# Part 1 : Introduction

* Executive summary of the SAR
* Organisation of the self-assessment – how the self-assessment was carried out and who were involved?
* Brief description of the university, faculty and department – outline the history of quality assurance, mission, vision, objectives and quality policy of the university followed by a brief description of the faculty and department

# Part 2 : AUN QA Criteria

This section contains the write-up on how the university, faculty or department addresses the requirements of the AUN-QA criteria. Follow the criteria listed in the self-assessment checklist.

## Criterion 1: Expected Learning Outcome

### The expected learning outcomes have been clearly formulated and aligned with the vision and mission of the university [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]

## Criterion 2: Programme Specification

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

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

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

## Criterion 3: Programme Structure and Content

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

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

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

## Criterion 4: Teaching and Learning Approach

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

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

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

## Criterion 5: Student Assesment

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

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

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

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

### Students have ready access to appeal procedure [8]

## Criterion 6: Academic Staff Quality

### Academic staff planning (considering succession, promotion, re-deployment, termination, and retirement) is carried out to fulfil the needs for education, research and service [1]

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

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

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

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

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

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

## Criterion 7: Support Staff Quality

### 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]

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

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

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

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

## Criterrion 8: Student Quality and Support

### The student intake policy and admission criteria are defined, communicated, published, and up-todate [1]

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

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

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

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

## Criterion 9: Facilities and Infrastructure

### The teaching and learning facilities and equipment (lecture halls, classrooms, project rooms, etc.) are adequate and updated to support education and research [1]

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

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

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

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

## Criterion 10: Quality Enhancement

### Stakeholders’ needs and feedback serve as input to curriculum design and development [1]

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

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

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

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

### The stakeholder’s feedback mechanisms are systematic and subjected to evaluation and enhancement [6]

## Criterion 11: Output

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

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

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

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

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

# Part 3: Strenghts and Weaknesses Analysis

* Summary of strengths - summarise the points that the department considers to be its strengths and mark the points that the institution is proud of.
* Summary of Weaknesses - indicate which points the department considers to be weak and in need of improvement.
* Completed self-assessment checklist as in Appendix A
* Improvement plan – recommendations to close the gaps identified in the self assessment and the action plan to implement them.