



SAR Zoom Clinic

Writing a Good SAR

20– 24 April 2020 (Batch 1)
27 April – 1 May 2020 (Batch 2)

Monday to Friday
9.00 – 10.30am (Bangkok Time)

Facilitated by:
Johnson Ong Chee Bin (AUN-QA Expert)

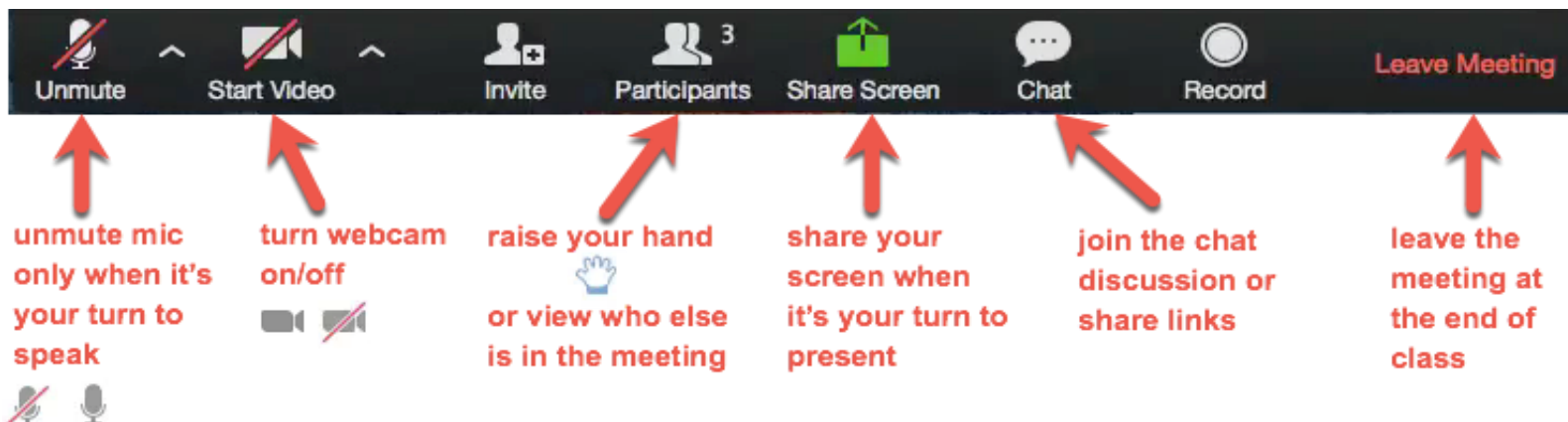
A collaborated community service project between
AUN-QA Network and Education Quality International (eqi).

Pre-Workshop Instructions

- The daily 1.5-hour SAR clinic will be conducted over 5 sessions in two batches:
 - Batch 1: 20 – 24 April 2020, 9am – 10.30am (BKK Time)
 - Batch 2: 27 April – 1 May 2020, 9am – 10.30am (BKK Time)
- The batch that you are assigned to is stated in the email subject line.
- Prior knowledge of AUN-QA Programme Framework (version 3) is essential for better understanding and learning.
- Confirmed participants are encouraged to attend all the 5 sessions for completeness of learning.
- Registration is non-transferable. Do not share the meeting ID and password to others. Non-registered participant will not be admitted.
- For effective learning, participants need to have good wifi connection as well as audio and camera.
- Attendance will be taken at the beginning of each session.
- Print a copy of the handout and bring it to each session.
- A survey will be carried out at the end of the SAR clinic as part of the research by Dr. Jenny Ngoc (Researcher). Please send your completed survey to her at ntmngoc@vnuhcm.edu.vn.

Zoom Etiquette

1. Download Zoom prior to the day of the meeting at <https://zoom.us/download> to install the software.
2. Familiarise yourself with the features you may need to use on the day – mute/unmute microphone, stop/start video, screenshare etc.
3. Join early – up to 5 minutes before the meeting start time.
4. Have your video on and mute your mic when not talking.
5. Use the “raise hand” button if you want to speak.
6. Find a quiet space without interruptions / background noise.
7. Have a plain background – avoid backlight from bright windows.
8. Have good lighting on your face so you can be seen clearly.
9. Avoid talking over / at the same time as other participants.
10. Be aware that you are on camera and avoid doing things that may cause distraction.
11. Use the chat button to raise question.
12. A Q&A will be held at the end of each session



SAR Clinic Outline

At the end of the SAR clinic, participants will learn to:

1. Identify the AUN-QA criterion requirements for SAR writing;
2. Apply the techniques for writing a good SAR; and
3. Improve the quality of SAR for AUN-QA assessment

Session		Date	Outline (9.00 – 10.30am – BKK Time)
Batch 1	1	20 April	Requirements of a Good SAR and Techniques of Writing SAR
	2	21 April	AUN-QA criteria 1, 2 & 3
	3	22 April	AUN-QA criteria 4 & 5
	4	23 April	AUN-QA criteria 6, 7 & 8
	5	24 April	AUN-QA criteria 9, 10 & 11 and Wrap-Up
Batch 2	1	27 April	Requirements of a Good SAR and Techniques of Writing SAR
	2	28 April	AUN-QA criteria 1, 2 & 3
	3	29 April	AUN-QA criteria 4 & 5
	4	30 April	AUN-QA criteria 6, 7 & 8
	5	1 May	AUN-QA criteria 9, 10 & 11 and Wrap-Up



SAR Zoom Clinic

Writing a Good SAR

Session 1

Requirements of a Good SAR and
Techniques of Writing SAR

9.00 – 10.30am (Bangkok Time)

Facilitated by:

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Content of the SAR

Part 1: Introduction

- Content page
- Executive summary
- Organisation of the self-assessment
- Brief description of the university, faculty and department
- How recommendations from the previous AUN-QA assessment were addressed (for re-assessment only)

Part 3: Strengths and Weaknesses Analysis

- Summary of strengths
- Summary of Weaknesses
- Completed checklist
- Improvement plan

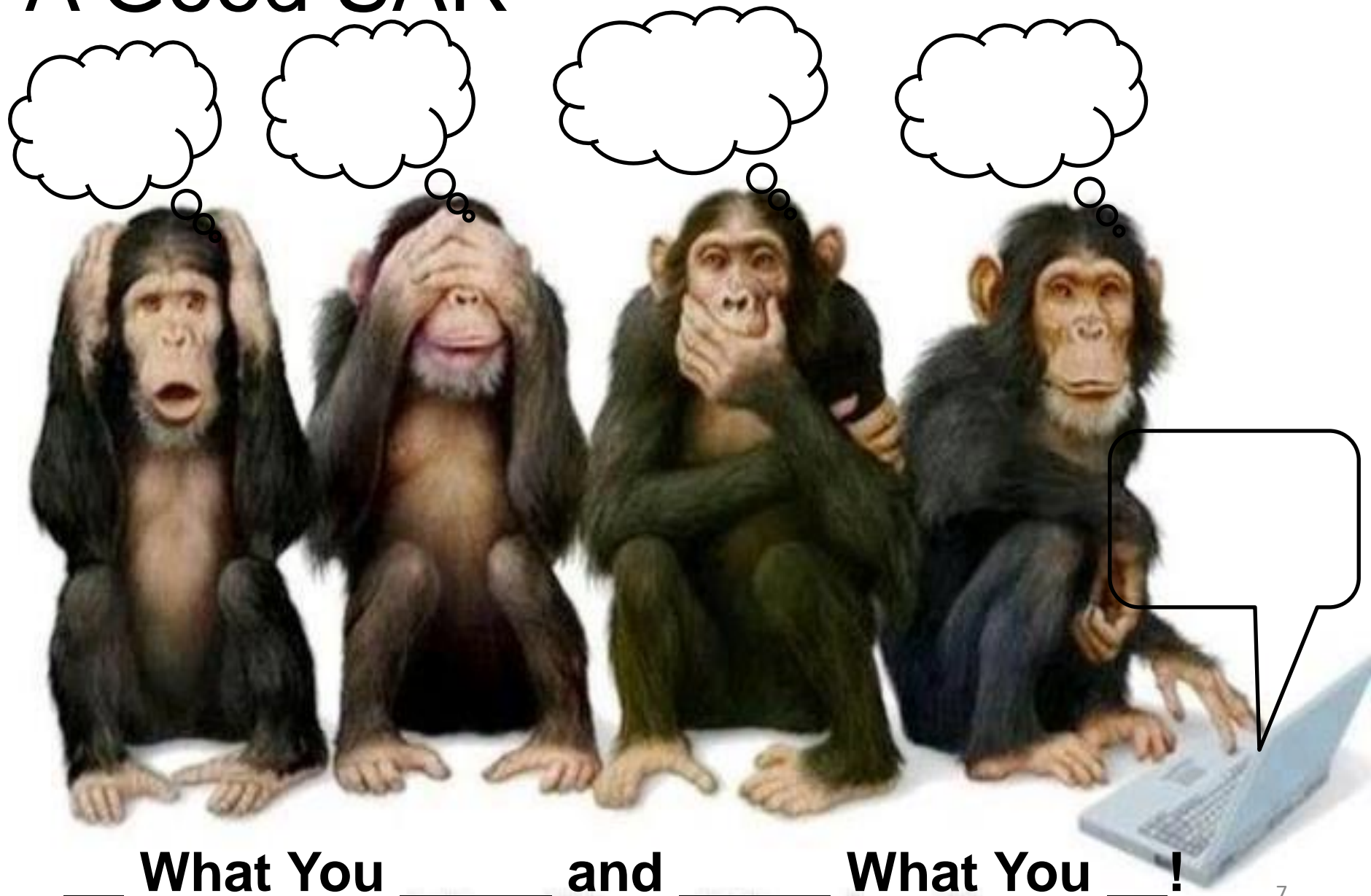
Part 2: AUN-QA Criteria Requirements

- Write-up on how the university, faculty or department addresses the requirements of the AUN-QA criteria (use Appendix A - Checklist as a reference)

Part 4: Appendices

- Glossary
- Supporting documents and evidences

A Good SAR



Invalid SAR

An Invalid SAR is defined as a SAR or its part that does not reflect the current QA practices (including but not limited to _____, _____, _____ data and information) of the system and the study programme.

An invalid SAR found before and during the assessment shall lead to a rejection or cancellation of the assessment and the study programme shall be deemed to have “**failed**” the assessment. The results of an assessment shall be considered “**null and void**” if an invalid SAR is found after the assessment.



SAR Writing Techniques



PDCA

- Plan
- Do
- Check
- Act



ADRI

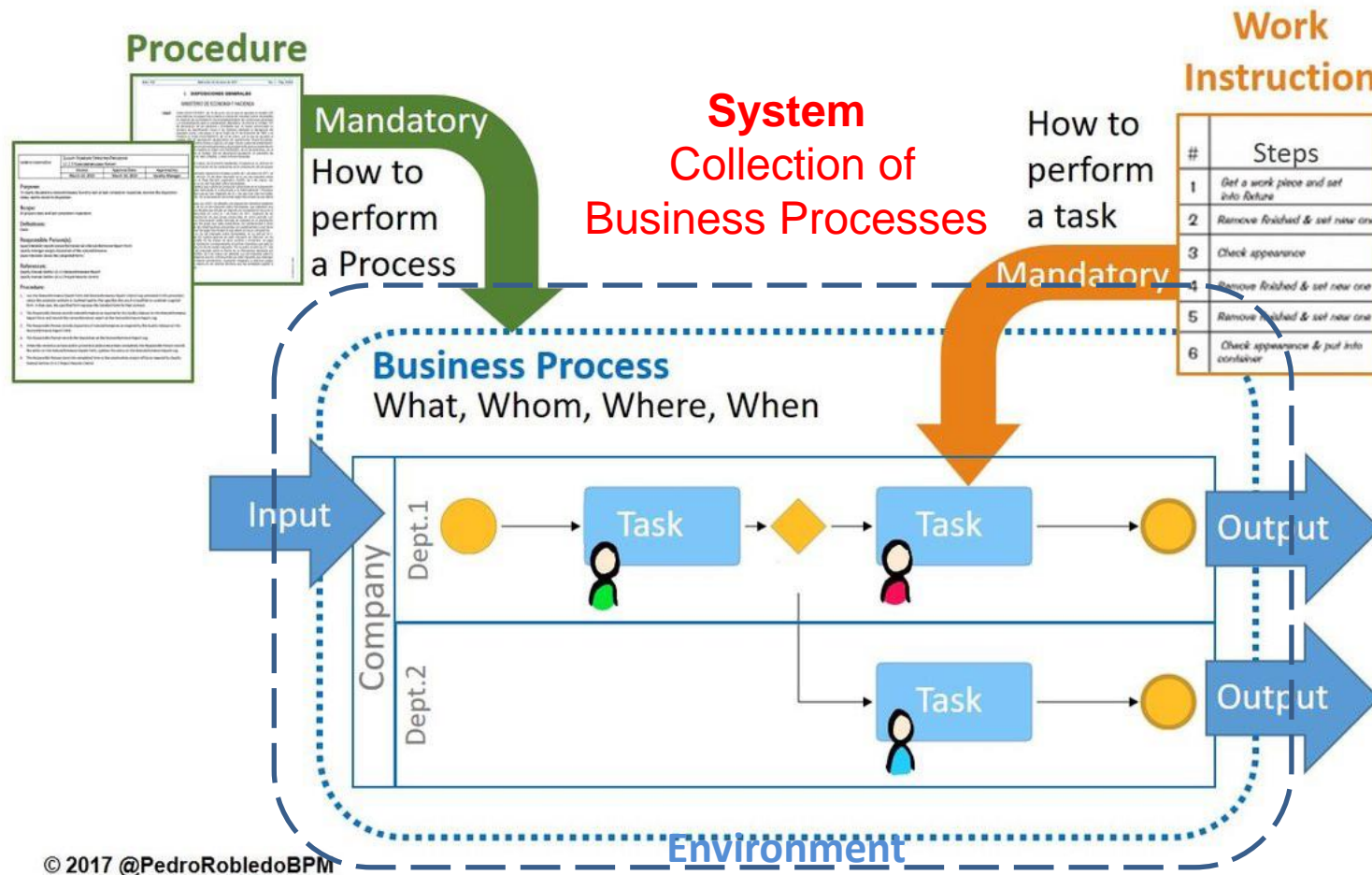
- Approach
- Deployment
- Results
- Improvement



5W1H

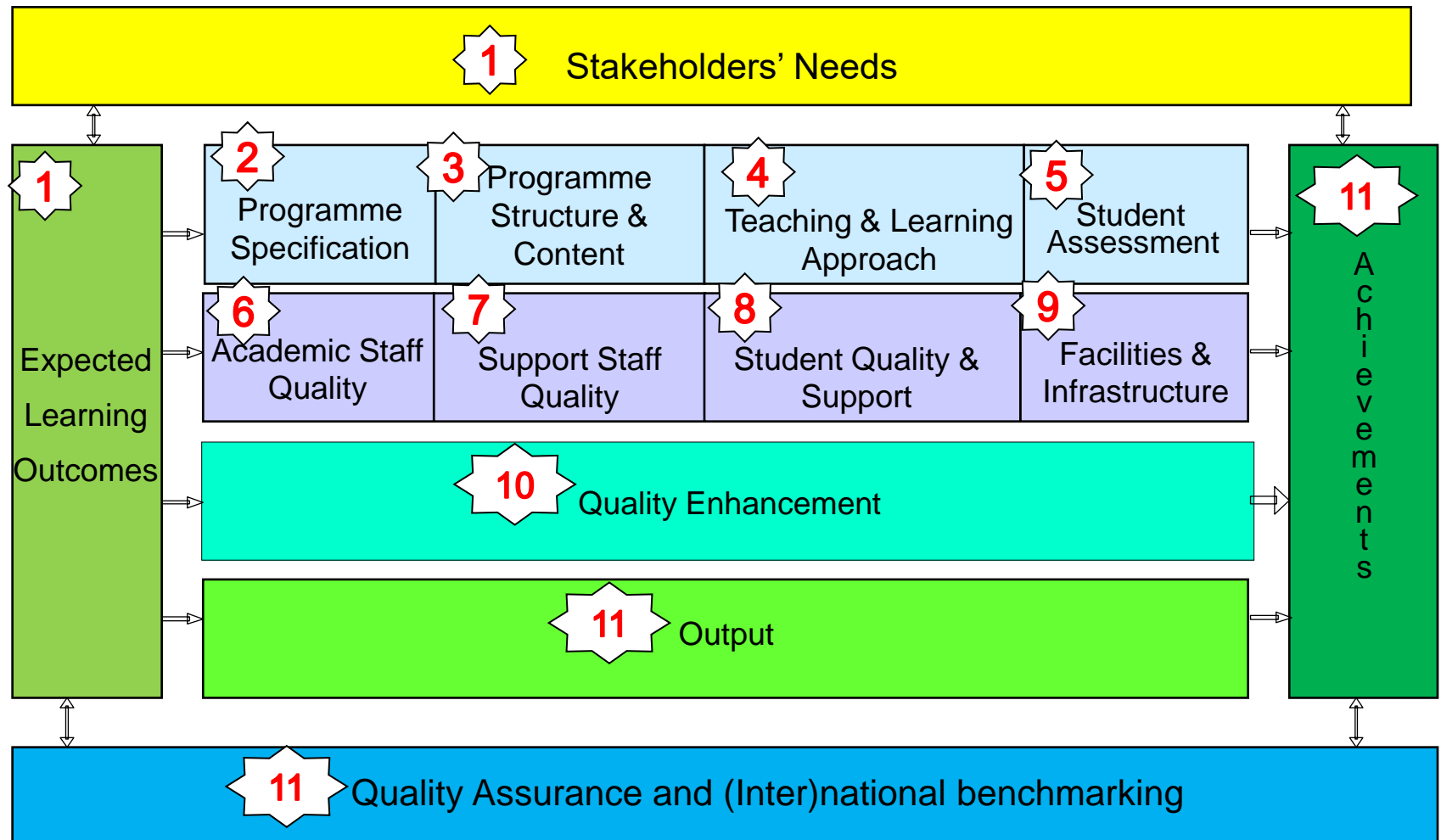
- Why, What, Who
- How, Who, Where & When
- What & Why
- What, How, Who, Where & When

SAR Writing Techniques



Each AUN-QA Criterion can be referred to as a “_____” which comprises of “_____” as in the sub-criterion.

AUN-QA Programme Framework (Ver. 3)



1. Expected Learning Outcomes

1. The formulation of the expected learning outcomes takes into account and reflects the vision and mission of the institution. The vision and mission are explicit and known to staff and students.
2. The programme shows the expected learning outcomes of the graduate. Each course and lesson should clearly be designed to achieve the expected learning outcomes.
3. The programme shows the expected learning outcomes of the graduate. Each course and lesson should clearly be designed to achieve the expected learning outcomes.
4. The programme has clearly formulated the expected learning outcomes which reflect the relevant demands and needs of the stakeholders.

To meet

Requirements

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 institution.							
1.2	The expected learning outcomes are generic (i.e. not too specific) and measurable.							
1.3	The expected learning outcomes clearly reflect the requirements of the stakeholders [4]							
	Overall opinion							

To write

Checklist

Diagnostic

- What is the purpose of the expected learning outcomes?
- What are the expected learning outcomes?
- How are the expected learning outcomes formulated?
- Do the learning outcomes reflect the vision and mission of the university, faculty or department?

To inquire

QA

PLAN/APPROACH (WHAT, WHY, WHO)	
---------------------------------------	--

Name of process(es)	
Purpose/goal	
Relate to other AUN criterion	
Person(s) Responsible	

DO/DEPLOYMENT (HOW, WHO, WHERE and WHEN)	
---	--

Key steps (Input, Process, Output) and Implementation	<div>SAR Writing Template</div>
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CHECK/RESULTS (WHAT, WHY)	
----------------------------------	--

Measures	Results for the last 5 years

ACT/IMPROVEMENT (WHAT, HOW, WHO, WHERE, WHEN)	
--	--

Date and description of improvements	
Evidences	

AUN Criterion/ Sub-Criterion	1.1 The expected learning outcomes have been clearly formulated and aligned with the vision and mission of the university [1,2]
PLAN/APPROACH (WHAT, WHY, WHO)	
Name of process(es)	Formulation of Expected Learning Outcomes
Purpose/goal	The aim of this process is the to gather stakeholders' needs and translating these needs into the expected learning outcome of the programme, courses and lessons.
Relate to other AUN criterion	Related to 1.2, 1.3, 2, 3, 4, 5, 10 and 11
Person(s) Responsible	Head of Department
DO/DEPLOYMENT (HOW, WHO, WHERE and WHEN)	
Key steps (Input, Process, Output) and Implementation	<ol style="list-style-type: none"> 1. The formulation of the expected learning outcomes is carried out during the curriculum design and development of the programme which is carried every 5 years.... It starts with the gathering of stakeholders' needs namely; employers, alumni, students, faculty members and management of the department. Questionnaires will first be distributed to the stakeholders to gather their feedback about the existing learning outcomes and curriculum..... 2. The expected learning outcomes of the programme, courses and lessons are formulated based on the national qualification framework, vision and mission of the university, and stakeholders' needs using the revised Bloom's taxonomy. The programme expected learning outcomes are as follows: <ul style="list-style-type: none"> • PLO1..... 3. The new curriculum design and development was improved and implemented in November 2018.....

CHECK/RESULTS (WHAT, WHY)

PLOs	Achievement of PLOs				
	Cohort 1	Cohort 2	Cohort 3	Cohort 4	Cohort 5
PLO1	95%	96%	97%	98%	99%
PLO2.....	90%	91%	90%	92%	94%

ACT/IMPROVEMENT (WHAT, HOW, WHO, WHERE, WHEN)

Date and description of improvements	The survey of stakeholders' needs and focus group discussions were incorporated into the existing curriculum design and development process since November 2018...
Evidences	Stakeholders' surveys and questionnaires, minutes of focus group, minutes of curriculum committees, reports.....



SAR Zoom Clinic Writing a Good SAR

Session 2

AUN-QA Criteria 1, 2 & 3

9.00 – 10.30am (Bangkok Time)

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1. Expected Learning Outcomes

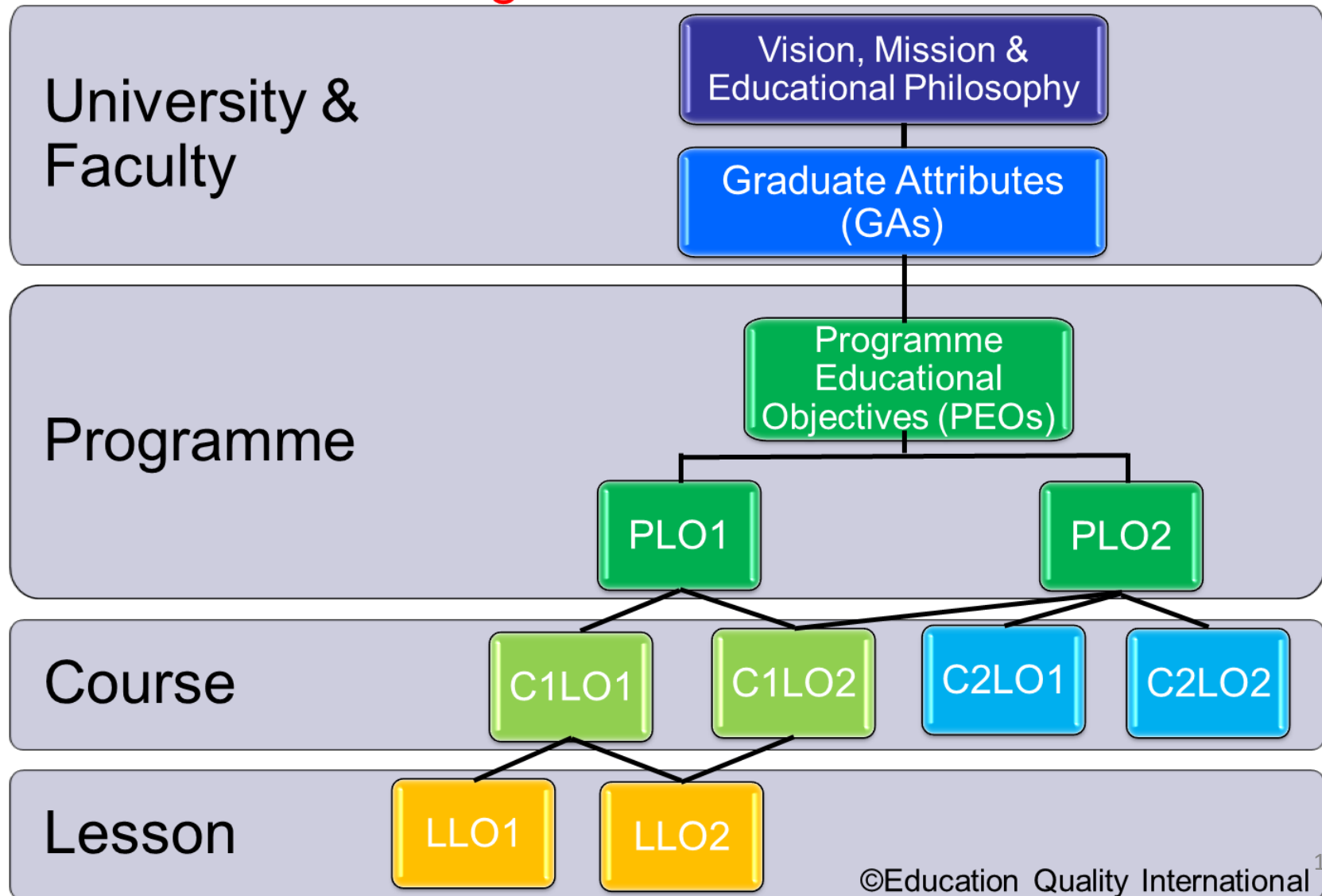
1.1 The expected learning outcomes have been clearly formulated and aligned with the vision and mission of the university [1,2]

Requirements

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.

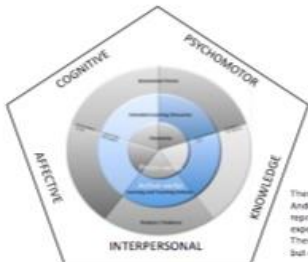
Alignment of University's Vision and Mission to Faculty, GAs, PEOs and PLOs

Learning Outcomes Tree



Alignment of University's Vision and Mission to Faculty, GAs, PEOs and PLOs

Comprehensive Taxonomies of Educational Objectives

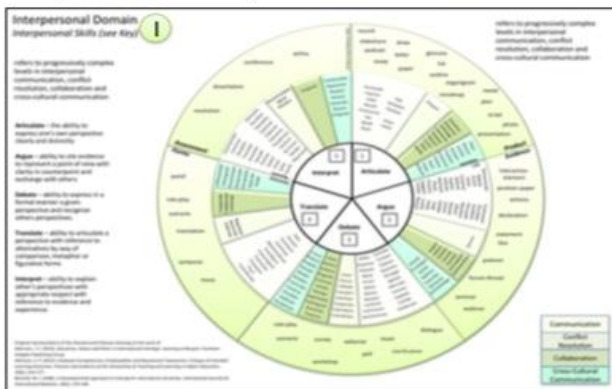


These five taxonomies have a rich history, drawing on the work of Bloom, Anderson, Krathwohl, Dawe, Bennett and wide range of practitioners. They represent a comprehensive design instrument for a rounded educational experience. Each circle follows the pattern illustrated here in the top left. There is an indication of some progression in associated skill level from 1 to 5 but each skill level requires the previous.

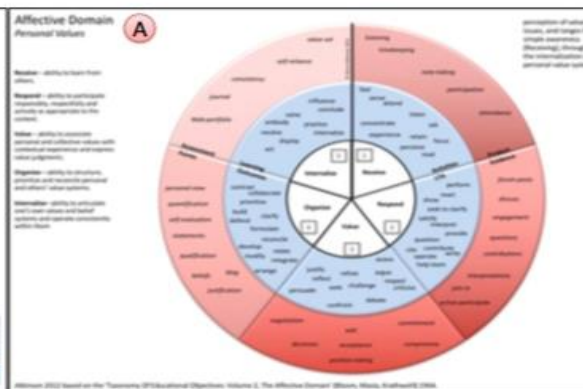


These taxonomies are most effectively deployed at stage 4,5 and 6 of Adkins's 8-Stage Learning Design Model for Higher Education as part of a comprehensive design framework. The 8-Stage Model provides a student-centred approach to designing courses, modules and programmes in Colleges and Universities. Details of workshops available for higher education institutional teams are available at: <http://www.simonpaulatkinson.com>

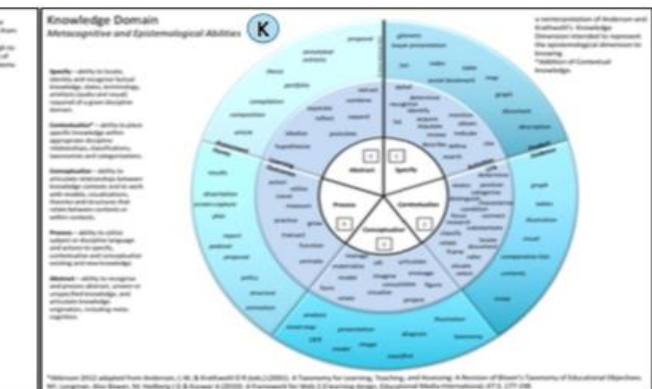
Based on the principle of Constructive Alignment originated by Professor John Biggs. Taxonomies allow designers to ensure there is an alignment between the Intended Learning Outcomes and the assessment used to allow students to demonstrate their achievement of those outcomes, and a further alignment of all learning and teaching activities to allow students to 'rehearse' the assessment and the outcomes.



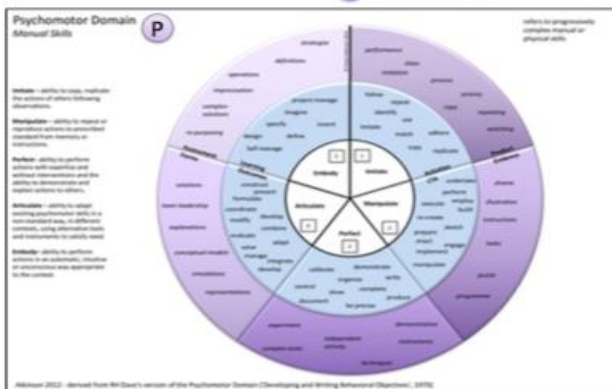
I Interpersonal



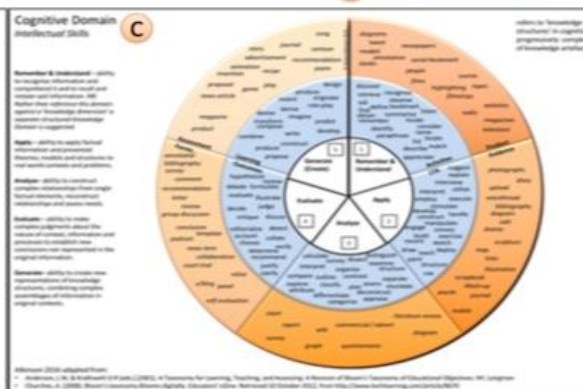
A Values



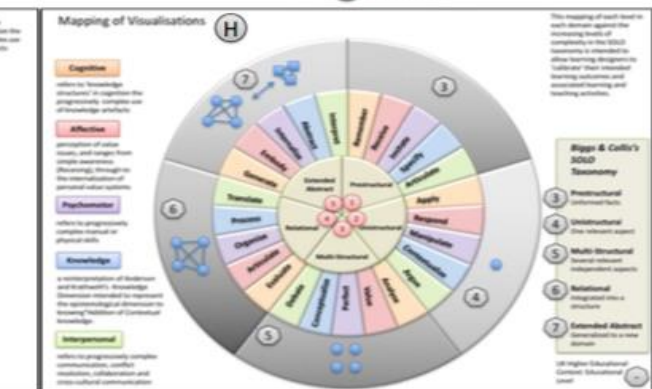
K Metacognition



P Manual Skills



C Intellectual Skills



H Holistic

Alignment of University's Vision and Mission to Faculty, GAs, PEOs and PLOs

University	Faculty	GAs	PEOs	PLOs
Vision	Vision			
Mission	Mission			

Alignment of University's Vision and Mission to Faculty, GAs, PEOs and PLOs

Mapping of Graduate Attributes and Programme Educational Objectives

Graduate Attributes (GAs)	Programme Educational Objectives (PEOs)			
	PEO1	PEO2	PEO3	PEO4
GA1		✓		✓
GA2		✓	✓	
GA3	✓			✓
GA4			✓	
GA5		✓		

Alignment of University's Vision and Mission to Faculty, GAs, PEOs and PLOs

Mapping of Graduate Attributes and Programme Learning Outcomes

Graduate Attributes (GA)	Programme Learning Outcomes (PLOs)						
	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7
GA1		✓				✓	
GA2		✓					✓
GA3	✓			✓			
GA4			✓		✓		
GA5					✓		✓

Alignment of University's Vision and Mission to Faculty, GAs, PEOs and PLOs

Mapping of Programme Objectives and Programme Learning Outcomes

Programme Educational Objectives (PEOs)	Programme Learning Outcomes (PLOs)						
	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7
PEO1	✓						✓
PEO2				✓		✓	
PEO3		✓			✓		
PEO4			✓		✓		

1. Expected Learning Outcomes

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

Requirements

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.

Categorisation of PLOs

PLOs	Subject-Specific		Generic	
	Knowledge	Application	Skills	Social Attitude
PLO1	✓			
PLO2		✓		
PLO3.....				
PLO7	✓	✓		
PLO8			✓	
PLO9				✓

Categorisation of PLOs

Mapping of Programme Learning Outcomes and Taxonomy's Domains

Programme Learning Outcomes (PLOs)	Cognitive (CL)					Affective (AL)					Psychomotor (PL)					Type
	CL 1	CL 2	CL 3	CL 4	CL 5	AL 1	AL 2	AL 3	AL 4	AL 5	PL 1	PL 2	PL 3	PL 4	PL 5	
PLO1			✓													Subject-Specific
PLO2				✓												
PLO3					✓											
PLO4					✓											
PLO5										✓						Generic
PLO6													✓			
PLO7														✓		

1. Expected Learning Outcomes

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

Requirements

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

Mapping Relationship of GAs & PEOs to Stakeholders' Needs

Mapping of Stakeholders, Programme Educational Objectives and Graduate Attributes

Programme Educational Objectives (PEOs)					Stakeholders	Graduate Attributes (GAs)				
PEO1	PEO2	PEO3	PEO4	PEO5		GA1	GA2	GA3	GA4	GA5
✓	✓		✓		University	✓		✓	✓	✓
		✓		✓	Ministry		✓			✓
✓	✓			✓	Professional/ Accreditation Body	✓	✓		✓	✓
			✓		Others			✓		

Mapping Relationship Between PLOs and Stakeholders' Needs

Domain	PLOs	Stakeholders' Needs					
		Administrators	Faculty	Students	Alumni	Employers	Ministry (NQF)
Knowledge	PLO1						
Application							
Skills							
Social Attitude	PLO8						

2. Programme Specification

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

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

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

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.

Course Specification (Template)

Course Title				Course Code		
Pre-requisites:				Credit Units:		
Course Description						
Course Learning Outcomes		CLOs		PLO1	PLO2	PLO3
		CLO1				
		CLO2				
		LLOs		CLO1	CLO2	CLO3
		LLO1				
		LLO2				
Week	Unit 1:					
1	CLO	LLOs	Topics	Assessments	Learning Activities	Resources

2. Programme Specification

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

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.

Communication Channels

Documentation	Stakeholders	Communication Channels/Media	Timing/Frequency
Programme Specification	Students	<ul style="list-style-type: none"> • Orientation Day • Website (URL) • 	<ul style="list-style-type: none"> • Start of Academic Year • Online •
	Employers	<ul style="list-style-type: none"> • Website (URL) • Brochures • Internship 	<ul style="list-style-type: none"> • Online • Every revision/new employers • Every semester
Course Specifications	Students	<ul style="list-style-type: none"> • First session of course 	<ul style="list-style-type: none"> • Every semester

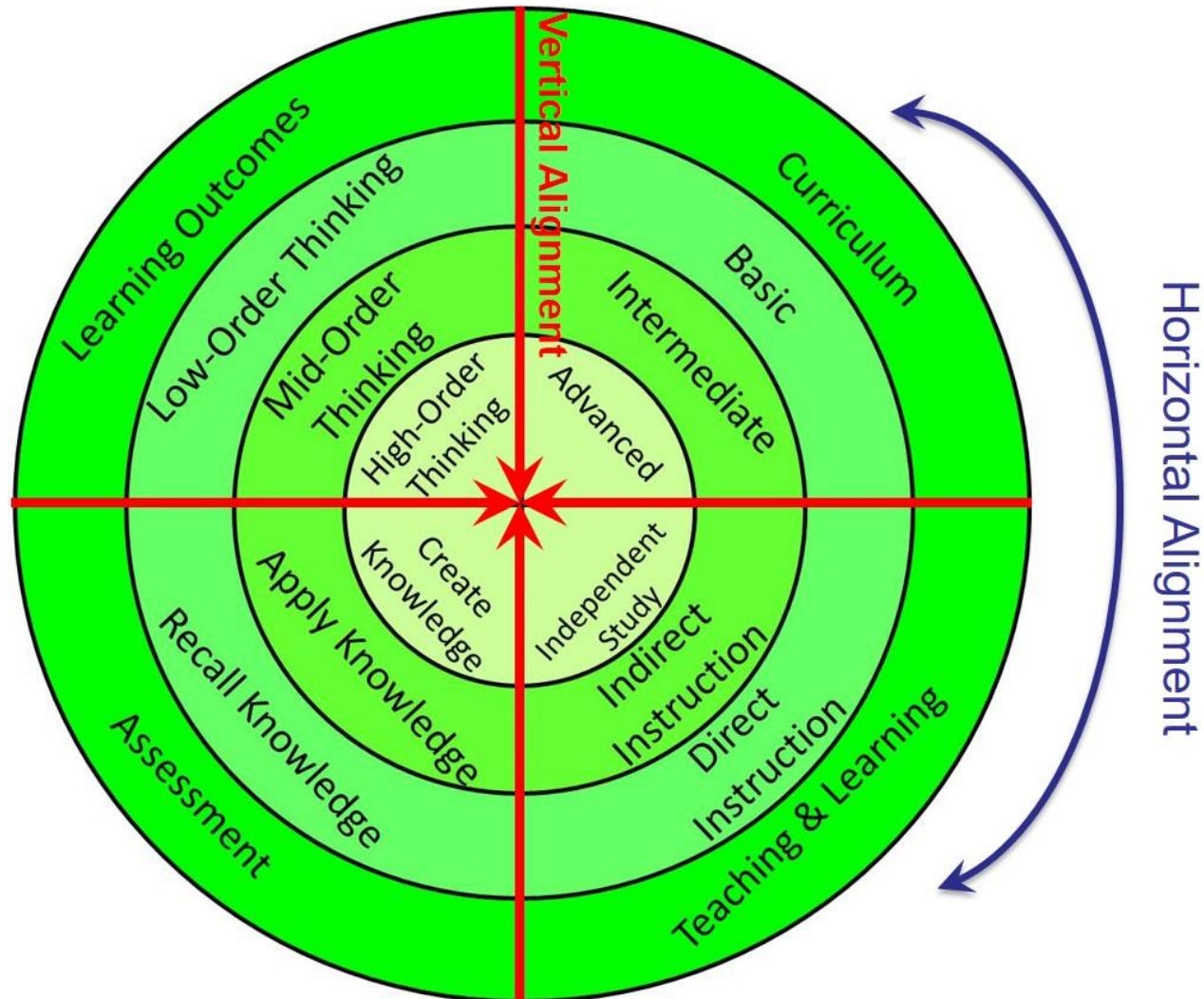
3. Programme Structure & Content

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

Requirements

1. The curriculum, teaching and learning methods and student assessment are constructively aligned to achieve the expected learning outcomes.

Constructive Alignment



Constructive Alignment

Domain	PLOs	Teaching & Learning	Student Assessment
Knowledge	PLO1	Instructional Methods	Assessment Methods
Application			
Skills			
Social Attitude	PLO8		

3. Programme Structure & Content

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

Requirements

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.

Contribution of Courses to PLOs

Course		Knowledge		Application		Skills		Social Attitude	
Code	Name	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8
9999	ABCD	D							
8888	EFGH					I			
CCAs									
ECAs									

Legend:

D = Direct (e.g. syllabus)

I = Indirect (e.g. teaching & learning, student assessment, CCAs, ECAs)

3. Programme Structure & Content

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

Requirements

3. The curriculum is designed so that the subject matter is logically structured, sequenced, and integrated.
4. The curriculum structure shows clearly the relationship and progression of basic courses, the intermediate courses, and the specialised courses.
5. The curriculum is structured so that it is flexible enough to allow students to pursue an area of specialisation and incorporate more recent changes and developments in the field.
6. The curriculum is reviewed periodically to ensure that it remains relevant and up-to-date.



SAR Zoom Clinic Writing a Good SAR

Session 3

AUN-QA Criteria 4 & 5

9.00 – 10.30am (Bangkok Time)

Facilitated by:

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4. Teaching and Learning Approach

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

Requirements

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.

Education Philosophy (Example)

Faculty of Law and Political Science aims to produce graduates with knowledge in the discipline of laws and its related disciplines. It educates graduates to be able to apply knowledge in real life environment coupled with critical thinking, and analytical and problems solving skills with moral and professional ethics. The graduates will become qualified professionals and fulfill the needs of socio-economic development and stakeholders in domestic, regional and international arenas. The graduates are expected to learn through active and experiential learning via simulated and real-life cases to strengthen their appreciation, understanding and application of laws and its related disciplines.

Educational Philosophy (Example)

Educational Philosophy	PLOs/Curriculum
Apply knowledge in laws and related disciplines	PLO1 to PLO4
Critical thinking, and analytical and problems solving skills with moral and professional ethics	PLO5 to PLO8
Active and experiential learning	Moot courts, real-life cases, internships etc.
Domestic, regional and international exposures	Overseas exchanges and internships Courses.....

4. Teaching and Learning Approach

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

Requirements

2. Quality learning is understood as involving the active construction of meaning by the student, and not just something that is imparted by the teacher. It is a deep approach of learning that seeks to make meaning and achieve understanding.
3. Quality learning is also largely dependent on the approach that the learner takes when learning. This in turn is dependent on the concepts that the learner holds of learning, what he or she knows about his or her own learning, and the strategies she or he chooses to use.
4. Quality learning embraces the principles of learning. Students learn best in a relaxed, supportive, and cooperative learning environment.
5. In promoting responsibility in learning, teachers should:
 2. create a teaching-learning environment that enables individuals to participate responsibly in the learning process; and
 3. 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.

Constructive Alignment

Week	Unit 1:					
1	CLO	LLOs	Topics	Assessments	Learning Activities	Resources

4. Teaching and Learning Approach

4.3 Teaching and learning activities enhance life-long learning [6]

Requirements

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.).

5. Student Assessment

5.1 The student assessment is constructively aligned to the achievement of the expected learning outcomes [1, 2]

Requirements

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.

Constructive Alignment

Week	Unit 1:					
1	CLO	LLOs	Topics	Assessments	Learning Activities	Resources

Assessment Plan

Test Specification for a Course

Assessment Component	CLO1	CLO2	CLO3	CLO4	CLO5
Class Participation					Participation (Rubric)
Class Test (Individual)	MCQ 1 -10	Essay Q1 -2	Essay Q3		
Group Project				Research Rubric	Research Rubric
Final Examination	Written Test Q 1 – 2	Written Test Q 3 - 5	Written Test Q 6 - 8	Written Test Q 9 - 10	

5. Student Assessment

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

Requirements

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.

5. Student Assessment

5.3 Methods including assessment rubrics and marking schemes are used to ensure validity, reliability and fairness of student assessment [6, 7]

Requirements

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.

Components of a Rubric

An example of a assessment rubric – criterion-referenced

Criteria	Skill Domains	Fail	Pass	Credit	Distinction	Higher Distinction
Introduction	5	0 – 49% (0 < 2.5)	50 – 59% (2.5 - <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	The topic is introduced, and the	The topic is well introduced, and the direction of the is clear.	The topic is well introduced, and the direction of the report is very clear.
Findings	10	0 – 49% (<5)			79% (7 - <8)	80 – 100% (8 – 10)
	Thinking and Inquiry Skills	Insufficient and/or inappropriate research sources Ineffective organisation Material is interpreted with limited accuracy	Research sources are sufficient and appropriate Organisation of material is somehow effective Material is interpreted with some accuracy	Research sources are sufficient and appropriate Organisation of material is effective Material is interpreted with accuracy	Research sources are abundant and appropriate Organisation of material is highly effective Material is interpreted with high accuracy	Research sources are abundant and completely appropriate Organisation of material is highly effective Material is interpreted with very high accuracy

Marking Scheme

Test Item (Short Essay Question)

SECTION 2: FOUR [4] Short Structured Questions (40 marks).
Answer ALL questions.

Question 2.1

a. Describe TWO [2] types of corrective action.

(4 marks)

1. Immediate corrective action **(1 mark)** – which corrects problems at once to get performance back on track **(1 mark)**
2. Basic corrective action **(1 mark)** – which looks at how and why performance deviated before correcting the source of deviation **(1 mark)**

Chapter: 14 Foundations of control

Topic: What takes place as managers control?

Learning Outcome: Describe the three steps in the control process

5. Student Assessment

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

Requirements

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

5. Student Assessment

5.5 Students have ready access to appeal procedure [8]

Requirements

8. Students have ready access to reasonable appeal procedures.



SAR Zoom Clinic Writing a Good SAR

Session 4

AUN-QA Criteria 6, 7 & 8

9.00 – 10.30am (Bangkok Time)

Facilitated by:

Johnson Ong Chee Bin (AUN-QA Expert)

A collaborated community service project between
AUN-QA Network and Education Quality International (eqi).

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]

Requirements

1. 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 fulfil the needs for education, research and service.

Academic Staff

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

6. Academic Staff Quality

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

Requirements

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

Staff-to-Student Ratio

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

FTE Calculation

How to calculate FTEs?

Investment of Time

Academic Staff

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. $8/40$).

Student

For example, if 1 FTE student has to attend 20 hours of lesson a week, then the FTE of a part-time student with 10 hours of lesson a week will be 0.5 (i.e. $10/20$).

FTE Calculation

Teaching Load

Academic Staff

For example, if the official full-time teaching load of an academic staff is 4 courses per semester, then each course accounts for 0.25 FTE. If an academic staff member is assigned 2 courses per semester, then the FTE will be 0.5 (i.e. 2×0.25 FTE).

Study Load

Student

The investment of time method can also be used for calculating FTEs of student. For example, if 1 FTE student has to attend 20 hours of lesson a week, then the FTE of a part-time student with 10 hours of lesson a week will be 0.5 (i.e. $10/20$).

6. Academic Staff Quality

6.3 Recruitment and selection criteria including ethics and academic freedom for appointment, deployment and promotion are determined and communicated [4, 5, 6, 7]

Requirements

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.
7. All academic staff members are accountable to the university and its stakeholders, taking into account their academic freedom and professional ethics.

6. Academic Staff Quality

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

Requirements

3. 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

6. Academic Staff Quality

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

Requirements

8. Training and development needs for academic staff are systematically identified, and appropriate training and development activities are implemented to fulfil the identified needs.

6. Academic Staff Quality

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

Requirements

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

6. Academic Staff Quality

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

Requirements

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

Research Publications

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

7. Support Staff Quality

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]

Requirements

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 fulfil the needs for education, research and service.

Support Staff Quality

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					

7. Support Staff Quality

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

Requirements

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

7.3 Competences of support staff are identified and evaluated [3]

Requirements

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.

7. Support Staff Quality

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

Requirements

4. Training and development needs for support staff are systematically identified, and appropriate training and development activities are implemented to fulfil the identified needs.

7. Support Staff Quality

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

Requirements

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

8. Student Quality and Support

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

Requirements

1. The student intake policy and the admission criteria to the programme are clearly defined, communicated, published, and up-to-date.

Student Quality and Support

Intake of First-Year Students (last 5 academic years)

Academic Year	Applicants		
	No. Applied	No. Offered	No. Admitted/Enrolled

Total Number of Students (last 5 academic years)

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

8. Student Quality and Support

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

Requirements

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

8. Student Quality and Support

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

Requirements

3. 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.

8. Student Quality and Support

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

Requirements

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

8. Student Quality and Support

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

Requirements

5. 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.



SAR Zoom Clinic

Writing a Good SAR

Session 5

AUN-QA Criteria 9, 10 & 11 and
Wrap-Up

9.00 – 10.30am (Bangkok Time)

Facilitated by:

Johnson Ong Chee Bin (AUN-QA Expert)

A collaborated community service project between
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9. Facilities and Infrastructures

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]

Requirements

1. The physical resources to deliver the curriculum, including equipment, materials and information technology are sufficient.

9. Facilities and Infrastructures

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

Requirements

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.

9. Facilities and Infrastructures

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

Requirements

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.

9. Facilities and Infrastructures

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

Requirements

1. The physical resources to deliver the curriculum, including equipment, materials and information technology are sufficient.
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.

9. Facilities and Infrastructures

9.5 The standards for environment, health and safety; and access for people with special needs are defined and implemented [7]

Requirements

7. Environmental, health and safety standards and access for people with special needs are defined and implemented.

10. Quality Enhancement

10.1 Stakeholders' needs and feedback serve as input to curriculum design and development [1]

Requirements

1. The curriculum is developed with inputs and feedback from academic staff, students, alumni and stakeholders from industry, government and professional organisations.

10. Quality Enhancement

10.2 The curriculum design and development process is established and subjected to evaluation and enhancement [2]

Requirements

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.

10. Quality Enhancement

10.3 The teaching and learning processes and student assessment are continuously reviewed and evaluated to ensure their relevance and alignment [3]

Requirements

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.

10. Quality Enhancement

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

Requirements

4. Research output is used to enhance teaching and learning.

10. Quality Enhancement

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

Requirements

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

10. Quality Enhancement

10.6 The stakeholder's feedback mechanisms are systematic and subjected to evaluation and enhancement [6]

Requirements

6. Feedback mechanisms to gather inputs and feedback from staff, students, alumni and employers are systematic and subjected to evaluation and enhancement.

11. Output

11.1. The pass rates and dropout rates are established, monitored and benchmarked for improvement [1]

Requirements

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

11. Output

Pass rate and dropout rate

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

11. Output

11.2. The average time to graduate is established, monitored and benchmarked for improvement [1]

Requirements

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

11. Output

11.3. Employability of graduates is established, monitored and benchmarked for improvement [1]

Requirements

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

11. Output

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

Requirements

2. Research activities carried out by students are established, monitored and benchmarked; and they should meet the needs of the stakeholders.

11. Output

11.5. The satisfaction levels of stakeholders are established, monitored and benchmarked for improvement [3]

Requirements

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.

Wrap-Up

- ___ what you write and write what you ___! Reflect truthfully and accurately the current QA system and practices of the study programme.
- Explain the QA system or practices in fulfilling each AUN-QA sub-criterion using _____, _____ or _____ consistently.
- Provide both _____ and _____ aspects (objective evidences) in addressing each AUN-QA sub-criterion. Avoid motherhood statements that are without any evidence of realisation.
- Ensure _____ of related AUN-QA criteria, contents, data, terminologies in the SAR.
- Make reference or link related criteria in the report (e.g. Criteria 1, 3, 4 and 5)
- Using AUN-QA criterion number as naming convention for appendices, tables and diagrams etc. to facilitate evidence preparation.
- SAR should be written in a _____ tone
- Use diagrams, charts, flowcharts and graphical representations
- Ensure no spelling and grammatical errors in SAR.
- Provide a glossary of abbreviations and terms used in the report.

Survey



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