

## Checklist for AUN-QA Assessment at Programme Level

Criteria		Programme		MU - QD Staff	
		Find	Missing	Found	Missing
<b>1</b>	<b>Expected Learning Outcomes</b>				
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]				
<b>2</b>	<b>Programme Specification</b>				
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]				
<b>3</b>	<b>Programme Structure and Content</b>				
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]				

Criteria		Programme		MU - QD Staff	
		Find	Missing	Found	Missing
<b>4</b>	<b>Teaching and Learning Approach</b>				
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]				
4.3	Teaching and learning activities enhance life-long learning [5]				
<b>5</b>	<b>Student Assessment</b>				
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]				
<b>6</b>	<b>Academic Staff Quality</b>				
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]				

Criteria		Programme		MU - QD Staff	
		Find	Missing	Found	Missing
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]				
<b>7</b>	<b>Support Staff Quality</b>				
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]				

Criteria		Programme		MU - QD Staff	
		Find	Missing	Found	Missing
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]				
<b>8</b>	<b>Student Quality and Support</b>				
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]				
<b>9</b>	<b>Facilities and Infrastructure</b>				
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]				

Criteria		Programme		MU - QD Staff	
		Find	Missing	Found	Missing
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]				
<b>10</b>	<b>Quality Enhancement</b>				
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]				

Criteria		Programme		MU - QD Staff	
		Find	Missing	Found	Missing
<b>11</b>	<b>Output</b>				
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]				
<b>Sign</b>		(.....) ...../...../.....		(.....) ...../...../.....	

<b>Committee</b>	(.....) ...../...../.....	(.....) ...../...../.....
------------------	------------------------------	------------------------------