AUN-QA Models for Higher Education
Quality Assurance at Programme Level

Stakeholders Needs

1. Expected Learning Outcomes
2. Programme Specification
3. Programme Structure & Content
4. Teaching & Learning Approach
5. Student Assessment
6. Academic Staff Quality
7. Support Staff Quality
8. Student Quality & Support
9. Facilities & Infrastructure
10. Quality Enhancement
11. Output

How ELO’s are translated into the programme and can be achieved via teaching and learning strategy and student assessment.

Quality Assurance and (Inter)national Benchmarking
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1. Expected Learning Outcomes

1. The formulation of the expected learning outcomes takes into account and reflects the vision and mission of the institution. The vision and mission are explicit and known to staff and students.

2. The programme shows the expected learning outcomes of the graduate. Each course and lesson should clearly be designed to achieve its expected learning outcomes which should be aligned to the programme expected learning outcomes.

3. The programme is designed to cover both subject specific outcomes that relate to the knowledge and skills of the subject discipline; and generic (sometimes called transferable skills) outcomes that relate to any and all disciplines e.g. written and oral communication, problem-solving, information technology, teambuilding skills, etc.

4. The programme has clearly formulated the expected learning outcomes which reflect the relevant demands and needs of the stakeholders.

AUN-QA Criterion 1 – Check List

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<th>Expected Learning Outcomes</th>
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<td>1.1</td>
<td>The expected learning outcomes have been clearly formulated and aligned with the vision and mission of the university [1,2]</td>
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<td>1.2</td>
<td>The expected learning outcomes cover both subject specific and generic (i.e. transferable) learning outcomes [3]</td>
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<td>1.3</td>
<td>The expected learning outcomes clearly reflect the requirements of the stakeholders [4]</td>
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Overall opinion
2. Programme Specification

1. The Institution is recommended to publish and communicate the programme and course specifications for each programme it offers, and give detailed information about the programme to help stakeholders make an informed choice about the programme.

2. Programme specification including course specifications describes the expected learning outcomes in terms of knowledge, skills and attitudes. They help students to understand the teaching and learning methods that enable the outcome to be achieved; the assessment methods that enable achievement to be demonstrated; and the relationship of the programme and its study elements.

AUN-QA Criterion 2 – Check List

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<td>2.1</td>
<td>The information in the programme specification is comprehensive and up-to-date [1, 2]</td>
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<td>2.2</td>
<td>The information in the course specification is comprehensive and up-to-date [1, 2]</td>
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<td>2.3</td>
<td>The programme and course specifications are communicated and made available to the stakeholders [1, 2]</td>
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3. Programme Structure and Content

1. The curriculum, teaching and learning methods and student assessment are constructively aligned to achieve the expected learning outcomes.
2. The curriculum is designed to meet the expected learning outcomes where the contribution made by each course in achieving the programme's expected learning outcomes is clear.
3. The curriculum is designed so that the subject matter is logically structured, sequenced, and integrated.
4. The curriculum structure shows clearly the relationship and progression of basic courses, the intermediate courses, and the specialised courses.
5. The curriculum is structured so that it is flexible enough to allow students to pursue an area of specialisation and incorporate more recent changes and developments in the field.
6. The curriculum is reviewed periodically to ensure that it remains relevant and up-to-date.

AUN-QA Criterion 3 – Check List

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<td>3.1</td>
<td>The curriculum is designed based on constructive alignment with the expected learning outcomes [1]</td>
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<td>3.2</td>
<td>The contribution made by each course to achieve the expected learning outcomes is clear [2]</td>
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<td>3.3</td>
<td>The curriculum is logically structured, sequenced, integrated and up-to-date [3, 4, 5, 6]</td>
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Overall opinion
4. Teaching and Learning Approach

1. The teaching and learning approach is often dictated by the educational philosophy of the university. Educational philosophy can be defined as a set of related beliefs that influences what and how students should be taught. It defines the purpose of education, the roles of teachers and students, and what should be taught and by what methods.

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.

3. Quality learning is also 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 learning. Students learn best in a relaxed, supportive, and cooperative learning environment.

5. In promoting responsibility in learning, teachers should:
   a. create a teaching-learning environment that enables individuals to participate responsibly in the learning process; and
   b. provide curricula that are flexible and enable learners to make meaningful choices in terms of subject content, programme routes, approaches to assessment and modes and duration of study.

6. The teaching and learning approach should promote learning, learning how to learn and instill in students a commitment of lifelong learning (e.g. commitment to critical inquiry, information-processing skills, a willingness to experiment with new ideas and practices, etc.).

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AUN-QA Criterion 4 – Check List

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<td>4.1</td>
<td>The educational philosophy is well articulated and communicated to all stakeholders [1]</td>
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<td>4.2</td>
<td>Teaching and learning activities are constructively aligned to the achievement of the expected learning outcomes [2, 3, 4, 5]</td>
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<td>4.3</td>
<td>Teaching and learning activities enhance life-long learning [6]</td>
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Overall opinion
5. Student Assessment

1. Assessment covers:
   • New student admission; Continuous assessment during the course of study; Final/exit test before graduation

2. In fostering constructive alignment, a variety of assessment methods should be adopted and be congruent with the expected learning outcomes. They should measure the achievement of all the expected learning outcomes of the programme and its courses.

3. A range of assessment methods is used in a planned manner to serve diagnostic, formative, and summative purposes.

4. The student assessments including timelines, methods, regulations, weight distribution, rubrics and grading should be explicit and communicated to all concerned.

5. Standards applied in assessment schemes are explicit and consistent across the programme.

6. Procedures and methods are applied to ensure that student assessment is valid, reliable and fairly administered.

7. The reliability and validity of assessment methods should be documented and regularly evaluated and new assessment methods are developed and tested.

8. Students have ready access to reasonable appeal procedures.

AUN-QA Criterion 5 – Check List

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<td>5.1</td>
<td>The student assessment is constructively aligned to the achievement of the expected learning outcomes [1, 2]</td>
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<td>5.2</td>
<td>The student assessments including timelines, methods, regulations, weight distribution, rubrics and grading are explicit and communicated to students [4, 5]</td>
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<td>5.3</td>
<td>Methods including assessment rubrics and marking schemes are used to ensure validity, reliability and fairness of student assessment [6, 7]</td>
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<td>5.4</td>
<td>Feedback of student assessment is timely and helps to improve learning [3]</td>
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<td>Students have ready access to appeal procedure [8]</td>
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Overall opinion
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<td>Absolutely Inadequate</td>
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<td>The QA practice to fulfil the criterion is not implemented. There are no plans, documents, evidences or results available. Immediate improvement must be made.</td>
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<td>Inadequate and Improvement is Necessary</td>
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<td>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.</td>
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<td>Inadequate but Minor Improvement Will Make It Adequate</td>
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<td>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.</td>
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<td>Adequate as Expected</td>
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<td></td>
<td>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.</td>
</tr>
<tr>
<td>5</td>
<td>Better Than Adequate</td>
</tr>
<tr>
<td></td>
<td>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.</td>
</tr>
<tr>
<td>6</td>
<td>Example of Best Practices</td>
</tr>
<tr>
<td></td>
<td>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.</td>
</tr>
<tr>
<td>7</td>
<td>Excellent (Example of World-class or Leading Practices)</td>
</tr>
<tr>
<td></td>
<td>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.</td>
</tr>
</tbody>
</table>
PDCA Approach to SAR Development

Act
- Improve QA
- Finalise SAR
- Communicate SAR
- Get ready

Plan
- Communicate intent
- Organise team
- Develop plan
- Understand AUN-QA criteria and process

Check
- Verify SAR
- Gather Feedback

Do
- Self Assessment
- Collect data & evidences
- Close gaps
- Write SAR
- Review SAR