members play in informing and coaching students? Hence, the conception of teaching is the facilitation of learning. Student Quality Diagnostic questions: • How do you analyse the development of the student intake: Reasons to worry? Rating Scale Do 166 167.

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