**Checklist for AUN-QA Assessment at Programme Level**

**Appendix A**

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| **1** | **Expected Learning Outcomes** | **1** | **2** | **3** | **4** | **5** | **6** | **7** |
| 1.1 | The expected learning outcomes have been clearly formulated and aligned with the vision and mission of the university [1,2] |  |  |  |  |  |  |  |
| 1.2 | The expected learning outcomes cover both subject specific and generic (i.e. transferable) learning outcomes [3] |  |  |  |  |  |  |  |
| 1.3 | The expected learning outcomes clearly reflect the requirements of the stakeholders [4] |  |  |  |  |  |  |  |
|  | **Overall Opinion** |  |  |  |  |  |  |  |
| **2** | **Programme Specification** |  |  |  |  |  |  |  |
| 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 specification are communicated and made available to the stakeholders [1, 2] |  |  |  |  |  |  |  |
|  | **Overall Opinion** |  |  |  |  |  |  |  |
| **3** | **Programme Structure and Content** |  |  |  |  |  |  |  |
| 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] |  |  |  |  |  |  |  |
|  | **Overall Opinion** |  |  |  |  |  |  |  |
| **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 the achievement of the expected learning outcomes  [2, 3, 4, 5] |  |  |  |  |  |  |  |
| 4.3 | Teaching and learning activities enhance life-long learning [6] |  |  |  |  |  |  |  |
|  | **Overall Opinion** |  |  |  |  |  |  |  |

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| **5** | **Student Assessment** | **1** | **2** | **3** | **4** | **5** | **6** | **7** |
| 5.1 | The student assessment is 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 [6, 7] |  |  |  |  |  |  |  |
| 5.4 | Feedback of student assessment is timely and helps to improve learning [3] |  |  |  |  |  |  |  |
| 5.5 | Students have ready access to appeal procedure [8] |  |  |  |  |  |  |  |
|  | **Overall Opinion** |  |  |  |  |  |  |  |
| **6** | **Academic Staff Quality** |  |  |  |  |  |  |  |
| 6.1 | Academic staff planning (considering succession, promotion, re-deployment, termination, and retirement) is carried out to fulfil the needs for education, research and service [1] |  |  |  |  |  |  |  |
| 6.2 | Staff-to-student ratio and workload are measured and monitored to improve the quality of education, research and service [2] |  |  |  |  |  |  |  |
| 6.3 | Recruitment and selection criteria including ethics and academic freedom for appointment, deployment and promotion are determined and communicated  [4, 5, 6, 7] |  |  |  |  |  |  |  |
| 6.4 | 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 fulfil 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] |  |  |  |  |  |  |  |
|  | **Overall Opinion** |  |  |  |  |  |  |  |

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| **7** | **Support Staff Quality** | **1** | **2** | **3** | **4** | **5** | **6** | **7** |
| 7.1 | Support staff planning (at the library, laboratory, IT facility and student services) is carried out to fulfil the needs for education, research and service [1] |  |  |  |  |  |  |  |
| 7.2 | Recruitment and selection criteria for appointment, deployment and promotion are determined and communicated [2] |  |  |  |  |  |  |  |
| 7.3 | Competences of support staff are identified and evaluated [3] |  |  |  |  |  |  |  |
| 7.4 | Training and developmental needs of support staff are identified and activities are implemented to fulfil them [4] |  |  |  |  |  |  |  |
| 7.5 | Performance management including rewards and recognition is implemented to motivate and support education, research and service [5] |  |  |  |  |  |  |  |
|  | **Overall Opinion** |  |  |  |  |  |  |  |
| **8** | **Student Quality and Support** |  |  |  |  |  |  |  |
| 8.1 | The student intake policy and admission criteria are defined, communicated, published, and up-to-date [1] |  |  |  |  |  |  |  |
| 8.2 | The methods and criteria for the selection of students are determined and evaluated [2] |  |  |  |  |  |  |  |
| 8.3 | There is an adequate monitoring system for student progress, academic performance, and workload [3] |  |  |  |  |  |  |  |
| 8.4 | Academic advice, co-curricular activities, student competition, and other student support services are available to improve learning and employability [4] |  |  |  |  |  |  |  |
| 8.5 | The physical, social and psychological environment is conducive for education and research as well as personal well-being [5] |  |  |  |  |  |  |  |
|  | **Overall Opinion** |  |  |  |  |  |  |  |

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| **9** | **Facilities and infrastructure** | **1** | **2** | **3** | **4** | **5** | **6** | **7** |
| 9.1 | The teaching and learning facilities and equipment (lecture halls, classrooms, project rooms, etc.) are adequate and update to support education and research [1] |  |  |  |  |  |  |  |
| 9.2 | The library and its resources are adequate and updated to support education and research [3, 4] |  |  |  |  |  |  |  |
| 9.3 | The laboratories and equipment are adequate and updated to support education and research [1, 2] |  |  |  |  |  |  |  |
| 9.4 | The IT facilities including e-learning infrastructure are adequate and updated to support education and research [1, 5, 6] |  |  |  |  |  |  |  |
| 9.5 | The standards for environment, health and safety, and access for people with special needs are defined and implemented [7] |  |  |  |  |  |  |  |
|  | **Overall Opinion** |  |  |  |  |  |  |  |
| **10** | **Quality Enhancement** |  |  |  |  |  |  |  |
| 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] |  |  |  |  |  |  |  |
| 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 stakeholder’s feedback mechanisms are systematic and subjected to evaluation and enhancement [6] |  |  |  |  |  |  |  |
|  | **Overall Opinion** |  |  |  |  |  |  |  |

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| **11** | **Output** | **1** | **2** | **3** | **4** | **5** | **6** | **7** |
| 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] |  |  |  |  |  |  |  |
| 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] |  |  |  |  |  |  |  |