

# เอกสารประกอบการบรรยาย AUN Criteria

โดย

รองศาสตราจารย์ชวลิต วงษ์เอก

มหาวิทยาลัยมหิดล

  
ชวลิต-เอก

# AUN-QA at Programme Level



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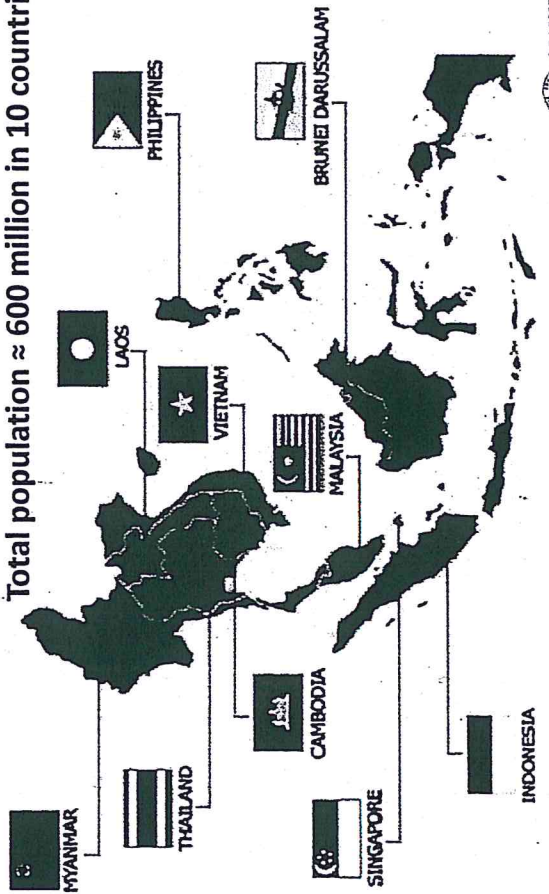
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## Association of Southeast Asian Nations (ASEAN)

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Total population ≈ 600 million in 10 countries



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## Learning Outcomes

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- **Facts and Figures of AUN and AUN-QA**
- **Describe the Relationship of EdPEX, TQF and AUN-QA**
- **Mahidol Model: Application of AUN-QA for All Programmes**
- **Explain the criteria of AUN-QA at Programme Level**

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*AUN-QA 40 U. → 36 U.*

- |                                                                                                                                     |                                                                                                                                                  |                   |
|-------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------|-------------------|
| <b>Brunei Darussalam</b><br>Universiti Brunei Darussalam                                                                            | <b>Myanmar</b><br>Institute of Economics, Yangon<br>University of Yangon<br>University of Mandalay                                               | <b>30 Members</b> |
| <b>Cambodia</b><br>Royal University of Phnom Penh<br>Royal University of Law and Economics                                          | <b>The Philippines</b><br>University of the Philippines<br>De La Salle University<br>Ateneo de Manila University                                 |                   |
| <b>Indonesia</b><br>Universitas Gadjah Mada<br>Universitas Indonesia<br>Institut Teknologi Bandung<br>Universitas Airlangga         | <b>Singapore</b><br>National University of Singapore<br>Nanyang Technological University<br>Singapore Management University                      |                   |
| <b>Lao PDR</b><br>National University of Laos                                                                                       | <b>Thailand</b><br>Chulalongkorn University<br>Burapha University<br>Mahidol University<br>Chiang Mai University<br>Prince of Songkla University | <b>NIDA</b>       |
| <b>Malaysia</b><br>Universiti of Malaya<br>Universiti Kebangsaan Malaysia<br>Universiti Putra Malaysia<br>Universiti Utara Malaysia | <b>Viet Nam</b><br>Vietnam National University, Hanoi<br>Vietnam National University, Ho Chi Minh City<br>Can Tho University                     |                   |

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# AUN Mandate

Strengthen the existing network of cooperation among universities in ASEAN and beyond;

Promote collaborative study, research and educational programmes in the priority areas identified by ASEAN;

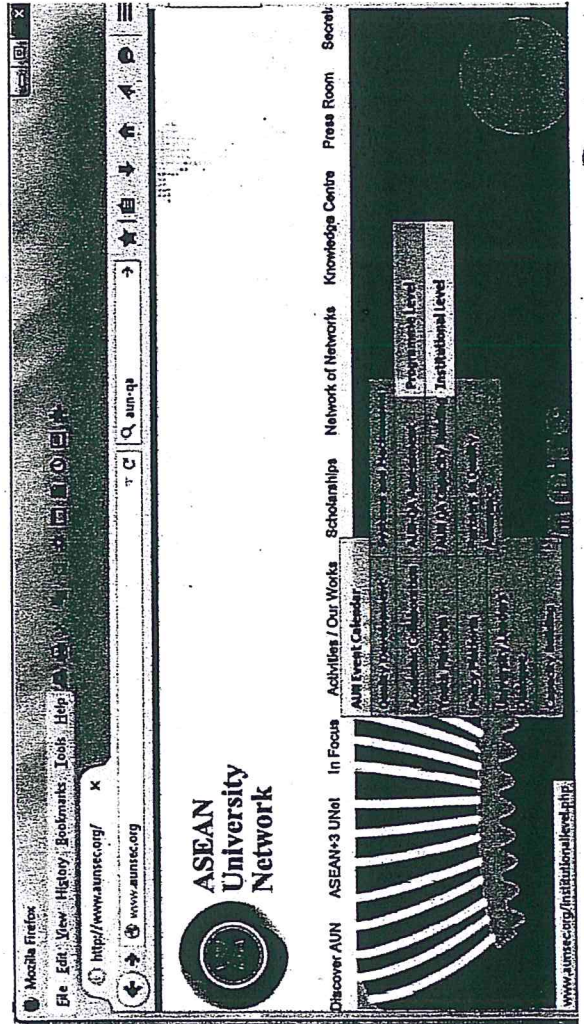
Promote cooperation and solidarity among scholars, academicians and researchers in the ASEAN Member States;

Serve as the policy-oriented body in higher education in the ASEAN region.



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<http://www.aunsec.org/>



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\*mandatun jbr. to in m. ABET  
an angur AUN GA

6



**AUN** With strong concrete foundation, we shall never stop serving our stakeholders and help building a strong carlin est. since 1995 and sharing ASEAN Community.



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## AUN Thematic Networks

- 8 AUN Southeast Asia Engineering Education Development Network (AUN/SEED-Net) Secretariat: Chulalongkorn University
- ASEAN Graduate Business and Economics Programme Network (AGBEP) Secretariat: Universitas Gadjah Mada
- AUN Human Rights Education Network (AUN-HREN), Secretariat: Mahidol University
- AUN Inter-Library Online (AUNILO), Secretariat: Universiti Sains Malaysia
- ASEAN Credit Transfer System (ACTS), Secretariat: Universitas Indonesia
- AUN Intellectual Property (AUNIP), Secretariat: Chulalongkorn University
- AUN University Social Responsibility & Sustainability (AUN-USR&S) Secretariat: Universiti Kabangsaan Malaysia
- AUN Quality Assurance (AUN-QA), Secretariat: AUN Secretariat
- AUN Health Promotion Network (AUN/HP-Net), Secretariat:..... (Establishing soon)



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## Higher Education systems by economic status:

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Economic status	Countries	Higher Education in Focus
Lower income	Cambodia, Lao PDR, Myanmar, Viet Nam	Higher Education Systems are primarily focused on: <ul style="list-style-type: none"> <li>Policy reform &amp; System expansion</li> <li>Increasing enrollment</li> <li>Infrastructure development</li> <li>Quality Assurance Development and <b>Implementation</b></li> </ul>
Low/middle income		
Middle-income	Indonesia, Malaysia, Philippines, Thailand	Higher Education Systems are increasingly emphasis on: <ul style="list-style-type: none"> <li>Quality Improvement</li> <li>Internationalisation</li> </ul>
High-income	Brunei, Singapore	Higher Education Systems developed more independent with global partnership Higher Education System is well-developed with high international recognition

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## Number of Higher Education Institutions in ASEAN

10

Country	#	Country	#
Brunei	0/42	Philippines	102
Cambodia	15	Singapore	5.7
Indonesia	259	Thailand	68
Laos	6.8	Timor-Leste	1.2
Malaysia	30	Vietnam	94
Myanmar	54		376 (by 2009)

job summary  
 in IEL & No. 2009-6  
 International U.

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## QA Agencies in ASEAN

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Philippines	PAASCU	1957
Indonesia	BAN-PT	1994
Malaysia	MQA	1997
Brunei	BDNAG	2000
Thailand	ONESQA <i>NAF</i>	2000
Singapore	GPE	2000
Cambodia	ACC	2003
Vietnam	GDETA	2003
Laos	QAC	2008

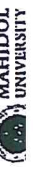


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## Diversity of QA Agencies in ASEAN

12

Type	Characteristics of QA Agency	Country	Remarks
1	Centralised Governmental Agency	<ul style="list-style-type: none"> <li>Brunei</li> <li>Myanmar</li> <li>Lao PDR</li> <li>Singapore</li> </ul>	<ul style="list-style-type: none"> <li>Under Ministry of Education</li> <li>No autonomy</li> </ul>
2	Quasi Governmental Agency	<ul style="list-style-type: none"> <li>Cambodia</li> <li>Indonesia</li> <li>Malaysia</li> <li>Thailand</li> <li>Viet Nam</li> </ul>	<ul style="list-style-type: none"> <li>Sponsored by National Government</li> <li>Have certain autonomy to manage their QA activities</li> </ul>
3	Non-Governmental Agency	<ul style="list-style-type: none"> <li>Philippines</li> </ul>	<ul style="list-style-type: none"> <li>Full autonomy</li> <li>Not related to any government bodies</li> </ul>



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# National Qualifications Frameworks-comparability-implementation experience

Malaysian Qualifications Framework	Similar features but not identical
Thai National Qualifications Framework	Objectives
Indonesian Qualifications Framework	Scope/sectors
Philippines Qualifications Framework	Reveals complexity
Brunei National Qualifications Framework	Learning outcomes domains
Cambodian Qualifications Framework	Credits (learner-centric)
Vietnam National Qualifications Framework	Ownership/responsibility
Singapore (Workforce Skills Competency Framework)	Agreed national competency/qualifications
Laos (in progress)	
Myanmar (planning)	





*turning into Outcome base Education*

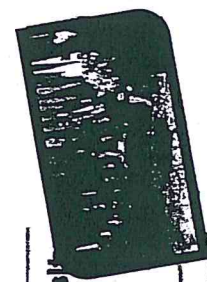


## AUN-QA

### Asean University Network Quality Assurance

## ASEAN University Network (AUN)

- 1992  **The 4th ASEAN Summit**, the call for cooperation in the field of higher education and human resource development
- 1995  **Charter of the ASEAN University Network** was signed by the ASEAN Ministers responsible for higher education.
- 1998  **Agreement on the Establishment of the ASEAN University Network** was signed by the Presidents, Rectors and Vice-Chancellors of participating universities.
- 2008  **One of ASEAN Sectoral Ministerial Body**



## AUN-QA network

### Year Established:

- Initiated in 1998 by the 4th AUN Board of Trustees Meeting.

### Primary Aim:

- To develop Quality Assurance System and Mechanisms to uplift higher education standard among ASEAN Countries.



## Recognitions

17

- Standard QA system practiced within the AUN Member Universities and AUN-QA Associate Members.
- Officially Recognized by the ASEAN Plus Three Senior Officials Meeting on Education (SOM-ED+3) and ASEAN Plus Three Education Ministers Meeting (ASED+3).
- Universities in many countries in ASEAN subscribes to AUN-QA through the demands on AUN-QA Quality Programme Assessment and AUN-QA Training (Tier 1 and 2). AUN-QA serves these demands for AUN Members, AUN-QA Associate Members, and non-AUN Members in ASEAN.

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## Recognitions

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- Ministry of the Plus Three Countries recognize AUN-QA as the major Quality System and Standard practiced within ASEAN4.
- EU through the ASEAN-EU Official Channel as the only QA System practiced at the university level in ASEAN.

ใน 74 หน่วยงาน ที่ 4 หน่วยงาน (4 หน่วยงาน) ใน ASEAN  
EU.

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## Membership of AUN-QA Network

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- **Category A Membership (Members)**
  - All 30 AUN members will automatically become a member of the AUN-QA network and they are approved by the BOT.
- **Category B Membership (Associate Members)**
  - Associate membership is open to any educational institution (non-member) of higher learning that fully meets the membership requirements specified by the AUN-QA network. All associate membership shall be approved by the AUN-QA Council.

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## Eligibility of Associate Membership

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- The institution shall be **recognised** by the national QA agencies and/or the **relevant ministry** of the country where the business is registered and operated.
- The institution must have been **established** for at least **10 years**, and
- Shall **demonstrate QA practices** that support AUN-QA network such as have implemented QA systems and processes, attending AUN-QA organized training, etc.
- Payment of the **annual fee of US\$500** per calendar year.

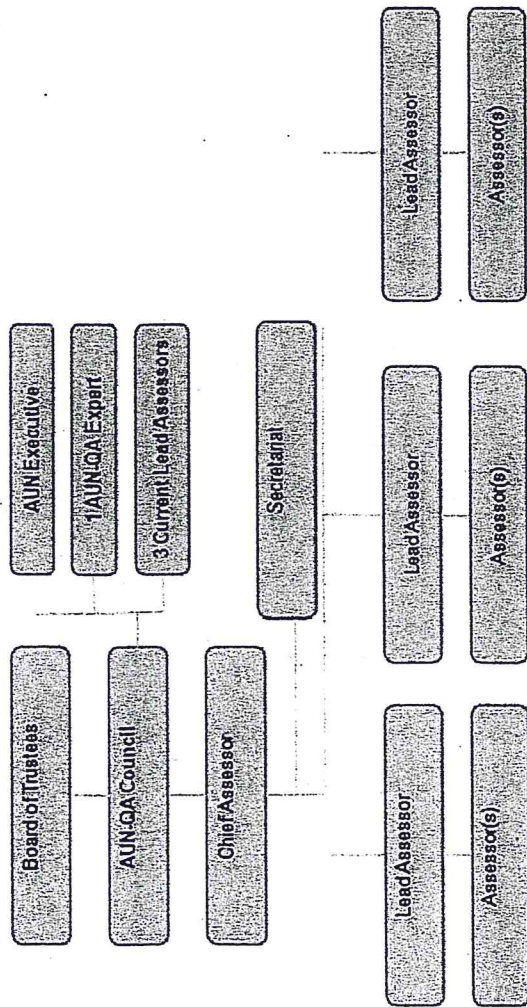
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# Structure of AUN-QA

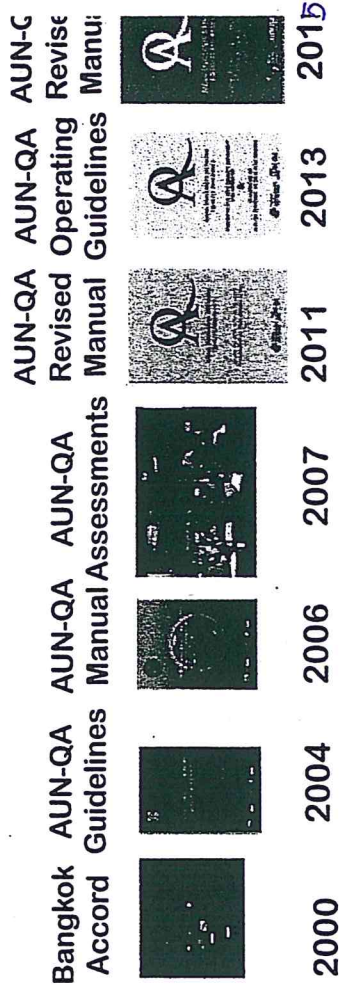
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# Key Evolution of AUN-QA

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Initiation

Implementation

Improvement



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# Current AUN-QA Activities (2000 - present)

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Type of Activities	Brief Description	Year Started
Policy Directives	AUN-QA Chief Quality Officers Meeting	2009 (active)
	The annual meeting for the Chief Quality Officers among AUN Member Universities to discuss and seek for solutions issues arising from AUN-QA activities, formulate directions and policies, implement the engagement plan with AUN-QA partners and stakeholders, and continue to improve the AUN-QA system and mechanism.	

*Chief Quality Officers → CAO*



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# Current AUN-QA Activities (2000 - present)

24

Assessment	AUN-QA Quality Assessment Programme Level	2007 (active)
	The AUN-QA has developed a mechanism to conduct an assessment at programme level.	
	The AUN-QA Guidelines and Manual was developed and has served well as a tool for AUN member universities to implement and assess the quality and quality assurance system since its first publication in 2004.	
	The first AUN-QA Quality Assessment was initiated in 2007 at Universiti Malaya, Malaysia.	
	At the end of 2010, to further enhance and sustain quality assurance practices and quality in higher education, AUN establishes an 'AUN-QA Documentation Review Committee' and procedure to keep its documents updated and relevant.	
	The Guide to AUN Actual Quality Assessment at Programme Level was developed and endorsed by the AUN Board of Trustees Meeting in July 2010. The guidebook has been used in AUN-QA practice until nowadays.	



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## Current AUN-QA Activities (2000 - present)

25

*1716 SAR 4% → 1600 USD = 1700*

Type of Activities	Activities	Brief Description	Year Started
Capacity Building	AUN-QA Training Colloquy for Accomplishing Programme Assessment (trial) (trial)	The AUN-QA decides to extend the outreach through other non-Member Universities in the region. It introduces the AUN-QA System and how to accomplish the programme assessment at programme level. The course aims to provide professional and managerial quality assurance at the programme level and/or institutional level practiced within the university.	2011 (active)
Capacity Building	AUN-QA Assessor Training Workshop (trial 2)	The objective of the trial training is to equip the assessors who have completed the trial training with knowledge capable of conducting AUN-QA Quality Assessment.	2016 (active)

*1716 SAR 4% workshop 1600 SAR*

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## Current AUN-QA Activities (2000 - present)

27

Type of Activities	Activities	Brief Description	Year Started
Capacity Building	AUN-QA Project	AUN-QA sees the needs of QA development in Cambodia, Laos, PDR, and Myanmar (CLM Countries) with the financial support from Asian Development Bank. AUN-QA has conducted AUN-QA training in CLM countries in order to enhance and strengthen the knowledge on QA system implementation and management and build a pool of qualified University QA assessors in CLM countries. The first phase of the project was in 2012 and training workshops were carried out in 3 countries. The second and current phase (2014-2016) will be to further the QA development in these 3 countries. The on-site consultancy visits coupled with the trainings will be the key methodology to support the QA system development within the university. The QA Generic QA Handbook will also be developed and translated into local language for teaching to the other universities within these targeted countries.	Phase I 2011-2013 Phase II 2014-2016 (active)

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## Current AUN-QA Activities (2000 - present)

26

Type of Activities	Activities	Brief Description	Year Started
Capacity Building	ASEAN-QA Pilot Project and ASEAN-QA Project Phase III	A joint initiative by 7 Partners – aims at strengthening the capacity of internal and external quality assurance (QA) through delegate and training events for ASEAN-QA professional based on regional standards. Since the project inception, 6 training workshops utilizing the AUN-QA System were carried out for QA and EQA in 2013. The Project has conducted 22 site visits at 21 universities in 10 different countries. In 2014, the project is on the Phase II stage, aiming to further produce the QA trainees.	Phase I 2011-2013 Phase II 2014-2016 (active)

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## Purposes of the AUN-QA Assessment

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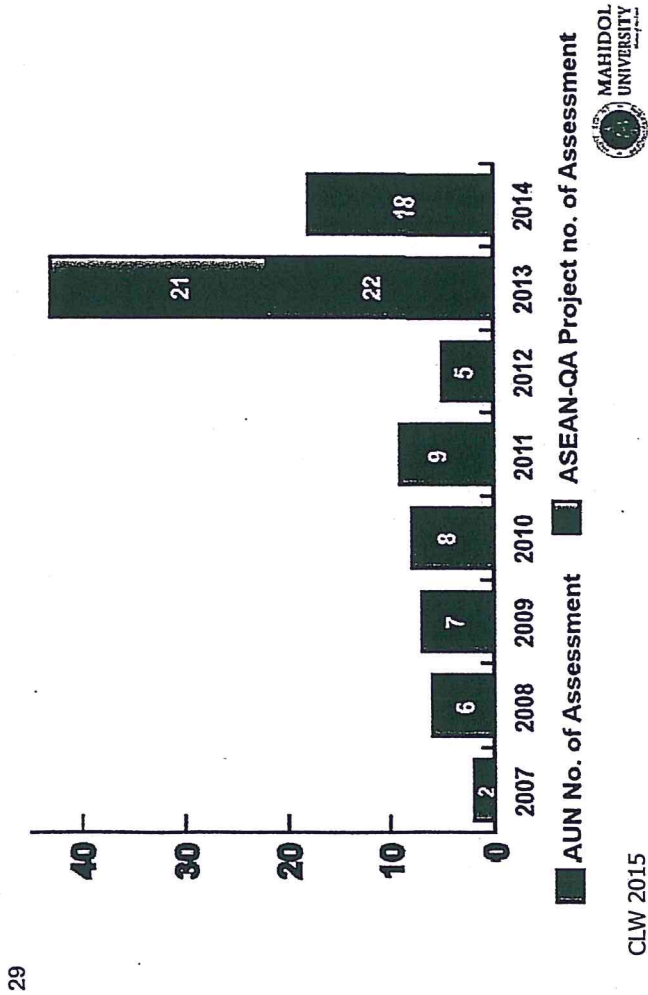
- To have an agreed quality framework and criteria of QA in Higher Education in ASEAN (to anticipate ASEAN Community 2015)
- To strengthen internal QA and improve the quality
- Recognition of education programme across member universities (for credit transfers, joint degree, mobility of staff and students, etc)
- To uplift the quality of the ASEAN HE in education, research and services

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

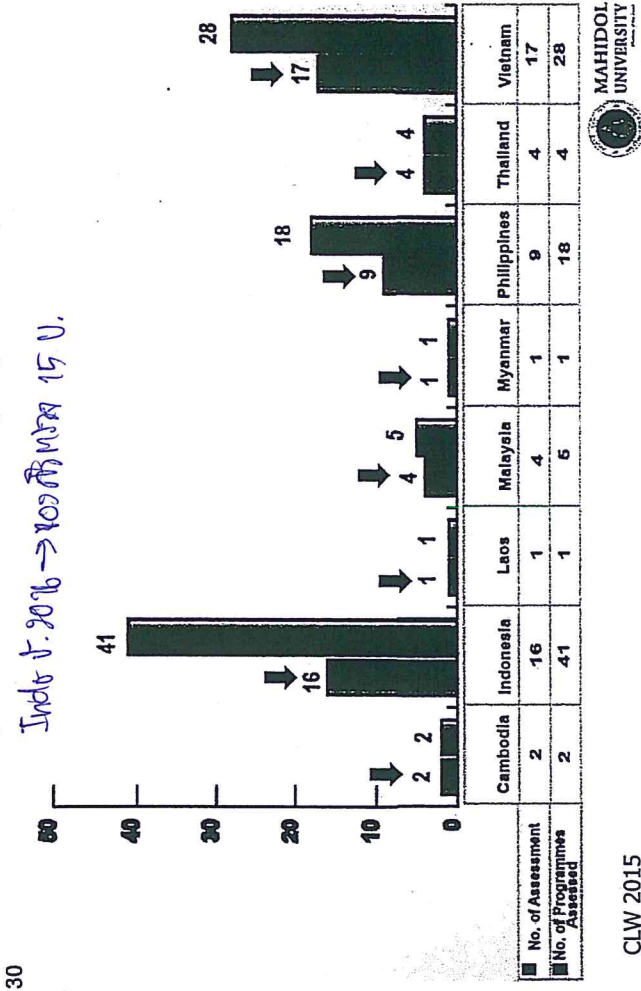


### Educational Quality Assessment System

QA System	Assessment Level	Frequency
ONESQA	University level	ONES - Every 5 Yrs
CHEQA	University level	OHE - Annually
EdPEx	Institutional level	MU-IQA - Annually
AUN-QA	Programme Level	Implemented 2015
CUPT	Institutional level?	-
ONESQA	Programme Level?	-

### No. of programme assessed by country (2007-Nov 2014, 98 programmes)

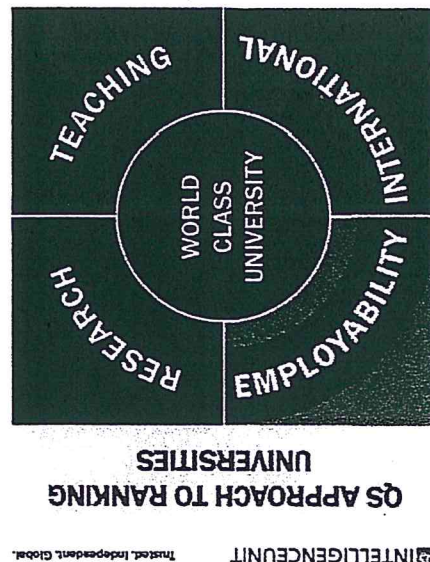
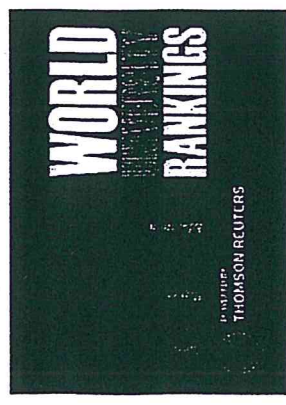
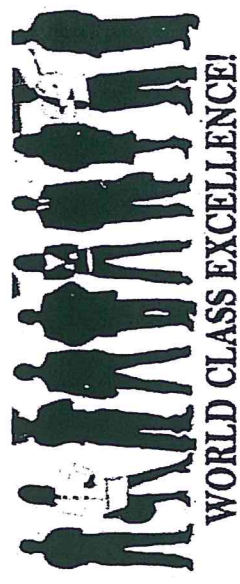
Indo t. 2016 → 100% → 15 U.



100% Accredited. *quốc gia và trường đại học*  
 for EdPEx assessment *để chứng minh*  
 VN & EdPEx 2 program *để minh chứng*

**AUN-QA and EdPEx**  
**Go Together for Performance (Excellence) Improvement**

*most engineer 15000 ANU to Vietnam Tran Anh*



BE PART OF  
A WORLD-CLASS  
UNIVERSITY



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### MU Performance Excellence ...?

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

### How is your Organization Performance ..?



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3	12	4	26
Campuses Kent Ridge, Bukit Timah and Outram	Undergraduate Schools	Graduate Schools	University-level Research Institutes and Centres

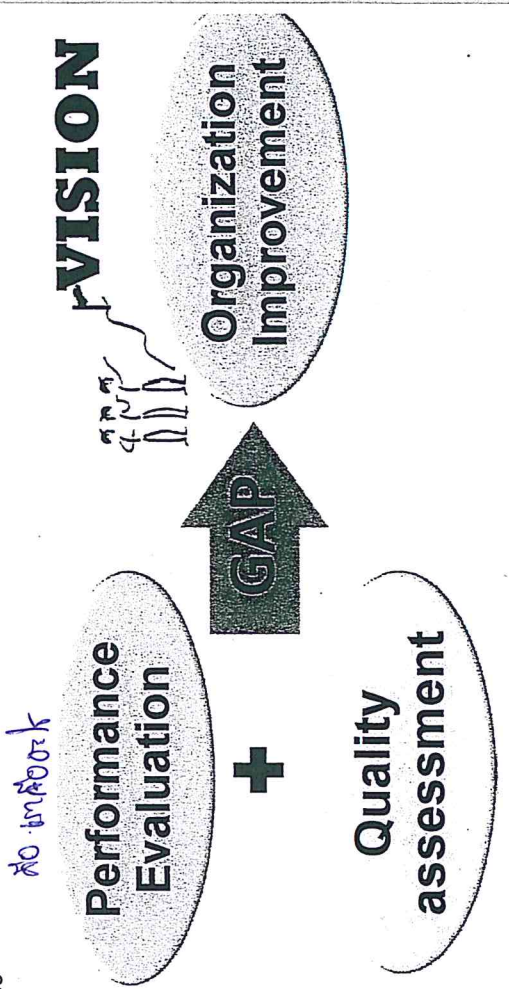
52	28	27	35
Bachelor's degrees	Double majors	Concurrent degrees	Joint degrees
71	144	28K	10K
Double degrees	Master's degrees, Doctoral degrees, Graduate diplomas	Undergraduates	Graduate students
2.4K	3.3K	2.9K	2.3K
Faculty	Research Staff	Executive & Professional Staff	General Staff

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### Basic Organization Improvement System



### Stakeholders' Feedback



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# Education Criteria for Performance Excellence



EdPEX 2015-2016. 16/10/2015

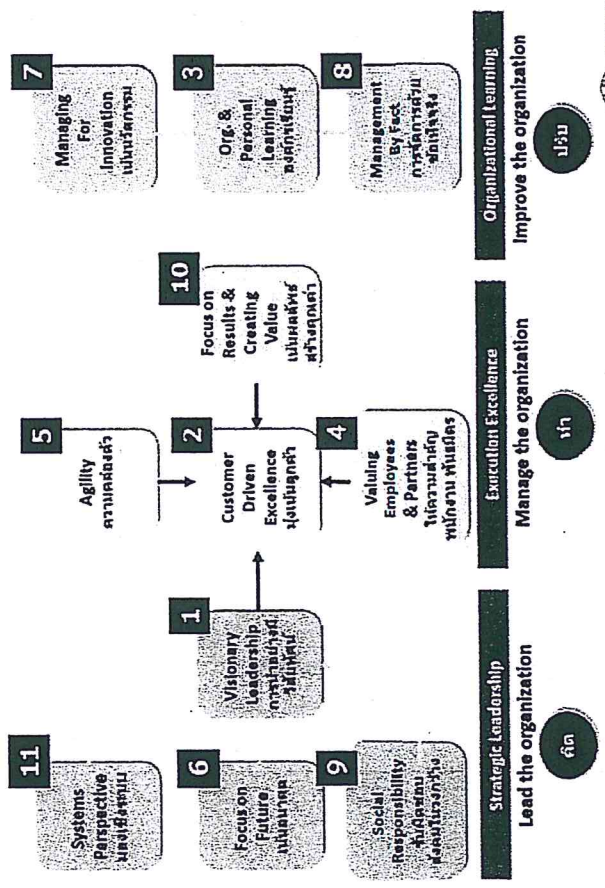
A systems perspective for managing your **organization** to achieve performance excellence

Handwritten notes in Thai: "การนำระบบมาใช้" (Implementing the system), "การปรับปรุง" (Improvement), "การวัดผล" (Measurement), "การประเมินผล" (Evaluation).

## EdPEX ?

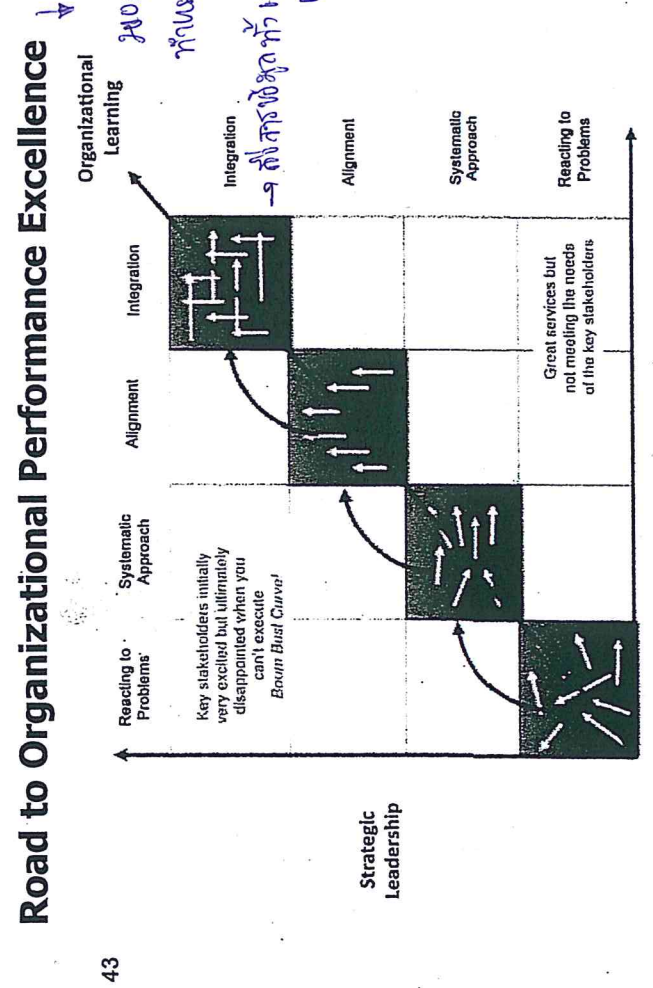
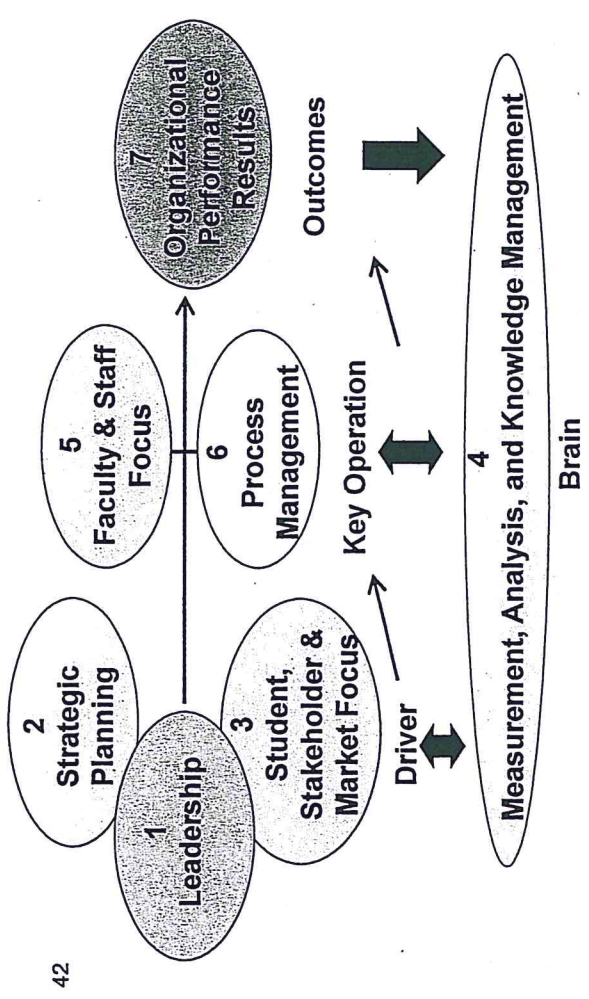
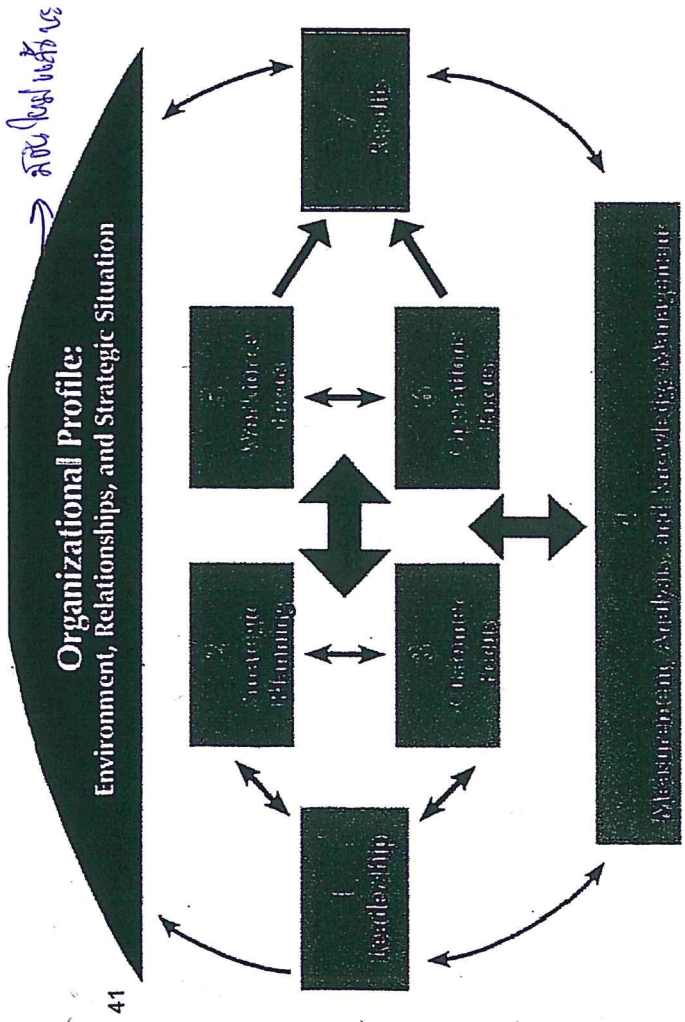
- EdPEX empower your organization to reach your goals, improve student learning and other results, and become more competitive by aligning your plans, processes, decisions, people, actions, and results.
- The Criteria give you the tools you need to examine all parts of your management system and improve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

## Core Values and Concepts



## 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



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

**What do your play role?  
How?**

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# AUN-QA Model at Programme Level

การประเมินผลตามคุณวุฒิ

OBE Framework  
1. Programme

AUN QA  
PDCA Approach to Assessment  
Designed for Improvement to Best practice

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## OBE คือ การวัดผลตามคุณวุฒิ

### What is outcome-based education? (OBE) คืออะไร

47

- 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)

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BASE ON OUTCOME BASE

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## What is outcome-based education?

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- Outcome-Based Education means clearly focusing and organizing everything in an educational system around **what is essential for all students to be able to do** successfully at the end of their learning experiences. This means starting with a clear picture of what is important for students to be able to do, then organizing the **curriculum, instruction, and assessment** to make sure this learning ultimately happens. (Spady, 1994, p. 1)

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# OBE Model

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## "Product (ELOs) defines process (SCL)"

*Harden RM, et.al. Med Teacher 21(1): 7-14, 1999*

**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"

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# OBE Concept

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## Expected Learning Outcomes

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



### Learning Activities

The teaching and learning methods which the teachers use to achieve each of the Learning Outcomes. Students will know exactly why they are being asked to engage in certain teaching and learning activities in their courses.

### 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.

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## OBE Model Designed Based on ELOs

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- 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 learning outcomes.



## Key Concepts and Principles of OBE

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- **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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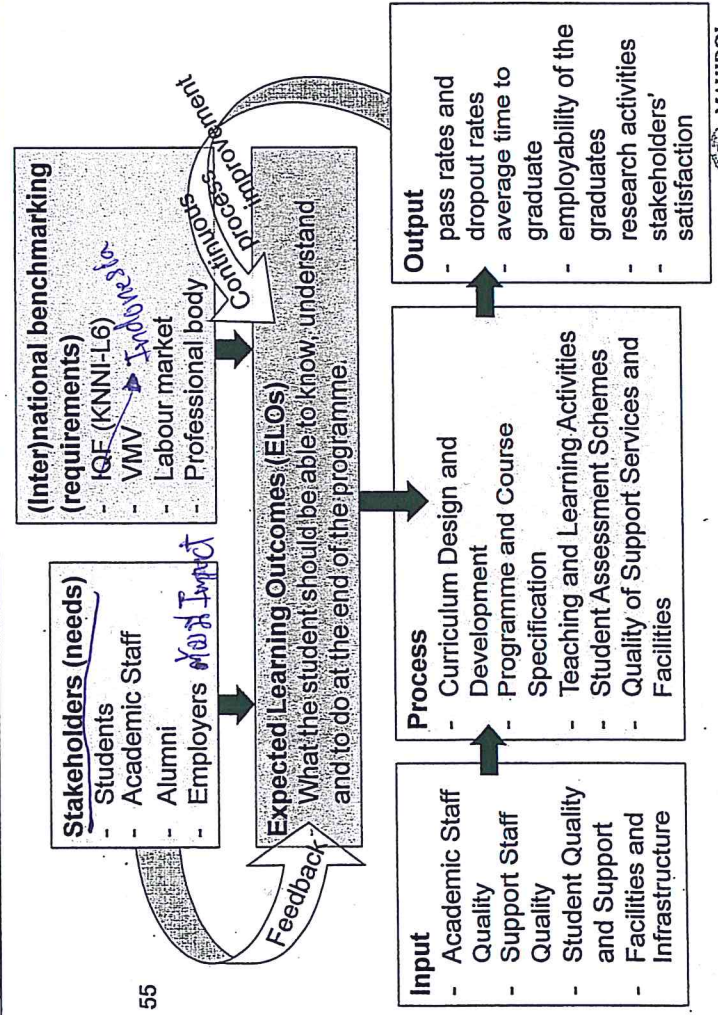
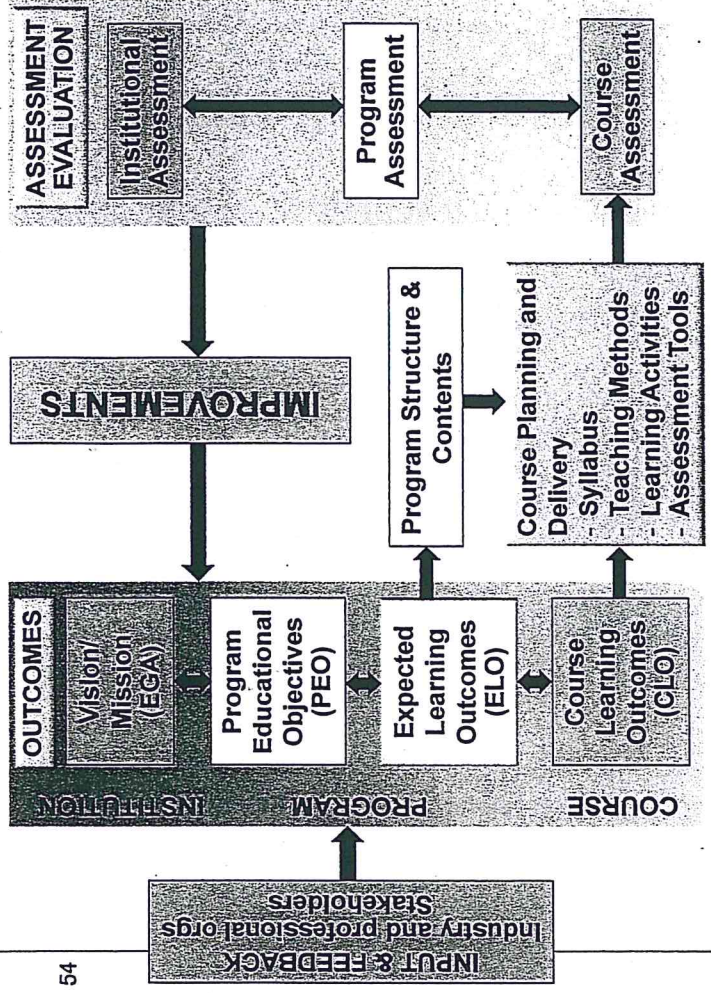


52

## 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)



# AUN-QA Criteria at Programme Level Version 3, 2015

Based on OBE Framework

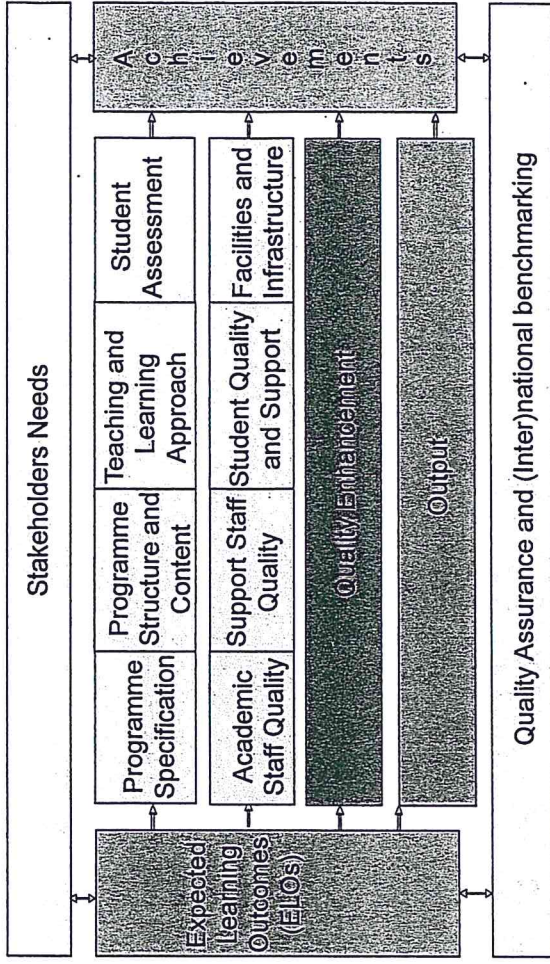
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## Criteria

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

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

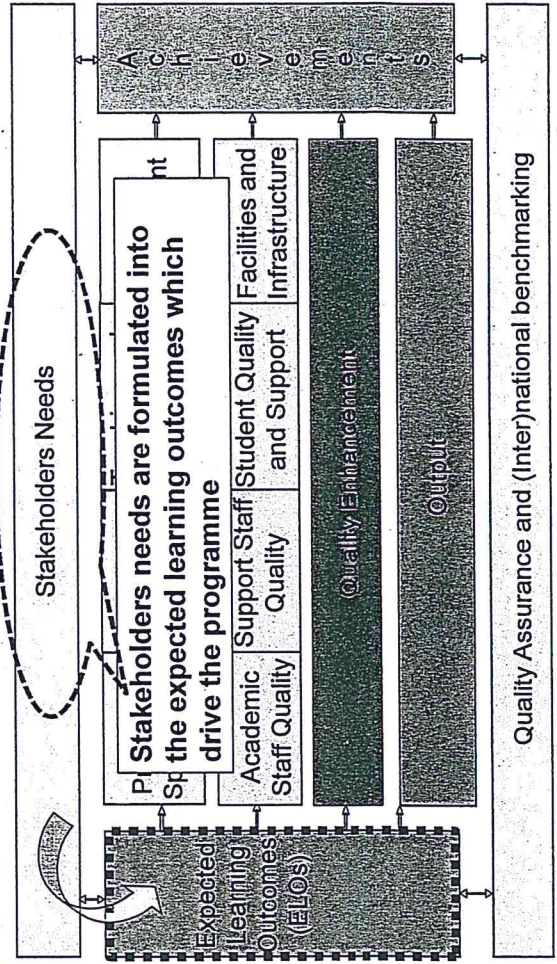
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## Started with Expected Learning Outcomes

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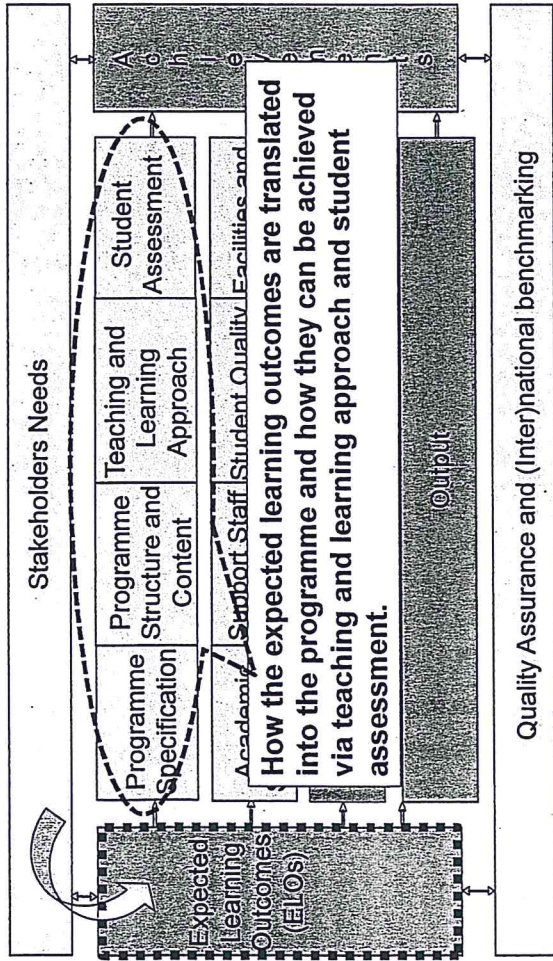


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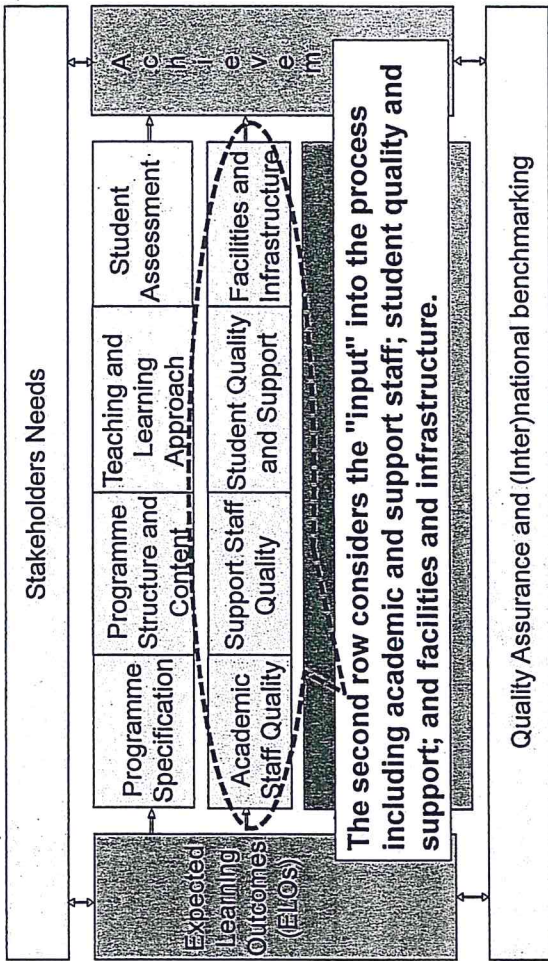


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### The second row

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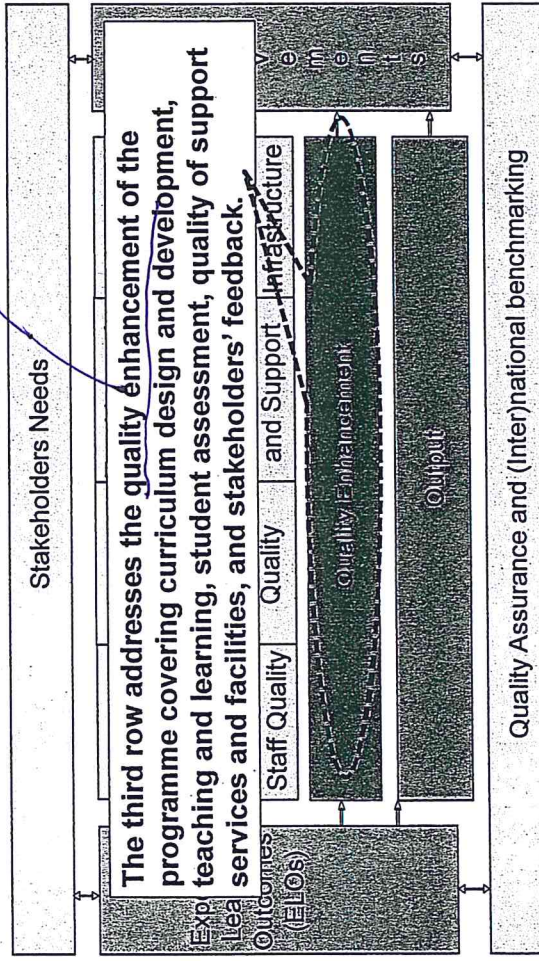


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### Third row

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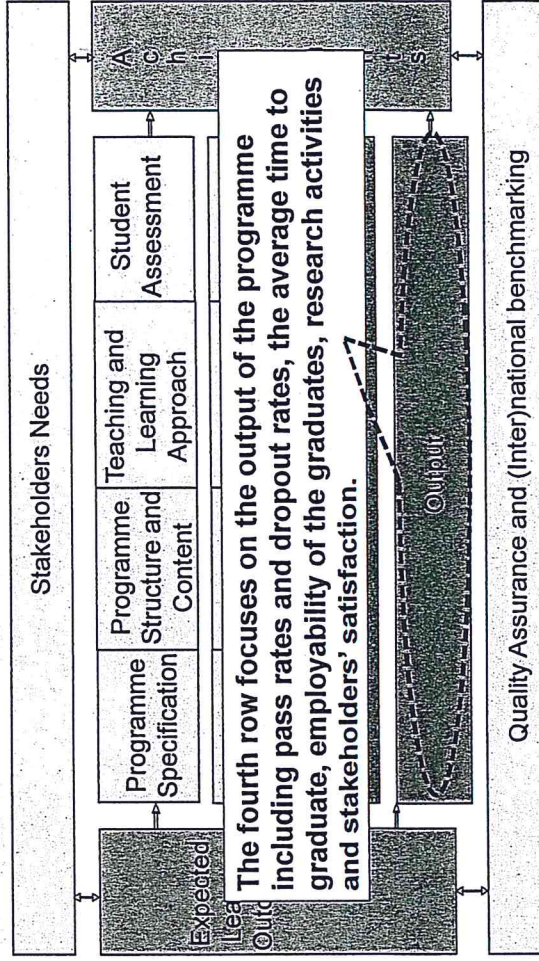


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### The fourth row

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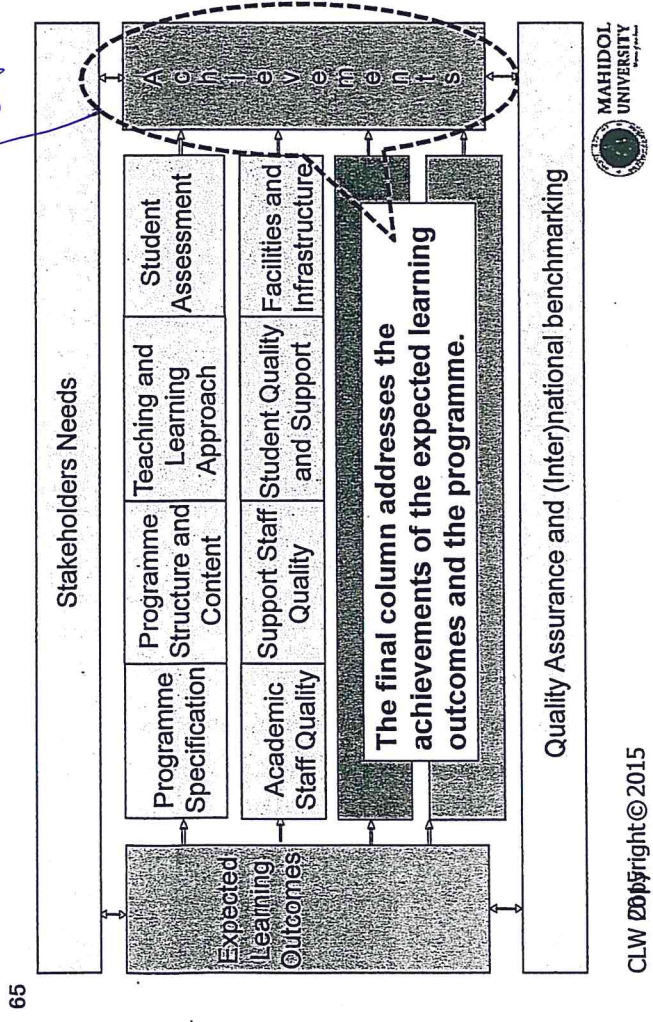


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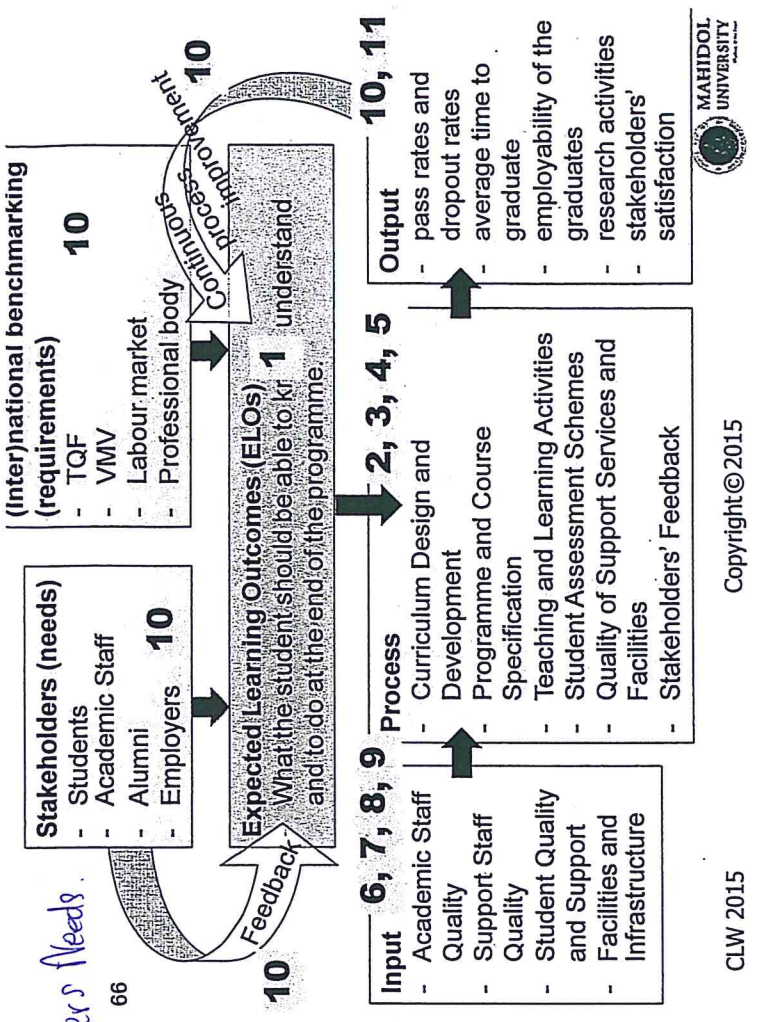
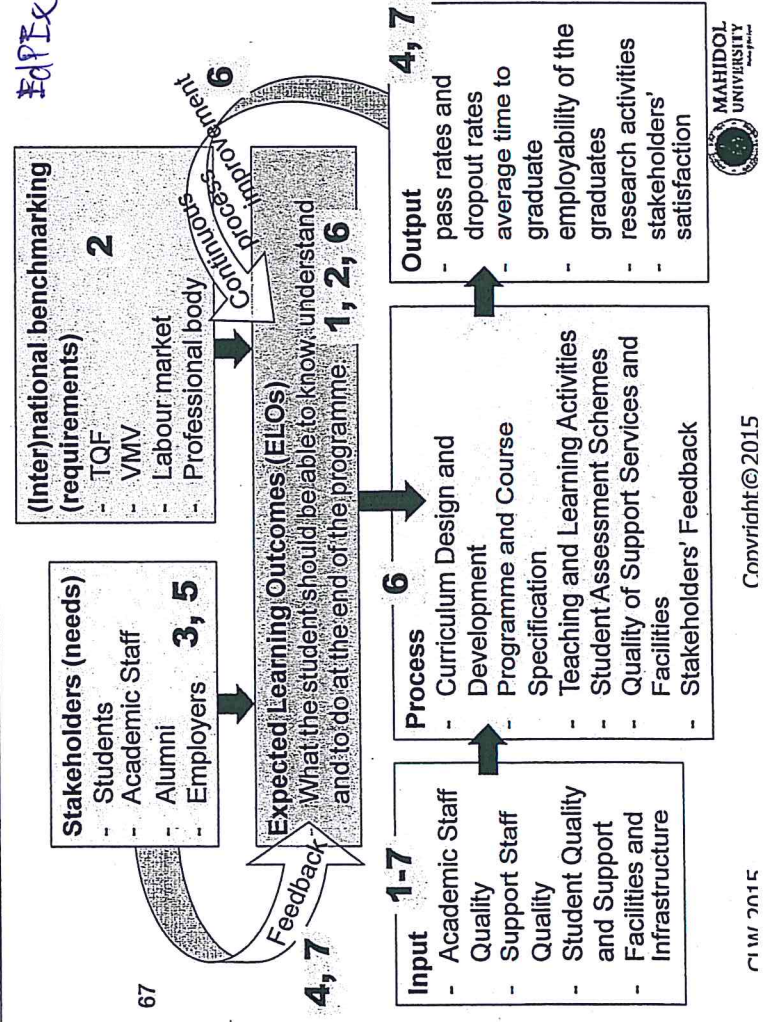


# The final column

*Achieve for Stakeholders Needs.*



*EdPEX.*



# Relationship of Criteria and Tasks

- 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 Facilities and Infrastructure
- 9. Quality Enhancement
- 10. Output

Curriculum - 1, 2, 3, 10  
Teaching & Learning - 4, 5, 6, 9, 10  
Resources - 6, 7, 8, 9, 10  
Stakeholders - 8, 11



# AUN-QA Model at program level: The principles-based assessment system

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Characteristics	Principles-Based	Rules-Based
View of Quality System	Integrated & Systemic	Separated & Add-on
Focus	Improvement ✓	Compliance ✓
Feedback	Formative	Summative
Improvement Objective	Continuous & Contextualisation	Static & Standardisation
Reference	Framework & Non-Prescriptive	Standard & Prescriptive
Assessors	Skilled Peers	Technical Experts
Assessment Climate	Mutual Respect & Trust	Fearful and Suspicious
Motivation for Assessment	Intrinsic	Extrinsic
Methodology	Assessment for Evaluation	Audit

Adapted from Lindsay H Heywood, Principles-based accreditation: the way forward?, 2007



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## Guide to AUN Actual Quality Assessment at Programme Level (3rd Version, 2015)

72



- 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

[http://www.aunsec.org/pdf/Guide%20to%20AUN-QA%20Assessment%20at%20Programme%20Level%20Version%203\\_2015.pdf](http://www.aunsec.org/pdf/Guide%20to%20AUN-QA%20Assessment%20at%20Programme%20Level%20Version%203_2015.pdf)



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TQF	AUN-QA Criteria	Documents
มคอ 1 มาตรฐานสาขาวิชา	1, 2	ELOs (+5 TQF Domains)
มคอ 2 หลักสูตร	2, 3	Curriculum mapping, Programme specification, Course specification
มคอ 3-4 ประมวลรายวิชา/ภาค สนาม + แผนการสอน	3, 4, 5	Syllabus, Study plan, T&L activities
มคอ 5-6 ประเมินรายวิชา/ ภาคสนาม	5, 10	Course assessment schemes
มคอ 7 ประเมินหลักสูตร ปริญญาเอก	5, 10	Programme assessments, Exit assessments

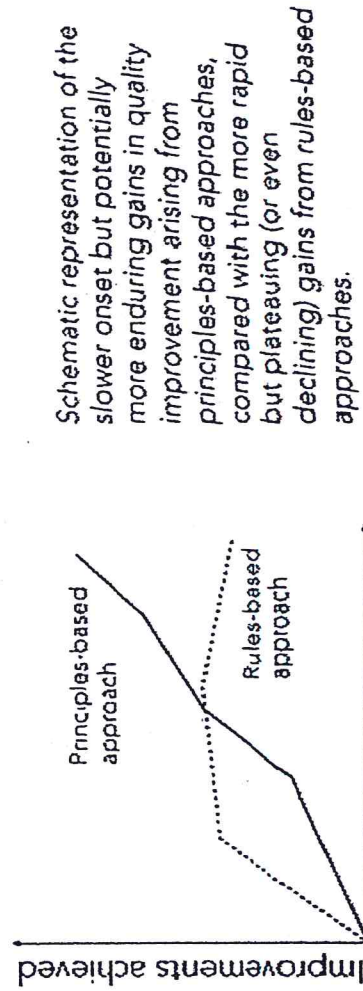
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## Principles-based system has a more gradual startup but a more enduring and sustainable gains in quality improvement over a longer time period than Rules-based system

71



Schematic representation of the slower onset but potentially more enduring gains in quality improvement arising from principles-based approaches, compared with the more rapid but plateauing (or even declining) gains from rules-based approaches.

Lindsay H Heywood, Principles-based accreditation: the way forward?, 2007



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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 should
3. To meet Requirements Content The graduate should be able to generate
4. The programme has clearly formulated the expected learning outcomes which reflect the relevant demands and needs of the stakeholders.

	1	2	3	4	5	6	7
1. Expected Learning Outcomes							
1.1 The expected learning outcomes have been clearly							
1.2 The expected learning outcomes clearly reflect the requirements of the stakeholders [4]							
1.3 The expected learning outcomes clearly reflect the requirements of the stakeholders [4]							
Overall opinion							

Diagnostic Questionnaire

- What is the vision and mission of the university, faculty or department?
- How are the expected learning outcomes related to the vision and mission of the university, faculty or department?

## 1. Expected Learning Outcomes Requirements (4)

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.

## 1. Expected Learning Outcomes Requirements (4)

Improvement = การปรับปรุงหลักสูตรให้ดีขึ้น  
วัตถุประสงค์

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.



## 1. Expected Learning Outcomes (3)

Output  
Output = ผลลัพธ์  
การวัดผล + การประเมินผล

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



## Expected learning outcomes (ELO)

77

- The ELO is the starting point of the Programme design and improvement.
- EOLs are formulated from the needs of the stakeholders.
- ELOs are concerned with the achievements of the learner rather than the intentions of the teacher, which are often written as aims, goals or objectives of the programme.
- ELOs should be written in a way where learning is translated into observable and measurable results which can be demonstrated and assessed.

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## Translate Aims and Objectives to PLO

79

- **Aim**  
"To implement the undergraduate education to master the concepts of modern biology".
- **Objective**  
"To empower community through the application of modern biological innovations"
- **Programme Learning outcome**  
"Students should be able to **apply** the modern biological innovations underpinning the use of molecular biology to community."

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## Expected Learning Outcomes

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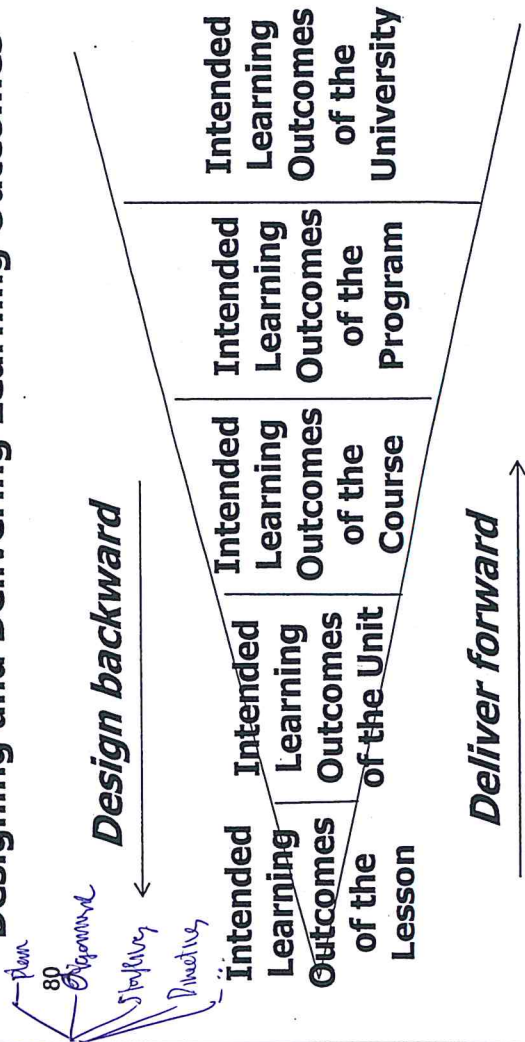
- **ELO** - Statement on what students should know, understand and can do upon completion of a period of study. *know, understand, can do upon*
- It has to be.... **SMART**  
Specific, Masurable, Achievable, Relevant and Time-scaled
- It should be.... **ELO**  
defined in terms of knowledge, skills (hard & soft) and competence. (EQF, 2008) including the Taxonomy Levels (Bloom's or SOLO Taxonomy recommended)

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## Designing and Delivering Learning Outcomes

79



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## Categories of Learning Outcomes

81

- **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.



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QA at Programme Level

## Easy Syntax..... LO Statement

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Upon completion of this programme, the student will be able to:

- Action verb (Bloom's Taxonomy)  
+ Objects + Modification (T&L / Assessment)

### Example

- Apply + Modern Biology + especially related to molecular biology and nano-biology
- Relate + modern biology + concept to conserve the biodiversity



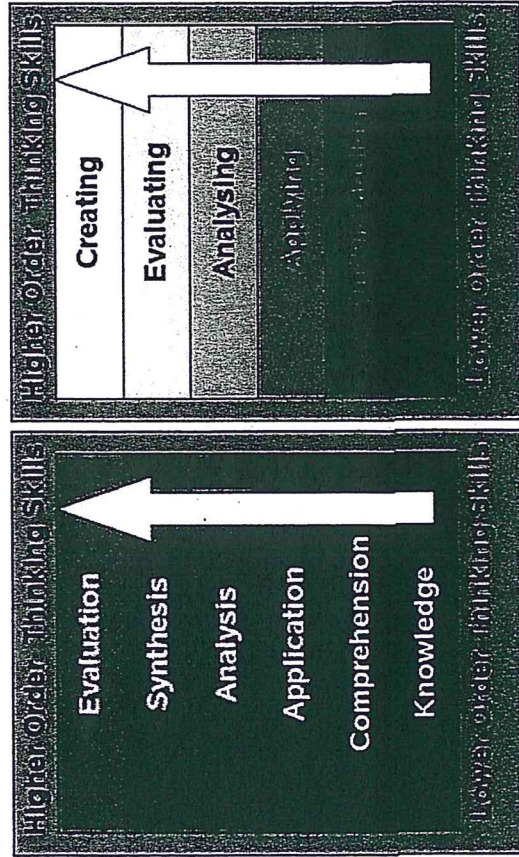
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## Bloom's Taxonomy (Revised)

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### Bloom's Taxonomy (Revised)



Original

Revised



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### Cognitive: Verb

توصيف المهارة SMART

- Remembering:** Choose, Describe, Define, Identify, Label, List, Locate, Match, Memorize, Name, Recite, Select, State, Count, Draw, Outline, Point.
- Understanding:** Classify, Defend, Demonstrate, Distinguish, Explain, Express, Extend, Give, Examples, Illustrate, Indicate, Interrelate, Interpret, Judge, Match, Paraphrase, Represent, Restate, Rewrite, Select, Show, Summarize, Tell, Translate, Associate, Compute, Convert, Discuss, Estimate
- Applying:** Apply, Choose, Dramatize, Explain, Generalize, Judge, Organize, Prepare, Produce, Select, Show, Sketch, Solve, Use, Add, Calculate, Change, Classify, Complete, Compute, Discover, Divide, Examine, Graph, Interpolate, Manipulate, Modify, Operate, Subtract
- Analyzing:** Analyze, Categorize, Classify, Compare, Differentiate, Select, Distinguish, Identify, Point out, Subdivide, Survey, Arrange, Breakdown, Combine, Design, Detect, Diagram, Develop, Discriminate, Illustrate, Utilize
- Evaluating:** Appraise, Judge, Criticize, Defend, Compare, Assess, Conclude, Contrast, Critique, Determine, Grade, Justify, Measure, Rate
- Creating:** Combine, Construct, Create, Design, Develop, Formulate, Hypothesize, Invent, Make, Originate, Organize, Plan, Produce, Generate, Group, Integrate, Reconstruct, Revise, Rewrite, Transform

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Analysing  
Applying  
Understanding  
Remembering



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## Business Programme

# Example

85

Students will be able to:

- **Work** in groups and be part of an effective team.
- **Communicate** business knowledge both orally and written.
- **Recognize and respond** appropriately to an ethical and regulatory dilemma.
- **Recognize and diagnose** accounting problems.
- **Demonstrate** disciplinary competence in a field of business.

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## Humanities and Fine Arts:

# Example

86

- Demonstrate fluency with formal vocabulary, artistic techniques and procedures of two dimensional and three-dimensional art practice.
- Demonstrate in-depth knowledge of artistic periods used to interpret works of art including the historical, social and philosophical contexts .
- Critique and analyze works of art and visual objects .
- Identify musical elements, take them down at dictation, and perform them at sight.
- Communicate both orally and verbally about music of all genres and styles in a clear and articulate manner.
- Able to analyze and interpret scripts.

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## Learning Outcomes for Engineering Programs

### ABET: 2016-2017 - Proposed Changes

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1. **Identify, formulate, and solve** engineering problems by applying principles of engineering science, and mathematics.
2. **Apply** both analysis and synthesis in the engineering design process, resulting in designs that meet desired needs.
3. **Develop and conduct** appropriate experimentation, analyze and interpret data, and use engineering judgment to draw conclusions.
4. **Communicate** effectively with a range of audiences.

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5. **Recognize** ethical and professional responsibilities in engineering situations and make informed judgments, which must consider the impact of engineering solutions in global, economic, environmental, and societal contexts.
6. **Recognize** the ongoing need for additional knowledge and **locate, evaluate, integrate, and apply** this knowledge appropriately.
7. **Function** effectively on teams that establish goals, plan tasks, meet deadlines, and analyze risk and uncertainty.

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## MPA – SPIA School of Public & International Affairs

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- To lead and manage in public governance
- To participate in and contribute to the public policy process
- To analyze, synthesize, think critically, solve problems and make decisions
- To articulate and apply a public service perspective
- To communicate and interact productively with a diverse and changing workforce and citizenry.

[http://www.grad.ncsu.edu/program\\_review/ObjectivesOutcomes.aspx?id=34](http://www.grad.ncsu.edu/program_review/ObjectivesOutcomes.aspx?id=34)

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To analyze, synthesize, think critically, solve problems and make decisions

To articulate and apply a public service perspective

To communicate and interact productively with a diverse and changing workforce and citizenry.

## PLOs of PhD – USC Price School of Public Policy

90

- To identify a research problem whose solution will be a valuable contribution to the field
- To review and critique the literature in an area of study in a manner that demonstrates mastery of the pertinent research
- To effectively apply methods of the field to solve research problems
- To interpret data and to draw well supported conclusions from the data
- To communicate research effectively in writing and in oral presentations

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## Learning Outcomes of Masters Degree specified in AQF

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### AQF level 9 criteria

<b>Summary</b>	Graduates at this level will have specialised knowledge and skills for research, and/or professional practice and/or further learning
<b>Knowledge</b>	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
<b>Skills</b>	Graduates at this level will have expert, specialised cognitive and technical skills in a body of knowledge or practice to independently <ul style="list-style-type: none"> <li>• analyse critically, reflect on and synthesise complex information, problems, concepts and theories</li> <li>• research and apply established theories to a body of knowledge or practice</li> <li>• interpret and transmit knowledge, skills and ideas to specialist and non-specialist audiences</li> </ul>
<b>Application of knowledge and skills</b>	Graduates at this level will apply knowledge and skills to demonstrate autonomy, expert judgement, adaptability and responsibility as a practitioner or learner

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*HIGHER QUALITY FROM WORK*

## Learning Outcomes of Doctoral Degree specified in AQF

92

### AQF level 10 criteria

<b>Summary</b>	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
<b>Knowledge</b>	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
<b>Skills</b>	Graduates at this level will have expert, specialised cognitive, technical and research skills in a discipline area to independently and systematically <ul style="list-style-type: none"> <li>• engage in critical reflection, synthesis and evaluation</li> <li>• develop, adapt and implement research methodologies to extend and redefine existing knowledge or professional practice</li> <li>• disseminate and promote new insights to peers and the community</li> <li>• generate original knowledge and understanding to make a substantial contribution to a discipline or area of professional practice</li> </ul>
<b>Application of knowledge and skills</b>	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

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## Considerations for Developing PLOs

formulate Outcome

- Information need to understand as input:
  - VMV, ULOs, Accreditation & benchmarking, Professional requirements (target what),
  - Stakeholders' requirements (feedbacks what),
  - Understand IQF (translate What)
  - Understand EQA-QA Criteria (What works?)
  - Issue/problem/need is identified (issue what, why do?),
- Development Team
- Do the Strategic Plan

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## Aligning Stakeholders' Needs to Learning Outcomes

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No	LO	TQF	VMV	Alumni	Employer	ect.
1		F	F	M	F	?
2			F	M	F	
3		F	F	F	F	
4		F	F	F	F	
5			F	P	F	
6			F	P		
7		F	F	F		
8		F	F	F	F	?

F – Fully fulfilled

M – Moderately fulfilled

P – Partially fulfilled

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QA at Programme Level



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TQF	AUN-QA Criteria	Documents
มคอ 1 มาตรฐานสาขาวิชา	1, 2	ELOs (+5 TQF Domains)
มคอ 2 หลักสูตร	2, 3	Curriculum mapping, Programme specification, Course specification
มคอ 3-4 ประมวลรายวิชา/ภาค สนาม + แผนการสอน	3, 4, 5	Syllabus, Study plan, T&L activities
มคอ 5-6 ประเมินรายวิชา/ ภาคสนาม	5, 10	Course assessment schemes
มคอ 7 ประเมินหลักสูตร	5, 10	Programme assessments, Exit assessments

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## 2. Programme specification

พัฒนา

อธิบายโดยสังเขป ว่า วัตถุประสงค์ Aim for Future student

- The programme specification is a set of documents that describes the study programme offered and usually encompasses the following items:
  - a summary of programme aims and intended outcomes;
  - an outline of the course structure;
  - a matrix showing how the programme learning outcomes are achieved through the courses; and
  - a set of course specifications

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Future relevant info merged

## 2. Programme Specification (Requirements)

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.



## 2. Programme Specification (3)

<b>2</b>	<b>Programme Specification</b>
2.1	The information in the programme specification is comprehensive and up-to-date. [1,2]
2.2	The information in the course specification is comprehensive and up-to-date. [1,2]
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



The screenshot shows the UCLA School of Nursing website. The main heading is "UCLA School of Nursing | Nursing reimagined. Nursing redefined." Below this, there are navigation tabs: "About Us", "Academics", "Research", "Global Outreach", "Hospital Units", and "Contact Us". The "Academics" tab is selected, showing "Bachelor of Science" and "Program Description". The description states: "The UCLA School of Nursing Prelicensure program for undergraduate study leading to the Bachelor of Science (B.S.) degree in Nursing began in Fall of 2006. The B.S. Prelicensure program is designed to prepare students for a career in nursing. This is a four-year program beginning in the freshman year. This program focuses on managing both individuals and population-based cohorts within an acute care hospital or medical center. Conceptually, the curriculum has been developed according to the principles of primary, secondary, and tertiary prevention; moving from a systems, population-based approach, to a cohort-based or unit-based perspective, and culminating with an intense focus on the individual level of care. Graduates of the program will be well-prepared to deal with the demands of the present day high acuity and increasingly technologically advanced environments. The program provides an B.S. degree with a major in Nursing and eligibility to take the National Council Licensure Examination (NCLEX) to be licensed as a registered nurse (RN) after completion of the program." Below this, there are sections for "Degree Programs", "Admissions Requirements", "Apply Now", "Financial Aid", "Degree Requirements", "Information Sessions", "Summer Research Program", "MSN - Masters Entry Clinical Nurse", and "Master of Science in Nursing - Advanced Practice".



## Course specification

with web for the assignment.

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.

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TQF3

### Course Specifications

Health Science and Physical Education  
in General Education Courses

July 2011

Mahidol University International College

with assignment 2015/16



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No.	Information on Course
1.	Course Name : QUANTITATIVE SCIENCE TECHNIQUES I
2.	Course Code: SQQP101.1
3.	Name(s) of Academic Staff: Dr. Zwiinn Huanfi
4.	Rationale for the inclusion of the course in the programme: This is a compulsory course for Bachelor of Decision Science students.
5.	Semester/Year Offered: 2/1
6.	Total Student Learning Time (SLT) Face to face
	SL
	TLT

Example

101

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This course outline is for LAWS8101 in Semester 1 2016. **Timetable Planner** can be used to find out the timetable information and teacher name for LAWS8101. Students enrolled in this course may check their Moodle course page for teacher contact details. Alternatively, teacher details can be found in the **Staff Directory**.  
Note: To print the course outline, please click on the print icon to the right.

Example

#### COURSE DESCRIPTION

The purpose of this course is to prepare non-law graduate students for adequate engagement with postgraduate studies in criminal justice and criminology.

#### Main Topics

- Concepts and issues in environmental law and policy, such as the nature, structure and development of the international and domestic environmental legal systems and of the sources of environmental law.
- Fundamental legal concepts
- Fundamental legal research skills



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## 3. Programme Structure and Content

9/17 → No numbers / Introduction for → 9/17 → Apply → Advice →

ELO → Programme structure and Content

→ Course Learning Outcomes

→ Teaching and Learning Approach

→ Assessment Schemes

→ Programme Specification

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### 3. Programme Structure and Content

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#### Requirements (6)

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.

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### 3. Programme Structure and Content

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#### Requirements (6)

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

สอบกับข้อคาดหวังแล้ว ⇒ ปรับปรุง

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### 3. Programme Structure and Content (3)

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<b>3</b>	<b>Programme Structure and Content</b>
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]

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### Curriculum Mapping of Courses and PLOs

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→ code ใช้ no assess

code name of course credits for LO2 LO3 LO4

CODE	NAME OF COURSE	CREDITS	LO1	LO2	LO3	LO4	LO5	LO6	LO7	LO8	LO9
<b>Specialized Skills (specialized courses)</b>											
1	Subject 1	3	X				X				
2	Subject 2	3	X				X				
3	Subject 3	3	X		X		X			X	
4	Subject 4	3	X				X			X	X
5	Subject 5	3	X				X			X	
6	Subject 6	3	X				X		X	X	
7	Subject 7	3	X								X
8	Subject 8	3	X				X		X	X	X

นำข้อมูลนี้ไปใช้สำหรับประเมินวิทยานิพนธ์

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# Relationship Between Programme and Course Learning Outcomes

110 *code course Credits bob LO2*

CODE	COURSE	CREDITS	LO1	LO2	LO3	LO4	LO5
Specialized skills (Specialized courses)							
1	Subject 1	3	R			A	
2	Subject 2	3	R		A		
3	Subject 3	3		R		A	
4	Subject 4	3					E
5	Subject 5	3	R				E
6	Subject 6	3	A		A		E

**Bloom's Taxonomy** R = Remembering / Understanding  
 A = Applying / Analyzing  
 E = Evaluating / Creating



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# Skill Matrix (PhD Research)

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PhD Requirements	PLO 1 Methods	PLO 2 Communication	PLO 3 Research	PLO 4 Professional performance
Required courses	X			
Qualifying Exam		X		
Dissertation	X	X		
Seminar requirements		X		X
Final Exam	X	X	X	X

**Learning Activities**



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# Curriculum matrix, example 2

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Fourth Year Courses First and Second Semesters	Relationships to Program Outcomes								
	1	2	3	4	5	6	7	8	9
Hospital Dentistry I & II		P	P	D	P		D	D	D
Community Dentistry II		P	P	D	P		D	D	D
Community Dentistry III (Fieldwork)		P	P	D	P		D	D	D
Current Trends in Dentistry						D	P	D	D
Oral Surgery Seminar		D	P	P	D	P	D	D	D
Orthodontics-Pediatric Dentistry Seminar I and II		D	P	P	D	P	D	D	D
Prosthodontics Seminars I and II		D	P	P	D	P	D	D	D
Restorative Dentistry Seminars I and II		D	P	P	D	P	D	D	D
Endodontics-Periodontics Seminar		D	P	P	D	P	D	D	D
Clinical Dentistry III & IV		D	P	P	D	P	D	D	D

I (Introduce) Concepts/principles are merely presented.  
 E (Emphasize) Concepts/principles are reinforced and initially applied.  
 P (Practice) Concepts/principles are applied with supervision.  
 D (Demonstrate) Concepts/principles are applied with minimal supervision.



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# Curriculum matrix, example 1

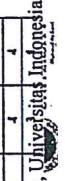
111

Table 1.2 Relationship between Courses and Expected Learning Outcomes (Continued)

Course	LO1	LO2	LO3	LO4	LO5	LO6	LO7	LO8	LO9
27	1	3	3	1	1	1	1	1	1
28	3	3	1	1	1	1	1	1	1
29	3	3	1	1	3	3	1	1	1
30	3	3	1	1	1	1	1	1	1
31	3	3	1	1	1	1	1	1	1
32	3	3	1	1	1	1	1	1	1
33	3	3	1	1	1	1	1	1	1
34	3	3	1	1	1	1	1	1	1
35	4	3	1	1	1	1	1	1	1
36	2	3	3	1	1	1	1	1	1
37	2	3	3	1	1	1	1	1	1
38	4	2	1	1	1	1	1	1	1
39	3	3	1	1	1	1	1	1	1
40	3	3	1	1	1	1	1	1	1
41	3	3	1	1	1	1	1	1	1
42	CHS120801	Communication Skill							
43	CHS310805	Project Measurement							
44	CHS320804	Research Methods							
45	CHS400803	Capita Selecta							
46									
47									
48									
49									
50									
51	CHS410801c	Composite Material							
52	CHS410802c	Applied Thermodynamics							
53	CHS410803	Dynamic Systems							

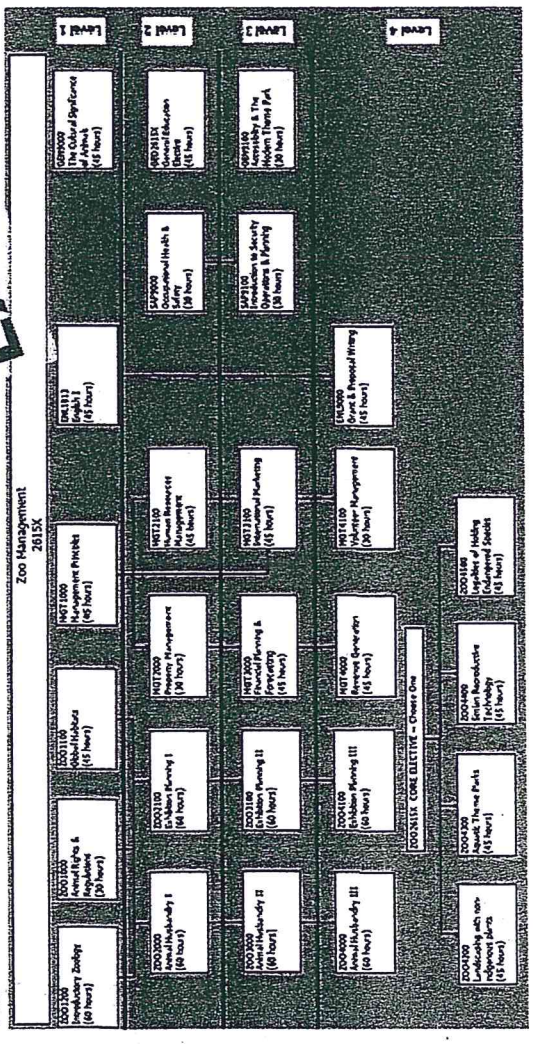
*Note: The figures in the FLO column relate to:  
 1 1 for directivity related to FLO  
 2 2 Quite related to FLO  
 3 3 related to FLO  
 4 4 Closely related to FLO  
 5 5 Specifically related to FLO*

Source: Chemical Engineering, Universitas Indonesia



# Curriculum Mapping Example

113



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CLW-2015 QA at Programme Level

113

# Curriculum Mapping Example

114

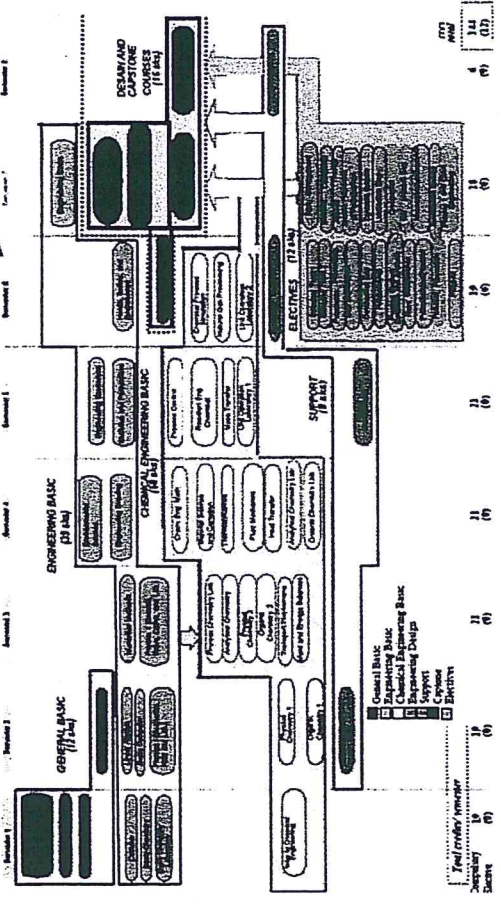


Figure 2.3 Curriculum Structure of ChESP

Source: Chemical Engineering, University of Asia and the Pacific

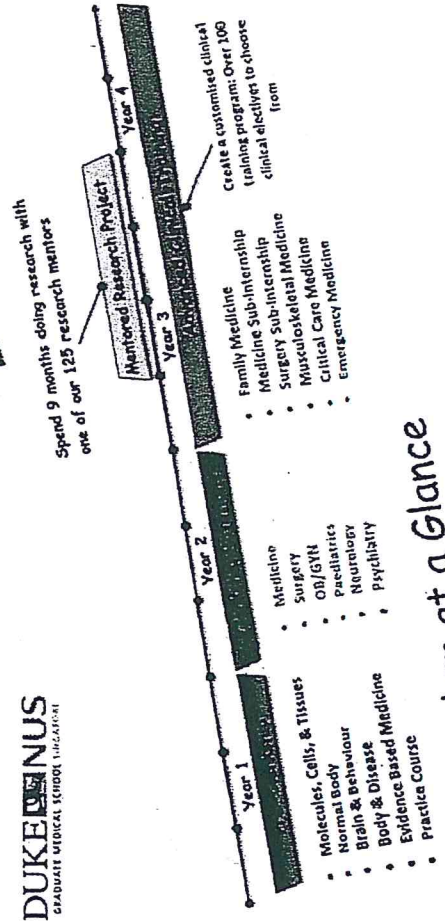
CLW-2015 QA at Programme Level

# Curriculum Mapping Example

115

Home - Education MD Programme

DUKE UNIVERSITY GRADUATE MEDICAL SCHOOL (HONOLULU)



DUKE UNIVERSITY

Curriculum at a Glance

## 4. Teaching and Learning Approach

116

- ELO → Programme structure and Content
- Course Learning Outcomes
- Teaching and Learning Approach
- Assessment Schemes
- Programme Specification

## 4. Teaching and Learning Approach

117

### Requirements (6)

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.

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*Teacher's Role: Quality learning.*

## 4. Teaching and Learning Approach

118

### Requirements (6)

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. *Handwritten note: หน้าที่*
4. Quality learning embraces the principles of learning. Students learn best in a relaxed, supportive, and cooperative learning environment.

## 4. Teaching and Learning Approach

119

### Requirements (6)

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.

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## 4. Teaching and Learning Approach

120

### Requirements (6)

6. The teaching and learning approach should promote learning, learning how to learn and instil 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.).

## 4. Teaching and Learning Approach (3)

121

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]

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## Constructive Alignment

122

The curriculum should be designed so that the teaching activities, learning activities and assessment tasks are co-ordinated with the learning outcomes.

Biggs (2003) refers to this type of process as involving constructive alignment. (The *constructive* part refers to the type of learning and what the learner does. The *alignment* part refers to what the teacher does).

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QA at Programme Level

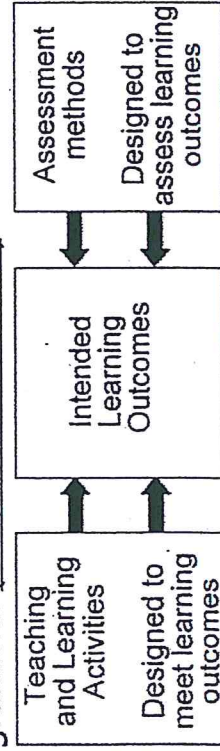


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## Constructive Alignment (Biggs' Model)

123

...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.

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## Teaching and Learning Approach

Strategies	Methods	Strengths	Weaknesses
Direct Instruction	<ul style="list-style-type: none"> <li>• Explicit Teaching</li> <li>• Lecture</li> <li>• Didactic Questions</li> <li>• Demonstrations</li> <li>• Drill &amp; Practice</li> </ul>	Tends to benefit auditory learners	Shorter attention span of passive listeners
Indirect Instruction	<ul style="list-style-type: none"> <li>• Inquiry</li> <li>• Problem Solving</li> <li>• Case Studies</li> <li>• Concept Formulation</li> </ul>	Promotes meaningful understanding and ownership of learning	Time consuming
Experiential Learning	<ul style="list-style-type: none"> <li>• Simulations</li> <li>• Focused Imaging</li> <li>• Role Play</li> <li>• Models</li> <li>• Games</li> <li>• Field Trip</li> <li>• Experiment</li> </ul>	Engaging, facilitates transfer of knowledge and skills, first hand impactful experience	Risks being artificial or superficial in terms of learning quality

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## Teaching and Learning Approach

Strategies	Methods	Strengths	Weaknesses
Interactive Instruction	<ul style="list-style-type: none"> <li>Debates</li> <li>Discussions</li> <li>Problem Solving</li> <li>Brainstorming</li> <li>Peer Learning</li> <li>Reflection</li> </ul>	Motivating for students. Interact with others broadens the educational experience	Dependent upon the expertise of the teacher in structuring and developing the dynamics of the group
Independent Study	<ul style="list-style-type: none"> <li>Work Assignment</li> <li>Research Projects</li> <li>Computer-Aided Instruction</li> <li>Reflection</li> </ul>	Learn on demand. User is able to stop for breaks. Tutorials can be developed by experts outside the institution	Not possible to ask questions in the absence of the instructor. Individuals must be motivated enough to complete tutorial

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## Tips on Teaching and Learning Approach

126

Tips on choosing instructional strategies and methods

- Match methods to learning outcome
- Match learner characteristics and expectations
- Policy of university
- Teacher's skills & comfort level
- Time available
- Ensuring variety
- Ensuring interaction
- Logistical constraints (e.g. cost, space, etc)

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## Lifelong Learning

127

Lifelong learning is defined as  
 "all learning activity undertaken throughout Life, with the aim of improving knowledge, skills and competence, within a personal, civic, social and/or employment-related perspective"

Source: European Commission



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## 5. Student Assessment

128

- ELO → Programme structure and Content  
 → Course Learning Outcomes  
 → Teaching and Learning Approach  
 → Assessment Schemes  
 → Programme Specification

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## 5. Student Assessment (5)

129

### Requirements (8)

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.

*formative assessment*

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## 5. Student Assessment

131

### Requirements (8)

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.

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## 5. Student Assessment

130

### Requirements (8)

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

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## 5. Student Assessment

132

### 5 Student Assessment

5	<b>Student Assessment</b>
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]

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## 5. Student Assessment

133

5.4	Feedback of student assessment is timely and helps to improve learning. [3]
5.5	Students have ready access to appeal procedure. [8]

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## Student Assessment

134

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.

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## Formative Assessment

135

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).

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## Summative Assessment

136

**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

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## Assessment Methods

137

- MCQs
- Short Answer Test
- Essay
- Performance Test
- Written Test
- Fieldwork/Practicum
- Projects
- Laboratory Test
- Thesis
- Presentation
- Portfolios
- Case Studies
- Posters
- Journals/Blogs

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137

## Choosing the appropriate assessment method

138

- Does the method assess the intended learning outcomes?
- Should the method be time-constrained?
- Is it important that the method you choose includes cooperative activity?
- Is a visual component important?
- Is it important that students use information technology?
- Do you want to assess innovation or creativity?
- Do you want to encourage students to develop oral skills?
- Do you want to assess the ways in which students interact?
- Is the assessment of learning done away from the institution important?
- Is your aim to establish what students are able to do already?

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## Rubric Assessment

139

Learning outcomes specify the minimum acceptable standard to enable a student to pass a module. Student performances above this basic threshold level are differentiated by applying grading criteria.

A **rubric** is a grading tool used to describe the criteria used in grading the performance of students. In general, each rubric consists of a set of **criteria, descriptors and marks or grades** associated with these criteria.

Thus, rubrics help to define the criteria of the system of assessment by describing performance at different points on a rating scale.

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## An example of a assessment rubric – criterion-referenced

140

Criteria	Skill Domains	Fail	Pass	Credit	Distinction	Higher Distinction
Introduction	5	0 - 49% (0 - <5)	50 - 59% (20 - <3)	60 - 69% (3 - <3.5)	70 - 79% (3.5 - <4)	80 - 100% (4 - 5)
	Knowledge and Understanding of Research topic	Neither implicit nor explicit reference is made to the topic that is to be examined.	The topic that is to be examined is briefly introduced and the direction of the research is clear.	The topic is introduced, and the direction of the research is clear.	The topic is well introduced, and the direction of the report is clear.	The topic is well introduced, and the direction of the report is very clear.
Findings	10	0 - 49% (<5)	50 - 59% (20 - <3)	60 - 69% (3 - <3.5)	70 - 79% (3.5 - <4)	80 - 100% (4 - 5)
	Thinking and Inquiry Skills	Insufficient and/or inappropriate research sources	Research sources are sufficient and appropriate	Research sources are sufficient and appropriate	Research sources are abundant and appropriate	Research sources are abundant and completely appropriate
Criteria	Criteria	ineffective organisation	Organisation of material is somewhat effective	Organisation of material is effective	Organisation of material is highly effective	Organisation of material is highly effective
		Material is interpreted with limited accuracy	Material is interpreted with accuracy	Material is interpreted with accuracy	Material is interpreted with high accuracy	Material is interpreted with very high accuracy

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## Rubrics: Exercise

	Poor	Passable	Excellent	Comments
1 Source Problems (5%)	1 2 3 4	5 6 7	8 9 10	
2 Secondary Problems (10%)				
- clarity of definition	1 2 3 4	5 6 7	8 9 10	
- comprehensiveness	1 2 3 4	5 6 7	8 9 10	
3 Analysis (45%)				
- application of concepts	1 2 3 4	5 6 7	8 9 10	
- data analysis (financial, marketing)	1 2 3 4	5 6 7	8 9 10	
- use of critical reasoning skills	1 2 3 4	5 6 7	8 9 10	
4 Recommended Alternative (10%)				
- is justification convincing?	1 2 3 4			
- use of theory to justify	1 2 3			
5 Overall Presentation Standard (10%)				
- structure and organisation		5 6 7	8 9 10	
- writing mechanics		5 6 7	8 9 10	
- proof reading	1 2 3 4	5 6 7	8 9 10	
- referencing	1 2 3 4	5 6 7	8 9 10	
- bibliography	1 2 3 4	5 6 7	8 9 10	

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## 6. Academic Staff Quality

### Requirements (10)

- Both short-term and long-term planning of academic staff establishment or needs (including succession, promotion, re-deployment, termination, and retirement plans) are carried out to ensure that the quality and quantity of academic staff fulfill the needs for education, research and service.
- Staff-to-student ratio and workload are measured and monitored to improve the quality of education, research and service.

*helping → support teaching and learning*

*identify competence with various staff*

Learning Outcomes:  
On completion of this module students should be able:

Assessment Methods

Teaching/Learning Activities

142

To identify the main signs and symptoms of multiple sclerosis.

Multiple Choice Questions

Lecture on various signs/symptoms,  
In class exercises/quizzes on terminology.

### Example of constructive alignment

To formulate end products using selected ingredients

Poster Display 15%

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.

To develop and identify an area for research in the discipline

1,000 word research proposal

Presentation of examples of research questions,  
Student discussion groups on research areas.

To demonstrate effective presentational skills

In-class graded presentation

Practices sessions in the class,  
Peer-assessment, using set criteria, of others in class.

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143

## 6. Academic Staff Quality

### Requirements (10)

- Competences of academic staff are identified and evaluated. A competent academic staff will be able to:
  - design and deliver a coherent teaching and learning curriculum;
  - apply a range of teaching and learning methods and select most appropriate assessment methods to achieve the expected learning outcomes;
  - develop and use a variety of instructional media;
  - monitor and evaluate their own teaching performance and evaluate courses they deliver;
  - reflect upon their own teaching practices; and
  - conduct research and provide services to benefit stakeholders

144

### Requirements (10)

*define*

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## 6. Academic Staff Quality

145

### Requirements (10)

4. Recruitment and promotion of academic staff are based on merit system, which includes teaching, research and service.
5. Roles and relationship of academic staff members are well defined and understood.
6. Duties allocated to academic staff are appropriate to qualifications, experience, and aptitude. *has to be balance teaching load*
7. All academic staff members are accountable to the university and its stakeholders, taking into account their academic freedom and professional ethics.

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*known teaching load to student workload*

## 6. Academic Staff Quality

146

### Requirements (10)

8. Training and development needs for academic staff are systematically identified, and appropriate training and development activities are implemented to fulfill the identified needs.
9. Performance management including rewards and recognition is implemented to motivate and support education, research and service.
10. The types and quantity of research activities by academic staff are established, monitored and benchmarked for improvement.

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## 6. Academic Staff Quality (7)

147

6	Academic Staff Quality
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]

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## 6. Academic Staff Quality (7)

148

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]

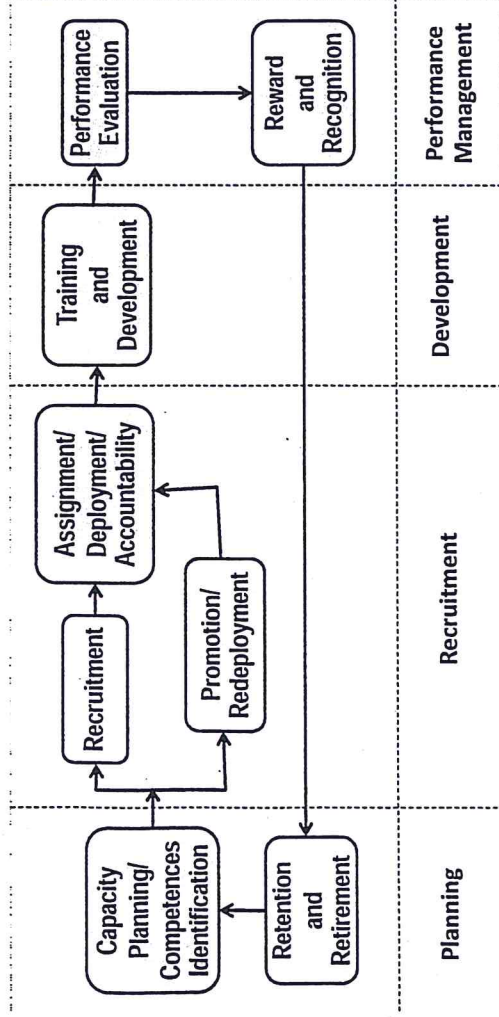
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## Processes required

149



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## Full-Time Equivalent (FTE): Teaching Load

151

- In calculating the FTEs of academic staff, institutions should define what constitutes full-time student loads and faculty teaching loads including part-time students and faculty at their percentage of full time loads.
- One of the methods to calculate FTEs is based on the investment of time. For example, if 1 FTE is equal to 40 hours per week (full-time employment), then the FTE of an academic staff member with a teaching load of 8 hours per week will be 0.2 (i.e. 8/40).

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

150

Category	M	F	Total		Percentage of PhDs
			Headcounts	FTEs	
Professors					
Associate/Assistant Professors					
Full-time Lecturers					
Part-time Lecturers					
Visiting Professors/Lecturers					
<b>Total</b>					

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

CLW 2015

## Full-Time Equivalent (FTE): Student load

152

- The investment of time method can also be used for calculating FTEs of student.
- For example, if 1 FTE student has to attend 30 hours of lesson a week, then the FTE of a student with 21 hours of lesson a week will have a FTE of 0.7 (i.e. 21/30).

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**staff-to-student ratio: Use this Table to specify the staff-to-student ratio in the last 5 academic years.**

Academic Year	Total FTEs of Academic Staff	Total FTEs of students	Staff-to-student Ratio

specify reference date and method of calculation used for FTE of Academic Staff



## Staff-to-student Ratio

- This indicator is the ratio 1 FTE academic staff member employed to the number of FTE students enrolled.
- The aim is to give an idea of how much contact time and academic support students at the institution may expect to receive.
- Specify the staff-to-student ratio in the last 5 academic years.



## Types and number of research publications

Provide data on the types and number of research publications in the last 5 academic years

Academic Year	Types of Publication			Total	No. of Publications Per Academic Staff
	In-house/ Institutional	National	Regional		



## 7. Support Staff Quality

### Requirements (5)

1. Both short-term and long-term planning of support staff establishment or needs of the library, laboratory, IT facility and student services are carried out to ensure that the quality and quantity of support staff fulfill the needs for education, research and service.
2. Recruitment and selection criteria for appointment, deployment and promotion of support staff are determined and communicated. Roles of support staff are well defined and duties are allocated based on merits, qualifications and experiences.





## 7. Support Staff Quality

157

### Requirements (5)

3. Competences of support staff are identified and evaluated to ensure that their competencies remain relevant and the services provided by them satisfy the stakeholders' needs.
4. Training and development needs for support staff are systematically identified, and appropriate training and development activities are implemented to fulfill the identified needs.
5. Performance management including rewards and recognition is implemented to motivate and support education, research and service.



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## 7. Support Staff Quality (5)

158

### 7 Support Staff Quality

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]



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## 7. Support Staff Quality (5)

159

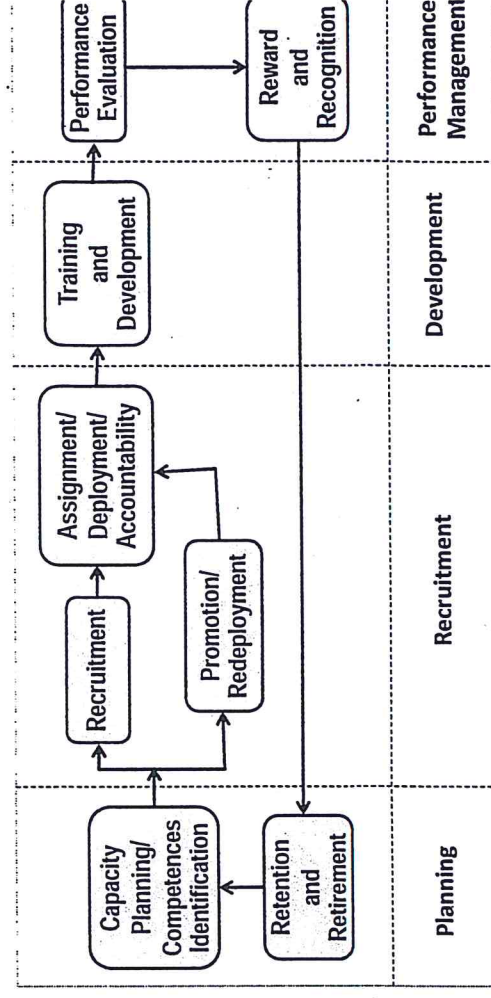
7.4	Training and developmental needs of support staff are identified and activities are implemented to fulfill them. [4]
7.5	Performance management including rewards and recognition is implemented to motivate and support education, research and service. [5]



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## Processes required

160



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## Number of Support Staff (specify reference date)

161

specify the number of support staff available in the last 5 academic years

Support Staff	Highest Educational Attainment				Total
	High School	Bachelor's	Master's	Doctoral	
Library Personnel					
Laboratory Personnel					
IT Personnel					
Administrative Personnel					
Student Services Personnel (enumerate the services)					
Total					

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## 8. Student Quality and Support

163

*- omisi di other  
- plus  
- omisi di kembangkan fly*

### Requirements (5)

- Academic advice, co-curricular activities, student competition, and other student support services are available to improve learning and employability.
- In establishing a learning environment to support the achievement of quality student learning, the institution should provide a physical, social and psychological environment that is conducive for education and research as well as personal well-being.

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## 8. Student Quality and Support

162

### Requirements (5)

- The student intake policy and the admission criteria to the programme are clearly defined, communicated, published, and up-to-date.
- The methods and criteria for the selection of students are determined and evaluated.
- There is an adequate monitoring system for student progress, academic performance, and workload. Student progress, academic performance and workload are systematically recorded and monitored, feedback to students and corrective actions are made where necessary.

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*gabungin.*



## 8. Student Quality and Support (5)

164

### 8 Student Quality and Support

8	<b>Student Quality and Support</b>
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]

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## 8. Student Quality and Support (5)

165

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]

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## A summary of the intake of first year students

166

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

Academic Year	Applicants			Total
	No. Applied	No. Offered	No. Admitted	

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## A summary of the total number of students enrolled in the programme

167

Provide data in the last 5 academic years

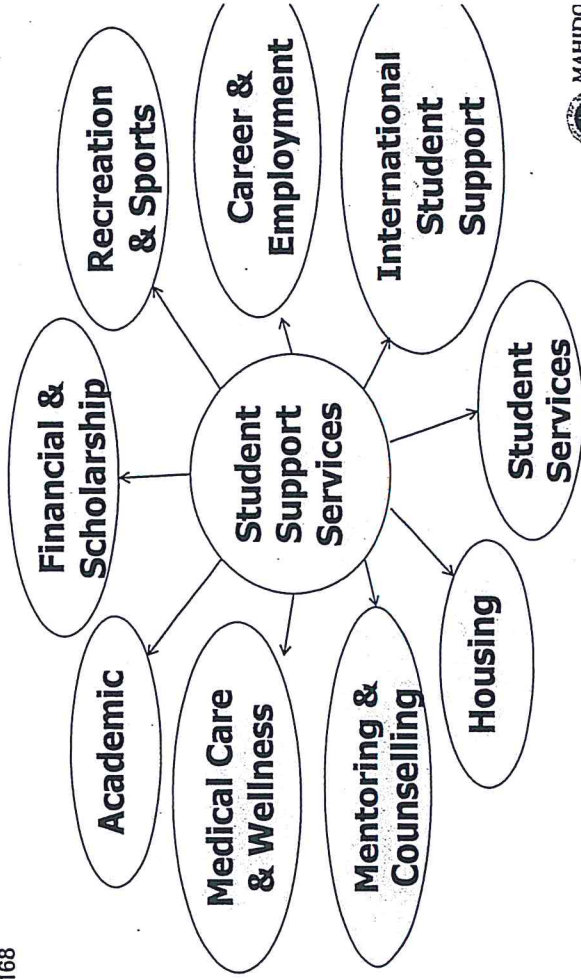
Academic Year	Students					Total
	1st Year	2nd Year	3rd Year	4th Year	>4th Year	

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## Student Support Services

168



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## 9. Facilities and Infrastructure

169

### Requirements (7)

1. The physical resources to deliver the curriculum, including equipment, materials and information technology are sufficient.
2. Equipment is up-to-date, readily available and effectively deployed.
3. Learning resources are selected, filtered, and synchronised with the objectives of the study programme.
4. A digital library is set up in keeping with progress in information and communication technology.

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## 9. Facilities and Infrastructure

170

### Requirements (7)

5. Information technology systems are set up to meet the needs of staff and students.
6. The institution provides a highly accessible computer and network infrastructure that enables the campus community to fully exploit information technology for teaching, research, services and administration.
7. Environmental, health and safety standards and access for people with special needs are defined and implemented.

*environmental health and safety*

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## 9. Facilities and Infrastructure (5)

171

9 Facilities and Infrastructure	
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]

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## 9. Facilities and Infrastructure (5)

172

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]

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## 10. Quality Enhancement

173

- 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: *အခြားသော (process) အာရုံစိုက်မှု*
  - 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

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## 10. Quality Enhancement

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### Requirements (6)

1. The curriculum is developed with inputs and feedback from academic staff, students, alumni and stakeholders from industry, government and professional organizations.
2. The curriculum design and development process is established and it is periodically reviewed and evaluated. Enhancements are made to improve its efficiency and effectiveness.
3. The teaching and learning processes and student assessment are continuously reviewed and evaluated to ensure their relevance and alignment to the expected learning outcomes.

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## 10. Quality Enhancement

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### Requirements (6)

4. Research output is used to enhance teaching and learning.
5. Quality of support services and facilities (at the library, laboratory, IT facility and student services) is subject to evaluation and enhancement.
6. Feedback mechanisms to gather inputs and feedback from staff, students, alumni and employers are systematic and subjected to evaluation and enhancement. *အမျိုးမျိုး stakeholder များ*

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## 10. Quality Enhancement (6)

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### 10 Quality Enhancement

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

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## 10. Quality Enhancement (6)

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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]



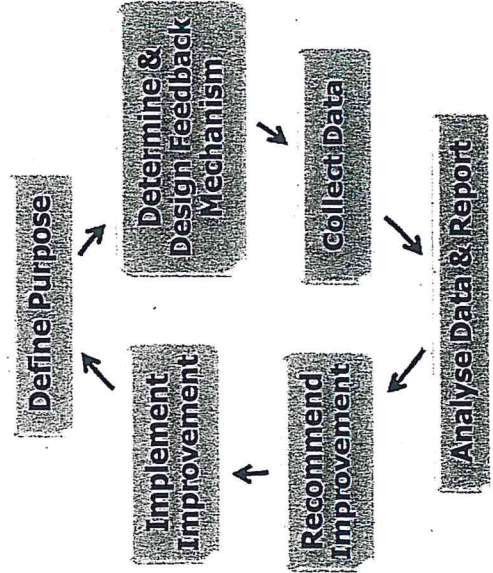
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### Stakeholder's Feedback

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What are the mechanisms used to solicit feedback from stakeholders in your programme/faculty/university?

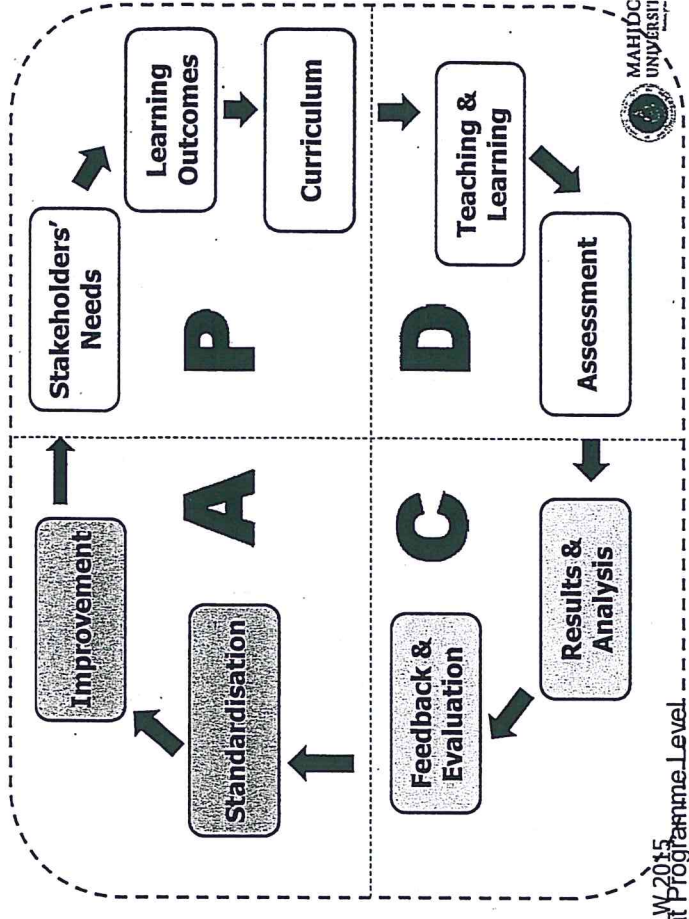
*Questionnaire - assignments - interviews*



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## Curriculum Development

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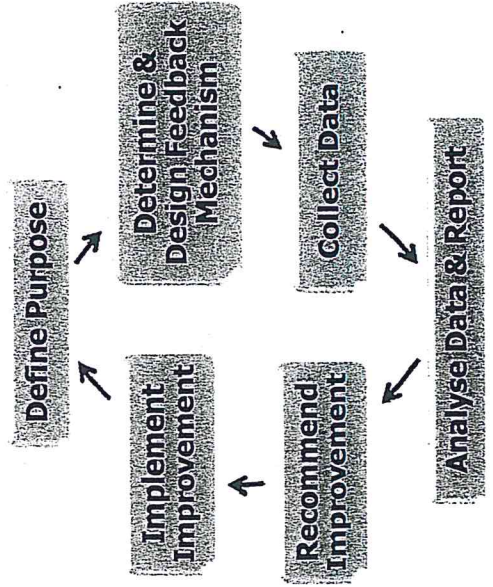


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### Stakeholder's Feedback

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- Stakeholders
- Frequency
- Sample size
- Response rate
- Quantitative and qualitative feedback
- Improvement strategy



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## Common Formal Feedback Mechanisms

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- Surveys:
  - Questionnaire
  - Mail survey
  - Electronic/internet survey
  - Face-to-face interview
  - Telephone interview
- Tracer studies
- Focus group discussions
- Dialogues
- Complaint/suggestion system

<ul style="list-style-type: none"> <li>• Stakeholders</li> <li>• Frequency</li> <li>• Sample size</li> <li>• Response rate</li> <li>• Quantitative and qualitative feedback</li> <li>• Improvement strategy</li> </ul>
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QA at Programme Level



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## 11. Output

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### Requirements (3)

1. The quality of the graduates (such as pass rates, dropout rates, average time to graduate, employability, etc.) is established, monitored and benchmarked; and the programme should achieve the expected learning outcomes and satisfy the needs of the stakeholders.
2. Research activities carried out by students are established, monitored and benchmarked; and they should meet the needs of the stakeholders.
3. Satisfaction levels of staff, students, alumni, employers, etc. are established, monitored and benchmarked; and that they are satisfied with the quality of the programme and its graduates.

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## 11. Output (5)

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11	Output
11.1	The pass rates and dropout rates are established, monitored and benchmarked for improvement. [1]
11.2	The average time to graduate is established, monitored and benchmarked for improvement. [1]
11.3	Employability of graduates is established, monitored and benchmarked for improvement. [1]

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## 11. Output (5)

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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]

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# Output

- Current and past performance indicators
- Performance targets
- Trend (upwards or downwards) and its reasons
- Comparison with other competitors or universities
- Benchmark with targeted universities



# Stakeholders' Satisfaction

- The satisfaction level of stakeholders should be measured and monitored.
- How do you go about measuring stakeholders' satisfaction?



# Pass Rates and Dropout Rates (last 5 cohorts)

Academic Year	Cohort Size	% completed first degree in				% dropout during							
		3 Years	4 Years	>4 Years	1st Year	2nd Year	3rd Year	4th Year	Beyond				



# Relationship of AUN-QA Criteria and Sub-Criteria

AUN-QA Criterion	1	2	3	4	5	6	7	8	9	10	11
1	1.1 1.2 1.3	2.1 2.2 2.3	3.1 3.2 3.3	4.1 4.2 4.3	5.1 5.2 5.3 5.4 5.5	6.1 6.2 6.3 6.4 6.5 6.6 6.7	7.1 7.2 7.3 7.4 7.5	8.1 8.2 8.3 8.4	9.1 9.2 9.3 9.4	10.1 10.2 10.3 10.4 10.5 10.6	11.1 11.2 11.3 11.4 11.5
2	1.1 1.2 1.3	2.1 2.2 2.3	3.1 3.2 3.3	4.1 4.2 4.3	5.1 5.2 5.3 5.4 5.5	6.1 6.2 6.3 6.4 6.5 6.6 6.7	7.1 7.2 7.3 7.4 7.5	8.1 8.2 8.3 8.4	9.1 9.2 9.3 9.4	10.1 10.2 10.3 10.4 10.5 10.6	11.1 11.2 11.3 11.4 11.5
3	1.1 1.2 1.3	2.1 2.2 2.3	3.1 3.2 3.3	4.1 4.2 4.3	5.1 5.2 5.3 5.4 5.5	6.1 6.2 6.3 6.4 6.5 6.6 6.7	7.1 7.2 7.3 7.4 7.5	8.1 8.2 8.3 8.4	9.1 9.2 9.3 9.4	10.1 10.2 10.3 10.4 10.5 10.6	11.1 11.2 11.3 11.4 11.5
4	1.1 1.2 1.3	2.1 2.2 2.3	3.1 3.2 3.3	4.1 4.2 4.3	5.1 5.2 5.3 5.4 5.5	6.1 6.2 6.3 6.4 6.5 6.6 6.7	7.1 7.2 7.3 7.4 7.5	8.1 8.2 8.3 8.4	9.1 9.2 9.3 9.4	10.1 10.2 10.3 10.4 10.5 10.6	11.1 11.2 11.3 11.4 11.5
5	1.1 1.2 1.3	2.1 2.2 2.3	3.1 3.2 3.3	4.1 4.2 4.3	5.1 5.2 5.3 5.4 5.5	6.1 6.2 6.3 6.4 6.5 6.6 6.7	7.1 7.2 7.3 7.4 7.5	8.1 8.2 8.3 8.4	9.1 9.2 9.3 9.4	10.1 10.2 10.3 10.4 10.5 10.6	11.1 11.2 11.3 11.4 11.5
6	1.1 1.2 1.3	2.1 2.2 2.3	3.1 3.2 3.3	4.1 4.2 4.3	5.1 5.2 5.3 5.4 5.5	6.1 6.2 6.3 6.4 6.5 6.6 6.7	7.1 7.2 7.3 7.4 7.5	8.1 8.2 8.3 8.4	9.1 9.2 9.3 9.4	10.1 10.2 10.3 10.4 10.5 10.6	11.1 11.2 11.3 11.4 11.5
7	1.1 1.2 1.3	2.1 2.2 2.3	3.1 3.2 3.3	4.1 4.2 4.3	5.1 5.2 5.3 5.4 5.5	6.1 6.2 6.3 6.4 6.5 6.6 6.7	7.1 7.2 7.3 7.4 7.5	8.1 8.2 8.3 8.4	9.1 9.2 9.3 9.4	10.1 10.2 10.3 10.4 10.5 10.6	11.1 11.2 11.3 11.4 11.5
8	1.1 1.2 1.3	2.1 2.2 2.3	3.1 3.2 3.3	4.1 4.2 4.3	5.1 5.2 5.3 5.4 5.5	6.1 6.2 6.3 6.4 6.5 6.6 6.7	7.1 7.2 7.3 7.4 7.5	8.1 8.2 8.3 8.4	9.1 9.2 9.3 9.4	10.1 10.2 10.3 10.4 10.5 10.6	11.1 11.2 11.3 11.4 11.5
9	1.1 1.2 1.3	2.1 2.2 2.3	3.1 3.2 3.3	4.1 4.2 4.3	5.1 5.2 5.3 5.4 5.5	6.1 6.2 6.3 6.4 6.5 6.6 6.7	7.1 7.2 7.3 7.4 7.5	8.1 8.2 8.3 8.4	9.1 9.2 9.3 9.4	10.1 10.2 10.3 10.4 10.5 10.6	11.1 11.2 11.3 11.4 11.5
10	1.1 1.2 1.3	2.1 2.2 2.3	3.1 3.2 3.3	4.1 4.2 4.3	5.1 5.2 5.3 5.4 5.5	6.1 6.2 6.3 6.4 6.5 6.6 6.7	7.1 7.2 7.3 7.4 7.5	8.1 8.2 8.3 8.4	9.1 9.2 9.3 9.4	10.1 10.2 10.3 10.4 10.5 10.6	11.1 11.2 11.3 11.4 11.5
11	1.1 1.2 1.3	2.1 2.2 2.3	3.1 3.2 3.3	4.1 4.2 4.3	5.1 5.2 5.3 5.4 5.5	6.1 6.2 6.3 6.4 6.5 6.6 6.7	7.1 7.2 7.3 7.4 7.5	8.1 8.2 8.3 8.4	9.1 9.2 9.3 9.4	10.1 10.2 10.3 10.4 10.5 10.6	11.1 11.2 11.3 11.4 11.5





*Thank You  
For Your Attention*



**Time for Questions**

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Rating	Description
1	<b>Absolutely Inadequate</b> The QA practice to fulfill the criterion is not implemented. There are no plans, documents, evidences or results available. Immediate improvement must be made.
2	<b>Inadequate and Improvement is Necessary</b> The QA practice to fulfill 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	<b>Inadequate but Minor Improvement Will Make It Adequate</b> The QA practice to fulfill 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	<b>Adequate as Expected</b> The QA practice to fulfill the criterion is adequate and evidences support that it has been fully implemented. Performance of the QA practice shows consistent results as expected.
5	<b>Better Than Adequate</b> The QA practice to fulfill 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	<b>Example of Best Practices</b> The QA practice to fulfill 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	<b>Excellent (Example of World-class or Leading Practices)</b> The QA practice to fulfill 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.