AUN-QA at Programme Level

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Learning Outcomes

- Describe the AUN-QA Criteria Related to TQF and EdPEx
- Mahidol Model: Application of AUN-QA for All Programmes
- Explain the relationship of AUN-QA and EdPEx
- Explain the criteria of AUN-QA at Programme Level

Educational Quality Assessment System

<table>
<thead>
<tr>
<th>QA System</th>
<th>Assessment Level</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>ONESQA</td>
<td>University level</td>
<td>ONES - Every 5 Yrs</td>
</tr>
<tr>
<td>CHEQA</td>
<td>University level</td>
<td>OHE - Annually</td>
</tr>
<tr>
<td>EdPEx</td>
<td>Institutional level</td>
<td>MU-IQA - Annually</td>
</tr>
<tr>
<td>AUN-QA</td>
<td>Programme Level</td>
<td>Implemented 2015</td>
</tr>
<tr>
<td>CUPT</td>
<td>Institutional level?</td>
<td>-</td>
</tr>
<tr>
<td>ONESQA</td>
<td>Programme Level?</td>
<td>-</td>
</tr>
</tbody>
</table>

AUN-QA and EdPEx
Go Together for Performance (Excellence) Improvement
Awards Received at
Mahidol University International College

- Best Practice Award for its Exchange Program
- Best Service Provider in International Education Service

Enhancing Lives Through Liberal Arts Education
Learn More! Live More! Lead More!

MU Performance Excellence ...?

- World Class Ranking
- International Recognition
- Sustainability
- The best in Thailand
- ect....

How is your Organization Performance ..?
**Basic Organization Improvement System**

- **Performance Evaluation**
- **Quality Assessment**
- **GAP**
- **Organization Improvement**

**Vision**

Stakeholders’ Feedback

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**Education Criteria for Performance Excellence**

EdPEx

A systems perspective for managing your organization to achieve performance excellence

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**EdPEx**?

- EdPEx empower your organization to *reach your goals, improve student learning and other results*, and become *more competitive* by aligning your plans, processes, decisions, people, actions, and results.
- The Criteria give you the *tools* you need to examine all parts of your management system and *improve processes and results* while keeping the whole organization in mind.

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**Core Values and Concepts**

1. Systems Perspective (11)
2. Agility (5)
3. Org. & Personal Learning (7)
4. Valuing Employees & Partners (4)
5. Customer Driven Excellence (2)
6. Focus on Future Vision (6)
7. Managing For Innovation (7)
8. Org. & Personal Learning (8)
9. Social Responsibility (9)
10. Focus on Results & Creating Value (10)
11. Visionary Leadership (1)
12. Strategy Leadership (11)
13. Execution Excellence (12)
14. Organizational Learning (13)

Lead the organization

Manage the organization

Improve the organization
EdPEx: Institutional assessment

Organizational Profile
- Visionary Leadership
- Strategic Planning
- Customer Focus
- Measurement, Analysis, and Knowledge Management
- Workforce Focus
- Operations Focus
- Results
  - Student Learning and Process Outcomes
  - Customer-Focused Outcomes
  - Workforce-Focused Outcomes
  - Leadership and Governance Outcomes
  - Budgetary, Financial, and Market Outcomes

Road to Organizational Performance Excellence

1. Leadership
2. Strategic Planning
3. Student, Stakeholder & Market Focus
4. Measurement, Analysis, and Knowledge Management
5. Faculty & Staff Focus
6. Process Management
7. Organizational Performance Results

What is your Org VISION?
How can you get there?

What do your play role?
How?

AUN-QA Model at Programme Level
OBE Framework
PDCA Approach to Assessment
Designed for Improvement to Best practice

AUN-QA Actual Assessment at Programme Level
(2007-Nov 2014, 98 programmes)

No. of programme assessed by country
(2007-Nov 2014, 98 programmes)
What is outcome-based education?

- OBE is an educational approach considered in planning, implementing and evaluation of curricula rather than an event occurring in the curricula.
- It promises high level of learning for all students based on the achievement of clearly unambiguous outcomes with consideration to the appropriateness of each learner’s development level and assuring active and experienced-based learning.
- It provides the learner with the destination of the educational journey before voyaging.

(Eldeeb R. and Shatakumari N, 2013)

OBE Concept

Statements specifying what the learners will know and be able to do at the end of the programme.

Expected Learning Outcomes

Learning Activities

Assessments

An on-going process aims improving students’ learning by measuring the learning outcomes they have achieved. Feedback will be given so that students know what they need to do in order to get better grades.

“Product (ELOs) defines process (SCL)”


Expected Learning Outcomes (ELOs) is what the student should be able to know, understand and to do at the end of the programme.

SCL: “Student-Centered-Learning”
**OBE Model Designed Based on ELOs**

- Learners is the centre of designed model (OBE).
- Expected Learning Outcomes should be formulated first in our design.
- Assessment task and teaching and learning activities are designed constructively align with the leaning outcomes.

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**Key Concepts and Principles of OBE**

- **Focus on results of learning** (ELOs)
- **Backwards curriculum design** - design down (from the performances expected of graduates) and deliver up.
- **Create learning opportunities** to help different learners achieve learning outcomes
- **Constructive alignment** (assessment – learning activities – learning outcomes)

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**Making OBE work**

- What the student is to learn must be clearly identified
- The student’s progress is based on demonstrated achievement
- Multiple instructional and assessment strategies need to be available to meet the needs of each student
- Adequate time and assistance need to be provided so that each student can reach the maximum potential 
  
  (Towers, 1996)

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**An OBE Model**
Expected Learning Outcomes (ELOs)
- What the student should be able to know, understand and to do at the end of the programme.

International benchmarking (requirements)
- IQF (KNNI-L6)
- VMV
- Labour market
- Professional body

Process
- Curriculum Design and Development
- Programme and Course Specification
- Teaching and Learning Activities
- Student Assessment Schemes
- Quality of Support Services and Facilities

Input
- Academic Staff Quality
- Support Staff Quality
- Student Quality and Support
- Facilities and Infrastructure

Output
- pass rates and dropout rates
- average time to graduate
- employability of the graduates
- research activities
- stakeholders' satisfaction

Stakeholders Needs
- Students
- Academic Staff
- Alumni
- Employers

AUN-QA Model at Programme Level (V.3 2015)

AUN-QA Criteria at Programme Level
Version 3, 2015

Based on OBE Framework
Criteria

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

Started with Expected Learning Outcomes

The first row

Stakeholders Needs

Programme Specification
Programme Structure and Content
Teaching and Learning Approach
Student Assessment

How the expected learning outcomes are translated into the programme and how they can be achieved via teaching and learning approach and student assessment.

Output

Quality Assurance and (Inter)national benchmarking

The second row

Stakeholders Needs

Expected Learning Outcomes (ELOs)

Academic Staff Quality
Support Staff Quality
Student Quality and Support
Facilities and Infrastructure

The second row considers the "input" into the process including academic and support staff; student quality and support; and facilities and infrastructure.
The third row addresses the quality enhancement of the programme covering curriculum design and development, teaching and learning, student assessment, quality of support services and facilities, and stakeholders’ feedback.

The fourth row focuses on the output of the programme including pass rates and dropout rates, the average time to graduate, employability of the graduates, research activities and stakeholders’ satisfaction.

The final column addresses the achievements of the expected learning outcomes and the programme.


**Expected Learning Outcomes (ELOs)**

What the student should be able to know, understand and to do at the end of the programme.

1. Students
2. Academic Staff
3. Alumni
4. Employers

**International benchmarking (requirements)**

- TQF
- VMV
- Labour market
- Professional body

**Process**

- Curriculum Design and Development
- Programme and Course Specification
- Teaching and Learning Activities
- Student Assessment Schemes
- Quality of Support Services and Facilities
- Stakeholders’ Feedback

**Input**

- Academic Staff Quality
- Support Staff Quality
- Student Quality and Support
- Facilities and Infrastructure

**Output**

- pass rates and dropout rates
- average time to graduate
- employability of the graduates
- research activities
- stakeholders’ satisfaction

**Stakeholders (needs)**

- Students
- Academic Staff
- Alumni
- Employers

**Relationship of EdPEx and AUN-QA Criteria**

<table>
<thead>
<tr>
<th>EdPEx Criteria</th>
<th>AUN-QA Criteria for Programme Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Leadership</td>
<td>1.1 Senior Leadership</td>
</tr>
<tr>
<td></td>
<td>1.2 Governance and Societal</td>
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<tr>
<td></td>
<td>Responsibilities</td>
</tr>
<tr>
<td></td>
<td>2 Strategic Planning</td>
</tr>
<tr>
<td></td>
<td>2.1 Strategy development</td>
</tr>
<tr>
<td></td>
<td>2.2 Strategy Implementation</td>
</tr>
<tr>
<td></td>
<td>3 Customer Focus</td>
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<tr>
<td></td>
<td>3.1 Voice of the Customer</td>
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<tr>
<td></td>
<td>3.2 Customer Engagement</td>
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<tr>
<td></td>
<td>4 Measurement, Analysis, and</td>
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<tr>
<td></td>
<td>Knowledge Management</td>
</tr>
<tr>
<td></td>
<td>5.1 Leadership and Governance</td>
</tr>
<tr>
<td></td>
<td>5.2 Budgetary, Financial, and</td>
</tr>
<tr>
<td></td>
<td>Market Results</td>
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</table>

**Relationship of Criteria and Tasks**

<table>
<thead>
<tr>
<th>TQF</th>
<th>AUN-QA Criteria</th>
<th>Documents</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1, 2</td>
<td>ELOs (+5 TQF Domains)</td>
</tr>
<tr>
<td>2</td>
<td>2, 3</td>
<td>Curriculum mapping, Programme specification, Course specification</td>
</tr>
<tr>
<td>3-4</td>
<td>3, 4, 5</td>
<td>Syllabus, Study plan, T&amp;L activities</td>
</tr>
<tr>
<td>5-6</td>
<td>5, 10</td>
<td>Course assessment schemes</td>
</tr>
<tr>
<td>7</td>
<td>5, 10</td>
<td>Programme assessments, Exit assessments</td>
</tr>
</tbody>
</table>
National Qualifications Frameworks—comparability-implementation experience

- Malaysian Qualifications Framework
- Thai National Qualifications Framework
- Indonesian Qualifications Framework
- Philippines Qualifications Framework
- Brunei National Qualifications Framework
- Cambodian Qualifications Framework
- Vietnam National Qualifications Framework
- Singapore (Workforce Skills Competency Framework)
- Laos (in progress)
- Myanmar (planning)

Similar features but not identical
- Objectives
- Scope/sectors
- Levels-complexity
- Learning outcomes-domains
- Credits (learner centric)
- Ownership/responsibility
- Generally underpinned by MOE’s regulations and quality assurance systems
- Accreditation and comparability of qualifications


- Criteria and assessment process of AUN Actual Quality Assessment at Programme Level
- Associated resources (templates and samples)
- 3rd version will be effective from January 2017

Expected Learning Outcomes (ELOs)
- What the student should be able to know, understand and to do at the end of the programme.

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 activity should contribute to the expected learning outcomes which relate to any and all disciplines e.g. written and oral communication, problem-solving, information technology, teamwork, etc.
3. The expected learning outcomes clearly reflect the relevant demands and needs of the stakeholders.

To meet Requirements Content

1. Expected Learning Outcomes
   - The expected learning outcomes have been clearly stated.
   - The expected learning outcomes have been clearly reflected.
   - The expected learning outcomes clearly reflect the requirements of the stakeholders.

2. To write Checklist Context

Diagnostic Questions
- What is...? What are...? How do the learning outcomes reinforce the vision and mission of the university, faculty or department?
1. Expected Learning Outcomes (3)

1. Expected Learning Outcomes

1.1 The expected learning outcomes have been clearly formulated and aligned with the vision and mission of the university. [1,2]

1.2 The expected learning outcomes cover both subject specific and generic (i.e. transferable) learning outcomes. [3]

1.3 The expected learning outcomes clearly reflect the requirements of the stakeholders. [4]

Aims (Goals), Objectives and LOs

Aims (Goals) or objectives are more concerned with teaching, the teacher’s intentions and the management of learning.

Learning outcomes are concerned with the achievements or results of the learner rather than the intentions of the teacher.

Translate Aims and Objectives to PLO

- **Aim** “To implement the undergraduate education to master the concepts of modern biology”.

- **Objectives** “To empower community through the application of modern biological innovations”

- **Learning outcome** “Students should be able to apply the modern biological innovations underpinning the use of molecular biology to community.

Designing and Delivering Learning Outcomes

*Design backward*

Intended Learning Outcomes of the Lesson
Intended Learning Outcomes of the Unit
Intended Learning Outcomes of the Course
Intended Learning Outcomes of the Program
Intended Learning Outcomes of the University

*Deliver forward*
Categories of Learning Outcomes

- **Specific outcomes** that relate to the subject discipline and the knowledge and/or skills particular to it;
- **Generic outcomes (sometimes called transferable skills)** that relate to any and all disciplines e.g. written, oral, problem-solving, information technology, and team working skills, etc.

WFME: Basic (Undergraduate) Medical Education (BME)

1.3 EDUCATIONAL OUTCOMES

Basic standards:

The medical school must

- define the intended educational outcomes that students should exhibit upon graduation in relation to
- their achievements at a basic level regarding knowledge, skills, and attitudes. (B 1.3.1)
- appropriate foundation for future career in any branch of medicine. (B 1.3.2)
- their future roles in the health sector. (B 1.3.3)
- their subsequent postgraduate training. (B 1.3.4)
- their commitment to and skills in life-long learning. (B 1.3.5)
- the health needs of the community, the needs of the health care delivery system and other aspects of social accountability. (B 1.3.6)
- ensure appropriate student conduct with respect to fellow students, faculty members, other health care personnel, patients and their relatives. (B 1.3.7)
- make the intended educational outcomes publicly known. (B 1.3.8)

Learning Outcomes of Masters Degree specified in AQF

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summary</td>
<td>Graduates at this level will have specialised knowledge and skills for research, and/or professional practice and/or further learning</td>
</tr>
<tr>
<td>Knowledge</td>
<td>Graduates at this level will have advanced and integrated understanding of a complex body of knowledge in one or more disciplines or areas of practice</td>
</tr>
</tbody>
</table>
| Skills | Graduates at this level will have expert, specialised cognitive and technical skills in a body of knowledge or practice to independently:  
- analyse critically, reflect on and synthesise complex information, problems, concepts and theories  
- research and apply established theories in a body of knowledge or practice  
- interpret and transmit knowledge, skills and ideas to specialist and non-specialist audiences |
| Application of knowledge and skills | Graduates at this level will apply knowledge and skills to demonstrate autonomy, expert judgement, adaptability and responsibility as a practitioner or learner |

Learning Outcomes of Doctoral Degree specified in AQF

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summary</td>
<td>Graduates at this level will have systematic and critical understanding of a complex field of learning and specialised research skills for the advancement of learning and/or for professional practice</td>
</tr>
<tr>
<td>Knowledge</td>
<td>Graduates at this level will have systematic and critical understanding of a substantial and complex body of knowledge at the frontier of a discipline or area of professional practice</td>
</tr>
</tbody>
</table>
| Skills | Graduates at this level will have expert, specialised cognitive, technical and research skills in a discipline area to independently and systematically:  
- engage in critical reflection, synthesis and evaluation  
- develop, adapt and implement research methodologies to extend and redefine existing knowledge or professional practice  
- disseminate and promote new insights to peers and the community  
- generate original knowledge and understanding to make a substantial contribution to a discipline or area of professional practice |
| Application of knowledge and skills | Graduates at this level will apply knowledge and skills to demonstrate autonomy, authoritative judgement, adaptability and responsibility as an expert and leading practitioner or scholar |
# 2. Programme Specification (3)

## 2. Programme Specification

1. **The information in the programme specification is comprehensive and up-to-date.** [1, 2]

2. **The information in the course specification is comprehensive and up-to-date.** [1, 2]

3. **The programme and course specifications are communicated and made available to the stakeholders.** [1, 2]

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### The following information should be included

- Awarding body/institution
- Teaching institution (if different)
- Details of the accreditation by a professional or statutory body
- Name of the final award
- Programme title
- Expected Learning outcomes of the programme
- Admission criteria or requirements to the programme
- Relevant subject benchmark statements and other external and internal reference points used to provide information on programme outcomes
- Programme structure and requirements including levels, courses, credits, etc.
- Date on which the programme specification was written or revised
Course specification

The information to be included is listed below.

- Course title
- Course requirements such as pre-requisite to register for the course, credits, etc.
- Expected learning outcomes of the course in terms of knowledge, skills and attitudes
- Teaching, learning and assessment methods to enable outcomes to be achieved and demonstrated
- Course description and outline or syllabus
- Details of student assessment
- Date on which the course specification was written or revised.
3. Programme Structure and Content (3)

3.1 The curriculum is designed based on constructive alignment with the expected learning outcomes. [1]

3.2 The contribution made by each course to achieve the expected learning outcomes is clear. [2]

3.3 The curriculum is logically structured, sequenced, integrated and up-to-date. [3,4,5,6]

### Relationship Between Programme and Course Learning Outcomes

<table>
<thead>
<tr>
<th>CODE</th>
<th>COURSE</th>
<th>CREDITS</th>
<th>LO1</th>
<th>LO2</th>
<th>LO3</th>
<th>LO4</th>
<th>LO5</th>
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<tbody>
<tr>
<td>1</td>
<td>Subject 1</td>
<td>3</td>
<td>R</td>
<td></td>
<td>A</td>
<td></td>
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<tr>
<td>2</td>
<td>Subject 2</td>
<td>3</td>
<td>R</td>
<td></td>
<td>A</td>
<td></td>
<td></td>
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<tr>
<td>3</td>
<td>Subject 3</td>
<td>3</td>
<td>R</td>
<td></td>
<td>A</td>
<td></td>
<td></td>
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<tr>
<td>4</td>
<td>Subject 4</td>
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<td></td>
<td></td>
<td>E</td>
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<td>R</td>
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<td></td>
<td>A</td>
<td>E</td>
</tr>
<tr>
<td>6</td>
<td>Subject 6</td>
<td>3</td>
<td>A</td>
<td></td>
<td></td>
<td>E</td>
<td>E</td>
</tr>
</tbody>
</table>

**Bloom’s Taxonomy**

R = Remembering / Understanding  
A = Applying / Analyzing  
E = Evaluating / Creating

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**Curriculum matrix, example 1**

<table>
<thead>
<tr>
<th>Code</th>
<th>Course</th>
<th>Credit</th>
<th>Expected Learning Outcome (ELO)</th>
</tr>
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<tbody>
<tr>
<td>27</td>
<td>CH210801 Analytical Chemistry</td>
<td>1</td>
<td>5 5 5 3 1 1 1 1</td>
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<tr>
<td>28</td>
<td>CH210802 Mass and Energy Balance</td>
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<td>29</td>
<td>CH210803 Transport Phenomena</td>
<td>3</td>
<td>4 4 4 4 4 4 4 4</td>
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<td>30</td>
<td>CH210804 Fluid Mechanics</td>
<td>3</td>
<td>3 3 3 3 3 3 3 3</td>
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<tr>
<td>31</td>
<td>CH210805 Membrane Construction</td>
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<td>CH210829 Unit Operations XIX</td>
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<td>3 3 3 3 3 3 3 3</td>
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</tbody>
</table>

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Note: The figures in the ELO column relate to:  
1 Not directly related to ELO  
2 Slightly related to ELO  
3 Relatively related to ELO  
4 Closely related to ELO  
5 Specifically related to ELO  

Source: Chemical Engineering, Universitas Indonesia
Use Curriculum matrix to Design Course Structure

<table>
<thead>
<tr>
<th>COURSE</th>
<th>CR</th>
<th>LO1</th>
<th>LO2</th>
<th>LO3</th>
<th>LO4</th>
<th>LO5</th>
<th>CLOs</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Subject 1</td>
<td>3</td>
<td>R</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 Subject 2</td>
<td>3</td>
<td>R</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3 Subject 3</td>
<td>3</td>
<td>R</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4 Subject 4</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5 Subject 5</td>
<td>3</td>
<td>R</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Blooms’ Taxonomy  
R = Remembering / Understanding  
A = Applying / Analyzing  
E = Evaluating / Creating

Curriculum Mapping

4. Teaching and Learning Approach

4.1 The educational philosophy is well articulated and communicated to all stakeholders. [1]

4.2 Teaching and learning activities are constructively aligned to achievement of the learning outcomes. [2,3,4,5]

4.3 Teaching and learning activities enhance life-long learning. [6]
Constructive Alignment (Biggs’ Model)

...coherence between assessment, teaching strategies and intended learning outcomes in an educational programme. (McMahon & Thakore 2006)

- The first step therefore is to define the intended learning outcomes for our students.
- Teaching and assessment are then designed and implemented to align to these outcomes.

5. Student Assessment

5.1 The student assessments are constructively aligned to the achievement of the expected learning outcomes. [1,2]

5.2 The student assessments including timelines, methods, regulations, weight distribution, rubrics and grading are explicit and communicated to students. [4,5]

5.3 Methods including assessment rubrics and marking schemes are used to ensure validity, reliability and fairness of student assessment. [7]

5.4 Feedback of student assessment is timely and helps to improve learning. [3]

5.5 Students have ready access to appeal procedure. [8]

It is also important that assessment aligns with learning outcomes. In an outcomes-based learning environment the focus is on helping a variety of learners achieve learning outcomes.

By definition, learning outcomes are performance-based. Learners must go beyond knowing to being able to show what they know.

In short, well planned assessments allow learners to demonstrate that they have achieved the learning outcome(s) or provide feedback that identifies the progress they are making towards their achievement.
Formative Assessment

Formative assessment has been described as being assessment for learning.

It “refers to all those activities undertaken by teachers, and by the students in assessing themselves, which provide information to be used as feedback to modify the teaching and learning activities in which they are engaged” (Black and Williams, 1998).

Summative Assessment

Summative assessment is assessment that tries to summarise student learning at some point in time – usually at the end of a module or programme.

Summative assessment has been described as “end-of-course assessment and essentially means that this is assessment which produces a measure which sums up someone’s achievement and which has no other real use except as a description of what has been achieved” (Brown and Knight, 1994).

Thus, the use of summative assessment enables a grade to be generated that reflects the student's performance usually through the traditional examination paper.

Example of constructive alignment

<table>
<thead>
<tr>
<th>Learning Outcomes: On completion of this module students should be able:</th>
<th>Assessment Methods</th>
<th>Teaching/Learning Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>To identify the main signs and symptoms of multiple sclerosis.</td>
<td>Multiple Choice Questions</td>
<td>Lecture on various signs/symptoms, In class exercises/quizzes on terminology.</td>
</tr>
<tr>
<td>To formulate end products using selected ingredients</td>
<td>Poster Display 15% Presentation of end product 85%</td>
<td>Lecture presenting case studies of the design history of some market leaders. Students plan own project and present as poster. Student projects on food formulation.</td>
</tr>
<tr>
<td>To develop and identify an area for research in the discipline</td>
<td>1,000 word research proposal</td>
<td>Presentation of examples of research questions, Student discussion groups on research areas.</td>
</tr>
<tr>
<td>To demonstrate effective presentational skills</td>
<td>In-class graded presentation</td>
<td>Practices sessions in the class, Peer-assessment, using set criteria, of others in class.</td>
</tr>
</tbody>
</table>

6. Academic Staff Quality (7)

6.1 Academic staff planning (considering succession, promotion, re-deployment, termination, and retirement) is carried out to fulfill the needs for education, research and service. [1]

6.2 Staff to student ratio and workload are measured and monitored to improve the quality of education, research and service. [2]

6.3 Recruitment and selection criteria including ethics and academic freedom for appointment, deployment and promotion are determined and communicated. [4,5,6,7]
6. Academic Staff Quality (7)

6.4 Competences of academic staff are identified and evaluated. [3]

6.5 Training and developmental needs of academic staff are identified and activities are implemented to fulfill them. [8]

6.6 Performance management including rewards and recognition is implemented to motivate and support education, research and service. [9]

6.7 The types and quantity of research activities by academic staff are established, monitored and benchmarked for improvement. [10]

--

FTE: Use this Table to specify the number of academic staff and their FTEs in the last 5 academic years.

<table>
<thead>
<tr>
<th>Category</th>
<th>M</th>
<th>F</th>
<th>Total Headcounts</th>
<th>Percentage of PhDs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professors</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Associate/Assistant Professors</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Full-time Lecturers</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Part-time Lecturers</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Visiting Professors/ Lecturers</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

specify reference date and method of calculation used for FTE of Students

--

7. Support Staff Quality (5)

7.1 Support staff planning (at the library, laboratory, IT facility and student services) is carried out to fulfill the needs for education, research and service. [1]

7.2 Recruitment and selection criteria for appointment, deployment and promotion are determined and communicated. [2]

7.3 Competences of support staff are identified and evaluated. [3]
7. Support Staff Quality (5)

7.4 Training and developmental needs of support staff are identified and activities are implemented to fulfill them. [4]

7.5 Performance management including rewards and recognition is implemented to motivate and support education, research and service. [5]

8. Student Quality and Support (5)

8.1 The student intake policy and admission criteria are defined, communicated, published, and up-to-date. [1]

8.2 The methods and criteria for the selection of students are determined and evaluated. [2]

8.3 There is an adequate monitoring system for student progress, academic performance, and workload. [3]

8.4 Academic advice, co-curricular activities, student competition, and other student support services are available to improve learning and employability. [4]

8.5 The physical, social and psychological environment is conducive for education and research as well as personal well-being. [5]

A summary of the intake of first year students

Provide data on the intake of first year students in the last 5 academic years

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Applicants</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No. Applied</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
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<td></td>
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<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
A summary of the total number of students enrolled in the programme

Provide data in the last 5 academic years

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Students</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1st Year</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Student Support Services

- Academic Scholarship
- Recreation & Sports
- Medical Care & Wellness
- Career & Employment Services
- Mentoring & Counselling
- Housing
- International Student Support
- Student Services
- Financial & Scholarship
- Medical Care & Wellness
- Recreation & Sports
- Mentoring & Counselling
- Housing
- Student Services
- Financial & Scholarship

9. Facilities and Infrastructure (5)

9.1 The teaching and learning facilities and equipment (lecture halls, classrooms, project rooms, etc.) are adequate and updated to support education and research. [1]

9.2 The library and its resources are adequate and updated to support education and research. [3,4]

9.3 The laboratories and equipment are adequate and updated to support education and research. [1,2]

9.4 The IT facilities including e-learning infrastructure are adequate and updated to support education and research. [1,5,6]

9.5 The standards for environment, health and safety, and access for people with special needs are defined and implemented. [7]
10. Quality Enhancement (6)

<table>
<thead>
<tr>
<th>10</th>
<th>Quality Enhancement</th>
</tr>
</thead>
<tbody>
<tr>
<td>10.1</td>
<td>Stakeholders needs and feedback serve as input to curriculum design and development. [1]</td>
</tr>
<tr>
<td>10.2</td>
<td>The curriculum design and development process is established and subjected to evaluation and enhancement. [2]</td>
</tr>
<tr>
<td>10.3</td>
<td>The teaching and learning processes, and student assessment are continuously reviewed and evaluated to ensure their relevance and alignment. [3]</td>
</tr>
</tbody>
</table>

10.4 Research output is used to enhance teaching and learning. [4]

10.5 Quality of support services and facilities (at the library, laboratory, IT facility and student services) is subjected to evaluation and enhancement. [5]

10.6 The stakeholders feedback mechanism is systematic and subjected to evaluation and enhancement. [6]

11. Output (5)

<table>
<thead>
<tr>
<th>11</th>
<th>Output</th>
</tr>
</thead>
<tbody>
<tr>
<td>11.1</td>
<td>The pass rates and dropout rates are established, monitored and benchmarked for improvement. [1]</td>
</tr>
<tr>
<td>11.2</td>
<td>The average time to graduate is established, monitored and benchmarked for improvement. [1]</td>
</tr>
<tr>
<td>11.3</td>
<td>Employability of graduates is established, monitored and benchmarked for improvement. [1]</td>
</tr>
</tbody>
</table>

Quality Enhancement

- The effective and efficient quality assurance and enhancement activities ensure that programmes are well-designed, regularly monitored and periodically reviewed, thereby securing their continuing relevance and currency.
- The quality assurance and enhancement of programmes are expected to include:
  - formulation of expected learning outcomes;
  - curriculum design and development process;
  - teaching and learning approach and student assessment;
  - support resources, facilities and services;
  - research application; and
  - stakeholders’ feedback mechanisms
11. Output (5)

11.4 The types and quantity of research activities by students are established, monitored and benchmarked for improvement. [2]

11.5 The satisfaction levels of stakeholders are established, monitored and benchmarked for improvement. [3]
<table>
<thead>
<tr>
<th>Rating</th>
<th>Description</th>
</tr>
</thead>
</table>
| 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. |
| 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. |