

Sharing experiences & guidelines for AUN-QA Program assessment

Assist. Prof. Streerut Thadakant (PhD)

การเตรียมการเพื่อการตรวจเยี่ยม AUN-QA ระดับ หลักสูตร

ฝ่าย	ผู้รับผิดชอบหลัก
1. เล่มรายงานประเมินตนเอง (SAR)	✓
2. ฝ่ายต้อนรับ (ป้าย การจอดรถ)	-
3. ฝ่ายสถานที่ (ห้องประชุม สถานที่เยี่ยมชม)	✓
4. ฝ่ายอาหาร	-/✓
5. การจัดกลุ่มผู้รับการสัมภาษณ์	✓
6. การเตรียมเอกสาร	✓ (files)
7. ล้อม และการต่างประเทศ	✓
8. ฝ่ายประสานงานกับ QA unit และ AUN-QA	✓

1. Initial arrangement

- **QA unit assigns contact person from an assessed program.**
- **AUNQA secretary directly contact person by email and cc to QA unit.**
- **SAR validation**

2. Opening and closing sessions

Opening

- to provide relevant info of the uni especially & to show the alignment of uni vision/mission to ELOs
- President and/or vice president should be presented.
- Chair of the program is allowed to present.
- SAR team is allowed to join.

Closing

- 2 parts: present preliminary of results & closing ceremony
- Participants are university top administrators and those involved directly in the program
- No VDO/photos allowed
- Feedback & queries are not allowed
- Closing ceremony allows any kinds of media

3. Assessment Time table template

- **Draft TT will be given 10 weeks prior to the assessment**
- **QA unit and contact person review and finalize draft of TT and submit to AUN-QA sec 8 weeks prior to the assessment**



4. How to arrange SAR, appendices and exhibits for on-site assessment

- **Should be submitted to AUNQA sec. (along with SAR checklist) at least 2 months before the visit date**
- **Vital appendices need to be written in English**
- **Labels of appendices must be on English.**

Information and documents needed to be translated into English

a	Expected Learning Outcomes	✓ SAR
b	Brief outline of all courses in the program	✓
c	Program specification	✓
d	Samples of course specification	
e	Education philosophy	✓ SAR
f	Sample of examination papers	
g	Sample of marking guides	
i	Samples of academic and support staff appraisal forms	✓
k	Sample of student evaluation	
l	1-page brief of each survey, tracer study report or minutes of meeting	✓
m	Executive summary of academic and support manpower plan	✓ SAR
n	Executive summary of training and development plan for academic and support staff (focus on competency เป็นหลัก)	✓ SAR

On site interview session: Dos and Don'ts – General rules

- Interviewee should be informed: what and why are they at the interview session?
- Size: 15 – 25, not exceed 25
- Lists of interviewees to be given AUN sec at least 1 week before the assessment for verification and modification.
- Hardcopy of all list of interviewees should be given to the assessor prior assessment
- During interview sessions, it is required that representatives of the program (academic staff, NOT student liaison) at all times (for assistance).
- The interview room(s) of the different assessed program (s) should be in each breakout room.
- In all interview session except the interview with heads of department, department administrators, and SAR team, SAR written team is not allowed to join other interview session unless requested by the assessor team.

Interview session: Dos and Don'ts – General rules (cont.)

- Interviewees list: include name and position, and other necessary details
- For two or more programs sharing the same personnel of support/administrative staff: split interview session into 2 ie. 60 minutes for faculty-level staff and 30 minutes for program-level staff.
- All kinds of recording and note taking are not allowed during the interview. (Photo taking allowed only before and after the session)
- Administrative-level staff are not allowed during any other interviews. Academic staff is not allowed during any interviews except their own.
- Seating arrangement: individual online platform

On site interview session: Dos and Don'ts – General rules (cont.)

- **Sufficient laptops, microphones, and internet signal throughout interviews**
- **Be on time, late arrival may not be allowed to enter the room.**
- **Each interviewee use real name including details**
- **Seating of interviews: appropriately arrangement**

Specific rules: academic staff interview

- **Should be varies in age, good appropriate mixture of young and senior staff**
- **Administrators not allowed**
- **Max 20**
- **Lists: indicate name, academic title, and position.**

Specific rules: support staff interview

- Have support-related duties only, no teaching duties
- Mandatory include – 1) University librarian, 2) Faculty/department librarian, 3) Faculty/department registrar, 4) Laboratory staff, 5) Faculty IT staff, and 6) School IT staff
- Max 20
- Support staff interviewees list: name, position, and tasks

Specific rules: Alumni interview

- **Not include graduated for more than 10 years**
- **Alumni interviewee list: name, company or current study, and year of graduation**

Specific rules: Employer interview

- No fewer than 10, max 15
- Do not accept employers who are also alumni for more than 30%
- List include name, position, company/institution, identify alumni (or not)

Specific rules: Translator/interpreter

- **Independent translator preferred**
- **Academic staff from different faculties/schools**

Protocol and arrangement of the meeting room

- **Position of ASEAN Flag in the Flag arrangement for ASEAN meetings**
 - **The ASEAN outdoor/venue and room flag shall be displayed together with the flags of ASEAN members in the alphabetical order**
- **Photos of the interview rooms of every program are required to be submitted prior to the visit**

Protocol and arrangement of the meeting room (cont.)

- **Sufficient microphones**
- **The interview must be big enough to have areas where exhibits and appendices are printed out and displayed.**
- **The interviewees should not sit on the same side with the assessor team**
- **The table set up should follow U-shape format**

Facility site visit

- **Lists of all site visit must be given to AUNQA sec for consideration prior to the assessment**

Self Assessment Report Based on AUN-QA criteria

AUN-QA Assessment at Programme Level (v4.0)

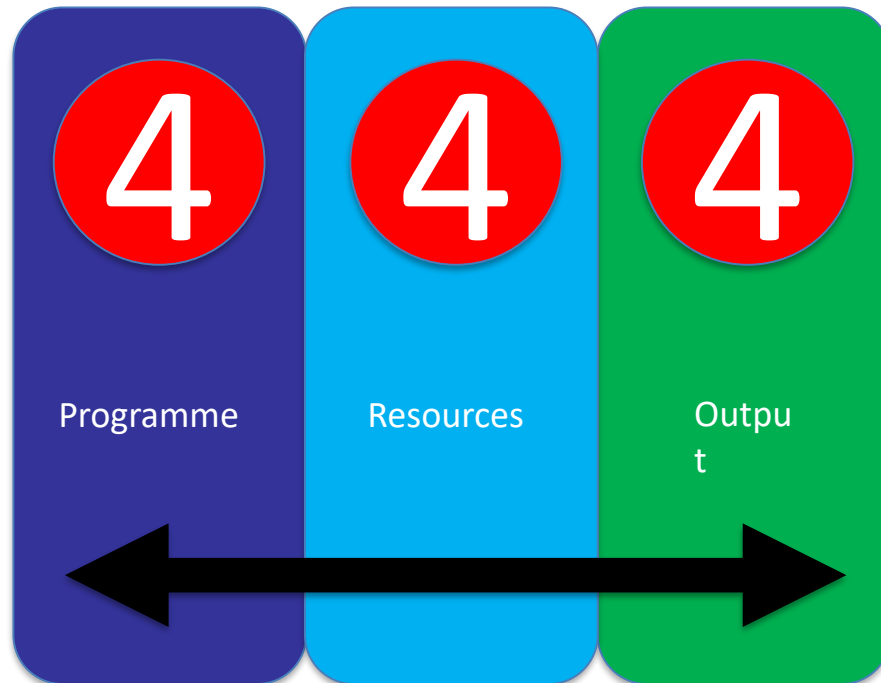
AUN-QA Rating Scale

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

V4.0 Criteria Grouping

Programme	Resources	Output
<p>1.0 Expected Learning Outcomes</p> <p>2.0 Programme Structure & Content</p> <p>3.0 Teaching & Learning Approach</p> <p>4.0 Student Assessment</p>	<p>5.0 Academic Staff</p> <p>6.0 Student Support Services</p> <p>7.0 Facilities & Infrastructure</p>	<p>8.0 Output & Outcomes</p>

Rating Scale



5 Year Certification – 4 and above

Component of SAR

- **Part 1: Introduction**
 - **Executive Summary**
 - **Organization and Approach of Self-Assessment Report**
 - **Overview of the Organization**
 - **Brief History of the University**
 - **Brief history of the Faculty**
 - **TheProgram**
 - **Brief History**
 - **Program Philosophy**
 - **Program Goals/objectives**
 - **Program Learning Outcomes**

Component of SAR (cont.)

- **Part 2: Criteria requirement**
- **Part 3: Strength & weakness analysis**

SAR

- **Approx. 50 pages (+/-)**
- **Write how the program did**
- **Focus on PDCA approach (if possible) ?**
 - answer all questions in the criteria (what and how) ?
 - Give example (s) ?
 - Results and improvement plans ?
- **Examples (in the SAR or in Appendix)**

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

As seen in the defined student attributes, Ramathibodi School of nursing not only teaches nursing students to meet professional standards of knowledge and competency of practice, it also cultivates students to be resilient, autonomous, nurture, and smart. The learning outcomes thus are expected to cover specific and generic outcomes. Both intra and extra curriculum activities are implemented to develop all expected specific and generic learning outcomes. Clarification of specific and generic learning outcomes of the program are shown in Table 4

Table 4 : Specific and Generic Learning Outcomes of the program of the Bachelor of Nursing Science, Ramathibodi School of Nursing

Expected Learning Outcomes	Specific learning outcomes	Generic learning outcomes
ELO1 Apply nursing and midwifery knowledge in health care services based on the professional standard concerning safety, cultural differences, worthiness, and patients' satisfaction based on evidences	✓	
ELO2 Use nursing process in nursing and midwifery care	✓	
ELO3 Write nursing and midwifery report based on the professional standard	✓	
ELO4 Demonstrate an ability to apply research methodology in nursing and midwifery	✓	
ELO5 Demonstrate moral- ethical, professional conduct, and public minded behaviors		✓
ELO6 Use information technology for developing learning and nursing and midwifery practice	✓	
ELO7 Demonstrate understanding in her/himself and others, accepting individual differences, and an ability of working as a team		✓
ELO8 Use appropriate and universal languages and communication methods in the professional context		✓
ELO9 Think systematically and critically		✓
ELO10 Demonstrate leadership skill, reflective thinking and self-developing plan		✓

1.3 The expected learning outcome clearly reflect the requirements of the stakeholders

2.2 The information in the course specification is comprehensive and up- to date

In terms of comprehensiveness, it can be addressed that course syllabus are developed and written following all items appeared in the TQF format called TQF3 (course specification) and TQF 4 (Field Experience Details).

In course specification of TQF3, sections comprise 1) general information of the course, 2) goals and objectives, 3) character and operation, 4) development of student learning outcomes, 5) Lesson plans and assessments, 6) teaching resources, and 7) evaluation and improvement of course implementation. Items in that of TQF 4 include 1) general information of the course, 2) goals and objectives, 3) development of student learning outcomes 4) character and operation, 5) planning and preparation, 6) student assessment, and 7) evaluation and improvement of the implementation of field experience training. (*Appendix 2*) All items in the courses specification and the field experience details must be completed.

Before semester begins, a chair of a course is responsible for presenting all details in the TQF 3 or 4 to the academic committee of whether the course is comprehensive in terms of what written and what operation plan and of how the current course differs from the previous one. This procedure is defined in the quality document (RNED-QP 09: Teaching and

Learning). Usually, evaluation of the course and suggestions from the students and the teachers/ instructors are used in a course review. Any changes in the existing course are resulted from enrolled students' and teachers' opinion as well as suggestions. These may focus on teaching and learning methods and materials.

Additionally, contents in the courses and practice in the clinics and in the fields may be revised every year according to contexts or factors which may eventually occur.

2.3 The program and course specifications are communicated and made available to the stakeholders

5.2 The student assessments including timelines, methods, regulations, weight distribution, rubrics and grading are explicit and communicated to students

Before implementing teaching and learning of all subjects, the course committee has to present course specifications (TQF3 or TQF4) including learning outcomes, plans of teaching and learning activities including assignments and clinical placements, measurement and tools, assessment weight distribution, and rubrics and grading for approving from the academic committee.

Once approved, the course specification (TQF3 or TQF4) as a hard copy is communicated to all related teaching staff, students, and heads of clinical setting where experiencing learning's take place (TQF4). The TQF3 and TQF4 are also available online at the school e-Learning platform for the enrolled students.

In addition, on the orientation day of each course, the enrolled students are provided all information including:

- details of the course as appeared in the TQF3 or TQF4 particularly course learning outcomes
- regulations of classes or practice such as percentages of attendance (not less than 80%) and practice, absence, sick leave, late examination entrance (not more than 15 minutes), roles of practicing students including incidence and management (in case of clinical practice)
- formative and summative evaluations including criteria
- assignments and tools for assessment, late submission of assignments
- grading criteria
- course evaluation and appeal processes

The students are also given advice that during the course they are free to discuss or ask any questions related to these course details and regulations. All implementation of the course including students' learning outcomes are reported in a course implementation report (TQF5 for theoretical course and TQF 6 for practicum courses). (*Appendix 5*)

11.2 The average time to graduate is established, monitored, and benchmarked for improvement

The bachelor of nursing science curriculum is a 4 year program. Although the OHEC allows students to spend times double to complete the program, all students are expected to achieve all outcomes in 4 years as it is one of educational quality assurance indicator. Average time to graduate is monitored by the chair of the program and recorded by a registration officer in the education unit.

In the academic meeting to consider learning assessments and outcomes, the number of students who fail and are not eligible to study in the next semester of the higher years for any reasons, are recorded. Each year, a summary of students' status is presented (as shown in Table 44pp.62) to the academic committee and distributed to all related persons including advisors, class instructors, and responsible persons of the courses in the next semester of the higher years. This is also concerned as an educational risk.

However, causes of time spent for more than 4 years are recorded. These are summarized in Table 47.

Table 47: Causes of time spent for more than 4 years of the students in 4 academic years retrospectively

Academic year of completion	Times spent for completing the program (years)	Causes
2014	5 (1 student)	One nursing course fail
2015	5 (1 student)	Fundamental professional course fail
2016	5 (2 students)	- Fundamental professional course fail - Participated working travel overseas resulting in inadequate class attendance
2017	6 (1 student)	- Fundamental professional course fail
	7 (1 student)	- Enlisted

AUN-QA Program Level Criteria

1. Expected Learning Outcomes
2. Program Structure and Content
3. Teaching and Learning Approach
4. Student Assessment
5. Academic staff
6. Student Support Services
7. Facilities and Infrastructure
8. Output and Outcomes



1. Expected Learning Outcomes

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

1.2 The expected learning outcomes for all courses (CLOs) are appropriately formulated and are aligned to the expected learning outcomes of the programme (ELOs).

1. Expected Learning Outcomes (cont.)

- 1.3 The expected learning outcomes consist of both generic outcomes and subject specific outcomes.

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

- 1.5 the expected learning outcomes are achieved by the students by the time they graduate.

2. Program Structure and Content

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

2.2 The design of the curriculum is shown to be constructively aligned with achieving the expected learning outcomes.

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

2. Program Structure and Content (cont.)

2.4 The contribution made by each course in achieving the expected learning outcomes is shown to be clear.

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

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

2.7 Its curriculum is reviewed periodically following an established procedure and that it remains up-to-date and relevant to industry.

3. Teaching and Learning Approach

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

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

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

3. Teaching and Learning Approach (cont.)

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

- 3.5 The teaching and learning activities are shown to inculcate in students, new ideas, creative thought, innovation, and an entrepreneurial mindset.**

- 3.6 The teaching and learning processes are shown to be continuously improved to ensure their relevance to the needs of industry and are aligned to the expected learning outcomes.**

4. Student Assessment

- 4.1 A variety of assessment methods are shown to be used and are shown to be constructively aligned to achieving the expected learning outcomes and the teaching and learning objectives.
- 4.2 The assessment and assessment-appeal policies are shown to be explicit, communicated to students, and applied consistently.
- 4.3 The assessment standards and procedures for student progression and degree completion, are shown to be explicit, communicated to students, and applied consistently.

4. Student Assessment (cont.)

- 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 program and its courses.
- 4.6 Feedback of student assessment is shown to be provided in a timely manner.
- 4.7 The student assessment and its processes are shown to be continuously reviewed and improved to ensure their relevance to the needs of industry and alignment to the expected learning outcomes.

5. Academic staff

- 5.1 Academic staff planning (including succession, promotion, redeployment, termination, and retirement plans) is carried out to ensure that the quality and quantity of the academic staff fulfil the needs for education, research, and service.
- 5.2 Staff workload is measured and monitored to improve the quality of education, research, and service.
- 5.3 The competences of the academic staff are determined, evaluated, and communicated.
- 5.4 The duties allocated to the academic staff are appropriate to qualifications, experience, and aptitude.

5. Academic staff (cont.)

- 5.5 promotion of the academic staff is based on a merit system which accounts for teaching, research, and service.
- 5.6 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 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 Performance management including reward and recognition is implemented to assess academic staff teaching and research quality.

6. Student Support Services

- 6.1** The student intake policy, admission criteria, and admission procedures to the program 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. Student Support Services (cont.)

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

7. Facilities and Infrastructure

- 7.1 The physical resources to deliver the curriculum, including equipment, material, and information technology, are shown to be sufficient.
- 7.2 The laboratories and equipment are shown to be up-to-date, readily available, and effectively deployed.
- 7.3 A digital library is shown to be set-up, in keeping with progress in information and communication technology.
- 7.4 The information technology systems are shown to be set up to meet the needs of staff and students.

7. Facilities and Infrastructure (cont.)

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. Facilities and Infrastructure (ต่อ)

7.7 The university is shown to provide a physical, social, and psychological environment that is conducive for education, research, and personal well-being.

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

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

8. Outputs and Outcomes

- 8.1 The pass rate, dropout rate, and average time to graduate are shown to be established, monitored, and benchmarked for improvement.
- 8.2 Employability as well as self-employment, entrepreneurship, and advancement to further studies, are shown to be established, monitored, and benchmarked for improvement.
- 8.3 Research and creative work output and activities carried out by the academic staff and students, are shown to be established, monitored, and benchmarked for improvement.

8. Outputs and Outcomes (cont.)

8.4 Data are provided to show directly the achievement of the program outcomes, which are established and monitored.

8.5 Satisfaction level of the various stakeholders are shown to be established, monitored, and benchmarked for improvement.