Regional Standards for Programme Assessment within the ASEAN University Network

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National University of Singapore
Background of ASEAN University Network (AUN)

• The AUN was established in November 1995.
• Charter of the AUN was signed by the ASEAN Ministers responsible for higher education.
• Agreement on the Establishment of the AUN was signed by the Presidents, Rectors and Vice-Chancellors of participating universities.
Background of ASEAN University Network (AUN)

AUN Key Objectives:
• to strengthen existing network of cooperation among universities in ASEAN;
• to promote collaborative study, research and educational programmes on the priority areas identified by ASEAN;
• to promote cooperation and solidarity among scholars, academicians and researchers in the ASEAN Member States; and,
• to serve as the policy-oriented body in higher education in the ASEAN region.
Background of ASEAN University Network (AUN)

AUN major activities:
• ASEAN Studies Programme (M.A. in ASEAN Studies)
• Student and Faculty Exchange Programme
• AUN Educational Forum and Young Speakers Contest
• ASEAN Youth Cultural Forum
• Student Exchange Programme
• AUN Distinguished Scholars Programme
• Collaborative Research
• Information Networking (AUNILO)
• AUN Quality Assurance (AUN-QA)
Evolution of AUN-QA Standards

- **Bangkok Accord** (2000)
- **AUN-QA Assessments** (2007)
- **AUN-QA Revised Manual** (2011)
- **AUN-QA Operating Guidelines**

Phases:
- **Initiation**
- **Implementation**
- **Improvement**
Initiation
Bangkok Accord

1. Appoint Chief Quality Officer (CQOs)
2. Formulate common AUN-QA policies, criteria and benchmarking procedures
3. Identify and encourage the implementation of QA good practices
4. Enhance mutual collaboration and information exchange
5. Invite and facilitate auditing, assessment and review by other member universities as well as by external bodies
6. Be responsible for the implementation of this Accord
7. Seek further and deeper engagement regarding QA in higher education with ASEAN Dialogue Partners
AUN-QA Guidelines

- Guidelines are benchmark standards towards quality and quality assurance
- Strengthen the position of higher education in ASEAN
- Promote the harmonisation of quality assurance in higher education within and outside ASEAN
- Endorsed by AUN Board of Trustees as well as Presidents, Rectors and Vice-Chancellors of AUN member universities
AUN-QA Guidelines

AUN-QA Criteria
Criteria 1: QA System
Criteria 2: Teaching and Learning
  Course Curriculum
  Academic Staff
  Student Assessment
  Learning Process
  Environmental Health and Safety Standards
  Learning Resources
Criteria 3: Research
  Funding and Facilities
  Research Output
Criteria 4: Services
Criteria 5: Ethics
Criteria 6: Human Resource Development (HRD)
AUN-QA Manual

- Facilitate implementation of AUN-QA Guidelines
- Improve clarity and interpretation of quality criteria and standards
- Manual for Self-assessment and Auditing
- Endorsed by AUN Board of Trustees as well as Presidents, Rectors and Vice-Chancellors of AUN member universities
AUN-QA Standards

Strategic
(QA at Institutional Level)

Systemic
(Internal QA System)

Tactical
(QA at Programme Level)
AUN-QA Standards – Institutional QA

Source: AUN QA Network
AUN-QA Manual – IQA System
ASEAN University Network

Internal Quality Assurance

Monitoring Instruments
- Student Progress
- Pass Rate
- Drop-out Rate
- Feedback from the Labour Market and Alumni
- Research Performance

Evaluation Instruments
- Student Evaluation
- Course and Curriculum Evaluation
- Research Evaluation
- Service Evaluation

Special QA Processes
- Assurance Student Assessments
- Assurance Quality Staff
- Quality Assurance Facilities
- Quality Assurance Student Support

Specific QA Instruments
- SWOT Analysis
- Inter-Collegial Audits
- Information System
- Quality Handbook

Follow up

IQA System Model

Source: AUN QA Network
AUN-QA Standards – Programme QA

Source: AUN QA Network
Implementation
Trial Implementation

To put into practice the “Manual for the Implementing of the Guidelines” of AUN-QA models for IQA system, institutional level and programme level

Trial Implementation at Burapha University, May 2007

Formalisation of Assessment Process (PDCA)
Actual Quality Assessment (2007 onwards)

<table>
<thead>
<tr>
<th>No.</th>
<th>Period</th>
<th>University</th>
<th>Programme</th>
</tr>
</thead>
</table>
| 1st | Dec 2007 | University of Malaya        | • Biomedical Engineering  
                               |                                                        | • Computer-Aided Design/Manufacture Engineering       |
| 2nd | Aug 2008 | De La Salle University      | • Chemical Engineering  
                               |                                                        | • Applied Economics                                   |
| 3rd | Dec 2008 | Universitas Indonesia       | • Civil Engineering  
                               |                                                        | • Mechanical Engineering                              |
| 4th | Dec 2008 | Institut Teknologi Bandung  | • Physics  
                               |                                                        | • Pharmacy                                           |
| 5th | Oct 2009 | Universitas Gadjah Mada     | • Pharmaceutical Sciences  
                               |                                                        | • Chemistry  
                               |                                                        | • Medical Education                                   |
## Actual Quality Assessment (2007 onwards)

<table>
<thead>
<tr>
<th>No.</th>
<th>Period</th>
<th>University</th>
<th>Programme</th>
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<tbody>
<tr>
<td>6th</td>
<td>Dec 2009</td>
<td>Vietnam National University - Hanoi</td>
<td>• Information Technology</td>
</tr>
<tr>
<td>7th</td>
<td>Dec 2009</td>
<td>Vietnam National University – Ho Chi Minh City</td>
<td>• Information Technology • Computer Science &amp; Engineering • Electronics &amp; Telecommunications</td>
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<td>Universitas Indonesia</td>
<td>• Architecture • Electrical Engineering • Chemistry • Metallurgy &amp; Material Engineering</td>
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<td>9th</td>
<td>Nov 2010</td>
<td>De La Salle University</td>
<td>• Chemistry • Psychology • Literature</td>
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<td>10th</td>
<td>Dec 2010</td>
<td>Vietnam National University - Hanoi</td>
<td>• Economics</td>
</tr>
<tr>
<td>11th</td>
<td>Jun 2011</td>
<td>Universitas Gadjah Mada</td>
<td>• Biology • Geology Engineering • Civil &amp; Environmental Engineering</td>
</tr>
</tbody>
</table>

11 assessments, 7 universities, 26 programmes in 3.5 years
Improvement
Revision of AUN QA Manual for Programme Level Assessment

- First revision of the AUN-QA Manual
- Criteria and assessment process of AUN Actual Quality Assessment at Programme Level
- Associated resources (templates and samples)
- Effective August 2011
Revision of AUN QA Manual for Programme Level Assessment

Original AUN-QA Model for Programme Level

- Stakeholders Satisfaction
  - Programme Specification
  - Programme Content
  - Programme Organisation
  - Didactic Concept
  - Student Assessment
- Academic Staff Quality
- Support Staff Quality
- Student Quality
- Student Advice & Support
- Facilities & Infrastructure
- Stakeholders Feedback

Expected Learning Outcomes
- Quality Assurance and International benchmarking
- Graduate Profile
- Pass Rates
- Drop Out Rates
- Graduation Time
- Employability

Revised AUN-QA Model for Programme Level

- Stakeholders Satisfaction
  - Programme Specification
  - Programme Structure & Context
  - Teaching & Learning Strategy
  - Student Assessment
- Academic Staff Quality
- Support Staff Quality
- Student Quality
- Student Advice & Support
- Facilities & Infrastructure
- Stakeholders Feedback

Expected Learning Outcomes
- Quality Assurance and International benchmarking

18 criteria, 72 statements

15 criteria, 68 statements
<table>
<thead>
<tr>
<th>Original Criteria</th>
<th>Sub-criterion</th>
<th>Revised Criteria</th>
<th>Sub-criterion</th>
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<tbody>
<tr>
<td>1. Goals and Objectives; Expected Learning Outcomes</td>
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<td>1. Expected Learning Outcomes</td>
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<tr>
<td>3. Programme Content</td>
<td>4</td>
<td>3. Programme Structure and Content</td>
<td>7 (-1)</td>
</tr>
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<td>4. Programme Organisation</td>
<td>4</td>
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<td></td>
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<tr>
<td>5. Didactic Concept and Teaching/Learning Strategy</td>
<td>5</td>
<td>4. Teaching and Learning Strategy</td>
<td>4 (-1)</td>
</tr>
<tr>
<td>6. Student Assessment</td>
<td>8</td>
<td>5. Student Assessment</td>
<td>7 (-1)</td>
</tr>
<tr>
<td>7. Staff Quality</td>
<td>10</td>
<td>6. Academic Staff Quality</td>
<td>10</td>
</tr>
<tr>
<td>8. Quality of Support Staff</td>
<td>4</td>
<td>7. Support Staff Quality</td>
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<tr>
<td>9. Student Quality</td>
<td>4</td>
<td>8. Student Quality</td>
<td>3 (-1)</td>
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<tr>
<td>10. Student Advice and Support</td>
<td>5</td>
<td>9. Student Advice and Support</td>
<td>4 (-1)</td>
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<tr>
<td>11. Facilities and Infrastructure</td>
<td>5</td>
<td>10. Facilities and Infrastructure</td>
<td>5</td>
</tr>
<tr>
<td>13. Student Evaluation</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>14. Curriculum Design</td>
<td>3</td>
<td></td>
<td></td>
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<tr>
<td>15. Staff Development Activities</td>
<td>2</td>
<td>12. Staff Development Activities</td>
<td>2</td>
</tr>
<tr>
<td>16. Feedback Stakeholders</td>
<td>2</td>
<td>13. Stakeholders Feedback</td>
<td>3 (+1)</td>
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<tr>
<td>17. Output</td>
<td>2</td>
<td>14. Output</td>
<td>4 (+2)</td>
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<td>18. Stakeholders Satisfaction</td>
<td>1</td>
<td>15. Stakeholders Satisfaction</td>
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<tr>
<td>Total</td>
<td>72</td>
<td>Total</td>
<td>68 (-4)</td>
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</table>
Guidelines for AUN Quality Assessment and Assessors

- Operating guidelines for AUN quality assessment
- Roles, responsibilities and requirements of various stakeholders
- AUN Certification scheme
- Effective August 2011
Guidelines for AUN Quality Assessment and Assessors

• The establishment of an AUN-QA Council which governs and formulates policies for the operation of the AUN-QA Network

• Define roles, responsibilities and requirements of the applying university (assessee), assessors, observers and staff of AUN Secretariat

• Provide a common frame of reference and accountability to the AUN quality assessment process and stakeholders for the purpose of certification
Challenges
Challenges

- Globalisation of education
- Rising demand for better quality university education
- ASEAN Charter - promote greater mobility of students, faculty members, talent and labour

Harmonisation of AUN-QA and national/local quality assurance framework for higher education
Accreditation Standards for Study Programme (2010):

1. Vision, mission, objectives, aims and attaining strategies
2. Governance, leadership, management system and quality assurance
3. Student and graduate
4. Human resource
5. Curriculum, instruction and academic atmosphere
6. Finance, facilities, infrastructure and information system
7. Research, community service and partnership

Malaysian Qualifications Agency (MQA) - Malaysia

Accreditation Standards for Study Programme:

1. Vision, mission and learning outcomes;
2. Curriculum design and delivery;
3. Student selection and support services;
4. Assessment of students;
5. Academic staff;
6. Educational resources;
7. Programme monitoring and review;
8. Leadership, governance and administration; and
9. Continual quality improvement.

Source: http://www.mqa.gov.my/
Accrediting Agency of Chartered Colleges and Universities in the Philippines (AACCUP), Inc.
- Philippines

Accreditation Standards for Study Programme:
1. Mission, goals and objectives
2. Faculty
3. Curriculum and Instruction
4. Students
5. Research
6. Extension and Community Involvement
7. Library
8. Physical Fitness
9. Laboratories
10. Administration

Source: http://www.aaccupqa.org.ph/
Office of the Higher Education Commission (OHEC) - Thailand

Standards for Internal Quality Assurance (IQA):
1. Philosophy, commitments, objectives and implementation plan
2. Teaching and learning
3. Student development activities
4. Research
5. Academic services to the community
6. Preservation of arts and culture
7. Administration and management
8. Finance and budgeting
9. Systems and mechanism for quality assurance

Comparison of AUN-QA and Major Regional Standards

<table>
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<tr>
<th>ASEAN</th>
<th>Indonesia</th>
<th>Malaysia</th>
<th>Philippines</th>
<th>Thailand</th>
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<tbody>
<tr>
<td>AUN-QA</td>
<td>BAN-PT</td>
<td>MQA</td>
<td>AACCUP</td>
<td>OHEC</td>
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<td>9. Student advice &amp; support</td>
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## Comparison of AUN-QA and Major Regional Standards

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<td>2. Programme specification</td>
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<td>3. Programme structure &amp; content</td>
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<td>5. Student assessment</td>
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<td>6. Preservation of arts &amp; culture</td>
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Conclusion

The call for harmonisation of AUN-QA and national/local quality assurance framework for higher education is a reality given that various national frameworks have similar assessment standards. This will:

• enhance ASEAN quality standard goal as stated in the ASEAN higher education policies and strategies
• raise the level of quality of higher education in ASEAN
• facilitate benchmarking of best practices in higher education within and outside ASEAN
• facilitate the implementation of ASEAN charter through mobility of students, faculty members and labour
Thank You