

**Strategi Penyusunan
Self Assessment AUN-QA**

ASEAN University Network AUN-QA
A Touch of Quality

ASEAN UNIVERSITY NETWORK
QUALITY ASSURANCE
GUIDE TO AUN-QA ASSESSMENT
AT PROGRAMME LEVEL
VERSION 3.0

ASEAN University Network AUN-QA
A Touch of Quality

Melania S Muntini

**AUN QA Models
For Higher Educations**

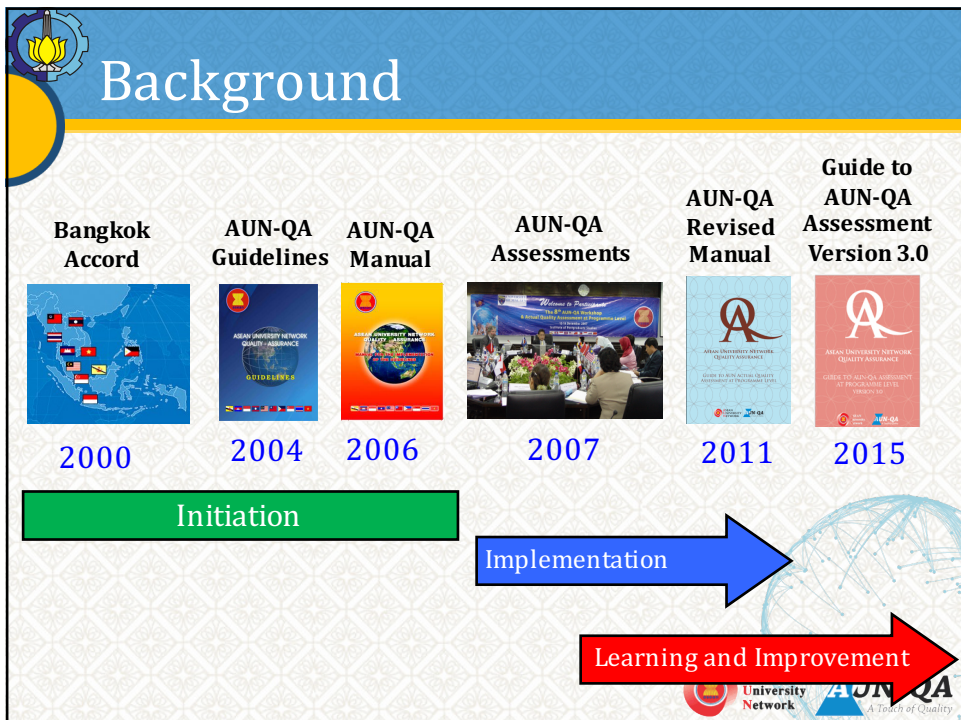
QA internal
memastikan bahwa sistem lembaga atau program memiliki kebijakan dan mekanisme untuk memastikan bahwa institusi tsb memenuhi tujuan dan standarnya sendiri

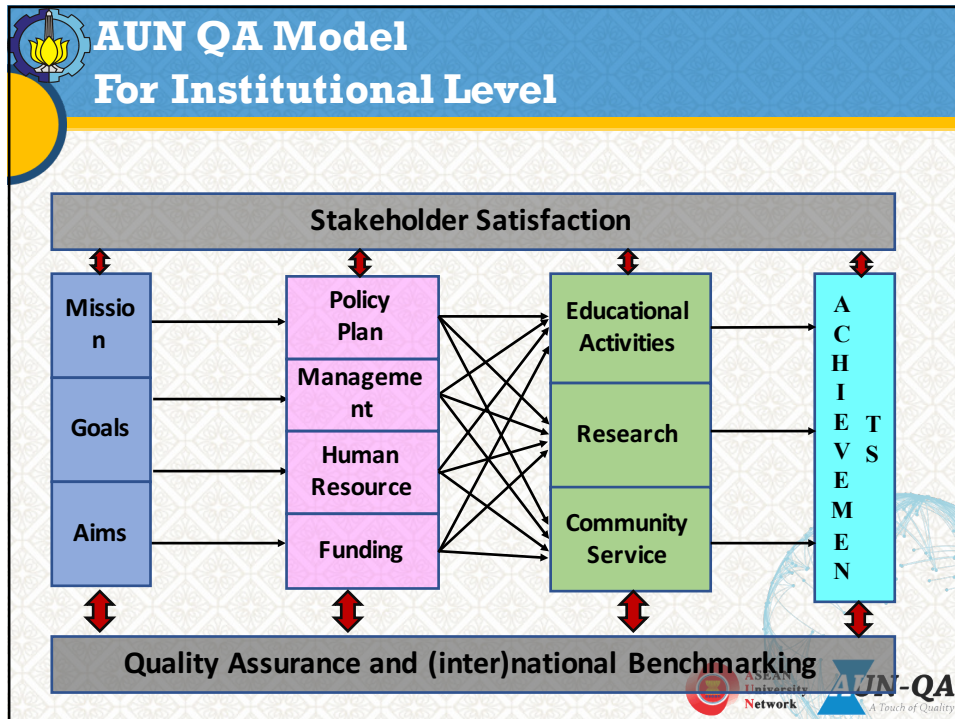
Strategic
(QA at Institutional Level)




Systemic
(Internal QA System)

Tactical
(QA at Programme Level)

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The Second Column → how the university is planning to achieve the goal



- translation of the goals into a policy document and policy strategy;
- management structure and management style of the university;
- human resource management: input of staff to achieve the goals;
- funding to achieve the intended goals



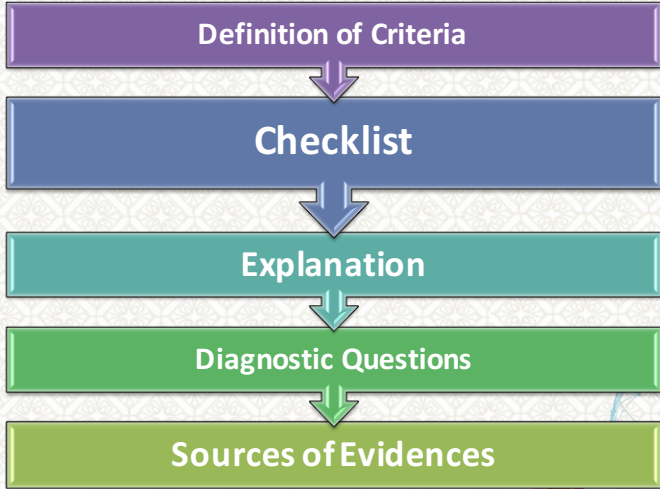


The Third Column → the core activities of a university:



- educational activities of teaching and learning
- research activities
- contribution to society and to the support and development of the community.

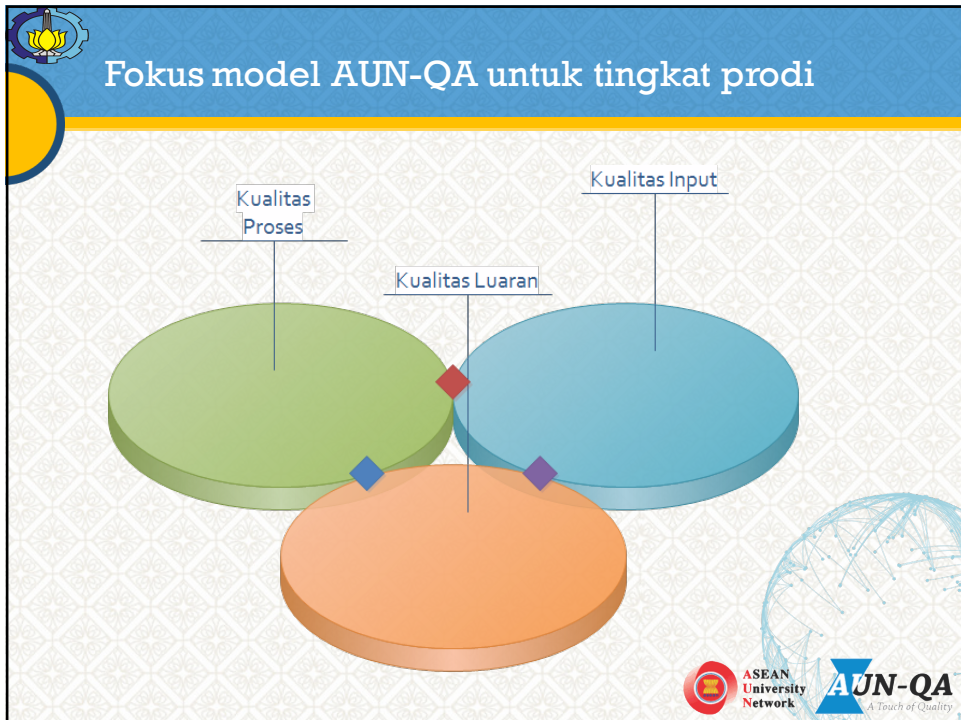
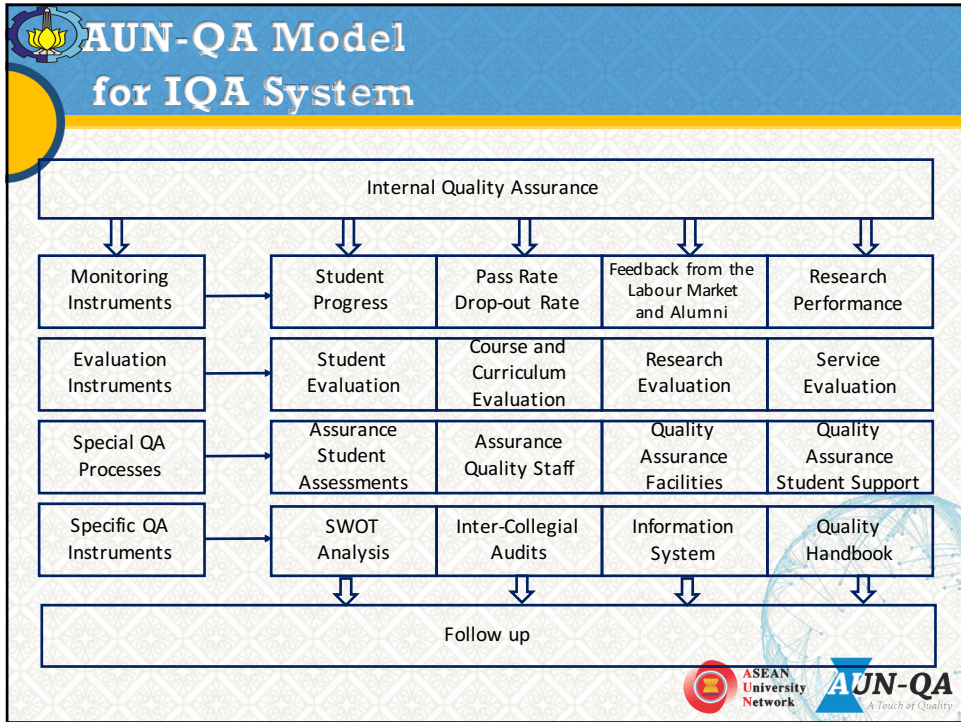


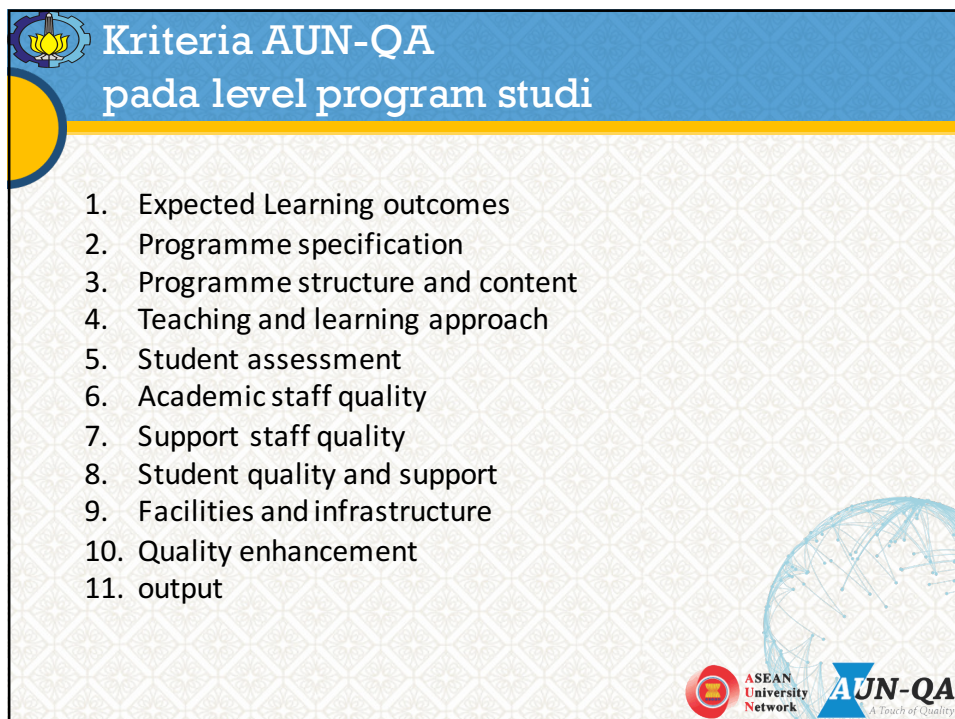
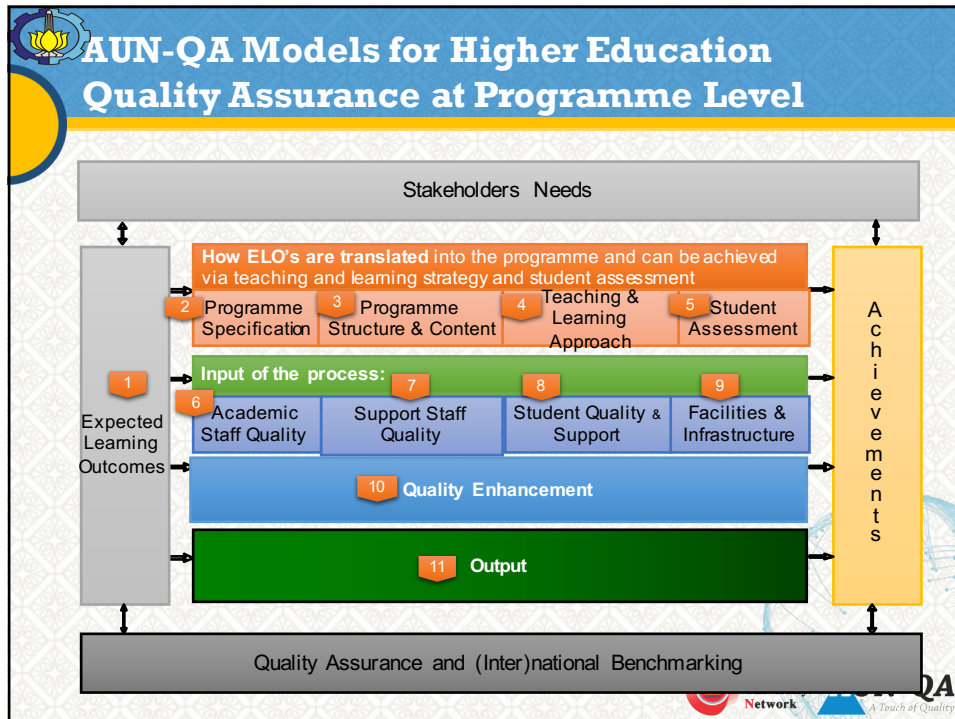
Structure of the AUN QA Criteria



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graph TD; A[Definition of Criteria] --> B[Checklist]; B --> C[Explanation]; C --> D[Diagnostic Questions]; D --> E[Sources of Evidences]
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Hubungan 11 kriteria program level pada AUN-QA


AUN-QA Criterian	1	2	3	4	5	6	7	8	9	10	11
1	1.1 1.2 1.3	2.1 2.2	3.1 3.2	4.2 4.3	5.1 5.3	6.4				10.1 1.3	11.5
2	1.1 1.2	2.1 2.2 2.3	3.1 3.2 3.3	4.2	5.1 5.2 5.3	6.4		8.4			11.5
3	1.1 1.2	2.1 2.2 2.3	3.1 3.2 3.3	4.2 4.3	5.1 5.2 5.3	6.4				10.2 10.3	11.5
4	1.1 1.2	2.1 2.2	3.1 3.2	4.1 4.2 4.3	5.1	6.4		8.5	9.1 9.2 9.3 9.4	10.3	11.5
5	1.1 1.2	2.1 2.2 2.3	3.1 3.2	4.1 4.2	5.1 5.2 5.3 5.4 5.5	6.4		8.3 8.4 8.5		10.3	11.5





AUN-QA Criterian	1	2	3	4	5	6	7	8	9	10	11
6	1.1 1.2 1.3	2.3	3.1 3.2 3.3	4.1 4.2 4.3	5.1 5.2 5.3 5.4	6.1 6.2 6.3 6.4 6.5 6.6 6.7		8.3 8.4	9.1 9.2 9.3 9.4	10.1 10.3 10.4 10.6	11.4 11.5
7							7.1 7.2 7.3 7.4 7.5	8.5	9.1 9.2 9.3 9.4 9.5	10.1 10.5 10.6	11.5
8		2.3		4.1 4.2 4.3	5.2 5.3 5.4 5.5	6.4	7.3 7.5	8.1 8.2 8.3 8.4 8.5	9.1 9.2 9.3 9.4 9.5	10.1 10.3 10.4 10.5 10.6	11.5 11.6
9				4.2 4.3		6.7	7.1 7.2 7.3 7.4 7.5	8.5	9.1 9.2 9.3 9.4 9.5	10.5 10.6	11.4 11.5
10	1.3		3.1 3.2 3.3	4.1 4.2 4.3	5.1 5.2 5.3 5.4 5.5	6.7	7.3	8.3 8.4 8.5	9.1 9.2 9.3 9.4 9.5	10.1 10.2 10.3 10.4 10.5 10.6	11.5
11	1.3	2.3	3.3	4.2 4.3	5.2 5.4 5.5	6.1 6.2 6.3 6.4 6.5 6.6	7.2 7.3 7.4 7.5	8.3 8.4 8.5	9.1 9.2 9.3 9.4 9.5	10.5 10.6	11.1 11.2 11.3 11.4 11.5




AUN QA Criterion 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.
- 

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.
- 



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.
- 


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

Checklist

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							








AUN QA Criterion 2

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.



Checklist

2	Programme Specification	1	2	3	4	5	6	7
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]							
Overall opinion								




AUN QA

Criterion 3

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

- 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.

The curriculum is designed so that the subject matter is logically structured, sequenced, and integrated.

- The curriculum structure shows clearly the relationship and progression of basic courses, the intermediate courses, and the specialised courses

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.



The curriculum is reviewed periodically to ensure that it remains relevant and up-to-date.

Checklist

3	Programme Structure and Content	1	2	3	4	5	6	7
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							



**AUN QA
Criterion 4**

- 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.
- 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.



**AUN QA
Criterion 4**

- 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:
 - 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.
- 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.).



Checklist


4	Teaching and Learning Approach	1	2	3	4	5	6	7
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								

AUN QA Criterion 5



- 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.
- 3
 - A range of assessment methods is used in a planned manner to serve diagnostic, formative, and summative purposes.
- 4
 - The student assessments including timelines, methods, regulations, weight distribution, rubrics and grading should be explicit and communicated to all concerned.







AUN QA Criterion 5



- 5
 - Standards applied in assessment schemes are explicit and consistent across the programme.
- 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.







Checklist



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							



AUN QA Criterion 6

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.
2. Staff-to-student ratio and workload are measured and monitored to improve the quality of education, research and service.
3. Competences of academic staff are identified and evaluated. A competent academic staff will be able to:
 - a. design and deliver a coherent teaching and learning curriculum;
 - b. apply a range of teaching and learning methods and select most appropriate assessment methods to achieve the expected learning outcomes;
 - c. develop and use a variety of instructional media;
 - d. monitor and evaluate their own teaching performance and evaluate courses they deliver;
 - e. reflect upon their own teaching practices; and
 - f. conduct research and provide services to benefit stakeholders

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

Checklist

6	Academic Staff Quality	1	2	3	4	5	6	7
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	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								

AUN QA Criterion 7

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.
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.
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

AUN QA


Criterion 7

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

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



Checklist


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							



AUN QA Criterion 8



1. • The student intake policy and the admission criteria to the programme are clearly defined, communicated, published, and up-to-date.
2. • The methods and criteria for the selection of students are determined and evaluated.
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.
4. • Academic advice, co-curricular activities, student competition, and other student support services are available to improve learning and employability.
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.



Checklist

8	Student Quality and Support	1	2	3	4	5	6	7
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							

AUN QA

Criterion 9

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

Equipment is up-to-date, readily available and effectively deployed.

Learning resources are selected, filtered, and synchronised with the objectives of the study programme.

A digital library is set up in keeping with progress in information and communication technology.


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.

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

Checklist

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 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]							
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							



AUN QA Criterion 10

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




The curriculum design and development process is established and it is periodically reviewed and evaluated. Enhancements are made to improve its efficiency and effectiveness

The teaching and learning processes and student assessment are continuously reviewed and evaluated to ensure their relevance and alignment to the expected learning outcomes.

Research output is used to enhance teaching and learning.



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


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

Checklist



10	Quality Enhancement	1	2	3	4	5	6	7
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							







AUN QA Criterion 11



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.



Checklist

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]							
	Overall opinion							

PDCA Approach to AUN-QA Implementation at Programme Level

The Deming (PDCA) Cycle

- ▶ play
- ▶ stop
- ▶ step
- ▶ rew

AUN-QA A Touch of Quality

Self-Assessment (Gaps Analysis)

How to get there?

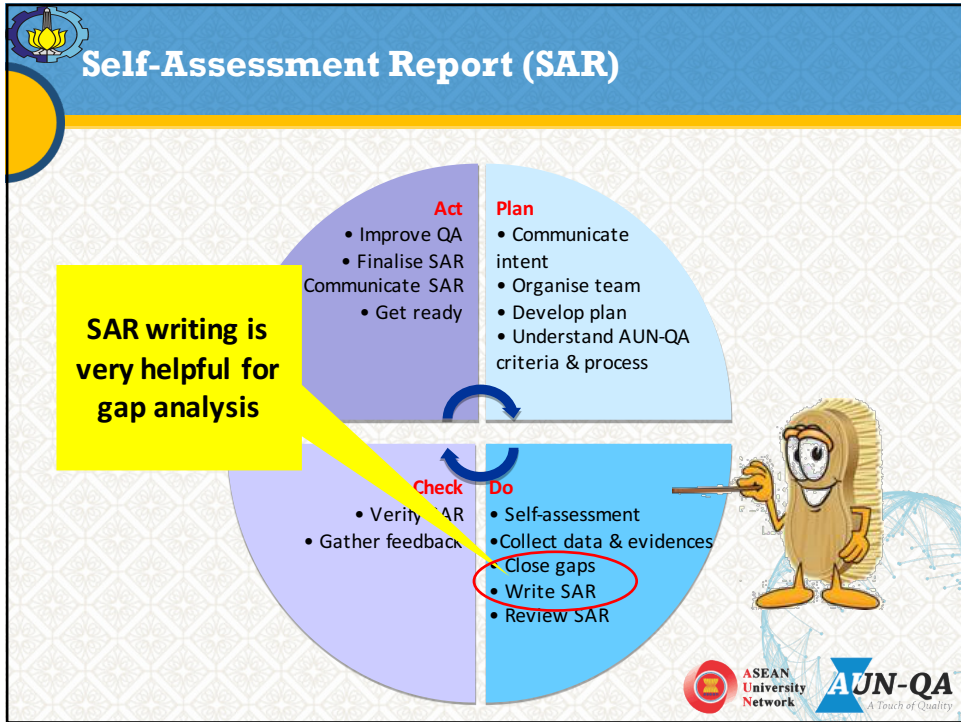
QA Standards Goals

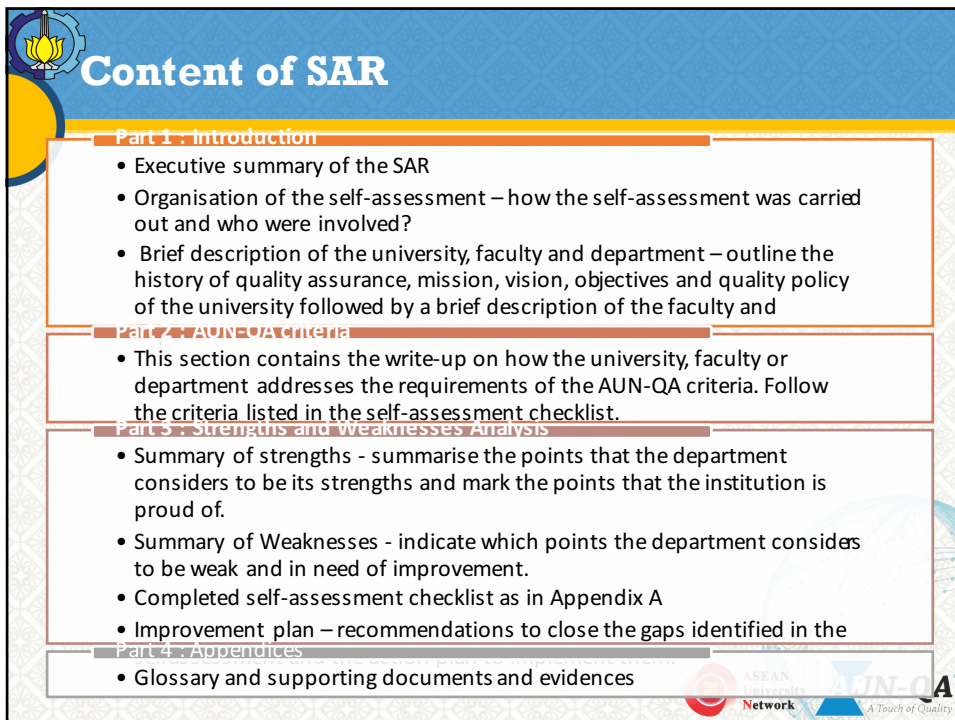
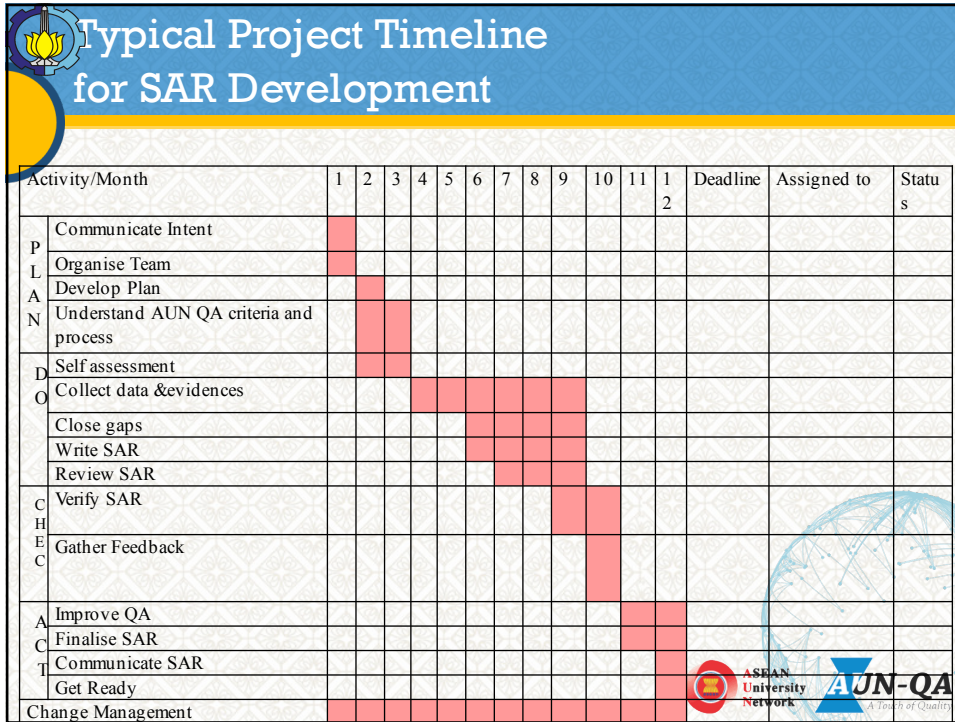
Where you are Where you should be Where you want to be

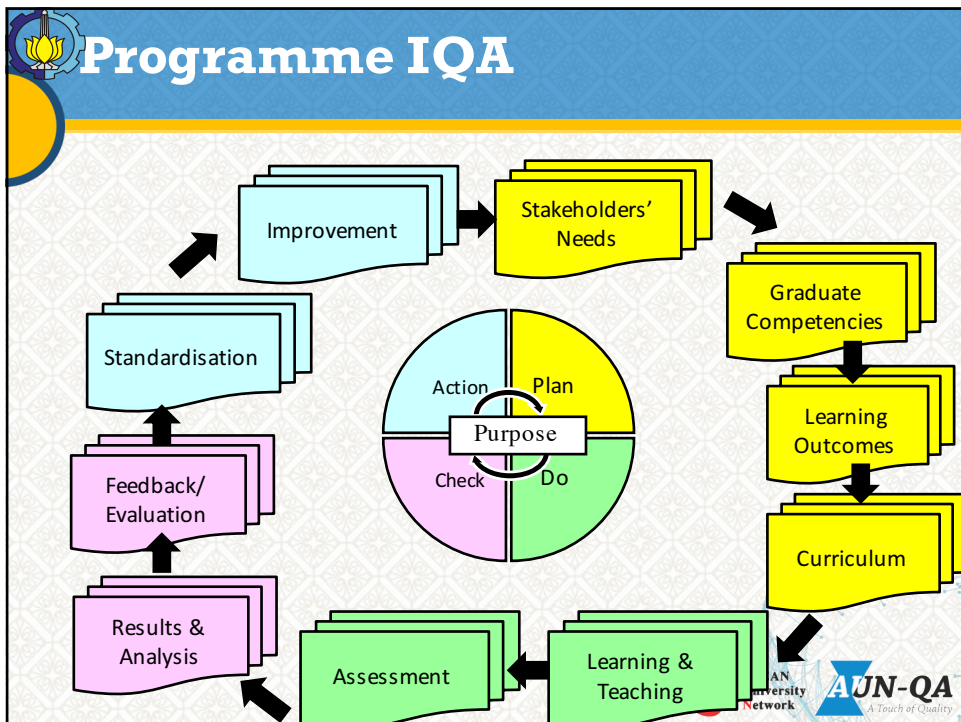
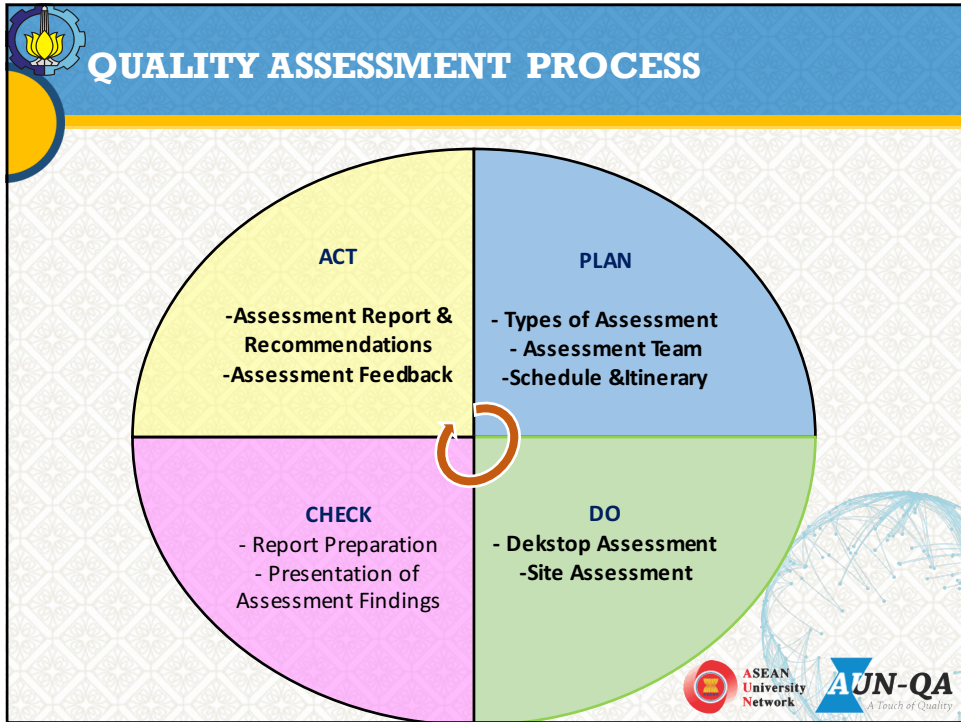
Gaps Gaps

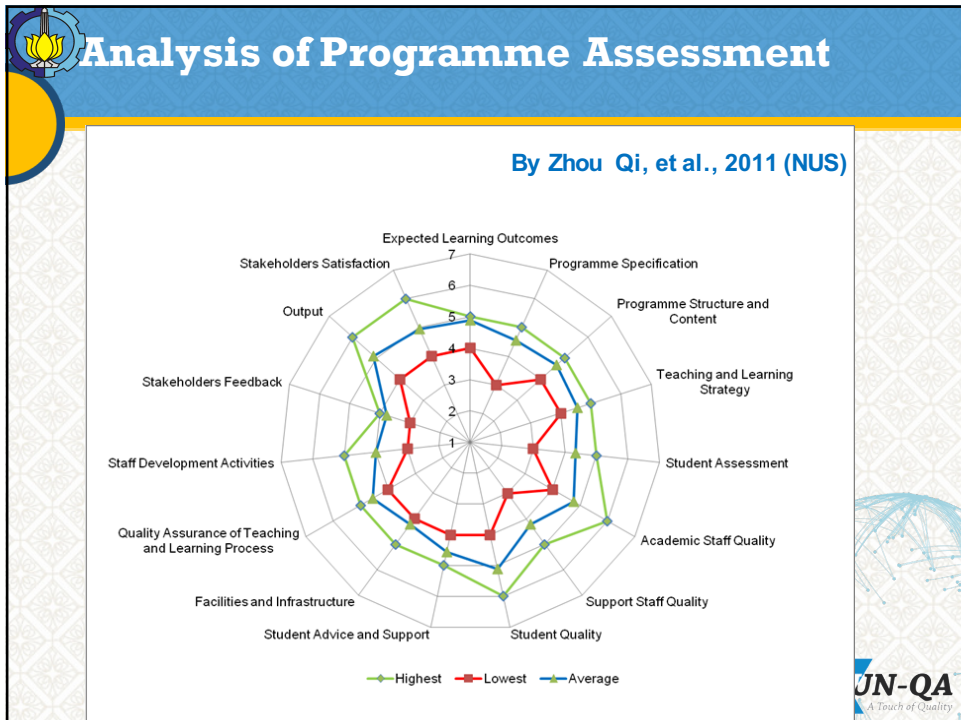
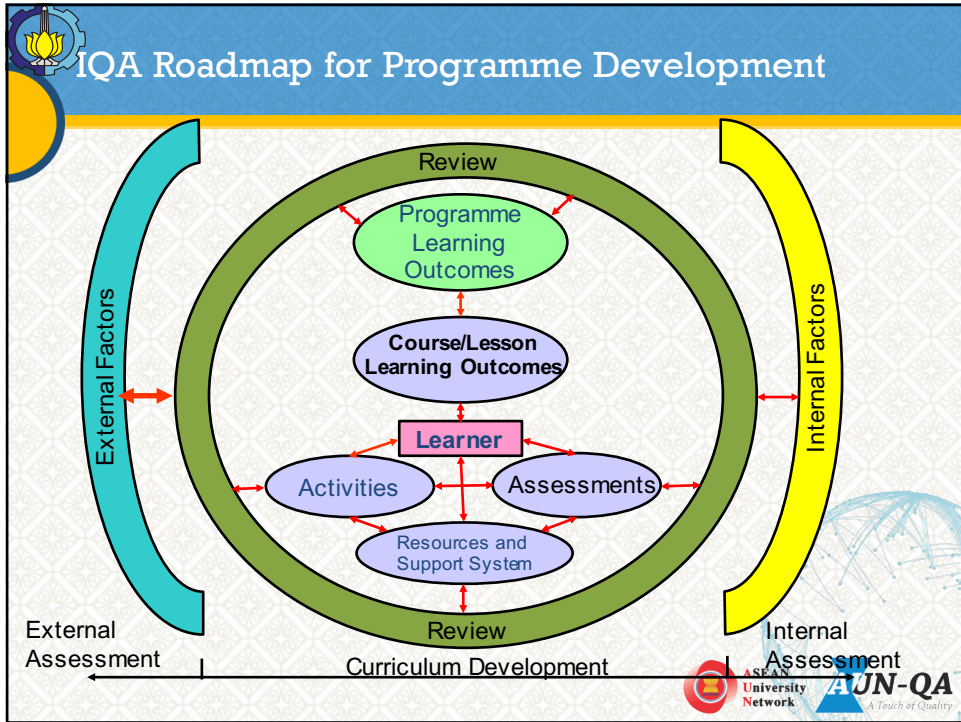
Improvement Plan to close "gaps"


ASEAN University Network AUN-QA A Touch of Quality











TIM TASK FORCE

Membentuk Tim TF yang kuat



- Menguasai data/situasi
- telaten dan detail dalam penulisan
- Pengendali dari pusat (REKTORAT)


Mempelajari Panduan/criteria

- mempelajari check list
- menuangkan fakta sesuai check list yang diminta

Implementasi



- implementasi segala aspek
- Kebersihan, keselamatan, atmosfer akademik
- Perubahan base on PDCA





BEBERAPA TIPS PENGISIAN SAR

1. Selalu tampilkan siklus PDCA dalam setiap kriteria
2. Apa adanya, tidak ada yang perlu ditutup-tutupi; karena berdasarkan evidence dan visitasi/klarifikasi akan terbaca
3. Meskipun Prodi belum mengikuti standar AUN secara keseluruhan, sebutkan di SAR bahwa setelah membaca kriteria AUN, dalam masa penulisan SAR, Prodi melakukan perbaikan-perbaikan; hal ini akan menjadi pertimbangan penilaian bagi Asesor
4. Tampilkan data dalam bentuk grafik/ table sebanyak mungkin





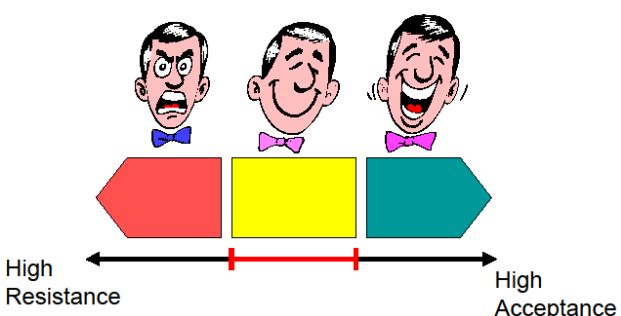
Lesson Learning

1. PDCA dilaksanakan pada setiap tahapan termasuk persiapan
2. Kebersihan disemua lini dan menjadi budaya perlu diimplementasikan
3. Budaya mutu menjadi habits
4. Memperhatikan setiap detail (dokumen, infrastruktur, jalur-jalur keluar masuk, pergantian acara, dll)
5. Pengaturan acara yang rapi

TANTANGAN DALAM INSTITUSI YANG HARUS DISELESAIKAN DENGAN BAIK

Are People Resistance to Change? 



High Resistance High Acceptance

7

