STRATEGI MENDAPATKAN SERTIFIKASI AUN-QA

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JURUSAN TEKNIK INDUSTRI
INSTITUT TEKNOLOGI SEPULUH NOPEMBER
ready for change
CHANGE

LOVE IT

FEAR IT
Are you ready for AUN QA CERTIFICATION?
Quality assurance can be described as the systematic, structured and continuous attention to quality in terms of maintaining and improving quality.

Source: The Regional Report of Asia and the Pacific (UNESCO, 2003b)
“We believe in the spirit and the togetherness of ASEAN, that is of ASEANness, and the benefits it will bring to the people from the collaborative works we are serving.”
The objective of the framework of AUN-QA Strategic Action Plan is to set the outline of strategic plan including the key activities, in order to further develop the AUN-QA system through the enhancement of QA assessment and capacity building among the AUN Member Universities and also extend to non-Member in ASEAN region; which could lead to the acquisition of regional and international recognitions.
PURPOSES OF THE AUN-QA ASSESSMENT:

➢ To have an agreed quality framework and criteria of QA in Higher Education in ASEAN.
➢ To strengthen internal QA and improve the quality
➢ Recognition of education programme across member universities (for credit transfers, joint degree, mobility of staff and students, etc)
➢ To uplift the quality of the ASEAN HE in education, research and services
APPROACH OF THE AUNQA ASSESSMENT:

- **Voluntary basis** for members and affiliate members
- **Cost sharing** (the university of the assessors pay for the airfare; the university of the assessed pay for the accommodation, local transport, honorarium for the assessors)
- Focused on the process of how quality are assured
- A set of **planning & reporting templates** was designed & standardized
- A **systemic approach** using Plan-Do-Check-Act
- A set of guidelines on assessment itinerary & interviews with staff, students, alumni, employers
- A set of requirements for writing a self-assessment report & key evidences
Brunei Darussalam
Universiti Brunei Darussalam

Cambodia
Royal University of Phnom Penh
Royal University of Law and Economics

Indonesia
Universitas Gadjah Mada
Universitas Indonesia
Institut Teknologi Bandung
Universitas Airlangga

Lao PDR
National University of Laos

Malaysia
University of Malaya
Universiti Sains Malaysia
Universiti Kebangsaan Malaysia
Universiti Putra Malaysia

Myanmar
Institute of Economics, Yangon
University of Yangon

The Philippines
University of the Philippines
De La Salle University
Ateneo de Manila University

Singapore
National University of Singapore
Nanyang Technological University
Singapore Management University

Thailand
Chulalongkorn University
Burapha University
Mahidol University
Chiangmai University

Viet Nam
Vietnam National University, Hanoi
Vietnam National University, Ho Chi Minh City
AUN ORGANISATION STRUCTURE

AUN Board of Trustees (AUN-BOT)

AUN Secretariat

26 AUN Member Universities

AUN Secretariat is located at Room 210. Jamjuree 1 Bldg. Chulalongkorn University, Bangkok, Thailand <www.aunsec.org>
Objectives of AUN

- 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
- To serve as the policy-oriented body in HE in the ASEAN region
Benefit of AUN-QA for higher Education in ASEAN

- Harmonisation of QA Framework in ASEAN
- A system of readable and comparable Degree

Free flow of workforce in 2010

Enhancing movement of business persons, professionals, talents and labour in ASEAN

ASEAN Charter: Article 1
AUN-QA MODELS
at Programme Level (Revised)

Stakeholders Satisfaction

Programme Specification
Programme Structure & Content
Teaching & Learning Strategy
Student Assessment

Academic Staff Quality
Support Staff Quality
Student Quality
Student Advice Support
Facilities & Infrastructure

Quality Assurance of Teaching & Learning
Staff Development Activities
Stakeholders Feedback

Pass Rates
Drop Out Rates
Graduation Time
Employability
Research

Quality Assurance and (Inter)national benchmarking
AUN Southeast Asia Engineering Education Development Network (AUN/SEED-Net) Secretariat: Chulalongkorn University

ASEAN Graduate Business and Economics Programme Network (AGBEP) Secretariat: De La Salle University

AUN Human Rights Education Network (AUN-HREN) Secretariat: Mahidol University

AUN Inter-Library Online (AUNILO) Secretariat: Universiti Sains Malaysia

ASEAN Credit Transfer System (ACTS) Secretariat: Universitas Indonesia

AUN Intellectual Property (AUNIP) Secretariat: Chulalongkorn University

AUN University Social Responsibility & Sustainability (AUN-USR&S) Secretariat: Universiti Kebangsaan Malaysia
Quality Assurance (QA) “must be succeeded” to drive higher education in Asia towards the World Class.
Initiated by the 4th AUN Board of Trustee Meeting in 1998.

Aims to develop QA network as mechanism to uplift and enhance higher education standard among the members.
In the Bangkok Accord, AUN Member Universities agreed to:

- Appoint CQOs (Chief Quality Officers)
- Establish common QA criteria
- Exchange mutual collaboration and information
- Encourage the good practices for QA
- Facilitate QA auditing, assessment and review
- Share a mutual consultation on any differences or disputes
- Seek further and deeper engagement with ASEAN dialogue partners
AUN-QA MODELS

- Strategic: (QA at Institutional Level)
- Systemic: (Internal QA System)
- Tactical: (QA at Programme Level)
## QA at Programme Level

<table>
<thead>
<tr>
<th>1st Version</th>
<th>2nd Version</th>
<th>3rd Version</th>
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<tbody>
<tr>
<td>5. Didactic Concept and Teaching/Learning Strategy</td>
<td>5. Student Assessment</td>
<td>5. Student Assessment</td>
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<tr>
<td>6. Student Assessment</td>
<td>6. Academic Staff Quality</td>
<td>6. Academic Staff Quality</td>
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<td>7. Staff Quality</td>
<td>7. Support Staff Quality</td>
<td>7. Support Staff Quality</td>
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<tr>
<td>8. Quality of Support Staff</td>
<td>8. Student Quality</td>
<td>8. Student Quality and Support</td>
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<td>10. Student Advice and Support</td>
<td>10. Facilities and Infrastructure</td>
<td>9. Facilities and Infrastructure</td>
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<tr>
<td>15. Staff Development Activities</td>
<td>15. Stakeholders Satisfaction</td>
<td>11. Output</td>
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Revised AUN-QA Model for Programme Level
<table>
<thead>
<tr>
<th>Timing</th>
<th>Activity (Programme Assessment)</th>
<th>Participating University</th>
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<tbody>
<tr>
<td>Dec 2007</td>
<td>1st Actual Quality Assessment (2) (Biomedical and CAD/CAM)</td>
<td>University of Malaya, Malaysia</td>
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<td>2008</td>
<td>2nd Actual Quality Assessment (2) (Applied Economics and Chemical Engineering)</td>
<td>De La Salle University, the Philippines</td>
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<td>3rd Actual Quality Assessment (2) (Civil and Mechanical Engineering)</td>
<td>Universitas Indonesia, Indonesia</td>
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<td>4th Actual Quality Assessment (2) (Physics and Pharmacy)</td>
<td>Institut Teknologi Bandung, Indonesia</td>
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<td>2009</td>
<td>5th Actual Quality Assessment (3) (Chemistry, Pharmacy and Medical Education)</td>
<td>Universitas Gadjah Mada, Indonesia</td>
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<td></td>
<td>6th Actual Quality Assessment (1) (Information Technology)</td>
<td>Vietnam National University-Hanoi, Viet Nam</td>
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<tr>
<td></td>
<td>7th Actual Quality Assessment (3) (Information Technology and Electronics Telecommunication)</td>
<td>Vietnam National University-Ho Chi Minh, Viet Nam</td>
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<tr>
<td>Timing</td>
<td>Activity (Programme Assessment)</td>
<td>Host</td>
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<td>2010</td>
<td>8th Actual Quality Assessment (4) (Architecture, Electrical Engineering, Chemical Engineering, and Metallurgy and Material Engineering)</td>
<td>Universitas Indonesia, Indonesia</td>
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<td>9th Actual Quality Assessment (3) (Chemistry, Psychology and Literature)</td>
<td>De La Salle University, the Philippines</td>
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<td>10th Actual Quality Assessment (1) (Economics)</td>
<td>Vietnam National University - Hanoi, Viet Nam</td>
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<td>2011 - 2012</td>
<td>11th Actual Quality Assessment (3) (Biology, Geology Engineering and Civil and Environmental Engineering)</td>
<td>Universitas Gadjah Mada Indonesia</td>
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<td></td>
<td>12th Actual Quality Assessment (3) (Science in Applied Corporate Management, Science in Computer Science and Science in Physics)</td>
<td>De La Salle University, the Philippines</td>
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<td>13th Actual Quality Assessment (3)</td>
<td>Vietnam National University – Ho Chi Minh City, Hanoi</td>
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<td></td>
<td>14th Actual Quality Assessment (3)</td>
<td>University of the Philippines, the Philippines</td>
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GRADING

1 = NOTHING, no document, no plans, no evidence present
2 = THIS SUBJECT is in planning stage
3 = document available but no clear evidence that they are used
4 = document available and evidence that they are used
5 = clear evidence on the efficiency of the aspects
6 = example of good practices
7 = Word class / excellent
ASSESSMENT OF THE QUALITY OF A PROGRAMME

1 = absolutely inadequate, immediate improvement must be made
2 = inadequate, improvement necessary
3 = inadequate, but will minor improvement will make it adequate
4 = adequate as expected
5 = better than adequate
6 = example of good practices
7 = Word class / excellent
SOURCES OF EVIDENCE

1. Programme and module specification
2. Course brochure and prospectus or bulletin
3. Skills matrix
4. Stakeholders’ input
5. University and faculty websites
6. Communication media and plans to stakeholders
7. Curriculum review minutes and documents
8. Accreditation and benchmarking reports
THE CONTENT OF THE SAR SHOULD CONSIST OF:

Part 1: Introduction
• Executive summary of the SAR
• Organisation of the self-assessment – how is the self-assessment carried out and who are involved?
• Brief description of the university, faculty and department – outline the history of quality assurance, mission, vision, objectives and quality policy of the university followed by a brief description of the faculty and department.

Part 2: AUN-QA Criteria Requirements
• This section contains the write-up on how the university, faculty or department addresses the requirements of the AUN-QA criteria. Follow the criteria listed in the self-assessment checklist.

Part 3: Strengths and Weaknesses Analysis
Part 4: Appendices
THE CONTENT OF THE SAR SHOULD CONSIST OF:

Part 1: Introduction

Part 2: AUN-QA Criteria Requirements

Part 3: Strengths and Weaknesses Analysis
• Summary of strengths - Summarise the points that the department considers to be its strengths and mark the points that you are proud of.
• Summary of Weaknesses - Indicate which points the department considers to be weak and in need of improvement.
• Completed checklist
• Improvement plan – recommendations to close the gaps identified in the self assessment and the action plan to implement them.

Part 4: Appendices
Glossary and supporting documents and evidences
EXPECTED LEARNING OUTCOME, THE MOST STRATEGIC CRITERIA
(SOURCE: IKA DEWIANA, 2014)

• The curriculum offers to graduates the ability
  – To do advances study
  – To develop their own personality
  – To have an academic attitude and
  – To be competent in their field of study
ANALYSIS OF PROGRAMME ASSESSMENT

By Zhou Qi, et al., 2011 (NUS)
Are People Resistance to Change?
Quality is never an accident. It is always the result of high intention, sincere effort, intelligent direction, and skillful execution. It represents the wise choice of many alternatives.”

-Willa A. Foster
AUN Actual Quality Assessment at Programme level
TERIMAKASIH