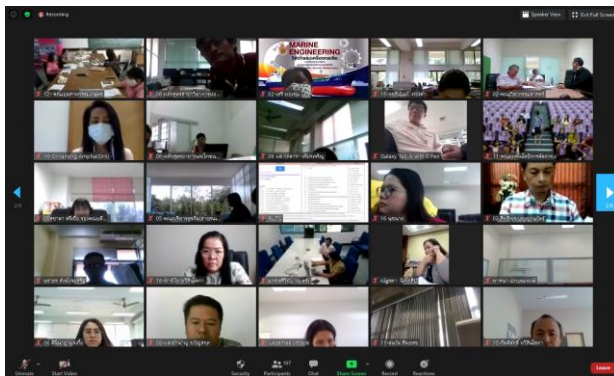
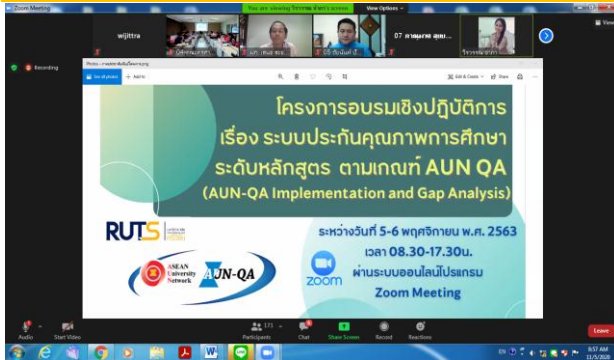


ภาพประกอบ

โครงการอบรมเชิงปฏิบัติการ เรื่อง ระบบประกันคุณภาพการศึกษา ระดับหลักสูตร ตามเกณฑ์ AUN QA ระหว่างวันที่ 5 - 6 พฤศจิกายน 2563 เวลา 08.30 น. - 17.30 น. ผ่านระบบ Zoom Meeting

วันที่ 5 พฤศจิกายน 2563



AUN-QA Implementation and Gap Analysis at Programme Level

Dr. Anuwong K. Srinakharinwrot University
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kunyada@gmail.com

ASEAN UNIVERSITY NETWORK QUALITY ASSURANCE
GUIDE TO AUN-QA ASSESSMENT AT PROGRAMME LEVEL VERSION 4.0

Principle References:
Guide to AUN-QA Assessment at Programme Level Version 4.0



Handwritten notes on a slide about OBE and AUN-QA. The notes include:

- OBE (Outcome-Based Education)
- AUN-QA model and ELO (Expected Learning Outcomes)
- Handwritten text: "นี่คือสิ่งที่เราต้องทำ" (This is what we need to do)
- Handwritten text: "นี่คือสิ่งที่เราต้องทำ" (This is what we need to do)
- Handwritten text: "นี่คือสิ่งที่เราต้องทำ" (This is what we need to do)

Workshop Expected Learning Outcomes (ELOs)

Explain AUN-QA model and criteria

Apply content of AUN-QA criteria and process to QA practice at programme level

Self-assess the current QA practice to identify gaps

(Draft SAR)

Anuwong, K. 2017

Screenshot of a Zoom meeting showing a list of participants and a meeting ID: 941 1454 4043.

Workshop: Gap Identification

Criterion Checklist number (1)	Current Practice (2)	Available Data/Evidences (3)	Gaps in Practice (4)	Needed Data/Evidences (5)
1.1 ELOs (PLOs) - 10 Tax				

Handwritten notes and arrows are present on the table.

Diagram showing the AUN-QA Model for Higher Education QA @ Programme Level:

- Strategic QA (Institutional)
- Systemic QA (Internal QA System)
- Functional QA (Education, Research and Service)

Programme Assessment since 2007 and Institutional Assessment since 2017 are also indicated.

Features of AUN-QA Model for Higher Education QA @ Programme Level

- Principle-based QA model
- Design based on Outcome-based Education framework
- PDCA approach to quality
- Designed for continuous improvement to good/best practice
- Focus on Stakeholders' needs

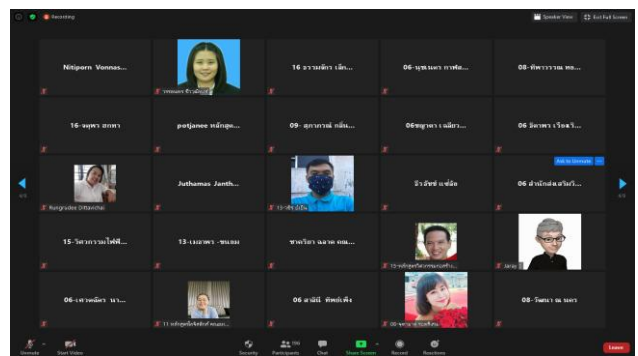
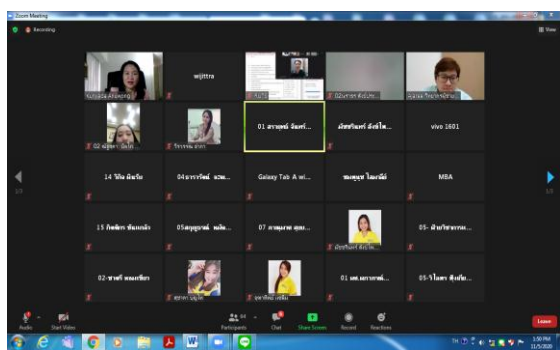
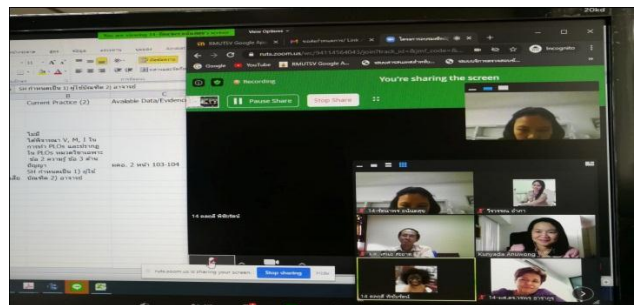
Outcome-Based Education (OBE)

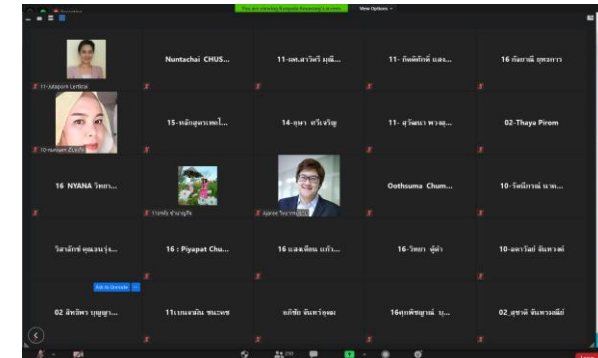
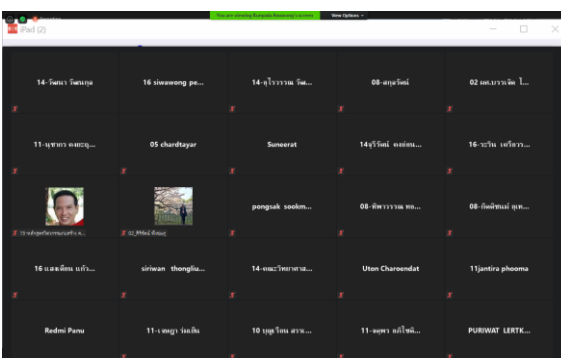
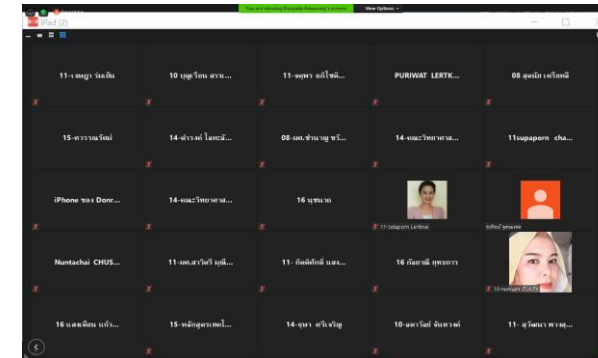
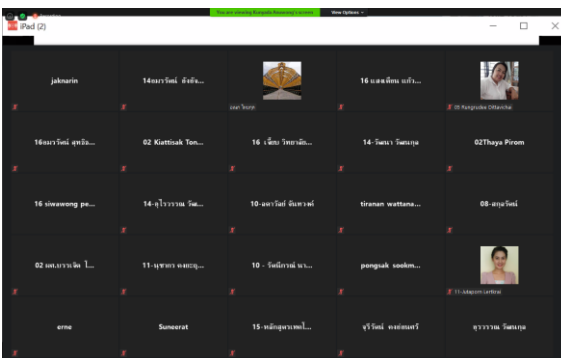
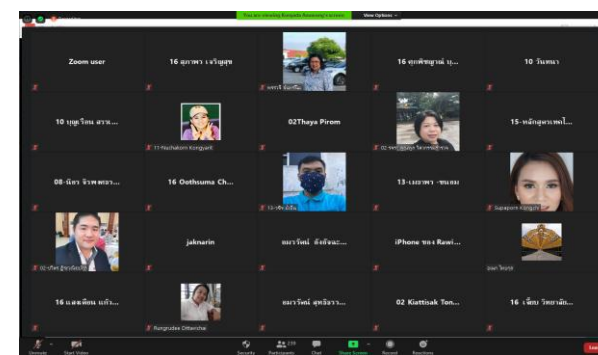
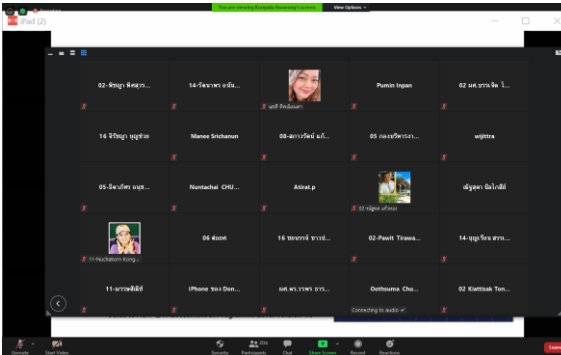
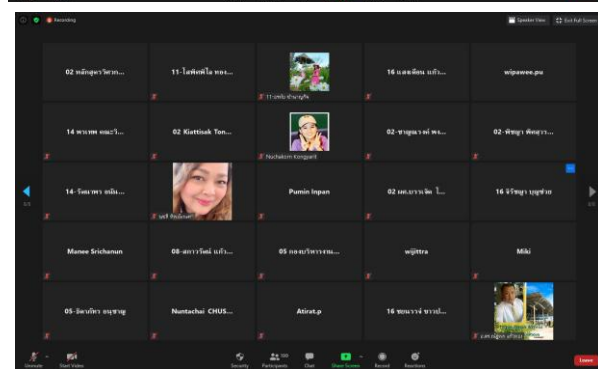
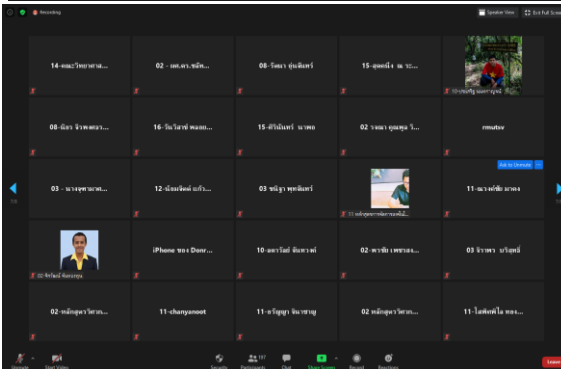
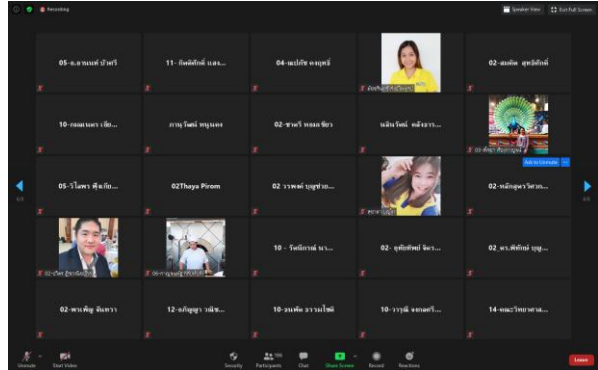
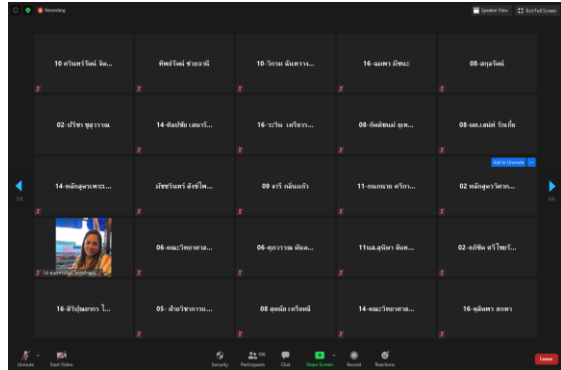
Clearly focusing and organizing everything in an educational system around what is essential for all students to be able to do successfully (ELOs) at the end of their learning experiences.

This means starting with a clear picture of what is important for students to be able to do, then, the organizing the curriculum, instruction, and assessment to make sure this learning ultimately happens.

Criterion 1 - Expected Learning Outcomes → Bloom's Tax

- 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.
- 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.
- 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).
- 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 (ELOs).
- The programme to show that the expected learning outcomes are achieved by the students by the time they graduate.



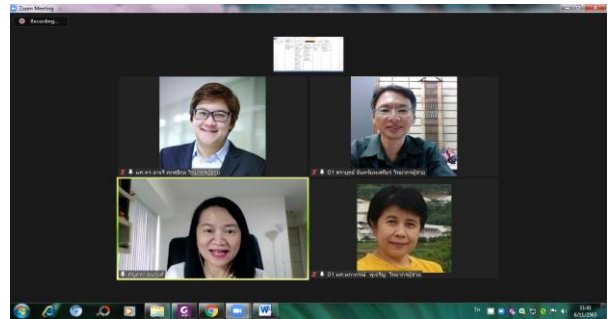


วันที่ 6 พฤศจิกายน 2563

Alignment of ELO and TLA

Typical ELO	Possible TLAs
Describe	Set reading, lecture, report on
Explain	Tutorial, activities, write essay
Integrate	Project, assignment
Apply	Project, case study
Solve problem	PBL, case study
Design, create	Project, poster
Hypothesise	Experiment, project
Reflect	Reflective diary

- The point is not how you are going to teach but how and what you want your students to learn.
- NOTE! Many of these TLAs can be assessments tasks as well.



Criterion 2 - Programme Structure and Content Requirements

Program spec.

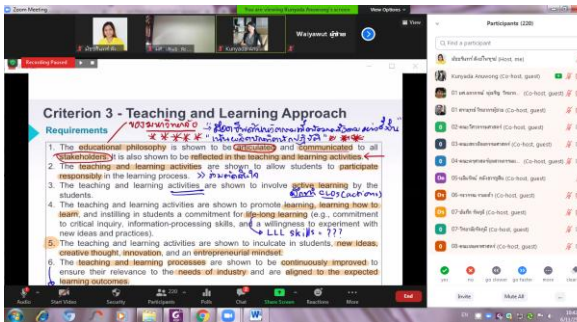
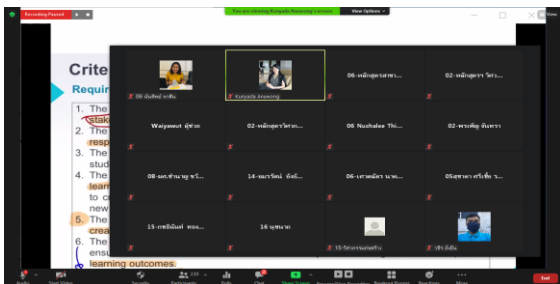
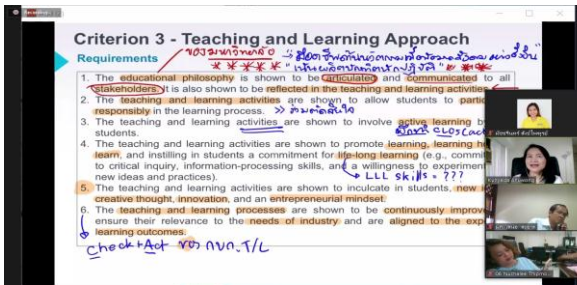
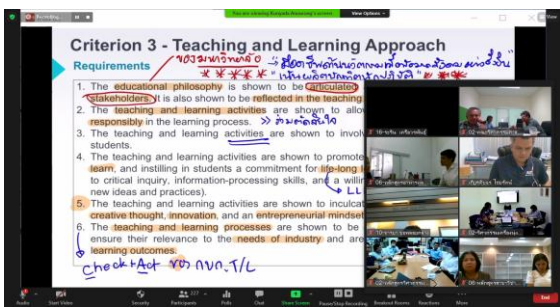
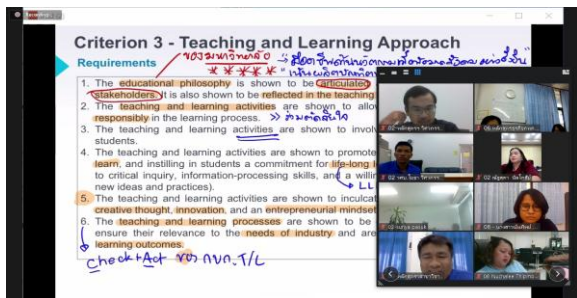
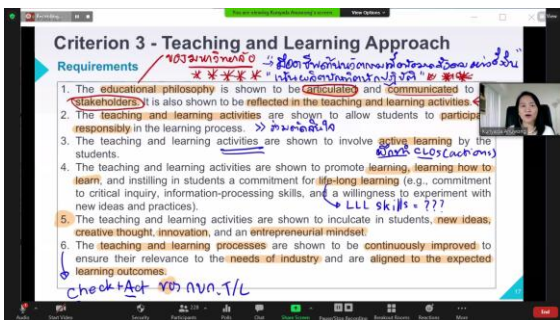
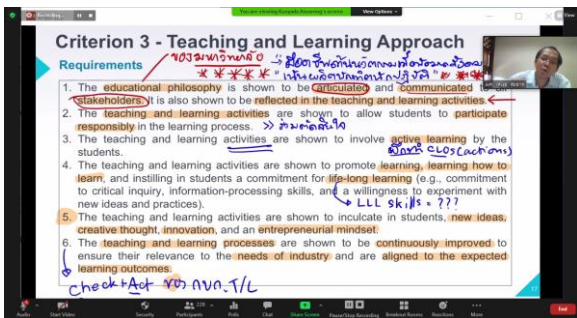
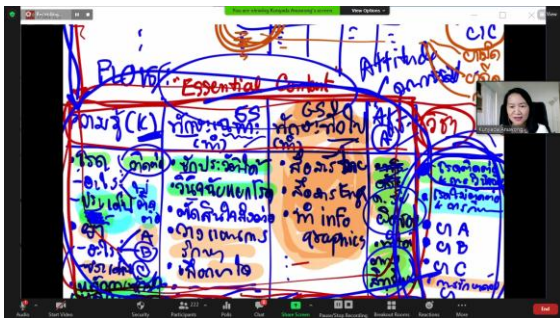
- The specifications of the programme and all its courses are comprehensive, up-to-date, and made available and communicated to all stakeholders.
- The design of the curriculum is shown to be constructively aligned with achieving the expected learning outcomes.
- The design of the curriculum is shown to include feedback from especially external stakeholders.
- The contribution made by each course in achieving the expected learning outcomes is shown to be clear.
- The curriculum to show that all its courses are logically structured, properly sequenced (progression from basic to intermediate to specialised courses), and integrated.
- The curriculum to have option(s) for students to pursue major specialisations.
- 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.

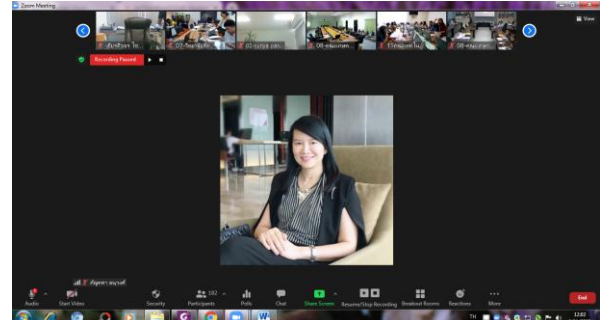
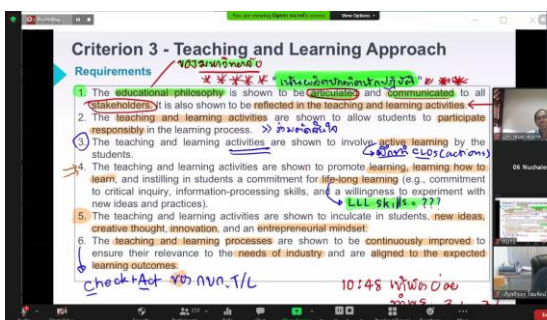
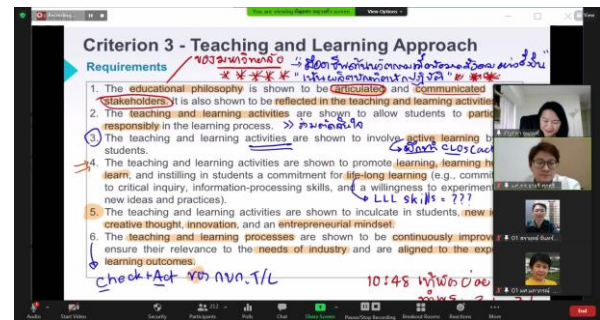
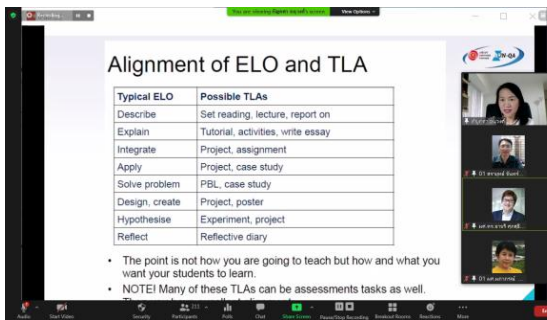
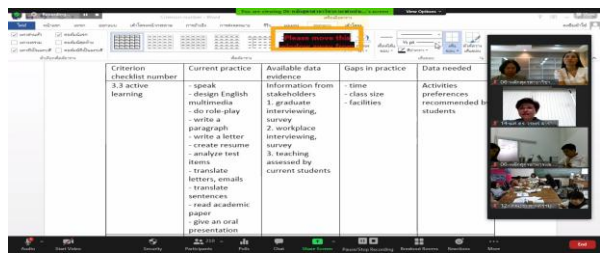
Criterion 2 - Programme Structure and Content Requirements

Program spec. and **Course spec.**

- 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.
- The design of the curriculum is shown to be constructively aligned with achieving the expected learning outcomes.
- The design of the curriculum is shown to include feedback from stakeholders, especially external stakeholders.
- The contribution made by each course in achieving the expected learning outcomes is shown to be clear.
- The curriculum to show that all its courses are logically structured, properly sequenced (progression from basic to intermediate to specialised courses), and are integrated.
- The curriculum to have option(s) for students to pursue major and/or minor specialisations.
- 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.









โครงการอบรมเชิงปฏิบัติการ เรื่อง ระบบประกันคุณภาพการศึกษา ระดับหลักสูตร ตามเกณฑ์ AUN QA (AUN-QA Implementation and Gap Analysis)



ระหว่างวันที่ 5-6 พฤศจิกายน พ.ศ. 2563
เวลา 08.30-17.30น.
ผ่านระบบออนไลน์โปรแกรม Zoom Meeting

งานประกันคุณภาพ สำนักงานอธิการบดี มหาวิทยาลัยเทคโนโลยีราชมงคลศรีวิชัย 0 7431 7142

โครงการอบรมเชิงปฏิบัติการ เรื่อง ระบบประกันคุณภาพการศึกษา ระดับหลักสูตร ตามเกณฑ์ AUN-QA Implementation and Gap Analysis



โดย รศ.ดร. กัญจกาน อุนวงศ์ (วิทยากรหลัก)
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ผศ. ผกาภรณ์ พุงเจริญ (ผู้ช่วยวิทยากร)
ผู้ประเมินภายในระดับหลักสูตรตามเกณฑ์ AUN-QA ที่ขึ้นทะเบียนโดย ทปอ. และอาจารย์ประจำคณะกายภาพบำบัด มหาวิทยาลัยศรีนครินทรวิโรฒ



ผศ.ดร. สรายุทธ์ จันทรมหเสถียร (ผู้ช่วยวิทยากร)
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