

**ASEAN-QA Project  
Self-Assessment Report (SAR) at Programme Level**

**What Make a Good SAR?**

No.	Criteria	What a Good SAR should have?
1	Expected Learning Outcomes	<ul style="list-style-type: none"> <li>• How is feedback from stakeholders gathered and used for the formulation and revision of ELOs? (related to criterion 13)</li> <li>• Who are involved in the formulation and revision of ELOs and how often are ELOs updated or revised?</li> <li>• How ELOs are formulated for the programme and all courses, and the relationship between them? (related to criterion 3)</li> <li>• What taxonomy of educational objectives (e.g. Bloom) is used for the formulation of ELOs?</li> <li>• How are ELOs aligned to teaching &amp; learning activities and assessment? (related to criterion 4 and 5)</li> <li>• What life-long learning skills are promoted and taught?</li> <li>• What pathways and professional progression or development are available to students and graduates for life-long learning?</li> </ul>
2	Programme Specification	<ul style="list-style-type: none"> <li>• Is the programme specification conformed to the AUN's programme specification (page 17) of the "Guide to AUN Actual Assessment at Programme Level?"</li> <li>• How is programme specification (print and non-print) communicated and made available to stakeholders?</li> <li>• How many languages is the programme specification translated?</li> </ul>
3	Program Structure and Content	<ul style="list-style-type: none"> <li>• What are the university and faculty vision and mission and how these are reflected in the programme objectives and ELOs?</li> <li>• How is the curriculum and syllabi developed and how are they structured, organised and related? (related to criterion 11)</li> <li>• What benchmark is used for the design and development of the curriculum and syllabi?</li> </ul>

No.	Criteria	What a Good SAR should have?
		<ul style="list-style-type: none"> <li>• How often are the curriculum and syllabi revised and updated and who are involved? Related to criterion 11).</li> </ul>
4	Teaching and Learning Strategy	<ul style="list-style-type: none"> <li>• What is the teaching and learning strategy and what philosophy is behind it?</li> <li>• How is it demonstrated in teaching and learning activities and assessment? (related to criterion 5)</li> <li>• What and how is academic staff trained in the teaching and learning strategy and methods? (related to criterion 6 and 12)</li> <li>• What and how is the effectiveness of teaching and learning evaluated? What is the trend and what is done to improve the trend (related to criterion 11)</li> </ul>
5	Student Assessment	<ul style="list-style-type: none"> <li>• How are ELOs, teaching and learning strategy and assessment aligned? (related to criterion 1 and 4)</li> <li>• What are the types and methods of assessment used throughout the course of study?</li> <li>• What is the assessment rubric and how it is formulated to test the achievement of ELOs for each course? (related to criterion 1)</li> <li>• When and how is the assessment requirements, methods and criteria communicated to students?</li> <li>• How is in-course assessment and final results communicated to students?</li> <li>• What is the student appeal process for examination results?</li> <li>• What is the quality assurance process for student assessment to ensure fair, accurate and consistent marking by academic staff? (related to criterion 11)</li> </ul>
6	Academic Staff Quality	<ul style="list-style-type: none"> <li>• What are the roles, responsibilities, ethics and accountability of academic staff?</li> <li>• What is the current number, qualifications, experiences, and profile (age and gender) of full-time and part-time academic staff?</li> <li>• How has the number of academic staff grown in the past? What is the forecasted number of academic staff in the future? How they have grown or shrink in respond to student cohort sizes?</li> <li>• What is the ratio of staff/student? How is this compared to other programmes, faculties and universities?</li> <li>• How are academic staff selected, appointed, promoted?</li> </ul>

No.	Criteria	What a Good SAR should have?
		<ul style="list-style-type: none"> <li>• How are academic staff appraised and rewarded for their performance (teaching, research and service)? (related to criterion 14)</li> <li>• How are training needs of academic staff identified? (related to criterion 12)</li> <li>• What is the current and future training and development plan for academic staff (related to criterion 12)</li> <li>• How are academic staff redeployed, transferred, terminated and retired?</li> <li>• What are the research activities (projects, papers, presentation, publication, etc.) and funds carried out by academic staff over the past 5 years? (relate to criterion 14)</li> </ul>
7	Support staff Quality	<ul style="list-style-type: none"> <li>• What is the number, qualifications, experiences and profile of support staff in the libraries, laboratories, computer facilities, student services at the university, faculty and department?</li> <li>• How are the support staff appointed, selected, promoted, appraised, rewarded?</li> <li>• How are training needs of support staff identified? (related to criterion 12)</li> <li>• What is the current and future training and development plan for support staff? (related to criterion 12)</li> <li>• What are the key performance indicators of service provided by libraries, laboratories, computer facilities and student services? How are these KPIs monitored and reported? What is trend of KPIs performance in the last 5 years? What is done to improve the trend (related to criterion 10, 13, 15)</li> </ul>
8	Student Quality	<ul style="list-style-type: none"> <li>• How many student intakes in a year?</li> <li>• What is the number and profile of students applied and enrolled for the programme over the last 5 years? What is the acceptance ratio over the same period?</li> <li>• What are the basic requirements for students to apply for the programme?</li> <li>• Where are the sources of students and how are they selected and admitted?</li> <li>• How the quality of admitted students from different sources co-relate to their academic performance (GPA)?</li> <li>• What is the credit system and how many credits (minimum and maximum) can a student take in a semester? Is the study load related to GPA? How it works?</li> <li>• What are the types of scholarship available to students?</li> </ul>

No.	Criteria	What a Good SAR should have?
9	Student Advice and Support	<ul style="list-style-type: none"> <li>• What student advice and services are available at the university and faculty level? (related to criterion 7)</li> <li>• What are the roles of academic staff and support staff in providing student advice and support (related to criteria 6 and 7)</li> <li>• How students get their feedback on in-course assessments, project works, assignments, examinations, etc. (related to criterion 5, 15)</li> <li>• How are academic staff appointed as academic advisers and how are they assigned to the students? (related to criterion 6).</li> <li>• What is the system of communication and monitoring of student academic performance? (related to criterion 15)</li> <li>• What are the types of activity (cultural, social, sports, recreation, etc.) organised for students? (related to criterion 15)</li> <li>• What are the campus amenities available to students? (related to criterion 15)</li> <li>• What mental well-being services (i.e. counseling, psychiatry, stress management, etc.) available to students? (related to criterion 15)</li> <li>• What career services and advice are provided to students? (related to criterion 15)</li> </ul>
10	Facilities and Infrastructure	<ul style="list-style-type: none"> <li>• What are the types and number of facilities and infrastructure available (lecture facilities, libraries, laboratories, computer facilities)?</li> <li>• What amount of budget per annual is allocated for facilities and infrastructure maintenance, replacement and upgrading?</li> <li>• What are the key performance indicators for monitoring user satisfaction, condition and usage of the facilities and infrastructure? What is the trend of user satisfaction in the last 5 years? What is being done to improve the trend? (related to criterion 13, 15)</li> <li>• What activities on safety, health and environment are organised?</li> <li>• What are the personal protective equipment (gowns, gloves, helmets, safety shoes, etc.) available to students and staff to protect their personal well-being?</li> <li>• How are fire-fighting equipment and medical aids placed and maintained?</li> <li>• What is the fire evacuation plan?</li> </ul>

No.	Criteria	What a Good SAR should have?
11	Quality Assurance of Teaching and Learning Process	<ul style="list-style-type: none"> <li>• What is the curriculum design &amp; development process and who are the stakeholders involved? (related to criterion 1, 3, 6, 13)</li> <li>• What improvements have been made to the curriculum over the years? (related to criterion 3)</li> <li>• How is quality assurance organised at the university, faculty and department level and what quality assurance activities are being carried out?</li> <li>• What activities are carried to ensure quality in teaching &amp; learning and student assessment? What improvements have been made in these areas? (related to criterion 4, 5)</li> </ul>
12	Staff Development Activities	<ul style="list-style-type: none"> <li>• What is the current and future training plan &amp; budget for academic and support staff? (related to criterion 6, 7)</li> <li>• What is the training &amp; development process and how are training needs identified for academic and support staff? (related to criterion 6, 7)</li> <li>• What are the key performance indicators for measuring and monitoring training and development activities? How did they perform over the last 5 years? What is being done to improve the trend (related to criterion 6, 7)</li> </ul>
13	Stakeholders Feedback	<ul style="list-style-type: none"> <li>• What is the process of gathering feedback from students, alumni members, academic and support staff, employers, professional bodies, etc? (related to criterion 1, 7, 10, 11, 15)</li> <li>• What is the frequency, response rate and sample size of each feedback from students, alumni members, academic staff, support staff, employers, etc. over time? What are being done to improve the response rate?</li> <li>• How is the feedback used for improvement? (related to criterion 11)</li> </ul>
14	Output	<ul style="list-style-type: none"> <li>• What is the trend of student pass rates, time to graduate and employability over the last 5 years? How do they perform against benchmarked universities? What are being done to improve the trend?</li> <li>• What is the allocated fund for research over the last 5 years? How is this compared to other programmes, faculties and universities?</li> </ul>

No.	Criteria	What a Good SAR should have?
		<ul style="list-style-type: none"> <li>• What are the types and volume of research activities carried out by students and academic staff over the last 5 years? How do they perform against benchmarked universities? What are being done to improve the trend? (related to criterion 5, 6)</li> </ul>
15	Stakeholders Satisfaction	<ul style="list-style-type: none"> <li>• What indicators are used to measure stakeholders' satisfaction (students, staff, alumni, employers, etc? What is the trend of the indicators in the last 5 years? (related to criterion 13)</li> <li>• How satisfied are employers with graduate quality as compared to graduates from other universities?</li> <li>• What is the plan to improve stakeholders' satisfaction?</li> </ul>

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 11 May 2012