



UNIVERSITI BRUNEI DARUSSALAM

QUALITY ASSURANCE

Self-assessment at programme level

Implementation Guidelines

STRATEGIC AND QUALITY ASSURANCE
MANAGEMENT UNIT

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Acknowledgement

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The *Universiti Brunei Darussalam Quality Assurance: Self-Assessment at Programme Level Implementation Guidelines* is a compilation and extraction of the *ASEAN University Network Quality- Assurance Guidelines* and *ASEAN University Network Quality-Assurance Manual for the Implementation of the Guidelines*.

This manual was prepared with a view to guide the implementation of self-assessment at the programme level for all faculties and institutes in UBD. It formulates some basic ideas about quality assurance for an improved awareness of quality among management and staff, and to help develop a quality culture within our institutes.

The main aim of the UBD-QA is to assure and enhance the quality of a faculty or institute with regard to its core activities: teaching/learning, research and contribution to society and the community. Quality assurance is one of the means to find out whether our quality is up to acceptable standard using appropriate benchmarks. The most widely accepted, and internationally recognized benchmark standards and criteria are those formulated in the AUN-QA Guidelines. With this in mind, the UBD-QA attempts to achieve the AUN-QA standards. By applying the AUN-QA standards, it is hoped that we will strengthen our institution in the ASEAN region and will improve our position in line with the higher education institutes of United States, Europe, Australia and other parts of Asia.

The Strategic and Quality Assurance Management Unit would like to express appreciation and gratitude to AUN-QA for the support, contribution and efforts to develop the framework of regionalization of Quality Assurance and for allowing us to use the guidelines as our reference for assuring quality in our own institution.

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Introduction

The goal of implementing a self-assessment at programme level is to analyze the core activities of teaching and learning. The aim is to know the quality of the curriculum implemented as well as the quality of the degrees offered. The implementation of the self-assessment guideline aims to assist the faculty with the critical self-assessment and to provide a framework in which the quality will be reviewed.

This manual will be used as a practical aid for all faculties and institutes in UBD so that a harmonized QA implementation strategy is used throughout the campus. The first section contains a tabulated summary of the criteria, level and specification of the AUN-QA implementation guidelines.

The second section describes a quality model that was developed by AUN that will be used as a tool in self-assessment and analyses of the educational activities. The section that follows provides detailed description of the quality model: the AUN-QA criteria, explanation and interpretation of the criteria and some examples of diagnostic questions. The next two sections describe the procedures for making a strength-weakness analysis in order to check our compliance with the AUN-QA criteria, and the guidelines for writing the self-assessment report. The last section shows the Rating for Self-Assessment of Programme Checklist and the Checklist on the quality of a programme.

AUN QA Implementation guidelines

Criteria	Level	Specification
1. Quality Assurance System	<i>Level 1:</i> Existence of documentation and continuously evaluated QA system <i>Level 2:</i> The QA system be subjected to external audit	
2. Teaching and learning	A. Course Curriculum <i>Level 1:</i> AUN member universities' course curriculum shall undergo periodic review. <i>Level 2:</i> AUN member universities shall periodically review the course curriculum every 3-5 years.	The Course Curriculum should be designed so that it will cover the following. A.1. The curriculum should take into account or reflect the vision, mission, aims and objectives of the institutions. The vision, mission, aims and objectives are explicit and known to staff and students. A.2. The curriculum should be relevant with the demands and needs of stakeholders. A.3. The curriculum should show a balance between specialist contents, general knowledge and skills. The curriculum is designed in such a way that it will be interesting to students, so that it will attract many applicants. A.4. The curriculum should be designed so that the subject matter is integrated and strengthen other courses in the curriculum. A.5. The curriculum should show the competences of the graduate, therefore each course should clearly be designed to show the outcomes of the course competence. To obtain this a curriculum map should be constructed. A.6. The curriculum should be structured to show range, depth, coherence and organization of the courses.

		A.7. The curriculum structure should show clearly the basic courses, the intermediate courses, the specialist courses and the final thesis or dissertation. A.8. The curriculum should be periodically reviewed and evaluated as to its effectiveness and adjustment should be made after certain reasonable time scale. A.9. The curriculum should offer the graduate the ability to do advanced studies, to develop the personality, academic attitude and to be competence in their field of study. The graduate should also have transferable skills, leadership skills, and should be oriented to the job market and be able to develop their career. A.10. Universities are recommended to publish, for each program they offer, a 'program specification' which identifies potential stopping off points and gives the intended outcomes of the programs 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. A.11. Program specification is a concise description of the intended outcomes of learning from a higher education program, and the means by which these outcomes are achieved and demonstrated. A.12. Program specification should make explicit the intended outcomes in terms of knowledge, understanding, skills and other attributes. They should help students to understand the teaching and learning method that enables the outcome to be achieved; the assessment method that enable achievement to be demonstrated;
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		and the relationship of the program and its study elements to the qualification frameworks in each member country and to any subsequent professional qualification or career path. A.13.How should program specification be used? As a source of information for students and potential students seeking an understanding of a program; As a source of information for employers, particularly about the skills and other transferable intellectual abilities developed by the program; By professional and statutory regulatory bodies, who accredit higher education programs that can lead to entry to a profession or other regulated occupation. Program specifications should identify those aspects of the program that are designed to meet the requirements of the relevant body. By institutions and teaching teams, to promote discussions and reflection on new and existing program, and to ensure that there is common understanding about the aims and intended learning outcomes for the program. Program specifications should enable institutions to satisfy themselves that the designers of the programs are clear about their intended outcomes, and that these outcomes can be achieved and demonstrated. Program specifications can serve as a reference point for internal review and monitoring of the performance of the program. As a source of information for academic reviewers and external examiners who need to understand the aim and intended outcomes of programs. As a basis for gaining feedback from students or recent graduates on the extent to which they perceived that the opportunities for learning were successful in promoting the intended outcomes. A.14.The following information will normally be included in the program specification:
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		Awarding body/institution Teaching institution (if different) Details of the accreditation by professional or a statutory body Name of the final award Program title Aims of the program Relevant subject benchmark statements and other external and internal referent points used to inform program outcomes Program outcomes: knowledge and understanding; skills and other attributes Teaching, learning and assessment strategies to enable outcomes to be achieved and demonstrated; Programs structures and requirements, levels , modules, credits Date at which the program specification was written or revised. In addition, institution might wish to include: Criteria for admission to the program Information about assessment regulations Indicators of quality Particular support for learning Methods for evaluating and improving the quality and standards of learning A.15.Universities are encouraged to have a built-in regular curriculum evaluation and course appraisal, involving all stakeholders (decision makers, employers, students, alumni, etc).
	B. Academic Staff <i>Level 1:</i> AUN member universities' tenured/tenure track academic staff should have a minimum master or equivalent degree. <i>Level 2:</i> AUN member universities shall have tenured/tenure track academic staff of higher qualification than a master degree.	Staff establishment The teaching staff establishment is sufficient to deliver the curriculum and suitable in terms of the mix of qualifications, experience, aptitudes, age, etc. There is adequate support in term of staffing on library, laboratorium, administration, and student services.

		Staff management: Recruitment and promotion of academic staff are based on merit system which includes teaching, research and services. Roles and relationship of staff members are well defined and understood. Duties allocated are appropriate to qualifications, experience, and aptitude. Time management and incentive system are directed to support quality of teaching and learning. Staff development needs are systematically identified, in relation to individual aspirations, the curriculum and institutional requirements. Academic and supporting staff should undertake appropriate staff development programs related to identified needs. All staff are accountable to the Owner of the University (e.g. the Government, Board of Trustees, or the Foundation) through Rector and to the stakeholders, taking into account their academic freedom. There are provisions for review, consultation, and redeployment. Termination, retirement and social benefits are planned and well implemented. There should be a well-planned staff appraisal based on fair and objective measures in the spirit of enhancement which are carried out regularly Staff in Action Competent university teachers are able to: design and deliver a coherent teaching learning program; apply a range of teaching and learning methods and select methods most appropriate to desired learning outcomes; develop and use a variety of instructional media; employ a range of techniques to assess students' work and match these to intended learning outcomes; monitor and evaluate their own teaching performance and evaluate
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		programs they deliver; reflect upon their own teaching practice; identify needs and develop plans for continuing development. Staff are encouraged to employ an action learning. Action learning is a continuous process of learning and reflection, supported by peers, with an intention of achieving quality student learning. Through action learning, university teachers learn with and from each other by working on real problems and reflecting on their own experiences. A program of facilitated action learning aimed at improvement of student learning and the environment in which it occurs.
	C. Student Assessment <i>Level 1:</i> AUN member universities shall have a clear set of students' assessment criteria. <i>Level 2:</i> AUN member universities shall accept and provide credit exemption/transfer between member universities.	Student Assessment 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. In fostering open, flexible, reflective and outcome-based assessment, the teachers should provide a variety of assessments of students' learning, through self-, peer and teacher assessment where the criteria are made explicit following negotiation with the course members. The assessment strategies adopted should be congruent with clearly defined learning outcomes. Assessment arrangements correspond to all the aims and aspects of the curriculum as taught. A range of assessment methods is used in a planned manner to serve diagnostic, formative, and summative purposes. The scope and weighting of assessment schemes are clear and known to all concerned. Standards applied in assessment schemes are explicit and consistent across the curriculum. Procedures are regularly applied to ensure that, as far as possible, assessment schemes are valid, reliable and fairly administered. Student progress is systematically recorded and monitored, fed back to students and corrective actions are made where necessary.

		Students have ready access to reasonable appeal procedures. The reliability and validity of assessment methods should be documented and regularly evaluated and new assessment methods are developed and tested. <u>Assessment covers:</u> 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 Check-List or Comprehensive and Integrated Assessment.
	D. Learning Process <i>Level 1:</i> AUN member universities shall be able to show effectiveness of delivery of the learning process. <i>Level 2:</i> AUN member universities' academic staff- student ratio lower than 1:30	Learning Process Quality learning is understood as involving the active construction of meaning by the student, it is not something that is imparted by the teacher. It is a deep approach of learning that seeks to make meaning and achieve understanding. Hence, the conception of teaching is the facilitation of learning. It is the students who achieve the aims of higher education. Quality learning is largely dependent on the approach that the learner takes when learning. This in turn is dependent on the conceptions 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. Quality learning embraces the principles of adult learning. Adults learn best in relaxed, supportive, cooperative and informal learning. Deep learning is likely to take place in environments which foster collaborative learning. In line with the overarching purpose of higher education to be fostering higher order intellectual capacities in students, the following are the characteristics of quality learning:

		Being <i>able to discover knowledge for oneself</i>. The learner has research skills and the ability to analyze and synthesize the material she or he gathers. The learner understands different learning strategies and can choose the most appropriate for the task at hand. Long-term <i>retention of the knowledge</i>. An approach to learning emphasizing understanding rather than memorization results in greater retention. Being <i>able to perceive relations between old knowledge and new</i>. Quality learner is always trying to put the information from various resources together. Being <i>able to create new understanding</i>. Quality learner discovers what others have learned and documented, perceiving the relations between that knowledge and one's own experiences and previous learning to develop new insights. Being <i>able to apply one's knowledge to solving problems</i>. Being <i>able to communicate one's knowledge to others</i>. Quality learner forms and substantiates independent thought and action in a coherent and articulate fashion. One's <i>eagerness to know more</i>. Quality learner becomes lifelong learners. Conditions necessary for quality learning described in Section 3A: <i>Quality</i> learning occurs when the learner is ready – cognitively and emotionally – to meet the demands of the learning task. <i>Quality</i> learning occurs when the learner has a reason for learning. <i>Quality</i> learning occurs when the learner explicitly relates previous knowledge to new <i>Quality</i> learning occurs when the learner is active during the learning process <i>Quality</i> learning occurs when the learning environment offers adequate support for the learner. In enhancing student qualities necessary to the achievement of quality learning, the teachers should: encourage learners to be self-reliant and to develop independent
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		modes of learning; develop students' personal qualities; enable the most socially useful type of learning to occur – that is, learning how to learn, where lifelong learning is the goal; In using student experience as a learning resource, the teachers should: consciously use students' experience as a valuable learning resource; establish learning context where learners feel that objectives match their own purposes and level of prior achievements and accomplishments; ensure that learning tasks and activities are relevant to learners' personal and professional development. In encouraging active and cooperative learning, the teachers should: strive to provide a supportive and cooperative learning environment; make sure that learners are active during learning sessions, that they reflect upon their experience and relate this experience to theoretical models and explanations. In promoting responsibility in learning, the teachers should: create a teaching-learning environment that enables individuals to participate responsibly in the learning process; 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 (see Section 2). In engaging with feelings and values as well as intellectual development, the teachers should provide learning opportunities and encounters which involve the whole person, feelings as well as intellect.
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	E. Environmental Health and Safety Standards <i>Level 1:</i> AUN member universities' infrastructure shall be able to meet environmental health and safety standards. <i>Level 2:</i> AUN member universities shall be able to provide conducive learning environment and ambience.	Environmental Health and Safety Standards In establishing a learning environment to support the achievement of quality student learning, teachers should do all in their power to provide not only a physical or material environment which is supportive of learning and which is appropriate for the activities involved, but also a social or psychological one. Environmental Health and Safety Standards should meet the local requirements in all aspects.
	F. Learning Resources <i>Level 1:</i> AUN member universities shall be able to provide adequate learning/instructional resources. <i>Level 2:</i> AUN member universities shall develop digital library and allow access to member universities.	Learning Resources The physical resources to deliver the curriculum, including equipment, materials and information technology should be sufficient; Equipment should be up-to-date, readily available and effectively deployed; The main learning resources consists of books, brochure, magazines or journals, poster, information sheet, internet and intranet, CD-ROM, maps, aerial photographs, satellite imagery and others; Learning resources should be selected, filtered, and synchronized with the objectives of the study; A digital library should be set up in keeping with the progress in information and communication technology; The library management should acquire electronic versions of research and reference materials in the form of full-text databases in CD-ROM; Information Technology Systems should be set up or upgraded. University Computer Centre should continuously provide a highly accessible computer and network infrastructure that enables the campus community to fully exploit information technology (IT) for Teaching, Research and Development, Services and Administration.

3. Research	A. Funding and Facilities <i>Level 1:</i> AUN member universities shall provide funds and facilities for research. <i>Level 2:</i> AUN member universities' research allocation shall be no less than 2-5% of annual budget of academic units.	Governance and Organization The university should establish, implement, and ensure uniform compliance with university-wide research policies to main the integrity of the university, protect the safety and welfare of employees and experimental subjects and ensure compliance with all other regulations governing the research process. The organization of research and development activities is usually based on the research governance comprising at least the following entities: The University Research Council The University Research Council oversees the university research policy. The main function of the council is: to set out the direction of research policy to review policy in the management of research to monitor progress of research to promote research in strategic and critical fields to develop strategy for expansion of research activities The University Research Management Unit The University Research Management Unit promotes, monitors, and assesses research and development activities in the university. It also provides support for commercialization of research products as well as consultancy. The University Research Fund The University Research Fund provides financial support for quality research. The fund manages internal and external funding, endowment, revenue generated from investment and commercialization of research products.
	B. Research Outputs <i>Level 1:</i> AUN member universities shall show evidence of research activities by research	The University Research Policy The University Research Policy sets the direction of research in the

	outputs including publications/IPR/commercialisation. <i>Level 2:</i> AUN member universities' annual research output to tenured academic staff index in refereed journals of 1:5.	University. It specifies objectives of research in the university, research strategies, code of conduct for research, and responsibility of research management unit including research fund, research infrastructure, policies, procedures, standards and ethical practices of the university. In general, the University Research Policy covers the following: - Mission statement - Guiding principles - Research governance – membership and terms of reference - Academic policies, academic freedom, and research - Objectivity in research policy - Research approval process - Research ethics - Sponsored projects and sponsored research services - Policy regarding consulting - Policy regarding undergraduate and graduate research - Policy on integrity in research - Research supervision and research risk compliance - Data handling, retention, and access - Publications and authorship - Conflicts of interest, conflict of commitment, and research misconduct - Technology transfer and intellectual property - Policy on environmental health and safety - Research collaboration and memoranda of understanding - Research Development Fund Policy - Policy on protection of human subjects in research - Policy on the use of animals in research - Non-faculty research appointments - Campus support services and facilities - Research quality and research assessment The University Intellectual Property Right Policy Intellectual property is a broad term for the various rights which the law gives for the protection of creative effort, and especially for the
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		protection of economic investment in creative effort. It includes copyright, patents, designs, trade marks, circuit layouts, and confidential information. The University Intellectual Property Right Policy has the following objectives: Establish a framework for the encouragement of research, innovation, invention, creative works and technology transfer. Set out policies in relation to Intellectual Property arising from research, innovation, invention and creature output, and the management, commercialization and exploitation of such rights. Research conducted by or on behalf of, or supported by the university, is required to comply with the intellectual property policy established by the university. In general, the University Intellectual Property Policy covers the following: Policy on copyright ownership Administrative procedure for implementation of the copyright policy Policy and guidelines on the reproduction of copyrighted materials for teaching and research Policy and guidelines on rights to results of extramural projects or programs Policy to permit the use of the university's name Policy on patent Guideline for Consultancy Consultancies involve a broad range of activities. In general, the term consultancy covers the provision of professional advice or services to an external party for a fee or other non-monetary consideration. Among other thing, guidelines for consultancy cover the following: Policy objective Policy Key policy principles Compliance Accountability framework
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		Legal and financial protection Conflicts of interest Procedures for community service activities Procedures for university consultancies Procedures for private consultancies
4. Services	<i>Level 1:</i> AUN member universities shall provide or institute programmes that could benefit the community. <i>Level 2:</i> AUN member universities shall provide or institute programmes that could benefit the regional/international community.	
5. Ethics	<i>Level 1:</i> AUN member universities shall practise a code of ethics. <i>Level 2:</i> AUN member universities shall develop a common regional code of ethics.	Code of Conduct for Research All universities should be committed to the highest standard of accountability and integrity in research practices. Research and development activities should therefore be guided by code of conduct for research which prescribes standards of work performance and ethical conduct of researchers. The following elements should be considered: Code of Ethics for Research Ethics is concerned with the conduct of human beings. All scientific research are conducted with the participation of human beings or have an impact on human beings. Therefore, it is essential that researchers understand ethical issues and the implications of their works and act accordingly. Ethics serve to identify good, desirable or acceptable conduct and provide reasons for those conclusions. Research conducted by or on behalf of, or supported by the university, is required to comply with the ethical standards established by the university. Among other things, the code of ethics

		for research involves the following: - Principles of ethical conduct for research - Integrity, respect for persons, beneficence and justice - Consent - Research merit and safety - Ethical review and conduct of research - Rights and responsibilities of researchers and institutions - Relationships between researchers and institutions - Protection and promotion of integrity in research - Relationships among researchers - Data sharing - Reporting and publication of research - Rights of participants - Relationship with the participants - Informed consent - Privacy, anonymity, and confidentiality - Rights and responsibilities of peer reviewers and referees - Rights and responsibilities of editors and publishers - Rights and responsibilities of funders and sponsors - Organizational mechanism for ethics Research Ethics Committees Research Ethics Committees are set up to consider applications to conduct research. The committees convened to provide the independent advice to participants, researchers, funders, sponsors, employers, organizations, and professionals on the extent to which proposals for research studies comply with recognized ethical standards. The objectives of Research Ethics Committees are to maintain ethical standards of practice in research, to protect subjects of research and research workers from harm or exploitation, to preserve the subject's rights, and to provide reassurance to the public that this is being done. Among other things, the Research Ethics Committees deal with the following: - Research involving human subjects - Research involving animal experimentation
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		Administration of biohazards Research misconduct Conflicts of interest Secret and classified research Management of research data and records
6. Human & Resource Development	<i>Level 1:</i> AUN member universities shall develop a systematic HRD programme. <i>Level 2:</i> AUN member universities shall support and facilitate HRD whenever possible	Human Resources Development Training and Development of Faculty Members and Supporting Personnel An organization shall develop and retain high-quality faculty members and supporting personnel by clearly defining their responsibility, and by evaluating their performance on a regular basis. An organization shall develop the body of knowledge possessed by its faculty members and supporting personnel to keep paces with changes in each academic discipline. An organization shall provide for: establishment of a system to consider the ability, potential and need to enhance the knowledge possessed by its faculty and supporting staff in their conducting of activities that have a direct influence on the quality of teaching-learning. This should include the formulation of a concrete personnel development plan; provision of training to develop the potential of faculty members and supporting personnel in accordance with the plan; evaluation of the effectiveness of the provided training such as to ensure that its faculty members and supporting staff comprehend both the importance of and the relationship between the duties and activities that fall within their responsibility. This will affect the way the organization attains its quality goals. compilation of records of education, experience, training, and other essential qualifications required of lecturers and supporting staff.

		Evaluation of Faculty Members and Supporting Personnel An organization shall set 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. Activities to Enhance Morality and Ethics An organization shall establish an activity plan and evaluate activities to encourage students, faculty members and other personnel to be conscientious in their thought, speech, and behaviour, to be kind, compassionate and honest, to possess equanimity, to be circumspect, logically-minded and far-sighted, to be responsible and willing to make sacrifices for the good of society. An organization shall enhance the professional ethics of its students, faculty members and other personnel. Work to be assess (Assessment Indicator) HRD Assessment Indicator H1: Ratio of Professor: Associate Professor: Assistant Professor H2: Training Day/Year/Supporting personnel Code of Ethics assessment Indicator E1: percent of achievement for code of ethics
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A Quality Model for Teaching and Learning

To assist in self-assessment, ASEAN University Network develops a quality model for the analyses of the educational activities. With regard to Teaching and Learning the following dimensions can be distinguished:

- quality of the input
- quality of the process
- quality of the output

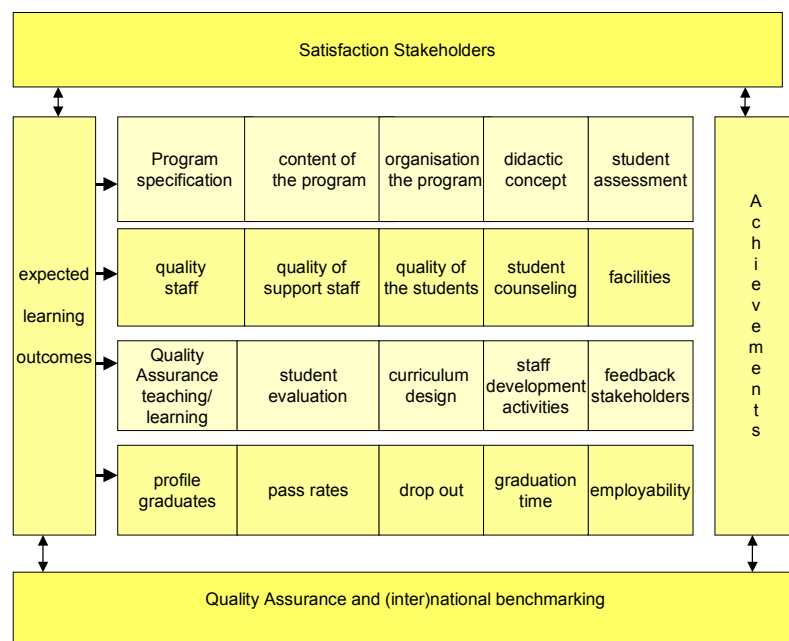
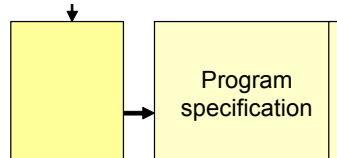


Figure 1: Quality model for teaching/Learning

For the critical self-assessment, this model may be used. For each aspect, the following format is used:

1. The cells of the model are given, to remind you what it is all about, e.g.



2. The AUN-QA criteria are given in a box, e.g.

1. *Universities are recommended to publish, for each program they offer, a program specification which identifies potential stopping off points and gives the intended outcomes of the programs 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. *Program specification is a concise description of the intended outcomes of learning from a higher education program, and the means by which these outcomes can be achieved and demonstrated (1.11)*
3. *Program specification makes explicit the intended outcomes in terms of knowledge, understanding, skills and other attributes. They should help students to understand the teaching and learning method that enables the outcome to be achieved; the assessment method that enable achievement to be demonstrated; and the relationship of the program and its study elements to the qualification frameworks in each member country and to any subsequent professional qualification or career path (1.1)*

3. If needed, an explanation and interpretation of the criteria is given.

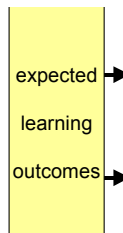
4. Diagnostic questions.

To find evidence about meeting the criteria, a set of questions are formulated, to help the university. Regarding the questions, one must be aware, that:

- *The indicated questions are not meant as a compulsory list that has to be completed. It is not a questionnaire to be answered point by point. It must be seen as a tool to collect information and evidence. The formulated questions are to be seen as reminders.*
- *The model and the questions are developed for general use. This means that one has to adapt the list to its own situation and to the specific identity of this university.*
- *When it is the first time that the university is involved in a structured self-assessment, a lot of blank spots will appear, which cannot yet be filled up at the moment. Therefore a number of aspects will be left unanswered this time, but will force the university to take action.*
- *Look at the diagnostic questions and try to give for each aspect:*
 - *A description of the situation at this moment*
 - *An analysis of the situation (What do we think about it? Are we satisfied with the situation or not?)*
 - *If not, describe the way you think the situation can be changed and improved.*
 - *What evidence do we have that the AUN-QA criteria are met? (Documentation, effects, outcomes)*
 - *Summarise the weaknesses and strengths.*

The Self Assessment in Practice

1. Expected learning outcomes



AUN-QA Criteria

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

Explanation

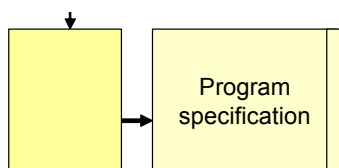
Students come to the university to learn something. Therefore we have to formulate very clearly what we expect that the student will learn and what we expect that our graduates have learned in terms of knowledge, skills and attitude.

The expected learning outcomes, sometimes also called competencies are the starting point for the self-assessment. We have to make a distinction between generic and specific skills.

Diagnostic questions

- What goal has the department set itself?
- What are the expected learning outcomes?
- What is the philosophy of education behind the programme?
- How does it fit into the mission of the institute as a whole?
- How are the objectives of the programme formulated?
- To what purpose do we educate?
- Does labour market formulate specific requirements, which graduates have to meet?
- To what extent and in what way do we try to tune the programme to the labour market?
- Is there a well-defined job profile?
- How are the goals and objectives made known to the staff and the students?
- To what extent do we think the goals and objectives are realised?
- Do we have plans to adjust the goals and objectives? Why?
- How are the goals and objectives translated into concrete requirements of the graduate (i.e. objectives concerning knowledge, skills and attitudes)?
- What are the specific goals and objectives of the specialisation?

2. The Program specifications



AUN-QA Criteria

1. *Universities are recommended to publish, for each program they offer, a program specification which identifies potential stopping off points and gives the intended outcomes of the programs 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. *Program specification is a concise description of the intended outcomes of learning from a higher education program, and the means by which these outcomes can be achieved and demonstrated (1.11)*
3. *Program specification makes explicit the intended outcomes in terms of knowledge, understanding, skills and other attributes. They should help students to understand the teaching and learning method that enables the outcome to be achieved; the assessment method that enable achievement to be demonstrated; and the relationship of the program and its study elements to the qualification frameworks in each member country and to any subsequent professional qualification or career path (1.1)*

Explanation

The formulated learning outcomes and the formulated goals and objectives should be translated into the program. It is important that the goals and objectives are well known to everybody. Therefore universities are recommended to publish, for each program they offer, a program specification. The program specification should be used:

- As a source of information for students and potential students seeking an understanding of a program.
- As a source of information for employers, particularly about the skills and other transferable intellectual abilities developed by the program.
- By professional and statutory regulatory bodies, who accredit higher education programs that can lead to entry to a profession or other regulated occupations. Program specifications should identify those aspects of the program that are designed to meet the requirements of the relevant bodies.
- By institutional and teaching teams, to promote discussion and reflection on new and existing programs, and to ensure that there is common understanding about the goals and objectives and intended learning outcomes for the programs. Program specifications should enable institutions to satisfy themselves that the designers of the programs are clear about their intended outcomes, and that these outcomes can be achieved and demonstrated. Program specifications can serve as a reference point for internal review and monitoring of the performance of a program.
- As a source of information for academic reviewers and external examiners who need to understand the aim and intended outcomes of a program.

- As a basis for gaining feedback from students or recent graduates on the extent to which they perceived that the opportunities for learning were successful in promoting the intended outcomes.

The following information should normally be included in the program specification:

- Awarding body/institution.
- Teaching institution (if different)
- Details of the accreditation by a professional or statutory body
- Name of the final award
- Program title
- Goals and objectives of the program
- Relevant subject benchmark statements and other external and internal referent points used to inform of program outcomes
- Program outcomes such as knowledge and understanding, skills and other attributes
- Teaching, learning and assessment strategies to enable outcomes to be achieved and demonstrated
- Programs structures and requirements, levels, modules, credits
- Date at which the program specification was written or revised.

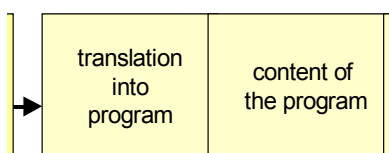
In addition, institutions might wish to include:

- Criteria for admission to the program
- Information about assessment regulations
- Indicators of quality
- Particular support for learning
- Methods for evaluating and improving the quality and standards of learning (1.14)

Diagnostic questions

- Are the goals and objectives translated into the program and the courses?
- Does the university have a curriculum specification as formulated by the AUN-QA?

3. The Contents of the program (curriculum)



AUN-QA Criteria

1. The curriculum shows a balance between specialist contents, general knowledge and skills. The curriculum is designed in such a way that it will be interesting to students, so that it will attract many applicants.
2. The curriculum takes into account and reflects the vision, mission, aims and objectives of the institution. The vision, mission, aims and objectives are explicit and are known to staff and students.
3. The curriculum shows the expected competences of the graduate. Each course should clearly be designed to show the expected outcomes of the course competencies. To obtain this, a curriculum map should be constructed.

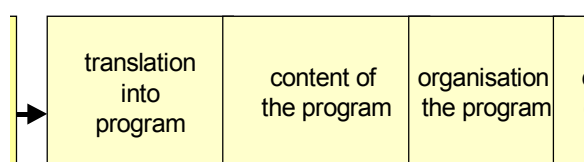
Explanation

One has to ask how the goals and objectives are translated into a program? Is the program coherent and up-to-date? What is the contribution of each course to the achievement of the general mission of the institution?

Diagnostic questions

- Do the content reflects the mission and vision of the university?
- Do the contents of the undergraduate programme reflect the expected outcomes and can they be considered capable of achieving the expected outcomes?
- Is there a clear relation between the courses in the programme? Is the programme coherent?
- Is there a right balance between specific courses and general courses?
- Do the courses show a growing complexity over the years?
- Is the content of the programme up-to-date?

4. The Organisation of the Program



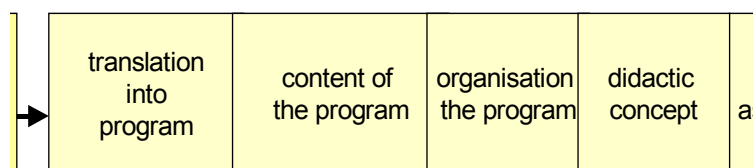
AUN-QA Criteria

1. *The curriculum is designed so that the subject matter is integrated and strengthens other courses in the curriculum*
2. *The curriculum is structured to show range, depth, coherence and organization of the courses .*
3. *The curriculum structure shows clearly the basic courses, the intermediate courses, the specialist courses and the final thesis or dissertation.*

Diagnostic questions

- On what grounds has this programme structure been chosen?
- Has the educational programme been changed structurally during recent years? If so, why?
- Are there requirements with regard to internal coherence of the courses? Who demands these?
- Is the instruction/teaching provided by other departments satisfactory?
- Does the first year of the programme provide sufficient insight into the remaining parts of the programme?
- Is the connection between basic programme and specialisation correct?
- Is the organisation of the different specialisations satisfactory?
- Is the relation between the basic courses, the intermediate courses and the specialist courses fixed programme and the optional parts satisfactory?
- Are bottlenecks experienced within the programme?
- Which organisational form is used (trimester, semester, modular, problem oriented)? How do those involved evaluate it?

5. The Didactic Concept and teaching/learning strategy



AUN-QA Criteria

1. *Staff are encouraged to employ action learning. Action learning is a continuous process of learning and reflection, supported by peers, with the intention of achieving quality student learning. Through action learning, university teachers learn with and from each other by working on real problems and reflecting on their own experiences. A program of facilitated action learning is aimed at the improvement of student learning and the environment in which it occurs.*
2. *Quality learning is understood as involving the active construction of meaning by the student, and not just something that is imparted by the teacher. It is a deep approach of learning that seeks to make meaning and achieve understanding. Hence, the conception of teaching is the facilitation of learning.*
3. *It is the students who achieve the aims of higher education. Quality learning is largely dependent on the approach that the learner takes when learning. This in turn is dependent on the concepts that the learner holds of learning, what he or she knows about his or her own learning, and the strategies she or he chooses to use.*
4. *Quality learning embraces the principles of adult learning. Adults learn best in a relaxed, supportive, cooperative and informal learning environment. Deep learning is likely to take place in environments which foster collaborative learning.*
5. *In promoting responsibility in learning, teachers should:*
 - a. *create a teaching-learning environment that enables individuals to participate responsibly in the learning process*
 - b. *provide curricula that are flexible and enable learners to make meaningful choices in terms of subject content, program routes, approaches to assessment and modes and duration of study*
6. *In engaging with feelings and values as well as intellectual development, teachers provide learning opportunities and encounters which involve the whole person, feelings as well as intellect*

Explanation

- The AUN-QA Guidelines describes in a detailed way to look at the learning process and how to look at the requirements of good didactic concept and teaching/learning strategy. In line with the overarching purpose of higher education to foster higher order intellectual capacities in students, the following are the characteristics of quality learning:
 - Being able to discover knowledge for oneself. The learner has research skills and the ability to analyze and synthesize the material she or he gathers. The learner understands different learning strategies and can choose the most appropriate for the task at hand.
 - Long-term retention of the knowledge. An approach to learning emphasizing understanding rather than memorization results in greater retention.
 - Being able to perceive relations between old knowledge and new. Quality learning is always trying to put the information from various resources together.

- Being able to create new understanding. The quality learner discovers what others have learned and documented, perceiving the relations between that knowledge and one's own experiences and previous learning to develop new insights.
 - Being able to apply one's knowledge to solving problems.
 - Being able to communicate one's knowledge to others. The quality learner forms and substantiates independent thought and action in a coherent and articulate fashion.
 - One's eagerness to know more. Quality learners become lifelong learners.
- Conditions necessary for quality learning are:
 - Quality learning occurs when the learner is ready – cognitively and emotionally – to meet the demands of the learning task
 - Quality learning occurs when the learner has a reason for learning
 - Quality learning occurs when the learner explicitly relates previous knowledge to new
 - Quality learning occurs when the learner is active during the learning process
 - Quality learning occurs when the learning environment offers adequate support for the learner
 - Of course there is no one single didactic concept that is valid for all. However, at least one has to think about the didactic model behind the curriculum.

Diagnostic questions

- Is there an explicit didactic concept and teaching learning strategy shared by all staff members? Is this adequate?
- Are the instructional methods (organization of self-instruction for the students, size of classes, organization of seminars, practicals etc.) used satisfactory?
- How is the computer used in instruction?
- How are the didactic methods evaluated? Do the chosen methods fit within the objectives of the courses? Is there sufficient variety in the methods?
- Are these desired instructional methods wanted, which cannot be used because of circumstances (number of students, material infrastructure, skills of lecturers)?

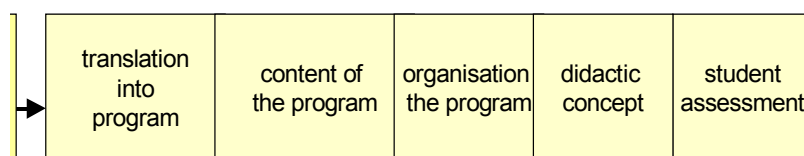
If research is a core activity for the university:

- When do students come into contact with research for the first time?
- How is the interrelation education/research expressed in the programme?
- How are the results of research included in the programme?

A specific aspect in the didactic concept is *the practical training* of the students (trainee). Describe the place of the practical training in the programme:

- Is practical training a compulsory part?
- Size in credit points.
- Are there criteria formulated with which the practical training has to comply?
- Preparation on the practical training in the programme (both concerning content, method as skills).
- Is the level of the practical training satisfactory?
- Are there bottlenecks with the practical training? If so, what is the cause?
- How are the students coached?
- How is the assessment done?

6. Student Assessment



AUN-QA Criteria

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

Explanation

The assessment of students is one of the most important elements of higher education. The outcomes of assessment have a profound effect on students' future careers. It is therefore important that assessment is carried out professionally at all times and takes into account the extensive knowledge, which exists about testing and examination processes. Assessment also provides valuable information for institutions about the effectiveness of teaching and learners' support. Student assessment procedures are expected to:

- be designed to measure the achievement of the intended learning outcomes and other program objectives;
- be appropriate for their purpose, whether diagnostic, formative or summative; have clear and published criteria for marking;
- be undertaken by people who understand the role of assessment in the progression of students towards the achievement of the knowledge and skills associated with their intended qualification; where possible, not rely on the judgments of single examiners;

- take account of all the possible consequences of examination regulations;
- have clear regulations covering student absence, illness and other mitigating circumstances;
- ensure that assessments are conducted securely in accordance with the institution's stated procedures;
- be subject to administrative verification checks to ensure the accuracy of the procedures.
- students should be clearly informed about the assessment strategy being used for their program, what examinations or other assessment methods they will be subject to, what will be expected of them, and the criteria that will be applied to the assessment of their performance.

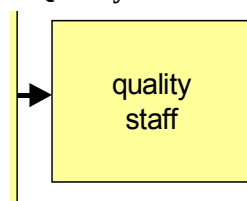
Diagnostic questions:

- Are there assessments for entering students?
- Are there exit assessments?
- To what extent do the assessments and examinations cover the content of the courses and the programme? To what extent do the assessments and examinations cover the objectives of the courses and of the programme as a whole?
- Are the assessments criterion-referenced?
- Is there a variety of assessment methods? Which one are used?
- Are the criteria for pass/fail clear?
- Are the assessment/examination regulations clear?
- Are the procedures clear? Are they well known? Well followed?
- Is there a safeguard for objectivity?
- Are the students satisfied with the procedures? What about complaints from students?
- Are there clear rules for re-assessments and are students satisfied with them?

A special way of student assessment is the final essay or final assignment by the student. In the final essay the student has to demonstrate his/her knowledge and skills and his/her ability to manipulate the knowledge in a new situation.

- Is there a clear regulation for the final paper, final essay, and final assignment?
- Are criteria formulated with which the final paper or final project has to comply?
- What does the preparation for writing the final paper or final project in the programme compose of (both concerning content, method as skills)?
- Is the level of the final paper or final project satisfactory?
- Are there bottlenecks in writing the final paper or doing final project? If so, what is the cause?
- Describe how students are coached.

7. Quality of Staff



AUN-QA Criteria

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

Explanation

The quality of a department not only depends on the programme itself. We also have to look at the preconditions set for delivering the programme. The quality of the entering student will influence the quality of our process and the quality of the output. The quality of the provisions without a qualified and competent staff will be near impossible to achieve. Not only the human resources, but also the financial resources are important - the funding of the programme and the funding of the facilities. Talking about personnel or staff, it implies full time and part-time teachers, visiting lecturers and support staff and administrative personnel. Without a qualified and competent staff there will be no quality. The AUN-AQ Guidelines gives a set of criteria concerning the staff. We have to check how far the university meets those requirements. We have therefore to look at:

- The size of the staff and the qualifications
- The personnel management

Size of the Staff and the Qualifications

Indicate the number of staff using table 5. Mention possible vacancies separately, and indicate the reference date of the data. Indicate the staff/student-ratio and the staff/graduate-ratio according to table 6.

Category	M	F	Total		Percentage of Ph.D.
			People	FTEs *	
Professors					
Full time teachers					
Part time teachers					
Visiting lecturers					
Supportive personnel					
Total					

* FTE is Full time equivalent. This is a unit to calculate the investment of time. 1 fte is about 40 hours weekly (being a full time job). A staff member with a weekly appointment of 8 hours is 0.2 fte.

Table 1: number of personnel (indicate reference date)

Total FTE for education *	Number of Students ²⁾	Number of graduates Year:	Number of students per Fte-education	Number of graduates per Fte-graduates

* Make a realistic estimation of the number of FTEs spent on education. The number of students enrolled at the programme in the beginning of 2004/2005. In case this number is considered not being representative because of big fluctuations, a note of it should be made in the text.

Table 2: staff/student ratio and staff/graduate ratio (indicate the year)

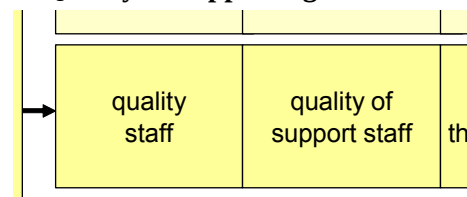
Diagnostic questions

- Is the staff competent and qualified for their job?
- Is the competencies and expertise of the staff adequate for delivering this program?
- Are there any problems concerning manpower? Age-structure? Vacancies that are difficult to fill? What is the number of Masters and PhDs among the staff (see table 4)? What are the difficulties to attract qualified staff?
- What policy is pursued with regard to the employment of personnel both in teaching and research?
- Is there a conscious effort made for the involvement of professors in the basic training?
- Is there a policy with regard to the involvement in seminars, supervision of final papers, practical and /or practical training?
- What about teaching loads? The staff/student-ratio? The staff/graduate-ratio?
- How many contact hours service-instruction are given to other programmes and other departments?

Personnel Management

- Does the department have a clearly formulated personnel management?
- Is the recruitment of staff based on experiences in teaching and research?
- Is there a system of staff appraisal?
- What role do teaching qualifications and teaching activities play in the career of the staff members?
- How does the department evaluate the personnel policy so far?
- What are the future developments?
- How are teachers prepared for the teaching task?
- Is there supervision and assessment of the teaching of the staff?

8. Quality of Supporting Staff



AUN-QA Criteria

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

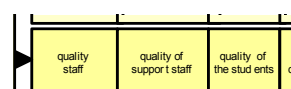
Explanation

Quality of a program depends mostly on the interaction between staff and student. However, the academic staff cannot perform well without the quality of the supporting staff. This might be staff supporting the library, laboratories, computer facilities.

Diagnostic questions

- Is the support staff for the library competent and sufficient?
- Is the support staff for the laboratories competent and sufficient?
- Is the support staff for the computer facilities competent and sufficient?
- Is the support staff for the administration competent and sufficient?

9 Quality of the students



There are no specific criteria set by the AUN-QA

Explanation

The quality of the output depends a lot on the quality of the input. This means that the quality of the entering students is important.

The intake

- Give a summary of the intake of first year students using table 6.
- Give a summary of the total number of students enrolled in the programme using Table 7.

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

Table 3: intake first years students

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

Table 4: total number of students (last 5 academic years)

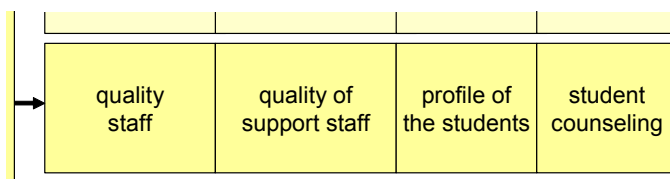
Diagnostic questions:

- How do you analyse the development of the student intake: Reasons to worry? Reasons for problems? Prospects for the future?
- Is there selection of students?
- If so, how does selection take place? What are the requirements?
- What policy is pursued with regard to the intake of students? Is it aimed at increasing the intake or at stabilisation? Why?
- What measures are taken to affect the quality and the size of the intake?
- What is the effect of these measures?
- How does the programme take into account the level of achievement of entering students? What is the link between the programme and the secondary education?

Study Load

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

10. Student counselling and support



AUN-QA Criteria

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

Explanation

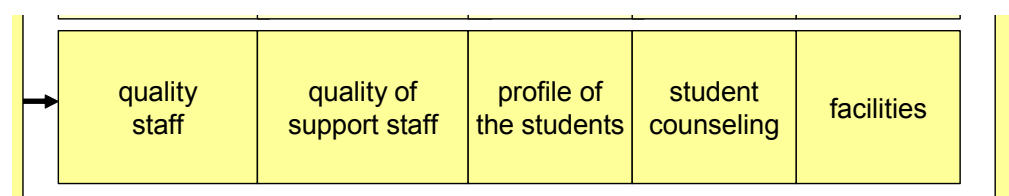
The way the students are followed and supported by the staff is essential for a good study career. The AUN-QA has formulated that a university has to take care not only of a good physical and material environment, but also a social or psychological one.

Diagnostic questions

- What role do staff members play in providing information to students and coaching of the student?
- What role do they play in integrating students into the department?
- How is information to potential students organised? Is sufficient attention paid to requirements of the previous education? Does the future student get a good impression of the education offered? Is the information evaluated? If so, what happens with the results?
- How are students informed about study facilities? How is the information provision with regard to the programme?
- Is students' progress recorded? Does the recording result in pointing out problems in time? When is the first contact made with problematic cases? Does this result in remedial and/or preventive actions aimed at the individual student or programming?
- Is special attention paid to the coaching of first year students? If so, how does it work?
- Is attention paid to study progress?
- Are there specific facilities for study skills for students with problems? Are these available within the department, the faculty or on centralised? How is the information on these matters organised?
- Is separate attention paid to the coaching of senior students?
- Is assistance given in completing the final project? Where can a student who gets stuck with practical training or the final project get help?
- How are students advised on problems concerning course options, change of options, interruption of study or termination of study?

- Is information provided on career prospects? Do students have the opportunity to familiarise themselves with the labour market by means of practical training, application courses and the like?
- If students wish to extend their course of study, are the reasons examined? If yes, what usually are the findings and in what measures have they resulted?
- To what extent do the structure and the organisation of the programme contribute to an active study attitude of the student?
- To what extent does the programme challenge the students to a satisfactory investment in his/her study?
- Are you satisfied with the available tools to improve study progress. If necessary, distinguish between information, programming, study coaching (by teaching during instructing), student advice (by the student advisor). How do you use these tools?

11. Facilities and infrastructure



AUN-QA Criteria

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

Explanation

Facilities and resources should be in line with the formulated goals and aims and with the designed program. Facilities are also connected to the teaching/learning strategy. E.g. if the philosophy is to teach in small working groups, one must have small rooms available. Computer aided instruction can only be realized with enough computers for the students. The main learning resources consists of books, brochure, magazines, journals, poster, information sheet, internet and intranet, CD-ROM, maps, aerial photographs, satellite imagery and others

Diagnostic questions

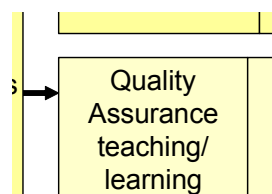
Accommodation for Instruction

- Are these sufficient lecture-rooms, seminar rooms, laboratories, reading rooms, and computer rooms? Do these meet the requirements?
- Is the library sufficiently equipped for education?
- Is the library within easy reach (situation, opening hours)?
- Do you have sufficient laboratory facilities? Including supportive personnel?
- Do the laboratories meet the requirements?

Didactic Aids and Tools

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

12. Quality Assurance of the teaching/learning process



AUN-QA Criteria

1. *The curriculum is periodically reviewed and evaluated as to its effectiveness. Adjustments are made after reasonable time periods.*

Explanation

The confidence of students and other stakeholders in higher education is more likely to be established and maintained through effective quality assurance activities which ensure that programs are well-designed, regularly monitored and periodically reviewed, thereby securing their continuing relevance and currency.

The quality assurance of programs and the degrees awarded are expected to include:

- development and publication of explicit intended learning outcomes;
- careful attention to curriculum and program design and content;
- specific needs of different modes of delivery (e.g. full time, part-time, distance-learning, e-learning) and types of higher education (e.g. academic, vocational, professional);

- availability of appropriate learning resources;
- formal program approval procedures by a body other than that teaching the program;
- monitoring of the progress and achievements of students;
- regular periodic reviews of programs(including external panel members);

Diagnostic questions

Give a brief indication of how the department tries to guarantee quality. Is there a structural system for quality assurance? If so, describe it and analyse its functioning.

- Which boards and or committees are involved in internal quality assurance?
- Is there a curriculum committee? What is its role?
- Is there an examination committee? What is its role? Does it function?
- What is the role of the examination committee?
- Are the functions and responsibilities of the committees and administrators involved, clear to everyone? Are there any problems with the division of responsibilities?

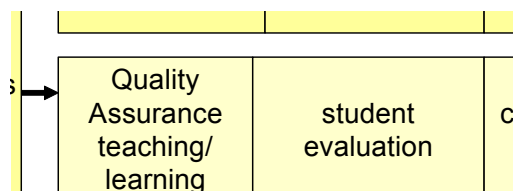
Monitoring System.

- Does the department have a monitoring system for:
 - the recording of study progress
 - following graduates
- How are the data of the monitoring system used for internal quality assurance?

Course and Curriculum Evaluation

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

13. Student evaluation



AUN-QA Criteria

1. *A prime condition for constantly improving teaching and learning is a planned and regular process of evaluation. In this regard, teachers should foster a climate which values student involvement in the evaluation of teaching and the assessment of learning outcomes.*

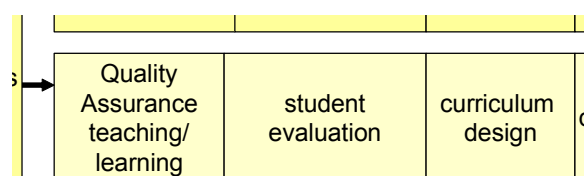
Explanation

The student is the first to judge the quality of teaching and learning. He or she experiences the way of delivering. He or she has an opinion about the facilities. Of course, the information given by students has to be counter balanced by other opinion. Nevertheless the university is expected to have student evaluations and to use the outcomes for improvement.

Diagnostic questions

- Is the university working with student evaluations in a structured way?
- Who is responsible for the evaluations?
- What is done with the outcome of the evaluations? Are there examples that it contributed to improvement?
- What is the input of students in the committees involved in internal quality assurance?

14. Curriculum Design



AUN-QA Criteria

1. *The curriculum is developed as a group to ensure the representation from the faculty Quality Committee, the faculty Teaching and Learning Committee, the program team, students and stakeholders from industry, government and professional organizations.*

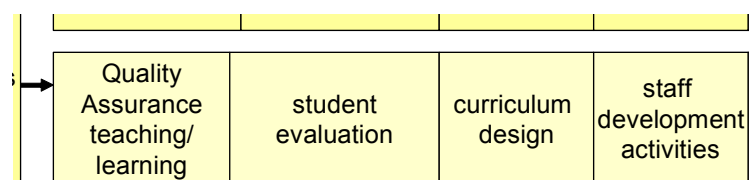
Explanation

The development of a curriculum or the design of the curriculum is a special activity. Too often, a curriculum is seen as a number of courses, provided by the present professors. They are sometimes acting as small shop keepers, shelling their own product, not knowing what others are offering. Curriculum design should start with the formulation of the expected learning outcomes. The next question will be what courses are needed to achieve the objectives and finally who will teach the courses? It is important that a curriculum is seen as a joint enterprise.

Diagnostic questions

- Who is responsible for the design of the curriculum?
- What is the contribution of staff and students?
- What is the involvement of the labour market in the curriculum design?
- How do curriculum innovations come about? Who takes the initiative? On the basis of what signals?
- Who takes care of implementation?
- For the curriculum design, is there benchmarking with other institutions?
- In which international networks does the department participate?
- With which institution abroad is there exchange?
- Is there a foreign recognition of the programme?

15. Staff development activities



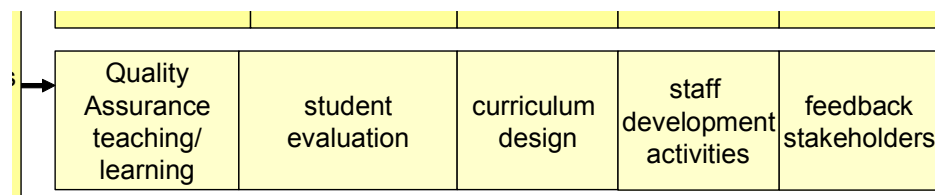
AUN-QA Criteria

1. Staff development needs are systematically identified, in relation to individual aspirations, the curriculum and institutional requirements.
2. Academic and supporting staff undertake appropriate staff development programs related to identified needs

Explanation

Teachers are the single most important learning resource available to most students. It is Important that those who teach have a full knowledge and understanding of the subject they are teaching, have the necessary skills and experience to transmit their knowledge and understanding effectively to students in a range of teaching contexts, and can access feedback on their own performance. Institutions should ensure that their staff recruitment and appointment procedures include a means of making certain that all new staff have at least the minimum necessary level of competence. Teaching staff should be given opportunities to develop and extend their teaching capacity and should be encouraged to value their skills. Institutions should provide teachers with opportunities to improve their skills to an acceptable level and should have the means to remove them from their teaching duties if they continue to be demonstrably ineffective.

16. Feedback stakeholders



AUN-QA Criteria

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

Explanation

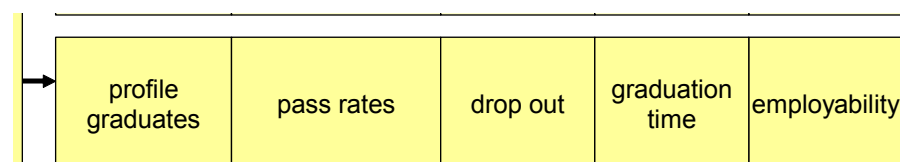
We have defined quality as "achieving the goals and objectives". Formulating our objectives we have to take into account the requirements set by the stakeholders. This means that we have to ask ourselves if our stakeholders are satisfied. To learn more about it, we need to have a well functioning feedback system.

Diagnostic questions

Does the university has a well functioning monitoring system, including:

- A system to follow the students progress
- A system to register the pass rates and drop out rates
- Structural feedback from the labour market
- Structural feedback from the alumni
- Records concerning the number of publications of the staff
- Records keeping the number of research grants

17 Output



Explanation

The proof of the pudding is in the eating. In assessing our quality we have to look not only at our process quality, but to take into account the output as well. First of all we must look at our graduates. Did they achieve the expected standards? Are the achieved outcomes equal to the expected outcomes? Have the graduates achieved the expected knowledge, skills and attitudes?

Because the output quality has to be evaluated in the framework of the process, we have also to look at the efficiency of our provisions, among other things we have to

look at the pass rates and the dropout rate, the average time of study and the employability.

The AUN-QA has no criteria formulated concerning the output. This does not mean that they consider it as not important. It is often included in other criteria.

Diagnostic questions

Achieved Outcomes (the graduates)

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

Pass rate and dropout rate

Give information concerning the pass rate and dropout of the different years (cohort) according to table 9.

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

* numbers must be the same as in the intake table 7

** percentages are cumulative.

Table 5: Students performance (last 8 to 10 cohorts)

Diagnostic questions:

- What is the opinion of the department about the pass rate? If not satisfactory, what measures are taken to improve the pass rate.?
- Have these been fluctuations in the success rate over the last five years?
- How high is the dropout rate? Are there explanations for the dropout rate?
- Does the department know where the dropout students are going?

Average Duration of Graduation

Indicate the average number of years a student spends on a programme. If necessary, categorise the students in groups.

- What is the opinion of the department about the average duration of graduation?
- Which measures are taken to promote graduation and to shorten the average time?
- What is the effect of these measures?

Unemployment Among the Graduates.

- What percentage of graduates over the last five years has found a job within six months after graduation? How many within a year?
- What percentage of graduates is still unemployed 2 years after graduation?

Contact with Graduates.

- Does the department have contact with the graduates after graduation? Is there an association of graduates?
- What is the opinion of graduates about the programme?
- Is information from graduates used (feedback about their programme, information about developments on the labour market) to adjust the programme if necessary?

18. Satisfaction of the stakeholders

Satisfaction Stakeholders

Explanation

After the analysis of the input, the process and the output, we have to analyse the satisfaction of all stakeholders. What do they think about our performance? How do we know that? It will be possible that this part will cause troubles for the department, because it doesn't yet have any tool to measure the satisfaction. It does not make sense to first develop tools for collecting the information in the framework of the ongoing analysis. It is sufficient to see that tools are missing and to describe how one thinks to solve the problems in the near future.

Diagnostic questions

Opinion - Students

- Does the department know what students think about the courses, the programme? The way of teaching? The examinations?
- Is there regular student evaluation? How is it done? Is it adequate?
- What is done with the outcomes of student evaluations?
- How does the department cope with complaints of students?

Opinion - Alumni (the graduates)

- Does the department interview graduates on a regular basis about their opinion of the programme?
- What is the opinion and feedback of the graduates when they are employed?
- Are the complaints or positive feedback of the alumni used to adapt the programme?

Opinion-Labour market

- Are there structured contacts with employers and the labour market for getting feedback on graduates?
- How do the employers appreciate the graduates?
- Are there specific complaints?
- Are specific strengths, appreciated by the employers?
- How do we cope with complaints from the labour market?

Opinion --Society

- Does the university know the general feeling of the society-at-large about our graduates?
- Does the university have tools to get feedback from the society?

The Self-Assessment Report (SAR)

Strengths/weaknesses analysis

At the end of the self-assessment, it is time to make a strength-weakness analysis. In the same time it is a check to see how far one is in compliance with the AUN-QA criteria. The best way to do so is to use table 10 and the checklist (appendix 4). There are 17 specific aspects for assessment, and in total 68 sub-criteria. In appendix 4 the checklist shows all criteria and sub-criteria. The total subject judgement is based on the scores given to the aspects in the subject category.

However, it is not a mathematic exercise by calculating the average. It is up to the university to balance the different aspects and judge the weight. Positive aspects may compensate some negative ones. By marking each subjects, one get a judgement about each cell of the model. Filling in the total score in Table 10, one gets a good overview of the strengths and weakness.

		1	2	3	4	5	6	7
1	Goals and objectives; expected learning outcomes							
2	Content of the program							
3	Program specification							
4	Organisation of the program							
5	Didactic concept/teaching/learning strategy							
6	Student assessment							
7	Quality staff							
8	Quality of support staff							
9	Profile students							
10	Student counselling							
11	Facilities							
12	Quality Assurance							
13	Student evaluation							
14	Curriculum design							
15	Staff development activities							
16	Feedback stakeholders							
17	Output							

Table 1: subjects for a programme assessment

The assessment of the quality of a program will be done at a 7 point-level scale:

1= nothing (no documents, no plans, no evidence) is present

- 2= this subject of the IQA-system is in a planning stage
- 3= documents available, but there is no clear evidence that they are used
- 4= documents available and there is evidence that they are used
- 5= clear evidence about well functioning of the aspect
- 6= example of good practice
- 7= excellent

Looking at the quality and improvement activities, the 7-point scale can also be read as follows:

- 1= absolute inadequate; direct action for improvement has to be take.
- 2= inadequate, action for improvement are necessary
- 3= inadequate, but with small actions it will be adequate
- 4= adequate as may expected
- 5= more than adequate
- 6= example of good practice
- 7= excellent;

Summary of Strong Points

Make a summary of the points the department considers strengths and mark the points you are proud of.

Summary of Weak Points

Indicate which points the department considers weak and need improvement. Also indicate what you are going to do about it.

The content of the self-assessment report

The self-assessment ends with the Self-assessment report (SAR). This is the final document that will play a role in formulating a quality plan for the years to come. It might also be the input for an accreditation or for an inter-collegial assessment (see chapter 6). In table 11 the content of the self-assessment report is given.

Take care to discuss the report in the faculty and take care that everybody will recognise it self in this picture.

Introduction <i>How was the S.A conducted?</i> <i>Short description of the university and the department responsible for the curriculum</i> <i>Short description of the curriculum</i>
Chapter 1: Goals and objectives/expected learning outcomes
Chapter 2: the program 2.1 program specification 2.2 the content of the program 2.2. the organisation of the program 5.2.3 The didactic concept 5.2.4 Student Assessment
Chapter 3 The input 3.1 quality of the staff 3.2 quality of support staff 3.3. profile of the students 3.4. student counselling 3.3 Facilities and infrastructure
Chapter 4: quality assurance

4.1. QA of teaching and learning 4.2 student evaluation 4.3 curriculum design 4.4. Staff development 4.5 feedback stakeholders
Chapter 5: output 5.1 Achieved Outcomes (the graduates)/profile graduates 5.2. Pass rate and dropout rate 5.3. Average Duration of Graduation 5.4 employability
Chapter 6: satisfaction of the stakeholders 6.1. Opinion - Students 6.2. Opinion - Alumni (the graduates) 6.3. Opinion-Labour market 6..4 Opinion - Society
Chapter 7 Strong- weak analysis 7.1Summary of Strong Points 7.2 Summary of Weak Points 7.3 quality plan for the coming years

Table 2: content of a self-assessment report

The self-assessment ends with the Self-Assessment Report (SAR). This is the final document that will play a role in formulating a quality plan for the years to come. It may also provide the input for accreditation or for inter-collegial assessment. The format of the content of the SAR is attached separately with this document.

Rating for Self-Assessment of Programme Checklist

The 7-point scale can also be read as follows:

- 1= absolute inadequate; direct action for improvement has to be take.
- 2= inadequate, action for improvement are necessary
- 3= inadequate, but with small actions it will be adequate
- 4= adequate as may expected
- 5= more than adequate
- 6= example of good practice
- 7= excellent;

Checklist on the quality of a programme

	1	2	3	4	5	6	7
<i>Goals and objectives; expected learning outcomes</i>							
• The program has a clear formulated learning outcomes							
• The program promote learning to learn and life long learning							
• The expected learning outcomes cover generic skills and knowledge and specific skills and knowledge							
• The expected learning outcomes reflects clearly the requirements of the stakeholders							
Overall opinion							
<i>Content of the program</i>							
• The content of the program shows a good balance between general and							

specific skills and knowledge									
• The program reflects the vision and mission of the university									
• The expected learning outcomes are adequate translated into the program									
• The contribution of each course to achieve the learning outcomes is clear									
Overall opinion									
<i>Program specification</i>									
• The university use program specifications									
• The program specification shows the expected learning outcomes									
• The program specification is informative for the stakeholders									
Overall opinion									
<i>Organisation of the program</i>									
• The curriculum is coherent and all subjects and courses are integrated									
• The curriculum shows breadth and depth									
• The curriculum shows clearly the basic course, intermediate courses, specialist courses and the thesis activities									
• The curriculum is up-to-date									
Overall opinion									
<i>Didactic concept/teaching/learning strategy</i>									
• The staff has a clear teaching/learning strategy									
• The teaching/learning strategy enable the student to acquire and manipulate knowledge in an academic way									
• The teaching/learning strategy is student oriented and stimulate quality learning									
• The curriculum stimulate action learning									
• The curriculum stimulate active learning and facilitate learning to learn									
Overall opinion									
<i>Student assessment</i>									
• Student assessment regards student entrance, student progress and exit test									
• The assessment is criterion referenced									
• The student assessment uses a variety of methods									
• The assessments reflects the expected learning outcomes and the content of the program									
• The criteria for assessment are explicit and well known									
• The assessment arrangements covers the objectives of the curriculum									
• The applied standards in assessment are explicit and consistent									
• The assessment schemes, the assessment methods and the assessment it self are always subject of quality assurance and scrutiny									
Overall opinion									
<i>Quality staff</i>									
• The staff is competent for his task and able to fulfil the requirements of criteria 7.1									
• The staff is sufficient to deliver the curriculum in an adequate way.									
• Recruitment and promotion is based on academic merits									
• Roles and relationship of staff members are well defined and understood.									
• Duties allocated are appropriate to qualifications, experience, and aptitude									
• Time management and incentive system are directed to support quality of teaching and learning									
• Accountability of the staff members is well regulated									
• There are provisions for review, consultation, and redeployment									
• Termination, retirement and social benefits are planned and well implemented.									
• There is a well functioning appraisal system									
Overall opinion									
<i>Quality of support staff</i>									
• There is an adequate support staff for the libraries									
• There is an adequate support staff for the laboratories									
• There is an adequate support staff for the student services									
Overall opinion									
<i>Quality of the students</i>									

• The selection of the entering students (if there is selection) is adequate									
• There is an adequate intake policy									
• There is an adequate credit point system									
• The real study load is in line with the calculated load									
Overall opinion									
<i>Student counselling and support</i>									
• there is an adequate student progress system									
• the student get adequate feedback on their performance									
• the coaching of the first years students is adequate									
• The physical and material environment for the student is satisfactory									
• The social and psychological environment for the student is satisfactory									
Overall opinion									
<i>Facilities and infrastructure</i>									
• the lecture facilities (lecture halls, small working rooms) are adequate									
• the library is adequate and up-to-date									
• the laboratories are adequate and up-to-date									
• the computer facilities are adequate and up-to-date									
• Environmental Health and Safety Standards should meet the local requirements in all aspects									
Overall opinion									
<i>Quality Assurance</i>									
• The curriculum is regularly evaluated									
• Revision of the curriculum takes place at reasonable time periods									
• Quality assurance of the curriculum is adequate									
• Quality assurance of the assessments/examinations is adequate									
Overall opinion									
<i>Student evaluation</i>									
• There are structured student evaluation of the courses and curriculum									
• The feedback of the students is used for improvement									
Overall opinion									
<i>Curriculum design</i>									
• The curriculum was developed as a joint enterprise of all staff members									
• The students are involved in the curriculum design									
• The labour market is involved in the curriculum design									
Overall opinion									
<i>Staff development activities</i>									
• There is a clear vision on the needs for staff development									
• The staff development activities are adequate to the needs									
Overall opinion									
<i>Feedback stakeholders</i>									
• There is adequate structural feedback from the labour market									
• There is adequate structural feedback from the alumni									
Overall opinion									
<i>Output</i>									
• The pass rate is satisfactory									
• The level of the graduates is satisfactory									
Overall opinion									
Overall judgement									