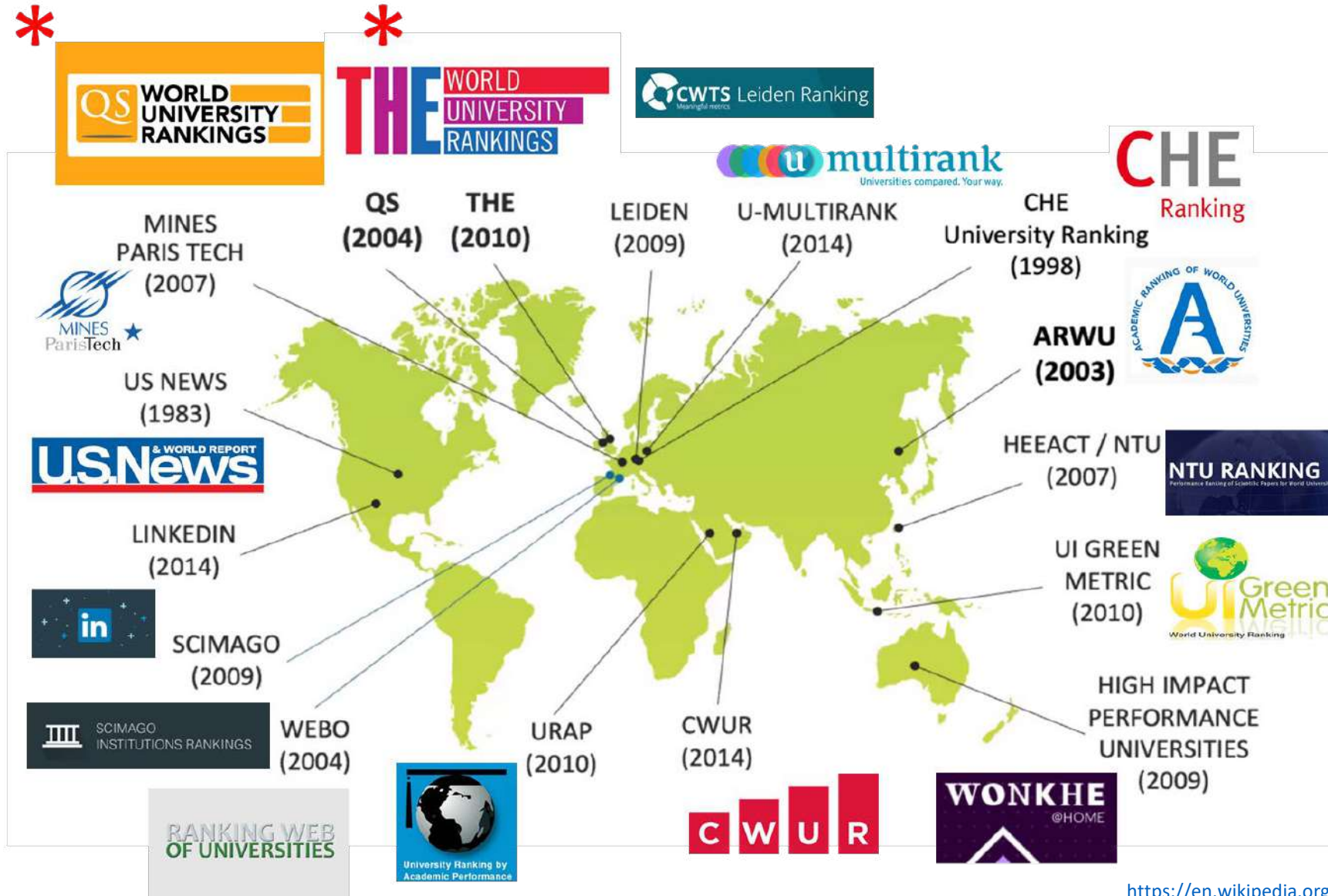


An Introduction -
Guide to AUN-QA Assessment
at Programme Level v4.0

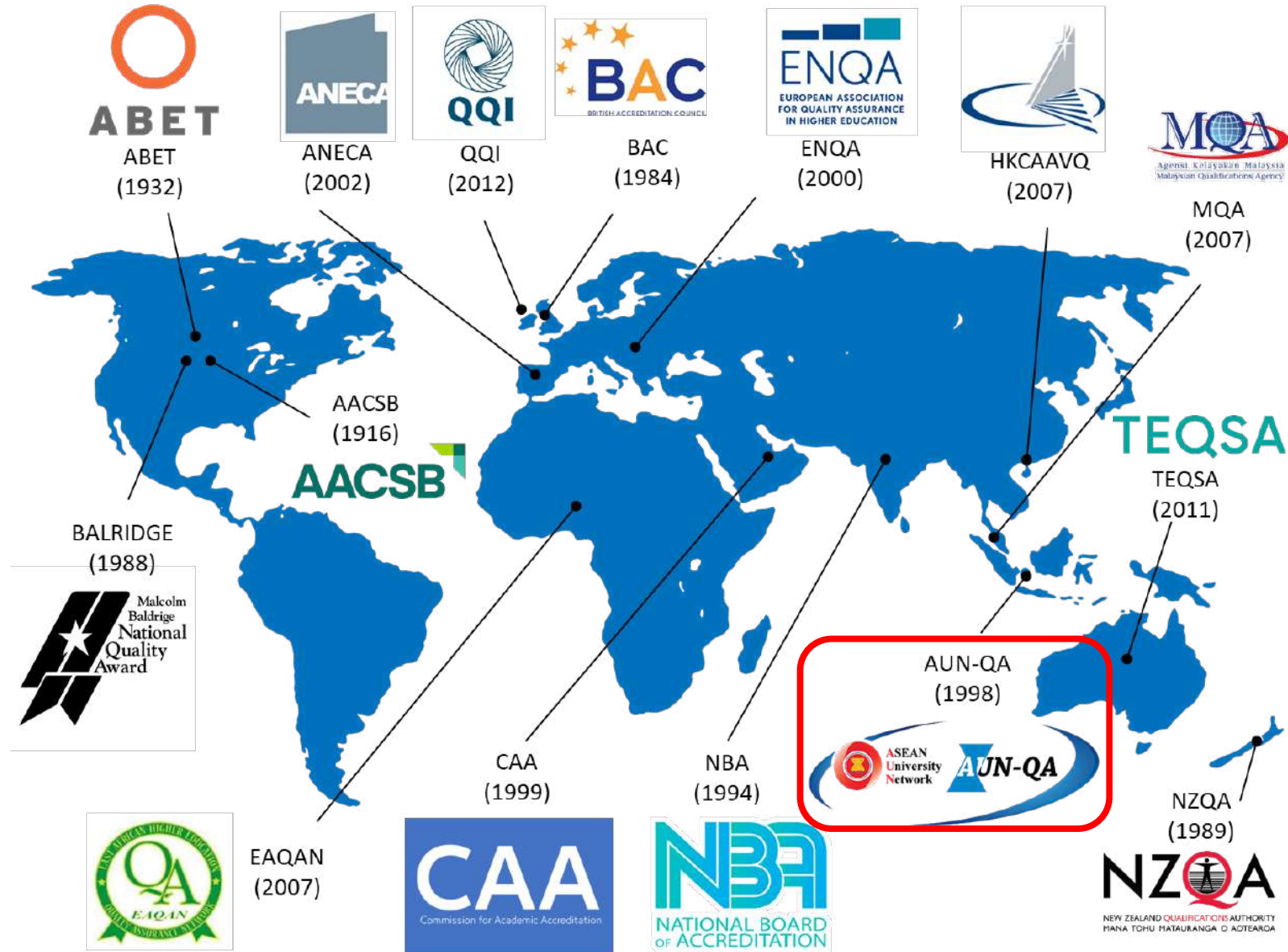
Tan Kay Chuan
National University of Singapore

Ranking Systems World-Wide

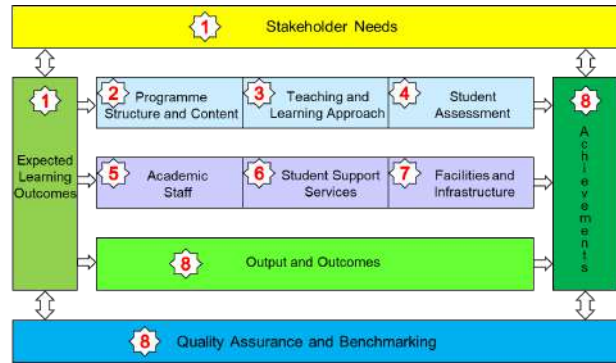


https://en.wikipedia.org/wiki/College_and_university_rankings

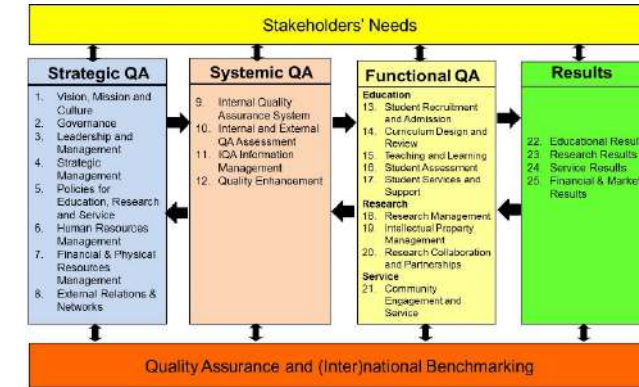
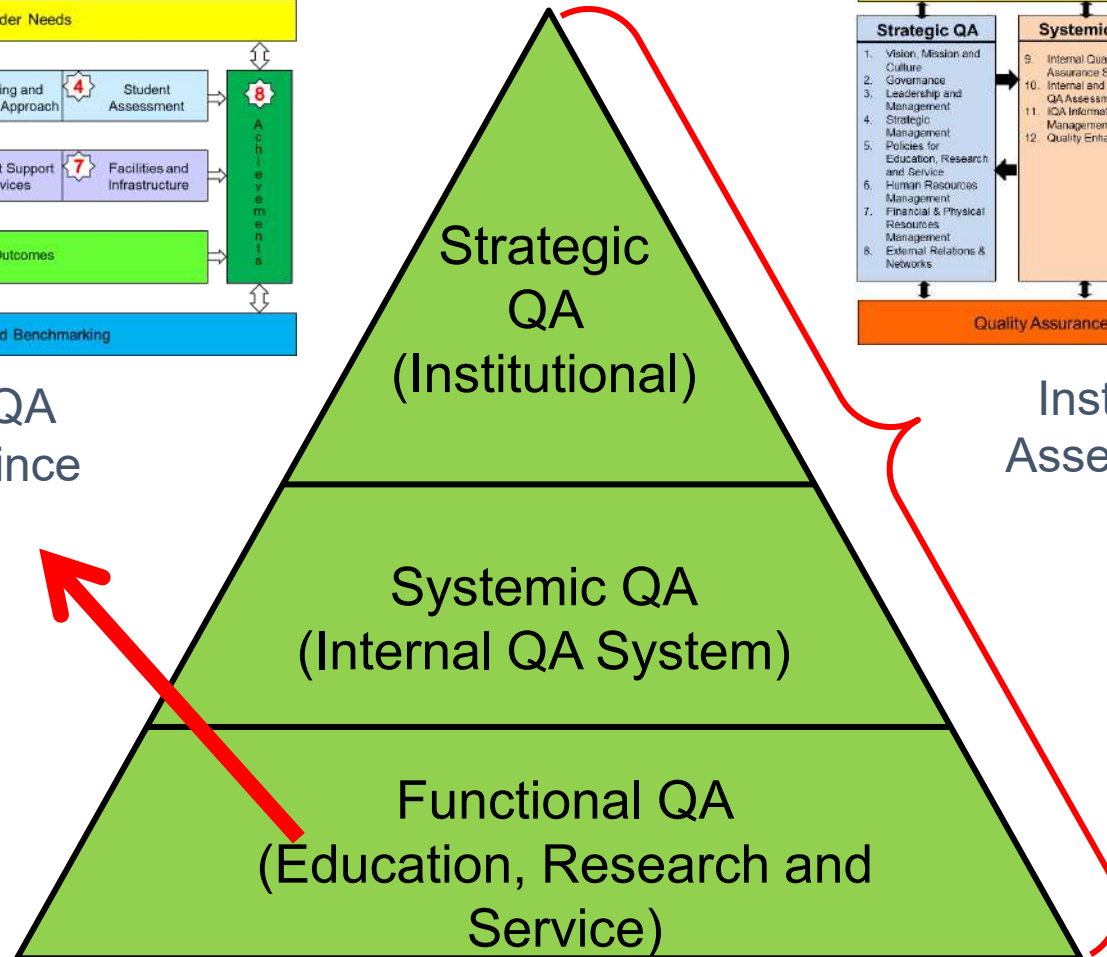
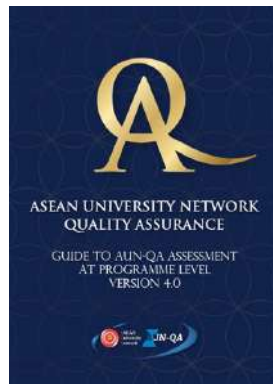
Assessment Systems World-Wide



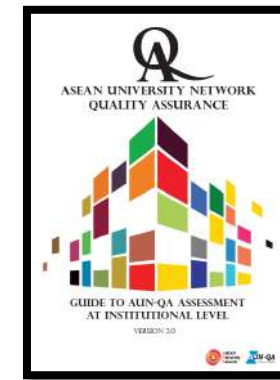
AUN-QA Assessment Framework



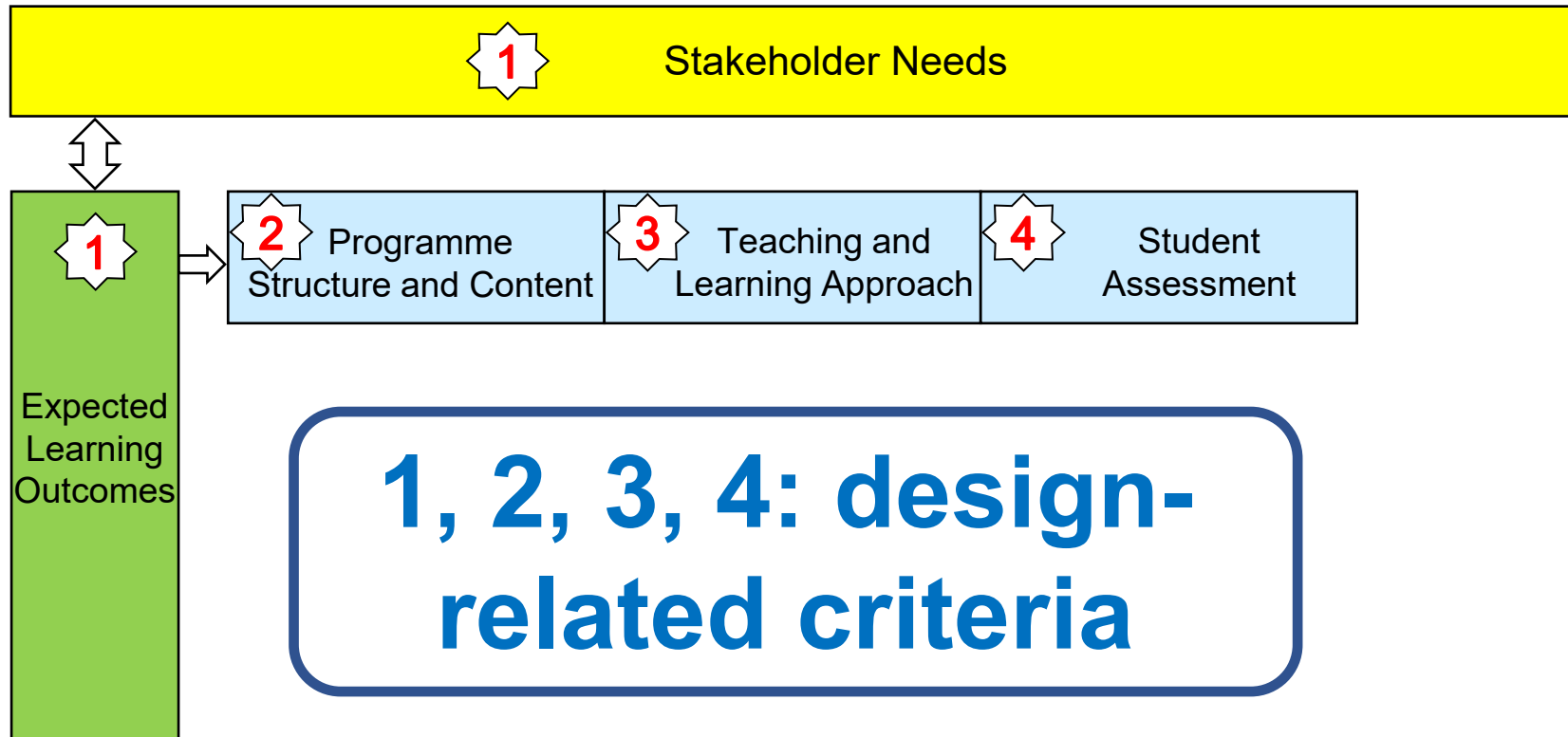
Programme QA Assessment since May 2007



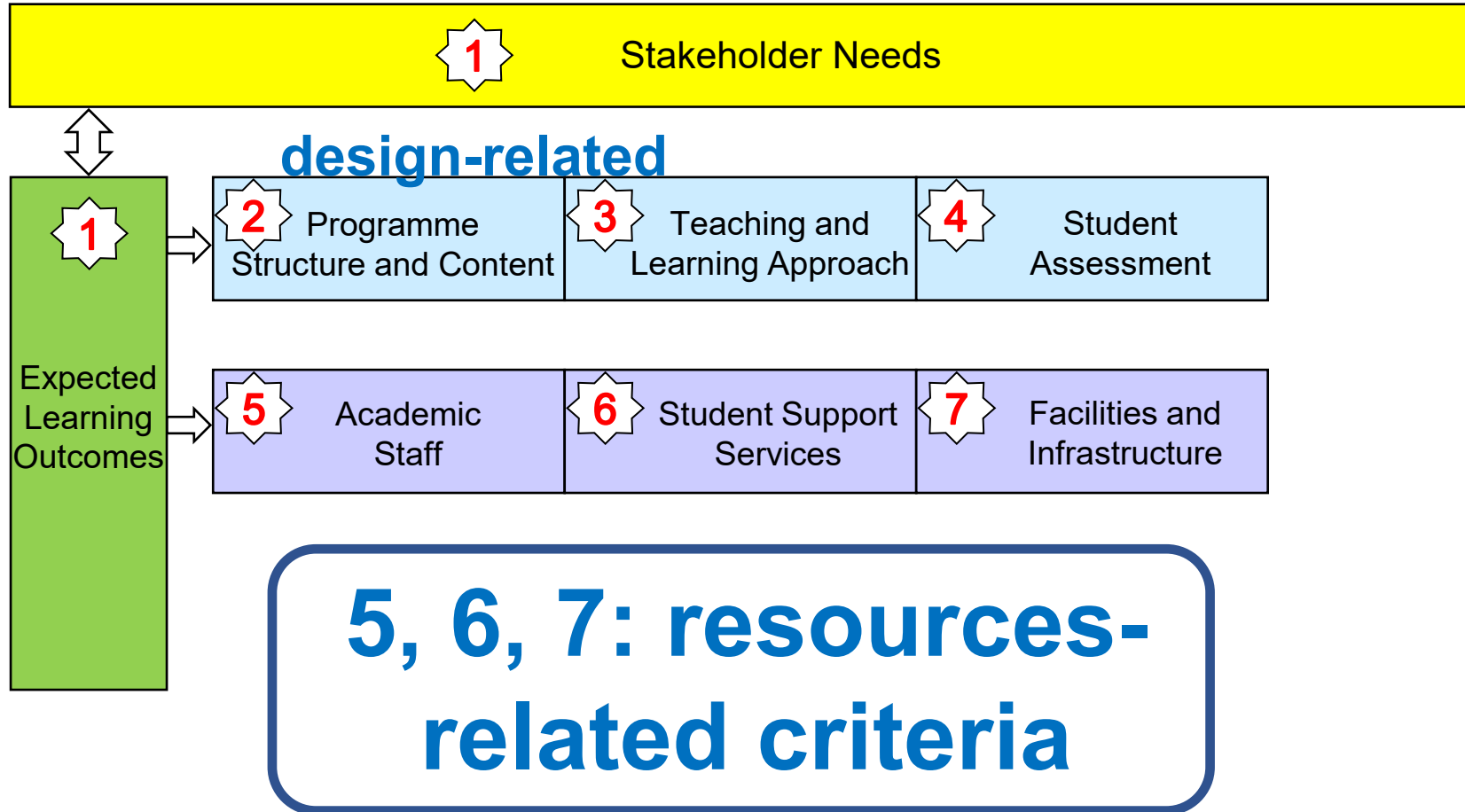
Institutional QA Assessment since Jan 2017



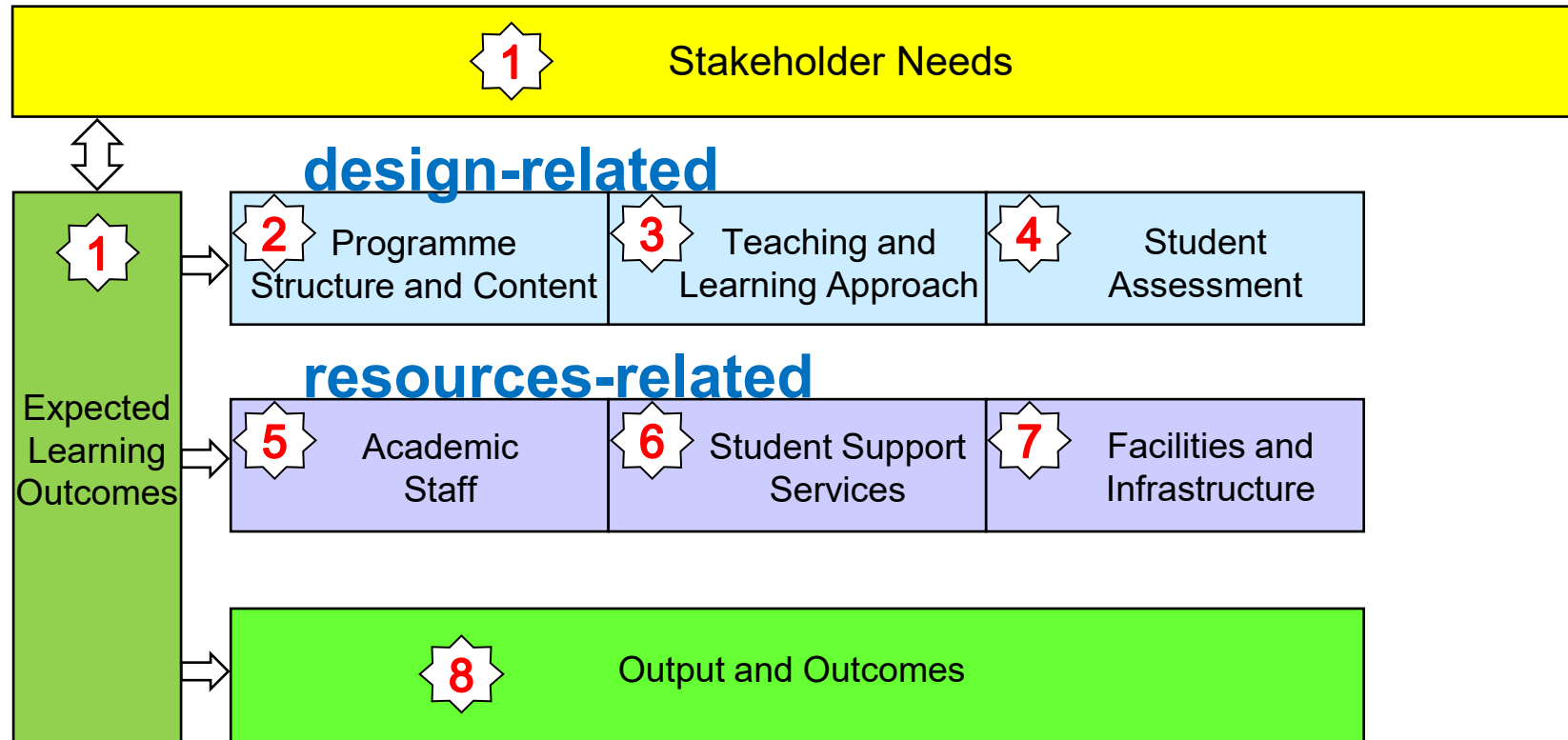
AUN-QA Prog Assessment v4.0



AUN-QA Prog Assessment v4.0

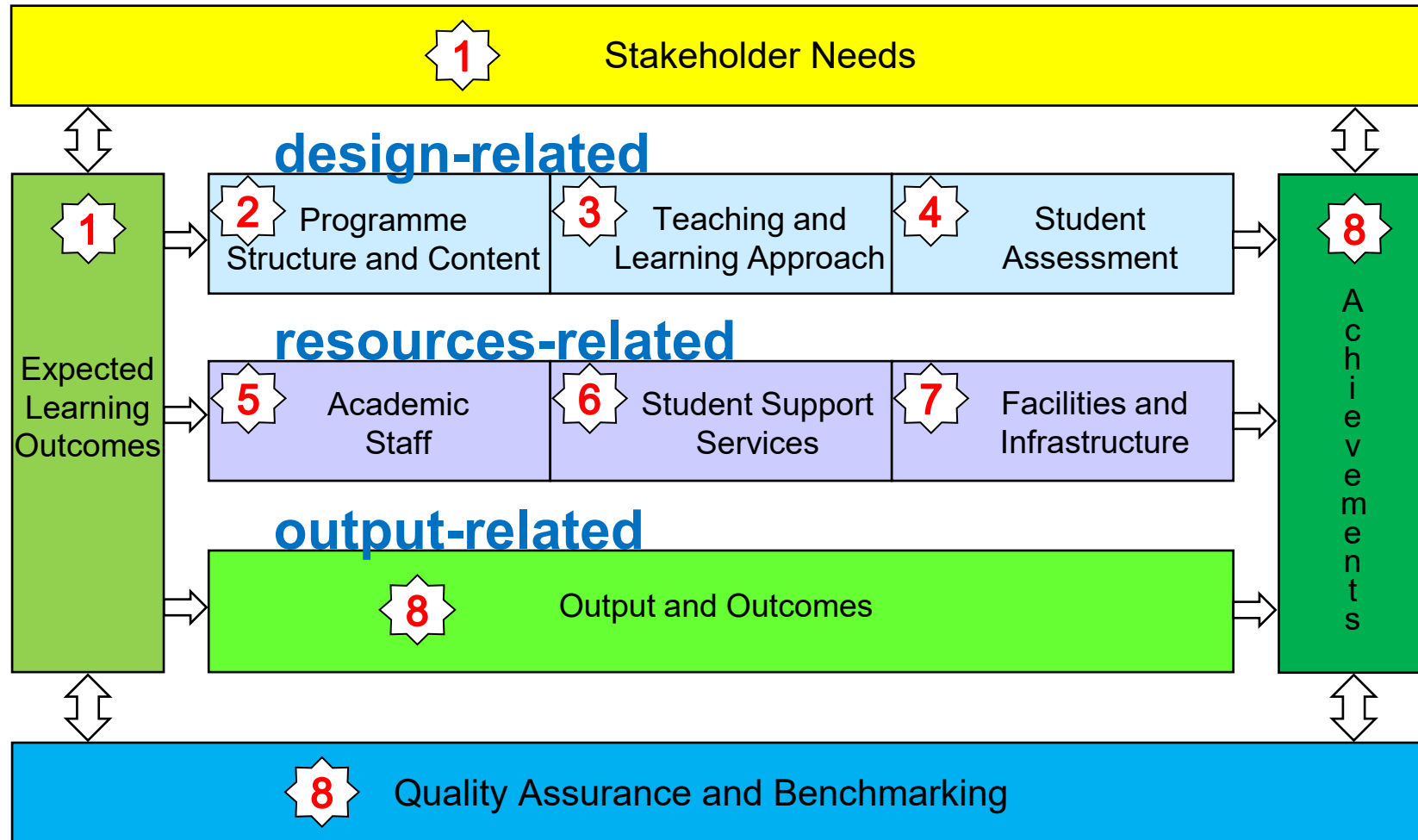


AUN-QA Prog Assessment v4.0



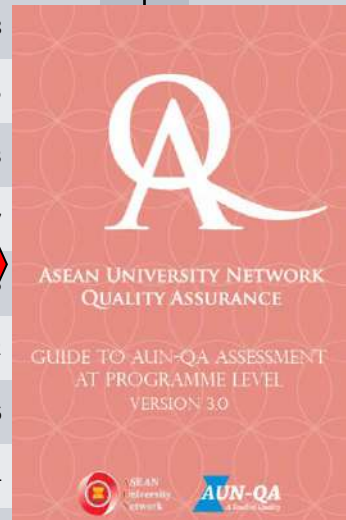
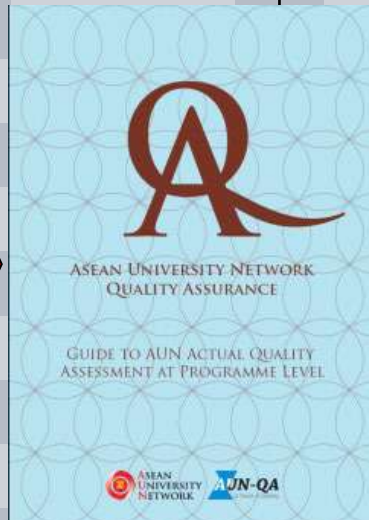
8: output-related criterion

AUN-QA Prog Assessment v4.0



AUN-QA Prog Assessment v1.0-4.0

2020	Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo					
JANUARY			1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31		
FEBRUARY							1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29
MARCH							7	8							17	18							27	28											
APRIL							4	5							14	15							24	25											
MAY							2	3							12	13							22	23											
JUNE							6	7							16	17							26	27											
JULY							1	2							11	12							21	22											
AUGUST							5	6							15	16							25	26											
SEPTEMBER							3	4							13	14							23	24											
OCTOBER							1	2							11	12							21	22											
NOVEMBER	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30					
DECEMBER			1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31		



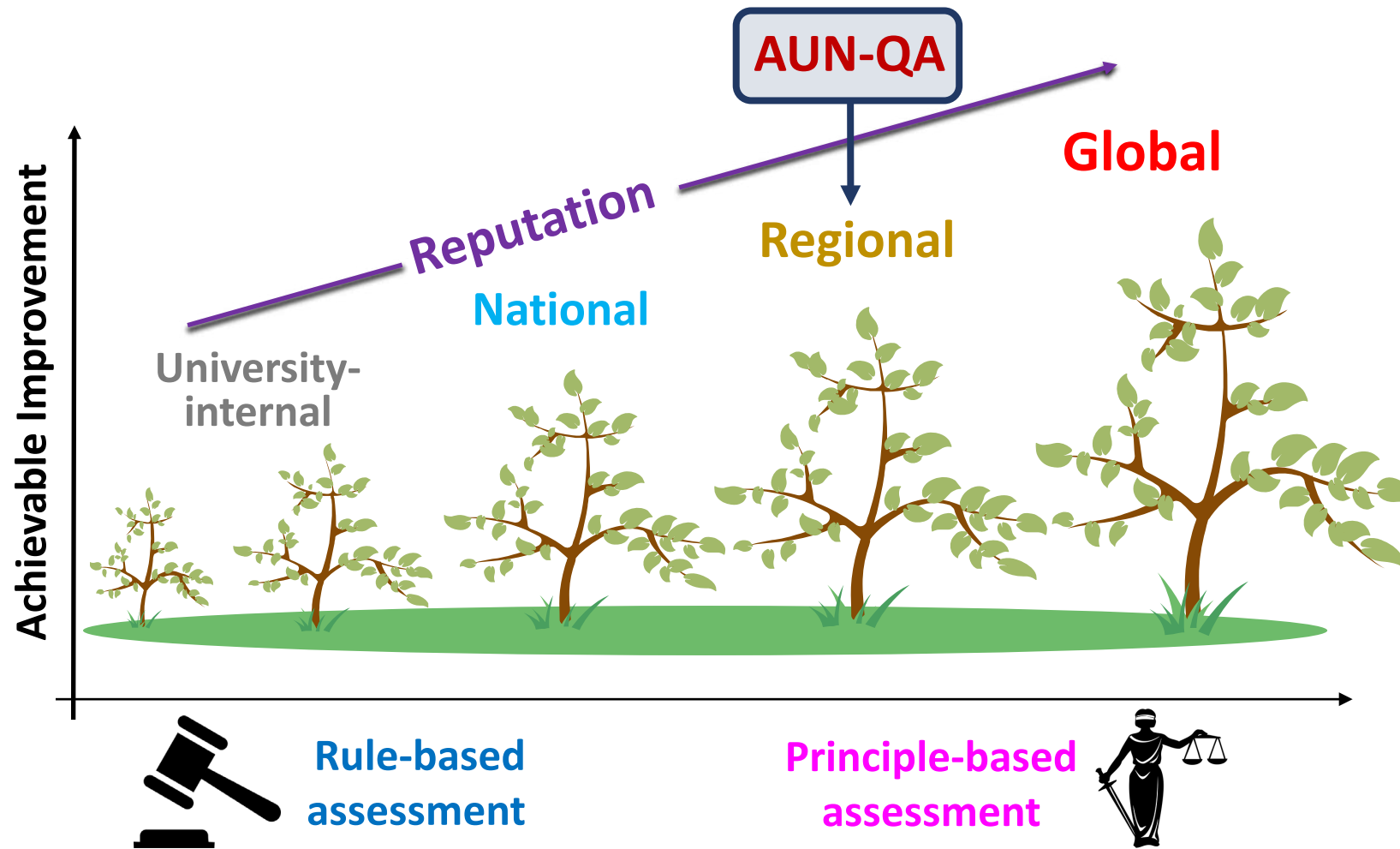
v1.0
2007 – 2010
18 Criteria

v2.0
2011 – 2016
15 Criteria

v3.0
2016/17 - 2020
11 Criteria

v4.0
2020/21 onwards
8 Criteria

Improvement through Assessment

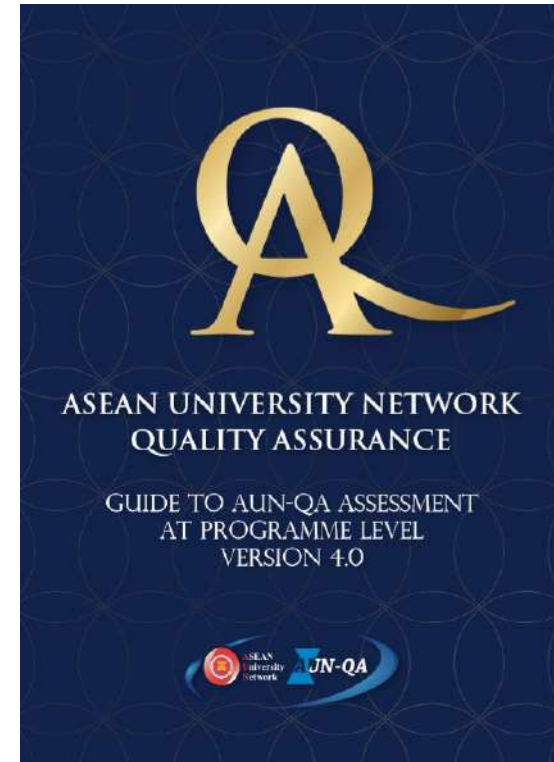


Principle-based Versus Rule-based



AUN-QA Assessments are...

- Principles-based
- Not prescriptive
- Recommend areas for improvement; not mandate solutions
- Contextualized, not standardized QA practices
- Is to improve effectiveness of QA systems in IHLs



AUN-QA Competency Model (Old)

AUN-QA Professional Development Competency Model					
Level		AUN-QA Practitioner	AUN-QA Assessor	AUN-QA Lead Assessor	AUN-QA Expert
Outcome		Ability to Implement AUN-QA Framework	Ability to Assess AUN-QA Framework	Ability to Lead AUN-QA Assessment	Ability to Train AUN-QA Professionals
Skills	Conceptual	<ul style="list-style-type: none"> Strategic Management & Quality Planning 	<ul style="list-style-type: none"> Strategic Management & Quality Planning 	<ul style="list-style-type: none"> Strategic Management & Quality Planning 	<ul style="list-style-type: none"> Strategic Management & Quality Planning Training Needs Analysis & Evaluation
	People	<ul style="list-style-type: none"> Team Management Stakeholders' Interview Change Management 	<ul style="list-style-type: none"> Team Management Stakeholders' Interview Cultural Sensitivity 	<ul style="list-style-type: none"> Team Leadership & Conflict Management Stakeholders' Interview Cultural Sensitivity 	<ul style="list-style-type: none"> Facilitation Coaching Learning Styles Cultural Sensitivity
	Technical	<ul style="list-style-type: none"> IQA & SAR Development and Implementation IQA & SAR Review Project Management 	<ul style="list-style-type: none"> AUN-QA Guidelines Desktop Assessment Documentation Review Site Assessment Assessment Report 	<ul style="list-style-type: none"> AUN-QA Guidelines Assessment Planning Desktop Assessment Documentation Review Site Assessment Assessment Report 	<ul style="list-style-type: none"> Course Design & Development Delivery Methodology Skill Domains
Knowledge	QA	AUN-QA Framework (Programme and Institutional QA)			
	Edu	Learning Outcomes, Teaching & Learning, Student Assessment, Curriculum Design & Development and Educational Trends			
Attitude		Professionalism (including English Language) and Ethics			

AUN-QA Competency Model (New)

AUN-QA Professional Development Competency Model				
Level	AUN-QA Practitioner	AUN-QA Assessor	AUN-QA Lead Assessor	AUN-QA Expert
Outcome	Ability to Implement AUN-QA Framework	Ability to Assess AUN-QA Framework	Ability to Lead AUN-QA Assessment	Ability to Train AUN-QA Professionals
Skills	Conceptual • Strategic Management & Quality Planning	Conceptual • Strategic Management & Quality Planning	Conceptual • Strategic Management & Quality Planning	Conceptual • Strategic Management & Quality Planning • Training Needs Analysis & Evaluation
	People • Team Management • Stakeholders' Interview • Change Management	People • Team Management • Stakeholders' Interview • Cultural Sensitivity	People • Team Leadership & Conflict Management • Stakeholders' Interview • Cultural Sensitivity	People • Facilitation • Coaching • Learning Styles • Cultural Sensitivity
	Technical • IQA & SAR Development and Implementation • IQA & SAR Review • Project Management	Technical • AUN-QA Guidelines • Desktop Assessment • Documentation Review • Site Assessment • Assessment Report	Technical • AUN-QA Guidelines • Assessment Planning • Desktop Assessment • Documentation Review • Site Assessment • Assessment Report	Technical • Course Design & Development • Delivery Methodology • Skill Domains
Knowledge	AUN-QA Framework (Programme and Institutional QA) Quality Management Concepts and Principles			
	Learning Outcomes, Teaching & Learning, Student Assessment, Curriculum Design & Development and Educational Trends			
Attitude	Professionalism (including English Language) and Ethics			

AUN-QA Professional Development Competency Model						
Level	AUN-QA PA Practitioner	AUN-QA PA Assessor	AUN-QA PA Lead Assessor	AUN-QA PA Chief Assessor	AUN-QA IA Assessor	AUN-QA Trainer
Outcome	Implement AUN-QA PA Framework	Assess Using AUN-QA PA Framework	Lead a Single AUN-QA PA Assessment	Oversee Multiple, Simultaneous AUN-QA PA Assessments	Assess Using AUN-QA IA Framework	Train AUN-QA PA & IA Practitioners and Assessors
Skills	Conceptual - Strategic Mgmt & Quality Planning	Conceptual - Strategic Mgmt & Quality Planning	Conceptual - Strategic Mgmt & Quality Planning - Org Behav Mgmt	Conceptual - Strategic Mgmt & Quality Planning - Org Behav Mgmt - Leadership	Conceptual - Strategic Mgmt & Quality Planning - Org Behav Mgmt	Conceptual - Strategic Mgmt & Quality Planning - Org Behav Mgmt - Leadership
	People - Team Mgmt - Stakeholder Interview - Change Mgmt	People - Team Mgmt - Stakeholder Interview - Cultural Sensitivity	People - Leadership - Conflict Mgmt - Stakeholder Interview - Cultural Sensitivity	People - Team Leadership - Conflict Mgmt - Stakeholder Interview - Cultural Sensitivity	People - Team Leadership - Conflict Mgmt - Stakeholder Interview - Cultural Sensitivity	People - Org Leadership - Conflict Mgmt - Stakeholder Interview - Cultural Sensitivity - Development of
	Technical - Implement Using AUN-QA PA Framework - Dev & Implement IQA - Write a PA SAR	Technical - Assess Using AUN-QA PA Framework - Assess a PA SAR - Site Visit - Assessment Report	Technical - Assess Using AUN-QA PA Framework - Assess a PA SAR - Overall Assmnt Report	Technical - Assess Using AUN-QA PA Framework - Co-ord SAR Teams - Moderate Multi SARs - Write Multi Assmnt Reports Summary	Technical - Assess Using AUN-QA IA Framework - Assess a IA SAR - Assessment Report	Technical - Training Needs Analysis - Course Design & Dev - Course Delivery - KSA Domains
Knowledge	QA - Review IQA Project Mgmt	AUN-QA Programme Assessment and Institutional Assessment Frameworks Concepts & Principles in IHL Quality Assurance & Management				
	Edu Education 4.0, Learning Outcomes, Program Specification, Curriculum Design, Teaching & Learning Design & Assessment, Educational Philosophy, Academic Staff Development, Support Staff Development, University Environments, Quality Enhancement Techniques					
Attitude	Professionalism and Ethics in IHLs					

- From 4 to **7** levels
 - Prog **Chief Assessor***
 - **Institutional Assessor***
 - **Institutional Chief Assessor***
 - AUN-QA **Experts*/Trainers/Council Mbrs/Tech Team**
- * new

Crit 1: Expected Learning Outcomes

Criterion

Requirements

1	Expected Learning Outcomes
1.1	The programme to show that the expected learning outcomes are appropriately formulated in accordance with an established learning taxonomy, are aligned to the vision and mission of the university, and are known to all stakeholders.
1.2	The programme to show that the expected learning outcomes for all courses are appropriately formulated and are aligned to the expected learning outcomes of the programme.
1.3	The programme to show that the expected learning outcomes consist of both generic outcomes (related to written and oral communication, problem-solving, information technology, teambuilding skills, etc) and subject specific outcomes (related to knowledge and skills of the study discipline).
1.4	The programme to show that the requirements of the stakeholders, especially the external stakeholders, are gathered, and that these are reflected in the expected learning outcomes.
1.5	The programme to show that the expected learning outcomes are achieved by the students by the time they graduate.

The Eight Assessment Criteria

1

1	Expected Learning Outcomes
1.1	The programme to show that the expected learning outcomes are appropriately formulated in accordance with an established learning taxonomy, are aligned to the vision and mission of the university, and are known to all stakeholders.
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1.5	The programme to show that the expected learning outcomes are achieved by the students by the time they graduate.

2

2	Programme Structure and Content
2.1	The specifications of the programme and all its courses are shown to be comprehensive, up-to-date, and made available and communicated to all stakeholders.
2.2	The design of the curriculum is shown to be constructively aligned with achieving the expected learning outcomes.
2.3	The design of the curriculum is shown to include feedback from stakeholders, especially external stakeholders.
2.4	The contribution made by each course in achieving the expected learning outcomes is shown to be clear.
2.5	The curriculum to show that all its courses are logically structured, properly sequenced (progression from basic to intermediate to specialised courses), and are integrated.
2.6	The curriculum to have option(s) for students to pursue major and/or minor specialisations.
2.7	The programme to show that its curriculum is reviewed periodically following an established procedure and that it remains up-to-date and relevant to industry.

3

3	Teaching and Learning Approach
3.1	The educational philosophy is shown to be articulated and communicated to all stakeholders. It is also shown to be reflected in the teaching and learning activities.
3.2	The teaching and learning activities are shown to allow students to participate responsibly in the learning process.
3.3	The teaching and learning activities are shown to involve active learning by the students.
3.4	The teaching and learning activities are shown to promote learning, learning how to learn, and instilling in students a commitment for life-long learning (e.g., commitment to critical inquiry, information-processing skills, and a willingness to experiment with new ideas and practices).
3.5	The teaching and learning activities are shown to inculcate in students, new ideas, creative thought, innovation, and an entrepreneurial mindset.
3.6	The teaching and learning processes are shown to be continuously improved to ensure their relevance to the needs of industry and are aligned to the expected learning outcomes.

4

4	Student Assessment
4.1	A variety of assessment methods are shown to be used and are shown to be constructively aligned to achieving the expected learning outcomes and the teaching and learning objectives.
4.2	The assessment and assessment-appeal policies are shown to be explicit, communicated to students, and applied consistently.
4.3	The assessment standards and procedures for student progression and degree completion, are shown to be explicit, communicated to students, and applied consistently.
4.4	The assessments methods are shown to include rubrics, marking schemes, timelines, and regulations, and these are shown to ensure validity, reliability, and fairness in assessment.
4.5	The assessment methods are shown to measure the achievement of the expected learning outcomes of the programme and its courses.
4.6	Feedback of student assessment is shown to be provided in a timely manner.
4.7	The student assessment and its processes are shown to be continuously reviewed and improved to ensure their relevance to the needs of industry and alignment to the expected learning outcomes.

5

5	Academic Staff
5.1	The programme to show that academic staff planning (including succession, promotion, re-deployment, termination, and retirement plans) is carried out to ensure that the quality and quantity of the academic staff fulfil the needs for education, research, and service.
5.2	The programme to show that staff workload is measured and monitored to improve the quality of education, research, and service.
5.3	The programme to show that the competences of the academic staff are determined, evaluated, and communicated.
5.4	The programme to show that the duties allocated to the academic staff are appropriate to qualifications, experience, and aptitude.
5.5	The programme to show that promotion of the academic staff is based on a merit system which accounts for teaching, research, and service.
5.6	The programme to show that the rights and privileges, benefits, roles and relationships, and accountability of the academic staff, taking into account professional ethics and their academic freedom, are well defined and understood.
5.7	The programme to show that the training and developmental needs of the academic staff are systematically identified, and that appropriate training and development activities are implemented to fulfil the identified needs.
5.8	The programme to show that performance management including reward and recognition is implemented to assess academic staff teaching and research quality.

6

6	Student Support Services
6.1	The student intake policy, admission criteria, and admission procedures to the programme are shown to be clearly defined, communicated, published, and up-to-date.
6.2	Both short-term and long-term planning of academic and non-academic support services are shown to be carried out to ensure sufficiency and quality of support services for teaching, research, and community service.
6.3	An adequate system is shown to exist for student progress, academic performance, and workload monitoring. Student progress, academic performance, and workload are shown to be systematically recorded and monitored. Feedback to students and corrective actions are made where necessary.
6.4	Co-curricular activities, student competition, and other student support services are shown to be available to improve learning experience and employability.
6.5	The competences of the support staff rendering student services are shown to be identified for recruitment and deployment. These competences are shown to be evaluated to ensure their continued relevance to stakeholders needs. Roles and relationships are shown to be well defined to ensure smooth delivery of the services.
6.6	Student support services are shown to be subjected to evaluation, benchmarking, and enhancement.

7

7	Facilities and Infrastructure
7.1	The physical resources to deliver the curriculum, including equipment, material, and information technology, are shown to be sufficient.
7.2	The laboratories and equipment are shown to be up-to-date, readily available, and effectively deployed.
7.3	A digital library is shown to be set-up, in keeping with progress in information and communication technology.
7.4	The information technology systems are shown to be set up to meet the needs of staff and students.
7.5	The university is shown to provide a highly accessible computer and network infrastructure that enables the campus community to fully exploit information technology for teaching, research, service, and administration.
7.6	The environmental, health, and safety standards and access for people with special needs are shown to be defined and implemented.
7.7	The university is shown to provide a physical, social, and psychological environment that is conducive for education, research, and personal well-being.
7.8	The competences of the support staff rendering services related to facilities are shown to be identified and evaluated to ensure that their skills remain relevant to stakeholder needs.
7.9	The quality of the facilities (library, laboratory, IT, and student services) are shown to be subjected to evaluation and enhancement.

8

8	Output and Outcomes
8.1	The pass rate, dropout rate, and average time to graduate are shown to be established, monitored, and benchmarked for improvement.
8.2	Employability as well as self-employment, entrepreneurship, and advancement to further studies, are shown to be established, monitored, and benchmarked for improvement.
8.3	Research and creative work output and activities carried out by the academic staff and students, are shown to be established, monitored, and benchmarked for improvement.
8.4	Data are provided to show directly the achievement of the programme outcomes, which are established and monitored.
8.5	Satisfaction level of the various stakeholders are shown to be established, monitored, and benchmarked for improvement.

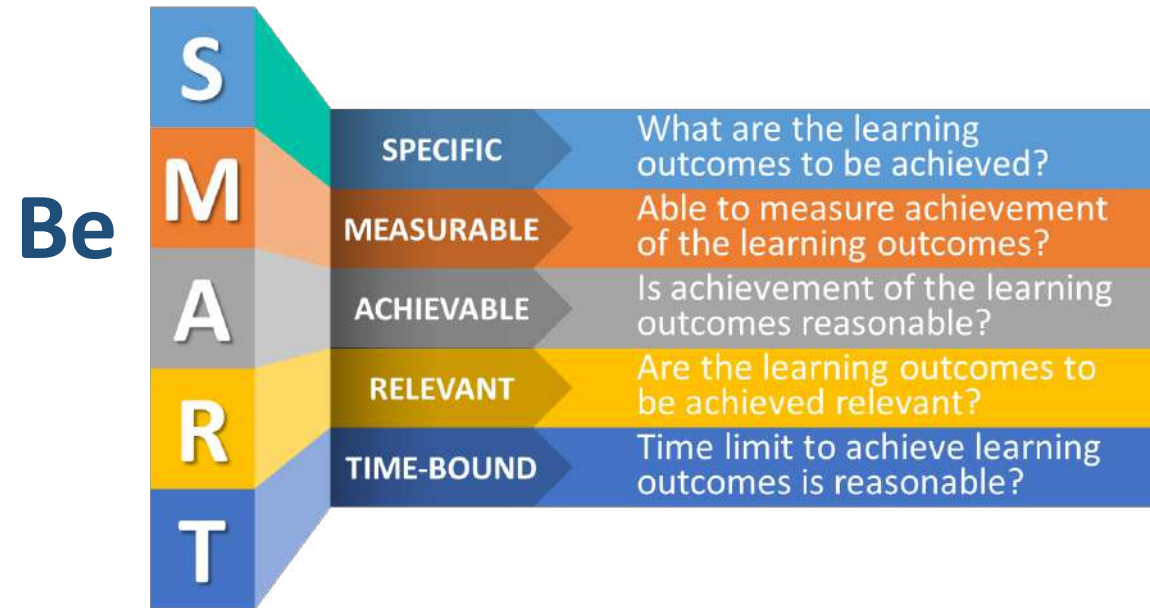
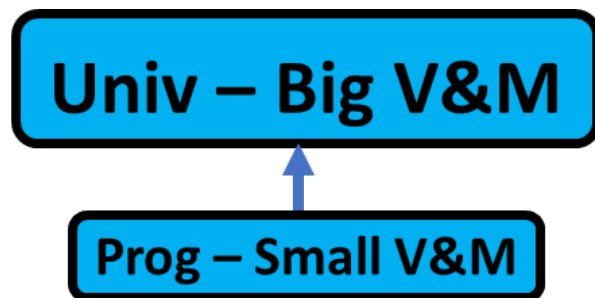
8 Criteria, 53 Requirements

Crit 1: Expected Learning Outcomes

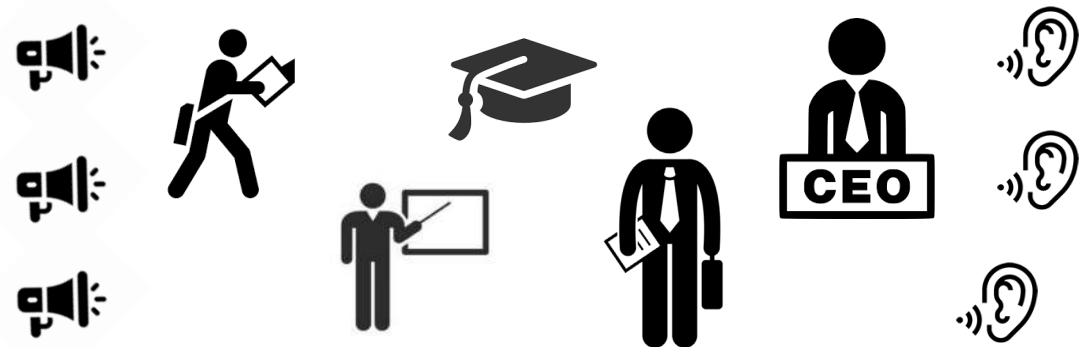
Focus on Outcomes (OBE)



Align \equiv Empower



Involve All Stakeholders

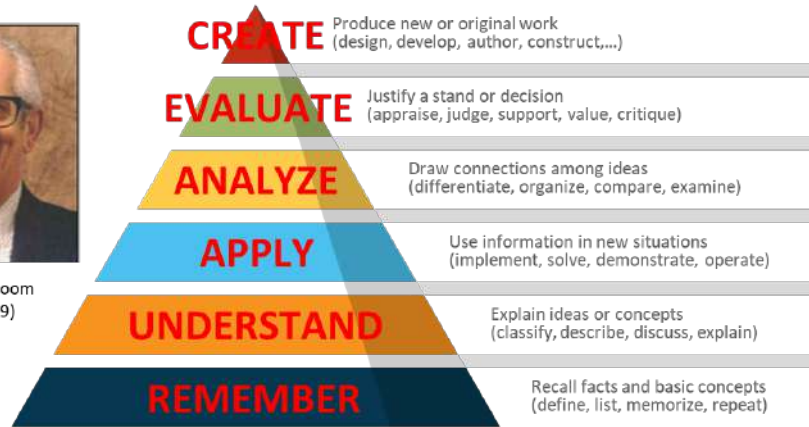


Crit 1: Expected Learning Outcomes

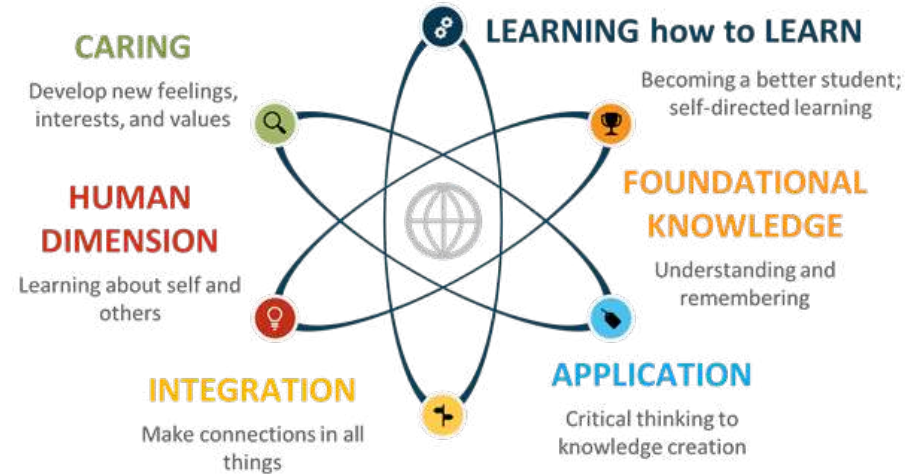
Bloom's Learning Outcome Taxonomy



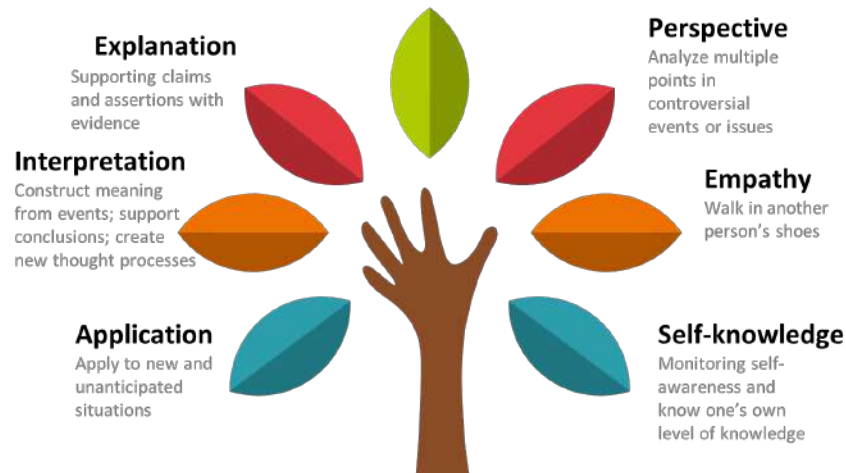
Benjamin Bloom
(1913 – 1999)



Fink's (2003) Taxonomy of Significant Learning

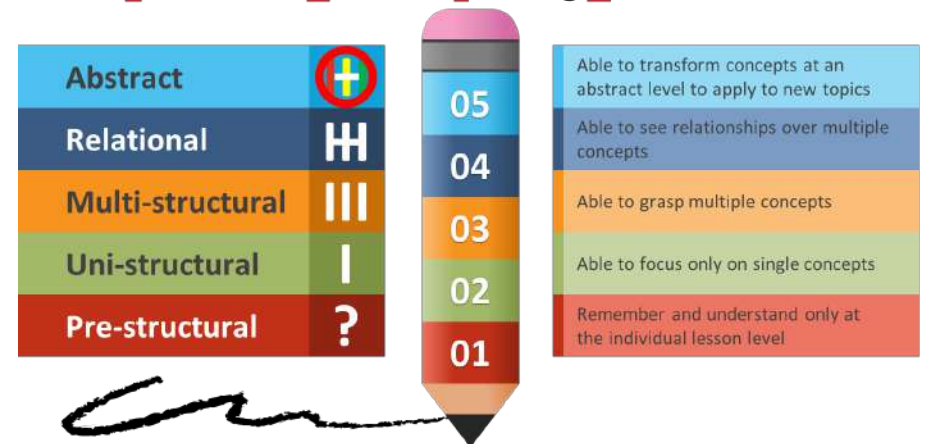


Six Facets of Understanding (Wiggins and McTighe, 2005)



SOLO Taxonomy (Biggs and Collis, 1982)

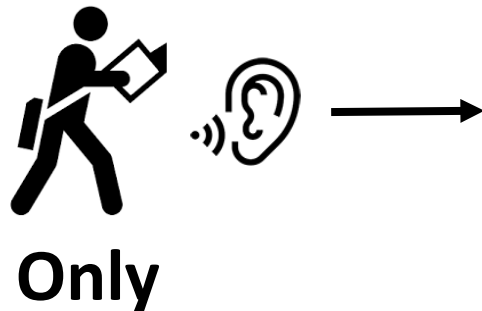
Structure of Observed Learning Outcomes



Crit 1: Expected Learning Outcomes

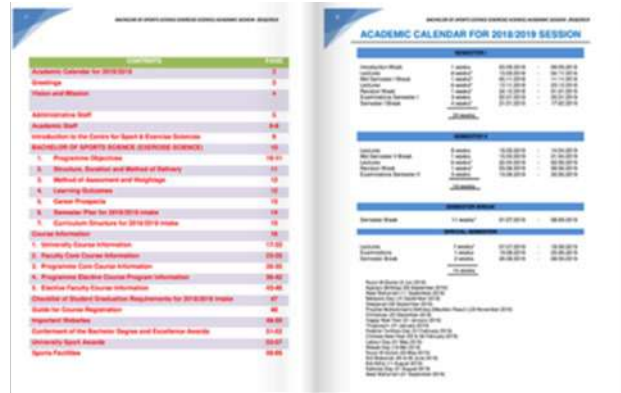
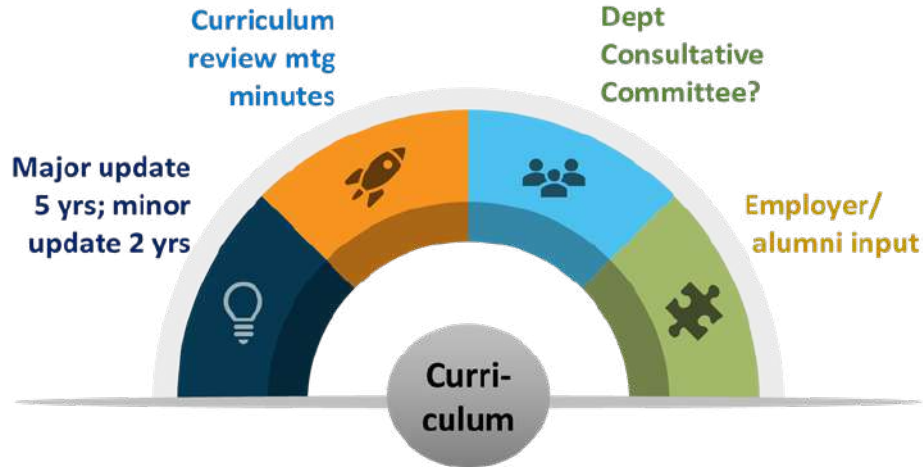
1	Expected Learning Outcomes
1.5	The programme to show that the expected learning outcomes are achieved by the students by the time they graduate.

new



Learning Outcome	Achievement of LO			
	25%	50%	75%	100%
LO1		X	X	
LO2				X
LO3	X	X	X	
LO4			X	
LO5		X	X	X

Crit 2: Prog Structure & Content



- 01 All univ LOs and GLAs align with employer/society needs
- 02 All prog/sch/fac LOs align w the univ graduate learning attributes
- 03 All courses in a program fulfil the program LOs
- 04 All lessons in a course fulfil the course LOs



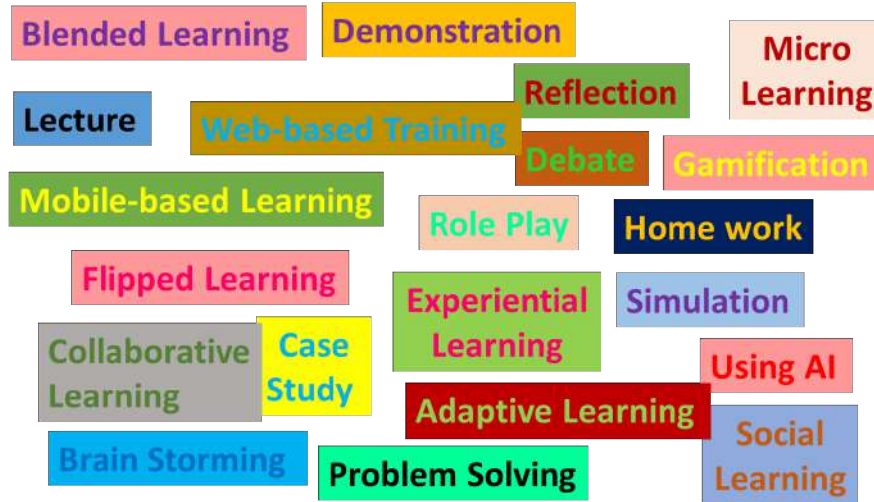
- Up-to-date
- Much information
- Inform of learning options
- Inform of job opportunities

- Show to all parties
- Multiple versions
- In hardcopy, softcopy, FB, Youtube, Instagram, etc

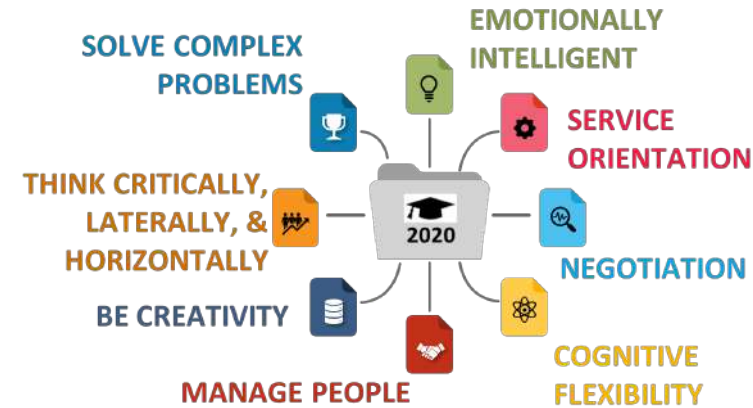
Pathways



Crit 3: Teaching & Learning Approach



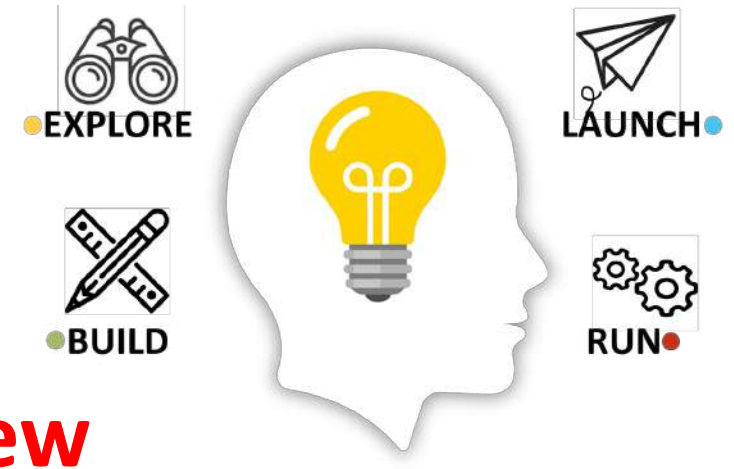
Top Eight Skill-sets for >2020



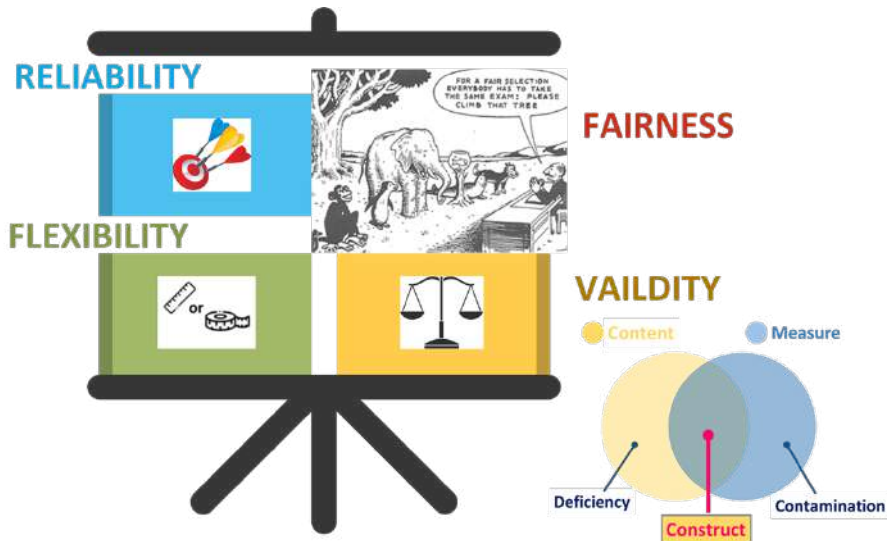
Educational Philosophy



Entrepreneurship



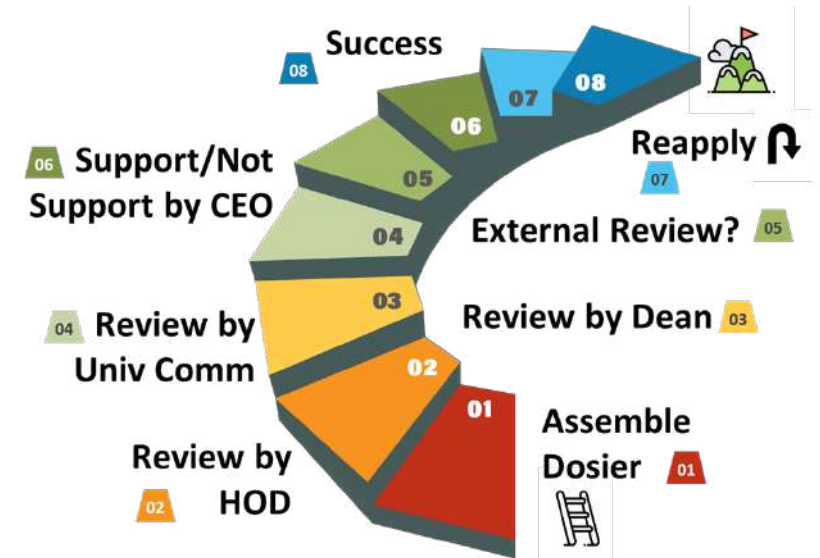
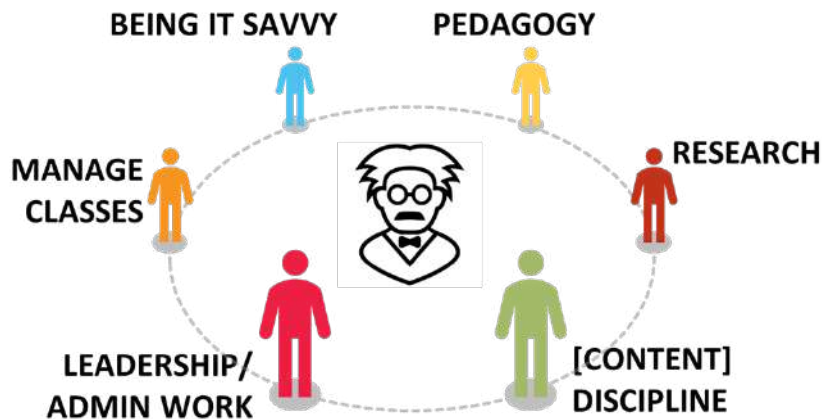
Crit 4: Student Assessment



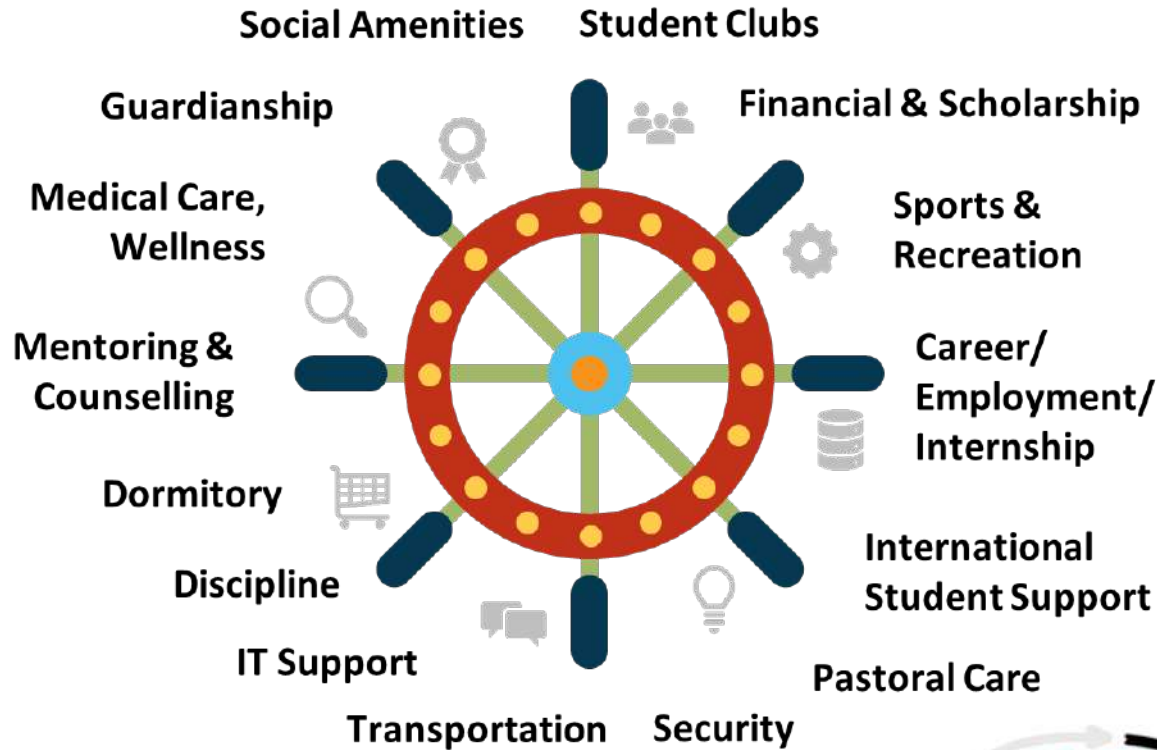
Crit 5: Academic Staff



Training needs analysis is the process of determining the training that needs to be completed in a certain period to allow staff to perform their jobs as effectively as possible, as well as to progress and grow¹



Crit 6: Student Support Services



Academic Advising



Co-curricular activities

Student Competition

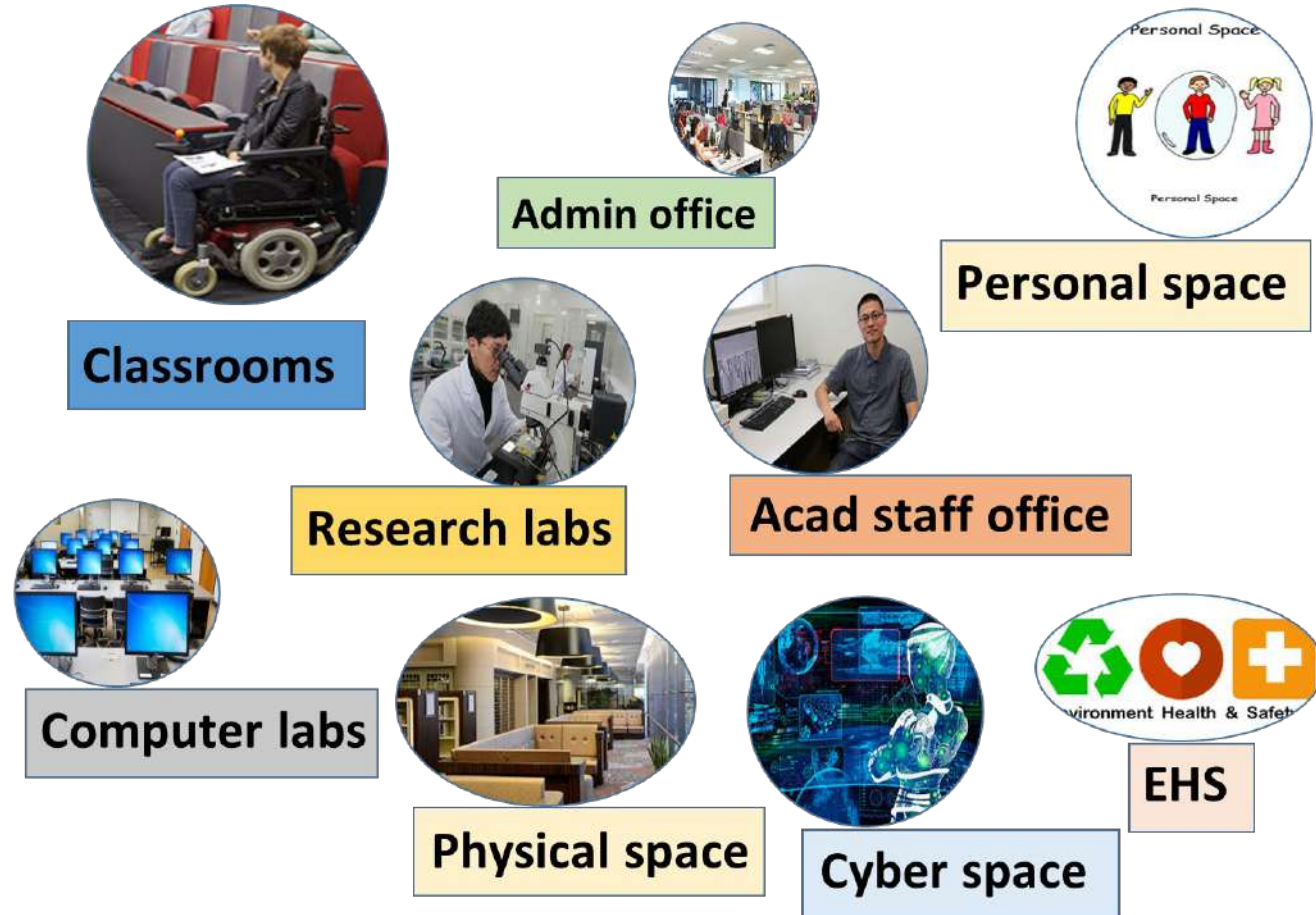
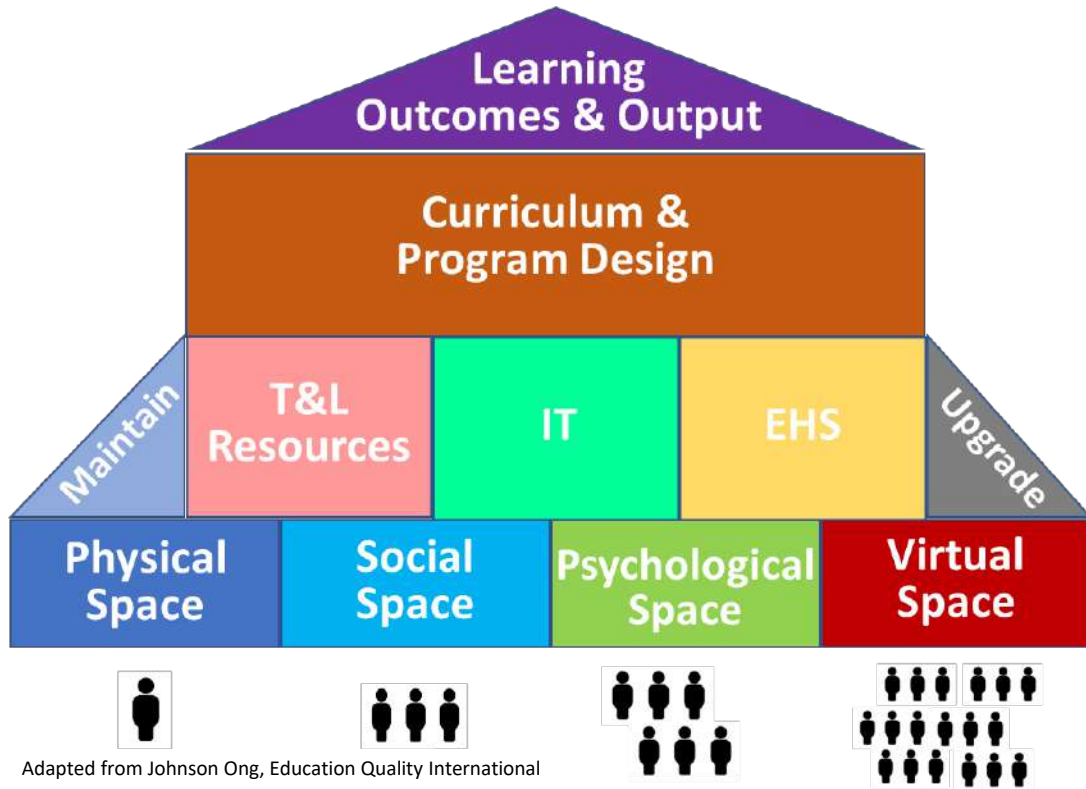
Student Clubs

The Social Environment



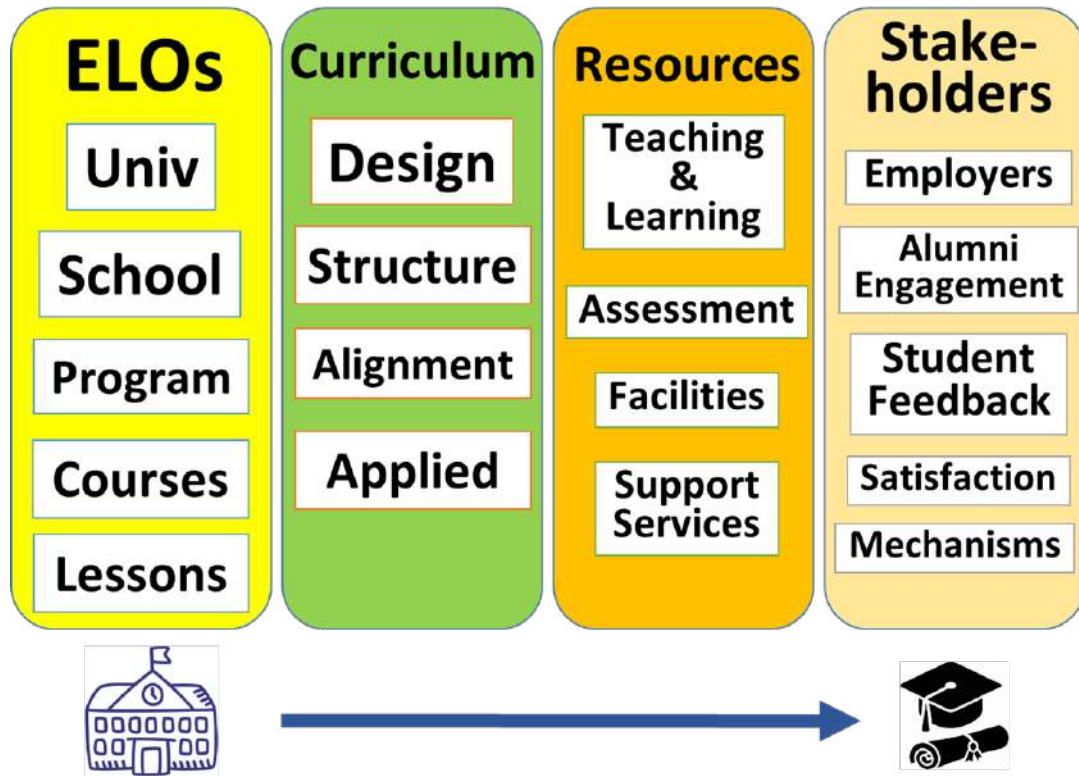
Career Services

Criterion 7: Facilities & Infrastructure

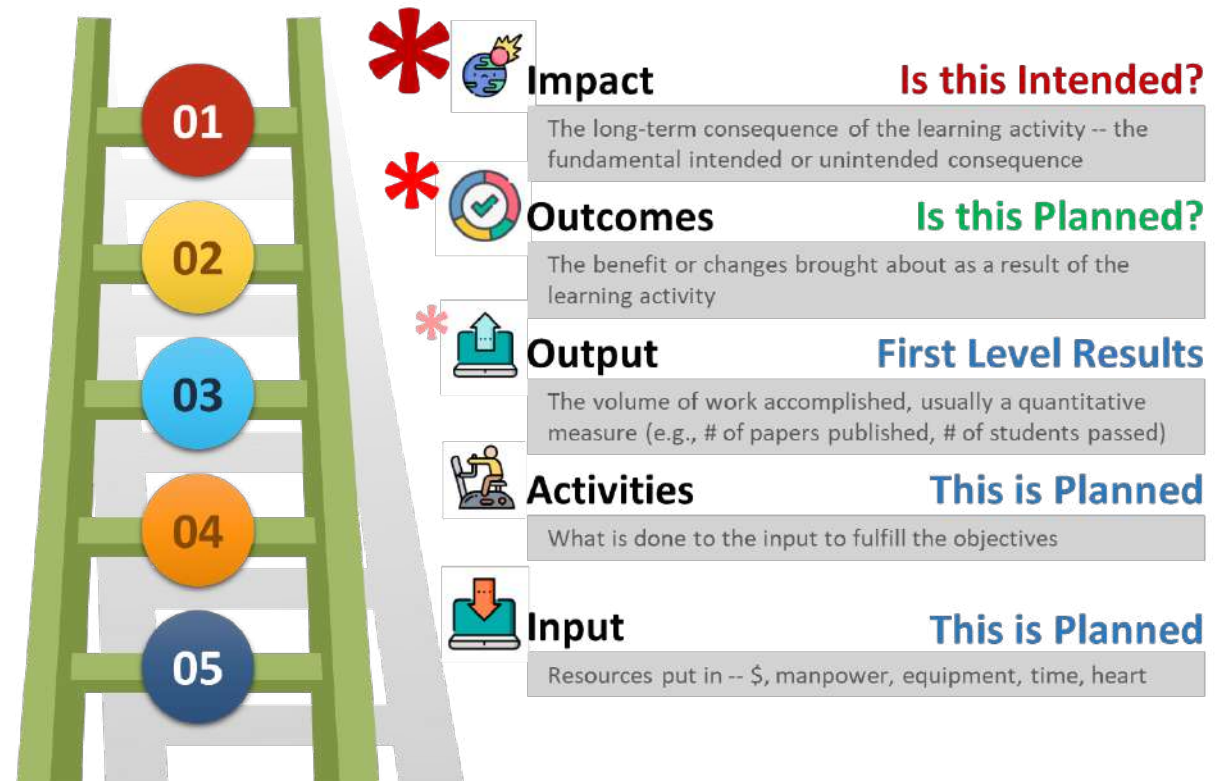


Criterion 8: Output and Outcomes

Achieve Program Outcomes

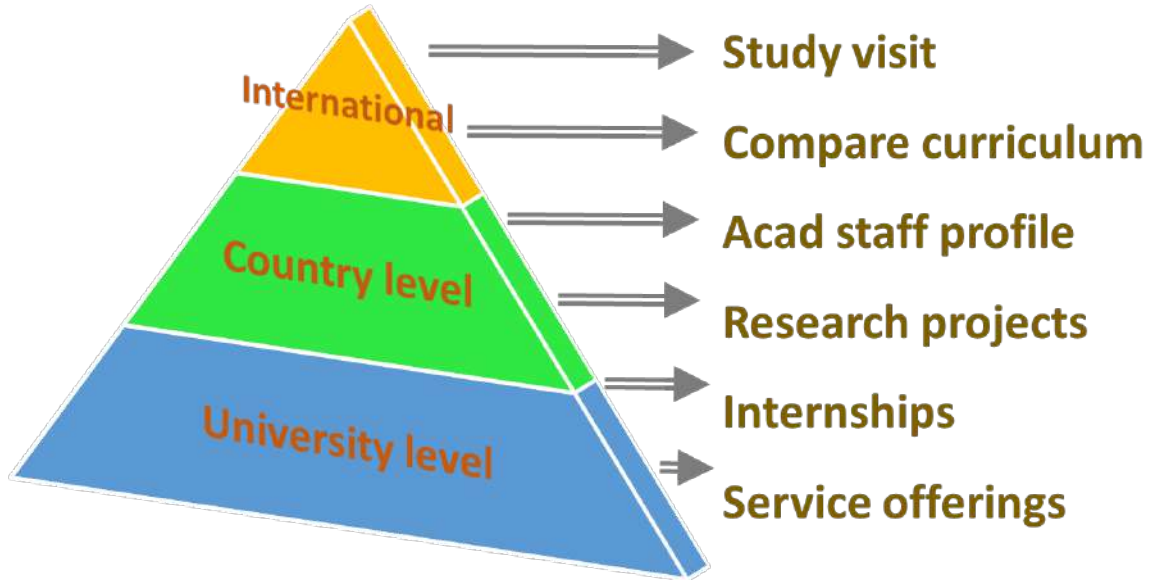


Measure Outcomes



Criterion 8: Output and Outcomes

Do Benchmarking



Show How LOs are Achieved

Assessment Type	ELO1	ELO2	ELO3	ELO4	ELO5
1) Homework 1	75%	50%	75%		
2) Homework 2		75%		75%	
3) Group Project		75%		75%	75%
4) Mid-term Test		100%		75%	100%
5) Final Exam	50%	50%	75%	100%	75%

ELO1 – Engineering knowledge...

ELO2 – Methods usage...

ELO3 – Problem analysis...

ELO4 – Solution design...

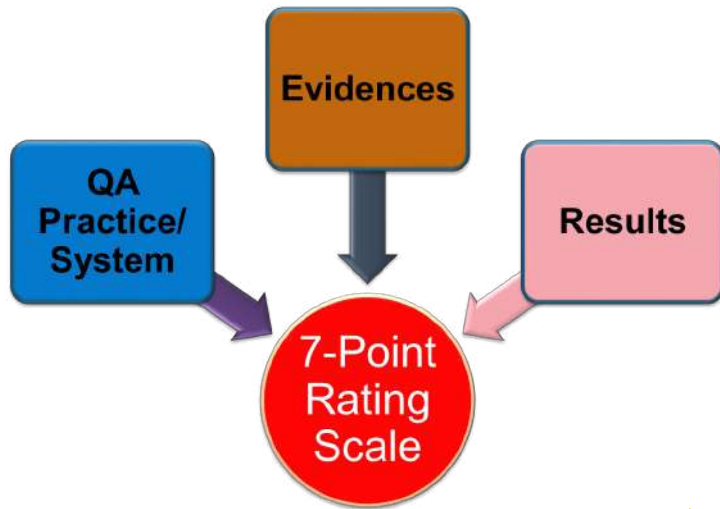
ELO5 – Environment and sustainability...

Fulfil to: 25%, 50%, 75%, or 100%

ELOs achieved at: ??%

Table filled in by: ??

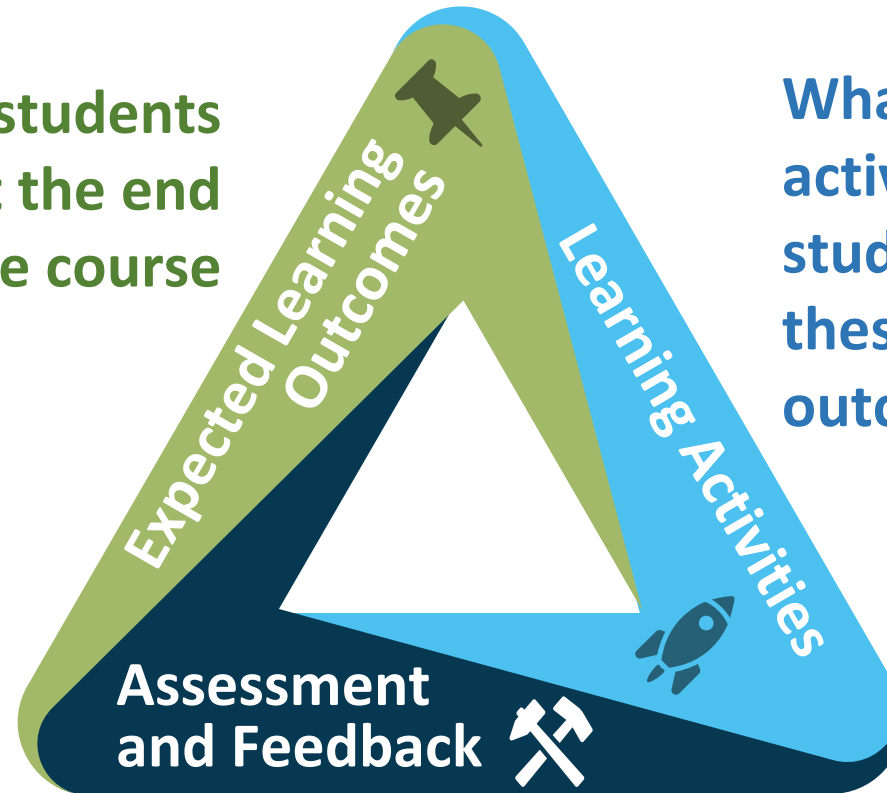
AUN-QA Rating Scale



Rating	Description
1	Absolutely Inadequate The QA practice to fulfil the criterion is not implemented. There are no plans , documents, evidences or results available.
2	Inadequate and Improvement is Necessary The QA practice to fulfil the criterion at planning stage or is inadequate where improvement is necessary. Little documents or evidence available.
3	Inadequate but Minor Improvement Will Make It Adequate The QA practice fulfil the criterion is defined and implemented but need minor improvement. Documents available but no clear evidence of use.
4	Adequate as Expected The QA practice to fulfil the criterion is adequate and evidences to show. Performance of the QA practice shows consistent results as expected.
5	Better Than Adequate The QA practice to fulfil the criterion is better than adequate. Evidences support that it has been efficiently implemented .
6	Example of Best Practices The QA practice to fulfil the criterion is example of best practices in the field. Evidences support that it has been effectively implemented.
7	Excellent (Example of World-class or Leading Practices) The QA practice to fulfil the criterion is considered to be excellent, world-class practices in the field. Evidences of innovative implementation .

Constructive Alignment

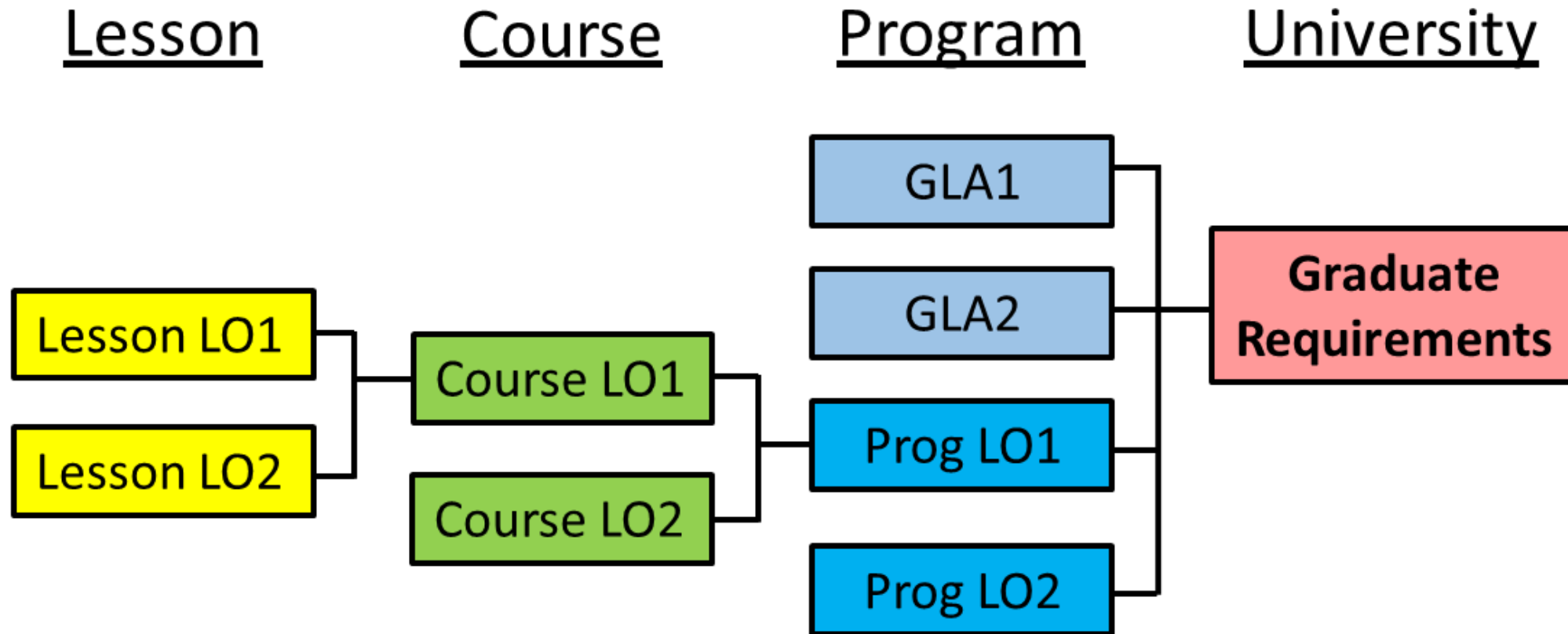
What students
can do at the end
of the course



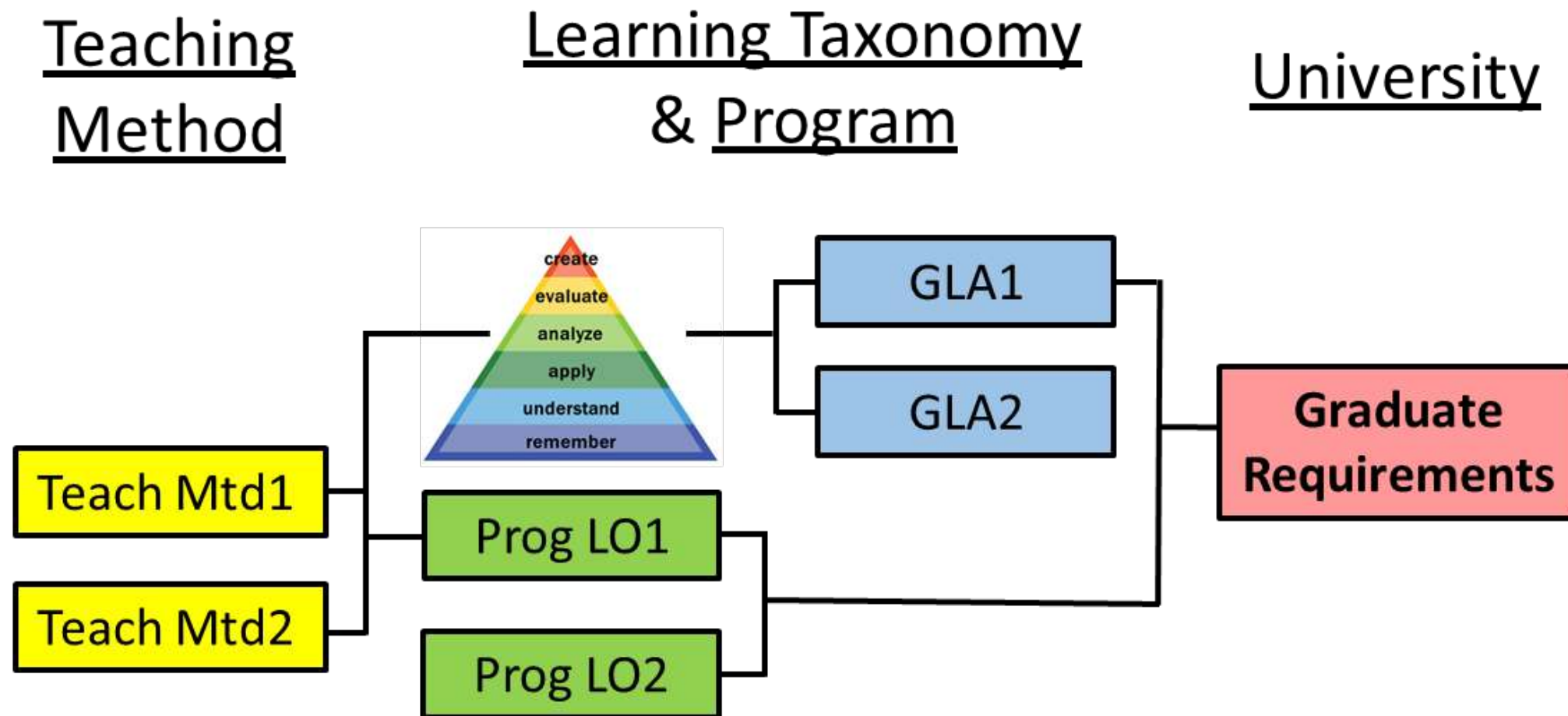
What learning
activities can help
students achieve
these learning
outcomes

How to know if students have
achieved the learning outcomes

Curriculum Alignment (Micro)



Teaching Method Alignment (Micro)

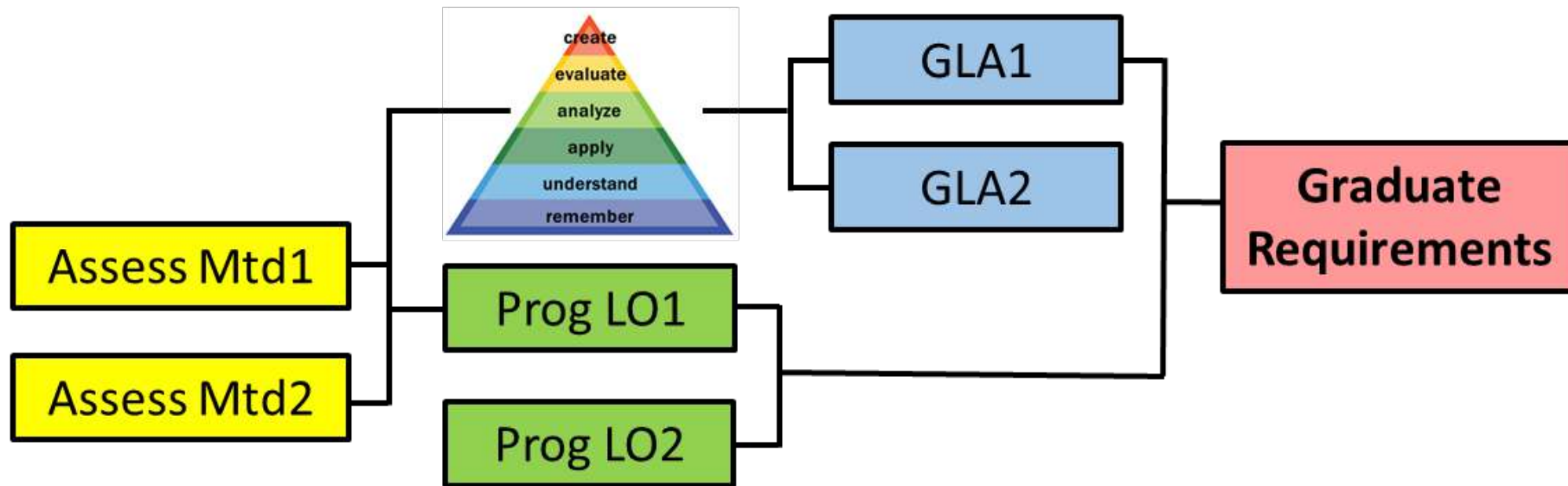


Assessment Mtd Alignment (Micro)

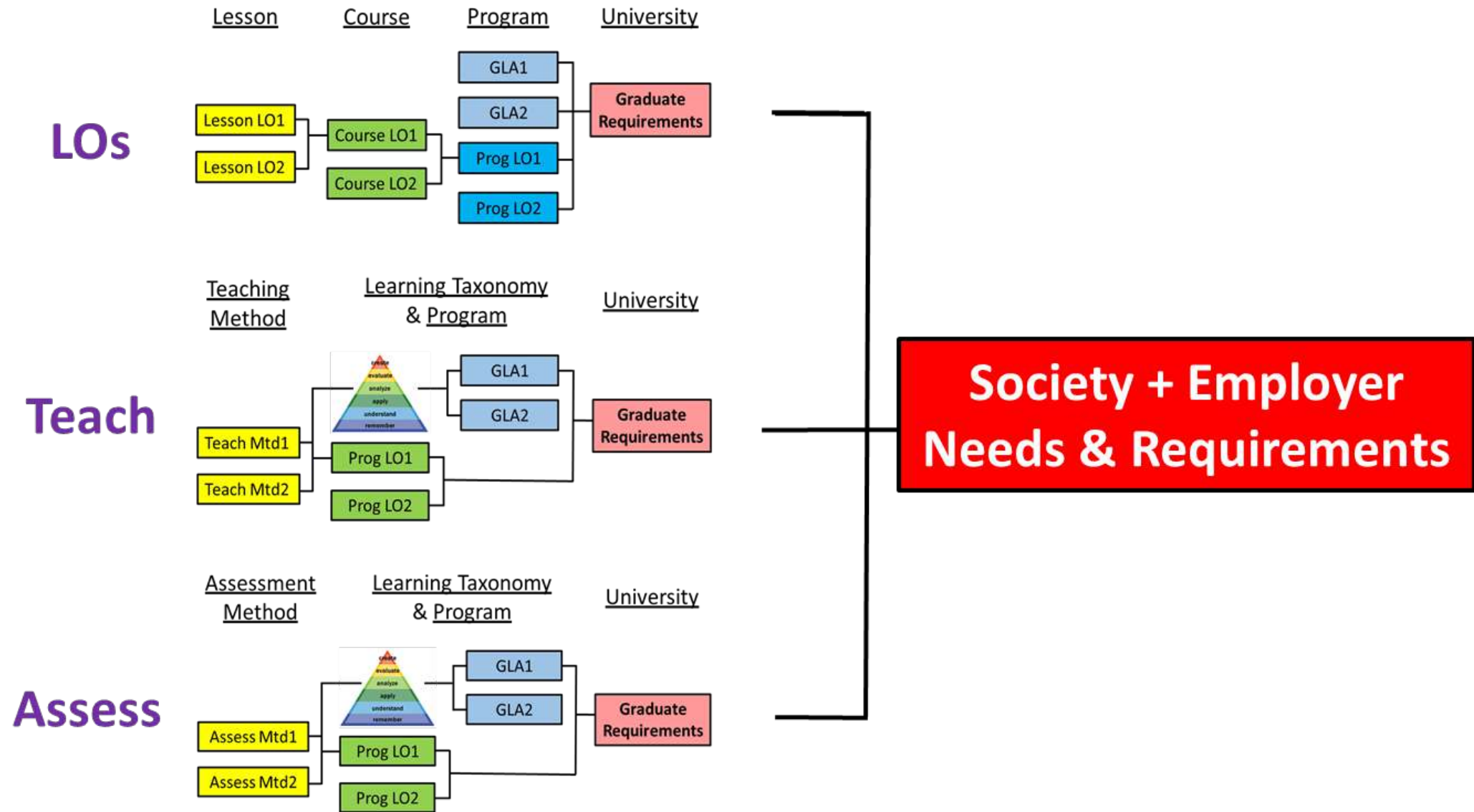
Assessment Method

Learning Taxonomy & Program

University

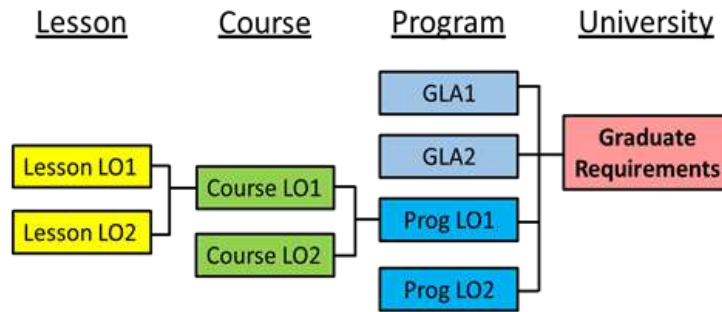


Macro Alignment

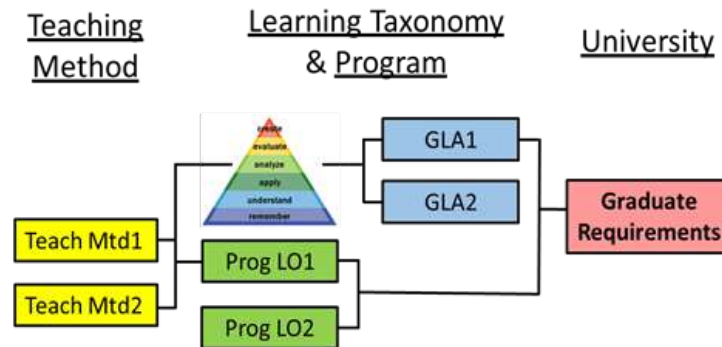


Macro Alignment

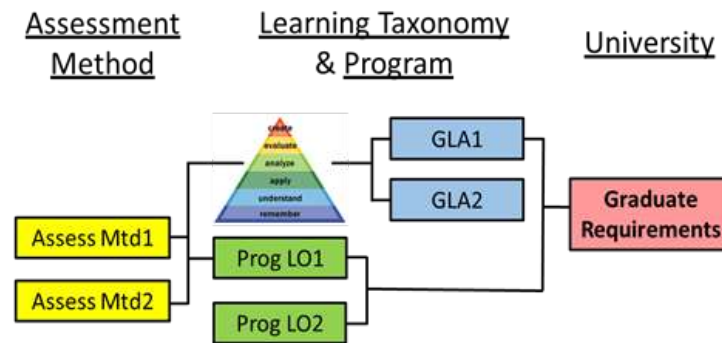
LOs



Teach



Assess

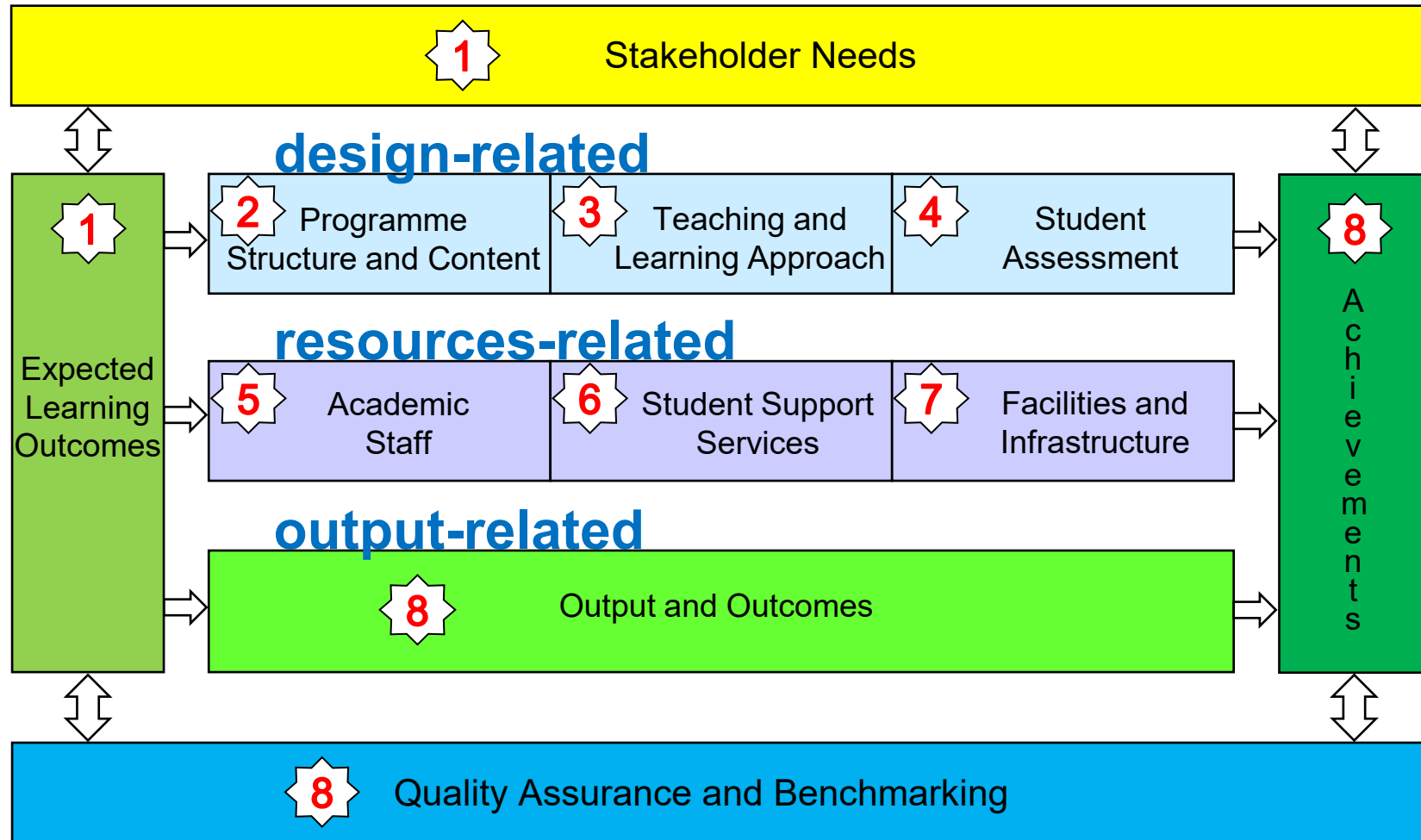


Society + Employer Needs & Requirements

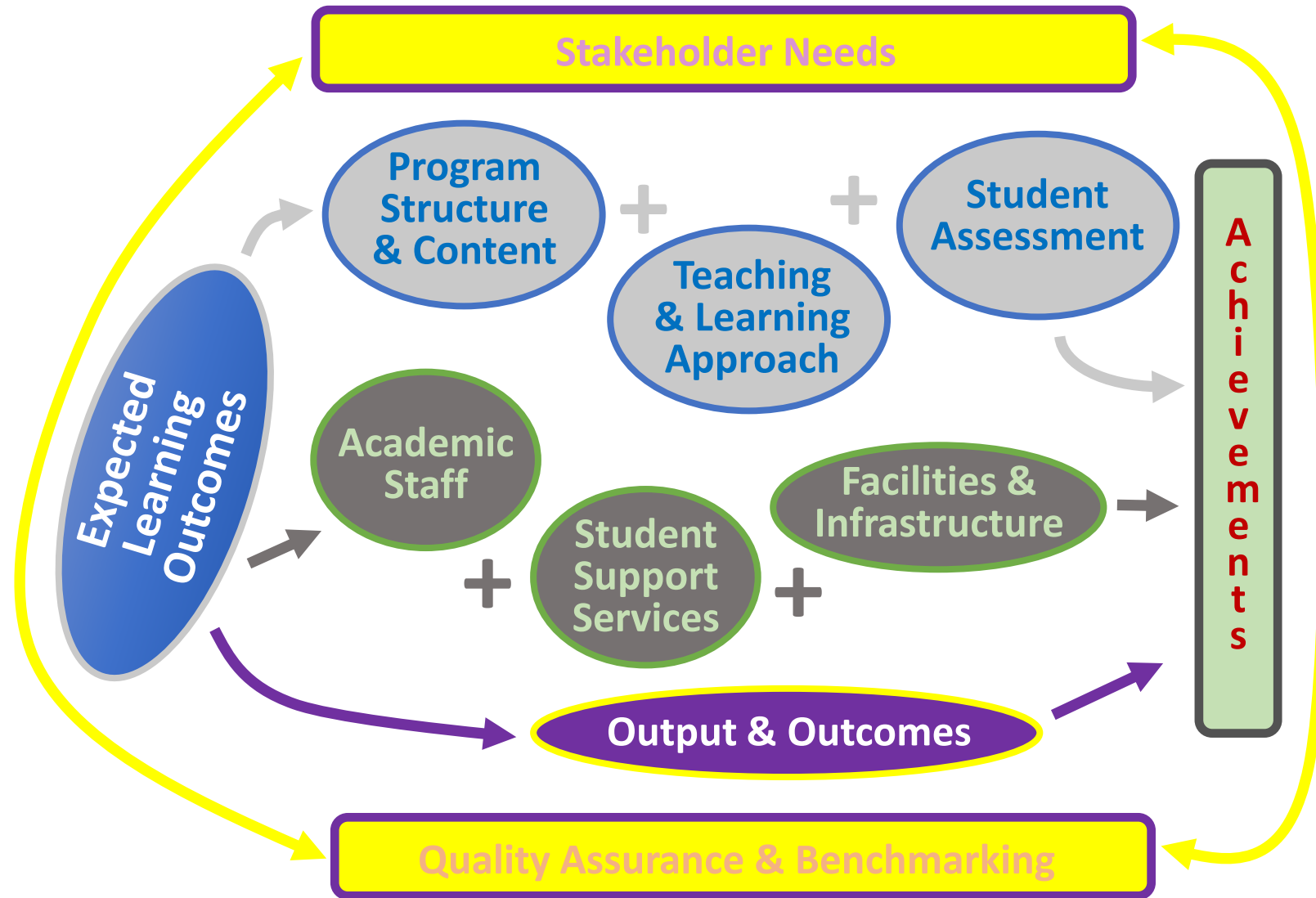
new
Feedback loop for improvement



AUN-QA Prog Assessment v4.0



Stylized Model



AUN-QA Inst Assessment v1.0-3.0



v1.0
2004 – 2016
Guidelines only

v2.0
2016 – Present
25 Criteria

v3.0
2022?

End