

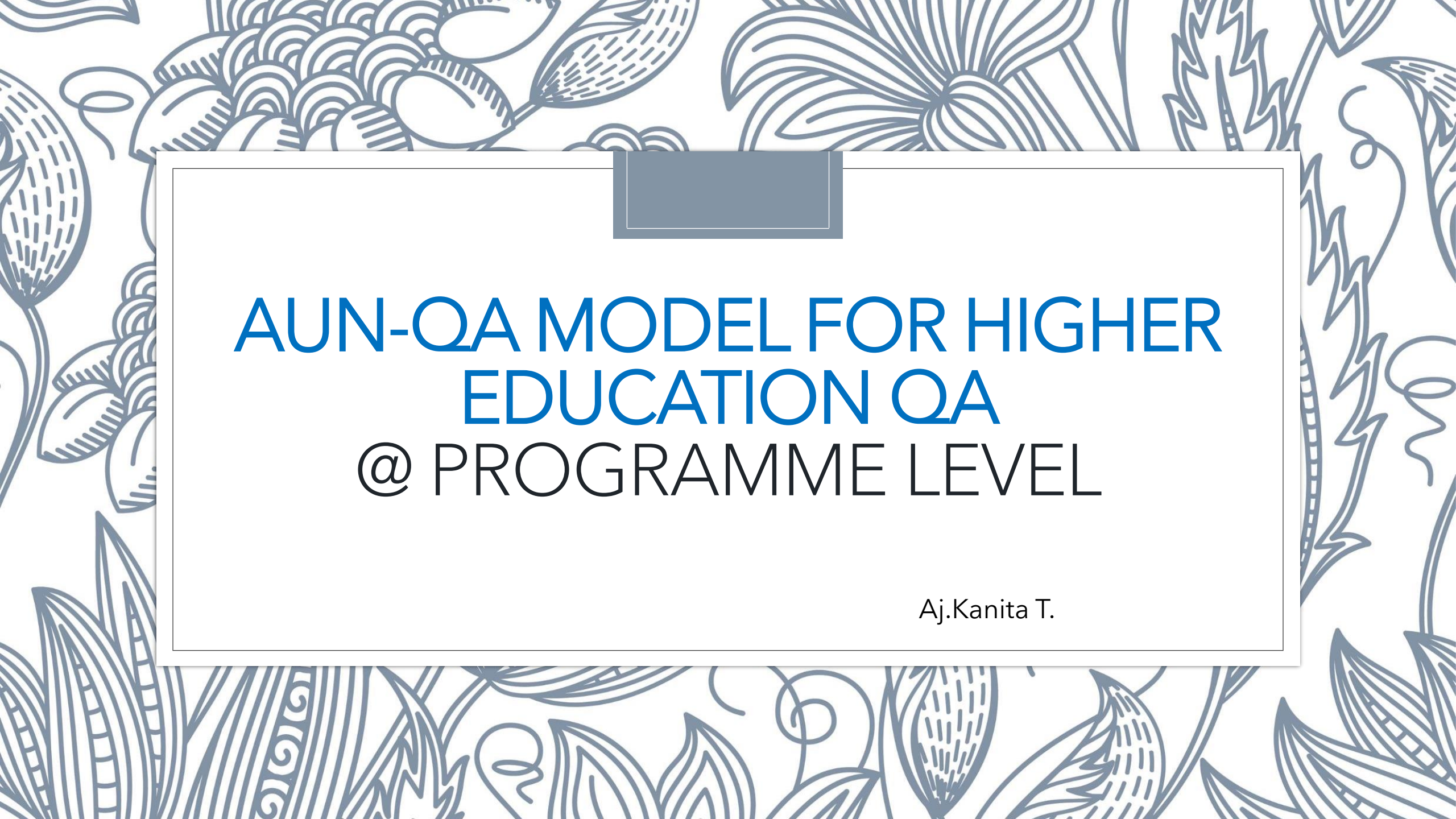
โครงการการแบ่งปันและแลกเปลี่ยนเรียนรู้ เพื่อพัฒนาคุณภาพการปฏิบัติงาน
สำนักงานพัฒนาคุณภาพและบริหารความเสี่ยง ปีงบประมาณ 2564
กิจกรรมที่ 3 การประเมินคุณภาพการศึกษาภายใน ระดับหลักสูตร ด้วยเกณฑ์ AUN-QA

วันอังคารที่ 10 สิงหาคม พ.ศ. 2564

เวลา 09.00 - 12.00 น.

ณ ห้องประชุม Online โปรแกรม Cisco Webex





AUN-QA MODEL FOR HIGHER EDUCATION QA @ PROGRAMME LEVEL

Aj.Kanita T.



ASEAN UNIVERSITY NETWORK
QUALITY ASSURANCE

GUIDE TO AUN-QA ASSESSMENT
AT PROGRAMME LEVEL
VERSION 4.0



Why AUN-QA???

Curriculum Management for Academic Excellence



Principle- based QA model



Design based on **Outcome-based Education** framework



PDCA approach to quality

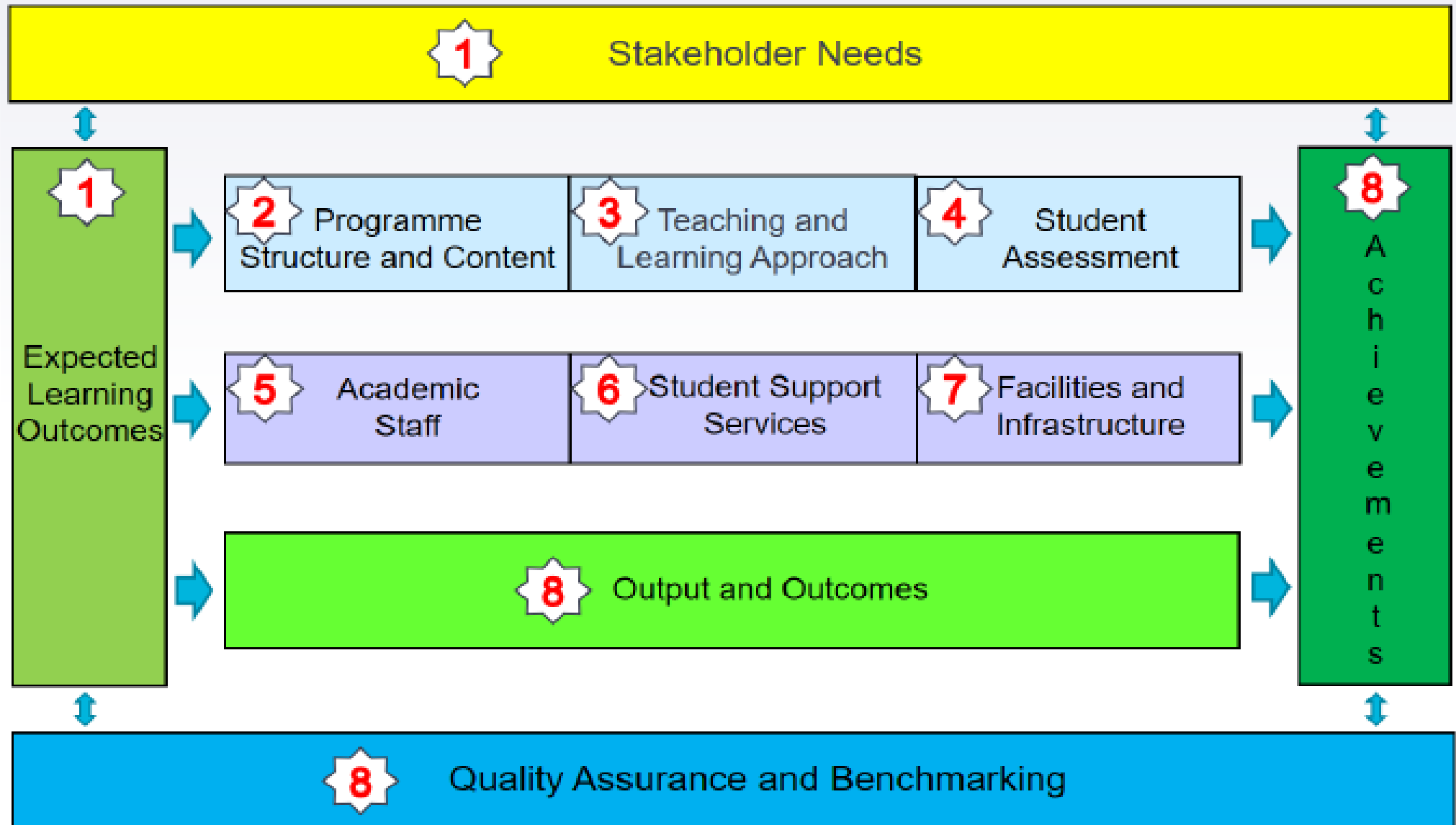


Designed for **continuous improvement** to good/best practice



Focus on **Stakeholders' needs**

Version 4.0



The eight criteria of the model are grouped as shown in Table

Programme	Resources	Results
1.0 Expected Learning Outcomes 2.0 Programme Structure and Content 3.0 Teaching and Learning Approach 4.0 Student Assessment	5.0 Academic Staff 6.0 Student Support Services 7.0 Facilities and Infrastructure	8.0 Output and Outcomes

Criterion 1 - Expected Learning Outcomes

Requirements

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

Learning Outcome(LO) ผลลัพธ์การเรียนรู้



ผลลัพธ์การเรียนรู้ตามกรอบมาตรฐาน
คุณวุฒิระดับอุดมศึกษา(TQF) 5
ด้าน



ผลลัพธ์การเรียนรู้ของหลักสูตร(PLOs) หรือ
ผลลัพธ์การเรียนรู้ที่คาดหวังของหลักสูตร(ELOs)



ผลลัพธ์การเรียนรู้รายปี(YLOs)



ผลลัพธ์การเรียนรู้ของรายวิชา
(CLOs)

1.1 The programme to show that the expected learning outcomes are appropriately formulated in accordance with an established learning taxonomy, are aligned to the vision and mission of the university, and are known to all stakeholders.



The expected learning outcomes



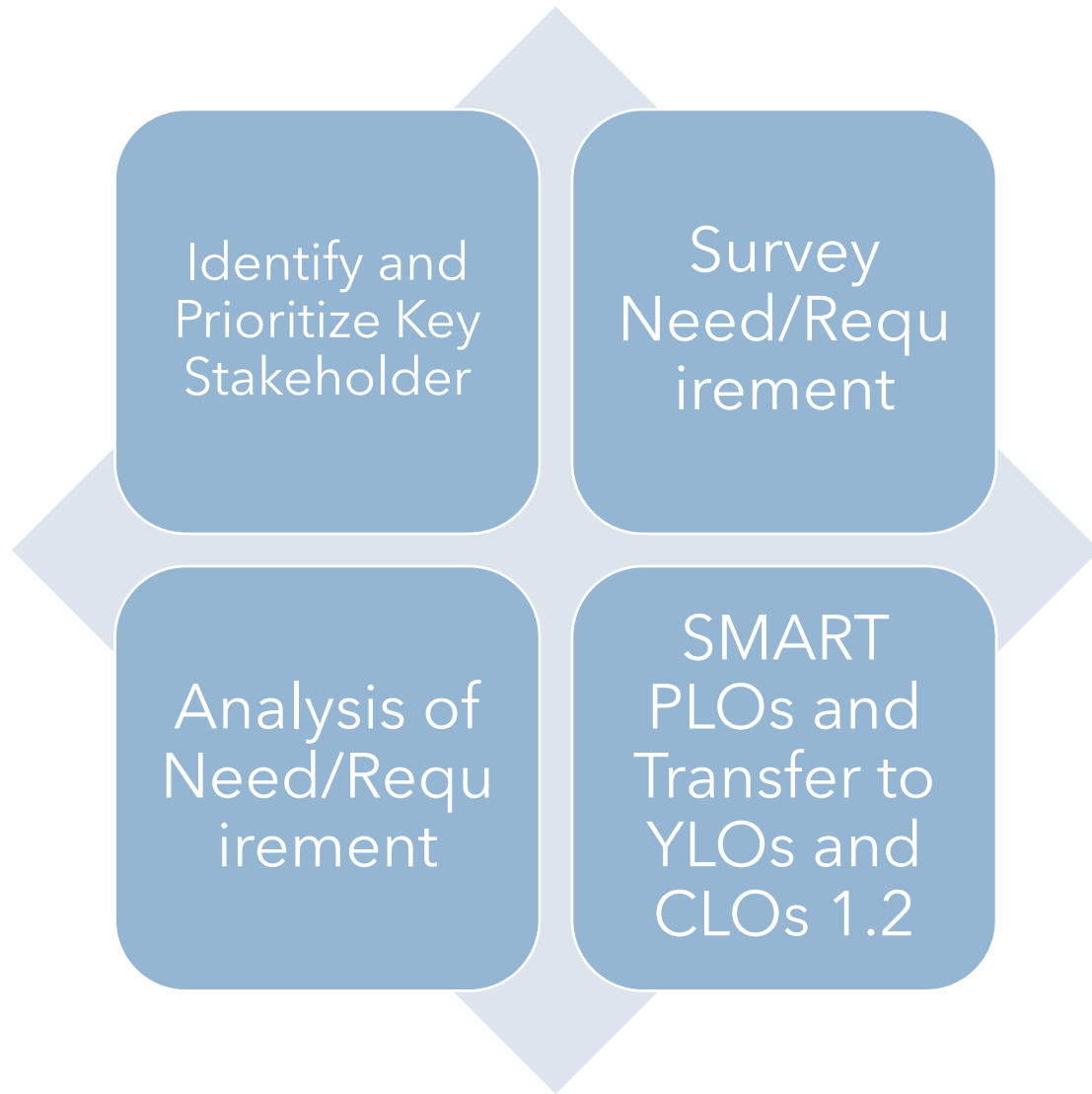
learning taxonomy



the vision and mission of the university,



known to all stakeholders



PLOs and
CLOs
Formulation
Process

Determining Stakeholders' Needs

University Needs

Faculty Needs

Department Needs

Society Needs

Government/ Ministries/
Accreditation Bodies Needs

Employers/ Professional Bodies
Needs

Students/Alumni Needs

Who are
significant
stakeholders of
the program?

Example: Inputs for ELOs Formulation

มาตรฐานสากล

ความต้องการจำเป็นของ
นายจ้าง

เสียงสะท้อนจากศิษย์เก่า

**21st Century
Skills**

TQF 5-6 ด้าน

มคอ.1*

ข้อกำหนด
สภาวิชาชีพ*

วัตถุประสงค์ เป้าหมาย
หลักสูตร

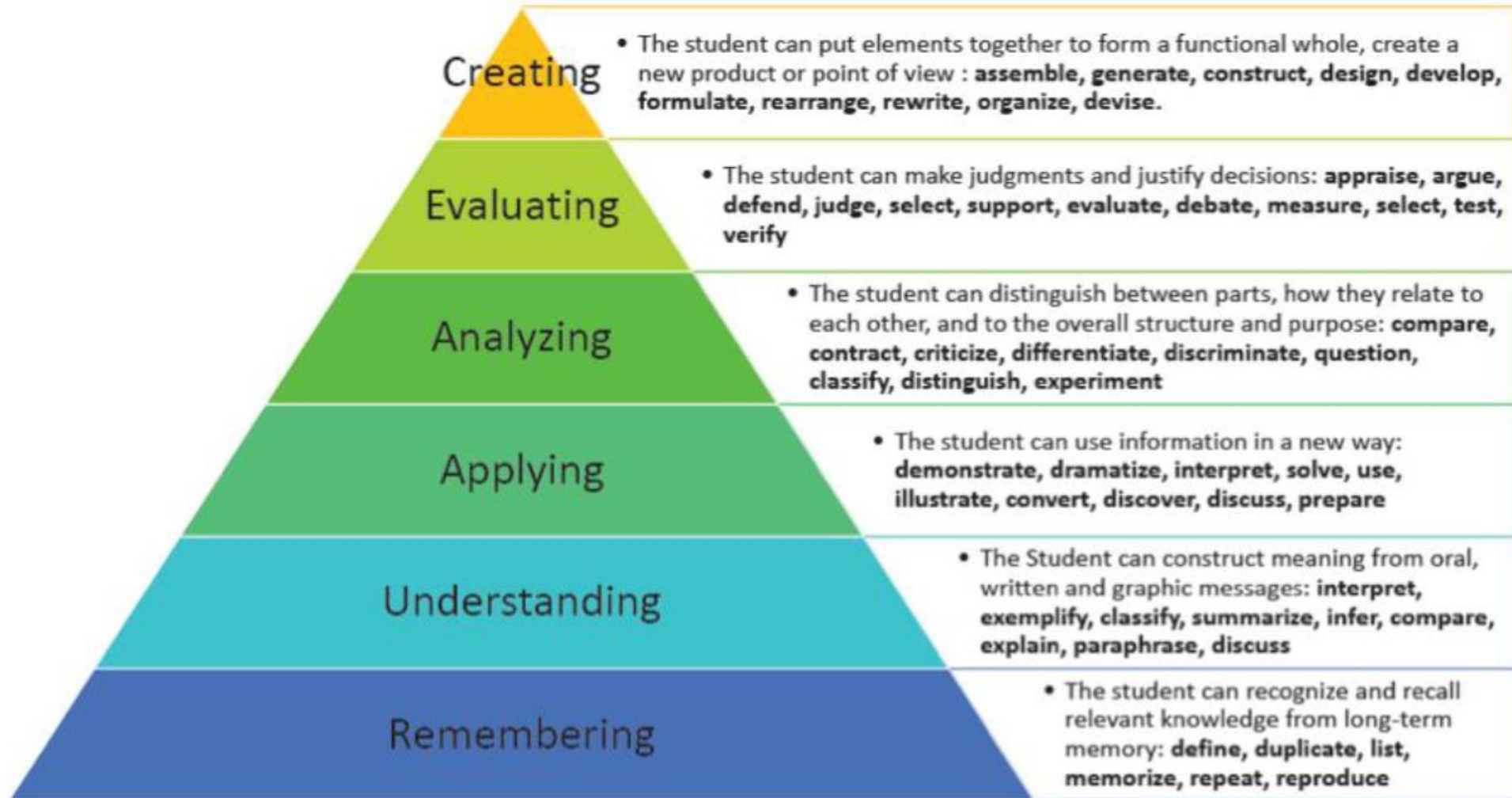
วิสัยทัศน์มหาวิทยาลัย
(คณะ ภาควิชา)

คุณลักษณะที่พึงประสงค์
อัตลักษณ์นิสิตนักศึกษา

**Life Long
Learning Skills**

Program Learning Outcomes

Bloom's Taxonomy (Revised)



1.3 The programme to show that the expected learning outcomes consist of both generic outcomes (related to written and oral communication, problem-solving, information technology, teambuilding skills, etc.) and subject specific outcomes (related to knowledge and skills of the study discipline).

**generic
outcomes**

**subject specific
outcomes**

1.4 The programme to show that the requirements of the stakeholders, especially the external stakeholders, are gathered, and that these are reflected in the expected learning outcomes.

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graph LR; A["the requirements of the stakeholders, especially the external stakeholders"] --> B["the expected learning outcomes."];
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the requirements of the stakeholders, especially the external stakeholders

the expected learning outcomes.

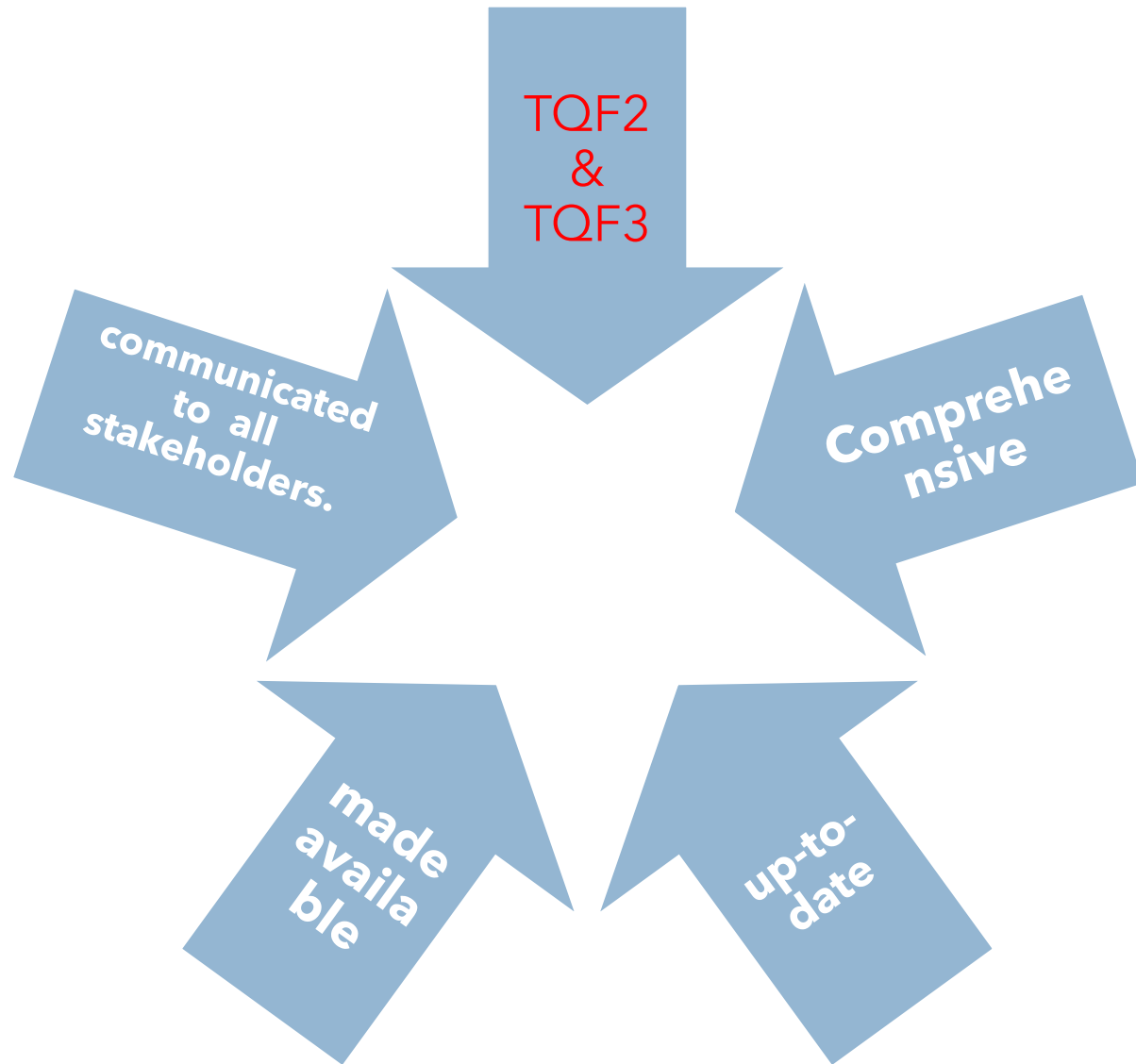


1.5 THE PROGRAMME TO
SHOW THAT THE EXPECTED
LEARNING OUTCOMES ARE
ACHIEVED BY THE
STUDENTS BY THE TIME
THEY GRADUATE.

Criterion 2 - Programme Structure and Content

Requirements

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



2.1 The specifications of the programme and all its courses are shown to be comprehensive, up-to-date, and made available and communicated to all stakeholders.

2.2 THE DESIGN OF THE CURRICULUM IS SHOWN TO BE CONSTRUCTIVELY ALIGNED WITH ACHIEVING THE EXPECTED LEARNING OUTCOMES.

Backward Curriculum Design

Draw knowledge, skills and attitude from individual PLOs, to create or redesign the courses for the whole program

PLO	Knowledge	Specific Skills	Generic Skills	Attitude/Affection	Courses

2.3 The design of the curriculum is shown to include feedback from stakeholders, especially external stakeholders.



Design of the curriculum



Feedback



External stakeholders



LO , course , content



2.5 The curriculum to show that all its courses are logically structured, properly sequenced (progression from basic to intermediate to specialised courses), and are integrated.

2.6 The curriculum to have option(s) for students to pursue major and/or minor specialisations.

2.7 The programme to show that its curriculum is reviewed periodically following an established procedure and that it remains up-to-date and relevant to industry



curriculum is reviewed periodically



up-to-date



relevant to industry

Criterion 3 - Teaching and Learning Approach

Requirements

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

3.1 The educational philosophy is shown to be articulated and communicated to all stakeholders. It is also shown to be reflected in the teaching and learning activities.

Educational Philosophy

be articulated

communicated to all stakeholders

the teaching and learning activities.

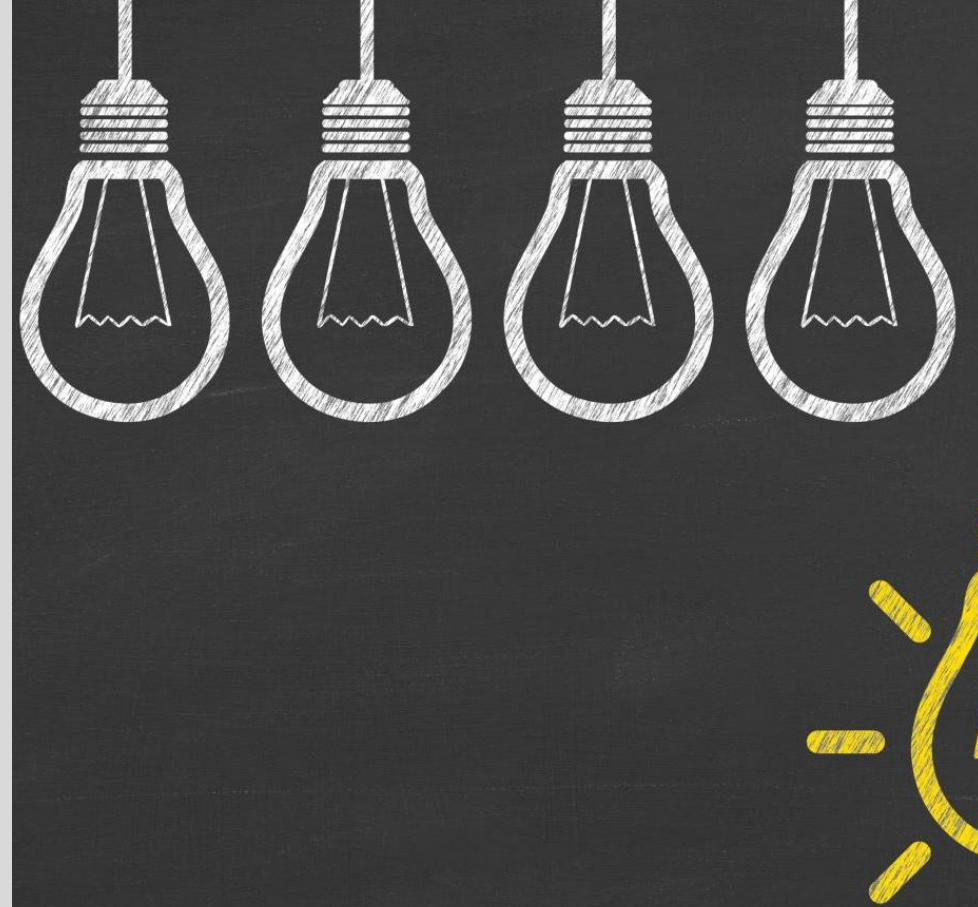
3.2 The teaching and learning activities are shown to allow students to **participate** responsibly in the learning process.

3.3 The teaching and learning activities are shown to involve **active learning** by the students.

3.4 The teaching and learning activities are shown to **promote learning**, learning how to learn, and instilling in students a commitment for **life-long learning** (e.g., commitment to critical inquiry, information-processing skills, and a willingness to experiment with new ideas and practices).



3.5 THE TEACHING AND LEARNING ACTIVITIES ARE SHOWN TO INCULCATE IN STUDENTS, **NEW IDEAS, CREATIVE THOUGHT, INNOVATION, AND AN ENTREPRENEURIAL MINDSET.**





3.6 THE TEACHING AND LEARNING PROCESSES ARE SHOWN TO BE CONTINUOUSLY IMPROVED TO ENSURE THEIR RELEVANCE TO THE NEEDS OF INDUSTRY AND ARE ALIGNED TO THE EXPECTED LEARNING OUTCOMES.

Criterion 4 - Student Assessment

Requirements

1. A variety of assessment methods are shown to be used and are shown to be constructively aligned to achieving the expected learning outcomes and the teaching and learning objectives.
2. The assessment and assessment-appeal policies are shown to be explicit, communicated to students, and applied consistently.
3. The assessment standards and procedures for student progression and degree completion, are shown to be explicit, communicated to students, and applied consistently.
4. The assessments methods are shown to include rubrics, marking schemes, timelines, and regulations, and these are shown to ensure validity, reliability, and fairness in assessment.
5. The assessment methods are shown to measure the achievement of the expected learning outcomes of the programme and its courses. **ตบช.5.3**
6. Feedback of student assessment is shown to be provided in a timely manner.
7. The student assessment and its processes are shown to be continuously reviewed and improved to ensure their relevance to the needs of industry and alignment to the expected learning outcomes.

4.1 A variety of assessment methods are shown to be used and are shown to be constructively aligned to achieving the expected learning outcomes and the teaching and learning objectives.



Variety



aligned to achieving the expected learning outcomes



aligned to the teaching and learning objectives.

4.2 The **assessment and assessment-appeal policies** are shown to be explicit, communicated to students, and applied consistently.

4.3 The **assessment standards and procedures for student progression and degree completion**, are shown to be explicit, communicated to students, and applied consistently.

4.4 The assessments methods are shown to include **rubrics, marking schemes, timelines, and regulations**, and these are shown to ensure **validity, reliability, and fairness** in assessment.



4.5 The assessment methods are shown to measure the **achievement of the expected learning outcomes of the programme and its courses.**



4.6 **Feedback of student assessment is shown to be provided in a timely manner.**



4.7 The student assessment and its processes are shown to be **continuously reviewed and improved to ensure their relevance to the **needs of industry** and alignment to **the expected learning outcomes**.**

Criterion 5 - Academic Staff

Requirements

1. The programme to show that academic staff planning (including succession, promotion, re-deployment, termination, and retirement plans) is carried out to ensure that the quality and quantity of the academic staff fulfil the needs for education, research, and service.
2. The programme to show that staff workload is measured and monitored to improve the quality of education, re search, and service.
3. The programme to show that the competences of the academic staff are determined, evaluated, and communicated.
4. The programme to show that the duties allocated to the academic staff are appropriate to qualifications, experience, and aptitude.

Criterion 5 - Academic Staff

Requirements

5. The programme to show that promotion of the academic staff is based on a merit system which accounts for teaching, research, and service.
6. The programme to show that the rights and privileges, benefits, roles and relationships, and accountability of the academic staff, taking into account professional ethics and their academic freedom, are well defined and understood.
7. The programme to show that the training and developmental needs of the academic staff are systematically identified, and that appropriate training and development activities are implemented to fulfil the identified needs.
8. The programme to show that performance management including reward and recognition is implemented to assess academic staff teaching and research quality.

5.1 The programme to show that academic staff planning (including succession, promotion, re-deployment, termination, and retirement plans) is carried out to ensure that the quality and quantity of the academic staff fulfil the needs for education, research, and service.

Planning

quality and quantity

education

research, and service.

5.2

The programme to show that **staff workload** is measured and monitored to improve the quality of education, research, and service.

5.3

The programme to show that the **competences** of the academic staff are determined, evaluated, and communicated.

5.4

The programme to show that the **duties allocated** to the academic staff are appropriate to qualifications, experience, and aptitude.

5.5 The programme to show that **promotion** of the academic staff is based on a merit system which accounts for teaching, research, and service.

5.6 The programme to show that **the rights and privileges, benefits, roles and relationships, and accountability** of the academic staff, taking into account **professional ethics** and their **academic freedom**, are well defined and understood.

5.7 The programme to show that the **training and developmental needs** of the academic staff are **systematically identified**, and that appropriate training and development activities are implemented to fulfil the identified needs.

5.8 The programme to show that **performance management** including **reward and recognition** is implemented to assess academic staff teaching and research quality.

Criterion 6 - Student Support Services

Requirements

1. The student intake policy, admission criteria, and admission procedures to the programme are shown to be clearly defined, communicated, published, and up-to-date.
2. Both short-term and long-term planning of academic and non-academic support services are shown to be carried out to ensure sufficiency and quality of support services for teaching, research, and community service.
3. An adequate system is shown to exist for student progress, academic performance, and workload monitoring. Student progress, academic performance, and workload are shown to be systematically recorded and monitored. Feedback to students and corrective actions are made where necessary.

Criterion 6 - Student Support Services

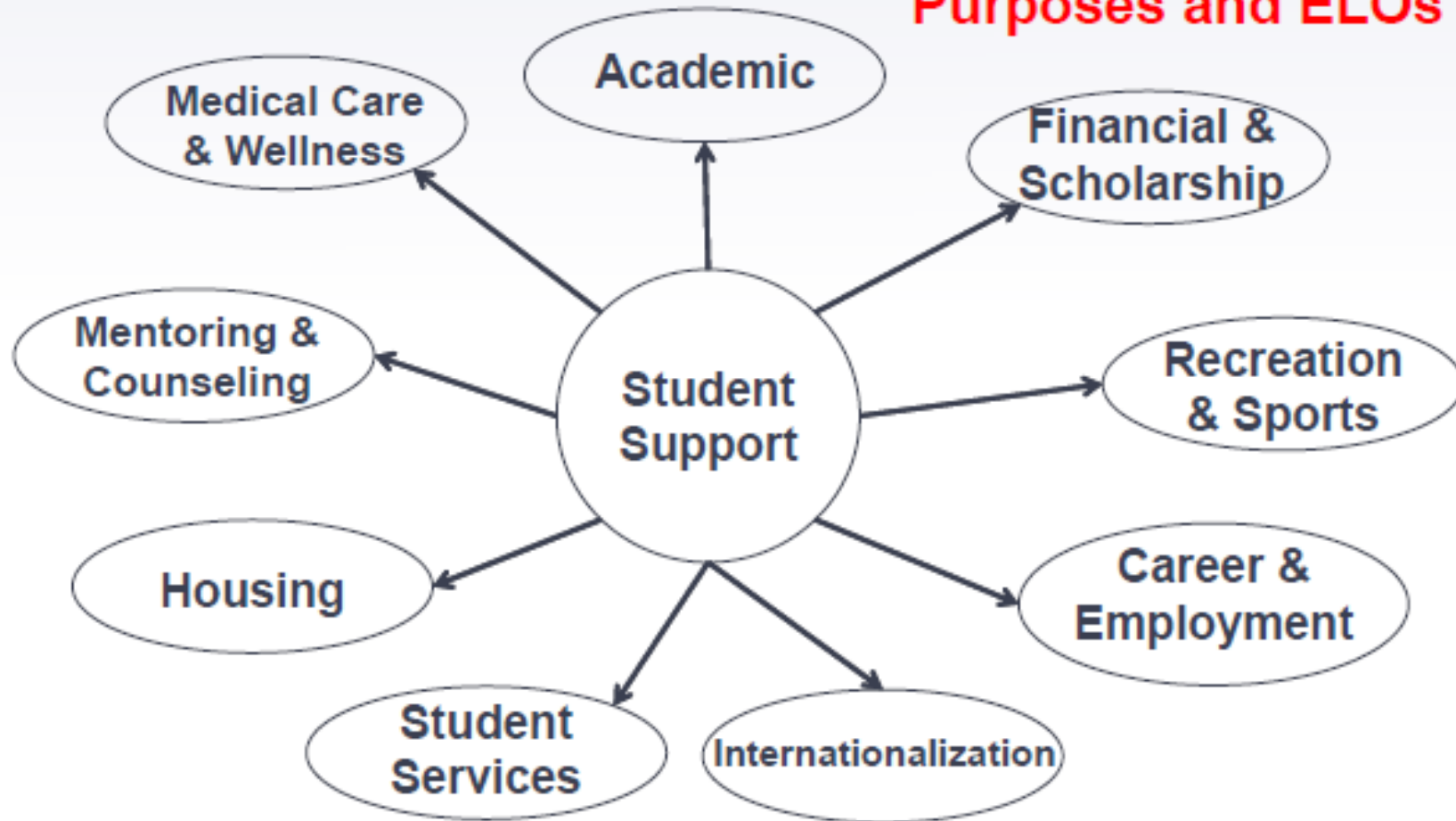
Requirements

4. Co-curricular activities, student competition, and other student support services are shown to be available to improve learning experience and employability.
5. The competences of the support staff rendering student services are shown to be identified for recruitment and deployment. These competences are shown to be evaluated to ensure their continued relevance to stakeholders needs. Roles and relationships are shown to be well-defined to ensure smooth delivery of the services.
6. Student support services are shown to be subjected to evaluation, benchmarking, and enhancement.

Student Support



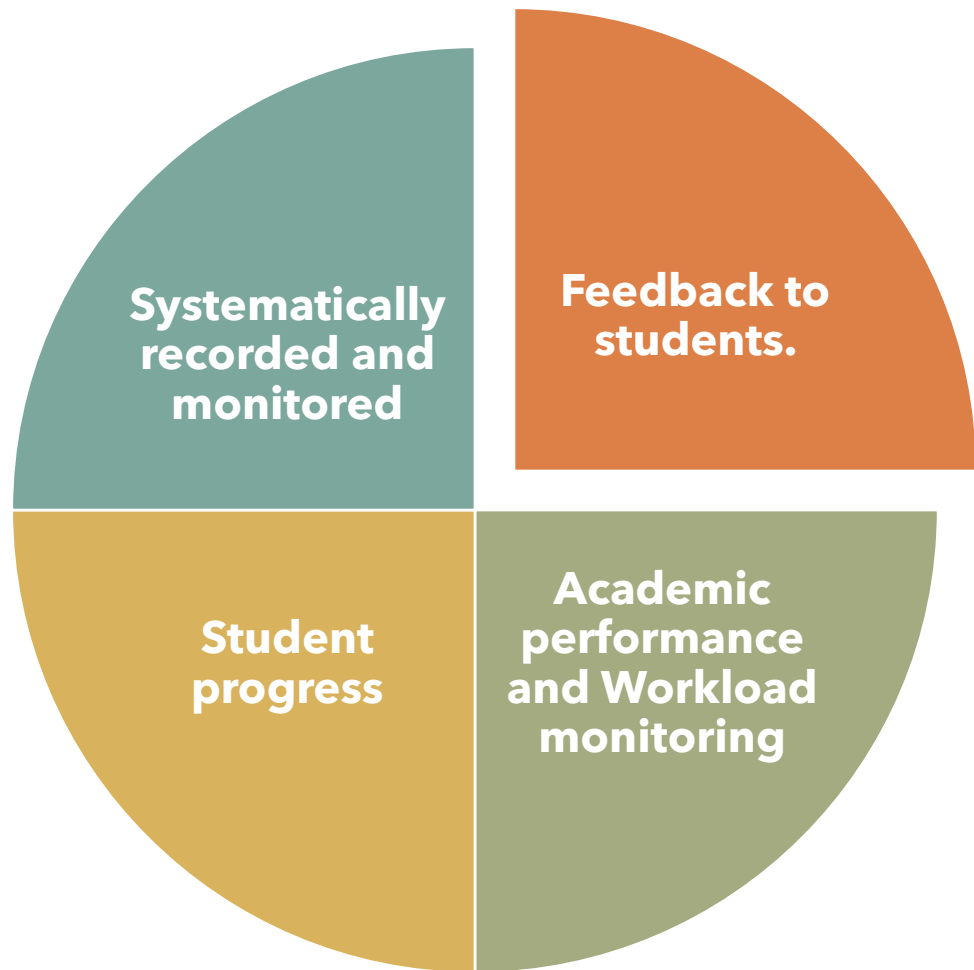
**Must serve Programme
Purposes and ELOs**





6.1 **The student intake policy,** admission criteria, and admission procedures to the programme are shown to be **clearly defined, communicated, published, and up-to-date.**

6.2 Both short-term and long-term **planning** of academic and non-academic support services are shown to be carried out to **ensure sufficiency and quality** of support services for teaching, research, and community service.



6.3 An **adequate system** is shown to exist for student progress, academic performance, and workload monitoring. Student progress, academic performance, and workload are shown to be systematically recorded and monitored. Feedback to students and corrective actions are made where necessary.

6.4 Co-curricular activities, student competition, and other student support services are shown to be available to improve learning experience and employability.



**CO-
CURRICULAR
ACTIVITIES**



**STUDENT
COMPETITION**



**OTHER
STUDENT
SUPPORT
SERVICES**



**IMPROVE LEARNING
EXPERIENCE AND
EMPLOYABILITY.**

6.5 The competences of the support staff rendering student services are shown to be identified for recruitment and deployment. These competences are shown to be evaluated to ensure their continued relevance to stakeholders needs. Roles and relationships are shown to be well-defined to ensure smooth delivery of the services.



6.6 Student support services are shown to be subjected to evaluation, benchmarking, and enhancement.

Student support services

Evaluation

Benchmarking

enhancement

Criterion 7 - Facilities and Infrastructure

Requirements

1. The physical resources to deliver the curriculum, including equipment, material, and information technology, are shown to be sufficient.
2. The laboratories and equipment are shown to be up-to-date, readily available, and effectively deployed.
3. A digital library is shown to be set-up, in keeping with progress in information and communication technology.
4. The information technology systems are shown to be set up to meet the needs of staff and students.
5. The university is shown to provide a highly accessible computer and network infrastructure that enables the campus community to fully exploit information technology for teaching, research, service, and administration.

Criterion 7 - Facilities and Infrastructure

Requirements

6. The environmental, health, and safety standards and access for people with special needs are shown to be defined and implemented.
7. The university is shown to provide a physical, social, and psychological environment that is conducive for education, research, and personal well-being.
8. The competences of the support staff rendering services related to facilities are shown to be identified and evaluated to ensure that their skills remain relevant to stakeholder needs.
9. The quality of the facilities (library, laboratory, IT, and student services) are shown to be subjected to evaluation and enhancement.

Facilities and Infrastructure

- Stakeholders' Needs
- Alignment with Programme Objectives/Outcomes
- Maintenance & Upgrade system to standard



7.1 The physical resources to deliver the curriculum, including equipment, material, and information technology, are shown to be sufficient.



7.2 The **laboratories and equipment are shown to be up-to-date, readily available, and effectively deployed.**




7.3 **A digital library is shown to be set-up, in keeping with progress in information and communication technology.**

7.4 The **information technology** systems are shown to be set up to meet the needs of staff and students.

7.5 **The university** is shown to provide a highly accessible **computer and network infrastructure** that enables the campus community to fully exploit information technology for teaching, research, service, and administration.

7.6 The **environmental, health, and safety standards** and access for people with special needs are shown to be defined and implemented.

7.8 The **competences of the support staff** rendering services related to facilities are shown to be **identified and evaluated** to ensure that their skills remain relevant to stakeholder needs.



7.9 The **quality of the facilities** (library, laboratory, IT, and student services) are shown to be subjected to **evaluation and enhancement**.

Criterion 8 - Output and Outcomes

Requirements

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

established, monitored,
and benchmarked for
improvement



- pass rate
- dropout
rate
- average
time to
graduate

**Employabi
lity**

**Research
and
creative
work
output
and
activities**

Satisfaction
level of the
various
stakeholders

8.4 DATA ARE PROVIDED TO
SHOW DIRECTLY THE
ACHIEVEMENT OF THE
PROGRAMME OUTCOMES,
WHICH ARE ESTABLISHED
AND MONITORED.

Rating Scale

Rating	Description
1	Absolutely Inadequate The QA practice to fulfil the criterion is not implemented. There are no plans, documents, evidences or results available. Immediate improvement must be made.
2	Inadequate and Improvement is Necessary The QA practice to fulfil the criterion is still at its planning stage or is inadequate where improvement is necessary. There is little document or evidence available. Performance of the QA practice shows little or poor results.
3	Inadequate but Minor Improvement Will Make It Adequate The QA practice to fulfil the criterion is defined and implemented but minor improvement is needed to fully meet them. Documents are available but no clear evidence to support that they have been fully used. Performance of the QA practice shows inconsistent or some results.
4	Adequate as Expected The QA practice to fulfil the criterion is adequate and evidences support that it has been fully implemented. Performance of the QA practice shows consistent results as expected.

Rating Scale

Rating	Description
5	Better Than Adequate The QA practice to fulfil the criterion is better than adequate. Evidences support that it has been efficiently implemented. Performance of the QA practice shows good results and positive improvement trend.
6	Example of Best Practices The QA practice to fulfil the criterion is considered to be example of best practices in the field. Evidences support that it has been effectively implemented. Performance of QA practice shows very good results and positive improvement trend.
7	Excellent (Example of World-class or Leading Practices) The QA practice to fulfil the criterion is considered to be excellent or example of world-class practices in the field. Evidences support that it has been innovatively implemented. Performance of the QA practice shows excellent results and outstanding improvement trends.

THANK
YOU



แบบประเมินโครงการการแบ่งปันและแลกเปลี่ยนเรียนรู้ เพื่อพัฒนาคุณภาพการปฏิบัติงาน
สำนักงานพัฒนาคุณภาพและบริหารความเสี่ยง ปีงบประมาณ 2564
กิจกรรมที่ 3 การประเมินคุณภาพการศึกษาภายใน ระดับหลักสูตร ด้วยเกณฑ์ AUN-QA



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