

**รายงานการประเมินตนเอง ระดับหลักสูตร**

**หลักสูตร.................................................สาขาวิชา..................................**

 **(หลักสูตรใหม่/หลักสูตรปรับปรุง พ.ศ. …….)**

**Self-Assessment Report**

**Programme in……………..**

**ปีการศึกษา 2564**

**Academic Year 2021**

**คณะ………………………………………………**

**มหาวิทยาลัยนราธิวาสราชนครินทร์**

**แบบรับรองความถูกต้องสมบูรณ์ของข้อมูล**

อาจารย์ผู้รับผิดชอบหลักสูตร

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| ที่ | ชื่อ-สกุล | ลายเซ็น |
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 วันที่รายงาน เดือน พ.ศ. 2565

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| เห็นชอบโดย | …………………………………………………………….(……………………………………)หัวหน้าสาขาวัน/เดือน/ปี |
| เห็นชอบโดย | …………………………………………………………….(……………………………………)รองคณบดีฝ่ายวิชาการวัน/เดือน/ปี |
| เห็นชอบโดย | …………………………………………………………….(……………………………………)คณบดีวัน/เดือน/ปี |

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**ส่วนที่ 1**

**ส่วนนำ (Introduction)**

บทสรุปผู้บริหาร (**Executive summary**)

**ภาพรวมของมหาวิทยาลัย (University in Brief)**

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* **ปรัชญา** (Philosophy)

* **วิสัยทัศน์** (Vision)

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**ภาพรวมของหลักสูตร (The Program in Brief)**

* **ความเป็นมาของหลักสูตร**

* **ปรัชญาของหลักสูตร**

* **วัตถุประสงค์ของหลักสูตร**

* **ข้อมูลทั่วไปเกี่ยวกับหลักสูตร**

 **โครงสร้างหลักสูตร**

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| **หมวดวิชา** | **หน่วยกิต** |
| - หมวดวิชาศึกษาทั่วไป | 30 หน่วยกิต |
| - หมวดวิชาเฉพาะด้าน หมวดวิชาแกน หมวดวิชาเฉพาะด้าน หมวดวิชาเลือก |  หน่วยกิต............... |
| - หมวดวิชาเลือกเสรี  |  6 หน่วยกิต |
| รวมไม่น้อยกว่า |  หน่วยกิต |

**ส่วนที่ 2**

**รายงานผลการบริหารจัดการหลักสูตรตามเกณฑ์มาตรฐานหลักสูตร**

**ตัวบ่งชี้ที่ 1.1 การบริหารจัดการหลักสูตรตามเกณฑ์มาตรฐานหลักสูตรที่กำหนดโดยสำนักงานคณะกรรมการอุดมศึกษา ตามเกณฑ์มาตรฐานหลักสูตร พ.ศ.2558 (ระดับปริญญาตรี)**

| **ผ่าน/ไม่ผ่าน** | **เกณฑ์** | **ผลการดำเนินงาน** |
| --- | --- | --- |
|  | 1.จำนวนอาจารย์ผู้รับผิดชอบหลักสูตร ไม่น้อยกว่า 5 คนและเป็นอาจารย์ผู้รับผิดชอบหลักสูตร เกินกว่า 1 หลักสูตรไม่ได้และประจำหลักสูตรตลอดระยะเวลาที่จัดการศึกษาตามหลักสูตรนั้น |  |
|  | 2.คุณสมบัติของอาจารย์ผู้รับผิดชอบหลักสูตร มีคุณวุฒิปริญญาโทหรือเทียบเท่า หรือดำรงตำแหน่งทางวิชาการไม่ต่ำกว่าผู้ช่วยศาสตราจารย์ และ มีผลงานทางวิชาการ 1 รายการใน 5 ปี ย้อนหลัง |  |
|  | 3.คุณสมบัติของอาจารย์ประจำหลักสูตร มีคุณวุฒิปริญญาโทหรือเทียบเท่า หรือดำรงตำแหน่งทางวิชาการไม่ต่ำกว่าผู้ช่วยศาสตราจารย์ และ มีผลงานทางวิชาการ 1 รายการใน 5 ปี ย้อนหลัง |  |
|  | 4.คุณสมบัติของอาจารย์ผู้สอน ที่เป็นอาจารย์ประจำ มีคุณวุฒิปริญญาโทหรือเทียบเท่า หรือดำรงตำแหน่งทางวิชาการไม่ต่ำกว่าผู้ช่วยศาสตราจารย์ ในสาขาวิชานั้นหรือสาขาวิชาที่สัมพันธ์กันหรือสาขาวิชาของรายวิชาที่สอนรายละเอียด |  |
|  | 5.คุณสมบัติของ อาจารย์ผู้สอน ที่เป็นอาจารย์พิเศษ (ถ้ามี) มีคุณวุฒิปริญญาโท หรือ คุณวุฒิปริญญาตรีหรือเทียบเท่าและมีประสบการณ์ทำงานที่เกี่ยวข้องกับวิชาที่สอนไม่น้อยกว่า 6 ปี ทั้งนี้ มีชั่วโมงสอนไม่เกินร้อยละ 50 ของรายวิชา โดยมีอาจารย์ประจำเป็นผู้รับผิดชอบรายวิชานั้น |  |
|  | 6.การปรับปรุงหลักสูตรตามรอบระยะเวลาที่กำหนดต้องไม่เกิน 5 ปี(จะต้องปรับปรุงให้เสร็จและอนุมัติ/ให้ความเห็นชอบโดยสภามหาวิทยาลัย/สถาบัน เพื่อให้หลักสูตรใช้งานในปีที่ 6) ประกาศใช้ในปีที่ 8) |  |

**สรุปผลการดำเนินงานตามเกณฑ์**

□ เป็นไปตามเกณฑ์ทุกข้อ

□ ไม่เป็นไปตามเกณฑ์ โปรดระบุข้อ.....................

**รายการหลักฐาน**

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| **รหัสหลักฐาน** | **รายการ** |
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**ตารางข้อมูลผลการดำเนินการตามเกณฑ์มาตรฐานหลักสูตร**

**ระดับปริญญาตรี พ.ศ.2558**

1. **รายชื่อและคุณสมบัติอาจารย์ผู้รับผิดชอบหลักสูตร(เกณฑ์ข้อ 1,ข้อ 2)**

**ตาม มคอ. 2**

| **ชื่อ – สกุล** | **วุฒิการศึกษา** | **หมายเหตุ** |
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**ปัจจุบัน**

| **ชื่อ – สกุล** | **วุฒิการศึกษา** | **ระยะเวลาปฏิบัติงาน****(เป็นผู้รับผิดชอบหลักสูตร)** | **ผลงานทางวิชาการ** | **หมายเหตุ****ระบุวันที่สภาอนุมัติ(กรณีมีการเปลี่ยนแปลง)** |
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1. **รายชื่อและคุณสมบัติอาจารย์ประจำหลักสูตร(เกณฑ์ข้อ 3)**

| **ชื่อ – สกุล** | **วุฒิการศึกษา** | **ผลงานทางวิชาการ** | **หมายเหตุ** |
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**3. รายชื่อและคุณสมบัติอาจารย์ผู้สอนที่เป็นอาจารย์ประจำ (เกณฑ์ข้อ 4 ,ข้อ 5)**

**อาจารย์ประจำ**

| **ชื่อ – สกุล** | **วุฒิการศึกษา** | **ตรงสาขาหรือสัมพันธ์กับสาขาวิชา** | **หมายเหตุ** |
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**อาจารย์พิเศษ (ถ้ามี)**

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| ชื่อ สกุล | วุฒิการศึกษา | ตรงสาขาหรือสัมพันธ์กับสาขาวิชา | รายวิชาที่สอน/ชม.ที่สอน/อาจารย์ผู้รับผิดชอบรายวิชา |
| ตรง | สัมพันธ์ |
| 1. |  |  |  | ชื่อรายวิชา..................................................จำนวนชั่วโมงที่สอน.....................................ชื่ออาจารย์ผู้รับผิดชอบรายวิชา................... |

**4. การปรับปรุงหลักสูตรตามรอบระยะเวลาที่กำหนด(เกณฑ์ ข้อ 6)**

1. เริ่มเปิดหลักสูตรครั้งแรกในปี พ.ศ. .................................
2. ตามรอบหลักสูตรต้องปรับปรุงให้แล้วเสร็จและประกาศใช้ในปี พ.ศ. ..........................................
3. และจะครบรอบหลักสูตรต้องปรับปรุงอีกครั้ง ในปี พ.ศ. .......................................

**บทที่ 3**

**รายงานผลการดำเนินงานของหลักสูตรตามเกณฑ์ AUN QA Version 4.0**

 เพื่อให้หลักสูตรรับรู้ถึงระดับคุณภาพของหลักสูตรในแต่ละเกณฑ์ และสามารถปรับปรุงพัฒนา

การดำเนินการในหลักสูตรได้อย่างต่อเนื่อง การประเมินหลักสูตรจะใช้เกณฑ์ 7 ระดับ ดังต่อไปนี้

| **Rating** | **Description** |
| --- | --- |
| **1** | **Absolutely Inadequate**The QA practice to fulfil the criterion is not implemented. There are no plans, documents, evidences or results available. Immediate improvement must be made. |
| **2** | **Inadequate and Improvement is Necessary**The QA practice to fulfil the criterion is still at its planning stage or is inadequate where improvement is necessary. There is little document or evidence available. Performance of the QA practice shows little or poor results. |
| **3** | **Inadequate but Minor Improvement Will Make It Adequate**The QA practice to fulfil the criterion is defined and implemented but minor improvement is needed to fully meet them. Documents are available but no clear evidence to support that they have been fully used. Performance of the QA practice shows inconsistent or some results. |
| **4** | **Adequate as Expected**The QA practice to fulfil the criterion is adequate and evidences support that it has been fully implemented. Performance of the QA practice shows consistent results as expected. |
| **5** | **Better Than Adequate**The QA practice to fulfil the criterion is better than adequate. Evidences support that it has been efficiently implemented. Performance of the QA practice shows good results and positive improvement trend. |
| **6** | **Example of Best Practices**The QA practice to fulfil the criterion is considered to be example of best practices in the field. Evidences support that it has been effectively implemented. Performance of QA practice shows very good results and positive improvement trend. |
| **7** | **Excellent (Example of World-class or Leading Practices)**The QA practice to fulfil the criterion is considered to be excellent or example of world-class practices in the field. Evidences support that it has been innovatively implemented. Performance of the QA practice shows excellent results and outstanding improvement trends. |

**Report Summary**

The AUN-QA assessment at programme level covers eight criteria. Each criterion is assessed based on a seven-point scale. A summary of the assessment results for the ……………………programme at Prince of Naradhiwas university, is as follows:

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| Criterion | Score |
| 1. Expected Learning Outcomes |  |
| 2. Programme Structure and Content |  |
| 3. Teaching and Learning Approach |  |
| 4. Student Assessment |  |
| 5. Academic Staff |  |
| 6. Student Support Services |  |
| 7. Facilities and Infrastructure |  |
| 8. Output and Outcomes |  |
| Overall Verdict |  |

 **AUN-QA Criterion 1**

**Expected Learning Outcomes**

**ผลการดำเนินงาน**

**1.1 The programme to show that the expected learning outcomes are appropriately formulated in accordance with an established learning taxonomy, are aligned to the vision and mission of the university, and are known to all stakeholders.**

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**1.2 The programme to show that the expected learning outcomes for all courses are appropriately formulated and are aligned to the expected learning outcomes of the programme**

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**1.3 The programme to show that the expected learning outcomes consist of both generic outcomes (related to written and oral communication, problem- solving, information technology, teambuilding skills, etc) and subject specific outcomes (related to knowledge and skills of the study discipline).**

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**1.4 The programme to show that the requirements of the stakeholders, especially the external stakeholders, are gathered, and that these are reflected in the expected learning outcomes.**

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**1.5 The programme to show that the expected learning outcomes are achieved by the students by the time they graduate.**

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**หลักฐานแสดงผลการดำเนินงาน**

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**AUN - QA criterion 2**

**Programme Structure and Content**

**ผลการดำเนินงาน**

**2.1. The specifications of the programme and all its courses are shown to be comprehensive, up-to-date, and made available and communicated to all stakeholders.**

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**2.2. The design of the curriculum is shown to be constructively aligned with achieving the expected learning outcomes.**

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**2.3. The design of the curriculum is shown to include feedback from stakeholders, especially external stakeholders.**

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**2.4. The contribution made by each course in achieving the expected learning outcomes is shown to be clear.**

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**2.5. The curriculum to show that all its courses are logically structured, properly sequenced (progression from basic to intermediate to specialised courses), and are integrated.**

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**2.6. The curriculum to have option(s) for students to pursue major and/or minor specialisations.**

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**2.7. The programme to show that its curriculum is reviewed periodically following an established procedure and that it remains up-to-date and relevant to industry**

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**หลักฐานแสดงผลการดำเนินงาน**

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| **รหัสหลักฐาน** | **ชื่อหลักฐาน** |
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**AUN - QA criterion 3**

**Teaching and Learning Approach**

**ผลการดำเนินงาน**

**3.1. The educational philosophy is shown to be articulated and communicated to all stakeholders. It is also shown to be reflected in the teaching and learning activities.**

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**3.2. The teaching and learning activities are shown to allow students to participate responsibly in the learning process.**

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**3.3. The teaching and learning activities are shown to involve active learning by the students.**

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**3.4. The teaching and learning activities are shown to promote learning, learning how to learn, and instilling in students a commitment for life-long learning (e.g., commitment to critical inquiry, information-processing skills, and a willingness to experiment with new ideas and practices).**

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**3.5. The teaching and learning activities are shown to inculcate in students, new ideas, creative thought, innovation, and an entrepreneurial mindset.**

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**3.6. The teaching and learning processes are shown to be continuously improved to ensure their relevance to the needs of industry and are aligned to the expected learning outcomes**

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**หลักฐานแสดงผลการดำเนินงาน**

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**AUN - QA criterion 4**

**Student Assessment**

**ผลการดำเนินงาน**

**4.1. A variety of assessment methods are shown to be used and are shown to be constructively aligned to achieving the expected learning outcomes and the teaching and learning objectives.**

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**4.2. The assessment and assessment-appeal policies are shown to be explicit, communicated to students, and applied consistently.**

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**4.3. The assessment standards and procedures for student progression and degree completion, are shown to be explicit, communicated to students, and applied consistently.**

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**4.4. The assessments methods are shown to include rubrics, marking schemes, timelines, and regulations, and these are shown to ensure validity, reliability, and fairness in assessment.**

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**4.5. The assessment methods are shown to measure the achievement of the expected learning outcomes of the programme and its courses.**

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**4.6. Feedback of student assessment is shown to be provided in a timely manner.**

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**4.7. The student assessment and its processes are shown to be continuously reviewed and improved to ensure their relevance to the needs of industry and alignment to the expected learning outcomes.**

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**หลักฐานแสดงผลการดำเนินงาน**

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**AUN - QA criterion 5**

**Academic Staff**

**ผลการดำเนินงาน**

**5.1. The programme to show that academic staff planning (including succession, promotion, re-deployment, termination, and retirement plans) is carried out to ensure that the quality and quantity of the academic staff fulfil the needs for education, research, and service.**

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**5.2. The programme to show that staff workload is measured and monitored to improve the quality of education, research, and service.**

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**………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………5.6. The programme to show that the rights and privileges, benefits, roles and relationships, and accountability of the academic staff, taking into account professional ethics and their academic freedom, are well defined and understood.**

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**AUN - QA criterion 6**

 **Student Support Services**

**ผลการดำเนินงาน**

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

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* 1. **Both short-term and long-term planning of academic and non-academic support services are shown to be carried out to ensure sufficiency and quality of support services for teaching, research, and community service.**

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* 1. **An adequate system is shown to exist for student progress, academic performance, and workload monitoring. Student progress, academic performance, and workload are shown to be systematically recorded and monitored. Feedback to students and corrective actions are made where necessary.**

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* 1. **Co-curricular activities, student competition, and other student support services are shown to be available to improve learning experience and employability.**

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* 1. **The competences of the support staff rendering student services are shown to be identified for recruitment and deployment. These competences are shown to be evaluated to ensure their continued relevance to stakeholders needs. Roles and relationships are shown to be well-defined to ensure smooth delivery of the services.**

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* 1. **Student support services are shown to be subjected to evaluation, benchmarking, and enhancement.**

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**AUN - QA criterion 7**

 **Facilities and Infrastructure**

**ผลการดำเนินงาน**

* 1. **The physical resources to deliver the curriculum, including equipment, material, and information technology, are shown to be sufficient.**

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* 1. **The laboratories and equipment are shown to be up-to-date, readily available, and effectively deployed.**

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**7.3 A digital library is shown to be set-up, in keeping with progress in information and communication technology.**

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**7.4 The information technology systems are shown to be set up to meet the needs of staff and students.**

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* 1. **The university is shown to provide a highly accessible computer and network infrastructure that enables the campus community to fully exploit information technology for teaching, research, service, and administration.**

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* 1. **The environmental, health, and safety standards and access for people with special needs are shown to be defined and implemented.**

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**7.7 The university is shown to provide a physical, social, and psychological environment that is conducive for education, research, and personal well- being**

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**7.8 The competences of the support staff rendering services related to facilities are shown to be identified and evaluated to ensure that their skills remain relevant to stakeholder needs.**

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**7.9 The quality of the facilities (library, laboratory, IT, and student services) are shown to be subjected to evaluation and enhancement.**

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**AUN - QA criterion 8**

 **Output and Outcomes**

**ผลการดำเนินงาน**

**8.1 The pass rate, dropout rate, and average time to graduate are shown to be established, monitored, and benchmarked for improvement.**

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* 1. **Employability as well as self-employment, entrepreneurship, and advancement to further studies, are shown to be established, monitored, and benchmarked for improvement.**

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***8.3* Research and creative work output and activities carried out by the academic staff and students, are shown to be established, monitored, and benchmarked for improvement.**

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* 1. **Data are provided to show directly the achievement of the programme outcomes, which are established and monitored.**

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* 1. **Satisfaction level of the various stakeholders are shown to be established, monitored, and benchmarked for improvement.**

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# Self-rating for AUN-QA Assessment at Programme Level

|  | **Criterion** | **1** | **2** | **3** | **4** | **5** | **6** | **7** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **1** | **Expected Learning Outcomes** |  |  |  |  |  |  |  |
| 1.1 | The programme to show that the expected learning outcomes are appropriately formulated in accordance with an established learning taxonomy, are aligned to the vision and mission of the university, and are known to all stakeholders. |  |  |  |  |  |  |  |
| 1.2 | The programme to show that the expected learning outcomes for all courses are appropriately formulated and are aligned to the expected learning outcomes of the programme. |  |  |  |  |  |  |  |
| 1.3 | The programme to show that the expected learning outcomes consist of both generic outcomes (related to written and oral communication, problem-solving, information technology, teambuilding skills, etc) and subject specific outcomes (related to knowledge and skills of the study discipline). |  |  |  |  |  |  |  |
| 1.4 | The programme to show that the requirements of the stakeholders, especially the external stakeholders, are gathered, and that these are reflected in the expected learning outcomes. |  |  |  |  |  |  |  |
| 1.5 | The programme to show that the expected learning outcomes are achieved by the students by the time they graduate. |  |  |  |  |  |  |  |
|  | **Overall opinion** |  |  |  |  |  |  |  |
| **2** | **Programme Structure and Content** |  |  |  |  |  |  |  |
| 2.1 | The specifications of the programme and all its courses are shown to be comprehensive, up-to- date, and made available and communicated to all stakeholders. |  |  |  |  |  |  |  |
| 2.2 | The design of the curriculum is shown to be constructively aligned with achieving the expected learning outcomes. |  |  |  |  |  |  |  |
| 2.3 | The design of the curriculum is shown to include feedback from stakeholders, especially external stakeholders. |  |  |  |  |  |  |  |
| 2.4 | The contribution made by each course in achieving the expected learning outcomes is shown to be clear. |  |  |  |  |  |  |  |
| 2.5 | The curriculum to show that all its courses are logically structured, properly sequenced (progression from basic to intermediate to specialised courses), and are integrated. |  |  |  |  |  |  |  |
| 2.6 | The curriculum to have option(s) for students to pursue major and/or minor specialisations. |  |  |  |  |  |  |  |
| 2.7 | The programme to show that its curriculum is reviewed periodically following an established procedure and that it remains up-to-date and relevant to industry. |  |  |  |  |  |  |  |
|  | **Overall opinion** |  |  |  |  |  |  |  |
| **3** | **Teaching and Learning Approach** |  |  |  |  |  |  |  |
| 3.1 | The educational philosophy is shown to be articulated and communicated to all stakeholders. It is also shown to be reflected in the teaching and learning activities. |  |  |  |  |  |  |  |
| 3.2 | The teaching and learning activities are shown to allow students to participate responsibly in the learning process. |  |  |  |  |  |  |  |
| 3.3 | The teaching and learning activities are shown to involve active learning by the students. |  |  |  |  |  |  |  |
| 3.4 | The teaching and learning activities are shown to promote learning, learning how to learn, and instilling in students a commitment for life-long learning (e.g.,commitment to critical inquiry, information-processing skills, and a willingness to experiment with new ideas and practices). |  |  |  |  |  |  |  |
| 3.5 | The teaching and learning activities are shown to inculcate in students, new ideas, creative thought, innovation, and an entrepreneurial mindset. |  |  |  |  |  |  |  |
| 3.6 | The teaching and learning processes are shown to be continuously improved to ensure their relevance to the needs of industry and are aligned to the expected learning outcomes. |  |  |  |  |  |  |  |
|  | **Overall opinion** |  |  |  |  |  |  |  |
| **4** | **Student Assessment** |  |  |  |  |  |  |  |
| 4.1 | A variety of assessment methods are shown to be used and are shown to be constructively aligned to achieving the expected learning outcomes and the teaching and learning objectives. |  |  |  |  |  |  |  |
| 4.2 | The assessment and assessment-appeal policies are shown to be explicit, communicated to students, and applied consistently. |  |  |  |  |  |  |  |
| 4.3 | The assessment standards and procedures for student progression and degree completion, are shown to be explicit, communicated to students, and applied consistently. |  |  |  |  |  |  |  |
| 4.4 | The assessments methods are shown to include rubrics, marking schemes, timelines, and regulations, and these are shown to ensurevalidity, reliability, and fairness in assessment. |  |  |  |  |  |  |  |
| 4.5 | The assessment methods are shown to measure the achievement of the expected learning outcomes of the programme and its courses. |  |  |  |  |  |  |  |
| 4.6 | Feedback of student assessment is shown to be provided in a timely manner. |  |  |  |  |  |  |  |
| 4.7 | The student assessment and its processes are shown to be continuously reviewed and improved to ensure their relevance to the needs of industry and alignment to the expected learning outcomes. |  |  |  |  |  |  |  |
|  | **Overall opinion** |  |  |  |  |  |  |  |
| **5** | **Academic Staff** |  |  |  |  |  |  |  |
| 5.1 | The programme to show that academic staff planning (including succession, promotion, re-eployment, termination, and retirement plans) is carried out to ensure that the quality and quantity of the academic staff fulfil the needs for education, research, and service. |  |  |  |  |  |  |  |
| 5.2 | The programme to show that staff workload is measured and monitored to improve the quality of education, research, and service. |  |  |  |  |  |  |  |
| 5.3 | The programme to show that the competences of the academic staff are determined, evaluated, and communicated. |  |  |  |  |  |  |  |
| 5.4 | The programme to show that the duties allocated to the academic staff are appropriate to qualifications, experience, and aptitude. |  |  |  |  |  |  |  |
| 5.5 | The programme to show that promotion of the academic staff is based on a merit system which accounts for teaching, research, and service. |  |  |  |  |  |  |  |
| 5.6 | The programme to show that the rights and privileges, benefits, roles and relationships, and accountability of the academic staff, taking into account professional ethics and their academic freedom, are well defined and understood. |  |  |  |  |  |  |  |
| 5.7 | The programme to show that the training and developmental needs of the academic staff are systematically identified, and that appropriate training and development activities are implemented to fulfil the identified needs. |  |  |  |  |  |  |  |
| 5.8 | The programme to show that performance management including reward and recognition is implemented to assess academic staff teaching and research quality. |  |  |  |  |  |  |  |
|  | **Overall opinion** |  |  |  |  |  |  |  |
| **6** | **Student Support Services** |  |  |  |  |  |  |  |
| 6.1 | The student intake policy, admission criteria, and admission procedures to the programme are shown to be clearly defined, communicated, published, and up-to-date. |  |  |  |  |  |  |  |
| 6.2 | Both short-term and long-term planning of academic and non-academic support services are shown to be carried out to ensure sufficiency and quality of support services for teaching, research, and community service. |  |  |  |  |  |  |  |
| 6.3 | An adequate system is shown to exist for student progress, academic performance, and workload monitoring. Student progress, academic performance, and workload are shown to be systematically recorded and monitored. Feedback to students and corrective actions are made where necessary. |  |  |  |  |  |  |  |
| 6.4 | Co-curricular activities, student competition, and other student support services are shown to be available to improve learning experience and employability. |  |  |  |  |  |  |  |
| 6.5 | The competences of the support staff rendering student services are shown to be identified for recruitment and deployment. These competences are shown to be evaluated to ensure their continued relevance to stakeholders needs. Roles and relationships are shown to be well- defined to ensure smooth delivery of the services. |  |  |  |  |  |  |  |
| 6.6 | Student support services are shown to be subjected to evaluation, benchmarking, and enhancement. |  |  |  |  |  |  |  |
|  | **Overall opinion** |  |  |  |  |  |  |  |
| **7** | **Facilities and Infrastructure** |  |  |  |  |  |  |  |
| 7.1 | The physical resources to deliver the curriculum, including equipment, material, and information technology, are shown to be sufficient. |  |  |  |  |  |  |  |
| 7.2 | The laboratories and equipment are shown to be up-to-date, readily available, and effectively deployed. |  |  |  |  |  |  |  |
| 7.3 | A digital library is shown to be set-up, in keeping with progress in information and communication technology. |  |  |  |  |  |  |  |
| 7.4 | The information technology systems are shown to be set up to meet the needs of staff and students. |  |  |  |  |  |  |  |
| 7.5 | The university is shown to provide a highly accessible computer and network infrastructure that enables the campus community to fully exploit information technology for teaching, research, service, and administration. |  |  |  |  |  |  |  |
| 7.6 | The environmental, health, and safety standards and access for people with special needs are shown to be defined and implemented. |  |  |  |  |  |  |  |
| 7.7 | The university is shown to provide a physical, social, and psychological environment that is conducive for education, research, and personal well-being. |  |  |  |  |  |  |  |
| 7.8 | The competences of the support staff rendering services related to facilities are shown to be identified and evaluated to ensure that their skills remain relevant to stakeholder needs. |  |  |  |  |  |  |  |
| 7.9 | The quality of the facilities (library, laboratory, IT, and student services) are shown to be subjected to evaluation and enhancement. |  |  |  |  |  |  |  |
|  | **Overall opinion** |  |  |  |  |  |  |  |
| **8** | **Output and Outcomes** |  |  |  |  |  |  |  |
| 8.1 | The pass rate, dropout rate, and average time to graduate are shown to be established, monitored, and benchmarked for improvement. |  |  |  |  |  |  |  |
| 8.2 | Employability as well as self-employment, entrepreneurship, and advancement to further studies, are shown to be established, monitored, and benchmarked for improvement. |  |  |  |  |  |  |  |
| 8.3 | Research and creative work output and activities carried out by the academic staff and students, are shown to be established, monitored, and benchmarked for improvement. |  |  |  |  |  |  |  |
| 8.4 | Data are provided to show directly the achievement of the programme outcomes, which are established and monitored. |  |  |  |  |  |  |  |
| 8.5 | Satisfaction level of the various stakeholders are shown to be established, monitored, and benchmarked for improvement. |  |  |  |  |  |  |  |
|  | **Overall opinion** |  |  |  |  |  |  |  |

#  STRENGTHS AND WEAKNESS ANALYSES

|  | **Criterion** | **Straengs** | **Weakness** |
| --- | --- | --- | --- |
| **1** | **Expected Learning Outcomes** |  |  |
| 1.1 | The programme to show that the expected learning outcomes are appropriately formulated in accordance with an established learning taxonomy, are aligned to the vision and mission of the university, and are known to all stakeholders. |  |  |
| 1.2 | The programme to show that the expected learning outcomes for all courses are appropriately formulated and are aligned to the expected learning outcomes of the programme. |  |  |
| 1.3 | The programme to show that the expected learning outcomes consist of both generic outcomes (related to written and oral communication, problem-solving, information technology, teambuilding skills, etc) and subject specific outcomes (related to knowledge and skills of the study discipline). |  |  |
| 1.4 | The programme to show that the requirements of the stakeholders, especially the external stakeholders, are gathered, and that these are reflected in the expected learning outcomes. |  |  |
| 1.5 | The programme to show that the expected learning outcomes are achieved by the students by the time they graduate. |  |  |
| **2** | **Programme Structure and Content** |  |  |
| 2.1 | The specifications of the programme and all its courses are shown to be comprehensive, up-to- date, and made available and communicated to all stakeholders. |  |  |
| 2.2 | The design of the curriculum is shown to be constructively aligned with achieving the expected learning outcomes. |  |  |
| 2.3 | The design of the curriculum is shown to include feedback from stakeholders, especially external stakeholders. |  |  |
| 2.4 | The contribution made by each course in achieving the expected learning outcomes is shown to be clear. |  |  |
| 2.5 | The curriculum to show that all its courses are logically structured, properly sequenced (progression from basic to intermediate to specialised courses), and are integrated. |  |  |
| 2.6 | The curriculum to have option(s) for students to pursue major and/or minor specialisations. |  |  |
| 2.7 | The programme to show that its curriculum is reviewed periodically following an established procedure and that it remains up-to-date and relevant to industry. |  |  |
| **3** | **Teaching and Learning Approach** |  |  |
| 3.1 | The educational philosophy is shown to be articulated and communicated to all stakeholders. It is also shown to be reflected in the teaching and learning activities. |  |  |
| 3.2 | The teaching and learning activities are shown to allow students to participate responsibly in the learning process. |  |  |
| 3.3 | The teaching and learning activities are shown to involve active learning by the students. |  |  |
| 3.4 | The teaching and learning activities are shown to promote learning, learning how to learn, and instilling in students a commitment for life-long learning (e.g.,commitment to critical inquiry, information-processing skills, and a willingness to experiment with new ideas and practices). |  |  |
| 3.5 | The teaching and learning activities are shown to inculcate in students, new ideas, creative thought, innovation, and an entrepreneurial mindset. |  |  |
| 3.6 | The teaching and learning processes are shown to be continuously improved to ensure their relevance to the needs of industry and are aligned to the expected learning outcomes. |  |  |
| **4** | **Student Assessment** |  |  |
| 4.1 | A variety of assessment methods are shown to be used and are shown to be constructively aligned to achieving the expected learning outcomes and the teaching and learning objectives. |  |  |
| 4.2 | The assessment and assessment-appeal policies are shown to be explicit, communicated to students, and applied consistently. |  |  |
| 4.3 | The assessment standards and procedures for student progression and degree completion, are shown to be explicit, communicated to students, and applied consistently. |  |  |
| 4.4 | The assessments methods are shown to include rubrics, marking schemes, timelines, and regulations, and these are shown to ensurevalidity, reliability, and fairness in assessment. |  |  |
| 4.5 | The assessment methods are shown to measure the achievement of the expected learning outcomes of the programme and its courses. |  |  |
| 4.6 | Feedback of student assessment is shown to be provided in a timely manner. |  |  |
| 4.7 | The student assessment and its processes are shown to be continuously reviewed and improved to ensure their relevance to the needs of industry and alignment to the expected learning outcomes. |  |  |
| **5** | **Academic Staff** |  |  |
| 5.1 | The programme to show that academic staff planning (including succession, promotion, re-eployment, termination, and retirement plans) is carried out to ensure that the quality and quantity of the academic staff fulfil the needs for education, research, and service. |  |  |
| 5.2 | The programme to show that staff workload is measured and monitored to improve the quality of education, research, and service. |  |  |
| 5.3 | The programme to show that the competences of the academic staff are determined, evaluated, and communicated. |  |  |
| 5.4 | The programme to show that the duties allocated to the academic staff are appropriate to qualifications, experience, and aptitude. |  |  |
| 5.5 | The programme to show that promotion of the academic staff is based on a merit system which accounts for teaching, research, and service. |  |  |
| 5.6 | The programme to show that the rights and privileges, benefits, roles and relationships, and accountability of the academic staff, taking into account professional ethics and their academic freedom, are well defined and understood. |  |  |
| 5.7 | The programme to show that the training and developmental needs of the academic staff are systematically identified, and that appropriate training and development activities are implemented to fulfil the identified needs. |  |  |
| 5.8 | The programme to show that performance management including reward and recognition is implemented to assess academic staff teaching and research quality. |  |  |
| **6** | **Student Support Services** |  |  |
| 6.1 | The student intake policy, admission criteria, and admission procedures to the programme are shown to be clearly defined, communicated, published, and up-to-date. |  |  |
| 6.2 | Both short-term and long-term planning of academic and non-academic support services are shown to be carried out to ensure sufficiency and quality of support services for teaching, research, and community service. |  |  |
| 6.3 | An adequate system is shown to exist for student progress, academic performance, and workload monitoring. Student progress, academic performance, and workload are shown to be systematically recorded and monitored. Feedback to students and corrective actions are made where necessary. |  |  |
| 6.4 | Co-curricular activities, student competition, and other student support services are shown to be available to improve learning experience and employability. |  |  |
| 6.5 | The competences of the support staff rendering student services are shown to be identified for recruitment and deployment. These competences are shown to be evaluated to ensure their continued relevance to stakeholders needs. Roles and relationships are shown to be well- defined to ensure smooth delivery of the services. |  |  |
| 6.6 | Student support services are shown to be subjected to evaluation, benchmarking, and enhancement. |  |  |
| **7** | **Facilities and Infrastructure** |  |  |
| 7.1 | The physical resources to deliver the curriculum, including equipment, material, and information technology, are shown to be sufficient. |  |  |
| 7.2 | The laboratories and equipment are shown to be up-to-date, readily available, and effectively deployed. |  |  |
| 7.3 | A digital library is shown to be set-up, in keeping with progress in information and communication technology. |  |  |
| 7.4 | The information technology systems are shown to be set up to meet the needs of staff and students. |  |  |
| 7.5 | The university is shown to provide a highly accessible computer and network infrastructure that enables the campus community to fully exploit information technology for teaching, research, service, and administration. |  |  |
| 7.6 | The environmental, health, and safety standards and access for people with special needs are shown to be defined and implemented. |  |  |
| 7.7 | The university is shown to provide a physical, social, and psychological environment that is conducive for education, research, and personal well-being. |  |  |
| 7.8 | The competences of the support staff rendering services related to facilities are shown to be identified and evaluated to ensure that their skills remain relevant to stakeholder needs. |  |  |
| 7.9 | The quality of the facilities (library, laboratory, IT, and student services) are shown to be subjected to evaluation and enhancement. |  |  |
| **8** | **Output and Outcomes** |  |  |
| 8.1 | The pass rate, dropout rate, and average time to graduate are shown to be established, monitored, and benchmarked for improvement. |  |  |
| 8.2 | Employability as well as self-employment, entrepreneurship, and advancement to further studies, are shown to be established, monitored, and benchmarked for improvement. |  |  |
| 8.3 | Research and creative work output and activities carried out by the academic staff and students, are shown to be established, monitored, and benchmarked for improvement. |  |  |
| 8.4 | Data are provided to show directly the achievement of the programme outcomes, which are established and monitored. |  |  |
| 8.5 | Satisfaction level of the various stakeholders are shown to be established, monitored, and benchmarked for improvement. |  |  |